

**DEVELOPING FLANNEL POP-BASED
ENGLISH LEARNING ACTIVITIES FOR TEACHING
LISTENING AND SPEAKING AT GRADE FOUR OF SD N
MARGOSARI**

A THESIS

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



By:

Erna Sulistyani

07202241031

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

2013

APPROVAL SHEET

**DEVELOPING FLANNEL POP-BASED
ENGLISH LEARNING ACTIVITIES FOR TEACHING
LISTENING AND SPEAKING AT GRADE FOUR OF SD N
MARGOSARI**

A THESIS

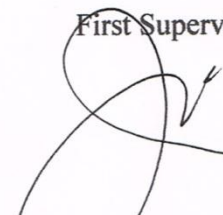
By:

Erna Sulistyani

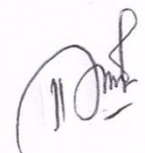
07202241031

Approved on October 21, 2013

First Supervisor


Nury Supriyanti, M.A.
NIP. 19570829 198812 2 001

Second Supervisor


Lusi Nurhayati, M.Appl. Ling
NIP. 19790205 200312 2 001

RATIFICATION SHEET


DEVELOPING FLANNEL POP-BASED ENGLISH LEARNING ACTIVITIES FOR TEACHING LISTENING AND SPEAKING AT GRADE FOUR OF SD N MARGOSARI

A THESIS

By:
Erna Sulistyani
07202241031

Accepted by the Board of Examiners of Faculty of Languages and Arts of State University of Yogyakarta on October 29, 2013 and declared to have fulfilled the requirements for the attainment of a *Sarjana Pendidikan* degree in English Language Education.

Board of Examiners

Position	Nama	Signature	Date
Chairperson	: RA. Rahmi D Andayani, M.Pd.		<u>30-10-2013</u>
Secretary	: Lusi Nurhayati, M.Appl. Ling		<u>30-10-2013</u>
First Examiner	: Dra. Jamilah, M.Pd.		<u>29-10-2013</u>
Second Examiner	: Dra. Nury Supriyanti, M.A.		<u>29-10-2013</u>

Yogyakarta, October , 2013
Faculty of Languages and Arts
State University of Yogyakarta



Prof. Dr. Zamzani, M. Pd.
NIP. 19550505 198011 1 001

PERNYATAAN

Yang bertanda tangan di bawah ini, saya:

Nama : **Erna Sulistyani**
NIM : 07202241031
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni Universitas Negeri Yogyakarta

menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

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

Yogyakarta, Oktober 2013

Penulis,



Erna Sulistyani

DEDICATIONS

I DEDICATE THIS THESIS TO YOU:

MY PARENTS, MY BROTHERS & SISTER, MY BEST FRIENDS

FOR THE UNDERSTANDING

AND ENCOURAGEMENT PROVIDED

DURING ALL THESE YEARS OF STUDY



I LOVE YOU.

MOTTOS

قُلْ إِنْ كُنْتُمْ تُحِبُّونَ اللَّهَ فَاتَّبِعُونِي يُحْبِبْكُمُ اللَّهُ وَيَغْفِرْ لَكُمْ ذُنُوبَكُمْ
وَاللَّهُ غَفُورٌ رَحِيمٌ ﴿٣١﴾

Katakanlah: "Jika kamu (benar-benar) mencintai Allah, ikutilah aku, niscaya Allah mengasihi dan mengampuni dosa-dosamu." Allah Maha Pengampun lagi Maha Penyayang (QS Ali Imran: 31)

لَهُ مَعْقَبَاتٌ مِّنْ بَيْنِ يَدَيْهِ وَمِنْ خَلْفِهِ يَحْفَظُونَهُ مِنْ أَمْرِ اللَّهِ إِنَّ
اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ وَإِذَا أَرَادَ اللَّهُ بِقَوْمٍ
سُوءًا فَلَا مَرَدَ لَهُ وَمَا لَهُم مِّنْ دُونِهِ مِنْ وَالٍ ﴿١١﴾

...Sesungguhnya Allah tidak merubah keadaan sesuatu kaum sehingga mereka merubah keadaan yang ada pada diri mereka sendiri... (QS Ar Ra'd: 11)

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا
يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ انشُرُوا فَانشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا
مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

...Allah akan meninggikan orang-orang yang beriman di antaramu dan orang-orang yang diberi ilmu pengetahuan beberapa derajat... (QS Al Mujadillah: 11)



You Cannot Learn To Fly By Flying.
You Must First Learn To Stand And Walk And
Run And Climb And Dance.
~ Friedrich Nietzsche ~

ACKNOWLEDGEMENTS

Alhamdulillahirobbil'alamin. Praises be to Allah SWT for keeping my spirit and strengths up so that I could finish this thesis. In this opportunity, I would like to acknowledge the contributions of the following groups and individuals to the accomplishment of my thesis.

1. My first consultant, Nury Supriyanti, M.A., for her time, sage advice and insightful criticisms in the writing of this thesis.
2. My second consultant, Lusi Nurhayati, M. Appl.Ling., for her sage advice and insightful criticisms in the writing of this thesis.
3. Ani Setyaningsih, S.Pd for her time and advice as the expert.
4. The Head of English Education Department, all the lecturers and the staff members for the facilities to get a lot of knowledge.
5. Eni Eko Kurniawati, S.Pd. and Priana Murtikawati, S.Pd (the English teachers of SD N Margosari), Nuria Hanum, S.Pd. (the English teacher of SD N Karangwuni) and the grade four students of SD N Margosari year 2012/2013 for their support and assistance.
6. My friend, Desy Ani Widayati, who has been so kind and helpful in being my observer.
7. My parents, Margito and Rukimah, who have never failed to give me financial and moral supports.
8. My brothers and sister (Agung Widi Raharja, Juneita Alsacia, Abdur Rohman Sholeh and Muhammad Abdurrozaq) who have made their support available in a number of ways.
9. My best friend, Amanda Widyati, who has asked me to do my thesis in a number of times and helped me in a number of ways.
10. All of the teachers at SMK Ma'arif 3 Wates, SMA Ma'arif Wates and SD N Gebangan for their spirit and support during my thesis.
11. My boyfriend, Agung Sarjito, who has kept my spirits up when the muses have left me.

12. My close friends, Nur Jamilah, Ceem Nara Zikriya and Maryanto, who have reminded me to always to praise to Allah SWT in every single minute.
13. My brilliant classmates of PBI B 2007 (Amanda Widyati, Tiya Haryani, Riani Kurniawati, Khafidhoh, Noer Istiqomah, Windhi Arini, Kasilah, Valeria Westri, Kurnia Wulandari, Reflilia Ulfah, Ika Nur Rahmawati, Andika Tri Surini, Choirul Rohmah, Rosa Charis Shoulina, Andika Rahmadi Putra, Adi Rahmadi, Danang and Praditya Putra Tama) who have been so kind and helpful.
14. My friends (Maryati, Fifin, Tari, Ceem, Candra, Huda, Shonef, Aziz) who have accompanied me to do the right things from 2012-2014 at PC IPNU-IPPNU Kulon Progo.

Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, I appreciate any criticism and suggestions for the improvement of this thesis.

Yogyakarta, October 2013

The writer,

Erna Sulistyani

TABLE OF CONTENTS

TITLE.....	i
APPROVAL SHEET.....	ii
RATIFICATION SHEET.....	iii
<i>PERNYATAAN</i>	iv
DEDICATIONS.....	v
MOTTOS.....	vi
ACKNOWLEDGEMENTS.....	vii
TABLE OF CONTENTS.....	ix
LIST OF FIGURES.....	xv
LIST OF TABLES.....	xvi
LIST OF APPENDICES.....	xxii
ABSTRACT.....	xxiii
CHAPTER I INTRODUCTION.....	1
A. Background of the Problem.....	1
B. Identification of the Problem.....	3
C. Limitation of the Problem.....	4
D. Formulation of the Problem.....	4
E. Objective of the Study.....	5
F. Significance of the Study.....	5
CHAPTER II LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK.....	7
A. Literature Review.....	7
1. Teaching English to Children.....	7
a. The Aims of Teaching English to Children.....	7
b. The Teaching of English to Children in Indonesia.....	8
c. The Characteristics of Children in Elementary School.....	11
2. Spoken Language for Children.....	14
a. The Importance of Spoken Language for Children.....	14
b. The Nature of Listening for Children.....	16

c. The Nature of Speaking for Children	19
d. Integrated Listening and Speaking for Children	21
3. Activities in Language Learning	23
a. The Characteristics of Activities.....	23
b. Listening Activities in Language Learning.....	25
c. Speaking Activities in Language Learning.....	29
4. Media.....	33
a. The Definition of Media.....	33
b. Kinds of Media.....	34
c. Flannel Pop.....	34
5. Materials Development.....	35
a. Materials for Children.....	35
b. Materials Development.....	36
1.) The Definition of Materials.....	36
2.) The definitions of Materials development.....	36
3.) The Materials Design.....	37
4.) The Principles of Good Materials.....	40
c. Materials Evaluation.....	41
1.) The Definition of Materials Evaluation.....	41
2.) Types of Materials Evaluation.....	42
a.) Pre-use Evaluation.....	42
b.) Whilst-use Evaluation.....	42
c.) Post-use Evaluation.....	43
3.) The Process of Materials Evaluation.....	43
B. Conceptual Framework.....	47
CHAPTER III RESEARCH METHOD.....	51
A. Research Design.....	51
B. Research Subject.....	51
C. Research Setting.....	52
D. Research Instrument.....	52
1. Instruments Development.....	52

a. Questionnaires.....	52
b. Interviews.....	55
c. Observations.....	56
2. Validity and Reliability of the Instruments.....	57
E. Data Collection Techniques.....	58
F. Data Analysis Techniques.....	58
G. Research Procedure.....	60
CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS.....	64
A. Research Findings.....	64
1. Designed Materials.....	64
a. Needs Analysis.....	64
1.) The Instruments of Needs Analysis.....	64
2.) The Results of Needs Analysis.....	67
a.) The Description of the Learners.....	67
b.) The Description of the Learning Needs.....	67
b. Course Grid.....	74
1.) Unit 1 “Where is My Pencil?”.....	76
2.) Unit 2 “My Classrom”.....	76
3.) Unit 3 “My Clothes”.....	78
c. Format of Materials.....	80
1.) Unit 1 “Where is My Pencil”.....	81
2.) Unit 2 “My Classroom”.....	84
3.) Unit 3 “My Clothes”.....	86
2. Getting Expert Judgement, Evaluating and Revising the First Draft of the Materials.....	88
a. Getting Expert Judgement and Evaluating of the First Draft of the Materials.....	88
1.) Respondent’s Opinion in the Evaluation Questionnaire.....	90
2.) Respondents’ Comments and Suggestions.....	94
a.) Unit 1.....	95
b.) Unit 2.....	95

c.) Unit 3.....	95
b. The Revision of the First Draft of the Materials.....	96
3. Trying Out, Evaluating and Revising the Second Draft of the Materials.....	97
a. The Try Out of the Second Draft of the Materials	97
b. The Evaluation of the Second Draft of the Materials.....	98
1) Students' Opinion in the Evaluation Questionnaires.....	102
a) Unit 1.....	102
b) Unit 2.....	104
c) Unit 3.....	107
2) The Students' and the Teacher's Comments on the Try-out of the Second Draft of the Materials.....	109
a) Unit 1.....	110
i. Goals.....	110
ii. Activity.....	110
iii. Input.....	113
iv. Teacher's Role.....	114
v. Learners' Role.....	115
vi. Setting.....	119
b) Unit 2.....	119
i. Goals.....	119
ii. Activity.....	120
iii. Input.....	122
iv. Teacher's Role.....	123
v. Learners' Role.....	124
vi. Setting.....	127
c) Unit 3.....	127
i. Goals.....	127
ii. Activity.....	128
iii. Input.....	130
iv. Teacher's Role.....	131

v. Learners' Role.....	132
vi. Setting.....	135
3) The Conclusion of the Evaluation of the Second Draft of the Materials.....	135
c. The Revision of the Second Draft of the Materials.....	140
4. Writing the Final Draft of the Materials.....	141
B. Discussion.....	142
CHAPTER V CONCLUSSIONS, IMPLICATIONS AND SUGGESTIONS.....	147
A. CONCLUSSIONS.....	147
1. The Design of the Flannel Pop – Based English Learning Activities for Teaching Listening and Speaking at Grade Four Students of SD Negeri Margosari.....	147
2. The Characteristics of Good Flannel Pop – Based English Learning Activities for Teaching Listening and Speaking at Grade Four Students of SD Negeri Margosari.....	148
B. IMPLICATIONS.....	150
C. SUGGESTIONS.....	151
1. The English Teachers.....	151
2. The Principal of SDN Margosari.....	151
3. Students of English Education Department.....	151
4. The Material Developers.....	152
5. The Local Government.....	152
6. The Other Researchers.....	152
REFERENCES.....	146
APPENDICES.....	157
A. The Data of the Respondents.....	158
B. Research Instruments.....	161
C. Course Grid.....	189
D. Data Computation.....	193
E. Field Notes.....	210

F. Interview Transcripts.....	215
G. The Result of the Observation.....	222
H. The First Draft of the Materials.....	241
I. The First Draft of the Teacher’s Guide.....	257
J. The Second Draft of the Materials.....	275
K. The Final Draft of the Materials.....	293
L. The Final Draft of the Teacher’s Guide.....	313
M. The Photographs.....	339
N. Permit Letters.....	342

LIST OF FIGURES

	Page
Figure 1: Dividing Up ‘Language’ for Child Foreign Language Learning.....	14
Figure 2: Characteristics of Activities.....	23
Figure 3: A Photograph of Flannel Pop.....	35
Figure 4: A Materials Design Model by Hutchinson and Waters.....	38
Figure 5: Model X-Course Design Procedures by Masuhara.....	39
Figure 6: The materials Evaluation Process Proposed by Huthinson and Waters.....	43
Figure 7: The Conceptual Framework of Flannel Pop-Based English Learning Activities.....	50
Figure 8: Research Steps in Developing Flannel Pop-Based English Learning Materials.....	61

LIST OF TABLES

	Page
Table 1: Standard of Competencies and Basic Competencies of Class IV in Semester 1.....	10
Table 2: The Differences between Written and Spoken Language.....	15
Table 3: Types of Input for Different Learning Channels (Linse, 2005: 26).....	19
Table 4: While Listening Activities.....	27
Table 5: A Typology of Speaking Activities by Brewster, Ellis and Girard.....	31
Table 6: The Example of Questions in the Checklists for Evaluating Task Proposed by Nunan.....	46
Table 7: Organization of the Needs Analysis Questionnaire.....	52
Table 8: Organization of the Evaluation Questionnaire for English Teacher.....	53
Table 9: Organization of the Evaluation Questionnaire for Students.....	54
Table 10: The Interview Guideline for English Teacher for Need Analysis.....	55
Table 11: The Interview Guideline for Students in the Implementation.....	56
Table 12: The Organization of the Observation Sheet.....	57
Table 13: The Interval of Mean.....	60
Table 14: Organization of the Needs Analysis Questionnaire.....	64
Table 15: The Interview Guideline for English Teacher for Need Analysis..	66
Table 16: Data of Grade Three Students of SD Negeri Margosari.....	67
Table 16: The Result of the First Element in Learners' Need Analysis.....	57
Table 17: The Students' Response on the Students' Attitude toward English Lesson in Needs Analysis Questionnaire.....	68
Table 18: The Students' Response on the Students' Attitude toward Listening and Speaking in Needs Analysis Questionnaire.....	68
Table 19: The Students' Response on Listening Activities in the	

	Classroom in Needs Analysis Questionnaire.....	69
Table 20:	The Students' Response on Speaking Activities in the Classroom in Needs Analysis Questionnaire.....	70
Table 21:	The Students' Response on Students' Activities in the Classroom in Needs Analysis Questionnaire.....	71
Table 22:	The Students' Response on the Sources of the Materials in Needs Analysis Questionnaire.....	71
Table 23:	The Students' Response on Teacher's Teaching Technique in Needs Analysis Questionnaire.....	72
Table 24:	The Students' Response on the Interested Activities for Students in Needs Analysis Questionnaire.....	72
Table 25:	The course grid of Developing Flannel-Pop Based English Learning Activities for Teaching Listening and Speaking at Grade Four of SD Negeri Margosari.....	75
Table 26:	The Outline of the Designed Material.....	80
Table 27:	Organization of the Evaluation Questionnaire for English Teacher.....	89
Table 28:	The Data of the English Teachers and Lecturers in the Evaluation of the First Draft of the Materials.....	90
Table 29:	The Descriptive Statistic of Respondents' Response on the Curriculum in the Evaluation of the First Draft of the Materials...	91
Table 30:	The Descriptive Statistic of Respondents' Response on the Goals in the Evaluation of the First Draft of the Materials.....	91
Table 31:	The Descriptive Statistic of Respondents' Response on the Input in the Evaluation of the First Draft of the Materials.....	92
Table 32:	The Descriptive Statistic of Respondents' Response on the Activities in the Evaluation of the First Draft of the Materials.....	93
Table 33:	The Descriptive Statistic of Respondents' Response on the Instructions in the Evaluation of the First Draft of the Materials..	94
Table 34:	The Descriptive Statistic of Respondents' Response on the Lay Out and Design in the Evaluation of the First Draft of the	

	Materials.....	94
Table 35:	The General Revisions of the First Draft of the Materials.....	96
Table 36:	Organization of the Evaluation Questionnaire for Students.....	99
Table 37:	The Interview Guideline for Students in the Try-out.....	100
Table 38:	The Organization of the Observation Sheet.....	100
Table 39:	Data of the Grade Four Students of SD Negeri Margosari.....	101
Table 40:	The Descriptive Statistic of Students' Response on the Goal of the Second Draft Materials in the Tryout of Unit 1.....	102
Table 41:	The Descriptive Statistic of Students' Response on the Input of the Second Draft Materials in the Tryout of Unit 1.....	103
Table 42:	The Descriptive Statistic of Students' Response on the Activities of the Second Draft Materials in the Tryout of Unit 1.....	103
Table 43:	The Descriptive Statistic of Students' Response on the Setting of the Second Draft Materials in the Tryout of Unit 1.....	103
Table 44:	The Descriptive Statistic of Students' Response on the Activities of the Second Draft Materials in the Tryout of Unit 1.....	104
Table 45:	The Descriptive Statistic of Students' Response on the Media of the Second Draft Materials in the Tryout of Unit 1.....	104
Table 46:	The Descriptive Statistic of Students' Response on the Goal of the Second Draft Materials in the Tryout of Unit 2.....	104
Table 47:	The Descriptive Statistic of Students' Response on the input of the Second Draft Materials in the Tryout of Unit 2.....	105
Table 48:	The Descriptive Statistic of Students' Response on the Activities of the Second Draft Materials in the Tryout of Unit 2.....	105
Table 49:	The Descriptive Statistic of Students' Response on the Setting of the Second Draft Materials in the Tryout of Unit 2.....	106
Table 50:	The Descriptive Statistic of Students' Response on the Instruction of the Second Draft Materials in the Try-out of Unit 2.....	106
Table 51:	The Descriptive Statistic of Students' Response on the Media of the Second Draft Materials in the Try-out of Unit 2.....	106

Table 52:	The Descriptive Statistic of Students' Response on the Goal of the Second Draft Materials in the Try-out of Unit 3.....	107
Table 53:	The Descriptive Statistic of Students' Response on the Input of the Second Draft Materials in the Try-out of Unit 3.....	107
Table 54:	The Descriptive Statistic of Students' Response on the Activities of the Second Draft Materials in the Try-out of Unit 3.....	108
Table 55:	The Descriptive Statistic of Students' Response on the Setting of the Second Draft Materials in the Try-out of Unit 3.....	108
Table 56:	The Descriptive Statistic of Students' Response on the Instruction of the Second Draft Materials in the Try-out of Unit 3.....	108
Table 57:	The Descriptive Statistic of Students' Response on the Media of the Second Draft Materials in the Try-out of Unit 3.....	109
Table 58:	The Teacher's and the Observer's Response on the Observation Sheet on the Goals of the Try-Out Unit 1.....	110
Table 59:	The Teacher's Response on the Observation Sheet on the Activities of the Try-Out Unit 1.....	111
Table 60:	The Observer's Response on the Observation Sheet on the Activities of the Try-Out Unit 1.....	112
Table 61:	The Teacher's Response on the Observation Sheet on the Input of the Try-Out Unit 1.....	114
Table 62:	The Observer's Response on the Observation Sheet on the Input of the Try-Out Unit 1.....	114
Table 63:	The Teacher's Response on the Observation Sheet on the Teacher's Role of the Try-out Unit 1.....	115
Table 64:	The Observer's Response on the Observation Sheet on the Teacher's Role of the Try-out Unit 1.....	115
Table 65:	The Teacher's Response on the Observation Sheet on the Learner's Role of the Try-Out Unit 1.....	117
Table 66:	The Observer's Response on the Observation Sheet on the Learner's Role of the Try-Out Unit 1.....	117

Table 67:	The English Teacher's and the Observer's Response on the Observation Sheet on the Goals of the Try-Out Unit 2.....	120
Table 68:	The Teacher's Response on the Observation Sheet on the Activities of the Try-Out Unit 2.....	120
Table 69:	The Observer's Response on the Observation Sheet on the Activities of the Try-Out Unit 2.....	121
Table 70:	The Teacher's and the Observer's Response on the Observation Sheet on the Input of the Try-Out Unit 2.....	123
Table 71:	The Teacher's and the Observer's Response on the Observation Sheet on the Teacher's Role of the Try-out Unit 2.....	123
Table 72:	The Teacher's Response on the Observation Sheet on the Learner's Role of the Try-Out Unit 2.....	125
Table 73:	The Observer's Response on the Observation Sheet on the Learner's Role of the Try-Out Unit 2.....	126
Table 74:	The Teacher's and the Observer's Response on the Observation Sheet on the Goals of the Try-Out Unit 3.....	128
Table 75:	The Teacher's Response on the Observation Sheet on the Activities of the Try-out Unit 3.....	128
Table 76:	The Observer's Response on the Observation Sheet on the Activities of the Try-out Unit 3.....	129
Table 77:	The Teacher's and the Observer's Response on the Observation Sheet on the Input of the Try-Out Unit 3.....	131
Table 78:	The Teacher's and the Observer's Response on the Observation Sheet on the Teacher's Role of the Try-out Unit 3.....	131
Table 79:	The Teacher's Response on the Observation Sheet on the Learner's Role of the Try-out Unit 3.....	132
Table 80:	The Observer's Response on the Observation Sheet on the Learner's Role of the Try-Out Unit 3.....	134
Table 81:	The Effectiveness of the Second Draft of the Materials in the Evaluation of the Try-Out of Unit 1.....	134
Table 82:	The Effectiveness of the Second Draft of the Materials in the	

	Evaluation of the Try-Out of Unit 2.....	137
Table 83:	The Effectiveness of the Second Draft of the Materials in the Evaluation of the Try-Out of Unit 3.....	138
Table 84:	The General Revision of the Second Draft of the Materials.....	140
Table 85:	The Outline of the Final Draft of the Materials.....	142

LIST OF APPENDICES

	Page
Appendix A: The Data of the Respondents.....	152
Appendix B: Research Instruments.....	155
Appendix C: Course Grid.....	156
Appendix D: Data Computation.....	157
Appendix E: Field Notes.....	158
Appendix F: Interview Transcripts.....	215
Appendix G: The Result of the Observation.....	222
Appendix H: The First Draft of the Materials.....	241
Appendix I: The First Draft of the Teacher's Guide.....	257
Appendix J: The Second Draft of the Materials.....	275
Appendix K: The Final Draft of the Materials.....	293
Appendix L: The Final Draft of the Teacher's Guide.....	313
Appendix M: The Photographs.....	339
Appendix N: Permit Letters.....	342

ABSTRACT

DEVELOPING FLANNEL POP – BASED ENGLISH LEARNING ACTIVITIES FOR FOR TEACHING LISTENING AND SPEAKING AT GRADE FOUR OF SD NEGERI MARGOSARI

By:
Erna Sulistyani
07202241031

ABSTRACT

This study was aimed to develop Flannel Pop – based English learning activities for teaching listening and speaking at grade four of SD Negeri Margosari. Three research questions were asked on how: (1) flannel pop – based English learning activities are developed, (2) flannel pop – based English learning activities look like and (3) the characteristics of flannel pop – based English learning activities are.

The nature of this study was research and development (R & D). The instruments of this study were questionnaires, interview guide and observation sheet. There were two kinds of data in this study: quantitative and qualitative. The quantitative data were obtained from the questionnaires in the needs analysis stage and materials evaluation stage, while the qualitative data were obtained from the interview and observation in the needs analysis stage and materials evaluation stage. The study involved 22 grade four students of SD Negeri Margosari in the academic year 2012/ 2013, three Elementary School English teachers and an expert on English for Children. The steps of this study consisted of seven steps: (1) conducting needs analysis, (2) writing the course grid, (3) developing the first draft of the material, (4) getting expert judgement and evaluating the first draft of the material, (5) revising the first draft of the material, (6) doing implementation of the second draft of the material and (7) revising and writing the final draft of the material.

The product of this study is a set of flannel pop – based English learning activities for teaching listening and speaking at grade four of SD Negeri Margosari in the form of materials, a teacher's guide and the media. The data from the research findings show that flannel pop – based English learning activities have completed the characteristics of good materials: goals, input, activity, setting, student role, and teacher role. Each unit of the materials was considered effective. It was proven by the mean value obtained from the questionnaire on the students' responses on the implementation. The range of the mean value was 2.96 to 3.78 for Unit 1, 3.25 to 3.65 for Unit 2, and 3.27 to 3.73 for Unit 3. Based on the quantitative data conversion by Suharto (2006), those ranges fall into good and very good categories. Those data were supported by the data from the interview, field note and the observation.