

**DEVELOPING ENGLISH LEARNING MATERIALS FOR
KINDERGARTEN BASED ON THE CONCEPT OF
*LEARNING TO LEARN***

A Thesis

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



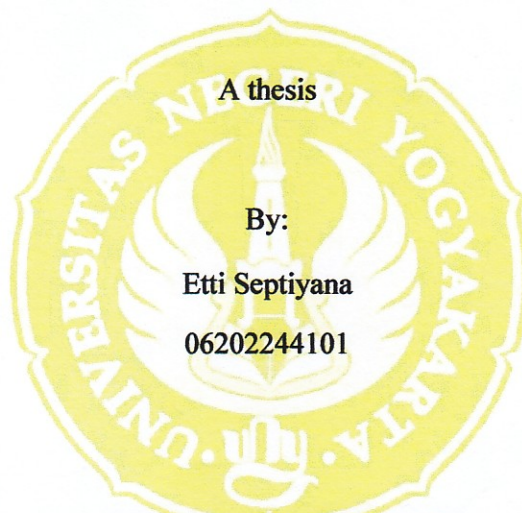
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FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY**

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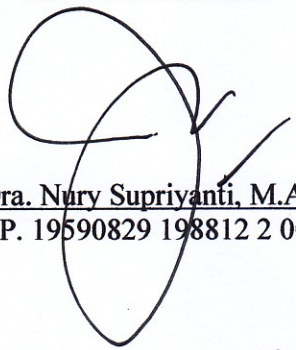
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*LEARNING TO LEARN***



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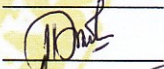
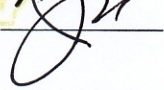
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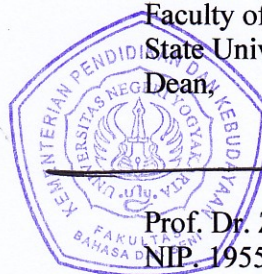
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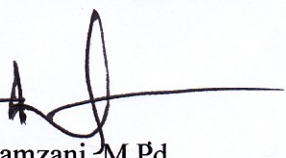
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MOTTOS

"Barang siapa memperbanyak istigfar, niscaya Allah melegakan tiap-tiap kesusahannya, melepaskan tiap-tiap kesempitan mereka, dan memberinya rizki secara tak terduga." (HR. Abu Dawud)

*"And whatever you have of favor-it is from Allah. Then when adversity touches you, to Him you cry for help."
(Q.S. An Nahl:53)*

*"Is He [not best] who responds to the desperate one when he calls upon Him and removes evil and makes you inheritors of the earth? Is there a deity with Allah? Little do you remember.
(Q.S. An Naml:62)*

"Don't ever let someone tell you that you can't do something. Not even me. You got a dream, you gotta protect it. When people can't do something themselves, they're gonna tell you that you can't do it. You want something, go get it. Period."

-Will Smith (The Pursuit of Happiness, film)

DEDICATIONS

This thesis is dedicated to:

- + Allah SWT, the Lord of the universe, who belongs all the hearts.
- + My beloved parents for the patience and support.
- + My beloved brothers and my boyfriend, for the support, pray, and love.
- + My uncles, aunts, and for the support.
- + All of my friends for love, share, support, and laugh.
- + All kindergarten teachers in TK ABA Condongcatur Yogyakarta, for the chance to learn and experience in teaching English for young learners.

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Finally, I realize that this thesis is far from being perfect. However, I expect that it gives contribution to the improvement of the English teaching and learning process especially for young learners.

Yogyakarta,

Etti Septiyana

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ABSTRACT

This research aimed at Developing English Learning Materials for Kindergarten Based on the Concept of *Learning to Learn*. The materials were developed based on the teacher's and children's needs. The materials were based on the characteristics of the *Learning to Learn* strategies.

This research was classified into Research and Development. The subjects were the children of class A of TK ABA Condongcatur Yogyakarta. The procedure in this research was as followed: collecting research and information/ a need survey and a need analysis, planning, writing the course grid, developing the materials, evaluating the first draft, trying out the materials, evaluating the second draft, revising and writing the final draft of the materials. The instruments of this research were observations, interview guidelines, and questionnaires. The quantitative data from the questionnaires were analyzed by using Central Tendency measure. Meanwhile, the qualitative data from the interview were analyzed through interpretational analysis technique.

English Learning Materials for Kindergarten Based on the Concept of *Learning to Learn* were held in TK ABA Condongcatur Yogyakarta for the children of class A1 and A2. The materials which were incorporated with *Learning to Learn* aspects aimed to stimulate the children's awareness of their English language learning. The aspects that were developed in these materials were 'methodology preparation', 'self-awareness', 'teacher-led session', and 'self-assessment'. The developed materials consisted of teacher's guide and materials. The developed materials consisted of four units. There were *Let's Go to Gembira Loka Zoo*, *My English Teacher*, *Where Are You Going?*, and *Hi, How Are You Today?*. They were developed based on the teacher's and children's needs and the *Learning to Learn* characteristics. From the result of interviews and questionnaires, it could be concluded that the materials appropriated for the children and the teacher's guide appropriated for the teacher. However, based on the characteristics of *Learning to Learn* strategies and the teacher's and children's needs, the developed materials were as follows: (1) the input of the materials should be related to the children's daily life, (2) the materials should be colorful, simple, and attractive, (3) the teacher's expressions in the material should simple and clear, (4) the materials should have patterns and routines, (5) the activities in the materials should stimulate the children's awareness of their English language learning.

Keyword: *Learning to Learn*, teacher's guide, methodology preparation, self-awareness, teacher-led sessions, self-assessment

CHAPTER I

INTRODUCTION

A. Background of the Problem

Currently, there are many kindergartens in Indonesia which provide English as one of their extracurricular subjects. Many teachers, parents, and the stakeholders in Indonesia believe that learning foreign language at the early age is beneficial. Many parents start to take their children in international school, an Indonesian school which provides English as its daily language, with expectation that their children will get better education than in conventional schools. Brewster et al. (2002:1) mentioned that governments and private schools over the world have decided to introduce English at primary level, because there is a strong 'folk' belief, a sort of 'act of faith', that young children learn languages better and more easily than older children.

The aim of early foreign language learning is to prepare children linguistically, psychologically, and culturally for language learning (BOEN 1989 in Brewster et al. 2002:5). In a kindergarten the children start to learn *Bahasa Indonesia* as L1 and English as a foreign language at the same time. It is expected that children will get the long-term effects of learning languages. Kubanek-German (1998:194 in Brewster et al. 2002:6) states an example of the long-term effects of learning a foreign language is that secondary students who had started learning English in the primary school had slight advantage in

reading, writing, and listening. In accordance with that, Brewster et al. also give more examples that in Italy, primary foreign language learners were found to be more aware of structure of their L1 than others who had not studied a foreign language and had developed greater 'language awareness' (Brewster et al. 2002, p:6). From those examples the researcher concludes that the benefit of giving English as a foreign language for kindergarten children will give them the long-term opportunity of learning language which will help them understanding language in the further education.

Teaching English as a foreign language for children in a kindergarten is different from teaching it to adults. The English teachers need to provide themselves about the knowledge of children's characteristics, physical, emotional, cognitive, and how children learn and think beside the English materials. By mastering the children's characteristics the English teachers who teach a foreign language can design the materials that are appropriate to the children.

In developing the learning language strategies to the children, it is believed that learning language is not simply teaching a list of vocabularies and doing some tasks. English in kindergarten has its own challenges. The English teacher not only needs to stimulate the children's language skills but also needs to raise the children behavior to be a good language learner. One of the teacher's responsibilities is to teach how to learn English to children. This term is called as *Learning to Learn*.

Learning to Learn or learning how to learn is still a new terminology in our language teaching-learning strategies. *Learning to Learn* is to begin to raise the children's awareness of various factors that influence their language learning and to give them some time and space to start to think for themselves (Pinter 2010:99). *Learning to Learn* is developing the **metacognitive** of the learners, in this case, kindergarten children (Brewster et al. 2002:53). **Metacognitive** is different with cognitive. **Cognitive** develops the literacy skills like reading and writing. Cameron (2005:123) mentions that literacy in the idea of reading and writing as language use for expressing and sharing meaning between people is both social and cognitive. Furthermore, Cameron (2005:123) also explains literacy from the social point of view is provided the people with opportunities to share meanings across space and time. Then the literacy from cognitive point of view is required that individuals use specific skills and knowledge about how the written language operates in processing text. On the other hand, **metacognitive** is concerned with how children learn to think, plan, and remember (Brewster et al. 2002:31). O'Malley et al (1985:24 in Brewster 2002:55) state that 'Students without **metacognitive** approaches are essentially learners without directions and ability to review their progress, accomplishments and future learning directions'.

Learning to Learn is very important to the teacher to teach it to the children. As Pinter (2010 p.99) suggests that *Learning to Learn* needs to start as early as possible. Because it aims to gradually lead pupils to a conscious development of their own learning strategies and awareness of how they learn,

so they can become more effective and independent learners (Brewster 2002:53). Taking into account about the reasons, the researcher realizes that children still have limitation in learning English, that are not able to read and write yet, but *Learning to Learn* is important to be taught to the children. So the English teacher should teach English incorporated by *Learning to Learn* by modeling the aspects of *Learning to Learn*. The researcher expects that the children can gradually take on more application of *Learning to Learn* aspects after they are having attention regularly the way the teacher brings them to learn English.

B. Identification of the Problem

Based on the observation in TK ABA Condongcatur, the environment of the classrooms is very conducive for teaching and learning process. Each classroom has many spots that support the teaching-learning process. It is appropriate with the regulation from the educational ministry concerning with the requirements of kindergarten classroom. In kindergarten classroom there must be some activity spots to support the children learning. The first is a family spot. This spot displays some media and realia related to the environment in a family such as a table, a chair, kitchen tools, bed, mirror, dolls and etc. The second is a science spot. This spot displays some realia like an aquarium with fish in there, seed, the plant growth, sea shells, and many others. The third is a building spot. This spot displays the building blocks and cubes which are used to stimulate the children's spatial intelligence. The fourth is a

culture spot. This spot displays some traditional music instruments, bookshelf, folklore book (like fable and legend stories), colors, and many others. The last spot is a religion spot. This spot displays some prayer houses available in Indonesia like a mosque, a church, and a temple for Hindus and a *vihara* for Buddhist. This spot aims to introduce the children about religions that exist in Indonesia and to stimulate their tolerance in dealing with the differences in their social life (*Pedoman Pembelajaran di Taman Kanak-kanak:2005*).

In every class, there are about 25-27 children with two teachers. To manage the class the teacher divides the children's seat into three big groups. It helps the children also the teacher in the teaching and learning process to be more effective. Some of the children are very active but some others are silent. Most of the children still have an ego in which they are not willing to help or share with others. The others are not willing to show up and explore because of they are shy and not brave enough.

All those condition seem as common as the others kindergarten. But there are some problems that the researcher concern. Related to the teaching-learning process, English is a new subject in this kindergarten. English subject is given once a week. This makes sense that this subject aims to introduce the children about a foreign language that they will deal with in the further education. Then, most of the class teachers are less confident in giving English exposure to the children. It is because they are afraid of making mistake in pronouncing words in English. In the other hand, the children are very excited having English class. They always show their interested in learning English

during the lesson. Because of that, the headmaster hires an English teacher from an English course in Yogyakarta. The English teacher is able to teach English, but she finds some difficulty when catching the children's attention. It may be caused that she has not knowledge of teaching English to young learners.

So by developing English learning materials for kindergarten based on the concept of *Learning to Learn*, the researcher tries to help the class teachers and the English teacher to be a role-model in delivering English subject and can stimulate their children's awareness of their learning so they will be more interested and motivated in learning English and other subjects.

C. Limitation of the Problem

There are many problems that found in the teaching and learning English in the classroom. They are related to the English teacher, the class teachers, the materials, and the method that is used by the English teacher.

Because of the time limit and knowledge of the researcher, she decides to focus on the developing English learning materials for kindergarten teacher based on the concept of *Learning to Learn* aspects. She only takes class A1 and A2 at TK ABA Condongcatur Yogyakarta as the subject of the study. These classes were chosen by the headmaster.

D. Formulation of the Problem

Based on the background of the study, identification of the problem, and limitation of the problem presented above, the research problems are formulated as follows:

1. How are the English learning materials for kindergarten based on the concept of *Learning to Learn* designed?
2. What are the characteristics of English learning materials for kindergarten based on the concept of *Learning to Learn*?

E. Objectives of the Research

In line with the formulation of the problem mentioned above, the objectives of the study are as follows:

1. To design the English learning materials for kindergarten based on the concept of *Learning to Learn* in TK ABA Condongcatur Yogyakarta.
2. To find out the Characteristics of English learning materials for kindergarten based on the concept of *Learning to Learn* in TK ABA Condongcatur Yogyakarta.

F. Significance of the Research

It is expected that the result of this research can give contribution in teaching English in kindergarten which stimulate both cognitive and metacognitive aspects for the children, teachers, researcher, parents, English

Education Department of Yogyakarta State University, and everyone who care
of children education.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. The Characteristics of Kindergarten Children

When parents enroll their children to kindergarten, it is a new experience for them. They go to school for the first time. This is the transition phase from home to school. From this condition, many of them need special treatment to make them ready to learn in the school. It is because the way the children learn at home is different from school.

In kindergartens there are two basic development of teaching-learning process. The first is to be accustomed to the daily routines and the second is basic competency (*Pedoman Pembelajaran di Taman Kanak-kanak*, 2005:3). In developing the children, to be accustomed to the daily routines means that the teaching-learning in kindergarten must cover the daily activities that repeated regularly to make the children have a good habit of their life. There are some ways to develop this basic developing as propose by *Pedoman Pembelajaran di Taman Kanak-kanak*. There are namely 'daily routines', 'spontaneous activities', 'giving a good role-model', and 'programmed activities' (*Pedoman Pembelajaran di Taman Kanak-kanak*, 2005:3-4). Moreover, the second is developing the basic competency. It includes developing the children language, cognitive, psychomotor, and arts. Those are generally the target learning in kindergarten.

Children have unique characteristics which are widely different with adults. They tend to get bored easily to the play or activity that to them are boring or difficult (Brown 2001:88). In contrast, they are easily attracted by something that it is new for them.

According to Reilly and Ward (2002:6-7), there are some characteristics of pre-school children that the teacher must concern. Each of these is:

a. Individual attention

Many children are always trying to attract the teacher's attention. Some of them may clamber on to the teacher's knee, telling their story all the time, and holding the teacher's hand. But it is a good opportunity to give them individual attention when they do drawing or coloring. The teacher can go around and talk about what they are doing. It often makes the children say what they are worrying at.

b. Attention span

Some of children may be wandering when the teacher is telling a story or playing a game. It does not mean they are not following what is going on. It might be because the children see the toy or something that attracts them before the teacher starts the activity and then they feel that it is the opportunity for them to do with that when the teacher tells a story. It is very difficult to keep the whole children attracted what the teacher's do. Reilly and Ward (2006:6-7) suggest that it is a good idea to make a note of the things they really enjoy and which you know will get the attention to the whole group.

c. The 'silent period'

Some children spend a long time to absorb the language before they actually produce anything. It is not wise to force them to speak the target language. They may say nothing at all but it does not mean they do not take attention to that. They will tell to their parents at home about what they have learnt. By doing repetitive songs, rhymes, games, and plenty of choral work, children will be able to produce language without stress of having to speak individually. In other books, there are some experts also discuss about the need of the 'silent period' as their technique in language teaching. But they called it as the 'silent way'. Like Freeman (2000:54) states about the 'silent way' is that silence is a tool which help to foster the learner's autonomy, or the exercise initiative. She also states that by doing the 'silent way', it can remove the teacher from the center of attention so she can listen to and works with the students. In line with her, there is Gattegno (1972) in Brown (2001:29) believed that learners should develop independence, autonomy, and responsibility. At the same time, the teacher –as the simulator- was silent all the time to give the students space of time to think and solve the language problems. From these experts the researcher concludes that every learner needs a plenty of time to think about the language learning and try to solve it if they faced a language problem. It is called as the 'silent period'. To support that, the teacher should give the learners an input of

language learning without too much explanation, after that do silence to let the learners think about the input. It is called as the 'silent way'.

d. Pre-school teaching

Reilly & Ward (2002:7-8) state that there are some advantages and difficulties in teaching English as a foreign language to children. The advantages of teaching English to children are the teachers do not have to strict to the syllabuses to follow, no tests, and no performance objectives to be met. What the teachers should teach is to gain and make the class enjoyable experience for both teachers and children. Furthermore, children of this age are less inhibited to be imaginative and are not bound yet the constraints that demand that adults be logical. They are curious about everything, keen to learn, and very receptive.

On the other hand, there are some difficulties in teaching English to children. The children may be selfish and uncooperative. They are not yet in control of their emotion. They can push another child to get what they want. Some of the children may use temper tantrums to try and get what they want. They may scream and bite. Some of them are still need assistant to go to the toilet and some of them still incontinence, that is cannot control their urinary system. It seems hard to teach children but the teachers have been using English all

the time, they will have been learning even if the teachers have not done a single thing on the teacher's lesson plan.

Other experts also discuss the characteristics of pre-school children or in this case kindergarten children. Slattery & Willis (2009:4) state ten characteristics of children as learners. They are:

- a. *They are developing quickly as individuals.*
- b. *They learn in a variety of ways, for example, by watching, by listening, by imitating, by doing things.*
- c. *They are not able to understand grammatical rules and explanations about language.*
- d. *They try to make sense of situations by making use of non-verbal clues.*
- e. *They talk in their mother tongue about what they understand and do –this helps them learn.*
- f. *They can gradually imitate the sounds they hear quite accurately and copy the way adults speak.*
- g. *They are naturally curious.*
- h. *They love to play and use their imagination.*
- i. *They are comfortable with routines and enjoy repetition.*
- j. *They have quite short attention span and so need variety.”*

From all the experts' theories above, the researcher concludes that by mastering the children characteristics will help the teacher so much in delivering the English materials to the children. It does not mean that teaching English for children is easy, but by mastering the children's characteristics, this will decrease the barriers in teaching English to children.

2. Teaching English to Young Learners

According to Brewster and Ellis (2003:27), children have different style in learning foreign language than adults. The differences are on the motivation and effort to learn the target language. For adult learners, they often have a long-term goal, in case of effort to study further in the country of the target language. This can increase the motivation and effort of the adult learners in learning the target language. In contrast, it does not happen with younger learners. Children are not yet in control of their lives and still have a great deal to learn in their own language, as well as learn another one.

Slattery & Willis (2008:12) propose some tips in helping children learn a new language. They are:

- a. *Use English in class as the main of language communication.*
- b. *Use **gestures**, actions, and pictures to help the children understand.*
- c. *Children often need to talk in order to learn –let children use their own mother tongue for communication especially to start with.*
- d. ***Recast** in English what children say to you in their mother tongue.*
- e. *Answer children in English as much as possible.*
- f. *Use their mother tongue for support when you do a new activity or if no one understands.*
- g. *Talk a lot in English to your pupils- they need to hear English.*
Talk about
 - *where things are.*
 - *pictures or things children can see.*
 - *what you and your pupils are doing in class.*
 - *what you want your pupils to do next.*

Other experts, Brewster and Ellis (2003:27) state that there are some characteristic of the children which are different with adult and make the different learning style too. First is children have a lot of physical energy and often need to be physically active. It means that children always have a lot of

energy that may be adult never guess. They like to play in the ground and do activity which makes their body move. Second is having a wide range of emotional needs. Children are sensitive and they can quickly change their emotion based on the situation. Third is emotionally excitable. The children are easily excited with a new activity or something new. Fourth is children are developing conceptually and at an early stage of their schooling. They develop their thinking of conceptualization and they learn how to school at their early ages. Fifth is children are still developing literacy in their first language.

Moreover, Brewster and Ellis (2002:27) also state that children are very keen on talking about themselves. They always try to get individual attention and approval from the teacher. They also prefer to imitate someone or something because they are still developing literacy in their first language.

It is not easy for the children to share with others. Brown states (2000:64-65) that very young children are highly egocentric. They are not easy to share with others but love to tell about themselves to attract their teacher's attention. He also states that younger children are less frightened to speak up because they are less aware of language forms, and the possibilities of making mistakes in those forms.

According to Brown (2001:87-90), there are five categories that may give some practical approaches to teaching children.

1) Intellectual Development

Children have a limitation in learning an abstract thing. It is because they are concern in the here and now on the functional

purposes of language. It proves by Piaget (in Brown 2001:88) who states that children in the age up to eleven are still in an intellectual stage called “concrete operations”.

2) Attention Span

Attention span is how long the children can stay attracted by something. A short attention span comes when children deal with something that are boring to them like playing the same game or something they do not interest. On the other hand, it is a long attention span when the children deal with something they are really interesting and attractive like watching their favorite cartoons.

3) Sensory Input

Children are still developing their senses organization. So the teacher needs to create an activity or material which can stimulate their five senses.

4) Affective Fact

Children are often extremely sensitive about the world said about them, especially with their peer. They are afraid of negative interpretation from their peer about their performance in speak English for example. The teacher needs to help them in managing their ego because they are more fragile than adult.

5) Authentic, Meaningful Language

Children are focused on the use of a new language for them here and now. They will be acceptable when learning something real and or habitually happened in their life.

Considering all the characteristics of the kindergarten children above, it can be concluded that the teachers should focus on varied and interesting activities that involve them in the activities. It aims at avoiding the boredom because the children get bored easily and they are physically active. It is important for the teacher to use teaching media in the form of real objects/pictures to attract children's attention, understanding, and motivate them to learn. The teacher should focus on the topics/ themes, which is familiar to them.

In every teaching-learning process, it always needs assessment to measure the objectives of the learning process. Harmer (2001:100) states that assessment of student performance can come from the teacher or the children themselves. Assessment does not need to be based on a particular task nor it always expressed as a percentage or mark. Assessment may be the teacher subjective opinion about the children work and express it by praising or blaming their work or the children self-evaluation of their works.

Still from Harmer (2001:101-102), there are numbers of ways to assess the children's performance or work:

- 1) Comments: by commenting the children performance happens at various stages both in and out of the class. The way we comments may say *good, wonderful, well-done* or *that's not quite right, you can do better.*
- 2) Marks and grades: awarding a mark of 9/10 for a writing and B+ a speaking activity are clear indicators that children that children have done well. Good grade is often increasing their motivation positively, and vice versa.
- 3) Reports: reports are given by the teacher to the children at the end of the year or when the program finishes. This report will summarize all the children performance during the program. It is important when writing report, the teacher gives a balance feedback, both positive and negative feedback of the children performance.

Based on the theories above, assessment for kindergarten students focuses more on the process of teaching-learning. It is done through the children's performance, interaction, and listening comprehension. This assessment is needed by both the teacher and the children to keep the lesson on the track and as a parameter of the children achievement after all the lesson.

3. *Learning to Learn*

Learning to Learn is one of the most important objectives for all learning/ teaching contexts for all ages. Pinter (2006:99) states that the general aim of incorporating '*Learning to Learn*' is to raise the children's awareness of many factors that influence their language learning. *Learning to Learn* also gives them some time and space to start to think for them. Similarly, Brewster (2003:53) defines '*Learning to Learn*' as a term which encompasses a wide variety of activities designed to develop metacognitive awareness and learning strategies. The researcher concludes that '*Learning to Learn*' is a new term which develops the children awareness of their learning which includes in the metacognitive aspects.

Metacognitive awareness is a term which incorporates the following strands: language awareness, cognitive awareness, social and cultural awareness (Brewster, 2003:54). It is important to be developed to the children especially for children in kindergarten so they can learn how to learn the subject formally in the school effectively.

Metacognitive is a new term in Indonesia's education. It is not popular yet in developing our education curriculum. Some experts define what metacognitive takes part in the learning process. According to O'Malley and Chamot (1990, in Lam, 2010:2) state metacognitive strategies are 'higher order executive skills that may entail planning for, monitoring or evaluating the success of a learning activity'. Cohen (1998:7, in Lam, 2010:2) argues that metacognitive strategies 'deal with pre-assessment and pre-planning, on line

planning and evaluation, post-evaluation of language learning activities'. Lam (2010:2) defines metacognitive as thoughts or behaviors consciously employed by the learner to think about the learning task, plan for the task, monitor the task, and evaluate how well she/he has completed the task. Putting these together, the researcher concludes the term metacognitive as raising the learners' awareness of the learning process by deciding what they want to learn (planning), monitoring the learning, and evaluating what they have learnt so the learner consciously aware of what they want to learn and what they have learnt.

Proposed by Pinter (2006:100) there are some types of strategies of '*Learning to Learn*' that can be developed.

a. Social and affective strategies:

The aim is to raise the children's awareness about their feeling and emotion which can influence their learning process. The activities can be a discussion between teacher and children, usually in the children mother-tongue, about the social aspects of what they learning about. It is like why they need to patient to turn taking in games, to listen each other, to control their shyness and fear when speaking aloud in front of the class.

b. Strategies related to raising awareness about what language learning is:

This strategy is to give the general understanding about the language learning so the children really know what their learning for. It is necessary for the teacher to discuss with the children how long will it takes to learn a

language, the important of practice, or why we all often make mistakes when learning language.

c. Metacognitive strategies:

This strategy is to introduce and develop the ongoing process of reflection. It can be through planning, monitoring, and evaluation of language learning. The activities can be a discussion between teacher and children when they did good and why, what activities they enjoyed and why.

d. Direct or cognitive strategies:

This strategy is aim to develop the children ability to deal with linguistic information in an effective way. The activities are like memorizing numbers, list of words, guessing the meaning of unknown words in a text. (Pinter, 2006:100)

These strategies above are the illustration which the teacher can introduce and deliver to the children. The teacher can start from the emotion, feelings, and boosting self-esteem. Then the teacher continues to introduce the metacognitive strategies which can be applicable for any materials and the last is the cognitive strategies with more experiences learner can be added.

In our education, it is almost impossible for the children who as students to acquire all the knowledge and skills they learn in the school. Pinter (2006:99) states that it is the school's responsibility to teach learners how to learn. That is the school teaches the learners how to learn something. It aims to equip them with strategies so they can use it outside school. This *Learning to Learn* is

necessary to be apply for all ages of learners, the earlier ages is better. It prove by Pinter (2006:99) which states that this process needs to start as early as possible, preferably at the beginning stages of schooling like at kindergarten or elementary.

Learning to Learn is one of strategies which have a variety of activities to develop the children awareness in learning and their metacognitive. *Learning to Learn* to kindergarten students has aim to lead the students to a conscious development of their own learning strategies and their awareness of how and what they learn, so they can more effective and be independent learners (Brewster 2002:53).

4. Learning Material Design

a. Language-Learning Materials

In the language teaching and learning process, it is almost impossible if we are not deal with the term ‘language-learning materials’. It is one of the main components that have to prepare by the teacher before he/she goes teaching. Tomlinson (1998:2), in his book he defines that the term of ‘language-learning materials’ is anything which is used by the teacher or learners to facilitate the learning of language. The kinds of the language-learning materials can be cassettes, videos, pictures, photocopied exercises, workbook, manuals, dictionaries, songs and chants, and soon.

b. Developing English Teaching Materials

Language-Learning Materials

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c. Developing English Teaching Materials

According to Hutchinson and Waters (1987:21), designing a course is fundamentally a matter of asking questions in order to provide a reasoned basis for the subsequent processes of syllabus design, materials writing, classroom teaching and evaluation. Then it is important for the researcher to do some observations and the need analysis before designing the course. So that the course is appropriate with the need in the field.

d. Characteristics of Children Learning Material.

Teaching children is widely different with teaching adults. The technique should be support the children's nature. If not, there will be many barriers for the children in accepting the materials. Scot and Ytreberg (2004:5) propose some principles in teaching English as second or foreign language to children. According to Scott & Yteberg (2004:5), the principles are:

1) Words are not enough

Teaching children have to physically active. When teach language to the children, the teacher has to use body movement and make the children do it too. The teacher also can use some pictures to help the children understand with the language.

2) Play with the language

Let the children learn the language through songs, rhymes, and chants. The teacher may also give the children an imaginary talk like telling stories and soon.

3) Language as language

The spoken words sometimes accompanied by some other clues such as facial expressions and movement. The teacher should make full use of these clues.

4) Varieties in the classroom

Because of the children are easily distracted by others, the teacher need a variety activities to make them concentrate longer. The varieties are variety of activity, variety of pace, variety of organization, and variety of voice.

5) Routines

Children benefit from recognizing their surrounding and being familiar with the situation. The materials should have systems and routines. The teachers should organize and plan their lessons

through familiar situation and familiar activities. This can be done, for example, by repeating stories and rhymes.

6) Cooperation not competition

The materials should avoid rewards and prizes. Other forms of the encouragement are much more effective. Make room for the children to share their experiences to create their participation and togetherness.

7) Grammar

Children have an amazing ability to absorb language through play and other activities which they find enjoyable. As teacher, you should note the structures, functions, and grammar items which you want your pupils to learn as well as those they already know, but you should include the barest minimum of grammar taught as grammar.

8) Assessment

Even though formal assessment may not be a compulsory part of the teacher's work, it is always useful for the teacher to make regular notes about each child's progress. It may include the children's activities, works, and regularly encourage self-assessment. This can be done by stressing the positive side of things and playing down what the children have not been able to master.

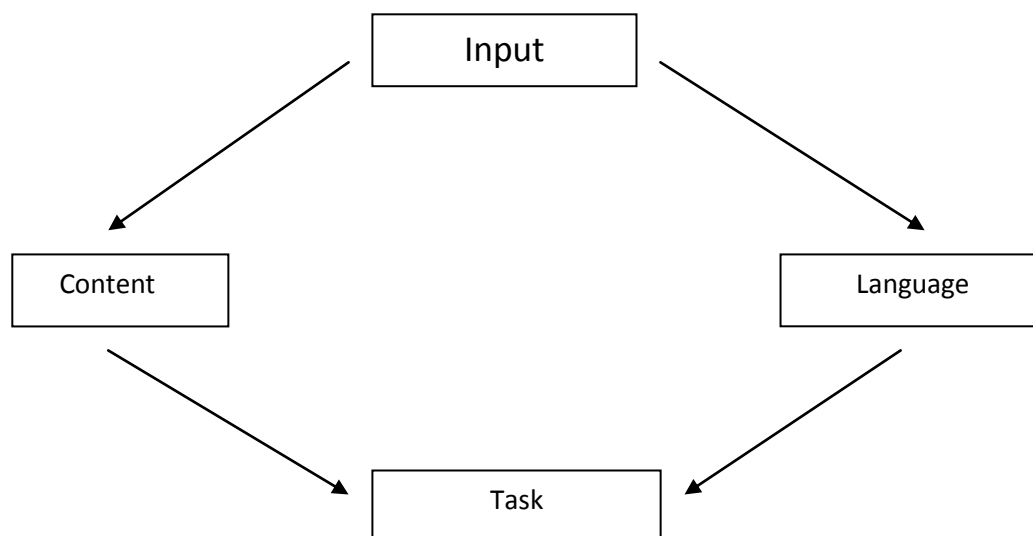
e. Materials Design Model

Hutchinson and Waters (1987:108) present a new model to write new material. This model is designed to provide a coherent framework for the integration of the various aspects of learners and to allow enough space for creativity and variety.

This model consists of four elements; they are:

- 1) Input: it contains stimulus materials for activities, provides new language items, shows correct model of language use and presents a topic for communication and it also provides opportunities for learners to use their information processes skill and knowledge of the language and the subject matter. Examples of inputs are texts dialogue and video recording
- 2) Content focus: non linguistic content should be exploited to general meaning for communication in the class room.
- 3) Language focus: good material should involve both opportunities for analysis and synthesis. The learner should be able to use language, have a chance to take the language into pieces, study how it works and practice putting it back together again
- 4) Task: material is designed to lead toward a communicative task where learners use the content and language knowledge that they have built up so far.

The relation of the four elements can be seen below:



Task is the primary of the model. The language of the contents is drawn from the input and try are selected according to what learners will need in order to draw the task.

A. Conceptual Framework

It has been described in the identification of the problem that teaching English to children is different from teaching English to adult. They need more interesting activities and a good atmosphere to learn. More playing, singing, simulation, and body movement will be effective. They will acquire English well when they feel comfort and enjoy the teaching-learning process. Then it needs different method. Children are more interested in learning through games, songs, chants, stories, and body movement.

Moreover, kindergarten is a starter educational level for the children which many learning aspects that developed in this level. It is not only the

cognitive aspects but also the metacognitive aspects. Metacognitive plays on the role of the learners' awareness of what they learn. It needs to give as early as possible to the children. It will help the children to be an autonomous learner for their further education. To raise the learners awareness of their learning needs some strategies to apply this abstract thing to the children. The strategies are summarized as called '*Learning to Learn*'.

Children in TK ABA Condongcatur Yogyakarta need a new and fresh method to learn English. The English teacher and the class teachers are not aware that developing metacognitive of the children is beneficial too. Because of the term metacognitive is still not popular so English teacher and the class teachers do not know how to develop the metacognitive, and then they do not know how to teach it to the children. Finally, the researcher decides to design a teacher's guide of teaching English for kindergarten children incorporated with metacognitive aspects through the term '*Learning to Learn*'.

CHAPTER III

RESEARCH METHOD

A. Type of the Study

This research is categorized as Research and Development. Borg & Gall (1983:771) state that Research & Development is a strategy for developing educational products of proven effectiveness. It consists of three main cycles. There are a version of the product which is developed, field-tested, and revised based on the basis of field-test. It is aimed to discover new knowledge by taking this research knowledge and incorporate it into a product that used in the schools.

According to Borg & Gall (1983:775) there are ten steps in conducting the Research & Development strategy. The steps are collecting research and information, planning, developing preliminary field testing, main product revision, main field testing, operational product revision, operational field test, final product revision, and dissemination and implementation. According to the experts, the researcher adopts the research procedures from Borg & Gall. The steps that she uses are need analysis, planning, writing the course grid, developing the material, evaluating the first draft, trying out the materials, evaluating of the second draft, revising and writing the final draft of the materials.

B. Setting

The research was conducted at TK ABA Condongcatur Yogyakarta. The school was located at Jalan. Sawo Kecik Gempol Baru – Depok Sleman Yogyakarta. This kindergarten has four classes, a principal office, a rest room, a kitchen, two lavatories, a play ground, and one garage. In this kindergarten there are four teachers and four teacher's assistant, a headmaster who is also as a class teacher, a secretary, and a cleaning service. There are also additional teachers for some extracurricular. The teachers are English teacher, reading Quran teachers, painting teacher, and drum band teachers. The class level divide into class A and class B. They consist of class A1, A2, B1, and B2.

In this study, the participants were the children of class A1 and A2. Both are the younger classes. The members of class A1 are 24 children and class A2 are 24 children. The children age range was from 4-7 years old.

C. Research Procedures

1. Collecting Research and Information/ Need Survey and Need Analysis

This stage is aimed to collect the information about the children, the teachers, and their needs for learning English. The information was about their profile, their socio-cultural background, their learning styles, their interest, and their needs of learning English. This analysis was used by the researcher to determine the suitable English teaching material for teacher's guide of incorporating '*Learning to Learn*' in teaching English in TK ABA

Condongcatur. The data about the children's needs were collected through interviews the children and the school principal; and classroom observation.

2. Planning

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

The activities involved the learners in investigating the topics. In this research, the researcher only took four units as the examples of the materials, which were suitable for the children's need.

3. Writing the Course Grid

After selecting the topics of the materials, the researcher wrote the course grid based on the children's needs, teachers' need, the kindergarten curriculum, and the aspects of '*Learning to Learn*'. In creating the course grid and the lesson plans, the researcher combined some theories. There are from Pinter (2009), Cameron (2001), Brewster at. al. (2002), and Hutchinson and Waters (1986).

4. Developing the Materials

Developing the materials was an important step in this research. In this step, the researcher wrote the first draft and developed the materials based on the course grid.

5. Evaluating the First Draft

In this stage, the researcher evaluated the materials that had been developed to the expert judgements. The judgement from the experts was in the form of questionnaires.

6. Trying Out the Materials

After evaluating the first draft of the materials to the experts, then they were implemented to the respondents. It purposed to get some feedback which revised the materials. Next, the implementations of the materials were held in class A1 and A2. After that, the researcher got some feedback from the respondents, these feedback were used to revise the materials.

7. Evaluating the Second Draft

In the evaluation, the researcher evaluated the materials based on the feedback given by the respondents. The researcher tried to reflect the materials after they revised and the in-depth interviews with the children and teachers.

8. Revising and Writing the Final Draft of the Materials

Based on the analysis of the opinions and suggestions, the researcher finally could produce the final draft of the materials. The final products was a final draft of teacher's guide of English learning materials for kindergarten based on the concept of *Learning to Learn*.

D. Research Instruments

The instruments that are used to gather the information were interview guidelines and questionnaire.

1. Interview Guidelines

The researcher did some interviews with the school principal, the class teachers, and the children both the classes. The first interviews were used to collect the information of the needs analysis. In the need analysis, the researcher wanted to know about the school's profile, the children's characteristics each class, the barriers of the English Teacher in delivering the materials, the children's motivation in learning English, and the class teachers' willingness to teach English for the children. The second interviews were used to collect the information about the feedback and evaluation from the children and class teachers about the developed material. It aimed to help the researcher to decide whether the incorporating *Learning to Learn* in teaching English for grade A children was suitable or not for them.

2. Questionnaire

The next step was spreading the questionnaires. In this step, the questionnaires were used to get the experts' judgements. It was meant to get their general opinions about the first draft of the developed materials. The experts judgements were the lecturers of English Education Department of State University of Yogyakarta. The questionnaires were in the form of a Likert Scale. It consisted of statements that were related to particular targets. Respondents were asked to indicate the extent to which they agree or disagree with the items by marking cross (×) or tick (√) on one of the responses ranging from strongly agree to strongly disagree.

Below was the organization of the questionnaires.

Table 1.: **The organization of the Questionnaires**

Question Number	The Purpose of the Statements	References
1-5	To find the information about the materials related to the curriculum, the course grid, and the learning objective.	Brewster, Ellis, and Girard (2002), Nunan (2004)
6-9	To find the information about the relevance of the materials to the learners.	Pinter (2009), Nunan (2004)
10-13	To find the information about the activities related to the objective of learning language to kindergarten learners.	Pedoman Pembelajaran di Taman Kanak-Kanak (2005), Pinter (2009), and Brewster, Ellis, and Girard (2002)

(continued)

(continued)

Question Number	The Purpose of the Statements	References
14-17	To find the information about the teachers' role toward the developed materials.	Nunan (2004)
18-24	To find the information about learners' role toward the developed materials.	Nunan (2004)
25-27	To find the information about the appearance of the developed materials.	Nunan (2004)
28-30	To find the information about the aspects of <i>Learning to Learn</i> incorporated in the developed materials.	Pinter (2009), Brewster, Ellis, and Girard (2002)

E. Data Collection Techniques

The data in this research was taken two times. The first was when the researcher took for the need analysis. They aimed as a base to develop the materials. The second was taken during the implementation of the materials. They aimed to revise the developed materials.

F. Data Analysis Technique

There were two kinds of data. The first one was taken when the researcher wrote the teaching's reflection and interview. The second one was taken from the statements in the questionnaires. The data which taken by interview, then the researcher transformed them into the interview transcripts. Then the data which is in the form of interview transcripts were analyzed qualitatively. On the other hand, the data which is in the form of questionnaires were analyzing descriptive statistics.

After that, the researcher started to analyze the qualitative data using five steps proposed by Gall. et. al. (2003:453). There were segmenting the data base, developing categories, coding segments, grouping category segments, and drawing conclusion. In segmenting the data base, the researcher compiles all of the data into a computer data base. And then the researcher breaks the text into meaningful segments. A segment can be any length: a phrase within a sentence, a sentence, a paragraph, or even several pages of text. The researcher identifies each segment by indicating the line number on which it begins and the line number on which it ends. After that the researcher develops the categories by deciding what is worth taking note of in each segments of the database. Then the researcher uses it to code each segment in the computer file. Next the researcher brings together all the segments that are tagged with the Category 1 Code. Finally, the researcher draws conclusions based on the grouped-segments.

Furthermore, to analyze the data from questionnaires, the researcher uses descriptive statistics. Descriptive statistics are mathematical techniques for organizing and summarizing a set of numerical data (Gall, et. al. 2003:131). A set of numerical data consists of frequencies, central tendency, and variability. The researcher uses the central tendency measure to analyze the data from the respondents' feedback through questionnaires.

Gall et. al. (2003:131) state that central tendency is a single numerical value that is used to describe the average of an entire set of scores. As the

central tendency measure consists of mean, median and mode, the data collected from the questionnaires are presented into a table.

Considering that, the researcher uses the Likert-Scale to collect the data from the questionnaire. Every responses of the statement means to five points of agreements as follow:

1 = Strongly Disagree

2 = Disagree

3 = Undecided

4 = Agree

5 = Strongly Agree

After that, the researcher converses the data to the computation results of questionnaire into interval of mean values on a scale of 1 to 5 as in the following table.

Table 2: **Quantitative Data Conversion**

No	Score Range	Category
1	$\bar{X} > M_i + 1,5 SD_i$	Very Good
2	$M_i + 0,5 SD_i < \bar{X} \leq M_i + 1,5 SD_i$	Good
3	$M_i - 0,5 SD_i < \bar{X} \leq M_i + 0,5 SD_i$	Fair
4	$M_i - 1,5 SD_i < \bar{X} \leq M_i - 0,5 SD_i$	Poor
5	$\bar{X} < M_i - 1,5 SD_i$	Very Poor

Proposed by Sudijono, 2003:339

Table 2 above presents the scales and the categories of the quantitative data conversion. It also presents the formula of the interval of mean values and the

computation of the formula. It was known that $\bar{X}$ was the average mean values of each aspect, M_i is the ideal average, and SD_i is the ideal standard deviation.

Finally, the researcher consults the result of the average mean values of each aspect in the questionnaire to decide whether the draft of the developed materials are good and meet the teacher's and learner's needs or not.

G. Validity and Reliability

According to Gall et. al. (2003:223), the questionnaires and interviews had to have the same standard of validity and reliability. These validity and reliability apply to the other data-collection measures in educational research. So the researcher analyzed the validity and reliability of questionnaires as one of the instrument used in this research.

To assure the validity of the materials in this study, the researcher used the content and construct validity. The content validity of the materials in this study was based on the curriculum and the needs analysis. The construct validity related to the content of the developed materials, which should meet the theories underlying the variable measured.

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

CHAPTER IV

RESEARCH FINDINGS & DISCUSSIONS

This chapter presents the research findings and discussions. In regard to the research questions, there are two findings. The first is how the English learning materials for kindergarten based on the concept of *Learning to Learn* is designed. The second is the characteristics of the English learning materials for kindergarten based on the concept of *Learning to Learn*. The research findings present the need analysis, the course grid and curriculum analysis, the material development, the presentation of the first draft and of the final draft, and the evaluation.

A. The Research Findings

In conducting the study, the researcher followed the procedure of Research and Development proposed by Borg & Gall (1983). According to Borg & Gall (1983:775); there are ten major steps that were used to develop the materials. The steps are collecting the research and information, planning, developing the preliminary form of product, conducting the preliminary field testing, conducting the main product revision, conducting the main field testing, conducting the operational product revision, conducting operational field testing, conducting the final product, and conducting dissemination and implementation.

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

The findings of the study are organized into six sections. They are 1) presenting the result of research and information collection, 2) presenting the result of planning, 3) presenting the result of writing the course grid, 4) presenting the result of materials developed, 5) presenting the evaluation of the first draft, 6) presenting the result of trying out of the materials developed, 7) presenting the result of evaluation of the second draft, and 8) presenting the result of revising and writing the final draft of the materials developed.

1. The Result of Research and Information Collection

a. A Need Survey

The Need Survey was conducted on 3rd December 2011 in TK ABA Condongcatur. There were two ways in conducting the Need Survey namely observation and interview with the school principal, class teachers, and some children. The result of observation was presented as a field note and the result of interview was presented as an interview transcript. These are provided in the Appendix E and F. The result of the Need Survey then became the basic info to develop the materials.

b. A Need Analysis

1) Children Characteristics

There are twenty-four children in every class A in TK ABA Condongcatur. Their ages were about 5-6 years old. Based on the observation and interview with the head master, the children's characteristics were different in every class. The researcher collected and identified the children's information into a table below.

Table. 3: The Children's Information of TK ABA Condongcatur

	Children of Class A1	Children of Class A2
Age	5-6 years old	5-6 years old
Educational background	Never attend play-group before.	Attend play-group before.
Parents' occupation	Civil servants, teacher, entrepreneur, farmer, lecturers.	Civil servants, lecturers, entrepreneur, employee, bankers.
Children's characteristics	Tend to be shy with someone they do not know, active, noisy, love to play, and interested to something new, easily get bored, prefer work individually, and need more guidance to work in group.	Active, brave to speak and ask a question to a new people, cheerful, noisy, love to play, and very interested to something new, easily get bored, individual, and able to work in pair or group.
Sum of the Children	24 children	24 children

In class A1 almost all of the children attended play group before they go to kindergarten. They were very active, brave to speak and ask to a new teacher, cheerful, noisy, interested to play, and curious to something new. They loved to

try and experience new things. But in the other hand, they easily get bored to something that they already mastered and dare to express it to the English teacher. It was showed in the quotations below.

“HM : kelas A1 itu kebanyakan dari play group. Anak-anaknya sangat aktif dan kritis. Karena di play group sudah dibiasakan begitu, jadi mereka berani tampil... menunjukkan kalau mereka suka ataupun tidak suka terhadap sesuatu kepada gurunya. (aaa...) dan juga anak-anaknya itu sangat mudah bosan dan mereka berani bilang ke gurunya kalau pelajarannya ga menarik. Tapi anak-anak kelas A1 itu sangat cepat belajarnya. Mudah menangkap apa yang disampaikan guru dan mudah ingat. (... Class A1 children are mostly from play group. They are very active and critical. Because they had been accustomed to express their feeling since they are in a play group. (aaaa...) and of course they are easily bored and brave to show what they feel. But A1 children are quick learners. They easily catch and remember the lesson.)”

(Interview Transcript 1, Appendix F)

They were already willing to work in pairs or in a group. They could play together and share their toys to be played together. But sometimes they showed their ego to their friends too. Most of the children were independent in doing the task from the English teacher. They had understood their responsibilities as a class member. They returned the things back to the place where they first took. It was showed from the field note below.

“R : apakah adik-adik bisa belajar berkelompok bu? (Can the children work in group?)

BL : Ooo bisaa... biasanya anak-anak itu kalau kerja kelompok itu seperti pas permainan, game game yang membutuhkan kerja sama seperti lomba menyusun balok, begitu bu.

(Ooo yes, they can... usually they do work-group when playing game, a game which needs cooperation like arranging blocks.)

(Interview Transcript 2, Appendix E)

“Setelah bel tanda selesai istirahat dibunyikan, anak-anak masuk ke kelas masing-masing. Mereka mengembalikan mainan pada tempatnya semula. Ada pula beberapa anak yang tidak mengembalikan mainan pada tempat semula. Lalu GK menegur anak tersebut dan menemani anak tersebut sampai mengembalikan mainan pada tempat semula. ... (When the break time was over, the children went to the class. They returned the toys to the place where they took at the first time. There were children who did not return the toys to the place. But the teacher asked and accompanied them to return the toys to their place.)”

(Field Note 1, Appendix E)

Below is the picture that describes the children's activities during the break time.



Figure 1: children's activities during the break time

In class A2, the children's characteristics were a little bit different. Most of them did not attend a play group before. So this was their first school experience. They were silent and shy. Only several children who were brave to answer the English teacher's question or go in front of the class to do the instructions from the English teacher. Most of them were not yet speak up. They still need much guidance from their class teacher.

“HM : ... *tapi anak-anak kelas A2 itu agak pemalu karena hampir semuanya baru masuk sekolah pertama-pertama ini, sebelumnya belum pernah di play group. Anak-anak nya masih pasif. Kurang inisiatif dan beberapa anak ada yang masih takut dengan orang baru. Hati-hati nanti mbak nya kalau masuk ke kelas itu, jangan kaget, makanya saya beritahu dulu. Anak-anak masih membutuhkan waktu lebih untuk bisa menerima orang baru. Tapi seiring berjalannya waktu, nanti mereka pasti berani untuk tampil. (... but the children of class A2 are shy because most of the children never had a school experience before. The children were passive. The children were less initiative and some of them were afraid of a new people. They took more time to feel comfort for the new situation. But as time goes by, they will be brave to perform.)*”

(Interview Transcript 1, Appendix E)

One child was afraid with a newcomer. He cried calling out his mom all the time and wanting to back home when he met a newcomer in his class. It took more time to make him feel comfort and safe. The children in this class were already willing to work in pair or in a group. They were also able to take on responsibility of their toys and crayons. They returned the stuffs back to the storage. The field note below showed the differences of the children's characteristics were influenced by the class teachers.

“KS kemudian mempersilahkan P dan asisten P untuk masuk ke kelas A2. GK A2 sudah memberi kode kepada P dan asisten P untuk masuk ke kelas. Ketika P dan asisten P masuk ke kelas, anak-anak sangat tenang. Tidak ada yang bersuara. Kemudian GK memperkenalkan P dan asisten P. Kemudian P dan asisten P memperkenalkan diri. Tiba-tiba ada satu anak yang menangis memanggil ibunya. GK memberi isyarat agar P melanjutkan perkenalan. P menanyai nama beberapa anak, namun suara mereka sangat kecil.

The Headmaster then gave permission to R and R assistant to enter in class A2. The class teacher of A2 gave a code/gesture to allow R and the assistant entered to the class. When R and assistant came to the class, all of the children were silent. None made a noisy. Then the class teacher introduced R and assistant. Then R and assistant introduce their selves to the children. Suddenly, there was a child cried yelling his mom. The class

teacher gave a sign to continue the introducing. R asked some children name but they answered so softly.)

(Field Note 2, Appendix E)

Moreover, the children of those two classes were already able to do some simple activities like skipping, running, jumping, clapping, dancing, singing, and throwing the ball in the yard with their friends. They were also able to use the stationery like a pencil to write, fat crayons to draw, a scissor to cut, and glue to stick.

The children in both classes were already able to write their own name and count 1-10 in English. They were also able to say some public places around their home, names of jobs and types of vehicles. They could do simple instructions from the English teacher like, 'Stand up.', 'Sit down.', 'Let's pray.', 'Come in front of the class.', and 'Clap your hand.'

Overall, the children of both classes had the same characteristics as the other children. They could work and learn together, love to play and sing. They could do simple instructions. These characteristics were taken into consideration in developing the materials.

2) The Information of the Children's Needs

The data about needs of the children in this research were obtained by the interviews with the children of class A, the classroom teachers, and the

school principal. The interview guideline and the result of the interview can be seen in appendix B and F.

From the interview with some of the children of class A, it could be concluded that the children liked English. They loved to sing, dance, color the picture, listen to the stories, watch movie, play game, and stick the pictures of English. Some of them already mastered of English vocabulary like numbers and name of things in the classroom. They also could mention some topics that they liked to learn in English. This interview's transcript can be seen in the Appendix F.

- “R : *Adik-adik suka ga bahasa Inggris?*(Children, do you like English?)
Ss : *Sukaaa...*(Yes, I do.)
R : *Apa yang adik-adik suka dari pelajaran bahasa Inggris?*(What do you like from the English lesson?)
Adel : *Nyanyi miss, aku juga bisa lho angka-angka,,, one, two, three, four, five, six, seven, eight, nine, ten.* (I like singing a song, miss. I can mention numbers... one, two, three, four, five, six, seven, eight, nine, ten.)
Vania: *Aku juga bisa. Pintu 'door' kan miss?!* (I can do it too. The English translation of 'pintu' is a door right?)
R : *Selain menyanyi, suka apa lagi?* (Except singing a song, what else?)
Alya : *mewarnai* (I like coloring)
Rafli : *aku permainan miss.* (I like game, miss.)

(Interview Transcript 3, Appendix F)

From those characteristics of the children, the researcher concluded that the children needed various activities and activities which could stimulate their psychomotor, cognitive, and their affective skills.

3) Teachers' Characteristics

In TK ABA Condongcatur, there were eight class teachers, an administrator, and a janitor. There were also some extracurricular teachers to support the children's learning development. There were an English teacher, a drum band teacher, a swimming trainer, and a painting teacher.

In this kindergarten, the English lesson was an extracurricular subject. It was held once a week for every class. The English teacher was hired from an English course in Yogyakarta. According to the headmaster, the educational background of the English teacher was mathematics. It was showed from the interview transcript with the headmaster when conducting the observation and interview.

“HM : guru bahasa Inggris kita ambil dari lembaga yang direkomendasi dari wai murid. Saya lupa namanya, tapi kemudian gurunya pindah ke Palembang karena ikut CPNS disana. Saya minta sebelum pergi minta dicarikan ganti. Lalu guru tersebut merekomendasikan temannya yang namanya Miss Sukma. Kuliahnya dulu di Matematika UAD tapi bisa bahasa Inggris. Tapi ternyata ga bisa mengajar anak-anak. Cara ngajarnya monoton, anak-anak mudah bosan... (Our English teacher is hired from an English course recommended by one of children's parents. I forgot the name (of the English course), but then the English teacher moved to Palembang. To replace her, she proposed her friend, and her name is Miss Sukma. Her educational background is mathematics but she can speak English well. But she cannot manage the children. The way she taught was monotonous, and made the children easily get bored...)”

(Interview Transcript 1, Appendix E)

From the interview above, although that the educational background of the English teacher is mathematic, her ability to speak English is good.

According to the headmaster, the English teacher taught the children monotonous. It was showed when English lesson held in the class, most of the children did not pay attention to the teacher and prefer to play with their friends.

“HM :*Tapi ternyata ga bisa mengajar anak-anak. Cara ngajarnya monoton, anak-anak mudah bosan. Jadi kita harus kerja extra untuk membantu mengatur anak-anak agar anak-anak tetap memperhatikan gurunya. (... But she cannot organize the children. The way she taught was monotone, and made the children were easily get bored. That was made we as the class teachers had to work extra to manage and organize the children to keep attention to the teacher.)*”

(Interview Transcript 1, Appendix E)

Based on the interview above, the researcher concluded that there was a problem in teaching English to the children. The problem might be because the less of information about how to teach English for young learner.

4) Teachers' Needs

From the interview with the class teacher and the school principal, it can be concluded that English in this kindergarten was a supplementary subject that is given once a week. According to the principal and the class teacher, they were not satisfied with the way the English teacher taught English. The class teachers needed to give extra control to the children because during the English lesson, the children were noisy and uncontrolled. This situation happened because the way the English teacher taught the materials made the children

easily bored. From the interview with the teachers, it could be also concluded that most of the teachers in this kindergarten did not know yet about the term ‘*Learning to Learn*’, but they already taught the aspects of ‘*Learning to Learn*’ to the children.

The time allocation of English lesson in this kindergarten was about 30-45 minutes and once a week. This condition made the class teachers have to help the English teacher to review the material out of the English lesson so the children did not forget of what they had learnt. But most of the class teachers were shy and afraid to teach English because they thought they did not have sufficient English skills. It was supported by the quotation of the field note below.

“HM : ... *Kita ingin membantu guru bahasa Inggris untuk mengulang materi pelajaran bahasa Inggris tapi kita tidak pe-de kalau ngomong bahasa Inggris. Kita takut malah salah-salah. Itu kenapa sebenarnya kami ingin belajar bahasa Inggris, tapi ya itu, kita tidak punya banyak waktu ikut les bahasa Inggris hehehe...* (... We want to help the English teacher to review the material to the children but we are not confidence to say in English. We are afraid that our English is wrong. That is why we want to learn how to say English appropriately, but we don’t have much time to join the English course.)”

(Interview Transcript 1, Appendix E)

The headmaster also said that most of the teachers in this kindergarten needed English learning materials which were simple, clear, and interesting for them. Because most of them felt English was difficult. It is shown in the interview transcript below.

“HM : ...*itulah kenapa seandainya ada buku bahasa Inggris itu sangat kita butuhkan, yang tulisannya besar, karena ya kami sudah tua, kalau tampilannya rumit kita sudah malas membacanya.* (...That is why we need English materials which are simple, letter big font, because we are lazy if the lay out looks complicated.)”

(Interview Transcript 1, Appendix E)

From the interview, it can be concluded that the class A children of TK ABA Condongcatur were very interested in learning English. As class A children were the beginner level in kindergarten, they needed to develop their metacognitive skill to prepare them to be more aware of what they learnt in the school further. Also because of the willingness of the class teacher to teach English to the children, then the **teacher's guide** of English materials which based on the concept of '*Learning to Learn*' aspects was arranged. These materials should include the '*Learning to Learn*' aspects as the exposure to stimulate the children's awareness in learning English. Based on the collected information, the course grid of the materials and the teacher's guide were developed.

2. The Result of Planning

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

The targeted language skills were adopted from the kindergarten curriculum. As stated in the kindergarten curriculum, the development of the language aspects of the children was their listening and speaking skills. Those based on the *Pedoman Pembelajaran di Taman Kanak-Kanak* (2005:4) which is presented below.

“Bidang Pengembangan Dasar

a. Berbahasa

Pengembangan ini bertujuan agar anak mampu mengungkapkan pikiran melalui bahasa yang sederhana secara tepat, berkomunikasi secara efektif, dan membangkitkan minat anak untuk berbahasa Indonesia.

(Basic Development Aspect

a. Language

This development aimed to make the children able to express their ideas through simple language appropriately and effectively, and raise their interest to speak Bahasa Indonesia.)”

The objective of the learning materials in every unit was the same, i.e. to make the children able to communicate using adequate vocabulary as well as identify symbols to get them ready to read and write. The course sequence for the developed materials was TPR incorporated with *Learning to Learn* aspects. The developed materials would be presented in four units. The topics were based on the Kindergarten Curriculum of the second semester. The topics were ‘recreation’, ‘occupation’, ‘water, fire, and air’, and ‘communication tools’.

3. The Result of Writing the Course Grid

The course grid was developed in accordance with the need analysis and the syllabus of kindergarten. The components of the course grid were the title of every unit, the themes, the basic competency, indicators, text inputs, media/task, *Learning to Learn* aspects, teaching activities, learning activities, and time allocation. The course grid was supported in the Appendix C.

In every unit, there were some stages of *Learning to Learn* used for the teaching-learning process. There were preparing to start the lesson, conducting the methodology preparation, conducting the self-awareness, singing a song/playing game, doing exercise/performance, conducting the teacher-led session, and closing.

4. Developing the Materials

The first draft was developed after writing the course grid. This first draft consists of four units. Each unit consists of teacher's guide and teaching-learning materials. There were teacher's guide and English materials for the children. Both of them were united into form of English teaching materials for kindergarten based on the concept of *Learning to Learn*.

The teacher's guide was formed into **expressions** that would be used by the teacher in the classroom. The *Learning to Learn* aspects were presented into specific expressions which could raise the children awareness of their language learning.

a. Unit 1

The theme in this unit was recreation, while the title was *Let's Go to Gembira Loka Zoo*. This unit, the children were expected to identify and say the name of wild animals in the zoo and the number of wild animals. The skills that were developed in this unit were listening and speaking skills.

The aim of this unit was to enable the children to communicate adequate vocabulary as well as identify symbols to get them ready to read and write. The main materials in this unit were to introduce some new vocabularies about the name of wild animals which they could find in Gembira Loka Zoo and also to introduce numbers through *Learning to Learn* strategies. This unit consists of two main parts: the teacher's guide and the teaching-learning materials. Each of these is presented below:

1) Teacher's Guide of English Materials Based on the Concept of *Learning to Learn*

The aim of this teacher's guide is to provide guidelines for the teacher in implementing the English learning materials based on the concept of *Learning to Learn*. This guide consists of six stages, i.e. preparing to start the lesson, methodology preparation, self-awareness, game, teacher-led session, and closing.

In preparing to start the lesson, the teacher was expected to do greeting, warming up, praying, and checking the attendance. The teacher greets the children by saying greeting expressions to the children. The teacher also

warmed up the children by singing a song to make them feel comfort and ready to start the lesson. Then when they are ready, the teacher asks them to do a prayer. After that the teacher checked the attendance of the children. Those were the routines in the beginning of the lesson.

The next stage was methodology preparation. In this stage the teacher started to use the *Learning to Learn* aspects. This stage aimed to give the children a clear signposting of what they will learn. The teacher might use probe questions to stimulate the children curiosity about the lesson and also recalled the children's experiences/ knowledge related to the lesson.

After that, the teacher came to the self-awareness stage. This stage aimed to stimulate the children's awareness of their learning by showing the same pictures of wild animals which have different numbers. In this stage, the teacher was expected to make the children do self-questioning about the differences of those pictures then make them ask or find the answer by themselves.

The next stage was game. The teacher can use game to evaluate the children's learning through fun activities.

After that the teacher did the teacher-led session. It aimed to check the children's learning. The teacher could use a question which stimulates the children to express what they have learnt that day.

The last is closing stage. In this stage the teacher did the self-assessment where the teacher gave the children a chance to assess themselves about their learning. The teacher used the media to help the children assess their

selves by choosing the emoticon. The assessment was about the children like the lesson or not. This was expected to stimulate the children's awareness of their learning from the very simple questions.

This guide not only gives the teacher directions about the stages of the lesson, but also gives the teacher about the expressions to say it to the children. The expressions were showed through the teacher's talk in each stage.

2) Materials of English Learning Materials Based on the Concept of *Learning to Learn*

The teaching-learning materials in this unit were shown in every stages of the lesson. The aim of this unit is to introduce the names of wild animals and numbers. In this unit, the teacher used the pictures of wild animals as the learning media and evaluation board as a media for the children self-assessment. There are two tasks in this unit. Task 1 requires the children to identify the symbol of words and the pictures. The next task provides the children self-awareness about the number of wild animals. The entire expressions and materials were compiled in the Appendix G, Unit 1.

b. Unit 2

In the Unit 2, the objective of the teaching-learning was children were able to communicate a foreign language adequate vocabulary as well as identify symbols to get them ready to read and write. The theme this unit was jobs/occupation. The title was *My English Teacher*. The materials this unit

focus on the names of jobs surrounded the children's life. In selecting the kinds of the jobs, the researcher took the name of their parents' job.

The aim of this unit was the children were able to communicate adequate vocabulary as well as identify symbols to get them ready to read and write. The main materials this unit was to introduce some new vocabularies about the name of jobs of the people they know through *Learning to Learn* strategies. This unit consists of two main parts: the teacher's guide and the teaching-learning materials. Each of these is presented below:

1) The Teacher's Guide of the English Materials Based on the Concept of *Learning to Learn*

The aim of this teacher's guide is to provide guidelines for the teacher in implementing the English learning materials based on the concept of *Learning to Learn*. This guide consists of seven stages, i.e. preparing to start the lesson, methodology preparation, self-awareness, singing a song, exercise/performance, teacher-led session, and closing.

In preparing to start the lesson, the teacher was expected to do greeting, warming up, praying, and checking the attendance. The teacher greets the children by saying greeting expressions to the children. The teacher also warmed up the children by singing a song to make them feel comfort and ready to start the lesson. Then when they are ready, the teacher asks them to do a prayer. After that the teacher checked the attendance of the children. Those were the routines in the beginning of the lesson.

The next stage was methodology preparation. In this stage the teacher started to use the *Learning to Learn* aspects. This stage aimed to give the children a clear signposting of what they will learn. The teacher may be used probe questions to stimulate the children curiosity about the lesson and also recalled the children's experiences/ knowledge related to the lesson. In this unit discussed about their parents' job.

After that, the teacher came to the self-awareness stage. This stage aimed to stimulate the children's awareness of their learning by asking questions about their parents' job. In this stage, the teacher was expected to make the children do self-questioning about identifying the people's job around the children.

The next stage was singing a song. The teacher introduced kinds of job through songs and pictures. This was expected to help the children understand and quickly remember the name of jobs through interesting activities.

Then the lesson moved to the exercise/performance stage. In this stage the teacher led the children to sing the song in front of the class. It was expected to raise the children's confidence. By this stage, the teacher also could take as assessment about the children's achievement.

After that the teacher did the teacher-led session. It aimed to check the children's learning. The teacher could use a question which stimulates the children to express what they have learnt that day.

The last is a closing stage. In this stage the teacher did the self-assessment where the teacher gave the children a chance to assess themselves about their learning. The teacher used the media to help the children assess their selves by choosing the emoticon. The assessment was about the children's like the lesson or not. This was expected to stimulate the children's awareness of their learning from the very simple questions.

This guide not only gives the teacher directions about the stages of the lesson, but also gives the teacher about the expressions to say it to the children. The expressions were showed through the teacher's talk in each stage.

2) The Materials of the English Learning Materials Based on the Concept of *Learning to Learn*

The teaching-learning materials in this unit were shown in every stages of the lesson. The aim of this unit is to introduce the names of job. In this unit, the teacher used the pictures of jobs and a song as the learning media and evaluation board as a media for the children self-assessment. There is one task in this unit. Task 1 requires the children to identify the symbol of words and the pictures of jobs. The entire expressions and materials were compiled in the Appendix G, Unit 1.

The entire teacher's expressions and the materials were enclosed in the Appendix G, Unit 2.

c. Unit 3

In the Unit 3, the title was *Where are You Going?* The theme of this unit was water, air, and fire. The main learning materials this unit was how the children were able to identify and say the name of public places and how to ask and answer where they are going.

The aim of this unit was the children were able to communicate adequate vocabulary as well as identify symbols to get them ready to read and write. The main materials in this unit were to introduce some new vocabularies about the name of public places through *Learning to Learn* strategies. This unit consists of two main parts: the teacher's guide and the teaching-learning materials. Each of these is presented below:

1) The Teacher's Guide of the English Materials Based on the Concept of *Learning to Learn*

The aim of this teacher's guide is to provide guidelines for the teacher in implementing the English learning materials based on the concept of *Learning to Learn*. This guide consists of seven stages, i.e. preparing to start the lesson, methodology preparation, self-awareness, singing a song, exercise/performance, teacher-led session, and closing.

In preparing to start the lesson, the teacher was expected to do greeting, warming up, praying, and checking the attendance. The teacher greets the children by saying greeting expressions to the children. The teacher also warmed up the children by singing a song to make them feel comfort and

ready to start the lesson. Then when they are ready, the teacher asks them to do a prayer. After that the teacher checked the attendance of the children. Those were the routines in the beginning of the lesson.

The next stage was methodology preparation. In this stage the teacher started to use the *Learning to Learn* aspects. This stage aimed to give the children a clear signposting of what they will learn. The teacher may be used probe questions to stimulate the children curiosity about the lesson and also recalled the children's experiences/ knowledge related to the lesson. In this unit discussed about the names of public places.

After that, the teacher came to the self-awareness stage. This stage aimed to stimulate the children's awareness of their learning by asking questions about the name of public places around the children's environment. In this stage, the teacher was expected to make the children do self-questioning about identifying the public places around the children's environment.

The next stage was singing a song. The teacher introduced names of public places through songs and pictures. The teacher also taught the children about the expressions of ask and answer where to go. This was expected to help the children understand and quickly remember the name of public places and the expressions of ask and answer where to go through interesting activities.

Then the lesson moved to the exercise/performance stage. In this stage the teacher deliver the picture of public places to each child. Then the

children sang the song based on the picture they have. It was expected to raise the children's confidence and to train the children speak in English. By this stage, the teacher also could take as assessment about the children's achievement.

After that the teacher did the teacher-led session. It aimed to check the children's learning. The teacher could use a question which stimulates the children to express what they have learnt that day.

The last is a closing stage. In this stage the teacher did the self-assessment where the teacher gave the children a chance to assess themselves about their learning. The teacher used the media to help the children assess their selves by choosing the emoticon. The assessment was about the children's liking about the lesson. This was expected to stimulate the children's awareness of their learning from the very simple questions.

This guide not only gives the teacher directions about the stages of the lesson, but also gives the teacher about the expressions to say it to the children. The expressions were showed through the teacher's talk in each stage.

2) The Materials of the English Learning Materials Based on the Concept of *Learning to Learn*

The teaching-learning materials in this unit were shown in every stage of the lesson. The aim of this unit is to introduce the names of public places. In this unit, the teacher used the pictures of jobs and a song as the learning

media and the evaluation board as the media for the children self-assessment. There is one task in this unit. Task 1 provides the children to say the expressions of ask and answer where to go. The entire materials were enclosed in the Appendix G, Unit 3.

d. Unit 4

The last unit was Unit 4. This unit the title was *Hi, How Are You Today?* The theme was communication tools. The main learning in this unit was the children were able to identify and say kinds of communication tools and how to greet someone in the telephone.

The aim of this unit was the children were able to communicate adequate vocabulary as well as identify symbols to get them ready to read and write. The main materials in this unit were to introduce some new vocabularies about the kinds of communication tools through *Learning to Learn* strategies. This unit consists of two main parts: the teacher's guide and the teaching-learning materials. Each of these is presented below:

1) Teacher's Guide of English Materials Based on the Concept of *Learning to Learn*

The aim of this teacher's guide is to provide guidelines for the teacher in implementing the English learning materials based on the concept of *Learning to Learn*. This guide consists of seven stages, i.e. preparing to start

the lesson, methodology preparation, self-awareness, singing a song, exercise/performance, teacher-led session, and closing.

In preparing to start the lesson, the teacher was expected to do greeting, warming up, praying, and checking the attendance. The teacher greets the children by saying greeting expressions to the children. The teacher also warmed up the children by singing a song to make them feel comfort and ready to start the lesson. Then when they are ready, the teacher asks them to do a prayer. After that the teacher checked the attendance of the children. Those were the routines in the beginning of the lesson.

The next stage was methodology preparation. In this stage the teacher started to use the *Learning to Learn* aspects. This stage aimed to give the children a clear signposting of what they will learn. The teacher may be used probe questions to stimulate the children curiosity about the lesson and also recalled the children's experiences/ knowledge related to the lesson. In this unit discussed about the names of communication tools.

After that, the teacher came to the self-awareness stage. This stage aimed to stimulate the children's awareness of their learning by asking questions about the name of communication tools. In this stage, the teacher was expected to make the children do self-questioning about identifying the public places around the children's environment. The teacher used realia to stimulate the children curiosity about the lesson that would be delivered.

The next stage was singing a song. The teacher introduced the expressions of greeting in the telephone through song and finger puppets. It

aimed to attract the children's interest to the lesson. This was expected to help the children understand and quickly remember the name of communication tools and the expressions of greeting in the telephone, so they could practice it in their daily life.

Then the lesson moved to the exercise/performance stage. In this stage the teacher deliver a pair of telephone toys. Then the children pretended to call someone and say the expression of greeting through song. It was expected to raise the children's confidence and to train the children speak in English. By this stage, the teacher also could take as assessment about the children's achievement.

After that the teacher did the teacher-led session. It aimed to check the children's learning. The teacher could use a question which stimulates the children to express what they have learnt that day.

The last is a closing stage. In this stage the teacher did the self-assessment where the teacher gave the children a chance to assess themselves about their learning. The teacher used the media to help the children assess their selves by choosing the emoticon. The assessment was about the children's like the lesson or not. This was expected to stimulate the children's awareness of their learning from the very simple questions.

This guide not only gives the teacher directions about the stages of the lesson, but also gives the teacher about the expressions to say it to the children. The expressions were showed through the teacher's talk in each stage.

2) The Materials of the English Learning Materials Based on the Concept of *Learning to Learn*

The teaching-learning materials in this unit were shown in every stages of the lesson. The aim of this unit is to introduce the names of communication tools. In this unit, the teacher used the realia, a song, finger puppets, and telephone toys as the learning media. The teacher also used the evaluation board as the media for the children self-assessment. There is one task in this unit. Task 1 provides the children to say the expressions of greeting in the telephone.

The entire materials were enclosed in the Appendix G, Unit 4.

5. The Result of Evaluation of the First Draft

a. The Evaluation of the First Draft

After the materials were developed, then the next step was evaluating the developed materials through questionnaires and reflections. The questionnaires and reflections were used to collect the data of the respondents' agreement towards the developed materials. The general opinions were from the expert judgments and the class teachers who had experiences in teaching English for children and in teaching children. The result of reflections and questionnaires were used to revise the first draft of the developed materials before it was implemented to the children. The data of the respondents and the questionnaires were presented in Appendix 2.

Then, the data gathered from the questionnaires were transformed into a range of 1 until 5 as Likert-scale proposed. Then, the next step was input the data. Next from the data input in the computer, after that analyzed them to get the data mean, median, and mode from each number of items as the response from the respondents. The result of the computation is presented in Appendix 4.

The result of the computation shows the mean, median and mode of the data gathered from the questionnaires. The means ranged from 3,63 (item number 30) until 4,38 (item number 11 and 21). There is one statement with the lowest mean. The statement deals with the *Learning to Learn* aspects about how the children evaluate their learning by themselves. There are two item numbers that had the highest mean. There are item number 11 and 21. In the item number 11 deals with the activity aspect about developing activities covered the basic skills for kindergarten children that are listening-speaking. In the item number 21 deals with the learner's role aspects that materials could add the children's vocabulary mastery.

The result of the computation was calculated to get the average mean values of each aspect of the developed materials. The results of this computation showed the mean values of the seven aspects, there are goals, inputs, activities, teacher's role, learner's role, lay out, and *Learning to Learn*. In order to make the quantitative data easier to be read, the data was consulted to the average mean values of each aspect to the ideal standard deviation as stated in the previous chapter. The result is presented in Table 1.

Table 1: Descriptive Statistics of English Teacher's Responses as the First Respondents to All Units in the First Draft

Aspects	Statement Numbers	Number of Cases	Average Mean Values of Each	Explanation
Goals	1,2,3,4,5	8	4.05	Good
Inputs	6,7,8,9	8	4.00	Good
Activities	10,11,12,13	8	4.18	Good
Teacher's Role	14,15,16,17	8	4.06	Good
Learner's Role	18,19,20,21,22, 23,24	8	4.07	Good
Lay out	25,26,27	8	4.08	Good
<i>Learning to Learn</i>	28,29,30	8	3.89	Good

From Table 1. It shows the average mean values of the data from the questionnaires are ranged from 3.89 (good) to 4.18 (good). It also proved by the respondents that they agreed to every aspect of the developed materials and the appropriateness to be used in the English teacher's Guide of *English Teaching Materials for Kindergarten Based on the Concept of Learning to Learn*

In this research the researcher also gathered opinions and suggestions from the respondents through the questionnaires from the first draft. They were used to support the revision of the first draft. There were classified into several points. There were:

The opinions of the respondents:

- a) The materials were good and interesting especially for kindergarten teachers and children.
- b) The pictures were interesting.
- c) The instruction of the developed materials was easy to understand.

- d) The materials developed could help the kindergarten teachers.

The suggestions given by the respondents:

- a) Make the font of the letter bigger of the developed materials.
- b) Make the instructions clearer by giving a symbol for songs in the developed materials.
- c) Give variation of clapping and body movement for the songs.
- d) The learning media must be real.
- e) The pictures must be clear and big.
- f) Give the audio player file for songs materials.
- g) Change the picture of the English teacher and the children of the developed materials.
- h) Give more exercise in every unit of the developed materials.
- i) Make the instruction simpler of the developed materials.

b. The Revision of the First Draft

After collecting the data and reflection from the respondents, the revision of the first draft were based on the opinions and suggestions from the respondents. The revisions were on the developed materials, the course grid, and the lesson plans.

The revision of the developed materials was based on the reflections from the respondents. The revision was from Unit 1 up to Unit 4. The revisions were presented below.

- 1) The instructions and the utterances that the English teacher's talk used were changed to be simpler.
- 2) The font letter of the objective and indicator of the teaching-learning purposes of all units changed into Comic Sans 10.
- 3) The font letters of the materials in all stages were changed into Comic Sans 11.
- 4) The pictures that are used for represent the English teacher's talk were changed from cartoon picture to the real photograph.
- 5) The pictures that are used for represent the children's talk were changed from the adult-look cartoon to the photograph of TK ABA Condongcatur children.
- 6) There were also additional symbols, a compact disc symbol, for the songs to show that the songs were also available in the audio file.
- 7) The aspects of *Learning to Learn* in every unit were developed to be clearer.
- 8) In the stage of closing of the every unit, the self-assessment was added together with the media of evaluation board, where the children showed their feeling about the materials that day, then choose the emoticon to represent their feeling and stick it in the evaluation board.

6. The Result of Trying Out the Materials

After the first draft was revised, the next step was trying out the second draft. The try-out was held in class A1 and A2 in TK ABA Condongcatur Yogyakarta. After conducting the try-out, the researcher did the evaluation. The evaluation was conducted by interview to the children and the teachers. Then, from the result of the interview, the analysis of the second draft was presented to know the result of the tryout of the second draft. The last, the second draft was revised based on the result of the second draft analysis.

The try-out of the second draft was conducted the teacher's guide of English Teaching Materials for Kindergarten Based on the Concept of *Learning to Learn* on 25th – 26th June 2012. There were four meetings for four units. The explanations of the meetings are described in the following sections.

a. First Meeting

This meeting was held on Monday, 25th June 2012, started from 08.00 a.m. and ended at 09.10 a.m. in class A1. There were 15 children who attended this meeting. In implementing the materials, the researcher was helped by the class teachers. The materials that were implemented were Unit 1, *Let's Go to Gembira Loka Zoo*. The complete implementations were submitted in the Appendix E, field note 3.

b. Second Meeting

This meeting was held on Monday, 25th June 2012 in class A2. It started at 09.30 a. m. until 10.30 a. m. In this class, there were 20 children who

attended the meeting. The implementation of Unit 2 was done by the researcher and helped by the class teachers. The materials that were implemented were Unit 2, *My English Teacher*. The complete implementations were submitted in the Appendix E, field note 4.

c. Third Meeting

The third meeting was held in class A2. It was on Tuesday, 26th June 2012. It started at 08.00 a. m. until 09.00 a. m. There were 22 children who were attended to this meeting. The implementation materials were Unit 3, *Where are You Going?* It was done by the researcher as the English teacher and helped by the class teachers. The complete implementations were submitted in the Appendix E, field note 5.

d. Fourth Meeting

The fourth meeting was held on Tuesday, 26th June 2012. It was started at 09.30 a. m. until 10.30 a. m. The materials that were implemented were Unit 4, *Hi how are you today?* It held in class A1. The children were 17 children who attended this meeting. The complete implementations were given in the Appendix E, field note 6.

7. The Result of Evaluation of the Second Draft

The analysis of the developed materials was done after the implementations of the second draft. The developed materials were evaluated

through the interviews with the class teachers and the children. The interview guidelines were about their feedback after the second draft was implemented. Based on the interviews, the analyses of the second draft were conducted.

As stated before, there were four units in the developed materials. Each unit consisted of six to seven steps. All of the four units were incorporated with the *Learning to Learn* strategies. Those four units were implemented to class A children in TK ABA Condongcatur Yogyakarta. The complete descriptions of the analyses were described in the following sections.

a) Unit 1

This unit was implemented in class A1. The total numbers of children were 24 children. The children who attended to the class that day were 15 children. The analyses of the teacher's guide and materials were presented below.

(1) Preparing to Start the Lesson

The routines and patterns were not mastered yet by the children.

“...the teacher started to greet the children in English by saying, “*Assalamualaikum, Good morning children.*” the children answered, “*Walaikumussalam, Good morning children.*” then the teacher said, “*Good morning miss...?? Miss siapa namanya tadi? Miss Etti. Jadi menjawabnya Good morning miss Etti. Okay, once more, Good morning children?*” and the children answered, “*Good morning miss Etti.*” ...”

(Field Note 3, Appendix E)

“...the teacher led the children to pray and said, “*Bismillahirrohmanirrohim. In the name of Alloh, The Most Gracious, The Most Merciful. Amien.*” The children repeated the teacher’s said, “*Bismillahirrohmanirrohim. In the name of Alloh,.....*” the children were silent. Then the teacher repeated slowly, “*In the name of Alloh The Most Gracious The Most Merciful*” the children repeated,” *In the name of Alloh The Most Gracious The Most Merciful.*”

(Field Note 3, Appendix E)

(2) Methodology Preparation

The aim of this step was to give a clear signposting of the lesson. The questions used in this step were stimulated to recall the children experiences about the lesson which they would learn. It helped them to guess about the lesson that they would learn. This was supported by the quotation of the field below.

“... the teacher asked the children if they have been to Gembira Loka zoo. The teacher said, “*Have you ever been to Gembira Loka zoo? Pernah ke kebun binatang Gembira Loka?*” and most of the children answered,”*Pernaaahh... (Yes, they have)*”. Then the teacher asked, “*What animals can you see there? Binatang apa saja yang adik-adik lihat disana?*” Most of the children answered and wanted to be heard than others.”

(Field Note 3, Appendix E)

It was supported by the class teacher’s statement that when the teacher gives a clear signposting of the materials would help the children to think about what they would learn. It is supported by the quotation of the teacher’s interview transcript.

“BS : In my opinion, it was good. So the children were recalled their experience about the material that they will learn. The children become ... eee (*thinking*)... what’s that? ... Quickly understand of what they are learning because they already have the knowledge before.”

(Interview Transcript 4, Appendix F)

(3) Self awareness

In this step, the children were stimulated with some probe questions to encourage the children active reflection of the lesson. It supported by the field note in unit 1 below.

“The teacher asked the children to count the Elephant in the flash cards. “*Let’s count the animals together.*” Then the teacher together with the children counted the number of Elephants. After that the teacher asked the children how many elephants they have in the picture, “*How many elephants do we have?*”. The children answered in Bahasa Indonesia, “*duaa..*”. The researcher stated completely in English, “*Two Elephants*” with strong intonation in the last syllable of ‘s’ to show that it is for the plural nouns.”

(Field note 3, Appendix E)

The children were able to answer and distinguish between single and plural nouns of the wild animals. The evidence was in the field note 2 below.

“... the children of each group could take the right picture as the teacher’s key words.”

(Field note 3, Appendix E)

“... the children could say the number of the wild animals correctly.”

(Field note 3, Appendix E)

(4) Game

The children were happy with the game. They also could choose the picture correctly like the keyword from the teacher.

“R : *Adik-adik tadi suka ga’ sama permainan whispering game nya?*
(Children, do you like the whispering game that we did at the lesson?)

Children : *Sukaaaa....* (Yes, we do like whispering game.)

(Interview Transcript 5, Appendix F)

(5) Teacher-led review sessions

In the teacher-led review sessions, the expressions that used in this unit were stimulated the children’s memory about what they had learnt that day. It proved by the quotation from the field note 2.

“... the teacher asked the children, “*After all, what have you learnt today?*”
(Field note 3, Appendix E)

And the children could answer the questions correctly.

“ ... Most of the children mentioned the name of wild animals in English. But some of them were still mentioned it in Bahasa Indonesia.”
(Field note 3, Appendix E)

(6) Self assessment

The self-assessment was showing the children's interest about the English lesson that day. The children already instructed to choose the emoticon that represented their feeling.

"The teacher asked the children of what they were happy or sad with the lesson This unit by sticking the emoticon smiley or sad in the flannel board, "... I want you to show your feeling about today's lesson. If you are happy with the lesson, you choose happy smiley, but you don't understand or do not like, choose sad smiley. Then stick it to the evaluation board. Adik-adik miss minta adik-adik mengungkapkan perasaan adik-adik tentang pelajaran hari ini. Kalau adik-adik suka pelajaran bahasa Inggris hari ini, adik-adik memilih smiley senyum. Tapi kalau adik-adik ga suka pelajaran bahasa Inggris hari ini apa ga dong sama pelajaran hari ini, adik-adik milih smiley sedih ya."

(Field note 3, Appendix E)

The children showed their feeling through the emoticon which were stickled in the flannel board.

" From 15 children of class A1, there were 14 children which were chose happy emoticon and one child chose sad emoticon."

(Field note 3, Appendix E)



Figure 2: the children are sticking the smiley to the evaluation board



Figure 3: the result of the children's feeling about the lesson in Unit 1

(b) Unit 2

This unit was implemented in class A2. The numbers of class A2 children were 24 children. The children who attended to the class that day were 20 children.

(1) Preparing to Start the Lesson

The children were passively followed the teacher's instructions.

"...the teacher greeted the children and say, *"Assalamualaikum, Good morning children."* and the children answered, *"Waalaikummussalam..."* then silent. The class teacher then helped the teacher and said, *"Anak-anak menjawabnya, Good morning miss Etti. Ayo satu dua tiga..."* and the children said, *"Good morning miss Etti."*

(Field note 4, Appendix E)

But when the teacher did the calling clap, the children could respond correctly.

"... the teacher invited the children to do calling clap to know their names, *"Okay, let's do calling clap. Clap your hands three times and say your*

name. start from me..” the children then follow the instructions and brave to say their name one by one.”

(Field note 4, Appendix E)

(2) Methodology Preparation

In this unit, the teacher gave a signposting that was used the expressions to recall the children’s knowledge about the material. It was showed in the quotation in the field note below.

“The teacher asked the children about the name of their father’s job, “what is your father’s job? Apa pekerjaan ayah adik-adik?”

(Field note 4, Appendix E)

The children’s responses were not understand with the expression that used by the teacher.

“The children were silent. So the class teacher helped the teacher to ask the children about their father’s job in Bahasa Indonesia.”

(Field note 4, Appendix E)

(3) Self awareness

The children understood the materials that had been given by the teacher. It showed that the children were aware between the knowledge through pictures to the real things. It supported by the quotation of the filed note of unit 2 below.

“The teacher asked what Bu Ani’s job was. What Miss Etti’s job was. Some of the children answered ‘a teacher’, but some others answered ‘Bu Guru.’”

(Field note 4, Appendix E)

(4) Singing a song

According to the class teacher, the children were difficult to memorize the song because it was a new song for them.

“BU : Well, on my opinion, you were already good *ya* to attract the children so they can concentrate But ... what I saw, in introducing a new English song ... not every child already knows that song. If the children already know the song like “*Assalamualaikum* how are you?” song, the children already know the song, But if... the song like in the lesson, they didn’t understand yet. *Nah* when you explained, on my opinion, you can explain slowly. It can be one word repeated by all the children first until the children look can repeat correctly, okay, think it enough, then go on to the next words. Later the children ... oh later on, after I sing this song, so if the children already mastered for the song then it will be easier for the children to understand. But what you did during the lesson, one song one line, so there are some children who are less attention...”

(Interview Transcripts 6, Appendix F)

(5) Teacher-led review sessions

The children could mention what they had learnt that day. As it showed in the field note unit 2 below, it indicated that the children consciously aware and understand of what they had learnt.

“The teacher asked the children of what they have learnt in this unit. The children could answer by mentioning the name of jobs ‘a teacher’, ‘a doctor’, ‘a farmer’ and ‘a police’ but the articulation of the children was not really correct.”

(Field note 4, Appendix E)

(6) Self assessment

In the self-assessment, the children in this class were able to decide their feeling about the English lesson and they were happy with the lesson. It proved by the field note unit 3 below.

“From 20 children, there were 18 children who chose smiley emoticon and 2 children who chose sad emoticon.”

(Field note 4, Appendix E)



Figure 4: the child is choosing the smiley



Figure 5: the child is sticking the smiley to the evaluation board

(c) Unit 3

This unit was implemented in class A2. The total numbers of children were 24 children. The children who attended to the class that day were 22 children.

(1) Preparing to Start the Lesson

The children were already accustomed with the routines and patterns.

“The teacher greeted the children, *“Hello, Assalamualaikum how are you?”* the children answered, *“Waalaikummussalam, just fine.”*”

(Field note 5, Appendix E)

The children could do the “Rolling-Rolling Up” enthusiastically.



Figure 6: the children do the ‘Rolling-Rolling Up’

“The teacher led the children to do the ‘Rolling-Rolling Up’ and the children followed enthusiastically. Ganen, a child who spoiled a day before, wanted to move and sit near the teacher and did the ‘Rolling-rolling Up’.”

(Field note 5, Appendix E)

(2) Methodology Preparation

In this stage, the children showed that they were braver to answer the teacher's questions than the day before. It was showed in the teacher's interview transcript below.

“BU : In my opinion, generally better than yesterday. There is a progress that is significance. Maybe from the communication to the children is also better.”

(Interview transcript 8, Appendix F)

“The teacher asked the children about the building around them, “*Can you mention some public places around you? Siapa yang bisa menyebutkan tempat-tempat umum disekitarmu?*” then the children answered in Bahasa Indonesia, “*kantor pos, RSCC, masjid...*”. Then the teacher showed some pictures and asked the children to follow her, “*children, follow miss ya, a mosque, a school, a swimming pool.*” The children could follow the teacher's said, “*a mosque, a school, a swimming pool*”

(Field note 5, Appendix E)

The children were actively answered the researcher's questions. It showed that the expressions that used by the researcher were understood by the children. It proved by the field note in unit 3 below.

“The researcher did the methodology preparation stage by asking to the children to mention the name of public places around their school. The children answered in *Bahasa* Indonesia. They mentioned *rumah sakit, kantor pos, masjid, rumah*, and also there was a child who answered *sawah*.”

(Field note 5, Appendix E)

(3) Self awareness

The researcher asked the children to memorize the lyrics of ‘Where Are You Going?’ song. The children could memorize the lyrics and recognize the name of jobs from the picture they had from the researcher. It proved by the field note of unit 3 below.

“...the researcher showed some flash cards and started to drill the children with the name of public places in the pictures. After all of the children started to say the name of the public places in English, the researcher played the audio player. The children tried to memorize the song and tried to sing it. Then in pairs, the children sang the song and answered the name of the job based on their picture. The children could do as the researcher instructions. But some of them were still needed to be guided by the class teachers and researcher.”

(Field note 5, Appendix E)

(4) Teacher-led review sessions

When the researcher asked to the children about what they had learnt, the children could answer by stating the name of jobs and the activity they had done. It proved by the field note of unit 3 below.

“... the researcher asked the children about what they had learnt this unit. The children answered the name of jobs like ‘a teacher’, ‘a farmer’, and ‘a doctor’. They also answered ‘singing’ and coloring.”

(Field note 5, Appendix E)

(5) Self assessment

In the self-assessment, the children in this class were able to decide their feeling about the English lesson. It supported by the field note unit 3 below.

“From 22 children, there were 18 children who chose smiley emoticon and one child who chose sad emoticon.”

(Field note 5, Appendix E)

(6) Unit 4

This unit was implemented in class A1. The total numbers of children were 24 children. The children who attended to the class that day were 17 children.

(a) Preparing to Start the Lesson

The children mastered the routines and pattern.

“The teacher asked the children to pray and do ‘Rolling-Rolling Up’, “*let’s do Rolling...*” the children together did ‘Rolling-Rolling Up’ very loudly.”

(Field note 6, Appendix E)



Figure 7: the children do the ‘Rolling-Rolling Up’

(b) Methodology Preparation

In this stage, the children could mention the name of communication tools that brought by the researcher. The children also could say the use of those communication tools. It indicated that they already knew what they would learn that day. It is supported by the field note of unit 4 below.

“The researcher showed kinds of communication tools like a telephone, a hand phone, and a phone toys. Then the researcher asked the children about what these tools used for. The children answered in *Bahasa Indonesia* that those tools were used to telephoning their father, their mother, their grandma, and their grandpa.”

(Field note 6, Appendix E)

(c) Self awareness

The children were tried to understand the expressions that usually used in the telephone conversation. The children were able to imitate the expressions of greeting as showed in the field note unit 4 below.

“Then the researcher used finger puppets and demonstrated how those two finger puppets telephoning each other by sang a greeting song. The song was ‘Hi How Are You?’. The children looked enjoy the puppets and wanted to tried by their self.”

(Field note 6, Appendix E)

(d) Teacher-led review sessions

The children could say the greeting expression through song. The children also mentioned that they had been learning about telephoning, playing game, and singing. It supported by the field note of the unit 4 below.

“The researcher asked the children about what they had been learnt this unit. The children answered that they had playing telephone game, playing puppets, sing a greeting song.”

(Field note 6, Appendix E)

(e) Self assessment

In the self-assessment, the children in this class were able to tell their feeling about the English lesson. It supported by the field note unit 4 below.

“From 17 children, there were 17 children who chose smiley emoticon and none who chose sad emoticon.”

(Field note 6, Appendix E)



Figure 8: the result of self-assessment unit 4

8. Revising and Writing the Final Draft of the Materials

After the implementation, the evaluation as well as revision towards the developed materials was made based on the feedback. The teacher and the students strongly agreed that English Learning Materials for Kindergarten Based on the Concept of *Learning to Learn* was succeeded to facilitate the

teacher to conduct the teaching and learning process that include the *Learning to Learn* strategies. However, there were some suggestions from the teacher and improvement from the researcher.

The suggestions were about the use of picture which represented the teacher and the children in the teacher's guide. The teacher's expressions should be simpler and short. The expressions used in leading the *Learning to Learn* strategies should be clear by giving note near the expressions. The expressions in the self-assessment changed into the clearer and simpler expressions. "... *I want you to show your feeling about today's lesson. If you are happy with the lesson, you choose happy smiley, but you don't understand or do not like, choose sad smiley. Then stick it to the evaluation board. Adik-adik miss minta adik-adik mengungkapkan perasaan adik-adik tentang pelajaran hari ini. Kalau adik-adik suka pelajaran bahasa Inggris hari ini, adik-adik memilih smiley senyum. Tapi kalau adik-adik ga suka pelajaran bahasa Inggris hari ini apa ga dong sama pelajaran hari ini, adik-adik milih smiley sedih ya.*" It changed into, "*Are you happy with the lesson today? Or are you sad with the lesson today? If you happy, please take smiley emoticon. But if you sad, please take the sad smiley. Then stick it to the evaluation board.*"

After revising the second draft, finally the final draft of the learning materials could be produced. The final product of this stage was a final draft of English Learning Materials for Kindergarten Based on the concept of *Learning to Learn*. The final draft of these developed materials can be seen in Appendix I.

B. Discussions

In developing materials the first step is conducting the needs and the curriculum analysis. To get the information about the children's needs, teacher's needs, and the school background; the observation of the field, interview to the school principal and class teachers were used to collect the information. Beside the knowledge about how to teach English to young children from some experts, it also modified with the standard of competence for teaching language for kindergarten children and the aspects of *Learning to Learn*. It is aimed to make the developed materials suitable to use in Indonesia kindergarten and also appropriate with the knowledge of teaching English as foreign learner to kindergarten children and raised the children awareness about their own language learning.

The result of the Need Analysis became the parameter to identify the characteristics of the materials developed. The characteristics of the materials developed could be seen below.

- a. The materials accommodate the topics based on the kindergarten syllabuses.
- b. The activities accommodate the activities that the children like, which are playing games and singing songs.
- c. The activities stimulate the children awareness about their language learning.
- d. The activities include the performances and using flashcards activities.

- e. The activities are various and interesting.
- f. The media include pictures and realia.
- g. The media are interesting and easy to use.
- h. The worksheets are colourful and completed with pictures and directions.
- i. The instructions of the teacher's guide are written both in English and Indonesia.
- j. The skill is listening-speaking.
- k. The English learning materials are based on the concept of *Learning to Learn* stimulates the children awareness and makes them active to language learning.
- l. The English learning materials based on the concept of *Learning to Learn* helps the teacher to teach English incorporated with *Learning to Learn* aspects.

The course grid was used as the framework to develop the materials. It consisted of Unit, Theme, Standard of Competence, Indicators, Text input, Media task, *Learning to Learn* aspects, Teaching activities, Learning activities, and Time allocation.

There were four units that were developed for the learning materials to teach English for class A children in TK ABA Condongcatur Yogyakarta. The first unit was "*Let's Go to Gembira Loka Zoo*". The children learnt the name of wild animals that they had ever seen in Gembira Loka Zoo in English. Also, the

children learnt about numbers and the use of –s for plural nouns. The second unit was “*My English Teacher*”. The children learnt about the name of jobs around their environment in English. The language focus was the simple present tense. The children learnt about the name of their father’s job and teacher’s job. The third unit was “*Where are You Going?*”. The children learnt about the expression of asking and answering where someone go. Using song and pictures, the children learnt how to express it to their friends. The fourth unit was “*Hi, How are You Today?*”. The children learnt about the kind of communication tools like a hand phone and a telephone. The children also learnt the simple expression that usually used in the telephone. The children also demonstrate it using the media that the researcher already prepared. All of the units were used the *Learning to Learn* aspects as the learning procedures.

After the materials were developed, the materials were reviewed. The result from the reviewed from the expert judgments, the materials were revised and became the second draft. The feedback were mostly about the use of teacher’s talk were too complicated. So it should be simplified. Also the use of picture which represented the teacher was not appropriate and should be changed.

Then, the revised materials were tried out to the children; the researcher also distributed questionnaires to the class teacher of the teacher’s guide that developed. The mean values of Unit 1 until Unit 4 were 3,89 to 4,18. Based on the quantitative data conversion, the mean values indicated that the class teachers agreed with the materials developed.

To support the data from the questionnaires, the interviews were done with the class teacher about the evaluation after the try-out of the developed materials. It was conducted to obtain detailed information about materials in the every unit. From the result of the interviews, it could be concluded that the developed materials were well-developed.

The developed materials fulfilled the criteria of *Learning to Learn* aspects. There were methodology preparation, self-awareness, teacher-led session, and self-assessment as proposed by Pinter (2009) and Brewster et. al. (2003). The skills of the developed materials were focus on the listening-speaking skills. The inputs were songs, pictures, and media. The settings were in groups, in pairs, and individually. The themes were based on the syllabus of kindergarten.

The developed materials could help the class teachers to teach English for children in kindergarten and stimulate the children's awareness of their language learning. The materials in every unit were based on the curriculum in kindergarten and the *Learning to Learn* aspects, so the children were interested in learning English as a foreign language.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusions

The objectives of this research are to design the English Learning Materials for Kindergarten Based on the Concept of *Learning to Learn* and to find out the characteristics of English Learning Materials for Kindergarten Based on the Concept of *Learning to Learn*. The product is formulated into course grid, teacher's guide, worksheets, and media. Based on the research, the conclusions are explained as follow:

1. The Design of English Learning Materials for Kindergarten Based on the Concept of *Learning to Learn*

The materials consist of four units. The topics are recreation; jobs/occupation; water, air, and fire; and communication tools. Each unit is ordered from the opening up to closing step. Each unit consists of both the teacher's guide and materials. The teacher's guide and the materials are incorporated with the *Learning to Learn* strategies. The method used is Total Physical Response. In summary, each unit includes the teacher's guidelines, materials, worksheets, and media. The media used are finger puppets, pictures, telephone toys, realia, and songs. The sources are supported in the appendixes.

2. The Characteristics of English Learning Materials for Kindergarten Based on the Concept of *Learning to Learn*

There are the *Learning to Learn* strategies that are incorporated in the teaching-learning steps. There are **methodology preparation, self-awareness, teacher-led sessions, and self-assessment**. The main purpose of these activities is to stimulate the children awareness of various factors about their English learning process through the *Learning to Learn* strategies. As it is important to start as early as possible, this *Learning to Learn* aspects are incorporated in the English lesson for grade A kindergarten children.

In addition, the English Learning Materials Based on the Concept of *Learning to Learn* have the characteristics as presented below.

- a. The materials accommodate the topics based on the kindergarten syllabuses.
- b. The activities accommodate the activities that the children like, for example they play games and sing songs.
- c. The activities stimulate the children awareness about their language learning.
- d. The activities include the performances and using flashcards activities.
- e. The activities are various and interesting.
- f. The media include pictures and realia.
- g. The media are interesting and easy to use.

- h. The worksheets are colourful and completed with pictures and directions.
- i. The instructions of the teacher's guide are written both in English and Indonesia.
- j. The skill is listening-speaking.
- k. The English learning materials are based on the concept of *Learning to Learn* stimulates the children awareness and makes them active to language learning.
- l. The English learning materials based on the concept of *Learning to Learn* helps the teacher to teach English incorporated with *Learning to Learn* aspects.

B. Implications

Based on the result of the study, there are two implications that can be drawn below. First, the English learning materials for kindergarten based on the concept of *Learning to Learn* are designed based on the need analysis of the class A1 and A2 children, the headmaster, and the class teachers of TK ABA Condongcatur Yogyakarta. Moreover, the results of the English learning materials for kindergarten based on the concept of *Learning to Learn* after undergoing the try-out are regarded to be appropriate and feasible to be implemented in the English teaching-learning in class A1 and A2 TK ABA Condongcatur Yogyakarta. The implication to this fact is that the materials can

also be used not only by the English teacher but also the class teachers who have not any English educational background before.

Second, the research findings show that the characteristics of English learning materials for kindergarten based on the concept of *Learning to Learn* have been stimulated the children awareness of the various factors about the English lesson. It shows that the children's interest to the English lesson is higher than before. The implication to this fact is that the teacher should use the *Learning to Learn* aspects to all the other school subjects to stimulate the children's awareness of what they are learning.

C. Suggestions

Related to the conclusions and implications above, there are some suggestions that presented below.

1. Suggestion to the Headmaster of Kindergartens

The headmaster is expected to select the English teacher who had the knowledge of teaching English to children. Besides, the headmaster is also expected to make an English environment to make the children familiar with English.

2. Suggestion to the English teacher for kindergarten children

The English teacher for kindergarten should improve their knowledge and skills about how to teach English as a foreign language for very young learners. Also, the English teacher should develop the materials

into various activities so the children are not easily bored with the lesson.

3. Suggestion to the class teachers of kindergartens

The class teachers of kindergarten should be confident to improve their skills in speaking English. Even in one word, the class teachers should look confident in front of the children when reviewing the English lesson.

4. Suggestion to the people in charge at DISDIKPORA Sleman Yogyakarta

The people in charge at DISDIKPORA are expected to pay attention to the importance of *Learning to Learn* in teaching-learning process especially in the beginning education level. They may create a regulation or *Learning to Learn*-based curriculum for beginner education level.

5. Suggestion to the other researchers

The other researchers are expected to discuss about *Learning to Learn* deeper. It is because the important of *Learning to Learn* in stimulating the children awareness of what they learn. There are still many aspects of *Learning to Learn* that need to discuss further.

6. Suggestion to the students of English Education

The students of English education study program should be more creative and dare to discuss a new knowledge of teaching-learning

strategies. This way will open their minds wider and keep them up to date to the developing of English teaching-learning knowledge.

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LAMPIRAN

APPENDIX A
KURIKULUM TK

APPENDIX B

**Interview guidelines
& need analysis**

Daftar siswa kelas A1 TK ABA Condongcatur

Tahun Ajaran 2011/2012

No.	Nama
1	Adel
2	Airin
3	Alya
4	Yudha
5	Gani
6	Vania
7	Dina
8	Rika
9	Ayu
10	Fahri
11	Gizza
12	Kalika
13	Upam
14	Icha
15	Farrel
16	Afi
17	Naila
18	Raffi
19	Rio
20	Syifa
21	Nayla
22	Neta
23	Zulfa
24	Naveen

Daftar siswa kelas A2 TK ABA Condongcatur

Tahun Ajaran 2011/2012

No.	Nama
1	Afnan
2	Ayumi
3	Ivan
4	Andre
5	Fika
6	Fira
7	Cantika
8	Damar
9	Dhea
10	Ganen
11	Jossa
12	Fino
13	Mayla
14	Azka
15	Daffa
16	Haikal
17	Sholeh
18	Nadia
19	Nazwa
20	Kiki
21	Indah
22	Bian
23	Abel
24	Fahmi

Daftar nama guru & karyawan TK ABA Condongcatur Depok Sleman Yogyakarta

Nama	Jabatan
Hj. Siti Markhanah, S. Pd.	Kepala Sekolah & Guru Kelas A1
Ani Mahiroh	Guru Kelas A2
Linda Harwina Diba	Guru Kelas A1
Tri Suryani	Guru Kelas B2
Nana Noor Aini K.	Guru Kelas B2
Muslimah	Guru Kelas B1
Sukinah	Guru Kelas A2
Murtiyatmi	Administrasi
Murniwati	Guru Kelas B1

Teacher's Interview Guideline

(Evaluation)

1. Bagaimana menurut anda keseluruhan kegiatan hari ini?
2. Bagaimana menurut anda kegiatan-kegiatan pembelajaran yang dilakukan?
3. Bagaimana dengan aspek *Learning to Learn* yang diterapkan ketika pembelajaran berlangsung?
4. Apakah menurut anda anak-anak dapat menangkap pembelajaran dengan menggunakan memasukkan aspek *Learning to Learn*?
5. Apa saja menurut anda kekurangan dalam kegiatan pembelajaran hari ini?
6. Apa saran anda terhadap kegiatan pembelajaran hari ini?

Children's Interview Guideline

(Evaluation)

1. Apakah Adik suka dengan kegiatan belajar bahasa Inggris hari ini?
2. Kegiatan apa yang Adik suka?
3. Kegiatan apa yang Adik tidak suka?
4. Materi lagu/ permainan/ penugasannya menyenangkan tidak?
5. Apakah materi yang tadi disampaikan jelas?
6. Apakah materi yang tadi disampaikan sulit?
7. Apakah Adik bisa mengerjakan semua kegiatan bahasa Inggris dengan baik?

Interview untuk Guru (need analysis)

Nama:

Jabatan:

1. Menurut anda, perlukah bahasa Inggris di perkenalkan sejak Taman Kanak-kanak?
2. Menurut anda, mengapa bahasa Inggris perlu dikenalkan sejak Taman Kanak-Kanak?
3. Kesulitan-kesulitan apa sajakah yang anda hadapi ketika mengajar bahasa Inggris?
4. Bagaimana teknik mengajar anda agar murid-murid lebih termotivasi dan tidak bosan untuk belajar bahasa Inggris?
5. Menurut anda, keterampilan bahasa Inggris apa yang perlu dikuasai murid Taman Kanak-kanak?
6. Menurut anda, topik-topik apakah yang sesuai bagi murid Taman Kanak-kanak?
7. Menurut anda, kegiatan seperti apakah yang efektif untuk belajar bahasa Inggris bagi murid Taman Kanak-kanak?
8. Berapa lamakah waktu yang sesuai untuk murid Taman Kanak-kanak belajar bahasa Inggris?
9. Menurut anda, metode pembelajaran bahasa Inggris seperti apakah yang disukai oleh murid Taman Kanak-kanak?
10. Apakah anda mengenal tentang *Learning to Learn* (belajar bagaimana mempelajari sesuatu)?
11. Bagaimana pendapat anda bila diterapkan *Learning to Learn* untuk pembelajaran bahasa Inggris bagi murid Taman Kanak-kanak?
12. Menurut anda, aktifitas pembelajaran yang sesuai dengan *Learning to Learn* seperti apakah yang disukai murid-murid?
13. Menurut pengamatan anda, apakah murid Taman Kanak-kanak akan senang dengan pembelajaran yang memasukkan unsur *Learning to Learn*?
14. Apakah mereka akan lebih termotivasi melalui pembelajaran *Learning to Learn*?
15. Menurut anda, apakah murid Taman Kanak-kanak akan lebih mudah mengerti bila menggunakan *Learning to Learn* dalam pembelajaran?
16. Menurut anda, apakah *Learning to Learn* akan efektif untuk mengajar bahasa Inggris untuk murid Taman Kanak-kanak?
17. Apakah saran anda agar penggunaan *Learning to Learn* ini bisa berjalan dengan effective?

LEMBAR EVALUASI MATERI PENGAJARAN

Lembar evaluasi ini bertujuan untuk mengetahui kesesuaian materi ajar Bahasa Inggris untuk TK ABA Condongcatur Yogyakarta.

A. Data Responden

Nama :

Umur :

Jenis kelamin :

Pendidikan : a. D3 b. S1 c. S2 d. S3

Pengalaman mengajar : a. 0-2 th b. 2-4 th c. >4 th

B. Isilah tabel berikut dengan memberi tanda centang (✓) pada kotak yang tersedia.

SS : Jika Anda sangat setuju dengan pernyataan yang ada.

S : Jika Anda setuju dengan pernyataan yang ada.

R : Jika Anda ragu dengan pernyataan yang ada.

TS : Jika Anda tidak setuju dengan pernyataan yang ada.

STS : Jika Anda sangat tidak setuju dengan pernyataan yang ada.

NO	PERNYATAAN	SS	S	R	TS	STS
1	Materi yang dikembangkan sesuai untuk pengenalan Bahasa Inggris untuk Taman Kanak-Kanak.					
2	Materi yang dikembangkan sesuai dengan kebutuhan siswa.					
3	Materi yang dikembangkan sesuai dengan latar belakang usia siswa.					
4	Materi yang dikembangkan sesuai minat siswa.					

5	Materi yang dikembangkan sesuai dengan tingkat kemampuan berbahasa siswa.					
6	Kegiatan yang ada dalam materi relevan untuk meningkatkan kemampuan Bahasa Inggris siswa.					
7	Aktivitas-aktivitas (yang ada dalam satu unit materi) bervariasi.					
8	Aktivitas-aktivitas (yang ada dalam satu unit materi) menarik bagi siswa.					
9	Aktivitas-aktivitas (yang ada dalam satu unit materi) membuat siswa lebih siap mempraktekan secara langsung.					
10	Aktivitas-aktivitas (yang dikembangkan) melibatkan partisipasi siswa secara langsung.					
11	Aktivitas-aktivitas (yang dikembangkan) mencakup ketrampilan dasar (listening dan speaking).					
12	Aktivitas-aktivitas (dalam satu unit materi) mengaplikasikan pengetahuan Bahasa Inggris					
13	Aktivitas-aktivitas pembelajaran diurutkan dari yang mudah ke yang sulit.					
14	Task dalam setiap unit dikembangkan dari <i>comprehension task</i> ke <i>Production task</i> .					
15	Aktivitas (dalam satu unit materi) mencakup beberapa aktivitas dalam kelas (individu/ kelompok).					
16	Instruksi yang digunakan dalam materi ini mudah digunakan.					
17	Bahasa yang digunakan dalam materi ini mudah dipahami.					
18	<i>Input</i> (gambar, realia, kata, games, lagu) sesuai dengan tingkat kemampuan siswa.					
19	<i>Input</i> (gambar, realia, kata, games, lagu) menarik bagi siswa.					
20	<i>Input</i> (gambar, realia, kata, games, lagu) yang ada dalam materi memotivasi siswa untuk melakukan semua aktivitas pembelajaran yang ada.					
21	<i>Input</i> (gambar, realia, kata, games, lagu) yang ada dalam materi menambah kosakata bagi siswa.					

22	Input (gambar, realia, kata, games, lagu) membantu pemahaman siswa.					
23	Tampilan (<i>lay out</i>) materi menarik.					
24	Tampilan (<i>lay out</i>) materi tidak rumit dan jelas.					
25	Materi ditulis dengan ukuran dan jenis huruf yang menarik dan jelas.					
26.	Materi yang ditampilkan mudah dipahami dan diaplikasikan oleh guru.					
27.	Materi yang ditampilkan dapat membantu guru non-Bahasa Inggris dalam mengajar bahasa Inggris.					
28.	Materi yang ditampilkan dapat merangsang motivasi siswa dalam belajar bahasa Inggris.					
29.	Materi yang ditampilkan dapat merangsang keingintahuan siswa mengenai bahasa Inggris.					
30.	Materi yang ditampilkan memberi ruang bagi siswa untuk mengevaluasi dirinya sendiri hasil belajarnya					

C. Saran dan kritik secara umum terhadap materi yang telah dikembangkan.

1. Bagaimana pendapat anda terhadap materi yang telah disusun?

.....

2. Apa saja kekurangan yang terdapat dalam materi yang telah disusun?

.....

3. Apa saran Anda untuk memperbaiki kekurangan tersebut?

.....

Kesimpulan

Dapat disimpulkan bahwa materi yang telah dikembangkan:

- (a). Sudah baik dan tidak perlu revisi
- (b). Sudah baik tapi masih perlu revisi
- (c). Belum baik dan masih perlu banyak revisi

APPENDIX C

Course grid

**THE FIRST DRAFT OF COURSE GRID OF DEVELOPING ENGLISH LANGUAGE LEARNING FOR KINDERGARTEN BASED ON THE CONCEPT OF
LEARNING TO LEARN
TK ABA GEMPOL CONDONGCATUR CLASS A: SEMESTER II
2012**

UNIT	TEMA	KOMPETENSI DASAR	INDIKATOR	TEKS INPUT	MEDIA/ TASK	ASPEK 'LEARNING TO LEARN'	TEACHING ACTIVITIES	LEARNING ACTIVITIES	WAKTU
In the Zoo	Rekreasi	Mendengarkan: anak-anak dapat mengidentifikasi nama-nama hewan buas. Berbicara: anak-anak dapat menyebutkan nama-nama hewan buas.	- Anak-anak dapat mengidentifikasi nama hewan buas dalam gambar. - Anak-anak dapat mengidentifikasi jumlah hewan buas yang ada pada dalam gambar. - Anak-anak dapat menyebutkan nama hewan dalam bahasa Inggris dengan benar. - Anak-anak dapat menyebutkan nama hewan dan jumlahnya dengan benar dalam bahasa Inggris.	- Nama- nama binatang: <i>a tiger, an elephant, a snake, and a monkey.</i> - Nama dan jumlah binatang: <i>Two elephants, Six Monkeys, eight Snakes, and Ten Tigers.</i> - Whispering game	- Flash cards (kartu bergambar) - Lagu - Whispering Game - Papan flannel - Smiley	Methodology preparation Self awareness	- Pembukaan, Guru memimpin berdoa dan mengkondisikan anak-anak untuk siap belajar. Guru bertanya apakah anak-anak pernah ke kebun binatang dan apa yang mereka lihat disana? - Guru memperlihatkan kartu bergambar binatang buas dan meminta anak-anak untuk menirukan. Guru memperlihatkan kartu bergambar binatang buas yang berjumlah lebih dari satu dan meminta anak-anak untuk	- Anak-anak melakukan kegiatan awal rutin yang dipandu oleh guru. - Anak-anak menjawab sesuai pengalaman nyata mereka. - Anak-anak memperhatikan gambar yang dibawa oleh guru dan menirukan ucapan yang diucapkan oleh guru. - Anak-anak menirukan ucapan yang diucapkan guru dan diharapkan anak-anak mengenali penggunaan akhiran –s pada	30 – 45 menit (1 kali pertemuan)

						• Teacher-led review session • Self assessment	menghitungnya. Pada benda berjumlah jamak, diberi penekanan intonasi pada akhiran –s. • Guru memberi instruksi untuk bermain whispering game. • Guru bertanya kepada anak-anak tentang materi yang telah diajarkan. • Guru bertanya apakah anak-anak senang dengan pelajaran hari ini dan meminta siswa untuk menempel gambar sedih atau senang ke kolom evaluasi. • Penutupan dan berdoa.	kata yang berjumlah jamak dan penggunaan ‘a’ pada benda tunggal. • Anak-anak mengikuti instruksi permainan dari guru. • Anak-anak menjawab dengan menyebutkan apa saja yang sudah mereka pelajari hari ini. • Anak-anak menempel gambar yang sesuai dengan suasana hati mereka mengenai pelajaran hari ini.	
My English Teacher	Pekerjaan	Mendengarkan: anak-anak dapat mengidentifikasi nama-nama pekerjaan. Berbicara: anak-	• Anak-anak dapat mengidentifikasi jenis-jenis pekerjaan. • Anak-anak dapat mengucapkan nama-nama	• Nama – nama pekerjaan: <i>A teacher, a farmer, a doctor, a policeman.</i> • <i>He is/ she is ...</i>	• <i>Flash card</i> (kartu bergambar) tentang jenis-jenis pekerjaan • Lagu “<i>What</i>		• Pembukaan, Guru memimpin berdoa dan mengkondisikan anak-anak untuk siap belajar.	• Anak-anak melakukan kegiatan awal rutin yang diapandu oleh guru.	30 – 45 menit (1 kali pertemuan)

		anak dapat menyebutkan nama-nama pekerjaan.	pekerjaan. Anak-anak dapat menyebutkan pekerjaan orang tua mereka.	<i>Who is he?</i> <i>Who is she?</i>	<i>Does He Do?</i> - Small pictures - Papan flannel - Smiley	Methodology preparation Self awareness	Guru menunjukkan kartu gambar mengenai pekerjaan sesuai dengan text input. - Guru meminta anak-anak untuk menirukan ucapan guru. Guru memberi pertanyaan yang kontekstual sehingga anak-anak dapat memahami, bertanya, dan menjawab pertanyaan mereka sendiri. Seperti, “<i>What does Ms. Etti do?</i>” dan anak-anak menjawab, “<i>She is a teacher.</i>” - Guru melakukan pengejaan yang berulang-ulang pada anak-anak dengan menggunakan flash card dan lagu, “<i>What does He do?</i>”. - Anak-anak diminta maju ke depan kelas dan	- Anak-anak memperhatikan pada gambar dan menirukan apa yang didengar dan dicontohkan oleh guru. - Anak-anak menjawab pertanyaan dari guru. - Anak-anak memperhatikan gambar, menirukan, dan menghafal lagu “<i>What does He do?</i>”. - Anak-anak secara bergantian maju	

						• Self assessment	menanyakan “<i>What does He do?</i>” sambil menunjukkan gambar yang sesuai ketika menyebut nama benda. • Guru bertanya apakah anak-anak senang dengan pelajaran hari ini dan meminta anak-anak untuk menempel gambar sedih atau senang ke kolom evaluasi. • Penutupan dan berdoa.	ke depan kelas untuk bernyanyi sambil menunjukkan <i>flash card</i> yang sesuai. • Anak menempel gambar yang sesuai dengan suasana hati mereka mengenai pelajaran hari ini.	
Where are You Going?	Air, api, dan udara.	Mendengarkan: anak-anak dapat mengidentifikasi nama-nama tempat-tempat umum. Berbicara: anak-anak dapat menyebutkan nama-nama tempat umum.	• Anak-anak dapat mengidentifikasi nama-nama tempat umum. • Anak-anak dapat mengidentifikasi pakaian yang sesuai digunakan pada cuaca tertentu. • Anak-anak dapat mengucapkan nama-nama tempat umum. • Anak-anak dapat mengucapkan bagaimana bertanya dan menjawab kemana akan pergi.	• Nama-nama tempat umum: <i>the school, the mosque, the swimming pool</i> • Ekspresi bertanya dan menjawab kemana akan pergi: <i>Where are you going? I’m going to ...</i>	• <i>Flash card</i> (kartu bergambar) • Lagu “<i>Where are you going?</i>” • smiley • Papan flannel	• Methodology preparation	• Pembukaan, Guru memimpin berdoa dan mengkondisikan anak-anak untuk siap belajar. • Guru bertanya mengenai tempat-tempat umum apa saja yang sudah diketahui oleh anak-anak. • Guru menunjukkan flash card kepada anak-anak dan	• Anak-anak melakukan kegiatan awal rutin yang diapandu oleh guru. • Anak-anak menjawab sesuai dengan pengetahuan mereka sebelumnya. • Anak-anak memperhatikan gambar dan menirukan	30 – 45 menit (1 kali pertemuan)

						• Self awareness	memberi drilling mengenai nama-nama tempat-tempat umum. • Guru bertanya kepada anak-anak apa yang biasa mereka lakukan di tempat-tempat umum tersebut. • Guru melakukan pengejaan yang berulang-ulang pada anak-anak dengan menggunakan flash card dan lagu, “<i>Where are you going?</i>”. • Guru membagikan gambar tempat umum kepada setiap anak. • Guru meminta anak-anak untuk membuat kelompok berdua. • Guru meminta anak-anak untuk menghafal lagu dan nama dari gambar tempat umum yang dipunyai setiap anak.	ucapan guru dan menghafalkannya. • Anak-anak menjawab sesuai dengan pengalaman mereka. • Anak-anak mengikuti instruksi dari guru.	

						• Self assessment	• Setiap kelompok anak akan maju ke depan kelas untuk menyanyikan lagu “<i>Where are you going?</i>” dan saling bertanya jawab kemana mereka akan pergi sesuai gambar yang dipunyai masing-masing. • Guru bertanya apakah anak-anak senang dengan pelajaran hari ini dan meminta anak untuk menempel gambar sedih atau senang ke kolom evaluasi. • Penutupan dan berdoa.	• Anak-anak menempel gambar yang sesuai dengan suasana hati mereka mengenai pelajaran hari ini.	
“Hello, how are you today?”	Alat –alat komunikasi	Mendengarkan: anak-anak dapat mengidentifikasi nama-nama alat komunikasi dan ungkapan sapaan. Berbicara: anak-anak dapat menyebutkan nama-nama alat komunikasi dan ungkapan sapaan.	• Anak-anak dapat mengidentifikasi alat komunikasi seperti telepon selular, telepon, telepon mainan, dan ungkapan sapaan. • Anak-anak dapat mengucapkan macam-macam alat telekomunikasi. • Anak-anak dapat menyapa seseorang di telepon.	• Hand puppets (boneka jari): <i>Hi, how are you? I’m fine, how are you? I’m fine thank you.</i>	• Telephones • Lagu “<i>Hi how are you?</i>” • Botol plastik/ gelas plastik • benang. • Smileys • Papan flannel	• Methodology preparation	• Pembukaan, Guru memimpin berdoa dan mengkondisikan anak-anak untuk siap belajar. • Guru menunjukkan gambar flash card alat komunikasi dan bertanya kepada anak-anak apa	• Anak-anak melakukan kegiatan awal rutin yang diandu oleh guru. • Anak-anak menjawab sesuai dengan pengetahuan mereka.	30 – 45 menit (1 kali pertemuan)

						• Self Awareness	yang mereka ketahui dari alat-alat tersebut. • Guru memberikan pengejaan yang berulang-ulang nama-nama alat telekomunikasi tersebut pada anak-anak. • Guru bertanya kepada anak-anak apa yang bisa dilakukan dengan alat-alat tersebut. • Guru memperagakan percakapan antara dua orang dengan menggunakan <i>hand puppets</i>. Ungkapan yang digunakan menggunakan lagu, "<i>Hi, how are you?</i>". • Guru melakukan <i>drilling</i> mengenai sapaan menanyakan kabar menggunakan lagu "<i>Hi, how are you?</i>". • Guru memberikan instruksi kepada 2	• Anak-anak menirukan ucapan guru. • Anak-anak menjawab sesuai dengan pengalaman mereka. • Anak-anak menirukan dan menghafalkan lagu. • Anak-anak mengikuti instruksi dari guru. • Setiap anak secara bergiliran	

						• Self assessment	anak untuk maju ke depan dan bertelepon menggunakan telepon sederhana dari gelas plastik dan bercakap-cakap menggunakan ungkapan yang sudah diajarkan dengan lagu. • Setiap anak bergiliran maju ke depan. • Guru bertanya apakah anak-anak senang dengan pelajaran hari ini dan meminta anak untuk menempel gambar sedih atau senang ke kolom evaluasi. • Penutupan dan berdoa.	maju kedepan untuk mempraktekkan percakapan bertelepon. • Anak menempel gambar yang sesuai dengan suasana hati mereka mengenai pelajaran hari ini.	

**THE SECOND DRAFT OF COURSE GRID OF INCORPORATING LEARNING TO LEARN IN THE TEACHING ENGLISH
FOR KINDERGARTEN CHILDREN
AT TK ABA GEMPOL CONDONGCATUR CLASS A: SEMESTER II
2012**

UNIT	TEMA	KOMPETENSI DASAR	INDIKATOR	TEKS INPUT	MEDIA/ TASK	ASPEK 'LEARNING TO LEARN'	TEACHING ACTIVITIES	LEARNING ACTIVITIES	WAKTU
In the zoo	Rekreasi		- Siswa dapat mengidentifikasi jenis-jenis hewan dalam gambar. - Siswa dapat mengidentifikasi jumlah hewan yang ada pada dalam gambar. - Siswa dapat menyebutkan nama hewan dalam bahasa Inggris dengan benar. - Siswa dapat menyebutkan nama hewan dan jumlahnya dengan benar dalam bahasa Inggris.	- Nama- nama binatang: <i>A tiger, an elephant, a snake, and a monkey.</i> - Nama dan jumlah binatang: <i>Two tigers, three elephants, four snakes, and five monkeys.</i> - Whispering game	- Flash cards (kartu bergambar) - Lagu - Lembar tugas - Whispering Game - Lem - Gambar smiley sedih dan gembira.	Methodology preparation Self awareness	Guru bertanya apakah murid-murid pernah ke kebun binatang dan apa yang mereka lihat disana? - Guru memperlihatkan kartu bergambar binatang buas dan meminta siswa untuk menirukan. Guru memperlihatkan kartu bergambar binatang buas yang berjumlah lebih dari satu dan meminta siswa untuk menghitungnya. Pada benda berjumlah jamak, diberi penekanan intonasi pada akhiran –s. - Guru memberi instruksi untuk	- Siswa menjawab sesuai pengalaman nyata mereka. - Siswa memperhatikan gambar yang dibawa oleh guru dan menirukan ucapan yang diucapkan oleh guru. - Siswa menirukan ucapan yang diucapkan guru dan diharapkan siswa mengenali penggunaan akhiran –s pada kata yang berjumlah jamak dan penggunaan ‘a’ pada benda tunggal. - Siswa mengikuti instruksi	30 – 45 menit (1 kali pertemuan)

						• Teacher-led review session • Self assessment	bermain whispering game. • Guru bertanya kepada siswa tentang materi yang telah diajarkan • Guru bertanya apakah siswa-siswa senang dengan pelajaran hari ini dan meminta siswa untuk menempel gambar sedih atau senang ke kolom evaluasi.	permainan dari guru. • Siswa menjawab dengan menyebutkan apa saja yang sudah mereka pelajari hari ini. • Siswa menempel gambar yang sesuai dengan suasana hati mereka mengenai pelajaran hari ini.	
Mr. Tejo is a Farmer	Pekerjaan	Mendengarkan: siswa dapat mengidentifikasi nama-nama pekerjaan. Berbicara: siswa dapat menyebutkan nama-nama pekerjaan.	• Siswa dapat mengidentifikasi jenis-jenis pekerjaan. • Siswa dapat mengucapkan nama-nama pekerjaan. • Siswa dapat menyebutkan pekerjaan orang tua mereka.	• Nama – nama pekerjaan: <i>A teacher, a farmer, and a nurse.</i> • Kata benda tambahan: <i>a dog, a cat, a rat, and the cheese.</i> • <i>He is/ she is ...</i> • <i>Who is he? Who is she?</i>	• Flash card (kartu bergambar) tentang jenis-jenis pekerjaan • Lagu “<i>The Farmer in the Dell</i>” • Zip-Zap game • Gerak tubuh	• Methodology preparation • Self awareness	• Guru menunjukkan kartu gambar mengenai pekerjaan sesuai dengan <i>text input</i>. • Guru memberi contoh pertanyaan dan jawaban yang ditirukan oleh siswa, X: “Who is he?”, Y: “He is Mr. Tejo.”, X: “What does he do?”, Y: “He is a farmer.” • Guru memberi pertanyaan yang kontekstual sehingga siswa dapat memahami, bertanya, dan	• Siswa memperhatikan pada gambar dan menirukan apa yang didengar dan dicontohkan oleh guru. • Siswa menjawab pertanyaan dari guru.	30 – 45 menit (1 kali pertemuan)

							menjawab pertanyaan mereka sendiri. Seperti, “What does Ms. Etti do?” dan siswa menjawab, “She is a teacher.” • Guru melakukan drilling pada siswa dengan menggunakan flash card dan lagu, “<i>The Farmer in the Dell</i>”. • Guru melakukan penugasan. Siswa diminta membuat kelompok berdelapan dan menyanyikan “<i>The Farmer in the Dell</i>” sambil menunjukkan gambar yang sesuai ketika menyebut nama benda. • Guru bertanya apakah siswa-siswa senang dengan pelajaran hari ini dan meminta siswa untuk menempel gambar sedih atau senang ke kolom evaluasi	• Siswa memperhatikan gambar, menirukan, dan menghafal lagu “<i>The Farmer in the Dell</i>”. • Siswa membuat kelompok berdelapan dan menyanyikan lagu “<i>The Farmer in the Dell</i>” di depan kelas sambil menunjukkan <i>flash card</i> yang sesuai. • Siswa menempel gambar yang sesuai dengan suasana hati mereka mengenai pelajaran hari ini	
Today’s weather: Hot! Hot!	Air, api, dan udara.	Mendengarkan: siswa dapat mengidentifikasi	• Siswa dapat mengidentifikasi nama-nama cuaca	• Nama-nama cuaca: It’s sunny, It’s	• Flash card (kartu bergambar)	• Methodology preparation	• Guru bertanya mengenai cuaca apa saja yang	• Siswa menjawab sesuai dengan pengetahuan	30 – 45 menit (1 kali)

So hot!		nama-nama cuaca di Indonesia. Berbicara: siswa dapat menyebutkan nama-nama cuaca di Indonesia.	di Indonesia. • Siswa dapat mengidentifikasi pakaian yang sesuai digunakan pada cuaca tertentu. • Siswa dapat mengucapkan nama-nama cuaca di Indonesia. • Siswa dapat mengucapkan jenis pakaian yang sesuai dengan cuaca tertentu.	windy, It's cloudy, Its' rainy • How is the weather today? • Nama-nama barang yang berkaitan dengan cuaca: An umbrella, A jacket, A hat, A sun glasses	cuaca • Lagu "Hot! Hot! So hot!" • Lem • Lembar penugasan	• Self awareness • Teacher-led review session • Self assessment	sudah diketahui oleh murid-murid. • Guru menunjukkan flash card kepada siswa dan memberi drilling mengenai nama-nama cuaca dan pakaian yang biasanya digunakan pada cuaca tertentu.. • Guru memberi pertanyaan yang sesuai dengan kondisi pada saat itu. • Guru mengajak siswa untuk bernyanyi "Hot! Hot! So Hot!" • Guru memberikan penugasan dengan memberikan lembar tugas. Siswa diminta untuk menempelkan gambar sesuai dengan instruksi dari guru. • Guru bertanya kepada siswa tentang materi yang telah diajarkan. • Guru bertanya apakah siswa-siswa senang dengan pelajaran hari	mereka sebelumnya. • Siswa memperhatikan gambar dan menirukan ucapan guru dan menghafalkannya. • Siswa menjawab sesuai dengan keadaan cuaca pada saat itu. • Siswa bernyanyi lagu "Hot! Hot! So Hot!" • Siswa mengerjakan lembar tugas dan mengikuti instruksi dari guru. • Siswa menjawab dengan menyebutkan apa saja yang sudah mereka pelajari hari ini. • Siswa menempel gambar yang sesuai dengan suasana hati mereka	pertemuan)

							ini dan meminta siswa untuk menempel gambar sedih atau senang ke kolom evaluasi	mengenai pelajaran hari ini.	
“Hello, how are you today?”	Alat –alat komunikasi	Mendengarkan: siswa dapat mengidentifikasi nama-nama alat komunikasi dan ungkapan sapaan. Berbicara: siswa dapat menyebutkan nama-nama alat komunikasi dan ungkapan sapaan.	- Siswa dapat mengidentifikasi alat komunikasi seperti telepon selular, telepon, telepon sederhana, dan ungkapan sapaan. - Siswa dapat mengucapkan macam-macam alat telekomunikasi. - Siswa dapat mengucapkan ungkapan sapaan dan memperagakan percakapan ketika bertelepon.	Hand puppets (boneka jari): How are you? I’m fine, how are you? I’m fine thank you.	- Hand phones - Lagu “Hi how are you?” - Botol plastik/ gelas plastik - benang.	Methodology preparation	Guru menunjukkan gambar flash card alat komunikasi dan bertanya kepada siswa. - Guru memperagakan percakapan antara dua orang dengan menggunakan <i>hand puppets</i>. Ungkapan yang digunakan menggunakan lagu, “<i>Hi, how are you?</i>” - Guru melakukan <i>drilling</i> mengenai sapaan menanyakan kabar menggunakan lagu “<i>Hi, how are you?</i>” - Guru memberikan instruksi kepada 2 siswa untuk maju ke depan dan bertelepon menggunakan telepon sederhana dari gelas plastik dan bercakap-cakap menggunakan	- Siswa menjawab sesuai dengan pengetahuan mereka. - Siswa menyimak penjelasan dari guru. - Siswa menirukan dan menghafalkan lagu - Siswa mengikuti instruksi dari guru.	30 – 45 menit (1 kali pertemuan)

						• Self assessment	ungkapan yang sudah diajarkan dengan lagu. • Setiap siswa bergiliran maju ke depan. • Guru bertanya apakah siswa-siswa senang dengan pelajaran hari ini dan meminta siswa untuk menempel gambar sedih atau senang ke kolom evaluasi	• Setiap siswa secara bergiliran maju kedepan untuk mempraktekkan percakapan bertelepon. • Siswa menempel gambar yang sesuai dengan suasana hati mereka mengenai pelajaran hari ini.	

APPENDIX D
Computation Result

Lampiran Computation Result

The Data of Mean, Median, and Mode of the Evaluation

No	Issues of Statement	N	Central Tendency		
			Mean	Median	Mode
Goals Aspects		8			
1.			4,25	4,00	4
2.			4,25	4,00	4
3.			4,13	4,00	4
4.			3,75	4,00	4
5.			3,75	4,00	4
Inputs Aspects		8			
6.			3,88	4,00	4
7.			4,13	4,00	4
8.			3,88	4,00	4
9.			4,13	4,00	4
Activities Aspects		8			
10.			4,13	4,00	4
11.			4,38	4,00	4
12.			4,13	4,00	4
13.			4,13	4,00	4
Teacher's Role Aspects		8			
14.			4,00	4,00	4
15.			4,25	4,00	4
16.			4,00	4,00	4
17.			4,00	4,00	4
Learner's Role Aspects		8			
18.			4,00	4,00	4
19.			4,13	4,00	4
20.			4,00	4,00	4
21.			4,38	4,00	4
22.			4,00	4,00	4
23.			4,00	4,00	4
24.			4,00	4,00	4
Lay Out Aspects		8			
25.			4,00	4,00	4
26.			4,25	4,00	4
27.			4,00	4,00	4
Learning to Learn Aspects		8			
28.			4,00	4,00	4
29.			4,00	4,00	4
30.			3,63	4,00	4

Validity and Reliability

Case Processing Summary

		N	%
Cases	Valid	8	100.0
	Excluded ^a	0	.0
	Total	8	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.842	30

APPENDIX E

Field Notes

Field note 1

Sabtu, 3 Desember 2011 (Observasi dan izin penelitian)

Ruang kepala sekolah, dan ruang kelas A1

P : Peneliti

KS : Kepala Sekolah

GK : Guru Kelas

Hari Sabtu, 3 Desember 2011, P datang ke TK ABA Condongcatur dan bertemu dengan KS TK ABA Condongcatur Yogyakarta. Kemudian setelah P diterima KS di ruang tamu kantor KS, P menjelaskan maksud dan tujuan kedatangan P ke sekolah tersebut yaitu untuk meminta izin penelitian di sekolah tersebut pada bidang studi ekstrakurikuler bahasa Inggris. KS memberi pernyataan bahwa beliau setuju dan bersedia apabila P melakukan penelitian di TK tersebut. Berdasarkan pengamatan P, TK ABA Condongcatur banyak meraih prestasi. Ini terlihat dari banyak nya piala yang di *display* di ruang tamu KS. P berbincang dengan KS untuk mengemukakan maksud dan tujuan P datang ke TK ABA Condongcatur. Setelah berbincang dengan KS, kemudian KS mempersilahkan P untuk berkeliling kelas dan ruangan yang ada di TK.

Ketika keluar dari kantor KS, P melihat anak-anak keluar dari kelas. Saat itu bel istirahat sudah dibunyikan. Anak-anak bermain di halaman sekolah. Ada yang bermain titian, perosotan, bermain bola sepak, bermain bebek-bebekan, bermain bola dunia, bermain jungkat-jungkit, bermain air keran, atau sekedar melihat temannya bermain-bermain. Sebagian anak-anak juga ada yang masih di dalam kelas. Mereka mengaji IQRA dengan guru kelas, mengerjakan tugas dari bu guru, bermain balok-balokan di dalam kelas, dan bermain mainan yang mereka bawa dari rumah.

P melanjutkan observasi ke ruang dapur. Disana P bertemu dengan beberapa guru kelas yang sedang mengawasi anak-anak bermain dari dapur. Di

dapur terdapat perlengkapan kompor, panci, dan piring-piring perlengkapan makan dan minum untuk anak-anak. Di sebelah dapur terdapat dua kamar mandi dan tempat wudhu.

P melanjutkan observasi ke ruang UKS dan gudang tempat penyimpanan alat-alat *drum band* dan alat-alat lainnya. Ruangan tersebut sangat pengap karena berada di belakang kelas-kelas dan tidak mempunyai ventilasi udara langsung keluar gedung. Masih satu ruangan dengan UKS dan gudang, terdapat ruang administrasi yang dipergunakan untuk menyimpan dokumen-dokumen sekolah dan komputer.

Setelah bel tanda selesai istirahat dibunyikan, anak-anak masuk ke kelas masing-masing. Mereka mengembalikan mainan pada tempatnya semula. Ada pula beberapa anak yang tidak mengembalikan mainan pada tempat semula. Lalu GK menegur anak tersebut dan menemani anak tersebut sampai mengembalikan mainan pada tempat semula. P bersama KS masuk ke kelas A1. KS juga merupakan GK A1. KS dan Bu Linda melanjutkan pembelajaran hari ini. KS sebagai GK A1 memperkenalkan P kepada anak-anak dan memberitahu bahwa P akan ikut di dalam kelas untuk melihat kegiatan anak-anak. Kemudian P memperkenalkan diri kepada anak-anak dan disambut antusias oleh anak-anak. Kemudian P berdiri di belakang kelas untuk mengikuti pembelajaran selanjutnya.

GK meminta anak-anak untuk berkumpul di tengah dan duduk di karpet yang sudah dipersiapkan oleh GK. Anak-anak berkumpul dan duduk di atas karpet. Kemudian GK mengeluarkan buku cerita bergambar yang besar dan anak-anak langsung berteriak, "*ceritaaaa...*". GK memulai kegiatan dengan mengkondisikan kesiapan anak-anak, "*Anak-anak, bu guru akan bercerita, apakah anak-anak sudah siap mendengarkan dengan baik?*" dan anak-anak menjawab serempak, "*sudaaah..*". Kemudian GK memulai cerita tentang pentingnya gosok gigi sebelum tidur. Anak-anak putri terlihat bergerombol dan sesekali berbisik-bisik kepada temannya. Yang kemudian langsung diberi isyarat untuk tenang oleh GK yang sambil bercerita. Ada dua anak yaitu Farrel

dan Yudha yang duduk di atas kursi karena tidak mau bergabung dengan teman-temannya yang lain. Bu Linda yang juga merupakan GK A1 mengawasi dua anak tersebut agar tidak mengganggu anak-anak yang lain. Seseekali anak-anak bertanya ketika GK masih bercerita. GK menjawab dengan singkat dan dikaitkan dengan alur cerita yang sedang berjalan. Diakhir cerita, GK memberi *quiz* kepada anak-anak. Setiap anak yang bisa menjawab pertanyaan akan mendapatkan satu bintang yang nantinya ditempel di buku prestasi. Anak-anak merespon dengan antusias. Kemudian GK memberi pertanyaan tentang apa yang baru saja diceritakan. Setiap anak ingin menjawab, bahkan yang tidak tahu jawabannya pun ikut mengangkat tangan, karena ingin mendapat bintang.

Setelah sesi pertanyaan selesai, GK mengkondisikan anak-anak untuk persiapan pulang. Kemudian GK memimpin berdoa pulang dan membagi buku tabungan. GK pun mengucapkan salam perpisahan dan dijawab anak-anak dengan mengucapkan salam.

P kemudian mengambil beberapa gambar mengenai kondisi kelas A1 dan kemudian dilanjutkan dengan wawancara dengan GK A1, Bu Linda. Setelah wawancara selesai, P pamit pulang dan berjanji besok Senin akan kembali untuk observasi kelas A2.

Field note 2

Senin, 5 Desember 2011 (Observasi dan ijin penelitian)
Ruang kepala sekolah dan ruang kelas A2

P : Peneliti
KS : Kepala Sekolah
GK : Guru Kelas

P datang ke sekolah pukul 7.30. Saat itu, P datang bersama asisten P. P disambut oleh para GK dan karyawan. Rupanya saat itu para GK sedang bersiap menyambut anak-anak yang baru saja datang ke sekolah. Dari hasil pengamatan P, hubungan antara para GK dengan wali murid sangat dekat. Itu terlihat dari

sapaan dan perbincangan antara wali murid dengan GK ketika menyerahkan anak-anak untuk masuk ke lingkungan sekolah. P dan asisten P disambut oleh KS dan diminta untuk menunggu sebentar di ruang tamu. Setelah beberapa lama, KS datang dan mengajak P dan asisten P untuk ikut kegiatan pembukaan di halaman sekolah bersama anak-anak, *“Mbak-mbak ikut saja ya ke halaman, kami akan mengadakan kegiatan pembukaan.”* Kami pun mengikuti permintaan KS.

Anak-anak berkumpul di tengah halaman dan berbaris sesuai kelas masing-masing. Kemudian ada satu GK yang memimpin dan memberi instruksi-instruksi kepada anak-anak. Dimulai dengan gerakan pemanasan yang kemudian di lanjutkan dengan lagu-lagu yang anak-anak semua sudah hafal. Setelah selesai, GK memberi pengarahan kepada anak-anak bahwa mereka harus mengantri ketika akan masuk kelas. Tidak boleh dorong-dorongan. Kemudian anak-anak dipandu GK masuk ke kelas masing-masing.

KS kemudian mempersilahkan P dan asisten P untuk masuk ke kelas A2. GK A2 sudah memberi kode kepada P dan asisten P untuk masuk ke kelas. Ketika P dan asisten P masuk ke kelas, anak-anak sangat tenang. Tidak ada yang bersuara. Kemudian GK memperkenalkan P dan asisten P. Kemudian P dan asisten P memperkenalkan diri. Tiba-tiba ada satu anak yang menangis memanggil ibunya. GK memberi isyarat agar P melanjutkan perkenalan. P menanyakan nama beberapa anak, namun suara mereka sangat kecil. Kemudian P memberi isyarat bahwa perkenalan sudah selesai dan akan dilanjutkan oleh GK. GK pun memulai pelajaran pada hari itu dengan menanyakan tugas-tugas yang diberikan pada hari Sabtu kemarin, *“Anak-anak, siapa yang kemarin memotong kukunya yang panjang-panjang? Siapa yang kemarin keramas? Siapa yang kemarin sudah membersihkan telinga?”* anak-anak menjawab serempak, *“sayaa...”* sambil mengangkat tangan mereka. GK bertanya kembali, *“siapa yang membersihkan telinga anak-anak?”* anak-anak mendadak diam tidak ada yang mau menjawab. Kemudian GK menyebut nama salah seorang anak, *“Mba Kiki kemarin membersihkan telinga? Siapa yang membantu membersihkan*

telinganya mb Kiki?” anak tersebut menjawab, *“ibu”*. Kemudian GK berkata kepada seluruh kelas, *“Itu mb Kiki pintar, berani menjawab pertanyaan bu guru. Mba Kiki membersihkan telinga dibantu oleh ibu,,, pintar (sambil mengacungkan jempol) kalau anak-anak dibantu siapa membersihkan telinganya?”* Kemudian beberapa anak menjawab ‘ibu’ ada pula yang menjawab ‘eyang’ ‘mbak’e’. kemudian GK menjelaskan, *“anak-anak kalau mau membersihkan telinga, harus meminta orang dewasa ya untuk membersihkannya. Bisa ibu, bisa, bapak, eyang, mba, mas, ya anak-anak.”* Kemudian GK memulai pelajaran hari itu dengan bernyanyi. Anak-anak terlihat termotivasi kembali untuk belajar. Setelah itu, GK membawa alat peraga berupa

KS bertanya mengenai hal apa yang akan diteliti oleh P. Kemudian P memberi sedikit penjelasan mengenai pembelajaran bahasa Inggris yang menggunakan aspek *Learning to Learn* sebagai teknik pembelajaran untuk merangsang kesadaran anak ketika belajar bahasa Inggris. KS mempersilahkan P untuk nanti bisa mengunjungi kelas A1 untuk observasi bila diperlukan. Hal tersebut dikarenakan KS juga mengajar sebagai GK di kelas A1.

P bertanya mengenai karakter anak-anak di TK tersebut dan bagaimana dengan kondisi pembelajaran bahasa Inggris yang sudah berlangsung selama ini. Menurut KS, anak-anak di TK tersebut sangat beragam. Setiap kelas mempunyai karakter anak-anak yang berbeda. Menurut KS, itu semua bergantung pada cara pengajaran dari setiap GK yang juga berbeda. KS juga memberi contoh perbedaan karakter anak di kelas A1 dan A2. Di kelas A1 mayoritas anak-anaknya berasal dari sekolah play group TK ABA, anaknya

sangat aktif dan kritis. Mereka mudah sekali bosan dan berani mengungkapkan apa yang mereka rasakan. Namun anak-anak kelas A1 sangat cepat belajarnya. Mereka mudah menangkap dan mengingat apa yang baru saja diajarkan. Tapi memang anak-anak A1 sangat terkenal rame kelasnya. Berbeda dengan anak-anak kelas A2. Anak-anak di kelas ini cenderung masih malu-malu karena mayoritas anak-anaknya memang murni belum pernah mengenyam pendidikan play group sebelumnya. Anak-anak nya masih pasif dan masih banyak yang menangis, takut menghadapi orang baru. Adaptasinya masih cukup lama. Namun KS yakin, itu hanya perlu pembiasaan. KS juga menjelaskan bahwa selama ini pembelajaran bahasa Inggris yang diselenggarakan di sekolah tersebut masih bersifat ekstrakurikuler. Tenaga pengajar bahasa Inggris tersebut pada awalnya didatangkan dari lembaga kursus bahasa Inggris Little Sunshine, namun pada perkembangannya guru bahasa Inggris tersebut ijin berhenti karena akan mengikuti tes PNS di Sumatra. Oleh karena itu, guru bahasa Inggris tersebut menggajukan temannya untuk menggantikan mengajar bahasa Inggris di sekolah tersebut. Namun, menurut KS sejauh ini metode pengajaran yang digunakan oleh guru pengganti tersebut sangat tidak efektif dan tidak tepat sasaran. Anak-anak setiap kali pelajaran bahasa Inggris selalu ramai dan tidak memperhatikan gurunya. Itu disebabkan guru tersebut monoton cara mengajarnya. Terlebih lagi, menurut informasi dari KS, guru tersebut latar belakang pendidikannya adalah Fisika namun memang bisa berbicara dan mengerti sedikit tentang grammar bahasa Inggris. KS juga mengatakan bahwa sebenarnya para GK ingin sekali untuk bisa belajar bahasa Inggris, agar bisa membantu mengulang materi yang sudah disampaikan guru bahasa Inggris kepada anak-anak. Diakhir pembicaraan, KS memberikan ijin P untuk penelitian di kelas A1 dan A2 dengan alasan agar P dapat merasakan perbedaan mengajar di kelas yang sangat aktif dan kelas yang kurang aktif.

Setelah itu P dipersilahkan oleh KS untuk masuk ke kelas A1 pada pukul 09.30 setelah anak-anak istirahat siang. P disambut oleh anak-anak yang satu persatu datang dan berjabat tangan dengan P. Kemudian GK

memperkenalkan P kepada anak-anak sebagai guru bahasa Inggris. Setelah perkenalan, P mengambil kursi dan duduk dibelakang kelas dan mengikuti pelajaran jam kedua bersama anak-anak. Dari hasil pengamatan di dalam kelas, anak-anak sangat mudah beradaptasi dengan orang baru. Mereka juga tidak keberatan P duduk di belakang kelas untuk mengikuti pelajaran bersama mereka. Anak-anak kelas A1 sangat aktif. Mereka saling berebut menjawab pertanyaan yang diajukan oleh GK. Mereka juga sangat mudah bosan, sehingga apabila GK sudah mulai monoton mengajarnya, mereka akan berbicara sendiri-sendiri atau bermain sendiri. Hari itu GK mengajarkan tentang pentingnya gosok gigi sebelum tidur. KS menggunakan media buku cerita untuk menyampaikan pelajaran kepada anak-anak. Anak-anak dikondisikan untuk berkumpul dan duduk di karpet dan kemudian GK duduk di kursi di depan mereka sambil membawa buku cerita yang bergambar. Anak-anak sangat tenang dan menyimak apa yang diceritakan oleh GK. Setelah proses bercerita selesai, GK memberi beberapa pertanyaan mengenai materi yang baru saja disampaikan. Anak-anak berebut menjawab pertanyaan dari GK. Setelah itu anak-anak bersiap-siap untuk pulang.

Setelah pelajaran usai, P menyempatkan untuk bisa mewawancarai seorang anak. Atas ijin dari GK, P melakukan wawancara kepada Nayla Rizal. P melakukan wawancara untuk mengetahui tingkat ketertarikan anak-anak kepada bahasa Inggris dan alasan mereka. Setelah itu P juga mewawancarai GK A1 untuk mengetahui kebutuhan siswa mengenai pembelajaran bahasa Inggris dan permasalahan yang dihadapi guru dan anak-anak. Setelah melakukan wawancara, P mohon pamit pulang kepada seluruh GK dan KS di sekolah tersebut.

Field note 3

Senin, 25 Juni 2012

(Implementasi Teacher's Guide Bahasa Inggris Unit 1)

Ruang kelas A1

P dan tim datang ke sekolah pukul 7.00 pagi. Di sekolah KS dan GK sudah hadir dan sudah bersiap menyambut anak-anak yang datang di gerbang sekolah. Sebagian GK menunggu di dalam kelas untuk mengajar IQRA bagi anak-anak yang sudah datang. P dan tim disambut dan diterima kedatangannya di ruang tamu KS oleh KS. Kemudian P dan tim diberi waktu untuk mempersiapkan alat dan bahan ajar sambil menunggu bel masuk pukul 7.30.

Bel pun dibunyikan, anak-anak dikumpulkan di tengah lapangan dan dibariskan setiap kelasnya. Salah satu guru kelas memimpin anak-anak untuk mengucapkan selamat pagi dan bernyanyi beberapa lagu dengan menggunakan gerakan. Setelah selesai, anak-anak dibariskan tiap kelas untuk masuk ke kelas satu persatu.

Setelah anak-anak masuk ke kelas masing-masing, P masuk ke kelas A1 untuk mengikuti GK mengkondisikan anak-anak untuk berdoa dan belajar. GK mengucapkan salam kepada anak-anak. Anak-anak berdoa dan hafalan surat-surat pendek yang dipandu oleh GK. Setelah itu GK mempersilahkan P untuk memulai mengajar bahasa Inggris.

P memulai pelajaran bahasa Inggris dengan mengucapkan salam dan mengajak anak-anak untuk bernyanyi lagu "*Assalamualaikum, how are you?*". Karena anak-anak sudah mengenal lagu tersebut, seluruh anak-anak pun bernyanyi bersama-sama. Kemudian P mengajak anak-anak untuk menyanyikan lagu "*Rolling Up*" untuk mengkondisikan anak-anak agar siap berdoa. Setelah menyanyikan lagu "*Rolling Up*", P memimpin berdoa menggunakan instruksi dalam bahasa Inggris. Anak-anak mengikuti apa yang diucapkan oleh P. Setelah itu P memperkenalkan diri kepada anak-anak dalam bahasa Inggris, "*Hello, my*

name is Miss Etti.” dan sebagian anak-anak reflek menirukan apa yang diucapkan P. Kemudian P menanyai nama anak-anak satu persatu langsung dengan menggunakan bahasa Inggris, “*What’s your name?*”. Setiap anak dibimbing oleh P untuk menjawab pertanyaan tersebut satu persatu. Kemudian P memutar *audio player* lagu ‘*number*’ dan bertanya apakah anak-anak mengingat lagu tersebut? Ternyata hanya sebagian saja anak-anak yang benar-benar hafal lagu ini. Kemudian P bersama anak-anak menyanyikan lagu ‘*number*’. Setelah itu P bertanya kepada anak-anak apakah mereka pernah pergi ke kebun binatang Gembira Loka. Dan sebagian besar anak-anak menjawab sudah pernah. Kemudian P bertanya binatang apa saja yang anak-anak lihat disana. Dan anak-anak menjawab dengan saling berebutan. Kemudian P menunjukkan beberapa gambar binatang buas dan bertanya hewan apa ini. Kemudian anak-anak menjawab nama hewan tersebut dalam bahasa Indonesia. P mengucapkan nama hewan tersebut dalam bahasa Inggris sambil menunjuk ke gambar, dan otomatis anak-anak menirukan ucapan P. P melakukan pengulangan beberapa kali yang P pecah menjadi beberapa kelompok meja sampai P memastikan bahwa seluruh anak telah mengucapkan nama hewan tersebut dalam bahasa Inggris. Setelah semua mengucapkan, P melanjutkan dengan gambar kedua sampai keempat gambar tersebut ditampilkan kepada anak-anak.

Setelah itu P melanjutkan dengan menampilkan gambar binatang buas yang berjumlah lebih dari satu. P bertanya kepada anak-anak ada berapa binatang Gajah didalam gambar tersebut. Kemudian P bersama-sama anak-anak menghitung jumlah binatang tersebut. Kemudian P bertanya ada berapa jumlah binatangnya. Anak-anak hanya menjawab jumlahnya saja dalam bahasa Inggris. Lalu P menyebutkan secara lengkap, “ *Ten Elephants*” dengan memperjelas intonasi ‘s’ diakhir kata benda untuk menunjukkan kepada anak-anak bahwa itu sebagai tanda kata benda jamak. Kemudian P meneruskan dengan beberapa gambar binatang buas yang lain dengan metode penyampaian yang sama. P memberikan waktu (*silent period*) kepada anak-anak untuk memahami dan

menemukan sendiri apa yang membedakan antara benda tunggal dan benda jamak dalam bahasa Inggris. P menunggu anak-anak beberapa menit untuk memberi peluang anak untuk bertanya, namun tidak ada yang bertanya. Kemudian P melanjutkan pelajaran.

P mengajak anak-anak untuk bermain '*Whispering Game*'. P membagi anak-anak menjadi empat kelompok. Setiap kelompok terdiri dari enam orang anak. P meminta anak-anak untuk berbaris. GK juga membantu mengkodisikan anak-anak untuk berbaris. Kemudian P memberi instruksi tentang peraturan permainan kepada anak-anak. Kemudian P memulai permainan dengan memberikan kata kunci yang pertama kepada anak-anak yang berada di barisan paling belakang. Kemudian anak-anak yang diberitahu kata kunci tersebut, setelah hitungan ketiga mulai membisiki teman didepannya dan seterusnya sampai anak yang berada di depan sendiri akan mengambil gambar sesuai dengan kata kunci yang dibisikkan oleh temannya. Gambar tersebut ditempelkan di papan tulis. Kelompok yang berhasil menyelesaikan permainan terlebih dahulu akan mendapat satu bintang. Di tengah-tengah permainan, ada beberapa anak yang tidak mau ikut permainan bersama teman-temannya. Mereka adalah Rio dan Farrel. Mereka bermain mainan yang mereka bawa dari rumah dan membuat keributan kepada teman-temannya yang lain. Hal itu menyebabkan permainan '*Whispering Game*' menjadi kacau dan tidak terkendali. P dibantu GK berusaha untuk memisahkan Rio dan farrel dari teman-teman yang lain. Satu orang anak menangis karena tidak sengaja tersenggol Rio dan akhirnya menangis. Dan dikarenakan waktu yang dibutuhkan untuk menenangkan anak cukup lama, sekitar 15 menit, dan keterbatasan waktu, P memutuskan untuk menghentikan permainan dan melanjutkan pelajaran.

P melanjutkan tahap pelajaran selanjutnya yaitu '*teacher-led session*'. P bertanya kepada anak-anak tentang apa yang telah mereka pelajari hari itu. Anak-anak menjawab dengan antusias dan berebutan. Sebagian besar anak-anak menjawab dalam bahasa Indonesia, namun ada beberapa anak yang

menyebutkan nama-nama binatang buas dalam bahasa Inggris. P menanggapi setiap jawaban anak yang benar dengan ekspresi 'Good', 'Excellent', 'dan 'Okay'.

Kemudian P pun melanjutkan ke tahap pembelajaran yang terakhir yaitu 'Closing'. P bertanya kepada anak-anak apakah mereka senang atau tidak suka dengan pelajaran bahasa Inggris hari ini. Apabila anak memilih emoticon senang berarti anak mau dan ingin belajar bahasa Inggris lagi. Namun bila anak memilih emoticon sedih, berarti anak-anak tidak menyukai metode pembelajaran bahasa Inggris yang seperti ini. Dari 15 anak, 14 anak memilih emotiocon senang dan stau anak memiih emoticon sedih. Setelahnya P membagikan snack kepada seluruh anak sebagai ucapan terimakasih telah mau belajar bahasa Inggris pada hari itu. P kemudian memimpin anak-anak untuk menyanyikan lagu 'Roling Up' dan bersiap untuk doa penutup. Setelah berdoa, P mengucapkan terima kasih dan selamat tinggal kepada anak-anak.

Field Note 4

(Implementasi Teacher's Guide Bahasa Inggris Unit 2)

Ruang kelas A2

P masuk keruangan kelas A2 setelah mendapat instruksi dari GK bahwa anak-anak sudah siap menerima pelajaran bahasa Inggris. P masuk dan disambut anak-anak. P langsung memulai berjalan ke depan kelas dan menyapa anak-anak. Hanya beberapa anak yang merespon sapaan dari P. Kemudian ada seorang anak menangis dan memanggil-manggil ibunya minta untuk pulang. Namun GK memberi isyarat agar P tetap melanjutkan pelajaran.

P memimpin anak-anak untuk bernyanyi dan berdoa. Setelah itu P memulai memberi pertanyaan apa pekerjaan ayah mereka. Anak-anak menjawab dengan antusias dan berebutan. Setelah itu P menunjukkan kepada anak-anak beberapa gambar seseorang dengan atribut pekerjaannya. P bertanya apakah anak-anak mengetahui apa pekerjaan orang yang ada di dalam gambar. Anak-anak bisa menjawab dengan benar setiap gambar pekerjaan yang ditunjukkan oleh P. Setelah itu P meminta anak-anak untuk menirukan nama-nama pekerjaan dalam bahasa Inggris. Kemudian P bertanya kepada anak-anak apakah pekerjaan Bu Ukin dan Miss Etti. Anak-anak dapat menjawab dengan benar. Sebagian dari mereka dapat menjawab dalam bahasa Inggris, sebagian lagi menjawab dalam bahasa Indonesia.

P menyanyikan lagu *'What does he do?'* dan meminta anak untuk menirukan. Anak-anak pun menirukan walau terbata-bata. Kemudian P meminta beberapa anak-anak untuk maju ke depan menyanyikan lagu tersebut berdua dengan menunjukkan gambar pekerjaan yang disebutkan dalam lagu. Kemudian P memberi penugasan kepada setiap anak dengan memberikan selembar tugas untuk menghubungkan gambar dan nama pekerjaan yang sesuai.

Setelah kegiatan selesai, P bertanya kembali kepada anak-anak, apa yang baru saja mereka pelajari. Anak-anak menyebutkan satu-per satu kegiatan

yang baru saja mereka jalani. Kemudian anak-anak mengevaluasi pembelajarannya dengan memilih emoticon yang sesuai dengan kesukaan mereka pada pelajaran bahasa Inggris hari itu. Setelah itu P memimpin berdoa dan pulang.

Field Note 5

(Implementasi Teacher's Guide Bahasa Inggris Unit 3)

Ruang kelas A2

P masuk kelas A2 dan disambut oleh anak-anak. Mereka terlihat bersemangat. P memulai pelajaran dengan menyapa anak-anak kemudian mengajak mereka menyanyikan lagu "*good morning*". Setelah itu P memimpin berdoa.

P memulai pelajaran dengan bertanya kepada anak-anak nama-nama tempat umum apa saja yang ada di sekitar mereka. Anak-anak menjawab rumah sakit, kantor pos. Kemudian P menunjukkan beberapa gambar dan anak-anak dapat menyebutkan nama-nama tempat tersebut. Setelah itu anak-anak bernyanyi "*Where are you going*". P kemudian membagikan gambar kepada setiap anak. Kemudian anak-anak membuat kelompok berdua dan bernyanyi lagu tersebut dan menjawab nama tempat sesuai gambar yang mereka miliki.

Setelah kegiatan selesai, P bertanya kembali kepada anak-anak, apa yang baru saja mereka pelajari. Anak-anak menyebutkan satu-per satu kegiatan yang baru saja mereka jalani. Kemudian anak-anak mengevaluasi pembelajarannya dengan memilih emoticon yang sesuai dengan kesukaan mereka pada pelajaran bahasa Inggris hari itu. Setelah itu P memimpin berdoa dan pulang.

Field Note 6

(Implementasi Teacher's Guide Bahasa Inggris Unit 4)

Ruang kelas A1

P masuk ke kelas A1. Anak-anak sudah siap belajar bahasa Inggris. P memulai pelajaran dengan menyapa dan bernyanyi dengan anak-anak. Setelah itu P memimpin berdoa.

P memulai pelajaran dengan menunjukkan alat telepon kepada anak-anak dan menanyakan fungsi dari telepon tersebut. Kemudian P memperagakan orang bertelepon dengan menggunakan finger puppet. Kemudian anak-anak simulasi bertelepon dengan menggunakan telepon mainan dan mengucapkan ekspresi greeting ketika bertelepon.

Setelah kegiatan selesai, P bertanya kembali kepada anak-anak, apa yang baru saja mereka pelajari. Anak-anak menyebutkan satu-per satu kegiatan yang baru saja mereka jalani. Kemudian anak-anak mengevaluasi pembelajarannya dengan memilih emoticon yang sesuai dengan kesukaan mereka pada pelajaran bahasa Inggris hari itu. Setelah itu P memimpin berdoa dan pulang.

APPENDIX F
Interview Transcript

Interview Transcripts 1 (Need analysis)

Date : Saturday, 3rd December 2011
Place : TK ABA Condongcatur Yogyakarta
Time : 09:00 AM
Discussion : Observation
R : Researcher
HM : Head Master (Ibu Siti Markhanah, S. Pd.)

R : Selamat siang bu, assalamualaikum
HM : ya, waaaikumussalam. Apa yang bisa dibantu mb?
R : ini bu, mau meminta ijin penelitian di sekolah ini. Saya tertarik untuk mengambil penelitian disini karena sebelumnya saya pernah praktek EFC di TK ini bu.
HM : oh... ya dengan senang hati. Judul penelitiannya apa?
R : tentang pengajaran bahasa Inggris menggunakan *Learning to Learn* bu.
HM : oh.. *Learning to Learn* itu yang seperti apa?
R : jadi teknik pengajaran yang tujuannya menstimulasi anak untuk lebih memahami apa yang mereka pelajari, begitu bu.
R : kalau anak-anak disini, karakternya bagaimana ya bu?
HM : saya ambil contoh kelas A ya mb. Nanti mba nya penelitian di kelas A saja, karena yang masih kecil-kecil. Kalau yang besar-besar sudah mulai aktif sekali, kasihan mba nya. Kalau kelas A1 itu kebanyakan dari play group. Anak-anaknya sangat aktif dan kritis. Karena di play group sudah dibiasakan begitu, jadi mereka berani tampil... menunjukkan kalau mereka suka ataupun tidak suka terhadap sesuatu kepada gurunya. (aaa...) dan juga anak-anaknya itu sangat mudah bosan dan mereka berani bilang ke gurunya kalau pelajarannya ga menarik. Tapi anak-anak kelas A1 itu sangat cepat belajarnya. Mudah menangkap apa yang disampaikan guru dan mudah ingat... tapi anak-anak kelas A2 itu agak pemalu karena hampir semuanya baru masuk sekolah pertama-pertama ini, sebelumnya belum pernah di play group. Anak-anak nya masih pasif. Kurang inisiatif dan beberapa anak ada yang masih takut dengan orang baru. Hati-hati nanti mbak nya kalau masuk ke kelas itu, jangan kaget, makanya saya beritahu dulu. Anak-anak masih membutuhkan waktu lebih untuk bisa menerima orang baru. Tapi seiring berjalannya waktu, nanti mereka pasti berani untuk tampil.
R : ooo... begitu ya bu. Kalau guru bahasa Inggrisnya, berasal dari mana bu?
HM : guru bahasa Inggris kita ambil dari lembaga yang direkomendasi dari wai murid. Saya lupa namanya, tapi kemudian gurunya pindah ke Palembang karena ikut CPNS disana. Saya minta sebelum pergi minta dicarikan ganti. Lalu guru tersebut merekomendasikan temannya yang namanya Miss Sukma. Kuliahnya dulu di Matematika UAD tapi bisa bahasa Inggris. Tapi ternyata ga bisa mengajar anak-anak. Cara ngajarnya monoton, anak-anak mudah bosan... Jadi kita harus kerja extra untuk membantu mengatur anak-anak agar anak-anak tetap memperhatikan gurunya.
R : Lalu apa yang menjadi kesulitan nya bu?
"HM : ... Kita ingin membantu guru bahasa Inggris untuk mengulang materi pelajaran bahasa Inggris tapi kita tidak pe-de kalau ngomong bahasa Inggris. Kita takut malah salah-salah. Itu kenapa sebenarnya kami ingin belajar bahasa Inggris, tapi ya itu, kita tidak punya banyak waktu ikut les bahasa Inggris hehehe...
R : lalu apa rekomendasi ibu atau saran dari ibu untuk permasalahan tersebut?
"HM : ...itulah kenapa seandainya ada buku bahasa Inggris itu sangat kita butuhkan, yang tulisannya besar, karena ya kami sudah tua, kalau tampilannya rumit kita sudah malas membacanya.
R : oo... iya berarti intinya guru-guru disini sebenarnya ingin belajar bahasa inggris namun yang tidak menyita waktu namun juga mudah dipelajari ya bu?

HM : iya begitu mb. Ya kan kita kebanyakan sudah capek ya dengan beban mengajar dan kegiatan harian yang lain. Oleh karena itu, kalau bahasa inggrisnya susah, pasti kami sudah malas duluan hehehehe...

R : baik bu, terimakasih waktunya.

HM : ya sama-sama.

Interview Transcripts 2 (Need analysis)

R : siang bu linda.

BL : iya selamat siang.

R : bu, saya minta waktu sebentar ingin bertanya-tanya tentang adik-adik di kelas ini. Bagaimana karakter adik-adik di sekolah ini ya bu?

BL : yaa sejauh pengamatan saya masih dalam tahap wajar ya. anaknya manis-manis, aktif juga, hmm.. ada juga yang pemalu, ada juga yang suka jahil.. ya semua menurut saya masih dalam tahap wajar.

R : bagaimana cara belajar adik-adik disini bu?

BL : ya mereka belajar itu intinya harus variatif sih ya bu, kalau engga mereka mudah bosan.

R : apakah adik-adik bisa belajar berkelompok bu? (Can the children work in group?)

BL : Ooo bisaa... biasanya anak-anak itu kalau kerja kelompok itu seperti pas permainan, game game yang membutuhkan kerja sama seperti lomba menyusun balok, begitu bu. Mereka juga suka hal-hal yang membuat mereka bergerak, mereka sangat semangat sekali belajarnya.

R : baik bu, terimakasih informasinya.

BL : sama-sama bu.

Interviews Transcript 3 Need analysis

R : haloo adik-adik, assalamualaikum.

Ss : waalaikummussalam

R : miss, minta waktu sebentar mau tanya adik-adik boleh?

Ss : boleeehh..

R : Adik-adik suka ga bahasa Inggris?

Ss : Sukaaa....

R : Apa yang adik-adik suka dari pelajaran bahasa Inggris

Adel : Nyanyi miss, aku juga bisa lho angka-angka,,, one, two, three, four, five, six, seven, eight, nine, ten.

Vania: Aku juga bisa. Pintu 'door' kan miss?!

R : Selain menyanyi, suka apa lagi?

Alya : mewarnai

Rafli : aku permainan miss.

R : wow... pinter-pinter ya semua. Okee, terimakasih yaa adik-adik. Maaf sudah membuat orang tua adik-adik menunggu..

Ss : yaaa....

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Interviews Transcript 4

Evaluation Unit 1

Date : Monday, 25th June 2012

Place : TK ABA Condongcatur Yogyakarta

Time : 10:26:52 AM

R : Researcher

BS : Bu Siti Markhanah (Headmaster & Class Teacher of A1)

R : Siang Bu Siti.

BS : Ya, selamat siang.

R : Begini bu, ... Setelah tadi saya mempraktekkan materi yang sudah saya buat, bagaimana menurut Anda secara keseluruhan kegiatan hari ini?

BS : Alhamdulillah saya lihat anak-anaknya... karena berbeda dengan harian, anak-anaknya sangat antusias dan komunikatif dengan ibu guru sehingga anak-anak sangat senang dan... eee apa ya namanya? Anak-anak aktif untuk mengikuti pembelajaran bahasa Inggris.

R : kemudian menurut Anda, kegiatan-kegiatan bahasa Inggris yang sudah hari ini dilakukan, bagaimana bu?

BS : Eee... anak-anak sangat senang karena ada media pembelajaran, dan ada metode yang .. itu namanya metode atraktif namanya, sehingga anak-anak ingin terulang kembali metode-metode seperti itu sehingga anak-anak bisa dengan pelajaran bahasa Inggris tidak takut.

R : kemudian Bu, apa saja kekurangan dalam kegiatan pembelajaran hari ini bu?

BS : Ya... satu eee.... Salah satu saja, untuk kekurangan, Cuma sedikit. Sebetulnya tidak ada kekurangan namun kalau bisa untuk waktunya bisa ditambah atau bisa di luar kelas.

R : Ooo... aktifitas di luar kelas?

BS : Bisa... bisa dilakukan aktifitas di luar kelas sehingga anak-anak tidak bosan di dalam kelas.

R : Kalau untuk aspek Learning to Learn nya bagaimana bu?

BS : Aspek Learning to Learn nya yang mana ya tadi mb? Ohh, yang tadi menanyakan tentang pengalaman anak tentang binatang itu ya?

R : iya bu, dimulai dari itu.

BS : menurut saya, itu tadi cukup bagus. Jadi anak digali terlebih dahulu pengalaman mereka tentang materi yang akan mereka pelajari. Anak-anak menjadi ...ee.. apa itu.. cepat memahami apa yang mereka sedang pelajari karena sudah memiliki pengalaman sebelumnya.

R : Kemudian yang terakhir, apa saran Anda terhadap kegiatan pembelajaran hari ini?

BS : Eee... untuk saran-saran, lebih komunikasi sekali kalau ibu guru membuat banyak sekali media pembelajaran sehingga anak-anak itu bisa menirukan sampai anak-anak itu bisa menirukan dengan betul.
R : terimakasih atas waktu ya bu.
BS : ya sama-sama terimakasih.

Interviews Transcript 5

Evaluation Unit 2

Date : Monday, 25th June 2012
Place : TK ABA Condongcatur Yogyakarta
Time : 10:35:10 AM

R : Researcher
BU : Bu Ukin (Bu Sukinah)

R : Selamat siang Bu Ukin.
BU : Ya selamat siang.

R : Mohon waktunya sebentar untuk evaluasi pembelajaran bahasa Inggris hari ini. Bagaimana menurut Anda tadi secara keseluruhan kegiatan pembelajaran bahasa Inggris?

BU : Alhamdulillah kalau untuk hari ini mba Etti luar biasa, jadi merupakan... apa ya... anak lebih perhatian sama mb Etti karena mb Etti tadi membawa alat peraga yang cukup besar dan itu memancing anak untuk perhatiannya kesana.

R : Ooo... begitu.. kemudian bagaimana menurut Anda mengenai kegiatan per kegiatan dari pembelajaran tadi bu?

BU : Oke kalau menurut saya, njenengan tadi sebenarnya sudah bagus ya untuk memancing anak biar supaya konsentrasi cuman... kalau saya melihat tadi untuk mengenalkan lagu bahasa Inggris,,, kan tidak semua lagu itu anak sudah mengenal. Kalau anak yang sudah mengenal seperti "*Assalamualaikum how are you?*" kan anak-anak kan sudah bisa, tapi kalau yang... ada lagu baru seperti tadi, itu kan anak belum paham. Nah ketika njenengan mau menjelaskan tadi nek menurut saya, njenengan bisa menjelaskan pelan-pelan. Bisa satu kata ditirukan dulu semuanya nanti kalau anak-anak bisa, oke, dirasa cukup, nanti dilanjutkan dengan kata berikutnya, nanti kan anak... oh nanti kan aku setelah nyanyi ini kan, jadi kalau kata-katanya sudah menguasai untuk lagu kan nanti lebih mudah untuk anak mengerti. Kalau tadi yang njenengan lakukan, satu lagu langsung satu baris, jadi anak kan ada yang perhatiannya kurang, malah ada yang mainan sendiri nah itu mungkin menurut saya seperti itu. Ada yang lagu apa to? Eee... *Policeman* apa itu, ee... ya itu mungkin yang perlu untuk catatan saja.

R : Menurut ibu tadi, pasti banyak ya kelebihan dan kekurangannya, hehehe... nah untuk kekurangannya dari pembelajaran... kegiatan pembelajaran bahasa Inggris tadi, eee... apa bu?

BU : Untuk kekurangannya?

R : Njih.. selain mungkin yang untuk lagu

- BU : Apa ya? Kalau mungkin saya rasa cuma itu. Kalau untuk penguasaan pembelajaran ya mungkin karena background dari njenengan bukan guru Tk, maksud saya belum... belum mengenal anak-anak, jadi mungkin kalo menurut saya, pengenalan dulu itu yang penting, kalau anak sudah mengenal mungkin nanti akan lebih mudah... untuk apa ya? Kalo ini tadi kan masih,,, tapi *Alhamdulillah* ini tadi sudah terkondisi ya, ini tadi sudah, kelebihanannya itu lho, anak sudah langsung terkondisi melihat alat peraga njenengan, sudah besar kemudian ditempel, kemudian untuk pemberian rewardnya... lha ini, untuk memberikan rewardnya, njenengan sudah bagus untuk memberikan reward itu tadi berupa makanan itu tadi sebenarnya sudah bagus, cuman... akan lebih bermakna reward itu ketika anak... apa ya? ... mempunyai suatu prestasi atau apa ya?... misalnya njenengan kasih pertanyaan, dia bisa njawab, nah itu akan lebih bermakna buat si anak. Beda sama langsung dibagikan semuanya... 'Ahh.. aku gak njawab we juga tetep dapat hadiah.' Beda sama itu... jadi nanti untuk pemberian reward bisa lebih bermakna bagi anak, gitu mb.
- R : Kalau untuk penerapan aspek Learning to Learn nya tadi bagaimana bu?
- BU : Menurut saya sudah cukup kalau untuk anak-anak TK. Memang merangsang anak untuk mereka bisa menyadari apa yang mereka pelajari masih sangat sulit ya, karena anak-anak kan dunianya masih bermain. Dari bermain itu disisipi aspek pembelajaran. Jadi menurut saya dari apa yang sudah njenengan ajarkan ke anak-anak sudah cukup untuk ... ee... secara pelan-pelan membangun kesadaran anak untuk belajar. Begitu kan mb?
- R : Iya bu. Kemudian adakah saran untuk perbaikan pembelajaran di TK terutama pembelajaran bahasa Inggris hari ini?
- BU : hmm.. ya, tadi sudah termasuk ya sarannya. Jadi kalau secara umum, karena mengingat bahasa Inggris itu termasuk asing bagi anak meskipun kita sering kali kayak kita tadi, "Very Good" kan tadi anak-anak langsung komentar "Very Good imut" itu berarti anak sudah mengenal karena dia sudah terbiasa. Nah mungkin disini saran kami karena ini merupakan bahasa Inggris di kelas, karena waktunya terbatas, bisa dibikin semacam apa kayak yel-yel atau apa yang bisa mengkondisikan anak misalnya 'sit down, please' langsung ditunjukkan seperti tadi tapi sering, tadi kan baru sesekali ketika anak-anak awal-awal kan? Nah itu bisa njenengan maksimalkan. Jadi kalau anak sudah terbiasa, jadi otak kanan nya yang bekerja, jadi ga mikir 'sit down' itu duduk itu ga usah mikir. Brarti langsung otomatis mereka duduk, lebih banyak yang seperti itu. Lebih banyak di... diperagakan nah itu. Langsung ke prakteknya, misalnya itu tadi. Kalau ada indikasi mulai ada anak yang tidak konsen, njenengan langsung panggil misalnya siapa si A nih gitu.
- R : terimakasih Bu Ukin dan bantuan hari ini.
- BU : iya sama-sama, mohon maaf ini tadi sempat saya tinggal-tinggal.

Interviews Transcript
Evaluation Unit 3

Date : Tuesday, 26th June 2012
Place : TK ABA Condongcatur Yogyakarta
Time : 10:45 AM

R : Researcher
BU : Bu Ukin (Bu Sukinah)
BA : Bu Ani

R : Assalamualaikum Bu Ukin dan Bu Ani. Bagaimana kabar hari ini?
B : Alhamdulillah baik.
R : Mohon waktu sebentar ya bu untuk evaluasi pembelajaran bahasa Inggris hari ini. Menurut ibu bagaimana pembelajaran bahasa Inggris hari ini? Mungkin dari Bu Ani dulu, menurut ibu bagaimana?
BA : Menurut saya pembelajarannya bagus sekali. Namun ada satu anak yang nangis tadi, bukannya takut untuk tidak bahasa Inggris, namun takut drumband. Makanya nangis terus.
BU : kalau saya dari segi keseluruhannya lebih baik dari pada yang kemarin, ini ada kemajuan yang sangat menonjol lah. Mungkin dari komunikasi dengan anak juga lebih bagus.
R : Ooo... baik bu, Alhamdulillah kalau begitu ada kemajuan hehe... kemudian bagaimana menurut ibu dari kegiatan per kegiatan pembelajaran bahasa Inggris tadi?
BU : kalau saya mengamati kegiatan pembelajaran yang njenengan lakukan itu sudah sesuai dengan saran saya yang kemarin. Jadi ketika memberikan reward kepada anak ada yang lebih bermakna. Tadi kan juga bisa kita saksikan, anak juga lebih seneng, lebih termotivasi untuk belajar bahasa Inggris. Cuman, saya mendapatkan tadi ada beberapa, yang... apa ya... tadi kalau sedikit... sedikit pemandangan yang tidak biasanya, jadi anak yang satu diberikan reward, anak yang lain pasti maju semua. Nah itu mungkin yang perlu untuk dievaluasi lagi.
R : ehm.. jadi yang lebih komplitnya bagaimana bu?
BU : lebih konkritnya nanti njenengan lebih.. eee... membuat situasi belajar itu supaya lebih hidup. Contohnya kalau anak-anak ada yang maju nanti njenengan kondisikan biar yang lain duduk dulu misalnya.
R : kalau menurut Bu Ani bagaimana bu?
BA : kalau menurut saya sudah cukup baik. Namun, dengan bahasa nya ya, tadi ka nada 'wahiddun satu' nah itu bukan Isnani, tapi Isnani dua. Demikian sedikit koreksi dari saya, itu saja.
R : untuk kekurangannya, apakah tadi sudah diutarakan ya bu tentang mengkondisikan kelas dan lain sebagainya. Atau mungkin ada yang lain bu?
BU : Mmm.... Nek saya melihat secara umum, mungkin efektifitas waktu. Mengingat kita jugaa... apa ya.. eee... menghadapi anak-anak, tadi ketika njenengan ada kegiatan... dari kegiatan mau ke kegiatan ada jeda untuk ke kegiatan selanjutnya, jadi ketika ada jeda,

njenengan mempersiapkan alat peraga dan lain sebagainya itu, anak mulai pindah konsentrasi. Jadi nanti kedepannya, bisa di... apa ya.. bisa disiapkan terlebih dahulu.

R : kalau menurut Bu Ani?

BA : kalau menurut saya juga dipersiapkan lebih dulu, jadi siap dulu, jadi ndak mengajar sambil menyiapkan alat-alat peraga.

R : kemudian yang terakhir, saran perbaikan untuk pembelajaran bahasa Inggris ini apa ya bu?

BA : saran saya kalau mengajar lagi, harus di anak-anak dulu, terus suaranya juga harus lebih keras, dan kalau ngajar itu tidak hanya berdiri di depan terus, tapi bisa sambil mengelilingi anak-anak. Jadi kalau ada anak yang belum nganu... nanti sambil tetep ngomong tapi sambil menepuk bahu si anak-anak pelan-pelan biar pada kembali konsentrasinya.

BU : kalau dari saya, mungkin dari keseluruhan, mungkin njenengan sudah bagus ya. Hanya sedikit tambahan saja ketika njenengan sedang menenangkan anak, tidak harus dengan tepuk satu, tepuk dua, dan lain sebagainya. Berarti njenengan perlu ... eemm.. ya Allah... berkreasi yang lain untuk menenangkan anak. Misalnya, selain tepuk satu, ada tepuk anak sholeh, kemudian nyanyi bahkan lagu bahasa Inggris yang ringan misalnya orange, manggo2x... itu untuk nada kan anak sudah paham, kalau nanti njenengan memberikan lagu-lagu bahasa inggris itu dengan nada yang sudah biasa anak dengar, nanti akan lebih mudah mereka nyantelnya itu. Terus yang kedua, keika njenengan memberikan... apa itu tadi ya... reward, bisa, tadi saya sudah setuju sekali dengan memberikan 'ohh pinter terus dikasih rewardnya itu bisa njenengan kembangkan dengan pola berkelompok, nah misalnya njenengan meminta anak-anak untuk mengucapkan 'a mosque', njenengan itu bisa mengucapkan dan ditirukan oleh satu kelompok anak-anak. Kemudian memberikan reward kalau mereka sudah bisa menyebutkannya dengan benar.

R : Oh iya bu hampir kelupaan, untuk aspek Learning to Learn pada Unit 3 ini bagaimana bu menurut pendapat ibu?

BA : Kalau menurut saya sudah cukup bagus. Terutama waktu tadi di akhir ada sesi menempel itu yang dari kemarin menarik anak-anak. Dan anak-anak mungkin sebagian ada yang belum paham makna dari gambar sedih dan gambar gembira tadi. Jadi hanya mengambil yang mereka sukai saja. Mungkin lho ini... mungkin karena baru dua kali pertemuan ini jadi anak-anak sebagian ada yang belum bisa memahami. Namun kalau ini dilanjutkan dan diajarkan secara kontinyu, mungkin bisa membantu menumbuhkan.... Eee.... Apa ya namanya, ya anak jadi semakin paham dengan makna yang dimaksud dengan adanya apa tadi mb namanya?

R : evaluation board bu,

BA : iya itu, evaluation board. Papan evaluasi ya. Iya itu mb maksud saya.

R : baik ibu, terima kasih atas evaluasi dan sarannya.

B : iya mb, sama-sama ya.

Interviews Transcript
Evaluation Unit 4

Date : Tuesday, 26th June 2012
Place : TK ABA Condongcatur Yogyakarta
Time : 11:27 AM

R : Researcher
BL : Bu Linda

R : assalamualaikum Bu Linda.
BL : waalaikumussalam warahmatullah wabarakatuh.
R : mohon waktunya sebentar ya bu untuk evaluasi pembelajaran bahasa Inggris hari ini.
BL : iya silahkan...
R : mohon komentarnya bu, bagaimana dengan pembelajaran bahasa Inggris Unit 4 hari ini bu dan juga aspek Learning to Learn, apakah ber-efek baik kepada anak-anak?
BL : oohh... ya keseluruhan, sudah baik. Anak-anak sudah senang ya tadi ya.. Terbukti tadi anak-anak kalau ditanya sudah menjawab. Itu sudah... sudah... kalau guru TK kalau ke anak-anak sudah baik banget itu. Kemudian kalo... mmm... mungkin kalau ada anak yang diem itu mungkin bisa diajak komunikasi. Ya mungkin itu. Kemudian mungkin tadi pada saat,,, mungkin bu guru sudah harus tahu berapa muridnya, jadi untuk persiapan. Karena mereka semua mungkin kalau mau... mereka semua mau maju mungkin ibu guru harus siap alatnya harus sesuai dengan (jumlah) anaknya. Kadang kan kok aku ga dipanggil kadang kan anaknya terus aduuh kok aku engga'. Jadi kan mereka mungkin minder ya ga ada temennya mungkin kalo sama bu guru yang belum dikenal mereka juga ga mau, itu wajar... Untuk aspek Learning to Learn nya menurut saya sudah cukup bagus, membantu anak-anak lebih memahami apa yang sedang mereka pelajari karena sebelumnya sudah digali dulu pengalaman mereka tentang materi yang akan diajarkan. Mungkin itu aja ya mungkin dari koreksinya.
R : ooo.. iya ya bu tadi ada beberapa anak yang diam saja ya. Baik bu. Kemudian menurut ibu bagaimana dengan per kegiatan dari pembelajaran bahasa Inggris unit 4 tadi bu?
BL : kelebihannya itu anak-anak senang ya. Itu yang pertama itu, sudah positive anak-anak senang. Kemudian mengikuti, kemudian ada seperti.. ya ada menyanyinya dan menari untuk anak-anak. Kemudian ee... apalagi ya,, ee... kelebihannya itu. Kekurangannya, ya itu mungkin dari alat. Alat harus memadai, agak kurang ya, sedikit itu. Untuk kekurangannya itu aja bu.
R : kemudian adakah saran bu untuk perbaikan terutama di unit 4 ini?
BL : sarannya untuk pelajaran bahasa Inggris memang harus alatnya ee... apa ya... alatnya itu dya anak-anak tau. Seperti tadi telepon tadi sudah ya dengan telepon yang asli. Jadi alatnya alat yang asli, bendanya benda asli jadi mereka mengikuti. Dan itu paling ya diulang-ulang nya harus agak sering. Nah itu tadi mungkin ya kurang sering.. jadi anak-anak.. he'ee.. ditanya ini apa kadang ada yang diem kan?! Itu mungkin ...
R : jadi kurang drilling nya ya bu/
BL : iya he'eh...

R : baik bu, terima kasih atas waktunya..
BL : iya, sama-sama mb Etti.

Interviews Transcript Evaluation Unit 4

Date : Tuesday, 26th June 2012
Place : TK ABA Condongcatur Yogyakarta
Time : 12:10 AM

R : Researcher
BS : Bu Siti

R : siang Bu Siti.
BS : selamat siang, assalamualaikum... apa yang bisa kami bantu?
R : waalaikummussalam Bu Siti, mau minta waktu untuk evaluasi pembelajaran Unit 4 ini. Bagaimana menurut ibu secara keseluruhan?
BS : eee... sangat baik. Karena eee... alat peraganya, lain dari pada yang lain. Sehingga anak-anak menarik dan kemudian anak-anak ingin terulang kembali untuk besok-besoknya lagi.
R : Alhamdulillah... kemudian bagaimana menurut ibu bagaimana kegiatan per kegiatan yang dilakukan dalam Unit 4 ini?
BS : untuk kegiatannya, alangkah baiknya kalau anak itu diberikan satu pasang itu praktek duluan kemudian baru bersama-sama mengambil tempat yang sekiranya anak itu leluasa untuk me... apa ya... ooh.. mengucapkan.. mengucapkan kata-kata bahasa inggris itu dengan baik.
R : kemudian menurut ibu, apakah kekurangan dari pembelajaran unit 4 ini terutama aspek Learning to Learn nya bu?
BS : ya... untuk kekurangannya sebetulnya tidak begitu... tidak begitu focus, namun untuk ee... opo?... eee... alat peraga itu bisa disiapkan satu paket satu pasang itu sendiri-sendiri sehingga tidak memakan waktu yang panjang. Untuk teknik pengajaran Learning to Learn tadi sudah cukup bagus, karena anak diajari menggunakan media riil, bukan hanya gambar saja dan anak-anak tadi juga secara individu maupun berpasangan sudah belajar angung dengan menggunakan media itu. Jadi anak-anak mendapat pengalaman baru.
R : kemudian apa saran ibu terutama untuk pembelajaran unit 4 ini bu?
BS : untuk kegiatan hari ini sebenarnya anak-anak antusias sekali sebetulnya tidak ada kekurangan yang focus namun bisa diperbaiki teknik penyampaian itu,, untuk anak-anak satu pasang satu pasang kemudian baru semua di... bersama sama diserahkan kepada a anak-anak bersama-sama sehingga anak itu aktif sendiri.
R : ohh iya bu,, hehe... agar anak aktif sendiri ya bu. Mungkin karena keterbatasan waktu juga ya bu..
BS : inggih... itu dan karena hari-hari efektif ini sudah agak sedikit kami kurangi jam belajarnya.
R : baik bu, terima kasih untuk saran dan evaluasinya hari ini. Matur nuwun Bu siti..
BS : sami-samii... ☺

APPENDIX G

First Draft

Teachers' Guide

Of
English Learning Materials for Kindergarten Based on the
Concept of *Learning to Learn*



By
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Yogyakarta State University
2012

UNIT 1

LET'S GO TO GEMBIRA LOKA ZOO

Theme	: Recreation
Aim	: Children are able to communicate adequate vocabulary as well as identify symbols to get them ready to read and write.
Indicators	: 1. Children are able to identify the name of wild animals in the zoo. 2. Children are able to identify the number of the wild animals in the zoo. 3. Children are able to say the name of wild animals in the zoo. 4. Children are able to say the number of the wild animals in the zoo.

1. Preparing to start the lesson

-  Greet the children.
Menyapa anak-anak.

Teacher's talk/ Ucapan Guru



Assalamualaikum
children, how are
you?

I'm fine too, thank you.

Children's talk/ Ucapan Anak-anak

Walaikummussalam
Miss Etti. I'm fine
thank you and you?



www.21CartoonBooks.com

-  Sing 'Good Morning' song.
Menyanyikan lagu 'Good Morning'.

Teacher's talk/ Ucapan Guru



Let's sing 'Good Morning' song. *Mari kita menyanyikan lagu 'Good Morning'.*

(Menyanyi bersama-sama)



Good morning to you. Good morning to you.

- Lead the children to pray.
Pimpin anak-anak untuk berdoa.

Teacher's talk/ Ucapan Guru



Who wants to lead the prayer? Raise your hand.
Siapa yang mau memimpin berdoa? Angkat tangan.

Okay, you come in front of the class. *Kamu maju ke depan kelas.* Lead your friends to pray.

Children's talk/ Ucapan Anak-anak

Okay friends, ready! Let's Rolling...
(menyanyikan lagu 'Rolling-rolling Up').

Let's say basmallah...
Bismillahirrohmanirrohim
In the name of Allah, Most Gracious, Most
Merciful. Amien. Thank you.



Lagu 'Rolling-Rolling Up'



Rolling 2x up, up, *(telapak tangan mengepal, diputar-putar di depan dada lalu ke atas)*
Rolling 2x down, down, *(telapak tangan mengepal, diputar-putar di depan dada lalu bawah)*
Rolling 2x out, out *(telapak tangan mengepal, diputar-putar di depan dada lalu keluar)*
Rolling 2x in. *(telapak tangan mengepal, diputar-putar di depan dada lalu dilipat di dada)*

- Check the attendance list.
Memeriksa kehadiran.

Teacher's talk/ Ucapan Guru



Let's **calling clap**. We will clap three times then
state your name. *Tepuk tiga kali lalu sebutkan
namamu ya. Let's start... (clap,clap,clap, Sinta... dst)*

2.

3. Methodology Preparation

- Warm up the children with sing a song.
Menyiapkan kondisi belajar anak dengan menyanyikan lagu.

Teacher's talk/ Ucapan Guru



Do you remember 'numbers song'? Let's sing the number song together... (lihat video 'Numbers song') "One, two, three, four, five, six... seven, eight, nine, ten. One, two, three, four, five, six, seven, eight, nine, ten.." Good job children 😊

Children's talk/ Ucapan Anak-anak

(Menyanyikan lagu) "One, two, three, four, five, six... seven, eight, nine, ten. One, two, three, four, five, six, seven, eight, nine, ten.."



Ask the children about their experience in the zoo.

Bertanya kepada anak-anak tentang pengalaman mereka di kebun binatang.

Teacher's talk/ Ucapan Guru



(Menunjukkan gambar pada pic.1) Children, have you ever go to the zoo? What can you see there? What animals can you see there? *Monyet?* Okay. *Gajah?* Good. *Jerapah?* Yes, what else?



Show the pictures of wild animal and ask them to repeat after you.

Tunjukkan gambar-gambar binatang buas dan minta anak-anak untuk mengulang ucapan setelah anda.

Teacher's talk/ Ucapan Guru



Children look at this picture. (pic.2, pic.3, pic.4, pic.5)
Do you know what is it? Okay repeat after me,,,
(satu persatu setiap anak mengucapkan kata dengan benar)
a monkey /ə 'mʌŋ.ki/, a tiger /ə 'taɪ.gə r/, an elephant /ən 'el.ɪ.fənt/, a snake /ə sneɪk/. Very good all!

4. Self-awareness

-  Show the pictures of a group of wild animals.
Tunjukkan gambar-gambar sekelompok binatang buas.

Teacher's talk/ Ucapan Guru



Well, after you know the names of wild animals. I have other pictures for you. *Bu Guru punya gambar-gambar yang lain.*

(menunjukkan gambar pic.6, pic.7, pic.8, pic.9)

- How many elephants do we have? Let's count together,,, *(menghitung sambil menunjuk gambar)* So, we have **two elephants**.
- Next, how many monkeys do we have? Let's count together,,, So, we have **six monkeys**.
- Then, how many snakes do we have? Let's count together,,, So, we have **eight snakes**.
- The last, how many tigers do we have? Let's count together,,,

Children's talk/ Ucapan Anak-anak

(anak-anak menghitung gambar binatang)

One, two, three, four, five, six, seven, eight, nine, ten.



5. Game

-  Ask the children to play Whispering Game. Explain the rule.
Ajak anak-anak untuk bermain Whispering Game. Jelaskan peraturannya.

Teacher's talk/ Ucapan Guru



- Okay, now let's play a whispering game. Who want to play the whispering game? Raise your hands!! Okay good.
- Listen to me please...
- I will divide you into two big groups. Each group consists of 10 children. *(Anda menunjuk anak langsung untuk bergabung di grup yang mana.)*



- Make a line up. (dibantu teacher assistant mengatur anak untuk berbaris.)
- Okay, I will whisper a key word to the first child, then the first child whisper to the child after her/him.
- The child in the last line will take a picture appropriate with the key word, and then stick it to the flannel board.
- The group which has finished first will be the winner.
- Are you ready now?
- Let's start.....

6. Teacher-led Session



Ask the children what they have learnt today.

Tanyakan kepada anak-anak apa yang telah mereka pelajari hari ini.

Teacher's talk/ Ucapan Guru



After all, what have you learnt today?
Apa yang telah kalian pelajari hari ini?

7. Closing



Self-assessment

Cut the smiley and give them all to the children. Let the children choose and stick the smiley to the flannel board that show their feeling about the lesson today.

Gunting gambar smiley dan berikan semua kepada anak-anak. Biarkan anak-anak memilih dan menempel gambar smiley pada papan flannel yang menunjukkan perasaan mereka tentang pelajaran hari ini.

Teacher's talk/ Ucapan Guru



Children, before we end our lesson today, I want you to show your feeling about today's lesson. If you happy with the lesson, you choose happy smiley😊, but if you don't understand or do not like with the today's lesson, you choose sad smiley☹. Understand?

Now, I will call you one by one, please come in front of the class, choose the smiley, and then stick it to the flannel board. Start from Kevin, ...

-  Lead the prayer using 'rolling-rolling up' song.
Memimpin berdoa dengan bernyanyi lagu 'rolling-rolling up'.

Teacher's talk/ Ucapan Guru



Okay children, be ready for prayer, we will go home now.
Sit nicely. Let's rolling...

Lagu 'Rolling-Rolling Up'



Rolling 2x up, up, (telapak tangan mengepal, diputar-putar di depan dada lalu ke atas)
Rolling 2x down, down, (telapak tangan mengepal, diputar-putar di depan dada lalu bawah)
Rolling 2x out, out (telapak tangan mengepal, diputar-putar di depan dada lalu keluar)
Rolling 2x in. (telapak tangan mengepal, diputar-putar di depan dada lalu dilipat di dada)

Teacher's talk/ Ucapan Guru



Let's pray. Do. " *Alhamdulillahirobbil alamin*. Praise
be to Allah, The Cherisher and The Sustainer of
the world. Amien."

-  Say good bye.
Memberi salam perpisahan.

Teacher's talk/ Ucapan Guru



Good bye children, see you again. *Wassalamualaikum
warahmatullahi wabarakatuh.*

UNIT 2

MY ENGLISH TEACHER

Theme	: Jobs/ Occupation
Aim	: Children are able to communicate adequate vocabulary as well as identify symbols to get them ready to read and write.
Indicators	: 1. Children are able to identify kinds of jobs. 2. Children are able to say names of jobs. 3. Children are able to say their parents' job.

1. Preparing to start the lesson

-  Greet the children.
Menyapa anak-anak.

Teacher's talk/ Ucapan Guru



Assalamualaikum
children, how are
you?

I'm fine too, thank you.

Children's talk/ Ucapan Anak-anak

Walaikummussalam
Miss Etti. I'm fine
thank you and you?



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-  Sing 'Good Morning' song.
Menyanyikan lagu 'Good Morning'.

Teacher's talk/ Ucapan Guru



Let's sing 'Good Morning' song. *Mari kita menyanyikan lagu 'Good Morning'.*

(Menyanyi bersama-sama)

Good morning to you. Good morning to you.

Good morning everybody. Good morning to you.



-  Lead the children to pray.
Pimpin anak-anak untuk berdoa.

Teacher's talk/ Ucapan Guru



Who wants to lead the prayer? Raise your hand.
Siapa yang mau memimpin berdoa? Angkat tangan.

Okay, you come in front of the class. *Kamu maju ke depan kelas.* Lead your friends to pray.

Children's talk/ Ucapan Anak-anak

Okay friends, ready! Let's Rolling...
(menyanyikan lagu 'Rolling-rolling Up').

Let's say basmallah...
Bismillahirrohmanirrohim
In the name of Allah, Most Gracious, Most
Merciful. Amien. Thank you.



Lagu 'Rolling-Rolling Up'

Rolling 2x up, up, *(telapak tangan mengepal, diputar-putar di depan dada lalu ke atas)*
Rolling 2x down, down, *(telapak tangan mengepal, diputar-putar di depan dada lalu bawah)*
Rolling 2x out, out *(telapak tangan mengepal, diputar-putar di depan dada lalu keluar)*
Rolling 2x in. *(telapak tangan mengepal, diputar-putar di depan dada lalu dilipat di dada)*

-  Check the attendance list.
Memeriksa kehadiran.

Teacher's talk/ Ucapan Guru



Let's **calling clap**. We will clap three times then state your name. *Tepuk tiga kali lalu sebutkan namamu ya.* Let's start... *(clap,clap,clap, Sinta... dst)*

2. Methodology Preparation

-  Ask the children about kinds of jobs they have known.
Bertanya kepada anak-anak tentang macam-macam pekerjaan yang telah mereka ketahui.

Teacher's talk/ Ucapan Guru



Children, can you mention name of jobs around your home? *Coba sebutkan nama-nama pekerjaan yang kalian tahu disekitar kalian. (biarkan anak-anak mencoba menjawab walaupun dalam bahasa Indonesia)*



Okay, now look at these pictures. *Lihat gambar-gambar ini.*

- What is it? It's a doctor /ə 'dɒk.tə r/. Repeat after me, a doctor. (Pic.10)
- Next, what is it? It's a farmer /ə 'fɑ:.mə r/. Repeat after me, a farmer. (Pic.11)
- What is it? It's a policeman /ə pə'li:s.mən/. Repeat after me, a policeman. (pic.12)
- What is it? It's a teacher /ə 'ti:.tʃə r/. Repeat after me, a teacher. (pic.13)

3. Self-awareness

-  Ask the children what Miss Etti's and their parents' job.
Tanyakan kepada anak-anak apa pekerjaan Miss Etti dan orang tua mereka.

Teacher's talk/ Ucapan Guru



Okay, now guess! What is Miss Etti's job? Raise your hand, please. Okay Budi, what is the answer? Miss Etti is ... (a teacher). Very good!

Then, what is your father's job? Okay, let's start from Naswa,,, what is your father's job? *(guru menanyai dan membimbing setiap anak secara bergantian mengenai pekerjaan ayah mereka.)*

4. Sing a song

-  Sing 'What does he do?' song. Ask the children to repeat after you.
Menyanyikan lagu 'What does he do?'. Minta anak-anak untuk menirukan syair lagu setelah Anda.

Teacher's talk/ Ucapan Guru



Children, who wants to sing a song? Please raise your hand!!...
Wow, very good. The song is 'What does he do' song. Okay, now let's repeat after me...

What Does He Do?

What does he do? He's a doc-tor.
What does he do? He's a far-mer.
What does he do? He's a po-li-ce-man.
What does she do? She's an English teacher.
An English teacher!

(Source: Longman Songs and Chants)

5. Exercise/ Performance

-  Ask the children to sing the song in front of the class.
Meminta anak-anak untuk bernyanyi di depan kelas.

Teacher's talk/ Ucapan Guru



Who wants to sing a song in front of the class? Raise your hand!

Children's talk/ Ucapan Anak-anak

What Does He Do?

What does he do? He's a doc-tor.
What does he do? He's a far-mer.
What does he do? He's a po-li-ce-man.
What does she do? She's an English teacher.
An English teacher!

(Source: Longman Songs and Chants)



-  Ask the children to do the task. (task Unit2)
Meminta anak-anak untuk mengerjakan penugasan.

Teacher's talk/ Ucapan Guru



Now, I will give you a paper, there are some pictures and words here. You can connect the words and pictures by lining the words to the picture, after all, you can color the picture. Now, I will deliver to you... (mulai membagikan kertas latihan kepada anak-anak)

6. Teacher-led Session

-  Ask the children what they have learnt today.
Tanyakan kepada anak-anak apa yang telah mereka pelajari.

Teacher's talk/ Ucapan Guru



After all, what have you learnt today?
Apa yang telah kalian pelajari hari ini?

7. Closing

-  Self-assessment
Cut the smiley and give them all to the children. Let the children choose and stick the smiley to the flannel board that show their feeling about the lesson today.
Gunting gambar smiley dan berikan semua kepada anak-anak. Biarkan anak-anak memilih dan menempel gambar smiley pada papan flannel yang menunjukkan perasaan mereka tentang pelajaran hari ini.

Teacher's talk/ Ucapan Guru



Children, before we end our lesson today, I want you to show your feeling about today's lesson. If you happy with the lesson, you choose happy smiley😊, but if you don't understand or do not like with the today's lesson, you choose sad smiley☹. Understand?



Now, I will call you one by one, please come in front of the class, choose the smiley, and then stick it to the flannel board. Start from Kevin, ...



Lead the prayer using 'rolling-rolling up' song.

Memimpin berdoa dengan bernyanyi lagu 'rolling-rolling up'.

Teacher's talk/ Ucapan Guru



Okay children, be ready for prayer, we will go home now. Sit nicely. Let's rolling...

Lagu 'Rolling-Rolling Up'



Rolling 2x up, up, (telapak tangan mengepal, diputar-putar di depan dada lalu ke atas)

Rolling 2x down, down, (telapak tangan mengepal, diputar-putar di depan dada lalu bawah)

Rolling 2x out, out (telapak tangan mengepal, diputar-putar di depan dada lalu keluar)

Rolling 2x in. (telapak tangan mengepal, diputar-putar di depan dada lalu dilipat di dada)

Teacher's talk/ Ucapan Guru



Let's pray. Do. "Alhamdulillahirobbil alamin. Praise be to Allah, The Cherisher and The Sustainer of the world. Amien."



Say good bye.

Memberi salam perpisahan.

Teacher's talk/ Ucapan Guru



Good bye children, see you again. *Wassalamualaikum warahmatullahi wabarakatuh.*

UNIT 3

WHERE ARE YOU GOING?

Theme	: water, air, and fire
Aim	: Children are able to communicate adequate vocabulary as well as identify symbols to get them ready to read and write.
Indicators	: 1. Children are able to identify public places. 2. Children are able to identify how to ask and answer a question about where you are going. 3. Children are able to say the name of public places. 4. Children are able to say the expression of how to say asking and answering about where you are going.

1. Preparing to start the lesson

- 📖 Greet the children.
Menyapa anak-anak.

Teacher's talk/ Ucapan Guru



Assalamualaikum
children, how are
you?

I'm fine too, thank you.

Children's talk/ Ucapan Anak-anak

Walaikumussalam
Miss Etti. I'm fine
thank you and you?



- 📖 Sing 'Good Morning' song.
Menyanyikan lagu 'Good Morning'.

Teacher's talk/ Ucapan Guru



Let's sing 'Good Morning' song. *Mari kita menyanyikan lagu 'Good Morning'.*

(Menyanyi bersama-sama)

Good morning to you. Good morning to you.

Good morning everybody. Good morning to you.



-  Lead the children to pray.
Pimpin anak-anak untuk berdoa.

Teacher's talk/ Ucapan Guru



Who wants to lead the prayer? Raise your hand.
Siapa yang mau memimpin berdoa? Angkat tangan.

Okay, you come in front of the class. *Kamu maju ke depan kelas.* Lead your friends to pray.

Children's talk/ Ucapan Anak-anak

Okay friends, ready! Let's Rolling...
(menyanyikan lagu 'Rolling-rolling Up').

Let's say basmallah...
Bismillahirrohmanirrohim
In the name of Allah, Most Gracious, Most
Merciful. Amien. Thank you.



Lagu 'Rolling-Rolling Up'

Rolling 2x up, up, *(telapak tangan mengepal, diputar-putar di depan dada lalu ke atas)*
Rolling 2x down, down, *(telapak tangan mengepal, diputar-putar di depan dada lalu bawah)*
Rolling 2x out, out *(telapak tangan mengepal, diputar-putar di depan dada lalu keluar)*
Rolling 2x in. *(telapak tangan mengepal, diputar-putar di depan dada lalu dilipat di dada)*

-  Check the attendance list.
Memeriksa kehadiran.

Teacher's talk/ Ucapan Guru



Let's **calling clap**. We will clap three times then state your name. *Tepuk tiga kali lalu sebutkan namamu ya.* Let's start... *(clap, clap, clap, Sinta... dst)*

2. Methodology Preparation

- Ask some questions to the children about public places around them.
Ajukan beberapa pertanyaan kepada anak-anak tentang tempat-tempat umum yang ada di lingkungan sekitar mereka tinggal.

Teacher's talk/ Ucapan Guru



Children, can you mention some public places around your house or around here? (contoh pilihan jawaban anak-anak: rumah sakit, kantor pos, sekolah, pasar tradisional, supermarket, masjid dll)

- Show the flash cards and drill the name of public places to the children.
Tunjukkan gambar tempat-tempat umum dan ucapkan berulang-ulang kepada anak-anak mengenai nama-nama tempat umum.

Teacher's talk/ Ucapan Guru



Okay, now look at these pictures and repeat after me.

This is a school. /ə sku:l/ (lihat pic. 14)

This is a mosque. /ə mɒsk/ (lihat pic.15)

This is a swimming pool /ə 'swim.ɪŋ pu:l/ (lihat pic.16)

3. Self-awareness

- Ask a question to the children that do they ever go there? What they usually do at those public places.
Ajukan pertanyaan kepada anak-anak apakah mereka pernah pergi ke tempat-tempat umum tersebut? Apa yang mereka lakukan?

Teacher's talk/ Ucapan Guru



- Children, have you ever go to a post office? (Yes, I have/ no, I have not.)
- What did you do there? *Apa yang kamu lakukan disana?* Okay, sending mail.
- What about a hospital, have you ever been there? (Yes, I have/ no, I have not.)
- Have you ever been to the school? Where are you now? *Dimana kalian sekarang berada?* Yes, you are at school now.

4. Sing the song

- Invite the children to sing the song together
Ajak anak-anak untuk bernyanyi bersama-sama.

Teacher's talk/ Ucapan Guru



Let's sing the song...

Where are You Going?

Going... going... where are you going now?

Going... going... where are you going now?

I'm going... to... the hospital. (guru menunjukkan salah satu gambar)

Going... going... where are you going now?

Going... going... where are you going now?

I'm going... to... the school. (guru menunjukkan salah satu gambar)

5. Performance/ Task

- ✏ Cut the pictures and give them to each child. Every child gets one picture.

Gunting gambar-gambar dan berikan kepada setiap anak. Setiap anak mendapat satu gambar.

- ✏ Ask the children to work in pairs and sing the song in front of the class based on their own picture.

Meminta anak-anak untuk membuat kelompok berdua dan menyanyikan lagu di depan kelas sesuai dengan gambar yang mereka punyai sendiri.

Teacher's talk/ Ucapan Guru



Okay all, now I will give you a picture. *Sudah hafal ya nama-namanya.*

Then, please work in pair. *Cari kelompok berdua (dibantu teacher assistant).*

Okay, now which group will sing the song first? Let's go to in front of the class.

6. Teacher-led session

- ✏ Ask the children what they have learnt today.

Tanyakan kepada anak-anak apa yang telah mereka pelajari.

Teacher's talk/ Ucapan Guru



After all, what have you learnt today?
Apa yang telah kalian pelajari hari ini?

7. Closing

 Self-assessment

Cut the smiley and give them all to the children. Let the children choose and stick the smiley to the flannel board that show their feeling about the lesson today.

Gunting gambar smiley dan berikan semua kepada anak-anak. Biarkan anak-anak memilih dan menempel gambar smiley pada papan flannel yang menunjukkan perasaan mereka tentang pelajaran hari ini.

Teacher's talk/ Ucapan Guru



Children, before we end our lesson today, I want you to show your feeling about today's lesson. If you happy with the lesson, you choose happy smiley☺, but if you don't understand or do not like with the today's lesson, you choose sad smiley☹. Understand?



Now, I will call you one by one, please come in front of the class, choose the smiley, and then stick it to the flannel board. Start from Kevin, ...

 Lead the prayer using 'rolling-rolling up' song.

Memimpin berdoa dengan bernyanyi lagu 'rolling-rolling up'.

Teacher's talk/ Ucapan Guru



Okay children, be ready for prayer, we will go home now. Sit nicely. Let's rolling...

Lagu 'Rolling-Rolling Up'



Rolling 2x up, up, (telapak tangan mengepal, diputar-putar di depan dada lalu ke atas)
Rolling 2x down, down, (telapak tangan mengepal, diputar-putar di depan dada lalu bawah)
Rolling 2x out, out (telapak tangan mengepal, diputar-putar di depan dada lalu keluar)
Rolling 2x in. (telapak tangan mengepal, diputar-putar di depan dada lalu dilipat di dada)

Teacher's talk/ Ucapan Guru



Let's pray. Do. " *Alhamdulillahirobbil alamin. Praise be to Allah, The Cherisher and The Sustainer of the world. Amien.*"



Say good bye.

Memberi salam perpisahan.

Teacher's talk/ Ucapan Guru



Good bye children, see you again. *Wassalamualaikum warahmatullahi wabarakatuh.*

UNIT 4

HI, HOW ARE YOU TODAY?

- Theme : Communication tools
Aim : Children are able to communicate adequate vocabulary as well as identify symbols to get them ready to read and write.
Indicators : 1. Children are able to identify kinds of communication tools.
2. Children are able to identify how to greet someone in the telephone.
3. Children are able to say greeting when telephoning others.

1. Preparing to start the lesson

-  Greet the children.
Menyapa anak-anak.

Teacher's talk/ Ucapan Guru



Assalamualaikum
children, how are
you?

I'm fine too, thank you.

Children's talk/ Ucapan Anak-anak

Walaikummussalam
Miss Etti. I'm fine
thank you and you?



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-  Sing 'Good Morning' song.
Menyanyikan lagu 'Good Morning'.

Teacher's talk/ Ucapan Guru



Let's sing 'Good Morning' song. *Mari kita menyanyikan lagu 'Good Morning'.*

(Menyanyi bersama-sama)

Good morning to you. Good morning to you.

Good morning everybody. Good morning to you.



-  Lead the children to pray.
Pimpin anak-anak untuk berdoa.

Teacher's talk/ Ucapan Guru



Who wants to lead the prayer? Raise your hand.
Siapa yang mau memimpin berdoa? Angkat tangan.

Okay, you come in front of the class. *Kamu maju ke depan kelas.* Lead your friends to pray.

Children's talk/ Ucapan Anak-anak

Okay friends, ready! Let's Rolling...
(menyanyikan lagu 'Rolling-rolling Up').

Let's say basmallah...
Bismillahirrohmanirrohim
In the name of Allah, Most Gracious, Most
Merciful. Amien. Thank you.



Lagu 'Rolling-Rolling Up'

Rolling 2x up, up, *(telapak tangan mengepal, diputar-putar di depan dada lalu ke atas)*
Rolling 2x down, down, *(telapak tangan mengepal, diputar-putar di depan dada lalu bawah)*
Rolling 2x out, out *(telapak tangan mengepal, diputar-putar di depan dada lalu keluar)*
Rolling 2x in. *(telapak tangan mengepal, diputar-putar di depan dada lalu dilipat di dada)*

 Check the attendance list.
Memeriksa kehadiran.

Teacher's talk/ Ucapan Guru



Let's **calling clap**. We will clap three times
then state your name. *Tepuk tiga kali lalu
sebutkan namamu ya. Let's start...*
(clap,clap,clap, Sinta... dst)

2. Methodology Preparation

- Show the telephone flash cards and ask the children what they know about these.

Tunjukkan gambar-gambar telepon dan tanyakan kepada anak-anak apa yang mereka ketahui tentang benda-benda ini.

Teacher's talk/ Ucapan Guru



(Sambil menunjukkan gambar pic.17, pic.18, pic.19)

Children, look at these pictures. *Lihat gambar-gambar ini!*

Do you know what it is? *Apakah kalian tau benda apa ini?*

- Drill the children with the name of the communication tools.

Mengucapkan berulang-ulang nama-nama alat komunikasi kepada anak-anak.

Teacher's talk/ Ucapan Guru



Now, repeat after me. *Tirukan setelah miss ya anak-anak.*

(Sambil menunjukkan gambar)

This is a telephone; this is a hand phone; this is a phone toy.

Children's talk/ Ucapan Anak-anak

This is a telephone.
This is a hand phone.
This is a phone toy.



3. Self-awareness

- Ask the children what they usually do with those tools.

Bertanya kepada anak-anak apa yang biasa mereka lakukan dengan alat-alat tersebut.

Teacher's talk/ Ucapan Guru



(sambil menunjukkan gambar)

Do you know what it is? *Kamu tau apa ini?*

What do you usually say when calling someone?

Apa yang sering kalian ucapkan ketika bertelepon?

- 📖 Drill the children with greeting expressions step by step. Then ask the children to memorize the expressions.

Latih anak-anak secara berulang-ulang ekspresi sapaan secara bertahap. Kemudian minta anak-anak untuk menghafalkan ekspresinya.

Teacher's talk/ Ucapan Guru



Okay children; let us practice how to greet your friends on the phone. *Sekarang kita akan belajar bagaimana menyapa temanmu di telepon.*

Expression of Greeting/ Ekspresi Sapaan

(bermain boneka jari/ finger puppets)

Telunjuk kanan : "Hi, how are you?"

Telunjuk kiri : "I'm fine."

Telunjuk kanan : "Hi, how are you?"

Telunjuk kiri : "I'm fine. How are you?"

Telunjuk kanan : "I'm fine, I'm fine, thank you."

4. Sing a song

- 📖 Sing the Greeting song.
Menyanyikan lagu Greeting.

Teacher's talk/ Ucapan Guru



I will divide you into two big groups. Group A and group B. Now, let's start... repeat after me. *Tirukan saya ya anak-anak..*

Group A: repeat after me, hi, how are you?

Group B: I'm fine.

Group A: hi how are you?

Group B: I'm fine, how are you?

5. Task/ Performance

-  Ask the children to work in pairs. Then, give them a pair of phone toy for each group. Ask them to practice the greeting expression using the phone toy.
Minta anak-anak untuk membuat kelompok berdua. Kemudian, beri mereka sepasang telepon mainan untuk setiap kelompok. Minta mereka untuk melatih ekspresi sapaan dengan menggunakan telepon mainan.

Teacher's talk/ Ucapan Guru



Okay now you work in pair. *Cari teman kelompok berdua.*
I will give you a pair of phone toys for each group. But, before it, I will give you a demonstration first. *Miss akan memberi contoh bagaimana menggunakan dan mengucapkan greeting expression. (Anda dibantu teacher's assistant memperagakan greeting expression menggunakan a phone toy.)*

Now, its your turn... start now...

6. Teacher-led session

-  Ask the children what they have learnt today.
Tanyakan kepada anak-anak apa yang telah mereka pelajari.

Teacher's talk/ Ucapan Guru



After all, what have you learnt today?
Apa yang telah kalian pelajari hari ini?

7. Closing

-  Self-assessment
Cut the smiley and give them all to the children. Let the children choose and stick the smiley to the flannel board that show their feeling about the lesson today.
Gunting gambar smiley dan berikan semua kepada anak-anak. Biarkan anak-anak memilih dan menempel gambar smiley pada papan flannel yang menunjukkan perasaan mereka tentang pelajaran hari ini.

Teacher's talk/ Ucapan Guru



Now, I will call you one by one, please come in front of the class, choose the smiley, and then stick it to the flannel board. Start from Kevin,,,



Lead the prayer using 'rolling-rolling up' song.

Memimpin berdoa dengan bernyanyi lagu 'rolling-rolling up'.

Teacher's talk/ Ucapan Guru



Okay children, be ready for prayer, we will go home now. Sit nicely. Let's rolling...

Lagu 'Rolling-Rolling Up'



Rolling 2x up, up, (telapak tangan mengepal, diputar-putar di depan dada lalu ke atas)
Rolling 2x down, down, (telapak tangan mengepal, diputar-putar di depan dada lalu bawah)
Rolling 2x out, out (telapak tangan mengepal, diputar-putar di depan dada lalu keluar)
Rolling 2x in. (telapak tangan mengepal, diputar-putar di depan dada lalu dilipat di dada)

Teacher's talk/ Ucapan Guru



Let's pray. Do. " *Alhamdulillahirobbil alamin*. Praise be to Allah, The Cherisher and The Sustainer of the world. Amien."



Say good bye.

Memberi salam perpisahan.

Teacher's talk/ Ucapan Guru



Good bye children, see you again. *Wassalamualaikum warahmatullahi wabarakatuh.*

PIC.1



ANIMALS

PIC.2



A MONKEY

PIC.3



A TIGER

PIC.4



AN ELEPHANT

PIC.5



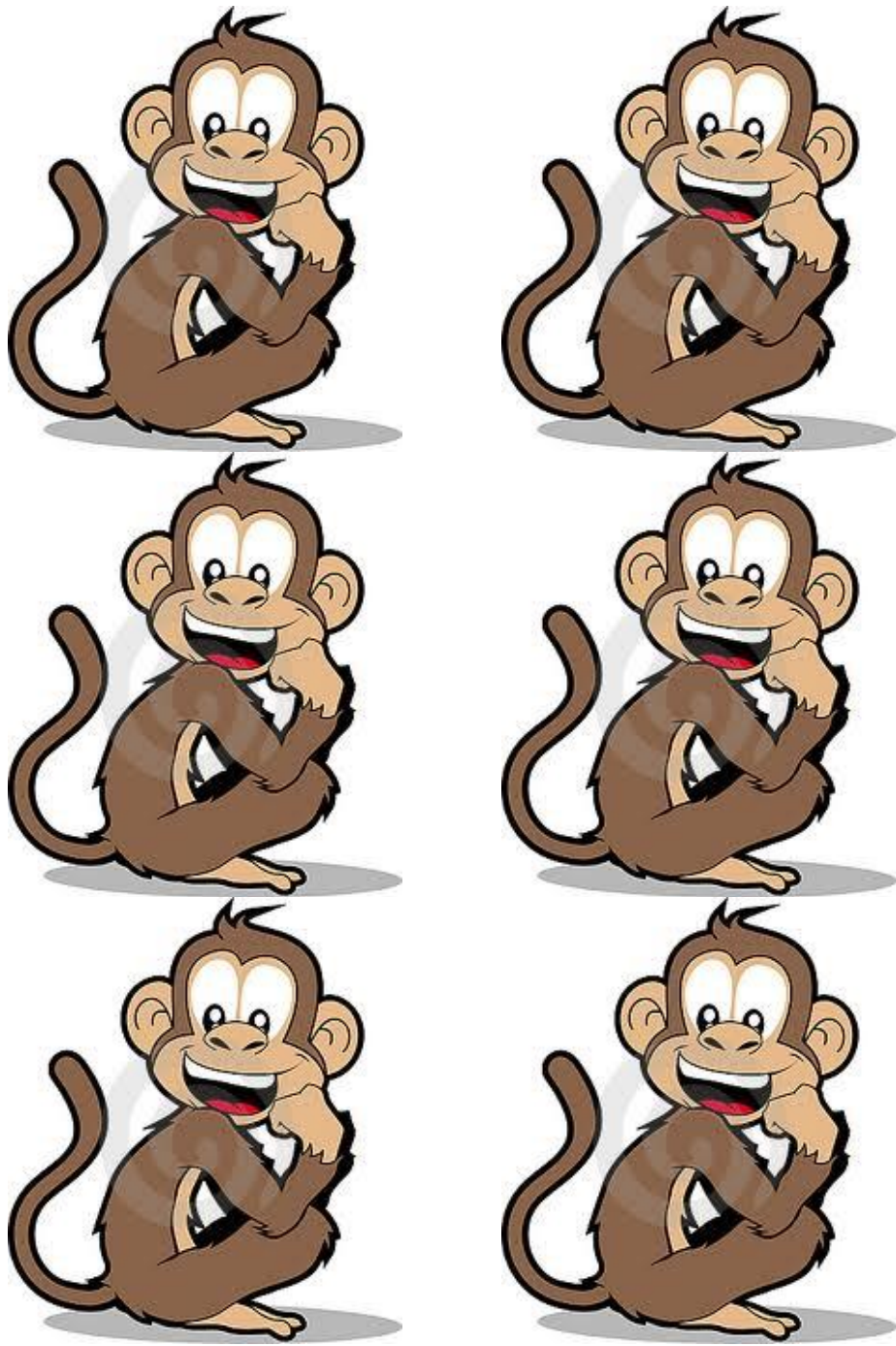
A SNAKE

PIC.6



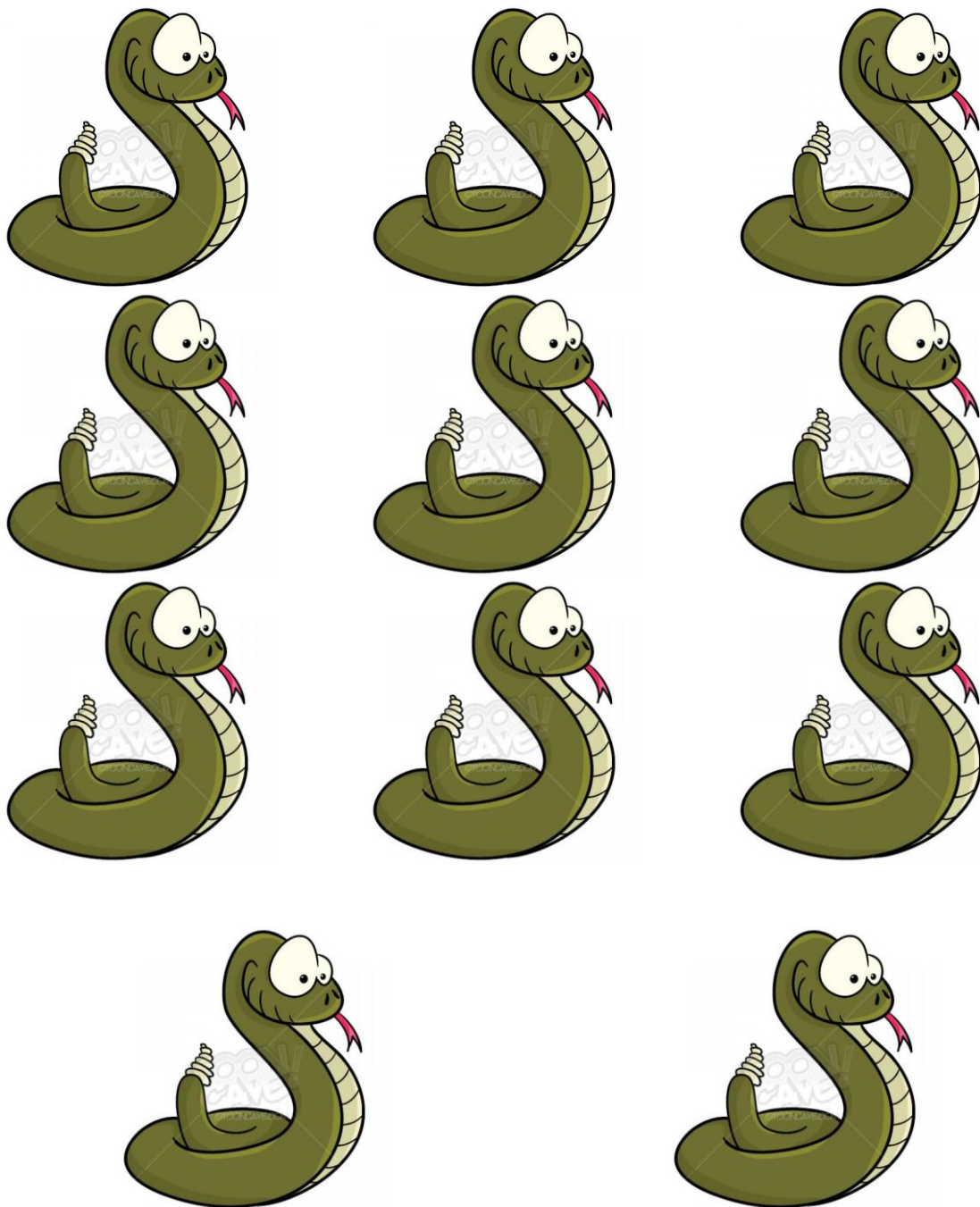
TWO ELEPHANTS

PIC.7



SIX MONKEYS

PIC.8



EIGHT SNAKES

PIC.9



TEN TIGERS

PIC.10



A DOCTOR

PIC.11



A FARMER

PIC.12



A POLICEMAN

PIC.13



A TEACHER

PIC.14



A SCHOOL

PIC.15



A MOSQUE

PIC.16



A SWIMMING POOL

PIC.17



A TELEPHONE

PIC.18



A HAND PHONE

PIC.19



A PHONE TOY

TASK UNIT 1

Make a line between the picture and the name.

Buatlah garis antara gambar dan namanya.

Name:

Class:



A MONKEY



A TIGER



AN ELEPHANT



A SNAKE

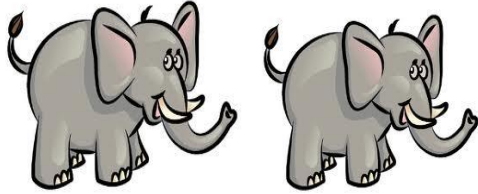
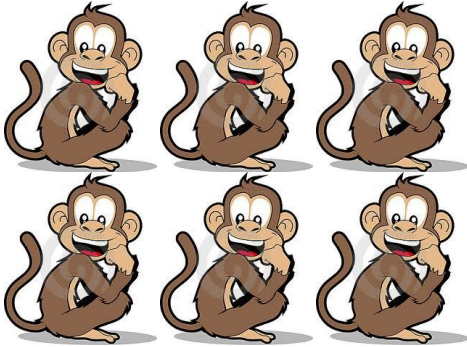
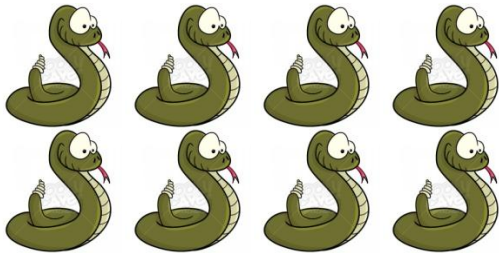
TASK UNIT 1

Name:

Class:

Make a circle of the number of animals based on the picture.

Lingkarilah jumlah hewan-hewan sesuai gambar.

1.		An elephant Two elephants Ten elephants
2.		A monkey Three monkeys Six monkeys
3.		A snake Eight snakes Nine snakes
4.		A tiger Five tigers Ten tigers

TASK UNIT 2

Name:

Class:

Line the words and the correct pictures then color it.

Hubungkan kata dengan gambar yang sesuai kemudian warnailah.



A doctor

A farmer

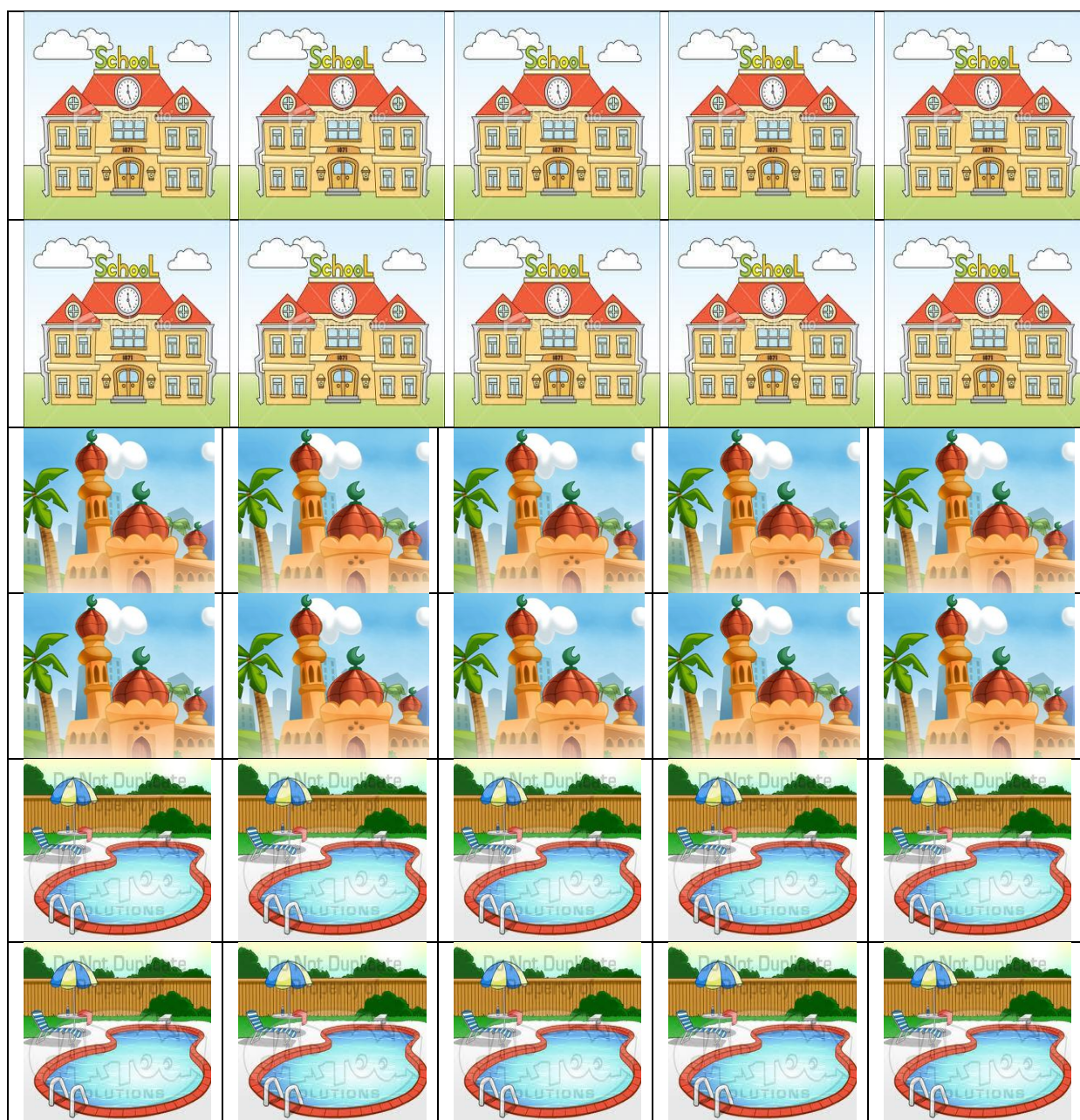
A policeman

A teacher

TASK UNIT 3

Cut the pictures and give them to each child. Every child gets one picture. Then, they ask their friends where they are going and their friend answer based on the picture they have. Vice versa.

Gunting gambar-gambar dan berikan kepada setiap anak. Setiap anak mendapat satu gambar. Kemudian, anak-anak bertanya kepada temannya kemana mereka akan pergi dan temannya menjawab sesuai gambar yang dipunyainya. Begitu sebaliknya.



TASK UNIT 4

The children practice the greeting expression when phoning others using the phone toys like the picture.

Anak-anak berlatih 'greeting expression' ketika menelepon orang lain menggunakan telepon mainan seperti pada gambar.



APPENDIX H
Second Draft

TEACHERS' GUIDE

English Learning Materials for Kindergarten Based on the
Concept of *Learning to Learn*



By:

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FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
2012

UNIT 1

LET'S GO TO GEMBIRA LOKA ZOO

Theme	: Recreation
Aim	: Children are able to communicate adequate vocabulary as well as identify symbols to get them ready to read and write.
Indicators	: 1. Children are able to identify the name of wild animals in the zoo. 2. Children are able to identify the number of the wild animals in the zoo. 3. Children are able to say the name of wild animals in the zoo. 4. Children are able to say the number of the wild animals in the zoo.

1. Preparing to start the lesson

-  Greet the children.
Menyapa anak-anak.

Teacher's talk/ Ucapan Guru



Assalamualaikum
children, how
are you?

Children's talk/ Ucapan Anak-anak



Walaikummussalam
Miss Etti.

I'm fine thank you
and you?

-  Sing 'Good Morning' song. 
Menyanyikan lagu 'Good Morning'.

Teacher's talk/ Ucapan Guru



Let's sing 'Good Morning'. *Mari kita menyanyikan lagu 'Good Morning'.*

(Menyanyi bersama-sama)

Good morning to you. Good morning to you.

Good morning everybody. Good morning to you.

-  Lead the children to pray.
Pimpin anak-anak untuk berdoa.

Teacher's talk/ Ucapan Guru



Who wants to lead the prayer?
Siapa yang mau memimpin berdoa?

Raise your hand. *Angkat tangan.*



Okay, come in front of the class. *Kamu maju ke depan kelas.*

Lead your friends to pray. *Pimpin teman-temanmu berdoa.*

Children's talk/ Ucapan Anak-anak

Okay friends, ready! Let's do Rolling...
(menyanyikan lagu 'Rolling-rolling Up').

Let's say basmallah...
Bismillahirrohmanirrohim
In the name of Allah, The Most Gracious,
The Most Merciful. Amien. Thank you.



 Lagu 'Rolling Up'



Rolling 2x up, up, *(telapak tangan mengepal, diputar-putar di depan dada lalu ke atas)*
Rolling 2x down, down, *(telapak tangan mengepal, diputar-putar di depan dada lalu ke bawah)*
Rolling 2x out, out *(telapak tangan mengepal, diputar-putar di depan dada lalu keluar)*
Rolling 2x in. *(telapak tangan mengepal, diputar-putar di depan dada lalu dilipat di dada)*

- 📋 Check the attendance list.
Memeriksa kehadiran.

Teacher's talk/ Ucapan Guru



Let's do **calling clap**.

Clap three times then say your name.

Tepuk tiga kali lalu sebutkan namamu ya.

Let's start... (**clap,clap,clap, Adel... dst**)

2. Methodology Preparation

- 📋 Warm up the children by singing a song.
Menyiapkan kondisi belajar anak dengan menyanyikan lagu.

Teacher's talk/ Ucapan Guru



Do you remember 'Numbers' song?

Let's sing the song together...

(lihat video 'Numbers' song) "One, two, three, four, five, six... seven, eight, nine, ten. One, two, three, four, five, six, seven, eight, nine, ten.." Good job children 😊

Children's talk/ Ucapan Anak-anak

(Menyanyikan lagu) "One, two, three, four, five, six... seven, eight, nine, ten. One, two, three, four, five, six, seven, eight, nine, ten.." 



- 📌 Ask the children about their experience in the zoo.
Bertanya kepada anak-anak tentang pengalaman mereka di kebun binatang.

Teacher's talk/ Ucapan Guru



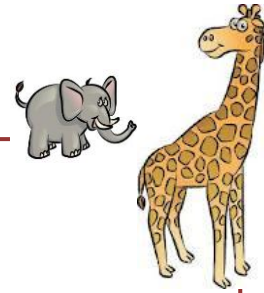
(Menunjukkan gambar pada pic.1)

Have you ever been to the zoo?

What animals can you see there?

Monyet? Okay. Gajah? Good.

Jerapah? Yes, what else? Apa lagi?



- 📌 Show the pictures of wild animal and ask them to repeat after you.
Tunjukkan gambar-gambar binatang buas dan minta anak-anak untuk mengulang ucapan setelah anda.

Teacher's talk/ Ucapan Guru



Children look at these pictures. (pic.2, pic.3, pic.4, pic.5)

Okay repeat after me,,,

(satu persatu setiap anak mengucapkan kata dengan benar)

a monkey /ə 'mʌŋ.ki/

a tiger /ə 'taɪ.gə r/

an elephant /ən 'el.ɪ.fənt/

a snake /ə sneɪk/ . Very good all!

3. Self-awareness

-  Show the pictures of a group of wild animals.
Tunjukkan gambar-gambar sekelompok binatang buas.

Teacher's talk/ Ucapan Guru



Well, I have some pictures for you. *Bu Guru punya beberapa gambar.*

(menunjukkan gambar pic.6, pic.7, pic.8, pic.9)

- How many elephants in the picture? Let's count together,,, *(menghitung sambil menunjuk gambar)* So, we have **two elephants**.
- How many monkeys in the picture? Let's count together,,, So, we have **six monkeys**.
- How many snakes in the picture? Let's count together,,, So, we have **eight snakes**.
- How many tigers in the picture? Let's count together,,, So, we have **ten tigers**. Very good children 😊

Children's talk/ Ucapan Anak-anak

(anak-anak menghitung gambar binatang)

One, two, three, four, five, six, seven, eight, nine, ten.



4. Game

- Ask the children to play “Whispering Game”. Explain the rule.
Ajak anak-anak untuk bermain “Whispering Game”. Jelaskan peraturannya.

Teacher’s talk/ Ucapan Guru



- Let’s play a whispering game. Who wants to play the whispering game? Raise your hands!! Good.
- Listen to me please... (Dengarkan ibu guru.)
- Make a group of ten. (Buat kelompok bersepuluh.)



- Make a line up. (dibantu teacher assistant mengatur anak untuk berbaris.)
- I will whisper a key word to the first child, whisper it to your friends next to you.
- The child in the last line will take and stick the picture to the flannel board.
- The group which has finished first will be the winner and get a star.
- Are you ready now? Let’s start.....

5. Teacher-led Session

- Ask the children what they have learnt today.
Tanyakan kepada anak-anak apa yang telah mereka pelajari hari ini.

Teacher’s talk/ Ucapan Guru



After all, what have you learnt today?
Apa yang telah kalian pelajari hari ini?

6. Closing

Self-assessment

Cut the smiley and give them all to the children. Let the children choose and stick the smiley to the flannel board showing their feeling about the lesson.

Gunting gambar smiley dan berikan semua kepada anak-anak. Biarkan anak-anak memilih dan menempel gambar smiley pada papan flannel yang menunjukkan perasaan mereka tentang pelajaran hari ini.

Teacher's talk/ Ucapan Guru



Children, what do you feel today?

Take happy smiley if you like the lesson. 😊

Take sad smiley if you don't like the lesson. ☹️

Please come in front.

Stick your smiley to the flannel board. Start from Adel...

Lead the prayer using 'rolling up' song.

Memimpin berdoa dengan bernyanyi lagu 'rolling up'.

Teacher's talk/ Ucapan Guru



Okay children, be ready for prayer.

Sit nicely. Let's do rolling...

Lagu 'Rolling Up'



Rolling 2x up, up, (telapak tangan mengepal, diputar-putar di depan dada lalu ke atas)

Rolling 2x down, down, (telapak tangan mengepal, diputar-putar di depan dada lalu ke bawah)

Rolling 2x out, out (telapak tangan mengepal, diputar-putar di depan dada lalu keluar)

Rolling 2x in. (telapak tangan mengepal, diputar-putar di depan dada lalu dilipat di dada)

Teacher's talk/ Ucapan Guru



Let's pray. "*Alhamdulillahirobbil alamin*. Praise be to Allah, The Cherisher and The Sustainer of the world. Amien."

 Say good bye.
Memberi salam perpisahan.

Teacher's talk/ Ucapan Guru



Good bye children, see you again. *Wassalamualaikum warahmatullahi wabarakatuh.*

UNIT 2

MY ENGLISH TEACHER

Theme	: Jobs/ Occupation
Aim	: Children are able to communicate adequate vocabulary as well as identify symbols to get them ready to read and write.
Indicators	: 1. Children are able to identify kinds of jobs. 2. Children are able to say names of jobs. 3. Children are able to say their parents' job.

1. Preparing to start the lesson

-  Greet the children.
Menyapa anak-anak.

Teacher's talk/ Ucapan Guru



Assalamualaikum
children, how
are you?

Children's talk/ Ucapan Anak-anak



Walaikumussalam
Miss Etti. I'm fine
thank you and you?

-  Sing 'Good Morning' song. 
Menyanyikan lagu 'Good Morning'.

Teacher's talk/ Ucapan Guru



Let's sing 'Good Morning'. *Mari kita menyanyikan lagu 'Good Morning'.*

(Menyanyi bersama-sama)

Good morning to you. Good morning to you.

Good morning everybody. Good morning to you.

 Lead the children to pray. *Pimpin anak-anak untuk berdoa.*

Teacher's talk/ Ucapan Guru



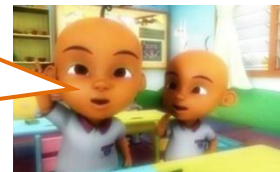
Who wants to lead the prayer? Raise your hand.
Siapa yang mau memimpin berdoa? Angkat tangan.

Okay, come in front of the class. *Kamu maju ke depan kelas.*
Lead your friends to pray.

Children's talk/ Ucapan Anak-anak

Okay friends, ready! Let's do Rolling...
(menyanyikan lagu 'Rolling-rolling Up').

Let's say basmallah...
Bismillahirrohmanirrohim
In the name of Allah, The Most Gracious,
The Most Merciful. Amien. Thank you.



Lagu 'Rolling Up'



Rolling 2x up, up, *(telapak tangan mengepal, diputar-putar di depan dada lalu ke atas)*
Rolling 2x down, down, *(telapak tangan mengepal, diputar-putar di depan dada lalu ke bawah)*
Rolling 2x out, out *(telapak tangan mengepal, diputar-putar di depan dada lalu keluar)*
Rolling 2x in. *(telapak tangan mengepal, diputar-putar di depan dada lalu dilipat di dada)*

-  Check the attendance list.
Memeriksa kehadiran.

Teacher's talk/ Ucapan Guru



Let's do **calling clap**.

Clap three times then say your name. *Tepuk tiga kali lalu sebutkan namamu ya.*

Let's start... (clap,clap,clap, Sinta... dst)

2. Methodology Preparation

-  Ask the children about kinds of jobs they have known.
Bertanya kepada anak-anak tentang macam-macam pekerjaan yang telah mereka ketahui.

Teacher's talk/ Ucapan Guru



Children, can you mention name of jobs of your father?

Coba sebutkan nama-nama pekerjaan ayah kalian?

(biarkan anak-anak mencoba menjawab walaupun dalam bahasa Indonesia)



Okay, now look at these pictures. *Lihat gambar-gambar ini.*

- What is it? It's a doctor /ə 'dɒk.tə r/. Repeat after me, a doctor. (Pic.10)
- Next, what is it? It's a farmer /ə 'fɑ:..mə r/. Repeat after me, a farmer. (Pic.11)
- What is it? It's a policeman /ə pə 'li:s.mən/. Repeat after me, a policeman. (pic.12)
- What is it? It's a teacher /ə 'ti:..tʃə r/. Repeat after me, a teacher. (pic.13)

3. Self-awareness

-  Ask the children what Miss Etti's and their parents' jobs.
Tanyakan kepada anak-anak apa pekerjaan Miss Etti dan orang tua mereka.

Teacher's talk/ Ucapan Guru



What is Miss Etti's job?

Raise your hand, please. Okay Budi, what is the answer?

Miss Etti is ... (a teacher). Very good!

Then, what is your father's job?

Okay, let's start from Naswa,,, what is your father's job?

(guru menanyai dan membimbing setiap anak secara bergantian mengenai pekerjaan ayah mereka.)

4. Singing a song

-  Sing 'What does he do?' song. Ask the children to repeat after you.
Menyanyikan lagu 'What does he do?'. Minta anak-anak untuk menirukan syair lagu setelah Anda.

Teacher's talk/ Ucapan Guru



Children, who wants to sing a song? Please raise your hand!!!... Wow, very good. The song is 'What does he do' song. Okay, now let's repeat after me...

What Does He Do?

What does he do? He's a doc-tor.

What does he do? He's a far-mer.

What does he do? He's a po-li-ce-man.

What does she do? She's an English teacher.

An English teacher!

(Adapted from Longman Songs and Chants)

5. Exercise/ Performance

-  Ask the children to sing the song in front of the class.
Meminta anak-anak untuk bernyanyi di depan kelas.

Teacher's talk/ Ucapan Guru



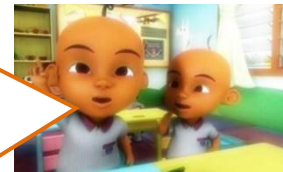
Who wants to sing a song in front of the class?
Raise your hand!

Children's talk/ Ucapan Anak-anak

What Does He Do?

What does he do? He's a doc-tor.
What does he do? He's a far-mer.
What does he do? He's a po-li-ce-man.
What does she do? She's an English teacher.
An English teacher!

(Adapted from Longman Songs and Chants)



-  Ask the children to do the task. **(task Unit 2)**
Meminta anak-anak untuk mengerjakan penugasan.

Teacher's talk/ Ucapan Guru



Now, I will give you this paper, with some pictures and words.
Draw a line connecting the words and pictures.
Color the pictures.

6. Teacher-led Session

- Ask the children what they have learnt today.
Tanyakan kepada anak-anak apa yang telah mereka pelajari.

Teacher's talk/ Ucapan Guru



Well, what have you learnt today?
Apa yang telah kalian pelajari hari ini?

7. Closing

- Self-assessment

Cut the smiley and give them all to the children. Let the children choose and stick the smiley to the flannel board showing their feeling about the lesson.
Gunting gambar smiley dan berikan semua kepada anak-anak. Biarkan anak-anak memilih dan menempel gambar smiley pada papan flannel yang menunjukkan perasaan mereka tentang pelajaran hari ini.

Teacher's talk/ Ucapan Guru



Children, what do you feel today?
Take happy smiley if you like the lesson.
Take sad smiley if you don't like the lesson.



Now, I will call you one by one.
Stick your smiley to the flannel board.
Start from Adel, ...

-  Lead the prayer using 'rolling up' song. 
Memimpin berdoa dengan bernyanyi lagu 'rolling-rolling up'.

Teacher's talk/ Ucapan Guru



Okay children, be ready for prayer.
Sit nicely. Let's do rolling...

Lagu 'Rolling Up'



Rolling 2x up, up, (telapak tangan mengepal, diputar-putar di depan dada lalu ke atas)
Rolling 2x down, down, (telapak tangan mengepal, diputar-putar di depan dada lalu ke bawah)
Rolling 2x out, out (telapak tangan mengepal, diputar-putar di depan dada lalu keluar)
Rolling 2x in. (telapak tangan mengepal, diputar-putar di depan dada lalu dilipat di dada)

Teacher's talk/ Ucapan Guru



Let's pray.
(guru dan murid) "Alhamdulillahirobbil alamin. Praise be to Allah, The Cherisher and The Sustainer of the world.

-  Say good bye.
Memberi salam perpisahan.

Teacher's talk/ Ucapan Guru



Good bye children, see you again. *Wassalamualaikum warahmatullahi wabarakatuh.*

UNIT 3

WHERE ARE YOU GOING?

Theme	: water, air, and fire
Aim	: Children are able to communicate adequate vocabulary as well as identify symbols to get them ready to read and write.
Indicators	: 1. Children are able to identify public places. 2. Children are able to identify how to ask and answer a question about where you are going. 3. Children are able to say the name of public places. 4. Children are able to say the expression of how to ask and answer where to go.

1. Preparing to start the lesson

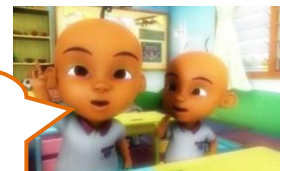
-  Greet the children.
Menyapa anak-anak.

Teacher's talk/ Ucapan Guru



Assalamualaikum
children, how
are you?

Children's talk/ Ucapan Anak-anak



Walaikumussalam
miss. I'm fine thank
you and you?

-  Sing 'Good Morning' song. 
Menyanyikan lagu 'Good Morning'.

Teacher's talk/ Ucapan Guru



Let's sing 'Good Morning'. *Mari kita menyanyikan lagu 'Good Morning'.*

(Menyanyi bersama-sama)

Good morning to you. Good morning to you.
Good morning everybody. Good morning to you.

-  Lead the children to pray. 
Pimpin anak-anak untuk berdoa.

Teacher's talk/ Ucapan Guru



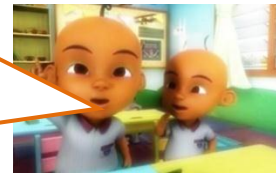
Who wants to lead the prayer? Raise your hand.
Siapa yang mau memimpin berdoa? Angkat tangan.

Okay, come in front of the class. *Kamu maju ke depan kelas.* Lead your friends to pray.

Children's talk/ Ucapan Anak-anak

Okay friends, ready! Let's do Rolling...
(menyanyikan lagu 'Rolling Up').

Let's say basmallah...
Bismillahirrohmanirrohim
In the name of Allah, The Most Gracious,
The Most Merciful. Amien. Thank you.



Lagu 'Rolling Up'



Rolling 2x up, up, *(telapak tangan mengepal, diputar-putar di depan dada lalu ke atas)*
Rolling 2x down, down, *(telapak tangan mengepal, diputar-putar di depan dada lalu ke bawah)*
Rolling 2x out, out *(telapak tangan mengepal, diputar-putar di depan dada lalu keluar)*
Rolling 2x in. *(telapak tangan mengepal, diputar-putar di depan dada lalu dilipat di dada)*

-  Check the attendance list.
Memeriksa kehadiran.

Teacher's talk/ Ucapan Guru



Let's do **calling clap**.

Clap three times then say your name. *Tepuk tiga kali lalu sebutkan namamu ya.*

Let's start... *(clap, clap, clap, Sinta... dst)*

2. Methodology Preparation

- Ask some questions to the children about public places around them.
Ajukan beberapa pertanyaan kepada anak-anak tentang tempat-tempat umum yang ada di lingkungan sekitar mereka tinggal.

Teacher's talk/ Ucapan Guru



Do you know *Pasar Condongcatur*? (Yes, I do. / No, I don't.)

Do you know *Kantor Pos*? (Yes, I do. / No, I don't.)

(contoh pilihan jawaban anak-anak: rumah sakit, kantor pos, sekolah, pasar tradisional, supermarket, masjid dll)

- Show the flash cards and drill the name of public places to the children.
Tunjukkan gambar tempat-tempat umum dan ucapkan berulang-ulang kepada anak-anak mengenai nama-nama tempat umum.

Teacher's talk/ Ucapan Guru



Okay, now look at these pictures and repeat after me.

This is a school. /ə sku:l/ (lihat pic. 14)

This is a mosque. /ə mɒsk/ (lihat pic.15)

This is a swimming pool. /ə 'swim.ɪŋ pu:l/ (lihat pic.16)

3. Self-awareness

- Ask a question to the children whether they have been there. What they usually do at those public places.
Ajukan pertanyaan kepada anak-anak apakah mereka pernah pergi ke tempat-tempat umum tersebut? Apa yang mereka lakukan?

Teacher's talk/ Ucapan Guru



- Have you ever been to a post office?
(Yes, I have/ no, I have not.)
- What did you do there? *Apa yang kamu lakukan disana?*
Okay, sending mail.
- Have you ever been to hospital?
(Yes, I have/ no, I have not.)
- Where are we now? *Dimana kita sekarang berada?*
Yes. we are at school now.

4. Sing the song

- 📖 Invite the children to sing the song together
Ajak anak-anak untuk bernyanyi bersama-sama.

Teacher's talk/ Ucapan Guru



Let's sing the song...

Where are you going?

Going... going... where are you going now?

Going... going... where are you going now?

I'm going... to... the hospital. (guru menunjukkan salah satu gambar)

Going... going... where are you going now?

Going... going... where are you going now?

I'm going... to... the school. (guru menunjukkan salah satu gambar)

(Adapted from Longman Song and Chants)

5. Performance/ Task

- 📖 Cut the pictures and give them to each child. Every child gets one picture.
Gunting gambar-gambar dan berikan kepada setiap anak. Setiap anak mendapat satu gambar.
- 📖 Ask the children to work in pairs and sing the song in front of the class based on their own picture.

Meminta anak-anak untuk membuat kelompok berdua dan menyanyikan lagu di depan kelas sesuai dengan gambar yang mereka punyai sendiri.

Teacher's talk/ Ucapan Guru



Okay all, now I will give you a picture. *Sudah hafal ya nama-namanya.*

Then, please work in pair. *Cari kelompok berdua (dibantu teacher assistant).*

Okay, now which group will sing the song first? Let's go to the front of the class.

6. Teacher-led Session



Ask the children what they have learnt today.

Tanyakan kepada anak-anak apa yang telah mereka pelajari.

Teacher's talk/ Ucapan Guru



After all, what have you learnt today?
Apa yang telah kalian pelajari hari ini?

7. Closing



Self-assessment

Cut the smiley and give them all to the children. Let the children choose and stick the smiley to the flannel board showing their feeling about the lesson.

Gunting gambar smiley dan berikan semua kepada anak-anak. Biarkan anak-anak memilih dan menempel gambar smiley pada papan flannel yang menunjukkan perasaan mereka tentang pelajaran hari ini.

Teacher's talk/ Ucapan Guru



Children, what do you feel today?

Take happy smiley if you like the lesson.

Take sad smiley if you don't like the lesson.



Please come in front.

Stick your smiley to the flannel board. Start from Adel,,,

 Lead the prayer using 'rolling up' song. 

Memimpin berdoa dengan bernyanyi lagu 'rolling-rolling up'.

Teacher's talk/ Ucapan Guru



Okay children, be ready for prayer.

Sit nicely. Let's do rolling...

Lagu 'Rolling Up'



Rolling 2x up, up, (telapak tangan mengepal, diputar-putar di depan dada lalu ke atas)

Rolling 2x down, down, (telapak tangan mengepal, diputar-putar di depan dada lalu ke bawah)

Rolling 2x out, out (telapak tangan mengepal, diputar-putar di depan dada lalu keluar)

Rolling 2x in. (telapak tangan mengepal, diputar-putar di depan dada lalu dilipat di dada)

Teacher's talk/ Ucapan Guru



Let's pray. "*Alhamdulillahirobbil alamin*. Praise be to Allah, The Cherisher and The Sustainer of the world. Amien."

 Say good bye.
Memberi salam perpisahan.

Teacher's talk/ Ucapan Guru



Good bye children, see you again. *Wassalamualaikum warahmatullahi wabarakatuh.*

UNIT 4

HI, HOW ARE YOU TODAY?

Theme : Communication tools

Aim : Children are able to communicate adequate vocabulary as well as identify symbols to get them ready to read and write.

Indicators : 1. Children are able to identify kinds of communication tools.
2. Children are able to identify how to greet someone in the telephone.
3. Children are able to say greeting when telephoning others.

1. Preparing to start the lesson

-  Greet the children.
Menyapa anak-anak.

Teacher's talk/ Ucapan Guru



Assalamualaikum
children, how
are you?

Children's talk/ Ucapan Anak-anak



Walaikumussalam
miss. I'm fine thank
you and you?

-  Sing 'Good Morning' song. 
Menyanyikan lagu 'Good Morning'.

Teacher's talk/ Ucapan Guru



Let's sing 'Good Morning' song. *Mari kita menyanyikan lagu 'Good Morning'.*

(Menyanyi bersama-sama)

Good morning to you. Good morning to you.

Good morning everybody. Good morning to you.

-  Lead the children to pray. 
Pimpin anak-anak untuk berdoa.

Teacher's talk/ Ucapan Guru



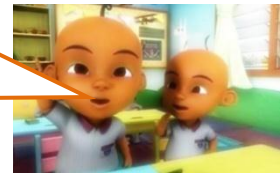
Who wants to lead the prayer? Raise your hand.
Siapa yang mau memimpin berdoa? Angkat tangan.

Okay, come in front of the class. *Kamu maju ke depan kelas.* Lead your friends to pray.

Children's talk/ Ucapan Anak-anak

Okay friends, ready! Let's do Rolling...
(menyanyikan lagu 'Rolling Up').

Let's say basmallah...
Bismillahirrohmanirrohim
In the name of Allah, The Most Gracious,
The Most Merciful. Amien. Thank you.



Lagu 'Rolling Up'



Rolling 2x up, up, *(telapak tangan mengepal, diputar-putar di depan dada lalu ke atas)*
Rolling 2x down, down, *(telapak tangan mengepal, diputar-putar di depan dada lalu ke bawah)*
Rolling 2x out, out *(telapak tangan mengepal, diputar-putar di depan dada lalu keluar)*
Rolling 2x in. *(telapak tangan mengepal, diputar-putar di depan dada lalu dilipat di dada)*

-  Check the attendance list.
Memeriksa kehadiran.

Teacher's talk/ Ucapan Guru



Let's do **calling clap**.

Clap three times then say your name. *Tepuk tiga kali lalu sebutkan namamu ya.*

Let's start... *(clap, clap, clap, Sinta... dst)*

2. Methodology Preparation

- Show the telephone flash cards and ask the children what they know about these.

Tunjukkan gambar-gambar telepon dan tanyakan kepada anak-anak apa yang mereka ketahui tentang benda-benda ini.

Teacher's talk/ Ucapan Guru



(Sambil menunjukkan gambar pic.17, pic.18, pic.19)

Look at these pictures. *Lihat gambar-gambar ini!*

What it is? *Benda apa ini?*

- Drill the children with the name of the communication tools.

Mengucapkan berulang-ulang nama-nama alat komunikasi kepada anak-anak.

Teacher's talk/ Ucapan Guru



Now, repeat after me. *Tirukan setelah miss ya anak-anak.*

(Sambil menunjukkan gambar)

This is a telephone; this is a hand phone; this is a phone toy.

Children's talk/ Ucapan Anak-anak

This is a telephone.
This is a hand phone.
This is a phone toy.



3. Self-awareness

- Ask the children what they usually do with those tools.

Bertanya kepada anak-anak apa yang biasa mereka lakukan dengan alat-alat tersebut.

Teacher's talk/ Ucapan Guru



(sambil menunjukkan gambar)

Do you know what it is? *Kamu tau apa ini?*

What do you usually say when calling someone?

Apa yang sering kalian ucapkan ketika bertelepon?

📖 Drill the children with greeting expressions step by step. Then ask the children to memorize the expressions.

Latih anak-anak secara berulang-ulang ekspresi sapaan secara bertahap.

Kemudian minta anak-anak untuk menghafalkan ekspresinya.

Teacher's talk/ Ucapan Guru



Okay children; let us practice how to greet your friends on the phone. *Sekarang kita akan belajar bagaimana menyapa temanmu di telepon.*

Expressions of Greeting/ Ekspresi Sapaan

(bermain boneka jari/ finger puppets)

Telunjuk kanan : "Hi, how are you?"

Telunjuk kiri : "I'm fine."

Telunjuk kanan : "Hi, how are you?"

Telunjuk kiri : "I'm fine. How are you?"

Telunjuk kanan : "I'm fine, I'm fine, thank you."

4. Sing a song

-  Sing the Greeting song. 
Menyanyikan lagu Greeting.

Teacher's talk/ Ucapan Guru



I will divide you into two big groups. Group A and group B. Now, let's start... repeat after me. *Tirukan saya ya anak-anak..*

The Greeting Song

Group A: "*Repeat after me, hi, how are you?*"

Group B: "I'm fine."

Group A: "Hi how are you?"

Group B: "I'm fine, how are you?"

Group A: "I'm fine, I'm fine thank you."

5. Task/ Performance

-  Ask the children to work in pairs. Then, give them a pair of phone toy for each group. Ask them to practice the greeting expression using the phone toy.
Minta anak-anak untuk membuat kelompok berdua. Kemudian, beri mereka sepasang telepon mainan untuk setiap kelompok. Minta mereka untuk melatih ekspresi sapaan dengan menggunakan telepon mainan.

Teacher's talk/ Ucapan Guru



Okay now you work in pair.
Cari teman kelompok berdua.

I will give you a pair of phone toys for each group.

But, before it, I will demonstration it first.

Miss akan memberi contoh terlebih dahulu.

(Anda dibantu teacher's assistant memperagakan greeting expression menggunakan phone toys.)

Now, its your turn... start now...

8. Teacher-led Session

- Ask the children what they have learnt today.
Tanyakan kepada anak-anak apa yang telah mereka pelajari.

Teacher's talk/ Ucapan Guru



After all, what have you learnt today?
Apa yang telah kalian pelajari hari ini?

9. Closing

- Self-assessment
Cut the smiley and give them all to the children. Let the children choose and stick the smiley to the flannel board showing their feeling about the lesson.
Gunting gambar smiley dan berikan semua kepada anak-anak. Biarkan anak-anak memilih dan menempel gambar smiley pada papan flannel yang menunjukkan perasaan mereka tentang pelajaran hari ini.

Teacher's talk/ Ucapan Guru



Children, what do you feel today?
Take happy smiley if you like the lesson.
Take sad smiley if you don't like the lesson.



Please come in front.
Stick your smiley to the flannel board. Start from Adel,,,

-  Lead the prayer using 'rolling up' song. 
Memimpin berdoa dengan bernyanyi lagu 'rolling-rolling up'.

Teacher's talk/ Ucapan Guru



Okay children, be ready for prayer.
Sit nicely. Let's do rolling...

Lagu 'Rolling Up'



Rolling 2x up, up, (telapak tangan mengepal, diputar-putar di depan dada lalu ke atas)
Rolling 2x down, down, (telapak tangan mengepal, diputar-putar di depan dada lalu ke bawah)
Rolling 2x out, out (telapak tangan mengepal, diputar-putar di depan dada lalu keluar)
Rolling 2x in. (telapak tangan mengepal, diputar-putar di depan dada lalu dilipat di dada)

Teacher's talk/ Ucapan Guru



Let's pray. "Alhamdulillahirobbil alamin. Praise be to Allah, The Cherisher and The Sustainer of the world. Amien."

-  Say good bye.
Memberi salam perpisahan.

Teacher's talk/ Ucapan Guru



Good bye children, see you again. *Wassalamualaikum warahmatullahi wabarakatuh.*

PIC.1



ANIMALS

PIC.2



A MONKEY

PIC.3



A TIGER

PIC.4



AN ELEPHANT

PIC.5



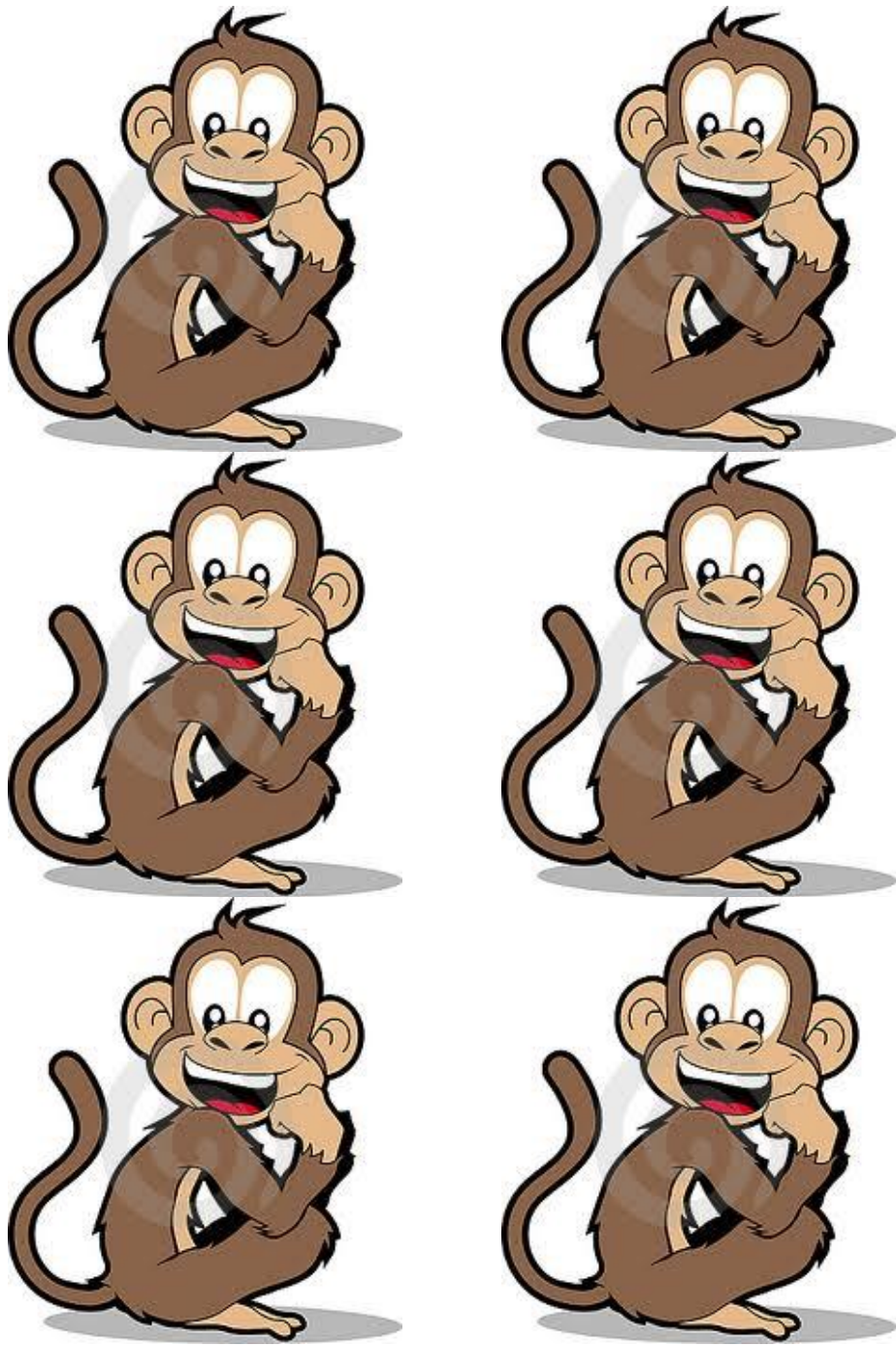
A SNAKE

PIC.6



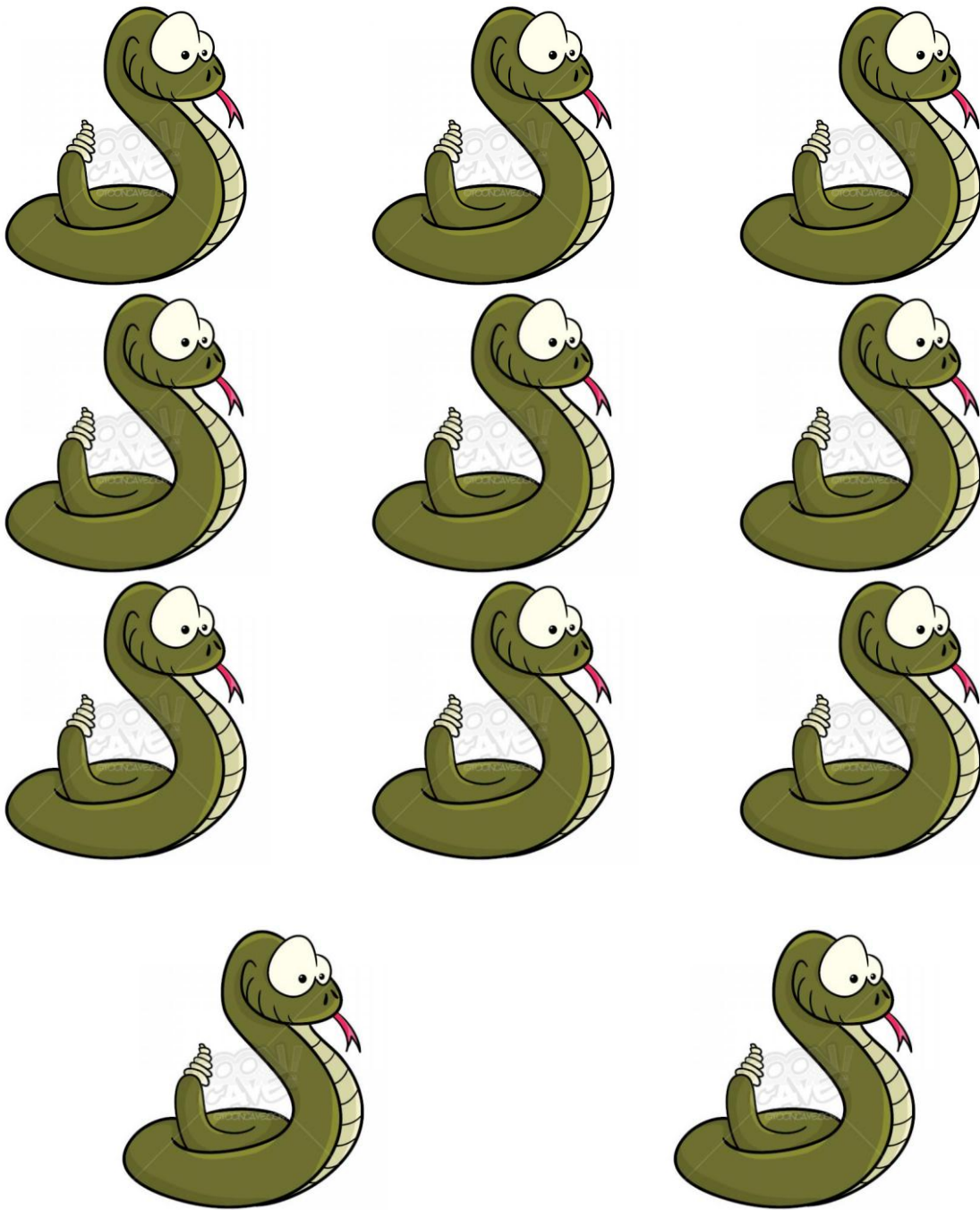
TWO ELEPHANTS

PIC.7



SIX MONKEYS

PIC.8



EIGHT SNAKES

PIC.9



TEN TIGERS

PIC.10



A DOCTOR

PIC.11



A FARMER

PIC.12



A POLICEMAN

PIC.13



A TEACHER

PIC.14



A SCHOOL

PIC.15



A MOSQUE

PIC.16



A SWIMMING POOL

PIC.17



A TELEPHONE

PIC.18



A HAND PHONE

PIC.19



A PHONE TOY

TASK UNIT 1

Make a line between the picture and the name.

Buatlah garis antara gambar dan namanya.

Name:

Class:



A MONKEY



A TIGER



AN ELEPHANT



A SNAKE

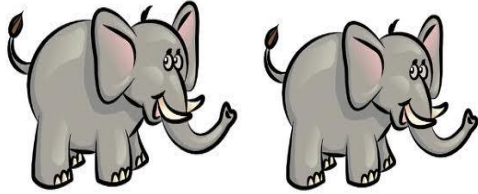
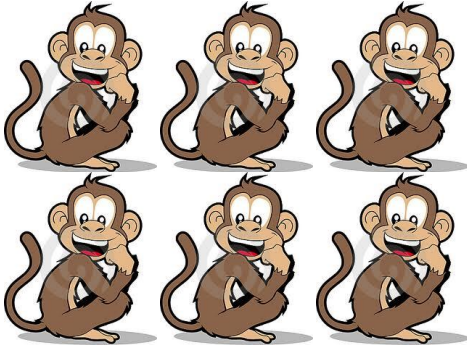
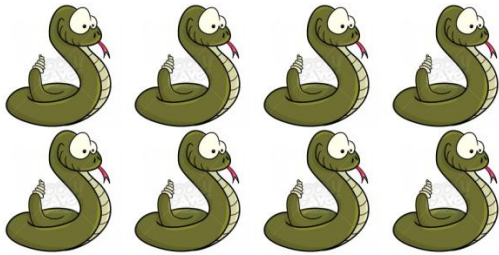
TASK UNIT 1

Name:

Class:

Make a circle of the number of animals based on the picture.

Lingkarilah jumlah hewan-hewan sesuai gambar.

1.		An elephant Two elephants Ten elephants
2.		A monkey Three monkeys Six monkeys
3.		A snake Eight snakes Nine snakes
4.		A tiger Five tigers Ten tigers

TASK UNIT 2

Name:

Class:

Line the words and the correct pictures then color it.

Hubungkan kata dengan gambar yang sesuai kemudian warnailah.



A doctor

A farmer

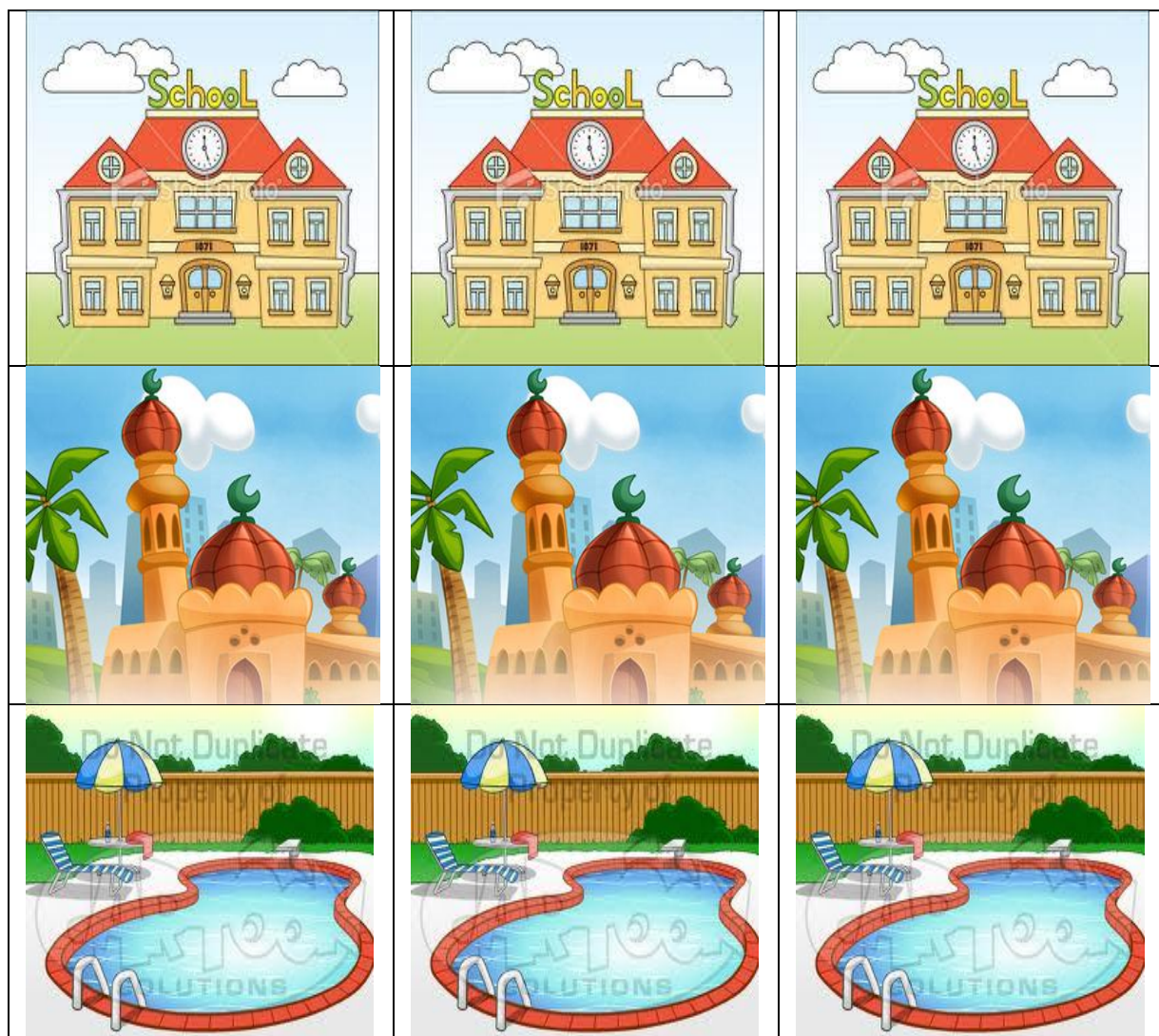
A policeman

A teacher

TASK UNIT 3

Cut the pictures and give them to each child. Every child gets one picture. Then, they ask their friends where they are going and their friend answer based on the picture they have. Vice versa.

Gunting gambar-gambar dan berikan kepada setiap anak. Setiap anak mendapat satu gambar. Kemudian, anak-anak bertanya kepada temannya kemana mereka akan pergi dan temannya menjawab sesuai gambar yang dipunyainya. Begitu sebaliknya.



TASK UNIT 4

The children practice the greeting expression when phoning others using the phone toys like the picture.

Anak-anak berlatih 'greeting expression' ketika menelepon orang lain menggunakan telepon mainan seperti pada gambar.



APPENDIX I
Final Draft

Teacher's Guide

English Learning

Materials for Kindergarten

Based On The Concept

of Learning to Learn



Etti Septiyana
Nim 06202244101

UNIT 1

LET'S GO TO GEMBIRA LOKA ZOO

Theme	: Recreation
Aim	: Children are able to communicate adequate vocabulary as well as identify symbols to get them ready to read and write.
Indicators	: 1. Children are able to identify the name of wild animals in the zoo. 2. Children are able to identify the number of the wild animals in the zoo. 3. Children are able to say the name of wild animals in the zoo. 4. Children are able to say the number of the wild animals in the zoo.

1. Preparing to start the lesson

-  Greet the children.
Menyapa anak-anak.

Teacher's talk/ Ucapan Guru



Assalamualaikum
children, how
are you?

Children's talk/ Ucapan Anak-anak



Walaikumussalam
Miss Etti.

I'm fine thank you
and you?

-  Sing 'Good Morning' song. 
Menyanyikan lagu 'Good Morning'.

Teacher's talk/ Ucapan Guru



Let's sing 'Good Morning'. *Mari kita menyanyikan lagu 'Good Morning'.*

(Menyanyi bersama-sama)

Good morning to you. Good morning to you.

Good morning everybody. Good morning to you.

-  Lead the children to pray.
Pimpin anak-anak untuk berdoa.

Teacher's talk/ Ucapan Guru



Who wants to lead the prayer?
Siapa yang mau memimpin berdoa?

Raise your hand. *Angkat tangan.*



Okay, come in front of the class. *Kamu maju ke depan kelas.*

Lead your friends to pray. *Pimpin teman-temanmu berdoa.*

Children's talk/ Ucapan Anak-anak

Okay friends, ready! Let's do Rolling...
(menyanyikan lagu 'Rolling-rolling Up').

Let's say basmallah...
Bismillahirrohmanirrohim
In the name of Allah, The Most Gracious,
The Most Merciful. Amien. Thank you.



Lagu 'Rolling Up'

Rolling 2x up, up, *(telapak tangan mengepal, diputar-putar di depan dada lalu keatas)*
Rolling 2x down, down, *(telapak tangan mengepal, diputar-putar di depan dada lalu kebawah)*
Rolling 2x out,out*(telapak tangan mengepal, diputar-putar di depan dada lalu keluar)*
Rolling 2x in. *(telapak tangan mengepal, diputar-putar di depan dada lalu dilipat di dada)*

- Check the attendance list.
Memeriksa kehadiran.

Teacher's talk/ Ucapan Guru



Let's do **calling clap**.

Clap three times then say your name.
Tepuk tiga kali lalu sebutkan namamu ya.

Let's start... (**clap,clap,clap, Adel... dst**)

2. Methodology Preparation

- Warm up the children by singing a song.
Menyiapkan kondisi belajar anak dengan menyanyikan lagu.

Teacher's talk/ Ucapan Guru



Do you remember 'Numbers' song?

Let's sing the song together...

(lihat video 'Numbers' song) "One, two, three, four, five, six... seven, eight, nine, ten. One, two, three, four, five, six, seven, eight, nine, ten.." Good job children 😊

Children's talk/ Ucapan Anak-anak

(Menyanyikan lagu) "One, two, three, four, five, six... seven, eight, nine, ten. One, two, three, four, five, six, seven, eight, nine, ten.."



- Ask the children about their experience in the zoo.
Bertanya kepada anak-anak tentang pengalaman mereka di kebun binatang.

Teacher's talk/ Ucapan Guru



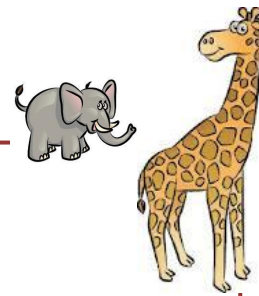
(Menunjukkan gambar pada pic.1)

Have you ever been to the zoo?

What animals can you see there?

Monyet? Okay. Gajah? Good.

Jerapah? Yes, what else? Apalagi?



-  Show the pictures of wild animals and ask them to repeat after you.
Tunjukkan gambar-gambar binatang buas dan minta anak-anak untuk mengulang ucapan setelah anda.

Teacher's talk/ Ucapan Guru



Children look at these pictures. (pic.2, pic.3, pic.4, pic.5)

Okay repeat after me,,,

(satu persatu setiap anak mengucapkan kata dengan benar)

a monkey /ə 'mʌŋ.ki/

a tiger /ə 'taɪ.gə/

an elephant /ən 'el.ɪ.fənt/

a snake /ə sneɪk/. Very good all!

3. Self-awareness

-  Show the pictures of a group of wild animals.
Tunjukkan gambar-gambar sekelompok binatang buas.

Teacher's talk/ Ucapan Guru



Well, I have some pictures for you. *Bu Guru punya beberapa gambar.*

(menunjukkan gambar pic.6, pic.7, pic.8, pic.9)

- How many elephant in the picture? Let's count together,,, *(menghitung sambil menunjuk gambar)* So, we have **two elephants**.
- How many monkey in the picture? Let's count together,,, So, we have **six monkeys**.
- How many snake in the picture? Let's count together,,, So, we have **eight snakes**.
- How many tiger in the picture? Let's count together,,, So, we have **ten tigers**. Very good children 😊

Children's talk/ Ucapan Anak-anak

(anak-anak menghitung gambar binatang)

One, two, three, four, five, six, seven, eight, nine, ten.



4. Game

- Ask the children to play “Whispering Game”. Explain the rule.
Ajak anak-anak untuk bermain “Whispering Game”. Jelaskan peraturannya.

Teacher’s talk/ Ucapan Guru



- Let’s play a whispering game. Who wants to play the whispering game? Raise your hands. Good.
- Listen to me please...(Dengarkan ibu guru.)
- Make a group of ten. (Buat kelompok bersepuluh.)



- Make a line up. (dibantu teacher assistant mengatur anak untuk berbaris.)
- I will whisper a key word to the first child, whisper it to your friends next to you.
- The child in the last line will take and stick the picture to the flannel board.
- The group which has finished first will be the winner and get a star.
- Are you ready now? Let’s start.....

5. Teacher-led Session

- Ask the children what they have learnt today.
Tanyakan kepada anak-anak apa yang telah mereka pelajari hari ini.

Teacher’s talk/ Ucapan Guru



After all, what have you learnt today?
Apa yang telah kalian pelajari hari ini?

6. Closing

Self-assessment

Cut the smiley and give them all to the children. Let the children choose and stick the smiley to the flannel board showing their feeling about the lesson.

Gunting gambar smiley dan berikan semua kepada anak-anak. Biarkan anak-anak memilih dan menempel gambar smiley pada papan flannel yang menunjukkan perasaan mereka tentang pelajaran hari ini.

Teacher's talk/ Ucapan Guru



Children, what do you feel today?

Take happy smiley if you like the lesson. 😊

Take sad smiley if you don't like the lesson. ☹️

Please come in front.

Stick your smiley to the flannel board. Start from Adel...

Lead the prayer using 'rolling up' song.

Memimpin berdoa dengan bernyanyi lagu 'rolling up'.

Teacher's talk/ Ucapan Guru



Okay children, be ready for prayer.

Sit nicely. Let's do rolling...

Lagu 'Rolling Up'

Rolling 2x up, up, (telapak tangan mengepal, diputar-putar di depan dada lalu keatas)

Rolling 2x down, down, (telapak tangan mengepal, diputar-putar di depan dada lalu kebawah)

Rolling 2x out, out (telapak tangan mengepal, diputar-putar di depan dada lalu keluar)

Rolling 2x in. (telapak tangan mengepal, diputar-putar di depan dada lalu dilipat di dada)

Teacher's talk/ Ucapan Guru



Let's pray. "*Alhamdulillahirobbilalamin*. Praise be to Allah, The Cherisher and The Sustainer of the world. Amien."



Say good bye.

Memberi salam perpisahan.

Teacher's talk/ Ucapan Guru



Good bye children, see you again. *Wassalamu alaikum warahmatullahi wabarakatuh.*

UNIT 2

MY ENGLISH TEACHER

Theme	: Jobs/ Occupation
Aim	: Children are able to communicate adequate vocabulary as well as identify symbols to get them ready to read and write.
Indicators	: 1. Children are able to identify kinds of jobs. 2. Children are able to say names of jobs. 3. Children are able to say their parents' job.

1. Preparing to start the lesson

-  Greet the children.
Menyapa anak-anak.

Teacher's talk/ Ucapan Guru



Assalamualaikum
children, how
are you?

Children's talk/ Ucapan Anak-anak



Walaikumussalam
Miss Etti. I'm fine
thank you and you?

-  Sing 'Good Morning' song. 
Menyanyikan lagu 'Good Morning'.

Teacher's talk/ Ucapan Guru



Let's sing 'Good Morning'. *Mari kita menyanyikan lagu'
Good Morning'.*

(Menyanyi bersama-sama)

Good morning to you. Good morning to you.

Good morning everybody. Good morning to you.

 Lead the children to pray. 
Pimpin anak-anak untuk berdoa.

Teacher's talk/ Ucapan Guru



Who wants to lead the prayer? Raise your hand.
Siapa yang mau memimpin berdoa? Angkat tangan.

Okay, come in front of the class. *Kamu maju ke depan kelas.*
Lead your friends to pray.

Children's talk/ Ucapan Anak-anak

Okay friends, ready! Let's do Rolling...
(menyanyikan lagu 'Rolling-rolling Up').

Let's say basmallah...
Bismillahirrohmanirrohim
In the name of Allah, The Most Gracious,
The Most Merciful. Amien. Thank you.



Lagu 'Rolling Up'

Rolling 2x up, up, *(telapak tangan mengepal, diputar-putar di depan dada lalu keatas)*
Rolling 2x down, down, *(telapak tangan mengepal, diputar-putar di depan dada lalu ke bawah)*
Rolling 2x out, out *(telapak tangan mengepal, diputar-putar di depan dada lalu keluar)*
Rolling 2x in. *(telapak tangan mengepal, diputar-putar di depan dada lalu dilipat di dada)*

-  Check the attendance list.
Memeriksa kehadiran.

Teacher's talk/ Ucapan Guru



Let's do **calling clap**.

Clap three times then say your name. *Tepuk tiga kali lalu sebutkan namamu ya.*

Let's start... (clap,clap,clap, Sinta... dst)

2. Methodology Preparation

-  Ask the children about kinds of jobs they have known.
Bertanya kepada anak-anak tentang macam-macam pekerjaan yang telah mereka ketahui.

Teacher's talk/ Ucapan Guru



Children, can you mention name of job of your father?
Coba sebutkan nama pekerjaan ayah kalian? (biarkan anak-anak mencoba menjawab walaupun dalam bahasa Indonesia)



Okay, now look at these pictures. *Lihat gambar-gambarini.*

- What is it? It's a doctor /ə 'dɒk.tər/. Repeat after me, a doctor. (Pic.10)
- Next, what is it? It's a farmer /ə 'fɑ:.mər/. Repeat after me, a farmer. (Pic.11)
- What is it? It's a policeman /ə pə'li:s.mən/. Repeat after me, a policeman. (pic.12)
- What is it? It's a teacher /ə 'ti:.tʃər/. Repeat after me, a teacher. (pic.13)

3. Self-awareness

-  Ask the children what Miss Etti's and their parents' jobs.
Tanyakan kepada anak-anak apa pekerjaan Miss Etti dan orang tua mereka.

Teacher's talk/ Ucapan Guru



What is Miss Etti's job?

Raise your hand, please. Okay Budi, what is the answer?

Miss Etti is ... (a teacher). Very good!

Then, what is your father's job?

Okay, let's start from Naswa,,, what is your father's job?

(guru menanyai dan membimbing setiap anak secara bergantian mengenai pekerjaan ayah mereka.)

4. Singing a song

-  Sing 'What does he do?' song. Ask the children to repeat after you.
Menyanyikan lagu 'What does he do?'. Minta anak-anak untuk menirukan syair lagu setelah Anda.

Teacher's talk/ Ucapan Guru



Children, who wants to sing a song? Please raise your hand!!!... Wow, very good. The song is 'What does he do' song. Okay, now let's repeat after me...

What Does He Do?

What does he do? He's a doc-tor.

What does he do? He's a far-mer.

What does he do? He's a po-li-ce-man.

What does she do? She's an English teacher.

An English teacher!

(Adapted from Longman Songs and Chants)

5. Exercise/ Performance

-  Ask the children to sing the song in front of the class.
Meminta anak-anak untuk bernyanyi di depan kelas.

Teacher's talk/ Ucapan Guru



Who wants to sing a song in front of the class?
Raise your hand!

Children's talk/ Ucapan Anak-anak

What Does He Do?

What does he do? He's a doc-tor.
What does he do? He's a far-mer.
What does he do? He's a po-li-ce-man.
What does she do? She's an English teacher.
An English teacher!

(Adapted from Longman Songs and Chants)



-  Ask the children to do the task. *(task Unit2)*
Meminta anak-anak untuk mengerjakan penugasan.

Teacher's talk/ Ucapan Guru



Now, I will give you this paper, with some pictures and words.
Draw a line connecting the words and pictures.
Color the pictures.

6. Teacher-led Session

- Ask the children what they have learnt today.
Tanyakan kepada anak-anak apa yang telah mereka pelajari.

Teacher's talk/ Ucapan Guru



Well, what have you learnt today?
Apa yang telah kalian pelajari hari ini?

7. Closing

- Self-assessment

Cut the smiley and give them all to the children. Let the children choose and stick the smiley to the flannel board showing their feeling about the lesson.
Gunting gambar smiley dan berikan semua kepada anak-anak. Biarkan anak-anak memilih dan menempel gambar smiley pada papan flannel yang menunjukkan perasaan mereka tentang pelajaran hari ini.

Teacher's talk/ Ucapan Guru



Children, what do you feel today?
Take happy smiley if you like the lesson.
Take sad smiley if you don't like the lesson.



Now, I will call you one by one.
Stick your smiley to the flannel board.
Start from Adel, ...

- 📺 Lead the prayer using 'rolling up' song. 
Memimpin berdoa dengan bernyanyi lagu 'rolling-rolling up'.

Teacher's talk/ Ucapan Guru



Okay children, be ready for prayer.
Sit nicely. Let's do rolling...

Lagu 'Rolling Up'

Rolling 2x up, up, (telapak tangan mengepal, diputar-putar di depan dada lalu keatas)
Rolling 2x down, down, (telapak tangan mengepal, diputar-putar di depan dada lalu kebawah)
Rolling 2x out,out (telapak tangan mengepal, diputar-putar di depan dada lalu keluar)
Rolling 2x in. (telapak tangan mengepal, diputar-putar di depan dada lalu dilipat di dada)

Teacher's talk/ Ucapan Guru



Let's pray.
(guru dan murid) "Alhamdulillahirobbilalamin. Praise be to Allah, The Cherisher and The Sustainer of the world.

- 📺 Say good bye.
Memberi salam perpisahan.

Teacher's talk/ Ucapan Guru



Good bye children, see you again. *Wassalamu alaikum warahmatullahi wabarakatuh.*

UNIT 3

WHERE ARE YOU GOING?

Theme	: water, air, and fire
Aim	: Children are able to communicate adequate vocabulary as well as identify symbols to get them ready to read and write.
Indicators	: 1. Children are able to identify public places. 2. Children are able to identify how to ask and answer a question about where you are going. 3. Children are able to say the name of public places. 4. Children are able to say the expression of how to ask and answer where to go.

1. Preparing to start the lesson

-  Greet the children.
Menyapa anak-anak.

Teacher's talk/ Ucapan Guru



Assalamualaikum
children, how
are you?

Children's talk/ Ucapan Anak-anak



Walaikumussalam
miss. I'm fine thank
you and you?

-  Sing 'Good Morning' song. 
Menyanyikan lagu 'Good Morning'.

Teacher's talk/ Ucapan Guru



Let's sing 'Good Morning'. *Mari kita menyanyikan lagu 'Good Morning'.*

(Menyanyibersama-sama)

Good morning to you. Good morning to you.
Good morning everybody. Good morning to you.

-  Lead the children to pray. 
Pimpin anak-anak untuk berdoa.

Teacher's talk/ Ucapan Guru



Who wants to lead the prayer? Raise your hand.
Siapa yang mau memimpin berdoa? Angkat tangan.

Okay, come in front of the class. *Kamu maju ke depan kelas.* Lead your friends to pray.

Children's talk/ Ucapan Anak-anak

Okay friends, ready! Let's do Rolling...
(menyanyikan lagu 'Rolling Up').

Let's say basmallah...
Bismillahirrohmanirrohim
In the name of Allah, The Most Gracious,
The Most Merciful. Amien. Thank you.



Lagu 'Rolling Up'

Rolling 2x up, up, *(telapak tangan mengepal, diputar-putar di depan dada lalu keatas)*
Rolling 2x down, down, *(telapak tangan mengepal, diputar-putar di depan dada lalu ke bawah)*
Rolling 2x out, out *(telapak tangan mengepal, diputar-putar di depan dada lalu keluar)*
Rolling 2x in. *(telapak tangan mengepal, diputar-putar di depan dada lalu dilipat di dada)*

-  Check the attendance list.
Memeriksa kehadiran.

Teacher's talk/ Ucapan Guru



Let's do **calling clap**.

Clap three times then say your name. *Tepuk tiga kali lalu sebutkan namamu ya.*

Let's start... *(clap, clap, clap, Sinta... dst)*

2. Methodology Preparation

- Ask some questions to the children about public places around them.
Ajukan beberapa pertanyaan kepada anak-anak tentang tempat-tempat umum yang ada di lingkungan sekitar mereka tinggal.

Teacher's talk/ Ucapan Guru



Do you know *Pasar Condongcatur*? (Yes, I do. / No, I don't.)

Do you know *Kantor Pos*? (Yes, I do. / No, I don't.)

(contoh pilihan jawaban anak-anak: rumah sakit, kantor pos, sekolah, pasar tradisional, supermarket, masjid dll)

- Show the flash cards and drill the name of public places to the children.
Tunjukkan gambar tempat-tempat umum dan ucapkan berulang-ulang kepada anak-anak mengenai nama-nama tempat umum.

Teacher's talk/ Ucapan Guru



Okay, now look at these pictures and repeat after me.

This is a school. /ə sku:l/ (lihat pic. 14)

This is a mosque. /ə mɒsk/ (lihat pic.15)

This is a swimming pool. /ə 'swim.ɪŋpu:l/ (lihat pic.16)

3. Self-awareness

- Ask a question to the children whether they have been there. What they usually do at those public places.
Ajukan pertanyaan kepada anak-anak apakah mereka pernah pergi ke tempat-tempat umum tersebut? Apa yang mereka lakukan?

Teacher's talk/ Ucapan Guru



- Have you ever been to a post office?
(Yes, I have/ no, I have not.)
- What did you do there? *Apa yang kamu lakukan disana?*
Okay, sending mail.
- Have you ever been to hospital?
(Yes, I have/ no, I have not.)
- Where are we now? *Dimana kita sekarang berada?*
Yes we are at school now

4. Sing the song

- 📖 Invite the children to sing the song together
Ajak anak-anak untuk bernyanyi bersama-sama.

Teacher's talk/ Ucapan Guru



Let's sing the song...

Where are you going?

Going... going... where are you going now?

Going... going... where are you going now?

I'm going... to... the hospital. (guru menunjukkan salah satu gambar)

Going... going... where are you going now?

Going... going... where are you going now?

I'm going... to... the school. (guru menunjukkan salah satu gambar)

(Adapted from Longman Song and Chants)

5. Performance/ Task

- 📖 Cut the pictures and give them to each child. Every child gets one picture.
Gunting gambar-gambar dan berikan kepada setiap anak. Setiap anak mendapat satu gambar.
- 📖 Ask the children to work in pairs and sing the song in front of the class based on their own picture.

Meminta anak-anak untuk membuat kelompok berdua dan menyanyikan lagu di depan kelas sesuai dengan gambar yang mereka punyai sendiri.

Teacher's talk/ Ucapan Guru



Okay all, now I will give you a picture. *Sudah hafal ya nama-namanya.*

Then, please work in pair. *Cari kelompok berdua (dibantu teacher assistant).*

Okay, now which group will sing the song first? Let's go to the front of the class.

6. Teacher-led Session

-  Ask the children what they have learnt today.
Tanyakan kepada anak-anak apa yang telah mereka pelajari.

Teacher's talk/ Ucapan Guru



After all, what have you learnt today?
Apa yang telah kalian pelajari hari ini?

7. Closing

-  Self-assessment
Cut the smiley and give them all to the children. Let the children choose and stick the smiley to the flannel board showing their feeling about the lesson.
Gunting gambar smiley dan berikan semua kepada anak-anak. Biarkan anak-anak memilih dan menempel gambar smiley pada papan flannel yang menunjukkan perasaan mereka tentang pelajaran hari ini.

Teacher's talk/ Ucapan Guru



Children, what do you feel today?

Take happy smiley if you like the lesson.

Take sad smiley if you don't like the lesson.



Please come in front.

Stick your smiley to the flannel board. Start from Adel,,,

 Lead the prayer using 'rolling up' song. 

Memimpin berdoa dengan bernyanyi lagu 'rolling-rolling up'.

Teacher's talk/ Ucapan Guru



Okay children, be ready for prayer.

Sit nicely. Let's do rolling...

Lagu 'Rolling Up'

Rolling 2x up, up, (telapak tangan mengepal, diputar-putar di depan dada lalu keatas)

Rolling 2x down, down, (telapak tangan mengepal, diputar-putar di depan dada lalu kebawah)

Rolling 2x out,out (telapak tangan mengepal, diputar-putar di depan dada lalu keluar)

Rolling 2x in. (telapak tangan mengepal, diputar-putar di depan dada lalu dilipat di dada)

Teacher's talk/ Ucapan Guru



Let's pray. "*Alhamdulillahirobbilalamin*. Praise be to Allah, The Cherisher and The Sustainer of the world. Amien."

 Say good bye.
Memberi salam perpisahan.

Teacher's talk/ Ucapan Guru



Good bye children, see you again.
Wassalamualaikumwarahmatullahiwabarakatuh.

UNIT 4

HI, HOW ARE YOU TODAY?

Theme : Communication tools

Aim : Children are able to communicate adequate vocabulary as well as identify symbols to get them ready to read and write.

Indicators : 1. Children are able to identify kinds of communication tools.
2. Children are able to identify how to greet someone in the telephone.
3. Children are able to say greeting when telephoning others.

1. Preparing to start the lesson

- Greet the children.
Menyapa anak-anak.

Teacher's talk/ Ucapan Guru



Assalamualaikum
children, how
are you?

Children's talk/ Ucapan Anak-anak



Walaikumussalam
miss. I'm fine thank
you and you?

- Sing 'Good Morning' song. 
Menyanyikan lagu 'Good Morning'.

Teacher's talk/ Ucapan Guru



Let's sing 'Good Morning' song. *Mari kita menyanyikan lagu 'Good Morning'.*

(Menyanyi bersama-sama)

Good morning to you. Good morning to you.

Good morning everybody. Good morning to you.

-  Lead the children to pray. 
Pimpin anak-anak untuk berdoa.

Teacher's talk/ Ucapan Guru



Who wants to lead the prayer? Raise your hand.
Siapa yang mau memimpin berdoa? Angkat tangan.

Okay, come in front of the class. *Kamu maju kedepan kelas.* Lead your friends to pray.

Children's talk/ Ucapan Anak-anak

Okay friends, ready! Let's do Rolling...
(menyanyikan lagu 'Rolling Up').

Let's say basmallah...
Bismillahirrohmanirrohim
In the name of Allah, The Most Gracious,
The Most Merciful. Amien. Thank you.



Lagu 'Rolling Up'

Rolling 2x up, up, *(telapak tangan mengepal, diputar-putar di depan dada lalu keatas)*
Rolling 2x down, down, *(telapak tangan mengepal, diputar-putar di depan dada lalu kebawah)*
Rolling 2x out, out *(telapak tangan mengepal, diputar-putar di depan dada lalu keluar)*
Rolling 2x in. *(telapak tangan mengepal, diputar-putar di depan dada lalu dilipat di dada)*

-  Check the attendance list.
Memeriksa kehadiran.

Teacher's talk/ Ucapan Guru



Let's do **calling clap**.

Clap three times then say your name. *Tepuk tiga kali lalu sebutkan namamu ya.*

Let's start... *(clap, clap, clap, Sinta... dst)*

2. Methodology Preparation

- Show the telephone flash cards and ask the children what they know about these.

Tunjukkan gambar-gambar telepon dan tanyakan kepada anak-anak apa yang mereka ketahui tentang benda-benda ini.

Teacher's talk/ Ucapan Guru



(Sambil menunjukkan gambar pic.17, pic.18, pic.19)

Look at these pictures. *Lihat gambar-gambar ini!*

What it is? *Benda apa ini?*

- Drill the children with the name of the communication tools.

Mengucapkan berulang-ulang nama-nama alat komunikasi kepada anak-anak.

Teacher's talk/ Ucapan Guru



Now, repeat after me. *Tirukan setelah miss ya anak-anak.*

(Sambil menunjukkan gambar)

This is a telephone; this is a hand phone; this is a phone toy.

Children's talk/ Ucapan Anak-anak

This is a telephone.
This is a hand phone.
This is a phone toy.



3. Self-awareness

- Ask the children what they usually do with those tools.

Bertanya kepada anak-anak apa yang biasa mereka lakukan dengan alat-alat tersebut.

Teacher's talk/ Ucapan Guru



(sambil menunjukkan gambar)

Do you know what it is? *Kamu tau apa ini?*

What do you usually say when calling someone?

Apa yang sering kalian ucapkan ketika bertelepon?

- Drill the children with greeting expressions step by step. Then ask the children to memorize the expressions.

Latih anak-anak secara berulang-ulang ekspresi sapaan secara bertahap.

Kemudian minta anak-anak untuk menghafalkan ekspresinya.

Teacher's talk/ Ucapan Guru



Okay children; let us practice how to greet your friends on the phone. *Sekarang kita akan belajar bagaimana menyapa temanmu di telepon.*

Expressions of Greeting/ Ekspresi Sapaan

(bermain bonek jari/ finger puppets)

Telunjukkan : "Hi, how are you?"

Telunjukkiri : "I'm fine."

Telunjukkan : "Hi, how are you?"

Telunjukkiri : "I'm fine. How are you?"

Telunjukkan : "I'm fine, I'm fine, thank you."

4. Sing a song

-  Sing the Greeting song. 
Menyanyikan lagu Greeting.

Teacher's talk/ Ucapan Guru



I will divide you into two big groups. Group A and group B. Now, let's start... repeat after me. *Tirukan saya ya anak-anak..*

The Greeting Song

Group A: "Repeat after me, hi, how are you?"

Group B: "I'm fine."

Group A: "Hi how are you?"

Group B: "I'm fine, how are you?"

Group A: "I'm fine, I'm fine thank you."

5. Task/ Performance

-  Ask the children to work in pairs. Then, give them a pair of phone toy for each group. Ask them to practice the greeting expression using the phone toy.
Minta anak-anak untuk membuat kelompok berdua. Kemudian, beri mereka sepasang telepon mainan untuk setiap kelompok. Minta mereka untuk melatih ekspresi sapaan dengan menggunakan telepon mainan.

Teacher's talk/ Ucapan Guru



Okay now you work in pair.
Carit emankelompok berdua.

I will give you a pair of phone toys for each group.

But, before it, I will demonstration it first.

Miss akanmemberi contoh terlebih dahulu.

(Anda dibantu teacher's assistant memperagakan greeting expression menggunakan phone toys.)

Now, its your turn... start now...

8. Teacher-led Session

- Ask the children what they have learnt today.
Tanyakan kepada anak-anak apa yang telah mereka pelajari.

Teacher's talk/ Ucapan Guru



After all, what have you learnt today?
Apa yang telah kalian pelajari hari ini?

9. Closing

- Self-assessment
Cut the smiley and give them all to the children. Let the children choose and stick the smiley to the flannel board showing their feeling about the lesson.
Gunting gambar smiley dan berikan semua kepada anak-anak. Biarkan anak-anak memilih dan menempel gambar smiley pada papan flannel yang menunjukkan perasaan mereka tentang pelajaran hari ini.

Teacher's talk/ Ucapan Guru



Children, what do you feel today?
Take happy smiley if you like the lesson.
Take sad smiley if you don't like the lesson.



Please come in front.
Stick your smiley to the flannel board. Start from Adel,,,

-  Lead the prayer using 'rolling up' song. 
Memimpin berdoa dengan bernyanyi lagu 'rolling-rolling up'.

Teacher's talk/ Ucapan Guru



Okay children, be ready for prayer.
Sit nicely. Let's do rolling...

Lagu 'Rolling Up'

Rolling 2x up, up, (telapak tangan mengepal, diputar-putar di depan dada lalu keatas)

Rolling 2x down, down, (telapak tangan mengepal, diputar-putar di depan dada lalu kebawah)

Rolling 2x out,out(telapak tangan mengepal, diputar-putar di depan dada lalu keluar)

Rolling 2x in. (telapak tangan mengepal, diputar-putar di depan dada lalu dilipat di dada)

Teacher's talk/ Ucapan Guru



Let's pray. "Alhamdulillahirobbilalamin.Praise be to Allah, The Cherisher and The Sustainer of the world. Amien."

-  Say good bye.
Memberi salam perpisahan.

Teacher's talk/ Ucapan Guru



Good bye children, see you again. *Wassalamualaikum warahmatullahi wabarakatuh.*

PIC.1



ANIMALS

PIC.2



A MONKEY

PIC.3



A TIGER

PIC.4



AN ELEPHANT

PIC.5



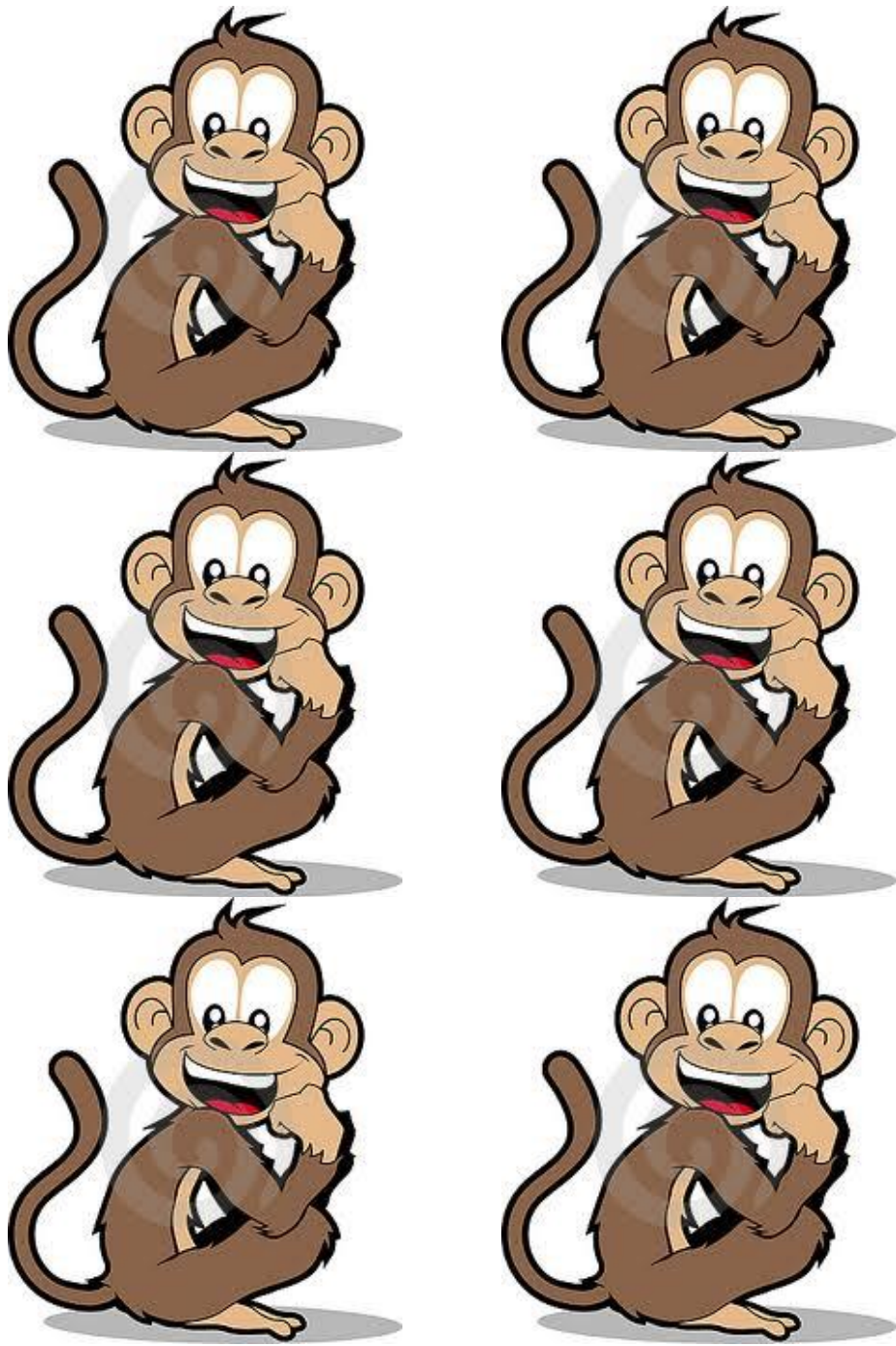
A SNAKE

PIC.6



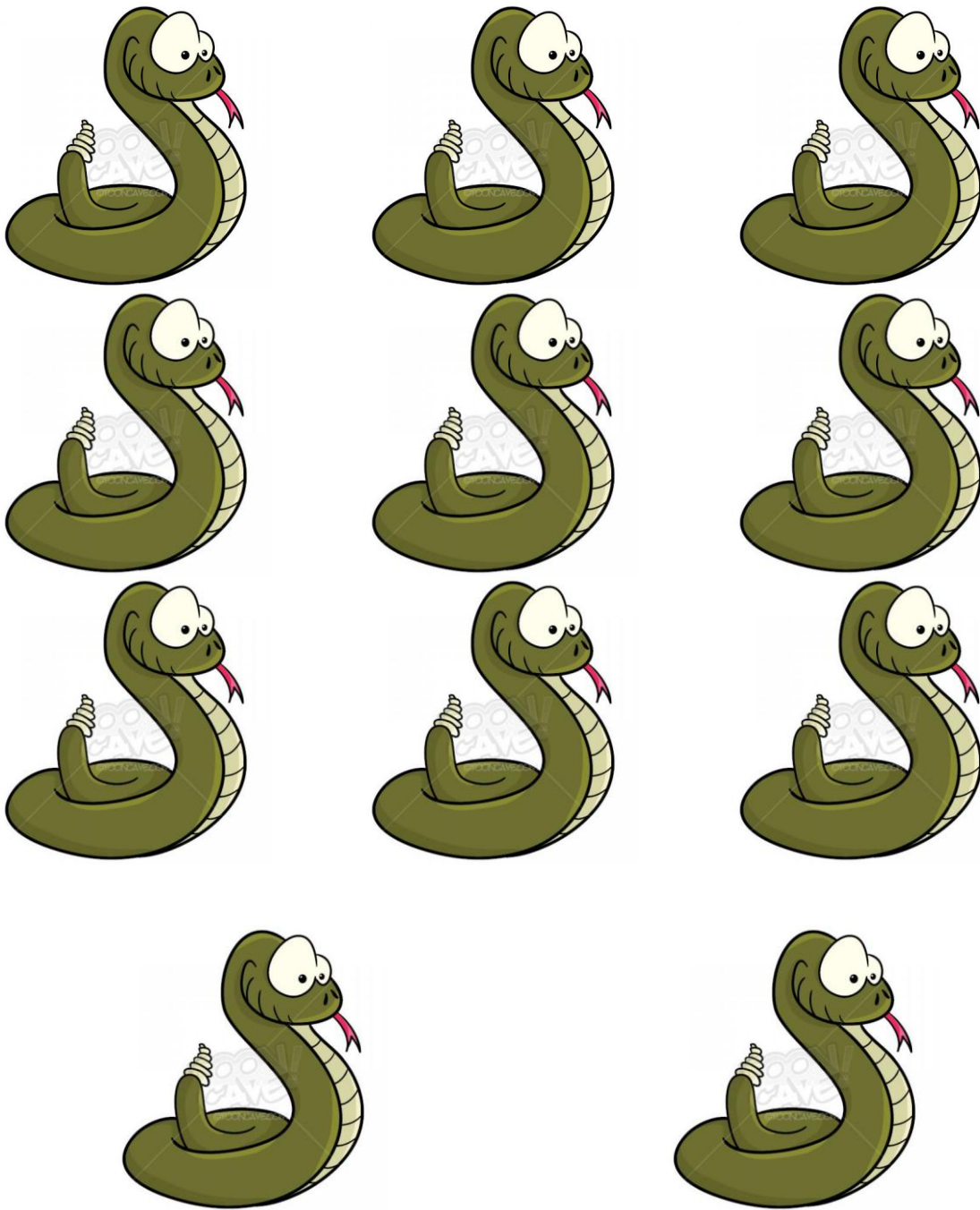
TWO ELEPHANTS

PIC.7



SIX MONKEYS

PIC.8



EIGHT SNAKES

PIC.9



TEN TIGERS

PIC.10



A DOCTOR

PIC.11



A FARMER

PIC.12



A POLICEMAN

PIC.13



A TEACHER

PIC.14



A SCHOOL

PIC.15



A MOSQUE

PIC.16



A SWIMMING POOL

PIC.17



A TELEPHONE

PIC.18



A HAND PHONE

PIC.19



A PHONE TOY

TASK UNIT 1

Make a line between the picture and the name.

Buatlah garis antara gambar dan namanya.

Name:

Class:



A MONKEY



A TIGER



AN ELEPHANT



A SNAKE

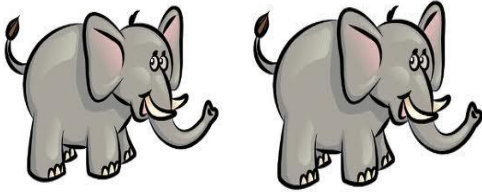
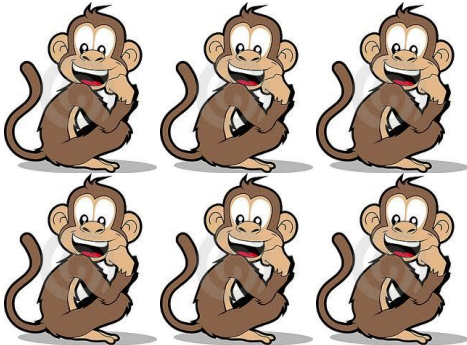
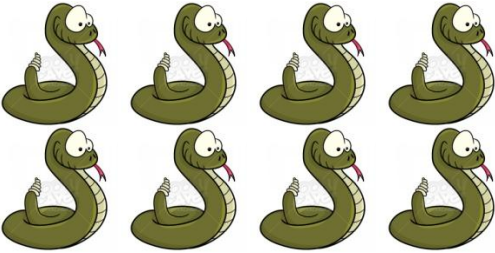
TASK UNIT 1

Name:

Class:

Make a circle of the number of animals based on the picture.

Lingkarilah jumlah hewan-hewan sesuai gambar.

1.		An elephant Two elephants Ten elephants
2.		A monkey Three monkeys Six monkeys
3.		A snake Eight snakes Nine snakes
4.		A tiger Five tigers Ten tigers

TASK UNIT 2

Name:

Class:

Line the words and the correct pictures then color it.

Hubungkan kata dengan gambar yang sesuai kemudian warnailah.



A doctor

A farmer

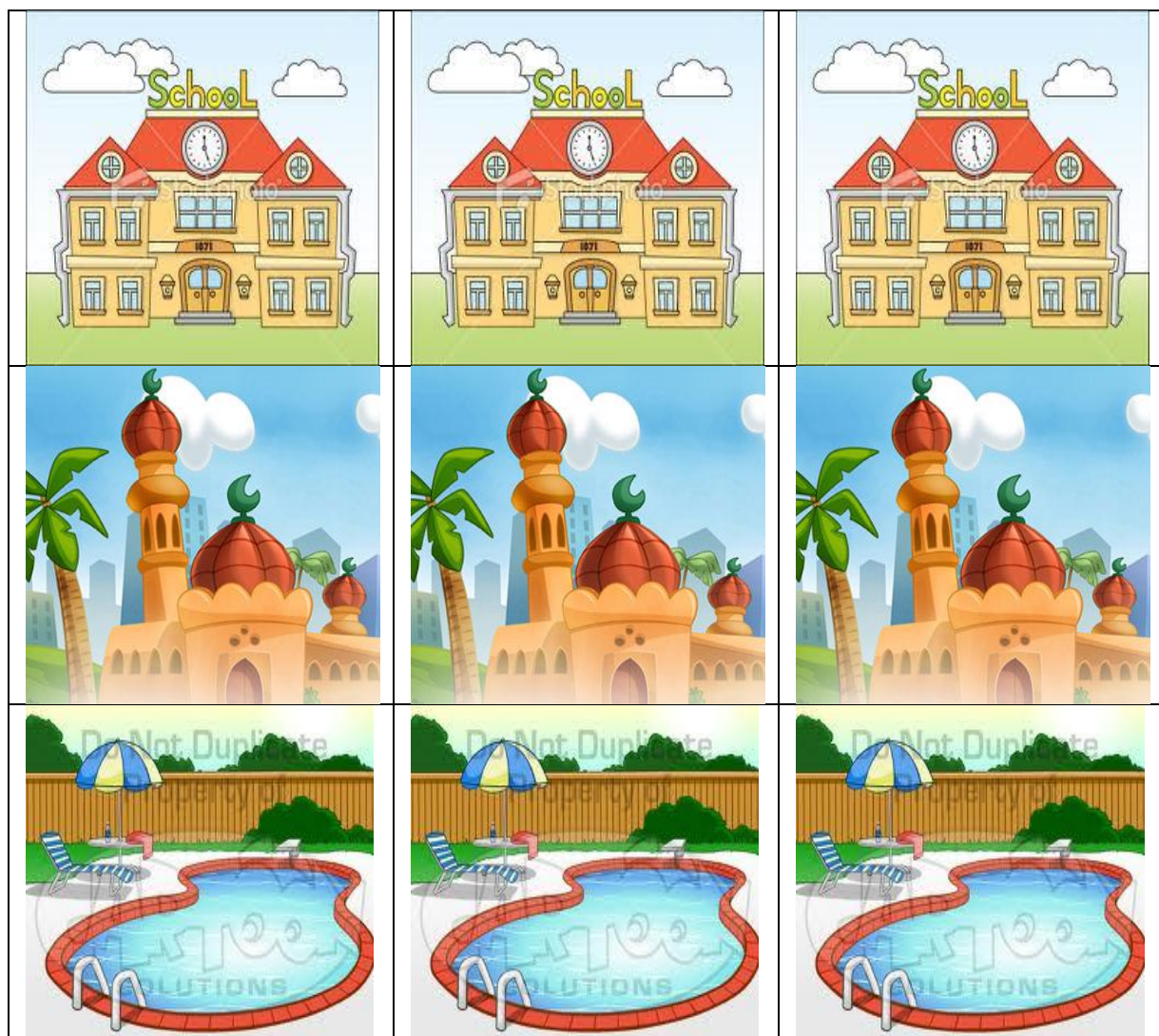
A policeman

A teacher

TASK UNIT 3

Cut the pictures and give them to each child. Every child gets one picture. Then, they ask their friends where they are going and their friend answer based on the picture they have. Vice versa.

Gunting gambar-gambar dan berikan kepada setiap anak. Setiap anak mendapat satu gambar. Kemudian, anak-anak bertanya kepada temannya kemana mereka akan pergi dan temannya menjawab sesuai gambar yang dipunyainya. Begitu sebaliknya.



TASK UNIT 4

The children practice the greeting expression when phoning others using the phone toys like the picture.

Anak-anak berlatih 'greeting expression' ketika menelepon orang lain menggunakan telepon mainan seperti pada gambar.



Kata Pengantar

Puji syukur kehadiran Allah SWT yang penuh Rahmat dan Berkah Nya. Shalawat dan salam terhatur kepada junjungan Nabi Besar Muhammad SAW.

Buku ini adalah hasil dari Tugas Akhir Skripsi untuk memenuhi persyaratan kelulusan tingkat S1. Buku ini berisi pedoman bagi guru bahasa Inggris maupun non- bahasa Inggris untuk mengajar pelajaran bahasa Inggris tingkat TK. Dalam pedoman pengajaran bahasa Inggris ini, ditekankan konsep *Learning to Learn* dimana guru memfasilitasi dan merangsang anak agar lebih menyadari tentang proses belajarnya sendiri. Pada tujuan jangka panjang, diharapkan anak nantinya dapat menentukan rencana belajarnya sendiri dan dapat mengetahui cara belajar yang sesuai dengan diri mereka sendiri. Buku ini terdiri dari pedoman bagi guru dan juga materi pembelajaran bahasa Inggris TK.

Akhirnya, penulis sangat menyadari masih banyak hal yang perlu digali lebih dalam dari buku ini. Penulis terbuka untuk kritik dan saran yang membangun. Penulis juga berharap bisa menginspirasi bagi penulis lain untuk menggali lebih dalam mengenai pembelajaran bahasa Inggris untuk anak dengan konsep *Learning to Learn*.

Penulis

APPENDIX J
Documentation







EVALUATION BOARD			
ADEL	RIKA	FARREL	NETA
AIRIN	AYU	AFI	ZULFA
ALYA	FAHRI	NAILA	NAVEEN
YUDHA	GIZZA	RAFFI	
GANI	KALISA	RIO	
VANIA	UPAM	SYIFA	
DINA	ICHA	NAYLA	



