CHAPTER 1

INTRODUCTION

A. Background of the Problem

Young children learn languages better and more easily than older children. They will pick up and learn the second language and work out messages from meaningful contexts easily. According to Piaget in Pinter (2006: 7), children in the age of seven to eleven years old are in the cognitive development stage. They develop the ability to apply logical reasoning in several areas of knowledge.

Children are different from adults. Children are more enthusiastic and lively as learners. They will do an activity even they do not know how and why they should do that. They also lose interest more quickly. They are less able to keep them motivated on the task or activities they found difficult. They do not easy to use language and talk about language like adults.

Teaching English at primary level has many advantages. Educationalists over the world also have recognized the need for English language learning at primary level. Children can spend more years to learn English. They also can develop a positive attitude to culture and language learning earlier. Because of these factors, governments and private school around the world have decided to introduce English at primary level.

English is included in the curriculum of Elementary School in Indonesia since 2004. English is taught in the elementary school as a local content.

Every elementary school has different policy, target and progress in English teaching. Some schools teach English from the fourth grade, as in "Indonesian Government English Teaching Guidelines in the Elementary School". However, the others introduce English from the first grade.

As a local content subject, English doesn't get attention as much as the other subjects. This situation happened in SD N Margosari , Pengasih. English is included as the local content subject in this school since January, 2009. English is taught from the first grade to the sixth grade. The facilities for English learning are lack. There are limited media for English learning. The time for English lesson is also lack. It is only 1 x 35 minutes for the first grade and 2 x 35 minutes for the second to the sixth grade. The teacher uses text book and work sheet in the teaching and learning processes.

The teachers in SD N Margosari use text book and work sheet as the source of the materials. They usually teach the students vocabulary, grammar and more writing and reading skills. They do not teach more listening and speaking skills. They also rarely use media and fun activities in the teaching and learning processes. This will result on the lack of students' ability in mastering English. The students did not get opportunity to practice speaking and listening. Sometimes, they are also bored during the teaching and learning processes.

Ideally, listening and speaking should be taught in the primary English teaching and learning process. These two skills are foundation for other skills.

To introduce those skills, the teacher can use media and listening and speaking activities for a given time period. So, the children can enjoy the lesson.

Based on the problem above, the researcher tries to find the way to reform the teaching of listening and speaking in SD N Margosari. The researcher will develop flannel pop – based English learning activities for teaching listening and speaking at the grade four of SD N Margosari.

B. Identification of the Problem

After analyzing the problem found in the field previously, the problems related to the needs of flannel pop – based English learning activities for teaching listening and speaking in SD N Margosari were collected. The problems were analyzed and elaborated in this section and later will be delimited in the limitation of the problem.

Before conducting this study, the researcher had observed the English teaching and learning processes. English was implemented as a local content subject for every grade. The researcher had observed the students in the third grade.

There are 22 students of the third grade in the year of 2011/ 2012. Later, in the year of 2012/2013, they will be in the fourth grade. Most of the students are active and talented. They have good relationship with their classmates. They play together and respect each other. However, some of them are not active and do not want to interact with others.

The teacher uses textbook and worksheet in the teaching and learning process. There were many activities in the textbooks but only some of them

are listening and speaking activities. Many activities lead them to write and read. The teacher also uses more Indonesian in the teaching and learning processes.

Considering this situation, the researcher attempted to develop flannel pop – based English learning activities for teaching listening and speaking at the fourth grade of SD N Margosari. There is a statement in the Standard of Content that a teacher has opportunities to design their own materials and activities based on the learners' potentials, characteristics,, interests and needs for learning English. Based on the situation and Standard of Content, the researcher attempted to arrange flannel pop – based English learning activities for teaching listening and speaking which met the learners' potentials, characteristics, interests and needs for learning English.

C. Limitation of the Problem

Based on the problem identification, there are some problems in the teaching and learning processes in SD N Margosari. However, due to the constraints of cost and time, the researcher will only develop flannel pop – based English learning activities for teaching listening and speaking at grade four of SD N Margosari.

D. Formulation of the Problem

In line with the limitation of the problem above, the problem of this research will be formulated as follow:

1. How are flannel pop – based English learning activities for teaching listening and speaking at grade four of SD N Margosari developed?

2. How do flannel pop – based English learning activities for teaching listening and speaking at grade four of SD N Margosari look like?

3. What are the characteristics of flannel pop – based English learning activities for teaching listening and speaking at grade four of SD N Margosari?

E. Objectives of the Study

Based on the formulation of the problems above, the objectives of the study are:

1. To develop flannel pop – based English learning activities for teaching listening and speaking at grade four of SD N Margosari.

2. To find out the format and the characteristics of flannel pop – based English learning activities at grade four of SD N Margosari.

F. Significance of the Study

This research is expected to have advantage for all the participants involved both in this research and the English teaching and learning at grade four of SD N Margosari. They are:

1. For Elementary English teaching and learning

   The result of this study is as a source of listening and speaking activities for grade four students of SD N Margosari.

2. For Elementary School English teacher

   The result of this study is expected to be one of the resources to inspire Elementary English teacher in designing materials in their teaching and learning process.

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

The result of this study will widen their knowledge on English for children Subject.

4. For Course Designer or Materials Designer

The result of this study is expected to be references for other material designer in designing suitable listening and speaking activities for elementary students.

5. For Other Researcher

The result of this study can be used as references for other researchers who want to conduct a similar study.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. LITERATURE REVIEW

In this section, the writer presents terms and concepts that are related to the topics. Those are the teaching of English to children, Spoken Language, Activities in Language learning, Media and Material Development.

1. Teaching English to Children

a. The Aims of Teaching English to Children

Many advantages are claimed for starting to learn a foreign language in the primary years (Cameron, 2001: 16). Based on published data on the outcomes of early language teaching from the North American, children who have an early start in English learning, develop and maintain in some areas of language skills. They have benefit in listening comprehension and pronunciation. They also have more in quantity of language learning experience.

Teaching English to children is important. As stated in Pinter (2009: 38), there are many goods reason why primary school children can benefit from foreign language learning. The aims and objectives of primary English programs stated by Pinter are develop children's basic communication abilities, encourage enjoyment and motivation, promote learning about other cultures, develop children's cognitive skill, develop children's meta-linguistic awareness and encourage 'learning to learn' (Pinter, 2009: 38).

However, Brewster and Ellis (2004: 5) stated that the aims of early language learning can generally be classified into three: psychological preparation, linguistic preparation and cultural preparation. The aims are raising awareness of the mother tongue and English, developing a positive attitude to language learning, discovering and developing a positive attitude to culture and learning to communicate.

b. The Teaching English to Children in Indonesia

Government included English in the curriculum since 1994 curriculum as a local subject. Later, in 2006, English is still included in 2006 curriculum. It is stated in Government Act No 19, 2005 about Education National Standard. It is also seen in Standard of Content (*Peraturan Menteri* no 22, 2006) and Standard of Graduate Competence (*Peraturan Menteri* no 23, 2006).

The spirit of decentralization in Indonesia, as showed by act of local autonomy no 22, 1999 and revised by act of local autonomy no. 32, 2004, included in the 2006 curriculum. Education is not merely central's government responsibility but local government also has responsibility in managing and funding education. Therefore, every school develops School-Based Curriculum (KTSP). It is developed from Standard of Content based on their need and potential.

As local subject, English is taught at elementary school since grade four for 2 x 35 minutes in a week (*Peraturan Menteri* no. 22, 2006). Thus, in a year, there are 38 meeting for English subject. It is not a long time to master foreign language. Because of the limited time, English learning in elementary school

focuses on how the students to achieve communicative competence. Thus, the children are responsible to use that language in the classroom and school.

In English learning, there are four literacies: performative, functional, informational, and epistemic. In performative level, children can read, write, and speak using symbols and limited context. In functional level, children are expected to use language in daily activities. In informational level, children can access knowledge using their language. In epistemic level, children can transfer their knowledge with specific language. Children in Elementary school are expected to master performative level. Children can use language accompanying by action in their class room, school and environment.

The purpose of teaching English for elementary school, as stated in English Teaching Guideline in Elementary school, is to build children's positive attitudes to English, such as:

a. To make children interested in English
b. To build children's confidence to communicate in English orally and in written
c. To increase children communicative competence orally and in written through four integrated skills: listening, speaking, reading and writing.
d. To make children aware that English can be used to communicate
(Depdiknas, 2008: 21)

Based on the standard content of the Ministry of National education no. 22, 2006, there are standard of competencies and basic competencies for elementary School from grade four to grade six. The teachers can use them to develop syllabus, materials and lesson plan in English learning and teaching processes. The standard and the basic competence of the semester one of grade four of Elementary School can be seen as follows.

Table 1: Standard of Competencies and Basic Competencies of Class IV in Semester 1

Standar Kompetensi	Kompetensi Dasar
Mendengarkan 1. Memahami instruksi sangat sederhana dengan tindakan dalam konteks kelas	1.1 Merespon dengan melakukan tindakan sesuai instruksi secara berterima dalam konteks kelas 1.2 Merespon instruksi sangat sederhana secara verbal dalam konteks kelas
Berbicara 2. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas	2.1 Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: mengenalkan diri, memberi salam/sapaan, memberi salam perpisahan, dan memberi aba-aba 2.2 Bercakap-cakap untuk meminta/memberi jasa/barang secara berterima yang melibatkan tindak tutur: meminta bantuan, meminta barang, dan memberi barang 2.3 Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: berterima kasih, meminta maaf, memberi maaf, melarang, memuji, dan mengajak *2.4* Mengungkapkan kesantunan secara berterima yang melibatkan ungkapan: *thank you, sorry, please,* dan *excuse me*
Membaca 3. Memahami tulisan bahasa Inggris sangat sederhana dalam konteks kelas	3.1 Membaca nyaring dengan melafalkan alfabet dan ucapan yang tepat yang melibatkan kata, frasa, dan kalimat sangat sederhana 3.2 Memahami kalimat dan pesan tertulis sangat sederhana
Menulis 4. Mengeja dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks kelas	4.1 Mengeja ujaran bahasa Inggris sangat sederhana secara tepat dan berterima dengan tanda baca yang benar yang melibatkan kata, frasa, dan kalimat sangat sederhana 4.2 Menyalin tulisan bahasa Inggris sangat sederhana secara tepat dan berterima seperti: ucapan selamat dan pesan tertulis

c. The Characteristics of Children in Elementary School

Children in Elementary school are about seven to eleven years old. According to Piaget, children in the age of four to eight years old are in concrete operational stage (Pinter, 2009: 7). They start their cognitive development. They begin to think logically like adult-thinking. They develop the ability to apply logical reasoning in several areas of knowledge in immediate context. By eleven, children are in formal operation stage (Brewster and Ellis, 2004: 29). They are able to think in a more abstract way and learn in a more decontextualized way.

Child learners are different from adult learners (Pinter, 2009: 17-18). The children characteristics proposed by the experts are listed below.

1) Know the Difference Between Fact and Fiction

Children of tens are relatively mature children with an adult side and childish side. In their age, their basic concepts are formed. They have very decided view of the world. They can tell the difference between fact and fiction (Scott & Yetberg, 2004: 3). They can understand abstracts and symbols. They are also generalized and systematize. They begin to make sense of adult world. For example, they will laugh because everybody else does. If they are asked to re-tell them, they can remember and re-tell them with their own words.

2) Have Strong Sense of Fun

Children will pick up and learn the second language if they are having fun or if they can work out messages from meaningful contexts (Pinter, 2009: 17). In line with Pinter, Kenkin and Cephe said that children like games, puzzles and song (Harmer, 2007: 82). In this point, children find them interested with fun

activities although they know that is not real. However, it does not make them stopping to put effort in a games. It happens because they enjoy the activities. Here, the children will pick up and learn the second language if they can work out the input in meaningful context.

3) Enjoy Routines and Repetition

In some ways, children are different from adult in approaching oral language (Murcia, 2001: 140). Children are comfortable with routines and enjoy repetition (Slattery and Willis, 2001: 4). Children appear more likely than adults to play with language and may learn through language play. They enjoy rhythmic and repetitive language more than adults do. They play with the intonation of a sentence and most are willing to sing. They enjoy repeating a word or an utterance in a play situation. Young children may also comfortably talk to themselves, perhaps as a part of fantasy role play.

4) Delight in Taking

Children take great delight in taking (Halliwel, 1993: 3). They focus on here and now concepts. They are interested in talking about everything around them. They talk about the things they are seeing and experiencing. In relation with this point, Halliwell argues that teacher should provide input in the context to make the teaching and learning process interconnected to the real life. They need to be familiar with the context. Here, the teacher needs to set certain activities for them. Some of them should present in the daily life.

5) Enjoy Fantasy, Imagination and Movement

Children enjoy fantasy, imagination and movement (Pinter, 2008: 2). A fantasy is a situation imagined by people that has no basis in reality but express certain desires and aim. An imagination is the activity of forming mental images, sensation and concepts in a moment where they are not perceived through sight, hearing or other senses. A movement is moving the body or parts of the body.

Children rely on the spoken word as well as the physical word to convey and understand meaning (Scott & Yetberg, 2004: 4). A kind of physical activity such as singing songs, playing games and doing Total Physical Response (TPR) activities will provide children to move. These activities requires children to use their senses, hearing, seeing, touching, and physic.

The activities during the lesson should provide visual and auditory input. These kinds of activities can stimulate the use of their five senses and their mind as well. Choosing activities that generate imagination, fantasy and movement also make learning memorable and fun.

6) Curious and able to Decide Their Own Learning

Children are also naturally curious (Slattery and Willis, 2001: 4). In line with this, children are able to make some decisions about their own learning (Scott & Yetberg, 2004: 4). They have definite views about what they like and don't like doing. When they are interested in a new thing, they will be motivated to try happily. Children will keep on doing the activities when they are motivated.

7) Have a Short Attention Span

Children have a quite short attention span and so need variety (Slattery and Willis, 2001: 4). In line with Slattery, Pinter proposes that motivation should be maintained as the children's attention span is very short and can be interrupted easily (Pinter, 2008: 10). They will be easily distracted when doing a task. It happens when children have to deal with the boring and difficult activities or tasks. Pinter said that unfamiliar tasks and contexts can cause the students uninterested in doing tasks. As the result, they do not want to get involved in the activities have set. Moreover, it will create anxiety and make their performance below their true ability

By recognizing the children's characteristics above, the teacher can optimally help the students to accomplish the teaching and learning objective. It is the teacher's challenge to provide them with suitable activities during the teaching and learning process so that they can learn the target language effectively.

2. Spoken Language for Children

a. The Importance of Spoken Language for Children

Language can not only be divided into four skills but also into two forms of languages. They are spoken language and written language. According to Cameron (2001: 17), the division of language into spoken and written is because children start learning the foreign language using the spoken language.

The division of language can be seen in the following figure (Cameron, 2001: 19).
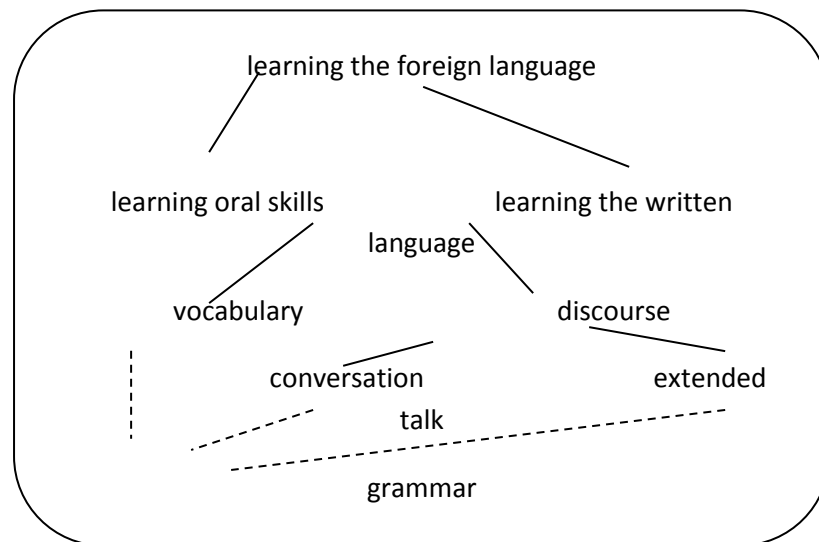
learning the foreign language

learning oral skills   learning the written

language

vocabulary   discourse

conversation   extended

talk

grammar

Figure 1: Dividing Up 'Language' for Child Foreign Language Learning

Spoken language is different from written language. Spratt, et all (2001: 30)

listed some differences between written and spoken language that can be seen in

the table below.

Table 2: The Differences between Written and Spoken Language

Written language	Spoken language
Stays on the page and doesn't disappear.	Disappears as soon as it is spoken.
Uses capital letters and punctuation to show sentences.	Shows sentences and meaningful group of words through stress and intonation.
Consists of letters, words, sentences and punctuation joined together into text.	Consist of connected speech, sentences, incomplete sentences or single words.
Has no visual support-except photos or pictures sometimes.	The speaker uses body language to support his/her communication, for example gestures and facial expressions. This helps the learner to understand what the speaker is saying.
It is well organized. Sentences follow one another in logical sentences and are joined to previous or following sentences.	It is not well organized. It contains interruptions, hesitations, repetitions and frequent changes of topic.
It usually uses quite exact vocabulary and more complex grammar.	It often uses rather general vocabulary and simple grammar.

Based on the differences above, spoken language is a language used in communication orally, with stress and intonation. To make the listener understand what the speaker says, the speaker usually uses body language such as gestures and facial expressions. Then, the utterance is also not well organized.

b. The Nature of Listening for Children

Listening as one of the four language skills is categorized as a receptive skill since it involves responding to language rather than producing it. By listening, the listener can have the meaning of the speakers said (Spratt, et al, 2007: 30).

According to Murcia (2001: 76), listening has three important points as a language act. They are information processing, linguistic functions and dimensions of cognitive processing.

In information processing, listening involved the speaker and listener in bidirectional, unidirectional and auto-directional communication. Bidirectional communication means two or more participants take turns as speaker and listener such as in face-to-face or telephone conversation. Unidirectional communication means the listeners can hear the speakers but are unable to interact. For example is when someone is watching television. Later, auto-directional communication is a self-dialogue communication when someone roles both as the speaker and listener.

In linguistic functions, listening as spoken communication served two linguistics functions. They are interactional and transactional language. Transactional language is a language used for giving instructions, explaining,

describing, giving direction, etc. However, interactional language is a language used for social relationship such as being nice to other people and respecting others.

In dimensions of cognitive processing, listening serves two mode of language processing. They are bottom-up processing and top-down processing. In the bottom-up processing, the meaning arrived from bottom to top. The listeners pay attention to the detail of language input. In the top-down processing, the meaning arrived from top to bottom. The listener predicts the incoming message.

According to Murcia (2001: 77), the teacher should consider the three material development principles in developing listening activities in order to get learner's attention and keep the children actively engaged in the activities. The principles are important in making choices about language content (the information presented) and language outcomes (the way the information is put to use). They are relevance, transferability and task orientation.

Relevance means the listening content and outcome need to be as relevant as possible to the learners. The lessons focus on things with real-life relevance. The transferability means the listening lessons can be used internally (in other classes) and externally (in out-of-school situations). The best listening lesson present in-class activities that mirror real-life. The task orientation means combine language tasks and activities to teach the students. The purpose is to give them practice in listening for information and then doing something with it.

Brewster and Ellis (2004: 98) also listed some principles for teaching listening to children. They are giving the children confidence, explain the purpose

of listening and develop specific strategic for listening. To give the children confidence, children should not understand every word the teacher said. The teacher can use gestures and visual aids. It will help the students to easily understand what the teacher said. Then, the teacher should explain the purpose of listening. It will help them to build up learners' confidence and reduce anxiety. Finally, developing specific strategies for listening is also important. Before doing listening, teachers should give children the background knowledge of listening. Some important listening strategies include predicting and get the meaning from the context. Predicting is guessing about the materials they will be listening to. The teacher can use pictures or languages. To get the meaning from the context, the teacher also can use pictures and dialogue.

In line with Brewster and Ellis, Helgesen and Brown (2007: 32-36) also listed some principles for teaching listening to beginning learners. First, the teacher should be aware of the goal of the task. Giving the goal at the beginning of a task can give the learner time to think and plan what they are going to do. It will increase their fluency and accuracy. Second, the teacher can use a variety of tasks. It will make them feel comfortable. Third, the teacher should know the differences between spoken and written language. It is important to give them experience in listening spoken language rather than recording the written text. The last is built on success. To help the students become successful learners, the teacher needs to give them successful experience.

To teach young learners, the teacher should understand the learning channels. Linse (2005: 25) stated that 'learning channels are the preferred ways

that learners receive and process information. There are three main learning channels: auditory, tactile and visual. Auditory learners like materials presented in auditory format such as listening to someone read a story aloud. Visual learners can understand visual images or pictures easily. Besides, tactile learners are better to remember information, language and content when they have something with their hands. The input of different learning channels can be seen in the table below.

Table 3: Types of Input for Different Learning Channels (Linse, 2005: 26)

No	Learning Channels	Input
1.	Auditory	Songs, chants, poems, stories read aloud, environmental sounds (rain, cars, animals, etc)
2.	Visual	Pictures such as drawings, sketches, photographs, paintings, posters, murals, diagrams
3.	Tactile	Real life objects that children can touch as well as toys and puppets

c. **The Nature of Speaking for Children**

Speaking is categorized as a productive skill since it produces language rather that responds it. It involves using speech to express meaning to other people (Spratt et al, 2007: 34). Riddell (2003: 120) argued that speaking in a lesson is not reading aloud or reading the answer of listening. It is wider than that activity. Speaking is an activity designed to practice the language learned before. It emphasis on the accuracy and the activity designed to promote fluency.

There are some aspects used in speaking. They are interaction, interactive strategies, fluency and accuracy. Interaction is two-way communication that

involves using language and body language to keep our listener involved in what we are saying and to check that they understand our meaning. The examples of the interactive strategies are making eye contact, using facial expressions, asking check questions, clarifying your meaning, and confirming understanding. Fluency is speaking at a normal speed without hesitation, repetition or self-correction and with smooth use of connected speech. Then, accuracy in speaking is the use of correct forms of grammar, vocabulary and pronunciation (Spratt et all, 2007: 34-35). It is also supported by the quotation below.

"If you are teaching beginners, or other very low levels, you cannot possibly expect fluency. Here, you really do have to help them build their language accuracy bit by bit until they can speak more fluently." (Riddell, 2003: 119)

Based on the statement above, fluency and accuracy are equally important. Fluency is the ability to talk freely without too much stopping or hesitating so the listener can easily understand what the speaker said. Accuracy is speaking used right grammar and vocabulary.

In daily communication, speaking can be used as a social tool. Grice in Celce-Murcia and Olshtain (2000: 171) suggests four maxims called the cooperative principles that apply in conversation. They are maxim of quantity, quality, relevance and maxim of manner. The maxim of quantity is the decision of the speaker to the information that will be given to the listener. The maxim of quality means that the speaker believes that she is stating the truth. The listener accepts the utterance from the speaker in the same point of view. The maxim of relevance means that the speaker needs to make sure that the listener sees the relevance between what is being said to what she knows about the situation and

the goal of interaction. Later, the maxim of manner is related to the delivery of the message. The speaker is expected to produce the utterance clearly.

Speaking is useful in early ages. Children need more speaking practice to speak fluently. It starts with practicing and drilling set phrases and repeating model. Speaking practice also means communicating with others in required situations.

To maximize and facilitate the development of speaking, the teacher should provide learning contexts. The criteria of learning context to maximize speaking are joyful play, recognizing and supporting cultural and linguistic diversity in the classroom, differentiating instructions for students with a variety of needs, engaging all students in listening and speaking in a supportive and literacy-rich learning environment, a variety of groupings (whole class-small groups-interest, cooperative and flexible groupings and occasionally individual), spontaneous talk, student-initiated choices and inquiry, and offering explore time/think time/wait time.

d. Integrated Listening and Speaking for Children

Pinter (2006: 45) said that listening and speaking are integrated in the primary English classroom. Listening and speaking should teach first before they can read or write. Young beginners need more listening practice and more input in listening will help them in speaking.

According to Linse (2005: 25), listening is a foundation for other skills, especially speaking. The relationship between listening and speaking are clear

because they are oral skills. By listening, children are preparing to replicate the sounds when they speak.

In line with Pinter and Linse, Wilson (2008: 134-136) also argued that the teaching of listening is more effective when integrated with other skills. It will allow more variety in the classroom. Integration of the two skills is also in line with multiple intelligences theory. By using a variety of skills in the classroom, it will increase the students' interest although they have different characteristics and intelligences.

Listening and speaking are two skills that cannot be separated. The students cannot learn to speak without listening (Wilson, 2008: 134). Riddell (2003: 116) also stated that listening can and should be integrated with other skills and language work. Listening and speaking can be integrated because there are some similarities in terms of types of activity and typical lesson staging. Besides that, speaking is also depending on listening. By listening, the students can do speaking.

Hughes (2001: 6) stated that to emphasize listening and speaking the teacher can use the foreign language in the classroom and minimize the use of mother tongue language. Classroom English are important to facilitate the information gaps between the teacher and students and introducing new vocabulary for them. Students at early stages will say everything they hear in the lesson and not say anything they do not hear. The teacher should use the simple language so the students can accept easier. Besides, the teacher should provide enjoyable classroom situation. It can be a genuine social environment.

3. Activities in Language Learning

a. The Characteristics of Activities

Children are unique learners. They have some similarities and differences between each other. They need appropriate activities. The necessary activities that available for children can provide familiar context and make them enjoy the teaching and learning processes.

According to Brewster and Ellis (2004: 51), activities are different form tasks. It has some characteristics. The characteristics of activities can be seen below.
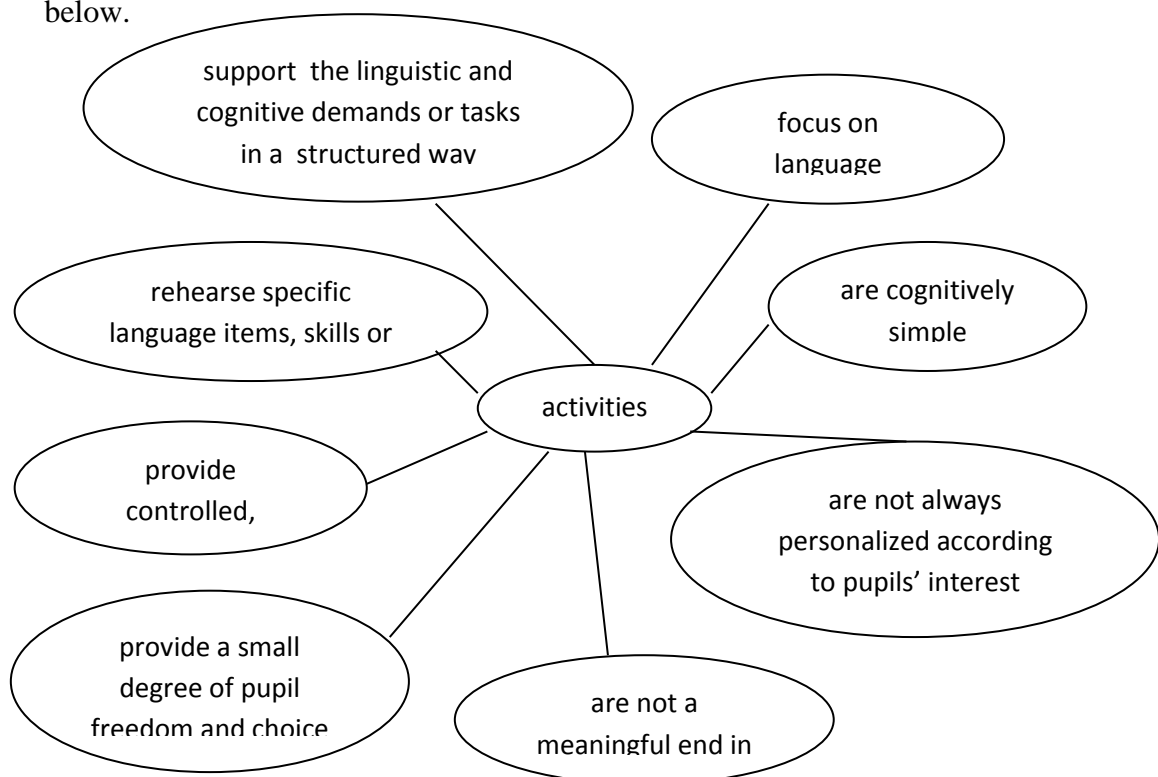
Figure 2: Characteristics of Activities

Activities focus on guided teaching and learning for specific items of language, skills or knowledge. They have language practice and include new vocabulary, grammar, and language functions or practicing skills. Activities focus

on form and meaning. They also practice a set of sub-skills, language items, or task procedures (Brewster and Ellis, 2004: 49-50).

Brewster and Ellis (2004: 49-50) also stated that activities usually consist of a simple set of operations and have reduced learner control. They are used to prepare independent work or tasks for the students. It will be done in pairs or individually.

According to Philips, younger learners respond to language according to their ability to do with it. They will enjoy the activities that are enjoyable and stimulating their experience. Some criteria of activities for children are:

- The activities should be simple enough for the children to understand what is expected of them.
- The task should be within their abilities: it needs to be achievable but at the same time sufficiently stimulating for them to feel satisfied with their work.
- The activities should be largely orally based – indeed, with very young children listening activities will take up a large proportion of class time.
- Written activities should be used sparingly with younger children. Children of six or seven years old are often not yet proficient in the mechanics of writing in their own language.
  (Philips, 1993: 7)

The activities will influence the learning process. If the activities are enjoyable, it will be memorable and it will develop the learners' motivation (Philips, 1993: 7-8). Later, in the classroom, the activities will work well if there are three points: the use of classroom language, classroom organization and feedback.

The first point is classroom language. Classroom language is the most realistic communicative situation can practice in the classroom. It is important for the teacher to use as much as English as possible. The advantage is children will be familiar with English words (Philips, 1993: 9).

The second one is classroom organization. Different activities will need different classroom organization. The students can do the activities individually, in pairs, in groups or in whole class according to the activities had been chosen. Besides, the physical organization in the classroom will need a space to do the activities. So, the teacher can organize the position of tables and chairs according to the needs (Philips, 1993: 9-10).

The third point is feedback. As a part of language learning process, feedback is important. The teacher and the students can reflect on what they have been doing. According to Philips, there are two kinds of feedback. First, it focuses on the language learned. Second, it focuses on the way children did the activities and their behavior as individual or group (Philips, 1993: 11).

b. Listening Activities in Language Learning

Listening is very important in primary English lesson. Children need to start with listening practice. Children that listen rich input will lead to speaking tasks. In the beginning stages of learning, teachers need to talk a lot in the target language as the language input. This will help children to use the intonation pattern and the sounds of the language (Pinter, 2009: 47).

Listening activities have some purposes. According to Scott and Ytreberg (1990: 22), the purposes are creating movement and creating a peaceful atmosphere. Listening activities can create movement since it will wake the students up, make them moving and create noises. It can also create a peaceful atmosphere because some listening activities can calm them down and make them concentrate on what is in front of them.

Activities in listening lesson usually follow the pattern: introductory activities, main activities and post activities. Introductory activities are an introduction to the topic of the text. They focus on the language of the text. Main activities are a series of comprehension activities that develop different listening sub skills. Finally, post activities are activities which ask learners to give opinions on parts of the text. They also require the learners to use the language they have learned before (Sprat et all, 2007: 32).

Pinter (2009: 49-53) also stated that in teaching listening, the teacher can use activities that give children listening practice. There are many activities for listening which need nonverbal responses from the children. Some course books provide activities such as listening to rhymes, action stories or songs. The teacher can also use Total Physical Response (TPR) approach. Pinter said that "TPR links learning to physical actions and ensures that learners will hear a lot of natural English in meaningful contexts without having to respond verbally".

As stated by Pinter (2009: 49-55), to teach younger learner, the teacher usually used 'listen and do' activities such as 'listen and color' activity. To teach older learner, the teacher can use games such as 'Simon says' and storytelling. The teacher can also adapt activities for the younger by increasing the level of difficulty.

In line with Pinter, Linse (2005: 29-39) also stated that it is important to provide activities that give the children listening practice. She also recommended TPR activities as one of the activities used besides syllable clapping, rhyming word activities and minimal pairs. In TPR, the learners physically respond to oral

commands which are given. It is useful for auditory, visual and tactile learners. It also helps students to follow direction and listen attentively. The method can be adapted to teach young learners. The TPR based activities are TPR songs and finger plays, TPR story telling, Yes/ no cards and TPR drawing.

Scott and Ytreberg (22-31) also listed some activities that can be used in listening for children. They are listen and do activities (instructions; moving about; put up your hand; mime stories; and drawing), listening for information (identifying exercise; putting things order; questionnaires; listen and color; and filling missing information), listen and repeat activities (rhymes and songs), listening to stories and independent listening such as listening using cassettes.

Brewster and Ellis (2004: 102 − 104) also listed some activities that can be used to teach listening. The activities can be seen in the following table.

Table 4: While Listening Activities

No	Activity Type	Purpose	Materials
1.	Listen and repeat	• Listening for details to improve memory and concentration • Listening for enjoyment to improve listening attitude • Listening to physically 'settle' or calm pupils	Short, spoken messages such as instructions, or statements containing no more than ten words
2	Listen and discriminate	• Listening for detail to discriminate between sounds and rhythmic patterns • Providing ear-training to improve pronunciation • Listening to physically 'settle' or calm pupils • Listening to encourage mental activity and problem-solving	• Sets of three or four words which contain a matching pair • Songs and rhymes • Rhyming stories

No	Activity Type	Purpose	Materials
3	Listen and perform actions (follow instructions)	• Listening for enjoyment • Listening to improve memory and concentration span • Listening to the use of prepositional phrases or discourse maker • Listening to 'stir' pupils, make 4them more lively, relieve boredom etc.	• Action songs and rhymes • Plans or maps • Instructions for games, e.g. origami (paper-folding)
4	Listen and draw/ color	• Listening to develop concentration on specific items e.g. specific verbs/ actions • Listening to consolidate understanding of concept and new vocabulary • Listening to physically 'settle' or calm pupils	Short, spoken descriptions which can be accomplished by drawings which pupils finish or color in
5	Listen and predict	• Listening to increase motivation and concentration • Listening to activate schemata or previous knowledge • Finding out which words or concepts pupils already know • Listening to encourage mental activity and problem-solving	• Questions and answer sessions based on pictures or cover of a book • Predict content or key words from a picture • Draw a word or mind maps about a topic • Complete a quiz
6	Listen and guess	• Listening for detail to pick out key vocabulary • Listening to encourage mental activity and problem-solving	Short, spoken description
7	Listen and label	• Listening to develop reading and writing skills or to develop concept • Listening to physically settle pupils • Listening to encourage mental activity and problem-solving	Written labels or written words on the black board for pupils to copy

No	Activity Type	Purpose	Materials
8	Listen and match	• Listening to consolidate new vocabulary and structures • Listening to encourage mental activity and problem solving • Listening to settle pupils	Bingo cards Worksheets or written labels or speech bubbles to match with pictures
9	Listen and sequence	• Listening to improve memory and concentration span • Listening to consolidate new vocabulary and structures • Listening to physically settle pupils • Listening to encourage mental activity and problem solving	• Pictures or written statements • Worksheets with boxes in which children number the order of details listen to
10	Listen and classify	• Listening to improve concentration span and to consolidate new vocabulary and structures • Listening to physically settle pupils • Listening to encourage mental activity and problem solving	• Pictures • Worksheets using written words on the black board • Key visuals, e.g. a tick chart, a Venn diagram, matrix or grid
11	Listen and transfer information	• Listening to improve interactional skills • Listening to encourage mental activity and problem-solving • Listening to develop key study skills	• Worksheets to carry out surveys and questionnaires with columns for pupils to complete

c. **Speaking Activities in Language Learning**

Pinter (2006: 56-58) stated that children learn to speak English by listening. In their early ages, they cannot produce complete sentences as their teacher. In their interactions, they will produce 'unanalyzed chunks'. It means a phrase

without conscious analysis that learns from the teacher's input, songs or stories. To build their competence in speaking, children need some activities appropriate. The activities were chosen based on the children's characteristics, the indicators and the language will be teach.

According to Spratt et all (2007: 35), activities in speaking can be divided into three parts. They are lead-in, practice activities and post-task activities. Lead-in is an introduction to the topic and sometime contains activities focusing in the new language. Practice activities are activities which allow learners to use the new language. Then post-task activities are activities in which learners discuss the topic freely and ask the teacher questions about the language used.

Speaking activities are important part in teaching young language learners. The activities should be based on the aim of the teaching English for young learners. Linse (2005: 52-59) stated some techniques and activities that can be useful in speaking lesson are Audio Lingual Method, Communicative Language Teaching, Games and Rhymes, Finger Plays or Chants.

1. Audio Lingual Method (ALM)

According to Celce - Murcia in Linse (2005: 52-54), in Audio Lingual Method, the learners learn language by developing habits based on the pattern of language. The activities that can be used for younger learners are drills and dialogues. To introduce the new language, the teacher can use puppets.

2. Communicative Language Teaching (CLT)

Nunan in Linse (2005: 56) argued that 'CLT is an approach and a philosophical orientation that connect classroom – based language learning with

the language that learners need in order to communicate outside the classroom'. The focus of CLT for children is help children to build their fluency.

3. Games

Games can be used to maximize English language use. Games can offer the advantage of ALM and CLT. The instructions and activities in a game use simple language so the children will understand easily.

4. Rhymes, Finger Plays or Chants

The activities using rhymes, finger plays and chants are useful to teach the pronunciation. Children can learn how to pronounce the words correctly with enjoyable activities. They are usually used in the beginning of the lesson to introduce vocabulary and topic.

To maximize speaking, children need a wide variety of activities. The activities can be guided, semi-guided and free activities. In guided activities, children practice the language following their teacher. In semi-guided activities, children are asked to practice using the contexts or clues from their teacher. Then, in free-activities, children can practice the language freely according to their interest. Speaking activities that can be used in a classroom also require student to work individually, in pairs, group works or whole class. The different choices of grouping will help them to build their confidence. As listed by Brewster, Ellis and Girard (2004: 107-109), speaking activities for children can be seen in the following table.

Table 5: A Typology of Speaking Activities by Brewster, Ellis and Girard

Activity Type	Purpose	Materials
1. Look, listen and repeat	• To introduce new vocabulary and structures • To focus on form and pronunciation • To provide basic reading technique	Pictures cards: animals, colors, actions, clothes
2. Listen and participate	• To involve pupils actively when listening to stories or rhymes • To provide a meaningful and familiar context in which to repeat language items	Story books, rhymes, riddles, poems
3. Reading aloud	• To practice pronunciation and sound/ letter combination	Bingo boards and cover cards Snap cards
4. Memory games	• To develop memory skills • To practice pronunciation • To provide hidden pattern practice • To improve concentration and listening skills	Short spoken messages or lists of items
5. Dramatization	• To provide a memorable occasion for practicing spoken English • To develop confidence and memory skills • To provide integrated skills practiced • Develop social skills of interaction and turn-taking	Story boards Scripts Various materials for related activities Puppets
6. Rhymes, action rhymes, songs, chants, tongue twister	• To develop memory skills • To provide pronunciation practice • To consolidate or introduce new language	Rhymes, songs, chants
7. Retelling a story	• To check if pupils have understood the main events in a story • To provide a pronunciation practice	Story books Captions written on cards or in speech bubbles
8. Using flash cards	• To provide controlled practice where pupils are focusing on producing the correct grammatical form and pronunciation	Flash cards e.g. fruit, objects, clothes

Activity Type	Purpose	Materials
9. Guessing games	• To provide a realistic context for practicing the pronunciation of specific structures	None
10. Information gap	• To give pupils a chance to work independently of the teacher • To practice fluency • To use the language for real communication • Develop social skills of interaction and turn taking	Worksheets for pupils A and B
11. Questionnaires and surveys	• To practice listening skills • To use the information collected for a specific purpose	Worksheets for pupils to complete
12. Dialogues and role-play	• To provide fluency practice • To extend language use • Develop social skills of interaction and turn-taking	Role cards

4. Media

a. The Definition of Media

According to Sugeng (1997: 110), media linguistically is a plural form of 'medium'. In the teaching and learning process, a teaching medium is a tool to match the learning objective and the learning product. Media were used in the teaching process in line with the activities for the students. Harmer (2007: 177) said that object, picture and other things can be used as the media to present and manipulate the language and to involve the students in all kinds of activities.

Gerlach and Ely (1980) in Sugeng (1997: 110-111) stated that the properties of media are: fixative, manipulative, and distributive. Being fixative means that the media is formatted and fixed for a relatively long time. By being manipulative means that the material in the media can be changed according to the

user's needs. Being distributive means that the information in the media can be received by a large number of people in a large area.

b. Kinds of Media

Kemp in Sugeng (1997: 112) categorized media into four categories according to their characteristics and similarities. They are direct concrete, vicarious, verbal and interactive media.

Direct concrete media are things that involve direct experiences of the learners. For example are performance, construction and experimentation. Vicarious media are things that involve indirect experiences such as games, charts, radio, film strip, real object and television. Verbal media are things which contain printed materials such as book and module. Finally, interactive media are those which involve interaction between persons and instruments such as manual, menu and recipe.

c. Flannel Pop

Media is useful to present the language and set the activities. The teacher can select the media according to the learning objective, learners' characteristics and the teaching technique. The teachers can make interesting media by themselves. It will make learning more enjoyable. The hand-made media can be created by the teachers according to their creativity. The frequently used is flannel cloth.

Flannel cloth is a kind of material that has a rough surface like one for cleaning furniture etc. Flannel is usually used as media since it is colorful and easy to shape. The teacher can make flannel board and things from flannel. The

media used in this research are flannel pops. They represent the real object and sometimes used different color. There is a stick in the bottom that used to help the teacher in handling the media. They can be categorized as vicarious media since they involve indirect experiences. The photograph of a flannel pop can be seen below.

Figure 3: A Photograph of Flannel Pop

5. Materials Development

a. Materials for Children

There are some kinds of materials that can be used to teach English for Children. Brewster, Ellis and Girard (2003) state that teachers can produce their own materials. The worksheets and activities which are drawn or written can be used. They explain that the worksheets should be clear, simple and attractive. The instructions in the worksheet should also be clear or in the children's own language.

Related to the creating materials, Pinter (2009: 124) explains 'topic based planning' in creating materials. The topic based means that a topic is chosen for a term as all the activities in all areas of the curriculum will be related to that one broad topic. The topic-based planning and teaching is also popular among English

teachers who have the freedom to plan their own materials. Pinter (2009) also explains the text that can be written by the teachers.

In line with Pinter, Scott and Ytreberg (2004: 84-85) also explain some reason why English teachers can organize the materials in a topic-based work. First, it is easier to relate the lessons to the children experiences and interests when the teachers focus on a topic. Second, working on topics can help the learning process.

From the explanation above, it can be summed up that English teachers can develop their own materials that are appropriate for the children. The materials should be interesting and can be developed based on some topics.

b. Materials Development

1.) The Definition of Materials

Materials play a role as the input of teaching and learning activity. Material is 'anything in form of such media is provided by the writer and used by teachers and students as the input of language learning' (Tomlinson, 1998: 2).

In addition, materials are a vital part consisting of tasks and activities. The students have a chance to participate in the activities. Materials can develop students' motivation for actively learning in the teaching and learning processes (Hutchinson and Waters, 1987: 107).

2.) The Definition of Materials Development

According to Tomlinson (1998: 2) materials development is 'anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake'. In

other word, it is the supplying of information about and experience of the language in ways designed to promote language learning.

3.) The Materials Design

In relation to the material development, there are various steps involved in the process of material development. Jolly and Bolitho (Tomlinson, 1998: 96-100) stated that there are six steps of materials writing. They are identification of need for materials, exploration of need, contextual realization of materials, pedagogical realization of materials, the production of materials and students use of materials.

The first step is identification. In this case, the identification is done to know the lacks of the existing materials. The second step is exploration of problems in terms of what language, what meanings, what function, what skills, etc. After doing the exploration, contextual realization then should be done. In this step, suitable ideas, contexts or texts are used to proposed new materials. The contextual realization then must be done for the proposed new materials. The fourth step is pedagogical realization of materials by the finding appropriate exercises and activities and the writing of appropriate instrument. Then, physical production is developing lay out, type-size, visuals, reproduction, and everything related to the physical appearances of the new materials. After that, the materials can be used in the classroom and finally it is evaluated.

Hutchinson and Waters (1987: 108-109) proposes a model that consists of four elements: input, content focus, language focus and task. These four elements are combined in the model as follows:

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                    ┌──────────────┐
                    │    INPUT     │
                    └──────────────┘
                       ╱        ╲
                      ↙          ↘
┌──────────────┐                    ┌──────────────┐
│   CONTENT    │                    │   LANGUAGE   │
└──────────────┘                    └──────────────┘
          ↘                        ↙
           ┌──────────────┐
           │     TASK     │
           └──────────────┘
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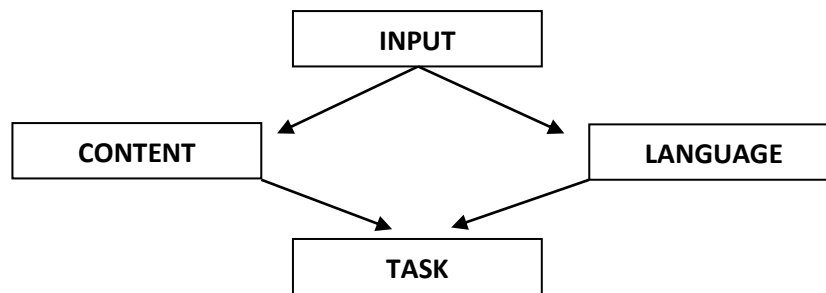
Figure 4: A Materials Design Model by Hutchinson and Waters

The first element is input. It may be a text, dialogue, video-recording, diagram or any data depending on the needs analysis. It provides stimulus material for activities, new language items, correct model of language use, a topic for communication and opportunities to use background knowledge. The second element is content focus. The non-linguistic content should be divided in to a part to generate meaningful communication in the classroom. The third element is language focus. Learners have the chance to take the language to pieces, study how it works and practices it. The last element is task. Materials should be designed to lead towards a communicative task in which the learners use the content and language knowledge through the unit.

In line with Jolly and Bolitho as well as Hutchinson and Waters, Masuhara also proposes five steps of designing course (Tomlinson, 1998: 247). They are needs analysis, goals and objectives, syllabus design, methodology or materials and testing and evaluation.

```
┌─────────────────────────┐
│      Needs analysis      │
└─────────────────────────┘
              │
              ▼
┌─────────────────────────┐
│   Goals and Objectives   │
└─────────────────────────┘
              │
              ▼
┌─────────────────────────┐
│      Syllabus design     │
└─────────────────────────┘
              │
              ▼
┌─────────────────────────┐
│   Methodology/ materials │
└─────────────────────────┘
              │
              ▼
┌─────────────────────────┐
│   Testing and Evaluation │
└─────────────────────────┘
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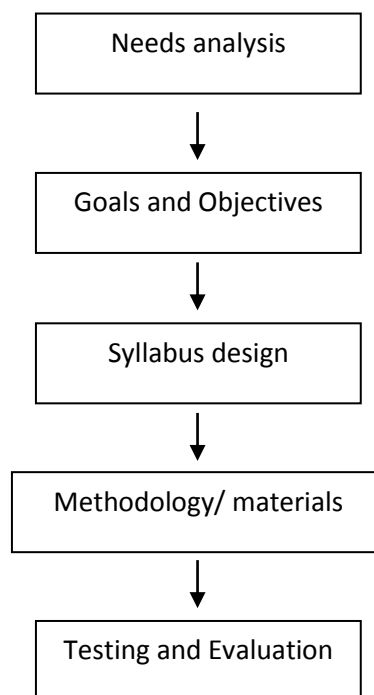
Figure 5: Model X-Course Design Procedures by Masuhara

The first step in Masuhara's model is needs analysis. This step was intended to obtain information about the English teacher's and the students' characteristics and needs. The second steps are goals and objectives. The decisions concerning the best methods and materials should be made. The third step is syllabus design. The syllabus is made based on the result of the needs analysis and also the curriculum. Then, the next step is methodology or materials. The materials are developed based on the syllabus design. Finally, the testing and evaluation are done to see whether the materials developed are appropriate for the students or not.

In designing the materials, the materials designer has to consider a number of theories which will guide the materials designer to make appropriate materials.

The steps by Jolly and Bolitho and Masuhara can be adapted and then used as guideline in designing the materials.

4.) The principles of good materials

To design effective materials, it is important to know the principles of good materials. The principles of good materials can be used as a guideline in designing the effective learning materials.

Tomlinson (1998: 7-21) suggests some principles of the good learning materials. The principles of the good learning materials are stated as follow.

1.) Materials should achieve impact. Impact will be achieved when these are effect on the learners. The effect can be noticed from the learners' curiosity, attraction, intention and interest in the materials.

2.) Materials should help learner to feel ease. Materials should make the learners feel comfortable.

3.) Materials should help learners to develop confidence. It is very important to increase the students' confidence because if the students have been confident, they will be easy in learning something.

4.) What is being taught should be perceived by learners as relevant and useful. Materials should provide information that is needed by the learners.

5.) Materials should provide the learners with the opportunities to use the target language to achieve communicative purpose. Good materials should facilitate learners' interaction by providing appropriate activities.

6.) Materials should not rely too much on controlled practice. The materials should be arranged in balance, form guided to free production practice.

In line with Tomlinson, Hutchinson and Waters (1987: 107-108) also identify six principles in writing the good materials. The first principle is that materials should encourage learners to learn. Therefore, the materials should contain interesting text, enjoyable activities which engage the learners' thinking capacities and opportunities for learners to use their existing knowledge and skills and content which both learner and teacher can cope with. The second principle is materials help to organize the teaching-learning process. Good materials should provide a clear and coherent unit structure which will guide teacher and learner through various. The third principle is materials embody a view of the nature language and learning. Materials should reflect what you think and feel about the learning process. The fourth principle is materials reflect the nature of the learning task. The fifth principle is materials can wider the basis of teacher training by introducing teachers to new techniques. The last principle is materials provide models of correct and appropriate language use.

c. Materials Evaluation

1.) The Definition of Materials Evaluation

The developed materials should be evaluated to know how well the materials are suitable with the criteria of good materials. Materials evaluation referring to Tomlinson (1987: xi) is 'the systematic appraisal of the value of materials in relation to their objectives and the objectives of the learners using them'.

In line with Tomlinson, Hutchinson and Waters (1987: 96) describe materials evaluation as selecting from existing materials. Evaluation is a matter of

judging the fitness of something for a particular purpose. It is also a matching process. It means matching needs to available solutions.

Cunningsworth (1995: 14) states the purposes of materials evaluation. Materials evaluation can be a way to adopt new course book. Besides, it is to identify the strength and weaknesses of a course book. It is also useful in teacher development and help teachers to gain good and useful insights into the nature of the material.

Materials evaluation is used to measure some aspects. They are attractiveness of the materials, the validity of the materials, the potential learning value of the materials and the flexibility of the materials. The materials evaluated must be revised if they have not met the specific criteria of good materials.

2.) Types of Materials Evaluation

There are three types of materials evaluation based on Tomlinson (1998: xi). They are pre-use evaluation, whilst-use evaluation and post-use evaluation that are described as follow.

a.) Pre-use evaluation

Pre-use evaluation involves making prediction about the potential value of materials for the users. However, it is often impressionistic, subjective and unreliable. It can be done by observing the materials before they are used.

b.) Whilst-use evaluation

Whilst-use evaluation involves measuring the value of materials while using them or while observing them being used. It is more objective and reliable. The criteria to evaluate the materials are the clarity of the instructions, the clarity

of the lay out and the comprehensibility of the texts, the achievability of the tasks, the flexibility of the materials, the appeal of the materials and the motivating power of the materials.

c.) Post-use evaluation

Post-Use evaluation involves measuring the actual effect of the materials on users. It can measure motivation impact, achievability, instant learning and effect of the learning.

3.) The Process of Materials Evaluation

Hutchinson and Waters divide the evaluation process into four major steps (1987: 97-98). They are defining criteria, subjective analysis, objective analysis, and matching. The evaluation process can be seen in the following figure.
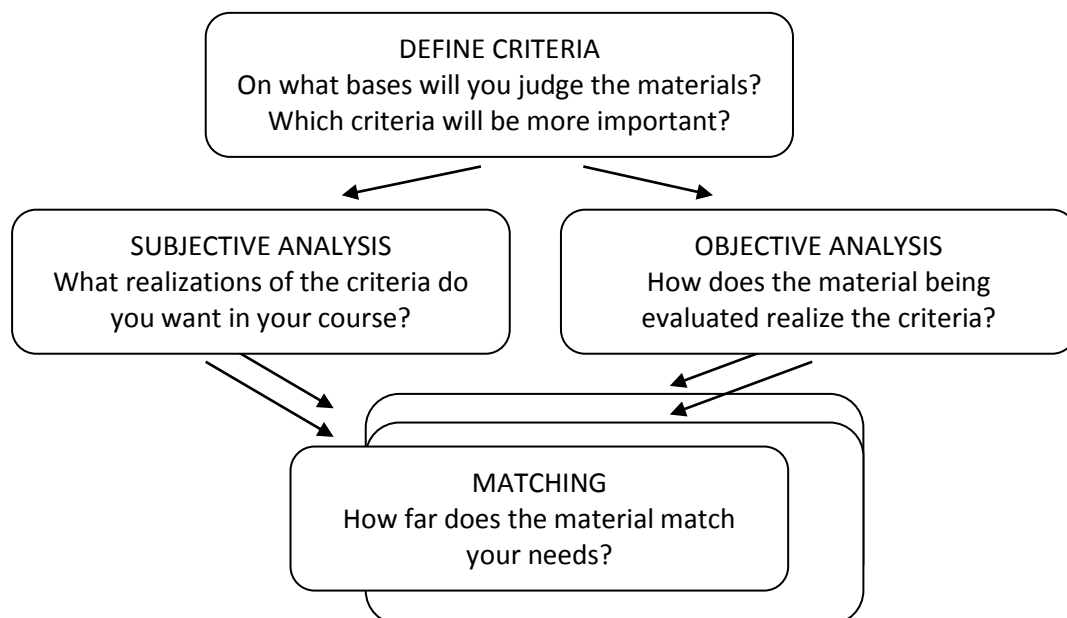
Figure 6: The materials Evaluation Process Proposed by Huthinson and Waters

The first step is defining criteria. The criteria should be set out to compare the different set of materials. The criteria can be the audience, aims, content and

methodology. Then, the second step is subjective analysis. It is analysis of the course in terms of materials requirements based on the developed criteria. Then, the third step is objective analysis. It is an analysis of materials being evaluated based on the developed criteria. The last step is matching. After answered the subjective and objective analysis, the materials designer can know whether the materials match with the criteria or not.

Robinet in Brown (2001) describes criteria for textbook evaluation. There are 12 aspects used to evaluate a textbook. They are:

1.) A textbook must accomplish the goal of the course. It must be able to help the beginners to teach the targeted objectives.
2.) A textbook must fit the students' background. It must be suitable with the students' age, native language, educational background and motivation or purpose for learning English.
3.) A textbook must reflect theoretical approaches. It should reflect the theories of language.
4.) A textbook teaches the four language skills. The skills must be balance.
5.) A textbook must reflect language and language learning. It includes the validity of the textbook, the authenticity of the language, the appropriateness and the currency of the topics, the situations and contexts, and the students' proficiency level.
6.) A textbook must contain quality of practice materials. It must have various exercise from guided to free, clarity of the directions, active participants of the students, grammatical and other linguistic explanation and review materials.
7.) A textbook is sequenced. It can be grammatical structure, by skills, by situations or by combinations.
8.) A textbook pays attention to the word and word study. It provides a list of word and strategies for word analysis.
9.) A textbook should provide general sociolinguistic factors. A textbook must provide information on variety of language and cultural context.
10.) A textbook must have attractive, usable and durable layout. It includes the clarity of typesetting, use of special notation (quality and clarity of illustrations, size of the book binding, table of contents and chapter heading).
11.) A textbook must have accompanying materials. It can be in the form of workbooks, tapes-audio or video, poster, flashcards, etc.
12.) A textbook must provide a useful teacher's guide. It must guide the teacher in teaching the materials developed.

Pinter (2006: 119) proposes some criteria for course book evaluation. They are learner factors, teacher factors and institutional and contextual factors. Learner factors include the age, cultural background, cognitive maturity, interest and needs of the learners. Teacher factors include teachers' professional background, their experience in a given context, typical workload, way of working, difficulties and interest, and their access to professional development opportunities. Institutional and contextual factors include the number and frequency of English hours per week, curricular guidelines, available resources and furniture in the classroom.

In addition, Cunningsworth (1995: 15-17) lists four guidelines in course book evaluation. Firstly, course books should correspond to learners' needs. They should match the aims and objectives of the language-learning program. Secondly, course books should reflect the uses of the language at present or future. It will help to provide students to use language effectively for their own purposes. Thirdly, course books should take account of students' needs as learners and should facilitate their learning process. The last guideline is course books should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner.

In line with Pinter and Cunningsworth, Rivers (1981: 476-482) also lists some major areas that should be evaluated in relation to the local situation.

A. *Appropriateness for local situation*
   Purposes of the course in relation to content of textbook; age and abilities of students; length and intensity of course.
B. *Appropriateness for teacher and students*
   Method and techniques; supplementary aids; teacher's manual and students' workbook; convenience.
C. *Language and Ideational Content*
D. *Linguistic coverage and organization*
   Selection of linguistic material. Unit design, treatment of specific topics (grammatical, phonological, lexical)
E. *Types of activities*
F. *Practical Considerations*
   Physical features; price; availability
G. *Enjoyment index (for students and teachers)*

Besides course book evaluation, there is a theory of evaluating tasks. According to Nunan (2004: 173-175), to evaluate a task, the materials designer should consider the eight aspects. They are goals and rationale, input, procedures, roles and setting, implementation, grading, integration, and assessment and evaluation. The checklists are presented in the following table.

Table 6: The Example of Questions in the Checklists for Evaluating Task Proposed by Nunan

No	Aspects	Questions
1.	Goals and rationale	• Is the task appropriate to the learners' proficiency level? • Is the task likely to be interesting and motivating to the students?
2.	Input	• What form does the input take? • Is it authentic
3.	Procedures	• Are the procedures appropriate to the goal of the task? • Is the task designed to stimulate students to use bottom-up or top-down processing skills?

		• Are the procedures appropriate to the input data?
4.	Roles and setting	• What learner and teacher roles are inherent in the task? • Is the setting confined to the classroom?
5.	Implementation	• Does the task actually engage the learners' interest? • What type of language is actually stimulated by the task?
6.	Grading	• Is the task at the appropriate level of difficulty for the students? • Is the task structured so that it can be undertaken at different levels of difficulty?
7.	Integration	• Are a range of macro skills integrated into the sequenced of tasks? • Do tasks incorporate exercises in learning how-to-learn?
8.	Assessment and evaluation	• What means exist for the teacher to determine how successfully the learners have performed? • Is the task realistic in terms of the resources and teacher-expertise it demands?

In evaluating the materials, the materials designer has to consider a number of theories which will guide the materials designer to evaluate the materials. The theories can be adapted and then used as guideline in evaluating the materials.

B. CONCEPTUAL FRAMEWORK

The purpose of teaching English for children in Indonesia based on the teaching guideline in Elementary school is to build children's positive attitudes toward English. The students also need to achieve communicative competence.

The condition of English teaching and learning process in SD N Margosari cannot support the purpose of teaching English for children in Indonesia. The facilities and media for English learning are limited. Besides, the teacher also still uses traditional method. The text book and *Lembar Kerja Siswa* were used to support the English learning. Because of that, the students cannot practice more

listening and speaking. The lacks of enjoyable activities also made the students were bored easily.

Ideally, English teaching and learning process is enjoyable and interesting. The students need enough facilities and media to support the teaching and learning process. They also need more listening and speaking practice since listening and speaking can be a base to study another skills. They also need enjoyable activities so they can enjoy learning English and do not get bored easily.

Because of the fact that the students of SD N Margosari need some improvement in their teaching and learning process, it is important to develop materials that fit the needs. In this study, the researcher need to develop flannel pop-based English learning activities for teaching listening and speaking at grade four of SD N Margosari. In developing the materials, some theories were used to support the data.

In developing the materials, the Masuhara's design model was adapted in developing the materials. The first step is conducting need analysis. The second step is writing the course grid. The third step is developing the first draft of the materials. The fourth step is evaluating the first draft of the material. The fifth step is revising the first draft and developing the second draft of the materials. The sixth step is implementing the materials. The last step is revising and writing the final draft. The suggestions on the implementation were used to revise the second draft into the final draft. To evaluate the materials, the theories of material

evaluation were used. The theories adapted and used as guideline in evaluating the materials.

The result of the study was the flannel pop-based English learning activities for teaching listening and speaking at grade four of SD N Margosari. The product can make the students practice more listening and speaking activities. Because of that, the purpose of teaching English for children in Indonesia can be achieved. The conceptual framework of this study can be seen in the following figure.

The students need to achieve communicative competence

The students need enough facilities, media, enjoyable activities and more listening and speaking practice.

Theories of teaching English to children, spoken language, activities in language learning, media

The need to develop flannel-pop based English learning activities for teaching listening and speaking at grade four of SD Negeri Margosari.

The condition of English learning in SD N Margosari: the lack facilities and media for English learning, the use of traditional method, the lack practice of listening and speaking and the lack of enjoyable activities

Developing Flannel pop-based English Learning activities for teaching listening and speaking atgrade four of SD N Margosari using R & D procedures

adapted from Masuhara's design model in Tomlinson (1998:247)

1. Conducting need analysis
2. Writing the course grid
3. Designing the first draft of material
4. Evaluating the first draft
5. Revising the materials
6. Implementing the materials
7. Revising and writing the final draft

Blueprint of need analysis questionnaire, interview guide line, blue print of course grid, SK, KD, evaluation questionnaires and observation sheet

Flannel-pop based English learning activities for teaching listening and speaking at grade four of SD Negeri Margosari.

Figure 7: The Conceptual Framework of Flannel Pop-Based English Learning Activities

CHAPTER III

RESEARCH METHOD

A. Research Design

This research is classified into Educational Research and Development (R& D) since its purpose is to develop a new product to be used in an educational program. It is currently used to develop and evaluate educational products (materials, object, a method of teaching, instructional media, and a set of behavioral system).

Borg and Gall (1983: 772) state that educational research and development (R & D) is a process used to develop and validate educational products. They provide steps of the process in research and development study which are usually called research and development cycles.

The products of this research were in the form of flannel pop-based English learning materials. The products were developed to meet specific needs and according to detailed specifications. The products should be tried out and revised in order to achieve the effectiveness of the products.

B. Research Subject

The subjects of this research were the fourth grade students of SD Negeri Margosari. They were 23 students involved in this research as the participants. They were 7 boys and 16 girls in the class.

C. Research Setting

The research was done at SD Negeri Margosari. It is located in Margosari, Pengasih, Pengasih, Kulon Progo. This research was done from January 2013 to February 2013.

D. Research Instruments

1. Instruments Development

The instruments used in the study were in the form of questionnaires, interviews and observations. They were used to get the data about the learners needs and the data to revise the developed materials.

a. Questionnaires

The questionnaires consisted of three kinds that were distributed in two separated times. The first questionnaire was distributed to the fourth grade students to get information about the learners' needs. The organization of the firs questionnaire is presented in the table below:

Table 7: Organization of the Needs Analysis Questionnaire

The Purpose of the Question	Question Number	Number of Items	References
To find out who the students' are	**Part A**		Hutchinson and Waters (1987: 63)
	Part B		
To get information about the students' attitude toward the English lesson	**1, 2**	2	Hutchinson and Waters (1987: 62)
To get information about the students' attitude toward Listening and Speaking	**3, 4, 5, 6, 7, 8, 9**	7	Hutchinson and Waters (1987: 62)
To get information about listening activities in the classroom	**10, 11, 12, 13**	4	Hutchinson and Waters (1987: 62)

The Purpose of the Question	Question Number	Number of Items	References
To get information about speaking activities in the classroom	**14, 15, 16**	3	Hutchinson and Waters (1987: 62)
To get information about the students' activities in the classroom	**17, 18**	2	Hutchinson and Waters (1987: 62)
To get information about the teacher's teaching technique	**19, 20, 21, 22, 23, 24**	6	Nunan (2004: 64)
To get information about the activities that the students interested in	**25, 26, 27, 28, 29, 30**	6	Nunan (2004: 52-63)
Total of Items		**30**	

The second questionnaire was the evaluation questionnaire. It was distributed to the lecturer to get expert judgment and English teachers. It was used to evaluate the designed materials. Besides that, the feedbacks were obtained from the expert judgment who is the lecturer of English Education Department. The organization of this questionnaire is presented in the table below:

Table 8: Organization of the Evaluation Questionnaire for English Teacher

No	Purpose of the questions	Part	Question Number	Number of Items	References
1.	To find some information about respondents' profile.	**A**			Tomlinson (1998: 240)
2.	To find some information to evaluate the task with the curriculum and the course grid (syllabus).	**B**	1, 2,	2	Nunan (2004: 175)
3.	To find some information to evaluate the goal of the tasks developed and the rationale whether it is relevant with the learners' need or not	**B**	3, 4, 5, 6, 24	5	Nunan (2004: 175)

No	Purpose of the questions	Part	Question Number	Number of Items	References
4.	To find some information to evaluate the developed activities	**B**	8, 9, 10, 11, 12, 13, 17, 18, 19, 25	10	Brown (2001: 142); Nunan (2004: 169-170, 175-176)
5.	To find some information to evaluate the input in the developed tasks	**B**	7, 14, 15	3	Brown (2001: 142)
6.	To find some information to evaluate the tasks' instruction	**B**	16, 20	2	Brown (2001: 142); Nunan (2004: 169-170, 175-176)
7.	To find some information to evaluate the layout and design in the task developed	**B**	21, 22, 23	3	Nunan (2004: 175)
Total of Items				**25**	

The third questionnaire was the evaluation questionnaire. It was distributed to the fourth grade students of SD Negeri Margosari after trying out the designed materials. It was used to ask for opinion of the designed materials from the students. These data were used to revise the designed materials. The organization of this questionnaire is presented in the table below:

Table 9: Organization of the Evaluation Questionnaire for Students

No	Purpose of the questions	Part	Question Number	Number of Items	References
1.	To find some information to evaluate the goal of the tasks developed and the rationale whether it is relevant with the learners' need or not	A	1,2, 4,,5, 6	5	Nunan (2004: 175)
2.	To find some information to evaluate the teacher's instruction (teacher's role)	A	11, 13	2	Nunan (2004: 169-170, 175-176)

No	Purpose of the questions	Part	Question Number	Number of Items	References
3.	To find some information to evaluate the activities	A	7, 12, 14	3	Brown (2001: 142); Nunan (2004: 169-170, 175-176)
4.	To find some information to evaluate the setting	A	8, 9, 10	3	Brown (2001: 142); Nunan (2004: 169-170, 175-176)
5.	To find some information to evaluate the input	A	3	1	Brown (2001: 142);
6.	To find some information to evaluate the media used	A	15, 16, 17, 18, 19, 20	6	Nunan (2004: 175)
Total of Items				20	

b. Interviews

The interview was taken twice. The first interview was for English teacher of SD Negeri Margosari to get need analysis. The second interview was for the fourth grade students of SD Negeri Margosari. The researcher interviewed the students about the designed materials after the researcher implemented the materials in the classroom. Then, the information given by the students was used to revise the designed materials.

Table 10: The Interview Guideline for English Teacher for Need Analysis

No	The Purpose of the Question	Question Number	References
1	To get information about the students' characteristics	1	Hutchinson and Waters (1987: 63)
2	To get information about the students' attitude toward the English lesson	2, 8	Hutchinson and Waters (1987: 63)
3	To get information about the students' activities in the classroom	7	Hutchinson and Waters (1987: 63)
4	To get information about the teacher's teaching technique	3,4,5	Nunan (2004: 64)
5	To get information about the activities that the students interested in	6	Nunan (2004: 52-63)
	Total of items	8	

Table 11: The Interview Guideline for Students in the Try-out

No	The Purpose of the Question	Question Number	References
1	To get information whether the materials have achieved the goals	1	Nunan (2004: 174)
2	To get information whether the materials have good input for the students	2	Brown (2001: 142)
3	To get information whether the materials have suitable and various activity	3	Brown (2001: 142); Nunan (2004: 174)
4	To get information whether the students have done their role	4	Nunan (2004: 174); Cohen (2000: 312-313); Fraenkel (1932: 445-450)
5	To get information whether the teacher has done their role	5	Nunan (2004: 174); Cohen (2000: 312-313); Fraenkel (1932: 445-450)
6	To get information whether the setting of the class have given the good environment in English teaching and learning process	6	Nunan (2004: 174)
	Total of items	6	

c. Observations

The students were observed in the teaching and learning processes during the need analysis and also in the implementation of the materials. The results of the observation in the need analysis was in the need analysis were presented in the form of field notes. In the process of implementing the materials were presented in the form of field notes (for the researcher) and observation sheets (for the teacher and also the researcher).

The organization of the observation sheet is presented in the table below:

Table 12: The Organization of the Observation Sheet

No	Purpose of the questions	Question Number	References
1.	To find some information about respondents' profile		Tomlinson (1998: 240)
1	To get information whether the materials have achieved the goals	3, 9	Nunan (2004: 174)
2	To get information whether the materials have good input for the students	**7**	Brown (2001: 142)
3.	To find some information about the quality of practice of the developed materials and activities	Part A. 7,9,10,14,15 Part B. (1,2)	Nunan (2004: 169-170, 175-176); Cohen (2000: 312-313); Fraenkel (1932: 445-450)
4.	To find some information about the attitudes of the students toward the materials	1,2,4,5,6,8,11,12,13	Nunan (2004: 169-170, 175-176); Cohen (2000: 312-313) Fraenkel (1932: 445-450)
5.	To find some information about the roles of the teacher when the students do the activities	16,17,18	Nunan (2004: 169-170, 175-176); Cohen (2000: 312-313); Fraenkel (1932: 445-450)

2. Validity and Reliability of the Instruments

To measure the validity of the instrument, the researcher used content and face validity. The content validity was obtained from the data of the questionnaires. The items of the question in the questionnaires were written in line with the blue print of the instrument. The researcher also used construct validity to examine the data about the materials of the worksheet whether or not they represented of and were consistent with the theories related to the steps of designing tasks and materials as proposed by some experts such as Nunan (1989), Brown (2001), Tomlinson (1998), Hutchinson and Waters (1987) and Harmer

(2001). The face validity was obtained from the appearance of the instruments. It looks good (readable, used good format, used good printing qualities), used clear directions and did not have any grammatical errors.

While, to measure the reliability, the researcher used Cronbach's Alpha Formula and inter-rater reliability. For the qualitative data, this research had external audit since the data were analyzed from more than one perspective. The English teacher and the researcher were administered the observation guide to avoid the bias data. Moreover, the observation was obtained by giving the genuine data from the field note of each implementation that represented the condition of the classroom.

E. Data Collection

The data of this study was collected in three separated times. Firstly, the researcher distributed the need analysis questionnaires to get the data about the learners' needs of the grade four students of SD Negeri Margosari. Secondly, after designing the materials, the researcher distributed the evaluation questionnaire to the expert and English teachers to get opinion and suggestion about the materials. Then, after revising and implementing the materials, the researcher distributed the evaluation questionnaire to the grade four students of SD Negeri Margosari to get the students' opinion and suggestion about the materials. The researcher also interviewed the students to get the feedback after the implementation of the materials.

F. Data Analysis

After collecting the data, the researcher got two kinds of data. They were qualitative and quantitative data. Qualitative data consist of the results of interviews and observation during the need analysis and try out. The results of interviews and observations were presented in the form of interview transcripts and field notes and analyzed qualitatively.

The quantitative data consist of the results of the evaluation questionnaires from the English teacher, lecturer, and the students of grade four SD Negeri Margosari. The assessment on the data used Likert Scales. Likert Scale is a scale with number of points or spaces, usually at least three but not more than seven (Wiersma and Jurs, 2009: 363).

However, there is a weakness when using five point ranges, which is the respondents tend to choose 'neutral' statement since it is the easiest alternative that does not demand them to think more (Arikunto, 2006: 241). Therefore, in this research the researcher used the version of Likert Scale from Arikunto. Arikunto indicates the strengths of agreement or disagreement with four point of range. They are:

1 = SD, if the respondents strongly disagree with the statement

2 = D, if the respondents disagree with the statement

3 = A, if the respondents agree with the statement

4 = SA, if the respondents strongly agree with the statement

The descriptive statistics was used to find a central tendency (the mean) of the respondents' response of the questionnaire. Measures of central tendency are

points in the distribution used to locate the distribution. The mean is the arithmetic average-the sum of all the scores divided by the number of scores (Wiersma and Jurs, 2009: 384).

Mean was used to show whether the materials were good or not. It was calculated by following formula as proposed by Suharto (2005: 58)

$$Mn = \sum fx : N$$

Then, to put all the mean value in the category, range was used to classify the mean values in the classes. The method is finding the class interval for determining the category. To find the class interval, range should be found using the formula: $R = X$ highest $- X$ lowest (Suharto, 2005: 59). After that, the result of the calculation of range was divided by the desired number of the class (in these case 5 classes). Based on the calculation, the class interval could be presented as follow:

Table 13: The Interval of Mean

Scale	Category	Interval of mean
5	Very good	3.40 – 4.00
4	Good	2.80 – 3.39
3	Fair	2.20 – 2.79
2	Poor	1.60 – 2.19
1	Very Poor	1.00 – 1.59

G. Research Procedure

The research procedure of this study is adapted from Masuhara's model (Tomlinson, 1998: 247). Masuhara proposes five steps of designing course. They are need analysis, goals and objectives, syllabus design, methodology or materials and testing and evaluation. The researcher modified the models used in the research as follows.

```
┌─────────────────────────────────────┐
│      Conducting Need Analysis        │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│      Writing the Course Grid         │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│ Developing the First Draft of the    │
│            Materials                  │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│  Getting Expert Judgment and          │
│  Evaluating the First Draft of the    │
│            Materials                  │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│  Revising the First Draft of the      │
│            Materials                  │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│ Trying out the second draft of the    │
│            Materials                  │
└─────────────────────────────────────┘
                  │
                  ▼
┌─────────────────────────────────────┐
│  Revising and Writing the Final Draft │
└─────────────────────────────────────┘
```
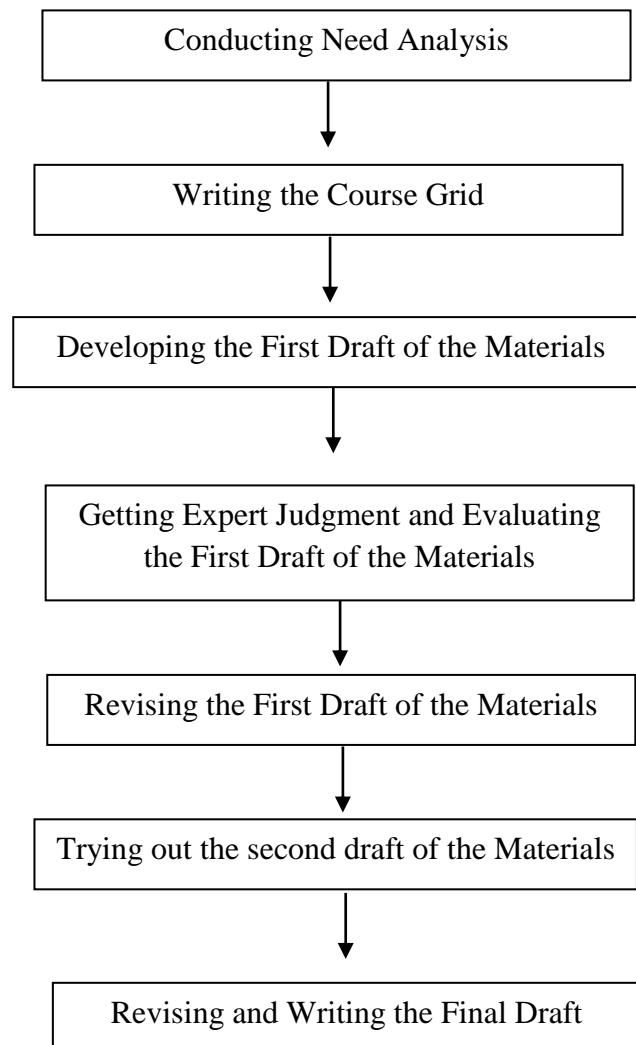
Figure 8: Research Steps in Developing Flannel Pop-Based English Learning Materials

1. Conducting Need Analysis

In this step, the researcher conducted the needs analysis. This step was intended to obtain information about the English teacher's and the students' characteristics and the needs toward the English lesson by observation, interviews and the first questionnaire. The interview was conducted to the English teacher. The results of the need analysis were used as guidelines in developing flannel pop – based learning materials to teach listening and speaking.

2. Writing the Course Grid

The information collected from needs analysis and curriculum was used as the basis for choosing the topics. After that, the course grid was made. Topic, basic competences, indicators, language function, grammar, vocabulary, expressions and activities were stated in the course grid.

3. Developing the first draft of the materials

After the course grid was made, the first draft of the materials was made. The materials were in the form of activities that used flannel pop as the teaching aids. Teacher's guide and lesson plan also made in line with the materials.

4. Evaluating the first draft (Getting expert judgment)

The first evaluation was done before the try-out. In this stage, the learning materials were evaluated by the lecturer and some English teachers in Elementary School. There were some comments and suggestions from them in the form of questionnaires. The result of the first evaluation used to revise the first draft.

5. Revising the first draft

After evaluating the first draft, the materials were revised based on the comments and suggestions. The revised materials then called as the second draft of the materials.

6. Trying out the materials

Flannel pop-based English learning activities to teach listening and speaking tried out at grade four of SD Negeri Margosari. Their teaching and learning activities were observed. After that, the researcher asked feedback and suggestions from the students, the teacher and the observer. The data collected by

distributing questionnaires to students and interviewing the students. The data from the teacher and observer was in the form of observation sheet. Then, the data collected were used in the next step.

7. Revising and writing the final draft

After evaluating the data, the researcher revised the second draft of the materials. The materials were revised based on the feedbacks and suggestions from the teacher and students. Finally, the final draft of the materials could be produced. The final product of this stage was a final draft of flannel pop-based English learning materials for teaching listening and speaking at grade four of SD Negeri Margosari.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

In this chapter, the processes of developing needs analysis, the results of the needs analysis, the process of writing course grid and developing materials, getting the expert judgment, implementation, evaluating and revising the materials would be presented. The first and second parts would be presented are need analysis and the results of the needs analysis.

1. Designed Materials

a. Needs Analysis

1) The instruments of Needs Analysis

Before conducting need analysis, the instrument for need analysis was developed. The instrument used was questionnaire and the interview guideline. The need analysis questionnaires that consist of thirty questions were developed based on the blue print that has been made before. The blueprint was made in line with the theories of developing materials written by Hutchinson and Waters and Nunan. They wrote some steps and questions in need analysis. The blue print can be seen in the table below.

Table 14: Organization of the Needs Analysis Questionnaire

The Purpose of the Question	Question Number	Number of Items
To find out who the students' are	**Part A**	
	Part B	
To get information about the students' attitude toward the English lesson	**1, 2**	2
To get information about the students' attitude toward Listening and Speaking	**3, 4, 5, 6, 7, 8, 9**	7
To get information about listening activities in the classroom	**10, 11, 12, 13**	4
To get information about speaking activities in the classroom	**14, 15, 16**	3
To get information about the students' activities in the classroom	**17, 18**	2
To get information about the teacher's teaching technique	**19, 20, 21, 22, 23, 24**	6
To get information about the activities that the students interested in	**25, 26, 27, 28, 29, 30**	6
Total of items		30

The purposes of the questions were to find out the learners' need and the learning needs. The thirty questions aimed to find out who the students are and to get information about: the students' attitude toward English lesson, listening and speaking, listening and speaking activities in the classroom, students' activities in the classroom, teacher's teaching technique, and activities that the students interested in.

The validity and the reliability of the need analysis questionnaire also measured. The questionnaires were valid since it has content and face validity. The items of the question in the need analysis questionnaires were written based on the blue print and consistent with the theories by some experts. The questionnaire was also readable and had clear instructions. The reliability of the

questionnaires was measured using Cronbach's Alpha Formula that analyzed in SPSS. The result was 0.812.

The interview guideline for the teacher also was made. It was made based on the theory of developing need analysis such as Hutchinson and waters and Nunan. The interview guideline can be seen in the table below.

Table 15: The Interview Guideline for English Teacher for Need Analysis

The Purpose of the Question	Question Number
To get information about the students' characteristics	1
To get information about the students' attitude toward the English lesson	2, 8
To get information about the students' activities in the classroom	7
To get information about the teacher's teaching technique	3,4,5
To get information about the activities that the students interested in	6
Total of items	8

After the need analysis questionnaire and interview guideline had been made, the needs analysis was conducted in order to get the data about the learners' needs and the learning needs in English learning in *Sekolah Dasar Negeri Margosari*. It was conducted on November 24[th], 2012. The data in the need analysis was collected by distributing need analysis questionnaires to the students, interviewing the English teacher and observing the English teaching and learning process.

The interview process was done before the class observation and the distribution of the questionnaire. The teacher was asked some questions related to the children's characteristics, their activities and the sources, method or technique used in the teaching and learning processes. After that, the classroom observation was done. During the English learning process, the field note was made. Then, in

the end of the teaching and learning process, the questionnaire was distributed to the students. They read the statements and filled in the questionnaires enthusiastically.

2)   The Results of the Needs Analysis

The detailed results of the need analysis were presented in the two parts. They were the description of the learners and the descriptions of learner needs and learning needs.

a)   The Description of the Learners

The participants of the needs analysis were grade three students of SD N Margosari in year 2011/2012 that in year 2012/2013 were in the grade four. There were 22 students in the class that consisted of 17 female and 5 male. They were about nine to ten years old. Most of them lived near the school, Margosari. The rest were from Kepek and Pengasih. The data of the students can be seen in the table below.

Table 16: Data of Grade Three Students of SD Negeri Margosari

Students	Sex		Age
	Male	**Female**	
22	5	17	9-10

b)   The Description of the Learning Needs

The results of the first questionnaire showed the needs and the students' interest in the English teaching and learning processes. It showed the real condition of the students and the kinds of activities that they need to practice. The results were used as the basic consideration in developing flannel-pop based English learning activities for teaching Listening and Speaking at grade four of

SD N Margosari. The table below shows the learning needs of the grade four students of SD N Margosari on the students' attitude toward English lesson.

Table 17: The Students' Response on the Students' Attitude toward English Lesson in Needs Analysis Questionnaire

No	Statements	SA	A	D	SD
1	The students like learning English.	**95%**	5%	0%	0%
2	Learning English is interesting for the students.	**82%**	18%	0%	0%

The statements in the tables above were aimed to get information about the students' attitude toward the English lesson. The results show that most of the students liked learning English very much. Their preference could motivate them to learn English at school. The students also strongly agreed that learning English is interesting. Based on the result of the first and second statements above, it can be concluded that the students liked English learning and also interested in English.

Table 18: The Students' Response on the Students' Attitude toward Listening and Speaking in Needs Analysis Questionnaire

No	Statements	SA	A	D	SD
1	The students like listening to English song.	68%	32%	0%	0%
2	The students like listening to English conversation.	86%	14%	0%	0%
3	The students do not like singing English song.	5%	18%	68%	9%
4	The students like speaking English.	68%	32%	0%	0%
5	The students want to learn about listening English conversation.	82%	18%	0%	0%
6	The students want to learn about singing English songs.	91%	5%	5%	0%
7	The students want to learn about speaking English.	82%	18%	0%	0%

The statements above were aimed to get information about the students' attitude toward Listening and Speaking. Based on the students' respond in the table above, the students had positive attitude toward listening. Most of the students strongly agreed that they like listening to English songs. Then, the students also strongly agreed that they like listening to English conversation. They also like singing English song. They also wanted to learn listening English conversation In relation to the speaking, they also had positive attitude toward speaking. Most of the students strongly agreed that they like speaking English. The students strongly agreed that they want to learn about singing English songs. They also strongly agreed that they want to learn about speaking English. From the result of the students' response above, the conclusion is the students had positive attitudes toward Listening and Speaking.

Table 19: The Students' Response on Listening Activities in the Classroom in Needs Analysis Questionnaire

No	Statements	SA	A	D	SD
1	The students listen to the teacher's singing in English.	77%	18%	5%	0%
2	The students listen to the teacher's instructions in English.	77%	23%	0%	0%
3	The students listen to the teacher's utterance in English.	73%	27%	0%	0%
4	The students listen to the English story.	23%	9%	55%	14%

The statements above were aimed to get information about listening activities that has done in the classroom. Most of the students strongly agreed that the students listen to the teacher's song in English. Then, the students also strongly

agreed that they listen to the teacher's instruction in English. They also listened to the teacher's utterance in English. In relation to the reading story activity, the students disagreed that they listen to the English story in the teaching and learning. Based on the students' response on the table above, the conclusion is the teacher sometimes gave listening in the teaching learning process to the students. However, the activities were limited and the duration was not much as long as the other skills.

Table 20: The Students' Response on Speaking Activities in the Classroom in Needs Analysis Questionnaire

No	Statements	SA	A	D	SD
1	The students pronounce English utterances after the teacher.	86%	14%	0%	0%
2	The students sing English songs in the classroom.	77%	9%	14%	0%
3	The students speak with their friends using English.	14%	5%	59%	23%

The statements in the table above were aimed to get information about speaking activities in the classroom. The students' response shows that most of the students strongly agreed that they pronounced English utterances after the teacher. They also strongly agreed that they sing English songs in the classroom, Most of them disagreed that they speak with their friends using English. They usually used Indonesian and Javanese in their daily activities. Based on the results of the students' response on the table above, the speaking activities did in the classroom was still limited.

Table 21: The Students' Response on Students' Activities in the Classroom in Needs Analysis Questionnaire

No	Statements	SA	A	D	SD
1	The students study English individually.	68%	27%	0%	5%
2	The students study English in group.	95%	0%	5%	0%

The statements on the table above were aimed to get information about students' activities in the classroom. Most of the students strongly agreed that they study English individually. They also strongly agreed that they study English in group. The results of the students response in the table above show that English teacher had set individual work and group work for the students.

Table 22: The Students' Response on the Sources of the Materials in Needs Analysis Questionnaire

No	Statements	SA	A	D	SD
1	The students study English using Lembar Kerja Siswa (work sheet).	59%	18%	9%	14%
2	The students study English using text book.	77%	18%	5%	0%
3	The students study English using film.	5%	5%	59%	32%

The statements in the table above were aimed to get information about the sources of the materials. Most of the students strongly agreed that they study English using *Lembar Kerja Siswa* (work sheet). They also strongly agreed that they study using English text book. However, most of them disagreed that they study English using film. From the students' response in the table above in relation to the sources of the materials, the students had studied using *Lembar Kerja Siswa* (work sheet) and the text book before.

Table 23: The Students' Response on Teacher's Teaching Technique in Needs Analysis Questionnaire

No	Statements	SA	A	D	SD
1	The teacher uses pictures or puppet to explain the English vocabulary.	95%	5%	0%	0%
2	The teacher uses game in English learning.	82%	18%	0%	0%
3	The teacher gives an example how to pronounce English words.	82%	18%	0%	0%

The statements in the table above were aimed to get information about the teacher's teaching techniques. Most of the students strongly agreed that the teacher used pictures or puppets to explain English vocabulary. They also strongly agreed that the teacher used game in English learning. Then, the students also agreed that the teacher gave an example on how to pronounce English words. The students' response in the table above shows that the teacher had used pictures, puppets, game and examples in pronouncing English words.

Table 24: The Students' Response on the Interested Activities for Students in Needs Analysis Questionnaire

No	Statements	SA	A	D	SD
1	The students like listening to the English story.	82%	14%	5%	0%
2	The students like coloring picture.	95%	5%	0%	0%
3	The students like interesting activities.	77%	18%	0%	5%
4	The students like singing English song.	82%	18%	0%	0%
5	The students like playing English games.	86%	14%	0%	0%
6	The students like doing enjoyable activities.	77%	23%	0%	0%

The statements in the table above were aimed to get information about activities that the students interested in. Most of students strongly agreed with coloring pictures activity in the classroom. Then, they also strongly agreed with interesting activities done in the classroom. They also strongly agreed with singing activity in the classroom. Later, the students strongly agreed with playing English games activities. The students also wanted enjoyable activities. According to the students' response in the table above, the conclusion is the students wanted coloring picture, singing, playing games, interesting and enjoyable activities.

The second data for needs analysis was from the observation. The researcher entered the class while observing the teaching and learning process. Based on the observation, the English teaching and learning process on that day was good. The teacher explained the materials about parts of body. The students studied in the classroom enthusiastically. The students were active during the lesson. However, the girls were more active than the boys. The results of the observation could be seen in the appendices.

The third data for need analysis was got from the interview. The researcher interviewed the English teacher of SD N Margosari. From the teacher, the researcher knew that the students were taught by *lembar kerja siswa* and text book for every meeting. She rarely used activities that cover listening and speaking skills. She used exercise in *lembar kerja siswa* and text book. That information can be seen in the following interview result.

R   : Ibu biasanya menggunakan alat bantu apa Bu? *(Do you use any media in the teaching learning process? What are they?)*

T   : Kadang-kadang saya menggunakan gambar dan scrabble. Yang sering saya gunakan Buku Erlangga dan Lembar Kerja Siswa. *(I often use*

pictures and scrabble. In the daily lesson, I usually use Erlangga book and work sheet)

R   : Pada umumnya guru Bahasa Inggris disini juga menggunakan sumber yang sama ya Bu? *(Generally, Does another English teacher here also use the same sources?)*

T   : Iya, sumber dan metode yang digunakan kebanyakan sama. Namun, selain buku dan LKS juga kadang diberikan game atau aktifitas lain. (*Yes, the sources and the method are mostly same.However, I not only based on the worksheet but also games or other activities.)*

(Teacher's interview/ interview transcript 1)

From the interview, the researcher also got information about the students' characteristics. They were active, creative and smart. Besides, the students easily got bored if the activities were not interesting. The information can be seen in the following interview result.

R   : Saya akan mengadakan implementasi tentang materi yang akan saya kembangkan di sekolah ini, Bu. Kalau anak-anak yang ada di kelas 3 ini sendiri karakternya bagaimana Bu? (*I want to do implementation about the developed materials in this school, Miss. How are the characters of the students in the third grade?*)

T   : Sebagian besar anak-anak di kelas ini pintar, aktif dan kreatif dalam pelajaran. Khususnya yang perempuan. Kalau yang laki-laki mereka lebih sering bercanda di dalam kelas dan tidak begitu aktif. (*Most of the students in this class are smart, active and creative in the teaching and learning process. However, the girls are more active than the boys. The boys are not active and make a noisy in the class.)*

(Teacher's interview/ interview transcript 1)

b.   Course Grid

After the results of need analysis had been identified, the next step was writing course grid. Course grid was made based on the result of need analysis, standard competences and the basic competences. It was used for guiding the materials development.

Because of the allocated time, the materials that would be designed were for grade four students. The materials were developed in three units that planned in the course grid. The course grid's heading can be seen in the tables below and the complete one is in the appendices.

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

N o	To pic	Basic Compe tence	Indic ators	Lang uage Func tion	Gra mma r	Vocab ulary	Expre ssion	Activities		
								Presen tation	Prac tice	Produ ction

The course grid consisted of some parts namely topic, basic competences, indicators, language function, grammar, vocabulary, expressions and activities. The first was topic. The course grid was developed for three units of the designed materials. Every unit had different topic. The second was basic competences. For listening, it used basic competence 1.1, 1.2 and 1.3 and for speaking, it used basic competence 2.1. The third part was indicators. The indicators had been made to show what the teacher expected from students after teaching and learning process. Then, there were also language function, grammar, vocabulary and expressions. In language function, it was described the language function used according to the indicators. Grammar section described grammar used that developed based on the language function. Then, vocabulary section described nouns, verbs or adjectives used. In expressions section, it described the examples of expressions used in the materials. The last part was activities that would be taught to the grade four students.

1) Unit 1 "Where is My Pencil?"

The topic of the first unit was stationary. It was chosen based on the teaching guideline for teaching English at elementary school. In this unit, the basic competence for listening was 1.1 (*Merespon dengan melakukan tindakan sesuai instruksi secara berterima dalam konteks kelas*) and basic competence for speaking was 2.1 (*Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: mengenalkan diri, memberi salam/sapaan, memberi salam perpisahan, dan memberi aba-aba)*. Based on the basic competences, then the indicators were developed. The students were expected to respond positive commands given by the teachers and also expected to give positive command to their friends. According to the indicators, the language function was giving instructions using imperative sentences. Then, the pattern of imperative sentence was described in grammar. The pattern is [verb + object / complement]. In this unit, the words used were some nouns and verbs. The nouns used were chosen based on the topic. According to the topic, the nouns were some examples of stationary such as a sheet of paper, some crayons, a pen, a pencil, a book, an eraser, a ruler and a pencil sharpener. Then, the verbs used were clap, jump, step, put, move, turn right and turn right. The examples of the expressions were *Jump twice!* and *Put the eraser!*

The activities were developed based on PPP techniques (Presentation, Practice and Production). The technique was chosen because it was useful to give the materials to the students from guided to free activities. The activities in the presentation were divided into three phases. In presentation, the teacher gave an

introduction by singing *If you are happy* song. By singing the song, the students could understand how to give command in a classroom situation. After that, it was listen and repeat activities. The students listened to the teacher about kinds of stationary and repeat after the teacher using correct pronunciation. Then, the activity were *listen and choose* and *listen and do*. The students choosen the right flannel pop according to the teacher's instruction. In *listen and do* activity, the teacher introduced how to give instructions. In practice phase, the activity was *listen and move*. The students did a game called *whispering game* in two big groups. Finally, in production stage, the activity was *role-play*. The students worked in pairs to find the right stationary while closing his/her eyes.

2) Unit 2 "Things in the Classroom"

The topic of the second unit was things in the classroom. The topic was chosen also based on the teaching guideline for teaching English at elementary school. In this unit, the basic competence for listening was 1.2 and basic competence for speaking was 2.1. Based on the basic competences, then the indicators were developed. The students were expected to respond positive commands given by the teachers and also expected to give positive command to their friends. According to the indicators, the language function was giving positive command using imperative sentences. Then, the pattern of imperative sentence was described in grammar. The pattern is [verb + object / complement]. In this unit, the vocabularies used were some nouns, verbs and adjectives. The topic of the second unit was things in the classroom so the nouns were kinds of things in the classroom such as a chair, a window, a table, a window, a door and a

blackboard. Then, the verbs used were: *take, give and put*. The adjectives were kinds of color: green, yellow, red, blue, pink, white, black, purple and orange. Then, the prepositions used were in, on, above and under. The examples of the expressions were "A: *Give me the red pencil*! B: *Sure, here you are*."

The activities were developed also based on PPP techniques (Presentation, Practice and Production). The activities in the presentation were *listen and sing*, *listen and repeat* and *let's count*. In *listen and sing* activity, the students sang *good morning* song to keep their motivation. Then, the students listened to the teacher and repeated kinds of things in the classroom. After that, they were reminded how to count in English from one to ten. Then, the activities in practice stage were *let's play game, listen and do* and *let's practice*. The students did survey game. They found five of their classmates and ask them *Do you have a pencil?*, etc. Then, the teacher asks the students to do her command. After that, in group of five, the students made a circle and practiced how to give command. In production stage, the activity was role-play. The students gave and responded commands in pairs.

3)   Unit 3 "My Clothes"

The topic of the third unit was clothes. The topic was chosen based on the teaching guideline for teaching English at elementary school. In this unit, the basic competence for listening was 1.3 and basic competence for speaking was 2.1. Based on the basic competences, then the indicators were developed. The students were expected to respond negative commands given by the teachers and also expected to give negative commands to their friends. According to the

indicators, the language function was giving negative commands using imperative sentences. Then, the pattern of imperative sentence was described in grammar. The pattern was [don't + verb + object / complement]. In this unit, the vocabularies used were some nouns and verbs. The nouns used were chosen based on the topic, clothes, so the nouns are kinds of clothes: a shirt, a t-shirt, trousers, shorts, a skirt, a pair of socks, a pair of shoes and a belt. Then, the verbs used were *touch, lift, put, take* and *give*. The examples of the expressions was *Don't touch the shoes!*

The activities were developed based on PPP techniques (Presentation, Practice and Production). The activities in the presentation were *listen and repeat, listen and choose*, *look, listen and repeat* and *let's speak up* activity. The teacher introduced kinds of clothes using flannel pop. The students repeated after the teacher using correct pronunciation. Then, the students chosen appropriate flannel pop based on the teacher's instruction. After that, the teacher introduced kinds of color using flannel pop. Then, in *let's speak up* activity, the teacher introduces how to give negative command. In practice stage, the activity was *let's play whispering game*. The students did the game in two big groups. In production stage, the students did *role-play* activity. In pairs, the students gave and responded negative command with his/ her partner using flannel pop.

c. Format of Materials

The materials were designed after the course grid was written. There were three units of the materials. Every unit had each topic. It consisted of integrated listening and speaking skills. The activities in the designed materials were namely "activity". The activities were developed based on the PPP technique. Those were Presentation, Practice and Production. Every unit had some components namely unit title, warming up, presentation, practice, production and vocabulary.

The first component, unit title, was a part which describes the topic of the unit. The next component was warming up section which contains a simple description about the whole unit and the indicators. The third section was presentation. In the presentation, the teacher gave the materials or warm-up activities. The teacher could explain or gave examples of the materials to the students. Then in the practice section, the teacher could ask the students to practice what they have learnt in the presentation step by doing some activities. The next section was production. In the production section, the students would give an opportunity to use the languages that have been learned before. Finally, it came to vocabulary unit. This part listed the main vocabulary inside the unit. The outline of the designed materials can be seen in the following table.

Table 26: The Outline of the Designed Materials

Unit	Title	Activities	Function
1	Where is My Pencil?	*1. Listen and sing*	To give listening and speaking input
		2. Listen and repeat	To improve the students' vocabulary mastery
		3. Listen and choose	To help the students to pronounce the words correctly

Unit	Title	Activities	Function
1	Where is My Pencil?	4. Listen and do	To give some examples how to give a command
		5. Listen and perform action	To give guided activities
		6. Listen and move	To give a semi guided activity To give an opportunity to use the expressions
		7. Role Play	To give free activities
2	My Classroom	1. Listen and sing	To give fun activity
		2. Listen and repeat	To improve the students' vocabulary mastery
		3. Let's count	To help the students to remind how to count in English
		4. Let's play game	To identify the students' vocabulary mastery
		5. Listen and do	To give some examples how to give a command
		6. Let's practice	To give a semi guided activities To give an opportunity to use the expressions
		7. Role Play	To give free activities
3	My Clothes	1. Listen and repeat	To improve the students' vocabulary mastery
		2. Listen and choose	To help the students to pronounce the words correctly
		3. Look, listen and repeat	To give an input in identifying color
		4. Let's speak up	To give some examples how to give a command
		5. Let's play whispering game	To give a semi guided activities To give an opportunity to use the expressions
		6. Role Play	To give free activities

1) Unit 1 "Where is My Pencil"

Unit 1 was designed for basic competence 1.1 and 2.1. The title of unit 1 was "Where is My Pencil?". The title was chosen based on the topic of this unit, stationary. The warming up sections gave the simple description of this unit and the indicators. The teacher could give background knowledge to the students.

Then, it came to the main activities that were developed based on PPP technique. In the presentation, the students were given some activities which aimed at introduction of the new vocabulary and input text. There were four activities in this part: *listen and sing, listen and repeat, listen and choose* and *listen and do.*

a. *Listen and Sing*

The instruction was *Sing the song with the student*. In this activity, the teacher gave an example how to sing *If you're happy* song. Then, she asked the students to sing together. This activity would give them input of how to give commands such as *clap your hand* and *stomp your feet*.

b. *Listen and Repeat*

The instruction is *Show the flannel pop and ask the students to repeat the vocabulary*. In this activity, the teacher should show the flannel pop and mention the name of the flannel pop one by one. After that, the teacher asked them to repeat after her.

c. *Listen and Choose*

The instruction was *Choose the right flannel pop according to the lists*. In this activity, the teacher should ask the students to choose the right flannel pop which mentioned by the teacher. She should give an example before doing this activity.

d. *Listen and Do*

The instruction was *Give examples of how to respond the following commands*. In this activity, the teacher should give a command and give examples

of how to respond to the commands. The students could also follow the commands. Then, she should ask the students to follow her.

In the practice section, there were two activities: *listen and perform actions* and *listen and move.*

a. *Listen and Perform Actions*

The instruction was *Ask the students to do the following actions individually*. In this activity, the teacher should choose a student to perform action based on the command. The commands were *jump two steps forward, move two steps forward, move two steps backwards, turn right and take the flannel pop and turn left* and *put the flannel pop.*

b. *Listen and Move*

The instruction is a*sk the students to do whispering game*. In this activity, the students were divided into two big groups. After they made a line, the teacher whispered a command to the student in the last row. Then, the first student in the line should do the command. The commands used in this game were *take the steps forward and take the pen, put the eraser on the floor and take two steps backward, turn right and put the pencil on the table* and *turn left and put the book on the table.*

In the production section, the activity was *role play*. The instruction was *Ask the students to find the flannel pop in the game*. In this activity, the teacher asked the students to do the game in pairs. The first student would give a command and the second would respond to the command. The scarf was used to close the second

student. The flannel pops searched were a sheet of paper, a pen, a pencil, a book and an eraser.

The last section was vocabulary unit. In this part, the teacher could know the vocabulary used in this unit. Some nouns and verbs were translated into Indonesian. They were *book, clap, crayons, eraser, jump, paper, pen, pencil, pencil sharpener, put, step, take, turn right* and *turn left.*

2) Unit 2 "My Classroom"

Unit 2 was designed for basic competence 1.2 and 2.1. The title of unit 1 was "My Classroom". The title was chosen based on the topic of this unit, in the classroom. The warming up sections gave the simple description of this unit and the indicators. The teacher could give background knowledge to the students.

Then, it comes to the main activities that developed based on PPP techniques. In presentation, the students were given some activities to give vocabulary mastery and some inputs. There were five activities in this part: *listen and sing, listen and repeat, let's count, let's play game* and *listen and do*.

a. *Listen and Sing*

The instruction was *Sing the following song with the students*. In this activity, the teacher gave an example how to sing *Good Morning* song. Then, she asked the students to sing together. This activity would give them fun activity that motivate them during the lesson.

b. *Listen and Repeat*

The instruction was *Show the flannel pop and ask the students to repeat the vocabulary*. In this activity, the teacher would show the flannel pop and named one by one. After that, the teacher asked them to repeat after her.

c. *Let's Count*

The instruction was *Ask the students to count the flannel pop*. In this activity, the teacher would show some flannel pop to the students and ask them to count flannel pop. She would give an example before doing this activity.

d. *Let's Play Game*

The instruction is *Ask the students to do survey game*. In this activity, the teacher would give worksheets to the students. The students should find five friends and ask them whether they have the stationary or not.

e. *Listen and Do*

The instruction was *Ask the students to do the following commands*. Before doing this activity, the teacher would give an example how to give and respond the commands. The teacher introduced the preposition used such as in, on, under and above. Then, the teacher would choose the students to do the commands. The commands were *take a pen on the table*, *give five pencils to Indra, put the eraser under the table, give a pencil sharpener to Rani* and *put the book under the chair.*

In the practice section, there was an activity namely *let's practice*. The instruction is *Ask the students to practice the following commands*. In this activity, the teacher would ask the students to make a group of five. Every group would make a big circle. Then, one of the students would stand in the middle and

practice the commands. The commands were *put the book under the chair, put the pen on the table, take the eraser from the chair, put the pencils on the floor* and *give the crayons to Ihsan*.

In the production section, the activity was *role play*. The instruction was *Ask the students to give and respond the commands using the flannel pop in pairs*. In this activity, the teacher asked the students to do the activity in pairs. The first student would give the command and the second will respond the command.

The last section was vocabulary unit. In this part, the teacher could know the vocabulary used in this unit. Some nouns, preposition, and verbs were translated into Indonesian. They were *above, blackboard, chair, door, give, in, on, put, table, take, under* and *window.*

3) Unit 3 "My Clothes"

Unit 3 was designed for basic competence 1.3 and 2.1. The title of unit 1 was "My Clothes". The title was taken based on the topic of this unit, clothes. The warming up sections gave the simple description of this unit and the indicators.

Then, it came to the main activities that developed based on PPP techniques. In presentation, the students were given some activities to give vocabulary mastery and some inputs. There were four activities in this part: l*isten and repeat, listen and choose, look, listen and repeat* and *let's speak up.*

a. *Listen and Repeat*

The instruction was *Show the flannel pop and ask the students to repeat the vocabulary*. In this activity, the teacher would show the flannel pop and named one by one. After that, the teacher asked them to repeat after her. The flannel pops

were a shirt, a t-shirt, trousers, shorts, a skirt, a pair of socks, a pair of shoes, a belt and a jacket.

b. *Listen and Choose*

The instruction was *Choose the right flannel pop according to the lists*. In this activity, the teacher would asks the students to choose the right flannel pop according to her utterance. She would give an example before doing this activity.

c. *Look, Listen and Repeat*

The instruction was *Show the flannel pop and ask them what the color is*. In this activity, the teacher would show the flannel pops. Then, the teacher asked the students about its color. The teacher introduced kinds of color before such as green, brown, yellow, red, blue and black.

d. *Let's Speak Up*

The instruction was *Ask the students to do the following commands*. Before doing this activity, the teacher would give an example how to give and respond the negative commands. Then, the teacher would choose the students to do the commands. The commands were *don't touch the black shoes, don't put the socks on the table, don't lift the jacket, don't put the belt under the chair* and *don't take the shirt.*

In the practice section, there was an activity namely *let's play whispering game*. The instruction was *Ask the students to do whispering game*. In this activity, the students were divided into two big groups. After they made a line, the teacher whispered a command to the student in the last row. Then, the first student in the line should do the command. The commands used in this game were *don't*

take the blue t-shirt, take the red one; don't put the blue shirt on the table, put in

on the chair; don't lift the trousers to the right, lift the trousers to the left and

don't touch the shoes, touch the socks.

In the production section, the activity was *role play*. The instruction is *Ask the students to give and respond the negative commands using the flannel pop*. In this activity, the teacher asked the students to do the activity in pairs. The first student would give the negative command and the second would respond the command.

The last section was vocabulary unit. In this part, the teacher knew the vocabulary used in this unit. Some nouns, adjective and verbs were translated into Indonesian. They were *belt, black, blue, brown, green, jacket, red, shirt, shoes, socks, shorts, skirt, t-shirt, trousers* and *yellow.*

2. Getting Expert Judgment, Evaluating and Revising of the First Draft of the Materials

a. Getting Expert Judgment and Evaluating the first draft of the materials

The first draft of the material was three units. It can be seen in Appendix. Before they were tried-out to grade four students of SD Negeri Margosari, they had to be evaluated to get the agreement and suggestion from the experts.

Before conducting the evaluation, the instrument for the evaluation of the first draft of the material was developed in the form of questionnaire. The evaluation questionnaires that consist of twenty five questions were developed based on the blue print that has been made before. The blueprint was made in line with the theories of material evaluation that can be seen in the table below.

Table 27: Organization of the Evaluation Questionnaire for English Teacher

No	Purpose of the questions	Part	Question Number	Number of Items
1.	To find some information about respondents' profile	A		
2.	To find some information to evaluate the task with the curriculum and the course grid (syllabus)	B	1, 2,	2
3.	To find some information to evaluate the goal of the tasks developed and the rationale whether it is relevant with the learners' need or not		3, 4, 5, 6, 24	5
4.	To find some information to evaluate the developed activities		8, 9, 10, 11, 12, 13, 17, 18, 19, 25	10
5.	To find some information to evaluate the input in the developed tasks		7, 14, 15	3
6.	To find some information to evaluate the tasks' instruction		16, 20	2
7.	To find some information to evaluate the layout and design in the task developed		21, 22, 23	3
Total of Items				**25**

The purposes of the questions were to find out the respondents' profile and some materials evaluation aspects. They are the relationship with curriculum and course grid, goal, activities, input, instruction, layout and design.

The validity and the reliability of the questionnaire for the Expert and English teacher also measured. The questionnaires were valid since it has content and face validity. The items of the question in the need analysis questionnaires were written based on the blue print and consistent with the theories by some experts. The questionnaire was also readable and had clear instructions. The reliability of the questionnaires was measured using Cronbach's Alpha Formula that analyzed in SPSS. The result was 0.869.

After the evaluation questionnaire for English teacher has been made, the evaluation of the first draft of flannel pop-based English learning activities was conducted from November – December 2012. The data were collected by distributing the evaluation questionnaires to the English teacher and lecturer.

There were a lecturer of English Education Department and three Elementary School English teachers who evaluated the first draft of the materials. The data of the respondents in the evaluation of the first draft of the materials are presented in table 10.

Table 28: The Data of the English Teachers and Lecturer in the Evaluation of the First Draft of the Materials

No	Group of Respondent: English Teacher and Lecturer					
	Age	Sex		Educational Background	Teaching Experience (years)	
		Male	Female		2-5	5-10
1.	35	-	√	S1	-	√
2.	28	-	√	S1	√	-
3.	30	-	√	S1	-	√
4.	25	-	√	S1	√	-

The result of the questionnaires was divided into two types of data. They are quantitative and qualitative data. The quantitative data are from the respondents' opinions in the evaluation questionnaire, while the qualitative one are from the participants' comments and suggestions on the first draft of flannel pop-based English learning activities.

1) **Respondents' Opinions in the Evaluation Questionnaire**

The results of the valuation questionnaire show the lack of the developed material. The results were used to revise the first draft of the materials.

The quantitative data were analyzed using descriptive statistics. The steps were explained in chapter III. First, the categories changed into numbers by using Likert scale. Then, the total score and the mean of each aspect were defined. After that, the result of the mean was classified into some category based on the interval of mean on the table 4 in chapter III. The result of the evaluation of the first draft of the material is presented in the table below.

Table 29: The Descriptive Statistic of Respondents' Response on the Curriculum in the Evaluation of the First Draft of the Materials

No	Aspect	Statements	Mean	Category
1	Curriculum	The developed material is based on KTSP	3.25	Good
2	Curriculum	The developed material is based on the developed course grid.	3	Good
	Mean of curriculum aspect		3.125	Good

Based on the table, the curriculum aspect is categorized into good since the mean of curriculum aspect is 3.125. It was because the developed material is arranged based on *Kurikulum Tingkat Satuan Pendidikan* (Standard of Competence and Basic Competence) and the developed course grid.

Table 30: The Descriptive Statistic of Respondents' Response on the Goals in the Evaluation of the First Draft of the Materials

No	Aspect	Statements	Mean	Category
1	Goal	The developed material consists of Listening and Speaking skills.	3.25	Good
2	Goal	The developed material helps the students to master the vocabulary.	3.5	Very good
3	Goal	The developed material helps the students in Listening English words.	3.5	Very good
4	Goal	The developed material helps the students in speaking English.	3.5	Very good

No	Aspect	Statements	Mean	Category
5	Goal	The chosen activities can increase the students' fluency and accuracy.	3	Good
Mean of goal aspect			3.35	Good

The goal aspect based on the table is categorized into good since the total of mean is 3.35. It was because the developed materials consisted of Listening and Speaking skills. The materials helped the students to master the vocabulary and increase the students' fluency and accuracy. It also helped students in listening and speaking English.

Table 31: The Descriptive Statistic of Respondents' Response on the Input in the Evaluation of the First Draft of the Materials

No	Aspect	Statements	Mean	Category
1	Input	The input in the developed material is related to the learning objective.	3.25	Good
2	Input	The input used gives a correct language model.	3	Good
3	Input	The input in the developed material is related to the Elementary School Students Context.	3	Good
The mean of input aspect			3.08	Good

The table shows that the mean of input aspect is 3.08. The result is categorized into good category. The input in the developed material was related to the learning objective. It also used a correct language model and related to the context in the Elementary School.

Table 32: The Descriptive Statistic of Respondents' Response on the Activities in the Evaluation of the First Draft of the Materials

No	Aspect	Statements	Mean	Category
1	Activities	The developed material motivates the students in learning English.	3	Good
2	Activities	The developed material is related to the students' ability in learning English.	3	Good
3	Activities	The developed material gives the opportunity to the students to work individually.	3.25	Good
4	Activities	The developed material gives the opportunity to the students to work in a group.	3.25	Good
5	Activities	The activities in the developed material represent the daily activities.	3	Good
6	Activities	The topic is relevant with the children's environment.	3.25	Good
7	Activities	The developed activities are arranged from easy to difficult.	3	Good
8	Activities	The developed materials are arranged from guided activities to free activities.	3	Good
9	Activities	The chosen activities are interesting, varied and understandable.	3	Good
10	Activities	The activities are not interfering with class organization and the teaching and learning processes.	3	Good
The Mean of Activities Aspect			3.075	Good

The mean in the activities aspect is 3.075 and is categorized as good category. The data shows that the developed materials can motivate the students in learning English, related to the students' ability in learning English, give opportunity to do individual and group work. The developed materials also represent the daily activities, the topic relevant to the children's environment and the arrangement is from easy to difficult, from guided to free activities. The activities also do not interfere with class organization and the teaching and learning process.

Table 33: The Descriptive Statistic of Respondents' Response on the Teacher's Instructions in the Evaluation of the First Draft of the Materials

No	Aspects	Statements	Mean	Category
1	Teacher's Instruction	The activities in the developed material use clear instructions.	3	Good
2	Teacher's Instruction	The developed material is clear and easy for the students and the teacher.	3.25	Good
The Mean of Instruction Aspect			3.125	Good

The table shows that the mean of instruction aspect is 3.125. The mean score falls into good category. The data showed that the instructions in the developed material are good, using clear instruction, clear and easy to understand.

Table 34: The Descriptive Statistic of Respondents' Response on the Lay Out and Design in the Evaluation of the First Draft of the Materials

No	Aspects	Statements	Mean	Category
1	Layout and design	The developed material is arranged systematically.	2.75	Fair
2	Layout and design	The layout in the developed material is interesting and clear.	2.75	Fair
3	Layout and design	The media used is clear and interesting for the students.	3	Good
The Mean of Layout and Design Aspect			2.83	Good

5

The table shows that the mean of layout and design aspect is 2.83. The mean falls into good category. The data shows that the layout and design of the material was not quite good.

2) Respondents' Comments and Suggestions

Not only giving opinions, the respondents also gave their comments and suggestions about the developed materials. They told the weaknesses of the developed materials and the suggestions to improve the materials. The brief explanations of the comments and suggestions are as follows.

a.) Unit 1

- The title of unit 1 is too small.

- The picture is not quite clear.

- The learning objectives are good but the layout is not interesting.

- The instructions of the first, second, third and fourth activities should be changed.

- The pictures should be replaced with the flannel pop photographs.

- The third activity is not clear, add some pictures.

- The layout of the fifth and sixth activities should be changed.

b.) Unit 2

- The title of unit 2 is too small.

- The layout of the learning objective is not interesting.

- The instructions of the first, second, and third activities should be change.

- The song in the first activity should be changed.

- The pictures should be replaced with the flannel pop photographs.

- The objects in the fourth, fifth and sixth activity should be changed from stationary to things in the classroom.

c.) Unit 3

- The title of unit 3 is not clear.

- The layout of the learning objective is not interesting.

- The instructions of the first and second activities should be changed.

- The pictures should be replaced with the flannel pop photographs.

- The layout of the second and fourth activities should be changed.

b. **The Revision of the First Draft of the Materials**

The revisions of the flannel pop- based English learning activities are presented in table 17.

Table 35: The General Revisions of the First Draft of the Materials

Parts	Aspect	Comments/ suggestions	Revision
Unit 1	Layout	The font of the title of unit 1 is too small	The font of the title of unit 1 was revised.
	Layout	The picture is not quite clear	The picture was made to be clearer.
	Layout	The learning objectives are good but the layout is not interesting.	The layout was changed by adding border.
	Activity	The instructions of the first, second, third and fourth activities should be change.	The instructions of the first, second, third and fourth activities were changed.
	Layout	The pictures should be replaced with the flannel pop photographs.	The pictures were replaced with the flannel pop photographs.
	Activity	The third activity is not clear, add some pictures.	The third activity was revised by adding some flannel pop photographs.
		The layout of the fifth and sixth activities should be change.	The layout was changed.
Unit 2	Layout	The title of unit 2 is too small.	The title of unit 2 was revised bigger than before.
	Layout	The layout of the learning objective is not interesting.	The layout was changed by adding border.
	Activity	The instructions of the first, second, and third activities should be change.	The instructions of the first, second, and third activities were changed.
	Input	The song in the first activity should be change.	The song was changed from *Good Morning* to *Window, Door, Table, Chair* chant.

	Layout	The pictures should be replaced with the flannel pop photographs.	The pictures were replaced with the flannel pop photographs.
	Activity	The objects in the fourth, fifth and sixth activity should be change from stationary to things in the classroom.	The objects in the fourth, fifth and sixth activity was changed from stationary to things in the classroom.
Unit 3	Layout	The font of the title of unit 3 is not clear.	The font of the title of unit 3 was revised.
	Layout	The layout of the learning objective is not interesting.	The layout was changed by adding border.
	Activity	The instructions of the first and second activities should be change.	The instructions of the first and second activities were changed.
	Layout	The pictures should be replaced with the flannel pop photographs.	The pictures were replaced with the flannel pop photographs.
	Layout	The layout of the second and fourth activities should be change.	The layout of the second and fourth activities was revised.

3.   Trying out, Evaluating and Revising the Second Draft of the Materials

a.   The Try-Out of the Second Draft of the Materials

The second draft of the flannel pop-based materials tried out to the fourth grade students of SD Negeri Margosari from January, 26th to February, 9th 2013. The try-out of the three units of materials is aimed to know the opinions and suggestions from the students and English teacher related to the designed materials. Every unit of materials was tried out in one meeting

The try-out of the first unit was conducted on January, 26th, 2013. The students followed the lesson enthusiastically. The students liked the theme, stationary. Before the teacher ended the try-out, she gave them feedback and

summarized what had learnt that day. The teacher also asked whether they like the activities or not in the interview.

The try-out of the second unit was conducted on February 2^nd, 2013. The students also liked the theme that is things in the classroom. They did the activities developed. In the last activity, the students still confused to choose the instruction.

The try-out of the third unit was conducted on February 9th, 2013. The students did the developed activities well. The theme, clothes, made the students interesting. The teacher asked the students to give and respond to the negative instructions in pairs.

b. The Evaluation of the Second Draft of the Materials

The evaluation was done after the second draft of the materials was implemented. Before conducting the evaluation, the instrument for the evaluation of the second draft of the material was developed in the form of questionnaire and observation sheet and interview guideline. The evaluation questionnaires that consist of twenty five questions were developed based on the blue print that has been made before. The blueprint was made in line with the theories of material evaluation. The organization of the evaluation questionnaire for students can be seen in the table below.

Table 36: Organization of the Evaluation Questionnaire for Students

No	Purpose of the questions	Part	Question Number	Number of Items
1.	To find some information to evaluate the goal of the tasks developed and the rationale whether it is relevant with the learners' need or not	A	1,2, 4, 5, 6	5
2.	To find some information to evaluate the instruction	A	11, 13	2
3.	To find some information to evaluate the activities	A	7, 12, 14	3
4.	To find some information to evaluate the setting	A	8, 9, 10	3
5.	To find some information to evaluate the input	A	3	1
6.	To find some information to evaluate the media used	A	15, 16, 17, 18, 19, 20	6
Total of Items				20

The purposes of the questions were to find out some materials evaluation aspects. The questions aimed to evaluate the goal, the relationship with the learners' need, instructions, activities, setting, input and media used.

The validity and the reliability of the questionnaires also measured. The questionnaires were valid since it has content and face validity. The items of the question in the need analysis questionnaires were written based on the blue print and consistent with the theories by some experts. The questionnaire was also readable and had clear instructions. The reliability of the questionnaires was measured using Cronbach's Alpha Formula that analyzed in SPSS. The result was 0.833 for the questionnaires in the try-out of unit 1, 0.897 for the questionnaires in the try-out of unit 2 and 0.914 for the questionnaires in the try-out of unit 3. Those result shows that the instruments were reliable.

The interview guideline for the students and observation sheet also was made. It was made based on the theory of developing need analysis such as Hutchinson and waters and Nunan. The blue print of the interview guideline can be seen in the table below.

Table 37: The Interview Guideline for Students in the Try-out

The Purpose of the Question	Question Number	References
To get information whether the materials have achieved the goals	1	Nunan (2004: 174)
To get information whether the materials have good input for the students	2	Brown (2001: 142)
To get information whether the materials have suitable and various activity	3	Brown (2001: 142); Nunan (2004: 174)
To get information whether the students have done their role	4	Nunan (2004: 174); Cohen (2000: 312-313); Fraenkel (1932: 445-450)
To get information whether the teacher has done their role	5	Nunan (2004: 174); Cohen (2000: 312-313); Fraenkel (1932: 445-450)
To get information whether the setting of the class have given the good environment in English teaching and learning process	6	Nunan (2004: 174)
Total of items	6	

The blue print of the observation sheet for observers can be seen in the following table.

Table 38: The Organization of the Observation Sheet

Purpose of the questions	Question Number	References
To find some information about respondents' profile		Tomlinson (1998: 240)
To get information whether the materials have achieved the goals	3, 9	Nunan (2004: 174)
To get information whether the materials have good input for the students	7	Brown (2001: 142)

Purpose of the questions	Question Number	References
To find some information about the quality of practice of the developed materials and activities	Part A. 7,9,10,14,15 Part B. (1,2)	Nunan (2004: 169-170, 175-176); Cohen (2000: 312-313); Fraenkel (1932: 445-450)
To find some information about the attitudes of the students toward the materials	1,2,4,5,6,8,11,12,13	Nunan (2004: 169-170, 175-176); Cohen (2000: 312-313) Fraenkel (1932: 445-450)
To find some information about the roles of the teacher when the students do the activities	16,17,18	Nunan (2004: 169-170, 175-176); Cohen (2000: 312-313); Fraenkel (1932: 445-450)

After the evaluation questionnaire for the students had been made, the evaluation of the first draft of flannel pop-based English learning activities was conducted after the implementation, from January to February 2013.

The data were collected by distributing the evaluation questionnaires to the fourth grade four students. There were 23 students in the class that consisted of 16 female and 7 male. They were about ten to eleven years old. The data of the students can be seen in the table below.

Table 39: Data of the Grade Four Students of SD Negeri Margosari

Students	Sex		Age
	Male	Female	
23	7	16	10-11

The result of the questionnaires was divided into two types of data. They were quantitative and qualitative data. The quantitative data was from the respondents' opinions in the evaluation questionnaire, while the qualitative one was from the students' comments on the implementation of the second draft of flannel pop-based English learning activities and the teacher's observation sheet.

1) **The Students' Opinions in the Evaluation Questionnaire**

The results of the evaluation questionnaire showed the lack of the developed material. The results were used to revise the second draft of the materials.

The quantitative data were analyzed using descriptive statistics. The steps were explained in chapter III. First, the categories changed into numbers by using Likert scale. Then, the total score and the mean of each aspect were defined. After that, the result of the mean was classified into some category based on the interval of mean on the table 4 in chapter III.

a. **Unit 1**

The evaluation of Unit 1 will be presented in the form of six aspects. They are goal, input, activities, instructions and media used. The detailed evaluation will be presented in the table below.

Table 40: The Descriptive Statistic of Students' Response on the Goal of the Second Draft Materials in the Try-out of Unit 1

No	Aspect	Statements	Mean Value	Category
1	Goal	1	3.48	Very good
2	Goal	2	3.43	Very Good
3	Goal	4	3.52	Very good
4	Goal	5	3.61	Very good
5	Goal	6	3.78	Very good
Mean of goal aspect			**3.56**	**Very good**

Based on the table above, the goal aspect is categorized into very good category. It means that the students agreed that the developed materials helped them to achieve the goal of the English teaching and learning. The materials were appropriate for them because they helped them in mastering vocabulary, pronouncing words, motivating to speak.

Table 41: The Descriptive Statistic of Students' Response on the Input of the Second Draft Materials in the Try-out of Unit 1

No	Aspect	Statements	Mean Value	Category
1	Input	3	3.43	Very Good
	Mean of input aspect		**3.43**	**Very Good**

Based on the table above, the input also falls into very good category. It means that the students also agreed that the developed materials were interesting and understandable for them.

Table 42: The Descriptive Statistic of Students' Response on the Activities of the Second Draft Materials in the Try-out of Unit 1

No	Aspect	Statements	Mean Value	Category
1	Activities	7	3.57	Very Good
2	Activities	12	3.57	Very Good
3	Activities	14	3.57	Very Good
	Mean of activities aspect		**3.57**	**Very good**

The activities aspect falls into very good category. It means the students liked the activities. The materials helped them in speaking English. The activities motivated the students in learning English subject.

Table 43: The Descriptive Statistic of Students' Response on the Setting of the Second Draft Materials in the Try-out of Unit 1

No	Aspect	Statements	Mean Value	Category
1	Setting	8	3.00	Good
2	Setting	9	3.57	Very Good
3	Setting	10	2.96	Good
	Mean of setting aspect		**3.17**	**Good**

The table shows that the setting aspect is in good category. It means the students liked to do the instructions individually, in pairs and in a group.

Table 44: The Descriptive Statistic of Students' Response on the Activities of the Second Draft Materials in the Try-out of Unit 1

No	Aspect	Statements	Mean Value	Category
1	Instruction	11	3.13	Good
2	Instruction	13	3.39	Good
	Mean of instruction aspect		**3.26**	**Good**

The table shows that the instruction falls into good category. It means that the students agreed that the teacher's instruction was understandable and quite clear to the students.

Table 45: The Descriptive Statistic of Students' Response on the Media of the Second Draft Materials in the Try-out of Unit 1

No	Aspect	Statements	Mean Value	Category
1	Media	15	3.43	Very Good
2	Media	16	3.52	Very Good
3	Media	17	3.61	Very Good
4	Media	18	3.17	Good
5	Media	19	3.52	Very Good
6	Media	20	3.61	Very good
	Mean of media aspect		**3.47**	**Very good**

The table above shows that the mean of media aspect is in very good category. The data means the students agreed that the media helped the students in learning English. The flannel pops was varied, interesting, colorful and easy to use. They were also related to the topic.

b. Unit 2

The evaluation of Unit 2 would also be presented in the form of six aspects. They were goal, input, activities, instructions and media used. The detailed evaluation will be presented in the table below.

Table 46: The Descriptive Statistic of Students' Response on the Goal of the Second Draft Materials in the Try-out of Unit 2

No	Aspect	Statements	Mean Value	Category
1	Goal	1	3.25	Good
2	Goal	2	3.30	Good
3	Goal	4	3.50	Very good
4	Goal	5	3.60	Very good
5	Goal	6	3.45	Very good
Mean of goal aspect			**3.56**	**Very good**

Based on the table above, the goal aspect falls into very good category. The data means that the students agreed with the goal of the developed materials. The materials were also appropriate for them because they helped them in mastering vocabulary, pronouncing words, motivating to speak.

Table 47: The Descriptive Statistic of Students' Response on the input of the Second Draft Materials in the Try-out of Unit 2

No	Aspect	Statements	Mean Value	Category
1	Input	3	3.45	Very Good
	Mean of input aspect		**3.45**	**Very good**

Based on the table above, the input is in very good category. It means that the students also agreed that the developed materials in unit 2 were interesting and understandable for them.

Table 48: The Descriptive Statistic of Students' Response on the Activities of the Second Draft Materials in the Try-out of Unit 2

No	Aspect	Statements	Mean Value	Category
1	Activities	7	3.65	Very Good
2	Activities	12	3.40	Very Good
3	Activities	14	3.55	Very Good
Mean of activities aspect			**3.57**	**Very good**

The activities aspect falls into very good category. The data means the students liked the activities in unit 2. The activities helped them in speaking English and motivated them in learning English.

Table 49: The Descriptive Statistic of Students' Response on the Setting of the Second Draft Materials in the Try-out of Unit 2

No	Aspect	Statements	Mean Value	Category
1	Setting	8	3.45	Very Good
2	Setting	9	3.55	Very Good
3	Setting	10	3.25	Good
	Mean of setting aspect		**3.41**	**Very good**

The data in the table above shows that the setting aspect is in very good category. The students liked to do the instructions individually, in pairs and in a group.

Table 50: The Descriptive Statistic of Students' Response on the Instruction of the Second Draft Materials in the Try-out of Unit 2

No	Aspect	Statements	Mean Value	Category
1	Instruction	11	3.55	Very good
2	Instruction	13	3.45	Very good
	Mean of instruction aspect		**3.5**	**Very good**

The table shows that the instruction falls into very good category. It means that the students agreed that the teacher's instruction was understandable and quite clear to the students.

Table 51: The Descriptive Statistic of Students' Response on the Media of the Second Draft Materials in the Try-out of Unit 2

No	Aspect	Statements	Mean Value	Category
1	Media	15	3.55	Very good
2	Media	16	3.65	Very good
3	Media	17	3.55	Very good
4	Media	18	3.40	Good
5	Media	19	3.65	Very good
6	Media	20	3.60	Very good
	Mean of media aspect		**3.56**	**Very good**

The table above shows that the mean of media aspect is in very good category. The data shows that the students agreed that the media helped the students in learning English. The flannel pops was varied, interesting, colorful and easy to use. They were also related to the topic.

c. **Unit 3**

The evaluation of unit 3 would also be presented in the form of six aspects. They were goal, input, activities, instructions and media used. The detailed evaluation will be presented in the table below.

Table 52: The Descriptive Statistic of Students' Response on the Goal of the Second Draft Materials in the Try-out of Unit 3

No	Aspect	Statements	Mean Value	Category
1	Goal	1	3.27	Good
2	Goal	2	3.27	Good
3	Goal	4	3.50	Very good
4	Goal	5	3.60	Very good
5	Goal	6	3.45	Very good
Mean of goal aspect			**3.41**	**Very good**

Based on the table above, the goal aspect falls into very good category. The data means the students also agreed with the goal of the developed materials. The materials were appropriate for them. They helped them in mastering vocabulary, pronouncing words, motivating to speak.

Table 53: The Descriptive Statistic of Students' Response on the Input of the Second Draft Materials in the Try-out of Unit 3

No	Aspect	Statements	Mean Value	Category
1	Input	3	3.41	Very Good
	Mean of input aspect		**3.41**	**Very good**

Based on the table above, the input is in very good category. It means that the students agreed that the developed materials in unit 3 were interesting and understandable for them.

Table 54: The Descriptive Statistic of Students' Response on the Activities of the Second Draft Materials in the Try-out of Unit 3

No	Aspect	Statements	Mean Value	Category
1	Activities	7	3.73	Very Good
2	Activities	12	3.50	Very Good
3	Activities	14	3.64	Very Good
Mean of activities aspect			**3.62**	**Very good**

The activities aspect is also in very good category. It means that the students liked the activities in unit 3. The activities helped them in speaking English and motivated them in learning English.

Table 55: The Descriptive Statistic of Students' Response on the Setting of the Second Draft Materials in the Try-out of Unit 3

No	Aspect	Statements	Mean Value	Category
1	Setting	8	3.27	Good
2	Setting	9	3.68	Very Good
3	Setting	10	3.32	Good
Mean of setting aspect			**3.42**	**Very good**

The table shows that the setting aspect is in very good category. The data shows that the students liked to do the instructions individually, in pairs and in a group.

Table 56: The Descriptive Statistic of Students' Response on the Instruction of the Second Draft Materials in the Try-out of Unit 3

No	Aspect	Statements	Mean Value	Category
1	Instruction	11	3.36	Good
2	Instruction	13	3.50	Very good
	Mean of instruction aspect		**3.43**	**Very good**

The table above shows that the instruction is in very good category. The data means the students agreed that the teacher's instructions in unit 3 were understandable and quite clear to the students.

Table 57: The Descriptive Statistic of Students' Response on the Media of the Second Draft Materials in the Try-out of Unit 3

No	Aspect	Statements	Mean Value	Category
1	Media	15	3.45	Very good
2	Media	16	3.50	Very good
3	Media	17	3.64	Very good
4	Media	18	3.32	Good
5	Media	19	3.45	Very good
6	Media	20	3.68	Very good
	Mean of media aspect		**3.50**	**Very good**

The table shows that the mean of media aspect falls into very good category. It means that the students agreed that the media helped the students in learning English. The flannel pops were varied, interesting, colorful and easy to use. They were also related to the topic.

2) The students and the teacher's comment of the try-out of the second draft of the materials

Besides the result of the questionnaires, the students' interview result and the teacher's observation sheet were also used to evaluate the materials. In the interview, the researcher asked the students about the activities in the developed materials. Generally, they thought that the materials were interesting. They needed those materials to increase their ability in learning English. The observation sheet also used to evaluate the materials. The English teacher and the observer filled in the observation sheet during the implementation. They were analyzed from some aspects: goals, activity, input, teacher's role, learner's role and setting.

a) **Unit 1**

i. **Goals**

Unit 1 could achieve its goal to help the students practiced their listening and speaking skills. It means that the developed materials were relevant to the aim of English in Elementary School. The data can be seen in the interview transcript below.

R : *Secara keseluruhan, materi ini membantu meningkatkan kemampuan Bahasa Inggris kalian gak?* (In general, do you think these materials will help you to improve your English skills)
S1 : *Uhmm.. Ya iya, Mbak. Kita bisa melakukan instruksi.* (Yes. We can give instructions)
S2: *Iya Mbak.* (Yes.)

(Appendix /Interview Transcripts/Interview transcript unit 1, January 26th, 2013)

The data is emphasized by the result of observation from the English teacher and the observer below.

Table 58: The Teacher's and the Observer's Response on the Observation Sheet on the Goals of the Try-out Unit 1

| No | Statement | Number of Statement | Frequency | | Description |
			Yes	No	
1.	The developed materials help the students to understand new vocabulary.	3	20	3	-

ii. **Activity**

Most of the students liked the activities. Most of them did not feel bored during the lesson. They did the activity well. There was an activity that is difficult for them. It is activity 4. They were confused doing two instructions in the same

time. The data means that they agree with the most of the activities. The data can

be seen in the following interview transcript.

R: *Menurut kalian aktifitasnya menarik gak? Bagian mana yang kalian suka?* (Do you think the activities are interesting? What part?)

Ss: *Menarik Mbak.* (Yes, they are interesting)

S1: *Iya Mbak. Soalnya aktifitasnya banyak. Aku suka yang bagian menyanyi.* (Yes. The activities are varied. I like singing activity)

S3: *Aku suka yang bagian game Mbak.* (I like game activity.)

(Appendix /Interview Transcripts/Interview transcript unit 1, January 26th, 2013)

It is also supported with the following interview transcript.

R: *Kalian bosan tidak selama pelajaran tadi?* (Do you get bored during the lesson?)

 S1: *Tidak Mbak. Aku merhatiin terus kok, dan tidak bosan.* (No, I am not bored)

  S2 dan S3: *Aku juga gak Mbak.* (I am also not bored.)

(Appendix /Interview Transcripts/Interview transcript unit 1, January 26th, 2013)

The data is also supported with the following observation result from the

English teacher and the observer.

Table 59: The Teacher's Response on the Observation Sheet on the Activities of the Try-out Unit 1

No	Statement	Number of Statement	Frequency Yes	Frequency No	Description
1	The input and activities given are according to the topic.	7	7	23	-
2	The developed materials help them in responding the instructions from their teacher or their friends.	9	√		
3	In the presentation stage, the students get an exercise to do the next activity.	10	√	-	-

No	Statement	Number of Statement	Frequency Yes	Frequency No	Description
4	The developed materials can help the students in learning listening activities.	14	√	-	-
5	The developed materials can help the students in learning speaking activities.	15	√	-	-
6.	The observer opinion about the try-out of the developed materials.	B. 1	-	-	The try-out ran well. The students were enthusiastic during the try-out.
7.	The lack of the try-out of the developed materials	B. 2	-	-	The try-out of the developed materials ran well but there is a lack on the classroom management.

Table 60: The Observer's Response on the Observation Sheet on the Activities of the Try-out Unit 1

No	Statement	Number of Statement	Frequency Yes	Frequency No	Description
1	The input and activities given are according to the topic.	7	23	-	The input and activities are in line with the topic.
2	The developed materials help them in responding the instructions from their teacher or their friends.	9	√	-	They learned to give instructions.
3	In the presentation stage, the students get an exercise to do the next activity.	10	√	-	Yes.
4	The developed materials can help the students in learning listening activities.	14	√	-	-

No	Statement	Number of Statement	Frequency		Description
			Yes	No	
5	The developed materials can help the students in learning speaking activities.	15	√	-	-
6.	The observer opinion about the try-out of the developed materials.	B. 1	-	-	The try-out ran well.
7.	The lack of the try-out of the developed materials	B. 2	-	-	There is a lack on the presentation.

Based on the table above, the activities in unit 1 is quite good. They were in line with the topic. They also had enough presentation stage and lead the students in learning listening and speaking activities. The try out ran well although there was a lack on the classroom management and the presentation.

iii. Input

The students liked the input. The inputs were songs, performance and dialogue. They can understand the materials well. However, the activity 5 needed some explanation before. The data can be seen in the following interview transcript.

R: *Lalu, kalian mengerti tidak dengan materi yang Miss Erna berikan tadi?* (Do you understand with the materials?)

Ss: *Iya mengerti Mbak.* (Yes, we understand)

(Appendix /Interview Transcripts/Interview transcript unit 1, January 26th, 2013)

The data is emphasized by the following observation result.

Table 61: The Teacher's Response on the Observation Sheet on the Input of the Try-out Unit 1

No	Statement	Number of Statement	Frequency		Description
			Yes	No	
1.	The input and activities given are according to the topic.	7	23	-	-

Table 62: The Observer's Response on the Observation Sheet on the Input of the Try-out Unit 1

No	Statement	Number of Statement	Frequency		Description
			Yes	No	
1.	The input and activities given are according to the topic.	7	23	-	The input and activities are in line with the topic.

iv. Teacher's role

Teacher's role is related to the teacher's duty in the classroom. She acted as the manager and facilitator in delivering the developed materials. The teacher's instruction was clear and understandable. The data can be seen in the interview transcript below.

R: *Lalu apakah perintah – perintah yang Miss Erna gunakan cukup jelas*? (Do you think that I use clear instructions?)

S1: *Ya Mbak, cukup jelas. Aku tahu maksudnya kok*. (Yes, the instructions is quite clear. I understand the instructions)

S2 and S3: *Ya Mbak, jelas*. (Yes, It is clear.)

(Appendix /Interview Transcripts/Interview transcript unit 1, January 26th, 2013)

The data is in line with the following observation result.

**Table 63: The Teacher's Response on the Observation Sheet on the Teacher's
Role of the Try-out Unit 1**

No	Statement	Number of Statement	Frequency Yes	Frequency No	Description
1.	The teacher gives too much feedback to the students.	16	-	√	-
2.	The teacher gives a clear feedback.	17	√	-	-
3.	The teacher gives a clear instruction.	18	√	-	

**Table 64: The Observer's Response on the Observation Sheet on the
Teacher's Role of the Try-out Unit 1**

No	Statement	Number of Statement	Frequency Yes	Frequency No	Description
1.	The teacher gives too much feedback to the students.	16	-	√	-
2.	The teacher gives a clear feedback.	17	√	-	In the end of the lesson, the teacher reviewed the lesson and asked the difficulties.
3.	The teacher gives a clear instruction.	18	√	-	The teacher's instruction is understandable.

Based on the tables above, the teacher's role is quite good. She had done

her role. She gave clear instructions and feed back in the end of the lesson.

v. Learners' role

Learners' role is related to what the students' performance in the

classroom. The materials are suitable for the students because it can give them

motivation in learning English. Most of the students paid attention and did not feel

bored during the lesson. The data can be seen in the following interview

transcript.

R: *Kalian bosan tidak selama pelajaran tadi?* (Do you feel bored during the lesson?)
S1: *Tidak Mbak. Aku merhatiin terus kok, dan tidak bosan.* (No, I did not feel bored)
S2 dan S3: *Aku juga gak Mbak.* (I also do not feel bored.)

(Appendix /Interview Transcripts/Interview transcript unit 1, January 26th, 2013)

The students did the listening and speaking practice happily. They tried to

do the listening and speaking practice during the try-out enthusiastically. For

example, in the *listen and move* activity, the students did the whispering game. In

that game, the students practiced listening and speaking. They could do the

activity well.

In activity 6, the teacher asked the students to do whispering game. The teacher divided the class into two big groups. They made a line. The teacher whispered "*Take the crayons*" to the students in the last line in group 1 and "*Take the pencil*" to group two. Then, she whispered to the student in front of him. The student in the first line did the instruction. During the game, the students were very noisy. However, they were very enthusiastic. Then, the next instruction was *Put the ruler on the table!* for group one and *Put the eraser on the chair!* for group two. In the end of the game, they can do the activity such as the instruction.

Appendix E/ Field Note/ Field Note of the Try Out of Unit 1, January 26th, 2013)

The data is supported by the result of the observation from the English

teacher and the observer below.

Table 65: The Teacher's Response on the Observation Sheet on the Learner's Role of the Try-out Unit 1

No	Statement	Number of Statement	Frequency		Description
			Yes	No	
1.	The students pay attention to the developed materials carefully.	1	20	3	There were 3 students talked each other.
2.	The students are confidence when they did the activities.	2	15	8	Some of them were shy to do the activities in front of the class.
3.	The students are bored during the try out.	4	-	23	-
4.	The students do the activities based on the teacher's instruction.	5	20	3	-
5.	The students do the activity based on the allocated time.	6	18	5	Some students needs an extra time.
6.	The students understand the instruction in every activity.	8	23	-	The students can do every instruction.
7.	The students understand the instruction given by another student.	11	20	3	-
8.	The students do their role in every activity.	12	√	-	-
9.	The students use English in every activity.	13	15	8	Some students used Javanese.

Table 66: The Observer's Response on the Observation Sheet on the Learner's Role of the Try-out Unit 1

No	Statement	Number of Statement	Frequency		Description
			Yes	No	
1.	The students pay attention to the developed materials carefully.	1	20	3	Some students who sit in the back of the class did not pay attention. They talked each other.

No	Statement	Number of Statement	Frequency Yes	Frequency No	Description
2.	The students are confidence when they did the activities.	2	15	8	Some students were shy to answer the teacher's question or do the teacher's instruction.
3.	The students are bored during the try out.	4	-	23	Some students did not follow the lesson well (they made a noisy).
4.	The students do the activities based on the teacher's instruction.	5	20	3	The students could do the teacher's instruction.
5.	The students do the activity based on the allocated time.	6	18	5	Some students needed extra times.
6.	The students understand the instruction in every activity.	8	23	-	The students can do every instruction.
7.	The students understand the instruction given by another student.	11	20	3	-
8.	The students do their role in every activity.	12	√	-	-
9.	The students use English in every activity.	13	15	8	They tried to give instruction using English.

Based on the tables above, the students' role is quite good although not all of the students did. Some students talked each other and made a noisy. Then, they did not follow the lesson well. Some of them were also shy in doing the activities. They also tried to use English although some of them still used Javanese.

vi. Setting

The setting is related to the classroom organization. The class atmosphere was enjoyable. The students like doing the individual, pairs and group activities. The data also can be seen in the following interview transcript.

R: *Kalian suka dengan kerja secara individu, berpasangan atau berkelompok?* (Which one do you like, individual, in pairs or group activities?)
Ss: *Suka semuanya Mbak.Semuanya nyaman dilakukan.* (We like all of them.We enjoy all of them)

(Appendix /Interview Transcripts/Interview transcript unit 1, January 26th, 2013)

b) Unit 2

i. Goals

Unit 2 is aimed to help the students improve their English skills related to listening and speaking skills. The developed materials could achieve its goal. The data can be seen in the interview transcript below.

R: *Bagaimana materi di unit 2 tadi? Suka tidak?* (How do you feel after learning the materials? Do you like it?)
Ss: *Suka Mbak. Menarik. Apalagi ada flannel pop kaya minggu lalu.* (Yes, it was interesting. Moreover, there are flannel pop like the English learning a week ago.)
R : *Secara keseluruhan, materi ini membantu meningkatkan kemampuan Bahasa Inggris kalian gak?* (In general, do you think this materials will help you to improve your English skills)
S2 : *Uhmm.. Ya iya, Mbak. Kita bisa melakukan instruksi. Kali ini agak berbeda* (Yes. We can give instruction. This time, it is rather different.)
S1: *Iya Mbak.* (Yes.)

 (Appendix /Interview Transcripts/Interview transcript unit 2, February 2nd, 2013)

It was also supported by the result of the observation below.

**Table 67: The English Teacher's and the Observer's Response on the
Observation Sheet on the Goals of the Try-out Unit 2**

No	Statement	Number of Statement	Frequency		Description
			Yes	No	
	The developed materials help the students to understand new vocabulary.	3	20	-	-

ii. Activity

Most of the students liked the activities. They also did not get bored during the

lesson. They did the activity well. However, the *role play* activity was difficult. It

means that they agree with the activities. The data can be seen in the following

interview transcript.

R: *Menurut kalian aktifitasnya menarik gak? Bagian mana yang kalian suka?* (Do
you think the activities are interesting? What part?)
Ss: *Menarik Mbak*. (Yes, they are interesting)
S2: *Aku suka yang bagian game Mbak*. (I like game activity.)
R: *Oohh gitu, okay.. Trus ada gak bagian yang sulit dilakukan?* (Yes, are there
any difficult activities?)
S2: *Menurutku gak ada Mbak*. (No)
S3: Y*ang bagian praktek terakhir Mbak.* (I think the last activity is difficult).
S1: *Menurutku semua mudah kok Mbak*. (I think it is easy and I can do it).

(Appendix /Interview Transcripts/Interview transcript unit 2, February 2nd, 2013)

It is emphasized by the result of the observation below.

**Table 68: The Teacher's Response on the Observation Sheet on the Activities
of the Try-out Unit 2**

No	Statement	Number of Statement	Frequency		Description
			Yes	No	
1	The input and activities given are according to the topic.	7	√	-	-
2	The developed materials help them in responding the instructions from their teacher or friends.	9	√	-	-

No	Statement	Number of Statement	Frequency Yes	No	Description
3	In the presentation stage, the students get an exercise to do the next activity.	10	√	-	-
4	The developed materials can help the students in learning listening activities.	14	√	-	-
5	The developed materials can help the students in learning speaking activities.	15	√	-	-
6.	The observer opinion about the try-out of the developed materials.	B. 1	-	-	The try-out of the developed materials ran well. The students were enthusiastic and active during the try-out.
7.	The lack of the try-out of the developed materials	B. 2	-	-	The teacher's instruction might use more English. The students were not focus. The duration of the games was too long.

Table 69: The Observer's Response on the Observation Sheet on the Activities of the Try-Out Unit 2

No	Statement	Number of Statement	Frequency Yes	No	Description
1	The input and activities given are according to the topic.	7	√	-	-
2	The developed materials help them in responding the instructions from their teacher or their friends.	9	√	-	-
3	In the presentation stage, the students get an exercise to do the next activity.	10	√	-	-

No	Statement	Number of Statement	Frequency Yes	Frequency No	Description
4	The developed materials can help the students in learning listening activities.	14	√	-	-
5	The developed materials can help the students in learning speaking activities.	15	√	-	-
6.	The observer opinion about the try-out of the developed materials.	B. 1	-	-	The try-out ran well.
7.	The lack of the try-out of the developed materials	B. 2	-	-	-

Based on the tables above, the developed activities in Unit 2 is good since it is in line with the topic and the try-out ran well. The students were enthusiastic in doing the activities. However, some of them were not focused on the lesson.

iii. Input

The students liked the input. The inputs were songs, performance and dialogue. They can understand the materials well. However, there were no explanation about numbers. The data can be seen in the following interview transcript.

R: *Bagaimana tadi materi di unit 2 tadi? Suka tidak?* (How do you feel after learning the materials? Do you like it?)
Ss: *Suka Mbak. Menarik. Apalagi ada flannel pop kaya minggu lalu.* (Yes, it was interesting. Morover, there are flannel pop like the English learning a week ago.)
R: *Lalu, kalian mengerti tidak dengan materi yang Miss Erna berikan tadi?* (Do you understand with the materials?)
Ss: *Iya mengerti Mbak.* (Yes, we understand)

(Appendix /Interview Transcripts/Interview transcript unit 2, February 2nd, 2013)

The data is in line with the result of the observation below.

Table 70: The Teacher's and the Observer's Response on the Observation Sheet on the Input of the Try-out Unit 2

No	Statement	Number of Statement	Frequency		Description
			Yes	No	
1.	The input and activities given are according to the topic.	7	√	-	-

iv. Teacher's role

Teacher's role is related to the teacher's duty during the lesson. She acted as the manager and facilitator in delivering the developed materials. The teacher's instruction in unit 2 was clear and understandable. The data can be seen in the interview transcript below.

- -
R: *Lalu apakah perintah – perintah yang Miss Erna gunakan cukup jelas*? (Do you think that I use clear instructions?)
Ss: *Ya Mbak, cukup jelas.* (Yes, the instructions are quite clear.)
- -
(Appendix /Interview Transcripts/Interview transcript unit 2, February 2nd, 2013)

The data is emphasized with the result of the observation below.

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

No	Statement	Number of Statement	Frequency		Description
			Yes	No	
1.	The teacher gives too much feedback to the students.	16	-	√	-
2.	The teacher gives a clear feedback.	17	√	-	-
3.	The teacher gives a clear instruction.	18	√	-	-

v. Learners' role

Learners' role is related to what the students' duty in the classroom. The materials are suitable for the students because it can give them motivation in learning English. They paid attention and did not get bored during the lesson. The data can be seen in the following interview transcript.

- -
R: *Kalian bosan tidak selama pelajaran tadi?* (Do you feel bored during the lesson?)
S2: *Tidak Mbak. Aku senang dengan aktifitasnya.* (No, I like the activities.)
S1 dan S3: *Aku juga gak Mbak.* (I also do not feel bored.)
- -
(Appendix /Interview Transcripts/Interview transcript unit 2, February 2nd, 2013)

The students also practiced listening and speaking in this unit well. For example, when the teacher asked them to do the teacher's instruction in *Listen and do* activity, the students can respond to the instructions. Then, in *Let's practice* activity, the students can give the instruction and respond to the instruction in their group. The data shows that the students could practice listening and speaking used the developed materials. The data can be seen in the field note extract below.

- -
Then, in activity 5, the teacher asked the students to do the instructions individually. She gave the examples before. The students were interesting in doing the activity. The instructions were *Take three chairs!, Give me a blackboard!, Put the table on the floor!, Give him two windows!* and *Put the window beside the door!* They can respond to the teacher's instruction.
In activity 6, the teacher asked the students to practice the instructions in a group of five. There are five instructions should be done for every group. The instructions were *"take the windows, take the blackboard, put the door on the floor, give the chair to your friend, and put the table beside the chair"*. The students could do the activity but some groups didn't do the activity seriously.
- -
Appendix E/ Field Note/ Field Note of the Try Out of Unit 2/ February 2[nd] , 2013)

The data is supported by the result of the observation below.

Table 72: The Teacher's Response on the Observation Sheet on the Learner's Role of the Try-out Unit 2

No	Statement	Number of Statement	Frequency		Description
			Yes	No	
1.	The students pay attention to the developed materials carefully.	1	17	3	There were 3 students talked each other in the back of the classroom and did not concentrate on the lesson.
2.	The students are confidence when they did the activities.	2	10	10	Some of them were shy and were not confidence because they are fearful doing a mistake.
3.	The students are bored during the try out.	4	5	15	-
4.	The students do the activities based on the teacher's instruction.	5	18	2	-
5.	The students do the activity based on the allocated time.	6	15	5	-
6.	The students understand the instruction in every activity.	8	15	5	-
7.	The students understand the instruction given by another student.	11	15	5	-
8.	The students do their role in every activity.	12	√	-	-
9.	The students use English in every activity.	13	-	√	80 % students used English and Javanese.

Table 73: The Observer's Response on the Observation Sheet on the Learner's Role of the Try-out Unit 2

No	Statement	Number of Statement	Frequency		Description
			Yes	No	
1.	The students pay attention to the developed materials carefully.	1	17	3	Some students were noisy and did the same thing after the teacher remembered them.
2.	The students are confidence when they did the activities.	2	15	5	Some students were shy to do the activities.
3.	The students are bored during the try out.	4	5	15	Most of the students liked the activities but some of them were bored.
4.	The students do the activities based on the teacher's instruction.	5	18	2	-
5.	The students do the activity based on the allocated time.	6	15	5	-
6.	The students understand the instruction in every activity.	8	15	5	-
7.	The students understand the instruction given by another student.	11	15	5	-
8.	The students do their role in every activity.	12	√	-	-
9.	The students use English in every activity.	13	√	-	-

Based on the tables above, most of the students do their role. However, some of them still did not concentrate on the lesson and shy doing the activities. They are fearful doing some mistakes. Most of them enjoyed the lesson but some of them were bored.

vi. Setting

The setting related to the class environment. The class atmosphere was quiet and supported the teaching and learning process. The students liked doing the individual, pairs and group activities. The data also can be seen in the following interview transcript.

R: *Kalian suka dengan kerja secara individu, berpasangan atau berkelompok?* (Which one do you like, individual, in pairs or group activities?)
Ss: *Suka semuanya Mbak. Mudah kok.* (We like all of them. They are easy.)

(Appendix /Interview Transcripts/Interview transcript unit 2, February 2nd , 2013)

c) Unit 3

i. Goals

Unit 3 also could achieve its goal to help the students improve their English skills related to listening and speaking skills. It means that the developed materials were relevant to the aim of English in Elementary School. The data can be seen in the interview transcript below.

R: *Bagaimana tadi materi di unit 3 tadi? Suka tidak?* (How do you feel after learning the materials? Do you like it?)
Ss: *Suka Mbak. Menarik.* (Yes, it was interesting.
R : M*ateri ini membantu meningkatkan kemampuan Bahasa Inggris kalian gak?* (In general, do you think this materials help improve your English skills)
S3 : *Uhmm.. Ya iya, Mbak. Kita bisa melakukan instruksi. Kali ini tentang larangan* (Yes. We can give instruction. This time, it is about negative instructions.)
S1: *Iya Mbak.* (Yes.)

(Appendix /Interview Transcripts/Interview transcript unit 3, February 9th, 2013)

The data is emphasized by the result of the observation below.

**Table 74: The Teacher's and the Observer's Response on the Observation
Sheet on the Goals of the Try-Out Unit 3**

No	Statement	Number of Statement	Frequency		Description
			Yes	No	
	The developed materials help the students to understand new vocabulary.	3	15	7	-

ii. Activity

Most of the students liked the activities. They did not feel bored during the lesson. The students were confidence in doing the activity. The last activity, *role play*, was confusing. They needed the teacher's guidance to do the activity. It means that they agree with the most of the activities. The data can be seen in the following interview transcript.

R: *Menurut kalian aktifitasnya menarik gak? Bagian mana yang kalian suka?* (Do you think that the activities are interesting? What part?)
Ss: *Menarik Mbak.* (Yes, they are interesting)
S2: *Aku suka yang bagian game Mbak.* (I like game activity.)
R: *Kalian bosan tidak selama pelajaran tadi?* (Do you feel bored during the lesson?)
S1: *Tidak Mbak. Aku senang dengan aktifitasnya.* (No, I like the activities.)
S2: *Aku juga gak Mbak.* (I also do not feel bored.)

(Appendix /Interview Transcripts/Interview transcript unit 3, February 9th, 2013)

The data is supported by the result of the observation below.

**Table 75: The Teacher's Response on the Observation Sheet on the Activities
of the Try-out Unit 3**

No	Statement	Number of Statement	Frequency		Description
			Yes	No	
1	The input and activities given are according to the topic.	7	√	-	-

No	Statement	Number of Statement	Frequency Yes	Frequency No	Description
2	The developed materials help them in responding the instructions from their teacher or their friends.	9	√	-	-
3	In the presentation stage, the students get an exercise to do the next activity.	10	√	-	-
4	The developed materials can help the students in learning listening activities.	14	√	-	-
5	The developed materials can help the students in learning speaking activities.	15	√	-	-
6.	The observer opinion about the try-out of the developed materials.	B. 1	-	-	The developed materials were in line with KTSP. The try-out ran well and detailed.
7.	The lack of the try-out of the developed materials	B. 2	-	-	The materials were quite clear and supported by the media. However, some media had unfamiliar shape.

Table 76: The Observer's Response on the Observation Sheet on the Activities of the Try-out Unit 3

No	Statement	Number of Statement	Frequency Yes	Frequency No	Description
1	The input and activities given are according to the topic.	7	√	-	-
2	The developed materials help them in responding the instructions from their teacher or their friends.	9	√	-	-

No	Statement	Number of Statement	Frequency Yes	No	Description
3	In the presentation stage, the students get an exercise to do the next activity.	10	√	-	-
4	The developed materials can help the students in learning listening activities.	14	√	-	-
5	The developed materials can help the students in learning speaking activities.	15	√	-	-
6.	The observer opinion about the try-out of the developed materials.	B. 1	-	-	The try-out ran well.
7.	The lack of the try-out of the developed materials	B. 2	-	-	-

Based on the tables above, the activities in the try-out of unit 3 are well developed. They are in line with KTSP (*Kurikulum Tingkat Satuan Pendidikan*). The try-out of the developed activities also ran well.

iii. Input

The students liked the input. The inputs were songs, performance and dialogue. The input related to the topic. The students can understand the materials well. The data can be seen in the following interview transcript.

- -
R: *Lalu, kalian mengerti tidak dengan materi yang Miss Erna berikan tadi?* (Do you understand with the materials?)
Ss: *Iya mengerti Mbak*. (Yes, we understand)
- -
(Appendix /Interview Transcripts/Interview transcript unit 3, February 9th, 2013)

The data is emphasized by the result of the observation below.

Table 77: The Teacher's and the Observer's Response on the Observation Sheet on the Input of the Try-Out Unit 3

No	Statement	Number of Statement	Frequency		Description
			Yes	No	
1.	The input and activities given are according to the topic.	7	√	-	-

iv. Teacher's role

Teacher's role is related to the teacher's duty in the classroom. She acted as the manager and facilitator in delivering the developed materials. The teacher's instruction was clear and understandable. However, some students needed more attention from the teacher in practice some activities in front of the class. The data also can be seen in the interview transcript below.

R: *Lalu apakah perintah – perintah yang Miss Erna gunakan cukup jelas*? (Do you think that I use clear instructions?)
Ss: *Ya Mbak, cukup jelas.* (Yes, the instructions are quite clear.)
(Appendix /Interview Transcripts/Interview transcript unit 3, February 9th, 2013)

The data is supported by the result of the observation below.

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

No	Statement	Number of Statement	Frequency		Description
			Yes	No	
1.	The teacher gives too much feedback to the students.	16	-	√	-
2.	The teacher gives a clear feedback.	17	√	-	-
3.	The teacher gives a clear instruction.	18	√	-	

v. Learners' role

Learners' role is related to the students' performance in the classroom. The materials are suitable for the students because it can give them motivation in learning English. They paid attention and did not get bored during the lesson. 22 students paid attention during the lesson while one of them was not. The data can be seen in the following interview transcript.

R: *Kalian bosan tidak selama pelajaran tadi?* (Do you feel bored during the lesson?)

S1: *Tidak Mbak. Aku senang dengan aktifitasnya.* (No, I like the activities.)

S2: *Aku juga gak Mbak.* (I also do not feel bored.)

(Appendix /Interview Transcripts/Interview transcript unit 3, February 9th, 2013)

The students did the activities from activity 1 to the last activity well. They practiced negative instruction. In the *role play* activity, the students worked in pairs. One of them give the instruction and the second one respond to the instruction. With the teacher's guidance, they finally did the activity. The data can be seen in the field note extract below.

The last activity was role-play. The teacher asked the students to give and respond to the negative instructions in pairs. The first group still confused doing the activity. Then, the second group could do the activity well. The theacher guided them so they could finish the activity. The first student gave the negative instruction and the second one responded to the instruction.

Appendix E/ Field Note/ Field Note of the Try Out of Unit 3/ February 9[th], 2013)

The data is emphasized by the result of the observation below.

Table 79: The Teacher's Response on the Observation Sheet on the Learner's Role of the Try-out Unit 3

No	Statement	Number of Statement	Frequency		Description
			Yes	No	
1.	The students pay attention to the developed materials carefully.	1	22	1	A student was absent.
2.	The students are confidence when they did the activities.	2	15	7	-
3.	The students are bored during the try out.	4	4	18	-
4.	The students do the activities based on the teacher's instruction.	5	22	-	-
5.	The students do the activity based on the allocated time.	6	12	10	-
6.	The students understand the instruction in every activity.	8	√	-	Some students needed guidance from the teacher.
7.	The students understand the instruction given by another student.	11	12	10	The students understood the information given although they needed guidance from the teacher.
8.	The students do their role in every activity.	12	√	-	-
9.	The students use English in every activity.	13	11	11	The students tried to use English.

**Table 80: The Observer's Response on the Observation Sheet on the
Learner's Role of the Try-Out Unit 3**

No	Statement	Number of Statement	Frequency Yes	Frequency No	Description
1.	The students pay attention to the developed materials carefully.	1	22	-	The students were not too noisy.
2.	The students are confidence when they did the activities.	2	18	4	Most of the students were confidence.
3.	The students are bored during the try out.	4	4	18	Some students still did not enjoy the lesson.
4.	The students do the activities based on the teacher's instruction.	5	22	-	-
5.	The students do the activity based on the allocated time.	6	12	10	-
6.	The students understand the instruction in every activity.	8	√	-	Some students still needed guidance from the teacher.
7.	The students understand the instruction given by another student.	11	12	10	The students understood their friends' instruction.
8.	The students do their role in every activity.	12	√	-	-
9.	The students use English in every activity.	13	12	10	The use of English should be increased.

Based on the tables above, the students do their roles. They paid attention to the lesson and were not too noisy. They also tried to use more English. They did the teacher's instruction and enjoyed the lesson. However, some of them still did not enjoy the lesson and needed guidance.

vi. Setting

The setting is related to the class environment. The class atmosphere supported the teaching and learning process. The students like doing the individual, pairs and group activities. The data also can be seen in the following interview transcript.

```
---------------------------------------------------------
R: Kalian suka dengan kerja secara individu, berpasangan atau berkelompok?
(Which one do you like, individual, in pairs or group activities?)
Ss: Suka semuanya Mbak. (We like all of them.)
---------------------------------------------------------
```

(Appendix /Interview Transcripts/Interview transcript unit 3, February 9th, 2013)

3) The Conclusion of the Evaluation of the Second Draft of the Materials

According to descriptive statistics on the students' response in the evaluation questionnaire and the students' and the observers' comments on the try-out of the second draft of the materials, the developed materials could be seen whether they were effective or not. The data can be seen in the table below.

Table 81: The Effectiveness of the Second Draft of the Materials in the Evaluation of the Try-Out of Unit 1

No	Aspect	Students' Response	Interview	Observation	Effectiveness
1	Goal	Mean score: 3.56 Very Good Category	The materials achieved its goal.	Most of students achieved the goal.	Effective
2	Activity	Mean score: 3.57 Very Good Category	The activities were interesting. The students were not bored.	The activities based on the topic. The listening and speaking activities were enough. The presentation was lack.	Effective (need some revisions)

				The instruction in the activity 4 was confusing.	
3	Input	Mean score: 3.43 Very Good Category	The inputs were interesting.	The input was in line with the topic.	Effective
4	Teacher's Role	Mean score: 3.26 Good Category	The teacher was as the manager and the facilitator.	The teacher gave feedback and clear instructions. The teacher asked the difficulties	Effective
5	Learner's Role	-	The students paid attention. They were not bored.	3 students talked each other. Most of the students were confidence in doing the activities. The students did the activity well according to the instruction and time.	Effective
6	Setting	Mean score: 3.17 Good Category	The students enjoyed the individual, pairs and group activities,	-	Effective
7	Media	Mean score: 3.47 Very Good Category	-	-	Effective

The analysis of the evaluation of the try-out of unit 2 can be seen in the table below.

Table 82: The Effectiveness of the Second Draft of the Materials in the Evaluation of the Try-Out of Unit 2

No	Aspect	Students' Response	Interview	Observation	Effectiveness
1	Goal	Mean score: 3.56 Very Good Category	The materials could give listening and speaking practices.	Most of students achieved the goal to understand new vocabulary.	Effective
2	Activity	Mean score: 3.57 Very Good Category	The students liked the activities. The students did the activity well.	The activities based on the topic. The students can respond to their friends' instruction. They were enthusiastic. The listening and speaking practices were enough. There was no any presentation about number. The role play activity was difficult.	Effective (need some revisions)
3	Input	Mean score: 3.45 Very Good Category	The students liked the inputs.	The input was in line with the topic.	Effective
4	Teacher's Role	Mean score: 3.50 Very Good	The teacher did her duty as the manager and the facilitator. The teacher's	The teacher gave feedback and clear instructions.	Effective

		Category	instruction was clear and understandable.		
5	Learner's Role	-	The students motivated by the developed materials. They were not bored and paid attention.	3 students did not concentrate on the lesson. A half of them were confidence in doing the activities. The students did the activity well according to the instructions and time.	Effective
6	Setting	Mean score: 3.41 Very Good Category	The students liked doing the individual, pairs and group activities,	-	Effective
7	Media	Mean score: 3.56 Very Good Category	-	-	Effective

Then, the analysis of the evaluation of the try-out of unit 3 can be seen in

the table below.

Table 83: The Effectiveness of the Second Draft of the Materials in the Evaluation of the Try-Out of Unit 3

No	Aspect	Students' Response	Interview	Observation	Effectiveness
1	Goal	Mean score: 3.41 Very Good Category	The materials could achieve its goal to give listening and speaking practices.	Most of students achieved the goal to understand new vocabulary.	Effective

No	Aspect	Students' Response	Interview	Observation	Effectiveness
2	Activity	Mean score: 3.62 Very Good Category	Most of the students liked the activities. The students were confidence in doing the activity.	The activities based on the topic. The students can respond to their friends' instruction. The listening and speaking practices were enough. The developed activities based on KTSP. The activities supported by the media. There was no explanation about color. The students were confused in the role play activity.	Effective (need some revisions)
3	Input	Mean score: 3.41 Very Good Category	The students liked and understood the inputs.	The input was in line with the topic.	Effective
4	Teacher's Role	Mean score: 3.43 Very Good Category	The teacher did her duty as the manager and the facilitator. The teacher's instruction was clear.	The teacher gave feedback and clear instructions.	Effective
5	Learner's Role	-	The students enjoyed the developed materials. They were not bored and paid attention.	All of the students paid attention on the lesson. Most of them were confidence in doing the	Effective

			activities. The students did the activity well according to the instructions and time. They tried to use English.		
6	Setting	Mean score: 3.42 Very Good Category	The students liked doing the individual, pairs and group activities,	-	Effective
7	Media	Mean score: 3.50 Very Good Category	-	-	Effective

c. The Revision of the Second Draft of the Materials

After distributing the questionnaires, the researcher had an interview to the students and asked the English teacher to fill in the observation sheet. Based on the data collected, there were only some revisions. Those revisions were given in order to make the final draft. The table of the revision can be seen in the following table.

Table 84: The General Revision of the Second Draft of the Materials

Unit	Activity	Feedback	Improvement
1	• Activity 1 • Activity 2 • Activity 3 • Activity 4 • Activity 5	• No feedback • No feedback • No feedback • The students were confused when given two positive instructions. • The students do not know well about preposition.	• No improvement • No improvement • No improvement • The two instructions were parted. • The preposition material was added before doing the activities.

	• Activity 6	• No feedback	• No improvement
	• Activity 7	• No feedback	• No improvement
2	• Activity 1	• No feedback	• No improvement
	• Activity 2	• No feedback	• No improvement
	• Activity 3	• Some students did not know about number.	• The explanation about number was added.
	• Activity 4	• No feedback	• No improvement
	• Activity 5	• No feedback	• No improvement
	• Activity 6	• No feedback	• No improvement
	• Activity 7	• The students were confused how to give instructions in pairs.	• Some clues were added to help them in doing the activity.
3	• Activity 1	• No feedback	• No improvement
	• Activity 2	• No feedback	• No improvement
	• Activity 3	• There was no explanation about color.	• The explanation about color was added.
	• Activity 4	• No feedback	• No improvement
	• Activity 5	• No feedback	• No improvement
	• Activity 6	• The students were also confused on how to give instructions in pairs.	• Some clues were added.

d. Writing The Final Draft of the Materials

The final draft of the materials was developed after the revision of the second draft of the materials. It was the product of this thesis. The final draft of the developed materials consisted of three units. Every unit covered two integrated skills, listening and speaking. There were seven activities in every unit, except unit 3 that consisted of six units. The final draft can be seen in the appendix and the outline of the final draft can be seen in the table below.

Table 82: The Outline of the Final Draft of the Materials

Unit	Title	Activities
1	Where is My Pencil?	*1. Listen and sing*
		2. Listen and repeat
		3. Listen and choose
		4. Listen and do
		5. Listen and perform action
		6. Listen and move
		7. Role Play
2	My Classroom	*1. Listen and sing*
		2. Listen and repeat
		3. Let's count
		4. Let's play game
		5. Listen and do
		6. Let's practice
		7. Role Play
3	My Clothes	*1. Listen and repeat*
		2. Listen and choose
		3. Look, listen and repeat
		4. Let's speak up
		5. Let's play whispering game
		6. Role Play

B. Discussion

The needs analysis was done in the early stage of the process of developing the material. Learner needs and learning needs were collected using the needs analysis questionnaire. The information collected from the students and the teacher was used to design the material. In the process of designing materials, the principles of ESP and materials development were applied.

After the results of need analysis had been identified, the next step was writing course grid. Course grid was made based on the result of need analysis, standard competences and the basic competences. It was used for guiding the

materials development. Three basic competences for listening and a basic competence for speaking were developed to three units. Each unit consists of 6 to 7 activities which are developed based on PPP techniques.

The first draft of the material was evaluated by the lecturer and English teachers by distributing the questionnaires. The result of the evaluation then used to revise the material. The revised material (the second draft) then implemented to grade four students of SD Negeri Margosari in three meetings. The interview was done for the students and an observation done for the English teacher.

Based on the result of the analysis of the data obtained from the questionnaires, interview and observation during the implementation, it was found that the respondent agree with the developed materials. The Flannel Pop – based English learning materials were easy to use by the teacher because it also completed by the teacher's guide to help the teacher in conducting the materials.

The fourth grade students of SD Negeri Margosari also understood the developed activities. However, there were some activities that needed to be revised. Some of them were still confused in doing those activities. It was because of unclear instructions or unordered presentation. After some revision, the final draft of Flannel Pop – based English learning materials was completed.

The fourth grade students liked the flannel pop-based English learning materials. They were also suitable with the students' need. The materials had met the criteria of a good material. Those were goal, input, activity, teacher's role, learners' role and setting. The criteria of good materials that achieved can be seen in the following descriptions.

1.) Goals

The goal of the English teaching learning process in Elementary School was to prepare the students in communication in class activities, school and environment using common language. In the developed materials, the goal were to improve listening and speaking skills.

Based on the result of the data collection, the goals of listening and speaking have been achieved. It was showed from the interview that the students could improve their listening and speaking ability after learning the materials.

2.) Activities

The developed materials consisted of seven activities in each unit, except in unit three that were consisted of six units. Those were arranged based on PPP techniques (Presentation, Practice and Production).

The students liked the activities because the activities were varied and interesting for them. They enjoyed the activities which used the flannel pops.

3.) Input

There were some inputs of the developed materials. They are song, performance and dialogue. It can be concluded that the students liked the inputs. They were interesting for them so they could easily understand the material.

4.) Teacher's role

The teacher's role related to the teacher's duty in the teaching and learning processes. The teacher acted as instructor, manager and the facilitator of the class.

By using the developed materials, the teacher was given the opportunity to do her duties. From the implementation, it can be concluded that the teacher had given the instructions clearly and managed the class well.

5.) Learner's role

The students were happy during the lesson. They enjoyed the activities and did not get bored. The materials gave them a chance to show their ability in listening and speaking. The developed materials were suitable for them because it is relevant with the students' needs. The students actively participated in the teaching and learning process so they can improve their skills.

6.) Setting

The developed materials gave the opportunity to the students to do the activity individually, in pairs and in group. They did not only practice their own skill, but also learn to respect others. The students could also compete with their friends. The class environment was quite enjoyable for them so they could follow the lesson well. The students would not be bored in learning English.

7.) Lay out

The layout of the developed materials was good and interesting. It can be concluded from the data collection. The English teacher likes the flannel pop based activities.

From the research findings, it was shown that the materials were well-developed. It can be seen from the mean value of each item of questionnaire of the students' responses on the effectiveness of the materials. 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.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, SUGGESTIONS

A. Conclusions

The research was aimed at developing flannel pop-based English learning activities for teaching listening and speaking at grade four students of SD N Margosari. Further, the product of the research can be used in the teaching and learning process.

1. The design of the flannel pop-based English learning activities for teaching listening and speaking at grade four students of SD N Margosari

The following descriptions answer the formulation of the problem on how is flannel pop − based English learning activities for teaching listening and speaking at grade four of SD N Margosari look like. The developed materials consist of three units.

The three units of developed materials has different topics. Every unit consists of two integrated skills, listening and speaking. The activity of every unit is named "activity". The topic of unit 1 is *Stationary* that consists of 7 activities. Unit 2 is *Things in The Classroom* that also consists of 7 activities. Unit 3 is *Clothes* that consist of 6 activities. Those activities are developed based on some steps in PPP technique (Presentation, Practice and Production).

The materials were developed based on the students' needs, standard of competence and basic competence. They are used as the guidance in developing

the materials. The developed materials are also completed by the teacher's guide to help the teacher in conducting the flannel pop-based English learning materials.

2. The characteristics of good flannel pop-based English learning activities for teaching listening and speaking at grade four students of SD N Margosari

The developed materials have completed the characteristics of the good materials in the form of goal, activity, input, teacher's role, learner's role and setting. The further discussion can be seen in the following descriptions.

8.) Goals

The goal of the Flannel Pop – based English learning activities was to improve listening and speaking skills. Based on the result of the data collection, the goals of listening and speaking have been achieved. It is showed from the interview that the students could improve their listening and speaking ability after learned the materials.

9.) Activities

The developed activities in Flannel Pop – based English learning materials was appropriate for the students. The varied and interesting activities make the students interested with the materials. They can enjoy the activities which used the flannel pops. The activities are also suitable for them because it is relevant with the students' needs.

10.) Input

The inputs in the developed materials are song, performance and dialogue. The students are interested with the inputs since the students can easily understand the materials after get the input.

11.) Teacher's role

The developed materials help the teacher to do their duty as instructor, manager and the facilitator of the class. By using the developed materials, the teacher can give the instructions clearly and managed the class well.

12.) Learner's role

Flannel Pop – based English learning materials also help the students to do their role. The students actively participate in the teaching and learning process. The materials gave them a chance to show their ability in listening and speaking. They enjoy the class and do not get bored.

13.) Setting

Flannel Pop – based English learning materials is successful to create a supporting environment for them. It gives them an opportunity to do the activity individually, in pairs and in group. In a group, they learn to respect others. The students could also compete positively with their friends. The class environment is quite enjoyable for them so they can follow the lesson well.

14.) Lay out

The layout of the developed materials is good and interesting. It can be seen from the data collection that the English teacher likes the design of the Flannel Pop - based English learning materials.

From those descriptions, the developed materials have achieved its goal, activities, input, teacher's role, learner's role, setting, and lay out. So, it can be concluded that Flannel Pop – based English learning materials have completed the criteria of good materials.

B. Implications

Three implications can be drawn following the result of the research. The first is related to the process of developing flannel pop – based materials. The findings show that the procedures of developing materials are very important to be followed by the writer in order to developed good materials. The needs of the learner and their characteristics play crucial roles in developing flannel pop – based materials.

Related to the evaluation of the materials, the implementation of the materials is very important. Based on the implementation, the students and the teacher give feedback that can be used to revise the materials. By conducting the implementation, the researcher can also see whether the students could cope with the materials or not.

Second, the flannel pop based English learning activities materials are developed based on the needs of the fourth grade students of SD N Margosari. After conducting the implementation, the materials are to be regarded to be appropriate and interesting for the students. The implication of this fact is that the developed materials can also be used for grade four students in other Elementary School.

Third, the research findings show that the respondents agree with the materials. The flannel pop – based English learning materials have met characteristic of good materials. It means that the developed flannel pop – based materials are appropriate for the students. It implies that if the teacher wants to develop good materials, they should meet the characteristics.

C. Suggestions

Related to the conclusion and the implication above, there were some suggestions for the English teachers, the students of English Education Department, the principal of SD Negeri Margosari, the government and other researchers. The suggestions will be presented as follow:

1. The English Teachers

The result of this research is expected to be useful for the English teachers in Elementary School to give appropriate materials to the students such as Flannel Pop – based English learning activities materials.

2. The Principal of SD Negeri Margosari

The principal of SD Negeri Margosari is expected to facilitate and support the English teacher in developing the appropriate materials for the students.

3. The Students of English Education Department

The researcher expects that the students of English Education Department interested in developing English learning materials for children.

4. The Material Developers

The researcher expects that the material developers have to pay attention to the specific details of English teaching and learning process in Elementary school before conducting a research in materials development.

5. The Local Government

The local government is expected to give a seminar, training or module on how to choose and develop the appropriate materials for children.

6. The Other Researchers

The researcher expects that the other researcher pay attention to the theories in developing English learning materials for children because they have different characteristic than adults.

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