

**DEVELOPING THEME-BASED MATERIALS
FOR L1 CHILDREN OF ENGLISH FOR HOLIDAYS PROGRAM
YOGYAKARTA STATE UNIVERSITY**

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



by:

ANDHYKA MURTI

09202241011

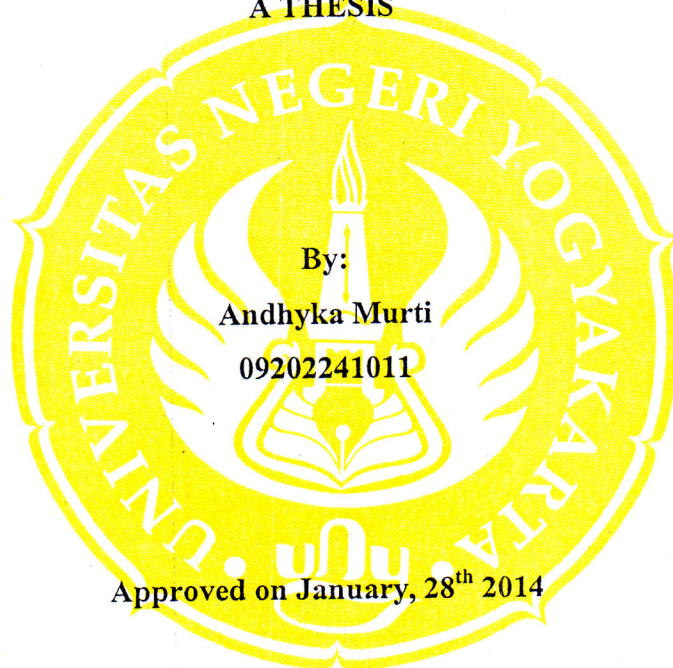
**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY**

2014

APPROVAL SHEET

DEVELOPING THEME-BASED MATERIALS
FOR L1 CHILDREN OF ENGLISH FOR HOLIDAYS PROGRAM OF
YOGYAKARTA STATE UNIVERSITY

A THESIS



Approved on January, 28th 2014

First consultant

Dra. Nury Supriyanti, M.A.

NIP: 19570829 198812 2 001

Second consultant

Dwiyani Pratiwi, S.Pd., M.Hum.

NIP. 19770118 200112 2 001

RATIFICATION

DEVELOPING THEME-BASED MATERIALS
FOR L1 CHILDREN OF ENGLISH FOR HOLIDAYS PROGRAM OF
YOGYAKARTA STATE UNIVERSITY

A THESIS

By:

Andhyka Murti

09202241011

Accepted by the Board of Examiners of English Education Department, Faculty of Languages and Arts, Yogyakarta State University on January, 28th 2014 and declared to have fulfilled the requirements for the attainment of the degree of *Sarjana Pendidikan* in English Education Department.

BOARD OF EXAMINERS

Chairperson : Drs. Samsul Maarif, M.A.
Secretary : Dwiyani Pratiwi, S.Pd., M.Hum.
First Examiner : Jamilah, M.Pd.
Second Examiner : Dra. Nury Supriyanti, M.A.



Yogyakarta, January, 28th 2014
Faculty of Languages and Arts
Yogyakarta State University

Dean,



Prof. Dr. Zamzani, M.Pd.

NIP. 19550505 198011 1 001

PERNYATAAN

Yang bertanda tangan dibawah ini, saya:

Nama : Andhyka Murti

NIM : 09202241011

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Fakultas Bahasa dan Seni

Judul Skripsi : Developing Theme-Based Materials for L1 Children of English
for Holidays Program, Yogyakarta State University

Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisis materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 23 Januari 2014



Andhyka Murti
09202241011

MOTTOS

Whatever you have will end, but what Allah has is lasting.

(Qur'an 16:96)

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

(H.R. Tirmidhi)

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

(H.R. Bukhari)

DEDICATIONS

This thesis is dedicated to:

My beloved parents

My beloved family

My beloved friends

Ibu Nury Supriyanti, M.A

English Education Department, FBS, UNY

ACKNOWLEDGEMENTS

Alhamdulillah, all praises be to Allah SWT the Almighty, for His Love, Blessing and Guidance that without which I cannot complete this thesis. Prayer and Peace are always upon the Prophet Muhammad SAW, his family and companions. Amen.

In accomplishing my study, I am deeply indebted to a lot of people who have supported me in finishing my thesis and for their prayers, guidance and assistance. Therefore, it is an honor for me to acknowledge them in this page.

First, I would like to express my deepest gratitude and appreciation to my academic advisor and my first consultant, Nury Supriyanti, M.A., for her advice, patience, motivation, enthusiasm, and understanding in guiding me since I was a freshman until in the process of writing my final thesis. I am thankful for having her as the best advisor for my study. “Thank you Ma’am, for being my beloved ‘mother’ in this university.”

My sincere gratitude goes to Dwiyani Pratiwi, M.Hum. as my second consultant. “Thank you Ma’am, for your advice, support, suggestion and attention in guiding and assessing my thesis”. My sincere gratitude also goes to Ani Setyaningsih, S.Pd., and Lusi Nurhayati, M.Pd, who have assessed and given some suggestions for the improvement of my thesis.

I also would like to say thankfull to my beloved A class friends Husnul Khotimah HA, Sintia Trisnandari, Asep Setiadi, Amelia Diah Purwati, Zyah Rochmat J, Laila Fitria M, Mustika, Ika Nuryani, Nuarrifa Praba S, Ragil Safitri, and all of other my “Amazing A” friends for their helps, supports, attention and motivation given to me and for always being the greatest friends ever.

My sincere thanks also go to Hadrian Priangga as my “third consultant”, for his time, help and advice; to Ditta Mustika and Asfar Arif N as my great collaborator, and to Florentina S, Rina Kusumawati, *Mbak* Novita and *Mbak* Endah as other great L1 class teachers. Thank you for the cooperation, help and supports during my thesis writing. My thesis could not be done successfully without you all, guys.

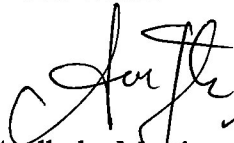
For my special thank goes to *Yangti*, my beloved grandmother who always cares me and gives a great support in all my struggles and frustrations during my study since I was a child. Thank you for being a great grandma.

My greatest appreciation goes to my family: *Ibu* Endang Tri Juwita and *Bapak* Joko Wiranto Setyawan, for the unconditional love, the understanding, the patience, the motivation and all the prayers along my life. I am also thankful to Wisnu Bramantyo, Agung Nugraha P and *Mas* Warno, my brothers who give spirits to me. My sincerest gratitude also goes to *Bulek* Endah, *Om* Budi, and my other aunts, uncles and cousins who always support me during my thesis writing and my study in this university.

Finally, I do realize that this thesis is away from being perfect. Therefore, I am grateful to readers who want to give critical comments and suggestions to this thesis. I expect this thesis will be useful and give contributions to the improvement of the English for Holidays program and other English teaching-learning process, especially for children.

Yogyakarta, 20th Desember 2013

The Writer



Andhyka Murti

TABLE OF CONTENTS

COVER	i
APPROVAL SHEET	ii
RATIFICATION SHEET	iii
<i>PERNYATAAN</i>	iv
MOTTOS	v
DEDICATIONS	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS.....	ix
LIST OF TABLES.....	xiii
LIST OF FIGURES	xiv
ABSTRACT	xv
CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. Identification of the Problems	4
C. Limitation of the Problems	7
D. Formulation of the Problems	7
E. Objectives of the Study	8
F. Significances of the Study	8
CHAPTER II LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK	
A. Literature Review	10
1. Children as language learners	10
2. Language learning materials	14
3. Non-formal education	23
4. English for Holidays	25
B. Related Studies	29
C. Conceptual Framework	29
CHAPTER III RESEARCH METHOD	
A. Research Design	32
1. Type of the study	32

2. Product of the study	32
3. Setting and respondents of the study	32
B. Research Procedures	33
1. Conducting needs analysis	34
2. Constructing Instructional Design of The Product	34
3. Designing Materials	35
4. Implementing the Designed Materials	36
5. Assessing the Materials	36
6. Conducting Evaluation	36
7. Developing the Final Product of Materials	37
C. Research Instruments	37
1. First questionnaire	37
2. Second questionnaire	38
3. Third questionnaire	38
4. Need Analysis interview	38
5. Evaluation interview	39
D. Research Data Collection	39
E. Research Data Analysis	42
1. The qualitative data	42
2. The quantitative data	42
F. Validity and Reliability	44
1. Validity and Reliability of the Instruments	44
2. Validity and Reliability of the Materials	55
CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS	
A. Research Findings	57
1. The Result of Research and Information Collection	57
2. The Result of Planning	61
3. The Result of Organizing the Course Grid	62
4. Developing Materials	63

5. The Result of Trying Out the First Draft Materials	75
6. The Evaluation Result of the First Draft Materials.....	90
a. Evaluation from the respondents	90
b. Evaluation from the experts	91
c. Evaluation from the reflections	96
7. Revising and Writing the Final Draft of the Materials	120
B. Discussion	122
1. The Characteristics of Good Developed Theme-Based Materials for L1 Children of EFH	122
2. The Developed Theme-Based Materials for L1 Children of EFH Program	126
CHAPTER V CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS	
A. Conclusions	129
B. Implications	131
C. Suggestions	132
REFERENCES	134
APPENDICES	
Appendix A : Course Grid	137
Appendix B : Lesson Plans	153
Appendix C : Research instruments	184
Appendix D : The product.....	201
Appendix E : Observations data.....	437
Appendix F : Need analysis data.....	455
Appendix G : Evaluation data interview.....	480
Appendix H : Evaluation data questionnaire.....	512

Appendix I: Documentations	538
----------------------------------	-----

Letters

LIST OF TABLES

Table 1.	Percentage of Feasibility Criteria (Purwanto, 2000:103).....	43
Table 2.	The Outline of the First Questionnaire for Children's Needs Analysis..	44
Table 3.	The Outline of the Second Questionnaire for Evaluating the Materials .	46
Table 4.	The Outline of the Third Questionnaire for Evaluating the Materials	47
Table 5.	The Outline of the Interview for Needs Analysis by Teachers of FEC ..	49
Table 6.	The Outline of the Interview for Needs Analysis by Previous EFH Teachers	50
Table 7.	The Outline of the Interview for Materials' Assessment by L1A Teacher of EFH.....	52
Table 8.	The Outline of the Interview for Material's Assessment by Parents of L1A Children of EFH	53
Table 9.	The Outline of the Interview for Achievement by L1A Children of EFH	54
Table 10.	The Outline of the References Related to the Developed Materials.....	55
Table 11.	The Result of Needs Analysis	60
Table 12.	The Result of The Evaluation From the Respondents	91
Table 13.	The result of evaluation.....	121

LIST OF FIGURES

Figure I. A material design model by Hutchinson and Waters (1987)	15
Figure II. Conceptual Framework diagram	64
Figure III. The children play “ <i>Zip-Zap</i> ” game	76
Figure IV. The teachers explain about “ <i>Map Labeling</i> ” activity	78
Figure V. The children color building pictures.....	79
Figure VI. The children watch video entitled “ <i>The House</i> ” song	80
Figure VII. The children play “ <i>Food-ball</i> ” game	82
Figure VIII. The children sing “ <i>Family Finger</i> ” song	83
Figure IX. The child introduces his family members	83
Figure X. The children play “ <i>Bandits and Sheriffs</i> ” game	86
Figure XI. The children do “ <i>On-water Painting</i> ” guided by the teacher	86
Figure XII. The children color animal pictures	88
Figure XIII. The children play “ <i>Homelife</i> ” game.....	89

DEVELOPING THEME-BASED MATERIALS FOR L1 CHILDREN OF ENGLISH FOR HOLIDAYS PROGRAM OF YOGYAKARTA STATE UNIVERSITY

by:
Andhyka Murti
09202241011

ABSTRACT

The study attempted to design, to examine and to characterize the appropriate theme-based materials for L1 children of English for Holidays (EFH) program as materials for teaching-learning process in L1 class of the program. The materials were designed based on English for children's theories and children's needs. The English for Holidays profile was also taken into consideration in the material development. The materials are integrated into four macro skills of Listening, Speaking, Reading, and Writing but in different portions based on children's needs.

This study is categorized as Research and Development (R&D), since the purpose of this study is to develop a new product as the materials for the teaching-learning process. There were six steps taken in this research. They were conducting needs analysis, writing the course grid, designing the product, implementing the product, assessing the product and revising the product into the final product. The subjects of the research were 13 participants of English for Holidays program in L1A class. The data of this study were both qualitative and quantitative. The qualitative data were obtained through the interviews and observations, while the quantitative data were obtained from the questionnaires. The qualitative data were analyzed in the form of descriptive narrative text while the quantitative data were analyzed using descriptive statistics.

The final product of the study is a set of theme-based materials for L1 children of English for Holidays program. From the result of assessment and the responses given by the children, the parents and the teacher of L1A class, the other L1 teachers of Fun English Club and EFH program in the previous years and also the content experts, it is concluded that the theme-based materials for L1 children of EFH as the product of the study is appropriate to use for the English instruction. Moreover, the percentage score based on the assessment from the content expert is 81.33%. It means that the materials are very good and feasible to use as the materials to teach English to children. In conclusion, the theme-based materials are appropriate since they accommodate the teachers in teaching the young learners in EFH program effectively.

CHAPTER I

INTRODUCTION

A. Background of the Study

In Indonesia, English is considered as a major foreign language. English for young learners is delivered formally at schools and many courses or other institutions as a lesson. The development of English teaching grows rapidly in line with the increasing number of people who have realized the importance of introducing English to their children. They believe that introducing English for children can enable the children to be acquainted with English earlier and give them extra chance to learn foreign language, in order to follow global development. It is relevant to the target of English curriculum in elementary school that is to reach performative competence. In other words, after children graduate from elementary school, they are expected to be able to participate in class activities in higher level of school or in environment by using appropriate English. As Krashen, Long and Scarcella (1979) said, children who learn foreign language in early age through natural way will reach higher proficiency than those who learn foreign language in later age.

However, in the most recent curriculum i.e. The Curriculum 2013, English is eliminated from the elementary school curriculum which means that children have to start learning English formally from junior high schools. According to the Ministry of Education, the elimination of English from Elementary School curriculum is to give more times for children to enhance their national language or Bahasa Indonesia before they learn a foreign language. Yet, many parents still

have quite high interests and enthusiasm in introducing their children to English. One of the reasons is because English has been widely used in technology, information and communication which are accessible for children. In this case, the children need to get an understanding and ability in English earlier since their golden age in which they are able to acquire language best.

Moreover, many English teaching learning processes in institutions or courses often face problems in different aspects that stem from the teachers, learners, learning materials, supporting media and even from the local culture itself. English is learned formally through syllabus that in many teaching-learning processes it is apparently delivered more theoretically than practically. In class, there are still many teachers who teach English in a conventional way in which they become the center of learning. They also use books containing many difficult words as their main reference. Therefore, the students find it hard to understand the lesson. Children have to read and write words in English which is beyond their current level of acquisition. In addition, many children have not had deep understanding in learning English. They think that English is difficult and finally they are not really excited in learning English.

Teachers play an important role in the activities of teaching English for children. Teachers have an essential role as the guide to their students in learning English. They have to understand their students' abilities, needs, lacks and wants since they are the ones who decide what to teach and present the new materials, and who select supporting materials for classroom use. By understanding students' needs, teachers can make materials which are appropriate to their

students. In addition, the teaching-learning process can help the students to achieve the goal of language learning effectively.

Providing appropriate English materials is one of the important aspects in English teaching for children. Because children are not the miniature of adults, the materials for young learners should be different from those for adults. The materials for children must be adjusted with children characteristics as young language learners. In designing materials for children, the teachers are expected to design materials with fun activities which can facilitate children's active movement and cheerfulness. Since children are full of energy and need to be kept busy, they learn best when they are having fun. They cannot stay in one place with kind of passive activities only. By giving fun English learning materials and activities, children can be engaged in the lesson better so that they will not feel bored and thus it can create longer attention span.

Due to the cases stated previously, it is quite regrettably that there are still few institutions or courses which have used appropriate materials. Therefore, many parents are encouraged to enroll their children to courses which can fulfill their children's needs. Responding to those cases, there is an English program for children held by English Education Department, Faculty of Languages and Arts, Yogyakarta State University which tries to apply appropriate materials for children. It is called English for Holidays (EFH). EFH itself is an annual English program for children and teenagers which is held during school holidays. This program is held in holidays when the children are in fun, cheerful, and carefree conditions.

Related to those conditions, this program also offers cheerfulness, friendliness, care and establish relationship among children. Moreover, this program also serves environments and activities in English atmosphere with different themes every year. EFH is created to facilitate learners' interest and enthusiasm in learning English in fun way. This program consists of some fun and interesting materials and activities, both indoor and outdoor, such as: Opening Ceremony, Campus Grand Tour, Class Activities, Outdoor Activities, Barbeque, Field Trip and Closing Performance. However, although it has been held successfully for 16 years, there is still a problem related to the materials being used, i.e. the syllabus is at teachers' elbow to be suited with the theme being used on the year. There is no standard syllabus as the indicator like what every education institution should have.

B. Problem Identification

In the Curriculum 2013, English is not going to be applied in the teaching and learning process in the elementary school. This decision brings a serious problem to parents to find any possible solution to overcome. One of the possible solutions is by enrolling their children to join non formal institutions in which they provide English lessons or courses to be introduced and taught to children. However, there are still many courses which are not yet providing appropriate materials for their little students. The materials or methods they use in teaching sometimes have no significant differences with the materials and teaching methods to adults. In other words, they do not differentiate the materials and methods used. It is such a contrast with the theory that a child's age determines

certain points of language acquisition that they should already have reached. They have their own capabilities, needs and interests. Thus, the materials for teaching language to children should be different from materials for teaching language to adults.

Before conducting the study, the researcher has observed the English teaching-learning activities in 1st grade (L1) children of Fun English Club 2013. Fun English Club (FEC) is an English program for children which is held as the continuance and as the regular class of EFH. As the continuance of EFH, FEC has the same goal with EFH that is focusing on the development of children's communication in English. FEC is held to introduce and to enrich children with English knowledge, to motivate children in learning English and to build children's character through fun English learning activities. The club is held for elementary school's students from first until fifth grade on their second semester.

When the researcher conducted the study in FEC 2013, it was held in two months (24x meetings), on Monday, Wednesday and Friday; and started from 15.30 until 17.00 p.m. There were 3 classes in this club, i.e. L1 (1st– 2nd grade), L3 (3rd– 4th grade) and L5 (4th– 5th grade) with total 24 children. The teaching-learning activities were designed based on theme-based syllabus designed by academic sections and were fitted with children's levels and interests. Most of the teaching-learning processes were held in the classroom by using many kinds of supporting media such as handout, LCD, laptop, speakers and media kits to increase children's interest in learning. There were also some outdoor activities such as campus grand tour, barbecue and field trip. In its teaching-learning activities, FEC

used some kinds of materials, i.e. songs, games, stories, MC-ing and speeches which have been adjusted with children's level.

The children in L1 class were active and enthusiastic learners. Most of them had good response to the activities given by the teachers. They used many kinds of media given by teachers to learn the lesson. There were many activities in its teaching-learning process during the course. In addition, the method applied in this program was mostly Total Physical Response (TPR) methods and pronunciation through playing games, singing songs and storytelling.

It was different from what they have got in their school. There were so many activities which demand the students to learn English structures, to read texts and even to write words in English, especially the words stated in their workbooks. The first grade children are considered as very young learners that are still learning how to say the words and how to grab the meaning of the words they hear or use. They still like playing, so it will be hard for the children if they are given too many written activities while they are just introduced the words in English. Therefore, there should be more oral activities in the teaching materials for the young language learners.

Through the observation, the researcher is able to find some inputs related to the materials being used to be fitted to the problem in the same area in EFH that is analyzed in this study. In regard to the situations stated previously, the researcher tries to develop theme-based materials for L1 children of English for

Holidays. Hopefully it can be used as the standard syllabus which suits to the learners' needs, lacks and wants.

C. Delimitation of the Problem

English for Holidays has been held for 16 years. Yet, there are no standard syllabus and materials being used by the teachers in each year. They have to arrange the materials by their own for a nine-day teaching-learning process, based on the big themes and in the limited time. However, as a non-formal institution which has been held for 16 years, it should have standard reference related to the materials that can be used. Therefore, this study is aimed to develop appropriate materials for English for Holidays program that hopefully can help the teachers to conduct the teaching-learning process in EFH. Since there are many classes and a large number of English teaching materials that can be developed in EFH, this study is limited to the materials in the form of a set of theme-based materials for L1 children of EFH in the form a teacher's manual book. The materials are tested to one of L1 classes of EFH 2013.

D. Formulation of the Problem

Based on what is stated in the background of the study, identification of the problem and limitation of the problem presented previously, the problems of this study are formulated as follows:

- a. What is the design of theme-based materials for L1 children of English for Holidays?

- b. What are the characteristics of appropriate theme-based materials to be developed in teaching L1 children of English for Holidays?

E. Objective of the Research

In regard to the formulation of the problem above, the aims of this study are:

- a. designing theme-based materials for L1 children of English for Holidays.
- b. finding out the characteristics of appropriate theme-based materials to be developed in teaching L1 children of English for Holidays.

F. Significance of the Research

- 1. For the text book writers

It is expected that the result of this study can be used as a useful reference for textbook writers, especially for those who write textbooks for teaching English for Children.

- 2. For English For Holidays Management

The result of this study is expected to have an advantage for EFH that is supporting the development of English teaching in EFH with appropriate materials and can inspire the teachers in designing appropriate materials for their teaching-learning process in EFH.

- 3. For L1 teachers of EFH of UNY

The materials as the result of this study are expected that they can be used as a help and useful resources by L1 teachers to teach their young learners effectively and appropriately. Therefore, they do not need to develop materials in a hurry.

4. For the participants of EFH

The materials are expected that they can be acquired by L1 children easily as a part of their study. The L1 children of EFH also can get a good basic of English to be applied in their everyday life and in their education.

5. For English Education Department students of UNY

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

6. For the other researchers

Looking to the research, the other researchers can use the methods as the resource in designing their own materials in the similar study.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. Children as language learners

a. Characteristics of children

Children are active, carefree and cheerful in nature. They have such a high level of curiosity, very interested in playing and easy to get moody and bored. Brown (2001:88) states that they tend to get bored easily to the plays or activities that to them are boring or difficult. It is not as easy to cope with children as to cope with adult learners since they have their own characteristics. Therefore, facing children needs certain ability and knowledge, such as understanding their characteristics as 'who they are'.

Children are different from adults because they think and learn differently. They have their own characteristics as humans. Brewster, Ellis and Girard (2002:27-28) state that young children are different from older learners because children:

- 1) Have a lot of physical energy and often need to be physically active
- 2) Have a wide range of emotional needs
- 3) Are emotionally excitable and excellent mimics
- 4) Are developing conceptually and are at an early stage of their schooling
- 5) Are still developing literacy in their first language
- 6) Learn more slowly and forget things quickly
- 7) Tend to be self-oriented and preoccupied with their own world
- 8) Get bored easily
- 9) Can concentrate for a surprisingly long time if they are interested
- 10) Can be easily distracted but also very enthusiastic

Based on the characteristics above, young learners who are active, usually have interests in activities which require movement such as playing games and

singing songs which is followed by its actions. They also like to hear stories especially the stories which contain many and colorful pictures or which are followed by acts. They can follow the stories better by paying attention on pictures or actions in the stories. Children also like to carry around their treasure that they are interested in. Once children have interests in something, they can enjoy it in a long time. Moon (2002) states that children have a high capacity to enjoy themselves. When they are enjoying themselves, they are usually absorbed by the activity and want to continue with it. They are not always aware that they are learning language.

It is in line with the theory that children are all unique learners (Pinter, 2006:13). Their needs in building physical and psychological development lead them to be successful learners. They can grasp new knowledge extremely faster than adults. Linse (2005:3) states that children's ability in grasping a new knowledge is determined by their attributes of development: physical, cognitive and emotional/social developments. She also states that they develop emotionally, morally, physically and cognitively at different rates. Therefore, since children develop in certain ways and do not develop in those all area in the same rates, being aware to children's development is necessary for teachers to be able to provide appropriate learning experiences for them.

From the characteristics above, it is shown that children have different ways in facing the world with adults. They still have high level of ego and emotionally easy to be disturbed. They also learn and acquire new knowledge differently at their own stage of developments and interests. Thus, in coping

children, teachers have to be aware about their young learners' characteristics, so they can treat them appropriately.

b. Teaching children

Linse (2005:2) states that teachers of young learners should provide the care necessary to meet children's basic physical and psychological needs so that they can thrive and focus on learning. Brewster, Ellis and Girard (2002:40) point out that teachers also need to create a balance in their classroom between providing support and providing challenge. If all language work is over-guided then it becomes too easy, safe or repetitive. Similarly, if all work is challenging, too difficult and threatening, children become demotivated. Therefore, teachers have to fulfill their needs by being aware of their physical and psychological development. By being aware of what children can and can't do developmentally, teachers are better able to provide appropriate learning experiences for their young learners. (Linse, 2005:3)

Teaching a foreign language to children should be different from teaching adult because they learn language with different goals and ways. They are still think freely and do not have certain goals in learning foreign language. They are motivated to learn for something they are interested in. As their developmental age, they are interested in the activities that need physical movements. They are so enthusiastic if they do activities that they like but get bored easily if they do not. They are also easily distracted to their environment. Therefore, it needs a special environment and attention in which all of them can go in line together to encourage their learning.

However, both teaching young learners and very young learners are not precisely the same. Very young learners will still operate in a very egocentric way, where they find it difficult to consider others' needs, tend not to cooperate with others as effectively as older children and can become easily frustrated if their needs are not met (Brewster, Ellis and Girard 2002:28). Therefore, Slattery and Willis (2003:18) suggest teaching tips for teachers of very young learners:

- 1) Introduce English slowly with enjoyable activities.
- 2) Support what teachers say with gestures, actions, movements, and facial expression.
- 3) Help the children feel secure by repeating familiar activities, e.g. songs and rhymes.
- 4) Repeat in English what children say in their mother tongue.
- 5) Use a puppet to talk to in English.
- 6) Use drawings and photos.
- 7) Tell lots of stories using pictures for support.

From the statements about teaching children especially very young learners, it can be concluded that teachers need to provide an appropriate treatment to teach them by considering their ages and stages of developments. To help them acquire English as foreign language, teachers have to provide appropriate materials and use scaffolding to support their learning so that they can accomplish the tasks they could not do by their own.

c. Theme-based language teaching

It is considered that teaching which is integrated around a theme suits the way children naturally learn (Cameron, 2001). The theme integrated in the teaching approach is commonly called theme-based teaching. It is one of the approaches within the broader model of content-based instruction in which the

emphasis is on exposing students to a “highly contextualized” second language environment by using the subject matter as the content of language learning (Wesche & Skehan, 2002:220). It is an approach to language teaching in which the whole course is structured around certain themes or topics. (Brinton, 2001).

Cameron (2001) believes that new vocabulary items can be learned easily, with the theme providing a meaningful context for understanding, and for the natural use of a wide range of discourse types, both written and spoken. Moreover, Cameron (2005:180) states that in theme-based teaching many different activities are linked together by their content; the theme or topic runs through everything that happens in the classroom and acts as a connecting thread for pupils and teachers. Freeman and Freeman (2006:64) also suggest that when the content of the lesson is relevant and interesting, students are more likely to try harder to understand and to stay focused.

In addition, children can be encouraged in learning English if they find their learning activities are interesting that finally make them become more interesting in English. In conclusion, theme-based teaching brings the children to learn English naturally in meaningful context that increase children’s motivation in learning.

2. Language learning materials

a. Definition of materials

Teaching learning process cannot work without using any materials. A material refers to anything which is used by teachers or learners to facilitate the

learning of a language. Tomlinson (1998:13) mentions that good materials vary in style, mode, medium and purpose, and should be rich in features. Similarly, Hutchinson and Waters (1987:107) propose that good materials should provide a clear and coherent unit structure which will guide teacher and learners through various activities in such a way as to maximize the chances of learning.

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

A material design also has a model that can provide and accommodate various aspects of learning and enhance knowledge and creativity from the developers. Hutchinson and Waters (1987:108-109) provide the model in four elements: *input*, *content focus*, *language focus* and *task*. The *input* provides stimulus materials for activities, new language items, correct models of language use and opportunities for learners to use their existing skills and knowledge that may be in the form of a text, dialogue, video-recording, diagram or any piece of communication data, depending on the needs. In the *content focus*, non-linguistic

content should be exploited to generate meaningful communication in the classroom. In *language focus* learners have the chance to take the language to pieces, study how it works and practice putting it back together again. Whereas *task* leads the learners to use the content and language knowledge they have built up through the unit. These four elements are combined in the model as follows:

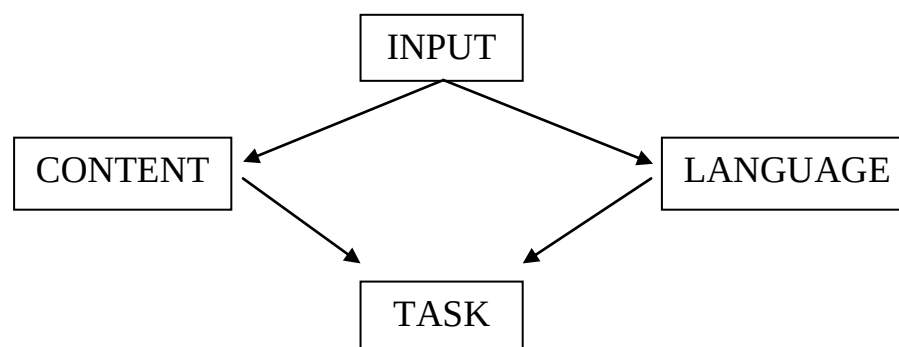


Figure I: **A material design model by Hutchinson and Waters (1987)**

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

b. Materials for language young learners

For young learners, the materials should expose them to real life experiences and suit their needs and interests. The materials being used also need to be adjusted with the goal of the teaching. Preparing good materials is necessary for conducting the teaching because the achievement of the indicators is

determined by given materials which are appropriate and effective to be delivered to the young learners. Selecting materials to children is not an easy task; especially for teachers whose their concentration is not from children education.

However, there are still many teachers even from children education who still do mistakes in choosing appropriate materials for their little students. Many of them still deliver materials in the form of structural and grammatical views. It is inappropriate to teach formal grammar to young learners (Brewster, Ellis, and Girard, 2002:26), in line with one of the objectives of the English primary teaching and learning in Indonesia that is to develop students' communicative competence (Depdiknas, 2008:21).

To teach some kinds of materials like vocabulary, Hatch and Brown in Cameron (2005:84) also describe five essential steps in vocabulary learning based on research into learners' strategies: having sources for encountering new words, getting a clear image, whether visual or auditory or both, for the forms of the new words, learning the meaning of the words, making a strong memory connection between the forms and meaning of the words and using the words. Materials being developed for young learners or very young learners also have to be varied. Materials can be in the form of a textbook, a workbook, a cassette, a CD-Rom, a video, a photocopied handout, a newspaper or a paragraph written on a whiteboard (Tomlinson, 1998: xi).

As this case, the developed materials for children are not the same as materials for adults because they are different on their stages of developments.

The materials can fit children's needs if they are delivered appropriately both in their content and amount. Finally, to develop and deliver materials for language young learners, it needs specific skills that a teacher has to master.

c. Material developments

Grassick (2007:147) states that there are no guidelines given by the Indonesian Ministry of Education on the selection criteria, which means that schools often have difficulty in selecting the most suitable materials for their students. Moreover, he said that research data show inappropriateness of learning resources and lack of creative and stimulating materials for the primary English teaching.

Brewster, Ellis and Girard (2002:161) explain that the main features of worksheets are: they are clear, simple, and attractive; the instructions are clear or in the pupils' own language; each worksheet provides an activity which lasts a designated period of time; there are opportunities for the worksheets to be personalized, for example, colored, labeled, and so on; each worksheet practices one particular language point, for example, a structure or a lexical set, and involves pupils in different skills and possibilities for linking English with other subjects in the curriculum.

Therefore, conducting the instructional design in the form of materials development can help the teachers in the teaching-learning activities if the design is adjusted with their learners' needs. By providing good materials, the teaching-

learning process can run effectively, learners can acquire the new knowledge easily and the goals of teaching can be reached as the expectations.

d. Materials for children

1) Songs

Children love songs, rhymes and chants and their repetitive nature and rhythm make them an ideal vehicle for language learning. (Brewster, Ellis, and Girard, 2002:162). Therefore, songs, rhymes and chants are the essential resources for teaching children. Those resources have some benefits in children language learning like what Brewster, Ellis and Girard (2002:162-163) state below.

As a linguistic resource, songs allow new language to be introduced and structured and vocabulary to be reinforced and recycled. They present familiar language in new and exciting forms and in a rich and imaginative context. In addition, they provide for lots of natural and enjoyable repetition. They also can be used to develop all skills in an integrated way.

Moreover, as a psychological/affective resource, songs are motivating and fun and help develop positive attitudes towards the target language. Furthermore, they are non-threatening. The more inhibited child will feel secure when singing and chanting as a class or in groups. Therefore, they can encourage a feeling of achievement and build children's confidence by allowing children to learn chunks of language which they can 'show off' or teach to friends or to members of the family.

As cognitive resource, songs help to develop concentration, memory and coordination. They sensitize children to rhyming clues as aids to meaning;

repetition enables children to predict what comes next and to consolidate language items. Accompanying actions or gestures helps to reinforce meaning while channeling high levels of energy in a positive way. The variety they provide also changes the pace and atmosphere of a lesson and caters for different learning styles. As a cultural resource, songs are from authentic sources and can contribute to the cultural component of a language program. The last as a social resource, singing and chanting together is a shared social experience. They help to develop a class and group identity. They also can be used as the basis of a performance or show.

Those all benefits can be integrated in an enjoyable way if those are delivered appropriately under the target language. The benefits also have to be adjusted with children's needs and interests and be applied in the form of teaching various songs, rhymes and chants.

2) Games

Games are any fun activities which give the young learners the opportunity to practice the foreign languages in relax and enjoyable ways. There are so many advantages by using games in teaching language. Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language (Lewis and Bedson, 2004:5). They can provide a link between home and school that help the children to be more confident. In some conditions, games can be the effective media to deliver language functions without being recognized by the children that they are learning. There are some other advantages of using games to teach children proposed by Brewster, Ellis and Girard (2002:173):

- a) They 'lighten' more formal teaching.
- b) They provide hidden practice of specific language patterns, vocabulary and pronunciation.
- c) They can hold to improve attention span, concentration, memory, listening skills and reading skills.
- d) Pupils are encouraged to participate; shy learners can be motivated to speak.
- e) They increase pupil's communication, which provide fluency practice and reduce domination of the class by the teacher.
- f) Using games can help to create a fun atmosphere and reduces the distance between teachers and pupils.
- g) They can help to motivate pupils to improve their writing skills.

Games also consist of many types, such as promoting cooperation and competition. Cooperative games encourage the children to work together by describing, explaining, clarifying, checking, agreeing, and so on, whereas competitive games can be organized in pairs, groups or teams and always have a winner. Those all usefulness of using games in language teaching for young learners enable and simplify teachers to deliver the target language in enjoyable ways.

3) Stories

Children need stories to fulfill their needs in understanding the world as they need food for their bodies. Wright (2004:3) mentions that stories are particularly important in the lives of our children: stories help children to understand their world and to share it with others. Moreover, he says that children have a constant need for stories and they will always be willing to listen or to read, if the right moment is chosen (Wright, 2004:4).

Similarly, Brewster, Ellis and Girard (2002:186) explain that stories can provide an ideal introduction to the foreign language as it is presented in a context that is familiar to the child. They also propose some further reasons why stories

are important: stories are motivating, challenging and fun and can help develop positive attitudes; linking fantasy and imagination with the child's real world and enabling children to make sense of their everyday life and forge link between home and school; listening to stories helps children become aware of the rhythm, intonation and pronunciation of language; etc. For those reasons, giving stories to children is such an advantage for teachers who want their little students getting to know and understand a foreign language while they have encourage learning about the world.

However, there are still a lot of activities for children in learning a foreign language which are not yet appropriate to fulfill their needs. Wright (2004:4) says that this is in contrast to so many activities in foreign language learning, which have little or no intrinsic interest or value for children. It is so pitiful that in this globalization of education era, there are still many teaching-learning activities for children which are not yet concerning on children's development needs.

e. Theme-based materials

A good material should be able to make the children to be actively involved in learning, because they learn most effectively when they are involved (Moon, 2002: 118). They become involved when they have an interest to the certain activities or topics. Thus, deciding topic or theme in designing materials is one way to organize language learning which builds on children's interests. This work encourages children to learn language unconsciously through given topics, so they are driven to activities which focus on meaning and are required to communicate actively. As Moon (2002) argues that a theme-based approach aims

to get learners using English in a purposeful way to find out things and do things which have meaning and interest for them and to communicate the results to others.

It is similar to Myriam Met that proposes two of the benefits of a theme-based approach. The first one is that theme-based approach enhances language learning to communicate and interact with others by providing interesting and motivating topics. The second one is that the approach provides meaningful and purposeful language practice opportunities from a variety of topics that encourage children to learn the language. She also says that language in a theme-based approach is used to explore content and the needs to use language increase as students need to comprehend or produce language related to content.

In brief, theme-based materials allow the children to learn language based on the topics they are interested in. Using theme based approach in language teaching can effectively expose language to children without makes them feel stressed of understanding the meaning. The topics also can help the children to be interested in using the language since it is integrated to the topics.

3. Non-formal education

The term non-formal education is being used by educational systems that organize outside of the formal systems. Any organized activity outside the established formal system whether operating separately or as an important feature of some broader activity that is intended to serve identifiable learning clientele and learning objectives (Rashid, 1999). The kind of education does not have a set

system of institutions. Therefore, the non-formal classes are usually held in community centres, religious organization centres, industrial homes, rural health centres, basic health centres, evening shift schools and the like.

However, like formal education, non-formal education is organized and has pre-determined objectives. It also has certain sequential learning structures which are not necessarily graded (UNESCO, 1986). Although it is conducted outside of the formal education framework, the non-formal education also have the similar purposes with other formal educations. It is a deliberately organized educational activity, outside the established frame-work of normal school and university systems, principally, for out of school youth and adults, for the purpose of communicating ideas, developing skills, changing attitudes or modifying behaviour related to the realization of development goals and the achievement of higher standards of living and the welfare of the people (Govt. of Pakistan, 1985). The such system is usually under the government's finance so it has collateral goals with other government's institutions, but there are many other non-government institutions which also look after for these aspects of education. The target group of this system includes mostly out-of-school youth and adults. Actually the non-formal programs are mostly in the form of small projects (Govr. of Pakistan, 1986).

As the conclusion, non-formal education has a broad scope in covering various fields of education, but still has the similar functions, purposes and importance with formal educations. The kind of education may become the second choice for learners' education, especially for those who want an additional

knowledge outside their formal schools or who face particular situations that limit them to conduct the formal or in-formal educations.

4. English for Holidays

a. Children in English for Holidays

As stated before, English for Holidays (EFH) is an annual English program which is oriented in children communicative competencies. Although the program belongs to non-formal education program, it does not mean that the program is less important to the other formal educations. The program accommodates young learners to learn English as foreign language in more enjoyable situation than formal education that enables learners to learn and absorb the language in a fun way. Since the program is held in the school holidays, it serves carefree, fun and cheerful condition for children. Such situation enables the children to learn English in enjoyable, relaxing, fun ways but serious.

The children come from different backgrounds and levels, from kindergarten that in EFH belongs to Kindie class, until six grade students of elementary schools that being divided into six classes: L1, L2, L3, L4, L5 and L6 class. There are also junior high school and senior high school students. In EFH, children are expected to learn English unconsciously by doing many interesting and fun activities.

b. Teaching methods

The teaching method being used in EFH especially to teach kindergarten (Kindie) and elementary (L1-L6) children is Total Physical Response (TPR). TPR

was developed in order to reduce the stress people feel when studying foreign languages and thereby encourage children to persist their study beyond a beginning level of proficiency (Freeman, 2000:116). This method majors to the command from the teachers. He also said that the commands are given to get students to perform an action; the action makes the meaning of the command clear. Therefore, this method is chosen since it seems to be the most effective method to be applied in teaching a foreign language to those children.

The materials are also delivered by Presentation-Practice-Production (PPP) method. The method has a language aimed that children have to fulfill by the end of it. PPP method is suitable to teach functions, vocabulary and even pronunciation. In a PPP lesson there are three stages: first, the teacher presents the target language; then, children practice the new language items; and finally they use their comprehension to do several follow up activities or tasks to check their understanding and comprehension towards the target language. The presentation phase also consists of two steps: an introductory activity such as a warm-up or a lead-in, which is an activity that intended to raise children's interest in the topic; and an introduction of the target language.

c. Materials for EFH

In order to fulfill children's needs in their holiday, the materials to be delivered to the children in English for Holiday are mostly in the forms of songs, games and stories that can be adjusted with various themes since the chosen materials are almost in general topics around them. Those materials are chosen in

regard to the previous theories that seem to be the most appropriate to be delivered to the children since the materials offer children's liveliness. Scott and Ytreberg (2004:2) propose that their understanding comes through hands and eyes and ears. The physical world is dominant in all times. Therefore, the use of songs, games and stories is expected to be the most appropriate materials to fulfill their needs.

In the year the researcher doing this study, the big theme being used was about technology, so the materials being chosen also have a relation with technology. Technology can contribute to the global development of our pupils and complies with the psychological, linguistic, cognitive, social and cultural objectives of most language teaching programs (Brewster, Ellis and Girard, 2002:203). In regard to the theory, the researcher also uses the materials from computer-based program and a simple science experiment to encourage the teaching-learning process. However, the materials are being developed in the form of general themes, so the materials can be used on years onwards.

d. EFH activities for L1 children

L1 children are between *Kindie* (kindergarten) and L2 (second grade of elementary school children) or can be said between very young learners and young learners. They begin to pay attention to what they are learning but cannot be serious yet. L1 children with range of age five until seven years old are usually active and cheerful. They like playing so much. They also like to do some activities such as listening to stories, singing songs and looking at colorful

pictures or animations. However, they have a very short attention and concentration span (Scott and Ytreberg, 2004:2). Therefore, to fulfill their interest, they should be given those various and fun activities which can enhance their English knowledge unconsciously. Those kinds of activities are conducted in class.

Moreover, they are given experiences to do some outdoor activities such as doing Campus Grand Tour, Barbecue and Fieldtrip. They are also asked to do experiments related to the theme. Those activities are expected to catch children's attention and concentration toward their learning. Since children's activities are majority in the forms of physical and active activities like singing, playing games and listening to stories, the follow up activities have to be balanced by giving less active activities such as coloring, filling the blank, matching pictures, and so on. Those activities are also used as the assessment to measure children's understanding towards their current learning.

e. Children assessments

Children's activities can be assessed through affective and informative assessments. By affective, it describes non-cognitive variables such as motivations, attitudes, interests, and values. Therefore, as an out-of-school education which promotes fun learning, assessing under-eight-children's affective is the most appropriate since it deals with the measurements of the children's positive attitudes toward their learning in EFH. The way to assess the children is by asking them what's their feeling towards their learning process on each day. Informative assessment gives children, parents and other teachers' feedback on

progress or achievement (Brewster, Ellis and Girard, 2002:245). In this case, the assessment is in the form of children's diary's book, where teacher write down each child's progress or achievement of each day they learn the materials in the book.

B. Related Studies

There is a study that is relevant to the research in English for Holidays (EFH) program of Yogyakarta State University. The study was conducted by Hidayanto (2011). The study was focused on evaluating the preparation, the process and the result of EFH 2010 teaching and learning process. In his findings, he stated that the preparation of EFH was too short and seemed to be in a hurry. In the process, it was found that the committee needed to give more hands to the participants and the teachers, especially in handling the kids under the age of 6 years. In the last findings, he found that the outcome of EFH 2010 was considered good by the parents. Therefore, in order to help the teachers' preparation, to support the good outcome, as well as to maintain the parents' satisfaction for the next EFH, the researcher intended to develop theme-based materials, especially for L1 children. It is expected that the materials can be a helpful resources to L1 class teachers in conducting a teaching-learning process in the next EFH.

C. Conceptual Framework

Developing materials in a teaching learning process becomes necessary, as what is explained in the background of the study and identification of the

problem. Many researchers state that explanations presented in voices, movements and pictures can increase the children's comprehension and attention span. It means that voices, pictures and various activities contained in the materials can help the teacher to teach English as a foreign language to young learners. They also state that children's needs to use language increase as they need to comprehend the language related to content. Therefore, theme-based approach is used to explore the content, because in theme-based teaching many different activities are linked together by their content. In brief, the theme-based materials are suitable for the children because the materials can facilitate them in learning to meet their special characteristics and needs as young learners.

Based on the observations done by the researcher, there are some problems found related to the developing theme-based materials of English for Holidays (EFH) program. Although the program has been held for 16 years, there are no standard materials to be delivered in the teaching-learning process. It is due to the reason that there are different big themes for each year that oblige the teachers for each class to develop the materials by their own. In fact, because the limited amount of time, they have to develop the materials in a hurry that at the same time, they also have to consider the characteristics and the needs of their learners.

Based on the discussion, it can be concluded that designing appropriate materials are not easy since the developers have to adjust the contents to the children's needs. Therefore, the research aims at developing theme-based materials for L1 children of the EFH program. The developed materials are expected to fulfill the criteria of appropriate theme-based materials and to be a

problem solving in EFH teaching-learning process for 16 years, by considering some elements as mentioned in the literature review.

In conclusion, the use of appropriate theme-based materials for teaching children in English for Holidays program as a non-formal education are necessary to facilitate their English language learning in a fun atmosphere. Therefore, the developed materials include various activities that can stimulate the children to explore their imagination in fun ways to spend their holidays. Additionally, the developed materials can also be alternatives to solve the problems especially in determining appropriate theme-based materials for the teaching-learning process in EFH. Below is the diagram of the framework used to develop the materials:

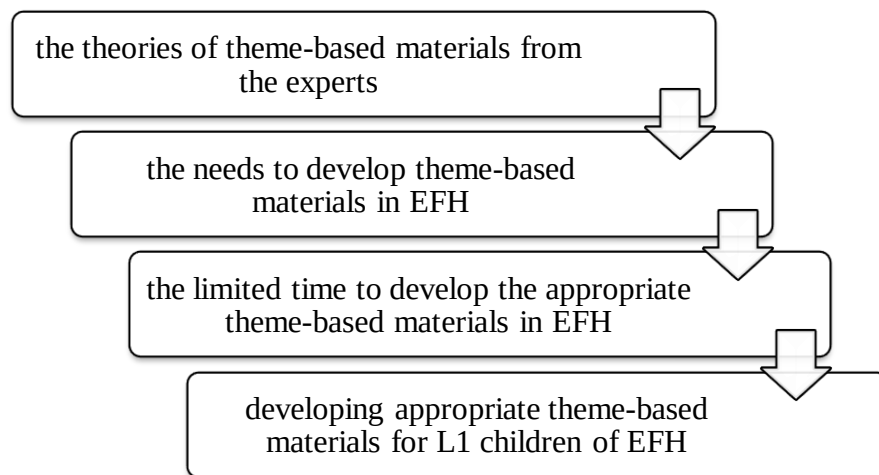


Figure II: **Conceptual Framework diagram**

CHAPTER III RESEARCH METHOD

A. Research Design

1. Type of the study

This study is classified as an Educational Research and Development (R&D) and the aim of this study is to develop a final product that can be used effectively in educational programs (Borg, 1981:221). The development of this study is through instructional technology design, following the methodological steps in the Research and Development research cycles based on Borg and Gall theory in educational research. The methods used in the research are both quantitative and qualitative; with the techniques to collect the data are in the form of questionnaires and interviews.

2. Product of the study

The main aim of this R&D research is to develop an educational product in the form of a materials design for L1 class of English for Holidays (EFH). It is expected that the product can be used from henceforth as a solution of problems related to the materials being used in EFH especially for L1 class and as the contribution in EFH development.

3. Setting and respondents of the study

This study focuses on the developing materials for L1 children of EFH held by English Education Department, Yogyakarta State University. This

program is an annual English program for children and teenagers from kindergarten until senior high school students which is held during school holidays. The program is held in Languages and Arts Faculty buildings, Yogyakarta State University. There are about 10 until 15 children in each L1 class. The ages of the children varies from 5 to 7 years old. Majority of them come from middleclass family backgrounds. Most of their parents are usually teachers, lecturers, government officials, entrepreneur, seller, etc.

B. Research Procedure

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

However, due to the consideration of the limited amount of time, the researcher adapted the theory with her research's field implementation by reducing the steps into seven steps and also shifted the two processes, to be: (1) conducting need analysis, (2) constructing instructional design, (3) designing materials, (4) implementing the designed materials, (5) assessing the materials, (6) conducting evaluation, and (7) developing the final product of materials. They are explained as follows:

1. Conducting Needs Analysis

The information was collected by doing some analysis to find the children and teachers' needs related to the teaching learning process in EFH, especially about the materials being used. The needs analysis data was collected by having some interviews with the teachers of FEC and EFH programs and distributing a set of questionnaires to parents of EFH's participants. In FEC program, the researcher did some interviews with teachers of L1 class. In EFH program, the researcher did some interviews with teachers in EFH previous years and gave a set of questionnaires to L1 parents in the beginning of the program. This first step was important as it became the basic information to conduct the next steps.

2. Constructing Instructional Design of The Product

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

3. Designing Materials

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

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

4. Implementing the Designed Materials

After designing the materials, the researcher conducted the tryout of the designed materials. The materials were tried out to L1A class of EFH 2013 for nine-day teaching-learning activities. The implementation was made as means to get the evaluation from the children, parents, teachers about the developed materials.

5. Assessing the Materials

The assessment was done by giving a set of questionnaire, coincided with the teacher's manuals book, to two experts of material design in EFH program. They were lecturers of English for Children concentration in English Language Education Program, Yogyakarta State University, who also the senior teachers and committees of EFH. The assessment was in the form of experts' judgements towards the revised materials.

6. Conducting Evaluation

The developed materials were revised and evaluated by looking to the analysis of the data and information that has been collected through questionnaires distributed to the parents in the end of the program, through interviews to the L1A class parents, teachers and children of EFH 2013 and also through the experts' judgments. Those collected data were important as it was the only resources to look out whether the developed materials accomplished the expectation or needed to be revised. The evaluation was done as the whole materials had identified

whether it reached the qualification of a good material design based on the theories and the collected data and information from the respondents.

7. Developing the Final Product of Materials

Based on the second evaluation and the accumulation of collection data from the theories, teachers, children, parents and experts, the final draft of designed materials were developed and produced. This product was expected that it could be used effectively in teaching L1 children of EFH for many years.

C. Research Instruments

The study applied some instruments to collect the data. The data were collected using questionnaires and interview guidelines. A questionnaire is an instrument to gather information through the participants' written responses to a list of questions, whereas an interview is a method used to collect information from the respondent through an ask-and-answer activity led by the interviewer (Arikunto: 1993). The questionnaires in this study were in the forms of both open-ended and closed-ended questionnaires.

1. First questionnaire

The first questionnaire was an open-ended questionnaire that was distributed in the beginning of the EFH program to L1A parents. It was aimed to get information about children's characteristics, needs, profile of intelligences, interests; and also about parent's opinions, aims and expectation about EFH for their children. Then, the result of the data was used as consideration of needs analysis to develop the materials and to measure the developed materials.

2. Second questionnaire

The second questionnaire was also an open-ended questionnaire that was distributed in the end of the program to the L1A parents and aimed to get information about children's attitude about English and their achievement during the program. The second questionnaire was also used to get the data about parents' opinions, comments and suggestions after their children joining EFH, especially about the given materials. The collected data from this questionnaire was used as the consideration in revising the materials.

3. Third questionnaire

The third questionnaires were closed-ended questionnaires that were given to some experts in the same field. It was aimed to get information about the experts' assessment, comments and suggestions about the materials being developed and used during the program. The results of the second and third questionnaires were used as the consideration to revise the developed materials.

4. Need analysis interview guideline

The interviews were conducted in two times. The first was before conducting the teaching learning process to find the needs. There were two categories of respondents being interviewed; they were teachers of L1 class of FEC and EFH previous years. The analyzed data was used as the consideration in developing materials for L1 children of EFH, so that the materials would be appropriate to the learner's needs and the learning needs.

5. Evaluation interview guideline

The second was after conducting the teaching learning process to find the evaluation from the respondents. The respondents being interviewed were children of L1A class, their parents and the teachers of L1A class who was also researcher's collaborator. This data was used to measure the effectiveness of the developed materials. Besides, it was also used as the consideration to revise the developed materials so they would meet the qualifications.

D. Research Data Collection

The data for needs analysis was obtained by using the first questionnaire, first interview guideline and by having observation. The first questionnaire was distributed to L1A's parents in the beginning of the EFH 2013 program. The questionnaire consisted of a set of questions about children's characteristics, needs, profile of intelligences, interests; and also about parent's opinions and expectations about EFH for their children. The first interview was conducted before the teaching-learning process. The respondents were teachers of L1 class of FEC and EFH previous years. They were being asked about their experiences during teaching L1 class, especially regarding to the materials being used and the children's backgrounds.

The data were also collected by having observations that were conducted in two times. The first was conducted in L1 class of Fun English Club program. The second was conducted in L1A class of EFH program. The data were collected in the form of field notes. Field notes refer to data transcription in forms of notes that are collected through field observation and interview. According to Bogdan

and Biklen (1982), field notes usually consist of two broad kinds of writing: *descriptive* and *reflective*. Descriptive field note describes the setting, actions and conversations, whereas reflective field note describes feelings, thoughts, ideas, questions and concerns.

In this research, descriptive field notes describe objectively the whole setting of events, actions and conversations for each day teaching-learning process in L1 class of FEC 2013 and L1A class EFH 2013 that was conducted and observed by the researcher. The description tells additional information about what happens during the program, especially related to the given materials and activities in detail, so the readers do not need to guess what the researcher means.

On the other hand, reflective field notes include subjective descriptions of the researcher's feelings, thoughts, ideas and concern about what she was observing in L1A class of EFH 2013. Researcher's insights and thoughts about what have been observed are important since they may clarify points and correct mistakes and misunderstandings in descriptive field notes. The field notes also allow the researcher to emphasize ideas, hunches, impressions, etc. in order to increase their awareness about possibility of things happening might affect the research. After held the needs analysis, the data collected was transcript as the consideration in developing the materials.

The evaluation was obtained by using second and third questionnaires, second interview and field notes. The second questionnaire was distributed at the end of the program to the L1A parents to get the data about parents' opinions,

comments and suggestions after their children joining EFH, especially about their children's achievements toward the given materials. The third questionnaire was given to the experts of EFH materials who were also as researcher's lecturers of English for Children concentration program. The questionnaire consists of a set of questions about the criteria of the designed materials, in the form of *Likert Scale*. *Likert Scale* is a principle of measuring attitudes by asking people to respond to a series of statements about a topic, in terms of the extent to which they agree with them, and so tapping into the cognitive and affective components of attitudes (Likert, 1932). In this principle, the respondents in which the experts, are offered a choice of five pre-coded responses whether they are *Strongly Agree* (SA), *Agree* (A), *Neither Agree nor Disagree* (N), *Disagree* (D), or *Strongly Disagree* (SD) with each statement in the questionnaire.

In the second interview, the interviewed interviewees were children of L1A class, their parents and teacher of L1A class who was also researcher's collaborator. The children were asked about their feeling about the materials given during the program. The parents were asked about their children's responses towards English they had learned in the program, whereas the teacher was asked about her opinions and suggestions about the materials used during the program. The last data collected was in the form of field notes. They consists of descriptive field notes and reflective field notes. They were written down separately. Both field notes were recorded right after the researcher conducted implementations in every meeting.

E. RESEARCH DATA ANALYSIS

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

1. The qualitative data

The qualitative data were obtained through interviews, open-ended questionnaires, and observations including photographs and video recording. The results of the data were in the form of descriptions about the effectiveness of developed materials for L1 class of EFH. The data were collected by interviewing parents, children and teacher of L1A class of EFH 2013 and some other L1 teachers from FEC and EFH previous years. The open-ended questionnaire was distributed to parents of L1A class children. The interviews and questionnaires followed the guidelines that have been outlined in Validity section in this chapter. The collected data from the interview transcript and the result of the questionnaire were examined by assembling, coding, comparing and building meanings and interpretations to find the evaluation of the developed materials. The result of the data was used to develop, to measure and to revise the designed materials until they reached the ideal qualification of good materials for L1A children of EFH.

2. The quantitative data

The quantitative data was obtained from expert judgements' questionnaire. To determine the reliability of the data, the researcher used *Likert Scale* in

analyzing the data. The researcher used the scale to quantify the experts' opinion through the questionnaires. The score of the data were formulated in the following key:

1 = Strongly Disagree

2 = Disagree

3 = Neither Agree nor Disagree

4 = Agree

5 = Strongly Agree

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

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

Note:

P= percentage of the item

f= collected scores

N= number of cases

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

Table 1. Percentage of feasibility criteria (Purwanto, 2000:103)

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

F. Validity and Reliability

1. Validity and Reliability of the Instruments

a. The First Questionnaire

The first questionnaire was to collect the data about children's needs. In order to find the validity of the first questionnaire, the researcher used construct validity. The construct validity was taken from the theories about the researcher's technique. To fulfill the validity, the researcher used experts' theories related to need analysis in designing materials. The researcher also conducted consultations with the experts of EFH and the first consultant in order to find appropriate questions to be attached in the questionnaire. In constructing the questionnaire, the researcher took some references as the basis related to children's profile, children's interest, children's background, children's interest, children's learning needs, etc. The outline of the first questionnaire is shown in Table 2 below.

Table 2: The Outline of the First Questionnaire for Children's Needs Analysis

Question number	Aspect	The Purpose of the Questionnaire	References
1-2	profile	To get information about students' profile.	-Tomlinson (1998: 240)
3-7	background	To get information about students' background.	-Hutchinson and Waters (1987: 63) -Brown (2000: 162-166) -Harmer (2001: 51-52)
8-11	interest	To get information about students' interest.	-Hutchinson and Waters (1987: 63)
12-16	needs	To get information about learning needs.	-Tomlinson (1998) -Pinter (2006: 38) -Brown (2000: 113) -Brown (2000: 124)

Inter-rater reliability was used to measure the reliability of the open-ended questionnaire guideline. The researcher distributed the questionnaire to parents of L1A children in the beginning of the program. After getting back the questionnaire, the researcher analyzed the result. If the result found out that it was similar, the questionnaire guideline was categorized as an appropriate questionnaire guideline to be used to collect the data.

b. Second questionnaire

The second questionnaire was to collect the data about parents' opinion about the delivered materials. Similar to the first questionnaire, the researcher also applied construct validity to find out the validity of the instrument. The researcher

used theories to validate the data related to the techniques being used. The researcher also conducted consultations to the experts of EFH and the first consultant in order to find appropriate statements to be attached in the questionnaire. In constructing the questionnaire, the researcher took some references related to criteria of the good materials and the aspects of evaluating the materials. The outline of the second questionnaire is shown in Table 3 below.

Table 3: The outline of the second questionnaire for evaluating the materials

Question number	Aspects	Indicators	References
1-2	Goal	• The appropriateness of the developed materials with the goals of English teaching and learning	• Nunan (2001)
3- 10	Material	• The suitability of the inputs of the materials to the learners' characteristics • The update of the materials • The attractiveness of the input materials • The effectiveness of the language use in explaining the material • Quality of pictures in explaining the concepts • Quality of the speakers and	• Nunan (2001)

		sounds • Quality of the instructions • Quality of the examples • Quality of evaluation items • The balance between the materials and the evaluation items	
--	--	--	--

To get the reliability of the questionnaire, the same technique was used. The researcher distributed the questionnaire to parents of L1A children in the end of the program. After getting back the questionnaire, the researcher analyzed the result.

c. Third questionnaire

This questionnaire also used the same techniques with the two other questionnaires to get the validity of the data. The outline of the third questionnaire is shown in the Table 4 below.

Table 4: The outline of the third questionnaire for evaluating the materials

Question number	Aspects	Indicators	References
1-5	Goal	• To find information concerning the relation among the materials, the syllabus and the learning activities	• Brewster, Ellis and Girard (2002) • Pedoman Pembelajaran Bahasa Inggris (2007) • Nunan (2001)
6-12	Input	• To find information	• Pinter (2009)

		concerning the inputs of the developed materials	• Nunan (2001)
13-22	Activities	• To find information concerning the activities of the developed materials	• Paul (2003) • Nunan (2001)
23-25	Setting	• To find information concerning the setting of the task	• Nunan (2001)
26-28	Teacher's role	• To find information concerning the teacher's role towards the materials	• Nunan, (1989)
29-30	Learner's role	• To find information concerning the learner's role towards the materials	• Nunan (2001)
31-38	Layouts	• To find information concerning the appearance of the materials	• Brewster, Ellis and Girard (2003)

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

recapitulation of the experts' judgment. After that, the data was recapitulated by using *Alpha Cronbach* formula and then it was outlined descriptively.

d. First interview

The first interview was to collect the data about L1 FEC teachers' opinion about their developed materials. To measure validity of the interview guideline, the technique being used was also the same with the questionnaires. The arrangement of interview guideline was taken from some theories related to the goals, materials input, activities, teacher's role and learner's role in class. The following is the organization of the interview guideline.

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

Question number	Aspects	Indicators	References
1-6	Goal	To find information concerning the relation among the materials, the syllabus and the learning activities	- Brewster, Ellis and Girard (2002) - Pedoman Pembelajaran Bahasa Inggris (2007) - Nunan (2001)
7-8	Input	To find information concerning the inputs of the developed materials	- Pinter (2009) - Nunan (2001)
9-10	Activities	To find information concerning the activities of the developed materials	- Paul (2003) - Nunan (2001)

11	Teacher's role	To find information concerning the teacher's role towards the materials	Nunan, (1989)
12	Learner's role	To find information concerning the learner's role towards the materials	Nunan (2001)

e. Second interview

The second interview was to collect the data to previous L1 EFH teachers' about their developed materials. To measure validity of the interview guideline, the same technique was being used. The following is the organization of the interview guideline.

Table 6: The Outline of the Interview for Needs Analysis by Previous EFH Teachers

Question number	Aspects	Indicators	References
1-3	Goal	To find information concerning the relation among the materials, the syllabus and the learning activities	- Brewster, Ellis and Girard (2002) - Pedoman Pembelajaran Bahasa Inggris (2007)

			• Nunan (2001)
4-5	Input	• To find information concerning the inputs of the developed materials	• Pinter (2009) • Nunan (2001)
6-11	Materials/ Activities	• To find information concerning the materials/activities of the developed materials	• Nunan (2001)
12-14	Teacher's role	• To find information concerning the teacher's role towards the materials	• Nunan, (1989)
15-18	Learner's role	• To find information concerning the learner's role towards the materials	• Nunan (2001)

The same inter-rater reliability was also used to measure these two interviews. The researcher interviewed the teachers of FEC and EFH previous years through the interview guidelines. After conducting the interviews she made and analyzed the transcript. If the result found out that it was similar, the interview guideline was categorized as an appropriate interview guideline to use to collect the data.

f. Third interview

The third interview was to collect the data to L1A teacher of EFH 2013 as the researcher's collaborator about the developed materials. The third interview

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

Table 7: The Outline of the Interview for Materials' Assessment by L1A Teacher of EFH

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

Similar to the previous interview guideline, inter-rater reliability was used to measure the reliability. The researcher interviewed the L1A teacher of EFH 2013 about the developed materials. After conducting the interviews she made and analyzed the transcript.

g. Fourth interview

The fourth interview was to collect the data about parents' opinion about the delivered materials. Like the other instruments, the third interview's validity was also measured by using construct validity. The arrangement of interview guideline was taken from some theories related to the goals, materials input, activities, teacher's role and learner's role in class. The following is the organization of the interview guideline.

Table 8: The Outline of the Interview for Material's Assessment by Parents of L1A Children of EFH

Question number	Aspects	Indicators	References
1-6	Goal	To find information concerning the relation among the materials, the syllabus and the learning activities	- Brewster, Ellis and Girard (2002) - Pedoman Pembelajaran Bahasa Inggris (2007) - Nunan (2001)
7-8	Input	To find information concerning the inputs of the developed materials	- Pinter (2009) - Nunan (2001)
9-10	Activities	To find information concerning the activities of the developed materials	Nunan (2001)
11	Teacher's role	To find information concerning the teacher's role	Nunan, (1989)

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

Similar to the previous interview guidelines, inter-rater reliability was used to measure the reliability. The researcher interviewed the parents of L1A children of EFH about their evaluation towards their children progress after joining the program, especially about the materials given. After conducting the interviews she made and analyzed the transcript.

h. Fifth interview

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

Table 9: The Outline of the Interview for Achievement by L1A Children of EFH

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

		the developed materials	
--	--	-------------------------	--

Similar to the previous interview guideline, inter-rater reliability was used to measure the reliability. The researcher interviewed the L1A children of EFH 2013 about their progress after joining the program, especially about the given materials. After conducting the interviews she made and analyzed the transcript.

2. Validity and Reliability of the Materials

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

Table 10: The Outline of the references related to the developed materials

Aspects	Indicators	References
songs	As linguistics, affective, cognitive and cultural resource	- Brewster, Ellis, and Girard (2002) - Linse (2005)
games	As the media to enhance children's understanding and comprehension towards target	- Brewster, Ellis, and Girard (2002) - Linse (2005)

	language in fun ways	• Lewis and Bedson (2008)
stories	• As the media to fulfill children understanding towards the topics and target language	• Brewster, Ellis, and Girard (2002) • Linse (2005) • Wright (2004)

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

The same reliability was used to measure the materials. In this measurement, the researcher gave a set of questionnaire to some experts of EFH to give their experts' judgments towards the designed materials. After got the data from the experts' judgments, she analyzed the data whether they were similar or not. If the result found out that it was similar, the materials were categorized as appropriate materials to be used to teach L1 children of EFH.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter explains the research findings and those discussions. The findings are in regard to the objectives of the research which are stated in Chapter I. The first is about designing theme-based materials for L1 children of English for Holidays (EFH). The second is about the characteristics of appropriate theme-based materials to be developed in teaching L1 children of English for Holidays.

A. Research Findings

1. The Result of Research and Information Collection

a. Needs Survey

The first needs survey was conducted on 11th, 13th, and 16th March 2013 in Fun English Club (FEC) 2013 program held by English Education Department, Yogyakarta State University. The survey was conducted in two ways: observed the L1 class activity and interviewed L1 teachers of FEC. Besides, the second needs survey was also conducted by having an interview with previous L1 teachers of EFH and distributing an open-ended questionnaire to L1A parents of EFH 2013 in the beginning of the program. The previous L1 teachers were asked about their experiences in developing materials to the children, whereas the L1A parents were asked about their children's needs. The results of the observations were presented as field notes; the results of the interviews were presented as interview transcripts and the result of the open-ended questionnaires were presented in the form of questionnaire tables. Those are provided in Appendix E

and Appendix F. The result of the needs survey were analyzed to become the basic information to develop the materials.

b. Needs Analysis

1.) Children's characteristics

In Fun English Club 2013, since the program was new, there were only 7 children in L1 class. Their ages were about 5-7 years old. Based on the observations and the interviews with the L1 teachers, the children's characteristics were different from one to another. The two of them were too active and had less attention, two others were active and responsive, the other two were shy and the last was quite. Moreover, the L1A children also had the similar characteristics with L1 children of FEC. It could be seen in the following quotation.

Researcher (R): "Apakah putra-putri Bapak/Ibu termasuk anak yang aktif? Apabila iya, bagaimana bentuk keaktifannya? (*Is your child active? If so, how is his/her behavior?*)"

Parent (P): "Ya, sangat suka kegiatan dengan gerak tubuh dan selalu mencari kegiatan baru. (*Yes, she likes activities with body movements and always searches for new activities*)"

(Open-ended questionnaire transcript 1, Appendix F)

Researcher: Based on your opinion, was there any difficulty in delivering the materials to the children?

Teacher (D): Actually no. The difficulty is only when the kids are not in the good mood so that the teaching learning process is kind of hard to handle.

(Interview Transcript 1, Appendix F)

2) Children's needs, lacks and wants

The children came from different social and economic background. They also had different levels of English language proficiency. Due to their

characteristics which were various, their needs were also different from each other. It is shown in the quotations below.

R: “Kondisi belajar seperti apakah yang Bapak/Ibu harapkan dalam program ini (EFH)? (What is learning condition that you expect in this program (EFH)?)”
P: “Fun learning.”

(Open-ended questionnaire transcript 3, Appendix F)

R: Apa output yang Bapak/Ibu harapkan terkait *skills* (kemampuan) yang akan didapat putra-putri Bapak/Ibu selama mengikuti program ini?
P: Kemampuan bersosialisasi, berani tampil didepan umum, terasah sense musik/lagu-lagunya.

(Open-ended questionnaire transcript 5, Appendix F)

3) Teachers’ characteristics

The teachers both in FEC and EFH came from English Language Department in the last semester. They had been taught about English for Children, Children Language Acquisition, Children Learning Teaching Methods and Program Development of English for Children. Therefore, they had been trained to be patient, kind, angelic and caring to the children. Those were in line with the parents’ expectation towards EFH teachers, as the following quotation.

R: “Sikap guru yang seperti apakah yang Bapak/Ibu harapkan dalam mengajarkan bahasa Inggris kepada putra-putri Bapak/Ibu ? (What is teacher’s behavior that you expect to teach your children?)”
P: “Fun, sabar, playful dan memahami bahwa anak berbeda-beda.(Fun, patient, playful, and understanding that each child is different”

(Open-ended questionnaire transcript 1, Appendix F)

R: “ Sikap guru yang seperti apakah yang Bapak/Ibu harapkan dalam mengajarkan bahasa Inggris kepada putra-putri Bapak/Ibu?”
P: “Yang ramah dan komunikatif.”

(Open-ended questionnaire transcript 4, Appendix F)

4) Teachers' needs, lacks and wants

Although they had been taught English for Children about how to behave, to teach and to design appropriate materials for children, there were still some needs, lacks and wants found by the researcher during the observation. Those were almost about the limited time to observe the children and to find standard resources in order to design appropriate materials for them based on their needs. It related to the following quotation.

R: Did you find any problem in developing the materials by using that approach? What it was?

H: Yes, I did. The difficulties are basically because the theme has changed in every meeting so that we have to rush to make a different the materials in every meeting.

(Interview transcript 3, Appendix F)

R: Based on your opinion, was there any difficulties in delivering those materials to the children?

N: The difficulty is on how we modify the materials to be interesting and engaging the children to the topic.

(Interview transcript 3, Appendix F)

R: Based on your opinion, was there any difficulty in delivering the materials to the children?

T: Yes. When the children are tired it is hard to keep them stay focused.

(Interview transcript 4, Appendix F)

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

Table 11. **The result of needs analysis**

Analysis	Children	Teachers
Charac- teristics	They were active, cheerful, noisy, interested to play, curious, loved to try and experience new things, easily to get bored and moody.	They had been trained to be patient, kind, angelic and caring to the children.

	Some of them were shy and quite.	
Needs	- Active children needed activities which were able to make them be active but in proper ways. - Quite children needed activities which could make them work silently, but they also needed to be taught to be active. - Both needed materials which could make them pay attention to the teachers without making them bored.	- to prepare the media - to carefully plan the activities - to create cozy rooms for conducting the activities - to decorate the class - to choose appropriate resources of the materials - to fit the materials and activities with the children's characteristics - to know and observe the children's behaviour and attitude towards English.
Lacks	- The active children were difficult to keep silent. - The silent children were reluctant to be actively joined the activities.	The teachers were lack of time to search and to design standard materials based on children's characteristics.
Wants	They wanted to be able to participate actively in each activity. They wanted to have fun learning activities since it was holidays.	- the materials that had been designed was appropriate to the children - the activities that could engage children's attention and participation

2. The Result of Planning

From the needs survey and needs analysis, the researcher collected the ideas that later on would be applied in the form of course grid. The ideas were about targeted skills, object of the materials, course sequence and the topics of the materials. The targeted skills were adapted from the theories. The objective of

every unit was the same, i.e. to make the children able to communicate using adequate vocabulary as well as identify symbols to get them ready to read and write. The course sequence from the developed materials was TPR method incorporated with the theme-based approach. The developed materials were presented in 9 units for 9 days teaching-learning activities. The topic for each unit was made different, various and fun for each day, since the children belonged to very young learners with their unique characteristics such as moody, easy to get bored and less attention getter. Therefore, with those various and fun topics, it was expected that they did not feel bored to learn English every day.

3. The Result of Organizing the Course Grid

The course grid was focused on the materials that were arranged based on certain themes derived from the needs analysis and the goal of the EFH program. Here, the researcher designed the materials based on things that were familiar to the children especially their surroundings and based on the annual outdoor activities of EFH, such as *Campus Grand Tour*, *Barbecue*, and *Field Trip*. There were nine topics designed in the course grid: *Self*, *Public Places*, *House*, *Food and Beverages*, *Family*, *Shape*, *Stationery*, *Animals and Colours* and *Daily Routines*.

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

allocation, media and characters. The complete course grid was compiled in the Appendix B

The goal of the lesson was to make the children able to communicate by using simple language, recognize English patterns and respond to simple instructions. Then the goals were put into some indicators. The indicators were used as the benchmark of the teaching success. On the other words, the indicators indicated the abilities that should be mastered by the children in the end of the lessons. By using the course grid that consisted of the outline of materials and activities, the learning goal can be reached. Besides, it would give the children new learning experiences where the children could learn English in fun and enjoyable environment.

4. Developing Materials

After the researcher obtained the data from the needs analysis and deciding the materials that would be developed in the form of course grid, the next process was designing the materials. This process was aimed at creating and integrating the teaching and learning system which could be used in the classroom. In this step, she developed first draft materials consisting of nine units. There are five stages in each unit: “*Get Ready*”, “*Let’s Start*”, “*It’s Your Turn*”, “*Let’s Have Fun*” and “*Let’s Take A Break*”. Each stage is explained below.

a. Unit 1

The topic in this unit is “*Hello Friends!*”. It is about the introduction of oneself to the others. The skills being developed in this unit are listening and

speaking. The goals of the unit are implemented in the indicators as mentioned in Appendix 1. In “*Get Ready*” stage, there are morning routines. These routines enhance the children to build their attention span before they go to the materials. As the first meeting, the teachers greet the children and introduce themselves for the first time. Then, they pray together. After that, the teachers check children’s attendance lists. The last activity in this stage is that the whole class sing national anthem Indonesia Raya together to build their nationalism.

In the second stage, i.e. “*Let’s Start*”, the teachers tell the children how to introduce oneself. In “*It’s Your Turn*” stage, children practice introducing themselves and then singing “*Hello*” song together. The language focus in the song is about simple utterances of greeting. In “*Let’s Have Fun*” stage, the teachers tell about “*Zip-Zap*” game and ask the children to play the game. The purpose of the game is to encourage the children’s concentration, participation and memory in introducing their friends’ name. Last, in “*Take a Break*” stage, children are taught “*Good Bye*” song. After singing the song, they are asked about what they have learned on the day and asked for their reflection whether they are happy or not. The last activities are the teachers tell about the activity for the next day and end the class by asking them to pray and sing “*Good Bye*” song.

Since the time allocation of the first meeting usually is not the same in each year, the researcher created backup activities, those are “*Hello*” game and “*How are You*” song. The purpose of the game is similar with “*Zip-Zap*” game but different in its actions. The song also has a similar purpose with “*Hello*” game but different in intonation and some lyrics.

b. Unit 2

The topic in this unit is *“Let’s Go For a Walk!”*. It is about introducing public places. The skills being developed in this unit are listening and writing. The goals of the unit are implemented in the indicators as mentioned in the Appendix A. In *“Get Ready”* stages, there are morning routines as mentioned in Unit 1. In the second unit, the morning routines are started by greeting the children and asking them to pray. Then, the teachers check their attendance and sing national anthem. The stage is ended by singing *“Hello”* song together.

In the second stage, i.e. *“Let’s Start”*, the teachers tell the children about public places around campus. To help the children’s understanding, the teachers show some pictures while explaining the name of the public places. In *“It’s Your Turn”* stage, the children practice to sing *“The Grand Old Duke of York”* song, led by the teachers. The song is about soldiers who are walking up to a hill. The song is expected to encourage children’s spirit since they have to walk around campus. In *“Let’s Have Fun”* stage, the teachers tell about *“Map Labeling”* activity. In this activity, the children are given a map of UNY that consists of routes and building’s name, but not all of the buildings are named. Therefore, the children are expected to write down the name when passing by the buildings. After they come to a rest area, children are asked to color the pictures of some buildings based on the clues given by the teachers.

In *“Take a Break”* stage, children are asked about what they have learned on the day and asked for their reflection whether they are happy or not. In the last activity, the teachers tell about the activity for the next day and end the class by

asking them to pray and sing “*Good Bye*” song. As the back-up activities, the researcher provides “*Pinocchio*” song. The purpose of the song is to enhance children’s cheerfulness and liveliness since it consists of repetitive actions.

c. Unit 3

The topic in this unit is “*Welcome to My House*”. It is about understanding parts of house and its furniture. The skills being developed in this unit are listening and speaking. The goals of the unit are implemented in the indicators as mentioned in the Appendix A. In “*Get Ready*” stage, there are morning routines as mentioned in Unit 2. In this stage, the morning routines are started by greeting the children and asking them to pray. After that, the teachers check their attendance and sing national anthem. The stage is ended by teaching “*Good Morning*” song and singing the song together.

In the second stage, i.e. “*Let’s Start*”, the teachers ask the children to tell about campus grand tour they have experienced the day before. Then, still about buildings, the teachers tell about a house, its parts and furniture inside it. The teachers pronounce the terms and the children follow the teachers. To help the children to understand the materials, the teachers show some pictures of parts of a house and its furniture. After explaining a house, the teachers show a video about “*The House*” song and ask the children to watch the video carefully.

In “*It’s Your Turn*” stage, the children are asked to sing the song together, led by the teachers. It is expected that the song can enhance the children understanding about parts of a house. Then, they are explained about “*Sticking Race*” game. The game is about filling empty rooms with appropriate furniture.

The furniture that should be attached is based on the teachers' clues. They are divided into two groups and are asked to make a line for each group. Then, they have to listen to the teachers' clues about furniture of the house and its room in the house. Then, they have to run and race to find the right furniture based on the clue and to stick it to the appropriate room. Therefore, the children have to listen to the teachers carefully so they would not choose the wrong clues. The game is expected to check children's understanding about parts of a house and furniture.

In "*Let's Have Fun*" stage, the teachers tell the children about "*Paper Hand Craft*" activity. In this activity, the children are given a paper containing a picture of a cartoon character's house and some twister of long-cut-papers. The children are asked to stick the twister papers in the house's picture and then to color the picture as they wanted. The activity is aimed at enhancing the children's creativity and activating their hand-eye coordination in a fun way.

In "*Take a Break*" stage, the children are told about "*Sing Your Way Home*" song. Then, they are asked to sing the song together, led by the teachers. After that, they are asked about what they have learned on the day and asked for their reflection whether they are happy or not. In the last activity, the teachers tell the children about Barbecue activity for the next day and end the class by asking them to pray and singing "*Sing Your Way Home*" song together.

As the back-up activity, there is "*Whisper Race*" game. The game is similar to the "*Sticking Race*" game about the media being used. The difference is that on this game the children at the back row has to whisper to their friend in front of them until the children in the front row in the same group, about the clues

of furniture given by the teachers. Then, they race to find the right furniture and to stick it to the right room. The aim of the game is the same to the previous game.

d. Unit 4

The topic in this unit is “*Do You Like Satay?*”. It is about food and beverages. The skills being developed in this unit are listening and speaking. The goals of the unit are implemented in the indicators as mentioned in the Appendix A. In “*Get Ready*” stages, there are morning routines as mentioned in Unit 3.

In the second stage, i.e. “*Let’s Start*”, the teachers tell the children about food and beverages. To help the children to understand the materials, the teachers show some pictures while explaining the name of some food and beverages. This activity is used for preparing children with sufficient vocabulary related to barbecue. After doing this, the teachers explain what barbecue is and what they are going to do in the barbecue. After that, they learn “*Do You Have a Fork*” song.

In “*It’s Your Turn*” stage, the children practice to sing “*Do You Have a Fork*” song that is led by the teachers. The song is about kitchen utensils vocabulary. The song is expected to introduce and increase children’s vocabulary related food and beverages. In “*Let’s Have Fun*” stage, the teachers and the children eat together since that day is the time for barbecue. After eating together, the teachers and the children play “*Food-ball*” game. In this game, the children are to make a big circle. After that, the teachers stand in the middle and throw a ball randomly to the children. Then, the child who gets the ball hands it to the others. While doing this, a song is played. When the song stop, the one who has the ball should throw the ball to another child while asking about like and dislike.

In “*Take a Break*” stage, the children are asked about what they have learned on the day and asked for their reflection whether they are happy or not. In the last activity, the teachers tell about the activity for the next day and end the class by asking them to pray and sing “*Sing Your Way Home*” song. As the back-up activities, there is “*Whisper Race*” game like the previous unit. In this game, the children at the back row has to whisper to their friend in front of them until the children in the front row in the same group, about the clues of food and beverages given by the teachers. Then, they race to find the right food and beverages. The aim of the game is to check children’s vocabulary mastery.

e. Unit 5

The topic in this unit is “*This is My Family*”. It is about understanding family members. The skills being developed in this unit are listening and speaking. The goals of the unit are implemented in the indicators as mentioned in the Appendix A. In “*Get Ready*” stage, there are morning routines as mentioned in Unit 4. In this stage, the morning routines are started by greeting the children and asking them to pray. After that, the teachers check their attendance and ask to sing the national anthem. The stage is ended by singing “*Good Morning*” song together.

In the second stage, i.e. “*Let’s Start*”, the teachers show a family picture and ask the children to mention the members of the family. After that, the teachers show the children a video of “*Family Finger*” song. The children are asked to watch the video carefully. After watching the video, the children are asked to sing the song together, led by the teachers. After singing the song, the teachers show

the children a video of “*Goldilocks*” story. Then, the teachers ask some comprehension questions related to the story. The story is aimed at enhancing their understanding about family members.

In “*It’s Your Turn*” stage, the teachers divide the children into two groups. To check their understanding about family members, the children are asked to show their family picture and to introduce their family members to their friends in groups, guided by the teachers. Then, the teachers show a video of “*Three Bears*” song. After watching the video, the children are asked to sing the song with its action, led by the teachers. In “*Let’s Have Fun*” stage, the teachers tell about sticking activity. In this activity, the children are given a story with some blank words. They have to fill in the blank words by sticking the most suitable word for each. The teachers give the words in pieces of paper and tell the complete story.

In “*Take a Break*” stage, the children are asked about what they have learned on the day and asked for their reflection whether they are happy or not. In the last activity, the teachers tell about the activity for the next day and end the class by asking them to pray and sing “*Sing Your Way Home*” song.

f. Unit 6

The topic in this unit is “*Let’s Have a Trip*”. It is the last of three outdoor activities during EFH, i.e. field trip. The sub topic in this unit is about shape. The skill being developed in this unit is speaking. The goals of the unit are implemented in the indicators as mentioned in Appendix A. In “*Get Ready*” stages, there are morning routines as mentioned in previous units. In the second unit, the morning routines are started by greeting the children and asking them to

pray. Then, the teachers check their attendance and sing the national anthem together.

In the second stage, i.e. *“Let’s Start”*, the teachers tell the children about *“If You’re Happy”* song. The teachers guide the children to sing the song with its action together. Since the song is cheerful, it is expected to make the children happy during the trip. After singing the song, the teachers tell the children about many kinds of shapes. To easier the children to understand the materials, the teachers show some pictures while explaining the name of the shapes.

In *“It’s Your Turn”* stage, the children practice to play *“What is It?”* game after they get some explanations from the teachers. The game is about guessing things in which one child has to take a card from the deck of cards and keep it secret. The other children should guess what picture is in the card by asking its shape. The game is expected to encourage children’s understanding about many kinds of shapes. In *“Let’s Have Fun”* stage, the teachers distribute some pictures in many shapes and ask the children to color the pictures with the clue stated in each picture.

In *“Take a Break”* stage, the children are asked about what they have learned on the day and asked for their reflection whether they are happy or not. In the last activity, the teachers tell about the activity for the next day and end the class by asking them to pray and sing *“Sing Your Way Home”* song.

g. Unit 7

The topic in this unit is *“Can I Have a Pen?”*. It is about stationery. The skills being developed in this unit are listening and speaking. The goals of the unit

are implemented in the indicators as mentioned in the Appendix A. In “*Get Ready*” stage, there are morning routines as mentioned in previous Units. In this unit, the morning routines are started by greeting the children and asking them to pray. After that, the teachers check their attendance and ask to sing the national anthem. The stage is ended by singing “*If You’re Happy*” song together.

In the second stage, i.e. “*Let’s Start*”, the teachers ask the children about their experience during the field trip. By doing this, the teachers expect that the happiness experiences in the field trip could boost the atmosphere in the class. After that, the teachers ask the children to show stationery that they bring. Then, the teachers ask the name of each thing in English to check the children’s vocabulary mastery and to improve their vocabulary.

In “*It’s Your Turn*” stage, the children practice to sing “*Can I have a pen?*” song together. To make a fun atmosphere and to practice vocabulary that have been taught, the children play “*Bandits and Sheriffs*” game. In this game, the children are divided into two groups, one group as Bandits and the other as Sheriffs. The rule of the game is for the bandits to ‘steal’ as much stationery as possible, before getting caught by the sheriffs. The game is expected to train the children’s memory about stationery things in English. In “*Let’s Have Fun*” stage, the children are asked to do an experiment by using oil paints. The experiment is called “*On-Water Painting*”. It is expected that the children would be able to develop their creativity.

In “*Take a Break*” stage, the children are asked about what they have learned on the day and asked for their reflection whether they are happy or not. In

the last activity, the teachers tell about the activity for the next day and end the class by asking them to pray and sing “*Good Bye*” song. The backup activity is “*Book, Pen, Desk, Chair*” song. The children are asked to sing the song together after listening to the teachers’ demonstration. The song is about stationery and it consists of simple utterances that are easy to understand by the children.

h. Unit 8

The topic in this unit is “*The Ducks Are Yellow*”. It is about animals and colors. The skills being developed in this unit are listening and speaking. The goals of the unit are implemented in the indicators as mentioned in the Appendix A. In “*Get Ready*” stages, there are morning routines as mentioned in Unit 7.

In the second stage, i.e. “*Let’s Start*”, the teachers tell the children about animals and colors. To help the children understanding the materials, the teachers show some colorful pictures while explaining the name of animals and colors. This activity is used to build children’s background knowledge or recalling their current knowledge about animals and colors. In order to make it easier in teaching colors, the teachers put the topic as the colors of animals. After explaining the topics, the teachers show a video of a story about animals to the children. The story is about a dog that has some friends from other kinds of animals. After watching the story, the teachers ask comprehension questions about the story. In order to enhance their vocabulary, the teachers show them a video of “*Color*” song. The song explains about animals in many colors.

In “*It’s Your Turn*” stage, the children are asked to sing the song together, guided by the teachers. After that, the teachers ask them to play “*Animal*

Guessing” game from the software. In this game, the children are divided into two groups. Each group has to guess what animals are based on the clues given by the sound. Once they know the answer, they have to raise their hand as soon as possible, but they are not allowed to answer before the teachers ask them. The game is expected to encourage children’s understanding about animals and their cooperation. In “*Let’s Have Fun*” stage, the teachers distribute some pictures of animals and ask the children to color the pictures with the clue stated in each picture.

In “*Take a Break*” stage, the children are asked about what they have learned on the day and asked for their reflection whether they are happy or not. In the last activity, the teachers tell about the activity for the next day and end the class by asking them to pray and sing “*Good Bye*” song.

i. Unit 9

The topic in this unit is “*What is He Doing?*”. It is the last topic that can be presented. The topic explains about daily routines. The skills being developed in this unit are listening and speaking. The goals of the unit are implemented in the indicators as mentioned in the Appendix A. In “*Get Ready*” stages, there are morning routines as mentioned in Unit 8.

In the second stage, i.e. “*Let’s Start*”, the teachers tell the children about daily routines by distributing pictures of daily routines in a piece of paper. Both teachers point to the pictures while explaining the daily routines. This activity is used for building children’s background knowledge or recalling their current knowledge about daily routines. After explaining the topics, the teachers show a

video about “*The Morning Routines*” song to the children. The song is about children’s daily routines in the morning. It is expected to enhance their vocabulary.

In “*It’s Your Turn*” stage, the children are asked to sing the song together, guided by the teachers. After that, the teachers ask them to play “*Daily Routine Flashcard*” game. In this game, the children are divided into two groups and are asked to make a circle for each group. Each child gets one picture boards. Then, the teachers place a pack of individual picture cards face down in a pile in the middle of each circle. The first player should take a card from the pile and look at it, without showing it to the others. The others have to guess what the picture is, by asking questions, “Is she/he....-ing?” or “Are they....-ing?”. The aims of this game are to check their understanding about daily routines terms and to enhance their speaking ability.

In “*Take a Break*” stage, the children are asked about what they have learned on the day and asked for their reflection whether they are happy or not. In the last activity, the teachers tell about the activity for the last` day and end the class by asking them to pray and sing “*Good Bye*” song.

5. The Result of Trying-out the First Draft Materials

The first draft materials then were tried-out to the L1A children of EFH 2013. The researcher and her collaborator acted as the teachers. After conducting the try-out, the researcher did an evaluation. The evaluation was conducted by making reflection from field notes and by interviewing the parents, the children

and her collaborator as the teacher of L1A. From the result of the interviews and field notes, the researcher analyzed the first draft to know the result of the try-out about the appropriateness of the materials.

The try-out of the first draft was conducted for 9 day-teaching-learning activities of EFH 2013 from 1st to 11th of July 2013. There are nine meetings for nine units. The explanations of the meetings are described in the following sections.

a. First Meeting

This meeting was held on Monday, July 1st 2013, started from 08.00 a.m. to 12.00 a.m. in L1A class. There were 14 children who attended this meeting. In implementing the materials, the researcher was helped by the class teacher as the collaborator. The implemented materials were Unit 1 entitled “*Hello Friends!*”. In this unit, the children were expected to know each other by having communication in English. The target skills being developed were listening and speaking. The listening skill was developed by listening to the teachers and friends while introducing themselves, whereas the speaking skill was developed by introducing self to the others.

The delivered materials consisted of simple utterances and vocabulary related to having introduction, in the form of “*Hello*” song and “*Zip-Zap*” game with backup “*How are You?*” song and “*Hello*” game.



Figure III: The children play “Zip-Zap” game

The materials were not as many as the next days, since in the first day there were opening ceremony and decorating class. Therefore, since the time was limited, the backup activities were not able to be taught.

R: Terus, menurut kamu kebanyakan/kurang/cukup ga materinya? (*Do you think the materials were too many or less or sufficient?*)

C: Untuk kuantitinya ya? Sebenarnya tidak kok, tidak kurang. Karena disini kan kita juga punya backup activities seperti yang ini (di silabus) songs and games tapi karena waktunya sudah cukup jadi yang backup activities nya tidak dibutuhkan lagi. Menurut saya sudah cukup. (*For the quantity, I think it's sufficient because we also have some backup activities like song and game. But because the time was enough, so the backup were not needed, so I think it's enough.*)

(Interview Transcript 1, Appendix G)

b. Second Meeting

This meeting was held on Tuesday, July 2nd 2013, starting from 08.00 a.m. to 12.00 a.m. Similar to the first meeting, this meeting was attended by 14 children of L1A class. Unit 2 is about public places around campus entitled “*Let's Go For a Walk!*”. Since this second day was an outdoor day, this unit was created to fit the outdoor activity, i.e. Campus Grand Tour. In this unit, the children were

expected to know public places with target skills of listening and writing. The listening skill was developed by listening to the teachers' instructions and explanation, whereas the writing skill was developed through writing blind map of UNY while they were walking around campus.

The materials in this unit consisted of terms related to public places, included vocabulary and simple English functions, in the form of public places pictures and real buildings, "*The Grand Old Duke of York*" song, blind map of UNY for "*Map Labeling*" activity and public places pictures to coloring activity. From those materials, there was one material which could not be implemented, i.e. singing "*The Grand Old Duke of York*" song. It was due to the time and situation that did not enable the teacher to teach the song effectively. On the other hand, in giving instructions to "*Map Labeling*" activity was also needed to be clarified, because the children were quite confused in doing the task.

...Then, Ts told about Blind Map, gave them a blind map worksheet for each Ch, and asked the Ch to fill in the blank about buildings names correctly based on the buildings they would find during the tour. However, some of the Ch wrote the answer by themselves before the tour was started, so Ts corrected their mistakes by repeating the instruction slowly.

(Field note 2, Appendix E)



Figure IV: The teachers explain about "*Map Labeling*" activity

When the Ch arrived to the first destination where they had to fill in the blank, the Ts told them to stop walking and described the place. The place was Listening Lab. Then, Ts asked them to fill in the place name on the blind map worksheet they brought. Some of the Ch found difficulty in writing the room's name but the leader of the class guided his friends to write the name correctly.

(Field note 2, Appendix E)



Figure V. **The children color building pictures**

....For the activity, Ts gave them coloring activity. Ts asked them to color two buildings, those were a library and a school. Ts gave an instruction to the Ch to color the library in yellow, the school in blue and the rest could be colored as they wanted. After coloring the picture, the Ch were asked to go back to the class....

(Field note 2, Appendix E)

c. Third Meeting

The third meeting was held on Wednesday, July 3rd 2013, starting from 08.00 a.m. to 12.00 a.m. Similar to the first and second meetings, this meeting were attended by 14 children of L1A class. The researcher and her collaborator taught about house in Unit 3 entitled “*Welcome to My House*”. In this unit, the children were expected to know parts and furniture of a house with target skills of listening and speaking.

The listening skill was developed by listening to the teachers' instructions and explanation, whereas the speaking skill was developed through playing “*Whispering*” game and singing “*The House*” song. The materials delivered in this unit consisted of pictures of parts a house and the furniture inside it, “*The House*” song, “*Sticking Race*” game, and “*Paper Handcraft*” activity. All of the materials could be delivered as the expectation. However, the backup activity that is “*Whispering*” game could not be delivered since the time was limited.



Figure VI: **The children watch a video entitled “*The House*” song**

R:....Tadi yang “*Whispering*” game nya ga tercover karena waktunya ga cukup, karena harus bikin paper handcraft. (...*the “Whispering” game could not be delivered because of the limited time, right?*)

C: iya, ada satu ya yang whispering game. Tapi sebenarnya untuk tema “*Welcome to My House*” itu sudah masuk semua ya. (*Yes, but actually the major activities in “Welcome to My House” theme have been covered.*)

(Interview Transcript 3, Appendix G)

d. Fourth Meeting

The fourth meeting was held on Thursday, July 5th 2013, starting from 08.00 a.m. to 11.00 a.m. The activity was done at Lamtoro Park and was attended by 12 children of L1A class. In this meeting, the participants learned Unit 4 about Barbeque entitled “Do You Like Satay?”. At the end of the meeting, the participants were expected to have some ideas about the names of food and beverages they had been familiar with and to tell about likes and dislikes in relation to food and beverages. The main activity was preparing satay.

There were two skills being the focus of the meeting, i.e. listening and speaking. The listening skill was developed through listening to the teachers’ presentation and the teachers’ instruction about how to make satay and how to play the “*Food-Ball*” game. On the other hand, the speaking skill was developed through pronouncing words related to food and beverages, telling about likes and dislikes, and singing some songs. The activity began with the presentation of many kinds of food and beverages by using colorful pictures and the explanation about barbeque including the materials and the steps for making barbeque by showing the real objects. The pictures can be seen in Appendix D, pages 407-413. Then, they sang “Do You Have a Fork” song. After that, the children prepared satay by doing two kinds of jobs: cutting lontong and burning satay. The activity lasted for a while until they finished eating the satay. Then, they washed their own plates and the activity continued with playing “*Food-ball*” game.



Figure VII: The children play “Food-ball” game

The materials could be delivered as the plan, as mentioned in the interview transcript below.

R: tadi itu susah ga sih untuk materinya? (*What do you think about the materials? Was it difficult?*)

C: oya, untuk materi sebenarnya tadi ada lagu yang baru untuk mereka, seperti “*Do You Have a Fork*” song itu, dan mereka bisa mengikuti itu. Kemudian ada “Food-ball” game yang like –dislike. Dan juga untuk vocabulary drilling nya itu mereka paid attention, karena karakteristik mereka yang manis, jadi untuk diberikan drilling-drilling seperti itu sangat memperhatikan dan vocabularynya jalan semuanya. (*There is a new song for them, which is “Do You Have a Fork” song and they could follow the song. Then, there was “Food-ball” game about like-dislike. They paid attention as well on the vocabulary drilling activity. Since their characteristics are sweet, they paid attention and participated actively in the given vocabulary drilling.*)

(Interview transcript 4, Appendix G)

e. Fifth Meeting

This meeting was held on Friday, July 5th 2013, started from 08.00 a.m. to 11.00 a.m. The activity was done in the classroom and was attended by 13 children of L1A class. The researcher and her collaborator taught the children about Family in Unit 5 entitled “*This is My Family*”. In this unit, the children were

expected to know the family members with listening and speaking as the target skills.

The listening skill was developed through listening to the teachers' instructions, explanation, and "*Goldilocks*" story, while the speaking skill was developed through introducing family members and singing "*Family Finger*" and "*Three Bears*" songs. The materials delivered in this unit were started by singing a song entitled "*Family Finger*", then showing family pictures and family photograph, followed by singing "*Three Bears*" song, watching the story of "*Goldilocks*" and doing a bear family story worksheet.



Figure VIII: The children sing "*Family Finger*" song



Figure IX: The child introduces his family members

Since there had been plenty of activities, no backup activity was provided. However, all of the materials could be delivered as the expectation. The children paid attention and were willing to participate actively in the whole activities.

R: ...Kamu ada saran ga untuk hari ini? (...*Do you have any suggestion for today?*)

C1: Emm, saran hari ini apa ya? Untuk hari ini sebenarnya sudah lancar semuanya dan untuk isi-isi materinya sangat menarik sekali untuk anak-anak. Jadi anak-anak bersemangat sekali. Jadi tidak terasa bahwa mereka sudah mempelajari tentang family.

(*Umm, well, actually the activity today ran smoothly, and the materials were so interesting for the children, so they were so excited and did not realize that they were studying "Family".*)

(Interview transcript 5, Appendix G)

f. Sixth Meeting

The sixth meeting was held on Saturday, July 6th 2013, starting from 08.00 a.m. to 12.00 a.m. This meeting was attended by 13 children of L1A class. This was an outdoor activity that was held by having a field trip to Kasongan. Here, the researcher and her collaborator taught “*Shape*” in Unit 6 entitled “*Let’s Have a Trip*”. In this unit, the children were expected to comprehend many kinds of shapes with speaking as the target skill. The skill was developed through pronouncing vocabulary about shapes and playing “*What is It?*” game.

However, the materials could be delivered in this unit were just “*If You’re Happy*” and “*Sing Your Way Home*” songs; whereas “*What is It?*” game, the pictures of objects in many shapes and the backup activity that is “*Pinocchio*” song, could not be delivered due to running out of time. Yet, the children participated actively to make clays in Kasongan and did not make any trouble during the trip.

R:Jadi menurutmu sudah cukup ya, cuma karena terkendala waktu. *(So, it was good enough, right? The only problem was the time allocation.)*

C1: Iya. Sebenarnya alhamdulillah dari syllabus yang sudah disediakan, kemudian learning materials dan juga topik yang sudah dibuat disini alhamdulillah semua sudah sangat sesuai, sudah sangat bagus. Cuma eksekusinya tadi hanya kurang sedikit karena alokasi waktu yang kurang. Tapi semuanya bisa dihandle. Jadi teachers-nya bisa menghandle sambil membuat statue dari clay itu bisa sambil menjelaskan this is square, this is round, seperti itu. Tidak ada halangan. *(Yes. Alhamdulillah, actually the syllabus and the learning materials were very good. Just the execution was less because of lack of time allocation. Yet, all could be handled, by explaining about shapes while making the clays.)*

(Interview transcript 6, Appendix G)

g. Seventh Meeting

This meeting was held on Tuesday, 9th July 2013, started from 08.00 a.m. to 11.00 a.m. The activity was done in the classroom and was attended by 13 children of L1A class. The researcher and her collaborator taught the children about Stationery in Unit 6 entitled “*Can I Have a Pen?*”. In this unit, the children were expected to know about stationery with listening and speaking as the target skills. The listening skill was developed through listening to teachers’ instructions, explanation, “*Bandits and Sheriffs*” game and “*On-water Painting*” activity, while the speaking skill was developed through singing “*If You’re Happy*”, “*Can I Have a Pen?*” and “*Book, Pen, Desk, Chair*” songs. The other materials in this unit were real stationery and the “*Book, Pen, Desk, Chair*” song as the backup activity.

Almost all of the materials could be delivered as the expectation, but the backup song could not be delivered due to the limited time. The instruction about

“*Bandits and Sheriffs*” game was quite confusing the children in the beginning, but after the teachers gave them several examples by inviting some children to play, they could do the game well and enthusiastically.



Figure X: The children play “*Bandits and Sheriffs*” game

However, because some of the girls were fasting, they wanted to quit the game after several turns. Yet, almost all of the children wanted to participate the game quite active and excited, including when they were doing on-water painting.



Figure XI: The children do “*On-water Painting*” guided by the teacher

Teacher: ...trus sukanya belajar yang mana?

Naureen: eee...itu yng ngecat di air

Teacher; oh yang ngecat di air itu ya..yang on-water painting itu ya?

Krisna: kan aku itu, Miss?

Naureen: kan kamu belum diawncarai

Teacher: iyaa bareng aja.

(Interview Transcript 18, Appendix G)

They also acted cooperatively in all of the activities on the day, although it was the first day of fasting month and some of them were fasting.

R: Di game Bandit and Sheriff tadi agak lama ya. (*The “Bandits and Sheriffs” game took quite a long time, right?*)

C: iya, bingung. Siapa yang menangkap siapa itu masih bingung. (*Right. They were still confused about who caught who.*)

R: ...Sampai kita ngasih contoh, dua-tiga kali contoh sampai anaknya sendiri yang bergerak, baru mereka ngerti cara mainnya. (*...Until we gave them several examples by practicing the game two-three times and they were starting to understand how the game worked.*)

C: Iya, betul sekali. Karena ini kan pointnya adalah mereka tau benda apa yang harus diambil kan. Dari point it kan mereka sudah paham untuk mengambil pen, pencil. Cuma konsep game-nya, rule-nya itu yang mereka belum begitu paham. (*Yup, right. Because the point was they knew what stationery they had to take, and they had known about it. However, they are still confused to the concept and the rules of the game.*)

(Interview transcript 7, Appendix G)

h. Eighth Meeting

This meeting was held on Wednesday, 10th July 2013, started from 08.00 a.m. to 11.00 a.m. This meeting was attended by 13 children of L1A class. In this unit, the researcher and her collaborator taught about animals and colors with the theme “*The Ducks are Yellow*”. In this unit, the children were expected to have some idea about many kinds of animals and colors with listening and speaking as the target skills. The listening skill was developed through listening to teachers’ instructions, explanation, “*Ringo the Dog*” story and “*Guessing Animals*” game, whereas the speaking skill was developed through singing “*Colors*” song.

The materials delivered in this unit consist of “*If You’re Happy*”, “*Colors*” and “*Good Bye*” songs, animal pictures, “*Ringo the Dog*” story, “*Guessing Animals*” game and black and white animal pictures to be colored.



Figure XII: **The children color animal picture**

However, the backup activity that was making animal origami from colorful origami papers could not be delivered due to the lack of time. But, all of the children were interested to participate quite active and cooperative in all of the activities on the day.

R: Aktif semua ya anak-anaknya. Materinya hari ini juga ter-cover semua kan ya. (*All children were active and all of the materials were covered, right?*)

C: ...untuk learning materials-nya semuanya bisa disampaikan dengan sangat baik dan anak-anak semuanya sangat antusias mengikuti materi hari ini. (*...all of the learning materials could be delivered as well and all children were so enthusiastically joining today's activities.*)

(Interview transcript 8, Appendix G)

i. Ninth Meeting

This was the last meeting and was held on Thursday, July 11th 2013, starting from 08.00 a.m. to 11.00 a.m. The meeting was attended by 12 children of LIA class since one participant was absent for school. In this unit, the researcher and her collaborator taught the students about daily routines with the theme “What

is He Doing”. At the end of the meeting, the children were expected to know about daily routines with listening and speaking as the target skills. The listening skill was developed through listening to the teachers’ instructions and explanation while the speaking skill was developed through singing songs titled “*The Morning Routines*” and “*What’s Everyone Doing Now?*” and playing the “*Homelife*” game.



Figure XIII: The children play “*Homelife*” game

Almost all of the activities could be done, except the backup activity that was “*What’s everyone doing now?*” song could not be delivered since the time was limited. Yet, the children wanted to participate actively and excitedly in all of the delivered activities.

R: Ditta, gimana materi hari ini menurut kamu? Waktunya cuma sejam.
(*Ditta, how’s today’s materials? The time allocation was just an hour.*)

C: saya rasa ini sudah cukup dan meng-cover tema kita hari ini, my daily routines...tujuan pokoknya itu sudah tercapai dari alokasi waktu satu jam itu, which is good. Karena hari ini juga ada Gladi untuk Closing Ceremony...(..*I think it was enough to cover our today’s theme about daily routines....the main materials have been reached in an hour, which is good; because today we’re also having rehearsal for Closing Ceremony...*)

(Interview transcript 9, Appendix G)

6. The Evaluation Result of the First Draft Material

The first draft of the developed materials was evaluated after it was tried-out. It was evaluated through reflection, questionnaires and interviews. The reflection was made every day along with the descriptive field note. The questionnaires were done through expert judgment and the interviews with L1A parents, children and teacher were also done. The reflection was about what the researcher felt, saw and thought upon the delivered materials for each day. The questionnaire given to the experts of EFH and L1A parents were to evaluate the material, while the interviews were aimed to know the respondents' feedback (parents, children and teachers of L1A class of EFH 2013) on the implemented materials. Based on the evaluation, the analysis of the first draft was conducted. The complete descriptions of the analysis are described in the following sections.

a. Evaluation from the respondents

In this research, the researcher gathered opinion and suggestions from the respondents, i.e. the parents, children and teacher of L1A of EFH 2013 to evaluate the developed materials. The information was gathered through interviews and an open-ended questionnaire that was analyzed descriptively. The results of the data analysis were used to support the revision of the first draft. Those were classified into several points as the following table:

Table 12. **The result of the evaluation from the respondents**

Respondents' evaluations	
Opinions	- a.) The materials were good, fun and interesting and matched with holidays. - b.) The activities were interesting and challenging to the children. - c.) Both the materials and activities had corresponded to children's ages. - d.) The instructions of the developed materials were easy to understand. - e.) The developed materials could help the L1 teachers of EFH in teaching their young learners. - f.) The given materials and activities could encourage children to be brave and active in front of the others. - g.) The materials enriched new vocabulary to the children. - h.) Almost all of the parents said that they would enroll their children to EFH next year.
Suggestions	- a.) Create more outdoor activities. - b.) Create more observation activities, such as science experiments, etc. - c.) Show the materials and activities for each day to the parents, so they can repeat those at home. - d.) Create more communicative atmosphere and interactions in English. - e.) Make the instruction simpler to the children.

b. Evaluation from the experts

From the researcher's point of view, there are seven important aspects to consider related to the developed materials for EL 1 class of EFH. Those are goals, the input, activities, teachers' role, learners' role, and layouts. Considering

that those are important, expert judgments are needed in order to make good materials. Therefore, she asked two experts from EFH to judge her developed materials. Then, she calculated those judgments that can be seen in Appendix H entitled EVALUATION FROM THE EXPERTS' JUDGMENTS. The result of the expert judgments' calculation is presented as follows:

1) First Expert

GOALS

The goal aspect reaches 20 points out of 25 points as the expected score and the percentage of that aspect is 80 %. It can be concluded that the goal aspect of the materials is good. In addition, the 80 % percentage means that the materials can accommodate the children's need considering the goals that the children can achieve from the materials.

INPUT

The input aspect is 28 points out of the expected score 35 and the percentage of the aspect is 80 %. It means that the input aspect of the materials is good and it offers quite various and good exposures to the children. The evaluation of this aspect is aimed at monitoring the needs of the children related to exposures for learning.

ACTIVITIES

The activity aspect is 40 out of total score 50. Besides, the percentage obtained from the expert judgment is 80%. It can be concluded that the activity

aspect of the materials is good. It also means that the materials provide fun activities for the children in order to get better learning process. The evaluation of this aspect is aimed at monitoring the needs of fun activities in learning.

SETTING

The setting aspect is 12 out of total score 15 and the percentage obtained from the expert judgment is 80%. The score means that the setting aspect is good and provides various techniques to apply and the enjoyment for learning since the teaching and learning process is not only held inside the class but also outside the classroom.

TEACHERS' ROLE

The teachers' role aspect is 12 out of total score 15 and the percentage is 80%. It can be concluded that the teachers' role aspect is good. By 80%, it also means that the teachers were not dominant during the teaching and learning process. The instructions used were also quite clear to the children. The evaluation of this aspect is to monitor teachers' role in the class.

LEARNERS' ROLE

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

by the children. The evaluation of this aspect is to monitor the learners' role in the class and how well they enjoyed the learning process.

LAYOUTS

The percentage of the layout aspect is 80% since it reaches 32 from 40 of total score. It means that the layout aspect of the materials is good. The evaluation of this aspect is aimed at evaluating how effective and efficient the materials are.

2) Second Expert

GOALS

The goal aspect is 22 out of 25 and the percentage of that aspect is 88%. It can be concluded that the goal aspect of the materials is very good. In addition, by 88%, it means that the materials accommodated the children's need considering the goals that the children can achieve from the materials.

INPUT

The input aspect is 30 out of 35 and the percentage of that aspect is 85,71%. It can be concluded that the input aspect of the materials is very good. In addition, by 85,71%, it means that the input materials offered quite various and very good exposures to the children. The evaluation of this aspect is aimed at monitoring the needs of the children related to exposures for learning.

ACTIVITIES

The activities aspect is 43 out of total score 50. Besides, the percentage obtained from the expert judgment is 86%. It can be concluded that the activities aspect of the materials is very good. It also means that the materials provide the children with various and fun activities for a better learning process. The evaluation of this aspect is aimed at monitoring the needs of fun activities in learning.

SETTING

The setting aspect is 12 out of total score 15 and the percentage obtained from the expert judgment is 80%. It can be concluded that the setting aspect of the materials is good. The percentage also means that the setting aspect provides various techniques to apply and also provide the enjoyment for learning as the teaching and learning process is not only held inside the class but also outside the class.

TEACHERS' ROLE

The teachers' role aspect is 12 out of total score 15 and the percentage is 80%. It means that the teachers' role aspect is good and that the teachers are not dominant in the teaching and learning process. The instructions used are also quite clear to the children. The evaluation of this aspect is aimed at monitoring teachers' role in the class.

LEARNERS' ROLE

The learners' role aspect is 8 out of total score 10 and the percentage is 80%. It can be concluded that the learners' role aspect is good. With 80% of the percentage, it also means that the children can do the task well and they are also well cooperative in the classroom activities. The evaluation of this aspect is to monitor the learners' role in the class and how well they enjoy the learning process.

LAYOUTS

The percentage of the layout aspect is 80% since it reaches 32 from 40 of total score. It means that the layout aspect of the materials is good. The evaluation of this aspect is aimed at evaluating how effective and efficient the materials are.

AVERAGE SCORE

The average score from each expert, in percentage, is 80% and 82.67%. Then, the overall percentage or the final means is 81.33%. The result of the expert judgments shows that the materials are very good and feasible to apply.

c. Evaluation from the reflections

1) UNIT 1

This unit was implemented in L1A class in the first day of EFH, after the Opening Ceremony. The analysis of the teacher's manuals is presented below.

a) Get Ready

As the first day, the morning routines were not mastered yet by the children. However, they could follow the teachers' instructions quite well, though still being shy.

The first morning routines ran well. Many of the children were still shy with their new friends, teachers and class. However, they could be acquainted with each other fast, just some children who still kept silent and shy. Fortunately, none of them cried. All of them were willing to be apart with their parents during the lesson.

(Reflection 1, Appendix E)

b) Let's Start

The aim of this step was to stimulate the children to build their attention about introduction. Almost all of them paid attention well. This was supported by the quotation of the field note below.

When the teachers introduced themselves, the children paid attention and could remember the teachers' name well. They also could introduce their names well by the teachers' guidance.

(Reflection 1, Appendix E)

c) It's Your Turn

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

.... the shy Children (Ch) slowly followed the Researcher and the Collaborator (RC/Ts) to sing “Hello” song. The Ts repeated the song several times until they comprehended the song.

(Reflection 1, Appendix E)

While telling the song, the teachers taught the targeted language functions. They told the children how to greet others through the song. Many of them could answer Ts’ question well, but some others were still confused to choose the answers, as mentioned in the following reflection.

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

(Reflection 1, Appendix E)

d) Let’s Have Fun

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

In delivering explanation about “Zip-Zap” game, firstly, the Ch still found quite difficulties in understanding the explanation, but after the Ts gave them some other examples; they could follow the game well. All of them wanted to join the game. They looked curious and excited with the game.

(Reflection 1, Appendix E)

e) Let's Take A Break

In the last step, the teachers asked the children about their feeling of the day, told about the activity the next day and asked them to pray. Some of the children wanted to lead the prayer excitedly. However, the “*Good Bye*” song could not be taught intensively because the time was over and the children wanted to meet their parents, as mentioned in the following reflection.

Many of them said they were happy but some of them kept silent, it might be because they were still shy. Then, when the teachers asked one of them to lead the prayer, some of them enthusiastically raised their hands. The Ch were too excited to meet their parents and go home so Ts could not teach “Good Bye” song intensively, but just singing the song while shaking Ch’s hand.

(Reflection 1, Appendix E)

2) UNIT 2

a) Get Ready

This step was to accustom the children’s morning routines. The lesson was started with greeting the children and having a prayer together followed by taking the roll. The children were asked to stick a smiley sticker to the attendance board while the teacher was calling their name. They were excited in doing the activity. The situation can be seen in the reflection below.

Ch were excited to stick a smiley emoticon to the attendance board when the teacher (T) called their name and asked them to stick the sticker to their own name list in the attendance board....

(Reflection 2, Appendix E)

However, they no longer looked excited when the teachers asked them to sing the national anthem. Many of them were not familiar with the song yet. Therefore, they followed the teacher singing the song slowly.

Many of the Ch didn't accustom with the anthem yet so they sang the song slowly following the Ts while some of them just listened to Ts. However, when Ts introduced them Greeting song, they could follow singing the song well and more excitedly....

(Reflection 2, Appendix E)

b) Let's Start

The lesson was continued with the introduction of public places around campus through pictures. The step was to build the children's background knowledge about the materials and activities they were going to do. The teachers explained the instruction to do the blind map game and the routes several times. However, some children still misunderstood the instruction, as mentioned in the following reflection.

.... some of the Ch didn't understand clearly of Ts explanation about blind map and wrote the answer by themselves before the tour was started, so that Ts had to correct their mistakes by repeating the instruction slowly and for several times.

(Reflection 2, Appendix E)

c) It's Your Turn

In this step, the children were supposed to know "The Grand Old Duke of York" song to create fun atmosphere during the tour. But since the time was limited, the song could not be delivered, as mentioned in the reflection below.

Due to the limited time, the Ts decided to not drilling a new song. The song was The Grand Old Duke of York. The song expected to create fun atmosphere during the tour since it was about walking too.

(Reflection 2, Appendix E)

d) Let's Have Fun

The step continued by having campus grand tour. The activity was to introduce the children with public places they usually find. While looking to the route, the children were told about the buildings they passed by. They looked excited in having the tour and looking to the buildings around them. Unfortunately, some of them still found difficulty in writing the buildings' name, but the leader of the class, who was a clever and a wise child, wanted to help his friends in writing the names.

When Ch arrived to the 1st blank building, Ts asked them to write down the building's name on their blind map. Some of the Ch found difficulties in writing the room's name; but the leader of the class, who was a clever boy, voluntary guided his other friends to write the name correctly....

(Reflection 2, Appendix E)

After they arrived at the rest area, the Rektorat Hall, they were asked to take a rest for a while. They looked tired after walking for about an hour. Therefore, the teachers asked them to do coloring activity that did not take much energy. They gave a paper containing pictures of two different buildings and they had to color the pictures based on the clues from the teachers about the color they had to use, as mentioned in the following reflection.

The Ch could understand and followed the instruction about coloring well. They could color the picture neatly.

(Reflection 2, Appendix E)

e) Let's Take A Break

Arriving at the class, the children took a rest for a while. After that, the teachers asked them what they saw and some of them could answers correctly. Then, the teachers asked whether they were happy or not, and they said that were happy. Next, the teachers told the materials for the next day and what they should bring. The children paid attention to the teachers and could answer teachers' questions well.

Ch were asked about the building they had seen and some of them could tell correctly. Then, Ts explained about theme for the next day and asked them to bring color pencils, they listened to Ts instructions carefully. They could understand the given instruction by answering Ts comprehension questions about what they should bring correctly....

(Reflection 2, Appendix E)

To end the lesson, teachers asked one of the children to lead the prayer and then sang “*Good Bye*” song together. Some children wanted to lead the prayer, but the teachers chose one of them who had not got the turn yet. Since the song was new for them, they sang the song slowly. Unfortunately, the backup song, i.e. “*Pinocchio*” song also could not be delivered since the time was limited.

3) UNIT 3

a) Get Ready

The step was to build their attention towards the lesson. In this unit, the morning routines could be done well. The children wanted to sing the national anthem slowly and they liked sticking the smiley emoticon to their name board.

The morning routines could be done well. The Ch were looked so happy and enthusiastic when they stuck the smiling picture to their attendance board.

(Reflection 3, Appendix E)

b) Let's Start

To recall their recent knowledge, the teachers asked the children about their experience in the previous day in the Campus Grand Tour. They could tell their experience well. While some children did it in Bahasa Indonesia, some others spoke in English, though, with some mispronunciation.

When Ts asked Ch about their experience the day before, they could answer well but in simple functions.

(Reflection 3, Appendix E)

Then, to introduce the children about the topic, the teachers showed them some pictures of parts of a house and its furniture from Primary i-Dictionary software. They enjoyed to see the colorful pictures. After that, they were shown a video of “The House” song. The animation was good and interesting, so the children were interested in watching the video with full attention.

The Ch were happy and enthusiastic looking at the pictures of a house and watching the video of *The House* song carefully and enthusiastically.

(Reflection 3, Appendix E)

c) It's Your Turn

In this step, the children were asked to sing the '*The House*' song together. However, since the video had fast and long in both duration and speeches, they could not follow the song easily.

However, the song seemed quite fast and long to the Ch, so they followed the song slowly....

(Reflection 3, Appendix E)

After the teachers singing the song, they told them about the sticking game. They did several repetitions in explaining the game until all of the children understood what they had to do. They seemed to like the game, but some girls who were shy, wanted to quit the game after the second turn.

When Ts explained about the sticking game, Ch listened carefully to Ts' instructions and examples. Ch could follow the instructions well. They were so excited in the beginning, but in the second turn some of the girls were quit of the game and chose to see the boys playing the game....

(Reflection 3, Appendix E)

d) Let's Have Fun

In this step, the teachers explained about "Paper Handcraft". The game was to enhance their creativity and hand-eye coordination. The children paid attention and carefully listened to the teachers' explanation. While doing the activity, they looked excited and curious. However, the twisting activity seemed to be quite difficult to some children, so they asked for help to the teachers.

In the last activity, that was making paper handcraft; some of them followed the instructions well. Some others had difficulties in twisting the newspaper; some others had difficulties in sticking the paper to the picture. They asked Ts to help them. They were happy and enthusiastic in doing the activity....

(Reflection 3, Appendix E)

e) Let's Take a Break

After the children doing the activities, they were introduced to a song entitled “Sing Your Way Home”. The teachers played the MP3 song and asked the children to listen carefully. After that, they were asked to sing the song together lyric by lyric, guided by the teachers. Since the song was quite long in both duration and speeches, the teachers taught the song slowly and repeatedly.

Then, Ts taught them “*Sing Your Way Home*” song. Because the song had quite long both duration and speeches for L1 children, they followed slowly....

(Reflection 3, Appendix E)

After the children singing the song, the teachers asked for reflection and told about barbecue for the next day. Children looked excited when the teachers explained about what they would do next day. To end the class, the teachers asked one of the children to lead the prayer and to sing the new song while going home. The backup activity could not be done because the time was limited.

At last, Ts outlined about Barbecue on the next day and Ch could understand the explanation well and looked enthusiastic about their tasks....

(Reflection 3, Appendix E)

4) UNIT 4

a) Get Ready

The lesson was conducted in Lamtoro Park. The morning routines ran well except one, singing national anthem because the barbecue activity should be started earlier than the plan.

The morning routines could be done well except saluting flag since the place and the situation didn't support to sing the song, but Ch sang "Hello" song and "Good Morning" song enthusiastically....

(Reflection 4, Appendix E)

b) Let's Start

Then, the teachers told the children about food and beverages, including barbecue and its components, while showing its pictures. The children could answer the teachers' questions about names of the food correctly.

Then, Ts drilled about food and drinks vocabularies by showing pictures. Ch could follow the pronunciation well....

(Reflection 4, Appendix E)

c) It's Your Turn

This step started by singing "Do You Have A Fork" song. The children paid attention to and follow to sing the song and its actions well. After that, the teachers divided their jobs for barbecue. They were so excited with their jobs.

They also excited when Ts taught "Do You Have A Fork" song although they followed to sing slowly and the song had to be repeated for several times....

(Reflection 4, Appendix E)

d) Let's Have Fun

In this step, the children had barbecue and did their own jobs. They could do their jobs well and excitedly. They were even willingly to wash their own plates by themselves.

During the barbecue activity, Ch looked excited and happy in doing their tasks guided by Ts. They also could wash their own plate and spoon quite well and orderly. After the barbecue activity, Ch could understand the given instructions and rules in playing food-ball game quite well and enthusiastically....

(Reflection 4, Appendix E)

After eating, children were asked to play “*Food-ball*” game. They looked so happy playing the game in outdoor area.

After having the barbecue activity, Ch could follow the given instructions and rules in playing food-ball game quite well and enthusiastically....

(Reflection 4, Appendix E)

e) Let's Take a Break

After the children playing the game, the lesson was ended by asking what they had learned and how their feelings were during the day. They said that they were happy. Then, the teachers told about the activity for next day and asked one of them to lead the prayer before singing “*Good Bye*” song and going home.

They looked happy on the whole day in Lamtoro Park. They felt free since they could run and play with others in opened, wide and shady place....

(Reflection 4, Appendix E)

5) UNIT 5

a) Get Ready

This day, the morning routines ran well. Children wanted to sing the national anthem slowly. They also sang “*Good Morning*” song well.

b) Let’s Start

Children paid attention when the teachers told about family and showed them a family picture. When they were asked about their family members, some of them could answer well, some others were quite confused to differentiate between brother and sister.

Ch could not answer Ts questions about their family members really well. Some of them were a bit confused in differentiating between sister and brother....

(Reflection 5, Appendix E)

Therefore, the teacher enhanced their understanding by showing them a video of “Family Finger” song. They were happy to see the song video. Then, the teachers asked them to sing the song lyric by lyric with its actions, guided by the teachers.

When Ts taught about “*Family Finger*” song, Ch could follow the Ts practicing the actions and sang the song little by little. They enjoyed the song and liked to see the animation video....

(Reflection 5, Appendix E)

After practicing the song, the teachers showed them a video of “Goldilocks” story. The story was about a girl who entered a bear family house.

The children were so excited watching the video. They even wanted to play back the video for several times. They were also able to answer correctly the teachers' comprehension questions about the story.

Then, Ts played a video of “*Goldilocks*” story and Ch paid attention seriously to the story. Ch liked the story and wanted the video to be repeated several times. After watching the story, Ts asked comprehension questions related to the story and Ch could answer Ts' questions well...

(Reflection 5, Appendix E)

c) It's Your Turn

In this step, teachers asked the children to make two groups and to show their family photograph. They had to introduce their family members to their friends in groups. They could do the task well by the teachers' guidance.

Then, Ts asked again about Ch family members. After that, Ts asked Ch to show their family pictures and split them into two groups. Every member of each group had to introduce his/her family members in English. Ts taught the language function for introducing people by asked them to say, “This is my...”....

(Reflection 5, Appendix E)

Ts asked Ch to show and introduce their family pictures and split them into two groups. By dividing them into two small groups, they could be more focus and paid attention as well when one of the members introduced his/her family members by showing their family pictures. Some of the Ch could introduce clearly and fast, some others were still shy and slow in introducing their family members, but after all they could introduce their family members well....

(Reflection 5, Appendix E)

After introducing family members, children were taught about “Three Bears” song. The teachers showed a video of the song. They liked the song by

paying attention carefully to the video. When the teachers asked them to sing the song with its actions, they wanted to follow the teachers practicing the song.

Ch also watched the video of “*Three Bears*” song carefully. Ch paid attention and followed the song and its actions by looking at teachers’ examples. They liked the song by acted happily....

(Reflection 5, Appendix E)

d) Let’s Have Fun

In this step, children were asked to do sticking activity. The teachers explained about the activity several times to ensure they understood the task. The activity was to check their ear-eye coordination by listening to the teachers’ story and filling in the blank words in the story. For the first time, children felt difficult to understand what they had to do. However, after the teachers explained and gave some examples, they could follow the activity well.

Ch listened carefully to Ts and filled in the blank words in the worksheet correctly with the guidance from Ts. Firstly, many of them were quite confused about the instruction, but after T explained several times by giving some examples, they could do the task correctly.

(Reflection 5, Appendix E)

e) Let’s Take a Break

After the children playing, the lesson was ended by asking what they had learned and their feeling during the day. They said that they learned about family and they were happy. Then, the teachers told about the activity for the next day, i.e. field trip. Children seemed to understand the teachers’ announcement, as this following reflection.

In the end of the activity, teachers asked about their feeling of the day and they said that they were happy. When Ts told about activity for next day, Ch listened carefully and understood the Ts' explanation, since they could answer Ts' questions related to what they had to do the next day....

(Reflection 5, Appendix E)

At last, the teachers asked one of them to lead the prayer, then together sang "*Sing Your Way Home*" song and went home.

6) UNIT 6

a) Get Ready

This session could not be done well since just half of the children entered the class. Children who attended the class could do the morning routines liked usual, but half others came late and just waited at Pendopo Tedjokusumo with other classes. Therefore, they could not do the morning routines well.

The morning routines could not be done quite well since a half of the Ch didn't enter the class and just waited at Pendopo Tedjokusumo with other classes, although Ts had asked them the day before that they should enter the class first....

(Reflection 6, Appendix E)

b) Let's Start

The session started by singing "If You're Happy" song. The song was sung at the park after all children gathered while they were waiting for the bus. The children looked happy and liked the song.

They were gathered at the park to wait for the bus. They were taught "If You're Happy" song while waiting for the bus. They looked happy singing the song and followed its actions excitedly....

(Reflection 6, Appendix E)

Due to the limited time, the teachers were not able to deliver about shape in class, but after they arrived at Kasongan. Children sang several songs they had learned in the bus, together with other classes, but not all of the children sang together since half of them enjoyed their journey by looking to the road, having chit-chat with their friends or having their breakfast.

In the bus, Ch sang several songs they had learned, but many of them didn't sing well since they were excited seeing outside and some others were busy having chit-chats with their friends or ate their foods....

(Reflection 6, Appendix E)

c) It's Your Turn

In this session, it supposed to have "What Is It?" game, but it could not be done since the time did not enough to do the activities.

Arrived at Kasongan, Ch got some instructions about how to make clay from the instructors. Ts told about shapes before they made the clay. Then, they practiced to make some clay.... After they had finished their work, the committee asked to prepare to go back to the bus, so we didn't have enough time to deliver the materials....

(Reflection 6, Appendix E)

d) Let's Have Fun

The time allocation in this session was also similar to previous session. The children supposed to do coloring pictures in many shapes, but because the time was limited, the activity could not be done.

Unfortunately, the time allocation didn't enough to deliver materials because after making clay, all of the Ch were directed to go in to the bus and went back to campus.

(Reflection 6, Appendix E)

e) Let's Take a Break

This session also could be done well. The last activity, i.e. singing “Sing Your Way Home” song could be done because the parents were waiting for their children, since the time was over.

Moreover, after the bus arrived at campus, the time was also limited so Ts could only write the diary, ask for their reflection and end the class by praying before going home....

(Reflection 6, Appendix E)

7) UNIT 7

a) Get Ready

This day the morning routines could be done well, except some difficulties in singing national anthem.

The morning routines ran quite well except singing the national anthem. Most of the Ch still could not remember the full lyrics and some of them, who did not know the lyrics yet, still did not have any enthusiasm to sing the song. However, all children were to sing the song with the help of the teachers, because it was to build their nationalism towards their country....

(Reflection 7, Appendix E)

b) Let's Start

Children were asked about their experiences on field trip yesterday. They could answer quite well. Some still answer in Bahasa Indonesia, then the teachers corrected their mistakes.

The warming up also ran well since Ch could answer T questions about what they had done yesterday although most of them still answer in Bahasa Indonesia. They said they made clay in many shapes. Ts then helped them translate it into English and they followed as well....

(Reflection 7, Appendix E)

After that, the teachers asked whether they brought their stationery and explained about it. The teachers taught the vocabulary about stationery using the real objects they brought.

When Ts told about stationeries, Ch paid attention well. It could be seen when Ts drilled vocabularies about stationeries by showing many kinds of stationeries, Ch could understand the pronunciation by following the Ts correctly. Ch also could understand the meanings by answering Ts' questions about the names of stationeries Ts brought correctly....

(Reflection 7, Appendix E)

c) It's Your Turn

Children were taught to sing "Can I Have a Pen?" song. The teachers sang the song with its actions. Children followed the teachers slowly but surely.

Then, Ts introduced a song entitled "*Can I Have a Pen*" song and gave them examples by singing the song with its actions followed the music on the LCD. Ch listened to the music and followed singing as well. Two of them were listening with no expression, the rest were listening and singing carefully, but most of Ch wanted to sing by following Ts and the music....

(Reflection 7, Appendix E)

After that, the teachers told about "*Bandits and Sheriffs*" game. It needed some repetitions and examples to make the children understand how to play the game. The game could run well and children enjoyed playing the game. However, it was not played long, since the day was the first day of fast month and some of the girls were fasting.

After singing, Ts told Ch about “*Bandits and Sheriffs*” game. Most of Ch were listening and paying attention to the Ts except one or two boys were playing by themselves. Then, Ts gave some examples before they played the game. Then, some of Ch tried to follow the example. But, in some first examples, they were still confused, until one of them did the same as what the teachers did. After that, the Ch could follow and play the game well. However, the game was not last longer since some of them especially the girls were fasting and they refused to run....

(Reflection 7, Appendix E)

d) Let’s Have Fun

The teachers explained about “*On-Water Painting*” activity. The whole class had to go out of the class and to search for a cozy place to do the activity. The teachers brought and prepared the tools to the children.

Ch were given an explanation about water painting. All Ch were listening and looking carefully to Ts’ explanation and example. Then, together with Ts, all Ch were excited to do the water painting since there were colorful paint and they were amazed with the final result of the painting....

(Reflection 7, Appendix E)

e) Let’s Take a Break

After the children doing the activity, they sang “*Top of The World*” song to be performed in the closing ceremony. They said that they liked the song and wanted to sing the song. The lesson was ended by asking what they had learned and their feeling during the day. They said that they learned about stationery and painting on the water, and they were happy. Then, the teachers told about the activity for the next day. The backup song, i.e. “*Book, Pen, Desk, Chair*” song could not be delivered because of the limited time, as this following reflection.

Unfortunately the time to deliver the back-up activity wasn't enough because Ch had to practice singing for their performance in the closing ceremony. It could not be implemented since the Ch were so excited practicing the Top of the World song that they were going to perform in the closing ceremony....

(Reflection 7, Appendix E)

8) UNIT 8

a) Get Ready

The morning routines could be done well. The teachers guided the children to sing the national anthem.

b) Let's Start

To warm up and catch children's attention, the teachers asked about pets they had at home. Children enthusiastically told about their pets. Then, the teachers told about animals by showing animal pictures from the Primary i-Dictionary software. Children looked excited when they saw the colorful animations. The teachers drilled the vocabulary of the animals and its colors. Children could pronounce the vocabulary well.

To warm up the Ch, Ts asked about their pets at home and they answered excitedly. When Ts told about animals by showing animal pictures, Ch saw the pictures carefully and excitedly since they could see the funny cartoon pictures from Primary i-Dictionary. Ts asked about colors of those animal pictures. Ch could answer correctly.....

(Reflection 8, Appendix E)

After that, the teachers played a story video with title "*Ringo The Dog*". The story was about a dog which was introducing his friends from other kinds of

animals. Children watched the video excitedly and enthusiastically. The children asked to the teachers to play back the video several times because they liked the video. Then, the teachers played a video of “Colors” song. The video was about animals with many colors. The video aimed at enhancing children’s vocabulary about both animals and colors. Children also liked to see the song video.

....After that, Ts showed a story about animals. Ch listened and watched the story on the LCD excitedly and carefully. They even wanted to see the story three times and they did not feel bored. In the end of the story, they could answer Ts’ comprehend questions related to the story well. After watched the story, Ts showed a song video about colors of animals and Ch were excitedly watching and listening to the song....

(Reflection 8, Appendix E)

c) It’s Your Turn

Then, children were asked to sing the song. They were still wanted to watch the song video so they sang slowly. After that, the teachers told about “Animal Guessing” game from the software. Children were understood easily how to play the game. They were so excited and enthusiastic in guessing the animals.

....To practice, Ts told Ch about animal guessing game, which was taken from the Primary i-Dictionary. All of Ch practiced the game excitedly; they guessed the animals enthusiastically....

(Reflection 8, Appendix E)

d) Let’s Have Fun

As the production, they were asked to color animal pictures based on clues in each picture. The clues were about the color of the animals. They had to choose

the animals as they wanted and had to color it based on the clues. They did it well and enthusiastically.

....As the production, Ch were asked to color animal pictures based on clues written in the worksheet. Ch colored animal pictures based on the clues about colors of the animals well and neatly....

(Reflection 8, Appendix E)

e) Let's Take a Break

After the activities were done, they practiced singing “*Top of The World*” song that was to be performed in the closing ceremony. The backup activity, i.e. animal origami could not be delivered because of the limited time. The lesson was ended by asking what they had learned and how their feeling was during the day. They said that they learned about animals and they were happy. Then, the teachers told about the activity for the next day and asked them to pray. The boys were excitedly to lead the prayer, as stated in this following reflection.

....However, since the time was over, the backup activity, i.e. making animal origami, could not be delivered. When the time came to an end, Ch were asked to lead the prayer, and surprisingly all of the boys raised their hands excitedly, so Ts let all of them lead the prayer together....

(Reflection 8, Appendix E)

.... Unfortunately the time to deliver back-up activity wasn't enough that Ch had to practice singing the song for their performance in the closing ceremony. It could not be implemented since the Ch were so excited practicing Top of the World song that they were going to perform in the closing ceremony....

(Reflection 8, Appendix E)

9) UNIT 9

a) Get Ready

Since the day was the last day for teaching-learning process and the children had to do *Gladi Resik* for Closing Ceremony, the lesson was conducted in Auditorium building. Therefore, the morning routines could be done except singing national anthem since the situation was inconvenient to do so.

....Morning routines were done well except saluting flag, since the place was in Auditorium in which so many other Ch playing around and it made kids didn't feel excited to do so.....

(Reflection 9, Appendix E)

b) Let's Start

The teachers told about daily routines pictures and children paid attention as well. The teachers had to repeat several times until children understood and remembered what the activities were. The next activity was singing "The Morning Routines" song. However, due to the limited time, the song could not be delivered.

c) It's Your Turn

In this step, children were practicing the song together. However, because the song could not be delivered, the step was also be skipped.

d) Let's Have Fun

In this step, the children were told about "*Daily Routines Flashcard*" game. The game was related to the presentation stated in "Let's Start" step. The

children understood the instructions after the teachers explained and gave some examples.

Although the place did not really support to deliver materials, the Ch wanted to pay attention by carefully listening to the Ts and excitedly doing the “*Flashcard Guessing*” game. Fortunately Ch could play the game quite well. Some of them could guess the game by asking Ts about the English terms of the activities, some others could guess in English well....

(Reflection 9, Appendix E)

e) Let’s Take a Break

After the children playing the game, they were asked to practice what they were going to perform in the closing ceremony on the next day. Then, the lesson was ended after they had their practice. They looked tired but happy that day.

In conclusion, from the presented field notes and reflections, it is shown that the children are happy during the lesson. They like the materials and the activities. They could also pay attention to the teachers’ explanations as well. The materials could make them to be active and communicative. The problems raised in delivering the developed materials were about the time allocation.

7. Revising and Writing the Final Draft of the Materials

After the implementation, the evaluations as well as the revision towards the developed materials were made based on the feedback. The teachers, the parents and the children agreed that Theme-based Materials for L1 Children of English for Holidays were successful to facilitate the teachers to conduct the teaching and learning process in fun ways. However, there were some suggestions

from the experts towards the developed the teacher's manual book. The suggestions from the experts are presented in the following table:

Table 13. **The result of evaluation**

Revision number	Unit	Before revision	Suggested revision
1.	cover	the less clarity of colour in the term "ENGLISH FOR HOLIDAYS"	to make the colour of term "ENGLISH FOR HOLIDAYS" be clearer
2.	Unit 3	the less clarity for some instructions	to make some of the instructions clearer in whether the children should be in individual, pairs or groups work
3.	Unit 4	the targeted vocabulary was unclear	- to elicit the vocabulary - to add some vocabulary practice - to add a list of targeted vocabulary
4.	Unit 4, 5, 6, 7, 9	the title did not use any frame	to add interesting frames
5.	all Units	the inconsistency in some terms	to be consistent in some terms
6.	all Units	the usage of term "Indicators"	to change the term "Indicators" in each unit to be "Objectives"
7.	all Units	the usage of term "The teachers' words"	to change the term "The teachers' words" to be "The teachers' talk"
8.	all Units	there is no	to add the translation to some

		translation to some teachers' talks	teachers' talks
--	--	--	-----------------

After the researcher revising the first draft, the final draft of the learning materials could be produced. The final product of this stage was the final draft of Theme-based Materials for L1 Children of English for Holidays program. The final draft of the kits can be seen in Appendix D.

B. Discussions

Based on the evaluated data above, the research findings are discussed in this section. The findings are related to the appropriateness and effectiveness of the developed theme-based materials used in teaching-learning process for L1 class of English for Holidays (EFH) Program. The discussions are related to the products, the implementation and the evaluation.

1. The Characteristics of Good Developed Theme-Based Materials for L1 Children of EFH

Based on the discussion, the characteristics of the appropriate theme-based materials that are developed for L1 children of EFH are concluded in the following criteria:

a. The materials appropriate for the instructional aims

As an educational research, the developed materials should follow the instructional design to reach developmentally appropriate instruction for children.

The goals of the instruction that have been developed are to make enjoyable and fun English teaching and learning process during holidays and to facilitate the teachers of L1 in teaching the children. In order to make appropriate instructions, the researcher considers children's basic physical and psychological needs, as stated by Linse (2005). Therefore, the materials being developed have been adjusted to their social/emotional, physical, cognitive and moral development aspects.

In the aspect of emotional/social development, children are usually in a positive mood and gain access to ongoing groups at play and work. Therefore, the developed materials provide fun activities, such as playing games, singing songs and telling stories to create and maintain their positive mood and make them work in groups.

In the aspect of physical development, children are able to demonstrate muscle control when using scissors, pencils and crayons, holding spoons or forks; demonstrate muscle and hand-eye coordination to do some activities like throwing or catching a ball, racing or coloring; and able to skip, hop, run, jump and dance or move to music. In addition, the activities are made plentiful and various by utilizing those things.

In the aspect of cognitive development, children aged 5-7 years old generally like playing with words or abstract symbols, like reading or been read to, grasping concrete and/or abstract concepts easily and classifying concrete pictures, objects and/or abstract concepts. To fulfill the needs, the materials serve

simple and basic terms, simple language function and symbols, clear and colorful pictures and other media. It is served in the A Teacher's Manual Book in the appendix.

At last, to develop their moral aspect, the children do morning routines every day before they begin to the main activities on the day. They are asked to sing national anthem to enhance their nationality and to pray before and after the lesson. The children are also told that everyone in class is a family. Therefore all of them have to love each other as sisters and brothers and help anyone who needs help. As the expectation, the children in L1A class were all sweet and caring each others. They were never fighting or made any riot during the lessons. They helped their friends who need help. It can be seen in the field notes and reflections as stated in the appendix.

b. The materials can facilitate the teaching and learning process

The major goal of developing materials is to be feasible to be used in teaching-learning process. Therefore, the materials are developed by considering some criteria, such as organizing the level of difficulties. It is important to create materials which are appropriate to children's level of difficulties so that the given materials can be adsorbed effectively by the children, because it does not be arranged beyond of their level. The other criterion is it can accommodate the individual and group work. As the children like work and play in groups and also like challenge, the materials accommodate the children to do some activities both in groups and individual to explore their ability, to share emotions, and developed

their self esteem. The last criterion is by making various and interesting activities. It is so important to create and maintain children's attention span since they are easily to be bored and so moody. Therefore, by creating various and interesting activities, the children can concentrate to the delivered materials longer.

Those applied aspects are expected to make the developed materials appropriate to be used as instructional materials in the teaching and learning process. Based on the implementation, the respondents who were consisted of children, parents and the teachers of L1A class of EFH 2013 consider that the materials are good and feasible to facilitate the teaching and learning process effectively. It can be seen in the result of evaluation of the interviews and questionnaire.

c. The quality of the materials are good and can be used for many times

One of the goals of developing the theme-based materials is to produce an instructional material that can be used in EFH not only once but for many times. Therefore, the materials are made based on various themes and topics from children's daily lives and environments that can be applied in any big themes of EFH. In order to create the expected materials, the researcher considers some topics that the children need to be learned on their ages. The materials are also made by considering children's needs and interests based on the observations and theories in the previous chapters.

The materials and activities in EFH can be said good when they can fulfill children's language learning needs, capture their interest in learning and make the

lessons become interesting, lively and fun. They also can improve the children's communicative competence and social interaction. As the expectation, the collected data proves that the material qualities are good and durable.

d. The media are colorful and attractive

From the reflective field notes stated in the appendix, it can be seen that the materials successfully attracted the children's attention during the lesson. The materials are supported by interesting media, colorful pictures, animations and real objects that make them curious and attract their attention to know more about the topics. To maintain the children's attention span and focus towards the materials, the materials are delivered by using various activities in each topic.

e. The activities are various and fun

From the reflective field notes, it can also be seen that the children followed the lesson enthusiastically. It can be described from the learning processes that ran well and were fun. All children stayed focused on the learning activity. They were active, wanted to join every activity and did the tasks excitedly. The use of various games, songs, stories and arts effectively attracted them to learn the materials.

2. The Developed Theme-Based Materials for L1 Children of EFH Program

The researcher developed the materials based on the characteristics, theories and the needs of both the teachers and children. The materials were arranged under the EFH goals that offer cheerfulness, friendliness, care and

establish relationship among children. Moreover, this program also serves environments and activities in English atmosphere with different themes every year. EFH is created to facilitate learners' interest and enthusiasm in learning English in fun ways. Therefore, the topics being developed are adjusted to those criteria.

In general, there are nine different topics for a nine-day teaching-learning process in L1 class of EFH. The topics are related to each other and have their own aims. The first topic is about introducing self and others. It is due to the reason that in the first meeting, many of the children are not known each other yet. Therefore, the activities are in the form of introduction games that can encourage the children to get acquainted to each other actively. In the second topic, there is an outdoor activity, i.e. Campus Grand Tour. In this topic, the materials are developed with sub topic of public places. Here, the children are introduced about many public places around the campus. Related to the second topic, the third topic is about building, i.e. a house, where the children are familiar with. They are introduced about parts of the house and its furniture.

The fourth topic is an outdoor activity, i.e. Barbecue. Here, the researcher developed the sub topic about food and beverages. Children are introduced about many kinds of food and beverages and about Barbecue. The fifth topic is about family. In this topic, they have to introduce their family to their friends by showing their family photograph. In the sixth topic, there is an outdoor activity, i.e. field trip. In this topic, the sub topic been developed is about shapes. It is due

to the reason that in field trip, children will see many objects in many shapes. The seventh topic is about stationery, since it also consists of many shapes, so it still relates to the previous topic. The eight topic is about animals and colors. The two topics are made due to the reason that children usually find animals in many colors in their environments. The last topic is about daily routines that the children usually do in their daily lives.

Based on the implementation, the children were fond of the materials. It can be proofed that they were excited to present to the class and to join the class activities with their friends. They showed great enthusiasm and interest in each material, task, activity and the media. They also showed significant changes during the lesson. They gave positive responses by contributing actively in each activity in the given topic. They also braved to speak and showed longer concentration towards the materials. Since those materials have accommodated their needs, it can be concluded that the theme-based materials has already appropriated to be used as instructional materials for teaching English to L1 children of EFH.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusions

The purpose of this research is to develop appropriate materials for L1 children of English for Holidays (EFH) program, held by English Education Department, Yogyakarta State University. The program is an annual program that focuses on the children's English competence but in the fun atmosphere of holidays. It is done to solve the problem in the teaching-learning activities. It is because there are no standard materials to be used during the teaching-learning activities for each year although the program has been held for 16 years. Based on the research findings and discussions, the conclusions are explained as follows:

1. The Development of Theme-Based Materials for L1 Children of English for Holidays Program

In order to design appropriate theme-based materials, the materials were developed by considering the theories and the analysis of the needs surveys and were revised through the result of evaluations. The product is formulated into course grid, lesson plans and a teacher's manual book as the teacher's guideline that contain the developed materials. The materials in the teacher's manual book consist of nine units with nine different themes. The themes for nine units are: *"Hello My Friends!", "Let's Go for a Walk!", "Welcome to My House!", "Do You Like Satay?", "This is My Family", "Let's Have a Trip!", "Do You Have a*

Pen?”, *“The Ducks are Yellow”* and *“What is He Doing?”*. Each unit consists of some stages: *“Get Ready”*, *“Let’s Start”*, *“It’s Your Turn”*, *“Let’s Have Fun”* and *“Let’s Take a Break”*. Each stage consists of activities that are arranged orderly through Presentation, Practice and Production methods to stimulate the children’s awareness of what they are learning. The materials are delivered to the children in the form of songs, games, stories and supported by interesting media, based on their developmental stages.

Based on the findings, the various integrated learning activities from the themes could maintain longer children’s attention span, curiosity and interests to the materials. Children could learn English in fun and enjoyable ways that in line with the purpose of EFH. These activities also encouraged them to be brave to communicate in English and increased their self confidence in learning English. Moreover, since they felt positive outcome after learning English with the developed materials, almost all the respondents said that they want to join EFH program next year.

2. The Characteristics of Appropriate Theme-Based Materials for L1 Children of English For Holidays Program

The appropriate theme-based materials that can be used to in the teaching-learning process for L1 children of English for Holidays should have the following criteria:

- a. The materials should be appropriate for the instructional aims.
- b. The materials can facilitate the teaching and learning process.

- c. The quality of the materials is good and can be used for many times.
- d. The media are colorful and attractive.
- e. The activities are various and fun.

B. Implications

Based on the result of the study, there are two implications that can be drawn below. First, the theme-based materials for L1 children of EFH were designed based on the needs analysis obtained from observation and interviews. The observation was conducted in Fun English Club (FEC) program by observing its teaching-learning process. The interviews were conducted by interviewing the L1 teachers of FEC, whereas in EFH program by interviewing the previous teachers of L1 class. The final product was designed by considering the assessment from the experts' judgments and from the interviews to the children, the parents and the teacher of L1A class of EFH 2013. Moreover, the average score based on the assessment from the experts' judgments implies that the instructional materials are very good and feasible to use in English instruction. The results of the developed theme-based materials after the implementation and evaluation imply that the materials are appropriate and feasible to be implemented in the teaching-learning process to L1 children of EFH.

Second, the research findings show that since the materials fulfill the characteristics of appropriate theme-based materials for L1 children of English for Holidays, they can stimulate the children's awareness and attention towards the given materials. It shows that children's interests to English are higher than

before. It can be concluded that when teachers want to create instructional materials, it is suggested that she/he can use theme-based approach to increase children's awareness towards the materials. Yet, they also have to fulfil the characteristics of appropriate theme-based materials. The implications of these findings are that the teachers and other researchers can create appropriate theme-based instructional materials for their learners if they consider about the characteristics of their learners' needs.

C. Suggestions

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

1. For the English for Holidays teachers

It is expected that by using the developed materials, the L1 teachers can teach their young learners appropriately to support the teaching-learning process in EFH and to fulfil the goal of EFH, i.e. to make the children more interested in English instructional process. Moreover, it is expected that the other teachers in the EFH who want to create other theme-based materials for their young learners, consider the characteristics of the appropriate theme-based instructional materials for the children.

2. For the material developers and other researchers

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

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

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

REFERENCES

- Arikunto, S. 1993. *Prosedur Penelitian*. Jakarta: PT Rineka Cipta.
- Borg, Walter R and Gall, Meredith. 1962. *Educational Research and Development*. New York: Longman.
- Borg, Walter R and Gall, Meredith. 1983. *Educational Research: An Introduction, Fourth Edition*. New York: Longman.
- Brewster, J, Ellis, G and Girard, D. 2004. *The Primary English Teacher's Guide*. Essex: Pearson Education Limited.
- Brewster, J. and Ellis, G. 2002. *The Primary English Teacher's Guide*. England: Penguin English.
- Brinton, D.M. (2001). A theme-based literature course: Focus on the city of angels. In J. Murphy & P. Byrd (Eds.), *Understanding the courses we teach: Local perspectives on English language teaching* (pp.281-308). Ann Arbor: The University of Michigan Press.
- Brown, H. Douglas. 2000. *Principles of Language Learning and Teaching*. White Plains, NY: Pearson Education.
- Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. San Fransisco: Addison Wesley Longman, Inc.
- Bogdan and Biklen .1982. _____
- Cameron, L. 2001. *Teaching Languages to Young Learners*. Cambridge: Cambridge Universities Press.
- Cameron, L. 2005. *Teaching Languages to Young Learners*. Cambridge: Cambridge Universities Press.

- Depdiknas. 2008. *Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar*. Jakarta.
- Freeman, D.E., & Freeman, Y.S. 2006. Teaching language through content themes: Viewing our world as a global village. In T.A. Young & N.L. Hadaway (Eds.), *Supporting the literacy development of English learners: Increasing success in all classrooms* (pp. 61-78). Newark, Del.: International Reading Association.
- Grassick, Laura. 2007. "Primary Innovations Regional Seminar". *Primary Innovations: All Country Research Summary Report*. 139-152.
- Graham, Carolyn. 2006. *Creating Chants and Songs*. New York: Oxford University Press.
- Hutchinson, Tom and Waters, Alan. 1987. *English for Specific Purposes: A Learning –Centred Approach*. Scotland: Cambridge University Press.
- Harmer, Jeremy. 2001. *The Practice of English Language Teaching*. Essex: Pearson Education Limited
- Krashen, Stephen D, Long Michael A and Scarcella Robin C. 1979. "TESOL Quarterly". *Age, Rate, and Eventual Attainment in Second Language Acquisition*. 13,4. 573-582.
- Larsen, Diane and Freeman. 2000. *Techniques and Principles in Language Teaching*. New York: Oxford University Press.
- Lewis, Gordon and Bedson, Gunther. 2008. *Games for Children*. Shanghai: Oxford University Press.

- Linse, T. Caroline. 2005. *Practical English Language Teaching to Young Learners*. New York: McGraw Hill Inc.
- Moon, Jayne. 2002. *Children Learning English*.
- Nunan. 2001. *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.
- Pinter, Annamaria. 2006. *Teaching Young Language Learners*. Oxford: Oxford University Press.
- Rashid, M. 1999. *Non Formal Education*. Islamabad: National Book Foundation.
- Scott, Wendy A and Ytreberg, Lisbeth H. 2004. *Teaching English to Children*.
- Slattery, Mary and Willis, Jane. 2003. *English for Primary Teachers*. New York: Oxford University Press.
- Tomlinson, Brian. 2012. "State-of-the-Art Article". *Materials Development for Language Learning and Teaching*, 45.2, 143-179.
- UNESCO, 1986.
- Wesche, M.B., & Skehan, P. 2002. Communicative, task-based, and content-based language instruction. In R.B. Kaplan (Ed.), *The Oxford handbook of applied linguistics* (pp. 207-228). New York, N.Y.: Oxford University Press.
- Wright, Andrew. 2004. *Story Telling with Children*. Bangkok: Oxford University Press.
- Hidayanto, Nur. 2011. "Revitalizing the Practice of teaching English to Young Learners in Indonesia (TEYLIN)". *The Evaluation of English for Holidays 2010, English Education Department, FBS, UNY*. 215-221.

DESIGNING THEME-BASED SYLLABUS FOR L1 CHILDREN OF ENGLISH FOR HOLIDAYS 2013

L1 COURSE GRID

THEME	LANGUAGE SKILLS	INDICATORS	LEARNING MATERIALS	LEARNING ACTIVITIES	TIME ALLOCATI ON (MINUTES)	MEDIA	CHARACTE RS
HELLO FRIENDS! (OPENING)	LISTENING AND SPEAKING	- Children are able to recognize English patterns in having introduction. - Children are able to respond to the instruction using body language correctly. - Children are able to deliver short information involving functions:	• <u>Language functions:</u> - Introducing myself: Hello, my name is.... - Introducing others: He is... She is... • <u>Learning resources:</u> 1. 'Hello song' 2. 'Good Bye' song 3. 'Zip-Zap' game 4. 'Hello' game 5. 'How Are You?' song • <u>Vocabulary:</u> - Hello, hi, good morning, my , name, you, your, his, her	GETTING ACQUAINTED EACH OTHER: <u>Morning routines</u> • Teachers and children say payer together. • Teachers take a roll call. • Teachers and children salute flag together. <u>Presentation</u> • Teachers greet the children. • Teachers introduce themselves. • Teachers introduce the program. • Teachers tell children how to introduce oneself. <u>Practice</u> • Children are asked to introduce themselves one by one while teachers checking their utterances. • Children introduce themselves to others. • Teachers teach the children to sing 'Hello' song lyric by lyric. • Teachers and children sing 'Hello' song together.	90 minutes	• LCD • laptop • Songs • Video	1. Fun 2. Friendly 3. Kind 4. Respectful 5. Brave

		introducing themselves and others appropriately.	• <u>Pronunciation:</u> - Vowels: e, u:, o, ʊ, ɔ:, ə, I, - Diphthongs: aI, eI, Iə, au, əʊ - Consonants: h, g, m, ŋ, n, θ, z, r, s, d, ʃ, i: • <u>Grammar:</u> S+V+C	<u>Production</u> • Teachers tell how to play 'Zip-Zap' game. • Teachers give example of the game step by step by inviting some of the children to play. • Children implement their practice by playing 'Zip-Zap' game together. <u>Other activities</u> • Choosing: class name, class captain, class song & yell, mascot. • Designing class together. • Informing and planning for the grand tour next day. Back up: <u>'Hello' game</u> • Teachers tell how to play 'Hello' game. "Now, we're going to play 'Hello' game". • Teachers give example of the game step by step by inviting some of the children to play. "Let's sit on chair in a circle. I'll be in the middle. I'll go up to one of you, shake your hands and say, <i>hello, my name is...</i>". • Children implement their practice by playing 'Hello' game together with teachers. <u>'How Are You?' song</u> • Teachers teach the children to sing 'How Are You?' song lyric by lyric with actions. "Do you know 'How Are You?' song?". "Hello...hello... how are you?...I'm fine I'm fine how are you?...".			
--	--	--	---	---	--	--	--

				<u>Closing</u> - Teachers tell children about '<i>Good Bye</i>' song. - Teachers teach children to sing '<i>Good Bye</i>' song lyric by lyric. - Teachers and children sing '<i>Good Bye</i>' song together. - Teachers ask one of the children to practice closing class by saying prayer together.			
LET'S GO FOR A WALK! (CAMPUS GRAND TOUR)	LISTENING AND WRITING	- Children are able to respond to very short instructions related to the song using body language correctly. - Children are able to respond to very short instructions related to the activities correctly. - Children are able to identify some terms	<u>Language function:</u> - This/that is... - The building is... - I saw... <u>Learning resources:</u> '<i>Greeting</i>' song '<i>The Grand Old Duke of York</i>' song '<i>Good Bye</i>' song - Blind Map - Pictures of public places '<i>Pinocchio</i>' song <u>Vocabulary:</u> - Building - Parking lots - Basketball Court	GETTING TO KNOW PUBLIC PLACES: <u>Morning routines</u> - Teachers and children say prayer together. - Teachers take a roll call. - Teachers and children salute flag together. - Teachers and Children sing '<i>Hello</i>' song. <u>Presentation</u> - Teachers tell children about public places in Campus Grand Tour by showing some pictures of building around campus that the children will see. - Teachers show the video of the song '<i>The Grand Old Duke of York</i>' and teach the children how to sing the song. <u>Practice</u> - Children learn how to sing the song with its actions step by step.	90 minutes	LCD Laptop Songs Video Pictures Map	- Friendly - Kind - Independent - Responsible - Loving others

		related to public places.	- Tennis Indoor Court - Library - Bank - Post Office - Health Center - Auditorium - Hall - Museum - Park • <u>Pronunciation:</u> - Vowels: e, u:, o, ɔ:, ə, I, a - Diphthongs: aI, Iə, əv, əv - Consonants: h, g, m, ŋ, n, θ, z, r, s, d, ʃ, i:, j, p, b, t • Grammar: S+V+C / S+V+O	• Teachers and Children sing '<i>The Grand Old Duke of York</i>' song with actions. • Teachers tell the children about <i>Map Labeling</i> of public places they've seen. • Children learn how to do the activity step by step by given some examples from the teachers. <u>Production</u> • Children do <i>Map Labeling</i> activity by themselves to check their comprehension about public places vocabulary. • Together with teachers, Children correct their work (of <i>Map Labeling</i> activity). • Children color public places pictures and stick their colored pictures on board magazine by their own. Back up: <u>'Pinocchio' song</u> • Teachers teach the children to sing '<i>Pinocchio</i>' song lyric by lyric with actions. "Do you know '<i>Pinocchio</i>' song?". "Everybody in. Everybody out. Everybody turn around. Everybody shout, 'Hey!' ...". <u>Closing</u> • Teachers tell about what will they learn next day. • Teachers and children sing '<i>Good Bye</i>' song together. • One of the children is asked to lead a prayer and go home.			
--	--	---------------------------	--	---	--	--	--

WELCOME TO MY HOUSE	LISTENING AND SPEAKING	- Children are able to recognize the information related to things and parts of the house. - Children are able to respond to very simple instructions by act correctly. - Children are able to deliver some basic language functions about parts of the house. - Children are able to deliver some basic language functions about things in the house. - Children are able to mention some vocabularies	• <u>Language functions:</u> - Yesterday, I saw... - The television is in... - Prepositions: middle, on, in, next to, under • <u>Learning resources:</u> 1. 'Good Morning' song 2. 'The House' song 3. Pictures of parts of the house and things in the house 4. 'Sticking' game 5. Newspaper handcraft 6. picture of a house 7. 'Whispering' game 8. 'Sing Your Way Home' game • <u>Vocabulary:</u> - Parts of a house: Dining room, bed room, bath room, living room, Furniture of a house: kitchen, sofa, television, bed, radio, gas stove, refrigerator	LOOKING INSIDE MY HOME: <u>Morning routines</u> • Teachers and children say payer together. • Teachers take a roll call. • Teachers and children salute flag together. • Teachers and Children sing 'Good Morning' song together. <u>Warming up</u> • Teachers ask the children about buildings they saw on Campus Grand Tour previous day. • Children tell about their experience in Campus Grand Tour relate to building they saw. <u>Presentation</u> • Teachers show pictures about parts of building/house and its names. • Teachers pronounce the name of each part/furniture in the home followed by children. • Teachers tell about 'The House' song. <u>Practice</u> • Children practice singing 'The House' song together lyric by lyric. • Teachers and children sing 'The House' song together.	180 minutes	-LCD -Laptop -Song -Pictures -Primary i-dictionary -News paper -Glue	1. Fun 2. Friendly 3. Independent 4. Respectful 5. Loving others
---------------------	------------------------	---	--	---	-------------	--	--

		related to the house.	Parts of a house: Window, wall, door, • <u>Pronunciation:</u> - Vowels: e, u:, o, v, ɔ:, ə, I, - Diphthongs: aI, eI, av, əv - Consonants: h, g, m, ŋ, n, θ, z, r, s, d, ʃ, i:, ʒ, v • <u>Grammar:</u> S+V+Prep	• Children do ‘<i>Sticking</i>’ game. <u>Production</u> • Teachers show a paper handcraft and tell children how to do the activity. • Teachers give some examples and guidance to children while the children practice. • Children make paper handcraft by themselves and give their final work to teachers. Back up: <u>Practice</u> • Teachers tell how to do ‘<i>Whispering</i>’ game. • Children do ‘<i>Whispering</i>’ game about house. <u>Closing</u> • Teachers tell children about barbecue for the next day and children’s job. • Teachers ask one of the children to lead a prayer, sing ‘<i>Sing Your Way Home</i>’ game and go home.			
DO YOU LIKE SATAY? (BARBECUE)	LISTENING AND SPEAKING	- Children are able to recognize the information related to barbecue. - Children are able to respond to the simple instructions	• <u>Language functions:</u> Asking for like/dislike: - Do you like... - Yes, I like... - No, I don’t like... • <u>Learning resources:</u> 1. ‘<i>Good Morning</i>’ song 2. ‘<i>Do You Have A</i>	GETTING TO KNOW FOODS AND DRINKS: <u>Morning routines</u> - Teachers and children say prayer together. - Teachers take a roll call. - Teachers and children salute flag together. - Teachers and Children sing ‘Good Morning’ song together.	60 minutes	- Ball - Pictures - Tools and other things related to barbecue	1. Fun 2. Friendly 3. Kind 4. Respectful 5. cooperation

		related to barbecue correctly. - Children are able to deliver some basic language functions about like and dislike. - Children are able to mention the vocabulary related to foods, beverages, fruits and vegetables.	<i>Fork?’ song</i> 3. <i>‘Sing Your Way Home’ game</i> 4. <i>‘Food-ball’ game</i> 5. Worksheet about food and beverages that contained their pictures and names • <u>Vocabulary:</u> fried chicken, meat, grilling, bamboo fan, sate, an apple, papaya, melon, eat, ice cream, rice, bread, biscuit, juice, meatball, satay, • <u>Pronunciation:</u> - Vowels: e, u:, o, ɔ:, ə, I, a - Diphthongs: eI, aI - Consonants: h, g, m, ŋ, n, θ, z, r, s, d, ʃ, i:, j, p, b, t • <u>Grammar:</u> S+V+O	<u>Presentation</u> - Teachers tell about barbecue, its ingredients and tools by showing the things. - Teachers teach the children how to burn and prepare sate together. <u>Practice</u> - Teachers and children cooperate to conduct lunch together. - Teachers tell about <i>‘Do You Have A Fork?’ song</i> to teach about possession. - Teachers lead the children to sing the song lyric by lyric. - Teachers and Children sing <i>‘Do You Have a Fork’</i> song together. - Children are asked to match some pictures of food and beverages with their correct names. <u>Production</u> - Children are asked some terms related to foods they’ve learned. - Teachers and Children play <i>‘Food-ball’ game</i> to check their vocabulary and functions related to food. Back up: <u>Practice</u> • Teachers tell how to do <i>‘Whispering’ game</i>. • Children do <i>‘Whispering’ game</i> about food and			
--	--	---	--	---	--	--	--

				beverages. <u>Closing</u> - Teachers and children sing '<i>Sing Your Way Home</i>' song together. - Teachers ask one of the children to lead a prayer and go home.			
THIS IS MY FAMILY	LISTENING AND SPEAKING	- Children are able to respond to information related to family. - Children are able to show the pictures of family correctly. - Children are able to identify some terms vocabularies related to family.	- Language functions: - Introducing family and friends: He is my... She is my... They are my... - Learning resources: 'Good Morning' song - Family pictures - Family photograph 'Family Fingers' song 'Three Bears' song 'Goldilocks' story - A bear family story worksheet - Vocabulary: - Family: father, mother, sister, brother, baby, little,	INTRODUCING MY FAMILY: <u>Morning routines</u> - Teachers and children say payer together. - Teachers take a roll call. - Teachers and children salute flag together. - Teachers and students sing '<i>Greeting</i>' song together. <u>Presentation</u> - Teachers show a family picture and tell about family. - Teachers tell about '<i>Family Fingers</i>' song and show its video to enhance children about family vocabulary. - Children learn to sing '<i>Family Fingers</i>' song lyric by lyric. - Teachers and children sing '<i>Family Fingers</i>' song together. <u>Practice</u> - Children show their family pictures and introduce	180 minutes	LCD Laptop Video Board Picture Story Pop up	- Fun - Friendly - Kind - Independe nt - Loving others

			• <u>Pronunciation:</u> - Vowels: e, u:, o, v, ɔ:, ə, I, a: - Diphthongs: eI - Consonants: f, g, m, ð, z, r, s, d, ʃ, i:, y, l, t, b, v, k, p • Grammar: S+V+C	their family member to friends. - Teachers tell story about ‘<i>Goldilocks</i>’. - Teachers show video ‘<i>Three Bears</i>’ song. - Teachers and Children sing ‘<i>Three Bears</i>’ song together. <u>Production</u> - Children do sticking activity to check their comprehension about family. <u>Closing</u> • Teachers tell about Field Trip on the next day. • Teachers and children sing ‘<i>Sing Your Way Home</i>’ song together. • Teachers ask one of the children to lead a prayer and go home.			
LET’S HAVE A TRIP!	SPEAKING	- Children are able to pronounce some basic language functions about shape. - Children are able to mention some vocabulary related to	• Language functions: - What shape is that? - It is rectangle. - Is it big or small? - Yes, it is big. • Learning materials: 1. ‘<i>If you’re happy</i>’ song 2. ‘What is it?’ game 3. ‘<i>Sing Your Way Home</i>’ game 4. pictures of objects in	GETTING TO KNOW MANY KINDS OF SHAPE AND SIZE: <u>Morning routines</u> • Teachers and children say payer together. • Teachers take a roll call. • Teachers and children salute flag together. <u>Presentation</u> • Teachers teach ‘<i>If you’re happy</i>’ song. • Teachers and children sing ‘<i>If you’re happy</i>’ song. • Teachers tell children about many kinds of	30 minutes	Pop up Ball	1. Fun 2. Friendly 3. Kind 4. Respectful 5. Brave

		shape. Children are able to give short functions related to shapes.	many shapes Vocabulary: Big, small, rectangle, triangle, oval, square, cone, circle, cylinder Pronunciation: - Vowels: e, u:, o, ɔ:, ə, I, a - Diphthongs: aI, Iə, əv, əv - Consonants: h, g, m, ŋ, n, θ, z, r, s, d, ʃ, i:, j, p, b, t Grammar: What+S+V+C+?	shapes by showing objects in many shapes. - Teachers tell about ‘<i>What Is It?</i>’ game. <u>Practice</u> - Teachers give some example by inviting some of children to play with the teachers. - Teachers and children play ‘<i>What Is It?</i>’ game together. <u>Production</u> - Teachers tell children to do coloring activity. - Students do coloring activity about pictures of objects in many shapes. <u>Closing</u> - Teachers and children sing ‘<i>Sing Your Way Home</i>’ game together. - Teachers ask one of the children to lead a prayer and go to the bus. - On the bus, children sing ‘<i>Sing Your Way Home</i>’ game together.			
CAN I HAVE A PEN?	LISTENING AND SPEAKING	- Children are able to recognize the information related to stationery. - Children are able to	Language functions: Giving information: - Yesterday I went to... - I saw... - I made... - I played... - Can I have a pen? - Sure, here is a pen.	PLAYING WITH STATIONERY: <u>Morning routines</u> - Teachers and children say payer together. - Teachers take a roll call. - Teachers and children salute flag together. - Teachers and Children sing ‘<i>If You’re Happy</i>’ song.	150 minutes	Song Stationery game Oil-paint Paper Water Toothpick Tray	- Fun - Friendly - Kind - Respectful - Loving others

		respond to the simple instructions correctly. ○ Children are able to pronounce some basic language functions about stationery. ○ Children are able to mention some vocabulary related to stationery.	– No, sorry. I don't have a pen • Learning materials: 1. <i>'If You're Happy'</i> song 2. Real stationery 3. <i>'Can I Have a Pen'</i> song 4. <i>'Bandits and Sheriffs'</i> game 5. <i>'Book, Pen, Desk, Chair'</i> song 6. <i>'On-Water Painting'</i> 7. <i>'Sing Your Way Home'</i> game • Vocabularies: Verb: Yesterday, went, made, painting Noun: Pen, pencil, ruler, eraser, marker, pencil case, correction pen, scissors, glue, stapler, paper Color: red, green, yellow, oil-paint	<u>Warming up</u> • Teachers ask children about their experience on Field Trip on the day before. • Children tell some short functions in the form of recount text. <u>Presentation</u> • Teachers tell about stationery. • Teachers drill vocabulary about stationery by showing many kinds of stationery. • Teachers tell how to sing <i>'Can I Have a Pen'</i> song. <u>Practice</u> • Teachers and children sing <i>'Can I Have a Pen'</i> song. • Teachers tell children about <i>'Bandits and Sheriffs'</i> game. • Children play <i>'Bandits and Sheriffs'</i> game. <u>Production</u> • Children are given an experiment tutorial about <i>'On-Water Painting'</i>. • Children are looking to the example given by teachers. • Children are trying to make a painting by themselves.			
--	--	--	---	---	--	--	--

			• <u>Pronunciation:</u> - Vowels: e, u:, o, v, ɔ:, ə, I, - Diphthongs: aI, eI, Iə, av, əv - Consonants: h, g, m, ŋ, n, θ, z, r, s, d, ʃ, i: • Grammar: modal+S+V+O+? Sure + S +to be+ O	<u>Back up</u> • Teachers tell children about ‘Book, Pen, Desk, Chair’ song. • Teachers and children sing ‘Book, Pen, Desk, Chair’ song. <u>Closing</u> • Teachers and children sing ‘Good Bye’ song together. • Teachers ask one of the children to lead a prayer and go home.			
THE DUCKS ARE YELLOW	SPEAKING AND READING	- Children are able to pronounce some basic language functions about animals and colors correctly. - Children are able to mention the vocabulary related to animals and colors. - Children are able to recognize	• <u>Language functions:</u> Asking for/ giving information: - Is it a lion? - Yes, it is a lion / no, it is not a lion. - What color is this? / This is green. • <u>Learning materials:</u> 1. ‘If You’re Happy’ song 2. Animal pictures 3. Practice activity: storytelling about animals 4. A ‘Colors’ song	GETTING ACQUAINTED TO ANIMALS AND COLORS: <u>Morning routines</u> • Teachers and children say payer together. • Teachers take a roll call. • Teachers and children salute flag together. • Teachers and Children sing ‘If you’re happy’ song. <u>Presentation</u> • Teachers tell about animals by showing animal pictures. • Teachers show animal song. • Teachers and Children sing A ‘Colors’ song. • Teachers show a story about animals.	150 minutes	LCD Laptop Pictures Primary i- dictionary	1. Fun 2. Friendly 3. Kind 4. Respectful 5. Independent

		information related to animals and colors. - Children are able to respond to the written instructions correctly.	5. Guessing animal game 6. Practice activity: coloring animal pictures 7. <i>'Good Bye' song</i> <u>Back up:</u> Animal origami <u>Vocabulary:</u> Animals: horse, cow, chicken, dog, cat, duck, elephant, monkey, bird, frog, giraffe, goat, hippo, lizard, mouse, mice, crocodile, snake, spider, tiger Colors: Red, green, blue, yellow, pink, purple, brown, black, white, orange, grey <u>Pronunciation:</u> - Vowels: e, u:, o, ɔ:, ə, I, a - Diphthongs: aI, Iə, əv, əv - Consonants: h, g, m,	<u>Practice</u> - Teachers tell children about animal guessing game. - Teachers tell about colors in the form of animal pictures in many colors. <u>Production</u> - Children are asked children to color animal pictures. - Children color animal pictures and stick it on the board magazine. <u>Closing</u> - Teachers and children sing <i>'Good Bye' song</i> together. - Teachers ask one of the children to lead a prayer and go home. <u>Back up:</u> - Teachers and Children make animal origami.			
--	--	--	---	---	--	--	--

			ŋ, n, θ, z, r, s, d, ʃ, i:, j, p, b, t • <u>Grammar:</u> S+V+C To be + S + C +?				
MY DAILY ROUTINES (Gladi Resik)	LISTENING AND SPEAKING	○ Children are able to recognize the information related to daily activities. ○ Children are able to respond to the simple instructions correctly. ○ Children are able to pronounce some basic language functions about daily activities. ○ Children are	• <u>Language functions:</u> – What's every one doing? – She/he is... • <u>Learning materials:</u> 1. 'If you're happy' song 2. Pictures of daily routine 3. 'Homelife' game 4. 'The Morning Routines' song 5. 'What's everyone doing now?' song 6. 'Good Bye' song • <u>Vocabulary:</u> Washing up, exercising, cooking, sleeping, eating, studying,	TELLING MY DAILY ROUTINES: <u>Morning routines</u> • Teachers and children say payer together. • Teachers take a roll call • Teachers and children salute flag together. • Teachers and Children sing 'If you're happy' song. <u>Presentation</u> • Teachers tell about daily routines by showing some pictures. • Teachers tell about 'The Morning Routines' song. <u>Practice</u> • Teachers and Children sing 'The Morning Routines' song together. <u>Production</u> • Children play flashcard game by matching pictures about daily routine.	90 minutes	Song Pictures Picture card	1. Fun 2. Friendly 3. Kind 4. Respectful 5. Loving others

		able to mention the vocabulary related to daily activities.	phoning, opening (the door), going upstairs, coming in, throwing (a ball), sitting down, reading a book, watching tv, playing cards, drinking tea, digging, running, picking flowers • <u>Pronunciation:</u> - Vowels: a:, ʌ, e, u:, o, ʊ, ɔ:, ə, I, - Diphthongs: aI, eI, Iə, əv, əv - Consonants: f, g, m, ŋ, n, θ, z, r, s, d, ʃ, i: • <u>Grammar:</u> What+ to be + S+V+C+? S+V+O	<u>Back up:</u> • Teachers and Children sing ‘<i>What’s Everyone Doing Now?</i>’ song. <u>Other activity:</u> • Rehearsal Gladi Resik. <u>Closing</u> • Teachers and children sing ‘<i>Good Bye</i>’ song together. • Teachers ask one of the children to lead a prayer and go home.			
MY PERFORMANCE IN CLOSING CEREMONY	SPEAKING – Giving English function in the mean of a	– Children are able to perform their ability by singing an English song with its action		– Performance by singing a song together with its action		song	1. Fun 2. Brave 3. Independent 4. Loving others

	simple song and its action	together.					
--	----------------------------------	-----------	--	--	--	--	--

EFH L1 CLASS LESSON PLAN

Introduction

These lesson plans are designed to be used by 5-7 years old kids. These lesson plans are created to guide the teacher on helping him/her to manage the class activities. The lesson plan is aiming at introducing simple present and past tense; adjectives and modal *can* for ability to the children. The writer designs these lesson plans for EL1 children of English for Holiday. The media which are used to conduct these lessons are LCD, laptop, speaker, songs, videos, stories, games, Primary i–Dictionary software and handouts containing the materials.

A. The Lesson Plan

DAY 1: HELLO FRIENDS!

I. Class Identification

1. Grade : L1
2. School : Elementary School
3. No. of sessions : 1x meeting (90 minutes)
4. Number of Ch : 14 children
5. Ch' economic background : middle class
6. Ch' intellectual capacity : basic

II. Skills

Listening and speaking

III. Indicators

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

IV. Learning method

Presentation, Practice, Production (PPP)

V. Procedures (Stages of teaching-learning)

Activities

A. Opening (5 minutes)

1. The teacher (T) greets the children (Ch) and leads them to pray.
 T : Assalamu'alaikum Wr. Wb.
 Good morning, everyone. How are you?
 T : Let us introduce ourselves. My name is Andhyka Murti. You can call me Miss Dhyka and you can call her Miss Ditta
 T : Before we start our class today, let's pray together. Who wants to lead a prayer? Okay, Andra say to your friends, "Let's pray together, shall we?" Thank you.
2. The teacher takes a roll call. E.g.: "Let's take a roll call. Anyone absent?"
3. Teachers and children salute flag together. "Let's sing our national anthem together."
4. T gives probing question to Ch.
 E.g.: "Have you known your friends' name?"
4. T tells Ch that today they are going to learn about the goal of lesson.

B. The Cycles of Teaching-Learning (90 minutes)

Presentation

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

Practice

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

Production

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

Other activities

- Choosing: class name, class captain, class song & yell, mascot. "Who want to be the leader in this class?"
- Designing class together."Now, please draw anything you like, then crop it and stick it to decorate the dustbin.
- Informing and planning for the grand tour next day. "Tomorrow we will have Campus Grand Tour, so please bring...."

Back up:

'Hello' Game

- Teachers tell how to play '*Hello*' game. "Now, we're going to play '*Hello*' game."
- Teachers give example of the game step by step by inviting some of the children to play. "Let's sit on chair in a circle. I'll be in the middle. I'll go up to one of you, shake your hands and say, *hello, my name is...*"
- Children implement their practice by playing '*Hello*' game together with teachers.

'How Are You?' Song

- Teachers teach the children to sing '*How Are You?*' song lyric by lyric with actions. "Do you know '*How Are You?*' song?". "Hello...hello... how are you?...I'm fine I'm fine how are you?..."

VI. Closing (10 minutes)

Pre-Closing

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

Closing

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

VII. Assessment

Affective

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

VIII. References

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

DAY 2: LET'S GO FOR A WALK! (CAMPUS GRAND TOUR)

I. Class Identification

1. Grade : L1
2. School : Elementary School
3. No. of sessions : 1x meeting (90 minutes)
4. Number of Ch : 14 children
5. Ch' economic background : middle class
6. Ch' intellectual capacity : basic

II. Skills

Listening and writing

III. Indicators

- Children are able to respond to very short instructions related to the song using body language correctly.
- Children are able to respond to very short instructions related to the activities correctly.
- Children are able to identify some terms related to public places.

IV. Learning method

Presentation, Practice, Production (PPP)

V. Procedures (Stages of teaching-learning)

Activities

Opening (5 minutes)

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

T : Assalamu'alaikum Wr. Wb.

Good morning, everyone. How are you today?

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

5. The teacher takes a roll call. E.g.: "Let's take a roll call. Is there anyone absent?"
6. Teachers and children salute flag together. "Let's sing our national anthem

together.”

7. Teachers and children sing ‘*Hello*’ song together.
8. T gives probing question to Ch.
E.g.: “What public places do you know?”
4. T tells Ch that today they are going to learn about the goal of lesson.

The Cycles of Teaching-Learning (75 minutes)

Presentation

- Teachers tell children about public places in Campus Grand Tour by showing some pictures of building around campus that the children will see. “This is Pendopo Tedjokusumo” / “That is Pendidikan Museum”.
- Teachers show the video of the ‘*The Grand Old Duke of York*’ song and teach the children how to sing the song. “Now, look at this video and listen to the song.”

Practice

- Children learn how to sing the song with its actions step by step.
- Teachers and Children sing ‘*The Grand Old Duke of York*’ song with actions.
”The grand old duke of York...he had ten thousand men...”
- Teachers tell the children about Map Labeling of public places they’ve seen.
“This is a map of UNY. We’re going to have a tour across these buildings through this route.”
- Children learn how to do the activity step by step by given some examples from the teachers.
- Children do Map Labeling activity by themselves to check their comprehension about public places vocabulary in every post/building they are stop in.
- Together with teachers, Children correct their work (of Map Labeling activity).

Production

- Children color public places pictures with clues given by teachers, “The school is in yellow...” and stick their colored pictures on board magazine.

Back up:

‘Pinocchio’ Song

Teachers teach the children to sing ‘*Pinocchio*’ song lyric by lyric with actions.
“Do you know ‘*Pinocchio*’ song?”. “Everybody in. Everybody out. Everybody turn around. Everybody shout, ‘Hey!’...”

VI. Closing (10 minutes)

Closing

- After having the grand tour, teachers ask the children about public places they've seen. "What have you seen today?" / "I saw museum..."
- T gives a reflection.
T : Do you enjoy our activities today?
- Teachers tell about what they will learn next day. "Tomorrow we're going to learn about My Home."
- T closes the class and leads them to pray.
T : It seems that we're running out of time. So let's end our meeting today by praying together. Who wants to lead a prayer? Okay, Andra, say to your friends, "Let's pray together, shall we?" Thank you.
- Teachers and children sing 'Good Bye' song together.

Assalamu'alaikum Wr. Wb.

VII. Assessment

Affective

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

VIII. References

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

DAY 3: WELCOME TO MY HOUSE

I. Class Identification

1. Grade : L1
2. School : Elementary School
3. No. of sessions : 1x meeting (180 minutes)
4. Number of Ch : 13 children
5. Ch' economic background : middle class
6. Ch' intellectual capacity : basic

II. Skills

Listening and speaking

III. Indicators

- Children are able to recognize the information related to things and parts of the house.
- Children are able to respond to very simple instructions by act correctly.
- Children are able to deliver some basic language functions about parts of the house.
- Children are able to deliver some basic language functions about things in the house.
- Children are able to mention some vocabularies related to the house.

IV. Learning method

Presentation, Practice, Production (PPP)

V. Procedures (Stages of teaching-learning)

Activities

Opening (5 minutes)

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

T : Assalamu'alaikum Wr. Wb.

Good morning, everyone. How are you today?

T : Before we start our class today, let's pray together. Who wants to lead a

prayer? Okay, Andra, say to your friends, “let’s pray together, shall we?”Thank you.

2. The teacher takes a roll call. E.g.: Let’s take a roll call. Anyone absent?
3. Teachers and children salute flag together. Let’s sing our national anthem together.
4. Teachers and children sing ‘*Good Morning*’ song together.
5. T gives probing question to Ch.
E.g.: Where do you sleep?
6. T tells Ch that today they are going to learn about the goal of lesson.

The Cycles of Teaching-Learning (170 minutes)

Warming up

- Teachers ask the children about buildings they saw on Campus Grand Tour previous day. “What have you seen yesterday when walking around campus?”
- Children tell about their experience in Campus Grand Tour relate to building they saw.

Presentation

- Teachers show pictures about parts of building/house and its names. “This is a window” / “This is dining room.”
- Teachers pronounce the name of each part/furniture in the home followed by children.
- Teachers tell about ‘*The House*’ song. “Do you know this song?”

Practice

- Children practice singing ‘*The House*’ song together lyric by lyric.
- Teachers and children sing ‘*The House*’ song together.
- Children do ‘*Sticking*’ game. “Now, let’s play *Sticking game*.”

Production

- Teachers show a paper handcraft and tell children how to do the activity. “This is a picture of SpongeBob’s house. You have to color the house and stick the twister paper through the picture’s lines.”
- Teachers give some examples and guidance to children while the children practice.
- Children make paper handcraft by themselves and stick their work on the

board magazine by themselves.

Back up:

Practice

- Teachers tell how to do '*Whisper Race*' game.
- Children do '*Whisper Race*' game about house by matching the picture of things in the house with the most suitable room pictures.

VI. Closing (5 minutes)

Closing

- Teachers and children sing '*Sing Your Way Home*' song together.
- T gives a reflection.
T : Do you enjoy our activities today?
- Teachers tell children about barbecue for the next day and children's job.
- T closes the class and leads them to pray.

T : It seems that we're running out of time. So let's end our meeting today by praying together. Who wants to lead a prayer? Okay, Andra, say to your friends, "Let's pray together, shall we?" Thank you.

Assalamu'alaikum Wr. Wb.

VII. Assessment

Affective

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

	pauses)	1	Very poor
3.	Content	5	Very good
		4	Good
		3	Enough
		2	Poor
		1	Very poor

VIII. References

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

Primary i-Dictionary. Cambridge University Press.

DAY 4: HAVING BARBECUE

I. Class Identification

1. Grade : L1
2. School : Elementary School
3. No. of sessions : 1x meeting (60 minutes)
4. Number of Ch : 13 children
5. Ch' economic background : middle class
6. Ch' intellectual capacity : basic

II. Skills

Listening and speaking

III. Indicators

- Children are able to recognize the information related to barbecue.
- Children are able to respond to the simple instructions related to barbecue correctly.
- Children are able to deliver some basic language functions about likes and dislikes.
- Children are able to mention the vocabulary related to food, beverages, fruits and vegetables.

IV. Learning method

Presentation, Practice, Production (PPP)

V. Procedures (Stages of teaching-learning)

Activities

Opening (5 minutes)

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

T : Assalamu'alaikum Wr. Wb.

Good morning, everyone. How are you today? Have you had breakfast?

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

we?”.....Thank you.

2. The teacher takes a roll call. E.g.: Let’s take a roll call. Anyone absent?
3. Teachers and children salute flag together. Let’s sing our national anthem together.
4. Teachers and children sing ‘ *Good Morning* ’ song together.
5. T gives probing question to Ss.
E.g.: Do you like sate?
6. T tells Ch that today they are going to learn about the goal of lesson.

The Cycles of Teaching-Learning (50 minutes)

Presentation

- Teachers tell about food, fruits and beverages by showing its pictures. ”What is this?” / ”This is apple.”
- Teachers ask about like and dislike. ”Do you like apple?” / ”Yes, I like apple.” / ”No, I don’t like apple”.
- Teachers tell about barbecue, its ingrediens and tools by showing the things. ”Today, we’re going to have barbecue. You will make barbecue with your groups with the same task as we divided yesterday.” / ”Do you know what is this?” / ”this is sate and this is lontong”.
- Teachers teach the children how to burn and prepare sate together.

Practice

- Teachers and children cooperate to conduct lunch together.
- Teachers tell about “*Do You Have a Fork?*’ song to teach about like/dislike. “Listen to Miss Dhyka singing the song and then follow.”
- Teachers lead the children to sing lyric by lyric.
- Teachers and Children sing “*Do You Have a Fork?*’ song together.
- Children are asked to match some pictures of food and beverages with their correct names.

production

- Children are asked some terms related to food they’ve learned.
- Teachers and Children play ‘*Food-ball*’ (*Like-dislike*) game to check their vocabulary and functions related to food.

Back up:

Practice

- Teachers tell how to do 'Whisper Race' game.
- Children do 'Whisper Race' game about food and beverages.

VI. Closing (5 minutes)

Closing

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

Wassalamu'alaikum Wr. Wb.

VII. Assessment

Affective

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

VIII. References

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

Graham, Carolyn. 2006. *Creating Chants and Songs*. New York: Oxford University Press.

DAY 5: MY FAMILY

I. Class Identification

- | | |
|------------------------------|----------------------------|
| 1. Grade | : L1 |
| 2. School | : Elementary School |
| 3. No. of sessions | : 1x meeting (180 minutes) |
| 4. Number of Ch | : 13 children |
| 5. Ch' economic background | : middle class |
| 6. Ch' intellectual capacity | : basic |

II. Skills

Listening and speaking

III. Indicators

- Children are able to respond to information related to family.
- Children are able to show the pictures of family correctly.
- Children are able to identify some terms vocabularies related to family.

IV. Learning method

Presentation, Practice, Production (PPP)

V. Procedures (Stages of teaching-learning)

Activities

Opening (5 minutes)

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

T : Assalamu'alaikum Wr. Wb.

Good morning, everyone. How are you today?

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

2. The teacher takes a roll call. E.g.: Let's take a roll call. Anyone absent?
3. Teachers and children salute flag together. Let's sing our national anthem together.

4. Teachers and children sing '*Good Morning*' song together.
5. T gives probing question to Ss. E.g.: What is your father's name?
6. T tells Ch that today they are going to learn about the goal of lesson.

The Cycles of Teaching-Learning (170 minutes)

Presentation

- Teachers show a family picture and tell about family. "This is father, mother, sister, brother and I."
- Teachers tell about '*Family Finger*' song and show its video to enhanced children about family vocabulary. "Daddy finger daddy finger where are you?....."
- Children learn to sing '*Family Fingers*' song lyric by lyric and its action.
- Teachers and children sing '*Family Finger*' song and its action together.
- Teachers tell story about '*Goldilocks*'. "Let's see a story about '*Goldilocks*'."
- After watching the story, teachers ask comprehension questions to children. "Who is her name?"

Practice

- Children show their family pictures and introduce their family members to friends, guided by teachers. "He is my father. / She is my mother. / She is my sister....."
- Then, children are showed video '*Three Bears*' song. "Look at this video."
- Teachers and Children sing '*Three Bears*' song together "Look there are three bears...."

Production

- Teachers distribute a worksheet containing pictures of a family bears and a story with some blank words.
- Children do sticking games by filling the blank words based on the story to check their comprehension about family.

VI. Closing (5 minutes)

Closing

- T gives a reflection.
T : Do you enjoy our activities today?
- Teachers tell about Field Trip on the next day.
- T closes the class and leads them to pray.

T : It seems that we're running out of time. So let's end our meeting today by praying together. Who wants to lead a prayer? Okay, Andra, say to your friends, "Let's pray together, shall we?" Thank you.

- Teachers and children sing '*Sing Your Way Home*' song together.

Wassalamu'alaikum Wr. Wb.

VII. Assessment

Affective

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

VIII. References

Wright, Andrew. 2004. *Storytelling with Children*. New York: Oxford University Press.

DAY 6: GOING FIELD TRIP

I. Class Identification

1. Grade : L1
2. School : Elementary School
3. No. of sessions : 1x meeting (30 minutes)
4. Number of Ch : 13 children
5. Ch' economic background : middle class
6. Ch' intellectual capacity : basic

II. Skills

Speaking

III. Indicators

- Children are able to pronounce some basic language functions about shape.
- Children are able to mention some vocabulary related to shape.
- Children are able to give short functions related to shape.

IV. Learning method

Presentation, Practice, Production (PPP)

V. Procedures (Stages of teaching-learning)

Activities

Opening (5 minutes)

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

T : Assalamu'alaikum Wr. Wb.

Good morning, everyone. How are you today?

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

2. The teacher takes a roll call. E.g.: Let's take a roll call. Anyone absent?
3. Teachers and children salute flag together. Let's sing our national anthem together.

4. T gives probing question to Ss.
5. E.g.: Have you make a pottery?
6. T tells Ch that today they are going to learn about the goal of lesson.

The Cycles of Teaching-Learning (170 minutes)

Presentation

- Teachers teach '*If You're Happy*' song. "If you're happy and you know it claps your hands...."
- Teachers and children sing '*If You're Happy*' song together.
- Teachers tell children about many kinds of shape by showing objects in many shapes. "This is square."
- Teachers tell about '*What Is It?*' game.

Practice

- After practicing the clay, teachers give some example by inviting some of children to play with the teachers.
- Teachers and children play '*What is It?*' game together.

Production

- Teachers tell children to do coloring activity.
- Children do coloring activity about pictures of things in many shapes.

VI. Closing (5 minutes)

Closing

- T gives a reflection.
T : Do you enjoy our activities today?
- Teachers and children sing '*Sing Your Way Home*' song together.
- Teachers ask one of the children to lead a prayer and go to the bus.
T : It seems that we're running out of time. So let's end our meeting today by praying together. Who wants to lead a prayer? Okay, Andra, say to your friends, "let's pray together, shall we?".....Thank you.
- On the bus, children sing '*Sing Your Way Home*' song together.

Assalamu'alaikum Wr. Wb.

VII. Assessment

Affective

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

VIII. References

Hadfield, Jill. 2008. *Beginners' Communication Games*. Longman: Pearson Education Limited.

DAY 7: PLAYING WITH STATIONERY

I. Class Identification

1. Grade : L1
2. School : Elementary School
3. No. of sessions : 1x meeting (150 minutes)
4. Number of Ch : 13 children
5. Ch' economic background: middle class
6. Ch' intellectual capacity : basic

II. Skills

Speaking and listening

III. Indicators

- Children are able to recognize the information related to stationery.
- Children are able to respond to the simple instructions correctly.
- Children are able to pronounce some basic language functions about stationery.
- Children are able to mention some vocabulary related to stationery.

IV. Learning method

Presentation, Practice, Production (PPP)

V. Procedures (Stages of teaching-learning)

Activities

Opening (5 minutes)

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

T : Assalamu'alaikum Wr. Wb.

Good morning, everyone. How are you today?

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

2. The teacher takes a roll call. E.g.: Let's take a roll call. Anyone absent?
3. Teachers and children salute flag together. Let's sing our national anthem together.

4. Teachers and children sing '*If You're Happy*' song together.
5. T gives probing question to Ss.
6. E.g.: do you bring pencil?
7. T tells Ch that today they are going to learn about the goal of lesson.

The Cycles of Teaching-Learning (140 minutes)

Warming up

- Teachers ask children about their experience on Field Trip on the day before. "What did you do yesterday?"
- Children tell some short functions in the form of recount text.

Presentation

- Teachers tell about stationery. "Do you bring your stationeries?"
- Teachers drill vocabulary about stationeries by showing many kinds of stationeries. "What is it?" / "It is an eraser."
- Teachers tell how to sing can I have a pen song. "Do you know '*Can I have a Pen?*' song?"

Practice

- Teachers and children sing can I have a pen song.
- Teacher tells children about *Bandits and Sheriffs game*. "Time to play! Now, we're going to play '*Bandits and Sheriffs*' game."
- Children play *Bandits and Sheriffs game*.

Production

- Children are given an experiment tutorial about on-water painting. "Now, we're going to have an experiment that is '*On-Water Painting*'. Have you ever made it?"
- Children are looking to the example given by teachers. "Let's start painting! Look at Miss Dhyka giving an example..."
- Children are trying to make a painting by themselves.

Back up

- Teachers tell children about '*Book, Pen, Desk, Chair*' song.
- Teachers and children sing '*Book, Pen, Desk, Chair*' song.

VI. Closing (5 minutes)

Closing

- T and Ch sing ‘*Top of the World*’ (Theme) song together.
- T asks for reflection.
T : Do you enjoy our activities today?
- Teachers ask one of the children to lead a prayer.
T : It seems that we’re running out of time. So let’s end our meeting today by praying together. Who wants to lead a prayer? Okay, Andra, say to your friends, “let’s pray together, shall we?” Thank you.
- Teachers and children sing ‘*Good Bye*’ song together.

Assalamu’alaikum Wr. Wb.

VII. Assessment

Affective

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

VIII. References

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

DAY 8: THE DUCKS ARE YELLOW

I. Class Identification

1. Grade : L1
2. School : Elementary School
3. No. of sessions : 1x meeting (150 minutes)
4. Number of Ch : 13 children
5. Ch' economic background : middle class
6. Ch' intellectual capacity : basic

II. Skills

Speaking and listening

III. Indicators

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

IV. Learning method

Presentation, Practice, Production (PPP)

V. Procedures (Stages of teaching-learning)

Activities

Opening (5 minutes)

1. The teacher (T) greets the children (Ch) and leads them to pray.
2. T : Assalamu'alaikum Wr. Wb.
Good morning, everyone. How are you today?
3. T : Before we start our class today, let's pray together. Who wants to lead a prayer? Okay, Andra, say to your friends, "let's pray together, shall we?" Thank you.
4. The teacher takes a roll call. E.g.: Let's take a roll call. Anyone absent?

5. Teachers and children salute flag together. Let's sing our national anthem together.
6. Teachers and children sing '*If You're Happy*' song.
7. T gives probing question to Ss.
8. E.g.: do you like bird?
9. T tells Ch that today they are going to learn about the goal of lesson.

The Cycles of Teaching-Learning (140 minutes)

Presentation

- Teachers tell about animals by showing animal pictures. "Please look at this picture. What animal is this?"
- Teachers tell about colors in the form of animal pictures in many colors." What color is the FROG?"
- Teachers show a story about animals.
- Teachers show a video about '*Colors*' song. "I have a song. Please look at this video and listen to the song carefully."

Practice

- Teachers and children sing '*Colors*' song.
- Teachers tell children about animal guessing game. "Time to play! Let's play this game. (Showing a game from the software.)"
- Children practice the game in two groups.

Production

- Children are asked to color animal pictures. "Now, we're going to color an animal picture."
- Children color animal pictures and stick it on the board magazine.

Back up:

- Teachers tell about animal origami with its colors and give examples.
- Teachers lead the children to practice the origami guided by teachers.

VI. Closing (5 minutes)

Closing

- T and Ch sing '*Top of the World*' (Theme) song together.

- T gives a reflection.
T : Do you enjoy our activities today?
- Teachers ask one of the children to lead a prayer.
T : It seems that we're running out of time. So let's end our meeting today by praying together. Who wants to lead a prayer? Okay, Andra, say to your friends, "let's pray together, shall we?" Thank you.
- Teachers and children sing 'Good Bye' song together

Assalamu'alaikum Wr. Wb.

VII. Assessment

Affective

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

VIII. References

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

Primary i-Dictionary. Cambridge University Press.

DAY 9: MY DAILY ROUTINES

I. Class Identification

1. Grade : L1
2. School : Elementary School
3. No. of sessions : 1x meeting (90 minutes)
4. Number of Ch : 13 children
5. Ch' economic background : middle class
6. Ch' intellectual capacity : basic

II. Skills

Speaking and listening

III. Indicators

- a. Children are able to recognize the information related to daily activities.
- b. Children are able to respond to the simple instructions correctly.
- c. Children are able to pronounce some basic language functions about daily activities.
- d. Children are able to mention the vocabulary related to daily activities.

IV. Learning method

Presentation, Practice, Production (PPP)

V. Procedures (Stages of teaching-learning)

Activities

Opening (5 minutes)

1. The teacher (T) greets the children (Ch) and leads them to pray.
2. T : Assalamu'alaikum Wr. Wb.
Good morning, everyone. How are you today?
3. T : Before we start our class today, let's pray together. Who wants to lead a prayer? Okay, Andra, say to your friends, "Let's pray together, shall we?" Thank you.
4. The teacher takes a roll call. E.g.: Let's take a roll call. Anyone absent?
5. Teachers and children salute flag together. Let's sing our national anthem

together.

6. Teachers and children sing '*If You're Happy*' song
7. T gives probing question to Ss.
8. E.g.: what do you do in the morning?
9. T tells Ch that today they are going to learn about the goal of lesson.

The Cycles of Teaching-Learning (80 minutes)

Presentation

- Teachers tell about daily routines by showing some pictures.
- Teachers tell about '*The Morning Routines*' song.

Practice

- Teachers and Children sing '*The Morning Routines*' song together. "Let's sing the song together..."

Production

- Children play '*Homelife*' game. "Now, let's play '*Homelife*' game!"

Back up:

- Teachers and Children sing '*What's Everyone Doing Now?*' song.

Other activity:

- Rehearsal Gladi Resik

VI. Closing (5 minutes)

Closing

- T and Ch sing '*Top of the World*' (*Theme*) song together.
- T gives a reflection.
T : Do you enjoy our activities today?
- Teachers ask one of the children to lead a prayer.
T : It seems that we're running out of time. So let's end our meeting today by praying together. Who wants to lead a prayer? Okay, Andra, say to your friends, "let's pray together, shall we?" Thank you.
- Teachers and children sing '*Good Bye*' song together.

Assalamu'alaikum Wr. Wb.

VII. Assessment

Affective

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

VIII. References

Hadfield, Jill. 2008. *Beginners' Communication Games*. Longman: Pearson Education Limited.

FISRT QUESTIONNAIRE GUIDELINE

KUISIONER ENGLISH FOR HOLIDAYS 2013

Sebagai pedoman dalam penyusunan skripsi, penulis berencana melakukan pengumpulan data tentang pendapat para orang tua, khususnya bagi yang menyertakan putra-putrinya dalam kegiatan English For Holiday, tentang tujuan diikuti-sertakannya putra-putri Bapak/Ibu dalam program English For holiday.

Program EFH yang merupakan kepanjangan dari English for Holidays adalah suatu program pembelajaran bahasa Inggris diluar kurikulum sekolah yang diselenggarakan selama liburan sekolah. Sesuai dengan namanya English for Holidays yaitu pembelajaran bahasa Inggris yang bernuansa liburan. Liburan menyiratkan kegembiraan, suasana santai dan nyaman serta ramah. Oleh karena itu rangkaian kegiatan, penyelenggaraannya dilaksanakan dengan cara sebagaimana yang diberikan oleh liburan.

Oleh karena itu, kami mohon bantuan dan kesedian Bapak/Ibu untuk memberikan jawaban yang sesungguhnya. Kami akan menjamin kerahasiaan data yang Bapak/Ibu berikan, karena jawaban tersebut hanya sebagai bahan penyusunan dan tidak untuk dipublikasikan.

Dalam pengisian kuesioner ini, Bapak/Ibu cukup menyisihkan waktu 5 -10 menit untuk menjawab semua pertanyaan yang tertulis secara jujur dan apa adanya. Kami senantiasa menunggu jawaban dari Bapak/Ibu yang sangat berharga bagi kami.

No.	Pertanyaan	Jawaban
1.	Apa tujuan diturutsertakannya putra-putri Bapak/Ibu dalam program English For Holidays?	
2.	Apakah putra-putri Bapak/Ibu pernah mengikuti program belajar Bahasa Inggris lain yang sejenis dengan English For Holidays?	

3.	Apa saja kegiatan English For Holidays yang Bapak/Ibu ketahui?	
4.	Bagaimana tanggapan Bapak/Ibu tentang program belajar English For Holidays ini?	
5.	Menurut Bapak/Ibu, apakah ada kekurangan dalam program English For Holiday ini (apabila pernah mengikuti program ini sebelumnya)? Apabila ada, dimana letak kekurangan tersebut?	
6.	Menurut pandangan Bapak/Ibu, sejauh mana kemampuan bahasa Inggris putra-putri Bapak/Ibu?	
7.	Bagaimana pendapat/sikap putra-putri Bapak/Ibu saat diajak mengikuti program English For Holiday?	
8.	Sejauh ini, apakah kegemaran putra-putri Bapak/Ibu (dalam hal/bidang tertentu)?	
9.	Apakah putra/putri Bapak/Ibu menyukai pelajaran Bahasa Inggris?	
10.	Selain Bahasa Inggris, pelajaran apa yang disukai putra-putri Bapak/Ibu?	
11.	Materi apa yang sekiranya disukai anak-anak Bapak/Ibu untuk diajarkan dalam English For Holidays?	

12.	Apakah putra-putri Bapak/Ibu termasuk putra/putri yang aktif? Apabila iya, bagaimana bentuk keaktifannya (dalam hal gaya belajar)?	
13.	Dalam program ini, materi yang digunakan adalah dalam bentuk songs, games dan story telling. Bagaimana tanggapan Bapak/Ibu?	
14.	Situasi/kondisi belajar yang seperti apakah yang Bapak/Ibu harapkan dalam program ini?	
15.	Sikap guru yang seperti apakah yang Bapak/Ibu harapkan dalam mengajarkan bahasa Inggris kepada putra-putri Bapak/Ibu?	
16.	Apa saja yang Bapak/Ibu harapkan terkait <i>skills</i> (kemampuan) yang akan didapat putra-putri Bapak/Ibu selama mengikuti program ini?	

Terimakasih atas partisipasi Bapak/Ibu dalam mengisi kuisioner ini secara sukarela. Semoga dapat bermanfaat sebagai bahan dalam penyusunan skripsi penulis.

Nama Responden :

Nama Anak :

Usia Responden :

Usia/Jenis kelamin anak :

SECOND QUESTIONNAIRE GUIDELINE

KUISIONER ENGLISH FOR HOLIDAYS 2013

Sebagai pedoman dalam penyusunan skripsi, penulis berencana melakukan pengumpulan data tentang pendapat para orang tua, khususnya bagi yang menyertakan putra-putrinya dalam kegiatan English For Holiday, tentang *pencapaian putra-putri Bapak/Ibu selama mengikuti program English For holiday 2013*. Kuisisioner ini disusun sebagai kelanjutan kuisisioner yang telah kami edarkan di awal kegiatan ini berlangsung.

Oleh karena itu, kami mohon bantuan dan kesedian Bapak/Ibu untuk memberikan jawaban yang sesungguhnya. Kami akan menjamin kerahasiaan data yang Bapak/Ibu berikan, karena jawaban tersebut hanya sebagai bahan penyusunan dan tidak untuk dipublikasikan.

Dalam pengisian kuesisioner ini, Bapak/Ibu cukup menyisihkan waktu 5-10 menit untuk menjawab semua pertanyaan yang tertulis secara jujur dan apa adanya. Kami senantiasa menunggu jawaban dari Bapak/Ibu yang sangat berharga bagi kami.

No.	Pertanyaan	Jawaban
1.	Apakah putra-putri Bapak/Ibu senang mengikuti seluruh kegiatan dalam English For Holiday (EFH) ini?	
2.	Apakah ada peningkatan kemampuan/skills dalam berbahasa Inggris putra-putri Bapak/Ibu selama mengikuti kegiatan ini? Apabila ada, skills apakah yang sekiranya paling dapat terlihat?	

3.	Bagaimana pendapat Bapak/Ibu terkait materi yang dipelajari putra-putri Bapak-Ibu dalam EFH ini? Apakah ada kelebihan dalam isi materi yang disampaikan di EFH ini berdasarkan apa putra-putri Bapak/Ibu sampaikan atas apa yang telah mereka pelajari dan dari <i>teacher's note</i> dalam buku diary?	
4.	Lalu apakah ada kekurangan dalam isi materi yang disampaikan di EFH ini? Apabila ada, dimana letak kekurangan tersebut?	
5.	Apakah putra-putri Bapak/Ibu mengalami kesulitan dalam memahami materi yang diberikan selama belajar di EFH ini?	
6.	Apakah putra-putri Bapak/Ibu mengalami kesulitan dalam mengikuti aktivitas yang diberikan selama belajar di EFH ini?	
7.	Apakah putra-putri Bapak-Ibu merasa bosan dengan materi yang	

	diberikan oleh guru? Apabila benar, materi yang bagaimanakah yang membuat putra-putri Bapak-Ibu merasa bosan?	
8.	Apakah putra-putri Bapak-Ibu menyukai materi yang diberikan oleh guru? Apabila benar, materi yang seperti apakah yang disukai putra-putri Bapak-Ibu?	
9.	Apakah Bapak/Ibu memiliki saran terkait materi yang putra-putri Bapak/Ibu pelajari di EFH ini?	
10.	Apabila ada kesempatan, apakah Bapak/Ibu berencana mengikutsertakan putra-putrinya di EFH tahun mendatang?	

Terimakasih atas partisipasi Bapak/Ibu dalam mengisi kuisioner ini secara sukarela. Semoga dapat bermanfaat sebagai bahan dalam penyusunan skripsi penulis serta dapat menjadi masukan yang bermanfaat bagi kemajuan program English For Holiday di tahun-tahun mendatang.

Nama Responden :

Usia Responden :

Nama anak :

Usia/Jenis kelamin anak :

THIRD QUESTIONNAIRE GUIDELINE

Questionnaire of Designed Materials Evaluation for Expert Judgment

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

Respondent's Identity

Name : _____

Occupation : _____

Educational Background : *SI/S2/S3

Teaching Experience : _____years

*circle the most appropriate one

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

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

No	Respondents' Evaluation	Degree of Agreement				
		1	2	3	4	5
	A. GOALS					
1.	The materials being developed are appropriate to the indicators and the course grid					

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

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

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

The suggestions for the developed materials

1. What is your opinion about this developed materials?

.....

2. Is there any lacks in this developed materials?

.....

3. Is there any suggestions to fulfill the lacks?

.....

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

1. Feasible to apply without revision
2. Feasible to apply with suggested revision
3. Less feasible to apply

*) circle one of the statements

Yogyakarta,2013

The Evaluator

FIRST INTERVIEW GUIDELINE

Respondent : L1 Teachers of Fun English Club 2013

Name :

Interview Questions:

1. What is your opinion about FEC program?
2. What is your opinion about the materials being used in the program?
3. What approach being used in developing the materials? Why did you choose that approach?
4. Did you find any problems in developing the materials?
5. Based on your analysis, do you think that the children of L1 could acquire the materials being delivered using that approach well?
6. What was your background in developing the materials?
7. What was your aim in developing the materials?
8. Where did you get the inputs in developing the materials and its activities?
9. What were the children's responses towards the materials, activities and media they've gotten during the teaching-learning process?
10. How was your way in delivering the materials?
11. How far was your role in managing the class during the teaching-learning process?
12. How did you develop the materials in each theme? Was it related to the theme?
13. What kinds of materials did you prefer to choose in teaching the children (songs, games, stories or all of them)?

14. What were your strategies in designing the materials?
15. What were your strategies in handling the children?
16. Based on your opinion, was there any lacks in developing and delivering those materials to the children?
17. Do you have any suggestion to the L1 teachers in developing the materials with the same approach?

SECOND INTERVIEW GUIDELINE

Respondent : Previous L1 Teachers of English for Holidays

Name :

Interview Questions:

1. What is your background in developing the materials?
2. What is your aim in developing the materials?
3. What are your problems in developing L1 materials in the EFH program?
4. Where do you get the input in designing the materials?
5. Where do you get the input in designing the activities?
6. What are the weaknesses in the topic choosing of EFH?
7. Is there any weakness in your developed materials? What are they?
8. What is the model of your materials?
9. How is your technique in developing each topic?
10. What is your strategy in developing the materials?
11. Have your materials related to the big theme?
12. How is your technique in delivering the materials?
13. What is your involvement in the class management?
14. How is your strategy in managing the children?
15. How is the children's involvement in each activity?
16. How is the children's response about the delivered materials?
17. How is the children's response about the delivered activities?
18. How is the children's response about the used media?
19. What is your suggestion to the next L1 teachers of EFH?

THIRD INTERVIEW GUIDELINE

Respondent : L1A Teacher of English for Holidays 2013

Name :

Interview Questions:

1. What is your opinion towards today's materials?
2. Do you think that the materials are difficult for the children?
3. Do you think that the children understand the teachers' instructions?
4. Do you think that the activities are too many or less or just right?
5. What do you think about the children's reaction to the given materials?
6. Is there any activity which cannot be delivered?
7. What do you think about the children's liveliness?
8. What do you think about the supported media?
9. Do you have any suggestion or comment?

FOURTH INTERVIEW GUIDELINE

Respondent : L1A Parents of English for Holidays 2013

Name :

Pertanyaan interview

1. Apa ananda bercerita tentang apa yang telah ananda pelajari setiap hari?
2. Apakah ananda pernah mengatakan suka/tidak suka dengan materinya?
3. Materi yang mana yang disukai/tidak disukai ananda?
4. Apakah saat dirumah ananda menunjukkan/memperagakan apa yang telah ananda pelajari? Apabila iya, apa saja yang ditunjukkan?
5. Apakah ananda bercerita bahwa materi/aktivitas yang diberikan terlalu susah?
6. Apakah ananda bercerita bahwa belajarnya merasa senang atau bosan?
7. Apakah ananda mengerti dengan jelas penjelasan teachers?
8. Bagaimana pendapat Bp/Ibu tentang materi yang diberikan?
9. Bagaimana pendapat Bp/Ibu tentang putra-putri Bp/Ibu selama mengikuti pembelajaran di EFH?
10. Kira-kira apa kekurangan dari materi yang diberikan?
11. Apakah ada saran/masukan terkait pemberian materi dalam mengajar murid-murid L1?

FIFTH INTERVIEW GUIDELINE

Respondent : L1A Children of English for Holidays 2013

Name :

Pertanyaan interview

1. Kemarin di EFH belajar tentang apa aja? Greeting/ home/ family/ foods n drinks/ animals n colors/ stationery/ daily routines?
2. Kemarin diajari bicara apa aja pakai bahasa Inggris?
3. Bisa nyanyi apa aja?
4. Dirumah bisa dipraktekin lagi / pernah ditunjuhin ke papa-mama ga?
5. Dapet cerita tentang apa aja?
6. Suka gak sama gambar-gambar / video(media)nya?
7. Udah main game apa aja?
8. Suka gak belajarnya? Kalau suka, yang paling disukai belajar apa?
9. Susah gak belajarnya? Bisa ngerjain tugas-tugasnya?
10. Belajarnya asik atau senang atau bosan?
11. Jelas ga penjelasan dari Miss?
12. Besok liburan tahun depan mau ikutan lagi ga?



A Teacher Manual

THEME-BASED MATERIALS
FOR L1 CHILDREN OF
ENGLISH FOR HOLIDAYS



SINGING SONGS
PLAYING GAMES
LISTENING TO STORIES
HAVING OUTDOOR ACTIVITIES

ANDHYKA MURTI
09202241011



UNIT 1



HELLO FRIENDS!



Theme: Introduction

Indicators:

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

Skills: Listening and Speaking

1. GET READY

- Greet the children / *Menyapa anak-anak*

Teacher's words / *Ucapan guru*

Children's words / *Ucapan anak-anak*



Assalamu'alaikum Wr. Wb.
Good morning, everyone. How are you?
Selamat pagi semua. Apa kabar?

Wa'alaikumsalam, Wr. Wb.
Good morning Miss Dhyka. I'm fine thank you, and you?

Selamat pagi Miss Dhyka. Saya baik-baik saja terimakasih. Miss Dhyka gimana?



- Introduce oneself / *Memperkenalkan diri*

Teacher's words / *Ucapan guru*



Let us introduce to each other. My name is Miss Dhyka and she is Miss Ditta.

Perkenalkan, nama saya Miss Dhyka dan ini Miss Ditta.

- Ask the children to pray / *Mengajak anak-anak untuk berdoa*

Teacher's words / *Ucapan guru*



Before we start our class today, let's pray together. Who wants to lead the prayer?

Sebelum kita mulai kegiatan hari ini, mari berdoa bersama. Siapa yang mau memimpin doa?

Children's words / *Ucapan anak-anak*



Friends, let's pray together. Shall we?

Teman-teman, mari kita berdoa bersama. Berdoa dimulai.

- Check the attendance lists / *Mengecek daftar kehadiran*

Teacher's words / *Ucapan guru*



Let's check your attendance.

Mari kita cek siapa yang masuk hari ini.

- Salute the flag and sing national anthem together / *Hormat bendera dan menyanyikan lagu kebangsaan bersama*

Teacher's words / *Ucapan guru*



Let's sing our national anthem together. Salute Up!

Mari bersama-sama kita nyanyikan lagu kebangsaan Indonesia Raya. Hormat grak!

2. LET'S START

- Tell how to introduce oneself / *Menjelaskan bagaimana cara memperkenalkan diri*

Teacher's words / *Ucapan guru*



"Hello my friends, my name is Miss Dhyka."

3. IT'S YOUR TURN

- Children introduce themselves / *Anak-anak memperkenalkan diri masing-masing*
Children's words / *Ucapan anak-anak*



Hello my friends,
my name is Aisyah.
My name is Nur.

- Sing 'Hello' song / *Bernyanyi 'Hello' song*
Teacher's words / *Ucapan guru*



Do you know 'Hello' song? Let's sing 'Hello' song together.
Mari kita menyanyikan lagu 'Hello' bersama-sama.
(Mengajari lagu 'Hello' dan menyanyikannya bersama-sama)

Hello hello hello how are you 2x
I'm good, I'm fine, I'm wonderful 2x

4. LET'S HAVE FUN

- Play "Zip-Zap" game / *Bermain 'Zip-Zap' game*
Teacher's words / *Ucapan guru*



Now, we're going to play Zip-Zap game.
Sekarang kita akan bermain Zip-Zap game.

If I say -Zip- and I point to you, then you have to mention the name of your friend in your left side and if I say -Zap- you have to mention the name of your friend in your right side.
Are you ready? Let's play!

5. LET'S TAKE A BREAK

- Sing 'Good Bye' song / *Menyanyikan lagu 'Good Bye'*

Teacher's words / *Ucapan guru*



Do you know 'Good Bye' song?
Apakah kalian tau Good Bye song?
Let's sing Good Bye song together.
Mari kita nyanyikan Good Bye song bersama-sama.

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

- Ask the children what they have learnt today / *Bertanya pada anak-anak tentang apa yang telah mereka pelajari hari ini*

Teacher's words / *Ucapan guru*



O.K class, what have you learned today?
Apa yang sudah kalian pelajari hari ini?

- Ask for reflection / *Menanyakan refleksi*

Teacher's words / *Ucapan guru*



Do you feel happy with our activities today?
Apakah kalian senang dengan pelajaran hari ini?

Children's words / *Ucapan anak*



Yes, I am happy.
Ya, saya senang.

No, I am unhappy.
Tidak, saya tidak senang.

- Tell children about material for the next day / *Memberitahukan materi hari berikutnya*

Teacher's words / *Ucapan guru*



Tomorrow we're going to have Campus Grand Tour. Please bring your own foods and drinks...

Besok kita akan mengadakan Tour Keliling Kampus. Tolong bawa makanan dan minuman masing-masing...

- Close the class / *Menutup kelas*

Teacher's words / *Ucapan guru*



It seems that we're running out of time. So let's end our meeting today by praying together. Who wants to lead a prayer?

Sepertinya waktu kita sudah habis. Mari kita tutup kegiatan hari ini dengan berdoa bersama. Siapa yang mau memimpin doa?



Okay (name one of the children), say to your friends, "let's pray together, shall we?"Thank you.

Baiklah (nama anak, katakan pada teman-teman 'mari berdoa bersama, berdoa dimulai'... 'selesai'. Terimakasih.

BACK UP

- Play 'Hello' game / *Bermain 'Hello' game*

Teacher's words / Ucapan guru



Now, we're going to play 'Hello' game.
Sekarang kita akan bermain 'Hello' game.

If I say –Zip- and I point to you, then you have to mention the name of your friend in your left side and if I say –Zap- you have to mention the name of your friend in your right side.

Are you ready? Let's play!

- Play 'How Are You' song/ *Bermain 'How Are You' song*

Teacher's words / Ucapan guru



Now, we're going to sing 'How Are You' song.
Sekarang kita akan bernyanyi lagu 'How Are You'.

Do you know 'How Are You?' song?. "Hello...hello...
how are you?...I'm fine I'm fine how are you?..."

Are you ready? Let's sing together!



UNIT 2

LET'S GO FOR A WALK!



Theme: Building

Indicators:

- Children are able to respond to very short instructions related to the song using body language correctly
- Children are able to respond to very short instructions related to the activities correctly
- Children are able to identify some terms related to public places

Skills: Listening and Writing

1. GET READY

- Greet the children / *Menyapa anak-anak*

Teacher's words / *Ucapan guru*



Assalamu'alaikum Wr. Wb.
Good morning, everyone. How are you today?

Selamat pagi semuanya. Apa kabar kalian hari ini?

- Ask the children to pray / *Mengajak anak-anak untuk berdoa*

Teacher's words / *Ucapan guru*



Before we start our class today, let's pray together. Who wants to lead a prayer?

Sebelum kita mulai kegiatan hari ini, mari berdoa bersama. Siapa yang mau memimpin doa?

- Check the attendance lists / *Mengecek daftar kehadiran*

Teacher's words / *Ucapan guru*



Let's take a roll call. Is there anyone absent?

Miss Dhyka panggil satu-satu ya. Siapa yang tidak masuk?

- Salute the flag and sing national anthem together / *Hormat bendera dan menyanyikan lagu kebangsaan bersama*

Teacher's words / *Ucapan guru*



Let's sing our national anthem together. Salute Up!

Mari bersama-sama kita nyanyikan lagu kebangsaan Indonesia Raya. Hormat grak!

- Sing 'Hello' song together / *Menyanyikan lagu 'Hello'*

Teacher's words / *Ucapan guru*



Let's sing 'Hello Song' together.

Ayo kita bernyanyi 'Hello Song' bersama-sama.

Hello hello hello how are you 2x

I'm good, I'm fine, I'm wonderful 2x

2. LET'S START

- Tell children about public places around campus / *Memberitahu anak-anak tentang tempat umum disekitar kampus*

Teacher's words / *Ucapan guru*



What public places do you know?

Tempat umum apa yang kalian tau?

Let's see these pictures.

Mari kita lihat gambar-gambar ini

This is Pendopo Tedjokusumo.

Ini adalah Pendopo Tedjokusumo.

3. IT'S YOUR TURN

- Sing 'The Grand Old Duke of York' song / *Menyanyikan lagu 'The Grand Old Duke of York'*

Teacher's words / *Ucapan guru*



Look at this video and listen to the song.

Lihat video ini dan dengarkan musiknya.



Now, let's sing this song together.

The grand old duke of York...he had ten thousand men...

Sekarang mari kita nanyikan lagu ini bersama-sama.

The grand old duke of York...he had ten thousand men...

The Grand Old Duke of York

The Grand Old Duke of York. He had ten thousand men.
He marched them to the up of the hill and he marched them down again.
And when they were up they were up, and when they were down, they were down.
And when they were only half way up, they were neither up nor down.

4. LET'S HAVE FUN

➤ Do 'Map Labeling' / *Mengerjakan 'Map Labeling'*

Teacher's words / *Ucapan guru*



This is a map of UNY. We're going to have a tour across these buildings through this route.

Ini adalah peta UNY. Kita akan berkeliling kampus mengikuti rute ini.



Through this map, you'll find some unknown buildings. Your task is to find the building's name and write them down in your own map. Do you understand?

Dalam peta ini, kalian akan menemukan beberapa gedung yang tidak bernama. Tugas kalian adalah menemukan nama gedung-gedung itu dan menuliskannya dalam peta kalian masing-masing. Apa kalian mengerti?

➤ Color buildings / *Mewarnai gedung*

Teacher's words / *Ucapan guru*



Now, let's color these building.
The school is in yellow...

*Sekarang mari kita warnai gedung-gedung ini.
Sekolahnya berwarna kuning...*

5. LET'S TAKE A BREAK

➤ Ask the children what they have learnt today / *Bertanya pada anak-anak tentang apa yang telah mereka pelajari hari ini*

Teacher's words / *Ucapan guru*



O.K class, what have you learned today?
Apa yang sudah kalian pelajari hari ini?

➤ Ask for reflection / *Menanyakan refleksi*

Teacher's words / *Ucapan guru*



Are you happy with our activities today?
Apakah kalian senang dengan pelajaran hari ini?

Children's words / *Ucapan anak*



Yes, I am happy.
Ya, saya senang.

No, I am unhappy.
Tidak, saya tidak senang.

- Tell children about material for the next day / *Memberitahukan materi hari berikutnya*

Teacher's words / *Ucapan guru*



Tomorrow we're going to learn about My Home.
Besok kita akan belajar tentang 'Rumahku'.

- Close the class / *Menutup kelas*

Teacher's words / *Ucapan guru*



It seems that we're running out of time. So let's end our meeting today by praying together. Who wants to lead a prayer?

Sepertinya waktu kita sudah habis. Mari kita tutup kegiatan hari ini dengan berdoa bersama. Siapa yang mau memimpin doa?



Okay (name one of the children), say to your friends, “let’s pray together, shall we?”Thank you.

Baiklah (nama anak, katakan pada teman-teman ‘mari berdoa bersama, berdoa dimulai?... ’selesai’. Terimakasih.

- Sing ‘Good Bye’ song / *Menyanyikan lagu ‘Good Bye’*

Teacher’s words / *Ucapan guru*



Let’s sing ‘Good Bye’ song together.

“Good bye good bye see you again...

Good bye good bye see you my friends...

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

BACK UP

- Sing ‘Pinocchio’ song / *Menyanyikan lagu ‘Pinocchio’*

Teacher’s words / *Ucapan guru*



Now, we’re going to sing ‘Pinocchio’ song

Sekarang kita akan bernyanyi lagu ‘Pinocchio’.

Do you know *Pinocchio* song?. “Everybody in. Everybody out. Everybody turn around. Everybody shout, ‘Hey!’...”

Are you ready? Let’s sing it together.



Theme: home

Indicators:

- Children are able to recognize the information related to things and parts of the house
- Children are able to respond to very simple instructions by act correctly
- Children are able to deliver some short and simple functions about parts of the house
- Children are able to deliver some short and simple functions about things in the house
- Children are able to mention some vocabularies related to the house

Skills: Listening and Speaking

1. GET READY

- Greet the children / *Menyapa anak-anak*

Teacher's words / *Ucapan guru*



Assalamu'alaikum Wr. Wb.
Good morning, everyone. How are you today?
Selamat pagi semuanya. Apa kabar kalian hari ini?

- Ask the children to pray / *Mengajak anak-anak untuk berdoa*

Teacher's words / *Ucapan guru*



Before we start our class today, let's pray together. Who wants to lead the prayer?
Sebelum kita mulai kegiatan hari ini, mari berdoa bersama. Siapa yang mau memimpin doa?

- Check the attendance lists / *Mengecek daftar kehadiran*

Teacher's words / *Ucapan guru*



Let's take a roll call. Is there anyone absent?
Miss panggil satu-satu ya. Siapa yang tidak masuk?

- Salute the flag and sing national anthem together / *Hormat bendera dan menyanyikan lagu kebangsaan bersama*

Teacher's words / *Ucapan guru*



Let's sing our national anthem together. Salute Up!
Mari bersama-sama kita nyanyikan lagu kebangsaan Indonesia Raya. Hormat grak!

- Sing 'Good Morning' together / *Menyanyikan lagu 'Good Morning'*

Teacher's words / *Ucapan guru*



Do you know 'Good Morning' song? Let's sing the song together.

Apa kaliantau lagu 'Good Morning?' Ayo kita nyanyikan bersama-sama.

Good morning to you... Good morning to you...
Good morning my dear friends / * dear teacher...
Good morning to you...

*second lyric

2. LET'S START

- Children tell about their experience in Campus Grand Tour / *Anak – anak menceritakan pengalaman mereka saat berkeliling kampus*

Teacher's words / *Ucapan guru*



What have you seen yesterday when walking around campus?

Apa yang kemarin kalian lihat waktu berjalan-jalan keliling kampus?

- Show pictures about parts of the house and its names / *Menunjukkan gambar bagian – bagian rumah dan istilahnya*

Teacher's words / *Ucapan guru*



Now, let's see these pictures. What picture is it?
(Teacher shows pictures from Primary i-Dictionary)

Sekarang mari kita lihat gambar-gambar ini.

- Pronounce the name of each part and furniture in the house followed by children / *Melafalkan nama tiap bagian dan perabotan rumah diikuti oleh anak – anak*

Teacher's words / *Ucapan guru*



This is DINING ROOM.

Ini adalah ruang makan.

- Tell about 'The Home' song / *Mengajarkan lagu 'The House'*

Teacher's words / *Ucapan guru*



Do you know 'The House' song? Look at this video...

Apa kalian tau lagu 'The House'? Mari kita lihat video ini...

(Teacher shows a video of 'The Home' song from Primary i-Dictionary)

3. IT'S YOUR TURN

- Sing 'The House' song / *Menyanyikan lagu 'The House'*

Children's words / *Ucapan anak*



Do you know 'The House' song? Listen to the music video...

(Teacher shows the video from Primary i-Dictionary)

Apakah kalian tau lagu 'The Home'? Dengarkan lagunya bersama-sama...

- Play 'Sticking Race' game / *Bermain 'Sticking Race'*

Teacher's words / *Ucapan guru*



Time to play! Let's play Sticking Race game!

Waktunya bermain! Mari kita main balap menempel!



In this game, you will be divided into two groups. Each group has to make a line.

In front of the class there are some pictures of furniture in a house and two pictures of parts of a house.

Your task is to choose the right furniture picture based on teachers' clues and stick it to the suitable parts of the house picture.

4. LET'S HAVE FUN

- Make a 'Paper Handcraft' / *Membuat 'Paper Handcraft'*

Teacher's words / *Ucapan guru*



This is a picture of SpongeBob's (or other cartoon's) house. You have to stick the twister paper through the picture's lines and color the house.

*Ini adalah gambar rumah SpongeBob (atau kartun yang lain).
Tugas kalian adalah menempel lintingan koran sepanjang garis gambar lalu mewarnai gambarnya.*

5. LET'S TAKE A BREAK

- Sing 'Sing Your Way Home' song / *Menyanyikan lagu 'Sing Your Way Home'*

Teacher's words / *Ucapan guru*



Do you know 'Sing Your Way Home' song? Listen to the music and Miss singing the song and then follow.
(Teacher sing the song lyric by lyric with its actions)

Apakah kalian tau lagu 'Sing Your Way Home'?
Dengarkan lagunya dan Miss Dhyka bernyanyi dan ikuti.
"Sing your way home at the close of the day..."

Sing Your Way Home

Sing your way home at the close of the day,
Sing your way home, drive the shadows away.
Smile every mile, for wherever you roam,
It will brighten your road, it will lighten your load,
If you sing your way home.

- Ask the children what they have learnt today / *Bertanya pada anak-anak tentang apa yang telah mereka pelajari hari ini*

Teacher's words / *Ucapan guru*



Alright kids, what have you learned today?

Baiklah adik-adik, apa yang sudah kalian pelajari hari ini?

- Ask for reflection / *Menanyakan refleksi*

Teacher's words / *Ucapan guru*



Are you happy with our activities today?

Apakah kalian senang dengan pelajaran hari ini?

Children's words / *Ucapan anak*



Yes, I am happy.
Ya, saya senang.

No, I am unhappy.
Tidak, saya tidak senang.

- Tell children about 'Barbecue' for the next day / *Memberitahukan anak-anak tentang 'Barbecue' dihari berikutnya*

Teacher's words / *Ucapan guru*



Tomorrow we will have barbecue. You will be divided into some small groups. Each will get different tasks in doing the barbecue. You also have to bring your own plate...

Besok kita akan mengadakan Barbecue. Kalian akan dibagi menjadi beberapa grup kecil . masing-masing grup akan mendapat tugas yang berbeda dalam membuat Barbecue. Kalian juga harus membawa peralatan makan masing-masing...

- Close the class / *Menutup kelas*

Teacher's words / *Ucapan guru*



It seems that we're running out of time. So let's end our meeting today by praying together. Who wants to lead a prayer?

Sepertinya waktu kita sudah habis. Mari kita tutup kegiatan hari ini dengan berdoa bersama. Siapa yang mau memimpin doa?



Okay (name one of the children), say to your friends, "let's pray together, shall we?"Thank you.

Baiklah (nama anak, katakan pada teman-teman 'mari berdoa bersama, berdoa dimulai'... 'selesai'. Terimakasih.

BACK UP

- Play 'Whisper Race' game / *Bermain 'Whisper Race' game*

Teacher's words / *Ucapan guru*



Now, we're going to play 'Whisper Race' game.
Sekarang kita akan bermain 'Whisper Race' game.

If I say "Go", the first child from each group must come to the front and turn over the card. After that, he or she goes back to the group and tell their friends until the last child. After that the last child must come to the front and find the correct card.

Are you ready? Let's play!

UNIT 4



DO YOU LIKE SATAY?



Theme: Barbecue

Indicators:

- Children are able to recognize the information related to barbecue
- Children are able to respond to the simple instructions related to barbecue correctly
- Children are able to deliver some short and simple functions about like and dislike
- Children are able to mention the vocabulary related to foods, drinks, fruits and vegetables

Skills: Listening and Speaking

1. GET READY

- Greet the children / *Menyapa anak-anak*

Teacher's words / *Ucapan guru*



Good morning everyone. How are you today? Have you had breakfast?

*Selamat pagi semuanya. Bagaimana kabar kalian hari ini?
Sudah sarapan belum?*

- Ask the children to pray / *Mengajak anak-anak untuk berdoa*

Teacher's words / *Ucapan guru*



Before we start our class today, let's pray together.
Who wants to lead the prayer?

Sebelum kita mulai kegiatan hari ini, mari berdoa bersama. Siapa yang mau memimpin doa?

- Check the attendance lists / *Mengecek daftar kehadiran*

Teacher's words / *Ucapan guru*



Let's take a roll call. Is there anyone not coming yet or absent?

Miss panggil satu-satu ya. Apa ada yang belum datang atau tidak masuk hari ini?

- Salute the flag and sing national anthem together / *Hormat bendera dan menyanyikan lagu kebangsaan bersama*

Teacher's words / *Ucapan guru*



Let's sing our national anthem together. Salute Up!

Mari bersama-sama kita nyanyikan lagu kebangsaan Indonesia Raya. Hormat grak!

- Sing 'Good Morning' together / *Menyanyikan lagu 'Good Morning'*

Teacher's words / *Ucapan guru*



Let's sing 'Good Morning' song together.

Ayo kita bernyanyi 'lagu Good Morning' bersama-sama.

Good morning to you... Good morning to you...
Good morning my dear friends / * dear teacher...
Good morning to you...
*second lyric

2. LET'S START

- Mention some terms related to foods and drinks / *Menyebutkan beberapa istilah yang berhubungan dengan makanan dan minuman*

Teacher's words / *Ucapan guru*



What picture is this? (by showing pictures of foods and drinks)

Gambar apa ini? (dengan menunjukkan gambar makanan dan minuman)

Children's words / *Ucapan anak*



This is ice cream. / That is apple.

Ini adalah sate. / Itu adalah apel.

Teacher's words / *Ucapan guru*



Do you like apple?

Apakah kamu suka apel?

Children's words / *Ucapan anak*



Yes, I like apple. / No, I don't like apple.

Ya, saya suka apel. / Tidak, saya tidak suka apel.

➤ Tell about 'Barbecue' / *Menjelaskan tentang 'Barbecue'*

Teacher's words / *Ucapan guru*



Today, we're going to have barbecue. You will make barbecue with your groups with the same task as we divided yesterday.

Hari ini kita akan membuat sate. Kalian akan membuat sate dengan grup kalian sesuai dengan tugas masing-masing seperti yang sudah kita bagi kemarin.



This is sate and this is lontong (by showing satay and lontong)

Ini sate dan ini lontong (dengan menunjukkan sate dan lontong)

➤ Tell about 'Do You Have a Fork' song / *Mengajarkan lagu 'Do You Have a Fork'*

Teacher's words / *Ucapan guru*



Do you know 'Do You Have a Fork' song?
Apakah kalian tau lagu 'Do You Have a Fork'?

Listen to Miss singing the song and then follow.
(Teacher sing the song lyric by lyric with its actions)
Dengarkan miss Dhyka bernyanyi dan ikuti.

"Do you have a spoon? Yes, I have a spoon.
Do you have a fork? Yes, I have a fork.
Do you have a knife? Yes, I have a knife.
But I don't have a plate. Oh, No!"

3. IT'S YOUR TURN

- Sing *Do You Have a Fork Song* / *Menyanyikan lagu 'Do You Have a Fork'*

Children's words / *Ucapan anak*



"Do you have a spoon? Yes, I have a spoon.
Do you have a fork? Yes, I have a fork.
Do you have a knife? Yes, I have a knife.
But I don't have a plate. Oh, No!"
(Sing the song with its actions)

- *Preparing satay* / *Menyiapkan sate*

Teacher's words / *Ucapan guru*



Now, let's prepare the barbecue. Do your job with your own groups.

*Sekarang mari kita siapkan satenya.
Lakukan tugas kalian dengan kelompok masing-masing*

4. LET'S HAVE FUN

- Conduct lunch together / *Makan siang bersama*

Teacher's words / *Ucapan guru*



Before we eat the sate, let's pray first. Who want to lead the prayer?

*Sebelum kita makan satenya, mari berdoa bersama.
Siapa yang mau memimpin doa?*

- Play 'Food-ball' game / Memainkan permainan 'Food-ball'

Teacher's words / *Ucapan guru*



Since we've finished eating, it's the time to play! We're going to play 'Food-ball' game!

Karena kita sudah selesai makan, sekarang saatnya bermain! Kita akan bermain 'Food-ball' game!

5. LET'S TAKE A BREAK

- Ask the children what they have learnt today/ *Bertanya pada anak-anak tentang apa yang telah mereka pelajari hari ini*

Teacher's words / *Ucapan guru*



Alright kids, what have you learned today?

Baiklah adik-adik, apa yang sudah kalian pelajari hari ini?

- Ask for reflection / *Menanyakan refleksi*

Teacher's words / *Ucapan guru*



Are you happy with our activities today?

Apakah kalian senang dengan pelajaran hari ini?

Children's words / *Ucapan anak*



Yes, I am happy.
Ya, saya senang.

No, I am unhappy.
Tidak, saya tidak senang.

- Tell children about material for the next day / *Memberitahukan anak-anak tentang materi dihari berikutnya*

Teacher's words / *Ucapan guru*



Tomorrow we're going to learn about My Family. Please bring a family photograph.

Besok kita akan belajar tentang 'Keluargaku'. Tolong bawa satu foto keluarga.

- Close the class / *Menutup kelas*

Teacher's words / *Ucapan guru*



It seems that we're running out of time. So let's end our meeting today by praying together. Who wants to lead a prayer?

Sepertinya waktu kita sudah habis. Mari kita tutup kegiatan hari ini dengan berdoa bersama. Siapa yang mau memimpin doa?



Okay (name one of the children), say to your friends, "let's pray together, shall we?"Thank you.

Baiklah (nama anak, katakan pada teman-teman 'mari berdoa bersama, berdoa dimulai'... 'selesai'. Terimakasih.

- Sing "Sing Your Way Home" song / *Menyanyikan lagu "Sing Your Way Home"*

Teacher's words / *Ucapan guru*



Let's sing 'Sing Your Way Home' song together.
Mari kita nyanyikan Good Bye song bersama-sama.

"Sing your way home on the top of the day..."

Sing Your Way Home

Sing your way home at the close of the day,
Sing your way home, drive the shadows away.
Smile every mile, for wherever you roam,
It will brighten your road, it will lighten your load,
If you sing your way home.

UNIT 5

THIS IS MY FAMILY



Theme: Family

Indicators:

- Children are able to respond to information related to family
- Children are able to tell about the pictures of family correctly
- Children are able to identify some terms vocabularies related to family and friends

Skills: Listening and Speaking



1. GET READY

- Greet the children / *Menyapa anak-anak*

Teacher's words / *Ucapan guru*



Good morning everyone. How are you today?

Selamat pagi semuanya. Bagaimana kabar kalian hari ini?

- Ask the children to pray / *Mengajak anak-anak untuk berdoa*

Teacher's words / *Ucapan guru*



Before we start our class today, let's pray together.
Who wants to lead the prayer?

Sebelum kita mulai kegiatan hari ini, mari berdoa bersama. Siapa yang mau memimpin doa?

- Check the attendance lists / *Mengecek daftar kehadiran*

Teacher's words / *Ucapan guru*



Let's take a roll call. Is there anyone not coming yet or absent today?

Miss panggil satu-satu ya. Apa ada yang belum datang atau tidak masuk hari ini?

- Salute the flag and sing national anthem together / *Hormat bendera dan menyanyikan lagu kebangsaan bersama*

Teacher's words / *Ucapan guru*



Let's sing our national anthem together. Salute Up!

Mari bersama-sama kita nyanyikan lagu kebangsaan Indonesia Raya. Hormat grak!

- Sing "Good Morning" together / *Menyanyikan lagu 'Good Morning' bersama*

Teacher's words / *Ucapan guru*



Let's sing 'Good Morning' song together.

Ayo kita bernyanyi 'Good Morning' bersama-sama.

Good morning to you... Good morning to you...
Good morning my dear friends / * dear teacher...
Good morning to you...

*second lyric

2. LET'S START

- Show a family picture / *Menunjukkan gambar sebuah keluarga*

Teacher's words / *Ucapan guru*



Who is he? He is FATHER
Who is she? She is MOTHER.....

*Siapa dia? Dia adalah ayah.
Siapa dia? Dia adalah ibu...*

- Sing 'Family Fingers' song / *Menyanyikan lagu 'Family Fingers'*

Teacher's words / *Ucapan guru*



Do you know 'Family Fingers' song? Listen to the music video and follow to sing the song.
(Teacher shows the video and sing the song lyric by lyric with its actions)

Apakah kalian tau lagu Family Fingers? Dengarkan dan nyanyikan.lagunya bersama-sama.

"Daddy finger daddy finger where are you?..."

Family Finger

Daddy finger daddy finger where are you? Here I am here I am how do you do?
Mommy finger mommy finger where are you? Here I am here I am how do you do?
Brother finger brother finger where are you? Here I am here I am how do you do?
Sister finger sister finger where are you? Here I am here I am how do you do?
Baby finger baby finger where are you? Here I am here I am how do you do?

- Tell a story about 'Goldilocks' / *Menceritakan kisah 'Goldilocks'*

Teacher's words / *Ucapan guru*



Let's see a story about *Goldilocks*.

Mari kita melihat cerita tentang Goldilocks.
(Teacher shows Goldilocks video.)



(Asking comprehension questions after watching the story)

- What is the girl's name?
- What does the girl eat?

3. IT'S YOUR TURN

- Shows family photograph and introduces the family members / *Menunjukkan foto keluarga dan memperkenalkan anggota keluarganya*

Teacher's words / *Ucapan guru*



Now, let's make two groups. Show your family photograph and introduce them to your friends on your own group.
Sekarang mari kita buat dua kelompok. Tunjukkan foto keluarga kalian dan perkenalkan anggota keluarga kalian masing-masing pada teman-teman.satu kelompok.

Children's words / *Ucapan anak*



This is my father. His name is Rudi Suhandono.
Ini adalah ayah saya. Namanya Rudi Suhandono.
(with showing the photograph)

- Sing 'Three Bears' song / *Menyanyikan lagu 'Three Bears'*

Teacher's words / *Ucapan guru*



Look at this video. Listen to the music carefully.
Now, follow to sing the song and its action together.

*Lihat video ini. Dengarkan lagunya baik-baik.
Sekarang, mari kita nyanyikan.lagu beserta gerakannya
bersama-sama.*

(Teacher shows the video and sings the song lyric by lyric
with its actions)

Three Bears

Look there are three bears, all in the same house
Papa bear, mama bear, baby bear
Papa bear is very fat
Mama bear is very slim
Baby bear is so cute I could die
What a happy family

4. LET'S HAVE FUN

- Do sticking activity / *Melakukan kegiatan menempel*

Teacher's words / *Ucapan guru*



Now, you're going to do sticking activity. I will give you a story with
some blanks words. Your task is to fill in the blank words by stick the
most suitable word for each. I will give you the words in pieces of
paper and tell the complete story. Do you understand?

*Sekarang kalian akan melakukan kegiatan menempel. Miss Dhyka
akan memberi kalian sebuah cerita dengan beberapa kata yang masih
kosong. Tugas kalian adalah mengisi kata-kata yang kosong itu
dengan menempel potongan-potongan kata sesuai dengan cerita. Miss
Dhyka akan memberi potongan-potongan katanya dan membacakan
cerita lengkapnya. Apa kalian mengerti?*

5. LET'S TAKE A BREAK

- Ask the children what they have learnt today/ *Bertanya pada anak-anak tentang apa yang telah mereka pelajari hari ini*

Teacher's words / *Ucapan guru*



Alright kids, what have you learned today?

Baiklah adik-adik, apa yang sudah kalian pelajari hari ini?

- Ask for reflection / *Menanyakan refleksi*

Teacher's words / *Ucapan guru*



Are you happy with our activities today?

Apakah kalian senang dengan pelajaran hari ini?

Children's words / *Ucapan anak*



Yes, I am happy.

Ya, saya senang.

No, I am unhappy.

Tidak, saya tidak senang.

- Tell children about material for the next day / *Memberitahukan anak-anak tentang materi dihari berikutnya*

Teacher's words / *Ucapan guru*



Tomorrow we're going to have Field Trip. Please bring your own foods and drinks and also coloring pencils...

Besok kita akan mengadakan piknik. Tolong bawa bekal masing-masing dan pensil warna....

➤ Close the class / *Menutup kelas*

Teacher's words / *Ucapan guru*



It seems that we're running out of time. So let's end our meeting today by praying together. Who wants to lead a prayer?

Sepertinya waktu kita sudah habis. Mari kita tutup kegiatan hari ini dengan berdoa bersama. Siapa yang mau memimpin doa?

Okay (name one of the children), say to your friends, "let's pray together, shall we?"Thank you.

Baiklah (nama anak, katakan pada teman-teman 'mari berdoa bersama, berdoa dimulai'... 'selesai'. Terimakasih.

➤ Sing "Sing Your Way Home" song / *Menyanyikan lagu "Sing Your Way Home"*

Teacher's words / *Ucapan guru*



Let's sing 'Sing Your Way Home' song together.

Mari kita nyanyikan Good Bye song bersama-sama.

"Sing your way home on the top of the day..."

Sing Your Way Home

Sing your way home at the close of the day,
Sing your way home, drive the shadows away.
Smile every mile, for wherever you roam,
It will brighten your road, it will lighten your load,
If you sing your way home.



Theme: Field Trip

Indicators:

- Children are able to pronounce some short and simple functions about shapes
- Children are able to mention some vocabulary related to shapes
- Children are able to give short functions related to shapes

Skills: Speaking

1. GET READY

- Greet the children / *Menyapa anak-anak*

Teacher's words / *Ucapan guru*



Assalamu'alaikum Wr. Wb.
Good morning, everyone. How are you today?

Selamat pagi semuanya. Apa kabar kalian hari ini?

- Ask the children to pray / *Mengajak anak-anak untuk berdoa*

Teacher's words / *Ucapan guru*



Before we start our class today, let's pray together.
Who wants to lead the prayer?

Sebelum kita mulai kegiatan hari ini, mari berdoa bersama. Siapa yang mau memimpin doa?

- Check the attendance lists / *Mengecek daftar kehadiran*

Teacher's words / *Ucapan guru*



Let's take a roll call. Is there anyone not coming yet or absent today?

Miss panggil satu-satu ya. Apa ada yang belum datang atau tidak masuk hari ini?

- Salute the flag and sing national anthem together / *Hormat bendera dan menyanyikan lagu kebangsaan bersama*

Teacher's words / *Ucapan guru*



Let's sing our national anthem together. Salute Up!

Mari bersama-sama kita nyanyikan lagu kebangsaan Indonesia Raya. Hormat grak!

2. LET'S START

- Sing 'If You're Happy' song together / *Menyanyikan lagu 'If You're Happy'*

Teacher's words / *Ucapan guru*



Do you know 'If You're Happy' song?
Apakah kalian tau lagu 'If You're Happy'?
Listen to Miss singing the song and then follow.
Dengarkan Miss bernyanyi dan ikuti.
(Teacher sing the song lyric by lyric with its actions)...
If you're happy and you know it claps your hands *2x.
If you're happy and you know it and you really want
to show it.
If you're happy and you know it claps your hands.

- Tell about many kinds of shape / *Menjelaskan tentang berbagai macam bentuk*

Teacher's words / *Ucapan guru*



This is SQUARE.
Ini adalah lingkaran.
(Teacher shows the real objects in many kinds of
shape.)

3. IT'S YOUR TURN

- Play 'What Is It?' game / *Memainkan permainan 'What Is It?'*

Teacher's words / *Ucapan guru*



Time to play! Let's play 'What Is It' game!
Sekarang mari kita bermain 'What Is It'!

Do you know about the game? Let me tell you...
Apa kalian tahu tentang permainan ini? Mari
Miss Dhyka kasih tau...

4. LET'S HAVE FUN

- Color objects in many kinds of shape / *Mewarnai benda dengan berbagai bentuk*

Teacher's words



Now, we're going to color some pictures in many shapes.
(the pictures is attached in the appendix)
Sekarang kita akan mewarnai gambar dengan berbagai bentuk.

5. LET'S TAKE A BREAK

- Ask the children what they have learnt today/ *Bertanya pada anak-anak tentang apa yang telah mereka pelajari hari ini*

Teacher's words / *Ucapan guru*



Alright kids, what have you learned today?
Baiklah adik-adik, apa yang sudah kalian pelajari hari ini?

- Asking for reflection / *Menanyakan refleksi*

Teacher's words / *Ucapan guru*



Are you happy with our activities today?
Apakah kalian senang dengan pelajaran hari ini?

Children's words / *Ucapan anak*



Yes, I am happy.
Ya, saya senang.

No, I am unhappy.
Tidak, saya tidak senang.

- Tell children about material for the next day / *Menjelaskan tentang materi dihari berikutnya*

Teacher's words / *Ucapan guru*



Tomorrow we're going to learn about Stationery. Please bring your own stationery.

Besok kita akan belajar tentang 'Alat Tulis'. Tolong bawa alat tulis masing-masing.

- Close the class / *Menutup kelas*

Teacher's words / *Ucapan guru*



It seems that we're running out of time. So let's end our meeting today by praying together. Who wants to lead a prayer?

Sepertinya waktu kita sudah habis. Mari kita tutup kegiatan hari ini dengan berdoa bersama. Siapa yang mau memimpin doa?



Okay (name one of the children), say to your friends, "let's pray together, shall we?".....Thank you.

Baiklah (nama anak, katakan pada teman-teman 'mari berdoa bersama, berdoa dimulai'... 'selesai'. Terimakasih.

- Sing "Sing Your Way Home" song / *Menyanyikan lagu 'Sing Your Way Home'*

Teacher's words / *Ucapan guru*



Let's sing 'Sing Your Way Home' song together.
Mari kita nyanyikan Good Bye song bersama-sama.
"Sing your way home on the top of the day..."

Sing Your Way Home

Sing your way home at the close of the day,
Sing your way home, drive the shadows away.
Smile every mile, for wherever you roam,
It will brighten your road, it will lighten your load,
If you sing your way home.

UNIT 7

CAN I HAVE A PEN?



borrow



Theme: Stationery

Indicators:

- Children are able to recognize the information related to stationery
- Children are able to respond to the simple instructions correctly
- Children are able to pronounce some short and simple functions about stationery
- Children are able to mention some vocabulary related to stationery

Skills: Listening and Speaking

1. GET READY

- Greet the children / *menyapa anak-anak*

Teacher's words / *Ucapan guru*



Assalamu'alaikum Wr. Wb.
Good morning, everyone. How are you today?

Selamat pagi semuanya. Apa kabar kalian hari ini?

- Ask the children to pray / *Mengajak anak-anak untuk berdoa*

Teacher's words / *Ucapan guru*



Before we start our class today, let's pray together.
Who wants to lead the prayer?

Sebelum kita mulai kegiatan hari ini, mari berdoa bersama. Siapa yang mau memimpin doa?

- Check the attendance lists / *Mengecek daftar kehadiran*

Teacher's words / *Ucapan guru*



Let's take a roll call. Is there anyone not coming yet or absent today?

Miss panggil satu-satu ya. Apa ada yang belum datang atau tidak masuk hari ini?

- Salute the flag and sing national anthem together / *Hormat bendera dan menyanyikan lagu kebangsaan bersama*

Teacher's words / *Ucapan guru*



Let's sing our national anthem together. Salute Up!

Mari bersama-sama kita nyanyikan lagu kebangsaan Indonesia Raya. Hormat grak!

- Sing 'If You're Happy' song / *Menyanyikan lagu 'If You're Happy'*

Teacher's words / *Ucapan guru*



Let's sing 'If You're Happy' song together.

Mari bersama-sama kita nyanyikan lagu 'If You're Happy'.

If you're happy and you know it claps your hands 2x

If you're happy and you know it and you really want to show it

If you're happy and you know it claps your hands

2. LET'S START

- Ask children about their experience on 'Field Trip' / *Menanyakan pada anak-anak tentang pengalaman mereka sewaktu 'Field Trip'*

Teacher's words / *Ucapan guru*



What did you do yesterday?

Apa yang kalian lakukan kemarin?

- Tell about stationery / *Menjelaskan tentang alat tulis*

Teacher's words / *Ucapan guru*

Children's words / *Ucapan anak*



Do you bring your stationery?

Apa kalian membawa alat tulis?

Yes, we bring.

Iya, kami bawa.



What is it? / It is ERASER.

Apa ini?/ ini penghapus.

It is ERASER.

Itu penghapus



3. IT'S YOUR TURN

- Sing 'Can I Have a Pen?' song / *Menyanyikan lagu 'Can I have a Pen?'*

Teacher's words / *Ucapan guru*



Do you know 'Can I have a Pen' song? Listen to the music and Miss singing the song and then follow.

*Apakah kalian tau lagu Sing Your Way Home?
Dengarkan lagunya dan Miss Dhyka bernyanyi dan ikuti.
(Teacher sing the song lyric by lyric with its actions)*

Can I can I can I have a pen?
Sure sure sure here's the pen.
Can I can I can I have a book?
Sure sure sure here's the book.

- Play 'Bandits and Sheriffs' game / *Bermain permainan 'Bandits and Sheriffs'*

Teacher's words / *Ucapan guru*



Time to play! Now, we're going to play 'Bandit and Sheriff' game. In this game, you'll be divided into two groups; Bandit Group and Sheriff Group. Bandit Group has to steal stationeries and Sheriff Group has to catch Bandit who is stealing the stationery.

Waktunya bermain! Sekarang kita akan bermain 'Bandit and Sheriff' atau 'Pencuri dan Polisi'. Dalam permainan ini, kalian akan dibagi dalam dua grup; grup Bandit dan grup Sheriff. Grup Bandit harus mencuri alat tulis dan Grup Sheriff harus menangkap Bandit yang sedang mencuri.

4. LET'S HAVE FUN

- Tell about 'On-Water Painting' / *Menjelaskan tentang 'Lukisan Di atas Air'*

Teacher's words / *Ucapan guru*



Now, we're going to have an experiment that is painting on the water. Have you ever made it?

Sekarang kita akan mengadakan sebuah eksperimen yaitu melukis diatas air. Apa kalian sudah pernah melakukannya?

- Make an 'On-Water Painting' / Membuat 'Lukisan Diatas Air'

Teacher's words / Ucapan guru



Let's start painting! Look at Miss Dhyka giving an example...

Mari kita mulai melukis! Lihat contoh dari Miss Dhyka...

5. LET'S TAKE A BREAK

- Ask the children what they have learnt today/ Bertanya pada anak-anak tentang apa yang telah mereka pelajari hari ini

Teacher's words / Ucapan guru



Alright kids, what have you learned today?

Baiklah adik-adik, apa yang sudah kalian pelajari hari ini?

- Asking for reflection / Menanyakan refleksi

Teacher's words / Ucapan guru



Do you enjoy our activities today?

Apakah kalian senang dengan pelajaran hari ini?

Children's words / *Ucapan anak*



Yes, I enjoy it.
Ya, saya menikmatinya.

No, I do not enjoy it.
Tidak, saya tidak menikmatinya.

- Tell children about material for the next day

Teacher's words / *Ucapan guru*



Tomorrow we're going to learn about Animals and Colors.
Please bring coloring pencils.

Besok kita akan belajar tentang 'Alat Tulis'. Tolong bawa pensil warna masing-masing.

- Close the class / *Menutup kelas*

Teacher's words / *Ucapan guru*



It seems that we're running out of time. So let's end our meeting today by praying together. Who wants to lead a prayer?

Sepertinya waktu kita sudah habis. Mari kita tutup kegiatan hari ini dengan berdoa bersama. Siapa yang mau memimpin doa?



Okay (name one of the children), say to your friends, "let's pray together, shall we?"Thank you.

Baiklah (nama anak, katakan pada teman-teman 'mari berdoa bersama, berdoa dimulai'... 'selesai'. Terimakasih.

- Sing 'Good Bye' song / *Menyanyikan lagu 'Good Bye'*

Teacher's words / *Ucapan guru*



Let's sing 'Good Bye' song together.

*Mari kita nyanyikan 'Good Bye' song bersama-sama.
"Sing your way home on the top of the day..."*

Good Bye

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

BACK UP

➤ Sing "Book, Pen, Desk, Chair" song / *Bernyanyi 'Book, Pen, Desk, Chair' song*

Teacher's words / *Ucapan guru*



Now, we're going to sing "Book, Pen, Desk, Chair" song.

Sekarang kita akan bernyanyi lagu "Book, Pen, Desk, Chair".

Are you ready? Let's sing it together!

Book Pen Desk Chair

book pen desk chair...book pen desk chair
What is it? It's a book
What is it? It's a pen
book pen desk chair...book pen desk chair



UNIT 8

THE DUCKS ARE YELLOW



Theme: Animals and Colors

Indicators:

- Children are able to recognize information related to animals and colors
- Children are able to respond to the simple instructions correctly
- Children are able to pronounce some short and simple functions about animals and colors
- Children are able to mention the vocabulary related to animals and colors

Skills: Listening and Speaking

1. GET READY

- Greet the children / *Menyapa anak-anak*

Teacher's words / *Ucapan guru*



Assalamu'alaikum Wr. Wb.
Good morning, everyone. How are you today?
Selamat pagi semuanya. Apa kabar kalian hari ini?

- Ask the children to pray / *Mengajak anak-anak untuk berdoa*

Teacher's words / *Ucapan guru*



Before we start our class today, let's pray together. Who wants to lead the prayer?
Sebelum kita mulai kegiatan hari ini, mari berdoa bersama. Siapa yang mau memimpin doa?

- Check the attendance lists / *Mengecek daftar kehadiran*

Teacher's words / *Ucapan guru*



Let's take a roll call. Is there anyone not coming yet or absent today?

Miss panggil satu-satu ya. Apa ada yang belum datang atau tidak masuk hari ini?

- Salute the flag and sing national anthem together / *Hormat bendera dan menyanyikan lagu kebangsaan bersama*

Teacher's words / *Ucapan guru*



Let's sing our national anthem together. Salute Up!

Mari bersama-sama kita nyanyikan lagu kebangsaan Indonesia Raya. Hormat grak!

- Sing 'If You're Happy' song / *Menyanyikan lagu 'If You're Happy'*

Teacher's words / *Ucapan guru*



Let's sing 'If You're Happy' song together.

Mari bersama-sama kita nyanyikan lagu 'If You're Happy'.

If you're happy and you know it claps your hands 2x

If you're happy and you know it and you really want to show it

If you're happy and you know it claps your hands

2. LET'S START

- Tell about animals by showing its pictures / *Menjelaskan tentang hewan dengan memnunjukkan gambar-gambarnya*

Teacher's words / *Ucapan guru*



Please look at this picture. What animal is this? (Shows an animal picture from Primary i-Dictionary)
Lihat gambar ini. Hewan apa ini?

Children's words / *Ucapan anak*



That is FROG.
Itu adalah katak.

- Tell about animal colors / *Menjelaskan tentang warna-warna hewan*

Teacher's words / *Ucapan guru*



What color is the FROG?
Kataknya berwarna apa?

Children's words / *Ucapan anak*



The frog is GREEN.
Kataknya berwarna hijau.

- Tell a story about animals / *Menceritakan kisah tentang hewan*

Teacher's words / *Ucapan guru*



Do you like stories? I have a story. Please look at this video. (Shows a video from Primary i-Dictionary)

Apa kalian suka cerita? Saya punya sebuah cerita. Lihatlah video ini.

Teacher's words / *Ucapan guru*



(Giving some comprehension questions after watching the video)

What is the dog name?
Siapa nama anjingnya?

Children's words / *Ucapan anak*



The dog is Ringo.
Anjingnya adalah Ringo.

- Tell about 'Color' song / *Mengajarkan lagu 'Color'*

Teacher's words / *Ucapan guru*



I have a song. Please look at this video and listen to the song carefully.

Saya punya sebuah lagu. Lihat video ini dan dengarkan lagunya baik-baik.

3. IT'S YOUR TURN

- Sing 'Color' song / *Menyanyikan lagu 'Color'*

Teacher's words / *Ucapan guru*



Now, let's sing the song together.
Sekarang mari kita nyanyikan lagunya bersama-sama.
(sing the song lyric by lyric)
"There was a farmer had a CAT..."

- Play 'Animal Guessing' game / *Memainkan permainan 'Animal Guessing'*

Teacher's words / *Ucapan guru*



Time to play! Let's play this game. (Showing a game from the software.) In this game, you will be divided into two groups. You have to guess what animal it is from the given clues. Once you know the answer, raise your hand as soon as possible, I will choose the first one. But, don't answer before my command. So, listen to the clues carefully.

4. LET'S HAVE FUN

- Color animal pictures / *Mewarnai gambar hewan*

Teacher's words / *Ucapan guru*



Now, we're going to color an animal picture. There is a clue in each picture about the animal's color. Therefore, you have to color the animal based on the clue.

Sekarang kita akan mewarnai gambar hewan. Ada petunjuk di tiap gambar tentang warna hewan yang ada di gambar tersebut. Jadi, kalian harus mewarnai berdasarkan petunjuk yang ada.

5. LET'S TAKE A BREAK

- Ask the children what they have learnt today/ *Bertanya pada anak-anak tentang apa yang telah mereka pelajari hari ini*

Teacher's words / *Ucapan guru*



Alright kids, what have you learned today?
Baiklah adik-adik, apa yang sudah kalian pelajari hari ini?

- Asking for reflection / *Menanyakan refleksi*

Teacher's words / *Ucapan guru*



Do you enjoy our activities today?
Apakah kalian menikmati pelajaran hari ini?

Children's words / *Ucapan anak*



Yes, I enjoy it.
Ya, saya menikmatinya.

No, I do not enjoy it.
Tidak, saya tidak menikmatinya.

- Tell children about material for the next day / *Memberitahu anak-anak tentang materi hari berikutnya*

Teacher's words / *Ucapan guru*



Tomorrow we're going to learn about 'Daily Routines'.

Besok kita akan belajar tentang 'Kegiatan Sehari-hari'.

➤ Close the class / *Menutup kelas*

Teacher's words / *Ucapan guru*



It seems that we're running out of time. So let's end our meeting today by praying together. Who wants to lead a prayer?

Sepertinya waktu kita sudah habis. Mari kita tutup kegiatan hari ini dengan berdoa bersama. Siapa yang mau memimpin doa?



Okay (name one of the children), say to your friends; "Let's pray together, shall we?".....Thank you.

Baiklah (nama anak, katakan pada teman-teman 'mari berdoa bersama, berdoa dimulai'... 'selesai'. Terimakasih.

- Sing 'Good Bye' song / *Menyanyikan lagu 'Good Bye'*

Teacher's words / *Ucapan guru*



Let's sing 'Good Bye' song together.

"Good bye good bye see you again...

Good bye good bye see you my friends...

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

BACK UP

- Make an animal origami / *Membuat origami hewan*

Teacher's words / *Ucapan guru*



Do you ever make an origami? Now, let's make an animal origami! Look at Miss Dhyka giving an example.....

What color is this origami?

Apakah kalian pernah membuat origami?

Sekarang ayo kita buat origami hewan! Lihat contoh dari Miss Dhyka.

Origami ini berwarna apa?

UNIT 9

WHAT IS HE DOING?



Theme: Daily Activities

Aim:

Indicators:

- Children are able to recognize the information related to daily activities
- Children are able to respond to the simple instructions correctly
- Children are able to pronounce some short and simple functions about daily activities
- Children are able to mention the vocabulary related to daily activities

Skills: Listening and speaking

1. GET READY

- Greet the children / *Menyapa anak-anak*

Teacher's words / *Ucapan guru*



Assalamu'alaikum Wr. Wb.
Good morning, everyone. How are you today?
Selamat pagi semuanya. Apa kabar kalian hari ini?

- Ask the children to pray / *Mengajak anak-anak untuk berdoa*

Teacher's words / *Ucapan guru*



Before we start our class today, let's pray together.
Who wants to lead the prayer?

Sebelum kita mulai kegiatan hari ini, mari berdoa bersama. Siapa yang mau memimpin doa?

- Check the attendance lists / *Mengecek daftar kehadiran*

Teacher's words / *Ucapan guru*



Let's take a roll call. Is there anyone not coming yet or absent today?

Miss panggil satu-satu ya. Apa ada yang belum datang atau tidak masuk hari ini?

- Salute the flag and sing national anthem together / *Hormat bendera dan menyanyikan lagu kebangsaan bersama*

Teacher's words / *Ucapan guru*



Let's sing our national anthem together. Salute Up!

Mari bersama-sama kita nyanyikan lagu kebangsaan Indonesia Raya. Hormat grak!

- Sing 'If You're Happy' song / *Menyanyikan lagu 'If You're Happy'*

Teacher's words / *Ucapan guru*



Let's sing 'If You're Happy' song together.

Mari bersama-sama kita nyanyikan lagu 'If You're Happy'.

If you're happy and you know it claps your hands 2x

If you're happy and you know it and you really want to show it

If you're happy and you know it claps your hands

2. LET'S START

- Tell about daily routines by showing some pictures / *Menjelaskan tentang kegiatan sehari-hari dengan menunjukkan beberapa gambar*

Teacher's words / *Ucapan guru*



I'll give you a piece of paper that contains some daily routines' pictures. (giving the papers)
Saya akan berikan kalian selembar kertas yang ada gambar kegiatan sehari-hari.



Now, look at the pictures. There are some daily routines pictures we usually do at home.
Do you know what is the man doing? (While pointing to one of the pictures)
Sekarang, lihat gambar berikut. Ada beberapa gambar kegiatan sehari-hari yang biasa kita lakukan dirumah. Apakah kalian tau apa yang sedang dilakukan pria ini?

- Tell about 'The Morning Routines' song / *Mengajarkan lagu 'The Morning Routines'*

Teacher's words / *Ucapan guru*



Do you know 'The Morning Routines' song?
Apakah kalian tau lagu 'The Morning Routines'?

Listen to Miss Dhyka singing the song...
Dengarkan Miss Dhyka menyanyikan lagunya...

3. IT'S YOUR TURN

- Sing 'The Morning Routines' song / *Menyanyikan lagu 'The Morning Routines'*
Teacher's words / *Ucapan guru*



Let's sing the song together...

Mari kita nyanyikan lagunya bersama-sama...

THE MORNING ROUTINES SONG

Good morning...good morning...it's time to wake up
Good morning...good morning...I have to get up
I wash my face...wash wash wash / *I eat my breakfast...eat eat eat
I brush my hair...brush brush brush / *I brush my teeth...brush brush
brush
I get dressed...dressed dressed dressed / *put on my shoes...put on put on
There's such a lot to do!

**second lyrics*

4. LET'S HAVE FUN

- Play 'Daily Routine Flashcard' game / *Memainkan permainan Daily Routine Flashcard'*

Teacher's words / *Ucapan guru*



Playing time! Now, let's play 'Daily Routines Flashcard' game! In this game, you'll make a big circle. I have a set of flashcard and I'll put it in the middle of the circle. Here are the rules...

Waktunya bermain! Sekarang mari main 'Daily Routines Flashcard' game. Dalam game ini, kalian harus membuat sebuah lingkaran besar. Miss Dhyka punya satu set kartu bergambar dan akan Miss letakkan ditengah lingkaran. Peraturannya adalah...

5. LET'S TAKE A BREAK

- Ask the children what they have learnt today/ *Bertanya pada anak-anak tentang apa yang telah mereka pelajari hari ini*

Teacher's words / *Ucapan guru*



Alright kids, what have you learned today?
Baiklah adik-adik, apa yang sudah kalian pelajari hari ini?

- Ask for reflection / *Menanyakan refleksi*

Teacher's words / *Ucapan guru*



Do you enjoy our activities today?
Apakah kalian menikmati pelajaran hari ini?

Children's words / *Ucapan anak*



Yes, I enjoy it.
Ya, saya menikmatinya.

No, I do not enjoy it.
Tidak, saya tidak menikmatinya.

- Tell children about the activities for tomorrow / *Memberitahu anak-anak tentang kegiatan esok hari*

Teacher's words / *Ucapan guru*



Today is the last day of our meeting. Tomorrow we're going to have Closing Ceremony...

Hari ini adalah hari terakhir kegiatan kita. Besok kita akan mengadakan Upacara Penutupan...

- Close the class / *Menutup kelas*

Teacher's words / *Ucapan guru*



It seems that we're running out of time. So let's end our meeting today by praying together. Who wants to lead a prayer?

Sepertinya waktu kita sudah habis. Mari kita tutup kegiatan hari ini dengan berdoa bersama. Siapa yang mau memimpin doa?



Okay (name one of the children), say to your friends, "let's pray together, shall we?".....Thank you.

Baiklah (nama anak), katakan pada teman-teman 'mari berdoa bersama, berdoa dimulai'... 'selesai'. Terimakasih.

- Sing 'Good Bye' song / *Menyanyikan lagu 'Good Bye'*

Teacher's words / *Ucapan guru*



Let's sing 'Good Bye' song together.

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

ACTIVITY GUIDELINES

UNIT 1

HELLO FRIENDS !

LET'S HAVE FUN

- Play "Zip-Zap" game / *Bermain 'Zip-Zap' game*

ZIP ZAP GAME

TYPE OF ACTIVITY: Movement game

AIMS:

- Language function: What's your/his/her name? // my/his/her name is...
- Other: group dynamics; memory training; left-right co-ordination; quick reactions

GROUP SIZE: whole class (10-20)

TIME: 10 minutes

MATERIALS: -

PROCEDURE:

1. The children sit on chairs in a circle. There are no empty chairs.
2. Teacher stands in the middle and point to a child and says either Zip! or Zap!
3. When teacher says Zip! the child she/he is pointing to says the name of the child stand to his/her left. For example, her name is Ais. When teacher says Zap! the child she/he is pointing to says the name of the child sitting to his/her right.
4. Once the children get used to the game, keep the pace fast. After a while, instead of pointing to a child, the teacher says Zip-Zap! Now all the children stand up and run to a different chair.
5. The children quickly find out the names of their new neighbors. Teacher has to check that the children ask each other in English and do it in a short time. Then, she/he points again and says Zip! or Zap!
6. After three or four rounds, teacher calls Zip-Zap! and sits down on a free chair too. This leaves one child without a chair. He or she takes over teacher's role by pointing and saying Zip!, Zap! or Zip-Zap!

VARIATION 1: Instead of pointing, teacher can throw a small ball.

VARIATION 2: Instead of sitting, the children can stand and make a big circle but by changing the role in the 6th step with: using the ball, the child throw to the other child and say Zip! Or Zap!. The child who get the ball has to says the name of the child beside him/her.

FOLLOW-UP: Once the children know each other's name well, the criteria can be changed to age, eye/hair color, likes/dislikes, etc.

BACK UP

➤ Play 'Hello' game / *Bermain 'Hello' game*

HELLO GAME

TYPE OF ACTIVITY: Movement game

AIMS:

- Language function: What's your name? // my name is...
- Other: group dynamics; quick reactions

GROUP SIZE: whole class (10-20)

TIME: 10 minutes

MATERIALS: a small ball, a whistle

PROCEDURE:

1. All the children sit on chairs in a circle. Teacher is in the middle.
2. Teacher go up to a child, shake hands and say *Hello, my name is ...*
3. Teacher and the child now introduce themselves to other children. Then, they stand up and introduce themselves to other children.
4. When all the children are up and moving about, teacher make a noise with the whistle. Teacher and the children must run and find a seat. There will be one seat too few.
5. The child who doesn't find a seat goes to the middle and starts the game again.

UNIT 2

LET'S GO FOR A WALK!

LET'S HAVE FUN

- Do 'Map Labeling' / *Mengerjakan 'Map Labeling'*

MAP LABELING ACTIVITY

TYPE OF ACTIVITY: movement activity

AIMS:

- Other: pair's cooperation; memory training.

GROUP SIZE: whole class (10-20)

TIME: 60 minutes

MATERIALS: blind map, pencil / pen

PROCEDURE:

Teacher and children do map labeling through the journey in Campus Grand Tour. Teacher tells the children to pay attention to the route and buildings in the map. Once they pass by a building with no number, they have to give the number as the teacher says and write down the building's name on the top right corner page with the same number.

*Note: The map is attached in the Materials Book's appendix.

- Color buildings / *Mewarnai gedung*

COLORING ACTIVITY

TYPE OF ACTIVITY: movement activity

AIMS:

- Other: hand-eye coordination

TIME: 15 minutes

MATERIALS: two building pictures, coloring pencils

PROCEDURE:

Teacher distributes a paper that contains two pictures of buildings for each child. Teachers tell the children that the buildings have to be in certain colors as the teacher's clues. For example, "The bank is blue."

*Note: The picture is attached in the Materials Book's appendix.

BACK UP

➤ Sing 'Pinocchio' song / *Menyanyikan lagu 'Pinocchio'*

PINOCCHIO SONG

Everybody in. Everybody out.
Everybody turn around. Everybody shout, "Hey!"

Everybody ready? Here we go.
Let's do The Pinocchio.
Right arm!
Everybody in. Everybody out.
Everybody turn around. Everybody shout, "Hey!"
Everybody ready? Here we go.
Let's do The Pinocchio.
Right arm!
Left arm!

Everybody in. Everybody out.
Everybody turn around. Everybody shout, "Hey!"
Everybody ready? Here we go.
Let's do The Pinocchio.
Right arm!
Left arm!
Right leg!

Everybody in. Everybody out.
Everybody turn around. Everybody shout, "Hey!"
Everybody ready? Here we go.
Let's do The Pinocchio.
Right arm!



Left arm!
Right leg!
Left leg!

Everybody in. Everybody out.
Everybody turn around. Everybody shout, "Hey!"
Everybody ready? Here we go.
Let's do The Pinocchio.

Right arm!
Left arm!
Right leg!
Left leg!
Chin up!

Everybody in. Everybody out.
Everybody turn around. Everybody shout, "Hey!"
Everybody ready? Here we go.
Let's do The Pinocchio.

Right arm!
Left arm!
Right leg!
Left leg!
Chin up!
Turn around!

Everybody in. Everybody out.
Everybody turn around. Everybody shout, "Hey!"
Everybody ready? Here we go.
Let's do The Pinocchio.

Right arm!
Left arm!
Right leg!
Left leg!
Chin up!
Turn around!
Sit down!

(Sing the song with its actions as shown in the video)

UNIT 3

WELCOME TO MY HOUSE

IT'S YOUR TURN

- Sing 'The House' song / Menyanyikan lagu 'The House' song

THE HOUSE SONG

Where Mr. Penguin? He's in the bedroom

What is he doing? He's reading a book

Where's baby elephant? He's in the bathroom

What's he doing? He's taking a bath

Reff:: Bedroom, Bathroom, Living Room, Dining Room 3x
kitchen, not chicken. It's a kitchen

Where's Mr. Lion? He's in the livingroom

What's he doing? He's watching TV

Where's Billy beaver? He's in the dining room

What's he doing? He's studying English.

Back To Reff

Where's Mr. Brown Bear? He's in the kitchen

What's he doing? He's cooking spaghetti

Where's Mr. Zebra? He's in the kitchen

What's he doing? He's washing the dishes

Back To Reff

- Play 'Sticking Race' game / Bermain 'Sticking Race'

STICKING RACE GAME

TYPE OF ACTIVITY: Team game

AIMS:

- Language function: The television is in the living room...etc.
- Other: group dynamics; memory training; quick reactions.

GROUPING: two teams (5-8 children for each)

TIME: 10 minutes

MATERIALS: two sets of furniture room pictures from two different rooms in a house, two copies of two different room pictures without any furniture (empty rooms), glue / double tape

PROCEDURE:

1. Split the class into two teams.
2. Put two sets of furniture pictures from two different rooms face down in front of the whiteboard and mix it.
3. Stick two empty rooms in the white board for each team (each team have two empty rooms pictures) and gives its name, out of each picture. The teams stand in two lines, with about three meters away from the furniture pictures.
4. Tell the children that they have to stick the right furniture pictures in the right rooms, by listening to the teacher's clue.
5. Gives a clue for the first child of both teams. E.g.: "The television is in the living room."
6. Calls *Go!* to start the race. The first child from each team runs for the picture cards and choose the right picture based on the clue and stick the picture in the right room on the whiteboard.
7. The team who collects the most furniture is the winner.

LET'S HAVE FUN

- Make a 'Paper Handcraft' / Membuat 'Paper Handcraft'

PAPER HANDCRAFT

TYPE OF ACTIVITY: crafting activity

AIMS:

- Other: hand-eye co-ordination

GROUP SIZE: whole class

TIME: 20 minutes

MATERIALS: small-long pieces of newspaper, a house picture, glue, coloring pencils

PROCEDURE:

1. Teacher distributes a cartoon picture's house and several long pieces of papers to each child.
2. Children are asked to twist the pieces of papers and stick it along the picture's line.
3. After all of the lines have been covered with the papers, children are asked to color the picture.



BACK UP

- Play '*Whisper Race*' game / *Bermain 'Whisper Race' game*

WHISPER RACE GAME

TYPE OF ACTIVITY: Team game

AIMS:

- Language function: The television is in the living room...etc.
- Other: group dynamics; memory training; quick reactions.

GROUPING: two teams (5-8 children for each)

TIME: 10 minutes

MATERIALS: three identical sets of 6-10 parts of the house cards

PROCEDURE:

1. Teacher splits the class into two teams and put one sets of cards beside the wall at one end of the room. The teams sit in two lines, with about two meters between each child. The lines should be about the same distance from the cards.
2. Teacher puts one set of cards in front of each line of players. The cards must be in the same order.
3. Teacher calls *Go!* to start the race. The first child from each team turns over the top card, for example a table. He or she gets up, runs to the next child in the team, crouches down and



whispers *table*. The first child then sits down in the place of the second child, who gets up and runs to the next child.

4. This continues until the last child in the line has heard the word. That child runs to the front and tries to take table card from the set of cards by the wall, before the other team reaches it. Whoever takes the correct card can keep it.

5. The game continues until all the cards have been used. The team with the most cards wins. Teacher has to referee the game strictly and making sure the children whisper.

UNIT 4

DO YOU LIKE SATAY?

IT'S YOUR TURN

➤ *Preparing satay / Menyiapkan sate*

PREPARING SATAY

TYPE OF ACTIVITY: Team activity

AIMS:

- Language function: This is *lontong*...etc.
- Other: group dynamics; hand-eye coordination

GROUPING: small teams (based on the preparation needed)

TIME: 20 minutes

MATERIALS: barbecue equipment and ingredients

PROCEDURE:

1. Tells the children about barbecue, its equipment and ingredients.
2. Splits them into several groups to do their own jobs for each in preparing the barbecue: burning sate, cutting lontong, preparing drinks, etc.
3. Gives instructions about when and how they have to do their jobs.
4. Guides the children while they are doing their jobs.

LET'S HAVE FUN

- Play 'Food-ball' game / Memainkan permainan 'Food-ball'

FOOD-BALL GAME

TYPE OF ACTIVITY: Team game

AIMS:

- Language function: Do you like satay? / Yes, I like satay...etc.
- Other: group dynamics; memory training; quick reactions.

GROUPING: one team (a whole class)

TIME: 15 minutes

MATERIALS: a ball

PROCEDURE:

1. Asks the children to make a big circle.
2. Bring the ball and stand in the middle of the circle.
3. The game starts when the teacher throws the ball to one of the children and asks them to sing '*Do You Have A Fork? Song*' as soon as one of the children gets the ball.
4. While singing the song, the ball is send over to other child in clockwise or in his/her left.
5. Once the song lyric arrives to the end of each verse (spoon, fork, knife, No!) the child who hold the ball has to throw the ball to the other child and asks "Do you like (name one of foods or drinks)?" and the child who catches the ball should answers "Yes, I like (name one of foods or drinks)." or "No, I don't like (name one of foods or drinks)."
6. After that, the song can be continued until several turns.

UNIT 5

THIS IS MY FAMILY

LET'S HAVE FUN

- Do sticking activity / *Melakukan kegiatan menempel*

STICKING ACTIVITY

TYPE OF ACTIVITY: listening activity

AIMS:

- Other: memory training; hand-eye coordination; listening ability

GROUPING: individual

TIME: 15 minutes

MATERIALS: family bear story, word-cuts, glue

PROCEDURE:

1. Distributes a story of family bear that contains some blank words to each child.
2. Gives little pieces of word-cuts that are the lost words from the story.
3. Tells the story and the Ch should fill in the missing words with the given word-cuts.
4. Ch should pay attention and listen carefully when the T is telling story.

UNIT 6

LET'S HAVE A TRIP

IT'S YOUR TURN

- Play 'What Is It?' game / *Memainkan permainan 'What Is It?'*

WHAT IS IT GAME

TYPE OF ACTIVITY: Guessing game

AIMS:

- Describing objects/shapes: Is it (square)? / Yes, it is. / No, it is not.
- Other: memory training; hand-eye coordination; listening ability

GROUPING: individual

TIME: 15 minutes

MATERIALS: flashcards

PROCEDURE:

1. Divide your class into groups of three or four and seat them around a table.
2. Give each group two sets of pictures.
3. They should spread out one set on the table, face up.
4. They should put the others in a pile in the middle, face down.
5. Player 1 takes a card from the pile and keeps it hidden from the other children.
6. The others try to guess what it is by asking, 'Is it big/small/circle/square (etc.)?'
7. Tell the children they can't ask questions such as 'Is it a plate/picture/book?' etc.
8. The object of the game is to find the corresponding card from those spread out on the table.
9. The player who guesses first should pick up the matching card from the table and claim the two cards as a trick.
10. At the end, the player with the most tricks is the winner.

UNIT 7

CAN I HAVE A PEN?

IT'S YOUR TURN

- Play 'Bandits and Sheriffs' game / *Bermain permainan 'Bandits and Sheriffs'*

BANDIT AND SHERIFF GAME

TYPE OF ACTIVITY: Movement game

AIMS :

- Language function: *I've got... I've caught...*
- Other: memory training; hand-eye coordination; listening ability

GROUPING : two groups

TIME : 15-20 minutes

MATERIALS : Stationery

DESCRIPTION : the object of the game is for the bandits to 'steal' as much stationery as possible, before getting caught by the sheriffs.

PROCEDURE :

1. Split the children into two teams. One team are bandits, the other sheriffs. They sit on chairs on opposite sides of a classroom. You are the 'Marshall' and stand at the end of the room, next to some empty chairs which are the 'prison'.
2. Give each bandit and each sheriff a number.
3. Place the stationery in the middle, but slightly nearer to the bandits. Call out an object and say a number, for example, *Ruler, four*. Bandit number four now runs to get the ruler. At the same time, Sheriff number four chases the bandit.
4. If the bandit manages to pick up the ruler and run back to his or her chair without being 'caught' (touched) by the sheriff, he or she shouts out *'I've got the ruler!'* The bandits' team keeps the ruler. If a bandit is 'caught', the sheriff shouts *'I've caught bandit number four!'* Then the sheriff confiscates the ruler and the bandit goes to prison.

5. The game continues until all the stationery have been stolen or confiscated, or all the bandits are in prison. The team with the most stationery wins. The teams swap roles and play a second round.

LET'S HAVE FUN

- Make an 'On-Water Painting' / *Membuat 'Lukisan Diatas Air'*

ON-WATER PAINTING

TYPE OF ACTIVITY: Arts game

AIMS :

- Language function: *This is oil paint...*
- Other: hand-eye coordination; creativity

GROUPING : two groups (work in individual)

TIME : 15-20 minutes

MATERIALS : water, basket, some colors of oil paint, papers, pipette and toothpick.

PROCEDURE :

1. Explain the equipment needed to make the painting: water, basket, some colors of oil paint, papers, pipette and toothpick.
2. Tell the children the steps: First, fill the basket with water. Second, take the oil paint by using pipette. Third, drop the oil paint from the pipette to the surface of the water. Forth, make a flower or the other shape from the oil paint using the toothpick. Fifth, cover the water surface with the paper. Ensure that the paper covers the oil paint on the water. Finally, take the paper away from the water after several seconds and dry it in the sun.

UNIT 8

THE DUCKS ARE YELLOW

IT'S YOUR TURN

- Sing 'Color' song / Menyanyikan lagu 'Color'

COLORS SONG

There was a farmer had a CAT and BLACK was her name of
B-L-A-C-K B-L-A-C-K B-L-A-C-K and BLACK was her name of

There was a farmer had a DOG and BROWN was his name of
B-R-O-W-N B-R-O-W-N B-R-O-W-N and BROWN was his name of

There was a farmer had a COW and PURPLE was her name of
P-U-R-P-L-E P-U-R-P-L-E P-U-R-P-L-E and PURPLE was her name of

There was a farmer had a HORSE and GREEN was his name of
G-R-E-E-N G-R-E-E-N G-R-E-E-N and GREEN was his name of

There was a farmer had a DUCK and ORANGE was her name of
O-R-A-N-G-E O-R-A-N-G-E O-R-A-N-G-E and ORANGE was her name of

There was a farmer had a BIRD and BLUE was his name of
B-L-U-E B-L-U-E B-L-U-E and BLUE was his name of

There was a farmer had a CHICKEN and YELLOW was her name of
Y-E-L-L-O-W Y-E-L-L-O-W Y-E-L-L-O-W and YELLOW was her name of

There was a farmer had a PIG and RED was her name of
R-E-D R-E-D R-E-D and RED was his name of

And that's a COLOR song

UNIT 9

WHAT IS HE DOING?

LET'S HAVE FUN

- Play 'Daily Routine Flashcard' game / *Memainkan permainan Daily Routine Flashcard*

DAILY ROUTINE FLASHCARD GAME

TYPE OF ACTIVITY: Guessing game

AIMS :

- describing activity / daily routines: Is she/he eating? / Yes, she/he is. / No, she/he is not. / Are they watching television? / Yes, they are. / No, they're not.
- Other: hand-eye coordination; creativity

GROUPING : two groups

TIME : 15-20 minutes

MATERIALS : picture cards, glue

PREPARATION: Copy two sets of picture boards and cut it up into two packs of individual picture cards. Copy several sets of the same picture boards as many as the number of children, so each of them gets one picture boards.

PROCEDURE :

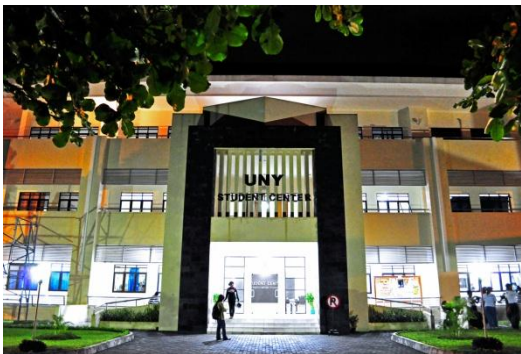
1. Divide the children into two groups and ask them to make a circle for each group.
2. Give each child one picture boards.
3. Place a pack of individual picture cards face down in a pile in the middle of each circle.
4. The first player should take a card from the pile and look at it, without showing it to the others.
5. He can tell the others, 'He', 'She', or 'They'.
6. The others try to guess what the picture is, by asking questions, "Is she/he....-ing?" or "Are they....-ing?"

- 
7. When one player thinks the card matches one of the actions on her board, she can ask to see it.
 8. If it does match, she can place it on her picture board with glue. If it doesn't match, the others go on guessing.
 9. The object of the game is to find picture cards that match the pictures on the board.
 10. The player who collects the most identical pictures is the winner.

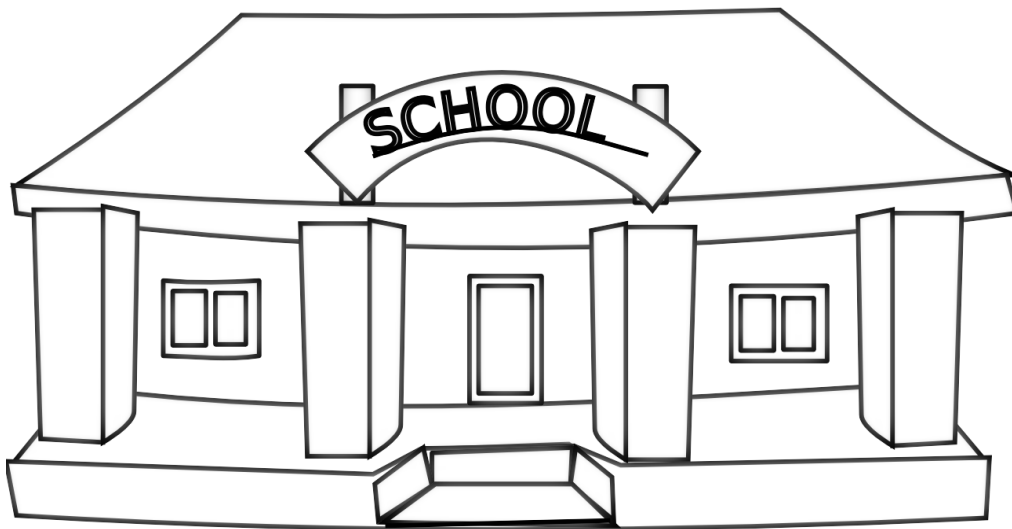
APPENDIXES

CAMPUS GRAND TOUR

BUILDINGS AROUND CAMPUS



COLORING BUILDINGS



WELCOME TO MY HOUSE

PARTS OF THE HOUSE



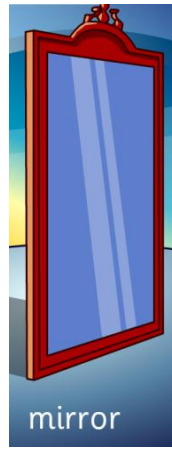


living room

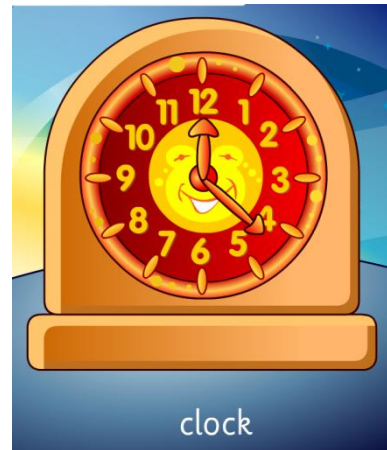
FURNITURES OF THE HOUSE



bath



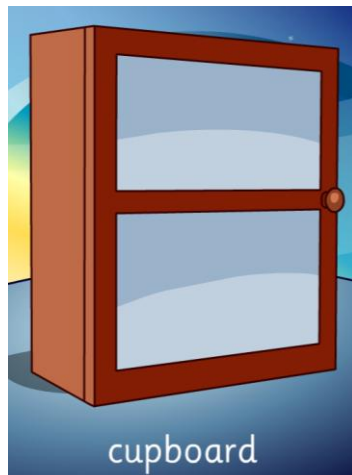
mirror



clock



lamp



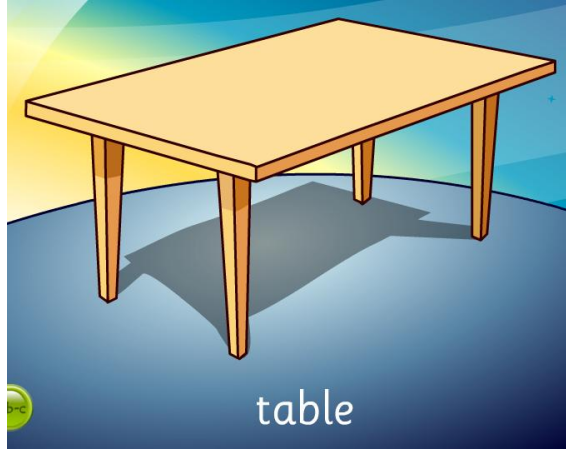
cupboard



bed



chair



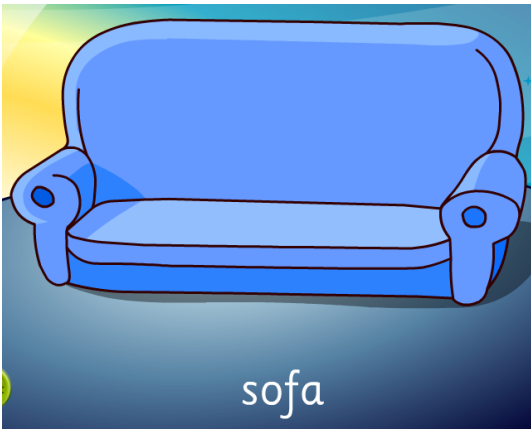
table



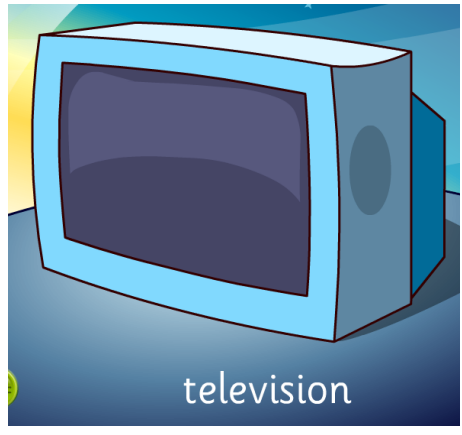
radio



phone



sofa



television



gas stove

DO YOU LIKE SATAY?
BARBECUE (FOODS AND DRINKS)





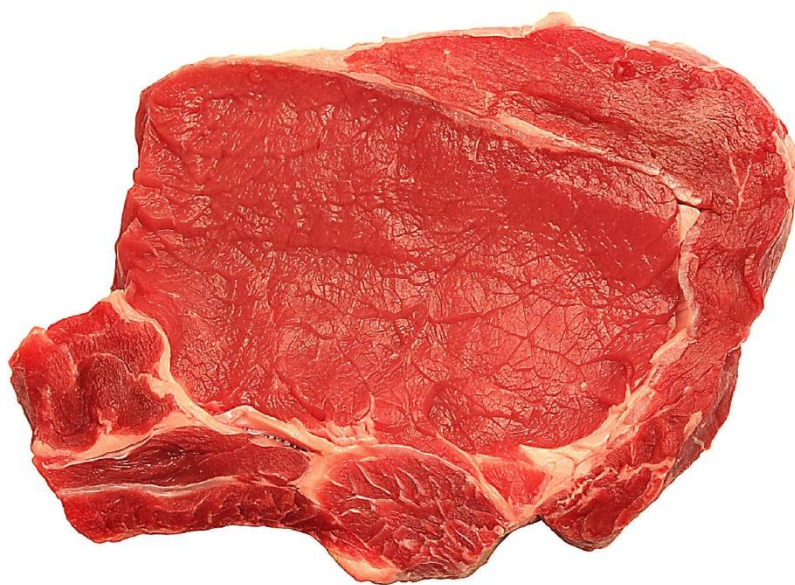




44









THIS IS MY FAMILY

FAMILY





Three bears



Father Bear



**middle-sized
mother**



baby bear



house



Wood



porridge



small bowl

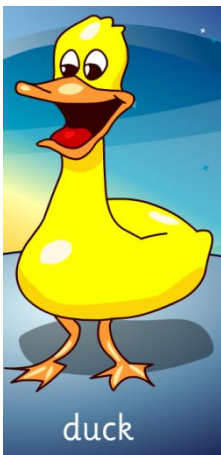
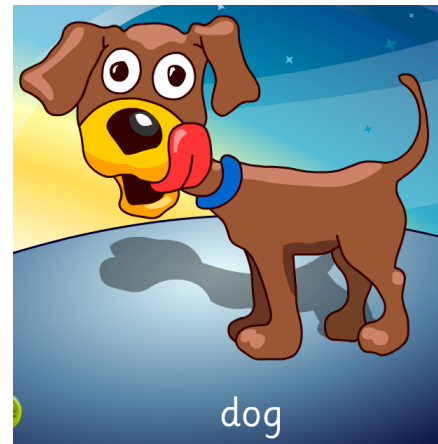
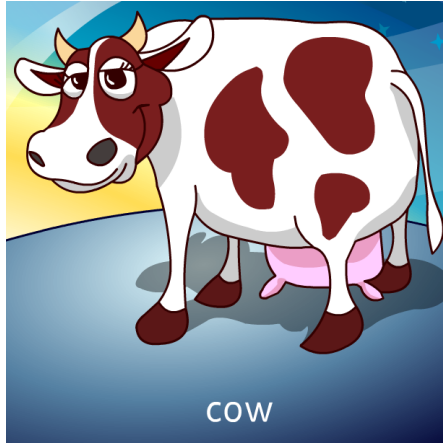


middle-sized bowl



big bowl

ANIMALS AND COLORS





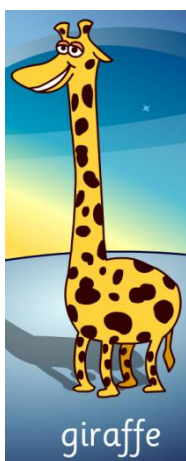
tiger



goat



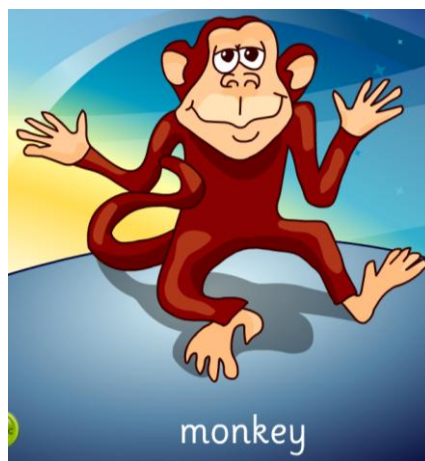
horse



giraffe



hippo



monkey



mouse



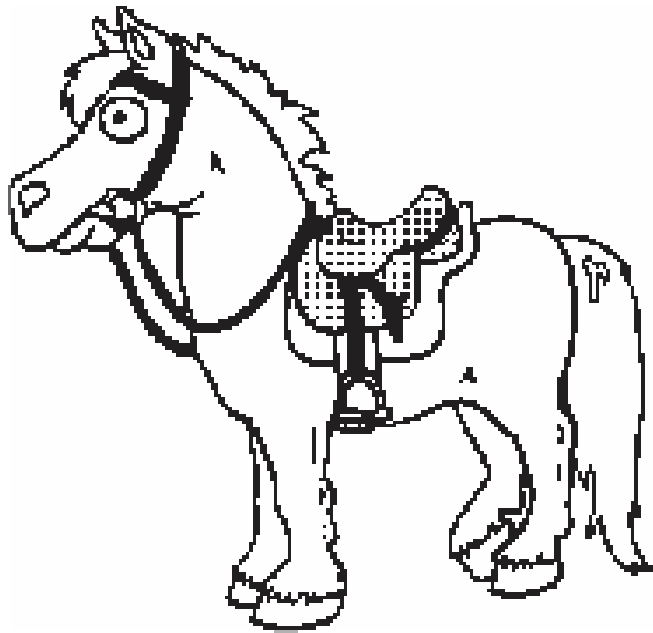
snake



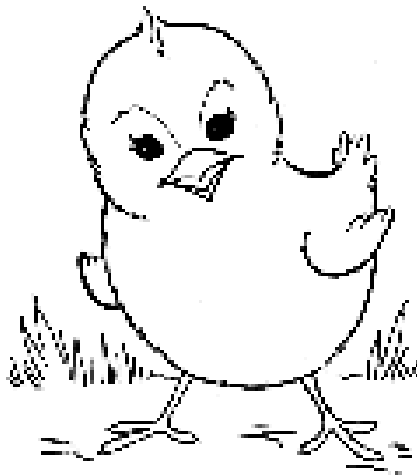
spider

ANIMALS AND COLORS

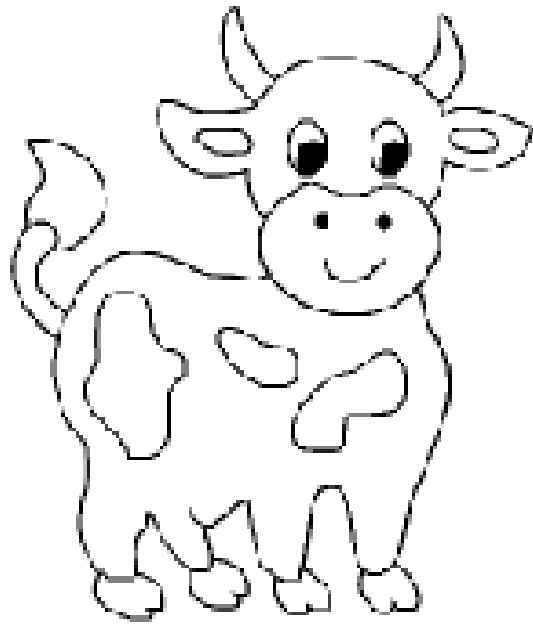
COLORING



GREY HORSE



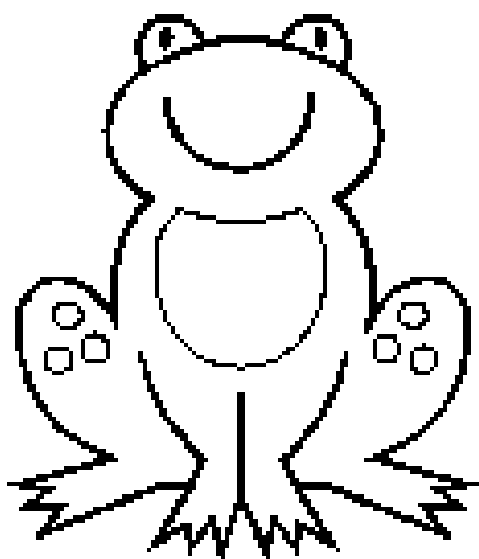
YELLOW CHICKEN



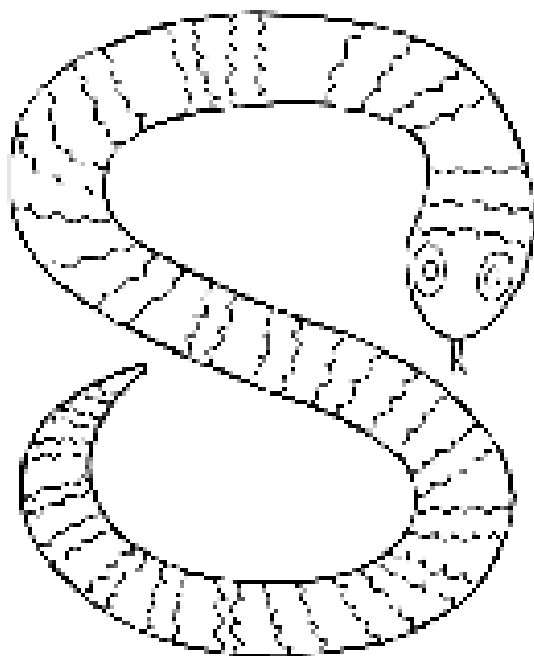
BLACK AND WHITE COW



BROWN DOG



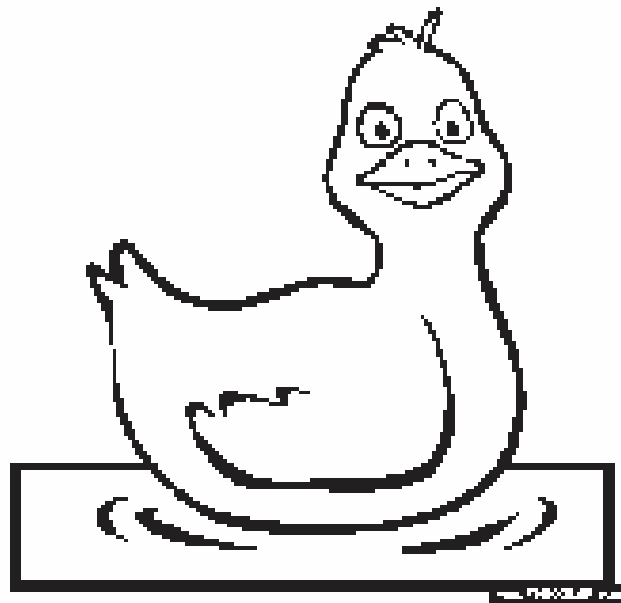
GREEN FROG



PURPLE AND BLUE SNAKE

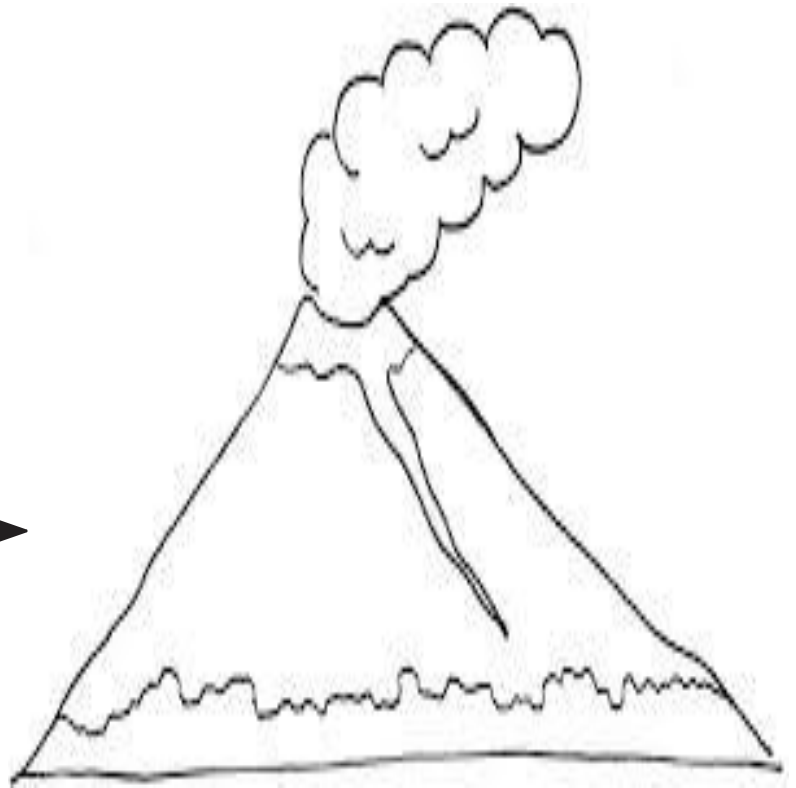
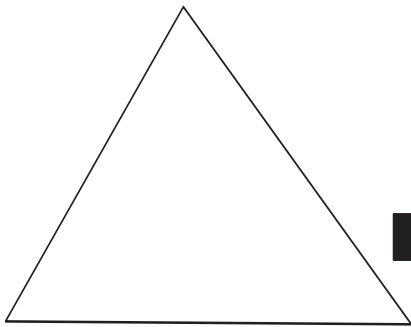


RED BIRD

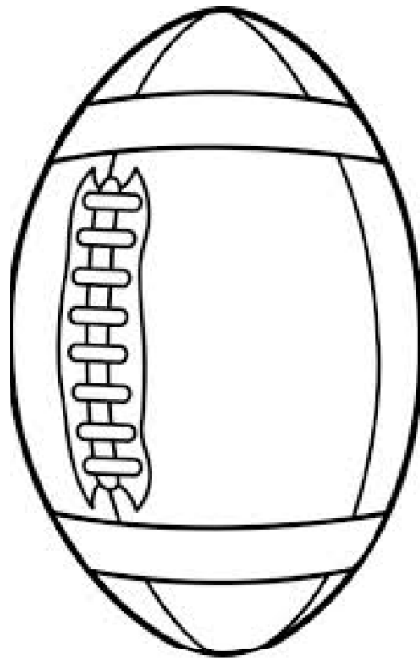
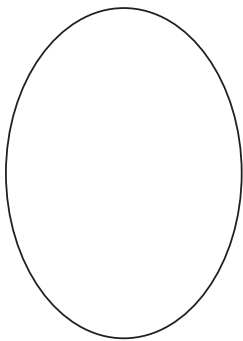


ORANGE DUCK

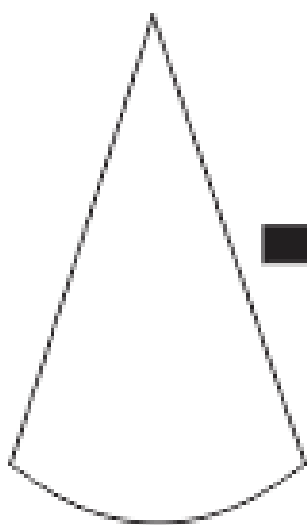
LET'S HAVE A TRIP
SHAPE



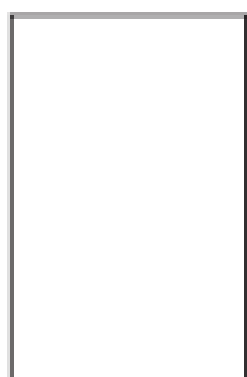
TRIANGLE



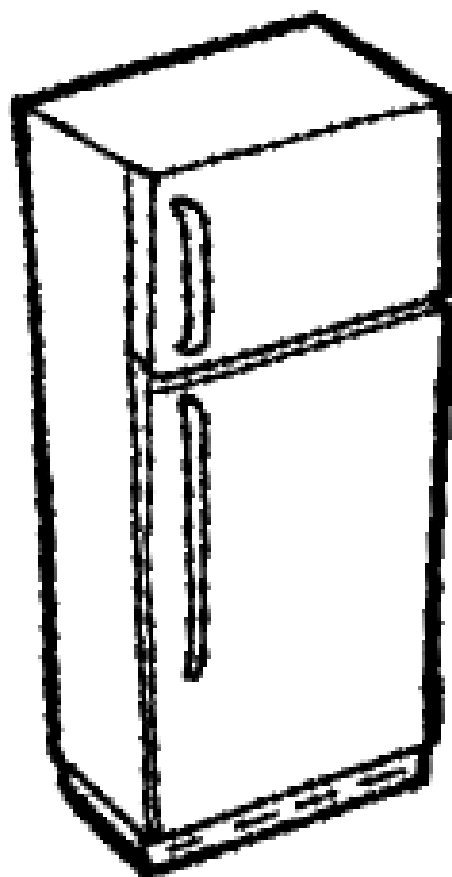
OVAL

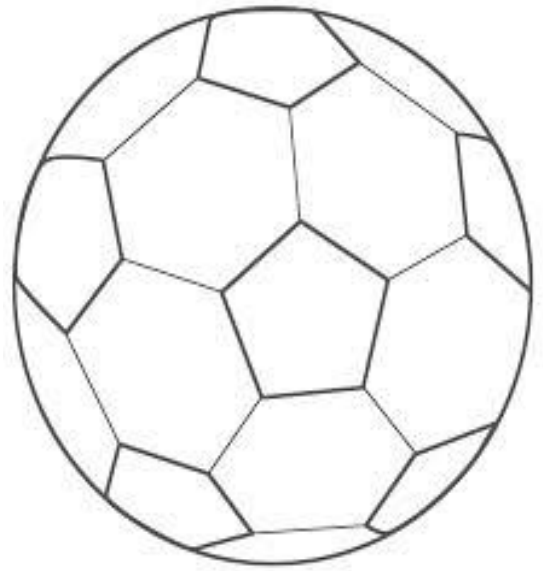
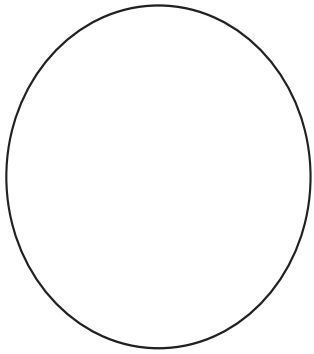


CONE

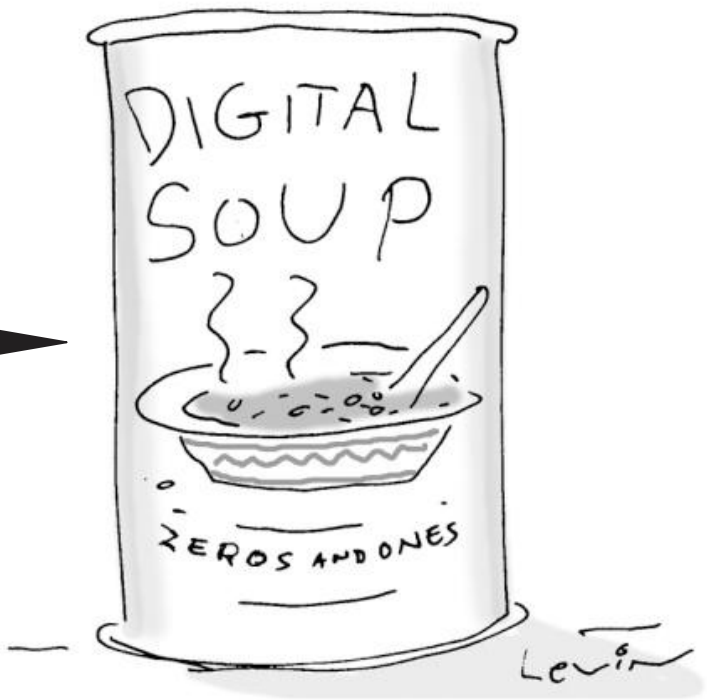
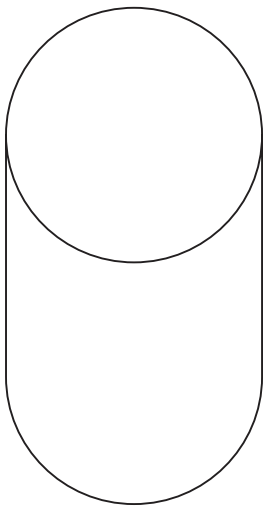


RECTANGLE





CIRCLE



CYLINDER



A Teacher Manual **THEME-BASED MATERIALS** **FOR L1 CHILDREN OF** **ENGLISH FOR HOLIDAYS**



SINGING SONGS
PLAYING GAMES
LISTENING TO STORIES
HAVING OUTDOOR ACTIVITIES

ANDHYKA MURTI
09202241011

UNIT 1

HELLO FRIENDS!



Theme: Introduction

Objectives:

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

Skills: Listening and Speaking

1. GET READY

- Greet the children / *Menyapa anak-anak*

Teacher's talk / *Ucapan guru*

Children's talk / *Ucapan anak-anak*



Assalamu'alaikum Wr. Wb.
Good morning, everyone. How are you?
Selamat pagi semua. Apa kabar?

Wa'alaikumsalam, Wr. Wb.
Good morning Miss Dhyka. I'm fine thank you, and you?

Selamat pagi Miss Dhyka. Saya baik-baik saja terimakasih. Miss Dhyka gimana?



➤ Introduce oneself / *Memperkenalkan diri*

Teacher's talk / *Ucapan guru*



Let's introduce each other. My name is Andhyka Murti. Please call me Miss Dhyka

*Perkenalkan, nama saya Andhyka Murti.
Panggil saya Miss Dhyka.*

➤ Ask the children to pray / *Mengajak anak-anak untuk berdoa*

Teacher's talk / *Ucapan guru*



Before we start our class today, let's pray together. Who wants to lead the prayer?

Sebelum kita mulai kegiatan hari ini, mari berdoa bersama. Siapa yang mau memimpin doa?

Children's talk / *Ucapan anak-anak*



Friends, let's pray together. Shall we?

Teman-teman, mari kita berdoa bersama. Berdoa dimulai.

➤ Check the attendance list / *Mengecek daftar kehadiran*

Teacher's talk / *Ucapan guru*



Let's check your attendance.

Mari kita cek siapa yang masuk hari ini.

- Salute the flag and sing national anthem together / *Hormat bendera dan menyanyikan lagu kebangsaan bersama*

Teacher's talk / *Ucapan guru*



Let's sing our national anthem together. Salute Up!

Mari bersama-sama kita nyanyikan lagu kebangsaan Indonesia Raya. Hormat grak!

2. LET'S START

- Tell how to introduce oneself / *Menjelaskan bagaimana cara memperkenalkan diri*

Teacher's talk / *Ucapan guru*



"Hello my children, call me Miss Dhyka."

3. IT'S YOUR TURN

- Children introduce themselves / *Anak-anak memperkenalkan diri masing-masing*
Children's talk / *Ucapan anak-anak*



Hello my friends,
my name is Aisyah.
My name is Nur.

- Sing 'Hello' song / *Bernyanyi 'Hello' song*
Teacher's talk / *Ucapan guru*



Do you know 'Hello' song? Let's sing 'Hello' song together.
Mari kita menyanyikan lagu 'Hello' bersama-sama.
(Mengajari lagu 'Hello' dan menyanyikannya bersama-sama)

Hello hello hello how are you 2x
I'm good, I'm fine, I'm wonderful 2x

4. LET'S HAVE FUN

- Play "Zip-Zap" game / *Bermain 'Zip-Zap' game*
Teacher's talk / *Ucapan guru*



Now, we're going to play Zip-Zap game.
Sekarang kita akan bermain Zip-Zap game.

If I say -Zip- and I point to you, then you have to mention the name of your friend in your left side and if I say -Zap- you have to mention the name of your friend in your right side. Are you ready? Let's play!

5. LET'S TAKE A BREAK

- Sing 'Good Bye' song / *Menyanyikan lagu 'Good Bye'*

Teacher's talk / *Ucapan guru*



Do you know 'Good Bye' song?
Apakah kalian tau Good Bye song?
Let's sing Good Bye song together.
Mari kita nyanyikan Good Bye song bersama-sama.

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

- Ask the children what they have learned today / *Bertanya pada anak-anak tentang apa yang telah mereka pelajari hari ini*

Teacher's talk / *Ucapan guru*



O.K class, what have you learned today?
Apa yang sudah kalian pelajari hari ini?

- Ask for reflection / *Menanyakan refleksi*

Teacher's talk / *Ucapan guru*



Do you feel happy with our activities today?
Apakah kalian senang dengan pelajaran hari ini?

Children's talk / *Ucapan anak*



Yes, I am happy.
Ya, saya senang.

No, I am unhappy.
Tidak, saya tidak senang.

- Tell children about material for the next day / *Memberitahukan materi hari berikutnya*

Teacher's talk / *Ucapan guru*



Tomorrow we're going to have Campus Grand Tour. Please bring your own food and beverages.

Besok kita akan mengadakan Tour Keliling Kampus. Tolong bawa makanan dan minuman masing-masing.

- End the class / *Mengakhiri kelas*

Teacher's talk / *Ucapan guru*



It seems that we're running out of time. So let's end our meeting today by praying together. Who wants to lead a prayer?

Sepertinya waktu kita sudah habis. Mari kita tutup kegiatan hari ini dengan berdoa bersama. Siapa yang mau memimpin doa?



Okay Andra, say to your friends, "Let's pray together, shall we?"/ "Thank you".

Baiklah Andra, katakan pada teman-teman 'mari berdoa bersama, berdoa dimulai'.

BACK UP

- Play 'Hello' game / *Bermain 'Hello' game*

Teacher's talk / Ucapan guru



Now, we're going to play 'Hello' game.
Sekarang kita akan bermain 'Hello' game.

If I say –Zip- and I point to you, then you have to mention the name of your friend in your left side and if I say –Zap- you have to mention the name of your friend in your right side.

Are you ready? Let's play!

- Play 'How Are You' song/ *Bermain 'How Are You' song*

Teacher's talk / Ucapan guru



Now, we're going to sing 'How Are You' song.
Sekarang kita akan bernyanyi lagu 'How Are You'.

Do you know 'How Are You?' song?. "Hello...hello...
how are you?...I'm fine I'm fine how are you?..."

Are you ready? Let's sing together!



UNIT 2

LET'S GO FOR A WALK!



Theme: Building

Objectives:

- Children are able to respond to very short instructions related to the song using body language correctly
- Children are able to respond to very short instructions related to the activities correctly
- Children are able to identify some terms related to public places

Skills: Listening and Writing

1. GET READY

➤ Greet the children / *Menyapa anak-anak*

Teacher's talk / *Ucapan guru*



Assalamu'alaikum Wr. Wb.
Good morning, everyone. How are you today?

Selamat pagi semuanya. Apa kabar kalian hari ini?

- Ask the children to pray / *Mengajak anak-anak untuk berdoa*

Teacher's talk / *Ucapan guru*



Before we start our class today, let's pray together. Who wants to lead a prayer?

Sebelum kita mulai kegiatan hari ini, mari berdoa bersama. Siapa yang mau memimpin doa?

- Check the attendance list / *Mengecek daftar kehadiran*

Teacher's talk / *Ucapan guru*



Let's take a roll call. Is there anyone absent?

Miss Dhyka panggil satu-satu ya. Siapa yang tidak masuk?

- Salute the flag and sing national anthem together / *Hormat bendera dan menyanyikan lagu kebangsaan bersama*

Teacher's talk / *Ucapan guru*



Let's sing our national anthem together. Salute Up!

Mari bersama-sama kita nyanyikan lagu kebangsaan Indonesia Raya. Hormat grak!

- Sing 'Hello' song together / *Menyanyikan lagu 'Hello'*

Teacher's talk / *Ucapan guru*



Let's sing 'Hello Song' together.

Ayo kita bernyanyi 'Hello Song' bersama-sama.

Hello hello hello how are you 2x

I'm good, I'm fine, I'm wonderful 2x

2. LET'S START

- Tell children about public places around campus / *Memberitahu anak-anak tentang tempat umum disekitar kampus*

Teacher's talk / *Ucapan guru*



What public places do you know?

Tempat umum apa yang kalian tau?

Let's see these pictures.

Mari kita lihat gambar-gambar ini

This is Pendopo Tedjokusumo.

Ini adalah Pendopo Tedjokusumo.

3. IT'S YOUR TURN

- Sing 'The Grand Old Duke of York' song / *Menyanyikan lagu 'The Grand Old Duke of York'*

Teacher's talk / *Ucapan guru*



Look at this video and listen to the song.

Lihat video ini dan dengarkan musiknya.



Now, let's sing this song together.

The grand old duke of York...he had ten thousand men...

*Sekarang mari kita nyanyikan lagu ini bersama-sama.
The grand old duke of York...he had ten thousand men...*

The Grand Old Duke of York

The Grand Old Duke of York.
He had ten thousand men.
He marched them to the up of the hill
and he marched them down again.
And when they were up they were up,
and when they were down, they were down.
And when they were only half way up,
they were neither up nor down.

4. LET'S HAVE FUN

- Do 'Map Labeling' / *Mengerjakan 'Map Labeling'*

Teacher's talk / *Ucapan guru*



This is a map of UNY. We're going to have a tour across these buildings through this route.

Ini adalah peta UNY. Kita akan berkeliling kampus mengikuti rute ini.



Through this map, you'll find some unknown buildings. Your task is to find the buildings' names and write them down in your own map. Do you understand?

Dalam peta ini, kalian akan menemukan beberapa gedung yang tidak bernama. Tugas kalian adalah menemukan nama gedung-gedung itu dan menuliskannya dalam peta kalian masing-masing. Apa kalian mengerti?

➤ Color buildings / *Mewarnai gedung*

Teacher's talk / *Ucapan guru*



Now, let's color these buildings.
The school is in yellow...

*Sekarang mari kita warnai gedung-gedung ini.
Sekolahnya berwarna kuning...*

5. LET'S TAKE A BREAK

- Ask the children what they have learned today / *Bertanya pada anak-anak tentang apa yang telah mereka pelajari hari ini*

Teacher's talk / *Ucapan guru*



O.K class, what have you learned today?
Apa yang sudah kalian pelajari hari ini?

➤ Ask for reflection / *Menanyakan refleksi*

Teacher's talk / *Ucapan guru*



Are you happy with our activities today?
Apakah kalian senang dengan pelajaran hari ini?

Children's talk / *Ucapan anak*



Yes, I am happy.
Ya, saya senang.

No, I am unhappy.
Tidak, saya tidak senang.

➤ Tell children about the material for the next day / *Memberitahukan materi hari berikutnya*

Teacher's talk / *Ucapan guru*



Tomorrow we're going to learn about 'My Home'.
Besok kita akan belajar tentang 'Rumahku'.

➤ End the class / *Mengakhiri kelas*

Teacher's talk / *Ucapan guru*



It seems that we're running out of time. So let's end our meeting today by praying together. Who wants to lead a prayer?

Sepertinya waktu kita sudah habis. Mari kita tutup kegiatan hari ini dengan berdoa bersama. Siapa yang mau memimpin doa?



Okay Andra, say to your friends, "Let's pray together, shall we?" / "Thank you."

Baiklah Andra, katakan pada teman-teman 'mari berdoa bersama, berdoa dimulai'... 'selesai'. Terimakasih.

➤ Sing 'Good Bye' song / *Menyanyikan lagu 'Good Bye'*

Teacher's talk / *Ucapan guru*



Let's sing 'Good Bye' song together.

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

BACK UP

➤ Sing 'Pinocchio' song / *Menyanyikan lagu 'Pinocchio'*

Teacher's talk / *Ucapan guru*



Now, we're going to sing 'Pinocchio' song
Sekarang kita akan bernyanyi lagu 'Pinocchio'.

Do you know *Pinocchio* song?. "Everybody in. Everybody out. Everybody turn around. Everybody shout, 'Hey!'..."

Are you ready? Let's sing it together.



Theme: home

Objectives:

- Children are able to recognize the information related to things and parts of the house
- Children are able to respond to very simple instructions by act correctly
- Children are able to deliver some basic language functions about parts of the house
- Children are able to deliver some basic language functions about things in the house
- Children are able to mention some vocabularies related to the house

Skills: Listening and Speaking

1. GET READY

- Greet the children / *Menyapa anak-anak*

Teacher's talk / *Ucapan guru*



Assalamu'alaikum Wr. Wb.
Good morning, everyone. How are you today?
Selamat pagi semuanya. Apa kabar kalian hari ini?

- Ask the children to pray / *Mengajak anak-anak untuk berdoa*

Teacher's talk / *Ucapan guru*



Before we start our class today, let's pray together. Who wants to lead the prayer?
Sebelum kita mulai kegiatan hari ini, mari berdoa bersama. Siapa yang mau memimpin doa?

- Check the attendance list / *Mengecek daftar kehadiran*

Teacher's talk / *Ucapan guru*



Let's take a roll call. Is there anyone absent?
Miss panggil satu-satu ya. Siapa yang tidak masuk?

- Salute the flag and sing national anthem together / *Hormat bendera dan menyanyikan lagu kebangsaan bersama*

Teacher's talk / *Ucapan guru*



Let's sing our national anthem together. Salute Up!
Mari bersama-sama kita nyanyikan lagu kebangsaan Indonesia Raya. Hormat grah!

- Sing 'Good Morning' together / *Menyanyikan lagu 'Good Morning'*

Teacher's talk / *Ucapan guru*



Do you know 'Good Morning' song? Let's sing the song together.

Apa kaliantau lagu 'Good Morning?' Ayo kita nyanyikan bersama-sama.

Good morning to you... Good morning to you...
Good morning my dear friends / * dear teacher...
Good morning to you...

**second lyric*

2. LET'S START

- Children tell about their experience in Campus Grand Tour / *Anak – anak menceritakan pengalaman mereka saat berkeliling kampus*

Teacher's talk / *Ucapan guru*



What have you seen yesterday when walking around campus?

Apa yang kemarin kalian lihat waktu berjalan-jalan keliling kampus?

- Show pictures about parts of the house and its names / *Menunjukkan gambar bagian – bagian rumah dan istilahnya*

Teacher's talk / *Ucapan guru*



Now, let's see these pictures. What picture is it? *(Teacher shows pictures from Primary i-Dictionary)*

Sekarang mari kita lihat gambar-gambar ini.

- Pronounce the name of each part and furniture in the house followed by children / *Melafalkan nama tiap bagian dan perabotan rumah diikuti oleh anak – anak*

Teacher's talk / *Ucapan guru*



This is DINING ROOM.

Ini adalah ruang makan.

- Tell about 'The House' song / *Mengajarkan lagu 'The House'*

Teacher's talk / *Ucapan guru*



Do you know 'The House' song? Look at this video...

Apa kalian tau lagu 'The House'? Mari kita lihat video ini...

(Teacher shows a video of 'The Home' song from Primary i-Dictionary)

3. IT'S YOUR TURN

- Sing 'The House' song / *Menyanyikan lagu 'The House'*

Children's talk / *Ucapan anak*



Do you know 'The House' song? Listen to the music video...

(Teacher shows the video from Primary i-Dictionary)

Apakah kalian tau lagu 'The House'? Dengarkan lagunya bersama-sama...

- Play 'Sticking Race' game / *Bermain 'Sticking Race'*

Teacher's talk / *Ucapan guru*



Time to play! Let's play Sticking Race game!

Waktunya bermain! Mari kita main balap menempel!



In this game, you will be divided into two groups. Each group has to make a line.

In front of the class there are some pictures of furniture in a house and two pictures of parts of a house.

Your task is to choose the right furniture picture based on teachers' clues and stick it to the suitable parts of the house picture.

4. LET'S HAVE FUN

- Make a 'Paper Handcraft' / *Membuat 'Paper Handcraft'*

Teacher's talk / *Ucapan guru*



This is a picture of SpongeBob's (or other cartoon's) house. You have to stick the twister paper through the picture's lines and color the house individually.

Ini adalah gambar rumah 'SpongeBob' (atau kartun yang lain). Tugas kalian adalah menempel lintingan koran sepanjang garis gambar lalu mewarnai gambarnya.

5. LET'S TAKE A BREAK

- Sing 'Sing Your Way Home' song / *Menyanyikan lagu 'Sing Your Way Home'*

Teacher's talk / *Ucapan guru*



Do you know 'Sing Your Way Home' song? Listen to the music and Miss Dhyka singing the song and then follow. (Teacher sings the song lyric by lyric with its actions)

*Apakah kalian tau lagu 'Sing Your Way Home'?
Dengarkan lagunya dan Miss Dhyka bernyanyi kemudian ikuti.*

"Sing your way home at the close of the day..."

Sing Your Way Home

Sing your way home at the close of the day,
Sing your way home, drive the shadows away.
Smile every mile, for wherever you roam,
It will brighten your road, it will lighten your load,
If you sing your way home.

- Ask the children what they have learned today / *Bertanya pada anak-anak tentang apa yang telah mereka pelajari hari ini*

Teacher's talk / *Ucapan guru*



Alright kids, what have you learned today?

Baiklah adik-adik, apa yang sudah kalian pelajari hari ini?

- Ask for reflection / *Menanyakan refleksi*

Teacher's talk / *Ucapan guru*



Are you happy with our activities today?

Apakah kalian senang dengan pelajaran hari ini?

Children's talk / *Ucapan anak*



Yes, I am happy.
Ya, saya senang.

No, I am unhappy.
Tidak, saya tidak senang.

- Tell children about 'Barbecue' for the next day / *Memberitahukan anak-anak tentang 'Barbecue' di hari berikutnya*

Teacher's talk / *Ucapan guru*



Tomorrow we will have barbecue. You will be divided into some small groups. Each will get different tasks in doing the barbecue. You also have to bring your own plate...

Besok kita akan mengadakan Barbecue. Kalian akan dibagi menjadi beberapa grup kecil . masing-masing grup akan mendapat tugas yang berbeda dalam membuat Barbecue. Kalian juga harus membawa peralatan makan masing-masing...

- End the class / *Mengakhiri kelas*

Teacher's talk / *Ucapan guru*



It seems that we're running out of time. So let's end our meeting today by praying together. Who wants to lead a prayer?

Sepertinya waktu kita sudah habis. Mari kita tutup kegiatan hari ini dengan berdoa bersama. Siapa yang mau memimpin doa?



Okay Andra, say to your friends, "Let's pray together, shall we?" / "Thank you."

Baiklah Andra, katakan pada teman-teman 'mari berdoa bersama, berdoa dimulai'... 'selesai'. Terimakasih.

BACK UP

- Play 'Whisper Race' game / *Bermain 'Whisper Race' game*

Teacher's talk / *Ucapan guru*



Now, we're going to play 'Whisper Race' game. You're divided into two groups and each have to make a line.
Sekarang kita akan bermain 'Whisper Race' game. Kalian akan dibagi menjadi dua grup dan tiap grup harus berbaris ke belakang.

If I say "Go", the first child from each group must come to the front and turn over one of the pictures. After that, he or she goes back to the line and whisper to their friend behind him/her about the picture and continue until the last child. After that the last child must come to the front and find the right picture.

Are you ready? Let's play!

Ketika Miss Dhyka bilang "Go", anak di baris pertama dari tiap grup harus ke depan dan membalik satu gambar. Kemudian dia kembali ke barisannya dan membisiki teman dibelakangnya tentang gambar yang dilihat dan berlanjut sampai anak di baris terakhir. Lalu anak tersebut harus ke depan dan mengambil gambar yang dimaksud.

Apa kalian siap? Mari kita mulai!

UNIT 4

DO YOU LIKE SATAY?



Theme: Barbecue

Objectives:

- Children are able to recognize the information related to barbecue
- Children are able to respond to the simple instructions related to barbecue correctly
- Children are able to deliver some basic language functions about like and dislike
- Children are able to mention the vocabulary related to food, beverages, fruits and vegetables

Skills: Listening and Speaking

1. GET READY

- Greet the children / *Menyapa anak-anak*

Teacher's talk / *Ucapan guru*



Good morning everyone. How are you today? Have you had breakfast?

*Selamat pagi semuanya. Bagaimana kabar kalian hari ini?
Sudah sarapan belum?*

- Ask the children to pray / *Mengajak anak-anak untuk berdoa*

Teacher's talk / *Ucapan guru*



Before we start our class today, let's pray together.
Who wants to lead the prayer?

Sebelum kita mulai kegiatan hari ini, mari berdoa bersama. Siapa yang mau memimpin doa?

- Check the attendance list / *Mengecek daftar kehadiran*

Teacher's talk / *Ucapan guru*



Let's take a roll call. Is there anyone not coming yet or absent?

Miss panggil satu-satu ya. Apa ada yang belum datang atau tidak masuk hari ini?

- Salute the flag and sing national anthem together / *Hormat bendera dan menyanyikan lagu kebangsaan bersama*

Teacher's talk / *Ucapan guru*



Let's sing our national anthem together. Salute Up!

Mari bersama-sama kita nyanyikan lagu kebangsaan Indonesia Raya. Hormat grak!

- Sing 'Good Morning' together / *Menyanyikan lagu 'Good Morning'*

Teacher's talk / *Ucapan guru*



Let's sing 'Good Morning' song together.

Ayo kita bernyanyi 'lagu Good Morning' bersama-sama.

Good morning to you... Good morning to you...
Good morning my dear friends / * dear teacher...
Good morning to you...

**second lyric*

2. LET'S START

- Show pictures about food and beverages and its names / *Menunjukkan gambar makanan dan minuman beserta istilahnya*

Teacher's talk / *Ucapan guru*



What picture is this? (by showing pictures of food and beverages)

Gambar apa ini? (dengan menunjukkan gambar makanan dan minuman)

- Pronounce the name of each food and beverage followed by children / *Melafalkan nama tiap makanan dan minuman diikuti oleh anak - anak*

Teacher's talk / *Ucapan guru*



This is an APPLE. /'æp.l/

Ini adalah sebuah Apel.

Children's talk / *Ucapan anak*



This is an APPLE. /'æp.l/

Ini adalah sebuah Apel.

Teacher's talk / *Ucapan guru*



Do you like Apples?
Apakah kamu suka Apel?

Children's talk / *Ucapan anak*



Yes, I like Apples. / No, I don't like Apples.
Ya, saya suka Apel. / Tidak, saya tidak suka Apel.

- Tell about 'Barbecue' / *Menjelaskan tentang 'Barbecue'*

Teacher's talk / *Ucapan guru*



Today, we're going to have barbecue. You will make barbecue with your groups with the same task as we divided yesterday.

Hari ini kita akan membuat sate. Kalian akan membuat sate dengan grup kalian sesuai dengan tugas masing-masing seperti yang sudah kita bagi kemarin.



This is satay and this is lontong (by showing satay and lontong)

Ini sate dan ini lontong (dengan menunjukkan sate dan lontong)

- Tell about 'Do You Have a Fork' song / *Mengajarkan lagu 'Do You Have a Fork'*

Teacher's talk / *Ucapan guru*



Do you know 'Do You Have a Fork' song?
Apakah kalian tau lagu 'Do You Have a Fork'?

Listen to Miss singing the song and then follow.
(Teacher sing the song lyric by lyric with its actions)
Dengarkan miss Dhyka bernyanyi dan ikuti.

"Do you have a spoon? Yes, I have a spoon.
Do you have a fork? Yes, I have a fork.
Do you have a knife? Yes, I have a knife.
But I don't have a plate. Oh, No!"

3. IT'S YOUR TURN

- Sing 'Do You Have a Fork' song / *Menyanyikan lagu 'Do You Have a Fork'*
Children's talk / Ucapan anak



"Do you have a spoon? Yes, I have a spoon.
Do you have a fork? Yes, I have a fork.
Do you have a knife? Yes, I have a knife.
But I don't have a plate. Oh, No!"
(Sing the song with its actions)

- Match pictures of food and beverages with their correct names / *Cocokan gambar makanan dan minuman dengan nama yang tepat*



Match the pictures of food and beverages with their correct names.

Cocokkan gambar – gambar makanan dan minuman dengan nama yang tepat.

- Prepare satay / *Menyiapkan sate*

Teacher's talk / *Ucapan guru*



Now, let's prepare the satay. Do your job with your own groups.

*Sekarang mari kita siapkan satenya.
Lakukan tugas kalian dengan kelompok masing-masing*

4. LET'S HAVE FUN

- Conduct lunch together / *Makan siang bersama*

Teacher's talk / *Ucapan guru*



Before we eat the satay, let's pray first. Who wants to lead the prayer?

*Sebelum kita makan satenya, mari berdoa bersama.
Siapa yang mau memimpin doa?*

- Play 'Food-ball' game / *Memainkan permainan 'Food-ball'*

Teacher's talk / *Ucapan guru*



Since we've finished eating, it's the time to play! We're going to play 'Food-ball' game!

Karena kita sudah selesai makan, sekarang saatnya bermain! Kita akan bermain 'Food-ball' game!

5. LET'S TAKE A BREAK

- Ask the children what they have learned today/ *Bertanya pada anak-anak tentang apa yang telah mereka pelajari hari ini*

Teacher's talk / *Ucapan guru*



Alright kids, what have you learned today?

Baiklah adik-adik, apa yang sudah kalian pelajari hari ini?

- Ask for reflection / *Menanyakan refleksi*

Teacher's talk / *Ucapan guru*



Are you happy with our activities today?

Apakah kalian senang dengan pelajaran hari ini?

Children's talk / *Ucapan anak*



Yes, I am happy.
Ya, saya senang.

No, I am unhappy.
Tidak, saya tidak senang.

- Tell children about material for the next day / *Memberitahukan anak-anak tentang materi dihari berikutnya*

Teacher's talk / *Ucapan guru*



Tomorrow we're going to learn about My Family. Please bring a family photograph.

Besok kita akan belajar tentang 'Keluargaku'. Tolong bawa satu foto keluarga.

➤ End the class / *Mengakhiri kelas*

Teacher's talk / *Ucapan guru*



It seems that we're running out of time. So let's end our meeting today by praying together. Who wants to lead a prayer?

Sepertinya waktu kita sudah habis. Mari kita tutup kegiatan hari ini dengan berdoa bersama. Siapa yang mau memimpin doa?



Okay Andra, say to your friends, "Let's pray together, shall we?" / "Thank you."

Baiklah Andra, katakan pada teman-teman 'mari berdoa bersama, berdoa dimulai'... 'selesai'. Terimakasih.

➤ Sing "Sing Your Way Home" song / *Menyanyikan lagu "Sing Your Way Home"*

Teacher's talk / *Ucapan guru*



Let's sing 'Sing Your Way Home' song together.
Mari kita nyanyikan Good Bye song bersama-sama.

"Sing your way home on the top of the day..."

Sing Your Way Home

Sing your way home at the close of the day,
Sing your way home, drive the shadows away.
Smile every mile, for wherever you roam,
It will brighten your road, it will lighten your load,
If you sing your way home.

➤ Play 'Whisper Race' game / *Bermain 'Whisper Race' game*

Teacher's talk / *Ucapan guru*



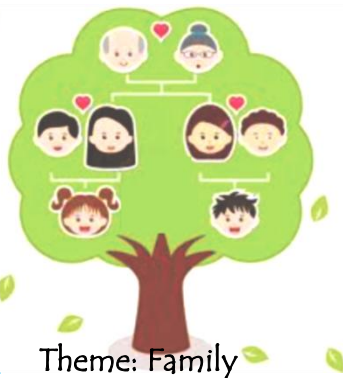
Now, we're going to play 'Whisper Race' game. You're divided into two groups and each have to make a line.
Sekarang kita akan bermain 'Whisper Race' game. Kalian akan dibagi menjadi dua grup dan tiap grup harus berbaris kebelakang.

If I say "Go", the first child from each group must come to the front and turn over one of the pictures. After that, he or she goes back to the line and whisper to their friend behind him/her about the picture and continue until the last child. After that the last child must come to the front and find the right picture.

Are you ready? Let's play!

Ketika Miss Dhyka bilang "Go", anak di baris pertama dari tiap grup harus ke depan dan membalik satu gambar. Kemudian dia kembali ke barisannya dan membisiki teman dibelakangnya tentang gambar yang dilihat dan berlanjut sampai anak dibaris terakhir. Lalu anak tersebut harus ke depan dan mengambil gambar yang dimaksud.

Apa kalian siap? Mari kita mulai!



Theme: Family

UNIT 5

THIS IS MY FAMILY



Objectives:

- Children are able to respond to information related to family
- Children are able to tell about the pictures of family correctly
- Children are able to identify some vocabularies terms related to family and friends

Skills: Listening and Speaking

1. GET READY

- Greet the children / *Menyapa anak-anak*

Teacher's talk / *Ucapan guru*



Good morning everyone. How are you today?

Selamat pagi semuanya. Bagaimana kabar kalian hari ini?

- Ask the children to pray / *Mengajak anak-anak untuk berdoa*

Teacher's talk / *Ucapan guru*



Before we start our class today, let's pray together.
Who wants to lead the prayer?

Sebelum kita mulai kegiatan hari ini, mari berdoa bersama. Siapa yang mau memimpin doa?

- Check the attendance list / *Mengecek daftar kehadiran*

Teacher's talk / *Ucapan guru*



Let's take a roll call. Is there anyone not coming yet or absent today?

Miss panggil satu-satu ya. Apa ada yang belum datang atau tidak masuk hari ini?

- Salute the flag and sing national anthem together / *Hormat bendera dan menyanyikan lagu kebangsaan bersama*

Teacher's talk / *Ucapan guru*



Let's sing our national anthem together. Salute Up!

Mari bersama-sama kita nyanyikan lagu kebangsaan Indonesia Raya. Hormat grah!

- Sing "Good Morning" together / *Menyanyikan lagu 'Good Morning' bersama*

Teacher's talk / *Ucapan guru*



Let's sing 'Good Morning' song together.

Ayo kita bernyanyi 'Good Morning' bersama-sama.

Good morning to you... Good morning to you...
Good morning my dear friends / * dear teacher...
Good morning to you...

**second lyric*

2. LET'S START

- Show a family picture / *Menunjukkan gambar sebuah keluarga*

Teacher's talk / *Ucapan guru*



Who is he? He is FATHER
Who is she? She is MOTHER.....

*Siapa dia? Dia adalah ayah.
Siapa dia? Dia adalah ibu...*

- Sing 'Family Fingers' song / *Menyanyikan lagu 'Family Fingers'*

Teacher's talk / *Ucapan guru*



Do you know 'Family Fingers' song? Listen to the music video and follow to sing the song.
(Teacher shows the video and sing the song lyric by lyric with its actions)

Apakah kalian tahu lagu Family Fingers? Dengarkan dan nyanyikan lagunya bersama-sama.

"Daddy finger daddy finger where are you?..."

Family Finger

Daddy finger daddy finger where are you?
Here I am here I am how do you do?
Mommy finger mommy finger where are you?
Here I am here I am how do you do?
Brother finger brother finger where are you?
Here I am here I am how do you do?
Sister finger sister finger where are you?
Here I am here I am how do you do?
Baby finger baby finger where are you?
Here I am here I am how do you do?

- Tell a story about 'Goldilocks' / *Menceritakan kisah 'Goldilocks'*

Teacher's talk / *Ucapan guru*



Let's see a story about *Goldilocks*.

Mari kita melihat cerita tentang Goldilocks.
(Teacher shows Goldilocks video.)



(Asking comprehension questions after watching the story)

- What is the girl's name?
- What does the girl eat?

3. IT'S YOUR TURN

- Shows a family photograph and introduces the family members / *Menunjukkan foto keluarga dan memperkenalkan anggota keluarganya*

Teacher's talk / *Ucapan guru*



Now, let's make two groups. Show your family photograph and introduce them to your friends on your own group.

Sekarang mari kita buat dua kelompok. Tunjukkan foto keluarga kalian dan perkenalkan anggota keluarga kalian masing-masing pada teman-teman.satu kelompok.

Children's talk / *Ucapan anak*



This is my father. His name is Rudi Suhandono.

Ini adalah ayah saya. Namanya Rudi Suhandono.
(while showing the photograph)

- Sing 'Three Bears' song / *Menyanyikan lagu 'Three Bears'*

Teacher's talk / *Ucapan guru*



Look at this video. Listen to the music carefully.
Now, sing the song and follow its action together.

*Lihat video ini. Dengarkan lagunya baik-baik.
Sekarang, mari kita nyanyikan.lagu beserta gerakannya
bersama-sama.*

(Teacher shows the video and sings the song lyric by lyric
with its actions)

Three Bears

Look there are three bears, all in the same house
Papa bear, mama bear, baby bear
Papa bear is very fat
Mama bear is very slim
Baby bear is so cute I could die
What a happy family

4. LET'S HAVE FUN

- Do sticking activity / *Melakukan kegiatan menempel*

Teacher's talk / *Ucapan guru*



Now, you're going to do sticking activity. I will give you a story with
some blank words. Your task is to fill in the blank words by sticking
the most suitable word for each. I will give you the words in pieces of
paper and tell the complete story. Do you understand?

*Sekarang kalian akan melakukan kegiatan menempel. Miss Dhyka
akan memberi kalian sebuah cerita dengan beberapa kata yang masih
kosong. Tugas kalian adalah mengisi kata-kata yang kosong itu
dengan menempel potongan-potongan kata sesuai dengan cerita. Miss
Dhyka akan memberi potongan-potongan katanya dan membacakan
cerita lengkapnya. Apa kalian mengerti?*

5. LET'S TAKE A BREAK

- Ask the children what they have learned today/ *Bertanya pada anak-anak tentang apa yang telah mereka pelajari hari ini*

Teacher's talk / *Ucapan guru*



Alright kids, what have you learned today?

Baiklah adik-adik, apa yang sudah kalian pelajari hari ini?

- Ask for reflection / *Menanyakan refleksi*

Teacher's talk / *Ucapan guru*



Are you happy with our activities today?

Apakah kalian senang dengan pelajaran hari ini?

Children's talk / *Ucapan anak*



Yes, I am happy.

Ya, saya senang.

No, I am unhappy.

Tidak, saya tidak senang.

- Tell children about the material for the next day / *Memberitahukan anak-anak tentang materi dihari berikutnya*

Teacher's talk / *Ucapan guru*



Tomorrow we're going to have Field Trip. Please bring your own food and beverages and also coloring pencils...

Besok kita akan mengadakan piknik. Tolong bawa bekal masing-masing dan pensil warna....

➤ End the class / *Menutup kelas*

Teacher's talk / *Ucapan guru*



It seems that we're running out of time. So let's end our meeting today by praying together. Who wants to lead a prayer?

Sepertinya waktu kita sudah habis. Mari kita tutup kegiatan hari ini dengan berdoa bersama. Siapa yang mau memimpin doa?

Okay Andra, say to your friends, "Let's pray together, shall we?" / "Thank you."

Baiklah (nama anak, katakan pada teman-teman 'mari berdoa bersama, berdoa dimulai'... 'selesai'. Terimakasih.

➤ Sing "Sing Your Way Home" song / *Menyanyikan lagu "Sing Your Way Home"*

Teacher's talk / *Ucapan guru*



Let's sing 'Sing Your Way Home' song together.

Mari kita nyanyikan Good Bye song bersama-sama.

"Sing your way home on the top of the day..."

Sing Your Way Home

Sing your way home at the close of the day,
Sing your way home, drive the shadows away.
Smile every mile, for wherever you roam,
It will brighten your road, it will lighten your load,
If you sing your way home.

UNIT 6

LET'S HAVE Field Trips



Theme: Field Trip

Objectives:

- Children are able to pronounce some basic language functions about shapes
- Children are able to mention some vocabulary related to shapes
- Children are able to give short functions related to shapes

Skills: Speaking

1. GET READY

- Greet the children / *Menyapa anak-anak*

Teacher's talk / *Ucapan guru*



Assalamu'alaikum Wr. Wb.
Good morning, everyone. How are you today?

Selamat pagi semuanya. Apa kabar kalian hari ini?

- Ask the children to pray / *Mengajak anak-anak untuk berdoa*

Teacher's talk / *Ucapan guru*



Before we start our class today, let's pray together.
Who wants to lead the prayer?

Sebelum kita mulai kegiatan hari ini, mari berdoa bersama. Siapa yang mau memimpin doa?

- Check the attendance list / *Mengecek daftar kehadiran*

Teacher's talk / *Ucapan guru*



Let's take a roll call. Is there anyone not coming yet or absent today?

Miss panggil satu-satu ya. Apa ada yang belum datang atau tidak masuk hari ini?

- Salute the flag and sing national anthem together / *Hormat bendera dan menyanyikan lagu kebangsaan bersama*

Teacher's talk / *Ucapan guru*



Let's sing our national anthem together. Salute Up!

Mari bersama-sama kita nyanyikan lagu kebangsaan Indonesia Raya. Hormat grak!

2. LET'S START

- Sing 'If You're Happy' song together / *Menyanyikan lagu 'If You're Happy'*

Teacher's talk / *Ucapan guru*



Do you know 'If You're Happy' song?
Apakah kalian tau lagu 'If You're Happy'?
Listen to Miss singing the song and then follow.
Dengarkan Miss bernyanyi dan ikuti.

(Teacher sings the song lyric by lyric with its actions)...
If you're happy and you know it claps your hands *2x.
If you're happy and you know it and you really want to show it.
If you're happy and you know it claps your hands.

- Tell about many kinds of shape / *Menjelaskan tentang berbagai macam bentuk*
Teacher's talk / *Ucapan guru*



This is a SQUARE.
Ini adalah sebuah lingkaran.

(Teacher shows the real objects in many kinds of shape.)

3. IT'S YOUR TURN

- Play 'What Is It?' game / *Memainkan permainan 'What Is It?'*
Teacher's talk / *Ucapan guru*



Time to play! Let's play 'What Is It' game!
Sekarang mari kita bermain 'What Is It'!

Do you know about the game? Let me tell you...
Apa kalian tahu tentang permainan ini? Mari Miss Dhyka kasih tau...

4. LET'S HAVE FUN

- Color objects in many kinds of shape / *Mewarnai benda dengan berbagai bentuk*



Now, we're going to color some pictures in many shapes.
(the pictures is attached in the appendix)
Sekarang kita akan mewarnai gambar dengan berbagai bentuk.

5. LET'S TAKE A BREAK

- Ask the children what they have learned today/ *Bertanya pada anak-anak tentang apa yang telah mereka pelajari hari ini*

Teacher's talk / *Ucapan guru*



Alright kids, what have you learned today?
Baiklah adik-adik, apa yang sudah kalian pelajari hari ini?

- Asking for reflection / *Menanyakan refleksi*

Teacher's talk / *Ucapan guru*



Are you happy with our activities today?
Apakah kalian senang dengan pelajaran hari ini?

Children's talk / *Ucapan anak*



Yes, I am happy.
Ya, saya senang.

No, I am unhappy.
Tidak, saya tidak senang.

- Tell children about the material for the next day / *Menjelaskan tentang materi dihari berikutnya*

Teacher's talk / *Ucapan guru*



Tomorrow we're going to learn about Stationery. Please bring your own stationery.
Besok kita akan belajar tentang 'Alat Tulis'. Tolong bawa alat tulis masing-masing.

- End the class / *Menutup kelas*

Teacher's talk / *Ucapan guru*



It seems that we're running out of time. So let's end our meeting today by praying together. Who wants to lead a prayer?
Sepertinya waktu kita sudah habis. Mari kita tutup kegiatan hari ini dengan berdoa bersama. Siapa yang mau memimpin doa?



Okay Andra, say to your friends, “Let’s pray together, shall we?” / “Thank you.”

Baiklah (nama anak, katakan pada teman-teman ‘mari berdoa bersama, berdoa dimulai’... ‘selesai’. Terimakasih.

- Sing “Sing Your Way Home” song / *Menyanyikan lagu ‘Sing Your Way Home’*

Teacher’s talk / *Ucapan guru*



Let’s sing ‘Sing Your Way Home’ song together.
Mari kita nyanyikan Good Bye song bersama-sama.
“Sing your way home on the top of the day...”

Sing Your Way Home

Sing your way home at the close of the day,
Sing your way home, drive the shadows away.
Smile every mile, for wherever you roam,
It will brighten your road, it will lighten your load,
If you sing your way home.



UNIT 7

CAN I HAVE A PEN?

borrow



Theme: Stationery

Objectives:

- Children are able to recognize the information related to stationery
- Children are able to respond to the simple instructions correctly
- Children are able to pronounce some basic language functions about stationery
- Children are able to mention some vocabulary related to stationery

Skills: Listening and Speaking

1. GET READY

- Greet the children / *menyapa anak-anak*

Teacher's talk / *Ucapan guru*



Assalamu'alaikum Wr. Wb.
Good morning, everyone. How are you today?

Selamat pagi semuanya. Apa kabar kalian hari ini?

- Ask the children to pray / *Mengajak anak-anak untuk berdoa*

Teacher's talk / *Ucapan guru*



Before we start our class today, let's pray together.
Who wants to lead the prayer?

Sebelum kita mulai kegiatan hari ini, mari berdoa bersama. Siapa yang mau memimpin doa?

- Check the attendance list / *Mengecek daftar kehadiran*

Teacher's talk / *Ucapan guru*



Let's take a roll call. Is there anyone not coming yet or absent today?

Miss panggil satu-satu ya. Apa ada yang belum datang atau tidak masuk hari ini?

- Salute the flag and sing national anthem together / *Hormat bendera dan menyanyikan lagu kebangsaan bersama*

Teacher's talk / *Ucapan guru*



Let's sing our national anthem together. Salute Up!

Mari bersama-sama kita nyanyikan lagu kebangsaan Indonesia Raya. Hormat grak!

- Sing 'If You're Happy' song / *Menyanyikan lagu 'If You're Happy'*

Teacher's talk / *Ucapan guru*



Let's sing 'If You're Happy' song together.

Mari bersama-sama kita nyanyikan lagu 'If You're Happy'.

If you're happy and you know it claps your hands 2x

If you're happy and you know it and you really want to show it

If you're happy and you know it claps your hands

2. LET'S START

- Ask children about their experience on 'Field Trip' / *Menanyakan pada anak-anak tentang pengalaman mereka sewaktu 'Field Trip'*

Teacher's talk / *Ucapan guru*



What did you do yesterday?

Apa yang kalian lakukan kemarin?

- Tell about stationery / *Menjelaskan tentang alat tulis*

Teacher's talk / *Ucapan guru*

Children's talk / *Ucapan anak*



Do you bring your stationery?

Apa kalian membawa alat tulis?

Yes, we bring.

Iya, kami bawa.



What is it? / It is an ERASER.

Apa ini?/ ini sebuah penghapus.

It is an ERASER.

Itu sebuah penghapus.



3. IT'S YOUR TURN

- Sing 'Can I Have a Pen?' song / Menyanyikan lagu 'Can I have a Pen?'

Teacher's talk / *Ucapan guru*



Do you know 'Can I have a Pen' song? Listen to the music and Miss singing the song and then follow.

*Apakah kalian tau lagu Sing Your Way Home?
Dengarkan lagunya dan Miss Dhyka bernyanyi dan ikuti.
(Teacher sing the song lyric by lyric with its actions)*

Can I can I can I have a pen?
Sure sure sure here's the pen.
Can I can I can I have a book?
Sure sure sure here's the book.

- Play 'Bandits and Sheriffs' game / *Bermain permainan 'Bandits and Sheriffs'*

Teacher's talk / *Ucapan guru*



Time to play! Now, we're going to play 'Bandit and Sheriff' game. In this game, you'll be divided into two groups; Bandit Group and Sheriff Group. Bandit Group has to steal stationery and Sheriff Group has to catch Bandit who is stealing the stationery.

Waktunya bermain! Sekarang kita akan bermain 'Bandit and Sheriff' atau 'Pencuri dan Polisi'. Dalam permainan ini, kalian akan dibagi dalam dua grup; grup Bandit dan grup Sheriff. Grup Bandit harus mencuri alat tulis dan Grup Sheriff harus menangkap Bandit yang sedang mencuri.

4. LET'S HAVE FUN

- Tell about 'On-Water Painting' / *Menjelaskan tentang 'Lukisan Diatas Air'*

Teacher's talk / *Ucapan guru*



Now, we're going to have an experiment that is painting on the water. Have you ever made it?

Sekarang kita akan mengadakan sebuah eksperimen yaitu melukis diatas air. Apa kalian sudah pernah melakukannya?

- Make an 'On-Water Painting' / *Membuat 'Lukisan Diatas Air'*

Teacher's talk / *Ucapan guru*



Let's start painting! Look at Miss Dhyka giving an example...

Mari kita mulai melukis! Lihat contoh dari Miss Dhyka...

5. LET'S TAKE A BREAK

- Ask the children what they have learned today/ *Bertanya pada anak-anak tentang apa yang telah mereka pelajari hari ini*

Teacher's talk / *Ucapan guru*



Alright kids, what have you learned today?

Baiklah adik-adik, apa yang sudah kalian pelajari hari ini?

- Asking for reflection / *Menanyakan refleksi*

Teacher's talk / *Ucapan guru*



Do you enjoy our activities today?

Apakah kalian senang dengan pelajaran hari ini?

Children's talk / *Ucapan anak*



Yes, I enjoy it.
Ya, saya menikmatinya.

No, I do not enjoy it.
Tidak, saya tidak menikmatinya.

- Tell children about the material for the next day

Teacher's talk / *Ucapan guru*



Tomorrow we're going to learn about Animals and Colors.
Please bring coloring pencils.

Besok kita akan belajar tentang 'Alat Tulis'. Tolong bawa pensil warna masing-masing.

- End the class / *Menutup kelas*

Teacher's talk / *Ucapan guru*



It seems that we're running out of time. So let's end our meeting today by praying together. Who wants to lead a prayer?

Sepertinya waktu kita sudah habis. Mari kita tutup kegiatan hari ini dengan berdoa bersama. Siapa yang mau memimpin doa?



Okay Andra, say to your friends, "Let's pray together, shall we?" / "Thank you."

Baiklah (nama anak, katakan pada teman-teman 'mari berdoa bersama, berdoa dimulai'... 'selesai'. Terimakasih.

- Sing 'Good Bye' song / *Menyanyikan lagu 'Good Bye'*

Teacher's talk / *Ucapan guru*



Let's sing 'Good Bye' song together.

*Mari kita nyanyikan 'Good Bye' song bersama-sama.
"Sing your way home on the top of the day..."*

Good Bye

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

BACK UP

- Sing "Book, Pen, Desk, Chair" song / *Bernyanyi 'Book, Pen, Desk, Chair' song*

Teacher's talk / *Ucapan guru*



Now, we're going to sing "Book, Pen, Desk, Chair" song.

Sekarang kita akan bernyanyi lagu "Book, Pen, Desk, Chair".

Are you ready? Let's sing it together!

Book Pen Desk Chair

book pen desk chair...book pen desk chair

What is it? It's a book

What is it? It's a pen

book pen desk chair...book pen desk chair



UNIT 8

THE DUCKS ARE YELLOW



Theme: Animals and Colors

Objectives:

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

Skills: Listening and Speaking

1. GET READY

- Greet the children / *Menyapa anak-anak*

Teacher's talk / *Ucapan guru*



Assalamu'alaikum Wr. Wb.
Good morning, everyone. How are you today?
Selamat pagi semuanya. Apa kabar kalian hari ini?

- Ask the children to pray / *Mengajak anak-anak untuk berdoa*

Teacher's talk / *Ucapan guru*



Before we start our class today, let's pray together. Who wants to lead the prayer?

Sebelum kita mulai kegiatan hari ini, mari berdoa bersama. Siapa yang mau memimpin doa?

- Check the attendance list / *Mengecek daftar kehadiran*

Teacher's talk / *Ucapan guru*



Let's take a roll call. Is there anyone not coming yet or absent today?

Miss panggil satu-satu ya. Apa ada yang belum datang atau tidak masuk hari ini?

- Salute the flag and sing national anthem together / *Hormat bendera dan menyanyikan lagu kebangsaan bersama*

Teacher's talk / *Ucapan guru*



Let's sing our national anthem together. Salute Up!

Mari bersama-sama kita nyanyikan lagu kebangsaan Indonesia Raya. Hormat grak!

- Sing 'If You're Happy' song / *Menyanyikan lagu 'If You're Happy'*

Teacher's talk / *Ucapan guru*



Let's sing 'If You're Happy' song together.

Mari bersama-sama kita nyanyikan lagu 'If You're Happy'.

If you're happy and you know it claps your hands 2x

If you're happy and you know it and you really want to show it

If you're happy and you know it claps your hands

2. LET'S START

- Tell about animals by showing its pictures / *Menjelaskan tentang hewan dengan memnunjukkan gambar-gambarnya*

Teacher's talk / *Ucapan guru*



Please look at this picture. What animal is this? (Shows an animal picture from Primary i-Dictionary)
Lihat gambar ini. Hewan apa ini?

Children's talk / *Ucapan anak*



That is a FROG.
Itu adalah seekor katak.

- Tell about animal colors / *Menjelaskan tentang warna-warna hewan*

Teacher's talk / *Ucapan guru*



What color is the FROG?
Kataknya berwarna apa?

Children's talk / *Ucapan anak*



The frog is GREEN.
Kataknya berwarna hijau.

- Tell a story about animals / *Menceritakan kisah tentang hewan*

Teacher's talk / *Ucapan guru*



Do you like stories? I have a story. Please look at this video. (Shows a video from Primary i-Dictionary)

Apa kalian suka cerita? Saya punya sebuah cerita. Lihatlah video ini.

Teacher's talk / *Ucapan guru*



(Giving some comprehension questions after watching the video)

What is the dog's name?

Siapa nama anjingnya?

Children's talk / *Ucapan anak*



The dog is Ringo.

Anjingnya adalah Ringo.

- Tell about 'Color' song / *Mengajarkan lagu 'Color'*

Teacher's talk / *Ucapan guru*



I have a song. Please look at this video and listen to the song carefully.

Saya punya sebuah lagu. Lihat video ini dan dengarkan lagunya baik-baik.

3. IT'S YOUR TURN

- Sing 'Color' song / *Menyanyikan lagu 'Color'*

Teacher's talk / *Ucapan guru*



Now, let's sing the song together.

Sekarang mari kita nyanyikan lagunya bersama-sama.

(sing the song lyric by lyric)

"There was a farmer had a CAT..."

- Play 'Animal Guessing' game / *Memainkan permainan 'Animal Guessing'*

Teacher's talk / *Ucapan guru*



Time to play! Let's play this game. (Showing a game from the Primary i-Dictionary.) In this game, you will be divided into two groups. You have to guess what animal it is from the given clues. Once you know the answer, raise your hand as soon as possible, I will choose the first one. But, don't answer before my command. So, listen to the clues carefully.

Waktunya bermain! Mari kita bermain permainan ini. (Menunjukkan sebuah permainan dari Primary i-Dictionary.) dalam permainan, kalian dibagi ke dalam dua kelompok. Kalian harus menebak hewan apa yang dimaksud berdasarkan petunjuk yang diberikan. Begitu kalian tahu jawabannya, segera angkat tangan kalian dan Miss. Dhyka akan memilih satu yang tercepat. Tapi jangan jawab dahulu sebelum Miss. Dhyka minta. Jadi, dengarkan petunjuknya baik – baik.

4. LET'S HAVE FUN

- Color animal pictures / *Mewarnai gambar hewan*

Teacher's talk / *Ucapan guru*



Now, we're going to color an animal picture. There is a clue in each picture about the animal's color. Therefore, you have to color the animal based on the clue.

Sekarang kita akan mewarnai gambar hewan. Ada petunjuk di tiap gambar tentang warna hewan yang ada di gambar tersebut. Jadi, kalian harus mewarnai berdasarkan petunjuk yang ada.

5. LET'S TAKE A BREAK

- Ask the children what they have learned today/ *Bertanya pada anak-anak tentang apa yang telah mereka pelajari hari ini*

Teacher's talk / *Ucapan guru*



Alright kids, what have you learned today?

Baiklah adik-adik, apa yang sudah kalian pelajari hari ini?

- Asking for reflection / *Menanyakan refleksi*

Teacher's talk / *Ucapan guru*



Do you enjoy our activities today?

Apakah kalian menikmati pelajaran hari ini?

Children's talk / *Ucapan anak*



Yes, I enjoy it.
Ya, saya menikmatinya.

No, I do not enjoy it.
Tidak, saya tidak menikmatinya.

- Tell children about the material for the next day / *Memberitahu anak-anak tentang materi hari berikutnya*

Teacher's talk / *Ucapan guru*



Tomorrow we're going to learn about 'Daily Routines'.
Besok kita akan belajar tentang 'Kegiatan Sehari-hari'.

- End the class / *Menutup kelas*

Teacher's talk / *Ucapan guru*



It seems that we're running out of time. So let's end our meeting today by praying together. Who wants to lead a prayer?

Sepertinya waktu kita sudah habis. Mari kita tutup kegiatan hari ini dengan berdoa bersama. Siapa yang mau memimpin doa?



Okay Andra, say to your friends; "Let's pray together, shall we?" / "Thank you."

Baiklah (nama anak, katakan pada teman-teman 'mari berdoa bersama, berdoa dimulai'... 'selesai'. Terimakasih.

- Sing 'Good Bye' song / *Menyanyikan lagu 'Good Bye'*
Teacher's talk / *Ucapan guru*



Let's sing 'Good Bye' song together.

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

BACK UP

- Make an animal origami / *Membuat origami hewan*

Teacher's talk / *Ucapan guru*



Do you ever make an origami? Now, let's make an animal origami! Look at Miss Dhyka giving an example.....

What color is this origami?

*Apakah kalian pernah membuat origami?
Sekarang ayo kita buat origami hewan! Lihat contoh dari Miss Dhyka.*

Origami ini berwarna apa?



UNIT 9

WHAT IS HE DOING?



Theme: Daily Activities

Aim:

Objectives:

- Children are able to recognize the information related to daily activities
- Children are able to respond to the simple instructions correctly
- Children are able to pronounce some basic language functions about daily activities
- Children are able to mention the vocabulary related to daily activities

Skills: Listening and speaking

1. GET READY

- Greet the children / *Menyapa anak-anak*

Teacher's talk / *Ucapan guru*



Assalamu'alaikum Wr. Wb.
Good morning, everyone. How are you today?
Selamat pagi semuanya. Apa kabar kalian hari ini?

- Ask the children to pray / *Mengajak anak-anak untuk berdoa*

Teacher's talk / *Ucapan guru*



Before we start our class today, let's pray together.
Who wants to lead the prayer?

Sebelum kita mulai kegiatan hari ini, mari berdoa bersama. Siapa yang mau memimpin doa?

- Check the attendance list / *Mengecek daftar kehadiran*

Teacher's talk / *Ucapan guru*



Let's take a roll call. Is there anyone not coming yet or absent today?

Miss panggil satu-satu ya. Apa ada yang belum datang atau tidak masuk hari ini?

- Salute the flag and sing national anthem together / *Hormat bendera dan menyanyikan lagu kebangsaan bersama*

Teacher's talk / *Ucapan guru*



Let's sing our national anthem together. Salute Up!

Mari bersama-sama kita nyanyikan lagu kebangsaan Indonesia Raya. Hormat grak!

- Sing 'If You're Happy' song / *Menyanyikan lagu 'If You're Happy'*

Teacher's talk / *Ucapan guru*



Let's sing 'If You're Happy' song together.

Mari bersama-sama kita nyanyikan lagu 'If You're Happy'.

If you're happy and you know it claps your hands 2x

If you're happy and you know it and you really want to show it

If you're happy and you know it claps your hands

2. LET'S START

- Tell about daily routines by showing some pictures / *Menjelaskan tentang kegiatan sehari-hari dengan menunjukkan beberapa gambar*

Teacher's talk / *Ucapan guru*



I'll give you a piece of paper containing some daily routines' pictures. (giving the papers)
Saya akan berikan kalian selembar kertas yang ada gambar kegiatan sehari-hari.



Now, look at the pictures. There are some daily routines pictures we usually do at home.
Do you know what the man is doing? (While pointing to one of the pictures)

Sekarang, lihat gambar berikut. Ada beberapa gambar kegiatan sehari-hari yang biasa kita lakukan dirumah. Apakah kalian tau apa yang sedang dilakukan pria ini?

- Tell about 'The Morning Routines' song / *Mengajarkan lagu 'The Morning Routines'*

Teacher's talk / *Ucapan guru*



Do you know 'The Morning Routines' song?
Apakah kalian tau lagu 'The Morning Routines'?

Listen to Miss Dhyka singing the song...
Dengarkan Miss Dhyka menyanyikan lagunya...

3. IT'S YOUR TURN

- Sing 'The Morning Routines' song / *Menyanyikan lagu 'The Morning Routines'*
Teacher's talk / *Ucapan guru*



Let's sing the song together...

Mari kita nyanyikan lagunya bersama-sama...

THE MORNING ROUTINES SONG

Good morning...good morning...it's time to wake up

Good morning...good morning...I have to get up

I wash my face...wash wash wash / *I eat my breakfast...eat eat eat

I brush my hair...brush brush brush / *I brush my teeth...brush brush
brush

I get dressed...dressed dressed dressed / *put on my shoes...put on put on

There's such a lot to do!

**second lyrics*

4. LET'S HAVE FUN

- Play 'Daily Routine Flashcard' game / *Memainkan permainan Daily Routine Flashcard'*

Teacher's talk / *Ucapan guru*



Playing time! Now, let's play 'Daily Routines Flashcard' game! In this game, you'll make a big circle. I have a set of flashcard and I'll put it in the middle of the circle. Here are the rules...

Waktunya bermain! Sekarang mari main 'Daily Routines Flashcard' game. Dalam game ini, kalian harus membuat sebuah lingkaran besar. Miss Dhyka punya satu set kartu bergambar dan akan Miss letakkan ditengah lingkaran. Peraturannya adalah...

5. LET'S TAKE A BREAK

- Ask the children what they have learned today/ *Bertanya pada anak-anak tentang apa yang telah mereka pelajari hari ini*

Teacher's talk / *Ucapan guru*



Alright kids, what have you learned today?
Baiklah adik-adik, apa yang sudah kalian pelajari hari ini?

- Ask for reflection / *Menanyakan refleksi*

Teacher's talk / *Ucapan guru*



Do you enjoy our activities today?
Apakah kalian menikmati pelajaran hari ini?

Children's talk / *Ucapan anak*



Yes, I enjoy it.
Ya, saya menikmatinya.

No, I do not enjoy it.
Tidak, saya tidak menikmatinya.

- Tell children about the activities for tomorrow / *Memberitahu anak-anak tentang kegiatan esok hari*

Teacher's talk / *Ucapan guru*



Today is the last day of our meeting. Tomorrow we're going to have Closing Ceremony...

Hari ini adalah hari terakhir kegiatan kita. Besok kita akan mengadakan Upacara Penutupan...

- End the class / *Menutup kelas*

Teacher's talk / *Ucapan guru*



It seems that we're running out of time. So let's end our meeting today by praying together. Who wants to lead a prayer?

Sepertinya waktu kita sudah habis. Mari kita tutup kegiatan hari ini dengan berdoa bersama. Siapa yang mau memimpin doa?



Okay Andra, say to your friends, "Let's pray together, shall we?" / "Thank you."

Baiklah (nama anak), katakan pada teman-teman 'mari berdoa bersama, berdoa dimulai'... 'selesai'. Terimakasih.

- Sing 'Good Bye' song / *Menyanyikan lagu 'Good Bye'*

Teacher's talk / *Ucapan guru*



Let's sing 'Good Bye' song together.

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

ACTIVITY GUIDELINES

UNIT 1

HELLO FRIENDS !

LET'S HAVE FUN

- Play 'Zip-Zap' game / *Bermain 'Zip-Zap' game*

'ZIP ZAP' GAME

TYPE OF ACTIVITY: Movement game

AIMS:

- Language function: What's your/his/her name? // my/his/her name is...
- Other: group dynamics; memory training; left-right co-ordination; quick reactions

GROUP SIZE: whole class (10-20)

TIME: 10 minutes

MATERIALS: -

PROCEDURE:

1. The children sit on chairs in a circle. There are no empty chairs.
2. Teacher stands in the middle and point to a child and says either "Zip!" or "Zap!"
3. When teacher says "Zip!" the child she/he is pointing to says the name of the child standing to his/her left. For example, her name is Ais. When teacher says "Zap!" the child she/he is pointing to says the name of the child sitting to his/her right.
4. Once the children get used to the game, keep the pace fast. After a while, instead of pointing to a child, the teacher says "Zip-Zap!" Now all the children stand up and run to a different chair.
5. The children quickly find out the names of their new neighbors. Teacher has to check that the children ask to each other in English and do it in a short time. Then, she/he points again and says "Zip!" or "Zap!"
6. After three or four rounds, teacher calls "Zip-Zap!" and sits down on a free chair too. This leaves one child without a chair. He or she takes over teacher's role by pointing and saying "Zip!", "Zap!" or "Zip-Zap!"

VARIATION 1: Instead of pointing, teacher can throw a small ball.

VARIATION 2: Instead of sitting, the children can stand and make a big circle but by changing the role in the 6th step with: using the ball, the child throw to another child and say “Zip!” or “Zap!”. The child who gets the ball has to say the name of the child beside him/her.

FOLLOW-UP: Once the children know each other’s name well, the criteria can be changed to age, eye/hair color, likes/dislikes, etc.

BACK UP

➤ Play ‘Hello’ game / *Bermain ‘Hello’ game*

‘HELLO’ GAME

TYPE OF ACTIVITY: Movement game

AIMS:

- Language function: What’s your name? // my name is...
- Other: group dynamics; quick reactions

GROUP SIZE: whole class (10-20)

TIME: 10 minutes

MATERIALS: a small ball, a whistle

PROCEDURE:

1. All the children to sit on chairs in a circle. Teacher is in the middle.
2. The teacher goes up to a child, shake hands and say *Hello, my name is ...*
3. The teacher and the child now introduce themselves to other children. Then, they stand up and introduce themselves to other children.
4. When all the children are up and moving about, teacher makes a noise with the whistle. The teacher and the children must run and find a seat. There will be one seat too few.
5. The child who doesn’t find a seat goes to the middle and starts the game again.

UNIT 2

LET'S GO FOR A WALK!

LET'S HAVE FUN

- Do 'Map Labeling' / *Mengerjakan 'Map Labeling'*

MAP LABELING ACTIVITY

TYPE OF ACTIVITY: movement activity

AIMS:

- Other: pair's cooperation; memory training.

GROUP SIZE: whole class (10-20)

TIME: 60 minutes

MATERIALS: blind map, pencil / pen

PROCEDURE:

Teacher and children do map labeling through the journey in Campus Grand Tour. Teacher tells the children to pay attention to the route and buildings in the map. Once they pass by a building with no number, they have to give the number as the teacher says and write down the building's name on the top right corner page with the same number.

*Note: The map is attached in the Materials Book's appendix.

- Color buildings / *Mewarnai gedung*

COLORING ACTIVITY

TYPE OF ACTIVITY: movement activity

AIMS:

- Other: hand-eye coordination

TIME: 15 minutes

MATERIALS: two building pictures, coloring pencils

PROCEDURE:

Teacher distributes a paper that contains two pictures of buildings for each child. Teachers tell the children that the buildings have to be in certain colors as the teacher's clues. For example, "The bank is blue."

*Note: The picture is attached in the Materials Book's appendix.

BACK UP

- Sing 'Pinocchio' song / *Menyanyikan lagu 'Pinocchio'*

PINOCCHIO SONG

Everybody in. Everybody out.
Everybody turn around. Everybody shout, "Hey!"

Everybody ready? Here we go.

Let's do The Pinocchio.

Right arm!

Everybody in. Everybody out.

Everybody turn around. Everybody shout, "Hey!"

Everybody ready? Here we go.

Let's do The Pinocchio.

Right arm!

Left arm!

Everybody in. Everybody out.

Everybody turn around. Everybody shout, "Hey!"

Everybody ready? Here we go.

Let's do The Pinocchio.

Right arm!

Left arm!

Right leg!

Everybody in. Everybody out.

Everybody turn around. Everybody shout, "Hey!"

Everybody ready? Here we go.

Let's do The Pinocchio.

Right arm!



Left arm!

Right leg!

Left leg!

Everybody in. Everybody out.
Everybody turn around. Everybody shout, "Hey!"
Everybody ready? Here we go.
Let's do The Pinocchio.

Right arm!

Left arm!

Right leg!

Left leg!

Chin up!

Everybody in. Everybody out.
Everybody turn around. Everybody shout, "Hey!"
Everybody ready? Here we go.
Let's do The Pinocchio.

Right arm!

Left arm!

Right leg!

Left leg!

Chin up!

Turn around!

Everybody in. Everybody out.
Everybody turn around. Everybody shout, "Hey!"
Everybody ready? Here we go.
Let's do The Pinocchio.

Right arm!

Left arm!

Right leg!

Left leg!

Chin up!

Turn around!

Sit down!

(Sing the song with its actions as shown in the video)

UNIT 3

WELCOME TO MY HOUSE

IT'S YOUR TURN

- Sing 'The House' song / Menyanyikan lagu 'The House' song

THE HOUSE SONG

Where Mr. Penguin? He's in the bedroom

What is he doing? He's reading a book

Where's baby elephant? He's in the bathroom

What's he doing? He's taking a bath

Reff:: Bedroom, Bathroom, Living Room, Dining Room 3x

kitchen, not chicken. It's a kitchen

Where's Mr. Lion? He's in the livingroom

What's he doing? He's watching TV

Where's Billy beaver? He's in the dining room

What's he doing? He's studying English.

Back To Reff

Where's Mr. Brown Bear? He's in the kitchen

What's he doing? He's cooking spaghetti

Where's Mr. Zebra? He's in the kitchen

What's he doing? He's washing the dishes

Back To Reff

- Play 'Sticking Race' game / Bermain 'Sticking Race'

STICKING RACE GAME

TYPE OF ACTIVITY: Team game

AIMS:

- Language function: The television is in the living room...etc.
- Other: group dynamics; memory training; quick reactions.

GROUPING: two teams (5-8 children for each)

TIME: 10 minutes

MATERIALS: two sets of furniture room pictures from two different rooms in a house, two copies of two different room pictures without any furniture (empty rooms), glue / double tape

PROCEDURE:

1. Split the class into two teams.
2. Put two sets of furniture pictures from two different rooms face down in front of the whiteboard and mix it.
3. Stick two empty rooms in the white board for each team (each team have two empty rooms pictures) and gives its name, out of each picture. The teams stand in two lines, with about three meters away from the furniture pictures.
4. Tell the children that they have to stick the right furniture pictures in the right rooms, by listening to the teacher's clue.
5. Give a clue for the first child of both teams. E.g.: "The television is in the living room."
6. Call *Go!* to start the race. The first child from each team runs for the picture cards and choose the right picture based on the clue and stick the picture in the right room on the whiteboard.
7. The team who collects the most furniture is the winner.



LET'S HAVE FUN

- Make a 'Paper Handcraft' / *Membuat 'Paper Handcraft'*

PAPER HANDCRAFT

TYPE OF ACTIVITY: crafting activity

AIMS: hand-eye co-ordination

GROUP SIZE: whole class

TIME: 20 minutes

MATERIALS: small-long pieces of newspaper, a house picture, glue, coloring pencils

PROCEDURE:

1. Teacher distributes a cartoon picture's house and several long pieces of papers to each child.
2. Children are asked to twist the pieces of papers and stick it along the picture's line.
3. After all of the lines have been covered with the papers, children are asked to color the picture.



BACK UP

- Play 'Whisper Race' game / *Bermain 'Whisper Race' game*

WHISPER RACE GAME

TYPE OF ACTIVITY: Team game

AIMS:

- Language function: The television is in the living room...etc.
- Other: group dynamics; memory training; quick reactions.

GROUPING: two teams (5-8 children for each)

TIME: 10 minutes

MATERIALS: three identical sets of 6-10 parts of the house cards

PROCEDURE:

1. Teacher splits the class into two teams and put one set of cards beside the wall at one end of the room. The teams sit in two lines, with about two meters between each child. The lines should be about the same distance from the cards.
2. Teacher puts one set of cards in front of each line of players. The cards must be in the same order.
3. Teacher calls *Go!* to start the race. The first child from each team turns over the top card, for example a table. He or she gets up, runs to the next child in the team, crouches down and whispers *table*. The first child then sits down in the place of the second child, who gets up and runs to the next child.
4. This continues until the last child in the line has heard the word. That child runs to the front and tries to take table card from the set of cards by the wall, before the other team reaches it. Whoever takes the correct card can keep it.
5. The game continues until all the cards have been used. The team with the most cards wins. Teacher has to referee the game strictly and making sure the children whisper.

UNIT 4

DO YOU LIKE SATAY?

IT'S YOUR TURN

➤ *Preparing satay / Menyiapkan sate*

PREPARING SATAY

TYPE OF ACTIVITY: Team activity

AIMS:

- Language function: This is *lontong*...etc.
- Other: group dynamics; hand-eye coordination

GROUPING: small teams (based on the preparation needed)

TIME: 20 minutes

MATERIALS: barbecue equipment and ingredients

PROCEDURE:

1. Tell the children about barbecue, its equipment and ingredients.
2. Split them into several groups to do their own jobs for each in preparing the barbecue: burning satay, cutting lontong, preparing drinks, etc.
3. Give instructions about when and how they have to do their jobs.
4. Guide the children while they are doing their jobs.

LET'S HAVE FUN

- Play 'Food-ball' game / Memainkan permainan 'Food-ball'

FOOD-BALL GAME

TYPE OF ACTIVITY: Team game

AIMS:

- Language function: Do you like satay? / Yes, I like satay...etc.
- Other: group dynamics; memory training; quick reactions.

GROUPING: one team (a whole class)

TIME: 15 minutes

MATERIALS: a ball

PROCEDURE:

1. Asks the children to make a big circle.
2. Bring the ball and stand in the middle of the circle.
3. The game starts when the teacher throws the ball to one of the children and asks them to sing '*Do You Have A Fork? Song*' as soon as one of the children gets the ball.
4. While singing the song, the ball is send over to other child in clockwise or in his/her left.
5. Once the song lyric arrives to the end of each verse (spoon, fork, knife, No!) the child who hold the ball has to throw the ball to the other child and asks "Do you like (name one of foods or drinks)?" and the child who catches the ball should answers "Yes, I like (name one of foods or drinks)." or "No, I don't like (name one of foods or drinks)."
6. After that, the song can be continued until several turns.

UNIT 5

THIS IS MY FAMILY

LET'S HAVE FUN

- Do sticking activity / *Melakukan kegiatan menempel*

STICKING ACTIVITY

TYPE OF ACTIVITY: listening activity

AIMS:

- Other: memory training; hand-eye coordination; listening ability

GROUPING: individual

TIME: 15 minutes

MATERIALS: family bear story, word-cuts, glue

PROCEDURE:

1. Distribute a story of family bear that contains some blank words to each child.
2. Give little pieces of word-cuts that are the lost words from the story.
3. Tell the story and the children should fill in the missing words with the given word-cuts.
4. Children should pay attention and listen carefully when the teacher is telling a story.

UNIT 6

LET'S HAVE A TRIP

IT'S YOUR TURN

- Play 'What Is It?' game / *Memainkan permainan 'What Is It?'*

WHAT IS IT GAME

TYPE OF ACTIVITY: Guessing game

AIMS:

- Describing objects/shapes: Is it (square)? / Yes, it is. / No, it is not.
- Other: memory training; hand-eye coordination; listening ability

GROUPING: individual

TIME: 15 minutes

MATERIALS: flashcards

PROCEDURE:

1. Divide your class into groups of three or four and seat them around a table.
2. Give each group two sets of pictures.
3. They should spread out one set on the table, face up.
4. They should put the others in a pile in the middle, face down.
5. Player 1 takes a card from the pile and keeps it hidden from the other children.
6. The others try to guess what it is by asking, 'Is it big/small/circle/square (etc.)?'
7. Tell the children they can't ask questions such as 'Is it a plate/picture/book?' etc.
8. The object of the game is to find the corresponding card from those spread out on the table.
9. The player who guesses first should pick up the matching card from the table and claim the two cards as a trick.
10. At the end, the player with the most tricks is the winner.

UNIT 7

CAN I HAVE A PEN?

IT'S YOUR TURN

- Play 'Bandits and Sheriffs' game / *Bermain permainan 'Bandits and Sheriffs'*

BANDIT AND SHERIFF GAME

TYPE OF ACTIVITY: Movement game

AIMS :

- Language function: *I've got... I've caught...*
- Other: memory training; hand-eye coordination; listening ability

GROUPING : two groups

TIME : 15-20 minutes

MATERIALS : Stationery

DESCRIPTION : the object of the game is for the bandits to 'steal' as much stationery as possible, before getting caught by the sheriffs.

PROCEDURE :

1. Split the children into two teams. One team are bandits, the other sheriffs. They sit on chairs on opposite sides of a classroom. You are the 'Marshall' and stand at the end of the room, next to some empty chairs which are the 'prison'.
2. Give each bandit and each sheriff a number.
3. Place the stationery in the middle, but slightly nearer to the bandits. Call out an object and say a number, for example, *Ruler, four*. Bandit number four now runs to get the ruler. At the same time, Sheriff number four chases the bandit.
4. If the bandit manages to pick up the ruler and run back to his or her chair without being 'caught' (touched) by the sheriff, he or she shouts out *'I've got the ruler!'* The bandits' team keeps the ruler. If a bandit is 'caught', the sheriff shouts *'I've caught bandit number four!'* Then the sheriff confiscates the ruler and the bandit goes to prison.

5. The game continues until all the stationery have been stolen or confiscated, or all the bandits are in prison. The team with the most stationery wins. The teams swap roles and play a second round.

LET'S HAVE FUN

- Make an 'On-Water Painting' / *Membuat 'Lukisan Diatas Air'*

ON-WATER PAINTING

TYPE OF ACTIVITY: Arts game

AIMS :

- Language function: *This is oil paint...*
- Other: hand-eye coordination; creativity

GROUPING : two groups (work in individual)

TIME : 15-20 minutes

MATERIALS : water, basket, some colors of oil paint, papers, pipette and toothpick.

PROCEDURE :

1. Explain the equipment needed to make the painting: water, basket, some colors of oil paint, papers, pipette and toothpick.
2. Tell the children the steps: First, fill the basket with water. Second, take the oil paint by using pipette. Third, drop the oil paint from the pipette to the surface of the water. Forth, make a flower or the other shape from the oil paint using the toothpick. Fifth, cover the water surface with the paper. Ensure that the paper covers the oil paint on the water. Finally, take the paper away from the water after several seconds and dry it in the sun.

UNIT 8

THE DUCKS ARE YELLOW

IT'S YOUR TURN

- Sing 'Color' song / Menyanyikan lagu 'Color'

COLORS SONG

There was a farmer had a CAT and BLACK was her name of
B-L-A-C-K B-L-A-C-K B-L-A-C-K and BLACK was her name of

There was a farmer had a DOG and BROWN was his name of
B-R-O-W-N B-R-O-W-N B-R-O-W-N and BROWN was his name of

There was a farmer had a COW and PURPLE was her name of
P-U-R-P-L-E P-U-R-P-L-E P-U-R-P-L-E and PURPLE was her name of

There was a farmer had a HORSE and GREEN was his name of
G-R-E-E-N G-R-E-E-N G-R-E-E-N and GREEN was his name of

There was a farmer had a DUCK and ORANGE was her name of
O-R-A-N-G-E O-R-A-N-G-E O-R-A-N-G-E and ORANGE was her name of

There was a farmer had a BIRD and BLUE was his name of
B-L-U-E B-L-U-E B-L-U-E and BLUE was his name of

There was a farmer had a CHICKEN and YELLOW was her name of
Y-E-L-L-O-W Y-E-L-L-O-W Y-E-L-L-O-W and YELLOW was her name of

There was a farmer had a PIG and RED was her name of
R-E-D R-E-D R-E-D and RED was his name of

And that's a COLOR song

UNIT 9

WHAT IS HE DOING?

LET'S HAVE FUN

- Play 'Daily Routine Flashcard' game / *Memainkan permainan Daily Routine Flashcard*

DAILY ROUTINE FLASHCARD GAME

TYPE OF ACTIVITY: Guessing game

AIMS :

- describing activity / daily routines: Is she/he eating? / Yes, she/he is. / No, she/he is not. / Are they watching television? / Yes, they are. / No, they're not.
- Other: hand-eye coordination; creativity

GROUPING : two groups

TIME : 15-20 minutes

MATERIALS : picture cards, glue

PREPARATION: Copy two sets of picture boards and cut it up into two packs of individual picture cards. Copy several sets of the same picture boards as many as the number of children, so each of them gets one picture boards.

PROCEDURE :

1. Divide the children into two groups and ask them to make a circle for each group.
2. Give each child one picture boards.
3. Place a pack of individual picture cards face down in a pile in the middle of each circle.
4. The first player should take a card from the pile and look at it, without showing it to the others.
5. He can tell the others, 'He', 'She', or 'They'.
6. The others try to guess what the picture is, by asking questions, "Is she/he....-ing?" or "Are they....-ing?"

- 
7. When one player thinks the card matches one of the actions on her board, she can ask to see it.
 8. If it does match, she can place it on her picture board with glue. If it doesn't match, the others go on guessing.
 9. The object of the game is to find picture cards that match the pictures on the board.
 10. The player who collects the most identical pictures is the winner.

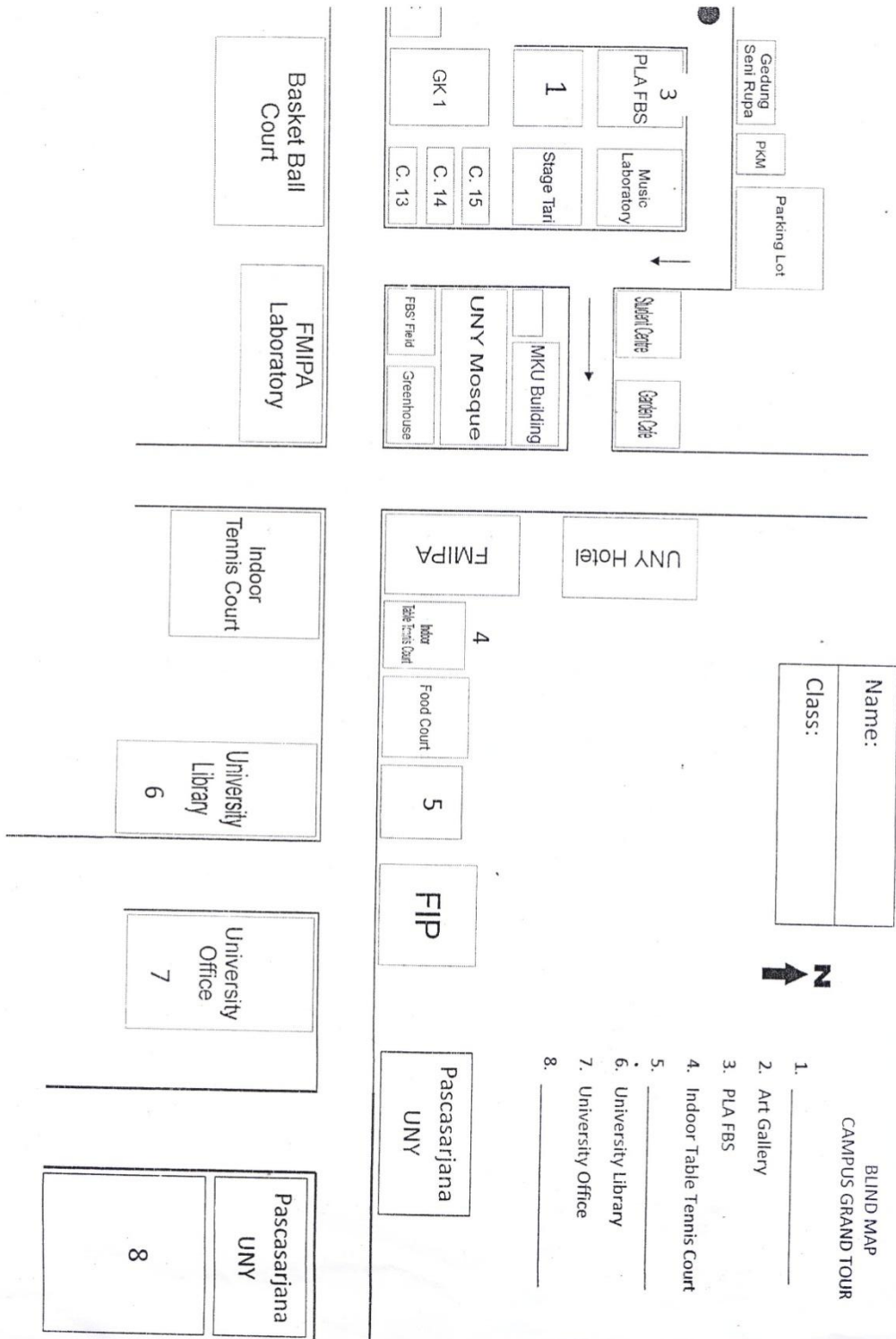
APPENDICES

CAMPUS GRAND TOUR

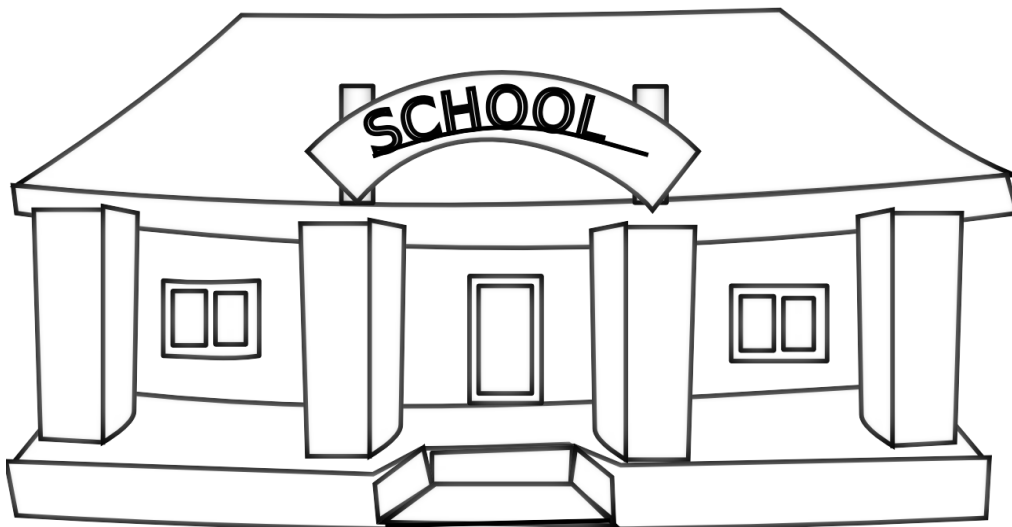
BUILDINGS AROUND CAMPUS



BLIND MAP



COLORING BUILDINGS

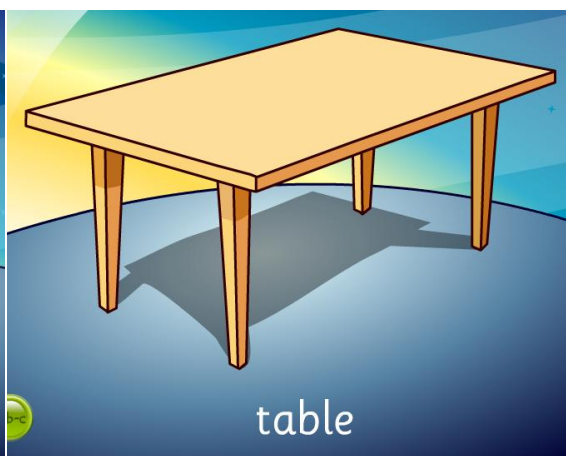
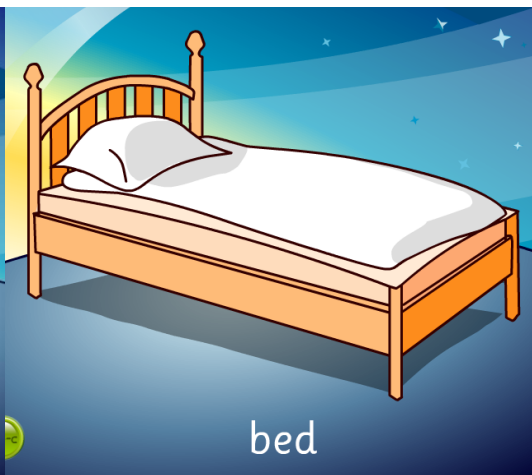


WELCOME TO MY HOUSE

PARTS OF THE HOUSE

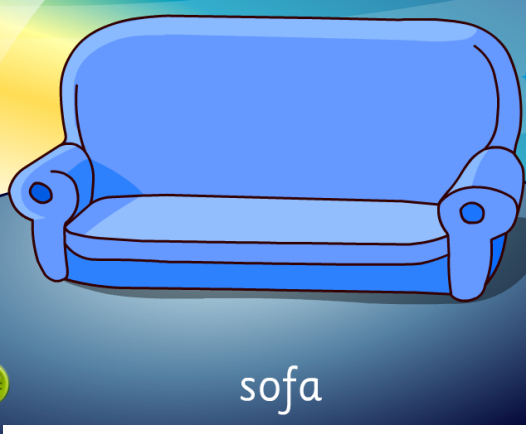


FURNITURE OF THE HOUSE

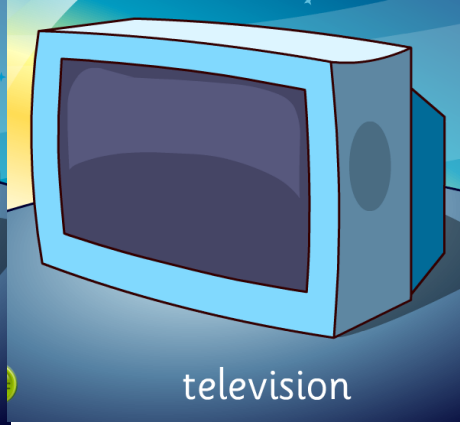




phone



sofa



television



gas stove

DO YOU LIKE SATAY?

BARBECUE (FOOD AND DRINK)

List of Vocabulary

<i>biscuits</i> /'bɪs.kɪts/	= biscuit
rice /raɪs/	= nasi
meatballs /'mi:t.bɔ:l/	= bakso
ice cream /aɪs'kri:m/	= es krim
juice /dʒu:s/	= jus
an apple /ən 'æp.l/	= sebuah apel
papaya /pə'paɪ.ə/	= pepaya
melon /'mel.ən/	= melon
bread /bred/	= roti
fried chicken /fraɪd 'tʃɪk.ɪn/	= ayam goreng
meat /mi:t/	= daging
satay /'sæt.eɪ/	= sate
a grill /ə grɪl/	= panggangan
a bamboo fan / ə bæm'bu: fæn/	= sebuah kipas bambu



biscuits



rice



meatballs



ice cream



juice



an apple



papaya



melons



bread



fried chicken



meat



satay



a grill



a bamboo fan

Match the pictures in column A with the correct name in column B.

No.	A	B
1.		a. BREAD
2.		b. FAN
3.		c. FRIED CHICKEN
4.		d. SATAY
5.		e. A GRILL
6.		f. MEAT

7.	
8.	
9.	
10.	
11.	
12.	

g. ICE CREAM
h. JUICE
i. MELON
j. MEATBALLS
k. PAPAYA
l. AN APPLE

THIS IS MY FAMILY

FAMILY





Three bears



Father Bear



**middle-sized
mother**



baby bear



house



Wood



porridge



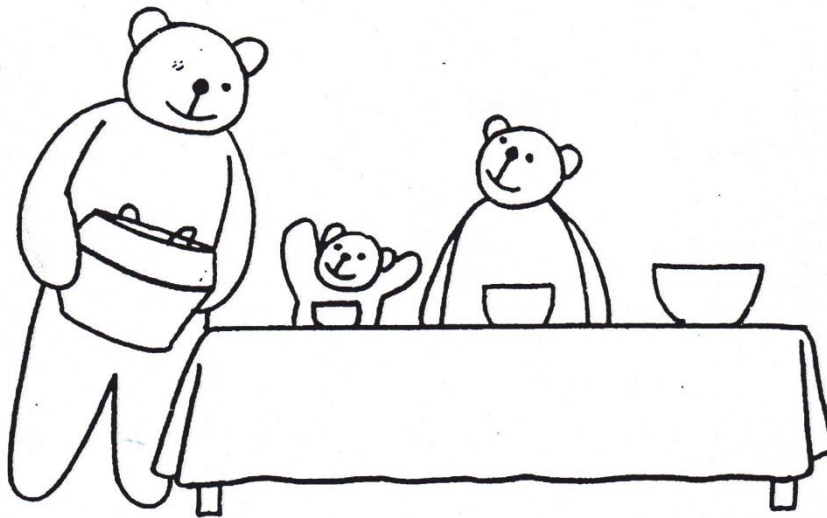
small bowl



middle-sized bowl



big bowl



Once upon a time there were bears:
a big Father a Mother
bear and a bear

The bears lived in a in the
middle of the .

One morning they made porridge for
breakfast. Father bear poured the hot
 into the three bowls: a small
for Baby bear, a middle-sized bowl for
 bear and a bowl for himself.

WORD-CUTS

middle-sized

house

three

mother

bowl

porridge

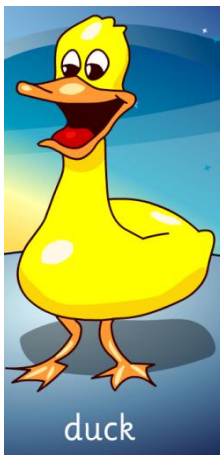
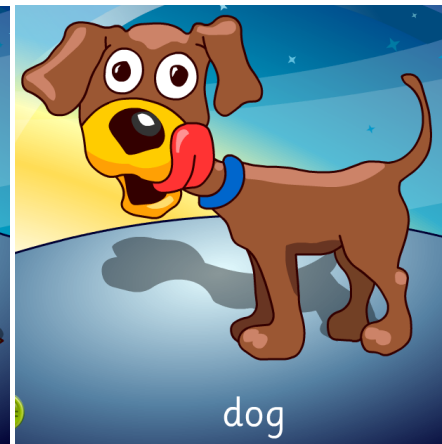
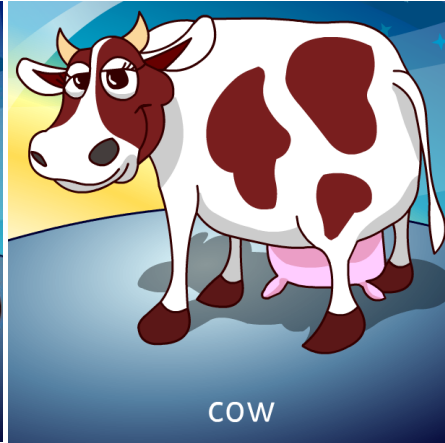
bear

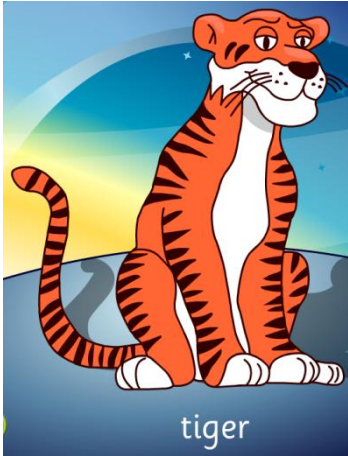
wood

baby

big

ANIMALS AND COLORS





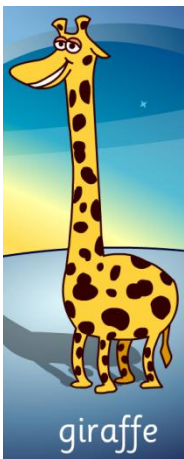
tiger



goat



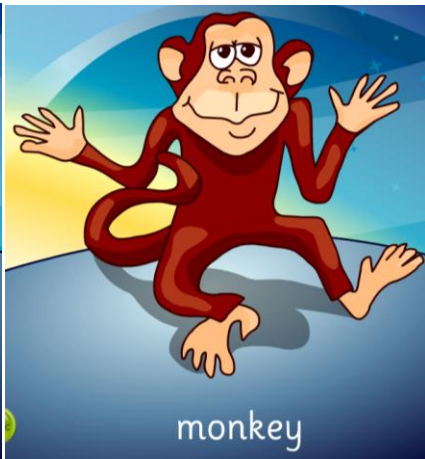
horse



giraffe



hippo



monkey



mouse



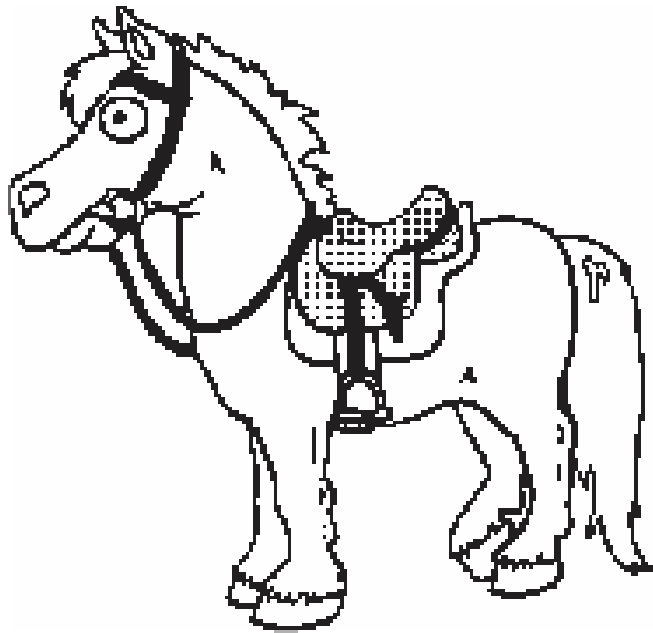
snake



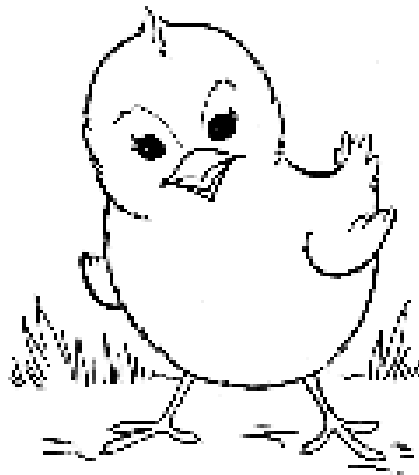
spider

ANIMALS AND COLORS

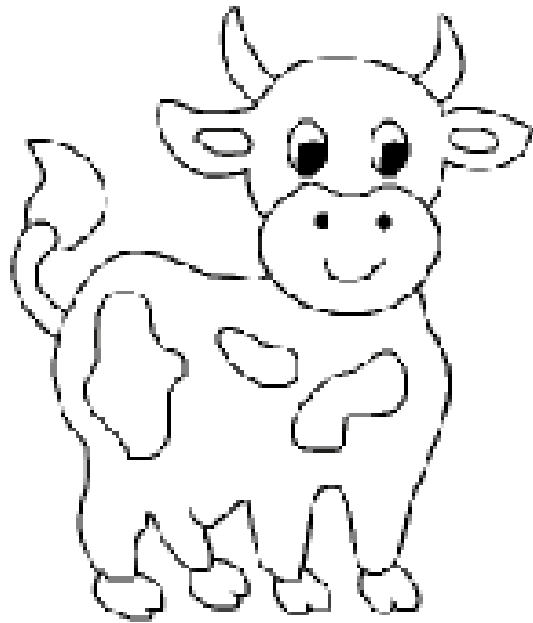
COLORING



GREY HORSE



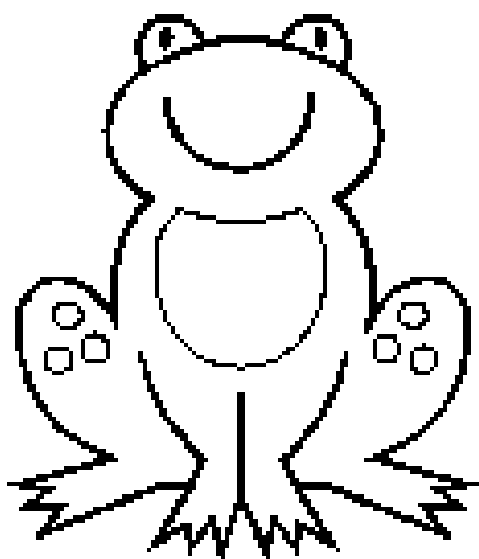
YELLOW CHICKEN



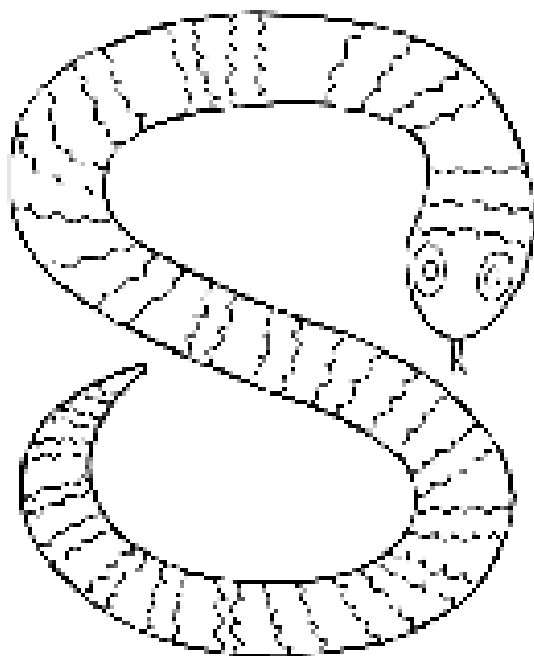
BLACK AND WHITE COW



BROWN DOG



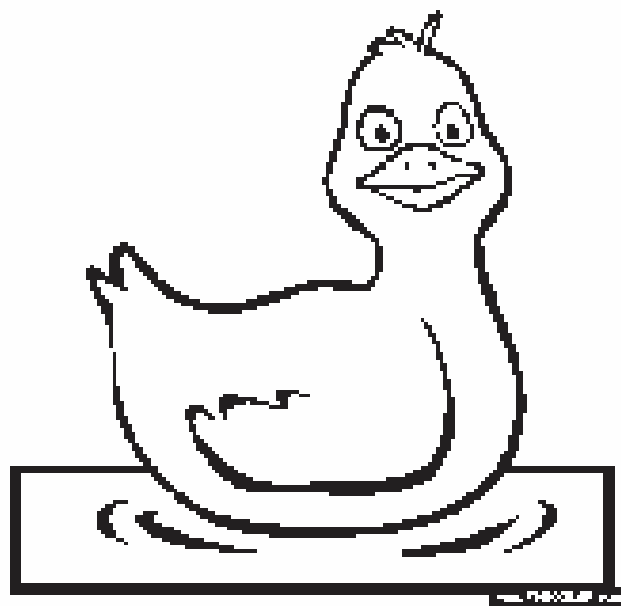
GREEN FROG



PURPLE AND BLUE SNAKE



RED BIRD



ORANGE DUCK

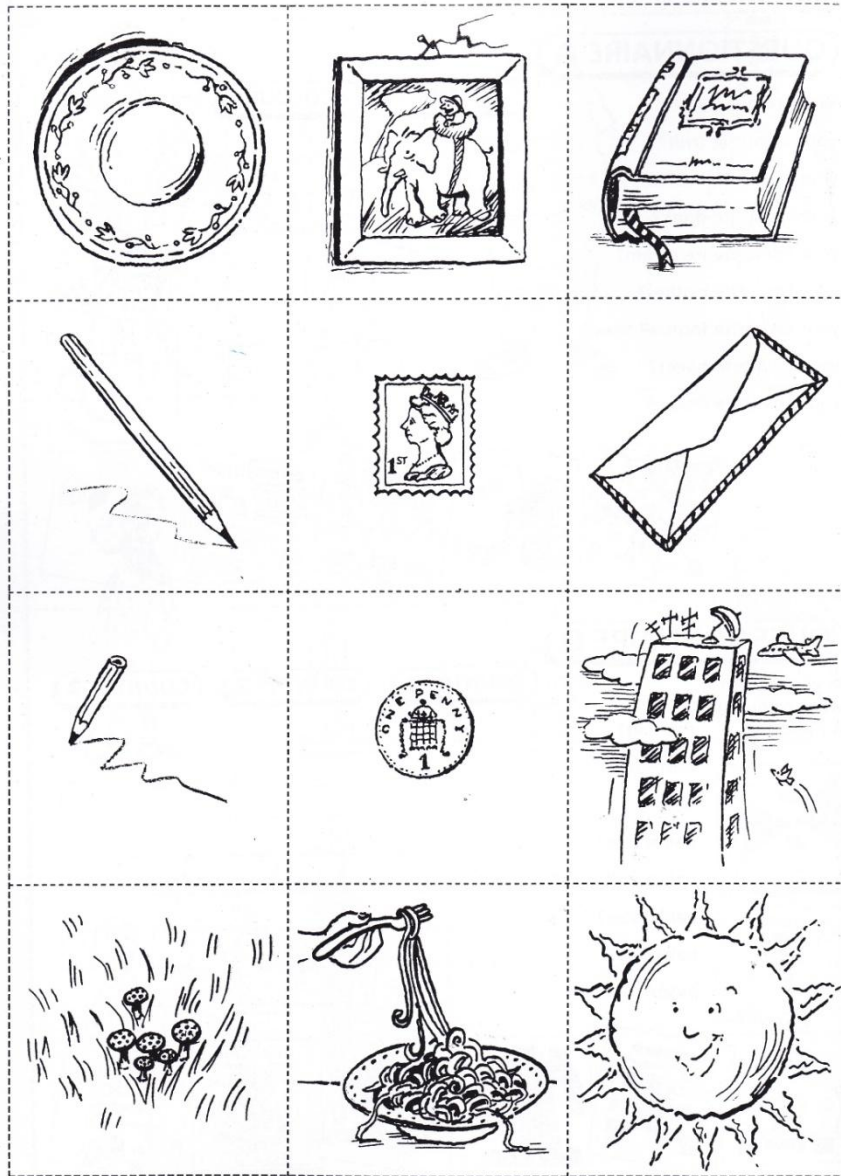
LET'S HAVE A TRIP

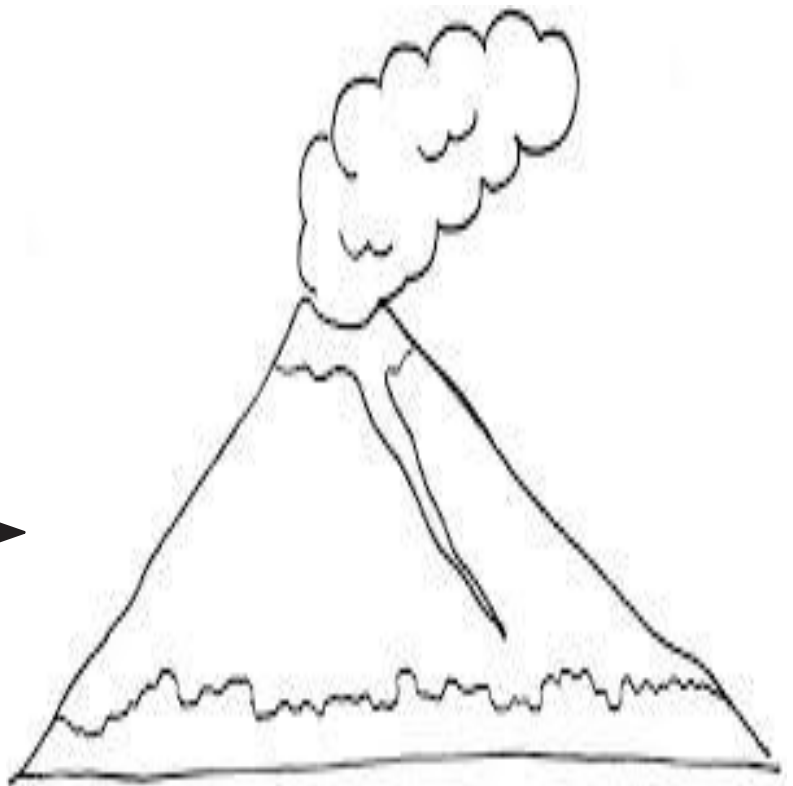
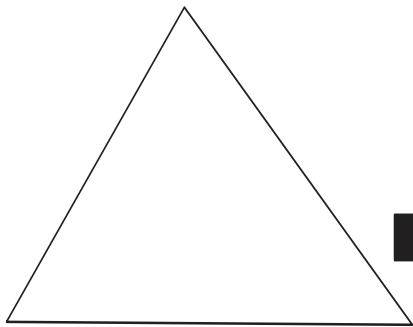
SHAPE

'What Is It ' Game

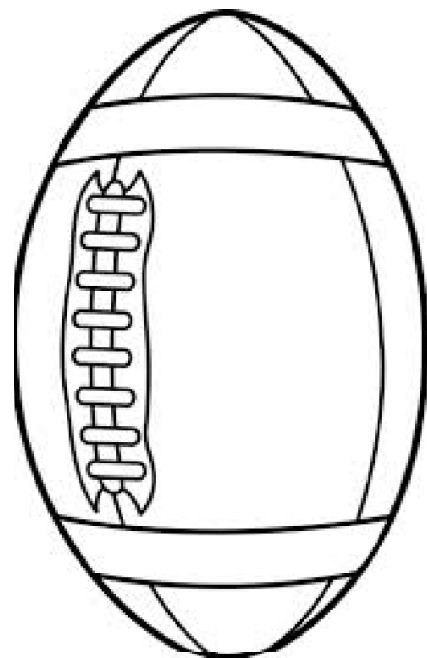
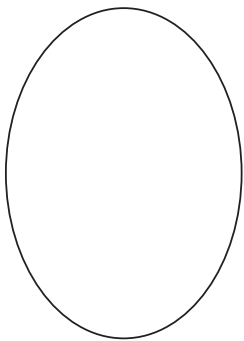
Beginners' Communication Games
Addison Wesley Longman © J Hadfield 1999

12 What is it?

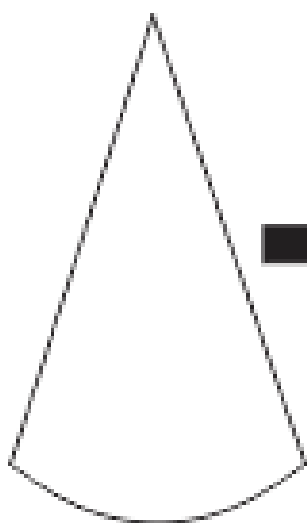




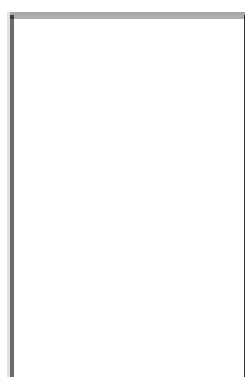
TRIANGLE



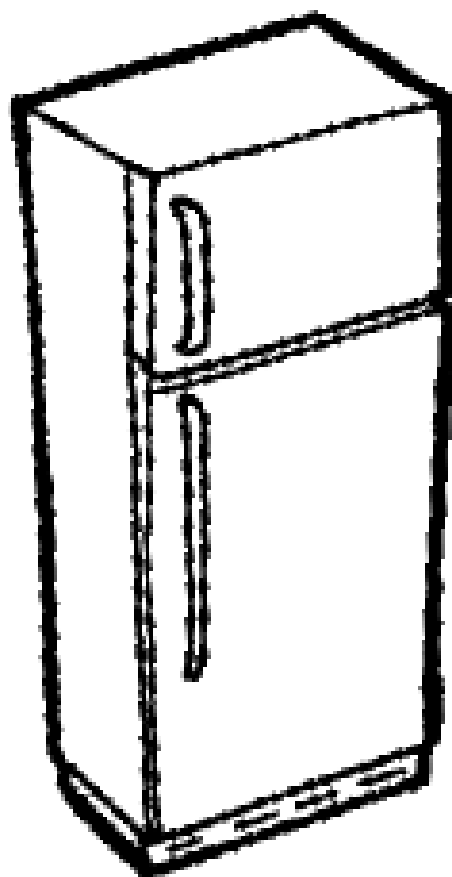
OVAL

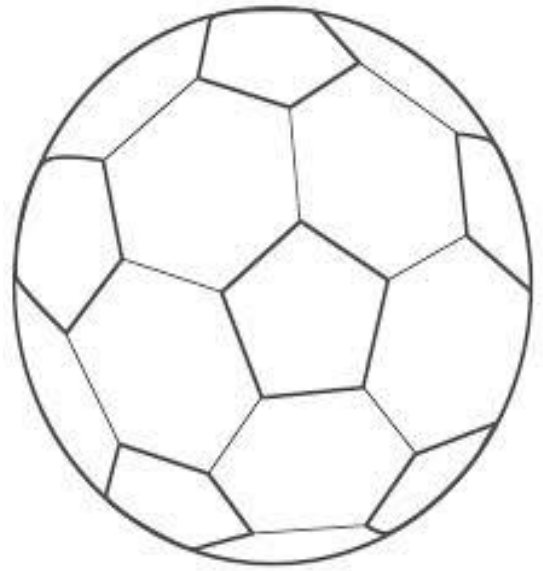
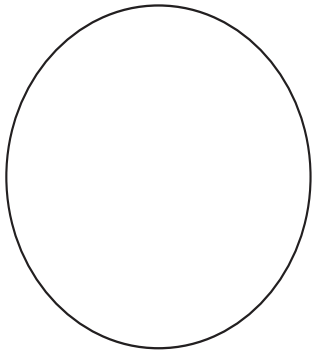


CONE

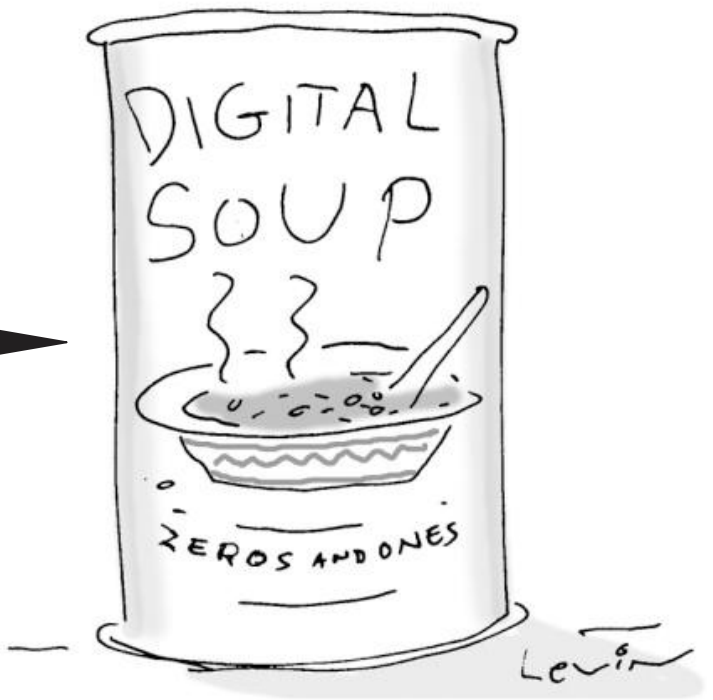
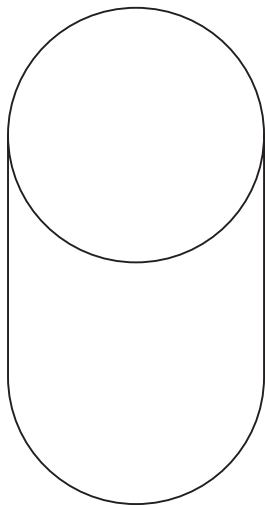


RECTANGLE





CIRCLE



CYLINDER

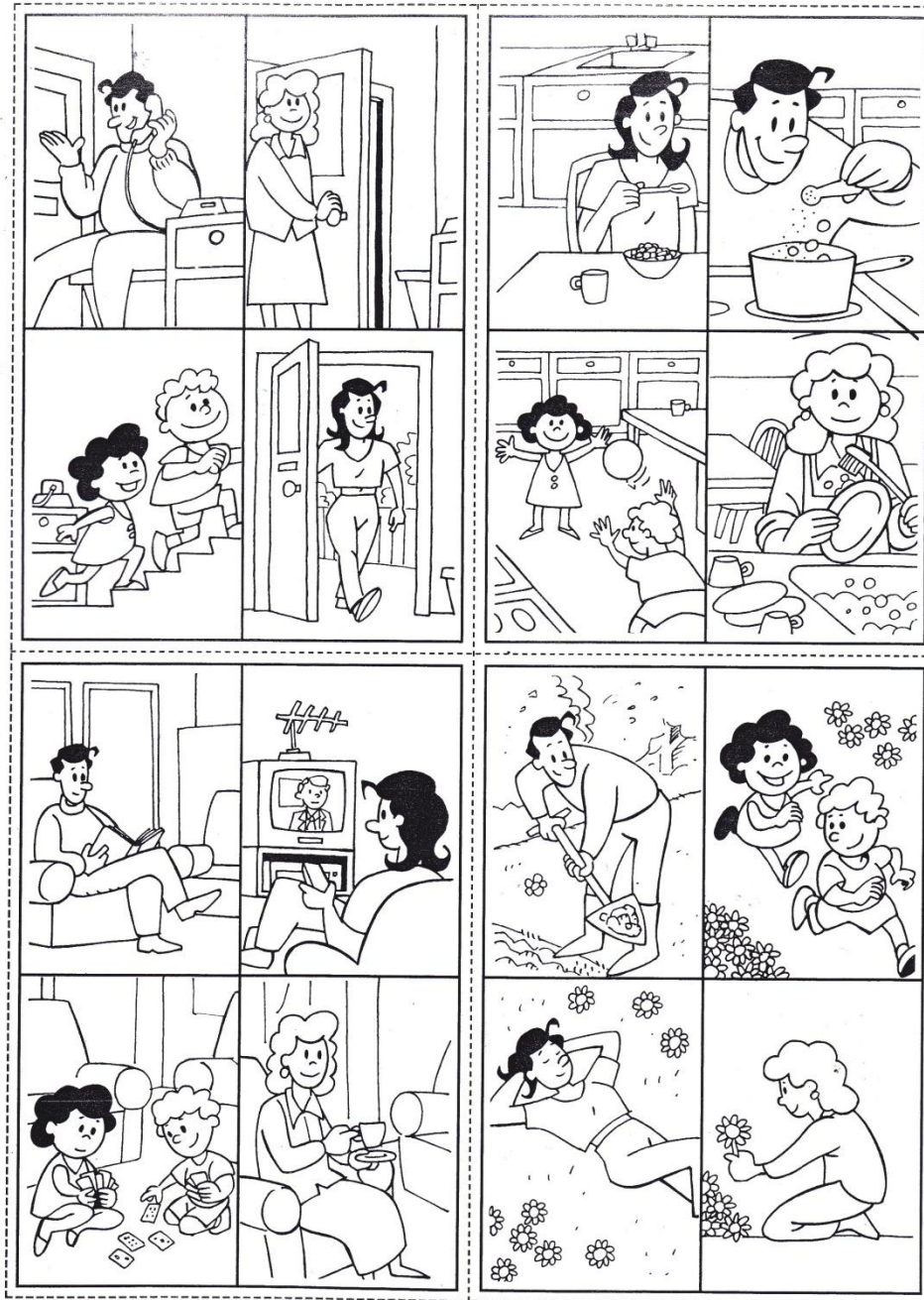
WHAT IS HE DOING?

DAILY ROUTINES ACTIVITY

Beginners' Communication Games
Addison Wesley Longman © J Hadfield 1999

36 Homelife

PICTURE BOARDS / CARDS



References

Hadfield, Jill. 2008. *Beginners' Communication Games*. Longman: Pearson Education Limited.

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

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

____. *Primary i-Dictionary*. ____: Cambridge University Press.

Wright, Andrew. 2004. *Storytelling with Children*. New York: Oxford University Press.

Aycliffe Dance Academy - Grand Old Duke of York [http://www.youtube.com/watch?](http://www.youtube.com/watch?v=XLj06Olm1xk)

[v=XLj06Olm1xk](http://www.youtube.com/watch?v=XLj06Olm1xk) retrieved 3rd November 2013 at 6:02 p.m.

Color Farm Song. <http://www.youtube.com/watch?v=L9BnhPz3ZIE> retrieved

3rd November 2013 at 6:08 p.m.

Family Finger Song <http://www.youtube.com/watch?v=FjHtZYun8JI> retrieved

3rd November 2013 at 2:11 p.m.

Goldilocks and The Three Bears - Kids Stories British Council <http://www.youtube.com>

[/watch?v=Oaw-d3r_gIc](http://www.youtube.com/watch?v=Oaw-d3r_gIc) retrieved 3rd November 2013 at 6:03 p.m.

Goodbye Song. <http://www.youtube.com/watch?v=Xcws7UWWDEs> retrieved

3rd November 2013 at 1:53 p.m.

Good Morning Song. <http://www.youtube.com/watch?v=ljQlDhtOUv4> retrieved

3rd November 2013 at 1:58 p.m.

.

Hello Song. http://www.youtube.com/watch?v=8I9gz-5_h60 retrieved

3rd November 2013 at 2:11 p.m.

The Pinocchio Song . http://www.youtube.com/watch?v=J_IP1YcAdG4 retrieved

3rd November 2013 at 5:54 p.m.

Muffin Songs: Three Bears Nursery Rhymes [http://www.youtube.com/watch?v=](http://www.youtube.com/watch?v=DqiJe5HBgt8)

DqiJe5HBgt8 retrieved 3rd November 2013 at 6:05 p.m.

The Finger Family. <http://www.youtube.com/watch?v=mjFcrv6Lfx8> retrieved

3rd November 2013 at 6:11 p.m.

The House Song. <http://www.youtube.com/watch?v=DR5qPNPGCmY> retrieved

3rd November 2013 at 2:15 p.m.

OBSERVATION FIELD NOTES

L1 CLASS OF FUN ENGLISH CLUB 2013

Field Note 1

Meeting 4

Day : Monday

Date : 11th March, 2013

Time : 15.30 – 17.00 a.m.

On Monday, 11th March 2013, the topic of the lesson was “*Things We Wear*.” At 15.30, the teachers entered the classroom followed by some children. While waiting for the other children who came late, the teachers had an informal conversation with the children. After all the children were in the classroom, the lesson was started. Before moving to the materials, the children and the teachers sang “*Happy*” song. The children looked very enthusiastic singing the song. In the beginning of the teaching, some of the pupils did not participated very well because one of the boys brought some toys and played them during the lesson. It made the other boys want to play the toys with him. After that, the children reviewed the materials guided by the teachers. The materials were about some kinds of clothing and their name. To make it more fun, the children played a game named matching game. It was for checking their vocabulary about “*Things We Wear*.” In this game, the pupils were given a set of clothing and four pictures of boys and girls. They had to listen to what the teachers said and match the clothes with the correct pictures by sticking the clothes to the pictures. E.g.: “Jasmine is wearing skirt.”; “Ken is wearing t-shirt.”, etc. However, in starting the game, some children did not pay attention to the teachers’ command. They started the game before they were asked to play. Generally, they did not really remember the names of clothing in English since it was the first time for many of them learned about clothing. However, the pupils were trying their best to do the activities. The teachers help them when they found difficulties in doing the tasks. After playing the game, the pupils were given a worksheet containing pictures of clothing and several names of them. They had to circle the names which were suitable to the pictures. After that, the children discussed the right answers together with the teachers. At the end of the lesson, the teachers and the children sang “*Good job*” song and “*Good bye*” song.

Field Note 2

Meeting 5

Day : **Wednesday**

Date : 13th March, 2013

Time : 15.30 – 17.00 a.m.

On Wednesday, 13th March 2013, the topic of the lesson was “*Around My School*”. At 15.30, the class was begun although some children still do not arrive. The teachers opened the class by greeting the children. The teachers said, “Good afternoon, class. How are you today?” The children answered, “Good afternoon, Miss. Ditta and Miss. Nina. I am fine. Thank you. And you?” The teachers answered, “I am fine, too. Thank you.” After that, the teachers asked one of the boys to lead the prayer. The lesson then was begun by singing “*Hockey Pockey*” Song. However, before they started sing the song, the pupils were asked to watch “*Hockey Pockey*” video. The children looked excited watching the video and they wanted to follow the choreography. All of the children sang the song excitedly since the song was like dancing and they liked dancing. After warming-up, the teachers showed pictures of rooms in a school, pictures of students and teachers. Because the words were still difficult to pronounce, the teachers guided the students to pronounce each words slowly and appropriately. While pronouncing the words, the teachers gave explanation about the meaning of the words. In checking the students’ vocabulary mastery, the teachers used some games. The first game was “*Discovery*” game. In this game, the pupils were divided into two groups and each group had to make a line. Then, each of the group was given a set of pictures about rooms in the school, students and teachers in up-side down position. They had to listen to what the teacher said and found the pictures by opening the picture they chose. The teacher asked, “Find a picture of a library”. And then the students tried to find the right picture by showing the picture they took and said, “Is this a library?” The other students in the group then answered, “Yes, it is library. When the picture was not right, the children said, “No, it is not library.”

After playing “*Discovery*” game, they played “*Puzzle*” game. The teachers distributed a set of puzzle containing a picture of two students doing practicum in the laboratory. They had to arrange the puzzle into a right order. The children did the game well. They also looked excited in doing the games. They also could remember the names of rooms in the school well. For the last task, they were given a worksheet containing pictures of rooms in the school. Beside each picture, there were symbols of a star and a moon. The children had to color the star if the picture matched to what the teacher said and to color the moon if the picture did not match to what the teacher said. They enjoyed the task since they liked coloring pictures. To give appreciation to the children’s work, they all sang “*Good Job*” song together. After that, the teachers summarized what they had learned that day. To end the lesson, the teachers asked anyone who wanted to lead the prayer to come forward. After praying, they all together sang “Good bye” song.

Field Note 3

Meeting 6

Day : **Friday**

Date : 16th March, 2013

Time : 15.30 – 17.00 a.m.

On Friday, 16th March 2013, the topic of the lesson was “*Parts of the Body*”. Since the time had been reduced to be a half of the total time (90minutes) in order to prepare the closing ceremony, the teachers just made simple teaching materials. The class began by praying. The teachers led the children to pray. After that, the teachers asked the pupils’ condition that day. The teachers said, “Hello boys and girls. How are you today?” The children answered together, “We are fine Miss. Thank you. And you?” The teachers replied by saying that they were fine.

To open the lesson, the teachers told the children that they were going to learn about “Parts of the Body”. Some pupils enthusiastically said/” Miss, about nose and hands and ears?” The teachers answered, “Yes, that’s right. We are going to learn about that.” Then, the teachers showed some slides on the screen. The children paid attention to the slides while listening to the teachers’ explanation about what the names of the pictures were and how to pronounce the words correctly. The teachers explained the names and their pronunciation for several times until the children could understand the names and their meaning and their pronunciation.

To make the children easier understand the materials, the teachers then played a video. The children were asked the pupils to listen to and watch the video carefully and to follow the song and its choreography several times. They looked enthusiastically imitate the choreography. After having fun with the song, the children were given a worksheet and were asked to make a line between the pictures and their names. They were to match the pictures with their correct name. Then, they discussed the answers together. To end the class, they sang “Good Job” song. The teachers said, “Okay class. Now, to end our activities, let’s sing “Good job” song. Are you ready?” The children answered, “ Yes, Miss. We are ready to sing the song.” After that, all the children went home.

OBSERVATION FIELD NOTES

L1 CLASS OF EFH 2013

Field Note 4**Meeting 1**

Day : Monday

Date : July 1, 2013

Time : 10.30 – 12.00 a.m.

The researcher and the collaborator (Ts) entered the class together with children. Ts take a roll call by asking Children (Ch)'s name one by one. Each of them raised their hand. "Azaria Andra Maheswara?". The C raised his hand. T asked, "Nama panggilannya? Your nick name?" C(Child) said, "Andra". Ts continued taking the roll call until they asked the entire Ch's name.

Then, Ts introduced their name. "My name is Andhyka Murti. You can call me Miss Dhyka." T checked St understanding by asked "Siapa nama saya?" "Who Am I?" one of the Ch said "Miss Dhyka!"

After that, Ts asked the Ch to sit down and make a big circle. Then, Ts told the Ch about *Hello song*. T said, "Do you know *Hello song*?". One of the Ch said, "Ummm...no". Then, Ts asked the Ch to stand up and make a big circle. Ts gave the example by singing the song together, lyric by lyric. "Okay, give applause!" "That is "*Hello*" song. Then, Ts asked Ch one by one. "Jadi kalau ditanya, 'hello, how are you?' you can say, 'I'm fine', or 'I'm good', or 'I'm great' or 'I'm wonderful'. Okay, Ais, how are you?" The C answered, "I'm good, I'm...". T said, "Choose one". The C said, "I'm good". Ts continued asking each C. Many of them could answer Ts' question well, but some others still felt difficult.

Next, Ts told about *Zip-Zap game*. "Do you know *Zip-Zap game*?" Some Ch said, "No...". "Okay then, let me tell you how to play the game." "If I said, 'zip-zap-zip-zap-zip-zap...zip-zap-zip-zap...ZAP!' and point one of you, then the one who is pointed has to introduce his or her friend in his/her right side" by showing T's right hand. "...and if I said ZIP, the one who is pointed has to introduce his/her friend in his/her left side," by showing T's left hand. Ch listened carefully. Then, Ts give some examples by inviting some of the Ch. "zip-zap-zip-zap-zip-zip-zap...zip-zap-zip-zap...ZAP!" by pointed to one of the Ch. The C pointed, "umm.....". The T helped by said, "She is Ruri" by pointed to the C in the right side of her. Then, She followed speaking. "Then, yang lain...the rest of you say, hello Ruri...understand?" Then, Ts asked the C who was pointed to take turn be in charge singing zip-zap in the middle and pointed one of his/her friends until all of the Ch got the turn.

After played the game, the Ts explained that they all were going to decorate the class. Before decorating the class, the Ts distributed Ch's diary book and nametag. Ts asked them to write their nickname to their own diary and nametag. Then, Ts asked them to draw their favorite picture to be decorated in the dustbin and wrote their name on attendance list.

Since the time is up, the backup activity that was about parts of the body couldn't be delivered. The Ts told about the activity for the next day and asked the Ch to prepare everything needed. To close the lesson, the Ts asked one of the Ch to lead the prayer. Some of the Ch raised their hand and Ts chose one of them to lead the prayer. Finally, the Ts asked Ch to stand up, and sang Good Bye song by shaking Ts' hand.

Field Note 5

Meeting 2

Day : Tuesday

Date : July 2, 2013

Time : 08.00 – 09.00 a.m.
11.30 - 12.00 a.m.

The lesson began in the class at eight o'clock. Ts asked one of the Ch to lead the prayer. Ts took a roll call and give them a smiley emoticon to be stuck in the attendance list. Ts asked them to salute flag together and they followed the song so slowly. Ts told the Ch about Greeting song and asked them to sing the song together. The Ts sing the song slowly lyric by lyric so the Ch could follow. Then, Ts outlined the Ch about the activity that day; that was about Campus Grand Tour. Ts introduced vocabulary about public places they would probably find during the tour, drilled the pronunciation and checked their comprehension by giving some questions related to public places. Then, Ts told about Blind Map, gave them a blind map worksheet for each Ch, and asked the Ch to fill in the blank about building name correctly based on building they would find during the tour. However, some of the Ch wrote the answer by themselves before the tour was started, so Ts corrected their mistakes by repeating the instruction slowly. Moreover, the song of "The Grand Old Duke Of York" could not be taught since the limited time.

During the tour, the Ch were explained about public places they saw. When the Ch arrived to first destination where they had to fill in the blank, the Ts told them to stop walking and told about the place. The place was Listening Lab. Then, Ts asked them to fill in the place name on the blind map worksheet they brought. Some of the Ch found difficulty in writing the room's name but the leader of the class guided his other friends to write the name correctly.

While the Ch arrived to the gate of Tennis Indoor UNY, one of the committee asked Ts to invite the Ch went inside. After that, the Ts and the Ch continued the tour until they arrived to Education Museum. The Ch were asked to take a rest, ate their snacks and filled in the worksheet. Then, the class had a photograph together. After that, the tour was continued to UNY library. The Ch went inside the 1st floor of the building to take a look. Then, Ch continued the tour to Rektorat Hall. At first, the last destination based on the blind map was in lamtoro park, but because of some reasons, the committee changed the final destination to be Rektorat Hall. Then, Ch were asked to fill in the last blank place name that was lamtoro park after showed the park from the Rektorat Hall. In the

Rektorat Hall, the Ch were asked to take a rest and eat their snack. For the activity, Ts gave them coloring activity. Ts asked them to color two buildings, those were a library and a school. Ts gave an instruction to the Ch that was by colored the library in yellow, the school in blue and the rest could be colored as they wanted. After coloring the picture, the Ch were asked to go back to class.

In class, Ch were asked about the building they had seen. Then, the Ch were being told about the theme next day that was about *home*. They were asked to bring coloring pencils or crayon to color pictures. They could understand the given instruction by answering Ts comprehension question about what should they bring correctly. Then, Ts asked the Ch to sing Good Bye song together. Ts sang the song slowly so that the Ch could follow singing the song. The Ts repeated the song in several times until the Ch seemed comprehending the song. As the closing, Ts asked one of the Ch to lead the prayer. Some of them raised hand and Ts chose one of them who didn't get turn yet. The Ch could lead the prayer by repeating Ts words and the rest followed as well. Then, they went home after their parents picked them up.

Field Note 6

Meeting 3

Day : Wednesday

Date : July 3, 2013

Time : 08.00 – 12.00 a.m.

The class was started after the Ts greeted the Ch by saying, "Good morning everyone..." and the Ch answered, "Good morning Miss...". Then Ts asked, "How are you today?". Some of them answered, "I'm fine...". "Good! Okay, let's sit down and make a big circle, please." Ts asked them and the Ch followed the instruction. "Now, let's start our lesson today by praying. Who want to lead the prayer?" Ts asked. "Me..." some Ch shouted while raising their hand. Ts chose one of them who didn't get turn yet. Then, Ts took a roll call by called them one by one and gave them a sticker to be stuck in their attendance list. After that, the Ts asked the Ch to salute flag together. Then, the Ts led them to sing "*Good Morning*" song together.

Ts asked Ch about building they saw the previous day. Some of them answered in Bahasa Indonesia, some others in English but by wrong pronunciation. The Ts corrected them. Some others could answer correctly and Ts praised them. Then, Ts showed some cartoon pictures about parts of a house and furniture of each room from the LCD and introduced the vocabulary. Ts pronounced the vocabulary and followed by Ch. After introducing the vocabulary, Ts introduced them a song with title "*Small house*".

The Ch, then, were asked to sing the song. Ts asked them to stand up and showed the video lyric by lyric. After that, Ts asked them to do the next activity that was sticking game, but before they did the activity, they took a 1st break in about a half hour. During break, T draws on the white board some pictures of empty rooms and give the name of each picture above the pictures. Then, Ts

wrote some notes on Ch's diary books. After break, the game was started. The Ts explained how to play the game. The game was such a racing game. They were divided into two groups and had to listen to Ts command and chose the furniture of a room and stuck it to the correct room based on Ts' command.

After did the game, the Ch were given a picture of SpongeBob house and they were asked to color the house in yellow. After that, they took a 2nd break. Ts continued writing Ch's diary books. After break, Ch were asked to do the last activity that was making paper handcraft. Ts outlined the step carefully. The Ch had to twist a cut of newspaper and stick it through the line in the picture they had colored. After finishing the activity, Ch collected their work to Ts and washed their hand guided by Ts.

As the time was nearly up, Ts taught "*Sing Your Way Home*" song and children followed slowly. Then, Ts told Ch about activity for the next day, that was "*Barbecue*". Ts outlined about barbecue and told them about their tasks. Then, Ts asked one of them to lead a prayer, and then sang "*Sing Your Way Home*" song together to end the lesson.

Field Note 7

Meeting 4

Day : Thursday

Date : July 4, 2013

Time : 08.00 – 12.00 a.m.

Ts opened the class in Lamtoro Park by said "Hello, good morning! How are you today?" and Ch answered "Good morning...I'm fine, thank you". Ts asked "Are you happy today?" and Ch answered, "Yess!". Ts asked one of the Ch who hadn't has turn to lead the prayer. Then, Ts took a roll call. "Who is absent today?" Ch looked to their friends who didn't present yet. "Syifa!" said one of them. "Ohya, Syifa is absent today because she has a family gathering." And they shouted the other friends who didn't come yet. Then, Ts asked the Ch to sing "*Hello*" song and then "*Good Morning*" song to enhance their enthusiasm.

Ts introduced about food and beverages by giving some pictures of food and drinks. Ts enhanced their vocabulary by pronouncing the food and beverages name clearly. "What is this?" Ch said, "Ice Cream!". Ts also introduced language function about like/dislike by asking whether Ch liked the foods/drinks or not. "Do you like ice cream?". Ch said, "Yes!". Ts added, "Yes, I like ice cream" and Ch followed. Then, Ts introduced about barbecue tools and enhance Ch' vocabulary by pronouncing it clearly and showing the things to them. After that, Ch were introduced to "*Do You Have a Fork*" song. Ts sang the song and its actions slowly followed by Ch. Ts sang lyric by lyric with showing its action and so that the C could follow singing the song with its action. After repeating the song several times, the Ch could comprehend the song well.

After singing the song, Ts explained about how to make barbecue and then divided Ch's tasks. Some of them didn't really like sate, so they brought their own

food and ate together. After they finished eating, they washed their own plate, spoon and glass by their own guided by Ts.

In order to check their comprehension, Ts asked again about foods and drinks like/dislike. Then, Ts told about Food-ball game to check their vocabulary and functions. To end the day, Ts asked one of them to lead the prayer and then sang “*Sing Your Way Home*” song together.

Field Note 8

Meeting 5

Day : Friday

Date : July 5, 2013

Time : 08.00 – 11.00 a.m.

Ts and Ch say prayer together by asking one of the Ch to lead the prayer. Ts took a roll call and gave the attendance sticker to be stuck of each C on attendance board. Together with Ts, Ch saluted flag. Then, to enhance Ch enthusiasm, Ts asked them to sing “*Good Morning*” song together.

Ts showed a picture of family members and explained the members. Ts asked Ch about their family members. Ts asked how many members in Ch’s family. Ts asked again to check their family vocabulary. “Who are they?” Ch told their family members slowly but clearly. Then, Ts showed and played the video of family finger song. Ts taught Ch to sing the song by singing the song with its actions. Ch listened and looked at the video first, then to Ts’ carefully. Ts asked Ch to follow them singing the song together. Ts repeated the song several time and taught its actions little by little. Then, Ts played a video of “*Goldilocks*” story. After watching the story, Ts asked about Ch comprehension of the story. “Who is the girl name?”. Ch said, “Goldilocks!”. Then, Ts asked again about Ch family members. After that, Ts asked Ch to show their family pictures and split them into two groups. Every member of each group had to introduce his/her family members in English. Ts taught language function by asked them to say, “This is my...”. Then, Ts showed a video of “*Three Bears*” song. Ts asked them to sing the song together by giving some examples by singing the song with its actions lyric by lyric. Ts sang and taught Ch about “*Good Job*” yell-yell since they could sing the song and do the action well.

After the 1st break, Ch continued their lessons by doing a task. Each of the Ch was given a worksheet that contained a story of “*Three Bears*” with some words were missing and a set of words vocabulary. Ch had to listen to Ts telling the story and chose the missing words from the words vocabulary they had. As they found the right words based on the story, they had to stick the words in the right place.

Ts told about “*Field Trip*” on the next day. Ts told about what they should bring several times to ensure that the Ch could understand the instructions. After that, to close the class, Ts asked Ch to sing “*Sing Your Way Home*” song and prepare their bag, and then Ts asked one of the Ch to lead prayer.

Field Note 9

Meeting 6

Day : Saturday

Date : July 6, 2013

Time : 08.00– 12.00 a.m.

The activity was started in class. Ts and Ch said prayer together led by one of them. Ts took a roll call and asked the one who came to stick an attendance sticker to their own attendance list. Some of the Ch didn't come yet. After that, they sing "*Good Morning*" song together with Ts. After a while, Ts and Ch went to the park while waiting for the others' coming and got in to the bus after all was come. The "*If You're Happy*" song was taught after the children gathered at the park together. During the journey, Ch sang several songs, such as "*Three Bears*" song, "*Top of the World*" song and "*Pinocchio*" song.

Arrived at Kasongan, Ch got some instructions about how to make clay from the instructors. Ts told about shapes before they made the clay. Then, they practiced to make some clay. Many of them still had to be guided by Ts in making the clay, but some could make it by themselves. Each of them made some clay. They made clay in many shapes. After they had done with their work, the committee asked to prepare to go back to the bus, so we didn't have enough time to deliver the materials.

After the bus arrived at campus, the time was so limited and the parents were waiting for the Ch, so Ts just been able to write the diary, asked for their reflection and closed the class by praying and got home.

Field Note 10

Meeting 7

Day : Tuesday

Date : July 9, 2013

Time : 08.00 – 11.00 a.m.

Ts opened the class by doing morning routines: greeted the Ch and asked one of the Ch to lead the prayer, took a roll call and sang "*If You're Happy*" song together. Then, Ts asked Ch to tell about their experiences on Field Trip the previous day. Some Ch told in Bahasa Indonesia, some others told in some English words. Ts helped them to speak using some short language functions in the form of recount text.

Ts outlined about stationery by drilling some vocabularies with showing the things. Ts asked Ch' comprehension by asking, "What is this?" Some Ch answered, "Pen!" and did so to the other stationeries. Then, Ch listened to the music of *Can I have a Pen* song. Ts sang the song with its action and Ch followed. Then Ts introduced them about *Bandit and Sheriff* game. Ch had to be divided into two groups: as the bandit and as the sheriff. Each of them had to be initialed with numbers. The bandits had to steal stationeries and the sheriff caught

the bandits with the rule that the bandit who stole stationery had to be caught by the sheriff with the same number. For example, the bandit number one had to be caught by sheriff number one. The game did not run longer since it was the first day of fasting month and some of the Ch had started fasting too. After the game, Ch had a break time.

After break, Ch were asked to go down and found a comfortable place outside of the building. Then, they asked to make two little circles; each with one T. Each T introduced about water painting, its materials and how to do the activity. Ts showed and prepared the materials to Ch which consisted of water, blank white papers, oil-paint and toothpicks. “These are papers, waters, oil-paints, toothpick and pipette”. Then, Ts asked “What is this?” and Ch said “paper”. Then, Ts gave some instructions while doing some examples. “First, drop a color of oil-paint on the water. Then drop the other color of oil-paint and make some shapes on the oil-paint with the toothpick. After that, put a piece of paper slowly on the water until covering all the oil-paints and raise it slowly. And the water painting is done!” Ch asked to be careful so they would not get dirty by the oil-paint. The Ch, then, practiced by their own guided and supervised by Ts. After finishing the last activity, their works were sun-dried in sunny place. Then, Ch asked to go back to class to close the activities. They sang “*Top of The World*” song to be performed in closing ceremony, prayed together, sang good bye song and got home.

Field Note 11

Meeting 8

Day : Wednesday

Date : July 10, 2013

Time : 08.00 – 11.00 a.m.

Ts opened the lesson by doing morning routines: Greeted the Ch, asked one of them to lead the prayer, took a roll call, sang national anthem and sang “*If You’re Happy*” song together.

To warming up the Ch, Ts asked about pets they had at home. Ts then showed animal pictures by the LCD. Ts asked about each name of the animal to the Ch. Ch guessed the animals name and some by reading the text of its name. Ts also played its pronunciation so that Ch could pronounce the name well. After learn about animals, Ch were asked about colors of the animals. “What color is the cat?” / “Orange”. “What color is the frog” / “Green”. After that, Ts played a story video with title “Ringo the Dog”. Ts asked the Ch to watch the video carefully. Ch asked to repeat the video for several times. After watched the video, Ts asked Ch’s comprehension about the story. “What is the dog’s name?” / “He is Ringo.”. “What color is Ringo?” / “Brown”. Ch could answer correctly. Then, Ts played a song video about animal’s colors and asked the Ch to follow singing the song. Ts played the video several times. Then, Ts showed a game about animal, about guessing animals’ game. Ch listened to the clues and guessed what animal it

was based on the clues. Ch could guess correctly. Then, Ts showed pencil colors and asked one by one of its color to each Ch. As the follow up activity, Ts asked the Ch to color animal pictures that contained a clue for each picture. The clue is about the color should be in the picture. Ch could choose the picture they like and color it based on the given clue.

To close the lesson, both Ts and Ch did the closing by sing good bye song together, then asked one of the Ch to lead the prayer, "Let's pray together, shall we." / "Thank you." and the last was go home.

Field Note 12

Meeting 9

Day : Thursday

Date : July 11, 2013

Time : 08.00 – 11.00 a.m.

The last meeting was held in auditorium since all of the participant would hold *Gladi Resik* for Closing Ceremony the next day. The lesson was opened by having morning routines: greeting, saying prayer and taking a roll call, but without saluting flag. The committee gave time allocation about an hour to do the teaching-learning process before the *Gladi*, so the lessons run quite fast.

The theme was about "*Daily Routines*". Ch were asked to make a big circle. Then, Ts distributed Ch some pictures containing daily routines. Each of the Ch got one piece of picture worksheet. On the worksheet, there were several pictures of family members doing daily routines. Then, Ts explained about the pictures and drilled the vocabularies. "He is watching television." / "She is eating." After drilling, Ts served a set of card containing the same pictures but in little pieces and put it on the middle of the circle. Each of the Ch, then, asked to take one card but in clockwise turn. When one took a card, the others guessed what the people were doing. "Is he reading?". / "No, he is not reading." The first one who could guess correctly could collect the card and stuck it to their worksheet in the same picture. The one who got the most pictures was the winner. The game was over exactly when the time allocation was over too. Then, Ch did the *Gladi Resik* together with other classes. The Ch in L1A class presented a performance of the theme song with some other classes, which was Top of the World song. The *Gladi* was held until almost 11 a.m.

As the time was over, the Ch asked to gather with the own class and Ts and did closing together before got home. Ch asked to make two lines and asked one them to lead the prayer. "Please make two lines." / "Who want to lead the prayer?". Then, Ch sang Good Bye song and got back with their parents who were waiting for them.

REFLECTION FIELD NOTES

L1 CLASS OF EFH 2013

Reflection 1

Meeting 1

Theme: Hello Friends! (Opening)

The first morning routines run well. Many children were still shy with their new friends, teachers and class. However, many of them could be acquainted each other quickly, only some children still kept silent and were shy. Fortunately, none of them cried. All of them wanted to be apart with their parents during the lesson. When the teachers introduced themselves, the children paid attention and could remember the teachers' name well. They also could introduce themselves well by teachers' guidance. When the Ts taught "Hello" song and its motion, the shy Children (Ch) slowly followed the Researcher and the Collaborator (RC/Ts) in singing "Hello" song. Then Ts repeated the song several times until they comprehended the song. When Ts asked the Ch "how are you?" after singing the song, many Ch could answer Ts' question about their news well, but some others still confused in answering the questions. They mentioned all of the expressions they got from the song "I'm fine", "I'm good", "I'm great" or "I'm wonderful" instead of choosing one of the expressions. However, then they could answer by choosing one of those expressions.

In doing "Zip-Zap" game, firstly, the Ch still found difficulties in understanding the instructions, but after the Ts gave them some other examples in how to do the game; they could follow the game well. All of them wanted to join the game. They looked curious and excited about the game. When the Ts gave them diary books and nametags, the Ch were so excited. They could write their own nicknames well. Then, Ts asked the Ch to draw a picture to be used as the dustbins' decoration and they did the activities enthusiastically. The class was ended by telling the children about what they had to bring on the next day and asking Ch's feeling during the class. Many of them said happy but some of them kept silent, it might because they were still shy. Then, when the teachers asked one of them to lead the prayer, some of them enthusiastically raised their hands. The Ch were too excited to meet their parents and go home so Ts did not have enough time to teach "Good Bye" song effectively, but just singing the song while shaking Ch's hand.

Reflection 2

Meeting 2

Theme: Let's Go for a Walk! (Campus Grand Tour)

Ch were excited to stick a smiley emoticon onto the attendance board when the teacher (T) called their name and asked them to stick the sticker onto their own name list in the attendance board. Many of the Ch had not accustomed with the anthem yet so they sang the song slowly following the Ts and some of them just listened to Ts. However, when Ts introduced Ch with Greeting song, they could follow singing the song well and more excitedly. Ch listened carefully to the Ts explanation about Campus Grand Tour and could answer Ts' comprehension questions well. However, some of the Ch didn't understand of Ts explanation about blind map clearly. They wrote the answer by themselves before the tour was started, so that Ts had to correct their mistakes by repeating the instruction slowly for several times. Due to the limited time, the Ts decided to not introduce a new song entitled The Grand Old Duke of York. The song expected to create fun atmosphere during the tour since it was about going on a tour too.

During the tour, the Ch looked enthusiastic and curious to see the buildings around the campus. When Ch arrived to the 1st blank building, Ts asked them to write down the building's name on their blind map. Some of the Ch found difficulties in writing the room's name; but the leader of the class, who was a clever boy, volunteered in giving the guidance to his friends to write the name correctly. The tour continued to the Tennis Indoor UNY and Ch were so excited to look inside of the building. After Ch arrived to the 2nd blank building (Education Museum), most of the Ch could write the name of the building well with the guidance of the Ts. At Rektorat Hall, Ch were looked so tired, so the Ts decided to gave them the last activity, which was coloring since the Ch didn't spend much energy in doing it. The Ch could understand and follow the instruction in coloring well. They could color the picture neatly.

When Ch and Ts arrived at the class, Ch were asked to mention the building they had seen and some of them could answer correctly. Then, Ts explained the theme for the next day and asked them to bring color pencils. They listened to Ts instructions carefully. They could understand the given instructions by answering Ts comprehension questions about what should they bring correctly. For the closing, Ts taught Ch how to sing Good Bye song and the Ch could sing the song well.

Reflection 3

Meeting 3

Theme: Welcome to My House

The morning routines could be done well. The Ch were looked so happy and enthusiastic when they stuck the smiling picture onto their attendance board. When Ts asked Ch about their experience the day before, they could answer in simple functions. Moreover, when the teachers told them about parts of the house and their pronunciations, most of them could pronounce the vocabularies about home well. The Ch were happy and enthusiastic when they were looking the pictures of a house. They also watched the video of “*Small House*” song carefully and enthusiastically. However, the song seemed quite fast and long to the Ch that they sang the song slowly. When Ts explained about sticking game, Ch listened carefully to Ts’ instructions and examples. Ch could follow the instructions well. They were so excited at the beginning, but at the second turn, some of the girls were out of the game and chose to watch the boys playing the game.

After that, when Ts gave them a picture of SpongeBob house, they were happy and colored it enthusiastically since they like the cartoon. In the last activity, that was making paper handcraft; some of them followed the instructions well. Some others had difficulties in twisting the newspaper, while some others had difficulties in sticking the paper to the picture. They asked Ts to help them. They were happy and enthusiastic in doing the activity. Then, Ts taught them “*Sing Your Way Home*” song. Because the song was quite long for L1 children in term of its duration and lyric, the Ch followed slowly. At last, Ts outlined the materials for the Barbecue in the next day. Ch could understand the explanation well and looked enthusiastic about their tasks.

Reflection 4

Meeting 4

Theme: Do You Like Satay? (Food and Beverages)

The morning routines could be done well except the saluting flag since the place and situation didn’t appropriate for singing the song, but Ch sang “*Hello*” song and “*Good Morning*” song enthusiastically. Then, Ts drilled Ch the materials about foods and drinks vocabularies by showing their pictures. Ch could follow the pronunciation well. They also excited when Ts taught “*Do You Have a Fork*” song, although the song had to be repeated for several times and they sang it slowly. When Ts divided them to do several tasks, they were so enthusiastic. During the barbecue activity, Ch were excited and happy in doing their tasks guided by Ts. They also could wash their own plate and spoon quite well and orderly. After barbecue activity, Ch could follow the given instructions and rules in playing food-ball game quite well and enthusiastically. They looked happy in joining the activity conducted in Lamtoro Park. They felt free since they could run and play with others in an open, wide and shady place.

Reflection 5

Meeting 5

Theme: This is My Family

The morning routines could be done well. However, Ch answered Ts questions about their family member not quite well. Some of them were still confused in differentiating between sister and brother. When Ts taught “*Family Finger*” song, Ch could follow the Ts in doing the actions and singing the song little by little. They enjoyed the song and liked watching the animation video. Then, Ts played a video of “*Goldilocks*” story and Ch paid attention seriously to the story. Ch liked the story and wanted it to be repeated. After watched the story, Ts asked comprehension questions about the story and Ch could answer Ts’ questions well. After that, Ts asked Ch to show and introduce their family pictures and split them into two groups. By dividing them into two small groups, they could be more focus and pay more attention when one of the members introduced his/her family members by showing their family pictures. Some of the Ch could introduced their family members clearly and fast, some others still shy that they introduced their family members slowly. However, after all, they could introduce their family members well. Ch also watched the video of “*Three Bears*” song carefully. Ch paid attention and followed the song and its actions by looking at teachers examples. They liked the song by acting out the actions happily. For the task, Ch listened carefully to Ts and filled in the blank the missing words correctly with the guidance from Ts. Firstly, many of them looked confused about the instruction, but after T gave explanations for several times by giving some examples, they could do the task correctly. In the end of the activity, teachers asked about Ch’s feeling about the activity and they said that they were happy. When Ts told about the activity they were going to do in the next day, Ch listened carefully and understood the Ts’ explanation, proofed by the Ch’s ability in answering Ts’ questions related to what they had to do the next day.

Reflection 6

Meeting 6

Theme: Let’s Have a Trip!

The morning routines couldn’t be done quite well since a half of the Ch didn’t enter the class and just waited in Pendopo Tedjokusumo like other classes, although Ts had asked them the day before that they should enter the class first. They were gathered at the park to wait for the bus. They were taught “If You’re Happy” song while waiting for the bus. They looked happy singing the song and followed its actions excitedly. In the bus, Ch sang several songs they had learned, but many of them didn’t sing well since they were excited seeing outside and some others were busy having chit-chats with their friends or eating their foods. In Kasongan, many of the Ch could make the clays quite well by themselves, but some other needed the guidance from Ts. Unfortunately, the time allocation was

not enough to deliver materials because after making clay, all of the Ch were directed to get in to the bus and went back to campus. Moreover, after the bus arrived at campus, the time was also limited so Ts were just able to write the diary, ask for their reflection and end the class by praying before they went home.

Reflection 7

Meeting 7

Theme: Can I Have a Pen? (Stationery)

The mourning routines ran quite well except singing the national anthem. Most of the Ch still could not remember the full lyrics and some of them, who did not know the lyrics yet, still did not have any enthusiasm to sing the song. However, all children were to sing the song with the help of the teachers, because it was to build their nationalism towards their country. The warming up also ran well since Ch could answer T questions about what they'd done yesterday although most of them still answered in Bahasa Indonesia. They said they made clay in many shapes. Ts then helped them to translate it in English and they followed as well.

When Ts told about stationeries, Ch paid attention well. It could be seen when Ts drilled vocabulary about stationeries by showing many kinds of stationeries, Ch could understand the pronunciation by following the Ts correctly. Ch also could understand the meaning by answering Ts' questions about the name of stationeries Ts brought correctly. Then, Ts introduced a song with title "*Can I Have a Pen?*" song and gave them examples by singing the song with its actions followed the music on the LCD. Ch listened to the music and followed singing as well. One two of them were listening to the song with no expression, the rest were listening and singing carefully, but most of Ch wanted to sing by following Ts' action and the music. After singing, Ts told Ch about "*Bandits and Sheriffs*" game. Most of Ch were listening to and paying attention to the Ts except one or two boys who were playing by themselves. Then, Ts gave some examples. Firstly was by both Ts, and then were by some of Ch, but in some first examples, they still got confused, until one of them did the right playing and the others were following the right playing. However, the game couldn't last longer since some of them especially the girls were fasting and they refused to run.

In the production session, Ch were given an explanation about water painting. All Ch were listening to and looking carefully to Ts explanation and example. Then, together with Ts, all Ch were excited to do the water painting since there were colorful paint and they were amazed with the final result of the painting. Unfortunately the time to deliver back-up activity wasn't enough that Ch had to practice singing for their performance in the closing ceremony. It couldn't be implemented since the Ch were so excited practicing the song of Top of the World that they were going to perform with in the closing ceremony.

Reflection 8

Meeting 8

Theme: The Ducks Are Yellow (Animals and Colors)

The morning routines had been done well. The Ch wanted to sing the national anthem guided by Ts. To warming up the Ch, Ts asked about their pets at home and they answered excitedly. When Ts told about animals by showing animal pictures, Ch wanted to see carefully and excitedly since they could see the funny cartoon pictures from Primary i-Dictionary. Ts asked about colors of those animal pictures. Ch could answer correctly. After that, Ts showed a story about animals. Ch listened to and watched the story from the LCD excitedly and carefully. They even wanted to repeat the story three times and they did not feel bored. At the end of the story, they could answer Ts comprehension questions relate to the story well. After watching the story, Ts showed a song about colors of animals and Ch were excitedly watching and listening to the song. They were slowly following the song.

For the practice, Ts told Ch about animal guessing game, still from the Primary i-Dictionary. All of Ch practiced the game excitedly; they guessed the animal enthusiastically. As the production, Ch were asked to color animal pictures with clues written in the worksheet. Ch colored animal pictures based on the clues about color of the animal well and neatly. However, since the time was over, the backup activity, i.e. making animal origami, could not be delivered. In the closing, when they were asked to lead the prayer, all of the boys raised their hands excitedly, so Ts let all of them to lead the prayer together leading the girls.

Reflection 9

Meeting 9

Theme: What is He Doing? (Daily Routines)

Morning routines were done well except saluting flag, since the place in Auditorium with so many other Ch playing around making the kids didn't excited to do so. Due to the limited time, which just an hour before did *Gladi Resik*, Ts told about daily routines by showing daily routines pictures and distributing each Ch a piece of paper worksheet containing daily routines pictures. Although the place did not really support to deliver the materials, the Ch wanted to pay attention to the Ts by carefully listening to the Ts and excitedly doing the game "Flashcard Guessing" game. Fortunately Ch could play the game quite well. Some of them could guess by asking Ts about the English terms of the activities, some others could guess in English well.

Reflection in 9 Meetings

It was so relief that the Ts could handle and guide the Ch in whole 9 days as well. The Ch could be managed and directed by Ts obediently. They paid attention to the Ts when delivering materials and they wanted to do all of the activities enthusiastically and excitedly. They could understand and follow the Ts' instruction well although some of them still shy to ask the Ts. They were kind, cute, smart, and although their ages varied, they could collaborate and help each other extremely well as children. We also got a class leader who was so wise and kind to other friends. There was no naughty or too active child and no quarrel except for playing.

About the materials, after all in general, the materials were successfully delivered. Almost all of the materials could be delivered well and matched with the time allocation, so the back-up activities were not needed implemented to be added. However, there were some materials especially at the opening and closing which were not able to be delivered, which were singing some new songs, but for all core materials were well done. The materials are also seemed not too difficult since almost the Ch could follow and done the tasks given to them well. And one of the most important things was they were happy joining the class and look forward for EFH next year.

INTERVIEW GUIDELINE

FOR L1 TEACHERS OF FEC 2013

This interview guideline aims at obtaining the data from FEC L1 teachers' opinion about the designed materials for L1 class of FEC. The result of the interview will be used to improve the developed materials of L1 class of EFH. As a respondent of this research, you are asked to state your opinion about your developed materials for FEC.

Respondent's Identity:

Name	: Dewi Nurul
NIM	: 09202241036
Teaching FEC Experience	: more or less 5 times

Interview Transcript 1:

R: Researcher

D: Respondent

R: What is your opinion about FEC program?

D: FEC is a very excellent English program. It is interesting as well as appealing. It's not only helpful for children who participate in the event, but also is helpful as a kinda mean for student-teacher to improve their teaching skills.

R: What is your opinion about the materials being used in the program?

D: The materials used are quite good. It suits students' needs and interest. Since we deal with children (young learners), the materials are expected to be able to capture their interest, and the materials used in FEC do it well.

R: Why did you apply theme-based approach in developing the materials?

D: Theme-based approach helps the material developers to arrange the materials easily. So that teachers can focus on one theme and they do not teach something out of context.

R: Did you find any problem in developing the materials by using that approach? What it was?

D: I don't think so.

R: Based on your analysis, do you think that the children of L1 could acquire the materials being delivered using that approach effectively? What is your reason?

D: I think so. Since they can focus on one theme, it is easier for them to learn the materials.

R: What was your consideration in developing the materials?

D: Students' needs, preferences, interests.

R: Where did you get the inputs in developing the materials and its activities?

D: Resource books and the internet.

R: What were the children's responses towards the materials, activities and media they've gotten during the teaching-learning process?

D: They enjoy the activities. Yet, it also depends with how the teachers deliver the materials. Plus, since we deal with young learners, the flow of the teaching learning process also depends on their mood.

R: How was your way in delivering the materials?

D: By singing and/or story telling, games as well.

R: How far was your role in managing the class during the teaching-learning process?

D: I guide them to do the activities.

R: How did you develop the materials in each theme (by using songs, games, stories or others)?

D: Ya, I try to find some songs, games and stories related to the theme I'm gonna teach.

R: Based on your opinion, was there any difficulty in delivering those materials to the children?

D: Actually no. The difficulty is only when the kids are not in the good mood so that the teaching learning process is kinda hard to handle.

R: Do you have any suggestion to the L1 teachers in developing the materials with the same approach?

D: Try to find interactive and enjoyable activities related to the theme, and be prepare with two or more activities, just in case.

Respondent's Identity

Name	: Husnul Khotimah Hanar Andini
NIM	: 09202241020
Teaching FEC Experience	: 4 times

Interview Transcript 2:

R: Researcher

H: Respondent

R: What is your opinion about FEC program?

H: It is a good program since FEC is designed with its own syllabus which refers to the school syllabus. Besides, FEC is designed for the primary schools' students or young learners who want to learn English outside the school in more fun way.

R: What is your opinion about the materials being used in the program?

H: The materials being used in FEC were made by the teachers who had the responsible on that meeting based on the syllabus. The teachers made the materials based on the theme of the syllabus in every meeting.

R: Why did you apply theme-based approach in developing the materials?

H: Because theme-based approach is more suitable for young learners

R: Did you find any problem in developing the materials by using that approach? What it was?

H: Yes, I did. The difficulties are basically because the theme has changed in every meeting so that we have to rush to make a different the materials in every meeting.

R: Based on your analysis, do you think that the children of L1 could acquire the materials being delivered using that approach effectively? What is your reason?

H: Yes, they do. The L1 students which are in the age of 6-7 still can be categorized as young learners. Theme-based syllabus is suitable for young learners because it helps the students to learn English easily by depending on the theme.

R: What was your consideration in developing the materials?

H: By considering the syllabus and the students' level of education.

R: Where did you get the inputs in developing the materials and its activities?

H: From the internet and some resources such as English book for children

R: What were the children's responses towards the materials, activities and media they've gotten during the teaching-learning process?

H: The children feel so happy during the teaching learning process because they love the materials and the theme.

R: How was your way in delivering the materials?

H: We begin the class by praying, checking the attendance list, singing, presenting the picture, practicing the pronunciation and we had some games during the class.

R: How far was your role in managing the class during the teaching-learning process?

H: The teacher acted a role model for the students. The teacher gave many examples for the students in fun way during the class.

R: How did you develop the materials in each theme (by using songs, games, stories or others)?

H: I usually use songs and games in every meeting.

R: Based on your opinion, was there any difficulty in delivering those materials to the children?

H: Yes, there was. It is difficult to maintain the class situation.

R: Do you have any suggestion to the L1 teachers in developing the materials with the same approach?

H: The teacher should not make the materials in a hurry because the quality will be worse if they make in a hurry.

Respondent's Identity

Name : Florentina Sri Wahyu Prastiwi R
 NIM : 09202241032
 Teaching FEC Experience : 4 times

Interview Transcript 3:

R: Researcher

N: Respondent

R: What is your opinion about FEC program?

N: Fun English Club offered fun learning way to the children. In spite of sitting on the chair and listening to the teacher like in the school, FEC has so many fun activities which are interesting to children. As you know, there were singing activity, drawing, colouring, playing game, and so on. The program is very good for children to learn English in a fun way.

R: What is your opinion about the materials being used in the program?

N: The materials being used are appropriate to the children age and based on things surrounding the environment. For level 1, the materials are animals, things in the house, stationary, and health. We designed the activities that facilitate the children to learn vocabulary and very simple expression.

R: Why did you apply theme-based approach in developing the materials?

N: Because it makes them find easy to learn the vocabulary.

R: Did you find any problems in developing the materials by using that approach? What it was?

R: Sometimes, I find difficult in finding the appropriate media..

R: Based on your analysis, do you think that the children of L1 could acquire the materials being delivered using that approach effectively? What is your reason?

N: Yes, I think so. It is because theme-based approach is based on things in the children environment. Therefore, it enhances their familiarity to the topic we bring in the classroom.

R: What was your consideration in developing the materials?

N: The materials were developed regarding their age and their interests.

R: Where did you get the inputs in developing the materials and its activities?

N: I got the materials from some teaching books and internet.

R: What were the children's responses towards the materials, activities and media they've gotten during the teaching-learning process?

N: They look enthusiastic with the process of teaching-learning in the classroom. They also can be engaged to the activities.

R: How was your way in delivering the materials?

N: Communicatively.

R: How far was your role in managing the class during the teaching-learning process?

N: From the beginning, I made sure that every child is ready to learn. I greeted them, i asked one of them to lead the prayer, and then i checked the roll. After everything was ready, i gave the materials by showing pictures/videos or singing. When some children started to lose their attention, i should modify the teaching to be more interesting or i asked them to pay attention to the class activity. If the children were very noisy, I should talk louder than them. Or, i waited them for a few minutes to be ready to the class activity. In the end of the lesson, I checked their understanding about the material.

R: How did you develop the materials in each theme (by using songs, games, stories or others)?

N: Thing in the house=game; Animals=song; Stationary=game; Health=game

R: Based on your opinion, was there any difficulties in delivering those materials to the children?

N: The difficulty is on how we modify the materials to be interesting and engaging the children to the topic.

R: Do you have any suggestion to the L1 teachers in developing the materials with the same approach?

N: Always have plan B, C, and D

Respondent's Identity

Name : Dwi Ariyani
 NIM : 09202241022
 Teaching FEC Experience : 5 times

Interview Transcript 4:

R: Researcher

A: Respondent

R: What is your opinion about FEC program?

A: It's a good program. As I teach L1 class, I find it challenging to teach English for such young children.

R: What is your opinion about the materials being used in the program?

A: The materials are good as they help children to acquire English in a fun way.

R: Why did you apply theme-based approach in developing the materials?

A: Because for children, it is suitable to teach a language with a certain theme. It helps them to memorize things by imagining.

R: Did you find any problems in developing the materials by using that approach? What it was?

A: Not really. But 1 problem is that the fact that English culture and Indonesian one are different. Sometimes it is hard to explain a certain English vocabulary which does not exist in Indonesian context.

R: Based on your analysis, do you think that the children of L1 could acquire the materials being delivered using that approach effectively? What is your reason?

A: Yes, they could. As long as they remember the things, they can remember the words easily.

R: What was your consideration in developing the materials?

A: Children's level of English and their age.

R: Where did you get the inputs in developing the materials and its activities?

A: From the books, internet and friends' suggestions.

R: How did you develop the materials in each theme (by using songs, games, stories or others)?

A: I used songs everyday. I used games and story telling sometimes.

R: How was your way in delivering the materials?

A: I teach them collaboratively with my partner. We used many kinds of material, media and activities delivered using fun ways.

R: Based on your opinion, was there any difficulties in delivering those materials to the children?

A: Yes. When the children are tired it is hard to keep them stay focus.

R: How far was your role in managing the class during the teaching-learning process?

A: I often ask them to work alone with my guidance rather than help them all the way.

R: What were the children's responses towards the materials, activities and media they've gotten during the teaching-learning process?

A: They're excited. They had fun with the learning.

R: Do you have any suggestion to the L1 teachers in developing the materials with the same approach?

A: Just please see the kids as the way they are. Do not only love kids when they are adorable. Children with more problems need much more care from the teacher.

Respondent's Identity

Name : Mustika
 NIM : 09202241019
 Teaching FEC Experience : 5 times

Interview Transcript 5:

R: Researcher

M: Respondent

R: What is your opinion about FEC program?

M: FEC is a program that is design for children to learn English in a fun way using various games, songs and playful media. It also gives opportunity for students of PBI concentrating in EFC to practice what they have learned. In other words, this program gives advantages for both students and teachers-to-be. If I should state my opinion, I'd say that FEC is a good program.

R: What is your opinion about the materials being used in the program?

M: This will be very subjective because I myself was one of the teachers of FEC that created the material. And I think the material is suitable for the children considering their age, characteristics and their level of language proficiency.

R: Why did you apply theme-based approach in developing the materials?

M: Because the curriculum said so. We made the syllabus at the beginning of the course and based on mutual agreement of all teachers and the supervisor, it is recommended to make a theme-based course.

R: Did you find any problems in developing the materials by using that approach? What it was?

M: Yes. Finding the appropriate songs/media/games was quite time-consuming because the songs/media/games should be in line with the theme.

R: Based on your analysis, do you think that the children of L1 could acquire the materials being delivered using that approach effectively? What is your reason?

M: Yes. They can follow the activities quite well although the skills being covered were only listening and speaking.

R: What was your consideration in developing the materials?

M: The students' age, characteristics, their level of English language proficiency and also the theme.

R: Where did you get the inputs in developing the materials and its activities?

M: Downloading from the internet and sometimes me and my teaching partner created the media ourselves, like that time when we used the book of hobbies and picture series of daily activities.

R: What were the children's responses towards the materials, activities and media they've gotten during the teaching-learning process?

M: I'd say they could enjoy the activities quite well. They like playing games and singing songs. Overall, i think the materials are well received.

R: How was your way in delivering the materials?

M: I didn't really feel like I delivered the materials but it was more like we were playing games, singing, and telling stories. It didn't feel like school.

R: How far was your role in managing the class during the teaching-learning process?

M: The concept was pair-teaching so when one of use was teaching, I would go around monitoring and helping children, and conversely when I was teaching, my partner would go around the class.

R: How did you develop the materials in each theme (by using songs, games, stories or others)?

M: The songs, games and stories should me in line with the theme.

R: Based on your opinion, was there any difficulties in delivering those materials to the children?

M: Yes. I couldn't sing well so I'd just play the songs/videos using speaker but sometimes the songs were too fast so that I had to lead them sing. Thank God I had a teaching partner.

R: Do you have any suggestion to the L1 teachers in developing the materials with the same approach?

M: Be creative. Children are unpredictable and get bored easily. Always make plan A and plan B, just in case.

INTERVIEW GUIDELINE FOR PREVIOUS L1 TEACHERS OF EFH

This interview guideline aims at obtaining the data from previous L1 teachers' of EFH opinion about the designed materials for L1 class of EFH. The result of the interview will be used to improve the developed materials of L1 class of EFH. As a respondent of this research, you are asked to state your opinion about your developed materials for EFH.

Respondent's Identity

Name : Novita, Vindi, Ika

Teaching EFH Experience : 2-3 times

Interview Transcript 6:

R: Researcher

N: Respondent 1 (Novita)

V: Respondent 2 (Vindi)

I : Respondent 3 (Ika)

R: What is your background in developing the materials?

N: we were developing the materials based on the theme

V: Based on the Theme.

I : We were developing the materials based on theme and the students' level.

R: What is your aim in developing the materials?

N: the goal was to develop the materials for L1

V: To develop appropriate materials for L1 children.

I : The aim was to make the appropriate materials to fit the students' need.

R: What are your problems in developing L1 materials in the EFH program?

N: we found some difficulties in adjusting the time and the theme during each meeting

V: Though the children came from the same grade or class in the formal school, they had different level of English proficiency. Therefore, we had to design and give materials which can accommodate both high children's needs and low children's needs.

I: The problem that we found in developing the material for L1 was that the lack the resources that appropriate to theme.

R: Where do you get the input in designing the materials?

N: from the internet

V: The inputs are from books, and websites.

I : We got the input materials from internet and books.

R: Where do you get the input in designing the activities?

N: From the activities pattern in the previous EFH year and from some teachers' idea

V: We observed the activities pattern from previous years. After that, we chose the activities which were still able to use and which are not. In addition, there were we took or adapt the activities from children books and teachers' guide in teaching children.

I : We got the input for designing the activities from the lecturer, the CLTM class and also from the books.

R: What are the weaknesses in the topic choosing of EFH?

N: there was no standard syllabus during the program

V: The teachers had to find sources by themselves and try to match the materials with the topic. Moreover, the topic for each day was decided by the teachers themselves because there was no standard syllabus for deciding the topic.

I : The topic was not varied because it should fit to the theme of EFH.

R: Is there any weakness in your developed materials? What are they?

N: No, I think we have already tried our best to develop the material during this program.

V: Yes, I think there were still many lacks in the materials. Sometimes, the materials that we designed were still too easy for the high children. Therefore, we still used "trial and error" in designing the materials.

I : No, I think we have made the appropriate materials.

R: What is the model of your materials?

N: We gave songs and games more than story telling

V: Because their psychomotor aspect was still dominant, we gave lots of games. But, we also applied song and story in different portion.

I : We emphasize more on song and games because the children like it much.

R: How is your technique in developing each topic?

N: We developed the materials based on the students' need

V: Based on the needs analysis and the children' level of English proficiency.

I : We developed the materials based on the students' level and interest.

R: What is your strategy in developing the materials?

N: We take a look at some examples from many sources such as internet and books

V: The materials given were arranged from the easiest to the hardest.

I : We arranged the materials from the easiest one to the hardest one.

R: Have your materials related to the big theme?

N: Yes, it was.

V: It was difficult to find materials which always related to the big theme. However, we always tried to include at least small portion of the materials that related to the big theme.

I : I think our materials have already related to the big theme.

R: How is your technique in delivering the materials?

N: By explaining in the most simplest way

V: Because they were still not able to comprehend complex instructions, we always accompanied the instructions with our gestures or examples. After that, they were able to understand and follow the examples.

I : We delivered the materials by explaining together with the gesture and giving them the example.

R: What is your involvement in the class management?

N: We helped them in every task we gave

V: Because they were still very young, we helped them much. However, we always tried to give them chances to work by themselves.

I : We always monitored them and make them to pay attention and follow the activity.

R: How is your strategy in managing the children?

N: the children did the task in group in order to maintain their relationship

V: We always tried to encourage all children to be active. Therefore, when children should do the task in groups, we decided to mix the high children and the low children. It was expected that the high children would be able to help their friends who were low children.

I : We tried to encourage them to learn and give some rewards for them who want to listen to the teacher's instruction.

R: How is the children's involvement in each activity?

N: the children worked very well in every activity

V: Most of the children were actively involved in every activity. They were able to work well both individual and group work.

I : Most of the children were very active in every activities. They can go along with the others very well.

R: How is the children's response about the delivered materials?

V: Quite good.

N: they love the materials

I: They like it and get fun from it.

R: How is the children's response about the delivered activities?

V: Quite good.

N: the response was good

I : They get fun.

R: How is the children's response about the used media?

V: The media could attract their attention and interest.

N: the children like the materials very much

I : They like the media very much.

R: What is your suggestion to the next L1 teachers of EFH?

N: the teacher should take a look at the previous year management in order to build a better management during the next EFH

V: Teachers should be able to observe their children needs' through careful needs analysis. The most important thing is to design enjoyable materials for children.

I : The teachers should create more interesting materials and activities that fit to the students' level and need.

OPEN-ENDED QUESTIONNAIRE FOR NEEDS ANALYSIS OF LIA PARENTS OF EFH 2013

KUISIONER ENGLISH FOR HOLIDAY 2013

Sebagai pedoman dalam penyusunan skripsi, penulis berencana melakukan pengumpulan data tentang pendapat para orang tua, khususnya bagi yang menyertakan putra-putrinya dalam kegiatan English For Holiday, tentang tujuan diikuti-sertakannya putra-putri Bapak/Ibu dalam program English For holiday.

Program EFH yang merupakan kepanjangan dari English for Holidays adalah suatu program pembelajaran bahasa Inggris diluar kurikulum sekolah yang diselenggarakan selama liburan sekolah. Sesuai dengan namanya English for Holidays yaitu pembelajaran bahasa Inggris yang bernuansa liburan. Liburan menyiratkan kegembiraan, suasana santai dan nyaman serta ramah. Oleh karena itu rangkaian kegiatan, penyelenggaraannya dilaksanakan dengan cara sebagaimana yang diberikan oleh liburan.

Oleh karena itu, kami mohon bantuan dan kesedian Bapak/Ibu untuk memberikan jawaban yang sesungguhnya. Kami akan menjamin kerahasiaan data yang Bapak/Ibu berikan, karena jawaban tersebut hanya sebagai bahan penyusunan dan tidak untuk dipublikasikan.

Dalam pengisian kuesioner ini, Bapak/Ibu cukup menyisihkan waktu 5 -10 menit untuk menjawab semua pertanyaan yang tertulis secara jujur dan apa adanya. Kami senantiasa menunggu jawaban dari Bapak/Ibu yang sangat berharga bagi kami.

Questionnaire transcript 1

	Pertanyaan	Jawaban
1.	Apa tujuan diturutsertakannya putra-putri Bapak/Ibu dalam program English For Holidays?	mengisi liburan dengan kegiatan yang menyenangkan
2.	Apakah putra-putri Bapak/Ibu pernah mengikuti program belajar Bahasa Inggris lain yang sejenis	Belum pernah

	dengan English For Holidays?	
3.	Apa saja kegiatan English For Holidays yang Bapak/Ibu ketahui?	Jalan-jalan, BBQ, prakarya, menyanyi
4.	Bagaimana tanggapan Bapak/Ibu tentang program belajar English For Holidays ini?	Menyenangkan dan cukup bervariasi
5.	Menurut Bapak/Ibu, apakah ada kekurangan dalam program English For Holiday ini (apabila pernah mengikuti program ini sebelumnya)? Apabila ada, dimana letak kekurangan tersebut?	Fasilitas yang dijanjikan belum dapat diperoleh pada saat kegiatan sudah dimulai
6.	Menurut pandangan Bapak/Ibu, sejauh mana kemampuan bahasa Inggris putra-putri Bapak/Ibu?	Cukup dapat membaca, masih belajar berbicara dan mendengarkan
7.	Bagaimana pendapat/sikap putra-putri Bapak/Ibu saat diajak mengikuti program English For Holiday?	tertarik
8.	Sejauh ini, apakah kegemaran putra-putri Bapak/Ibu (dalam hal/bidang tertentu)?	Membaca, menulis cerita, menggambar/prakarya
9.	Apakah putra/putri Bapak/Ibu menyukai pelajaran Bahasa Inggris?	ya
10.	Selain Bahasa Inggris, pelajaran apa yang disukai putra-putri Bapak/Ibu?	Matematika dan sains
11.	Materi apa yang sekiranya disukai anak-anak Bapak/Ibu untuk diajarkan dalam English For Holidays?	menyanyi lagu-lagu English, kegiatan outdoor

12.	Apakah putra-putri Bapak/Ibu termasuk putra/putri yang aktif?	Ya, sangat suka kegiatan dengan gerak tubuh (lari, jalan-jalan, panjat) dan selalu mencari kegiatan (tidak bisa diam).
13.	Dalam program ini, materi yang digunakan adalah dalam bentuk songs, games dan story telling. Bagaimana tanggapan Bapak/Ibu?	Baik, cukup variatif
14.	Situasi/kondisi belajar yang seperti apakah yang Bapak/Ibu harapkan dalam program ini?	Fun, anak-anak didorong untuk berbahasa Inggris, sedapat mungkin tidak berbahasa Indonesia
15.	Sikap guru yang seperti apakah yang Bapak/Ibu harapkan dalam mengajarkan bahasa Inggris kepada putra-putri Bapak/Ibu?	Fun, sabar, playful, memahami bahwa anak berbeda-beda
16.	Apa output yang Bapak/Ibu harapkan terkait <i>skills</i> (kemampuan) yang akan didapat putra-putri Bapak/Ibu selama mengikuti program ini?	Lebih percaya diri untuk berbahasa Inggris, tidak takut salah

Terimakasih atas partisipasi Bapak/Ibu dalam mengisi kuisisioner ini secara sukarela. Semoga dapat bermanfaat sebagai bahan dalam penyusunan skripsi penulis.

Nama Responden : Indraswari
 Usia Responden : 35 tahun
 Nama Anak : Naureen
 Usia/Jenis kelamin anak : 7 tahun / perempuan

Questionnaire transcript 2

	Pertanyaan	Jawaban
1.	Apa tujuan diturutsertakannya putra-putri Bapak/Ibu dalam program English For Holidays?	Mengisi liburan
2.	Apakah putra-putri Bapak/Ibu pernah mengikuti program belajar Bahasa Inggris lain yang sejenis dengan English For Holidays?	belum
3.	Apa saja kegiatan English For Holidays yang Bapak/Ibu ketahui?	Kegiatan-kegiatan seperti field trip
4.	Bagaimana tanggapan Bapak/Ibu tentang program belajar English For Holidays ini?	Bagus, karena bisa menambah ilmu
5.	Menurut Bapak/Ibu, apakah ada kekurangan dalam program English For Holiday ini (apabila pernah mengikuti program ini sebelumnya)? Apabila ada, dimana letak kekurangan tersebut?	Kalau ditambah native pasti lebih menarik
6.	Menurut pandangan Bapak/Ibu, sejauh mana kemampuan bahasa Inggris putra-putri Bapak/Ibu?	OK
7.	Bagaimana pendapat/sikap putra-putri Bapak/Ibu saat diajak mengikuti program English For Holiday?	Sangat bersemangat
8.	Sejauh ini, apakah kegemaran putra-putri Bapak/Ibu (dalam hal/bidang tertentu)?	Suka dengan aktivitas baru
9.	Apakah putra/putri Bapak/Ibu menyukai pelajaran Bahasa Inggris?	ya
10.	Selain Bahasa Inggris, pelajaran apa yang disukai putra-putri Bapak/Ibu?	Mewarnai, bahasa Jawa, IPS, IPA, PKN

11.	Materi apa yang sekiranya disukai anak-anak Bapak/Ibu untuk diajarkan dalam English For Holidays?	Menyanyi, games, mewarnai
12.	Apakah putra-putri Bapak/Ibu termasuk putra/putri yang aktif?	Ya, suka dengan hal-hal yang baru
13.	Dalam program ini, materi yang digunakan adalah dalam bentuk songs, games dan story telling. Bagaimana tanggapan Bapak/Ibu?	Cukup menarik
14.	Situasi/kondisi belajar yang seperti apakah yang Bapak/Ibu harapkan dalam program ini?	Dua arah
15.	Sikap guru yang seperti apakah yang Bapak/Ibu harapkan dalam mengajarkan bahasa Inggris kepada putra-putri Bapak/Ibu?	Pelafalan yang benar
16.	Apa output yang Bapak/Ibu harapkan terkait <i>skills</i> (kemampuan) yang akan didapat putra-putri Bapak/Ibu selama mengikuti program ini?	Berbahasa Inggris lebih lancar

Terimakasih atas partisipasi Bapak/Ibu dalam mengisi kuisioner ini secara sukarela. Semoga dapat bermanfaat sebagai bahan dalam penyusunan skripsi penulis.

Nama Responden : Gregorius Yerusalem
 Usia Responden : 34 tahun
 Nama Anak : Khrisna
 Usia/Jenis kelamin anak : 7 tahun / laki-laki

Questionnaire transcript 3

	Pertanyaan	Jawaban
1.	Apa tujuan diturutsertakannya putra-putri Bapak/Ibu dalam program English For Holidays?	Agar ada kegiatan yang bermanfaat selama libur
2.	Apakah putra-putri Bapak/Ibu pernah mengikuti program belajar Bahasa Inggris lain yang sejenis dengan English For Holidays?	pernah
3.	Apa saja kegiatan English For Holidays yang Bapak/Ibu ketahui?	Outdoor games
4.	Bagaimana tanggapan Bapak/Ibu tentang program belajar English For Holidays ini?	Sangat bagus dan bermanfaat
5.	Menurut Bapak/Ibu, apakah ada kekurangan dalam program English For Holiday ini (apabila pernah mengikuti program ini sebelumnya)? Apabila ada, dimana letak kekurangan tersebut?	Bisa ditambahkan fasilitas, kaos/tas/topi. Tidak masalah kalau harus tambah biaya
6.	Menurut pandangan Bapak/Ibu, sejauh mana kemampuan bahasa Inggris putra-putri Bapak/Ibu?	Masih di level mengenal objek benda
7.	Bagaimana pendapat/sikap putra-putri Bapak/Ibu saat diajak mengikuti program English For Holiday?	happy
8.	Sejauh ini, apakah kegemaran putra-putri Bapak/Ibu (dalam hal/bidang tertentu)?	Outdoor learning
9.	Apakah putra/putri Bapak/Ibu menyukai pelajaran Bahasa Inggris?	suka
10.	Selain Bahasa Inggris, pelajaran apa	Bahasa Arab, matematika

	yang disukai putra-putri Bapak/Ibu?	
11.	Materi apa yang sekiranya disukai anak-anak Bapak/Ibu untuk diajarkan dalam English For Holidays?	Outdoor games
12.	Apakah putra-putri Bapak/Ibu termasuk putra/putri yang aktif?	Kurang aktif. Selalu minta ditunjuk untuk bisa terlibat
13.	Dalam program ini, materi yang digunakan adalah dalam bentuk songs, games dan story telling. Bagaimana tanggapan Bapak/Ibu?	Sangat menarik
14.	Situasi/kondisi belajar yang seperti apakah yang Bapak/Ibu harapkan dalam program ini?	Fun learning
15.	Sikap guru yang seperti apakah yang Bapak/Ibu harapkan dalam mengajarkan bahasa Inggris kepada putra-putri Bapak/Ibu?	Friendly, care
16.	Apa output yang Bapak/Ibu harapkan terkait <i>skills</i> (kemampuan) yang akan didapat putra-putri Bapak/Ibu selama mengikuti program ini?	Bisa lebih paham tema mengenalkan diri, keluarga, memahami pertanyaan-pertanyaan simpel tentang sekolah, aktivitas kesukaan.

Terimakasih atas partisipasi Bapak/Ibu dalam mengisi kuisioner ini secara sukarela. Semoga dapat bermanfaat sebagai bahan dalam penyusunan skripsi penulis.

Nama Responden : Desy K
 Usia Responden : 32 tahun
 Nama Anak : Syaiful
 Usia/Jenis kelamin anak : 7 tahun / laki-laki

Questionnaire transcript 4

	Pertanyaan	Jawaban
1.	Apa tujuan diturutsertakannya putra-putri Bapak/Ibu dalam program English For Holidays?	untuk mengisi waktu liburan
2.	Apakah putra-putri Bapak/Ibu pernah mengikuti program belajar Bahasa Inggris lain yang sejenis dengan English For Holidays?	belum
3.	Apa saja kegiatan English For Holidays yang Bapak/Ibu ketahui?	indoor activities, field trip
4.	Bagaimana tanggapan Bapak/Ibu tentang program belajar English For Holidays ini?	merupakan kegiatan yang bermanfaat
5.	Menurut Bapak/Ibu, apakah ada kekurangan dalam program English For Holiday ini (apabila pernah mengikuti program ini sebelumnya)? Apabila ada, dimana letak kekurangan tersebut?	-
6.	Menurut pandangan Bapak/Ibu, sejauh mana kemampuan bahasa Inggris putra-putri Bapak/Ibu?	cukup baik
7.	Bagaimana pendapat/sikap putra-putri Bapak/Ibu saat diajak mengikuti program English For Holiday?	tertarik
8.	Sejauh ini, apakah kegemaran putra-putri Bapak/Ibu (dalam hal/bidang tertentu)?	main musik, membaca, berenang
9.	Apakah putra/putri Bapak/Ibu menyukai pelajaran Bahasa Inggris?	ya
10.	Selain Bahasa Inggris, pelajaran apa yang disukai putra-putri Bapak/Ibu?	matematika

11.	Materi apa yang sekiranya disukai anak-anak Bapak/Ibu untuk diajarkan dalam English For Holidays?	outdoor activities
12.	Apakah putra-putri Bapak/Ibu termasuk putra/putri yang aktif?	Ya, mudah bergaul dengan banyak orang.
13.	Dalam program ini, materi yang digunakan adalah dalam bentuk songs, games dan story telling. Bagaimana tanggapan Bapak/Ibu?	Sepertinya menurut anak saya, jenis permainannya kurang variatif.
14.	Situasi/kondisi belajar yang seperti apakah yang Bapak/Ibu harapkan dalam program ini?	banyak aktivitas/games
15.	Sikap guru yang seperti apakah yang Bapak/Ibu harapkan dalam mengajarkan bahasa Inggris kepada putra-putri Bapak/Ibu?	yang ramah dan komunikatif
16.	Apa output yang Bapak/Ibu harapkan terkait <i>skills</i> (kemampuan) yang akan didapat putra-putri Bapak/Ibu selama mengikuti program ini?	social skills, language bisa lebih berkembang

Terimakasih atas partisipasi Bapak/Ibu dalam mengisi kuisisioner ini secara sukarela. Semoga dapat bermanfaat sebagai bahan dalam penyusunan skripsi penulis.

Nama Responden : Anggia Endah
 Usia Responden : 32 tahun.
 Nama Anak : Andra
 Usia/Jenis kelamin anak : 7 tahun / laki-laki

Questionnaire transcript 5

	Pertanyaan	Jawaban
1.	Apa tujuan diturutsertakannya putra-putri Bapak/Ibu dalam program English For Holidays?	Mengisi waktu libur dengan hal bermanfaat, memberi pengalaman berkesan positif
2.	Apakah putra-putri Bapak/Ibu pernah mengikuti program belajar Bahasa Inggris lain yang sejenis dengan English For Holidays?	tidak
3.	Apa saja kegiatan English For Holidays yang Bapak/Ibu ketahui?	Classroom activities, field trip, berbecue
4.	Bagaimana tanggapan Bapak/Ibu tentang program belajar English For Holidays ini?	Bagus, menarik, manfaat
5.	Menurut Bapak/Ibu, apakah ada kekurangan dalam program English For Holiday ini (apabila pernah mengikuti program ini sebelumnya)? Apabila ada, dimana letak kekurangan tersebut?	Committee kurang koordinasi
6.	Menurut pandangan Bapak/Ibu, sejauh mana kemampuan bahasa Inggris putra-putri Bapak/Ibu?	Belum bisa bahasa Inggris
7.	Bagaimana pendapat/sikap putra-putri Bapak/Ibu saat diajak mengikuti program English For Holiday?	senang
8.	Sejauh ini, apakah kegemaran putra-putri Bapak/Ibu (dalam hal/bidang tertentu)?	Cooking, outdoor activities
9.	Apakah putra/putri Bapak/Ibu menyukai pelajaran Bahasa Inggris?	Kurang terlihat
10.	Selain Bahasa Inggris, pelajaran apa yang disukai putra-putri Bapak/Ibu?	Berhitung, olahraga, membaca

11.	Materi apa yang sekiranya disukai anak-anak Bapak/Ibu untuk diajarkan dalam English For Holidays?	Semua materi yang disampaikan secara menyenangkan, anak akan suka
12.	Apakah putra-putri Bapak/Ibu termasuk putra/putri yang aktif?	Aktif geraknya
13.	Dalam program ini, materi yang digunakan adalah dalam bentuk songs, games dan story telling. Bagaimana tanggapan Bapak/Ibu?	Bagus, sesuai dengan kesukaan anak-anak
14.	Situasi/kondisi belajar yang seperti apakah yang Bapak/Ibu harapkan dalam program ini?	Bersahabat, menyenangkan, aman
15.	Sikap guru yang seperti apakah yang Bapak/Ibu harapkan dalam mengajarkan bahasa Inggris kepada putra-putri Bapak/Ibu?	Care thd semua anak, komunikatif, informatif
16.	Apa output yang Bapak/Ibu harapkan terkait <i>skills</i> (kemampuan) yang akan didapat putra-putri Bapak/Ibu selama mengikuti program ini?	Kemampuan bersosialisasi, berani tampil didepan umum, terasah sense musik/lagu-lagunya

Terimakasih atas partisipasi Bapak/Ibu dalam mengisi kuisioner ini secara sukarela. Semoga dapat bermanfaat sebagai bahan dalam penyusunan skripsi penulis.

Nama Responden : Fitria HS

Usia Responden : 34 tahun

Nama Anak : Clara

Usia/Jenis kelamin anak : 6 tahun

INTERVIEW TRANSCRIPT L1A TEACHER OF EFH 2013

DAY 1

INTERVIEW TRANSCRIPT 1

R: Researcher

C1: Collaborator 1

R: Ditta..menurut kamu materi hari ini gimana?

C1: Okay, menurut saya materi hari ini so far so good. Karena sekarang ini meeting pertama ya, jadi memang tema about *myself* sudah tepat sekali dan learning materials nya yang ada disini juga semuanya sudah memenuhi dari tema yang ada hari ini, jadi seperti song, game dan lain-lainnya itu sudah masuk.

R: Menurut kamu susah ga sih materinya buat anak-anak?

C1: Kalau tingkat kesulitannya itu menurut saya tidak susah sama sekali karena memang basicnya mereka sudah paham bagaimana untuk memperkenalkan diri sendiri seperti itu, sehingga untuk tingkat kesulitan tidak ada masalah.

R: Jadi anak-anak pada ngerti ya?

C1: Iya ngerti. Mereka hanya butuh tambahan songs, games, itu sebenarnya yang mereka butuhkan. Kalau untuk materi kan mereka sudah pasti bisa gitu.

R: Terus, menurut kamu kebanyakan ga materinya? Atau kurang banyak? Atau cukup ya?

C1: Untuk kuantitinya ya? Sebenarnya tidak kok, tidak kurang. Karena disini kan kita juga punya back up activities seperti yang ini (di silabus) songs and games tapi karena waktunya sudah cukup jadi yang back up activities nya tidak dibutuhkan lagi. Menurut saya sudah cukup.

R: Terus reaksi anak-anak menurutmu gimana waktu dikasih materi ini?

C1: Reaksi anak-anak...karena ini hari pertama, jadi mungkin masih ada yang belum menunjukkan jati dirinya masing-masing. Jadi masih ada yang malu-malu, masih ada yang takut ketemu dengan teman baru seperti itu. Tapi dengan adanya games dan songs yang tadi dilaksanakan oleh kita semua, itu membuat mereka mengenal teman-temannya dan sudah bisa main sama-sama sama teman-teman barunya.

R: Terus tadi ada materi yang ga bisa disampaikan ya.

C1: O iya bener sekali. Kita punya back up activities. Terus beberapa routines yang sayangnya tidak bisa dilaksanakan karena beberapa hal. Praying, calling the rool sudah. Cuman untuk yang meeting 1 tidak ada hormat kepada bendera dan menyanyikan lagu, karena pada pertemuan pertama kita semua diharuskan untuk melakukan kegiatan decorating classroom seperti making dustbin, attendance lists, dan decorating lainnya sehingga itu membuat waktunya agak..apa yaa..agak memaksa, setelah berdoa, lalu presensi, lalu masuk materi. Karena untuk yang decorating classroom diberitahukan beberapa hari sebelum masuk. Apabila ini diberitahukan sedari awal, kami punya ancang-ancang yang lebih dibandingkan ketika seperti ini, gitu.

R: Alright. Menurutmu, tadi anak-anak pada ngerti gak sih waktu kita ngasih tau mereka untuk praktekin games sama songs nya? Masih banyak yang bingung ya?

C1: Sebenarnya untuk mengikuti instruksi dari teachers tu sebenarnya sudah bagus. Akan tetapi untuk yang games zip-zap game ini sayang sekali. Ini kan menggunakan konsep kanan kiri, sedangkan anak-anak masih kecil jadi belum begitu paham konsep-konsep left and right. Jadinya membuat instruksinya berulang-berulang lagi, tidak bisa diberikan contoh sekali-dua kali, seperti itu.

R: Hmm...jadi menurutmu, anak-anak udah pada aktif ya...

C1: Iya, aktif. Hanya mungkin ada beberapa yang pendiam, tapi untuk semuanya.

R: Okay. Kamu ada komen atau saran lagi gak?

C1: Emm...saran ya? Sebenarnya kalau dari silabusnya sudah bagus karena disini sudah menyediakan semuanya tentang tema, kemudian language skills yang mau dipelajari, kemudian indicators nya, learning materialsnya dan juga beserta back up activity nya. Nanti jadi apabila ada waktu yang lebih kan bisa dimasukkan. Jadi sebenarnya ini sudah bagus semuanya.

R: Okay. Thank you Ditta...

DAY 2

INTERVIEW TRANSCRIPT 2

R: ditta, menurutmu materi hari ini gimana?

C1: materi dan kegiatan hari ini alhamdulillah semuanya lancar. Ada beberapa sih ya kendala, tapi alhamdulillah semuanya bisa diatasi. Oya, hari ini kan kita ada campus grand tour, jadi bisa mengenalkan tentang building di sekitar UNY kepada anak-anak gitu kan ya. Dan materinya ini sudah sesuai, tapi yang materi blind map dari sana *panitia ya? Dari pihak panitia itu saya rasa kurang begitu cocok untuk anak-anak L1. Walaupun namanya blind map, tapi seharusnya blind map itu dapat dibuat sedemikian rupa yang lebih cocok untuk L1, karena pada prakteknya mereka *anak-anak sendiri memang susah untuk menuliskan beberapa huruf tentang beberapa bangunan-bangunan seperti misalkan museum pendidikan. Mereka harus di dikte satu-persatu bagaimana m-u- dan seterusnya gitu. Dan itu, semuanya maksudnya, walaupun anaknya yang bisa itu karena melihat tulisannya gitu. Jadi kalau mereka ditanya, ini apa? Ini museum pendidikan, kemudian menuliskan sendiri itu belum bisa. Kalau bisa mereka melihat tulisannya langsung ataupun dieja oleh teachers, seperti itu. Itu yang tentang blind map ya. Jadi menurut saya pribadi yang tadi mengawasi anak-anak sengan materi blind map ini saya rasa kurang begitu cocok mereka. Sayang sekali.

R: Terus selain blind map, yang materi yang lainnya...yang misalkan...emm, greeting song dan lain-lain udah bisa ya?

C1: sudah bisa semua. Kalau untuk morning routinesnya semua sudah. Tapi ketika mulai activitynya, tadi kan juga tidak sempat menyanyikan lagu *the grand old duke of york* itu ya, karena memang mereka sendiri sebenarnya sudah kelelahan dengan rute yang diberikan oleh panitia, karena mereka kan masih L1, harusnya rutennya itu misalnya berakhir di rektorat ya sudah di rektorat saja. Kalau mereka harus balik lagi ke classroom, dalam artian mereka harus mengulangi

perjalanan sebanyak dua kali kan. Itu yang membuat mereka sebenarnya kelelahan juga dan kurang cocok untuk L1. Apalagi hari kedua tadi itu kan masih ada anak kindie satu ya, jadi itu sangat apa ya? Sangat tidak cocok lah untuk mereka. Padahal untuk activity yang diberikan itu berdasarkan silabus ini seperti coloring dengan picture yang sudah diberikan itu sebenarnya semua sudah sangat memenuhi dengan materi yang sudah berlangsung tadi, akhirnya hambatannya ya itu tadi, ada hambatan-hambatan dari luar seperti itu.

R: trus, tadi anak-anaknya menurutmu gimana, tentang materi hari ini? Excited kah?

C1: o ya, mereka sangat antusias sekali mengikuti campus grand tour. Kemudian juga mengunjungi tempat-tempat ya dan belajar vocabulary juga mereka sangat antusias. Akan tetapi ya itu, kendala di stamina mereka, sayang sekali. Dan hal-hal seperti yang disebutkan tadi yang membuat mereka agak turun gitu.

R: terus waktu di drilling sama vocabulary tentang building mereka bisa ya hari ini...

C1: bisa...bisa lancar. Pokoknya yang ada disini semua *syllabus, instruksinya semuanya lancar. Yang vocabulary yang diajarkan kepada anak-anak yang berdasarkan silabus disini semuanya ada, sudah bisa mengikuti. Plannya berjalan sukses.

R: Okay, anak-anaknya aktif ya, cuma karena capek itu tadi. Trus tadi coloringnya lancar kan ya...

C1: O iya lancar sekali.

R: tadi kan kita kasih clue kan, the building is in the color of yellow and blue...

C1: iya, jadi tidak free coloring. Tetap ada rule-nya yang harus mereka ikuti. Karena ini kan juga belajar color dan building juga. Jadi kalau free coloring itu kan nanti mereka tidak terarah gitu ya. Jadi perlu adanya arahan seperti itu. Itu bagus, sudah cukup.

R: terus kamu ada komentar atau saran untuk hari ini atau besok mungkin?

C1: untuk besok sih semoga komunikasinya lancar dengan panitia. Semoga tidak ada missed komunikasi seperti yang tadi kan kasian parents juga menjemputnya berbeda dari infonya. Yang jadi kasian itu anaknya, jadinya lelah. Tapi lancar untuk materi di silabus semua sudah lancar, cocok dan sukses.

R: thank you Ditta.

DAY 3

INTERVIEW TRANSCRIPT 3

R: Ditta, menurutmu hari ini gimana kita ngasih materinya?

C1: emm, hari ini tentang *my home* ya. Hari ini seperti yang sudah-sudah, semuanya lancar. Tidak ada hambatan yang tidak bisa diatasi, semuanya lancar.

R: morning routines lancar?

C1: lancar semuanyaaaa...!!! anak-anak sudah menyanyikan lagu Indonesia Raya dengan bersemangat.

R: Tapi sayangnya masih banyak yang belum hafal ya.

C1: iya, banyak yang belum hafal, bahkan mereka belum tau lagunya seperti apa.

R: iya sih, pada belum diajarin di TK ya...

C1: iya, ada beberapa yang baru lulus TK jadi sayangnya belum paham lagunya, belum tau lagunya. Tapi bisa mengikuti teman-teman yang lain.

R: mereka semangat ga suruh nyanyiin itu?

C1: semangat, apalagi pada bagian refrain itu semangat sekali. Tapi karena karakter dari L1A ini lebih sweet dibandingkan dengan teman-teman L1 yang lainnya, jadi semuanya bisa diarahkan, tidak ada kesulitan dalam mengarahkan mereka. Kalau *active*, *active* yang tidak too active jadi masih bisa diarahkan.

R: terus materinya hari ini susah ga sih menurutmu?

C1: sebenarnya tidak terlalu sulit. Mungkin ada beberapa hal baru yang harus mereka pelajari dalam topik hari ini. Mereka juga antusias untuk belajar hal yang baru. Jadi untuk hari ini semuanya sudah cukup.

R: anak-anak ngerti ya materi hari ini. Aktif ga sih mereka?

C1: iya aktif untuk mengikuti kegiatan materinya ini aktif

R: terus materinya itu menurutmu kebanyakan ga untuk hari ini?

C1: untuk hari ini karena kita membahas tentang my home. Semuanya sebenarnya cukup. Untuk morning routines itu kan biasa ya seperti hello song, greeting song itu sudah rutin. Untuk materi intinya kan ada parts of a house, ada story nya juga kan. Karena itu semuanya integrated, jadi semuanya tidak ada kesulitan, tidak terlalu padat, jadi mereka bisa mengikuti sampai game-game yang lainnya dan alokasi waktunya juga cukup untuk plan hari ini.

R: Ok, thank you. Tapi tadi yang whispering game nya ga tercover karena waktunya ga cukup, karena harus bikin paper handcraft.

C1: iya, ada satu ya yang whispering game. Tapi sebenarnya untuk tema in my home itu sudah masuk semua ya.

R: ada saran ga untuk hari ini?

C1: untuk hari ini sebenarnya sudah cukup memenuhi ya untuk silabusnya dengan activities di classroom. Jadi satu materi whispering game yang tidak dilaksanakan itu sebenarnya tidak masalah karena semuanya untuk yang my home activitiesnya itu semua sudah masuk, jadi tidak perlu ada yang dikhawatirkan, sudah bagus.

R: Okay, thank you Ditta.

DAY 4

INTERVIEW TRANSCRIPT 4

R: hay Ditta, gimana barbecue hari ini?

C1: emm, karena ini adalah outdoor activity, jadi sudah barang tentu tidak bisa disangkal lagi ya lelah, capek, dan sangat menyenangkan tentunya untuk teachers dan students semuanya, lancar dan aman terkendali.

R: tadi itu susah ga sih untuk materinya?

C1: oya, untuk materi sebenarnya tadi ada lagu yang baru untuk mereka, seperti do you have a fork song itu, dan mereka bisa mengikuti itu. Kemudian ada food-ball game yang like –dislike. Dan juga untuk vocabulary drilling nya itu mereka paid attention, karena karakteristik mereka yang manis, jadi untuk diberikan drilling-drilling seperti itu sangat memperhatikan dan vocabularynya jalan

semuanya. Tapi ada beberapa yang sayangnya kurang sesuai saat kegiatan barbecue berlangsung. Seperti disini kan ada beberapa vocabularies buah, ternyata ketika acara berlangsung tidak ada fruits. Itu sayang sekali, padahal untuk yang sate kemudian lontong, kemudian pemotong lontong itu semua sudah ada picturesnya. Kemudian fruits nya juga sudah ada picturesnya. Akan tetapi sayang sekali tidak ada fruits yang bisa ditunjukkan.

R: menurut kamu udah sukses kah kita hari ini?

C1: Iya, sukses. Dalam pembagian tugas barbecue juga lancar, ada anak yang mengupas sate, memotong lontong, kemudian menyediakan sate.

R: mereka paham ya dengan instruksi bahasa Inggris?

C1: iya, karena mungkin di kelas ini background bahasa Inggrisnya memang sudah bagus-bagus, jadi teachers tidak begitu kesulitan dalam memberikan input berbahasa Inggris.

R: menurut kamu materi hari ini kurang banyak ga?

C1: kalau kurang banyak tidak, sudah cukup. Mereka juga memiliki kegiatan diluar silabus yaitu bermain. Jadi menurut saya sudah cukup sesuai.

R: anak-anak aktif kan hari ini?

C1: ya, aktif. Mereka sudah mau main sama teman2 barunya.

R: ya, mereka sudah bisa mengerjakan tugas mereka dengan baik. Cuci piring juga sudah mau melakukan sendiri.

C1: Iya, mereka sudah mau mencuci piring sendiri.

R: ada saran kah untuk hari ini?

C1: sarannya semoga hari esok lebih baik.

DAY 5

INTERVIEW TRANSCRIPT 5

R: di hari ini gimana?

C1: hari ini seperti hari-hari biasa ya. Hari ini kita classroom activity ya? Kegiatan belajar-mengajar sukses. Semuanya lancar dan materinya sangat sesuai, tema sangat menarik dan kegiatannya sangat membuat mereka antusias.

R: asyik...terus menurut kamu materi hari ini susah ga sih?

C1: materi hari ini sebetulnya tidak terlalu sulit ya, anak-anak juga sudah paham konsep family seperti apa dan yang diperkenalkan juga family inti, jadi mereka sudah paham father, mother, brother, sister. Karena memang materi yang diberikan kan keluarga inti, jadi itu tidak menyulitkan mereka kok.

R: terus yang functionnya mereka juga bisa ya. Yang 'she is my father....'

C1: ya benar-bener. Jadi mereka kan membawa foto keluarga dan dari awal kan ada guidance dulu ya seperti biasa, diberikan contoh oleh teachers, 'He is my father. His name is Mr. Ahmad', for example seperti itu. Dan masing-masing anak sambil menunjukkan foto keluarganya sudah sangat lancar saat introducing family to friends.

R: jadi anak-anak sudah mengerti konsep family secara keseluruhan termasuk functionnya ya.

C1: iya-iya, sudah-sudah sangat paham.

R: terus menurutmu materinya kebanyakan ga sih untuk hari ini?

C1: untuk jumlah..the amount..itu cukup, dan disini ada family pictures, trus family finger song itu mereka sangat suka sekali. Kemudian ada three bears song, itu juga mereka suka. Oya, ada Goldilocks juga kan, yang story telling. Itu kan sampai diputar beberapa kali karena mereka sangat antusias untuk melihat lagi, seperti itu.

R: Oke. Hari ini anak-anak aktif kan?

C1: untuk keaktifan hari ini anak-anak aktif. Mereka mengikuti pelajaran dengan baik, dengan antusias.

R: tadi mengikuti instruksinya juga lancar ya anak-anak.

C1: iya, untuk instruction untuk kelas ini alhamdulillah tidak diragukan lagi. Mereka untuk menjawab, bertanya, kemudian menerima instruction in English dari teachers-nya mereka sudah bisa. Hanya beberapa, dua atau tiga anak yang masih pasif English-nya.

R: iya, ga bisa diratain soalnya mereka background-nya beda-beda.

C1: iya, tapi untuk dirata-rata mereka semua sudah bisa menerima. Jadi teman-teman yang lebih paham instruksinya seperti apa itu biasanya memberi tahu temannya yang belum paham.

R: oke. Kamu ada saran ga untuk hari ini?

C1: emm, saran hari ini apa ya? Untuk hari ini sebenarnya sudah lancar semuanya dan untuk isi-isi materinya sangat menarik sekali untuk anak-anak. Jadi anak-anak bersemangat sekali. Jadi tidak terasa bahwa mereka sudah mempelajari tentang family.

R: kira-kira anak-anak bisa mengingat-ingat ga ya dirumah sampai bbesok-besok?

C1:Iya, bisa. Karena kan ada juga ya parents yang menulis diary itu. Misalnya hari ini anaknya bernanyi ini terus lho miss. Itu merupakan suatu output yang baik untuk teachers bahwa sampai dirumah anak juga masih mengingat pelajarannya yang tadi dan masih dinyanyikan terus dirumah, seperti itu.

R: Oke. Thank you Ditta.

DAY 6

INTERVIEW TRANSCRIPT 6

R: Hari ini gimana Dit?

C1: alhamdulillah we had field trip today. Jadi kita semuanya fird trip ke kasingan. Alhamdulillah semuanya lancar and sukses. They were happy.

R: about materials today, hari ini kita ga bisa meng-cover banyak materi kan.

C1: iya, disini ada beberapa materi yang seharusnya dilaksanakan waktu field trip tadi. Because the committee said they provided some times for the teachers to give some activities like coloring, then singing, and also games. Tapi ternyata pada prakteknya, unfortunately waktu yang sudah digadang-gadangkan itu ternyata tidak ada. Karena waktu pas briefing kan ditanya, ternyata ada beberapa waktu untuk ini. Tapi ternyata tidak ada dan akhirnya they learn song di jalan, di

bis. Dan kita juga belajar tentang shape, ada rectangle, square dan juga konsep big and small, seperti itu.

R: jadi hari ini kita Cuma bisa itu aja ya. Oya, tadi anak-anaknya ga kumpul semuanya jadi ga sempet buat morning routines bareng-bareng.

C1: Iya, sebenarnya kumpulnya di bawah, tapi kemarin sudah bilang parents untuk kumpul dulu di classroom. Jadi untuk rolling call itu tetep menempelkan attendance list, kemudian praying juga ada. Singing juga ada sambil menunggu teman-teman yang lain datang ke kelas. Hanya sedikit yang berkumpul dibawah, jadi semua bisa dicover dikelas.

R: oya, tadi kita closing juga masih sempet berdoa, menulis diary trus pulang.

C1: iya, closing –nya alhamdulillah kelas ini bisa melaksanakan closing dikelas sehingga tidak membingungkan parents untuk mencari anak-anak. Jadi langsung didalam classroom and then said prayer, diary and some announcements for the next meeting ya tadi, and then sudah penjemputan.

R: iya, tapi tadi kita ga sempat singing ‘sing your way home’ ya

C1: iya tidak sempat, karena sudah banyak parents yang sudah standby disana menunggu kepulangan anaknya

R: alright. Jadi menurutmu sudah cukup ya, Cuma karena terkendala waktu

C1: iya. Sebenarnya alhamdulillah dari syllabus yang sudah disediakan, kemudian learnign materials dan juga topik yang sudah dibuat disini alhamdulillah semua sudah sangat sesuai, sudah sangat bagus. Cuma eksekusinya tadi hanya kurang sedikit karena alokasi waktu yang kurang. Tapi semuanya bisa dihandle. Jadi teachers-nya bisa menghandle sambil membuat statue dari clay itu bisa sambil menjelaskan this is square, this is round, seperti itu. Tidak ada halangan.

R: Okay. Thank you Ditta for today.

C1: yaa.

DAY 7

INTERVIEW TRANSCRIPT 7

R: ditta, gimana hari ini menurutmu stationeries-nya?

C: okay, today’s topic is about stationeries, playing with stationeries. Language functions, learning materials and vocabularies drilling are okay.

R: anak-anak bisa kan hari ini? Ada yang kesulitan ngomong gak sih?

C: kalau untuk listening speaking itu anak-anak keals L1A ya itu, sangat bisa mengikuti. They are very sweet and smart. Jadi tidak perlu dikhawatirkan English-nya. Dan untuk games, tadi ada Bandit and Sheriff game, mereka sangat antusias tapi ada beberapa diantara mereka yang kelelahan, yang masih kecil-kecil,

R: Iya, karena sebagian dari mereka sudah puasa hari pertama kan?

C: Iya, kelelahan.

R: tapi ga susah an materi hari ini menurut kamu? Atau ada yang terlalu susah? Ada ga?

C: sebenarnya tidak ada yang terlalu susah untuk mereka, hanya beberapa vocabularies baru untuk mereka, seperti correction pen, pencil case, and then

sharpner, itu mereka merasa agak baru. Jadi itu perlu penekanan-penekanan untuk drillingnya. Tapi selebihnya mereka paham, bisa dijelaskan.

R: di game Bandit and Sheriff tadi agak lama ya,

C: iya, bingung.

R: siapa yang jadi Bandit siapa yang Sheriff..

C: iya, siapa yang menangkap siapa itu masih bingung.

R: sampai kita ngasih contoh, dua-tiga kali contoh sampai anaknya sendiri yang bergerak, baru mereka ngerti. Ooo, begitu cara mainnya..

C: Iya, betul sekali. Karena ini kan pointnya adalah mereka tau benda apa yang harus diambil kan. Dari point it kan mereka sudah paham untuk mengambil pen, pencil. Cuma konsep game-nya, rule-nya itu yang mereka belum begitu paham.

R: terus, hari ini materinya kebanyakan ga sih menurut kamu?

C: untuk kuantitinya hari ini cukup, tidak kebanyakan, karena semuanya sudah ter-cover, integrated semuanya

R: alright. Reaksi anaknya hari ini menurutmu gimana? Semangat kah atau....

C: iya, senang. Karena ada game, jadi mereka makin berinteraksi dengan teman-teman di kelasnya. They have social interaction which is good for them. Dan juga makin erat untuk hari ini.

R: about function and vocabulary hari ini? For example, 'can I have a pen?/sure.'

C: ya, mereka sudah bisa. Ini kan untuk borrowing ya, untuk yang menyatakan tidak, 'no/sorry, I don't have a pen.' Itu semua sudah bisa.

R: alright, so far so good berarti.

C: iya, tidak ada hambatan kok.

R: jadi tadi cuma kurang instruksi ya, about game-nya. Kalu yang lain-lain tadi anaknya bisa ya?

C: bisa-bisa.

R: lalu about task hari ini, about stationery, tadi anak-anak kan bikin water painting. Menurut kamu gimana activity itu?

C: untuk kelas L1A tidak ada kendala, mereka bisa diatur untuk diperkenalkan, 'this is paper'. We have to pour some cat minyak/oil-paint itu ke air, combine the colors and introducing some colors to them. And they simple said, 'I want the yellow/ I want red'. Itu sebenarnya point yang bagus ketika doing water painting itu. Jadi mereka bilang, 'Miss, red.' Lalu kami menuangnya. Tidak ada kendala, karena mereka sangat rapi. Ya wajarnya anak-anak, tapi bisa diatur.

R: menurutmu anak-anak suka ga?

C: suka sekali. Ini kan baru ya, jadi masih exciting, sangat antusias.

R: Okay. They are active hari ini, anaknya lancar ngerjain tugasnya. Cuma beberapa kali instruksi mereka langsung ngerti.

C: Iya, betul.

R: Terus ada saran ga buat hari ini atau besok?

C: untuk hari ini sebenarnya sih tidak ada. Cuma karena tadi kan naik turun tangga, jadi perlu waktu dan mengarahkan anaknya. Kan tidak mungkin melakukan water painting didalam kelas, jadi harus diluar. Jadi naik turunnya aja yang agak bikin was-was.

R: Iya. Alright, thank you for today.

C: Iya.

DAY 8**INTERVIEW TRANSCRIPT 8**

R: Hay Ditta, menurutmu hari ini gimana tentang animals and colors?

C: Untuk hari ini alhamdulillah students were happy, bisa mengikuti materi yang direncanakan disini berdasarkan silabus. Semuanya lancar, aktif.

R: aktif semua ya. Materinya hari ini ter-cover semua kan ya.

C: iya, materi hari ini kan animals and colors, jadi ada combining dari materi dari animals dan juga tentang colors. Jadi disini ada ‘asking for or giving information’ untuk language functionnya, kayak ‘is it a lion? / yes, it is a lion or no, it is not a lion’ and about colors –nya itu bertanya seperti, ‘what color is it? / this is green, and so on’ seperti itu. Kemudian untuk learning materials-nya semuanya bisa disampaikan dengan sangat baik dan anak-anak semuanya sangat antusias mengikuti materi hari ini.

R: untuk activities-nya semuanya ter-cover kan?

C: iya, untuk morning routines seperti biasa semuanya ter-cover dengan baik, karena sudah menjadi kebiasaan, jadi anak-anak sudah paham betul. Untuk saying prayer itu kan anak sendiri yang memimpin doa. Mereka sudah bisa how to lead the prayer, and menempur stiker kehadiran juga sudah bisa. Semuanya sudah.

R: untuk bernyanyi?

C: untuk bernyanyi Indonesia Raya mereka mau, sudah bisa dan sudah lancar. Yang belum bisa sudah mengikuti.

R: then, untuk our presentation itu menurut kamu susah ga sih? Buat delivery materials-nya hari ini..

C: okay, untuk anak-anak sebenarnya tidak susah tapi justru menarik ya, karena disini ada banyak animal pictures. Kemudian juga ada songs, dan story telling yang ditampilkan di LCD, dan itu membuat semakin menarik ya. Jadi semakin mereka antusias sampai diputar berulang-ulang untuk ‘Ringo the Dog’ yang tadi itu.

R: menurutmu kebanyakan ga materi hari ini?

C: karena kita topik nya animals and colors, untuk porsinya sudah sangat cukup. Jadi untuk animals memperkenalkan animals and its sounds, seperti ba-ba-ba, moo-moo-moo dan sebagainya, dan juga memperkenalkan nama-nama animals. Juga untuk colors-nya ada berbagai basic colors untuk anak-anak. Saya rasa itu porsinya sudah cukup, pembagian waktunya sudah cukup.

R: untuk reaksi anaknya menurutmu ada yang kelihatan bosan ga sih?

C: untuk hari-hari kemarin memang antusias, tapi untuk hari ini sangat antusias sekali. Karena mereka diberikan banyak colorful pictures, ada story juga. Kemudian ada lagu juga. Jadi mereka semakin bersemangat. Terus juga untuk follow-up activity-nya ada coloring animal pictures dimana pictures-nya sudah ada guiding colors-nya apa saja. Itu sangat bagus dan mereka sangat antusias jadinya. Dan tadi juga ada guessing game, jadi dilayar mereka disuruh menebak ini apa dengan clues in English dengan listening drilling. Mereka sangat bagus sekali memperhatikan. They know how to say, for example dog, because

guidingnya berkata bunyinya seperti ini, ‘the sound is...’ and then, ‘the color is...’ and the students can get the meaning or the clues. It is very good.

R: berarti ga terlalu susah buat anaknya ya.

C: iya, sangat bagus.

R: Okay. Tapi mereka tadi agak susah buat nyanyiin lagu yang di Picture Dictionary-nya itu.

C: oh iyayaya. Karena mungkin kan kalau baru kan, mereka masih takjub sama gambarnya. Lagunya masih mengikuti nanti, kayak gitu. Tapi beberapa kali sudah bisa mengikuti.

R: okay, berarti ga terlalu susah ya.

C: untuk tingkat kesulitan, tidak. Kalaupun ada kesulitan, sepertinya sambil jalan bisa di-handle. Jadi malah pelajaran aru buat mereka, gitu. Bagus. Kalau kesulitan yang benar-benar sulit itu tidak ada.

R: Okay, kamu ada saran atau kekurangan untuk hari ini gak?

C: Untuk hari ini, sepertinya tidak ada, karena semuanya sudah berjalan dengan sangat baik sesuai dengan plannya, sudah cocok, sudah bagus, sudah bisa dilaksanakan dengan baik dan anak-anak juga senang gitu kan.

R: Alright, thank you Ditta.

C: Okay.

DAY 9

INTERVIEW TRANSCRIPT 9

R: Ditta, gimana hari ini menurut kamu? Waktunya cuma sejam sih..tapi menurut kamu gimana materi hari ini?

C: okay, sesuai dengan time allocation-nya yang satu jam itu saya rasa ini sudah cukup dan meng-cover tema kita hari ini, my daily routines.

R: walaupun ada beberapa yang ga bisa (ter-cover) ya?

C: iya, tapi sebenarnya yang tujuan pokoknya itu sudah tercapai dari alokasi waktu satu jam itu, which is good. Karena hari ini kan juga ada gladi resik untuk closing ceremony. Jadi bisa ada activity disebelum kegiatan itu sebenarnya sudah sangat baik, sudah meng-cover tema dan dari waktu yang disediakan juga mencukupi, tidak terlalu mepet dan tidak terlalu banyak sampai tidak ter-cover (materi intinya).

R: daily routines untuk hari ini bisa ya, kecuali untuk saluting flag...

C: iya, karena ini di auditorium, jadi dari jam 8 mereka sudah berada di auditorium. Begitu mulai langsung praying, attendance list-nya hanya disebutkan namanya kemudian mereka langsung mengacungkan tangan, seperti itu.

R: ada yang tidak masuk satu anak ya.

C: iya, Arya. Karena sudah masuk sekolah hari ini.

R: bernyanyinya juga sudah terlaksana ya.

C: iya, greeting song. Oya, mereka juga sudah bernyanyi if you're happy dong yang sudah dinyanyikan sebelum-sebelumnya, jadi mereka sudah bisa disini.

R: alright. Then about materials today yang pictures of daily routines itu menurutmu gimana?

C: because we have daily routines and there are so many pictures about what the people's doing. Father, mother, the kids are watching the television, father is reading news paper. I think it is very good and meng-cover dari daily routines. Dari gambar-gambar itu kan students bisa tau sebenarnya daily routines itu apa saja yang dilakukan. They also learned about some vocabularies like washing, cooking, sleeping, studying basedd on the pictures. So, students can simply guess what the people's doing here based on the pictures. Some of them sometimes ask the teachers like bahasa Inggrisnya menyiram tanaman itu apa? Seperti itu. Daily routines yang sebenarnya tidak begitu lazim bagi mereka. Kalau untuk reading, cooking, mereka semua sudah paham. Tapi kayak seperti menyiram tanaman, kemudian naik tangga, coming home, seperti itu mereka masih perlu drilling. Tapi mereka juga tanya vocabulary-nya itu.

R: tapi so far mereka bisa kan? terlalu susah ga sih menurut kamu?

C: sebenarnya bukan kesulitan sih, maksudnya hanya beberapa new vocabularies yang sebenarnya juga perlu untuk mereka. It is necessary for them to learn about some new vocabularies every meeting yah. Seperti yang tadi. Sebenarnya itu bukan suatu difficulties, tapi it is a must, jadi mereka ada something new to learn. Tapi dengan cara penyampaian dan dengan applying card, picture card, itu sama sekali tidak menjadikan suatu kesulitan.

R: tapi suka kan mereka?

C: iya, suka mereka. Karena disini juga ada games kan. Games-nya itu tentang cards consisting pictures of daily routines and they have to speak it and guess the activities. Kemudian stick it. Dan menurut saya disitu letak competition-nya, disitu mereka semangatnya jadi semakin antusias, seperti itu.

R: alright. Jadi hari ini sudah bisa berjalan dengan lancar. Instruksi yang kita berikan hari ini kira-kira anaknya sudah bisa mengikuti juga ya.

C: oya, because we use simple instructions for today jadi seperti biasa mereka sangat cepat sekali catching the meaning of some instructions from the teachers, jadi tidak ada hal yang perlu di khawatirkan masalah instructions. Tapi sebenarnya yang perlu dikhawatirkan itu karena pengaruh dari sekitarnya, because this is not in the classroom ya. Banyak sekali teman-teman yang dari beda lev el berkumpul disitu, sehingga itu mungkin akan attract their attention mengganggu konsentrasi mereka. Tapi untungnya di L1A ini, lagi dan lagi because mereka very...you know, sweet and smart as well jadi itu tidak masalah. Mereka masih bisa tau mana ketika harus memperhatikan teachers untuk made a circle and then paid attention to the teachers, did some exercises and they have to do some activities. Jadi mereka mau mengerjakan semuanya, dibandingkan dengan lari kesana-kesini. Tapi apabila sudah selesai waktunya mereka baru mau (bermain).

R: reaksi anaknya bagus ya.

C: iya bagus, sampai ada some teachers yang mengatakan L1A itu yang paling rapi, mainnya ga bahaya, mainnya gandengan. Jadi kalau lihat anak yang jalannya bergandengan, pelan-pelan, berarti itu anak L1A. Because we have age gap, jadi disitu ada beberapa usia yang sangat berbeda. It makes the older students build...you know...jadi rasa saling menyayangnya keluar.

R: iya, karena kan kita memperkenalkan sebagai keluarga kan.

C: iya, we introduce them as a family, jadi the younger one will feel aman, tidak ada intimidasi seperti yang lain.

R: thank you. Jadi so far seluruh materi sudah baik ya dari hari pertama sampai hari terakhir...

C: sebelumnya untuk hari ini yang closing-nya itu walaupun di auditorium, tapi alhamdulillah untuk closing kami tetap bisa menjalankan ritual seperti berdoa bersama, menyanyi good bye song. Walaupun sudah ada parents yang sudah menjemput, tapi mereka tetap mau menjalankan itu dulu untuk segera pulang, seperti itu untuk hari ini.

R: lalu untuk materi secara keseluruhan dari hari pertama sampai terakhir itu gimana? Efektifkah atau...

C: untuk materi from the first up to the last meeting I think everything is very efficient, sangat tepat sasaran sesuai dengan purposenya apa dan alhamdulillah semua plan yang sudah dirancang di syllabus ini semuanya berjalan sangat sukses, akan tetapi ada kendala-kendala yang sebenarnya diluar kendali teachers, seperti misalkan tempat, penjemputan, rute, time allocation, and sebenarnya teachers sendiri tidak bisa ya yang meng-inikan ya...karena ternyata lagi-lagi ada faktor-x ya seperti some committees, ya seperti itulah yang membuat.....tapi semuanya lancar kok untuk materinya. Good job!

R: Okay, thank you so far for helping me.

**INTERVIEW TRANSCRIPT
L1A PARENTS OF EFH 2013**

DAY 1

INTERVIEW TRANSCRIPT 10

Parent: Mama Ruri (Ibu Dina)

TEACHER: Ibu atas nama?

PARENT: ibu Dina,

TEACHER: sekedar ingin tanya selama ruri belajar di EFH ini apa ada peningkatan tentang materinya atau yang lainnya, suka atau tidak?

PARENT: kebetulan mereka sekolah di SD tumbuh ya, di sekolah materinya sudah jauh lebih sulit. Jadi sekedar mengisi liburan, jadi sekedar mengisi liburan.

TEACHER: lalu ekspektasi selama ruri belajar disini apakah sudah tercapai?

PARENT: untuk belajar dan bersenang-senang mengisi waktu liburan.

TEACHER: lalu apakah ananda ruri senang selama belajar disini atau bosan atau bagaimana?

PARENT: senang

TEACHER: senang ya, liburannya bisa fun. Lalu untuk materinya lebih mudah ya disini?

PARENT: jauh lebih mudah

TEACHER: lalu isinya menurut ibu perlukah ada peningkatan tentang apa seperti itu?

PARENT: untuk materinya kan beragam ya, karena dari sekolah mana-mana, jadi materinya lain-lain. Mungkin untuk pelaksanaan sebangsa CD itu nanti di include-kan per anak dalam biayanya, tapi per-kelas, jangan keseluruhan. Sama mungkin dibikin program pembelajarannya yang lebih menarik, misalnya dengan sains, selain barbecue, seperti pengenalan tanaman sambil belajar ini bunga, ini daun, seperti kemarin keliling gedung sambil belajar bahasa Inggris.

TEACHER: Oo, seperti itu ya. Kebetulan taun ini temanya juga teknologi. Agak kurang kelihatan ya bu temanya?

PARENT: iya kurang

TEACHER: kemarin ada kegiatan melukis diatas air, itu ada sains dan art-nya. Itu apa sudah diceritakan sama ruri?

PARENT: mungkin karena kebetulan saya juga baru ada banyak kegiatan jadi belum sempat membaca diary.

TEACHER: mungkin ibu ada tambahan masukan?

PARENT: kebetulan saya sudah beberapa kali ikut dulu juga setiap pembukaan itu selalu molornya terlalu lama, jadi anaknya sudah bosan dulu. Itu selalu dari jaman anak saya yang besar ikut.

TEACHER: Oh, putranya sudah pernah ikut...

PARENT: sudah tahun kemarin. Anak saya yang gede dulu-dulu juga selalu setiap acara pembukaan dan penutupan waktunya molor, jadi anak-anak sudah badmood, capek. Masukannya itu. Tapi pada umumnya bagus.

TEACHER: untuk delivery materials-nya sudah cukup ya?

PARENT: ya cukup karena ini kan juga beragam jadi kami tidak bisa menuntut. Kalau SD Tumbuh kan memang beberapa materi diberikan dalam bahasa Inggris, jadi memang mereka materinya mereka sudah jauh lebih susah. Tapi untuk sekolah-sekolah lain kan berbeda. Mungkin cuma cara pembelajarannya dibuat lebih menarik saja dengan pengamatan-pengamatan diluar.

TEACHER: terimakasih ibu, maaf mengganggu waktunya.

PARENT: terimakasih.

DAY 2

INTERVIEW TRANSCRIPT 11

Parent: Mama Arya

Teacher: nggak pernah cerita?

Parent: nggak..(tertawa)

Teacher: ooh..

Parent: dia Cuma cerita kalo main-main. Itu aja.

Teacher: oh..Cuma ceritanya kalau main-main. Tapi nggak ceritanya tentang maen apa gitu?

Parent: nggak..

Teacher: emm..

Parent: mungkin karena saya nggak nanya kali ya, Miss..

Teacher: ohh..mungkin karna agak malu-malu kalau cerita.

Parent: Pendiem ya?

Teacher: iya, agak malu-malu. Tapi kalau diminta ikut, ya ikut. Kadang minta tolong, Miss ini bagaimana Miss..

Parent: emm gitu

Teacher: kalau ngomong suka senyum ya, bu?

Parent: iya, sambil tertawa. Padahal kadang belum tahu jawabannya bener apa nggak..(tertawa)

Teacher: (ikut tertawa) hm.. pernah bilang suka atau tidak suka pas cerita?

Parent: nggk..nggak..

Teacher: nggak pernah bilang nggak suka?

Parent:nggak. Tapi keliatan seneng nggak, bu?

Parent: keliatan seneng. Mungkin karena dia sudah pernah ikut sebelumnya ya..

Teacher: oh sebelumnya pernah ikut. Pernah menunjukkan apa, menyanyi apa gitu, bu?

Parent: oh ya pernah..nyanyinya apa ya..nyanyinya katanya mau buat penutupan itu loh.diajari ya.

Teacher; oh..top of the world..iya

Parent: saya nggak tau nyanyinya apa sih dia.hehe..

Teacher: oh itu. nggeh..

Parent: ini Miss Dika kan? ini yang kemarin dikasih Miss Dika

Teacher: oh iya..ya. oh ya, ananda nggak pernah bercerita tentang susah atau nggaknya ya, bu?

Parent: oh nggak. Nggak pernah

Teacher: tapi kelihatan senang ya bu ya?

Parent: iya

Teacher; trus apa pernah cerita Teachersnya kurang jelas jelasinnya?

Parent: enggak

Teacher: menurut pandangan ibu, selama Arya belajar disini itu bagaimana, bu?

Pelajarannya buat Arya gimana? kemarin waktu diberi raport ka nada..

Parent: oh ya..saya nggak nulis ya, seharusnya nulis ya..(tertawa) katanya apa itu, harus nulis parah apa gitu

Teacher: oh itu..ya yang

Parent: nggak harus ya?

Teachers: nggak harus..

Parent:nggak sih, sejauh ini nggak apa-apa. Bagus semua. Anak saya Cuma nggak pernah cerita yang nggak enak0enak. Semuanya enak. Semuanya senang-senang mungkin

Teacher: em. Semunya senang ya bu ya?

Parent: HeEm, kalo pelajaran khususnya dia nggak cerita, emang diajarkan bahasa inggris apa dia nggak cerita

Teacher: ohh begitu

Parent: dia main-main.

Teacher: Kalau materinya bagaimana menurut ibu dari yang ada di raportnya?

Parent: ee..

Teacher: kurang apa gitu, bu?

Parent: sebenarnya nggak ada sih, belum..belum ada..belum evaluasi banget.

Teacher: Ohh..gitu..

Parent: lebih banyak kegiatan indoornya daripada outdoornya ya?

Teacher: oh nggeh, outdoornya kemarin ada

Parent: kurang ya dibandingin tahun lalu. Lebih banyak outdoornya tahun lalu itu loh..

Teacher: biasanya tiap tahun sama kok, bu

Parent: oh..sama

Teacher: jai ada 3x, campus grand tour, barbeque, sama field trip.outdoornya biasanya itu. Selain itu seandainya ada outdoor yang mengadakan itu indoor activitynya mungkin ada.

Parent: oh ya..maksudnya mungkin itu ya

Teacher: oh..oke.lalu ibu ada saran mungkin untuk materinya?selain outdoor ini apa lagi bu?

Parent: sepertinya Cuma itu saja. Mungkin cukup diperbaiki aja. Cuma itu aja.kemarin Arya soalnya ini kan kemarin dia masuk sekolah, yang lain kan belum masuk. Mos..

Teacher:ohh..

Parent: hari senin dia itu ada MOS, yang laen sih asli Jogja. Di kan Al-Azhar, Al-Azhar kan masuk duluan.orientasi siswa gitu. Semua murid dah masuk tanggal 8. Tapi sih tanggal 9, 10 libur.makanya Arya kan habis MOS baru kesini.11 12 kan masuk. Dia yang terakhir itu aja, yang iji, karna penutupan kan..
Teacher: oh..ya...MAkasih bu..

DAY 3

INTERVIEW TRANSCRIPT 12

Parent: Mama Kaka

Parent: Saya Putri

Teacher: Ibu Putri?

Parent: HeEm

Teacher: Ibu, putranya namanya?

Parent: Kaka

Teacher: Kaka. Sekedar mau Tanya tentang hasil belajar Kaka. Jadi sebelum belajar dan setelah belajar disini. Tentang materi yang diberikan apakah pas atau tidak, seperti itu.

Parent: kalau materinya kalau menurut saya untuk kaka sendiri, waktu hari pertama saya Tanya, “Ka, gimana apanya seneng nggak?” “oh ya senengbanget, tapi nggak ada bahasa inggrisnya e bunda” anaknya bilang gitu.

Teacher: oh nggak ada bahasa inggrisnya?

Parent: jadi mungkin menurut saya karena dia sudah terbiasa di sekolahannya berbahasa inggris, Miss-Missnya juga berbahasa inggris, dia mungkin merasa biasa aja gitu. Mungkin nggak ada hal baru buat dia. Gitu..

Teacher: Oh gitu

Parent: jadi mungkin kata Missnya kan Kaka nya juga jadi lebih dari temennya. Katanya loh..

Teacher: ooh..ya ya..

Parent: Ayahnya juga pernah diceritain gitu, jadi mungkin dia merasa belum ada yang baru

Teacher: Oh gitu

Parent: Trus dalam keseharian ini, Kaka sih sebenarnya sudah bisa diajakin ngomong bahasa inggris terus gitu loh. Mungkin karena Missnya juga kebanyakan masih campur, bahasa inggrisnya masih sedikit-sedikit. Karena mungkin masih elementary satu ya.

Teacher: iya, bus, soalnya masih disamakan dengan yang lain

Parent: eee...iya..iya..kalau menurut Kaka sih gitu. Cumin bahasa inggrisnya pas cumin nyanyi-nyanyi doing, bunda. Gitu pasti bahasa inggris.

Teacher: Oh gitu..jadi gamenya juga bahasa inggris

Parent: kalau kaka sih bilanganya gitu.

Teacher: Oh ya ya..

Parent: saya ngomongnya dari Kakanya saja. Kalau kalau ada perkembangannya atau nggak ya..kalau kaka sih seperti itu ya..kalau kita ngomong bahasa inggris, sebetulnya dia paham. Tapi dia jawabnya mungkin masih dalam bahasa Indonesia kebanyakan.

Teacher: oh gitu..

Parent:tapi kadang dia ngomong, tiba-tiba dia ngomong. Gitu..

Teacher: kalau untuk materinya, kaka suka nggak, bu?

Parent: Oh suka banget..

Teacher: suka?

Parent: HeEh. Dia enjoy banget. Tadinya kan hari pertama dia kan agak nggak mau berangkat cuman setelah hari pertama pulang, dia sudah “enak nggak, Ka?” dia sudah seneng banget. Padahal sebelumnya dia kan ke tempat eyangnya, sebelum-sebelumnya kan dia sudah libur, dia ketempat eyangnya trus setelah hari itu dia “mendingan kesini dulu aja deh”. Dia sudah seneng banget.

Teacher: oh gitu

Parent: mungkin Missnya juga welcome banget. Ya apa ya..bisa get a long sama anak-anaknya ya bagus

Teacher: Oh..

Parent: HeEm

Teacher: untuk misalkan skillnya ya itu tadi ya bu ya? Ya sudah menguasai

Parent:Kalau skillnya mungkin kaka sudah.....

Teacher: sudah tinggi, bu ya ...

Parent: ya bukan tinggi. Mungkin..ee.(tertawa)

Teacher: (ikut tertawa) tapi ya sama temen-temennya sudah lumayanlah..

Parent: HeEh..(tertawa)

Teacher: ya sudah, bu. Terimakasih bu..

Parent: iya

DAY 4

INTERVIEW TRANSCRIPT 13

Parent: Mama Naureen

Parent: ini agak menurun katanya

Teacher:menurun dari e..?

Parent:kualitasnya ininya menurun

Teacher:kualitas teachingnya atau keseluruhan?

Parent: kualitas apa namanya ee...(berfikir)

Teacher: tekniknya?

Parent: ya...

Teacher:atau kepanitiaannya?

Parent:panitiaannya mungkin. Panitianya kurang siap. Kalau yang dulu kan begitu hari pertama kaos langsung dibagi, kegiatan sudah ada. Kalau ini kan kaosnya besok ya..kegiatannya juga besok ya. Itu kan mungkin ya..kalau yang saya denger itu gitu. Kalau saya kan baru pertama jadinya kurang tau.

Teacher: Ooh..gitu ya ya..terimakasih ibu..sangat membantu

Parent: iya..

DAY 5**INTERVIEW TRANSCRIPT 14****Interview Mama Nur**

Teacher: Atas nama siapa?

Parent: itu kan di diary kan ada ibunya namanya..

Teacher: oh iya..(sama-sama tertawa). Ee..mau bertanya kalau misalkan di rumah Nur apa suka bercerita tentang disini, belajarnya suka atau tidak terus seperti itu?

Parent:ee kalau di rumah dia cenderung ke keseniannya itu ya..

Teacher:oh ya..

Parent: kalau nyanyi kan mas nya ada yang ikut, anaknya ka nada disini, di 4 A. itu kan paling diputer lagi lagunya, kalau masalah nyanyi atau apa semuanya ikut. Oh ya kemarin itu apa ya kemarin masuk kelas satu kan, tulisannya gini bacanya gini, bu. Ya iya itu memang(tertawa) ya emang gitu, tulisannya gitu nanti bacanya gitu

Teacher: iya iya masih agak susah, beda prononciationnya

Parent: di TK dulu emang nggak ada bahasa inggris, tulisannya apa, bacanya apa

Teacher:oh ya ya

Parent: emang udah ikut tahun ketiga ini

Teacher:ikut disini?

Parent: HeEh, dari 2011 kemarin. Pertama kali dia baru masuk ke TK, yang kedua, ada loh fotonya banyak (tertawa)

Teacher:kalau masalah materinya Yuri pernah cerita kalau susah atau tidak seperti itu, bu? Pernah cerita?

Parent: ya itu mungkin yang masih seneng-senengnya baca, tulisan sama bacaannya beda. Agak, gima..jelasinnya gimana ya..(tertawa)

Teacher: ooh..ya ya ya..readingnya ya? (ikut tertawa)

Parent: kalau dulu ikut kindie kan memang modele belum nulis to, gerakan ini bunyinya ini

Teacher: ya masih menyesuaikan itunya. Untuk hasilnya selama ikut tahun ini. Nuri ada peningkatan di bahasa inggris nya atau gimana bu? Suka bicara bahasa inggris atau tambah kata-kata bahasa inggris seperti itu?

Parent: ya tambah. Paling kalau ini meja apa? Kalau ini bahasa inggrisnya gimana ma?tulisannya gimana? Bunyinya gimana?ee..apa ya..ingin tahunya banyak.

Teacher: ooh..

Parent: kalau kemarin memang saya buat terlambat, karena dia awal puasa belum tentu, tadinya mau ijin, tapi anaknya, ikut aja bu..berangkat aja. Ya udah berangkat aja

Teacher: ooh kepengen berangkat (tertawa)

Parent:HoOh (tertawa) di rumah itu e..nunggu buka puasanya lama..

Teacher: lama..iaya kalau di rumah

Parent: kalau ikut kan pulang sampai rumah jam 12, tidur siang, berangkat TPA,

Teacher: Oh iya..hehe..untuk topiknya ananda Nur pernah bercerita tentang suka atau tidak dengan materi yang diberikan, hari ini belajar apa, missal saya suka atau bosen. Gitu..?

Parent: ya..jelasnya suka

Teacher: suka ya? Atau pernah bercerita ke ibu tentang belajarnya, selain itu apa gitu nggak ada, ibu? Maksudnya pengen belajar ini tapi nggak ada, seperti itu?

Parent: nggak..nggak

Teacher: jadi overall suka nggeh, bu?

Parent: palingan cuman, ibu ibu, kalau ini apa ya? kalau itu apa ya?

Teacher: penasaran

Parent: tulisannya

Teacher: bertanya lagi ya..

Parent: kalau ini tulisannya apa ya? gitu

Teacher: sebelumnya seperti itu juga? Atau....

Parent: pokoknya sejak dia ada peningkatan dalam membaca

Teacher: itu sejak tahun kemarin?

Parent: kendalanya kan kalau bahasa Indonesia ini, Cuma e sama e'. klaw di bahasa Inggris kan beda..

Teacher: itu dari sebelum awal masuk sini atau sebelumnya sudah seperti itu atau baru-baru ini

Parent: ya...baru-baru aja ini

Teacher: baru ini? Oh ya..mungkin pembendaharaan katanya baru

Parent: karena memang dulu, kemarin itu sama panitia disuruh ke kindie lagi..tapi saya nggak mau, masak ke kindie 3 tahun.

Teacher: tapi nur udah pinter kok, bu. Bisa mengikuti. Suruh menyebutkan ya bisa. Pokoknya itu gamenya apa bisa, tapi cuman masih agak malu-malu ya (tertawa). Tapi sudah mau berteman dengan teman-teman sudah bagus, bu.

Parent: itu apa, di lingkungan yang baru kayaknya nggak masalah dia itu. Kadang kalau saya belanja, dia masukin ke permainan, nanti pas saya jemput. Bu, saya dapet temen baru

Teacher: oh ya ya ya..

Parent: nggak masalah kalau lingkungan baru, apalagi bapaknya lingkungannya sini (tertawa) jadi lingkungannya sudah terbiasa.

Teacher: oh gitu. Terimakasih ibu..

Parent: ya..sama-sama..

DAY 6

INTERVIEW TRANSCRIPT 15

Parent: Ayah Dayu

Teacher: mau Tanya kemarin selama di EFH ananda Dayu pernah bercerita tentang EFH itu elajar apa saja itu, pak?

Parent: jarang e mbak..

Teacher: oh jarang ya, tapi pernah nggeh pak?

Parent: HeEh

Teacher: bercerita tentang apa, seperti itu, pak?

Parent: ya dia Cuma kalau ditanya kalau nggak ya nggak.

Teacher: waktu ditanya jawabnya gimana, pak?

Parent: ya dia ngomong anu, dia ya waktu itu diajarkan apa dia ngomong

Teacher: oh gitu..

Parent: nyanyi..

Teacher: oh nyanyi

Parent: gambar

Teacher: oh begitu..

Parent: yang pas kemarin itu

Teacher: yang bapak tanyakan apa saja? Tentang belajar apa seperti itu saja, pak?

Suka atau tidaknya itu gimana?

Parent: suka..

Teacher: oh..bilang suka? Pernah bilang susah atau nggak gitu, pak?

Parent: ya, nggak pernah nggak bisa

Teacher: oh nggak pernah. Oh ya ya.. lalu itu semuanya suka tentang materinya kalau ditanya?

Parent: iya..

Teacher: pernah menunjukkan apa, misalnya nyanyi, dinyanyikan gitu nggak pak dirumah?

Parent: kadang

Teacher: oh kadang dinyanyikan lagi

Parent: nyanyi sendiri

Teacher: nyanyi sendiri? oh ya ya ya.. senang ya pak belajar

Parent: iya senang

Teacher: memang bilang teacher-nya mengajarnya susah atau tidak, terlalu sulit dipahami begitu?

Parent: ndak komentar e mbak

Teacher: oh ndak komentar

Parent: tentang materi yang diajarkan menurut bapak bagaimana?

Teacher: sudah bagus mbak..

Parent: sudah bagus?

Teacher: kekurangannya ada nggak pak kira-kira? Karena kami mengajarkan tentang song, game, storytelling, jadi bercerita, game sama

Parent: Cuma anu..saya ngeliat sendiri waktu anaknya dilatih, latihan anu to..latihan pronunciation toh..nah konsepnya itu anu, nggak sampe anaknya bilang itu sudah dianggap oke. Makanya waktu pulang gitu ya apa waktu ketemu dia sering ditanya, anaknya Cuma diem senyum-senyum ya udah dibiarkan saja. Seharusnya kan ditunggu sampai jawab atau gimana, atau menyuruh pakai bahasa yang lain

Teacher: oh begitu, ya ya ya..

Parent: tapi dia tahu, apamungkin dia malu

Teacher: oh ya satu lagi, pendapat bapak tentang pelajarannya bagaimana pak? Selama putrid bapak mengikuti belajar disini itu apa ada peningkatan atau sama atau gimana?

Parent: meningkat sedikit

Teacher: meningkat sedikit di..? di apa? Peningkatan di bagian apa? Speakingnya atau

Parent: speakingnya, soalnya dua-duanya di jaman kita nggak ada e (tertawa)

Teacher: oh nggeh..nggeh.. yang terlihat apa ada penambahan ini ini?

Parent: nyanyi aja, mbak..

Teacher: oh nyanyi..vocabulary apa keliatan

Parent:belum terlihat

Teacher:bercerita apa, this is apa, gitu pak?

Parent:nggak ada, nggak terlihat.

Teacher:oh gitu. Oh ya bapak ada saran untuk EFH untuk pemberian materi gitu, pak?

Parent:emm..materinya saya kira dilanjut aja, mbak

Teacher: oh..dilanjut. baik, terimakasih bapak..

Parent: iya, makasih mbak ya..

DAY 7

INTERVIEW TRANSCRIPT 16

Parent: Mama Kiki

Teacher: Ananda bercerita tentang apa begitu, belajar apa, seperti itu, pak?

Parent: ya kemarin cuman nyanyi..belakajar menyanyi..bermin, mengeja, sapa-sapaan, mewarnai..

Teacher: dek kiki pernah cerita sua atau tidak suka dengan materi yang diberikan? Bilang aku nggak suka diajarin itu nggak pak? Yang paling disukai itu apa gitu, pak?

Parent: kemarin nyanyi, sampe dirumah aja ikut nyanyi-nyanyi..

Teacher: pernah memeragakan apa begitu, pak?

Parent: kemarin itu twinkle-twinkle, trus saya agak lupa, ada beberapa lagi

Teacher: oh, nah yang ditunjukkan yang nyanyi nggeh pak ya? Selain itu nggak?

Misalkan bahasa inggrisnya itu apa gitu nggak pernah bilang

Parent: nggak, nggak pernah. Sama angka-angka paling dia belajar angka-angka

Teacher:oh angka-angka..lalu pernah cerita kalo materinya susah gitu, pak?

Parent: nggak, nggak pernah.

Teacher: pernah bilang bosan atau nggak gitu, pak?

Parent: senang aja. Tadi juga Tanya mau ikut lagi tahun depan

Teacher: lalu pernah bilang teachersnya ngajarinnya kurang jelas gitu, pak?

Parent: nggak pernah cerita apa-apa.

Teacher: lalu menurut pendapat bapak selama dek kikinya ikut blajar itu bagaimana tentang materinya?

Parent: yang jelas dia ada kesibukan sama itu tadi belajar bahasa inggris.

Kebetulan kan di sdnya kelas 1 yang nilainya bagus ya bahasa inggrisnya

Teacher: oh gitu. Trus menurut bapak materinya sesuai atau belum

Parent: kalau menurut saya sih, saya nggak tahu yang pasti diajari baca ya..bacaan yang sederhana dulu lah. Karna kalau nggak kan dia blum tau. Kurang itu kalau ada bacaan kecil apa, nanti nggak Cuma disuruh ngeja, tapi nanti jug abaca dan artinya apa. Tapi ntar tergantung tngkatan kelasnya juga ya..mungkin sebetulnya dia kan masuknyakelas 2, tapi kan tahun ini pasti daftarnya kan dia belum naik kelas, jadi saya masukkan ke kelas satu. Sebenarnya seharusnya kelas 2.

Teacher:emm..iya.. kemarin selama disini itu materinya kebanyakan lagu, game, sama storytelling. Termasuk yang membaca itu masuknya di story. Ada ada aktivitasnya

Parent: aa..kemarin pas siswanya disuruh baca trus cerita

Teacher: ya, nanti ada. Sebenarnya ada, pak. Tapi tidak bercerita

Parent: oh jadi cuman membaca aja

Teacher: iya, ada membaca dan ada tugasnya juga, nanti ada kata-kata yang hilang, nanti ngisi kata-kata

Parent: solnya anaknya nggak pernah cerita kalau pulang langsung maen computer

Teacher: oh...suka maen computer ya..?(tertawa) menurut bapak kekurangannya apa pak, yang bapak tau, misalnya belajarnya mungkin

Parent: nggak, nggak pernah cerita. Langsung pulang langsung maen computernya aja trus. Paling ditambahin film-film apa gitu, biar bisa latihan

Teacher: tambah film? Sebenrny ada, pak. Sering. Kami ceritanya pake lagu-lagu lalu game bahasa inggris sama story. Lalu bapak ada saran lagi selain itu?

Parent: sarannya kalau liburan panjang aja, pas liburan pendek kan siswanya mau, tapi teachernya yang nggak ada waktu ya..? jadi nggak Cuma diadakan 1 tahun sekali tapi setahun dua kali

Teacher:ohh.. kemrin sempat dicoba juga diadakan, tapi di sore hari. Seperti itu. Tpi mungkin belum itu ya infonya masih, soalnya masih pertama kali, kemungkinan seandainya yang bisa terlaksana rencananya tahun depn mau diadakan lagi. Klas regular jadi ya dua bulan biasanya pak..

Parent: hampir sama sperti ini atau..

Teacher: hampir sama seperti ini, tapi ini kan liburan, yng itu versi regular, yang sore hari

Parent: semoga siapa tahu bisa mengikuti

Teacher: kemarin baru percobaan pertama kali, baru dapet murid sedikit. Soalnya baru pertama (tertawa) belum pada tau soalnya

Parent: infonya belum meluas

Teacher: iya, infonya belu meluas. Oh ya..nggeh pk. Terimakasih pak..

DAY 8

INTERVIEW TRANSCRIPT 17

Nama: Mama Maya

Teacher: Permisi bu, ingin bertanya tentang kemarin.....

Parent: Ini recording ya?

Teacher:iya

Parent: recorded ya?

Teacher:iya

Parent: oke..

Teacher: kemarin selama ananda Maya ikut belajar di EFH, pernah bercerita tentang apa aja, ibu? Tiap hari misalkan, kemarin saya habis maen game mamah, atau apa gitu..

Parent:emm..ya sebetulnya kalau bercerita langsung, dia harus dipancing, tadi di EFH bermain apa, atau ee..ngapain saja. Gitu..jadi dipancing. Tetapi ya itu tadi

emm ada beberapa kegiatan yang mungkin barangkali agak berkesan untuk mereka. Seperti misalkan ee..apa..e..barbeque, itu saya Tanya, tadi makan apa misalnya, sate, trus satenya habis berapa atau dapet berapa satenya.? e..Maya cerita dapet empat. Loh kok Cuma dapet empat? satunya dikasih ke teman. gitu ceritanya seperti itu. Trus juga apa membersihkan piring sendiri. Seperti itu, tapi itu memang harus ditanya. Jadi tidak bisa spontan cerita ke saya kalau ada apa peristiwa seperti itu. Trus kemudian yang kedua pada saat di Kasongan ya, dia juga cerita, saya Tanya juga, disana ngapain saja? kemudian dia cerita membuat ini, apa ya dia mengatakannya, dia menggunakan, membuat tanah liat. Pertama saya tidak begitu paham kok saya membuat doraemon gitu, trus saya juga buat love. Wow..doraemon, ini kan susah sekali buat satu benda, objeknya bentuknya doraemon, tapi setelah tau hasilnya, ternyata itu sudah cetakan. Nah kemudian kadang-kadang dia juga bernyanyi ee..lagu apa sih waktu itu ya, saya gak lupa. Tapi sampai sekarang masih sering disenndungkan adalah lagu theme ya ya..

Teacher: Top of the world

Parent: nah..top of the world. Walaupun..e..dia cukup hafal dengan nadanya, tapi liriknya tidak hafal (tertawa)

Teacher: (ikut tertawa) kosa kata barunya

Parent: jadi saya kalau bisa menyimpulkan yah al-hal atau materi yang berkesan itu yang bida dia ceritakan. Seperti tadi, song..gitu. kemudian ke kasongan membuat itu, itu kan sangat berkesan buat Maya, kemudian makan sate, trus membersihkan piring sendiri. Oh ya trus satu hale mm..games apa..saya juga tidak begitu faham itu game apa, kemudian dia bisa melakukan sesuatu di games itu, kemudian diberi rewards apa ya, saya agak lupa ya..

Teacher: oh anu..waktu menempel. Sticking games

Parent: probably ya..trus kemudian diberi makanan apa gitu. Diberi semua?nggak..dita diberi nggak? dia cerita tentang dita dan clara, dua nama itu yang sering dia ceritakan, dita dan clara. Saya Tanya, dita dapat tidak? clara dapat tidak? tidak, loh kok nggak dapet? Kan saya pikir dapet semua gitu ya, enggak karena tidak selesai atau or something

Teacher: beda grup soalnya..

Parent: oh beda grup. (tertawa)

Teacher: grup yang kalah ama yang menang grupnya. Maya yang menang ceritanya

Parent: oh gitu ya..(tertawa) ya dapet itu makanan. Dia main games Cuma dia menyebutnya apa, saya agak lupa gamesnya itu. Ya itu barangkali hal-hal yang berkesan menurut saya, saya menyimpulkannya hal-hal yang berkesan itu, hal-hal yang dia mau ceritakan ke orang tua. Ya itu tadi ceritanya.

Teacher: lalu kira-kira dek Maya suka ada bilang, Mah aku nggak suka materinya, kemarin Cuma dikasih ini aku, ma..

Parent: nggak, nggak, kalau itu nggak

Teacher: nggak bilang suka atau nggak?

Parent: nggak, jadi...

Teacher: jadi Cuma cerita langsung yang berkesan itu..

Parent: ya saya pancing. Kalau misalnya ya itu tadi secara spontan itu tidak, tapi harus ditanya dulu. Misalkan tadi belajar apa, tadi ngapain aja di kelas sama Miss Dika dan Miss Dita, misalnya seperti itu.

Teacher: ditanya senang atau tidak seperti itu, bu

Parent: emm.. pernah.. senang.. senang sih. Yang sering ya itu tadi yang sering dia nyanyikan itu, ya sering diulang ya lagu.. lagu itu tadi

Teacher: nyanyi lagu-lagu. Kalau misalkan kosa kata, vocabularies yang new wordsnya apa gitu nggak pernah? Misalkan she's chair atau chair

Parent: belum e.. belum muncul gitu ya..

Teacher: belum muncul. (tertawa)

Parent: paling kalau itu misalnya itu bisa merespon, bye bye, greetings gitu

Teacher: ooh..

Parent: thank you.. gitu.. apa.. e.. introducing itu loh, my name is. Gitu gitu. Itu yang bisa saya lihat setelah mengikuti program ini, gitu.

Teacher: sebelumnya belum ini ya bu, belum....

Parent: pernah ya dia, I think this is the second

Teacher: the second

Parent: the second one

Teacher: lalu ibu pernah bertanya susah nggak materinya

Parent: nggak sih

Teacher: nggak bercerita mayanya

Parent: enggak. Yang saya tanyakan ya tadi itu, senang tidak, ngapain aja, gitu. Ya saya hanya menyimpulkan bahwa yang bisa dia ekspresikan itu sesuatu yang dia ingat dan dia senang. Gitu kan.. disitu.

Teacher: emm.. berarti ananda Maya mengerti kurang lebih dengan penjelasan teachersnya. bagaimana

Parent: penjelasan..

Teacher: penjelasan teachersnya. Menjelaskan tentang games seperti ini, instruksinya seperti ini, seperti itu. Berarti sudah..

Parent: kalau itu ya tidak saya tanyakan. Paling ya itu tadi kalau ada kaitannya dengan games tadi, itu tadi dia mendapatkan apa, makanan itu ya.. nabati atau apa ya mbak ya..

Teacher: reches

Parent: ya itu ya.. nabati..

Teacher: wafer

Parent: trus saya tanyakan lebih lanjut mengapa, apa semuanya dapat atau nggak, gitu. Tidak, karena dia selesai, atau bisa melakukan itu, gitu. Mungkin itu buat barangkali bisa menunjukkan bahwa faham instruksinya (tertawa)

Teachers: emm menurut ibu trus implementasinya materi yang diberikan ke Maya itu sudah ps atau belum?

Parent: ya mungkin karna dia sangat senang dengan songs, games, yang terkesan kegiatan-kegiatan yang ee.. apa namanya, ee.. outdoor activity situ nampaknya membuat dia bisa bercerita banyak tentang apa yang dilakukan daripada kalau kegiatan yang di kelas. Gitu.. dan karena dia suka song, nyanyi gitu, ya.. senang senandung beberapa lagu yang nampaknya diajarkan disini. Ya saya melihat ya kalau song itu menjadi daya tarik tersendiri buat anak-anak. Meskipun ya itu tadi,

apa namanya pengucapan atau liriknya tidak dihafal gitu. Apa mungkin karena pendek ya waktu EFH, tidak apa namanya, dia baru bisa satu dua kata atau kata terakhir gitu, baru dia bisa ingat. Lebih senang apa em..instruksi apa namanya bukan liriknya ya..lagunya ya itu dia bisa mengikuti, artinya bisa senang begitulah.

Teacher: jadi selama mengikuti kegiatan EFH ini Maya sudah ada peningkatan ibu ya..? maksud saya pendapat ibu mengenai dek maya waktu mengikuti acara ini.

Parent: ya yang pasti kan lebih, lebih confident, lebih percaya diri, terutama dalam berinteraksi. Ketika dia bisa menyebutkan nama temannya, apa namanya, dan bercerita tentang temannya, dua temannya itu. Satu lagi yang cowok itu, Andru?

Teacher: Andra

Parent: ya Andra..

Teacher: bercerita tentang Andra ya..

Parent: iya, Andra. Kemudian apa namanya, ya cerita Andra dengan Dita (tertawa) Andra love Dita.(tertawa) terus e ya itu di apa namanya Mungkin di hari-hari pertama belum ya, tapi setelah setelah beberapa hari bisa bercerita tentang temannya.

Teacher: Bahasa Indonesia ya bu?

Parent: Ya bahasa Indonesia. Dalam bahasa inggris ya itu tadi, greetings, song, gitu, kemudian introducing, ya bisa saya amati.

Teacher: lalu kira-kira ada kekurangan nggak bu pada materi yang sudah diberikan ke Maya?

Parent: ya itu tadi karena, apa namanya, ee..di diary itu diberikan topic-topiknya, misalnya hari ini tentang apa, itu kan?iya?

Teacher: iya..

Parent: the topic isn't it?

Teacher: oh ya

Parent: lebih kemudian apa, bernyanyi apa, kemudian menggambar apa misalnya, trus vocab pa yang diperkenalkan hari itu, ee belum banyak informasi yang bisa saya dapatkan dari diary itu sehingga belum bisa melihat apakah bagian mana yang perlu di infuse atau tidak. Tapi memang karena apa yawaktunya sangat pendek gitu, jadi dalam waktu kurang dari dua minggu sehingga masih proses apa ya, ee..peningkatan interaksi, interaksi, rasa percaya diri dengan temannya, gurunya, gitu. Lebih banyak ke situ sih. Jadi mungkin dengan games barangkali ya sehingga interaksi dengan temannya bisa lebih cepat. Iya iya, barangkali itu.

Teacher: iya iya betul juga ibu. Awalnya pada malu-malu, setelah game bisa langsung kenal.

Parent: iya gitu. Sehingga bisa lebih mengenal temannya, namanya, kemudian lebih percaya diri, lebih berani dan interaksinya lebih banyak barangkali.

Teacher: dek maya itu interaksinya bagus, sama temannya langsung kenal gitu, langsung ngobrol. Langsung cepet itunya. Lalu ada saran atau masukan selain yang sudah disebutkn tadi, ibu?

Parent: iya, apa namanya, lebih panjang lagi waktunya (tertawa)

Teacher: (ikut tertawaa) oh ya, itu

Parent: trus apa namanya, lebih penjelasan tentang hari ini belajar apa saja itu bisa lebih mendetail. Sehingga dirumah orang tua juga bisa membantu mengulangi lagi

materi yang diajari hari itu. Kemudian song that's good, tapi saya juga beberapa tidak hafal ya dengan nadanya, sehingga apa namanya, tidak bisa diulang lagi di rumah. Jadi seandainya bisa apa ya dibekali sehingga saya pikir orang tua bisalah ngopy filenya sebelum mereka pulang. Sehingga di rumah bisa diperdengarkan lagi, di ulang lagi, karena liriknya sudah ada di diary kalau tidak salah beberapa songnya, cuman nadanya itu yang tidak ada sehingga orang tua tidak bisa membantu untuk mengingat kembali song itu.

Teacher:emm iya. Lalu ada lagi, ibu?

Parent: sarannya ya?

Teacher:iya..

Parent: lebih diperpanjang kemudian materinya e...apa diperjelas, diperinci lagi, belajar-belajar apa. Atau mungkin e..hari ini melakukan misalkan mengerjakan apa, tapi itu memang diberikan di akhir, pekerjaan mereka ya..

Teacher: oh iya..

Parent: iya kan? Jadi maksudnya kalau ada semacam woksheets yang dikerjakan oleh siswa itu bisa ditunjukkan dulu ke orang tua sehingga bisa melihat, keterangannya apa, gitu. Itu saja.

Teacher: oh ya..terimakasih bu..

Parent: sudah?

Interview Transcript L1A Children of EFH 2013

DAY 7

INTERVIEW TRANSCRIPT 18

Children: Naureen dan Krisna

Teacher: kemarin naureen belajar apa?

Naureen: dimana? Dimana?

Teacher : Hmm..?(kurang jelas)

Naureen: dimana? Dimana?

Teacher: disini. Kemarin udah belajar apa aja? nauren dan krisna inget gak?

Naureen: belajar itu loh, membuat rumah. Terus mewarnai, Miss. Terus menempel berbahasa inggris.

Krisna: berbahasa inggris apa?(bertanya pada Naureen)

Naureen: nempel-nempel bahasa inggris, jadi sambil nempel sambil ngomong bahasa inggris.

Krisna: jadi, jadi inget berbahasa inggris.(lantas tertawa)

Teacher dan Naureen ikut tertawa

Teacher: terus apa lagi?

Naureen: hmmm..(berpikir)

Krina: trus apa lagi ya Miss, lupa e.emm ke kampus..

Teacher: kampus mana?

Naureen: Campus Grand Tour

Teacher: yaaa...Campus Grand Tour..lihat apa aja?

Naureen: lihat kampus..kampus..

Krisna: lihat hutan

Teacher: building ya?

Naureen: lihat museum

Teacher: what kind of building? Lihat apa aja? Library?

Naureen dan Krisna: Ho'Oh..(setuju)

Teacher: trus?

Krisna :aaa...look .books..

Teacher: hm..?(kurang jelas)

Krisna: books..

Teacher: oh iya..look books. Trus? Apa lagi?

Naureen : eee.....(mengingat-ingat)

Teacher: lupa ya? Trus suka ga materi yang kemarin belajar disini? Dari senin minggu kemarin?

Naureen dan Krisna: suka

Teacher: suka..?yee... trus sukanya belajar yang mana?

Naureen: eee...itu yng ngecat di air

Teacher; oh yang ngecat di air itu ya..yang water painting itu ya?

Krisna: kan aku itu, Miss?

Naureen: kan kamu belum diwawncarai

Teacher: yaa bareng aja. Krisna juga suka ngecat? Atau suka yang lain? suka yang mana kalau krisna?

Krisna: kalau aku suka semuanya lah

Teacher : hmm? (kurang jelas)

Krisna: suka semuanya

Teacher: suka semuanya? hehe.. trus suka apa lagi si Naurren?

Naureen: suka... suka main polisi dan bandit

Teacher: oohh... ya.. trus? ada lagi kah?

Naureen: eee.. enggak.

Teacher: nggak ada yang disukai lagi?

Naureen: eee.. suka suka suka.. nempel.. games yang nempel

Teacher: oh.. games yang nempel-nempel ya..

Naureen: HOOh.. (setuju)

Teacher: emm.. suka g belajarnya, materinya?

Naureen: mengangguk

Teacher: gampang banget nggak?

Naureen: nggak gampang banget, tapi nggak susah banget

Teacher: oh.. pas berarti ya.. asyikk

Krisna: Miss, yang sekelas itu, ruri, aku, naureen pinter semuanya..

Teacher: oh pinter semua.. good.well.. bahasa inggrisnya apa semuanya?

Krisna: semuanya

Teacher: Asik. Emang murid-murid cerdas kalian ya.

Krisna: aku suka itu pelajaran bahasa inggis.

Teacher: emm.. kalo menurut krisna, susah nggak materinya yang kemarin diajarin disini?

Krisna: nggak

Teacher: nggak susah?

Krisna: gampang

Teacher: Gampang? sip sip sip. Trus asyik nggak?

Krisna: asyik

Teacher: seneng atau bosen?

Krisna: asyik

Teacher: asyik?

Krisna: asyik, seneng, bosen, eh enggak.. (semua tertawa)

Teacher: ngerti nggak kalo dijelaskan sama techernya, sama Miss Dika, Miss Dita?

Krisna: ngerti

Teacher: ngerti? ngerti banget ya.. bingung nggak?

Krisna: enggak.

Teacher: nggak bingung? Wow keren.. terus Nauren sama krisna pengen belajar apalagi kalau belajar?

Naureen dan krisna: emmmm (berpikir)

Teacher: belajar apa? aktivitasnya ngapain gitu? Atau belajar apa gitu?

Naureen: ya besok kita dah terakhir..

Teacher: yaah... iya.. (sedih)

Nauren: enak e apa itu..

Teacher: apanya?

Krisna: EFHnya enak
 Teacher: krisna tahun depan mau ikut lagi?
 Krisna: HeEh..
 Naurren: kelas 2 atau kelas 3 ikut
 Teacher: iya ikut lagi.kan tiap tahun ada
 Naureen: aku ngajak tetangga-tetangga..
 Krisna: sekarang hari apa?
 Teacher: hari..sekarang hari rabu..
 Krisna: woo.. bagus..bagus..
 Teacher: NAuren pengen belajar apa jadinya?
 Naureen: pengen belajar...(berpkir)
 Teacher; semuanya?
 Naureen: semuanya..
 Teacher: apa lagi? Semuanya? Nempel-nempel lagi?trus?
 Naureen: game lari-larian
 Teacher: maen game lagi. Nyanyi-nyanyi suka nggak?
 NAureen: suka
 Teacher: sudah hafal belum lagunya kemarin?
 Naureen: sudah
 Teacher:udah?
 Naureen: di mobil aku sambil nyanyi trus adekku juga ikut
 Teacher: oh ya?nyanyi apa tadi di mobil?
 Nauren: top of the world
 Teacher: waaaw..good..selaen top of the world, ada yang inget lain lagi nggak?
 Yang 3 bears?
 NAureen: pas nggak masuk..
 Teacher:oh..nggak masuk
 Krina: kalo aku yang ded...ded..(sambil mainin jarinya)
 Teacher: oh..daddy finger itu ya?
 Nauren: kalau aku tahu yang to more we get together
 Teacher: oh yang the more we get together. Oh yaa...
 Kemudian bernynyi bersama
 Teacher: oke..thank you ya..

DAY 8

INTERVIEW TRANSCRIPT 19

Children: Raka dan Clara

Teacher: kemarin raka sama clara belajar apa aja disini? Kemarin dah belajar apa aja hayoo inget nggak?
 Raka dan Clara: Emmm
 Teacher: hmm? Raka belajar apa aja?
 Raka: hehe nggak tau..
 Teacher: ih hehe, nggak tau? Kemarin dah belajar apa? Mewarnai, menggambar, menempel, apa?

Raka dan clara: emm..(bingung)

Teacher: hm..mengecat? kemarin clara maen game apa?

Clara: maen cat.hehe..

Teacher: maen cat..trus apa lagi? Maen catnya tentang apa? Ada warna apa aja kemarin?

Clara: aku nggak tau.hehe

Teacher; nggak tau, kemrin catnya ada warna apa aja sih? Merah, kuning, hijau

Clara: hijau

Teacher: red, yellow, green, blue

Clara: (menirukan)

Teacher: good. selain itu ngapain lagi? Kemarin, dulu-dulu ngapain aja kita ya?

Clara: game

Teacher: game? Inget nggak maen game apa aja?

Clara: aku nggak tau

Teacher; ooh..oke. kemarin-kemarin suka nggak sama belajarnya?seneng nggak belajarnya kemarin?

Clara:seneng

Teacher: are you happy?

Clara:Yes..

Teacher: yeah..good. kalo raka, kemarin suka nggak belajarnya? Nyanyi-nyanyi,lari-lari, menempel?

Raka: aku suka.hehe

Teacher: suka?

Raka: suka banget

Teacher: suka banget? Asyik..Clara suka nggak?

Clara: suka

Teacher: sukanya maen yang mana? Sukanya ngapain? Nyanyi? Maen game?

Kemarin clara atau raka sukanya maen atau nyanyi?

RAka: Aku suka nyanyi

Teacher: raka suka nyanyi?waa..nyanyi.trus kalau clara sukanya apa?

Clara: maen

Teacher: maen? Maen apa?

Aka: aku juga suka maen. Hehe

Teacher: oh ya..Raka juga suka man ya..suka yang lainnya apa? Nempel-nempel..kemarin bikin doraemon?

Clara: (diem)

Teacher: kalau kemarin suka nggak belajarnya? Bisa nggak belajarnya?susah nggak belajarnya? Kemarin tentan stationery, tentang lat tulis. Ngerti nggak kemarin?dah ngerti blum?

Clara:ee..enggak..

Teacher: nggak ngerti? Pen, pencil, yo know?yang lainnya ngerti juga nggak?

Clara: (menggelengkan kepala)

Teacher: nggak ngerti?

Clara: ngertinya pencil sma scissor

Teacher: oohh sukanya pencil sama scissor..kalo pen tau nggak?

Clara: (menggangguk)

Teacher: tau..kalo eraser?
 Clara: tau
 Teacher: lah itu tau semua.trus apalagi ya, ruler?
 Clara: (menggelengkan kepala)
 Teacher: ruler belum tau.emm..oke. kalo raka susah nggak belajarnya disini kemarin?susah nggak?
 Raka: (menggelengkan kepala)
 Teacher: nggak susah. Suka kan belajarnya? Suka nggak? Bosen nggak?Hah?
 Asyik nggak belajarnya?
 Raka: asyik.
 Teacher: kalau dijelaskan sama Miss Dika sama Miss dita, Raka sama clara ngerti nggak?
 Clara: nggak ngerti
 Teacher: nggak ngerti?kalo dijelaskan ayo hari ini kita belajar apa, ngerti nggak maksudnya?maksudnya mau ngapain ya..ngerti nggak?clara ngerti nggak?kalo nggak ngerti jawab aja, nggak apa-apa
 Clara:eee..nggak tau..
 Teacher: clara pengen belajar apa lagi kalau belajar besok?tentang warna, mobil, tentang apa?ee.. pengen maen atau pengen nyanyi?atau semuanya?
 Clara: semuanya..
 Teacher: semuanya, mau?
 Clara; mau
 Teacher: Good..pengen apa lagi?nyanyi, maen,apa lagi ya..cerita?mau nggak dengerin cerita lagi?
 Clara: (mengangguk)
 Teacher; mau..hehe..menempel mau nggak?
 Raka: aku mau menempel
 Teacher: raka mau menempel..maen menempel-nempel ya..trus kalo nyanyi mau nggak?
 Raka: aku suka banget
 Teacher: suka banget? Kalau maen suka nggak?
 Raka dan Clara: suka-suka..
 Teacher: tapi kemarin kok nggak ikutan maen. Capek ya?kalau dengerin cerita ma nggak?
 Raka:eee..nggak mau..
 Teacher: nggak mau dengerin cerita?hmm oke..good. Raka, clara, thank you so much..

DAY 9

INTERVIEW TRANSCRIPT 20

Children: Ais, Ruri dan Syifa

Teacher: Disini dek ais dan syifa belajar apa aja, hayoo inget g?
 Syifa: disini?
 Teacher : iya, waktu disini kemarin dek ais dan syifa belajar apa aja?
 Ais: yang ini? (sambil menunjuk tugas melukis)

Teacher : ya, semunya..apa itu? Melukis..melukis pakai cat air ya?

Teacher: Ruri, kemrin habis belajar apa aja sih?games, sing a song atau apa aja?

Ruri: Sing a song

Teacher: hmm..trus belajarnya ngapain aja?

Ruri:

Teacher: suka nggak sama materinya?

Ruri: (mengangguk)

Teacher: kemarin suka nggak sama yang dikasih Miss Dika dan Miss dita?

Ruri: Suka

KUISSIONER
ENGLISH FOR HOLIDAY 2013

Questionnaire 1

Nama Responden : Ari
 Usia Responden : 35 years
 Nama anak : Naureen
 Usia/Jenis kelamin anak : 7/ perempuan

No.	Pertanyaan	Keterangan
1.	Apakah putra-putri Bapak/Ibu senang mengikuti seluruh kegiatan dalam English For Holiday (EFH) ini?	Ya. Senang sekali
2.	Apakah ada peningkatan kemampuan/skills dalam berbahasa Inggris putra-putri Bapak/Ibu selama mengikuti kegiatan ini? Apabila ada, skills apakah yang sekiranya paling dapat terlihat?	Conversation skill
3.	Bagaimana pendapat Bapak/Ibu terkait materi yang dipelajari putra-putri Bapak-Ibu dalam EFH ini? Apakah ada kelebihan dalam isi materi yang disampaikan di EFH ini berdasarkan apa putra-putri Bapak/Ibu sampaikan atas apa yang telah mereka pelajari dan dari <i>teacher's note</i> dalam buku diary?	Fun
4.	Lalu apakah ada kekurangan dalam isi materi yang disampaikan di EFH ini? Apabila ada, dimana letak kekurangan tersebut?	Should be more English intensive
5.	Apakah putra-putri Bapak/Ibu mengalami kesulitan dalam memahami materi yang diberikan selama belajar di EFH ini?	No
6.	Apakah putra-putri Bapak/Ibu mengalami kesulitan dalam mengikuti aktivitas yang diberikan selama belajar di EFH ini?	No

7.	Apakah putra-putri Bapak-Ibu merasa bosan dengan materi yang diberikan oleh guru? Apabila benar, materi yang bagaimanakah yang membuat putra-putri Bapak-Ibu merasa bosan?	No
8.	Apakah putra-putri Bapak-Ibu menyukai materi yang diberikan oleh guru? Apabila benar, materi yang seperti apakah yang disukai putra-putri Bapak-Ibu?	Yes, songs and games
9.	Apakah Bapak/Ibu memiliki saran terkait materi yang putra-putri Bapak/Ibu pelajari di EFH ini?	Already good
10.	Apabila ada kesempatan, apakah Bapak/Ibu berencana mengikutsertakan putra-putrinya di EFH tahun mendatang?	Yes

Questionnaire 2

Nama Responden : Dwiyani Pratiwi
 Usia Responden : 36 tahun
 Nama anak : Maya Fayza Zahra
 Usia/Jenis kelamin anak : 6tahun/ Perempuan

No.	Pertanyaan	Keterangan
1.	Apakah putra-putri Bapak/Ibu senang mengikuti seluruh kegiatan dalam English For Holiday (EFH) ini?	Senang
2.	Apakah ada peningkatan kemampuan/skills dalam berbahasa Inggris putra-putri Bapak/Ibu selama mengikuti kegiatan ini? Apabila ada, skills apakah yang sekiranya paling dapat terlihat?	Ya, terutama cara greeting dan leave taking
3.	Bagaimana pendapat Bapak/Ibu terkait materi yang dipelajari putra-putri Bapak-Ibu dalam EFH ini? Apakah ada kelebihan dalam isi materi yang disampaikan di EFH ini	Materi: song

	berdasarkan apa putra-putri Bapak/Ibu sampaikan atas apa yang telah mereka pelajari dan dari <i>teacher's note</i> dalam buku diary?	
4.	Lalu apakah ada kekurangan dalam isi materi yang disampaikan di EFH ini? Apabila ada, dimana letak kekurangan tersebut?	Vocabulary susah diingat
5.	Apakah putra-putri Bapak/Ibu mengalami kesulitan dalam memahami materi yang diberikan selama belajar di EFH ini?	Materi vocabulary
6.	Apakah putra-putri Bapak/Ibu mengalami kesulitan dalam mengikuti aktivitas yang diberikan selama belajar di EFH ini?	Tidak
7.	Apakah putra-putri Bapak-Ibu merasa bosan dengan materi yang diberikan oleh guru? Apabila benar, materi yang bagaimanakah yang membuat putra-putri Bapak-Ibu merasa bosan?	Tidak
8.	Apakah putra-putri Bapak-Ibu menyukai materi yang diberikan oleh guru? Apabila benar, materi yang seperti apakah yang disukai putra-putri Bapak-Ibu?	Songs
9.	Apakah Bapak/Ibu memiliki saran terkait materi yang putra-putri Bapak/Ibu pelajari di EFH ini?	Materi yang diajarkan dikelas ditunjukkan ke ortu (mis. Worksheet) sehingga dirumah ortu bisa membantu mengingat kembali materi tersebut
10.	Apabila ada kesempatan, apakah Bapak/Ibu berencana mengikutsertakan putra-putrinya di EFH tahun mendatang?	Ada rencana

Questionnaire 3

Nama Responden : Dyah P
 Usia Responden : 35 tahun
 Nama anak : Pramudhita Nirmala Dewi
 Usia/Jenis kelamin anak : 6,7 tahun/ perempuan

No.	Pertanyaan	Keterangan
1.	Apakah putra-putri Bapak/Ibu senang mengikuti seluruh kegiatan dalam English For Holiday (EFH) ini?	Senang.
2.	Apakah ada peningkatan kemampuan/skills dalam berbahasa Inggris putra-putri Bapak/Ibu selama mengikuti kegiatan ini? Apabila ada, skills apakah yang sekiranya paling dapat terlihat?	Tidak
3.	Bagaimana pendapat Bapak/Ibu terkait materi yang dipelajari putra-putri Bapak/Ibu dalam EFH ini? Apakah ada kelebihan dalam isi materi yang disampaikan di EFH ini berdasarkan apa putra-putri Bapak/Ibu sampaikan atas apa yang telah mereka pelajari dan dari <i>teacher's note</i> dalam buku diary?	Dari teacher's note belum terlihat apa saja yang diberikan pada anak-anak, jadi belum terlihat materi apa yang difokuskan
4.	Lalu apakah ada kekurangan dalam isi materi yang disampaikan di EFH ini? Apabila ada, dimana letak kekurangan tersebut?	Sebaiknya parents diberi schedule materi yang akan diberikan selama dua minggu (semacam silabus) jadi parents tau materi yang akan difokuskan.
5.	Apakah putra-putri Bapak/Ibu mengalami kesulitan dalam memahami materi yang diberikan selama belajar di EFH ini?	Tidak
6.	Apakah putra-putri Bapak/Ibu mengalami kesulitan dalam mengikuti aktivitas yang	Tidak

	diberikan selama belajar di EFH ini?	
7.	Apakah putra-putri Bapak-Ibu merasa bosan dengan materi yang diberikan oleh guru? Apabila benar, materi yang bagaimanakah yang membuat putra-putri Bapak-Ibu merasa bosan?	Tidak bosan
8.	Apakah putra-putri Bapak-Ibu menyukai materi yang diberikan oleh guru? Apabila benar, materi yang seperti apakah yang disukai putra-putri Bapak-Ibu?	BBQ party Jalan-jalan ke kasongan
9.	Apakah Bapak/Ibu memiliki saran terkait materi yang putra-putri Bapak/Ibu pelajari di EFH ini?	Untuk elementary 1, materi yang diberikan terlalu simple
10.	Apabila ada kesempatan, apakah Bapak/Ibu berencana mengikut-sertakan putra-putrinya di EFH tahun mendatang?	Ya

.

Questionnaire 4

Nama Responden : Destiana Patminingsih

Usia Responden :36 Tahun

Nama anak :Callista Adiningsih

Usia/Jenis kelamin anak :7 Tahun/P

No.	Pertanyaan	Keterangan
1.	Apakah putra-putri Bapak/Ibu senang mengikuti seluruh kegiatan dalam English For Holiday (EFH) ini?	Iya, senang
2.	Apakah ada peningkatan kemampuan/skills dalam berbahasa Inggris putra-putri Bapak/Ibu selama mengikuti kegiatan ini? Apabila ada, skills apakah yang sekiranya paling dapat terlihat?	Ada, lebih bisa bernyanyi bahasa inggris dengan lancer dan cepat hafal
3.	Bagaimana pendapat Bapak/Ibu terkait materi yang dipelajari putra-putri Bapak-Ibu dalam EFH ini? Apakah ada kelebihan dalam isi	Bagus, kelebihanannya anak lebih berani bernyanyi dalam bahasa inggris dan

	materi yang disampaikan di EFH ini berdasarkan apa putra-putri Bapak/Ibu sampaikan atas apa yang telah mereka pelajari dan dari <i>teacher's note</i> dalam buku diary?	senang bermain games.
4.	Lalu apakah ada kekurangan dalam isi materi yang disampaikan di EFH ini? Apabila ada, dimana letak kekurangan tersebut?	Tidak ada, Cuma waktu pelaksanaan saja yang terlalu berkesan buru-buru mungkin karena dimulainya dengan bulan puasa
5.	Apakah putra-putri Bapak/Ibu mengalami kesulitan dalam memahami materi yang diberikan selama belajar di EFH ini?	Tidak
6.	Apakah putra-putri Bapak/Ibu mengalami kesulitan dalam mengikuti aktivitas yang diberikan selama belajar di EFH ini?	Tidak
7.	Apakah putra-putri Bapak-Ibu merasa bosan dengan materi yang diberikan oleh guru? Apabila benar, materi yang bagaimanakah yang membuat putra-putri Bapak-Ibu merasa bosan?	Tidak
8.	Apakah putra-putri Bapak-Ibu menyukai materi yang diberikan oleh guru? Apabila benar, materi yang seperti apakah yang disukai putra-putri Bapak-Ibu?	Iya menyukai, menyukai games dan benyanyi
9.	Apakah Bapak/Ibu memiliki saran terkait materi yang putra-putri Bapak/Ibu pelajari di EFH ini?	Lebih banyak lagi diajari komunikasi dalam bahasa inggris
10.	Apabila ada kesempatan, apakah Bapak/Ibu berencana mengikut-sertakan putra-putrinya di EFH tahun mendatang?	Iya

Questionnaire 5

Nama Responden : Lismadiana
 Usia Responden : 33 tahun
 Nama anak : Nayaka hanif Pramudya
 Usia/Jenis kelamin anak : Laki-laki

No.	Pertanyaan	Keterangan
1.	Apakah putra-putri Bapak/Ibu senang mengikuti seluruh kegiatan dalam English For Holiday (EFH) ini?	Sangat senang. Antusias sekali dalam mengikuti kegiatan EFH.
2.	Apakah ada peningkatan kemampuan/skills dalam berbahasa Inggris putra-putri Bapak/Ibu selama mengikuti kegiatan ini? Apabila ada, skills apakah yang sekiranya paling dapat terlihat?	Ada. Paling terlihat bisa bernyanyi dalam bahasa Inggris dan menyapa.
3.	Bagaimana pendapat Bapak/Ibu terkait materi yang dipelajari putra-putri Bapak/Ibu dalam EFH ini? Apakah ada kelebihan dalam isi materi yang disampaikan di EFH ini berdasarkan apa putra-putri Bapak/Ibu sampaikan atas apa yang telah mereka pelajari dan dari <i>teacher's note</i> dalam buku diary?	Kelebihannya menggunakan metode bermain sambil belajar, sehingga cocok untuk usianya.
4.	Lalu apakah ada kekurangan dalam isi materi yang disampaikan di EFH ini? Apabila ada, dimana letak kekurangan tersebut?	Tidak ada.
5.	Apakah putra-putri Bapak/Ibu mengalami kesulitan dalam memahami materi yang diberikan selama belajar di EFH ini?	Tidak mengalami kesulitan dalam belajar EFH
6.	Apakah putra-putri Bapak/Ibu mengalami kesulitan dalam mengikuti aktivitas yang diberikan selama belajar di EFH ini?	Tidak.
7.	Apakah putra-putri Bapak/Ibu merasa bosan dengan materi yang diberikan oleh guru? Apabila benar, materi yang bagaimanakah yang	Tidak merasa bosan

	membuat putra-putri Bapak-Ibu merasa bosan?	
8.	Apakah putra-putri Bapak-Ibu menyukai materi yang diberikan oleh guru? Apabila benar, materi yang seperti apakah yang disukai putra-putri Bapak-Ibu?	Menyukai
9.	Apakah Bapak/Ibu memiliki saran terkait materi yang putra-putri Bapak/Ibu pelajari di EFH ini?	Sudah bagus. Mungkin ditambah dengan audio visual.
10.	Apabila ada kesempatan, apakah Bapak/Ibu berencana mengikut-sertakan putra-putrinya di EFH tahun mendatang?	Iya akan mengikutsertakan ditahun mendatang.

Questionnaire 6

Nama Responden : -
 Usia Responden : -
 Nama anak : Nur Khasanah
 Usia/Jenis kelamin anak : 6,9 tahun/ perempuan

No.	Pertanyaan	Keterangan
1.	Apakah putra-putri Bapak/Ibu senang mengikuti seluruh kegiatan dalam English For Holiday (EFH) ini?	Ya
2.	Apakah ada peningkatan kemampuan/skills dalam berbahasa Inggris putra-putri Bapak/Ibu selama mengikuti kegiatan ini? Apabila ada, skills apakah yang sekiranya paling dapat terlihat?	Kurang tau. Bila diajak bicara dalam bahasa inggris masih malu, tapi kalau diajak nyanyi dia OK
3.	Bagaimana pendapat Bapak/Ibu terkait materi yang dipelajari putra-putri Bapak-Ibu dalam EFH ini? Apakah ada kelebihan dalam isi materi yang disampaikan di EFH ini berdasarkan apa putra-putri Bapak/Ibu	Cukup baik

	sampaikan atas apa yang telah mereka pelajari dan dari <i>teacher's note</i> dalam buku diary?	
4.	Lalu apakah ada kekurangan dalam isi materi yang disampaikan di EFH ini? Apabila ada, dimana letak kekurangan tersebut?	Untuk seusia dia saya kira cukup
5.	Apakah putra-putri Bapak/Ibu mengalami kesulitan dalam memahami materi yang diberikan selama belajar di EFH ini?	Ya, dalam tulisan dan cara membacanya
6.	Apakah putra-putri Bapak/Ibu mengalami kesulitan dalam mengikuti aktivitas yang diberikan selama belajar di EFH ini?	Tidak
7.	Apakah putra-putri Bapak-Ibu merasa bosan dengan materi yang diberikan oleh guru? Apabila benar, materi yang bagaimanakah yang membuat putra-putri Bapak-Ibu merasa bosan?	Tidak
8.	Apakah putra-putri Bapak-Ibu menyukai materi yang diberikan oleh guru? Apabila benar, materi yang seperti apakah yang disukai putra-putri Bapak-Ibu?	Benar. Song, game
9.	Apakah Bapak/Ibu memiliki saran terkait materi yang putra-putri Bapak/Ibu pelajari di EFH ini?	Semoga tahun depan lebih baik lagi
10.	Apabila ada kesempatan, apakah Bapak/Ibu berencana mengikut-sertakan putra-putrinya di EFH tahun mendatang?	Inshaallah, ya

Questionnaire 7

Nama Responden : desy kristanti
 Usia Responden :32 tahun
 Nama anak :M. shohiburrida Syaifullah
 Usia/Jenis kelamin anak :7 tahun/ laki-laki

No.	Pertanyaan	Keterangan
1.	Apakah putra-putri Bapak/Ibu senang mengikuti seluruh kegiatan dalam English For Holiday (EFH) ini?	Sangat senang
2.	Apakah ada peningkatan kemampuan/skills dalam berbahasa Inggris putra-putri Bapak/Ibu selama mengikuti kegiatan ini? Apabila ada, skills apakah yang sekiranya paling dapat terlihat?	Anak saya memiliki tambahan kosakata baru setiap harinya
3.	Bagaimana pendapat Bapak/Ibu terkait materi yang dipelajari putra-putri Bapak/Ibu dalam EFH ini? Apakah ada kelebihan dalam isi materi yang disampaikan di EFH ini berdasarkan apa putra-putri Bapak/Ibu sampaikan atas apa yang telah mereka pelajari dan dari <i>teacher's note</i> dalam buku diary?	Kelebihannya anak dibiasakan berbicara dan bernyanyi dalam bahasa English dengan konsep yang fun learning
4.	Lalu apakah ada kekurangan dalam isi materi yang disampaikan di EFH ini? Apabila ada, dimana letak kekurangan tersebut?	Belum ada kekurangan yang bisa disampaikan
5.	Apakah putra-putri Bapak/Ibu mengalami kesulitan dalam memahami materi yang diberikan selama belajar di EFH ini?	Alhamdulillah tidak ada kesulitan dalam memahami materi, teacher sangat ramah dan helpful
6.	Apakah putra-putri Bapak/Ibu mengalami kesulitan dalam mengikuti aktivitas yang diberikan selama belajar di EFH ini?	Tidak ada kesulitan yang cukup berarti dalam mengikuti aktivitas karena aktivitasnya dikemas dengan konsep yang

		menyenangkan
7.	Apakah putra-putri Bapak-Ibu merasa bosan dengan materi yang diberikan oleh guru? Apabila benar, materi yang bagaimanakah yang membuat putra-putri Bapak-Ibu merasa bosan?	Alhamdulillah anak saya tidak merasa bosan
8.	Apakah putra-putri Bapak-Ibu menyukai materi yang diberikan oleh guru? Apabila benar, materi yang seperti apakah yang disukai putra-putri Bapak-Ibu?	Materi outdoor learning sangat disukai anak saya
9.	Apakah Bapak/Ibu memiliki saran terkait materi yang putra-putri Bapak/Ibu pelajari di EFH ini?	Konsep materi lebih focus sesuai dengan tingkatan kelas/usia
10.	Apabila ada kesempatan, apakah Bapak/Ibu berencana mengikut-sertakan putra-putrinya di EFH tahun mendatang?	Insyaallah anak saya selalu tertarik untuk mengikuti EFH, dan akan selalu dinanti setiap liburan tiba

Questionnaire 8

Nama Responden :Gregorius Yerusalem
 Usia Responden :34 tahun
 Nama anak :Khrisna
 Usia/Jenis kelamin anak :7tahun/ laki-laki

No.	Pertanyaan	Keterangan
1.	Apakah putra-putri Bapak/Ibu senang mengikuti seluruh kegiatan dalam English For Holiday (EFH) ini?	Sangat senang
2.	Apakah ada peningkatan kemampuan/skills dalam berbahasa Inggris putra-putri Bapak/Ibu selama mengikuti kegiatan ini? Apabila ada, skills apakah yang sekiranya paling dapat	Perbendaraan lagu bahasa inggrisnya lumayan

	terlihat?	
3.	Bagaimana pendapat Bapak/Ibu terkait materi yang dipelajari putra-putri Bapak-Ibu dalam EFH ini? Apakah ada kelebihan dalam isi materi yang disampaikan di EFH ini berdasarkan apa putra-putri Bapak/Ibu sampaikan atas apa yang telah mereka pelajari dan dari <i>teacher's note</i> dalam buku diary?	Materinya lumayan bagus
4.	Lalu apakah ada kekurangan dalam isi materi yang disampaikan di EFH ini? Apabila ada, dimana letak kekurangan tersebut?	Kalau ada native pasti anak-anak akan lebih suka
5.	Apakah putra-putri Bapak/Ibu mengalami kesulitan dalam memahami materi yang diberikan selama belajar di EFH ini?	Tidak
6.	Apakah putra-putri Bapak/Ibu mengalami kesulitan dalam mengikuti aktivitas yang diberikan selama belajar di EFH ini?	Tidak
7.	Apakah putra-putri Bapak-Ibu merasa bosan dengan materi yang diberikan oleh guru? Apabila benar, materi yang bagaimanakah yang membuat putra-putri Bapak-Ibu merasa bosan?	Tidak
8.	Apakah putra-putri Bapak-Ibu menyukai materi yang diberikan oleh guru? Apabila benar, materi yang seperti apakah yang disukai putra-putri Bapak-Ibu?	Menyanyi, mewarnai, games
9.	Apakah Bapak/Ibu memiliki saran terkait materi yang putra-putri Bapak/Ibu pelajari di EFH ini?	Makin ditingkatkan kekompakan team
10.	Apabila ada kesempatan, apakah Bapak/Ibu berencana mengikut-sertakan putra-putrinya di EFH tahun mendatang?	Tentu saja

EVALUATION FROM THE EXPERTS' JUDGMENTS

From the researcher point of view, there were seven important aspects to consider related to the developing materials for EL 1 class of EFH. Those are goals, the input, activities, teachers' role, learners' role, and layouts. Considering those were important, expert judgment was needed in order to make good materials. The researcher used *Likert Scale* to quantify the data from the questionnaire. Then, the data were analyzed by calculating the percentage by using the formula below:

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

Note:

P= percentage of the item

f= collected scores

N= number of cases

The result of the expert judgments is presented as follows:

(i) First Expert

GOALS

Score of Goals Aspect Evaluation

No.	Indicators	Score (f)	Expected Score (N)
1.	The materials being developed are appropriate to the indicators and the course grid	4	5
2.	The materials being developed are appropriate to the children's needs	4	5

3.	The materials being developed are appropriate to the children's language acquisition's level*	4	5
4.	The materials being developed encourage the children to learn communicatively	4	5
5.	The materials being developed are related to daily life	4	5
TOTAL		20	25
MEANS		80 %	

Based on the table above, the goal aspect is 20 out of 25 and the percentage of that aspect is 80 %. It can be concluded that the goal aspect of the materials is good. In addition, by 80 %, it means that the materials accommodate the children's need since related to what goals that children need to achieve from the materials.

INPUT

Score of Input Aspect Evaluation

No.	Indicators	Score (f)	Expected Score (N)
1.	The inputs (songs, games, stories) in the materials are various	4	5
2.	The inputs (songs, games, stories) in the materials are interesting	4	5
3.	The inputs (songs, games, stories) in the materials are appropriate to the children's ability	4	5
4.	The inputs in tasks encourage the children's acquisition through listening, speaking, reading and writing activities	4	5
5.	The inputs of materials use language function models	4	5

	correctly		
6.	The inputs of materials give extra vocabulary mastering to children	4	5
7.	The vocabulary in each task is simple and easy to be understood	4	5
TOTAL		28	35
MEANS		80 %	

Based on the table above, the input aspect is 28 out of 35 and the percentage of that aspect is 80 %. It can be concluded that the input aspect of the materials is good. In addition, by 80 %, it means that the input materials offered quite vary and give good exposures to the children. The evaluation of this aspect is aiming at monitoring the needs of the children related to exposures for learning.

ACTIVITIES

Score of Activities Aspect Evaluation

No.	Indicators	Score (f)	Expected Score (N)
1.	The activities on the tasks encourage children to communicate in English	4	5
2.	The activities are interesting	4	5
3.	The activities are various and not monotones	4	5
4.	The materials being developed include macro skills of English	4	5
5.	The materials being developed include activities to understand certain language functions	4	5
6.	The materials being developed include activities that apply understanding in certain language functions	4	5

7.	The activities in the materials are well developed based on the topics	4	5
8.	The activities stimulate the work of the left and right brain (through music, coloring, listening, speaking, painting, sticking, moving, etc.)	4	5
9.	The tasks are developed from the easier to more difficult tasks.	4	5
10.	The activities are done inside and outside of the classroom.	4	5
TOTAL		40	50
MEANS		80 %	

From the data above, the activities aspect is 40 out of 50. Besides, the percentage obtained from the expert judgment is 80%. It can be concluded that the activities aspect of the materials is good. It also means that the materials provide fun activities for the children in order to get better learning process. The evaluation of this aspect is aiming at monitoring the needs of fun activities in learning.

SETTING

Score of Setting Aspect Evaluation

No.	Indicators	Score (f)	Expected Score (N)
1.	The activities cover several settings in class (individuals, pairs, groups, whole class)	4	5
2.	The activities in individual tasks are able to encourage children to be independent	4	5
3.	The activities in pairs, groups and whole class tasks	4	5

	are able to increase children's communicative competence		
TOTAL		12	15
MEANS		80 %	

From the data above, the setting aspect is 12 out of 15 and the percentage obtained from the expert judgment is 80%. It can be concluded that the setting aspect of the materials is good. By 80%, it also means that the setting aspect provides various techniques to apply and also provide the enjoyment for learning since the teaching and learning process is not only held inside the class but also outside the class.

TEACHERS' ROLE

Score of Teachers' Role Aspect Evaluation

No.	Indicators	Score (f)	Expected Score (N)
1.	Teachers take a role more as facilitators in delivering tasks	4	5
2.	Teachers take a role more as guides when the children doing the tasks	4	5
3.	The instructions used in each task are clear and easy to be understood	4	5
TOTAL		12	15
MEANS		80 %	

From the data above, the teachers' role aspect is 12 out of 15 and the percentage is 80%. It can be concluded that the teachers' role aspect is good. By 80%, it also means that the teachers do not have dominant role in the teaching and learning process. The instructions used are also quite clear to the children. The evaluation of this aspect is to monitoring teachers' role in the class.

LEARNERS' ROLE

Score of Learners' Role Aspect Evaluation

No.	Indicators	Score (f)	Expected Score (N)
1.	Children are able to do the given task independently	4	5
2.	Children are able to actively participate in teaching-learning process by doing the given tasks	4	5
TOTAL		8	10
MEANS		80 %	

From the data above, the learners' role aspect is 8 out of 10 and the percentage is 80%. It can be concluded that the learners' role aspect is good. By 80%, it also means that the children can do the task well and they are also cooperating well in the classroom activities. The instructions used are also quite clear to understand by the children. The evaluation of this aspect is to monitoring learners' role in the class and how well they enjoy the learning process.

LAYOUTS

Score of Layouts Aspect Evaluation

No.	Indicators	Score (f)	Expected Score (N)
1.	The materials are arranged orderly	4	5
2.	The orders of the materials are well organized and easy to be followed	4	5

3.	The layouts are being developed interesting	4	5
4.	The layouts are easy to be understood	4	5
5.	The size and font in the texts are clear and interesting	4	5
6.	The layouts are clear and not too complex	4	5
7.	The illustrations in the tasks are interesting	4	5
8.	The color of the pictures and illustrations are interesting	4	5
TOTAL		32	40
MEANS		80 %	

Based on the data above, the percentage of the layout aspect is 80%. It means that the layout aspect of the materials is good. The evaluation of this aspect is aiming to evaluate how effective and efficient the materials are.

(ii) Second Expert

GOALS

Score of Goals Aspect Evaluation

No.	Indicators	Score (f)	Expected Score (N)
1.	The materials being developed are appropriate to the indicators and the course grid	4	5
2.	The materials being developed are appropriate to the children's needs	5	5
3.	The materials being developed are appropriate to the children's language acquisition's level*	4	5
4.	The materials being developed encourage the children to learn communicatively	4	5
5.	The materials being developed are related to daily life	5	5
TOTAL		22	25

MEANS	88 %
-------	------

Based on the table above, the goal aspect is 22 out of 25 and the percentage of that aspect is 88 %. It can be concluded that the goal aspect of the materials is very good. In addition, by 88 %, it means that the materials accommodate the children's need since related to what goals that the materials offer to the children.

INPUT

Score of Goals Aspect Evaluation

No.	Indicators	Score (f)	Expected Score (N)
1.	The inputs (songs, games, stories) in the materials are various	5	5
2.	The inputs (songs, games, stories) in the materials are interesting	5	5
3.	The inputs (songs, games, stories) in the materials are appropriate to the children's ability	4	5
4.	The inputs in tasks encourage the children's acquisition through listening, speaking, reading and writing activities	4	5
5.	The inputs of materials use language function models correctly	4	5
6.	The inputs of materials give extra vocabulary mastering to children	4	5
7.	The vocabulary in each task is simple and easy to be understood	4	5
TOTAL		30	35
MEANS		85,71 %	

Based on the table above, the input aspect is 30 out of 35 and the percentage of that aspect is 85,71 %. It can be concluded that the input aspect of the materials is very good. In addition, by 85,71 %, it means that the input materials offered quite vary and give very good exposures to the children. The evaluation of this aspect is aiming at monitoring the needs of the children related to exposures for learning.

ACTIVITIES

Score of Activities Aspect Evaluation

No.	Indicators	Score (f)	Expected Score (N)
1.	The activities on the tasks encourage children to communicate in English	5	5
2.	The activities are interesting	5	5
3.	The activities are various and not monotonous	4	5
4.	The materials being developed include macro skills of English	4	5
5.	The materials being developed include activities to understand certain language functions	4	5
6.	The materials being developed include activities that apply understanding in certain language functions	4	5
7.	The activities in the materials are well developed based on the topics	4	5
8.	The activities stimulate the work of the left and right brain (through music, coloring, listening, speaking, painting, sticking, moving, etc.)	4	5

9.	The tasks are developed from the easier to more difficult tasks.	4	5
10.	The activities are done inside and outside of the classroom.	5	5
TOTAL		43	50
MEANS		86 %	

From the data above, the activities aspect is 43 out of 50. Besides, the percentage obtained from the expert judgment is 86%. It can be concluded that the activities aspect of the materials is very good. It also means that the materials provide various fun activities for the children in order to get better learning process. The evaluation of this aspect is aiming at monitoring the needs of fun activities in learning.

SETTING

Score of Setting Aspect Evaluation

No.	Indicators	Score (f)	Expected Score (N)
1.	The activities cover several settings in class (individuals, pairs, groups, whole class)	4	5
2.	The activities in individual tasks are able to encourage children to be independent	4	5
3.	The activities in pairs, groups and whole class tasks are able to increase children's communicative competence	4	5
TOTAL		12	15
MEANS		80 %	

From the data above, the setting aspect is 12 out of 15 and the percentage obtained from the expert judgment is 80%. It can be concluded that the setting aspect of the materials is good. By 80%, it also means that the setting aspect

provides various techniques to apply and also provide the enjoyment for learning since the teaching and learning process is not only held inside the class but also outside the class.

TEACHERS' ROLE

Score of Teachers' Role Aspect Evaluation

No.	Indicators	Score (f)	Expected Score (N)
1.	Teachers take a role more as facilitators in delivering tasks	4	5
2.	Teachers take a role more as guides when the children doing the tasks	4	5
3.	The instructions used in each task are clear and easy to be understood	4	5
TOTAL		12	15
MEANS		80 %	

From the data above, the teachers' role aspect is 12 out of 15 and the percentage is 80%. It can be concluded that the teachers' role aspect is good. By 80%, it also means that the teachers do not have dominant role in the teaching and learning process. The instructions used are also quite clear to the children. The evaluation of this aspect is to monitoring teachers' role in the class.

LEARNERS' ROLE

Score of Learners' Role Aspect Evaluation

No.	Indicators	Score (f)	Expected Score (N)
1.	Children are able to do the given task independently	4	5
2.	Children are able to actively participate in teaching-learning process by doing the given tasks	4	5
TOTAL		8	10
MEANS		80 %	

From the data above, the learners' role aspect is 8 out of 10 and the percentage is 80%. It can be concluded that the learners' role aspect is good. By 80%, it also means that the children can do the task well and they are also cooperating well in the classroom activities. The instructions used are also quite clear to understand by the children. The evaluation of this aspect is to monitoring learners' role in the class and how well they enjoy the learning process.

LAYOUTS

Score of Layouts Role Aspect Evaluation

No.	Indicators	Score (f)	Expected Score (N)
1.	The materials are arranged orderly	4	5
2.	The orders of the materials are well organized and easy to be followed	4	5
3.	The layouts are being developed interesting	4	5
4.	The layouts are easy to be understood	4	5
5.	The size and font in the texts are clear and interesting	4	5
6.	The layouts are clear and not too complex	4	5
7.	The illustrations in the tasks are interesting	4	5
8.	The color of the pictures and illustrations are interesting	4	5
TOTAL		32	40
MEANS		80 %	

Based on the data above, the percentage of the layout aspect is 80%. It means that the layout aspect of the materials is good. The evaluation of this aspect is aiming to evaluate how effective and efficient the materials are.

No.	ASPECTS	EXPERTS	
		First	Second
		MEANS	
1.	Goals	80 %	88 %
2.	Input	80 %	85.71 %
3.	Activities	80 %	86 %
4.	Setting	80 %	80 %
5.	Teachers' Role	80 %	80 %
6.	Learners' Role	80 %	80 %
7.	Layouts	80 %	80 %
Average score of the Content Expert's Evaluation		80 %	82.67 %
Final Means		81.33 %	

Based on data collection above, the average score in percentage from each expert is 80% and 82.67%. Then, the overall percentage or the final means is 81.33%. The result of the expert judgments shows that the materials are very good and feasible to apply.

DOCUMENTATIONS

DAY 1 HELLO FRIENDS!



Picture 1. The children sing “Hello” song

DAY 2 LET’S GO FOR A WALK!



Picture 2. The teachers explain about Campus Grand Tour



Picture 3. The children color building pictures

DAY 3 WELCOME TO MY HOUSE!



Picture 4. The children watch a house picture

DAY 4 DO YOU LIKE SATAY?



Picture 5. The girls cut the *lontong*



Picture 6. The boys burn the satay

DAY 5 THIS IS MY FAMILY

Picture 7. The children stick in the worksheet



Picture 8. The children sing “*Three Bears*” song

DAY 6 LET’S HAVE FIELD TRIPS!

Picture 9. Children are on the way to Kasongan



Picture 10. Children make statue

DAY 7 CAN I HAVE A PEN?

Picture 11. Teachers explain about on-water painting



Picture 12. The painting

DAY 8 THE DUCKS ARE YELLOW

Picture 13. The children play “Guessing” game



Picture 14. The children color an animal picture

DAY 9 WHAT IS HE DOING?



Picture 15. The children play “*Homelife*” game



Kementrian Pendidikan Nasional
Universitas Negeri Yogyakarta
Fakultas Bahasa dan Seni
Alamat : Karangmalang, Yogyakarta 55281 Tlp. (0274) 550843, 548207
Fax 02740548207
<http://www.fbs.uny.ac.id//>

Yogyakarta, 4 November 2013

Nomor :
Lampiran : -
Hal : permohonan Ahli Materi

Kepada Yth.
Ibu
Dosen Prodi Pendidikan Bahasa Inggris

Dengan hormat,
Diberitahukan bahwa mahasiswa dibawah ini bermaksud untuk mengadakan penelitian guna memperoleh data untuk penyusunan skripsi yang berjudul "Designing Theme-Based Materials for EL One Children of English for Holidays Program of Yogyakarta State University". Mahasiswa yang dimaksud adalah:

Nama : Andhyka Murti
NIM : 09202241011
Jurusan / Prodi : Pendidikan Bahasa Inggris
Universitas : Universitas Negeri Yogyakarta

Untuk dapat terlaksananya maksud tersebut, kami mohon ijin dan bantuan seperlunya. Atas ijin dan kerjasamanya, kami mengucapkan terimakasih.

Ketua Jurusan
Prodi Pendidikan Bahasa Inggris
Fakultas Bahasa dan Seni , UNY

Samsul Maarif, MA
NIP. 19530423 197903 1 004