DEVELOPING ENGLISH DAY ACTIVITIES TO VERY YOUNG LEARNERS OF PLAYGROUP BINA ANAK SHOLEH YOGYAKARTA

A Thesis

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

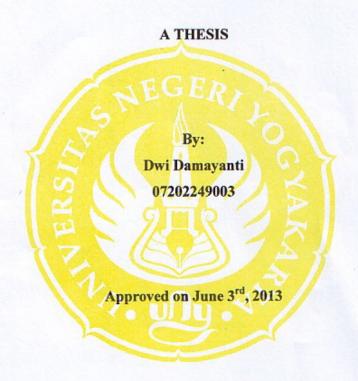


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Yogyakarta, Juni 2013

Dwi Damayanti

DEDICATIONS

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ALLAH, SWT; MAY YOU WRITE IT AS A GOOD DEED
MY BELOVED FATHER, MOTHER, AND BROTHER
MY HUSBAND
ALL VERY YOUNG CHILDREN
ALL MY COLEGUES IN BIAS INSTITUTION
ALL MY TEACHERS
AND MY FRIENDS

MOTTOS

One does not feel the bitterness of studying, does not feel the sweetness of knowledge (Imam Syafi'i).

Whoever goes down a path/road searching for knowledge, Allah will make it easy for him the road to paradise (Prophet Muhammad, SAW)

Perhaps you hate a thing and it is good for you, and perhaps you love a thing and it is bad for you. And Allah know while you know not (Al Qur'an, 2:216)

Twenty years from now, you will be more disappointed by the things you didn't do than by the ones you did do. So throw off the bowlines. Sail away from the safe harbour. Catch the trade winds in your sails. Explore. Dream. Discover (Mark Twain)

Three guidance to educate the Children: the first seven years treat them as kings and queens, the second seven years treat them as prisoners, and the third seven years treat them as friends (Ali bin Abi Tholib)

The winner sees an answer for every problem, the looser sees a problem in every answer (Anynomous)

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In this occasion, the writer would like to express her great thanks to both consultants, Dr. Agus Widyantoro, M.Pd., and Lusi Nurhayati, M.App. Ling., for their guidance in finishing the thesis. The writer is also profoundly grateful to all lecturers in the English Department of Yogyakarta State University, particularly to Ani Setyaningsih, S.pd. for giving the expert judgment, Jamilah, M.Pd. as her academic consultant, and Bambang Sugeng, P.hd. for his help to the writer in understanding a great process of writing.

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thesis has taught her about toughness, patience, and lifetime learning. Hopefully, she can do better research after finishing this one.

Finally, the writer realizes that this thesis is far from being perfect. However, she hopes that it may give a small contribution to the teaching of English to very young learners. Any criticisms and suggestions are highly appreciated for the improvements of this thesis.

Yogyakarta, June 2013

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DEVELOPING ENGLISH DAY ACTIVITIES TO VERY YOUNG LEARNERS OF PLAY GROUP BINA ANAK SHOLEH YOGYAKARTA

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ABSTRACT

This research is proposed to develop a teacher's manual of the English day activities for the very young children of Play Group BIAS Yogyakarta. There are four research questions in this research: (1) What are the results of the needs analysis of the English day activities? (2) How is the course grid of the English day activities organized? (3) How are the developed English day activities presented in materials? (4) How are the developed English day activities evaluated and revised?

This research is a Research and Development (R and D). The subjects of the research were the students and the English teacher of Play Group BIAS Yogyakarta. There were three instruments used in this research, namely questionnaires, an interview guide, and an observation guide. The data were analysed quantitatively for the questionnaires and qualitatively for the interviews and the observations. Eight steps were done to do this research, namely conducting needs analysis, selecting some activities, writing the course grid, developing the activities, having the expert judgment, evaluating and revising the first draft, trying out the second draft, and finally analysing, evaluating, and revising the second draft to produce the final draft.

Based on the research questions, four findings were obtained. First, the developed activities were relevant to the students' and the teacher's needs and characteristics. The developed activities were also in accordance with the school curriculum and the generic learning manual from the Ministry of Education about the very young learners' competencies. Second, the course grid which had eight aspects was developed based on the obtained data of the needs analysis, the school curriculum, and the government generic learning manual and was used as the guideline in developing the activities. Third, there were four activities of the English day which were developed in this research. Those were an outbound game, a contest, and two make-believe activities: making cookies and at a farm. Each English day consisted of opening, main, and closing activities with several steps inside. Fourth, the developed activities were evaluated firstly by the expert judgment and are approved statistically using a questionnaire. The result showed that the draft was ready to be tried out which was shown by the mean scores range of 3.16 to 3.54 which included in the good and very good categories. After the try-out, the observations and interviews were used to evaluate the implemented draft. The data showed that the activities, the goal, the media, and the language were appropriate to the children, while the layout of the draft suited the teacher.

CHAPTER I

INTRODUCTION

A. Background of the Study

The Play Group *Bina Anak Sholeh* Yogyakarta, abbreviated as PG BIAS, is a full-day preschool for children under five years. It is an international-oriented Islamic school which is located at Jl.Wirosaban Barat no.8 Yogyakarta.

As an international-oriented school, PG BIAS teaches English to its students as one of the subjects. The English curriculum which is developed by the curriculum staff is constructed by considering other subjects of the school. For example, in supporting the Introduction to Math subject, there is numbers as one of the themes that should be taught to the students. To support the Introduction to the Environment subject, English has some themes such as animals, fruits, vegetables, transportations, and many others. Things around children are also one of the considerations in making the English curriculum since children always think in a concrete way. As the references, the school curriculum takes the elementary school books, and simplifies the materials for the students.

English in the school is a sub-subject of the subject Language and Communication, one of many subjects that are taught to the students. There are two sub-subjects in the Language and Communication subjects; they are English and *Bahasa Indonesia*. Every subject is taught once a week. Thus, English is taught once in two weeks in turn with *Bahasa Indonesia*.

The aims of the English teaching in the school are: (1) to make the students listen to some English sentences not only words; (2) to make the students understand and able to do the teachers' instructions in English; (3) to make the students able to produce some sentences or at least some words in English; (4) to use English to communicate as the second language in the school.

To achieve those aims, the school realized that the students needed more English exposure. The English day programme was chosen in order to give the English exposure to them some years ago. It was conducted once in two weeks. It focused on the use of some English expressions to run the PG BIAS daily routines and the classroom English. However, it does not work anymore. The teachers had some difficulties in using English. It was because of their lack of English. They also had difficulties in choosing the interesting activities in the English day which made it different from other days. Moreover, the curriculum staff did not provide either the alternative activities or the expressions to run the English day. As a result, the English day programme had been left off.

Nowadays, English is only taught by the English teacher as a subject lesson. The teacher introduces some words in a particular theme every meeting. She uses songs and games to make the students enjoy the teaching and learning processes. She also uses some pictures, dolls, or even real things to make the students interested in learning English. However, the teacher only emphasizes on vocabulary drilling to the students. She seldom uses English to communicate to the students. It is because of her lack of English. She also has difficulties in the variety of activities to teach English to the students. She often uses the same

techniques, the same activities, or the same games to teach different themes. Hence, the students of PG BIAS Yogyakarta get a low level of exposure to English.

Based on the facts above, the aims of the English teaching to the students of PG BIAS Yogyakarta does not seem to be achieved yet, since the teacher only focuses on vocabulary drilling to the students. Moreover, English is seldom used to communicate as a language of instructions both in the classroom and in daily conversations. Therefore, the school agrees that the English day programme is needed to be developed and re-implemented to achieve the aims of the English teaching in PG BIAS Yogyakarta.

This study develops some English day activities that can be implemented in PG BIAS Yogyakarta in order to achieve the aims of the English teaching in the school. The outcome of this study is expected to be a clear and detail guidance to the teachers to conduct the English day in the school. The guide book does not only mention the activities, but also the expressions.

B. Identification of the Problems

Based on the background above, there are some problems of the English teaching in PG BIAS Yogyakarta. The problems are related to the teacher, the time, and the method.

The first problem is related to the English teacher as one of the important factors that can make the school reach the English teaching aims. The teacher's educational background and ability influence the English teaching in the school because she becomes a model of an English speaking person. The teacher of PG

BIAS Yogyakarta graduated from a one-year training program for playgroup teachers held by *Bina Anak Sholeh* institution. She was taught about children psychology, stimulants for the children, methods to teach children under five years, and other knowledge related to the teaching of very young learners. However, she does not get English in her training. The teacher only got English in her high schools. Moreover, she never joined any English courses. Thus, the teacher's ability in English is not so good. As a result, she seldom uses English expressions to the students, and the students get fewer examples in English usage for communication. The English exposure in the school is in a low level.

The second problem is related to the time of the English teaching in PG BIAS Yogyakarta. Since English is only taught once in two weeks for about 30 minutes, the aims of English teaching in the school to use English for simple communication might not be achieved. The students do not have much time to learn English. Besides, learning English in a short time but frequently is better for children than learning English in a longer time only once in two weeks.

The third problem is related to the method. The teacher teaches English by introducing some vocabulary based on the themes developed by the curriculum staff. The teacher has used games and songs in English teaching. However, she has difficulties in finding the right games or songs that are appropriate to the themes and the students. She often uses the same technique for different themes. For example, she designs a competition game by asking the children to take an object or a picture based on what she says. She uses this technique in teaching fruits, animals, colours, vegetables, and the other themes. She seldom uses other

games or other techniques, such as storytelling, make-believe, watching video or other activities. The teacher also gets problems in finding the right activities in the teaching of English to the children instead of drilling the words. Therefore, the variety of the activities is needed to break the children's boredom, and to make the teaching process more interesting and fun.

C. Limitation of the Problems

Since there are three problems related to the English teaching in PG BIAS Yogyakarta as discussed above, it is impossible for the researcher to have research that deals with those problems. Therefore, the researcher conducts research focusing on the teacher and the time. In this case, the researcher builds up the English day as an alternative way to teach English to the students in order to help the teacher in the English teaching. She constructs the activities of the English day based on the students' needs and provides some simple English expressions to be used. Therefore, the teacher has a detail and clear guidance to conduct the English day later on. The English day can be implemented as an extraordinary activity which is different from other days. However, some activities in the English day are taken from the school routines. Thus, the teacher can use the English expressions not only in the English day, but also in the daily routines at school. The students of PG BIAS can get more English exposure if it is used every day. Hopefully, it can cope with those two problems, both the teacher and the time.

There are three reasons for the researcher to limit the problems. First, those problems, namely the teacher and the time, are important problems that are feasible to be solved by the researcher. The teacher is an important aspect in

giving the English exposure to the children, while the time is what the children need to learn English. A regular short slots are likely to be more effective than a longer more concentrated slot only once in two weeks. The second is the school's suggestion. The school has agreed to develop the English day to upgrade the English teaching. The English day can be very useful to be some special occasions which are refreshing for the students. Some of the school routines are taken to be the opening and closing activities in the English day. Therefore, the expressions can be used not only in the English day, but also in the school daily activities. Therefore, the children are expected to get more English exposure. The last, it is most-readily useful for the teacher since it makes the teacher easier in the teaching of English and also the time as it can be used in daily school routines.

D. Formulation of the Problems

In reference to the limitation above, there are two problems that can be formulated. The first concerns with kinds of activities that can be applied for conducting the English day. The second deals with the simple English expressions that are used by the teacher to run the English day. To make it clearer, the form of the problems is presented in the form of questions below:

- 1. What kinds of activities can be applied for conducting the English day in PG BIAS Yogyakarta?
- What are the appropriate simple English expressions needed to run the English day in PG BIAS Yogyakarta?

E. Objectives of the Study

In relation to the problems above, there are two objectives that are proposed in this study. The first is related to the activities of the English day in PG BIAS Yogyakarta, while the second deals with the simple English expressions which are needed to run the English day in the school. Therefore, the objectives of this study can be specified below:

- To develop activities that can be applied for conducting the English day in PG BIAS Yogyakarta.
- To identify the appropriate simple English expressions which are needed to run the English day in PG BIAS Yogyakarta.

F. Significance of the Study

The researcher expects that this study can give some benefits for the students, playgroup teachers, other researchers, and the researcher herself. For students, this study can give a new experience in learning English. For playgroup teachers, this study can be adapted and applied in their schools to teach English to the students of very young learners. For other researchers, this study, might give other ideas to have research of similar kind. And the last for the researcher herself, this study can increase her knowledge and experience in developing activities to teach English for very young learners.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter mentions about the theories that become the working frame of thought of this study. These are related to very young learners, the teaching of English to very young learners, English day activities and expressions, and the conceptual framework.

A. Very Young Learners

Children who learn English are often called as young learners. Their ages are less than twelve. Usually, they get English as a subject in their school. However, because of the different characteristics at the different ages, children who learn English are distinguished between very young learners and young learners. Young learners are divided into two groups. They are younger group and older group, while Scott and Ytreberg (2004:1) divide them into level one (5-7 years old) and level two (8-10 years o2ld).

1. The definition of very young learners

Very young learners refer to children who are under seven (Slattery & Willis, 2009), in more specific, about three to six years old (Reilly & Ward, 2002), have not yet started compulsory schooling, have not yet started to read and write, but have started to learn English. They may be students of nursery schools, or preschools, or kindergartens. The schools teach English as a foreign language or a second language to the students. Therefore, very young learners learn English in their schools (Suyanto, 2007), or by attending private English classes

outside schools (Reilly & Ward, 2002). Some of them may have had some exposure to English from their parents, environments, and their cultures; but others may be absolute beginners and get English only in the schools. Very young learners are children who are about three to seven years old, and are learning English in their schools or in private English classes, although they have not been able to read and write.

2. The characteristics of very young learners

a. The very young learners general characteristics

In general, very young learners are very egocentric, curious, physically active, full of imagination, have a short attention span and a concrete thought. Here are the explanations of the very young learners' general characteristics.

1) Egocentric personality

The viewpoints of very young learners are themselves. They do what they want to do. They think others just like them in feelings, habits, and interests. They are not able to take the role of another person (Elliot, 1981). Children have a great capacity to enjoy themselves (Moon, 2003: 6). When they are enjoying themselves, they are usually absorbed by the activity and not aware that they are learning a new language. Because they are very egocentric, they want to get individual attention as much as possible from people around (Reilly & Ward, 2002). They enjoy an activity that enables them to have much attention from the teacher. They also connect anything they learn or do to themselves. In using a language, they are also very egocentric. They talk or repeat any words they want, even meaningless, without caring whether the other children are interested. They

repeat words and syllables for pleasure, and it is called as egocentric speech (Elliot, 1981). They give more attention to words or phrases which are related to themselves (Suyanto, 2007). They repeat words and phrases to exercise and to differentiate the words they say, as they do not fully understand the meanings.

As the children have an egocentric personality, they like joining activities which are related to themselves, or everything around them. They enjoy the activities which are about something they are close to. The themes and the activities for them should be designed regarding their egocentric personality. The themes and activities must be close to their daily life.

2) Curious behaviour

Children have a lot of natural curiosity (Brown, 2001: 89). It is an emotion related to natural desires such as play, investigation, exploration and learning. They always want to know everything around them. They are full of questions in their minds. They always ask about what, why, how, when, and where. They also search for the answers in their own ways. Children's curiosity about the world engages them to make sense of whatever they can see, hear, smell, taste, and touch. Their needs to understand the environment around them extends their curiosity with regard to people, places, objects and events. Their curiosities are often shown by asking questions all the time (McIlvain: 2011).

The activities which are designed for very young learners should present something new. It can present new activities to cover the children's curious behaviour. It can also present new things as the media. The using of media gives a significant role to meet the children's curiosity.

3) Physically active learners

Children are naturally curious and active (Moon, 2003:7). They eagerly explore the environment through physical activity and experiencing things at first hand. They love to use their five senses in learning something, particularly a new thing. They love to touch, to watch, to taste, to listen to, and to smell anything directly, by themselves. These ways help them to understand the world they live in. This characteristic also happens in understanding a new language. They easily learn English when they are involved physically to the activity. Pinter (2006:5) says that children are actively involved when they are interested. When they are interested in an activity, they will be motivated to join the activity. When they are motivated, they will keep on doing the activity only because they find it fun and interesting. In addition, Pinter (2006) also proposes that this motivation should be maintained as the children's attention span is very short and can be interrupted easily. They are easily distracted when doing an activity. It happens when they have to deal with the tasks or activities that are boring, useless, or difficult. However, if the activity forces them to be physically active, they will love to do it. Indeed, they are physically active learners. Mcllvain (2011) adds that very young learners are also active language learners which can be seen from some errors they make.

Dealing with the very young learners, the researcher should consider their characteristics. As they are physically active, the activities should be carefully designed to meet those characteristics. Therefore, the designed activities are

made to keep the children active physically. The activities encourage the children to move physically. Therefore, they are able to enjoy the activities.

4) Imaginative thinking

Children under five are full of imagination. Children enjoy fantasy, imagination, and movement (Pinter, 2006: 2). The act of fantasizing, of imagining is very much an authentic part of being a child. They often talk to themselves, and pretend to talk to a friend. They even talk to their toys or an imaginative friend. They love listening to stories, so they can imagine the story and the characters. They are not able to fully differentiate between their imagination and the reality. In learning a new language, they also use their imagination and fantasy. For example they pretend to be someone in somewhere doing something and using the new language. However, they cannot control their imagination and the fantasy to support the learning process. Someone else has to create a condition which might lead them to use their imagination and fantasy in learning the new language.

Supporting the imaginative thinking the children have, the activities for them should develop it. A make-believe activity is one of the activities that carry the students to a fantasy, for example, the students pretend to be something. They can pretend to be animals, to be chef masters, or others. The suitable plays for very young learners develop their imagination well.

5) A short attention span

Very young learners have a very short attention span (Brown, 2001). They can only pay attention in a short time. Their attention span is twice by their age.

For example, four years old children can pay attention in about eight minutes, while five years old children can pay attention in about ten minutes. Therefore, very young learners' attention span is about five to ten minutes (Reilly & Ward, 2002). As they have a very short attention span, it is easier for them to get bored and interested in something new. However, if the activity is interesting for them, they can stay longer. They only focus on one aspect of a situation and neglect the importance of other aspects (Elliot, 1981). However, if they are interested in an activity, they are riveted on the activity and can stay for a long time. Therefore, short attention spans do come into play when children have to deal with material that to them is boring, useless, or too difficult. Since learning a language can at times be difficult for them, it is an obligatory for the teacher to provide an interesting, fun, and lively activity (Brown, 2001:88).

Regarding the short attention span, the activities which are designed for them must be varied, interesting, and fun. Therefore, they are able to move to the other activities when they are already bored with the one. The designed activities should be designed in a short time. It is needed to cover they attention span which is very short. Some very young learners have only five to ten minutes attention span. Therefore, it is more interested for them if the activities are changed in about those minutes. It helps them to concentrate and keep enjoying the activity.

6) A concrete thought

Very young learners learn in a concrete way, they even make one object stand for something else in a playful way (Elliot, 1981). As they have not yet fully understood between the imagination and reality, they need some concrete

thing in learning something which make them sure that something is real. In learning a new language, they understand easily words which are represent something real (Suyanto, 2007). A gesture helps them much in learning new words (Reilly & Ward, 2002); because they can see the body movements and facial expressions which are more concrete than only words. The concrete experiences help them to learn some new thing effectively (McIlvain, 2011).

Although they are very imaginative, they can imagine some abstract things. They especially need concrete things in learning something. Here, the existence of media is a must. The children learn easily using the media they can see, hear, and touch. The activities for them should be supported with the media.

b. The characteristics of very young learners learning English as a foreign language

1) Learn by hearing, doing things, and playing

Very young learners learn English best through hearing and experiencing lots of English (Slattery & Willis, 2009:4). They hear the use of English. They hear English used to communicate among people in their daily life. They love hearing someone speak in English. They show their interest of the language by laughing or asking to repeat the words or sentences. It is important to recycle new words and expressions through talk and play as they are not able to write and read. Harmer (2001, 38) also states that children understand from what they see and hear and, crucially, have a chance to touch and interact with. Although very young learners learn English through hearing, they are not able to produce it instantly right after they hear. They may spend a long time to absorb language

before they produce it (Reilly & Ward, 2002). It is called the silent period. Very young learners are in the silent period, which means they listen and try to understand the words. One day they will produce the words when they feel comfortable. When they feel comfortable with the time and place, and they feel confident enough, they will produce the words. They use their brain to memorize and absorb the language, and will produce it later. Therefore, they acquire English in the same way as they acquire their first language.

Besides hearing, very young learners also learn a new language through playing and doing something. For them, playing is their world. Playing is activities for them to have fun, to maximize their potentials. Children love to play game as they find it interesting and fun (Gul Keskin and Pasa Tevfik Cephe in Harmer, 2001: 82). When they play a game, they will try to put effort and drama into it and keep the rule in. It happens because the children find it fun. Here, the children will pick up and learn the second or foreign language if they can work out the input in meaningful contexts.

The English expressions for the very young children in learning a new language should encourage them to do the activities. They should hear the English expressions clearly. They can do the activities and hear the English expressions in a playing framework. They are playing while learning English. They consider that they are playing when they do the activity. They think that hearing the expressions used in an activity is also playing. Therefore, they learn English easily.

2) Learn a new language indirectly

Harmer (2001:38) says that very young children learn indirectly. They are not consciously trying to learn something. For them, this is incidental. They learn from everything around them and take information from all sides. In learning English, they will also learn best while they are playing and doing things. In addition, children are excellent observers and have a natural ability to "grasp" meaning both in their language and the second language (Brewster, Ellis, and Girard, 2004: 40). They have skills to guess and predict the language meaning through hearing the intonation, seeing the social context, seeing the body language, gestures, and facial expressions. Very young children are able to understand what is being said to them even without understanding the individual word (Halliwell, 1993:3; Harmer, 2001:38). They learn the new sounds, new words, and new structures using the intonations, gestures, facial expressions, demonstrations, and actions. The circumstances when the new words are said also help them to get the meaning of the language.

The teachers should not force the very young children to learn a new language. The very young children learn sub-consciously. They are not really aware that they are learning English. They realize the English expressions, but they do not think that they are learning it. Therefore, the teacher should present activities that use English expressions as the language input. The teacher should make some situations in order to facilitate the children in learning English.

3) Love playing language

Children under seven are interested in playing language sounds. They love to imitate and make funny noises (Slattery & Willis, 2009:4). They often try to talk in English although it is meaningless. They often pretend to talk to each other using English, which is only understood by them. They produce some strange words, pretending they are speaking English. They have fun with the language. They do not merely repeat what they hear; rather, they are actively involved in formulating rules and trying out their hypotheses to 'puzzle it out' for themselves (Wells, 1999 in McIlvain, 2011). Moreover, Moon (2003: 4) says that children use language creatively. If they get a new word which is interesting, they will repeat it more and more. They will combine it with another word and make the other word. And if they are able to say one or two words in English, they will also repeat the words forever. They will tell the words to everyone they meet. They will use it in any chance, although the word does not match with the situation. Brewster, Ellis, and Girard (2004: 4) state that children often repeat words and phrases to themselves in order to become completely comfortable with their sounds and meaning. They also say that children like to talk, even if they do not know much language. Children love to chat with their friends while playing. They take great delight in talking (Seefeldt&Wasik, 2006:75; Halliwell, 1993:3). They talk to their friends, their parents, their family, even to their toys. It helps them learn English much.

Although they love playing a new language and learn unconsciously, they do not acquire grammar perfectly. They may not be ready for certain structures

and complexities in either first or second language. Their grammar will develop gradually on its own. They learn the grammar through the language they heard and through understanding a lot of words and phrases. Their language development in both first and second language is inner, that is they understand more than they say.

The fact that the children love playing language is an advantage for them in learning a new language. The teacher can give them some vocabulary they can play with. They can use the words to gratify themselves in playing language which means learning English. They can learn English easily with this habit. They can memorize easily and pronounce the words correctly as they love to play with the words. The teacher should provide some expressions in every activity which they can hear and play with the expressions.

4) Unable to organize their learning

Very young learners never realize that they learn a second or foreign language, so they are not able to organize their learning. They simply see it as having fun and something interesting (Slattery & Willis, 2009:4; Halliwell, 1993:3). However, they are good risk-takers and experimenters in learning a new language. They are very confident in repeating new words. They are not afraid of making mistakes. Halliwell (1993:10) says that children are confident and love to explore the new language. However, they cannot create any conditions which support their learning.

Here the role of the teacher is very important. The very young learners are not able to organize their learning. They need help from adults around them. The

teachers should help them by providing circumstances and media in order to encourage them to learn English. The activities for them are set to help them learn English well. The English expressions are used to help them familiar with the words, with English.

B. The Teaching of English to Very Young Learners as a Foreign Language

English has been taught to very young children as a foreign language. In a non-English speaking country, they who learn English as a new language in early age are called very young learners. They are very different from other learners. They have their own characteristics as stated above. Therefore, in the teaching of English to very young learners as a foreign language, the teacher should pay attention to those characteristics. The teaching of English to very young learners has several principles. The teachers of very young learners should give specific input and act in different roles.

The teaching of English as a foreign language to very young learners principles

Seven points should be considered in teaching English as a foreign language to very young learners. Those are a child-centred approach, routines and repetition, varied and meaningful input, media, total physical response, the use of the mother tongue, and caretaker speech. Below are presented the detail of the principles.

a. A child-centred approach

Doddington and Hilton (2007) state that a child-centred approach is an approach to teach very young learners based on their interests. The approach

stresses giving the concrete experience and the right expressions to the children, and also to emerge the children's awareness in the need of learning something. Therefore, a child-centred approach is appropriate for the teaching of English to very young children (Paul, 2003; Sue, 2009). Here, each child is motivated to be an active learner that eagerly explores the world of English and successfully builds mental model of how the English words work. The children take an active role in their learning (Sue, 2009). They listen to and absorb the English words through the activities they do. They understand the words by doing the meaning of the word itself. In this study, the researcher designs the activities of English day based on the child-centred approach. The designed English day activities give the children much more time to actively move and do rather than only listen.

There are six stages to be considered in using the child-centred approach to teach English to children. Those are noticing, wanting, challenging/risk taking, playing/experimenting, succeeding, and linking. The stages can be put into a cycle like this:

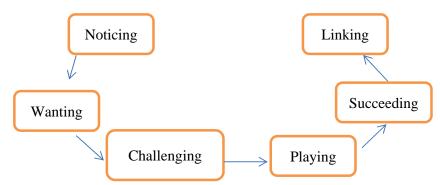


Figure I: The stages used in the child-centred approach

Noticing is the first stage in the child-centred approach where the children notice the new words or patterns while they are playing. If the children are

enjoying the activity, they want to find out what these new words or patterns mean and then want to find out more, and this is in the second stage, wanting. The third stage, challenging, happens after the children want to find out about the words or patterns. Here, they are more likely to try using the words. The fourth stage of the child-centred approach covers one of the children characteristics, namely playing language. The children are eager to play with the words they have just learned. Then, if the new words or patters are at an achievable level, the children will be successful in understanding, and using them. The last stage is linking. It happens if the children link the words in another activity which uses other English words. They make predictions about the meaning of the words based on their previous experience. Those stages involve the children's personal feeling that have a significant meaning for them in learning English, and encourage them to be active learners of English. However, if those stages are neglected, it may weaken the children's interest or ability to learn English actively (Paul, 2003: 12).

By considering those stages, the researcher set the activities which give chances for the students to notice the activities, and then want to join the activities. She gives challenges for the children to do the activities and learn the language, gives time to play with the language freely, and finally support the children's success in understanding the language and link to another word.

Naturally, the child-centred approach includes a lot of learning through play (Sue, 2009). Games play a central role in a child-centred approach and make it possible for children to fully immerse themselves in learning. A child who

encounters a new English word, expression, or pattern while playing a game is far more motivated to learn it and much more likely to internalize it (Paul, 2003). Therefore, a game is one of the activities which are used by the researcher in this study, as she considers that a game is confidently able to encounter the children's interests and their personal feeling, as the very young children love to play games.

Doddington and Hilton (2007) state the idea of the child-centred approach is the children are actively involved to the activities with their senses, memories, thought, and feeling. The children directly experience the activities. They can use their senses in joining the activities. They can touch with their hands, smell with their nose, taste with their tongue, hear with their ears, and watch with their eyes. The involvement encourages their mind to think, their feeling to understand, and their brain to keep the memories. Therefore, it is a real learning for the children because they can find the truth by themselves. And the truth keeps long lasting in their brain. In this study, the researcher sets activities which encourage the children to involve their senses, thought, feeling, and memories actively to provide the real learning for them.

Beside the activities, the teacher's attitudes in conducting this study also reflect the child-centred approach. The teacher neither translates the English words nor uses the mother tongue to help the children, but rather use gestures or facial expressions. It is related to the child-centred principle that the children have to find the concept by themselves. By seeing the teacher's gestures when

saying English words, the children are expected to be able to predict the meaning of the English words, and finally they understand.

b. Routines and Repetition

Class routines are important to give children a sense of security, and belonging, (Paul, 2003: 43), to make the children know the rules and familiar with the activity (Scott and Ytreberg, 2004: 6), to make them know what to expect and feel comfortable (Cooper, 2007) and help the children with the discipline. Willett in Clarke (2005) points out that learners acquire more than linguistic rules through interactional routines. Once the children feel secure and content, they can be encouraged to become independent and adventurous in the learning of the language (Scott and Ytreberg, 2004:10). The routines for the very young learners are particularly significant for them (Clarke: 2005). The routines encourage them to adapt with the environment confidently. Shin (2007) also says that very young learners function well within a structured environment and enjoy repetition of certain routines and activities. Having basic routines in the classroom can help to manage young learners. The examples of the routines are clapping, singing, greeting, and using some classroom expressions. Cameron (2001: 10) adds that routines can provide opportunities for meaningful language development. The routines allow the children to actively make sense of a new language from familiar experience and provide a space for language growth. They will open up many possibilities for developing language skills. However, Paul (2003: 43) says when routines become automatic rituals; they can prevent much learning from taking place. This study considers the importance of routines

above, by providing some routines activities and expressions for the children. Having the same activities in the opening and closing activity with the same expressions every day is one of the routines which are set for them.

Repetition is the key of any learning of very young children (KBYU eleven, 2010), which they need and enjoy (Mcllvain, 2011). Children need to repeat language items many times to get them to 'stick'. There is a lot of repetition in the children language environment as their lives contain of repetitions and the language around them reflects it. Working with children has to go slowly, with much repetition, to give them as many opportunities as possible to really learn. Children need a lot of practice, repeating new words and patterns in ways they feel meaningful. They also often repeat words and phrases to themselves in order to become completely comfortable with their sounds and meaning (Paul, 2003:18; Cooper, 2007; Brewster, Ellis, and Girard, 2004). Children often love to repeat the same song or words as it gives them a sense of confidence and familiarity. Word repetitions help them in pronunciation, intonation, and memories. Clarke (2005) states that children begin to use single words or formulaic phrases and repetition during the early stages of learning English. They use formulae and chunks of language as ready-made phrases in routine situations. This enables them to interact with others. These chunks of language may include memorized sequences in singing rhymes, and routine language used at specific times in the setting, for example "very good", "be careful", requesting to sit down, requesting to make a queue, and others.

c. Varied and Meaningful Input

Input refers to the data presented for learners to work on (Nunan, 1989:47). Here, input means the language and the activity presented for the children to learn. One of the approaches to teach English to children is providing the authentic, meaningful language as the input. Children are focused on what this new language can actually be used for here and now (Brown, 2001:90). In order to help them acquire the language rather than learn it; Krashen (1982) proposed the meaningful input which means giving the meaningful interaction in the target language, natural communication (Schütz, 2007). The acquired system or acquisition is the product of a subconscious process very similar to the process children undergo when they acquire their first language. Therefore, it is required to give the meaningful input to the children in order to make them acquire the second language as they acquire their first language. Meaningful input is presented in the situation and the language use which are similar to the real communication. It is also meant to use the language to communicate with the children. Moon (2003:2) states that children will receive plenty meaningful input through experience of English in communication, where the focus is on the meaning not the form of the language. Meaningful learning will lead toward better long term retention (Brown, 2001: 56). By giving the meaningful input to the children, they will not only learn the language, but also acquire it. In this study, the teacher provides meaningful learning to the children by using English to communicate with them without translation. The vocabulary is presented in the real situation which makes the children understand the meaning by seeing the use of the vocabulary in the context.

The teacher must provide meaningful and understandable language because of the context and other support provided with the input. It is important to give different types of input, since children have short concentration and attention span, so the variety is a must (Linse, 2005:13; Scott and Ytreberg, 2004:5; Moon, 2003:1). The varied input can give challenge and attract the children to join the activities. It will also give them wide experiences dealing with different activities. The varied input is not only about the activities, but also variety of voice, variety of media, variety of organization, and so on. However, children are wonderfully spontaneous, and do and say whatever comes into their heads. Their enthusiasm sometimes overflows. If they are interested in what they are doing they will show it. They cannot concentrate for long on one activity, and they will find other things to do if their concentration goes (Scott and Ytreberg. 2004: 104). Therefore, sometimes they only want to do one activity and do not want to try others. Some others only try an activity for a moment. The teacher must ready to such kind of conditions. A varied activity is very useful sometimes, but sometimes is also useless.

Brown (2001:89) says that children need to have all five senses stimulated. The activities given to the children should consider those senses. The variety inputs include the auditory, visual, and tactile input (Linse, 2005:25). The auditory input is done by using the expressions and instructions modelled by the teacher, songs, claps, chant, and others. Visual input uses media such as pictures,

realia, and other things to attract the children. Physical activity is enjoying for children to do and learn as the tactile input. Brown (2001) says the sensory aids help children to internalize concepts, for example: the taste of foods, music, or the touch of animals. While doing the actions, or watch the things, the language is performed. All those inputs will used in developing the enjoyable activities for the children in this study. When children are enjoying the activity, they are usually absorbed by the activity and want to continue it. They are not always aware that they are learning language (Moon, 2003:6). Therefore, they have the same process as acquiring the first language.

d. Media

Based on the meaningful learning concept, the media is very useful to teach very young learners, as media supports the meaningful input which is given to the children. Media is very effective to be used to teach very young learners, as they love to have visual things (Suyanto, 2007:22). Scott and Ytreberg (2004: 108) add that since the physical world is the main means of conveying meaning to the children, a wide variety of teaching aids is necessary in the foreign language teaching. It is easier for the children to understand and enjoy the learning process if the teacher makes full use of the things and objects as well as language to get the meaning across. According to Brinton, Snow, and Wesche (2001: 461), media help the teachers to motivate students by bringing a slice of real life into the classroom and by presenting language in its more communicative context.

Teachers should use various media or teaching aids in giving the material to the students as stated by Harmer (2001: 134) that "as a language teacher, we use a variety of teaching aids to explain language meaning and construction, engage students in a topic or as the basis of a whole activity." Cooper (2007) advises to teachers of young children to use body language, facial expressions and visual aids to make the children understand rather than resort to translation. She also suggest to use lots and lots of visual aids; the more visual the better, so the children have a chance to understand even before they know the words. The researcher designs the activity based on the meaningful learning concept, so she also provide the media that will be used.

e. Total Physical Response (TPR)

Total physical Response (TPR) is a method to teach English as a second or foreign language through physical movement proposed by Asher (1977). It is when children listen and follow a whole sequence of instructions, doing what the teacher says, when children physically respond to oral command which is given by the teacher, and learn through direct experience via the five senses (Slattery and Willis, 2009; Linse, 2005; Paul, 2003; Brewster, Ellis, and Girard, 2004; Brown, 2001; Reilly and Ward, 2002). Based on the definition above, it can be inferred that TPR is very useful to be used with very young learners. The younger the children are, the more important TPR is (Reilly and Ward, 2002). In this study, the researcher uses TPR to deal with the teaching of English to the very young learners. She develops activities which require the teacher to give

commands which support by the using of mime and gestures to make the children understand and are able to give the right responses.

TPR allows children to react to language without thinking too much, facilitates long term retention, and reduces student anxiety and stress. It can help children and teachers make the transition to an English language environment. Brewster, Ellis, and Girard, (2004: 44) state that TPR develops listening skills, introduces a new language in a very visual, contextualized-way, involves activity and movement, and does not put pressure on the children. They can understand the meaning by guessing through the context. It will give the learning experience for them, so they will learn the language sub-consciously, and easily memorize the words with the enjoyable repetition (Shearon, 2012). Those concepts are used to be the considerations in develop the right activities which provide the environment to learn English for the very young learners without stressing and give the enjoyable learning experience.

TPR that can be used for very young learners who are just beginning to study English is a variety of simple one-word commands, such as jump, run, walk, crawl, and others (Linse, 2005). Children in the age of three to five will have trouble paying attention to multi-step instructions due to their overall development. Therefore, one-word commands with many varieties will be appropriate for them. They can understand the word easily and give the right responses. Cooper (2007) also recommended in using simple vocabulary, one word, not sentence to teach English to children. However, the sentences can be gradually introduced when the children are ready with the certainty to make the

children understand. Regarding the entire one-word commands concept, this study implements it in the expressions of the English day, particularly on the *vocabulary of the day*.

Total Physical Response utilizes the auditory, visual, and tactile learning channels (Linse, 2005: 30). When the teacher gives commands, the children will pay attention by listening and watching. Here, they have to use their auditory and visual channels. They listen to the command. They watch the teacher's mime and gesture, and also watch their friends' responses. When they have ready to respond the commands, they will do the commands, so they have learnt using the tactile channels. The developed activity of this study makes the children to use those three learning channels.

f. The Use of the Mother Tongue

Reilly and Ward (2002:4) suggest about the use of the mother tongue in the teaching of English to very young learners. They inform that there is some justification for using the mother tongue for the reason of security, need of communication, and giving instruction. Very young children need the feeling of being safe and loved. If the teacher always talks in a strange language, they will not understand and feel comfortable joining the new environment. They will not feel secure. Therefore, it can be helpful to put them at ease by speaking to them in their own language and gradually weaning them on to using more and more English. Communication is a vital part of the learning process. Both the teacher and children need to share information. Therefore, it is acceptable for the children to use the mother tongue in order to tell their information. The teacher can use

some of the things they tell as a springboard into vocabulary or other language work, and to help the teacher relate the activities to their interest. What the children say can also give useful feedback about their feeling about English. The teacher of very young leaners often spends a long time trying to give instructions in English. It is allowed to use a couple of words in the mother tongue to make everything clear. The teacher may also give the instructions first in English and then in the mother tongue. Later on, when the children are familiar with the procedure and English phrases, the teacher may use only English (Relly and Ward, 2002:5).

However, the use of English must be priority. In order to accustom the children to English, the teacher must avoid using the mother tongue. She can accompany instructions by gestures such as actions, pictures, and mime to show the meaning. The teacher may also find English words that are similar in the children's own language (Relly and Ward, 2002:5). Based on the theory about the use of the mother tongue, the English teacher in this study always tries to avoid the using the mother tongue. However, other teachers who accompany her may use the mother tongue to help the children understand the English words.

g. Caretaker Speech

Caretaker speech is the conversation between a mother and her young child. The features of caretaker speech can help very young learners to acquire a new language naturally. So, it is very good for teachers of very young learners to adapt the caretaker speech features in the teaching of English to them (Slattery and Willis, 2009:11).

The caretaker features are: (a) a general spoken more slowly and distinctly; (b) shorter utterances; (c) more grammatical with fewer broken sentence or false starts; (d) fewer complex sentences; (e) less variety of tenses; (f) the range of vocabulary is more limited; (g) more repetition; and (h) the speech is more closely related to the 'here and now' (Williams, 1998). Slattery and Willis (2009:11) add that in caretaker speech the parents or teachers repeats phrases they said earlier, keeps children's attention by asking them questions, reacts positively to what children say even if words are not complete or perfectly pronounced, and adds to or improves what the children say.

Williams (1998) says that caretaker speech seems particularly well suited to helping the children to learn the rules and meaning of the new language. It is clearer to perceive and simpler in structure; the children have time to become familiar with a limited range of language; and meaning is clarified by repetition and reference to the immediate situation. Simplification could also make caretaker speech more suitable as a model for limitation. In this study, the researcher designs the English words and expressions based on the caretaker speech features above. Hopefully, it can facilitate the very young learners with the right input of learning English.

2. The teachers of very young learners

Being a teacher of very young learners needs several characteristics which are different from other teachers (Suyanto, 2007:28). Very young learners are very special. Therefore, the teacher should have a specific capability in teaching them.

a. The characteristics of very young learners teacher

Suyanto (2007:29) mentions several characteristics of a teacher of very young learners in the teaching of English. The teacher needs to be familiar with this age group because she/he needs to understand something of the needs of small children in order to teach them another language effectively. It is also required to have a reasonable ability in order to give the right input for them. Therefore, the teacher needs to have a certain ability and attitude.

1) The ability

The English teacher of very young learners needs to have a reasonable level of English herself to be able to teach it. She needs to be able to speak with some fluency in order to give the best example to the children (Cooper, 2007; Suyanto, 2007). The input for very young learners will stay for long term memorize, so it is a must to give the correct input for them, such as correct in pronunciation correct in sentence arrangement, or correct in the language context. If the teacher herself lacks confidence, the children will not learn as well they could. For example, if the teacher gives a wrong pronunciation of some words, those mistakes will stay for a long time and become errors. It will not easy to fix the errors.

Besides the English capability, the teacher of very young learners should also have capability in teaching. She has to be able to handle the children, to attract them, and to control the learning proses (Suyanto, 2007). If the teacher is not capable, the class will be uncontrolled. The children will not pay attention to her and the teaching process will not be succeeded.

2) The attitude

The teacher of very young learners has to be patient, creative, humourist, cheerful, open-minded, and adaptable in order to develop her/his interests of English. The teacher also has to respect the children and be realistic about what they can manage at an individual level, and then the teacher's expectations will be realistic too. Very young children have a very keen sense of fairness, so the teacher has to like all of them equally. Children learning a foreign language need to know that the teacher likes them. (Scott and Ytreberg, 2004; Cooper, 2007; Suyanto, 2007).

Reilly and Ward (2002) state that the teacher of very young leaners needs an enormous amount of patience to organize them, to help them, and to guide them. The teacher should be friendly and warm to the children, so they will comfort to be close with her. She also has to be creative and energetic to encourage the children's interest in learning English and create a fun situation as the children are physically active and easy in getting bored. She must also be humourist because children tend to like joyfulness (Moon, 2000; Paul, 2003).

b. The teacher's roles

There are several roles that the teachers of very young learners should act to teach English. The teacher is the controller, the director, the manager, the facilitator, the resource, and the teaching aid. Here is the detail information.

1) The teacher as the controller

Brown (2001:167) states that the teacher is a controller which means she/he is in charge of every moment in the class. She/he determines what the

children do and speak. Usually, the teacher can often predict many children responses. However, she/he must also create a climate in which the freedom of expression can be obtained. The teacher controls the activity for the children to do and to learn. She/he does not only control the activity, but also organizes them. She/he cannot organize many small children alone. She/he needs assistants which can help her/him to deal with the rest of the children while the teacher deals with the small groups or individuals (Paul, 2003; Spratt, Pulverness, and Williams, 2005; Reilly and Ward, 2002; Harmer, 2001:58).

2) The teacher as the director

The teacher organizes the activity, the media, the learning space, or the rules. She/he has to keep the activity flowing smoothly and efficiently. In order for children to keep learning positively and confidently, each of them needs a clear personal sense of direction. Each of children needs to be clear about what she/he has learned and feels that if she/he uses the knowledge to make guesses about the new English words and patterns she encounters. It provides a good chance for her/him to be successful in acquiring a new language. Some children are able to do this with little help from the teacher, but for most of them depend on the help of the teacher very much. Therefore, the teacher as a director has to give as many of the children as possible the personal sense of direction (Brown, 2001; Paul, 2003; Harmer, 2001).

3) The teacher as the facilitator

The teacher facilitates the learning process, makes the learning easier for the children, and helps them to clear away the obstacles. The teacher provides a stimulating learning environment in order to guide them to learn in their way and encourages their motivation in learning. She/he needs to offer cares and helps individually for every child in learning English (Brown, 2001; Paul, 2003; Harmer, 2001:62).

4) The teacher as the resource

The teacher of very young learners is a place for them to ask many things. The children assume that their teacher knows everything. If they need any help and information, they will come to their teachers. The teacher as a recourse must provide help for them by answering their questions, providing help for them to express themselves in English, exposing them to language in order to help them to build their English knowledge and understanding. In answering their questions, the teacher should answer them in a helpfully and friendly way. However, the teacher does not only answer all their questions by giving some explanations or demonstrations, but also gives them playful hints that encourage them reflect and think (Brown, 2001; Spratt, Pulverness, and Williams, 2005; Paul, 2003; Harmer, 2001).

5) The teacher as the teaching aid

The teacher is the teaching aid, a piece of teaching equipment in her/his own right, for the very young learners. The teacher's action expresses the meaning of the words. The teacher's gestures and the teacher's mime deliver the meaning of the words. Those will help children in understanding the words. The teacher is also a provider of comprehensible input and as a language model (Slattery & Willis: 2009; Harmer, 2001: 64). Moreover, West (2010) suggests to

every teacher to use their body in teaching. They have to use their bodies, faces, hands, and voices.

3. The advantages of the teaching of English to very young learners

Many advantages are claimed for starting to learn a foreign language in a very young age (Cameron, 2001:16). Those advantages consider about the time, the second language acquisition and about the language awareness. The detail information is presented below.

a. Time

The report clearly highlights the importance of the amount of time allocated to learning a foreign language (Edelenbos, Johnstone, and Kubanek, 2006: 24) In addition to it, Cameron (2001:17) states that learning a foreign language in an earlier age benefits the time, as they have more exposure and more experience with the language. Brewster, Ellis, and Girard, (2004:2) add that one reason for starting to learn a foreign language several years earlier was simply to increase the total number of years spent learning the language. The children will have plenty of time for learning English and it can be spread over several years (Moon, 2003: 1). Although they have learnt English in a long time, it cannot be stated that they have also learnt grammar well. How good they are in a foreign language is not dependent on whether they have learnt the grammar rules or not. They may be aware and clear about the foreign language, but they are not mature enough to talk in the new language, even at the age ten or eleven (Scott and Ytreberg, 2004:6). However, Edelenbos, Johnstone, and Kubanek, (2006: 26) state that an early start offers a longer overall period of learning and has the

potential to influence children's personal development when they are still at a highly developmental stage. However, an earlier start means an increase in the importance of continuity from one year to another. On its own, an early start is unlikely to make a substantial difference. The chance improves if an early start is accompanied by quality teaching from teachers who have developed the required range of knowledge and skills.

b. Second language acquisition

Ellis (2008:3) defines second language acquisition as the way in which people learn a language other than their mother tongue, inside or outside of a classroom. Very young children learn languages better and more easily than older children (Brewster, Ellis, and Girard, 2004: 1). They can learn and acquire the second language quickly, as well as the first one. Meissel (2011) state that infants and very young children have the capacity to acquire language better than adult. They develop almost miraculously the ability of speech, without apparent effort, without even being taught – as opposed to the teenager or the adult struggling in foreign language classrooms without, it seems, ever being able to reach the same level of proficiency as five-year-olds in their first language.

There has the same pattern in learning the first and the second language for the children. The children will listen to the words, recognize the words, guess the meaning, and finally acquire the language. Cameron (2001: 17) considers that listening comprehension benefits most, with over better outcomes for an earlier start of learning English; pronunciation also benefits in the longer time. Young children seem to have a greater facility for understanding and imitating what they

hear. The imitation will lead the children in achieving the second language acquisition. Children also exercise a good deal of both cognitive and affective efforts in order to internalize both native and second languages. Using English for communication will also help the children in acquiring the language (Slattery & Willis, 2009:12; Brewster, Ellis, and Girard, 2004:3; Brown, 2001:87).

Considering the second language acquisition, Cooper (2007:4) states that the very young children find it easy to accept a new linguistic code because they are still learning their own. They can also find it easy to pronounce the new sounds for the same reason. They do not feel self-conscious about sounding different. If they have a good experience of learning a language at the age three to five, they will remember it with fondness. Moreover, they will find it easier to learn languages later in their life. Therefore, the second language acquisition is reached by giving more exposure in the use of English through their activities as proposed by Moon (2003:1) that the children need to be exposed to English all around them.

c. Developing language awareness

Hawkins in Brewster, Ellis, and Girard (2004) states that the teaching of English to young children can develop their language awareness, because the aim was to stimulate children's natural interest and curiosity about a new language and to challenge them to ask questions about the language. Their awareness may include focusing on skills such as noticing, observing, analyzing, comparing, deducing, or conceptualizing, all of which are skills which Chomsky (1959)

claims are part of children's innate 'Language Acquisition Device', which is triggered as part of first language acquisition.

When English is used to communicate, the children who learn it will develop the basic communicative competence in a systematic way, and it raises their language awareness. They will be aware of the general 'feel' and sound of the foreign language (Wright, 1993). Therefore, by developing the children language awareness, they will be eager to learn the language by themselves. And when the time comes to move the language into their productive control, they are not afraid because they have known the language.

C. The English Day

As the objective of this study is to develop the English day activities and the simple expressions needed to conduct the English day, here the researcher presents the delineation about English as an additional language for very young children, the definition of the English day, the activities in the English day, and the very young learners' competencies. The details of the presentation are below.

1. English as an additional language for very young children

Many children around the world grow up as bilingual or even multilingual children with two or more languages including English (Crosse, 2007:1). Very young children may learn English for the first time in their school, such as a nursery school, pre-school, or day nursery. The ways in which they learn best through play and first-hand experiences are the most appropriate way for them in acquiring a new language. Therefore, they need support from the environment and people around them. Teachers have important roles in helping them to learn a

new language, English. They can act as interpreters as well as support the children to settle in a period and to do the classroom activities.

In the case of very limited to zero exposure to the language, a pre-course is needed to be set for them (Scott, 2009:3). Here the researcher set a program called the English day in order to give more exposure to very young children in learning the new language, English.

2. The definition of the English day

The English day is a day which allows the members to communicate in English only and join the activities which are based on an English learning program with English as a second language (Simon, 2012). The members here refer to the teachers and the students. The activities are designed by the English day team that consists of the expert with experiences and those who are highly academic credentials in the field. The aim of the English day is to support students to use English communicatively in realistic contexts with considering different levels in different ages.

Based on the definition above, the English day requires the teacher to speak to the students in English. English is used to guide the students in joining the activities of the English days. The teacher gives instructions to the students using English. As the students are not able to speak in English, they are allowed to speak in Bahasa Indonesia. However, the answers or comments from the teacher to the students are presented in English.

3. Activities in the English day

The activities of the English day for very young learners ponder the theories above. Games, make-believe activity, and songs are chosen because those activities are appropriate for very young learners. Below are presented the description of each activity.

a. Games

Games are any activity with rules, goals, and element of fun which gives young children the opportunity to practice the foreign language in a relaxed and enjoyable way, a valuable activity for language learning specially for very young learners (Toth in Mei and Yu-Jing, 2000; Martin in Brewster, Ellis, & Girard, 2003; Khan in Suyanto, 2007; Loannou & Georgiou, 2001). Games are often used as a fluency activity in communicative language teaching and humanistic methods. In addition, Fleta in Loannou & Georgiou (2001) says that games are simple structured activities which may involve little language but are meaningful to children and involve the whole self, either cognitively or emotionally, thus creating strong associations with the language used.

Children enjoy constructive play and games. They are not only motivating and fun but also provide excellent practice for improving pronunciation, vocabulary, grammar and the language skills. Games for very young learners provide an important link between home and school which helps them feel more secure and confident (Brewster, Ellis, & Girard, 2003: 172). Playing games is a vital and natural part of growing up and learning. Through games, children experiment, discover, and interact with their environment. They try to find

meaning in their routines, experience their world and new things through games and play. They also develop their communication skill through games, as they are talking and repeating new words while playing games (Loannou & Georgiou, 2001; Lewis & Bedson, 2008)

Loannou & Georgiou (2001) states that games are particularly valuable for a child beginning to learn a foreign language. Children who just begin to learn a new language need some time to adapt to the language, its sounds and rhythms. They need exposure to input before they experiment with producing language. Some children will gladly experiment with production but some can be shy and require more time. This 'silent' time/period should be offered to the children and they should never be pressured into producing language. Games, therefore, offer an important tool which allows children to listen to and comprehend language without requiring production. They can participate fully in all the activities without feeling under pressured to produce language. The nature of games may encourage more creative use of language in addition to simple repetition. Meaningful as well as genuine real life situation can be set by utilizing games. Wright, Betteridge, and Buckby (2006) add that if the children are amused, angered, intrigued, or surprised the content is clearly meaningful to them. Thus, the meaning of the language they listen to will be more vividly experienced and, therefore, better remembered. The children who encounter a new word, expression, or pattern, while they are immersed in a game, are far more motivated to learn it and much more likely to internalize it than those who receive the new knowledge from their teacher before the game (Paul, 2003:50).

Games for very young children need to have simple language and should be fun, easy to explain, set up, and play, and can involve all the children. The best way to make them understand is to demonstrate the games in front of them, always have a few attempts at playing the game before starting properly. The teacher may use the first language to ensure the very young children understand the games.

Brewster, Ellis, and Girard (2003: 172) proposed the use of games, as combined by many approaches such as imitating or involving body movement, using colour and patterns, helps to make learning more memorable and accessible. Through playing games, children can learn English the way they learn their mother tongue. Often they are not aware that they are studying and they can learn a lot of things without stress. Games also provide a nonthreatening environment for coping with new learning. When children are having fun, they are more likely to take risks, make mistakes without feelings of failure, and try to overcome their initial feelings of confusion when they encounter new words and patterns (Paul, 2003:49). The researcher chose games as they are such fun activities for the very young children to spend their time in a half day joining the English day. Games also create conditions in which the children can learn the language meaningfully.

Brewster, Ellis, and Girard (2003: 173) show the benefits of using games in language learning: (a) they encourage the memorization of chunks of language which can be slotted into various contexts; (b) chunking of language provides useful pronunciation practice; (c) the language needed for games may be used as

part of an activity where the focus is on getting something done rather than practicing language for its own sake; (d) language may be practiced together with a wider educational or conceptual goal; (e) the language in games may encourage more creative use of language in addition to simple repetition; (f) the children may be involved in informal language analysis and noticing of language items or rules through problem-solving and puzzles; and (g) games help to make learning more memorable and accessible by using many approaches as possible, such as mime and movements, use of colour and patterns, or personalization. Seeing those important things about games, it is a good way to use games to teach English to very young learners. Therefore, the researcher decided to use games as one of the activities in this study.

b. Make-believe activity

Make-believe activity is an activity in which children use their imagination in pretending to be someone or something. It is the coming together of the imagination and reality. Through different activities, mediums and platforms, very young children are encouraged to explore and experience concepts and make new discoveries through the lens of science, architecture and design (Singer and Singer, 2000). They add that imaginative play during the early years improve the children's happiness and self-confidence, and its vital role in the development of cognitive, emotional, social, creative, and physical skills.

Castella (2010) states that fantasy and make-believe activities foster the development of children's language, cognitive and social skills. Through pretending a play, young children can be engaged in creative thinking and

explore possibilities for the construction of meaning through language. They also learn to collaborate with peers.

There are so many things that a child can become in a make-believe world. It is important that children have the opportunity to pretend and use creativity. This type of activity allows a child to not only become creative, but also develop communication skills, problem solving, and abstract thinking (Criswell, 2012). Therefore, the researcher chose make-believe activity to be one of the designed activities in this study, as it is very playful for the children and can make them learn language subconsciously. The make-believe activity is also included into the meaningful input for them in English learning as stated above.

c. Songs

A song is a group of words which have rhythm and intonation (Suyanto, 2007:113). Many experts suggest using songs to teach very young learners. Children love songs, rhymes and chants, and their repetitive nature and rhythm make them an ideal vehicle for language learning (Brewster, Ellis, and Girard, 2003). Songs can add feeling and rhythm to language practice that might otherwise be flat, help children remember things more easily, and draw children more deeply into a lesson (Paul, 2003).

Brewster, Ellis, and Girard (2003: 162) show the benefits of songs for language learning considering four resources. Those are a linguistic resource, a psychological resource, a cognitive resource, and cultural and social resources. On the linguistic resource, songs have benefits: (a) allowing a new language to be introduced and structures and vocabulary to be reinforced and recycled; (b)

presenting familiar language in new and exciting forms and in a rich, imaginative context; (c) providing for lots of natural and enjoyable repetition; (d) developing all skills in an integrated way; and (e) improving all aspects of pronunciation.

In addition, Brewster, Ellis, and Girard (2003: 162) mention the benefits of songs on the psychological resource. They are: (a) motivating and fun and help develop positive attitude towards the target language; (b) non-threatening and the more inhibited child will feel secure when singing and chanting; (c) encouraging a feeling of achievement and (d) building children's confidence by allowing children to learn chunks of language which they can 'show off' or teach to friends or to members of the family.

The benefits of songs on the cognitive resource are: (a) helping children to develop their concentration, memory, and coordination; (b) sensitizing children to rhyming clues as aids to meaning; (c) allowing children to predict what comes next and to consolidate language items; (d) accompanying actions or gestures help to reinforce meaning, while channelling high level of energy in a positive way; (e) changing the pace and atmosphere of a lessons and catering for different learning styles (Brewster, Ellis, and Girard, 2003: 163)

The songs' benefits on the social and cultural resources according to Brewster, Ellis, and Girard (2004: 163) are: (a) they are from authentic sources and can contribute to the cultural component of a language program which allow children to compare with those in their own language; (b) singing and chanting together is a shared social experience and helps to develop a class and group identity; (c) can be used as the basis for a performance or show.

Brewster, Ellis, and Girard (2003: 164) add that by using songs, rhymes, and chants, children can learn and practice the pronunciation aspects; such as the individual sounds and sounds in connected speech, stress and rhythm, and intonation. Songs can be used in many different ways and activities: as warmers, as a transition from one activity to the next, closers, to introduce a new language, to practice language, to revise language, to change the mood, to get someone's attention, to channel high levels of energy. Considering all those advantages, the researcher uses some songs in some activities of the English day. She uses songs to motivate children, to attract their attention, to ask the children to do something, and to revise and repeat new words.

4. The very young learners' competencies

The Ministry of Education, the Directorate General of Childhood Education has arranged the generic learning manuals of the very young learners' competencies (2007). Those competencies are related to six aspects. Those are moral and religion, physical, language, cognitive, social and emotion, art, and life skills. The manuals are divided into six categories: 0-1 year, 1-2 year, 2-3 year, 3-4 year, 4-5 year, and 5-6 year. Based on those categories, the children of PG BIAS Yogyakarta belong to the category 3-4 year. Thus, the researcher should consider the competencies in every aspect in that category to develop the activities for very young learners. Here is the explanation on each aspect.

a. Moral and religion

In moral and religion aspects, the developer should take into account some competencies as follows. Very young learners in age 3-4 year should be able to do the following actions: (1) singing some religion songs; (2) having prayers before and after doing something; (3) following *ibadah* (some religion actions); (4) listening religion stories; (5) repeating and mentioning God's characteristics; (6) showing a good attitude in loving the God's creatures; (7) saying some religion poetry; (8) saying a greeting; (9) repeating some good words; (10) trying to appreciate others. However, in developing the activities for very young learners, the researcher only took some competencies above.

b. Physical

Regarding the physical aspects, the government has determined some competencies. Very young learners in category 3-4 year should be able to do the following actions: (1) standing in one leg; (2) using heels to walk forward; (3) moving up and down in ladders; (4) dribbling a ball; (5) jumping using one feet once to five times; (6) doing a long jump through a 25cm high obstacle; (7) kicking a ball; (8) walking in foot bridges while stretching their hands; (9) using their hands to catch a ball; (10) folding papers; (11) grouping things; (12) using building blocks to make a tower; (13) making straight, oblique, and circle lines; (14) using scissors to cut papers. In developing activities for very young learners, the developer has to consider those competencies above. However, because of her limit, she only chose some of them to be used in the English day activities.

c. Language

In the language aspects, very young learners should be able to: (1) answer questions with some question words: when, who, and why; (2) ask using the words: when, and how; (3) make a sentence using four words; (4) mention their

sex, ages, and siblings; (5) understand and capable to do two instructions; (6) recognize, repeat, and know some animals' sounds; (7) showing at least ten pictures; and (8) mention more than ten pictures that they already know. Those competencies in the language aspect are used as a guideline to develop some activities for very young learners. In this study, the researcher considered some of the competencies above. The English day activities allow the children to do the teacher's instructions, and to repeat some particular words.

d. Cognitive

There are some competencies in cognitive aspects for very young learners. They are: recognizing the functions of some things; grouping things based on the shape, colour, size, and function; filling some empty words in a reading activity; mentioning and showing their bodies; matching at least 11 colours; showing at least six colours; mentioning two primary colours; matching at least two shapes; showing the primary shapes; understanding the concept of size (big, small, light, heavy, short, long.); understanding the concept of position (inside, outside, behind, in front of, under, on top of.); classifying at least four things; understanding at least nine functions of some things; using building bricks to make some complex things. In developing activities for very young learners, the researcher had to regard those competencies. However, the researcher did not use all the competencies above, and only regarded some.

e. Social and emotion

The next aspect to be considered is the social and emotion. The competencies in the social and emotion aspects are: (1) capable to wait in a

queue; (2) play with other friends; (3) have imaginary friends; (4) use building block to make a simple building; (5) join some activities for about 20 minutes; and (6) work in a small group for about 5-12 minutes. The researcher took into account some competencies above to develop the English day activities.

f. Art

The following aspect is art, with competencies for very young learners as follows: singing some kid songs with some actions; making some sounds using some tools; and using their fingers to paint. The researcher considered those competencies in this aspect in developing the English day activities. She developed activities that allow children to sing and move together.

g. Life skills

The last aspect is the life skills. There are several competencies for very young learners regarding the life skills aspect. The children of age 3-4 year should be able to: (1) use a spoon or fork to eat; (2) use a napkin; (3) put off their clothes; (4) put on their clothes; (5) put on their shock and shoes; (6) understanding their left and right shoes; (7) fastened and unfastened the buttons; (8) to do up and undo the zips; (9) try to tie their shoestrings; (10) wash their hands and faces; and (11) brush their teeth. The researcher has considered those competencies in developing the English day activities for very young learners. There are some activities which ask the children to put on their shoes, to put on and put off their clothes, and also to wash their hands and faces.

D. Developing Activities for Very Young Children

In developing activities for very young learners, the researcher uses some principles and stages which are suggested by Cameron (2001) and pays attention to the Hutchinson and Waters materials designs. In addition, the researcher takes into account an IMPLICATIONS framework in developing activities for very young learners proposed by McIlvain (2011). Below are the explanations.

1. The principles and stages in developing activities for very young children

The best way in helping children learn English as a means of communication is providing with dynamic congruence, that is: choosing activities and content that are appropriate for the children's age and socio-cultural experience, and language that will grow with the children. Here, school activities are congruent with the children's lives, so school activities can be defined as tasks for young children (Cameron, 2001:31). In this study, the English day activities are the tasks for the very young learners.

Cameron (2001) suggests several principles of classroom activities for young children in learning a foreign language. The activities should: (a) have coherence and unity; (b) have meaning and a purpose; (c) have clear language learning goals; (d) have a beginning and an end; and (e) involve the children actively. The activities should also be congruent with the children's lives. The uses of English to take the register or sing English songs are real enough for them. Similar with the Cameron's principles, the idea of meaningful input proposed by Krashen (1982) will make the activities always have meaning, purposes, and also clear language goals. The routines which are designed for the

children will allow them to have the same beginning and end. The characteristics of the English day developed by the researcher consider the child-centred approach and total physical responses.

There are three stages which must be considered in a classroom activity (Cameron, 2001). Those are preparation, core activity, and follow up. Here is the figure of those stages.

Preparation → Core Activity → Follow Up

Figure II: The Cameron's principles

The preparation activities prepare children to be able to do the next activity, the core activity. The core activity is set up through its language learning goals. The follow up stage builds on a successful completion of the core.

In this study, there are also three stages in the activity, the opening activity, the main activity, and the closing activity. Here is the figure about the stages that delivered on the English day.

Opening Activity \rightarrow Main Activity \rightarrow Closing Activity

Figure III: The stages of the activities on the English day

In the opening, the teacher prepares the children to join the main activities. The teacher gives warming up and explanation about the next activity. The main

activity is the input which is set based on the objectives. The closing activity is done after the main activity which reviews the words and finds out the children's opinion about the main activity. Therefore, the opening activity can be judged as the preparation, the main activity is the core, and the closing activity is similar to the follow up.

2. The Hutchinson and Waters materials design model

In designing the main activity, the researcher also uses the Hutchinson and Waters (1986) materials design model. The aim of this model is to provide a coherent framework for the integration of the various aspects of learning, while at the same time allowing enough room for creativity and variety to flourish. The model consists of four elements: input, content focus, language focus, and task (Hutchinson and Waters, 1987: 108-109) which is shown on the figure below.

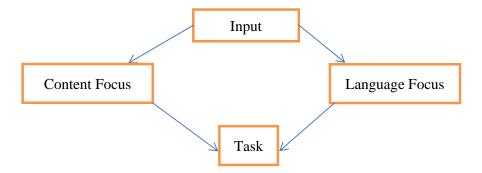


Figure IV: The Hutchinson and Waters material design model

a. Input

Input is the language which learners are exposed. It provides stimulus materials for activities, new language items, correct models of language use, topic for communication, and opportunities for the learners to use their information processing skills and their existing knowledge (Hutchinson and

Waters, 1987: 108). An input may be a song, media, video, and everything in needs. In this study the researcher uses songs, media, and the simple English expressions as the input. Here is the example of the input.





Figure V: The example of the input; the media which are used

b. Content focus

Language is not an end itself, but a means of conveying information and feelings about something. The content focus is the activities for the children to do which generates the meaningful communication. The non-linguistic content should be exploited to create the need of the language to communicate (Hutchinson and Waters, 1987: 110). The content focus in this study is the main activity itself that is when the children have to do the activities on the main activity, such as walk on the footbridge or to crawl on the tunnel, they have developed their gross motor skill, the content focus. Here is the example of content focus.





Figure VI: The example of the content focus; developing gross motor skill

c. Language focus

Language focus is a part of activity which raises children's awareness about the target language. It presents the language features which are learnt (Hutchinson and Waters, 1987: 112). Here, the vocabulary of the day is the language focus. The children are expected to be aware to the words the teacher says. When the teacher says "Roll-roll-roll, roll the dough" while the children are rolling the dough is the example of the language focus.



Figure VII: The example of language focus: the teacher said one of the words in the vocabulary of the day

d. Task

Task is a piece of classroom work that involves learners in comprehending, manipulating, producing, or interacting in the target language. Here, the task is the activity itself. Using the total physical response, the task is when the children do the teacher's instructions correctly. When the teacher asks

them to wear an apron, then they are able to follow the instructions, it means they have done the task successfully. Here is the example of the task.



Figure VIII: The example of the task, the child is catching a fish

In this study, the designed activity unites all those elements. Therefore, it is an integrated model which consists of four elements above.

3. The IMPLICATIONS framework by McIlvain

In developing activities for very young learners, it needs to consider their needs, strengths, and characteristics. Using the word, IMPLICATIONS as an 'acrostic' framework, Mclvain (2011: 4) proposed some considerations in developing activities for very young learners. The IMPLICATIONS stands for: I for interesting, M for memories, menu, and manage the classroom, P for play, play the language, and physical, L for links with home and listening, I for input, C for change the activities, concentration span, and classroom routines, A for activity, art, and affective, T for teacher, I for interactive, O for oxygen-outdoor activity, N for needs, S for spiral curriculum, surprises, and soul. Here is the explanation about each of them.

a. I for interest

Very young children are interested in themselves, their families, food, pets, toys and the immediate environment. The developed activities should motivate and engage them. However, their interests may be short lived. Thus, the activities should provide experiences which they can see, feel, touch, smell and taste key language in an immediate way. Here, the researcher provides four units activities which can involve their five senses and are interested for them.

b. M for memories, menu, and manage the classroom

The developed activities should ensure that the very young learners' memories of their early encounters with English are positive. The use of Emotional Intelligence which has been suggested by Goleman (2006) where very much recommended. In addition to it, the developer needs to have an appropriate set of tasks or choices for very young learners which they can carry out fairly independently. The kinds of tasks are set as the menu they have in a day which they can engage. Lots of resources, ideas and changes of activity to match their short attention span are demanded when working with the age group. To make the very young learners actively engage to the activities, it is needed to manage the time and resources well. In this research, the researcher offers many activities as the menu of every English day which is expected to give positive experiences for them in learning English. Moreover, the researcher provides the time management and media to help the teacher to manage the children.

c. P for Play, play the language, and physical

Play is a natural way for very young children to learn. It is the healthiest way to teach them which can motivate them from within. The activities for very young learners should allow them to play which can engage and motivate them. In this study, the researcher develops activities which are playful for the children. The playful things also occur in learning language. The children love to play with the language. They enjoy the humour of funny and unusual words. They are fascinated by the resources of language and are especially sensitive to its play potential. The use of songs, chants, and repetitions are also kinds of playful language. Those are used in this study to offer some playful language for the children. Meanwhile, another thing which should be considered in developing activities for very young learners is the physical. Because they are physically active, the developed activities should encounter their need to move physically. Some activities in this study allow the children to run, jump, crawl, and even climb in order to meet their needs in physically move.

d. L for links with home and listening

Very young learners learn much better if they are relaxed and secure. The links with home can provide an important bridge which brings comfort and reassurance. In relation with listening, they are still developing their first language skills, particularly in listening and confidence. Thus, it needs to be supportive by modelling the correct form, and extending their utterances. Fisher in McIlvain (2011) points out the importance of giving them time to think which

means that they need more time to listen. The developed activities should allow them to listen more.

e. I for input

Considering some principles in the McIlvain's IMPLICATIONS, input takes a great role in developing activities for very young learners. By giving the right input, they learn well. Repeating some sentences is one way to give them the right input as they are developing their listening skills on this age. The developed activities should give them input in listening to the new language well, both in listening to the expressions or some words.

f. C for change the activities, concentration span, and classroom routines

Very young learners' attention span is very short, so a lot of activities are needed to keep them engaged. The varied activities interest them and make them enjoy. The activities which are developed for them enquire many varied activities. In addition to it, very young children thrive within the security of routines and predictable structures. Thus, the routines activities are needed when dealing with them. The routines do not only deal with the activities, but also with the language. The using of the same language helps them to feel secure when joining the activities. This study provides routines activities and language in every unit of the English day.

g. A for activity, art, and affective

The activity for very young learners should pay attention to their needs and characteristics. Arts play a wonderful role in introducing English to them (McIlvain, 2011). Song is one of the arts which can be used to communicate with

to them. The universal language of music facilitates the children to connect with the developed activities. Using arts in the developed activities can reach the sensitive, aesthetic and spiritual aspects of them and turn the developed activities into something special which stays with the children for the rest of their life. It happens because the developed activities support the children's feeling as Goleman in McIlvain (2011) suggests that learning does not take place in isolation from kids' feelings. The English day should create a special atmosphere which combined between English and children's pleasure in order to give a lasting effect on how they relate to English.

h. T for teachers

The most important person for very young learners' life after their family is the teacher. Her/his influence is profound which makes teaching the very young children both a privilege and an awesome responsibility. If the teaching in the early encounters with English is boring, uninteresting, and inappropriate for them, they will have a bad opinion in learning English. However, if the teacher provides special times and exciting, worthwhile experiences in learning English, they will have a lifelong love affair with language learning, particularly English. The teacher of the English day is expected to be able to create the enjoyable learning.

i. I for interactive

Both teacher and activities which are developed for very young learners should be interactive as they have a short attention span. The teacher should be

able to attract them to the set activities and have a good interaction with them.

The developed activities also support the interaction between the children and the teachers, and the interaction among the children.

j. O for oxygen-outdoor activity

Very young learners benefit enormously from outdoor activities which are well-planned and part of the curriculum. By tuning into their needs for physical activity, they can harness and channel their energy. Thus, they can enjoy the exciting activities which introduce and motivate them to learning English. The developed activities provide some activities which require them to use their energy to move in outdoors, such as the outbound game, the make-believe activity: at the farm, and some contests.

k. N for needs

When dealing with English teaching to very young learners, there is a good motto to remember, "Teach the young children, not English" (McIlvain, 2011). It means the developed activities should appropriate to their needs in their age. Children in their needs are developing their cognitive, social, emotional, physical, and spiritual as the whole children. Thus, the developed activities should support those developing aspects. There are some activities in the English day which support the children to develop their social and emotional intelligences, and their natural intelligences.

1. S for spiral curriculum, surprises, and soul

To learn English effectively for very young learners need revising and recycling. Topic has a good value to provide interesting and meaningful

activities. The topics and themes should have obvious links from the child's point of view. They also need concrete experience in order to make sense of their world. The English day activities are developed based on some topics. Another thing which can attract them to join an English program is a surprise. Very young learners love to have surprises. There are some surprises which are used in the developed activities in order to make the children have enjoyable activities in learning English, such as the fish in the first English day, the real cookies in the second one, the prizes in the third one, and the food made from the animals in the last one. Those surprises are expected to be able to touch their soul, so they are happy and get good experiences which will last long. The McIlvain's IMPLICATIONS principles are used as a guideline in developing appropriate activities in the English day.

E. Conceptual framework and research questions

Here, the researcher presents the important matters focusing on the study. It is presented into two headings, the conceptual framework and the research questions which will be used to be answered in the chapter four. The explanation of them is as follows.

1. Conceptual framework

The purpose of this study is developing the English day activities for the students of PG BIAS Yogyakarta. There are some reasons to be concerned in picking out this study. Those are the time and the teacher's difficulties of using English expressions and finding activities to teach English to the children.

English words, the using of some simple English expressions are needed to give English exposure for the children. The variety and meaningful activities are useful to attract them. Considering the time, the children need more time to get English exposure. The use of English to communicate in daily life is required to be the exposure. Therefore, the English day is one of the solutions which can be implemented in the school to give more English exposure. The activities on the English day can be something new for the children in learning English, as the activities are designed to be enjoyable for them. It can help the teacher in providing interesting activities to teach English to very young learners as she used to feel difficult in finding the right activities. Moreover, the simple English expressions have been written in the manual book which helps the teacher to run the English day. The routines which are taken from the school's daily life provide expressions which can be used every day not only in the English day. Thus, the simple expressions can be used in the school daily routines.

Based on the literature review, it is known that teaching English to very young learners have to give English exposure to them. It should provide varied and meaningful inputs, consider a child-centred approach, use routines activities and repetition words. Moreover, it should take the total physical response technique into account and the media to support the teaching and learning processes. In addition, the use of the mother tongue and the caretaker speech are needed to choose the right words and expressions in the English teaching.

The line of thoughts above can be visually presented in the following chart:

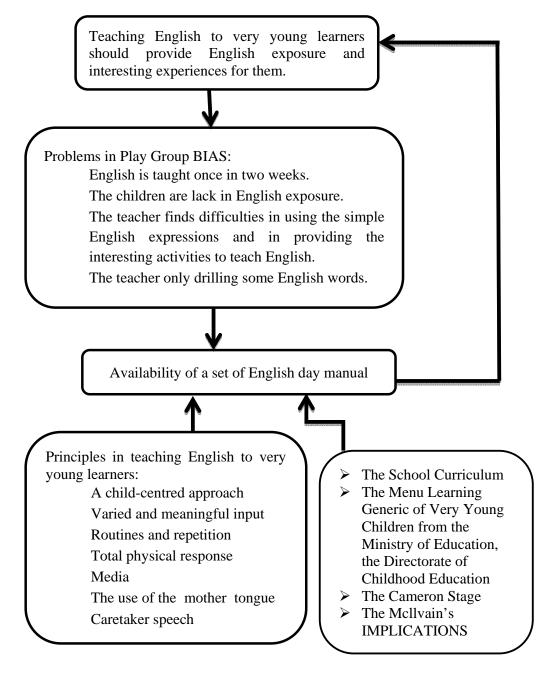


Figure IX: The conceptual Framework of this study

2. Research questions

In finding the problems of this study, the researcher observed to the teaching and learning processes, and interviewed the English teacher. By discovering the problems, the researcher can take an alternative way to solve them. In this study, the problems of the English teaching in Play Group BIAS are the time and the teacher. The children have less English exposure, while the teacher finds it difficult in using English expressions and in providing varied and interesting activities for the children. This problems need to be tackled as the aims of English teaching in PG BIAS are: (1) to make the students listen to some English sentences not only words; (2) to make the students understand and able to do the teachers' instructions in English; (3) to make the students are able to produce some sentences or at least some words in English; (4) to use English to communicate as the second language in the school. Therefore, those aims are difficult to achieve.

Dealing with those problems, the researcher proposes the English day program to the school. After having consultation to the teacher and the school curriculum staff, she developed activities for conducting the English day. However, the teacher needed help with the instructions of the English day. Therefore, the researcher provided the instructions in the guiding book to run the English day. The researcher expects that the English day activities she developed can help the school to achieve its aims of English teaching.

Based on the research problems above, the researcher formulates the research questions to lead to more specific topics of discussion. Here below are the research questions.

- 1. What are the results of the needs analysis of the English day activities?
- 2. How is the course grid of the English day activities organized?
- 3. How are the developed the English day activities presented in material?
- 4. How are the developed the English day activities evaluated and revised?

The researcher begins with conducting the needs analysis to find information about the learners' characteristics and needs in learning English. It is proposed to get the data about the learners' background, learners' interest in learning English, learners' activity, topics they like, kinds of activity, learning methods, and learning media. It is obtained through distributing a questionnaire to the parents and teachers of PG BIAS Yogyakarta, and also interviewed the English teacher. The next step was to write the course grid of the English day based on the data of the needs analysis. Then, the researcher develops the English day activities by considering the theories above. Afterwards, the researcher asks some experts to evaluate the draft. Having the expert judgments, the researcher revises the draft and it became the second draft. The next step is to try-out the second draft. Having tried out the second draft, the researcher analyses, evaluates, and revises the second draft based on the data about the try-out in order to produce the final draft of the English day activities.

CHAPTER III

RESEARCH METHOD

A. Type of the Study

As the objective of this research is to develop the English day activities and the simple English expressions that can be used in Playgroup BIAS Yogyakarta, this study can be classified as a Research and Development (R & D) study. According to Gall, Gall, and Borg (2003) R&D is an industry-based development model which the findings of the research are used to design new products and procedures, which is then systematically field tested, evaluated, and refined until they meet specified criteria of the effectiveness, quality or similar standards.

B. Subjects of the Study

The students and the English teacher of Playgroup Bina Anak Sholeh (BIAS) Yogyakarta were the subjects of this study. There were 23 students whose ages were about 3 to 5 years in the academic year of 2011/2012.

C. Setting of the Study

The research was conducted in an international-oriented Islamic Playgroup, Bina Anak Sholeh (BIAS). It is a school which designs its curriculum based on Islamic and international value. It is located at Jl. Wirosaban Barat no.8 Yogyakarta. There were two small groups in the school. Each group consisted of 12-14 students with two teachers.

D. Research Instruments

This study used three instruments; those were questionnaires, interview guide, and observations guide. To get the data of the needs the researcher administered the questionnaires for parents of PG BIAS's students and for the teachers. She also used a questionnaire to evaluate the first draft of English day activities before trying out it. Interviews and observations were used to get the data of the students and the teachers during the implementation of the English day. Therefore, the data of this study were the questionnaire results, the field notes, and the interview transcripts.

1. Questionnaires

There were two questionnaires which were used in this study. The first questionnaire was used to get the children's needs, while the second one was used to get the expert judgments to evaluate the first draft. There were 35 items in the first questionnaire which was delivered for the parents and the teachers. The second one consisted of 38 items which was delivered to six people who are expert in teaching very young learners, either teaching in general or teaching English only.

a. Validity

To measure the validity of the questionnaires, the researcher held a discussion with the first consultant by using the construct validity to check whether the questionnaire had the capability to measure what it was intended to measure. The constructs as used in the development of the first questionnaire were taken from theories about the students' identity and language background, the

students' English background, the students' attitude towards English, the students' motivation and interest, the students' learning style, the activities and the media used (Hutchinson & Waters, 1987; Crosse, 2007; Brown, 2000; Brewster & Ellis, 2004). The organization of the first questionnaire can be seen in the Table 1.

Meanwhile, the constructs which were used in the second questionnaire were taken form theories about the material development evaluation. It consisted of some theories about the appropriateness activity to the children needs, interests, and characteristics, the appropriateness language and expressions, the appropriateness goal, media, and layout (Hutchinson and Waters, 1987; Brown, 2000; Nunan, 1989; Richards, 2001). The organization of the second questionnaire can be summarized in the table 2.

Table 1: The Organization of the First Questionnaire (Specification for Parents and Teachers)

The Purpose of the	The Content of the	Question	Reference
Questions To find some information about the students' identity	Questions Who the students are	Numbers Part I (1-10)	
To find some information about the students' background.	The students' language background The students' English background.	Part II 1-5	Hutchinson & Waters (1987)
To find some information about the students' attitude towards English	The students' attitude towards English	6-10	Crosse (2007)
To find some information about the students learning style.	The students' motivation The students' interest The students' learning style	14-24	Brown (2000)
To find some information about activities can be implemented in the English day	The English day program The activities The media	11-13 25-32 33-35	Brewster & Ellis (2004)

Table 2: The Organization of the Second Questionnaire (Specification for Expert Judgment)

The Purpose of the Questions	The Content of the Questions	Question Numbers	Reference
To find some information about the experts.	Who the experts are.	Part I	Hutchinson & Waters (1987)
To find some information about the developed activity of English day.	The appropriateness between the activity and the children needs, interests, and characteristics. The interesting and variety of the developed activity.	1, 2, 4, 5, 9, 10, 11, 12, 14, 15, 16, 33, 34.	Brewster & Ellis (2004)
To get the evaluation about the goal of English day.	The appropriateness between the goal, the indicators and the children's level. The achievable goal and the indicators for the children.	6, 7, 8, 3.	Nunan (1989) Richards (2001)
To get the evaluation about the language.	The appropriateness between the language and the children's daily life. The appropriateness between the language and teacher's need.	13, 25 – 32.	Brown (2001) Moon (2003)
To find some information about the appropriate media	The use, the variety, and the safety of the media in English day.	17 – 24.	Brewster & Ellis (2004)
To get the evaluation about the layout of the developed draft.	The font type and size, the colours, and the illustrations used in the draft.	35 – 38.	-

b. Reliability

In obtaining the reliability of the questionnaires, the researcher conducted a reliability test for the questionnaire on the 12th September 2011 to 8 respondents outside the subject of the research. The distributed questionnaire was 5 for the first questionnaire about needs analysis, and 3 for the second questionnaire about evaluation of the draft. Those eight sheets were all back. Then, the researcher used

Alpha Cronbach to check the stability of the results. Based on the calculation that was done using the SPSS 16 computer program, the results showed the reliability coefficient was 0.863 for the first questionnaire, and 0.885 for the second one. It could be concluded that the questionnaires' reliabilities were good.

2. Observation guide

During the implementation of the English Day, the researcher did the observations to find out the students' and teachers' conditions. The observations were done by using the observation guide. Then, they were recorded in the field notes.

The researcher developed the observation guide based on some theories about the children's and teachers' attitude, children's participation, teachers' and children's responses during the English day, the appropriateness of the activity and media used in English day, and the appropriateness of the English day expressions (Crosse:2007, Moon:2003, Brewster & ellis:2004, Scott & Ytreberg:1990, and Cooper:2007). The observation Guide can be sum up as the table below:

Table 3: The Outline of the English Day Observation Guide

The purpose of the observations	Topic	Sub-topic	Reference
To find out the children's attitude during the English Day.	The children's attitude towards English day's activity.	The children are confident in joining the activity The children are cheerful to join the activity. The children are eager to join the activity.	Crosse (2007)
To find out the children's participation during the English Day.	The children's participation towards the English day's activity.	The children are active in joining the activity. The children are willing in joining the activity.	Crosse (2007)
To find out the children responses towards the English expressions used.	The children's responses	 The children are able to do the instructions. The children give the right responses to the instructions. The children are able to join the activity easily. The children's difficulties in joining the activity. 	Crosse (2007)
To find out the teachers' responses during the English Day.	The teachers' responses	 Teachers' enthusiasm Teachers' confidence Teachers' difficulties 	Moon (2003)
To find out the appropriateness of the English day' activity.	The activity: Songs and claps, Games, and Make believe activity.	 Interesting for the children. Support the children's language learning. Develop the children's language learning. 	Brewster & Ellis (2004) Cooper (2007)
To find out the appropriateness of the media in the English day.	The media	 The variety The size Interesting for the children Support the activity The safety 	Scott & Ytreberg (1990)
To find out the appropriateness of the English classroom expressions in the English day.	The English classroom expressions.	 Clear for the children. Simple enough for the children. Easy to be understood. Easy to be remembered. Teachers' difficulties 	Cooper (2007)

3. Interview guide

The researcher used the interviews to acquire the teacher's needs and her opinions and suggestions after trying out the English day. The researcher interviewed the teacher based on the interview guide, so it was called the structured interview. Then, she recorded the interview results in the interview transcripts. The interview guidelines can be seen as follows:

Table 4: The Outline of the First Interview Guide (Teachers' Needs)

The Purpose of the Questions	Topic	Sub Topic	Reference
To find some information about the teachers' identity	The teachers' identity	Name Age Address Status Year or teaching	
To find some information about the teachers' background.	The teachers' background	The teachers' education background The teachers' language background The teachers' English background.	Hutchinson & Waters (1987)
To find some information about the teachers' attitude towards English	The teachers' attitude towards English		Moon (2003)
To find some information about the teachers' teaching style.	The teachers' teaching style	The teachers' expectation The teachers' teaching style	Brown (2000)
To find some information about activities can be implemented in the English day	The English day activities	The activities The media	Brewster & Ellis (2004) Cooper (2007)
The English Day program	The Expressions	The goal The simple English expressions needed	Cooper (2007)

Table 5: The Outline of the Second Interview Guide (After Try Out)

The purpose of the questions	Topic	Sub-topic	Reference
To find out the teachers' responses towards the English day.	The teachers' responses	The teachers' feeling The teachers' opinion The teachers' responses towards the English day.	Moon (2003)
To find out the children's responses towards the English day.	The children's responses	The children look interesting. The children enjoy the activity.	Crosse (2007)
To find out the appropriateness of the activity in the English day.	The activity	Appropriate to the children's age (the content and the rules).	Brewster & Ellis (2004) Mcllvain (2011)
To find out the appropriateness of the media in the English day.	The media	The appropriateness (interesting, clear, the size, the colour) of the media towards the children.	Scott & Ytreberg (1990)
To find out the teachers' opinion about the English classroom expressions.	The English classroom expressions	The appropriateness of the English day expressions towards the school's activities.	Cooper (2007) McIlvain (2011)
To find out the teacher's opinion about the goal of the English day.	The Goal	The appropriateness of the goal towards the children's development.	Cooper (2007)
To find out the teacher's opinion about the layout on the guiding book.	The Layout of the guiding book.	The teacher's opinion about the layout of guiding book.	-
To find out the teachers' difficulties in the English day and their suggestions.	The teachers' difficulties and suggestions	The teachers' difficulties in implementing the English Day The teachers' suggestions for the next English Day.	Cooper (2007)

E. Research Procedure

This part presents the steps in developing the English Day activities and the daily expressions need. There were eight steps taken by the researcher referred to as a Research and Development cycle by Borg and Gall (1983:773). Those steps were conducting the needs analysis; selecting some activities and themes; writing the course grid; developing the activities; having the expert judgment of the first draft; evaluating and revising of the first draft; trying out of the second draft, and

analysing, evaluating, and revising the second draft to produce the final draft. The description of the steps is as follows.

1. Conducting the needs analysis

The researcher conducted the needs analysis to find information about the students' conditions and their needs (Hutchinson and Waters, 1987:53). To get the data, the questionnaire was administered to the parents. The researcher also interviewed the teachers to get the data of their needs in conducting the English day. The results of the questionnaires and interviews were used as the guidance to develop the English day activities and the expressions.

2. Selecting some activities and themes

The activities of English day were selected in line with the aims and the objectives (Brewster and Ellis, 2004:151). In order to select the appropriate activities, the researcher analyzed the results of the questionnaires and the first interview which included some questions related to the activities in the English day. Next, the researcher selected the activities and the themes of the English day. Because of the limitation the researcher had, she decided to develop four units for the English day activities.

3. Writing the course grid

After selecting the activities and the expressions used for English day, the researcher tried to write the course grid. It was needed to give the general direction for planning the teaching (Spratt, Pulverness, and Williams, 2005:87). As her reference in writing the course grid, the researcher asked the English syllabus for play group developed by the school's curriculum staff. She also used

the theory of Brewster and Ellis (2004), Moon (2003), and Scott and Ytreberg (1990). The course grid consisted of eight items. They were days, goals, themes, indicators, vocabulary of the day, media, the activities of English day, and the example of the expressions.

4. Developing the activities

The next step was developing the detail activities used in the English day that could be field tested (Borg & Gall, 1983:781). The researcher took the theories from some experts and used some references from many books about teaching English to young learners. From Brewster and Ellis (2004) and Moon (2003), the researcher took some activities used to teach English to young learners, such as games, role play, and songs. From Scott & Ytreberg (1990), she took the theory about teaching listening and oral work for children, and the classroom management. Finally, the researcher chose some games, action songs, and some make-believe activities to be used in the English day. She also wrote some expressions used for conducting the English day. There were four units developed by the researcher. Those units were Let's Have an Outbound Game as the first unit, Make Believe Activity: Making Cookies as the second unit, We are the Champion as the third unit, and Make Believe Activity: at the Farm as the fourth unit. She consulted the developed activities and the expressions to her first and second consultants, and then revised it to get the first draft.

5. Having the expert judgment of the first draft

Some revisions are needed after consulting the first draft to her consultants.

Therefore, the researcher revised the draft based on the consultants' suggestions

and evaluation. Afterwards, the first draft was needed to be consulted to the experts to collect information that could be used to improve the draft (Richards, 2001). The results of the experts' judgments were used to revise the first draft of the activities.

Expert judgement is expressions of opinions, based on knowledge and experience that experts make in responding to problems. Specifically, the judgement represents the expert's state of knowledge at the time of response to questions (Keeney and Al, 1991). Experts can come from reviewers or editors to give feedback on the drafted materials. Richards (2001: 268) says that a crucial source of input to the developmental process is critical feedback on materials as they are written. Reviewers or editors are expected to cast a critical eye over the materials as they are drafted and to provide constructive feedback on them.

In this step, the activities were judged and validated by experts before being tried out. Generally, the experts had to know whether the designed activities have suited to the aims, whether they were appropriate to the level, content, and approach, and whether they were related to the teachers' expectations and stages of children development (Davidson in Richards, 2001:269).

6. Evaluating and revising the first draft

After getting the expert judgment, the researcher evaluated it based on the expert suggestions, opinions, and evaluations. To meet the minimum performance objectives, the revision of the draft is needed (Borg and Gall, 1983). Therefore, the researcher revised the first draft based on the evaluation, the opinions, and the suggestions from the expert. Thus, it becomes the second draft.

7. Trying out the second draft

In order to produce the second draft, the first draft is revised. Finally, it needed to be tried out to know whether it had met the objectives or not (Borg & Gall, 1983:784). In trying-out the revised draft, the researcher acted as the teacher's assistant. During the try-out, the researcher observed what was going on based on the observation guideline. After the try-out of the revised draft, the researcher interviewed the teachers to obtain their opinions and suggestions about the revised draft.

8. Analysing, evaluating and revising of the second draft

The researcher analysed the try-out of the second draft based on the evaluation given by the teacher and the observers. The evaluation showed that the second draft needed to be revised to make it fully ready-used in the school (Borg & Gall, 1983:784). Next, the researcher revised the second draft, and finally it became the final draft.

F. Data Collection Technique

The data collection was conducted by using three techniques. They were administering the questionnaires to the parents and teachers, observing the English day implementations, and interviewing the teachers. The complete explanations of each technique were presented below.

1. Questionnaires

The researcher made two questionnaires. The first questionnaire was for the parents and the teachers of PG BIAS students, while the second was for the expert judgment. The first questionnaire was administered before the researcher

developed the English day activities. The researcher came to the school and asked the teachers to fill in the questionnaire. She also asked them to give it to the parents. The first questionnaire was distributed to five teachers and 30 parents. A week later, the researcher came to take the result of the questionnaire. However, not all the distributed questionnaires returned to the researcher. There were only 25 parents and five teachers who gave the questionnaires back.

The second questionnaire was distributed after the researcher designed the first draft which was shared to six people. Those are the people who were considered as the experts in teaching very young learners, either teaching them in general or teaching English only. They consist of one lecture who was an expert in teaching English to very young learners and were not the researcher's thesis consultants, three PG BIAS teachers, and two students of the English Education Department who took the English for Children concentration class. All of the distributed questionnaires returned to the researcher.

2. Observations

The researcher did the observations to monitor the students' and the teachers' behaviours and responses in the English day activities. The researcher joined the class from 07.30 a.m. till 12.00 a.m. She observed the children by watching the children and being engaged in the English day activities when the developed draft was applied. She also observed the teachers when they used the English expressions by listening and looking at their gestures. For example, the researcher noted the children gestures, expressions, and comments while they were joining

the activities. Then, the researcher recorded the observations in the form of field notes.

3. Interviews

The interviews were done to support the observation data. It was used to discover the teacher's opinions and suggestion of the implemented draft. In this case, the researcher interviewed the teacher about the activities and the expressions of the English day. The researcher asked the teacher after the class ended. She asked about the appropriateness of the activities, the difficulties of using the English daily expressions, other questions based on the interviews guideline. For example, she asked the teacher how the teacher used the English expressions, and how the students responded on the expressions. The results of the interviews were recorded in the interview transcripts.

G. Data Analysis Technique

Three kinds of data were gathered in this study. The first data were the questionnaires' results and were analysed quantitatively. Each response for the statement in the questionnaire was presented in scores. In analysing the score, the researcher used the central tendency statistic and used the SPSS 16 program to calculate the score. The second data were obtained from the observations, in the form of field notes. They were analysed qualitatively to get the representation of what was happening in the classroom during the English day implementation. The researcher also analysed the data quantitatively by counting the number of students who acted as what was presented in the observation guide. It was shown in the percentage representing the number. The high percentage points showed the

successful of the implementations. For the third data, the interview transcripts, the researcher analysed them qualitatively. The interviews were used to find out the respondents' opinions and suggestions of the developed activities and the daily expressions of the English day.

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the results of the study. The discussion of this chapter includes the process of developing the English day activities that deals with the detail information about carrying out the needs analysis, organizing the course grid, presenting the English day activities, and trying-out and revising the developed English day activities. The following sections describe the steps in developing the English day activities.

A. Needs Analysis

This part deals with the description of the data from the questionnaires of the students' needs analysis. The aim of the needs analysis was for gaining the information of the students' interest and the needs on the English day activities. The results of the needs analysis was used as the basic on in developing the English day activities. The researcher obtained the needs analysis by giving the questionnaire to the parents and the teachers, and also having an interview to the English teacher. Then, the data of the needs analysis are divided into three parts. The first part presents the students' characteristics, the second one delivers the students' needs, and the third talks about the teacher's needs.

1. The characteristics of the students and the teachers

There were 23 students and four teachers in PG BIAS Yogyakarta in the academic year of 2011/2012. They were divided into two groups. The first group, named "*Kapal*", was for the children in ages 4-5 years and consisted of 13 students. Two teachers were responsible for this group. The second group, called

"Mobil", was designed for children in ages 3-4 years. There were 10 students with two teachers who belonged to this group. These seemed to be an ideal group for very young learners in ages 3-5 years old.

In the group "Kapal" there was a little girl who often cried and did not want to join many activities. She usually sat down and watched her friends. There was another girl who liked to explore the environment. She did not like to have some settling activities, and preferred the stirring ones. There was also a boy who seemed to be bored in doing many things. He often rejected what the teacher told by shaking his head. Another boy would follow him in rejecting the teacher's commands. However, a little persuasion by the teacher would make them join the activities willingly.

There was a twin brother who were very active in the group "Mobil". They liked to run and jump. The twin had a speech defect, so they could not speak clearly. There was also a girl who had a speech defect and had a speaking therapy in a speech clinic once a week. Those children could not express their interest clearly. The teachers had to do some predictions. If the predictions were correct, the teachers repeated the correct words in a clear and slow voice. However, the three children had no difficulties in understanding the teachers' sentences. They could join all activities in the school.

Most of the students of PG BIAS come from middle to upper class society. It can be seen from the school data. The parents have cars, big houses, and libraries. Moreover, the school data showed that they work as businessmen,

doctors, teachers, lecturers, policemen, bank employees, armies, navies, and other jobs with high salaries.

Some students of PG BIAS often played in the playground such as swing, slide, climbing frame, merry go round, running, and footbridges. Some of them were around the pond and looked at the fish. They even played with the water. However, some of them played in the playroom, such as playing the play-doh, jumping animal toys, puzzles, car toys, and building bricks. The children played both outdoor and indoor toys before the class started, at the play-time, and after the class ended. They often did not want to go home and still played when their parents picked them up.

Dealing with the teachers, they were about twenty to forty years old who graduated from a one-year training program for play group teachers which was held by *Bina Anak Sholeh* institution. One of them still had her education in *Sekolah Tinggi Agama Islam (STAIT)* Yogyakarta to take an undergraduate program. To enrich the teachers' knowledge about teaching very young learners, the institution often organized training programs about children development, art and craft for children, how to build the children's attitudes, how to stimulate children, how to develop children's fine and gross motor skills, and other topics.

The English teacher was such a cheerful person. She was very flexible, and open-minded. She had a high interest in English. She often learnt English songs and sang them in the school. She taught English to the children using songs, games, and vocabulary drilling. Although she never took an English course, she always tried to find many references on how to teach English to very

young learners, and about English itself. Therefore, she easily received the researcher's idea to design English day for the students of PG BIAS Yogyakarta. She also agreed to be the person who guided the children in having the English day activities.

2. Description of the students' needs

The questionnaire was administered to find out the students' needs. It has 35 statements with four choices: *selalu* (always), *sering* (often), *jarang* (rarely), and *tidak pernah* (never) in each statement. It was distributed to the parents and the teachers of PG *BIAS* Yogyakarta in February 2012. They had to give check signs (V) to the choices. There are two parts of the questionnaire, namely Part A and Part B. The content of the questions in Part A is related to the children's identity, while Part B is the main statements. The statements numbers 1 to 5 are asked to find some information about the students' language backgrounds and their English backgrounds. Numbers 6 to 10 are about the students' attitudes to English, while numbers 14 to 24 are used to find out the students' motivation, interest, and learning style. The English day program statements are put in the numbers 11 to 13, while the English day activities and the media are gained from the statements numbers 25-35.

The result of the questionnaire shows the students' interest and needs in learning English. It was used as the basic in developing English day activities and the expressions which were needed by the teacher. The detail information can be seen in the table below.

Table 6: Needs Analysis of the Students' Characteristics and Needs

No.	Variables	Indicator	Mean
1.	Students' interest in learning English	-	2.62
2.	Students' attitudes toward English	-	2.16
3.	English Day Program	-	2.73
4.	Learning Activities	Game	2.90
		Make-believe Activity	3.40
		Song	3.16
5.	Topics	Outbound Game	3.00
	_	Cooking	2.60
		Competitions	2.68
		Animals	2.70
6.	Type of Activity	Stirring	2.68
		Settling	2.40
7.	Learning Method	Individual	2.60
	-	Groups	2.60
8.	Learning Media	Realia	2.64
	-	Costume	2.76
		Colorful	3.04

The data above describe the students' interest in learning English, learning activities, type of activities, learning method and media which are presented in mean scores. The mean scores are classified into four categories: poor (1.00-1.75), fair (1.76-2.50), good (2.51-3.25) and very good (3.26-4.00). Based on the data, the mean score of the students' interest is 2.62. It means that the students' interest in English is good which can be said that their level of interest in learning English is high. However, their attitudes toward English are on the fair category which can be seen from the mean score of 2.16. It might happen because they had low levels exposure to English in the school. Thus, the researcher presented the English day program to support both children's interest and attitudes. The English day program has the mean score of 2.73 which meant good. In another word, it can be concluded that the parents' support in English day program is high.

The data of learning activities show that the children love to have games (2.90), make-believe activity (3.40), and songs (3.16). Those mean score are categorized in the good category. Therefore, the researcher provides games, make-believe activities, and songs in the English day program. The make-believe activity has two units: making cookies and being at the farm, while the games are also conducted in two units, the outbound and the competition. In choosing the kind of activities, the researcher considered some topics which are close and interesting for the children. The topics of the English day are about outbound, competition, cooking, and animals which are included in the good category. It can be seen from the mean score of the outbound game (3.00), the competition (2.68), the cooking (2.60), and the animals (2.70).

In the type of activities, more than half the class prefer stirring activity (2.68) to settling activity (2.40). The mean score of the stirring activity shows on the good category, while the settling is on the fair category. From the data above, the researcher presents the outbound and competition games to support the stirring activity. The settling activity is supported in a make-believe activity: *Making Cookies*. Another make-believe activity: *At the Farm* is presented for both stirring and settling activity.

In the learning method, the children love to have both group activity (2.60) and individual activity (2.60). To encounter the group and individual activities, the researcher provides activities which allow the students to have both individual and group activities.

The last data present the learning media which are needed by the very young learners. The highest mean is 3.04 for colorful things, and then followed by the costume (2.64), and the last is realia (2.76). The three scores are included on the good category. These data show that the children often play and learn using the costumes, realia, and colorful things.

3. Description of the teacher's needs

As stated in Chapter one, the English day had been chosen both the researcher and the school. The goals are to give the English exposure to the children and to accustom them to do the teacher's instructions which are delivered in English. Here, the teacher played an important role as the model of an English speaking person. She delivered English to the children. She was the person who gave them the English exposure. It had been agreed that the English day was implemented under the English teacher's control. Thus, the researcher did not only consider the children's needs but also the teacher's. To find out her needs in having the English day, the researcher interviewed her based on the interview guideline which had been written in Chapter three.

The researcher found that it was difficult for the teacher to express her idea in English. She needed a guide book to guide her in conducting the English day. She wanted help to decide which sentences or expressions could be used. She required simple English expressions to make her easier to use them. Therefore, the guide book of the English day does not only contain the activities and media, but also the expressions which are used.

Dealing with the activities, the teacher agreed that the physical activities are great to involve the children. However, the activities need to develop both gross and fine motor skills. Moreover, the media are a must when working with very young children. Some colourful things which are close and safe to the children are able to attract them well, so they are interested in joining the activities. Those aspects were considered in designing the English day activities.

B. The Course Grid

The researcher developed the course grid as the guideline in developing the English day activities. The needs analysis and the school-based curriculum were used as the considerations in developing the course grid. Moreover, the researcher takes into account the government's generic learning manual of very young learners' competencies. Each of the grids represents each topic of the developed English day activities. Here is the format of the course grid.

Table 7: The Format of the Course Grid

Closing	Examples of
Activity	Expressions

The main components of the grid are days, goals, themes, indicators, vocabulary of the day, media, activities of the English day, and the examples of expressions. The details of those components are following.

1. Days

The researcher decided to design four-day activities. The four-day activities were made based on the school schedule. Therefore, the implementation of the English day can be matched to the school agendas.

2. Goals

The goals of the English day are taken from the school curriculum and the government generic learning manual about very young learners' competencies. As the students are not able to read and write yet, the goals of the English day activities are stressed on the listening and speaking skills. To enrich the students' listening skill, the activities are designed to give some simple instructions to be listened to and understood by the students. In improving the students' speaking skill, the activities are planned to make the students repeat and say some words in English. However, the listening one is considered to be more important input for the students in giving the English exposure.

3. Themes

There are four themes to create the enjoyable English day activities for the students. The theme for the first day is about sport, *Let's Have an Outbound Game*, and the second day takes the theme about cooking entitled *Make-believe Activity: Making Cookies*. The third day has the theme about contests entitled *We are the Champion*, and the last theme is *Make-believe Activity: At the Farm*.

4. Indicators

The indicators indicate the points that should be acquired by the students.

They are made to measure the goal achievement of the English day. The indicator

of the listening skill is that the students are able to do the teacher's instruction based on the theme, while the indicator of the speaking skill is that the students are able to repeat, say, and mention some English words. Other indicators are about the children's competencies in doing the activities, such as they are able to use their hands and fingers to do the actions in cooking cookies or they are able to do the actions on the outbound games.

5. The vocabulary of the day

The vocabulary of the day consists of some words which are intended to be mastered by the children. The words are relevant to the themes and the daily activities. Therefore, the children are expected to understand the use of the words.

6. Media

Media are used to make the implementation of the English day more interesting for the students. The media of the first English day use sport equipment such as rubber lines, hoops, footbridges, slide, tunnel, balloons, sticks, net, and pail. The second English day which are related to cooking cookies have several media such as play-doh, a toy oven, roller pins, moulding set, mica plates, and trays. Pails, balls, bottles, teapots, cups, chairs, table, and jumping animals are the media in the third English day which deal with some contests. The media of the last English day which deal with farming are the animal costumes, the toy grass, seed, and the food made from the animal such as meatballs, sausages, and milk.

7. The Activities

The activities of the English day are organized in three basic phases. They are opening, main, and closing activities. Every phase has several steps to be done. The opening and closing activities are set to be the routines for the students in every English day as recommended by Paul (2003). The main activity is different from one to another day. It is designed based on the theme of the English day.

8. The Examples of the Expressions

The expressions are developed to help the teacher conduct the English days. Every step in the English day is completed by the expressions which should be used.

The detail information of the course grid in every unit of the English day is presented below.

1. Description of the first grid

The first English day has some activities related to sport with the theme Let's Have an Outbound Game. The goals of this grid are focused on listening and speaking skills. On the listening skill, the students listen to and understand the simple instructions on the outbound game, while on the speaking skill the students sing the action songs, repeat and mention some English words. Another goals in this grid emphasize on developing the children's gross motor skill. There are four indicators on this grid. They are: the students are able to do the teacher's instruction on the outbound game, to sing and say some words in the action

songs, to mention some vocabulary about sport, and to do the action in the outbound game.

The vocabulary of the day in this grid is related to the physical activities in the outbound game. The words are *run*, *jump*, *walk*, *climb*, *slid*, *crawl*, *break*, and *catch*. There are some media which are used in this English day. The things used as the media are zigzag lines, hoops, footbridge, slide, tunnel, balloons, fish, net, pail and plastic cups.

The activities are divided into three phases. The first phase is the opening activity which contains three steps. They are: *Having the Students' Pledge*, *Joining Sing and Move Session* with some action songs as the warming up, and a circle time, *Saying Good Morning*. The second phase is the main activity that consists of the outbound game and changing the clothes. There are seven steps on the outbound game. They are: *Run on the Zigzag Line, Jump on the Hoops, Walk on the Footbridge, Climb and Slid on the slide, Crawl on the Tunnel, Break the Balloons*, and *Catch the Fish*. The closing activity comprises two steps, namely Having Snack, and Saying Goodbye.

The examples of the expressions on this grid are the simple instructions used by the teacher to guide the students in joining the outbound game. The teacher has to repeat the expressions again and again. The words listed on the vocabulary of the day are the main focus to be repeated, so the students can listen to and understand the words perfectly. The repetition is expected to be able to encourage the children not only to repeat but also to mention and say the words automatically.

2. Description of the second grid

The second English day is a make-believe activity about cooking with the theme *Make-believe Activity: Making Cookies*. There are two focuses of the goals in this grid which related to the language and the content. The language focus has two stresses: listening and speaking skills. The listening skill is focused for the children to listen to and understand the simple instructions in making cookies, while the speaking skill is stressed for the children to repeat and mention some words in making cookies. The content focus is emphasized in developing the children's fine motor skill. There are four indicators on this grid. They are: the students are able to do the teacher's instructions in making cookies, to repeat some words related to the activity of making cookies, to guess the teacher's gestures in making cookies by mentioning the words, and to do the actions in making cookies.

The vocabulary of the day contains some words related to making cookies activity, such as *knead*, *roll*, *mould*, *bake*, *dough*, and *cookies*. The researcher has provided some media to be used, such as play-doh, a toy oven, mica plates, roller pin, moulding set, and trays.

There are three steps in the activities of the second English day. They are: the opening, main, and closing activities. The opening activity has three steps, namely *Having Students Pledge, Joining Sing and Move Session*, and *Saying Good Morning*. The main activity takes three steps: *Dressing Like a Chef, Making Cookies*, and *Playing in the Yard*. The last is the closing activity which comprises two phases: *Enjoying the Cookies* and *Saying Goodbye*.

The last thing on the grid is the examples of the expressions. The teacher uses the expressions to guide the children in making cookies. Some expressions particularly which contains some words listed on vocabulary of the day are repeated again and again. Therefore the children can understand and say the words.

3. Description of the third grid

The theme of the third English day is related to competition, *We are the Champion*. The goals of the third English day stressed on listening and speaking. It is expected that the children listen to and understand the very simple instructions in joining the contest, repeat the words related to the contest, and develop their gross motor skill. There are three indicators in this grid. They are: the children are able to do the teacher's instructions in having the contests, to repeat the words that they act, and to do the actions in the contests.

There are several words related to the sport and competition. The words such as *run*, *pour*, *ball*, *take*, *bring*, *turn around*, and *jump* are listed in the vocabulary of the day. In order to make the English day more interesting, the researcher uses some media such as bottles, balls, cups, teapots, water, tea, jumping animals, and rubber lines.

The activity on the third English day has three phases: opening, main, and closing activities. The opening activity has the same activities with those in the previous English day. In the main activity, the children have three contests. The first gives the children an opportunity to run, to pour the water into the bottle, and to take the ball. The second challenges the children to pour tea from a teapot into

a cup, and to serve the tea to his friend using a tray. The last asks the children to be the fastest in riding jumping animals.

The examples of expressions become the last part of the grid. Those expressions consist of some sentences to lead the children to join the competition. The teacher has to repeat the expressions again and again in order to make them understand. She should also use gestures to help the children understand her commands.

4. Description of the fourth grid

The fourth English day is a make-believe activity which is related to a farm, with the theme, *Make-believe Activity: At the Farm*. The goals of the English day are: the children are able to listen to and understand the very simple instructions in playing the make-believe activity, to mention the animal names by hearing the sounds which are imitated by the teacher, to say some food from the animals, to develop the children's natural intelligence and to encourage them to cooperate with other children.

Four indicators are mentioned in this grid. The children are required to be able: to do the teacher's instructions in playing the make-believe activity, to mention the name of the animal when hearing the teacher imitate the animals' sounds, to say the animals' voices when the teacher says the names of the animals, and to repeat the kinds of food made from the animal.

The vocabulary of the day is a list of some words which are related to a farm. Those are: bus, farm, cows, chicken, sheep, ducks, feed, sausages, meatballs, satay, and eggs. To make the activity looks real, the animal costumes

are used as one of the media. Other things which are used as the media are chairs, artificial grass and seed, sausages, meatballs, satay, and the *Old Mc. Donald* song.

As the previous English day, the activities in the fourth English day take three steps: opening, main, and closing activities. Both opening and closing activities are formed as the children's routines. Therefore, the activities are always the same in every English day. What makes it different day by day is the main activity. In the last English day, the children are asked to play a makebelieve activity with a farm as the theme. Some of them become the animals in the farm, and others become the visitors. While the visitors go to the farm by bus, the animals stay on the cage and wait for the visitors. Arriving in the farm, the visitors can touch and feed the animals, while the animals pretend to eat the food. At last the visitors have to say goodbye to the animals. Finally, all children are asked to go to the canteen to see and taste the food made from animals. In the closing activity, the children eat the animals' product.

In the end of the grid, the examples of the expressions are presented to give an overview of the expressions that can be used in the fourth English day. Those expressions are some sentences that can be said by the teacher in order to help the children to play the make-believe activity. Gestures are much recommended to make the children understand the sentences more easily.

C. The English Day Format

The format of the English day is set based on the theories in the previous chapter. The researcher developed four units of English day activities. Here is the format of the English day activities.

Unit Title

A. Opening Activity

Having the Students' Pledge
Joining Sing and Move Session
Saying Good Morning

- B. Main Activity
- C. Closing Activity

Having Snack

Saying Goodbye

Figure X: The model of the English day format

The English day format has three phases. Those are opening, main, and closing activities. The opening and closing activities are the routines of every English day. The routines help very young learners to learn better as proposed by Scott and Ytreberg (2004). The children always get the same activity in these phases in every English day. The difference of each English day is on the main activity which is set based on the theme of the day. The main activity consists of several activities which make the children feel fun in joining the English day.

The opening activity has three steps. They are: *Having the Students' Pledge, Joining Sing and Move Session,* and *Saying Good Morning*. The children recite their pledge every day. As the school is an Islamic school, they recite *the Moslem Pledge*. Here the children say their promises about their God, their

prophet, their religion, and their holy book. They also say a prayer, asking to get some knowledge. The next activity, *Joining Sing and Move Session*, requires the children to sing and move their body. It is a kind of warming up for the children which is purposed to motivate them to join the next activity. This activity is also aimed to help them to develop their gross motor skill. Afterwards, the children have *Saying Good Morning* as the next step. The teacher leads the children to sit together. She greets and calls them one by one. She also tells them about the special activity they have on the day.

The second phase is the main activity which is specifically developed based on the theme of the English day. In this phase, the children join several activities which allow them to learn some new words. The words in every English day are designed based on the activities and the theme which are easy to be understood and memorized by the children. Those words are also often used in their daily activity. In choosing the words, the researcher considered the natural communicative input for the children as suggested by Krashen (1982). In this phase, the researcher also provided the media that are used in the English day. The media attract the children in joining the activities. They help them understand the new words easily and support the learning process. The English day uses various media which suit the themes. The varied media make them interested and eagerly join the activity.

The last phase is the closing activity which is divided into two sessions. Those sessions are: *Having Snack*, and *Saying Goodbye*. The closing activity is set as the routines for the children, so they have the same activities in every

English day. In *Having Snack*, the teacher uses a song to ask them to wash their hands. Next, they sit together and pray before eating the snack. The teacher gives comments about the food while the children are eating. Finally they come to the last session, *Saying Goodbye*. The teacher leads them to sit in a circle. She reviews the new words and uses gestures to help them remind the words. The teacher also asks their opinion about the English day activity.

To run the English day, the researcher has designed the guide book as the guidance for the teacher in every unit. The guide book consists of the objectives, the indicators, the descriptions, the media, the preparations, and the predicted time. The objectives are needed to help the teacher to focus on the English learning. The indicators are made to indicate the points that should be acquired by the children. It can also measure the English day's success by considering the children's responses during the English day. The descriptions are required to give an overview to the teacher about the activity. The media list provides the things that are used to conduct the English day. The preparation list helps the teacher to organize things before the implementation of the English day. The last is the predicted time which helps the teacher to run the schedule precisely. Here below is the content of each unit about the developed activities.

1. The developed activities of the first English day, Let's Have an Outbound Game

The activity of the first English day starts with the opening which has three sessions, namely *Having the Students' Pledge, Joining Sing and Move Session*, and *Saying Good Morning*. The teacher invites the children to make a

line using a song entitled *Numbers*. She asks one of them to be the leader. The leader stands in front of the line to lead the pledge accompanied by the teacher. And then, they go to the next activity, *Joining Sing and Move Session*. The teacher starts singing and moving followed by all children. They have some songs which are always the same in every English day. It is designed in order to make them understand easily. It also helps them to recognize the movements, and to remind the songs. The songs also support the learning process. Many experts recommend using songs to teach English to very young learners. Therefore, the children can learn some English words through songs. Those songs are: *Up and Down, Hockey Pokey, Open and Shut Them, Numbers, Sing Along, Johnny's Hammer, Clap Song, Head and Shoulders, and Reach High*. This session is used as a warming up activity. It makes the children enthusiasts to join the next activities. Afterwards, the teacher asks the children to enter the class by imitate a movement. The teacher can say: "Jump up like a rabbit to the class." The children should jump up to the classroom like rabbits.

Here they move to the next activity, *Saying Good Morning*. The teacher asks the children to drink and then sit down on a mat in a circle. They sing some songs together. Those songs are: *Good Morning, How are You, Hello-hello, The More We Get Together*, and followed by *Calling Chant* which is one of the ways to mention the children names that are present on the day. The child whose name being called stands up and acts some actions. Here, the teacher also explains the activities on the day, the outbound game. The teacher also tries to raise the children's enthusiasts in joining the activities. It can be deduced that the children

are ready to join the outbound games. The teacher also introduces the new words that are used in the activities before the outbound game. She should use gestures to help the children understand. The purpose of this introduction is as the input of the new words for them.

The next activity is the outbound game. They go to the outbound field to play the game. Another teacher gives an example on how to play the outbound games, while the English teacher gives the new words as the commands. It is needed to help the children understand the meaning of the new words. This game is suitable for the children as it is designed based on the government generic learning manual of the very young learners' competencies. Afterwards, the children are divided into groups of three. The children play the outbound games in groups.



Figure XI: The activities of the first English day

Running on the zigzag line is the first activity on the outbound games, followed by jumping into the hoops, and then walking on the footbridge. The next activity is climbing and sliding on the slide. After that, the children crawl

into the tunnel, and then break the balloons using a stick. Catching fishes using a net is the last activity on the game. While the children do the activities, the teacher always repeats the instructions. The games allow the children to do the teacher's instructions as the Total Physical Response principle which is proposed by Asher (1977). It is also intended to support the children sub-conscious learning.

The children change their clothes after having the outbound game. It is used to comfort them as their clothes are dirty and wet. The teacher gives commands in English which are supported by her gestures. Other teachers repeat the commands and help the children to change their clothes. It gives meaningful inputs for them as suggested by Krashen (1982).

The last, they come to the closing activity which has two phases, namely Having Snack and Saying Goodbye. The teacher sings a song to ask the children to wash their hands before having the snacks. It makes them happy and willing to join the activity as children usually love to sing. Those songs are Wash Your Hands, Can you sit down, and Yummy-yummy. The songs enrich the children's language as stated by Brewster and Ellis (2004). It is also a good input for them. Here, the teacher uses the expressions that have been listed in having snacks. The teacher reviews the new words of the day and asks the children's opinions about the English day activity in Saying Goodbye. The songs used in this session are: I am Happy and Goodbye. The review helps them understand the new words in this unit. To end the English day, the children shake their hands with the teachers and friends.

2. The developed activities of the second English day, *Make-believe Activity:*Making Cookies

As stated above, the opening activity is always the same in every English day. The difference is laid on the media. It prevents the children's boredom of having the same activity. In joining the first phase, *Having the Students' Pledge*, the children do not make a line as the first English day, but stand on footprints made from *spon ati* (synthetic foam rubber). The footprints are set in two lines. One footprint is put in front of the lines for the leader. One teacher stands beside the leader to help to say *the Moslem's pledge*. After having the pledge, the teacher asks the children to the next phase, *Joining Sing and Move Session*. The teacher guides them to sing, and then move some actions which suit the songs. The titles of the songs are the same as those on the first English day. Finally, the teacher leads them to enter the class. The children are asked to be birds. They stretch their hands and then run to the classroom. They pretend to be flying birds.

The last phase on the opening activity is *Saying Good Morning*. The teacher asks the children to sit down on the carpet after drinking. In this session, the teacher greets them by singing some songs. The titles of the songs are the same as those on the first English day. The teacher also calls every child who attends. In the first unit the teacher only calls their names, but in the second one the teacher calls their full names and addresses. Afterwards, the teacher introduces the new words as the input for them. To make the children understand the new words, the teacher uses some gestures in explaining the words. The teacher also describes the English day activities.

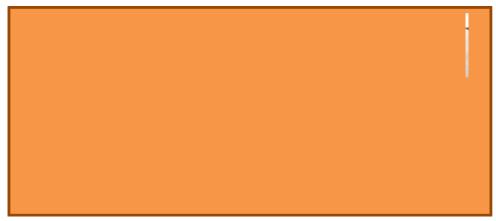


Figure XII: The activities of the second English day

The main activity is a make-believe activity which is related to cooking. The teacher has done some preparation to conduct the English day activity, such as the dough, the oven toy, and others. Before the children start making cookies, they have to wear the apron and the hat as a chef. Having worn the aprons and hats, they sit down on their own chairs. On the table in front of the chairs, the teacher has put the tray for each child. On the tray, there are a pile of dough, moulding cookies, a roller pin, a paper sheet, and a mica plate. Those are used to make cookies. The children start making cookies by following the teacher's instructions. First, they begin to knead the dough. Second, they roll it. Third, they mould the dough using the moulding cookies. Next, they put the cookies on the mica plate and bake the cookies on the oven. They pretend to turn on the oven, and wait for a few minutes. They take the cookies and the teacher can write their names on the mica plate. It is purposed to know the cookies belonging, so the children can bring the cookies home without being exchanged. The teacher always says the words to give input continuously while accompanying the children to make the cookies. It is useful to help the children learn subconsciously. These activities allow them to do the teacher's instructions. Therefore, they can learn while doing the activities. After making cookies, the children play in the schoolyard because the classroom is being cleaned. There are slide, merry go round, swing, and other toys that the children can play on. The teacher accompanies and watches them, while gives some expressions which are related to playing in the yard. Other teachers prepare the next activity for the children.

The last is the closing activity. Using a song entitled *Wash Your Hands*, the teacher calls the children who are playing in the yard to wash their hands. They are asked to sit on their chair by a song called *Can You Sit Down*. The teacher leads them to have a prayer and eat the snacks. One of the snacks is the real cookies. It makes the children excited to eat the snacks because they have just finished making cookies. Here, the teacher uses expressions that are also used in the previous English day. This section is set to be the routines for the children, so they get the meaningful input. Having eaten the snacks, they are in the end of the English day. *Saying Goodbye* is the last session where the teacher reviews the new words of that day and asks the children's opinion about the day activity. In reminding the new words, the teacher only uses gestures to show the meaning of the words, and the children have to guess the words. Other teachers may help if the children have difficulty to say the words. They end the English day by shaking their hands and singing *Goodbye*.

3. The developed activities of the third English day, We are the Champion

The opening activity which begins the English day is as the previous ones. The teacher leads the children to have the students' pledge by making a circle. She uses a song entitled *Make a Big Circle* to ask them. One of them stands inside the circle and become the leader who leads the *Moslem* pledge. The teacher helps her/him to lead the pledge. The leader utters one sentence of the pledge, and other children repeat after her/him. It is done until the end of the pledge. Then, they go to the next activity *Joining Sing and Move Session*. Here, the teacher and the children sing some songs and do some actions while singing. The songs which are used are as those in the previous ones. The actions are considered as the warming up activity for them. It is useful to develop their gross motor skill and to increase their passion to do the next activity. After getting a little sweat, the teacher asks them to enter the class by running.

On the class, the teacher offers the children to drink. They are asked to sit down on their chairs which have been set in a circle. The teacher greets them using some songs, such as *Good Morning*, *How are You*, *Hello-hello*, *The More We Get Together*. Here, the children are expected to be able to join in singing the songs as they have heard before. At last, the teacher sings the *Calling Chant* to call them one by one using their full names and their mothers' names. It enriches their vocabulary and their knowledge about their selves, especially about their names, addresses, and their mothers' names. The teacher then explains the day activities and introduces some new words. She also helps them to understand the meaning by her gestures. Finally, the teacher leads them to go to the contest area which is located in the schoolyard.



Figure XIII: The activities of third English day

The main activity consists of two steps, namely *The Contests*, and *Playing Toys*. There are three contests that the children can join on the English day. The first contest, *Taking a Ball from a Bottle*, asks the children to take the ball out of a bottle by pouring water. The second contest, *Serving a Cup of Tea*, requires the children to pour the tea from the teapot into a cup, then put the cup onto the tray, and serve it to their friends who sit down on certain chairs. The last contest, *Riding a Jumping Animal Toy*, enables them to ride on the jumping animals and make a race through the certain lines. The teacher gives some orders to the children while other teachers help to run the contest. When some children join the contests, the others become the supporters by repeating the teacher's words such as "run-run-run", "pour-pour-pour", and "go-go-go". Having finished the contests, the children can take a rest while playing some toys in the classroom. The teacher accompanies them and says some expressions that are relevant. Other teachers clean the contest area and prepare for the next activity.

The next is closing activity, which is rather different from the previous units. Here, the closing comprises three phases, namely *Having Snacks, The Announcement*, and *Saying Goodbye*. The first is *Having Snacks*. By singing a song entitled *Wash Your Hands*, the teacher requests the children to wash their hands. They sit down on their own chairs and eat the snacks. The teacher uses the expressions as the previous English day in having snacks. The second is *The Announcement*. Here the teacher announces the winners of the contests and give them rewards. However, not only the winners who get rewards, but also all children. Finally, they arrive to the end of the English day, *Saying Goodbye*. The teacher reviews the words which are used on the contests and asks the children's opinion about the day activities. The teacher uses gestures and asks all children to mention the words. At last, the teacher invites all children to stand up to shake hands with their friends and teachers while singing *Goodbye*.

4. The developed activities of the fourth English day, Make-believe Activity: At the farm

The last unit of the English day for the students of PG BIAS is dealing with animals at the farm. Here the teacher has prepared the costumes and other things as the media to run the English day. The children are divided into two groups. The animal group uses the animal costumes and pretend to act like the animals. Other children belong to the visitor group and have to feed the animals.

The English day starts with *Having the Students' Pledge* for all children and teachers. They stand on the animal pictures made from chalk which has been drawn in a line. They make promises about their God, their religion, their

prophet, and their holy book. They also make a prayer. The next activity for them is *Joining Sing and Move Session* which requires them to sing and move some actions while singing. Here, the children are expected to be able to sing the songs fluently, as the songs and the actions are the same as those on the previous English days. Having finished *Joining Sing and Move Session*, they go to the classroom by pretending to walk like ducks.

In the classroom, they are requested to sit on the carpet in a circle. The teacher greets them, and calls them one by one. All greetings and callings use some songs as the previous ones. The teacher explains the day's activities and motivates them to join the activities. The teacher also introduces the new words as the input for the children.



Figure XIV: The activities of the fourth English day

In the main activity, the children are divided into two groups. One group consists of eight children who become the animals. Another group, who are the rest of the children, is the visitors. The animal group wear the animal costumes.

There are four costumes, namely sheep, cows, ducks, and chickens. The visitor group join *Heading to the Farm* activity. They pretend to have a journey by bus to go to the farm. The teacher leads them to sing *Old Mc Donald* and *The Wheels on the Bus*. The school's park has been set as the farm. The animal group are placed on the park based on their species. For example, the cows are placed under the tree, the sheep are placed on the grass field, the ducks are placed near the ponds, and the chickens are placed in the park's corner.

Arriving at the farm, the visitors walk around to see the animals. They touch and feed the animals. The children who become the animals pretend to eat the food. Here, the teacher always sings the animals chants which are repeated by the children. It is intended to make the children know the English names of those animals. This is a kind of meaningful input, as the activity has the same situation to the real one. Therefore, the children can understand the vocabulary easily.

Next, the children are asked to stand in a line, just like a train. The teacher leads them to the canteen which has some food made from animals. The teacher shows the food and says the name of the food, and the children repeat after her. There are meatballs, sausages, satay, eggs, and milk. This is the end of the main activity.

Finally, the teacher asks the children to eat the food after washing their hands. Here, they are on *Having Snacks* activity. The food becomes the snack they used to have every English day. Every child gets a meatball, a satay, a sausage, a salted egg, and milk. Before eating the food, they say a prayer. The

teacher always gives some expressions related to the food when the children are eating. The researcher has listed the expressions on the guide book.

Having enjoyed the food and the milk, the children come to the end of the English day that is *Saying Goodbye*. The teacher asks them to sit on their chairs to review that day's vocabulary. The teacher also asks their opinion in joining the English day. Lastly, they sing the *Goodbye* song together while shaking their hands. This activity indicates that the English day is over. The children may go home.

D. The Evaluation and Revision of the First Draft

The researcher consulted the English day draft to her advisors after designing it. The advisors gave their opinions and suggestions to enrich it. She revised it to produce the first draft. The first draft should be consulted to the expert to know whether it works or not to be implemented, whether it is appropriate in level, activity, and media or not (Richards, 2001). Therefore, the researcher consulted the first draft to another lecturer of UNY English department who is not her consultant to get the expert judgment. The lecturer is an expert in teaching English to very young children. It took thrice consultation to revise the first draft before the researcher delivered a questionnaire to approve the expert judgment statistically. The questionnaire was given to the expert, the Play Group teachers, and the students of Yogyakarta State University which took *English for Children* concentration class.

1. The expert judgment

The researcher took three times to consult the first draft to the expert which considered five aspects in evaluating the draft. Those were about the goal, the activity, the language, the media, and the layout of the guide book. In three-time consultation, there were several parts which still needed to be revised. Here is presented the evaluation and revision of the first draft.

a. The first consultation of the first draft

The first evaluation was held on the 5th March 2012. The lecturer gave her opinions about the draft which consisted of four themes. Those themes were *Let's Have an Outbound Game* for the first English day, *We are the Chef Master* for the second English day, *We are the Winner* for the third English day, and *At the Farm* for the last English day.

1) The evaluation of the first consultation of the first draft

There are five aspects which should be considered in evaluating the draft for the first time. Those are the goal, the activity, the language, the media, and the layout of the guide book. The expert gave her evaluation and suggestions as follows.

Table 8: The Evaluation of the First Draft on the First Consultation

No.	Aspects	Evaluations	Suggestions
1.	Goal	Good	There are no revisions in dealing with the goals. The
			expert agreed with the goals and indicators of the English
			day. She said that they are reachable for very young
_		**	children.
2.	Activity	Very good	There are no revisions about the chosen activities. The experts said that they are very interesting and fun for the
			very young children. They also motivate them to learn
			English. The developed activities are appropriate to very
			young very young children level, needs, and
			competencies. They also improve the very young children's motor gross and involve their five senses.
3.	Language	Poor	It must be revised. The language is very complicated for
J.	Language	1001	very young children and the teacher. There are too many
			expressions and sentences. They can make them
			confused. The teacher may have difficulty to remind
			those expressions. The very young children may not able
			to understand all those expressions. Therefore, the
			language must be revised.
			She suggested in dividing the expressions into obligatory
			and complementary expressions. The obligatory
			expressions must be used by the teacher, while the
			complementary ones are optional. Use simple sentences
4.	Media	Good	with five or six words or even less in each sentence. The media are colourful, interesting, and safe for very
4.	Media	Good	young children. They love to play with the media. There
			are no revisions needed.
5.	Layout of	Poor	The layout is very plain, like an essay. Although the draft
	the Guide		is designed to be used by the teacher, it also needs to be
	Book		designed as interesting as possible to avoid the teacher's
			boredom. The layout must give clear guidance between
			the songs and the expressions.

At the first meeting, the expert evaluated five aspects as stated above: goal, activity, language, media, and layout of the guide book. She agreed with the goal of the English day. She also approved that the indicators of the English day are reachable for very young children. Therefore, there are not any revisions needed in dealing with the goal of the English day.

Related to the activity, the expert said that it is very fun and interesting for very young children. It gives the English exposure which is close to their daily life. It makes them involve their physic, and all their five senses. They may also be motivated to learn English after joining the activity.

The language is the most important aspect after the activity. The expert took a full attention to the sentences and expressions which are used in the activity. She said that the expressions are too many. Although the draft is made for the teacher, not all Play Group teachers are capable in speaking English. The draft is used as the guidance to run the English day. If the language is too complicated, they may be confused. The draft needs simple expressions. The expressions needed to divide into obligatory and complementary expressions. The obligatory expressions are the language that must be used by the teacher, while the complementary ones are optional. The obligatory ones must also be repeated during the activity.

The next aspect to be evaluated is the media. There is no matter with the media. The expert agreed that the media are fun and interesting for very young children. Very young children love to play with some varied and colourful things. The media has provided them with some colourful things. The media are also varied in every activity, so the children may not be bored. They are also safe, and easy to be used. Hence, there are not any revisions dealing with the media.

The last aspect to be considered is the layout of the guide book. The expert thought that the layout is too plain. The expressions should be written in bullets which are different in each heading. They must be indented about 0.5 centimetres. The list of the songs which are used in the activity should be written apart with the descriptions and the procedures.

2) The revisions of the first draft based on the first consultation

Getting all those evaluations, the researcher finds that the goal, the activity, and the media are appropriate for very young children. Therefore, she does not need to revise them. However, the language and the layout of the guide book need to be revised.

The researcher simplified the sentences and expressions which were listed in the guide book of the English day. She divided the expressions into obligatory and complementary expressions. In the obligatory one, there are about four to six expressions and they must be repeated during the activity. As the complementary expressions are optional, there is no limitation for the number of the sentences, but the language must also be simplified. Every sentence either in obligatory or in complementary expressions consists of three to five words.

Dealing with the layout of the guide book, the draft is divided into four parts in every activity. Those are the procedure, the obligatory expressions, the complementary expressions, and the songs which can be used. The procedure explains the way the activity can be done. The obligatory expressions are the sentences that the teacher must say and repeat during the activity. The complementary expressions are optional which can be used or not by the teacher. The titles of the songs are listed after the complementary expressions.

b. The second consultation of the first draft

Having revised the draft by following the expert's suggestions, the researcher met the expert to get the approval on 15th March 2012. Here, she

evaluated two aspects which needed to be revised at the first evaluation. Those were the language and the layout of the guide book.

1) The Evaluation of the first draft on the second consultation

Considering the first consultation, the expert only paid attention to the language and the layout of the guide book which had been suggested to be revised. Here is the evaluation of the first draft on the second consultation.

Table 9: The Evaluation of the First Draft on the Second Consultation

No.	Aspects	Evaluations	Suggestions
1.	Language	Good	There are no revisions. The sentences have been
			simplified and easy to be used for the Play Group
			teachers. The expressions have been split up into
			obligatory and complementary expressions. The
			expressions are simple and general.
2.	Layout of	Fair	The layout has been revised. It is better than the first.
	the Guide		However, it might be better if the obligatory expressions
	Book		or the songs are written in some callout or shapes. It can
			impress the teacher when looking at the draft. It also
			gives stress to the important points on the draft.
			The font is good enough, but the size must be changed.
			Use font size to stress the points. Use bigger size for the
			titles, and smaller size for the content.
			Some pictures on the draft are too small. Some colours on
			the draft are too bright.

There are two aspects which are evaluated by the expert, the language and the layout of the guide book. The language has been simplified and ready to be used. There are only four to six sentences in the obligatory expressions which consist of three to five words. It makes the Play Group teachers easier to use the expressions. The words are simple, general, and commonly used in the daily life.

The layout of the guide book is better than the first. However, it still needs some improvements. The font size can be used to give stressing points of the draft. The titles should use bigger font size, while the content should use the smaller one. However, the font size of the content is too big, and must be

changed. Some pictures on the draft are too small. Therefore, the pictures' sizes need to be matched with the font size. Some colours on the draft are too bright. The colours should be eye-catching and interesting to be seen.

2) The revisions of the first draft based on the second consultation

The researcher did some revisions to the layout of the draft. Some callouts and shapes were added to write the obligatory expressions and the songs. The tone signs were used to clarify the titles of songs. Related to the font and pictures' sizes, the researcher did some congruity. The colours of the draft were mixed and matched to be eye-catching and interesting. She changed the font size, smaller font size for the content, and bigger font size for the title.

After revising the draft, the researcher met the expert to get her comments. She also made a questionnaire to show the expert judgment statistically.

c. The third consultation of the first draft

The third consultation was held on 21th March 2012. The expert took a look at the draft and agreed to the layout of the guide book. She gave a full attention to all aspects as the final evaluation once. Finally, the expert nodded and said that the draft was ready to be tried out to the very young children of PG BIAS Yogyakarta.

To make sure that the developed English day activity was ready to be tried out statistically, the researcher administered a form of questionnaire to the expert. The expert suggested in giving the questionnaire to the Play Group teacher and the students of Yogyakarta State University who took *English for Children* concentration class as the comparison.

2. The Questionnaire

The questionnaire was administered to obtain the data of the approval of the developed draft statistically. It was delivered to six persons on 26th March 2012. Those were the expert, three teachers of PG BIAS, and two students of *English for Children* concentration class of the English Education Department, Faculty of Languages and Arts, Yogyakarta State University.

The obtained data of the questionnaire consists of five aspects: activity, goal, language, media, and layout. The data are presented in table which talk about the mean score of the questionnaire under the activity aspect. There are four categories which classified the mean scores: poor (1.00-1.75), fair (1.76-2.50), good (2.51-3.25), very good (3.26-4.00). The statements classified into fair and poor categories need to be revised. The good and very good categories mean that they are good enough and ready to be tried out. Below is the explanation of each aspect.

a. Activity

As this study is aimed to develop English day activity, the activity is the most important aspect to be considered. The questionnaire has covered the activity as one that should be evaluated. Here are the obtained data of the questionnaire about the activity.

Table 10: The Mean of the Questionnaire (Activity Aspect)

Aspect to be	N	Mean	Statement	Statement
Considered			Number	
Activity	7	3.66	1	Aktifitas dalam English day sesuai dengan tingkat
				kemampuan anak usia dini.
	7	3.50	2	Aktifitas yang dibuat menarik minat anak untuk
				belajar bahasa Inggris.
	7	3.33	4	Aktifitas yang disusun sesuai dengan kebutuhan
				anak usia dini.
	7	3.50	5	Aktifitas yang disusun mengembangkan kemampuan
				motorik anak usia dini.
	7	3.50	9	Aktifitas yang dibuat sesuai dengan karakter umum
				anak usia dini.
	7	3.66	10	Aktifitas yang dibuat sesuai dengan karakter anak
				usia dini saat belajar bahasa.
	7	3.83	11	Aktifitas yang dibuat menyenangkan dan menarik
				untuk anak usia dini.
	7	3.66	12	Aktifitas yang dikembangkan bervariasi.
	7	3.33	14	Aktifitas yang dikembangkan memuat hal yang rutin
				setiap unitnya.
	7	3.66	15	Aktifitas yang dikembangkan membuat anak
				melibatkan panca inderanya.
	7	3.50	16	Kegiatan yang dibuat menggunakan teknik Total
				Physical Response.
	7	3.66	33	Kegiatan yang dibuat mampu melibatkan semua
				anak baik secara berkelompok maupun individual.
	7	3.33	34	Setiap unit memuat pengulangan kegiatan.
The Average of	The Average of Mean Scores			3,54

The average mean score of the activity aspect is 3.54 which means very good. All respondents agree that the activities of the English day are ready to be tried out. There are 13 statements which evaluate the English day activities. They are numbers 1, 2, 4, 5, 9, 10, 11, 12, 14, 15, 16, 33, and 34. From all those statements, the mean scores range from 3.33 until 3.83 which can be classified into the very good category. From the statement number 1 can be seen that the activities are appropriate to the children's level which is proved by the mean score of 3.66. They motivate the children to learn English which is shown in the statement number 2 with the mean score of 3.50. They are arranged based on the children's need and characteristics. This can be seen in the statement numbers 4, 9, and 10, with the mean scores of 3.33, 3.50, and 3.66. The statement number 5

shows that the activities develop the children's motor skills with the mean score of 3.50. They involve the children's five senses, proved by the mean score of 3.66. The activities are varied that can be seen in the statement 11 with the mean score of 3.83. The statement number 12 stated that the activities are interesting for children, showed by the mean score of 3.66. From the statement number 16 can be seen that the activities have used the *Total Physical Response* method which is proved by the mean score of 3.50. They also propose routines and repetition for the children which are stated in the statements numbers 14 and 34, and the mean scores are 3.33 for every statement. And the last statement is about the activities which involve the children individually and in group as stated in statement number 33 with the mean score of 3.66. The explanation above infers that the activity aspect is in the very good category and ready to be tried out.

b. Goal

The goal is one of the aspects which are considered to be evaluated in the questionnaire. The obtained data of the goal aspect is as follows.

Table 11: The Mean of the Questionnaire (Goal Aspect)

Aspect to be	N	Mean	Statement	Statement
Considered			Number	
Goal	7	3.33	62	Indikator yang dibuat mencerminkan tujuan yang
				hendak dicapai.
	7	3.33	7	Indikator yang dibuat dapat dilaksanakan oleh
				anak usia dini.
	7	3.16	8	Aktifitas yang dibuat sesuai dengan objectives dan
				indicators.
	7	3.16	3	Aktifitas dalam English day sesuai dengan course
				grid.
The Average of the mean score			e mean score	3.24

The goal aspect is in the good category which is showed by the average mean score 3.24. The statements numbers 6, 7, 8, and 3 are purposed to get the

respondents' responses about the goal aspect. The mean scores of those statements are 3.16 to 3.33. The statement number 6 shows that the indicators reflect the objectives which should be reached, proved by the mean score of 3.33. The indicators are reachable for the children which can be seen in statement number 7 with the mean score of 3.33. The activities have been arranged based on the objectives, the indicators, and the course grid. Those are on statements numbers 8 and 3. Each statement gets the mean score of 3.16. Therefore, the data above show that the goal of the English day activities is delivered into objectives, and indicators which are reachable for the children and in mutual accord to the course grid. It can be concluded from the explanation above that the goal aspect of the developed draft is in the good category. Therefore, it is ready to be tried out.

c. Language

Language is the most important aspect after the activity. It is because the draft is made to teach English to the very young children of PG BIAS students. Here is the obtained data of the questionnaire about the language aspect.

Table 12: The Mean of the Questionnaire (Language Aspect)

Aspect to be Considered	N	Mean	Statement Number	Statement
Language	7	3.16	13	Aktifitas yang dikembangkan mencerminkan penggunaan bahasa Inggris dalam kehidupan anak sehari-hari.
	7	3.33	25	Bahasa yang digunakan sederhana dan sesuai untuk anak usia dini.
	7	3.16	26	Bahasa yang digunakan mudah dipahami anak usia dini.
	7	3.83	27	Bahasa yang digunakan mengenalkan vocabulary pada anak.
	7	3.66	28	Terdapat pengulangan bahasa dan ekspresi yang berulang-ulang dan rutin dalam setiap kegiatan.
	7	3.16	29	Ekspresi yang diterapkan sering digunakan dalam kehidupan sehari-hari bagi anak-anak.
	7	3.16	30	Ekspresi yang disediakan memudahkan guru melaksanakan program English Day.
	7	3.33	31	Ekspresi yang disediakan sesuai dengan kegiatan yang dilaksanakan.
	7	3.50	32	Kegiatan yang dibuat menggunakan perintah satu kata yang bervariasi.
The Average of Mean Scores				3.36

The table shows that the language aspect of the developed draft is very good which can be seen from the average mean score of 3.36. There are nine statements which covered the language aspect. Those are the statements numbers 13, 25, 26, 27, 28, 29, 30, 31, and number 32. The mean scores of those statements are about 3.16 to 3.66. The statement number 13 talks about the developed activities reflect the use of English in their daily life with the mean score of 3.16. The statements numbers 25 and 26 are about the language which is simple, easy to be understood, and appropriate for very young children. The mean scores are 3.33 for the statement number 25 and 3.16 for the statement number 26. The language introduces vocabulary for the children which is stated in the statement number 27, and it gets the highest mean scores of 3.83 which means very good. Teaching English to very young learners must consider the routines and repetition concept, not only for the activities, but also for the language. The

statements which talk about routines and repetitions are on number 28 and get 3.66 for the mean score. The statement number 29 with the mean score of 3.16 is about the expressions which reflect the children's daily life. The expressions help the teacher to conducted the English day in the statement number 30 which gets the mean score of 3.16. The statement number 31 shows that the provided expressions are appropriate to the activities, and it gets the mean score of 3.33. The last statement, number 32, is about one-word instructions which are used in English day with the mean score of 3.50. From the description about the table above, it can be seen that the language aspect of the developed draft is very good which is shown by the mean score of 3.36, so it is ready to be tried.

d. Media

The next aspect to be evaluated is media which has an important role in teaching English to very young learners. Below is presented the obtained data of the questionnaire about media.

Table 13: The Mean of the Questionnaire (Media Aspect)

Aspect to be	N	Mean	Statement	Statement
Considered			Number	
Media	7	3.50	17	Setiap kegiatan menggunakan media.
	7	3.16	18	Media yang digunakan berwarna-warni
	7	3.33	19	Media yang digunakan menarik untuk anak usia
				dini.
	7	3.33	20	Media yang digunakan bervariasi.
	7	3.16	21	Media tersebut aman untuk anak usia dini.
	7	2.83	22	Media tersebut mudah digunakan anak usia dini.
	7	3.33	23	Media yang digunakan membuat anak-anak
				termotivasi untuk mengikuti kegiatan.
	7	3.50	24	Media yang digunakan membuat kegiatan lebih
				menyenangkan bagi anak usia dini.
The Average of the Mean Score		re	3.26	

From the table above, the statements about media are in the very good category. It is shown by the average mean score of 3.26. There are eight

statements which are intended to find out about the media. Those are the statements numbers 17, 18, 19, 20, 21, 22, 23, and number 24. The statement number 17 explains about media which are used in every unit of the English day activities, and it has mean score of 3.50. The interesting and colourful media which are varied are shown on the statements numbers 18, 19, and 20. They have mean scores of 3.16, 3.33, and 3.33 respectively. Dealing with very young children, the safety is important. The media which are used for them must be also safe. The statement about the safety is in number 21 with the mean score of 3.16. The statement number 22 is about the easy using of the media, and it gets the mean score of 2.83. The existence of media can make children are happier, and more interested to the activities. Finally, they are eager to join them. Those statements are on numbers 23 and 24. And the mean scores of them are 3.33 and 3.50. The range of the mean scores of the statements about media is about 2.83 to 3.50 with the mean average score of 3.26. It means that the media aspect is categorized into the very good category. Therefore, based on the explanation above, the developed draft has fulfilled all the criteria of very good media, and it is ready to be tried out.

e. Layout of the guide book

The last aspect to be evaluated is the layout of the guide book. This draft is made as the guidance for the teachers to conduct the English day. However, the layout of the guide book must be easily understood. The data about layout is presented below.

Table 14: The Mean of the Questionnaire (Layout Aspect)

Aspect to be	N	Mean	Statement	Statement
Considered			Number	
Layout of	7	3.33	35	Ilustrasi yang digunakan sudah sesuai.
the Guide	7	3.00	36	Warna-warna yang digunakan sudah serasi
Book	7	3.16	37	Jenis dan ukuran huruf yang digunakan sudah baik.
	7	3.16	38	Keseluruhan layout pada draft sudah baik.
The Average of the Mean Score			n Score	3.16

The table above shows that the layout of the English day guide book is

good. It is proved by the mean score of 3.16 which is included in the good category. There are four statements which are regarding the layout of the guide

book. Those are the statements numbers 35 to 38. The mean score about it has the range of the mean scores from 3.00 to 3.33. The statement number 35 with the mean score of 3.33 is about illustrations which are used in the draft. The color on the guide book is written on the statement number 36 with the mean score of 3.00. The statement number 37 deals with the font type and size and gets the mean score of 3.16. The last statement, number 38, talks about the overall layout of the guide book and the mean score is 3.16 for this statement. From the layout aspect, the developed draft has the mean score of 3.16 which goes to the good

The result of the questionnaire shows that the developed draft is ready to be tried out. The five aspects on the questionnaire belong to the good and very good categorize which can be seen from the mean. Therefore, there is no need to do more revisions. The developed draft is approved to be implemented.

category. Therefore, the draft is ready to be tried out.

E. The Try-Out, Analysing, Evaluating and Revising of the Second Draft

To produce the second draft, the researcher revised the first draft by considering the expert judgment. The second draft which had been approved by some respondents was ready to be tried out. It can be seen from the result of the questionnaire for the expert judgment. The second draft consists of four units. The titles of the second draft are the same as the first draft. Those are Let's Have an Outbound Game, Make-believe Activity: Making Cookies, We are the Champion, and Make-believe Activity: At the Farm. The researcher tried out the second draft once to know how the developed draft could be implemented in the school. Each unit was tried out in a meeting, so there were four meetings for trying out the second draft. The meeting was done every two weeks as followed the school schedule, so the try-out needed two months. To get the data, the researcher used two techniques: the observations and the interviews. The observations were used to know the students' conditions and responses during the try-out, while the interviews which were delivered to the English teacher were used to get the teacher's opinions and suggestions about the English day. Next, the researcher revised the second draft using the obtained data to produce the final draft.

1. The second draft of the first English day, Let's Have an Outbound Game

This unit consists of three activities, the opening, main and closing activities. The opening activity has three phases, namely *Having the Students' Pledge*, *Joining Sing and Move Session* and *Saying Good Morning*. The closing activity has phases: *Having Snacks* and *Saying Goodbye*. Those are the routines of every English day. The main activity has some phases: *Run on the Zigzag Line*, *Jump up onto the Hoops*, *Walk on the Footbridge*, *Climb and Slid on the Slide*, *Crawl through the Tunnel*, *Break the Balloons*, and *Catch the Fish*.

There are two objectives in this unit. The language focuses on following the teacher's instructions and introducing vocabulary about physical activities (sport). The content focuses on developing the gross motor skills. Those objectives have been developed into four indicators which are reachable for the children. The indicators require the children to be able to follow the teacher's instructions, to repeat some words related to sport, to guess the teacher's gestures, and to do the actions in the outbound games.

a. The try-out of the second draft of the first English day

The try-out of this unit was held on Thursday, April 5th, 2012. There were only twenty students who attended. The English teacher and the researcher collaborated and were being partners in dealing with the expressions and songs in the English day. One of the teachers was the observer, while other teachers helped the children to join the activities.

The researcher, helped by all teachers of PG BIAS, had prepared the media such as the zigzag line, the hoops, the bridge, the slide, the tunnel, the balloons, the fish, the net and the glasses. Those media were placed in the schoolyard based on the order of the activities.

1) Opening activity

In the opening activity, the students would have three phases. Those are Having the Students' Pledge, Joining Sing and Move Session, and Saying Good Morning. The description of each of them is as follows.

a) Having the students' pledge

In *Having the Students' Pledge*, the teacher asked the students to make a line. She also sang a song entitled *Number* and acted like an army to attract the children. Another teacher helped them to make a line. The leader was asked to stand in front of the line to lead the students' pledge and repeated by the others. When the leader forgot the pledge, the teacher would whisper it. Other teachers stood around the line and also followed the pledge. They said the pledge loudly. It showed that they were on fire in doing the pledge. All children are familiar with the pledge as they had it every morning in the school. They declared it in three languages, *Arabic, Indonesian*, and *English*. The pledge was used as a sign that the school activities had been started.

b) Joining sing and move session

The next activity was *Joining Sing and Move Session*. The English teacher and the researcher started to sing and act. They sang particular songs: *Head and Shoulders, One Two Three Jump, Up and Down, Sing Along, Clap Your Hands, Johnny's Hammers, Open Shut Them, Hockey Pokey,* and *Reach High*. All children looked happy when joining this activity. They tried to sing although in unclear words. It showed their passion in singing the songs. They laughed and smiled while singing and acting like the teacher. Finally, the teacher asked them to jump up to the classroom like rabbits.

c) Saying good morning

Here, the children were asked to sit on a mat in a circle. The teacher sang

Can You Sit Down and Make a Big Circle. Before joining the Saying Good

Morning, they were asked to drink. She greeted the children using five songs: Good Morning, Hello-hello, How are You, The More We Get Together, and Calling Chant. The children looked happy as they tried to sing together and always clapped their hands. The Calling Chant was used to call the children's names. The child who had being called then raised their hands and smiled. It was a good way to appreciate the children's attendance and they would be very happy. The teacher also explained the activities and gave input by introducing the new words. She supported the words by gestures, so the children understood.

2) Main activity

There are two activities in the main activity, namely *the Outbound Game* and *Change the Clothes*. Each of these is explained as follows.

a) The outbound game

There are seven activities in the outbound game. The children joined each activity guided by the English teacher. The researcher helped her to repeat the expressions, while the children were following the teacher's instructions. Another teacher waited in the second post to manage the children who had done the activity and praised them. To motivate the children, the teacher sang *If You're Happy* before joining the outbound game. The children moved following the song. They did the actions based on the teacher's instructions in the song. The children looked happy and very eager to join the game. Afterwards, the teacher divided them into groups and organized them in line. Every group who consisted of three children stood as a line.

1) Run on the zigzag line

There was a zigzag line which the children had to run on. The researcher gave an example on how to do the activity while the teacher gave commands. Every three children ran on the zigzag line by turns. When they were running, the teacher shouted "Run-run-run." Other children clapped their hands to support their friends. The children looked happy. They smiled while running. Other children eagerly joined this activity. They seemed excited to try it. The obligatory expressions were always repeated during the activity.

2) Jump into the hoops

Here, the children were asked to jump into several hoops. The English teacher motivated the students before joining the activity. The researcher gave an example to the children when the teacher gave her commands. The children were excited when watching the researcher jumped into the hoops. Finally, the teacher called three students to do the activity. When they were jumping, the teacher said, "Jump-jump-jump," and other children repeated the words while clapping their hands. The children who were jumping looked happy. They laughed and smiled while jumping. The expressions were always repeated by both teacher and researcher.

3) Walk on the footbridge

There were four footbridges with the length of about one meter and twenty centimetres for each. Those four footbridges were arranged in a line, so the total length was about five meters. In this activity, the researcher also gave an example. The children looked enthusiastic. The teacher asked three children to

walk on the footbridges. While they were walking, the teacher said, "Walk-walk-walk, walk on the footbridge." Other children repeated the teacher's words. The children looked happy joining the activity.

4) Climb and slid on the slide

There was a slide in the school which the children often played on every day. Here, the children were asked to climb and slid. The teacher did not ask the researcher to give an example as the slide was too small for her. However, the teacher gave instructions while moving her hands as a gesture to help the children understand the meaning. "Now, climb and slid on the slide," said the teacher while touching the slide and moving her hands. As her gesture was quite understood, the children were able to do the instructions well. The teacher called three children to climb and slid. She always repeated the words "Climb and slid," again and again when the children did the activity. Other children who were not in charge also repeated the teacher's words and clapped their hands to support their friends. Some children were impatient to try the activity and they jostled. The teacher had to tell them again and again to be in turns. The children do the activity cheerfully. They smiled happily while climbing and sliding on the slide.

5) Crawl through a tunnel

The tunnel which the children had to crawl through looked like a caterpillar. The children looked enthusiastic to join this activity. Again, the teacher called three of them to do this activity. "Crawl through the tunnel," said the teacher. She then gave an order, "One-two-three, Go!" and those three children started to crawl. The teacher constantly said "Crawl-crawl-crawl," which

was repeated by other children. The children looked very interested in doing the activity. They smiled, laughed, and looked excited to do it.

6) Break the balloon

The children were asked to break a balloon which had been hung on a wire. The balloon was not like an ordinary balloon. It was made from a plastic which had been filled up with coloured water. Therefore, if the children break it, the water would be spurt and they might be wet. However, if they took some space, they would not get wet. The researcher had prepared the sticks which made from wood and covered with cloth, so it was safe for the children. The teacher showed the hanging balloons and the sticks to them. She asked the researcher to give an example. She said, "Take the stick and break the balloon." The researcher did as the teacher said. The researcher took some space in breaking it, so when the water spurt, she did not wet. The children were very enthusiastic seeing the spurt water. They laughed and became very noisy as they wanted to try the activity. Other teachers helped to calm them down. They were told to stand in lines, three children in a line. The teacher started to yell to encourage their passion. "Are you ready?" said the teacher. All children answered "Yes we are" and then clapped their hands. It was their routine sentences which were used by the teacher as an attention getter. Looking for the impatient children, the teacher started to call the first group to try the activity. While the children tried to break the balloons, she repeated the expressions which were followed by other children. The atmosphere became very noisy when they avoided the water. It made some children scream and run. Another teacher had to calm them down. They screamed but they also laughed. They were noisy, but they looked interested to do the activity. Finally, every child had tried to break the balloon, and enjoyed it very much.

7) Catch the fish

The teacher had prepared three pails with some fish inside. Those pails were put on the next post, a few meters from the hanging balloons. After being uproarious, the children looked very excited seeing the fish. Some of them run to the pails to see the fish closely. A teacher who was in charge in this activity calmed them down. They were asked to make lines. Every line consisted of three children. They might get different friends in a group from one activity to others. It was because they were too excited with the activities and forgot their groups. Moreover, they were too small to understand that a group had always to be together. Although they got different friends, it did not a matter for them. They still enjoyed the activity. The English teacher then told them that they had to catch the fish with a net. She showed the fish on the pails, the net, and the cup. She said, "Catch the fish with the net, and put it into the cup." When the teacher said that they might get the fish home, all children yelled and said "Hooray!" The teacher called three children to came forward near the pails with some fish inside. Near every pail, there were a net and a cup. The cup was used to put the fish which had been caught. The teacher asked the three children to catch the fish. While they were trying to catch the fish, the teacher and other children supported them by yelling "Catch-catch-catch," Another teacher wrote each of the children's names on the cups. Finally, all children had caught the fish. They

brought the cups with the fish inside. The teacher then asked them to put the cups on a table.

After catching the fish, the children who had finished all the activities wanted to repeat them. They started to go to the first activity. Other children followed them. They repeated those activities, such as run on the zigzag lines, jump into the hoops, walk on the footbridge, climb and slid on the slide, crawl on through the tunnel, and break the balloons. The researcher accompanied them and repeated the words in each activity. However, they did not repeat *Catch the Fish* activity as the fish had already caught by others.

b) Change the clothes

After being tired, they stopped repeating the activities. The weather was quiet hot and the children looked sweaty. Their clothes were also dirty. The teacher started to sing a song entitled *Clean Up*. It was a sign for the children to end the activity and clean the things up. The teacher said, "Look at you. You are so dirty," while showing some spots of dirt on the children's clothes. "Wash your hands, your feet, and your faces, and then change your clothes," she said. Another teacher accompanied them in the bathroom and other teachers helped them to change their clothes. The teacher said, "Let me help you." Some children did not want to be helped. They tried to change their clothes by themselves.

3) Closing activity

There were two activities in the closing activity, namely *Having Snack* and *Saying Goodbye*. Here is the explanation about those activities.

a) Having snack

Using a song entitled *Can You Sit Down* the teacher asked them to sit on their chairs. The children were asked to take the snack after having prayed. Another teacher had prepared the snack and then helped them to take it. While eating the food, the teacher said the expressions in having snack such as: *It's Yummy, Enjoy your snack, Eat it up, Have your drink* and other listed expressions.

b) Saying goodbye

It is the last activity of English day. The teacher asked them to sit down on their chairs. She would review the activities they had. Other teachers helped to manage the children to sit down. After all children had sat down, she asked their feeling and continued by reviewing the words listed on *Vocabulary of the Day*. She pretended to do each activity in the outbound game and the children were asked to guess it. Many children tried to answer and mention some words, such as run, jump, walk and climb. The teacher gave her thumb up every time they mentioned the right word. After reviewing all words, the teacher guided all children to raise their hands and pray to give thanks to God. They ended by singing *Goodbye* together and shook their hands to other friends and all teachers.

Based on the observation, 100% of the children in PG BIAS Yogyakarta joined the activities. Although sometimes, a few children made a hullabaloo, the overall atmosphere was under the teacher's control. The children were eager to join the activities. They looked happy and cheerful. They often smiled and laughed while doing the activities. They repeated the teacher's words again and

again. They joined the teacher in singing some songs. They also wanted to repeat the activities again. They looked confident in doing the teacher's instructions. Although they were tired after joining the outbound game, they still enjoyed the next activity. They were able to follow all activities. Although some students looked rather confused at the beginning, finally they were able to do the activities. In the English day try-out, the English teacher and the researcher played a role as the model of English speaking people in giving English exposure to the children. Both of them always spoke in English either in answering the children's questions or in commenting the children's actions. To support the children's understanding, they always used gestures and face expressions. Other teachers were allowed to use *Bahasa Indonesia* to help the children. Here, the teacher was able to use the expressions in the guide book. She looked enthusiastic in conducting the English day, so she could guide the children easily.

b. The evaluation of the second draft of the first English day

To evaluate the implemented draft, the researcher used interviews and observations. She and another teacher observed the English day activities during the process based on the observations guide. The observation was used to know the children's conditions and responses to the English day activity. The researcher wrote the data in the form of field note. In addition, the researcher interviewed the English teacher about the teacher's feeling and opinion during the try-out. She also asked the teacher to evaluate the activities, the goal, the language or expressions, and the media of the English day, and also the layout of

the English day guide book. The researcher wrote the data in the form of interview transcript.

Based on the observation, the children joined all activities in the English day eagerly. They looked happy and cheerful as they often smiled and laughed. They repeated the teacher's words, and tried to sing together with the teacher. They were able to give the right responses to the teacher's instructions and looked interested to the activities.

From the interview, the researcher knew that the teacher was very happy as she could conduct the English day well without any big problems. She was very confident in guiding the children to have the English day activities. The guide book was very helpful for her, particularly for the expressions. She could remember well the obligatory expressions. However, she sometimes forgot the complimentary expressions. The children were also very happy joining the English day. All children were involved in every activity. They seemed very eager to be number one in doing the activities.

To evaluate the second draft, the researcher considered five aspects in the interview. Those are activity, goal, language, media, and layout of the guide book. Here is the explanation of each aspect.

1) Activity

The activity of the first English day is very enjoyable and interesting for the children. It can involve and attract them. The children are not too noisy and can pay attention to the activity because they are fascinated to it. They looked confident and do it easily. They are also able to give the right responses to the teacher's instructions. The activity has met the children's level and competencies based on the government generic learning manual. The activity allows them to repeat some English words and sing some English songs, so it gives the English exposure to the children. Therefore, there is not any revision needed regarding the kinds of the activity. However, the distance of the place between every post of each activity should be farther. If they are too close, the children can finish them in a short time. Each activity also needs a longer duration. It can be done if the media are larger. Therefore, the zigzag lines, the footbridges, and the tunnel are needed to be expanded, but the balloons are high enough and the fish are big enough for them.

2) Goal

The goal of the first English day, *Let's Have an Outbound Game*, has met the children's level of age and the competencies based on the government generic learning manual. Following the teacher's instructions is a good technique in giving the English exposure to the children. It makes the children listen to the English words and try to give the right responses. The indicators are able to be reached by the children and are appropriate to the children's development. Thus, there is not any revision needed. However, to be able to achieve the goal, the teacher needs help from other teachers. She cannot manage all alone. The other teachers should actively help the children to give the right responses to the teacher's sentences or expressions. Therefore, the children understand how to give the right responses.

3) Language

The researcher has no difficulties on the language aspect. The teacher can use them well. Moreover there are two options, namely the obligatory and the complementary expressions which are very helpful for her. She can say the obligatory expressions very well. The complementary expressions are an optional which can be used if she remembers. It is easier for her, as she does not need to memorize all sentences. The expressions are simple and understandable. The procedure of each activity is supported by pictures, so it does not need to be translated into *Bahasa Indonesia*. The children are able to repeat some words which are listed on *Vocabulary of the Day*. Thus, there is no revision needed considering the language which is used in the English day of the unit 1, *Let's Have an Outbound Game*.

4) Media

The variant media which are used to support the learning process in the first English day are also colourful and interesting for the children. They can support the learning process. The size is also appropriate for them. Moreover, they are safely used because safety is a very important point when dealing with very young children. There are no sharp points on them. The materials are also made from safe things. Therefore, the media aspect does not need any revision. However, as stated above, to make the longer duration in each activity, the bigger media are needed. The zigzag lines, the footbridges, and the tunnel need to be changed with the longer one. However, the slide, the balloons, the sticks, the fish, and the net are big enough for the children.

5) Layout

The teacher said that it is easy in understanding the guide book. The type and size of the font are clear to be read. The pictures are all fine. However, the teacher added that it might be better if the pictures are completed with the real photographs to give an overview to other English teachers. Moreover, the size of the guide book might also be much better if it is easy to be brought everywhere, so the teacher can easily open the book when she forgets the expressions. Thus, the guide book size needs to be designed to a smaller one.

c. The revision of the second draft of the first English day

Based on the evaluation of the second draft of the first English day, there are some points which should be revised by the researcher. Those points are presented on the table below.

Table 15: The Revision of the Second Draft of the First English Day

Aspects	Feedbacks	Revisions
Activity	The activities are appropriate for the	There is no revision regarding the
	children as they meet the children level	kinds of activity.
	and competencies.	It needs more distances between
	The range of each activity should be	each post of each activity.
	farther.	It needs a longer duration in each
	Each activity goes too fast.	activity.
Goal	The goal has met the children's	There is no revision.
	development and competencies.	
	The indicators are reachable for them.	
Language	The language is simple enough for the	There is no revision.
	children and the teacher.	
	It is understandable and easy to be	
	remembered.	
Media	The media is colourful, interesting, and	The zigzag lines, the footbridges,
	safe for the children.	and the tunnel need to be
	The media has supported the learning	lengthened.
	process.	
	To make each activity has a longer	
	duration, it needs bigger media.	
Layout	The font and the colour are all right.	The pictures should be completed
	The pictures are better to be completed	with the real photographs.
	with the real photographs to give an	Rearrange the guide book into
	overview to other teachers.	smaller size.
	The guide book might be better if it is	
	made in a small size, a handy one.	

From the table above, it can be seen that the activity is appropriate to the children. It has the children's level and competencies. Hence, it does not need to be revised. However the distance of each post on the outbound game should be farther. The goal and indicators have met the children's development and competencies, so they do not need to be revised. The language is simple enough for both children and teacher. The expressions are understandable and easy to be remembered. The procedures have supported with some pictures, and do not need to be translated into *Bahasa Indonesia*. Thus, there is no revision regarding to the language. The media are colourful, interesting, safe, and supporting the learning process. However, to prolong the activities, some larger media are needed. The font and colour on the guide book is all right, but the pictures might be much

better if completed with the real photographs. The guide book needs to be rearranged into a handy one.

2. The second draft of the second English day, Make-believe Activity: Making Cookies

As stated in the first one, the second English day also consists of three main activities, opening, main, and closing activities. The opening activity has three phases: Having the Students' Pledge, Joining Sing and Move Session, and Saying Good Morning. The closing activity has two phases: Having Snacks and Saying Goodbye. Those activities are the routines of every English day. Therefore, they are always the same in every unit. What makes it different is the media. The main activity of this unit has three phases: Dressing like a Chef, Making Cookies, and Playing in the Yard. In Making Cookies, there are four steps. Those are: Knead the Dough, Roll the Dough, Mould the dough, and Bake the Cookies.

The objectives of the second English day are divided into two, namely the language and the content. The language focuses, on following the teacher's instructions and introducing vocabulary about things to make cookies. The content is aimed to develop the children's fine motor skills. The two objectives are broken into four indicators which ask the children to be able to do the teacher's instructions in making cookies activity, to repeat some words related to the activities of making cookies, to guess the teacher's gestures in making cookies by mentioning the words, and to use their hands to do the steps of making cookies. Those are believed as reachable indicators for the children.

a. The try-out of the second draft of the second English day

The try-out was done on Thursday, 19th April 2012. No student was absent, so there were 23 children who attended. Again, the researcher collaborated with the English teacher to conduct the English day. One teacher was the observer, while other teachers helped the children to join the activities.

The researcher had prepared all media which were needed: the dough, the oven machine, the cookies moulds, the roll, the mica plates, and the papers. She came to the school with all media. At school, she divided them into some packages. One package, consisted of a paper, a roll, a mica plate, some cookies moulds, and the dough, was for one child. She also set the cooking room, and put the packages on tables. On the other side, the teacher greeted the children who were coming. While waiting for their friends who had not come yet, the children played in the schoolyard, such as merry-go-round, swing, and other toys.

1) Opening activity

At 08.00 a.m. the teacher asked all children to have the opening activity of the English day: *Having the Students' Pledge*, *Joining Sing and Move Session*, and *Saying Good Morning*. Below is the description about each activity.

a) Having the students' pledge

To attract the children, a teacher had put many footprints in the school yard and set them in two lines. The footprints were used for the children to stand on. She also put one of them in front of the lines for the leader. The English teacher sang two songs entitled *Number* and *If You're Happy* while walking on the spot like a soldier to invite the students. Soon, all children followed her to

stand on the footprints and walk on the spot like soldiers. She called a child who was the leader to stand on a footprint which was in front of others. She helped the leader to have the pledge. Other children repeated the sentences which had been said first by the leader. If the leader forgot the words, the teacher would help her. The children made eagerly say the pledge. They looked enthusiastic and repeated the pledge loudly.

b) Joining sing and move session

The teacher started to sing some songs and act some actions. The children followed her actions and also tried to sing the songs. They sang some songs while moving their bodies. The songs are the same as those in the first English day. All children seemed happy. They tried to follow their teacher's actions and songs. They smiled while singing and moving. They looked confident in moving and trying to follow the songs. In the end of this activity, the teacher asked the children to pretend as birds. The children stretched their hands and run to the classroom. Before going to the next activity, the teacher asked them to drink.

c) Saying good morning

The children sat down on a carpet and the teacher greeted them by singing some songs. They were *Good Morning, Hello-hello, The More We Get Together* and *How are You*. She also called every child who was present using a song entitled *Calling Chant*. She did not only call their names this time, but also their addresses. For example: "My name is Aida Salma Zakkia, I live in Wirosaban," while pointing to the child. The child, whose name was called, did an action with some expressions. A girl showed a funny face, and made their friends laughed.

Every child did it with some different actions and expressions. Other children clapped their hands while laughing and smiling. After all children had been called, the teacher told them about the activity. She used gestures to make her sentences clear, so the children understood the activity. She repeated each word while using her hands to show the meaning. It is meant as the input to introduce the new words for the children. Finally, she showed an apron and a hat to the children who were very excited seeing them and eagerly wanted to wear them.

2) Main activity

The main activity consisted of three phases. They were: *Dressing like a Chef, Making Cookies*, and *Playing in the Yard*. Below is the explanation about them.

a) Dressing like a chef

Before making the cookies, they had to dress like a chef. The teacher gave the chef costumes and asked the children to wear them. "Put on the apron," said the teacher while helping them. Other teachers also helped them wear the aprons and the hats. The teacher herself also wore a chef costume. The children looked happy wearing the chef costumes. They smiled and laughed as they looked at their friends who had worn the chef costumes. After wearing the chef costumes, the teacher asked them to go to the cooking room.

b) Making cookies

There are four steps in making cookies, namely *kneading the dough*, *rolling the dough*, *moulding the dough*, and *baking the dough*. In the cooking room, there were some tables with chairs. The researcher had put the packages to

make cookies on the tables. Entering the cooking room, the children started to touch the packages on the tables. Some boys took the roller pin eagerly and showed it to other children. Another teacher had to calm them down. The teacher showed the contents on the packages to the children. She introduced the things, and asked them to repeat the words. She also introduced the steps in making cooking. Each step is presented below.

1) Kneading the dough

The children seemed to be impatient and very excited to make the cookies. The teacher had to start making cookies at the moment. "Okay, now knead and press the dough," said the teacher while showing how to knead and press the dough. The children followed kneading it. While kneading the dough, she said, "knead-knead-knead, knead the dough." She repeated the words many times. Some children also repeated the words. They said, "Knead-knead." They looked enjoy kneading the dough.

2) Rolling the dough

After a few minutes, the teacher asked them to take the roller pin and started to roll the dough. "Take the roller pin," said the teacher while showing the roller pin. "Roll-roll-roll, roll the dough," said the teacher while rolling her dough. The children also rolled their dough. The teacher kept repeating the words, and some children followed to repeat the words while rolling their dough. They looked happy rolling their dough.

3) Moulding the dough

Having rolled their dough, the children were asked to start moulding the cookies. The teacher showed them the cookies moulds while saying, "Now, take the cookies moulds." She continued, "Mould-mould, mould the dough." while moulding her cookies. Some children began to mould, but others still rolled their dough. Other teachers walked around to help them mould their cookies. Some children had difficult to mould their dough as their dough were not thin enough to be moulded. They had to roll their dough again. Again the teacher showed them how to mould the cookies. While showing the way, she repeated those words again. And some children also tried to repeat the words. They kept moulding until only a few dough left.

4) Baking the cookies

Finally, the children were asked to bake their cookies in the oven made from a box. The children looked it enthusiastically, as it looked very real. There were three buttons on it which they could pretend to press. The teacher showed them how to bake, and then called them to bake their cookies. "Ok, now bake your cookies." She continued, "Bake-bake-bake, bake the cookies." She always repeated those words while the children tried to bake the cookies. The children came to the oven machine, opened it, put the cookies on to it, closed it, and pressed the buttons. They waited for a minute, then pretended to press the button again, and finally took the cookies. The teacher was always there to help them. The researcher helped them to write their names on the mica plates, so they could

bring the cookies home. The children were very happy. They smiled looking at the cookies.

c) Playing in the yard

They who had finished making cookies could play in the yard. It was the last phase on the main activity. The children played swing, slide, merry go round, and climbing frame. The teacher and the researcher accompanied them, while the janitor swept the classroom. "Be careful." said the teacher to the children who played in the yard. They were there for several minutes. Another teacher was preparing the real cookies for them as their snacks.

3) Closing activity

There were two phases in the closing activity, namely *Enjoying the Cookies*, and *Saying Goodbye*. The description of each phase is presented below.

a) Having snack

After playing in the yard for a moment, the teacher sang *Wash Your Hands* as a sign for the children to wash their hands. They washed their hands one by one and then sat down on their chairs. Before they ate their cookies, the teacher invited the leader to lead a prayer. While enjoying the cookies, the teacher gave some comments related to eating cookies.

b) Saying goodbye

Having finished their snack, the teacher suggested them to sit down on a mat on the other side of the classroom to have the last session of the English day. While waiting other children who were finishing their cookies, the teacher and the children sang some songs: *Can You Sit Down, If You're Happy*, and *Are You*

Happy. Finally, all children sat down, and the teacher began to review the listed words on *Vocabulary of the Day*. She used gestures to wheedle them to guess the words. Many children were able to guess the words. Sometimes, the researcher or other teachers helped them to guess the words by saying the first syllable and let the children guessing the rest one. Afterwards, the teacher commanded the leader to lead a prayer to end the day. Lastly, all children and teachers sang *Goodbye* song together while shaking their hands to each other. That was the sign that all activities in the English day had finished.

Based on the observations, there were two children who did not want to join the opening activity, although some teachers had persuaded them. They were brother and sister who were sad because their parents left them, so they did not want to do anything. They just sat down and watched their friends doing the opening activities. They also did not want to wear the apron and the hat. When some teachers asked and persuaded them, they simply said that they did not want to use the chef costumes. Although they did not use the costumes, they were willing to do all activities in *Making Cookies*. Other children had asked them to join the activities, and finally they did all activities in making cookies. Both of them had forgotten their sadness as they had been smiled and laughed with their friends. Therefore, it could be said that 100% of PG BIAS students had joined the main activities. When the teacher guided them to make the cookies, she always repeated some words which had been followed by the children sincerely. While their hands were doing the activities in making cookies, their mouth repeated the teacher's words. When reviewing the words listed on vocabulary of the day,

many children were able to guess the words. The overall circumstance was under the teacher's control. All children seemed happy, cheerful, and confident in joining the activities. They often smiled and laughed when making cookies. They were able to do the teacher's instructions easily. They also tried to sing together with the teacher and the researcher. It showed that they were involved and appealed to the activities. The teacher could use the expressions. She guided the English day very well. She also spoke clearly. It indicated that she did not have difficulty with the language. The English teacher and the researcher were the model in speaking English during the try-out, so both of them always spoke in English. They answered the children questions and gave comments in English. They often used gestures and face expressions to help children understand. However, other teachers were allowed to speak in *Bahasa Indonesia*.

b. The evaluation of the second draft of the second English day

To evaluate the implemented draft, the researcher used interviews and observations. The researcher interviewed the English teacher about her feelings and opinions during the try-out. She also asked the teacher to evaluate the activity, the goal, the language, the media of the English day, and also the layout of the guide book which was used. She wrote the data in the form of interview transcript. She and a class teacher also observed the English day activities during the try-out. The observation was used to know the children conditions and responses to the English day activity. The researcher wrote the data in the form of field notes.

Based the observations, the children enjoyed and did not look bored joining the activities. They always seemed enthusiastic and eager to join the activities. They were able to do the teacher's instructions easily. They were able to repeat and guess the words on *Vocabulary of the Day*. They also tried to sing together with the teacher.

From the interview, the researcher found teacher was very happy that she was able to conduct the English day well. Having routines on the English day was a very good idea for her. She said that she could use the expressions not only in the English day but also on the ordinary days as the activities were the same. Therefore, she did not have many difficulties on running the routines activities. She said all the obligatory expressions and some complimentary ones. In the main activity, she could also easily guide the children in making cookies. The obligatory expressions on the guide book were simple enough and understandable for her. The complimentary was an optional, it was not a must. Moreover, the sentences consisted of only about three to five words, so it made her easy to memorize the sentences. The teacher admitted that she was very calm in implementing the English day. She was stress free as the expressions and the media had been prepared. She believed that the children were also happy in joining the English day. The chef costume was great. The children could have the experience as real chefs. All media were very great. The roller pin, the moulding cookies, and the oven machine were very interesting. The media really supported the learning process. The children were so much excited in making cookies. They repeated the teacher's words easily while doing the activities. It was a fun way for them to learn English vocabulary.

To evaluate the second draft, the researcher considers five aspects when interviewing the teacher. They are activity, goal, language, media, and layout of the guide book. Here is the explanation of each aspect.

1) Activity

The activity of the second English day, *Make-believe Activity: Making Cookies* is very interesting. The children can join it easily. They are very enthusiastic in doing the activity in the English day. Although they are very noisy, they are willing to do the activities. Moreover, there are some activities which adapt the school daily routines. It makes them familiar with the activity and helps the teacher to manage them. The activity allows them to learn subconsciously. The activity is also appropriate to the children's competencies as stated by the Ministry of Education, Directorate of Early Childhood Education. Thus, there is no revision needed for the activity aspect.

2) Goal

The goal of the second English day is suitable to the children's level and competencies. The content focus develops the children fine motor skill. It toughens the children's hands and fingers. The language focus has two points. Those are: following the teacher's instructions and introducing vocabulary about making cookies. The children learn English sub-consciously by following instructions. They do the activity while learning the language. It is one of a good ways to give the English exposure for them. The goal is broken down into four

indicators which are reachable for the children. However, to be able to reach the goal, the teacher needs help from other teachers to manage the children and also to support the implementation of the English day. She also needs help to prepare many things. Therefore, there is not any revision considering the goal of the second English day.

3) Language

Considering the language aspect, the expressions suit the teacher. She does not have any difficulty in using them. They do not need to translate into *Bahasa Indonesia* as the pictures help much to understand the procedures. Moreover, the expressions are divided into two categories, namely the obligatory and the complementary expressions. She only has to remind the obligatory ones because the complementary is optional. The repetition on each expression is a good idea in teaching English for very young learners. Moreover, the expressions in the opening and closing activities can be implemented in the school's daily routines, as the activities in those sections are taken from the school's daily activities. The expressions are simple and understandable. Each sentence only consists of three to five words, so it makes her easy to remember the sentences. Therefore, there is no revision needed on the language aspect in the second English day.

4) Media

The media are related to making cookies. There are many things which make the children interested, such as the colourful dough, the real roller pin, the cookies moulding, and the oven machine. The most interesting media for them is

the chef costume, as they were very eager to wear it. The media are colourful and looked very real. Moreover, they are safe for them and can support the learning process. Therefore, there is no revision needed for the media aspect.

5) Layout

The researcher finds that the guide book is easy to be understood. There are many pictures which support the text, and can make the guide book more interesting. They are also placed on the right spots. The font type and size are good and clear enough to read. The teacher does not have difficulty reading the guide book. However, the teacher suggests rearranging the size of the guide book, so it could be a handy one. If the guide book is smaller, the teacher can bring it anywhere during the implementation of the English day. If she forgets the expressions, she can easily open the book.

c. The revision of the second draft of the second English day

Based on the evaluation of the second draft of the second English day, there are five points which should be considered by the researcher to revise the draft. Here is presented the evaluation about the second draft of the second English day.

Table 16: The Revision of the Second Draft of the Second English Day

Aspects	Feedbacks	Revisions
Activity	The activity is very interesting for the	No revision needed.
	children.	
	The children are looked enthusiastic	
	joining it.	
	The activity has met the children	
	competencies.	
Goal`	The goal is suitable for the children's	No revision needed.
	level and competencies.	
	The content focus develops the	
	children's fine motor skill.	
	The language focus is a good way to	
	give English exposure for the children.	
	The indicators are reachable for very	
	young learners.	
Language	The repetition on each expression is a	No revision needed.
	good idea in teaching English for very	
	young learners.	
	The expressions in the opening and	
	closing activities can be implemented in	
	the school's daily life.	
	The sentences which consist of three to	
	five words are simple and	
	understandable.	
Media	The media which are related to making	No revision needed.
	cookies make the children interested.	
	The media are colourful and safe for	
	very young learners.	
Layout	The guide book is easy to be	Rearrange the guide book to be a
	understood.	handy book.
	The pictures suit the topic and the spots.	
	The font type and size are good.	
	The size of the guide book needs to be	
	reducing to the smaller one.	

Based on the table above, there is no revision regarding the activity, the goal, the language, and the media. However, the layout of the guide book needs to be revised. The developed activity is suitable for the children's level and competencies. It is very interesting for very young learners. Therefore, there is no revision needed in the activity aspect. The goal has met the children's development, either the content focus or the language focus. Thus, there is no revision for the goal aspect. The language contains repetition which is good for the teaching of English for very young learners. Some expressions can be

implemented in the school's daily routines. Moreover, there are obligatory and complementary expressions which make the teacher easy to conduct the English day. In addition, there is no need to translate the procedure into *Bahasa Indonesia* as the sentences which consist of three to five words are very simple and understandable. Besides, the pictures are also helpful in understanding the procedures. Hence, the language aspect does not need any revisions. The media have been related to the theme, making cookies, which are colourful, safe, and motivating for children. The media do not need to be revised. The last aspect to be considered is the layout of the guide book. The guide book which has some pictures is easy to be understood. The font type and size are good and readable. However, the size of the guide book should be reducing to be smaller, so the teacher can bring it while conducting the English day. If she forgets the expressions, she can easily open it because she always brings the guide book during the English day.

3. The second draft of the third English day, We are the Champion

As in the previous units, there are three parts in the third English day. The first and the third parts are the routines in every unit. The opening activity is the first part which consists of three phases, namely *Having the Students' Pledge*, *Joining Sing and Move Session* and *Saying Good Morning*. The third part is the closing which contains of two phases: *Having Snacks* and *Saying Goodbye*. The main activity is the second part which is very different in each unit. In unit 3, *We are the Champion*, the main activity which is related to contests has four steps, namely *Registration*, *The Contests*, *Playing Toys*, and *The Announcement*. There

are three contests which the children can join, *Taking a Ball Out from a Bottle*, *Serving a Cup of Tea*, and *Riding Jumping Animal Toys*.

There are two focuses of the third English, the content and the language. The content emphasizes on developing gross motor skill (physical coordination) for very young learners. The language stresses on following instructions for very young learners, and introducing vocabulary about things around them. The objective is broken down into three indicators: children are able to do the teacher's instructions in having the contests, to repeat the teacher's words, and to do the actions in the contests. The contests are developed based on the very young learners' competencies which have been designed by the Ministry of Education, Directorate of Early Childhood Education.

a. The try-out of the second draft the third English day

The try-out of the third English day was carried out on Thursday, 3th May 2012. Two students were absent and 21 children were present. Here, the English teacher helped by the researcher to organize the activities. Another teacher observed the English day try-out, and other teachers help to manage the children.

The researcher had prepared the media with the help of all teachers such as bottles, balls, pails, teapots, cups, tables, chairs, jumping animal toys, coloured water, trays, and a whistle. Those media then had been set on the yard where the main activity would be held. After finishing the preparation, the researcher accompanied the teacher welcoming the children. While waiting for other children who did not arrive yet, they played in the classroom. Another teacher had set some toys to be played.

1) Opening activity

The English day started at 08.00 a.m. The teacher sang *If You're Happy* song to attract the children to have the activities in the opening, namely *Having* the *Students' Pledge* and *Joining Sing and Move Session*. Below is the explanation of each activity.

a) Having the students' pledge

The teacher sang *Clean up* to ask the children to clean up their toys. After cleaning their toys up, they put their shoes on. The teacher sang *Make a Big Circle* and *Numbers* while holding the children's hands to make a circle. She invited a boy who was the leader to stand in the middle of the circle. Other teachers also joined the circle. The teacher accompanied and helped the boy to lead the pledge. If the boy forgot the words, she whispered him, and he would repeat the words loudly. Other children uttered the pledge after the leader. Because having the students' pledge was a routine in the school, the children could join it well.

b) Joining sing and move session

Having finished the students' pledge, they came to the next activity, Joining Sing and Move Session. The teacher began to sing and act and the children followed her actions. They also tried to sing the songs. They sang nine songs: Head and Shoulders, One Two Three Jump, Up and Down, Sing Along, Clap Your Hands, Johnny's Hammers, Open Shut Them, Hockey Pokey, and Reach High. The children looked joyful. They always smiled, while moving their bodies. Finally, they had sung all songs, and then the teacher ordered the children

to run to the classroom. They were pretended in a run race. She gave commands by shouting "One-two-three, Go!" and they all ran.

c) Saying good morning

Arriving in the classroom, the children were asked to have a drink, and then sat on chairs which have been set in a circle. They would have *Saying Good Morning*. The teacher began to sing some songs as attention getters. The children who had sat also joined singing. They sang *Good Morning*, *Hello-hello*, *The More We Get Together*, *How are You* and *We are the Champion*. After singing, she asked the children to have a prayer. And then the teacher called every student who attended by using a song entitled *Calling Chant*. She called their full names and their mother's names. She said, "My name is Adam al Fattah, my mother is Tri Wahyuningsih." Furthermore, she explained about the activity. To support her explanations, she used gestures. Thus, the children understood and could give the right responses to the teacher's instructions.

2) Main activity

There were four phases in the main activity: *Registration, The Contest, Playing Toys*, and *Announcement*. Here is the explanation about them.

a) Registration

A teacher had sat on a chair in front of a table with many ID cards. The teacher asked the children to stand in a line in front of the teacher. There was an empty chair in the other side of the table. A child sat on it, and then other children made a queue behind him. The teacher who was in the registration asked their names one by one and gave them their ID cards. She also pinned the ID cards to

their clothes. The ID card which was shaped like an orange was made from a hard paper with the children's names written on.

b) The contests

There were three contests which the children could join. They were *Taking a Ball from a Bottle, Serving a Cup of Tea*, and *Riding Jumping Animal Toy*. Each contest is described as follows.

1) Taking a ball from a bottle

On the schoolyard, there were three pails with colourful water inside and three dippers. Three meters from the pails, there were three bottles with a ball inside. The researcher gave examples on doing the first contest. The teacher said the commands and then the researcher did the actions. Having finished giving the example, the researcher grouped the children, three children in every group. She called the first group to start the contest. "Okay, are you ready? One, two, three, go!" Those three children began to run, took the water with a dipper, and poured it into the bottle. The teacher repeated some expressions during the contest. Other children became the supporters. They repeated the teacher's words. After the first group had taken the ball, they stood near the teacher who received the ball. It was arranged to differ they who had joined the contest and they who had not. One by one, every group had its turn to join the contest. Other children kept repeating the teacher's words. Another teacher noted the time to get the winners. Based on the teacher's note which showed the fastest, the winner was known. They looked enjoy doing the contest. They smiled and seemed impatient waiting their turns.

2) Serving a cup of tea

The teacher led the children to the other side of the school yard. There were three tables with three trays, three teapots, and some glasses. In about three meters from the tables, there were three chairs. The teacher described the contest to the children. Again, the researcher gave an example. She did the action when the teacher said the instructions. The teacher asked the children to stand in lines, three children in a line. The children on the first line had been called to do the contest. The last group were asked to sit on the chairs. Others became the supporters. The first group ran to the table. They poured the tea into the cup, put the cup on the tray, and then walked slowly to give the cup to their friends who were sitting down on the chairs. The teachers and other children supported them. They said, "Pour the tea-pour the tea." "Bring the tray-bring the tray." Another teacher wrote their times in finishing the contest. The winner was the fastest based on the teacher's note. The children who were sitting on the chairs received the cup, and then drank the tea. They were very noisy. Some of them wanted to drink the tea; some others wanted to do the contest. The teacher tried to calm them down by using claps. After some efforts, the children followed her claps. Finally, the teacher could control them. The teacher called the second group, and asked the first group to sit down on the chairs. Having finished their tea, the children on the last group were asked to be the supporter. They queued to join the contest. Although their lines were not really straight, but they could wait until their turns came, either to join the contest or to drink the tea. Finally, all children had tried both the contest and the tea.

3) Riding jumping animal toys

The teacher led them to go inside the classroom where the contest was conducted. The children ran and spread out to the classroom. Another teacher had waited and asked them to drink. The English teacher then told them about the last contest and showed them the jumping animal toys. The children were very excited. A boy had run to ride the toys, but another teacher stopped him. There were only two jumping animal toys which could be used in the contest. Those jumping animal toys were on the start line. There were two tracks in the contest area. The children had to ride the jumping animal toys on those tracks. Because there were only two jumping animal toys, the teacher divided the children into couples. Here, the researcher did not give an example as the jumping animal toys were too small for her. She only ran on the track when the teacher gave orders. The children were very noisy. They looked impatient to ride the toys. The teacher gave some hats to the children who were ready to join the contest, but there were some children who did not want to use the hat when joining the contest. The teacher called the first couples, and asked other children to wait outside the track as supporters. The children joined the contest in turns. They were allowed to drink while waiting the contest ended. The teacher kept repeating the new words followed by other children. When the contest had ended, all children were asked to drink again before they continued to the next activity.

c) Playing the toys

The teacher had prepared some toys such as puzzles, car toys, building bricks, and books on tables and mats. The children could choose either to play the

toys or read the books. The children spread out on the classroom to search the toys or books they wanted. She added, "Play on the mat or on the chairs." While saying it, she pointed to the chairs and the mat. They took the toys and books, and then sat on the mat. Some others sat on the chairs. The teacher accompanied them, and said some expressions while using her hands to help them understand what she said. She always used gestures to support her sentences during the English day try-out, so the children could recognize the meaning.

d) The announcement

While the children were playing, other teachers prepared a stage and some rewards. After everything was ready, the teacher asked the children to clean their toys up. She sang *Clean Up* song while helping them to clean the room. Afterwards, she led them to sit on a mat near the stage. She stood on the stage and said, "I will announce the winners of the contest", while showing the prizes. The children were very noisy looking for the prizes. She announced the winners of each contest and asked them who won to stand on the stage. They smiled and looked happy, and then the researcher gave the prizes for them. The teachers and all children clapped their hands. The teacher said, "Don't worry, all contestant will get rewards. Here are the rewards for you," she said. Other teachers then gave the prize to each child. The children were very noisy as they wanted to get the prizes earlier. Another teacher helped to calm them down. Finally, every child got her/his prize. The teacher said, "Put the prizes on your bags." The children ran to take their bags, opened the bags, and put the prizes inside the bags. The teachers and the researcher helped them.

3) Closing activity

The following activity was the closing session on the English day, namely *Having Snack* and *Saying Goodbye*. The explanation of each activity is as follows.

a) Having snack

Using a song entitled *Wash your hands*, the teacher asked the children to wash their hands. The children automatically made a line in front of the teacher when hearing the song. Some of them tried to stand on the front row. However, the teacher could handle it, so the children did not fight. The children were asked to fold their sleeves and trousers up. She then called them to wash their hands by turn. While pointing to the chairs she told them who had washed their hands to sit down. The children walked to their chairs and sat down. They talked each other while waiting their friends. After all children had washed their hands, she urged them to pray and then took the snacks and ate them.

b) Saying goodbye

After having snack, they came to the last activity. The teacher invited the children to sit down after finishing their snacks. She sang some songs: We are the Champion, If You're Happy, Are You Happy, and Can You Sit Down. When all children had sat down, the teacher reviewed the words on vocabulary of the day. She used gestures and invited the children to guess. Every time the children could mention the right words, the teacher gave her thumbs up and asked all children to repeat the words. The children looked happy. They smiled and laughed. Finally, the teacher led the children to have a prayer. That was the end of the English day.

They shook the teacher's hands and also their friends, took their bags, and went out to see their mother or father who had been waiting outside.

Grounded on the observation, the researcher could conclude that the children enjoyed the activity. They could do the activities easily. The activity allowed them to listen to and understand some English sentences without any translation. However, they needed examples on how to do the activities. The teacher also gave them opportunities to repeat some English words and sang some English songs which encouraged them to say simple English sentences. They could repeat the teacher's words, particularly the words on vocabulary of the day. They always tried to sing when the teacher sang although some words were not clearly pronounced. They also clapped enthusiastically when the teacher asked them to clap. This showed that they enjoyed joining the English day activities. They were willing to join the contests. They always smiled and looked enthusiastic to have the contests. They were very noisy when waiting for their turn. However, the teacher could control them with the help of other teachers. They could easily do the contests. They ran, jumped, filled up the water, and brought the tray with a cup of tea. They were very cheerful. They made a joke with their friends, and they often smiled when doing the activity. The activity could really involve them happily. During the English day try-out, the English teacher and the researcher were the model in giving the English exposure to the children. They were not allowed to speak in Bahasa Indonesia. They used gestures and face expressions to help the children understand. They always answered and gave responses in English. However, other teachers were allowed

to speak in *Bahasa Indonesia*. The teacher was able to use the guide book easily. However, sometimes she forgot the expressions and had to open the book. She spoke the sentences in a slow and clear way which was accompanied with some gestures, so the children could understand.

b. The evaluation of the second draft of the third English day

The implemented draft was evaluated using two techniques, interview and observation. The researcher interviewed the English teacher to find out her feelings, opinions, and suggestions about the try-out of the third English day. The data were written in the interview transcript. She also observed the children conditions and responses during the try-out. The data were written on the field notes. Another teacher helped her to observe the children.

The researcher discovered the activities on the third English day were very fun. The children could be actively involved in the contests. The contests were easy to be done. Thus, the children looked happy when they successfully finished the activity. The sentences were also familiar for them. They had known some of the listed words on vocabulary of the day because those words had been used on the first English day. Those words were also often to be used on the daily activity particularly after having the Students' Pledge. Therefore, they could easily repeat the words. They were also familiar with the songs, so they were able to sing although with the unclear pronunciation.

The observation showed that all children eagerly joined the activities. Although they had to queue to do the contests, they seemed happy. Although they were noisy sometimes, they still wanted to do the activities. They were very confident in joining the contests. They did the teacher's instructions, repeated the words, and tried to join singing.

Five aspects of the third English day are considered to be evaluated. Those are activity, goal, language, media, and layout of the guide book. Here is the explanation of each aspect.

1) Activity

The overall activity is good. The children can engage in each activity. They are willing to queue to join the contests. The children might think that the contests are worth waiting. Moreover, the activity develops the children's life skills. In addition, they provide the children to learn English sub-consciously. They listen to some English sentences, repeat some English words, and try to sing some English songs. However, *The Announcement* activity is better to be put on the closing session, after *Having Snack*. Therefore, the children can directly bring their prizes home. *The Announcement* might be a good end to the children in having the English day. Therefore, they have a very happy experience in learning English which is able to last longer in their mind.

In *Serving a Cup of Tea* contest the person who receives the tea should be changed. It is better to give the tea to other children, not to the teachers. The children might be happier. Moreover, it gives them another activity while waiting their turn to do the contest. Thus, the children are not bored for only waiting.

2) Goal

The goal of the third English day is appropriate to the children's level.

The children can easily follow the teacher's instructions and repeat the words on

vocabulary of the day. The activity also develops their gross motor skill and has met the very young learners' competencies as stated by the Ministry of Education, Directorate of Early Childhood Education. By doing the teacher's instructions, they directly experience the meaning of the words which are told. The three indicators are reachable. Therefore, there is no revision needed regarding the goal aspect.

3) Language

The language is easy to use. The sentences are short and simple, so the children understand easily. There are some familiar words for them which are used. Some of those words are often used in the school. However, there are some sentences to be revised. The expressions which are used to open and give explanations about the contest were not needed. It is better to directly go to the first contest. Moreover, in Taking a Ball from a Bottle, an expression should be added. That is "Give the Ball to Miss... (Name)." Besides, there are also some expressions in Serving a Cup of Tea which should be revised. The expression in giving orders to the children should be added with this one: "Ready? One-twothree, Go!" Another expression which should be changed is the words "Pourpour-pour, pour the tea", to be "Pour the tea-pour the tea." In addition, in the Playing Toys activity, the expression "Don't grab your friend's toys" which is written on the obligatory expression must be written in the complementary expressions. The sentence does not always be used every moment as the children do not always grab their friends' toys. The last expression should be considered is the word "Winner" in *The Announcement* activity, which is better to use the word "Champion". It matches to the song which have been used and also the title of the third English day, *We are the Champion*. It does not need to translate the procedure into *Bahasa Indonesia* as the sentences are quiet understandable. Moreover, the pictures give much help to understand them.

4) Media

The media which are used in the third English day are very varied. There are ID cards, bottles, balls, pails, dippers, water, teapots, cups, trays, tables, chairs, tea, track lines, jumping animal toys, hats and also some songs. The overall media particularly regarding to the contests are great. However, a song entitled *We are the Champion* should be added in the opening and closing activity. The song is appropriate to the activity and the title of the third English day, *We are the Champion*. It is better to use only the refrain part of the song, so the children are familiar with the word "champion".

5) Layout

The layout of the guide book is good. The font type and size are readable. The pictures are suitable to the activity. However, the researcher has to delete the expressions which are used to open and explain the contests after the registration as stated above. Therefore, the layout may be rather different. After the heading: *The Contest*, the researcher must delete the procedure and the expressions which followed it, and put the sub heading *Taking a Ball from a Bottle*. Considering the size of the guide book, it might be much better if it is made as a handy book. It may be easy to be used everywhere if the guide book are not too big. Thus, the size of the guide book has to be reducing to be smaller one.

c. The revision of the second draft of the third English day

The researcher considered five aspects to be evaluated, so the revisions are based on those aspects: activity, goal, language, media, and layout of the guide book. Here are the evaluation and the revision which are needed in the third English day.

Table 17: The Revision of the Second Draft of the Third English Day

Aspects	Feedbacks	Revisions
Activity	The activities are great and appropriate to the very young learners' competencies. They can engage the children physically. Moreover, they develop the children's lifeskills. However, "The Announcement" activity should be put on the closing session, after <i>Having Snack</i> . The people who receive the tea are changed, not teachers, but other children.	Put "The Announcement" activity in the closing session, after <i>Having Snack</i> . Change the people who receive the tea, not teachers but other children.
Goal	The goal is appropriate to the children's level and competencies. The indicators are reachable for the children.	No revision needed.
Language	The sentences are simple. Some words on vocabulary of the day are familiar for the children. The procedure and the expressions which are written after the heading <i>The Contest</i> should be removed. The language should adjust the revisions on the activity aspect.	Delete the procedure and the expressions after the heading "The Contest". In the Serving a Cup of Tea, the researcher should change the words "Pour-pour-pour, pour the tea", to be "Pour the tea-pour the tea", add the expressions to give orders to the children: "Ready? One-two-three, Go!", and change the word "teacher" to the word "your friends" on the sentence "Give the cup to one of your teachers" became "Give the cup to one of your friends" Put the sentence "Don't grab your friends' toys" on the complementary expressions in the Playing the Toys activity.
Media	The media have been related to the theme. They are very interesting. It is be better to use the refrain part of a song entitled <i>We are the Champion</i> .	Add the refrain part of We are the Champion song to be used in the opening and closing activity.
Layout	The guide book is understandable. The pictures are appropriate to the activities. As there is some revisions on the activity and the language aspect, the layout should be adjusted. The size of the guide book will be much better if it is made in a handy book.	Adjust the revisions on the activity aspect. Rearrange the layout of the guide book to the smaller size.

Based on the table above, there are five aspects which have been evaluated: activity, goal, language, media, and layout of guide book. Some of

them need revisions to improve the second draft. The activities are great and can be engaged the children physically. They are also appropriate to the very young learners' competencies and develop the children's life skills. However, to give a good end for the children in having the English day, The Announcement should be put in the closing session, after having snack. In the Serving a Cup of Tea, the people who receive the tea should not be the teachers but the other children. Regarding the goal, there is no revision needed. The goal is appropriate to the children's level and competencies. The indicators are reachable for them. Considering the language aspect, the sentences which have been used in the third English day are simple enough for the children. They are able to understand the instructions. The listed words are familiar for the children. However, there are some revisions needed in the language aspect. The procedure and the expressions after the heading The Contest should be deleted. They are not necessary and make the children confused. In the contest Serving a Cup of Tea, there are some revisions needed. The word "teachers" in the sentence "Give the cup to one of the teachers who are sitting on the chairs," should be changed to be "your friends," so the sentence becomes "Give the cup to one of your friends who are sitting on the chairs." The researcher should add the sentence to give order to the children, "Ready, one-two-three, Go!" and change the words "pour-pour-pour the tea," become "Pour the tea-pour the tea," In the *Playing the Toys* activity, the sentence "Don't grab your friends' toys" should be put in the complementary expressions as it is optional. The media are very interesting and have related to the theme. However, the refrain of a song entitled We are the Champion is better to be used in the opening and closing session as it is appropriate to the theme. The last, the layout of the guide book, is quite good and understandable. The pictures are appropriate to the activity and are able to support the text, so there is no need to translate the procedure into *Bahasa Indonesia*. The font size and type are readable. Thus the layout of the guide book should also be adjusted to the revision, and rearranged to be a handy one.

4. The second draft of the fourth English day, Make-believe Activity: At the Farm

The fourth English day has three main parts: the opening activity with three phases, the main activity with three phases, and the closing activity also with three phases. The three phases at the opening activity are: *Having the Students' Pledge, Joining Sing and Move Session*, and *Saying Good Morning*. The phases in the main activity are: *Grouping the Children*, *At the Farm*, and *Going to the Canteen*. The last phases at the closing activity are: *Tasting the Food Made from Animal, Drinking the Milk*, and *Saying Goodbye*.

This unit has two focuses, namely the language focus and the content focus. The language focus has stressed on listening to the teacher's instructions and introducing the animal's names and food made from the animals. The content focus has emphasized on developing the natural and social intelligences. There are four indicators which had been derived from the objectives. They are: (1) Children are able to give the right responses to the teacher's instructions in playing "Make-believe Activity: at the farm"; (2) Children are able to mention the names of the animals when hearing the sound which are imitated by the

teacher; (3) Children are able to imitate the animals' voices when the teacher says the names of the animals; and (4) Children are able to repeat the names of food made from the animal.

a. The try-out of the second draft of the fourth English day

The try-out of fourth English day had been conducted on Thursday, 24th May 2012. All students attended to the class. Again, the researcher collaborated with the English teacher in the try-out. Another teacher became the observer and other teachers helped to manage the children.

The researcher had provided the media which were needed, such as the costumes, the animals' food, the food made from animals, and the milk. When everything had been ready, the researcher accompanied the children who came earlier while the English teacher was welcoming they who just arrived.

1) Opening activity

The opening is the routines of every English day. It always has the same activities, namely *Having the Students' Pledge, Joining Sing and Move Session*, and *Saying Good Morning*. However, to avoid the children's boredom the teacher uses different media or techniques. Here is the description about the activities.

a) Having the students' pledge

At 08.00 a.m. the researcher drew some animal pictures which were set in a line. She drew cows, sheep, chicken, and ducks with chalk on the floor in the schoolyard. The English teacher led the children to the schoolyard. She sang some songs and also *Old Mc.Donald* to support the pictures. She asked the children to stand on the pictures they wanted and then invited the leader to come

forward and led the pledge. The leader uttered the pledge followed by the other children. They looked very enthusiastic as they said the pledge in a loud voice.

b) Joining sing and move session

Having finished the pledge, the teacher sang and acted which was followed by the children. This was one of the routines on the English day. The songs were familiar for them and they tried to sing together while trying to do the actions. Some of them smiled or even laughed when they were doing the actions. They looked happy. Finally, the teacher asked them to pretend to be ducks. They walked like ducks to the classroom. Arriving in the classroom, the teacher asked them to drink before they continued to the next activity.

c) Saying good morning

The teacher invited the children to sit down on a mat. She greeted them with some songs. She also tried to raise their spirit in joining English day. Together they sang five songs such as, *Good Morning, If You're Happy, Hellohello, The More We Get Together,* and *Old Mc. Donald.* She also called all children using *Calling Chant*. The teacher told them about the activity and introduced the new words. She showed some animal pictures and told the names to the children. They were asked to repeat the teacher's words. To start the makebelieve activity, she led them to pray.

2) Main activity

There were three steps in the main activity, namely *Grouping the Children, At the Farm*, and *Going to the Canteen*. Below is the explanation of each step.

a) Grouping the children

The teacher grouped the children into two, the animals and the visitors. The teacher chose eight of them to be the animals and the others would be the visitors. The teacher asked the researcher to help the animal group, while the visitor group would stay with the teacher. The animal group would wear the costumes, while the visitor group would ride a bus.

1) Wearing the animal costumes (for the animal group)

The researcher then led the animal group to a room to wear the animal costumes. There were eight children that would be two ducks, two sheep, two chicken, and two cows. The researcher gave the costumes to the children, and helped them wear the costumes. Another teacher helped her to deal with the children and also to wear the costumes. Finally, all children of the animal group had worn the costumes. The children looked happy wearing the costumes. They were very excited. They touched their friends who had worn the costumes. Having worn the costumes, the children were asked to go to the school park which had been set as a farm. She led them to their places. She asked them to act like the real animals. They squatted and imitated the animals' sounds.

2) Heading to the farm (for the visitor group)

On the other side, the teacher asked the visitor group to follow her on the other side of the school yard. There were many chairs which were set like on a bus. She asked the children to sit down. She explained them that they were on a bus and would go to the farm. She then pretended to tighten her seatbelt, and the children followed her. They laughed while tightening their seatbelts. One of the

students who sat on the front row of the seat pretended to be the driver. The teacher then started to sing some songs such as *The Wheels on the Bus, Old Mc. Donald*, and *If You're Happy*. After a few minutes, the teacher announced that they had arrived at the farm. The teacher released the seat belt and stood up. All children followed her actions. They made a line, and were ready to walk around the farm.

b) At the farm

The farm was the school park which was set to be a farm. There were two parts. The first part was the landscape with grass which was used to the cows and the sheep cages. The second part was around the pond on the schoolyard which was used as the duck and the chicken cages. The animal group which were pretending to be the animals had been on their places. Some of them were pretending to eat, some of them were imitating the animal's sound, but some of them only smiled while shaking their bodies.

1) Visiting the animals

The visitor group came to the first part of the farm. They looked at the animals with a big smile; they seemed to be so excited looking their friend with the animal costumes. Moreover, the animals acted like the real ones. The teacher mentioned the names of the animals and imitated the sounds. She also used an animal chant to help the children remember the names and sounds.

2) Touching the animals

The teacher encouraged the visitor to touch the animals. The children then spread out from the line and tried to touch the animals. Some of them even

entered the cage to watch and touch the animals, so the researcher had to persuade them to get out of the cage. However, some children did not want to touch the animals. They just watched them outside the cage. While touching the cows, the teacher repeated the animal chant.

3) Feeding the animals

After a while, the teacher gave artificial grass and seeds to the visitor group and said, "Let's feed them," They tried to feed the animals, and the animal group pretended to eat. Some of the children laughed seeing the animal group that were pretending to eat. While feeding the animals, they sang the animal chant.

c) Going to the canteen

The teacher led the visitor group to say goodbye to the animals and went to the canteen. Next, the researcher asked the animal group to follow her and put off the costumes. She helped them to put their costumes off, and then led them to the canteen. They met the visitor group who were already there. They were laughed together. The teacher repeated the animal chant and sang *Old Mc*. *Donald* song. The canteen was on the other side of the park. There were some tables and chairs. There was a table full of food, sausages, satay, meatballs, and salted eggs. The children sat on the chairs and looked at the food. The teacher mentioned the names of the food and then sang the food chant while showing the food to the children.

3) Closing activity

The closing activity has two phases, namely *Tasting the Food Made from* the Animals, Drinking Milk and Saying Goodbye. The descriptions about them are as follows.

a) Tasting the food made from the animals

The teacher asked the children to take the food one by one. When the children were taking the food, the teacher mentioned the names. Each child took a satay, a sausage, a meatball, and a half of salted egg. Again, the teacher sang the food chant while showing the food. This time, the children did the same. They did not only repeat the words, but also took the food and raised it. Finally, the teacher asked them to eat the food. They enjoyed the food. The teacher always repeated the words above while the children were eating. The children also tried to repeat the words while enjoying the food.

b) Drinking milk

After several minutes, the researcher brought some milk which had been packed by a dairy factory. The children were excited watching the milk. She gave the milk to the children. "Here is the milk for you. It is made from cows," she added. They who had finished their food then drank the milk. The teacher continued, "Drink the milk, please." She added, "Milk-milk, cows." She repeated the words several times until the children finished with the food and the milk.

c) Saying goodbye

Having enjoyed the food and the milk, they entered the classroom and sat on the mat. The teacher reviewed the words on vocabulary of the day. The children answered and commented to the teacher. They sang the *Old Mc. Donald* song, the animal chant, and continued with the food chant. Finally, the teacher asked them to give thanks to God which was meant that the English day had been ended. She asked the children to shake hands with their friends and teachers while singing a song entitled *Goodbye*.

Based on the observation, 100% students of PG BIAS joined the English day activity. Although they were divided into two groups, namely the animal and the visitor groups, they were willing to do the make-believe activity. Both groups enjoyed their roles and could act well. The animal group were willing to wear the costumes and were able to act like animals. The visitor group were also enthusiastic. The visitors were eager to go to the farm by bus, to touch and to feed the animal. They also repeated the teacher's word in loud voices. Both groups were excited when the teacher asked them to taste the food made from animals and the milk. They followed some songs and chants when the teacher sang. They were keen to do the make-believe activity. They smiled and laughing while doing the activity. During the try-out, the English teacher and the researcher played as the model of English speaking people. They always spoke and gave comments in English. They also answered the children's questions in English. To make them understand, they used many gestures and face expressions. However, other teachers were allowed to use Bahasa Indonesia to help the children.

b. The evaluation of the second draft of the fourth English day

The researcher used the interview and observation to evaluate the second draft of the fourth English day. She interviewed the teacher about her feelings, opinions, and suggestions of the try-out of the English day. She noted the interview on the interview transcript. The observation was done by another teacher and the researcher herself. They observed the children responses during the try-out of the English day. The data was written in the field notes.

The researcher found that the children were interested in doing the activities in the fourth English day. Although they were divided into two groups, they were still enthusiastic and able to act their roles. The words on vocabulary of the day were easy to be remembered. The children were able to guess the animal's names based on their sounds. They were also willing to join the songs, chants, and claps.

Based on the interview, the activity in the fourth English day was very interesting for the children. The children were engaged to the activity which gave them a good experience in learning English. The theme was close to the children's life, so they were very excited in joining the English day. The expressions were simple, understandable and easy to be used. The songs and chants helped the children to memorize the words. To make it clear to evaluate the second draft of the fourth English day, the researcher considered five aspects which are delivered below.

1) Activity

The activity of the fourth English day, *Make-believe Activity: At the Farm* is very interesting and fun to the children. It gives them a new experience in learning English. It can involve all children and improve the children's social intelligence. It also develops the children's imagination. The children are enthusiastic and excited to join the English day activities. They smile and laugh while acting their roles. The activity is appropriate for very young learners. Thus, there is no revision needed in the activity aspect.

2) Goal

The goal has suited the very young learners' level and competencies. Following the teacher's instruction and developing the children's social intelligence are the objectives of the fourth English day. There are four indicators which are reachable for very young learners. Those are that the children are able to give the right responses to the teacher's instructions in playing the makebelieve activity, to mention the names of the animals when hearing their sounds imitated by the teacher, to imitate the animals' voices when the teacher says the names of the animals, and to repeat the kinds of food made from the animal. Thus, the goal aspect in this unit does not need to be revised.

3) Language

The expressions are understandable for very young learners. The sentences are simple and use many repetitions. They also provide many routines expressions, so the children are familiar with them. They suit the children's daily life and enable to be implemented in the school daily routines. The one-word

instructions are appropriate to the children's age. The songs and chants help them not only understand the sentences but also memorize some words. It is a good way in providing the English exposure for them. However, the name of the junk food, sausages, should be changed with the healthier food, such as chicken rissoles or beef croquettes.

4) Media

There are many media which are very fun and interesting for very young learners in the fourth English day. The animal costumes make them excited and eager to join the activity. The real foods enable the children to taste them. This experience provides a joyful activity of learning English. The media help both children and teacher to act just like they are in the real farm. However, it is better to change the food with the healthy one, such as chicken rissoles or beef croquettes.

5) Layout

The layout of the guide book is understandable. The pictures are appropriate to each activity and very helpful in understanding the text, so it does not need to translate the procedure into *Bahasa Indonesia*. The font size and type are all right and readable. However, it may be much better if it is arranged in a handy book, so the teacher can bring it everywhere. It may be very helpful as she can open the book if necessary. Considering the suggestions, the guide book needs to be rearranged in a smaller one.

c. The revision of the second draft of the fourth English day

The revision of this unit is based on the evaluation on the five aspects above. The researcher finds no revision needed in four aspects: activity, language, goal, and media. However, the layout of the guide book needs to be rearranged. Here is presented the evaluation.

Table 18: the Evaluation of the Second Draft of the Fourth English Day

Aspects	Feedbacks	Revisions
Activity	The activity is very fun and enjoyable. The children are very excited joining the activity. It develops the children's	No revision needed.
Goal	imagination and social intelligence. The goal is appropriate for very young learners' level and competencies. The indicators are reachable for them.	No revision needed.
Language	The sentences are simple and have many repetitions. They are also understandable. The one word instructions are very suitable for very young learners. The routines help the children to deal with the language.	Change the name of the junk food, sausages, to be chicken rissoles or beef croquettes.
Media	There are many media which are very interesting for the children. The media help them to have an exciting experience of learning English. There is a junk food which is not appropriate for children.	Change the food with the healthier one, such as chicken rissoles or beef croquettes.
Layout	The guide book is understandable. The pictures are appropriate to the theme. The font size and type are alright and readable. However, it may be much better if it is made in a handy book. Moreover, smaller book enable the teacher to bring it everywhere. If she forgets the sentences, she can easily open it.	Rearrange the guide book to be a handy book.

The table above shows that four of five aspects which have been evaluated do not need to be revised. The activity is very interesting and fun for very young learners. It provides an exciting experience for them in learning English. There is no need to translate the procedure of each activity into *Bahasa Indonesia* as they have already understood. Moreover, the pictures have supported the texts. The goal and indicators are reachable and have matched to

the children's level and competencies. The sentences are simple and understandable. The one-word instructions are just right and appropriate to very young learners. The media can improve the children's imaginations. However, it is better to change the food with the healthier one, such as chicken rissoles or beef croquettes. They are interested to join the activity by seeing the media. The last aspect to be evaluated is the layout of the guide book. The pictures give much supports for the text and make the guide book more interesting. Although it is understandable, but it may be much better if it is made in a handy book. Therefore, the researcher needs to rearrange the guide book into the smaller one, so it can be transportable and easy to be used everywhere.

F. Final Product

The final product of the English day activities were produced from the improvements implemented on the first and the second draft. The improvements were gained from the evaluation and the revision on each unit with considering five aspects: activity, language, goal, media, and layout of the guide book. The final product of English day activities is presented in Appendix I.

G. Summary

The summary of this research includes the research findings which are connected to the four research questions stated in Chapter 2. They concern about the result of the needs analysis, the organization of the course grid, the developed English day activities, and the review for the evaluation and the revision of the draft to become the final draft.

The first finding concerns about the needs analysis. It is gained by delivering a questionnaire to four teachers and 23 parents of PG BIAS for the students' needs, and interviewing the English teacher for the teacher's needs. Based on the data of the students' needs, the children of PG BIAS Yogyakarta have a high interest in learning English. Their attitudes toward English are on the fair category which means that they have a low level of exposure to English. Therefore, they need the English day to accommodate their interest and improve their attitudes toward English. They love to have games, make-believe activities, and songs in their learning. The topics that are interesting and close to them are outbound game, cooking, competition, and animal which are also mentioned in the school curriculum. They prefer stirring to settling activities. They like both in group and individual activities which have media in every activity. The media can be realia, costumes, or toys which are colourful and safe. The teacher's needs data shows that the guide book of the English day is very important and contains not only about the activities and the media, but also the expressions which can be used. The English day activities have to develop either the children's gross or fine motor skills with some colourful and safe media. Those data of the students' and teacher's needs combined with the school curriculum and the generic learning manual from the Ministry of Education, Directorate of Early Childhood Education are used as the basic to organize the course grid of the English day activities.

The second finding deals with the organizing of the English day course grid which is used to be the guideline in developing the English day activity.

There are eight aspects in the course grid which are developed based on the children's and teacher's needs combined with the school curriculum. The researcher also regards the very young learners' competencies which have been arranged by the Ministry of Education, Directorate of Early Childhood Education, in the generic learning manual. Those grids are days, goals, themes, indicators, vocabulary of the day, media, the activities of the English day, and the examples of the expressions. The days show the English day series, from the first till the fourth. The goals have two main focuses, the language and the content. Each English day has different focus. However, every English day emphasizes on listening and speaking skills for the language focus, while the content focus deals with the developing children's fine and gross motor skills, and children's natural and social intelligences. The themes are determined from the students' needs and the school curriculum. The indicators present some aspects which the children should achieve during the implementation of the English day which are derived from the goals. They are made to be reachable for the children, so they can indicate the success of the English day. The words which are emphasized to be mastered by the children are listed on vocabulary of the day. The words are delivered repeatedly. The repetition helps children to master the words. The media is a list of many things which are used to support the English day activities. They are very helpful when dealing with very young learners, either to attract them or to support the activities. The next aspect on the course grid is the activities of the English day which are separated into three phases, the opening, main, and closing activities. The opening and closing activities are designed as

the routines for the children. They support the children in feeling secure and comfortable in having the English day. Therefore, they have a good experience in learning English. It can improve the children's passion in learning English. The difference of every English day is on the main activity which contains of several steps. The themes represent the kinds of English day activities which are in the form of games, make-believe activities, and contests. The opening activities have three steps, Having the Students' Pledge, Joining Sing and Move Session, and Saying Good Morning. Those three activities look like a warming up which can motivate the children to join the English day. The closing activity is functioned as a cooling down activity which supports the English day. There are two steps on closing activities: Having Snacks and Saying Goodbye where the teacher reviews the English day activities and some new words. The last aspect in the course grid is the examples of the expressions which can be used in the English day. There are two kinds of expressions: the obligatory and the complementary. The obligatory expressions must be told to the children, while the complementary one is optional.

The third finding is about the developed draft of the English day activities. There are four units of the English day activities. Those units are matched to the children's interests, the school curriculum, and the government generic learning manual of very young learners' competencies. The first unit entitled *Let's Have an Outbound Game* is a physical game where the students can develop their gross motor skill by running, jumping, crawling, and other physical activities. The second unit, *Make-believe Activity: Making Cookies*, supports the

children's interest in cooking and the children's fine motor skills. They are the chefs who make the cookies. They knead, press, roll, and mould some amount of dough. The third unit is about contests where the children can compete with their friends and develop their physical and social intelligence. There are three contests, *Taking Ball from Bottles, Serving a Cup of Tea, and Riding Jumping Animals*. The last unit, *Make-believe Activity: At the farm*, deals with animals which can develop their natural and social intelligences. In designing the activities for the very young children, the Cameron principles (2001) and the McIlvain's IMPLICATIONS framework (2011) are used as the basic. Thus, there are three parts in the English day namely opening, main, and closing activities. The opening and closing activities are designed to be the routines for the children as proposed by many experts.

The last finding is the review for the evaluation, the revision, and the tryout of the draft to become the final draft. The researcher asks her advisors for
some suggestions in developing the first draft. It is consulted to a lecturer of the
English Department of UNY who is an expert of the English teaching for children
to know whether it works or not to be implemented, whether it is appropriate in
level, activity, and media or not (Richards, 2001). After having three-time
consultation with some evaluation and revision, the second draft is produced. The
questionnaire is delivered to approve the expert judgment statistically. The data
of the questionnaire is analysed quantitatively. The mean scores of the data show
that the second draft does not need any revision and is ready to be tried out. The
five aspects of the questionnaire: activity, goal, language, media, and layout of

the guide book belong to the good and very good categories which mean that the second draft does not need revision anymore. Finally, the second draft is tried out in the school. The researcher uses observations and interviews to evaluate the tryout of the English day. The observation is used to find out the children's responses while the interview is used to know the teacher's feelings and suggestions in trying out the English day activities. The data from the observations and interviews are used to evaluate and revise the second draft in order to produce the final draft. Based on the gained data, the children are interested to join the activity. They are willing to do the activity, to do the teacher's instructions, to repeat and use the words, and also to join the songs, chants, and claps. They understand the words which are said by the teacher supported with some gestures and face expressions. The teacher does not have any difficulties in using the sentences as they are simple and understandable. Moreover, there are some pictures which support the text, so the guide book is very helpful for the teacher. Thus, it can be inferred that the data of the English day activities are well-developed and are able to give the English exposure to the very young learners of PG BIAS Yogyakarta.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents two things, conclusion and suggestions. The conclusion deals with the summary of this research, while the suggestions cover some advice related to this study which is proposed for some other people who concern in teaching English to very young learners, such as the English teachers, or other researchers. Here are the detail explanations about those two things.

A. Conclusion

The conclusion is presented based on four research questions of this study which have been stated in Chapter 2. They are related to (1) what are the results of the needs analysis of the English day activities; (2) how the course grid of the English day activities is organized; (3) how the developed English day activities are presented in material; and (4) how the developed English day activities are being evaluated and revised.

The first is related to the needs analysis. Based on the gained data, the children of PG BIAS Yogyakarta have a high interest in learning English. However, their attitudes toward English are on the fair category which shows that they have a low level of exposure to English. Therefore, they need more English exposure to accommodate their interest and improve their attitudes toward English. The English day is one of solutions which can be designed to give the English exposure to the

children. The activities of the English day are chosen based on their needs and interests including some activities which are close and routines or them. The needs analysis does not only focus on the children's but also on the teacher's. As the model of an English speaking person, the English teacher of PG BIAS needs a handy manual book which contains both activities and expressions which are used in the English day.

The second is about the course grid which is used as a guideline in developing the English day activities. It is developed based on the needs analysis, the school curriculum, and the government generic manual about very young learners' competencies. It has seven aspects: days, goals, themes, indicators, vocabulary of the day, media, activities of the English day, and the example of expressions.

The third covers the developed draft of English day activities which are designed based on the course grid. The first activity, *Let's Have an Outbound Game*, is related to a physical activity which can develop the children's gross motor skill. *Make-believe Activity: Making Cookies* is chosen as the second activity which develops the children's fine motor skill. To develop the children's social intelligence, the third English day, *We are the Champion*, provides some contests for them. The last activity, *Make Believe Activity: At the Farm*, is about the animals in the farm. Each unit has routines activities in the opening and closing activities. The children are used to have the students' pledge, join the sing and move session, and a circle time, saying good morning, as the opening of every English day. They end the

English day by having snacks and a circle time, saying goodbye. The developed activities which consist of the opening, main, and closing activities are designed based on the Cameron principles (2001) and the McIlvain's framework (2011).

The fourth concerns the evaluation, the revision, and the try-out of the developed draft. Having designed the draft, the researcher used two kinds of evaluation to improve it. First, the expert judgment is used to evaluate the first draft. Based on the expert judgment, the first draft needs to be revised, particularly in two aspects: language, and layout. To produce the second draft, the researcher revises the first draft based on the expert's suggestions and opinions. A questionnaire is used to approve the expert judgment statistically before the try-out. Second, the observations of the try-out and the interviews to the teacher are used to evaluate the try-out of the second draft. The observations are used to find out the children's responses during the try-out, while the interviews show the teacher's feelings, opinions, and suggestions about the try-out of English day. Those data are considered to produce the final draft. Based on the gained data, the children are very interested in joining the English day activity. The manual book is understandable and helpful for the teacher. Thus, it can be concluded that the English day activities are well-developed.

B. Suggestions

The suggestions are written based on the research findings which are stated above. They are intended to some people who concern in teaching English to very young learners, such as the English teachers or other researchers.

For the English teacher, she or he is expected to give much English exposure to very young learners. In giving the English exposure, she or he can conduct an English day in their school which considers the activity that the children often do in their break time such as make-believe activities, traditional games, competitions, playing rubbers, car toys, jumping animal toys, dolls, building bricks, and other toys. They should also consider the government's generic learning manual. Thus, the school has a high level of the English exposure and it helps much in the English learning for the children.

For other researchers who are interested in this field, they should consider the children's needs and interests, and the activity which the children often do in their break time. Moreover, the school curriculum and the general learning manual from the government should be used as the considerations when designing activities for very young learners. They should also get some expert judgments before implementing the designed draft to get evaluation and suggestions in order to improve the draft to be the better one. They also take into account the teachers' needs and ability. Thus, they can design a proper program for both children and teachers.

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APPENDIX A

Data of Students and Teachers of Play group BIAS and the Other Respondents

Daftar Siswa

Play Group Bina Anak Sholeh Wirosaban

Jl. Wirosaban Barat no. 8 Yogyakarta

Tahun pelajaran 2011/2012

No	Nama Lengkap	Nama	L/	Tempat/Tanggal Lahir	Nama Ayah	Nama Ibu	Pekerjaan	Pekerjaan	Alamat
		Panggilan	Р				Ayah	lbu	
1.	Aida Hilma Dzakiya	Aida	Р	Yogyakarta/ 20 September 2008	Suryoto	Atikhatuzzahroh	Swasta	Guru	Perum Wirosaban Barat no.50 Yogyakarta
2.	Adam Al Fattah	Adam	L	Yogyakarta/ 30 Januari 2008	Paikun	Tri Wahyuningsih	Wiraswasta	Wiraswasta	Karanganyar MG III/1250 Yogyakarta
3.	Ahza Nabil M. Taufiq	Ahza	L	Sleman/ 11 Februari 2008	Taufiq Noor Arif	Erma Pranawati	Wiraswasta	Wiraswasta	Cabeyan Jl.Paris Km.7 no.138, Sewon, Bantul
4.	Balqis Nur Azizah	Balqis	Р	Bantul/ 15 Desember 2007	Agus Chamdani	Uzlifatul Jannah	Guru	Guru	Perum Bumijati Permai no.1 Bantul
5.	Dutta Jagad Aryo Pinilih	Duttta	L	Yogyakarta/ 26 Juli 2008	Anjar Wahyudi	Mardiah	Swasta	Notaris PPAT	Puri Koperasi Asri Blok A no.14 Blawong, Bantul
6.	Sabri Hood Natan	Natan	L	Yogyakarta/ 1 Juli 2007	Sasongko Hadi Purnomo		Dokter	Dokter	Gambiran UH V/353 Yogyakarta
7.	Ovina Cyntasukma Putri	Ovin	Р	Yogyakarta/ 31 Oktober 2007	Andi Sukma	Yuniari Surya Putri	Pedagang	Swasta	Jl. Wonosari Km.8 Yogyakarta
8.	Amireza Rasyad Adiyasa	Rasyad	L	Yogyakarta/ 15 Mei 2007	Sinang Sukanta	Wiwin Giri Doriawani	PNS	PNS	Tembi Rt.5 Sewon, Bantul
9.	Diah Puspitaningrum	Pipit	Р	Yogyakarta/ 2 November 2007	Rudi Zhang	Wiwien Retno Widjajanti	Pelaut	Swasta	Jl. Parangtritis 178 A Yogyakarta
10.	Almer Dhiyaul Haq	Almer	L	Ponorogo/ 21 Juli 2008	Budi Purwanto		Dokter		Perum Wirosaban Baru A 26 Yogyakarta
11.	Hasan Arya Rifqi Al Askary	Hasan	L	Yogyakarta/ 16 Desember 2007	Aris Yulianto	Cahya Chotimah	Swasta	Swasta	Karangkajen MG III/1030 Yogyakarta
12.	Husein Arya Rifqi Al Askary	Husein	L	Yogyakarta/ 16 Desember 2007	Aris Yulianto	Cahya Chotimah	Swasta	Swasta	Karangkajen MG III/1030 Yogyakarta
13.	Najwa Sabrina	Najwa	Р	Yogyakarta/ 13 November 2007	Agus Endarto	Anna Markhamah	Wiraswasta	Wiraswasta	Jl. Sidokabul II/UH Yogyakarta
14.	Tsaqif Falihah Untoro	Iffa	Р	Yogyakarta/ 14 Februari 2009	Kaloka Wegig Wutoro	Uun Pratiwi	Swasta	IRT	Sokowaten KG III/349 Rt.18 Kotagede, Yogyakarta
15.	Unaisyah	Una	Р	Yogyakarta/ 9 Juli 2009	Catur Gunawan	Krstn Kurma W	PNS	PNS	Perum Mutiara Asri H 4 Yogyakarta
16.	Pamelda Widyatamaka	Melda	L	Bantul/ 26 Maret 2008	Joko Prasetyo	Marwati	Wiraswasta	IRT	Jeblok DK II/01 Tirtonirmolo, Kasihan, Bantul
17.	Azzahra Herhainisa Hadna	Zahra	Р	Yogyakarta/ 11 Agustus 2008	Agus Heruanto Hadna	Triani Hertiani	PNS	PNS	Jl. Ki Ageng Pemanahan 43 Sorosutan, Yogyakarta
18.	Fajar Arif Herlambang	Fajar	L	Yogyakarta/ 28 Februari 2009	Suwono	Noviana Setyaningsih	Wiraswasta	Pedagang	Dongkelan no.180, Bantul
19.	Hawa Keyza Balqis	Zia	Р	Yogyakarta/ 21 Mei 2009	Paikun	Tri Wahyuningsih	Wiraswasta	Wiraswasta	Karanganyar MG III/1250 Yogyakarta
20.	Azzahra Eka Nur Rahma	Ara	Р	Yogyakarta/ 2 Juni 2008	Anton Dwi Sasono	Dani Triyana Eka Wati	Swasta	Polisi	Asrama Polri Pathuk NG 1/605e Blok A no.5 Yogyakarta
21.	Alisya Nazera	Zera	Р	Yogyakarta/					· ·
22.	Roro Sekar	Sekar	Р	Yogyakarta/ 5 November 2009	R. Didi Setiawan	Siti Qomariy	Swasta	Wiraswasta	Gampingan WB Rt.45/Rw.10 Pakuncen, Yogyakarta
23.	Tiara Ardhini Syahputri	Tiara	Р	Yogyakarta/ 23 Agustus 2007	Efran Ardiansyah	Sofiyatien	Wiraswasta	Wiraswasta	Jl. Tohpati no.53 Golo, Yogyakarta

Keterangan: Jumlah total:23

Putra: 9 Putri: 14

Daftar Guru

Play Group Bina Anak Sholeh Wirosaban

Jl. Wirosaban Barat no. 8 Yogyakarta

Tahun pelajaran 2011/2012

No.	Nama Lengkap	Nama	Tempat/ Tanggal Lahir	Pendidikan Terakhir	Lama	Alamat
		Panggilan			Mengajar	
1.	Tri Handasih	Antrit	Kendal/ 27 April 1970	Proses studi S1 kependidikan	15 tahun	Jl.Imogiri Barat Km. 14, Jetis, Bantul.
	Sholehah			STAIT Yogyakarta		
2.	Wening Lestari	Wening	Sleman/ 9 Agustus	Pelatihan Ustadzah BIAS	11 tahun	Mrican UH VII/334b Giwangan
			1979			
3.	Endika Ernawati	Erna	Yogyakarta/	Pelatihan Ustadzah BIAS	7 tahun	Salakan no.11 Rt.01 Bangunharjo, Sewon, Bantul.
4.	Dila Ayuningtyas	Dila	Yogyakarta/ 14 Januari	D1 STAIT Yogyakarta	1 tahun	Bumen, Kotagede, Rt.25, Rw.06, Purbayan, Kotagede.
			1991			

Daftar Respondent (Expert) Pengevaluasi First Draft

No.	Nama	Pendidikan	Pekerjaan	Pengalaman Mengajar
1.	Ani Setyaningsih	S1	Dosen	5-10 tahun
2.	Wening Lestari	D1	Guru Play Group	10-15 tahun
3.	Tri Handasih Sholihah	Sedang menempuh S1	Guru Play Group	10-15 tahun
4.	Siswati Puji Lestari	S1	Staf Ahli Kurikulum Play Group	10-15 tahun
5.	Wuwuh Andayani	Sedang menempuh S2	Mahasiswa	2-5 tahun
6.	Brian Harniasti	Sedang menempuh S1	Mahasiswa	2-5 tahun

APPENDIX B

INSTRUMENTS

- I. Questionnaires for conducting needs analysis
- II. Questionnaires for evaluating the first draft of the English day
- III. Observation Sheet

Angket Program "English Day" Untuk orang tua siswa Play Group BIAS

Angket ini ditujukan untuk memperoleh data mengenai kebutuhan pembelajaran bahasa Inggris guna menyusun kegiatan *English Day* dan kalimat perintah yang diperlukan untuk melaksanakannya dalam rangka pembelajaran bahasa Inggris bagi siswa Play Group Bina Anak Sholeh Yogyakarta.

Oleh karena itu, Bapak-Ibu dimohon untuk mengisi angket ini dengan sebenarbenarnya. Segala informasi akan dijamin kerahasiaannya dan tidak akan berpengaruh terhadap Anda maupun anak-anak Anda.

Kuesioner ini terdiri dari 2 bagian, bagian A dan bagian B. Bagian A terdiri dari data pribadi anak dan orang tua. Contoh:

1. Nama putra/i Anda : Fatimah Air Harahap

2. Tempat, tgl lahir/usia : Yogyakarta, 12 Desember 2005 / 6 tahun

3. Jenis kelamin : Perempuan

4. Sekolah : PG BIAS Wirosaban

5. Kelompok : Apel

6. Nama Ayah : Rohman

7. Pekerjaan : Pengusaha Tekstil

8. Alamat : Sorosutan, UH IV/777 Yogyakarta

Bagian B berisi pertanyaan-pertanyaan yang harus dijawab dengan memberi tanda centang (V) pada salah satu jawaban yang paling sesuai. Contoh:

1.	Apakah Anda dan orang-orang di sekitar Anda	berkomunikasi dengan dua bahasa
	atau lebih pada putra/i Anda di rumah?	
	∨ Selalu	Jarang
	Sering	Tidak Pernah
2.	Apakah Anda dan orang-orang di sekitar Anda	berbicara bahasa Inggris pada putra/i
	Anda?	
	Selalu	V Jarang
	Sering	Tidak Pernah
Atas pa	artisipasi Anda, kami mengucapkan banyak terir	na kasih.

"Selamat Mengerjakan"

1.	Nama putra/i	
2.	Tempat, tgl lahir/usia	
3.	Jenis kelamin	
4.	Sekolah	
5.	Kelompok	
6.	Nama Ayah	
7.	Pekerjaan	
8.	Nama Ibu	
9.	Pekerjaan	
10	. Alamat	
aling	sesuai dengan putra/	da.
1.	Apakah Anda dan ora	rang di sekitar Anda, berkomunikasi dengan dua bahasa
	atau lebih pada putra/i	la?
	Selalu	☐ Jarang
	Sering	Tidak Pernah
2.	Apakah Anda dan ora	rang di sekitar Anda berbicara bahasa Inggris?
	Selalu	Jarang
	Sering	Tidak Pernah
3.	Apakah Anda mengaj	utra/i Anda ke tempat-tempat yang menggunakan bahasa
	Inggris (bandara,stasii	empat wisata, hotel,dll)?
	Selalu	Jarang
	Sering	Tidak Pernah
4.	Apakah Anda dan ora	rang di sekitar Anda berbicara bahasa Inggris pada putra/
	Anda?	
		Iorona
	Selalu	Jarang
	Selalu Sering	Jarang Tidak Pernah
5.	Sering	
5.	Sering	Tidak Pernah

6. Apakah putra/putri Anda menirukan ka	ata-kata berbahasa Inggris?
Selalu	Jarang
Sering	Tidak Pernah
7. Apakah putra/i Anda tertarik untuk me	
Selalu	Jarang
☐ Sering	☐ Tidak Pernah
8. Apakah putra/i Anda tertarik untuk me	endengarkan lagu/cerita berbahasa Inggris?
Selalu	Jarang
Sering	Tidak Pernah
9. Apakah putra/i Anda bernyanyi lagu b	erbahasa Inggris?
Selalu	Jarang
Sering	Tidak Pernah
10. Apakah putra/i Anda meminta dibacak	an (cerita/buku/tulisan) berbahasa Inggris?
Selalu	Jarang
Sering	Tidak Pernah
11. Apakah English Day diadakan di sekol	lah putra/i Anda?
Selalu	Jarang
Sering	Tidak Pernah
12. Menurut Anda, Apakah keberadaan En	nglish day diperlukandi seklah putra/i Anda?
Selalu	Jarang
Sering	Tidak Pernah
13. Apakah <i>English Day</i> membuat putra/i	Anda menyukai bahasa Inggris?
Selalu	Jarang
Sering	Tidak Pernah
14. Apakah putra/i Anda terbiasa dengan p	permainan yang cenderung membuatnya
bergerak?	
Selalu	Jarang
Sering	Tidak Pernah
15. Apakah putra/i Anda terbiasa bermain	dengan permainan yang cenderung
membuatnya duduk tenang?	_
Selalu	Jarang
Sering	Tidak Pernah
16. Apakah putra/i Anda bermain peran (b	erpura-pura menjadi)?
Selalu	Jarang

Sering	Tidak Pernah
17. Apakah putra/i Anda bermain berb	agai permainan fisik yang menantang?
Selalu	Jarang
Sering	Tidak Pernah
18. Apakah putra/putri Anda bermain	sambil benyanyi?
Selalu	Jarang
Sering	Tidak Pernah
19. Apakah putra/putri Anda melakuka	an permainan outbound?
Selalu	Jarang
Sering	Tidak Pernah
20. Apakah putra/i Anda melakukan p	erlombaan dengan temannya?
Selalu	Jarang
Sering	Tidak Pernah
21. Apakah putra/i Anda terbiasa berm	nain dengan menggunakan berbagai alat?
Selalu	Jarang
Sering	Tidak Pernah
22. Apakah putra/i Anda terbiasa men	irukan berbagai gerakan/tarian/senam?
Selalu	Jarang
Sering	Tidak Pernah
23. Apakah putra/i Anda terbiasa bern	nain dengan teman seusianya?
Selalu	Jarang
Sering	Tidak Pernah
24. Apakah putra/i Anda tertarik denga	an kegiatan memasak?
Selalu	Jarang
Sering	Tidak Pernah
25. Apakah putra/i Anda cenderung be	ermain dengan permainan tertentu sepanjang hari?
Selalu	Jarang
Sering	Tidak Pernah
26. Apakah putra/i Anda tampak asyik	saat bermain sendirian?
Selalu	Jarang
Sering	Tidak Pernah
27. Apakah putra/i Anda cenderung be	ermain di luar ruangan?
Selalu	Jarang
Sering	Tidak Pernah

28. Apakah putra/i Anda cenderung bermain di dalam ruangan?						
Selalu	Jarang					
Sering	Tidak Pernah					
29. Apakah putra/i Anda bermain dengan me	libatkan air?					
Selalu	Jarang					
Sering	Tidak Pernah					
30. Apakah putra/putri Anda memainkan toko	oh binatang?					
Selalu	Jarang					
Sering	Tidak Pernah					
31. Apakah putra/i Anda bermain menirukan	perilaku binatang?					
Selalu	Jarang					
Sering	Tidak Pernah					
32. Apakah putra/i Anda terbiasa bermain me	enebak gerakan?					
Selalu	Jarang					
Sering	Tidak Pernah					
33. Apakah putra.i Anda menggunakan main	an yang mirip dengan benda sebenarnya?					
Selalu	Jarang					
Sering	Tidak Pernah					
34. Apakah putra/i Anda terbiasa bermain de	ngan menggunakan kostum?					
Selalu	Jarang					
Sering	Tidak Pernah					
35. Apakah putra/i Anda bermain dengan ber	nda-benda yang berwarna-warni?					
Selalu	Jarang					
Sering	Tidak Pernah					

Terima Kasih

Yogyakarta, Maret 2012

Hal: Permohonan Kesediaan

memberikan evaluasi (Expert Judgment)

Kepada:

Ykh. Bapak/Ibu.....

Di Tempat

Assalamu'alaikum Warrahmatullahi Wabarakaatuh,

Segala puji dan syukur hanyalah milik Allah, pengatur dan pemelihara alam semesta. Saya yang bertandatangan di bawah ini adalah Dwi Damayanti, mahasiswa Pendidikan Bahasa Inggris, Universitas Negeri Yogyakarta. Saya bermaksud mengadakan penelitian guna menyelesaikan tugas akhir skripsi untuk jenjang S1 dengan judul "Developing English Day Activities and the Expressions to Teach English to the Very Young Learners in Play Group BIAS Yogyakarta".

Berkaitan dengan hal tersebut, saya mengharapkan kesediaan Bapak/Ibu untuk memberikan pendapat dan saran (*Expert Judgment*) materi yang saya buat. Saran dan pendapat Bapak/Ibu akan saya gunakaan untuk perbaikan materi tersebut sebelum diaplikasikan dan akhirnya menjadi produk dari penelitian saya.

Akhir kata, saya mengucapkan terima kasih atas bantuan dan kerjasama Bapak/Ibu. Semoga Allah membalas kebaikan Bapak/Ibu.

Wassalamu'alaikum Warrahmatullahi Wabarakaatuh.

Salam Saya,

Dwi Damayanti

Lembar Evaluasi Materi English Day

Lembar evaluasi ini bertujuan untuk mengetahui kesesuaian aktifitas dan ekspresi yang akan digunakan dalam program English Day untuk memberikan *English Exposure* dalam rangka mendukung tujuan pembelajaran Bahasa Inggris pada siswa Play Group Bina Anak Sholeh Yogyakarta.

A. Data Responden

1. Nama

Isilah titik-titik di bawah ini (sesuai data pribadi) Ar	nda.

3. Jenis Kelamin : L/P

4. Pendidikan : a. SLTA b. D1 / D3 c. S1 d. S2

5. Pengalaman Mengajar : a. 2-5 tahun b. 5-10 tahun c. 10-15 tahun

B. Berilah tanda centang (V) pada kolom penilaian yang tersedia sesuai pendapat Anda mengenai pernyataan yang ada, dengan keterangan:

SS: Jika Anda Sangat Setuju dengan pernyataan yang ada.

 $S\ :$ Jika Anda ${f Setuju}$ 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	Penilaian				
110.	Ternyacaan		S	TS	STS	
1.	Aktifitas dalam English day sesuai dengan tingkat kemampuan					
	anak usia dini.					
2.	Aktifitas yang dibuat menarik minat anak untuk belajar bahasa					
	Inggris.					

3.	Aktifitas dalam English day sesuai dengan course grid.		
4.	Aktifitas yang disusun sesuai dengan kebutuhan anak usia dini.		
5.	Aktifitas yang disusun mengembangkan kemampuan motorik		
	anak usia dini.		
6.	Indicator yang dibuat mencerminkan tujuan yang hendak		
	dicapai.		
7.	Indicator yang dibuat dapat dilaksanakan oleh anak usia dini.		
8.	Aktifitas yang dibuat sesuai dengan objectives dan indicators.		
9.	Aktifitas yang dibuat sesuai dengan karakter umum anak usia		
	dini.		
10.	Aktifitas yang dibuat sesuai dengan karakter anak usia dini saat		
	belajar bahasa.		
11.	Aktifitas yang dibuat menyenangkan dan menarik untuk anak		
	usia dini.		
12.	Aktifitas yang dikembangkan bervariasi.		
13.	Aktifitas yang dikembangkan mencerminkan penggunaan bahasa		
	Inggris dalam kehidupan anak sehari-hari.		
14.	Aktifitas yang dikembangkan memuat hal yang rutin setiap		
	unitnya.		
15.	Aktifitas yang dikembangkan membuat anak melibatkan panca		
	inderanya.		
16.	Setiap unit memuat pengulangan kegiatan.		
17.	Setiap kegiatan menggunakan media.		
18.	Media yang digunakan berwarna-warni		
19.	Media yang digunakan menarik untuk anak usia dini.		
20.	Media yang digunakan bervariasi.		
21.	Media tersebut aman untuk anak usia dini.		
22.	Media tersebut mudah digunakan anak usia dini.		
23.	Media yang digunakan membuat anak-anak termotivasi untuk		
	mengikuti kegiatan.		

24.	Media yang digunakan membuat kegiatan lebih menyenangkan		
	bagi anak usia dini.		
25.	Bahasa yang digunakan sederhana dan sesuai untuk anak usia		
	dini.		
26.	Bahasa yang digunakan mudah dipahami anak usia dini.		
27.	Bahasa yang digunakan mengenalkan vocabulary pada anak.		
28.	Terdapat pengulangan bahasa dan ekspresi yang berulang-ulang		
	dan rutin dalam setiap kegiatan.		
29.	Ekspresi yang diterapkan sering digunakan dalam kehidupan		
	sehari-hari bagi anak-anak.		
30.	Ekspresi yang disediakan memudahkan guru melaksanakan		
	program English Day.		
31.	Ekspresi yang disediakan sesuai dengan kegiatan yang		
	dilaksanakan.		
32.	Kegiatan yang dibuat menggunakan perintah satu kata yang		
	bervariasi.		
33.	Kegiatan yang dibuat menggunakan teknik Total Physical		
	Response.		
34.	Kegiatan yang dibuat mampu melibatkan semua anak baik secara		
	berkelompok maupun individual.		
35.	Ilustrasi yang digunakan sudah sesuai.		
36.	Warna-warna yang digunakan sudah serasi		
37.	Jenis dan ukuran huruf yang digunakan sudah baik.		
38.	Keseluruhan lay out pada draft sudah baik.		
39.			

C. Pendapat dan Saran

	•
1.	Apa pendapat dan saran anda tentang kegiatan yang telah tersusun dalam English day?
	Pendapat:
	Saran:
2.	Apa pendapat dan saran anda tentang ekspresi/bahasa yang digunakan dalam English
	day?
	Pendapat:
	Saran:
	Saran:

3.	Apa kelebihan dan kekurangan English day secara keseluruhan?
	Kelebihan:
	Kekurangan:

D. Kesimpulan

Menurut Anda, kegiatan dan ekspresi yang telah disusun dalam English day tersebut:

- 1. Sudah baik dan tidak perlu direvisi.
- 2. Sudah baik namun masih perlu direvisi.
- 3. Belum baik dan perlu direvisi.

LEMBAR OBSERVASI

ENGLISH DAY

PLAYGROUP BIAS YOGYAKARTA

I. Isilah Tabel berikut dengan menghitung jumlah anak yang melakukan hal-hal sesuai kolom indikator.

No.	Topik	Indikator	Selalu	Sering	Jarang	Tidak pernah
1.	Sikap anak	Anak tampak bersemangat				Political
	~ F	mengikuti kegiatan.				
		Anak terlihat percaya diri				
		mengikuti kegiatan.				
		Anak tampak ceria mengikuti				
		kegiatan.				
2.	Partisipasi	Anak mau mengikuti				
	anak	kegiatan.				
		Anak aktif mengikuti				
		kegiatan.				
		Anak terpaksa mengikuti				
		kegiatan.				
3.	Respon anak	Anak mampu melakukan				
		perintah yang diberikan.				
		Anak mampu memberikan				
		respon yang benar terhadap				
		perintah/perkataan yang				
		diberikan.				
		Anak mampu mengikuti				
		kegiatan yang diberikan				
		dengan mudah.				
		Anak tampak bingung				
		dengan perintah yang diberikan.				
		Anak tampak kesulitan				
		mengikuti kegiatan.				
4.	Aktifitas	Aktifitas yang diberikan				
		menarik untuk anak-anak				
		(anak-anak tampak tertarik).				
		Aktifitas yang diberikan				
		aman untuk anak-anak.				
		Aktifitas yang diberikan				
		mendukung pembelajaran				
		berbahasa Inggris bagi anak-				
		anak (menggunakan input				
		berbahasa Inggris) .				

No.	Topik	Indikator	Selalu	Sering	Jarang	Tidak pernah
		Aktifitas yang diberikan				P
		mengembangkan				
		kemampuan berbahasa				
		Inggris anak-anak (memberi				
		kesempatan anak untuk				
		mendengar dan mengucapkan				
		bahasa Inggris).				
		Aktifitas yang dilakukan				
		menggunakan kalimat sederhana.				
11 14	silah dangan mer	nggunakan Prosentase (%)				
5.	Penggunaan	Alat yang digunakan				
٥.	Alat	bervariasi.				
		Alat yang digunakan aman				
		untuk anak.				
		Alat yang digunakan menarik				
		baik dari segi bentuk maupun				
		warnanya untuk anak-anak.				
		Alat yang digunakan				
		mendukung kegiatan				
		pembelajaran.				
		Ukurannya sesuai untuk anak-				
		anak.				
6.	Penggunaan	Kalimat yang digunakan jelas				
	ekspresi	untuk anak-anak.				
		Menggunakan kalimat yang sederhana.				
		Kalimat mudah dipahami.				
		Kalimat mudah diingat.				
		Guru tampak bingung dalam				
		menggunakan kalimat.				
		Guru lupa dalam				
		menggunakannya.				
		Guru kesulitan				
		menggunakannya.				
7.	Respon guru	Guru tampak antusias dalam				
		melakukan kegiatan.				
		Guru terlihat percaya diri				
		memandu kegiatan.				
		Guru kesulitan memandu				
		kegiatan.				
		Guru tampak kebingungan				
		menggunakan kalimat dalam				ļ
		buku panduan.				

RELIABILITY

/VARIABLES=item1 item2 item3 item4 item5 item6 item7 item8 item9 item1 0 item11 item12 item13 item14 item15 item16 item17 item18 it

em19 item20 item21 item22 item23 item24 item25 item26 item27 item28 i tem29 item30 item31 item32 item33 item34 item35

/SCALE('ALL VARIABLES') ALL

/MODEL=ALPHA

/STATISTICS=DESCRIPTIVE SCALE CORR COV

/SUMMARY=TOTAL MEANS VARIANCE COV CORR.

Reliability

[DataSet1] D:\Krip-Krip-

ku\all about angket\Needs Analysis\data needs analysis.sav

Warnings

The determinant of the covariance matrix is zero or approximately zero. Statistics based on its inverse matrix cannot be computed and they are displayed as system missing values.

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	25	100.0
	Excluded ^a	0	.0
	Total	25	100.0

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

Reliability Statistics

	Cronbach's Alpha Based on	
Cronbach's	Standardized	
Alpha	Items	N of Items
.824	.849	35

Item Statistics

	Mean	Std. Deviation	N
:t4			
item1	2.9200	.70238	25
item2	2.5600	.76811	25
item3	2.7200	.73711	25
item4	2.4000	.76376	25
item5	2.5200	.82260	25
item6	2.4800	.87178	25
item7	2.2800	.84261	25
item8	2.4000	.81650	25
item9	1.8800	.78102	25
item10	1.7600	.77889	25
item11	2.1200	.72572	25
item12	2.9200	.75939	25
item13	3.1600	.80000	25
item14	2.6800	.94516	25
item15	2.4000	1.00000	25
item16	3.4000	.64550	25
item17	2.8000	.86603	25
item18	3.1600	.62450	25
item19	3.0000	.70711	25
item20	2.6800	.98826	25
item21	2.5600	.96090	25
item22	2.6000	1.00000	25
item23	3.1600	.74610	25
item24	2.6000	1.00000	25
item25	2.8400	.62450	25
item26	2.5200	1.04563	25
item27	2.6000	1.00000	25
item28	2.6400	.95219	25
item29	2.5200	.91833	25
item30	2.7200	1.02144	25
item31	2.7600	1.05198	25
item32	2.6400	.95219	25
item33	2.6400	1.03602	25
item34	2.7600	.72342	25
item35	3.0400	.78951	25

RELIABILITY

/VARIABLES=item1 item2 item3 item4 item5 item6 item7 item8 item9 item1 0 item11 item12 item13 item14 item15 item16 item17 iitem18 i tem19 item20 item21 item22 item23 item24 item25 item26 item27 item28 item29 item30 item31 item32 item33 item34 item35 item36 item37 item38 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA /STATISTICS=DESCRIPTIVE SCALE CORR COV /SUMMARY=TOTAL MEANS VARIANCE COV CORR.

Reliability

[DataSet1] D:\Krip-Krip-

ku\all about angket\Data.angket.evaluasi.1st.draft.sav

Warnings

The determinant of the covariance matrix is zero or approximately zero. Statistics based on its inverse matrix cannot be computed and they are displayed as system missing values.

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	6	100.0
	Excluded ^a	0	.0
	Total	6	100.0

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

Reliability Statistics

	Cronbach's	
	Alpha Based on	
Cronbach's	Standardized	
Alpha	Items	N of Items
.872	.877	38

Item Statistics

	Mean	Std. Deviation	N
item1	3.6667	.51640	6
item2	3.5000	.54772	6
item3	3.1667	.40825	6
item4	3.3333	.51640	6
item5	3.5000	.54772	6
item6	3.3333	.51640	6
item7	3.3333	.51640	6
item8	3.1667	.40825	6
item9	3.5000	.54772	6
item10	3.6667	.51640	6
item11	3.8333	.40825	6
item12	3.6667	.51640	6
item13	3.1667	.40825	6
item14	3.3333	.51640	6
item15	3.6667	.51640	6
item16	3.5000	.54772	6
item17	3.5000	.54772	6
iitem18	3.1667	.40825	6
item19	3.3333	.51640	6
item20	3.3333	.51640	6
item21	3.1667	.40825	6
item22	2.8333	.40825	6
item23	3.3333	.51640	6
item24	3.5000	.54772	6
item25	3.3333	.51640	6
item26	3.1667	.40825	6
item27	3.8333	.40825	6
item28	3.6667	.51640	6
item29	3.1667	.40825	6
item30	3.1667	.40825	6
item31	3.3333	.51640	6
item32	3.5000	.54772	6
item33	3.6667	.51640	6
item34	3.3333	.51640	6
item35	3.3333	.51640	6
item36	3.0000	.63246	6
item37	3.1667	.40825	6
item38	3.1667	.40825	6

APPENDIX D: FIELD NOTES

Field Note 1 The Try-out of the First English Day Thursday, 5th April 2012

A few days before the set time, the researcher had prepared many things which would be used for the outbound game such as the tunnel, the slide, the zigzag line, the footbridge, the fish, the net, etc. The outbound game would be held in the school yard. The researcher had the layout for the game.

At the set day, the researcher came earlier and set the outbound field. The teachers help her in doing the preparation. They hanged the balloons which made from the plastic filled with colourful water. They put the fish on three pails, and prepared the cups for the children. Another teacher prepared some toys in a tent which was placed in the centre of the yard.

At 07.30 a.m. some children were arriving. The English teacher and the principal welcomed them, and asked to play in the tent while waiting for other children. The principal greeted them, "Assalamu'alaikum mbak Najwa,Mbak Aida, Mas Ahza" The English teacher also greeted them in English, "Good Morning" She added, "Put your bags on the tent, please" However, the children only silent. The principal said, "Yuk, tasnya diletakkan di tenda dulu!" The English teacher asked them to play "You may play the toys.", and the principal added, "Mainan dulu ya!"

Another teacher helped them to put their bags, and another one accompanied them in playing. The researcher joined the English teacher in welcoming the children. They kept coming until the time showed 08.00. Some boys were out of the tent and run to the footbridges, the slide, and the tunnel. They were looked excited showing them.

At 08.00 a.m. the English teacher sang *Clean Up* which meant that the children had to tidy the toys. She added the song *Put on Your Shoes* and helped a child to put on her shoes. Other teachers helped the children to tidy the toys and put their shoes on. She asked the students to make a line. "Make a line, please," said she while stretching her arms as a gesture to help the students in understanding the sentence.

The English Teacher: "One two three four five six, seven eight nine ten, one two three, four five six, seven eight nine ten" while pretending to be a soldier who was walking on the spot.

Looking for the teacher's action, the children were in hurry joining her. The researcher followed her and then helped the children to make a line. A child who was the leader came forward. The English teacher said, "The leader comes forward, please." The leader lead the children to have the pledge. He spoke

loudly, and other children also repeated in a loud voice. "Rodhitubillahi Robba. Aku rela Allah Tuhanku" she said. "I surrender Allah is my God, and I surrender Islam is my faith" added the leader. The pledge was delivered in three languages, Arabic, Indonesian, and English. During the pledge, there were three children who came. The principal greeted them, and helped them to put their bags. Another teacher aimed them to join the pledge.

Having finished the pledge, the English teacher started to sing and move. The researcher followed her actions and joined in singing. The children also followed the actions, but only some of them who tried to sing. The songs are Head and Shoulders, One Two Three Jump, Up and Down, Sing Along, Clap Your Hands, Johnny's Hammers, Open Shut Them, Hockey Pokey, and Reach High. The children were able to follow the actions. Some of them were also singing although in unclear sentences.

Having looked tired, the English teacher asked them to run to the tent like a bird, "Jump up like a rabbit", she said while jumping up to the tent. The children were laughing and followed jumping to the tent. The teacher said, "Put off your shoes." She also put her shoes off, and then sat down on a mat in the tent. The children followed to put their shoes off. The teacher sang Can You Sit Down and Make a Big Circle while waiting the children. Finally all children had sat down, and she began to greet them. "Good morning class", she said. All children answered, "Good morning." They start to sing Good Morning, How are You, The More We Get Together. The teacher continued, "Who is absent?" and the children did not answered. She started to use Calling Song to call everyone who came. The child, whose name was being called, raised their hands. Having called everyone, the teacher explained the activities in the English day. "We are going to have an outbound game. Who want to join the outbound game?" The children answered, "Aku..aku.." She continued, "we will run, jump, walk in footbridges, climb and slid, crawl, break balloons, and catch fishes". She repeated each word while using gesture. The children were very noisy. They looked impatient to join the outbound game. The teacher then asked them to drink before going to the outbound field. "Have a drink, please." She said while showing her own drinking bottle. She also drank. The children took their drinking bottle and drank. "Let's have the outbound game."

The children put on their shoes and followed the teacher to the yard. The researcher had ready on the start line to give an example for the children. However, the teacher did not give her an order to do the outbound game. She leaded the children to have a prayer. "Before we play the game, let's raise our hands and pray." All children and teachers raised their hands and say, "Bismillahirrahmaanirrahiim" She then gave orders to the researcher to do the outbound game. "Look at Miss Dama", the teacher said while pointing to the

researcher. "Run on zig-zag line. One-two-three, Go!" ordered the teacher. Hearing the order, the researcher and Miss Dilla ran on the zigzag line. To motivate the children the teacher sang If You're Happy. Finally, she divided the children into groups. Each group consisted of three children. She began to call the members of each group and give orders to run on the zigzag line. "Mas Ahza, Mas Adam, and Mbak Aida, come here please!" said the teacher while waved her hand. They came forward on the start line. The teacher said, "Run on the zigzag line. Are you ready? One, two, three, go!" while pretending to run, and repeated the sentences. The three children run. They always tried to run on the lines. The principal had waited on the other side of the line. She congratulated the children. She said, "Very good" and made a high five to every child. This activity was repeated until all children ran on the zig zag line. They who did not run became the supporters. They clapped their hands and repeated the teacher's words, "Runrun-run. Run on the zigzag line." The children were looked happy. They smiled while running. All children eagerly joined this activity. They seemed impatient to try it. They who had not run said "Aku..aku," when the teacher called the students' names. Two of them stood near the line to watch their friends who were running closely. Another teacher persuaded them to wait with their groups. On the other side, the children were crowded. They shouted to their friends who still run. They said, "Run-run-run," while clapping their hands. Finally, all children had run on the zigzag line.

On the other side of the line, all children were very crowded. They looked impatient to do the next activity. The principal helped the teacher to manage the children. "Tetap baris ya!" Again, the researcher was ready to give an example. The teacher gave an order, "Look at the hoops, Jump into the hoops" The children were looked very enthusiastic. The English teacher motivated them by saying "Are you ready to the next?" The children were all silent and looked confused. Other teachers and the researcher said in chorus, "Yes!", and all children repeated the word "Yes!" Finally, the teacher called them every group which consisted of three children. "Mas Nathan, Mas Ahza, and Mbak Aida, are you ready?" said the teacher. Instead of saying "Yes", the children whose names were being called only smiled and came forward. "Jump into the hoops, One-Two-three, Go!" and they started to jump. They who did not do the activity supported others by saying "Jump-jump," Again and again they repeated the sentences while clapping their hands. Some children moved forward from their lines to watch their friends closely. Another teacher persuaded them back to their lines. This happened several times. The children who were jumping looked happy. They laughed and smiled while jumping. Again, the principal had waited them in the other side. She made a high five to every child who came and congratulated "Very Good".

The children were looked ready to the next activity. The teacher said, "Stretch your hands, and walk on the footbridge." while stretching her arms. Hearing the order, the researcher stretched her hands and started to walk on the footbridge. When the teacher said, "Walk carefully," the researcher started to walk slowly. The children were looked enthusiastically. Finally, the teacher asked three children to do it. Here, the group was scattered. She then called three names of the children by chance and gave orders. "Ready? One-two-three, Go!" and the children started to walk. While they were walking, the teacher said, Walk-walk-walk, walk on the footbridge." Again, other children repeated the teacher's words. The principal did as the previous activities. She waited on the other said and congratulated the children by saying "Very good!" and made a high five.

They were ready to the next activity. Here, the researcher did not give an example as the slide was too small for her. The teacher gave instructions while moved her hands as a gesture to help the children understanding the meaning. "Now, climb and slid on the slide," said the teacher while touched the slide and moved her hands. As her gesture was quite understood, the children were able to do the instructions well. They answered "Yes!" when the teacher asked, "Are you ready?" The teacher called every three children to do climbing and sliding. She always repeat the words "Climb and slid," again and again while the children did the activity. Other children who were not in charge also repeated the teacher's words and clapped their hands to support their friends. Some children were impatient to try the activity and they jostled. The teacher had to tell them again and again to be in turns. The children do the activity cheerfully. They smiled while climbing and sliding on the slide. The principal had waited on the other said to congratulate they who came.

They were standing near a tunnel. The tunnel was looked like a caterpillar. The researcher showed them how to crawl, but she did not crawl through the tunnel. The children were looked enthusiastic to join this activity. The teacher asked them, "Are you ready?" and they answered in chorus, "Yes!" Again, the teacher called three of them. At the moment, she called spontaneously as there was no group anymore. The children had spread out and stand in jostle. "Crawl through the tunnel," said the teacher. She then gave an order, "One-two-three, Go!" and those three children started to crawl. The teacher constantly said "Crawl-crawl-crawl," which was repeated by other children. The children had been waited by the principal on the other side of the tunnel.

They who had crawled saw the balloons which made from plastics filled up with coloured water. They looked enthusiastic seeing the balloons. The teacher showed the hanging balloons and the sticks to the children. The researcher gave an example after hearing the teacher's order. "Take the stick and break the balloon." The researcher took some space in breaking it, so when the

water spurt, she did not wet. They laughed and became very noisy. Other teacher helped to calm them down. They were told to stand in lines which consisted of three children every line. "Ayo, tetap bersama kelompoknya tadi. Berbaris tigatiga ya!" said one of the teachers while helping them to make lines. The teacher started to yell to encourage their passion. "Are you ready?" said the teacher. All the children answered "Yes we are" and then clapped their hands. She then gave commands, "One two three, Go! Take the stick, and break the balloon". The teachers and the children supported their friends by saying "break-break". Suddenly, there was a child who walked closer to the area. He wanted to see closer. Another child also came nearer to the area. Finaly, another teacher had to persuade them back to their groups. The atmosphere became very noisy. They who were breaking the balloons jump to avoid the water. It made some children screamed and run. Another teacher had to calm down them. They were not on their lines anymore. Therefore, the teacher called their names by chance. Every three children broke the balloons together until everyone had tried to break the balloons.

After being uproarious, the children were again looked very excited seeing the fish. Some of them run to the paisl to see the fish closely. A teacher who was in charge in this activity calmed them down. They were asked to make lines. Another teacher helped them to make lines with three children in every line. The English teacher showed the fish on the pails, the net, and the cup. She said, "Catch the fish with the net, and put it on the cup." Miss Erna, who was in charge said, "Nanti ikannya boleh dibawa pulang" all children yelled, said "Hooray!" and jumped. The English teacher added, "Yes, you might bring the fish home" The teacher called three students to catch the fish. "Now, catch the fish with the net. One, two, three, Go!" Hearing the word "Go!" the children then took the net and tried to catch the fish. While they were trying to catch the fish, the teacher and other children supported them by yelling "Catch-catch-catch," The teacher then said, "Put the fish on the cup" to a child who had succeeded catching the fish. They put it on the cup. Miss Erna came to write his name on the cup, so he could get it home without being exchanged. Finally, all children had caught the fish.

"Lagi-lagi", said some children. They wanted to repeat the outbound activities again. There were nine children who then did all the outbound game activities. Other children had been tired and sweaty. The teacher said, "Look at you. You are so dirty. Wash your hands, your feet, and your faces, and then change your clothes." The researcher and the teacher sang Wash Your Hands. Another teacher had waited them in the bathroom. Others were helping them to change their clothes. "Let me help you", said the teacher.

Miss Erna had prepared the chairs and snacks for the children. Having changed their clothes, the teacher asked them to sit down. She sang *Can You Sit Down*. She leaded them to have a prayer. "Let raise our hands and pray," All children followed to pray. She added, "Take the snack please!" While eating the food, the teacher gave comments about the food. "It's Yummy," she said. "Enjoy your snack." She added "Eat it up," She continued "Have your drink." after seeing some children had finished their snacks. They who had finished then walked away. They wanted to play some toys on the classroom. After a few minutes, the teacher asked them to sit on their chairs. She sang *Can You Sit Down* and all children were coming to sit down.

The teacher sang some other songs while waiting the children who did not sit yet. She said, "Are you happy?" However, the children did not understand. The teacher showed a happy expression. Another teacher said, "Seneng nggak tadi? Seneng kan?" The children nodded. She answered, "Yes!" when the English teacher asked again. Finally, all children repeated the word "Yes". They sang Are You Happy together. The teacher continued to review the words of the English day. She pretended to run and said, "What did I do?" Miss Erna asked the children, "sedang apa itu?" A child answered, "lari!" she added, "In English, please!" Some of the children answered, "jump,", another said, " walk" and "climb". Suddenly, a child answered "run" in a loud voice. The teacher gave her a thumb. And all children shouted "run" together. She said, "Yes, Run. Very good. Now, what did I do?" she asked them while to jump. The children shouted some words they remembered. Again, a child shouted, "Jump!" and the teacher gave her thumb to him, and all children shouted "Jump!" she said, yes, jump. Let's jump" she asked them to jump while shouting "jump-jump," She added, "Now, what did I do?" while stretching her hands and pretended to walk in a slowly and carefully way. The children shouted many words but none of them remembered the right one. The researcher said, "Walk", and all children said it. The teacher said, "Right, walk on the footbridge." She asked the children pretending to walk on the footbridge. The next, she used her hand and pretended to climb and slid. A child shouted, "Climb" and the teacher nodded, "Right, climb and slid." She asked them to use their hands pretending to climb and slid. She did pretending to review all words which listed on Vocabulary of the Day. After reviewing all words, the teacher guided to pray. They said, "Alhamdulillahi Robbil "Alamiin" They ended by singing Good Bye together and shook their hands to other friends and all teachers. "Good bye" said every teacher to every children. They left the school with a big smiled while bringing their fish.

Field note 2 The Try-out of the Second English Day Thursday, 19th April 2012

The try-out was done on Thursday, 19th April 2012. There was not any student who was absent that day, so there were 23 children who came to the school. Again, the researcher collaborated with the English teacher to conduct the English day. Another teacher was the observer, while other teachers helped the children in joining the activities.

The researcher had made the dough, the oven machine, the cookies moulds, the roll, the mica plates, and the papers. She came to the school with all the media. At school she divided them into package for every student. One package was for one child, and consisted of a paper, a roll, a mica plate, some cookies moulds, and the dough. She also set the cooking room, and put the packages on tables. On the other side, the teacher greeted the children who were coming. While waiting their friends who did not come yet, the children played in the schoolyard, such as merry-go-round and swings.

At 08.00 a.m. the teacher asked all children to have the Students' Pledge. To attract the children, another teacher put many footprints in the school yard and set them in two lines. She also put one of it in front of the lines. The English teacher sang a song entitled *Number* and *If You're Happy* while walking on the spot like a soldier to invite the students. Some children followed her, and then she said "Come on; let's have the students' pledge." Other teacher said, "Ayo kita ikrar!" Soon, all children followed her to stand on the footprints and walk on the spot like soldiers. She called one of the children who was the leader to come forward. "The leader comes forward, please," said the teacher. The teacher asked the leader to stand on a footprint which laid in front of others. She helped the leader to have the pledge. Other children repeated the sentences which had been said first by the leader. If the leader forgot the words, the teacher would help her. The children were eagerly saying the pledge. They looked enthusiastic and repeated the pledge loudly.

Afterwards, they arrived to the next phase of the opening activity, *Joining the Sing and Move Session*. The teacher said, "Let's sing and move together. Follow me", and she started to sing some songs and act some actions. The children followed her actions and also tried to sing the songs. They sang some songs such as *Head and Shoulders, One Two Three Jump, Up and Down, Sing Along, Clap Your Hands, Johnny's Hammers, Open Shut Them, Hockey Pokey,* and *Reach High* while moving their bodies. All children seemed happy. They tried to follow their teacher's actions and songs. They smiled while singing and moving. They looked confident in moving and trying to follow the songs. However, there was a child who squatted in the middle of the activity. Another

teacher had to persuade him until he was willing to follow the teacher's actions. In the end of this activity, the teacher asked the children to be birds. The children run to the classroom while stretching their hands. They pretended to be birds. Before going to the next activity, the teacher asked them to drink.

The last phase on the opening activity was Saying Good Morning. The children sat down on a carpet while the teacher greeted them by singing some songs. Those were Good Morning, Hello-hello, The More We Get Together and How are You. She also called every child who came using a song entitled Calling Song. On that day, she did not only call their names but also their addresses, for example: "My name is Aida Salma Zakkia, I live in Wirosaban," while pointing the child. The child, whose name was called, did an action with some expressions. A girl showed a funny face, and made their friends laughed. Every child did it with some different actions and expressions. Other children clapped their hands while laughing and smiling. After all children had been called, the teacher told them about the activity. She said, "Well, today we will be a chef and make cookies." The children shouted, "Yeah-yeah," The teacher added, "We will knead, roll, mould, the dough and then bake the cookies". She used gestures to make her sentences clear. She repeated each word while using her hands to show the meaning. Finally, she showed an apron and a hat. She said, "Who wants to be a chef?" and all children raised their hands up while saying "aku mau, aku mau, (I want, I want)" "Let's wear the chef costume," she said.

Here, they came to the main activity which had three phases. Those were: Dressing like a Chef, Making Cookies, and Playing in the Yard. Before making the cookies, they had to dress like a chef. The teacher shared the chef costumes and asked the children to wear them. "Put on the apron," said the teacher while helping them. Other teachers also helped them wearing the aprons and the hats. "Put on the hat on your head," said the teacher while putting a hat on their heads. She also wore a chef costume. The children looked happy wearing the chef costumes. They smiled and laughed as they looked their friends who had worn the chef costumes. After wearing the chef costumes, the teacher asked them to pray, "Let's raise our hands and pray, Bismillahirrahmaanirrahiim," The children repeated the prayer. The teacher continued, "Come on, let's make the cookies," and all the children followed her to the cooking room.

They went to the next phase on the main activity, *Making the Cookies*. Here, there were several steps on making cookies. They were: kneading, rolling, moulding the dough, and baking the cookies. The teacher led them to the cooking room. In the room, there were some tables with chairs. The researcher had put the package to make cookies on the tables. The teacher said, "Sit Down, Please!" and all children run to choose their chairs. They started to touch the packages on the tables. Some boys took the roller pin eagerly and showed it to other children.

Another teacher had to calm him down. The teacher showed the contents on the packages to the children. She introduced the things, and asked them to repeat the words. She said, "a roller pin", "dough", "moulding cookies" and all children repeated the words while touching the things. The teacher added, "You may bring the cookies home."

The children seemed to be impatient to make the cookies. Some of them have started to touch the dough, and the teacher had to start making cookies at that moment. "Okay, now knead and press the dough," said the teacher while showing how to knead and press the dough. The children followed kneading it. While kneading the dough, she said, "knead-knead, knead the dough." She repeated the words many times. Some children also repeated the words. They said, "Knead-knead."

The children seemed enjoying the kneading. After a few minutes, the teacher asked them to take the roller pin and started to roll the dough. "Take the roller pin," said the teacher while showing the roller pin. Some children also took the roller pins, but some other still kneading their dough. "Roll-roll-roll, roll the dough," said the teacher while rolling her dough. The children also rolled their dough. They who had not took their roller pins, then immediately took them and started to roll their dough. The teacher kept repeating the words, and some children followed the words. They also said, "roll-roll" while rolling their dough. They looked happy rolling their dough. Some children hold the pin in a wrong way. They did not hold on the hand grip of the roller pin, but on the middle of it. The researcher helped and showed them the right way while repeating the words.

Having rolled their dough, the children were asked to start moulding the cookies. The teacher showed them the cookies moulds while saying, "Now, take the cookies moulds." She continued, "Mould-mould, mould the dough." while moulding her cookies. Some children began to mould, but others still rolled their dough. Other teachers walked around to help the children moulding their cookies. Some children found difficult to mould their dough as their dough were not thin enough to be moulded. They had to roll their dough again. The teacher showed them again how to mould the cookies. While showing the way, she repeated those words again. And some children also tried to repeat the words.

Finally, the children were asked to bake their cookies in the oven machine which had been made from a box. The children were enthusiastic seeing it, as it looked very real. Although the teacher had shown it before they started making cookies, they still eagerly examined it. There were three buttons on it which they could pretend to press. The teacher showed them how to bake the cookies. She opened the oven machine, pressed a button, waited for a minute, then pressed a button again, opened the door, and took the cookies. She put the cookies on the mica plate, and showed it to the children. "Here are my cookies." She said, and

then called the children to bake their cookies. "Ok, now! Bake your cookies. Mbak Una, bake your cookies" She continued, "Bake-bake, bake the cookies." She always repeated those words while the children tried to bake the cookies. The children came to the oven machine, opened it, put the cookies on to it, closed it, and finally pressed the buttons. They waited for a minute, then pretended to press the button again, and took the cookies again. The teacher was always there to help them. They were very happy. They smiled looking for the cookies. The researcher helped them to write their names on the mica plates, so they could bring to cookies home without being exchanged. She said, "Let me write your name and you can bring it home later." Another teacher said, "Nanti boleh dibawa pulang." And the children shouted, "Hooray"

They who had finished making cookies could play in the yard. *Playing in the Yard* was the last phase on the main activity. The children played swing, slide, merry go round, and others. The teacher and the researcher accompanied them, while the janitor cleaned the classroom up. "Be careful!" said the teacher to the children who played in the yard. They were in the yard for several minutes. Another teacher was preparing the real cookies for them as their snacks.

Here they came to the closing activity. There were two phases in the closing activity, *Enjoying the Cookies*, and *Saying Goodbye*. After playing in the yard for a moment, the teacher sang *Wash Your Hands* as a sign for the children to wash their hands. She suggested the children to stand in line. After they stood in line, the teacher said, "Fold up your sleeves and trousers." while folding her sleeves as an example for them. After all children folded their sleeves and trousers, the teacher said, "Wash your hands." They washed their hands one by one and then sat down on their chairs. "Sit down on your chairs!" she said while pointing toward the chairs which have been arranged in the classroom. Before they ate their cookies, the teacher invited the leader to lead a prayer. A girl came forward near the teacher, and the teacher whispered to her. "Let's raise our hands and pray." The leader repeated the sentences loudly although in unclear words. While enjoying the cookies, the teacher said "Enjoy your cookies. Hmm, it's yummy!" She gave some comments related to eating cookies.

Having finished their snack, the teacher suggested them to sit down on a mat on the other side of the classroom. They would have *Saying Goodbye* that was the last session in the English day. While waiting other children finishing their cookies, the teacher asked some of them who had sit down on the mat to sing some songs, such as *Can You Sit Down, If You're Happy*, and *Are You Happy*. Finally, all children had sat down, and the teacher began to review the words listed on *Vocabulary of the Day*. She used gestures to wheedle them to guess the words. Many children were able to guess the words. Sometimes, the researcher or other teachers help them to guess the words by saying the first

syllable and let the children guessing the rest one. First, the teacher wore the apron and hat. She asked, "What am I?" and a boy said "kaya chef (look like a chef)." She gave her thumb and said, "Yes, a chef, I am a chef." All children repeated "I am a chef." Second, she pretended to knead and press the dough. Some children said, "Knead" The teacher gave her thumb and all children shouted "Knead", then the teacher said, "Knead and press- knead and press the dough" while pretending to knead then to press. All children repeated the teacher's words. Third, she acted like rolling dough. A girl said, "Roll" and again, the teacher gave her thumb to her. All children shouted "Roll", and the teacher said, "Roll-roll, roll the dough." And all children repeated the teacher's words while pretending to roll dough. Fourth, the teacher pretended to mould the dough. The children were silent. Another teacher whispered "Mo...", and a girl said, "Mould," The teacher said, "Right," while giving her thumb, and then she said, "Mould-mould, mould the cookies." And all children repeated the words. Fifth, the teacher pretended to bake the cookies. They were silent. Another teacher whispered to a boy who then shouted, "Bake' and the teacher showed her thumb to him. She said, "Bake-bake-bake, bake the cookies," and all children repeated the teacher's words. Afterwards, the teacher commanded the leader to lead prayer to end the day. She whispered the sentences to the child, "Now, let's say our thanks to Allah," and asked her to repeat them loudly. She continued, "Raise your hands and pray." Again, the leader repeated the sentence. Lastly, all children and teachers sang Goodbye song together while shaking their hands to each other. That was the sign that all activities in the English day had finished.

Field note 3 The Try-out of the Third English Day Thursday, 3th May 2012

The try-out of the unit 3 was carried out on Thursday, 3th May 2012. There were two students who were absents, so there were 21 children who came. Here, the English teacher helped by the researcher organizing the activities. Another teacher observed the English day try-out, and other teachers help in managing the children.

The researcher had prepared the media with the help of all teachers such as bottles, balls, pails, teapots, cups, tables, chairs, jumping animal toys, coloured water, trays, and a whistle. Those media then had been set on the yard where the main activity would be held. After finishing the preparation, the researcher accompanied the teacher welcoming the children. While waiting other children who did not come yet, they played in the classroom. Another teacher had set some toys to be played.

The English day started at 08.00 a.m. The teacher sang *If You're Happy* song to attract the children to have the first activities, *Having the Students' Pledge*. The teacher said, "Let's have the pledge." However, some children still played. She sang *Clean up*, and they who were still playing tidied their toys. Another teacher helped them in tidying the toys and the children then put their shoes on. After some children were on the yard, the teacher sang *Make a Big Circle*, and *Numbers*, while holding the children's hands to make a circle. "Make a circle, please!" the teacher suggested. She invited a boy who was the leader on to stand on the middle of the circle. She said, "Mas Ahza, please stands in the centre of the circle and leads the pledge." Other teachers also joined on the circle. The teacher accompanied and helped the boy to lead the pledge. If the boy forgot the words, she whispered him, and he would repeat the words loudly. Other children uttered the pledge after the leader. Because having students' pledge was a routine in the school, the children could join it well.

Having finished the students' pledge, they came to the next activity, Joining the Sing and Move Session. The teacher began to sing and act and the children followed her act. They also tried to sing the songs. "Let's sing and move together. Follow me," said the teacher. They sang some songs: Head and Shoulders, One Two Three Jump, Up and Down, Sing Along, Clap Your Hands, Johnny's Hammers, Open Shut Them, Hockey Pokey, and Reach High. The children looked joyful. They always smiled, while moving their bodies. Finally, they had sung all songs, and then the teacher ordered the children to run to the classroom. They were pretended in a run race. She gave commands by shouting "One-two-three, Go!" and they all ran.

Arriving in the classroom, the children were asked to have a drink, and then sat on chairs which have been set in a circle. They would have Saying Good *Morning*. The teacher began to sing some songs as attention getters. The children who had sat also joined singing. They sang Good Morning, Hello-hello, The More We Get Together, How are You and We are the Champion. After singing, she asked the children to have a prayer. "Let's raise our hands and pray," she said. She followed to call every student who came by using a song entitled Calling Song. The teacher called their full names and their mother's names. She said, "My name is Adam al Fattah, my mother is Tri Wahyuningsih." Furthermore, she explained about the activities. The teacher said, "Well, today we have a contest. Who wants to join *Riding a Jumping Animal Toy*?" she asked. The children shouted, "aku... (Me...)." The teacher introduces some words which would be used. She supported with some gestures to help the children understood the meaning. She said, "You will run, pour water, and take the ball. You will pour the tea to the cup, bring a tray with the cup on, and give it to your friends. You will also ride a jumping animal, jump, turn around and jump." She explained each contest and supported each sentence with some gestures. Finally, the teacher challenged, "Let's go to the schoolyard."

The next activity was *Registration*. This was the first phase on the main activity. There were four phases on the main activity: *Registration, The Contest, Playing Toys,* and *Announcement*. A teacher had sat on a chair in front of a table with many ID cards. The teacher asked the children to stand in a line in front of the teacher. There was an empty chair in the other side of the table. A boy sat on it, and then other children made a queue behind him. The teacher who was in the registration asked, "What is your name?" He answered, "Ahza," then the teacher looked for his ID card and pinned it to his cloth. She said, "Here is your ID Card. I will pin it on your cloth." The ID card which was shaped like an orange was made from a hard paper with his name written on. He left the chair, and then a girl behind him sat down. Again, the teacher asked her name. After the girl answered, the teacher looked her ID card and pinned it. This action kept on until every child had the ID card. The teacher gathered the children up who had ID cards pinned on their clothes. She leaded them to go to the first contest, *Taking a Ball from a Bottle*.

On the schoolyard, there were three pails with three dippers. Three meters from the pails, there were three bottles with a ball inside. The researcher gave examples on doing the first contest. The teacher told her what to do. The researcher did the actions while the teacher said the commands. She said, "Pour the water into the bottle." and the researcher did it. She added, "If the bottle is full, the ball will rise. Take the ball, and give it to Miss Dilla." The researcher took the ball and gave it to a teacher who was in charge. Having finished giving the example, the teacher grouped the children, three children in each group. She called the first group to start the contest. "Okay, are you ready? One, two, three, go!" Those three children began to run, took the water with a dipper, and poured it into the bottle. The teacher shouted, "Pour-pour-pour..., pour the water. Taketake-take..., Take the ball." Other children helped by another teacher being the supporters. They repeated the teacher's shouts. After the first group had taken the ball, they stood near the teacher who received the ball. It was arranged to differ they who had joined the contest and they who had not. One by one, every group had its turn to join the contest. Other children kept repeating the teacher's words. Another teacher noted the time to get the winners. Based on the teacher's note which showed the fastest, the winner was known.

The following activity was the second contest, *Serving a Cup of Tea*. The teacher leaded the children to the other side of the school yard. There were three tables with three trays, three teapots, and some glasses. In about three meters from the tables, there were three chairs. The teacher described the contest to the children. Again, the researcher gave an example. She did the action while the

teacher gave the instructions. The children stood with their group and watched the researcher doing the contest. The teacher asked them to stand in lines, and each group stood in a line. The first line had been called to do the contest. The last group were asked to sit on the chairs. The first group would give the cup to the last group. The teacher said, "Run to the table, Pour the tea from the jug to the cup. Give it to one of your friends who were sitting there," while pointing they who had sat down on particular chairs. She then gave the order, "Ready? Onetwo-three, Go!" The children ran to the table. They poured the tea, put the cup on the tray, and then walked slowly to give the cup to their friends. The teachers and other children supported them. They said, "Pour-pour-pour, pour the tea." "Bring-bring-bring, bring the tray." Another teacher wrote their times in finishing the contest. The winner was the fastest based on the teacher's note. The children who were sitting on the chairs received the cup, and then drank the tea. The children were very noisy. Some of them wanted to drink the tea; some others wanted to do the contest. The teacher tried to calm them down by some claps. After some efforts, the children followed her claps. The atmosphere had been controlled. The teacher called the second group, and asked the first group to sit down on the chairs. Having finished their tea, the children on the last group were asked to enter the lines. They queued to join the contest. Although their lines were not really straight, but they could wait until their turns came, either to join the contest or to drink the tea. Finally, all children had tried both the contest and the tea. The teacher leaded them to go inside the classroom, which was the next contest area.

The children ran and spread out to the classroom. Another teacher had waited and asked them to drink. The English teacher told them about the last contest they had after the children drank. She showed them the jumping animal toys. The children were very excited. A boy had run to ride the toys, but another teacher stopped him. There were three jumping animal toys, but one of them was leak. Thus, there were only two jumping animal toys which could be used in the contest. Those jumping animal toys were on the start line. There were two tracks in the contest area. The children had to ride the jumping animal toys on those tracks. Because there were only two jumping animal toys, the teacher divided the children into couples. Here, the researcher did not give an example as the jumping animal toys were too small for her. She only ran on the track when the teacher gave orders. The children were very noisy. They looked impatient to ride the toys. The teacher gave some hats to the children who were ready to join the contest, but there were some children who did not want to use the hat when joining the contest. The teacher called the first couples, and asked other children to wait outside the track. They would act as supporters. "Ride the jumping animal toys, go to the end of this line, turn around and come back here," commanded the

teacher. The two children had been on the jumping animal toys were ready to start the contest. The teacher gave orders, "Get set! Ready! Go!" Those children jumped to the end of the line. The teacher and other children shouted, "Jumpjump-jump." When those children were almost at the end of the line, the teacher said, "Turn around-turn around," while warping her hands as a sign to turn around. After the two children had turn around, she supported them by shouting, "Jump-jump-jump," which followed by other children. Once the two children had come to the finish line, the children shouted "Hurray!" They were very noisy because they wanted to ride the toys. The children who were on the back rows went forward near the start line. Another teacher and the researcher helped the teacher to manage them. They were asked to go back on their rows. The next couple were ready on the toys. They waited for the teacher's commands. "Get set! Ready! Go!" said the teacher. Hearing those words, the children jumped to the end of the line. The teacher shouted, "Jump-jump-jump." When the children were almost at the end of the line, she said, Turn around-turn around." The supporters kept shouting, "jump-jump-jump." Again, they shouted, "Yeah," when the children had arrived in the finish line. This cycle was done until all children tried to ride the jumping animal toys. The children were allowed to drink while waiting the contest ended. When the contest had ended, all children were asked to drink again before they went to the next activity. After having a drink, a girl asked the teacher, "Cuci tangan? (Wash our hands?)," she said. The teacher answered, "No, Play the toys." answered the teacher while pointing to some toys. She ran and joined her friends to play the toys.

The next activity was *Playing the Toys*. The teacher had prepared some toys and books on tables and mats. The children could choose to play the toys or read the books. The teacher said, "Choose the toys or books you want," said the teacher. The children spread out on the classroom to search the toys or books they wanted. While pointing the chairs and mat, she added, "Play on the mat or on the chairs." They took the toys and books, and then sat on the mat. Some others sat on the chairs. The teacher accompanied them, and said, "You may exchange your toys," while using her hands to help them understand what she said. She always used gesture to support her sentences during the English day try-out, so the children could recognise the meaning.

While the children were playing, other teachers prepared a stage and some rewards. After everything was ready, the teacher asked the children to tidy their toys. She said, "Tidy your toys, Put them back". She sang *Clean Up* song while helping them to clean the room. Afterwards, she leaded them to sit on a mat near the stage. She stood on the stage and said, "I will announce the winners of the contest", while showing the prizes. The children were very noisy looking for the prizes. She announced the winners of each contest and asked them who won to

stand on the stage. She said, "The winner on the *Taking a Ball from a Bottle* is Mas Natan." The boy went up to the stage. She added, "The winner on the *Serving a Cup of Tea* is Mbak Pipit." The girl came up to the stage. She announced, "The winner on the *Riding a Jumping Animal Toys* is Mas Dutta." The boy also went up to the stage. They smiled, and then the researcher gave the prizes for them. The teachers and all children clapped their hands. The teacher said, "Don't worry, all contestant will get rewards. Here are the rewards for you," she said. Other teachers then gave the prizes to each child. The children were very noisy as they wanted to get the prizes earlier. Another teacher helped to calm them down. Finally, every child got her/his prize. The teacher said, "Put the prizes on your bags." The children ran to take their bags, opened the bags, and put the prizes inside the bags. The teachers and the researcher helped them.

The following activity was the closing session on the English day, namely *Having Snack* and *Saying Goodbye*. The teacher asked the children to wash their hands. She spoke, "Wash your hands, please," while moved her hands like washing her hands. She then sang a song entitled, *Wash your hands*. The children were automatically making a line in front of the teacher. Some of them were tried to be at the front of the line. However, the teacher could handle it, so the children were not fight. "Fold up your sleeves and trousers," said the teacher while giving an example. The children followed her to fold their sleeves and trousers up. She then called them to wash their hands by turn. While pointing the chairs she told them who had washed their hands to sit down. She said, "Sit down on the chairs." The children walked to their chairs and sat down. They talked each other while waiting their friends. After all children had washed their hands, she urged them to pray. "Let raise our hands and pray," she announced. After having a prayer, the children took their snacks and ate them.

The last activity they had was *Saying Goodbye*. The teacher invited the children to sit down after finishing their snacks. She sang some songs, such as: *We are the Champion, If You're Happy, Are You Happy*, and *Can You Sit Down*. When all children had sat down, the teacher reviewed the words on *Vocabulary of the Day*. She used gestures and invited the children to guess. First, she pretended to fill up a bottle, and then took something from it. A boy said, "A ball." Another said, "Pour." The teacher gave her thumbs to them and said, "Pour the water, and take the ball." The children repeated the teacher's words. Second, she pretended to pour tea on a cup, put the cup onto a tray, and brought it to a child. The child smiled, and also pretended to receive it. The children laughed, and then some of them shout "Tea". The teacher gave her thumbs and said, "Pour the tea, and give it to your friend." The children tried to repeated the words, but they only said "Pour the tea" for clear. The rest was said unclear. Third, the teacher jumped, and pretended to ride a jumping animal toy. Some

children shouted, "jumping animal", "jump", and "run". The teacher again gave her thumbs and said, "jump-jump, turn around and jump." All children repeated the words. "Very Good," she said while showing her thumbs. The children looked happy. They smiled and laughed. Finally, the teacher said, "Okay class, time is over. Let's give thanks to Allah for today. Raise your hands and pray, *Alhamdulillahirobbil'alamin*." All children repeated the prayer. That was the end of that English day. They shook the teacher's hands and also their friends, took their bags, and went out to see their mother or father who had waiting outside.

Field note 4 The Try-out of the Fourth English Day Thursday, 24th May 2012

The try-out of unit 4 had been conducted on Thursday, 24th May 2012. There were 23 students who came, so there was no student who absent on that day. Again, the researcher collaborated with the English teacher to have the try out. Another teacher became the observer and other teachers helped to manage the children.

The researcher had provided the media which were needed, such as the costumes, the animals' food, the food made from animals, and the milk. When everything had been ready, the researcher accompanied the children who had come while the English teacher was welcoming the children who were coming.

At 08.00 a.m. the researcher drew some animal pictures which were set in a line. She drew cows, sheep, chicken, and ducks with chalks on the floor in the schoolyard. The English teacher leaded the children to the schoolyard. She said, "Let's have the students' pledge," and then sang some routines songs which usually used. She also sang *Old Mc.Donald*. "Stand on the animal pictures you want," added the teacher, and then she invited the leader to come forward and leaded the pledge. The leader uttered the pledge followed by the other children.

Having finished the pledge, the teacher sang and act followed by the children. This was one of the routines on the English day, so the children had familiar. They also sang together with the teacher while trying to do the action. Some of them smiled or even laughed when they concentrated to do the action. They looked happy on *Joining the Sing and Move Session*. Finally, the teacher asked them to pretend to be ducks. They walked like ducks to the classroom. Arriving in the classroom, the teacher asked them to drink before they went to the next activity.

The following activity was *Saying Good Morning*. The teacher invited the children to sit down on a mat. The teacher greeted them with some songs. She also tried to raise their spirit in joining English day. Together they sang some

songs such as, Good Morning, If You're Happy, Hello-hello, The More We Get Together, and Old Mc.Donald. She also called all children using Calling Song. The teacher told them about the activity. She said, "Well, today we will play at the farm. Who wants to be animals?" The children answered "aku... (Me!)" while raising their hands. Other teachers supported the children words by saying "me...," and the children followed to say "me..." when the teacher asked "Who wants to be visitors?" Before they went to the main activity, the teacher introduced the new words. She showed some animal pictures and told the names to the children. They were asked to repeat the teacher's words. To start the makebelieve activity, she leaded them to pray. "Let's raise our hands and pray," said the children. They all said, "Bismillahirrahmaanirrahiim..."

They came to the main activity. The teacher grouped the children into two groups, the animals and the visitors. She said, "All right kids, I will divide you into two groups." She asked them, "Who wants to be visitors?" some children raised their hands. "Who wants to be animals?" she asked again. Some children raised their hands again. The teacher chose eight of them to be the animals and the others would be the visitors. The teacher asked the researcher to help the animal group, while the visitor group would stay with the teacher. "The animal group, please follow miss Dama," said the teacher while pointing on the researcher. And she continued, "The visitors group stay with me," while pointing to herself.

The researcher then leaded the animal group to wear the animal costumes. "Come on, follow me," she said. The children followed her to enter the classroom to wear the costumes. There were eight children that would be two ducks, two sheep, two chicken, and two cows. The researcher gave the costumes to the children, and helped them wearing the costumes. "Well, here is the costume for you. Wear it please," she said while distributing the costumes. "Let me help you," she added. Another teacher helped her in dealing with the children and also in wearing the costumes. Finally, all children of the animal group had worn the costumes. The researcher asked them to go to their places. She said, "Okay, let's go to your place." She added some food in front of their places. She continued, "If the visitors come, act like an animal."

On the other side, the teacher asked the visitor group to follow her on the school yard. "Come on, follow me," said she. On the schoolyard, there were many chairs which were set like on a bus. She asked the children to sit down. "Sit down, please." She explained them that they were on a bus and would go to the farm. She told them, "We are on a bus, and will go to the farm. Don't forget to tighten your seatbelt." She then pretended to tighten her seatbelt, and the children followed her. They laughed while tightening their seatbelts. The teacher then started to sing some songs such as *The Wheels on the Bus, Old Mc.Donald*, and *If*

You're Happy. After a few minutes, the teacher announced that they had arrived at the farm. "We are at the farm now. Get down, please." The teacher released the seat belt and stood up. All children followed her actions. The teacher added, "We will walk around the farm. Make a line, please," while using her hands to help the children understand. The children made a line, and were ready to walk around the farm.

The farm was the school park which was set to be a farm. There were two parts. The first part was the landscape with gross which was used to be the cow and the sheep cages. The second part was around the pond on the schoolyard which was used as the duck and the chicken cages. The animal group which were pretending to be animals had been on their places. Some of them were pretending to eat, some of them imitating the animal's sound, but some of them only smiled while shaking their bodies. The visitor group came to the first part of the farm. They looked at the cows and sheep with a big smile; they seemed to be so excited looking their friend with animal costumes. The teacher said to the visitor group, "Let's touch them," and she began to touch the cows and the sheep, one by one. The children then spread out from the line and tried to touch the animals. Some of them even enter the cage to watch and touch the animals, so the researcher had to persuade them to get out of the cage. However, some children looked afraid to touch the animals. They just watched them outside the cage. While touching the cows, the teacher sang the animal chant. She said, "Cows-cows, moo-moo. Cows-cows, moo-moo" She said the chant for several times. She continued, "Moo-moo, Cows. Moo-moo, cows" She repeated the chant, and the visitor group also sang the chant. Finally, the teacher only said, "cows-cows", and the children answered "moo-moo". She continued, "moo-moo," and the children answered, "Cows" They did the same when watching and touching the sheep. The teacher sang the animal chant, and the children repeated it. The teacher said, "Sheepsheep, baa-baa. Baa-baa, Sheep." At the end, the teacher only said, "Baa-baa," and the children continued, "Sheep." After a while, the teacher gave artificial grass to the visitor group and said, "Let's feed them," They tried to feed the animals, and the animal group pretended to eat. There was a cow that took the grass by hand and pretended to eat. Some of the children laughed seeing the animal group that were eating. While feeding the cows and the sheep, they sang the animal chant.

After a few minutes, the teacher asked the visitor group to move to the other side of the farm. "Follow me! Let's see ducks and chicken", she said. Near a small pond, there were the ducks and the chickens. The ducks were standing on a small bridge on the pond, while the chickens were on the other side. The visitor group looked excited. The teacher said, "Let's touch them," and they tried to touch the animals. Some children entered the cage again to watch and touch them

closely, and the researcher had to ask them to get out. Again, the teacher continued to sing the animal chant. She said, "Duck-duck, kwak-kwak" She then continued, "Kwak-kwak, duck" At last she only said, "Kwak-kwak," and the children answered, "Duck" When watching and touching the chicken, the teacher continued the chant. She said, "Chicken-chicken, cluck-cluck. Cluck-cluck, Chicken." And the children also repeated the chant. At last, the teacher said, "Cluck-cluck", and the children continued, "Chicken" After a few moment, the teacher shared some seed to feed the ducks and chickens. She told the children, "Let's feed them." The animals pretended to eat. The chicken nodded their head, pretending to peck the seed. The visitor group laughed, and the animal group only smiled. In a little while, the teacher asked the visitor group to leave the farm. "Say goodbye to the animals," said the teacher. They then said, "Goodbye ducks, goodbye chicken," while shaking their hands. When they passed the cows and the sheep, they said, "Goodbye cows, goodbye sheep."

Next, the researcher asked the animal group to follow her. "Everyone, Follow me, please. Let's put off the costumes" she said. She helped them to put their costumes off, and then lead them to the canteen. "Let's go to the canteen" she added. The children met the visitor group who were already there. The visitor group was singing *Old Mc.Donald* and the animal chants, when the animal group came. The canteen was on the other side of the park. There were some tables and chairs. There was a table full of food, sausages, satay, meatballs, and salted eggs. The children sat on the chairs and looked at the food. The teacher said, "Here are the foods. They were made from the animals."

The teacher began to introduce the food names. She showed the food to the children one by one. "Meatballs are from the cows," said the teacher while showing the meatballs. She added, "Meatballs-meatballs, cows" and the children repeated the words. The teacher showed the sausages and said, "Sausages, made from the chicken." She continued, "Sausages-sausages, chicken." And all children repeated the words. They did the same to every food. Finally, the teacher asked them to take the food one by one. When the children were taking the food, the teacher continued the drilling. Each child took a satay, a sausage, a meatball, and a half of salted egg. Again, the teacher did the drilling while showing the food. This time, the children did the same. They did not only repeat the words, but also took the food and raised it. They took their meatballs when the teacher said "Meatball-meatball, cows." They did the same for every food. Later, the teacher said, "Let's eat the food now." They enjoyed the food. The teacher always repeated the words above while the children were eating. The children also tried to repeat the words while enjoying the food.

After several minutes, the researcher brought some milk which had been packed by a dairy factory. The children were excited showing the milk. She shared the milk to the children. "Here is the milk for you. It is made from cows," she added. They who had finished their food then drank the milk. The teacher continued, "Drink the milk, please." She added, "Milk-milk, cows." She repeated the words several times until the children finished with the food and the milk.

The last activity they had was *Saying Goodbye*. They entered the classroom and sat on the mat. The teacher reviewed the words on *Vocabulary of the Day*. The children answered and commented to the teacher. They sang the animal chant together, continued with the food chant. Finally, the teacher asked them to give thanks to God. "Let's raise our hands and pray, *Alhamdulillahirobbil'alamiin*." She added, "Goodbye and see you", and then they sang a song entitled *Goodbye* while shaking their hands to the teachers and their friends.

APPENDIXES E: INTERVIEW TRANSCRIPTS

Notes= R : Researcher

ET: English Teacher

Interview 1

The Needs

Saturday, 20th January 2012

R : Assalamu'alaikum bu..., maaf mengganggu bu, bisa saya tanya-tanya sebentar bu?

(Assalamu'alaikum Ma'am..., sorry for distrubing, could I have a small talk?)

ET : Wa'alaikum salam mbak..., boleh, silakan.

(Wassalamu'alaikum mbak..., sure)

R: Gini bu, mau tahu tentang pengajaran bahasa Inggris di sekolah ini bu... Tapi sebelumnya bolehkah saya tahu data pribadi ibu?

(it's about teaching English in this school. Well, before talking about it, could I know your identity)

ET : Tentu saja. Saya Wening Lestari, usia 33 tahun, sudah menikah dan punya 3 anak.

(certainly. I am Wening Lestari, 33 years old, married with 3 children)

R : Sudah berapa lama mengajar play group? (How long have you been taugt Play Group?)

ET : Saya mengajar sudah 11 tahunan mbak... (I have been taught for about 11 years)

R : Tinggalnya dimana bu? Dekat sini ya? (where do you live? Is it near here?)

ET : Di Mrican mbak, ya 10 menit lah... (in Mrican, ten minutes from here)

R : *Kalau latar belakang pendidikan ibu apa ya?* (What is your education background?)

ET : Saya lulusan D1 dari Pendidikan Play Group, Sekolah Tinggi Islam Terpadu Yogyakarta. Itu satu yayasan dengan BIAS mbak.

(I graduated from a-year education for Play Group teachers, Sekolah Tinggi Islam Terpadu Yogyakarta. It is the same institution of BIAS mbak)

R : Kalau pendidikan bahasa Inggrisnya dari mana bu? Apa pernah ikut kursus gitu?

(What was your English education ma'am? Have you ever joined an English course?)

ET : Ya dari SMP, SMA, waktu kuliah D1 Pendidikan Guru Playgroup juga ada bahasa Inggrisnya. Kalau kursus sih nggak mbak...

(from junior and senior high school, there was also English in D1 for Play Group teachers. I never joined any course)

R : Kalau sehari-hari ibu menggunakan bahasa apa? (what language do you use in daily life?)

ET : Bahasa Jawa dan Indonesia. (Javanese and Indonesian)

R : Kalau ibu sendiri senang nggak dengan bahasa Inggris? (do you like English ma'am?)

ET : Oh iya mbak... saya senang sekali. Saya sering tanya2 sama yang pada bisa bahasa Inggris, kalau mau ngomong ini ke anak-anak bagaimana. Saya juga sering cari tahu lagu-lagu bahasa Inggris. Lagian disini kan orientasinya internasional mbak, jadi ya saya harus sering ngomong bahasa Inggris. Ya dikit-dikit bisa lah mbak... di sekitar saya juga banyak ya bisa kok. Suami saya kan dosen, hehe... saya jadi bisa tanya-tanya padanya.

(yes..., I like English very much. I often ask to people who are able speaking English on how to say something to children. I also often learn some English songs. Moreover, this school is an oriented-internasional school, so I must speak English much. I can speak a little... there are many people around me who can speak English. My husband is a lecturer, I can ask him)

R: Ibu yang mengajar bahasa Inggris untuk siswa sini ya bu? Seringnya bagaimana bu ngajarnya?

(do you teach English to the students of this school? How do you usually teach?)

ET : Iya mbak, saya yang ngajar. Di yayasan ini kan ada staf kurikulumnya yang lulusan bahasa Inggris UNY, saya sering tanya padanya. Ya dengan lagu, permainan, dan men-drill kan kata-katanya. Kadang-kadang pakai lomba juga.

(yes, I teach English for them. In this institution, there is a curriculum staff who graduated from English Education Yogyakarta State University, so I often ask her. I use songs, games, and drilling the vocabulary. Sometimes I use a competition).

R : Wah, bagus itu bu.... Anak-anak suka ya? Respon mereka bagaimana bu?

(That's good. Do the children like it? How are their responses?)

ET : Iya mereka suka kok. Habis bahasa Inggris pasti pada pura-pura ngomong pake bahasa Inggris.

- (oh yeah, they like it. After English lesson, they often pretend to speak in English)
- R : Kalau program English day, pernah dilaksanakan di sekolah ini ya bu? (Did English day program ever conduct in this school?)
- Et : Iya mbak, tapi sudah lama sekali. Terus nggak jalan karena gurunya pada nggak bisa ngomong Inggris mbak, hehe...
 - (Yes, It is a long time a go, but it quit because the teachers did not able to speak English well, hehe...)
- R : Nggak ada buku panduannya bu? (Did not it have a guiding book?)
- ET : Kayaknya nggak ada mbak, lupa saya,hehe... (Well, I guess it did not. I forgot, hehe...)
- R : Kalau misal diadakan English day di sekolah ini lagi bagaimana bu? (How do you think if English day is again conducted in this school?)
- ET : O...bagus sekali itu. Anak-anak jadi punya pengalaman menarik tentang Inggris. Tapi, kami memerlukan panduan mbak, terutama kalimat-kalimat yang digunakan.
 - (O... that's great. The children will have interesting experiences about English. However, we need a guidance particularly about the used sentences.)
- R : Bagaimana kalau saya yang menyediakan bu? Saya yang membuatkan buku panduan kegiatan dan kalimat yang digunakan.)
 (How if I provide it, Ma'am? I will make the guiding book and the sentences.)
- ET : wah boleh banget itu mbak. Kalau begitu kami bisa melaksanakan English day itu dengan mudah. Oh ya mbak, kalau bisa kalimat yang digunakan bisa sekaligus digunakan untuk kegiatan rutin di sekolah ini mbak. Jadi kalau pas nggak English day bisa sering dipakai sehari-hari. (That's great miss. If you do, we can conduct the English day easily. Well, would you please make the expressions which can be used for the school daily activities, so it can be implemented every day, not only in English day.)
- R: Kalau kegiatan English daynya sebaiknya yang seperti apa ya bu? (What's about the English day activities, Ma'am?)
- ET : Ya silakan menurut mbak baiknya bagaimana. Kan mbak kuliahnya di jurusan bahasa Inggris, pasti lebih tahu lah..hehe... Kami siap melaksanakan kok, hehe... yang jelas kegiatan itu harus menarik untuk anak-anak, melibatkan mereka, dan dapat mengembangkan motorik mereka mbak.

(It is up to you. I guess you know better, you are an English department student, aren't you? We are ready to implement it. However, the activities should be interesting, involve the children, and are able to develop their motor skills.)

R: Ya bu, nanti saya lihat dulu anak-anak sering main apa. Sama nanti minta tolong untuk membagikan kuesioner pada wali siswa ya bu. Saya ingin mengetahui kebiasaan anak-anak. Dari hasil itu nanti akan saya susunkan kegiatan yang sesuai.

(Yes Ma'am, I will see what the children are often played. Well, may I ask to distribute a questionnaire to the parents? I will use the result to arrange the appropriate activities.)

ET : *Iya boleh*. (Allright.)

R : Baik bu. Oya bu, bagaimana dengan tujuan English day.nya bu? kalau tujuannya dalam kegiatan itu agar anak-anak bisa mengikuti apa yang dikatakan guru dalam bahasa Inggris, bisa nggak bu?

(what do you think about the goal of the English day? Is it alright if the goal is to follow what the the teacher's say in English?)

ET : Iya bisa itu mbak. Yang penting perintahnya jangan terlalu banyak. Trus bahasanya yang sederhana saja mbak. Biar saya mudah mengingatnya, hehe... Anak-anak juga kan lebih mudah memahaminya jika bahasanya sederhana. Ya biasanya kalau menyusun kegiatan untuk anak-anak disesuaikan dengan menu generik dari dinas mbak, kan ada beberapa aspek mbak. Nanti dilihat saja.

(yes, it could be. The most important, do not use many instructions. Then, use simple expressions, so I can easily remember them, hehe... and the children will also easily understand. Please, use the government generic manual for very young learners to design the activities, there are many aspects which should be considered. You can check it out.)

R : Baik bu. Bagaimana dengan medianya bu? (Allright Ma'am. What is about the media?)

ET : Ya yang aman dan warna-warni mbak. (It must be safe and colourful.)

R : Baik bu. Oh ya bu, kalau misal dalam buku petunjuknya itu diskripsi atau prosedurnya pakai bahasa Inggris bagaimana bu? Tapi ada gambarnya juga...

(Allright Ma'am. How if the descriptions and procedures in the guiding book use English without translation? But there are pictures to support it.)

ET : Asal kalimatnya simpel sih nggak apa-apa,kami bisa paham. Apalagi kalau didukung dengan gambar. Meski nanti kami nggak paham kan ada gambarnya yang membantu, hehe...

(If the sentences are simple, it is all right, we can understand. Moreover, there are pictures to support it. If we do not understand the sentences, the pictures will help.)

R : *Ya bu. Terima kasih bu untuk wawancara dan bantuannya.* (Sure ma'am. Thank you for the interview and your help)

ET : Sama-sama, kalau butuh info apa saja, jangan ragu tanya saja saya. (Never mind. If you need any information, just ask me)

R : Iya bu, terima kasih. (Yes, ma'am. Thank you)

Interview 2

The Try out of the First Activity Thursday, 5th April 2012

R : "Bisa tanya-tanya sebentar bu? tentang kegiatan English day tadi."

(May I ask you about the English day activities, ma'am?)

ET : "Boleh, silakan" (sure, please)

R : "Bagaimana tanggapan ibu tentang kegiatan English day tadi?" (What do you think about the English day activity?)

ET : "secara umum sih bagus sekali ya. Kegiatannya menyenangkan. Anakanak tampak antusias untuk mengikutinya. Mereka juga mampu melakukan semua kegiatan yang ada. Sudah pas lah untuk mereka. Mungkin harus diperbanyak ya mbak kegiatan seperti ini, hehe... seringsering gitu. Mereka sampai mengulang lagi tadi, karena mereka memang senang.

(Generally, the activities are very good. They are interesting. The children looked enthusiastic to join the activities. They were able to do all activities. They just suit for the children. It might be better if we have many activities like the outbound game. We should often have it. Some of the children also repeated the activities, they really love the game)

R : "Tadi perasaannya bagaimana bu pas membimbing anak-anak menggunakan bahasa Inggris?"

(How do you feel when guiding the children in English)

ET : "Sebenarnya sih sudah sering juga ya pakai bahasa Inggris, tapi campur-campur sama bahasa Indonesia. Kalau tadi kan full Inggris ya saya. Senang juga, ternyata saya bisa. Tapi ya malamnya saya harus belajar itu Mbak, mempelajari ekspresi yang dari Mbak itu, hehe...)

(Actually, I often use English in the school, but I mix with Indonesian. Today, it was full English. I was very happy. I can't believe that I did it. However, I had to study the night before. Studying the expressions from you, hehe...)

R : "Iya, ibu tadi kelihatan bersemangat dan percaya diri sekali...hehe... Saya jadi senang dan ikut bersemangat juga hehe..."

(You looked energetic and very confident, ma'am. It made me enthusiastic too.)

ET : "Ah Mbak Dama bisa saja..."

(Ah, Miss Dama, How could you.)

R : "Kalau dari jenis kegiatannya tadi sudah pas ya bu? Sudah sesuai untuk anak-anak?

(What's about the type of the activities? Do they suit with the children?)

ET : Iya mbak, sudah sesuai dengan kemampuan anak-anak. (Yes. They have met the children's competencies.)

R : "Berhubungan dengan alat-alat yang digunakan, menurut ibu tadi bagaimana?"

(Dealing with media, what do you think, Ma'am?)

ET : "Ya sudah sesuai dengan kegiatannya. Warna-warni dan aman, tidak ada yang tajam dan membahayakan."

(They are suitable with the activities. Colourful and safe. There are not sharp and dangerous point.)

R : "Bagaimana dengan bahasanya bu?" (What is about the language, Ma'am?)

Et : "Bahasanya ya mudah diikuti, simple dan jelas."

(The language are understandable, simple, and clear.)

R : "Kesulitan ibu tentang ekspresinya tadi dimana bu?" (What is your difficulty about the ekspressions?)

ET : "Mungkin ada beberapa kalimat yang di ekspresi tambahan tadi ya. Saya ada yang lupa. Terus ada yang salah pengucapannya, hehe... Kalau yang wajib kayaknya sih sudah pas ya. Mudah."

(There are some sentences in the complementary expressions which I forget. I also mispronounce some words. The obligatory expressions are just right. Easy.)

R : "Kalau respon anak-anak sendiri bagaimana bu? Paham nggak dengan bahasanya? Atau malah bingung?"

(How did the children respond? Did they understand the language? Or were they confused?)

ET : "Sepertinya mereka paham ya..., kan mereka biasa mainan itu." (I guess they understand. They often play it.)

R : "Saran untuk segi bahasanya bu?"

(Do you have any suggestions dealing with the language, Ma'am?)

ET : "Kalau dari bahasanya sih sudah simple ya. Jadi anak-anak paham. Mungkin memang harus dipersering saja. Jadi nanti dari pihak kamilah yang harus sering memakai bahasanya tadi."

(The language is simple, so the children are able to understand. We must often use it, it's our responsibility to use it.)

R : "Hal yang perlu diperbaiki dari kegiatannya tadi apa bu?" (At what aspect do you think need to be improved?)

ET : "Hmmm... Apa ya mbak? Tadi kan anak-anak cepat sekali melakukan kegiatan itu ya. Jadi sebaiknya jarak antar kegiatan agak dijauhkan satu sama lain. Atau bisa papan titiannya ditambah, lorongnya juga bisa lebih panjang.)

(Hmm... What is it. The children did the activities so fast. I guess the range between every activity should be farther each other. Or may be, it needs more the footbridges, and a longer tunnel.)

R: "Dari segi buku panduannya bagaimana bu?" (What is about the guiding book?)

ET : "Sudah bagus ya, ada gambar-gambarnya yang pas.Tapi mungkin gambarnya bisa ditambah dengan foto yang asli ya, jadi bisa lebih jelas begitu.

(It is quite good. There are many pictures which are suit to the activities. However, it might be better if it is added with the real photographs, so it will be clearer.

R : "Kalau dari tujuan dan indikatornya bu?" (How are the goals and indicators, Ma'am?)

ET :"Ya sudah pas dengan usia mereka. Juga sudah sesuai dengan yang ada di menu generik dari pemerintah."

(They have suited with their ages. Moreover, they are in the generic manual from the government.)

R : "Iya bu, terima kasih sarannya."

(Yes Ma'am. Thank you for the suggestions.)

ET : "Sama-sama, Mbak." (You are welcome.)

Interview 3

The Try out of the Second Activity Thursday, 19th April 2012

R : "Permisi bu, mau tanya-tanya sebentar soal kegiatan English day hari ini"

(Excuse me ma'am, I want to ask about the English day activities.)

ET : "Oya Mbak, silakan. Apa yang bisa saya bantu?" (Oh sure, what can I do for you?)

R : "Bagaimana pendapat ibu tentang pelaksanaan English day hari ini?" (What do you thing about the try out of the English day today?)

ET : "Alhamdulillah, semua berjalan dengan lancar ya. Anak-anak tampak senang membuat kuenya. Mereka asyik sekali dengan adonannya. Ya saat meremas, saat menggulung, juga saat pura-pura memanggang dengan oven. Pokoknya menyenangkan lah... semua anak mau mencoba membuat kuenya. Bahkan tadi Mas Adam dan Mbak Zia yang semula nangis akhirnya mau juga ikut bergabung membuat kue. Berarti memang kegiatan tadi itu menyenangkan bagi anak-anak.

(*Alhamdulillah*, praises be to Allah, everything ran smoothly. The children looked happy in making cookies. They enjoyed the dough very much when they were kneading, rolling, and also baking the cookies. What an interesting activity. Everyone was willing to make the cookies. Eventhough Mas Adam and Mbak Zia who cried. Finally, they were interested to join making cookies. It means that the activity was fun and interesting for them.)

R : "Bagaimana rasanya bu tadi, memandu anak-anak dengan bahasa Inggris?"

(How do you feel ma'am, guiding the children using English?)

ET : "Ini pengalaman kedua ya. Jadi sudah nggak terlalu nerves. Lagian semua bahan sudah disiapkan. Bahkan kalimatnya pun sudah disiapkan mbak Dama. Jadi saya kan tinggal ngomong saja,hehe... Ohya, sejak English day yang pertama kemarin, kami sering menggunakan kalimatkalimat bahasa Inggris kok. Jadi, saya ya sudah biasa saja."

(This is my second experience after the first English day. So, I was not too nervous. Everything has been prepared well. Eventhough the sentences, so I just need to speak. That's all... Since the first English day, we often use the English sentences, and I start to be familiar with the expressions.)

R : "Jadi, kalimatnya dipakai terus ya bu?"
(So, you often use the expressions, don't you?)

ET : "Ya, kadang-kadang sih...hehe.... Kalau lagi ingat. Tapi dibandingkan sebelumnya, frekuensinya lebih banyak akhir-akhir ini, setelah English day itu.

(Sometimes, if I remember, hehe... However, It is better than the past. We often use the expressions lately.)

R : "Oh, bagus itu bu. Semoga bisa diterapkan setiap hari ya bu, untuk kegiatan yang rutin itu."

(That's great Ma'am. I hope it can be implemented every day for the routine ones)

ET : "Iya mbak, harapan kami juga begitu. Tapi ya masih kadang lupa, hehe.."

(I hope so Miss, but sometime we forget, hehe...)

R : "Nggak apa-apa bu. Pelan-pelan. Ohya bu, tentang kegiatan hari ini ibu tadi bilang kegiatannya menyenangkan ya. Kalau dari jenis kegiatannya sendiri bagaimana bu? Sulit nggak untuk anak-anak? Sesuai nggak dengan menu generik dari dinas?"

(It's okay ma'am. Slow but sure. Well, you said that today's activity is fun and interesting, isn't it? What is about the type of the activities? Are they difficult for the children? Have they met the generic manual from the government?)

ET : "Kegiatannya sih sudah bagus ya mbak. Sesuai juga dengan menu dinas. Meremas adonan dapat menguatkan kekuatan jari mereka, sebagai persiapan menulis. Yang paling sulit tadi kan pas mencetak adonan ya. Ada beberapa anak yang belum tipis adonannya, jadi mereka kesulitan. Sebenarnya sih juga nggak masalah. Tapi mungkin pas menggulung adonan mereka kurang kuat, jadi adonannya masih tebal. Pada dasarnya sih, sudah pas ya jenis kegiatannya.

(The activities are very good. They match the generic manual from the government. Kneading the dough can toughten their fingers, as their preparation to be able to write well. The most difficult was *Moulding the Cookies*. Some children still had tight dough, so they felt difficult to mould the dough. Actually it was not a big deal. If they rolled the dough stongly, they would easily mould it. Basicly, the activities are just right.)

R : "Kalau dari segi bahasanya bagaimana bu?" (What is about the language, Ma'am?)

ET : "Bahasanya sudah sederhana ya. Mudah dipahami anak-anak. Saya juga nggak kesulitan mengingatnya."

(The language is simple, easy to be understood. I do not find difficulties to remind it.)

R: "Respon anak-anak sudah sesuai ya bu?" (Did the children give the right responses?)

ET : "Iya, mereka sepertinya memang tidak kesulitan memahaminya. Kan sudah disupport dengan gerakan..., ya seperti kata mbak Dama,hehe..."

(Yes, they did not seem finding any difficulties to understand the language. Moreover, the gestures support the language much, as you said, hehe

R : "Kalau ibu sendiri kesulitan dengan bahasanya nggak?" (Did you find any difficulties related to the language?)

ET : "Kayaknya nggak ya mbak. Kan kalau yang kegiatan rutin sama seperti English day yang pertama. Trus kan beberapa hari terakhir saya juga sering menyuarakan ke anak-anak. Jadi sudah agak hafal. Kalau yang untuk kegiatan membuat kuenya tadi, bahasanya simple dan mudah kok. Jadi ya nggak terlalu sulit. Lagian kalimatnya kan pendek-pendek, kalau nggak salah hanya sekitar 4 kata ya?"

(Well, I guess not. The routines are the same as the first English day. Moreover, I often use the expressions for the routines lately. Meanwhile, the expressions in making cookies are simple and understandable. They are not too difficult. Moreover, the sentences are short , if I am not mistaken the sentences are only about 4 words.)

R : "Iya bu, 3-5 kata saja kok. Bagaimana dengan tujuan dan indikatornya bu?"

(Yes, Ma'am. Only 3-5 words. How are the goals and incitors?)

ET : "Ya sudah sesuai dengan usia mereka. Mendengarkan dan melaksanakan perintah juga ada di menu generik dinas kok. Jadi ya sesuai lah... Dan kegiatan tadi memang dapat meningkatkan motorik halus mereka. Kan anak-anak jadi menggunakan tangan dan jarinya untuk meremas, menekan, menggulung, dan juga mencetak. Indikator yang ada juga mampu dicapai anak-anak."

(They have suited the children's level. Listening and doing the instructions are also in the generic menu from the government, so they are really relevant. The activities can really develop the children's fine motor skills. They have to use their hands and fingers to knead, press, roll, and mould. The indicators are also reachable for them.)

R : "Kalau peraga yang digunakan bagaimana bu?" (What is about the media which are used?)

ET : "Wah, itu bagus sekali ya. Kostum kokinya membuat anak-anak serasa menjadi koki beneran, terus oven-nya tadi kayak sungguhan lho... Anak-anak senang sekali. Cetakan kuenya bentuknya macam-macam. Adonannya juga warna-warni. Anak-anak jadi antusias mengikuti kegiatan."

(Wow, They are great. The chef costumes make the children to be the real chefs, and the oven machine looked very real. The children were very

- interesting. The moulding cookies have many shapes. The dough was colourful. The children were really enthusiastic to join the activities.)
- R : "Mendukung kegiatan belajar bahasa Inggris nggak bu?" (Did the media support the learning English?)
- ET : "Ya iya lah mbak. Kan mereka jadi melihat apa itu roller pin, bagaimana roll the dough itu. Moulding cookies itu apa. Mereka jadi paham tanpa kita menerjemahkan dalam bahasa Indonesia. Cukup ditunjukkan bendanya, dan dilakukan kegiatannya. Saya rasa itu cara belajar bahasa yang efektif ya." (Sure. The children could see what the roller pin was, and how to roll the cookies. What was the meaning of Moulding Cookies. They understood without any translation in Bahasa Indonesia. Just show them the things and how to do the activities. I think that is an efective learning.)
- R: "Bagaimana dengan buku pedomannya bu?" (How is the guiding book, Ma'am?)
- ET : "Bagus ya, gambarnya jelas. Warna-warni. Penyusunannya bagus. Tapi seperti yang lalu ya, saya kok lebih senang kalau dibuat lebih kecil. Jadi mudah dibawa-bawa gitu. (Good, the pictures are clear, colourful. The book's order is good. However, as I said last week, I prefer to have the smaller one. Therefore, it is transportable.)
- R: "Ya bu. Nanti saya revisi. Kalau lagu-lagunya bagaimana bu? Terlalu banyak nggak?"

 (Yes Ma'am. I will revise it later. Well, how are the songs? Are they too many?)
- ET: "Nggak lah mbak. Buat anak-anak kan malah bagus kalau lagunya banyak. Kalau perlu, kita nggak usah memerintah dengan kalimat. Pakai lagu lebih efektif lho..."

 (Oh no. For children, many songs are great. If necessary, we do not need to use imperative sentences. Singing is more efektif.)
- R: "Ibu sendiri kesulitan nggak dengan lagunya?" (Do you feel difficult with the songs?)
- ET : "Pada awalnya memang ada 1-2 lagu yang saya belum terlalu hafal.

 Tapi sekarang sih sudah nggak. Kan setiap hari saya coba nyanyikan.

 Jadi kalau pas English day begini sudah nggak masalah,hehe"

 (At the beginning, there were 1-2 songs which I did not know well.

 However, I tried to sing everyday, so when the English day is conducted,
 I have remind the songs well. It is never mind now.)
- R : "Oh ya bu. Pantas tadi saya lihat ibu tidak mengalami kesulitan baik dalam lagu maupun bahasa. Ya sudah bu, begitu saja. Terima kasih bu

atas informasinya"

(Oh, I saw you did not find any difficulties with both song and language. Well, that's all ma'am. Thank you for the information.)

ET : "Sama-sama Mbak." (Never mind, Miss)

Interview 4

The Try Out of the Third Activity Thursday, 3th May 2012

- R: "Selamat Siang bu, bisa saya wawancara bu?"
 (Good afternoon, Ma'am. Could I have an interview?)
- ET : "Siang Mbak, ya tentu saja. Mau tanya tentang English day ya?" (Good Afternoon, sure. Do you want to know about the English day?
- R : Iya bu. Bagaimana tanggapan ibu tentang kegiatan tadi? (Yes Ma'am. What is your opinion about today's activities?)
- ET : Bagus Mbak. Nggak kalah seru sama yang pertama dan kedua. Anakanak tetap senang dan tertarik mengikuti lombanya.
 (It's good Miss. It is also interesting as the first and the second English day. The children were happy and interested to join the contests.)
- R :Menyenangkan ya bu? Terus kira-kira tadi anak-anak bisa nggak ya bu mencapai indikator yang telah ada di buku panduan?

 It's interesting, isn't it ma'am? Well, do you think the children were able to reach the indicators written in the guiding book?
- ET : bisa kok. Mereka bisa melakukan perintah tadi, mengikuti lombanya juga pada bisa, terus tadi pas jadi supporter kan juga pada menirukan kata-katanya terus menerus.
 - (Sure, they could. They could do the instructions, they could join the contests, and when they were the supporters, they were able to repeat the words constantly.)
- R : susah nggak sih bu tadi kegiatannya untuk anak-anak? (are the activities difficult for the children?)
- ET : Nggak juga ya. Kan sudah sesuai perkembangan anak-anak dan menu generik dari dinas.
 - (Well, not really. They have met the children development and the generic manual from the government.)
- R : kalau dari segi bahasanya bagaimana bu? (What do you think about the language aspect?)
- ET : iya tadi memang ada beberapa perubahan ya... misalnya tadi kan di buku panduan nggak ada aba-aba untuk memulai lomba, terus saya tambahkan karena anak-anak membutuhkannya.

(There were some changes. For example, there was not a command to begin the contest, and I added it because the children needed it.

R : Medianya sendiri bagaimana bu? (How was the media?)

ET : Ya sudah sesuai. Sayangnya tadi jumping animalnya kempes satu ya, kan lebih ramai kalau tiga bisa dipakai semua, hehe... secara keseluruhan benda-bendanya aman dipakai anak-anak. Airnya juga berwarna, jadi anak-anak senang.)

(Yes, It has appropriate. Unfortunately there was a leak jumping animal toy which couldn't be used. If there were three jumping animal toys, it would be more fun,hehe... Well, overall the media are safe for the children. The water was colourful, so the children like it.)

R: ibu tadi bisa menggunakan buku panduan dengan mudah bu? (Could you easily use the guiding book, Ma'am?)

Et : Iya mbak. Sudah jelas kok. Tapi tadi ukurannya belum diganti ya, masih yang besar. Besok diperkecil semuanya saja mbak, biar enak dibawabawa.

(Yes, it was clear. However, the size hasnot been changed yet, it is still the large one. Please reduce all the guiding book to be the smaller one, so it is transportable.)

R : Iya bu, maaf. Nanti final draftnya saya kecilkan semua bu. (Allright Ma'am. I'm soryy. I will reduce all of them for final draft.)

ET : Iya mbak, nggak apa-apa. Hanya untuk mempermudah gurunya saja kok, hehe...

(Yes miss, It does not matter. It is only to help the teacher to use it.)

R : Baik bu. Terima kasih masukan-masukannya bu. Ada saran lagi bu? (Okay Ma'am. Thank you for the suggestions. Any else?)

ET : Sudah cukup sepertinya ya. (I guess it is enough.)

R : Baik bu. Terima kasih wawancaranya bu. Saya permisi. (Fine Ma'am. Thank you for the interview. I'm leaving.)

ET : Sama-sama mbak. (You are welcome.)

Interview 5

The Try Out of the Fourth Activity Thursday, 24th May 2012

R : Maaf bu, bisa minta waktunya sebentar untuk wawancara tentang kegiatan tadi bu?

(Excuse me, Ma'am. Could I have an interview for a while about today's activity?)

ET : Tentu mbak, silakan.

(Sure, miss.)

R : Bagaimana menurut ibu kegiatan English day hari ini? (How do you think about the English day activities today?)

ET : Ini English day yang terakhir ya mbak? (was it the last English day?)

R : Iya bu yang terakhir. (Yes, Ma'am. This is the last.)

ET : Bagus mbak. Anak-anak senang meskipun mereka dibagi menjadi dua kelompok ya. Mereka senang-senang saja. Yang jadi binatang senang, yang jadi pengunjung juga senang. Lebih senang lagi karena mereka semua bisa benar-benar makan hasil dari binatang tadi ya, hehe...)

(Well, overall it was good. The children enjoy it. Although they were divided into two groups, they still enjoy it. The animals were happy, the visitors were also happy. Moreover, they could eat the food made from the animals,hehe...)

R : Kegiatannya sudah sesuai dengan anak usia dini belum bu? (Do the activities have appropriate for the very young children?)

ET : iya sudah. Tema binatang kan sangat dekat dengan mereka. Mereka juga sering main pura-pura jadi binatang begitu. Tapi memang biasanya tidak di set begitu.

(Yes, they are. The animal is close to them. They often play make-believe as animals. However, it does not set like today's.)

R : Kalau tujuan yang ada di buku panduan sudah sesuai belum bu? Terus indikator bisa tercapai nggak?

(What about the objectives in the guiding book, is is suit for them? Did they reach the indicators?)

ET : indikatornya bisa ya. Tujuannya juga sudah sesuai dengan menu generik. Jadi saya rasa sudah pas lah.

(Yes, they could reach it. The objectives have met the generic manual. I guess they have suit for them.)

R : Kegiatannya sendiri bisa diikuti semua anak nggak bu? (Did the activities could be done by all children?)

ET : iya bisa, buktinya tadi semua anak mengikuti kok. Nggak ada yang mogok, hehe. Yang jadi binatang juga bisa berperan seperti binatang sungguhan. Malah tadi ada yang benar-benar mau makan rumput-rumputannya, hehe... yang jadi ayam tadi juga lucu banget pas pura-pura mau mematuk,hehe... lalu yang jadi pengunjung juga mau menyentuh

dan memberi makan. Sepertinya memang anak-anak menikmati perannya masing-masing.

(Yes, sure. It can be seen that all children join the activities. Noone was on strike. They who became the animals could really act like the real animal. Moreover, there were some of them who really wanted to eat the grass. They who became chicken were very funny when they tried to peck the seed. The visitors were also willing to touch and feed them. I guess, the children really enjoy their roles.)

- R : Dari segi bahasanya, ada masukan bu? (Do you have any suggestion in the language aspect?)
- ET: Sepertinya sudah cukup ya. Sudah pas kok. Simpel dan mudah dipahami. Saya juga tidak kesulitan ngomongnya. Mudah diingat juga. (I guess it is clear enough. The sentences are simple and understandable. I found no difficulties to speak. Moreover, it is easy to be remembered.)
- R : Media yang dipakai tadi kurang apa ya bu? (What is about the media, Ma'am?
- ET : Sudah bagus kok. Paling kandang ayamnya yang kurang pagar ya. Tapi seperti tadi juga nggak apa-apa sih. Kostumnya juga membuat anak-anak senang.

(well, It was good. I think the cage of the chicken needed a fence. However, it was allright. The costumes made the children happy.)

- R : Bagaimana dengan buku panduannya bu? (How is the guiding book, Ma'am?)
- ET : Sudah cukup jelas ya. Hanya saja seperti saran saya yang kemarin. Diperkecil ya...hehe...

(It was clear. However, as my last suggestion, please reduce the size.)

- R : hehe... iya bu, siap, hehe... Baik bu, terima kasih informasinya. (Yes, Ma'am. I'm ready to reduce them. Well, thank you for the information.)
- ET : Sama-sama mbak, kalau butuh tanya-tanya apa saja, telepon saja nggak apa-apa mbak.

(you are welcome, miss. Feel free to ask me about anything. Just call me.)

R : Baik bu. Terima kasih. (Allright, Ma'am. Thank you.)

APPENDIX F

Course Grid of English Day for Students of

Play Group Bina Anak Sholeh Yogyakarta

D ay	Goals Themes Indicators		Vocabulary Media	Madia	Activities of the English Day			The Example of Expressions		
s	Goals	Themes	indicators	of the Day	Media	Opening Activity	Main Activity	Closing Activity	Obligatory	Complem entary
1.	1. Language Focus: Listening To listen and understand the simple instructions in sport. Speaking To repeat the action song lyrics, and vocabularies about physical activity 2. Content Focus developing gross motor skills (physical co-ordination)	Let's Have an Outbou nd Game	Children are able to respond the teacher's instructions in joining the outbound game. Children are able to sing and say some words in the action songs. Children are able to mention some vocabularies about things in the playground. Children are able to do the action in the outbound game.	Run Jump Walk Climb and slid Crawl Break Catch	Zig-zag line Hoops Slide Tunnel Colour ed Water Balloon s Fish Net Plastic cups	pledge Joining "Sing and move" session. The songs in this session are: 1. numbers 2. up and down 3. head shoulders 4. sing along 5. hockey pockey 6. reach high 7. clap song	1. The outbound game: a. Run in a zig-zag line b. Jump on the hoops c. Walk on the footbridge d. Climb and slid down e. Crawl on the tunnel f. Break the water balloon g. Catch the fish 2. Changing the Clothes	Having Snack Closin g session	Are you ready? Ready, get set, go Make a queue Run on the zig- zag lines Jump on the hoops Walk on the footbridge Climb and slid Crawl on the tunnel Break the balloons Catch the fish Put the fish on the cup You can bring the fish home later.	What did we do today? Who want to join the outbond game?

D ay	Goals	Themes	Indicators	Vocabulary of the Day	Media	Activities of the English Day			The Example of Expressions	
S					Wicuia	Opening Activity	Main Activity	Closing Activity	Obligatory	Complem entary
2.	1. Language Focus: Listening To listen and understand the simple instructions in making cookies. Speaking To repeat some words in making cookies. 2. Content Focus Developing fine motor skill (hand and eye co-ordinations)	Make Believe Activity: Making Cookies	Children are able to do the teacher's instructions in making cookies. Children are able to repeat some words related to the activity of making cookies. Children are able to guess the teacher's gesture in making cookies by mentioning the words. Children are able to do the action in making cookies.	Chef Dough Cookies Knead Roll Mould Bake	Play Dough Roller pins Mouldi ng set A Toy Oven Box Trays Mica plates	Having the students' pledge Joining "Sing and move" session. The songs in this session are: 1. numbers 2. up and down 3. head shoulders 4. sing along 5. hockey pockey 6. reach high 7. clap song 8. Johnny's hammers 9. Open shut them Opening session	1. Dressing like a chef 2. Making cookies a. Kneading the dough b. Rolling out the dough c. Moulding d. Baking 3. Playing in the yard	Enjoy ing the cookies Closing session	Wear the apron and the hat please. First, knead the dough, knead-knead-knead. Roll the dough, roll-roll-roll Then, mould the dough, mould-mould-mould-mould-base on the plastic plate. Bake the cookies on the oven. The cookies are ready.	Are you happy? I hope you enjoye d today's activiti es.

Da	Goals	Thomas	Indicators	Vocabulary	Activities of the English Day Media			The Example of the Expressions		
ys	Goals	Themes	indicators	of the Day	Media	Opening Activity	Main Activity	Closing Activity	Obligatory	Complem entary
3.	1. Language Focus: Listening To listen and understand to very simple instructions in joining the contest. Speaking To repeat the words related to the contest. 2. Content Focus: Developing gross motor skill.	We are the Champi on	Children are able to do the teacher's instructions in having the contest. Children are able to repeat the words they act. Children are able to do the actions on the contest.	Run Pour Take Bring Turn around Jump	Bottle s Balls Cups Teapo ts Tea Water Jumpi ng anima ls Rubb er lines	Joining "Sing and move" session. The songs in this session are: 1. numbers 2. up and down	1. Registration 2. The Contest Take out the ball Serve the tea Ride on the jumping animal 3. Playing the Toys	Having Snack The Announ cement Closing session	Who want to be a champion? Well, we are having contest now. We have three contests. First, take out the ball. Look, the ball is on the bottle. Pour the water to the bottle, and take the ball	Hurry up! Be careful! Very Good! Excellen t!

D ay	Goals	Themes	Indicators	Vocabulary	Media	Activities of the English Day			The Example of the Expressions	
s	Goals	Themes	indicators	of the Day	Wiedia	Opening Activity	Main Activity	Closing Activity	Obligatory	Complem entary
4.	1. Language Focus: Listening To listen and understand to very simple instructions in playing make believe activity: at the farm. Speaking To mention the animal names by hearing its sounds, and to say some food from the animals. 2. Content Focus: Developing children's natural and social intelligences.	Make Believe Activity : At the Farm	Children are able to give the right responses to the teacher's instructions in playing make believe activity: at the farm. Children are able to mention the name of the animal when hearing its sound. Children are able to say the animals' voices when the teacher says the names of the animals. Children are able to repeat the kind of food made from the animal.	Farm Cow Chicken Sheep Duck Sausages Meatballs Satay Eggs	Costume (cow, sheep, duck, chicken) Chairs Grass and seed Sausages Meatball Sates The Old McDonald song	Having the students' pledge Joining "Sing and move" session. The songs in this session are: 1. numbers 2. up and down 3. head shoulders 4. sing along 5. hockey pockey 6. reach high 7. clap song 8.Johnny's hammers 9. Open shut them Opening session	Heading to the farm At the farm 1. Visiting the animals 2. Feeding and touching the animals Going to the canteen	Having Snack Closing session	Let's go to the farm. Look, there are many cows, sheep, chickens, and ducks. Feed the cows. Touch the sheep. Here are the foods from the animals. There are satay, sausages, meatball, and eggs.	Come on, follow me. Stay here. Who have ever been to farm?

Appendix G First Draft

ENGLISH DAY 2

Make Believe Activity: Making Cookies



Objectives :

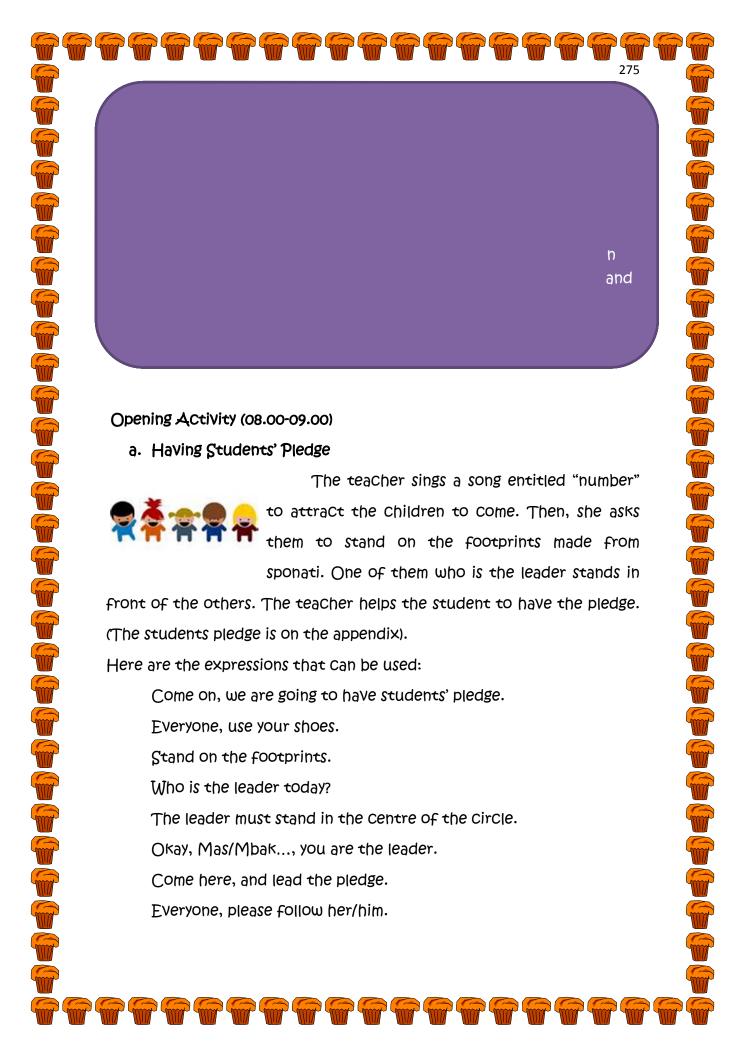
Language Focus : following instructions, things to make cookies

Other Skill : developing fine motor skills (hand and eye co-

ordination)

Indicators:

- 1. Children are able to do the teacher's instructions in cooking cookies activity.
- 2. Children are able to repeat some words related to the activity of making cookies.
- 3. Children are able guess the teacher's gesture in making cookies by mention the words.



b. Joining "Sing and move" Session

Before having the make believe activities, the Children are asked to join sing and move session. The teacher and the students sing some songs and move together. Here are the titles of the songs: "one two three jump", "up and down", "open shut them", "Johnny's hammer", "sing along", "head shoulders", "hockey pockey", "Clap song", "Clap your hands" and "reach high" (the songs and the actions can be seen in the appendix).

The Expressions that might be used are:

Okay, now we are going to join sing and move session.

Well, sing and move with me.

Are you ready?

Follow me.

Let's sing together.

Very good.



c. Saying "Good Morning"

After having students' pledge the Children will have Saying "Good Morning". They are asked to enter the class and sit down on the Chairs which have been set in a "U" shape. Here, the teacher greets the Children by using songs entitled "good morning", "how are you", "hellohello", "the more we get together". She also gives the explanation about the activity they will have in that day.

Here are the expressions which can be used:

Good morning everyone.

Let's sing the "Good Morning" song.

How are you?

Can you sing the "how are you" and "Hello-hello" songs?

Who is absent today?

Let's sing a "Calling Song" together.

Well, today we will make cookies.

Are you happy?

Let's sing "The More We Get Together".

Do you want to make the cookies?

Ok, everyone can make the cookies.

Well, do you know what the chef wears?

Yeah, the apron and hat.

Look at the table, there are Chef Costumes for everyone.

There are aprons and hats for you.

Let's wear the costumes before making the cookies.

Main Activity (09.00-11.00)

a. Dressing like a Chef

First, the children are asked to dress like a chef. They must wear a chef hat, apron, and gloves which have been provided by the teachers. The teachers help them wearing it.

Here are the used expressions:







We are going to be a chef, so we must dress like a real chef.

Wear the apron!

Enter the apron through your head!

Turn back, I'll tie the apron.

Now, wear the hat.

Put the hat on your head.

Now, wear the gloves on your hands.

Well, you are ready to be a chef now.

Okay, let's make the cookies.

Let's go to the cooking room now (other side of the class has

been set as the cooking room).

You can sit on the Chair.

Well, do you like cookies?

Are you ready to make cookies?

Come on, let's make cookies.

b. Making the Cookies

After wearing the apron and the hat, the children sit down on the Chairs. In front of the Chair there is a package for making cookies. It contains: a pile of dough, moulding cookies, a roller pin, a paper sheet, and a mica plate.

The possible expressions might be used are:

Have you worn the apron and hat?

Well, Great. Look at you.

You look like a master chef now.

Are you ready to make cookies?



























Now, everyone will get a tray with the dough and cookies mould on it, a roller pin, and a mica plate.

Here is the dough, the cookies mould, the roller pin, the paper sheet, and the mica plate (the teacher shows the things and gives them to the children).

If you have finished making the cookies, you can play on the yard.

One more thing, you can bring the cookies home.

And we will also eat the cookies together.

Do you like cookies?

Ok, let's make the cookies now.

1. Kneading the dough

The teacher has made the dough for the children. Then, she gives each child amount of the dough. The children have to knead the dough using their hands.

The expressions that can be used are:

Take your dough and put it on the paper sheet.

Now, you must knead the dough.

Use both of your hands to do it.

Press and knead the dough.

Knead-knead-knead.

Knead the dough.

Press-press-press.

Press the dough.





After kneading the dough, the children have to roll the dough out using the roller pin which is provided on the table. Each child gets a roll.

Here are the expressions which can be used:

Okay, stop kneading the dough.

Now, take the roller pin.

That's right. It is the roller pin.

Start to roll the dough now.

Roll on the dough.

Roll-roll-roll!

Keep rolling until the dough become thin.

Keep rolling, roll-roll-roll!

If the dough is thin enough, you can mould it.

Come on, roll-roll-roll.

Roll the dough.

3. Moulding the cookies

If the dough is thin enough to be moulded, the teacher asked the Children to stop rolling the dough and then start moulding it. They can mould the dough by using the cookies mould or using their

hands. The cookies moulds have been provided on the table.





Here are the expressions that might be used:

Okay, everybody stop rolling.

Now, you can mould the dough using the cookies moulds on your table.

Look, there are many cookies moulds.

Choose the shape of the cookies moulds you want.

You can also mould the cookies using your hands.

Now, shape the dough as you want.

Well, start moulding your dough now.

Wow, it is great.

Look! There are tree cookies, flower cookies, star cookies.

Which moulding do you like?

Okay, try another shape.

Come on, mould the cookies

Mould-mould-mould.

Mould the dough.

4. Baking the cookies

After moulding the cookies, the teacher asks the children to put the cookies on a mica plate. Then, they have to bake the cookies on the toy oven (a box has been decorated as an oven).

Here are the expressions that could be used:

Have you finished moulding?

Well, now you can put your cookies on it.

Let me will help you.







Now, bake your cookies on the oven.

Turn on the button first.

Wait a minute.

Okay, you can turn off the button now.

And take the cookies.

Look! The cookies are ready.

Let me write your name on it.

You can bring it home.

Come on everyone, bake the cookies.

Bake-bake-bake.

Bake the cookies.

c. Playing in the Yard

After making cookies, the children can play in the yard while the class has been cleaned. There is a teacher who accompanies and watches them.

Another teacher prepared the next activity.

Here are the expressions which can be used while accompanying the Children:

- > Be careful!
- > Take turn, please!
- > Don't fight with your friends.
- > Use your sandals.
- > You can choose to play the slide, the swing, or the see saw.





> Play together with your friends.

Closing Activity (11.00 - 12.00)

a. Enjoying the cookies

After playing in the yard, the Children are asked to wash their hands as they are going to enjoy the real cookies. The teachers have been provided the real cookies for them.



The expressions that are able to be used are:



- > Fold up your sleeves and trousers.
- > Wash your hands.
- > Let me sing ""Wash your hands" song for you.
- > Before we eat, we must say a prayer.
- > Sit down on the Chair, please!
- > Let us raise our hands, and pray.
- > Well, now make a line here.
- > Please, take turn.
- > Here are your cookies.
- ➤ Hmm..., it's yummy.
- > Yummy-yummy-yummy to our tummy-tummy-tummy.
- > Eat it up please.
- > Don't make any pigswill.



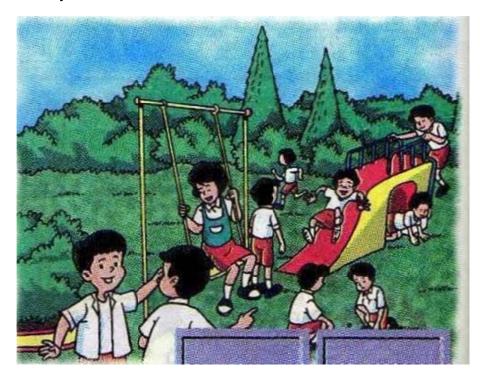
- > Put the dishes here.
- Clean your mouth.
- > Have a drink, please!
- > Throw the trash on the trashcan.

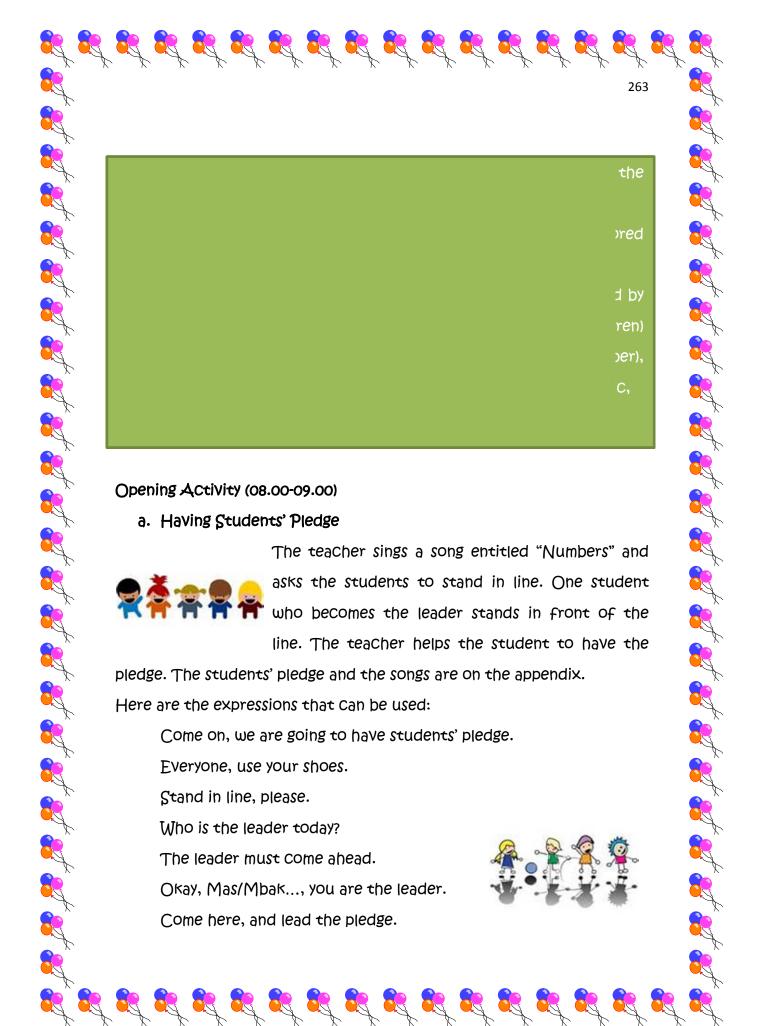




ENGLISH DAY 1

LET'S HAVE AN OUTBOUND GAME





b. Joining Sing and Move" Section

Before having some outbound activities, the children have sing and move session. The teacher and the stude songs and move together.

Here are the titles of the songs: "one two three jump", "L "open shut them", "Johnny's hammer", "sing along", "hea "hockey pockey", "clap song", "clap your hands" and "rea songs and the actions can be seen in the appendix).

The Expressions that can be used are:

Okay, now we are going to join the "Sing and Move" s Sing and move with me, come on!

Are you ready?

Okay, Follow me.

Let's sing together.



c. Saying "Good Morning"

After having students' pledge the children will have Morning". They are asked to enter the class and sit down which have been set in a U shape. Here, the teacher greet by using songs. The songs are entitled "good morning", "I "hello-hello", "the more we get together", and "Calling sor

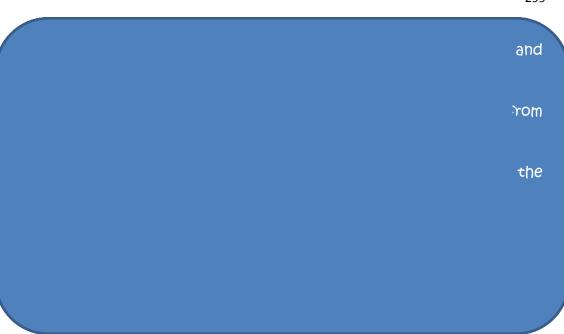
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ENGLISH DAY 4

Make Believe Activity: At the Farm



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Opening Activity (08.00-09.00)

a. Having Students' Pledge

The teacher sings "Make a Big Circle" song to ask the students to stand on the flowers made from sponati which have been set in a circle form. One student who becomes the

leader stands in the middle of the Circle. The teacher helps the student to have the pledge. The students' pledge and the songs are on the appendix.

Here are the expressions that can be used:

Come on, we are going to have students' pledge.

Everyone, use your shoes.

Stand on the footprints.

Who is the leader today?

The leader must stand in the centre of the circle.

Okay, Mas/Mbak..., you are the leader.

Come here, and lead the pledge.

Everyone, please follow her/him.

b. Joining "Sing and Move" Session

Before having the make believe activity, the children are asked to join sing and move session. The teacher and the students sing and move together.



Here are the songs for this session: "numbers", "one two three jump", "up and down", "open shut them", "Johnny's hammer", "sing along", "head and shoulders", "hockey pockey", "Clap song", "Clap your hands" and "reach high" (the songs and the actions can be seen in the appendix).

The Expressions that can be used are:

Okay, now we are going to have sing and move session.

Are you ready?

Follow me.

Let's sing and move together.

Very good!



c. Saying "Good Morning"

In the opening session, the teacher greets the Children. They are asked to sit down on the mat. Here, the teacher greets the Children by using songs entitled "good morning", "how are you", "hello-hello", "the

more we get together". She also gives the explanation about the activity they will have in that day.

Here are the expressions which can be used:

Good morning everyone.

Let's sing the "Good Morning" song.

How are you?

Can you sing the "how are you" and "Hello-hello" songs?

Who is absent today?

Let's sing a "Calling Song" together.

Well, today we will make cookies.

Are you happy?

Let's sing "The More We Get Together".

Have you gone to a farm?

Well, today we are going to go to a farm.

Do you want to watch cows? Moo-moo.

Do you want to watch sheep? Baa-baa.

Do you want to watch chicken? Cluck-cluck.

Do you want to watch ducks? Kwak-kwak.

Let's go to the farm by bus.

Who want to join with me?

I will divide you into two groups.

The first group is the animals.

Who want to be the animals?

There are cows-moo moo, sheep-baa baa, Chicken-Cluck Cluck, and duck-kwak kwak.

The second group is the visitors.

Who want to be the visitors?



For the animals' group, please follow us..., you must wear the customs.

And for the visitors group, please follow us... you must go to the farm by bus.

Main Activity (09.00-11.00)

a. Wearing the Animals' Custom (For the Animals Group)

This session is just for the animals group. They are asked to wear the animals' custom. There are eight customs, so two children become cows, two children become sheep, two children become chickens, and two children become ducks.

The possible expressions that can be used are:

Well, here are the customs for you.

Mas.../Mbak..., please wear the cows customs.

Mas.../Mbak..., please wear the sheep customs.

Mas.../Mbak..., please wear the chickens customs.

Mas.../Mbak..., please wear the duck customs.

Okay, you are ready now.

You must stay on the field.

I will take you there.

Pretend that you are the animals.

If the visitors group feed you; pretend that you eat it.

Are you ready?

Follow me; I will take you to your place.

You are the animals at the farm now.

Wait for the visitors; they will come for a moment.

Remember; say moo-moo (the teacher talks to the cows).

Remember; say baa-baa (the teacher talks to the sheep).

Remember; say kwak-kwak (the teacher talks to the ducks).

Remember; say cluck-cluck (the teacher talks to the chickens).

b. Heading to the farm (For the Visitors Group)

Here, the Children who are in the visitor group are asked to imagine that they are on the bus. The teacher asks them to sit down on the Chairs which have been arranged like a bus. Then, they pray for the journey and sing some songs, such as "Old Mc Donald", and "The Wheels on the Bus".



Here are some expressions that can be used:

Well, everyone we are going to go to the farm.

We can go there by bus.



Let's enter the bus.

Sit down on the Chair, please.

Don't forget to tighten the seatbelt.

Let's pray before the bus leaves.

What will we see at the farm?

Yes, we will see cows, sheep, goats, and ducks.

While the bus is running, let's sing the "Old Mc Donald" song.

Well, we can also feed them at the farm.

Wow, it's so great!

Are you happy?

Who have ever gone to the farm?

Let's sing "The Wheels on the Bus".



Alhamdulillah, we have arrived on the farm.

Come, get down from the bus.

We are going to walk around the farm and see the animals.

c. At the Farm (For the Visitors Group)

There are two agendas at the farm. The first is visiting the animals, and the second is feeding the animals. The children are also encouraged to touch them.

1. Visiting the Animals



Arriving at the farm, the Children are asked to stand in line. Then, they will walk to see the animals together. The teacher

leads them to walk around at the farm. On the other side, the animals group pretend to be the cows, the sheep, the goats, the chickens, and the duck which eat the grass. The teachers lead the visitors group to the cows, then to the sheep, to the goats, and the last to the ducks.

Here are some expressions used:

Look at the cow.

It's a big cow.

The cows are white and black.

They have four legs.

Look, the sheep are white.



They have four legs.

The goats are black.

They also have four legs

And the ducks are yellow.

They only have two legs.

The chickens are orange.

They only have two legs.

2. Feeding and Touching the Animals

After seeing the animals, the visitors group are given grass and seeds to feed the animals. Some of them feed the cows, goats, and sheep. Others feed the ducks and chickens. After feeding, they are encouraged to touch the animals. The teacher repeats the sound of the

animal and supports the Children to say the name of the animal.

Here are the expressions used:

Well, the animals look hungry.

Let's feed them.

Here, take the grass.

Give the grass to the cows, goats, and sheep.

Now, take the seed.

Give the seed to the chickens and ducks.



Cluck-cluck; chicken

Baa-baa; sheep

Be careful.

Do you want to touch them?

You may touch them if you want.

Don't worry. It's Okay.

Touch their heads.

Kwak-kwak-kwak; ducks

Moo-moo; cows

d. Saying Good Bye to the Animals

After watching and touching the animals, the visitors group say good bye to the animals because they will go to the Canteen.

Here are the expressions can be used:

Ok, now we are going to go to the canteen.

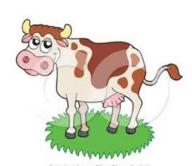
Say "Good bye" to the cows.

Good bye cows.

Say good bye to the sheep.

Good bye sheep.

Say good bye to the ducks.





Good bye ducks.

Say good bye to the chicken.

Good bye chicken.

See you.

e. Going to the Canteen

Here, both groups are asked to go to the Canteen to see and taste the food made from the animals.

The possible expressions which can be used are:

Okay, everyone; please follow me.

Yes, both of groups, the visitors and the animals.

We are going to go to the Canteen to see and taste the food made from the animals.

Well, here is the canteen.

Look at the food.



All the food is made from the animals.

There are sausages made from the chicken.

There are meatballs made from the cows.

There are satay made from the sheep

And there are salted eggs made from the ducks.

Look at the milk. It is made from the cows.

Do you want to try them?

Ok, now wash your hand.

Let's sing "Wash Your Hands" song.



Closing Activity (11.00-12.00)

a. Tasting the Food Made from the Animals

The last activity at the farm is asking the Children to taste the food made from the animals. There are many kinds of food made from



animals at the farm that they can choose such as meatballs, sausages, and satay. The children are asked to wash their hands and sit down. Then they can enjoy the food.

Here are the expressions which can be used:

Have a sit please.

Let's sing "Can You Sit Down" song while waiting the others.

Now, look at the plate on the table.

There are meatballs made from the cows.

There are sausages made from the cows and chicken.

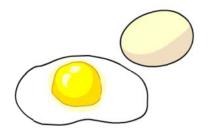
There is satay made from the sheep.

There are salted eggs from the ducks.

You can take the food you like.

And of course; you can eat the food.

Here is the Chicken's sausage (the teacher shows



the sausage).

Here is the cow's sausage (the teacher shows the food)

Here is Here is the cow's meatball (the teacher shows the meatball)

Here is the satay from the sheep (the teacher shows the satay)
Here is the salted egg made from ducks (the teacher shows the egg)

Now you can enjoy the food.

How does it taste? Yummy?

Sure, It tastes good.

Yummy-yummy-yummy to my tummy-tummy-tummy.

How do the sausages taste? Yummy?

How do the meatballs taste? Yummy?

How does the satay taste? Yummy??

How do the eggs taste? Yummy?

b. Drinking milk

Every child will get a small glass of milk. They can drink the milk.

The expressions which can be used are:

Now, there is a glass for you.

You can drink the milk.

The milk comes from the cows.



The milkman is milking the cows every day.

Hmm..., How does it taste?

Yummy?

Yeah, it is yummy.

It is sweet.

Who likes milk?

I also like milk.

Let's drink the milk.

c. Saying "Good Bye" Session

When the children have finished enjoying the food and milk, they come to the end of the English day. The teacher asks them to sit down on the mat to have the Saying Good Bye session. The teacher also repeats the words on *Vocabulary of the Day* while using gesture to express the words.

Here are the expressions that can be used:

OK Class... time is over.

Sit down on the mat.

We are on the saying good bye now.

Well, are you happy?

Let's sing "I'm happy" song.

Who saw the cows?

Who touch the cows?

Whose sound moo-moo is?

Right, the cow.

Who saw the sheep?

Who touch the sheep?

Whose sound baa-baa is?

Great, the sheep.

Who saw the chicken?

Who touch the chicken?

Whose sound cluck-cluck is?

Sure, the chicken.

Who saw the duck?

Who touch the duck??

Whose sound kwak-kwak is?

Yes, the duck

Who have eaten the sausages?

Who have eaten the satay?

Who have tried the meatball?

Who have tried the salty egg?

Yummy-yummy-yummy to my tummy-tummy.

Ok, who want to join the next English day?

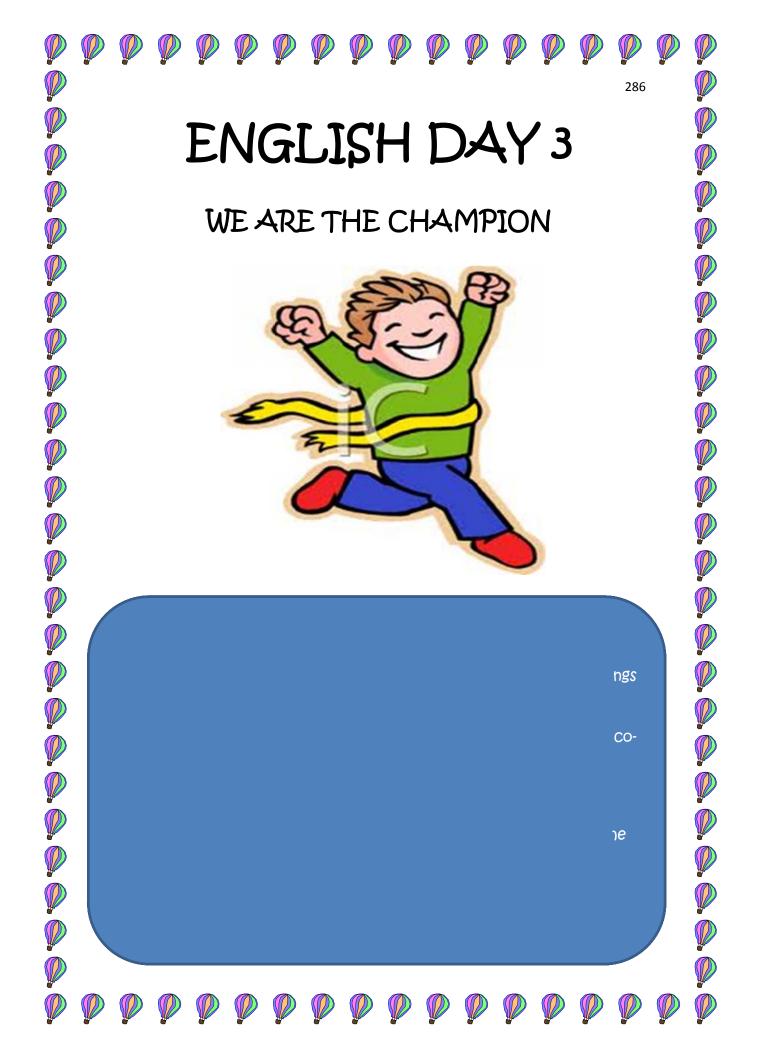
Alright, we will have another English day with another activity.

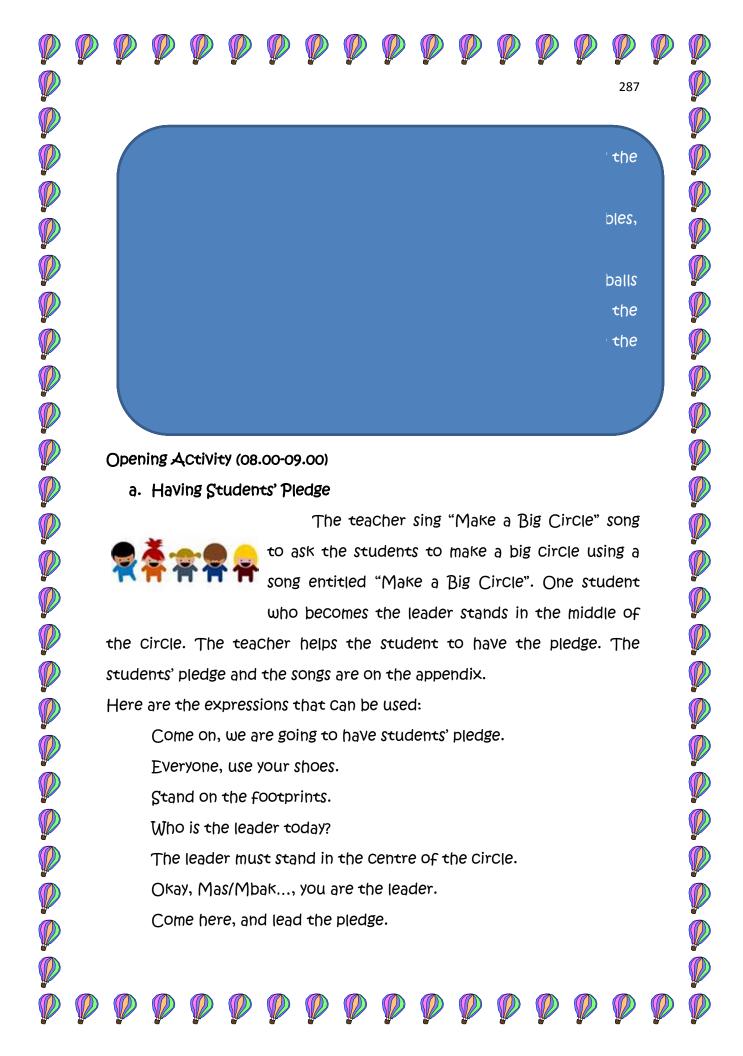
Now, let's say thanks to Allah for today.

Let's raise our hands and pray.

Well, now shake hands with your friends and teachers while sing a "Good Bye" song.

Good bye and see you.





Everyone, please follow her/him.

b. Joining "Sing and move" Session

Before having the competition, the children are asked to join sing and move session. The teacher and the students sing some songs and move together. Here are the songs for this session:

"numbers", "one two three jump", "up and down",



"open shut them", "Johnny's hammer", "sing along", "head and shoulders", "hockey pockey", "clap song", "clap your hands" and "reach high" (the songs and the actions can be seen in the appendix).

The Expressions that can be used are:

Okay, now we are going to join sing and move session.

Are you ready?

Follow me.

Let's sing together.

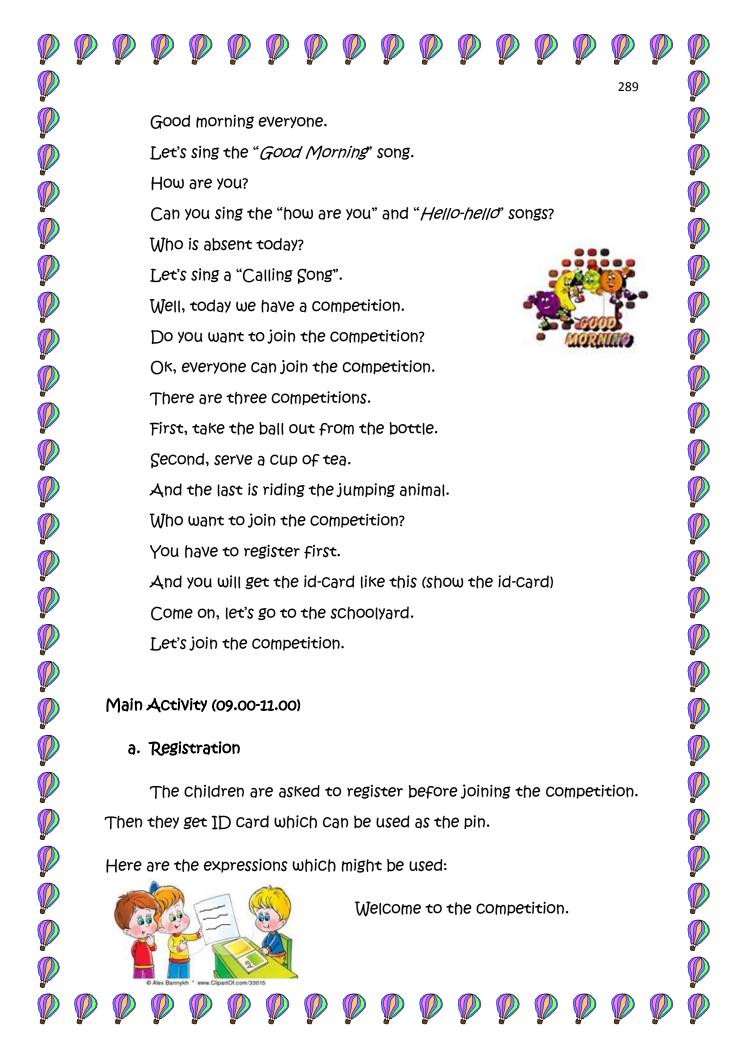
Very good!

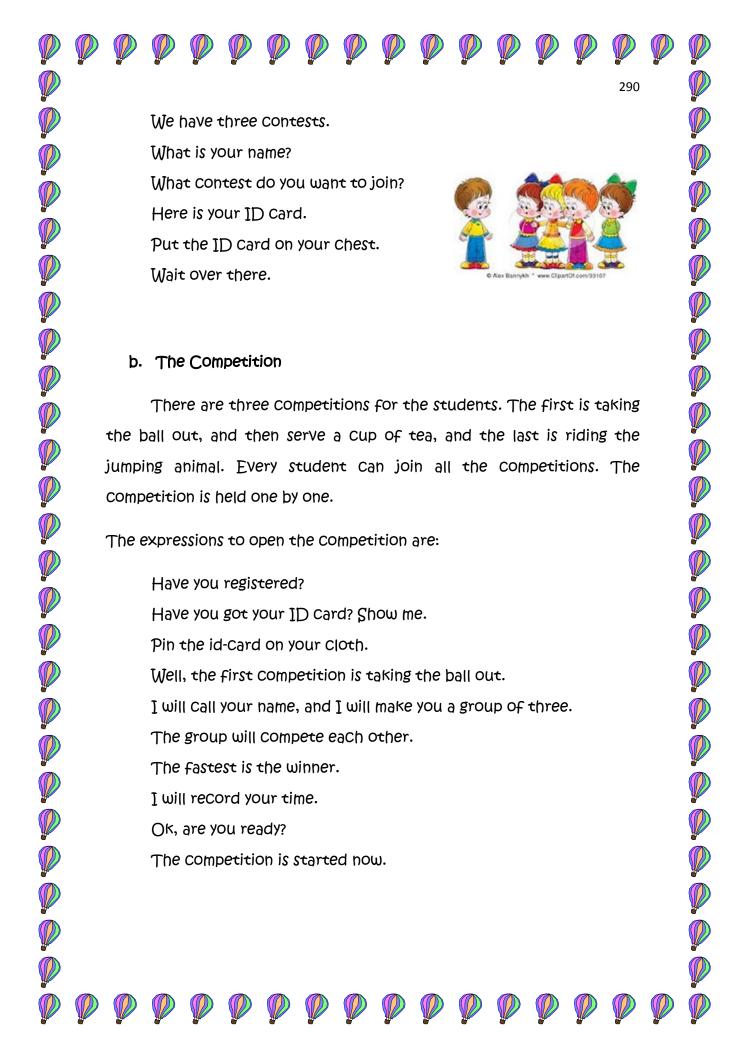


c. Saying "Good Morning"

In the Saying Good Morning, the teacher greets the children. They are asked to sit down on their Chairs. Here, the teacher greets the children by using songs entitled "good morning", "how are you", "hellohello", "the more we get together". She also gives the explanation about the activity they will have in that day.

Here are the expressions which are able to be used:





1. Take a ball from a bottle

There is a small ball in a bottle. The children have to take the ball out from the bottle by filling it with water. The first child who can take the ball out is the winner.

Here are the possible expressions which can be used:

Look at the ball on the bottle.

You must take the ball out.

Look at the water on the pail.

Use the dipper to take the water from the pail.

Then, fill the bottle with the water.

If the bottle is full, the ball will rise.

You can take the ball then.

Give the ball to the teacher over there.

Can you do that?

Okay, are you ready?

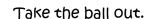
Let's start now.

Come on, hurry up!

Go-go-go.

Take the water.

Fill the bottle.



























Pour-pour-pour.

Pour the water to the bottle.

Take the ball.

Give the ball to me.

2. Serve a Cup of Tea

The Children are asked to pour tea from the small jug to a small cup which is put in a tray without spilt. Then, they must give the tea cup to the student who is sitting on the Chair



The expressions which might be used are:



Go to the table.

Pour the tea from the jug to the cup.

Be careful.

Bring the tray.

Give the cup to your friend who is sitting on the chair.

Bring the tray back here.

Good job!

Excellent!

Wonderful!

Pour-pour-pour

Pour the tea

Give the tea to your friend.



3. Ride the Jumping Animal



In this contest, the children must ride on the jumping animal from the start line to the finish line. The fastest is the winner. There is a teacher who counts the time with a stopwatch.

The alternative expressions that can be used are:

Ride on the jumping animal.

You must go from this start line to the finish line over there.

The fastest is the winner.

The teacher will count your time using a stopwatch.

Are you ready?

Get set! Ready! Go!

Very good, it was so fast.



Fantastic!

Great!

Jump-jump-jump.

Turn around and jump.

4. Playing the toys

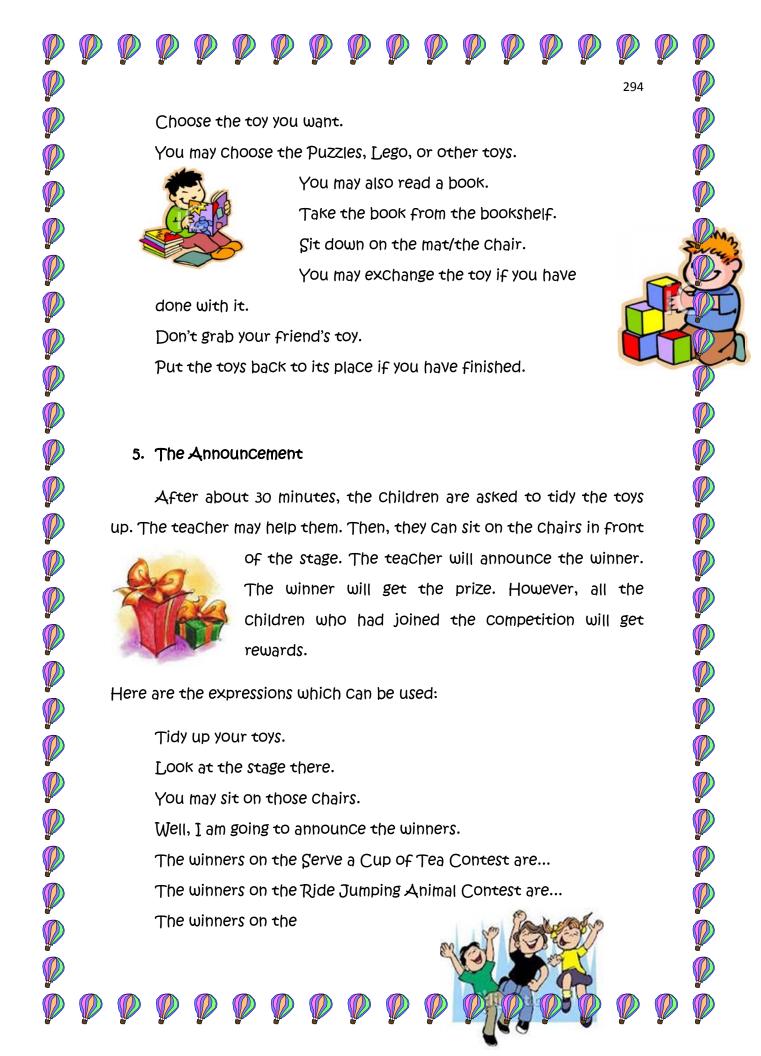
While waiting for the announcement, the children are asked to play with some toys on the class, such as Puzzle, Lego, and the others.

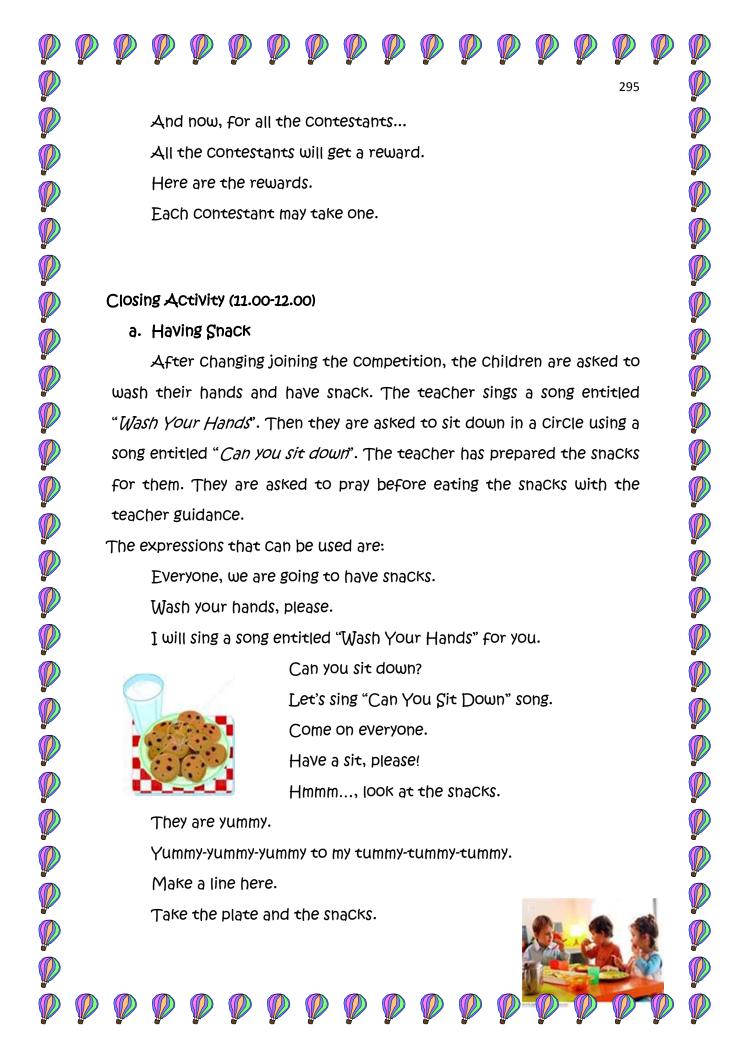
Some expressions which can be used are:

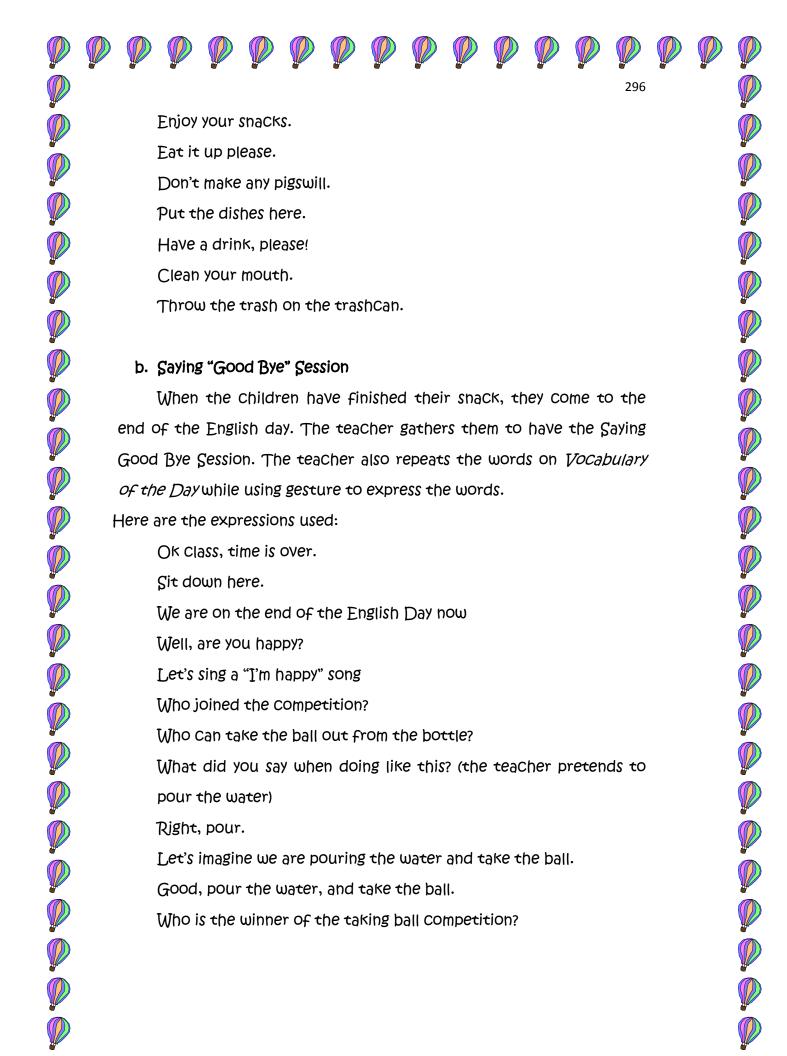














Appendix H Second Draft

ENGLISH DAY 2

Make Believe Activity: Making Cookies



Objectives :

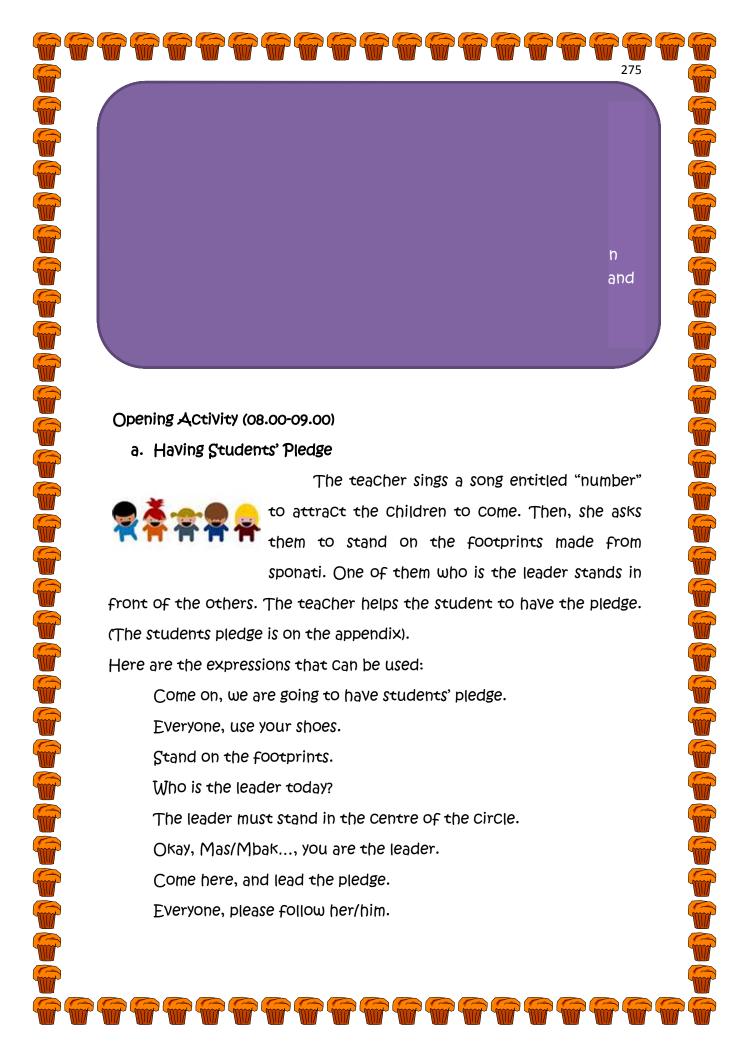
Language Focus : following instructions, things to make cookies

Other Skill : developing fine motor skills (hand and eye co-

ordination)

Indicators:

- 1. Children are able to do the teacher's instructions in cooking cookies activity.
- 2. Children are able to repeat some words related to the activity of making cookies.
- 3. Children are able guess the teacher's gesture in making cookies by mention the words.



b. Joining "Sing and move" Session

Before having the make believe activities, the Children are asked to join sing and move session. The teacher and the students sing some songs and move together. Here are the titles of the songs: "one two three jump", "up and down", "open shut them", "Johnny's hammer", "sing along", "head shoulders", "hockey pockey", "Clap song", "Clap your hands" and "reach high" (the songs and the actions can be seen in the appendix).

The Expressions that might be used are:

Okay, now we are going to join sing and move session.

Well, sing and move with me.

Are you ready?

Follow me.

Let's sing together.

Very good.



c. Saying "Good Morning"

After having students' pledge the Children will have Saying "Good Morning". They are asked to enter the class and sit down on the Chairs which have been set in a "U" shape. Here, the teacher greets the Children by using songs entitled "good morning", "how are you", "hellohello", "the more we get together". She also gives the explanation about the activity they will have in that day.

Here are the expressions which can be used:

Good morning everyone.

Let's sing the "Good Morning" song.

How are you?

Can you sing the "how are you" and "Hello-hello" songs?

Who is absent today?

Let's sing a "Calling Song" together.

Well, today we will make cookies.

Are you happy?

Let's sing "The More We Get Together".

Do you want to make the cookies?

Ok, everyone can make the cookies.

Well, do you know what the chef wears?

Yeah, the apron and hat.

Look at the table, there are Chef Costumes for everyone.

There are aprons and hats for you.

Let's wear the costumes before making the cookies.

Main Activity (09.00-11.00)

a. Dressing like a Chef

First, the children are asked to dress like a chef. They must wear a chef hat, apron, and gloves which have been provided by the teachers. The teachers help them wearing it.

Here are the used expressions:







We are going to be a chef, so we must dress like a real chef.

Wear the apron!

Enter the apron through your head!

Turn back, I'll tie the apron.

Now, wear the hat.

Put the hat on your head.

Now, wear the gloves on your hands.

Well, you are ready to be a chef now.

Okay, let's make the cookies.

Let's go to the cooking room now (other side of the class has

been set as the cooking room).

You can sit on the Chair.

Well, do you like cookies?

Are you ready to make cookies?

Come on, let's make cookies.

b. Making the Cookies

After wearing the apron and the hat, the children sit down on the Chairs. In front of the Chair there is a package for making cookies. It contains: a pile of dough, moulding cookies, a roller pin, a paper sheet, and a mica plate.

The possible expressions might be used are:

Have you worn the apron and hat?

Well, Great. Look at you.

You look like a master chef now.

Are you ready to make cookies?





























Now, everyone will get a tray with the dough and cookies mould on it, a roller pin, and a mica plate.

Here is the dough, the cookies mould, the roller pin, the paper sheet, and the mica plate (the teacher shows the things and gives them to the children).

If you have finished making the cookies, you can play on the yard.

One more thing, you can bring the cookies home.

And we will also eat the cookies together.

Do you like cookies?

Ok, let's make the cookies now.

1. Kneading the dough

The teacher has made the dough for the children. Then, she gives each child amount of the dough. The children have to knead the dough using their hands.

The expressions that can be used are:

Take your dough and put it on the paper sheet.

Now, you must knead the dough.

Use both of your hands to do it.

Press and knead the dough.

Knead-knead-knead.

Knead the dough.

Press-press-press.

Press the dough.





After kneading the dough, the children have to roll the dough out using the roller pin which is provided on the table. Each child gets a roll.

Here are the expressions which can be used:

Okay, stop kneading the dough.

Now, take the roller pin.

That's right. It is the roller pin.

Start to roll the dough now.

Roll on the dough.

Roll-roll-roll!

Keep rolling until the dough become thin.

Keep rolling, roll-roll-roll!

If the dough is thin enough, you can mould it.

Come on, roll-roll-roll.

Roll the dough.

3. Moulding the cookies

If the dough is thin enough to be moulded, the teacher asked the Children to stop rolling the dough and then start moulding it. They can mould the dough by using the cookies mould or using their

hands. The cookies moulds have been provided on the table.





Here are the expressions that might be used:

Okay, everybody stop rolling.

Now, you can mould the dough using the cookies moulds on your table.

Look, there are many cookies moulds.

Choose the shape of the cookies moulds you want.

You can also mould the cookies using your hands.

Now, shape the dough as you want.

Well, start moulding your dough now.

Wow, it is great.

Look! There are tree cookies, flower cookies, star cookies.

Which moulding do you like?

Okay, try another shape.

Come on, mould the cookies

Mould-mould-mould.

Mould the dough.

4. Baking the cookies

After moulding the cookies, the teacher asks the children to put the cookies on a mica plate. Then, they have to bake the cookies on the toy oven (a box has been decorated as an oven).

Here are the expressions that could be used:

Have you finished moulding?

Well, now you can put your cookies on it.

Let me will help you.







Now, bake your cookies on the oven.

Turn on the button first.

Wait a minute.

Okay, you can turn off the button now.

And take the cookies.

Look! The cookies are ready.

Let me write your name on it.

You can bring it home.

Come on everyone, bake the cookies.

Bake-bake-bake.

Bake the cookies.

c. Playing in the Yard

After making cookies, the children can play in the yard while the class has been cleaned. There is a teacher who accompanies and watches them.

Another teacher prepared the next activity.

Here are the expressions which can be used while accompanying the Children:

- > Be careful!
- > Take turn, please!
- > Don't fight with your friends.
- > Use your sandals.
- > You can choose to play the slide, the swing, or the see saw.





> Play together with your friends.

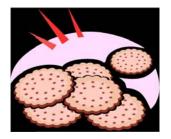
Closing Activity (11.00 - 12.00)

a. Enjoying the cookies

After playing in the yard, the Children are asked to wash their hands as they are going to enjoy the real cookies. The teachers have been provided the real cookies for them.



The expressions that are able to be used are:



- > Fold up your sleeves and trousers.
- > Wash your hands.
- > Let me sing ""Wash your hands" song for you.
- > Before we eat, we must say a prayer.
- Sit down on the Chair, please!
- > Let us raise our hands, and pray.
- > Well, now make a line here.
- > Please, take turn.
- > Here are your cookies.
- ➤ Hmm..., it's yummy.
- > Yummy-yummy-yummy to our tummy-tummy-tummy.
- > Eat it up please.
- > Don't make any pigswill.



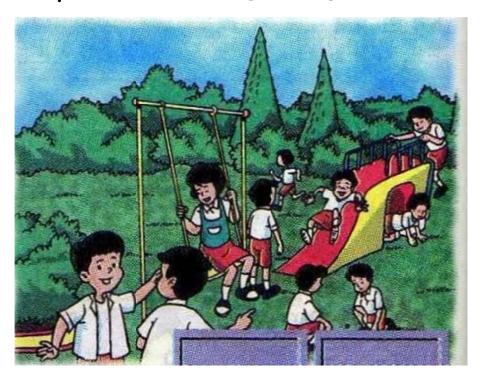
- > Put the dishes here.
- Clean your mouth.
- Have a drink, please!
- > Throw the trash on the trashcan.





ENGLISH DAY 1

LET'S HAVE AN OUTBOUND GAME



Objective:

Language Focus : instructions, vocabularies about things in the

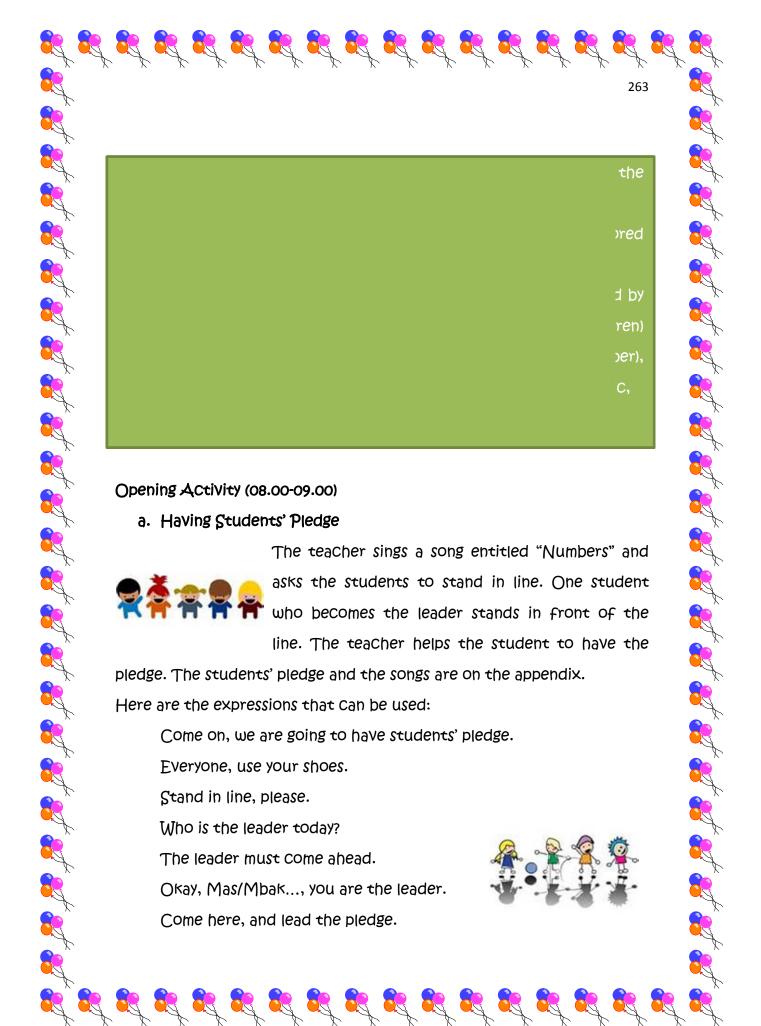
playground.

Content Focus: developing gross motor skill (physical coordination).

Indicators:

- 1. Children are able to respond the teacher's instructions in joining the outbound game.
- 2. Children are able to sing and say some words in the action songs.
- 3. Children are able to mention some vocabularies about things in the playground.
- 4. Children are able to do the action in the outbound game.

R R R R R R R R R R R R R R R R R R



b. Joining Sing and Move" Section

Before having some outbound activities, the children are asked to have sing and move session. The teacher and the students sing some songs and move together.

Here are the titles of the songs: "one two three jump", "up and down", "open shut them", "Johnny's hammer", "sing along", "head shoulders", "hockey pockey", "clap song", "clap your hands" and "reach high" (the songs and the actions can be seen in the appendix).

The Expressions that can be used are:

Okay, now we are going to join the "Sing and Move" session.

Sing and move with me, come on!

Are you ready?

Okay, Follow me.

Let's sing together.



c. Saying "Good Morning"

After having students' pledge the children will have Saying "Good Morning". They are asked to enter the class and sit down on the Chairs which have been set in a U shape. Here, the teacher greets the children by using songs. The songs are entitled "good morning", "how are you", "hello-hello", "the more we get together", and "calling song". Here, the

teacher also gives the explanation about the activity they will have in that day.

Here are the expressions that can be used:

Good morning everyone.

Let's sing 'Good Morning' and "Hello-hello" songs together.

How are you?

Let's sing "How are you" song.

Who is absent today?

Let's sing a "Calling Song".

Well, today we will have an outbound game.

Do you want to join the game?

Ok, everyone can join the game.

Come on, let's go to the schoolyard.



Main Activity (09.00-11.00)

a. The Outbound Game

The outbound game is conducted in the schoolyard, so the teacher asks the children to go to yard. She will explain the activities of the outbound game which the children will join. Another teacher will demonstrate in doing the activity while the English teacher gives commands.

The expressions which can be used to begin the outbound game are:

Okay, we are going to begin this game.

Let's pray, shall we.

We have six activities which you must pass on.

Look at us..., she will demonstrate how to do

the games.



First, run on the zig-zag line. Look, us... runs. Run, run, run.

Second, you must jump on the hoops there. Jump, jump, jump.

After that, you must walk on the footbridge. Walk, walk, walk.

Then, climb and slid on the slide

Next, you must crawl on the tunnel. Crawl, Crawl, Crawl.

After that, take the stick and break the water balloon. Break,

break, break.

The last, use the net to catch the fish. Catch, catch, catch.

Here is the start line.

Stand behind the line.

Are you ready?

1. Run on the Zig-zag Line

The first activity is "Run on the Zig-zag Line". The children must run on the zig-zag line made from sponati (a kind of rubber).

The possible expressions to be used are:

Here we are going to go to the first activity, run on the zig zag line.

Look at the zig-zag line there.

You must run on the line.

You must follow the zig-zag line.

Don't walk outside the zig-zag line, Ok!

Are you ready?

One, two, three, Go!

Run-run-run

Run on the zig-zag line.



2. Jump on the Hoops



The second activity is "Jump on the hoops". The children must jump into the hoops which are arranged in order.

Here are the expressions which can be used:

Okay, we come to the second activity, Jump h into the hoops.

You must jump up high into the hoops.

Be careful.

Are you ready?

I will count to three, and you may jump.

One, two, three, Go!

Jump-jump-jump.

Jump into the hoops.

3. Walk on the Footbridge

The third activity is "Walk on the Footbridge". There are some footbridge boards made from iron, and the Children have to walk on it Carefully, so they do not fall down.

Here are the possible expressions which might be used:

Now, we have to walk on the footbridge.

Stretch your hand out, and walk Carefully.

Balance your body and watch out!

Ready? One, two, three, Go!

Walk-walk-walk.

Walk on the footbridge.

4. Climb and Slid Down

The fourth activity is "Climb and Slid Down". There is a slide that the children must climb and slid down on.

The expressions which might be used are:

Here we are on the next activity, climb and slid on the slide.

Climb on the stairs, then slid on the slide.

Be careful.

Okay, you will go on three.

One, two, three, Go!

Climb and slid.

Climb and slid on the slide.

5. Crawl on a Tunnel

The fifth activity is "Crawl on a Tunnel".

The children must crawl through a short tunnel.

The alternative expressions which can be used are:

Okay... look at the tunnel over there.

Now it's time to Crawl!

You must crawl through the tunnel!

Bent your head down and enter the tunnel, and start to Crawl.

Can you crawl?

Are you ready?

One, two, three, Go!

Crawl-Crawl-Crawl.

Crawl on the tunnel.

6. Break the Balloons



The sixth activity is "Break the Balloons". The balloons are filled with water, and hanged on a rope. The children must take a stick which is provided to break the balloons. Every child must break one balloon.

The possible expressions which might be used are:

Well, we are now on the sixth activity "Break the Balloons".

Look at the balloons which are hanged over there.

Here is the stick for you.

Run to the balloons and use the stick to break one of them.

You may go on three.

One, two, three, Go!

Break-break-break.

Break the balloon.



7. Catch the Fish

The last activity on the outbound game is "Catch the Fish". There are some fish in a round pail. The children must take the fish with by using a net. Then, they must run and put it in a plastic cup.

Here are the expressions which can be used:

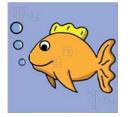
Well, everyone... now, we come to the last activity "Catch the Fish".

Look at the fish in the pail.

Catch one of them using the net.

Then, run to the table over there, and put the fish on the cup.

You can bring the fish home.



Now, sit down on the Chair

Closing Activity (11.00-12.00)

a. Having Snacks

After changing their clothes, the children are asked to sit down in a circle using a song entitled "Can you sit down". The teacher has prepared the snacks for them. They are asked to pray before eating the snacks with the teacher guidance. Here are the expressions that can be used:

Let's sing the "Can you sit down" song.

Now, we are going to have some snacks.

Come on everyone, Have a sit, please!

Before we eat, we must pray first.

Well, everyone, please raise your hands and pray.

Hmmm... look at the snacks.

They are yummy.

Yummy-yummy-yummy to my tummy-tummy-tummy.

Make a line here.

Take the plate and the snacks.

Enjoy your snacks.

Eat it up please.

Don't make any pigswill.

Put the dishes here.

Have a drink, please!

Clean your mouth.

Throw the trash on the trashcan.



b. Saying "Good bye"

When the children have finished their snack, they come to the end of the English day. The teacher gathers them to have the closing session. The teacher also repeats the words on "Vocabulary of the Day" while using gesture to express the words.

Here are the expressions that can be used:

Ok class, time is over.

Sit down here.

We on the last activity today, "Saying Good Bye".

Well, are you happy?

Let's sing "I'm happy" song together.

Who can run on the zig-zag lines?

What did you say when do like this? (the teacher pretends to run).

Yes, You are right. Run.

Run-run-run, run on the zig-zag lines.

Who can jump on the hoops?

What did you say when do like this? (The teacher pretends to jump).

Yes, You are right. Jump

Jump-jump-jump, jump on the hoops.

Who can walk on the footbridge?

What did you say when do like this? (the teacher pretends to walk on the footbridge)

Yes, Walk.

Walk-walk-walk, walk on the bridge.

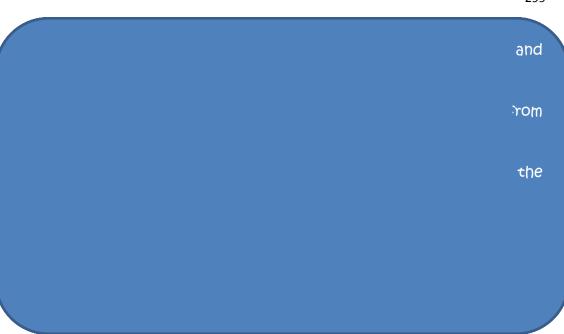
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ENGLISH DAY 4

Make Believe Activity: At the Farm



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Opening Activity (08.00-09.00)

a. Having Students' Pledge

The teacher sings "Make a Big Circle" song to ask the students to stand on the flowers made from sponati which have been set in a circle form. One student who becomes the

leader stands in the middle of the Circle. The teacher helps the student to have the pledge. The students' pledge and the songs are on the appendix.

Here are the expressions that can be used:

Come on, we are going to have students' pledge.

Everyone, use your shoes.

Stand on the footprints.

Who is the leader today?

The leader must stand in the centre of the circle.

Okay, Mas/Mbak..., you are the leader.

Come here, and lead the pledge.

Everyone, please follow her/him.

b. Joining "Sing and Move" Session

Before having the make believe activity, the children are asked to join sing and move session. The teacher and the students sing and move together.



Here are the songs for this session: "numbers", "one two three jump", "up and down", "open shut them", "Johnny's hammer", "sing along", "head and shoulders", "hockey pockey", "Clap song", "Clap your hands" and "reach high" (the songs and the actions can be seen in the appendix).

The Expressions that can be used are:

Okay, now we are going to have sing and move session.

Are you ready?

Follow me.

Let's sing and move together.

Very good!



c. Saying "Good Morning"

In the opening session, the teacher greets the Children. They are asked to sit down on the mat. Here, the teacher greets the Children by using songs entitled "good morning", "how are you", "hello-hello", "the

more we get together". She also gives the explanation about the activity they will have in that day.

Here are the expressions which can be used:

Good morning everyone.

Let's sing the "Good Morning" song.

How are you?

Can you sing the "how are you" and "Hello-hello" songs?

Who is absent today?

Let's sing a "Calling Song" together.

Well, today we will make cookies.

Are you happy?

Let's sing "The More We Get Together".

Have you gone to a farm?

Well, today we are going to go to a farm.

Do you want to watch cows? Moo-moo.

Do you want to watch sheep? Baa-baa.

Do you want to watch chicken? Cluck-cluck.

Do you want to watch ducks? Kwak-kwak.

Let's go to the farm by bus.

Who want to join with me?

I will divide you into two groups.

The first group is the animals.

Who want to be the animals?

There are cows-moo moo, sheep-baa baa, Chicken-Cluck Cluck, and duck-kwak kwak.

The second group is the visitors.

Who want to be the visitors?



For the animals' group, please follow us..., you must wear the customs.

And for the visitors group, please follow us... you must go to the farm by bus.

Main Activity (09.00-11.00)

a. Wearing the Animals' Custom (For the Animals Group)

This session is just for the animals group. They are asked to wear the animals' custom. There are eight customs, so two children become cows, two children become sheep, two children become chickens, and two children become ducks.

The possible expressions that can be used are:

Well, here are the customs for you.

Mas.../Mbak..., please wear the cows customs.

Mas.../Mbak..., please wear the sheep customs.

Mas.../Mbak..., please wear the chickens customs.

Mas.../Mbak..., please wear the duck customs.

Okay, you are ready now.

You must stay on the field.

I will take you there.

Pretend that you are the animals.

If the visitors group feed you; pretend that you eat it.

Are you ready?

Follow me; I will take you to your place.

You are the animals at the farm now.

Wait for the visitors; they will come for a moment.

Remember; say moo-moo (the teacher talks to the cows).

Remember; say baa-baa (the teacher talks to the sheep).

Remember; say kwak-kwak (the teacher talks to the ducks).

Remember; say cluck-cluck (the teacher talks to the chickens).

b. Heading to the farm (For the Visitors Group)

Here, the Children who are in the visitor group are asked to imagine that they are on the bus. The teacher asks them to sit down on the Chairs which have been arranged like a bus. Then, they pray for the journey and sing some songs, such as "Old Mc Donald", and "The Wheels on the Bus".



Here are some expressions that can be used:

Well, everyone we are going to go to the farm.

We can go there by bus.



Let's enter the bus.

Sit down on the Chair, please.

Don't forget to tighten the seatbelt.

Let's pray before the bus leaves.

What will we see at the farm?

Yes, we will see cows, sheep, goats, and ducks.

While the bus is running, let's sing the "Old Mc Donald" song.

Well, we can also feed them at the farm.

Wow, it's so great!

Are you happy?

Who have ever gone to the farm?

Let's sing "The Wheels on the Bus".



Alhamdulillah, we have arrived on the farm.

Come, get down from the bus.

We are going to walk around the farm and see the animals.

c. At the Farm (For the Visitors Group)

There are two agendas at the farm. The first is visiting the animals, and the second is feeding the animals. The children are also encouraged to touch them.

1. Visiting the Animals



Arriving at the farm, the Children are asked to stand in line. Then, they will walk to see the animals together. The teacher

leads them to walk around at the farm. On the other side, the animals group pretend to be the cows, the sheep, the goats, the chickens, and the duck which eat the grass. The teachers lead the visitors group to the cows, then to the sheep, to the goats, and the last to the ducks.

Here are some expressions used:

Look at the cow.

It's a big cow.

The cows are white and black.

They have four legs.

Look, the sheep are white.



They have four legs.

The goats are black.

They also have four legs

And the ducks are yellow.

They only have two legs.

The chickens are orange.

They only have two legs.

2. Feeding and Touching the Animals

After seeing the animals, the visitors group are given grass and seeds to feed the animals. Some of them feed the cows, goats, and sheep. Others feed the ducks and chickens. After feeding, they are encouraged to touch the animals. The teacher repeats the sound of the

animal and supports the Children to say the name of the animal.

Here are the expressions used:

Well, the animals look hungry.

Let's feed them.

Here, take the grass.

Give the grass to the cows, goats, and sheep.

Now, take the seed.

Give the seed to the chickens and ducks.



Cluck-cluck; chicken

Baa-baa; sheep

Be careful.

Do you want to touch them?

You may touch them if you want.

Don't worry. It's Okay.

Touch their heads.

Kwak-kwak-kwak; ducks

Moo-moo; cows

d. Saying Good Bye to the Animals

After watching and touching the animals, the visitors group say good bye to the animals because they will go to the Canteen.

Here are the expressions can be used:

Ok, now we are going to go to the canteen.

Say "Good bye" to the cows.

Good bye cows.

Say good bye to the sheep.

Good bye sheep.

Say good bye to the ducks.





Good bye ducks.

Say good bye to the chicken.

Good bye chicken.

See you.

e. Going to the Canteen

Here, both groups are asked to go to the Canteen to see and taste the food made from the animals.

The possible expressions which can be used are:

Okay, everyone; please follow me.

Yes, both of groups, the visitors and the animals.

We are going to go to the Canteen to see and taste the food made from the animals.

Well, here is the canteen.

Look at the food.



All the food is made from the animals.

There are sausages made from the chicken.

There are meatballs made from the cows.

There are satay made from the sheep

And there are salted eggs made from the ducks.

Look at the milk. It is made from the cows.

Do you want to try them?

Ok, now wash your hand.

Let's sing "Wash Your Hands" song.



Closing Activity (11.00-12.00)

a. Tasting the Food Made from the Animals

The last activity at the farm is asking the Children to taste the food made from the animals. There are many kinds of food made from



animals at the farm that they can choose such as meatballs, sausages, and satay. The children are asked to wash their hands and sit down. Then they can enjoy the food.

Here are the expressions which can be used:

Have a sit please.

Let's sing "Can You Sit Down" song while waiting the others.

Now, look at the plate on the table.

There are meatballs made from the cows.

There are sausages made from the cows and chicken.

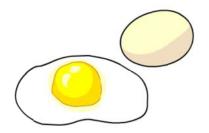
There is satay made from the sheep.

There are salted eggs from the ducks.

You can take the food you like.

And of course; you can eat the food.

Here is the Chicken's sausage (the teacher shows



the sausage).

Here is the cow's sausage (the teacher shows the food)

Here is Here is the cow's meatball (the teacher shows the meatball)

Here is the satay from the sheep (the teacher shows the satay)
Here is the salted egg made from ducks (the teacher shows the egg)

Now you can enjoy the food.

How does it taste? Yummy?

Sure, It tastes good.

Yummy-yummy-yummy to my tummy-tummy-tummy.

How do the sausages taste? Yummy?

How do the meatballs taste? Yummy?

How does the satay taste? Yummy??

How do the eggs taste? Yummy?

b. Drinking milk

Every child will get a small glass of milk. They can drink the milk.

The expressions which can be used are:

Now, there is a glass for you.

You can drink the milk.

The milk comes from the cows.



The milkman is milking the cows every day.

Hmm..., How does it taste?

Yummy?

Yeah, it is yummy.

It is sweet.

Who likes milk?

I also like milk.

Let's drink the milk.

c. Saying "Good Bye" Session

When the children have finished enjoying the food and milk, they come to the end of the English day. The teacher asks them to sit down on the mat to have the Saying Good Bye session. The teacher also repeats the words on *Vocabulary of the Day* while using gesture to express the words.

Here are the expressions that can be used:

OK Class... time is over.

Sit down on the mat.

We are on the saying good bye now.

Well, are you happy?

Let's sing "I'm happy" song.

Who saw the cows?

Who touch the cows?

Whose sound moo-moo is?

Right, the cow.

Who saw the sheep?

Who touch the sheep?

Whose sound baa-baa is?

Great, the sheep.

Who saw the chicken?

Who touch the chicken?

Whose sound cluck-cluck is?

Sure, the chicken.

Who saw the duck?

Who touch the duck??

Whose sound kwak-kwak is?

Yes, the duck

Who have eaten the sausages?

Who have eaten the satay?

Who have tried the meatball?

Who have tried the salty egg?

Yummy-yummy-yummy to my tummy-tummy.

Ok, who want to join the next English day?

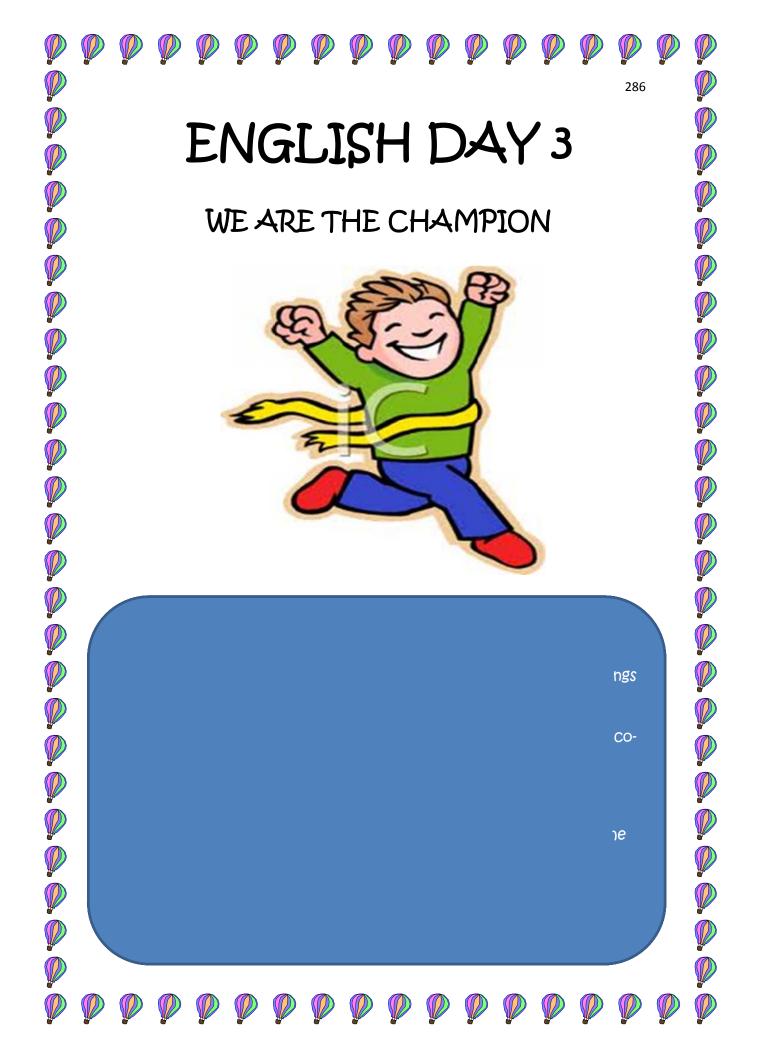
Alright, we will have another English day with another activity.

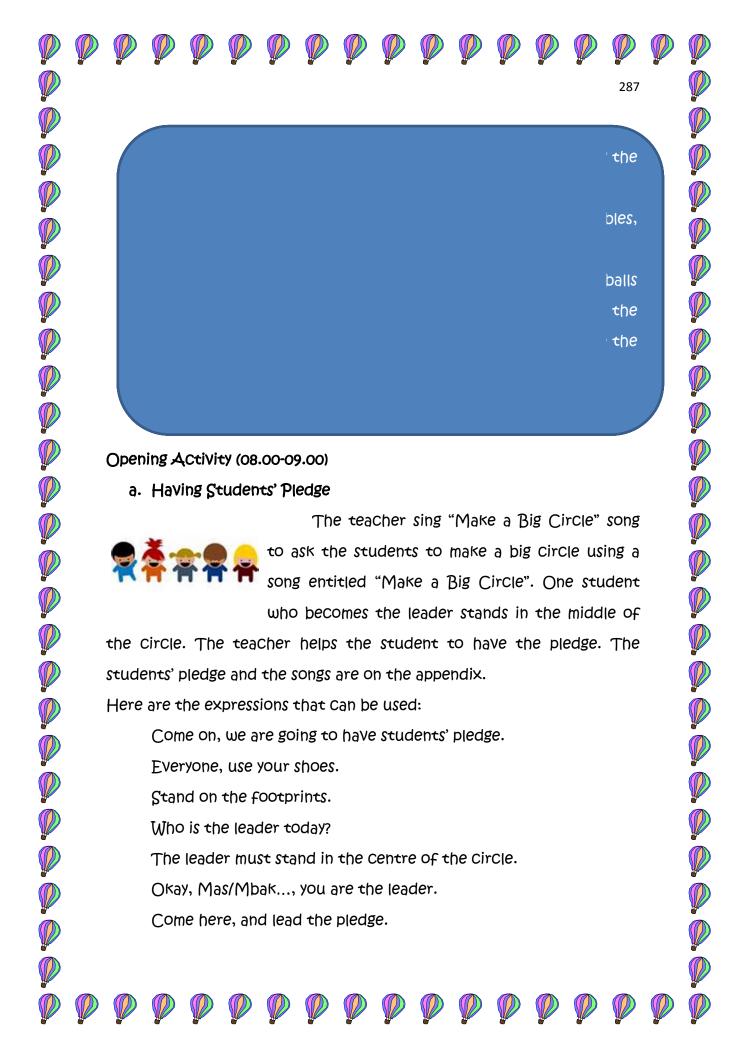
Now, let's say thanks to Allah for today.

Let's raise our hands and pray.

Well, now shake hands with your friends and teachers while sing a "Good Bye" song.

Good bye and see you.





Everyone, please follow her/him.

b. Joining "Sing and move" Session

Before having the competition, the children are asked to join sing and move session. The teacher and the students sing some songs and move together. Here are the songs for this session:

"numbers", "one two three jump", "up and down",



"open shut them", "Johnny's hammer", "sing along", "head and shoulders", "hockey pockey", "clap song", "clap your hands" and "reach high" (the songs and the actions can be seen in the appendix).

The Expressions that can be used are:

Okay, now we are going to join sing and move session.

Are you ready?

Follow me.

Let's sing together.

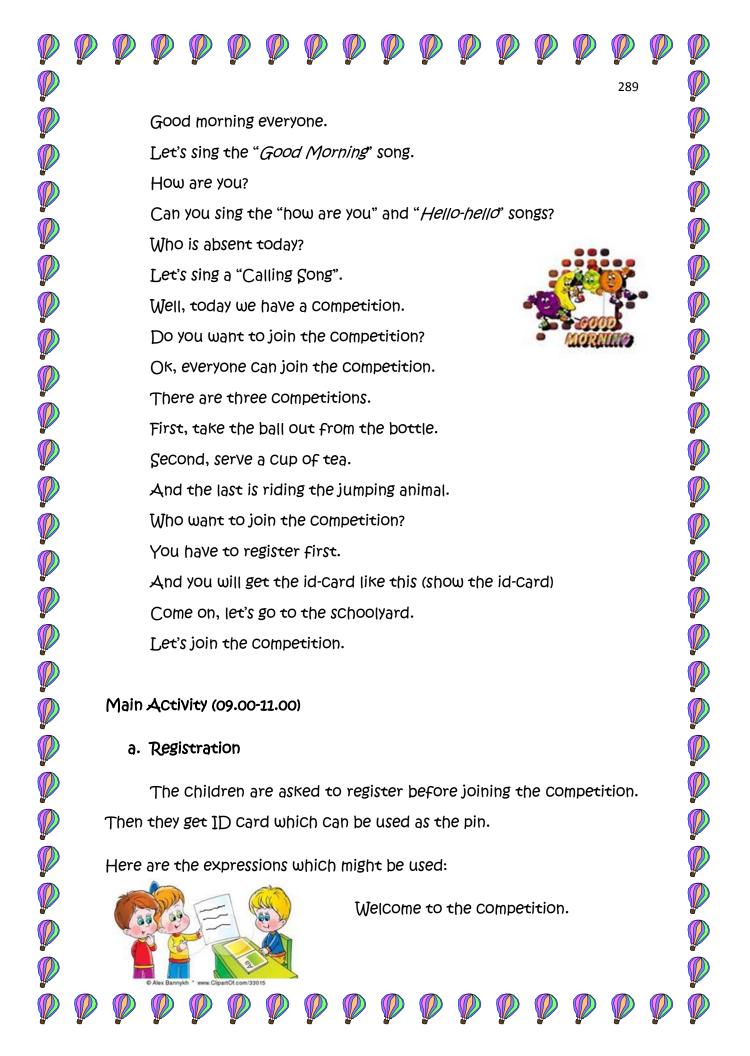
Very good!

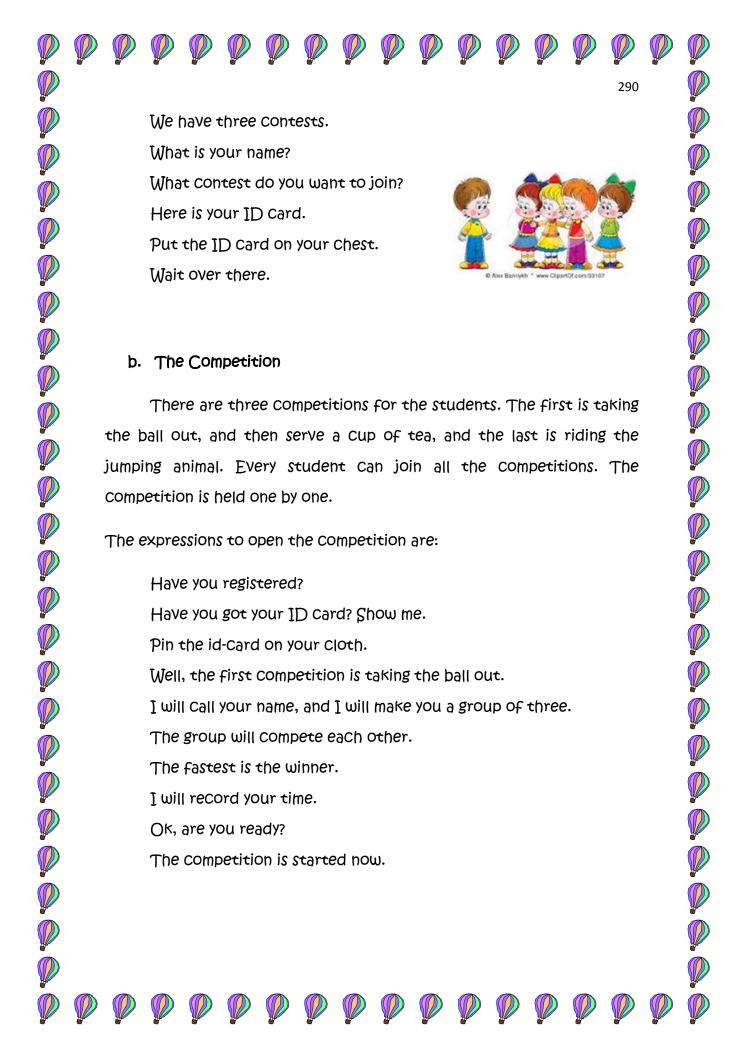


c. Saying "Good Morning"

In the Saying Good Morning, the teacher greets the children. They are asked to sit down on their Chairs. Here, the teacher greets the children by using songs entitled "good morning", "how are you", "hellohello", "the more we get together". She also gives the explanation about the activity they will have in that day.

Here are the expressions which are able to be used:





1. Take a ball from a bottle

There is a small ball in a bottle. The children have to take the ball out from the bottle by filling it with water. The first child who can take the ball out is the winner.

Here are the possible expressions which can be used:

Look at the ball on the bottle.

You must take the ball out.

Look at the water on the pail.

Use the dipper to take the water from the pail.

Then, fill the bottle with the water.

If the bottle is full, the ball will rise.

You can take the ball then.

Give the ball to the teacher over there.

Can you do that?

Okay, are you ready?

Let's start now.

Come on, hurry up!

Go-go-go.

Take the water.

Fill the bottle.

























Pour-pour-pour.

Pour the water to the bottle.

Take the ball.

Give the ball to me.

2. Serve a Cup of Tea

The Children are asked to pour tea from the small jug to a small cup which is put in a tray without spilt. Then, they must give the tea cup to the student who is sitting on the Chair



The expressions which might be used are:



Go to the table.

Pour the tea from the jug to the cup.

Be careful.

Bring the tray.

Give the cup to your friend who is sitting on the chair.

Bring the tray back here.

Good job!

Excellent!

Wonderful!

Pour-pour-pour

Pour the tea

Give the tea to your friend.



3. Ride the Jumping Animal



In this contest, the children must ride on the jumping animal from the start line to the finish line. The fastest is the winner. There is a teacher who counts the time with a stopwatch.

The alternative expressions that can be used are:

Ride on the jumping animal.

You must go from this start line to the finish line over there.

The fastest is the winner.

The teacher will count your time using a stopwatch.

Are you ready?

Get set! Ready! Go!

Very good, it was so fast.



Fantastic!

Great!

Jump-jump-jump.

Turn around and jump.

4. Playing the toys

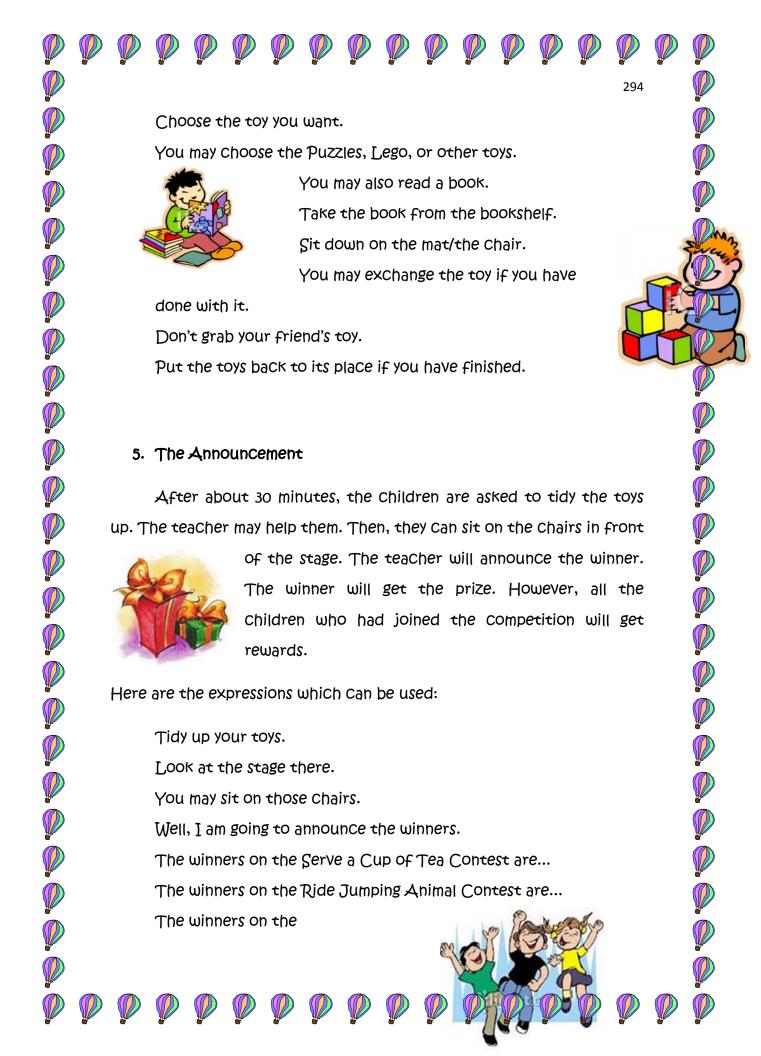
While waiting for the announcement, the children are asked to play with some toys on the class, such as Puzzle, Lego, and the others.

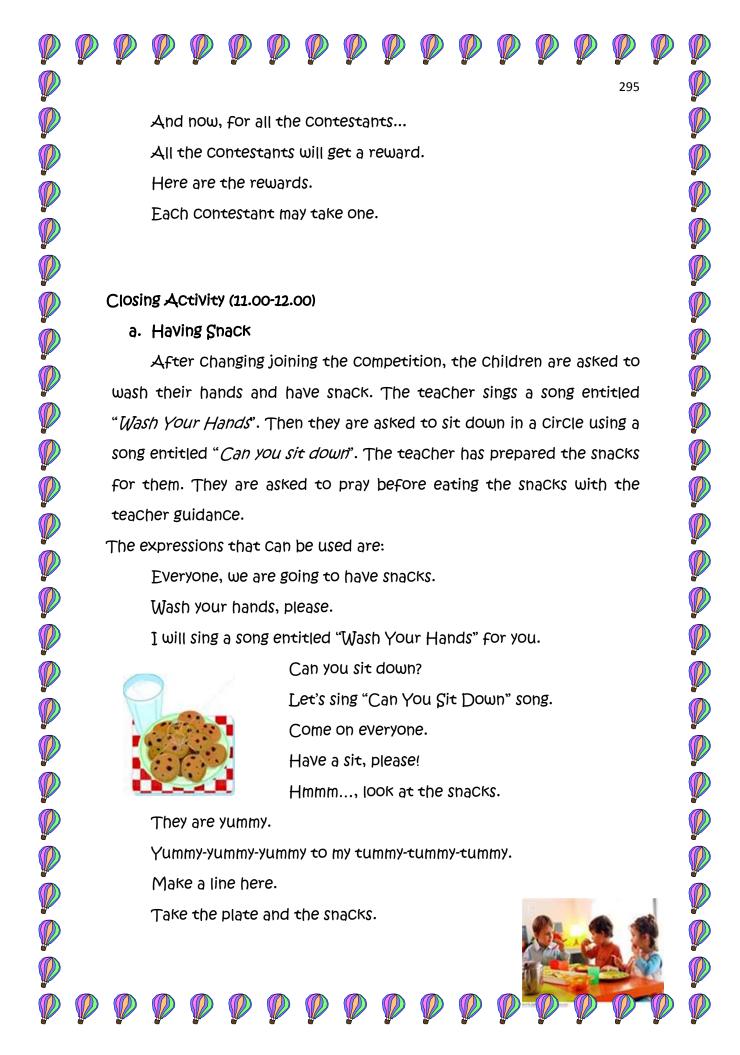
Some expressions which can be used are:

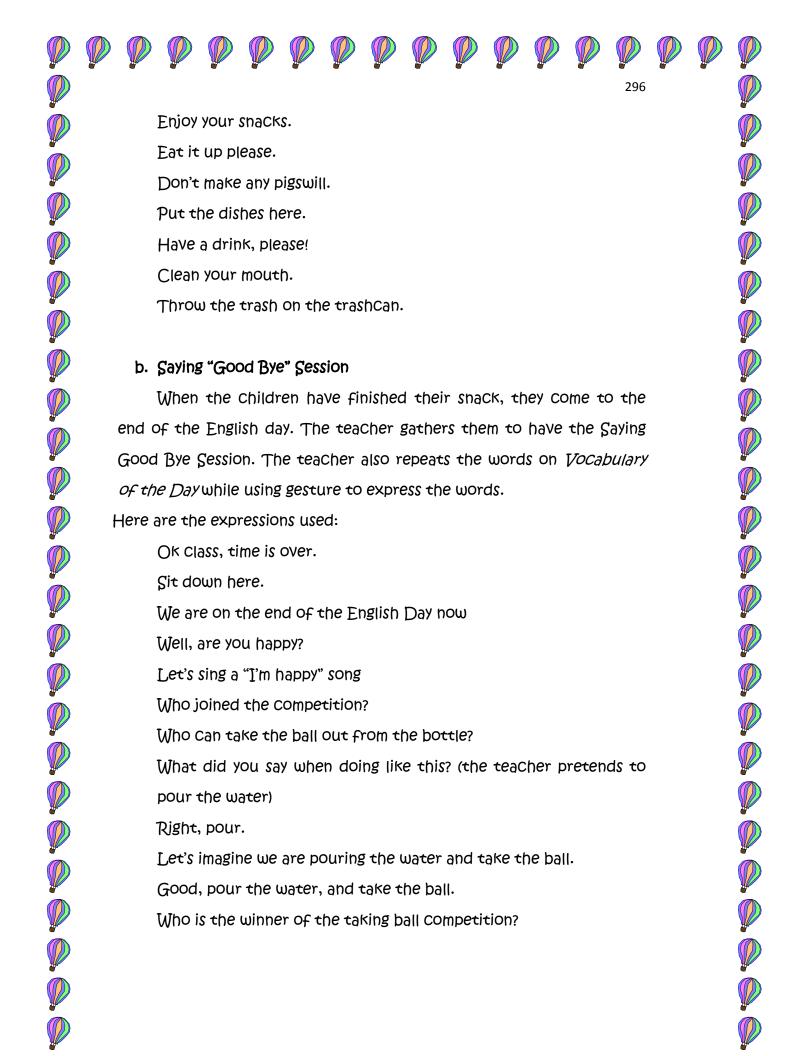














Appendix I Final Draft



ENGLISH DAY 2



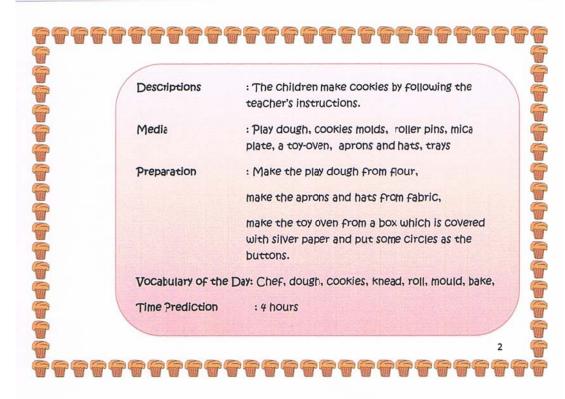
Make Believe Activity: Making Cookies

Objectives :

- Language Focus
- : following the teacher's instructions, and introducing vocabularies about making cookies
- Content Focus
- : developing fine motor skills (hand and eye coordination)

Indicators :

- Children are able to do the teacher's instructions in making cookies activity.
- Children are able to repeat some words related to the activity of making cookies.
- Children are able to guess the teacher's gesture in making cockies by mentioning the words.
- 4. Children are able to use their hands to do the steps of making



A. Opening Activity (08.00-09.00)

1. Having Students' Pledge

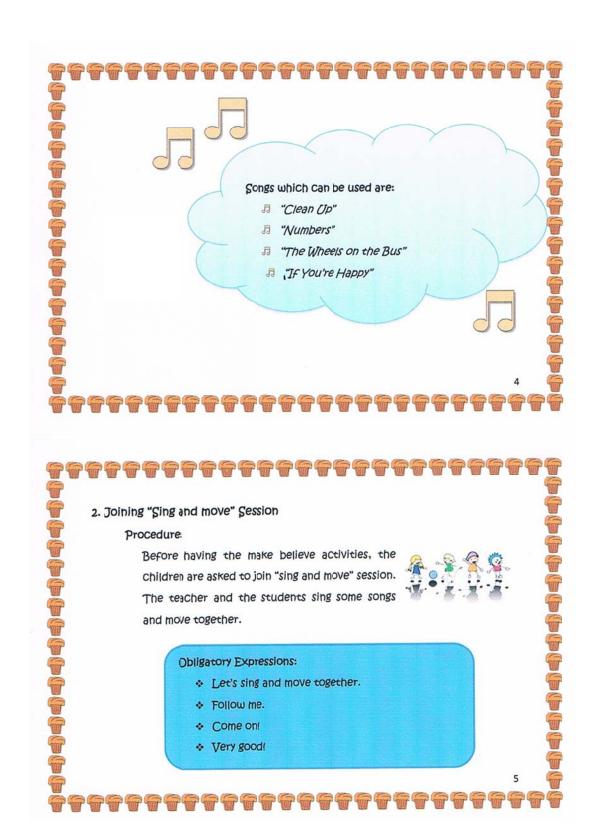
Procedure:

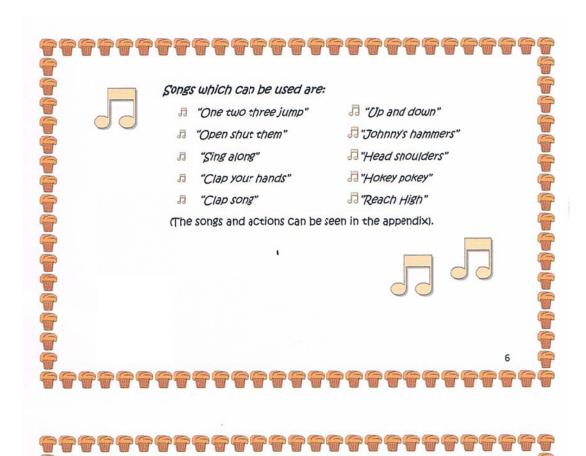


The teacher sings a song entitled "number" to attract the children to come. Then, she asks them to stand on the footprints made from sponati. The leader stands in front of the others. The teacher helps them to have the pledge. (The students pledge and songs are on the appendix).

Obligatory Expressions:

- Put on your shoes, please.
- . Now, stand on the footprints.
- The leader comes forward, please.
- . Everyone, please repeat after her/him.





3. Saying "Good Morning"

Procedure:

The Children are asked to enter the class and sit down on the Chairs which have been set in a "U" shape. Here, the teacher greets the Children using songs entitled "Good Morning", "How are You", "Hello-hello", "The More We Get Together". She also gives the explanation about the activity they will have on that day.

Obligatory Expressions:

- · Good Morning, Class.
- How are you to=day?
- Who is absent today?
- Well, today we will be a chef and make cookies.



B. Main Activity (09.00-11.00=)

1. Dressing like a Chef

Procedure:

First, the children are asked to dress like a chef. They must wear a chef hat, apron, and gloves which have been provided by the teachers. The teachers help the children wearing them.

Obligatory Expressions:

- . Let's wear the chef's costume.
- . Put on the apron!
- . Put the hat on your head!
- Now, wear the gloves.
- Well, you are ready to be a chef now.
- . Come on, let's make cookies.



2. Making the Cookies

Procedure:

After wearing the apron and the hat, the Children sit down on the Chairs. In front of the Chair there is a package for making cookies. It Contains: a pile of dough, moulding cookies, a roller pin, a paper sheet, and a mica plate.

Obligatory Expressions:

- Sit down, please!
- There is a package to make cookies on the table.
- There are dough, cookies moulds, a roller pin, a paper sheet, and a mica plate (the teacher shows the things and gives them to the children).
- You can bring the cookies home.

10

a. Kneading the dough Procedure:

The teacher has made the dough for the children. Then, she gives each child amount of the dough. The children have to knead the dough using their hands.



Obligatory Expressions:

- . Take your dough and put it on the paper sheet.
- Press and knead the dough.
- Knead and press-knead and press,
- Knead and press the dough.
- . Use your hands.

b. Rolling out the dough

Procedure:

After kneading the dough, the Children have to roll the dough out using the roller pin which is provided on the table. Each child gets a roll.



Obligatory Expressions:

- . Now, take the roller pin.
- * Roll on the dough.
- * Roll-roll-roll!
- * Keep rolling until the dough become thin.

12

6

c. Moulding the cookies

Procedure:

If the dough is thin enough to be moulded, the teacher asked the children to stop rolling the dough and then start moulding it. They can mould the dough by using the cookies mould or using their hands. The cookies moulds have been provided on the table.



Obligatory Expressions:

- . Now, take the cookies moulds
- . Mould the dough.
- * Mould-mould-mould.
- Mould the dough.

d. Baking the cookies

Procedure:

After moulding the cookies, the teacher asks the children to put the cookies on a mica plate. Then, they have to bake the cookies on the toy oven (a box has been decorated as an oven).



Obligatory Expressions:

- . Well, put your cookies on the mica plate.
- . Let bake your cookies on the oven.
- Come on everyone, bake the cookies.
- · Bake-bake-bake, Bake the cookies.

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Complementary Expressions:

- > Turn on the button first.
- > Wait a minute.
- Okay, you can turn off the button now.
- > And take the cookies.
- > Look! The cookies are ready.
- > Let me write your name on the plastic mica.
- > You can bring it home.



3. Playing in the Yard
Procedure:

while the class accompanies ar the next activity

After making cookies, the children can play in the yard while the class is being cleaned. There is a teacher who accompanies and watches them. Another teacher prepared

Obligatory Expressions:

- > Be careful!
- > Take turn, please!
- > Use your sandals.
- > Play together with your friends.



C. Closing Activity (11.00 - 12.00)

1. Enjoying the cookies

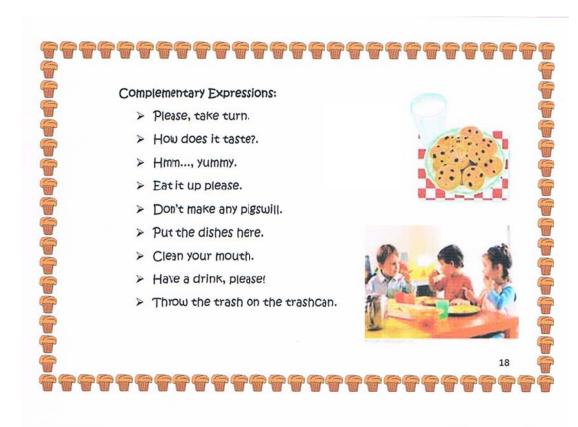
Procedures:

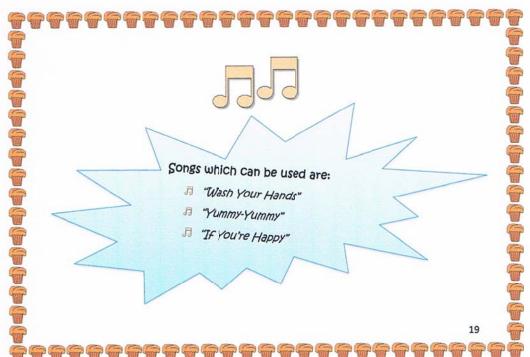
After playing in the yard, the children are asked to wash their hands as they are going to enjoy the real cookies. The teacher has provided the real cookies for them.



Obligatory Expressions:

- . Fold up your sleeves and trousers.
- * Wash your hands.
- ❖ Şit down on the Chair, please!
- . Let us raise our hands and pray.
- Well, now make a line here and take the cookies.





Saying "Good Bye"

Procedure:

When the children have finished their snack, they come to the end of the English day. The teacher gathers them to have the "Saying Good bre" session. The teacher also repeats the words on "Vocabulary of the Day" while using gesture to express the words.

Obligatory Expressions:

- . Ok class, time is over.
- . Now, let's say thanks to Allah.
- * Raise your hands and pray, Alhamdulillahi Robbil'alamiin.
- Good bye and see you.

20

Complementary Expressions:

- > Well, are you happy?
- > I hope you enjoy today's activity.
- > Let's knead, knead-knead, knead the dough.
- > Now, roll, roll-roll, roll the dough.
- > Then, mould, mould-mould, mould the dough.
- > Next, let's bake the cookies, bake-bake-bake.
- > Ok, who wants to join the next English day?
- > Alright, we will have another English day with another activity.
- > And don't forget to shake hands with your friends and teachers.



Note: The obligatory expressions should be repeated every time during the activities, while the complimentary expressions are optional.

THE GUIDE BOOK OF ENGLISH DAY 1



LETS HAVE AN OUTBOUND GAME

Objective:

- Language Focus : following the teacher's instructions, and introducing vocabularies about physical activity.
- Content Focus : developing gross motor skills (physical coordination)

Indicators:

- Children are able to respond to the teacher's instructions in joining the outbound game.
- 2. Children are able to sing and say some words in the action songs.
- Children are able to mention some vocabularies about physical activities.
- 4. Children are able to do the action in the outbound game.

: the children play the outbound game based on the Descriptions teacher's instructions :zig-zag lines, hoops, a slide, a tunnel, sticks, colored Media water, balloons, nets, fish, pails, : make the balloons from plastic bag which is filled by Preparations coloured water, put the fish (as many as the children) in 3 pails, make the zig-zag lines from sponati (rubber), cover the hoops and the sticks with coloured fabric, Vocabulary of the day: run, jump, walk, climb and slid, crawl, break, and catch. :4 hours Time Prediction

B. Opening Activity (08.00-09.00)

1. Having the Students' Pledge

Procedure:

The teacher asks the students to make a line while singing a song entitled "Number". The leader stands in front of the line. The teacher helps them to have the pledge. The students' pledge and songs are on the appendix.

Obligatory Expressions:

- . Come everyone, put on your shoes.
- Come here and make a line!
- The leader comes forward, please.
- Everyone, please repeat after her/him.

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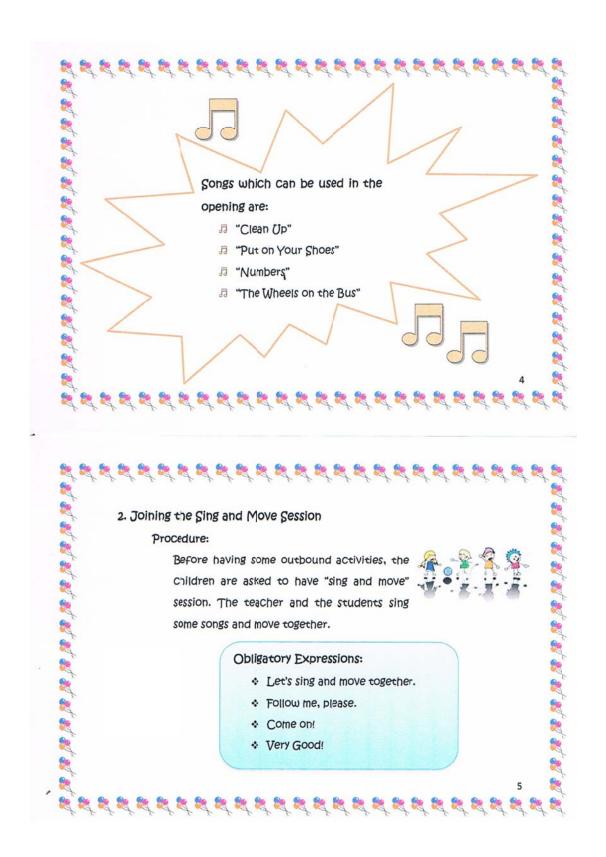
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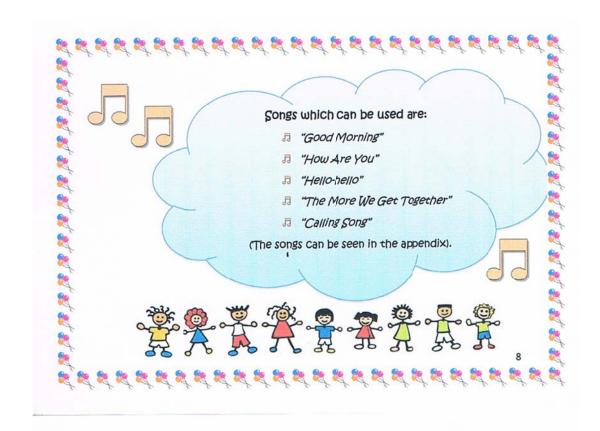
Obligatory Expressions:

- . Come everyone, put on your shoes.
- Come here and make a line!
- The leader comes forward, please.
- Everyone, please repeat after her/him.





3. Saying Good Morning Procedure: After having students' pledge the children will have "Saying Good Morning". They are asked to enter the tent and sit down on the mat in a Circle shape. Here, the teacher also gives the explanation about the activity they will have that day. Obligatory Expressions: Good morning everyone. How are you? Who is absent today? Well, today we will have an outbound game. Do you want to join the game?



A. Main Activity (09.00-11.00)

1. The Outbound Game

Procedure:

The outbound game is conducted in the schoolyard, so the teacher asks the children to go to the yard. She explains the activities of the outbound game which the children will join. Another teacher demonstrates how to do the activity while the English teacher gives

commands.

Obligatory Expressions:

- Before we play the game, let's raise our hands and pray. Bismillahirrahmaanirrahiim.
- Okay, are you ready?
- . Let's play the game.

a. Run on the Zig-zag Line

Procedure:

The first activity is "Run on the Zig-Zag

Line". The children must run on the zigzag line made from sponati (a kind of rubber).



- * Run on the zig zag line.
- Are you ready?
- . One, two, three, Go!
- * Run-Run-Run, Run on the zig-zag line.

10

b. Jump in to the Hoops

Procedure:

The second activity is "Jump in to the noops". The children must jump into the noops which are arranged in order.

Obligatory Expressions:

- Now, jump into the hoops.
- · Be careful.
- Are you ready?
- . One, two, three, Go!
- Jump-Jump-Jump, Jump into the hoops.

c. Walk on the Footbridge

Procedure:

The third activity is "Walk on the Footbridge". There are some footbridge boards made of iron, and the children have to walk on them Carefully and do not fall down.

Obligatory Expressions:

- . Walk on the footbridge.
- . Stretch your hand out, and walk carefully.
- Balance your body and watch out!
- * Ready? One, two, three, Go!
- ❖ Walk-Walk-Walk, Walk on the footbridge

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d. Climb and Slid Down

Procedure:

The fourth activity is "Climb and Slid Down". There is a slide that the children must climb and slid down on.



Obligatory Expressions:

- · Next, climb and slid on the slide.
- . Climb on the stairs, then slid on the slide.
- . One, two, three, Go!
- . Be careful.

- Climb and slid... Climb and slid...
- . Climb and slid on the slide.

e. Crawl through a Tunnel

Procedure:

The fifth activity is "Crawl through the Tunnel". The children must crawl through a short tunnel.



Obligatory Expressions:

- . Crawl through the tunnel.
- . Bent your head down, enter the tunnel, and Crawl.
- Are you ready?
- . One, two, three, Go!
- . Crawl-crawl-crawl, Crawl on the tunnel.

14

f. Break the Balloons

Procedure:

The sixth activity is "Break the Balloons". The balloons are filled up with water, and hung on a rope. The Children must take a stick which is provided to break the balloons. Every child must break one balloon.



- . Well, look at the balloons over there.
- Run to the balloons and take the stick.
- Use the stick to break the balloon.
- · One, two, three, Go!
- . Take the stick-take the stick.
- Break-Break-Break, Break the balloon.

g. Catch the Fish

Procedure:

The last activity on the outbound game is "Catch the Fish". There are some fish



in a round pail. The children must take the fish using a net which have been provided. Then, they must run and put it in a plastic Cup.

Obligatory Expressions:

- . Now, catch the fish with the net.
- Put the fish on the cup.
- You can bring the fish home.
- Are you ready?
- . One, two, three, Go!
- · Catch-catch-catch, Catch the fish.

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2 Change the clothes

Procedure

After having the outbound game, the children are asked to wash their faces, hands, and feet. Then, they can change their clothes.



Obligatory Expressions:

- . Look at you! You are so dirty.
- * Wash your hands, your face, and your feet.
- . Now, change your clothes.
- Let me help you.



C. Closing Activity (11.00-12.00)

1. Having Snacks

Procedure:

After changing their clothes, the children are asked to sit down in a circle using a song entitled "Can you sit down". The teacher has prepared the snacks for them. They are asked to pray before eating the snacks with the teacher guidance.

Obligatory Expressions:

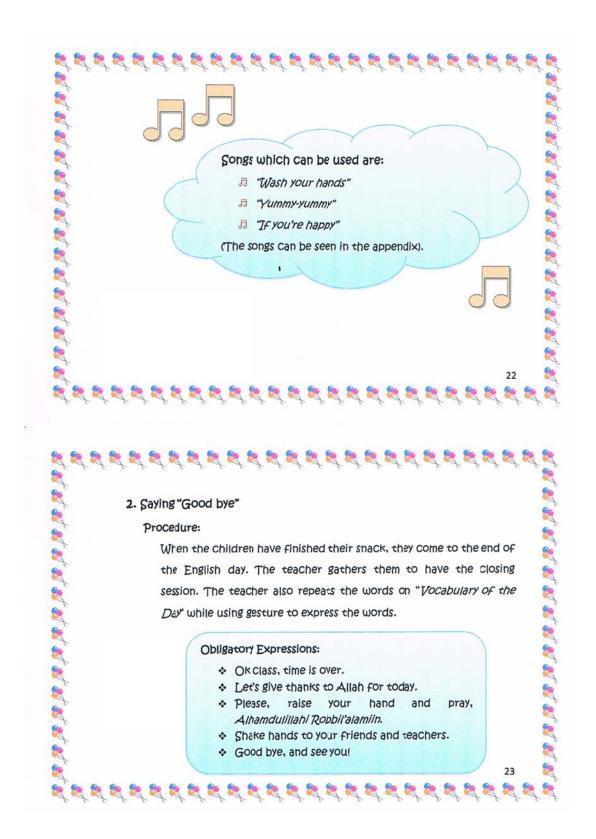
- · Wash your hands
- . Come on everyone, sit down, please!
- . Please raise your hands and pray.
- . Now, take the snacks.
- Enjoy your snacks.

20

Complementary Expressions:

- > Hmmm... look at the snacks.
- > They are yummy.
- > Eat it up please.
- > Don't make any pigswill.
- > Put the dishes here.
- > Have a drink, please!
- > Clean your mouth.
- > Throw the trash on the trashcan.

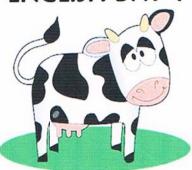






Note: The obligatory expressions should be repeated many times during the activities, while the complimentary expressions are optional.





Make Believe Activity: At the Farm

Objectives

- Language Focus: listening to the teacher's instructions, introducing animal's names, and food made from animals.
- Content Focus: developing the natural intelligence, cooperate with other children.

Indicators

- Children are able to give the right responses to the teacher's instructions in playing the make believe activity.
- Children are able to mention the names of the animals when hearing their sounds which are imitated by the teacher.
- Children are able to imitate the animals' voices when the teache says the names of the animals.

Descriptions : some children are asked to pretend to be animals

and the others as the farm visitors.

Media : animals' costumes, toy grass, seed, foods from

animals (meatballs, sausages, eggs, satay).

Preparations : make the grass from green rubber (sponati), find the

place for the animals (make the cages).

Vocabulary of the Day: farm, cows, sheep, ducks, chicken, sausages,

meatballs, satay, salted eggs.

Time Prediction : 4 hours

2



A. Opening Activity (08.00-09.00)

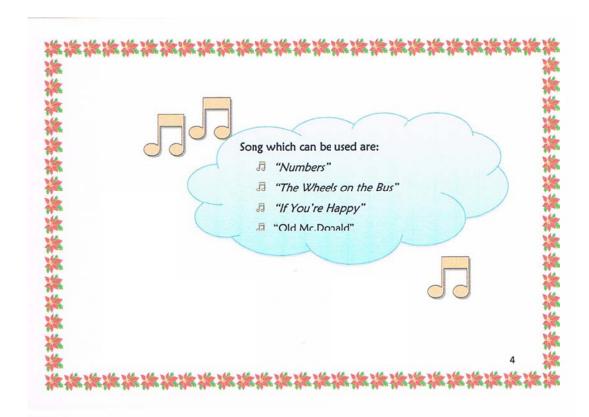
a. Having Students' Pledge

Procedure:

The teacher had drew some animal pictures with chalks which were set in a line, and then sings some songs to attract the children to stand on the pictures. The leader stands in front of the others. The teacher helps them to have the pledge. The students' pledge and the songs are on the appendix.

Obligatory Expressions:

- Let's have the students' pledge.
- Stand on the animal pictures you want.
- The leader please comes forward and leads the pledge.
- Everyone, please follow her/him



2. Joining "Sing and Move" Session

Procedure:

Before having the "Make Believe Activity", the children are asked to have "sing and move" session.



The teacher and the students sing some songs and move together.

- Let's sing and move together.
- Follow me, please.
- Come on!
- Very good!



3. Saying "Good Morning"

Procedure:



In the Saying Good Morning, the teacher greets the children. They are asked to sit down on their chairs. Here, the teacher gives the explanation about the activity they will have that day.

Obligatory Expressions:

- Good morning everyone.
- How are you?
- Who is absent today?
- Well, today we will play at the farm.
- Who want to be animals/visitors?
- Let's raise our hands and pray... Bismillahirrahmaanirrahiim...



B. Main Activity (09.00-11.00)

1. Grouping the Children

Procedure:

Here, the children are divided into two groups, the animal group and the visitor group. Each group will be helped by a teacher to do the next activity.

- Alright kids, I will divide you into two groups.
- Who wants to be animals?
- Who wants to be visitors?
- Okay, the animal group please follow miss... to wear the costumes.
- And the visitor group please follow miss... to ride a bus.



This session is just for the animal group. There are eight children are asked to be the animal. They are asked to wear the animals' costumes. As there are eight costumes, so two children become cows, two children become sheep, two children become





chickens, and two children become ducks. Here, the teacher explains what the children should do during the make believe activity. Then, the teacher takes them to their places.

10

- Well, here is the costume for you.
- Wear the costumes please.
- Put on the hat, please.
- Let me help you.
- Okay, let's go to your place.
- . If the visitors come, just act like the animals.





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10

- Well, here is the costume for you.
- Wear the costumes please.
- Put on the hat, please.
- Let me help you.
- Okay, let's go to your place.
- . If the visitors come, just act like the animals.



- > Come on, follow me.
- > Here is your place.
- You must stay here.
- > Wait for the visitors; they will come for a moment.
- > If the visitors feed you, pretend that you eat it.
- Remember; say moo-moo/baa-baa/kwakkwak/cluck-duck (the teacher talks to the cows/sheep/ducks/chickens).



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b. Heading to the farm (For the Visitor Group)

Procedure:

Here, the children who are in the visitor group are asked to imagine that they are on the bus. The teacher asks them to sit down on the chairs which have been arranged like a bus. Then, they pray for the journey and sing some songs.





Obligatory Expressions:

- Let's go to the farm by bus.
- Sit down on the chair, please.
- Don't forget to tighten the seatbelt.
- Let's pray before the bus leaves.
- . We are on the farm now.
- Please, get down.



- > Come on, follow me.
- > Let's enter the bus.
- We are going to the farm
- > Who have ever been to a farm?
- > What will we see at a farm?
- > There are cows, sheep, goats, and ducks.
- > Well, we can also feed them at the farm.
- > Who wants to feed them?
- > Wow, it must be great!





2. At the Farm (For the Visitor Group)

Procedure:

There are two agendas at the farm. The first is visiting the animals, and the second is feeding the animals. The children are also encouraged to touch them.



- Let's walk around the farm.
- We will see the animals.
- We will also feed them.
- Make a line please!
- Let's go!

a. Visiting the Animals

Procedure:

The children walk in a line to see the animals together. The teacher



leads them to walk around at the farm. On the other side, the animal group pretend to be the cows, the sheep, the goats, the chickens, and the ducks which eat the grass. The teachers lead the visitors group to the



cows, then to the sheep, to the ducks, and the last to the chicken.

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- Look at the cows/sheep/ducks/chicken.
- They are big/small cows/sheep/ducks/chicken.
- They have four/two legs.
- They are white/black/yellow/orange.





b. Touching the Animals

Procedure:

After watching the animals, the children are encouraged to touch the animals. One by one they touch each animal. During the activities, the teacher repeats the sound of the animal and supports the children to say the name of the animal.





Obligatory Expressions:

- Touch the cows/sheep/ducks/chicken.
- . Don't worry.
- They don't bite you.

20

Complementary Expressions:

- > Do you want to touch them?
- > Touch the head/the tail/the body.
- > It's okay, touch them.



c. Feeding the Animals

Procedure:

The children are given grass and seeds to feed the animals. They may feed the cows, sheep, ducks, and chicken.





Obligatory Expressions:

- Let's feed the animals.
- Give the grass to the cows/sheep.
- Give the seed to the ducks/chicken.
- ❖ Be careful.

Complementary:

- > Wel, the animals look hungry.
- > Feed the cows/sheep/ducks/chicken.
- > Here are their foods.



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d. Saying Good Bye to the Animals

Procedure:

After watching and touching the animals, the visitors group say good bye to the animals because they will go to the canteen.



- Ok, now we are going to go to the canteen.
- Say "Good bye" to the animals.
- Good bye cows/sheep/ducks/chicken.

3. Going to the Canteen

Procedure:

Here, both groups, animal and visitor groups are asked to go to the canteen to see and taste the food that made from the animals.

Obligatory Expressions:

- Everyone, please follow me.
- . Let's go to the canteen.
- * Well, here is the canteen.
- Look at the food!
- Those are made from the animals.



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Complementary Expressions:

- We will see and taste the food made from the animals.
- There are chicken rissoles made from the chicken.
- > There are beef croquettes and meatballs made from the cows.
- > There are satay made from the sheep
- > And there are salted eggs made from the ducks.
- > Look at the milk. It is made from the cows.
- > Do you want to try them?



C. Closing Activity (11.00-12.00)

a. Tasting the Food Made from the Animals

Procedure:

Here, the children are asked to taste the food made from the animals. There are many kinds of food made from animals at the farm that they can choose such as meatballs, sausages, and satay. The children are asked to wash their hands and sit down. Then they can enjoy the food.





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- Have a seat, please.
- Look at here!
- Meatballs, made from the cows.
- Meatball-meatball, Cows-cows.
- Sausages, made from the chicken.
- Sausages-sausages, chicken-chicken.
- Satay, made from the sheep.
- Satay-satay, sheep-sheep.
- Salted eggs from the ducks.
- Salted eggs-salted eggs, ducks-ducks.
- Let's eat the food now.



- > Here is the chicken risolles (the teacher shows the food).
- > Here is the beef croquette (the teacher shows the food).
- > Here is the satay from the sheep (the teacher shows the satay).
- > Here is the salted egg made from ducks (the teacher shows the egg).
- > Now you can enjoy the food.
- ➤ How does it taste? Yummy?
- > Sure, it tastes good.
- How do the chicken rissoles taste? Yummy?
- > How do the beef croquette taste? Yummy?
- > How does the satay taste? Yummy??
- ➤ How do the eggs taste? Yummy?





b. Drinking milk

Procedure:

Every child will get a small glass of milk. They can drink the milk.



Obligatory Expressions:

- Here is a glass of milk for you.
- Drink the milk, please.
- Well, the milk comes from the cows.
- . Let's drink the milk.

30

Complementary Expressions:

- > The milkman is milking the cows every day.
- > Hmm..., how does it taste?
- > Yummy?
- > Yeah, it is yummy.
- > It is sweet.
- > Who likes milk?
- > I also like milk.



c. Saying "Good Bye" Session

Procedure:

When the children have finished enjoying the food and milk, they come to the end of the English day. The teacher asks them to sit down on the mat to have the "Saying Good Bye" session. The teacher also repeats the words on "Vocabulary of the Day" while using gesture to express the words.

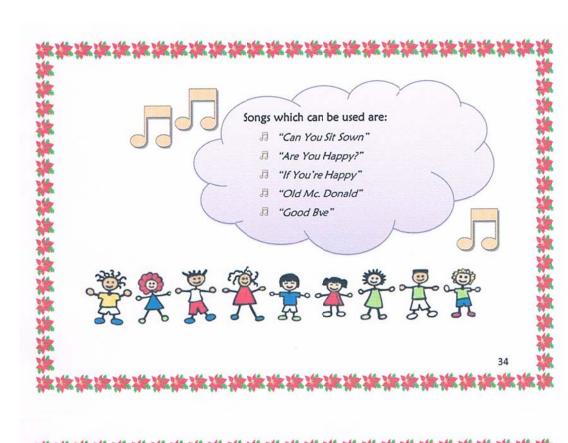
Obligatory Expressions:

- Ok class, time is over.
- Now, let's give thanks to Allah.
- Alhamdulillahi Robbil'alamiin.
- Good bye and see you.
- Don't forget to shake hands with your friends and teachers.

32

Complementary Expressions:

- > Are you happy going to the farm?
- > What did we see?
- > Moo-moo; cows. Baa-baa; sheep.
- > Kwak-kwak; ducks. Cluck-cluck; chicken.
- > Who tried the food??
- > Meatball made from cows; yummy.
- > Sausages made from chicken; yummy.
- > Satay made from sheep; yummy.
- > Salted egg made from ducks; yummy.
- > Milk made from cow; yummy.
- > Okay, time to go home.



Note: The obligatory expressions should be repeated every time during the activities, while the complimentary expressions are optional.

THE GUIDE BOOK OF

ENGLISH DAY 3



WE ARE THE CHAMPION

Objectives:

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Language Focus : listening to the teachers instructions,

introducing vocabularies about things around children.

Content Focus :developing gross motor skill (physical co-

ordination).

Indicators :

- Children are able to do the teacher's instructions in having the contests.
- 2. Children are able to repeat the words they act.
- 3. Children are able to do the actions on the contest.

会会 Descriptions 公会会 : bottles, balls, pail, dippers, cups, teapot, tea, tables, Media chairs, trays, jumping animal toys, border lines, a whistle. 合 合 : fill the pails and the bottles with water, Preparations put the balls into the bottles, make tea in the teapot, arrange the cups, the teapot and the trays on the table, 会 arrange the chair, and make the border lines from rubber 会会会 Vocabulary of the Day: run, pour, bring, jump, take, turn around Time Prediction :4 hours

Opening Activity (08.00-09.00)

1. Having Students' Pledge

Procedure:

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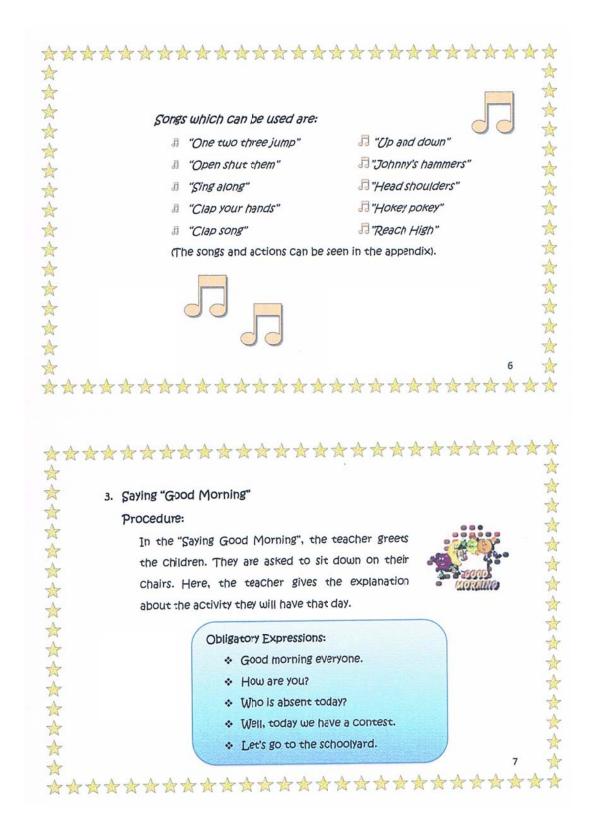
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The teacher sings "Make a Big Circle" song to ask the students to make a big circle. The leader stands in the middle of the circle. The teacher helps them to have the pledge. The students' pledge and the songs are on the appendix.

Obligatory Expressions:

- · Put on your shoes.
- Make a circle, please.
- . The leader please stands in the centre of the circle and leads the pledge.
- · Everyone, please follow her/him







A. Main Activity (09.00-11.00)

1. Registration

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Procedure:

The children are asked to register before joining the contest. Then they get ID card which can be used as the pin.



Obligatory Expressions:

- · What is your name?
- · Here is your ID card.
- . I will pin it on your cloth.

9

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> Do you want to join the contest?

- > Please register first.
- > What contest do you join to?



2. The Contest

* 1

a. Taking a ball from a bottle

Procedure:

There is a small ball in a bottle. The children have to take the ball out from the bottle by filling it with water. The first child who can take

the ball is the Champion. Obligatory Expressions:



- . Pour the water into the bottle.
- . If the bottle is full, the ball will rise.
- . Take the ball.
- · Okay, are you ready?
- . One, two, three, go!
- . Pour-pour-pour..., pour the water.
- . Take- take- take ..., Take the ball.
- . Give the ball to Miss ... (Namel.

11

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> Use the dipper to take the water from the pail.

- > Then, fill the bottle with the water.
- > Hurry up!
- > Be careful!
- > Give the ball to me.



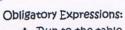
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b. Serving a Cup of Tea

Procedure:

The children are asked to pour tea from the small jug to a small cup which is put in a tray without being spilt. Then, they must give the tea cup to their friends who are sitting on the Chair.



- . Run to the table.
- Pour the tea from the jug to the cup.
- Give the cup to one of your friends who are sitting there.
- * Ready? One-two-three, Go!
- Pour the tea-pour the tea
- . Bring-bring-bring, bring the tray.



> Put the cup on the tray and bring it.

- > Bring the tray back here
- > Good job!
- > Excellent!
- > Wonderful!



14

c. Riding a Jumping Animal Toy

Procedure:

In this contest, the children must ride on a jumping animal toy from the start line to the finish line. The fastest is the champion. There is a teacher who counts the time with a stopwatch.



Obligatory Expressions:

- · Ride on the jumping animal toy.
- . Go to the end of the line.
- . Turn around and come back here.
- · Get set! Ready! Go!
- Jumpjumpjump!

含含含含含含含含含含含含含含含含含含含含

- > The fastest is the champion.
- > I will count your time using a stopwatch.
- > Very good, it was so fast.
- > Fantastic!
- > Great!

1

4

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> Jump-jump-jump.



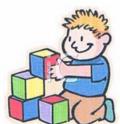
16

3. Playing Toys

Procedure:

While waiting for the announcement, the children are asked to play with some toys on the class, such as Puzzle, Lego, and the others. The can also read some books.





Obligatory Expressions:

- Choose the toys or books as you want.
- . Play on the mat/the chair.
- You may exchange the toy.
- Tidy up your toys.
- Put the toys back.

会会

会会会会

You may choose puzzles, building blocks, or other toys.

- > You may also read a book.
- > Take the book from the booksnelf.
- > Take turn, please!
- > Share the toys with your friends.
- > Don't grab your friend's toy.





18

B. Closing Activity (11.00-12.00)

1. Having Snack

Procedure:

After joining the contest, the children are asked to wash their hands and have snack. The teacher sings a song entitled "Wash Your Hands". Then they are asked to sit down in a circle using a song



entitled "Can you sit down". The teacher has prepared the snacks for them. They are asked to pray before eating the snacks with the teacher guidance.





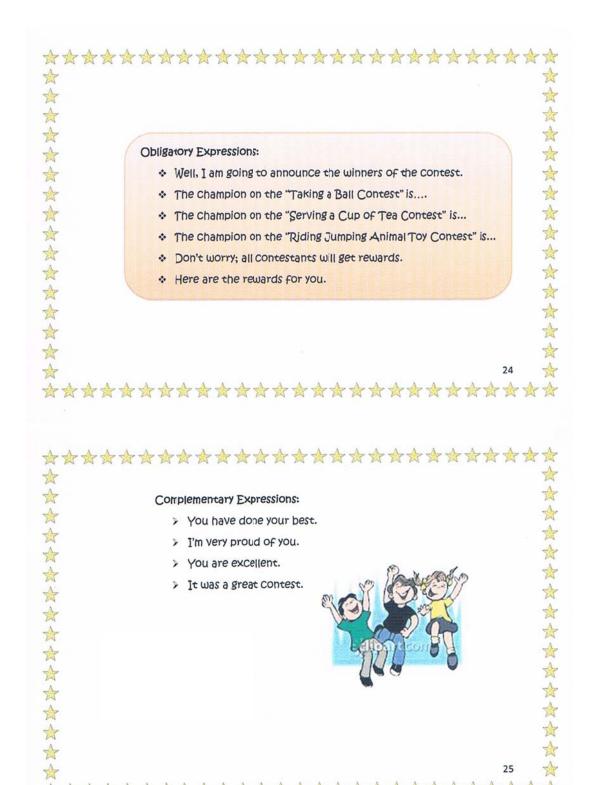
2. The Announcement

Procedure:

*

After about 30 minutes, the Children are asked to tidy the toys up. The teacher may help them. Then, they can sit on the Chairs in front of the stage. The teacher will announce the Champion. The Champion will get the prize. However, all the Children who had joined the contest will get rewards.





3. Saying "Good Bye" Session

Procedure:

When the Children have finished their snack, they come to the end of the English day. The teacher gathers them to have the "Saying Good Bye"session. The teacher also repeats the words on "Vocabulary of the Day" while using gesture to express the words.

Obligatory Expressions:

- . Ok class, time is over.
- . Now, let's give thanks to Allah.
- * Raise your hands and pray, Alhamdulillahi Robbil'alamiin.

. Good bye and see you.

26

Complementary Expressions:

- > Did you enjoy the contest?
- > How did we do the contest?
- Who get rewards?
- > Well, it was an amazing day.
- > Are you tired?
- > Let's go home now.
- > Shake hands with your friends and teacher.

List of the students' pledge, songs, and Chants

1. The students' pledge

Moslem Pledge

I surrender Allah is my god And I surrender Islam is my faith And I surrender Muhammad is the prophet and His messenger O.. Allah, enrich my knowledge And give me the comprehension of it

The songs which are used before having the students' pledge

Numbers

One two three four five six

Seven eight nine ten

One two three

Four five six

Seven eight nine ten

Put on Your Shoes

Put on your shoes, 4X
Put on your shoes, your shoes

Make a Big Circle

Make a big circle 2X

Make a big circle

Make a big circle 2X

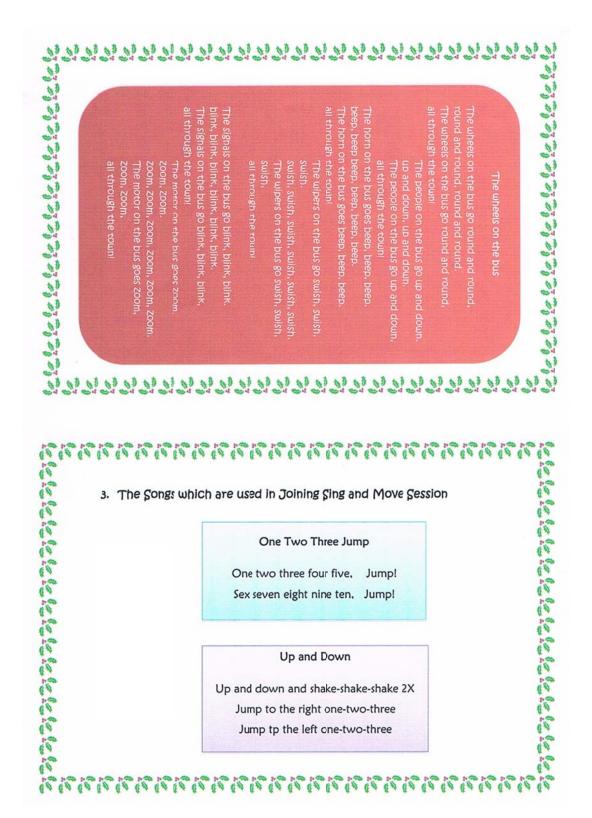
Make a big circle

Come on come on

Make a big circle

Come on come on

Make a big circle



Open Shut Them

Open- shut them 2x
Turn around and bow

Sing a Long

Play with me sing along let's twirl around 2x
Twirl-twirl-twirl-twirl
Play with me jump up and down 2x
Jump-jump-jump-jump

Johnny's Hammer

Johnny plays with one hammer, one hammer, one hammer johnny play with one hammer, and now he plays with two hammer johnny plays with two hammers, two hammers, two hammers johnny play with two hammers, and now he plays with three hammers johnny plays with three hammer, three hammers, three hammers johnny play with two hammers, and now he plays with three hammers johnny plays with four hammer, four hammers, four hammers johnny play with two hammers, and now he plays with three hammers and so on until ten.

Head Shoulders

Head shoulders knees and toes

Knees and toes

Head shoulders knees and toes

Knees and toes

And eyes and ears and nose and mouth

Head shoulders knees and toes

Knees and toes

Hockey Pockey

You put your right arm in
You put your left arm in
In out in out you shake it all about
You do the hockey pockey
And you turn your self around
Now, can I hear you shout
Ooo... hockey pockey pockey
Ooo... hockey pockey pockey

Knees bent arm stretch

Yeah...yeah...yeah...

Clap Song

Hand-hand clap clap clap Finger-finger snap snap snap Feet-feet jump jump jump

Clap Your Hands

Clap your hands, dap your hands 2X Now stomp your feet, stomp your feet Do the beat, do the beat And repeat, and repeat, do the beat

Nananananaa...

Reach High

Reach high touch your toes
Reach high touch your nose
Reach high touch your ears
Reach high touch your head

The end of every sentence can be change with another part of body.

4. The songs which are used in the Saying Good Morning

भेरते भ

Good Morning

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

Hello how are you

Hello hello how are you
Fine thanks fine thanks how are you
Hello hello how are you
I'm fine thank you

How are You

Hi, how are you I'm fine Hi, how are you I'm fine how are you I'm fine, I'm fine Thank you

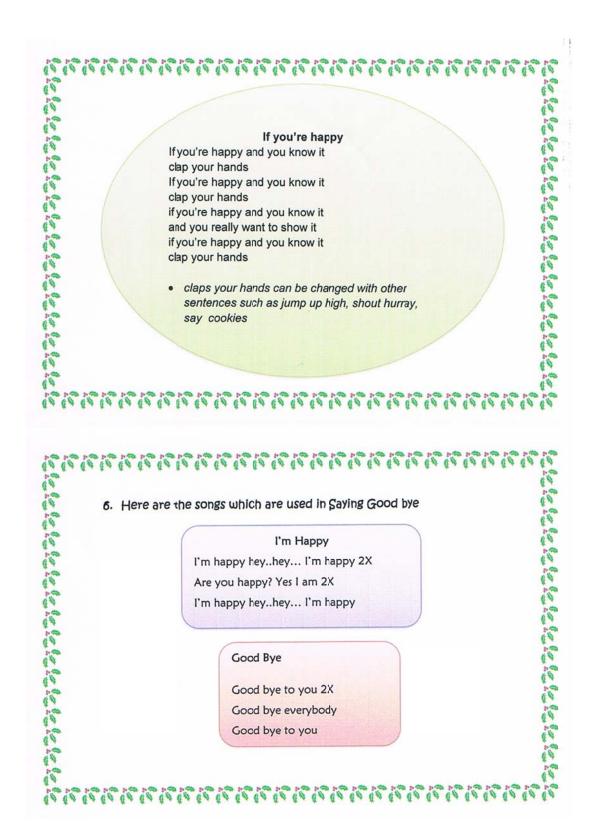
5. The songs that are used in having snacks

Can You Sit Down

Can you sit down 2X Yes I can 2X Now, I am sitting 2X Can you see 2X

Yummy-yummy

Apples, I like apples
Strawberries, strawberries,
I like strawberries
Coz it's yummy yummy
yummy To my tummy
tummy tummy
yummy yummy yummy To
my tummy tummy tummy



Old MacDonald had a farm

Old MacDonald had a farm, Ee i ee i oh! Old MacDonald had a farm, Ee i ee i oh! With a moo, moo here, And a moo, moo there And on this farm he had a cow, Ee i ee i oh! Old MacDonald had a farm, Ee i ee i oh! Here a moo there a moo, Everywhere a moo, moo

quack Old MacDonald had a farm, Ee i ee i oh! Here a quack-quack there a quack, Everywhere a quack-And on this farm he had a duck, Ee i ee i oh! Here a baa there a baa, Everywhere a baa-baa With a baa-baa here, And a baa-baa there, And on this farm he had a sheep, Ee i ee i oh! With a quack-quack here, And a quack-quack there Old MacDonald had a farm, Ee i ee i oh!

Old MacDonald had a farm, Ee i ee i oh!

Old MacDonald had a farm, Ee i ee i oh! And on this farm he had a chicken, Ec i ee i oh! Old MacDonald had a farm, Ee i ee i oh! Here a cluck there a cluck, Everywhere a cluck-cluck With a cluck-cluck here, And a cluck-cluck there

APPENDIX J

THE PHOTOGRAPHS

1. The Photographs o the First English Day



a. The children were having the Students' Pledge.



c. The students were on the *Saying Good Morning* session.



b. The children were join *the sing and move* session.



d. The children were running on the zigzag line.



e. The children were jumping into the hoops.



f. The children were walking on the footbridges.



g. The children were sliding on the slide.



h. The children were crawling on the tunnel.



i. The children were breaking the watered balloons.



j. The child was cathcing the fish.



k. The children were changing their clothes.

2. The Photographs o the Second English Day



a. The children were using the apron and hat.



b. The children were kneading the dough.



c. The children were rolling the dough.



e. The children were baking the cookies.



d. The child is moulding the dough.



f. The children were playing in the merry go round in the school yard.



g. The children were enjoying the cookies.

3. The Photographs o the Third English Day



a. The students' ID-cards.



b. The children registered to join the contests.



c. The children were ready to join the first contest.



d. The child is pouring water in the first contest.



e. The children were bringing a cup of tea in the second contest.



f. The children were pouring the tea to the cup.



g. The children gave the cup to their friends.



 The children were riding jumping animal toys in the third contest.



h. The child was using a hat and ready to join the third contest.



j. The children were playing puzzles.

4. The Photographs o the Fourth English Day



a. The children have worn the cow costumes.



b. The children have worn the sheep costumes.



c. The children have worn the duck costumes.



d. The children have worn the chicken costumes.



e. The visitor group is on the bus to go to the farm. The boy with a hat pretended to be the driver.



f. The sheep were ready on the grass field.



g. The cows were ready on the grass field.



h. The ducks were ready on their place near the pond.



The chicken were ready on their place.



j. The child was touching the sheep.



k. The boys were touching the cow.



. The boy was touching the duck.



m. The boys were feeding the sheep.



p. The boy was feeding the chicken.



n. The boy was feeding the cow.



o. The boy was feeding the duck.



q. The animals wanted to go by bus.



r. The children were on the canteen.



t. The girl were enjoying the sausages.



s. The boys were enjoying the meatballs.



u. The child was drinking the milk.

APPENDIX K

RESEARCH LISENSES



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN UNIVERSITAS NEGERI YOGYAKARTA

Alamat: Karangmalang, Yogyakarta 55281 🕿 (0274) 550843, 548207 Fax. (0274) 548207 http://www.fbs.uny.ac.id//

> FRM/FBS/33-01 10 Jan 2011

: 541/UN.34.12/PP/III/2012 : 1 Berkas Proposal

2 April 2012

Lampiran Hal

Nomor

: Permohonan Izin Penelitian

Kepada Yth. Gubernur Daerah Istimewa Yogyakarta c.q. Kepala Biro Administrasi Pembangunan Sekretariat Daerah Propinsi DIY Komplek Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan Penelitian untuk memperoleh data menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Developing English Day Activities & the Expressions to Teach English to the Very Young Learners in Play Group BIAS Yogyakarta

Mahasiswa dimaksud adalah :

Nama-NIM

: DWI DAMAYANTI : 07202249003

Jurusan/ Program Studi

: Pendidikan Bahasa Inggris

Waktu Pelaksanaan

Lokasi Penelitian

: April - Mei 2012

: Play Group BIAS Yogyakarta

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/lbu, kami sampaikan terima kasih.

a.n. Dekan Kasubag Pe

Indun Probo Utami, S.E. NIP 196 0704 199312 2 001



PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting) YOGYAKARTA 55213

SURAT KETERANGAN / IJIN 070/3193/V/4/2012

Membaca Surat : Dekan Fak. Bahasa & Seni UNY

541/UN.34.12/PP/III/2012

Tanggal : 02 April 2012 : Ijin Penelitian Perihal

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegitan Penelitian dan Pengembangan di Indonesia;

Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;

Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.

4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama DWI DAMAYANTI NIP/NIM : 07202249003

Alamat Karangmalang Yogyakarta

: DEVELOPING ENGLISH DAY ACTIVITIES & THE EXPRESSIONS TO TEACH ENGLISH Judul

TO THE VERY YOUNG LEARNERS IN PLAY GROUP BIAS YOGYAKARTA

Lokasi : · Kota/Kab. KOTA YOGYAKARTA Waktu : 04 April 2012 s/d 04 Juli 2012

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwanang mengeluarkan ijin dimaksud;

2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menurjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;

3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;

4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang jogjaprov.go.id;

5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang

Dikeluarkan di Yogyakarta Pada tanggal 04 April 2012 A.n Sekretaris Daerah

NP. 1962022

Asisten Perekonomian dan Pembangunan

asi Pembangunan

803 1 008

Tembusan:

- 1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
- 2. Walikota Yogyakarta cq. Dinas Perizinan
- 3. Ka. Dinas Pendidikan Pemuda dan Olahraga Prov. DIY
- 4. Dekan Fak. Bahasa & Seni UNY
- Yang Bersangkutan

PEMERINTAH KOTA YOGYAKARTA

DINAS PERIZINAN

Jl. Kenari No. 56 Yogyakarta 55165 Telepon 514448, 515865, 515866, 562682 EMAIL: perizinan@jogja.go.id EMAIL INTRANET: perizinan@intra.jogja.go.id

SURAT IZIN

NOMOR :

070/0957 2499/34

Dasar

Surat izin / Rekomendasi dari Gubernur Kepala Daerah Istimewa Yogyakarta

Nomor: 070/3193/V/4/2012

Tanggal:04/04/2012

Mengingat

1. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan,

Kecudukan dan Tugas Pokok Dinas Daerah 2. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;

3. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;

4. Peraturan Walikota Yogyakarta Nomor 18 Tahun 2011 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;

5. Keputusan Gubernur Daerah Istimewa Yogyakarta Nomor: 38/I.2/2004 tentang Pemberian izin/Rekomendasi Penelitian/Pendataan/Survei/KKN/PKL di Daerah Istimewa Yogyakarta.

Diijinkan Kepada

Nama

DWI DAMAYANTI

NO MHS / NIM : 07202249003

Pekerjaan Alamat

Mahasiswa Fak. Bahasa dan Seni - UNY Kampus Karangmalang, Yogyakarta

Penanggungjawab

: Bambang Sugeng, Ph.D.

Keperluan

Melakukan Penelitian dengan judul Proposal : DEVELOPING ENGLISH DAY ACTIVITIES AND THE EXPRESSIONS TO TEACH ENGLISH TO THE VERY YOUNG LEARNERS IN PLAY

GROUP BINA ANAK SHOLEH YOGYAKARTA

Lokasi/Responden

Kota Yogyakarta

Waktu Lampiran 04/04/2012 Sampai 04/07/2012 Proposal dan Daftar Fertanyaan

Dengan Ketentuan

1. Wajib Memberi Laporan hasil Penelitian kepada Walikota Yogyakarta

(Cq. Dinas Perizinan Kota Yogyakarta) 2. Wajib Menjaga Tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat

3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah

4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya kelentuan -ketentuan tersebut diatas

Kemudian diharap para Pejabat Pemerintah setempat dapat memberi

bantuan seperlunya

Tanda tangan Pemegang Izin

DWI DAMAYANTI

Tembusan Kepada:

Yth. 1. Walikota Yogyakarta(sebagai laporan)

- 2. Ka. Biro Administrasi Pembangunan Setda Prop. DIY
- 3. Ka. Dinas Pendidikan Kota Yogyakarta
- 4. Kepala Play Group Bina Anak Sholeh Yogyakarta

Dikeluarkan di : Yogyakarta pada Tanggal : 5-4-12

An. Kepala Dinas Perizinan Sekretaris

HARDONO NIP 195804101985031013

SEKOLAH ISLAM BERWAWASAN INTERNASIONAL PLAY GROUP BINA ANAK SHOLEH

Jl. Wirosaban Barat No.8 B

Yogyakarta

SURAT KETERANGAN

No: 412/B/PG.BIAS/VI/2012

Yang bertanda tangan di bawah ini kepala sekolah Play Group Bina Anak Sholeh Yogyakarta, menerangkan bahwa mahasiswa Universitas Negeri Yogyakarta sebagai berikut:

Nama: Dwi Damayanti

NIM : 07202249003

Jurusan: Pendidikan Bahasa Inggris

Fakultas: Bahasa dan Seni

Telah melakukan penelitian di Play Group Bina Anak Sholeh Yogyakarta yang berlokasi di jalan Wirosaban Barat no 8 B, Yogyakarta pada tanggal 5 April 2012 sampai dengan 24 Mei 2012 dengan judul: Developing English Day Activities to Teach English to Very Young Learners of Play Group Bina Anak Sholeh Yogyakarta.

Demikian surat ini kami buat, semoga dapat digunakan sebagaimana mestinya.

Yogyakarta, 1 Juni 2012

a Sekolah,

* | Sih Sholihah

PA195015