DEVELOPING ENGLISH MATERIALS FOR ENGLISH DAY PROGRAM APPROPRIATE FOR CHILDREN IN CLASS B OF TKIT SALSABILA 2 BANGUNTAPAN BANTUL IN ACADEMIC YEAR OF 2013/2014

A THESIS

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

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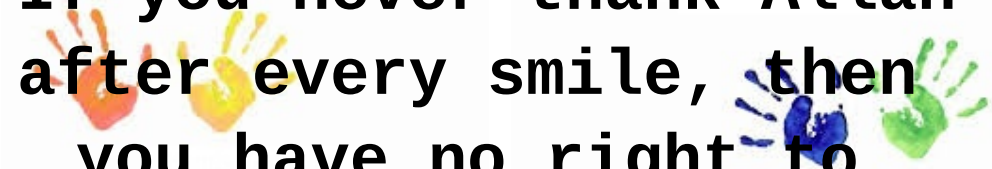
MOTTOS

“*A beautiful life does not just happen; it is built daily by prayer, humility, sacrifice, and hard work*”

(Unknown)

If you never thank Allah after every smile, then you have no right to blame Him for every tear



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DEDICATIONS

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

My beloved parents, L. Ruslin and Suwarni

My sister and brother in law, Rina and Wahyu

The lovable messy nieces and nephew, Hasna-Faiz-Za-Fida

The family member of Udiwiyono Jogja

The family member of Syahdi Medan

My brothers and sisters in O class

The teachers of Salsabila Banguntapan

And all my best friends

You are my greatest rewards.

Thanks for always supporting me and standing by my side.

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Finally, I realize that this thesis might still need some improvements. However, I hope that this could give some contributions to the practice of English teaching and learning, especially at kindergarten school level.

Yogyakarta, April 2014

The writer

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ABSTRACT

The aim of the research was to develop the English learning materials appropriate to the kindergarten children in class B of TKIT Salsabila 2 Banguntapan Bantul. The materials were set as an effort to provide the non-existence of the English learning materials for the *English Day* program.

This research was classified into Research and Development (R & D). The subjects were the children of class B of TKIT Salsabila 2 Banguntapan Bantul. The procedure in this research was as follows collecting research and information or need survey and need analysis, planning, writing the course grid, developing the materials, evaluating the first draft of the materials, trying out the materials, evaluating the second draft, revising and writing the final draft of the materials. The instruments of this research were observations, interview guidelines, and questionnaires. The data of the interview were analyzed qualitatively and the data from questionnaires were analyzed quantitatively.

The research finding shows that the materials are appropriate for the kindergarten children. However, based on the characteristics of children and needs of children, the developed materials were as follows: (1) The materials accommodate the topics based on the kindergarten syllabuses. (2) The input of the materials should be related to the children's daily life. (3) The media include pictures and realia. (4) The media are interesting and various in order to avoid the children from getting bored, including physical activity. (5) The materials should be fun, colourful, simple and attractive in order to get the children's interest. (6) The materials should give the children opportunity to use the language to communicate directly. (7) The materials should be familiar with the situation. In the other word, it should have system and routines. (8) The materials should allow the children work and learn in the various classrooms setting, such as individual, pair, group, and classical works.

CHAPTER I
INTRODUCTION

A. Background of The Study

Children learn language to communicate their thought, feelings, and experiences related to families, friends, and strive to make a sense and order of their world. A child as an active learner and thinker set up his or her own knowledge from working with objects or ideas. Due to the language is the basis of any communications while language learning is a continuously process that is begun since birth throughout life.

As the Government Regulation Number 17 Year 2010 points out, “the orientation and introduction of science and technology at kindergarten is intended to prepare pupil in communication competence and spoken logically, responsive competence, pre-reading, pre-writing and pre-arithmetic which have to be conducted carefully, no pressure, and fun so that children enjoy in teaching learning and they will be ready to the elementary level academically.”

Acquiring language on children from a very early age being actively in constructing their own understandings of how oral and written works. They attempt with these understandings, applying them in verbal interactions with their friends, parents, and other adults.

The most sensitive period towards language in someone’s life is between years 0 until 8. Every kind of aspects in language must be introduced at young

learners before the period over. It is very important to introduce how to do verbal interaction correctly, because this competence is very useful to interact verbally with the environment. Introducing English as a foreign language in Kindergarten is considered beneficial in some aspects.

> There are some advantages that young learners have over older ones. Young children are sensitive to the sounds and the rhythm of new languages and they enjoy copying new sounds and patterns of intonation. In addition, younger learners are usually less anxious and less inhibited than older learners (Pinter, 2006)

In Kindergarten, children participate in listening, reading, showing experiences using such texts as pictures, stories, rhymes, symbols, dramas and videos to celebrate individuals and class accomplishment.

Achieving of teaching-learning process depends on some aspects. Teaching foreign language must take in to the needs and characteristics of young learners in order to be successful. Teaching objectives and approaches must be compatible with the learners' cognitive level and interest.

Kindergartens which have English course or extracurricular should provide a wide range of opportunities for using and hearing the language and play should be an active part of the teaching. Teachers plan programs that allow children to explore language and to communicate their thinking and learning in meaningful ways to both the teacher and their peers. Teachers make decisions about the use of materials and the focus of their teaching that are based both on the learning expectations and on their observations of the children's needs, and they create an environment that supports language learning and literacy in many ways.

Seeing these opportunities, TK Islam Plus Salsabila 1 has conducted English course once a week, for not more than two hours. The teachers teachEnglish by relating to the theme at the moment. They teach English through songs, pictures, vocabulary cards, and delivering tasks or worksheets. Teachers never work out the tasks or worksheet. They only copy the tasks or worksheet from books they have bought. They make some kind of cards and pictures, but it is not always compatible with needs and characteristics of the children. As mentioned above, for getting a success teaching-learning process teachers must have effort to produce the materials of English learning related to the learners' needs and characteristics. Tasks should be meaningful and help children to make sense of new experiences by relating them to what they already know. The use of routine and repetition should be emphasized along with opportunities for interaction and cooperation. Finally, praise and encouragement is necessary to maintain children's positive attitudes, motivation, and self-confidence.

TK Islam Plus Salsabila 1 Sleman conducted English learning for young learners. In fact, according to the observation's result, the teachers apply some various techniques and methods but the school does not have enough material which involves interesting activities that can be used for the program.

Considering the fact above, the researcher tries to design English Learning Programsfor *English Day* program which appropriate for class B and children at the same level which are suited to the kindergarten's curriculum.

B. Identification of The Problem

National Education Department established that Indonesian learners must be able to comprehend and give expression to information, thought, feelings, developing science, technology, and culture by using English. The function of English is to communicate in order to access information and as a tool of interpersonal relation as well as changing information.

Young children learn best through activities that suit with their lives, various, challenging and engaging. Children develop their knowledge by building on their past experiences and learn with they have acquired. Because most of the children believe that learning is pleasurable experience, they are naturally inclined and even more enthusiasm to learn when the first time they come in school.

Each child grows and develops in every interrelated area moral, social, emotional, cognitive, physic and linguistic. In order to develop children's needs, kindergarten's programs must provide a chance for learning, self-expression, and self-discovery in a variety of areas – for example; in games, drama, music, language activities, and cooperative activities with peers.

Children develop in different rates and in different ways. Each child is unique and has individuall needs. Some children will benefit one type learning strategy than another; some probably need more time than others, and need more additional resources, to achieve learning expectations.

To make a good and effective *English Day* program,set of English teaching learning programs in needed to run the program. Therefore, it is important to produce English materials, which help the teachers and the children to learn English. Set of teaching learning programsare needed to design fun, visual,

creative, contextual, and effective activities to learn English, which involve children and give them many chances to practice English in the activities in a fun atmosphere. Also the children can acquire English well in an easy and interesting way.

This study tries to design English teaching learning programs for children in TKIT Salsabila 2 Banguntapan Bantul. By providing the programs, the researcher expects that the kindergarten children will involve in the teaching – learning process; they learn best through activities that suit with their lives and various, challenging and engaging they will have many chances to explore and practice their English and also to be familiar with English.

C. Delimitation of The Problem

Based on the background of the study and the problem identification, the research is conducted to design a set of teaching learning program which are appropriate for the children in class B in TKIT Salsabila 2 Banguntapan Bantul and also children at the same level.

However, due to the constraints of time, the topic under the study is limited only to design English teaching learning programs for *English Day* program appropriate for children in class B of kindergarten and of the same level. This research will produce a set of English teaching learning program, effective materials, covering some topics, some samples of expressions and input text media or teaching-learning aids.

D. Formulation of The Problems

Based on the background, identification, and limitation of the problem, the problem of this research has been formulated as follows:

"What are the kinds and characteristics of English programs appropriate for English teaching learning for *English Day* program at class B of TKIT Salsabila 2 Banguntapan Bantul?"

E. Objectives of The Study

The objective of this study is to design set of English programs which are appropriate for English teaching learning for an *English Day* program at class B of TKIT Salsabila 2 Banguntapan Bantul.

F. Significances of The Study

The results of this study are expected to give a contribution to some parties:

1. For Kindergarten teachers and principals, the study will provide some input to vary techniques of teaching by using the English teaching materials and as a source of activities in teaching and learning process.
2. For the Elementary school principals, the study can give input to develop other English teaching materials and to design programs that meet English learners' need.
3. For the materials developers and other researchers, the study will be useful as an experience in how to conduct further research of developing the English teaching materials.

CHAPTER II

LITERATURE REVIEW

A. Literature Review

1. The Characteristic of Children

Most children are naturally curious about their surroundings. They have an interest in exploring and investigating to see how things work and why things happen. Children have an innate sense of wonder and awe and a natural desire for inquiry.

The nature of children wants to know and understand. In their effort to know and understand, they build their ideas about the world around them. They are remarkable for their curiosity and their intelligence.

There are many theories that relate with the characteristics of young learners. Piaget stressed that children actively construct their own cognitive worlds; information is not just poured into their minds from the environment. He sought to discover how children at different points in their development think about the world and how systematic changes in their thinking occur.

Harmer (2001: 37) says that children learn language faster than adults do. Further, Brewster and Ellis (2002: 27) propose some characteristics of young learners or children. They state that young children have a lot of energy and often physically active. They also learn something more slowly and forget it more quickly. Besides, they get bored easily towards to their activities. Therefore, the

teacher should prepare good materials which include interesting activities that can motivate them to learn.

There are also other characteristics of young learner. Brewster & Ellis (2002:27) also state that most children are emotionally excitable. They have a wide range of emotional needs. Furthermore, they tend to be self-oriented and pre-occupied with their own worlds. Therefore, they tend to have high ego.

Although there are many characteristics of young learners, the young learners are really different with the adults. Brewster & Ellis (2002: 27) state that the young children are not yet in control of their lives. They still have a great deal to learn in their own language, as well as learn another one. Furthermore, they do not have special foreign language needs, although some may be under pressure, usually from their parents or school system, to pass English language examinations.

Teaching English for children is different with teaching adult or adolescence which has longer concentration than them. They tend to get bored easily when teacher explains grammar. Children lose their interest quickly on difficult task (Cameron 2001: 1).

He also states that children are often more enthusiastic and lively as learners. They will have got an activity even when they do not quite understand why or how. He also states that children often seem less embarrassed than adults at talking in a new language, and their lack of inhibition seems to help them get more native-like accent.

Considering the characteristics above, it can be concluded that children have various characteristics that differ from the adults. They have their own worlds. They want to learn something that is presented interestingly and involve them in the activities.

It aims at avoiding the boredom because the children get bored easily and they are physically active. It is also important for the teacher to use teaching media in the form of real objects or pictures to attract children' attention and motivate them to learn.

2. Teaching English to Children

Brown (2000: 1) states that teacher needs to find appropriate methods, techniques, and approaches in which can lead children to obtain the goal of the language learning. Moreover, Scott and Ytreberg (1990: 10) state that children need to be settled in the language lesson in order to make them get better output.

There are some considerations in selecting activities to teach a foreign language in the early stage. To be successful in teaching a foreign language for children, an English teacher requires specific skills that differ from those appropriate for adult teaching. Brown (2001: 87-90) states five categories to guide teaching English for children. Those are as follows:

1) Intellectual development

As children up to the age of about eleven are in the 'concrete operation' stage, they cannot remember abstract rules. In addition, they are not aware of correctness. That is why teachers need to teach abstract concepts of the language within much caution.

2) Attention span

Children have a short attention span. It means that they have limited duration when dealing with learning activities. The duration can be lengthened when the activity is interesting and fun to them.

3) Sensory input

Children need to have five senses stimulated. In relation this, the teachers need to design activities to achieve the optimum results of teaching and learning process.

4) Affective factors

Children are often innovative in language forms but still have a great many inhibitions. However, children are much more fragile than adults. Their egos are still being shaped, and therefore the slightest nuances of communications can be negatively interpreted. The teachers need to help them to overcome such potential barriers to learning. The teachers also should generate children confidents and self-esteems, and should make them ignore anything which can interrupt their minds when learning language and doing activities in the language lesson.

5) Authentic, meaningful language

Children are focused on immediate needs. It means that they have much concern with something ‘here and now’. That is why teachers need to provide the children with language that is relatively tangible to the children. Teachers should avoid presenting language without context in isolated forms.

Based on the principles, there are some considerations for the teachers before conducting the teaching and learning process. The first is the children

should be given familiar topics. Kindergarten children will easily learn something that is familiar with them. The second, it is important to give interesting and various activities. The consideration is that kindergarten children are children that bored quickly because they have a short attention span.

Stern (1970: 57-58) cite in Brown (2000: 50-51) proposes second language teaching method or procedure on the basis of first language acquisition.

a) In language teaching, we must practice again and again.

   Child repeats things over and over again. During the language learning stage he practices all the time. This is what we must also do when we learn a foreign language.

b) Language learning is mainly a matter of imitation.

   Teacher must be a mimic. Just like a small child, he imitates everything.

c) First we practice separate sounds, then words, then sentences.

   That is the natural order and is therefore right for learning a foreign language. Watch a small child's speech development.

d) A small child listens and speaks and no one would dream of making him read or write. Reading and writing are advances stages of language development.

e) Teacher does not have to translate.

f) A small child simply uses language. He does not learn formal grammar.

   It is unnecessary to use grammatical conceptualization in teaching a foreign language.

g) Teacher should define the appropriate materials for children the understanding of children characteristics is also needed to obtain the language learning purposes.

Grammatical items are some language elements which should be approached carefully and with extreme caution (Scott and Ytreberg, 1990: 6). Teacher cannot directly bring the grammar rules into the class but introduce them the children in certain times such as when student asks for an explanation and when correcting written work.

Materials consisting of contextual tasks and activities are needed because children seem to talk about what they already know and about information surround them (Aitchison 2003: 135). Further, teacher needs to plan activities which are requiring children to get them body moved, to provide interesting media, and to give modeling action to student 1 the language learning (Scott and Ytreberg, 1990: 5). Moreover, by dealing with the situation around them, children practice and increase their abilities to solve problems by themselves (Paul 2003: 172).

According to Brown (2000: 88-89) language lessons can at times be difficult for children; the teacher has to make them interesting lively, and fun. He notes that the teacher can do the following advice.

1. Because children are focused on the immediate here and now, activities should be designed to capture their immediate interest.
2. A lesson needs a variety of activities to keep interest and attention alive.

3. A teacher needs to be animated, lively, and enthusiastic about the subject matter. Consider the classroom a stage on which you are the lead actor, your energy will be infections. While you may think that you are overdoing it, children need this exaggeration to keep spirits buoyed and minds alert.
4. A sense of humor will go a long way to keep children laughing and learning. Since children's humor is quite different from adults, remember to put yourself in their shoes.
5. Children have a lot natural curiosity. Make sure that you tap into that curiosity whenever possible, and you will thereby help to maintain attention and focus.

3. Learning Materials Design

a. Learning Materials

There are some points of view in relation with 'materials' and 'materials design'. Tomlinson (1998: 2) states that 'material' refers to anything which is used by teachers or learners to facilitate the learning of language. It can be in the form of textbook, cassettes, videos, dictionaries, newspapers, etc. He also states that 'material development' refers to anything, which is done by the writers, teachers or learners to provide a source of language input and to exploit those sources, which maximize the possibility of intake experience of the language. In other words, they can be anything, which is deliberately used to increase the learners' knowledge and/or experience of the language. The materials should be interesting, using many kinds of media and activities so that the children will be motivated and interested in the teaching learning process. There are materials those can be used to teach English for children.

Paul (2003) explains three kinds of materials. They are course book, worksheets, and workbooks. The first materials are course book. He said that the course books should be fun and colorful. The second materials are worksheets. The worksheets can be used for practicing any four skills; listening, speaking, reading, or writing. The third materials are workbooks. The workbooks are also usually supplied ready-mad by the publisher of the course book.

Furthermore, Brewster.et.al (2003), state that the teachers can produce their own materials. The worksheets can be exercises and activities which are drawn, written, or word processed and photocopied. They also explain the worksheets should be clear, simple, and attractive. The instructions are in the children's own language.

Tomlinson (1998: 7) also states that there are some criteria for good learning materials. Materials should achieve impact, materials should help learners to feel at ease, materials should help learners to develop confidence, what is being taught should be perceived by learners as relevant and useful, materials should require and facilitate learner self-investment, learners must be ready to acquire the points being taught, materials should expose the learners to language in authentic use, the learners' attention should be drawn to linguistics features of the input, materials should provide the learners with opportunities to use the target language to achieve communicative purposes, materials should take into account that positive effects of instruction are usually delayed, materials should take into account that learners differ in affective attitudes, materials should permit a silent period at the beginning intellectual, aesthetic, and emotional involvement which

stimulates both right and left brain activities, materials should rely too much on controlled practice, and materials should provide opportunities for outcome feedback.

b. Developing English Teaching Materials

Materials development refers to anything, which is done by writers, teachers to provide sources of language input and to exploit those sources in ways, which maximize the likelihood of intake, in other words the supplying of information about and/or experience of the language in ways designed to promote language learning. Materials developers might write textbooks, tells stories, bring advertisements into the classroom, express an opinion, provide samples of language use, or read a poem aloud (Tomlinson, 1998: 2). Thus, the people who are called as the materials developer or materials designer tries to use their knowledge, idea and information from many sources to write and make materials which can be used in the learning process and give the knowledge improvement to the learners.

Richard (2001: 262-263) states that the goal of materials development and classroom teaching is to develop a sequence of activities that leads to teachers and learners through a learning route that is at appropriate level of difficulty, is engaging, that provides both motivating and useful practice.

Materials development aims to develop input sources. Materials should be suitable for the level of the children. The activities should vary and motivate the learners in the teaching learning process.

According to Hutchinson and Waters (1987: 21) designing a language teaching course is a matter of works to sequence processes of producing a syllabus, designing teaching materials doing a classroom teaching, and making an evaluation. They proposed the procedures of research and development to develop teaching materials into.

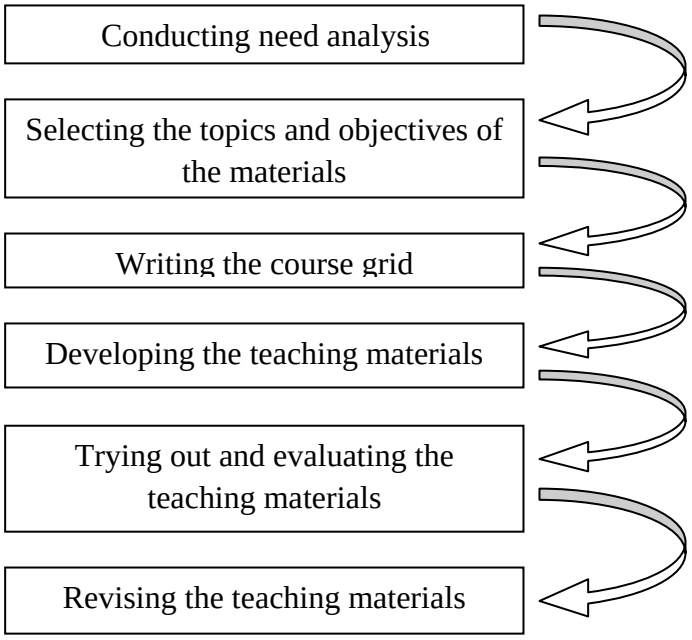

Figure 1**: Procedure of Research and Development to Develop Teaching Materials**

Before developing materials, Brown, James (1995: 140) suggests a framework for materials design:

1) Approach

The one point about which most language curriculum developers would probably agree is that there must be sort of theoretical motivation underlying any curriculum development. Brown calls it approaches and interpreted as ways of defining what children need to learn based on assumption and theoretical positions drawn from discipline as diverse as linguistics, psychology, and education.

2) Syllabus

The teaching activities called syllabus are predominantly concerned with the choices necessary to organize the language content of a course or program. The procedures involved in developing a syllabus should eventually include examining instructional objectives, arranging them in term of priorities, and then determining what kinds of techniques and exercises are required in order to attain those objectives.

3) Techniques

Once the syllabus are in place, the category of teaching activities called techniques come into play. This set of activities was defined as ways of presenting language points to the children. Materials developers must make decisions early in the process about the principal kinds of activities and learning experiences that the program will use and the criteria that will be employed for selecting those activities and experiences.

4) Exercises

Once the approaches, syllabuses, and techniques have been attentively set, the category of teaching activities called exercises must be considered. Brown defined this set of activities as ways of having the children practiced in many ways, but typically such as learner to learner, learner to self, learner to teacher, learner to group, learner to cassette player, learner to class, and so forth. These learning experiences are selected and facilitated by the teacher to help bring about practice that will reinforce learning. Materials development aims to develop input

sources. Materials should vary and motivate the learners in the teaching learning process.

c. Characteristics of Children's Learning Materials

Considering all that are discussed above, the development of teaching materials should take into account a number of requirements. In addition, Scott and Ytreberg (2004: 5) propose eight principles in teaching English as second or foreign language to children. They are:

1) Words are not enough

The materials should not only be relied on the spoken words. Most activities for the younger learners should include movements and involve the sense. Teachers will need to have plenty of objects and pictures to work with, and to make full use of the school and their surroundings. Teachers demonstrate or give the example to their children. The balance will change as the children get older, but appealing to the senses will always help the pupils to learn.

2) Play with the language

The materials should let the pupils talk to themselves by making up rhymes, singing songs or/and telling stories. The children should play with the language by experimenting words and sounds. 'Let's go – pet's go.' 'Blue eyes – blue pies.' Playing with the language in this way is very common in first language development and is a very natural stage in the stage of foreign language learning too.

3) Language as language

Language which the children acquire is language the children can easily use in spontaneous conversation

4) Variety in the classroom

Varieties in the classroom are necessary, for example, varieties of activities, varieties of organizations, and varieties of choices.

5) Routines

Children benefit from knowing the rules and being familiar with the situation. The materials should have systems and routines. The teachers should organize and plan their lessons through familiar situations and familiar activities. This can be done, for example, by repeating stories and rhymes.

6) Cooperation not competition

The materials should avoid rewards and prizes. Other forms of encouragement are much more effective by making room for shared experiences. They are an invaluable source of language work and create an atmosphere of involvement and togetherness. Most of children enjoy the feeling of belonging and this is particularly true of young children.

7) Grammar

Children have an amazing ability to absorb language through play and other activities which they find enjoyable. How good they are in a foreign language is not dependent on whether they have learnt the grammar rules or not.

8) Assessment

Even though formal assessment may not be a compulsory part of the teacher’s work, it is always useful for the teacher to make regular notes about each

child's progress. The teacher may want to tell parents how their children are doing, and the teacher should be talking to the children regularly about their work and encouraging self-assessment. From the beginning this can be done in very simple terms, stressing the positive side of things and playing down what the pupil has not been able to master. Nothing succeeds like success.

Brewster and Ellis 2002: 244) state that assessment at primary level can be described as an attempt to analyze the learning that a child has achieved over a period of time as a result of the classroom teaching learning situation. Assessment does not need to be based on a particular task nor is it always expressed as a percentage or mark. It may include a teacher's subjective opinion of the achievement of a child in term of attitude, participation and cognitive development. Assessment is also assessed 'relatively' in that the progress of an individual child can be measured against his or her individual starting points and abilities, instead of being compared with skills and abilities of other children.

Based on the theories above, assessment for kindergarten children focuses more on the process of teaching learning. It is done through children' performance, interaction, listening comprehension: giving verbal and non-verbal responses, frequency of children' responses, and children' affective factors: anxiety and motivation (Brown 2004: 207).

Children learn directly and directly. When teachers are controlling activity fairly closely, children sometimes seem to notice something out of the corner of their eyes and to remember it better than what they were actually supposed through interesting and suitable learning tasks which encourage them to get

information from variety sources. The activities should be flexible enough to move on the next activities when children are getting bored.

d. The Principles of Effective Materials for Children

Material design is crucial in language learning. Hutchinson and Waters (1987: 96) refer to terms materials development for the writing of materials, while Tomlinson (1998: 2) states the materials development refers to anything which is done by writers, teachers or learners to provide sources in ways which maximize the likelihood intake.

Nunan (1989: 10) suggests that in analytic terms, tasks will contain some forms of input data which might be verbal (for example a dialogue or reading passage) or non verbal (for example a picture sequence) and an activity which is in some way derived from the input and which sets out what the learners are to do in relation to the input. The task will also have (implicitly or explicitly) goals and roles for teachers and learners. While in synthetic terms, lesson and units of works will consist of sequences of tasks, and the coherence of such lessons or units will depend on the extent to which the tasks have been integrated and sequenced in some principled way.

The diagrammatic representation of the task and its constellation of elements are as follows:

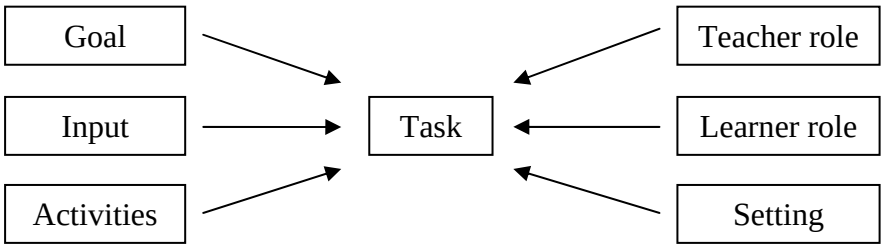

Figure 2: **Diagram of Task Component**

In details, Nunan describes the components of tasks as follows:

1) Goals

The first component is goals. Goals are what to reach behind the learning tasks (Nunan, 1989: 48). Goals relate to a range of general outcomes (communicative, affective or cognitive) or directly describe the teacher or the learner behavior. Goals are not always explicitly stated, but they are the good starting point to be designed in the syllabus.

2) Input

The second component is input. Input refers to the data that form the point of departure for the task. Input can be found out of any sources, such as invoices, drawings, family trees, shopping list, magazine quizzes, etc. (Nunan, 1989: 53). Meanwhile, Hutchinson and Waters (1987: 108) say that input may be a text, dialogue, video-recording, diagram or any piece of communication data depending on the needs that have defined in the analysis. The input provides a number of things, such as stimulus material for activities, new language items, and correct models of language use their information processing skills, and opportunities for learners to use their existing knowledge both of the language and the subject matter.

3) Activities

The third component is activities. Brown (2001: 129) states that an activity may refer to virtually anything that learner do in the classroom. In addition Nunan (1989: 59) states that activities specify what learners will actually do with the input which forms the point of departure for the learning task. The teacher should pay attention on some factors supporting the activities, such as considering the authenticity, accuracy, fluency, and activity types.

Nunan (1989: 66) proposes three activity types; they are information-gap activity, reasoning-gap activity, and opinion-gap activity. These are explained as follows.

a) Information-gap activity, which involves a transfer of given information from one person to another – or from one form to another, or from one place to another – generally calling for the decoding or encoding of information from or into language. One example is pair work in which each member of the pair has a part of the total information (for example an incomplete picture) and attempts to convey it verbally to the other.

b) Reasoning-gap activity, which involves deriving some new information from given information through process of inference, deduction, practical reasoning, or a perception of relationships or patterns. One example is working out a teacher's timetable on the basis of given class timetable.

c) Opinion-gap activity,

There are many types of activities. Pattison in Nunan (2004: 57-58) proposes seven activities types. They are questions and answers, dialogues and role plays,

matching and activities, communication strategies, pictures and stories, puzzles and problems, and discussion and decisions.Although there are many kinds of activities, a teacher should consider with the level of the learners and who the learners that should be given to the young learners or adult learners should be different. It is because young learners or adult learners should be different abilities. Willis (1996: 27) provides the example of activities for young learners. He offers three sets of activities. The first is listen-and-do activities; the examples of this activity are storytelling, listening to songs, and games. The second is classifying activities; the examples of this activity are collecting games, matching games, memory games, and traditional games. The third is puzzles. The activities should represent the learners' real life outside the classroom and can be applied in the real communication. They also can be used for teaching children by matching them with the characteristics of children.

4) Learner roles

The fourth component is learner roles. "Role" refers to the part that the learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationship between the participants (Nunan, 1989: 79). Richards and Rodgers in Nunan (2004: 64) mention the learners' role in the learning process. These include the learners is a passive recipient of outside stimuli. The learner is an interactor and negotiator who are capable of giving as well as taking. The learner is a listener and performer who have little control over the content of learning. The learner is involved in a process of personal growth. The learner in involved in a social activity, and the social and interpersonal roles

of the learner cannot be divorced from psychological learning processes. And, the learner must take responsibility for his or her own learning, developing autonomy and skills in learning-how-to-learn.

5) Teacher roles

The next component is the teacher roles. Brown (2001: 167-168) describes the teacher's role as controllers, as directors, as managers, as facilitators, and as resource. In addition, Breen and Candlin in Nunan (1989: 87) suggest that the teacher has three main roles in the communicative classroom. The first is to act as a facilitator, the second is act as a participant, and the third is to act as an observer and learner. Meanwhile, Brown (2001: 167) mentions the possibility of teachers' roles. They are the teacher as controller, the teacher as director, the teacher as manager, the teacher as facilitator, and the teacher as resource.

On the other hand, Harmer (2001: 57) also mentions the roles of the teacher. They are the teacher as controller, the teacher as organizer, the teacher as resource, the teacher as tutor, and the teacher as observer. Role can be defined as the part that teachers or learners are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants (Nunan: 1989: 79).

In language learning process, teacher have important role. They are facilitator for the learner in carrying the tasks that have been arranged. They are responsible to control the process of the language learning, while the learners are active participants in the class. They are involved in the tasks and also give their opinion and feedback on the tasks.

6) Setting

The last component of tasks is setting. Setting refers to the classroom arrangements specified or implied in the tasks, and it also requires consideration whether the task is to be carried out wholly or partly outside the classroom. It includes the children' configuration when they do tasks and where the lesson is conducted. In short, the setting is a certain environment arrangement, Wright in Nunan (2004: 71) suggests the different ways in which learners might be grouped physically based on individual, pair, small group, and whole class mode.

In considering setting, the term "mode" refers to whether the learners carry out tasks on an individual or a group basis (Nunan 2004: 71). For the relationship between tasks participants' roles and each setting Anderson and Lyinch in Nunan (2004: 71) advocate the effectiveness of a group work compared to an individual work for general pedagogic reasons. On the other hand, if operating on an individual basis, the learners will explore their comprehension by themselves. The confidence and understanding to the tasks are greatly needed by learners in completing tasks individually.

e. The Principles of Effective Materials for Children

Brown states (2001: 89), children need to have all five senses stimulated. That is why the activities for them should strive to go well beyond the visual and auditory models that we feel sufficient for a classroom. There are four principles to teach young learners. The first principle is that the teacher should pepper the lessons with physical activities, such as having children act out (role-play), play games, or to do TPR activities. The second principle is that the project and other

hands-on activities go a long way toward helping children to internalize language. Then the third principle is that the sensory aids here and there help children to internalize concepts. The smell of flowers, the touch of plants and fruits, the tastes of foods, liberals doses of audiovisuals aids like videos, pictures, tapes, music – all are important elements in children's language teaching. The last principle is that the teacher should remember that their non verbal language is important because children will indeed attend very sensitively to your facial features, gestures, and touching.

According to Hutchinson and Waters (1989: 96), there are three types of material design. The first type is materials evaluation. It is related to design materials by selecting from the existing materials. The second type is materials development. It concerns with writing our own materials. In this case, the designer writes the materials by herself/himself. The third type is materials adaptation. It designs materials by modifying the existing materials. In this writing, the researcher would concern with the materials development.

In relation to the materials development, Hutchinson and Waters (1987: 108) present a model in writing a new material. This model is designed to provide a coherent framework for the integration of the various aspect of learning and to allow enough space for creativity and variety.

Furthermore, Hutchinson and Waters (1987: 108) suggest that the model of materials design should consist of four elements:

a. Input

The input can be in the form of a text, dialogue, video-recording, etc. The input provides a number of things: stimulus material for activities, new language items, correct models of language use, a topic for communication, and opportunities for learners to use their information processing skills, opportunities for learners to use their existing knowledge both of the language and the subject matter such as text, a dialogue, video recording, diagram, or any pieces of communication data (Hutchinson and Waters, 1987: 108).

b. Content focus

Since the content focus language is not an end in itself, but a means of conveying information and feeling about something. Non-linguistics content should be exploited to generate meaningful communication in the classroom.

c. Language focus

Hutchinson and Waters (1987) state the aim of designing the materials is to enable learners to use language. It provides learners with the necessary language which may be used in the communicative tasks and activities. In language focus, learners have to take the language to places, study how it works and practice putting it back together again. For every young learner, the learning process is focused on the meaning of the content rather than presentation of grammatical form.

d. Task

According to Hutchinson and Waters (1987: 109), the ultimate purpose of language learning is language use. Material should be designed, therefore, to lead

towards a communicative task in which learners use the content and language knowledge they have built up.

These four elements are combined in the model below:

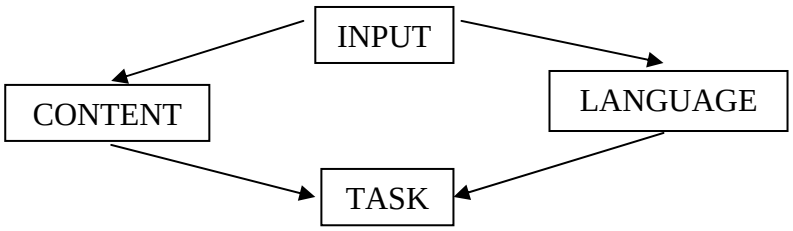

Figure 3: **Material design model (Hutchinson and Waters, 1987: 109)**

The focus of the model above is the task. The essential aspect of a task for the young learner is that the learners are focused on the meaning of the content rather than form. (Cameroon, 2001: 30). The model above acts as a vehicle, which leads the learners to the point where they are able to carry out the task. The language and content are drawn from the input and the task. It shows that an important feature of the model is to create coherence in terms of both language and content throughout the unit. This provides the support for more complex activities by building up of knowledge and skills.

Task contains some form in input data which might be verbal or non-verbal, an activity is in some way derived from the input and which sets out what the learners are to do in relation to the input.

Meanwhile, Cameroon (2001: 31-32), the stages for the classroom tasks should consists of preparation, core activity, and follow up. The stages can be seen in the figure below

PREPARATION →CORE ACTIVITY → FOLLOW UP

Figure 4: **Stages in classroom tasks**

According to the Cameroon, the core activity is the centre of the tasks. The core activity is used to set up the activity through the language learning goals. Meanwhile, the preparation activity will prepare the learners, to be able to complete the core activity successfully, and might include pre-teaching of language items or activation of topic pronunciation. And the follow up stage will build on successful completion of the core, perhaps with a public performance of work done in the core with written work based on oral language used in the core.

Based on the Hutchinson and Waters' (1987) and Cameron's (2001) description on how to design materials and stages in a classroom tasks, the researcher has drawn a general conclusion on the way to develop the materials. In the case of developing the materials, the researcher first needs to conduct needs analysis to know the characteristics of the children and their need and preference of learning, and then writing the materials which are suitable to the learner's need and interest. Generally, materials for kindergarten children should be easily, concrete, simple and close to the learner's need.

B. Conceptual Framework

Based on the description above, teaching English for kindergarten children is different from teaching adults and adolescents. It has been described in the identification of the problem; a teaching activity especially teaching kindergarten

children is a process that requires good materials, which have to be suitable to the learners' need. It is because children as young learners have the different characteristics in learning language, which needs different treatment and more interesting activities in teaching process.

They will learn English happily and easily when they fell comfort and enjoy the situation. They need special methods and interesting materials, through games, songs, story, and actions which will attract them to learn English. The teaching and learning process itself needs some principles that refer to the curriculum, so that a success of teaching and learning can be achieved.

A curriculum, as one element in the teaching and learning, consists of goals to be achieved, material needs, evaluation procedure, and other important elements to be implemented in the teaching and learning process. Thus, the curriculum has function as a key guideline in planning and organizing a language teaching and learning program.

A material brings the important role since the material has been designed based on the learners' needs. In implementing the materials, the researcher should include the tasks that to be given to the children as the realization of the materials. Tasks are defined as activities that involve children in using the target language actively, for instance by manipulating, producing, or interacting in order to achieve not only the language-related goals but also the communication purposes. Related to the curriculum, tasks should fulfill the demand of the curriculum.

Based on the questionnaires, interviews and observation in TKIT Salsabila 2 Banguntapan Bantul, the researcher found some insight about the condition of

materials and the children of class B. the children of class B were very active. They need a new and fresh method to learn English. The English teaching learning process at TKIT Salsabila 2 Banguntapan Bantul which is guided by two teachers with about twenty children and meets once in a week for thirty minutes is assumed to have its own complexity. The researcher considers that *English Day* program in this kindergarten can help the teachers and also the children to find an effective way to learn English. This program contains many interested activities which can attract the children's interest to involve more actively in the teaching-learning process.

That is why this research is concerned with developing English teaching materials for *English Day* program for teaching English to children in TKIT Salsabila 2 Banguntapan Bantul. The actual data about the implementation of English teaching material in TKIT Salsabila 2 Banguntapan Bantul will be collected then it will be processed and developed in order to construct good English teaching materials for *English Day* program.

The research aims to get some insight of the characteristics of effective learning materials, which are suitable with the children of class B in TKIT Salsabila 2 Banguntapan Bantul. It is expected the result of this study will give some additional knowledge about teaching materials for English Day program at kindergarten level to all English teachers not only in kindergarten levels but also in higher levels. It will also be useful for kindergarten practitioner and these who concerns with the developing of English teaching-learning process in kindergarten level.

CHAPTER III

RESEARCH METHOD

A. Type of The Study

The type of this study is Educational Research and Development (R & D). Borg and Gall (2003:569) state that Educational Research and Development (R & D) is a process used to design new products and procedures which are systematically field-tested, evaluated and refined until they meet specified criteria of effectiveness, quality, or similar standards. The steps of this process were usually referred as the R & D cycle, which consisted of studying research finding, field testing it in other setting where it would be used eventually and revising it to correct the deficiencies found in the field testing stage. In more rigorous programs of R & D, this cycle was repeated until the field test data indicated that the product met its behaviorally defined objectives.

B. Research Procedures

1. Need Analysis

This stage was to find information about the learners, and their needs for learning English. This information was about their profile, their social-cultural background, the learning style, the students' interest and their needs of learning English. This analysis guided the researcher to determine the suitable English teaching materials for English Day program for the children in TKIT Salsabila 2 Banguntapan Bantul. The data about the students' needs were collected through interviews with the student, parents and the teachers; and classroom observations.

2. Planning

The information collected from the first stage was used to plan the materials. This activity included defining the targeted skills, starting objectives and determining course sequence. The topics and objectives of the materials were selected based on a subject that was relevant with and interesting to the learners. The researcher used the needs analysis and the curriculum as the basis for choosing the topic. She also had interviews with the teachers to help her choose appropriate topics for kindergarten learners.

The activities involved the learners in investigating the topic. In this research, the researcher only took four units as the examples of the materials, which were suitable for the students' needs.

C. The Product of the Try-Out Design

1. Writing the Course Grid

After selecting the topics of material contents, the researcher wrote the course grid based on the children's needs and referred to some ideas shared by underlying theories in creating the course grid, the theories were combined from Hutchinson and Waters (1987) and Cameron (2001).

2. Developing the Materials

Developing the materials was an important step in instruction planning, looking for the facts that successful instruction dependent much on how well instructional materials were developed and presented. This stage included writing and developing the first draft of the materials.

3. Evaluation of the First Draft

The first evaluation was done before the try out. In this stage, the materials were evaluated based on the judgment of the experts. The judgments were obtained from questionnaire given to the experts.

4. Trying Out the Materials

After the process of evaluating the first draft of the materials, they were implemented to the respondents. It was aimed at getting feedbacks which were used to revise the materials. Furthermore, the implementations were held in class B to obtain many feedbacks to use in the next stage. The result of the first implementation was then used to re-modify the materials.

5. Evaluation of the Second Draft

In the second evaluation, the researcher evaluated the materials based on the researcher's reflection on the try-out and the result of the in-depth interview with the children and the teachers.

6. Revising and Writing the Final Draft of the Materials

Based on the analysis of the opinions and suggestions, the researcher finally could produce the final draft of the material for *English Day* program appropriate for children in TKIT Salsabila 2 Banguntapan.

D. The Subject of the Data

The study was conducted at TKIT Salsabila 2 Banguntapan Bantul. The school was located in Jl. Gatotkaca Jurugentong RT 10 RW 34 Banguntapan Bantul Yogyakarta. This kindergarten had English as an extracurricular subject. It was held every Wednesday for about thirty minutes for each class. There are two classes, A and B. The school personnel comprised a headmaster, an administrator,

and 4 teachers. There were 23 children in class A and 13 children in class B the children age range was from 4 to 6 years old. In this study, the participants were the children in class B.

E. Data Collection Techniques and Research Instrument

1. Data Collection Techniques

The data in this research was collected in two separated time. The data of the learners' needs and characteristics were first collected as a base to develop the materials. After that the researcher did the second data collection. It was done during the implementation of the materials. The second data was used to revise the developed materials.

2. Research Instrument

The instruments need to gather the data were interview guidelines and questionnaire.

1) Interview guidelines

The researcher had a series of interviews with the teachers, parents and the students. The first interviews were used in getting the need analysis to obtain data about learners' profile, their needs and preferences. Then, during the implementation of the materials, the researcher also still had a series of interviews with the students, parents and the teachers to evaluate the materials. The interviews guided the researcher to decide whether the English teaching materials for *English Day* was suitable or not for them.

2) Questionnaires

The next step, the questionnaires were also used. In this step, the questionnaires were used in getting the experts' judgments. It was meant to get their general opinions about the first draft of the materials whether they were suitable for the students or not. The questionnaires were in the form of a Likert Scale. It consisted of target. Respondents were asked to indicate the extent to which they agree or disagree with the items by making (e. g giving (x) or (✓)) one of the responses arranging from strongly disagree (Dornyei, 2003: 45).

Finally, the organization is shown in Table 1 and the content coverage of the questionnaires can be seen in Appendix B.

No.	**Question Number**	**The Question's Purpose**	**References**
1.	1-6	To find information concerning the relation among the materials, the curriculum and syllabus, and the learning objectives.	Brewster, Ellis, and Girard (2002) Nunan (1989)
2.	7-16	To find information concerning the activities of the developed materials	Nunan (1989)
3.	17-22	To find information concerning the inputs of the developed materials	Pinter (2009) Nunan (1989)
4.	23-24	To find information concerning the setting of tasks	Nunan (1989)
5.	25-27	To find information concerning the	Nunan (1989)

		teacher role toward the materials	
6.	28-29	To find in concerning the learner role toward the materials	Nunan (1989)
7.	30-33	To find in concerning the appearance of the materials	Brewster, Ellis, and Girard (2003)

F. Data Analysis Techniques

Data gained in this study were separated into two types. The first type was taken from observation and the interview data. They were in the form of field notes, photos and interview transcript. These data were analyzed using descriptive statistics.

In analyzing the qualitative data the researcher used five steps proposed by Gall.et.al (2003: 453) which were called interpretational analysis. They consisted of segmenting the database, developing or selecting categories, coding segments, grouping category segments and drawing conclusions.

Firstly, the interview transcripts were broken into segments. A segment could be a phrase, a sentence, a paragraph or even several pages of text which contains only one item of information. Next the researcher selected a category system in which she used four categories used to evaluate the development material. They were goals, input, activities, and appearance of the materials. Afterward, the segments were coded according to the categories used and grouped

the same segments together. Finally, conclusions were made based on the grouped-segments. The results were in the form of words and sentences.

Further, in analyzing the data from the questionnaire, the researcher used descriptive statistics from the SPSS (Statistical Package for the Social Science) program. Descriptive Statistics are mathematical techniques for organizing and summarizing a set of numerical data (Gall.et.al, 2003: 131). It includes frequencies, central tendency, and variability.

Furthermore, the central tendency measure was applied to analyze the data of the respondents' responses towards the statements. Central tendency is a single numerical value is used to describe the average of an entire set of scores (Gall.et.al, 2003: 131). The researcher then analyzed the result of the respondents' statements related to developed materials using the central tendency measure. Since the central tendency measure consists of mean, median and mode, the data collected from the questionnaire were then presented as in following table.

Table 2: **The Form of the Questionnaire Result (Material Evaluation)**

No.	Issues of Statement	N	Central Tendency		
			Mean	Median	Mode
1.					
2.					
3.					
…..	…….				

Considering that the researcher used the Likert-type Scale to collect the data from the questionnaire, each response to the statement was anchored to fire points of agreement as follows:

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

Later, to make the quantitative data easier to read, the researcher conversed to the computation results of the questionnaire into interval of mean values on a scale of 1 to 5 as in the following table.

Table 3: **Quantitative Data Conversion**

Scales	Categories	Interval of Mean Values	
		Formula	Computation
5	Very Good	$X > \overline{Xi} + (1.8 \text{ x } S\overline{xi})$	$X > 4.2$
4	Good	$\overline{xi} + (0.6 \text{ x } S\overline{xi}) < X \leq \overline{Xi} + (1.8 \text{ x } S\overline{xi})$	$3.4 < X \leq 4.2$
3	Fair	$\overline{Xi} - (0.6 \text{ x } S\overline{xi}) < X \leq \overline{Xi} + (0.6 \text{ x } S\overline{xi})$	$2.6 < X \leq 3.4$
2	Poor	$\overline{Xi} - (1.8 \text{ x } S\overline{xi}) < X \leq \overline{Xi} - (0.6 \text{ x } S\overline{xi})$	$1.8 < X \leq 2.6$
1	Very poor	$X \leq \overline{Xi} - (1.8 \text{ x } S\overline{xi})$	$X \leq 1.8$

Proposed by Sudijono, 2003: 339

Table 3 above presents the scales and the categories of the quantitative data conversion. It also presents the formula of the interval of mean values of each aspect, $\overline{Xi}$ is the ideal average, and $S\overline{xi}$ is the ideal standard derivation.

Afterwards, the researcher consulted the result of the average means values of each aspect in the questionnaire to decide whether the draft of the designed materials was appropriate or not.

G. Validity and Reliability of the Data

Gall.et.al (2003: 223) states that questionnaires and interviews must meet the same standards of validity and reliability that apply to other data collection measures in educational research. Based on the statement, the researcher analyzed the validity and reliability of the questionnaire as one of the instruments used in this study.

The researcher used the content validity and construct validity to assure the validity of the materials in this study. The content validity of the materials in this study was based on the curriculum and needs analysis. Referring to Gall.et.al (2003: 192), the tasks designed were identified whether they were in line with the curriculum and the needs and characteristics of the children or not. The construct validity relates to the content of the developed materials, which should meet the theories underlying the variable measured. The final product of the materials can be seen in Appendix G.

Moreover to measure the reliability of the questionnaire, the researcher used Cronbach's Alpha Formula. After all of the items were valid, the reliability was interpreted from the output.

CHAPTER IV

RESEARCH FINDINGS

A Research Findings

The researcher followed the procedure of the study which is adapted from the steps of Research and Development cycle in conducting the study. According to Borg and Gall (1983:775); there are ten major steps used in the Research and Development cycling including research and information collecting, planning, development of preliminary form of product, preliminary field testing, main product revision, main field testing, operational product revision, operational field testing, final product revision, dissemination and implementation.

In order to simplify the steps of the Research and Development cycle proposed by Borg and Gall, the researcher adopted the ten major steps into eight steps. There are collecting research and information or need survey and need analysis, planning, writing the course grid, developing the materials, evaluating the first draft, trying out the materials, evaluating the second draft, and revising and writing the final draft of the materials developed.

The findings of the study are organized into five sections. They are 1) presenting the results of the needs analysis, 2) writing the course grid 3) designing the materials, 4) evaluating and revising the first draft of the tasks and, 5) implementing, evaluating, and revising the second drafts of the materials.

1. Need Analysis

a. Children’s Characteristics

There were 13 children in class B in TKIT Salsabila 2 Banguntapan. Their ages were about 5 to 6 years old. Most of them (10 children) were five years old. There were six female children and seven male children. The data of the children in class B in TKIT Salsabila 2 Banguntapan was presented in Appendix F.

Based on the observation and interview with the headmaster, the children's characters were found.

> ……..
> Mengenai karakter anak di kelas bervariasi, ada yang aktif banyak gerak, ada yang tidak banyak gerak tapi banyak tanya juga. Ketika belajar ada yang cepat menangkap apa yang disampaikan guru ada yang juga perlu bimbingan ada juga beberapa masalah sehingga ketika disampaikan atau dikenalkan dengan Bahasa Inggris mereka hanya melihat saja…begitu.
> (Children's characters are various; there are children physically active, passive and ask around. Some of them is very easy to catch the lesson but some others not, they just looked at the teacher)
> ……..

Some of the children seemed happy and cheerful when the researcher came to the class. They also had positive relationship with their friends. They could play together and talk about their experiences. Although some of the children were not already willing to work in pairs. The other could be observed from their independence and responsibility on what they were doing. They were already to take the responsibility in managing their toys and crayons in their classroom after they use of them.

> ……
> R: Wah bagus bagus ya gambarnya…tapi nanti kalau sudah selesai mengerjakan perlatannya diapakan ya? *(Wow that's good, but then what you all have to do after you finish your playing?)*
> S1: Diberesin bu *(We will put it in order Bu)*
> S2: Dirapikan *(We will make it tidy)*
> R: Iya nanti leggo nya disimpan lagi di tempatnya… crayon nya dimasukkan ke dalam tas lagi supaya tidak ketinggalan ya… *(Yes, put the*

leggo in the place…keep your own crayon in your bag again so that you will not miss it at school)
Ss: Iya bu… *(Yes Bu)*

(Appendix B: The Interview Transcripts of Unit 1)

……..

The children of class B in TKIT Salsabila 2 Banguntapan had the same characteristics as the other children. They could work together and learn together with their friends. They had a lot of energy for playing actively outside the class. They could follow simple instructions. Those characteristics were further considered in the materials development. Therefore, the developed materials made were in line with their characteristics.

b. Children's Needs

The data about needs of the children in this research were obtained by interviews with the children of class B, the classroom teacher, the principal, and the parents. The interview guideline and the results of the interview can be seen in Appendix…

The data from the interview show that some of the children had interest in learning English. They enjoyed the teaching learning process and the activities during the lesson. They also like singing, drawing, and coloring, dancing, listening to the stories, watching movies/video, playing games, and doing the researcher's orders.

They didn't mind if they study English for the whole day if they had fun and interesting activities. This was proved by interviews with the children in Appendix B.

……..
R:…….Oya kalau belajarnya dilakukan dilakukan dalam satu hari bagaimana, mau ga? *(What if the lesson is held in one day full?)*
S2: Mau Bu. *(It's OK, Mam)*
(Appendix B: The Interview Transcripts of Unit 1)
……..……

From those characteristics of the children, the researcher concluded that the children liked English and they were very enthusiastic in joining all the activities during the lesson. They were actively involved in every games and tasks given by the teacher. The teacher and the principal agreed that English was very important to be given to the children since they were still acquiring the language. It was easier to make them more familiar with English. The principal also said that the children need more time for practicing English and exploring their skills. Also, he said that effective materials were needed to support the English Day program in TKIT Salsabila 2 Banguntapan.

The children of class B of TKIT Salsabila 2 Banguntapan liked English very much because it was fun and interesting. Yet, the time available to learn English in class was not enough. The English Day program would give them extra time to explore their skills and to practice more. The researcher then arranged English materials to be implemented in the program in order to provide the interesting activities in learning English. These materials should attack the children. The activities in the program should vary, which could stimulate their psychomotor, cognitive, and affective skills.

Based on the collected information, the researcher then developed the course grid of the materials.

2. The Result of Planning

After compiling the result of research information, the researcher did the next step that is planning. The researcher collected the ideas before writing the course grid. The ideas were about targeted skills, objectives of the learning materials, the course sequence, and defined the topics of the learning materials.

The targeted language skills were adopted from the kindergarten curriculum. As stated in the kindergarten curriculum, the development of the language aspects of the children was their listening and speaking skills. Those based on the *Kurikulum Tingkat Satuan Pendidikan TKIT Salsabila 2 Banguntapan (2013: 6)* which is presented below:

"Kerangka Dasar Kurikulum TKIT Salsabila 2 meliputi 5 Standar Tingkat Pencapaian Perkembanangan Anak yaitu:"

- Bidang Perkembangan Bahasa meliputi :
    a. Menerima Bahasa,
    b. Mengungkapkan Bahasa,
    c. Keaksaraan

3. The English Materials Development for the *English Day* Program

a. The Course Grid of the First Draft

The first course grid in this research was developed based on the need analysis and the syllabus of kindergarten. It was used as a guide to develop the English materials for the English Day program. The components of the course grid were the title of every unit, the themes, the units, the aims, the indicators, the learning materials (vocabularies and expressions), the media and learning

resources, and the learning activities. The course grid was supported in the AppendixE.

The researcher developed four topics into four units of materials. In every unit, there were preparing to start lesson, conducting the methodology preparation, conducting the self-awareness, singing a song/playing game, doing exercise/performance, conducting the teacher-led session, and closing.

b. The Implementaion of the First Draft

The materials were developed on topics base. There were four topics which were divided into four units. They are *Public Places*, *Recreation Equipment*, *Kinds of Profession, and My Universe*. Those units are implemented in four meetings, which mean one unit per each meeting. Each meeting lasted 180 minutes. These developed units are set as a model of the whole meetings in the English Day program in a semester. The units were organized in a framework as presented below.

Unit Title

A Warming Up

- Learning the Expression to express something

B Look, Hear and Say

- Introduction to the topics
- Input (words, pictures, story, movie)
- Repeating the words

C Let’s Do It

- Do the activities related to the topics (analyzing, playing games)

D Break Time

- Learning the expression to express something

E Yes I Can!

- Doing tasks or projects related to the topic

F Let's Go Home

- Say a prayer
- Say goodbye

The first part, *Warming Up* was developed in the beginning of each unit. In this part, the children learned some expressions before they started the activities for that day. The expressions would be useful for them to express something, such as greeting, leading the prayer, and checking the attendance list.

The second part, *Look, Hear and Say* was developed as a previewing for the children. It gave the children general information about the topic. The activities in this part were listening to a story, looking at the pictures, analyzing the pictures, watching movie, and saying or writing down the words based on the pictures.

In the third part, *Let's Do It* was set in the form of input giving activities. The purpose of these activities was giving the children language input and a contest for the learning. They listen to the correct pronounce, pronounce correctly, sing a song or analyzing pictures in order to make them familiar with the input.

The fourth part, *Break Time* gave the children chance to have a break for awhile and also to learn some expressions that would be useful during the break time.

In the fifth part, *Yes I Can!* the children started producing the input given before. This part was created to support the language learning in the previous part through fun and interesting ways. The activities in this part were project making, such as tracing line pictures, matching pictures, coloring, drawing, role playing, arranging puzzle, etc. It was aimed to give the children a follow up on what they had learned in the previous part.

The sixth part, Let's Go Home was set to give a chance for children to review the material and to finish the lesson that day by saying goodbye. The children would sing a song and said goodbye to their friends and teachers.

All those activities are adjusted to the topic of each unit. The complete materials can be seen in AppendixF, while the brief description of the developed materials is as follows.

1) Unit 1, Public Places

The goal of this unit was to make the children able to mention the name of *Public Places.* The researcher focused on emphasizing three skills in this unit, listening, speaking, and writing. Therefore, the activities in this unit are mainly in oral form.

In the first task, the children were learned to say the expressions of greeting. They learned how to greet their teachers and friends. They said "Good Morning". The researcher asked "How are you today?" and they answered "I'm fine, thank you."

In the second task, the children listened to the teacher about story of The Hare and the Tortoise. The children were learned to mention the characters on the story.

In the third task, the teacher showed pictures of Public Places and drilling the names of it to the children. She gave the example of correct pronunciation, while the children learned to pronounce the words correctly. The purpose of the task was to learn the characters on the story. When the teacher mentioned a character on the story, she touched the picture and mentioned the name again. Then she drilled it to the children.

In the third part, the children were asked to figure out the Public Places from the pictures in the flashcard and then pronounced their names aloud. They listened to and repeated the name of Public Places that were listed in this unit were beach, monument, mount, palace, temple, and zoo. Here, the children were also asked about kinds of Public Places that they knew. The teacher explained more about Public Places. She asked, where should they go if they want to see animals? Where should they go if they go if they want to have a recreation? Etc.

In the next part, the children were having break. During the break, the children learned expressions that would be useful in the break time. In this unit they learned the expression of asking someone to wash their hands. The expression was “Before we eat the snack, let’s wash our hands!” After they learned the expressions, they practiced it with the teacher. So before they enjoyed the snack, they washed their hands first together. Then they sang a chant Wash your hands.

In the fifth part, the children did the production. The first was tracing line and matching pictures. The children had to trace the letters and match pictures of Public Places with the name. Next, the task was arranging the puzzle. The children were given a picture from the story before. The Hare and the Tortoise puzzle and they needed to cut it before they arranged and stuck it together into a good picture as given in the example.

In the sixth part, the teacher guided the children to review that they had learned. The children also learned an expression of leave taking. They learned the instruction of leading the prayer by saying “Let’s say a prayer. Shall we?” and also learned saying “Goodbye” to the teachers and their friends before they left the class. The children also sang Goodbye song together.

2) Unit 2, Recreation Equipment

This unit was aimed to make the children know the equipment of recreation. The skills in this unit were speaking and listening.

The first part consisted of a task. In the task, the children were learned how to count numbers in English correctly. They counted from number one up to ten in English correctly. The teacher set number cards and made a game with those cards. Those cards were put on the floor then the teacher asked the children to pick a number card which the number was mentioned by the teacher. Next, the children sang a song “Let’s count 1 to 10” together.

The second part consisted of a task. In this task, the children looked at the pictures given by the teacher and then recognized the name of the things in the pictures. The children also learned how to pronounce the words correctly. The

teacher asked the children what things were they brought if they went for recreation. The recreation equipments were camera, hat, foods, umbrella, and sun glasses.

In the third part, the teacher taught about colors in English. She showed pictures which had five colors; they were yellow, blue, red, brown, and green. Then the teacher asked the children about the colors from the cards which were shown. The teacher used colors song to ask the children about colors. Next, the children sang a song “Colors” together.

In the fourth part, the children were having a break time. During the break time, the children learned expressions that would be useful in break time. In this unit they learned to say “Let’s eat the snack!” This expression was used to ask their friends to eat the snack together.

In the fifth part, there were two tasks. The first was cutting and patching pictures. The children were given a worksheet with 6 pictures of foods on the paper. The children then cut the pictures and patched it on the blank paper. In the second task, the children draw line for matching between pictures and the number. The children must count the amount of each picture then matched it according to the number. The teacher just guided and observed the children.

In the sixth part, the teacher guided the children guided the children to review what they had learned. The children also learned the expression of leave taking. They learned the instruction of leading the prayer by saying “Let’s say a prayer” and also learned saying “Goodbye” to the teachers and their friends before they left the class. The children also sang Goodbye song together.

3) Unit 3, Kinds of Profession

The purpose of this unit was to make the children know about professions. This unit emphasized on listening and speaking skills.

The first part, the children reviewed to say the instructions of leading the prayer. The instruction was “Let’s say a prayer before we study. Shall we?” next, the teacher asked the children’s names by a song, the title was “What’s your name?”

In the second part, the children were asked to look at a picture of shapes consisted of 4 shapes. They were circle, square, rectangle, and triangle. The children comprehended the pictures and also learned how to pronounce the words correctly. Next, the children sang Shapes chant together.

In the third part, the children were asked to look at the pictures of professions. They were doctor, farmer, carpenter, police, and soldier. The children recognized the name of professions first, and pronounce it correctly. The teacher asked about the children parents’ profession, and they mentioned it in Bahasa Indonesia while the teacher mentioned in English. Next, the children sang “Miss Polly Had a Dolly” song together.

In the fourth part, the children were having a break time. During the break time, the children learned expressions that would be useful for break time. In this part they learned how to give instruction to line up before having snack. The instruction was “Let’s line up!” Next, the children lined up then they ate snack together.

In the fifth part, there was a task that the children had to work in groups. The children presented a role play from a story Miss Polly Had a Dolly. The teacher divided the children into 4 groups; each group had 3 or 4 children. Every group played the characters on the story. There were Miss Polly, Dolly, and Doctor. They played in turns. The teacher just guided and observed the children.

In the sixth part, the teacher guided the children to review what have they learned. Then, they played together, sang Goodbye song and said Goodbye to their teachers and friends.

4) Unit 4, My Universe

The purpose of this unit was to make the children understand about universe. This unit emphasized on listening and speaking skills.

The first part, the children were learned to say the expression of checking the attendance list. The teacher checked the children who were present or absent that day. To make it fun and interesting, the teacher used a chant to check the attendance list. She used chant Where is Amel?

In the second part, the children watched a short movie about universe. The children watched the movie together and answered some questions given by the teacher and it was all about the objects in universe. Next, the children were given a worksheet of coloring pictures.

In the third part, the children comprehended universe objects using pictures. Here the children learned what universe objects were. The teacher asked the children to look at the pictures and named it. There were cloud, earth, moon, sky,

stars, rainbow, and sun. Then she drilled it to the children by asking them one by one. After that, the children sang a song. The title was Sky.

In the fourth part, the children were having a break. During the break, the children learned expressions that would be useful for break time. In this unit they learned to give instruction to play. The instruction was “It’s time to play!” The children then went out from the class and played outside.

In the fifth part, the children did a production. They were given a worksheet also pencil colors and they had to draw a rainbow picture.

In the sixth part, the teacher guided the children guided the children to review what they had learned. The children also learned the expression of leave taking. They learned the instruction of leading the prayer by saying “Let’s say a prayer” and also learned saying “Goodbye” to the teachers and their friends before they left the class. The children also sang Goodbye song together.

c. The Evaluation and Revision of the First Draft

1) The Evaluation of the First Draft

After the materials had been developed, the researcher evaluated the materials. The evaluation was conducted through the questionnaires, interviews, and reflection. The questionnaires and interviews were used to collect the data on the respondents’ agreement towards the develop materials, the general opinions and the suggestions from experts and teachers who had experiences in teaching English to children.

The reflection was done on the developed materials. The result of the questionnaires, interviews, and reflection were used to revise the first draft of the

materials before it was implemented in the English Day program. The data of the respondents in the evaluation of the materials were presented in AppendixE.

As stated in the previous chapter the data gathered from the questionnaires were then transformed into a range of 1 until 5 using Likert Skale. Next, the researcher analyzed them to get the data mean, median, and made of each response from the respondents. The result of the computation is presented in AppendixG.

The result of the computation shows the mean, median, and mode of the data gathered from the questionnaires. It shows that the mean ranges from 3.50 (statement 5, 9, 14, and 33) to 4.75 (statement 18). There are four statements with the lowest mean. The first statement deals with the goal related to the language ability of the children. The second statement is about the activities. The third statement is about the activities. The fourth statement is about the lay out. The highest mean deals with the variety activities of each unit, the interesting input. The result of the computation was calculated to get the average mean values of each aspect of the developed materials. The results of this computation showed the mean values of seven aspects which consists of the goals, input, activities, setting, teacher's role, learner's role, and lay out of the materials. In order to make the quantitative data easier to read, the researcher then consulted the average mean values of each aspect to the ideal standard deviation as stated in the previous chapter. The result is presented in the Table 1.

Table 4: Descriptive Statistics of English Teachers' Responses as the First Respondent to All Units in the First Draft.

Aspects	**Statement Numbers**	**Number of Cases**	**Average mean values of each**	**Explanation**
Goals	1, 2, 3, 4, 5, 6	4	4	Good
Activities	7, 8, 9, 10, 11, 12, 13, 14, 15, 16	4	4,03	Good
Inputs	17, 18, 19, 20, 21, 22	4	4,2	Very Good
Settings	23, 24	4	4,25	Very Good
Teacher role	25, 26, 27	4	4,25	Very Good
Learner role	28, 29	4	4,1	Good
Lay out	30, 31, 32, 33	4	3,9	Good

Table 1 showed the average mean values of the data gathered from the questionnaires range from 3,9 (Good) to 4,25 (Very Good). It proved that the respondents agreed to every aspect of the developed English materials and their appropriateness to be used in the *English Day* program in TKIT Salsabila 2 Banguntapan.

In this research, the researcher also gathered opinions and suggestion from the respondents through the questionnaire on the first draft. They were used to support the revision of the first draft. There were 5 different opinions, 12 different suggestions. The results were explained below.

The opinions of the respondents

a. The materials were interesting and appropriate for the kindergarten teachers and children
b. The materials developed could help the kindergarten teachers
c. The pictures in the materials were interesting
d. The tasks were interesting and varied
e. The appearance was interesting

The suggestions of the respondents

a. Give the song Hello How are You in unit 1
b. Change the story in unit 1
c. Change the kind of Public Places
d. Change the pictures of public places
e. Change the font of the letter in task 1 of unit 1
f. Change the picture of puzzle in task 2 unit 1
g. Change the pictures of recreation equipment in unit 2
h. Give the song What's Your Name in unit 3
i. Give more task available for kindergarten children
j. Change the bullets in each unit
k. Make the instructions clearer and simple

l. Give more pictures

In order to make the materials revision easier, the researcher classified those ten suggestions into seven aspects of the developed materials as in the questionnaire. They were goals, the activities, the input, the settings, the teaching role, the learner role, and the appearance of the developed materials. The classification revealed that the suggestions only dealt with the input, the activities, the teacher role and the learner role. The result of the classification of the collected suggestions from the respondents is presented below.

Suggestions related to the inputs of the inputs of the developed materials

a. Give the song Hello How are You in unit 1
b. Change the story in unit 1
c. Change the kind of Public Places
d. Change the pictures of public places
e. Change the picture of puzzle in task 2 unit 1
f. Change the pictures of recreation equipment in unit 2
g. Give the song What's Your Name in unit 3

Suggestions related to the activities of the developed materials

a. Give more task available for kindergarten children

Suggestions related to the teacher role of the developed materials

a. Make the instructions clearer and simple

Suggestions related to the appearances of the developed materials

a. Change the font of the letter in task 1 of unit 1

b. Change the bullets in each unit

c. Give more pictures

2) The Revision of the First Draft

After collecting the data and reflection from the respondents, the revision of the first draft were based on the opinions and suggestions from the respondents.

As the stated before there were four aspects of the materials which needed to be revised. They consisted of the inputs, the activities, the teacher role, and the appearance of the developed materials. The revisions were presented below.

The first revision was about the inputs of the materials. There were seven suggestions dealt with the inputs. The first suggestion was to give the song in unit 1. The researcher gave a song entitled Hello How are You? Next, in the second suggestion was to change the story in unit 1. The story was not appropriate with the topic. The third suggestion was to change the kind of public places. The public places were not familiar to the children. The fourth suggestion was the pictures of the kind of public places. The fifth suggestion was to change the picture of task 2 (arranging puzzle). The sixth suggestion was to change the pictures of recreation equipment in unit 2. The seventh suggestion was to give the song. The researcher gave a song entitled What's Your Name?

The second revision was about the activities of the materials. There was one suggestion dealt with the activities. That was to give more tasks available for kindergarten children.

The third revision was about the teacher role of the materials. There was one suggestion dealt with the teacher role. That was to make the instructions clearer and simple.

The fourth revision was about the appearances of the materials. There were three suggestions dealt with the appearances. The first suggestion was to change the font of the letter in task 1 of unit 1. The second suggestion was to change the bullets in each unit. The third suggestion was to give more pictures.

B. The FinalTry-Out Product

1. The Course Grid of the Second Draft

After the first draft was evaluated and revised the next step was writing the second course grid. This second course grid was the result of the revision of the first course grid. There were some revisions and adjustments in this second course grid. The researcher added songs to some units and also changed some songs they were not appropriate to be implemented. In some units, the pictures were changed since they were not appropriate to the topics. She also deleted one game since it took times and complicated to be implemented. The course grid later was made as a guide to develop the second draft. The course grid of second draft can be seen in AppendixE.

2. The Second Draft

The second draft was developed based on the second course grid that had been revised in the previous step. There were some changes and improvements made in this draft.

The developed units were also implemented for four meetings for the English Day program in TKIT Salsabila 2 Banguntapan. Each unit was implemented in one meeting, which lasts 180 minutes. The complete materials could be seen in Appendix G, while the brief descriptions of the units were shown below.

1) Unit 1, Public Places

There were some changes in this unit. In the first part, the song was added. The song was Hello How are You? In the second part, the story and also the pictures were changed. It was more suited to the topic and appropriate for kindergarten children. In the third part, the game was deleted. It because the game took time to be delivered and also it was too complicated for the children. In the fourth part tasks were added which were more appropriate for the kindergarten children that were simple and easy to be understood. In the other part, the chant was deleted; the chant was too complicated to the children.

2) Unit 2, Recreation Equipment

In this unit there were some changes. They were, first the pictures were changed. They were chosen which were suited to the topic and familiar with the kindergarten children. The second part, some tasks were changed and some were added. The other part, task instructions were changed. The instructions were chosen to be simpler and easy to be understood.

3) Unit 3, Kinds of Profession

There were some changes in this unit. In the first part, a song added. The song was What's Your Name? In the second part, some pictures were changed.

The previous pictures were not familiar to the children. In the third part, the role play was moved to another section because the role play took time and need to be placed in a long time. The other part, some task instructions were changed to be simpler and understandable to the kindergarten children.

4) Unit 4, My Universe

There were some changes in this part. The first part, a task added. The task was added to vary the activities. In the second part, the song was changed because it was not appropriate. The other part, an instruction in a task was changed because it was not clear.

3. The Implementation of the Second Draft

The implementations of the second draft were conducted in the English Day program. There were four meetings. The explanations of the meetings are described in the following sections.

1) The First Meeting

This meeting was held on Monday, November 18th 2013, started from 08.00 am and ended at 11.00 am. There were 13 children who attended this meeting. In implementing the materials, the researcher was helped by a classroom teacher. The materials that were implemented were Unit 1, Public Places.

2) The Second Meeting

The second meeting was held on Tuesday, November 19th 2013. It started at 08.00 am and ended at 11.00 am. The number of children who attended in this meeting was 13. In implementing the materials, the researcher was helped by a

classroom teacher. The materials that were implemented were Unit 2, Recreation Equipment.

3) The Third Meeting

This meeting was held on Wednesday, November 20th 2013. It started at 08.00 am and ended at 11.00 am. There were 12 children who attended the meeting. In implementing the materials, the researcher was helped by a classroom teacher. The materials that were implemented were Unit 3, Kinds of Profession.

4) The Fourth Meeting

This meeting was held on Thursday, November 21st 2013, started from 08.00 am and ended at 11.00 am. The number of children who attended in this meeting was 13. In implementing the materials, the researcher was helped by a classroom teacher. The materials that were implemented were Unit 4, My Universe.

4. The Analysis on the Second Draft

The analysis of the developed materials was done after the implementation of second draft. The developed materials were analyzed based on the Nunan's components of tasks. Nunan (2004), states that the task consists of the goals, the input, the activities, the teacher role, and the learner role, and the settings. The researcher used the interview transcript and the field note of the implementations to support the analysis.

As stated before, there were four units in the materials. Each unit consisted of six parts. The four units were implemented in the *English Day* program. The implementations were conducted to analyze the materials. The analysis was

described for each task in the materials. The description in this section was presented in four units of the materials. The complete descriptions of the analysis were described in the following sections.

1) Unit 1, Public Places

a. "Warming Up"

i. Goals

The goal of Task 1 was to make the children know how to say the expression of greeting. The expression in this part was easily understood by the children. This was supported by the interview transcript below..

…….

R: *Coba jawab ya, Good morning Afifah.* (Really. Then answer it Afifah. Good Morning Afifah)
S1: *Good morning Bu Dewi hehehe…* (Good Morning Bu Dewi…hehehe)
R: *Ya that's good. Then How are you?* (Ya that's good. Then how are you?)
S2: *I'm fine…hahaha* (I'm fine…hahaha)
R: *Ok you done well. Jadi gampang ya?* (Ok you done well. So, it's easy right?)
S3: *Iya* (Yes)

(Appendix B: The Interview Transcripts of Unit 1)

…….

The goal of task 2 was to make children sing the song "Hello How Are You" while they were clapping their hands. It was a new song for them but it was not confusing them. They could sing the song well, as it was supported in the following transcript below.

……..

R: *Kalau lagu Hello How are You? bisa kan?* (What about the song *Hello How are You?* Was it easy?)
S1, S2: *Bisa Bu, gampang besok nyanyi lagi ya bu…* (Yes mam, let's sing the song again tomorrow)

(Appendix B: The Interview Transcripts of Unit 1)

……

ii. Input

The input in Task 1 was expressions of greeting. The children easily understood the expression. This was supported by the interview transcript below.

…….

T: *Oh itu karena beberapa anak sudah pernah mendengarnya, jadi mereka bisa menjawabnya dengan mudah. Greetingnya juga mudah diingat kog. Ya memang harus diulang-ulang supaya anak-anak terus ingat.* (Oh, I saw the children could answer the greeting easily because they have learned the greetings before. Moreover the greetings were easy to be memorized. And the children must repeat it again and again so that they can keep the greetings in mind)

(Appendix B: The Interview Transcripts of Unit 1)

…….

The input in task 2 was a song entitled Hello How Are You. The song was new for the children. In the beginning it was difficult for the children to sing the song. But after sometimes repeating the song, finally they could sing it well. It was shown in the following transcript below.

…….

R: *Kalau untuk lagu Hello How are You? sendiri bagaimana Pak?* (Whatabout the song *Hello How are You?*)

T: Ya meskipun lagu itu baru tapi lagunya sangat mudah untuk dipahami anak-anak. Mereka terlihat sangat senang ketika menyanyikannya. *(Ya, even though the song was new, they could understand it easily. They sang the song happily)*

(Appendix B: The Interview Transcripts of Unit 1)

…….

iii. Activities

The activities in this Task 1 were role play. In pairs, the children acted out the greeting in turn. They did in enthusiastically, as it written in the interview transcript below.

…….

R: *Untuk kegiatan Role Play yang waktu anak-anak maju ke depan berpasangan bagaimana Pak?* (How about the *Role Play* activity that the children acted out in pairs in front of the class, Sir?)
T: *Ya itu tadi anak-anak awalnya sempat bingung dengan perintahnya tapi setelah dijelaskan dengan contoh mereka bisa dan senang melakukannya.* (In the first, they were confused with the instruction but after you explained it more they could do the task enthusiastically)
(Appendix B: The Interview Transcripts of Unit 1)
…….....

The activity in task 2 the children were expected to participate actively in singing the song. The song was easy to be sung. Therefore, they could sing this song well. This could be seen in the following transcript below..

…….

R: *Kalian bisa ga nyanyinya?* (Could you sing the song?)
S1: *Bisa* (Yes I could)
R: *Gampang kan lagunya* (It was easy, right?)
Ss: *Iya bu aku bisa kog nyanyinya tadi.* (Yes Mam I could sing the song)
(Appendix B: The Interview Transcripts of Unit 1)
…….

iv. Teacher Role

In task 1, the teacher acted as the controller and the model. She was expected to get the children's attention using the expression. Therefore, this task made her played the teacher role well. This was supported by the following transcript below.

…….

R: *Peran saya di situ bagaimana Pak?* (How about my role in the activity, Sir?)
T: *Oh ya sudah bagus Cuma lebih di kerasin lagi suaranya biar supaya mudah menarik perhatian anak-anak.* (You were good as the controller and model but you need to increase you voice volume so that you can get the children's attention easily)

(Appendix B: The Interview Transcripts of Unit 1)

…….

In task 2, the teacher acted as the organizer and was expected to introduce the song and invited the children to sing along. In the beginning, she gave the example how to sing this song. Therefore, they sang this song enthusiastically and freely, as it were supported by the following transcript below.

…….

R: *Apakah saya sudah menyampaikannya dengan baik Pak?* (Did I teach (the song) well, Sir?)
T: *Ya sudah. Pertama di kasih contoh dulu baru kemudian anak-anak disuruh menyanyikannya bersama-sama. Besok bisa diulang lagi. Kalau mereka bisa hafal lagunya mereka akan antusias dalam menyanyikannya.* (Yes you did well. In the first you gave them the example how to sing correctly, and then you asked them to sing it again together. You can repeat it again in the next meeting. If they could memories the song well they could sing the song enthusiastically)

(Appendix B: The Interview Transcripts of Unit 1)

…….

v. Learner Role

In Task 1, the children were expected to say the expression actively and acted it out in pairs in front of the class the expression was easy and familiar so they could do the task well. This was proved by the following transcript below.

…….

R: *Tadi pas disuruh maju kalian maju ga?* (When I asked you to act out in front of the class, did you do it?)
S1: *Iya Bu aku maju sama Aita.* (Yes I did it with Aita)
R: *Bisa ga?* (Was it easy?)

S1: *Bisa Bu.* (Yes Mam)

(Appendix B: The Interview Transcripts of Unit 1)

…….

In task 2, the children were expected to participate actively in singing the song. They did the task well, as it written in the following transcript below..

…….

R: *Bisa nggak tadi nyanyinya?* (Could you sing the song?)
S2: *Bisa bu tapi diajari lagi bu hehe* (Yes I could. Please teach the song again Mam hehe)
R: *Kalau lagu Hello How are You? bisa kan?* (What about *Hello How are You* song? Could you sing it?)
S1, S2: *Bisa Bu, gampang besok nyanyi lagi ya bu.*..(Yes I could, it was easy. I wanna sing again)

(Appendix B: The Interview Transcripts of Unit 1)

…….

vi. Setting

The setting in Task 1 involved all children to participate actively. This task gave them appropriate setting to pronounce the expression correctly and to practice it. As it had been seen in the implementation, all of them did great in pronouncing and practiced it. This was supported by the interview transcript below.

…….

R: *Anak-anak sudah terlihat melafalkannya dengan benar belum Pak?* (Did the children pronounce it well Sir?)
T: *Mmm…saya lihat sebagian besar sudah bisa Bu. Tapi ya itu semakin diulang-ulang, anak-anak akan semakin benar pronunciationnya.* (Mmm…I saw most of them could pronounce it well. But the more they learn it, the more they pronounce it correctly)

(Appendix B: The Interview Transcripts of Unit 1)

…….

The setting in task 2 allowed all children to sing the song together while they were clapping their hands. They did the task enthusiastically, as it seen in the following transcript below..

…….

R: *Bagaimana dengan anak-anak ketika menyanyikan lagu Pak?* (What happened to the children when they were singing the song?)
T: *Mereka terlihat sangat antusias. Bahkan tadi mereka nyanyi sambil tepuk tangan kan? Mungkin nanti bisa divariasi dengan tepukan yang lain.* (They did it enthusiastically. Even they sang it while clapping hands. Maybe next time you can try with another variation of clapping)

(Appendix B: The Interview Transcripts of Unit 1)

…….

b. "Look, Hear and Say"

i. Goals

The goal in this task was to make the children participate actively in listening to a story. The story was about the Zoo entitled Tom Went to the Zoo. In this task, the children had to listen to the story well and had to know the characters on the story.

…….

R: *Oya Pak, untuk kegiatan mendengar cerita tadi bagaimana?* (What about the activity of listening to the story?)
T: *Ya kalau ceritanya sudah bagus sudah sesuai dengan tema. Anak-anak terlihat senang mendengarkan ceritanya, apalagi ada gambarnya. Mereka bisa duduk tenang mendengarnya.* (The story was good and match with the theme. They listened to the story happily; moreover you used pictures to deliver the story. They sit and listened to the story quietly)

(Appendix B: The Interview Transcripts of Unit 1)

…….

ii. Input

The input in this task was story pictures. Those pictures were used for telling story and there were some characters there. The story was easy to be

understood by the children and also the pictures were clear and colorful so that the children were interested to listen to the story. And also it was appropriate for kindergarten children. This was supported by the quotation of the filed note below.

……

R: *Kalau gambarnya bagaimana Pak?* (What about the pictures?)
T: *Untuk gambar mungkin agak diperbesar lagi ukurannya Bu. Tapi kalau untuk warna dan gambarnya sendiri sudah bagus. Pas untuk anak-anak usia TK. Anak-anak jadi betah mendengarkan ceritanya.* (The pictures' size need to be enlarged. It was clear and good for the color. It was appropriate to the kindergarten children. They listened to the story calmy)

(Appendix B: The Interview Transcripts of Unit 1)

…….

iii. Activities

The activities in this task, the children were listening to the story. The story is about Zoo entitled Tom Went to the Zoo. The children had to answer some questions according to the story. Those questions were about content of the story, such as characters on the story, etc. Some children could answer those questions easily; some could not answer it well, as it was written in the interview transcript below.

…….

R: *Untuk kegiatan setelah mendengarkan cerita bagaimana Pak?* (What about the activity after listening to the story?)
T: *Yang menyebutkan peran dari cerita ya?* (Was it mentioning the characters from the story?)
R: *Iya* (Yes)
T: *Mereka tadi bisa menyebutkan dengan baik, ya walaupun dalam Bahasa Indonesia artinya mereka dapat menangkap isi cerita tadi.* (They could do the task well, they mentioned them correctly, although they used Bahasa, it means they could understand the story well)

(Appendix B: The Interview Transcripts of Unit 1)

…….

iv. Teacher Role

In this task, the teacher acted as the controller and the model. She was expected to get the children's attention while she was delivering a story. This was supported by the following transcript below. below.

…….

R: *Oya Pak, untuk kegiatan mendengar cerita tadi bagaimana?* (What about the activity of listening to the story?)
T: *Ya kalau ceritanya sudah bagus sudah sesuai dengan tema. Anak-anak terlihat senang mendengarkan ceritanya, apalagi ada gambarnya. Mereka bisa duduk tenang mendengarnya.* (The story was good and match with the theme. They listened to the story happily; moreover you used pictures to deliver the story. They sit and listened to the story quietly)

(Appendix B: The Interview Transcripts of Unit 1)

…….

v. Learner Role

In this Task, the children were expected actively to participate in telling a story. The children were also mentioning the characters on the story. They could do the task well because the teacher had mentioned the words earlier. This was proved by the following transcript below.

…….

R: *Jadi anak-anak tadi bisa menjawab pertanyaan dari saya tentang content dari cerita ya Pak?* (So the children could answer the questions about the content of the story from me)
T: *Iya sudah. Mereka menjawabnya dengan baik, ya itu tadi meskipun mereka menjawabnya dengan Bahasa Indonesia tapi mereka paham dengan isi cerita.* (Yes they have. They answered it well, even though they answered it with Bahasa but the important thing is they understand the story)

(Appendix B: The Interview Transcripts of Unit 1)

…….

vi. Settings

The setting in this Task involved all children to participate actively in listening to the story. They had to mention the characters on the story too. This

task gave them appropriate setting to say some words correctly and to practice it. As it had been seen in the implementation, all of them did great in pronouncing and practiced it. This was supported by the interview transcript below.

…….

R: *Tapi setelah saya sebutkan Bahasa Inggrisnya, mereka bisa mengikutinya dengan baik?* (What happened after I mention in English, did they follow it well?)
T: *Sebagian besar iya*. (For most of them, yes)
(Appendix B: The Interview Transcripts of Unit 1)
…….

c. Let's Do It

i. Goals

The goal of Task 1 was to introduce kinds of public place and to make the children know how to pronounce the kinds of public place through pictures. The kinds of public places in the pictures were easy to be identified. This was supported by the interview transcript below.

…….

R: *Kalau untuk kegiatan di part C Let's Do It apakah sudah sesuai dengan anak-anak di TK belum Pak?* (What about the activity in Part C, Let's Do It, was it appropriate to the kindergarten children?)
T: *Yang menyebutkan Public Places ya?* (Was it mentioning *Public Places?*)
R: *Iya Pak* (Yes)
T: *Sudah. Ya mungkin sebagian besar bisa. Dan selain anak-anak bisa menyebutkannya juga bisa mengikuti dalam pronunciation dengan baik. Karena njenengan memakai gambar untuk mengajarkannya.* (Yes It has. Maybe it was just some of the children could mention the names of *Public Places*, except that, they pronounced them well. Because you used picture cards to teach it)
(Appendix B: The Interview Transcripts of Unit 1)
…….

The goal in task 2 was to make the children sing the song "We're Going to the Zoo" while they were clapping their hands. It was a new song for them but

they could sing the song well after some trials, as it was supported in the following transcript below.

…….

R: *Kalau lagu yang tentang Zoo?* (What about the song of *Zoo?*)
T: *Ya lagu itu baru untuk anak-anak. Pada awalnya mereka terlihat kesulitan dalam menyanyikannya tapi setelah dinyanyikan berulang-ulang mereka dapat menyanyikannya dengan baik.* (Ya the song was new to the children. For the first time they got difficulty in singing the song, but after they sang again and again they could sing the song well)
(Appendix B: The Interview Transcripts of Unit 1)
…….

ii. Input

The input in Task 1 was the pictures of public places. The children were easily identified the pictures. The pictures' size was fit and colorful. This was supported by the interview transcript below.

…….

R: *Eh tadi gambarnya gimana, bagus tidak?* (Eh what do you think about the picture cards, were they good?)
S1*: Bagus Bu, ada kebun binatang, trus…. emm rumah sakit…apalagi yaa…*(They were good, there were *zoo*, then…emm *hospital*…what else…)
(Appendix B: The Interview Transcripts of Unit 1)
…….

The input in task2 was a song entitled We're Going to the Zoo. The song was new for the children. In the beginning it was difficult for the children to sing the song. But after some times repeating the song, finally they could sing it well. It was shown in the following transcript below..

…….

R: *Kalau lagu yang tentang Zoo?* (What about the song of *Zoo?*)
T: *Ya lagu itu baru untuk anak-anak. Pada awalnya mereka terlihat kesulitan dalam menyanyikannya tapi setelah dinyanyikan berulang-ulang mereka dapat menyanyikannya dengan baik.* (Ya the song was new to the children.

For the first time they got difficulty in singing the song, but after they sang again and again they could sing the song well)

(Appendix B: The Interview Transcripts of Unit 1)

…….

iii. Activities

The activity in task 1 was listening to the teacher and the children were saying the names of Public Places and pronounce it correctly. The children easily pronounced the words and they did it enthusiastically as it written in the interview transcript below.

…….

R: *Oya tadi menyebutkan tempat-tempat Public Places bisa?* (Could you mention the names of *Public Places*?)
S1: *Mmm…yang mana?* (Mmm…which one?)
R: *Ada Zoo…terus?* (Zoo…and then?)
S1: *Oh itu kebun binatang…*(Oh that is *kebun binatang*)
R: *Apa lagi?* (What else?)
S2: *Rumah sakit* (Rumah Sakit)
R: *Bahasa Inggrisnya?* (In English?)
S1: *Hospital*
R: *Yes great.*

(Appendix B: The Interview Transcripts of Unit 1)

…….

The activity in task 2 was singing a song. The song was We're Going to the Zoo. It was a new song to the children, but the children sang the song enthusiastically although they needed some times to sing it well as it seen by the following transcript below.

…….

R: *Bisa ga nyani lagunya yang Zoo?* (Could you sing the song about *Zoo*?)
S1: *Bisa bu…tapi susah.* (I could sing it…but it was difficult)
S2: *Aku tadi bisa bu nyanyinya, tapi lupa sekarang…hehe* (I could sing it, but I forget now…hehe)

(Appendix B: The Interview Transcripts of Unit 1)

…….

iv. Teacher Role

In task 1, the teacher acted as the controller and the model. She was expected to get the children's attention using pictures, also gave the correct example in saying and pronounced it well. The children easily did it. Therefore, this task made her played the teacher role well. This was supported by the following transcript below.

…….

R: *Kalau untuk kegiatan di part C Let's Do It apakah sudah sesuai dengan anak-anak di TK belum Pak?* (What about the activity in Part C, Let's Do It, was it appropriate to the kindergarten children?)
T: *Yang menyebutkan Public Places ya?* (Was it mentioning *Public Places?*)
R: *Iya Pak* (Yes)
T: *Sudah. Ya mungkin sebagian besar bisa. Dan selain anak-anak bisa menyebutkannya juga bisa mengikuti dalam pronunciation dengan baik. Karena njenengan memakai gambar untuk mengajarkannya.* (Yes It has. Maybe it was just some of the children could mention the names of *Public Places*, except that, they pronounced them well. Because you used picture cards to teach it)

(Appendix B: The Interview Transcripts of Unit 1)

…….

In task 2, the teacher acted as the organizer and was expected to introduce the song and invited the children to sing along. In the beginning, she gave the example how to sing this song. Therefore, they sang this song enthusiastically and freely, as it were supported by the following transcript below.

……

R: *Kalau lagu yang tentang Zoo?* (What about the song of *Zoo?*)
T: *Ya lagu itu baru untuk anak-anak. Pada awalnya mereka terlihat kesulitan dalam menyanyikannya tapi setelah dinyanyikan berulang-ulang mereka dapat menyanyikannya dengan baik.* (Ya the song was new to the children. For the first time they got difficulty in singing the song, but after they sang again and again they could sing the song well)

(Appendix B: The Interview Transcripts of Unit 1)

…….

v. Learner Role

In Task 1, the children were expected to say the names of Public Places and to pronounce it correctly. Also they acted it out individually in front of the class. This can be seen from the quotation below.

…….

R: *Tadi disuruh maju mas Rachfli mau?* (Did you come to the front?)
S1: *Aku tadi maju bu* (I did)
R: *Bisa mengerjakan tugasnya yang menyebutkan nama-nama tempat tadi?* (Could you mention the names of the *Public Places*?)
S1: *Bisa bu.* (Yes I could do)
(Appendix B: The Interview Transcripts of Unit 1)

…….

In task 2, the children were expected to participate actively in singing the song. They could sing the song well, as it written in the following of the field note.

…….

R: *Nah, kalau lagu tentang Zoo? Bisa nyanyinya ga?* (What about the Zoo song? Could you sing it?)
S1: *Pertamanya susah bu* (It was difficult for the beginning)
S2: *Tapi aku bisa kog bu* (But I could sing it)
(Appendix B: The Interview Transcripts of Unit 1)

…….

vi. Setting

The setting in task 1 involved all children to participate actively in saying the names of Public Places and also they pronounce it correctly. This task gave them appropriate setting to say the expression correctly and to practice it. As it had been seen in the implementation, all of them did great in pronouncing and practiced it. This was supported by the interview transcript below.

…….

R: *Kalau untuk kegiatan di part C Let's Do It apakah sudah sesuai dengan anak-anak di TK belum Pak?* (What about the activity in Part C, Let's Do It, was it appropriate to the kindergarten children?)
T: *Yang menyebutkan Public Places ya?* (Was it mentioning *Public Places?*)
R: *Iya Pak* (Yes)
T: *Sudah. Ya mungkin sebagian besar bisa. Dan selain anak-anak bisa menyebutkannya juga bisa mengikuti dalam pronunciation dengan baik. Karena njenengan memakai gambar untuk mengajarkannya.* (Yes It has. Maybe it was just some of the children could mention the names of *Public Places*, except that, they pronounced them well. Because you used picture cards to teach it)

(Appendix B: The Interview Transcripts of Unit 1)

…….

The setting in task 2 involved all children to sing the song together. Based on the implementation, they sang the song actively, as it was seen by the following transcript below..

…….

R: *Kalau lagu yang tentang Zoo?* (What about the song of *Zoo?*)
T: *Ya lagu itu baru untuk anak-anak. Pada awalnya mereka terlihat kesulitan dalam menyanyikannya tapi setelah dinyanyikan berulang-ulang mereka dapat menyanyikannya dengan baik.* (Ya the song was new to the children. For the first time they got difficulty in singing the song, but after they sang again and again they could sing the song well)

(Appendix B: The Interview Transcripts of Unit 1)

…….

d. Let's Have a Break

i. Goals

The goal of task 1 was to intake the children know how to say the expression of wash hands. The expression in this part was easily understood by the children. This was supported by the interview transcript below.

……

R: *Bagaimana dengan ekspresi dari instruksi Washing Hands tadi Pak?* (How about the expression from the *Washing Hands* instruction?)

T: *Oya itu ekspresinya sederhana untuk anak-anak usia TK juga mudah dipahami. Dan tadi mereka dapat mengikutinya dengan baik.* (Oh that was simple for the kindergarten children and they were easy to understand the expression. And they could follow it well)

(Appendix B: The Interview Transcripts of Unit 1)

…….

The next task, the teacher with the children sang a "Wash Your Hands" chant together, in order that the children could express it well. They did in enthusiastically as it written in the interview transcript below.

…….

R: *Kalau chant Wash Your Hands Pak?* (What about *Wash Your Hands* chant?

T: *Ya pada awalnya anak-anak terlihat kesusahan, tapi dengan diulang-ulang mereka pada akhirnya bisa menyanyikannya.* (In the beginning they difficult to sing the chant, in the end they could sing the chant well after repeating it)

(Appendix B: The Interview Transcripts of Unit 1)

…….

ii. Input

The input in task 1 was the expression of washing hands. The children easily understood the expression. This was supported by the interview transcript below..

…….

R: *Tadi pas cuci tangan sebelum makan snack kalian belajar apa?* (What did you learn when you were washing your hands before you ate the snacks?)

S1: *Emm itu lho…*(Emm that was…)

R: *Yang perintah untuk cuci tangan?* (That was an instruction of washing hands)

S1: *Iya* (Yes)

R: *Kalau dalam Bahasa Inggris bagaimana? Let's wash…*(What did you say it in English? *Let's wash*…)

S1: *hands*

R: *Yes, Let's wash your hands.*

(Appendix B: The Interview Transcripts of Unit 1)

…….

The input in task 2 was a chant entitled Wash Your Hands. The chant was new for the children. in the beginning it was difficult for the children to sing the chant. But after some times repeating the chant, finally they could sing it well. It was shown in the following transcript below.

…….

R: *Kalau chant Wash Your Hands Pak?* (What about *Wash Your Hands* chant?
T: *Ya pada awalnya anak-anak terlihat kesusahan, tapi dengan diulang-ulang mereka pada akhirnya bisa menyanyikannya.* (In the beginning they difficult to sing the chant, in the end they could sing the chant well after repeating it)

(Appendix B: The Interview Transcripts of Unit 1)

…….

iii. Activities

The activity in task 1 was role play. The children acted out the expression with good pronunciation. They did it well as it written in the interview transcript below.

…….

R: *Untuk aktivitasnya sesuai tidak Pak dengan anak-anak TK?* (How about the activity, was it appropriate to the kindergarten children?)
T: *Saya rasa sesuai karena ketika mereka diinstruksikan untuk cuci tangan dengan menggunakan instruksi Bahasa Inggris mereka langsung paham.* (I think it was appropriate, it can be seen when they were asked to wash hands with the English instruction they understood directly)

(Appendix B: The Interview Transcripts of Unit 1)

…….

However, a few children were shy to practice it in front of the class, as it showed in the following transcript.

…….

R: *Tapi tadi kenapa Mas Fuad malu-malu ketika disuruh maju ke depan kelas?* (Why were you shy when you were asked to act in front of the class?)
S2: *Lha kalau sendiri malu Bu…* (I was shy if I went to the front alone)
R: *Berarti kalau berdua berani?* (So if you went to the front in pairs, you would be brave?)
S2: *Iya Bu berani* (Yes I would)

(Appendix B: The Interview Transcripts of Unit 1)

…….

The activity in task 2 the children were expected to participate actively in singing the chant. The chant was easy to be sung. Therefore, they could sing this chant well. This could be seen in the following transcript below..

…….

R: *Kalau chant Wash Your Hands Pak?* (What about *Wash Your Hands* chant?
T: *Ya pada awalnya anak-anak terlihat kesusahan, tapi dengan diulang-ulang mereka pada akhirnya bisa menyanyikannya.* (In the beginning they difficult to sing the chant, in the end they could sing the chant well after repeating it)

(Appendix B: The Interview Transcripts of Unit 1)

…….

iv. Teacher Role

In task 1, the teacher acted as the controller and model. She asked children's attention using the expression. This was proven by the following transcript below.

…….
R: *Bagaimana dengan ekspresi dari instruksi Washing Hands tadi Pak?* (How about the expression from the *Washing Hands* instruction?)
T: *Oya itu ekspresinya sederhana untuk anak-anak usia TK juga mudah dipahami. Dan tadi mereka dapat mengikutinya dengan baik.* (Oh that was simple for the kindergarten children and they were easy to understand the expression. And they could follow it well)

(Appendix B: The Interview Transcripts of Unit 1)

…….

In task 2, the teacher acted as an organizer and was expected to introduce the chant and invited the children to sing the chant along. In the beginning, she gave the example of how to sing this song. Therefore, they sang this song enthusiastically and freely, as it supported in the following transcript below.

…….

R: *Kalau chant Wash Your Hands Pak?* (What about *Wash Your Hands* chant?
T: *Ya pada awalnya anak-anak terlihat kesusahan, tapi dengan diulang-ulang mereka pada akhirnya bisa menyanyikannya.* (In the beginning they difficult to sing the chant, in the end they could sing the chant well after repeating it)

(Appendix B: The Interview Transcripts of Unit 1)

…….

v. Learner Role

In task 1, the children were expected to say the expression actively and acted it out individually in front of the class. The expression was easy to say so they could do the task well. This was supported by the following transcript below..

……

R: *Tadi pas cuci tangan sebelum makan snack kalian belajar apa?* (What did you learn when you were washing your hands before you ate the snacks?)
S1: *Emm itu lho…*(Emm that was…)
R: *Yang perintah untuk cuci tangan?* (That was an instruction of washing hands)
S1: *Iya* (Yes)
R: *Kalau dalam Bahasa Inggris bagaimana? Let's wash…*(What did you say it in English? *Let's wash…*)
S1: *hands*
R: *Yes, Let's wash your hands.*

(Appendix B: The Interview Transcripts of Unit 1)

…….

In task 2, the children were expected to participate actively in singing the chant. They did the task well, as it written in the following transcript below..

……
R: *Kalau lagunya yang Wash Your Hands bagaimana?* (What about the song *Wash Your Hands?*)
S1: *Agak susah Bu* (It's a little bit difficult Mam)
S2: *Tadi aku bisa nyanyinya* (I could sing the song)
(Appendix B: The Interview Transcripts of Unit 1)
…….

vi. Settings

The setting in task 1 involved all children to participate actively in saying and practicing the expression. This task gave them appropriate setting to pronounce the expression correctly and to pronounce it. This was supported by the interview transcript below..

…….
R: *Anak-anak tadi sudah bisa melafalkan dengan baik belum Pak?* (Have the children pronounced the expression well or yet, Sir?)
T: *Ya rata-rata sudah bisa Bu karena ada pengulangan untuk melafalkan kalimat tersebut.* (Some of them could do the task well because there was repeating pronunciation)
(Appendix B: The Interview Transcripts of Unit 1)
…….

The setting in task 2 allowed all children to sing the chant together while they were washing their hands. This supported by the following transcript below..

…….
R: *Mereka tadi nyanyinya bagaimana Pak?* (How did they sing the song Sir?)
T: *Ya mereka tadi saya lihat menyanyikan lagunya dengan antusias mungkin karena mereka nyanyinya bareng-bareng pas cuci tangan.* (Yes I saw they sang the song enthusiastically, maybe they were singing together while washing their hands)
(Appendix B: The Interview Transcripts of Unit 1)
…….

e. “Yes I can!”

i. Goal

There were two tasks in this part. The first task was ‘Tracing and Matching’, that was matching picture with the suitable name. The goal of this task was to intake the children recognize more about Tourism Places from pictures, and also know how to write the name of it. They can did it easily and very enthusiast. This was proved by the following transcript below..

> …….
> R: *Bisa dibilang anak-anak bisa menghubungkan antara gambar sesuai dengan namanya ya Pak?* (It can be said that the children could trace and match the pictures and the names Sir?)
> T: *Ya betul Bu. Jadi anak-anak sudah tahu nama-nama Public Places dalam Bahasa Inggris.* (Yes it is. So they knew the names of Public Places in English)
> (Appendix B: The Interview Transcripts of Unit 1)
> …….

The second task was ‘Arranging Puzzle’. In this task the children had to arrange pieces of a picture, so it became a whole picture. They could do the task easily because they were usualy do that kind of task. This was supported by the interview transcript below..

> …….
> R: *Kalau tugas yang menyusun puzzle Pak?* (What about the task Arranging Puzzle?)
> T: *Oh ya yang itu anak-anak terlihat mudah sekali dalam mengerjakannya. Mungkin karena mereka sudah terbiasa dengan tugas tersebut.* (Oh ya they could do the task easily maybe because they used to do the task before)
> (Appendix B: The Interview Transcripts of Unit 1)
> …….

ii. Input

The input of the Task 1 was a worksheet with pictures of public places and the names. All of pictures have been learned by the children in the previous task. The pictures in this worksheet were clear and the size was appropriate. Writing the names was also easy because the children just traced the letters. This was supported by the interview transcript below..

…….
R: *Untuk lembar kerjanya sendiri bagaimana Pak?* (How about the worksheet Sir?)
T: *Saya rasa sudah sesuai dengan tema dan tujuan. Juga sesuai untuk anak-anak usia TK Kelas B.* (I think it was appropriate to the theme and function. And also it was appropriate to the kindergarten children)
(Appendix B: The Interview Transcripts of Unit 1)
…….

The input of the Task 2 was a worksheet was a worksheet with a random puzzle of a picture from the story in the previous part. The puzzle was simple it consisted of pieces of a picture, there were six pieces. The children loved their puzzle since it was interesting for them. It can be seen from the interview transcript below..

…….
R: *Kalau lembar kerjanya Pak?* (What about the worksheet Sir?)
T: *Ya yang ini juga sudah sesuai dengan tema dan tujuan serta sesuai untuk anak-anak di TK. Dengan potongan sejumlah 6 keping, gambarnya tidak besar dan juga tidak terlalu kecil. Sudah pas.* (Ya this was also appropriate to theme and function as well as to the kindergarten children. With the 6 pieces of a picture, and the picture was not too big neither too small. It was the right size)
(Appendix B: The Interview Transcripts of Unit 1)
…….

iii. Activities

The activity of the Task 1 was drawing lines from pictures to the correct names. The pictures were clear and the materials also had already learned before. The letters were also clear. This can be seen by the following transcript below.

……..…
R: *Tapi tadi Mas Bayu bisa ga ngerjakan tugasnya? Yang menghubungkan gambar sama tulisannya bisa ga?* (How was the task, could you do it? The task was tracing and matching between the pictures and the names)
S1: *Bisa Bu gampang* (It was easy Mam)
(Appendix B: The Interview Transcripts of Unit 1)
…….

The activity of the Task 2 was arranging the puzzle into a good picture, as it written in the following transcript below..

…….
R: *Mbak Cahya gimana? Bisa tadi nyusun puzzlenya?* (Mbak Cahya how was the task arranging puzzle? Could you do that?)
S3: *Bisa* (Yes I could)
(Appendix B: The Interview Transcripts of Unit 1)
…….

iv. Teacher Role

In Task 1, the teacher was expected to guide the children in matching the pictures with the names correctly and also in tracing the lines correctly. She played the role well. This can be proved by the following transcript below.

…….....
T: *Tadi njenengan sudah menjalankannya dengan baik. Anak-anak yang kesulitan hanya dibantu caranya saja tetapi tidak dibantu mengerjakan.* (You did your role well as a teacher. You just guide them how to do the task but not helped them to do the task)
(Appendix B: The Interview Transcripts of Unit 1)
…….

In Task 2, the teacher was expected to guide the children in arranging the puzzle, so the children could do the task smoothly, as can be seen from the following transcript below..

…….
R: *Di tugas yang nyusun puzzle saya juga membantu beberapa anak tadi Pak, karena tadi anak yang sempat kehilangan beberapa keeping puzzle.* (In the task arranging puzzle I was helping some children, because there was a child lose their pieces of picture)
T: *Ya itu tidak apa-apa Bu, asalkan tidak membantu mereka mengerjakan tugasnya dari awal sampai akhir* (It was fine Bu, as long as you did not help them to do the task from the beginning till finish)
(Appendix B: The Interview Transcripts of Unit 1)
…….

v. Learner Role

In Task 1, the children were expected to connect the pictures of public places and also they were expected to trace the line correctly. They could do it well. This can be seen by the following transcript below..

…….
R: *Kalau yang tugas menghubungkan gambar dengan tulisan tadi bisa ga?* (What do you think about the task tracing and matching pictures with the names, was it easy?)
S1: *Bisa tu gampang* (It was easy)
R: *Kalau Mas Fuad?* (What about you Mas Fuad?)
S2: *Emm…bisa hehe* (Emm…it was easy hehe)
(Appendix B: The Interview Transcripts of Unit 1)
…….

In Task 2, the children were expected to arrange the puzzle into correct picture. They had to cut six pictures and stock them on together to be a correct picture. They did the task well. This supported by the following transcript below..

…….

R: *Bagaimana dengan puzzlenya, bisa tadi?* (How was the puzzle, could you do the task well?)
S2: *Bisa Bu gampang itu.* (Yes it was easy)
(Appendix B: The Interview Transcripts of Unit 1)
…….

vi. Settings

In Task 1, it is allowed the children to draw the lines from public places to the names correctly. This task provided them a setting to do this task individually, as it stated from the following transcript below..

…….
R: *Tapi tadi Mas Bayu bisa ga ngerjakan tugasnya? Yang menghubungkan gambar sama tulisannya bisa ga?* (How was the task, could you do it? The task was tracing and matching between the pictures and the names)
S1: *Bisa Bu gampang* (It was easy Mam)
R: *Tadi dikerjakan sendiri atau dibantu?* (Did you do the task by yourself or you were helped by your teacher?)
S1: *Ngerjain sendiri lah Bu.* (I did it by myself)
(Appendix B: The Interview Transcripts of Unit 1)
…….

In Task 2, it is involved the children to arrange the puzzle into a good picture. This task provided them a setting to do this task individually. But the children took time to finish the work, as it is written from the following transcript below.

…….
R: *Mbak Cahya gimana? Bisa tadi nyusun puzzlenya?* (Mbak Cahya how was the task arranging puzzle? Could you do that?)
S3: *Bisa* (Yes I could)
R: *Tapi tadi siapa yang dibantuin hayooo?* (Who was helped on doing the task?)
S3: *Nggak dibantuin Bu…tadi ngerjain sendiri kog…* (I was not helped, I was singing by myself)
(Appendix B: The Interview Transcripts of Unit 1)
…….

f. ‘Let’s Go Home’

i. Goals

This Task 1 was to make the children know how to say the expression of giving instruction to pray. And also they learned an expression of Goodbye. The expression was easy understood by the children because it was simple expression. This can be proved from the following transcript below..

> …….
> R: *Kalau yang kegiatan penutup bagaimana Pak? Ekspresi yang diajarkan sudah sesuai dengan anak-anak di TK?* (What about the closing activity? Was the expression appropriate to the kindergarten children?)
> T: *Yang ini ya…yang ini ekspresinya sudah pas Bu. Simpel dan sesuai untuk anak-anak di TK.* (This one…well this was fit. It was simple and appropriate to the kindergarten children)
> (Appendix B: The Interview Transcripts of Unit 1)
> …….

The Task 2, it was to make the children sing the song “Goodbye” before they leave the class. They could do the task freely because the song was simple and easy to be sung. This can be seen by the following transcript below..

> …….
> R: *Untuk lagu Goodbye nya bagaimana Pak?* (What about the Goodbye song?)
> T: *Ya lagunya sepertinya mudah dipelajari oleh anak-anak. Tadi waktu mereka menyanyikan lagu itu, mereka senang mengikutinya. Mungkin karena lagunya sederhana dan mudah untuk dipelajari.* (It was easy to be learned by the children. It could be seen when they sang the song, they were happy to do it. Maybe because the song was simple and easy to be learned)
> (Appendix B: The Interview Transcripts of Unit 1)
> …….

ii. Input

In Task 1, it was an expression of the instruction of a prayer. The children easily understood the expression. This was supported by the following transcript below.

…….
R: *Tadi ketika disuruh berdoa sebelum pulang, perintahnya bisa diikuti ga?* (Could you follow the expression of praying before you go home?)
S1: *Yang apa to Bu?* (Which one?)
R: *Emm…yang Ibu bilang Let's Say a Prayer. Bisa?* (Emm…which I said Let's Say a Prayer. Could you do it?)
T: *Oh yang mau pulang itu? Bisa.* (Oh that one was said before go home. I could do it)
(Appendix B: The Interview Transcripts of Unit 1)
…….

In Task 2, it was a song entitled "Goodbye." The researcher needed to teach the song to the children first because the song was new for the children, so that they will be familiar with the song. In the end, the children could sing it well, because the song was simple and easy to be sung. It was shown in the following transcript below.

…….
T: *Ya lagunya sepertinya mudah dipelajari oleh anak-anak. Tadi waktu mereka menyanyikan lagu itu, mereka senang mengikutinya. Mungkin karena lagunya sederhana dan mudah untuk dipelajari.* (It was easy to be learned by the children. It could be seen when they sang the song, they were happy to do it. Maybe because the song was simple and easy to be learned)
R: *Tapi sebelumnya sudah pernah diajarkan belum Pak?* (Has it been learned before?)
T: *Oh belum pernah, mereka baru mendengar dan mempelajarinya. Tapi mereka bisa menyanyikannya dengan baik setelah diulang-ulang.* (Oh not yet. But they could sing it very well after repeating)
(Appendix B: The Interview Transcripts of Unit 1)
…….

iii. Activities

The activities in Task 1 were practicing the instruction. The children practiced the instruction together and acted it out. They did it enthusiastically, as written in the following transcript below.

…….
T: *Oh ya mereka tadi juga ketika mengekspresikan ekspresi tersebut secara bersama-sama. Jadi mereka termotivasi untuk melafalkannya dengan benar satu sama lain.* (Oh ya they acted it out together. So, it motivated them to pronounce it correctly)
(Appendix B: The Interview Transcripts of Unit 1)
…….

The activity in Task 2 was singing the song. This song was Goodbye. The children could sing the song well and they merrily sing it, as it written in the following transcript below.

…….
R: *Kalau lagu Goodbye tadi kalian suka ga?* (What about the Goodbye song, did you like it?)
Ss: *Suka.* (I like)
R: *Bisa kan nyanyinya?* (Could you sing it?)
S1: *Aku bisa Bu* (I could sing it)
S2: *Aku juga bisa* (I could sing it too)
(Appendix B: The Interview Transcripts of Unit 1)
…….

iv. Teacher Role

In Task 1, the teacher acted as the controller and the model. She was expected to get the children' attention using instructions, also gave the correct example in saying and pronouncing it. Therefore, this task made her played the teacher role well. This was supported by the following transcript below.

…….

R: *Tadi saya sudah menyampaikannya sudah sesuai dan pas untuk anak-anak usia TK ya Pak?* (Have I delivered according to the kindergarten children?)
T: *Iya Bu tadi njenengan di awal sudah memberikan contoh pelafalan yang benar jadi mereka bisa mengucapkan ekspresi tersebut dengan benar.* (Yes, in the beginning you gave the correct example of pronouncing the expression so they could pronounced it correctly)
(Appendix B: The Interview Transcripts of Unit 1)
…….

In task 2 the teacher acted as the organizer and was expected to introduce the song and invited the children to sing along. In the beginning, she gave the example how to sing this song. Therefore, they sang this song enthusiastically and freely, as it was supported by the following transcript below.

…….
R: *Untuk lagu Goodbye nya bagaimana Pak?* (What about the Goodbye song?)
T: *Ya lagunya sepertinya mudah dipelajari oleh anak-anak. Tadi waktu mereka menyanyikan lagu itu, mereka senang mengikutinya. Mungkin karena lagunya sederhana dan mudah untuk dipelajari.* (It was easy to be learned by the children. It could be seen when they sang the song, they were happy to do it. Maybe because the song was simple and easy to be learned)
(Appendix B: The Interview Transcripts of Unit 1)
…….

v. Learner Role

In task 1, the children were expected to say the expression actively and acted it but in front of class. The expression was easy understood so they could do the task well. It was proved by the following transcript below.

…….
R: *Tadi ketika disuruh berdoa sebelum pulang, perintahnya bisa diikuti ga?* (Could you follow the expression of praying before you go home?)
S1: *Yang apa to Bu?* (Which one?)
R: *Emm…yang Ibu bilang Let's Say a Prayer. Bisa?* (Emm…which I said Let's Say a Prayer. Could you do it?)

T: *Oh yang mau pulang itu? Bisa.* (Oh that one was said before go home. I could do it)

(Appendix B: The Interview Transcripts of Unit 1)

…….

In task 2, the children were expected to participate actively in singing the song. The song was easy to be sung. Therefore, they could sing well. This could be seen in the following transcript below.

…….

R: *Kalau lagu Goodbye tadi kalian suka ga?* (What about the Goodbye song, did you like it?)

Ss: *Suka.* (I like)

R: *Bisa kan nyanyinya?* (Could you sing it?)

S1: *Aku bisa Bu* (I could sing it)

S2: *Aku juga bisa* (I could sing it too)

(Appendix B: The Interview Transcripts of Unit 1)

…….

vi. Settings

The setting in the task1 involved all children to participate actively. This task gave them appropriate setting to say the expression correctly and to practice it. As it had been seen in the following transcript, all of them did great in pronouncing and practice it. This was supported by the interview transcript below.

…….

T: *Oh ya mereka tadi juga ketika mengekspresikan ekspresi tersebut secara bersama-sama. Jadi mereka termotivasi untuk melafalkannya dengan benar satu sama lain.* (Oh ya they acted it out together. So, it motivated them to pronounce it correctly)

R: *Jadi mereka sudah berpartisipasi di kegiatan ini dengan baik ya Pak?* (So they were actively participating in this activity?)

T: *Ya bisa dikatakan seperti itu.* (It could be said that)

(Appendix B: The Interview Transcripts of Unit 1)

…….

The setting in task 2 involved all children to sing the song together, the song was Goodbye. Based on the following transcript, they sang the song actively, as it was shown from the interview transcript below.

…….
R: *Untuk lagu Goodbye nya bagaimana Pak?* (What about the Goodbye song?)
T: *Ya lagunya sepertinya mudah dipelajari oleh anak-anak. Tadi waktu mereka menyanyikan lagu itu, mereka senang mengikutinya. Mungkin karena lagunya sederhana dan mudah untuk dipelajari.* (It was easy to be learned by the children. It could be seen when they sang the song, they were happy to do it. Maybe because the song was simple and easy to be learned)
(Appendix B: The Interview Transcripts of Unit 1)
…….

2) Unit 2, Recreation Equipment

a. "Warming Up"

i. Goals

The goal of Task 1 was to make the children repeating the expression of greeting which had learned in the previous meeting. The children could express the expression of greeting well, because they have learned it before as it was proved by the following transcript below.

…….
R: *Coba jawabnya bagaimana? Good Morning mbak Afifah How are You Today?* (How did you answer this? Good Morning mbak Afifah, How are You Today?)
S1: *Emm…Good Morning Bu Dewi, I'm fine thank you. And you?* (Emm…Good Morning Bu Dewi, I'm fine thank you. And you?)
R: *I'm fine too. That is good Mbak Afifah.* (I'm fine too. That is good Mbak Afifah)
(Appendix B: The Interview Transcripts of Unit 2)
…….

The goal of Task 2 was to make the children how to count number 1 to 10 correctly. Most of children could count the numbers correctly and they were so enthusiastic to do it. That can be seen from the following transcript below.

…….
R: *Sekarang sudah bisa kan menghitung 1-10 dengan Bahasa Inggris?* (So, now you can count the number 1-10 in English? Can't you?)
S1: *Aa udah bisa Bu…gampang* (Of course I can…it is easy)
R: *Coba kalau Bahasa Inggrisnya satu apa?* (So what is satu in English?)
S1, S3: *One*. (One)
R: *Ya bagus. Kalau 9?* (Yes great. What about Sembilan in English?)
S1: *Nine.* (Nine)
(Appendix B: The Interview Transcripts of Unit 2)
…….

The goal of Task 3 was to make the children sing the song "Let's Count 1 to 10" It was a new song for them so it was confusing at first. After several times trial, they could sing the song well. And also the researcher taught the children the song with dancing according to the lyric. They did it enthusiastically as it was supported in the following transcript below.

…….
R: *Kalau untuk lagunya bagaimana Pak, yang lagu tentang Numbers.* (What about the song *Numbers*, Sir?)
T: *Oya kalau lagu itu mungkin karena anak-anak baru mendengarnya jadi di awal mereka merasa kesulitan dan tidak kelihatan antusias menyanyikannya. Tapi setelah dinyanyikan dengan bergerak sesuai dengan lirik lagunya, mereka terlihat antusias sekali.* (Oh maybe because of the song was new to the children so, in the first they got difficulty in singing it, and they were not enthusiastically in singing it. But after they sang it while they were dancing according to the song lyric, then they were singing the song enthusiastically)
(Appendix B: The Interview Transcripts of Unit 2)
…….

ii. Input

The input in Task 1 was an expression of greeting. The expression was familiar to the children; they were just repeating the same expression of the greeting which they had learned before. It was shown in the following transcript below.

…….
T: *Kalau untuk instruksi sudah jelas, bisa dilihat anak-anak bisa memahami apa yang harus mereka jawab. Anak-anak mudah mengikutinya Mungkin karena materi tersebut sudah dipelajari sebelumnya dan juga ekspresinya sederhana.* (The instruction was clear, it could be seen the children understood what must they answer. It was easy to be learned by the children. Maybe because the material was learned before and also the expression was simple)

(Appendix B: The Interview Transcripts of Unit 2)

…….

The input in Task 2 was number cards. These cards consisted of numbers from 1 to 10. So there were 10 cards. The children were so interested to learn numbers with those cards so that they counting numbers very well. It was proved by the following transcript below.

…….
T: ……*Apalagi tadi njenengan menggunakan media untuk mengajarkan angka-angka tersebut. Dengan media tersebut anak-anak semakin bersemangat menghafalnya. Tapi mohon nanti flash cardnya dirapikan lagi ya, supaya tidak mudah rusak ketika digunakan untuk belajar.* (……Moreover you were using a media to teach numbers. By the media, the children became more excited to memorize the numbers. But the flash cards need to be fixed, so that the cards will be durable for teaching learning)

(Appendix B: The Interview Transcripts of Unit 2)

…….

The input in Task 3 was a song entitled “Let’s Count 1 to10” The song was new for the children. So, the researcher needed to teach the song to the children so

that they will be familiar with the song. In the end, the children could sing it well. It was shown in the following transcript below.

…….
R: *Kalau untuk lagunya bagaimana Pak, yang lagu tentang Numbers.* (What about the song *Numbers*, Sir?)
T: *Oya kalau lagu itu mungkin karena anak-anak baru mendengarnya jadi di awal mereka merasa kesulitan dan tidak kelihatan antusias menyanyikannya. Tapi setelah dinyanyikan dengan bergerak sesuai dengan lirik lagunya, mereka terlihat antusias sekali.* (Oh maybe because of the song was new to the children so, in the first they got difficulty in singing it, and they were not enthusiastically in singing it. But after they sang it while they were dancing according to the song lyric, then they were singing the song enthusiastically)
(Appendix B: The Interview Transcripts of Unit 2)
…….

iii. Activities

The activity in Task 1 was role play. The children acted out the greeting in pairs. They did it enthusiastically. They were struggling to show it first to their friends, as written in the following transcript below.

…….
R: ….…..…*Yang anak maju dua-dua dan bergantian untuk menebak, apakah sesuai untuk anak-anak usia TK?* (……..what about the activity which they did the task in pairs, was the task appropriate to the kindergarten children?)
T: *Itu sudah sesuai untuk anak-anak usia TK kog Bu. Dan juga tadi mereka bisa melaksanakannya dengan baik.* (That was appropriate to the kindergarten children. Moreover, they did it well)
(Appendix B: The Interview Transcripts of Unit 2)
…….

The activity in Task 2 was counting numbers 1 to 10. The children counting numbers 1 to10 orderly, they did it enthusiastically by point toward the card of the number which the number was mentioned by the researcher. However, a few children were shy to practice it in front of the class, but most of them they could do the task well, as showed in the following transcript below.

…….
R: *Bisa nggak tadi berhitung dengan Bahasa Inggris?* (Could you count the numbers in English?)
S1: *Bisa kog. Yang One, Two, Three, Four, Five, Six, Seven, Eight, Nine, Ten.* (Yes I could. They are *One, Two, Three, Four, Five, Six, Seven, Eight, Nine, Ten*)
R: *Ya betul. Tapi tadi disuruh maju kenapa malu?* (Yes great. But why were you shy when I asked you to do the task in front of the class?)
S1: *Hehe…* (Hehe..)
(Appendix B: The Interview Transcripts of Unit 2)
…….

In task 3 the children were expected to participate actively in singing and dancing the song entitled 'Count 1 to 10'. The song was easy to be sung. Therefore, they could sing this song well and they were actively in singing and dancing the song. This could be seen in the following transcript.

…….
R: *Tadi kalian suka tidak dengan gerak dan lagu tentang angka tadi?* (Did you like to sing and dance about the numbers?)
S1: *Suka Bu.* (I like it)
R: *Kalian semua ikut nyanyi ma nari nggak tadi?* (Did you follow the task or not?)
Ss: *Ikut semua Bu* (We all did it)
(Appendix B: The Interview Transcripts of Unit 2)
…….

iv. Teacher Role

In task 1, the teacher acted as the controller and the model. She was expected to get the children attention using instructions, also gave correct example in saying and pronouncing it. Therefore, this task made her played the teacher role well. This could be seen in the following transcript below.

…….

T: *Kalau untuk instruksi sudah jelas, bisa dilihat anak-anak bisa memahami apa yang harus mereka jawab. Anak-anak mudah mengikutinya Mungkin*

karena materi tersebut sudah dipelajari sebelumnya dan juga ekspresinya sederhana. Mereka bisa melafalkannya dengan benar setelah diberi contoh terlebih dahulu. (The instruction was clear, it could be seen the children understood what they must answer. It was easy to be learned by the children. Maybe because of the material was learned before and also the expression was simple. They pronounced it correctly after you gave the example of correct pronouncing)

(Appendix B: The Interview Transcripts of Unit 2)

…….

In task 2, the teacher also acted as the controller and the model. She was expected to introduce the numbers 1 to 10. In the beginning she gave the example how to count numbers correctly. Then she asked the children to mention the card numbers which was shown by her. Therefore, the children mentioned the numbers correctly and orderly, as it was supported by the following transcript below.

…….
T:…….*Apalagi tadi diawal njenengan memberikan contoh cara pengucapan angka 1-10 dalam Bahasa Inggris dengan pengucapan yang benar.* (……..Moreover, in the beginning you gave the example of correct pronouncing the numbers in English with the correct pronunciation)

(Appendix B: The Interview Transcripts of Unit 2)

…….

In task 3, the teacher acted as the organizer and was expected to introduce the song and invited the children to sing and dance along. In the beginning, she gave the example how to sing and dance this song. Therefore, they sang and danced enthusiastically and freely, as it was supported by the following transcript below.

…….
T: *Oya kalau lagu itu mungkin karena anak-anak baru mendengarnya jadi di awal mereka merasa kesulitan dan tidak kelihatan antusias menyanyikannya. Tapi setelah dinyanyikan dengan bergerak sesuai dengan lirik lagunya, mereka terlihat antusias sekali.* (Oh maybe because of the song was new to the children so, in the first they got difficulty in singing it, and they were not enthusiastically in singing it. But after they sang it while they were dancing according to the song lyric, then they were singing the song enthusiastically)

(Appendix B: The Interview Transcripts of Unit 2)

…….

v. Learner Role

In task 1, the children were expected to say the expression well and acted it out in pairs. They did it actively and could express it well, as it was shown by the interview transcript below.

…….

R: *Tadi yang kalian disuruh maju untuk bercakap-cakap tentang Good morning, How are you? kalian maju tidak?* (You were asked to act out in front of the class in pairs to have a dialogue about Good Morning, How are you? Did you do the task?)

Ss: *Maju Bu* (I did)

R: *Kalian maju semua?* (Did you all do it to the front?)

S1: *Iya, aku sama Athan Bu. Gampang.* (Yes, I did it with Athan. It was easy)

(Appendix B: The Interview Transcripts of Unit 2)

…….

In task 2, the children were expected to count the numbers 1 to 10 orderly. And also they were expected to mention the numbers by cards. They could count the numbers well, as it could be seen from the interview transcript below.

…….

R: *Bisa nggak tadi berhitung dengan Bahasa Inggris?* (Could you count the numbers in English?)

S1: *Bisa kog. Yang One, Two, Three, Four, Five, Six, Seven, Eight, Nine, Ten.* (Yes I could. They are *One, Two, Three, Four, Five, Six, Seven, Eight, Nine, Ten*)

(Appendix B: The Interview Transcripts of Unit 2)

…….

In task 3, the children were expected to participate actively in singing and dancing the song. They could sing and dance actively and did it enthusiastically, as it could be seen from the following transcript below.

…….

R: *Tadi kalian suka tidak dengan gerak dan lagu tentang angka tadi?* (Did you like to sing and dance about the numbers?)
S1: *Suka Bu.* (I like it)
R: *Kalian semua ikut nyanyi ma nari nggak tadi?* (Did you follow the task or not?)
Ss: *Ikut semua Bu* (We all did it)
(Appendix B: The Interview Transcripts of Unit 2)
…….

vi. Setting

In task 1, it was involved all children to participate actively in saying and practicing the expressions. This task gave them appropriate setting to say the expression correctly and to practice it. As it had been shown in the implementation, all of them did great in pronouncing and practice it.

…….
T: *Kalau untuk instruksi sudah jelas, bisa dilihat anak-anak bisa memahami apa yang harus mereka jawab. Anak-anak mudah mengikutinya Mungkin karena materi tersebut sudah dipelajari sebelumnya dan juga ekspresinya sederhana. Mereka bisa melafalkannya dengan benar setelah diberi contoh terlebih dahulu.* (The instruction was clear, it could be seen the children understood what they must answer. It was easy to be learned by the children. Maybe because of the material was learned before and also the expression was simple. They pronounced it correctly after you gave the example of correct pronouncing)
(Appendix B: The Interview Transcripts of Unit 2)
…….

In task 2, it involved all children to participate actively. This task gave them appropriate setting to count the numbers correctly and to practice it. As it had been seen in the implementation, all of them did great in pronouncing and practiced it. This was supported by the interview transcript below..

…….
R: ……*Yang anak maju dua-dua dan bergantian untuk menebak, apakah sesuai untuk anak-anak usia TK?* (……..what about the activity which they did the task in pairs, was the task appropriate to the kindergarten children?)

T: *Itu sudah sesuai untuk anak-anak usia TK kog Bu. Dan juga tadi mereka bisa melaksanakannya dengan baik.* (That was appropriate to the kindergarten children. Moreover, they did it well)

(Appendix B: The Interview Transcripts of Unit 2)

…….

In task 3, allowed all children to sing and dance the song together. Based on the implementation, they sang and danced the song actively, as it was seen in the interview transcript below.

…….

R: *Tadi kalian suka tidak dengan gerak dan lagu tentang angka tadi?* (Did you like to sing and dance about the numbers?)

S1: *Suka Bu.* (I like it)

R: *Kalian semua ikut nyanyi ma nari nggak tadi?* (Did you follow the task or not?)

Ss: *Ikut semua Bu* (We all did it)

(Appendix B: The Interview Transcripts of Unit 2)

…….

b. "Look, Hear and Say"

i. Goal

The goal in this task was to introduce to the children the Recreation Equipments through the pictures and the names. The children were expected to practice it actively in pronouncing the names. They did the task well; they pronounced the names after the teacher showed the pictures of Recreation Equipment. It was shown in the following transcript below.

…….

R: *Mas Gilang gambar ini Bahasa Inggrisnya apa?* (Mas Gilang what is this picture in English?)

S1: *Emm umbrella*

R: *Yes. Kalau yang ini?* (Yes. What about this?)

S2: *Aku tau Bu, itu hat.* (I know that, that is hat)

(Appendix B: The Interview Transcripts of Unit 2)

…….

ii. Input

The input of this task was a set of Recreation Equipment pictures and the names. The pictures were clear but the size needed to be resized. After all the pictures were appropriate to the kindergarten children, so the children were so actively mentioning the pictures' names, as it seen in the quotation in the field note below.

> …….
> R: *Untuk gambar-gambar Recreation Equipment nya bagaimana Pak, sudah sesuai belum?* (How about the Recreation Equipment's pictures, was it appropriate or yet?)
> T: *Oh ya kalau gambar dan warna sudah bagus. Tapi mungkin untuk ukuran dibeasrin lagi ya. Dan juga diberi tulisan cara membacanya di bawah kata Bahasa Inggris.* (The pictures and the colors were good. But the size needed to get bigger. And also it's better to give the written of how to read under the English names)
> (Appendix B: The Interview Transcripts of Unit 2)
> …….

iii. Activities

The activity in this task was listening and pronouncing the name of Recreation Equipment correctly. The children were expected to participate actively and correctly in pronouncing the name of Recreation Equipment. In the beginning the teacher delivered the correct pronouncing of each Recreation Equipment names then the children repeated it. They could pronounce the names well. This could be seen in the following of quotation in the field note below.

> …….
> R: *Untuk kegiatan pronouncing kata-kata Recreation Equipment anak-anak sudah bisa belum tadi Pak?* (Did the children pronounce the names of Recreation Equipment well?)

T: *Tadi di awal anak-anak masih kesusahan, tetapi setelah diulang-ulang mereka bisa melafalkannya dengan baik.* (In the beginning they got difficulty, but after they repeated, they could pronounce it well)

(Appendix B: The Interview Transcripts of Unit 2)

…….

iv. Teacher Role

In this task the teacher acted as the controller and the model. She was expected to get the children attention using pictures, also gave correct example in saying and pronouncing the name of Recreation Equipment. Therefore, this task made her played the teacher role well, as it was supported by the following transcript below.

…….

R: *Untuk saya bagaimana di kegiatan itu Pak? Apa sudah sesuai Pak?* (How was my performance on the activity?)

T: *Ya saya rasa sudah baik. Menyampaikannya sudah runtut.* (I think it was good. You delivered continually)

(Appendix B: The Interview Transcripts of Unit 2)

…….

v. Learner Role

In this task the children were expected to participate actively in listening and pronouncing the name of Recreation Equipment correctly. They could do the task easily. It was proved by the following transcript below..

…….

R: *Untuk kegiatan pronouncing kata-kata Recreation Equipment anak-anak sudah bisa belum tadi Pak?* (Did the children pronounce the names of Recreation Equipment well?)

T: *Tadi di awal anak-anak masih kesusahan, tetapi setelah diulang-ulang mereka bisa melafalkannya dengan baik.* (In the beginning they got difficulty, but after they repeated, they could pronounce it well)

(Appendix B: The Interview Transcripts of Unit 2)

…….

vi. Settings

The setting in this task involved all children to participate actively in listening and pronouncing the name of Recreation Equipment. This task gave them appropriate setting to pronounce the name of Recreation Equipment correctly. As it had been mentioned in the implementation, all of them did great in pronouncing and practiced it.

…….
R: *Mas Gilang gambar ini Bahasa Inggrisnya apa?* (Mas Gilang what is this picture in English?)
S1: *Emm umbrella*
R: *Yes. Kalau yang ini?* (Yes. What about this?)
S2: *Aku tau Bu, itu hat.* (I know that, that is hat)
(Appendix B: The Interview Transcripts of Unit 2)
…….

c. "Let's Do It"

i. Goal

The goal in this task was to make the children choose the pictures belonging to the Recreation Equipments correctly. The children had to cut the pictures after they chose the correct pictures, stuck the glue and then patched them on to a blank paper. They did it enthusiastically, even thought there were one of a student who was still confused. But in the end he could do it easily. It was proved from the interview transcript below.

…….
R: *Tadi mbak Laili bisa mengerjakan tugasnya?* (Did you do the task easily?)
S3: *Emm pertama susah Bu tapi tadi bisa kog* (Emm it was hard in the beginning but lately it was easy)
R: *Susahnya apa tadi?* (Which one was difficult?)

S3: *Ya yang milih gambarnya aku ga bisa.* (I could not do the choosing picture part)
R: *Tapi tadi setelah dibantu bisa kan?* (But you could do the task after helping from teacher)
S3: *Iya gampang.* (Yes it was easy)
(Appendix B: The Interview Transcripts of Unit 2)
…….

ii. Input

The input in this task was a worksheet with pictures of Recreation Equipment and others. Choosing the pictures was also easy because all of pictures have been learned by the children in the previous task. The pictures in this worksheet were clear and the size was appropriate. Cutting the pictures was also easy because the children have done that before and they seemed enthusiastically doing that, as it was written in the interview transcript below..

…….
R: *Bagaimana untuk materi di kegiatan inti pertama Pak?* (What about the material of the first activity?)
T: *Yang menggunting dan menempel ya?* (Cut and patch right?)
R: *Iya Pak. Apa itu sudah baik dan sesuai untuk anak-anak di TK?* (Yes. Was it good and appropriate to the kindergarten children?)
T: *Ya saya rasa itu sudah baik dan sesuai dengan di TK. Dan juga gambarnya berwarna jadi anak-anak tertarik untuk mengerjakannya.* (Yes. I think it was good and appropriate to the kindergarten children. And also it was colorful so the children were interested in doing the task)
(Appendix B: The Interview Transcripts of Unit 2)
…….

iii. Activities

The activity in this task was cutting pictures of Recreation Equipment. The children had to choose the pictures of Recreation Equipment first then they cut and stick the glue on a blank paper. The pictures were clear and the materials also

had already learned before. The children did it easily, as it was proved by the interview transcript below.

…….
R: *Eh kalau gambar-gambar yang tadi dipilih terus digunting sama ditempel bagus tidak?* (Eh what about the pictures did you chose then cut and patch, were they good?)
Ss: *Bagus Bu* (They were good)
R: *Kalian bisa kan mengerjakannya?* (You could do the task easily, right?)
S3: *Aku bisa Bu gampang guntingnya* (I could do cutting the pictures, it was easy)
S2: *Kan dah pernah ngguntingnya* (We ever did that before)
(Appendix B: The Interview Transcripts of Unit 2)
…….

iv. Teacher role

In this task the teacher were expected to guide the children in choosing and cutting the pictures correctly. So the children could do the task smoothly. It could be seen from the interview transcript below.

…….
R: *Tadi ketika saya menyampaikan perintah tugasnya bagaimana Pak?* (How did I when I delivered the instruction of the task?)
T: *Ya sudah jelas kog Bu. Juga ketika ada anak yang kesulitan njenengan hanya membantu mengarahkan, itu sudah benar.* (It was clear. And also you just helped them and directed them, that was correct)
(Appendix B: The Interview Transcripts of Unit 2)
…….

v. Learner Role

In this task the children were expected to choose and cut the pictures of Recreation Equipment. They did it easily and correctly, as it was written in a transcript below.

…….
R: *Kalian bisa kan mengerjakannya?* (You could do the task easily, right?)

S3: *Aku bisa Bu gampang guntingnya* (I could do cutting the pictures, it was easy)
S2: *Kan dah pernah ngguntingnya* (We ever did that before)
(Appendix B: The Interview Transcripts of Unit 2)
…….

vi. Setting

In this task involved all children to choose and cut the pictures correctly. This task provided them a setting to do this task individually. They were so enthusiastic doing this task, as it was seen from the interview transcript below.

…….

T: *Ya saya rasa itu sudah baik dan sesuai dengan di TK. Dan juga gambarnya berwarna jadi anak-anak tertarik untuk mengerjakannya. Dan juga tadi anak-anak sangat antusias ketika mengerjakannya.* (Yes. I think it was good and appropriate to the kindergarten children. And also it was colorful so the children were interested in doing the task. And also they were enthusiastically doing the task)
(Appendix B: The Interview Transcripts of Unit 2)
…….

d. "Break Time"

i. Goal

This task was to make the children know how to say the expression of giving instruction to eat the snacks. The expression in this part was easily understood by the children because they could say it correctly, as it was showed in the following transcript.

…….
R: *Tadi perintah untuk makan snack bagaimana ya, siapa yang ingat?* (Could you remember the instruction of eating snack? What was that?)
S1: *Emm yang nyuruh maem tadi?* (Emm was that the order to eat snack?)
R: *Iya, ingat? Apa coba?* (Yes. Remember? What was that?)
S2: *Aku tau Bu, Let's Eat the Snack.* (I know it, Let's Eat the Snack!)

R: *Yes, correct.* (Yes, correct)

(Appendix B: The Interview Transcripts of Unit 2)

…….

ii. Input

The input in this task was an expression of giving instruction to eat the snack. The expression was taught to the children and they practiced to say the instruction. The researcher had not taught the expression before, but she did not find any difficulties to teach it. Because the children could say and they did the instruction well. It could be seen in the interview transcript below.

…….

T: *Nah, begitu juga dengan anak-anak, karena tadi disampaikan dengan jelas, mereka bisa mengikutinya dengan baik dan diakhir mereka bisa melafalkannya dengan benar. Jadi ekspresinya tergolong simple dan mudah dipelajari anak-anak usia TK.* (Neither do the children, they could follow it well and in the end they pronounced it correctly, because you explained it clearly. So the expression was simple and easy to learn by the kindergarten children)

(Appendix B: The Interview Transcripts of Unit 2)

…….

iii. Activities

The activity of this task was practicing the instruction before they eat snacks and how to pronounce it. The children practiced the instruction together and acted it out. They did it enthusiastically, because the activity was arranged to make the children enjoy the task, as written in the interview transcript below.

…….

R: *Untuk bentuk kegiatannya bagaimana Pak?* (What about the activity Sir?)

T: *Kegiatannya sudah bagus, instruksi jelas, anak-anak bisa mengikuti dengan antusias dan senang.* (The activity was good, the instructions were clear, the children did the task enthusiastically and happily)

(Appendix B: The Interview Transcripts of Unit 2)

…….

iv. Teacher Role

In this task, the teacher acted as the controller and model. She was expected to get the children' attention using instructions, also gave the correct example in saying and pronouncing it. Therefore, this task made her played the teacher role well. This was supported by the following transcript below.

> …….
> T: *Ya tadi gimana, njenengan merasa kesulitan tidak ketika mengajarkannya?* (What about you? Did you get any problems in teaching it?)
> R: *Ya tidak Pak.* (Not at all sir)
> T: *Nah, begitu juga dengan anak-anak, karena tadi disampaikan dengan jelas, mereka bisa mengikutinya dengan baik dan diakhir mereka bisa melafalkannya dengan benar. Jadi ekspresinya tergolong simple dan mudah dipelajari anak-anak usia TK.* (Neither do the children, they could follow it well and in the end they pronounced it correctly, because you explained it clearly. So the expression was simple and easy to learn by the kindergarten children)
> (Appendix B: The Interview Transcripts of Unit 2)
> …….

v. Learner Role

In this task, the children were expected to say the expression actively and acted it out. The expression was easily understood, so they could do the task well. It was proved by the following transcript below.

> …….
> R: *Iya, ingat? Apa coba?* (Yes. Remember? What was that?)
> S2: *Aku tau Bu, Let's Eat the Snack.* (I know it, Let's Eat the Snack!)
> R: *Yes, correct.* (Yes, correct)
> (Appendix B: The Interview Transcripts of Unit 2)
> …….

vi. Settings

The setting in this task involved all children to participate actively. This task gave them appropriate setting to say the expression correctly and to practice it. As it had been seen in the implementation, all of them did great in pronouncing and practice it. This was supported by the interview transcript below.

> …….
> R: *Apa tadi semua anak dapat berpartisipasi dengan aktif dalam kegiatan tersebut Pak?* (Did all the children actively participate in doing the task sir?)
> T: *Ya mereka tadi semua aktif walaupun diawal ada yang bengong seperti Azriel, tapi tadi dia terus mengikuti kegiatannya.* (Yes they all were active although there was a child who expressionless, like Azriel, but then he could follow the activity well)
> (Appendix B: The Interview Transcripts of Unit 2)
> …….

e. "Yes I can!"

i. Goal

The goal in task 1 was to make the children match pictures of Recreation Equipment with the numbers by drawing line. They did it easily because they have learnt counting before, and they did the task correctly. It could be seen by the following transcript below.

> …….
> R: *Untuk tugas di kegiatan inti ke 2 bagaimana Pak? Apakah hasilnya bagus?* (How about the task in the second core activity Sir? Was the result good?)
> T: *Yang menghubungkan jumlah gambar dengan angkanya ya? Itu tadi hasilnya semua bisa mengerjakan semua. Semuanya benar. Ya walaupun pertama tadi ada yang dibantu ya, tapi secara keseluruhan tugas tersebut membuat anak bisa berhitung dengan benar.* (Was it the connecting between the pictures and the numbers? The result was good; they could do the task correctly. Everyone was correct. Although there was some children were helped in the beginning, but overall the task could make the children counting numbers correctly)
> (Appendix B: The Interview Transcripts of Unit 2)
> …….

The goal in task 2 was to make the children participate in a game actively. This game was “A Color Mixing: Magic Glasses Game.” The children had to make the Magic Glasses individually in groups first, wore that Magic Glasses and then they did the game together with friends. They were so enjoy and happy doing this task together with their friends. In the end they played a game and learned about colors in English with their glasses, as it written in the following transcript below.

…….
R: *Gamenya susah ga Pak untuk anak usia TK?* (Was the game difficult to the kindergarten children?)
T: *Emm saya rasa gamenya cocok untuk anak usia TK. Karena pada dasarnya dunia anak TK kan masih bermain dan dengan game tersebut anak-anak bisa bermain dan juga belajar. Mereka tadi sangat menikmati sekali bermain dengan kacamatanya.* (Emm I think the game was appropriate to the kindergarten children. Because the kindergarten children had the nature of playing, and by the game they could play and also learned at the same activity. They were so enjoying the game with the glasses)
(Appendix B: The Interview Transcripts of Unit 2)
…….

ii. Input

The input in task 1 was a worksheet with pictures of Recreation Equipment and the numbers. All of pictures and numbers have been learnt by the children in previous task. The pictures in this worksheet were clear and the size was appropriate. Drawing lines were easy because the children just matched the pictures to the numbers. It could be seen by the interview transcript below.

…….
R: *Untuk lembar kerja anaknya bagiamana Pak? Sudah pas belum?* (What about the worksheet? Was it appropriate?)

T: *Sudah kog Bu, sudah bagus. Dari gambar dan warna sudah pas.* (It was appropriate, that was good. The pictures and the colors were appropriate to the kindergarten)

(Appendix B: The Interview Transcripts of Unit 2)

…….

The input in task 2 was a game "A Color Mixing: Magic Glasses Game" with glasses as the main tools which were made by the children individually, they loved doing this task and they were enthusiastically did the task, as it seen from the interview transcript below.

…….

R: *Ya ya Pak terimakasih atas usulannya. Tapi untuk bahan dan alatnya bagaimana Pak?* (Yes thanks for the suggestion. What about the instruments?

T: *Bagus kog. Maksudnya untuk pembuatan kacamata bisa memanfaatkan barang bekas, dan juga mengajarkan anak-anak untuk berkreasi juga.* (It was good. I meant, we could reuse the seconds, and also taught them for recreate new things (as their toys))

(Appendix B: The Interview Transcripts of Unit 2)

…….

iii. Activities

The activity in task 1 was drawing lines from pictures to the correct numbers. The pictures were clear and the materials also had already learned before. The children did it easily, as it written in a transcript below.

…….

R: *Tadi bisa mengerjakan tugas yang menghubungkan gambar sama angka?* (Could you do the task?)

S1: *Bisa Bu gampang banget. Aku tadi kan dapet bintang 4 to Bu.* (It was easy. I got 4 stars, right?)

(Appendix B: The Interview Transcripts of Unit 2)

…….

The activity in task 2 was joining in game "A Color Mixing: Magic Glasses Game." But before that, the children had to make glasses individually. In the

beginning, they were confused but with the teacher's guidance they could make it. Then they could follow the game enthusiastically, as it proved from a transcript below.

…….
R: *Trus gamenya tadi asyik ga?* (Then how about the game, was it cool?)
S4: *Asyik Bu, besok lagi ya Bu.* (It was cool, could we make it again tomorrow?)
S1: *Iya Bu pingin buat e kacamatanya…buatin Bu* (Yea can we make it again…make one for me)
(Appendix B: The Interview Transcripts of Unit 2)
…….

iv. Teacher Role

In task 1, the teacher was expected to guide the children in doing the task. She did it well, because the children could do the task easily and correctly. It could be seen from a transcript below.

…….
R: *Tadi ketika saya menyampaikan perintah tugasnya bagaimana Pak?* (How did I when I delivered the instruction of the task?)
T: *Ya sudah jelas kog Bu. Juga ketika ada anak yang kesulitan njenengan hanya membantu mengarahkan, itu sudah benar.* (It was clear. And also you just helped them and directed them, that was correct)
(Appendix B: The Interview Transcripts of Unit 2)
…….

In task 2, the teacher was expected to guide the children in making glasses as a main tool in the game "A Color Mixing: Magic Glasses Game" so, the children could do the task easily. In this game, the teacher acted as the organizer. In the beginning, she explained and gave the example how to use the glasses in the game. Therefore, the children did the game enthusiastically, as it was supported by the following transcript below.

…….

T: *Emm saya rasa gamenya cocok untuk anak usia TK. Karena pada dasarnya dunia anak TK kan masih bermain dan dengan game tersebut anak-anak bisa bermain dan juga belajar. Mereka tadi sangat menikmati sekali bermain dengan kacamatanya.* (Emm I think the game was appropriate to the kindergarten children. Because the kindergarten children had the nature of playing, and by the game they could play and also learned at the same activity. They were so enjoying the game with the glasses)

(Appendix B: The Interview Transcripts of Unit 2)

…….

v. Learner Role

In task 1, the children were expected to connect the pictures of Recreation Equipment to the numbers. They were doing this task enthusiastically and correctly, as it proved by the following transcript below.

…….

R: *Tadi bisa mengerjakan tugas yang menghubungkan gambar sama angka?* (Could you do the task?)

S1: *Bisa Bu gampang banget. Aku tadi kan dapet bintang 4 to Bu.* (It was easy. I got 4 stars, right?)

(Appendix B: The Interview Transcripts of Unit 2)

…….

In task 2, the children were expected to participate in the game actively. But they had to make the glasses first before they started the game. The glasses were easy to be made, and also the game was easy to be played. Therefore, they could do the game well. This could be seen in the following transcript below.

…….

R: *Trus gamenya tadi asyik ga?* (Then how about the game, was it cool?)

S4: *Asyik Bu, besok lagi ya Bu.* (It was cool, could we make it again tomorrow?)

S1: *Iya Bu pingin buat e kacamatanya…buatin Bu* (Yea can we make it again…make one for me)

(Appendix B: The Interview Transcripts of Unit 2)

…….

vi. Settings

The setting in task 1 allowed the children to draw the lines from the pictures of Recreation Equipment to the numbers. This task provided them a setting to do this task individually, as it stated by the following transcript below.

…….
T: *Yang menghubungkan jumlah gambar dengan angkanya ya? Itu tadi hasilnya semua bisa mengerjakan semua. Semuanya benar. Ya walaupun pertama tadi ada yang dibantu ya, tapi secara keseluruhan tugas tersebut membuat anak bisa berhitung dengan benar.* (Was it the connecting between the pictures and the numbers? The result was good; they could do the task correctly. Everyone was correct. Although there was some children were helped in the beginning, but overall the task could make the children counting numbers correctly)

(Appendix B: The Interview Transcripts of Unit 2)

…….

The setting in task 2 involved the children to participate actively in the game. This task provided them a setting to do this task individually. But the children took the time to finish the work, as it written in the following transcript below.

…….
T: *Untuk Game…emmm mungkin akan lebih baik lagi tadi hiasannya dibuatkan guru, jadi anak menyelesaikannya tidak dalam waktu yang lama.* (For the game…emmm maybe it was better if the ornaments were made by the teacher, so that they would not take so long time to finish the task)
R: *Ya tapi apa tidak apa-apa dibuatkan guru Pak?* (Yes but was it alright Sir?)
T: *O ya boleh saja nanti kan tetap anak-anak yang menempelnya.* (O ya it was alright because they patched the ornaments)

(Appendix B: The Interview Transcripts of Unit 2)

…….

f. “Let’s Go Home”

i. Goal

In task 1 was to make the children know how to say the expression of giving an instruction to pray. The expression in this part was easily understood by the children because they had learned the expression before. It could be seen from the following transcript below.

…….
R: *Bagaimana dengan kegiatan akhirnya Pak?* (How about the close activity?)
T: *O ya yang ekspresi di kegiatan akhir anak-anak sudah bisa mungkin karena itu sudah dipelajari sebelumnya.* (O ya in the close activity, the children were easy to learn the expression because it has been learned before)
(Appendix B: The Interview Transcripts of Unit 2)
…….

In task 2 was to make the children sang the song "Goodbye" before the leave the class. The children did the task enthusiastically and freely because the song was sung before, as it written in the following transcript below.

…….
R: *Kalau untuk lagu Goodbye bagaimana Pak? Anak-anak bisa menyanyikannya dengan baik?* (What about the Goodbye song? Did they children sing it well?)
T: *Tadi mereka bisa menyanyikannya dengan baik, ya karena lagunya kan sudah dinyanyikan sebelumnya.* (Yes, they sang it well, because the song has been sung before)
(Appendix B: The Interview Transcripts of Unit 2)
…….

ii. Input

The input in task 1 was an expression of giving instruction to pray. The expression was taught to the children and they practiced to say the instruction. The researcher had ever taught the expression before. Based on the implementation they could do the instruction well. It could be seen in the interview transcript below.

…….
R: *Jadi anak-anak tidak mengalami kesulitan dalam melafalkanny ya Pak?* (So did not the children get difficulty in pronouncing?)
T: *Ya kalau yang pertemuan sebelumnya kan baru sekedar dikenalkan.kalau sekarang karena lebih ditekankan dalam pelafalan maka mereka sudah bisa melafalkan dengan benar.* (In the previous meeting they were just introduced the instruction, but in this meeting was given more about pronouncing so that they could pronounce it correctly)
(Appendix B: The Interview Transcripts of Unit 2)
…….

The input in task 2 was a song entitled Goodbye. The song was familiar to the children. In this meeting they were just repeating the song so they could sing the song well. It was shown in the following transcript below.

…….
R: *Ada yang bisa nyanyi lagu Goodbye? Masih ingat?* (Is there anyone who can sing Goodbye song? Do you still remember?)
Ss: *Bisa Bu (Kemudian mereka menyanyi bersama)* (I can. (Then they were singing together))
(Appendix B: The Interview Transcripts of Unit 2)
…….

iii. Activities

The activity in task 1 was practicing the instruction. The children practiced the instruction together and acted it out. They did it well because the instruction was simple and easy to understand, as written in the interview transcript below.

…….
R: *Tadi siapa yang memimpin doa sebelum pulang?* (Who was leading the prayer before go home?)
S4: *Aku Bu.* (I was)
R: *Mas Athan ya…tadi gimana perintahnya?* (It was you Athan…how was it?)
S4: *Emm let's pray…apa Bu?* (Emm let's pray…then what?)
R: *Let's pray together. Shall we?*
(Appendix B: The Interview Transcripts of Unit 2)
…….

The activity in task 2 was singing the song. The song was Goodbye. The children could sing the song very well and they merrily sing it, as it written in the interview transcript below.

…….

R: *Ada yang bisa nyanyi lagu Goodbye? Masih ingat?* (Is there anyone who can sing Goodbye song? Do you still remember?)
Ss: *Bisa Bu (Kemudian mereka menyanyi bersama)* (I can. (Then they were singing together))

(Appendix B: The Interview Transcripts of Unit 2)

…….

iv. Teacher Role

In task 1, the teacher acted as the controller and the model. She was expected to get the children' attention using instructions, also gave the correct example in saying and pronouncing it. Therefore, this task made her played the teacher role well. This was supported by the following transcript below.

…….

R: Oya bagaimana saya dalam menyampaikannya, apa sudah jelas? *(Yes. How was the teaching delivery, was it clear?)*
T: Oh kalau itu sudah bagus Bu. Perintahnya mudah dipahami, apalagi mereka sudah mempelajari sebelumnya. Jadi mereka bisa melaksanakan tugas sesuai perintahnya *(That was good. The task was easy to be understood; moreover they have learned it before. So they did the task as the instruction)*

(Appendix B: The Interview Transcripts of Unit 2)

…….

In task 2, the teacher acted as the organizer and was expected to invite the children to sing along. In the beginning, she gave the example ho to sing this song. Therefore, they sang this song enthusiastically and freely, as it supported by the following transcript below.

…….

R: *Cara saya mengajarkan lagu tersebut tadi bagaimana Pak?* (How did I teach the song?)

T: *Sudah bagus kog. Anak-anak sudah bisa nyanyinya kan? Lagian juga lagunya sudah dipelajari sebelumnya, jadi anak-anak tinggal mengulang.* (No problem. The children could sing the song, right? Moreover the song has been learned before, so they were just repeating)

(Appendix B: The Interview Transcripts of Unit 2)

…….

v. Learner Role

In task 1, the children were expected to say the expression actively and acted it out in front of class. The expression was easy and familiar. So, they could do the task well. It was proved by the following transcript below.

…….

R: *Mas Athan ya…tadi gimana perintahnya?* (It was you Athan…how was it?)

S4: *Emm let's pray…apa Bu?* (Emm let's pray…then what?)

R: *Let's pray together. Shall we?*

(Appendix B: The Interview Transcripts of Unit 2)

…….

In task 2, the children were expected to participate actively in singing the song. The song was easy to be sung. Therefore, they could sing this song well. This could be seen in the following transcript below..

…….

R: *Ada yang bisa nyanyi lagu Goodbye? Masih ingat?* (Is there anyone who can sing Goodbye song? Do you still remember?)

Ss: *Bisa Bu (Kemudian mereka menyanyi bersama)* (I can. (Then they were singing together))

(Appendix B: The Interview Transcripts of Unit 2)

…….

vi. Settings

The setting in task 1 involved all children to participate actively. This task gave them appropriate setting to say the expression correctly and to practice it. As it had been seen in the implementation, all of them did great in pronouncing and practiced it. This was supported by the interview transcript below.

…….

R: Let's pray together. Shall we? Coba diulangi.
S4: Iya…let's pray together. Shall we? Hahaha
(Appendix B: The Interview Transcripts of Unit 2)

…….

The setting in task2 involved all children to sing the song together before they left the class. Based on the implementation, they sang the song actively and correctly, as it was seen in the interview transcript below.

…….

R: *Ada yang bisa nyanyi lagu Goodbye? Masih ingat?* (Is there anyone who can sing Goodbye song? Do you still remember?)
Ss: *Bisa Bu (Kemudian mereka menyanyi bersama)* (I can. (Then they were singing together))
(Appendix B: The Interview Transcripts of Unit 2)

…….

3) Unit 3, Kinds of Profession

a. "Warming Up"

i. Goal

The goal in task 1 was to make the children know how to say the expression of giving instruction to pray before the lesson was started. The expression in this part was easily understood by the children because they had learned the expression before. This was supported by the following transcript below.

……..

R: *Kalau untuk instruksi berdoa sebelum belajar tadi bagaimana Pak?* (What about the instruction before they study?)
T: *Karena sudah diulang beberapa kali, anak-anak sudah terbiasa dengan instruksi tersebut. Jadi mereka sudah paham dengan itu.* (Because of the repeating of the instruction, the children were familiar with it. So they were easily understand with the instruction)

(Appendix B: The Interview Transcripts of Unit 3)

……..

The goal in task 2 was to make the children sang the song "What's Your Name?" The song was intended to teach the children one of greetings lesson that was asking someone's name. The children could do the task well, as it written in the following transcript below.

……..
R: *Kalau lagunya tadi bagus ga?* (What about the song? Was it good?)
S2: *Bagus kog Bu, besok dinyanyi'in lagi ya.* (That was good, can we sing it again tomorrow?)

(Appendix B: The Interview Transcripts of Unit 3)

……..

ii. Input

The input in task 1 was an expression of giving instruction to pray before the lesson was started. The expression was taught to the children and they practiced to say the instruction. The children did it well. It could be seen in the following transcript below.

…….
T: *Kalau untuk instruksi sudah jelas, bisa dilihat anak-anak bisa memahami apa yang harus mereka jawab. Anak-anak mudah mengikutinya Mungkin karena materi tersebut sudah dipelajari sebelumnya dan juga ekspresinya sederhana.* (The instruction was clear, it could be seen the children understood what they must answer. It was easy to be learned by the children. Maybe because the material was learned before and also the expression was simple)

(Appendix B: The Interview Transcripts of Unit 3)

…….

The input of task 2 was a song entitled What's Your Name?. The song was new for the children so, the researcher needed to teach the song to the children so that they will be familiar with the song. In the end, the children could sing it well. It was shown in the following transcript below.

> ……..
> T: *Oya kalau lagu itu mungkin karena anak-anak baru mendengarnya jadi di awal mereka merasa kesulitan dan tidak kelihatan antusias menyanyikannya. Tapi setelah dinyanyikan dengan bergerak sesuai dengan lirik lagunya, mereka terlihat antusias sekali.* (Oh maybe because of the song was new to the children so, in the first they got difficulty in singing it, and they were not enthusiastically in singing it. But after they sang it while they were dancing according to the song lyric, then they were singing the song enthusiastically)
>
> (Appendix B: The Interview Transcripts of Unit 3)
> ……..

iii. Activities

The activity in task 1 was practicing the instruction. The children practiced the instruction together and acted it out. The activity in this task was appropriate to the kindergarten children, as written in the following transcript below.

> ……..
> R: *Untuk aktivitasnya sesuai tidak Pak dengan anak-anak TK?* (How about the activity, was it appropriate to the kindergarten children?)
> T: *Saya rasa sesuai karena ketika mereka diinstruksikan untuk cuci tangan dengan menggunakan instruksi Bahasa Inggris mereka langsung paham.* (I think it was appropriate, it can be seen when they were asked to wash hands with the English instruction they understood directly)
>
> (Appendix B: The Interview Transcripts of Unit 3)
> ……..

The activity in task 2 was singing a song. The song was *What's You're Name?* The children could sing the song very well and they merrily sing it, as it written in the following transcript below.

> ……..

R: *Bagaimana tadi nyanyinya suka kan?* (How was the song? Do you like it?)
Ss: *Suka Bu.* (Yes I like)
(Appendix B: The Interview Transcripts of Unit 3)
……..

iv. Teacher Role

In task 1, the teacher acted as the controller and the model. She was expected to get the children' attention using instructions, also gave the correct example in saying and pronouncing it. Therefore, this task made her played her role well. This was supported by the following transcript below.

……..
R: *Bagaimana dengan ekspresi dari instruksi sebelum berdoa di awal tadi Pak?* (How about the expression before start the lesson in the beginning?)
T: *Oya itu ekspresinya sederhana untuk anak-anak usia TK juga mudah dipahami. Dan tadi mereka dapat mengikutinya dengan baik.* (Oh that was simple for the kindergarten children and they were easy to understand the expression. And they could follow it well)
(Appendix B: The Interview Transcripts of Unit 3)
……..

In task 2, the teacher acted as the organizer and was expected to introduce the song and invited the children to sing along. In the beginning, she gave the example how to sing this song. Therefore, they sang this song enthusiastically and freely, as it supported by the following transcript below.

……..
R: *Kalau lagu What's You're Name Pak?* (What about *What's You're Name* song?)
T: *Ya pada awalnya anak-anak terlihat kesusahan, tapi dengan diulang-ulang mereka pada akhirnya bisa menyanyikannya.* (In the beginning they difficult to sing the chant, in the end they could sing the chant well after repeating it)
(Appendix B: The Interview Transcripts of Unit 3)
……..

v. Learner Role

In task 1, the children were expected to lead the instruction of praying actively and acted it out. The instruction was easy to say it. So, they could do the task very well. It was proved by the following transcript below.

> ……..
> R: *Tadi disuruh mimpin doa bisa ya?* (When you were asked to lead the prayer, could you do it well?)
> S1: *Tadi aku lho yang mimpin. Gampang.* (Yes it was me. I could do that easily)
> (Appendix B: The Interview Transcripts of Unit 3)
> ……..

In task 2, the children were expected to participate actively in singing the song. The song was easy to be sung. Therefore, they could sing this song well. This could be seen in the following transcript below.

> ……..
> R: *Nah, kalau lagu What's You're Name bisa nyanyinya ga?* (What about the What's You're name song, could you sing it?)
> S1: *Pertamanya susah bu* (It was difficult for the beginning)
> S2: *Tapi aku bisa kog bu* (But I could sing it)
> (Appendix B: The Interview Transcripts of Unit 3)
> ……..

vi. Settings

The setting in task 1 involved all children to participate actively. This task gave them appropriate setting to say the instruction of praying correctly and to practice it. As it had been seen in the implementation, all of them did great in pronouncing and practiced it classically. The teacher also let one of them to lead the prayer. This was supported by the following transcript below.

> ……..
> R: *Oya tadi saya mnyuruh salah satu anak untuk memimpin doa, boleh kah Pak?* (I was asking one of the children to lead the prayer, is it allowed?)
> T: *Ya tentu saja boleh. Itu juga cara mengetahui apakah apa yang kita sampaikan anak-anak sudah bisa ata belum.* (Of course it is allowed. It was one of the way how we know whether they understood or not)

(Appendix B: The Interview Transcripts of Unit 3)

……..

The setting in task 2 involved all children to sing the song together. Based on the implementation, they sang the song actively, as it was seen in the following transcript below.

……..

R: *Kalau lagu yang tentang What's You're Name?* (What about the song of *What's You're Name?*)
T: *Ya lagu itu baru untuk anak-anak. Pada awalnya mereka terlihat kesulitan dalam menyanyikannya tapi setelah dinyanyikan berulang-ulang mereka dapat menyanyikannya dengan baik.* (Ya the song was new to the children. For the first time they got difficulty in singing the song, but after they sang again and again they could sing the song well)

(Appendix B: The Interview Transcripts of Unit 3)

……..

b. "Look, Hear, and Say"

i. Goal

The goal of task 1 was to introduce kinds of Profession through pictures and to make the children know how to pronounce the words correctly. The kinds of Profession in the pictures were easy to be identified. The children had to say it out individually and they did it well. This was supported by the following transcript below.

……..

R: *Mas Bayu gambar ini Bahasa Inggrisnya apa?* (Mas Bayu what picture is it in English?)
S1: *Emm docter*
R: *Yes. Kalau yang ini?* (Yes. What about this?)
S2: *Aku tau Bu, itu pilot.* (I know that, that is hat)

(Appendix B: The Interview Transcripts of Unit 3)

……..

The goal of task 2 was to make the children sing the song “Nurse”. It was a new song for them so it was confusing at first. After three times trial, they could sing the song well, as it shown in the following transcript below.

……..

R: *Kalau untuk lagu Nurse bagaimana Pak? Anak-anak bisa menyanyikannya dengan baik?* (What about the Nurse song? Did they children sing it well?)
T: *Tadi mereka bisa menyanyikannya dengan baik, ya walaupun mereka belum pernah menyanyikan sebelumnya.* (Yes, they sang it well, although they have not sung it before)
(Appendix B: The Interview Transcripts of Unit 3)
……..

ii. Input

The input in task 1 was pictures of Profession and the name. All of pictures were familiar to the children. The pictures and the names were clear and the size was appropriate. The pictures were also colorful so the children loved to learn with the pictures. It was supported by the following transcript below.

……..

R: *Eh tadi gambarnya gimana, bagus tidak?* (Eh what do you think about the picture cards, were they good?)
S1*: Bagus Bu, ada docter, trus…. emm polisi…apalagi yaa…*(They were good, there were *doctor*, then…emm *police*…what else…)
(Appendix B: The Interview Transcripts of Unit 3)
……..

The input in task 2 was a song entitled Nurse. The song was new for the children. In the beginning it was difficult for the children to sing the song. But after sometimes repeating the song, finally they could sing it well. It was shown in the following transcript below.

……..

R: *Kalau lagu yang tentang Nurse?* (What about the song of *Nurse?*)

T: *Ya lagu itu baru untuk anak-anak. Pada awalnya mereka terlihat kesulitan dalam menyanyikannya tapi setelah dinyanyikan berulang-ulang mereka dapat menyanyikannya dengan baik.* (Ya the song was new to the children. For the first time they got difficulty in singing the song, but after they sang again and again they could sing the song well)

(Appendix B: The Interview Transcripts of Unit 3)

……..

iii. Activities

The activity in task 1 was pronouncing the names of Professions correctly. The children practiced how to pronounce it by repeating the teacher. They had to act it out together at the first and then in the end they had to act it out individually. They did it well and enthusiastically, as it written in the following transcript below.

……..

R: *Oya tadi menyebutkan tempat-tempat macam-macam pekerjaan bisa?* (Could you mention the kinds of profession?)
S1: *Mmm…yang mana?* (Mmm…which one?)
R: *Ada docter…terus?* (Doctor…and then?)
S1: *Oh itu Police.*..(Oh that is *Police*)
R: *Apa lagi?* (What else?)
S2: *Pilot* (Rumah Sakit)
R: *Bahasa Inggrisnya?* (In English?)
S1: *Emm Pilot*

(Appendix B: The Interview Transcripts of Unit 3)

……..

The activity in task 2 was singing the song. The song was Nurse. First, the children listened to the teacher how to sing the song. And then the children sang the song together. After repeating the song some times, the children could sing the song very well, as it written in the following transcript below.

……..

R: *Bisa ga nyani lagunya yang Nurse?* (Could you sing the song about *Nurse*?)
S1: *Bisa bu…tapi susah.* (I could sing it…but it was difficult)

S2: *Aku tadi bisa bu nyanyinya, tapi lupa sekarang…hehe* (I could sing it, but I forget now…hehe)

(Appendix B: The Interview Transcripts of Unit 3)

……..

iv. Teacher Role

In task 1 the teacher was acted as the controller and the model. She was expected to get the children' attention using pictures, also gave the correct example in saying and pronouncing it. This task made her played the teacher role well. This was supported by the following transcript below.

……..

R: *Kalau untuk kegiatannya apakah sudah sesuai dengan anak-anak di TK belum Pak?* (What about the activity, was it appropriate to the kindergarten children?)
T: *Yang menyebutkan Profesi ya?* (Was it mentioning *Profession?*)
R: *Iya Pak* (Yes)
T: *Sudah. Ya mungkin sebagian besar bisa. Dan selain anak-anak bisa menyebutkannya juga bisa mengikuti dalam pronunciation dengan baik. Karena njenengan memakai gambar untuk mengajarkannya.* (Yes It has. Maybe it was just some of the children could mention the kinds of profession, except that, they pronounced them well. Because you used picture cards to teach it)

(Appendix B: The Interview Transcripts of Unit 3)

……..

In task 2 the teacher acted as the organizer and was expected to introduce the song and invited the children to sing along. In the beginning, she gave the example how to sing this song. Therefore, they sang this song enthusiastically and freely, as it supported by the following transcript below.

……..

R: *Kalau lagu yang tentang Nurse?* (What about the song of *Nurse?*)
T: *Ya lagu itu baru untuk anak-anak. Pada awalnya mereka terlihat kesulitan dalam menyanyikannya tapi setelah dinyanyikan berulang-ulang mereka dapat menyanyikannya dengan baik.* (Ya the song was new to the children. For the first time they got difficulty in singing the song, but after they sang again and again they could sing the song well)

(Appendix B: The Interview Transcripts of Unit 3)

……..

v. Learner Role

In task 1 the children were expected to say the names of Profession actively and pronounced it correctly. The names of Profession are easy and familiar. So they could do the task well. It was proved by the following transcript below.

……..

R: *Tadi disuruh menyebut macam-macam pekerjaan mas Rachfli bisa?* (Did you mention the kinds of profession correctly?)
S1: *Aku tadi bisa bu* (I did)

(Appendix B: The Interview Transcripts of Unit 3)

……..

In task 2 the children were expected to participate actively in singing the song. The song was easy to be sung. Therefore, they could sing this song well. This could be seen in the following transcript below.

……..

R: *Nah, kalau lagu tentang Nurse? Bisa nyanyinya ga?* (What about the Nursesong? Could you sing it?)
S1: *Pertamanya susah bu* (It was difficult for the beginning)
S2: *Tapi aku bisa kog bu* (But I could sing it)

(Appendix B: The Interview Transcripts of Unit 3)

……..

vi. Settings

The setting in task involved all children to participate actively in pronouncing the names of Profession. This task gave them appropriate setting to say and pronounce the names of Profession correctly and to practice it. As it had been seen in implementation, all of did great in pronouncing and practice it. This was supported by the following transcript below.

……..

R: *Anak-anak tadi sudah bisa melafalkan dengan baik belum Pak?* (Have the children pronounced the expression well or yet, Sir?)
T: *Ya rata-rata sudah bisa Bu karena ada pengulangan untuk melafalkan kalimat tersebut.* (Some of them could do the task well because there was repeating pronunciation)
(Appendix B: The Interview Transcripts of Unit 3)
……..

The setting in task 2 involved all children to sing the song together. Based on the implementation, they sang the song actively, as it was seen by the following transcript below.

……..

R: *Mereka tadi nyanyinya bagaimana Pak?* (How did they sing the song Sir?)
T: *Ya mereka tadi saya lihat menyanyikan lagunya dengan antusias mungkin karena mereka nyanyinya bareng-bareng pas cuci tangan.* (Yes I saw they sang the song enthusiastically, maybe they were singing together while washing their hands)
(Appendix B: The Interview Transcripts of Unit 3)
……..

c. "Let's Do It"

i. Goal

The goal of this task was to make the children arrange pictures series. The pictures series were not in the good order, the children had to arrange them into a good order. Most of them could do the task easily. This can be seen in the following transcript below.

……..

R: *Untuk kegiatan inti pertama tadi bagaimana Pak?* (What about the first main activity?)
T: *Mereka tadi bisa mengerjakan dengan baik, bisa dilihat proses mereka mengerjakan dan juga hasilnya.* (They could do the task well, it could be seen from the process they done the task and also from the result)
(Appendix B: The Interview Transcripts of Unit 3)
……..

ii. Input

The input in this task was a set of series pictures. All of pictures were clear, colorful and the size was appropriate. Arranging the pictures was also easy because the researcher gave the arranged picture in the previous. The children loved this task since it was interesting for them. This proved by the following transcript below.

……..

R: *Kalau untuk gambar serinya bagaimana Pak?* (What about the series pictures?)
T: *Sudah bagus. Gambar jelas dan warnanya menarik bagi anak-anak.* (It was good. The pictures and the colour were interested to the children)
(Appendix B: The Interview Transcripts of Unit 3)
……..

iii. Activities

In this task was arranging series pictures. The children had to do the task in group. In group, they worked together arranging those pictures into correct order. They did the task well; all the groups finished the task correctly, although they finished it in different time. This can be seen from the following transcript below.

……..

R: *Bagaimana tadi mengerjakan tugasnya yang menyusun gambar seri?* (How was the task arranging the pictures?)
S1: *Bisa Bu, gampang banget. Tadi aku nempel gambarnya sama Athan lho Bu.* (I could do it, it was easy. I patched the pictures together with Athan)
(Appendix B: The Interview Transcripts of Unit 3)
……..

iv. Teacher Role

In this task the teacher was expected to guide the children in grouping and doing tasks. She was just explaining the rules and how to do the tasks. She played the role well. This can be proved by the following transcript below.

……..

R: *Tadi cara saya menjelaskan dalam mengerjakan tugas sudah benar belum Pak?* (How did I explain the instruction of doing the task, was it correct?)
T: *Saya rasa sudah Bu. Terbukti anak-anak bisa mengerjakannya dengan mudah.* (I think it was correct. It was proved by the children could do the task easily)
(Appendix B: The Interview Transcripts of Unit 3)
……..

v. Learner Role

In Task 1, the children were expected to do the task in group. They were expected to do the task in teamwork well. They arranged the pictures orderly. This can be seen by the following transcript below.

……..

R: *Tadi mbak Rara ikut mengerjakan tugas menyusun gambar tidak?* (Did you also do the task arranging the pictures?)
S2: *Ikut Bu. Aku tadi kan yang ngurutkan gambar, Lalili yang menempel.* (I did. I was arranging the pictures, Laili who patched them)
(Appendix B: The Interview Transcripts of Unit 3)
……..

vi. Settings

In this task was allowed the children to arrange the pictures correctly. This task provided them a setting to do this task in group, as it stated from the following transcript below.

……..

R: *Kalau untuk tugas semacam ini apakah bagus dikerjakan dalam kelompok atau individu Pak?* (Is this kind of task good to be done in groups or individual?)
T: *Ya bisa dua-duanya Bu. Kalau untuk semacam perlombaan ya bisa dengan model kelompok. Dan keuntungannya anak-anak bisa termotivasi satu sama lain.* (It could be both. If you arranged a contest for that you can use grouping. And the benefit from this is the children can motivate each other)

(Appendix B: The Interview Transcripts of Unit 3)

……..

d. "Break Time"

i. Goal

This task was to make the children know how to say the expression of giving instruction to line up. The expression in this part was easily understood by the children because they could say it correctly and they acted it up the instruction, as it was showed in the following transcript.

……..

R: *Tadi anak-anak ketika belajar instuksi untuk baris sudah memahami belum?* (Did the children understand when they were taught the instruction to line up?)
T: *Di awal tadi mereka masih kebingungan tapi setelah diulang-ulang mereka juga paham.* (In the beginning they were still confused but after repeating it they finally understood)

(Appendix B: The Interview Transcripts of Unit 3)

……..

ii. Input

The input in this task was an expression of giving instruction to line up. The expression was taught to the children and they practiced to say the instruction. The researcher had not taught the expression before, but she did not find any

difficulties to teach it. Because the children could say and they did the instruction well. It could be seen in the interview transcript below.

……..

R: *Instruksinya sendiri bagaimana Pak?* (How was the instruction itself?)
T: *Instruksinya sangat simple dan mudah di ingat bagi anak-anak.* (The instruction was simple and easy to understand for the children)
(Appendix B: The Interview Transcripts of Unit 3)
……..

iii. Activities

The activity in this task was role play. The children acted out the expression with good pronunciation. They did it well as it written in the interview transcript below.

……..

R: *Kalau untuk aktivitasnya Pak? Tadi kan di akhir malah jadi semacam role play.* (What about the activity?)
T: *Ya tidak apa-apa, malah dengan praktik langsung anak-anak lebih paham.* (It was ok, it is better to practice it after they got the explanation from the teacher, so they understand well)
(Appendix B: The Interview Transcripts of Unit 3)
……..

iv. Teacher Role

In this task, the teacher acted as the controller and model. She asked children's attention using the expression. Then she asked them to act the expression out together. This was proved by the following transcript below.

……..

R: *Untuk perintah-perintahnya tadi sudah saya sampaikan dengan jelas ya Pak?* (Was the instructions to do the task easily understood?)
T: *Sudah sangat jelas sekali.* (It was clear)

(Appendix B: The Interview Transcripts of Unit 3)

……..

v. Learner Role

In this task, the children were expected to say the expression actively and acted it out individually in front of the class. The expression was easy to say so they could do the task well. This was supported by the following transcript below.

……..

R: *Tadi kalian paham tidak dengan perintah untuk berbaris dalam Bahasa Inggris?* (Did you understand with the instruction of lining up in English?)
Ss: *Emm paham kog Bu.* (Emm understand)

(Appendix B: The Interview Transcripts of Unit 3)

……..

vi. Settings

The setting in this task involved all children to participate actively in saying and practicing the expression. This task gave them appropriate setting to pronounce the expression correctly and to pronounce it. This was supported by the interview transcript below.

……..

R: *Tadi anak-anak semuanya ikut aktif tidak Pak dalam kegiatan tersebut?* (Did all of the children actively do the task?
T: *Ya tadi semua ikut kog. Walaupun di tengah-tengah ada yang ngambek tapi semuanya berjalan dengan lancar.* (Yes, they were all active to do the task. Although there was a child who pout in the middle time)

(Appendix B: The Interview Transcripts of Unit 3)

……..

e. “Yes I Can!”

i. Goal

The goal in this task was to make the children play role from a story. The story was “Miss Polly Had a Dolly Who Was Sick”. This was related to the topic about profession of a doctor. They did it enthusiastically, even thought there were some of children who were confused in the beginning. But in the end they could do it easily. It was proved from the interview transcript below.

……..

R: *Bagaimana Pak tadi role play-nya?* (How was the role play?)
T: *Ya awalnya sedikit membingungkan tapi di akhir mereka terlihat sangat senang melakukannya.* (In the beginning it was confusing, but in the end the children were enthusiast doing the task)

(Appendix B: The Interview Transcripts of Unit 3)

……..

ii. Input

The input in this task was a role play entitled “Miss Polly Had a Dolly Who was Sick”. This was related to the topic; Profession. The children had to perform in front of the class according to their role. The role play was appropriate for the kindergarten children because they could express their feeling through the role, as it was written in the interview transcript below.

……..

R: *Kalau untuk ceritanya bagaimana Pak?* (What about the story?)
T: *Ceritanya sederhana dan sesuai dengan topiknya. Tapi kalau untuk drama yang ada naskahnya kalimatnya ga usah panjang-panjang Bu.* (The story was simple and related to the topic. But for a role play for kindergarten children which was using script, use simple words)

(Appendix B: The Interview Transcripts of Unit 3)

……..

iii. Activities

The activity in this task, the children had to perform a role play. Before that, the teacher explained about the rules in it. She defined the players from the story. Some children who did not get the part, they were as playgoers. Then the players acted out in front of the class. They merely did it and enjoyed the role play, as it was proved by the interview transcript below.

……..

R: *Bagaimana dengan aktivitasnya Pak? Apakah sudah sesuai untuk anak-anak TK?* (How about the activity? Was it appropriate for the kindergarten children?)
T: *Sudah Bu, anak-anak sebenarnya senang dengan bermain peran. Apalagi kalau ceritanya tentang kisah yang anak-anak senangi, seperti bermain peran keluarga, dsb.* (It was appropriate for the kindergarten children, actually the children like to do a role play. Moreover the story was related to children life, for example a role play of a family, etc)
(Appendix B: The Interview Transcripts of Unit 3)
……..

iv. Teacher Role

In this task the teacher were expected to guide the children in doing the role play. So the children could do the task freely and enjoyed it. It could be seen from the interview transcript below.

……..

R: *Tadi saya menjelaskannya sudah jelas ya Pak?* (How was my explanation?)
T: *Hehe ya tadi awalnya mereka kebingungan kan dengan istilah Role Play, tapi setelah njenengan jelaskan mereka akhirnya paham.* (Hehe in the beginning was confusing, right? They were confused with a *Role Play* term but after you explained it more they understood it well)
(Appendix B: The Interview Transcripts of Unit 3)
……..

v. Learner Role

In this task the children were expected to actively doing their part in role play freely, as it was written in a transcript below.

……..

R: *Tadi kalian senang tidak bermain peran jadi Dokter?* (Were you happy doing the role play task?)
S1: *Hehe iya Bu seneng, besok lagi Bu tapi aku jadi Bapaknya ya…hahaha.* (Hehe yes I was happy, could we do it again tomorrow? I want to be a father…hahaha)

(Appendix B: The Interview Transcripts of Unit 3)

……..

vi. Settings

In this task involved all children to act their part in the role play. This task provided them a setting to do this task classically. They were so enthusiastic doing this task, as it was seen from the interview transcript below.

……..

R: *Gimana tadi bermain perannya? Suka tidak?* (How was the role play? Did you like it?)
S2: *Suka Bu tapi tadi Aita ga mau gentian Bu.* (Yes I like it, but Aita did not want to change the role)

(Appendix B: The Interview Transcripts of Unit 3)

……..

f. "Let's Go Home"

i. Goal

In task 1 was to make the children know how to say the expression of giving instruction to pray. The expression in this part was easily understood by the children because they had learned the expression before. It could be seen from the following transcript below.

……..

R: *Bagaimana dengan kegiatan akhirnya Pak?* (How about the close activity?)
T: *Anak-anak sudah bisa mungkin karena itu sudah dipelajari sebelumnya.* (The children were easy to learn the expression because it has been learned before)
(Appendix B: The Interview Transcripts of Unit 3)
……..

In task 2 was to make the children sang the song "Goodbye" before the leave the class. The children did the task enthusiastically and freely because the song was sung before, as it written in the following transcript below.

……..

R: *Kalau untuk lagu Goodbye bagaimana Pak? Anak-anak bisa menyanyikannya dengan baik?* (What about the Goodbye song? Did they children sing it well?)
T: *Mereka sudah bisa nyanyinya, ya karena lagunya kan sudah dinyanyikan sebelumnya.* (Yes, they sang it well, because the song has been sung before)
(Appendix B: The Interview Transcripts of Unit 3)
……..

ii. Input

The input in task 1 was an expression of giving instruction to pray. The expression was taught to the children and they practiced to say the instruction. The researcher had ever taught the expression before. Based on the implementation they could do the instruction well. It could be seen in the interview transcript below.

……..

T: *Ya kalau yang pertemuan sebelumnya kan baru sekedar dikenalkan.kalau sekarang karena lebih ditekankan dalam pelafalan maka mereka sudah bisa melafalkan dengan benar.* (In the previous meeting they were just introduced the instruction, but in this meeting was given more about pronouncing so that they could pronounce it correctly)
(Appendix B: The Interview Transcripts of Unit 3)
……..

The input in task 2 was a song entitled Goodbye. The song was familiar to the children. In this meeting they were just repeating the song so they could sing the song well. It was shown in the following transcript below.

……..

T: ……*lagunya kan juga simple ya, jadi anak-anak mudah mengingatnya.* (The song was simple, so they were easily singing it)

(Appendix B: The Interview Transcripts of Unit 3)

……..

iii. Activities

The activity in task 1 was practicing the instruction. The children practiced the instruction together and acted it out. They did it well because the instruction was simple and easy to understand, as written in the interview transcript below.

……..

R: *Untuk perintahnya tadi sudah jelas Pak? Tadi saya menyampaikannya dengan Bahasa Inggris biar anak-anak terbiasa Pak.* (How was the instruction? I was saying it in Englsih so that they get use to it)
T: *Seperti biasa, awalnya tadi anak-anak sempat bingung ya, tapi mereka paham kog apa yang dimaksud.* (As usual, in the beginning they were confused, but in the end they understood)

(Appendix B: The Interview Transcripts of Unit 3)

……..

The activity in task 2 was singing the song. The song was Goodbye. The children could sing the song very well and they merrily sing it, as it written in the interview transcript below.

……..

R: *Ada yang bisa nyanyi lagu Goodbye? Masih ingat?* (Is there anyone who can sing Goodbye song? Do you still remember?)
Ss: *Bisa Bu (Kemudian mereka menyanyi bersama)* (I can. (Then they were singing together))

(Appendix B: The Interview Transcripts of Unit 3)

……..

iv. Teacher Role

In task 1, the teacher acted as the controller and the model. She was expected to get the children' attention using instructions, also gave the correct example in saying and pronouncing it. Therefore, this task made her played the teacher role well. This was supported by the following transcript below.

……..

T: *Perintahnya mudah dipahami, apalagi mereka sudah mempelajari sebelumnya. Jadi mereka bisa melaksanakan tugas sesuai perintahnya* (The task was easy to be understood; moreover they have learned it before. So they did the task as the instruction)

(Appendix B: The Interview Transcripts of Unit 3)

……..

In task 2, the teacher acted as the organizer and was expected to invite the children to sing along. In the beginning, she gave the example ho to sing this song. Therefore, they sang this song enthusiastically and freely, as it supported by the following transcript below.

……..

R: *Cara saya mengajarkan lagu tersebut tadi bagaimana Pak?* (How did I teach the song?)

T: *Sudah bagus kog. Anak-anak sudah bisa nyanyinya kan? Lagian juga lagunya sudah dipelajari sebelumnya, jadi anak-anak tinggal mengulang.* (No problem. The children could sing the song, right? Moreover the song has been learned before, so they were just repeating)

(Appendix B: The Interview Transcripts of Unit 3)

……..

v. Learner Role

In task 1, the children were expected to say the expression actively and acted it out in front of class. The expression was easy and familiar. So, they could do the task well. It was proved by the following transcript below.

……..

R: Tadi perintah untuk berdoa mau pulang gimana ya? Siapa masih ingat?
S1: Aku Bu. Emm…let's pray together. Shall we?
(Appendix B: The Interview Transcripts of Unit 3)

……..

In task 2, the children were expected to participate actively in singing the song. The song was easy to be sung. Therefore, they could sing this song well. This could be seen in the following transcript below.

……..

R: *Ada yang bisa nyanyi lagu Goodbye? Masih ingat?* (Is there anyone who can sing Goodbye song? Do you still remember?)
Ss: *Bisa Bu (Kemudian mereka menyanyi bersama)* (I can. (Then they were singing together))
(Appendix B: The Interview Transcripts of Unit 3)

……..

vi. Settings

The setting in task 1 involved all children to participate actively. This task gave them appropriate setting to say the expression correctly and to practice it. As it had been seen in the implementation, all of them did great in pronouncing and practiced it. This was supported by the interview transcript below.

……..

R: *Tadi disuruh mimpin doa ya waktu mau pulang? Bisa?* (You were leading the prayer before go home. Was it easy?)
S2: *Iya…bisa Bu.* (Yes…it was)
(Appendix B: The Interview Transcripts of Unit 3)

……..

The setting in task2 involved all children to sing the song together before they left the class. Based on the implementation, they sang the song actively and correctly, as it was seen in the interview transcript below.

……..

R: *Oya tadi lagu sebelum pulang bagaimana?* (Do you still remember the song before you go home?)
Ss: *Masih ingat Bu. (Kemudian mereka bernyanyi bersama)* (Still remember it. (Then they sang the song together)

(Appendix B: The Interview Transcripts of Unit 3)

……..

4) Unit 4, My Universe

a. "Warming Up"

i. Goal

The goal in task 1 was to make the children know how to say the expression of checking the attendance list. The expression in this part was easily understood by the children and they understood it well. This was supported by the following transcript below.

……

R: *Kalau untuk instruksi ketika presensi tadi bagaimana Pak?* (What about the instruction of checking the attendance list?)
T: *Saya rasa anak-anak memahaminya dengan cepat, walaupun instruksinya baru bagi mereka.* (I think the children understood it well, although the instruction was new to them)

(Appendix B: The Interview Transcripts of Unit 4)

……

The goal in task 2 was to make the children sang the chant "Where is Amel?" The chant was intended to teach the children one of checking the friends. The children could do the task well, as it written in the following transcript below.

……..

R: *Kalau tadi lagunya bagus ga?* (What about the song? Was it good?)

S2: *Bagus kog Bu, besok dinyanyi'in lagi ya.* (That was good, can we sing it again tomorrow?)

(Appendix B: The Interview Transcripts of Unit 4)

……..

ii. Input

The input in task 1 was an expression of checking the attendance list before the lesson was started. The expression was new to the children but they understood it well because it was simple expression. The children did it well. It could be seen in the following transcript below.

……..

T: *Kalau untuk instruksi sudah jelas, bisa dilihat anak-anak bisa memahami apa yang harus mereka jawab. Anak-anak mudah mengikutinya Walaupun ekspresinya baru bagi mereka tapi karena ekspresinya sederhana, anak-anak mudah mempelajarinya.* (The instruction was clear, it could be seen the children understood what they must answer. Although the expression was new to them but it was easy to learned because it was simple expression)

(Appendix B: The Interview Transcripts of Unit 4)

……..

The input of task 2 was a chant entitled Where is Amel?. The chant was new for the children so, the researcher needed to teach the song to the children so that they will be familiar with the song. In the end, the children could sing it well. It was shown in the following transcript below.

……..

R: *Untuk lagu Where is Amel tadi bagaimana?* (How was the chant Where is Amel?)
T: *Ya meskipun lagunya baru bagi anak-anak tapi mereka menyanyikannya dengan antusias. Mungkin karena suka menyanyi dan lagunya bisa dibuat permainan juga.* (Although the song was new to the children but the sang it enthusiastically. Maybe because they like singing and also the song can be set for a game)

(Appendix B: The Interview Transcripts of Unit 4)

……..

iii. Activities

The activity in task 1 was checking the attendance list. The children raised or said ‘presence’ whenever the teacher mentioned a name. The activity in this task was appropriate to the kindergarten children, as written in the following transcript below.

……..

R: *Untuk aktivitasnya sesuai tidak Pak dengan anak-anak TK?* (How about the activity, was it appropriate to the kindergarten children?)
T: *Saya rasa sesuai karena kegiatan ini rutin dilakukan setiap hari di pagi hari. Jadi anak-anak akan terbiasa dengan instruksi tersebut dalam Bahasa Inggris.* (I think it was appropriate for the kindergarten children because it has routines, and it was done every day in the morning. So they will be used to the instruction in English)

(Appendix B: The Interview Transcripts of Unit 4)

……..

The activity in task 2 was singing a chant. The chant was *Where is Amel?* The children could sing the song very well and they merrily sing it, as it written in the following transcript below.

……..
R: *Bagaimana tadi nyanyinya suka kan?* (How was the song? Do you like it?)
Ss: *Suka Bu.* (Yes I like)

(Appendix B: The Interview Transcripts of Unit 4)

……..

iv. Teacher Role

In task 1, the teacher acted as the controller and the model. She was expected to get the children’ attention using instructions, also gave the correct example in saying and pronouncing it. Therefore, this task made her played her role well. This was supported by the following transcript below.

……..

R: *Bagaimana tadi saya ketika presensi anak-anak Pak?* (How did I check the attandence list?)
T: *Tadi sudah bagus kog Bu. Anak-anak sudah paham apa yang njenengan sampaikan.* (It was good. The children understood what was you said)
(Appendix B: The Interview Transcripts of Unit 4)
……..

In task 2, the teacher acted as the organizer and was expected to introduce the chant and invited the children to sing along. In the beginning, she gave the example how to sing this chant. Therefore, they sang this chant enthusiastically and freely, as it supported by the following transcript below.

……..

R: *Kalau penyampaian lagunya Pak?* (How did I deliver the chant?)
T: *Ya pada awalnya anak-anak terlihat kesusahan, tapi dengan diulang-ulang mereka pada akhirnya bisa menyanyikannya.* (In the beginning they difficult to sing the chant, in the end they could sing the chant well after repeating it)
(Appendix B: The Interview Transcripts of Unit 4)
……..

v. Learner Role

In task 1, the children were expected to raise their hand or to say ‘presence’ when the teacher check the attendance list and his/her name was called. The instruction was easy to be understood by the children. So, they could do the task very well. It was proved by the following transcript below.

……..
R: *Tadi waktu dipanggil namanya dengan Bahasa Inggris paham kan?* (Did you understand when your teacher called your name?)
S1: *Ya Bu. Aku tadi ngacung kog hehe.* (Yes. I raised my hand hehe)
(Appendix B: The Interview Transcripts of Unit 4)
……..

In task 2, the children were expected to participate actively in singing the chant. The chant was easy to be sung. Therefore, they could sing it well. This could be seen in the following transcript below.

……..

R: *Nah, kalau lagu Where is Amel tadi bisa nyanyinya ga?* (What about the Where is Amel? song, could you sing it?)
S1: *Bisa Bu gampang. Pas aku dipanggil tadi aku nyanyi sambil ngacung*. (I could do that, it was easy. When my name was called I raised my hand while singing)

(Appendix B: The Interview Transcripts of Unit 4)

……..

vi. Settings

The setting in task 1 involved all children to participate actively. This task gave them appropriate setting to say 'presence' correctly and to practice it. As it had been seen in the implementation, all of them did great in pronouncing and practiced it classically. This was supported by the following transcript below.

……..

T: …….*Ya apalagi anak-anak juga belajar bagaimana menjawab dengan Bahasa Inggris kalau nama mereka dipanggil ketika presensi.* (Moreover the children also learned how to say it in English if their names were called in checking attendance)

(Appendix B: The Interview Transcripts of Unit 4)

……..

The setting in task 2 involved all children to sing the chant. Based on the implementation, they sang the chant actively, as it was seen in the following transcript below.

……..

R: *Lagunya bagus ga?* (Was the song good?)
T: *Bagus Bu.* (It was good)

(Appendix B: The Interview Transcripts of Unit 4)

……..

b. "Look, Hear, and Say"

i. Goal

The goal of task 1 was to know more about Universe through a video and to make the children know how to pronounce the names of Universe things correctly. The Universe things in the video were easy to be identified. The children had to say it out together in the first and did it individually in the second time. This was supported by the following transcript below.

……..

R: *Mas Bayu tadi videonya bagus tidak?* (Mas Bayu was the video good or not?)
S3: *Bagus Bu. Tadi di luar angkasa ya Bu? Emm aku punya buku luar angkasa.* (It was good. Was it in universe?)
R: *Iya, di luar angkasa ada apa aja?* (Yes, what were in the universe on the video?)
S3: *Emm bulan, bintang, banyak Bu.* (Emm moon, stars, and many more)
(Appendix B: The Interview Transcripts of Unit 4)

……..

The goal of task 2 was to make the children coloring a picture. The picture was a universe. Coloring picture is one of the children activities' like, so they enjoyed the task well. But it took time, as it shown in the following transcript below.

……..

R: *Bagaimana dengan kegiatan mewarnai gambar tadi Pak?* (How was the coloring activity?)
T: *Oya kalau kegiatannya sih sudah sesuai dengan topiknya, dan mewarnai merupakan salah satu kegiatan yang disukai anak-anak, tapi karena kegiatan mewarnai itu lama jadi harus diperhatikan soal pembagian waktunya.* (The coloring activity was related to the topic, and the children like coloring picture, but it took time so you have to be wise in managing the time)

(Appendix B: The Interview Transcripts of Unit 4)

……..

c. Input

The input in task 1 was a video of Universe. All of characters on the video were familiar to the children. The audio-video were clear and interested to the children. It was supported by the following transcript below.

……..

R: *Eh tadi videonya gimana, bagus tidak?* (Eh what do you think about the video, were they good?)
S1*: Bagus Bu, aku suka bintang-bintang, terus ada bulang, matahari…* (It was good; I like stars, then moon, sun…)

(Appendix B: The Interview Transcripts of Unit 4)

……..

The input in task 2 was a worksheet. The task was coloring a picture. The picture was a about universe, related to the topic, they like coloring a lot. Although some of them did not finish it, because the researcher put more than two activities in this part. It was shown in the following transcript below.

……..

R: *Tadi suka ga mewarnai gambarnya?* (Did you like coloring the picture?)
T: *Suka Bu, tapi aku tadi belum selesai.* (I like it,but I have not finished it yet)

(Appendix B: The Interview Transcripts of Unit 4)

……..

d. Activities

The activity in task 1 was watching and identifying universe. In the end, the children practiced how to pronounce the things of universe by repeating the teacher. They had to act it out together at the first and then in the end they had to act it out individually. They did it well and enthusiastically, as it written in the following transcript below.

……..

R: *Oya tadi menyebutkan nama-nama benda yang ada di langit bisa?* (Could you mention the things of universe?)
S1: *Bisa Bu, gampang.* (It's easy)
R: *Apa coba, dalam Bahasa Inggris loh.* (What are they in English?)
S1: *Bulan itu moon, terus bintang stars, macem-macem deh. Hehe.* (Bulan is moon, then bintang is stars, etc)
(Appendix B: The Interview Transcripts of Unit 4)

……..

The activity in task 2 was coloring a picture. The children had to color the universe picture. They were enjoying to do the task, but the time was out so most of them did not finish the task, as it written in the following transcript below.

……..

R: *Tadi mas Azie nggambarnya selesai?* (Did you finish the task?)
S1: *Ndak selesai Bu. Nanti boleh diterusin?* (I did not finish it. Can I finish it?)
R: *Boleh kog, dibawa pulang trus dilanjutkan di rumah ya.* (Sure, even you can bring the task and finish it at home)
(Appendix B: The Interview Transcripts of Unit 4)

……..

e. Teacher Role

In task 1 the teacher was acted as the controller and the model. She was expected to get the children' attention using a video, also gave the correct example in saying and pronouncing the names of universe things. This task made her played the teacher role well. This was supported by the following transcript below.

……..

R: *Kalau untuk videoya apakah sudah sesuai dengan anak-anak di TK belum Pak?* (What about the video, was it appropriate to the kindergarten children?)
T: *Sudah.* (It was)
R: *Yang melafalkan nama-nama benda yang ada di langit?* (How about pronouncing the names of universe things?)

T: *Itu juga sudah pas untuk anak-anak di TK*. (It was also appropriate for the kindergarten children)

(Appendix B: The Interview Transcripts of Unit 4)

……..

In task 2 the teacher was expected to guide the children to color a picture. In the beginning, she explained what the children should do. Therefore, they did the task freely, as it supported by the following transcript below.

……..

R: *Kalau gambar yang diwarnai terlalu rumit tidak Pak?* (Was the picture too difficult for the children?)
T: *Saya rasa tidak terlalu rumit, gambarnya sederhana kog. Cuma ya itu tadi di satu bagian itu tadi ada lebih dari dua tugas ya. Yang mewarnai dipindah saja, atau bisa untuk dikerjakan di rumah.* (I think it was not difficult, the picture was simple. In this part you put more than two tasks, did not you? Coloring picture can be moved to another part or it can be done at home)

(Appendix B: The Interview Transcripts of Unit 4)

……..

f. Learner Role

In task 1 the children were expected to watch a video about universe and identifying the names of universe things actively and pronounced it correctly. The names of universe things were easy and familiar. So they could do the task well. It was proved by the following transcript below.

……..

R: *Oya tadi menyebutkan nama-nama benda yang ada di langit bisa?* (Could you mention the things of universe?)
S1: *Bisa Bu, gampang.* (It's easy)
R: *Apa coba, dalam Bahasa Inggris loh.* (What are they in English?)
S1: *Bulan itu moon, terus bintang stars, macem-macem deh. Hehe.* (Bulan is moon, then bintang is stars, etc)

(Appendix B: The Interview Transcripts of Unit 4)

……..

In task 2 the children were expected to participate actively in coloring a picture. The picture was simple and the children enjoyed it a lot, although they did not get enough time to finish it. Therefore, they merely did the task well. This could be seen in the following transcript below.

……..

R: *Tadi suka ga mewarnai gambarnya?* (Did you like coloring the picture?)
T: *Suka Bu, tapi aku tadi belum selesai.* (I like it,but I have not finished it yet)

(Appendix B: The Interview Transcripts of Unit 4)

……..

g. Settings

The setting in task involved all children to participate actively in watching a video and also pronouncing the names of Universe things. This task gave them appropriate setting to say and pronounce the names of Profession correctly and to practice it. As it had been seen in implementation, all of did great in pronouncing and practice it. This was supported by the following transcript below.

……..

R: *Anak-anak tadi sudah bisa melafalkan dengan baik belum Pak?* (Have the children pronounced the expression well or yet, Sir?)
T: *Ya rata-rata sudah bisa Bu karena ada pengulangan untuk melafalkan kalimat tersebut.* (Some of them could do the task well because there was repeating pronunciation)

(Appendix B: The Interview Transcripts of Unit 4)

……..

The setting in task 2 involved all children to color the picture individually. Based on the implementation, they enjoyed coloring the picture, as it was seen by the following transcript below.

……..

R: *Mereka tadi pas mewarnai terlihat senang tidak Pak?* (Were they happy coloring the picuture?)
T: *Ya mereka tadi saya lihat mewarnainya dengan antusias mungkin karena mereka suka mewarnai.* (Yes I saw they sang the song enthusiastically, maybe they like coloring pictures)
(Appendix B: The Interview Transcripts of Unit 4)
……..

C. The Evaluation andthe Revision of the Final Product

1. The Evaluation of the Final Draft

After analyzing the materials, the researcher evaluated the materials. The evaluation was done to check the appropriateness of the developed materials for the children in the real teaching and learning process. This was done through sorting the materials based on the aspect of the tasks (Nunan, 1989) that were used to analyze them.

All units were treated differently by the researcher based on the result of the analysis. The first treatment was not to revise the task because it was appropriate for the children. In the second treatment, the task was revised although it was appropriate for them. While in the third treatment, the task was revised because it was not appropriate for them. The last treatment was to eliminate the task. It was because the task was not appropriate for them.

2. The Revision of the Final Draft

After evaluating the second draft, the researcher revised it to be the final draft. The revision of the second draft covered the tasks itself and the appearance of the draft. Based on the components of the task that is proposed by Nunan (1989), the second draft needed some revisions. The detailed revisions of the second draft were served per unit below.

a) Unit 1, Public Places

There was a revision in this unit related to the appearance. The punctuation in each task was revised and added. Some symbols were not appropriate for book materials; they were not formally used in a book material so the symbols were changed into the formal one.

b) Unit 2, Recreation Equipment

There were some revisions in this unit related to the picture. In Part 2 task 1, the pictures' size were not appropriate to the kindergarten children, they were still too small so the pictures needed to be made into the bigger one. The other revision was in Part 5 Task 1 related to the task. The task was too easier to the children in class B so the task was revised to make it appropriate for children in class B.

c) Unit 3, Kinds of Profession

The first revision there was an addition material in this unit. The addition was a song in part 2. The song was chosen for supporting the previous task. The next revision was added the phonetic transcription for each vocabulary.

d) Unit 4, My Universe

Some revisions were done in this unit related with the input of the tasks. The first revision was to revise the task instruction in Part 3. The next revision was in Part 2 Task 3. The task was moved into Part 3 to make it effective for the children because they took long time to color it.

D. The Study of the Final Product

1. The Final Course Grid

The evaluation of the second draft result the revision of the final draft. Therefore, the second course grid was also revised. There were not many revisions in the final course grid. The course grid of final draft was shown in the Appendix E.

2. The Final Product

The final product covers four topics, which were developed into four units. They are Public Places, Recreation Equipment, Kinds of Profession, and My Universe. All the units focus on listening and speaking. But there are two units also involve writing skill, in Public Places and Recreation Equipment.

Each unit in the final product consists of six parts. The frame work of the units was presented below.

Unit Title

A. Warming Up.
B. Look, Hear and Say
C. Let's Do It
D. Break time
E. Yes I Can!
F. Let's Go Home

The first part, *Warming Up* is developed in the beginning of each unit. In this part, the children learn some expressions that will be useful in doing the activities for that day.

The second part, *Look, Hear and Say* is developed as the first main activity for the children. It gives the children general information about the topic.

The third part, *Let's Do It* is set in the form of input giving activities. The purpose of these activities is giving the children language input and a context for the learning.

The fourth part, *Break Time* gives the children chance to have a break for a while and also to learn some expressions that will be useful during the break time.

In the fifth part, *Yes I Can!*, the children are producing the input given before. This part was created to support the language learning in the previous part through fun and interesting ways.

The sixth part, *Let's Go Home* was set to give a chance for children to review the material and to finish the lesson that day by saying goodbye.

CHAPTER V

CONCLUSIONS, IMPLICATIONS and SUGGESTIONS

A. Conclusions

On the basis of the objective of the study, this study aims at developing English Day Program materials and finding out the characteristics of appropriate materials, activities, and media for children in class B of TKIT Salsabila 2 Banguntapan. In regard with the objective, the researcher gets two conclusions. There are the steps conducted in developing the English materials, the developed English materials themselves for kindergarten at TKIT Salsabila 2 Banguntapan. The detail explanations about the conclusions are presented as follows.

1. The steps conducted in developing the English materials

This research belongs to the Research and Development study, which consists of several steps to be carry out, i.e. conducting the needs analysis, writing the course grid, developing the English materials, implementing the materials, evaluating the materials, and writing the final drafts of the materials. In this study, the researcher used two forms instruments. They were in the forms of questionnaire and interviews.

2. The developed English materials' characteristics

The English Day Materials were developed based on the needs analysis. There four units for the topics *Public Places, Recreation Equipment, Kinds of Profession, My Universe* which have been developed. The materials in each unit consist of the components of the tasks proposed by Nunan (1989: 40), namely

goal, input, activity, learner role, teacher role, and setting. Further, on the basis of the findings the second questionnaires and interviews, the research findings show that the children and the teacher agreed with the developed English materials. The researcher provides plenty interesting learning resources for them, such as games, songs, stories, movies, and role playing. The developed materials also have routines. Children benefit from knowing the rules and being familiar with the situation. So that materials should have systems and routines.

The results indicate that the average point of each unit that implemented in the class was 3,9 to 4,25. The result of the average computation indicated that the children and the teacher agreed with the developed English materials. In addition, the result of the research showed that the developed English materials were needed to be implemented for kindergarten level. The developed English materials gave the children the opportunity to be familiar with English.

In conclusion the English materials which are appropriate for English Day program for children of class B in TKIT Salsabila 2 Banguntapan have characteristics as presented below.

a. The materials accommodate the topics based on the kindergarten syllabuses.
b. The input of the materials should be related to the children's daily life.
c. The media include pictures and realia.
d. The media are interesting and various in order to avoid the children from getting bored, including physical activity

e. The materials should be fun, colourful, simple and attractive in order to get the children's interest
f. The materials should give the children opportunity to use the language to communicate directly
g. The materials should be familiar with the situation. In the other word, it should have system and routines
h. The materials should allow the children work and learn in the various classrooms setting, such as individual, pair, group, and classical works

B. Implications

There are two implications can be based on the result of the study. First, the English learning materials for kindergarten are designed based on the needs of the class B children, the headmaster, and the class teachers of TKIT Salsabila 2 Banguntapan. Moreover, the researcher finds that the results of the English learning materials for kindergarten are appropriate and feasible to be implemented in teaching-learning process for the children of class B in TKIT Salsabila 2 Banguntapan after undergoing the try-out.

The implication to the result is that the materials can be used to the children and the teacher of class B in TKIT Salsabila 2 Banguntapan and other schools that have similar characteristics with the teacher and the children at TKIT Salsabila 2 Banguntapan.

Second, the research findings show that the characteristics of the appropriate English learning materials for the children of class B in TKIT Salsabila 2 Banguntapan. The findings show that in developing appropriate English learning

materials, there are some characteristics that need to be regarded. Those characteristics are needed to develop the English materials that appropriate to the kindergarten. It shows that the teacher should fulfill those characteristics when she/he wants to create English materials.

The implication to the facts is that the teacher and other researcher can create English materials that are appropriate to their children if they consider about the characteristics of their children.

C. Suggestions

In this section, the researcher offers suggestions to the following parties related to the conclusion and implication.

1. Suggestion to the Kindergarten Teachers

The developed English materials for kindergarten in this study are not brand new things, but they helped the children in achieving the goals of the materials. Nevertheless, the teacher is expected to improve their knowledge and skills about how to teach English as a foreign language for very young learners. Also they should develop similar kinds of the English materials into various activities by analyzing the children' needs and characteristics beforehand. Other things to note are that the materials developed should be suited with the children's needs.

2. Suggestion to the Elementary School Principals

Considering the new curriculum 2013 of English, the Elementary school principals should set up the *English Day* program for the first grade of Elementary schools that provides not only the exercises but also the interesting materials and activities for the students.

3. Suggestion to the Materials Developers and Other Researchers

There were games and some other activities as the example of the English materials for kindergarten which have been developed. However, there are various kinds of activities that can be utilized for developing English materials for kindergarten, such as telling a story, role playing, and playing games. Hence, they should be more creative in designing the materials. Also they can develop different kinds of English materials appropriate to the kindergarten children. The materials should be both educating and interesting. They have to consider the children's characteristics, interests, and needs regarding the materials choices.

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Appendices

Appendix A
Fieldnotes

Field Note Implementation 1

(Unit 1, Public Places)

Day & Date : Monday, November 18th 2013

Time :08.00 am - 11.00 am

Place : Classroom

Students : 13 children

Hari ini adalah hari pertama peneliti menyampaikan materi pertama di Sekolah di mana peneliti juga mengajar. Peneliti datang pagi-pagi untuk persiapan dikelas dan menyiapkan materi yang akan digunakan untuk mengajar yaitu di lantai dua. Hari itu peneliti akan menyampaikan materi pertama tentang "Public Places" sebagai Unit 1 dalam materi di *English Day Program.* Setelah semua dirasa sudah siap, peneliti turun ke bawah bergabung dengan guru-guru lain yang sudah datang untuk menyambut anak-anak.

Pada jam 07.00 guru-guru sudah siap untuk melaksanakan kegiatan rutin setiap pagi yaitu membaca Iqro' dan tambahan membaca huruf latin bagi anak kelas A dan B. Anak-anak yang belum dapat giliran membaca mereka terlihat asyik dengan kegiatan mereka masing-masing, ada yang bermain di bak pasir, bermain ayunan, bergelayutan di tangga majemuk, dll.

Setelah jam 08.30 kegiatan rutin pagi selesai, anak-anak serta guru-guru bersiap-siap untuk masuk ke kelas masing-masing. Demikian pula dengan peneliti juga sudah siap di kelas yaitu kelas B. Peneliti berharap anak-anak kelas B sudah siap

untuk mengikuti kegiatan pembelajaran Bahasa Inggris pada hari itu. Di kelas B peneliti didampingi oleh guru pendamping.

Di kegiatan awal peneliti membuka dengan salam dan sapaan dengan sapaan berbahasa Inggris, dengan sapaan “Good Morning” “How are you today?”. Karena di kelas B ada siswa baru, dan mungkin itu baru pertama kalinya dia mendengar Bahasa Inggris dia tidak merespon sapaan dari peniliti. Akan tetapi anak-anak yang lama yang sudah pernah mendengar sapaan berbahasa Inggris tersebut, mereka langsung menjawab dengan benar. Ketika sapaan-sapaan tersebut diulang kembali, anak-anak bisa mengekspresikannya dengan baik dan benar. Setelah itu peneliti memimpin anak-anak untuk berdoa bersama. Dan karena peneliti juga merupakan guru di kelas tersebut, setelah kegiatan berdoa selesai peniliti mengajak anak-anak untuk hafalan bersama. Kemudian masuk ke materi *English Day Program*.

A. Warming Up

Di sesi ini peneliti mengenalkan ekspresi sapaan dalam Bahasa Inggris kepada anak-anak. Expressi sapaan tersebut adalah “Good Morning” dan “Hello How are You?” Sapaan tersebut sudah sangat familiar bagi anak-anak, karena mereka sudah mempelajari sebelumnya. Kemudian peneliti meminta anak-anak untuk mengekspresikan sapaan tersebut bersama teman-temannya dengan berpasang-pasangan. Mereka terlihat sangat antusias sekali melakukannya. Mereka bergantian saling bertanya dan menjawab expresi sapaan tersebut. Dan peneliti meminta beberapa pasang anak untuk mempraktikkan expresi tersebut di depan kelas. Karena ekspresi tersebut sudah sangat familier, anak-anak terlihat sangat

mudah mengekspresikannya. Dan anak-anak dapat melafalkan serta mengekspresikannya dengan benar. Untuk lebih menguatkan ingatan anak-anak, peneliti mengajak mereka untuk bernyanyi lagu *Hello How are You?*Lagu *Hello How are You* merupakan lagu untuk memperkenalkan ekspresi sapaan dalam Bahasa Inggris. Peneliti meminta anak-anak untuk menyanyikan lagu tersebut bersama-sama sampai mereka bisa menyanyikannya dengan baik. Anak-anak terlihat antusias sekali dalam bernyanyi. Kemudian peneliti menyampaikan bahwa hari itu mereka akan belajar Bahasa Inggris dengan tema 'Public Places' dan menjelaskan apa itu 'Public Places' dan apa saja yang termasuk 'Public Places.'

B. Look, Hear, and Say

Di sesi kedua, peneliti bertanya dengan menggunakan bahasa Inggris kepada anak-anak apakah mereka suka dengan cerita, mereka diam saja dan tampak kebingungan, tetapi setelah peneliti mengulang pertanyaan dengan Bahasa Indonesia mereka serempak menjawab "yaa" kemudian peneliti berkata kepada anak-anak bahwa peneliti akan bercerita tentang berlibur ke Kebun Binatang. Cerita tersebut berjudul Tom Went to the Zoo. Kemudian peneliti meminta kepada anak-anak untuk mendengarkan cerita yang akan disampaikannya. Terlihat anak-anak sudah siap untuk mendengarkan cerita tersebut dengan duduk rapi

Peneliti kemudian mengambil gambar bercerita yang sudah disiapkannya. Anak-anak terlihat sangat tertarik dengan gambar-gambar tersebut dan berusaha untuk memegang dan melihatnya. Gambar-gambar dalam cerita tersebut sangat menarik terutama bagi anak-anak usia TK, terlihat dari warnanya yang colourful, ukuran cukup, dsb. Lalu peneliti berkata kepada anak-anak kalau masih belum tenang ceritanya tidak akan dimulai dan gambar-gambarnya akan disimpan kembali. Peneliti dibantu guru pendamping berusaha menarik perhatian anak-anak supaya duduk tenang kembali. Setelah dirasa

sudah tenang, peneliti melanjutkan kegiatan yaitu bercerita dengan judul “Tom Went to the Zoo” kemudian peneliti mengartikan ke dalam Bahasa Indonesia apa arti dari judul tersebut. Dan meminta anak-anak untuk mengikuti peneliti mengucapkan judul tersebut dengan benar. Kemudian dimulailah cerita tersebut dengan menunjukkan gambarnya. Anak-anak sangat terlihat antusias dan memperhatikan gambar-gambar yang diperlihatkan peneliti. Ada beberapa anak yang penasaran dan bertanya kepada peneliti di sela-sela bercerita, tetapi khawatir akan mengganggu anak-anak lain yang sudah konsentrasi mendengar cerita, peneliti tidak menjawab pertanyaan dari anak-anak dan tetap melanjutkan ceritanya sampai cerita tersebut selesai.

Setelah bercerita selesai, peneliti bertanya kepada anak-anak siapa saja yang ada dalam cerita tadi. Anak-anak menjawabnya dengan antusias dan mereka masih ingat siapa saja yang ada di dalam cerita tersebut. Ketika anak-anak menyebut nama-nama hewan yang ada di cerita, peneliti menyebutkannya dalam bahasa Inggris, missal; monkey, turtle, crocodile, elephant, etc. Setelah itu penelit menyampaikan bahwa ‘zoo’ merupakan salah satu ‘Public Places’ Dan menanyakan ke anak-anak apa saja yang termasuk ke dalam ‘Public Places.’ Karena di awal sudah dijelaskan mengenai apa itu ‘Public Places’ dan apa saja ‘Public Places,’ ada beberapa anak yang masih mengingatnya dan menyebutkan dengan benar. Tetapi ada juga anak yang tidak bisa menjawabnya dan hanya diam. Peneliti mengulang menyebut nama-nama atau karakter yang ada dalam cerita. Kemudian meminta anak-anak untuk menirukannya dengan lafal Bahasa Inggris yang benar. Hingga akhirnya anak-anak dapat melafalkannya dengan benar.

C. Let’s Do It

Kemudian di sesi ini peneliti menunjukkan gambar-gambar dan menanyakan gambar apa itu? Anak-anak menjawabnya dengan benar akan tetapi mereka masih menjawabnya dalam Bahasa Indonesia. Kemudian peneliti menunjukkan gambarnya dan

menyebutkannya dalam bahasa Inggris. Ada zoo, park, post office, store, hospital, and station. Dan meminta anak-anak untuk mengulangi satu persatu dengan pengucapan yang benar. Dari hal itu, peneliti merasa bahwa gambar-gambar Public Places tersebut mudah diketahui oleh anak-anak, karena ketika peneliti menanyakan gambar-gambar tersebut anak-anak dapat menjawabnya dengan benar. Supaya anak-anak lebih bersemangat, peneliti meminta kepada anak-anak untuk maju ke depan mengulang kembali kosakata yang telah didengarnya dari peneliti. Bagi yang sudah hafal, peneliti memperlihatkan gambar dan menyuruh anak-anak untuk menyebutkan kosakatanya. Dan yang berhasil mendapatkan reward berupa sticker. Anak-anak terlihat antusias sekali ketika mereka berhasil menyebutkan kosakata tersebut dan mendapatkan stickernya.

Hingga beberapa saat anak-anak terlihat sudah merasa agak bosan, dan peneliti yang tanggap akan hal itu kemudian mengajak anak-anak untuk bernyanyi menyanyikan lagu ‘We’re Going to the Zoo’ dan mengulang-ulang lagu tersebut. Mereka bernyanyi dengan antusias sekali walaupun mereka belum hafal betul. Tetapi, peneliti mengulang-ulang lagu tersebut hingga mereka bisa menyanyikannya dengan benar. Peneliti juga mengajak beberapa anak untuk maju ke depan menyanyikan lagu tersebut. Ada beberapa anak yang mau melakukannya dengan senang dan antusias.

D. Break Time

Sesi ini adalah sesi istirahat. Dimana anak-anak beristirahat untuk makan snack dan bermain bersama. Sebelum anak-anak menikmati makan snacknya, peneliti mengenalkan ekspresi instruksi untuk mencuci tangan dengan Bahasa Inggris, yaitu “Before we eat the snack, let’s wash our hands!” Peneliti melafalkan ekspresi tersebut dengan lafal yang benar dan meminta anak-anak untuk menirukannya dengan lafal yang benar. Ada beberapa anak yang terlihat malu-malu dalam mmngucapkan ekspresi tersebut, kemudian dengan motivasi dari peneliti mereka mau mengucapkannya. Ekspresi tersebut sangat

mudah dipahami oleh anak-anak, walaupun pada awalnya terlihat kesusahan dalam pengucapan ekspresi tersebut, tetapi setelah diulang-ulang mereka bisa melafalkannya dengan benar. Kemudian supaya anak-anak lebih antusias dalam mengucapkan ekspresi tersebut, peneliti mengenalkan *chant(*lagu pendek*)* dengan judul 'Wash Your Hands' dan menyanyikannya bersama-sama. Anak-anak terlihat antusias ketika menyanyikan chant tersebut. Pada awalnya, anak-anak terliahat kesusahan menyanyikannya tetapi setelah beberapa kali diulang, mereka bisa menyanyikan lagu tersebut dengan baik. Setelah itu peneliti mempersilahkan anak-anak untuk cuci tangan dan berdoa lalu makan snack bersama-sama.

E. Yes I Can!

Kegiatan selanjutnya adalah peneliti memberikan tugas kepada anak-anak dan kemudian menjelaskan mengenai tugas-tugas yang harus dikerjakan anak-anak, yaitu; - *tracing a line and matching*, serta *arranging puzzle.* Tugas *Tracing a line and matching,* anak-anak menghubungkan garis antara gambar tempat-tempat wisata sesuai dengan tulisannya kemudian tulisan tersebut ditebalkan. Tugas tersebut berupa worksheet yang didalamnya terdapat gambar-gambar Public Places dengan tulisannya. Sedangkan *arranging puzzle*, anak-anak menggunting potongan-potongan gambar kemudian dirangkai dan ditempel sehingga kepingan-kepingan gambar tersebut menjadi satu gambar utuh seperti contoh. Di dalam tugas *tracing a line and matching* anak-anak tidak merasa kesulitan dikarenakan anak-anak sudah mempelajari nama-nama tempat wisata sebelumnya di bagian pelajaran sebelumya. Di sini peneliti hanya bertugas membimbing dan mengarahkan bagaimana cara mengerjakannya dengan benar. Jadi anak-anak mengerjakannya dengan antusias. Sedangkan di dalam tugas arranging puzzle, anak-anak menyusun 6 potongan gambar di kertas yang telah disediakan. Karena anak-anak sudah terbiasa menyusun puzzle, mereka sangat senang mengerjakannya dan mereka tidak

merasa kesusahan dalam mengerjakannya. Hanya ada 2 orang anak yang terlihat kesusahan dalam menyusun gambar dikarenakan dia kehilangan beberapa potongan gambar. Tetapi dengan bantuan dari guru, anak tersebut dapat menyelesaikannya dengan baik.

F. Let's Go Home

Peneliti mengenalkan ekspresi dari instruksi berdoa ketika mau pulang. Ekspresi tersebut berupa "Let's Say a Prayer" and "Goodbye". Pertama, peneliti mengucapkan ekspresi-ekspresi tersebut dengan jelas dan dengan mengucapkannya dengan lafal yang benar. Kemudian meminta anak-anak untuk mengulang ekspresi tersebut. Hingga akhirnya mereka bisa mengucapkannya dengan benar dan kegiatan pada hari itu diakhiri dengan berdoa dan menyanyi lagu 'Goodbye' bersama-sama. Dikarenakan lagu tersebut baru untuk anak-anak, maka peneliti mengulangi lagi menyanyikannya bersama anak-anak sampai mereka bisa.

Field Note Implementation 2

(Unit 2, Recreation Equipment)

Day & Date :Tuesday, November 19th 2013

Time :08.00 am - 11.00 am

Place : Classroom

Students : 13 children

Hari ini merupakan hari kedua bagi peneliti dalam menyampaikan materi yang kedua dari materi-materi *English Day Program.* Pada pertemuan kali ini peneliti menyampaikan materi di Unit 2 yaitu *Recreation Equipment.*

Waktu menunjukkan pukul 06.45, yang berarti peneliti masih punya waktu beberapa menit untuk bersiap-siap. Peneliti kemudian naik ke kelas B untuk mempersiapkan kelas dan materi yang akan disampaikan pada hari itu. Setelah semua dirasa sudah lengkap, peneliti kemudian turun ke bawah untuk bergabung bersama guru-guru yang lain.

A. Warming Up

Di kegiatan awal peneliti menyampaiakan ekspresi sapaan yang sudah dipelajari sebelumnya, yaitu “Good Morning Everyone” “How are You Today?” Karena greetings tersebut sudah pernah dipelajari sebelumnya, maka anak-anak dapat melakukannya dengan baik. Kemudian peneliti memperkenalkan angka 1-10 dalam Bahasa Inggris. Peneliti memakai kartu angka untuk mengenalkan angka dalam Bahasa Inggris. Kartu-kartu tersebut ukuran dan warna nya sangat sesuai

untuk anak usia TK. Anak-anak sangat tertarik belajar angka menggunakan kartu tersebut. Peneliti meminta anak-anak untuk mengikuti peneliti mengucapkan angka dalam Bahasa Inggris dan menyuruh masing-masing anak untuk mengulanginya dengan pengucapan yang benar. Kemudian, peneliti bertanya kepada anak-anak dengan menunjukkan kartu angka *"Angka berapa ini?"* Anak-anak menjawab *"Satu"* Kemudian peneliti bertanya lagi *"Bahasa Inggrisnya apa?"* Beberapa anak menjawab *"One"*dengan benar dan ada beberapa anak yang keliru menjawab bahkan diam saja. Begitu terus peneliti mengulang-ulang sampai hampir semua anak bisa dan melafalkannya dengan benar. Anak-anak terlihat antusias sekali melakukan tugas tersebut. Peneliti juga meminta anak-anak untuk mengulanginya secara berpasangan. Setelah semua bisa, peneliti mengajak mereka untuk bernyanyi lagu *Let's count 1 to 10*. Karena lagu ini baru untuk anak-anak, maka peneliti meminta anak-anak untuk mendengarkannya bernyanyi terlebih dahulu. Kemudian meminta anak-anak untuk bernyanyi bersama sampai mereka bisa menyanyikannya dengan baik. Setelah itu, peneliti memutar video dari lagu tersebut dan mengajak mereka untuk bergerak sesuai dengan lagu tersebut. Dengan video tersebut, anak-anak terlihat lebih antusias dalam bernyanyi. Dan pada akhirnya mereka dapat bernyanyi dan bergerak sesuai lirik dalam lagu tersebut. Ketika lagu tersebut mengatakan 'jump' maka anak-anak akan melompat dengan riangnya.

B. Look, Hear, and Say

Setelah anak-anak bernyanyi dengan senang, peneliti mengajak anak-anak untuk belajar tentang Recreation Equipment dalam Bahasa Inggris. Peneliti menggunakan kartu bergambar sebagai media pembelajaran pengenalan Recreation Equipment dalam Bahasa

Inggris. Gambar-gambar tersebut berupa gambar benda-benda yang biasanya dibawa ketika rekreasi kepada anak-anak. Bentuk gambar-gambarnya serukuran pas sebagai media pembelajaran. Begitu juga dengan gambar dan warnanya sangat menarik anak untuk belajar. Media pembelajaran tersebut digunakan untk mengenalkan Recreation Equipment dalam Bahasa Inggris juga cara pengucapannya dengan lafal yang benar. Peneliti menunjukkan kartu tersebut satu persatu kepada anak-anak dan juga cara mengucapkannya dengan pronounciation yang benar. Sementara itu anak-anak diam memperhatikan gambar dan mendengarkan peneliti. Mereka terlihat sangat antusias mendengarkan penjelasan dari peneliti. Setelah semua ditunjukkan, peneliti meminta anak-anak untuk mengulang kata-kata yang dia ucapkan sampai anak-anak dapat mengucapkannya dengan benar. Di sela-sela itu peneliti mununjuk kartu dan bertanya kepada anak-anak, *"Anak-anak gambar apa ini?"* Tanya peneliti kepada anak-anak. Mereka menjawab, *"Payung"* Kemudian peneliti membalasnya dengan Bahasa Inggrisnya *"Umbrella."* Setiap kali anak-anak menjawab gambar apa yang sedang mereka lihat, peneliti menyebutkan gambar tersebut dengan Bahasa Inggrisnya dan meminta anak-anak untuk mengulanginya sampai benar cara mengucapkannya.

C. Let's Do It

Di sesi ini anak-anak mengerjakan tugas yaitu memilih gambar yang termasuk bagian dari Recreation Equipment dari beberapa gambar yang disediakan kemudian gambar-gambar tersebut digunting dan ditempel di kertas yang sudah disediakan.. Gambar-gambar tersebut merupakan gambar perlengkapan-perlengkapan yang biasa dibawa saat rekreasi juga beberapa gambar yang selain gambar perlengkapan rekreasi untuk membiarkan anak-anak memilih gambar yang benar. Anak-anak terlihat bisa memilih gambar yang dimaksud dengan baik, hal ini dikarenakan mereka sudah mempelajari tentang gambar-gambar tersebut sebelumnya. Kemudian setelah gambar-gambar dipilih,

anak-anak menggunting gambar-gambar tersebut kemudian ditempelkan ke kertas yang sudah disediakan. Peneliti dibantu guru pendamping membagikan tugas dan perlengkapannya kepada anak-anak. Setelah semua mendapatkan lembar kerja dan perlengkapannya, ada gunting dan lem, kemudian peneliti menjelaskan tentang tugas tersebut dan apa yang harus dikerjakan anak-anak. Ada satu anak yang masih membutuhkan bimbingan karena anak tersebut di rumah tidak diijinkan untuk belajar menggunakan gunting. "*Bu, ini bagaimana?"* kata Azriel (anak yang jarang menggunakan gunting kebingungan) Kemudian karena peneliti selain di situ mengajarkan atau mengenalkan materi Bahasa Inggris, peneliti juga mengajarkan kemampuan-kemampuan yang lain, salah satunya yaitu menggunting. Dalam hal ini, guru bertindak hanya membimbing anak-anak dalam mengerjakan tugas. Setelah semua gambar digunting kemudian peneliti menyuruh untuk menempel gambar-gambar tersebut untuk ditempel di kertas yang sudah di sediakan. "*Please patch the pictures on the blank paper"* perintah peneliti kepada anak-anak. "*Ditempel di sini ya Bu…*"tanya beberapa anak sambil menunjukkan kertas kosong. Anak-anak sangat terlihat senang sekali mengerjakan tugas tersebut, selain karena anak-anak suka menggunting dan menempel, mereka juga suka dengan gambarnya. Walaupun mereka melakukan tugasnya sendiri-sendiri tetapi kebanyakan dari mereka mengerjakannya secara mandiri.

D. Break Time

Di kegiatan ini peneliti mengenalkan ekspresi berupa instruksi sebelum makan snak. Supaya anak-anak tahu bagaimana instruksi untuk makan snack. Ekspresi tersebut yaitu "*Let's eat the snack"* Peneliti terlebih dahulu menyampaikan ekspresi tersebut kepada anak-anak sebelum peneliti meminta anak-anak untuk mengulanginya. Peneliti memberikan contoh cara pengucapan ekspresi tersebut secara benar. Dan mengulang-ulanginya supaya diikuti anak-anak. Kemudian

peneliti meminta anak-anak untuk mengulangi instruksi tersebut secara bersama-sama. Setelah itu peneliti meminta kepada anak untuk mengucapkan ekspresi tersebut secara individu. Mereka terlihat senang dan mudah megucapkannya karena ekspresi tersebut sangat mudah untuk dipahami. Meskipun ekspresi tersebut baru diajarkan pada hari itu, anak-anak dapat melakukannya dengan baik.

E. Yes I Can!

Di kegiatan selanjutnya, peneliti menjelaskan tugas yang akan dikerjakan anak-anak selanjutnya yaitu “Draw Line”. Kegiatan tersebut adalah menghubungkan gambar makanan/minuman dengan angka sesuai dengan jumlahnya. Tugas tersebut dalam bentuk lembar kerja menghubungkan gambar dengan angka sesuai jumlahnya. Gambar tersebut bentuk dan ukurannya sangat sesuai untuk anak-anak TK, juga warnanya bervariasi. Anak-anak terlihat mudah sekali mengerjakannnya karena mereka sudah mempelajarinya di kegiatan sebelumnya. Mereka hanya menarik garis, menghubungkan antara gambar dengan jumlah angka yang sesuai. Mereka terlihat antusias sekali ketika mengerjakan tugas tersebut karena gambarnya sangat menarik dan disukai anak-anak yaitu gambar es krim, donat, dsb, *“Wah gambarnya bagus, ada es krimnya”* kata beberapa anak. Ada beberapa anak yang di awal kegiatan masih bertanya kepada peneliti bagaimana cara mengerjakannya, di sini peneliti hanya membimbing anak-anak bagaimana mengerjakannya dan mereka tetap mengerjakannya secara mandiri. Setelah anak-anak selesai mengerjakan tugas tersebut, kemudian peneliti mengajak anak-anak untuk melakukan tugas selanjutnya. Tugas tersebut dikemas dalam sebuah permainan. Permainan tersebut adalah *“A Color Mixing: Magic Glasses*

Game”Tugas ini bertujuan supaya anak-anak berpartisipasi secara aktif dalam permainan tersebut. Kemudian peneliti menjelaskan tentang bagaimana permainan tersebut dan juga apa saja bahan dan alat yang digunakan. Peneliti dibantu guru pendamping menyiapkan perlengkapan yang digunakan dalam permainan tersebut. Setelah semua siap kemudian peneliti menjelaskan kembali bagaimana cara membuat dan cara memainkannya. Anak-anak tampak semangat sekali untuk membuatnya, walaupun awalnya mereka terlihat kebingungan. Dan peneliti menyuruh anak-anak untuk duduk rapi terlebih dahulu sebelum mereka dibagi dalam kelompok. *“Please take a sit and we will work in groups…Silahkan duduk yang rapi dan kita akan melakukan permainan dalam kelompok”*Setelah kelompoknya jadi kemudian peneliti menjelaskan apa yang harus dilakukan masing-masing kelompok, yaitu yang pertama kali dibuat adalah kacamata, sedangkan guru pendamping membagikan bahan dan alatnya yaitu karton tipis (kardus susu), plastic mika warna-warni, gunting, doubletip, buah yang berwarna kuning (pisang), apel (hijau), dan strawberry (merah). Kegiatan ini dikerjakan secara individu tetapi secara berkelompok. Kemudian peneliti dan pendamping membimbing anak-anak dalam membuat kacamata tersebut. Anak-anak terlihat berpartisipasi dengan aktif. Hampir semua anak membuat kacamatanya sendiri dengan baik. Dari pembuatan pola, menggunting, menempel plastic mikanya, walaupun beberapa diselesaikan dengan bantuan peneliti dan guru pendamping. Tetapi di sini mereka terlihat sangat aktif melaksanakan tugas, meskipun mereka membutuhkan waktu yang lama dalam mengerjakannya. Setelah kacamata jadi, peneliti memulai permainan dengan cara memakai kacamata tersebut untuk

melihat benda-benda yang sudah disediakan. Anak-anak merasa senang sekali dengan kegiatan tersebut. *"Wah, pisangnya jadi warna hijau…"* kata salah satu anak yang memakai kacamata dengan lensa warna biru. Nah, di situ peneliti sambil bermain memperkenalkan warna dalam Bahasa Inggris kepada anak-anak.

F. Let's Go Home

Peneliti mengenalkan ekspresi dari instruksi berdoa ketika mau pulang. Ekspresi tersebut berupa "Let's Say a Prayer" and "Goodbye". Ekspresi perintah tersebut sudah dipelajari di pertemuan sebelumnya. Meskipun ekspresi tersebut sudah dipelajari sebelumnya tetapi peneliti tetap mengulanginya dan peneliti mengucapkan ekspresi-ekspresi tersebut dengan jelas dan dengan lafal yang benar. Supaya anak-anak semakin ingat dan bisa mengucapkannya dengan benar. Kemudian meminta anak-anak untuk mengulang ekspresi tersebut. Hingga akhirnya mereka bisa mengucapkannya dengan benar dan kegiatan pada hari itu diakhiri dengan berdoa dan menyanyi lagu 'Goodbye' bersama-sama. Dikarenakan lagu tersebut sudah dinyanyikan anak-anak sebelumnya, beberapa anak dapat menyanyikan lagu tersebut dan mengulanginya lagi bersama anak-anak.

Field Note Implementation 3

(Unit 3, Kinds of Profession)

Day & Date :Wednesday, November 20th 2013

Time :08.00 am - 11.00 am

Place : Classroom

Students :12 children

Hari ini merupakan hari ketiga bagi peneliti untuk menyampaikan materi yang dari materi-materi *English Day Program.* Pada pertemuan kali ini peneliti menyampaikan materi di Unit 3 yaitu *Kinds of Profession.*

Saat itu peneliti menunggu guru pendamping kelas karena akan menyampaikan beberapa hal terkait dengan kegiatan yang akan dilakukan pada hari itu. Waktu menunjukkan pukul 07.05 ketika guru pendamping datang di Sekolah. Kemudian peneliti menuju ruang guru untuk menyampaikan hal-hal terkait dengan kegiatan *English Day* program hari itu kepada guru pendamping. Setelah semua sudah tersampaikan, kemudian peneliti menuju ke kelas B yang ada di lantai atas untuk mempersiapkan semua bahan dan materi pembelajaran hari itu. Ada beberapa anak yang menyusul naik ke atas dan menanyakan apa sudah masuk atau belum. *"Sudah masuk Bu?"* Kata salah satu anak. Kemudian peneliti menjawab "*Belum kog, nanti masuknya jam 8.30 kalau anak-anak sudah selesai ngaji ya*" Jawab peneliti.

Waktu menunjukkan pukul 8.25. Peneliti dibantu guru pendamping memanggil anak-anak untuk masuk ke dalam kelas. Setelah semua masuk ke kelas dan siap untuk belajar, kemudian peneliti bersiap-siap untuk memulai kegiatan pembelajaran pada hari itu.

A. Warming Up

Di kegiatan awal peneliti membuka pelajaran dengan berdoa bersama dengan menggunakan instruksi berdoa berbahasa Inggris. “Before we start our lesson today, let’s say a prayer first. Say Al-Fathihah, shall we?” Kemudian mereka membaca Surat Al-Fathihah bersama-sama. Setelah membaca Surat Al-Fathihah, kemudian mereka berdoa Doa Mau Belajar dilanjut dengan Doa Pembuka Hati.

Selesai berdoa, peneliti menyanyikan lagu yang berjudul “*What’s Your Name?”* Dan mengajak anak-anak menyanyikan lagu tersebut bersama-sama.

“What’s your name?” Tanya peneliti ke anak-anak. Ada sebagian anak yang bisa menjawab pertanyaan peneliti. “My name is Rachfli” kata anak tersebut menjawab pertanyaan peniliti. Kemudian peneliti berkata kepada anak-anak “Nah anak-anak kalau Bu Guru bertanya What’s your name? anak-anak menjawab dengan namanya sendiri-sendiri ya…misalnya (kemudian peneliti mengambil dua gambar dan dibawa di masing-masing tangan) lalu peneliti memperagakan seolah-olah dua gambar tersebut sedang berdialog. Gambar yang ada di tangan kanan bertanya “What’syour name?” sedangkan gambar di tangan kiri menjawab “My name’s Monkey” Kemudian peneliti mengulanginya dengan Bahasa Indonesia “Siapa namanu?” gambar tangan kiri menjawab “Namaku Monkey”. Kemudian peneliti bertanya kepada anak-anak satu persatu. Sampai semua anak bisa.

B. Look, Hear, and Say

Di kegiatan ini peneliti menunjukkan beberapa gambar dari macam-macam pekerjaan dan mengucapkannya dalam Bahasa Inggris. Kemudian menyuruh anak-anak untuk menirukannya. Peneliti menunjukkan gambar satu persatu secara acak dan anak-anak menyebutkan gambar dengan Bahasa Inggris. Demikian seterusnya sampai anak-anak hafal.

Setelah itu peneliti menyanyikan lagu yang berjudul "Nurse" dan mengajak anak-anak untuk menyanyikan lagu tersebut bersama-sama. Anak-anak terlihat senang walaupun mereka baru mendengar lagu tersebut.

C. Let's Do It

Di kegiatan berikutnya adalah anak-anak mengerjakan tugas yaitu menyusun gambar seri. Peneliti Kemudian peneliti bertanya kepada anak-anak, "*What pictures are they? Gambar apa ini anak-anak?"* Tanya peneliti. Kemudian anak-anak menjawab "*Dokteeeer…*" "*Iya betul ini gambar dokter dan Miss Polly dan Dolly yang sedang sakit"* kata peneliti. Kemudian peneliti menjelaskan apa yang harus dikerjakan anak-anak dengan gambar seri tersebut. Yaitu anak-anak harus mengurutkan gambar-gambar tersebut sesuai contohnya. Tetapi kegiatan tersebut dilakukan dalam bentuk perlombaan antar kelompok (anak-anak dibagi menjadi 3 kelompok). Setelah membagi kelompok, peneliti membagikan gambar seri ke masing-masing kelompok. *"Now please arrange those pictures serially. Sekarang silahkan susun gambar-gambar tersebut. Yang selesai duluan menjadi juara 1."* Kemudian anak-anak menyusun gambar-gambar tersebut. Setelah beberapa menit, kelompok 2 yang selesai pertama. Kemudian disusul kelompok 3 dan 1.

D. Break Time

Di sesi ini peneliti mengenalkan ekspresi untuk berbaris. *"Ok children, please let's line up! Baiklah anak-anak silahkan berbaris!"* Anak-anak tampak bingung dan ada yang bertanya kepada peneliti *"Apa bu?"* dan peneliti mengulangi perintah masih dalam bahasa Inggris *"Let's line up!"* Ketika diulang yang kedua kalinya, anak-anak masih terlihat bingung dan tidak beranjak berdiri. Lalu peneliti mengulanginya hingga beberapa kali dan yang terakhir peneliti member perintah dengan Bahasa Indonesia *"Silahkan baris yang rapi!"* Setelah peneliti mengulanginya dalam bahasa Indonesia, barulah anak-anak paham. Hal itu terlihat anak-anak langsung berdiri dan berbaris. Setelah itu peneliti mengajak anak-anak untuk berdoa sebelum makan, karena saat itu waktu menunjukkan jam istirahat makan snack.

E. Yes I Can!

Untuk kegiatan selanjutnya, peneliti menjelaskan ke anak-anak bahwa mereka akan bermain peran sesuai dengan cerita berseri pada gambar berseri yang telah mereka susun sebelumnya. Dan mereka bermain sesuai dengan kelompoknya. Masing-masing kelompok dibagi sesuai perannya. Yaitu ada Miss Polly, Dolly, dan Dokter. Setelah masing-masing peran dibagi, peneliti memberitahu apa yang harus mereka lakukan. Kemudian setelah selesai menjelaskan,peneliti meminta kelopok pertama untuk memainkan peran yang telah dibagi. Untuk beberapa menit di awal mereka bisa mengikuti dengan baik, tetapi karena daya konsentrasi anak usia dini yang hanya berlangsung beberapa menit, mereka sudah terlihat bosan. Lalu peneliti tidak kehabisan akal, anak-anak disuruh bermain peran sesuai

dengan keinginan mereka. Mereka tampak antusias. Ada yang memilih menjadi seorang ayah, ibu dan juga anak. Ada yang menjadi kakak, adik, dsb. Dan ada juga yang hanya duduk melihat teman-temannya asyik bermain peran.

F. Let’s Go Home

Peneliti mengenalkan ekspresi dari instruksi berdoa ketika mau pulang. Kemudian meminta anak-anak untuk mengucapkan instruksi tersebut. Dan kegiatan pada hari itu diakhiri dengan berdoa dan menyanyi lagu ‘Goodbye’ bersama-sama.

Field Note Implementation 4

(Unit 4, My Universe)

Day & Date :Thursday, November 21st 2013

Time :08.00 am - 11.00 am

Place : Classroom

Students :13children

Hari ini merupakan hari ke empat dalam implementasi materi Engslish Day program. Peneliti datang ke Sekolah pagi sekitar jam 06.45. Sampai di Sekolah, peneliti kemudian menuju ke kelas untuk mempersiapkan perlengkapan untuk KBM hari itu. Setelah semua siap, kemudian peneliti kembali turun ke bawah untuk bergabung dengan guru-guru yang lain.

A. Warming Up

Setelah melakukan kegiatan berdoa bersama, peneliti mengambil buku presensi anak-anak dan memanggilnya satu persatu. “Good morning children. Who is absent today?” kemudian anak-anakmenjawab “Good morning Bu Dewi” Dan peneliti mngulang pertanyaan kembali “Who is absent today? Emmm siapa yang tidak datang hari ini?” Kemudian anak-anak menjawab “Aita Buuu…” “OK. Thank you”

Kemudian peneliti mengajak anak-anak untuk bernyanyi bersama “Well children Bu Dewi has a new song for you. Bu Dewi punya lagu baru lho…” “Nyanyinya seperti ini…dengarkan dulu ya…” Kemudian peneliti menyanyikan lagunya dan menyuruh anak-anak untuk ikut bernyanyi.

B. Look, Hear, and Say

Peneliti meminta ke guru pendamping untuk menyiapkan peralatan yang digunakan untuk menonton video, ada laptop, LCD, speaker dan meja. Dan anak-anak terlihat sedikit gaduh karena melihat ada laptop dan LCD. Mereka ada yang berkata "Bu…nonton film yah…" Dan dijawab oleh peneliti "Yes we are going to watch a video. Kita akan nonton video anak-anak. Kalian mau? Tapi please have a sit…Kalau kalian mau nonton video silahkan duduk yang rapi dulu." Kemudian peneliti menyampaikan beberapa aturan kepada anak-anak ketika nanti menonton video. Setelah semua siap, dimulailah acara menonton video. Video tersebut tentang "Universe", berisi tetang gambaran di alam semesta. Ketika menonton video sesekali peneliti menyebutkan benda-benda di alam semesta dengan Bahasa Inggris dan Indonesianya. Misalnya planet, bintang, bulan, matahari, langit, dsb. Anak-anak terlihat sangat antusian melihat video tentang alam semesta. Dan sesekali ada beberapa anak yang bertanya tentang video. Hingga akhirnya video selesai diputar tetapi anak-anak meminta peneliti untuk melihat video lagi. Dan peneliti berkata kepada anak-anak bahwa peneliti punya gambar luar angkasa yang ada gambar apolonya dan bertanya kepada mereka siapa yang mau mewarnai gambar tersebut. Dan mereka semua mau mewarnai gambar tersebut. Tapi peneliti berkata kalau mewarnainya nanti setelah istirahat.

C. Let's Do It

Setelah menonton video, peneliti menunjukkan gambar benda-benda alam semesta kepada anak-anak. Ada bulan, matahari, pelangi, dsb. Dan juga memberitahu anak-anak apa Bahasa Inggris dari gambar-gambar tersebut. Kemudian meminta anak-anak untuk mengikuti apa yang diucapkan peneliti. Begitu seterusnya sampai anak-anak bisa mengucapkan dengan benar.

Untuk mengurangi kebosanan, peneliti memutar video lagu I See the Moon dan mengajak mereka bernyanyi bersama.

D. Break Time

Waktu menunjukkan jam istirahat pertama. Kemudian peneliti mengajak anak-anak untuk berdoa mau makan snack dan menyuruh mereka untuk cuci tangan. Setelah anak-anak cuci tangan, mereka makan snack bersama. Dan yang sudah selesai makan snack peneliti menyuruh mereka untuk berdoa sesudah makan.

Kemudian peneliti menyuruh anak-anak untuk duduk rapi kembali karena masih ada tugas yang harus mereka kerjakan. Dan peneliti memperkenalkan ekspresi tentang instruksi untuk bermain. “It’s time to play” kata peneliti, dan menyuruh mereka untuk menirukannya sampai mereka benar dalam mngucapkannya.

E. Yes I Can!

Setelah anak-anak istirahat sebentar, peneliti memberikan lembar kerja yang telah dia janjikan kepada anak-anak sebelumnya. Kemudian peneliti menjelaskan tugasnya. Yaitu menggambar dan mewarnai gambar pelangi sesuai dengan contohnya. “OK kids you already have the task in your hand, please draw and color the rainbow picture as same as the example above. Silahkan anak-anak sudah dapat lembar tugasnya, tolong kalian gambar dan diwarnai gambar pelangi sama seperti contohnya yang di atas ya.” Ada anak yang bertanya “Bu aku ga’ bisa awannya” kemudian peneliti menjawab “Dicoba dulu pasti bisa, dan gambarlah sebisa kalian…kalian pasti bisa” Lalu anak-anak mulai menggambar dan mewarnai gambar tersebut. Kemudian peneliti berkata “Please collect your drawing if you finish your work. Silahkan gambarnya dikumpulkan kalau kalian sudah selesai. Don’t forget write your name on the right above. Jangan lupa tulis namamu di sebelah kanan atas”

F. Let’s Go Home

Peneliti mengenalkan ekspresi dari instruksi berdoa ketika mau pulang. Kemudian meminta anak-anak untuk mengucapkan instruksi tersebut. Dan kegiatan pada hari itu diakhiri dengan berdoa dan menyanyi lagu ‘Goodbye’ bersama-sama.

Appendix B
Instruments, Interview Guideline and Interview Transcripts

LEMBAR EVALUASI MATERI PENGAJARAN

Lembar evaluasi ini bertujuan untuk mengetahui kesesuaian materi ajar Bahasa Inggris untuk anak didik TKIT Salsabila 2 Banguntapan Bantul Tahun Ajaran 2012/2013.

A. Data Responden

Nama :

Umur :

Jenis Kelamin :

Pendidikan : a. D3 b. S1 c. S2
d. S3

Pengalaman Mengajar : a. 0-2 th b. 2-4 th c. >4 th

B. Isilah tabel berikut dengan memberi tanda centang (✓) pada kotak yang tersedia.

SS : Jika Anda sangat setuju dengan pernyataan yang ada
S : Jika Anda setuju dengan pernyataa yang ada
R : Jika Anda ragu dengan pernyataan yang ada
TS : Jika Anda tidak setuju dengan pernyataan yang ada
STS : Jika Anda sangat tidak setuju dengan pernyataan yang ada

NO.	PERNYATAAN	SS	S	R	TS	STS
1.	Materi yang dikembangkan sesuai untuk pengenalan Bahasa Inggris untuk anak didik Taman Kanak-Kanak.					
2.	Materi yang dikembangkan sesuai dengan kebutuhan anak didik					
3.	Materi yang dikembangkan sesuai dengan latar belakang usia anak didik					
4.	Materi yang dikembangkan sesuai dengan course grid					
5.	Materi yang dikembangkan sesuai dengan tingkat kemampuan berbahasa anak didik					
6.	Kegiatan yang ada dalam materi relevan untuk meningkatkan kemampuan Bahasa Inggris anak didik					
7.	Aktivitas-aktivitas (yang ada dalam satu unit materi) bervariasi					
8.	Aktivitas-aktivitas (yang ada dalam satu unit materi) menarik bagi siswa					

9.	Aktivitas-aktivitas (yang ada dalam satu unit materi) membuat anak didik lebih siap mempraktikkan secara langsung					
10.	Aktivitas-aktivitas (yang dikembangkan) melibatkan partisipasi anak didik secara langsung					
11.	Aktivitas-aktivitas (yang dikembangkan) mencakup ketrampilan dasar (listening dan speaking)					
12.	Aktivitas-aktivitas (dalam satu unit materi) mengaplikasikan pengetahuan Bahasa Inggris					
13.	Aktivitas-aktivitas pembelajaran diurutkan dari yang mudah ke yang sulit					
14.	*Task* dalam setiap unit dikembangkan dari *comprehension task* ke *production task*					
15.	Kegiatan dalam *task* mendorong anak didik untuk berkomunikasi dalam Bahasa Inggris					
16.	Bahasa yang digunakan dalam materi ini mudah dipahami					
17.	*Input* (gambar, realia, kata, games, lagu) sesuai dengan tingkat kemampuan anak didik					
18.	*Input* (gambar, realia, kata, games, lagu) menarik bagi siswa					
19.	*Input* (gambar, realia, kata, games, lagu) yang ada dalam materi memotivasi anak didik untuk melakukan semua aktivitas pembelajaran yang ada					
20.	*Input* (gambar, realia, kata, games, lagu) yang ada dalam materi menambah kosakata bagi anak didik					
21.	*Input* (gambar, realia, kata, games, lagu) membantu pemahaman anak didik					
22.	*Input* (bacaan, dialog, gambar) dalam materi bervariasi					
23.	Kegiatan dalam *task* mencakup beberapa setting dalam kelas (kegiatan individu, berpasangan, berkelompok, dan seluruh kelas)					
24.	Kegiatan dalam *tasks* yang dikerjakan secara individu dapat melatih anak didik untuk belajar mandiri					
25.	Dalam pemberian *tasks*, guru lebih berperan sebagai *fasilitator*					
26.	Dalam pengerjaan *tasks*, guru lebih berperan sebagai pembimbing					
27.	Instruksi yang digunakan disetiap *tasks* dalam materi ini cukup jelas dan mudah dimengerti anak didik					
28.	Anak didik dapat mengerjakan secara mandiri					

	tasks yang diberikan					
29.	Anak didik dapat berpartisipasi aktif dalam proses pembelajaran dengan mengerjakan tasks yang diberikan					
30.	Materi tersusun rapi					
31.	Tampilan (lay out) materi menarik					
32.	Tampilan (lay out) materi tidak rumit dan jelas					
33.	Materi ditulis dengan ukuran dan jenis huruf yang menarik dan jelas					

C. Saran dan kritik secara umum terhadap materi yang telah dikembangkan

1. Bagaimana pendapat Anda terhadap materi yang telah disusun?
   ……
   ……
   ……
   ……
   ……
   ……
   ……

2. Apa saja kekurangan yang terdapat dalam materi yang telah disusun?
   ……
   ……
   ……
   ……
   ……
   ……
   ……

3. Apa saran Anda untuk memperbaiki kekurangan tersebut?
   ……
   ……
   ……
   ……
   ……
   ……
   ……

Kesimpulan

Dapat disimpulkan bahwa materi yang telah dikembangkan:

(a) Sudah baik dan tidak perlu revisi

(b) Sudah baik tapi masih perlu revisi

(c) Belum baik dan masih perlu banyak revisi

Teacher's Interview Guideline

(Need Analysis)

1. Perlukah Bahasa Inggris diperkenalkan sejak TK?
2. Mengapa Bahasa Inggris perlu diperkenalkan sejak TK?
3. Menurut Anda, bagaimana kemampuan atau ketrampilan berbahasa Inggris siswa-siswi di TKIP Salsabila 1 Pandowoharjo selama Anda mengajar di sini?
4. Bagaimana karakter anak di kelas?
5. Bagaimana kesiapan anak dalam mengikuti pelajaran?
6. Menurut Anda, kegiatan apa yang disukai anak TK?
7. Menurut Anda apakah kegiatan pembelajaran Bahasa Inggris yang dilaksanakan sudah baik dan maksimal?
8. Berapa lama waktu yang sesuai untuk anak TK belajar Bahasa Inggris?
9. Apakah setuju jika pembelajaran Bahasa Inggris dilaksanakan selama satu hari full?
10. Masalah apa saja yang Anda hadapi ketika mengajar?
11. Menurut Anda apakah yang membuat anak-anak tertarik untuk belajar Bahasa Inggris?
12. Menurut Anda, kegiatan dan topik apa saja yang sesuai bagi anak TK dan perlu diajarkan?

Children's Interview Guideline

(Need Analysis)

1. Apakah Adik pernah belajar Bahasa Inggris?
2. Apakah Adik suka belajar Bahasa Inggris?
3. Apa yang paling Adik sukai bila belajar Bahasa Inggris?
4. Apakah Adik senang belajar menggunakan gambar?
5. Apakah Adik senang belajar menggunakan cerita?
6. Apakah Adik senang belajar menggunakan film?
7. Apakah Adik suka kalau belajar dengan Bapak dan Ibu guru menggunakan Bahasa Inggris?
8. Apakah Adik senang melakukan aktivitas di kelas memakai Bahasa Inggris?

EVALUATION INTERVIEW TRANSCRIPTS

Implementation 1 Unit: "Public Places"

#INTERVIEW 1#
Day, date:Monday, November 18th 2013
Place: Class B
Time:
R: Researcher S1: Afifah, S2: Ningrum, S3: Laili

R: Teman-teman boleh nggak Tanya?
Ss: Tanya apa Bu?
R: Emm gimana tadi belajar Bahsa Inggrisnya sama Ibu?
S1, S2: Asyiik Bu…seneng…
R: Oya? Kenapa kog seneng? Bisa nggak Bahasa Inggrisnya?
S1: Kan bisa Bahasa Inggris Bu…
S3: Bisa Bu…seneng e aku…ada gambar monyetnya…haha
R: Trus tadi yang temen-temen pelajari apa yang kalian sukai?
S1: Tadi Bu crita yang ada monyetnya…
R: Kalau Ningrum sama Laili?
S3: Yang ada monyetnya Bu…
R: Oh cerita di Zoo… Kebun Binatang?
S3: Iya Bu…
R: Kalau Ningrum sukanya yang mana?
S2: Emm suka semuanya hehe
R: Bagaimana dengan greetingnya tadi?
S3: Yang mana Bu?
R: Yang Hello Good Morning? How are you?
S1: Oh itu bisa kog
R: Coba jawab ya, Good morning Afifah.
S1: Good morning Bu Dewi hehehe…
R: Ya that's good. Then How are you?
S2: I'm fine…hahaha
R: Ok you done well. Jadi gampang ya?
R: Tadi pas disuruh maju kalian maju ga?
S1: Iya Bu aku maju sama Aita.
R: Bisa ga?
S1: Bisa Bu.
R: Tapi kalau gambarnya gimana?

S2: Gambarnya bagus…
R: Kalau lagunya gimana? Kalian bisa? Kalian tadi maju kan?
S3: Iya Bu besok nyanyi lagi ya…
R: Oya tadi menyebutkan tempat-tempat Public Places bisa?
S1: Mmm…yang mana?
R: Ada Zoo…terus?
S1: Oh itu kebun binatang…
R: Apa lagi?
S2: Rumah sakit
R: Bahasa Inggrisnya?
S1: Hospital
R: Yes great.
R: Bisa ga nyani lagunya yang Zoo?
S1: Bisa bu…tapi susah bu.
S2: Aku bisa bu nyanyi, tapi lupa ding…hehe
R: Emm kalau tugasnya gimana? Susah nggak mengerjakannya?
S3: Yang satunya agak susah bu…
R: Yang mana mbak Laili?
S3: Yang itu lho nempel gambar monyet…
S1: Eh itu gampang…
R: Oh yang puzzle…itu tadi karena mbak Laili buru-buru pengen main jadi kehilangan potongan puzzlenya… iya kan?
S3: Weee nggak kog Bu…
S1: Weh iya Bu Laili nggak slesei…
R: Hehe ya sudah…nggak papa…besok lagi mbak Laili ngga usah buru-buru ya kalau mengerjakan tugas. Biar hasilnya bagus dan rapi. Kan kalau hasilnya bagus nanti dapat bintang, hadiah dari Bu Guru…iya kan? Mau dapet stiker nggak?
S1,S2,S3: Mauuuuu…
R: Ya udah makasih ya temen-temen, sana main lagi.

#INTERVIEW 2#
Day, date:Monday, November 18th 2013
Place: Class B
Time:
R: Researcher S1: Rachfli, S2: Fuad

R: Assalamu'alaikum…
S1: Hehe…
R: Loh kog malah senyum senyum… jawabnya?

S1, S2: Wa alaikumsalam…
R: Eh Mas Rachfli lagi main apa?
S1: Buat kandang sapi…
S2: Bu…Kalau aku buat kandang macan…
R: Wah kalian sedang buat kebun binatang ya?
S1: Iya Bu…nanti di sana ada kandang ular juga.
S2: Trus ada kandang gajah juga Bu…
R: Keren sekali… jadi kayak kebun binatang yang ada di cerita tadi ya…
S2: Iya…tapi ini banyak banget kandangnya Bu.
R: Wah bagus sekali…Oya kalau cerita Tom pergi ke kebun binatang tadi bagus nggak ceritanya?
S1: Iya Bu…ada monyetnya.
S2: Hehe…ayo Fli buat kandang monyet…
R: Nah, kalau gambar-gambarnya bagaimana? Bagus nggak?
S2: Bagus
R: Tadi disuruh maju mas Rachfli mau?
S1: Aku tadi maju bu
R: Bisa mengerjakan tugasnya yang menyebutkan nama-nama tempat tadi?
S1: Bisa bu.
R: Trus tadi di kasih tugas sama Bu Guru bisa to mengerjakannya?
S1: Kan aku nomer satu selesainya Bu…bisa dong…
S2: Aku juga bisa bu…
R: Gampang ya?
S1, S2: Gampang banget…
R: Trus ada yang susah nggak pas belajar tadi?
S1: Emmm…
R: Bisa nggak tadi nyanyinya?
S2: Bisa bu tapi diajari lagi bu hehe
R: Kalau lagu Hello How are You? bisa kan?
S1, S2: Bisa Bu, gampang besok nyanyi lagi ya bu…
R: Nah, kalau lagu tentang Zoo? Bisa nyanyinya ga?
S1: Pertamanya susah bu
S2: Tapi aku bisa kog bu
R: Tadi pas cuci tangan sebelum makan snack kalian belajar apa?
S1: Emm itu lho…
R: Yang perintah untuk cuci tangan?
S1: Iya
R: Kalau dalam Bahasa Inggris bagaimana? Let's wash…
S1: hands
R: Yes, Let's wash your hands.

R: Kalau lagunya yang Wash Your Hands bagaimana?
S1: Agak susah Bu
S2: Tadi aku bisa nyanyinya
R: Tapi tadi kenapa Mas Fuad malu-malu ketika disuruh maju ke depan kelas?
S2: Lha kalau sendiri malu Bu…
R: Berarti kalau berdua berani?
S2: Iya Bu berani
R: Kalau yang tugas menghubungkan gambar dengan tulisan tadi bisa ga?
S1: Bisa tu gampang
R: Kalau Mas Fuad?
S2: Emm…bisa hehe
R: Bagaimana dengan puzzlenya, bisa tadi?
S2: Bisa Bu gampang itu.
R: Kalau lagu Goodbye tadi kalian suka ga?
Ss: Suka.
R: Bisa kan nyanyinya?
S1: Aku bisa Bu
S2: Aku juga bisa
R: OK trimakasih temen-temen…silahkan main lagi.

#INTERVIEW 3#
Day, date:Monday, November 18th 2013
Place: Class B
Time:
R: Researcher S1: Tatiana, S2: Rara, S3: Cahya

R: Mbak Aita lagi apa?
S1: Hehe…ga boleh liat…
S2: Jangan Bu…
R: Hehe OK Bu Dewi ga akan lihat…tapi bolehkan Bu Dewi tanya-tanya.
S1: Tanya apa sih Bu?
R: Tanya tadi waktu Mbak Aita, Mbak Rara sama Mbak Cahya belajar Bahasa Inggris sama Bu Dewi.
S1: Oh itu…
S2: Bu besok belajar lagi ya…pingin e…
R: Mau ya belajar Bahasa Inggris lagi? Kenapa kog mau belajar Bahasa Inggris?
S1: Kan biar besok di SD bisa Bahasa Inggris..
S2: Iya Bu…aku kan besok naik ke SD.
R: Hehe baik insyaAllah besok Jumat kita belajar lagi ya…
S1: Ya ya…

R: Oya tadi gimana belajarnya? Seneng nggak?
S1,S2,S3: Ya seneng Bu…
R: Senengnya gimana?
S2: Ya seneng Bu…denger cerita si monyet tadi hahaha…masak make topi…
S1: Hahaha iya trus gelantungan di pohon…aku pernah loh ke kebun binatang…ada monyet juga…
R: Oya? Wah seneng dong ketemu sama temennya…hehehe
S1: Haaa Bu Guru…bukan temen…
R: Hehehe trus gambarnya gimana? Bagus nggak?
S2: Bagus…tapi kecil Bu…
R: Loh segitu tadi kurang besar ya? Oh iya tadi kan Mbak Rara duduknya di belakang ya…OK deh besok gambarnya Be Dewi besarin lagi biar Mbak Rara yang suka duduk di belakang bisa lihat dengan jelas.
S2: Hehehe
R: Tadi waktu disuruh maju ke depan gimana bisa kan?
S1: Ya bisa Bu. Kan dah diajari.
R: Kalau tugasnya bagaimana? Bisa ngerjakannya?
S1, S2: Bisa kog Bu…gampang banget ya…
R: Mbak Cahya gimana? Bisa tadi nyusun puzzlenya?
S3: Bisa
R: Tapi tadi siapa yang dibantuin hayooo?
S3: Nggak dibantuin Bu…tadi ngerjain sendiri kog…
S1: Iya Bu si Gilang juga mosok dibantuin…
R: Ya gapapa tapi yang dibantu sama yang ngerjakan sendiri nilainya banyak yang ngerjakan sendiri…
S1,S2,S3: Yeeee…hehe
R: Trus kalau lagunya gimana?
S1: Bagus Bu
S2: Iya Bu
S3: Besok nyanyi lagi Bu…
R: Kalian bisa ga nyanyinya?
S1: Bisa
R: Gampang kan lagunya
Ss: Iya bu aku bisa kog nyanyinya tadi.
R: Ya OK…bisa kita ulangi lagi ya nyanyinya…kalau gitu makasih ya teman-temen. Silahkan bermain lagi.

#INTERVIEW 4#
Day, date:Monday, November 18th 2013
Place: Class B
Time:
R: Researcher S1: Bayu

R: Mas Bayu ngapain kog nggak main sama temen yang lain?
S1: Emoh…
R: Lha kenapa?
S1: Rachfli nakali aku…
R: Ya udah nanti Mas Rachfli biar dinasehati Pak Mansyur ya…Tapi Mas Bayu nggak usah sedih nggak usah marah nanti kalau marah bibirnya tambah dower loh hiii hehe…
S1: Emm hehehe…
R: Eh Mas Bayu seneng nggak belajar Bahasa Inggris?
S1: Seneng
R: Tadi waktu belajar Bahasa Ingris yang Mas Bayu seneng, belajar apa?
S1: Emm…
R: Cerita atau nyanyi?
S1: Cerita sama nyanyi…
R: Hehe…tadi ceritanya gimana? Apa yang paling Mas Bayu suka dari ceritanya?
S1: Eh eh Bu…aku pernah ke kebun binatang…sama Ayah, Ibu, Kakak Ondan, ma Kak Epi…
R: Oh ya…waa seru…di sana lihat apa? Ada monyet ga kayak di cerita tadi?
S1: Ada…monyetnya banyak…
R: Jadi Mas Bayu suka dengan cerita tadi?
S1: Suka…Hahaha monyetnya ngambil topinya orang…haha
R: Hehe…trus kalau lagunya? Suka ga?
S1: Susah nyanyinya…aku ga bisa…
R: Kalau diulang lagi mau kan?
S1: Emoh ga bisa
R: Ya udah kalau nyanyinya sambil joget mau?
S1: Mau Bu…
R: Eh tadi gambarnya gimana, bagus tidak?
S1: Bagus Bu, ada kebun binatang, trus….emm rumah sakit…apalagi yaa…
R: Tapi tadi Mas Bayu bisa ga ngerjakan tugasnya? Yang menghubungkan gambar sama tulisannya bisa ga?
S1: Bisa Bu
R: Tadi dikerjakan sendiri atau dibantu?
S1: Ngerjain sendiri lah Bu.

R: Kalau yang puzzle?
S1: Emm bisa tapi susah
R: Susahnya gimana?
S1: Tadi ga selesai…lha gambarku ilang kog…
R: Tadi ketika disuruh berdoa sebelum pulang, perintahnya bisa diikuti ga?
S1: Yang apa to Bu?
R: Emm…yang Ibu bilang Let's Say a Prayer. Bisa?
T: Oh yang mau pulang itu? Bisa.

#INTERVIEW 5#
Day, date:Monday, November 18th 2013
Place: Class B
Time:
R: Researcher T: Teacher

R: Permisi Pak
T: Ya Bu ada apa?
R: Begini Pak saya mau Tanya-tanya soal KBM (Kegiatan Belajar Mengajar) hari ini.
T: O ya ya boleh silahkam Bu.
R: Pak,bagaimana penilaian Bapak terhadap KBM yang saya ampu hari ini?
T: Sudah bagus dan menarik kog.
R: Kalau greetingnya bagaimana Pak? Untuk yang Good Morning dan Hello How are you?
T: Oh itu karena beberapa anak sudah pernah mendengarnya, jadi mereka bisa menjawabnya dengan mudah. Greetingnya juga mudah diingat kog. Ya memang harus diulang-ulang supaya anak-anak terus ingat.
R: Anak-anak sudah terlihat melafalkannya dengan benar belum Pak?
T: Mmm…saya lihat sebagian besar sudah bisa Bu. Tapi ya itu semakin diulang-ulang, anak-anak akan semakin benar *pronunciation*nya.
R: Peran saya di situ bagaimana Pak?
T: Oh ya sudah bagus Cuma lebih di kerasin lagi suaranya biar supaya mudah menarik perhatian anak-anak.
R: Kalau aktivitasnya Pak, apa sudah baik dan sesuai untuk anak-anak usia dini?
T: Ya, saya rasa sudah baik dan sesuai dengan anak usia dini.
R: Bisa dijelaskan lebih lanjut Pak?
T: Emm aktivitasnya sudah beragam Bu dan bisa dilihat ketika anak-anak mengikutnya dengan sangat antusias.

R: Ada tidak Pak emm mungkin di beberapa aktivitas yang memperlihatkan anak terlihat bosan atau mungkin anak-anak merasa kesulitan dalam mengikutinya?
T: Ya ada lah Bu, mungkin karena untuk beberapa anak Pelajaran Bahasa Inggris adalah suatu hal yang baru jadi mereka masih merasa kesusahan dalam pelafalan. Tapi karena rata-rata anak kelas B sudah bisa membaca, dan njenengan juga memberikan tulisannya sesuai dengan cara melafalkannya maka itu sedikit membantu.
R: Untuk kegiatan Role Play yang waktu anak-anak maju ke depan berpasangan bagaimana Pak?
T: Ya itu tadi anak-anak awalnya sempat bingung dengan perintahnya tapi setelah dijelaskan dengan contoh mereka bisa dan senang melakukannya.
R: Oya Pak, untuk kegiatan mendengar cerita tadi bagaimana?
T: Ya kalau ceritanya sudah bagus sudah sesuai dengan tema. Anak-anak terlihat senang mendengarkan ceritanya, apalagi ada gambarnya. Mereka bisa duduk tenang mendengarnya.
R: Kalau gambarnya bagaimana Pak?
T: Untuk gambar mungkin agak diperbesar lagi ukurannya Bu. Tapi kalau untuk warna dan gambarnya sendiri sudah bagus. Pas untuk anak-anak usia TK. Anak-anak jadi betah mendengarkan ceritanya.
R: Untuk kegiatan setelah mendengarkan cerita bagaimana Pak?
T: Yang menyebutkan peran dari cerita ya?
R: Iya
T: Mereka tadi bisa menyebutkan dengan baik, ya walaupun dalam Bahasa Indonesia artinya mereka dapat menangkap isi cerita tadi.
R: Jadi anak-anak tadi bisa menjawab pertanyaan dari saya tentang content dari cerita ya Pak?
T: Iya sudah. Mereka menjawabnya dengan baik, ya itu tadi meskipun mereka menjawabnya dengan Bahasa Indonesia tapi mereka paham dengan isi cerita.
R: Tapi setelah saya sebutkan Bahasa Inggrisnya, mereka bisa mengikutinya dengan baik?
T: Sebagian besar iya.
R: Kalau untuk kegiatan di part C Let’s Do It apakah sudah sesuai dengan anak-anak di TK belum Pak?
T: Yang menyebutkan Public Places ya?
R: Iya Pak
T: Sudah. Ya mungkin sebagian besar bisa. Dan selain anak-anak bisa menyebutkannya juga bisa mengikuti dalam pronunciation dengan baik. Karena *njenengan* memakai gambar untuk mengajarkannya.

R: Oh kalau begitu gimana ya Pak dengan gambarnya? Apa gambarnya diberi tulisan sesuai dengan cara membacanya atau gambar sendiri trus tulisannya sendiri?
T: Kalau saya rasa itu bisa dua-duanya Bu, nanti tergantung kegiatannya bagaimana. Bisa dicantumkan di gambarnya bisa juga buat kartu sendiri. Karena kalau gambar dan tulisan disendirikan nanti bisa dipakai untuk kegiatan lanjutan.
R: Maksudnya gimana ya Pak?
T: Ya maksudnya…emm gini ketika masih level awal antara gambar dan tulisan bisa jadi satu. Tapi untuk kegiatan selanjutnya, bisa untuk kegiatan tanya jawab atau menghubungkan gambar dengan tulisan. Gitu Bu.
R: Oh ya Pak saya paham. Terima kasih masukannya. Terus Pak, kalau untuk materinya maksudnya gambar, video, terus lagu-lagunya bagaimana, apa sudah sesuai?
T: Ya Bu sudah bagus dan bervariasi. Tapi mungkin untuk flash card dibuat yang permanen biar bisa dipakai untuk KBM nantinya, biar tidak usah buat baru lagi. Itu aja Bu gambarnya ditempeli kertas tebal trus di lakban ga usah di laminating, mahal. Hehe…gitu Bu namanya guru TK…hehe
R: Hehehe…ya Pak ngirit juga ya Pak… Trus ada masukan atau saran apa lagi Pak untuk kegiatan hari ini?
T: Oya, untuk lagunya lebih sering-sering diulang Bu biar anak hafal dan terbiasa dengan Bahasa Inggris. Dan biasanya anak-anak juga sering pamer ke orangtuanya kalau dia punya lagu baru. Orangtua nanti senang ternyata di Sekolah juga diajari Bahasa Inggris.
R: Kalau untuk lagu Hello How are You? sendiri bagaimana Pak?
T: Ya meskipun lagu itu baru tapi lagunya sangat mudah untuk dipahami anak-anak. Mereka terlihat sangat senang ketika menyanyikannya.
R: Kalau lagu yang tentang Zoo?
T: Ya lagu itu baru untuk anak-anak. Pada awalnya mereka terlihat kesulitan dalam menyanyikannya tapi setelah dinyanyikan berulang-ulang mereka dapat menyanyikannya dengan baik.
R: Apakah saya sudah menyampaikannya dengan baik Pak?
T: Ya sudah. Pertama di kasih contoh dulu baru kemudian anak-anak disuruh menyanyikannya bersama-sama. Besok bisa diulang lagi. Kalau mereka bisa hafal lagunya mereka akan antusias dalam menyanyikannya.
R: Bagaimana dengan anak-anak ketika menyanyikan lagu Pak?
T: Mereka terlihat sangat antusias. Bahkan tadi mereka nyanyi sambil tepuk tangan kan? Mungkin nanti bisa divariasi dengan tepukan yang lain.
R: Bagaimana dengan ekspresi dari instruksi *Washing Hands* tadi Pak?
T: Oya itu ekspresinya sederhana untuk anak-anak usia TK juga mudah dipahami. Dan tadi mereka dapat mengikutinya dengan baik.

R: Anak-anak tadi sudah bisa melafalkan dengan baik belum Pak?
T: Ya rata-rata sudah bisa Bu karena ada pengulangan untuk melafalkan kalimat tersebut.
R: Untuk kegiatannya sesuai tidak Pak dengan anak-anak TK?
T: Saya rasa sesuai karena ketika mereka diinstruksikan untuk cuci tangan dengan menggunakan instruksi Bahasa Inggris mereka langsung paham.
R: Kalau chant Wash Your Hands Pak?
T: Ya pada awalnya anak-anak terlihat kesusahan, tapi dengan diulang-ulang mereka pada akhirnya bisa menyanyikannya.
R: Mereka tadi nyanyinya bagaimana Pak?
T: Ya mereka tadi saya lihat menyanyikan lagunya dengan antusias mungkin karena mereka nyanyinya bareng-bareng pas cuci tangan.
R: Oya Pak untuk tugas 'Tracing & Matching' bagaimana Pak?
T: Dilihat dari hasil tugas yang dikerjakan anak-anak sepertinya mereka tidak ada kesulitan, mereka bisa mengerjakannya dengan baik.
R: Untuk lembar kerjanya sendiri bagaimana Pak?
T: Saya rasa sudah sesuai dengan tema dan tujuan. Juga sesuai untuk anak-anak usia TK Kelas B.
R: Bisa dibilang anak-anak bisa menghubungkan antara gambar sesuai dengan namanya ya Pak?
T: Ya betul Bu. Jadi anak-anak sudah tahu nama-nama Public Places dalam Bahasa Inggris.
R: Kalau tugas yang menyusun puzzle Pak?
T: Oh ya yang itu anak-anak terlihat mudah sekali dalam mengerjakannya. Mungkin karena mereka sudah terbiasa dengan tugas tersebut.
R: Kalau lembar kerjanya Pak?
T: Ya yang ini juga sudah sesuai dengan tema dan tujuan serta sesuai untuk anak-anak di TK. Dengan potongan sejumlah 6 keping, gambarnya tidak besar dan juga tidak terlalu kecil. Sudah pas.
T: Tadi njenengan sudah menjalankannya dengan baik. Anak-anak yang kesulitan hanya dibantu caranya saja tetapi tidak dibantu mengerjakan.
R: Di tugas yang nyusun puzzle saya juga membantu beberapa anak tadi Pak, karena tadi anak yang sempat kehilangan beberapa keeping puzzle.
T: Ya itu tidak apa-apa Bu, asalkan tidak membantu mereka mengerjakan tugasnya dari awal sampai akhir
R: Kalau yang kegiatan penutup bagaimana Pak? Ekspresi yang diajarkan sudah sesuai dengan anak-anak di TK?
T: Yang ini ya…yang ini ekspresinya sudah pas Bu. Simpel dan sesuai untuk anak-anak di TK.

T: Oh ya mereka tadi juga ketika mengekspresikan ekspresi tersebut secara bersama-sama. Jadi mereka termotivasi untuk melafalkannya dengan benar satu sama lain.
R: Jadi mereka sudah berpartisipasi di kegiatan ini dengan baik ya Pak?
T: Ya bisa dikatakan seperti itu.
R: Tadi saya sudah menyampaikannya sudah sesuai dan pas untuk anak-anak usia TK ya Pak?
T: Iya Bu tadi njenengan di awal sudah memberikan contoh pelafalan yang benar jadi mereka bisa mengucapkan ekspresi tersebut dengan benar.
R: Untuk lagu Goodbye nya bagaimana Pak?
T: Ya lagunya sepertinya mudah dipelajari oleh anak-anak. Tadi waktu mereka menyanyikan lagu itu, mereka senang mengikutinya. Mungkin karena lagunya sederhana dan mudah untuk dipelajari.
R: Tapi sebelumnya sudah pernah diajarkan belum Pak?
T: Oh belum pernah, mereka baru mendengar dan mempelajarinya. Tapi mereka bisa menyanyikannya dengan baik setelah diulang-ulang.

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Implementation 2 Unit: "Recreation Equipment"

#INTERVIEW 6#
Day, date:Tuesday, November 19th 2013
Place: Class B
Time:
R: Researcher S1: Afifah, S2: Cahya, S3: Laili

R: Tadi bisa mengerjakan tugasnya?
S1: Ya bisa Bu
R: Mudahkan?
S2: Mudah kog
R: Kalau yang *GreetingGood Morning* sama *How are You Today*? Bisa ga tadi?
S1: Bisa Bu
R: Coba jawabnya bagaimana? *Good Morning* mbak Afifah *How are You Today*?
S1: Emm…*Good Morning* Bu Dewi, *I'm fine thank you. And you?*
R: I'm fine too. That is good Mbak Afifah.
R: Emm…tadi kegiatannya menarik ga?
S3: Menarik…iya
R: Sekarang sudah bisa kan menghitung 1-10 dengan Bahasa Inggris?

S1: Aa udah bisa Bu…gampang
R: Coba kalau Bahasa Inggrisnya satu apa?
S1, S3: One.
R: Ya bagus. Kalau 9?
S1: Nine.
R: Trus kalau gambar-gambarnya menarik ga?
S2: Bagus Bu gambarnya
R: Kalau macam-macam Recreation Equipment apa saja?
S1: Emm…umbrella, trus…kalau kacamata apa tadi bu?
R: Glasses
S1: He em glasses.
R: Tadi mbak Laili bisa mengerjakan tugasnya?
S3: Emm pertama susah Bu tapi tadi bisa kog
R: Susahnya apa tadi?
S3: Ya yang milih gambarnya aku ga bisa.
R: Tapi tadi setelah dibantu bisa kan?
S3: Iya gampang.
R: Kalau gamenya tadi gimana? Asyik kan?
S1: Asyik…besok lagi Bu…
R: Hehe ya udah besok Bu Dewi buatin yang banyak biar bisa dibawa pulang ya…
Ss: Asyiiik bener ya Bu.
R: Insyaallah. Ya udah makasih ya…
Ss: Sama-sama.

#INTERVIEW 7#
Day, date:Tuesday, November 19th 2013
Place: Class B
Time:
R: Researcher S1: Gilang, S2: Beryl, S3: Bayu, S4: Athan

R: Tadi gimana belajar Bahasa Inggrisnya? Bisa ga?
S2: Agak susah Bu
S1: Gampang kog Bu
R: Oya…Beryl susahnya yang mana?
S2: Emm…ngomongnya susah Bu
R: Oh itu asalkan kita terus belajar dan berlatih insyaallah nanti bisa. Kalau mengerjakan tugasnya bisa kan?
Ss: Bisa

R: Tadi yang kalian disuruh maju untuk bercakap-cakap tentang Good morning, How are you? kalian maju tidak?
Ss: Maju Bu
R: Kalian maju semua?
S1: Iya, aku sama Athan Bu. Gampang.
R: Tadi kalian suka tidak dengan gerak dan lagu tentang angka tadi?
S1: Suka Bu.
R: Kalian semua ikut nyanyi ma nari nggak tadi?
Ss: Ikut semua Bu
R: Mas Gilang gambar ini Bahasa Inggrisnya apa?
S1: Emm umbrella
R: Yes. Kalau yang ini?
S2: Aku tau Bu, itu hat.
R: Eh kalau gambar-gambar yang tadi dipilih terus digunting sama ditempel bagus tidak?
Ss: Bagus Bu
R: Kalian bisa kan mengerjakannya?
S3: Aku bisa Bu gampang guntingnya
S2: Kan dah pernah ngguntingnya
R: Tadi perintah untuk makan snack bagaimana ya, siapa yang ingat?
S1: Emm yang nyuruh maem tadi?
R: Iya, ingat? Apa coba?
S2: Aku tau Bu, Let's Eat the Snack.
R: Yes, correct.
R: Trus gamenya tadi asyik ga?
S4: Asyik Bu, besok lagi ya Bu.
S1: Iya Bu pingin buat e kacamatanya…buatin Bu
R: Hehe ya insyaallah besok kapan-kapan buat lagi ya. Kalau gambarnya gimana?
S2: Bagus Bu tapi kecil
R: Oh ya? Emm besok Bu Dewi besarin lagi gambarnya.
R: Tadi siapa yang memimpin doa sebelum pulang?
S4: Aku Bu.
R: Mas Athan ya…tadi gimana perintahnya?
S4: Emm let's pray…apa Bu?
R: Let's pray together. Shall we? Coba diulangi.
S4: Iya…let's pray together. Shall we? Hahaha
Ok teman-teman trimakasih ya…

#INTERVIEW 8#
Day, date:Tuesday, November 19th 2013
Place: Play ground
Time:
R: Researcher S1: Rachfli, S2: Fuad, S3: Bayu

R: Hey gimana tadi waktu belajar Bahasa Inggris? Menarik ga?
S1: Iya
R: Kalau kegiatannya sudah bagus belum?
S2: Sudah
R: Kalau tadi bisa kan mengerjakan tugasnya?
S2: Bisa Bu
S3: Gampang Bu
R: Bisa nggak tadi berhitung dengan Bahasa Inggris?
S1: Bisa kog. Yang One, Two, Three, Four, Five, Six, Seven, Eight, Nine, Ten.
R: Ya betul. Tapi tadi disuruh maju kenapa malu?
S1: Hehe…
R: Tadi bisa mengerjakan tugas yang menghubungkan gambar sama angka?
S1: Bisa Bu gampang banget. Aku tadi kan dapet bintang 4 to Bu.
R: Suka ga sama gamenya?
S1: Game apa?
R: Yang tadi pakai kacamata
S1: Suka
S3: Bu kacamatanya buat aku ya, mau tak bawa pulang hehe
S2: Aku juga Bu
R: Oh jadi seneng ya main game tadi…insyaallah besok Bu Dewi buatkan lagi
Ss: Bener ya Bu
R: Insyaallah…Oya kalau gambarnya gimana tadi? Bagus ga?
S1: Bagus kog
S3: Iya
R: Oya sekarang sudah bisa kan menyebut angka dengan Bahasa Inggris?
S3: Aku lupa e Bu
S2: Bayu ga bisa…aku bisa Bu
S1: Aku juga bisa Bu.
R: Hehe…ya asalkan sering belajar dan berlatih insyaallah lama-lama pasti bisa. Ya Mas Bayu ya…
S3: Emm ya
R: Ada yang bisa nyanyi lagu Goodbye? Masih ingat?
Ss: Bisa Bu (Kemudian mereka menyanyi bersama)

R: OK teman-teman trimakasih atas waktunya…
Ss: Sama-sama.

#INTERVIEW 9#
Day, date:Tuesday, November 19th 2013
Place: Teacher room
Time: 11.10 am – 11.38 am
R: Researcher T: Teacher

T: Gimana Bu? Kog kelihatan capek…hehe
R: Hehe iya po Pak? Nggak kog Pak…seneng kog. Gantian Pak saya yang tanya, gimana pembelajaran hari ini?
T: Oh ya… anak-anak kelihatan antusias tapi Bu Dewi ada beberapa masukan untuk kegiatannya, dsb.
R: Oya itu yang saya harapkan Pak. Insyaallah besok lagi disiapkan yang maksimal…materi baik aktivitas, tugas, dan yang lainnya. Kalau untuk aktivitas KBM hari ini secara keseluruhan bagaimana Pak?
T: Kalau rangkaian aktivitasnya sih sudah bagus, ada gamenya…anak-anak kelihatan sangat antusias dengan aktivitas seperti itu. Cuman ya itu sama kayak kemarin untuk flash cardnya diperbaiki lagi, nanti di bawah gambar diberi tulisan sesuai dengan nama gambarnya.
R: Oh iya nanti akan saya perbaiki. Kalau untuk ekspresi greetingnya bagaimana Pak ?
T: Kalau untuk instruksi sudah jelas, bisa dilihat anak-anak bisa memahami apa yang harus mereka jawab. Anak-anak mudah mengikutinya Mungkin karena materi tersebut sudah dipelajari sebelumnya dan juga ekspresinya sederhana. Mereka bisa melafalkannya dengan benar setelah diberi contoh terlebih dahulu.
R: Kalau untuk lagunya bagaimana Pak, yang lagu tentang Numbers.
T: Oya kalau lagu itu mungkin karena anak-anak baru mendengarnya jadi di awal mereka merasa kesulitan dan tidak kelihatan antusias menyanyikannya. Tapi setelah dinyanyikan dengan bergerak sesuai dengan lirik lagunya, mereka terlihat antusias sekali. Apalagi tadi njenengan menggunakan media untuk mengajarkan angka-angka tersebut. Dengan media tersebut anak-anak semakin bersemangat menghafalnya. Tapi mohon nanti flash cardnya dirapikan lagi ya, supaya tidak mudah rusak ketika digunakan anak-anak.
R: Oya Pak terimakasih atas masukannya. Untuk activity dalam pengenalan angka tadi bagaimana Pak? Yang anak maju dua-dua dan bergantian untuk menebak, apakah sesuai untuk anak-anak usia TK?

T: Itu sudah sesuai untuk anak-anak usia TK kog Bu. Dan juga tadi mereka bisa melaksanakannya dengan baik. Apalagi tadi diawal njenengan memberikan contoh cara pengucapan angka 1-10 dalam Bahasa Inggris dengan pengucapan yang benar.
R: Untuk gambar-gambar Recreation Equipment nya bagaimana Pak, sudah sesuai belum?
T: Oh ya kalau gambar dan warna sudah bagus. Tapi mungkin untuk ukuran dibeasrin lagi ya. Dan juga diberi tulisan cara membacanya di bawah kata Bahasa Inggris.
R: Untuk kegiatan pronouncing kata-kata Recreation Equipment anak-anak sudah bisa belum tadi Pak?
T: Tadi di awal anak-anak masih kesusahan, tetapi setelah diulang-ulang mereka bisa melafalkannya dengan baik.
R: Untuk saya bagaimana di kegiatan itu Pak? Apa sudah sesuai Pak?
T: Ya saya rasa sudah baik. Menyampaikannya sudah runtut.
R: Bagaimana untuk kegiatan inti pertama Pak?
T: Yang menggunting dan menempel ya?
R: Iya Pak. Apa bentuk tugasnya sudah baik dan sesuai untuk anak-anak di TK?
T: Ya saya rasa itu sudah baik dan sesuai dengan di TK. Dan juga gambarnya berwarna jadi anak-anak tertarik untuk mengerjakannya. Dan juga tadi anak-anak sangat antusias ketika mengerjakannya.
R: Tadi ketika saya menyampaikan perintah tugasnya bagaimana Pak?
T: Ya sudah jelas kog Bu. Juga ketika ada anak yang kesulitan njenengan hanya membantu mengarahkan, itu sudah benar.
R: Untuk instruksi sebelum makan snack bagaimana Pak? Apakah ekspresinya mudah untuk dipahami dan diucapkan oleh anak-anak TK?
T: Ya tadi gimana, njenengan merasa kesulitan tidak ketika mengajarkannya?
R: Ya tidak Pak.
T: Nah, begitu juga dengan anak-anak, karena tadi disampaikan dengan jelas, mereka bisa mengikutinya dengan baik dan diakhir mereka bisa melafalkannya dengan benar. Jadi ekspresinya tergolong simple dan mudah dipelajari anak-anak usia TK.
R: Untuk bentuk kegiatannya bagaimana Pak?
T: Kegiatannya sudah bagus, instruksi jelas, anak-anak bisa mengikuti dengan antusias dan senang.
R: Apa tadi semua anak dapat berpartisipasi dengan aktif dalam kegiatan tersebut Pak?
T: Ya mereka tadi semua aktif walaupun diawal ada yang bengong seperti Azriel, tapi tadi dia terus mengikuti kegiatannya.
R: Untuk tugas di kegiatan inti ke 2 bagaimana Pak? Apakah hasilnya bagus?

T: Yang menghubungkan jumlah gambar dengan angkanya ya? Itu tadi hasilnya semua bisa mengerjakan semua. Semuanya benar. Ya walaupun pertama tadi ada yang dibantu ya, tapi secara keseluruhan tugas tersebut membuat anak bisa berhitung dengan benar.
R: Untuk lembar kerja anaknya bagiamana Pak? Sudah pas belum?
T: Sudah kog Bu, sudah bagus. Dari gambar dan warna sudah pas.
R: Kalau untuk gamenya gimana Pak, ada saran?
T: Untuk Game…emmm mungkin akan lebih baik lagi tadi hiasannya dibuatkan guru, jadi anak menyelesaikannya tidak dalam waktu yang lama.
R: Ya tapi apa tidak apa-apa dibuatkan guru Pak?
T: O ya boleh saja nanti kan tetap anak-anak yang menempelnya.
R: Ya ya Pak terimakasih atas usulannya. Tapi untuk bahan dan alatnya bagaimana Pak?
T: Bagus kog. Maksudnya untuk pembuatan kacamata bisa memanfaatkan barang bekas, dan juga mengajarkan anak-anak untuk berkreasi juga.
R: Gamenya susah ga Pak untuk anak usia TK?
T: Emm saya ras gamenya cocok untuk anak usia TK. Karena pada dasarnya dunia anak TK kan masih bermain dan dengan game tersebut anak-anak bisa bermain dan juga belajar. Mereka tadi sangat menikmati sekali bermain dengan kacamatanya.
R: Bagaimana dengan kegiatan akhirnya Pak?
T: O ya yang ekspresi di kegiatan akhir anak-anak sudah bisa mungkin karena itu sudah dipelajari sebelumnya.
R: Jadi anak-anak tidak mengalami kesulitan dalam melafalkanny ya Pak?
T: Ya kalau yang pertemuan sebelumnya kan baru sekedar dikenalkan.kalau sekarang karena lebih ditekankan dalam pelafalan maka mereka sudah bisa melafalkan dengan benar.
R: Oya bagaimana saya dalam menyampaikannya, apa sudah jelas?
T: Oh kalau itu sudah bagus Bu. Perintahnya mudah dipahami, apalagi mereka sudah mempelajari sebelumnya. Jadi mereka bisa melaksanakan tugas sesuai perintahnya.
R: Kalau untuk lagu Goodbye bagaimana Pak? Anak-anak bisa menyanyikannya dengan baik?
T: Tadi mereka bisa menyanyikannya dengan baik, yak arena lagunya kan sudah dinyanyikan sebelumnya.
R: Cara saya mengajarkan lagu tersebut tadi bagaimana Pak?
T: Sudah bagus kog. Anak-anak sudah bisa nyanyinya kan? Lagian juga lagunya sudah dipelajari sebelumnya, jadi anak-anak tinggal mengulang.
R: O ya Pak trimakasih atas usulannya. Yang lain ada ngga Pak?
T: Saya rasa itu saja Bu
R: Oya Pak Trimakasih atas waktunya.

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Implementation 3 Unit: "Kinds of Profession"

#INTERVIEW 10#
Day, date:Wednesday, November 20th 2013
Place: Play ground
Time:
R: Researcher S1: Aita, S2: Rara

R: Temen-temen suka ga belajar Bahasa Inggris tadi?
S2: Suka
S1: Emm suka
R: Tadi bisa kan belajarnya?
S1: Bisa
R: Susah ga?
S1: Ngomongnya susah hehe
S2: Iya Bu sulit e
R: Hehe iya itu karena kalian baru pertama kali belajar, kalau terus belajar dan berlatih insyaallah nanti kalian akan bisa. Kalau gambarnyabagus ga?
Ss: Bagus Bu
R: Tadi mbak Rara ikut mengerjakan tugas menyusun gambar tidak?
S2: Ikut Bu. Aku tadi kan yang ngurutkan gambar, Lalili yang menempel.
R: Tadi kalian paham tidak dengan perintah untuk berbaris dalam Bahasa Inggris?
Ss: Emm paham kog Bu.
R: Oya tadi selain cara ngomongnya yang susah, apa lagi yang susah?
S1: Emm apa ya…
R: Kalau yang main peran tadi?
S2: Hehe susah Bu
R: Gimana tadi bermain perannya? Suka tidak?
S2: Suka Bu tapi tadi Aita ga mau gentian Bu.
R: Kalau besok diulang lagi mau?
S1: Emm ga mau susah…
R: Tapi kalau dibuat yang lebih mudah, mau?
S1: Mau
S2: Iya Bu
R: Bagaimana tadi nyanyinya suka kan?
Ss: Suka Bu.
R: Tadi perintah untuk berdoa mau pulang gimana ya? Siapa masih ingat?
S1: Aku Bu. Emm…let's pray together. Shall we?
R: Ada yang bisa nyanyi lagu Goodbye? Masih ingat?

Ss: Bisa Bu (Kemudian mereka menyanyi bersama)
R: Ya udah makasih ya mbak Rara, mbak Aita.
Ss: Sama-sama.

#INTERVIEW 11#
Day, date:Wednesday, November 20th 2013
Place: Class room
Time:
R: Researcher S1: Gilang, S2: Athan, S3: Bayu

R: Lagi apa?
S1: Buat pesawat Bu
R: Eh emm tadi waktu belajar Bahasa Inggris bisa ga?
S2: Ada yang ga bisa Bu
S3: Iya Bu tadi jadi Pak Dokter hehe
R: Kenapa mas Bayu? Tadi Mas Bayu bagus kog mainnya…Kalau main peran lagi mau ga?
S1: Ga mau
S2: Mau Bu…ga papa
S3: Tapi aku emoh jadi Dokter…jadi Bapak aja
R: Hehe ya sudah besok kita buat ceritanya yang lain ya. Oya kalau gambarnya gimana? Menarik ga?
S3: Menarik Bu
R: Tadi disuruh mimpin doa bisa ya?
S1: Tadi aku lho yang mimpin. Gampang.
R: Kalau mengerjakan tugasnya bisa? Yang emm megurutkan gambar tadi?
S1: Bisa Bu
S2: Iya Bu gampang
R: Kalau lagunya tadi bagus ga?
S2: Bagus kog Bu, besok dinyanyi'in lagi ya.
R: Eh tadi gambarnya gimana, bagus tidak?
S1: Bagus Bu, ada docter, trus…. emm polisi…apalagi yaa…
R: Bagaimana tadi mengerjakan tugasnya yang menyusun gambar seri?
S1: Bisa Bu, gampang banget. Tadi aku nempel gambarnya sama Athan lho Bu.
R: Tadi kalian senang tidak bermain peran jadi Dokter?
S1: Hehe iya Bu seneng, besok lagi Bu tapi aku jadi Bapaknya ya…hahaha.
R: Ada yang bisa nyanyi lagu Goodbye? Masih ingat?
Ss: Bisa Bu (Kemudian mereka menyanyi bersama)

R: Tadi disuruh mimpin doa ya waktu mau pulang? Bisa?
S2: Iya…bisa Bu.
R: Oya tadi lagu sebelum pulang bagaimana?
Ss: Masih ingat Bu. (Kemudian mereka bernyanyi bersama)
R: Emm OK temen-temen makasih ya…

#INTERVIEW 12#
Day, date:Wednesday, November 20th 2013
Place: Teacher room
Time: 11.05 – 11.20 am
R: Researcher T: Teacher

R: Assalamu'alaikum Pak
T: Wa'alaikumussalam…iya Bu
R: Pak, bagaimana penilaian Bapak terhadap materi Pembelajaran Bahasa Inggris tadi?
T: Sudah bagus
R: Kalau untuk instruksi berdoa sebelum belajar tadi bagaimana Pak?
T: Karena sudah diulang beberapa kali, anak-anak sudah terbiasa dengan instruksi tersebut. Jadi mereka sudah paham dengan itu.
T: Kalau untuk instruksi sudah jelas, bisa dilihat anak-anak bisa memahami apa yang harus mereka jawab. Anak-anak mudah mengikutinya Mungkin karena materi tersebut sudah dipelajari sebelumnya dan juga ekspresinya sederhana.
R: Oya tadi saya mnyuruh salah satu anak untuk memimpin doa, boleh kah Pak?
T: Ya tentu saja boleh. Itu juga cara mengetahui apakah apa yang kita sampaikan anak-anak sudah bisa ata belum.
R: Sudah sesuai dengan kemampuan anak-anak belum Pak?
T: Ya saya rasa sebagian sudah, sebagian belum
R: Yang belum yang mana ya Pak?
T: Yang main peran mungkin bisa disederhanakan dan anak-anak bisa melakukan
R: Oya anak-anak masih kesulitan tadi ya Pak
T: Iya, anak-anak jadi bingung dan ujung-ujungnya ga mau ngapa-ngapain hehe
R: Emm ya ya makasih Pak atas masukannya. Trus kalau ekspresi-ekspresi atau ungkapan-ungkapannya mudah dipahami dan diikuti anak-anak tidak Pak?
T: Saya rasa sudah ya
R: Kalau untuk lagu Nurse bagaimana Pak? Anak-anak bisa menyanyikannya dengan baik?
T: Tadi mereka bisa menyanyikannya dengan baik, ya walaupun mereka belum pernah menyanyikan sebelumnya.

R: *Untuk kegiatan inti pertama tadi bagaimana Pak?* (What about the first main activity?)
T: *Mereka tadi bisa mengerjakan dengan baik, bisa dilihat proses mereka mengerjakan dan juga hasilnya.* (They could do the task well, it could be seen from the process they done the task and also from the result)
R: *Kalau untuk gambar serinya bagaimana Pak?* (What about the series pictures?)
T: *Sudah bagus. Gambar jelas dan warnanya menarik bagi anak-anak.* (It was good. The pictures and the colour were interested to the children)
R: Tadi cara saya menjelaskan dalam mengerjakan tugas sudah benar belum Pak?
T: Saya rasa sudah Bu. Terbukti anak-anak bisa mengerjakannya dengan mudah.
R: Kalau untuk tugas semacam ini apakah bagus dikerjakan dalam kelompok atau individu Pak?
T: Ya bisa dua-duanya Bu. Kalau untuk semacam perlombaan ya bisa dengan model kelompok. Dan keuntungannya anak-anak bisa termotivasi satu sama lain.
R: Tadi anak-anak ketika belajar instuksi untuk baris sudah memahami belum?
T: Di awal tadi mereka masih kebingungan tapi setelah diulang-ulang mereka juga paham.
R: Instruksinya sendiri bagaimana Pak?
T: Instruksinya sangat simple dan mudah di ingat bagi anak-anak.
R: Kalau untuk aktivitasnya Pak? Tadi kan di akhir malah jadi semacam role play.
T: Ya tidak apa-apa, malah dengan praktik langsung anak-anak lebih paham.
R: Untuk perintah-perintahnya tadi sudah saya sampaikan dengan jelas ya Pak?
T: Sudah sangat jelas sekali.
R: Tadi anak-anak semuanya ikut aktif tidak Pak dalam kegiatan tersebut?
T: Ya tadi semua ikut kog. Walaupun di tengah-tengah ada yang ngambek tapi semuanya berjalan dengan lancar.
R: Kalau untuk ceritanya bagaimana Pak?
T: Ceritanya sederhana dan sesuai dengan topiknya. Tapi kalau untuk drama yang ada naskahnya kalimatnya ga usah panjang-panjang Bu.
R: Bagaimana dengan aktivitasnya Pak? Apakah sudah sesuai untuk anak-anak TK?
T: Sudah Bu, anak-anak sebenarnya senang dengan bermain peran. Apalagi kalau ceritanya tentang kisah yang anak-anak senangi, seperti bermain peran keluarga, dsb.
R: Tadi saya menjelaskannya sudah jelas ya Pak?
T: Hehe ya tadi awalnya mereka kebingungan kan dengan istilah Role Play, tapi setelah njenengan jelaskan mereka akhirnya paham.
R: Jadi anak-anak tidak mengalami kesulitan dalam melafalkanny ya Pak?
T: Ya kalau yang pertemuan sebelumnya kan baru sekedar dikenalkan.kalau sekarang karena lebih ditekankan dalam pelafalan maka mereka sudah bisa melafalkan dengan benar.
R: Untuk perintahnya tadi sudah jelas Pak? Tadi saya menyampaikannya dengan Bahasa Inggris biar anak-anak terbiasa Pak.
T: Awalnya tadi anak-anak sempat bingung ya, tapi mereka paham kog apa yang dimaksud.

R: Kalau untuk flashcardnya apa sudah proporsional dan menarik?
T: Kalau itu sepertinya sudah mbak, sudah seperti yang saya minta kemarin to?
R: Iya Pak saya buat seperti anjuran Bapak kemarin. Kalau tugasnya mudah dipahami anak tidak Pak?
T: Sudah kog Bu, anak-anak bisa mengerjakan
R: Apa ada yang perlu dikembangkan Pak untuk tugas-tugas?
T: Ya mungkin Bu Dewi bisa membuat variasi tugas-tugasnya asalkan masih sesuai tema dan tidak menyimpang dari indicator
R: Ya Pak makasih. Emm..mungkin ada saran lagi Pak?
T: Oya mungkin tugasnya ga usah dipisah-pisah Bu, jadikan satu saja sama Buku materinya
R: Oya Pak baik. Ada lagi Pak?
T: Saya rasa cukup itu dulu Bu.
R: Bagaimana dengan kegiatan akhirnya Pak?
T: Anak-anak sudah bisa mungkin karena itu sudah dipelajari sebelumnya. Perintahnya mudah dipahami, apalagi mereka sudah mempelajari sebelumnya. Jadi mereka bisa melaksanakan tugas sesuai perintahnya
R: Kalau untuk lagu Goodbye bagaimana Pak? Anak-anak bisa menyanyikannya dengan baik?
T: Mereka sudah bisa nyanyinya, ya karena lagunya kan sudah dinyanyikan sebelumnya. Lagunya kan juga simple ya, jadi anak-anak mudah mengingatnya.
R: Cara saya mengajarkan lagu tersebut tadi bagaimana Pak?
T: Sudah bagus kog. Anak-anak sudah bisa nyanyinya kan? Lagian juga lagunya sudah dipelajari sebelumnya, jadi anak-anak tinggal mengulang.
R: Ya Pak. Trimakasih.
T: Sama-sama.

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Implementation 4 Unit: "My Universe"

#INTERVIEW 13#
Day, date:Thursday, November 21st 2013
Place: Play ground
Time: 180 minutes
R: Researcher S1: Aita, S2: Laili, S3: Ningrum

R: Hallo…gimana tadi belajarnya? Asyik ga?
S1: Asyik Bu…besok nonton video lagi Bu
S2: Iya Bu yang lama filmnya
R: Hehe ya ga sering-sering nontonnya

S3: Ga papa Bu
R: Iya deh besok kapan-kapan lagi ya. Oya tadi kegiatannya menarik ga?
S1: Menarik
R: Nah, kalau lagu Where is Amel tadi bisa nyanyinya ga?
S1: Bisa Bu gampang. Pas aku dipanggil tadi aku nyanyi sambil ngacung.
R: Bagaimana tadi nyanyinya suka kan?
Ss: Suka Bu.
R: Lagunya bagus ga?
T: Bagus Bu.
R: Eh tadi videonya gimana, bagus tidak?
S1: Bagus Bu, aku suka bintang-bintang, terus ada bulang, matahari…
R: Tadi suka ga mewarnai gambarnya?
T: Suka Bu, tapi aku tadi belum selesai.
R: Kalau tugasnya bisa kan ngerjakan?
Ss: Bisa Bu

#INTERVIEW 14#
Day, date:Thursday, November 21st 2013
Place: Play ground
Time: 180 minutes
R: Researcher S1: Rachfli, S2: Fuad, S3: Bayu

R: Lagi apa nih?
S2: Main Bu
R: Kalau tadi lagunya bagus ga? (What about the song? Was it good?)
S2: Bagus kog Bu, besok dinyanyi'in lagi ya. (That was good, can we sing it again tomorrow?)
R: Tadi waktu dipanggil namanya dengan Bahasa Inggris paham kan?
S1: Ya Bu. Aku tadi ngacung kog hehe.
R: Mas Bayu tadi videonya bagus tidak?
S3: Bagus Bu. Tadi di luar angkasa ya Bu? Emm aku punya buku luar angkasa.
R: Iya, di luar angkasa ada apa aja?
S3: Emm bulan, bintang, banyak Bu.

#INTERVIEW 14#
Day, date:Thursday, November 21st 2013
Place: Play ground
Time:
R: Researcher S1: Azriel

R: Mas Azie tadi menyebutkan nama-nama benda yang ada di langit bisa?
S1: Bisa Bu, gampang
R: Apa coba, dalam Bahasa Inggris loh.
S1: Bulan itu moon, terus bintang stars, macem-macem deh. Hehe.
R: Tadi mas Azie nggambarnya selesai?
S1: Ndak selesai Bu. Nanti boleh diterusin?
R: Boleh kog, dibawa pulang trus dilanjutkan di rumah ya.

#INTERVIEW 15#
Day, date:Thursday, November 21st 2013
Place: Classroom
Time:
R: Researcher T: Teacher

R: Maaf Pak mengganggu sebentar. Mau tanya-tanya lagi nih Pak.
T: Oya boleh silahkan. Tanya apa Bu?
R: Kegiatan hari ini bagaimana Pak?
T: Ya secara keseluruhan sudah bagus.
R: Kalau untuk instruksi ketika presensi tadi bagaimana Pak?
T: Saya rasa anak-anak memahaminya dengan cepat, walaupun instruksinya baru bagi mereka.
R: Ekspresi checking attandence listnya bagaimana Pak?
T: Kalau untuk instruksi sudah jelas, bisa dilihat anak-anak bisa memahami apa yang harus mereka jawab. Anak-anak mudah mengikutinya Walaupun ekspresinya baru bagi mereka tapi karena ekspresinya sederhana, anak-anak mudah mempelajarinya.
R: Bagaimana tadi saya ketika presensi anak-anak Pak?
T: Tadi sudah bagus kog Bu. Anak-anak sudah paham apa yang njenengan sampaikan. Ya apalagi anak-anak juga belajar bagaimana menjawab dengan Bahasa Inggris kalau nama mereka dipanggil ketika presensi.
R: Untuk lagu Where is Amel tadi bagaimana?
T: Ya meskipun lagunya baru bagi anak-anak tapi mereka menyanyikannya dengan antusias. Mungkin karena suka menyanyi dan lagunya bisa dibuat permainan juga.
R: Kalau penyampaian lagunya Pak?
T: Ya pada awalnya anak-anak terlihat kesusahan, tapi dengan diulang-ulang mereka pada akhirnya bisa menyanyikannya.
R: Untuk aktivitasnya sesuai tidak Pak dengan anak-anak TK?

T: Saya rasa sesuai karena kegiatan ini rutin dilakukan setiap hari di pagi hari. Jadi anak-anak akan terbiasa dengan instruksi tersebut dalam Bahasa Inggris.
R: Bagaimana dengan kegiatan mewarnai gambar tadi Pak?
T: Oya kalau kegiatannya sih sudah sesuai dengan topiknya, dan mewarnai merupakan salah satu kegiatan yang disukai anak-anak, tapi karena kegiatan mewarnai itu lama jadi harus diperhatikan soal pembagian waktunya.
R: Kalau gambar yang diwarnai terlalu rumit tidak Pak?
T: Saya rasa tidak terlalu rumit, gambarnya sederhana kog. Cuma ya itu tadi di satu bagian itu tadi ada lebih dari dua tugas ya. Yang memwarnai dipindah saja, atau bisa untuk dikerjakan di rumah.
R: Jadi untuk PR gitu ya Pak?
T: Iya.
R: Kalau untuk videoya apakah sudah sesuai dengan anak-anak di TK belum Pak?
T: Sudah.
R: Yang melafalkan nama-nama benda yang ada di langit?
T: Itu juga sudah pas untuk anak-anak di TK.
R: Anak-anak tadi sudah bisa melafalkan dengan baik belum Pak?
T: Ya rata-rata sudah bisa Bu karena ada pengulangan untuk melafalkan kalimat tersebut.

Appendix C
The Result of Computation

LEMBAR EVALUASI MATERI PENGAJARAN

Lembar evaluasi ini bertujuan untuk mengetahui kesesuaian materi ajar Bahasa Inggris untuk anak didik TKIT Salsabila 2 Banguntapan Bantul Tahun Ajaran 2012/2013.

D. Data Responden

Nama :

Umur :

Jenis Kelamin :

Pendidikan : a. D3 b. S1 c. S2
d. S3

Pengalaman Mengajar : a. 0-2 th b. 2-4 th c. >4 th

E. Isilah tabel berikut dengan memberi tanda centang (✓) pada kotak yang tersedia.

SS : Jika Anda sangat setuju dengan pernyataan yang ada
S : Jika Anda setuju dengan pernyataa yang ada
R : Jika Anda ragu dengan pernyataan yang ada
TS : Jika Anda tidak setuju dengan pernyataan yang ada
STS : Jika Anda sangat tidak setuju dengan pernyataan yang ada

NO.	PERNYATAAN	SS	S	R	TS	STS
34.	Materi yang dikembangkan sesuai untuk pengenalan Bahasa Inggris untuk anak didik Taman Kanak-Kanak.					
35.	Materi yang dikembangkan sesuai dengan kebutuhan anak didik					
36.	Materi yang dikembangkan sesuai dengan latar belakang usia anak didik					
37.	Materi yang dikembangkan sesuai dengan course grid					
38.	Materi yang dikembangkan sesuai dengan tingkat kemampuan berbahasa anak didik					
39.	Kegiatan yang ada dalam materi relevan untuk meningkatkan kemampuan Bahasa Inggris anak didik					
40.	Aktivitas-aktivitas (yang ada dalam satu unit materi) bervariasi					
41.	Aktivitas-aktivitas (yang ada dalam satu unit materi) menarik bagi siswa					

42.	Aktivitas-aktivitas (yang ada dalam satu unit materi) membuat anak didik lebih siap mempraktikkan secara langsung					
43.	Aktivitas-aktivitas (yang dikembangkan) melibatkan partisipasi anak didik secara langsung					
44.	Aktivitas-aktivitas (yang dikembangkan) mencakup ketrampilan dasar (listening dan speaking)					
45.	Aktivitas-aktivitas (dalam satu unit materi) mengaplikasikan pengetahuan Bahasa Inggris					
46.	Aktivitas-aktivitas pembelajaran diurutkan dari yang mudah ke yang sulit					
47.	*Task* dalam setiap unit dikembangkan dari *comprehension task* ke *production task*					
48.	Kegiatan dalam *task* mendorong anak didik untuk berkomunikasi dalam Bahasa Inggris					
49.	Bahasa yang digunakan dalam materi ini mudah dipahami					
50.	*Input* (gambar, realia, kata, games, lagu) sesuai dengan tingkat kemampuan anak didik					
51.	*Input* (gambar, realia, kata, games, lagu) menarik bagi siswa					
52.	*Input* (gambar, realia, kata, games, lagu) yang ada dalam materi memotivasi anak didik untuk melakukan semua aktivitas pembelajaran yang ada					
53.	*Input* (gambar, realia, kata, games, lagu) yang ada dalam materi menambah kosakata bagi anak didik					
54.	*Input* (gambar, realia, kata, games, lagu) membantu pemahaman anak didik					
55.	*Input* (bacaan, dialog, gambar) dalam materi bervariasi					
56.	Kegiatan dalam *task* mencakup beberapa setting dalam kelas (kegiatan individu, berpasangan, berkelompok, dan seluruh kelas)					
57.	Kegiatan dalam *tasks* yang dikerjakan secara individu dapat melatih anak didik untuk belajar mandiri					
58.	Dalam pemberian *tasks*, guru lebih berperan sebagai *fasilitator*					
59.	Dalam pengerjaan *tasks*, guru lebih berperan sebagai pembimbing					
60.	Instruksi yang digunakan disetiap *tasks* dalam materi ini cukup jelas dan mudah dimengerti anak didik					
61.	Anak didik dapat mengerjakan secara mandiri					

	tasks yang diberikan					
62.	Anak didik dapat berpartisipasi aktif dalam proses pembelajaran dengan mengerjakan tasks yang diberikan					
63.	Materi tersusun rapi					
64.	Tampilan (lay out) materi menarik					
65.	Tampilan (lay out) materi tidak rumit dan jelas					
66.	Materi ditulis dengan ukuran dan jenis huruf yang menarik dan jelas					

F. Saran dan kritik secara umum terhadap materi yang telah dikembangkan

4. Bagaimana pendapat Anda terhadap materi yang telah disusun?

   ……
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   ……
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5. Apa saja kekurangan yang terdapat dalam materi yang telah disusun?

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6. Apa saran Anda untuk memperbaiki kekurangan tersebut?

   ……
   ……
   ……
   ……
   ……
   ……
   ……

Kesimpulan

Dapat disimpulkan bahwa materi yang telah dikembangkan:

(a) Sudah baik dan tidak perlu revisi

(b) Sudah baik tapi masih perlu revisi

(c) Belum baik dan masih perlu banyak revisi

The Data of the Teachers and Lecturers

Groups of Respondents	Name	Educational Background	Teaching Experience		
			0 – 2 Years	2 – 4 Years	>4 Years
Teachers	Saiful Haq, S.Pd.	GS			✓
	M. Mansyur	GS			✓
English Lecturers	Ani Setyaningsih, S.Pd.	GS			✓

Notes: US: means University Students

GS: means Graduate Students

PG: means Post Graduate

The Data of Mean, Median, and Mode of the Evaluation

Item	I1	I2	I3	I4	Mean	Median	Mode	Ket
P1	4	5	4	4	4,25	4	4	Very good
P2	3	4	4	4	3,75	4	4	Good
P3	4	4	3	4	3,75	4	4	Good
P4	4	5	4	4	4,25	4	4	Very good
P5	3	4	3	4	3,5	3,5	3	Good
P6	4	5	4	5	4,5	4,5	4	Very good
P7	4	4	3	5	4	4	4	Good
P8	4	3	4	5	4	4	4	Good
P9	3	3	4	4	3,5	3,5	3	Good
P10	4	4	4	5	4,25	4	4	Very good
P11	4	4	5	5	4,5	4,5	4	Very good
P12	4	4	4	5	4,25	4	4	Very good
P13	4	4	4	5	4,25	4	4	Very good
P14	4	3	3	4	3,5	3,5	4	Good
P15	4	3	4	5	4	4	4	Good
P16	4	4	4	5	4,25	4	4	Very good
P17	3	5	5	4	4,25	4,5	5	Very good
P18	4	5	5	5	4,75	5	5	Very good
P19	4	4	5	4	4,25	4	4	Very good
P20	4	4	5	3	4	4	4	Good
P21	4	4	4	3	3,75	4	4	Good
P22	4	4	5	4	4,25	4	4	Very good
P23	4	4	5	5	4,5	4,5	4	Very good
P24	3	4	5	4	4	4	4	Good
P25	3	4	5	4	4	4	4	Good
P26	4	4	5	4	4,25	4	4	Very good
P27	4	5	5	4	4,5	4,5	4	Very good
P28	4	3	5	4	4	4	4	Good
P29	4	3	5	5	4,25	4,5	5	Very good
P30	4	4	4	5	4,25	4	4	Very good
P31	4	3	4	4	3,75	4	4	Good
P32	4	4	4	5	4,25	4	4	Very good
P33	4	3	3	4	3,5	3,5	4	Good

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	4	100,0
	Excluded[a]	0	,0
	Total	4	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,867	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
P1	19,75	4,250	,728	,833
P2	20,25	4,917	,376	,890
P3	20,25	4,917	,376	,890
P4	19,75	4,250	,728	,833
P5	20,50	3,667	,905	,795
P6	19,50	3,667	,905	,795

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
24,00	6,000	2,449	6

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	4	100,0
	Excluded[a]	0	,0
	Total	4	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,947	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
P7	36,50	21,667	,614	,952
P8	36,50	19,667	,921	,934
P9	37,00	23,333	,598	,948
P10	36,25	22,250	,954	,935
P11	36,00	23,333	,598	,948
P12	36,25	22,250	,954	,935
P13	36,25	22,250	,954	,935
P14	37,00	23,333	,598	,948
P15	36,50	19,667	,921	,934
P16	36,25	22,250	,954	,935

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
40,50	27,000	5,196	10

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	4	100,0
	Excluded[a]	0	,0
	Total	4	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,824	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
P17	21,00	4,667	,645	,804
P18	20,50	7,000	,378	,833
P19	21,00	6,000	,816	,764
P20	21,25	4,917	,736	,763
P21	21,50	7,000	,378	,833
P22	21,00	6,000	,816	,764

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
25,25	8,250	2,872	6

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	4	100,0
	Excluded[a]	0	,0
	Total	4	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,800	2

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
P23	4,00	,667	,707	.[a]
P24	4,50	,333	,707	.[a]

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
8,50	1,667	1,291	2

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	4	100,0
	Excluded[a]	0	,0
	Total	4	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,857	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
P25	8,75	,917	,853	,727
P26	8,50	1,667	,775	,800
P27	8,25	1,583	,688	,842

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
12,75	2,917	1,708	3

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	4	100,0
	Excluded[a]	0	,0
	Total	4	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,914	2

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
P28	4,25	,917	,853	.[a]
P29	4,00	,667	,853	.[a]

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
8,25	2,917	1,708	2

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	4	100,0
	Excluded[a]	0	,0
	Total	4	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,838	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
P30	11,50	1,667	,775	,750
P31	12,00	2,000	,471	,875
P32	11,50	1,667	,775	,750
P33	12,25	1,583	,688	,789

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
15,75	2,917	1,708	4

Appendix D
Kindergarten Curriculum

SALINAN
LAMPIRAN PERATURAN MENTERI PENDIDIKAN NASIONAL
NOMOR 58 TAHUN 2009 TANGGAL 17 SEPTEMBER 2009

STANDAR PENDIDIKAN ANAK USIA DINI

I. PENDAHULUAN

Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional Pasal 1 angka 14 menyatakan bahwa Pendidikan Anak Usia Dini (PAUD) adalah suatu upaya pembinaan yang ditujukan kepada anak sejak lahir sampai dengan usia enam tahun yang dilakukan melalui pemberian rangsangan pendidikan untuk membantu pertumbuhan dan perkembangan jasmani dan rohani agar anak memiliki kesiapan dalam memasuki pendidikan lebih lanjut. Dalam perkembangannya, masyarakat telah menunjukkan kepedulian terhadap masalah pendidikan, pengasuhan, dan perlindungan anak usia dini untuk usia 0 sampai dengan 6 tahun dengan berbagai jenis layanan sesuai dengan kondisi dan kemampuan yang ada, baik dalam jalur pendidikan formal maupun non formal. Penyelenggaraan PAUD jalur pendidikan formal berbentuk Taman Kanak-Kanak (TK)/Raudhatul Atfal (RA) dan bentuk lain yang sederajat, yang menggunakan program untuk anak usia 4 – ≤6 tahun. Sedangkan penyelenggaraan PAUD jalur pendidikan nonformal berbentuk Taman Penitipan Anak (TPA) dan bentuk lain yang sederajat, yang menggunakan program untuk anak usia 0 – <2 tahun, 2 – <4 tahun, 4 – ≤6 tahun dan Program Pengasuhan untuk anak usia 0 - ≤6 tahun; Kelompok Bermain (KB) dan bentuk lain yang sederajat, menggunakan program untuk anak usia 2 – <4 tahun dan 4 – ≤6 tahun.

Penyelenggaraan PAUD sampai saat ini belum memiliki standar yang dijadikan sebagai acuan minimal dalam penyelenggaraan PAUD jalur pendidikan formal, nonformal dan/atau informal. Oleh karena itu, untuk memberikan pelayanan yang berkualitas sesuai dengan kebutuhan pertumbuhan dan perkembangan anak, maka perlu disusun Standar PAUD.

Standar PAUD merupakan bagian integral dari Standar Nasional Pendidikan sebagaimana yang diamanatkan dalam Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan yang dirumuskan dengan mempertimbangkan karakteristik penyelenggaraan PAUD. Standar PAUD terdiri atas empat kelompok, yaitu: (1) Standar tingkat pencapaian perkembangan; (2) Standar pendidik dan tenaga kependidikan; (3) Standar isi, proses, dan penilaian; dan (4) Standar sarana dan prasarana, pengelolaan, dan pembiayaan.

Standar tingkat pencapaian perkembangan berisi kaidah pertumbuhan dan perkembangan anak usia dini sejak lahir sampai dengan

usia enam tahun. Tingkat perkembangan yang dicapai merupakan aktualisasi potensi semua aspek perkembangan yang diharapkan dapat dicapai anak pada setiap tahap perkembangannya, bukan merupakan suatu tingkat pencapaian kecakapan akademik. Standar pendidik (guru, guru pendamping, dan pengasuh) dan tenaga kependidikan memuat kualifikasi dan kompetensi yang dipersyaratkan. Standar isi, proses, dan penilaian meliputi perencanaan, pelaksanaan, dan penilaian program yang dilaksanakan secara terintegrasi/terpadu sesuai dengan kebutuhan anak. Standar sarana dan prasarana, pengelolaan, dan pembiayaan mengatur persyaratan fasilitas, manajemen, dan pembiayaan agar dapat menyelenggarakan PAUD dengan baik.

II. STANDAR TINGKAT PENCAPAIAN PERKEMBANGAN

Tingkat pencapaian perkembangan menggambarkan pertumbuhan dan perkembangan yang diharapkan dicapai anak pada rentang usia tertentu. Perkembangan anak yang dicapai merupakan integrasi aspek pemahaman nilai-nilai agama dan moral, fisik, kognitif, bahasa, dan sosial-emosional. Pertumbuhan anak yang mencakup pemantauan kondisi kesehatan dan gizi mengacu pada panduan kartu menuju sehat (KMS) dan deteksi dini tumbuh kembang anak.

Perkembangan anak berlangsung secara berkesinambungan yang berarti bahwa tingkat perkembangan yang dicapai pada suatu tahap diharapkan meningkat baik secara kuantitatif maupun kualitatif pada tahap selanjutnya. Walaupun setiap anak adalah unik, karena perkembangan anak berbeda satu sama lain yang dipengaruhi oleh faktor internal dan eksternal, namun demikian, perkembangan anak tetap mengikuti pola yang umum. Agar anak mencapai tingkat perkembangan yang optimal, dibutuhkan keterlibatan orang tua dan orang dewasa untuk memberikan rangsangan yang bersifat menyeluruh dan terpadu yang meliputi pendidikan, pengasuhan, kesehatan, gizi, dan perlindungan yang diberikan secara konsisten melalui pembiasaan.

Tingkat pencapaian perkembangan disusun berdasarkan kelompok usia anak: 0 – <2 tahun; 2 – <4 tahun; dan 4 – ≤6 tahun. Pengelompokan usia 0 – <1 tahun dilakukan dalam rentang tiga bulanan karena pada tahap usia ini, perkembangan anak berlangsung sangat pesat. Pengelompokan usia 1 – <2 tahun dilakukan dalam rentang enam bulanan karena pada tahap usia ini, perkembangan anak berlangsung tidak sepesat usia sebelumnya. Untuk kelompok usia selanjutnya, pengelompokan dilakukan dalam rentang waktu per tahun.

A. Pengelompokan Usia Anak

1. Tahap usia 0 - < 2 tahun, terdiri atas kelompok usia:
   a. < 3 bulan
   b. 3 - < 6 bulan
   c. 6 - < 9 bulan
   d. 9 - < 12 bulan
   e. 12 - < 18 bulan
   f. 18 - < 24 bulan

2. Tahap usia 2 – < 4 tahun, terdiri atas kelompok usia:
   a. 2 – < 3 tahun
   b. 3 – < 4 tahun

3. Tahap usia 4 – ≤ 6 tahun, terdiri atas kelompok usia :
   a. 4 – < 5 tahun
   b. 5 – ≤ 6 tahun

B. Standar Tingkat Pencapaian Perkembangan Anak

1. Tingkat Pencapaian Perkembangan Kelompok Usia 0 – < 12 Bulan

Lingkup Perkembangan	Tingkat Pencapaian Perkembangan			
	< 3 bulan	3 – < 6 bulan	6 – < 9 bulan	9 – <12 bulan
I. Nilai-nilai Agama dan Moral	*)	*)	*)	*)
II. Motorik A. Motorik Kasar	1. Refleks menggenggam benda yang menyentuh telapak tangan. 2. Menegakkan kepala saat ditelungkupkan. 3. Tengkurap. 4. Berguling ke kanan dan ke kiri.	1. Meraih benda di depannya. 2. Tengkurap dengan dada diangkat dan kedua tangan menopang. 3. Duduk dengan bantuan.	1. Melempar benda yang dipegang 2. Merangkak ke segala arah. 3. Duduk tanpa bantuan. 4. Berdiri dengan bantuan. 5. Bertepuk tangan.	1. Menarik benda yang terjangkau. 2. Berjalan dengan berpeganga n. 3. Berjalan beberapa langkah tanpa bantuan. 4. Melakukan gerak menendang bola.
B. Motorik Halus	1. Memainkan jari tangan dan kaki. 2. Memegang benda dengan lima jari.	1. Memasukkan benda ke dalam mulut. 2. Memindahkan mainan dari satu tangan ke tangan yang lain.	1. Memegang benda dengan ibu jari dan jari telunjuk (menjumput) 2. Meremas.	1. Menggaruk kepala. 2. Memegang benda kecil atau tipis (misal: potongan buah atau biskuit). 3. Memukul-mukul atau mengetuk-ngetuk mainan.
III. Kognitif A. Mengenali apa yang diinginkan.	1. Membedakan apa yang diinginkan (ASI atau	1. Memperhatikan permainan yang diinginkan.	1. Mengamati benda yang bergerak.	1. Mulai memahami perintah sederhana.

Lingkup Perkembangan	Tingkat Pencapaian Perkembangan			
	< 3 bulan	3 – < 6 bulan	6 – < 9 bulan	9 – <12 bulan
	dot).			
B. Menunjukkan reaksi atas rang-sangan.	1. Berhenti menangis setelah keinginannya terpenuhi (misal: setelah digendong atau diberi susu).	1. Mengulurkan kedua tangan untuk digendong.	1. Berpaling kearahsumber suara. 2. Mengamati benda yang dipegang kemudian dijatuhkan.	1. Menunjukkan reaksi saat namanya dipanggil. 2. Mencoba mencari benda yang disembunyikan. 3. Mencoba membuka/ melepas benda yang tertutup.
IV. Bahasa Mengeluarkan suara untuk menyatakan keinginan atau sebagai reaksi atas rangsangan	1. Menangis. 2. Berteriak. 3. Berguma m.	1. Memperhatikan/ mendengarkan ucapan orang. 2. Mengoceh. 3. Tertawa kepada orang yang mengajak berkomunikasi.	1.Mulai menirukan ucapan. 2.Merespons permainan cilukba. 3.Menunjuk benda dengan mengucapkan satu kata.	1. Mengucapkan dua kata untuk menyatakan keinginan. 2. Menyatakan penolakan. 3. Menyebut nama benda atau binatang (pus untuk kucing; oti untuk roti).
V. Sosial-emosional Menunjukkan respons emosi	1. Menatap dan tersenyum. 2. Menangis untuk mengekspresi kan	1. Merespons dengan gerakan tangan dan kaki. 2. Menangis apabila tidak	1. Mengulurkan tangan atau menolak untuk diangkat (digendon	1. Menempelkan kepala bila merasa nyaman dalam pelukan (gen-

Lingkup Perkembangan	Tingkat Pencapaian Perkembangan			
	< 3 bulan	3 – < 6 bulan	6 – < 9 bulan	9 – <12 bulan
	ketidak nyamanan.	mendapat-kan yang diingin-kan.	g). 2. Menunjuk sesuatu yang diinginkan.	dongan) atau meronta kalau merasa tidak nyaman. 2. Menyatakan keinginan dengan berbagai gerakan tubuh dan ung-kapan kata-kata sederhana. 3. Meniru cara menyatakan pera-saan sayang dengan memeluk.

*) Nilai-nilai agama dan moral pada usia 0 - <12 bulan tidak diatur secara spesifik, sehingga pelaksanaannya diserahkan kepada masing-masing lembaga.

2. Tingkat Pencapaian Perkembangan Kelompok Usia 12 – < 24 Bulan

Lingkup Perkembangan	Tingkat Pencapaian Perkembangan	
	12 – < 18 bulan	18 – < 24 bulan
I. Nilai-nilai Agama dan Moral	*)	*)

Lingkup Perkembangan	Tingkat Pencapaian Perkembangan	
	12 – < 18 bulan	18 – < 24 bulan
II. Motorik A. Motorik Kasar.	1. Berjalan sendiri. 2. Naik tangga atau tempat yang lebih tinggi dengan merangkak. 3. Menendang bola ke arah depan. 4. Berdiri dengan satu kaki selama satu detik.	1. Melompat di tempat. 2. Naik tangga atau tempat yang lebih tinggi dengan berpegangan. 3. Berjalan mundur beberapa langkah. 4. Menarik benda yang tidak terlalu berat (kursi kecil).
B. Motorik Halus.	1. Memegang alat tulis. 2. Membuat coretan bebas. 3. Menyusun menara dengan tiga balok. 4. Memegang gelas dengan dua tangan. 5. Menumpahkan benda-benda dari wadah dan memasukkannya kembali.	1. Meniru garis vertikal atau horisontal. 2. Memasukkan benda ke dalam wadah yang sesuai. 3. Membalik halaman buku walaupun belum sempurna. 4. Menyobek kertas.
III. Kognitif A. Mengenali pengetahuan umum.	1. Menyebut beberapa nama benda. 2. Menanyakan nama benda yang belum dikenal. 3. Mengenal beberapa warna primer (merah, biru, kuning). 4. Menyebut nama sendiri dan orang-orang yang dikenal.	1. Mempergunakan alat permainan dengan cara semaunya seperti balok dipukul-pukul. 2. Mulai memahami gambar wajah orang. 3. Mulai memahami prinsip milik orang lain seperti: milik saya, milik kamu.
B. Mengenal konsep ukuran dan bilangan.	Membedakan ukuran benda (besar-kecil).	Membilang sampai lima.
IV. Bahasa A. Menerima Bahasa.	1. Menunjuk bagian tubuh yang ditanyakan. 2. Memahami tema cerita pendek.	1. Menaruh perhatian pada gambar-gambar dalam buku. 2. Menggunakan kata-kata sederhana untuk menyatakan

Lingkup Perkembangan	Tingkat Pencapaian Perkembangan	
	12 – < 18 bulan	18 – < 24 bulan
		keingintahuan.
B. Mengungkapkan Bahasa.	1. Merespons pertanyaan dengan jawaban "Ya atau Tidak" 2. Mengucapkan kalimat yang terdiri atas dua kata	1. Menjawab pertanyaan dengan kalimat pendek. 2. Menyanyikan lagu sederhana.
V. Sosial-Emosional Menunjukkan respon emosi.	1. Menunjukkan reaksi marah apabila merasa terganggu, seperti permainannya diambil. 2. Menunjukkan reaksi yang berbeda terhadap orang yang baru dikenal. 3. Bermain bersama teman tetapi sibuk dengan mainannya sendiri. 4. Memperhatikan/mengamati teman-temannya yang beraktivitas.	1. Mengekspresikan berbagai reaksi emosi (senang, marah, takut, kecewa). 2. Menunjukkan reaksi menerima atau menolak kehadiran orang lain. 3. Bermain bersama teman dengan mainan yang sama. 4. Berekspresi dalam bermain peran (pura-pura).

*) Nilai-nilai agama dan moral pada usia 12 -<24 bulan tidak diatur secara spesifik, sehingga pelaksanaannya diserahkan kepada masing-masing lembaga.

3. Tingkat Pencapaian Perkembangan Kelompok Usia 2 – <4 Tahun

Lingkup Perkembangan	Tingkat Pencapaian Perkembangan	
	2– <3 tahun	3 – <4 tahun

Lingkup Perkembangan	Tingkat Pencapaian Perkembangan	
	2– <3 tahun	3 – <4 tahun
I. Nilai-nilai Agama dan Moral Merespons hal-hal yang terkait dengan nilai agama dan moral.	1. Mulai meniru gerakan berdoa/sembahyang sesuai dengan agamanya. 2. Mulai meniru doa pendek sesuai dengan agamanya. 3. Mulai memahami kapan mengucapkan salam, terima kasih, maaf, dsb.	1. Mulai memahami pengertian perilaku yang berlawanan meskipun belum selalu dilakukan seperti pemahaman perilaku baik-buruk, benar-salah, sopan-tidak sopan. 2. Mulai memahami arti kasihan dan sayang kepada ciptaan Tuhan.
II. Motorik A. Motorik Kasar	1. Berjalan sambil berjinjit. 2. Melompat ke depan dan ke belakang dengan dua kaki. 3. Melempar dan menangkap bola. 4. Menari mengikuti irama. 5. Naik-turun tangga atau tempat yang lebih tinggi/rendah dengan berpegangan.	1. Berlari sambil membawa sesuatu yang ringan (bola). 2. Naik-turun tangga atau tempat yang lebih tinggi dengan kaki bergantian. 3. Meniti di atas papan yang cukup lebar. 4. Melompat turun dari ketinggian kurang lebih 20 cm (di bawah tinggi lutut anak). 5. Meniru gerakan senam sederhana seperti menirukan gerakan pohon, kelinci melompat).
B. Motorik Halus	1. Meremas kertas atau kain dengan menggerakkan lima jari. 2. Melipat kertas meskipun belum rapi/lurus. 3. Menggunting kertas tanpa pola. 4. Koordinasi jari tangan cukup baik untuk memegang benda pipih seperti sikat gigi, sendok.	1. Menuang air, pasir, atau biji-bijian ke dalam tempat penampung (mangkuk, ember). 2. Memasukkan benda kecil ke dalam botol (potongan lidi, kerikil, biji-bijian). 3. Meronce manik-manik yang tidak terlalu kecil dengan benang yang agak kaku. 4. Menggunting kertas mengikuti pola garis lurus.

Lingkup Perkembangan	Tingkat Pencapaian Perkembangan	
	2– <3 tahun	3 – <4 tahun
III. Kognitif A. Mengenal pengetahuan umum.	1. Menyebut bagian-bagian suatu gambar seperti gambar wajah orang, mobil, binatang, dsb. 2. Mengenal bagian-bagian tubuh (lima bagian).	1. Menemukan/mengenali bagian yang hilang dari suatu pola gambar seperti pada gambar wajah orang, mobil, dsb. 2. Menyebutkan berbagai nama makanan dan rasanya (garam, gula atau cabai). 3. Memahami perbedaan antara dua hal dari jenis yang sama seperti membedakan antara buah rambutan dan pisang; perbedaan antara ayam dan kucing.
B. Mengenal konsep ukuran, bentuk, dan pola	1. Memahami konsep ukuran (besar-kecil, panjang-pendek). 2. Mengenal tiga macam bentuk (○ △ □). 3. Mulai mengenal pola.	1. Menempatkan benda dalam urutan ukuran (paling kecil-paling besar). 2. Mulai mengikuti pola tepuk tangan. 3. Mengenal konsep banyak dan sedikit
IV. Bahasa A. Menerima Bahasa	1. Hafal beberapa lagu anak sederhana. 2. Memahami cerita/dongeng sederhana. 3. Memahami perintah sederhana seperti letakkan mainan di atas meja, ambil mainan dari dalam kotak.	1. Pura-pura membaca cerita bergambar dalam buku dengan kata-kata sendiri. 2. Mulai memahami dua perintah yang diberikan bersamaan contoh: ambil mainan di atas meja lalu berikan kepada ibu pengasuh atau pendidik.
B. Mengungkapkan Bahasa.	1. Menggunakan kata tanya dengan tepat (apa, siapa, bagaimana, mengapa, dimana).	1. Mulai menyatakan keinginan dengan mengucapkan kalimat sederhana (saya ingin main bola) 2. Mulai menceritakan pengalaman yang dialami dengan cerita sederhana.

Lingkup Perkembangan	Tingkat Pencapaian Perkembangan	
	2– <3 tahun	3 – <4 tahun
V. Sosial-Emosional Mampu mengendalikan emosi	1. Mulai bisa mengungkapkan ketika ingin buang air kecil dan buang air besar. 2. Mulai memahami hak orang lain (harus antri, menunggu giliran). 3. Mulai menunjukkan sikap berbagi, membantu, bekerja bersama. 4. Menyatakan perasaan terhadap anak lain (suka dengan teman karena baik hati, tidak suka karena nakal, dsb.). 5. Berbagi peran dalam suatu permainan (menjadi dokter, perawat, pasien penjaga toko atau pembeli).	1. Mulai bisa melakukan buang air kecil tanpa bantuan. 2. Bersabar menunggu giliran. 3. Mulai menunjukkan sikap toleran sehingga dapat bekerja dalam kelompok. 4. Mulai menghargai orang lain. 5. Bereaksi terhadap hal-hal yang dianggap tidak benar (marah apabila diganggu atau diperlakukan berbeda). 6. Mulai menunjukkan ekspresi me-nyesal ketika melakukan kesalahan.

4. Tingkat Pencapaian Perkembangan Kelompok Usia 4 – ≤ 6 Tahun

Lingkup Perkembangan	Tingkat Pencapaian Perkembangan	
	Usia 4 - <5 tahun	Usia 5 - ≤6 tahun
I. Nilai-nilai Agama dan Moral	1. Mengenal Tuhan melalui agama yang dianutnya. 2. Meniru gerakan beribadah. 3. Mengucapkan doa sebelum dan/atau sesudah melakukan sesuatu. 4. Mengenal perilaku baik/sopan dan buruk. 5. Membiasakan diri berperilaku baik. 6. Mengucapkan salam dan membalas salam.	1. Mengenal agama yang dianut. 2. Membiasakan diri beribadah. 3. Memahami perilaku mulia (jujur, penolong, sopan, hormat, dsb). 4. Membedakan perilaku baik dan buruk. 5. Mengenal ritual dan hari besar agama. 6. Menghormati agama orang lain.

Lingkup Perkembangan	Tingkat Pencapaian Perkembangan	
	Usia 4 - <5 tahun	Usia 5 - ≤6 tahun
II. Fisik A. Motorik Kasar	1. Menirukan gerakan binatang, pohon tertiup angin, pesawat terbang, dsb. 2. Melakukan gerakan menggantung (bergelayut). 3. Melakukan gerakan melompat, meloncat, dan berlari secara terkoordinasi 4. Melempar sesuatu secara terarah 5. Menangkap sesuatu secara tepat 6. Melakukan gerakan antisipasi 7. Menendang sesuatu secara terarah 8. Memanfaatkan alat permainan di luar kelas.	1. Melakukan gerakan tubuh secara terkoordinasi untuk melatih kelenturan, keseimbangan, dan kelincahan. 2. Melakukan koordinasi gerakan kaki-tangan-kepala dalam menirukan tarian atau senam. 3. Melakukan permainan fisik dengan aturan. 4. Terampil menggunakan tangan kanan dan kiri. 5. Melakukan kegiatan kebersihan diri.
B. Motorik Halus	1. Membuat garis vertikal, horizontal, lengkung kiri/kanan, miring kiri/kanan, dan lingkaran. 2. Menjiplak bentuk. 3. Mengkoordinasikan mata dan tangan untuk melakukan gerakan yang rumit. 4. Melakukan gerakan manipulatif untuk menghasilkan suatu bentuk dengan menggunakan berbagai media. 5. Mengekspresikan diri dengan berkarya seni menggunakan berbagai media.	1. Menggambar sesuai gagasannya. 2. Meniru bentuk. 3. Melakukan eksplorasi dengan berbagai media dan kegiatan. 4. Menggunakan alat tulis dengan benar. 5. Menggunting sesuai dengan pola. 6. Menempel gambar dengan tepat. 7. Mengekspresikan diri melalui gerakan menggambar secara detail.
C. Kesehatan Fisik	1. Memiliki kesesuaian antara usia dengan berat badan. 2. Memiliki kesesuaian antara usia dengan tinggi badan. 3. Memiliki kesesuaian	1. Memiliki kesesuaian antara usia dengan berat badan. 2. Memiliki kesesuaian antara usia dengan tinggi badan. 3. Memiliki kesesuaian antara tinggi dengan berat badan.

Lingkup Perkembangan	Tingkat Pencapaian Perkembangan	
	Usia 4 - <5 tahun	Usia 5 - ≤6 tahun
	antara tinggi dengan berat badan.	
III. Kognitif A. Pengetahuan umum dan sains	1. Mengenal benda berdasarkan fungsi (pisau untuk memotong, pensil untuk menulis). 2. Menggunakan benda-benda sebagai permainan simbolik (kursi sebagai mobil). 3. Mengenalgejala sebab-akibat yang terkait dengan dirinya. 4. Mengenal konsep sederhana dalam kehidupan sehari-hari (gerimis, hujan, gelap, terang, temaram, dsb). 5. Mengkreasikan sesuatu sesuai dengan idenya sendiri.	1. Mengklasifikasi benda berdasarkan fungsi. 2. Menunjukkan aktivitas yang bersifat eksploratif dan menyelidik (seperti: apa yang terjadi ketika air ditumpahkan). 3. Menyusun perencanaan kegiatan yang akan dilakukan. 4. Mengenal sebab-akibat tentang lingkungannya(angin bertiup menyebabkan daun bergerak, air dapat menyebabkan sesuatu menjadi basah.) 5. Menunjukkan inisiatif dalam memilih tema permainan (seperti: ”ayo kita bermain pura-pura seperti burung”). 6. Memecahkan masalah sederhana dalam kehidupan sehari-hari.
B. Konsep bentuk, warna, ukuran dan pola	1. Mengklasifikasikan benda berdasarkan bentuk atau warna atau ukuran. 2. Mengklasiifikasikan benda ke dalam kelompok yang sama atau kelompok yang sejenis atau kelompok yang berpasangan dengan 2 variasi. 3. Mengenal pola AB-AB dan ABC-ABC. 4. Mengurutkan benda berdasarkan 5 seriasi ukuran atau warna.	1. Mengenal perbedaan berdasarkan ukuran: “lebih dari”; “kurang dari”; dan “paling/ter”. 2. Mengklasifikasikan benda berdasarkan warna, bentuk, dan ukuran (3 variasi) 3. Mengklasifikasikan benda yang lebih banyak ke dalam kelompok yang sama atau kelompok yang sejenis, atau kelompok berpasangan yang lebih dari 2 variasi. 4. Mengenal pola ABCD-ABCD. 5. Mengurutkan benda berdasarkan ukuran dari

Lingkup Perkembangan	Tingkat Pencapaian Perkembangan	
	Usia 4 - <5 tahun	Usia 5 - ≤6 tahun
		paling kecil ke paling besar atau sebaliknya.
C. Konsep bilangan, lambang bilangan dan huruf	1. Mengetahui konsep banyak dan sedikit. 2. Membilang banyak benda satu sampai sepuluh. 3. Mengenalkonsep bilangan. 4. Mengenal lambang bilangan. 5. Mengenallambang huruf.	1. Menyebutkan lambang bilangan 1-10. 2. Mencocokkan bilangan dengan lambang bilangan. 3. Mengenal berbagai macam lambang huruf vokal dan konsonan.
IV. Bahasa A. Menerima bahasa	1. Menyimak perkataan orang lain (bahasa ibu atau bahasa lainnya). 2. Mengerti dua perintah yang diberikan bersamaan. 3. Memahami cerita yang dibacakan 4. Mengenal perbendaharaan kata mengenai kata sifat (nakal, pelit, baik hati, berani, baik, jelek, dsb.).	1. Mengerti beberapa perintah secara bersamaan. 2. Mengulang kalimat yang lebih kompleks. 3. Memahami aturan dalam suatu permainan.
B. Mengungkapkan Bahasa	1. Mengulang kalimat sederhana. 2. Menjawab pertanyaan sederhana. 3. Mengungkapkan perasaan dengan kata sifat (baik, senang, nakal, pelit, baik hati, berani, baik, jelek, dsb.). 4. Menyebutkan kata-kata	1. Menjawab pertanyaan yang lebih kompleks. 2. Menyebutkan kelompok gambar yang memiliki bunyi yang sama. 3. Berkomunikasi secara lisan, memiliki perbendaharaan kata, serta mengenal simbol-simbol untuk persiapan

Lingkup Perkembangan	Tingkat Pencapaian Perkembangan	
	Usia 4 - <5 tahun	Usia 5 - ≤6 tahun
	yang dikenal. 5. Mengutarakan pendapat kepada orang lain. 6. Menyatakan alasan terhadap sesuatu yang diinginkan atau ketidaksetujuan. 7. Menceritakan kembali cerita/dongeng yang pernah didengar.	membaca, menulis dan berhitung. 4. Menyusun kalimat sederhana dalam struktur lengkap (pokok kalimat-predikat-keterangan). 5. Memiliki lebih banyak kata-kata untuk mengekpresikan ide pada orang lain. 6. Melanjutkan sebagian cerita/dongeng yang telah diperdengarkan.
C. Keaksaraan	1. Mengenal simbol-simbol. 2. Mengenal suara–suara hewan/benda yang ada di sekitarnya. 3. Membuat coretan yang bermakna. 4. Meniru huruf.	1. Menyebutkan simbol-simbol huruf yang dikenal. 2. Mengenal suara huruf awal dari nama benda-benda yang ada di sekitarnya. 3. Menyebutkan kelompok gambar yang memiliki bunyi/huruf awal yang sama. 4. Memahami hubungan antara bunyi dan bentuk huruf. 5. Membaca nama sendiri. 6. Menuliskan nama sendiri.
V. Sosial emosional	1. Menunjukkan sikap mandiri dalam memilih kegiatan. 2. Mau berbagi, menolong, dan membantu teman. 3. Menunjukanantusiasme dalam melakukan permainan kompetitifsecara positif. 4. Mengendalikan perasaan. 5. Menaati aturan yang berlaku dalam suatu permainan. 6. Menunjukkan rasa percaya diri. 7. Menjaga diri sendiri dari lingkungannya. 8. Menghargai orang lain.	1. Bersikap kooperatif dengan teman. 2. Menunjukkan sikap toleran. 3. Mengekspresikan emosi yang sesuai dengan kondisi yang ada (senang-sedih-antusias dsb.) 4. Mengenal tata krama dan sopan santun sesuai dengan nilai sosial budaya setempat. 5. Memahami peraturan dan disiplin. 6. Menunjukkan rasa empati. 7. Memiliki sikap gigih (tidak mudah menyerah). 8. Bangga terhadap hasil karya sendiri.

Lingkup Perkembangan	Tingkat Pencapaian Perkembangan	
	Usia 4 - <5 tahun	Usia 5 - ≤6 tahun
		9. Menghargai keunggulan orang lain.

III. STANDAR PENDIDIK DAN TENAGA KEPENDIDIKAN

Pendidik anak usia dini adalah profesional yang bertugas merencanakan, melaksanakan proses pembelajaran, dan menilai hasil pembelajaran, serta melakukan pembimbingan, pengasuhan dan perlindungan anak didik. Pendidik PAUD bertugas di berbagai jenis layanan baik pada jalur pendidikan formal maupun nonformal seperti TK/RA, KB,TPA dan bentuk lainyang sederajat. Pendidik PAUD pada jalur pendidikan formal terdiri atas guru dan guru pendamping; sedangkan pendidik PAUD pada jalur pendidikan nonformal terdiri atas guru, guru pendamping, dan pengasuh.

Tenaga kependidikan bertugas melaksanakan administrasi, pengelolaan, pengembangan, pengawasan, dan pelayanan teknis untuk menunjang proses pendidikan pada lembaga PAUD. Tenaga kependidikan terdiri atas Pengawas/Penilik, Kepala Sekolah, Pengelola, Administrasi, dan Petugas Kebersihan. Tenaga kependidikan pada PAUD jalur pendidikan formal terdiri atas: Pengawas, Kepala TK/RA, Tenaga Administrasi, dan Petugas Kebersihan. Sedangkan Tenaga kependidikan pada PAUD jalur pendidikan nonformal terdiri atas: Penilik, Pengelola, Administrasi, dan Petugas Kebersihan.

A. Standar Pendidik

1. Kualifikasi Akademik dan Kompetensi Guru

   Kualifikasi dan kompetensi guru PAUD didasarkan pada Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 16 tahun 2007 tentang Standar Kualifikasi Akademik dan Kompetensi Guru beserta lampirannya.

   Bagi guru PAUD jalur pendidikan formal (TK, RA, dan yang sederajat) dan guru PAUD jalur pendidikan nonformal (TPA, KB, dan yang sederajat) yang belum memenuhi kualifikasi akademik dan kompetensi disebut Guru Pendamping dan Pengasuh.

2. Kualifikasi Akademik dan Kompetensi Guru Pendamping
   a. Kualifikasi Akademik:
      1) memiliki ijazah D-II PGTK dari Perguruan Tinggi terakreditasi; atau
      2) memiliki ijazah minimal Sekolah Menengah Atas (SMA) atau sederajat dan memiliki sertifikat pelatihan/pendidikan/ kursus PAUD yang terakreditasi.

   b. Kompetensi

Kompetensi/Sub kompetensi	Indikator
1. Kompetensi Kepribadian 1.1 Bersikap dan berperilaku sesuai dengan kebutuhan psikologis anak.	1.1.1 Menyayangi anak secara tulus. 1.1.2 Berperilaku sabar, tenang, ceria, serta penuh

Kompetensi/Sub kompetensi	Indikator
	perhatian. 1.1.3 Memiliki kepekaan, responsif dan humoris terhadap perilaku anak. 1.1.4 Menampilkan diri sebagai pribadi yang dewasa, arif, dan bijaksana. 1.1.5 Berpenampilan bersih, sehat, dan rapi. 1.1.6 Berperilaku sopan santun, menghargai, dan melindungi anak.
1.2 Bersikap dan berperilaku sesuai dengan norma agama, budaya dan keyakinan anak.	1.2.1 Menghargai peserta didik tanpa membedakan keyakinan yang dianut, suku, budaya, dan jender. 1.2.2 Bersikap sesuai dengan norma agama yang dianut, hukum, dan norma sosial yang berlaku dalam masyarakat. 1.2.3 Mengembangkan sikap anak didik untuk menghargai agama dan budaya lain.
1.3 Menampilkan diri sebagai pribadi yang berbudi pekerti luhur	1.3.1 Berperilaku jujur. 1.3.2 Bertanggungjawab terhadap tugas. 1.3.3 Berperilaku sebagai teladan.
2. Kompetensi Profesional 2.1 Memahami tahapan perkembangan anak.	2.1.1 Memahami kesinambungan tingkat perkembangan anak usia 0 – 6 tahun. 2.1.2 Memahami standar tingkat pencapaian perkembangan anak. 2.1.3 Memahami bahwa setiap anak mempunyai tingkat kecepatan pencapaian perkembangan yang berbeda. 2.1.4 Memahami faktor penghambat dan pendukung tingkat pencapaian perkembangan.
2.2 Memahami pertumbuhandan perkembangan anak.	2.2.1 Memahami aspek-aspek perkembangan fisik-motorik, kognitif, bahasa, sosial-emosi, dan moral agama. 2.2.2 Memahami faktor-faktor yang menghambat dan mendukung aspek-aspek perkembangan di atas. 2.2.3 Memahami tanda-tanda kelainan pada tiap aspek perkembangan anak. 2.2.4 Mengenal kebutuhan gizi anak sesuai dengan usia. 2.2.5 Memahami cara memantau nutrisi, kesehatan dan keselamatan anak. 2.2.6 Mengetahui pola asuh yang sesuai dengan usia anak. 2.2.7 Mengenal keunikan anak.

Kompetensi/Sub kompetensi	Indikator
2.3 Memahami pemberian rangsangan pendidikan, pengasuhan, dan perlindungan.	2.3.1 Mengenal cara-cara pemberian rangsangan dalam pendidikan, pengasuhan, dan perlindungan secara umum. 2.3.2 Memiliki keterampilan dalam melakukan pemberian rangsanganpada setiap aspek perkembangan.
2.4 Membangun kerjasama dengan orang tua dalam pendidikan, pengasuhan, dan perlindungan anak.	2.4.1 Mengenal faktor-faktor pengasuhan anak, sosial ekonomi keluarga, dan sosial kemasyarakatan yang mendukung dan menghambat perkembangan anak. 2.4.2 Mengkomunikasikan program lembaga (pendidikan, pengasuhan, dan perlidungan anak) kepada orang tua. 2.4.3 Meningkatkan keterlibatan orang tua dalam program di lembaga. 2.4.4 Meningkatkan kesinambungan progran lembaga dengan lingkungan keluarga.
3. Kompetensi Pedagogik 3.1 Merencanakan kegiatan program pendidikan, pengasuhan, dan perlindungan	3.1.1 Menyusun rencana kegiatan tahunan, semesteran, bulanan, mingguan, dan harian. 3.1.2 Menetapkan kegiatan bermain yang mendu-kung tingkat pencapaian perkembangan anak. 3.1.3 Merencanakankegiatan yang disusun berdasarkan kelompok usia.
3.2 Melaksanakan proses pendidikan, pengasuhan, dan perlindungan.	3.2.1 Mengelola kegiatan sesuai dengan rencana yang disusun berdasarkan kelompok usia. 3.2.2 Menggunakan metode pembelajaran melalui bermain sesuai dengan karakteristik anak. 3.2.3 Memilih dan menggunakan media yang sesuai dengan kegiatan dan kondisi anak. 3.2.4 Memberikan motivasi untuk meningkatkan keterlibatan anak dalam kegiatan. 3.2.5 Memberikan bimbingan sesuai dengan kebutuhan anak.
3.3 Melaksanakan penilaian terhadap proses dan hasil pendidikan, pengasuhan, dan perlindungan.	3.3.1 Memilih cara-cara penilaian yang sesuai dengan tujuan yang akan dicapai. 3.3.2 Melalukan kegiatan penilaian sesuai dengan cara-cara yang telah ditetapkan. 3.3.3 Mengolah hasil penilaian. 3.3.4 Menggunakan hasil-hasil penilaian untuk berbagai kepentingan pendidikan. 3.3.5 Mendokumentasikan hasil-hasil penilaian.

Kompetensi/Sub kompetensi	Indikator
4. Kompetensi Sosial 4.1 Beradaptasi dengan lingkungan.	4.1.1 Menyesuaikan diri dengan teman sejawat. 4.1.2 Menaati aturan lembaga. 4.1.3 Menyesuaikan diri dengan masyarakat sekitar. 4.1.4 Akomodatif terhadap anak didik, orang tua, teman sejawat dari berbagai latar belakang budaya dan sosial ekonomi.
4.2 Berkomunikasi secara efektif	4.2.1 Berkomunikasi secara empatik dengan orang tua peserta didik. 4.2.2 Berkomunikasi efektif dengan anak didik, baik secara fisik, verbal maupun non verbal.

3. Pengasuh PAUD

a. Kualifikasi Akademik

Memiliki kualifikasi akademik minimum Sekolah Menengah Atas (SMA) dan sederajat.

b. Kompetensi

Kompetensi	Indikator
1. Memahami dasar-dasar pengasuhan.	1.1 Memahami peran pengasuhan terhadap pertumbuhan dan perkembangan anak. 1.2 Memahami pola makan dan kebutuhan gizi masing-masing anak. 1.3 Memahami layanan dasar kesehatan dan kebersihan anak. 1.4 Memahami tugas dan kewenangan dalam membantu guru dan guru pendamping.
2. Terampil melaksanakan pengasuhan.	2.1 Terampil dalam melakukan perawatan kebersihan anak. 2.2 Terampil bermain dan berkomunikasi secara verbal dan non verbaldengan anak. 2.3 Mengenali dan mengatasi ketidaknyamanan anak. 2.4 Terampil merawat kebersihan fasilitas bermain anak.
3. Bersikap dan berperilaku sesuai dengan kebutuhan psikologis anak.	3.1 Menyayangi anak secara tulus. 3.2 Berperilaku sabar, tenang, ceria, penuh perhatian, serta melindungi anak. 3.3 Memiliki kepekaan dan humoris dalam menyikapi perilaku anak. 3.4 Menampilkan diri sebagai pribadi yang dewasa, arif, dan bertanggung jawab. 3.5 Berpenampilan rapi, bersih, dan sehat. 3.6 Berperilaku santun, menghargai, dan hormat kepada orang tua anak.

B. Standar Tenaga Kependidikan

Untuk membantu anak usia dini mencapai tingkat perkembangan potensinya, layanan PAUD harus dikelola dengan baik. Setiap satuan PAUD harus memiliki penanggungjawab yang bertugas merencanakan, melaksanakan, mengelola administrasi dan biaya, serta mengawasi pelaksanaan program. Tenaga kependidikan PAUD terdiri atas pengawas/penilik, kepala sekolah, pengelola, tenaga administrasi, dan petugas kebersihan yang diatur sendiri oleh masing-masing lembaga.

1. Pengawas/Penilik

   Kualifikasi dan kompetensi Pengawas PAUD jalur pendidikan formal didasarkan pada Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 12 Tahun 2007 tentang Standar Pengawas Sekolah/Madrasah beserta lampirannya.

   Kualifikasi dan kompetensi Penilik PAUD jalur pendidikan nonformal didasarkan pada Peraturan Penilik pendidikan nonformal pada umumnya.

2. Kepala PAUD Jalur Pendidikan Formal

   Kualifikasi dan kompetensi kepala TK/RA didasarkan pada Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 13 Tahun 2007 tentang Standar Kepala Sekolah/Madrasah beserta lampirannya.

3. Pengelola PAUD Jalur Pendidikan Nonformal

   Pengelola PAUD jalur pendidikan nonformal adalah penanggungjawab dalam satuan PAUD jalur pendidikan nonformal dengan kualifikasi:

   a. Minimal memiliki kualifikasi dan kompetensi guru pendamping.
   b. Berpengalaman sebagai pendidik PAUD minimal 2 tahun.
   c. Lulus pelatihan/magang/kursus pengelolaan PAUD dari lembaga terakreditasi.

   Selain memiliki kompetensi guru pendamping, pengelola PAUD harus memenuhi kompetensi sebagai berikut:

Kompetensi	Indikator
1. Kompetensi Kepribadian	1.1 Memiliki minat dalam bentuk pengabdian untuk mengembangkan lembaga.
2. Kompetensi Profesional	2.1 Mengatasi berbagai masalah teknis operasional. 2.2 Membuat Rencana Anggaran Pendapatan dan Belanja Lembaga.
3. Kompetensi Manajerial	3.1 Mengelola dan mengembangkan lembaga dalam pelayanan pendidikan, pengasuhan, dan perlindungan. 3.2 Mengkoordinasi pendidik dan tenaga kependidikan lain dalam lembaga. 3.3 Mengelola sarana dan prasarana sebagai aset lembaga.
4. Kompetensi Sosial	4.1 Bekerjasama dengan berbagai pihak untuk kepentingan lembaga. 4.2 Mengambil peluang untuk mengelola lembaga secara berkesinambungan. 4.3 Memiliki motivasi untuk meningkatkan mutu lembaga.

4. Administrasi PAUD

   a. Kualifikasi Akademik
      Memiliki kualifikasi akademik minimum Sekolah Menengah Atas (SMA) dan sederajat;

   b. Kompetensi

KOMPETENSI	INDIKATOR
1. Kepribadian	1.1 Berakhlak mulia. 1.2 Bersikap terbuka. 1.3 Tekun dan ulet. 1.4 Jujur dan bertanggung jawab.
2. Profesional	2.1 Mengaplikasikan teknologi informasi sederhana dalam sistem administrasi pendidikan. 2.2 Mendokumentasi data kelembagaan dengan menggunakan berbagai media. 2.3 Memberi pelayanan administratif kepada pendidik dan tenaga kependidikan, serta orang tua peserta didik. 2.4 Mengelola sarana dan prasarana sekolah secara optimal. 2.5 Memperlancar administrasi penerimaan peserta didik dan pengelompokan peserta didik. 2.6 Mengelola keuangan sesuai dengan prinsip pengelolaan yang akuntabel, transparan, dan efisien. 2.7 Mengelola ketatausahaan untuk mendukung pencapaian tujuan.
3. Sosial	3.1 Menjalin kerjasama dengan seluruh pendidik dan tenaga kependidikan untuk meningkatkan kinerja dan pelayanan.

KOMPETENSI	INDIKATOR
	3.2 Memberi layanan administratif dan informasi kepada orang tua, masyarakat, dan pemerintah. 3.3 Bersikap transparan, terbuka, dan ramah dalam memberikan pelayanan. 3.4 Memiliki kepekaan sosial.
4. Manajemen	4.1. Merencanakan program ketatausahaan secara mingguan, bulanan, dan tahunan. 4.2. Melaksanakan program kerja secara terencana, rapi, dan terarsipkan. 4.3. Membuat laporan kegiatan administrasi bulanan dan tahunan

IV. STANDAR ISI, PROSES, DAN PENILAIAN

Standar isi, proses, dan penilaian meliputi struktur program, alokasi waktu, dan perencanaan, pelaksanaan, penilaian dilaksanakan secara terintegrasi/terpadu sesuai dengan tingkat perkembangan, bakat/minat dan kebutuhan anak. Standar ini yang mempertimbangkan potensi dan kondisi setempat, sehingga dimungkinkan terjadinya perbedaan kegiatan dan pelaksanaan pendidikan, pengasuhan, dan perlindungan di lapangan. Perbedaan dapat terjadi karena adanya: (1) keragaman bentuk layanan PAUD (TK/RA, TPA, KB dan bentuk lain yang sederajat), yang menerapkan program paruh waktu dan program penuh waktu; (2) perbedaan kelompok usia yang dilayani (antara anak usia 0 - <2 tahun dengan anak usia 2 - <4 tahun serta 4 - ≤6 tahun); dan (3) perbedaan kondisi lembaga.

Perencanaan program dilakukan oleh pendidik yang mencakup tujuan, isi, dan rencana pengelolaan program yang disusun dalam Rencana Kegiatan Mingguan (RKM) dan Rencana Kegiatan Harian (RKH). Pelaksanaan program berisi proses kegiatan pendidikan, pengasuhan, dan perlindungan yang dirancang berdasarkan pengelompokan usia anak, dengan mempertimbangkan karakteristik perkembangan anak dan jenis layanan PAUD yang diberikan. Penilaian merupakan rangkaian kegiatan pengamatan, pencatatan, dan pengolahan data perkembangan anak dengan menggunakan metode dan instrumen yang sesuai.

A. STANDAR ISI

1. Struktur Program

   Struktur program kegiatan PAUD mencakup bidang pengembangan pembentukan perilaku dan bidang pengembangan kemampuan dasar melalui kegiatan bermain dan pembiasaan. Lingkup

pengembangan meliputi: (1) nilai-nilai agama dan moral, (2) fisik, (3)kognitif, (4) bahasa, dan (5) sosial emosional.Kegiatan pengembangan suatu aspek dilakukan secara terpadu dengan aspek yang lain, menggunakan pendekatan tematik.

2. Bentuk Kegiatan Layanan

2.1 Kegiatan PAUD untuk kelompok usia 0 - < 2 tahun.

2.2 Kegiatan PAUD untuk kelompok usia 2 - < 4 tahun.

2.3 Kegiatan PAUD untuk kelompok usia 4 - ≤ 6 tahun.

2.4 Kegiatan pengasuhan anak usia 0 - ≤ 6 tahun yang dilakukan setelah kegiatan 2.1, 2.2, dan 2.3 selesai dilakukan.

2.5 Kegiatan penitipan anak usia 0 - ≤ 6 tahun yang dilakukan dengan menggabungkan kegiatan 2.1 atau 2.2 atau 2.3, dengan 2.4.

3. Alokasi waktu

3.1 Kelompok usia 0 - < 2 tahun:

3.1.1 Satu kali pertemuan selama 120 menit

3.1.2 Satu kali pertemuan per minggu.

3.1.3 Tujuh belas minggu per semester.

3.1.4 Dua semester per tahun.

3.2 Kelompok usia 2 - < 4 tahun:

3.2.1 Satu kali pertemuan selama 180 menit.

3.2.2 Dua kali pertemuan per minggu.

3.2.3 Tujuh belas minggu per semester.

3.2.4 Dua semester per tahun.

3.3 Kelompok usia 4 - ≤ 6 tahun

3.3.1 PAUD Jalur Pendidikan Formal:

3.3.1.1 Satu kali pertemuan selama 150 – 180 menit.

3.3.1.2 Enam atau lima hari per minggu, dengan jumlah pertemuan sebanyak 900 menit (30 jam @ 30 menit).

3.3.1.3 Tujuh belas minggu efektif per semester.

3.3.1.4 Dua semester pertahun.

3.3.2 PAUD Jalur Pendidikan Nonformal:

3.3.2.1 Satu kali pertemuan selama 180 menit

3.3.2.2 Tiga hari per minggu.

3.3.2.3 Tujuh belas minggu efektif per semester.

3.3.2.4 Dua semester pertahun.

3.4 Kegiatan pengasuhan anak usia 0 - ≤ 6 tahun

Alokasi waktu disesuaikan dengan sisa waktu dari penitipan dikurangi dengan kegiatan terstruktur yang sudah dilaksanakan, sesuai dengan jenis kegiatan dan kelompok usia.

4. Rombongan belajar

4.1 PAUD Jalur Pendidikan Formal, jumlah maksimal peserta didik setiap rombongan belajar sebanyak 20 peserta didik dengan 1 orang guru TK/RA atau guru pendamping. Kelompok A untuk anak usia 4-5 tahun dan kelompok B untuk anak usia 5-6 tahun.

4.2 PAUD Jalur Pendidikan Nonformal, jumlah peserta didik setiap rombongan bersifat fleksibel, disesuaikan dengan usia dan jenis layanan program, dan tersedia minimal seorang guru/guru pendamping. Selain itu harus tersedia pengasuh dengan perbandingan antara pendidik (guru/guru pendamping/pengasuh) dan peserta didik sbb:

4.2.1 Kelompok usia 0 - <1 tahun 1 : 4 anak;

4.2.2 Kelompok usia 1 - <2 tahun 1 : 6 anak;

4.2.3 Kelompok usia 2 - <3 tahun 1 : 8 anak;

4.2.4 Kelompok usia 3 - <4 tahun 1 : 10 anak;

4.2.5 Kelompok usia 4 - <5 tahun 1 : 12 anak;

4.2.6 Kelompok usia 5 - ≤6 tahun 1 : 15 anak.

5. Kalender Pendidikan

Kalender pendidikan adalah pengaturan waktu untuk kegiatan pembelajaran peserta didik selama satu tahun ajaran yang mencakup permulaan tahun ajaran, minggu efektif pembelajaran, waktu pembelajaran efektif, dan hari libur. Kalender pendidikan tersebut disesuaikan dengan kondisi daerah setempat.

B. STANDAR PROSES

1. Perencanaan:

1.2 Pengembangan Rencana Pembelajaran

1.2.1 Perencanaan penyelenggaraan PAUD meliputi Perencanaan Semester, Rencana Kegiatan Mingguan (RKM) dan Rencana Kegiatan Harian (RKH).

1.2.2 Rencana Kegiatan untuk anak usia 0 – 2 tahun bersifat individual. Jadwal kegiatan disesuaikan dengan jadwal harian masing-masing anak.

1.3 Prinsip-Prinsip

1.3.1 Memperhatikan tingkat perkembangan, kebutuhan, minat dan karakteristik anak.

1.3.2 Mengintegrasikan kesehatan, gizi, pendidikan, pengasuhan, dan perlindungan.

1.3.3 Pembelajaran dilaksanakan melalui bermain.

1.3.4 Kegiatan pembelajaran dilakukan secara bertahap, berkesinambungan, dan bersifat pembiasaan.

1.3.5 Proses pembelajaran bersifat aktif, kreatif, interaktif, efektif, dan menyenangkan.

1.3.6 Proses pembelajaran berpusat pada anak.

1.4 Pengorganisasian

1.4.1 Pemilihan metode yang tepat dan bervariasi.

1.4.2 Pemilihan alat bermain dan sumber belajar yang ada di lingkungan.

1.4.3 Pemilihan teknik dan alat penilaian sesuai dengan kegiatan yang dilaksanakan.

2. Pelaksanaan

2.1 Penataan lingkungan bermain

2.1.1 Menciptakan suasana bermain yang aman, nyaman, bersih, sehat, dan menarik.

2.1.2 Penggunaan alat permainan edukatif memenuhi standar keamanan, kesehatan, dan sesuai dengan fungsi stimulasi yang telah direncanakan.

2.1.3 Memanfaatkan lingkungan.

2.2 Pengorganisasian Kegiatan

2.2.1 Kegiatan dilaksanakan di dalam ruang/kelas dan di luar ruang/kelas.

2.2.2 Kegiatan dilaksanakan dalam suasana yang menyenangkan.

2.2.3 Kegiatan untuk anak usia 0 - <2 tahun, bersifat individual.

2.2.4 Pengelolaan kegiatan pembelajaran pada usia 2 - <4 tahun dalam kelompok besar, kelompok kecil dan individu meliputi inti dan penutup.

2.2.5 Pengelolaan kegiatan pembelajaran pada usia 4 - ≤6 tahun dilakukan dalam individu, kelompok kecil, dan kelompok besar meliputi tiga kegiatan pokok, yaitu pembukaan, inti dan penutup.

2.2.6 Melibatkan orang tua/keluarga.

C. STANDAR PENILAIAN

Penilaian adalah proses pengumpulan dan pengolahan informasi untuk menentukan tingkat pencapaian perkembangan anak yang mencakup:

1. Teknik Penilaian

   Pengamatan, penugasan, unjuk kerja, pencatatan anekdot, percakapan/dialog, laporan orang tua, dan dokumentasi hasil karya anak (portofolio), serta deskripsi profil anak.

2. Lingkup

   2.1 Mencakup seluruh tingkat pencapaian perkembangan peserta didik.

   2.2 Mencakup data tentang status kesehatan, pengasuhan, dan pendidikan.

3. Proses

   3.1 Dilakukan secara berkala, intensif, bermakna, menyeluruh, dan berkelanjutan.

   3.2 Pengamatan dilakukan pada saat anak melakukan aktivitas sepanjang hari.

3.3 Secara berkala tim pendidik mengkaji-ulang catatan perkembangan anak dan berbagai informasi lain termasuk kebutuhan khusus anak yang dikumpulkan dari hasil catatan pengamatan, anekdot, *check list*, dan portofolio.

3.4 Melakukan komunikasi dengan orang tua tentang perkembangan anak, termasuk kebutuhan khusus anak.

3.5 Dilakukan secara sistematis, terpercaya, dan konsisten.

3.6 Memonitor semua aspek tingkat pencapaian perkembangan anak.

3.7 Mengutamakan proses dampak hasil.

3.8 Pembelajaran melalui bermain dengan benda konkret.

4. Pengelolaan hasil

4.1 Pendidik membuat kesimpulan dan laporan kemajuan anak berdasarkan informasi yang tersedia.

4.2 Pendidik menyusun dan menyampaikan laporan perkembangan anak secara tertulis kepada orang tua secara berkala, minimal sekali dalam satu semester.

4.3 Laporan perkembangan anak disampaikan kepada orang tua dalam bentuk laporan lisan dan tertulis secara bijak, disertai saran-saran yang dapat dilakukan orang tua di rumah.

5. Tindak lanjut

5.1 Pendidik menggunakan hasil penilaian untuk meningkatkan kompetensi diri.

5.2 Pendidik menggunakan hasil penilaian untuk memperbaiki program, metode, jenis aktivitas/kegiatan, penggunaan dan penataan alat permainan edukatif, alat kebersihan dan kesehatan, serta untuk memperbaiki sarana dan prasarana termasuk untuk anak dengan kebutuhan khusus.

5.3 Mengadakan pertemuan dengan orang tua/keluarga untuk mendiskusikan dan melakukan tindak lanjut untuk kemajuan perkembangan anak.

5.4 Pendidik merujuk keterlambatan perkembangan anak kepada ahlinya melalui orang tua.

5.5 Merencanakan program pelayanan untuk anak yang memiliki kebutuhan khusus.

V. STANDAR SARANA DAN PRASARANA, PENGELOLAAN, DAN PEMBIAYAAN

Standar sarana dan prasarana, pengelolaan, dan pembiayaan merupakan satu kesatuan yang tidak dapat dipisahkan dalam mendukung pelayanan PAUD. Standar sarana dan prasarana meliputi jenis, kelengkapan, dan kualitas fasilitas yang digunakan dalam menyelenggarakan proses penyelenggaraan PAUD. Standar pengelolaan merupakan kegiatan manajemen satuan lembaga PAUD yang berkaitan dengan perencanaan, pelaksanaan, dan pengawasan penyelenggaraan PAUD. Standar pembiayaan meliputi jenis dan sumber pembiayaan yang diperlukan dalam penyelenggaraan dan pengembangan lembaga PAUD.

A. Standar Sarana dan Prasarana

Sarana dan prasarana adalah perlengkapan untuk mendukung penyelenggaraan kegiatan pendidikan, pengasuhan, dan perlindungan. Pengadaan sarana dan prasarana perlu disesuaikan dengan jumlah anak, kondisi sosial, budaya, dan jenis layanan PAUD.

1. Prinsip:
   - 1.1 Aman, nyaman, terang, dan memenuhi kriteria kesehatan bagi anak.
   - 1.2 Sesuai dengan tingkat perkembangan anak.
   - 1.3 Memanfaatkan potensi dan sumber daya yang ada di lingkungan sekitar, termasuk barang limbah/bekas layak pakai.

2. Persyaratan
   - 2.1 PAUD Jalur Pendidikan Formal
     - 2.1.1 Luas lahan minimal 300 m2.
     - 2.1.2 Memiliki ruang anak dengan rasio minimal 3 m^2 per peserta didik, ruang guru, ruang kepala sekolah, tempat UKS, jamban dengan air bersih, dan ruang lainnya yang relevan dengan kebutuhan kegiatan anak.
     - 2.1.3 Memiliki alat permainan edukatif, baik buatan guru, anak, dan pabrik.
     - 2.1.4 Memiliki fasilitas permainan baik di dalam maupun di luar ruangan yang dapat mengembangkan berbagai konsep.
     - 2.1.5 Memiliki peralatan pendukung keaksaraan.

   - 2.2 PAUD Jalur Pendidikan Nonformal

2.2.1 Kebutuhan jumlah ruang dan luas lahan disesuaikan dengan jenis layanan, jumlah anak, dan kelompok usia yang dilayani, dengan luas minimal 3 m^2 per perseta didik.

2.2.2 Minimal memiliki ruangan yang dapat digunakan untuk melakukan aktivitas anak yang terdiri dari ruang dalam dan ruang luar, dan kamar mandi/jamban yang dapat digunakan untuk kebersihan diri dan BAK/BAB (*toileting*) dengan air bersih yang cukup.

2.2.3 Memiliki sarana yang disesuaikan dengan jenis layanan, jumlah anak, dan kelompok usia yang dilayani.

2.2.4 Memiliki fasilitas permainan baik di dalam dan di luar ruangan yang dapat mengembangkan berbagai konsep.

2.2.5 Khusus untuk TPA, harus tersedia fasilitas untuk tidur, mandi, makan, dan istirahat siang.

B. Standar Pengelolaan

Pengelolaan dimaksudkan untuk menjamin terpenuhinya hak dan kebutuhan anak, serta kesinambungan pelaksanaan Pendidikan Anak Usia Dini.

1. Prinsip Pengelolaan:

1.1 Program dikelola secara partisipatoris.

1.2 PAUD jalur pendidikan formal menerapkan manajemen berbasis sekolah yang ditunjukkan dengan kemandirian, kemitraan, partisipasi, keterbukaan, dan akuntabilitas.

1.3 PAUD jalur pendidikan nonformal menerapkan manajemen berbasis masyarakat.

2. Bentuk Layanan:

2.1 PAUD jalur pendidikan formal untuk anak usia 4 - ≤ 6 tahun, terdiri atas:

2.1.1 Taman Kanak-Kanak/Raudhatul Athfal

2.1.2 Bentuk lain yang sederajat.

2.2 PAUD jalur pendidikan nonformal terdiri atas:

2.2.1 Taman Penitipan Anak untuk anak usia 0 - ≤6 tahun

2.2.2 Kelompok Bermain untuk anak usia 2 - ≤ 6 tahun

2.2.3 Bentuk lain yang sederajat untuk anak usia 0 - ≤6 tahun.

3. Perencanaan Pengelolaan:
   3.1 Setiap Lembaga PAUD perlu menetapkan visi, misi dan tujuan lembaga, serta mengembangkannya menjadi program kegiatan nyata dalam rangka pengelolaan dan peningkatan kualitas lembaga.
   3.2 Visi, misi, dan tujuan lembaga dijadikan cita-cita dan upaya bersama agar mampu memberikan inspirasi, motivasi dan kekuatan pada semua pihak yang berkepentingan.
   3.3 Visi, misi, dan tujuan Lembaga dirumuskan oleh pimpinan lembaga bersama masyarakat, pendidik dan tenaga kependidikan.
   3.4 Untuk PAUD Formal, selain butir 3.3 visi, misi, dan tujuan juga dirumuskan bersama dengan komite sekolah.
   3.5 Program harus memiliki izin sesuai dengan jenis penyelenggara program.
4. Pelaksanaan Pengelolaan
   4.1 Pengelolaan Administrasi kegiatan meliputi:
      4.1.1 Data anak dan perkembangannya;
      4.1.2 Data lembaga;
      4.1.3 Administrasi keuangan dan program.

   4.2 Pengelolaan sumber belajar/media meliputi pengadaan, pemanfaatan dan perawatan:
      4.2.1 Alat bermain;
      4.2.2 Media pembelajaran; dan
      4.2.3 Sumber belajar lainnya.

5. Pengawasan dan Evaluasi
   5.1 Lembaga memiliki mekanisme untuk melakukan pengawasan dan evaluasi program minimal satu kali dalam satu semester.

C. STANDAR PEMBIAYAAN

Pembiayaan meliputi jenis, sumber, dan pemanfaatan, serta pengawasan dan pertanggung jawaban dalam penyelenggaraan dan pengembangan lembaga PAUD yang dikelola secara baik dan transparan.

1. Jenis dan Pemanfaatannya:

1.1 Biaya investasi, dipergunakan untuk pengadaan sarana prasarana, pengembangan SDM, dan modal kerja tetap.

1.2 Biaya operasional, digunakan untuk gaji pendidik dan tenaga kependidikan serta tunjangan yang melekat, bahan atau peralatan pendidikan habis pakai dan biaya operasional pendidikan tak langsung.

1.3 Biaya personal, meliputi biaya pendidikan yang dikeluarkan oleh peserta didik dalam mengikuti proses pembelajaan.

2. Sumber Pembiayaan

Biaya investasi, operasional, dan personal dapat diperoleh dari pemerintah, pemerintah daerah, yayasan, partisipasi masyarakat dan/atau pihak lain yang tidak mengikat.

3. Pengawasan dan Pertanggungjawaban

Lembaga memiliki mekanisme untuk melakukan pengawasan danpertanggungjawaban keuangan sesuai dengan peraturan yang berlaku.

MENTERI PENDIDIKAN NASIONAL,

TTD.

BAMBANG SUDIBYO

Salinan sesuai dengan aslinya.
Kepala Biro Hukum dan Organisasi
Departemen Pendidikan Nasional,

TTD.

Dr. A. Pangerang Moenta,S.H.,M.H.,DFM
NIP 196108281987031003

Appendix E

Course Grids and Lesson Plans

The First Course Grid of Developing English Materials for English Day Program Appropriate for Children in Class B of TKIT Salsabila 2 Banguntapan Bantul

Theme	Unit	Aims	Indicators	Learning Materials		Media and Learning Resources	Learning Activities
				Vocabulary	Expressions		
Recreation (Public Places and Recreation Equipment)	Unit 1 (Public Places)	Children are able to communicate and have adequate vocabulary as well as identify symbols to get them ready to read and write	• Children are able to mention kinds of public places	Mount, beach, hills, zoo, museum, national park, monument, castle, palace, etc.	• Mentioning Public Places: - Mount Merapi - Parangtritis Beach - Gembiraloka Zoo - Yogyakarta Palace - Water Castle - Patuk Hills	• Story of the Hare and the Tortoise • Pictures of Public Places • Song 'Jack and Jill' • Worksheet - Tracing and matching - Arranging puzzles • Song 'Good Morning'	1. In the morning a. Greeting the children b. Introducing the expressions of greeting to the children c. Practicing the expressions 2. Look and Say a. Telling a story to the children by showing pictures 3. Let's Do It a. Showing pictures of

			• Children are able to say the expression of greeting		• Greeting: - Good morning - How are you? - I'm fine.		public places and drilling the names of it to the children b. Giving examples of correct pronunciation c. Singing the Jack and Jill song d. Playing Guess the Present game 4. Let's Have a Break a. Introducing b. expressions of giving instructions to wash hands c. Drilling the expressions and practicing it individually d. Introducing Wash Your Hands chant
			• Children are able to say the instructions to wash hands	Soap, towel, water	• Classroom Instructions - Let's wash our hands!		
			• Children are able to do the instructions to wash hands				

							e. Singing the chant together f. Washing hands together 5. Your Turn a. Doing a worksheet (tracing and matching) b. Arranging puzzle 6. Let's Go Home a. Introducing instructions to lead the prayer b. Practicing saying the instructions c. Singing Goodbye song together

			• Children are able to say instructions to lead the prayer • Children are able to do instructions to lead the prayer		• Classroom instructions - Let's say a prayer, shall we? Thank you.		

Theme	Unit	Aims	Indicators	Learning Materials		Media and Learning Resources	Learning Activities
				Vocabulary	Expressions		
Recreation (Public Places and Recreation Equipment)	Unit 2 (Recreation Equipment)	Children are able to communicate and have adequate vocabulary as well as identify symbols to get them ready to read and write	• Children are able to mention recreation equipments	• Umbrella, hat, sunglasses, bag, clothes, scarf, ball	• Mentioning recreation equipments : A red hat, a black bag, two sunglasses, etc	• Pictures of recreation equipments • Chant *Color* • Song *Let's Count 1 to 10* • Worksheet (connecting pictures to the number) • *Color mixing: Magic glasses game.*	1. In the Morning a. Introducing the number 1 – 10 b. Drilling the number and practicing it individually c. Singing *Let's Count 1 to 10* song 2. Look and Say a. Showing pictures colored of recreation equipments and drilling the names of it the children b. Giving examples of correct pronunciation 3. Let's Do It a. Identifying colors
			• Children are able to say color	• Red, blue, green, black, white, yellow			
			• Children are able to count 1 - 10	• 1, 2, 3, 4, 5,….., 10.	• Classroom instructions - Let's count!		
			• Children are able to say the	•	• Classroom instructions		

			instructions to eat snack • Children are able to do the instructions to eat snack		- Let's eat the snack!		using pictures b. Giving examples of correct pronunciation c. Singing *Color's* chant 4. Let's Have a Break a. Introducing expressions of giving instructions to eat the snack b. Drilling the expressions and practicing it individually 5. Your Turn a. Doing a worksheet (connecting pictures to the number) b. Playing a *Color Mixing: Magic Glasses* game

							6. Let's Go Home a. Introducing instructions to lead the prayer b. Practicing saying the instructions c. Singing Goodbye song together

Theme	Unit	Aims	Indicators	Learning Materials		Media and Learning Resources	Learning Activities
				Vocabulary	Expressions		
Profession	Unit 3 (Kinds of Profession)	Children are able to communicate and have adequate vocabulary as well as identify symbols to get them ready to read and write	• Children are able to mention kinds of profession	Doctor, teacher, farmer, soldier, police, sailor, carpenter, etc	• Questions; - What is it? It is …..	• Pictures of profession • Chant *Shapes* • Shape colored cards • Song *Miss Polly Had a Dolly* • Worksheet (Coloring and tearing) • Role play 'Miss Polly Had a Dolly'	1. In the Morning a. Reviewing the instructions to lead the prayer b. Practicing the instructions 2. Look and Say a. Showing shapes colored and drilling the name of it to the children b. Singing *Shapes* chant 3. Let's Do It a. Identifying kinds of professions in the picture and drilling the names of it to the children b. Giving examples
			• Children are able to say shapes (geometric)	Triangle, square, circle			
			• Children are able to do one or two instructions in one time				
			• Children are able to say the instructions to line up		• Classroom instructions: Let's line up!		

			• Children are able to do the instructions to line up				of correct pronunciation c. Singing *Miss Polly Had a Dolly* song d. Presenting a role play 'Miss Polly Had a Dolly' 4. Let's Have a Break a. Introducing expressions of giving instructions to get into the line b. Drilling the expressions and practicing it individually c. Lining up 5. Your Turn a. Role playing Miss Polly Had a Dolly 6. Let's Go Home a. Introducing instructions to
			• Children are able to say the instructions to lead the prayer		• Classroom instructions: Let's say a prayer, shall we? Thank you.		
			• Children are able to do the instructions to lead the prayer				

							lead the prayer b. Practicing saying the instructions c. Singing goodbye song

Theme	Unit	Aims	Indicators	Learning Materials		Media and Learning Resources	Learning Activities
				Vocabulary	Expressions		
Universe (My Universe)	Unit 4 (My Universe)	Children are able to communicate and have adequate vocabulary as well as identify symbols to get them ready to read and write	• Children are able to say the time	• One o'clock, two o'clock, …., twelve o'clock	• Asking time: What time is it? • Saying the time: It is one o'clock	• Video about universe • Realia "Clock" • Song *What time is it?* • Worksheet (Spot the difference) • Playing *Mr. Wolf* game • Pictures of Universe (Sky and Earth)	1. In the Morning a. Introducing the expressions of checking the attendance list b. Practicing the instruction c. Singing the *Where is Amel?* Chant 2. Look and Say a. Watching video together b. Coloring Picture. 3. Let's Do It a. Showing pictures of
			• Children are able to identifying the time using clock				
			• Children are able to say the expressions of checking the attendance list		• Checking the attendance list: *Where is…(children's name)?*		
			• Children are able to say the instructions to play				
			• Children are able to do the instructions				

			to play				Universe b. Giving examples of correct pronunciation c. Singing the 'sky' Song 4. Let's Have a Break a. Introducing expressions of giving instructions to play b. Drilling the instructions and practicing it 5. Your Turn a. Doing a worksheet (Drawing Rainbow) 6. Let's Go Home
			• Children are able to say shapes (geometric)	Triangle, square, circle			
			• Children are able to name universe (sky and earth)	• Sky; sun, moon, star, planet, cloud, wind, etc • Earth; sea, ocean, river, mountain, road, human, etc			

							a. Introducing instructions to lead the prayer b. Practicing saying the instructions c. Singing goodbye song

The Second Draft Course Grid of Developing English Materials for English Day Program Appropriate for Children in Class B of TKIT Salsabila 2 Banguntapan Bantul

Theme	Unit	Aims	Indicators	Learning Materials		Media and Learning Resources	Learning Activities	
				Vocabulary	Expressions		Teacher Activities	Children Activities
Recreation (Public Places and Recreation Equipment)	Unit 1 (Public Places)	Children are expected to be able to: • Understand the information in some simple texts (song, chant, and story), some expressions and specific terms	• Mentioning kinds of public places	• Mount, beach, hills, zoo, museum, national park, monument, castle, palace, etc. • Mentioning Public Places around you: - Mount Merapi - Parangtritis Beach - Gembiralok a Zoo - Yogyakarta	- Look! - What a beautiful!	• Story of the Hare and the Tortoise • Pictures of Public Places • Song 'Jack and Jill', 'Hello How Are You?' • Worksheet - Tracing and matching - Arranging puzzles	7. In the morning a. Greeting the children b. Introducing the expressions of greeting to the children c. Asking children to practice the expressions d. Singing Hello How Are you? song 8. Look and Say b. Telling a	1. In the morning a. Answering the teacher's greeting b. Listening to the teacher c. Practicing the expressions d. Singing together 2. Look and Say

		related to recreation • Have adequate vocabulary as well as identify symbols to get them ready to read and write		Palace - Prambanan Temple - Monument Yogya Kembali			story to the children by showing pictures 9. Let's Do It e. Showing pictures of public places and drilling the names of it to the children f. Giving examples of correct pronunciation g. Singing the *Jack and Jill* song h. Explaining *Guess the Present* game	a. Listening to the teacher 3. Let's Do It a. Listening and saying pictures of public places which are showed by teacher.
			• Saying the expression of greeting		• Greeting: - Good morning - How are you? - I'm fine.			
			• Saying the instructions to wash hands	Soap, towel, water	• Classroom Instructions - Let's wash our			b. Saying the correct pronunciation c. Singing the song

					hands !		10. Let's Have a Break g. Introducing expressions of giving instructions to wash hands h. Drilling the expressions and practicing it individually i. Introducing Wash Your Hands chant j. Singing the chant together k. Washing hands together 11. Your Turn a. Explaining the tasks	together d. Playing *Guess the Present* game 4. Let's Have a Break a. Listening to the teacher b. Saying the expressions c. Listening to the teacher d. Singing together e. Washing hands together
			• Doing the instructions to wash hands					

			• Saying instructions to lead the prayer • Doing instructions to lead the prayer		• Classroom instructions - Let's say a prayer, shall we? Thank you.		12. Let's Go Home d. Introducing instructions to lead the prayer e. Asking children to practice and saying the instructions f. Singing *Goodbye* song together	5. Your Turn c. Doing a worksheet - Tracing and matching - Arranging puzzle 6. Let's Go Home a. Listening to the teacher b. Practicing and saying the instructions c. Singing together

Theme	Unit	Aims	Indicators	Learning Materials		Media and Learning Resources	Learning Activities	
				Vocabulary	Expressions		Teacher Activities	Children Activities
Recreation (Public Places and Recreation Equipment)	Unit 2 (Recreation Equipment)	Children are expected to be able to: • Understand the information in some simple texts (song, chant, and story), some expressions and specific terms related to recreatio	• Mentioning recreation equipments	• Umbrella, hat, sunglasses, bag, clothes, scarf, ball • Mentioning recreation equipments: A red hat, a black bag, two sunglasses, etc	- Great! - That's correct!	• Pictures of recreation equipments • Chant *Color* • Song *Let's Count 1 to 10* • Worksheet (connecting pictures to the number) • *Color mixing: Magic glasses*	7. In the Morning d. Introducing the number 1 – 10 e. Drilling the number and practicing it individually f. Singing *Let's Count 1 to 10* song 8. Look and Say c. Showing pictures colored of recreation equipments d. Drilling the names of recreation equipment to the children	1. In the Morning a. Listening to the teacher b. Counting the number 1-10 c. Singing *Let's Count 1 to 10* song together 2. Look and Say a. Paying attention to the teacher b. Saying pictures of
			• Saying color	• Red, blue, green, black, white,				

		n • Have adequate vocabulary as well as identify symbols to get them ready to read and write		yellow		*game.*	e. Giving examples of correct pronunciation 9. Let's Do It a. Identifying colors using pictures b. Giving examples of correct pronunciation c. Singing *Color's* chant 10. Let's Have a Break c. Introducing expressions of giving instructions to eat the snack d. Drilling the	recreation equipments after the teacher c. Saying the correct pronunciation 3. Let's Do It a. Paying attention to the teacher b. Saying the correct pronunciation c. Singing together 4. Let's Have a Break a. Listening to the teacher
			• Counting number 1 - 10	• 1, 2, 3, 4, 5,….., 10.	• Classroom instructions - Let's count!			
			• Saying the instructions to eat snack • Doing the instructions to eat snack	•	• Classroom instructions - Let's eat the snack!			

							expressions and practicing it individually 11. Your Turn c. Explaining the tasks d. Explaining the rules of game 12. Let's Go Home d. Introducing instructions to lead the prayer e. Asking children to practice and saying the	b. Saying the expressions and practicing it after the teacher 5. Your Turn a. Doing a worksheet (connecting pictures to the number) b. Playing a *Color Mixing: Magic Glasses* game 6. Let's Go Home a. Listening to the teacher

							instructions f. Singing Goodbye song together	b. Practicing saying and the instructions c. Singing together

Theme	Unit	Aims	Indicators	Learning Materials		Media and Learning Resources	Learning Activities	
				Vocabulary	Expressions		Teacher Activities	Children Activities
Profession	Unit 3 (Kinds of Profession)	Children are expected to be able to: • Understand the information in some simple texts (song, chant, and story), some expressions and	• Mentioning kinds of profession	Doctor, teacher, farmer, soldier, police, sailor, carpenter, etc	• Questions; - What is it? It is …..	• Pictures of profession • Song *What's Your Name?* • Chant *Shapes* • Shape colored cards • Song *Miss Polly Had a Dolly*	7. In the Morning c. Reviewing the instructions to lead the prayer d. Practicing the instructions e. Singing *What's Your Name?* song 8. Look and Say c. Showing colored shapes	1. In the Morning a. Listening to the teacher b. Practicing the instructions c. Singing together 2. Look and Say a. Paying attention to the teacher b. Saying colored
			• Saying shapes (geometric)	Triangle, square, circle				
			• Doing one or two instructions in one time					

		specific terms related to profession • Have adequate vocabulary as well as identify symbols to get them ready to read and write	• Saying the instructions to line up		• Classroom instructions: Let's line up!	• Worksheet (Coloring and tearing) • Role play 'Miss Polly Had a Dolly'	d. Drilling the name of shapes to the children e. Singing *Shapes* chant 9. Let's Do It e. Identifying kinds of professions in the picture and drilling the names of it to the children f. Giving examples of correct pronunciation g. Singing *Miss Polly Had a Dolly* song	shapes after teacher c. Singing the song together 3. Let's Do It a. Listening to the teacher and saying kinds of professions b. Saying the correct pronunciation c. Singing the song together 4. Let's Have a Break
			• Doing the instructions to line up					
			• Saying the instructions to lead the prayer		• Classroom instructions: Let's say a prayer, shall we? Thank you.			
			• Doing the instructions to lead the prayer					

							10. Let's Have a Break d. Introducing expressions of giving instructions to get into the line e. Drilling the expressions and practicing it individually f. Asking children to line up 11. Your Turn a. Explaining rules of a role playing 'Miss Polly Had a Dolly' 12. Let's Go Home d. Introducing instructions	a. Paying attention to the teacher b. Saying and practicing the expressions c. Lining up. 5. Your Turn a. Presenting a role playing 'Miss Polly Had a Dolly' 6. Let's Go Home a. Paying attention to the teacher b. Saying the instructions

							to lead the prayer e. Asking children to practice saying the instructions f. Singing goodbye song	c. Singing together

Theme	Unit	Aims	Indicators	Learning Materials		Media and Learning Resources	Learning Activities	
				Vocabulary	Expressions		Teacher Activities	Children Activities
Universe (My Universe)	Unit 4 (My Universe)	Children are expected to be able to: • Understand the information in some simple texts (song, chant, and story), some expressions and specific terms related	• Watching movie • Identifying the universe using movie		• Let's watch the movie! • Look at the pictures!	• Video about universe, computer/laptop, speakers • Song *Sky* • *Where is Amel?* chant • Worksheet (coloring picture) • Attendance list • Pictures of Universe (Sky and Earth)	7. In the Morning d. Introducing the expressions of checking the attendance list e. Asking children to practice the instruction f. Singing the *Where is Amel?* Chant 8. Look and Say c. Explaining	1. In the Morning a. Paying attention to the teacher b. Practicing the instructions c. Singing the chant together 2. Look and Say a. Watching
			• Saying the expressions of checking the attendance list		• Checking the attendance list: *Where is…(children's name)? Who is absent today?*			
			• Saying the instructions to play		• It's time to play!			

		to universe • Have adequate vocabulary as well as identify symbols to get them ready to read and write	• Doing the instructions to play				rules of watching video d. Mentioning picture of universe from the video e. Optional activity 9. Let's Do It a. Showing pictures of Universe b. Drilling the name of Universe things to the children c. Singing the '*sky*' Song 10. Let's Have a Break c. Introducing expressions of giving	video together b. Listening to the teacher c. Coloring picture! 3. Let's Do It a. Paying attention to the teacher b. Saying the correct pronunciation c. Singing the song together 4. Let's Have a Break a. Paying
			• Mentioning universe (sky and earth)	• Sky; sun, moon, star, planet, cloud, wind, etc • Earth; sea, ocean, river, mountain, road, human, etc				

							instructions to play d. Drilling the instructions and practicing it 11. Your Turn b. Explaining the tasks 12. Let's Go Home d. Introducing instructions to lead the prayer e. Practicing saying the instructions f. Singing	attention to the teacher b. Saying and practicing the instructions 5. Your Turn a. Doing a worksheet drawing and coloring picture of rainbow 6. Let's Go Home a. Paying attention to the teacher b. Practicing the instruction

							goodbye song	s c. Singing together

The Final Draft Course Grid of Developing English Materials for English Day Program Appropriate for Children in Class B of TKIT Salsabila 2 Banguntapan Bantul

Theme	Unit	Aims	Indicators	Learning Materials		Media and Learning Resources	Learning Activities	
				Vocabulary	Expressions		Teacher Activities	Children Activities
Recreation (Public Places and Recreation Equipment)	Unit 1 (Public Places)	Children are expected to be able to: • Understand the information in some simple texts (song, chant, and story), some expressions and specific terms related to public	• Mentioning kinds of public places	• zoo, park, post office, store, hospital, and station • Mentioning Public Places around you: - Hospital - Gembiraloka Zoo - Store - Park - Post office - Station	- Look! - What a beautiful!	• Story of the Hare and the Tortoise • Pictures of Public Places • Song "We're Going to the Zoo" "Hello How Are You?" • Worksheet - Tracing and matching - Arranging puzzles • Song "Good Morning"	13. Warming Up d. Greeting the children e. Introducing the expressions of greeting to the children f. Asking children to practice the expressions g. Singing *Hello How Are you?* song 14. Look, Hear, and Say	7. Warming Up e. Answering the teacher's greeting f. Listening to the teacher g. Practicing the expressions h. Singing together 8. Look, Hear, and Say a. Listening to
			• Saying the expression of greeting		• Greeting: - Good morning - How are you? - I'm fine.			

		places • Have adequate vocabulary as well as identify symbols to get them ready to read and write	• Saying the instructions to wash hands • Doing the instructions to wash hands	Soap, towel, water	• Classroom Instructions - Let's wash our hands !		c. Telling a story to the children by showing pictures d. Asking children to mention the characters on the story e. Giving examples of correct pronunciation 15.Let's Do It i. Showing pictures of public places and drilling the names of it to the children j. Giving examples of correct	the teacher b. Mentioning the characters on the story c. Listening to the teacher and pronouncing correctly 9. Let's Do It e. Listening and saying pictures of public places which are showed by teacher. f. Saying the correct pronunciation g. Singing the song
			• Saying instructions to lead the prayer • Doing instructions to lead the prayer		• Classroom instructions - Let's say a prayer, shall we? Thank you.			

							pronunciation k. Singing the *We're Going to the Zoo* song 16. Break time l. Introducing expressions of giving instructions to wash hands m. Drilling the expressions and practicing it individually n. Introducing *Wash Your Hands* chant o. Singing the chant together p. Washing	together 10. Break time f. Listening to the teacher g. Saying the expressions h. Listening to the teacher i. Singing together j. Washing hands together 11. Yes I Can! d. Doing a worksheet - Tracing a line and matching

							hands together 17. Yes I Can! b. Explaining the tasks 18. Let's Go Home g. Introducing instructions to lead the prayer h. Asking children to practice and saying the instructions i. Singing *Goodbye* song together	- Arranging puzzle 12. Let's Go Home d. Listening to the teacher e. Practicing and saying the instructions f. Singing together

Theme	Unit	Aims	Indicators	Learning Materials		Media and Learning Resources	Learning Activities	
				Vocabulary	Expressions		Teacher Activities	Children Activities
Recreation (Public Places and Recreation Equipment)	Unit 2 (Recreation Equipment)	Children are expected to be able to: • Understand the information in some simple texts (song, chant, and story), some expressions and specific terms related to recreation	• Mentioning recreation equipments	• Umbrella, hat, sunglasses, bag, clothes, camera, ball • Mentioning recreation equipments: A red hat, a black bag, two sunglasses, etc	- Great! - That's correct!	• Pictures of recreation equipments • Chant *Color* • Song *Let's Count 1 to 10* • Worksheet (connecting pictures to the number) • Worksheet (cat and patch the	13. Warming Up g. Introducing the number 1 – 10 h. Drilling the number and practicing it individually i. Singing *Let's Count 1 to 10* song 14. Look, Hear, and Say f. Showing pictures colored of recreation equipments g. Drilling the names and	7. Warming Up d. Listening to the teacher e. Counting the number 1-10 f. Singing *Let's Count 1 to 10* song together 8. Look, Hear, and Say d. Paying attention to the teacher e. Mentioning the nameand color of
			• Saying color	• Red, blue, green, black, white, yellow	• Saying color			

		• Have adequate vocabulary as well as identify symbols to get them ready to read and write	• Counting number 1 - 10	• 1, 2, 3, 4, 5,….., 10.	• Classroom instructions - Let's count!	pictures) • *Color mixing: Magic glasses game.*	color of recreation equipment to the children h. Giving examples of correct pronunciation 15. Let's Do It a. Explaining a task Cut and Patch the Pictures! 16. Break time e. Introducing expressions of	recreation equipments after the teacher f. Prununcing correctly 9. Let's Do It d. Doing a task, Cut and Patch Pictures. 10. Break time c. Listening to the teacher

			• Saying the instructions to eat snack • Doing the instructions to eat snack	•	• Classroom instructions - Let's eat the snack!		giving instructions to eat the snack f. Drilling the expressions and practicing it individually 17. Yes I Can! e. Explaining the tasks f. Explaining the rules of game 18. Let's Go Home g. Introducing instructions to lead the prayer h. Asking children to practice and saying the instructions	d. Saying the expressions and practicing it after the teacher 11. Yes I Can! c. Doing a worksheet (connecting pictures to the number) d. Playing a *Color Mixing: Magic Glasses* game 12. Let's Go Home d. Listening to the teacher e. Practicing saying and the

							i. Singing Goodbye song together	instructions f. Singing together

Theme	Unit	Aims	Indicators	Learning Materials		Media and Learning Resources	Learning Activities	
				Vocabulary	Expressions		Teacher Activities	Children Activities
Profession	Unit 3 (Kinds of Profession)	Children are expected to be able to: • Understand the information in some simple texts (song, chant, and story), some expressions and specific terms related to profession • Have adequate vocabulary as well as	• Mentioning kinds of profession	Doctor, teacher, farmer, pilot, police, sailor, etc	• Questions; - What is it? It is …..	• Pictures of profession • Song *What's Your Name?* • Song *Miss Polly Had a Dolly* • Worksheet (Coloring and tearing) • Role play 'Miss Polly Had a Dolly'	13. Warming Up f. Reviewing the instructions to lead the prayer g. Practicing the instructions h. Singing *What's Your Name?* song 14. Look, Hear, and Say h. Identifying kinds of professions in the picture and drilling the names of it to the children i. Giving examples of correct pronunciation	7. Warming Up d. Listening to the teacher e. Practicing the instructions f. Singing together 8. Look, Hear, and Say d. Listening to the teacher and saying kinds of professions e. Prununcing correctly f. Singing the song together

		identify symbols to get them ready to read and write					j. Singing *Nurse* song 15. Let's Do It a. Asking the children to putthe story pictures into the right order 16. Break time g. Introducing expressions of giving instructions to get into the line h. Drilling the expressions and practicing it individually i. Asking children to line up 17. Yes I Can! b. Explaining	9. Let's Do It a. Putting the story pictures into the right order 10. Break time d. Paying attention to the teacher e. Saying and practicing the expressions f. Lining up. 11. Yes I Can! b. Presenting a role play 'Miss Polly Had a Dolly' 12. Let's Go Home d. Paying attention to the teacher

							rules of a role play 'Miss Polly Had a Dolly' 18. Let's Go Home g. Introducing instructions to lead the prayer h. Asking children to practice saying the instructions i. Singing goodbye song	e. Saying the instructions f. Singing together

Theme	Unit	Aims	Indicators	Learning Materials		Media and Learning Resources	Learning Activities	
				Vocabulary	Expressions		Teacher Activities	Children Activities
Universe (My Universe)	Unit 4 (My Universe)	Children are expected to be able to: • Understand the information in some simple texts (song, chant, and story), some expressions and specific terms related to universe • Have adequate vocabulary as well as identify symbols to get them	• Watching movie		• Let's watch the movie! • Look at the pictures!	• Video about universe, computer/laptop, speakers • Song *I See the Moon* • *Where is Amel?* chant • Worksheet (coloring picture) • Attendance list • Pictures of Universe (Sky and Earth)	13. Warming Up g. Introducing the expressions of checking the attendance list h. Asking children to practice the instruction i. Singing the *Where is Amel?* Chant 14. Look, Hear, and Say f. Explaining rules of watching video g. Mentioning picture of universe from the video	7. Warming Up d. Paying attention to the teacher e. Practicing the instructions f. Singing the chant together 8. Look, Hear, and Say d. Watching video together e. Listening to the teacher f. Coloring picture! 9. Let's Do It

		ready to read and write					h. Optional activity 15. Let's Do It d. Showing pictures of Universe e. Drilling the name of Universe things to the children f. Singing the '*I See the Moon*' Song 16.Break time e. Introducing expressions of giving instructions to play f. Drilling the instructions and practicing it	d. Paying attention to the teacher e. Pronuncing correctly f. Singing the song together 10. Break time c. Paying attention to the teacher d. Saying and practicing the instructions 11. Yes I Can! b. Doing a worksheet drawing and coloring picture of rainbow

							17. Yes I Can! c. Explaining the tasks 18. Let's Go Home g. Introducing instructions to lead the prayer h. Practicing saying the instructions i. Singing goodbye song	12. Let's Go Home d. Paying attention to the teacher e. Practicing the instructions f. Singing together

LESSON PLAN I

Class / Semester : B / 1

Day and Date : Monday, November 18th 2013

Subject : English

Duration : 180 minutes

Theme : Recreation

Sub-theme : Public Places and Recreation Equipment

Unit : 1 (Public Places)

Aims : Children are expected to be able to:

- Understand the information in some simple texts (song, chant, and story), some expressions and specific terms related to public places
- Have adequate vocabulary as well as identify symbols to get them ready to read and write

Indicators :

- Mentioning kinds of public places
- Saying the expression of greeting
- Saying the instructions to wash hands
- Doing the instructions to wash hands
- Saying instructions to lead the prayer
- Doing instructions to lead the prayer

A. Learning Objectives:

The children are able to practice their listening-speaking-writing skills during the activities.

B. Learning Materials:

Vocabulary:

- zoo, park, post office, store, hospital, and station
- Soap, towel, water

Expressions:

- Look!
- What a beautiful!

• Greeting:

- Good morning
- How are you?
- I'm fine.

• Classroom Instructions

- Let's wash our hands!
- Let's say a prayer, shall we?

  Thank you.

Key Grammar:

- Identifying public places: subject + verb + noun.

  Example: I go to hospital; I see a monkey, etc.

C. Teaching Learning Process:

1. In the Morning
    a. Greeting the children
    b. Introducing the expressions of greeting to the children
    c. Asking children to practice the expressions
    d. Singing *Hello How Are You?* song
2. Look and Say
    a. Telling a story to the children by showing pictures
    b. Asking children to mention the characters on the story
    c. Giving examples of correct pronunciation
3. Let's Do It
    a. Showing pictures of public places and drilling the names of it to the children
    b. Giving examples of correct pronunciation
    c. Singing the 'We're Going to the Zoo' song
    d. Explaining Guess the Present game
4. Let's Have a Break
    a. Introducing expressions of giving instructions to wash hands
    b. Drilling the expressions and practicing it individually
    c. Introducing Wash Your Hands chant
    d. Singing the chant together
    e. Washing hands together

5. Your Turn
    a. Explaining the tasks
6. Let's Go Home
    a. Introducing instructions to lead the prayer
    b. Asking children to practice and saying the instructions
    c. Singing Goodbye song together

D. Media and Learning Processes

- Story 'Tom Went to a Zoo'
- Pictures of Public Places
- Song "We're Going to the Zoo"

  "Hello How Are You?"
- Worksheet

- Tracing and matching
- Arranging puzzles
- Song "Good Morning"

E. Evaluation

Participation, worksheet and performance.

Yogyakarta,

Principal	Researcher
M. Mansyur	Dewi Safitri Ariani

LESSON PLAN II

Class / Semester : B / 1

Day and Date : Tuesday, November 19th 2013

Subject : English

Duration : 180 minutes

Theme : Recreation

Sub-theme : Public Places and Recreation Equipment

Unit : 2 (Recreation Equipment)

Aims : Children are expected to be able to:

- Understand the information in some simple texts (song, chant, and story), some expressions and specific terms related to recreation
- Have adequate vocabulary as well as identify symbols to get them ready to read and write

Indicators :

- Mentioning recreation equipments
- Saying color
- Counting number 1 - 10
- Saying the instructions to eat snack
- Doing the instructions to eat snack

A. Learning Objectives:

The children are able to practice their listening-speaking-writing skills during the activities.

B. Learning Materials:

Vocabulary:

- Umbrella, hat, sunglasses, bag, clothes, camera, ball
- Mentioning recreation equipments:

  A red hat, a black bag, two sunglasses, etc
- Red, blue, green, black, white, yellow
- Number 1, 2, 3, 4, 5,….., 10.

Expressions:

- Look!
- What a beautiful!

Greeting:

- Good morning
- How are you?
- I’m fine.

Classroom Instructions

- Let’s wash our hands!
- Let’s say a prayer, shall we?

  Thank you.

Key Grammar:

- Identifying public places: subject + verb + noun.

  Example: I go to hospital; I see a monkey, etc.

C. Teaching Learning Process:

1. In the Morning
   a. Introducing the number 1 – 10
   b. Drilling the number and practicing it individually
   c. Singing *Let's Count 1 to 10* song
2. Look and Say
   a. Showing pictures colored of recreation equipments
   b. Drilling the names and color of recreation equipment to the children
   c. Giving examples of correct pronunciation
3. Let's Do It
   a. Explaining a task

      Cut and Patch the Pictures!
4. Let's Have a Break
   a. Introducing expressions of giving instructions to eat the snack
   b. Drilling the expressions and practicing it individually
5. Your Turn
   a. Explaining the tasks
   b. Explaining the rules of game
6. Let's Go Home

a. Introducing instructions to lead the prayer

b. Asking children to practice and saying the instructions

Singing Goodbye song together

D. Media and Learning Processes

- Story 'Tom Went to a Zoo'
- Pictures of Public Places
- Song "We're Going to the Zoo"

"Hello How Are You?"

- Worksheet
  - Tracing and matching
  - Arranging puzzles
- Song "Good Morning"

E. Evaluation

Participation, worksheet and performance.

Yogyakarta,

Principal Researcher

M. Mansyur Dewi Safitri Ariani

LESSON PLAN III

Class / Semester : B / 2

Day and Date : Wednesday, November 20th 2013

Subject : English

Duration : 180 minutes

Theme : Profession

Sub-theme :Kinds of Profession

Unit : 3

Aims : Children are expected to be able to:

- Understand the information in some simple texts (song, chant, and story), some expressions and specific terms related to profession
- Have adequate vocabulary as well as identify symbols to get them ready to read and write

Indicators :

- Mentioning kinds of profession
- Doing one or two instructions in one time
- Saying the instructions to line up
- Doing the instructions to line up
- Saying the instructions to lead the prayer
- Doing the instructions to lead the prayer

A. Learning Objectives:

The children are able to practice their listening-speaking-writing skills during the activities.

B. Learning Materials:

Vocabulary:

Doctor, teacher, farmer, pilot, police, sailor, etc

Expressions:

- Questions;
- What is it?

  It is …..
- Who is he/she?

  He/she is a….

Classroom instructions:

- Let's line up!
- Let's say a prayer, shall we?

  Thank you.

Key Grammar:

- Identifying kinds of profession: subject + verb + noun.

  Example: He is a doctor, he is a pilot etc.

C. Teaching Learning Process:

1. In the Morning

a. Reviewing the instructions to lead the prayer

b. Practicing the instructions

c. Singing *What's Your Name?* song

2. Look and Say

   a. Identifying kinds of professions in the picture and drilling the names of it to the children

   b. Giving examples of correct pronunciation

   c. Singing *Nurse* song

3. Let's Do It

   a. Asking the children to putthe story pictures into the right order

4. Let's Have a Break

   a. Introducing expressions of giving instructions to get into the line

   b. Drilling the expressions and practicing it individually

   c. Asking children to line up

5. Your Turn

   a. Explaining rules of a role play 'Miss Polly Had a Dolly'

6. Let's Go Home

   a. Introducing instructions to lead the prayer

   b. Asking children to practice saying the instructions

   c. Singing goodbye song

D. Media and Learning Processes

- Pictures of profession
- Song *What's Your Name?*
- Song *Miss Polly Had a Dolly*

- Worksheet (Coloring and tearing)
- Role play ‘Miss Polly Had a Dolly’

E. Evaluation

Participation, worksheet and performance.

Yogyakarta,

Principal	Researcher
M. Mansyur	Dewi Safitri Ariani

LESSON PLAN IV

Class / Semester : B / 2

Day and Date : Thursday, November 21st 2013

Subject : English

Duration : 180 minutes

Theme : Universe

Sub-theme :My Universe

Unit : 4

Aims : Children are expected to be able to:

- Understand the information in some simple texts (song, chant, and story), some expressions and specific terms related to universe
- Have adequate vocabulary as well as identify symbols to get them ready to read and write

Indicators :

- Watching movie
- Identifying the universe using movie
- Saying the expressions of checking the attendance list
- Saying the instructions to play
- Doing the instructions to play
- Mentioning universe (sky and earth)

A. Learning Objectives:

The children are able to practice their listening-speaking-writing skills during the activities.

B. Learning Materials:

Vocabulary:

- Sky; sun, moon, star, planet, cloud, wind, etc
- Earth; sea, ocean, river, mountain, road, human, etc

Expressions:

- Let's watch the movie!
- Look at the pictures!

Classroom instructions:

- Checking the attendance list:

  Where is…(children's name)?

  Who is absent today?
- It's time to play!

Key Grammar:

- Identifying My Universe: subject + verb + noun.

  Example: That is moon, that is sea etc.

C. Teaching Learning Process:

1. Opening Acivity
   - In the morning
   a. Researcher leading a prayer

b. Researcher asking children's condition

c. Researcher checking children existence

d. Researcher preparing children's condition

e. Researcher introduce the expressions of checking the attendance list

f. Researcher asking children to practice the instruction

g. Singing the *Where is Amel?* Chant together

2. Main Activity I

- Look and Say

a. Explaining rules of watching video

b. Mentioning picture of universe from the video

c. Optional activity

- Let's Do It

a. Showing pictures of Universe

b. Drilling the name of Universe things to the children

c. Singing the '*I See the Moon'* Song

3. Break Time

- Let's Have a Break

a. Introducing expressions of giving instructions to play

b. Drilling the instructions and practicing it

4. Main Activity II

- Your Turn

d. Explaining the tasks

5. Let's Go Home

a. Introducing instructions to lead the prayer

b. Practicing saying the instructions

c. Singing goodbye song

D. Media and Learning Processes

- Video about universe, computer/laptop, speakers
- Song *I See the Moon*
- *Where is Amel?* chant
- Worksheet (coloring picture)
- Attendance list
- Pictures of Universe (Sky and Earth)

E. Evaluation

Participation, worksheet and performance.

Yogyakarta,

Principal | Researcher

M. Mansyur | Dewi Safitri Ariani

Appendix F
The Data of Respondents

Students' Data

NO	NAME	SEX		AGE (April '14)
		F	M	
1.	Fuad Rizqi Attamimi		M	6,8
2.	Avennathan Gagas Kuintamulya		M	6,8
3.	Dyandra Azarta Widodo	F		6,8
4.	Cahyaputri Kamila	F		6,3
5.	Azriel Akbar Haryoga Al Fajr		M	6,3
6.	Ika Nugraheni Cahyaningrum	F		6,3
7.	Tatiana Laksita Rukmi	F		6,2
8.	Laili Nur Arifatun Nisa	F		6
9.	Nisrina Afifah Salsabila	F		5,11
10.	Beryl Bintang Pratama		M	5,10
11.	Rachfli Miftach Thoha		M	5,9
12.	Alfarizky Bayu Hendrawan		M	5,6
13.	Gilang Nur Falah		M	5,6

Appendix G
Material Books

Appendix H
Documentations

Telling a Story

Showing Pictures

Doing a task

Singing and Dancing

Explaining the Task

Presentation