

**DEVELOPING A THEATRE-LIKE MEDIA WITH PUPPETS FOR THE
TEACHING OF LISTENING TO THE FIFTH GRADE STUDENTS
OF SD NEGERI NGIJON II SLEMAN**

A Thesis

**Submitted as a Partial Fulfillment of the Requirements for Attainment of the
Degree of *Sarjana Pendidikan* in English Education**



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2014**

APPROVAL SHEET

**DEVELOPING A THEATRE-LIKE MEDIA WITH PUPPETS FOR THE
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OF SD NEGERI NGIJON II SLEMAN**



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RATIFICATION SHEET

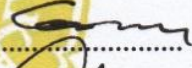
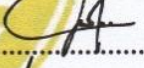
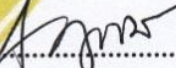
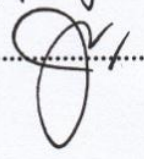
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A Thesis

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Yogyakarta, Oktober 2014

Peneliti,



Ristiani Primaningsih

MOTTOS

Believers! Seek help in patience and in prayer, Indeed Allah is with those that are patient.

(QS. Al Baqarah: 153)

One will gain nothing without making any efforts.

(QS. AnNajm: 39)

Nothing can change the fate except prayers.

(HR. Ahmad, at-Tirmidzi, and IbnuMajah)

Be proud, but never satisfied.

(DedyCorbuzier)

The best way to predict the future is to create it.

(Abraham Lincoln)

My dream is not to become the best. It is to be someone who I am not ashamed to be.

(Kim KiBum – SHINee)

DEDICATIONS

I lovingly dedicate this thesis to:

me, myself

my beloved mother, Rumini, A. Ma.

my beloved father, RisSantosa, S. Pd

my dear sisters, Binayu&Ruri

my dear brother, Dika

my mood booster, Putri

my best friends, Mbak Kiki, Ayux, Padma

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3. my beloved parents, my sisters and brother, also people who always mention my name in their prayer and support me to finish my study.
4. my best friends, Putri, mbak Kiki, Ayux, Padma for everything we shared together.
5. Pak Priya, for the support and help.

Finally, I realize that this thesis is still far from being perfect. However, I do hope that it is useful and may give some contributions to the future investigation in the English teaching and learning process.

Yogyakarta, Oktober 2014

The writer

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ABSTRACT

The objective of this research study was to produce a *theatre-like media with puppets* as to examine the development of it as a media for the teaching of listening to the fifth grade students of SD Negeri Ngijon II. The thesis discusses about how to develop of the *theatre-like media with puppets* for the teaching of listening.

This research study was classified into Research and Development (R&D). There were eight steps taken in this research. They were conducting needs analysis, writing the course grid and lesson plan, designing the first draft of the media, producing the first draft of the media, assessing the first of the media, revising the first draft of the media, implementing the second draft of the media, and evaluating the second draft of the media, and producing the final media. The subjects of the research were 27 students in the fifth grade of SD Negeri Ngijon II. The data of this research study were quantitative and qualitative. The quantitative data were obtained from the questionnaires and the qualitative data were obtained from the observations and interviews. The questionnaires were distributed to the English teachers and the students in order to assess the media. The quantitative data were analyzed with simple descriptive statistics while the qualitative data were analyzed in the narrative form.

From the evaluation given by the seventeen English teachers as respondents and the students, it is concluded that the *theatre-like media with puppets* as the product of this research study is feasible to be used for the teaching of listening. The percentage score items based on the English teachers' evaluation were more than 60%. The syllabus and program contents and the materials instruction got 82%. Moreover, the media got 84%. The result means that the *theatre-like media with puppets* is very good and feasible to use as media to teach listening to the fifth grade students of elementary schools. It is also supported by the observation and interview result after the implementation. The data indicate that the *theatre-like media with puppets* make the students learn English enjoyably. Furthermore, the media improved the students' motivation to learn English.

Keywords: developing media, listening skill, theatre-like media with puppets

CHAPTER I INTRODUCTION

A. Background of the Problem

English is defined as one of Lingua Franca of the whole world. The knowledge of English is required by many employers and in many other parts of people's life such as operating an electronic machine, using an imported product, or talking to foreigners. It is important to understand English very well in the future. Nowadays, many countries have started teaching English for young learners as a second language or a foreign language. According to McArthur (1999) quoted from Brewster and Ellis (2003: 2), "The entire middle class seem to want English for their children as an international vehicle which they can then use with the rest of the world." A worldwide survey of teaching English to young children by British council shows that "Educationalists all over the world have recognized the need for English language learning at the primary level and are doing whatever they can promote it."

In Indonesia, English for young learners is taught as a local content subject. It may or may not be a course for teaching and learning process based on the school's rule. However, English is seen as a foreign language that is where it has no widespread or official role (native speakers) in a country. It means that children mostly learn English in the classroom. English teachers have a role to introduce English formally. They have to teach the young learners in easy ways so that young learners are not losing interested in learning English. Tomlinson (2008: 39) said that "The contact to the language through the media and the standards

achieved in the school system given English possibly a greater currency than it has in some ‘second language’ country.” As the solution, the Minister of Education and Culture of Indonesia in Brewster and Ellis (2003: 2) creates the objective which is “to motivate children to learn English in interesting and fun ways”. It is the job for every English teacher of young learners to create interesting and fun activities in the classroom.

On the other hands, based on the observation in SD Negeri Ngijon II, there were some problems found in the teaching and learning process especially for listening skills. First, there was few learning resource for the teaching of listening. Recorded materials to support listening activities were not available. Second, a loudspeaker did not exist in the classroom. It causes the lack of listening activities in the classroom. Third, repetition of same activities for the whole teaching and learning of listening skills can make the students bored and losing interest in learning English. Fourth, interesting and fun media are unavailable for the teaching and learning process in the classroom. In conclusion, those four aspects which have been described above can make students’ motivation in learning listening skills of English low.

Therefore, the researcher concluded that the fifth grade students of SD Negeri Ngijon II need media as the tools in the teaching learning process. Storytelling is one of the best methods in the teaching of listening to young learners. Faurot (2009: 2) said that “Throughout history, humans around the world have used realia, masks, puppetry, magic, drama, storytelling, music, art, and dance to enhance audiences’ experiences and to keep their attention for the purposes of

religion, entertainment, and education.” Most children enjoy fables or fairy tales told by their parents or grandparents in their childhood. Storytelling can attract the students’ attention and make the teaching and learning process more memorable and fun. Through storytelling, children can indirectly learn about good or bad habits and moral values while listening to the stories.

Moreover, these days, many children are television watchers and gadget users. As the effect of these conditions, they are even more visually oriented than ever. Faurot (2009: 2) said that “One way of achieving this can be through visual storytelling, where older participants’ interest can be maintained orally while younger participants are engaged through the use of visuals”. Visual media which can be used in storytelling are puppets. Using puppets as the moving object can keep the students’ focus on the story until the end. It also helps the students to understand the characters’ physical appearance.

In conclusion, the media for the teaching of listening in SD Negeri Ngijon II still have to be developed. Through the research entitled “Developing a Theatre-like Media with Puppets for the Teaching of Listening to the Fifth Grade Students of SD Negeri Ngijon II Sleman,” the researcher wants to develop media which can help the English teachers in the teaching of listening and also make the students enjoy the listening activities.

B. Identification of the Problems

Listen and repeat was the method which mostly used by English teachers to teach listening. They read a sentence and asked the students to repeat after them.

The English teachers did not use interesting media such as stories, songs, or games to make listening activities in the class more enjoyable. As the consequence, the activities which could be applied in the teaching and learning process were limited. Students, especially young learners, could get bored easily when they kept doing the same activities again and over again.

Furthermore, the materials of listening skills were mostly taught orally. Proper recorded materials that could be used in listening activities were difficult to get. The internet, the most searchable source, provided more listening materials for adult or advance learners. It was too difficult for the beginners or young learners who learn English for the first time to understand the whole materials.

In addition, the teaching and learning activities of listening skills in the fifth grade students of SD Negeri Ngijon II were less than speaking, reading, and writing skills. Most of the class activities only focused on the written assignments which would decide the graduation through the final examination scores. Moreover, the students showed low motivation in listening activities. There were not any interesting media which were used for the teaching and learning process of listening.

Workbook was the only one of learning resources which had been used in the teaching and learning process. There were no any other media such as a loud speaker, recording or cassette which were used in the teaching of listening in the fifth grade of SD Negeri Ngijon II. Moreover, the loud speaker could not be found in the classrooms or language lab. Though, loud speaker helped to deliver sound

to the whole class. It also made the English teachers used more power while explaining the materials.

C. Limitation of the Problems

The limitation of this research study is based on the developing a *theatre-like media with puppets* for the teaching of listening. Theme-based teaching was used as the material development for this media. The story and vocabularies are adjusted to students' grade and needs. The topic for teaching and learning activities of listening skills in this research study is adjectives which are delivered through storytelling. '*Goldilocks and the Three Bears*' is suitable for this research study because it is one of popular authentic material which consists of many adjectives.

D. Formulation of the Problems

Based on the background of the problem, identification of the problems, and limitation of the problems, the problem of this study can be formulated as follows: How can the *theatre-like media with puppets* be developed for the teaching learning process of listening to the fifth grade students of SD Negeri Ngijon II?

E. Objective of the Study

Based on the problems which are discussed before, the objective of this study is to develop a learning resource which consists of a *theatre-like media with puppets* for the teaching and learning process of listening in the fifth grade of SD

Negeri Ngijon II. The advantages of using the media in teaching English to young learners want to be measured from this research study.

F. Specification of the Developed Product

Media as learning resource for the teaching English are developed based on the needs analysis to the fifth grade students of SD Negeri Ngijon II. The products of this research study are the *theatre-like media with puppets*, teacher's guide book and workbooks as media for teaching of listening activities. The following are the descriptions of the products.

1. *Theatre-like media with Puppets*

'*Goldilocks and the Three Bears*' is the story developed in this research study. *Theatre-like media with puppets* was planned as the storytelling tool. It provides settings times and places of the story. Moreover, it is portable. Besides, puppets are the moving objects of the characters from the story. They are Goldilocks, Father Bear, Mother Bear, and Little Bear. Puppets were aimed to attract the students' attention while listening to the story.

2. Teacher's Guide Book

The teacher's guide book helps the English teachers in using media. It consists of the course grid, the lesson plan, procedure of using the *theatre-like media with puppets*, and script of '*Goldilocks and the Three Bears*.' The script is completed with moving actions written in Indonesia to help the English teacher described some actions when telling the story.

3. Student's Workbook

The student's workbook is used as the students' assignment after they have listened to the story. It helps the English teachers to know the students' understanding of the story. Moreover, there are nine different assignments provided in the student's workbook so that the students do not get bored with a monotonous assessment of listening activities.

G. Significances of the Study

1. For the English Teachers of Elementary Schools
 - a. The research finding is aimed to contribute and to enrich the teaching theories of listening skills.
 - b. The English teachers are expected to learn how to develop media for listening skills which can make their teaching and learning successful.
 - c. The English teachers can make the teaching and learning process, especially listening activities, more active and fun.
2. For the Staffs or members of English Education Department
 - a. The staffs or members of English education department can get more reference and product which can be used in elementary school.
 - b. The staffs or members of English education department can suggest the English teachers of elementary school to use the material and media in the teaching and learning process.

3. For the Media Developers

- a. The media developers can get more ideas to make interesting media.
- b. The media developers can use this research finding to develop their media.

4. For the other researchers

The other researchers can use this research finding for further research and development purposes.

H. Limitation in the Product Development

Because of the limitation in developing the product, the *theatre-like media with puppets* which is developed in this research study is only used for the teaching of listening in the fifth grade students of Elementary Schools and other students with same grade. Other students in different grades may need different materials and treatments for their teaching and learning activities of listening. This media cannot be used for teaching speaking, reading, and writing skills because each skill needs different activities.

CHAPTER II LITERATURE REVIEW

A. Theoretical Review

1. Teaching English to Young Learners

According to Pinter (2011: 49), “Children are believed to be more successful second language learners than adults.” Moreover, Brewster and Ellis (2003: 1) said that, “Young children learn languages better and more easily than older. This means there is a widespread belief that there are definite advantages to introducing language learning early on in life which outweigh the disadvantages.” Depend on Girard (1974) quoted by Brewster and Ellis (2003: 3), there are some issues for introducing early a foreign language learning:

- a. Advantage can be taken of certain aptitudes children have.
- b. There is no theoretical optimum age to start teaching. The starting age can vary according to country and linguistic situation, although at that time the age of nine was often chosen.
- c. Early learning of a non-mother tongue language must be integrated into other teaching in the primary school.
- d. Whether else may be achieved, the main concern is to prepare the ground so that the most can be made of teaching which will be received in secondary school.
- e. The linguistic and pedagogical skills of the teachers are two most important factors.

The issues which are explained above have led to teach English language learning as a second or a foreign language earlier for many children all over the world. More importantly, Brewster and Ellis (2003: 3) said that, “Starting to learn a foreign language several years earlier was simply to increase the total number of years spent learning the language, especially at age six or nine instead of eleven or

twelve.” Other reason of teaching English to young learners was the belief that young children seem to have a better facility for understanding and imitating what they hear than secondary school students. It makes the government and parents want young children learn English earlier.

In Indonesia, young learners mostly start to learn English in elementary schools as a foreign language. Based on curriculum 2013, the minister of English education sets English as local content subject for elementary school students. The government wants to give more language input to their citizen without giving pressure to young learners. Brewster and Ellis (2003) explained some reasons of young learners, especially elementary school students learn English earlier. Those reasons are:

- a. The use of English as a world language is increasing all over the world. That makes many children in many countries all over the world are demanded to learn English earlier.
- b. The government is enthusiastic to push their citizens to have English language competence for economic benefit of their country.
- c. Some parents who believe that mastering English as a mean for communication will give benefit to their children because it can give them more opportunities to gain economic, cultural, or educational advantages.
- d. The lowering of the age at when children learn languages will give more time for the children to learn languages.

Furthermore, there are similarities and differences between childhood and adult language learning in some points. The teachers should explore those

similarities and differences so that they can work with children in the classroom as effectively (Pinter, 2011:1).

According to Girard (1974) quoted by Brewster and Ellis (2003: 3), there are six important needs for developing the best surroundings for teaching languages. Those are “having appropriately trained teachers, proper timetabling with sufficient timing, appropriate methodology, continuity and liaison with secondary schools, provision of suitable resources and integrated monitoring and evaluation.”

2. Teaching Listening Skills to Young Learners

a. Listening Skills

Talking about language learning is dealing with four language skills which are listening, speaking, reading, and writing. Those skills can be further distinguished by stating that listening and speaking are oral skills while reading and writing are written skills. People think that children do not need to duplicate, repeat, or produce sounds when they are listening. It means that listening skills is only passive activity but in fact, that is not true.

In addition, Brewster and Ellis (2003: 98) said that, “It is important to remember that listening is not a passive activity.” Always asking learners to simply *listen and remember* or *listen and repeat* may make them feel anxious or bored, and places a burden on their memory and tends not to develop their listening skills. Learners, especially young learners need and should be actively

interest in listening task and activities. It helps them to enjoy the teaching and learning process then when they are passive during the lesson.

Moreover, Linse and Nunan (2005: 22) stated, "In order to be able to listen in class, children need to be able to hear. Hearing refers to the actual perception and processing of sound." Hearing can have a very thoughtful impact on a child's ability to listen and fully participate in the language class.

Based on Harmer (2001), there are two types of listening activity. The first one is extensive listening. Extensive listening is a listening activity in which a teacher encourages students to select for themselves the materials which they listen to and to do some activities to make sure their language improved. It has good outcome on student's language learning because they choose the listening materials which they like. Extensive listening usually takes place outside the classroom. When students make their own choices about what they are going to listen, they feel more comfortable and can enjoy listening. They can listen to music with slow-tempo. It is such an easy way to enrich English vocabularies. They can also maintain their pronunciation because most of music is authentic materials. If the students are visual learners, they can watch movies to practice their listening skills. It provides ideal listening materials because students can listen to some dialogues which are used in daily life. Movies are also authentic materials that can provide the learners with new vocabulary, grammar rules, and good pronunciation.

Then the second type of listening activity is intensive listening which uses recorded materials. Many English teachers use recorded materials when they

explain listening skills materials and want their students to practice listening skills. Recorded materials are extremely portable which can be used in every class and every time. They are very cheap and almost free when the teachers take suitable materials from the Internet. It gives the students an opportunity to hear different characters, especially when real people are talking in daily life. However, it is not an entirely natural occupation when setting a group of people sit around listening to a tape recorder. Furthermore, recorded materials are not suitable for big classroom with more than 20 students in it. It is difficult to make sure that all of the students in the classroom can listen clearly

In conclusion, both of extensive and intensive listening has advantages and also disadvantages for teaching and learning English of listening skills to young learners. It is the duty for the teachers to develop the advantages and minimize the disadvantages of using media to teach listening skills. Therefore, media have to be understandable and enjoyable for teaching and learning process.

b. Listening in the Classroom

According to Scott and Ytreberg (1993), listening in the classroom has some points. First, listening is the skills that children gain first, especially if they have not yet learned to read. Listening is the main skills when the students start to learn a foreign language. Everything that the students hear is their main source of the new language. As the back-up, teachers also give them as much visual source as possible through facial expression, movement, mime, and pictures.

Second, teachers have to remember that once something has been said, and then it disappears and cannot be replayed. If students are reading, they can check or re-read something that they do not understand or forget. This is not possible when listening. It is important to say things noticeably and to repeat them when the English teachers are talking and the students are listening. Teachers do not have to tell it from beginning to end without breaks. For example, they can re-tell it again and again, pause, louder, whisper as they go along.

Third, students have to concentrate very hard when they are listening because they cannot decide how fast they work. Therefore, young learners can only concentrate in a short period. It can be increased along with age for most children, and the eight to ten years old child can concentrate and listen for longer periods. Teachers have to be aware not to overload students when they are working on listening task.

Fourth, when using recorded materials, students cannot directly say a comment or ask a question as in daily life. They have to wait until the recorded materials end then start answering questions about what they have heard.

Fifth, listening activities can make both of noise and peaceful atmosphere. Some students will create movement and make some noise. Other students will create peaceful atmosphere by calm down their friends and make them concentrate to listen.

From some points which are described above, the English teachers who teach skills especially listening skills in the classroom has to be aware and think of the

children's perspective. It can help children to learn English easily and more enjoyable.

c. Teaching Listening

Teachers will be able to support children's understanding more effectively if the teachers direct their pupils' attention to specific points that have to be listened to. Brewster and Ellis (2003) explained how to develop pupils' listening as described below:

1) Give the children confidence

Teachers should not expect students to understand every single word. Moreover, teachers should explain it to the students. It is more important to understand the whole materials. Teachers' gestures, facial expressions, tone of voice and visual aids, mimes, body movements, and pictures will help children feel confident about what is important to concentrate on while listening.

2) Explain why the children have to listen

Teachers should ensure that the learners are understood the purpose of listening activity. It means that the teachers should explain the whole activities which will be done. It facilitates learners to gain their confidence and reduce anxiety. Different kinds of listening purposes are described below.

- a) To physically settle pupils; to calm when they are too boisterous.
- b) To stir pupils; to stimulate or allow them to physically let off steam if they seem bored or tired.

- c) To improve the general listening attitude: listen for enjoyment, improve concentration span, or develop the memory.
 - d) To develop aspects of language; listening to improve pronunciation, stress, rhythm, and intonation, as well as familiarity with new words and structures.
 - e) To reinforce conceptual development; spoken texts can act as useful revision for reinforcing concepts such as number, size, or cause and effect.
 - f) To interact with others; activities which encourage children to work with others require the learners to negotiate meaning by listening and asking questions, checking meaning, agreeing, and so on.
 - g) To provide support for literacy; older children can be encouraged to make connection between spoken and written English by picking out written words or statements which are part of a spoken message.
- 3) Help children develop specific strategies for listening

Intelligent guess-work is a main strategy that the teachers should teach. Students should be brave to ask about something they are not known. Teachers need to be sensitive of students' lack so that they can support and lift up students' responsiveness about the advantage of listening strategy. Some important listening strategies include:

- a) Predicting; it is a listening strategy which provide the students to guest the main topic before they listen to the recording. Teachers can give some pictures that can encourage students' topic, language or some of details. This strategy can keep students motivation and confidence when their expectation matches with the recording that they hear.

- b) Working out the meaning from context; some teachers will translate the new words before listening activities started. They try to help their students by giving the meaning of the new vocabularies. However, it will be more memorable when the students are guessing the meaning of some unfamiliar words using picture-card.
- c) Recognizing discourse patterns and markers; teachers should explain some signal words which mark the next event such as *first, then, finally, but, and, so*.
- 4) Set a specific listening task

Teachers should pay attention in the pre, while, and post-listening activities. In pre-listening activities, students do some preparation before listening the recording. In while-listening activities, students will actively listen to the recording and take some notes. And post-listening activities is the last activities after the students listen to the recording. Teachers should prepare specific listening task for the three stages of listening activities.

- 5) Organize listening

Most of listening activities done based on talk will be more natural when the students listen to the real daily-live conversation or listen to story based on their environments. However, if the teachers have an availability of a cassette or pre-record materials, it can be used to introduce different characters of the speakers. Teacher can set some groups of students to listen to the recording while the rest of the students do other activities.

d. Teaching Method

Teaching method is one of the most important things to be considered as teachers. The teaching method should be able to deliver the materials to the student effectively. Harmer (2001) stated some teaching method as described below:

Audio-lingualism: audio-lingual method uses drilling to form positive reinforcement, to engender good habits in language learners. Through the drilling, the students are continuously learning and protected from the risk of making mistakes by the right design of the drill. However, making mistakes are part of learning. When students are making mistakes, they will learn from it and try not to make same mistake as before. Indeed audio-lingual exiles all form of language process which make students learn new language information on their own mind.

PPP: PPP stands for Presentation, Practice, and Production. In procedure step, the teacher explains a situation which contextualises the language to be taught. Then in practice step, the students and the teacher will do some activities together. At last, in the production step, students will do activities or tasks by themselves without any guidance.

The Communicative Approach: in the Communicative approach or Communicative Language Teaching (CLT), students should have a purpose for communicating because this approach focus on the significance of language functions rather than focusing solely on grammar and vocabulary. Through this approach, students are expected to use these language forms appropriately in a variety of contexts and for a variety of purposes.

Task-based Learning: in task-based learning, students are presented with a task they have to perform or a problem they have to solve and the focus of the lesson is the task, not the structure. After the task complete, teachers will discuss about the language that is used, making correction and adjustment which the students' performance of the task has shown to be desirable.

Communicative Language Learning: in the Community Language Learning (CLL), the students decide the topics that want to discuss in their own. They sit in a circle and the teacher stands outside the circle. The teacher provides or corrects target language statements if the students make a mistake or say something in their mother tongue of first language. The teacher can then give them the specific English words for them to use and continue their discussion.

The Silent Way: in the Silent Way, teachers are passive in the teaching and learning process. They say as little as possible rather than joining conversation with the students. It is because they believe that learning is the best accommodated if the students will find and create language rather than just remembering and repeating what has been taught. The students will guess and explain their thought about something while the teacher listens.

Suggestopaedia: the physical surroundings and atmosphere of the classroom are the important part in Suggestopaedia. The students' concentration can be increased when students are comfortable, confident and relax. Those can be done because the teacher and the students have a special relationship as parent-children to make the class atmosphere friendlier.

Total Physical Response (TPR): TPR asks students to respond physically to the language they hear. The target language is matched with physical action. First of all, the teacher will give some example by body movement about the target language so that the students can guess the meaning of the target language. Then, the teacher gives command while the students perform the physical actions.

Theme Based Teaching: Cameron (2005: 181) said, “Teaching that is integrated around a theme is claimed to better suit the way that young children naturally learn.” Elementary school mostly uses homeroom teacher to teach all the subjects. It is suitable to use theme based teaching and learning for the class activities. In addition, theme-based teaching can link many different activities together by their content; everything that happens in the classroom suit with the theme or topic and connect pupils and teacher (Cameron, 2005). Moreover, Cameron (2005: 184) also said that “Theme-based teaching can be used in large or small amounts, and in varying concentrations. In concentrated form, and in skilled hands, it could replace course book and syllabus altogether.” More practically, it could be adopted for one or two lessons in a week, or for several weeks in a term, to supplement other work, and to help teachers build up the skillss and knowledge that are demanded.

Based on the explanation about teaching method above, theme-based teaching is the most suitable teaching method for this research study. Theme-based teaching can accommodate large numbers of students and can link some activities so that students do not get bored easily.

e. Listening Assessment

To make sure whether the lesson aims have been met or not after the lesson, teachers should make some suitable assessments. It can also help the teachers to know which students who need more treatment or attention. The following are the different tasks/ assessments proposed by Harmer (2001):

Placement tests: placement test is a test to divide new students in the right class with similar level in a school. This test is designed to show how good a student's English is in relation to a previously agreed system of levels, diagnostic tests can be used to expose learner difficulties, gaps in their knowledge, and skills deficiencies during a course.

Diagnostic tests: after the placement test teacher will know the students' lack or problem in learning. This test helps teacher to do something about to resolve the students' problems

Progress or achievement tests: these tests are designed to measure learners' language and skills improvement in relation. This test only works if it contains item types which the students have learn before. If students are tested with completely new materials, the test will not measure the learning that has been taking place, even though it can still evaluate general language proficiency. This test has to reveal progress, not failure. They should support the learning that has taken place, not go out their way to expose weakness.

Proficiency tests: proficiency tests give general information of a student's knowledge and ability rather than measure progress. This test is frequently used as

stages people have to complete if they want to be admitted to a foreign university, get job, or obtain some kind of certificate.

In addition, there are many assessments for teaching and learning activities. However, Scott and Ytreberg (1993) explain assessment types for listening as described below:

1) *Listen and do* activities

Instructions

Most classroom language is a type of ‘listen and do’ activity. *Listen and do* is the basic type of listening activity which is used to know whether the students have understood the message or not. Teachers should start the English lessons by explaining the rules or instructions and specific movements which the students have to do.

Moving about

Listen and do can be combined with exercises which teachers can do with students where they have to physically move about. Young learners need more physical activities than adult learners. They like going around and it can be interesting and fun activities for them.

Put up your hand

Put up your hand can be used when the students learn about sound system. Teachers can ask them to put up their hands when they hear a specific sound. It can also be used for assessing the students’ sensitiveness of certain word.

Mime stories

Mime story can be used while the teacher telling story then the teacher and students do some actions. This activity provides physical movement and gives the teacher a possibility to play along with the students.

Drawing

Listen and draw is a favourite type of listening activity because most of young learners like to draw. However, drawing activity takes too much time, so the teacher should explain the rules to keep the pictures simple. In the other hands, *listen and draw* is not so useful for actions because drawing people doing something is quite not easy thing to do.

2) Listening for information

Identifying Exercise

Identifying exercise can be used to assess of describing something. Teachers can provide some pictures to let them know whether the students understood or not about the description. For example, teachers can make a very simple identifying exercise like this one.

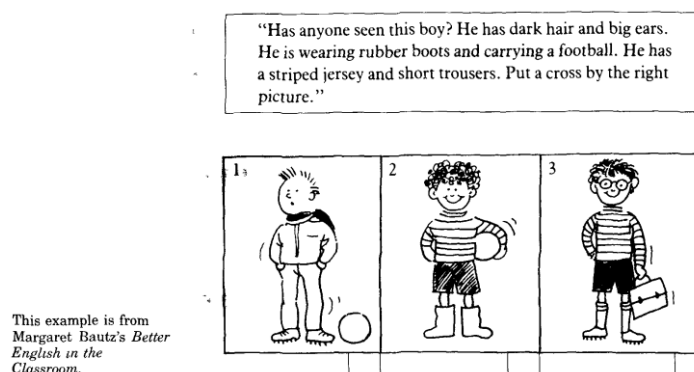


Figure 2.1: Example of *identifying* exercise taken from Harmer (2001: 24)

Listen for the mistake

In this type of listening activity, teachers can use the picture from the course book then make some mistakes in the text while reading. Students have to listen for the mistakes and correct it. It can be done using the correct text and the wrong picture for the variation of listening activity.

Putting things in order

In this type of listening activity, teachers will give some pictures which do not in the right order. Then they will tell a story and asked the students to put the pictures in the right order. It can measure the understanding of the students about the whole story.

Questionnaires

Teacher can give the students assessments which are involved a little bit of writing or the filling in of numbers. Teachers should remember that the writing-time does not take time and make the students cannot concentrate in listening. They can make a simple questionnaire as described above. It is about how much television pupils watch.

This example is from
Are You Listening? by
Wendy Scott.

Name	How many evenings?	How many hours each evening?	Total number of hours a week
 RICHARD	5	2	10
 JANE			
 THOMAS			
 SUSAN			
 PAMELA			
 GEORGE			

Figure 2.2: Example of *questionnaire* exercise taken from: Harmer (2001: 25)

Listen and colour

Most of young learners like colouring pictures. Teachers can easily use *listen and colour* activity into a listening activity. Before listening activities started, teacher can give the students a picture. Then, they will read a specific text or tell a story and ask the students to colour the picture based on the information that they have heard. Here is an example which combines numbers and colours:

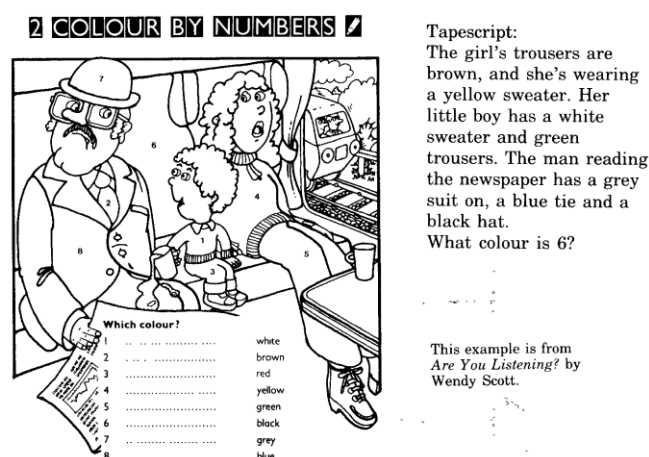


Figure 2.3: Example of *listen and colour* exercise taken from: Harmer (2001: 26)

Filling in missing information

Pupils can fill missing words of a song or a text or a timetable, like this one:

	1st lesson	2nd lesson	3rd lesson	4th lesson	5th lesson	6th lesson
Monday	Nature Study					
Tuesday			P.E.	Reading	Swimming	
Wednesday		Woodwork			Music	Nature Study
Thursday	P.E.				Games	
Friday	Cookery				Art	

The tape tells the pupils about Tim's school timetable, and they fill in the missing subjects on their worksheets.

This example is from *Are You Listening?* by Wendy Scott.

Figure 2.4: Example of *filling in missing information* exercise taken from Harmer (2001: 26)

3) *Listen and repeat* activities

Rhymes

Rhyme can be used as listen and repeat of listening activity. Most of young learners like to repeat some rhymes again and again. Teachers can use either traditional rhymes or modern rhymes. Rhymes are repetitive, they have natural rhythm and they have an element of fun, of playing with the language.

These examples are
from Collins *English
Nursery Rhymes for
Young Learners*.



I love coffee,
I love tea,
I hate the rain
and the rain
hates me.

Figure 2.5: Example of *rhymes* exercise taken from: Harmer (2001: 27)

Songs

Song is also one of *listen and repeat* activities for listening. There are lots of songs for young learners which are easy to remember. It is more enjoyable for students because songs have melody.

Exercises

This type of listening activity can be use for drilling words with special sounds, a short dialogue, or a message given to someone else. It can be done by the teacher or one of the students says something and the other students repeat what has been said.

All of the types of listening activities which are described above have some advantages or disadvantages when teachers do not apply it in the right situations. To decrease the disadvantages of taking listening assessment, Brown (2014) states the characteristic of a good assessment as described below:

Practically: it means that an assessment should not frequently expensive, can be done in appropriate time limit, is quite easy for administer, and has a specific and time-efficient on the scoring or evaluation procedure.

Reliability: it means that the assessment given to the same level in every time and everywhere then it has not very different result (score).

Validity: it means that the assessment should be matched with the course or unit of study being tested. It has to be appropriate, meaningful, and useful in term of the purpose of the assessment.

Authenticity: the assessment should have as natural as possible language, contextual item rather than isolated, an interesting or relevant topic for the learners, and represent real-world task.

Washback: it refers to outcome of the assessment.

3. Characteristic of Young Learners

Because of teaching English for Elementary School students is different from teaching to adults, teachers have to know some teaching strategies which can help students in learning English. Those strategies have to be appropriate with characteristic for young learners.

Brewster and Ellis (2003: 27) in state that young children are different from older learners because children:

- a. have a lot of physical energy and often need to be physically active
- b. have a wide range of emotional needs
- c. are emotionally excitable
- d. are developing conceptually and are at an early stage of their schooling
- e. are still developing literacy in their first language
- f. learn more slowly and forget things quickly
- g. tend to be self-oriented and preoccupied with their own world
- h. get bored easily
- i. are excellent mimics
- j. can concentrate for a surprisingly long time if they are interested
- k. can be easily distracted but also very enthusiastic

Furthermore, Harmer (2001: 47) explained about learning style. As a teacher, we have to pay attention to the students' learning style so that we can help students for understanding materials without problems. There are seven learning style as described below:

Table 2.1: Learning Style

TYPE	LIKES TO	IS GOOD AT	LEARNING BEST BY
Linguistic Lerner 'The Word Player'	read, write, tell stories	memorizing names, places, dates and trivia	saying, hearing and seeing words
Logical/ Mathematical Learner 'The Questioner'	do experiments, figure things out, work things out, work with numbers, ask questions, explore patterns and relationships	maths, reasoning, logic and problem solving	categorising, classifying working with abstract patterns/ relationships
Spatial Learner 'The Visualiser'	draw, built, design and create things, daydream, look at pictures, watch movies, play with machines	imagining things, sensing changes, mazes/ puzzles reading maps, charts	visualizing, dreaming, using the mind's eye, working with colours and pictures

(continue)

TYPE	LIKES TO	IS GOOD AT	LEARNING BEST BY
Musical Learner 'The Music Lover'	sing, hum tunes, listen to music, play an instrument, respond to music	picking up sounds, remembering melodies, noticing pitches/ rhythms, keeping time	rhythm, melody, music
Bodily/ Kinaesthetic Learner	move around, touch and talk, use body language	physical activities (sport/dancing/ acting)	touching, moving, interacting with space, processing knowledge through bodily sensations
Interpersonal Learner 'The Socialiser'	have lots of friends, talk to people, join groups	understanding people, leading others, organising, communicating, manipulating, mediating conflict	sharing, comparing, relating, cooperating, interviewing
Intrapersonal Learner	work alone, pursue own interest	understanding self, focusing inward on feeling/ dreams following instincts, pursuing interests/ goals, being original	working alone, individualized projects, self-paced instruction, having own space

Taken from 'How to use Gardner's seven intelligences in a class program', presented by M Loom at Internet site for University of Canberra in Australia

4. Characteristic of Effective Media

According to Newby et al (2001: 100), "Media are the channel of communication." Media are learning resources which are used to make the students fast and easily know the materials. The using of media in teaching and learning process can help students' understanding of the materials. There are four

aims of using media (taken from: ‘Materi Pembekalan Pengajaran Mikro/ PPL I for State University of Yogyakarta’) as described below:

- a. Make students’ understand the materials easily
- b. Make the teaching and learning process effective
- c. Make the materials concretely
- d. Make the students better in remember the materials

Moreover, Sudjana & Rivai (1992) which quoted by Arsyad (2009) in “Media Pembelajaran” suggests some advantages of media in teaching and learning process, such as:

- a. Media make teaching and learning process more interesting and motivating students in learning.
- b. By using media, materials will deliver more clearly so that students can understand and achieve the target language.
- c. Media make a variation in teaching and learning process so that students do not get bored with a same activity.
- d. Media give opportunity to students to do more activities such as: observing, doing actions, demonstrating, or playing a role.

In addition, Brown, Lewis, and Harclerod (1975) and Smaldino, Lowther, and Russel (2007: 323) mention some criteria that are often used to guide media selection. They are “content, purposes, appropriateness, cost, technical quality, circumstances of use, learner verification, and validation.” The expert above also list some generalized principles of media selection and use as follows:

- a. Media should be consistent with the objective
- b. Use visuals that are easy to prepare

- c. Media must fit students capabilities and learning
- d. Enable students to see actual objects
- e. Allow several participants to respond simultaneously
- f. Allow one to draw or write key words during the lesson
- g. Are appropriate for a small group (under 25)
- h. Can be used in a fully lit room
- i. Media must be appropriate for the mode of instruction

5. Developing Theatre-like Media with Puppets

a. Storytelling for teaching

Cameron (2005: 160) said that, “Storytelling is an oral activity, and stories have the shape they do because they are designed to be listened to and, in many situations, participated in.” Moreover, according to Wright (1997) and Garvie (1990) which are quoted from Cameron (2005: 160) in *Teaching Language to Young Learners*, “Stories are frequently claimed to bring many benefit to young learner classroom, including language development.”

There are four elements of story which cannot be apart one from each others. They make up the core basis of storytelling. Fog, Budtz, and Yakaboylu (2005) provide four elements of storytelling as described below:

The Message: Storytelling is a learning resource which is not only interesting but also has moral value as an indirect message for students. Before storytelling activity began, teachers should choose a story which has messages or moral values fit in the students’ level. Without moral value, telling story is less beneficial except teaching target language.

The conflict: Conflicts are the part of the story that make story more interesting to listen. Fog, Budtz, and Yakaboylu (2005: 33) say that, “*Conflict is the driving force of a good story.*” It is because human want a balance and harmony in their

live. When the balance is unsettled, they will do everything to resolve it. They do not like feel stress or anxiety. Conflicts make human do something (act).

The Characters: characters/ casts are other basic elements in story. Characters seek to find a solution of the conflicts. Without characters, the conflicts cannot be resolved because nobody will do act to resolve it.

The Plot: Plot plays an important role as the precise structure of a story. There are three main part of a simple story: beginning, middle, and end. After make the basic structure, create conflicts for an uneven story.

Moreover, languages used in storytelling can make the story more interesting to be listened to. There are some languages used in story which are described below (Cameron, 2005).

Parallelism: Parallelism is one of method to make active listeners while storytelling. It is like patterns of repetition of language. So, the listeners can *listen and repeat* while listening to the story. Moreover, parallelism can create a natural support for language learning.

Rich Vocabulary: Stories that include unusual words or words that have a strong phonological content, with interesting rhythms or sound that are onomatopoeic can keep the listeners' interest. It helps listeners to understand of unfamiliar words of unfamiliar words easier, because they will enjoy and memorize unfamiliar words while listening to the story without realizing it. From storytelling, listeners can enrich their vocabularies.

Alliteration: Words that have the same initial constants called alliteration. It helps listeners to develop knowledge of letter sounds, for example: fat father bear from *Goldilocks and the Three Bears*.

Contrast: Contrasts among characters or actions or settings may help children's understanding of the story as a whole. Stories for children often contain contrast or opposition idea that can help understanding and recall of the stories.

Metaphor: Bettelheim (1976) which is quoted by Cameron (2005: 165) in *Teaching Languages to Young Learners* suggests that our early experiences with fairy stories map subconsciously on to our real world experiences, and become a kind of script for our lives." Stories which have such the well-behave characters, happy ending, and moral values can influence children to have a quality of live too.

Intertextuality: It used to make references within one text to aspects of other texts that have become part of shared cultural knowledge. When children begin to write their own stories, they will write familiar characters or pieces of familiar language from stories they know. This technique can help in foreign language learning because it indicates that they have memorized some lines of a story.

Narrative/ Dialogue: Stories use both narrative and dialogue to tell the events. A narrative is used to explain the atmospheres or to show something different happening on each as events. Besides, a dialogue is used to express the characters' thought or when they talk to each other in the story.

b. Puppets

Cheitan team (1995: 1) say that “The art of presenting an inanimate object in the form of living character is the art or puppetry.” Moreover, Proschan (1983) quoted by Bell (2001: 5) said that “Puppets are central to some of the oldest forms of performance, and “performing object” is a term used to refer to “material images of humans, animals, or spirits that are created, displayed, or manipulated in narrative or dramatic performance”. It can be said that puppets are moving objects which are created to represent living characters or material images for performance.

In dramas or narrative performances, different types of puppets have been used. Puppets can be differed in the way they are presented. The most common used-puppets are glove/ hand puppets, string puppets, rod puppets, and shadow puppets. However, combination of it can be possible. Those are some type of puppets provided by Cheitan Team (1995).

Glove/ Hand Puppets: Glove or hand puppets are easy to make and use. The main point of the puppets is the hand as the body. The movement of glove or hand puppets are very flexible. They are effective for small audience.

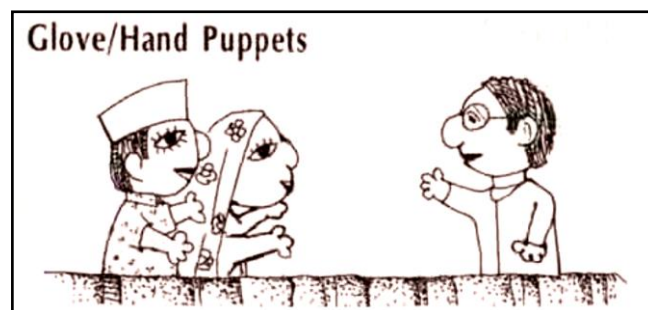


Figure 2.6: Example of glove or hand puppets taken from: Cheitan Team (1995: 2)

String Puppets: The movement of the puppets are controlled by strings which are attached in the different parts of the puppets' body. Although they can do many movements, they need special skills to operate. They are also difficult to make.

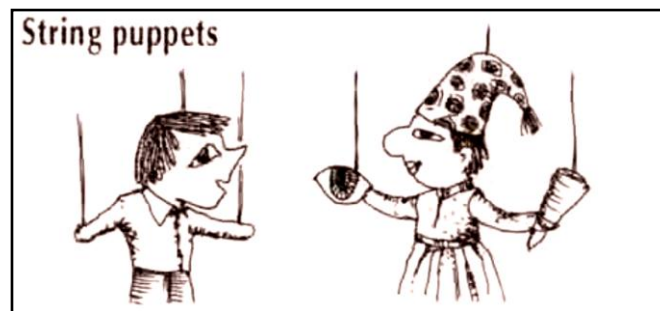


Figure 2.7: Example of string puppets taken from: Cheitan Team (1995: 2)

Rod Puppets: The excess of rod puppets is effective for large audiences because of the big size of the puppets. However, they can only do limited movements. The main point of the puppets is the rod or sticks which are securely tied on the puppets' body.

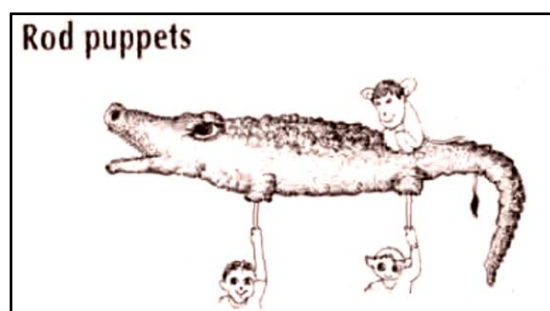


Figure 2.8: Example of rod puppets taken from: Cheitan Team (1995: 3)

Shadow Puppets: Shadow puppets are easy to make and can cover large audience. They are basically flat puppets which are operated behind light-screen so that the audience can see the shadow of the puppets.

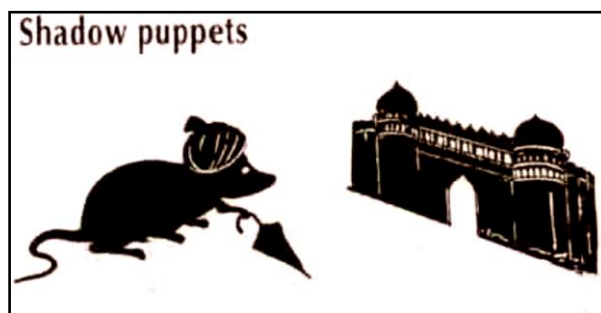


Figure 2.9: Example of shadow puppets taken from: Cheitan Team (1995: 3)

In this research study uses puppets made from paper for the moving objects. Based on Oxford Advanced Learners' Dictionary (2000: 1071), "Puppet is a model of a person or an animal that can be made to move, for example by pulling string attached to parts of its body or by putting your hand inside it." The following are benefits when children watch puppets show in teaching and learning activities that is retrieved from *socyberty.com* (19th July 2014)

- a. It stimulates their thinking process and makes learning more interesting.
- b. It enhances their power of imagination.
- c. It enables children to release their pent-up emotions without inhibition.
- d. It provides opportunity for developing their listening skillss

There are many advantages of using puppets for teaching and learning process. Teachers should be aware how to use puppets for teaching so that it can help students to understand language target easily. Some points that have to be take care off while using puppets for teaching are described below (taken from *socyberty.com*: 19th July 2014).

Storytelling can be made very interesting with puppets as the moving object. To make the students respond from the activity, certain points have to be kept in mind:

- a. Teacher should sit slightly at the higher level and keep the students close.
- b. The teacher should make sure that the puppet can be seen by all the students.
- c. The story chosen shouldn't have more than six-seven characters.
- d. The story should not be either too long or too short. Long stories can make the students get bored. On the other side, short stories are failed to satisfy the curiosity of the students.
- e. The voice should be describing to the nature of the characters.
- f. The character who is talking should move.

Singing songs is another activity which can be conducted with the help of puppets. For example, while singing the traditional rhyme, 'Old McDonald had a farm' the teacher can take help of animal puppet. She should encourage children to manipulate the puppets while singing the song/ rhyme.

Puppet shows can be organized on a large scale. Teachers and children who are participating in the puppet show should:

- a. Select right kind of story
- b. Select the kind of puppets which are appropriate.
- c. Select the characters of the story.
- d. Rehearse their characters properly.

Use of puppet in a conversation can help introvert students. While between two or more students have conversation, it makes introvert students overcome their

shyness. It can be done by calling two students at a time and asking them to carry out a conversation by using puppets.

B. Review of Relevant Studies

There were some research studies about storytelling as media for teaching which helped children in learning. First, it is a research study done by Cagri Tugrul Mart (2012). He said that stories are motivating for young learners, and stories can create a happy and enjoyable learning environment. Stories are the most ideal sources for young learners in effective language learning. Children like stories, and they find stories easy to access and understand. Stories provide an outstanding opportunity for young learners to master the foreign language.

Second, Nitinou Loukia had done a research in 2006. She said that story-based framework of teaching and learning can become a very powerful tool in the hands of a teacher. A well-organized story session can intrigue the students and make them want to explore many features of the language. As teachers, we want to make our students autonomous, lifelong learners. We will make a large step towards this aim if we make them learn consciously and assume responsibility for their learning.

In conclusion, those afore relevant studies show that storytelling can be effective media for teaching. Thus, the studies support the idea to develop a *theatre-like media with puppets* as media for the teaching of listening.

C. Conceptual Framework

Listening skills is one of the abilities which should to be mastered to be able to communicate. In order to imitate sounds for speaking, we have to listen first to the word spoken by others. However, students in Indonesia are not supported by adequate environment. In teaching and learning process on the class, teachers should be able to conduct the appropriate situations. It is necessary for the students because they just heard English sound at the school.

In teaching and learning process, teacher can use media to attract the students' interest. Interesting media can make listening activity more enjoyable. Storytelling is one of the best methods in teaching listening to young learners. Storytelling can catch the students' attention and make the teaching and learning process more memorable and fun. Through this method, students' can indirectly learn about moral value while listen to the story.

The research study is developed to produce media for the teaching of listening. This research study is conducted at the fifth grade students of SD Negeri Ngijon II as the subject of this research. Moreover, the conceptual framework is described in the following diagram.

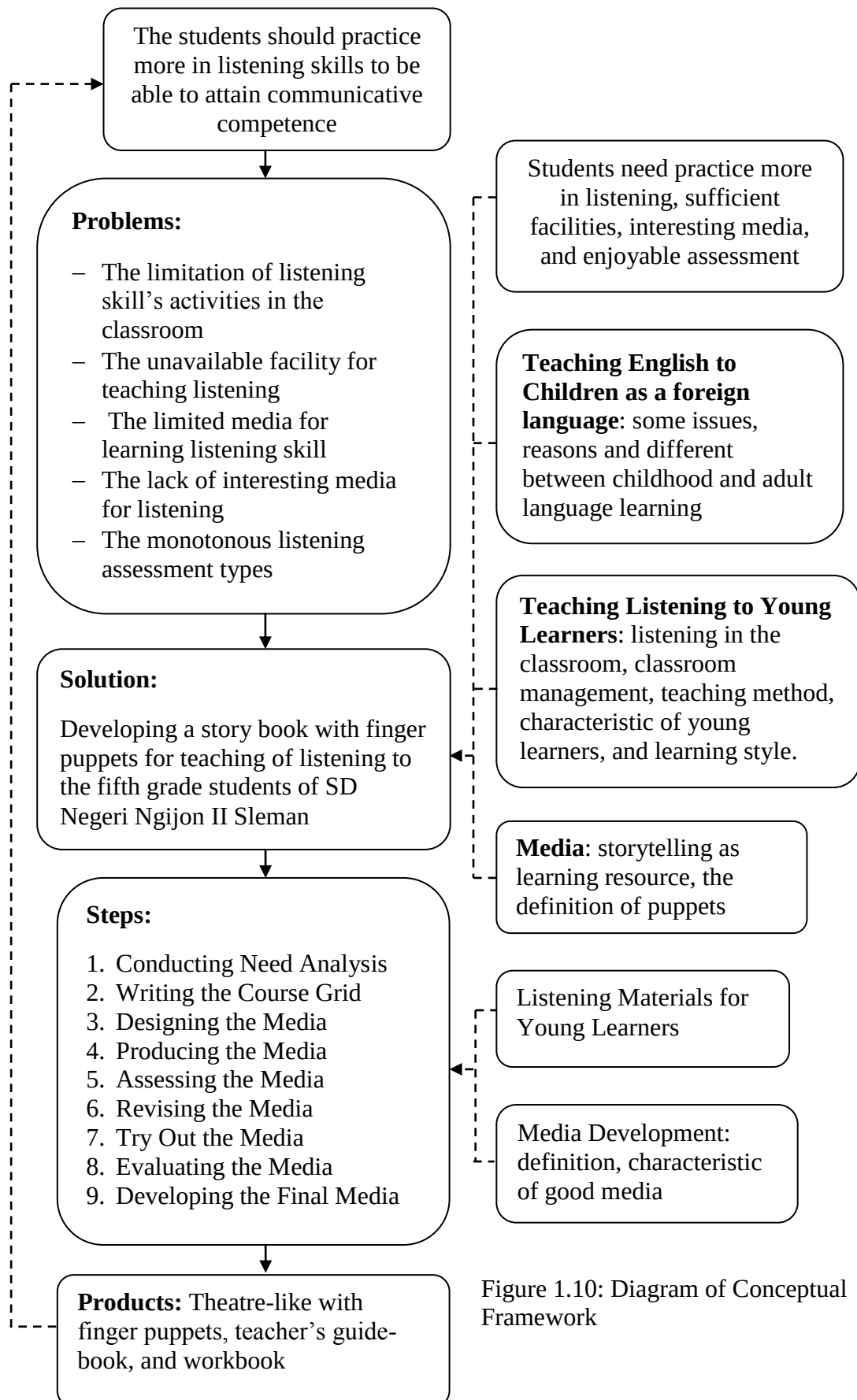


Figure 1.10: Diagram of Conceptual Framework

D. Research Questions

1. What are needed by the fifth grade students of SD Negeri Ngijon II to help them in learning listening skills?
2. What is the course grid for listening task like?
3. How to design a *Theatre-like media with Puppets* for teaching of listening?
4. How is the *Theatre-like Media with Puppets* developed being revised and evaluated?

CHAPTER III RESEARCH METHOD

A. Model of Product Development

This research study is classified into Research and Development (R & D), A process used to develop and validate educational product (material object, method of teaching, instructional media, set of behavioural object, management systems). The development of a final product can be used effectively in educational research and educational practice (Borg & Gall, 1983). It consists of cycles in which the product is developed, field-tested, and revised based on the field-test data.

In addition, Gay (1987) proposes a similar definition. He defines R & D as an effort to develop effective product, to be used in educational programs. Products to use include objectives, media, and teaching materials. The instruments of this study are questionnaires, interview guidelines, field notes equipped with audio recorder and video recorder, and observation guidelines.

B. Procedure of Product Development

The product of this research study was a *theatre-like media with puppets* as media for teaching of listening skills for fifth grade students of SD Negeri Ngijon II. It provided *theatre-like media with puppets*, teacher's guide book, and students' workbook. This product contributed to teaching and learning English for elementary school students, especially for listening activity.

This research study used procedure that was adapted from the Research and Development model proposed by Dick and Carey in Gall, Gall and Bord (2003).

There were nine steps to produce *theatre-like media with puppets* as media in teaching of listening in this research study. The steps are described below:

1. Conducting Needs Analysis

Needs analysis of this research study was derived from the students' needs analysis questionnaires, interviews and class observation in the listening instruction media. The data which were taken from students' questionnaires, students' interview, and class observation were analyzed to match the media that were needed for the teaching of listening for the fifth grade students of SD Negeri Ngijon II. This step was the guidance for designing the *theatre-like media with puppets* as media in teaching of listening.

2. Constructing the Instructional Design

In this step, the formulation of instructional design was started. The instructional design included the core competence, the basic competencies, 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 media, and the construction of the evaluation. Furthermore, the syllabus was formulated from the instructional design as theme based. Besides, the lesson plan was made based on both the instructional design and the syllabus. For the materials, the researcher collected from different resources such as English textbooks and the internet. Those materials were arranged and selected carefully to make suitable learning materials.

3. Design Media

This step was the point of designing *theatre-like media with puppets* for teaching of listening. There were two main steps for designing those media. They were designing the puppets and designing the *theatre-like media*, and mapping out the sceneries based on ‘*Goldilocks and the Three Bears*’ story.

a. Designing the puppets

1) Listing the puppets

Here, the researcher made a list about the puppets which were used for the media. This step was important to remind numbers and types of the puppets which were needed. Therefore, the puppets were based on the ‘*Goldilocks and the Three Bears*’ story. They are Goldilocks, Father Bear, Mother Bear, and Little Bear.

2) Designing skeleton of the puppets

The skeleton of the puppets were designed by design graphic. From the design, the size and the form of them were decided. The colours of each puppet were decided in this step too.

b. Designing the *theatre-like media*

1) Planning the *theatre-like media*

The *theatre-like media* should be eye catching that could seize the attention of the students. In this step, the researcher tried to design the *theatre-like media* colourful. It also should contain of the title of the story.

c. Mapping out the sceneries

Here, the sceneries to support the story were mapped out. The sceneries of each page were depended on the story. They could keep the focus of the students' attention until the story ended. They also helped the students to understand both of setting time and place.

4. Producing the Media

In producing the media, cardboard were used to make the puppets and *theatre-like media* made from cardboard and flannel. Furthermore, the supporting tools such as scissor, needle, thread, glue, and etc were used to make the media. There some steps to create the media were explained below.

a. Printing the puppets

The skeleton which had been designed on the paper was printed on the ivory paper. It facilitated the making of puppets' form.

b. Cutting the skeleton

Here, the ivory paper was ready to cut. Cutting the ivory paper depended on the skeleton.

c. Gluing the puppets

After the basic form of the puppets finish, each puppet was glued on the cardboard. Then, added the holder on the top of the puppets. The holder could not be too small or too large. It should be easy to hold.

d. Making the *theatre-like media*

The *theatre-like media* was made from cardboard. The cardboard was measured into the large of sceneries. Then the cardboard was cut and glued to

make a box. After that, added mica in front part of the box so that the sceneries could be seen from the outside. Then, cover the *theatre-like media* with flannel.

e. Printing the sceneries

Sceneries for each page were drawn by design graphic. There are ten pages of sceneries to support the storytelling. After the pictures finished, they were printed.

f. Making the front part of the *theatre-like media*

This was the last step of making the media. The front part of *theatre-like media* should contain of the title of the story. It was made from the flannel.

5. Assessing the Media

Before the media was used in teaching learning process, it was assessed by the English teachers. Their commands and suggestions were useful for making a better *theatre-like media with puppets* before it used as media.

6. Revising the Media

Based on the previous step, the media was revised. This step would be repeated until reached the expectation of the English teachers.

7. Trying Out the Media

After the *theatre-like media with puppets* was done, it was used as the media of teaching of listening in the fifth grade students of SD Negeri Ngijon II. In this step, some evaluations from the students were expected to get.

8. Evaluating the Media

After the trying-out of the media, questioners to gain the data for evaluating the media were handed out. After that, the media were repaired based on the data which has been analyzed.

9. Developing the Final Media

Finally, the media were developed and produced based on the data in the previous step. This step would make the media more relevant for the teaching of listening in the classroom.

C. Design Media Development Trials

1. Design of Trials

Based on needs analysis, the researcher could decide the materials and also the media developed in this research study. In developing the media, it should rely on the students' and English teachers' questionnaires, students' and English teachers' interview, and class observation. All of the data were analysed and used as the guidance for developing the media. It was also adjusted to the theme based teaching which was used by SD Negeri Ngijon II as the teaching method.

2. Setting and Subject of Trials

This research study was carried out in the month of September 2014 using fifth grade students of SD Negeri Ngijon II as the subjects of the research study. It was located in Kruwet, Sumberagung, Moyudan, Sleman, Yogyakarta. This school had six classrooms, a headmaster room, a teacher room, a library, a praying room, IT room, toilets, and a school-yard.

The participants were the researcher in collaboration with all the research members. They were the English teacher, and the students of fifth grade in SD Negeri Ngijon II. This class consisted of 27 students. They are 12 girls and 15

boys. The ages of the students were varied from 10 to 11 years old. They also had varied backgrounds.

3. Data Collection Technique and Instrument

a. Data Collection Technique

Data collection technique from this research study was divided into three techniques. They were class observation, interview, and questioner. The class observation was done in the fifth grade class of SD Negeri Ngijon II to gain the data about teaching and learning process in the classroom. It would be focused on the technique which was used by the teacher and the material in teaching of listening. Furthermore, from the students' task, the researcher had known about the students' lack on listening skills. The interview was used as a technique to gain the data from the teacher. Some questions were asked to the English teacher about teaching listening and the constraint of it. From this technique, the data would be based on the teacher's opinion and perspective.

Besides, questionnaire was used to gain the data from the students' opinion and perspective. It was to obtain about the students' background and need and students' opinion about *theatre-like media with puppet* for the teaching of listening. During the research study, the field note was made to capture some problems in teaching and learning process of listening skills.

b. Instruments

Questionnaires, interview guidelines, field notes, and class observation guidelines were used as the instruments in this research study. They were described below:

1) Questionnaires

This instrument was aimed to obtain the data for the need analysis, materials, instructions, and media for teaching and learning process based on the students' perspective.

a) Questionnaires for Students' Needs Analysis

Before developing the media to support teaching and learning process of listening, questionnaires for knowing students' needs were handed out. The data which were obtained from the questionnaires were used as the consideration in developing the media. The outline of students' needs analysis questionnaires is shown in the table below:

Table 3.1: The Outline of Students' Needs Analysis Questionnaires

The Purpose	The Components	Questions Number	References
To get information about students' profile.	• Name • Age • Sex	-	Tomlinson (1998: 240)
To get information about students' interest	• Interest	1, 2	Tomlinson (1998: 240)
To get information about students' background	• Motivation • Attitude to English • Previous knowledge	3, 4 5, 6, 7 8, 9, 10	Hutchinson & Waters (1987: 63)
To get information about learning needs	• Learning strategies or technique • Learning styles • Learning goals and expectations	11, 12, 13 14, 15 16 – 20	Tomlinson (1998: 240) Hutchinson & Waters (1987: 63)

b) Questionnaires for English Teachers' Evaluating

Questionnaires were given to the English teachers to get a suggestion about the media. The questionnaires were about some aspects of materials and instructions. From the questionnaires, the researcher got the data to make the content of the media. The outline of the questions for the questionnaires is described below.

Table 3.2: The Outline of the English Teachers' Evaluation Questionnaires

Aspects	Indicators	Questions Number	References
The syllabus and program content	• Relevancy between the syllabus and program content	1-5	Richards (2001:287)
	• Easiness of the program content to be used	6-9	Richards (2001:287)
	• Success of assessments	10-12	Richards (2001:287)
Materials of instruction	• Aiding students learning	13, 14, 15	Richards (2001:287)
	• The interest in materials	16, 17	Arsyad (2002)
	• Develop specific skillss and strategies	18	Graves (2000: 156)
	• Target relevant aspects (grammar, functions, vocabularies)	19, 20	Graves (2000: 156)
Media	• Authentic (texts, realia)	21-22	Graves (2000: 156)
	• The quality of the pictures	23, 24, 25	Arsyad (2002)
	• The attractions of the media	26, 27	Geisert & Futrell (1995)
	• The ease of using of media	28, 29, 30	Heinich, et al (1996)

c) Questionnaires for Students' Evaluating

After trying-out the media, questionnaires for evaluating the media were handed out. The questionnaires used to get some feedbacks from the students about materials, instructions, and the media. Data got from the questionnaires were used to revise the media. The outline of students' evaluating questionnaires is shown in the table below.

Table 3.3: The Outline of Students' Evaluation Questionnaires

Aspects	Indicators	Questions Number	References
Materials	• The perception of the materials	1, 2	Richards (2001:287)
	• Relevance of target needs	3, 4, 5	Graves (2000: 156)
Monitoring of students progress	• Participation in teaching and learning process	6, 7	Richards (2001:287)
	• The appropriateness of the assessments	8, 9	Richards (2001:287)
Students motivation	• The effectiveness of the media	10, 11, 12	Richards (2001:287)
	• The contribution of the media in motivating the students to learn	13	Geisert & Futrell (1995)
Media	• The quality of the pictures	14, 15, 16	Arsyad (2002)
	• The attractions of the media	17-20	Geisert & Futrell (1995)

2) Interview Guidelines

Interview guidelines were addressed to the students and English teacher. The use of this instrument helped the researcher focus on the main purpose while doing the interview. From the interview guidelines, the data were got to make the content of the media.

3) Field Notes

Field Notes were used to gain the data during the observation. It helped to record some important data while doing the class observation.

4) Observation Guidelines

The observation was conducted in the classroom to gain the data about teaching and learning process of listening skills. Observation guidelines were used to facilitate and record some data while teaching and learning process was on going in the classroom. This instrument was aimed to obtain the data of the teaching method. The guideline for class observation is shown in the table below.

Table 3.4: The Guideline for Class Observation

Teacher's Name : Observation's Date :
 School : Time :
 Class :

No	Aspects	Descriptions
A	Learning Resource	
	1. Curriculum	
	2. Syllabus	
	3. Lesson Plan	
B	Teaching and Learning Process	
	1. Opening	
	2. Explaining the materials	
	3. Teaching method	
	4. Language class	
	5. Time management	
	6. Gesture or body language	
	7. Giving motivation	
	8. Asking for students' understanding	
	9. Managing the class	
	10. Using media	
	11. Assessment technique	
	12. Closing	
C	Students' behaviour	
	1. Students' behaviour in the class	
	2. Students' behaviour out of the class	

Taken from 'Panduan Pengajaran Mikro', presented by Pusat Pelayanan PPL & KKN for State University of Yogyakarta

5) Camera

Camera was a tool which was used to record the data in visual. The instrument was used to support the other instrument while conducted the observation.

4. Data Analysis Technique

The data which had been collected in this research study would be used to develop and produce the media for teaching of listening. Both of qualitative and quantitative data were analyzed and used.

a. Qualitative Data

Qualitative data were gained from the interview guidelines and class observation. The interview with the English teacher was about teaching and learning process. Besides, the classroom condition were obtained while class observation. The opinion and suggestion from the English teacher and the class observation were described qualitatively.

b. Quantitative Data

Quantitative data were obtained from the questionnaires. Scoring was made for the data which were gained from the questionnaires. After calculating the data, the researcher transformed those percentages into criteria of feasibility. *Like Scale* was used for analyzing quantitative data. It was very important to know whether the media should be revised or not. The following formula was used to analyze the data.

- 1 = SD, if the respondents strongly disagree with the statement
- 2 = D, if the respondents disagree with the statement
- 3 = A, if the respondents agree with the statement
- 4 = SA, if the respondents strongly agree with the statement

The data were analyzed by calculating the percentage by using the formula as described below:

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

Note:

P = Percentage of the item

f = collected scores

N = expected score

After the data were analyzed, the data were transformed to the percentage feasibility as shown in the table below.

Table 3.5: Percentage of feasibility taken from Purwanto (2000: 103)

Scores (%)	Category
81% - 100 %	Very Good
61% - 80%	Good
41% - 60%	Fair
21% - 40%	Poor
≤ 20%	Very Poor

A *theatre-like media with puppets* for the teaching of listening was accepted if the percentage of feasibility reached more than 60%. If the percentage of feasibility was less than 60%, media should be revised.

CHAPTER IV RESEARCH FINDINGS

A. Result Development of the Media

A theatre-like media with puppets for the teaching of listening was developed in this research study. This part discusses about how to develop media before the implementation. They are: (1) conducting needs analysis from students' questionnaires, students' and English teacher's interview, and class observation; (2) writing course grid and lesson plan based on the needs analysis; (3) designing the media based on the needs analysis; (4) producing the media based on the design; (5) assessing the media to English teachers before the implementation; and (6) revising the media based on the English teachers' judgement.

After the six stages above were done, the media would be implemented for teaching of listening at fifth grade students of SD Negeri Ngijon II. The aim of the implementation was to get some feedbacks from the students' perspective. The stages before the implementation were explained below.

1. Conducting Needs Analysis

Before developing the media, some instruments were developed for conducting needs analysis. The data from needs analysis were used to develop the media in the early stage of the research study. The instruments for conducting needs analysis were described below:

a. Questionnaires for Students' Needs Analysis

The questionnaires for students' needs analysis consisted of twenty questions. Those questions were developed from the blueprint that has been made based on some experts of media developer. The blue print can be seen in the table below.

Table 4.1: The Blue Print of Student's Needs Analysis Questionnaires

The Purpose	Questions Number	Numbers of Items
To get information about students' profile.	-	-
To get information about students' interest	1, 2	2
To get information about students' background	3 - 10	8
To get information about learning needs	11 - 20	10
Total of Items		20

Those twenty questions were handed out to the students on August, 19th 2014. The aim of the questionnaires was to know the students' needs and students' learning needs.

b. Interview Guideline

Other instruments for conducting needs analysis of this research study was interview guidelines. The interview guidelines were divided into two: (1) students' interview guidelines and, (2) the English teacher's interview guidelines.

The first one was the students' interview guideline. The aim of the students' interview was for knowing the students' interest in English teaching and learning process, students' needs, and students' learning needs. The guidelines of students' interview could be seen through the following table.

Table 4.2: The Guidelines of Students' Needs Analysis Interview

The Purpose	Questions Number	Numbers of Items
To get information about students' interest	1, 2	2
To get information about students' learning style	3, 4	2
To get information about students' learning need and expectations	5, 6	2
Total of items		6

The second one was guideline of the English teacher's interview. The guideline was consisted of 10 questions. Those questions were aimed to know the teaching of listening method, students' interest in listening activities, and the English teacher's method to motivate the students. The English teacher's interview guidelines were shown in the following table.

Table 4.3: The Guidelines of Teacher's Needs Analysis Interview

The Purpose	Questions Number	Numbers of Items
To get information about teaching method	1-6	6
To get information about student's interest	7, 8, 9	3
To get information about students' motivating method	10	1
Total of items		10

All of the instruments for conducting needs analysis were used to gain data for developing the media in the early stage of the research study. The questionnaires for student's needs analysis were handed out before the interview. The fifth grade students of SD Negeri Ngijon II answered the basic questions before the interview. Besides, students' interviews were carried out after the students answering the questionnaires. The aim of the interviews was to know

more about student's perspectives. The students could share their thought through the interview. In addition, the teacher's interview was carried out before the teaching and learning process.

After the data were collected, they were analyzed as the guidance for developing the media. The results of the needs analysis were described below:

a. The Description of the Students

This research study used fifth grade students of SD Negeri Ngijon II in the academic years of 2014/ 2015 as the research subjects. The research subjects were 27 students consisted of fifteen boys and twelve girls. Their age range was from ten to eleven. The description of the research subjects was clearly presented in the table below:

Table 4.4: The Description of the Students

The numbers of the research subjects	Gender		Age	
	Boys	Girls	10	11
27	15	12	16	11

The fifth grade students of SD Negeri Ngijon II had different characteristics. Most of the students were very active during the teaching and learning process. They were talkative and moved around in the class. Their English skillss were also varied. Some of the students were understood the materials easily and were being active in classroom activities. However, some of them were very shy and not paid much attention in the teaching and learning process. As young learners, they still loved to play, move around, and easily get bored (Brewster and Ellis: 2003).

b. The Description of Students' need and Students' Learning Needs

The students' needs and the students' learning needs were found out from the students' questionnaires, the students' interview, the English teacher's interview, and class observation. All of the data were analyzed before developing the media. The results of needs analysis were presented in the following explanation.

1) The result of students' needs analysis questionnaires

From the students' needs analysis questionnaires, the researcher got information about students' interest toward English, student's background, and students' learning need. The results of needs analysis were used as the references of developing the media. The results of students' interest toward English could be seen through the following diagram.

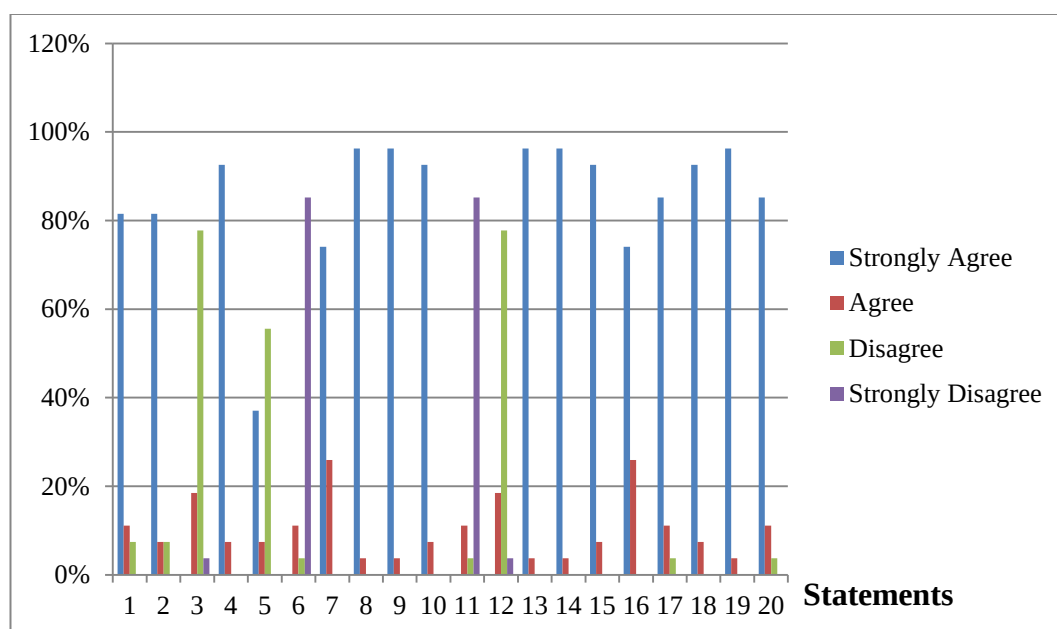


Figure 4.1: The Result of Student's Questionnaires for Needs Analysis

The result presented that most of the fifth grade students of SD Negeri Ngijon II had interest toward English. From the first statement, it could be seen that most of the students declared that they liked learning English. The second statement, which supported the first statement, declared that more than half of the student also waited for the English lesson to be begun. It could be concluded that the students had high motivation in learning English.

Moreover, from the seven questions answered by the students about student's background of English, they could be concluded that most of the students had a high desire to learn English. However, they might not have the courage to develop their skills in their own ways. It was the English teachers' duty to give motivation and to make class activities more interesting.

In addition, the result from students' learning needs strengthened the fact that the students needed interesting activities to make them enjoy in learning English. As the television watchers, they tended to listen to a story and use pictures as the media in the teaching and learning process. Media could help young learners because their understanding comes not only from explanation, but also from what they see and hear and, crucially, have a chance to touch and interact with (Harmer: 2001).

The other instruments for conducting needs analysis were interviews. The interviews were for the fifth grade students and the English teacher. The students' interview was carried out after the students answering the students' needs analysis questionnaires. The student's needs analysis interview transcript could be seen in the appendix F/1.

From the student's interview, it could be concluded that fifth grade students of SD Negeri Ngijon II had a high motivation to learn English. They wanted to have a good mark in the English lesson. However, they needed media for help them to learn English more enjoyably. As young learners, they tend to learn in comfortable environment because they can get bored easily (Brewster and Ellis: 2003). That statement was strengthened by the class observation (appendix D/8) and field note (appendix E/1).

In addition, based on the class observation and field note which could be seen in the appendix, the teaching and learning process were boring and monotonous. Some students did not pay attention and liked to going around while teaching and learning process. In addition, interviewing the English teacher was conducted to gain more information about teaching method, students' interest and students' motivation method. The English teacher's interview could be seen in the appendix F/2.

Based on needs analysis of questionnaires and interviews, the researcher concluded that the fifth grade students of SD Ngijon II needed interesting media to facilitate them in learning English. Furthermore, based on the class observation, students needed more input for new vocabularies. As a result, this research study developed a *theatre-like media with puppets* as the interesting media. For the new vocabularies input, '*Goldilocks and the Three Bears*' was used as the story. The story contained many adjectives as the new vocabularies input.

2. Writing the Course Grid and Lesson Plan

a. Course Grid

After conducting needs analysis, the course grid for the media was developed. The course grid of the *theatre-like media with puppets* for the teaching of listening was developed based on the needs analysis. The components of the course grid can be seen in the table below and the complete course grid was on the appendix B.

Table 4.5: Component of Course Grid

BC	I	LM			TLA		TPU	A			LR
		S	G	V	T	L		Tec	Ins	EI	

Note:

- BC : Basic Competency
- I : Indicators
- LM : Learning Material
- S : The Story
- G : Grammar
- V : Vocabulary
- TLA : Teaching Learning Activity
- T : Teaching
- L : Learning
- TPU : Theatre-like media with puppets use
- A : Assessment
- Tec : Technique
- Ins : Instruments
- EI : Example of Instrument
- LR : Learning Resource

The course grid was based on the data from the needs analysis in the fifth grade students of SD Negeri Ngijon II and the English teacher. The course grid was designed based on the theme-based teaching as the school used thematic as the teaching method. Moreover, Cameron (2005: 181) said that “Teaching that is integrated around a theme is claimed to better suit the way that young children

naturally learn.” The *theatre-like media with puppets* used text-based and ‘*Goldilocks and the Three Bears*’ which provided many adjectives as the story.

b. Lesson Plan

The lesson plan consisted of some components. The components such as identities of the school, time allocation, theme, sub-theme, the teaching and learning goal, indicators, teaching method, teaching approach, the teaching material, language functions and used vocabulary, activities, source, assessment, and the scoring rubric were included in the lesson plan. The activities were developed based on the *Listening Cycle*. In the *Listening Cycle*, there were three stages done. Those stages were *pre-listening*, *while-listening*, and *post-listening* stage. They facilitated the students with some activities to assess their understanding about the materials.

3. Designing the Media

The media developed in this research study was *theatre-like media with puppets*. There were three main parts of it. They were selecting proper puppets, designing the *theatre-like media*, and mapping out the sceneries. Steps of designing the media were explained below.

a. Selecting proper puppets

The media used paper puppets. This kind of puppets was easy to be made and to be modified. Moreover, paper puppets were easy to move and hold. Even the English teachers who did not have basic skills on performing puppetry could use this media easily.

The puppets were based on the ‘*Goldilocks and the Three Bears*’ story. They were Goldilocks, Father Bear, Mother Bear, and Little Bear. The puppets were selected from the Internet. The picture had to be in high definition so that the pictures were not cracked when they were printed.

Moreover, the pictures should be adjusted to the description on the story. It helped the students to understand the characters. If the puppets and the description on the characters on the story were different, the students would get confused and guess them wrong. The following pictures were the plan for the puppets as the characters in the story.



Goldilocks:

- She was a little girl.
- She was not a nice girl.
- She had golden hair

Figure 4.2: Design of Goldilocks



Little Bear:

- He was cute
- He often cries

Figure 4.3: Design of Little Bear



Father Bear:

- He was fat
- He had a deep voice

Figure 4.4: Design of Father Bear



Mother Bear:

- She was slim
- She had a clear voice

Figure 4.5: Design of Mother Bear

b. Designing the *Theatre-like Media*

The *theatre-like media* should be eye catching that could seize the attention of the students. It was also the sceneries placement. Moreover, the *theatre-like media* should be larger than the sceneries so that the sceneries could be moved in and out

easily. However, it had to be in an appropriate size. It could not be too small because it would not be seen by all the class members. It also could not be too large and made it difficult to be carried or moved from class to other class.

In addition, the *theatre-like media* should be colourful. Colours were one of ways to make something attractive. Students, especially young learners, were fascinated by colourful things. Colours also helped the students to differentiate an object with another.

Moreover, *theatre-like media* should also contain of the title of the story. The front part of it was the first part seen by the students. It should contain of the introduction of the story such as the title. It could be removed and replaced by other title so that the *theatre-like media* could be used as the placement for many other stories. The figures below were the design of the *theatre-like media*.

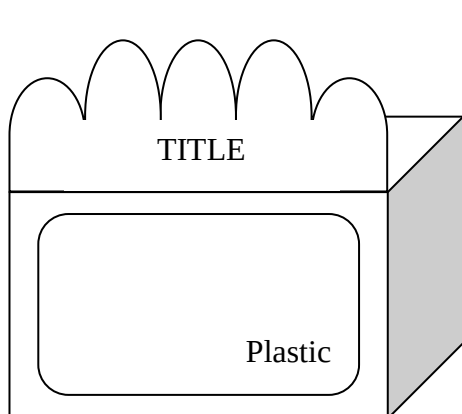


Figure 4.6: The Front Part of Theatre-like Media Design

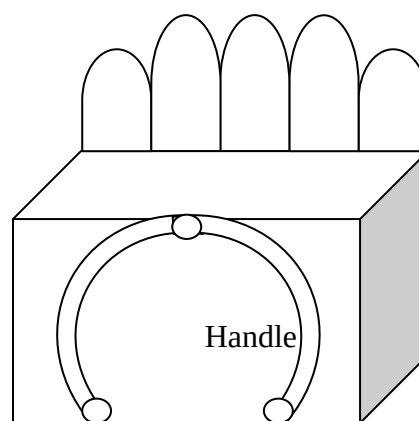


Figure4.7: The Back Part of Theatre-like Media Design

c. Mapping Out the Sceneries

Here, sceneries to support the story were mapped out. The sceneries of each page depended on the story. They could keep the focus of the students' attention

until the story ended. It also helps the students to understand both of setting time and place. There were ten different sceneries for '*Goldilocks and the Three Bears*' story. All of the sceneries should not contain the characters because the characters were made from the puppets as the moving objects. By design graphic, the characters were removed.

4. Producing the Media

a. Making the Puppets

After selecting appropriate pictures for each character of '*Goldilocks and the Three Bears*' story, then the pictures were printed. The pictures were printed on the ivory papers. Then the pictures were cut based on the form. Next, they were glued on the cardboard to make them sturdier. Before the pictures were being cut, the holder was added in the top of the pictures. The holder was about three centimetres. The last step was cutting the pictures based on the form. The following pictures were the pictures of the puppets.



Figure 4.8 : Goldilocks Puppets



Figure 4.9 : Father Bear Puppets

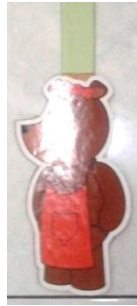


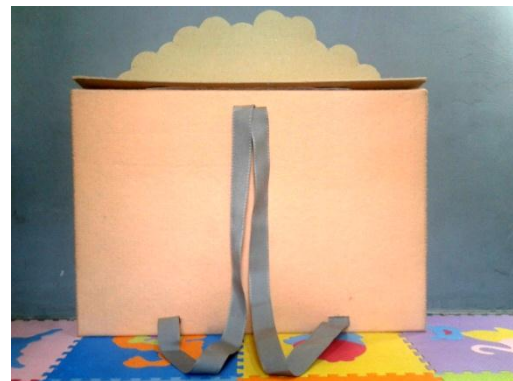
Figure 4.10 : Mother Bear Puppets



Figure 4.11 : Little Bear Puppets

b. Making the *Theatre-like Media*

The *theatre-like media* was made from cardboard and covered by flannel. The cardboards were cut and shaped as the design. The front part of it had a title and sceneries place. The sceneries place was equipped with plastic to protect the sceneries from damage. Moreover, the back part of it was attached a holder. The *theatre-like media* was shown in the picture below.

Figure 4.12 : Front Part of the *Theatre-like Media*Figure 4.13 : Back Part of the *Theatre-like Media*

c. Printing the Sceneries

The ten different sceneries were printed after they were removed all of the characters in them. They were printed by ivory papers. To make them thick, they were glued on the cardboard. The form of printed sceneries was shown below.



Figure 4.15: Sceneries of the *Theatre-like Media*

d. Modified the Story

The story of '*Goldilocks and the Three Bears*' were adapted from the *EBS-electronic* channel. However, the story should be modified to adjust the topic which was used in the media developed. Moreover, the transcripts of the story were completed with punctuations and coloured letters to help the English teachers in using the media. The punctuations and coloured letters on the story's transcript were on the following picture.

/ : berhenti sejenak untuk menarik nafas
 // : berhenti agak lama untuk memberi jeda antar kalimat
 Red : dibaca dengan nada tinggi atau keras
 Blue : dibaca dengan nada panjang
 Green : dibaca dengan nada rendah atau berbisik
 Bold : text untuk dibaca
 Normal: contoh gerakan untuk diperagakan

Figure 4.16: The Punctuation and Coloured Letter

The following picture is the example of the transcript of the story and the complete of the transcript can be seen on the teacher's guide book in the appendix H.

	Once upon a time/ there was/ a little girl// Her name was/ Goldilocks (<i>menggerakkan goldilocks' puppet</i>)// She had/ a golden hair (<i>menyentuh rambut dengan tangan kanan</i>)// But/ she was not (<i>geleng-geleng kepala</i>)// a nice girl// One day/ Goldilocks went for a walk (<i>jalan di tempat seolah-olah sedang berjalan</i>)// in the forest// Pretty soon/ she saw (<i>menelungkupkan telapak tangan kanan di dahi sambil menggerakkan kepala kekanan dan kekiri seolah-olah melihat pemandangan</i>)// a house// "Oh, look! (<i>menunjuk kearah depan dengan jari telunjuk</i>)// There is a house!"//
---	---

Figure 4.17: The Transcript of the Story

5. Description of using the *Theatre-like Media with Puppets*

Teaching and learning activities in the classroom were developed based on the *listening-cycle*. The whole activities using the *theatre-like media with puppets* for the teaching of listening were described below.

Pre-listening

a. Introducing the vocabularies

Introducing new vocabularies was the input before the listening activities began. Flashcards were used to introduce the new vocabularies. *Listen and repeat* was the method used in this stage. The meaning of the new vocabularies was described by the pictures. The following was the flashcards used to introduce the new vocabularies.



Figure 4.18: Forest Flashcard



Figure 4.19: House Flashcard



Figure 4.20: Bowl of Porridge Flashcard



Figure 4.21: Chair Flashcard

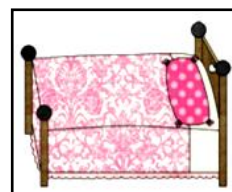


Figure 4.22: Bed Flashcard

b. Task 1

After introducing new vocabularies, the first task was conducted. It was conducted to measure the students' understanding about the input of new vocabularies. Using the flashcards, the whole-class activity was conducted. The flashcards were stuck in the whiteboard. Then the name of each pictures in the flashcards were written in the whiteboard. After that, the students were asked to draw lines to connect the pictures to the right words.

c. Task 2

The next activity was playing game. 'Simon Says' was used to measure the students' understanding about new adjective words. Before the game began, the rules were explained. The rules could be seen below.

• Mengibaskan tangan (di depan mulut)	saat mendengar kata	<i>hot</i>
• Membuat tanda X dengan tangan	saat mendengar kata	<i>cold</i>
• Membuat tanda O.K	saat mendengar kata	<i>just right</i>
• Membuat lingkaran besar dengan tangan	saat mendengar kata	<i>big</i>
• Menekuk lutut	saat mendengar kata	<i>short</i>
• Meremas tangan	saat mendengar kata	<i>hard</i>
• Menepuk-nepuk tangan	saat mendengar kata	<i>soft</i>

Figure 4.23: The Rules for Playing Game

The game began after all of the students understand the rules. The words were shouted and the students did the actions.

d. Task 3

The characters of 'Goldilocks and the Three Bears' were introduced before the third task. It was done using the puppets. The names of each character were spelled. After that, the students asked to fill the missing letter for each character. The following was the example of the third task and the complete task could be seen in *Students' Workbook* in the appendix I.

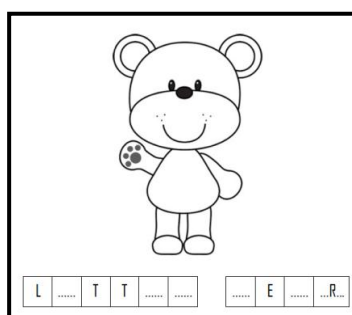


Figure 4.24: The Example of the Third Task

While-listening

In the *while-listening* stage, the *theatre-like media with puppets* was used to deliver the story. It was placed on the table. There were three main parts in storytelling. They were explained below.

Stating the Title of the Story

The title of the story could be introduced by sticking the title on the *theatre-like media*. It also could be done by the students.



Figure 4.25: Stating the Title of the Story

Introducing the Characters in the Story

There were four characters of '*Goldilocks and the Three Bears*'. They were Goldilocks, Father Bear, Mother Bear, and Little Bear. Introducing the characters could be done by showing the puppets.



Figure 4.26: Introducing the Characters in the Story

Telling the Story

The story began with the Goldilocks puppets on the first sceneries. The story should be told with repetition so that the students could catch the main points. If the English teachers were not memorised all of the transcripts, they could read it from the teacher's guidance book in the appendix H. While listening to the story, the students also did the task 4 and task 5. The English teachers should explain the instructions of the task before storytelling began.



Figure 4.27: Telling the Story

a. Task 4

In the *while-listening* stage, task 4 was done to make active listeners while storytelling. In the task 4, parallelism which was like patterns of repetition of language was used. So, the students can *listen and repeat* while listening to the story. Moreover, parallelism can create a natural support for language teaching (Cameron, 2005). The following picture was an example of parallelism. The words in the brackets should be shouted out by the students.

... "Oh, this porridge is too ... **(hot)**" So, she tasted the porridge from the second bowl. "Oh, this porridge is too ... **(cold)**" So, she tasted the third bowl of porridge. "Ah, this porridge is ... **(just right)**" Goldilocks, ate all the porridge. ...

Figure 4.28: The Example of the Fourth Task

b. Task 5

The task 5 was also done while listening to the story. When telling the story, the English teachers could shout out the word in the brackets in the task 4. Then the students did the actions using the rules in the task 3.

c. Task 6

After the story ended, the students did the task 6. It was to measure the students' understanding about the story. It was arranging pictures to make a good story. The English teachers should explain the instructions. Then they asked the students to write numbers to make a good story. Some of the pictures for the task 6 were in the following picture. The complete task could be seen in the teacher's guide book (appendix H).

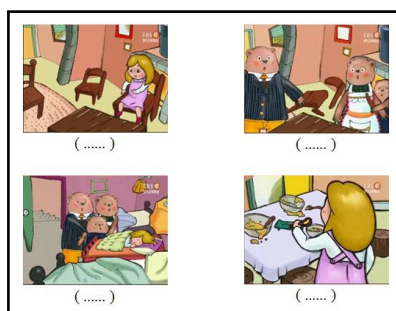


Figure 4.29: The Example of the Sixth Task

Post-listening

a. Task 7

The task 7 was aimed to check the students' listening skills. It was filling the missing words on the story's transcript. The English teachers could read the story

once again while the students did the task. The example of the seventh task was shown in the picture below. The complete task could be seen in the appendix H.

asleep	big	right	hard	hot
short	cold	soft	tired	sleepy

Number 1 has been done for you as the example.

Goldilocks tasted the porridge from the first bowl. "Oh, this porridge is too **hot** (1)." So, she tasted the porridge from the second bowl. "Oh, this porridge is too ... (2)." So, she tasted the third bowl of porridge "Ah, this porridge is just ... (3)," Goldilocks, ate all the porridge.

Figure 4.30: The Example of the Seventh Task

b. Task 8

The students' understanding about some points in the story was checked with the task 8. It was answering questions. Ten questions were provided in this task. The students were simply crossing the letter of the right answer. The following was the example of the task 8. The complete task was shown in the appendix H.

1. Who found a house in the forest?



a



b



c

Figure 4.31: The Example of the Eighth Task

c. Task 9

The ninth task was aimed to measure the students' understanding about characteristic of the characters in the story. There were ten questions in the task 9. The students asked to put check in the right boxes which described the

characteristic of the characters. The example of the task 9 could be seen in the following picture and the complete task was shown on the appendix H.

Characteristic				
1. Little girl	√			
2. Hard voice				
3. Often cry				
4. Cute				
5. Soft voice				

Figure 4.32: The Example of the Ninth Task

6. Assessing the Media

Before the *theatre-like media with puppets* was implemented for the teaching of listening to the fifth grade students of SD Negeri Ngijon II, it was assessed by some English teachers to accomplish the use of media for teaching. Assessing the media was from English teacher's questionnaires. There were three aspects to be assessed. They were the syllabus and program content, materials of instruction, and media. The blue print of the English teachers' Evaluation questionnaires was presented below.

Table 4.6: The Blue Print of English Teacher's Evaluation Questionnaires

The Purpose	Questions Number	Numbers of Items
The syllabus and program content	1-12	12
Materials of instruction	13-22	10
Media	23-30	8
Total of items		30

The blue print above was transferred to the questionnaires. The questionnaires were handed out to the English teachers to get some evaluation. There were 17 English teachers who participated in the assessment of the *theatre-like media with puppets*. The result of the syllabus and program content from English teachers' evaluating was shown in the following table and the complete results were in the appendix G/2.

Table 4.7: The Result of the Syllabus and Program Content from English Teachers' Evaluation

Result	Question Number											
	1	2	3	4	5	6	7	8	9	10	11	12
Mean Score	3.4	3.4	3.3	3.5	3.6	3.5	3.3	3.8	3.6	3.4	3.4	3.4
Total Score	58	57	56	60	61	59	56	64	62	57	57	58
Percentage of Items (%)	85	84	82	88	90	87	82	94	91	84	84	85

From the table above, it could be seen that the percentage of items of syllabus and program content got more than 82%. It means that the syllabus and program content were very good. In conclusion, the syllabus and program content used in the *theatre-like media with puppets* were accepted by most of the English teachers.

Table 4.8: The Result of the Materials Instruction from English Teacher's Evaluation

Result	Question Number									
	13	14	15	16	17	18	19	20	21	22
Mean Score	3.6	3.4	3.5	3.6	3.6	3.5	3.4	3.3	3.5	3.6
Total Score	61	57	60	61	61	60	58	56	59	62
Percentage of Items (%)	90	84	88	90	90	88	85	82	87	91

The afore table presented that the material instructions used in the *theatre-like media with puppets* were accepted. The material instructions got more than 82% in percentage of items. It means that the material instructions were very good.

Table 4.9: The Result of Media Evaluation by the English Teachers

Result	Question Number							
	23	24	25	26	27	28	29	30
Mean Score	3.8	3.5	3.6	3.7	3.5	3.4	3.5	3.6
Total Score	65	59	61	63	59	57	60	61
Percentage of Items (%)	96%	87%	90%	93%	87%	84%	88%	90%

From the table above, the media got more than 84% in percentage of items. It means that the media were very good. In addition, from the English teachers' evaluation questionnaires, it could be concluded that the *theatre-like media with puppets* for the teaching of listening was accepted because the percentage of feasibility reached more than 60%. The syllabus and program content, materials of instruction and media were appropriate for the teaching of listening at fifth grade students. However, the *theatre-like media with puppets* for the teaching of listening were considered feasible to be applied with suggested revisions.

7. Revising the Media

Based on the English teachers' evaluation questionnaires, there were some comments and suggestions to make the *theatre-like media with puppets* more feasible to teach listening. They were used as the guidance of revising the media. The detailed of the media revision were explained below.

a. Revision I

The first revision was about the punctuation and colour of the letters used in the teacher's guide book and students' workbook. The suggestions from English teachers were described in the table below.

Table 4.10: Suggestion for Revision I

Revision Target	Description	Suggestion
Story's Transcript	The yellow letters do not clear.	Change the yellow colour in the script.
	The yellow words are not clear.	Change the colour.
	The yellow colour is hard to be seen.	Change the colour to another colour which is clearer.

Based on the English teachers' suggestions above, the yellow letters from the story transcript in the teacher's guide book were changed into blue letters. The difference between before and after revision could be seen in the pictures below.

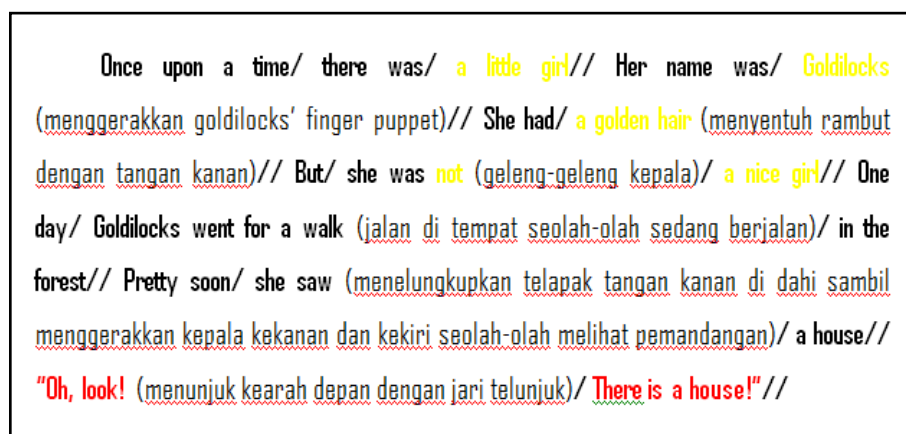


Figure 4.33: Story's Transcript before Revision

Once upon a time/ there was/ a little girl// Her name was/ Goldilocks
(menggerakkan goldilocks' finger puppet)// She had/ a golden hair *(menyentuh rambut dengan tangan kanan)*// But/ she was not *(geleng-geleng kepala)*/ a nice girl// One day/ Goldilocks went for a walk *(jalan di tempat seolah-olah sedang berjalan)*// in the forest// Pretty soon/ she saw *(menelungkupkan telapak tangan kanan di dahi sambil menggerakkan kepala kekanan dan kekiri seolah-olah melihat pemandangan)*/ a house//
 "Oh, look! *(menunjuk kearah depan dengan jari telunjuk)*/ There is a house!"//

Figure 4.34: Story's Transcript after Revision

b. Revision II

The second revision was about the content in the students' workbook. There were three parts of students' workbook which should be revised. They were the instruction, the example for each task, and the activities for assessing students. The suggestions from English teachers could be seen in the table below.

Table 4.11: Suggestion for Revision II

Revision Target	Description	Suggestion
Students' assessments	Every task uses double instructions. There is no Indonesian instruction.	Make the instructions clearer. It will be better if you give the Indonesian instructions because the target students are elementary students.
	There is no example in each task to guide the students understanding the tasks.	Please, give an example in each task you provide.
	The activities are not appropriate enough for students at grade 5 th .	I think it will be good if the activities are revised.

First, an English teacher commented that there were double instructions used on the students' assessments. There were also no Indonesian instructions

following the English instructions. The differences between before and after revision could be seen in the following pictures.

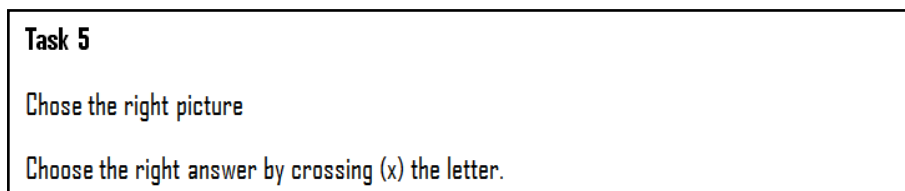


Figure 4.35: Instruction before Revision

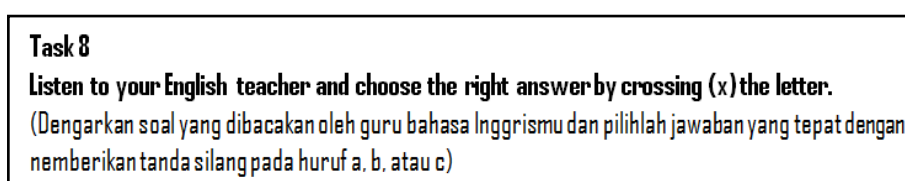


Figure 4.36: Instruction after Revision

Second, the first draft of students' assessments did not contain an example for each task. An English teacher suggested giving an example for each task with the first question. The differences between before and after revision were shown in the pictures below.

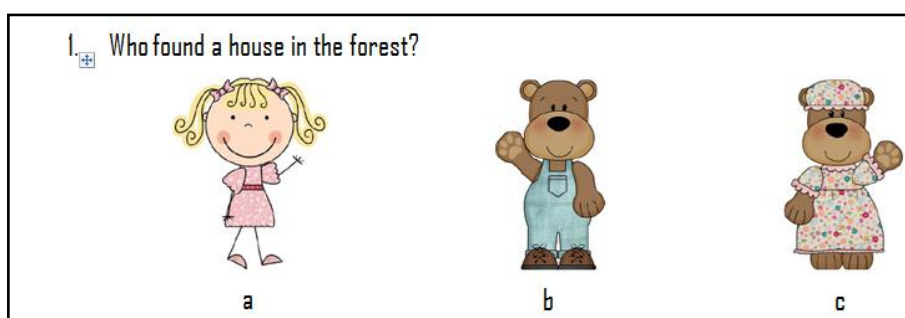


Figure 4.37: An Example for Each Task before Revision

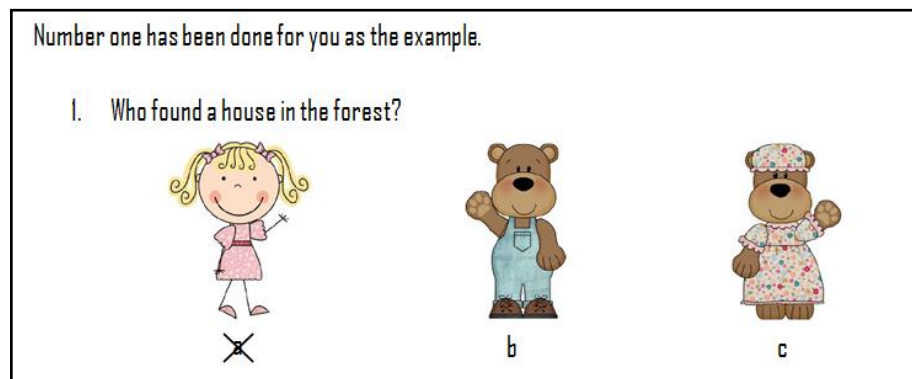


Figure 4.38: An Example for Each Task after Revision

Third, an English teacher said that the activities used for assessing the students' understanding about the materials did not appropriate for the fifth grade students. She suggested evaluating the activities for assessing listening skills. The different contents for assessing students' understanding before and after revision were presented in the following table.

Table 4.12: Task in the Students' Workbook before Revision

Listen and Repeat	Task 1 Listen to your teacher and repeat after he or she while listening to the story.
Doing Actions	Task 2 Listen to the rules given by the teacher and do what him/ her want you to do
Doing Tasks	Task 3 Put numbers 1 to 10 under the pictures to make a good story based on Goldilocks and the Three Bears Task 4 After listen to the story, colour the pictures based on the Goldilocks and the Three Bears. Task 5 Choose the right answer by crossing (x) the letter. Task 6 Listen to the story and complete the text with the words given below. Task 7 Put a check (✓) in the right boxes which describe the characteristic of the character in the story.

Table 4.13: Task in the Students' Workbook after Revision

Pre-listening	Task 1 Match pictures with the right words by drawing lines.
	Task 2 Play Game: 'Simon Says'
	Task 3 Fill the missing letters.
While-listening	Task 4 Listen to your English teacher and repeat after him or her.
	Task 5 Listen to the rules given by the English teacher and do what him or her want you to do.
	Task 6 Put numbers 1 to 10 under the pictures to make a good story based on 'Goldilocks and the Three Bears'
Post-listening	Task 7 Listen to the story once again and complete the text with the words given below.
	Task 8 Listen to your English teacher and choose the right answer by crossing (x) the letter.
	Task 9 Put a check (✓) in the right boxes which describe the characteristic of the character in the story.

c. Revision III

There were some of English teacher's suggestions which did not have many effects when they were applied for the revision. The English teacher's suggestions were described in the table below.

Table 4.14: Suggestion for Revision III

Revision Target	Description	Suggestion
The Media	The puppets and the sceneries are not balance.	You have to remake the sceneries or the puppets.
	The title is so flabby.	Use cardboard so that it can be stiffer.

First, an English teacher said that the puppets and the sceneries were not balance. She explained that some of the sceneries were too small compared with

the puppets. However, it was not really affected when the *theatre-like media with puppets* was used in the teaching and learning process. The puppets should be big so that all of the students could see all the movements.

Second, based on the suggestion above, the title of the story was too flabby. It was right when the title were stuck on the *theatre-like media* yet. The title of the story was really sturdy when it stuck in it.

In conclusion, the *theatre-like media with puppets* did not need some revision. It was because the suggestions given by the English teachers did not affected to the teaching and learning process.

B. Try Out the Media

The *theatre-like media with puppets* for the teaching of listening were tried out in the fifth grade students of SD Negeri Ngijon II. The try out were done on September 2014. The try out divided into three meetings. They are 15th, 22th, and 24th of September 2014. The activities in the class were based on the course grid which could be seen on the appendix B. Some of the crucial moments in teaching and learning process were explained below.

1. Meeting I

The first meeting were conducted on 15th September 2014. There were 25 students joined the teaching and learning process. Two members of the class could not attend the meeting because they were got sick. The first meeting would be used as the *pre-listening* stage. There were three main sections on the *pre-listening* stage. They were matching the flash cards with the right word by

drawing a line, playing the '*Simon Says*' game, and filling the missing letters to be the character's name. All of the *pre-listening* activities were whole-class activities or peer group. The complete activities in the first meeting could be seen on the field note in the appendix E/2.

During the teaching and learning process, the students were very enthusiastic. They were so active and responsive. However, they tended to be going around and making some noise. They were attracted by the *theatre-like media with puppets* and they surrounded near it. The researcher should make them calm down and did the task orderly.

Based on the first meeting, it could be concluded that the teaching and learning process ran well. Most of the students could follow the instructions and do the tasks. However, the students should be given some rules to make them calming down and joining the teaching and learning process peacefully.

2. Meeting II

The second meeting were conducted on 22th September 2014. There were 27 students joined the teaching and learning process. The second meeting would be used as the *while-listening* stage. There were three main sections on the *while-listening* stage. They were listening and repeating, doing actions, and rearranging pictures to make a good story. In this stage, the *theatre-like media with puppets* was used for the teaching of listening. The story of '*Goldilocks and the Three Bears*' were delivered using the media. The complete activities in the second meeting could be seen on the field note in the appendix E/3.



Figure 4.39: The Researcher who was Helped by the Students in Sticking the Title of the Story



Figure 4.40: The researcher who was Introducing the Characters



Figure 4.41: The researcher who was Telling the Story

In the second meeting, the researchers got some problems. First, the students were too interested in the *theatre-like media with puppets*. It made the students standing around the media. Some suggestions and commands were given to make them back to their own chair. Second, some of the students who sat in the front part of the class blocked the other student's sight who sat in the back. They made some noise because they wanted to see the media clearly. Third, the researcher's voice when telling the story could not be heard until the back part of the class because the students made some noise.

Based on the second meeting, it could be summarized that the *theatre-like media with puppets* should be used in small class. Moreover, the students' sitting position should be the *U-type*. It could help all of the students to get a clear sight.

3. Meeting III

The third meeting were conducted on 24th September 2014. There were 27 students joined the teaching and learning process. The third meeting would be used as the *post-listening* stage. There were three main sections on the *post-listening* stage. They were filling the missing words, choosing the right answers, and putting check in the right boxes. The complete activities in the third meeting could be seen on the field note in the appendix E/4.



Figure 4.42: A student who was Doing Tasks by herself



Figure 4.43: Students who were Doing Tasks in a Group.

In the third meeting, the students could be handled well. They were busy in doing the tasks. Some of the students went in front of the class to ask some questions which they did not understand. All of the activities in the third meeting ran calmly and orderly.

C. Evaluating the Media

Evaluating the media was done after the try out. The *theatre-like media with puppets* was evaluated by the fifth grade students and the English teacher of SD Negeri Ngijon II. The evaluation were acquired from the students' and the English teacher's evaluation interview. The transcript of the interview could be seen in the appendix F. There were two points were suggested by the students and the English teachers. The following were the evaluation of the second draft.

1. Evaluation I

First evaluation was from the students. A student said that the puppets were shirtless. And he asked why the puppets were not wearing any shirt, especially the father bear and the little bear.

... A student asked a question related to the puppets. He said, "Miss, *Kenapa beruangnya tidak pakai baju* (Why the bears do not wearing a shirt, miss)?" ...

(Appendix E/4)

Figure 4.44: Field Note for Evaluation I

Based on the suggestion above, the puppets were revised with other pictures. The difference between the puppets before and after the revision could be seen in the following pictures.



Figure 4.45: Puppets before the Evaluation



Figure 4.46: Puppets after the Evaluation

2. Evaluation II

The second evaluation was from the English teacher's interview. He said that the *theatre-like media* should be more colourful. As young learners, the fifth grade students liked something which is eye-catching.

Researcher	: Apa saja yang perlu diperbaiki untuk implementasi <i>Theatre-like media with puppets</i> berikutnya?
Teacher	: Sebaiknya theatre-like media di buat lebih berwarna, mbak. Kan anak kecil lebih suka sesuatu yang berwarna-warni.

(Appendix F/4)

Figure 4.47: English Teacher's Interview for Evaluation II

Based on the suggestion above, the *theatre-like media* was revised and made more colourful. The following was the difference between before and after the *theatre-like media* evaluated.



Figure 4.48: *Theatre-like media* before the Evaluation



Figure 4.49: *Theatre-like media* after the Evaluation

3. Evaluation III

The third evaluation was from the English teacher's questionnaires. The suggestion from the English teacher's questionnaires could be seen in the following table.

Table 4.15: Suggestion for Evaluation III

Revision Target	Description	Suggestion
Learning materials	The learning materials used for teaching of listening seems too difficult for the fifth grade students.	It is better for the write to make a simple structure. For example: 1. Happiness (noun) He gets <u>happiness</u> when he passes exam. 2. Happy (adjective) He is so <u>happy</u> . 3. Happily (adverb) He gets a goal <u>happily</u> . 4. etc ...

From the English teacher's suggestion above, the researcher re-examined the learning materials. The suggestion seemed that it could not be done. When the learning materials (the new vocabularies) were changed, the story would be discontinuous. Moreover, stories that include unusual words or words that have a strong phonological content, with interesting rhythms or sound that are onomatopoeic can keep the listeners' interest. It helped listeners to understand of unfamiliar words easier, because they would enjoy and memorize unfamiliar words while listening to the story without realizing it. From storytelling, listeners can enrich their vocabularies (Cameron: 2005). Furthermore, the students did not have a lot of difficulties when they were doing the tasks. It was proven by the result of the students' assessments.

D. Discussion of the Final Product

The *theatre-like media with puppets* were revised by English teachers and evaluated by the English teacher and the grade fifth students of SD Negeri Ngijon II. Based on the revisions and the evaluations, the media were suitable for the

teaching of listening. The following explanations were the main aspects of the media.

1. The syllabus and program content

Based on the English teachers' evaluation questionnaires, the syllabus and program content got more than 82% in percentage of items. It meant that they were suitable and feasible for the teaching of listening. There were some revisions which were done before the media used in teaching and learning process. They were done based on the comments and suggestions gave by the English teachers.

On the other hand, there were no evaluation for the syllabus and program content given by grade fifth students of SD Ngijon II after the media implementation. Beside, the evaluation from the English teacher could not be done because of some reasons. The reasons were supported by the expert's quotation.

2. Materials of instructions

The materials of instructions used in *theatre-like media with puppets* got more than 82% in percentage of items based on the English teachers' questionnaires result. It meant that the materials were acceptable. They were feasible for the teaching of listening because they got more than 60% in percentage of items. Moreover, there were no revisions and evaluations for the materials.

3. Media

The *theatre-like media with puppets* got 84% in percentage of items. However, it should be revised based on the English teachers' comments and

suggestions. Nevertheless, the suggestions were not done because of some reasons. The main reason was that the media could be used well without the revisions.

On the other hand, the English teacher of SD Negeri Ngijon II gave a valuable suggestion. He said to make the media more colourful. The colours could attract students' attentions. Moreover, the students liked to have other puppets as the moving objects.

E. Limitation of the Product Development

The *theatre-like media with puppets* which had been developed in this research study could only be used as media for the teaching of listening. Other macro skillss such as speaking, reading, and writing were needed different media. Moreover, the activities provided here could only asses the students' understanding in listening skills.

In addition, the *theatre-media like with puppets* developed in this research study could be used to teach fifth grade students of elementary schools and other students with same level. Others students in the other levels need different treatments.

This media could only teach narrative text of '*Goldilocks and the Three Bears*'. Other text types need different media. Even though the *theatre-like media with puppets* could be used to tell other stories, the sceneries should be adjusted. The puppets as the characters should also change.

CHAPTER V CONCLUSIONS AND SUGGESTION

A. Conclusion of the Product Development

The *theatre-like media with puppets* was aimed to help students in learning listening skills. The media were developed based on the R&D theory by Borg & Gall (1983) and Gay (1987). The steps in the media development were conducting needs analysis, formulating instructional design, designing, producing, assessing, revising, implementing, and evaluating the media. There are three products developed in this research study. They were *theatre-like media with puppets*, teacher's guide book, and students' workbook.

The *theatre-like media with puppets* was the media developed in this research study. There were three main parts in developing the media. They were making the puppets, making the *theatre-like media*, and printing the sceneries. There were three puppets as the characters in '*Goldilocks and the Three Bears*'. They were goldilocks, father bear, mother bear, and little bear. The puppets were made from printed pictures which were stuck on the cardboard. Furthermore, the *theatre-like media* was made from cardboard covered by flannel. It was the place of the sceneries. So, the *theatre-like media* should be bigger than the sceneries. The front part of it contained the title of the story. It should be colourful too. The back part of it had a handle to help the user in moving it. In addition, there were ten sceneries needed to support '*Goldilocks and the Three Bears*' story. The sceneries were edited by design graphic to remove the characters. After the sceneries were done, they were printed and stuck in the cardboard to make them sturdier.

The other products to support the media were teacher's guide book and students' workbook. The teacher's guide book was for the English teachers. The aim of this book was to help the English teacher in using the *theatre-like media with puppets* for the teaching of listening. This book contains of: (1.) course grid and lesson plan; (2.) steps in using the *theatre-like media with puppets*; (3.) script of the story; and (4.) assessment and key answers. However, the student's workbook consists of nine different tasks to assess students understanding after listening to the story. The activities were divided into three sections. They were tasks for *pre-listening stage*, *while-listening stage*, and *post-listening stage*.

After developing the media, revisions and evaluation were conducted. The revisions were from the seventeen of English teachers as the respondents. The revisions were done before the implementations. Based on the English teachers' evaluation questionnaires, the syllabus and program content, the material of instructions, and the media got more than 82% in percentage of items. It meant that the *theatre-like media with puppets* was feasible for the teaching of listening. However, some suggestions for the better media were given by the English teachers. The revisions and evaluations were done based on the suggestions.

Besides, during the development the *theatre-like media with puppets*, there were some problems occurred. The most affected problem was the puppets type. In the beginning, the puppets used in this research study were finger puppet. However, the finger puppets were too small and could not be seen in the large class. Then the puppets were changed into string puppets. Nevertheless, the string puppets were difficult to be moved. Finally, puppets from paper were used as the

moving objects for each character. They were easier to be moved than the string puppets and more feasible than the finger puppets.

B. Suggestion of the Product Usage

There were three aspects to be considered in using the *theatre-like media with puppets*. They were audience, time allocation, and location. Those three aspects influenced the success of media usage. The English teachers or the media users should be aware about those aspects. The following was the description of the three aspects.

1. Listeners or Students

The *theatre-like media with puppets* was media for teaching English to young learners. It could be used to teach the elementary school students with age around 9-12 years old. It should be used in a small class about 20-30 students. In the large class, the media were less suitable because the teachers could hardly handle the students. Young learners who tended to going around and playing were difficult to sit and listen for a long time.

2. Time Allocation

Teaching listening used the *theatre-like media with puppets* spent time. The English teachers or the story tellers should be aware about the time management. They should not make the students or listeners disappointed or bored while they listened to the story.

3. Location

The place or location for storytelling should be quite. The audiences or students could listen to the voice of the English teachers or the story teller clearly. It was better to use *U-type* of sitting position.

C. Implication and Further Product Development

Based on the result of the research study, the *theatre-like media with puppets* was good media for the teaching of listening to the fifth grade students. There were three aspects which proved the media as good media. First, the media made teaching and learning process enjoyably. There were many different kinds of activities which were provided in the *pre*, *while*, and *post listening*. They made the students being more active during the listening activities. They also enjoyed the assessments tasks.

Second, the media made the target language memorably. Most of the students liked to listen to stories. From listening stories, they would remember new vocabularies automatically. They also remembered the detail of the story. It was proven by the students' assessments.

Third, the media increased the students' motivation in learning English. The students said that they liked learning in fun ways. The *theatre-like media with puppets* as interesting media had been attracted students' attentions. They said that they got excited to learn English after the fun learning activities.

In addition, based on the conclusion and suggestion, there are some suggestions for:

1. English Teachers

English teachers have to teach English in fun ways. Students, especially young learners, like to learn English when they enjoy in the teaching and learning process. The English teachers can use the *theatre-like media with puppets* as interesting media to increase students' motivations in learning English.

2. Elementary Schools

Elementary schools should provide media or learning resource to support the teaching and learning process. The *theatre-like media with puppets* can be multiplied as the interesting media.

3. Material writers and Media Developers

The *theatre-like media with puppets* is highly recommended as appropriate media for teaching of listening. It can attract students' attentions and improve their motivation in learning English. Material writers or media developers are expected to develop the product by the other various techniques, and addressed to the other schools.

4. English Department

English department should pay attention to the media development. The English department supervision is expected to promote the *theatre-like media with puppets*. So, the media can be used in many other schools.

5. Other Researchers

Other researchers who are interested in using the *theatre-like media with puppets* for the teaching English are suggested to conduct other studies on the

same issues in other levels of education. It will be better that the other researchers can make some improvements in the media.

On the other hand, the researcher expected that other media will be developed to support the teaching and learning process. There are not enough media which are suitable to teach English for young learners in Indonesia. For the further product development, it will be better to develop other interesting media for teaching other skills.

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APPENDICES

APPENDIX A:
STUDENTS AND
ENGLISH TEACHERS LIST

1. Students List

No	Name	Gender	Age
1.	Alvita Febrianti	Girl	10
2.	Andreas Andi Prasetyo	Boy	10
3.	Arif Agung Nugraha	Boy	10
4.	Aura Febriana Sagita Putri	Girl	10
5.	Brigata Fani Eka Santi	Girl	11
6.	Cyntia Nur Aisyah	Girl	10
7.	Elvita Juliani	Girl	10
8.	Fahmi Alaudin	Boy	10
9.	Gevan Damar Saputra	Boy	11
10.	Gibran Krishata Alam	Boy	10
11.	Hendri Saputra	Boy	10
12.	Iknanda	Boy	11
13.	Kevin Arka Musyaffa	Boy	10
14.	Leni Martha A	Girl	10
15.	Nindi Intan Safila	Girl	11
16.	Nugroho	Boy	10
17.	Rama Adha Aditya Putra	Boy	11
18.	Resti Sekar Wati	Girl	10
19.	Rizky Esa Wijaya	Boy	11
20.	Robet Endrianto M	Boy	11
21.	Septi Nur Anggraini	Girl	11
22.	Shevica Audria Agustina	Girl	10
23.	Suhar Dijono	Boy	11
24.	Utari Praba Ningrum	Girl	10
25.	Vika Ristiani	Girl	11
26.	Wahyu Ardi Anto	Boy	11
27.	Yulianto Arya Seta	Boy	10

2. English Teachers List

No	Name	Job	Institution
1.	Ardina Shofiyah	Tutor	JEC
2.	Danisa Puji Wahyuni	Tutor	FEC UNY
3.	Dita Arintia	Tutor	FEC UNY
4.	Dwi Mufit Wijayanti	Tutor	Galileo One
5.	I Gede Arga A	Tutor	FEC UNY
6.	Khoirun Nisa	Tutor	Private Teacher
7.	Meta Swasti Naraswari	Tutor	FEC UNY
8.	Muh. Yusuf Arif Nur Rahmat	Tutor	FEC UNY
9.	Muhammad Agung Saputra	Tutor	FEC UNY
10.	Nita Listianingtyas	Tutor	FEC UNY
11.	Pamela Yeni Purwastri	Tutor	FEC UNY
12.	Rahayu Kurniawati	Tutor	FEC UNY
13.	Risky Oktaviani	Tutor	JEC
14.	Sita A W S	Tutor	FEC UNY
15.	Zarra Wienitya	Tutor	FEC UNY
16.	Zida Malichah	Tutor	FEC UNY
17.	Sigit Cahyo Saputro, S. Pd.	Teacher	SD Negeri Ngijon II

APPENDIX B: COURSE GRID

DEVELOPING A *THEATRE-LIKE MEDIA WITH PUPPETS* FOR THE TEACHING OF LISTENING
TO THE FIFTH GRADE STUDENTS OF SD NEGERI NGIJON II SLEMAN YOGYAKARTA

COURSE GRID OF USING THE *THEATRE-LIKE MEDIA WITH PUPPETS*

Class/ Semester : 5th/ 1st semester
 Academic Years : 2014/ 2015
 School : SD Negeri Ngijon II
 Skill : Listening
 Core Competence : 1. Comprehend a very simple story (narrative text) which provides adjective words

Basic Competence	Indicators	Learning Material			Teaching Activities	Theatre-like media with puppets use	Assessment			Learning Resource
		The Story	Grammar	Vocabulary			Technique	Instruments	Example of the instruments	
1.1 Understanding of a very simple story by responding to the instructions	1. Students are able to repeat some words after the teacher	Narrative text of <i>Goldilocks and the Three Bears</i> – The purpose of the text: to entertain the reader/ listener – The structure of the	Simple Present Tense	<u>Verb</u> Went: /went/ Walk: /wɔ:k/ Saw: /sɔ:/ Knock: /nɒk/ Taste: /teɪst/ Eat: /et/ Sat: /sæt/ Broke: /brəʊk/	Opening 1. Greeting 2. Praying 3. Asking students’ conditions 4. Checking students’ attendance 5. Reviewing the previous materials 6. Stating the learning objectives which are going to achieve 7. Outlining the material which are going to discuss	1. Placing the theatre-like media  2. Stating the title of the story 				– Theatre-like media with puppets – Flash cards – Student’ worksheet
1.2 Understanding of a very simple story by doing some actions	2. Students are able to find a specific word while listen to the story		Simple Past Tense							
1.3 Understanding of a very simple story by doing exercises	3. Students are able to		Verb Noun Adjective	Pre-listening 1. Introduction of the vocabularies using flash						

	4. Students are able to colour the picture based on the story	5. Students are able to identify specific event by choosing the right picture based on the story	6. Students are able to fill in missing words based on the story	7. Students are able to complete questionnaires by putting check list	text: Orientatio n Complicat ion Resolutio n Characters: – Goldilock s – Father bear – Mother bear – Little bear Setting: – Time: one day – Place: three bears’ house Moral Value: Be a nice boy/ girl.	Sleep: /sli:p/ Wake: /weɪk/ Jump: /dʒʌmp/ Run: /rʌn/ <u>Noun</u> Forest: /'fɒr.ɪst/ House: /haʊs/ Door: /dɔ: r / Table: /'teɪ.bl / Bowl: /bəʊl/ Porridge: /'pɒr.ɪdʒ/ Chair: /tʃeə r / Bed: /bi:'ed/ <u>Adjective</u> Little /'lɪt.l / Nice: /naɪs/ Hot: /hɒt/ Cold:	cards Students pay attention while the teacher introduces the vocabularies.	2. Task 1	3. Introducing the characters  Goldilocks  Father Bear  Mother Bear  Little Bear 						
								– Students draw a line to connect a flash card with the right word in the whiteboard.					Matching	Match pictures with the right words by drawing lines	
								3. Task 2					Playing game	Simon says “...”	Observation
								4. Task 3					Filling the blank	Filling the missing letters to be the right characters’ name.	
								While-listening Students pay attention and listen carefully while the teacher telling the story.							
								1. Task 4							
								– Students memorize the				Listen and repeat	Listen to your English	Observation	

	(v) based on the story			/kəʊld/ Big: /bɪg/ Short: /ʃɔ:t/ Tired: /taɪəd/ Sleepy: /'sli:pi/ Hard: /hɑ:d/ Soft: /sɒft/ Fat: /fæt/ Slim: /slɪm/ Cute: /kju:t/ Deep: /di:p/ Clear: /klɪə r /	words' sounds which are repeated by the teacher twice or three times – Students repeated some words after the teacher	4. Telling the story Page 1  Page 2  Page 3  Page 4  Page 5 		teacher and repeat after him or her.		
					2. Task 5 – Students memorize the specific words given by the teacher – Students doing some actions when listen to the specific words	Doing some actions	Listen to the rules given by the English teacher and do what him or her want you to do.	Observation		
					3. Task 6 – Students are given some pictures related to the story – Students try to arrange the pictures and make a good story by putting numbers in the boxes	Rearranging pictures to make a good story	Put numbers 1 to 10 under the pictures to make a good story based on Goldilocks and the Three Bears			

				Post-listening 1. Task 7 – Students were gave a text with some missing words on it. – Students pay attention and listen carefully (once again) to the story telling by the teacher – Students filled the blanks with the right words based on the story	Page 6  Page 7  Page 8  Page 9 	Filling the missing words	Listen to the story (once again) and complete the text with the words given below.	Goldilocks tasted the porridge from the first bowl. “Oh, this porridge is too hot (1).” So, she tasted the porridge from the second bowl. “Oh, this porridge is too ... (2).” So, she tasted the third bowl of porridge “Ah, this porridge is just ... (3).” Goldilocks, ate all the porridge.	
				2. Task 8 – Students were gave some questions related to the story. – Students chose the right picture by crossing the letter	Page 10 	Choosing the right answer	Choose the right answer by crossing (x) the letter.	Who found a house in the forest?  (a)  (b)	

APPENDIX C: LESSON PLAN

“LESSON PLAN”
Rencana Pelaksanaan Pembelajaran (RPP)

Institution : SD Negeri Ngijon II
 Academic Year : 2014/ 2015
 Subject : English
 Grade/ Semester : V/ I
 Time allocation : 2 x 35 minutes (3 meetings)
 Language focus : Listening Skill
 Text type : Narrative Text

Core Competence

1. Comprehend a very simple story (narrative text) which provides adjective words

Basic Competence

- 1.1 Understanding of a very simple story by responding to the instructions
- 1.2 Understanding of a very simple story by doing some actions
- 1.3 Understanding of a very simple story by doing exercises

Indicators

1. Students are able to identify some words by doing actions
2. Students are able to find a specific word while listen to the story
3. Students are able to arrange the jumble pictures to make a good story
4. Students are able to identify specific event by choosing the right picture based on the story
5. Students are able to fill in missing letters/ words based on the story
6. Students are able to complete questionnaires by putting check (v) based on the story

Learning Objectives

By the end of the lesson, the students are expected to be able to :

1. memorize new vocabularies
2. mention specific words
3. arrange jumble pictures into a good story
4. identify specific event
5. complete missing letters/ words based on the story
6. complete questionnaires based on the story

Learning Materials

1. Explanation:

The function of a Narrative text is to amuse or entertain the reader.

Parts of the recount text :

- a. Title
- b. Orientation

- c. Complication
- d. Resolution

Language feature : Using simple present and simple past tense

Simple Present Tense	Simple Past Tense
S + V1 (s/ es) + C	S + V2

2. Tasks

Task 1

Match pictures with the right words by drawing lines.

(Jodohkan gambar dengan kata yang tepat menggunakan garis)

Task 2

Play Game: 'Simon Says'

(Bermain Game: 'Simon Says')

Task 3

Fill the missing letters.

(Lengkapi huruf yang hilang)

Number 1 has been done for you as the example.



1. G O L D I L O C K S



2. L ... T T E



3. ... O T R B R



4. T H R A R

Task 4

Listen to your English teacher and repeat after him or her.

(Dengarkan guru bahasa Inggrismu dan ulangi perkataanya)

Task 5

Listen to the rules given by the English teacher and do what him or her want you to do.

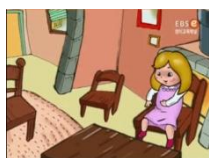
(Dengarkan peraturan yang diberikan guru bahasa Inggrismu dan lakukan apa yang diperintahkan)

Task 6

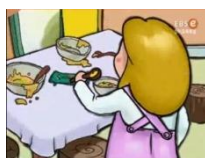
Put numbers 1 to 10 under the pictures to make a good story based on 'Goldilocks and the Three Bears'

(Urutkan gambar di bawah ini dengan membubuhkan angka 1-10 sesuai cerita 'Goldilocks and the Three Bears')

Number 1 has been done for you as the example.



(...)



(...)



(...)



(...)



(...)



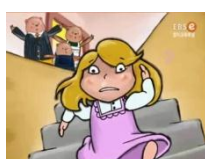
(1)



(...)



(...)



(...)



(...)

Task 7

Listen to the story once again and complete the text with the words given below.

(Dengarkan cerita sekali lagi dan lengkapi text rumpang dengan kata-kata dibawah ini)

asleep	big	right	hard	hot
short	cold	soft	tired	sleepy

Number 1 has been done for you as the example.

Goldilocks tasted the porridge from the first bowl. “Oh, this porridge is too **hot** (1).” So, she tasted the porridge from the second bowl. “Oh, this porridge is too ... (2).” So, she tasted the third bowl of porridge “Ah, this porridge is just ... (3),” Goldilocks, ate all the porridge.

Goldilocks was ... (4) now. She walked into the living room, where she saw three chairs. Goldilocks sat in the first chair. “This chair is too ... (5)!” So, she sat in the second chair. “This chair is too ... (6)!” So, she tried the third chair. “Ah, this chair is just right” she sighed. But, just as she sat down, it broke.

Goldilocks was very tired. She went upstairs to the bedroom. In the bedroom, she saw three beds. “I’m ... (7).” Goldilocks lay down in the first bed. “Oh, this bed is too ... (8)!” So, she lay in the second bed. “Oh, this bed is too ... (9)!” So, she tried the third bed. “Oh, this bed is just right,” she sighed. Goldilocks fell ... (10).

Task 8

Listen to your English teacher and choose the right answer by crossing (x) the letter.

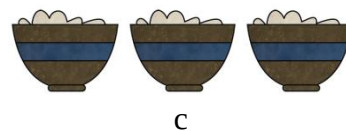
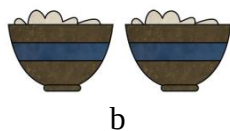
(Dengarkan soal yang dibacakan oleh guru bahasa Inggris dan pilihlah jawaban yang tepat dengan memberikan tanda silang pada huruf a, b, atau c)

Number one has been done for you as the example.

1. Who found a house in the forest?



2. How many bowls of porridge on the table?



3. Who had a bowl of hot porridge?



4. Who had a bowl of cold porridge?



a



b



c

5. What was broken by Goldilocks?



a



b



c

6. Who had a short chair?



a



b



c

7. Who had the broken chair?



a



b



c

8. What was Goldilocks found in the bed room?



a



b



c

9. Who had a hard bed?



a



b



c

10. Who was the owner of the bed where Goldilocks fell asleep?



a



b



c

Task 9

Put a check (✓) in the right boxes which describe the characteristic of the character in the story.

(Bubuhkan tanda centang (✓) pada kolom yang sesuai dengan karakter masing-masing tokoh dalam cerita)

Number 1 has been done for you as the example.

Characteristic				
1. Little girl	✓			
2. Hard voice				
3. Often cry				
4. Cute				
5. Soft voice				
6. Golden hair				
7. Fat				
8. Not a nice girl				
9. Little bear				
10. Slim				

Learning Method

Listening-cycle (pre-listening, while-listening, post-listening)

Teaching Learning Activities**1. Opening (10 minutes)**

- Greeting
- Praying
- Asking students' conditions
- Checking students' attendance
- Reviewing the previous materials
- Stating the learning objectives which are going to achieve
- Outlining the material which are going to discuss

2. Pre-listening (50 minutes)

- Students pay attention while the teacher introduces the vocabularies.
- Students draw a line to connect a flash card with the right word in the whiteboard (Task 1).
- Students memorize the rules given by the teacher.
- Students do some actions based on the words said by the teachers (Task 2).
- Students are given pictures with some missing letters on the characters' name.
- Students filled the blanks with the right letters based on the story (Task 3)

3. While-listening (50 minutes)

- a. Students pay attention and listen carefully while the teacher telling the story.
- b. Students memorize the words' sounds which are repeated by the teacher twice or three times.
- c. Students repeated some words after the teacher (Task 4).
- d. Students memorize the specific words given by the teacher
- e. Students doing some actions when listen to the specific words (Task 5).
- f. Students are given some pictures related to the story.
- g. Students try to arrange the pictures and make a good story by putting numbers in the boxes (Task 6).

4. Post-listening (50 minutes)

- a. Students were gave a text with some missing words on it.
- b. Students pay attention and listen carefully (once again) to the story telling by the teacher.
- c. Students filled the blanks with the right words based on the story (Task 7)
- d. Students were gave some questions related to the story.
- e. Students chose the right picture by crossing the letter (Task 8).
- f. Students are given a table which provide characteristic of the characters on the story.
- g. Students put check list (v) in the right boxes which described the characteristic of the characters (Task 9).

5. Closing (10 minutes)

- a. Asking students if they have questions related to what has been learned.
- b. Asking students whether or not they find difficulties, and if it is yes, what difficulties they found along the teaching and learning process.
- c. Give students a task as their home work.
- d. Telling the students what has been learned as a reflection.
- e. Giving advices to learn further from another sources.
- f. Reviewing the upcoming materials and providing a link between what has been learned and what is going to be learned.

Media

The Theatre-like Media with Puppets

Flash Cards

References and Sources

Some pictures are taken from the internet with some modifications.

(www.google.com)

Assessment

1. Task 1, 2, 4, 5

Technique	: Oral Test
Form	: Whole class activity

Instruments :

Indicators	Instruments	Score Rubric
Students are able to identify some words by doing actions	Task 1: Match pictures with the right words by drawing lines	Observation: A: very active B: Active C: Innactive D: Very Innactive
	Task 2: Play game ‘Simon Says’	
Students are able to find a specific word while listen to the story	Task 4: Listen to your English teacher and repeat after him or her.	
	Task 5: Listen to the rules given by the English teacher and do what him or her want you to do.	
Comments		

2. Task 3, 6, 7, 8, 9

Technique : Written Test

Form : Individual Activity

Instruments :

Indicators	Instruments	Score Rubric
Students are able to fill in missing letters/ words based on the story	Task 3: Filling the missing letters to be the right characters' name.	<u>Right answer</u> x 10 Questions
Students are able to arrange the jumble pictures to make a good story	Task 6: Put numbers 1 to 10 under the pictures to make a good story based on ' <i>Goldilocks and the Three Bears</i> '	
Students are able to fill in missing letters/ words based on the story	Task 7: Listen to the story (once again) and complete the text with the words given below.	
Students are able to identify specific event by choosing the right picture based on the story	Task 8: Choose the right answer by crossing (x) the letter.	
Students are able to complete questionnaires	Task 9: Put a check (✓) in the	

by putting check (v) based on the story	right boxes which describe the characteristic of the character in the story.	
Comments		Total Score

Mengetahui
Guru,

Sleman, September 2014

Mahasiswa,

Sigit Cahyo Saputro, S. Pd.
NIP.

Ristiani Primaningsih
NIM. 10202244039

APPENDIX D: INSTRUMENTS

1. Students' Needs Analysis Questionnaires

Nama :
Jenis Kelamin :
Umur :

ANGKET ANALISIS KEBUTUHAN SISWA KELAS V SD NEGERI NGLJON II

Hai anak-anak,

Mohon bantuannya menjawab beberapa pertanyaan di bawah ini ya ... Jawablah pertanyaan sesuai dengan kondisi masing-masing dengan menuliskan tanda centang (✓) pada kolom yang telah disediakan. Jawaban apapun yang diberikan tidak akan mempengaruhi nilai bahasa Inggris kalian. Jika ada yang kurang jelas, silakan bertanya sebelum menjawab pertanyaan.

Pernyataan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1. Aku menyukai pelajaran Bahasa Inggris				
2. Aku selalu menunggu jam pelajaran Bahasa Inggris dimulai				
3. Aku senang mendengarkan orang yang pandai berbicara Bahasa Inggris				
4. Aku senang mengucapkan kata-kata dalam Bahasa Inggris bersama teman-teman				
5. Aku senang jika dapat menjawab pertanyaan dalam Bahasa Inggris dengan benar				
6. Aku belajar bahasa Inggris agar mengerti saat mendengarkan orang lain berbicara bahasa Inggris.				
7. Aku senang mengingat kata-kata bahasa Inggris yang baru saja didengar.				
8. Aku suka menonton film kartun berbahasa Inggrisnya seperti film kartun <i>Dora the Explorer</i> .				
9. Aku senang mendengarkan percakapan bahasa Inggris di televisi.				

10.	Aku senang menirukan/ menglangi ucapan bahasa Inggris yang baru saja didengar.				
11.	Aku senang jika guru menyuruhku melakukan sesuatu dengan (bahasa pengantar) bahasa Inggris.				
12.	Aku senang jika ada yang bertanya kepadaku menggunakan bahasa Inggris				
13.	Aku senang jika guru menjelaskan pelajaran menggunakan alat peraga yang menarik.				
14.	Aku senang mendengarkan cerita dalam bahasa Inggris.				
15.	Aku senang menyayikan lagu-lagu dalam bahasa Inggris.				
16.	Aku senang jika guru memberikan contoh percakapan bahasa Inggris secara berulang-ulang.				
17.	Aku senang belajar bahasa Inggris menggunakan buku-buku bergambar.				
18.	Aku senang belajar bahasa Inggris dari lagu-lagu berbahasa Inggris.				
19.	Aku senang belajar bahasa Inggris sambil bermain.				
20.	Aku senang jika belajar bahasa Inggris secara berkelompok dengan teman-temanku.				

Terimakasih

2. English Teachers' Evaluation Questionnaires

Instrument for Media Assessment for English Teacher

Name :

Job :

Institution :

Give check (√) in the appropriate boxes

A. The Syllabus and Program Content

Statements	Very Agree	Agree	Disagree	Very Disagree
1. The instruction is relevant to the Competency standard.				
2. The instruction is relevant to the Basic Competency.				
3. The indicators are appropriate to the Basic Competency.				
4. The target audiences of the instruction are clear.				
5. The materials taught are complete.				
6. The materials taught are clear.				
7. The instructions used are clear.				
8. The media used are attractive.				
9. The media are easy to be use.				
10. The assessment items are appropriate to the Basic Competency.				
11. The assessment items are appropriate to the Standard Competency.				
12. The assessment items are appropriate to the indicators.				

B. Materials of Instruction

Statements	Very Agree	Agree	Disagree	Very Disagree
13. The materials taught are clear.				
14. The materials are easy to be comprehended.				

15. The language use is clear.				
16. The pictures used in the theatre-like with puppets are suitable.				
17. Theatre-like with puppets help students in understanding the story.				
18. Theatre-like with puppets help students to develop listening skill.				
19. The story used in theatre-like with puppets is appropriate for students' level.				
20. The target languages (grammars, functions, vocabularies) are relevant for students' level.				
21. The materials taught with authentic text.				
22. The materials taught with appropriate media.				

C. Media

Statements	Very Agree	Agree	Disagree	Very Disagree
23. The pictures used in theatre-like with puppets support the story.				
24. The pictures used in theatre-like with puppets are in a good quality.				
25. The pictures used in theatre-like with puppets can be seen clearly.				
26. The media can catch students' attention.				
27. The media make students active in teaching and learning process.				
28. The media are easy to be moved.				
29. The sceneries are easy to be changed.				
30. The puppets are easy to be operated.				

Comments and Suggestion for Revision

No	Revision Target	Description	Suggestion

Conclusion:

Theatre-like with puppets as media for teaching of listening are considered to be* ...

- a. Feasible to apply without revision
- b. Feasible to apply with suggested revision
- c. Less feasible to apply

*) circle one of the statements

Sleman, September 2014

_____ Thank You _____

3. Students' Evaluation Questionnaires

Nama	:
Jenis Kelamin	:
Umur	:

ANGKET EVALUASI MEDIA UNTUK SISWA KELAS V SD NEGERI NGIJON II

Hai anak-anak,

Mohon bantuannya menjawab beberapa pertanyaan di bawah ini ya ... Jawablah pertanyaan sesuai dengan kondisi masing-masing dengan menuliskan tanda centang (✓) pada kolom yang telah disediakan. Jawaban apapun yang diberikan tidak akan mempengaruhi nilai bahasa Inggris kalian. Jika ada yang kurang jelas, silakan bertanya sebelum menjawab pertanyaan.

Pernyataan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1. Materi yang diajarkan dengan theatre-like with puppets jelas				
2. Materi yang diajarkan menggunakan theatre-like with puppets mudah dimengerti				
3. Bahasa yang digunakan mudah di pahami				
4. Materi yang diajarkan dibutuhkan dalam kehidupan sehari-hari				
5. Materi dapat digunakan dalam percakapan sehari-hari				
6. Aktivitas selama kegiatan belajar mengajar menyenangkan				
7. Aktivitas di dalam kelas dapat diikuti dengan mudah				
8. Soal latihan yang diberikan sesuai dengan materi yang diajarkan				
9. Soal latihan yang diberikan jelas				
10. Theatre-like with puppets membantuku dalam memahami pelajaran bahasa Inggris				
11. Materi yang diajarkan mudah diingat				
12. Theatre-like with puppets membuat kegiatan belajar				

	bahasa Inggris tidak membosankan				
13.	Theatre-like with puppets memuatku bersemangat belajar bahasa Inggris				
14.	Cerita yang digunakan dalam kegiatan belajar mengajar bahasa Inggris menarik				
15.	Gambar pemandangan pada theatre-like with puppets membantuku memahami alur cerita				
16.	Gambar yang digunakan dalam theatre-like with puppets dapat terlihat dengan jelas				
17.	Menurutku theatre-like with puppets menarik				
18.	Menurutku theatre-like with puppets bagus				
19.	Menurutku belajar bahasa Inggris dengan theatre-like with puppets menyenangkan				
20.	Menurutku kegiatan yang dilakukan di kelas tidak membosankan				

_____ Terimakasih _____

4. Students' Need Analysis Interview Guidelines

- a. Suka tidak dengan pelajaran bahasa Inggris?
- b. Apa tujuan belajar bahasa Inggris?
- c. Kapan biasanya mulai belajar (dirumah)?
- d. Bagaimana cara belajarnya?
- e. Bagaimana kegiatan belajar di kelas yang diinginkan?

5. English Teacher's Need Analysis Interview Guidelines

- a. Apakah kesulitan Bapak saat mengajar *listening skill*?
- b. Apakah teknik/metode yang dipakai dalam pengajaran *listening* di kelas 5, Pak?
- c. Apa saja media yang Bapak pakai untuk mengajar *listening*?
- d. Dari mana sajakah sumber belajar yang Bapak pakai?
- e. Apakah Bapak selalu memberikan *listening task* kepada siswa setiap pelajaran *listening*?
- f. Apakah Bapak selalu menerapkan proses-proses *listening* ketika mengajar?
- g. Apakah kesulitan siswa saat *listening*, Pak?
- h. Apakah kemampuan siswa dalam mendengar sudah sesuai harapan Bapak? Jika belum, mengapa?
- i. Bagaimana antusiasme siswa ketika *listening activity*?
- j. Bagaimana cara Bapak memotivasi siswa?

6. Students' Evaluation Interview Guidelines

- a. Apakah belajar dengan *theatre-like media with puppets* menyenangkan? Jika iya mengapa?
- b. Apakah materi yang diajarkan menarik?
- c. Apakah tugasnya mudah dikerjakan?
- d. Apakah aktifitas dalam kelas menyenangkan? Mengapa?
- e. Apakah *theatre-like media with puppets* membantu proses belajar? Mengapa?
- f. Apakah gambar dari *theatre-like media with puppets* dapat terlihat dengan jelas?

- g. Apakah *theatre-like media with puppets* mendukung proses belajar mengajar di dalam kelas?

7. English Teacher's Evaluation Interview Guidelines

- Bagaimana pendapat Bapak mengenai *theatre-like media with puppets* yang telah diterapkan dalam pembelajaran *listening*?
- Apakah materi yang *theatre-like media with puppets* cocok untuk mengajarkan *listening skill* untuk siswa kelas 5? Jika iya, mengapa?
- Apakah dengan menerapkan *theatre-like media with puppets* aspek-aspek lain dalam proses belajar mengajar seperti interaksi, motivasi siswa meningkat?
- Apa saja yang perlu diperbaiki untuk implementasi *theatre-like media with puppets* berikutnya?

8. Class Observation Guidelines

Teacher's Name : Sigit Cahyo Saputra, S. Pd. Date : August, 19th 2014
 School : SD Ngijon II Time : 9.15 – 10.20
 Class : V

No	Aspects	Descriptions
A	Learning Resource	
	1. Curriculum	Curriculum 2013
	2. Syllabus	Available
	3. Lesson Plan	Available
B	Teaching and Learning Process	
	1. Opening	The English teacher began the class by greetings.
	2. Explaining the materials	He presented the materials orally. Sometimes, he wrote the main point of the materials on the whiteboard.
	3. Teaching method	Thematic (theme-based teaching)
	4. Language class	Bilingual (English and Indonesian)
	5. Time management	He spent most of the time to explain the materials.
	6. Gesture or body language	He used his hand to point toward students when asked some questions.
	7. Giving motivation	-
	8. Asking for students' understanding	He checked the students' understanding by asking "Apakah sudah jelas?"
	9. Managing the class	He calmed the hyperactive students by saying some words.
	10. Using media	He only used workbook and whiteboard in teaching and learning process.
	11. Assessment technique	He assessed the students understanding orally.
	12. Closing	He closed the class by saying good bye.
C	Students' behaviour	
	1. Students' behaviour in the class	Most of the students were paid attention in the teaching and learning process. They also responded to the English teacher's

		questions.
2.	Students' behaviour out of the class	They were very polite. They tend to smile and shake hand with the teacher who passing by.

APPENDIX E:

FIELD NOTES

1. Class Observation

Day : Tuesday, August, 19th 2014
Time : 09.15 – 10.25
Place : Class V of SD Negeri Ngijon II

The English teacher entered the class. He began the class by saying greeting. After that, he asked the students about the last materials. Some students answered the question in their mother language. Then, the English teacher asked the students to open the next chapter in their course book.

The material for that day was about giving exclamation. The English teacher explained the materials orally. Sometimes, he wrote down the main points of the language focus on the whiteboard. He gave some example of giving exclamation and asked the students to try it. However, most of the students were lack on vocabularies. They said the exclamation in their mother tongue and the English teacher had to translate it into English. After that, the student would repeat the sentence after him.

The next activity was making short conversation transcript about giving exclamation. Then the students were asked to practice the conversation in pairs with their tablemate. The English teacher was going around and gave some comment. After that, the students asked to do the task from the workbook.

The condition of the class was unrestrained. Some of the students liked to going around and did not pay attention to the teaching and learning activities. The English teacher had to calm down the class by saying “Jangan rame ya.”

The bell rang before the tasks were finished by the students. The English teacher asked them to finish it at home as homework. He ended the class by saying good bye.

2. Meeting I

Day/date : Monday, 15th September 2014

Setting : Classroom (V)

Time : 12.30 - 13.30

Topic : Pre-listening

- ✓ There were two members of the class that could not attend the meeting. They were got sick.
- ✓ The students had known about the name of the new vocabularies (flashcard) in English.
- ✓ The students were very active during matching the flashcards on the white board stage. They wanted to join the activities and stood around the white board.
- ✓ While playing the 'Simon Says' game, the students stood in front of the class and could not be calmed down. They were making some noise and going around. The game was stopped in the middle of the activity.
- ✓ Filling the missing letters stage could run well. The students followed the instructions and did the task by their selves.
- ✓ However, they did not bring any colouring pen so that the characters' picture could not be coloured.
- ✓ In the middle of the class activities, some students said that they wanted to go home. They also said that they were hungry. It was because the class was started in the afternoon after the main-class as the extra-class.

3. Meeting II

Day/date : Monday, 22th September 2014

Setting : Classroom (V)

Time : 12.30 - 13.30

Topic : While-listening

- ✓ The members of the class were complete.
- ✓ Before while-listening stage began, the researcher reviewed the last meeting's materials.
- ✓ While the storytelling activity, the students were very active. They were making noise and stood in their chairs. Some of them were standing around the theatre-like media with puppets. It made the other students could not watch the theatre-like media with puppets clearly.
- ✓ The researcher should calm them down and made them back to their chairs.
- ✓ In the listen and repeat stage, just a few of students did the instructions. Most of them did not pay attention to the task.
- ✓ They made some noise and the researcher should tell the story more loudly.
- ✓ When arranging the pictures, they could do the task by themselves. They did the task silently.

4. Meeting III

Day/date : Wednesday, 24th September 2014

Setting : Classroom (V)

Time : 12.30 - 13.30

Topic : Post-listening

- ✓ The third meeting run well.
- ✓ The story was told again as the students' want.
- ✓ They were listening to the story carefully because they knew that they had to do the task.
- ✓ They did the task orderly.
- ✓ Some students asked the meaning of some words while doing the task.
- ✓ A student asked a question related to the puppets. He said, "*Kenapa beruangnya tidak pakai baju?*"
- ✓ The student's workbooks submitted.
- ✓ There were no times to discuss the task because the students wanted to go home.

APPENDIX F:

INTERVIEW TRANSCRIPT

1. Students' Need Analysis Interview Transcript

- Researcher : Sebelumnya terimakasih sudah mau meluangkan waktu untuk melakukan interview.
Tolong perkenalkan nama, jenis kelamin dan umur
- Student : Nama saya Vika Ristiani. Jenis kelamin perempuan. Umur sebelas tahun.
- Researcher : O.K ... Saya mulai ya.
Pertama buat dik vika, suka nggak sih dengan pelajaran bahasa Inggris?
- Student : Dulu nggak suka, sekarang suka.
- Researcher : Oh, dulu nggak suka, sekarang suka. Kenapa kok bisa terus suka?
- Student : Karena ... ternyata itu, belajar bahasa Inggris itu asik dan menyenangkan.
- Researcher : Oh ... asik. Kalo belajar bahasa inggris itu buat apa sih?
Maksudnya, pengen bias apa dari belajar bahasa Inggris?
- Student : Pengen menguasai materi bahasa Inggris.
- Researcher : Ah ... berarti buat pelajarannya ya? Nilainya?
- Student : Iya.
- Researcher : Terus, kalo belajar biasanya kapan dan gimana?
- Student : Kalo akan ada pelajaran bahasa Inggris atau lagi mau belajar bahasa Inggris.
- Researcher : Malamnya ya?
Terus, caranya gimana kalo belajar?
Mendengarkan? Diam?
- Student : Iya.
- Researcher : Mendengarkan.
- Student : Kalo di rumah lho.
Baca buku kah? Sambil nyanyi kah? Mengerjakan soal?
- Researcher : Ya ... kadang baca buku. Kalo lagi mau nganyi pakai bahasa Inggris ya nyayi.
- Student : Hmm ... nyayi pakai bahasa Inggris ya.
- Researcher : Senang nggak kalo belajar sambil nyanyi, mendengar cerita atau main games?
- Student : Senang.
- Researcher : Lebih senang yang mana?
- Student : Dengerin cerita.
- Researcher : Dengerin cerita. O.K
Terus, kalo belajar bahasa inggris di kelas pengennya gimana sih?
- Student : Pengennya ... yang mengasikkan.
- Researcher : Yang mengasikkan. Kaya apa?
Pakai media kah?
- Student : Iya ... sambil nyanyi-nyanyi. Ada ceritanya. Main games.
Bergurau.
- Researcher : O.K terimakasih dik.
- Student : Sama-sama.

2. English Teacher's Need Analysis Transcript

- Researcher : Apakah kesulitan Bapak saat mengajar *listening skill*?
- Teacher : Duh ... kalo *listening* di kelas jarang mbak. Kesulitannya ya itu karena nggak ada medianya, recordingnya itu lho susah nyarinya. Kalo ada ya nggak cocok buat anak SD.
- Researcher : Oh, kesulitan dalam mencari medianya ya pak.
Tapi pernah kan pak mengajarkan *listening skill*?
- Teacher : Ya pernah, kadang-kadang.
- Researcher : Apakah teknik/metode yang dipakai dalam pengajaran *listening* di kelas 5, Pak?
- Teacher : Biasanya ya cuma orally mbak. *Listen and repeat*.
- Researcher : Apa saja media yang Bapak pakai untuk mengajar *listening*?
Selain recording pak. Hehehe.
- Teacher : Apa ya.. gambar biasanya. Buat memperjelas aja.
- Researcher : Oh iya pak.
Lalu dari mana sajakah sumber belajar yang Bapak pakai?
- Teacher : Sebagian besar ya dari buku paket dan LKS.
- Researcher : Apakah Bapak selalu memberikan *listening task* kepada siswa setiap pelajaran *listening*?
- Teacher : Biasanya ya secara oral tadi mbak. *Listen and repeat*.
- Researcher : Oh iya pak.
Apakah Bapak selalu menerapkan proses-proses *listening* ketika mengajar *listening*?
- Teacher : Proses seperti apa ya mbak?
- Researcher : Yang itu lho pak. Sebelum, selama, dan setelah proses mendengarkan.
- Teacher : Oh ... enggak mbak. Kan *listen and repeat* itu juga cuma satu kegiatan.
- Researcher : Hehehe ... iya ya pak.
Apakah kesulitan siswa saat *listening*, Pak?
- Teacher : Karena nggak ada media ya kebanyakan siswa tidak memperhatikan. Terus tidak semua siswa dapat mendengar dengan jelas apa yang saya ucapkan.
- Researcher : Kebanyakan rame sendiri ya pak.
Lalu apakah kemampuan siswa dalam mendengar sudah sesuai harapan Bapak? Jika belum, mengapa?
- Teacher : Ah belum mbak. Namanya juga masih SD. Bias mengerjakan soal dengan benar saja sudah Alhamdulillah.
- Researcher : Bagaimana antusiasme siswa ketika *listening activity*?
- Teacher : Nggak terlalu antusias sih mbak. Kan nggak ada recordingnya, jadi mungkin ya kurang menarik.
- Researcher : Oh iya ya pak.
Lalu bagaimana cara Bapak memotivasi siswa?
- Teacher : Hmm.. ya Cuma dengan kata-kata. Biar mereka nggak bosan.
- Researcher : Terimakasih pak.
- Teacher : Iya. Sama-sama mbak.

3. Students' Evaluation Interview Transcript

- Researcher : Nah ... selanjutnya, setelah belajar bahasa Inggris dengan theatre-like media with puppets, senang nggak sih ? (a)
- Student : Senang.
- Researcher : Kenapa?
- Student : Karena jadi ...
- Researcher : Karena medianya kah?
- Student : Senang karena ceritanya.
- Researcher : Untuk materinya. Materi yang diajarkan menarik nggak? (b)
- Student : Menarik.
- Researcher : Dari segi ceritanya? Dari segi medianya?
- Student : Dari segi ceritanya.
- Researcher : Ceritanya. Untuk task-nya. Tugas-tugasnya kemarin. Sulit nggak sih? Yang dikerjakan kemarin lho. (c)
- Student : Nggak.
- Researcher : Mudah ya. Bosenin nggak?
- Student : Nggak.
- Researcher : Biasanya kalo ngerjain soal itu seperti apa sih? A, B, C (pilihan ganda) kah?
- Student : Biasanya menterjemahkan kedalam bahasa Indonesia.
- Researcher : Terus, kalo aktifitas di kelasnya membosankan nggak? (d)
- Student : Enggak.
- Researcher : Menurut kamu, media theatre-like media with puppets buat belajar bahasa inggris membantu nggak? (e)
- Student : Membantu banget.
- Researcher : Karena?
- Student : Menarik. Karena kita jadi senang selama belajar bahasa Inggris.
- Researcher : Menarik? Karena menarik, terus bias nambah semangat dalam belajar nggak sih?
- Student : Iya.
- Researcher : Medianya kemarin, theatre-like media with puppets nya jelas nggak gambarnya? (f)
- Student : Jelas.
- Researcher : Terlihat jelas ya dari belakang?
- Student : Iya.
- Researcher : Mendukung nggak sih buat proses belajar mengajar? (g)
- Student : Pasti.
- Researcher : O.K terimakasih dik Vika.
- Student : Iya. Sama-sama

4. English Teacher's Evaluation Interview Transcript

- Researcher : Bagaimana pendapat Bapak mengenai *Theatre-like with puppets* yang telah diterapkan dalam pembelajaran *listening*? (a)
- Teacher : Sangat menarik mbak. Medianya membuat anak antusias dalam mengikuti pelajaran. Terus sepertinya anak-anak juga lebih paham dengan materi yang di berikan.
- Researcher : Apakah materi yang *Theatre-like with puppets* cocok untuk mengajarkan *listening skill* untuk siswa kelas 5? Jika iya, mengapa? (b)
- Teacher : Kalau menurut saya apa tidak terlalu sulit mbak? Kan ini buat anak desa ya mbak yang sebagian besar Cuma belajar bahasa inggris di sekolah. Kayanya terlalu susah materinya, mbak. Itu lho ... terlalu banyak kosakata baru. Orang mereka kalau disusuruh menghafal itu susah kok mbak.
Sebaiknya sih di permudah untuk *language functionnya*. Yang simple-simple dulu lah.
- Researcher : Apakah *Theatre-like with puppets* meningkatkan kemampuan siswa dalam *listening skill*? Jika iya, mengapa?
- Teacher : Kalo menurut saya iya mbak. Saya lihat kemarin anak-anak antusias kok mengikuti pelajaran. Tapi kalau kemampuan siswanya saya belum tau ya mbak.
- Researcher : Apakah dengan menerapkan *Theatre-like with puppets* aspek-aspek lain dalam proses belajar mengajar seperti interaksi, motivasi siswa meningkat?
- Teacher : Iya to mbak. Mbak lihat sendiri kemarin anak-anak antusias mengikuti kegiatannya. Interaksi guru dan murid dapat dibangun. Motivasi mungkin juga meningkat karena mereka senang dengan media untuk belajarnya.
- Researcher : Apa saja yang perlu diperbaiki untuk implementasi *Theatre-like with puppets* berikutnya?
- Teacher : Sebaiknya theatre-like medianya dibuat lebih berwarna mbak. Kan anak kecil suka sesuatu yang berwarna-warni.

APPENDIX G:

THE QUESTIONNAIRES RESULT

1. The Result of Students' Need Analysis Questionnaires

a. Students' Interest toward English

The Purpose of the Questions	The Question Number	Statements	Result			
			Strongly Agree	Agree	Disagree	Strongly Disagree
To get information about students' interest	1	The students like learning English.	81,48%	11,11%	7,40%	0%
	2	The students wait for the English lesson to be begun.	81,48%	7,40%	7,40%	0%

b. Students' Background

The Purpose of the Questions	The Question Number	Statements	Result			
			Strongly Agree	Agree	Disagree	Strongly Disagree
To get information about students' background	3	The students like to listen to people who speak in English well.	0%	18,51%	77,77%	3,70%
	4	The students like to pronounce the English words with their friends.	92,59%	7,40%	0%	0%
	5	The students like when they can answer a question in English correctly.	37,03%	7,40%	55,55%	0%
	6	The students learn English to understand others who speak in English.	0%	11,11%	3,70%	85,18%
	7	The students like to remember the new vocabularies.	74,07%	25,92%	0%	0%
	8	The students like to watch English movies.	96,29%	3,70%	0%	0%
	9	The students like listen to English conversation in television.	96,29%	3,70%	0%	0%
	10	The students like to repeat the English words they just hear.	92,59%	7,40%	0%	0%

c. Students' Learning Needs

The Purpose of the Questions	The Question Number	Statements	Result			
			Strongly Agree	Agree	Disagree	Strongly Disagree
To get information about learning needs	11	Students like when the English teacher asks them to do something in English.	0%	11,11%	3,70%	85,18%
	12	The students like when someone asks them in English.	0%	18,51%	77,77%	3,70%
	13	The students likes when the English teacher uses interesting media for teaching.	96,29%	3,70%	0%	0%
	14	The students like listen to a story.	96,29%	3,70%	0%	0%
	15	The students like to sing English songs.	92,59%	7,40%	0%	0%
	16	The students like when the English teacher gives an example of English conversation repeatedly.	74,07%	25,92%	0%	0%
	17	The students like to learn English by pictures.	85,18%	11,11%	3,70%	0%
	18	The students like to learn English by English songs.	92,59%	7,40%	0%	0%
	19	The students like to learn while going around.	96,29%	3,70%	0%	0%
	20	The students like to learn English as a group with their friends.	85,18%	11,11%	3,70%	0%

2. The Result of English Teachers' Evaluation Questionnaires

a. The syllabus and program content

The Purpose of the Questions	The Question Number	Statements	Result			
			Strongly Agree	Agree	Disagree	Strongly Disagree
The syllabus	1	The instruction is relevant to the	47,05%	52,94%	0%	0%

and program content		Competency standard.				
	2	The instruction is relevant to the Basic Competency.	41,17%	58,82%	0%	0%
	3	The indicators are appropriate to the Basic Competency.	35,29%	64,70%	0%	0%
	4	The target audiences of the instruction are clear.	58,82%	41,17%	0%	0%
	5	The materials taught are complete.	64,70%	35,29%	0%	0%
	6	The materials taught are clear.	47,05%	52,94%	0%	0%
	7	The instructions used are clear.	35,29%	64,70%	0%	0%
	8	The media used are attractive.	76, 47%	23,52%	0%	0%
	9	The media are easy to be use.	58,82%	41,17%	0%	0%
	10	The assessment items are appropriate to the Basic Competency.	41,17%	58,82%	0%	0%
	11	The assessment items are appropriate to the Standard Competency.	41,17%	58,82%	0%	0%
	12	The assessment items are appropriate to the indicators.	47,05%	52,94%	0%	0%

b. Materials of Instruction

The Purpose of the Questions	The Question Number	Statements	Result			
			Strongly Agree	Agree	Disagree	Strongly Disagree
Materials of instruction	13	The materials taught are clear.	64,70%	35,29%	0%	0%
	14	The materials are easy to be comprehended.	41,17%	58,82%	0%	0%
	15	The language use is clear.	47,05%	52,94%	0%	0%
	16	The pictures used in the theatre-like with puppets are suitable.	70,58%	29,41%	0%	0%
	17	Theatre-like with puppets help students in understanding the story.	64,70%	35,29%	0%	0%

	18	Theatre-like with puppets help students to develop listening skill.	64,70%	35,29%	0%	0%
	19	The story used in theatre-like with puppets is appropriate for students' level.	64,70%	35,29%	0%	0%
	20	The target languages (grammars, functions, vocabularies) are relevant for students' level.	47,05%	52,94%	0%	0%
	21	The materials taught with authentic text.	52,94%	47,05%	0%	0%
	22	The materials taught with appropriate media.	64,70%	35,29%	0%	0%

c. Media

The Purpose of the Questions	The Question Number	Statements	Result			
			Strongly Agree	Agree	Disagree	Strongly Disagree
Media	23	The pictures used in theatre-like with puppets support the story.	94,11%	5,88%	0%	0%
	24	The pictures used in theatre-like with puppets are in a good quality.	52,94%	47,05%	0%	0%
	25	The pictures used in theatre-like with puppets can be seen clearly.	64,70%	35,29%	0%	0%
	26	The media can catch students' attention.	76, 47%	23,52%	0%	0%
	27	The media make students active in teaching and learning process.	64,70%	35,29%	0%	0%
	28	The media are easy to be moved.	41,17%	58,82%	0%	0%
	29	The sceneries are easy to be changed.	52,94%	47,05%	0%	0%
	30	The puppets are easy to be operated.	58,82%	41,17%	0%	0%

3. The Result of Students' Evaluation Questionnaires

a. Materials

The Purpose of the Questions	The Question Number	Statements	Result			
			Strongly Agree	Agree	Disagree	Strongly Disagree
Materials	1	Materi yang diajarkan dengan theatre-like with puppets jelas	81,48%	11,11%	7,40%	0%
	2	Materi yang diajarkan menggunakan theatre-like with puppets mudah dimengerti	81,48%	7,40%	7,40%	0%
	3	Bahasa yang digunakan mudah di pahami	96,29%	3,70%	0%	0%
	4	Materi yang diajarkan dibutuhkan dalam kehidupan sehari-hari	85,18%	11,11%	3,70%	0%
	5	Materi dapat digunakan dalam percakapan sehari-hari	92,59%	7,40%	0%	0%

b. Monitoring of Students' Progress

The Purpose of the Questions	The Question Number	Statements	Result			
			Strongly Agree	Agree	Disagree	Strongly Disagree
Monitoring of Students' Progress	6	Aktivitas selama kegiatan belajar mengajar menyenangkan	74,07%	25,92%	0%	0%
	7	Aktivitas di dalam kelas dapat diikuti dengan mudah	85,18%	11,11%	3,70%	0%
	8	Soal latihan yang diberikan sesuai dengan materi yang diajarkan	92,59%	7,40%	0%	0%
	9	Soal latihan yang diberikan jelas	85,18%	11,11%	3,70%	0%
	10	Theatre-like with puppets membantuku dalam memahami pelajaran bahasa Inggris	81,48%	11,11%	7,40%	0%
	11	Materi yang diajarkan mudah diingat	81,48%	7,40%	7,40%	0%

c. Students' Motivation

The Purpose of the Questions	The Question Number	Statements	Result			
			Strongly Agree	Agree	Disagree	Strongly Disagree
Student's Motivation	12	Theatre-like with puppets membuat kegiatan belajar bahasa Inggris tidak membosankan	81,48%	11,11%	7,40%	0%
	13	Theatre-like with puppets memuatku bersemangat belajar bahasa Inggris	96,29%	3,70%	0%	0%

d. Media

The Purpose of the Questions	The Question Number	Statements	Result			
			Strongly Agree	Agree	Disagree	Strongly Disagree
Media	14	Cerita yang digunakan dalam kegiatan belajar mengajar bahasa Inggris menarik	85,18%	11,11%	3,70%	0%
	15	Gambar pemandangan pada theatre-like with puppets membantuku memahami alur cerita	92,59%	7,40%	0%	0%
	16	Gambar yang digunakan dalam theatre-like with puppets dapat terlihat dengan jelas	85,18%	11,11%	3,70%	0%
	17	Menurutku theatre-like with puppets menarik	81,48%	11,11%	7,40%	0%
	18	Menurutku theatre-like with puppets bagus	81,48%	7,40%	7,40%	0%
	19	Menurutku belajar bahasa Inggris dengan theatre-like with puppets menyenangkan	74,07%	25,92%	0%	0%
	20	Menurutku kegiatan yang dilakukan di kelas tidak membosankan	96,29%	3,70%	0%	0%

APPENDIX H:

TEACHER'S GUIDE BOOK



Goldilocks and the Three Bears

Teacher's Guide Book
(Buku Pedoman Guru)



Goldilocks and the Three Bears

Teacher's Guide Book

(Buku Pegangan Guru)

Contents

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Introduction 1

Listening activities di dalam kelas masih sangat jarang dilakukan khususnya untuk siswa – siswi tingkat sekolah dasar. Sebagian besar kendala yang di hadapi guru bahasa Inggris adalah belum adanya media untuk pengajaran *listening skill* yang memadai. Selain itu, sebagian dari media yang sudah ada dianggap kurang menarik dan tidak dapat digunakan di dalam kelas secara maksimal.

Dengan adanya *Theatre-like Media with Puppets* ini, diharapkan dapat membuat kegiatan belajar mengajar *listening skill* di dalam kelas lebih menyenangkan. Selain dapat di pindahkan dengan mudah (*portable*), media ini juga sangat efektif menarik perhatian anak.

For who ...

'Goldilocks and the Three Bears' – Teacher Guide's Book di peruntukaan sebagai buku pegangan atau pengantar bagi guru bahasa Inggris dalam menggunakan *theatre-like media with puppets* sebagai media mengajar di kelas. Dengan buku pegangan ini, diharapkan guru bahasa Inggris tidak merasa kesulitan saat mengoperasikan atau menggunakan alat peraga di dalam kelas.

What is included

'Goldilocks and the Three Bears' – Teacher Guide's Book dilengkapi dengan:

- Course Grid
- How to Use the Theatre-like Media with Puppets

- Script of the Story
- Teaching and Learning Activities
- Answer Key

Kelima hal tersebut akan dijelaskan pada bab selanjutnya.

Note

Theatre-like Media with Puppets cocok untuk belajar mengajar *listening skill* pada kelas kecil antara 20 sampai 30 siswa. Namun harus diperhatikan bahwa seluruh siswa dapat melihat dan mendengar dengan jelas seluruh aktifitas yang dilakukan oleh guru bahasa Inggris tanpa terhalang siswa lain yang ada di depannya maupun merasa tidak nyaman. Selain itu, untuk menyasiasi kelas besar, guru bahasa Inggris dapat meminta siswa-siswi untuk duduk setengah lingkaran. Kemudian, guru dapat bercerita sambil menghadap ke arah siswa-siswi. Hal ini dapat dilakukan di ruangan dengan alas atau tikar agar seluruh siswa dapat duduk di lantai dengan nyaman.

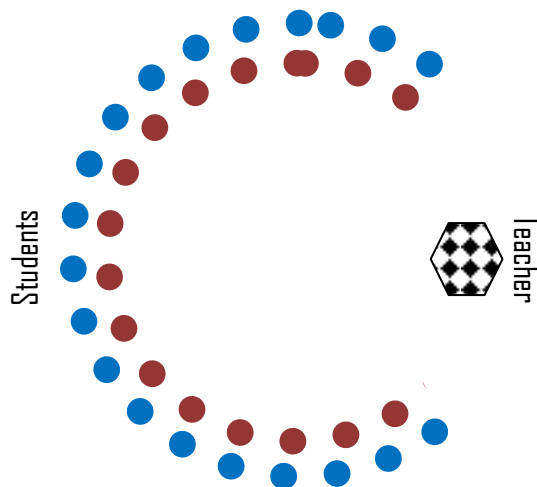


Figure 1.1: Posisi Guru dan Murid saat Menggunakan *Theatre-like Media with Puppets*

Course Grid and Lesson Plan 2

Theatre-like Media with Puppets dikembangkan dengan *theme-based* sehingga dapat digunakan pada semua kurikulum yang sedang berlaku. Penggunaan '*Goldilocks and the Three Bears*' sebagai bahan ajar memiliki beberapa kelebihan yaitu dapat mengajarkan kosakata baru (*noun, verb, adjective*), tata bahasa (*grammar*), *narrative text*, contoh percakapan yang benar yang diulang-ulang, dan juga nilai moral secara bersamaan.

Dengan banyaknya materi yang dapat diajarkan melalui alat peraga ini, diharapkan kegiatan belajar mengajar listening skill di dalam kelas dapat berjalan dengan lancar dan menyenangkan. *Course Grid* sebagai acuan silabus, KI dan KD akan dijelaskan pada tabel di bawah ini:

COURSE GRID OF USING THE THEATRE-LIKE WITH PUPPETS

Class/Semester	: 5 th /1 st semester
Academic Years	: 2014/2015
School	: Elementary Schools
Skill	: Listening
Core Competence	: 1. Comprehend a very simple story which provides adjective words (narrative text)

Basic Competence	Indicators	Learning Material			Teaching Activities	Theatre-like with puppets use	Assessment			Learning Resource
		The Story	Grammar	Vocabulary			Technique	Instruments	Example of the instruments	
1.1 Understanding of a very simple story by responding to the instructions	1. Students are able to repeat some words after the teacher	Narrative text of <i>Goldilocks and the Three Bears</i>	Simple Present Tense	<u>Verb</u> Went: /went/ Walk: /wɒk/ Saw: /sɔː/	Opening 1. Greeting 2. Praying 3. Asking students' conditions 4. Checking students' attendance 5. Reviewing the previous materials 6. Stating the learning objectives which are going to achieve 7. Outlining the material which are going to discuss	1. Placing the theatre-like media 			– Theatre-like with puppets – Flash cards – Student's worksheet	
1.2 Understanding of a very simple story by doing some actions	2. Students are able to find a specific word while listen to the story	purpose of the text: to entertain the reader/ listener	Simple Past Tense	Knock: /nɒk/ Taste: /teɪst/ Eat: /et/ Sat: /sæt/ Broke: /brɒk/ Sleep: /sliːp/ Wake: /weɪk/ Jump: /dʒʌmp/ Run: /rʌn/		2. Stating the title of the story 				
1.3 Understanding of a very simple story by doing exercises	3. Students are able to rearrange the pictures to make a good story	structure of the text: Orientation Complication Resolution		<u>Noun</u> Forest: /'fɒrɪst/ House: /haʊs/ Door: /dɔːr/	Pre-listening 1. Introduction of the vocabularies using flash cards Students pay attention while the teacher introduces the vocabularies. 2. Task 1 – Students draw a line to connect a flash card with the right word in the whiteboard. 3. Task 2 – Students memorize the	3. Introducing the characters 	Matching	Match pictures with the right words by drawing lines 		
		Characters: Goldilocks – Father bear – Mother bear				Goldilocks 	Playing game	Simon says "..."	Observation	

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"LESSON PLAN"
Rencana Pelaksanaan Pembelajaran (RPP)

Institution	: SD Negeri Ngijon II
Academic Year	: 2014/ 2015
Subject	: English
Grade/ Semester	: V/ I
Time allocation	: 2 x 35 minutes (3 meetings)
Language focus	: Listening Skill
Text type	: Narrative Text

Core Competence

1. Comprehend a very simple story (narrative text) which provides adjective words

Basic Competence

- 1.1 Understanding of a very simple story by responding to the instructions
- 1.2 Understanding of a very simple story by doing some actions
- 1.3 Understanding of a very simple story by doing exercises

Indicators

1. Students are able to identify some words by doing actions
2. Students are able to find a specific word while listen to the story
3. Students are able to arrange the jumble pictures to make a good story
4. Students are able to identify specific event by choosing the right picture based on the story
5. Students are able to fill in missing letters/ words based on the story
6. Students are able to complete questionnaires by putting check (v) based on the story

Learning Objectives

By the end of the lesson, the students are expected to be able to :

1. memorize new vocabularies
2. mention specific words
3. arrange jumble pictures into a good story
4. identify specific event
5. complete missing letters/ words based on the story
6. complete questionnaires based on the story

Learning Materials

3. Explanation:

The function of a Narrative text is to amuse or entertain the reader.

Parts of the recount text :

- e. Title
- f. Orientation
- g. Complication
- h. Resolution

Language feature : Using simple present and simple past tense

Simple Present Tense	Simple Past Tense
S + V1 (s/ es) + C	S + V2

4. Tasks

Task 1

Match pictures with the right words by drawing lines.

(Jodohkan gambar dengan kata yang tepat menggunakan garis)

Task 2

Play Game: 'Simon Says'

(Bermain Game: 'Simon Says')

Task 3

Fill the missing letters.

(Lengkapi huruf yang hilang)

Number 1 has been done for you as the example.



1. G O L D I L O C K S



2. L ... T T E



3.

..	O	T	..	..	R
----	---	---	----	----	---

B	..	..	R
---	----	----	---



4.

..	..	T	H	..	R
----	----	---	---	----	---

..	..	A	R
----	----	---	---

Task 4

Listen to your English teacher and repeat after him or her.

(Dengarkan guru bahasa Inggris dan ulangi perkataanya)

Task 5

Listen to the rules given by the English teacher and do what him or her want you to do.

(Dengarkan peraturan yang diberikan guru bahasa Inggris dan lakukan apa yang diperintahkan)

Task 6

Put numbers 1 to 10 under the pictures to make a good story based on 'Goldilocks and the Three Bears'

(Urutkan gambar di bawah ini dengan membubuhkan angka 1-10 sesuai cerita 'Goldilocks and the Three Bears')

Number 1 has been done for you as the example.



(...)



(...)



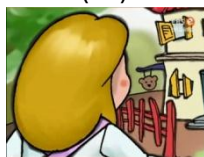
(...)



(...)



(...)



(1)



(...)



(...)



(...)



(...)

Task 7

Listen to the story once again and complete the text with the words given below.

(Dengarkan cerita sekali lagi dan lengkapi text rumpang dengan kata-kata dibawah ini)

asleep	big	right	hard	hot
short	cold	soft	tired	sleepy

Number 1 has been done for you as the example.

Goldilocks tasted the porridge from the first bowl. "Oh, this porridge is too **hot** (1)." So, she tasted the porridge from the second bowl. "Oh, this porridge is too ... (2)." So, she tasted the third bowl of porridge "Ah, this porridge is just ... (3)," Goldilocks, ate all the porridge.

Goldilocks was ... (4) now. She walked into the living room, where she saw three chairs. Goldilocks sat in the first chair. "This chair is too ... (5)!" So, she sat in the second chair. "This chair is too ... (6)!" So, she tried the third chair. "Ah, this chair is just right" she sighed. But, just as she sat down, it broke.

Goldilocks was very tired. She went upstairs to the bedroom. In the bedroom, she saw three beds. "I'm ... (7)." Goldilocks lay down in the first bed. "Oh, this bed is too ... (8)!" So, she lay in the second bed. "Oh, this bed is too ... (9)!" So, she tried the third bed. "Oh, this bed is just right," she sighed. Goldilocks fell ... (10).

Task 8

Listen to your English teacher and choose the right answer by crossing (x) the letter.

(Dengarkan soal yang dibacakan oleh guru bahasa Inggrismu dan pilihlah jawaban yang tepat dengan memberikan tanda silang pada huruf a, b, atau c)

Number one has been done for you as the example.

11. Who found a house in the forest?



b



c

12. How many bowls of porridge on the table?



a



b



c

13. Who had a bowl of hot porridge?



a



b



c

14. Who had a bowl of cold porridge?



a



b



c

15. What was broken by Goldilocks?



a



b



c

16. Who had a short chair?



a



b



c

17. Who had the broken chair?



a



b



c

18. What was Goldilocks found in the bed room?



a



b



c

19. Who had a hard bed?



a



b



c

20. Who was the owner of the bed where Goldilocks fell asleep?



a



b



c

Task 9

Put a check (✓) in the right boxes which describe the characteristic of the character in the story.

(Bubuhkan tanda centang (✓) pada kolom yang sesuai dengan karakter masing-masing tokoh dalam cerita)

Number 1 has been done for you as the example.

Characteristic				
11. Little girl	✓			

12. Hard voice				
13. Often cry				
14. Cute				
15. Soft voice				
16. Golden hair				
17. Fat				
18. Not a nice girl				
19. Little bear				
20. Slim				

Learning Method

Listening-cycle (pre-listening, while-listening, post-listening)

Teaching Learning Activities

6. Opening (10 minutes)

- h. Greeting
- i. Praying
- j. Asking students' conditions
- k. Checking students' attendance
- l. Reviewing the previous materials
- m. Stating the learning objectives which are going to achieve
- n. Outlining the material which are going to discuss

7. Pre-listening (50 minutes)

- g. Students pay attention while the teacher introduces the vocabularies.
- h. Students draw a line to connect a flash card with the right word in the whiteboard (Task 1).
- i. Students memorize the rules given by the teacher.
- j. Students do some actions based on the words said by the teachers (Task 2).
- k. Students are given pictures with some missing letters on the characters' name.
- l. Students filled the blanks with the right letters based on the story (Task 3)

8. While-listening (50 minutes)

- h. Students pay attention and listen carefully while the teacher telling the story.
- i. Students memorize the words' sounds which are repeated by the teacher twice or three times.
- j. Students repeated some words after the teacher (Task 4).

- k. Students memorize the specific words given by the teacher
- l. Students doing some actions when listen to the specific words (Task 5).
- m. Students are given some pictures related to the story.
- n. Students try to arrange the pictures and make a good story by putting numbers in the boxes (Task 6).

9. *Post-listening (50 minutes)*

- h. Students were gave a text with some missing words on it.
- i. Students pay attention and listen carefully (once again) to the story telling by the teacher.
- j. Students filled the blanks with the right words based on the story (Task 7)
- k. Students were gave some questions related to the story.
- l. Students chose the right picture by crossing the letter (Task 8).
- m. Students are given a table which provide characteristic of the characters on the story.
- n. Students put check list (v) in the right boxes which described the characteristic of the characters (Task 9).

10. *Closing (10 minutes)*

- g. Asking students if they have questions related to what has been learned.
- h. Asking students whether or not they find difficulties, and if it is yes, what difficulties they found along the teaching and learning process.
- i. Give students a task as their home work.
- j. Telling the students what has been learned as a reflection.
- k. Giving advices to learn further from another sources.
- l. Reviewing the upcoming materials and providing a link between what has been learned and what is going to be learned.

Media

The Theatre-like Media with Puppets

Flash Cards

References and Sources

Some pictures are taken from the internet with some modifications.

(www.google.com)

Assessment**3. Task 1, 2, 4, 5**

Technique : Oral Test
 Form : Whole class activity
 Instruments:

Instruments:		
Indicators	Instruments	Score Rubric
Students are able to identify some words by doing actions	Task 1: Match pictures with the right words by drawing lines	Observation: A: very active B: Active C: Innactive D: Very Innactive
	Task 2: Play game 'Simon Says'	
Students are able to find a specific word while listen to the story	Task 4: Listen to your English teacher and repeat after him or her.	
	Task 5: Listen to the rules given by the English teacher and do what him or her want you to do.	
Comments		

4. Task 3, 6, 7, 8, 9

Technique : Written Test
 Form : Individual Activity
 Instruments:

Indicators	Instruments	Score Rubric
Students are able to fill in missing letters/ words based on the story	Task 3: Filling the missing letters to be the right characters' name.	<u>Right answer</u> x 10 Questions
Students are able to arrange the jumble pictures to make a good story	Task 6: Put numbers 1 to 10 under the pictures to make a good story based on ' <i>Goldilocks and the Three Bears</i> '	
Students are able to fill in missing letters/ words based on the story	Task 7: Listen to the story (once again) and complete the text with the words given below.	

Students are able to identify specific event by choosing the right picture based on the story	Task 8: Choose the right answer by crossing (x) the letter.	
Students are able to complete questionnaires by putting check (v) based on the story	Task 9: Put a check (√) in the right boxes which describe the characteristic of the character in the story.	
Comments		Total Score

Mengetahui
Guru,

Sleman, September 2014

Mahasiswa,

Sigit Cahyo Saputro, S. Pd.
NIP.

Ristiani Primaningsih
NIM. 10202244039

How to Use the Theatre-like with Puppets 3

Sebelum menjelaskan tentang cara penggunaan *Theatre-like Media with Puppets*, ada empat komponen utama yang harus diketahui terlebih dahulu. Empat komponen tersebut adalah:

1. *Theatre-like Media*

Theatre-like Media digunakan sebagai panggung yang akan berisi pemandangan guna membantu siswa-siswi dalam memahami *setting* tempat di dalam cerita.



Figure 3.1: Theatre-like

2. *Title*

Judul dari cerita yaitu '*Goldilocks and the Three Bears*' dapat dipasang maupun dilepas sehingga *theatre-like Media* dapat digunakan untuk cerita yang lain.



Figure 3.2: Title

3. *Puppets*

Ada empat *puppets* yang mewakili setiap tokoh dalam cerita '*Goldilocks and the Three Bears*' yaitu: *Goldilocks*, *father bear*, *mother bear*, dan *little bear*.



Figure 3.3: Puppets

4. *Sceneries*

Terdapat 10 *sceneries* (*pemandangan*) yang dapat di ganti dengan cara menarik keluar *scenery* dari *theatre-like media* sesuai dengan alur cerita.



Figure 3.4: Sceneries

Cara penggunaan *Theatre-like Media with Puppets* di dalam kelas

1. Kondisikan kelas

Sebelum mulai menggunakan *Theatre-like Media with Puppets*, posisikan seluruh siswa dengan rapi. Atur tempat duduk dan jarak siswa dengan *Theatre-like Media* agar kegiatan belajar mengajar berjalan dengan lancar.

2. Penempatan *Theatre-like Media*

Tempatkan *theatre-like media* di tempat yang tinggi sehingga semua siswa-siswi di dalam kelas dapat melihat *theatre-like* dengan jelas tanpa terhalang siswa atau siswi yang ada di depannya. Namun, penempatan *theatre-like media* juga harus sesuai dengan kenyamanan guru bahasa Inggris dalam mengoperasikannya.

3. Memperkenalkan Judul

Memperkenalkan judul dari cerita yaitu '*Goldilocks and the Three Bears*' dengan cara menempelkan *title* di *theatre-like media*. Guru bahasa Inggris juga dapat meminta salah satu siswa untuk menyusun (menempel) *title* di *theatre-like media*.



Figure 3.5: Theatre-like media with Title

4. Penempatan Jari

Lubang jari pada *puppets* mempermudah guru bahasa Inggris dalam memegang keempat *puppets* secara bersamaan. Ibu jari untuk *Goldilocks*, jari tengah untuk *father bear*, jari manis untuk *mother bear*, dan jari kelingking untuk *little bear*.



Figure 3.6: Lubang Jari

5. Perkenalan Tokoh

Tokoh dalam cerita merupakan komponen paling utama yang harus dipahami oleh siswa-siswi. Terdapat empat tokoh dalam cerita *Goldilocks and the Three Bears* yaitu: *Goldilocks*, *father bear*, *mother bear*, dan *little bear*. Perkenalkanlah masing-masing tokoh yang ada dalam cerita menggunakan *puppets*.



Goldilocks



Father Bear



Mother Bear



Little Bear

6. Mulailah bercerita (baca: bab 4) sambil menunjukkan *body language*, *mime*, dan *movement*.



Figure 3.6: Using *theatre-like media with puppets* in teaching and learning process

7. Punctuation marks

/ : berhenti sejenak untuk menarik nafas

// : berhenti agak lama untuk memberi jeda antar kalimat

Red : dibaca dengan nada tinggi atau keras

Blue : dibaca dengan nada panjang

Green : dibaca dengan nada rendah atau berbisik

Bold : text untuk dibaca

Normal : contoh gerakan untuk diperagakan

Script of the Story

4

Goldilocks and the Three Bears

Page 1



Once upon a time/ there was/ **a little girl**// Her name was/ **Goldilocks**
(menggerakkan goldilocks' finger puppet)// She had/ **a golden hair** *(menyentuh rambut dengan tangan kanan)*// But/ she was **not** *(geleng-geleng kepala)*/ **a nice girl**// One
 day/ Goldilocks went for a walk *(jalan di tempat seolah-olah sedang berjalan)*// in the
 forest// Pretty soon/ she saw *(menelungkupkan telapak tangan kanan di dahi sambil menggerakkan kepala kekanan dan kekiri seolah-olah melihat pemandangan)*// **a house**//
"Oh, look! *(menunjuk kearah depan dengan jari telunjuk)*/ **There is a house!"**//

Page 2



She knocked (*membuat gerakan seolah mengetuk pintu dengan tangan kanan*) on the door// **"Is anybody home?"**// But/ nobody answered// **"Nobody is here,"**/ she said// She turned the door handle (*membuat gerakan seolah membuka pintu*)// and went inside// On the table/ there were three (*menunjukkan angka tiga dengan jari*) bowls of porridge// **"Hmm ... yummy, yummy porridge!"**// **"Oh, I'm hungry!"** (*mengusap-usap perut seolah-olah sangat lapar*)//

Page 3



Goldilocks/ tasted the porridge/ from the first (*mengacungkan satu jari*) bowl// **"Oh/ this porridge is too hot** (*mengibaskan tangan di depan mulut seakan kepanasan*)."/ So/ she tasted the porridge/ from the second (*mengacungkan dua jari*) bowl// **"Oh/ this porridge is too cold** (*memasang muka cemberut*)."/ So/ she tasted the third (*mengacungkan tiga jari*) bowl of porridge// **"Ah/ this porridge is just right** (*membuat tanda O.K dengan tangan kanan*)."/ Goldilocks/ *ate* (*mengarahkan tangan kanan kemulut seolah sedang menyuapkan sesuatu*) **all the porridge**//

Page 4



Goldilocks/ was tired (*melemaskan badan dan memasang muka masam*) now//
 She walked into the living room/ where she saw three (*mengacungkan tiga jari*)
 chairs// Goldilocks sat/ in the first (*mengacungkan satu jari*) chair// **"This chair is/
 too big** (*membuat lingkaran besar dengan tangan kanan!*)// So/ she sat/ in the
 second (*mengacungkan dua jari*) chair// **"This chair is/ too short** (*menekuk lutut, agak
 jangkak!*)// So/ she tried/ the third (*mengacungkan tiga jari*) chair// **"Ah/ this
 chair is/ just right** (*membuat tanda O.K dengan tangan kanan!*)/ she sighed// But/
 just as she sat down/ it broke//

Page 5



Goldilocks was very tired (*melemaskan badan dan memasang muka masam*)// She went upstairs (*menunjuk arah atas*) to the bedroom// In the bedroom/ she saw three beds (*mengacungkan tiga jari*)// "I'm sleepy (*melatakan tangan kanan di pipi kiri, memiringkan kepala kearah kiri, dan menutup mata*)."/ Goldilocks/ lay down in the first (*mengacungkan satu jari*) bed// "Oh/ this bed is/ too hard (*memasang muka cemberut*)."/ So/ she lay in the second (*mengacungkan dua jari*) bed// "Oh/ this bed is/ too soft (*memasang muka cemberut*)."/ So/ she tried the third (*mengacungkan tiga jari*) bed// "Oh/ this bed is/ just right (*membuat tanda O.K dengan tangan kanan*)."/ she sighed// Goldilocks/ fell asleep (*melatakan tangan kanan di pipi kiri, memiringkan kepala kearah kiri, dan menutup mata*)//

Page 6



Soon/ the bears came home (*menggerakkan bears' finger puppets*)// They are **fat** (*membuat badan tampak lebih besat dengan melengkungkan tangan di sebelah pinggang*) **father bear** (*menggerakkan father bear's finger puppet*)// **slim** (*membuat lekukan dari atas ke bawah dengan tangan kanan*) **mother bear** (*menggerakkan mother bear's finger puppet*)// and **cute** (*meletakkan kepala tangan kanan di pipi kanan dan membuat gerakan lucu*) **little bear** (*menggerakkan little bear's finger puppet*)// **"Someone's been eating my porridge,"**// said father bear (*menggerakkan father bear's finger puppet*)// in his deep voice// Father bear's porridge/ was the hot one// **"Someone's been eating my porridge,"**// said mother bear (*menggerakkan mother bear's finger puppet*)// in her clear voice// Mother bear's porridge/ was the cold one// **"Someone's been eating my porridge/ and/ it's all gone,"**// cried (*menggerak-gerakkan kepala tangan kanan di sekitar mata dan membuat suara tangis*) **little bear** (*menggerakkan little bear's finger puppet*)//

Page 7



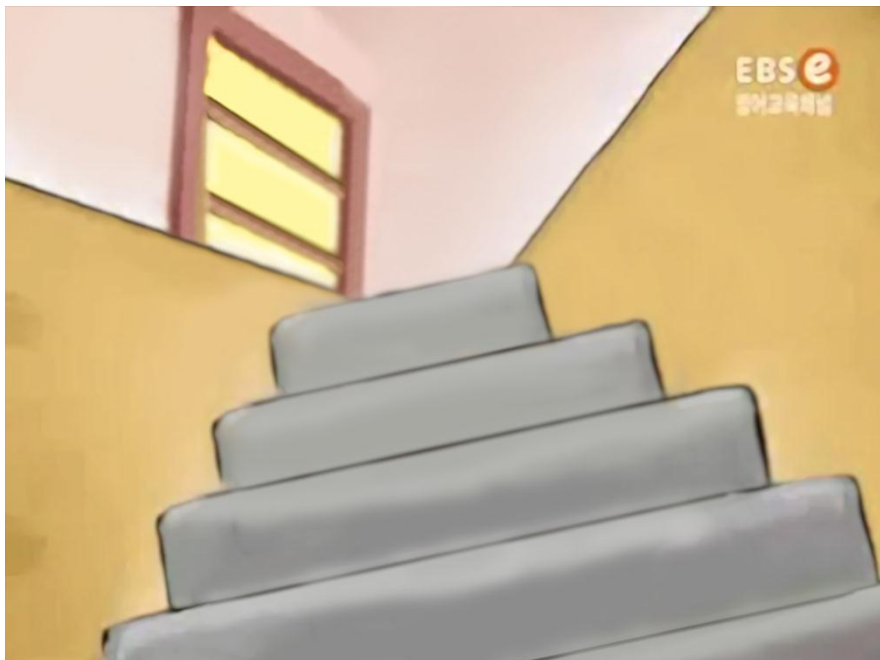
The three bears/ began to look around the house// **"Someone's been seating in my chair** (*menggarahkan father bear's finger puppet ke kursi pertama*),"// said father bear (*menggerakkan father bear's finger puppet*)// in his deep voice// Father bear's chair/ was the big one// **"Someone's been seating in my chair** (*menggarahkan mother bear's finger puppet ke kursi kedua*),"// said mother bear (*menggerakkan mother bear's finger puppet*)// in her clear voice// Mother bear's chair was/ the short one// **"Someone's been seating in my chair/ and/ it's broken** (*menggarahkan little bear's finger puppet ke kursi yang patah*),"// cried (*menggerakkan kepala tangan kanan di sekitar mata dan membuat suara tangis*) little bear (*menggerakkan little bear's finger puppet*)//

Page 8



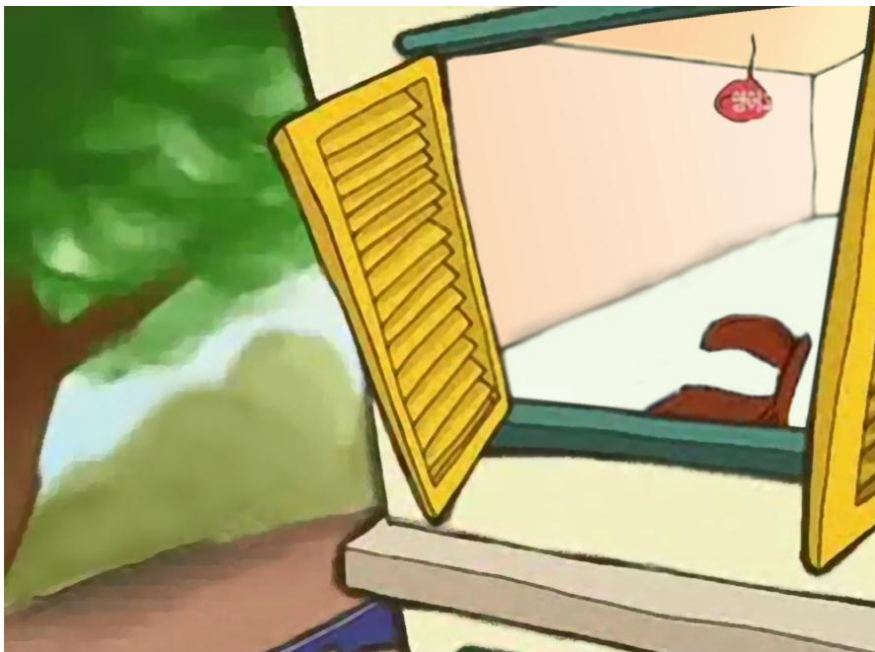
They went upstairs (*menunjuk kearah atas*)// to the bedroom// **"Someone's been sleeping in my bed"** (*mengarahkan father bear's finger puppet ke tempat tidur pertama*)// Father bear's bed was/ the hard one// **"Someone's been sleeping in my bed"** (*mengarahkan mother's finger puppet ke tempat tidur kedua*)// Mother bear's bed was/ the soft one// **"Someone's been sleeping in my bed/ and/ she still there"** (*mengarahkan three bears' finger puppets ke tempat tidur ketiga dengan Goldilocks yang tidur di atasnya*)//

Page 9



Just then/ Goldilocks/ woke up (*mengerakkan Goldilocks' finger puppet*) and saw/ the three bears// She screamed/ **"Help!"**/ And/ she jumped up (*melakukan gerakan melompat*)// and/ ran out (*melakukan gerakan lari di tempat*)// of the room// **"Help!"**/ Goldilocks/ ran downstairs/ opened the door/ and/ ran away into the forest//

Page 10



"Help!" / She **never** (*menggelengkan kepala*) / came back again // And / the
three bears / **never** saw (*menggelangkan kepala*) / her again //

Assessments and Key Answers

5

Pre - Listening

Task 1

Match pictures with the right words by drawing lines.

⇒ This is a whole-class activity. The English teacher puts the picture (flash-card) in the board and asks some students to draw lines.



• Bowl of porridge

• Chair

• Bed

• House

• Forest

Task 2

Play Game: 'Simon Says'

⇒ Jelaskan peraturan untuk melakukan Task 3.

Misalnya:

- | | | |
|---|---------------------|-------------------|
| • Mengibaskan tangan (di depan mulut) | saat mendengar kata | <i>hot</i> |
| • Membuat tanda X dengan tangan | saat mendengar kata | <i>cold</i> |
| • Membuat tanda O.K | saat mendengar kata | <i>just right</i> |
| • Membuat lingkaran besar dengan tangan | saat mendengar kata | <i>big</i> |
| • Menekuk lutut | saat mendengar kata | <i>short</i> |
| • Meremas tangan | saat mendengar kata | <i>hard</i> |
| • Menepuk-nepuk tangan | saat mendengar kata | <i>soft</i> |

Task 3

Fill the missing letters.

⇒ Note: The English teacher can ask students to colour the picture.



G	O	...L...	D	...I...	L	...D...	...C...	...K...	S
---	---	---------	---	---------	---	---------	---------	---------	---



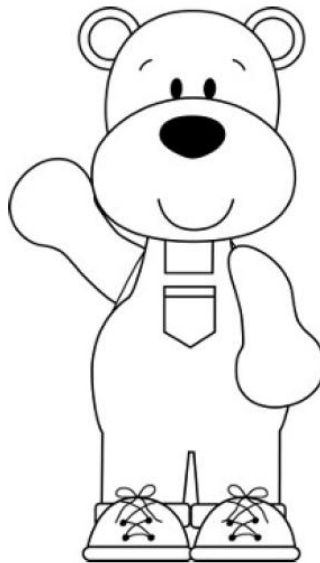
L	...I...	T	T	...L...	...E...
---	---------	---	---	---------	---------

...B...	E	...A...	...R...
---------	---	---------	---------



...M...	O	T	...H...	...E...	R
---------	---	---	---------	---------	---

B	...E...	...A...	R
---	---------	---------	---



...F...	...A...	T	H	...E...	R
---------	---------	---	---	---------	---

...B...	...E...	A	R
---------	---------	---	---

While – Listening

Task 4

Listen to your English teacher and repeat after him or her.

- ⇒ Saat membacakan cerita, berilah tekanan pada beberapa kata yang dianggap penting.
Misalnya:

... "Oh, this porridge is too ... **(hot)** ..." So, she tasted the porridge from the second bowl. "Oh, this porridge is too ... **(cold)** ..." So, she tasted the third bowl of porridge "Ah, this porridge is ... **(just right)** ..." Goldilocks, ate all the porridge. ...

- ⇒ Berilah jeda (beberapa detik) agar siswa dapat melengkapi kalimat selama cerita berlangsung.
- ⇒ Ulangilah pengucapan kata hingga siswa mengucapkan kata tersebut dengan *pronunciation* yang benar.

Task 5

Listen to the rules given by the English teacher and do what him or her want you to do.

⇒ Gunakan peraturan pada Task 3 selama kegiatan mendengarkan cerita berlangsung.

Task 6

Put numbers 1 to 10 under the pictures to make a good story based on Goldilocks and the Three Bears



(...5...)



(...4...)



(...9...)



(...8...)



(...7...)



(...1...)



(...3...)



(...10...)



(...2...)



(...6...)

Post - Listening

Task 7

Listen to the story (once again) and complete the text with the words given below.

asleep	big	right	hard	hot
short	cold	soft	tired	sleepy

Goldilocks tasted the porridge from the first bowl. "Oh, this porridge is too **hot** (1)." So, she tasted the porridge from the second bowl. "Oh, this porridge is too **cold** (2)." So, she tasted the third bowl of porridge "Ah, this porridge is just **right** (3)," Goldilocks, ate all the porridge.

Goldilocks was **tired** (4) now. She walked into the living room, where she saw three chairs. Goldilocks sat in the first chair. "This chair is too **big** (5)!" So, she sat in the second chair. "This chair is too **short** (6)!" So, she tried the third chair. "Ah, this chair is just right" she sighed. But, just as she sat down, it broke.

Goldilocks was very tired. She went upstairs to the bedroom. In the bedroom, she saw three beds. "I'm **sleepy** (7)." Goldilocks lay down in the first bed. "Oh, this bed is too **hard** (8)!" So, she lay in the second bed. "Oh, this bed is too **soft** (9)!" So, she tried the third bed. "Oh, this bed is just right," she sighed. Goldilocks fell **asleep** (10).

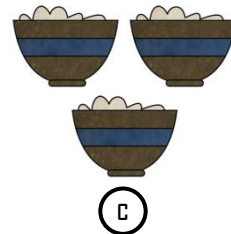
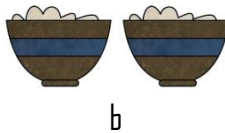
Task 8

Choose the right answer by crossing (x) the letter.

21. Who found a house in the forest?



22. How many bowls of porridge on the table?



23. Who had a bowl of hot porridge?



24. Who had a bowl of cold porridge?



a



b



c

25. What was broken by Goldilocks?



a



b



c

26. Who had a short chair?



a



b



c

27. Who had the broken chair?



a



b



c

28. What was Goldilocks found in the bed room?



a



b



c

29. Who had a hard bed?



a



b



c

30. Who was the owner of the bed where Goldilocks fell asleep?



a



b



c

Task 9

Put a check (✓) in the right boxes which describe the characteristic of the character in the story.

Characteristic				
21. Little girl	✓			
22. Deep voice		✓		
23. Often cry				✓
24. Cute	✓			
25. Clear voice			✓	
26. Golden hair	✓			
27. Fat		✓		
28. Not a nice girl	✓			
29. Little bear				✓
30. Slim			✓	

_____ end _____

6

Resources

<http://youtube.강 Goldilocks and the Three Bears I cut>

<http://www.google.com>

APPENDIX I:
STUDENT'S WORKBOOK



Goldilocks and the Three Bears

Students' Workbook



Goldilocks and the Three Bears

Students' Workbook

Contents

1		
Introduction		1
2		
How to use this book		2
3		
This book belongs to		4
4		
"Goldilocks and the Three Bears" Assignments		5

Introduction 1

'Goldilocks and the Three Bears-Students' Workbook' is designed to give work for fifth grade students of Elementary School after they have enjoyed the *theatre-like media with puppets* show. The materials depend on theme-based teaching.

Teaching and learning in the class use '*Goldilocks and the Three Bears*' story to teach new vocabularies (verb, adjective, and noun), grammar rules, narrative text, and moral value in fun ways. The media have been developed to help students' listening skill in learning English.

The activities involve three sections: *Listen and Repeat*, *Doing Action*, and *Doing Task*. There are seven activities to assess students' understanding about the materials. The nine different activities in this book are to make students not get bored while doing the tasks.

After doing the activities and tasks, the students are expected to be more competent in listening skill. Moreover, they are supposed to enjoy listening skills.

How to Use this Book 2

Goldilocks and the Three Bears–Students' Workbook is developed to assess the students' understanding of the materials after they have been enjoy the theatre-like media with puppets show. There are three main sections in this book. They are:

1. Listen and Repeat
2. Do some Actions
3. Doing Task

In the *Listen and Repeat* section, the students have to pay attention to the English teacher's commands. Students have to repeat some sentences after the English teacher.

In the *Doing some Actions* section, the students have to obey the given rules by the English teacher. After that, they do some actions based on the rules while listening to the story.

In the *Doing Task* section, the students should read the instructions before they do the tasks. There are five different activities in *Doing Task* section.



Let's Pray Together
before
doing the Activities



This book belongs to ... 3

Full name :

Short Name :

Class :

Gender : male/female

Age :

Address :

Goldilocks and the Three Bears' Assignments

4

Pre – Listening

Task 1

Match pictures with the right words by drawing lines.

(Jodohkan gambar dengan kata yang tepat menggunakan garis)

Task 2

Play Game: 'Simon Says'

(Bermain Game: 'Simon Says')

Task 3

Fill the missing letters.

(Lengkapi huruf yang hilang)

Number 1 has been done for you as the example.



1.

G	O	L	D	I	L	O	C	K	S
---	---	---	---	---	---	---	---	---	---



2.

L	...	T	T	...	...
---	-----	---	---	-----	-----

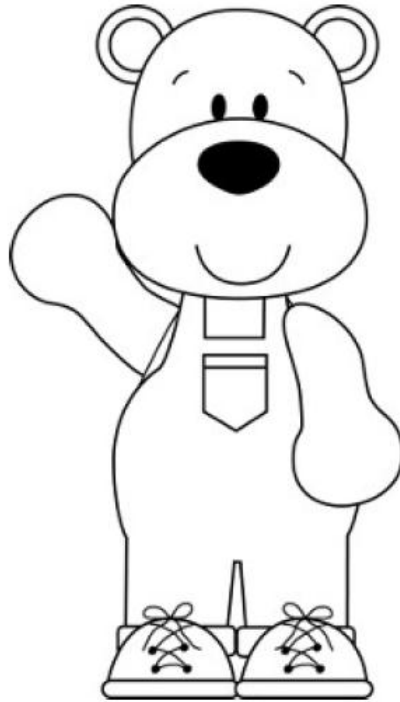
...	E	...	...
-----	---	-----	-----



3.

...	O	T	...	...	R
-----	---	---	-----	-----	---

B	...	...	R
---	-----	-----	---



4.

...	...	T	H	...	R
-----	-----	---	---	-----	---

...	...	A	R
-----	-----	---	---

While – Listening

Task 4

Listen to your English teacher and repeat after him or her.

(Dengarkan guru bahasa Inggrismu dan ulangi perkataanya)

Task 5

Listen to the rules given by the English teacher and do what him or her want you to do.

(Dengarkan peraturan yang diberikan guru bahasa Inggrismu dan lakukan apa yang diperintahkan)

Task 6

Put numbers 1 to 10 under the pictures to make a good story based on *'Goldilocks and the Three Bears'*

(Urutkan gambar di bawah ini dengan membubuhkan angka 1-10 sesuai cerita *'Goldilocks and the Three Bears'*)

Number 1 has been done for you as the example.



(...)



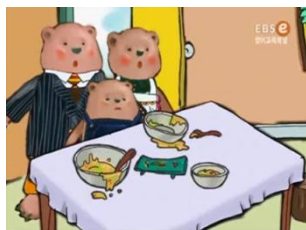
(...)



(...)



(...)



(...)



(1)



(...)



(...)



(...)



(...)

Post – Listening

Task 7

Listen to the story once again and complete the text with the words given below.

(Dengarkan cerita sekali lagi dan lengkapi text rumpang dengan kata-kata dibawah ini)

asleep	big	right	hard	hot
short	cold	soft	tired	sleepy

Number 1 has been done for you as the example.

Goldilocks tasted the porridge from the first bowl. "Oh, this porridge is too **hot** (1)." So, she tasted the porridge from the second bowl. "Oh, this porridge is too ... (2)." So, she tasted the third bowl of porridge "Ah, this porridge is just ... (3)," Goldilocks, ate all the porridge.

Goldilocks was ... (4) now. She walked into the living room, where she saw three chairs. Goldilocks sat in the first chair. "This chair is too ... (5)!" So, she sat in the second chair. "This chair is too ... (6)!" So, she tried the third chair. "Ah, this chair is just right" she sighed. But, just as she sat down, it broke.

Goldilocks was very tired. She went upstairs to the bedroom. In the bedroom, she saw three beds. "I'm ... (7)." Goldilocks lay down in the first bed. "Oh, this bed is too ... (8)!" So, she lay in the second bed. "Oh, this bed is too ... (9)!" So, she tried the third bed. "Oh, this bed is just right," she sighed. Goldilocks fell ... (10).

Task 8

Listen to your English teacher and choose the right answer by crossing (x) the letter.

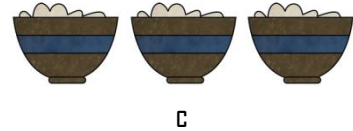
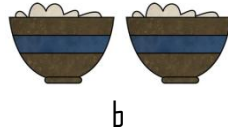
(Dengarkan soal yang dibacakan oleh guru bahasa Inggris dan pilihlah jawaban yang tepat dengan memberikan tanda silang pada huruf a, b, atau c)

Number one has been done for you as the example.

31. Who found a house in the forest?



32. How many bowls of porridge on the table?



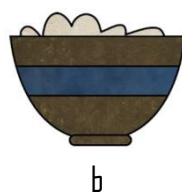
33. Who had a bowl of hot porridge?



34. Who had a bowl of cold porridge?



35. What was broken by Goldilocks?



36. Who had a short chair?



a



b



c

37. Who had the broken chair?



a



b



c

38. What was Goldilocks found in the bed room?



a



b



c

39. Who had a hard bed?



a



b



c

40. Who was the owner of the bed where Goldilocks fell asleep?



a



b



c

Task 9

Put a check (✓) in the right boxes which describe the characteristic of the character in the story.

(Bubuhkan tanda centang (✓) pada kolom yang sesuai dengan karakter masing-masing tokoh dalam cerita)

Number 1 has been done for you as the example.

Characteristic				
31. Little girl	✓			
32. Hard voice				
33. Often cry				
34. Cute				
35. Soft voice				
36. Golden hair				
37. Fat				
38. Not a nice girl				
39. Little bear				
40. Slim				

_____ end _____

APPENDIX J: PHOTOGRAPH

Meeting I



Picture 1: The teacher was explaining the materials



Picture 2: The students were playing 'Simon Says' game

Meeting II



Picture 3: The Students were helping to stick the title in the theatre-like media



Picture 4: The researcher was introducing the characters of the story



Picture 5: The Students were listening to the story



Picture 6: The students were asking about some unfamiliar words



Picture 7: A student did the task by herself



Picture 8: The Students were playing with the theatre-like media with puppets



Picture 9: A Student were telling the story in her own words