

**DEVELOPING READING KITS USING FLANNEL BOOKS FOR THE  
FOURTH GRADE STUDENTS OF ELEMENTARY SCHOOLS**

**A THESIS**

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



**By:**

**Andika Trisurini**

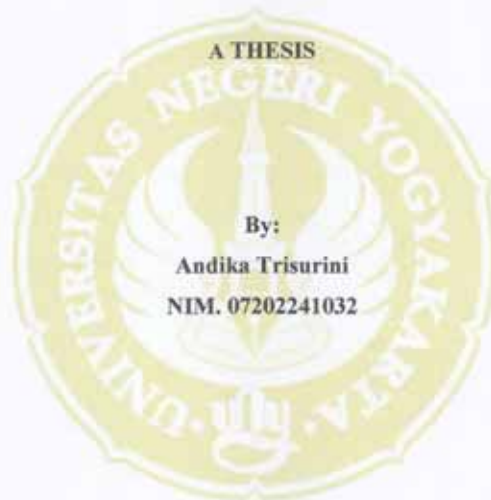
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**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
YOGYAKARTA STATE UNIVERSITY**

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**APPROVAL**

**DEVELOPING READING KITS USING FLANNEL BOOKS FOR THE  
FOURTH GRADE STUDENTS OF ELEMENTARY SCHOOLS**



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**Developing Reading Kits Using Flannel Books for the Fourth Grade Students  
of Elementary Schools**


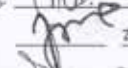

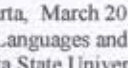
**A THESIS**

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## PERNYATAAN

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

Yogyakarta, 14 Maret 2014

Penulis,



Andika Trisurini

## DEDICATIONS

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This thesis is dedicated to:

1. My beloved mom and dad
  2. My sisters
  3. My friends
  4. My fiancé
-

## **MOTTOS**

**"THEN WHICH OF THE FAVOURS OF ALLOH  
WILL YOU DENY?"  
(Q.S AR RAHMAN: 13)**

**"SO, VERILY, WITH EVERY DIFFICULTY, THERE IS  
A RELIEF. VERILY, WITH EVERY DIFFICULTY,  
THERE IS A RELIEF."  
(QS AL-INSYIRAH: 5-6)**

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Yogyakarta, March 14<sup>th</sup>, 2014

The writer,



Andika Trisurini

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## **LIST OF ABBREVIATIONS**

SD N	Sekolah Dasar Negeri
LKS	Lembar Kerja Siswa
R&D	Research and Development
BKOF	Building Knowledge of the Field
DOT	Deconstruction of the Text
JCOT	Join Construction of the Text
ICOT	Independent Construction of the Text
SA	Strongly Agree
A	Agree
D	Disagree
SD	Strongly Disagree

# **DEVELOPING READING KITS USING FLANNEL BOOKS FOR THE FOURTH GRADE STUDENTS OF ELEMENTARY SCHOOLS**

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## **ABSTRACT**

The objective of this study was to develop a set of reading kits using flannel books for the fourth grade students of elementary schools. The study focused on how to provide suitable reading kits using flannel books for the English teaching and learning process in elementary schools.

This study was Research and Development (R and D). The subjects of the study were the fourth grade students of SD N Grogol. The instruments of the study were an interview guideline and questionnaires. The data obtained from the interviews were analysed qualitatively, while the data from the questionnaires were analysed quantitatively. The steps of this study were conducting needs analysis, writing the course grid, developing reading materials using flannel books, evaluating and revising the first draft of the developed materials, trying out the second draft of the developed materials, evaluating and revising the second draft of the materials and writing the final draft of the reading materials using flannel books.

The products of the study are reading kits using flannel books, teachers' guide and worksheets. The reading kits using flannel books are presented in three units. They are "A Very Hungry Caterpillar", "My New Friends" and "Going to the Farm". Each unit consists of four parts with different genres of texts. Based on the results of the evaluation questionnaires, the developed reading kits were categorized as good and very good since the mean scores ranged from 3.10 to 4.00. The suitable reading kits using flannel books for the fourth grade students have some characteristics such as being relevant with the goal of the lesson, providing appropriate input for the students' needs and characteristics, promoting interesting activities which are designed from easy to difficult, being presented in interesting and effective ways and also providing clear and understandable instructions.

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

English has been taught in Indonesia as an extracurricular activity in elementary schools. It is taught for the first to the sixth grade. The English teaching for children is aimed to develop communication in simple form within here and now context. It is different from English teaching for adults. Harmer (2001:38) states that children learn differently from teenagers, adolescents and adults. Children have different characteristics so they cannot be taught like adults.

In elementary schools, English is taught by integrating four skills; those are listening, speaking, reading and writing that are used in limited context. Since children are expected to communicate in the limited context, reading is taught by bringing real context to the classroom. It makes the language more meaningful. Pinter (2006:18) says that children will pick up foreign language better when they are learning in meaningful and fun ways. Their attention span will get longer when they are interested in the lessons.

Suitable reading kits play important roles in creating fun and meaningful lessons. Reading kits which provide visual media help teachers to get students' attention. Moreover, visual media in the form of colorful pictures will ease the students to understand written symbols since they have not been able to analyze

the grammatical parts in written symbols yet. The media give spaces for the students to create imagination of a language.

However, the teaching reading for elementary schools in Indonesia is still presented without suitable reading kits. There is no use of visual media and appropriate materials. Most of the materials are taken from LKS. This kind of worksheet is not appropriate for children because it is not supported by colorful pictures. These materials cannot give opportunities for the students to build good reading techniques. Therefore, they will find difficulties in comprehending English texts.

A similar situation could be seen in the English teaching and learning process at SD N Grogol. Based on the observation, there was no use of interesting reading kits. Visual media were not used in the teaching and learning process. The teacher only drew the pictures of new vocabulary on the whiteboard and the students were asked to write down the words on the students' books. The materials that were used were taken from LKS. The materials were mostly given by using Grammar Translation Method. The activities developed from the materials did not encourage the students to participate in the classroom so that most of the students did not pay attention to the lesson and they were busy with themselves.

Considering the fact above, suitable reading kits which are supported by visual media are important in teaching reading. Interesting reading kits can make the students totally involved in the teaching and learning process.

Flannel book is a kind of visual media that contains colorful pictures, contextualized sentences in English, students' worksheets and a teacher's guide. It is also close to the childrens' world of playing. The pictures are removable so they can play using the books. Therefore, using flannel books can create an enjoyable and fun atmosphere for the students. The study is expected to give contribution to English teaching and learning process by developing reading kits using flannel books for the fourth grade students of elementary schools.

## **B. Identification of the Problems**

Based on the observation and interviews with the English teachers, some problems related to the teaching reading were found. Most problems were related to reading kits. The reading kits that were used in teaching reading at SD N Grogol were not suitable for children. Inappropriate materials and media will influence the effectiveness of the teaching and learning process. Similar conditions can also be found in other schools in Indonesia.

Most of the schools in Indonesia prefer to use LKS as the only source of reading materials. Generally, LKS are made of low quality papers so that they cannot have colorful pictures. The pictures are only presented in black and white. This kind of material will not attract the students' attention. In line with their characteristics, children like colorful pictures more than black and white pictures.

Moreover, the topics of the materials used were not in line with the students' needs and characteristics. They are interested more in topics that are close to them. Harmer (2001:38) states that young children, especially at the age of nine or ten like to talk about themselves, and respond well to learning that uses

them and their circle as main topics in the classroom. However, most of the topics are not close to children. The existing materials take topics that are not meaningful for the students. The students need to relate between the lessons and daily life. When they find the relation, they will think that the lessons are important for them.

In addition to that, the existing materials present more texts and fewer pictures. The texts consist of long and complicated sentences in English. The texts are not relevant for the students at the age of 9 or 10 years old. At their age, they are still struggling with reading long and complicated sentences even in their language. It will be more effective and efficient when the texts are presented in short and contextualized sentences. Besides, the texts will be easier to understand if they are supported with interesting media. When they understand English texts better, it is expected that in the future they will think that reading is easy and fun.

From the discussion above, it can be seen that materials and media influence the effectiveness of teaching and learning process. Suitable reading kits should be chosen in conducting effective reading classes. Reading kits will be suitable if they meet the students' needs and characteristics. In line with the students' needs and characteristics, flannel books are chosen since they provide colorful pictures, relevant topics and contextualized short sentences in English.

### **C. Limitation of the Problem**

The study was carried out in the first semester of the academic year of 2013/2014. Since there was only limited time to conduct this research, it was impossible for the researcher to overcome all problems from the problem

identification. The study focused on developing suitable learning kits using flannel books for teaching reading. It was expected that a set of reading kits using flannel books would overcome the problems above. Based on the discussion with the English teacher, the materials would be used to help the students understand English texts better. The study was conducted at SD N Grogol with 4B as the target class. The students at the class represented typical Indonesian students who were not actively participated in the classroom.

#### **D. Formulation of the Problem**

Based on the background, identification, and limitation of the problem above, the problems are formulated as follows, “What are the suitable reading kits using flannel books for the fourth grade students of elementary schools like?”

#### **E. Objective of the Study**

Related to the formulation of the problem, the purpose of this study is to develop suitable reading kits using flannel books for the fourth grade students of elementary schools.

#### **F. Significance of the Study**

##### **1. Scientific significance**

The findings of the study can be used as references on developing reading kits in the form of flannel books and it is expected that it will inspire other researchers to conduct researches on the similar topic.

## 2. Practical significances

### a. For the English teachers

The results of the study can give information of materials and media development in teaching English. Other than that, since the study offers reading kits which are ready to use, it is expected that the results will help the English teachers in teaching reading.

### b. For the elementary schools

It is expected that the findings of the study will show that suitable reading kits play important roles in teaching English for children. The schools may provide flannel books as one of instructional media in teaching English.

### c. For material and text book writers

The results of the study will give important information in developing suitable reading materials for elementary schools' students. The result of the study can also provide examples of relevant reading materials for students of elementary schools.

### d. For the English Department

This study can give new and important information in developing learning kits especially in teaching reading. It is expected that flannel books can be used in English for Children classes.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

#### **A. Literature Review**

##### **1. English Teaching and Learning for Children**

###### **a. Children Characteristics**

Children are different from adults. Harmer (2001:38) states that young children, especially those up to the age of nine or ten, learn differently from older children, adolescents, and adults in the following ways:

- 1) They respond to the meaning even if they do not understand individual words
- 2) They often learn indirectly rather than directly
- 3) Their understanding comes not just from explanation, but also from what they see and hear and, crucially, have a chance to touch and interact with
- 4) They generally display an enthusiasm for learning and curiosity of the world around them
- 5) They have a need for individual attention and approval from the teacher
- 6) They are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom
- 7) They have a limited attention span unless activities are extremely engaging they can easily get bored, losing interest after ten minutes or so.

Here are the characteristics of children proposed by some experts:

### **1) Active learners**

Children are active learners since their cognitive ability is still developing. It can be seen from their ability in building their knowledge about the world by observing their environment and developing their knowledge to problem solving by doing assimilation and accommodation (Brown, 2001: 92; Cameron, 2001: 2-4).

In developing children's intellectual, the teacher should give enough examples and repetition. The learning materials should be delivered or explained in certain ways in order to help them to activate their knowledge such as by using interesting media and contextualized language.

### **2) Attention span**

In line with Hammer, Brown (2001:88) said that unlike adults' attention span, children attention span can be shortened when they are involved in activities that they find boring, useless and complicated. To overcome this problem, the teacher should provide suitable and interesting materials.

### **3) Curiosity and exploration**

Children have a lot of natural curiosity as they want to make sense of things, find out how things work, gain competence, control over them, and do what they can see from others (Brown, 2000: 89; Haldfield, 2005: 13). This curiosity leads them to get involved in their world by learning things surrounding them. They learn through their explorations and plays (Pinter, 2006: 5).

Exploring things in concrete terms means that children are having real interactions with objects in their environment such as playing with cards, toys, etc. The teacher should provide interesting materials to accommodate their curiosity.

#### **4) Social interaction**

All learning happens in social interactions with others (Pinter, 2006: 12). Children gain main information from their surrounding environment and through social interaction. They get language input from others, especially from adults. Here, children can learn better when they get assistance from the adults.

By knowing the children characteristics, the teacher should provide appropriate materials that close to their environment and give chances for the students to interact with others. Children will enjoy working together in pairs or small groups (Pinter, 2006: 15). The teacher can design a class that gives opportunity for the students to work with the class, in group, in pairs and later, as a final result, they can work individually.

#### **b. Teaching English to Children**

Based on children's characteristics and development, McCloskey (2002) suggests seven principles in teaching English to children as follows:

- 1) Offer learners enjoyable, active roles in the learning experience.
- 2) Help students develop and practice language through collaboration.
- 3) Use multi-dimensional, thematically organized activities.
- 4) Provide comprehensible input with scaffolding
- 5) Integrate language with content

- 6) Validate and integrate home language and culture.
- 7) Provide clear goals and feedback on performance

## **2. Teaching Reading to Children**

### **a. The Nature of Reading**

Snow (2002:11) states the reading comprehension is the process of simultaneously extracting and constructing meaning through the interaction and involvement with written language. There are three components of reading; they are the reader, the text and the activity.

According to Brown (2001:306) reading activity consists of macro skill and micro skill. The macro skill is the ability of the readers to get the content from background knowledge and to guess the meaning from the context. While the micro skills of reading are:

- 1) Identifying the purpose of reading.
- 2) Using grapheme rules and patterns to help in bottom-up decoding (especially in beginning level).
- 3) Using efficient silent reading.
- 4) Skimming the text for the main ideas.
- 5) Scanning the text for specific information.
- 6) Using semantic mapping/clustering.
- 7) Guessing when it is uncertain.
- 8) Analyzing vocabulary.
- 9) Distinguishing literal or implied meaning.

Brown also said that there are two ways in reading. First is oral reading, which is aimed to check bottom up processing skills or pronunciation check. Second is silent reading which focuses on meaning.

#### **b. Reading Activities for Children**

Based on Cameron (2001:139) the learners' age is one of the important factors affecting learning to read in EFL. Pinter (2006:28) also says that in Eric Lenneberg's Critical Period Hypothesis, the younger learners in the age of younger than 11-12 years old are in critical period. It means that they are able to build their knowledge about the world by observing their environment and developing their knowledge to problem solving by doing assimilation and accommodation (Brown, 2001: 92; Cameron, 2001: 2-4).

As it was said by Pinter (2006:68), non-native speakers of English usually come to the class with their ability in reading in their first language. By using their previous knowledge of reading strategies, they can develop their strategies in reading English words by spelling, trying to sounds things out, comparing sounds and letter, etc. However, trying to sound out words that are unfamiliar with them will be not effective since the meaning of the words do not make sense for them. It is necessary to give input that is familiar to the children. According to Brewster and Ellis (2004:110), the children that successfully learn reading in L1, develop some strategies and knowledge. Those are the awareness and knowledge about print, the graphophonic knowledge (how sounds occur together), the syntactic knowledge (chunk phrases and predict what will come next) and the semantic knowledge (expectation of the literacy from the knowledge of the world and

culture and also life experience).The children will apply the strategies in different ways when they know new language.

Dlugożs, 2000 in Brewster and Ellis (2004:111) recommends Look and Say method which encourages recognition of most common words so that the part of reading will be automatic. The children listen to the words many times until they become familiar with the sounds and the graphic representation.

Pinter (2006:69-72) also promotes some reading activities that can be conducted in the younger children class. The teacher can start teaching reading by introducing written words that are linked with pictures to make the students get used to the printed materials. For example the teacher can give label to the things in the classroom. There are also some card games activities to practice word level. Teaching English alphabet can help them spell in English; however, it does not help them to read. It can be used in some contexts, such as spell their names or the other names. After children have adequate practice with word level, they should move to the higher level like phrases and sentences. Teacher can combine reading and writing in the information gap activities. Teacher also can give short texts which have been practiced orally for several times. From the texts, the children can practice predicting, noticing pattern and guessing. Another alternative is combining some activities to support reading like colouring, crafting, body movements, songs and sounds.

Brewster and Ellis (2004:113-114) also recommend two types of reading activities. First is reconstruction activities like completing gap filling activities, matching parts of sentences or texts, sequencing parts of a sentence or text,

completing tables, completing pictures with colours or predicting the next part of the texts. Second is analysis activity such as comprehension question, underlining specific parts of text, labeling parts or creating their own questions from the texts for their friends.

The teacher can help the students to develop their reading strategies through visualization. According to Pinter (2006:72) visual aids would attract the children's attention to facilitate their learning. Pinter (2006:71) also said that activities like matching words with pictures help the students to analyze the letter and pronunciation. It will be easy to teach reading to early stages students by using *Big Books*, which are very large books of popular stories or rhymes. The children enjoy stories that have interesting storyline and well-illustrated. Teacher can produce their own big books using stories that are useful and appropriate for the students' needs and characteristics (Brewster and Ellis, 2004: 112).

### **3. Developing Reading Kits Using Flannel Books**

#### **a. Definition of Kits**

A kit is a set of tools that is made for a specific purpose to stimulate activities in teaching and learning process (Olofsson, 1979:34 ; Hornby, 1995:652). A kit is used to help and show someone how to do something that is put together. In teaching and learning process, a kit is used to help the students to get skill or knowledge.

There are many types of kits that can be used in teaching and learning processes. Kits can be in the form of pictures, flashcards, photocopied handouts, songs, stories, puppets, games, model or real objects. Teachers can also make

their own version of kits. Cameron (2001:179) said that teachers need to develop a range of skills and knowledge to turn a children's story book into a tool for language learning.

Reading kits are tools to stimulate reading activities in teaching and learning process. The kits provide texts in English, pictures, worksheets and also a teacher's guide. They create a fun atmosphere in learning English texts.

#### **b. Principles of Developing Reading Kits**

In developing the reading kits, the theory of instructional media is used. Sometimes, the word "media" and "kits" are interchangeable. Media are generic concepts of the entire objects that are used to aid instructions. While kits are specific set of media that are used in an instructional process. Kemp (1977:73) defines that media are any tools, methods, and techniques that are used to make the communication and interactions between teachers and students more effective. Media are used to support the materials.

Tomlinson (2005: 2) defines materials as anything which is used by teachers or learners to facilitate the learning of a language. The teacher can use commercially produced or teacher-developed materials. By using teacher-developed materials, the teacher can adjust the materials with the students' level and interests.

According to Kemp (1977:79), there are five types of media. Those are simulated media, visual media, audio media, audiovisual media, and real objects media. Simulated media can be in the form of games, role playing, simulations and other activities that simulate the students to interact with others. Photographs,

graphics or combination of both can be classified into visual media. Visual media help teachers to get the students' attention. Pictures are useful for a variety of communicative activities especially when they are supported with interesting games.

### **c. The Use of Flannel Books**

#### **1) The Definition of Flannel Books**

It will be easy to teach reading to early stages students by using *Big Books*, which are very large books of popular stories or rhymes. The big books are well illustrated and have interesting storyline. Teacher can produce their own big books using stories that are useful and appropriate for the students' needs and characteristics (Brewster and Ellis, 2004: 112). In line with that, the flannel books are big books made from sponge that have been covered with flannel or felt. The books are interactive books since the contents of the books like pictures and words can be taken out from the pages.

#### **2) The Advantages of Using Flannel Books**

Flannel books provide removable words and pictures so the audience is fascinated in watching the steps in the presentation. It is effective because it permits two techniques for delivering a message, words of mouth-sound and symbols or pictures-sight. The books gave new experience for the students since they look like books but much bigger and the contents are removable. They do not only read the books but also play using the books.

Furthermore, flannel books are also low maintenance. It is because the books made from materials that are washable so the books are easy to clean. Since

the flannel books are smaller than flannel boards, they can be brought easier than flannel board.

### **3) The Disadvantages of Using Flannel Books**

Beside the advantages, flannel boards also have some disadvantages. The first one is that the books have smaller size than flannel boards. So it will be effective for small class only. If the teacher uses the books for a big class, the students should sit around the teacher to see the books clearly. The second one is that the process in creating the books takes a long time, special techniques and high cost.

## **4. Text-based Instruction**

### **1) The definition**

Text-based instruction (TBI) also known as genre-based approach sees communicative competence as involving the mastery of different types of texts. According to Feez and Joyce (1998), Text-based instruction involves:

- a) Teaching explicitly about the structures and grammatical features of spoken and written texts.
- b) Linking spoken and written texts to the cultural context of their use.
- c) Designing units of works which focus on developing skills to the whole text.
- d) Providing guided practice for the students.

### **2) The contents of a Text-based Instruction**

The main units of TBI are text types. However, the syllabus also underlines other components of text such as grammar, vocabulary, topics and functions. The text types in the syllabus are:

- a) Procedures e.g. procedures used in doing a task
- b) Explanations e.g. explaining how and why things happen
- c) Expositions e.g. reviews, arguments, debates
- d) Factual recounts e.g. magazine articles
- e) Personal recounts e.g. anecdotes, diary/journal entries
- f) Narratives e.g. stories, fables
- g) Conversational and short functional texts
- h) Information text e.g. descriptions of something

### 3) The stages of the teaching/learning cycle

In TBI, there are five stages which the teacher and students go through so that the students gradually able to control a particular of text independently. The stages are presented as follows:

Stage 1 Building the context	Introducing and exploring the social context of the text	<ul style="list-style-type: none"> <li>• Giving the context through pictures, audio-visual material, realia, etc.</li> <li>• Discussions or surveys</li> <li>• Cross-cultural activities</li> </ul>
Stage 2 Modeling and deconstructing of the text	Investigating the structural pattern and language features of the text	<ul style="list-style-type: none"> <li>• Oral reading or silent reading</li> <li>• Identifying the parts of the text</li> </ul>
Stage 3 Join construction of the text	<ul style="list-style-type: none"> <li>• Students contribute to the construction of the text</li> <li>• Teacher reduces the contribution</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher questioning</li> <li>• Skeleton texts</li> <li>• Jigsaw and information gap activities</li> <li>• Small-group construction of tests</li> <li>• Self-assessment and peer-assessment activities</li> </ul>
Stage 4 Independent construction of the text	<ul style="list-style-type: none"> <li>• Students work independently</li> <li>• Learner performances are used for achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Listening task</li> <li>• Role play</li> <li>• Presentation</li> <li>• Performing task</li> <li>• Sequencing pictures</li> <li>• Numbering</li> </ul>

	assessment	<ul style="list-style-type: none"> <li>• Ticking or underlining materials</li> <li>• Answering questions</li> </ul>
Stage 5 Linking to related texts	Relate the text to other or similar context	<ul style="list-style-type: none"> <li>• Comparing the use of the text in another context</li> <li>• Using the language features in other texts</li> </ul>

**Table 1. Stages of the teaching and learning cycle**

## **B. Conceptual Framework**

The aim of this research study is to develop reading kits using flannel books for the fourth grade of elementary schools. Students in class 4b of SD Grogol are typical Indonesian students who do not have opportunities in learning English outside the schools.

Since the English teachers usually use students' worksheets (Lembar Kerja Siswa), the effective reading strategies cannot be built. The materials and the activities in the LKS do not provide opportunities for the students to control the texts. They even find that reading is not interesting. Since the teachers use worksheets which are not suitable with students' needs and characteristics, it cannot improve students' reading skills.

Furthermore, the teaching and learning processes are not supported with interesting media that keep the students' attention during the lessons. Without interesting pictures, the students will get bored easily.

To overcome those problems, it is necessary to develop suitable reading kits which are interesting for students at the age 9-10 years old. Children at that age are interested to the texts which are familiar for them. They are also interested in colorful pictures. Flannel books seem suitable to provide reading kits in interesting ways. Teachers and students can read the texts which are presented in

interesting books. The books consist of texts that are suitable for children's characteristics and needs, colorful pictures and removable words so they can play using the books. From the books, there will be many activities that can be developed.

In conducting the English classes, the stages proposed by Fezz (1998:28) are used as the consideration of developing, evaluating and revising the materials. The researcher also needs to follow some steps. First, the researcher is conducting students' needs analysis. Second, the researcher is creating the course grid and developing the reading kits using flannel books. Third, the researcher is trying-out the reading kits. Fourth, the researcher is evaluating and revising the reading kits. The conceptual framework of the study can be visually presented in the following chart.

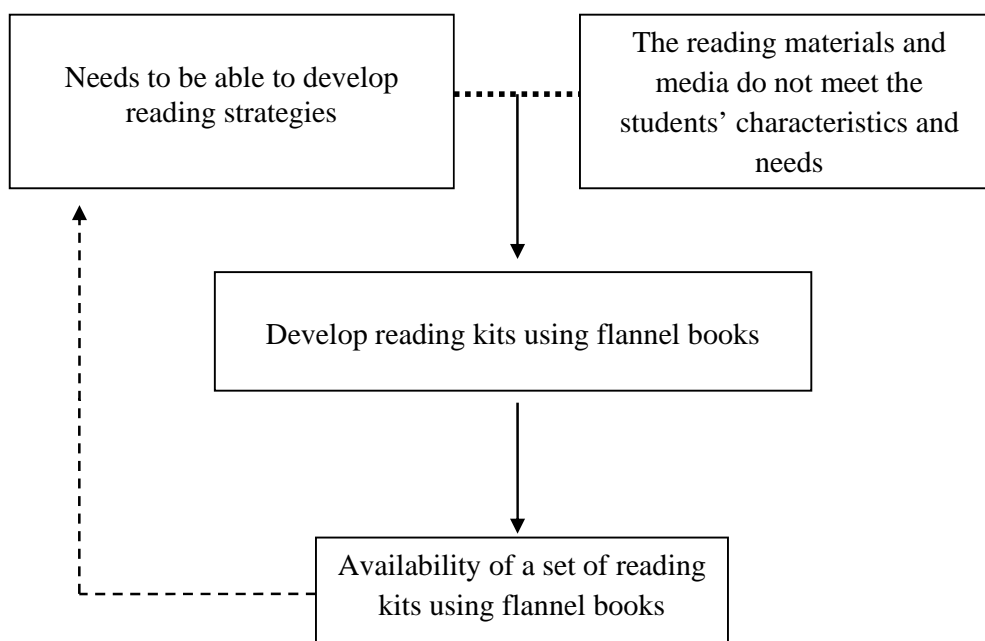


Figure 1. **The conceptual framework of the study**

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Type of the Study**

The aim of the study was developing a product that could be used to teach reading in elementary schools so that the study was classified as Research and Development (R n D). According to Gall and Borg (1983:771), R n D is a process in which the product is developed through field testing and revising based on the finding of the field tested data. The cycle of R n D can be repeated until the field tested data show that the product meets its objectives.

#### **B. Subject of the Study**

The subjects of the study were the children of class 4B at SD N Grogol in the first semester of the academic year of 2013/2014. There were 30 students in class 4B. The class consisted of 16 girls and 14 boys at the age of 9 to 10 years old. Most of them came from the middle-low economic background.

#### **C. Research Setting**

The study was conducted at SD N Grogol which is located in Ngambah, Mulyodadi, Bambanglipuro, Bantul, Yogyakarta. The school have 14 classes. There are two classes for each grade except for the first and the second grade. They have three classes for the first and the second grade.

#### **D. Research Instruments**

The instruments of the study were three questionnaires and an interview guideline. The interview guideline was intended for the teachers to get

information about the teachers' needs and interest. It was also used to know about the students' knowledge and their problems during the lesson. The first questionnaire for the children was intended to find the information about the children's characteristics and needs. The second questionnaire for the children was aimed to know the children's opinion about the developed products. The third questionnaire was intended for a group of respondents to get data about the developed reading kits.

### **1. Teachers' Interview Guideline**

The researcher made an interview guideline to make the interviews run well. The interviews were aimed to find information about the teachers' needs and interests in teaching reading. Apart from that, from the interviews the researcher could get information about the children previous knowledge, their attitudes toward English and the problems during the teaching and learning process.

#### **a. Validity**

To fulfill the validity requirement, the construct validity was used for the interview guideline. The researcher discussed the outline of the interview guideline with the first consultant in order to find whether the guideline was capable in giving information about the teachers' needs and interests. The researcher used some references related to teachers' professional needs and interest and also the children's background knowledge (Tomlinson via Masuhara, 1998; Hutchinson and Waters, 1987). The organization of the interview is presented below.

Table 2 : **The Organization of the Interview for Need Analysis for the Teachers**

<b>The purpose of the questions</b>	<b>The content of the questions</b>	<b>References</b>	<b>Item numbers</b>
To find the information about the professional needs of the teachers on teaching reading.	- preferred materials - preferred media	Tomlinson via Masuhara (1998:241)	1-3
To find the children's background knowledge.	- The previous knowledge of the children - Children's attitudes toward English	Tomlinson via Masuhara (1998:240) Hutchinson and Waters (1987:63)	4-7
To find out the teachers' interest in teaching reading.	- preferred materials - preferred media - preferred topics	Tomlinson via Masuhara (1998:241)	8-10

### **b. Reliability**

The researcher used inter-rater reliability to find the reliability of the interview. The researcher interviewed different teachers and after conducting the interview, the transcript was analyzed. From the analysis, it was found that the results were similar. Based on the results, the interview guideline was suitable to collect the data.

## **2. First Questionnaire**

The first questionnaire was intended to get information about the children's characteristics, needs and interests. The questionnaire was distributed to the children. There were 20 yes/no items in the questionnaire.

### **a. Validity**

The researcher used construct validity to measure the validity of the questionnaire. The researcher discussed the outline of the questionnaire with the

first consultant to know whether the questionnaire was able to obtain information about the children needs. There were some references from the expert related to the children's profile, background knowledge, and interests. (Tomlinson, 1998; Hutchinson and Waters, 1987; Pinter, 2006; Brewster and Ellis, 2002; Harmer, 2001). Here is the organization of the questionnaire:

Table 3 : **The Organization of the Questionnaire for Need Analysis for the Children**

<b>The purpose of the questions</b>	<b>The content of the questions</b>	<b>References</b>	<b>Item numbers</b>
To get information about the respondents' profiles.	- Name - Age - Sex	Tomlinson via Masuhara (1998:240)	Part A
To get information about the children's background knowledge.	- The children's previous knowledge - The language exposure - The children's attitudes toward English	Tomlinson via Masuhara (1998:241) Hutchinson and Waters (1987:63)	Part A 1,4,5
To find information about the children's habits.	- Reading habits - Learning strategies	Pinter (2006:38) Brewster, Ellis and Girard (2002:91) Harmer (2001:38)	2,3,6,7,9
To find the information about the children's interest.	- Materials - Topics - Media - Activities	Tomlinson (1998:241)	8,10,11,1 2,16,17,1 8,19,20
To get information about the preferred text.	- Narrative - Recount - Description	Tomlinson (1998:241) Brewster and Ellis (2002: 188-189)	13,14,15

**b. Reliability**

To show the reliability of the questionnaire, the researcher distributed the questionnaire to 30 children. There were two different responses with two different points, two points for Yes and one point for No. After the questionnaires were given back, the researcher made recapitulation using Alpha Cronbach formula. The reliability coefficient was 0.811. It showed that the questionnaire was appropriate to use (George and Mallery cited in Gliem and Gliem, 2003: 87).

**3. Second questionnaire**

The second questionnaire was intended for the respondents. It was given after the researcher developed the first draft and also after the implementation of the second draft. The questionnaire was aimed at finding the respondents' opinions and suggestions about the developed reading kits. The opinions and suggestions were used to evaluate the first and the second draft. There were 20 items in the questionnaire.

**a. Validity**

The researcher used construct validity to fulfill the validity requirement. The researcher discussed the outline of the questionnaire with the first consultant to know whether the questionnaire was able of providing information about the respondents' opinion. The researcher used references related to the respondents' profiles, the relevance between the materials and the course grid, and also the respondents' opinion about the quality of the materials, layout and the instructions of the teachers' guide. (Tomlinson, 1998; Byrd, 2001; Brewster and Ellis, 2002;

Hutchinson and Waters, 1987; Skierso, 1991; Brown, 2001; Harmer, 2001). The outline of the questionnaire is presented below:

Table 4 : **The Organization of the Respondents' Evaluation Questionnaire**

<b>The purpose of the questions</b>	<b>The content of the questions</b>	<b>References</b>	<b>Item numbers</b>
To get information about the profiles of the respondents.	- Name - Age - Sex - Educational background	Tomlinson via Masuhara (1998:240)	Part A
To get information about the respondents' opinions of the relevance between the materials, the topics, the aims, the language skills, the activities and the course grid.	- Topics - Goal	Byrd (2001) Brewster and Ellis (2002:38) Hutchinson and Waters (1987:53)	1,2,3
To find the information about the respondents' opinions of the quality of the materials.	- Language input - The number of new words every unit - Games and activities - Sequence	Skierso (1991:446) Tomlinson (2008b:4) Ellis (1999:68) Brown (2001:313)	4,5,6,7,8, 9,10,11,1 2
To find information about the respondents' opinions of the layout and the design of the flannel books.	- Pictures - Colors - Font - Organization of the pictures and the text	Brown (2001:142)	13,14,15, 16,17,18
To get information about the respondent's opinions related to the instructions of the teachers' guide	- Clarity of the instructions - Methodological guidance	Harmer (2001:279)	19,20

## **b. Reliability**

To measure the reliability, the researcher administered the questionnaire to 10 respondents. There were four possible answers with four different points; four points for Strongly Agree (SA), three points for Agree (A), two points for

Disagree (D), and one point for Strongly Disagree (SD). Then the researcher made recapitulation after the questionnaires were given back. The researcher used Alpha Cronbach formula to calculate the reliability coefficient of the questionnaire. The reliability coefficient of the questionnaire was 0.898. It showed that the questionnaire was good to use (George and Mallery cited in Gliem and Gliem, 2003: 87).

#### **4. Third Questionnaire**

The third questionnaire was intended to get information about the children's opinion about the developed reading kits. The questionnaire was distributed to the children. There are 20 items in the questionnaire.

##### **a. Validity**

The researcher used construct validity to measure the validity of the questionnaire. The researcher discussed the outline of the questionnaire with the consultant to know whether the questionnaire was able to obtain information about the children opinion of the developed materials. There were some references from the expert related to the children's profile, children's opinion of the quality of the materials, and children's opinion about the layout of the materials. (Tomlinson via Masuhara,1998; Brewster and Ellis, 2002; Brown, 2001). The outline of the questionnaire is presented below:

Table 5 : The Organization of the Students' Evaluation Questionnaire

The purpose of the questions	The content of the questions	References	Item numbers
To get information about the profiles of the respondents.	- Name - Age - Sex	Tomlinson via Masuhara (1998:240)	Part A
To get information about the children's opinions of the quality of the materials.	- Topics - Language input - Games and activities developed from the materials - Instructions	Brewster and Ellis (2002:38) Brown (2001:142)	1 2,3,4,5,6,7 8,9,10,11,12,19,20
To find information about the children's opinions of the layout of the flannel books.	- Color - Pictures - Font - Organization of the pictures and the texts	Brown (2001:142)	16, 13,14,15, 17, 18

### b. Reliability

To measure the reliability, the researcher administered the questionnaire to 30 students. There were two different responses with two different points, two points for Yes and one point for No. Then the researcher made recapitulation after the questionnaires were given back. The researcher used Alpha Cronbach formula to calculate the reliability coefficient of the questionnaire. The reliability coefficient was 0.821; therefore the questionnaire was good to use (George and Mallery cited in Gliem and Gliem, 2003: 87).

### E. Research Procedure

There were eight steps in developing reading kits using flannel books. The steps adapted from the Research and Development cycle by Borg and Gall (1983: 773) were conducting needs analysis, selecting the topics and the objectives of the

materials, writing the course grid, developing the reading kits, evaluating and revising the first draft of the reading kits, trying out the second draft of the developed reading kits, and evaluating and revising the second draft of the developed materials. Here is the description of the steps in developing the reading kits using flannel books.

### **1. Conducting Needs Analysis**

Need analysis was conducted to obtain the data of the children's characteristics, children's and teachers' need and interests. The data were collected by doing interview for the teachers and giving questionnaire for the students.

### **2. Selecting the Topics and the Objectives of the Reading Kits**

After analyzing the data from the interview and questionnaire of need analysis, the researcher selected the topics and the objectives of the reading kits. The topics were selected from the data of the students' interests and their needs of English. Since there was limitation of time, the researcher only developed three topics which were suitable for the fourth grade of elementary schools.

### **3. Writing the Course Grid**

Before developing the reading kits, the researcher wrote the course grid as an outline of the materials. The course grid was developed based on the results of the need analysis. It consisted of six items; they were topics, goals, indicators, materials, activities and the products. In writing the course grid, the researcher used some references from Feez (1998) and Pinter (2006).

#### **4. Developing the Reading Kits Using Flannel Books**

The researcher developed three units of reading kits using flannel books. The materials were developed based on the text-based syllabus and the needs analysis data. There were three types of texts, they were narrative, descriptive and recount text. The topics were “A Very Hungry Caterpillar” (a narrative text), “My New Friends” (a descriptive text) and “Going to the Farm” (a recount text). The researcher used many sources from commercial text books, internet and some experts of flannel books.

#### **5. Evaluating and Revising the First Draft of the Reading Kits**

The researcher conducted evaluation of the first draft by distributing the second questionnaire for 10 respondents. Then, the first draft was revised based on the opinion and the suggestion from the respondents.

#### **6. Trying Out the Second Draft of the Reading Kits**

The researcher conducted the implementation of the second draft after the first draft was revised. The implementation was done in order to know whether the second draft of the reading kits using flannel books was effective to teach reading for the fourth grade students. It was also aimed to know the opinion of the children about the reading kits after they learned English with the kits. In the trying out, the researcher acted as the teacher and the English teacher acted as the observer. The observer observed how effective the reading kits work and gave suggestion to develop the reading kits.

## **7. Evaluating and Revising the Second Draft of the Reading Kits**

The second draft which had been implemented was evaluated and revised in order to know whether the reading kits were ready to use or still needed improvements. The researcher administered the third questionnaire for the students after the reading kits are tried out and the second questionnaire for 10 respondents. The second draft was revised based on the data from the questionnaires. The revision of the second draft produced the final draft of reading kits using flannel books.

## **8. Writing the Final Draft of the Reading Kits Using Flannel Books**

The last stage was writing the final draft of the reading kits. The final draft was resulted after revising the second draft based on the opinion and suggestion from the students and the respondents.

## **F. Data Collection**

The data in this research was gathered from conducting interviews with teachers and distributing three questionnaires for students and respondents. The data of the teachers' needs and the problems in teaching reading were gathered from interviews with the teachers. The data revealed the students' backgrounds, needs and interests were obtained from the first questionnaire which was distributed when the researcher conducted needs analysis. The data that showed the opinions and suggestions from the respondents were collected from the second questionnaire. The data were taken twice, first was when evaluating the first draft and second was when evaluating the second draft. The data of students' opinions

about the materials were gathered from the third questionnaire which was given after implementing the second draft.

### **G. Data Analysis Techniques**

There were two different types of data collected in the research study. The first type of the data was collected from the interviews for the teachers' need analysis. The second type of the data was gathered from the questionnaires for the students' need, students' opinion and respondents' opinion.

The data from the interviews and the open ended evaluation questionnaire were analyzed qualitatively. The data gathered from the interviews was used to select the topics and goals. The data from the open ended evaluation questionnaire was also analyzed qualitatively. The data showed the opinions and suggestions from the respondents. These data were used to support the quantitative data from the questionnaire in evaluating the first and the second draft of the reading materials.

The second data was the close ended questionnaires for the students' need analysis and the evaluation questionnaire for the students and respondents. The data collected from the students' need analysis and the students' evaluation questionnaires were analyzed with descriptive statistics. A Likert Scale was used to analyze the data. The questions number 1-20 were given score weights. The score weights were two points for Yes and one point for No. then the data was converted into the interval mean values on the scales of 1 to 2 by using the range of the factual score. Based on Suharto (2006: 52-53), the range of the score can be

used to create score conversion by dividing the range with the objected categories as follows.

$$R = \frac{Xh - Xl}{2}$$

Note:

R : Range

Xh : Highest Score

Xl : Lowest Score

The data from the evaluation questionnaires were also analyzed quantitatively. There were two parts of each questionnaire. The first part of the questionnaire (part A) was related to students' or respondents' identities. The second part of the questionnaire (part B) was analyzed quantitatively using "Likert scale" to give score weights to each response to the statement. The response was scored four points for Strongly Agree (SA), three points for Agree (A), two points for Disagree (D), and one point for Strongly Disagree (SD). In order to analyze the result, the researcher used descriptive analysis which included the central tendency statistics: Mean and Mode. Those data were converted into the interval of mean values on the scales of 1 to 4 using the range of the factual score to make the result easier to read. According to Suharto (2006: 52-53), the range of the score can be used to create score conversion by dividing the range with the objected categories as follows.

$$R = \frac{Xh - Xl}{4}$$

Note:

R : Range

$Xh$  : Highest Score

$Xl$  : Lowest Score

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents some steps in conducting the research. The steps are presented in order to answer the questions in the formulation of the problems. They show how to conduct the needs analysis and develop the course grid of the reading kits using flannel books, how to present the developed reading kits, and how to evaluate and revise the developed reading kits. The steps are presented as follows.

#### **A. Research Findings**

##### **1. Needs Analysis**

The needs analysis was conducted to gain useful information for the research. There were two instruments used to collect the data. They were an interview guideline and a questionnaire for the students. There are some steps in developing the instruments. First, blueprints of the instruments were made. Then, the blueprints were developed based on the literature reviews. The next step was developing the blueprints into questions and then trying out the instruments into some respondents. The results of the try-out were used to evaluate and revise the instruments.

The first instrument was interview guidelines for the teachers. The data was collected by answering questions related to the students' characteristics, needs and interests. It also covered some questions about the teachers' professional needs.

The second instrument was a close-ended questionnaire distributed to the students. There were some questions related to the children's habits, background knowledge, learning needs, and interest. The aspects were presented in twenty yes/no questions.

**a. The Results of the Interviews with the Teachers**

The interview guidelines consisted of 10 questions related to the students' learning needs, interest, responses toward English and also the teachers' professional needs. From the interview, it was found that the materials used were mostly taken from LKS and commercial text-books.

R	: <i>Dari mana Anda mengambil materi untuk mengajar? (Where do you take the materials from?)</i>
T1	: <i>Dari buku paket dan LKS. Kita menggunakan 2 referensi buku paket. Yudhistira dan Erlangga. Dan beberapa LKS juga. (From the commercial text-books and LKS. We use 2 reference books and also some LKS.)</i>
	(Appendix 1/Interview 1)

R	: <i>Biasanya materi yang Anda pakai diambil dari mana? (Where do you usually take the materials from?)</i>
T2	: <i>Dari LKS, dari buku pegangan guru. Itu banyak ya, dari Yudhistira, Erlangga, seperti itu. (From LKS, from the teachers' books. Many books from Yudhistira and Erlangga.)</i>
	(Appendix 1/Interview 2)

Based on the interview, it was found that the students found some difficulties in reading English text. There were some problems in the teaching learning process such as the pronunciation of the words, uninteresting materials and boredom. In the teachers' opinion, these problems could be anticipated by giving suitable materials and presenting the materials using interesting media.

- R : *Bagaimana respon anak-anak terhadap pelajaran bahasa Inggris? Khususnya waktu mereka harus membaca bacaan bahasa Inggris? (How do the children respond to the English lesson, especially when they should read English passage?)*
- T1 : *Sebagian anak merasa antusias, tapi ya sebagian lagi yang kemampuannya lebih rendah dibanding yang lainnya merasa kesulitan, terutama pengucapan-pengucapan bahasa. (Some of them feel enthusiastic, but the other children who have less proficiency feel it is difficult especially in pronouncing the words.)*  
(Appendix 1/ Interview 1)

- R : *Bagaimana respon anak-anak terhadap kelas bahasa Inggris di sekolah, khususnya waktu mereka belajar ketrampilan membaca? (How do the children respond to the English lesson, especially when they learn reading skill?)*
- T2 : *Ya biasanya anak-anak itu lebih sering atau lebih senang dengan nyanyian Mbak. Karena kalau dengan membaca, kadang anak bosan. Tapi kalau saya ada gambar yang menarik, terus dibuat matching gitu juga senang. (Usually the children prefer singing songs because sometimes they feel bored to read. But if I have interesting pictures and ask them to match, they will like the reading activity.)*  
(Appendix 1/Interview 2)

Because of those problems, the suitable materials should be used in teaching reading for children. The students needed materials that were close to their world such as their inner circle, things around them, their hobbies or their identities. The materials should also be simple, interesting and meaningful. The students' interest and needs are presenting below.

- R : *Menurut Anda, materi apa yang efektif untuk mengajar bahasa Inggris khususnya ketrampilan membaca? (In your opinion, what material is effective to teach reading skill?)*
- T2 : *Ya mungkin yang sesuai dengan anak didik Mbak. Misalnya sekitar anak didik, hobinya, identitasnya. (Maybe the material which is suitable for the students. For example their inner circle, their hobbies or their identities.)*  
(Appendix 1/Interview 2)

- R : *Menurut Anda materi seperti apa yang sesuai untuk anak kelas 4 sd?* (In your opinion, what sort of material is suitable for 4<sup>th</sup> grade students?)
- T1 : *Apa ya? Materi yang simple, menarik, yang membuat anak-anak tidak tertekan dengan pelajaran bahasa Inggris.* (Let me think. Material which is simple and interesting. And also does not make the students feel depressed.)
- R : *Topik seperti apa yang cocok untuk anak kelas 4?* (What sort of topic is suitable for them?)
- T1 : *Pengenalan benda-benda di lingkungan kelas atau pengenalan benda-benda di sekitar rumah. Misalnya “What are the items in your living room?” or garage or something like that.* (Introducing things in the classroom or around the house. For example “What are the things in your living room?)
- (Appendix 1/ Interview 1)

The teachers used media to help the students understand the materials. Songs and pictures were the media used by the teachers. Media could get the students' attention and also promoted interesting activities. The students can move around the class and interact with their friends. However, it is not easy to find media for teaching reading. The teachers only take media which are ready to use from the text books. It needed a lot of efforts to create tailored media. The teachers' needs are presented below.

- R : *Menurut Anda media seperti apa yang efektif untuk mengajarkan ketrampilan membaca?* (In your opinion, what sort of media are effective to teach reading?)
- T1 : *Gambar, kalau tidak power point, ya seperti itu. Kalau poster itu kadang ini ya, gurunya harus bekerja keras membuat. Jadi lebih efektif kalau menggunakan power point atau media yang sudah tersedia di buku paket.* (Pictures or power points. The teacher should work hard to make poster so it will be more effective to use power points or media from the text books.)
- (Appendix 1/Interview 1)

- R : Menurut Anda apakah media seperti gambar diperlukan untuk mengajarkan membaca atau cukup dengan teks saja? (In your opinion, are the media like pictures needed in teaching reading? Is it enough just giving text?)
- T2 : Media menurut saya sangat diperlukan karena dengan teks saja, anak akan bosan. Tapi kalau dengan media kan dia bisa tertarik, bisa bergerak maju, kinetiknya ada, tidak hanya membaca teks saja. (In my opinion, media are very needed because the students will be bored if they are just given text. By using the media, they can be interested in learning and move around the class.)

(Appendix 1/Interview 2)

## **b. The Results of the Needs Analysis Questionnaire for the Students**

In this section, the needs analysis of the students that were obtained by a close-ended questionnaire will be discussed. The questionnaire was administered to the students to gain information about the students' identities, their background knowledge and their learning needs. The results are explained as follows.

### **1) The Characteristics of the Students**

There were 30 students in class 4B of SD N Grogol. The class consisted of 16 girls and 14 boys at the age of 9 to 10 years old. All of them had English lesson before elementary school so they had been familiar with some English words. First, they looked shy but after some time, they were confident to speak. They liked to ask something that they did not understand. Most of them were very active during the lesson. They wanted to become volunteers when the teacher asked them to do activity in front of the class. There were some students who had good English and they were very dominant in the class room. However, there were quite lots of students who did not want to do group activities and just stayed on their seats. Some girls did not like working with the boys.

## 2) Description of the Students' Needs

Table 6. The Results of the Students' Needs Analysis

Variable	Indicator	Mean
Students' interests in learning English	• Learning at home	1.67
	• Learning at school	1.97
	• Reading English texts	1.53
Learning styles	• Kinaesthetic	1.60
	• Visual	1.95
	• Audio visual	1.97
	• Auditory	1.77
Learning methods	• Individual	1.62
	• In pairs	1.67
	• In groups	1.83
Preferred texts	• Narrative	1.93
	• Descriptive	1.63
	• Recount	1.93
Learning materials and media	• LKS	1.70
	• Pictures	1.95
	• Books	1.69
	• Songs and videos	1.87

Based on the data of the needs analysis, the students' interest in learning English was high. It can be seen from the mean score of their interests in learning English at school (1.97) and at home (1.67). However, they did not have interest in reading English texts yet. The data showed that their interest in reading English was only 1.53. It means that most of the students did not have habits in reading English texts.

The data also showed that the students had various learning styles. The learning styles included kinesthetic (1.60), visual (1.95), audiovisual (1.97) and auditory (1.77). The highest score was the audiovisual styles. It means that the students preferred to learn English through pictures and also sounds.

Related to the learning methods, most of the students chose working in groups (1.83). Some students were confident enough to work individually (1.62) and few of them preferred to work in pairs (1.67). It showed that the students needed group work activities to encourage them learning English before working individually.

The next data was the preferred texts. There were three genres in the questionnaire. They were narrative, descriptive and recount. The data indicate that most of the students liked narrative and recount text better than descriptive text. The mean scores for narrative and recount were 1.93 while the mean score for recount was 1.63. It can be concluded that the descriptive texts should be presented in more interesting ways to get the students' attention.

The last was data about the materials and media that the students preferred. The highest score related to this variable was the pictures (1.95). Furthermore, the students chose learning English through songs and videos (1.87) rather than LKS (1.70) or books (1.69). Books were on the last since the students did not have reading habits yet.

From the data of the needs analysis, it can be inferred that the students needed an appropriate reading materials that could make them interested to read English texts and make reading as their habits. They needed reading materials that could accommodate their needs and interest in learning English.

## 2. The Course Grid

### a. Developing the Course Grid

The course grid was developed as the guideline of developing reading kits using flannel books. It was developed based on the data of students' characteristics and needs gained from the needs analysis. The course grid consisted of six components. They were topics, goals, indicators, materials, activities, and the flannel books as the product. Here are the components of the course grid and the contents course grid can be seen in the Appendix.

Table 7 . The Table of the Course Grid

Unit	Topic	Goal	Indicators	Materials	Activities	Flannel books
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The course grid was derived from the needs analysis for the students. This study only focused on the reading skills for the fourth grade students.

The topics were chosen from the text types used in teaching reading. The first topic was a narrative text titled "A Very Hungry Caterpillar". The second topic was a descriptive text titled "My New Friends" and the last topic was a recount text titled "Going to the Farm". The goals of the lesson were to make the students able to get information from very simple narrative, descriptive and recount texts. The indicators indicated the competences that should be mastered by the students at the end of the lesson. The indicators were developed from the goals of the lesson. The materials consisted of the generic structures of the texts, tenses, vocabulary, expressions, punctuation and pronunciation. Those components were needed to achieve the goals of the lessons. The examples of

vocabulary were foods, fruits, and days of the week, colours, clothes and animals. The activities were developed based on the text-based syllabus. They were divided into Building Knowledge of the Field (BKOF), Deconstruction of the Text (DOT), Join Construction of the Text (JCOT) and Independent Construction of the Text (ICT). The materials were presented in the form of flannel books which had colourful pictures and removable words.

Since the purpose of the study was developing reading kits using flannel books, the developed reading kits should make the students able to get information from very simple English texts and give fun experiences in reading. The following is the description of the reading kits using flannel books.

#### **b. The Description of the Course Grid of Reading Kits Using Flannel Books**

##### **1) Unit 1 “A Very Hungry Caterpillar”**

The purpose of the lesson was by the end of the lesson the students were able to get information from very simple narrative texts. The topic of this unit is narrative text and the text chosen was “A Very Hungry Caterpillar”. The text was adapted since the structure of the original version was too complicated and the text was too long.

There are seven indicators that showed the achievement of the goal. First, the students are able to identify the parts of narrative texts. Second, they are able to read the texts aloud. Third, the students are able to say the names of fruits, foods, colors and days of the week in the story. Next, they are able to identify the expressions of like and dislike. At last, they are able to rearrange and retell the story by sticking and drawing pictures based on the story.

Instructional media used in this unit were pictures and names of fruits, foods and the characters from the flannel book. The pictures and names of fruits and foods were used to introduce the vocabulary before reading the story. The narrative text was presented on the flannel book so the students could actively participate by sticking and removing the pictures and words.

In Building Knowledge of the Field (BKOF) section, the students were asked some questions related to the story. The students were introduced to the characters in the story and asked to predict what would happen. The activity was followed by introducing the names of the days, foods and fruits in the story by showing some pictures. The expressions of like and dislike were also introduced using pictures. The students were drilled those words and expressions by repeating the activity for several times.

The next section was Deconstructing of the Text (DOT). Here, the students listened and read the narrative text titled “A Very Hungry Caterpillar” with the help of the teacher. The teacher read the text on the flannel book first and then they repeated after it. The teacher also helped them to understand the text by asking some questions related to the generic structure of the text, language features and detail information of the text. The students’ pronunciation were checked and drilled in this section. The whole class should give contribution in reading the text. They should stick or match the pictures on the flannel book.

Join Construction of the Text (JCOT) section emphasized on students’ contribution to the construction of the text. In this section the teacher reduced the contribution to the text. In the group work, the students were given jumbled

paragraph of narrative texts and they were asked to rearrange the text in the good order. Next, they should exchange the information with the group which had the different text. One group would read the text while the other group should listen and draw the pictures from the information which they had got.

The last section was the Individual Construction of the Text (ICOT). In this section, the students should work independently. The students were given a narrative text titled “A Greedy Monkey”. They should match the sentences with the pictures. After that, they were asked to draw smiling or frowning face based on the story of “A Greedy Monkey”.

## **2) Unit 2 “My New Friends”**

The goal of the lesson was by the end of the lesson the students were able to get information from very simple descriptive texts. The topic of this unit is descriptive text titled “My New Friends”. The texts that were made were adjusted to the students’ needs and characters.

The achievement of the goal was showed by these indicators. First, the students are able to identify the parts of descriptive texts. Second, they are able to say the names of clothes and colours. Third, they are able to read the texts aloud. Then, the students are able to describe what someone’s wearing and stick pictures based on the description. At last, they are able to introduce someone else and spell someone’s name.

Instructional media used in this unit were pictures of clothes, the flannel boy and flannel girl and also the removable words from the flannel book. The pictures and the names of clothes were used as the language input for the students.

The descriptive text was presented on the flannel book so the students could actively participate by dressing up the flannel boy and flannel girl.

In BKOF section, the students were directed to the topic they were going to learn. They were asked to spell their names after singing A-B-C song. After that, they should spell their friend name and describe what he/she was wearing. It was following by introducing the new vocabulary. The activity made use of some pictures of clothes and the names of the clothes. Here, the students could participate to stick the pictures or the words.

In DOT section, the students listened and read the descriptive text titled “My New Friends” with the help of the teacher. The teacher read the text on the flannel book first and then they repeated after it. Then, the pictures of the flannel boy and girl were dressed up with the help from the students. The teacher asked some questions related to the generic structure of the text, language features and detail information of the text to check the students understanding. The students’ pronunciation were also checked and drilled in this section. The whole class should give contribution in reading the text.

The next unit emphasized on the students’ contribution to the construction of the text. In this section the teacher reduced the contribution to the text. In the group work, the students were given descriptive texts and they were asked to dress up the flannel boy and girl based on the text. Next, they introduced the flannel boy or girl to their friends. They also read the text aloud. The other groups should complete the table from the information which they had got.

In ICOT section, the students should work independently. The students were given some descriptive paragraphs. They should match the paragraphs with some pictures by drawing lines.

### **3) Unit 3 “Going to the Farm”**

This unit was aimed to make the students were able to get information from very simple recount texts. The topic of this unit is recount text titled “Going to the Farm”. The texts that were made related to numbers and animals around them.

By the end of the lesson, the students should master these indicators. First, the students are able to identify the parts of recount texts. Second, they are able to say the names of the animals. Third, they are able to act out the sounds of the animals. Then, they are able to count from 1 to 10. Next, the students are able to read the recount text aloud. They are also expected to be able identify the names and the number of the animals in the text. At last, the students are able to match the text with the pictures.

This unit made use of pictures of animals and removable words from the flannel book. The pictures were used to introduce the new vocabulary. The recount text was presented on the flannel book so the students could actively participate by sticking the pictures and the words.

In BKOF section, the students were asked some questions related to the farm. This activity was used to build background image of what they were going to learn. Then some pictures of the animals were showed to give language input for the students. They should say the names and act out the sounds of the animals.

The drills for the pronunciation were given through “What’s Missing” game. Here, the students should guess what animal which was missing.

In DOT section, the students repeated the sentences after the teacher. The recount text was read aloud and the students should stick the pictures and count the number of the animals in the text. In this section, the students still got the teacher help in understanding the story. The students were asked some questions related to the generic structure of the text, the language features and the detail information of the text.

The next section was JCOT. Here, the students had more controls of the text. Before going to the next text, they played a game named “Animals’ Sounds” game. The students should imitate the sounds of the animals which they had seen in the text. Then the other will guess the names of the animals. When their attention was back, the students were given a picture of “My Uncle House”. Working in group, they should identify the names and the number of the animals. After that, a recount text titled “Visiting My Uncle” was given. The text should be completed based on the information from the pictures.

In the last section, the students should work on the text individually. They were given another recount text titled “Going to the Bird Market”. The students were asked to match the sentences with the pictures.

### **c. The Format of Developed Reading Kits Using Flannel Books**

The lesson plans of the reading kits using flannel books consist of some components. Those were the identity of the school, the time allocation, the topic, the text type, the teaching and learning goal, the indicators, the approach, the materials, the procedure, the assessment and the scoring rubric. The activities in the lesson plans were developed from text-based approach. The activities were divided into four sections. The first section was Building Knowledge of the Field (BKOF) that was aimed to give background knowledge for the students of what they were going to learn. The second section was Deconstruction of the Text (DOT) which was aimed at giving language input from the text. In this section, the whole class gave contribution for the construction of the text. The next section was Join Construction of the Text (JCOT). In this section, the tasks were more challenging because they had more opportunities to control the text. The teachers reduced the contribution to the construction of the text. The last section was Independent Construction of the Text (ICOT) in which the text should be controlled individually. The detail steps for each part were written in the teachers' guide.

The teachers' guide was written to ease the teachers in using the reading materials from the flannel books. Beside the detail steps, the teachers' guide also contained worksheets for the students. The activities in the worksheets were drawing, numbering, matching, sticking, arranging and completing the text. The format of the developing reading materials using flannel books can be seen below.

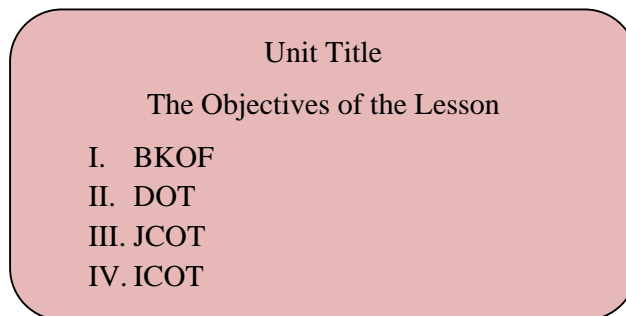


Figure 2: **The Format of the Reading Kits**

**d. The Description of Reading Kits Using Flannel Books**

**1) Unit 1**

This unit was started by showing the caterpillar and asking some questions related to the story. The pictures of the character helped the students to have background image of the story. While the questions were aimed to help the students link the information that they had to the story. It was expected that by knowing what they were going to learn, the students could actively get involved in the lesson. The picture of the caterpillar was presented below.



Figure 3. **The character in the “A Very Hungry Caterpillar” story**

The picture above would help the students to answer the questions such as the foods and fruits ate by the caterpillar and the life cycle of the caterpillar. Next the students were introduced the fruits and drinks by showing the pictures. They were drilled to pronounce the names of the fruits and foods well before

introducing the words. The pictures and names of the fruits and foods were presented as follows.



Figure 4. **The pictures and the names of the foods and fruits in the unit “A Very Hungry Caterpillar”**

The next activity was reading the flannel book. Here, the teacher read the story aloud then the students repeated after the teacher. It was aimed to check their pronunciation of the words. The teacher stuck and removed the pictures while reading the story. Some students could help the teacher read the story or stuck the pictures on the flannel book. The teacher could also give questions about what happened next before continue to read the story. By getting involved in reading the story, the students could pay more attention to the lesson. The first page of the flannel book can be seen below.





Figure 5. **The first page of the flannel book titled “A Very Hungry Caterpillar”**



After reading the flannel book, some questions were given to check the students’ understanding. They were asked to mention and stuck the foods and fruits that were eaten by the caterpillar. They also had to give the smiling or frowning expression beside the foods and drinks. The teacher led a discussion about the life cycle of the caterpillar and the moral value of the story.




In the next section, the students should work with less help from the teacher. They were divided into 4 groups, 2 groups of A and 2 groups of B. They were given new versions of the “A Very Hungry Caterpillar” story which had been cut into some pieces. In group, they should rearrange the paragraphs into a good order. After completing the task, group A compare their work with another A group to check the answer. After that, they exchange the information with the group B. One group should read the text and the other group listened and drew the pictures based on the information from the text. They did the activity in turns. The tasks were presented below.





1 | **A Very Hungry Caterpillar**






One day, a tiny and very hungry caterpillar  popped out from an egg. He started to look for some foods.



On Monday, he ate one ~~orange~~ , but he was still hungry.


On Tuesday, he ate two ~~apples~~  , but he was still hungry.

On Wednesday, he ate three ~~peppes~~   , but he was still hungry.

On Thursday, he ate four ~~bananas~~    , but he was still hungry.

On Friday, he ate five ~~oranges~~     , but he was still hungry.

On Saturday, he ate two slices of watermelon   and then he had stomachache.

On Sunday, he built a small house called a ~~coocoos~~ . He stayed inside for more than two weeks.


Finally, he pushed his way out and he was a beautiful ~~butterfly~~ .

Figure 6. The jumbled paragraphs for the group-work activities in the unit “A Very Hungry Caterpillar”

Draw the pictures and the number of the fruits based on the text.

Monday	→	
Tuesday	→	
Wednesday	→	
Thursday	→	
Friday	→	
Saturday	→	

Figure 7. The form for the group-work activities in the unit “A Very Hungry Caterpillar”

In the last section, the students should be able to control the text individually. Here, they were given a narrative text titled “A Greedy Monkey”. They should draw lines to link the sentences with the pictures. After completing the task, the teacher checked the students’ answers. The text used in the last task was presented below.

**A Greedy Monkey**

Once upon a time, a little monkey lived in the wood.

One day, he went to a house. The farmer was not at home.

The farmer forgot to close the door.

The monkey saw a banana. He said, "I like it". So, he ate the banana.

Then, he saw a slice of watermelon. He said, "I don't like it".

After that, he saw an apple. "I like it", said the monkey. So he ate the apple.

He also saw an orange. He said, "I don't like it".

Then he saw a mango. "I like it", said the monkey. Then, he ate the mango.

He found grapes and he said, "I like it". So, he ate the grapes also.

Suddenly, the farmer went home. He was very angry.

Then he caught the monkey.

Since that time, he always locked the door before leaving.




Figure 8. The text for the individual work activities in unit “A Very Hungry Caterpillar”

## 2) Unit 2

The first part of this unit was the warming up section which was started by watching video of “ABC” song. The video was aimed at getting the students’ attention to the lesson. First, the students were watching and listening to the video and then they were asked to sing together. The song also provided input in how to

spell in English. After singing the song, the students were asked to spell their names in turns. The following figure was the lyrics of the song.

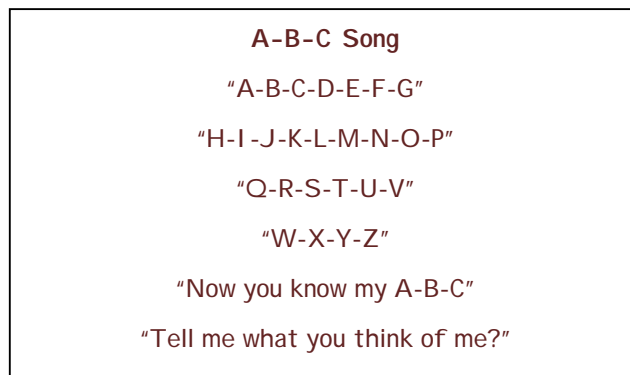


Figure 9. The lyrics of the "A-B-C" song in the unit "My New Friends"

The next activity was introducing some vocabulary such as colours and clothes. This activity was aimed at giving background image of the text that they were going to read. In addition, the students' pronunciation was also drilled by repeating the names of colours and clothes. After the students were able to say the vocabulary well, the written forms were introduced. The students could match and stuck the clothes with the words. The pictures of the colours and clothes were shown below.



Figure 10. The pictures of the colours in the unit "My New Friends"



Figure 11. The pictures of the clothes in the unit “My New Friends”

The next section was the reading the descriptive text. The teacher showed the pictures of the flannel boy and girl. Then, the flannel boy and flannel girl were introduced to the students. The teacher completed the text by sticking the words on the flannel book. After that, the students were asked to stick the clothes based on the description. There were six kinds of clothes and ten colours for each cloth. The teacher could make a lot of variations of the text using different combination of the colours and clothes. The texts and the pictures of the flannel boy and girl were presented below.



Figure 12. The picture of the flannel boy without clothes and description in the unit “My New Friends”



Figure 13. The picture of the flannel girl with clothes and descriptions in the unit “My New Friends”

In the next section, the students worked in groups. Each group was given a text which contained the description of what someone was wearing. One group should come in front of the class and dressed up the flannel boy or girl based on the information from the text. Apart from that, they should introduce the flannel boy or girl to their friends. They spelled the name first and then read the

description aloud. While one group was sticking the clothes on the flannel book, the other groups fill the table based the information that had been shared on the flannel book. Below were one of the texts and the table of what someone is wearing.



Figure 14. **The descriptive text for the group work activities in the unit “My New Friends”**







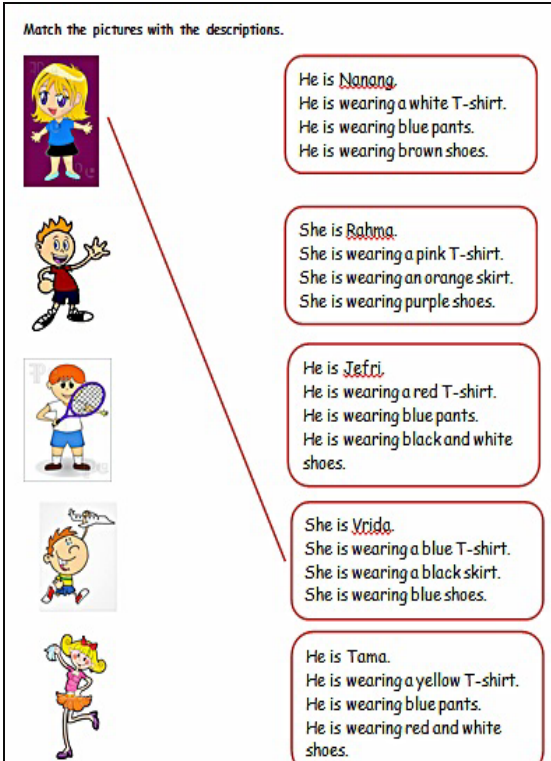
Name						
Toni	white	-	-	Blue	-	black
Arif						
Martha						
Arum						
Dika						
Budi						
Sasha						

Figure 15. **The table for the group work activities in the unit “My New Friends”**

When the students could do the group works well, the class was led into the next section. Here, the students should work individually. They were given some descriptive paragraphs and they were asked to match the pictures with the

description. From this exercise, it could be seen whether the students could control the text without any help.

Match the pictures with the descriptions.








	<p>He is <u>Nanang</u>.            He is wearing a white T-shirt.            He is wearing blue pants.            He is wearing brown shoes.</p>
	<p>She is <u>Rahma</u>.            She is wearing a pink T-shirt.            She is wearing an orange skirt.            She is wearing purple shoes.</p>
	<p>He is <u>Jeffri</u>.            He is wearing a red T-shirt.            He is wearing blue pants.            He is wearing black and white shoes.</p>
	<p>She is <u>Vrida</u>.            She is wearing a blue T-shirt.            She is wearing a black skirt.            She is wearing blue shoes.</p>
	<p>He is <u>Tama</u>.            He is wearing a yellow T-shirt.            He is wearing blue pants.            He is wearing red and white shoes.</p>

Figure 16. The descriptive texts for the individual work activity in the unit “My New Friends”

### 3) Unit 3

This unit was started by watching a video titled “Old McDonald Had a Farm”. The song promoted some vocabulary related to the theme “Going to the Farm”. By watching the video, the students could get familiar with the animals and the animals sounds. After watching the video, they were asked to sing and imitate the animals’ sounds. Below is the lyric of the song.

<b>"Old MacDonald Had a Farm"</b>	
<p>Old MacDonald had a farm, E-I-E-I-O, And on his farm he had a cow, E-I-E-I-O, With a moo-moo here, And a moo-moo there, Here a moo, there a moo, Everywhere a moo-moo. Old MacDonald had a farm, E-I-E-I-O.</p> <p>Old MacDonald had a farm, E-I-E-I-O, And on his farm he had a pig, E-I-E-I-O, With an oink-oink here, And an oink-oink there, Here an oink, there an oink, Everywhere an oink-oink. Old MacDonald had a farm, E-I-E-I-O.</p> <p>Old MacDonald had a farm, E-I-E-I-O, And on his farm he had a duck, E-I-E-I-O, With a quack-quack here, And a quack-quack there, Here a quack, there a quack, Everywhere a quack-quack. Old MacDonald had a farm, E-I-E-I-O.</p>	<p>Old MacDonald had a farm, E-I-E-I-O, And on his farm he had a horse, E-I-E-I-O, With a neigh-neigh here, And a neigh-neigh there, Here a neigh, there a neigh, Everywhere a neigh-neigh. Old MacDonald had a farm, E-I-E-I-O.</p> <p>Old MacDonald had a farm, E-I-E-I-O, And on his farm he had a donkey, E-I-E-I-O, With a hee-haw here, And a hee-haw there, Here a hee, there a hee, Everywhere a hee-haw. Old MacDonald had a farm, E-I-E-I-O.</p> <p>Old MacDonald had a farm, E-I-E-I-O, And on his farm he had some chickens, E-I-E-I-O, With a cluck-cluck here, And a cluck-cluck there, Here a cluck, there a cluck, Everywhere a cluck-cluck. Old MacDonald had a farm, E-I-E-I-O.</p>

Figure 17. **The lyrics of the “Old McDonald Had a Farm” in the unit “Going to the Farm”**

The next section was aimed at building the students’ knowledge of the story they were going to read. In this section, the animals’ pictures from the flannel book were shown. These pictures gave language input orally. The teacher asked the students about the names of the animals and what the sounds were like. They practiced the pronunciation by playing “What’s Missing Game”. In this game, the teacher took one picture of the animals. Then the students were asked to

guess what animal was missing. They also had to imitate the animal's sound. After the students had adequate practice, the written forms were introduced to them. The pictures of the animals can be seen as follows.

In the Deconstruction of the Text, the teacher and students read a recount text titled "Going to the Farm". The text contained vocabulary related to the farm like the farm animals and animals' sounds. The students also learn about number from 1 to 10 in this text. The students repeated the sentences after the teacher read the text. This activity was repeated twice for each sentence. While reading the text, the students helped the teacher stuck the pictures on the flannel book. After reading the text, the teacher asked some questions related to the story such as the setting, the generic structure of the text, and the story line of the story.

In order to get the students' attention back, the "Animal Sound" game was played. In this game, the students were labeled with the name of the animals on their backs. They should guess what animal was on their backs. They asked their friends by imitating the animal's sound. The students who had the same animal's name should work in the same group for the next activity.

The next activity was group activity. The class was divided into seven groups. Each group was given a picture titled "My Uncle's House". The students should identify what and how many animals were in the pictures. Then, an incomplete recount text titled "Visiting My Uncle" was given for each group. The students should write the number of the animals that they had found in the pictures. When the students finished completing the text, they compared their work with the other groups. Here is the picture and the text that were used.

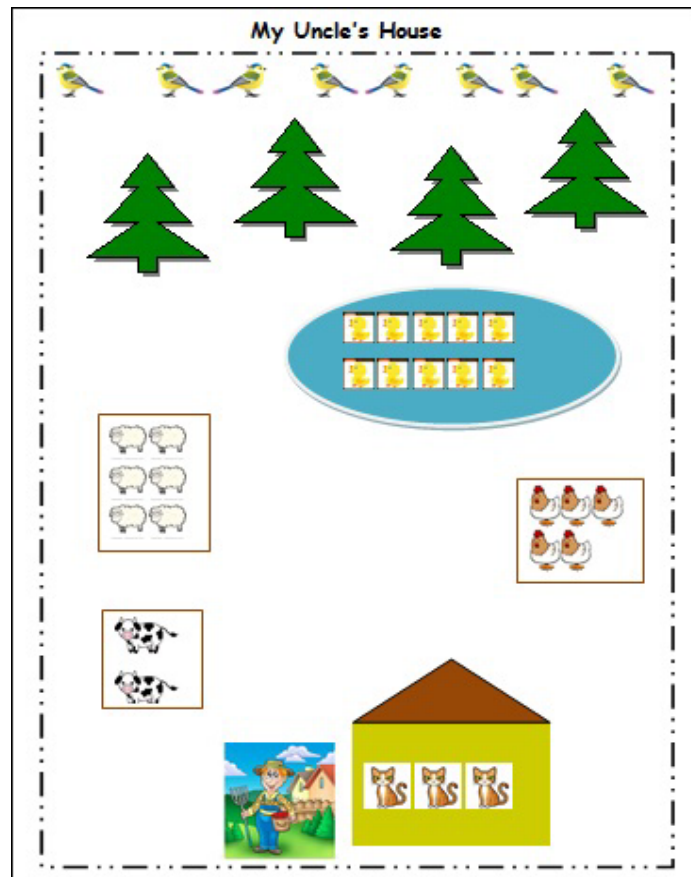






Figure 18. The picture for the group work activities in the unit “Going to the Farm”

**Visiting My Uncle**

Last Sunday, my family and I went to my uncle's house  in the village. His house was very big. He had a lot of animals in the garden. I saw two cows  in the garden. Then I heard "baa-baa".

There were \_\_\_\_\_ sheep  beside the cows. I went to the pond and I saw \_\_\_\_\_ ducks  in the pond. They said "quack-quack".









I also heard "tweet-tweet", there were \_\_\_\_\_ birds  around the trees. After that, my uncle showed me his chickens . He had \_\_\_\_\_ chickens . I did not see dog  there. My uncle did not have dog  but he had many cats . I saw \_\_\_\_\_ cats  in the house. I was very happy there .

Figure 19. The text for the group work activities in the unit “Going to the Farm”

In the last section, the students were expected to be able to read the text individually. There was a text titled “Going to a Bird Market” for each student. Here, they were asked to match the text with the correct pictures by drawing lines. They were given example and clues to do the exercise.

**Going to a Bird Market**

Yesterday, I went to a bird market with my father.

I saw a chicken. It had red, brown and white colors.

I also saw a lot of birds. There were eight birds there.  
I heard "tweet-tweet" everywhere.

After that, I heard "mjau-mjau". I saw seven cats there.

I heard "woof, woof". Oh, it was a dog. There were two dogs in the cage.

Close to the exit gate, there was a cage with six rabbits.

After we looked around, finally my father bought three little ducks.

It was fun to see a lot of animals there.



Figure 20. The text for the individual work activity in the unit “Going to the Farm”

### 3. Evaluation and Revision of the First Draft

The developed reading materials using flannel books consisted of three units. They were “A Very Hungry Caterpillar”, “My New Friends” and “Going to the Farm”. In order to know whether the developed materials were ready to use or not, the evaluation and revision were conducted to the first draft of the developed reading materials. The evaluation and revision were presented below.

#### a. The First Draft of Unit 1 “A Very Hungry Caterpillar”

The goal of this unit was the students were able to get information from a very simple narrative text. There were four sections in this unit. They were building the knowledge, whole class work, group work and individual work.

### 1) The Evaluation

This unit was evaluated by distributing a questionnaire for 10 respondents. The questionnaire consisted of 20 close-questions in the form of statement. In addition, there were 3 open-questions for the respondents' opinion and suggestion about the first draft of developed materials. The results can be seen below.

**Table 8. The Mean Scores of the Respondents' Responses on the First Draft of the Unit "A Very Hungry Caterpillar"**

Aspects	N	Mean	Statement Number	Statement
<b>Goal</b>	10	3.10	1	The topic is relevant with the students.
	10	3.10	3	The indicators are relevant with the goal.
	10	3.20	2	The materials and the activities are relevant with the topic and the goal.
<b>Input</b>	10	2.10	4	The length of the texts is appropriate for the students' abilities.
	10	2.90	5	The texts have good moral values.
	10	2.90	8	The language used is brief and clear.
	10	2.90	9	The language structures are appropriate for the students' abilities.
	10	2.90	12	The number of the vocabulary is appropriate for the students' abilities.
	10	3.10	7	The language functions and the expressions are relevant with the daily life.
	10	3.20	6	The texts are interesting and appropriate for the students' ages.
	10	2.90	11	The materials are developed from easy to difficult.
<b>Activities</b>	10	3.10	10	The games and the tasks are interesting and relevant with the students' needs.
	10	3.10	14	The pictures are interesting.
<b>Layout</b>	10	3.10	16	The font is clear.
	10	3.20	18	The worksheets are interesting and understandable.
	10	3.20	15	The colours are interesting and effective.
	10	3.20	17	The format of the pictures and the texts is interesting.
	10	3.30	13	The pictures can explain the texts well.
	10	2.50	20	The instructions are clear and understandable.
<b>Instructions</b>	10	3.20	19	The materials and the media are easy to use.

From the table above, the mean scores were classified into four categories: Poor (1.00 – 1.75), Fair (1.76 – 2.50), Good (2.51 – 3.25), and Very Good (3.26 – 4.00). The aspects that had mean scores in the categories of poor and fair were revised in the second draft. The explanation of the evaluation is presented below.

**a) Goal**

The mean score of the aspect of goal were 3.10, 3.20 and 3.10 for the statement number 1, 2 and 3. It meant that the reading materials were relevant with the goal to make the students able to get information from very simple narrative texts and needed no revision.

**b) Input**

The mean scores of the input ranged from 2.10 to 3.20. All items of the aspect of input were categorized as good except the item number 4 (2.10). The item related to the length of the texts was considered too long and too difficult so that it needed to be revised. The researcher revised the length of the texts by simplifying them.

**c) Activities**

Both items in the aspect of activities were considered good. The mean scores ranged from 2.90 to 3.10. However, it still could be improved since the scores had not reached the very good category. Some revision like creating more various activities and revising the order of the activities from the difficult one to the less difficult one could be done.

#### d) Layout

Of the six items in the aspect of lay out, the mean scores were categorized good. The mean scores ranged from 3.10 to 3.30. Some improvements were done such as adding more pictures and revising the arrangement of the text and pictures.

#### e) Instructions

From the item number 19, it can be seen that the mean scores still very low (2.50). It showed that the instruction in using the materials should be revised. The researcher revised the instructions in teachers' guide and also in the worksheet. The researcher also gave examples to do the work.

### 2) The Revision

Based on the evaluation of the first draft, there were some aspects from the developed materials that should be revised. The revision was concluded in the table below.

**Table 9. The Revision of the First Draft of the Unit “A Very Hungry Caterpillar”**

<b>Aspects</b>	<b>Evaluation</b>	<b>Revision</b>
Goal	The materials were relevant with the goal	Needed no revision
Input	The texts were too long and too difficult	Simplifying the text
Activities	The moral value was not relevant	Changing the ending of the story
	The activity was adequate	Creating more various activities
Layout	The layout was good	Adding more pictures Redesigning the format a little bit
Instructions	The instruction was not clear and was not easy to understand	Making clearer instructions for each step Giving examples to do the work

## b. The First Draft of Unit 2 “My New Friends”

In this unit, the students were expected to be able to get information from very simple descriptive texts. The topic of this unit was about clothes and colours.

The evaluation and revision of the first draft are presented as follows.

### 1) The Evaluation

Table 10. The Mean Scores of the Respondents’ Responses on the First Draft of the unit “My New Friends”

Aspects	N	Mean	Statement Number	Statement
<b>Goal</b>	10	2.90	3	The indicators are relevant with the goal.
	10	3.10	2	The materials and the activities are relevant with the topic and the goal.
	10	3.20	1	The topic is relevant with the students.
<b>Input</b>	10	3.00	12	The number of the vocabulary is appropriate for the students’ abilities.
	10	3.10	5	The texts have good moral values.
	10	3.10	6	The texts are interesting and appropriate for the students’ ages.
	10	3.10	7	The language functions and the expressions are relevant with the daily life.
	10	3.30	9	The language structures are appropriate for the students’ abilities.
	10	3.40	4	The length of the texts is appropriate for the students’ abilities.
	10	3.40	8	The language used is brief and clear.
	<b>Activities</b>	10	3.00	11
10		3.10	10	The games and the tasks are interesting and relevant with the students’ needs.
<b>Layout</b>	10	2.90	16	The font is clear.
	10	2.90	18	The worksheets are interesting and understandable.
	10	3.10	17	The format of the pictures and the texts is interesting.
	10	3.40	15	The colours are interesting and effective.
	10	3.80	13	The pictures can explain the texts well.
	10	3.80	14	The pictures are interesting.
<b>Instructions</b>	10	2.60	20	The instructions are clear and understandable.
	10	3.00	19	The materials and the media are easy to use.

The table shows the mean scores of some aspects in the first draft of the first unit of “My New Friends”. The mean scores ranged from 2.60 to 3.80. The mean scores that were categorized as poor and fair would be revised. Here is the explanation of the evaluation and revision of the first draft of the unit “My New Friends”.

**a) Goal**

The items of the aspect of goal belonged to the good category. The materials were able to make the students get information from very simple recount texts (3.10). The topic was also relevant to the 4<sup>th</sup> grade students (3.20) and daily life (2.90).

**b) Input**

Of the seven items in the aspect of input, all of them already fulfilled the criteria for good categories (3.00-3.40). The length of the text and the number of the vocabulary were appropriate to use.

**c) Activities**

Both items were considered good (3.00 and 3.10). The activity was quite interesting and relevant with the goal of the lesson. The researcher should make the activity more effective.

**d) Layout**

The aspect of layout consisted of six items. Two of them fulfilled the very good categories. The pictures in this unit were interesting and appropriate for the students (3.80) and the pictures were also able to explain the texts well (3.80). The other items belonged in the good categories (2.90-3.40). However, minor change

would be done to improve the layout of this unit. The researcher needed to redesign the layout of the teachers' instruction.

**e) Instructions**

The items of the instruction were still considered low. It needed clearer instructions and more effective steps in the teachers' guide. The researcher also gave examples to do the work.

**2) The Revision**

**Table 11. The Revision of the First Draft of the Unit “My New Friends”**

<b>Aspects</b>	<b>Evaluation</b>	<b>Revision</b>
Goal	The materials were suited with the goal	Needed no revision
Input	The input was appropriate for the students	Needed no revision
Activities	The activity was adequate	Creating more effective activities
Layout	The lay out was good	Redesigning the layout of teachers' guide
Instructions	The instruction was not clear and was not easy to understand	Making clearer instructions Giving examples to do the task

**c. The First Draft of Unit 3 “Going to the Farm”**

In the end of the lesson, the students were expected to be able to get information from very simple recount texts. The evaluation and revision of the unit “Going to the Farm” are explained below.

**1) The Evaluation**

The following table presents the result from the questionnaire related to the respondents' responses on the first draft of the unit “Going to the Farm”. The details of the mean scores can be seen in this table.

Table 12. **The Mean Scores of the Respondents' Responses on the First Draft of the unit "Going to the Farm"**

Aspects	N	Mean	Statement Number	Statement
<b>Goal</b>	10	3.10	1	The topic is relevant with the students.
	10	3.10	3	The indicators are relevant with the goal
	10	3.20	2	The materials and the activities are relevant with the topic and the goal.
<b>Input</b>	10	2.60	4	The length of the texts is appropriate for the students' abilities.
	10	2.60	9	The language structures are appropriate for the students' abilities.
	10	2.90	12	The number of the vocabulary is appropriate for the students' abilities.
	10	3.00	5	The texts have good moral values.
	10	3.00	8	The language used was brief and clear.
	10	3.10	7	The language functions and the expressions are relevant with the daily life.
	10	3.30	6	The texts are interesting and appropriate for the students' ages.
<b>Activities</b>	10	3.00	11	The materials are developed from easy to difficult.
	10	3.40	10	The games and the tasks are interesting and relevant with the students' needs.
<b>Layout</b>	10	2.60	18	The worksheets are interesting and understandable.
	10	3.00	16	The font is clear.
	10	3.30	17	The format of the pictures and the texts is interesting.
	10	3.40	15	The colours are interesting and effective.
	10	3.60	13	The pictures can explain the texts well.
	10	3.80	14	The pictures are interesting.
<b>Instructions</b>	10	2.70	20	The instructions are clear and understandable.
	10	3.30	19	The materials and the media are easy to use.

As can be seen from the table, the mean scores ranged from 2.60 to 3.80. It means that some items were categorized as good and very good. However, there were still some items that should be revised. The explanation of the evaluation and revision can be seen below.

**a) Goal**

From the table it can be seen that the item numbers related to the goal were adequate (3.10-3.20). It showed that the materials can reach the goal in the end of the lesson. Because of that, no revision was needed related to the goal.

**b) Input**

The item numbers related to the length of the text (2.60), the language structure (2.60) and the number of the new vocabulary (2.90) needed to be revised. Those items were considered low since the materials were too long, too difficult and too many words were introduced in the lesson. The researcher made some changes by simplifying the language and reducing the number of the new vocabulary.

**c) Activities**

By looking at the table above, the mean scores related to the aspects of input were 3.00 and 3.40. It means that some revision should be done. The researcher rearranged the steps of the activities based on the difficulty level.

**d) Layout**

The items number 13 and 14 were categorized into very good classification (3.60 and 3.80). It showed that the pictures in this unit were interesting and could give clear explanation to the texts. However, there were some items that should be revised. The format of the worksheets was not interesting so the researcher needed to rearrange the format of the layout. In this unit, the font size of the flannel book was too small. It made difficult to read the

text. Because of that, the researcher added an instruction for the students to move forward.

#### e) Instructions

Similar to the previous aspects, the aspect of instruction needed some revision. The mean score for the item related to the instructions in teachers' guide was still low (2.70). The researcher changed the complex instructions into more simple and clearer instructions. Examples for each exercise were also added.

### 2) The Revision

Table 13. **The Revision of the First Draft of the Unit “Going to the Farm”**

Aspects	Evaluation	Revision
Input	The length of the text and the language structures were not appropriate	Simplifying the text
	Too many new vocabulary	Reducing the number of the vocabulary
Activities	The activities were not arranged from the difficult to the less difficult	Rearrange the activities based on the difficulty level
Layout	The layout of the worksheet and teachers' guide was not interesting	Redesigning the format of the worksheets and the teachers' guide
Instructions	The instruction was not clear and was not easy to understand	Making clearer instructions Giving examples

### 4. Try-out, Evaluation and Revision of the Second Draft

Based on the evaluation and the revision of the first draft, the second draft of the reading materials using flannel books was developed. The second draft was implemented to class 4B of SD N Grogol in the month of December 2013. The try-out was aimed to know whether the developed reading materials met the students' needs of learning. The second draft was also evaluated by some

respondents. The results of the try-out and the evaluation of the second draft were explained as follows.

**a. The Second Draft of Unit 1 “A Very Hungry Caterpillar”**

The goal of this unit was to make the students be able to get information from very simple narrative texts. In the end of the lesson, the students were expected to control narrative texts individually. This unit was talking about kinds of foods and fruits and days of the weeks.

**1) The Try-out**

The second draft of the unit 1 “A Very Hungry Caterpillar” was implemented on Friday, December 20<sup>th</sup> 2013. There were 30 students in the class. There, the researcher was the teacher who taught the unit 1 and the English teacher was the observer.

When they researcher came to the class with the flannel book, the students were looking curiously. The researcher who was the teacher at that time told the students that they were going to learn something new. They would read a story using the flannel book.

After greeting the class, the teacher showed a picture and asked the students what the picture was. They did not know the English word for caterpillar. Then the researcher told them that it was a caterpillar. She asked the students to repeat the word for several time. The teacher also asked some questions related to the topic such as what food the caterpillar ate, where it lived, the life cycle of the caterpillar, etc. After that, the teacher showed more pictures of foods and fruits and asked the students whether the caterpillar liked those foods. Most of the

students already knew the names of the fruits, but they did not know the names of the foods. The students repeated the words after the teacher to practice the pronunciation. In this activity, they were also asked whether they like the foods and fruits or not. When the teacher said “Do you like ...?” the students should reply “Yes, I like it” or “No, I don’t like it”. When the students were able to pronounce the words correctly, the written forms were introduced. The pictures below were used to introduce the vocabulary.



Figure 21. **The pictures and names of the foods and fruits in the implementation of the unit “A Very Hungry Caterpillar”**

Before moving to the next unit, the researcher reviewed the vocabulary by sticking the words then she asked a volunteer to stick the correct picture. The class became noisy because most of the students wanted to volunteer. The picture and the word can be stuck like below.



Figure 22. **The pictures of fruit and food and the writings in the implementation of the unit “A Very Hungry Caterpillar”**

After making sure that the students memorize the words, the teacher showed the flannel book titled “A Very Hungry Caterpillar”. It seemed that no one had heard the story before. The teacher opened the first page and stuck the words and pictures on the flannel book. She started read the text and the students repeated after her. The sentences were read for several times until they could pronounce the sentences correctly. Sometimes the teacher asked a volunteer to stick the pictures on the flannel book. The students looked interested in the story and also in the pictures. They read the text aloud without hesitation. The pictures of the flannel book can be seen below.



Figure 23. The pictures of the flannel book titled “A Very Hungry Caterpillar”

In order to check the students understanding, the researcher asked some questions related to the setting of the story, the story line and also the moral value of the story. Most of the students could answer the questions well. They were able to retell the story by sticking pictures from the flannel book.



Figure 24. **The pictures of the face expressions for the retell activity in the unit “A Very Hungry Caterpillar”**

The next activity was group work. Here, the students were divided into 4 groups (A1, A2, B1 and B2) that consisted of 7-8 students. They were given new versions of “A Very Hungry Caterpillar” story. Group 1 and 2 got different texts. The jumbled paragraph should be rearranged into a good paragraph. The students felt that it was easy.



Figure 25. **The students were rearranging jumbled paragraphs in the unit “A Very Hungry Caterpillar”**

When they finished rearranging the paragraph, they compared their works with the group that had the same text. After that, they should exchange the information of the texts with the group that had different texts. One group would read the story first and another group listened and drew the information from the

story. They did the activity in turns. Some students did not give contribution to the activity since they found difficulty in listening to English words.

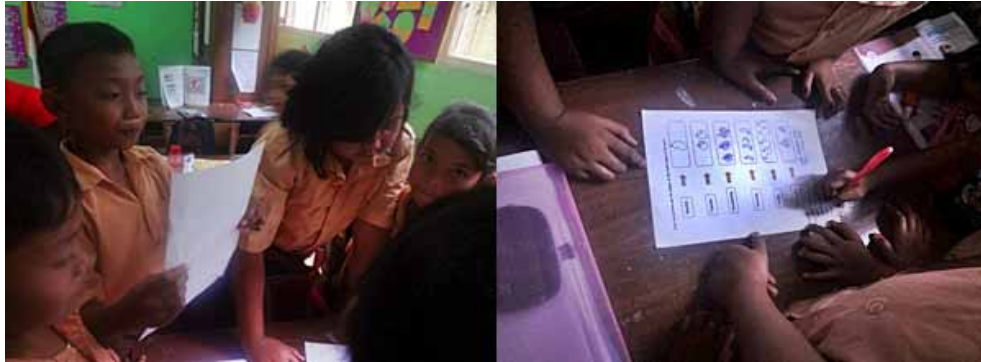


Figure 26. **The information gap activities in the unit “A Very Hungry Caterpillar”**

Since the time was running out, the last activity for the individual work was given as the homework. The students were given a narrative text titled “The Greedy Monkey”. They should match the sentences with the pictures by drawing lines. After that, they should draw smiling or frowning expression based on the story. An example was given to help them did the work.

## **2) The Evaluation**

As it has been mentioned before, the evaluation of the second draft were obtained by administering questionnaires for the students and also some respondents.

### **a) The Students’ Responses**

The results of the questionnaire for the students can be seen in the table 16.

Table 14. **The Mean Scores of the Students' Responses on the Second Draft of the Unit "A Very Hungry Caterpillar"**

<b>Aspects</b>	<b>N</b>	<b>Mean</b>	<b>Statement Number</b>	<b>Statement</b>
<b>Goal</b>	30	1.8	7	I can do the individual work well.
	30	1.93	12	The activities in the class help me understand the English texts.
	30	2	20	The flannel book makes me want to read English book
<b>Input</b>	30	1.8	3	The texts are not too long for me.
	30	1.9	4	The English lesson is not too difficult for me.
	30	2	2	The texts are interesting.
	30	2	1	The texts are relevant with the daily life.
	30	2	5	The sentences in the texts are short and easy to understand.
<b>Activities</b>	30	1.93	8	The tasks are not too difficult.
	30	1.97	11	The activities in the class are interesting and varied.
	30	1.97	19	I like working with friends because it helps me understand the texts.
	30	2	9	The tasks are interesting.
<b>Layout</b>	30	1.93	13	I can understand better because of the colourful pictures in the texts.
	30	1.97	14	I like the pictures on the flannel book.
	30	1.97	16	The colours of the pictures and words are nice.
	30	1.97	17	The pictures and the font of the words are clear from my seat.
	30	2	15	The pictures are interesting and clear.
	30	2	18	I like the removable parts of the flannel book.
<b>Instructions</b>	30	1.93	6	The example helps me do the tasks.
	30	1.97	10	The instructions are clear and easy to understand.

The aspects in the second draft of the unit 1 ranged from 1.80 to 2.00 which were categorized as very good. The materials are relevant with goal of the lesson which was making the students be able to get information from very simple texts. In the students' opinion, the activities helped them understand English texts so that later they could read English texts by themselves. Based on the students'

opinion, the texts were interesting, simple and easy to understand. The mean scores of the language input ranged from 1.8 to 2.00. They also liked the layout of the flannel book (1.93-2.00). The pictures and the format of the colours, the fonts and the pictures helped them understand the text. The activities developed from the materials were also interesting and varied (1.93-2.00). The activities were easy to follow since the instructions were clear and understandable (1.93-1.97).

### b) The Respondents' Responses

The second draft of unit 1 was evaluated by some respondents by completing the questionnaire. The results are presented as follows.

**Table 15. The Mean Scores of the Respondents' Responses on the Second Draft of the Unit "A Very Hungry Caterpillar"**

Aspects	N	Mean	Statement Number	Statement
<b>Goal</b>	10	3.50	1	The topic is relevant with the students.
	10	3.60	2	The materials and the activities are relevant with the topic and the goal.
	10	3.70	3	The indicators are relevant with the goal.
<b>Input</b>	10	3.20	7	The language functions and the expressions are relevant with the daily life.
	10	3.60	4	The length of the texts is appropriate for the students' abilities.
	10	3.70	6	The texts are interesting and appropriate for the students' ages.
	10	3.70	8	The language used is brief and clear.
	10	3.70	12	The number of the vocabulary is appropriate for the students' abilities.
	10	3.80	9	The language structures are appropriate for the students' abilities.
	10	3.90	5	The texts have good moral values.
	10	3.80	10	The games and the tasks are interesting and relevant with the students' needs.
<b>Activities</b>	10	3.80	11	The materials are developed from easy to difficult.
	10	3.60	16	The font is clear.
<b>Layout</b>	10	3.70	14	The pictures are interesting.
	10	3.80	15	The colours are interesting and effective.
	10	3.80	18	The worksheets are interesting and understandable.
	10	3.90	13	The pictures can explain the texts well.
	10	3.90	17	The format of the pictures and the texts is interesting.
<b>Instructions</b>	10	3.30	19	The materials and the media are easy to use.
	10	3.40	20	The instructions are clear and understandable.

The table shows the mean scores of the respondents' responses to the second draft of the unit "A Very Hungry Caterpillar" which were presented based on the five aspects to be considered. The mean scores ranged from 3.20 to 3.90. It means that the aspects belonged to good and very good categories. The goal, activities and the layout were adequate and did not need any revision. The mean scores for those items were 3.50-3.70 for the goal, 3.80 for the activities and 3.60-3.90 for the layout. However, minor changes would be added for the layout of the teachers' guide to make it more interesting and effective.

### 3) The Revision

Based on the evaluation from the students and the respondents, the second draft of the unit "A Very Hungry Caterpillar" did not need any revision. Below is the summary of the evaluation and the revision that was taken.

Table 16. **The Revision of the Second Draft of the Unit "A Very Hungry Caterpillar"**

Aspects	Evaluation	Revision
Goal	The materials were relevant with the goal	Needed no revision
Input	The language input was appropriate for the students' needs and ability	Needed no revision
Activities	The activities were effective	Needed no revision
Layout	The lay out was interesting and clear	Minor changes were added to the layout of the teachers' guide
Instructions	The instruction was clear and easy to understand	Needed no revision

#### b. The Second Draft of Unit 2 "My New Friends"

The goal of this unit was to make the students to be able to get information from very simple descriptive texts. The vocabulary used in this unit was related to kinds of clothes and colours.

### **1) The Try-out**

The second draft of unit 2 “My New Friends” was tried out on Saturday, December 21<sup>st</sup> 2013. There were 30 students in the class. The meeting was started by watching a video titled “A-B-C” song. Some students who already knew the song sang following the video. When the video was played for the second time, the students were asked to sing together. After watching the video, they were asked to spell their names in turns. Some students did it confidently; however, most of the students still felt shy to speak loudly. Then the researcher asked one student to come in front of the class and asked him to spell his name. The other students were asked to observe what he was wearing. They knew some words related to clothes but they did not pronounce the words correctly.

The next activity was aimed at building the students’ knowledge of what they were going to learn. The researcher showed some pictures of clothes and asked the name and the colours of the clothes. Here, the researcher should correct the students’ pronunciation and they had plenty of time to practice pronouncing the words. After they could pronounce the words correctly, the researcher introduced the written form to the students. The pictures were stuck below the writing. Some students were asked to help the teacher stuck the pictures. They thought that it was fun to do that.



Figure 27. **The researcher was introducing the colours in the unit “My New Friends”**

The next activity was reading the descriptive text together. The researcher opened the flannel book and showed the picture of the flannel boy without clothes. She stuck the words on the flannel book and asked some volunteers to dress up the flannel boy based on the description. Then the researcher read the text and the students repeat after her. The class did the same activities to the flannel girl. The students seemed enthusiastic to do the activities. All of them wanted to try dressing up the flannel book.



Figure 28. **The class was reading the descriptive texts in the unit “My New Friends”**

After that, the teacher directed the students to the next section. The next section was group activity in the form of reading and information gap activities. In this section, each group was given a descriptive text about what someone was wearing and a table that should be completed based on the description from other groups. While one group was dressing up the flannel boy or girl in front of the class, the other groups wrote the colours of the clothes from the information on the flannel book. These activities ran well. The students found it was interesting since everybody had an opportunity to stick the pictures and the words on the flannel book. These figure showed the activities of dressing up the flannel boy and flannel girl.



Figure 29. **The students were dressing up the flannel boy and flannel girl in the unit “My New Friends”**

Since the time was running out, the last text was given as homework. Here, the students should work individually. They already knew what to do since there was an example there. From the worksheets that were submitted on the next day, it could be seen that all students did the exercise well.

## 2) The Evaluation

The evaluation of the second draft of “My New Friends” was done by administering questionnaires for the students and some respondents. The data are presented below.

### a) Students’ Responses

Table 17. **The Mean Scores of the Students’ Responses on the Second Draft of the Unit “My New Friends”**

Aspects	N	Mean	Statement Number	Statement	
<b>Goal</b>	30	1.93	12	The activities in the class help me understand the English texts.	
	30	1.97	20	The flannel book makes me want to read English book	
	30	2	7	I can do the individual work well.	
<b>Input</b>	30	1.83	3	The texts are not too long for me.	
	30	1.9	4	The English lesson is not too difficult for me.	
	30	1.9	5	The sentences in the texts are short and easy to understand.	
	30	1.97	2	The texts are interesting.	
	30	1.97	1	The texts are relevant with the daily life.	
	<b>Activities</b>	30	1.97	19	I like working with friends because it helps me understand the texts.
		30	2	8	The tasks are not too difficult.
30		2	9	The tasks are interesting.	
30		2	11	The activities in the class are interesting and varied.	
<b>Layout</b>	30	1.93	17	The pictures and the font of the words are clear from my seat.	
	30	1.97	18	I like the removable parts of the flannel book.	
	30	2	13	I can understand better because of the colourful pictures in the texts.	
	30	2	14	I like the pictures on the flannel book.	
	30	2	16	The colours of the pictures and words are nice.	
	30	2	15	The pictures are interesting and clear.	
<b>Instructions</b>	30	1.83	6	The example helps me do the tasks.	
	30	2	10	The instructions are clear and easy to understand.	

Based on the data above, it can be seen that the second draft of unit “My New Friends” was appropriate for the students. The means scores of each item were high. The means scores ranged from 1.83-2.00. In the students’ opinion, the materials and the developed activities were not too difficult for them. The instructions were clear enough to help them doing the exercises. Moreover, they liked the layout of the flannel book and the worksheets. The layout helped them understand the texts better. In the end of the class, the students found that they were able to control the texts individually.

## b) Respondents' Responses

The results of the questionnaire that was administered for the respondents were presented below.

Table 18. The Mean Scores of the Respondents' Responses on the Second Draft of the Unit "My New Friends"

Aspects	N	Mean	Statement Number	Statement
<b>Goal</b>	10	3.70	2	The materials and the activities are relevant with the topic and the goal.
	10	3.80	1	The topic is relevant with the students.
	10	3.90	3	The indicators are relevant with the goal.
<b>Input</b>	10	3.10	5	The texts have good moral values.
	10	3.20	7	The language functions and the expressions are relevant with the daily life.
	10	3.60	4	The length of the texts is appropriate for the students' abilities.
	10	3.70	8	The language used is brief and clear.
	10	3.90	6	The texts are interesting and appropriate for the students' ages.
	10	4.00	9	The language structures are appropriate for the students' abilities.
	10	4.00	12	The number of the vocabulary is appropriate for the students' abilities.
<b>Activities</b>	10	3.30	10	The games and the tasks are interesting and relevant with the students' needs.
	10	3.30	11	The materials are developed from easy to difficult.
	10	3.20	16	The font is clear.
<b>Layout</b>	10	3.70	17	The format of the pictures and the texts is interesting.
	10	3.80	18	The worksheets are interesting and understandable.
	10	3.20	13	The pictures can explain the texts well.
	10	4.00	14	The pictures are interesting.
	10	4.00	15	The colours are interesting and effective.
<b>Instructions</b>	10	3.20	20	The instructions are clear and understandable.
	10	3.60	19	The materials and the media are easy to use.

From the data above the mean scores of the items ranged from 3.10-4.00 which were categorized into good and very good categories. In the aspect of goal, the mean scores were 3.70-3.90. It could be concluded that the materials were relevant with the goal. Apart from that, in the aspect of input, the mean scores were 3.10-4.00. It showed that the materials met the students' needs and abilities. The same thing also could be seen in the aspect of activities (3.30). The developed activities were interesting and relevant with the students' needs. The instructions for the activities were also clear enough to ease the teacher use the materials (3.20-3.60). The last aspect was in the term of layout. In the respondents' opinions, the pictures, colours, font and format of the developed materials were interesting and effective to explain the texts (3.20-4.00). Because of those aspects, the second draft of the unit "My New Friends" did not need any revision.

### 3) The Revision

Table 19. **The Revision of the Second Draft of the Unit "My New Friends"**

<b>Aspects</b>	<b>Evaluation</b>	<b>Revision</b>
Goal	The materials were relevant with the goal.	Needed no revision.
Input	The materials fitted the students' needs and abilities.	Needed no revision.
Activities	The developed activities were interesting and varied.	Needed no revision.
Layout	The lay out was interesting and effective in explaining the texts.	Changing the layout of the teachers' guide a little bit.
Instructions	The instruction was clear and easy to understand	Needed no revision.

### **c. The Second Draft of Unit 3 “Going to the Farm”**

The goal of this unit was to make the students be able to get information from very simple recount texts. The topic of this unit was about the farm. It concluded the name of the animals, the animals’ sounds and numbers.

#### **1) The Try-out**

The second draft of the unit 3 “Going to the Farm” was implemented on Friday, December 27<sup>th</sup> 2013. All of the students were present. There were 30 students in the class. When the researcher came into the class and brought different flannel book from before, the students were looking at the flannel book enthusiastically.

Before introducing the new flannel book, the researcher opened the class by playing a video titled “Old McDonald Had a Farm”. The students were watching the video first and then they sang the song together. After watching it, the researcher asked some questions related to the farm. Some students who were knew the names of the animals were asked to imitate the animals’ sounds. Then the researcher showed some pictures of the animals and asked the students the names of the animals. The students were asked to pronounce the words for several times until they could pronounce the words correctly. When the writing of the animals’ sounds was introduced, most of the students laughed since it was not the same as in Indonesian or Javanese. To make sure that the students got the vocabulary, “What’s Missing” game was played. In this game, they could mention the names and the sounds correctly.

Then the researcher directed them to the Deconstruction of the Text section. In this section, they read a recount text about someone's trip to the farm. Since it was the third time learning using flannel book, they already got familiar with the activity. Some of them looked bored so the researcher asked some students to read the flannel book in front of the class. The researcher assisted them to read the flannel book so that their friends could get the sentences clearly. They felt this activity was challenging because they could pretend to be the teacher and waited for their turns. After reading the text, the researcher led them to discuss the generic structure, setting and the story line of the story. The students could answer the questions and retell the story well.

The next section was in the form of group activity. The class played "Animals' Sounds" game to divide the class. They enjoy moving around the class and imitating the animals' sounds loudly. It made the class slightly uncontrolled so that they needed to be reminded to slow down the volume. When the students found their groups, they were given pictures of "My Uncle's House". They could identify the names and the numbers of the animals well. Then they were given a text titled "Visiting My Uncle". In their opinion, the activity was easy since there was an example to do the exercise and there were a lot of clues in the text. This figure is showing the group activities in the unit "Going to the Farm".



Figure 30. **The students were completing the “Visiting My Uncle” text based on the picture in the unit “Going to the Farm”**

The last exercise was given as homework. In the last exercise, the students should match some pictures with the text “Going to the Bird Market”. The text contained some vocabulary of animals, animals’ sounds and numbers. When the worksheets were submitted on the next day, it could be seen that the students were able to read the text individually.

## **2) The Evaluation**

The evaluation data of the second draft of the unit “Going to the Farm” were obtained from the questionnaires for the students and the respondents. Below is the data of the evaluation.

### **a) The Students’ Responses**

The result of the students’ responses for the second draft of the unit “Going to the Farm” is presented below.

Table 20. **The Mean Scores of the Students' Responses on the Second Draft of the Unit "Going to the Farm"**

Aspects	N	Mean	Statement Number	Statement
<b>Goal</b>	30	1.87	7	I can do the individual work well.
	30	1.93	12	The activities in the class help me understand the English texts.
	30	1.97	20	The flannel book makes me want to read English book
<b>Input</b>	30	1.87	3	The texts are not too long for me.
	30	1.9	4	The English lesson is not too difficult for me.
	30	1.93	5	The sentences in the texts are short and easy to understand.
	30	2	2	The texts are interesting.
	30	2	1	The texts are relevant with the daily life.
<b>Activities</b>	30	1.9	19	I like working with friends because it helps me understand the texts.
	30	1.93	8	The tasks are not too difficult.
	30	1.93	11	The activities in the class are interesting and varied.
	30	2	9	The tasks are interesting.
<b>Layout</b>	30	1.93	13	I can understand better because of the colour pictures in the texts.
	30	1.93	14	I like the pictures on the flannel book.
	30	1.97	17	The pictures and the font of the words are clear from my seat.
	30	1.97	16	The colours of the pictures and words are nice.
	30	2	18	I like the removable parts of the flannel book.
	30	2	15	The pictures are interesting and clear.
<b>Instructions</b>	30	1.9	6	The example helps me do the tasks.
	30	1.97	10	The instructions are clear and easy to understand.

The table shows that the mean scores of the five aspects ranged from 1.87-2.00. It means that in the children opinions, the developed materials fitted their needs, interest and abilities. The mean scores for the input were from 1.87-2.00. It can be concluded that the input was not too difficult for them but it was still challenging. They also liked the activities in the class which were interesting and varied (1.90-2.00). They could follow the activities since the instructions were

clear and easy to understand (1.90-1.97). Apart from that, the layout of the developed materials was interesting and clear (1.93-2.00) so that the students could understand the texts better. The data also presented that the developed materials helped the students to reach the goal of the lesson (1.87-1.97).

### b) The Respondents' Opinion

Table 21. The Mean Scores of the Respondents' Responses on the Second Draft of the Unit "Going to the Farm"

Aspects	N	Mean	Statement Number	Statement
<b>Goal</b>	10	3.40	3	The indicators are relevant with the goal.
	10	3.70	1	The topic is relevant with the students.
	10	3.70	2	The materials and the activities are relevant with the topic and the goal.
<b>Input</b>	10	3.10	7	The language functions and the expressions are relevant with the daily life.
	10	3.20	5	The texts have good moral values.
	10	3.30	9	The language structures are appropriate for the students' abilities.
	10	3.40	8	The language used is brief and clear.
	10	3.60	12	The number of the vocabulary is appropriate for the students' abilities.
	10	3.70	4	The length of the texts is appropriate for the students' abilities.
	10	3.90	6	The texts are interesting and appropriate for the students' ages.
	10	3.60	10	The games and the tasks are interesting and relevant with the students' needs.
<b>Activities</b>	10	3.60	11	The materials are developed from easy to difficult.
	10	3.20	16	The font is clear.
<b>Layout</b>	10	3.60	17	The format of the pictures and the texts is interesting.
	10	3.60	18	The worksheets are interesting and understandable.
	10	3.80	13	The pictures can explain the texts well.
	10	3.80	15	The colours are interesting and effective.
	10	3.90	14	The pictures are interesting.
<b>Instructions</b>	10	3.30	20	The instructions are clear and understandable.
	10	3.90	19	The materials and the media are easy to use.

The results show that the developed materials were appropriate for the students. It can be seen from the mean scores of the second draft which ranged from 3.10 to 3.90. In the aspect of input, the mean scores were categorized as good and very good (3.10-3.90). According to the respondents, the input already met the students' needs and interest. Moreover, the developed activities were interesting and easy to follow since there were clear instructions in the form of a teachers' guide. Besides that, the mean scores in the aspect of layout were high (3.20-3.90). It showed that the pictures, font, design and the colours were interesting and could explain the texts well.

### 3) The Revision

From the explanation above, it could be concluded that the second draft of the unit "Going to the Farm" was appropriate for the 4<sup>th</sup> grade students and it did not need to be revised. However, small revision to improve the layout of the teachers' guide was still being done. Here is the summary of the evaluation and the action that was taken.

Table 22. **The Revision of the Second Draft of the Unit "Going to the Farm"**

Aspects	Evaluation	Revision
Goal	The materials were relevant with the goal.	Needed no revision.
Input	The input was appropriate for the students' needs, interest and abilities.	Needed no revision.
Activities	The activities were effective	Needed no revision.
Layout	The lay out was interesting and effective.	Giving small revision for the layout of the teachers' guide.
Instructions	The instruction was clear and easy to understand	Needed no revision

## **5. Final Product**

The final product of the developed reading kits was obtained from the revision of the second draft. The revision was done based on the evaluation data from the students and the respondents. However, there was only small revision for the layout of the teachers' guide. Based on the evaluation data, the second draft of the developed materials did not need any revision. The final product of the developed reading kits can be seen in the Appendix.

## **6. Discussion**

The discussion of the research findings answer the question in the formulation of the problem which concerned with the characteristics of the suitable reading kits using flannel books for the fourth grade students of elementary schools. The discussion is related to the results of the evaluation questionnaires administered for the students and respondents. There were five aspects to be considered in the questionnaire including goal, input, activities, layout and instructions. Based on the results of the data, the mean scores of those aspects ranged from 3.10 to 4.00 which were categorized as good and very good. From the result, the characteristics of suitable reading kits using flannel books can be concluded. These are the following characteristics.

### **a. Goal**

The students at the fourth grade of elementary schools are expected to be able to get information from very simple written sources. The goal of the reading activity in the English class is introducing simple texts in English and preparing the students to access further written information in the future. The reading

materials using flannel books presented three simple English texts that were developed into some activities. The activities prepared the students to be able to get the information from the simple texts on their own.

#### **b. Input**

The language input in the developed reading materials was presented in the very simple narrative texts, descriptive and recount texts. The topics of the story were chosen based on the students' interest and needs. The topics chosen were relevant with the daily life. It made them paid more attention to the texts. Moreover, in the linguistics aspect, the number of the new vocabulary, length of the texts and also the structures of the language should be in the level of fourth grade students. The sentences that were used in the texts had to be brief and clear.

#### **c. Activities**

The reading materials were developed into some activities that supported the students to be ready controlling the texts individually. To get there, there were three steps that were conducted. They were BKOF (Building Knowledge of the Field), DOT (Deconstruction of the Text), JCOT (Join Construction of the Text) and ICOT (Independent Construction of the Text). The activities were started from whole class activities, then group work activities and the last was individual work activities. The arrangement of the activities based on the contribution and the level of difficulty was aimed at preparing the students to be able to get information on their own. Since the students had short attention span, the interesting and varied activities should be promoted to avoid boredom.

**d. Layout**

The texts in the developed materials were presented on the flannel books. Each flannel book contained colourful pictures that were relevant with the topics. The pictures should be interesting and effective in explaining the texts. The flannel books were also supported by removable words to make the books more interactive. The flannel books did not only accommodate the audiovisual learning styles but also give opportunities for the students to get involved in the story by sticking and removing the parts of the flannel books. The size of the flannel books was big enough so that the students could see the texts and the pictures clearly from their seats.

**e. Instructions**

A teacher's guide was made to ease the teachers in using the reading kits using flannel books. It consisted of clear steps of using the flannel books and pictures on how to present the materials. The structure of the sentences should be clear and easy to understand. It was also completed with worksheets and answer sheets. There was an example for each exercise to help the students do the works. The teachers' guide was written in Indonesian so it was appropriate to use by nonnative English speakers.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

This chapter presents two main parts. They are conclusions and suggestions. The parts are presented as follows.

#### **A. Conclusion**

This research was aimed at developing reading kits using flannel books for the fourth grade students of elementary schools. Based on the discussion in the previous chapter, there are two parts which are concerned with the design of the developed reading kits using flannel books and the characteristics of the suitable reading kits using flannel for the fourth grade students of elementary schools.

The developed reading kits using flannel books consists of three units in which each unit presents different genres of very simple English text. The topics of the reading materials are chosen based on the students' interest and needs. The materials are developed into some activities which promote group and individual activities. There are four stages in each unit; they are BKOF, DOT, JCOT and ICOT. The teachers' guide is also provided to help the teachers using the developed reading kits.

Based on the results of the evaluation, the reading kits using flannel books are suitable to teach reading for the fourth grade students of elementary schools. The characteristics of the suitable reading kits include five aspects. Those are goal, input, activities, layout and instructions.

In the aspect of goal, the materials should be relevant with the goal of the lesson. The students at the fourth grade of elementary schools are expected to be able to get information from very simple written sources. The goal of the reading activity in the English class is introducing simple texts in English and preparing the students to access further written information in the future. The activities that are developed from the reading materials should prepare the students to be able to get the information from the simple texts on their own.

The language input in the reading materials should be presented in the very simple texts. The topics of the story are chosen based on the students' interest and needs. The topics chosen should be relevant to the daily life. Moreover, in the linguistics aspect, the number of the new vocabulary, length of the texts and also the structures of the language should be in the level of students. The sentences that are used in the texts have to be brief and clear.

Apart from that, the activities that are developed should support the students to be ready controlling the texts individually. The appropriate can accommodate the whole class, individual and group work. Furthermore, the activities should be arranged based on the contribution and the level of difficulty. Since most students have short attention span, the interesting and varied activities should be promoted to avoid boredom.

The next characteristic was in the layout of the presentation. The texts should be presented in colourful and attractive media. The media should have pictures that are interesting and effective in explaining the texts. The presentation of the texts does not only accommodate the audiovisual learning styles but also

give opportunities for the students to get involved in the story. The size of the presentation also should be big enough so that the students can see the texts and the pictures clearly from their seats. Flannel books can be used as media in teaching reading since the books meet with the characteristics above.

The last characteristic is the instructions of the teachers' guide. The teachers' guide should consist of clear steps of using the materials and pictures on how to present the materials. The structure of the sentences should be clear and easy to understand. It is also completed with the worksheets and the answer sheets. It would be better if there is an example for each exercise to help the students do the works. The teachers' guide should be written in Indonesian so it is appropriate to use by nonnative English speakers.

## **B. Suggestions**

### **1. For the English teachers**

The results of the study can give information of learning kits development in teaching English. The teacher should choose or design learning kits that meet with the students' learning needs and characteristics. When the materials are presented, the teachers should also focus on achieving the goal of the lesson by giving adequate input for the students.

### **2. For the elementary schools**

The findings of the study show that suitable learning kits play important roles in teaching English for children. Providing suitable materials and media for children creates good attitudes toward English. The materials and media which are

relevant with the students' needs and characteristics can promote effective English lessons. The schools may provide flannel books as one of instructional media used in teaching English.

### **3. For material writers and text book writers**

The results of the study show that in developing English learning kits for children, the materials should be in line with children's needs and characteristics. The materials also can be developed into some interesting activities. The developed materials should be supported with interesting media. In order to developing suitable reading kits, all aspects should be taken into account by the writers.

### **4. For the English Department**

This study gives new and important information in developing learning kits especially in teaching reading for children. The English Department should encourage the students to create new ideas in developing reading kits especially for children. Flannel books can be introduced as examples of media in the English for Children classes.

### **5. For other researchers**

In developing reading kits for children, it is important to conduct needs analysis on the students' needs and characteristics, design materials that relevant with the needs and characteristics, develop interesting activities and media, using appropriate instruments and also conduct evaluation for the developed materials. The try-out of the developed reading kits is also needed to find out whether the

developed reading kits are suitable for the students. The results can be used to revise the developed reading kits using flannel books.

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# Appendices

**APPENDIX A**  
**Data of the 4B Students of SD N Grogol**

<b>No.</b>	<b>Nama Siswa</b>
1.	Alfi Tri Wahyuni
2.	Amanda Riyas Utami
3.	Aninda Vera Khairunnisa
4.	Anisa Istiqomah
5.	Annisa Fadhilatul Azizah
6.	Candra Setyaningrum
7.	Ega Permana Putra
8.	Fauziah Salma Pratidina
9.	Ferra Dian Oktaviani
10.	Ganes Nando Irvan Putra
11.	Iwan Apriyanto
12.	Laraz Sindu Pawestri
13.	Lutina Alifiawati
14.	Mely Istiqomah
15.	Naufal Afif Fadila
16.	Nuria Anggraini
17.	Pandu Pangestu
18.	Pratama Kafka Ravendra
19.	Rachma Nur Aisyah
20.	Raka Pramanaputra
21.	Raka Unggul Widiansyah
22.	Rama Putra Araya
23.	Reanita Hermansyah
24.	Reno Agung Yudhanto
25.	Ririn Dwi Lestari
26.	Rizal Ali Antoro
27.	Sania Iswanti
28.	Shintya Intan Ramadhani
29.	Sidiq Faturrohman
30.	Yudha Bagus Saputra

**APPENDIX B**  
**Data of the Respondents**

<b>No.</b>	<b>Name</b>	<b>Education</b>
1.	Amanda Widyati, S.Pd.	S1 degree of Yogyakarta State University
2.	Ika Nur Rahmawati, S.Pd	S1 degree of Yogyakarta State University English teacher at SD Al-Azhar Yogyakarta
3.	Kurnia Wulandari, S.Pd.	S1 degree of Yogyakarta State University
4.	Refrilia Ulfah	S1 degree of Yogyakarta State University
5.	Reni Ruswanti, S.Pd.	S1 degree of Ahmad Dahlan University English teacher at SD N Grogol
6.	Ristiyani, S.Pd.	S1 degree of Sarjanawiyata Tamansiswa University English teacher at SD N Grogol
7.	Tri Julianti, S.Pd.	S1 degree of Yogyakarta State University
8.	Valeria Westri, S.Pd	S1 degree of Yogyakarta State University English teacher in SD Kanisius Wates
9.	Veronica Hardiati, S.Pd.	S1 degree of Sanata Dharma University Head of English Division at Realia Language and Culture Centre
10.	Windi Arini, S.Pd.	S1 degree of Yogyakarta State University

**DEVELOPING READING MATERIALS USING FLANNEL BOOKS FOR THE FOURTH GRADE STUDENTS OF ELEMENTARY SCHOOLS**

Unit	Topic	Goal	Indicators	Materials	Activities	Flannel books
1	A Very Hungry Caterpillar	Children are able to get information from a very simple narrative text.	<p>Children are able to:</p> <ul style="list-style-type: none"> <li>- Say the names of the fruits, foods, and days of the week in the story</li> <li>- Read the story aloud</li> <li>- Identify the parts of narrative texts.</li> <li>- Identify the expression of like and dislike</li> <li>- Rearrange a narrative text</li> <li>- Retell the story by sticking and drawing pictures based on the story</li> <li>- Match the texts with the pictures</li> </ul>	<ul style="list-style-type: none"> <li>- The parts of a narrative text               <ul style="list-style-type: none"> <li>• Background information : characters (who), time (when), place (where)</li> <li>• The problem</li> <li>• How the characters react to the problem</li> <li>• How the characters solve the problem</li> <li>• The moral value</li> </ul> </li> <li>- Past tense : A caterpillar <b>popped out ...</b> He <b>saw ...</b> He <b>turned</b> into ...</li> <li>- Expressions of like and dislike               <ul style="list-style-type: none"> <li>• I like ...</li> <li>• I don't like ...</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- <b>BKOF (Building Knowledge of the Field)</b> <ol style="list-style-type: none"> <li>1. Asking some questions related to the character and the story.</li> <li>2. Introducing the character.</li> <li>3. Showing pictures of the foods and fruits.</li> <li>4. Introducing the new vocabulary from the story.</li> <li>5. Asking the students to repeat saying the words.</li> </ol> </li> <li>- <b>DOT (Deconstructing of the Text)</b> <ol style="list-style-type: none"> <li>1. Reading the text aloud.</li> <li>2. Asking the students to repeat the sentences.</li> <li>3. Identifying the parts of the story.</li> <li>4. Checking the students' understanding by giving questions about the text.</li> <li>5. Asking a child to help the teacher read the story in front of the class.</li> </ol> </li> </ul>	<p>Story flannel book :</p> <ol style="list-style-type: none"> <li>1. A story of "A Very Hungry Caterpillar" (a narrative text)</li> <li>2. A teachers' guide</li> <li>3. Worksheets</li> <li>4. Pictures of fruits</li> <li>5. Pictures of foods</li> <li>6. Removable words : days of the week, the names of the foods and fruits</li> </ol>

				<ul style="list-style-type: none"> <li>- Vocabulary <ul style="list-style-type: none"> <li>• fruits : apple, mango, grapes, banana, orange</li> <li>• foods : cake, meatballs</li> <li>• days of the weeks</li> </ul> </li> <li>- Punctuation : (,), (.), capital letters, (“ ...”)</li> <li>- Pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>- <b>JCOT (Join Construction of the Text)</b> <ol style="list-style-type: none"> <li>1. Rearranging jumbled paragraphs (group work).</li> <li>2. Drawing the fruits based on the story (group work).</li> </ol> </li> <li>- <b>ICOT (Independent Construction of the Text)</b> <ol style="list-style-type: none"> <li>1. Matching the sentences and the pictures (individual work)</li> <li>2. Drawing smiling and frowning face in front of the class (individual work).</li> </ol> </li> </ul>	
2	My New friends	Children are able to get information from a very simple descriptive text.	Children are able to: <ul style="list-style-type: none"> <li>- Say the names of clothes and colours in the text</li> <li>- Read the text aloud</li> <li>- Identify the parts of a descriptive text</li> <li>- Stick pictures based on the description</li> </ul>	<ul style="list-style-type: none"> <li>- The parts of a descriptive text: <ul style="list-style-type: none"> <li>• What/who the object is</li> <li>• The characteristics of the object</li> </ul> </li> <li>- Expressions : <ul style="list-style-type: none"> <li>• Introducing someone She/he is ...</li> <li>• Giving information A: What is she/he wearing?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- <b>BKOF (Building Knowledge of the Field)</b> <ol style="list-style-type: none"> <li>1. Watching a video of “A-B-C song”</li> <li>2. Introducing the new vocabulary in the text by showing pictures of clothes and colours.</li> </ol> </li> <li>- <b>DOT (Deconstructing of the Text)</b> <ol style="list-style-type: none"> <li>1. Reading the text aloud.</li> <li>2. Asking the students to</li> </ol> </li> </ul>	Dressing up flannel book : <ol style="list-style-type: none"> <li>1. A text titled “My New Friends” (a descriptive text)</li> <li>2. A teachers’ guide</li> <li>3. Worksheets</li> <li>4. Pictures of the flannel boy and</li> </ol>

			<ul style="list-style-type: none"> <li>- Introduce someone</li> <li>- The children are able to spell someone's name.</li> <li>- Describe what someone's wearing</li> </ul>	<p>B: She/he is wearing</p> <ul style="list-style-type: none"> <li>- Present tense She/he <b>is</b> ... She/he <b>is wearing</b> ...</li> <li>- Vocabulary <ul style="list-style-type: none"> <li>• clothes : skirt, shirt, t-shirt, pants, dress, shoes</li> <li>• colors : red, blue, black, green, yellow, pink, brown, purple, orange, white</li> <li>• Noun phrases: a red skirt, a blue shirt, etc.</li> </ul> </li> <li>- Punctuation (,), (.), capital letters</li> <li>- Pronunciation</li> </ul>	<p>repeat the sentences.</p> <ol style="list-style-type: none"> <li>3. Dressing up the flannel girl and flannel boy.</li> <li>4. Identifying the parts of the story.</li> <li>5. Asking some questions related to the text.</li> <li>6. Asking a child to help the teacher dress up the flannel boy/girl in front of the class.</li> </ol> <ul style="list-style-type: none"> <li>- <b>JCOT (Join Construction of the Text)</b> <ol style="list-style-type: none"> <li>1. Sticking the clothes on flannel boy/girl based on a text (group work).</li> <li>2. Introducing the pictures that have been dressed up.</li> <li>3. Filling the table based on the information on the flannel book.</li> </ol> </li> <li>- <b>ICOT (Independent Construction of the Text)</b> Matching the pictures and the descriptions.</li> </ul>	<p>flannel girl</p> <ol style="list-style-type: none"> <li>5. Pictures of clothes</li> <li>6. Removable words : colours, clothes, names</li> </ol>
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3	Going to the Farm	Children are able to get information from a very simple recount text.	<p>Children are able to:</p> <ul style="list-style-type: none"> <li>- Say the names of the animals in the story</li> <li>- Count from 1-10</li> <li>- Read the text aloud</li> <li>- Identify the parts of a recount text</li> <li>- Act out the sounds of the animals</li> <li>- Identify the names and the number of the animals</li> <li>- Sequence pictures based on a recount text</li> </ul>	<ul style="list-style-type: none"> <li>- The parts of a recount text: <ul style="list-style-type: none"> <li>• Background information : characters (who), time (when), place (where)</li> <li>• What happened on the story</li> <li>• The character's comment (optional)</li> </ul> </li> <li>- Past tense I <b>went</b> to ... I <b>heard</b> ... There <b>was/were</b> ...</li> <li>- Vocabulary <ul style="list-style-type: none"> <li>• Animals : cow, sheep, chicken, dog, cat, duck, bird</li> <li>• Animal sounds : moo, baa, woof, miaow, quack, oink, tweet</li> <li>• Numbers: 1-10</li> <li>• Connecting words : then, after that, next, finally</li> </ul> </li> <li>- Punctuation (,), (.), capital letters</li> <li>- Pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>- <b>BKOF (Building Knowledge of the Field)</b> <ol style="list-style-type: none"> <li>1. Watching a video of “Old McDonald Had a Farm”</li> <li>2. Asking questions about the farm.</li> <li>3. Showing some pictures of the animals.</li> <li>4. Introducing the names of the animals and the sounds.</li> <li>5. Playing “What’s Missing” game to practice the new vocabulary.</li> </ol> </li> <li>- <b>DOT (Deconstructing of the Text)</b> <ol style="list-style-type: none"> <li>1. Reading the text aloud.</li> <li>2. Asking the students to repeat the sentences.</li> <li>3. Asking the students to imitate the animal sounds.</li> <li>4. Asking the students to count the number of the animals.</li> <li>5. Identifying the parts of the text.</li> <li>6. Asking questions and checking the students’ understanding.</li> </ol> </li> </ul>	<p>Animals flannel book :</p> <ol style="list-style-type: none"> <li>1. A story titled “Going to the Farm” (a recount text)</li> <li>2. A teachers’ guide</li> <li>3. Worksheets</li> <li>4. Pictures of animals</li> <li>5. Removable words : numbers, names of the animals, animals’ sounds</li> </ol>
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					<ul style="list-style-type: none"><li>- <b>JCOT (Join Construction of the Text)</b><ol style="list-style-type: none"><li>1. Identifying the number of the animals based on a picture (group work).</li><li>2. Completing a recount text based on the picture (group work).</li></ol></li><li>- <b>ICOT (Independent Construction of the Text)</b><p>Sequencing the pictures by drawing lines.</p></li></ul>	
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## LESSON PLAN

School	:	SD N Grogol
Class/semester	:	IV/2
Subject	:	English
Time allocation	:	70 minutes
Skill	:	Reading
Topic	:	A Very Hungry Caterpillar
Text type	:	Narrative
Goal	:	Children are able to get information from a very simple narrative text.
Indicators	:	<ol style="list-style-type: none"> <li>1. The children are able to say the names of the fruits, foods and days of the week in the story.</li> <li>2. The children are able to read aloud the story.</li> <li>3. The children are able to identify the parts of a narrative text.</li> <li>4. The children are able to identify the expression of like and dislike.</li> <li>5. The children are able to rearrange a narrative text.</li> <li>6. The children are able to retell the story by sticking and drawing pictures based on the story.</li> <li>7. The children are able to match the story with the pictures.</li> </ol>
Approach	:	Text-Based Approach (BKOF, DOT, JCOT, ICOT)

### 1. Materials

- a. Narrative text

#### A Very Hungry Caterpillar

One day, a caterpillar popped out from an egg. He was very hungry. On Monday, he saw an apple. He said, "I like apple." Then, he ate the apple.

On Tuesday, he saw a banana. He said, "I like banana." Then, he ate the banana.

On Wednesday, he saw bread. He said, “I don’t like bread”. After that, he saw a mango. He said, “I like mango.” Then, he ate the mango.

On Thursday, he saw an orange. He said, “I like orange.” Then, he ate the orange.

On Friday, he saw meatballs. He said, “I don’t like meatballs.” After that, he saw grapes. He said, “I like grapes.” Then, he ate the grapes.

On Saturday, he got stomach ache. He stopped eating and slept inside a cocoon.

Finally, on Sunday, he woke up and turned into a butterfly.

b. Expression

I like ...

I don’t like ...

c. Vocabulary

- Fruits: apple, mango, grapes, banana, orange

- Foods: bread, meatballs

- Days of the weeks: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

## 2. Procedure

<b>Opening</b>	Greeting Checking attendance Saying a prayer	The teacher greets the students and checks the attendance. The teacher and the children sing “Hi, How Are You?” song.	5’
<b>Main activity</b>	<b>BKOF (Building Knowledge of the Field)</b>	<ol style="list-style-type: none"> <li>1. The teacher asks “What day is today?” and drills the days of the week.</li> <li>2. The teacher asks some questions about the character by showing the book.</li> <li>3. The teacher shows the pictures of fruits and foods.</li> <li>4. The teacher drills the names of the fruits and foods</li> <li>5. The children repeat after the teacher.</li> </ol>	10’

	<b>DOT (Deconstructing of the Text)</b>	<ol style="list-style-type: none"> <li>1. The teacher reads the story aloud.</li> <li>2. The children repeat after the teacher.</li> <li>3. The children identify the parts of the story.</li> <li>4. The teacher asks questions related to the story to check the children's understanding.</li> <li>5. The teacher asks a child to help her read the story in front of the class.</li> </ol>	20'
	<b>JCOT (Join Construction of the Text)</b>	<ol style="list-style-type: none"> <li>1. The children are divided into four groups. They rearrange two different versions of A Very Hungry Caterpillar story into good narrative texts.</li> <li>2. The groups that have the same stories check their works by comparing the texts.</li> <li>3. The groups that have different stories exchange the stories by reading. One group listen to another group and drawing the fruits based on the story.</li> </ol>	15'
	<b>ICOT (Independent Construction of the Text)</b>	<ol style="list-style-type: none"> <li>1. The children match a story "A Greedy Monkey" with the pictures.</li> <li>2. The children draw smiling and frowning face based on the story.</li> </ol>	15'
<b>Closing</b>	Summarizing Reflection Saying a prayer Leave taking	The teacher asks "What have you learnt?" The teacher and the children say a prayer and "Good Bye".	5'

### 3. Assessments

Students' Name							
Indicators							
The children are able to say the names of the fruits, foods and days of the week in the story.							
The children are able to read aloud the story.							
The children are able to identify the parts of narrative texts.							
The children are able to identify the expression of like and dislike.							
The children are able to rearrange a narrative text.							
The children are able to retell the story by sticking and drawing pictures based on the story.							
The children are able to match the story with the pictures.							
Score							

### 4. Scoring rubric

Score range	Score
Very good	5
Good	4
Fair	3
Poor	2
Very poor	1

Bantul, December 2013

Principal

Researcher

Wanuri S.Pd.  
NIP. 19611204198604 1 001

Andika Trisurini  
NIM. 07202241032

## LESSON PLAN

School	: SD N Grogol
Class/semester	: IV/1
Subject	: English
Time allocation	: 70 minutes
Skill	: Reading
Topic	: My New Friends
Text type	: Description
Goal	: Children are able to get information from a very simple descriptive text.
Indicators	: <ol style="list-style-type: none"> <li>1. The children are able to say the names of clothes and colours.</li> <li>2. The children are able to read the text aloud.</li> <li>3. The children are able to identify the parts of a descriptive text.</li> <li>4. The children are able to stick pictures based on the description.</li> <li>5. The children are able to introduce someone else.</li> <li>6. The children are able to spell someone's name.</li> <li>7. The children are able to describe what someone's wearing.</li> </ol>
Approach	: Text-Based Approach (BKOF, DOT, JCOT, ICOT)

### 1. Materials

- a. Descriptive texts

#### My new friends

He is Toni.	She is Mila.
He is wearing a white shirt.	She is wearing a pink t-shirt.
He is wearing blue pants.	She is wearing a purple skirt.
He is wearing black shoes.	She is wearing white shoes.

## b. Expression

He/she is ...

He/ she is wearing ...

## c. Vocabulary

- clothes : skirt, shirt, t-shirt, pants, dress, shoes
- colours : red, blue, black, green, yellow, pink, brown, purple, orange, white
- Noun phrases: a red skirt, a blue shirt, a purple dress, etc.

**2. Procedure**

<b>Opening</b>	Greeting Checking attendance Saying a prayer	The teacher greets the students and checks the attendance. The teacher and the children watch “A-B-C song “video.	5’
<b>Main activity</b>	<b>BKOF (Building Knowledge of the Field)</b>	<ol style="list-style-type: none"> <li>1. The teacher asks a child to come in front of the class.</li> <li>2. The teacher asks the children what she/he is wearing.</li> <li>3. The teacher introduces the new words by showing the pictures on the book.</li> <li>4. The teacher drills the names of the clothes and colours.</li> <li>5. The children repeat after the teacher.</li> </ol>	10’
	<b>DOT (Deconstructing of the Text)</b>	<ol style="list-style-type: none"> <li>1. The teacher reads the story aloud.</li> <li>2. The children repeat after the teacher.</li> <li>3. The teacher dresses up the flannel boy and flannel girl.</li> <li>4. The children identify the parts of the text.</li> <li>5. The teacher asks questions related to the text to check the children’s understanding.</li> <li>6. The teacher asks a child to help her dress up the flannel boy and flannel</li> </ol>	20’

		girl in front of the class.	
	<b>JCOT (Join Construction of the Text)</b>	<ol style="list-style-type: none"> <li>1. The children are divided into six groups. Each group gets a different descriptive text.</li> <li>2. In groups, they stick the clothes on the flannel boy/girl based on the text in front of the class.</li> <li>3. The children introduce the pictures which have been dressed up.</li> <li>4. The other groups write the information from the descriptions.</li> </ol>	20'
	<b>ICOT (Independent Construction of the Text)</b>	The children match some pictures and the descriptions.	10'
<b>Closing</b>	Summarizing/ reflection Saying a prayer Leave taking	The teacher asks "What have you learnt?" The teacher and the children sing "Good Bye" song.	5'

### 5. Assessments

Indicators	Students' Name						
The children are able to say the names of clothes and colours.							
The children are able to read the text aloud.							
The children are able to identify the parts of a descriptive text.							
The children are able to stick pictures based on the description.							
The children are able to introduce someone else.							
The children are able to spell someone's name.							
The children are able to describe what someone's wearing.							
Score							

### 6. Scoring rubric

Score range	Score
Very good	5
Good	4
Fair	3
Poor	2
Very poor	1

Bantul, December 2013

Principal

Researcher

Wanuri S.Pd.  
NIP. 19611204198604 1 001

Andika Trisurini  
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## LESSON PLAN

School	:	SD N Grogol
Class/semester	:	IV/2
Subject	:	English
Time allocation	:	70 minutes
Skill	:	Reading
Topic	:	In the Farm
Text type	:	Recount
Goal	:	Children are able to get information from a very simple recount text.
Indicators	:	<ol style="list-style-type: none"> <li>1. The children are able to say the names of the animals.</li> <li>2. The children are able to count from 1-10.</li> <li>3. The children are able to read the text aloud.</li> <li>4. The children are able to identify the parts of a recount text.</li> <li>5. The children are able to act out the sounds of the animals.</li> <li>6. The children are able to identify the names and the number of the animals in the text.</li> <li>7. The children are able to sequence pictures based on a recount text</li> </ol>
Approach	:	Text-Based Approach (BKOF, DOT, JCOT, ICOT)

### 1. Materials

- a. A recount text

<b>Going to the Farm</b>
Last week, I went to a farm. There were a lot of animals there. I heard “baa, baa”. It was a sheep There were four sheep in the farm. Then, I heard “moo, moo”.

It was a cow.  
 There are five cows in the farm.  
 Next, I heard “quack, quack”.  
 It was a duck.  
 There were eight ducks in the pond.  
 After that, I heard “woof, woof”  
 It was a dog.  
 There was one dog in the farm.  
 I also heard “miaw, miaw”.  
 It was a cat.  
 There were two cats there.  
 After that, I heard “cluck-cluck”.  
 It was a chicken.  
 There were three chickens there.  
 Then I heard “tweet, tweet”.  
 It was a bird.  
 There were six birds on the tree.  
 It was fun visiting the farm.

b. Vocabulary

- Animals : cow, sheep, chicken, dog, cat, duck, bird
- Animal sounds : moo, baa, cluck, woof, miaw, quack, tweet
- Numbers : 1-10
- Connecting words : then, after that, next

**2. Procedure**

<b>Opening</b>	Greeting Checking attendance Saying a prayer	The teacher greets the children and checks the attendance. The teacher played “Old McDonald” video. The teacher and children sing together.	8’
<b>Main activity</b>	<b>BKOF (Building Knowledge of the Field)</b>	<ol style="list-style-type: none"> <li>1. The teacher asks questions about the farm.</li> <li>2. The teacher shows some pictures of the animals and introduces the sounds.</li> <li>3. The teacher drills the pronunciation.</li> <li>4. The children play “What’s Missing” game to practice the new words.</li> </ol>	12’

	<b>DOT (Deconstructing of the Text)</b>	<ol style="list-style-type: none"> <li>1. The teacher reads the text aloud.</li> <li>2. The children repeat after the teacher.</li> <li>3. The children imitate the animals' sounds.</li> <li>4. The children identify the parts of the text.</li> <li>5. The teacher asks some questions related to the text to check the children's understanding.</li> </ol>	20'
	<b>JCOT (Join Construction of the Text)</b>	<ol style="list-style-type: none"> <li>1. The children play "Animals' Sounds" game.</li> <li>2. They identify the number of the animals based on a picture "My Uncle's House".</li> <li>3. The children complete a recount text titled "Visiting My Uncle" based on the picture.</li> </ol>	15'
	<b>ICOT (Independent Construction of the Text)</b>	The children sequence pictures from a text titled "Going to a Bird Market" by drawing lines.	10'
<b>Closing</b>	Summarizing Saying a prayer Leave taking	<p>The teacher asks "What have you learnt?"</p> <p>The teacher and the children say "Good Bye".</p>	5'

#### 4. Assessments

Indicators \ Student's Name							
The children are able to identify the parts of a recount text.							
The children are able to say the names of the animals.							
The children are able to count from 1-10.							
The children are able to read the text aloud.							
The children are able to act out the sounds of the animals.							
The children are able to identify the names and the number of the animals in the text.							
The children are able to match the text with the pictures.							
Score							

#### 5. Scoring rubric

Score range	Score
Very good	5
Good	4
Fair	3
Poor	2
Very poor	1

Bantul, December 2013

Principal

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## **Appendix E**

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# **T H E F I R S T D R A F T**

## **READING MATERIALS USING FLANNEL BOOKS FOR THE FOURTH GRADE STUDENTS OF ELEMENTARY SCHOOLS**

## UNIT 1

# A VERY HUNGRY CATERPILLAR



### Indikator:

- Siswa dapat mengidentifikasi bagian-bagian teks naratif.
- Siswa dapat menyebutkan nama buah-buahan, makanan, dan nama-nama hari.
- Siswa dapat membaca cerita dengan keras.
- Siswa dapat mengidentifikasi ekspresi suka dan tidak suka.
- Siswa dapat menyusun kembali paragraf-paragraf acak dalam teks naratif.
- Siswa dapat menempelkan gambar dan menggambar sesuai dengan cerita dalam teks naratif.

## Let's sing a song

1. Guru dan siswa menyanyikan lagu "Hi, How Are You?" untuk membuka kelas. Guru dapat memakai media boneka tangan atau boneka jari.
2. Siswa bergantian menjawab salam dengan lagu.

Hi, How Are You?

"Hi, how are you?"

"I'm fine."

"Hi, how are you?"

"I'm fine. How are you?"

"I'm fine. I'm fine. Thank you."



## What is it?

1. Guru menunjukkan buku "A Very Hungry Caterpillar".
2. Guru menanyakan hal-hal yang berhubungan dengan tokoh cerita seperti makanan, siklus hidup, tempat hidup, dll.

3. Guru melepaskan gambar ulat, gambar buah-buahan dan makanan, nama buah-buahan dan makanan, nama-nama hari serta muka ulat.



4. Guru memperkenalkan tokoh dengan menunjukkan gambar berikut.



5. Guru menunjukkan gambar buah-buahan dan makanan kemudian melatih siswa mengucapkannya tanpa memperlihatkan tulisannya supaya pengucapannya tidak terpengaruh tulisan.
6. Guru menempelkan gambar buah dan nama pada buku flannel, kemudian meminta siswa mengucapkannya.



7. Guru menempelkan nama buah lain dan meminta siswa menempelkan gambarnya.
8. Guru menanyakan "What day is it?" dan meminta siswa mengurutkan nama-nama hari dan menempelkannya pada buku flannel.

Listen and  
repeat

1. Guru membacakan cerita "A Very Hungry Caterpillar" dengan menggunakan buku flannel.#

<p><b><u>A Very Hungry Caterpillar</u></b></p>	Judul
<p><u>One day, a caterpillar</u> popped out from an egg.</p>	Seting waktu dan tokoh
<p><u>He was very hungry.</u></p>	Masalah
<p>On Monday, he saw an apple. He said, "I like it." <u>Then, he ate the apple.</u></p>	Solusi
<p>On Tuesday, he saw a banana.# He said, "I like it." <u>Then, he ate the banana.</u></p>	
<p>On Wednesday, he saw bread. He said, "I don't like it."</p>	
<p>After that, he saw a mango. He said, "I like it." <u>Then, he ate the mango.</u></p>	
<p>On Thursday, he saw an orange. He said, "I like it." <u>Then, he ate the orange.</u></p>	
<p>On Friday, he saw meatballs. He said, "I don't like it."</p>	Masalah
<p>After that, he saw grapes. He said, "I like it." <u>Then, he ate the grapes.</u></p>	
<p><u>On Saturday, he got stomach ache.</u></p>	Solusi
<p><u>He stopped eating and slept inside a cocoon.</u></p>	
<p>Finally, on Sunday, he woke up and turned into a butterfly.</p>	

2. Guru membaca halaman pertama sambil membuka telur dan mengeluarkan boneka jari dari dalam telur. Siswa menirukan kalimat yang dibaca guru dengan keras.



3. Guru membaca halaman kedua sambil menempelkan nama hari dan nama buah. Siswa menirukan kalimat yang dibaca guru.



4. Guru meminta siswa menebak gambar yang mana sesuai dengan kalimat itu, kemudian guru menempelkan gambar yang mereka pilih.
5. Guru bertanya apakah menurut mereka tokoh akan suka dengan buah/makanan itu.
6. Guru membaca halaman selanjutnya dan siswa menirukan. Kemudian guru meminta siswa untuk memilih ekspresi muka yang mana yang sesuai dengan kalimat tersebut.



7. Lakukan hal yang sama pada halaman-halaman berikutnya.
8. Guru bisa meminta salah seorang murid untuk maju dan memimpin membaca dan menempelkan.
9. Di halaman 18, buka risleting kepompong dan masukkan boneka jari k dalamnya.



10. Di halaman terakhir, buka kepompong dan keluarkan gambar kupu-kupu dari dalam kepompong. Tempelkan di samping kepompong.



## Discuss and stick

1. Guru menanyakan bagian-bagian dari teks seperti tokoh, seting tempat, waktu, masalah dan penyelesaiannya.
2. Guru menanyakan beberapa pertanyaan yang berhubungan dengan cerita seperti jalan cerita dan detail cerita.
3. Guru melepaskan nama-nama hari, ekspresi muka ulat dan badan ulat besar yang berisi gambar buah.




4. Guru menempelkan nama-nama hari dan meminta salah satu siswa untuk maju dan menempelkan gambar buah dan makanan yang sesuai dengan hari.
5. Guru menempelkan gambar buah-buahan dan makanan kemudian meminta siswa menempelkan gambar ekspresi yang sesuai dengan gambar.



## Listen and draw

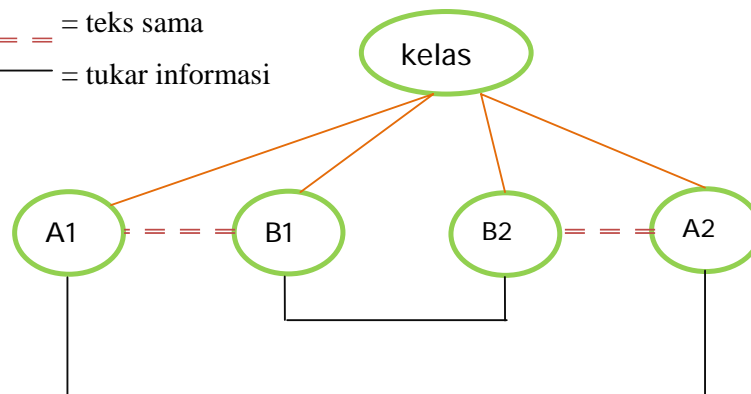
1. Guru membagi siswa menjadi 4 kelompok (2 kelompok A dan 2 kelompok B). Kelompok A1 berpasangan dengan kelompok B1 sedangkan kelompok A2 dengan B2.
2. Kelompok 1 dan 2 masing- masing diberi teks “A Very Hungry Caterpillar” dalam versi yang berbeda. (lihat lampiran).
3. Setiap kelompok mengurutkan teks naratif yang sudah dipotong-potong.

### A Very Hungry Caterpillar

One day, a tiny and very hungry caterpillar  popped out from an egg. He started to look for some foods.

4. Kelompok A1 dan B1 saling mengecek pekerjaan mereka.
5. Kelompok A1 berpasangan dengan A2. Kemudian A1 membacakan cerita versi pertama sementara A2 mendengarkan dan menggambar buah sesuai dengan informasi dari A1. Selanjutnya mereka berganti tugas. (lembar kerja di lampiran).
6. Kelompok B1 dan B2 juga melakukan langkah yang sama.
7. Siswa membandingkan gambar dan cerita untuk mengecek hasil pekerjaannya.

== == = teks sama  
—— = tukar informasi

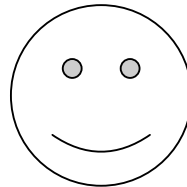


## Read and stick

1. Guru membagikan cerita “A Greedy Monkey” kepada setiap siswa. (lihat lampiran).
2. Siswa menempelkan gambar sesuai dengan urutan berdasarkan cerita tersebut.

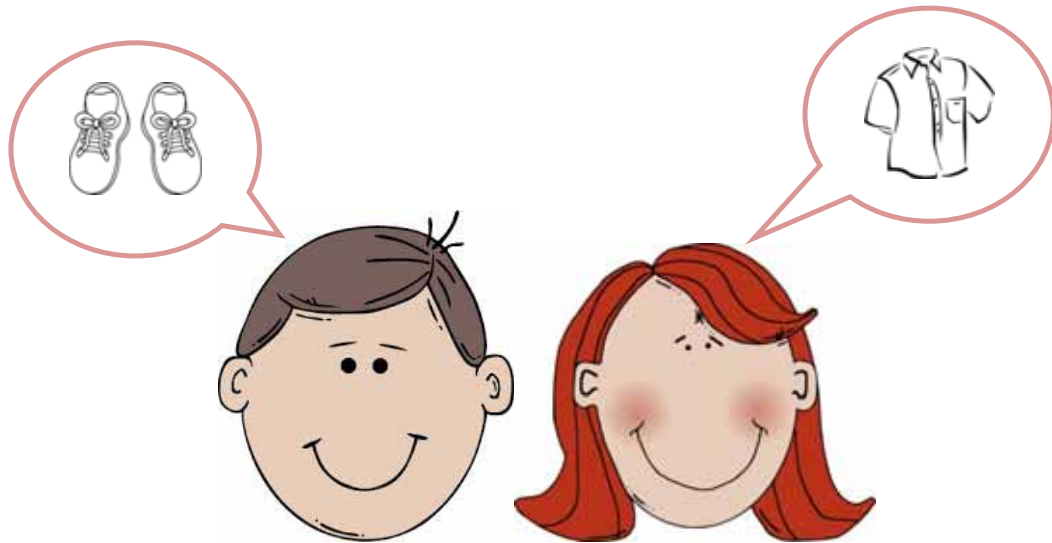


3. Siswa menggambar ekspresi suka atau tidak suka berdasarkan cerita “The Greedy Monkey”.



## UNIT 1

# MY NEW FRIENDS



### Indikator:

- Siswa dapat mengidentifikasi bagian-bagian teks deskripsi.
- Siswa dapat menyebutkan jenis pakaian dan warna-warna.
- Siswa dapat membaca cerita dengan keras.
- Siswa dapat menempelkan gambar sesuai dengan teks deskripsi.
- Siswa dapat memperkenalkan orang lain.
- Siswa dapat menggambarkan apa yang dipakai seseorang.
- Siswa dapat mengeja nama seseorang.

Let's sing a  
song

1. Guru dan siswa menyanyikan lagu bersama-sama.
2. Guru meminta siswa mengeja nama mereka.

### A-B-C Song

"A-B-C-D-E-F-G"

"H-I -J-K-L-M-N-O-P"

"Q-R-S-T-U-V"

"W-X-Y-Z"

"Now you know my A-B-C"

"Tell me what you think of me?"



What is it?

1. Guru meminta satu siswa untuk maju.
2. Guru menanyakan namanya dan minta dia mengeja namanya.
3. Siswa lain mengamati siswa yang berdiri di depan.
4. Guru menanyakan apa yang dia pakai dan apa warnanya.
5. Guru menunjukkan halaman berisi lingkaran-lingkaran berwarna dan melatih siswa mengucapkannya.

6. Guru menunjukkan bagaimana tulisannya.
7. Guru menunjukkan jenis pakaian satu per satu dan melatih siswa mengucapkannya.
8. Guru menanyakan apa warnanya.
9. Guru melatih frasa kata benda dengan warna.
10. Guru menunjukkan bagaimana tulisannya.
11. Guru menempelkan frasa kata benda dengan warnanya dan meminta siswa menempelkan pakaian yang dimaksud.

Listen and repeat

1. Guru membacakan teks deskripsi dengan menggunakan buku flannel.

<b><u>My new friends</u></b>		Judul
<u>He is Toni.</u>	<u>She is Mila.</u>	Identifikas
He is wearing a white shirt.	She is wearing a pink t-shirt.	
He is wearing blue pants.	She is wearing a purple skirt.	Deskripsi
He is wearing black shoes.	She is wearing white shoes.	

2. Guru membaca "He is Toni" dan mengeja T-O-N-I. Siswa menirukan guru.
3. Guru menempelkan kalimat selanjutnya dan membacanya. Siswa menirukan.
4. Guru menempelkan pakaian ke gambar orang.
5. Guru membaca "She is Mila" dan meminta siswa mengejanya.
6. Guru membaca kalimat selanjutnya dan meminta siswa menempelkan pakaian yang sesuai.

- Guru juga bisa menempelkan pakaian dan meminta siswa menempelkan kalimat yang sesuai.
- Guru bisa mengganti pakaian yang ditempelkan untuk variasi.







**Read and Stick  
(Group Work)**

- Guru membagi kelas menjadi beberapa kelompok dengan anggota 5 orang per kelompok.
- Guru membagikan kertas yang berisi deskripsi orang dengan pakaiannya. (lihat lampiran)

He is Dika.  
 He is wearing a white shirt.  
 He is wearing red pants.  
 He is wearing black shoes.



- Guru meminta murid berdiskusi sebentar.
- Guru membagikan lembar kerja yang harus diisi sesuai dengan informasi dari kelompok lain. (lihat lampiran)

Name						
Toni	white	-	-	blue	-	black
Dika						

- Guru meminta setiap kelompok untuk maju dan menempelkan pakaian yang sesuai dengan teks masing-masing.

6. Guru meminta kelompok yang di depan membacakan teks dan mengeja nama orang yang diperkenalkan.
7. Kelompok lain mencatat informasi berdasarkan informasi kelompok lain.

**Read and Match  
(Individual Work)**

1. Guru membagikan lembar kerja kepada setiap siswa.
2. Guru meminta siswa mencocokkan gambar orang dengan deskripsinya.



**She is Vrida.  
She is wearing a blue T-shirt.  
She is wearing a black skirt.  
She is wearing blue shoes.**

## UNIT 3

# GOING TO THE FARM



### Indikator:

- Siswa dapat mengidentifikasi bagian-bagian teks *recount*.
- Siswa dapat menyebutkan nama-nama binatang.
- Siswa dapat membaca cerita dengan keras.
- Siswa dapat menghitung 1-10.
- Siswa dapat menirukan suara-suara binatang.
- Siswa dapat mengurutkan gambar berdasarkan teks *recount*.
- Siswa dapat menghitung jumlah binatang yang ada dalam teks.

Let's sing a  
song

1. Guru dan siswa menonton video "Old MacDonald Had a Farm".
2. Guru dan siswa menyanyikan lagu bersama-sama.
3. Guru meminta siswa untuk menirukan suara hewan yang ada di dalam video.

### "Old MacDonald Had a Farm"

<p>Old MacDonald had a farm, E-I-E-I-O, And on his farm he had a cow, E-I-E-I-O, With a moo-moo here, And a moo-moo there, Here a moo, there a moo, Everywhere a moo-moo. Old MacDonald had a farm, E-I-E-I-O.</p> <p>Old MacDonald had a farm, E-I-E-I-O, And on his farm he had a pig, E-I-E-I-O, With an oink-oink here, And an oink-oink there, Here an oink, there an oink, Everywhere an oink-oink. Old MacDonald had a farm, E-I-E-I-O.</p> <p>Old MacDonald had a farm, E-I-E-I-O, And on his farm he had a duck, E-I-E-I-O, With a quack-quack here, And a quack-quack there, Here a quack, there a quack, Everywhere a quack-quack.. Old MacDonald had a farm, E-I-E-I-O.</p>	<p>Old MacDonald had a farm, E-I-E-I-O, And on his farm he had a horse, E-I-E-I-O, With a neigh-neigh here, And a neigh-neigh there, Here a neigh, there a neigh, Everywhere a neigh-neigh. Old MacDonald had a farm, E-I-E-I-O.</p> <p>Old MacDonald had a farm, E-I-E-I-O, And on his farm he had a donkey, E-I-E-I-O, With a hee-haw here, And a hee-haw there, Here a hee, there a hee, Everywhere a hee-haw. Old MacDonald had a farm, E-I-E-I-O.</p> <p>Old MacDonald had a farm, E-I-E-I-O, And on his farm he had some chickens, E-I-E-I-O, With a cluck-cluck here, And a cluck-cluck there, Here a cluck, there a cluck, Everywhere a cluck-cluck. Old MacDonald had a farm, E-I-E-I-O.</p>
---	---

## What is it?

1. Guru menunjukkan gambar binatang dan meminta siswa menyebutkan nama dan seperti apa suaranya.
2. Guru melatih pengucapan siswa.
3. Guru dan siswa memainkan permainan "What's Missing".
  - Guru menunjukkan semua gambar binatang.
  - Guru meminta siswa menutup mata dan menghitung 1-10.
  - Guru menyimpan salah satu gambar binatang.
  - Guru meminta siswa membuka mata.
  - Guru mengatakan "*What's Missing*" dan meminta siswa menebak binatang apa yang hilang.
  - Guru meminta siswa menirukan suara binatang itu.

## Listen and repeat

1. Guru membacakan teks *recount* dengan menggunakan buku flannel.

Judul

Seting tempat

Seting waktu

Urutan kejadian

### Going to the Farm

Last week, I went to a farm.  
There were a lot of animals there.  
I heard "baa, baa".  
It was a sheep  
There were four sheep in the farm.  
Then, I heard "moo, moo".  
It was a cow.  
There are five cows in the farm.  
Next, I heard "quack, quack".  
It was a duck.  
There were eight ducks in the pond.  
After that, I heard "woof, woof"  
It was a dog.  
There was one dog in the farm.

I also heard "miaw, miaw".  
It was a cat.  
There were two cats there.  
After that, I heard "cluck-cluck".  
It was a chicken.  
There were three chickens there.  
Then I heard "tweet, tweet".  
It was a bird.  
There were six birds on the tree.  
It was fun visiting the farm.

2. Siswa menirukan kalimat-kalimat yang dibaca guru.
3. Guru dan siswa menghitung jumlah binatang yang ada dalam teks.
4. Guru meminta siswa mengurutkan binatang-binatang dari yang jumlahnya paling sedikit ke yang paling banyak atau sebaliknya.
5. Guru menanyakan beberapa pertanyaan yang berhubungan dengan teks. Misalnya: "Ke mana si tokoh pergi?" atau "Kapan dia pergi?".

### It's a Game

1. Guru dan siswa memainkan "Animal Sounds" game.
2. Guru menempelkan gambar-gambar binatang dari buku flannel di papan tulis.
3. Guru menempelkan nama-nama binatang di belakang punggung siswa.

duck

cow


sheep

4. Siswa tidak boleh memberi tahu nama binatang yang ada di punggung temannya.
5. Guru meminta siswa bertanya pada temannya "Am I quack-quack?"
6. Kalau nama di belakang punggungnya "duck", teman yang ditanya bilang "Yes" dan dia boleh menuju gambar bebek di papan tulis.
7. Kalau namanya bukan "duck", teman yang ditanya bilang "No" dan dia harus bertanya pada teman lain dan mengganti suara binatangnya.
8. Sebaiknya guru meminta satu murid maju untuk memberi contoh.
9. Kelompok yang sudah lengkap akan mendapatkan lembar kerja kelompok.



1.

## A Very Hungry Caterpillar


One day, a tiny and very hungry caterpillar  popped out from an egg.  
He started to look for some foods.


On Monday, he ate one mango , but he was still hungry.


On Tuesday, he ate two apples , but he was still hungry.


On Wednesday, he ate three grapes , but he was still hungry.

On Thursday, he ate four bananas , but he was still hungry.

On Friday, he ate five oranges , but he was still hungry.


On Saturday, he ate two slices of watermelon  and then he had stomachache.

On Sunday, he built a small house called a cocoon . He stayed inside for more than two weeks.

Finally, he pushed his way out and he was a beautiful butterfly .

2.

## A Very Hungry Caterpillar

One day, a tiny and very hungry caterpillar  popped out from an egg.  
He started to look for some foods.


On Monday, he ate one orange  , but he was still hungry.


On Tuesday, he ate two grapes  , but he was still hungry.


On Wednesday, he ate three bananas  , but he was still hungry.

On Thursday, he ate four mangoes  , but he was still hungry.

On Friday, he ate five apples  , but he was still hungry.

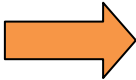
On Saturday, he ate one slice of watermelon  and then he had stomachache.

On Sunday, he built a small house called a cocoon  . He stayed inside for more than two weeks.

Finally, he pushed his way out and he was a beautiful butterfly  .

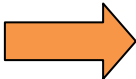
Draw the pictures and the number of the fruits based on the text.

Monday



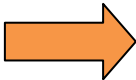
Empty rounded rectangular box for drawing and writing.

Tuesday



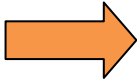
Empty rounded rectangular box for drawing and writing.

Wednesday



Empty rounded rectangular box for drawing and writing.

Thursday



Empty rounded rectangular box for drawing and writing.

Friday



Empty rounded rectangular box for drawing and writing.

Saturday



Empty rounded rectangular box for drawing and writing.


Name:


Class :

## A Greedy Monkey



Once upon a time, a little monkey lived in the wood. He

liked eating very much. One day, he went to a house  in the village.

The farmer was not at home. The monkey saw a banana  at the


house. He said, "I like it". So, he ate the banana. Then, he saw a slice of

watermelon . He said, "I don't like it". After that, he saw an apple




. "I like it", said the monkey. So he ate the apple. He also saw an


orange . He said, "I don't like it".

Then he saw a mango  on the table. "I like it", said the

monkey. Then, he ate the mango. He was very full now, but he still

looked for some foods. He found grapes  and he said, "I like it".

So, he ate the grapes. Suddenly, the farmer  went home and he

saw all the foods were gone. He was very angry. The monkey run  and he never came to the village anymore.


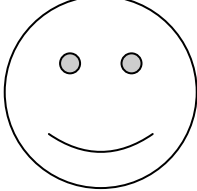

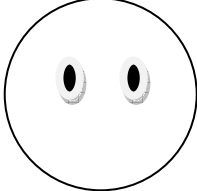

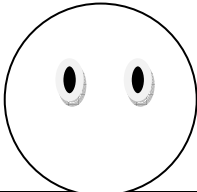

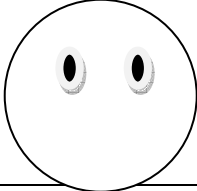

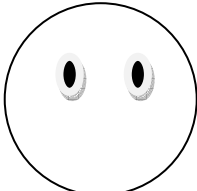

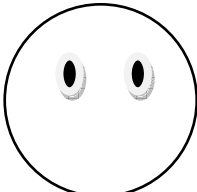
**Arrange and stick the pictures into the correct order.**









Name :

Class :

Draw a smiling or frowning face based on the story.

Write the color of the clothes.

Name						
Toni	white	-	-	blue	-	black
Arif						
Martha						
Arum						
Dika						
Budi						
Sasha						

Names :

Match the pictures with the descriptions.



He is Nanang.

He is wearing a white T-shirt.

He is wearing blue pants.

He is wearing brown shoes.



She is Rahma.

She is wearing a pink T-shirt.

She is wearing an orange skirt.

She is wearing purple shoes.



He is Jefri.

He is wearing a red T-shirt.

He is wearing blue pants.

He is wearing black and white shoes.



She is Vrida.

She is wearing a blue T-shirt.

She is wearing a black skirt.

She is wearing blue shoes.



He is Tama.

He is wearing a yellow T-shirt.

He is wearing blue pants.

He is wearing red and white shoes.

He is Arif

He is wearing a green T-shirt.

He is wearing black pants.

He is wearing brown shoes.

She is Martha.

She is wearing a pink dress.

She is wearing purple shoes.

He is Dika.

He is wearing a white shirt.

He is wearing red pants.

He is wearing black shoes.













She is Arum.

She is wearing an orange T-shirt.

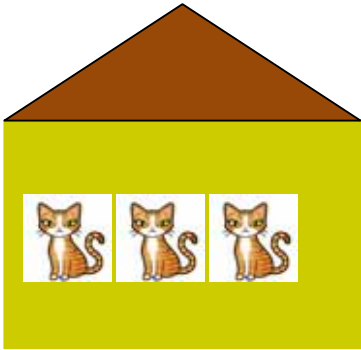
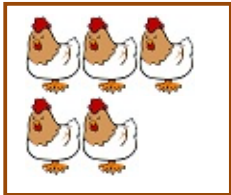
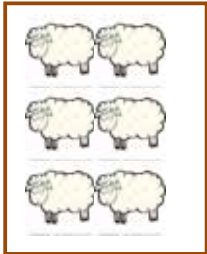
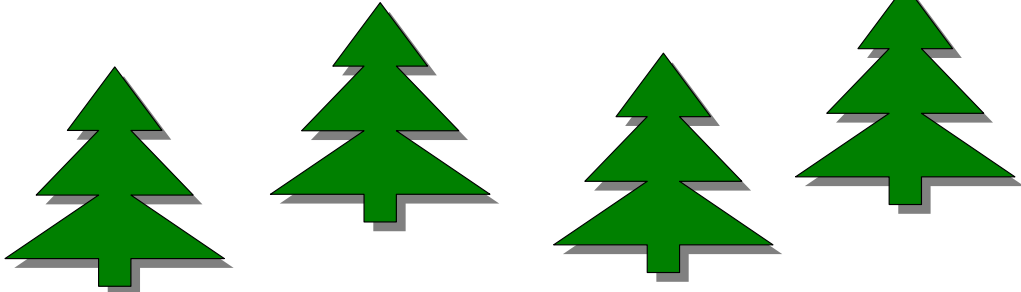
She is wearing a white skirt.

She is wearing yellow shoes.

## Visiting My Uncle

Last Sunday, my family and I went to my uncle's house  in the village. His house was very big. He had a lot of animals in the garden. I saw two cows  in the garden. Then I heard "baa-baa". There were \_\_\_\_\_ sheep  beside the cows. I went to the pond and I saw \_\_\_\_\_ ducks  in the pond. They said "quack-quack". I also heard "tweet-tweet", there were \_\_\_\_\_ birds  around the trees. After that, my uncle showed me his chickens . He had \_\_\_\_\_ chickens . I did not see dog  there. My uncle did not have dog  but he had many cats . I saw \_\_\_\_\_ cats  in the house. I was very happy there .

My Uncle's House



## Going to a Bird Market

Yesterday, I went to a bird market with my father.



I saw a chicken. It had red, brown and white colors.



I also saw a lot of birds. There were eight birds there.



I heard "tweet-tweet" everywhere.

After that, I heard "miaw-miaw". I saw seven cats there.



I heard "woof, woof". Oh, it was a dog. There were two dogs in the cage.



Close to the exit gate, there was a cage with six rabbits.



After we looked around, finally my father bought three little ducks.



It was fun to see a lot of animals there.



cow

chicken

cat

sheep

duck

dog

bird

## Appendix F

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# T H E S E C O N D D R A F T

## **READING MATERIALS USING FLANNEL BOOKS FOR THE FOURTH GRADE STUDENTS OF ELEMENTARY SCHOOLS**

## UNIT 1

# A VERY HUNGRY CATERPILLAR



### Indikator:

- Siswa dapat mengidentifikasi bagian-bagian teks naratif.
- Siswa dapat menyebutkan nama buah-buahan, makanan, dan nama-nama hari.
- Siswa dapat membaca cerita dengan keras.
- Siswa dapat mengidentifikasi ekspresi suka dan tidak suka.
- Siswa dapat menyusun kembali paragraf-paragraf acak dalam teks naratif.
- Siswa dapat bercerita kembali dengan cara menempelkan gambar dan menggambar sesuai dengan cerita dalam teks naratif.
- Siswa dapat menjodohkan kalimat dalam teks dengan gambar yang sesuai.



## PART 1

# What is it?

- Guru memperkenalkan tokoh dengan menunjukkan gambar berikut. Selain itu, juga bisa menanyakan hal-hal yang berhubungan dengan tokoh cerita seperti makanan, siklus hidup, tempat hidup, dll.
- Guru menunjukkan gambar buah-buahan dan makanan kemudian melatih siswa mengucapkannya. Guru bisa mengenalkan ekspresi "Do You Like it?" dengan gambar-gambar ini.
- Guru mengenalkan penulisan nama-nama buah dengan menempelkan gambar buah dan tulisannya pada buku flannel.
- Guru melatih siswa dengan cara menempelkan gambar makanan atau buah pada buku flannel kemudian meminta siswa menempelkan tulisannya atau sebaliknya.



- Guru mengenalkan nama-nama hari dengan rima supaya mudah diingat dan kemudian meminta siswa mengurutkan nama-nama hari.



### Tahukah Anda?



- Kupu-kupu tidak bisa terbang jika suhu tubuh mereka kurang dari 30° Celcius
- Ulat harus berganti kulit setidaknya 5 kali sebelum menjadi kepompong
- Perlu waktu sekitar 2 minggu untuk berubah dari kepompong menjadi kupu-kupu dewasa



## PART 2

## Let's read.

- Bagian-bagian teks narrative

Setting waktu dan tokoh	<p style="text-align: center;"><u><b>A Very Hungry Caterpillar</b></u></p> <p><u>One day, a caterpillar</u> popped out from an egg. <u>He was very hungry.</u></p> <p>On Monday, he saw an apple. He said, "I like it." <u>Then, he ate the apple.</u></p> <p>On Tuesday, he saw a banana.# He said, "I like it." <u>Then, he ate the banana.</u></p> <p>On Wednesday, he saw bread. He said, "I don't like it."</p> <p>After that, he saw a mango. He said, "I like it." <u>Then, he ate the mango.</u></p> <p>On Thursday, he saw an orange. He said, "I like it." <u>Then, he ate the orange.</u></p> <p>On Friday, he saw meatballs. He said, "I don't like it."</p> <p>After that, he saw grapes. He said, "I like it." <u>Then, he ate the grapes.</u></p> <p><u>On Saturday, he got stomach ache.</u></p> <p><u>He stopped eating</u> and slept inside a cocoon. Finally, on Sunday, he woke up and turned into a butterfly.</p>	Judul
		Masalah
		Solusi
Solusi		Masalah

Buku flanel unit 1



Halaman 1



Halaman 2



Halaman 3



Halaman 4



Halaman 5



Halaman 6



Halaman 7



Halaman 8



Halaman 9



Halaman 10



Halaman 11



Halaman 12



Halaman 13



Halaman 14



Halaman 15



Halaman 16



Halaman 17



Halaman 18



Halaman 19



Halaman 19

## Langkah-langkah

- Guru membaca halaman pertama sambil membuka telur dan mengeluarkan boneka jari dari dalam telur. Siswa menirukan kalimat yang dibaca guru dengan keras.



- Guru membaca halaman kedua sambil menempelkan nama hari dan nama buah. Siswa menirukan kalimat yang dibaca guru.



- Guru meminta siswa menebak gambar yang mana sesuai dengan kalimat itu, kemudian gambar yang dipilih ditempelkan pada buku flannel. Guru bertanya apakah tokoh akan suka dengan buah itu.



- Guru membaca halaman selanjutnya dan siswa menirukan. Kemudian guru meminta siswa untuk memilih ekspresi muka yang mana yang sesuai dengan kalimat tersebut.



- Lakukan hal yang sama pada halaman-halaman berikutnya. Guru bisa meminta salah seorang murid untuk maju dan memimpin membaca dan menempelkan.



- Di halaman 18, buka risleting kepompong dan masukkan boneka jari k dalamnya.



- Di halaman terakhir, buka kepompong dan keluarkan gambar kupu-kupu dari dalam kepompong. Kemudian guru menanyakan bagian-bagian dari teks seperti tokoh, seting tempat, waktu, masalah dan penyelesaiannya.



- Guru melepaskan nama-nama hari, ekspresi muka ulat dan badan ulat besar yang berisi gambar buah.



- Guru menempelkan gambar buah-buahan dan makanan kemudian meminta siswa menempelkan gambar ekspresi yang sesuai dengan gambar.






### PART 3

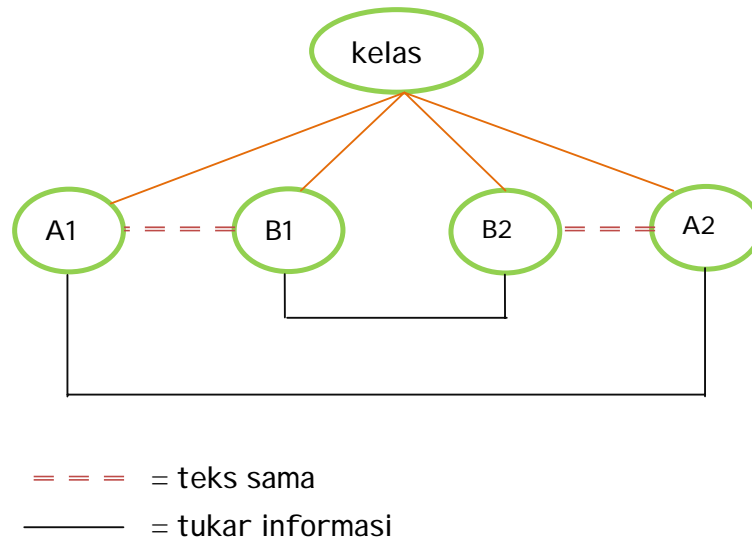
## Let's work in groups.

1. Guru membagi siswa menjadi 4 kelompok (2 kelompok A dan 2 kelompok B). Kelompok A1 berpasangan dengan kelompok B1 sedangkan kelompok A2 dengan B2.
2. Kelompok 1 dan 2 masing- masing diberi teks "A Very Hungry Caterpillar" dalam versi yang berbeda. (lihat lampiran).
3. Setiap kelompok mengurutkan teks naratif yang sudah dipotong-potong.

### A Very Hungry Caterpillar

One day, a tiny and very hungry caterpillar  popped out from an egg. He started to look for some foods.

4. Kelompok A1 dan B1 saling mengecek pekerjaan mereka.
5. Kemudian kelompok A1 berpasangan dengan A2. Kemudian A1 membacakan cerita versi pertama sementara A2 mendengarkan dan menggambar buah sesuai dengan informasi dari A1. Selanjutnya mereka berganti tugas. (lembar kerja di lampiran).
6. Kelompok B1 dan B2 juga melakukan langkah yang sama.
7. Siswa membandingkan gambar dan cerita untuk mengecek hasil pekerjaannya.



## PART 4

## Let me do it myself.

1. Guru membagikan cerita "A Greedy Monkey" kepada setiap siswa. (lihat lampiran).
2. Siswa membuat garis untuk menjodohkan kalimat dengan gambar.
3. Guru membagikan table makanan dan buah pada siswa.
4. Kemudian siswa menggambar ekspresi suka atau tidak suka berdasarkan cerita tersebut.
5. Sebaiknya petunjuk dan contoh diberikan sebelum membagikan lembar kerja.

## UNIT 2

# MY NEW FRIENDS



### Indikator:

- Siswa dapat mengidentifikasi bagian-bagian teks deskripsi.
- Siswa dapat menyebutkan jenis pakaian dan warna-warna.
- Siswa dapat membaca cerita dengan keras.
- Siswa dapat menempelkan gambar sesuai dengan teks deskripsi.
- Siswa dapat memperkenalkan orang lain.
- Siswa dapat menggambarkan apa yang dipakai seseorang.
- Siswa dapat mengeja nama seseorang.



## PART 1

# What is it?

- Guru dan siswa menonton video A-B-C song.
- Selanjutnya guru dan siswa menyanyikan lagu bersama-sama.

**A-B-C Song**

"A-B-C-D-E-F-G"


"H-I -J-K-L-M-N-O-P"

"Q-R-S-T-U-V"

"W-X-Y-Z"

"Now you know my A-B-C"

"Tell me what you think of me?"



- Guru meminta siswa mengeja nama mereka.
- Guru meminta satu siswa untuk maju.
- Guru menanyakan namanya dan minta dia mengeja namanya.
- Siswa lain mengamati siswa yang berdiri di depan.
- Guru menanyakan apa yang dia pakai dan apa warnanya.

- Guru menunjukkan halaman berisi lingkaran-lingkaran berwarna dan melatih siswa mengucapkannya. Kemudian menunjukkan bagaimana tulisannya.



- Guru menunjukkan jenis pakaian satu per satu dan melatih siswa mengucapkannya. Selain itu, guru juga bisa menanyakan apa warnanya.



- Guru menunjukkan bagaimana tulisannya. Kemudian guru bisa memberi contoh frasa kata benda dengan warna, contohnya a blue shirt.



- Guru menempelkan frasa kata benda dan meminta siswa menempelkan pakaian yang dimaksud.





## PART 2

## Let's read

- Bagian-bagian teks deskriptif

<u>My new friends</u>		Judul
<u>He is Toni.</u>	<u>She is Mila.</u>	Identifikasi
He is wearing a white shirt.	She is wearing a pink t-shirt.	Deskripsi
He is wearing blue pants.	She is wearing a purple skirt.	
He is wearing black shoes.	She is wearing white shoes.	

### Buku flanel unit 2



Halaman 1



Halaman 2



Halaman 3



Halaman 4



Halaman 5



Halaman 9

Halaman 6



Halaman 10

Halaman 7



Halaman 11

Halaman 8



Halaman 12

### Langkah-langkah

- Guru membaca "He is Toni" dan mengeja T-O-N-I. Siswa menirukan guru.
- Guru menempelkan kalimat selanjutnya dan membacanya. Siswa menirukan.
- Guru menempelkan pakaian ke gambar orang.
- Guru membaca "She is Mila" dan meminta siswa mengejanya.
- Guru membaca kalimat selanjutnya dan meminta siswa menempelkan pakaian yang sesuai.
- Guru juga bisa menempelkan pakaian dan meminta siswa menempelkan kalimat yang sesuai.
- Guru bisa mengganti teks dan pakaian yang ditempelkan untuk variasi.



### PART 3







## Let's work in groups

1. Guru membagi kelas menjadi beberapa kelompok dengan anggota 5 orang per kelompok.
2. Guru membagikan kertas yang berisi deskripsi orang dengan pakaiannya. (lihat lampiran)

He is Dika.  
 He is wearing a white shirt.  
 He is wearing red pants.  
 He is wearing black shoes.



3. Guru meminta murid berdiskusi sebentar.
4. Guru membagikan lembar kerja yang harus diisi sesuai dengan informasi dari kelompok lain. (lihat lampiran)

Name						
Toni	white	-	-	blue	-	black
Dika						

5. Guru meminta setiap kelompok untuk maju dan menempelkan pakaian yang sesuai dengan teks masing-masing.
6. Guru meminta kelompok yang di depan membacakan teks dan mengeja nama orang yang diperkenalkan.
7. Kelompok lain mencatat informasi berdasarkan informasi kelompok lain.



## PART 4

## Let me do it myself

1. Guru membagikan lembar kerja kepada setiap siswa.
2. Guru meminta siswa mencocokkan gambar orang dengan deskripsinya.
3. Siswa diminta membuat garis seperti yang terlihat pada contoh.



She is Vrida.  
She is wearing a blue T-shirt.  
She is wearing a black skirt.  
She is wearing blue shoes.

## UNIT 3

# GOING TO THE FARM



### Indikator:

- Siswa dapat mengidentifikasi bagian-bagian teks *recount*.
- Siswa dapat menyebutkan nama-nama binatang.
- Siswa dapat membaca cerita dengan keras.
- Siswa dapat menghitung 1-10.
- Siswa dapat menirukan suara-suara binatang.
- Siswa dapat mengurutkan gambar berdasarkan teks *recount*.
- Siswa dapat menghitung jumlah binatang yang ada dalam teks.



## PART 1

# What is it?

- Guru dan siswa menonton video "Old MacDonald Had a Farm".
- Guru dan siswa menyanyikan lagu bersama-sama.
- Guru meminta siswa untuk menirukan suara hewan yang ada di dalam video.

### "Old MacDonald Had a Farm"

Old MacDonald had a farm,  
E-I-E-I-O,  
And on his farm he had a cow,  
E-I-E-I-O,  
With a moo-moo here,  
And a moo-moo there,  
Here a moo, there a moo,  
Everywhere a moo-moo.  
Old MacDonald had a farm,  
E-I-E-I-O.

Old MacDonald had a farm,  
E-I-E-I-O,  
And on his farm he had a pig,  
E-I-E-I-O,  
With an oink-oink here,  
And an oink-oink there,  
Here an oink, there an oink,  
Everywhere an oink-oink.  
Old MacDonald had a farm,  
E-I-E-I-O.

Old MacDonald had a farm,  
E-I-E-I-O,  
And on his farm he had a duck,  
E-I-E-I-O,  
With a quack-quack here,  
And a quack-quack there,  
Here a quack, there a quack,  
Everywhere a quack-quack..  
Old MacDonald had a farm,  
E-I-E-I-O.

Old MacDonald had a farm,  
E-I-E-I-O,  
And on his farm he had a horse,  
E-I-E-I-O,  
With a neigh-neigh here,  
And a neigh-neigh there,  
Here a neigh, there a neigh,  
Everywhere a neigh-neigh.  
Old MacDonald had a farm,  
E-I-E-I-O.

Old MacDonald had a farm,  
E-I-E-I-O,  
And on his farm he had a donkey,  
E-I-E-I-O,  
With a hee-haw here,  
And a hee-haw there,  
Here a hee, there a hee,  
Everywhere a hee-haw.  
Old MacDonald had a farm,  
E-I-E-I-O.

Old MacDonald had a farm,  
E-I-E-I-O,  
And on his farm he had some chickens,  
E-I-E-I-O,  
With a cluck-cluck here,  
And a cluck-cluck there,  
Here a cluck, there a cluck,  
Everywhere a cluck-cluck.  
Old MacDonald had a farm,  
E-I-E-I-O.

- Guru menunjukkan gambar binatang dan meminta siswa menyebutkan nama dan seperti apa suaranya.



- Selanjutnya guru menunjukkan seperti apa tulisannya.



- Guru dan siswa memainkan permainan "What's Missing".
  1. Guru menunjukkan semua gambar binatang.
  2. Guru meminta siswa menutup mata dan menghitung 1-10.
  3. Guru menyimpan salah satu gambar binatang.
  4. Guru meminta siswa membuka mata.
  5. Guru mengatakan "*What's Missing*" dan meminta siswa menebak binatang apa yang hilang.
  6. Guru meminta siswa menirukan suara binatang itu.



## PART 2

## Let's read

- Bagian-bagian teks recount

Judul

Seting tempat

Seting waktu

Urutan kejadian

### Going to the Farm

Last week, I went to a farm.

I heard "baa, baa".

It was a sheep

There were four sheep in the farm.

Then, I heard "moo, moo".

It was a cow.

There were five cows in the farm.

I heard "quack, quack".

It was a duck.

There were eight ducks in the pond.

After that, I heard "woof, woof"

It was a dog.

There was one dog in the farm.

I also heard "miaw, miaw".

It was a cat.

There were two cats there.

I heard "cluck-cluck".

It was a chicken.

There were three chickens there.

Then I heard "tweet, tweet".

It was a bird.

There were six birds on the tree.

It was fun visiting the farm.

### Buku Flannel unit 3



Halaman 1



Halaman 2



Halaman 3



Halaman 4



Halaman 5



Halaman 6



Halaman 7



Halaman 8



Halaman 9



Halaman 10



Halaman 11



Halaman 12



Halaman 13



Halaman 14



Halaman 15



Halaman 16

### Langkah-langkah

- Siswa menirukan kalimat-kalimat yang dibaca guru.
- Guru dan siswa menghitung jumlah binatang yang ada dalam teks.
- Siswa menempelkan gambar binatang sesuai dengan teks.

- Guru meminta siswa mengurutkan binatang-binatang dari yang jumlahnya paling sedikit ke yang paling banyak atau sebaliknya.
- Guru menanyakan beberapa pertanyaan yang berhubungan dengan teks. Misalnya: "Ke mana si tokoh pergi?" atau "Kapan dia pergi?".

## permainan

1. Guru dan siswa memainkan "Animal Sounds" game.
2. Guru menempelkan gambar-gambar binatang dari buku flannel di papan tulis.
3. Guru menempelkan nama-nama binatang di belakang punggung siswa.

duck

cow

sheep

(lihat lampiran)

4. Siswa tidak boleh memberi tahu nama binatang yang ada di punggung temannya.
5. Guru meminta siswa bertanya pada temannya "Am I quack-quack?"
6. Kalau nama di belakang punggungnya "duck", teman yang ditanya bilang "Yes" dan dia boleh menuju gambar bebek di papan tulis.
7. Kalau namanya bukan "duck", teman yang ditanya bilang "No" dan dia harus bertanya pada teman lain dan mengganti suara binatangnya.
8. Sebaiknya guru meminta satu murid maju untuk memberi contoh.
9. Kelompok yang sudah lengkap akan mendapatkan lembar kerja kelompok.



### PART 3

## Let's work in groups

1. Kelompok yang sudah mendapat lembar kerja bisa mulai mengerjakan lebih dulu. Ada 4-5 orang di setiap kelompok.
2. Guru membagikan gambar "My Uncle's House". (lihat lampiran)
3. Guru meminta murid mengamati gambar, mengidentifikasi nama-nama binatang dan menghitung jumlahnya.
4. Guru membagikan teks *recount* berjudul "Visiting My Uncle".
5. Siswa membaca teks *recount* yang rumpang dan kemudian menuliskan jumlah binatang sesuai dengan gambar "My Uncle's House".
6. Guru dan siswa memeriksa pekerjaan bersama-sama sesudah semua kelompok selesai.



### PART 4

## Let me do it myself

1. Guru membagikan lembar kerja kepada setiap siswa.
2. Guru meminta siswa mengurutkan gambar berdasarkan teks *recount* dengan cara mencocokkan teks dengan gambar.


After that, I heard "miaw-miaw".



I saw seven cats there.

1.

## A Very Hungry Caterpillar


One day, a tiny and very hungry caterpillar  popped out from an egg.  
He started to look for some foods.


On Monday, he ate one mango , but he was still hungry.


On Tuesday, he ate two apples , but he was still hungry.


On Wednesday, he ate three grapes , but he was still hungry.

On Thursday, he ate four bananas , but he was still hungry.

On Friday, he ate five oranges , but he was still hungry.


On Saturday, he ate two slices of watermelon  and then he had stomachache.

On Sunday, he built a small house called a cocoon . He stayed inside for more than two weeks.

Finally, he pushed his way out and he was a beautiful butterfly .

2.

## A Very Hungry Caterpillar

One day, a tiny and very hungry caterpillar  popped out from an egg.  
He started to look for some foods.


On Monday, he ate one orange  , but he was still hungry.


On Tuesday, he ate two grapes  , but he was still hungry.


On Wednesday, he ate three bananas  , but he was still hungry.

On Thursday, he ate four mangoes  , but he was still hungry.

On Friday, he ate five apples  , but he was still hungry.

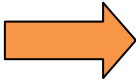
On Saturday, he ate one slice of watermelon  and then he had stomachache.

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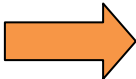
Finally, he pushed his way out and he was a beautiful butterfly  .

Draw the pictures and the number of the fruits based on the text.

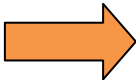
Monday



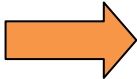
Tuesday



Wednesday



Thursday



Friday



Saturday



Name:

## A Greedy Monkey

Once upon a time, a **little monkey** lived in the wood.



One day, he went to a **house**. The farmer was not at home.



The farmer forgot to close **the door**.



The monkey saw a **banana**. He said, "I like it". So, he ate the banana.



Then, he saw a slice of **watermelon**. He said, "I don't like it".



After that, he saw **an apple**. "I like it", said the monkey. So he ate the apple.



He also saw **an orange**. He said, "I don't like it".



Then he saw a **mango**. "I like it", said the monkey. Then, he ate the mango.



He found **grapes** and he said, "I like it". So, he ate the grapes also.



Suddenly, **the farmer** went home. He was very angry.



Then he caught the monkey.








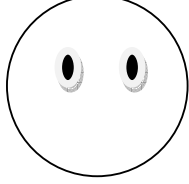

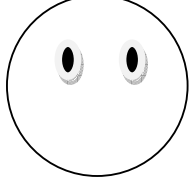

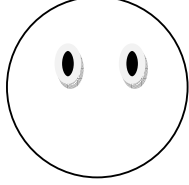

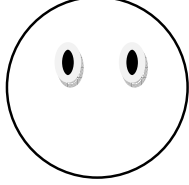
Since that time, he always **locked the door** before leaving.









Name :

Class :

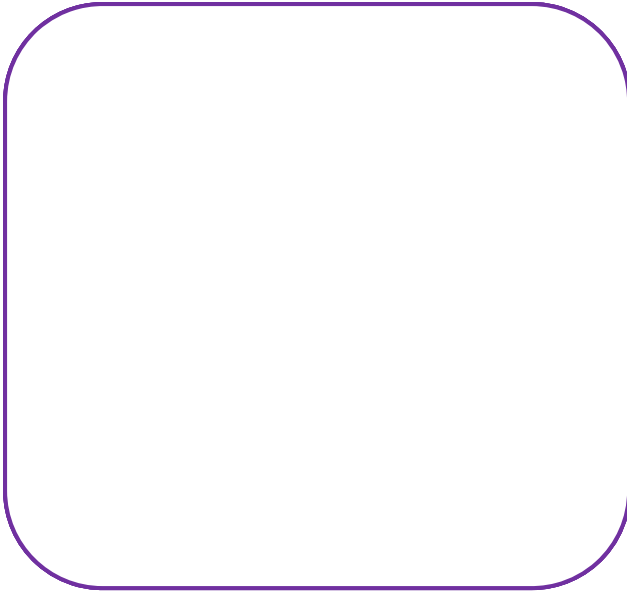
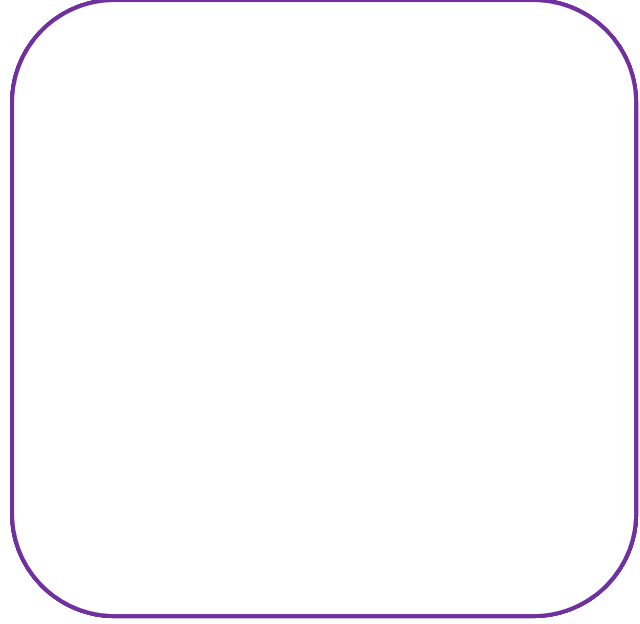
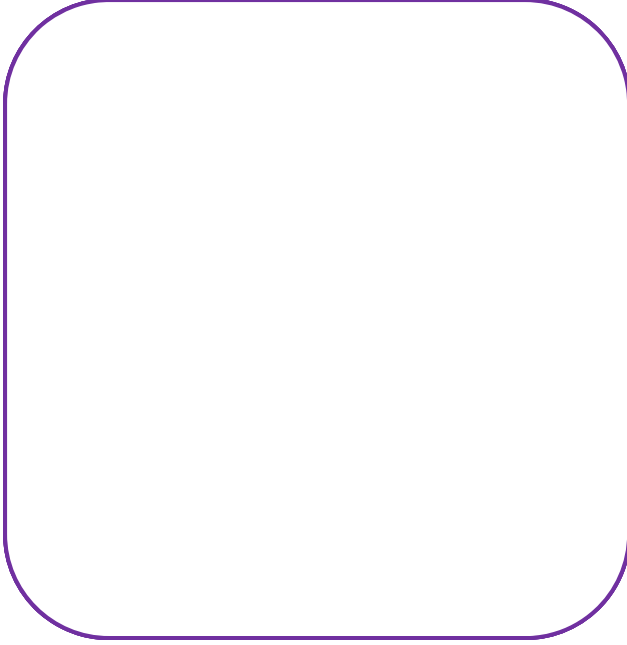
Draw a smiling or frowning face based on the story.

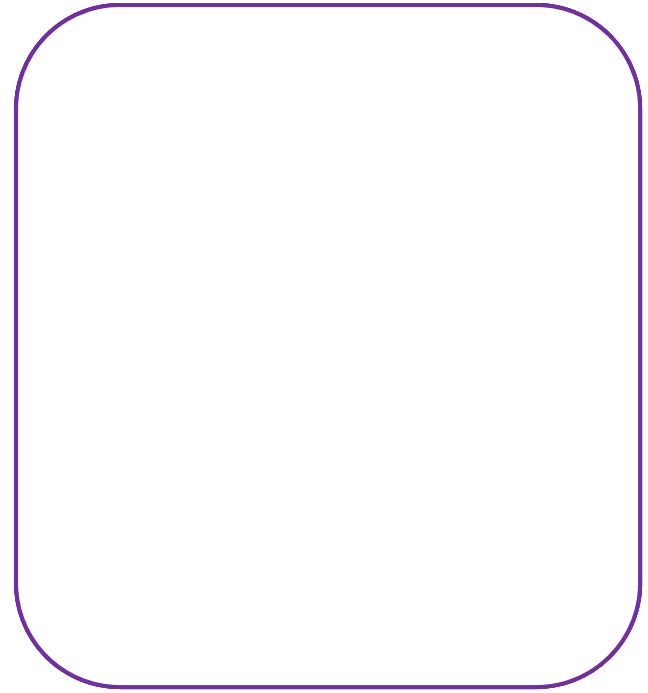
	
	
	
	
	
	

Write the colours of the clothes.

Name						
Toni	white	-	-	blue	-	black
Arif						
Martha						
Arum						
Dika						
Budi						
Sasha						

Names :





Name :

Class :

Match the pictures with the descriptions.



He is Nanang.  
He is wearing a white T-shirt.  
He is wearing blue pants.  
He is wearing brown shoes.



She is Rahma.  
She is wearing a pink T-shirt.  
She is wearing an orange skirt.  
She is wearing purple shoes.



He is Jefri.  
He is wearing a red T-shirt.  
He is wearing blue pants.  
He is wearing black and white shoes.




She is Vrida.  
She is wearing a blue T-shirt.  
She is wearing a black skirt.  
She is wearing blue shoes.





He is Tama.  
He is wearing a yellow T-shirt.  
He is wearing blue pants.  
He is wearing red and white shoes.


## Visiting My Uncle



Last Sunday, my family and I went to my uncle's house  in the village. He had a lot of animals in the garden.


I saw two cows  in the garden.





Then I heard "baa-baa". There were \_\_\_\_\_ sheep  too.

I went to the pond and I saw \_\_\_\_\_ ducks  in the pond. They said "quack-quack".

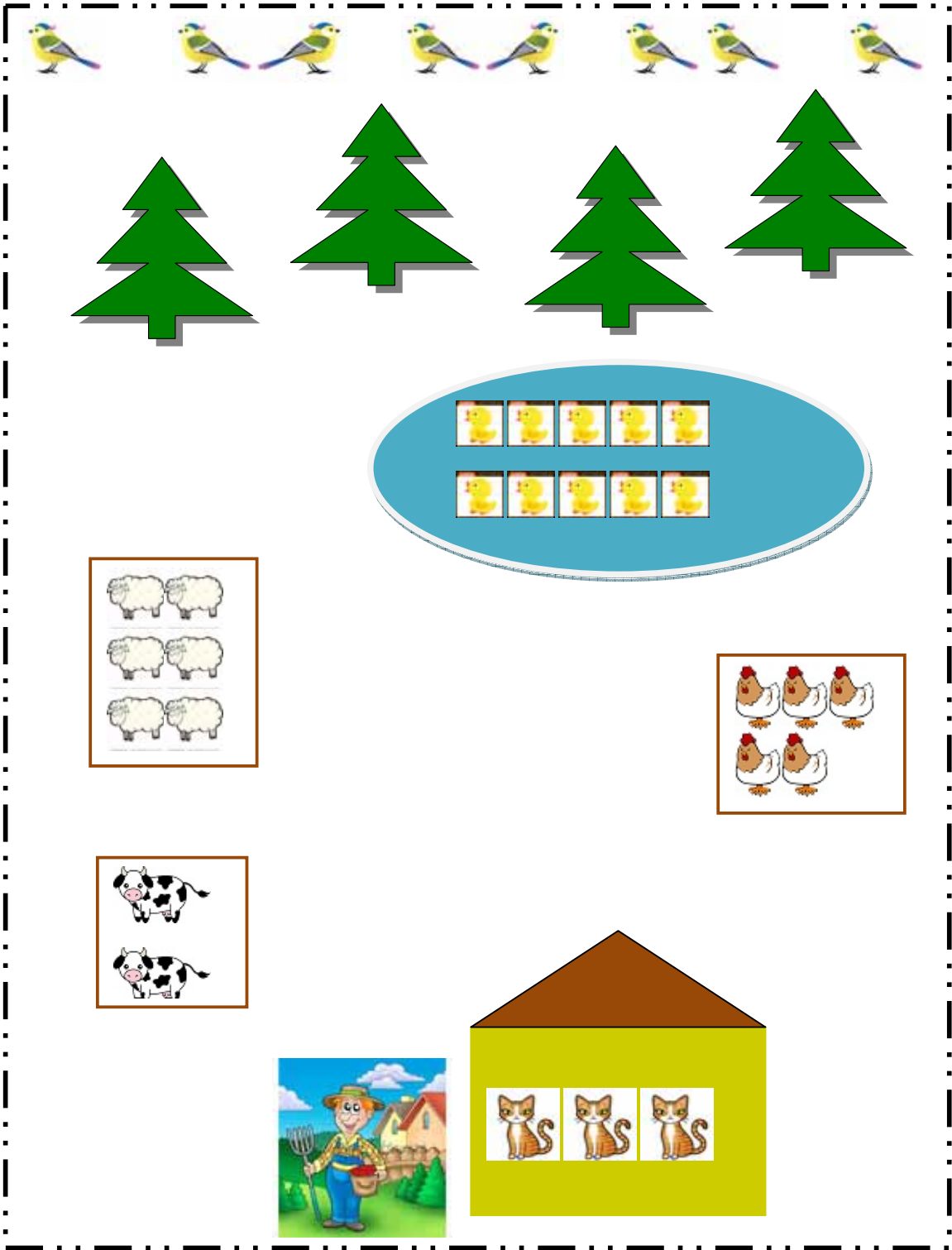
I also heard "tweet-tweet", there were \_\_\_\_\_ birds  around the trees.

After that, my uncle showed me his chickens . He had \_\_\_\_\_ chickens .

I did not see dog  there.

My uncle did not have dog  but he had many cats . I saw \_\_\_\_\_ cats  in the house. I was very happy there .

# My Uncle's House



## Going to a Bird Market

Yesterday, I went to a bird market with my father.



I saw a chicken. It had red, brown and white colors.



I also saw a lot of birds. There were eight birds there.



I heard "tweet-tweet" everywhere.

After that, I heard "miaw-miaw". I saw seven cats there.



I heard "woof, woof". Oh, it was a dog. There were two dogs in the cage.



Close to the exit gate, there was a cage with six rabbits.



After we looked around, finally my father bought three little ducks.



It was fun to see a lot of animals there.



cow

chicken

cat

sheep

duck

dog

bird

## Appendix G

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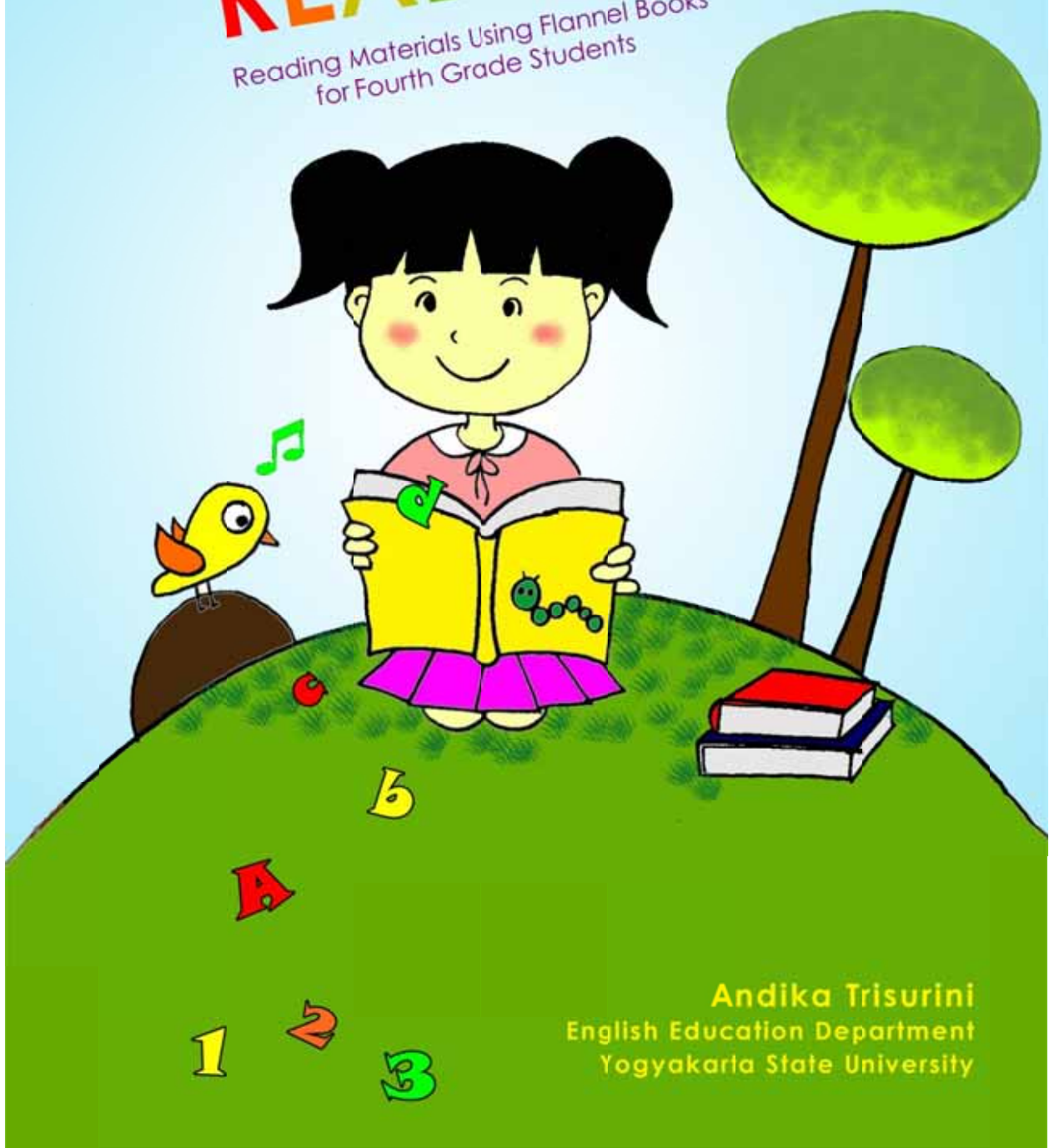
T H E f i n a l  
D R A F T

**READING MATERIALS USING  
FLANNEL BOOKS FOR THE FOURTH  
GRADE STUDENTS OF ELEMENTARY  
SCHOOLS**

TEACHERS'  
GUIDANCE BOOK

# I LOVE READING

Reading Materials Using Flannel Books  
for Fourth Grade Students



**Andika Trisurini**  
English Education Department  
Yogyakarta State University

## KATA PENGANTAR

Bapak dan Ibu Guru, buku panduan guru ini dibuat untuk memudahkan penggunaan buku flannel dalam pengajaran ketrampilan membaca. Dengan adanya buku ini, diharapkan bisa memberikan ide-ide baru dalam pengajaran bahasa Inggris untuk anak-anak.

Dalam buku ini, ada tiga unit yang memiliki tema berbeda setiap unitnya. Pada setiap unit ada empat bagian aktivitas yang bertujuan untuk membantu murid-murid mencapai tujuan belajar setiap unit. Buku ini juga dilengkapi dengan gambar-gambar penyampaian materi, lembar kerja yang bisa diperbanyak serta kunci jawaban untuk setiap latihan.

Semoga buku flannel dan buku petunjuknya ini bisa bermanfaat untuk Bapak dan Ibu Guru sekalian. Selamat mengajar.

Yogyakarta, 24 Maret 2014

Penulis

## UNIT 1

# A VERY HUNGRY CATERPILLAR



### Indikator:

- Siswa dapat menyebutkan nama buah-buahan, makanan, dan nama-nama hari.
- Siswa dapat membaca cerita dengan keras.
- Siswa dapat mengidentifikasi bagian-bagian teks naratif
- Siswa dapat mengidentifikasi ekspresi suka dan tidak suka.
- Siswa dapat menyusun kembali paragraf-paragraf acak dalam teks naratif.
- Siswa dapat bercerita kembali dengan cara menempelkan gambar dan menggambar sesuai dengan cerita dalam teks naratif.
- Siswa dapat menjodohkan kalimat dalam teks dengan gambar yang sesuai.



## PART 1

# What is it?

Guru memperkenalkan tokoh dengan menunjukkan gambar berikut. Selain itu, juga bisa menanyakan hal-hal yang berhubungan dengan tokoh cerita seperti makanan, siklus hidup, tempat hidup, dll



Guru menunjukkan gambar buah-buahan dan makanan kemudian melatih siswa mengucapkannya. Guru bisa mengenalkan ekspresi "Do You Like it?" dengan gambar-gambar ini.



Guru mengenalkan penulisan nama-nama buah dengan menempelkan gambar buah dan tulisannya pada buku flannel.



Guru melatih siswa dengan cara menempelkan gambar makanan atau buah pada buku flannel kemudian meminta siswa menempelkan tulisannya atau sebaliknya.



Guru mengenalkan nama-nama hari dengan rima supaya mudah diingat dan kemudian meminta siswa mengurutkan nama-nama hari.



Tahukah Anda?



- Kupu-kupu tidak bisa terbang jika suhu tubuh mereka kurang dari 30° Celcius
- Ulat harus berganti kulit setidaknya 5 kali sebelum menjadi kepompong
- Perlu waktu sekitar 2 minggu untuk berubah dari kepompong menjadi kupu-kupu dewasa



## PART 2

## Let's read

- Bagian-bagian teks narrative

Setting waktu dan tokoh	<p style="text-align: center;"><u><b>A Very Hungry Caterpillar</b></u></p> <p><u>One day, a caterpillar</u> popped out from an egg. <u>He was very hungry.</u></p> <p>On Monday, he saw an apple. He said, "I like it." <u>Then, he ate the apple.</u></p> <p>On Tuesday, he saw a banana.# He said, "I like it." <u>Then, he ate the banana.</u></p> <p>On Wednesday, he saw bread. He said, "I don't like it."</p> <p>After that, he saw a mango. He said, "I like it." <u>Then, he ate the mango.</u></p> <p>On Thursday, he saw an orange. He said, "I like it." <u>Then, he ate the orange.</u></p> <p>On Friday, he saw meatballs. He said, "I don't like it."</p> <p>After that, he saw grapes. He said, "I like it." <u>Then, he ate the grapes.</u></p> <p><u>On Saturday, he got stomach ache.</u></p> <p><u>He stopped eating</u> and slept inside a cocoon. Finally, on Sunday, he woke up and turned into a butterfly.</p>	Judul
		Masalah
		Solusi
Solusi		Masalah

Buku flanel unit 1



Halaman 1



Halaman 2



Halaman 3



Halaman 4



Halaman 5



Halaman 6



Halaman 7



Halaman 8



Halaman 9



Halaman 10



Halaman 11



Halaman 12



Halaman 13



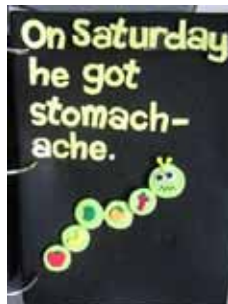
Halaman 14



Halaman 15



Halaman 16



Halaman 17



Halaman 18



Halaman 19



Halaman 19

## Langkah-langkah

Guru membaca halaman pertama sambil membuka telur dan mengeluarkan boneka jari dari dalam telur. Siswa menirukan kalimat yang dibaca guru dengan keras.



Guru membaca halaman kedua sambil menempelkan nama hari dan nama buah. Siswa menirukan kalimat yang dibaca guru.



Guru meminta siswa menebak gambar yang mana sesuai dengan kalimat itu, kemudian gambar yang dipilih ditempelkan pada buku flannel. Guru bertanya apakah tokoh akan suka dengan buah itu.



Guru membaca halaman selanjutnya dan siswa menirukan. Kemudian guru meminta siswa untuk memilih ekspresi muka yang mana yang sesuai dengan kalimat tersebut.



Lakukan hal yang sama pada halaman-halaman berikutnya. Guru bisa meminta salah seorang murid untuk maju dan memimpin membaca dan menempelkan.



Di halaman 18, buka risleting kepompong dan masukkan boneka jari ke dalamnya.



Di halaman terakhir, buka kepompong dan keluarkan gambar kupu-kupu dari dalam kepompong. Kemudian guru menanyakan bagian-bagian dari teks seperti tokoh, seting tempat, waktu, masalah dan penyelesaiannya.



Guru melepaskan nama-nama hari, ekspresi muka ulat dan badan ulat besar yang berisi gambar buah.



Guru menempelkan gambar buah-buahan dan makanan kemudian meminta siswa menempelkan gambar ekspresi yang sesuai dengan gambar.






### PART 3

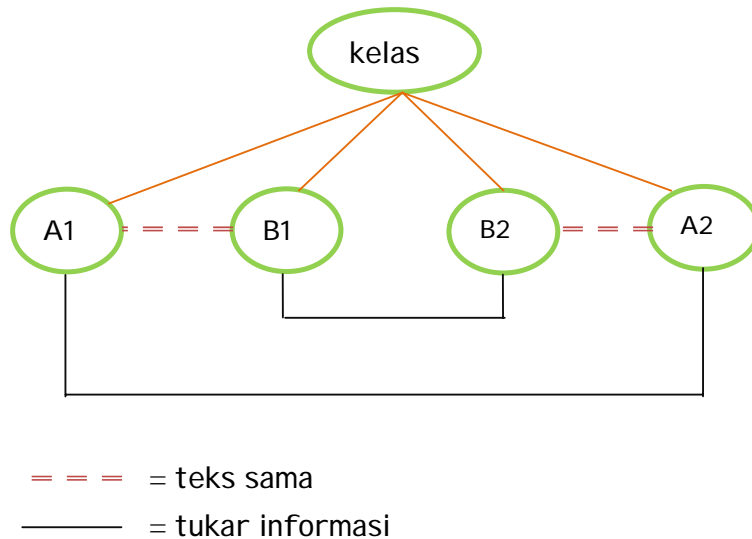
## Let's work in groups

1. Guru membagi siswa menjadi 4 kelompok (2 kelompok A dan 2 kelompok B). Kelompok A1 berpasangan dengan kelompok B1 sedangkan kelompok A2 dengan B2.
2. Kelompok 1 dan 2 masing- masing diberi teks "A Very Hungry Caterpillar" dalam versi yang berbeda. (lihat lampiran).
3. Setiap kelompok mengurutkan teks naratif yang sudah dipotong-potong.

### A Very Hungry Caterpillar

One day, a tiny and very hungry caterpillar  popped out from an egg. He started to look for some foods.

4. Kelompok A1 dan B1 saling mengecek pekerjaan mereka.
5. Kemudian kelompok A1 berpasangan dengan A2. Kemudian A1 membacakan cerita versi pertama sementara A2 mendengarkan dan menggambar buah sesuai dengan informasi dari A1. Selanjutnya mereka berganti tugas. (lembar kerja di lampiran).
6. Kelompok B1 dan B2 juga melakukan langkah yang sama.
7. Siswa membandingkan gambar dan cerita untuk mengecek hasil pekerjaannya.



## PART 4

## Let me do it myself

1. Guru membagikan cerita "A Greedy Monkey" kepada setiap siswa. (lihat lampiran).
2. Siswa membuat garis untuk menjodohkan kalimat dengan gambar.
3. Guru membagikan table makanan dan buah pada siswa.
4. Kemudian siswa menggambar ekspresi suka atau tidak suka berdasarkan cerita tersebut.
5. Sebaiknya petunjuk dan contoh diberikan sebelum membagikan lembar kerja.

## UNIT 2

# MY NEW FRIENDS



### Indikator:

- Siswa dapat menyebutkan jenis pakaian dan warna-warna.
- Siswa dapat membaca cerita dengan keras.
- Siswa dapat mengidentifikasi bagian-bagian teks deskripsi.
- Siswa dapat menempelkan gambar sesuai dengan teks deskripsi.
- Siswa dapat memperkenalkan orang lain.
- Siswa dapat mengeja nama seseorang.
- Siswa dapat menggambarkan apa yang dipakai seseorang.



## PART 1

# What is it?

- Guru dan siswa menonton video A-B-C song.
- Selanjutnya guru dan siswa menyanyikan lagu bersama-sama.

**A-B-C Song**

"A-B-C-D-E-F-G"

"H-I -J-K-L-M-N-O-P"

"Q-R-S-T-U-V"

"W-X-Y-Z"

"Now you know my A-B-C"

"Tell me what you think of me?"



- Guru meminta siswa mengeja nama mereka.
- Guru meminta satu siswa untuk maju.
- Guru menanyakan namanya dan minta dia mengeja namanya.
- Siswa lain mengamati siswa yang berdiri di depan.
- Guru menanyakan apa yang dia pakai dan apa warnanya.

Guru menunjukkan halaman berisi lingkaran-lingkaran berwarna dan melatih siswa mengucapkannya. Kemudian menunjukkan bagaimana tulisannya.



Guru menunjukkan jenis pakaian satu per satu dan melatih siswa mengucapkannya. Selain itu, guru juga bisa menanyakan apa warnanya.



Guru menunjukkan bagaimana tulisannya. Kemudian guru bisa memberi contoh frasa kata benda dengan warna, contohnya a blue shirt.



Guru menempelkan frasa kata benda dan meminta siswa menempelkan pakaian yang dimaksud.





## PART 2

## Let's read

- Bagian-bagian teks deskriptif

<u>My new friends</u>		Judul
<u>He is Toni.</u>	<u>She is Mila.</u>	Identifikasi
He is wearing a white shirt.	She is wearing a pink t-shirt.	Deskripsi
He is wearing blue pants.	She is wearing a purple skirt.	
He is wearing black shoes.	She is wearing white shoes.	

### Buku flanel unit 2



Halaman 1



Halaman 2



Halaman 3



Halaman 4



Halaman 5



Halaman 6



Halaman 7



Halaman 8



Halaman 9



Halaman 10



Halaman 11



Halaman 12

### Langkah-langkah

- Guru membaca "He is Toni" dan mengeja T-O-N-I. Siswa menirukan guru.
- Guru menempelkan kalimat selanjutnya dan membacanya. Siswa menirukan.
- Guru menempelkan pakaian ke gambar orang.
- Guru membaca "She is Mila" dan meminta siswa mengejanya.
- Guru membaca kalimat selanjutnya dan meminta siswa menempelkan pakaian yang sesuai.
- Guru juga bisa menempelkan pakaian dan meminta siswa menempelkan kalimat yang sesuai.
- Guru bisa mengganti teks dan pakaian yang ditempelkan untuk variasi.



### PART 3







## Let's work in groups

1. Guru membagi kelas menjadi beberapa kelompok dengan anggota 5 orang per kelompok.
2. Guru membagikan kertas yang berisi deskripsi orang dengan pakaiannya. (lihat lampiran)

He is Dika.  
 He is wearing a white shirt.  
 He is wearing red pants.  
 He is wearing black shoes.



3. Guru meminta murid berdiskusi sebentar.
4. Guru membagikan lembar kerja yang harus diisi sesuai dengan informasi dari kelompok lain. (lihat lampiran)

Name						
Toni	white	-	-	blue	-	black
Dika						

5. Guru meminta setiap kelompok untuk maju dan menempelkan pakaian yang sesuai dengan teks masing-masing.
6. Guru meminta kelompok yang di depan membacakan teks dan mengeja nama orang yang diperkenalkan.
7. Kelompok lain mencatat informasi berdasarkan informasi kelompok lain.



## PART 4

## Let me do it myself

1. Guru membagikan lembar kerja kepada setiap siswa.
2. Guru meminta siswa mencocokkan gambar orang dengan deskripsinya.
3. Siswa diminta membuat garis seperti yang terlihat pada contoh.



She is Vrida.  
She is wearing a blue T-shirt.  
She is wearing a black skirt.  
She is wearing blue shoes.

## UNIT 3

# GOING TO THE FARM



### Indikator:

- Siswa dapat menyebutkan nama-nama binatang.
- Siswa dapat membaca cerita dengan keras.
- Siswa dapat menghitung 1-10.
- Siswa dapat mengidentifikasi bagian-bagian teks *recount*.
- Siswa dapat menirukan suara-suara binatang.
- Siswa dapat mengurutkan gambar berdasarkan teks *recount*.
- Siswa dapat menghitung jumlah binatang yang ada dalam teks.



## PART 1

# What is it?

- Guru dan siswa menonton video "Old MacDonald Had a Farm".
- Guru dan siswa menyanyikan lagu bersama-sama.
- Guru meminta siswa untuk menirukan suara hewan yang ada di dalam video.

### "Old MacDonald Had a Farm"

Old MacDonald had a farm,  
E-I-E-I-O,  
And on his farm he had a cow,  
E-I-E-I-O,  
With a moo-moo here,  
And a moo-moo there,  
Here a moo, there a moo,  
Everywhere a moo-moo.  
Old MacDonald had a farm,  
E-I-E-I-O.

Old MacDonald had a farm,  
E-I-E-I-O,  
And on his farm he had a pig,  
E-I-E-I-O,  
With an oink-oink here,  
And an oink-oink there,  
Here an oink, there an oink,  
Everywhere an oink-oink.  
Old MacDonald had a farm,  
E-I-E-I-O.

Old MacDonald had a farm,  
E-I-E-I-O,  
And on his farm he had a duck,  
E-I-E-I-O,  
With a quack-quack here,  
And a quack-quack there,  
Here a quack, there a quack,  
Everywhere a quack-quack..  
Old MacDonald had a farm,  
E-I-E-I-O.

Old MacDonald had a farm,  
E-I-E-I-O,  
And on his farm he had a horse,  
E-I-E-I-O,  
With a neigh-neigh here,  
And a neigh-neigh there,  
Here a neigh, there a neigh,  
Everywhere a neigh-neigh.  
Old MacDonald had a farm,  
E-I-E-I-O.

Old MacDonald had a farm,  
E-I-E-I-O,  
And on his farm he had a donkey,  
E-I-E-I-O,  
With a hee-haw here,  
And a hee-haw there,  
Here a hee, there a hee,  
Everywhere a hee-haw.  
Old MacDonald had a farm,  
E-I-E-I-O.

Old MacDonald had a farm,  
E-I-E-I-O,  
And on his farm he had some chickens,  
E-I-E-I-O,  
With a cluck-cluck here,  
And a cluck-cluck there,  
Here a cluck, there a cluck,  
Everywhere a cluck-cluck.  
Old MacDonald had a farm,  
E-I-E-I-O.

- Guru menunjukkan gambar binatang dan meminta siswa menyebutkan nama dan seperti apa suaranya.



- Selanjutnya guru menunjukkan seperti apa tulisannya.



- Guru dan siswa memainkan permainan "What's Missing".
  1. Guru menunjukkan semua gambar binatang.
  2. Guru meminta siswa menutup mata dan menghitung 1-10.
  3. Guru menyimpan salah satu gambar binatang.
  4. Guru meminta siswa membuka mata.
  5. Guru mengatakan "*What's Missing*" dan meminta siswa menebak binatang apa yang hilang.
  6. Guru meminta siswa menirukan suara binatang itu.



## PART 2

## Let's read

- Bagian-bagian teks recount

Judul

**Going to the Farm**

Seting tempat

Seting waktu

Urutan kejadian

Last week, I went to a farm.  
I heard "baa, baa".  
It was a sheep  
There were four sheep in the farm.  
Then, I heard "moo, moo".  
It was a cow.  
There were five cows in the farm.  
I heard "quack, quack".  
It was a duck.  
There were eight ducks in the pond.  
After that, I heard "woof, woof"  
It was a dog.  
There was one dog in the farm.

I also heard "miaw, miaw".  
It was a cat.  
There were two cats there.  
I heard "cluck-cluck".  
It was a chicken.  
There were three chickens there.  
Then I heard "tweet, tweet".  
It was a bird.  
There were six birds on the tree.  
It was fun visiting the farm.

### Buku Flannel unit 3



Halaman 1



Halaman 2



Halaman 3



Halaman 4



Halaman 5



Halaman 6



Halaman 7



Halaman 8



Halaman 9



Halaman 10



Halaman 11



Halaman 12



Halaman 13



Halaman 14



Halaman 15



Halaman 16

### Langkah-langkah

- Siswa menirukan kalimat-kalimat yang dibaca guru.
- Guru dan siswa menghitung jumlah binatang yang ada dalam teks.
- Siswa menempelkan gambar binatang sesuai dengan teks.

- Guru meminta siswa mengurutkan binatang-binatang dari yang jumlahnya paling sedikit ke yang paling banyak atau sebaliknya.
- Guru menanyakan beberapa pertanyaan yang berhubungan dengan teks. Misalnya: "Ke mana si tokoh pergi?" atau "Kapan dia pergi?".

## permainan

1. Guru dan siswa memainkan "Animal Sounds" game.
2. Guru menempelkan gambar-gambar binatang dari buku flannel di papan tulis.
3. Guru menempelkan nama-nama binatang di belakang punggung siswa.

duck

cow

sheep

(lihat lampiran)

4. Siswa tidak boleh memberi tahu nama binatang yang ada di punggung temannya.
5. Guru meminta siswa bertanya pada temannya "Am I quack-quack?"
6. Kalau nama di belakang punggungnya "duck", teman yang ditanya bilang "Yes" dan dia boleh menuju gambar bebek di papan tulis.
7. Kalau namanya bukan "duck", teman yang ditanya bilang "No" dan dia harus bertanya pada teman lain dan mengganti suara binatangnya.
8. Sebaiknya guru meminta satu murid maju untuk memberi contoh.
9. Kelompok yang sudah lengkap akan mendapatkan lembar kerja kelompok.



### PART 3

## Let's work in groups

1. Kelompok yang sudah mendapat lembar kerja bisa mulai mengerjakan lebih dulu. Ada 4-5 orang di setiap kelompok.
2. Guru membagikan gambar "My Uncle's House". (lihat lampiran)
3. Guru meminta murid mengamati gambar, mengidentifikasi nama-nama binatang dan menghitung jumlahnya.
4. Guru membagikan teks *recount* berjudul "Visiting My Uncle".
5. Siswa membaca teks *recount* yang rumpang dan kemudian menuliskan jumlah binatang sesuai dengan gambar "My Uncle's House".
6. Guru dan siswa memeriksa pekerjaan bersama-sama sesudah semua kelompok selesai.



### PART 4

## Let me do it myself

1. Guru membagikan lembar kerja kepada setiap siswa.
2. Guru meminta siswa mengurutkan gambar berdasarkan teks *recount* dengan cara mencocokkan teks dengan gambar.

After that, I heard "miaw-miaw".



I saw seven cats there.

# LEMBAR KERJA




K U N C I  
J A W A B A N



1.

## A Very Hungry Caterpillar


One day, a tiny and very hungry caterpillar  popped out from an egg.  
He started to look for some foods.


On Monday, he ate one mango , but he was still hungry.


On Tuesday, he ate two apples , but he was still hungry.


On Wednesday, he ate three grapes , but he was still hungry.

On Thursday, he ate four bananas , but he was still hungry.

On Friday, he ate five oranges , but he was still hungry.


On Saturday, he ate two slices of watermelon  and then he had stomachache.

On Sunday, he built a small house called a cocoon . He stayed inside for more than two weeks.

Finally, he pushed his way out and he was a beautiful butterfly .

2.

## A Very Hungry Caterpillar

One day, a tiny and very hungry caterpillar  popped out from an egg.  
He started to look for some foods.


On Monday, he ate one orange  , but he was still hungry.


On Tuesday, he ate two grapes  , but he was still hungry.


On Wednesday, he ate three bananas  , but he was still hungry.

On Thursday, he ate four mangoes  , but he was still hungry.

On Friday, he ate five apples  , but he was still hungry.

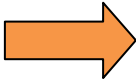
On Saturday, he ate one slice of watermelon  and then he had stomachache.

On Sunday, he built a small house called a cocoon  . He stayed inside for more than two weeks.

Finally, he pushed his way out and he was a beautiful butterfly  .

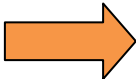
Draw the pictures and the number of the fruits based on the text.

Monday



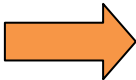
Empty rounded rectangular box for drawing and writing.

Tuesday



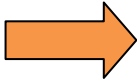
Empty rounded rectangular box for drawing and writing.

Wednesday



Empty rounded rectangular box for drawing and writing.

Thursday



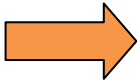
Empty rounded rectangular box for drawing and writing.

Friday



Empty rounded rectangular box for drawing and writing.

Saturday



Empty rounded rectangular box for drawing and writing.

Name:

## A Greedy Monkey

Once upon a time, a **little monkey** lived in the wood.



One day, he went to a **house**. The farmer was not at home.



The farmer forgot to close **the door**.



The monkey saw a **banana**. He said, "I like it". So, he ate the banana.



Then, he saw a slice of **watermelon**. He said, "I don't like it".



After that, he saw **an apple**. "I like it", said the monkey. So he ate the apple.



He also saw **an orange**. He said, "I don't like it".



Then he saw a **mango**. "I like it", said the monkey. Then, he ate the mango.



He found **grapes** and he said, "I like it". So, he ate the grapes also.



Suddenly, **the farmer** went home. He was very angry.



Then he caught the monkey.








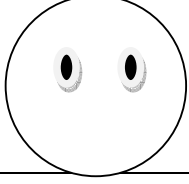

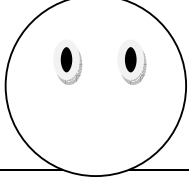

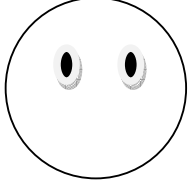

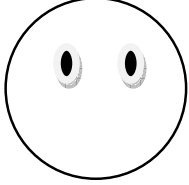
Since that time, he always **locked the door** before leaving.









Name :

Class :

Draw a smiling or frowning face based on the story.

Write the colours of the clothes.

Name						
Toni	white	-	-	blue	-	black
Arif						
Martha						
Arum						
Dika						
Budi						
Sasha						

Names :

He is Arif  
He is wearing a green T-shirt.  
He is wearing black pants.  
He is wearing brown shoes.



She is Martha.  
She is wearing a pink dress.  
She is wearing purple shoes.



He is Dika.  
He is wearing a white shirt.  
He is wearing red pants.  
He is wearing black shoes.



She is Arum.  
She is wearing an orange T-shirt.  
She is wearing a white skirt.  
She is wearing yellow shoes.



He is Budi.  
He is wearing a red T-shirt.  
He is wearing green pants.  
He is wearing red shoes.



She is Sasha.  
She is wearing a blue shirt.  
She is wearing yellow pants.  
She is wearing white shoes.



Name :

Class :

Match the pictures with the descriptions.



He is Nanang.  
He is wearing a white T-shirt.  
He is wearing blue pants.  
He is wearing brown shoes.



She is Rahma.  
She is wearing a pink T-shirt.  
She is wearing an orange skirt.  
She is wearing purple shoes.



He is Jefri.  
He is wearing a red T-shirt.  
He is wearing blue pants.  
He is wearing black and white shoes.




She is Vrida.  
She is wearing a blue T-shirt.  
She is wearing a black skirt.  
She is wearing blue shoes.





He is Tama.  
He is wearing a yellow T-shirt.  
He is wearing blue pants.  
He is wearing red and white shoes.


## Visiting My Uncle



Last Sunday, my family and I went to my uncle's house  in the village. He had a lot of animals in the garden.


I saw two cows  in the garden.





Then I heard "baa-baa". There were \_\_\_\_\_ sheep  too.

I went to the pond and I saw \_\_\_\_\_ ducks  in the pond. They said "quack-quack".

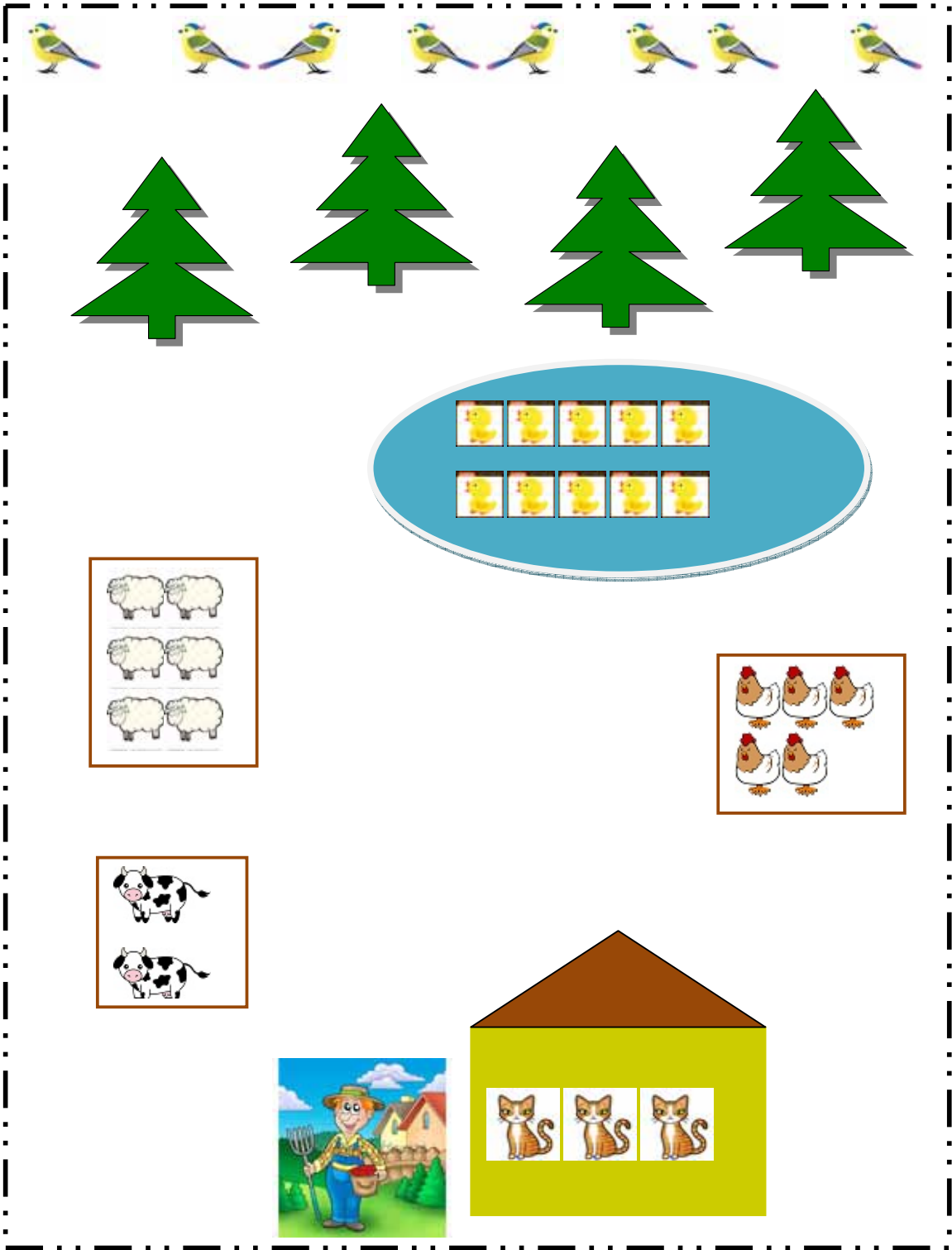
I also heard "tweet-tweet", there were \_\_\_\_\_ birds  around the trees.

After that, my uncle showed me his chickens . He had \_\_\_\_\_ chickens .

I did not see dog  there.

My uncle did not have dog  but he had many cats . I saw \_\_\_\_\_ cats  in the house. I was very happy there .

# My Uncle's House



## Going to a Bird Market

Yesterday, I went to a bird market with my father.



I saw a chicken. It had red, brown and white colors.



I also saw a lot of birds. There were eight birds there.



I heard "tweet-tweet" everywhere.

After that, I heard "miaw-miaw". I saw seven cats there.



I heard "woof, woof". Oh, it was a dog. There were two dogs in the cage.



Close to the exit gate, there was a cage with six rabbits.



After we looked around, finally my father bought three little ducks.









It was fun to see a lot of animals there.








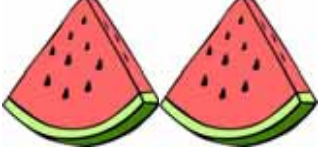
cow	chicken
cat	sheep
duck	dog
bird	

# Unit 1 "A Very Hungry Caterpillar"


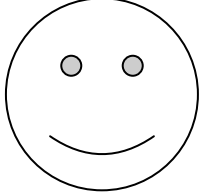

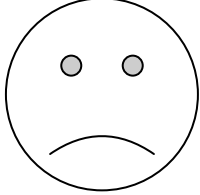

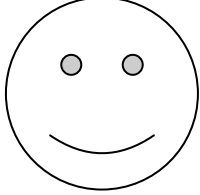

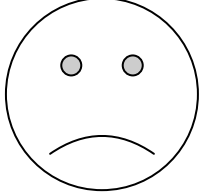

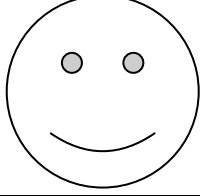

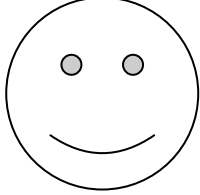
1. Draw the pictures and the number of the fruits based on the text.

Monday	→	
Tuesday	→	
Wednesday	→	
Thursday	→	
Friday	→	
Saturday	→	







2. Draw the pictures and the number of the fruits based on the text.

Monday	→	
Tuesday	→	
Wednesday	→	
Thursday	→	
Friday	→	
Saturday	→	

Draw a smiling or frowning face based on the story.

## Unit 2 "My New Friends"

Name						
Toni	white	-	-	blue	-	black
Arif		green		black		brown
Martha					pink	purple
Arum		orange	white			yellow
Dika	white			red		black
Budi		red		white		green
Sasha	blue			yellow		white

Match the pictures with the descriptions. (Individual work)



He is Nanang.  
He is wearing a white T-shirt.  
He is wearing blue pants.  
He is wearing brown shoes.

She is Rahma.  
She is wearing a pink T-shirt.  
She is wearing an orange skirt.  
She is wearing purple shoes.


He is Jefri.  
He is wearing a red T-shirt.  
He is wearing blue pants.  
He is wearing black and white shoes.

She is Vrida.  
She is wearing a blue T-shirt.  
She is wearing a black skirt.  
She is wearing blue shoes.


He is Tama.  
He is wearing a yellow T-shirt.  
He is wearing blue pants.  
He is wearing red and white shoes.


# Unit 3 "Going to the Farm"


## Visiting My Uncle (group work)



Last Sunday, my family and I went to my uncle's house  in the village. He had a lot of animals in the garden.

I saw two cows  in the garden.





Then I heard "baa-baa". There were six sheep  too.

I went to the pond and I saw ten ducks  in the pond. They said "quack-quack".

I also heard "tweet-tweet", there were eight birds  around the trees.

After that, my uncle showed me his chickens . He had five chickens .

I did not see dog  there.

My uncle did not have dog  but he had many cats . I saw three cats  in the house. I was very happy there .

(Individual work)

Going to a Bird Market

Yesterday, I went to a bird market with my father.



I saw a chicken. It had red, brown and white colors.



I also saw a lot of birds. There were eight birds there.



I heard "tweet-tweet" everywhere.

After that, I heard "miaw-miaw". I saw seven cats there.



I heard "woof, woof". Oh, it was a dog. There were two dogs in the cage.



Close to the exit gate, there was a cage with six rabbits.



After we looked around, finally my father bought three little ducks.



It was **fun** to see a lot of animals there.



### A Greedy Monkey

Once upon a time, a **little monkey** lived in the wood.

One day, he went to a **house**.  
The farmer was not at home.

The farmer forgot to close **the door**.

The monkey saw a **banana**. He said, "I like it". So, he ate the banana.

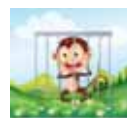
Then, he saw a slice of **watermelon**. He said, "I don't like it".

After that, he saw an **apple**.  
"I like it", said the monkey. So he ate the apple.

He also saw an **orange**. He said, "I don't like it".

Then he saw a **mango**. "I like it", said the monkey. Then, he ate the mango.

He found **grapes** and he said, "I like it". So, he ate the grapes also.



Suddenly, **the farmer** went home. He was very angry.



Then he caught the monkey.



Since that time, he always **locked the door** before leaving.



## Appendix H

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I n s t r u m e n t s o f  
t h e s t u d y

## **Teachers' Interview Guideline**

1. Materi seperti apa yang Anda pakai waktu mengajarkan ketrampilan membaca?
2. Dari mana Anda mengambil materi untuk mengajar?
3. Apakah Anda memakai media waktu mengajarkan ketrampilan membaca?
4. Bagaimana respon anak-anak terhadap pelajaran bahasa Inggris?  
Khususnya waktu mereka harus membaca bacaan bahasa Inggris?
5. Masalah seperti apa yang sering muncul dalam pengajaran reading?
6. Apa dampak masalah-masalah tersebut?
7. Bagaimana cara mengatasinya?
8. Materi seperti apa yang menurut Anda efektif untuk mengajarkan membaca bahasa Inggris?
9. Topik seperti apa yang cocok untuk anak-anak kelas 4?
10. Apakah media diperlukan untuk mengajarkan ketrampilan membaca bahasa Inggris?

**ANGKET KEBUTUHAN SISWA DALAM PELAJARAN MEMBACA  
BAHASA INGGRIS**

Adik-adik, kalian kakak minta mengisi angket yang kakak buat. Angket ini dibuat untuk mengetahui kebutuhan dan kebiasaan siswa dalam belajar bahasa Inggris, khususnya membaca. Dari hasil angket ini, kakak akan membuat materi bahasa Inggris yang mudah untuk dipelajari.

Tolong isi angket ini sesuai dengan kondisi kalian. Angket ini **tidak akan** mempengaruhi nilai bahasa Inggris kalian. Sebelumnya, perhatikan perintah dan contoh pengisiannya ya. Kalau ada yang kurang jelas, silakan bertanya pada kakak. Selamat mengisi.

**A. Identitas Siswa**

Nama :  
 Jenis kelamin : Laki-laki/Perempuan\*  
 Umur :  
 Belajar bahasa Inggris sejak : playgroup/TK/SD\*

**\*) lingkari jawaban yang sesuai**

**B.** Pilihlah jawaban dengan memberi **tanda centang (√)** pada jawaban yang sesuai dengan kondisimu.

Contohnya:

No.	Pertanyaan	Ya	Tidak
1.	Saya suka membaca cerita bahasa Inggris.	√	

No.	Pertanyaan	Ya	Tidak
1.	Saya suka kelas bahasa Inggris di sekolah.		
2.	Saya belajar bahasa Inggris meskipun tidak ada PR.		
3.	Saya suka membaca cerita bahasa Inggris.		
4.	Saya punya buku cerita bahasa Inggris di rumah.		
5.	Orang tua saya membantu belajar bahasa Inggris di rumah.		
6.	Saya suka membaca bacaan bahasa Inggris waktu saya sedang santai.		
7.	Saya lebih suka membaca sendiri untuk cari tahu jawaban daripada bertanya pada guru atau teman.		
8.	Saya suka buku yang ada banyak gambar warna-warninya.		
9.	Saya lebih mengerti tulisan kalau ada gambarnya.		
10.	Saya suka belajar dengan LKS.		
11.	Saya suka kalau ibu guru mengajar dengan lagu.		
12.	Saya suka permainan di kelas bahasa Inggris.		
13.	Saya suka membaca cerita tentang binatang.		
14.	Saya suka membaca cerita tentang pengalaman liburan.		
15.	Saya suka membaca cerita tentang kegiatan sehari-hari.		
16.	Saya suka mengerjakan tugas bahasa Inggris sendirian.		
17.	Saya suka mengerjakan tugas bahasa Inggris berpasangan.		
18.	Saya suka mengerjakan tugas bahasa Inggris berkelompok.		
19.	Saya senang maju ke depan kelas untuk mengerjakan tugas.		
20.	Saya suka mendengarkan cerita ibu guru dengan gambar atau video.		

*Terima Kasih*

Yth. Responden

Di tempat

Dengan hormat,

Saya adalah mahasiswi jurusan Pendidikan Bahasa Inggris Universitas Negeri Yogyakarta yang sedang mengadakan penelitian dengan judul “Developing Reading Kits Using Flannel Books for the Fourth Grade Students of Elementary Schools”. Penelitian ini bertujuan untuk mengembangkan alat bantu pelajaran bahasa Inggris khususnya ketrampilan membaca yang menarik dan sesuai untuk anak kelas empat SD.

Oleh karena itu saya mohon bantuan dari Bapak/Ibu/Saudara/Saudari untuk memberi masukan terhadap materi yang saya buat dengan cara mengisi angket berikut. Petunjuk dan contoh pengisian terlampir dalam angket. Atas bantuannya, saya ucapkan terima kasih.

Peneliti,

Andika Trisurini

**ANGKET EVALUASI MATERI UNTUK PELAJARAN MEMBACA  
BAHASA INGGRIS**

**A. Identitas responden**

Nama :  
 Jenis kelamin : Laki-laki/Perempuan)\*  
 Pendidikan : D2/D3/S1/S2/S3/lain-lain\*  
 Pengalaman mengajar : tahun

**\*) coret yang tidak perlu**

**B.** Pilihlah jawaban dengan memberi **tanda centang (√)** pada kolom yang sesuai dengan kriteria sebagai berikut:

**SS** berarti **Sangat Setuju** dengan pernyataan tersebut

**S** berarti **Setuju** dengan pernyataan tersebut

**TS** berarti **Tidak Setuju** dengan pernyataan tersebut

**STS** berarti **Sangat Tidak Setuju** dengan pernyataan tersebut

No.	Pertanyaan	SS	S	TS	STS
1.	Topik yang dipilih sesuai dengan lingkup belajar murid kelas 4.				
2.	Materi dan aktivitas pendukungnya sesuai dengan topik dan tujuan belajar.				
3.	Indikator-indikator yang dipakai sesuai dengan tujuan belajar.				
4.	Panjang bacaan sesuai dengan kemampuan murid				

5.	Bacaan yang dipakai mengajarkan nilai yang baik untuk anak.				
6.	Bacaan yang dipilih menarik dan sesuai dengan usia murid.				
7.	Fungsi bahasa dan ungkapan yang diajarkan sering ditemui di kehidupan sehari-hari dan sesuai dengan kebutuhan murid.				
8.	Bahasa yang dipakai singkat dan jelas.				
9.	Struktur bahasa yang dipakai sesuai dengan kemampuan berbahasa murid.				
10.	Aktivitas pendukungnya (permainan dan tugas) menarik dan sesuai dengan tujuan belajar.				
11.	Materi dan aktivitasnya disusun dari yang mudah ke yang lebih sulit				
12.	Jumlah dan jenis kosa kata yang dikenalkan dalam setiap unit sesuai untuk kemampuan dan usia murid.				
13.	Gambar yang dipilih bisa menerangkan teks dengan baik.				
14.	Gambar yang dipilih menarik dan sesuai untuk usia murid.				
15.	Warna yang dipilih menarik dan tidak berlebihan.				
16.	Ukuran huruf dan gambar dapat dibaca dari seluruh kelas.				
17.	Susunan gambar dan tulisan rapi dan menarik.				
18.	Tampilan worksheet menarik dan instruksinya mudah dipahami.				
19.	Materi dan medianya mudah digunakan.				
20.	Petunjuk penggunaan materi jelas dan mudah dipahami.				

**Jawablah pertanyaan-pertanyaan berikut ini!**

1. Bagaimana menurut Anda tentang materi yang sudah saya kembangkan?  
Apakah sudah sesuai untuk anak kelas 4 SD?
2. Menurut Anda, apa kekurangan dari materi yang sudah saya kembangkan?
3. Apa saran Anda untuk memperbaiki materi yang sudah saya kembangkan?

*Terima Kasih*

**ANGKET EVALUASI MATERI UNTUK PELAJARAN MEMBACA  
BAHASA INGGRIS**

Adik-adik tolong isi angket sesudah kalian belajar dengan materi yang kakak buat. Angket ini dibuat untuk mengetahui apakah materinya sudah cukup bagus atau belum. Jawaban kalian **tidak akan** mempengaruhi nilai bahasa Inggris. Perhatikan petunjuk pengisian dan contohnya. Kalau ada yang kurang jelas, silakan bertanya. Selamat mengisi.

**A. Identitas Siswa**

Nama :  
 Jenis kelamin : Laki-laki/Perempuan)\*  
 Umur :  
 Belajar bahasa Inggris sejak : playgroup/TK/SD\*

**\*) lingkari yang sesuai**

**B.** Pilihlah jawaban dengan memberi **tanda centang (√)** pada jawaban yang sesuai dengan pendapatmu!

Contohnya:

Kalau kalian suka sekali dengan gambar-gambar yang ada di buku, silakan isi seperti ini:

No.	Pertanyaan	Ya	Tidak
1.	Saya suka gambar-gambar yang ada di buku.	√	

*Selamat Mengisi*

No.	Pertanyaan	Ya	Tidak
1.	Bacaan yang dipakai ada hubungan dengan kehidupan sehari-hari.		
2.	Bacaan yang dipakai menarik.		
3.	Bacaannya tidak terlalu panjang.		
4.	Pelajaran bahasa Inggrisnya tidak terlalu sulit.		
5.	Kalimat-kalimat bacaannya pendek dan mudah dipahami.		
6.	Saya bisa mengerjakan tugas-tugas dengan baik karena ada contohnya.		
7.	Saya bisa mengerjakan tugas individu (sendiri) dengan baik.		
8.	Tugas-tugas yang diberikan tidak terlalu sulit.		
9.	Tugas-tugas yang diberikan menarik.		
10.	Perintah dalam tugas-tugas jelas.		
11.	Kegiatan dalam kelas menarik dan bervariasi.		
12.	Kegiatan dalam kelas membantuku memahami teks bahasa Inggris.		
13.	Saya bisa mengerti cerita dengan lebih baik karena ada gambar warna-warninya.		
14.	Saya suka gambar-gambar yang ada di buku.		
15.	Gambar-gambarnya menarik dan jelas.		
16.	Warna gambar-gambar dan tulisan bagus.		
17.	Gambar dan tulisan cukup besar sehingga saya bisa membacanya dari tempat duduk saya.		
18.	Saya suka gambar dan tulisan yang bisa dilepas dan dipasang dalam buku itu.		
19.	Saya suka mengerjakan tugas dengan teman karena itu membantu saya memahami bagian yang tidak saya tahu.		
20.	Buku flannel yang seperti itu membuat saya ingin membaca buku berbahasa Inggris.		

*Terima Kasih*

## Appendix I

---

R e l i a b i l i t y o f  
t h e  
q u e s t i o n n a i r e s

```

RELIABILITY
/VARIABLES=q1 q2 q3 q4 q5 q6 q7 q8 q9 q10 q11 q12 q13 q14 q15 q16 q17 q18 q19 q20
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA
/STATISTICS=DESCRIPTIVE SCALE

/SUMMARY=TOTAL.

```

## Reliability

[DataSet1] C:\Users\iqbal\Documents\Bismillah\Data\need analysis.sav

## Scale: ALL VARIABLES

**Case Processing Summary**

		N	%
Cases	Valid	30	100.0
	Excluded <sup>a</sup>	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.811	20

**Item Statistics**

	Mean	Std. Deviation	N
q1	1.97	.183	30
q2	1.70	.466	30
q3	1.47	.507	30
q4	1.47	.507	30
q5	1.50	.509	30
q6	1.60	.498	30
q7	1.80	.407	30
q8	1.80	.407	30
q9	1.93	.254	30

q10	1.70	.466	30
q11	1.63	.490	30
q12	1.60	.498	30
q13	1.93	.254	30
q14	1.77	.430	30
q15	1.63	.490	30
q16	1.53	.507	30
q17	1.67	.479	30
q18	1.83	.379	30
q19	1.70	.466	30
q20	1.63	.490	30

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
q1	31.90	17.128	.041	.814
q2	32.17	15.385	.443	.799
q3	32.40	14.662	.593	.790
q4	32.40	14.662	.593	.790
q5	32.37	14.930	.518	.794
q6	32.27	16.478	.123	.818
q7	32.07	15.444	.505	.797
q8	32.07	15.444	.505	.797
q9	31.93	16.754	.195	.811
q10	32.17	16.489	.137	.816
q11	32.23	15.013	.519	.795
q12	32.27	15.375	.409	.801
q13	31.93	17.168	-.004	.817
q14	32.10	15.197	.549	.794
q15	32.23	14.323	.717	.782
q16	32.33	15.885	.267	.810
q17	32.20	16.510	.124	.818
q18	32.03	16.378	.229	.810
q19	32.17	16.420	.155	.815
q20	32.23	14.323	.717	.782

**Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
33.87	17.223	4.150	20

```

RELIABILITY
/VARIABLES=q1 q2 q3 q4 q5 q6 q7 q8 q9 q10 q11 q12 q13 q14 q15 q16 q17 q18 q19 q20
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA
/STATISTICS=DESCRIPTIVE SCALE

/SUMMARY=TOTAL MEANS.

```

## Reliability

[DataSet9] C:\Users\iqbal\Documents\Bismillah\Data\respondents evaluation.sav

### Scale: ALL VARIABLES

**Case Processing Summary**

		N	%
Cases	Valid	10	100.0
	Excluded <sup>a</sup>	0	.0
	Total	10	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.898	.914	20

**Item Statistics**

	Mean	Std. Deviation	N
q1	3.10	.316	10
q2	3.20	.422	10
q3	3.10	.316	10
q4	2.60	.699	10
q5	3.00	.471	10
q6	3.30	.483	10
q7	3.10	.316	10
q8	3.00	.667	10

q9	2.60	.516	10
q10	3.40	.516	10
q11	3.10	.316	10
q12	2.90	.316	10
q13	3.60	.516	10
q14	3.80	.422	10
q15	3.40	.516	10
q16	3.00	.471	10
q17	3.30	.483	10
q18	2.60	.699	10
q19	3.30	.483	10
q20	2.70	.823	10

**Summary Item Statistics**

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.105	2.600	3.800	1.200	1.462	.107	20

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
q1	59.00	31.778	.935	.	.887
q2	58.90	31.433	.761	.	.888
q3	59.00	31.778	.935	.	.887
q4	59.50	29.167	.736	.	.886
q5	59.10	30.989	.762	.	.887
q6	58.80	31.733	.596	.	.891
q7	59.00	31.778	.935	.	.887
q8	59.10	31.433	.446	.	.897
q9	59.50	33.611	.223	.	.902
q10	58.70	33.122	.307	.	.899
q11	59.00	31.778	.935	.	.887
q12	59.20	35.733	-.165	.	.906
q13	58.50	33.389	.261	.	.901
q14	58.30	34.678	.072	.	.904
q15	58.70	33.122	.307	.	.899

q16	59.10	30.989	.762	.	.887
q17	58.80	32.400	.469	.	.895
q18	59.50	29.389	.704	.	.888
q19	58.80	31.289	.683	.	.889
q20	59.40	29.378	.578	.	.894

**Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
62.10	35.211	5.934	20

RELIABILITY

```
/VARIABLES=q1 q2 q3 q4 q5 q6 q7 q8 q9 q10 q11 q12 q13 q14 q15 q16 q17 q18 q19 q20  
/SCALE('ALL VARIABLES') ALL  
/MODEL=ALPHA  
/STATISTICS=DESCRIPTIVE SCALE  
  
/SUMMARY=TOTAL.
```

## Reliability

[DataSet1] C:\Users\iqbal\Documents\Bismillah\Data\student\_eva.sav

### Scale: ALL VARIABLES

**Case Processing Summary**

		N	%
Cases	Valid	30	100.0
	Excluded <sup>a</sup>	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.821	20

**Item Statistics**

	Mean	Std. Deviation	N
q1	2.00	.000	30
q2	2.00	.000	30
q3	1.93	.254	30
q4	1.90	.305	30
q5	2.00	.000	30
q6	1.93	.254	30
q7	1.90	.305	30
q8	1.93	.254	30
q9	2.00	.000	30

q10	1.97	.183	30
q11	1.87	.346	30
q12	1.87	.346	30
q13	1.93	.254	30
q14	1.97	.183	30
q15	2.00	.000	30
q16	1.97	.183	30
q17	1.93	.254	30
q18	2.00	.000	30
q19	1.97	.183	30
q20	2.00	.000	30

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
q1	37.07	3.995	.000	.823
q2	37.07	3.995	.000	.823
q3	37.13	3.223	.777	.788
q4	37.17	3.040	.810	.782
q5	37.07	3.995	.000	.823
q6	37.13	3.775	.159	.827
q7	37.17	3.040	.810	.782
q8	37.13	3.568	.379	.814
q9	37.07	3.995	.000	.823
q10	37.10	3.541	.612	.803
q11	37.20	2.993	.738	.787
q12	37.20	3.062	.673	.793
q13	37.13	3.775	.159	.827
q14	37.10	3.817	.203	.821
q15	37.07	3.995	.000	.823
q16	37.10	3.955	.009	.829
q17	37.13	3.223	.777	.788
q18	37.07	3.995	.000	.823
q19	37.10	3.817	.203	.821
q20	37.07	3.995	.000	.823

**Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
39.07	3.995	1.999	20

## Appendix J

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T h e r e s u l t s d a t a  
f r o m t h e  
q u e s t i o n n a i r e s

## THE INTERVIEW TRANSCRIPTS

### Interview 1 (with the English teacher)

Day : Wednesday

Date : 20<sup>th</sup> November 2013

R : Researcher

T1 : Teacher 1 (Reni Ruswanti, S.Pd.)

R : Selamat Pagi Bu. Saya mau bertanya sedikit bagaimana metode mengajar reading di kelas 4. Materi seperti apa yang Anda pakai waktu mengajarkan ketrampilan membaca?

T1 : Kami, saya menggunakan materi yang mudah atau simple dan mudah dipahami untuk anak-anak khususnya kelas 4, seperti pengenalan ABC terlebih dahulu. Ya biasanya menggunakan metode seperti ,menyanyikan lagu, jadi nanti anak-anak bisa menghafal kosakatanya terlebih dahulu.

R : Dari mana Anda mengambil materi untuk mengajar?

T1 : Dari buku paket dan LKS. Kita menggunakan 2 referensi buku paket. Yudhistira dan Erlangga. Dan beberapa LKS juga.

R : Apakah Anda memakai media waktu mengajarkan ketrampilan membaca?

T1 : Media kita pakai jika benar-benar diperlukan. Kalau di buku paket biasanya sudah ada medianya. Misalnya seperti poster kecil tentang ABC biasanya di sana sudah tersedia. Jadi media cukup diambil dari itu saja.

R : Bagaimana respon anak-anak terhadap pelajaran bahasa Inggris? Khususnya waktu mereka harus membaca bacaan bahasa Inggris?

T1 : Sebagian anak merasa antusias, tapi ya sebagian lagi yang kemampuannya lebih rendah dibanding yang lainnya merasa kesulitan, terutama pengucapan-pengucapan bahasa.

R : Masala-masalah seperti apa yang biasanya muncul dalam pengajaran reading?

T1 : Anak-anak biasanya mengucapkan kalimat itu masih menggunakan bahasa aslinya seperti membaca kata “*green*”. Seharusnya kan pengucapannya “*gri:n*”, tapi anak-anak biasanya bilang “*gren*”.

R : Sama seperti yang tertulis ya?

T1 : Iya

R : Dampak pronunciation yang tidak benar terhadap kelas bagaimana?

T1 : Guru jadinya harus mengulang-ulang pembacaan kalimat tersebut sampai anak-anak benar-benar hafal bagaimana membaca yang betul.

R : Jadi waktu yang paling lama dipakai untuk mengulang-ulang *pronunciation* ya?

T1 : Iya Mbak

R : Cara yang efektif untuk mengatasi masalah itu seperti apa?

- T1 : Ya selalu menekankan pada anak-anak dalam membaca kalimat mengajarkan *spelling*. B-A-G dibaca “*bæg*”.
- R : Menurut Anda materi seperti apa yang sesuai untuk anak kelas 4 sd?
- T1 : Apa ya? Materi yang simple, menarik, yang membuat anak-anak tidak tertekan dengan pelajaran bahasa Inggris.
- R : Topik seperti apa yang cocok untuk anak kelas 4?
- T1 : Pengenalan benda-benda di lingkungan kelas atau pengenalan benda-benda di sekitar rumah. Misalnya “*What are the items in your living room?*” or *garage or something like that*.
- R : Menurut Anda media seperti apa yang efektif untuk mengajarkan ketrampilan membaca?
- T1 : Gambar, kalau tidak power point, ya seperti itu. Kalau poster itu kadang ini ya, gurunya harus bekerja keras membuat. Jadi lebih efektif kalau menggunakan power point atau media yang sudah tersedia di buku paket.
- R : Apakah sekolah menyediakan media yang bisa dipakai setiap saat oleh guru? Misalnya boneka atau poster siap pakai?
- T1 : Kalau seperti itu belum ada. Tapi kalau proyektor atau LCD sudah ada. Tinggal bagaimana menggunakan fasilitas itu. Tp belum banyak guru yang bisa menggunakannya. Keterbatasan kemampuan memanfaatkan teknologi karena kebanyakan guru di sini sudah tidak muda.
- R : Jadi guru-guru lebih suka memakai media yang tradisional ya?
- T1 : Iya, lebih mudah dipakai.
- R : Baik Bu, terima kasih atas waktunya.
- T1 : Sama-sama Mbak.

### **Interview 2** (with the English teacher)

- Day : Wednesday
- Date : 20<sup>th</sup> November 2013
- R : Researcher
- T2 : Teacher 2 (Ristiyani, S.Pd.)
- R : Selamat Siang Ibu.
- T2 : Ya, Selamat Siang.
- R : Di sini saya mau bertanya tentang materi dan metode yang ibu pakai untuk mengajar bahasa Inggris khususnya ketrampilan membaca di kelas 4. Yang pertama, materi seperti apa yang Anda pakai untuk mengajar?
- T2 : Materi itu banyak ya mbak. Kadang saya hanya *vocab*, tapi lebih sering yang bentuk teks sederhana. Biasanya materinya yang sesuai dengan lingkungan anak-anak.
- R : Biasanya materi yang Anda pakai diambil dari mana?

- T2 : Dari LKS, dari buku pegangan guru. Itu banyak ya, dari Yudhistira, Erlangga, seperti itu.
- R : Apakah Anda memakai media waktu mengajar *reading*?
- T2 : Ya, kadang saya pakai kartu seperti itu, terus saya nulis juga.
- R : Apakah ada media yang memang sudah disiapkan dari sekolah atau ibu biasanya harus membuat sendiri?
- T2 : Dari sekolah belum ada. Biasanya saya membuat sendiri.
- R : Bagaimana respon anak-anak terhadap kelas bahasa Inggris di sekolah, khususnya waktu mereka belajar ketrampilan membaca?
- T2 : Ya biasanya anak-anak itu lebih sering atau lebih senang dengan nyanyian Mbak. Karena kalau dengan membaca, kadang anak bosan. Tapi kalau saya ada gambar yang menarik, terus dibuat *matching* gitu juga senang.
- R : Biasanya masalah seperti apa yang muncul dalam pengajaran *reading*?
- T2 : Kadang itu, yang sering muncul itu, tulisan dengan cara membacanya beda. Lha terus saya harus mengulang-ulang lagi. Jadi mungkin pertama-tama mereka harus menirukan saya beberapa kali. Itu dilakukan berulang-ulang. Ucapan dan tulisan kan sering beda, jadi biar sesuai dengan yang seharusnya.
- R : Jadi kalau anak punya masalah dengan *pronunciation* akan makan waktu lebih lama ya?
- T2 : Iya Mbak.
- R : Jadi bagaimana cara mengatasinya?
- T2 : Ya tadi. Dilakukan berulang-ulang. Dia melihat dulu, saya membaca yang betul lalu dia menirukan. Nanti dicek satu-satu lalu diulang-ulang lagi.
- R : Menurut Anda, materi apa yang efektif untuk mengajar bahasa Inggris khususnya ketrampilan membaca?
- T2 : Ya mungkin yang sesuai dengan anak didik Mbak. Misalnya sekitar anak didik, hobinya, identitasnya.
- R : Jadi topik-topik yang dipakai adalah topik-topik yang berhubungan dengan mereka sehari-hari ya?
- T2 : Iya Mbak.
- R : Menurut Anda apakah media seperti gambar diperlukan untuk mengajarkan membaca atau cukup dengan teks saja?
- T2 : Media menurut saya sangat diperlukan karena dengan teks saja, anak akan bosan. Tapi kalau dengan media kan dia bisa tertarik, bisa bergerak maju, kinetiknya ada, tidak hanya membaca teks saja.
- R : Baik Ibu, sekian saja. Terima kasih banyak.
- T2 : Ya, sama-sama.

## FIELD NOTES

### Field Note 1

Implementation of Unit 1

Place : SD N Grogol

Date : 20<sup>th</sup> December, 2013

Time : 9.35-10.45

There were 30 students in this class. In this try-out, the researcher performed as the teacher while the English teacher was the observer. The researcher implemented the second draft of unit 1 “A Very Hungry Caterpillar”. The students looked enthusiastic when they saw the researcher brought the flannel book. First of all, the researcher greeted the students and asked the students’ condition. They answered those expressions fluently.

The researcher showed the “A Very Hungry Caterpillar” book. She asked the students whether they had ever heard about the story or not. The students said “*Gak tau*” So, the researcher introduced the character, and she said “A caterpillar”. The students repeated after her. She asked some questions related to the caterpillar, such as the food, life cycle, where the caterpillar lives, etc. The children could answer the questions well since they also learned about it in another subject. After that, the researcher showed pictures of fruits and foods from the flannel book. She asked the students to move forward so they can see the pictures and the words clearly. Then the class became so noisy since they run to go front. After the class could be controlled, she showed a picture of an apple and asked the students the name of the fruit. She asked all students to repeat and then one by one. When the students could pronounce it fluently, the researcher showed the writing by sticking the words on the flannel book. Then she continued introducing the other fruits and foods. All students seemed familiar with the fruits and foods.

After she finished introducing all the fruits and foods, the researcher started to read the story. The students were interested in the pictures and the story. They repeated the sentences without hesitation. Sometimes she asked one student to repeat her sentence. Some students still had difficulties in pronouncing words in English. They had to repeat the sentences several times. During the reading, she asked the students what would happen or whether the caterpillar liked the fruits or foods. The pictures in the book helped the students understanding the story. After reading the story, the researcher checked the students’ understanding by sticking the days of the week and the fruits that the caterpillar ate on those days. She asked some volunteers to stick the expression of like and dislike beside the pictures of the fruits and foods. They were interested to stick pictures and words on the flannel book. She also asked about the moral value of this story. The students could conclude that they should not be greedy.

In the group work, the researcher put the students into four groups. Each group consisted of 7 or 8 students. They should rearrange jumbled paragraphs. Some students did not understand when the instructions were given in English.

Then the researcher gave an example to do the word. When they finished rearranging the paragraphs, they checked their works with the group that had the same story. They found that the activity was easy. Everyone in the groups gave contribution in doing the group work.

After that, they exchanged the information from the paragraphs. The researcher used some Indonesian phrases since the students did not understand when the instructions were in English. The class became noisy because the worksheets were given before the instructions. The students were busy talking with their friends about how to fill the worksheet. Then the researcher gave example how to fill it. Finally, they checked their works by comparing their works to the stories. Some students found this task was hard because they had to listen carefully to the other group. Because of that, some students did not give significant contribution for the groups. The researcher was moving around the class during this task to help the students who still found difficulties in doing the task.

Since the time was running out, the last exercise was given as homework. The last exercise was an individual work. When they gave the worksheet back on the next day, it could be seen that most of the students did the exercise well. The example and the clues helped them in doing the exercise.

**Field Note 2**

Implementation of Unit 2

Place : SD N Grogol

Date : 21<sup>th</sup> December, 2013

Time : 07.00-08.15

In this try-out, the researcher implemented the second draft of unit 2 “My New Friends”. There were 30 students in the class. Before reading the book, the researcher played a video titled “A-B-C song”. They liked the video since it showed interesting pictures and rhymes. Then the researcher asked them to sing together. First, they were hesitant to sing because only some of them were familiar with the English version of the song. Then the researcher asked one student who could sing it well to sing with her. After that, she asked everyone to sing. Then, she asked one student to sing one letter and the next students continued the song. They liked this activity because they could not wait for their turns.

After singing, the researcher asked a student to spell his name. First, the student spelled his name in Indonesian. The researcher said “Please say it in English.” The researcher gave an example how to spell her name in English then she wrote her name on the blackboard. She went back to the boy and asked him to spell his name once more. She also asked the other students to spell their names. There were only few students who could spell their names well.

The researcher asked one student to come in front of the class. She asked him to spell his name. Next, the researcher asked the other students about what he was wearing. One student said “*Baju*”. Then the researcher said “A shirt. He is wearing a shirt.” Some students repeated automatically. Then a student said “Shoes”, but he did not pronounce it well. The researcher corrected his pronunciation. The students seemed unfamiliar with names of clothes in English. So she introduced some words related to clothes and colours. First, she opened the pages of colors and the students could mention and pronounce it correctly. She also showed some pictures and asked the names of the pictures. Then she gave an example how to pronounce them correctly. After that, the students repeated the words. After drilling the pronunciation, the researcher started to show the writing. She stuck the words then she asked volunteers to stick the pictures. They liked the pictures since there were 60 clothes which could be chosen.

The next activity was reading the text. The researcher introduced the flannel boy and spelled his name. She read the sentences first, after that the students repeated after her. She asked one volunteer to dress up the flannel boy. The other students helped when the volunteer chose the wrong clothes. The same activities also were done to the flannel girl. The students found that it was fun to dress up the flannel boy and girl.

In the group activity, the students were given chance to play with the flannel book. First, the class was divided into several groups. Each group consisted of 5 students. The researcher used some Indonesian phrases in giving the instructions. Each group got a roll of paper which had a description of someone’s name and what he/she was wearing. They should dress up the flannel

boy or girl based on the description. After that, they introduced the flannel boy or girl to the other groups. They also spelled the name of the flannel boy or girl. The other groups would read and write the colors of the clothes based on the description. First, they seemed confused in doing this activity, but after several minutes, they found that it was easy and fun.

The last task was given as homework. It was an individual task. The researcher gave the instruction before giving the worksheets. They should draw a line to match the pictures and the descriptions. There were several pictures of boys and girls wearing different clothes. When the worksheets were given back, it could be seen that the students could understand the descriptive texts well.

**Field Note 3**

Implementation of Unit 3

Place : SD N Grogol

Date : 27<sup>th</sup> December, 2013

Time : 09.35-10.45

The try-out of the second draft of unit 3 “Going to the Farm” was done on 27<sup>th</sup> December 2013. There were 30 students in the class. In the warming up section, the researcher played a video titled “Old McDonald” song using the viewer so everybody could see the video. First, the students only saw and listened to the video but then some of them started to sing the “E-I-E-I-O” part. The researcher asked what animals were in the farm. After that she played for the second time and asked the students to sing together. They imitated the animals’ sounds enthusiastically.

After warming up section, the researcher showed pictures of animals from the flannel book. She asked what the names of the animals are and what the sounds are like. Then the researcher drilled the pronunciation by repeating the words and sounds for several times. When they could pronounce the words well, they started to play “What’s Missing” game. The researcher showed all pictures then she asked the students to close their eyes. They should count from 1 to 10. When the students closed their eyes, the researcher took one picture of the animals. Then she asked the students to open their eyes and asked them what animal was missing. First they answered in Indonesian so the researcher said “In English, please.” After that, the researcher asked them to imitate the sound of the animal. It was hard to ask them to stop playing game and move to the next activity. They seemed having fun with the game.

The next activity was reading the recount text. At that time, some students looked getting used to the activity so that they felt confident in reading the flannel book. However, some students looked bored. Because of that, the researcher changed the activity. She asked one student to lead her friends reading the book. The researcher helped her in pronouncing some difficult words. The researcher also asked some students to help sticking the pictures. Giving more chances for them to be involved in the reading section was very effective to get their attention back. Not only reading, the students also counted the number of the animals in the story. The researcher asked some students to come to the front and held the pictures of the animals. The other students should put them into a good order from the biggest to the smallest in number or the way around. The researcher also asked some questions related to the story. Most of the students could answer the questions well since the researcher asked them in Indonesian.

Before doing the group work, the researcher played a game. The game titled “Animals’ Sounds” game. The researcher stuck the pictures of the animals from the flannel book on the blackboard. Then she put names of animals on the students’ backs. The students were not allowed to tell what animal on their friends’ backs. They should ask “Am I quack-quack?” or “Am I moo-moo”. After finding the answer, they should run to the pictures on the blackboard and found

their groups. The group that finished first would get the worksheet first. Like the other competition, they did not want the others finished first. Therefore, the class became so noisy. Most of them just said “quack-quack” or “moo-moo” but none of them spoke in Indonesian.

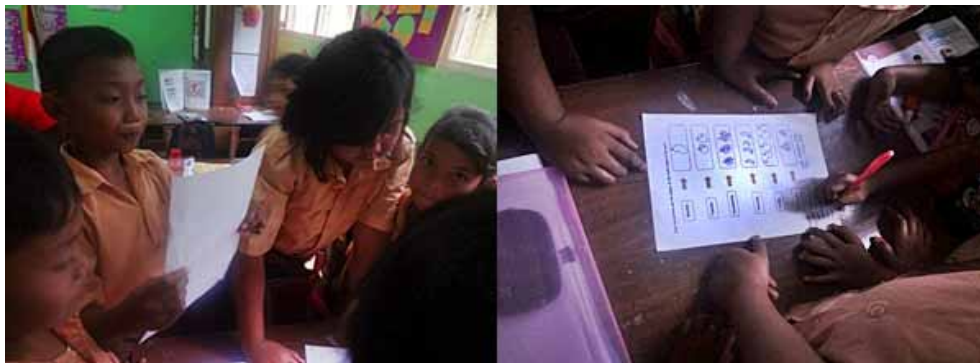
When the group was complete, they could start doing the group work. Here, the students were given a picture of “My Uncle’s House”. They identified the animals and counted them. After that, the students were given a text titled “Visiting My Uncle”. The text was incomplete so they completed the text based on the picture “My Uncle’s House”. They wrote the number of the animals in the farm. The researcher was moving around when the students did the work. She gave instructions and helped them to do the task. Most of the students gave significant contribution because the groups were smaller than before. They found that this task was quite easy.

The last task was the individual task. The students would do the task at home as their homework. The students matched the recount text with the pictures. There were pictures of animals in different number. The students could complete the task well.

## Photographs



The students are rearranging the jumbled paragraphs.



The students are exchanging information by reading aloud and drawing pictures.



The students are reading the descriptive texts using flannel book.



The students are learning colours.



The students are dressing up the flannel boy and flannel girl.



The students are completing paragraph based on the picture.

## Appendix N

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R e s e a r c h  
p e r m i t s



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA  
SEKRETARIAT DAERAH  
Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)  
YOGYAKARTA 55213

**SURAT KETERANGAN IJIN**

070 / Reg / V / 8596 / 12 / 2013

Membaca Surat : Dekan Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta Nomor : 2204b/UN.34.12/DT/XII/2013

Tanggal : 17 Desember 2013 Perihal : Izin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006 tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;  
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;  
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 tahun 2008 tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah;  
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : ANDIKA TRISURINI NIP/NIM : 07202241032

Alamat : KARANGMALANG, YOGYAKARTA 55281

Judul : DEVELOPING READING MATERIALS USING FLANNEL BOOKS FOR THE FOURTH GRADE STUDENTS OF ELEMENTARY SCHOOLS

Lokasi : KABUPATEN BANTUL (SD N GROGOL)

Waktu : 19 Desember 2013 s/d 19 Maret 2014

**Dengan Ketentuan:**

- Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan \*) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
- Menyerahkan softcopy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam bentuk compact disk (CD) maupun mengunggah (upload) melalui website : [adbang.jogjaprov.go.id](http://adbang.jogjaprov.go.id) dan menunjukkan naskah cetakan asli yang sudah di sahkan dan dibubuhi cap institusi;
- Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
- Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website : [adbang.jogjaprov.go.id](http://adbang.jogjaprov.go.id);
- Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 19 Desember 2013

Sekretaris Daerah  
Biro Perencanaan dan Pengembangan  
Urb.  
Kepala Biro Administrasi Pembangunan



Susilowati, SH.  
NIP. 19560120 198503 2 003

**Tembusan:**

- Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan)
- Bupati Bantul CQ Ka. Bappeda
- Ka. Dinas Pendidikan Pemuda dan Olah Raga DIY
- Dekan Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta
- Yang Bersangkutan



**SURAT KETERANGAN/IZIN**

**Nomor : 070/ Reg / 2797 / 2013**

**Menunjuk Surat** : Dari : Sekretariat Daerah DIY Nomor : 070/Reg/VI/ 8596 /12 /2013

**Mengingat** : Tanggal : 19 Desember 2013 Perihal : Permohonan Ijin Penelitian

- Mengingat** :
- Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Oganisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul sebagaimana telah diubah dengan Peraturan Daerah Kabupaten Bantul Nomor 16 Tahun 2009 tentang Perubahan Atas Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Oganisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul;
  - Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta;
  - Peraturan Bupati Bantul Nomor 17 Tahun 2011 tentang Ijin Kuliah Kerja Nyata (KKN) dan Praktek Lapangan (PL) Perguruan Tinggi di Kabupaten Bantul.

**Diizinkan kepada**

Nama : **ANDIKA TRISURINI**  
P. T. / Alamat : **FBS UNY, Karangmalang Yogyakarta**  
NIP/NIM/No. KTP : **07202241032**  
Tema/Judul : **DEVELOPING READING MATERIALS USING FLANNEL BOOKS FOR THE FOURTH GRADE STUDENTS OF ELEMENTARY SCHOOLS**  
Kegiatan :  
Lokasi : **SDN Grogol Bambanglipuro**  
Waktu : **19 Desember 2013 sd 19 Maret 2014**

**Dengan ketentuan sebagai berikut :**

- Dalam melaksanakan kegiatan tersebut harus selalu berkoordinasi (menyampaikan maksud dan tujuan) dengan institusi Pemerintah Desa setempat serta dinas atau instansi terkait untuk mendapatkan petunjuk seperlunya;
- Wajib menjaga ketertiban dan mematuhi peraturan perundangan yang berlaku;
- Izin hanya digunakan untuk kegiatan sesuai izin yang diberikan;
- Pemegang izin wajib melaporkan pelaksanaan kegiatan bentuk *softcopy* (CD) dan *hardcopy* kepada Pemerintah Kabupaten Bantul c.q Bappeda Kabupaten Bantul setelah selesai melaksanakan kegiatan;
- Izin dapat dibatalkan sewaktu-waktu apabila tidak memenuhi ketentuan tersebut di atas;
- Memenuhi ketentuan, etika dan norma yang berlaku di lokasi kegiatan; dan
- Izin ini tidak boleh disalahgunakan untuk tujuan tertentu yang dapat mengganggu ketertiban umum dan kestabilan pemerintah.

Dikeluarkan di : **B a n t u l**  
Pada tanggal : **19 Desember 2013**



**Tembusan disampaikan kepada Yth.**

- Bupati Bantul (sebagai laporan)
- Ka. Kantor Kesatuan Bangsa dan Politik Kab. Bantul
- Ka. Dinas Pendidikan Dasar Kab. Bantul
- Ka. UPT Pendidikan Kecamatan Bambanglipuro
- Ka. SDN Grogol Bambanglipuro
- Dekan FBS UNY
- Yang Bersangkutan (Mahasiswa)



PEMERINTAH KABUPATEN BANTUL  
DINAS PENDIDIKAN DASAR  
**SEKOLAH DASAR GROGOL**

Alamat : Ngambah, Mulyodadi, Bambanglipuro, Bantul Kode Pos 55764  
☎ 7482513; 085726386645; E-mail : sdgrogolbambanglipuro@yahoo.co.id

SURAT KETERANGAN  
No. 022/SD.G/XII/2013

Yang bertanda tangan di bawah ini :

Nama : WANURI, S.Pd  
NIP : 196112041986041001  
Pangkat/ Gol. Ruang : Pembina, IV/A  
Jabatan : Kepala Sekolah  
Unit Kerja : SD Kembangan UPT PPD Kecamatan Bambanglipuro

Menerangkan bahwa :

Nama : ANDIKA TRISURINI  
NIM : 07202241032  
PT/Alamat : FBS UNY, Karangmalang Yogyakarta  
Judul : "Developing reading materials using flannel books for the fourth grade students of elementary schools"  
Lokasi : SD Grogol Bambanglipuro.

Yang bersangkutan benar-benar telah mengadakan penelitian di SD Grogol UPT PPD Kecamatan Bambanglipuro, Kabupaten Bantul pada bulan Desember 2013.

Demikian Surat Keterangan dibuat agar dapat dipergunakan sebagaimana mestinya.

Bambanglipuro, 31 Desember 2013

Kepala Sekolah



WANURI, S.Pd

NIP. 19611204 1986 041001