

**DEVELOPING CONTEXT-BASED MATERIALS
FOR YOUNG LANGUAGE LEARNERS IN YOGYAKARTA**

A Thesis

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



Meta Swasti Naraswari

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

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APPROVAL SHEET

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Approved on June 2015



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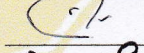

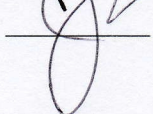
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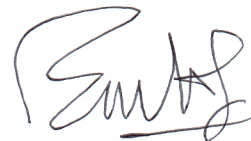
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Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya

Yogyakarta, Juli 2015

Penulis



Meta Swasti Naraswari

DEDICATIONS

I dedicate this thesis to:

Papa

Mama

Bia

MOTTOS

And Allah SWT takes you out from your mother's womb without knowing everything, and Allah SWT gives you abilities to hear and see so you praise Allah SWT. (QS. An-Nahl: 78)

There is no blessing given by Allah SWT greater than patience. (HR. Al-Hakim)

Life is not interesting without dreaming. (Nobita-Doraemon)

Who you are is not what you've been. You're still an innocent. (Taylor Swift)

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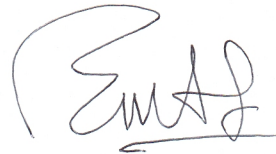
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I realize that this thesis is far from being perfect. Thus, any criticism and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, July 2015

The writer,

A handwritten signature in black ink, appearing to read 'Meta Swasti Naraswari', with a large, stylized initial 'M'.

Meta Swasti Naraswari

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DEVELOPING CONTEXT-BASED MATERIALS FOR YOUNG LANGUAGE LEARNERS IN YOGYAKARTA

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ABSTRACT

The aim of this research is to develop two books. The first book is a student's book with context-based materials for young learners (9-10) in Yogyakarta. The second book is a teacher's guide book.

The type of this research is Research and Development (R&D). The research subjects were 27 learners in SD N Keputran 1 Yogyakarta. The procedure of this research was analyzing needs, writing the course grid, developing the first draft, evaluating and revising the first draft, trying out the draft, evaluating and revising the second draft, and developing the final draft. The research instruments were questionnaires, interview guidelines, and observation guidelines. The data obtained from the questionnaires were analyzed quantitatively and those obtained from interviews and observations were analyzed qualitatively.

The results of this study are a book with context-based materials for nine-to-ten-year-old learners and a teacher's guide book completed with a CD. The title of both books is "Flying with English". There are three units in the book. The title of the first unit is "It Goes Choo-Choo-Choo." There are ten activities in it. The title of the second unit is "The Market is Near the Hotel." There are nine activities in it. The title of the last unit is "Do I Have Four Legs?" There are nine activities in it. The activities include listening, speaking, reading, and writing skill. The result of data computation for evaluation shows that the designed book is categorized very good with the mean percentage 86.6%.

Keywords: context-based materials, nine-to-ten-year-old learners

CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching English at primary level has become popular. Many countries provide both public and private systems of schooling to give young learners opportunities of learning English. Public systems of schooling are active in language teaching while private institutions usually offer more. Mainstream private primary schools spend more hours to language learning and give it a higher priority in the curriculum. In addition, there are also some schools which succeed commercially by offering young learners and their parents supplements of the language learning.

Giving supplements may be a good thing for improving knowledge. However, the way of teaching the children should also be considered. Teaching English for children is rather different. It is because the participants are young learners. It is not an easy task to teach young learners. They are different from adults. They are not yet in control of their lives and still have to struggle for learning their own language, as well as learning other languages (Brewster, Ellis, and Girard, 2003). Because of the reason, things related to teaching English for young learners must suit their needs. Things that must be suited are such as ways to deliver the materials and the materials themselves.

Tomlinson (2008) states that kinds of materials which are suitable for teaching young learners are not only teacher-friendly but also child-friendly.

The criteria of child-friendly materials as stated by Brewster, Ellis, and Girard (2003) are materials that encourage young learners to personalize language, pursue their interests, and use language in an independent and creative way. Furthermore, the most important thing is that the materials must be presented with the language that the children understand or it is called as comprehensible input (Linse, 2005).

Krashen (in Linse, 2005) says that comprehensible input is input which is a little bit above the learner's language level but it remains understandable. It is not doubtful that contexts take important part in the making of comprehensible materials. Contexts will help the young learners to understand the materials better since the contexts combine the learners' attitudes and the culture around the learners although the language is slightly above their level. Contexts will also make the materials meaningful for them. Context-based materials also can be easily modified. That is why developing context-based materials is urgent to do.

In developing context-based materials, culture also takes a great role. In relation to that, developing context-based materials for young learners in Yogyakarta would be great since Yogyakarta is the home of various cultures. Culture does not always mean dances, songs, or traditional games. The meaning of culture can be widely interpreted as the way of living, historical places, etc. Thus, those things can be adapted to be good resources to make context-based materials in Yogyakarta.

B. Identification of the Problems

Materials are one of important factors in language teaching and learning. The materials should be developed based on the needs and the interests of the subjects who will learn the materials. In this case, the subjects are children or young language learners. They are unique creatures who have unique needs as well as unique interests. In order to meet their needs and interests, the materials should be carefully developed.

Nowadays, there are many English materials provided for children. However, many of the materials sometimes cannot fulfill the needs and interests. There are still some materials which are too difficult or too easy based on certain levels. In addition, the materials sometimes cannot be applied because the curriculum used in making the materials is different from the curriculum applied in schools. Many teachers will easily give up on the materials if they find that the materials are difficult to suit the curriculum applied in schools.

As we know, English is removed from the subjects in elementary schools in Indonesia because the curriculum has changed. Such situation is very disappointing. It is because English is an important language that learners have to know in order to communicate with people overseas. What makes it more disappointing is that there is a good opportunity to learn English formally, yet students cannot take it.

Fortunately, there is still a way to overcome this problem. Although they cannot learn English formally, they still can learn it by themselves using

context-based materials. Context-based materials are materials made by combining factors from the learners themselves such as learning styles and culture which affects the learners in the language learning. Context-based materials, in addition, can be easily modified and applied since the materials are not always bound with the existing curriculum.

C. Limitation of the Problems

Based on the background of the study and the identification of the problems, the problem of this research is focused on developing context-based materials for young language learners. Unfortunately, because of time limitation, the researcher only developed context-based materials for those who are nine to ten years old. The materials developed were based on the culture in Yogyakarta since the materials combined the language with the culture around the learners.

D. Formulation of the Problems

The problems of this research can be formulated as follows:

1. What are the target and learning needs of young language learners in Yogyakarta?
2. What are context-based materials for young learners in Yogyakarta?

E. Objectives of the Study

Based on the formulation of the problems, the researcher concludes the objectives as follows:

1. to find out target and learning needs of young language learners in Yogyakarta.
2. to develop context-based materials for young learners in Yogyakarta.

F. Significances of the Study

This research is expected to give some advantages:

1. For teachers of English for young learners, it can be used as input to make materials which are suitable for young learners.
2. For developers of materials for young language learners, it can be a useful example to develop context-based materials which are suitable for meeting young language learners' needs.
3. For developers of courses for young language learners, it can be useful input to add materials prepared for young language learners.
4. For the English Education Department of Yogyakarta State University, it can be a reference for developing context-based materials for young learners.
5. For other researchers of material development, it can be a reference and reason to make improvement.

G. Specification of the Products Developed

In this study, the researcher has developed two books consisting of a student's book with context-based materials for young language learners and a teacher's guide book. Both books have the same title. The title is "Flying with English". The student's book offers three units in the book. The first unit is about transportation. The title is "It Goes Choo-Choo-Choo." There are ten activities in this unit. The second unit is about public places. The title is "The Market is Near the Hotel". There are nine activities provided in this unit. The last unit is about animals. The title is "Do I Have Four Legs?". This unit offers ten activities. Moreover, there are media to support the teaching and learning activities. All of them can be copied from a CD provided on the teacher's guide book. Furthermore, the teacher's guide book also offers the description of the book including the activities provided, the course grid which is theme-based, the ways of teaching the materials which combine teacher-centered and learner-centered, answer keys, and assessment.

CHAPTER II

THEORETICAL REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Review

1. Language instructions for young language learners

a. The characteristics of young language learner's learning

Since children are not miniature of adults, they have different ways of learning. There are some characteristics of children's learning that are shown below. They are attention span, curiosity, delight in talking, and having sense of fun.

1) Attention span

Children with different ages have different attention spans. However, they normally can span three to five minutes for every year of age. In other words, a 3 year-old child should be able to concentrate for at least nine minutes and a 6 year-old child should be able to focus for about 18 minutes. Surprisingly, there are also some children who can pay attention in much longer time that they should be according to the theory.

Actually, the attention span can be enlarged. Brewter and Ellis (2002) state that the attention spans of children can be added by giving them opportunities to choose and decide an action. Since the attention span is related to the age, children with short attention spans tend to be more impatient while listening and waiting for their turn to speak. They also have hard time to return to their unfinished tasks once they are interrupted. It may

become a burden to the teacher. By knowing the children's attention span, it will ease the teacher to plan steps in teaching English for children appropriately.

2) Curiosity

Once children are curious about something, they will expect and anticipate new ideas related to it. They will ask many questions and search for answers in their minds. Because of this reason, they try to find lack of information. In short, they will not give up until everything in their minds has the answer. It makes them ask about the information actively.

3) Delight in talking

Children show a great skill in producing meaningful language from what they are doing and they also can tell what they have done or heard. Surprisingly, they are also be able to plan activities, argue for something, and tell what and why they think in such a way (Scott and Ytberg, 1983). They usually talk about everything according to their understanding that they get from those who are close to them. To accommodate their ability to talk, it is needed some facilities. The facilities can be activities that encourage them to talk in the language learning process.

4) Having sense of fun

Happy and fun nuances will help the children to get some competences including the foreign language competences (Cameron, 2007). Cameron in Harmer (2007) adds that children find happy and fun nuances interesting to keep doing activities. By engaging the children in such nuances, the teacher

can keep the children's motivation and enthusiasm. They also will feel that the activities are fun. Doing fun activities will generate the children's desire to give contribution to involve in the activity.

b. Teaching English to young language learners

Teaching English to school-aged children is not merely a matter of setting authentic language tasks in the classroom. Therefore, it is important to take positive and enthusiastic attitudes into account and make them learn language naturally. It is a must for the teacher to have specific skills and institutions that are different from those which are appropriate for adults' learning. Some categories below may help to consider some approaches to teach children.

1) Intellectual development

All of the techniques and activities used must be suitable for children regarding their intellectual development. In learning a new language, they depend on the situation around them since they acquire new languages here and now and they center on the functional purposes of language (Brown, 2001). It means that abstract contexts may be hard for them, so the contexts should be avoided.

Some grammatical concepts also can be introduced by showing some certain patterns. It may be found some difficult patterns of the grammar. Children still can learn it through many repetition activities. However, teachers have to make sure that the activities are not burdensome and boring for them (Brown, 2001). Teachers should also teach them by including the

barest minimum of grammar taught as grammar in the actual teaching as Scott and Ytreberg (2004) say.

2) Attention span

Limited attention span makes children easily lose interest in learning language unless the teacher engages them with fun activities. Brown (2001) also agrees that children have to engage with such interesting, lively, and fun activities. It is because children, particularly those with short attention span, tend to find materials they learn boring, useless, or too difficult.

Children's needs and ages are also important things to consider when choosing and applying interesting materials (Scott and Ytreberg, 2004). We can use songs rhyme and story-telling to draw children's attention in learning the materials. Such materials also can "heat up" the atmosphere of the classroom to be enjoyable. If children have found such an enjoyable nuance, they will be happy to learn.

3) Sensory input

In designing activities for children, we should cover visual and auditory modes since children are excellent observers who can understand language from body language, intonation, gesture, facial expressions, social contexts, and even the language itself. Those are great skills that adults may not have. In order to make use of those skills, teachers need to provide visual supports and ensure that the language is contextualized (Brewster, Ellis, and Girard, 2004).

Moreover, in teaching English to children, teachers do not only focus on giving spoken words but also include some movements (Scott and Ytreberg, 2004). Some physical activities such as role-plays, TPR activities, and some games can be used since they can stimulate children's five senses. Those kinds of activities added with sensory aids can help children to practice meaningful language and to internalize the language (Brown, 2001).

4) Affective factors

Learning, particularly the learning of a language, is an emotional experience and the feelings that the learning process evokes will have crucial bearing on the success or failure of the learning (Stevick in Hutchinson and Waters, 1987). The importance of emotional factor is easily seen if teachers consider the relationship between the cognitive and affective aspects of the learners. The cognitive theory tells that learners will learn when they actively think about what they are learning. However, this cognitive factor presupposes the affective factor of motivation.

Hutchinson and Waters (1987) add that before learners can actively think about something, they must want to think about it. That is why the emotional reaction to the learning experience is the essential foundation for the initiation of the cognitive process. Therefore, the way of learning perceived by the learners will affect what learning will take place. We can present the cognitive and affective interplay in the form of a learning cycle. The cycle can be a negative or a positive cycle. A good and appropriate

classroom's atmosphere will raise such kind of positive learning cycle presented here:

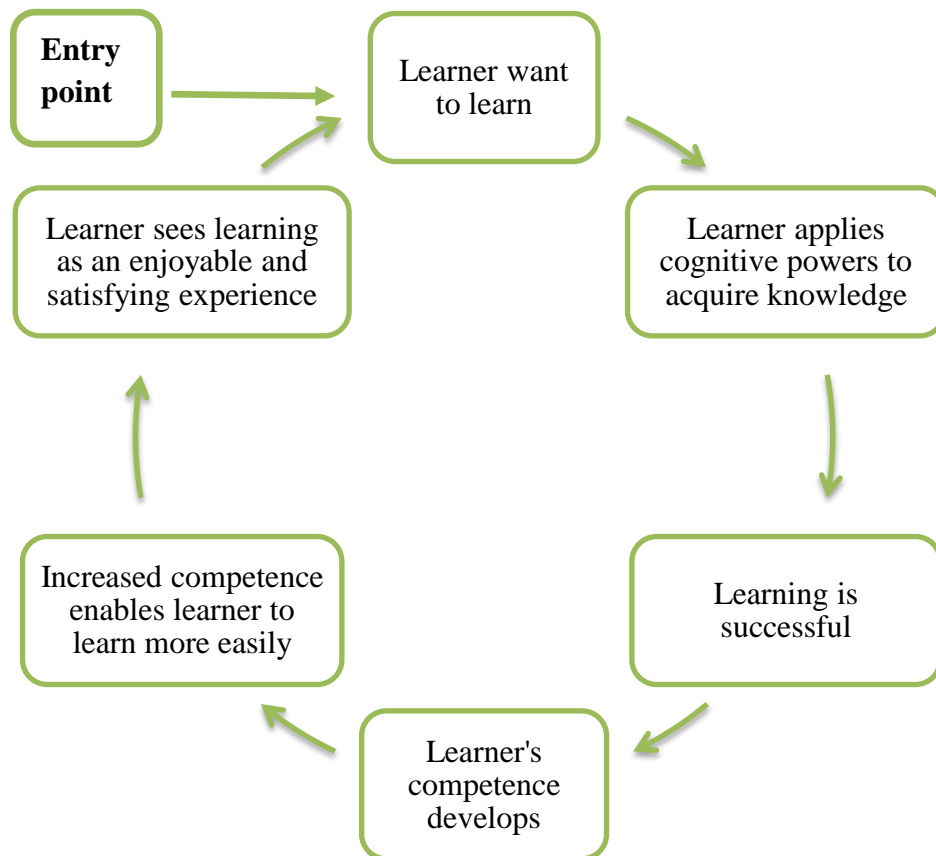


Figure 2.1 **A Positive Learning Cycle (Hutchinson and Waters, 1987: 47)**

Brown (2001) says that children are often innovative in language forms but they still have some inhibitions. They are still fragile and sensitive, especially to peers. It can make them reluctant to start the communication using English. To minimize such problem, affective factors are needed. As it is suggested by Brown, the teacher should help them to laugh with others at various mistakes that they make. The teacher has to be patient and supportive to build and raise the children's self-esteem. At the same time, the teacher also

has to be firm in what she/he expects from the children. Oral participations are needed to be elicited as much as possible. Giving them the opportunities to talk is the best way to know their needs and lacks, especially for the quieter one.

5) Authentic and meaningful language

Children actively try to construct meaning (Cameron, 2001). They also actively try to make sense. As a simple example, they will try to find and construct a meaning and purpose for what adults say to them and ask them to do. However, the meaning and purpose can only make sense as long as they are limited and partial in terms of children's world knowledge. Therefore, teachers need to be the children. It means that they have to examine classroom activities from the children's point of view in order to assess whether the children will understand what the teachers ask them to do or not and whether they will be able to make sense of the new language or not.

It is important for children to be taught using authentic and meaningful language since children focus on what this new language can actually be used here and now (Brown, 2001). To maintain that children keep in touch with the language, the teachers can use storylines, real-life conversation, familiar situations and characters. All of those will create a context in which language can be used to improve children's hypothesis-testing skills in acquiring the language. Since children like to talk even when they do not know many things about the language, they should be given a lot of opportunities for meaningful communication activities. One of the alternative ways to help the children is

to provide inductive exercises, but the language should be contextualized and motivating (Brewster, Ellis, and Girard, 2004).

Stern (1970) cited in Brown (2000) adds some second language teaching methods or procedures on the basis of first language acquisition. Those methods can be used in teaching foreign language as well. The methods are as follows.

1. In language teaching, we must practice again and again. A child repeats things over and over again. During the language learning stage, he or she practices all the time. This is what children must also do when they learn a foreign language.
2. Language learning is mainly a matter of imitation. The teacher must be a mimic. Just like a small child, he or she imitates everything.
3. Firstly, teachers practice separate sounds. Then, they practice words followed by practicing sentences. That is the natural order. Therefore, it is right for learning a foreign language. Teachers should always watch the children's speech development.
4. A small child listens and speaks and no one would dream of making him read or write. Teachers have to notice that reading and writing are advanced stages of language development.
5. Teachers do not have to translate the language.
6. A small child simply uses language. He or she does not learn formal grammar. It is unnecessary to use grammatical conceptualization in teaching a foreign language.

7. Teachers should define the appropriate materials for children. The understanding of children's characteristics is also needed to obtain the language learning purposes.

Grammar items are some language elements which should be approached carefully and with extreme caution (Scott and Ytreberg, 1990). The teacher cannot directly bring the grammar rules into the class but introduce them to students in certain times such as when student asks for an explanation and when correcting written work. In other words, the teacher should introduce grammar items implicitly.

Materials consisting of contextual tasks and activities are needed because children seem to talk about what they already know and about information surrounding them (Aitchison, 2003). Furthermore, Scott and Ytreberg (1990) add that teachers need to plan activities which require children to get their body moved. They also need to provide interesting media and give a modeling action to students of the language learning. By dealing with such situations around them, children will practice and increase their abilities to solve problems by themselves (Paul, 2003).

c. Characteristics of young language learners

Children are not miniature of adults. They are different from adults. They have their own uniqueness in thinking and learning (Anning in Brewster, 2002). Cameron in Brewster, Ellis and Girard (2003) also states that children are different from adults because of some reasons. The characteristics of children are shown in Figure 2.2 below.

**Characteristics of Young Learners According to
Cameron**

Having a lot of physical energy and often need to be physically active
 Having a wide range of emotional needs
 Being emotionally excitable
 Are developing conceptually and are at an early stage of their schooling
 Are still developing literacy in their first language
 Learning more slowly and forget things quickly
 Tending to be self-oriented and preoccupied with their own world
 Getting bored easily
 Being excellent mimics
 Can concentrate for a surprisingly long time if they are interested
 Can be easily distracted but also very enthusiastic

**Figure 2.2 Characteristics of Young Learners According to
Cameron (in Brewster, Ellis, and Girard, 2003: 27)**

Scott and Ytreberg (1990) propose that there are two groups of children: the five to seven years old and the eight to ten years old. The children in the age of five to seven years old cannot decide yet what to learn but they are very positive and enthusiastic about learning. On the contrary, the eight to ten years old children generally tend to be more mature with both adult and childish sides.

In addition, Slattery and Willis (2003) also classify children as language learners into two groups: very young learners and young learners. Very young learners are those who are under seven years old, while young learners are those who are seven to twelve years old. Furthermore, they

identify different characteristics between very young learners and young learners as shown in Table 2.1 below.

Table 2.1 The Characteristics of Very Young Learners and Young Learners (Slattery and Willis, 2003: 4-5)

Very Young Learners	Young Learners
<ol style="list-style-type: none"> 1. Acquiring through hearing and experiencing lots of English, in much the same way as they acquire their first language 2. Learning through doing things and playing 3. Love to play with language sounds, imitating and making funny noises 4. Unable to organize their learning 5. May not be able to read or write in their mother tongue 6. Will develop their grammar gradually on its own 	<ol style="list-style-type: none"> 1. Learning to read and write in their own language 2. Developing as thinkers 3. Understanding the differences between the real and the imaginary 4. Can plan and organize how best to carry out an activity 5. Can work with others and learn from others 6. Can be reliable and take responsibility for class activities and routines

Basically, young learners develop not only physically but also socially, cognitively, and morally (Linse, 2005). That is why it is not easy to teach English to young learners. As teachers, they need to consider many aspects regarding their social/emotional, physical, cognitive, and moral development. To make sure in which level they have already developed, there are many attributes that can be seen as Linse (2005) suggests.

One of the attributes is having a positive mood and positive relationship with others. They will show how care they are if there are some friends who are absent. Another attribute that can be seen is expressing frustration and anger effectively and without harming others. It means that they are able to

hold their anger by doing physical contact to friends that they are angry with.

Furthermore, the attributes are shown by Figure 2.3 below.

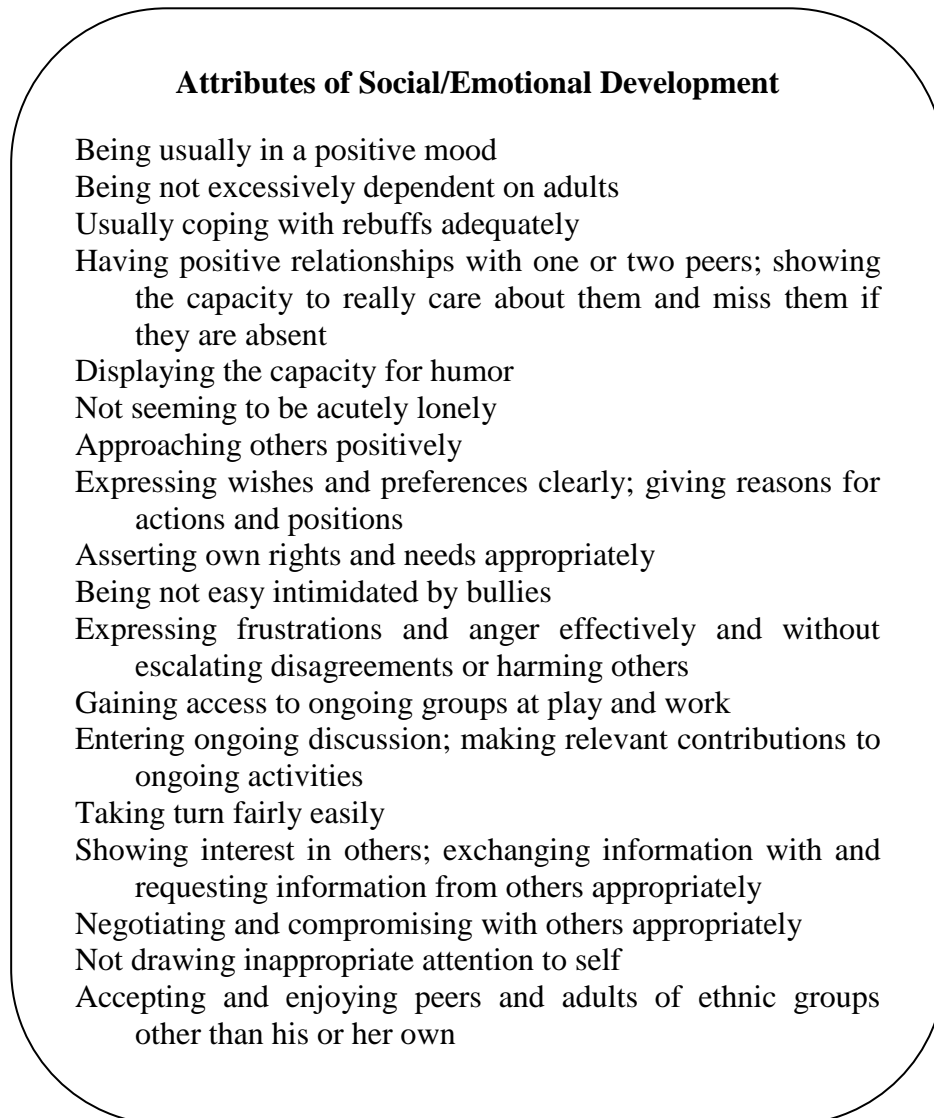


Figure 2.3 Attributes of Social/Emotional Development (Linse, 2005: 4)

Children's attributes of cognitive development are shown by their ability to follow until three-steps of instructions, their interest in academic content such as in reading a story, and playing with words, numbers, or abstract symbols. The development also can be seen from their ability to

connect different concrete concepts, between abstract and concrete concepts, and different abstract concepts. Besides, children with developed cognitive aspect can easily follow a sequence of events (Linse, 2005). The detail attributes of children's cognitive development are shown in Figure 2.4 below.

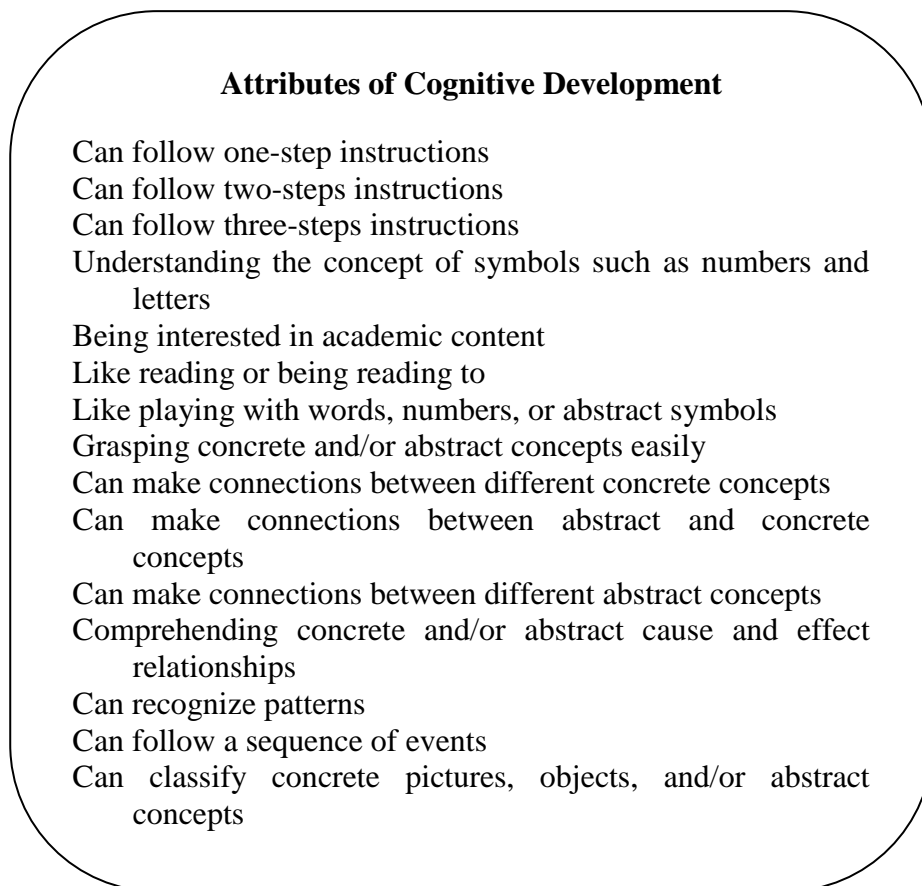


Figure 2.4 **Attributes of Cognitive Development (Linse, 2005: 4-5)**

Not surprisingly, children also undergo physical development (Linse, 2005). The physical development is shown by the development of their motoric skills. They will be able to control their muscle to do something. There are various activities done by the children as their muscles develop such as skipping, hopping, running, jumping, and dancing. Children with higher

physical development even can throw or kick a ball. They also can coordinate their hands and eyes to see directions of the ball and then they catch the ball. Moreover, Linse gives details about the attributes of physical development as shown below.

**Attributes of Physical Development-
Fine Motor and Gross Motor Skills**

Demonstrating muscle control when using scissors
Demonstrating muscle control when using fat crayons, pencils, or markers
Demonstrating muscle control when holding chop-sticks, spoons, forks, or knives
Demonstrating muscle control when using skinny pencils, markers, or crayons
Demonstrating muscle control when using paintbrushes
Demonstrating muscle coordination necessary to throw or kick a ball
Demonstrating muscle and hand-eye coordination necessary to catch a ball
Demonstrating muscle control and foot-eye coordination necessary to kick a ball when rolled
Demonstrating hand-eye coordination necessary to hit a ball when thrown as in tennis, baseball, or volleyball
Being able to skip, hop, run, jump, and dance or move to music

Figure 2.5 **Attributes of Physical Development (Linse, 2005: 5)**

2. Developing materials

a. Definition of materials

Linguistically, materials are information used when writing something or information produced in various forms to help people. Materials have an important role as the input in the language learning activity. Tomlinson (1998) adds that materials refer to anything in the form of media and they are provided by writers and used by teachers and students as input in the language learning.

Furthermore, materials are regarded as one of vital parts in language learning. The materials usually consist of tasks and activities in which the learners have chances to participate in the activities and it is believed that such tasks and activities can generate the learners' motivations to actively learn in the language learning process (Hutchinson and Waters, 1987).

b. Material development

1) Defining target and learning needs

Before deciding the materials that will be developed, teachers need to find out what the target and learning needs are (Hutchinson and Waters, 1987). Roughly, target needs can be defined as what the learners need to do with the target situation, while learning needs are regarded as what the learners need to do in order to learn. Teachers should consider the target needs first before deciding what the learning needs are.

To discover the target needs, there are a range of tools used. The tools that are usually used are necessities, lacks, and wants (Hutchinson and Waters,

1987). “Necessities” is a term used to represent the demands of target situations. It means what learners need to know in order to function effectively in the target situation. Besides, though teachers know what the learners have already known, they have to find out the learners’ lacks as well. Nation and Macalister (2009) state that the learners themselves can be useful sources of information about lacks. The lacks can be figured out by giving them some task assignments.

There are two things shown by the learners in doing task assignment. The first one is the target proficiency of the tasks and the existing proficiency of the learners. The gap between the two can be referred to as the learners’ lacks (Hutchinson, Waters, and Breen in Hutchinson and Waters, 1987). Moreover, the learners themselves also have their own views of what they think is useful for them. Nation and Macalister (2009) say that such views are usually called as “wants”. This is important part as well in considering the materials that will be made. To find out what the learners want in language learning process, teachers usually use questionnaires.

If the language learning is seen as a journey, what teachers have done so far is to consider the starting point (lacks) and the destination (necessities). However, teachers have also seen that there might be some disagreement as to what the destination should be (wants) (Hutchinson and Waters, 1987). What they have not considered yet is the route. A simple question to represent the analogy is “How are they going to get from their starting point to the

destination?”. If they can answer the question, it means that the teachers have found out the learning needs.

2) Organizing tasks

According to Cameron (2001: 31-32), the tasks involved in the material should contain a preparation which helps students to be ready for the next stage that is the core activity – the main part of the task. Nunan (1989) adds that a task should lead students to concern the meaning of the language used. Furthermore, the task should meet students’ needs and make students easy to understand the language. In addition, Ellis as cited in Nunan (2004) says that a task focuses on meaning and has a certain outcome.

Cameron (2001) also states that a task has a goal of getting deal with learners’ needs and interests and it is playing a role as the media to relate the context of the classroom and real life. Moreover, according to Candlin cited in Nunan (1989), a good task is the task which consists of input, roles, setting, actions, monitoring, outcomes, and feedback. Furthermore, the task should concern the elements of content, materials, activities, goals, students, and social community.

Based on those descriptions, Nunan (2004: 41) reveals that there are six components of a good task. They are goals, input, and procedures. Those components will be supported with teacher and learner roles as well as settings. The components can be presented in Figure 2.6 below.

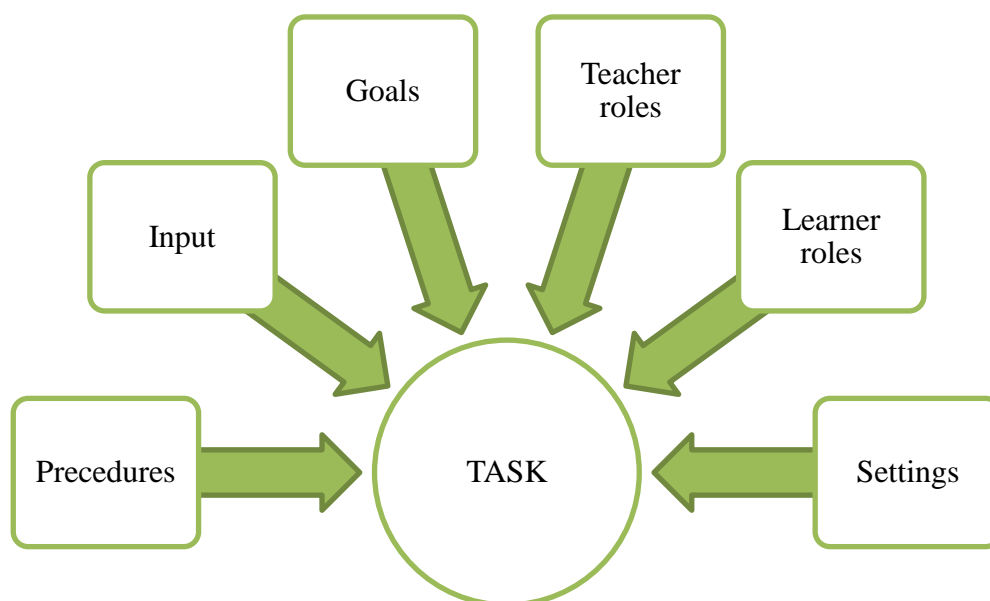


Figure 2.6 A Model of Task Conceptualization (Nunan, 2004: 41)

a) Goals

Nunan (2004) states that goals are the general intentions of any learning task. They contain macro and micro skills. In other words, goals are the blurred common underlying any given learning tasks. The goals make tasks available to get in touch with the broader curriculum. Moreover, the goals may connect to general outcomes such as communicative, affective, and cognitive outcomes. The goals also may directly describe teachers' and learners' activities. The relationship between the goals and the tasks can be described as one-to-one relationship in which a task may imply more than one goal and vice versa.

b) Input

Input refers to written, spoken, and visual data that learners work with in completing a task (Nunan, 2004). Data can be provided from any sources.

Simply, input can be defined as the data that form the point of departure of the task that may be in verbal forms such as dialogues and passages or non-verbal forms such as a sequence of pictures. Hover states that input can be provided from letters, newspapers, picture, stories, and any other sources (in Nunan, 2004).

Further, Nunan (1989) insists that the input must be authentic in the classroom practices in order to successfully develop a special skill by rehearsing such skills in the class. Thus, the learners will be ready for coping with the language they have listened and read in the real world outside the classroom. “Authenticity” in this context refers to the use of spoken and written materials that have been produced for the purpose of communication, not for the purpose of language learning.

However, Nunan (2004) adds that it is actually not a matter of whether or not authentic materials should be used. The combination of authentic, stimulated, and specially written materials can provide learners optimal learning opportunities as well. Porter and Roberts (in Nunan, 2004) state that there are some differences between authentic and specially written materials. For example, they show that there are some features of specially written dialogues that differentiate them from authentic speech as given in Table 2.2 below.

Table 2.2 Some Features Differentiating Specially Written Dialogues from Authentic Speech (Porter and Roberts in Nunan, 2004: 49)

Features	Comments
Intonation	Speech is marked by unusually wide and frequent pitch movement.
Received pronunciation	Most speakers on British ELT tapes have an RP accent which is different from that which learners will normally hear in Britain.
Enunciation	Words are enunciated with excessive precision.
Structural repetition	Particular structures/functions recur with obtrusive frequency.
Complete sentences	Sentences are short and well-formed.
Distinct turn-taking	One speaker waits until the other has finished.
Pace	This is typically slow.
Quantity	Speakers generally say about the same amount.
Attention signals	These “uhuh’s” and ‘mm’s’ are generally missing.
Formality	Materials are biased towards standardized language; swearing and slang are rare.
Limited vocabulary	Few references to specific, real-world entities and events
Too much information	Generally more explicit reference to people, objects, and experiences than in real language
Mutilation	Texts are rarely marred by outside noise.

Specially written materials suggested by Porter and Roberts (in Nunan, 2004) always have a central place in the language learning for a good reason. Simplifying the input can make it easier for the learners to process the language. The patterns and regularities are also made clearer to the learners by increasing the frequency of target language items. Slowing down the speed of speech, indeed, can make it easier to understand. Such a thing will be very helpful for the beginning learners.

Although specially written materials have a central place in language learning, the authentic input has values as well. Specially written texts and

dialogues do not adequately prepare the learners for the challenge of coping with the language they hear and read in the real world outside the classroom. We need to provide them with structured opportunities to engage with such authentic materials inside the classroom if we want them to comprehend oral and written language outside the classroom.

c) Procedures

Procedures reflect what learners will actually do with the input (Nunan, 2004). In order to make right procedures, we need to analyze them first whether or not the procedures are appropriate for the language learning. Actually, there are three general ways to analyze the procedures. The first way is analyzing the authenticity. It has a relation to input data. The second way is analyzing them in terms of focus or goal. The third way is analyzing the procedures with focus on the learners' accuracy and fluency. The last way is evaluating the procedures in terms of locus of control.

Nunan (1989) argues that the learning activities must be authentic in which the learners can practice the skills which will be useful to compete in the real world. Candlin and Edelhoff (in Nunan, 2004) add that the authenticity issue involves much more than simply selecting texts from outside area of language teaching, and that the processes brought to bear by the learners on the data should be authentic. Moreover, Porter and Roberts (in Nunan, 2004) point out that it is, however, possible to use authentic texts in non-authentic ways; this severely limits the potential of the materials as resources for language learning.

Relating to the focus or goal of the procedures, we have to be aware whether they basically concern skill-getting or skill-using (Rivers and Temperly in Nunan, 2004). In skill-getting, the learners have to master phonological, lexical, and grammatical forms through memorization and manipulation. In skill-using, they apply such skills in communicative interaction. According to Rivers and Temperly (in Nunan, 2004), proponents of audiolingualism assume that skill-getting should logically precede skill-using. However, this assumption does not really reflect the complex inter-relationship between language acquisition and use. It also denies the notion that learners learn by doing.

Brumfit (in Nunan, 2004) proposes that accuracy and fluency are not opposite but they are complementary. However, materials and activities used often show that they are in conflict. In addition, teachers certainly adjust students' behavior depending on which one is important to them at any particular point. Skehan (in Nunan, 2004) also uses accuracy and fluency as central construct in his work. He found out that the different types of tasks generated different degrees of accuracy, fluency, and complexity.

The procedures also have to be analyzed in terms of locus of control in which the controls are decided based on the activities done. In pattern drills and other skill-getting exercises, teachers usually have the biggest part of control. In role plays, simulations, and such activities, learners have much more control. To know which types of activity need a certain type of control, it needs to look at Table 2.3 below.

Table 2.3 Task Types (Nunan, 2004: 56)

Task Types	Descriptions
Questions and answers	The activities are based on the notion of creating an information gap by letting the learners make a personal and secret choice from a list of language items which all fit into a given frame. These activities can be used to practice any structure, function, or notion.
Dialogues and role plays	Those activities can be wholly scripted or wholly improvised.
Matching activities	The task for the learners is to recognize matching items or to complete pairs or sets.
Communication strategies	The activities are designed to encourage the learners to practice communication strategies such as paraphrasing, borrowing or inventing words, using gestures, and asking for feedback.
Pictures and picture stories	Many communication activities can be stimulated through the use of pictures such as spotting the difference and sequencing pictures to tell a story.
Puzzles and problems	Those require the learners to make guesses, draw on their general knowledge and personal experience, use their imagination, and test their power of logical reasoning.
Discussions and decisions	Those require the learners to collect and share information to reach a decision.

d) Teacher and learner roles

The word “role” refers to the part that teachers and learners are expected to play in carrying out learning tasks as well as the social and interpersonal relationship between the participants (Nunan, 2004). In this case, the function and status of the teachers are narrowly connected with the learners’ roles (Richards and Rodgers in Nunan, 1989). Moreover, Breen and Candlin (in Nunan, 1989, 87) state that there are three main roles of a teacher

in communicative classrooms. Those are to act as a facilitator of the communicative process, a participant, an observer, and a learner.

Learners have important part as well. Nunan (2004) points out the wide variety of roles of the learners that are possible in the language learning as follows.

1. The learners are the passive recipient of outside stimuli.
2. The learners are interactors and negotiators who are capable of giving as well as talking.
3. The learners are listeners and performers who have little control over the content of learning.
4. The learners are involved in a process of personal growth.
5. The learners are involved in a social activity and the social and interpersonal roles of the learner cannot be divorced from psychological learning processes.
6. The learners must take responsibility for their own learning, developing autonomy, and skills in learning-how-to-learn.

The last point may raise the issue of the learners in developing awareness of themselves as learners (Nunan, 2004). Such an issue will raise an assumption that an ability to identify one's preferred learning style and reflect on one's own learning strategies and processes makes someone a better learner. Moreover, there are some evidences showing that good language learners share certain characteristics. The following table will show that good language learners are critical, reflective, and autonomous.

Table 2.4 Characteristics of Good Language Learners and the Implications for Teachers (Nunan, 2004 adapted from Rubin and Thomson, 1982)

Good language learners ...	Implication for teachers
... find their own way	Help learners to discover ways of learning that work best for them
... organize information about language	Develop ways for learners to organize what they have learned through making notes and charts and grouping items and displaying them for easy reference
... are active	Encourage learners to experiment with different ways of creating and using language
... make their own opportunities	Facilitate active learning by getting students to interact with fellow learners and the teachers
... learn to live with uncertainty	Require learners to work things out for themselves using resources such as dictionaries
... use mnemonics	Help learners find quick ways of recalling what they have learned
... make errors work	Teach learners to live with errors and help them to learn from their errors
... use their linguistic knowledge	Help learners make comparisons with what they know about language from their mother tongue as well as building understanding of what they have already learned in the new language

(continued)

(continued)

... let the context help them	Help learners realize the relationships that exist between words, sounds, and structures and help them to develop their capacity to guess and infer meaning from their surrounding context and from their background knowledge
... learn to make intelligent guesses	Develop learners' capacity to work out meanings and to guess on the basis of probabilities and occurrence
... learn formalized routines	Encourage learners to memorize routines, whole phrases, and idioms
... learn production techniques	Help learners not to be so concerned with accuracy that they do not develop the capacity to be fluent
... use different styles of speech and writing	Develop learners' ability to differentiate between styles of speech and writing, both productively and receptively

The learners who apply the kinds of strategies above have adopted an active approach towards their learning. They will see themselves as being in control of their own learning rather than as passive participants in the language learning process (Nunan, 2004). As a result, many of them will find ways to activate their learning out of the classroom. Furthermore, the teacher also needs to see the progress of the learners since teacher and learner roles are two sides of a coin. It means that giving the learners a more active role in the classroom requires the teacher to adopt a different role.

e) Settings

“Setting” refers to the classroom management implied in the task (Nunan, 2004:70). It also requires consideration of whether the task is to be carried out wholly or partly outside the classroom. Other things which can be

taken into consideration are the class size and the possible practices that can be done. The following diagram from Wright (in Nunan, 2004) shows different ways in which the learners may be grouped physically within the classroom.

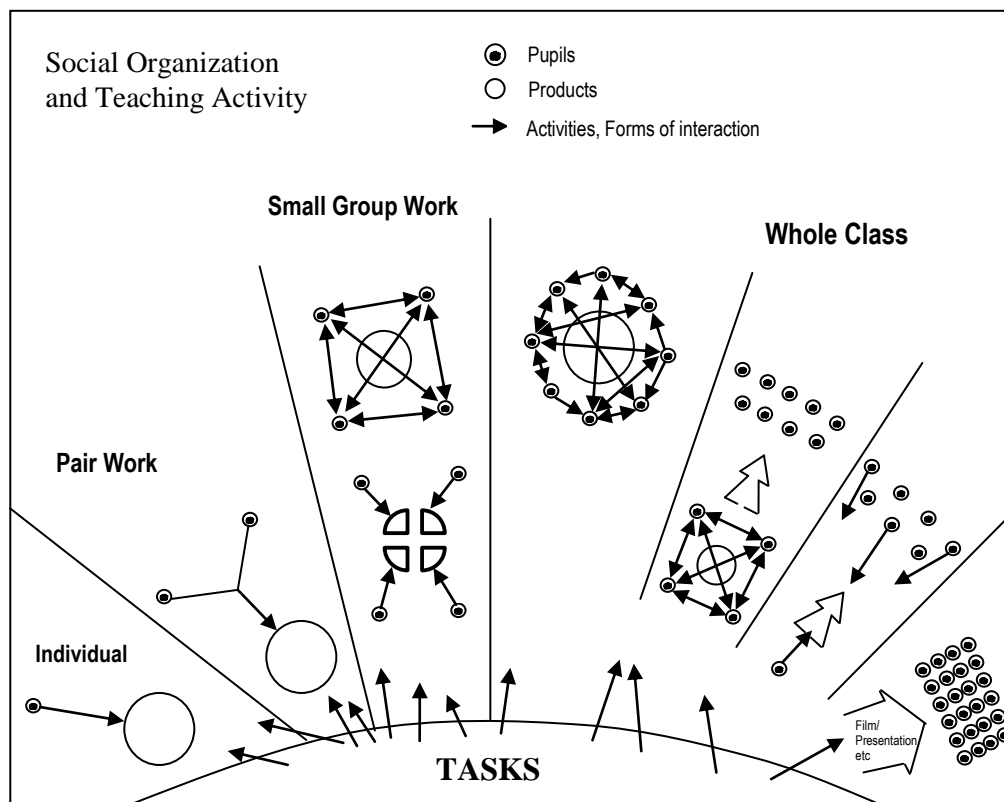


Figure 2.7 Settings in Language Learning (Nunan, 2004 adapted from Wright, 1987: 58)

In considering setting for language learning, it is important to distinguish between “mode” and “environment” (Nunan, 2004: 71). “Mode” refers to whether the learners are operating on an individual or a group basis. If it is an individual basis, the statement that will raise is that whether it is entirely self-directed or the learners self-paced but teacher-directed. However,

if it is a group basis, there is a statement as well whether the tasks are mainly for the whole class, small group, or pair work.

“Environment”, Nunan (2004) adds, refers to where the learning actually takes place. The language learning may take place in conventional classrooms in a school or language centre, a community class, a workplace setting, a self-access centre, or a multi-media language centre. However, because of the development of technology, the learners can learn anywhere and anytime using Web-based instruction or it is usually meant by “the concept classroom”.

c. Designing materials

In designing the materials, teachers have to define the purpose or objectives of making the materials (Hutchinson and Waters, 1987). To define the purposes or objectives, there are some principles that can be guidance as follows.

1. Materials provide a stimulus for learning. Good materials do not teach but they encourage the learners to learn. That is why good materials should contain interesting texts, enjoyable activities which engage with the learners' thinking capacities, opportunities for learners to use their existing knowledge and skill, and contents which the learners and teachers can cope with.
2. Materials help to organize the teaching-learning process by providing a path through the complex mass of the language to be learned. Therefore, good materials should provide a clear and coherent unit structure which

will guide both teachers and learners through various activities in such a way to maximize the chances of learning.

3. Materials embody a view of nature of language and learning. Moreover, the materials should truly reflect what the author thinks and feels about learning process. If the author believes that people learn when their thinking capacities are engaged, he or she does need to make tasks which require little or no active thought.
4. Materials reflect the nature of learning task. It is clear that the language learning is a complex process involving many different kinds and levels of knowledge. Moreover, it is assumed that repetitions lead to learning. Therefore, materials should try to create a balanced outlook which reflects both the complexity of the tasks and the success of doing such complex tasks.
5. Materials can have a very useful function in broadening the basis of teacher training by introducing teachers to new techniques.
6. Materials provide models of correct and appropriate language use. The language has to be suited with the target of the language learning.

Hutchinson and Waters (1987) suggest that the material design has some elements such as input, content focus, language focus, and tasks. "Input" is defined as texts, dialogues, video-recordings, diagrams, or any communication data. Since language is a means of conveying information and feelings about something, content focus is needed to make the language learning more meaningful. However, language focus should not be forgotten.

The learners will have chances to study how the language works and practice, putting it back together later through the language focus. In addition, the materials should be designed to lead towards a communicative task in which the learners use the content and language knowledge built through the unit. Those elements are combined in such a model below.

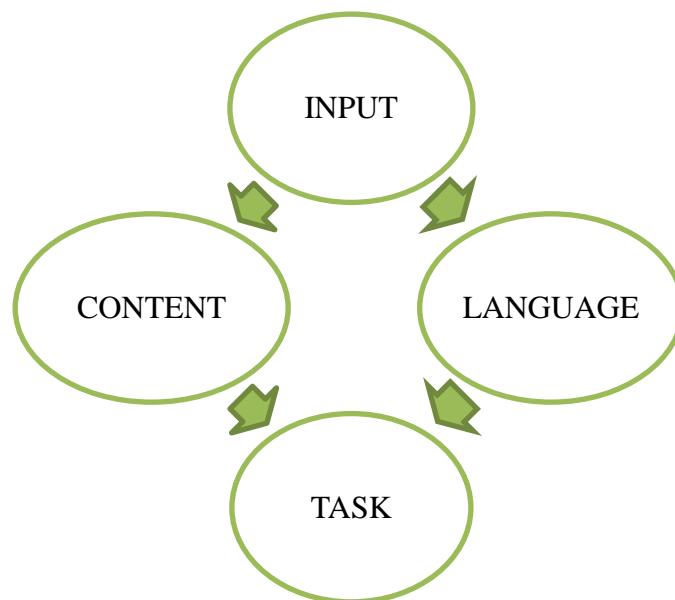


Figure 2.8 A Material Design Model (Hutchinson and Waters, 1987: 108)

The development of material in the language learning has been a positive feature of foreign language learning pedagogy. Providing learners with the material they want to learn would be extremely useful but it would not be enough. Therefore, the teachers need to find out more about how the target is actually used to apply the knowledge to the development of material. Besides Hutchinson and Waters, Tomlinson (1998) also suggests some basic principles of second language acquisition that are relevant to the development of materials as follows.

1. Materials should achieve impact.
2. Materials should help learners to feel at ease.
3. Materials should help learners to develop confidence.
4. Materials should require and facilitate learners' self-investment.
5. Materials should provide the learners with opportunities to use the target language to achieve communicative purpose.
6. Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement.
7. Materials should provide opportunities for outcome feedback.

Furthermore, Nunan (1991) proposes that a material is designed and provided through the consideration of learners' needs, syllabus, and the curriculum. In this regard, the material should be in accordance with learners' needs, syllabus, and the curriculum. In addition, Nunan (1991) suggests seven steps of material design. The first one is selecting the topic. The second step is collecting the topic. After that, teachers have to determine the learners' needs to do in relation to the texts. Creating pedagogical activities is the next step. The fifth step is analyzing texts and activities. The last two steps are creating activities focusing on language elements and creating application tasks. Masuhara, meanwhile, in Tomlinson (1998: 247) proposes a sequence of material design presented in the following figure.

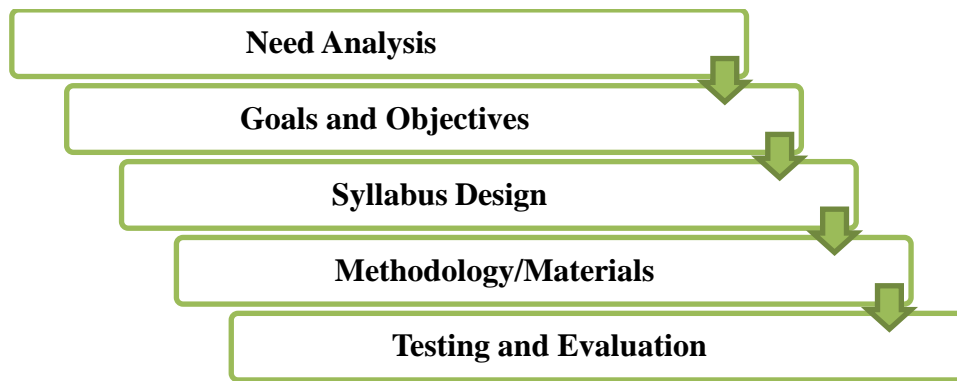


Figure 2.9 A Model of X-Material Design Procedures (Masuhara in Tomlinson, 1998: 247)

As it is shown by the diagram in Figure 2.9, it is important to design the syllabus after identifying the learners' needs and objectives or goals of the materials. A syllabus is defined as a document which is what will or at least what should be learned (Hutchinson and Waters, 1987). Syllabi are designed because of some importance in which there will be some differences in teaching language classes using syllabi. Some statements below will show why a syllabus takes an important part in the language learning.

1. Language is a complex entity. It cannot be learned in one go. We need to have some ways of breaking down the complex into manageable units. In this way, a syllabus provides a practical basis for the division of assessment, textbooks, and learning time.
2. A syllabus gives moral support to the teachers and learners so it makes the language learning tasks seem manageable.
3. A syllabus has a cosmetic role. It gives some reassurance for the learners in which they will feel the learning giving some worth.

4. A syllabus can be seen as a statement of projected routes so that the teachers and learners not only decide where they are going, but also how to get there.
5. A syllabus is an implicit statement of views on the nature of language and learning. It tells the teachers and learners not only what is to be learned, but also, implicitly, why it is to be learned.
6. A syllabus provides a set of criteria for materials selection and/or writing. It defines the kind of texts to look for or produce. However, if it is wrongly used, it can bring a big mistake for the language learning.
7. A syllabus is one way in which standardization is achieved or at least attempted.
8. A syllabus provides a visible basis for testing.

It is clear from the list of roles above that a syllabus is regarded as an important document in the teaching and learning process. Besides knowing the importance of the syllabus, teachers have to know the types of syllabus. Therefore, they can decide which type of syllabus will be suitable to apply in which type of language learning activities. In fact, there are different types of syllabi used in the language learning. Of course, they all have their particular functions based on those different types.

1.) The evaluation syllabus

The evaluation syllabus is the simplest syllabus design. This kind of syllabus is the most familiar document handed by ministers or other regulating bodies. The syllabus states what the successful learner will know by the end

of the course. Moreover, it puts on record the basis on which success or failure will be evaluated (Hutchinson and Waters, 1987: 80). It reflects an official assumption as to the nature of language and linguistic performance. That is why it would be impossible to produce an evaluation syllabus without having a view of what language is and how it can be broken down.

2.) The organizational syllabus

The organizational syllabus is a syllabus that states the order in which it is to be learned. The organizational syllabus is most familiar in the form of contents page of a textbook (Hutchinson and Waters, 1987). It is the form of syllabus that most people know what a syllabus is. It may be almost the same with the evaluation syllabus. However, there are some things which differ both of them. In designing the organizational syllabus, there are some criteria which are needed to consider. They are what the more easily learnt is, what more fundamental to learning is, what some items needed in order to learn are, and what more useful in the classroom is. Therefore, the organizational is an implicit statement about the nature of language and learning.

3.) The materials syllabus

Hutchinson and Waters (1987) simply determine a materials syllabus as a syllabus that has been interpreted by the materials writer. The writer decides the context in which the language will appear, the relative value and integration of skills, the number and type of exercise to be spent on any aspect of language, and the degree of recycling or revision. All of those things can have their effects on whether and how well something is learned.

4.) The teacher syllabus

The teacher syllabus can be defined as a syllabus interpreted by the teachers (Hutchinson and Waters, 1987). Like the materials writer, the teachers have their influences in designing the syllabus as well. The teachers can influence the clarity, intensity, and frequency of any item. Therefore, the teachers can affect the image of the language learning that the learners receive. The teachers also can affect the degree of the language learning of the learners (Stevick in Hutchinson and Waters, 1987).

5.) The classroom syllabus

The classroom syllabus is designed in regards to the condition in the classroom since what is planned and what actually happens in the classroom are two different things (Allwright in Hutchinson and Waters, 1987). The classroom creates conditions which will affect the nature of a planned lesson. There might be some extraneous factors such as noise from outside, hot weather, interruptions to deal with an administrative matter, or a visitor. Those things can distract what the teachers have planned for the classroom activities.

The classroom is not simply a neutral channel for the passage of information from the teachers to the learners. Breen (in Hutchinson and Waters, 1987) adds that the classroom is a dynamic and interactive environment. Therefore, such a dynamic and interactive environment can affect the nature of both what is taught and what is learned. Thus, the classroom needs to generate its own syllabus.

6.) The learner syllabus

The learner syllabus can be categorized into an internal syllabus. It is the network of knowledge that develops in the learners' brain and which enables the learners to comprehend and store the later knowledge (Hutchinson and Waters, 1987). It is a related record of what has been learned rather than a prospective plan of what will be learned. The importance of it is in the fact that it is through the filter that the learners view the other syllabi. It will, thus, have a crucial influence on whether and how future knowledge is learned.

The syllabus also has some different roles in the course design process. The roles can be seen through some approaches. They are language-centered, skills-centered, learning-centered, and post hoc approach. Each approach has different ways in taking roles of the syllabus. However, the syllabus should be used flexibly and appropriately to maximize the aims and processes of the language learning.

1.) A language-centered approach

In this approach, the syllabus is the main generator of the teaching materials. The syllabus is quite clearly the determiner of the entire course. It is shown by the model below.

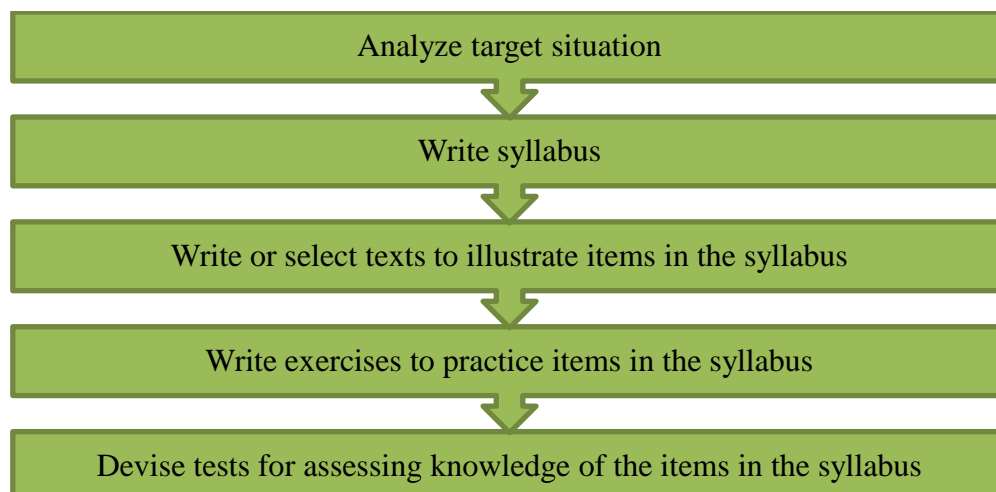


Figure 2.10 **The Role of the Syllabus in a Language-centered Approach (Hutchinson and Waters, 1987: 90)**

2.) A skills-centered approach

A skills-centered approach will lay great store by the use of “authentic” texts (Hutchinson and Waters, 1987). In this approach, the syllabus does not play as a prime generator. Holmes (in Hutchinson and Waters, 1987) suggests a model of a syllabus based on a skills-centered approach in which it is a linear process. There is more likely a degree of negotiation between texts and skills. The model is presented below.

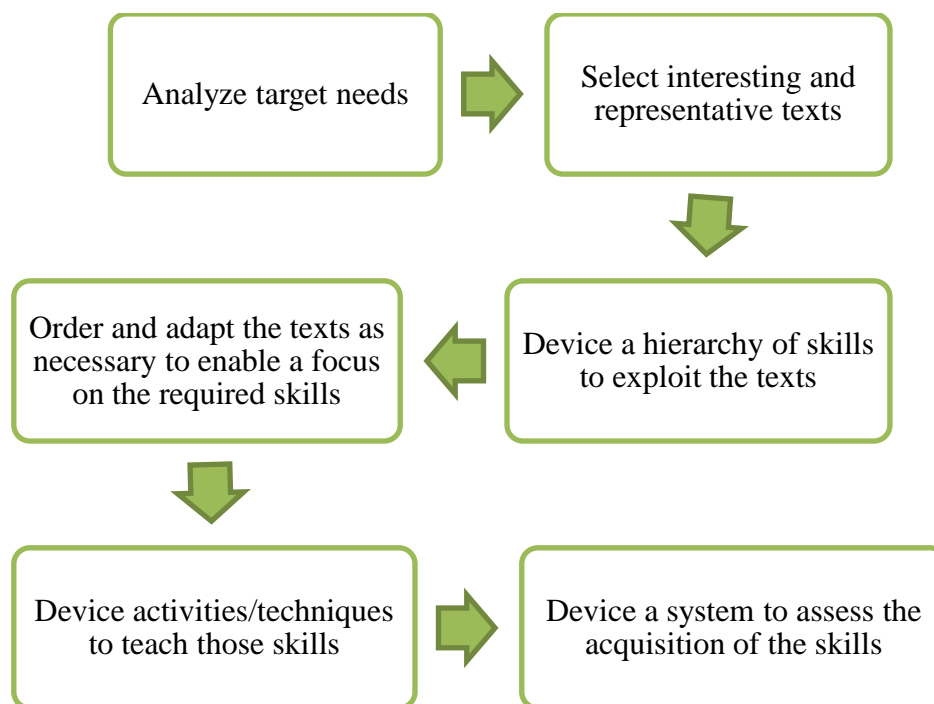


Figure 2.11 **The Role of the Syllabus in a Skills-centered Approach**
(Holmes in Hutchinson and Waters, 1987: 91)

3.) A learning-centered approach

Two approaches mentioned before clearly describe that the learning activities are the almost last factors considered. Thus, the materials may only reflect language and skill contents. Learning, however, is more than just a matter of presenting language items or skills and strategies (Hutchinson and Waters, 1987). Prabhu (in Hutchinson and Waters, 1987) adds that it is not only the content of what is learned which is important, but also the activity through which is learned.

In a learning-centered approach, the methodology must be considered right from the start. In order to achieve such a goal, the syllabus must be used in a more dynamic way. Thus, it will enable methodological considerations

such as interest, enjoyment, and learners' involvement, to influence the entire content. The easiest way of achieving this is by breaking down the syllabus design process into two levels as it is shown by a diagram below.

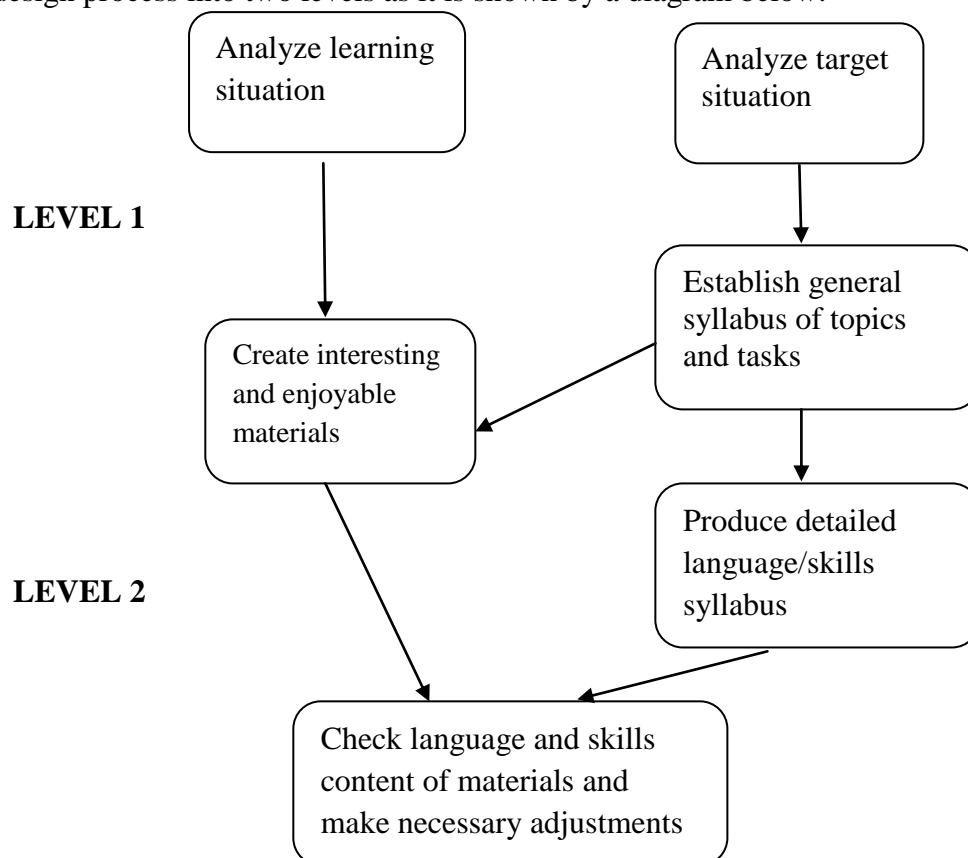


Figure 2.12 **The Role of the Syllabus in a Learning-centered Approach (Hutchinson and Waters, 1987: 93)**

From the diagram, it can be seen that syllabus and materials evolve together in which each thing is able to inform the others. In this way, the syllabus is used creatively as a generator of good and relevant learning activities rather than a statement of language contents which restrict the methodology. However, at the same time, it maintains relevance to target needs. Therefore, it is able to serve the needs of the learners both as users and as learners of the language (Hutchinson and Waters, 1987).

4.) The post hoc approach

This is the last way of using the syllabus which is probably widely used in the education world.

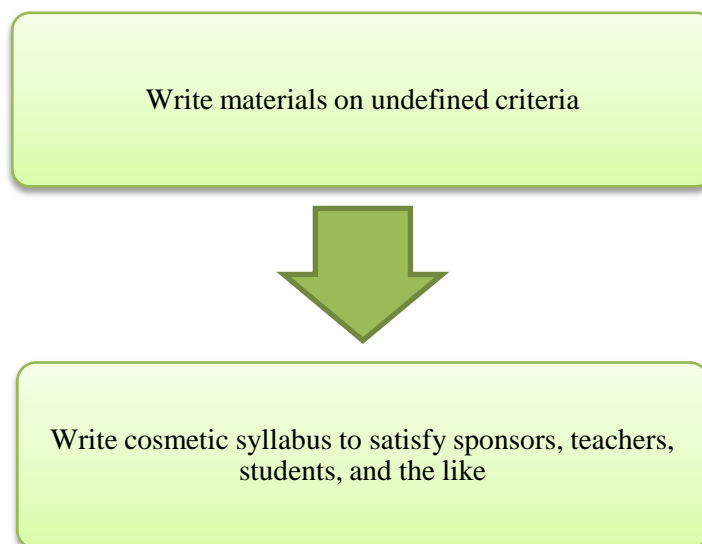


Figure 2.13 **The Role of the Syllabus in a Post Hoc Approach** (Hutchinson and Waters, 1987: 94)

In the language teaching and learning process, actually, all of the components must be flexible. It means that they can be modified to meet the appropriate learning process for particular learners. In this case, if the participants are children, the goals or objectives of the learning should suit the children's level. The syllabus and activities done have to be matched with the children's level as well so that they will find the language learning is not too difficult or easy but it is interesting. Therefore, the children will have great motivation in the language learning.

3. Evaluating materials

Evaluation is a matter of judging the fitness of something for a particular purpose (Hutchinson and Waters, 1987). It concerns relative values in which there is no absolute good or bad. Moreover, Hutchinson and Waters (1987) state that the evaluation may lead to a large investment of money. Thus, we need to carefully do the evaluation to save a lot of expense and frustration. However, we can choose another way to avoid expensing much money by requesting sponsors or other members for money to write them.

Evaluation is basically a matching process in which we have to match the needs to available solutions. Hutchinson and Waters (1987) add that the matching can be done both objectively and subjectively. If it is done objectively, it is best to look at all the needs and solutions separately. It depends on what we consider to be more important. In contrast, a subjective matching may lead to unfair judgment. It may blind us to possibly useful alternatives. However, those ways are useful in evaluating the materials.

Hutchinson and Waters (1987) propose four major steps of the evaluation process. They are defining criteria, subjective analysis, objective analysis, and matching. To define the criteria, it is useful to use our own preferred realizations of the criteria so we can make it easy to compare different sets of materials. However, we should not see the subjective analysis as a fixed set of requirements. We should use the materials evaluation process as a method of questioning and developing our own ideas. It is also important

to have some kind of rank order of factors. Furthermore, the evaluation analysis is presented by a diagram below.

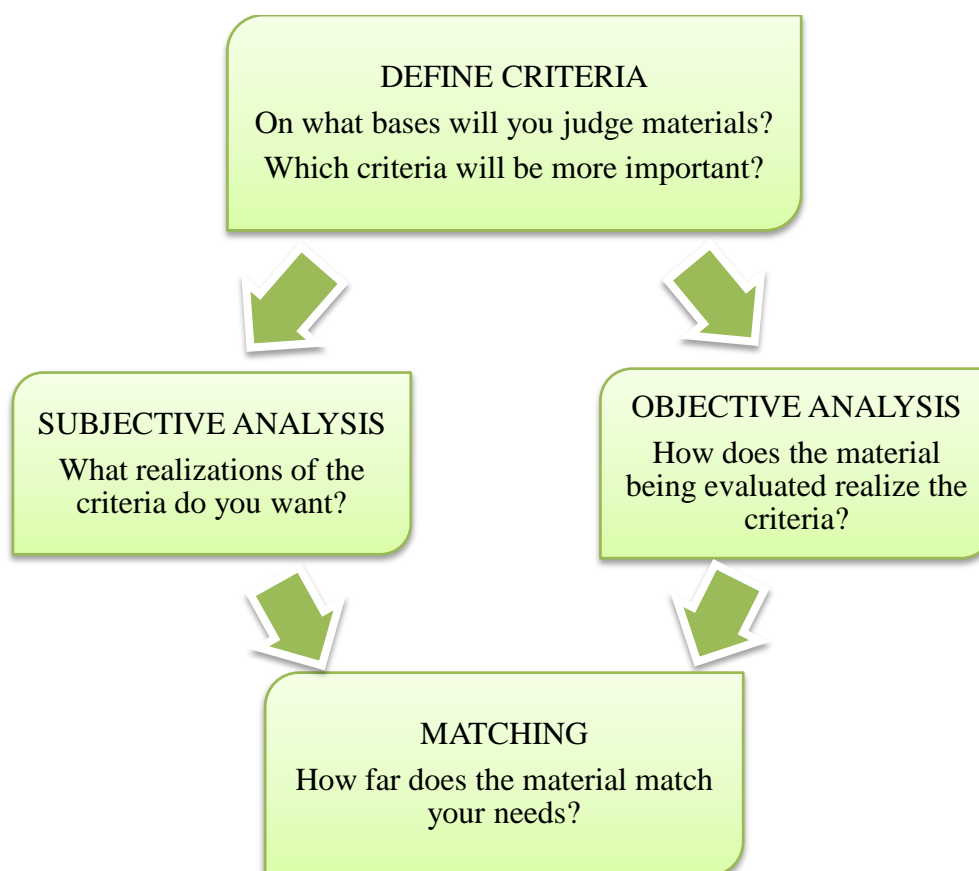


Figure 2.14 **The Materials Evaluation Process (Hutchinson and Waters, 1987: 98)**

In more specific ways of evaluation, Candlin (in Nunan, 2004) suggests that the tasks should be evaluated as well by covering three broad areas, namely “problematicity”, “implementability”, and “combinability”. “Problematicity” refers to variations to reveal learners’ abilities and knowledge. “Implementability” involves a consideration of the sources required, the organizational and management complexity, and the adaptability of the task. “Combinability” requires the integration with other tasks.

The following table contains a set of checklists for evaluating tasks. The list of questions can be used in various ways. However, it is not necessary to answer all of the questions in the task evaluation.

Table 2.5 Checklists for Evaluating Tasks (Nunan, 2004: 174-175)

Components	Checklists
Goals and rationale	<ol style="list-style-type: none"> 1. To what extent is the goal (s) of the task obvious a) to you, b) to your learners? 2. Is the task appropriate to the learners' proficiency level? 3. To what extent does the task reflect a real-world or pedagogic rationale? Is this appropriate? 4. Does the task encourage learners to apply classroom learning to the real world? 5. What beliefs about the nature of language and learning are inherent in the task? 6. Is the task likely to be interesting and motivating to the learners?
Input	<ol style="list-style-type: none"> 1. What form does the input take? 2. Is it authentic? 3. If not, is it appropriate to the goal (s) of the task?
Procedures	<ol style="list-style-type: none"> 1. Are the procedures appropriate to the goal (s) of the task? 2. If not, can they be modified to make them more appropriate?
Roles and settings	<ol style="list-style-type: none"> 1. What learner and teacher roles are inherent in the task? 2. Are they appropriate? 3. What levels of complexity are there in the classroom organization implicit in the task? 4. Is the setting confined to the classroom?

(continued)

(continued)

Implementation	<ol style="list-style-type: none"> 1. Does the task actually engage the learners' interest? 2. Do the procedures prompt genuine communicative interaction among learners? 3. To what extent are learners encouraged to negotiate meaning? 4. Does anything unexpected occur as the task is being carried out? 5. What type of language is actually stimulated by the task? 6. Is this different from what might have been predicted?
Grading	<ol style="list-style-type: none"> 1. Is the task at the appropriate level of difficulty for the learners? 2. If not, is there any way in which the task might be modified in order to make it either easier or more challenging? 3. Is the task structured so that it can be undertaken at different levels of difficulty?
Integration	<ol style="list-style-type: none"> 1. What are the principles upon which tasks are sequenced? 2. Do tasks exhibit the "task continuity" principle? 3. Are a range of macroskills integrated into the sequence of tasks? 4. If not, can you think of ways in which they might be integrated? 5. At the level of the unit or lesson, are communicative tasks integrated with other activities and exercises designed to provide learners with mastery of the linguistic system? 6. If not, are there ways in which such activities might be introduced? 7. Do tasks incorporate exercises in learning-how-to-learn? 8. If not, are there ways in which such exercises might be introduced?

(continued)

(continued)

Assessment and evaluation	<ol style="list-style-type: none"> 1. What means exist for the teacher to determine how successfully the learners have performed? 2. Does the task have built into it some means whereby learners might judge how well they have performed? 3. Is the task realistic in terms of the resources and teacher-expertise it demands?
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4. Tasks for young learners

a. Definitions of tasks for young learners

Cameron (2001) defines tasks as classroom activities. However, not all activities done in the classroom will be qualified as tasks. A task has specific features rather than an activity in which young learners can participate. In tasks done in the classroom, learners' participation is pivot. There must be clear beginning and end of the tasks. Moreover, the tasks must be unified and coherent. For young learners, tasks must have clear purposes and meanings. For teachers, tasks must have clear language learning goals. In shorts, good tasks must have some key features such as having coherence and unity for learners, having meanings and purposes for learners, having clear language learning goals, having a beginning and end, and involving the learners to participate actively.

Furthermore, Cameron (2001) adds that there is a framework to design tasks for young learners. The framework consists of three stages; preparation, core activity, and follow-up activity stage. In the preparation stage, the

activity done is learning about language items and topic vocabularies. This stage is important to define the success of completing the core activities. The core activity stage is the central of the tasks. Without this stage, the tasks would collapse. This stage is set up through its language learning goals. The follow-up stage also takes an important role to the success in completing the objectives of the tasks.

b. Examples of tasks for young learners

1) Listening tasks

There are many existing tasks for young learners that can be used as reference to design new tasks. Therefore, it is important to know examples of activities which are suitable for young learners. Scott and Ytreberg (2004) give some types of listening activities for young language learners as follows.

a) Listen and do

In this type of listening activities, the teacher has to give some instructions while the learners have to do the appropriate actions based on the instructions.

b) Listen for information

“Listen and color” is one of activities in this type. In such an activity, the learners have to listen to a recording about a certain picture’s description. Then, they have to color the picture based on the information they listen from the recording.

c) Listen and repeat

Such a type of listening activities can be done through asking the learners to repeat what they have heard from what the teacher speaks. This activity can improve their pronunciation. Moreover, they can know more about sounds, stresses, rhythms, and intonations. This kind of activity is better done by combining movements, objects, or pictures since it can help the learners to establish the link between words and meaning.

d) Listen to stories

Stories which can be told to young language learners are those which have some characteristics as follows (Wright, 2004).

1. They will engage the children within the first few lines.
2. They are the stories that you like.
3. They are appropriate for the children.
4. They offer the children a rich experience of language.
5. They do not have long descriptive passages.
6. They are right for the occasion and its relation with other thing you are doing with the children.
7. They can be told well by you.

2) Speaking tasks

Scott and Ytreberg (2004) divide speaking activities into three types as follows.

a) Controlled practice

In a controlled practice, the teacher may use some puppets to present the language. Then, the learners are given opportunity to ask simple questions related to materials presented by the teacher.

b) Guided practice

This kind of activity usually gives the children some language choices although the choices are limited. Pictures or objects can be used to help the children understand the content and the words used. Chain work is an example of guided practice in speaking.

c) Dialogues and role play work

Working with dialogues is a useful way to bridge the gap between guided practice and free activities (Scott and Ytreberg, 2004). The teacher has to present the dialogues by using suitable ways. Then, the teacher can lead the children to practice by themselves. The teacher can use puppets or other media. Doing role plays is another way of presenting dialogues.

d) Free activities

Such activities focus on the messages or content rather than on the language. It is seen that the learners can use language well or not through this kind of activity. Sometimes, games are also used to heat up the atmosphere in the classroom.

3) Reading tasks

There are some examples of reading tasks proposed by Scott and Ytreberg (2004) such as reading a story, reading aloud, and reading familiar

nursery rhymes or songs. In relation to reading activities, Directorate of Elementary School Development (2008) suggests that the reading tasks for young learners should not be too long or too difficult. It also suggests some reading activities such as matching words and pictures, sorting words into lexical sets, matching sentences to pictures, matching questions to pictures, and answering questions.

4) Writing tasks

Before writing tasks are given, the teacher has to create a context to make the teaching contextual. Writing tasks which are suitable for young learners can be in the form of writing greeting cards and short functional texts such as notices, simple personal letters, and short messages (Directorate of Elementary School Development, 2008).

5. Context-based approach

Context-based learning is widely accepted as a promising approach of teaching and learning (Parchmann and Luecken, 2010). It has been implemented into many school systems in different countries. The approach, nowadays, is argued to replace CLT (Communicative Language Teaching) which is considered an approach which has neglected one crucial aspect of language pedagogy, namely the context in which the pedagogy takes place (Bax, 2003). The context-based approach, at this time, is seen as an approach which places contexts at the heart of professions.

A country that applies CLT is somehow “backward”. Bax (2003) tells that there is a situation which may be called as an unfortunate attitude in which a young and relatively experienced teacher armed with CLT comes to Japan of which he almost has no knowledge. Without any reference to the culture, the learning contexts, learners’ needs and wishes, and other contextual factors, he immediately judges for more experienced teachers there as failings. This leads to an unspoken assumption that CLT is not only “modern”, but also it is the only way to learn a language properly.

CLT may be an obsession in teaching second/foreign languages with its priorities since it focuses on communications in various ways, perhaps as pedagogical aim, a means towards an aim, or both means and aim (Bax, 2003). Littlewood (in Bax, 2003) lists other priorities such as giving the learners fluency, purposeful communicative activities in which those activities are student-student interactions. Thus, CLT becomes the means of teaching language as “the way we should teach”. However, CLT is Communicative Language Teaching, not Communicative Language Learning.

Bax (2003) adds that if communication is at the top of the language learning, everything else, then, must be of secondary importance. The learning context may be claimed to be important, but since it is not top of the list of priorities, it is practically considered as minor importance. It is actually the main problem of CLT that it emphasizes on communication and implicitly on methodology but it sidelines the context in which we teach. To understand this

more clearly, Table 2.6 below shows CLT attitudes contrasted with context-based approach.

Table 2.6 **Comparison of CLT and Context-based Approach (Bax, 2003)**

CLT approach	Context-based approach
CLT is the complete answer.	We must consider the whole context.
If we do not have CLT then we cannot learn a language.	Methodology (including CLT) is just one factor in learning a language.
No other factors count in learning a language—only teaching methodology.	Other factors may be more important.
If you do not have CLT then you are backward.	Other methods and approaches may be equally valid.

From Table 2.6 above, it is clearly seen that context-based approach is more “friendly” for the language learning since it can be used together with other approaches. Context-based approach, in addition, is also acceptable in many countries because it combines the language learned with individuals, classroom culture, local culture, and national culture (Bax, 2003). “Individuals” here can be learning styles and strategies of the learners. Classroom culture is defined as things happening in the classroom that impact each other such as group motivation and school environment. Local culture, then, can be regional differences and status of teachers and learners in the community. National culture, in addition, includes politics and religion.

Using context-based approach, thus, may result in some advantages. Bennett, Hogarth, and Lubben (2005) point out that there are some significant advantages by using context-based approach in the learning activity. The first advantage is that by using context-based approach, the learners are motivated

in the learning. The second advantage is that such an approach fosters the learners to give positive attitudes to the learning. The last advantage is the approach makes the learners have clearer understanding about the learning. In addition, this approach can be applied to the learners regardless their abilities, proficiency, and gender.

B. Review of Related Studies

Actually, there are many researchers who have been conducting this kind of research. For example, Childs et al. (2003) have conducted research in which they developed context-based materials for science learners in the Transition Year. The Transition Year is a unique feature of the Irish education system that is an optional year between junior and senior second-level cycles. One of the reasons why they conducted the research was the curriculum had not set yet so the teachers were free to develop the materials. The materials developed were in the form of novels and appropriate teaching materials. Childs et al. found some results from using context-based materials as follows.

1. 100% of the learners said that the module improved their experience of science.
2. 85% of the learners said that it made science easier to understand.
3. 64% of the learners stated that the module helped to develop within them a more positive attitude towards science.

4. The learners indicated that the module made science more relevant to their lives, more interesting, and more practical.

Another example was research conducted by Rose (2008). He conducted the research by applying context-based materials for philosophy learners in Newcastle University. He did the research to find out the relevance of both philosophical and knowledge with the real world of philosophy. After he conducted the research, there were some findings that can be seen. The first finding was that the context-based approach was more successful at developing learners' awareness of specific educational skills which are easily transferable. The second finding was that learners did not view the acquisition of knowledge as a means to pass the examination only. The last finding was the approach was suitable to contemporary cultural conditions.

C. Conceptual Framework

Based on the theoretical review, the researcher arrives at the conceptual framework of this study. As is known, one of the purposes of learning English is to communicate with others. This skill can be possessed since learners are young. Thus, young language learners are in such a condition in which they have to be supported to learn language both from inside and outside. From inside, family members can create situations that help young learners familiar with English such as doing conversations in English and reading English

stories. From outside, teachers can provide appropriate English materials for young learners.

Appropriate materials are defined as materials which can meet the learners' need both target and learning needs. Some approaches have their own criteria in defining the appropriate materials. CLT (Communicative Language Teaching), for example, has its own ways to deliver the means of language to the learners. However, CLT is no longer seen as an appropriate approach in teaching language although it focuses on communicative language. The context-based approach, however, has been regarded as the appropriate approach to deliver the mean of the language in which the context is the heart of communication.

Regarding young language learners, context-based materials can be the good example of how language takes its importance in communication by using contexts. The context-based materials bring the real world context in the classroom so that the learners can prepare themselves to face the real world of communication. Context-based materials are also flexible to modify and adapt. The materials, thus, can fit to the culture around the learners. In this case, the materials will be more meaningful to the learners. Context-based materials can also be made regardless the learners' abilities, proficiency, and gender. Therefore, it is important to develop context-based materials, especially for young language learners. Furthermore, the conceptual framework of the research is shown in Figure 2.15 below.

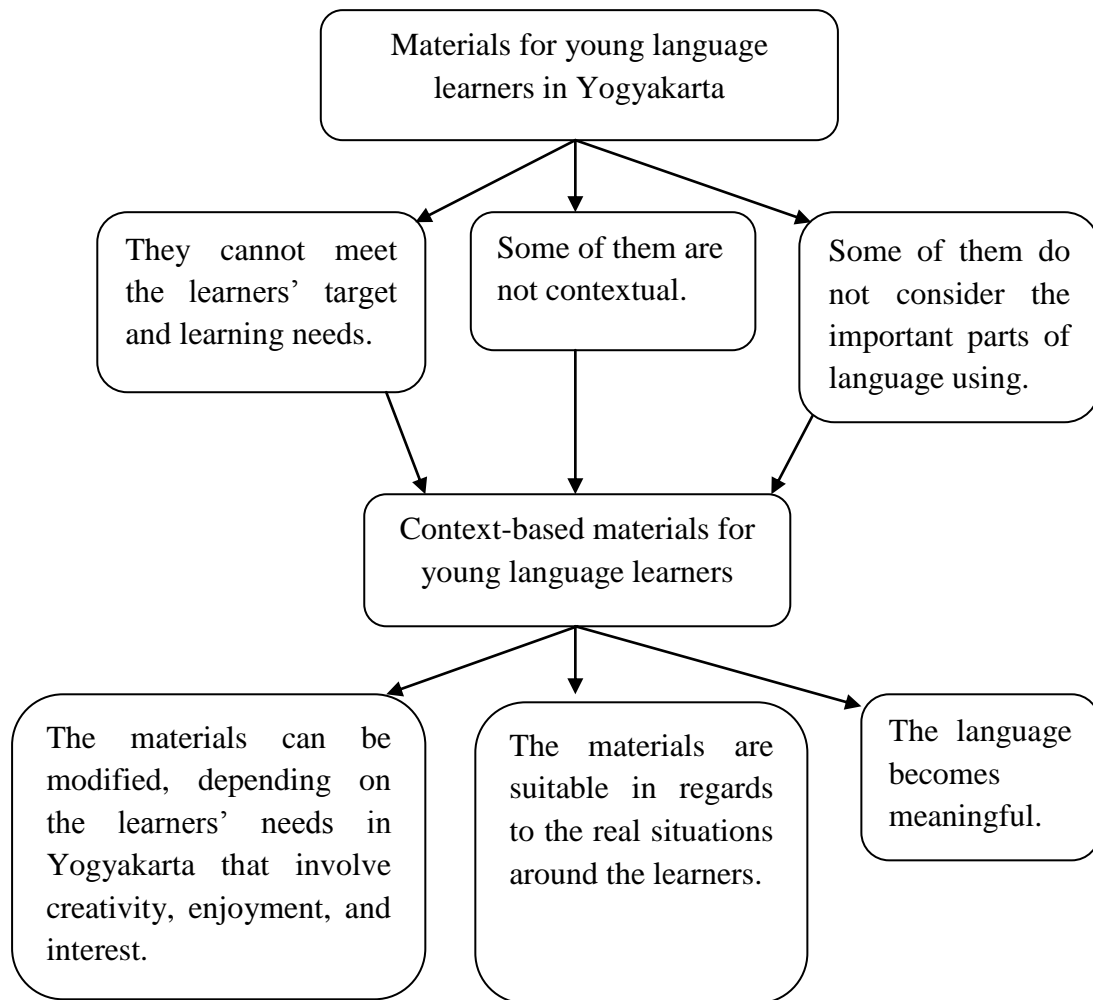


Figure 2.15 **Conceptual Framework of the Research**

D. Research Questions

1. What are needed by young language learners to help them learn meaningful language?
2. What is the course grid of context-based materials?

3. What are context-based materials developed for young language learners in Yogyakarta?
4. How are the materials developed being revised and evaluated?

CHAPTER III

RESEARCH METHOD

A. Model Development

This research is classified into a Research and Development (R & D) study. The objective is to develop an effective product that can be applied for educational programs. Moreover, Borg and Gall (1983) state the term “product” as not only materials objects such as textbooks and instructional films, but also procedures and processes such as a method of teaching or a method of organizing instructions.

According to Borg and Gall (1983), the procedures of R & D are collecting information, planning, developing a preliminary form of product, preliminary field testing, main product revision, main field testing, operational product revision, operational field testing, final product revision, dissemination, and implementation. However, some steps in this research were simplified because of some constraints. Thus, the final product of the research is context-based materials for young language learners.

B. Procedure of Development

The research procedure was adopted from Borg and Gall (1983). The model used was simplified as follows.

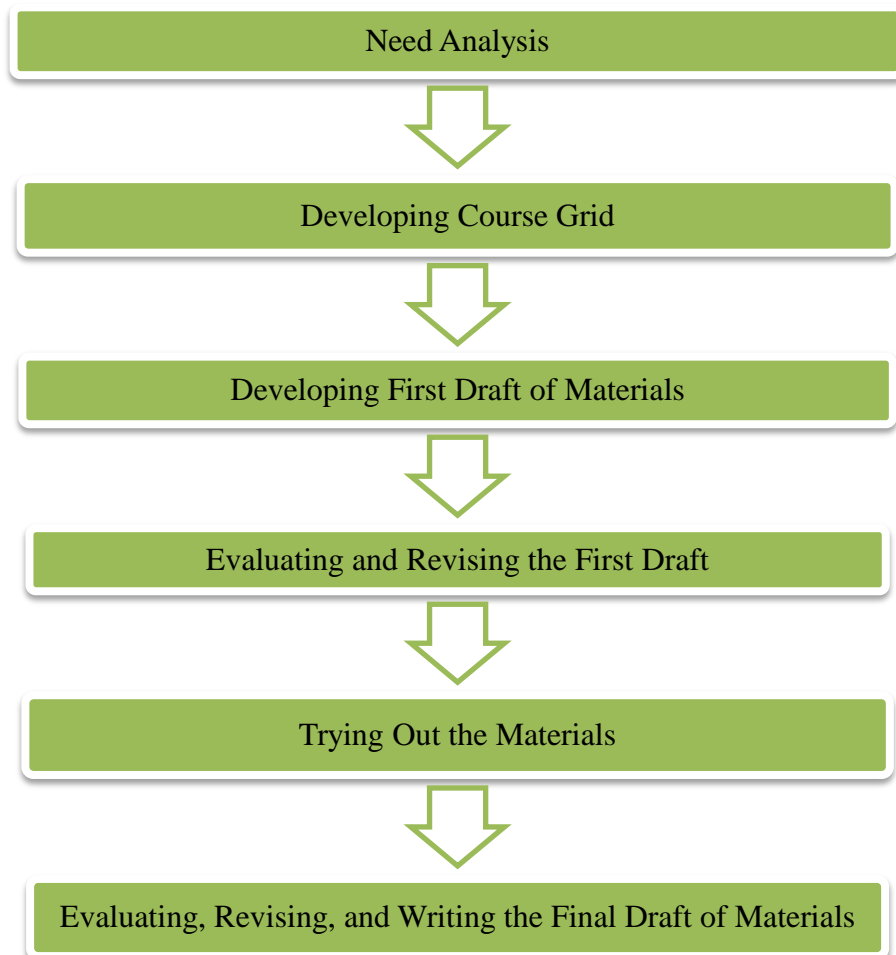


Figure 3.1 **R&D Research Procedure (Borg and Gall, 1983: 772)**

Furthermore, the research was carried out according to the mentioned procedure:

1. Conducting needs analysis

The needs analysis was conducted in the beginning of the research. The purpose was to collect information related to the target and learning needs of the learners. The instrument used was in the form of questionnaires. The information gathered from the needs analysis was then used as the basis for doing the next step of this research.

2. Developing course grid

The course grid was created after conducting the needs analysis in which the researcher knew the target and learning needs of the learners. The course grid consists of topics or themes, learning objectives, indicators, language function, expressions, vocabulary, grammar, activities, and media. The researcher looked forward to the revision of it as well.

3. Developing the first draft of the materials

Based on the information that had been gathered and obtained from the needs analysis, the first draft of the materials was ready to develop. The first draft was developed based on the framework developed in the course grid. During this step, the researcher conducted some consultations.

4. Evaluating and Revising the first draft

After the first draft was developed, it was evaluated. The evaluation was done by asking an expert in developing materials to give comments and suggestions. She was asked to give comments and suggestions based on a questionnaire given. Then, the materials were revised based on the comments and suggestions. The revised materials then were called as the second draft.

5. Trying out the materials

The context-based materials were tried out in SD N Keputran 1 Yogyakarta. There were 27 learners asked to participate in this research. They were 10 males and 17 females. All of them were nine to ten years old. Furthermore, there were three units implemented. The first unit was about

transportation. The second unit was about public places. The third unit was about animals.

In implementing all units, there was a collaborator. He helped to write field notes during implementation. The field notes would be presented in Appendix E. There were four meetings to implement those units.

6. Evaluating, revising, and writing the final draft

After implementing the materials, the second draft of the materials was evaluated. The evaluation was conducted by distributing a questionnaire for ten English teachers. There were 40 questions. They were asked to give opinions and suggestions. Their opinions and suggestions, then, were filtered. After that, the revision was done. Thus, the materials would be the final product of the research.

C. Design of Product Testing

1. Testing design

The design of the testing was developed these ways. First, the materials were constructed. The materials which were developed consisted of three units. Each unit had different theme, however, the activities were almost the same. Second, the materials were evaluated. The evaluation was done by asking an expert to give comments and suggestions about the materials developed. The last, the materials were tried out to nine-to-ten-year old learners. All of the units had been tried out. In trying out the materials, the

steps referred to the guidance book for the teachers, while the learners did the activities in the students' book. The ways to test are drawn in the figure below.

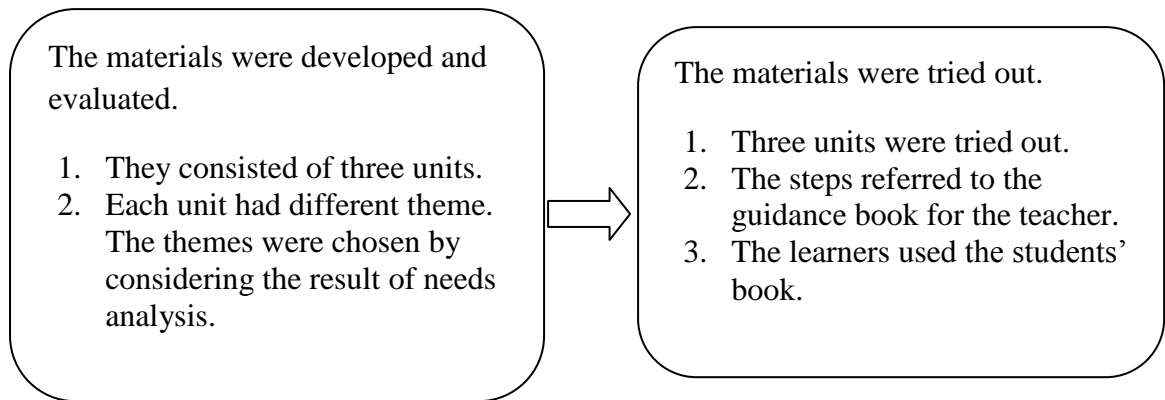


Figure 3.2 **The Testing Design**

2. Setting of the testing

The setting of the research was SD Negeri Keputran 1. The school was chosen by considering the location, the learners' background, and the teachers' background.

3. Subjects of the testing

The subjects of the research were young learners who were nine to ten years old. Some young learners in SD N Keputran 1 Yogyakarta were chosen to participate in the research. There were 27 young learners as the participants of the research.

4. Instruments and data collection techniques

The data collected were about the learners' target and learning needs and data for the materials evaluation. To collect both data, questionnaires and interview guidelines were used.

a. Questionnaires

There were two types of questionnaire in this research. The first questionnaire was for needs analysis. All of the questions were in the form of close-ended questions. McKay (2006) says that close-ended questions can be used to display the data in the form of frequency, percentages, or in terms of central tendency. The second questionnaire was for collecting data for materials evaluation. Furthermore, the organizations of both questionnaires are presented in the following tables, while the complete form is given in Appendix B.

Table 3.1 **The Organizations of the Needs Analysis Questionnaire**

No.	Aspects	Purposes of the Questionnaire	Item (s) Number	References
1.	Learners' profile	To find out personal information of the learners		
Target Needs				
2.	Goals	To find out the reason of learning English	1, 2	Nunan (2004: 41)
3.	Necessities	To identify the learners' needs in terms of target situation	3, 4, 5, 6	Hutchinson and Waters (1987: 55)
4.	Lacks	To find out gaps between learners' current proficiency and target proficiency	7, 8	Hutchinson and Waters (1987: 55)
5.	Wants	To identify the learners' needs based on their personal point of view of the language	9	Hutchinson and Waters (1987: 56)
Learning Needs				
6.	Input	To find out the input which is appropriate for the learners	10, 11	Nunan (2004: 47)

(continued)

(continued)

7.	Procedures	To identify activities which are appropriate for the learners	12, 13, 14, 15, 16	Nunan (2004: 52)
8.	Settings	To find out settings which are appropriate for the learners	17, 18	Nunan (2004: 70)
9.	Teachers' Roles	To identify information about the roles the teachers should perform	19, 20	Nunan (2004: 64)
10.	Learners' Roles	To find out information about the roles of the learners	21, 22	Nunan (2004: 64)

Table 3.2 The Organizations of the Material Evaluation

No.	Aspects	Purposes of the Questionnaire	Item (s) Number	References
1.	<ul style="list-style-type: none"> Name Occupation Educational background Teaching Experience 	To find information about experts' profile		Masuhara in Tomlinson (1998: 241)
2.	<ul style="list-style-type: none"> Goal Methodology 	To find information about experts' opinions related to the relevance between materials and the course grid	1-10	Brown (2001) Harmer (2001: 296)
3.	<ul style="list-style-type: none"> Content Sequence Instructions 	To get information about experts' opinions of task quality	11-24	Brown (2001: 142) Hutchinson and Waters (1987)

(continued)

(continued)

4.	<ul style="list-style-type: none"> • Typesetting • Illustrations • General layout 	To get information about experts' opinions related to the format of the developed materials	25-37	Brown (2001: 142) Harmer (2001: 302)
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b. Interview guidelines

Interview guidelines were used to get information about the learners' needs and the appropriateness of the materials. To find out the learners' needs, some questions were asked to some children. Such questions were addressed to obtain the learners' profiles, needs, and preferences. The purpose of the interview was to find out whether the materials were appropriate or not.

For the validity of the interview guidelines, the researcher discussed the aspects with the supervisor. It was to know whether the guidelines are able to measure what is intended to measure. The following table is the organization of the interview guidelines, while the complete form of the interview guidelines is in Appendix B.

Table 3.3 The Organization of the Interview Guidelines

Item (s) Number	The Purpose of the Questions	References
1,2	To find some information about the children's profile	Tomlinson (1998: 172)
3,4	To find some information about the children's learning activities in the class	Hutchinson and Waters (1987: 62)

(continued)

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5,6	To find some information about children's preference in learning activities	Hutchinson and Waters (1987: 62-63)
7,8,9,10,11,12,13,14,15,16	To find some information about topic of materials which children need	Tomlinson (1998: 172)

c. Observation Guidelines

Observation guidelines were used to obtain data during the implementation. They helped to record some important data, while doing the implementation. The results of observation guidelines were field notes. There were four field notes made during the implementation. The organization of observation guidelines is presented below.

Table 3.4 The organization of Observation Guidelines (Adapted from Panduan Pengajaran Mikro)

No.	Aspects	Descriptions
1.	Opening	
2.	Explaining the materials	
3.	Teaching method	
4.	Language used in the class	
5.	Time management	
6.	Gestures or body language	
7.	Giving motivation	
8.	Asking the learners' understanding	

(continued)

(continued)

9.	Managing the class	
10.	Using media	
11.	Closing	

5. Data analysis techniques

The two types of data gathered in this research were quantitative and qualitative data. Each type of data was analyzed using different data analysis techniques.

a) Quantitative data

Quantitative data were the results of data collection through questionnaires. There were two types of questionnaires in this research: questionnaire for needs analysis and questionnaire for materials evaluation.

The data from the questionnaire for needs analysis were analyzed by calculating the percentage of each answer. The answer with the highest percentage was considered representing learners' actual condition. The percentage was calculated using the following formula.

$$P = \frac{f}{N} \times 100$$

P : Percentage (%)

f : Frequency

N : Number of respondents

100 : Fixed number

The second quantitative data were gathered from the questionnaire for materials evaluation. They were analyzed according to *Likert Scale*. Here is the formula to score the data (Sugiono, 2012):

4 : SA, if the respondents strongly agree with the statements

3 : A, if the respondents agree with the statements

2 : D, if the respondents disagree with the statements

1 : SD, if the respondents strongly disagree with the statements

Then, the data were analyzed by calculating the percentage using the formula:

$$P = \frac{f}{n} \times 100 \%$$

P : Percentage

f : Collected scores

n : Number of cased

Furthermore, the results of calculation were converted into criteria of feasibility. If the result is more than 60%, the product is considered feasible.

The criteria are as follows.

Table 3.5 Percentage of Feasibility Criteria (Sugiono, 2012)

Scores	Categories
81%-100%	Very Good
61%-80%	Good
41%-60%	Fair
21%-40%	Poor
≤ 20%	Very Poor

b) Qualitative data

Qualitative data were gathered from the results of the interview. They were analyzed using qualitative data analysis model proposed by Miles and Huberman (1994). In general, there are three stages to analyze the data as presented in Table 3.

Table 3.6 Qualitative Data Analysis Technique (Miles and Huberman, 1994)

a. Data reduction	The process of transforming masses of data into small number of categories
b. Data display	Organizing information that permits conclusion to draw an action
c. Data conclusion	Deciding what things mean

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

In this chapter, the results of developing needs analysis, the results of needs analysis, the process of writing course grid and developing materials, implementation, evaluation, and revision would be presented.

A. Results of the Product Development

1. Describing needs analysis

a. The instruments of needs analysis

Before conducting needs analysis, the instruments for needs analysis were developed. They are questionnaire and interview guidelines. The questionnaire consisting of 22 questions was developed based on the blue print that had been made previously. The blue print was based on theories of developing materials by Nunan and Hutchinson and Waters. Furthermore, the questions developed based on the blue print aimed to figure out who the learners are and to get information about learners' background knowledge, attitudes towards English, learning styles, needs, and expectations from learning English.

Besides, the interview guidelines were also used. The guidelines consisted of sixteen questions which were addressed to the learners and ten questions which were addressed to the English teacher. The questions also had the same purpose as the questionnaire's purpose. Moreover, they were used to find out things that probably could not be identified from the results of answering the questionnaire.

b. The results of needs analysis

The detailed results of needs analysis were presented in three parts. The first part was the descriptions of the learners who are participants of the research. The second part was the description of learners' needs and learning needs found by completing the questionnaire. The last part was the description of learners' needs and learning needs found by interviewing some of the learners and the English teacher.

1) The description of the learners

The participants of the needs analysis were learners who were nine to ten years old from SD N Keputran 1 Yogyakarta. The researcher asked 27 learners consisting of 10 males and 17 females to participate in the research. Most of them lived near the school in which it is near the Sultan Palace. The data of the learners are presented in Table 4.1 below.

Table 4.1 Data of the Learners

The number of the learners	Sex		Age
	Male	Female	
27	10	17	9-10 years old

2) The results of the learners' needs and learning needs

a) Goal

To find out what the goals of learning English are, two questions were provided. The first question was about the reason in learning English and the second question was about the expectation of learning English. During answering the questions, the learners did not find any difficulties. However, there were some

of them who seemed confused what they should answer. The results of their answers are presented in Table 4.2 below.

Table 4.2 The Purpose of Learning English

Questions	Items	N	F	%
1. I learn English because...	a. I like English	27	2	7.41%
	b. I want to be able to speak English		19	70.37%
	c. There is English subject in my school		5	18.52%
	d. Others		1	3.70%
2. I learn English to be able to...	a. Listen to people speaking in English every where		13	48.15%
	b. Speak anything using English		9	33.33%
	c. Read English sentences every where		5	18.52%
	d. Write anything using English		0	0%

Form the table above, most of the participants answered that they wanted to learn English because they wanted to be able to speak English. It was shown from the highest percentage which was 70.37%. They also stated that they learned English because there was English subject in the school. It was shown from the second highest percentage which was 18.52%.

Furthermore, thirteen participants answered that their expectations in learning English were to be able to listen to people speaking in English everywhere. Since the participants were still children, they wanted to hear English more so that they could speak English fluently later. Moreover, 33.33% of the participants answered that they learned English in order to speak anything in English. Since the school was near the Sultan Palace, it was important for them to

speak English well because sometimes there were foreigners who came to the school as they thought that the school was the shortcut to go to the Sultan Palace.

b) Necessities

There were four questions provided to find out what the learners needed in learning English. In this section, there was one question in which they might answer more than one answer. It was intended to know many more about what they actually needed in learning English. Most of them answered more than two answers. The detailed results of their answer were presented in Table 4.3 below.

Table 4.3 Necessities in Learning English

Questions	Items	N	F	%
1. I need to know...to learn English easily. (You may choose more than one answer)	a. English words and the meanings	27	20	74.07%
	b. Stories in English		6	22.22%
	c. Dialogues in English		16	59.26%
	d. Others		0	0%
2. I need to know the suitable subjects and verbs.	a. Yes		22	81.48%
	b. No		1	3.7%
	c. Maybe		4	14.82%
3. I need to learn English using things around me.	a. Yes		21	77.78%
	b. No		2	7.41%
	c. Maybe		4	14.81%
4. Learning English through culture around me will be more enjoyable.	a. Yes		21	77.78%
	b. No		1	3.7%
	c. Maybe		5	18.52%

The table showed that most of the learners needed to know many English words and the meanings. It was shown from the highest percentage, 74.07%. Some of the learners also needed to know many dialogues in English, as shown from the second highest percentage, 59.26%. In addition, most of them also answered that they needed to know the suitable subjects and verbs. They also

stated that learning English through things and culture around them would be much more enjoyable. It was shown from the percentage which was 77.78%.

c) Lacks

Two questions were addressed to the learners to find out their lacks. The questions were about the difficulties in learning English and what topics they did not understand enough in learning English. They might choose more than one answer for each question. There were no difficulties for the learners to answer the questions. Furthermore, their answers were shown in the following table.

Table 4.4 **Lacks in Learning English**

Questions	Items	N	F	%
1. I find difficulties in... (you may choose more than one answer)	a. Listening dialogues in English	27	11	40.74%
	b. Speaking in English		14	51.85%
	c. Reading sentences in English		9	33.33%
	d. Writing in English		9	33.33%
2. I don't know many... (you may choose more than one answer)	a. English words and the meanings	27	20	74.07%
	b. Suitable subjects and verbs		15	55.56%
	c. Others		2	7.41%

From the table above, speaking and listening seemed difficult for the learners. There were fourteen answers which showed that speaking was the most difficult thing to learn in English. Another difficult thing was listening to dialogues in English. There were eleven answers which showed that listening was difficult. In addition, they lack English words and the meanings. Most of them still did not know many English words and the meanings well. Many of them also did not really understand the use of suitable subjects and verbs as shown from the percentage, which is 55.56%.

d) Wants

After knowing the necessities and the lacks, it is better to know what the learners wanted in learning English. In this section, they might choose more than one answer. Their opinions are presented in the following table.

Table 4.5 Wants in Learning English

Question	Items	N	F	%
I want to learn English through...(you may choose more than one answer)	a. Interesting English stories	27	8	29.63%
	b. English songs		16	59.26%
	c. Games		16	59.26%
	d. Others		0	0%

Most of them wanted to learn English through songs and games. It was because the English teacher used to teach English through songs and games. However, it seemed that they also wanted to try learning English through stories. It was shown from the data that there were 29.63% of the participants who wanted to learn English through interesting stories. The answers could be considered although the frequency was only eight.

e) Input

In this section, the learners were asked to deliver their opinions on how the input should be and what were the best themes that should be made. There were two questions to find out such input. To decide the themes, the learners were asked to choose more than one theme. Moreover, the results were presented in the following table.

Table 4.6 **Input of Learning English**

Questions	Items	N	F	%
1. I prefer to read English stories which have...	a. Many pictures	27	21	77.78%
	b. Many sentences		6	22.22%
	c. Others		0	0%
2. I want to learn English with themes...(you choose three answers)	a. Animals		18	66.66%
	b. Transportation		12	44.45%
	c. Public places		20	74.07%
	d. Clothes		3	11.11%
	e. Food and beverages		11	40.74%
	f. Others		2	7.41%

Form the table above, it is shown that most of the learners liked to read English stories which had many pictures. Since they were children, the stories would be much more interesting if there were many pictures. Moreover, 74.07% of them chose public places as a theme that they wanted to learn. The school location might take a role in choosing the theme. Other themes mostly chosen were animals and transportation. There were 66.66% and 44.45% of them who chose the themes.

f) Procedures

In this part, the learners were asked to choose what kind of activities that they wanted to have in the English classroom. They might choose more than one answer. There were four questions to find out what activities that they wanted the most. All of those questions asked about four skills in English: listening, speaking, reading, writing. Their answers are presented in tables below.

Table 4.7 **Listening Activity**

Question	Items	N	F	%
Listening activities that I like are... (you may choose more than one answer)	a. "Listen and match" activities	27	9	33.33%
	b. "Listen and repeat" activities		6	22.23%
	c. "Listen and mark" activities		9	33.33%
	d. "Listen and do" activities		16	59.26%
	e. Others		0	0%

From Table 4.7 above, it could be seen that most of the learners wanted to do "listen and do" activities. Those activities might be familiar for them because the English teacher also usually gave such activities in listening class. Since they were children, it would be fun if they did many activities that engaged movement. Other listening activities that they wanted to do were "listen and match" and "listen and mark" activities. It was shown from the percentage, 33.33%.

Table 4.8 **Speaking Activity**

Question	Items	N	F	%
Speaking activities that I like are... (you may choose more than one answer)	a. Story telling	27	12	44.45%
	b. Singing		15	55.56%
	c. Role playing		10	37.04%
	d. Interview		6	22.22%
	e. Others		1	3.7%

In the table above, it could be seen that they preferred to sing in speaking class. It might be the effect of teacher's routine in giving them songs. Although they were in grade 4, they were still cooperative if the English teacher asked them to sing. Other opinions were to do storytelling and role playing in the speaking class. It was shown from the percentage, 44.45% and 37.04%.

Table 4.9 **Reading Activity**

Question	Items	N	F	%
Reading activities that I like are... (you may choose more than one answer)	a. "Read and arrange pictures" activities	27	14	51.85%
	b. "Read and answer questions" activities		9	33.33%
	c. "Read stories and tell them" activities		9	33.33%
	d. Arranging alphabets, words, or sentences		14	51.85%
	e. Others		1	3.7%

There were two kinds of reading activities that the learners chose the most. They were "read and arrange pictures" activities and arranging alphabets, words, or sentences. 51.85% of them chose the activities because they wanted to try new activities. In addition, 33.33% of them also wanted to do "read and answer questions" activities like what they usually did in the English class. In addition, some of them also wanted to do "read stories and tell them" activities.

Table 4.10 **Writing Activity**

Question	Items	N	F	%
I like to learn English words through... (you may choose more than one answer)	a. Spelling	27	6	22.22%
	b. Matching pictures with the words		15	55.56%
	c. Completing puzzle		19	70.37%
	d. Others		1	3.7%

Since there were writing activities, they needed to know many words in English. In relation to that, there were some activities that could be made to bridge such purpose. Completing puzzle was one of activities that they wanted to do the most. It might be fun for them to learn writing through completing puzzles. Moreover, 55.56% of them wanted to match pictures with the words to learn writing. They also wanted to do spelling activities.

g) Setting

The setting refers to the way to do the assignments. The learners could do the assignments by themselves, in pairs, groups, or whole class. There were two questions addressed to the learners related to the setting they wanted to have in the English class. The following table shows their opinions.

Table 4.11 **Setting of Learning English**

Questions	Items	N	F	%
1. I like to do the assignments by...	a. Myself	27	5	18.52%
	b. Pairs		2	7.41%
	c. Groups		18	66.66%
	d. Whole class		2	7.41%
2. I am fine if I do the assignments with friends who have opposite sex from me.	a. Yes		14	51.85%
	b. No		7	25.93%
	c. Maybe		6	22.22%

Most of them liked to do the assignments in groups. It could be seen from the percentage which was 66.66%. Since the number of the learners in the class was not too many, it would be fine for them to do activities in groups. However, it would be a problem if they did the activities in the classroom. It was because the size of the room was not too big. Furthermore, they were fine if they did activities with friends who had opposite sex from them.

h) Teacher's Role

In this part, the learners were asked whether they preferred to learn English comfortably with the teacher's explanation or not. The result is presented in Table 4.12 below.

Table 4.12 **Teacher's Role**

Questions	Items	N	F	%
1. I like when my teacher explains the materials.	a. Yes	27	20	74.07%
	b. No		0	0%
	c. Maybe		7	25.93%
2. I like when my teacher leaves me to learn by myself.	a. Yes		10	37.04%
	b. No		9	33.33%
	c. Maybe		8	29.63%

From the table above it could be seen that the teacher took an active role in the English class. The learners liked if the teacher explained the materials to them. Furthermore, 74.07% of them agreed if they would have better understanding by the teacher's explanation. However, some of them stated that it would be better if the teacher let them to learn by themselves.

i) **Learner's Role**

In this part, the learners were asked to state their opinions about their role as learners. The results are shown in Table 4.13 below.

Table 4.13 **Learner's Role**

Questions	Items	N	F	%
1. I prefer to learn by myself.	a. Yes	27	12	44.45%
	b. No		6	22.22%
	c. Maybe		9	33.33%
2. I prefer to listen to my teacher's explanation.	a. Yes		22	81.48%
	b. No		0	0%
	c. Maybe		5	18.52%

It could be seen that the learners took passive part in the learning process. Most of them stated that it was easier to learn English by listening to the teacher's explanation than learning by themselves. It might be because they were usually taught with such a way. Indeed, most of them would choose to listen to the teacher's explanation.

3) The results of interview

The interview was done in February 3, 2015 and February 9, 2015. In February 3, 2015, the learners were chosen randomly to do the interview. In the process of choosing the interviewee, the class was so noisy because the learners raised their hands enthusiastically. They were more interested to do the interview because there were some stickers given if they wanted to do the interview. Finally, two of them were chosen to do the interview. They were asked more or less sixteen questions in order to find out what they wanted to learn in English. All of them answered cooperatively. They delivered their opinions clearly. The interview was done outside the classroom because it was too noisy in the classroom.

The interview results showed that the learners quite enjoyed the learning process that had been done by the English teacher so far. They were fine with activities provided by the English teacher. They also had some favorite activities such as playing bingo and singing hockey pokey song as stated below.

- R : *Kamu suka nggak belajar Bahasa Inggris kayak gitu?* (Do you like to learn English in such ways?)
 Ss : *Suka.* (Yes, I do.)
 R : *Kegiatan apa yang paling kamu sukai?* (What kinds of activities do you like the most?)
 Ss : *Main bingo samanyanyi hockey pokey.* (playing bingo and singing hockey pokey)

(Appendix D/Interview 1)

Although they seemed enjoy the learning process, they wanted other interesting activities such as watching videos, listening to stories, and singing many other songs. The videos that they wanted to see the most were videos about animals. Moreover, they wanted to listen to stories such as legends and fables.

They also wanted to sing many songs. So far, they enjoyed hockey pokey song the most. The song was taught by the English teacher for about three weeks before but the children still remembered the song. Moreover, they also like to do outdoor activities so that they would not be bored. In short, their opinions were presented below.

- R : *Kegiatan apa lagi sih yang pingin kamu lakukan?* (What other activities do you want to do?)
- Ss : *Ummm...pingin ap aya?* (Hmmm...what is it?)
- R : *Kegiatan di luar kelas gimana?* (What about outdoor activities?)
- Ss : *Iya itu juga pingin.* (Yes, I want it.)
- R : *Terus apa lagi? Nonton video gimana?* (What is more? How about watching videos?)
- Ss : *Iya itu juga.* (Yes, I want it, too.)
- R : *Video yang kayak apa sih yang pingin kamu tonton?* (What kind of videos do you want to watch?)
- Ss : *Hewan-hewan gitu, Miss. Aku juga pingin ndengerin cerita.* (Videos about animals, Miss. I also want to listen to stories.)
- R : *Cerita tentang apa?* (What kind of stories do you want to listen.)
- Ss : *Cerita-cerita legenda sama binatang-binatang.* (They are legend and fables.)
- R : *Kalau ndengerin lagu-lagu selain hockey pokey mau nggak?* (Do you want to listen to songs other than hockey pokey?)
- Ss : *Mau, Miss.* (Yes, I do.)

(Appendix D/Interview 2)

In February 9, 2015, the interview was done with the English teacher. There were more or less ten questions addressed to the English teacher. The questions aimed to find out how the learning process was going and some possible

factors affecting the learning process. The interview took more or less an hour. It was done at the school library because it was more comfortable to do the interview in a quiet place. The interview run well since the English teacher was cooperative. She told everything that she knew during the learning process.

From the interview, it was known that there were many kinds of learning attitude of the learners. There were learners who preferred to do the assignments by themselves, in pairs, or in groups. However, if it was activities done in pairs, the partner must be decided by the teacher. If it was not decided by her, the smart learners would choose to be in pair with the smart learners, too as stated below.

R : *Kebiasaan belajar anak-anak selama di kelas gimana ya, Miss?* (What are the learner's learning attitudes in the classroom, Miss?)

ET : *Mereka lebih suka mengerjakan soal sendiri-sendiri sih. Kadang juga ada yang berkelompok mengerjakannya. Tapi seringnya mengerjakan sendiri-sendiri.* (They like to do the assignments by themselves. Sometimes, it is fine if they do the assignments in groups. However, most of them like to do the assignments by themselves.)

R : *Kalau mengerjakan berpasangan mau nggak, Miss?* (If they are asked to do the assignments in pairs, how is it going?)

Ss : *Mau juga. Tapi ya saya yang harus menentukan pasangannya. Soalnya kalau tidak, nanti yang pinter maunya sama yang pinter. Mereka nggak mau sama yang kurang pinter. Maksudnya dipasangin antara yang pinter dan yang kurang kan biar dia bisa bantu temennya yang kurang. Tapi dia nggak mau kalau kayak gitu. Makannya harus saya yang milihin pasangan.* (It's fine. However, I have to choose the partners. If I do not choose the partners, those who are smarter will choose the smart partner. They do not want to be in pairs with those who lack. Actually, my intention is that the smarter learners will help their friends who lack. That's why I have to choose the partner.)

(Appendix D/Interview 3)

Relating to the materials, the English teacher had provided many materials so far. She had taught many materials for listening, speaking, reading, and writing. She got the materials from any books that could be used as references. She also browsed in the internet to construct the materials. However, most of the materials given were from the books provided by the school. She stated that sometimes the contents were not really suitable for young learners as stated below.

- R : *Selama ini materinya mengambil dari mana, Miss?* (From where do you get the materials, Miss?)
- ET : *Biasanya dari buku-buku Bahasa Inggris yang ada di perpustakaan. Saya juga kadang ngambil dari internet.* (I usually use English books from the library. Sometimes, I take the materials from the internet.)
- R : *Kira-kira sesuai nggak materinya untuk anak-anak?* (Are they suitable for young learners?)
- ET : *Enggak selalu sih. Kadang ada materi yang terlalu susah untuk kelas 4. Biasanya saya tanyakan dulu pada mereka. Kalau sebagian besar dari mereka tidak bisa mengerjakannya berarti nggak dibahas.* (Not all of them are suitable for young learners. Sometimes, there are some of them which are too difficult for grade 4. I usually ask the learners to try doing the assignments. If most of them cannot do that, I won't teach the materials.)

(Appendix D/Interview 3)

The teacher sometimes tried to use some media such as flashcards and pictures. Actually, she intended to show some videos. However, the school did not give the facility. There was no LCD projector in the class. In addition to videos, she wanted to deliver the materials through stories. Because of the limitation of time she had, she could not do that yet. She might do that later.

Relating to context-based materials that the researcher wanted to make, the English teacher responded enthusiastically. She was open to any kinds of materials which were interesting as long as they were also suitable for young learners. Basically, she ever heard about context-based materials when she was in the university. However, she was a little bit confused about it as stated below.

- R : *Miss tau nggak materi yang bersifat context-based?* (Do you know what context-based materials are, Miss?)
- ET : *Pernah denger waktu kuliah dulu. Tapi agak lupa.* (I've heard such term when I was in the university. However, I forget about it.)
- R : *Jadi itu adalah belajar Bahasa Inggris melalui kebudayaan, Miss.* (So, English is learnt through culture, Miss.)
- ET : *Oh ya. Saya ingat. Misalnya pake nama-nama local gitu kan ya?* (Oh, yes. I remember it. For example, we use local names, don't we?)
- R : *Iya kira-kira seperti itu. Kalau diterapkan di Bahasa Inggris gimana menurut Miss?* (It's like that. If it is applied in English teaching, what do you think, Miss?)
- ET : *Akan menarik sepertinya. Yang penting materinya mudah diterima oleh anak-anak. Kalau belajar Bahasa Inggris lewat kebudayaan mungkin akan lebih cepat masuk.* (It will be interesting. The most important thing is that the materials can be understood by the children. If they learn English through culture, they may learn faster.

(Appendix D/Interview 3)

2. Writing the course grid

After the results of needs analysis were found out, the course grid was formulated. The formulation was by making some columns of which specifications were theme, learning objective, indicators, learning materials consisted of language function, expression, vocabulary, grammar, teaching and learning activities, context-based, and teaching aids. Furthermore, the specifications are presented in the figure below.

Th	LO	I	LM				TLA		Cb	TA
			LF	E	V	G	Te	L		

Figure 4.1 **The Course Grid**

Th	: Theme	G	: Grammar
LO	: Learning Objective	TLA	: Teaching and Learning Activities
I	: Indicators	Te	: Teacher
LM	: Learning Materials	L	: Learner
LF	: Language Function	Cb	: Context-based
E	: Expression	TA	: Teaching Aids
V	: Vocabulary		

In the “Th” column, the main topic of every unit was presented. There were three themes chosen, namely transportation, public places, and animals. In “LO” column, the objective of the learning was presented. The indicators were written in the “I” column. There were two indicators for each theme. Moreover, the materials were divided into four columns consisting of language function (LF), expression (E), vocabulary (V), and grammar (G). In “LF” column, the use of

language for communicating was presented. Mostly, the language function was about asking and getting information. The expressions included in each theme were presented in the “E” column. Furthermore, a list of vocabulary used in each theme was presented in the “V” column. The grammar was also included in the “G” column.

In addition, there was also the “TLA” column. It consisted of activities the teacher and learners should do while they were learning English. It was added to replace the use of lesson plan. It was expected that by adding the column, the teacher would feel easier to teach the learners. Moreover, there was the “Cb” column which function was to present the context-based materials including in the product. The media used were also presented in the “TA” column.

3. Developing the product

The product was made after the course grid was formulated well. The product was made in first, second, and final draft. However, there were some steps done previously such as collecting materials, designing the media, and designing the layout. Furthermore, the steps are presented as follows.

a. Collecting the materials

After the themes were decided, the materials were started to collect. In collecting the materials, there were some resources used. Mostly, the materials were collected through browsing from the internet. The reason was the materials would be more various than adapting from the books. However, the book was also used as the source of the games. The materials collected were in the form of

pictures, songs, and games. In the process of collecting the materials, some problems existed. The first problem was that the pictures needed were not always available in the internet. Therefore, the researcher should browse over and over again to find the most suitable pictures to illustrate the topic. The second problem was the quality of the pictures found was sometimes not good enough. It means that if they were made bigger to fit the book size, they would be in a bad quality. The song aimed to present also had to be changed because the lyrics were considered too long for the learners. Fortunately, those problems were not such big constraints in developing the materials.

b. Designing the media

The media were designed after the activities in each unit were decided. The media were used to attract the learners in learning the materials. It was expected that by using interesting media, the learners would be more attracted to learn English. Thus, the media used were various. They were some flashcards, puppet sticks, boards, maps, cards, and coloured papers. The flashcards were mostly used to explain the materials in the beginning of the lesson. They were colorful and big so the learners would be interested in seeing them. The puppet sticks were made for the song. They were created to make the learners did some actions instead of only listening to the music and singing. The expectation was that they would make the learners easier to remember the song. The boards, maps, cards and coloured papers were also used to support the learners in playing the games. Overall, the media were created to make the learners more enjoyable in

learning English and it was expected that they would be easier to remember the vocabulary in each unit.

c. Designing the layout

The layout was designed as interesting as possible for the learners. It had colourful pages because the learners were nine to ten years old. There was a picture on the top page of each unit which indicated the topic. There was also page number on the bottom page of each unit. In the opening of each unit, there was an illustration about what would be learned in the unit. Because of the researcher's limitation in mastering the graphic design, the layout was made by using Microsoft Word. However, it was made as attractive as possible so the learners would not be annoyed to open the book.

d. Creating the draft of the book


The product of this research was a book consisting of context-based materials for nine-to-ten-year-old learners in Yogyakarta. The title was "Flying with English". There were three units. The first unit was about transportation. There were ten activities in the unit. The second unit was about public places. There were nine activities in the unit. The last unit was about animals. There were nine activities in the unit. Furthermore, the activities of each unit are presented below.

1) Unit 1

UNIT 1

It Goes Choo-Choo-Choo.

Theme illustration



Description of the unit (what will be learned)

Task 1

In this task, the learners were asked to pay attention to the teacher. The teacher explained the vehicles learned using flashcards. The complete form is in Appendix G.

Task 2

In this task, the learners were asked to listen to the teacher's description about some vehicles. The complete form is in Appendix G.

Task 3

In this task, the learners were asked to group the vehicles based on the way they run through. The complete form is in Appendix G.

Task 4

In this task, the learners sang together with the teacher. The song's title was "We All Go Travelling By". Both of them also did some actions using the puppet sticks which represented the vehicles and their sounds. The complete form is in Appendix G.

Task 5

In this unit, the learners were asked to decide which vehicles were mentioned in the song. They were asked to choose stickers and put them on the columns prepared. The complete form is in Appendix G.

Task 6

In this task, the learners were asked to pay attention to the teacher. The teacher would explain parts of the vehicles. There were five vehicles with different parts explained. The teacher used flashcards to deliver the materials. The complete form is in Appendix G.

Task 7

In this task, the learners were asked to write about the parts of vehicle. There was an example of how to do the task. The complete form is in Appendix G.

Task 8

In this task, the learners were asked to read a simple paragraph about a special vehicle in Yogyakarta. The sentences were completed with pictures so the learners would not be confused. The complete form is in Appendix G.

Task 9

In this task, the learners were asked to find the right and wrong information based on the text they had read. The complete form is in Appendix G.

Task 10

In this unit, the learners did a game. The game was “Transportation Quartet”. The rules were presented. However, if the learners did not understand yet, the teacher should give a further explanation. The complete form is in Appendix G.


Reflection

In this part, the learners were asked to decide which things they had understood and which one had not yet understood after they learned the unit. They were asked to put some stickers beside the picture. The “smile” sticker was for things they had understood and the “confused” sticker was for things they had not understood yet.

Tree star

In this part, the learners were asked to stick stars they had got during the lesson. However, it was their choice whether they wanted to put the stars or not.

2) Unit 2

UNIT 2	
<i>The Market is Near the Hotel.</i>	
Theme illustration	
	Description of the unit (what will be learned)

Task 1

In this task, the learners were asked to write the names of public places based on the pictures presented. There were five pictures. The complete form is in Appendix G.

Task 2

In this task, the learners were asked to pay attention to the teacher. The teacher explained the public places learned using flashcards. The complete form is in Appendix G.

Task 3

In this task, the learners were asked to name the public places based on the pictures. The complete form is in Appendix G.

Task 4

In this task, the learners were asked to pay attention to the Yogyakarta map. There were some public places on the map. Together with the teacher, the learners identified public places on the map. The complete form is in Appendix G.

Task 5

In this unit, the learners were asked to write public places near the streets as mentioned by the teacher. The complete form is in Appendix G.

Task 6

In this task, the learners were asked to pay attention to the preposition illustration. If looking at the pictures did not make the learners understand yet, the teacher should explain it. The complete form is in Appendix G.

Task 7

In this task, the learners were asked to decide whether the picture illustration matched the preposition mentioned or not. The complete form is in Appendix G.

Task 8

In this task, the learners were asked to write using the prepositions and public places learned. There was an example for this task. The complete form is in Appendix G.

Task 9

In this unit, the learners did a game. The game was “Town Planning”. The rules were presented. However, if the learners did not understand yet, the teacher should give a further explanation. The complete form is in Appendix G.

Reflection

In this part, the learners were asked to decide which things they had understood and which one they had not understood yet after they learned the unit. They were asked to put some stickers beside the picture. The “smile” sticker was for things they had understood and the “confused” sticker was for things they had not understood yet.

Tree star


In this part, the learners were asked to stick stars they had got during the lesson. However, it was their choice whether they wanted to put the stars or not.

3) Unit 3

UNIT 2

Do I Have Four Legs?

Theme illustration



Description of the unit (what will be learned)

Task 1

In this task, the learners were asked to pay attention to the teacher. The teacher explained the animals learned using flashcards. There were ten animal pictures. The teacher also asked about their sounds in English. The complete form is in Appendix G.

Task 2

In this task, the learners were asked to arrange some letters into words. The words would be the names of the animals. There were pictures and clues to ease the learners. The complete form is in Appendix G.

Task 3

In this task, the learners were asked to match the animals and their sounds. The complete form is in Appendix G.

Task 4

In this task, the learners were asked to pay attention to the Gembira Loka Zoo map. There were some animals on the map. Together with the teacher,

the learners would identify the animals on the map. The complete form is in Appendix G.

Task 5

In this unit, the learners were asked to make their own zoo. They had to put a certain animal picture on a certain number. They had to listen to the teacher's instructions. The complete form is in Appendix G.

Task 6

In this task, the learners were asked to pay attention to the teacher. The body parts of animals would be presented. The teacher used flashcards to explain them. The complete form is in Appendix G.

Task 7

In this task, the learners were asked to find and write the missing body parts. There was an example for this task. The complete form is in Appendix G.

Task 8

In this task, the learners were asked to write an essay using the body parts and names of animals learned. There was an example for this task. The complete form is in Appendix G.

Task 9

In this task, the learners were asked to complete simple descriptions about animals. The complete form is in Appendix G.

Task 10

In this unit, the learners did a game. The game was “Animal Sounds”. The rules were presented. However, if the learners did not understand yet, the teacher should give a further explanation. The complete form is in Appendix G.

Reflection

In this part, the learners were asked to decide which things they had understood and which one they had not understood yet after they learned the unit. They were asked to put some stickers beside the picture. The “smile” sticker was for things they had understood and the “confused” sticker was for things they had not understood yet.

Tree star

In this part, the learners were asked to stick stars they had got during the lesson. However, it was their choice whether they wanted to put the stars or not.

B. Product Evaluation and Revision

As the first draft of the book finished, the evaluation was done. It was done by asking comments and suggestions from an expert. There are 40 questions addressed to the expert. After the first draft of the book was evaluated, it would be the second draft of the book. It was the book implemented to the learners. Then, the second draft of the book was evaluated by asking comments and suggestions from the English teachers. They were asked to fill the questionnaire prepared. The

learners were also asked to give comments and suggestions about the second draft through interview. Furthermore, the evaluation and revision are presented below.

1. The evaluation and revision of the first draft of the book

As mentioned previously, the researcher asked an expert in developing materials for young learners. She was given a questionnaire consisted of 37 statements answered by using *Likert Scale* and three open-ended questions. Furthermore, the open-ended questions were given to find out her opinions and suggestions to revise the first draft of the book. The results of questionnaire calculations can be seen in Appendix F while the opinions and suggestions are resumed as follows.

a. Unit 1

In Unit 1, the expert thought that the materials were feasible. Unit 1 is categorized “good” with the mean percentage 74.8%. Moreover, the complete calculation result of Unit 1 can be seen in Appendix F. However, there were some parts needed to revise. The resume of the evaluation and revision of Unit 1 is presented below.

Table 4.14 **The Evaluation and Revision of Unit 1 from the Expert**

Evaluation	Revision
The input is less.	The input was added.
The instructions were too complex for young learners.	The instructions were made simpler for young learners.
There were some pictures which had bad resolution.	The pictures were edited.
There was some layout setting which blocked some sentences so they couldn't be seen.	The layout was revised.
There is no example of how to sing the song and say the names of vehicles.	A CD consisting of examples of how to sing the song and say the names of vehicles was given.
The reflection part was hard to do for young learners.	The reflection part was changed into the easier one.

b. Unit 2

In Unit 2, she gave mostly the same comments as she gave in Unit 1. The materials in Unit 2 were feasible and they were categorized “good” with the mean percentage 81.91%. Furthermore, the complete calculation result of Unit 2 can be seen in Appendix F. Although the materials were feasible, there are some parts needed to revise in Unit 2 based on the expert's suggestions. The resume of her suggestions is presented below.

Table 4.15 **The Evaluation and Revision of Unit 2 from the Expert**

Evaluation	Revision
The input is less.	The input was added.
The instructions were too complex for young learners.	The instructions were made simpler for young learners.
The pictures used were not in the same kinds.	The pictures were edited.
The tasks were not in sequence.	The tasks were edited in sequence.
The map was not clear.	The map was deleted.
The reflection part was hard to do for young learners.	The reflection part was changed into the easier one.

c. Unit 3

The evaluation in Unit 3 was not different from the other units. The tasks were feasible but they were needed to revise. Moreover, the materials were categorized “good” with the mean percentage 82.65%. The complete calculation result of Unit 3 is presented in Appendix F while the expert’s evaluations and suggestions are presented below.

Table 4.16 The Evaluation and Revision of Unit 3 from the Expert

Evaluation	Revision
The input is less.	The input was added.
The instructions were too complex for young learners.	The instructions were made simpler for young learners.
The audio files of animal sounds were needed.	The audio files were added.
The tasks were not in sequence.	The tasks were edited in sequence.
The map was not clear.	The map was deleted.
The reflection part was hard to do for young learners.	The reflection part was changed into the easier one.

Overall, the tasks in the book could be applied to teach young learners because they were appropriate. However, based on the opinions and suggestions from the lecturer and English teacher, the revision should be done first before the book was implemented. The revision was done for all of the aspects. After the revision, the book would be the second draft and it was ready to be implemented to young learners.

2. The evaluation and revision of the second draft of the book

In evaluating the second draft of the book, the questionnaire was distributed to ten English teachers. There were 40 questions consisting of 37 questions answered by using *Likert Scale* and three open-ended questions. The

open-ended questions were aimed for getting opinions and suggestions as many as possible to make a better product. The result of the questionnaire was calculated using Microsoft Excel. The calculations are presented below.

Table 4.17 The Result of Teachers' Evaluation about the Goal and Methodology

Result	Question Number									
	1	2	3	4	5	6	7	8	9	10
Mean Score	0.9	0.875	0.85	0.875	0.9	0.875	0.9	0.875	0.825	0.85
Total Score	36	35	34	35	36	35	36	35	33	34
Percentage of Items	90%	87.5%	85%	87.5%	90%	87.5%	90%	87.5%	82.5%	85%

It could be shown from the table that the percentage of each item was more than 60%. If it was referred to the feasibility criteria proposed by Sugiono (2012), the goal and methodology were categorized as good. Thus, the methodology and the goal were suitable for the learners.

Besides, the English teachers were also asked to evaluate the content, sequence, and instruction of the tasks. There were 24 questions related to those things. The result is presented below.

Table 4.18 The Result of Teachers' Evaluation about Content, Sequence, and Instructions

Result	Question Number									
	11	12	13	14	15	16	17	18	19	20
Mean Score	0.9	0.875	0.8	0.85	0.875	0.825	0.875	0.875	0.925	0.9
Total Score	36	35	32	34	35	33	35	35	37	36
Percentage of Items	90%	87.5%	80%	85%	87.5%	82.5%	87.5%	87.5%	92.5%	90%

(continued)

(continued)

Result	Question Number			
	21	22	23	24
Mean Score	0.9	0.925	0.875	0.95
Total Score	36	37	35	38
Percentage of Items	90%	92.5%	87.5%	95%

The result showed that the percentage of each item was more than 60%. It means that the content, sequence, and instructions were good. Thus, the book was feasible without changing the content, sequence, and instructions.

The comments about layout, typesetting, and illustrations were also asked. There were nine questions to get the teachers' opinions about the layout of the book. The result is presented below.

Table 4.19 The Result of Teachers' Evaluation about Layout, Typesetting, and Illustrations

Result	Question Number								
	25	26	27	28	29	30	31	32	33
Mean Score	0.875	0.95	0.875	0.825	0.85	0.8	0.925	0.875	0.925
Total Score	35	38	35	33	34	32	37	35	37
Percentage of Items	87.5%	95%	87.5%	82.5%	85%	80%	92.5%	87.5%	92.5%

From Table 4.17 above, it could be seen that the percentage of each item was more than 60%. It means that the layout, typesetting, and illustrations were good. However, in the open-ended questions, there were suggestions to pay attention to the layout. There was layout which needed to be edited in some pages. Based on the suggestion, the layout would be edited.

Furthermore, the teacher's guide book was also evaluated. There were four questions asked. The result is presented below.

Table 4.20 The Result of Teachers' Evaluation about the Teacher's Guide Book

Result	Question Number			
	34	35	36	37
Mean Score	0.925	0.775	0.675	0.675
Total Score	37	31	27	27
Percentage of Items	92.5%	77.5%	67.5%	67.5%

The table shows that the teacher's guide book was good and it could be used. However, based on the open-ended questions, there were some suggestions related to it. The first suggestion was the book should provide complete activities for the teachers. The second suggestion was there should be assessment of the tasks. The researcher accepted the suggestions because they were good. Moreover, there was also a suggestion about the book for the learners. The vocabulary list should be provided so the learners knowhow to pronounce the words. This suggestion was also accepted.

Overall, the product was feasible. The mean of percentage was 86.6% which could be categorized as very good. However, there were some parts of the book which needed to revise. After the revision, the book would be the end product of the research.

C. Results of Product Testing

As mentioned previously, the materials used for the implementation were the second draft of the book which had been evaluated by the expert. All of the units were implemented to nine-to-ten-year-old learners. The implementation took place at SD N Keputran 1 Yogyakarta. It could be described as follows.

1. The implementation of unit 1

The first implementation of unit 1 was conducted on May 5, 2015. There was a collaborator who accompanied the researcher. At the very beginning of the lesson, the teacher greeted the learners. The learners answered the teacher's greeting cheerfully. Then, the learners were asked about public places that they had ever ridden. The answers were various. There are many of them mentioning names of vehicles such as train, bus, plane, ship, etc. The class became very noisy because they answered the questions in the same time.

Then, the book was given. After that, the learners were asked to have a look at Task 1. They had to read the instruction first before they did the task. The first task was not a problem for them because all of them could do it well. Their answers were discussed together. Then, they had to listen to the teacher's explanation about kinds of vehicles. Flashcards were used to deliver the materials. They were enthusiastic to listen to the teacher's explanation. If the teacher asked a question, they could respond well. The learners were also asked to spell the names of the vehicles. They could do it well. In this activity, the discussion about the vehicles was done interactively where the learners could respond to the teacher's questions very well.

The learners, then, were asked to group the vehicles based on the way they run through. They did the task by discussing with friends. They tried to do the task very well. If there were some things they did not understand about the task, they asked the teacher bravely. After the time to do the task was up, the learners were asked to share their answers. It was done by sticking the pictures on the right group. The learners were very enthusiastic to come in front of the class to stick the pictures. However, only nine of them got the pictures. After they finished sticking the pictures, the answers were discussed together. The answers were all correct.

Then, they were asked to make four groups. In the time of making groups, the class was very noisy. It took a long time for negotiation because they kept changing their minds about how to make a group. However, they finally could make four groups. The groups were made for the singing activity. For the activity, the learners were given some puppet sticks. The sticks had pictures of the vehicles and their sounds. Unfortunately, the time was up. The learners had to continue their other lessons in that day.

The activities were continued on May 12, 2015. The learners were asked to make groups like the last week group. Now, they could make the group without much noise. The puppet sticks, then, were given. Each learner in the group must hold minimal one puppet stick. There were twelve puppet sticks for the activity. After that, the learners were asked to raise the puppet stick that the teacher mentioned. The teacher gave an example of how to sing the song. The song was sung by presenting some actions such as putting the “spy” stick in front of the face, putting the “hear” stick near one ear, raising the sticks, and waving the

sticks. The learners could listen and act according to the song very well based on the example. Each group had to sing the song by turn. After the learners finished singing the song, they had to decide what kinds of vehicles were in the song. They could do this task well. For the reward, the teacher gave a star for every learner.

The next activity was about parts of the vehicles. The learners were asked to listen to the teacher's explanation. The discussion was done. The learners could respond to the questions well. In this activity, the learners were also explained about the concept of plural and singular. Firstly, they seemed confused. However, they could understand after the teacher gave many examples. They could mention the form of plural and singular orally. The concept related to the next activity. Those who had understood the concept would feel easy to do the next task. However, those who had not understood the concept well would feel confused to do the next activity. The teacher gave more guidance for them who had not understood the concept yet. They could do the activity well. As a reward, the teacher gave them a star.

The reading activity was skipped because the time was limited. Thus the last activity of unit one was done. The last activity was a game. In the game unit, the learners were asked to play in pairs. Each pair would be given a set of cards. There were four cards per set that consisted of pictures of a vehicle, its sound, its part, and its way to run though. They were asked to collect the right match for the four pictures. They had to exchange the cards they need to collect by asking questions to other pairs until finding their cards. The game went very well because they had to speak in English to exchange the cards. There were some pairs who

could collect the correct match before the time for the game was up. As a reward, the teacher gave three stars for those who succeeded in collecting the right match.

2. The implementation of unit 2

Unit 2 was implemented on May 25, 2015. A collaborator also accompanied the researcher. The class started by greeting the learners. After that, the first activity was done. The learners were asked to write the names of public places based on the pictures. They were familiar with the pictures because all of the pictures were public places in Yogyakarta. The answers were discussed together. The learners could do it well. Then, they were asked to listen to the teacher's explanation. There were pictures of public places presented. The discussion about the pictures was done well. After that, the learners were asked to match the public places and their names. Some of them could not remember the name well so they needed guidance from the teacher. After the time was up, the answers were discussed together.

The next activity was having a look at the Yogyakarta map. In this activity, the learners could see many public places and the names of streets in Yogyakarta. They had to identify which public places were near which streets. The discussion was done. They were asked by the teacher orally and many of them could answer the questions. They answered the questions enthusiastically. Then, the teacher wrote three street names and the learners had to find public places near the street and write them down in the column prepared. Many of them could do well but there were some of them who were still confused. However, they finally could do the task well after the teacher gave guidance.

Then, the learners were asked to have a look at the preposition illustration. They were given time to do the activity and might ask the teacher if they could not understand the illustration. After that, there was a discussion about the preposition. For deeper understanding, the learners were shown direct examples to explain the preposition. Two activities were skipped after the previous activity. Finally, the learners did the last activity which was a game. The game was “Town Planning”. In this game, they had to make groups of four. Then, they were given a map and board. Firstly, they drew the map on the board. They had to put the public places based on the map instructions. It took a long time to do this activity. Actually, they should exchange the map with other groups. However, because of time limitation, they could not exchange the map.

3. The implementation of unit 3

The last unit was implemented on May 27, 2015. The collaborator accompanied the researcher. The teacher greeted the learners. After that, the learners were asked some questions related to the topic. They could respond to the questions well. Then, they were shown some animal pictures. They could recognize the pictures and mention the names. They were also asked the sounds of the animals. They still did not really know some animal sounds in English. However, after the teacher explained the sounds, they seemed to understand the sounds. The task in which they had to arrange the letters into the words were done well. They also could match the animals and their sounds. It took much time to do those activities.

Then, the learners were given the Gembira Loka Zoo map. In this activity, the learners could see many animals in the zoo. They had to identify which animals they were. The discussion was done. They were asked by the teacher orally. Many of them could answer the questions. They answered the questions enthusiastically. After that, they were asked to make their own zoo. They had to make groups of four. They had to listen to the teacher's instructions in putting which animals on which numbers. They listened to the instructions seriously. The result was good as they could match the animals and the numbers.

They, then, were asked to listen to the teacher. They were shown body parts of some animals. Some body parts were familiar for them so they were easy to understand the body parts of the animals. A discussion was done in this activity. After that, they were asked to find the missing body parts. They could do well but there were some of them who still could not remember the names well. They flipped the previous page to find out the names. Then, one activity was skipped. The last activity was directly done. It was a game. The game is "Animal Sounds". They should make groups of eight to nine. They had to draw five animals on the paper prepared. The drawing did not need to be well-done but clear enough to see. They, then, exchanged the drawing with other groups' drawing. The game began with making a line. There was one member of the group who was facing backwards other members. The pictures were stuck on his or her back. He or she had to guess what pictures it was by asking questions. The other members had to respond to the questions. They took turns to be the one guessing

the picture. Because of the limitation of the time, there were only three pictures guessed. As a reward, the teacher gave three stars.

Overall, the learners enjoyed the learning activities. It was shown by their attitude to skip the break time. The reward also made them more enthusiastic to follow or do the activities prepared.

D. Discussion of the Final Product

This part discussed the findings based on the research instrument distributed to respondents and the description of the final product. The instrument used was an evaluation questionnaire. It was used to get opinions and suggestions from the respondents who are English teachers. Some revisions were done based on the findings. Then, the final product was produced. Furthermore, the description of the final product is presented below.

1. The book (a book with context-based materials)

The title of the book was “Flying with English”. There were three units in the book. The first unit was about transportation. The title was “It Goes Choo-Choo-Choo.” There were ten activities in this unit. The second unit was about public places. The title was “The Market is Near the Hotel.” There were nine activities in this unit. The last unit was about animals. The title was “Do I Have Four Legs?”. It offered ten activities. In addition, there was also reflection part in every unit. The reflection could be done by putting stickers. The learners also would be motivated by giving rewards. The rewards were stars. There was different star amount among the tasks.

As suggested by the teachers in the evaluation, the book was added with vocabulary list. It was completed with the transcripts so the learners could practice to pronounce the words. It was expected that the book would be a good source to learn English using context-based concept for nine-to-ten-year-old learners.

2. The teacher's guide book

The guide book consisted of the introduction of the book, the course grid which is theme-based, steps to deliver the materials, answer keys, and portfolio assessment. The steps were described as good as possible to make the teaching and learning activities successful. The language was bilingual so it was expected that English teachers who did not have English education background could use the book to support the teaching and learning activities.

E. Limitation of the Product Development

In doing the research, there were some limitations. Firstly, because the product was context-based materials for learners in Yogyakarta, it could not be used in other cities. Although it could be probably used in other places outside Yogyakarta, the result would not be maximal. The learners would be probably confused to follow the activities. Furthermore, the materials were for young learners who were nine to ten years old. It would be still appropriate for those who were eleven years old but it would be too easy for those who were more than eleven years old.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions of the Product Development

The research conducted is classified into a Research and Development (R & D) study. The objective is to develop an effective product that can be applied for educational programs. This research was conducted according to a research procedure proposed by Borg and Gall (1983). However, because of some constraints, the procedure was simplified into analyzing needs, writing the course grid, writing the first draft, evaluating and revising the first draft, implementing the second draft, evaluating and revising the second draft, and writing the final draft.

Questionnaires, interview guidelines, and observation guidelines were some instruments used to gain the data for the research. The questionnaires were used to get data for needs analysis and evaluation. The interview guidelines were also used to get the data for the needs analysis. The observation guidelines were used to record the process of implementation.

The results of the needs analysis were the learners needed more interesting activities. They mostly wanted to sing songs and do games. Two products have been designed in this study. They are a learners' workbook and teachers' guide book. In designing the product, there were four steps, namely collecting materials, designing the media, designing the layout, and designing the product.

1. Learners' workbook

The title of the book is "Flying with English". The book consists of context-based materials for nine-to-ten-year-old learners in Yogyakarta. There are three units in the book. The first unit is about transportation. The title is "It Goes Choo-Choo-Choo". There are ten activities in this unit. The second unit is about public places. The title is "The Market is Near the Hotel." There are nine activities in this unit. The last unit is about animals. The title is "Do I Have Four Legs?" There are ten activities in this unit. In addition, there is also reflection part in every unit. The reflection can be done by putting stickers. The learners also will be motivated by given rewards in the form of stars. There are a number of stars among the tasks. Furthermore, the book also has vocabulary list. It is completed with the transcripts so the learners can practice to pronounce the words.

2. Teachers' guide book

The guide book has the same title. It consists of introduction, course grid, steps to deliver the materials, answer keys, and assessment of the tasks. The steps are described as good as possible to make the teaching and learning activities successful. The language is bilingual so it is expected that the English teachers who do not have English education background can use the book to support the teaching and learning activities.

Based on the results of the study, the book is one good media to teach English for young learners. There are three aspects proving that the book is good. The first aspect is the activities help the learners' physical development because there are some students which demand movement. The second aspect is the

activities help the learners' social development because there are some of those who need pairs or groups in learning. The last aspect is the activities help the learners' cognitive development because all of those make the learners think.

B. Suggestions

In reference with the conclusions, the researcher gives some suggestions for the following parties.

1. For English teachers of young learners

The ways to teach young learners must be different from the ways to teach adults. The materials should be chosen carefully. They also have activities to improve the cognitive, physical, and social development of young learners. Context-based materials can be considered as good materials for young learners since context makes them learn English easier. In addition, the media to deliver the materials should be designed as interesting as possible. The interesting materials will make the learners enthusiastic to learn English.

2. For material developers for young learners

In developing the materials for young learners, many aspects should be considered. The first aspect is about age. It is because learners with different age have to get different difficulty level of the tasks so they will not be bored. The second aspect is about the location where young learners live. Making materials by associating the materials and the environment will create a good combination. The third aspect is about layout. As the materials are for young learners, the layout should be made as interesting as possible.

3. For book publishers

Book publishers should carefully select the books they will release. Sometimes, there are books of which materials are not appropriate for young learners. Therefore, the contents must be studied and observed carefully before the books are published. Book publishers also have to pay attention to the layout of the books. The books must be made as creative as possible that draw the attention of young learners.

4. For other researchers

For other researchers who want to develop the same product, they should be careful in choosing the materials. The media also have to be made more engaging. It is expected that other researchers who want to develop the same product can improve the quality of the materials, media, and layout. Thus, the book would be more acceptable to use in language learning.

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APPENDIX A

THE LIST OF LEARNERS AND ENGLISH TEACHERS

The List of Learners

Name	Sex	Age
Alisha Luthfannisa Hanania	Girl	10
Amara Ayu Dewarani	Girl	10
Andika Rangga Rakhmandhani	Boy	10
Angela Clarrisa Kayla Witha	Girl	9
Ataullah Fazle Rabbisyah	Boy	9
Aulia Rizqon Firdaus	Boy	9
Bimas Muhammad Saddam S.	Boy	10
Briliana Heristia	Girl	10
Dewa Sangga Pradata Wiryasumar	Boy	9
Faradhina Rahmayidin	Girl	9
Farhan Wijayanto	Boy	9
Ferhesa Hesta Zeizara	Girl	10
Haura Hasna Khamila	Girl	10
Indah Dwi Melani Putri	Girl	9
Karina Nawwal Afla	Girl	9
Keenan Wisnutama Inez Saputra	Boy	9
Khonsa Khoirun Nisa Anwar	Girl	10
Lana Fitria Dewani	Girl	9
Naomi Muzayanah Sukma Putri	Girl	10
Nurma Buana Driessen	Girl	9
R.A. Dian Anindya	Girl	10
Reza Aldea Putra	Boy	10
Sekar Wangi Qurrota A'yun	Girl	10
Tanala Hangno	Boy	10
Taya Mutiara Anggraeni	Girl	10
Yukri Andriani Astuti	Girl	9
Zaidan Reynard Khairan	Boy	10

The List of the Expert and English Teachers

Name	Occupation	Institution
B. Yuniar Diyanti, M.Hum	Lecturer	Yogyakarta State University
Anik Dwiyanti, S.Pd.	English teacher, tutor	SD N Keputran 1 Yogyakarta, English Fun Learning SD N Bantul Manunggal
Anta Ibnu Marzuq Arum	Tutor	EFC UNY 2014, EFH UNY 2014
Dita Arintia	Tutor	EFC UNY 2014
Intan Puspita Sari	Tutor	FEC UNY 2015, LCI
Muhammad Agung Saputra	Tutor	FEC UNY 2014, EFH UNY 2014
Muh. Yusuf Arif Nur Rahmat	Tutor	FEC UNY 2014, EFH UNY 2014
Pamela Yeni Purwastri, S.Pd.	Tutor	FEC UNY 2014, EFH UNY 2014
Ristiani Primaningsing, S.Pd.	English teacher, tutor	SD N Ngijon 2, FEC UNY 2014, EFH UNY 2014
Rofingah Juni Astuti	Tutor	FEC UNY 2015, EFH UNY 2015
Saras Dhona Septia, S.Pd.	Tutor	FEC UNY 2014, EFH UNY 2014, Bright English Course

APPENDIX B

RESEARCH INSTRUMENTS

Needs Analysis Questionnaire

Kuesioner Evaluasi Materi untuk Guru/ Dosen Bahasa Inggris

Kuesioner ini bertujuan untuk memperoleh tanggapan terhadap materi yang telah dibuat. Hasil kuesioner ini akan digunakan untuk meningkatkan kualitas materi. Sebagai responden penelitian, Anda diminta untuk memberikan tanggapan secara objektif.

Identitas Responden

Nama :

Pekerjaan :

Pendidikan : *Diploma/S1/S2/S3/lainnya

Pengalaman mengajar :bulan/tahun

Institusi :

.....

.....

.....

* coret yang tidak perlu

Anda diminta untuk memberikan pendapat dengan memberikan tanda centang (v) pada beberapa pernyataan berdasarkan kriteria berikut:

SA : sangat setuju

A : setuju

D : tidak setuju

SD : sangat tidak setuju

No.	Pernyataan	Pendapat			
		SA	A	D	SD
Silabus					
1.	Materi yang dibuat sesuai dengan standar kompetensi.				
2.	Indikator-indikatornya terformulasi dengan baik.				
3.	Judul dalam setiap unit menarik untuk anak-anak.				
4.	Materi yang dibuat mengandung bermacam-macam aktivitas dan media yang mendukung pembelajaran bahasa.				
5.	Materi yang dibuat memberikan kosakata yang cukup yang berhubungan dengan topik.				
6.	Input (gambar, teks, lagu, dll) yang diberikan pada setiap unit sesuai dengan topik.				
7.	Input yang diberikan bervariasi dan menarik.				
8.	Input yang diberikan sesuai untuk level bahasa anak-anak.				
9.	Input yang diberikan memotivasi anak-anak untuk mengerjakan semua kegiatan yang ada.				
10.	Materi sesuai untuk anak-anak umur sembilan sampai sepuluh tahun.				
Isi Materi					
11.	Isi-materi yang dibuat cocok untuk kebutuhan anak-anak (berdasarkan karakteristik anak-anak dan hasil dari analisis kebutuhan).				
12.	Aktivitas-aktivitas yang dibuat sesuai dengan level bahasa anak-anak.				

13.	Melalui aktivitas-aktivitas yang dibuat, anak-anak diberikan kesempatan untuk menggunakan bahasa Inggris untuk berkomunikasi langsung.				
14.	Kegiatan-kegiatan yang dibuat membantu anak-anak untuk belajar dan menguasai kosakata bahasa Inggris.				
15.	Aktivitas-aktivitas yang dibuat cocok untuk memperkenalkan atau mengajar bahasa Inggris untuk anak-anak.				
16.	Aktivitas-aktivitas yang dibuat memberikan ilmu baru untuk anak-anak.				
17.	Perintah-perintah yang dibuat mudah dipahami oleh anak-anak.				
18.	Kalimat-kalimat yang ada di soal memiliki tata bahasa dan tanda baca yang benar.				
19.	Berbagai media yang menarik digunakan untuk membantu anak-anak memahami pelajaran.				
20.	Kegiatan-kegiatan di soal dibuat dengan baik berdasarkan topik.				
21.	Kegiatan-kegiatan yang dibuat membutuhkan partisipasi aktif anak-anak.				
22.	Aktivitas-aktivitas yang dibuat mengandung empat ketrampilan bahasa (<i>listening, speaking, reading, dan writing</i>).				
23.	Aktivitas-aktivitas dibuat dari yang paling mudah ke soal yang lebih susah.				

24.	Aktivitas-aktivitas dikerjakan dengan berbagai cara (secara individual, berpasangan, kelompok, dan satu kelas bersama-sama).				
25.	Ilustrasi di dalam aktivitas membantu anak-anak untuk memahami materi.				
26.	Ilustrasi yang digunakan menarik dan sesuai untuk anak-anak umur 9-10 tahun.				
27.	Urutan materi mudah diikuti.				
28.	Halaman buku dibuat dengan baik.				
29.	Desain buku menarik untuk anak-anak.				
30.	Desain buku jelas dan tidak terlalu kompleks.				
31.	Warna gambar dan ilustrasi yang digunakan jelas dan menarik.				
32.	Aktivitas-aktivitas dibuat dengan huruf dan ukuran huruf yang jelas.				
33.	Ukuran buku pas.				
Buku Panduan Guru					
34.	Buku panduan guru mempermudah dalam menyampaikan materi.				
35.	Buku panduan guru yang dibuat jelas dan menarik.				
36.	Buku panduan mempermudah dalam memberikan penilaian.				
37.	Bahasa yang digunakan bisa dimengerti oleh guru dengan latar belakang bukan bahasa Inggris.				

38. Apakah pendapat Anda mengenai buku yang dibuat secara keseluruhan?

.....

39. Menurut Anda, apakah kelemahan-kelemahan dari buku yang dibuat?

.....

40. Apakah saran Anda untuk meningkatkan kualitas buku yang telah dibuat?

.....

Berdasarkan pendapat di atas, dapat diambil kesimpulan bahwa:

- a. Buku yang dibuat dapat digunakan tanpa revisi (*feasible without revision*)
- b. Buku yang dibuat dapat digunakan dengan revisi (*feasible with revision*)
- c. Buku tidak dapat digunakan (*not feasible*)

Terimakasih

Interview Guidelines for Learners

1. Siapa namamu?
2. Berapa umurmu?
3. Apakah yang kamu lakukan selama pelajaran bahasa Inggris?
4. Sukakah kamu jika pelajarannya seperti itu?
5. Kegiatan-kegiatan apa yang kamu sukai?
6. Kegiatan-kegiatan apa yang kamu mau?
7. Topik apa yang kamu sukai dalam pelajaran bahasa Inggris?
8. Sukakah kamu menonton video?
9. Video seperti apa yang kamu suka?
10. Sukakah kamu membaca cerita?
11. Cerita seperti apa yang kamu suka?
12. Kamu lebih memilih gambar kartun apa yang nyata?
13. Sukakah kamu bermain?
14. Permainan seperti apa yang kamu sukai?
15. Sukakah kamu mendengarkan lagu?
16. Lagu seperti apa yang kamu sukai?

Interview Guidelines for the English Teacher

1. Siapakah nama ibu?
2. Apakah pendidikan terakhir ibu?
3. Sudah berapa lama ibu mengajar di sini?
4. Bagaimanakah kebiasaan belajar siswa?
5. Apakah ada kesulitan dalam mengajar? Jika iya, apa saja?
6. Dari mana saja sumber belajarnya?
7. Apa saja materi yang sudah disampaikan?
8. Menurut ibu, materi untuk anak-anak seharusnya seperti apa?
9. Pernahkah mendengar context-based materials?
10. Menurut ibu, bagaimana kalau materi tersebut diterapkan di bahasa Inggris?


APPENDIX C

THE COURSE GRID

THE COURSE GRID

FLYING WITH ENGLISH: CONTEXT-BASED MATERIALS FOR NINE-TO-TEN-YEAR-OLD LEARNERS IN YOGYAKARTA

Unit 1 (It Goes Choo-Choo-Choo.)


Theme	Learning Objective	Indicators	Learning Materials				Teaching and Learning Activities		Context-based	Teaching Aids
			Language Function	Expression	Vocabulary	Grammar	Teacher	Learners		
Transportation	Children are able to identify different kinds of transportation.	1. Children can mention different kinds of transportation by land, air, and sea. 2. Children can mention different parts of transportation by land, air, and sea.	Asking and giving information.	<ul style="list-style-type: none"> The car has two wheels. The plane has two wings. The bus runs by land. The train has a chimney. I need a bus card. Do you have a bus card? Yes, I do. No, I don't. 	Car, bus, bicycle, train, stagecoach, plane, helicopter, ship, boat, rocket, wheel, saddle, wing, chimney, bow, by land, by sea, by air.	S + has + O Do + S + have + O + ? Yes, I do. No, I don't. Singular (A/An) A bus A wheel Plural (+s/es) Two buses Four wheels	Routines: 1. Greeting the learners. 2. Saying a prayer. Pre-teaching: 3. Introducing the theme to the learners by asking the learners about vehicles they ever ride. While-teaching: Presentation: 4. Showing different kinds of transportation by land, air, and sea using flashcards.	Routines: 1. Greeting the teacher. 2. Saying a prayer. Pre-teaching: 3. Understanding the theme. While teaching: 4. Identifying flashcards about kinds of transportation. 5. Matching the words according to teacher's story. 6. Matching the kinds of transportation with where they run through. 7. Discussing the answers with the teacher. 8. Singing "We	A short text about a stagecoach. Stagecoach 	Flashcards, a board, vehicle stickers, a set of "We All Go Travelling By" puppet sticks, a set of "Transportation Quartet" cards. Reflection : Smiley stickers Achievement: Star stickers

							<p>Practice:</p> <p>5. Asking the learners to listen to the story read by the teacher.</p> <p>6. Asking the learners to match the words according to the teacher's story.</p> <p>7. Asking the learners to match the kinds of trans- portation and where they run through.</p> <p>8. Discussing the answers together.</p> <p>9. Singing "We All Go Travelling By" song.</p> <p>10. Asking the learners to find what vehicles mentioned in the song.</p> <p>11. Discussing</p>	<p>All Go Travelling By" song .</p> <p>9. Finding kinds of vehicles in the song.</p> <p>10. Discussing the answers together with the teacher.</p> <p>11. Identifying some parts of vehicles mentioned by the teacher.</p> <p>12. Writing based on the example.</p> <p>13. Discussing the answers with the teacher.</p> <p>14. Reading a simple description about a stagecoach.</p> <p>15. Checking true and false statements about the text.</p> <p>16. Discussing the answers with the teacher.</p> <p>17. Playing "Trans- portation</p>		
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							<p>the answers together.</p> <p>12. Checking the understanding of the learners about the sounds of the vehicles by asking questions orally.</p> <p>13. Showing the learners some parts of vehicles and asking some questions to check their understanding.</p> <p>14. Asking the learners to write based on the example.</p> <p>15. Discussing the answers together.</p> <p>16. Asking the learners to read a simple description about a</p>	<p>Quartet” game.</p> <p>Post-teaching:</p> <p>18. Giving reflection by sticking stickers to what materials they have understood and haven’t understood.</p> <p>19. Sticking the stars they have got on the star tree.</p> <p>20. Saying a prayer.</p>		
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							<p>stagecoach.</p> <p>17. Asking the learners to check true and false statements about the description.</p> <p>18. Discussing the answers together.</p> <p><i>Production:</i></p> <p>19. Explaining and playing “Trans- portation Quartet” game.</p> <p>Post-teaching:</p> <p>20. Asking the learners to do reflection about the materials.</p> <p>21. Asking the learners to stick the stars they have got on the tree star.</p> <p>22. Saying a prayer.</p>			
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Unit 2 (The Market is Near the Hotel.)

Theme	Learning Objective	Indicators	Learning Materials				Teaching and Learning Activities		Context-based	Teaching Aids
			Language Function	Expression	Vocabulary	Grammar	Teacher	Learners		
Public Places	Children are able to identify different public places, especially in Yogyakarta.	<ol style="list-style-type: none"> Children can mention various public places. Children can write the location of public places. 	Asking and giving information.	<ul style="list-style-type: none"> The market is near Malio-boro Street. The bank is near Brigjen Katamso Street. The hospital is near the bank. The hospital is opposite to the market. The bank is next to the museum. 	The zoo, the bus station, the temple, the hospital, the bank, the market, the museum, the airport, the restaurant, the hotel, next to, near, in front of, behind, between, opposite.	Noun + is/are + preposition + noun	<p>Routines:</p> <ol style="list-style-type: none"> Greeting the learners. Saying a prayer. <p>Pre-teaching:</p> <ol style="list-style-type: none"> Introducing the theme to the learners. Asking the learners to write the names of the public places based on the pictures. <p>While-teaching:</p> <p>Presentation:</p> <ol style="list-style-type: none"> Showing about public places using flashcards. Asking some questions about the public places. <p>Practice:</p> <ol style="list-style-type: none"> Asking the learners to 	<p>Routines:</p> <ol style="list-style-type: none"> Greeting the teacher. Saying a prayer. <p>Pre-teaching:</p> <ol style="list-style-type: none"> Understanding the theme. Writing the name of public places based on the pictures. <p>While-teaching:</p> <ol style="list-style-type: none"> Identifying the public places mentioned by the teacher. Discussing some things related to the public places. Matching the pictures and public places. 	<p>The map of Yogyakarta.</p> 	<p>Yogyakarta City map, flashcards of public places, game boards, small pictures of public places, glues, and pencils.</p> <p>Reflection: Smiley stickers</p> <p>Achievement: Star stickers</p>

							<p>match the pictures and the public places.</p> <p>8. Discussing the answers together.</p> <p>9. Showing a map of Yogyakarta.</p> <p>10. Asking the learners about public places in Yogyakarta.</p> <p>11. Asking the learners to find public places in a certain street.</p> <p>12. Discussing the answers together.</p> <p>13. Telling kinds of prepositions.</p> <p>14. Asking the learners to match the preposition and the picture.</p> <p>15. Discussing the answer with the learners.</p> <p>16. Asking the learners to</p>	<p>8. Discussing the answers with the teacher.</p> <p>9. Discussing the public places in Yogyakarta based on the map.</p> <p>10. Finding the public places in certain streets.</p> <p>11. Discussing the answers with the teacher.</p> <p>12. Identifying kinds of preposition.</p> <p>13. Matching the preposition and the picture.</p> <p>14. Discussing the answers with the teacher.</p> <p>15. Writing based on the example.</p> <p>16. Discussing the answers with the teacher.</p>		
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							<p>write based on the example.</p> <p>17. Discussing the answers together.</p> <p>Production:</p> <p>18. Explaining and playing the learners to play “Town Planning” game.</p> <p>Post-teaching:</p> <p>19. Asking the learners to do reflection about the materials.</p> <p>20. Asking the learners to stick the stars they have got on the tree star.</p> <p>21. Saying a prayer.</p>	<p>17. Playing “Town Planning” game.</p> <p>Post-teaching:</p> <p>18. Giving reflection by sticking stickers to what materials they have understood and haven’t understood.</p> <p>19. Sticking the stars they have got on the star tree.</p> <p>20. Saying a prayer.</p>		
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Unit 3 (Do I Have Four Legs?)

Theme	Learning Objective	Indicators	Learning Materials				Teaching and Learning Activities		Context-based	Teaching Aids
			Language Function	Expression	Vocabulary	Grammar	Teacher	Learners		
Animals	Children are able to identify different kinds of animals.	<ol style="list-style-type: none"> Children can say different kinds of animals and their sounds. Children can differentiate parts of the body of the animals. 	Asking and giving information.	<ul style="list-style-type: none"> The monkey goes whoop-whoop. The horse goes neigh-neigh. The tiger has four legs. Do I have two wings? Am I an elephant? Do I go roarrr? 	Horse, snake, monkey, frog, deer, bird, goose, camel, elephant, tiger, moan-moan, honk-honk, tweet-tweet, hiss-hiss, whoop-whoop, croak-croak, grunt-grunt, roarrr, bell-bell, eye, nose, beak, trunk, tusk, ear, paw, hand, tail, fang, leg, wing.	<p>S + has + O</p> <p>Am + I + noun + ?</p> <p>Do + I have + noun + ?</p> <p>Do + I + go + adjective + ?</p>	<p>Routines:</p> <ol style="list-style-type: none"> Greeting the learners. Saying a prayer. <p>Pre-teaching:</p> <ol style="list-style-type: none"> Introducing the theme to the learners. <p>While-teaching:</p> <p>Presentation:</p> <ol style="list-style-type: none"> Showing different kinds of animals using pictures. <p>Practice:</p> <ol style="list-style-type: none"> Asking the learners to arrange the alphabets into the correct words based on the pictures. Discussing the answer 	<p>Routines:</p> <ol style="list-style-type: none"> Greeting the teacher. Saying a prayer. <p>Pre-teaching:</p> <ol style="list-style-type: none"> Understanding the theme. <p>While-teaching:</p> <ol style="list-style-type: none"> Identifying the pictures of the animals. Arranging the correct words based on the picture. Discussing the answers with the teacher. Finding the right sounds of some animals. Discussing the answers with the 	<p>Gembira Loka Zoo map</p> 	<p>Animal pictures, Gembira Loka Zoo map, small pictures of animals, glues, coloured pens, papers, scissors, and a tape.</p> <p>Reflection : Smiley stickers</p> <p>Achievement: Star stickers</p>

							<p>together.</p> <p>7. Asking to find the right sounds of some animals.</p> <p>8. Discussing the answers together.</p> <p>9. Showing a map of Gembira Loka Zoo.</p> <p>10. Discussing kinds of animals in Gembira Loka Zoo</p> <p>11. Discussing the answers together.</p> <p>12. Asking the learners to stick pictures of animals in Gembira Loka Zoo based on the instructions of the teacher.</p> <p>13. Discussing the answer together.</p> <p>14. Giving explanations</p>	<p>teacher.</p> <p>9. Mentioning animals in Gembira Loka Zoo.</p> <p>10. Sticking the pictures of animals on Gembira Loka Zoo.</p> <p>11. Discussing the answers with the teacher.</p> <p>12. Identifying the body parts of the animals.</p> <p>13. Finding the missing body parts of the animals.</p> <p>14. Discussing the answers with the teacher.</p> <p>15. Writing based on the example.</p> <p>16. Discussing the answers with the teacher.</p> <p>17. Filling the blanks using words provided.</p>		
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							<p>about parts of the body of animals.</p> <p>15. Asking the learners to find the missing body parts of the animals in the zoo.</p> <p>16. Discussing the answers together.</p> <p>17. Asking the learners to write based on the example.</p> <p>18. Discussing the answers together.</p> <p>19. Asking the learners to fill in the blanks in simple descriptions.</p> <p><i>Production:</i></p> <p>20. Explaining and playing “Animal Sounds” game.</p> <p>Post-teaching:</p> <p>21. Asking the</p>	<p>18. Playing “Animal Sounds” game.</p> <p>Post-teaching:</p> <p>19. Giving reflection by sticking stickers to what materials they have understood and haven’t understood.</p> <p>20. Sticking the stars they have got on the star tree.</p> <p>21. Saying a prayer.</p>		
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							learners to do reflection about the materials. 22. Asking the learners to stick the stars they have got on the tree star. 23. Saying a prayer.			
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APPENDIX D

INTERVIEW TRANSCRIPTS

Interview 1 (Tuesday, February 3, 2015)

R : Researcher

Ss : Student

R : *Halo! Namanya siapa?* (Hello! What is your name?)

Ss : *Kayla.* (My namae is Kayla.)

R : *Umurnya Kayla berapa?* (How old are you?)

Ss : *Sembilan tahun.* (I am nine years old.)

R : *Pelajaran bahasa Inggris ngapain aja?* (What do you do in the English lesson?)

Ss : *Ngerjain LKS, nyanyi, sama main bingo.* (I do the worksheet, sing, and play bingo.)

R : *Kamu suka nggak belajar Bahasa Inggris kayak gitu?* (Do you like to learn English in such ways?)

Ss : *Suka.* (Yes, I do.)

R : *Kegiatan apa yang paling kamu sukai?* (What kinds of activities do you like the most?)

Ss : *Main bingo sama nyanyi hockey pokey.* (I like to play bingo and sing hockey pokey.)

R : *Kamu mau kegiatan yang kayak apa lagi di bahasa Inggris?* (What kinds of activities do you want in English?)

Ss : *Pinginnya ngame jangan ngerjain soal terus.* (I want to play games better than do the tasks.)

R : *Tema apa yang paling kamu sukai di pelajaran bahasa Inggris?* (What kinds of themes do you like the most in English?)

Ss : *Hmmm...bagian tubuh.* (I like body parts theme.)

R : *Kamu suka nonton video?* (Do you like watching video?)

Ss : *Suka.* (Yes, I do.)

R : *Video yang kayak apa?* (What kinds of videos do you like?)

Ss : *Tentang hewan.* (It is about animals.)

R : *Kamu suka membaca cerita?* (Do you like reading stories?)

Ss : *Suka.* (Yes, I do.)

R : *Cerita yang seperti apa?* (What kinds of stories do you like?)

Ss : *Binatang.* (It is about animals)

R : *Suka ngame?* (Do you like playing games?)

Ss : *Suka.* (Yes, I do.)

R : *Game kayak apa?* (What kinds of games do you like?)

Ss : *Bingo.* (It is bingo.)

R : *Kamu suka ndengerin lagu?* (Do you like listening to song?)

Ss : *Suka.* (Yes, I do.)

- R : *Lagu yang kayak apa?* (What kinds of songs do you like?)
 Ss : *Hockey pokey.* (It is hockey pokey.)
 R : *Oke, Kayla. Makasih ya.* (Okay, Kayla. Thank you.)
 Ss : *Sama-sama, Miss.* (You are welcome, Miss.)

Interview 2 (Tuesday, February 3, 2015)

R : Researcher

Ss : Student

- R : *Halo! Namanya siapa?* (Hello! What is your name?)
 Ss : *Afla.* (My namae is Afla.)
 R : *Afla umurnya berapa?* (How old are you?)
 Ss : *Sembilan tahun.* (I am nine years old.)
 R : *Pelajaran bahasa Inggris ngapain aja?* (What do you do in the English lesson?)
 Ss : *Ngerjain LKS, nyanyi, main bingo.* (I do the worksheet, sing, and play bingo.)
 R : *Kamu suka nggak belajar Bahasa Inggris kayak gitu?* (Do you like to learn English in such ways?)
 Ss : *Suka.* (Yes, I do.)
 R : *Kegiatan apa yang paling kamu sukai?* (What kinds of activities do you like the most?)
 Ss : *Main bingo.* (I like to play bingo.)
 R : *Kegiatan apa lagi sih yang pingin kamu lakukan?* (What kind of other activities do you want to do?)
 Ss : *Ummm...pingin apa ya?* (Hmmm...what is it?)
 R : *Kegiatan di luar kelas gimana?* (What about outdoor activities?)
 Ss : *Iya itu juga pingin.* (Yes, I want it.)
 R : *Terus apa lagi? Nonton video gimana?* (What is more? How about watching videos?)
 Ss : *Iya itu juga.* (Yes, I want it, too.)
 R : *Video yang kayak apa sih yang pingin kamu tonton?* (What kind of videos do you want to watch?)
 Ss : *Hewan-hewan gitu, Miss. Aku juga pingin ndengerin cerita.* (It is about animals, Miss. I also want to listen to stories.)
 R : *Cerita tentang apa?* (What kind of stories do you want to listen?)
 Ss : *Cerita-cerita legenda sama binatang-binatang.* (They are legend and fables.)

- R : *Kalau ndengerin lagu-lagu selain hockey pokey mau nggak?* (Do you want to listen to other songs excepting hockey pokey?)
- Ss : *Mau, Miss.* (Yes, I do.)
- R : *Kalau ngegame suka nggak?* (Do you like playing games?)
- Ss : *Suka, Miss.* (Yes, I do.)
- R : *Game apa?* (What kinds of games do you like?)
- Ss : *Bingo.* (It is bingo.)
- R : *Oke, Afla. Makasih ya.* (Okay, Afla. Thanks.)
- Ss : *Sama-sama, Miss.* (You are welcome, Miss.)

Interview 3 (Monday, February 9, 2015)

- R : Researcher
- ET : English Teacher
- R : *Selamat pagi. Siapakah nama Miss?* (Good morning. What is your name?)
- ET : *Selamat pagi. Nama saya Anik Dwiyanti.* (Good morning. My name is Anik Dwiyanti.)
- R : *Apakah pendidikan terakhir ibu?* (What is your education background?)
- ET : *S1 Pendidikan Bahasa Inggris.* (I am a graduate from English Education.)
- R : *Sudah berapa lama ibu mengajar di sini?* (How long have you been teaching in this school?)
- ET : *Sudah sekitar satu tahun.* (It is about a year.)
- R : *Kebiasaan belajar anak-anak selama di kelas gimana ya, Miss?* (What are the learner's learning attitudes in the classroom, Miss?)
- ET : *Mereka lebih suka mengerjakan soal sendiri-sendiri sih. Kadang juga ada yang berkelompok mengerjakannya. Tapi seringnya mengerjakan sendiri-sendiri.* (They like to do the assignments by themselves. Sometimes, it is fine if they do the assignments in groups. However, most of them like to do the assignments by themselves.)
- R : *Kalau mengerjakan berpasangan mau nggak, Miss?* (If they are asked to do the assignments in pairs, how is it?)
- Ss : *Mau juga. Tapi ya saya yang harus menentukan pasangannya. Soalnya kalau tidak, nanti yang pinter maunya sama yang pinter. Mereka nggak mau sama yang kurang pinter. Maksudnya dipasangin antara yang pinter dan yang kurang kan biar dia bisa bantu temennya yang kurang. Tapi dia nggak mau kalau kayak gitu. Makannya harus saya yang milih pasangannya.* (It's fine. However, I have to choose the partners. If I do not choose the partners, they who are smarter will choose the smart partner. They do not want to be in pairs with them who lack. Actually, my intention is that the smarter learners will help their friends who lack. That's why I have to choose the partner.)
- R : *Selama ini materinya mengambil dari mana, Miss?* (From where do you get the materials, Miss?)

- ET : *Biasanya dari buku-buku Bahasa Inggris yang ada di perpustakaan. Saya juga kadang ngambil dari internet.* (I usually use English books from the library. Sometimes, I take the materials from the internet.)
- R : *Kira-kira sesuai nggak materinya untuk anak-anak?* (Are they suitable for young learners?)
- ET : *Enggak selalu sih. Kadang ada materi yang terlalu susah untuk kelas 4. Biasanya saya tanyakan dulu pada mereka. Kalau sebagian besar dari mereka tidak bisa mengerjakan ya berarti nggak dibahas.* (Not all of them are suitable for young learners. Sometimes, there were some of them which are too difficult for grade 4. I usually ask the learners to try doing the assignments. If most of them cannot do that, I won't teach the materials.)
- R : *Kira-kira materi yang cocok untuk anak-anak yang seperti apa, Miss?* (In your opinions, what kinds of materials which are suitable for young learners?)
- Ss : *Ya yang menarik dan mudah dipahami sebenarnya.* (They should be interesting and easy to understand.)
- R : *Miss tau nggak materi yang bersifat context-based?* (Do you know what context-based materials are, Miss?)
- ET : *Pernah denger waktu kuliah dulu. Tapi agak lupa.* (I've heard such term when I was in the university. However, I forget.)
- R : *Jadi itu adalah belajar Bahasa Inggris melalui kebudayaan, Miss.* (So, English is learnt through culture, Miss.)
- ET : *Oh ya. Saya ingat. Misalnya pake nama-nama lokal gitu kan ya?* (Oh, yes. I remember it. For example, we use local names, don't we?)
- R : *Iya kira-kira seperti itu. Kalau diterapkan di Bahasa Inggris gimana menurut Miss?* (It's like that. If it is applied in English, what do you think, Miss?)
- ET : *Akan menarik sepertinya. Yang penting materinya mudah diterima oleh anak-anak. Kalau belajar Bahasa Inggris lewat kebudayaan mungkin akan lebih cepat masuk.* (It will be interesting. The most important thing is that the materials can be accepted by the children. If they learn English through culture, they may learn faster.)
- R : *Oke. Terimakasih ya, Miss.* (Okay. Thank you, Miss.)
- ET : *Sama-sama.* (You are welcome.)

APPENDIX E

FIELD NOTES

Meeting I

Tuesday, May 5, 2015

At the very beginning of the lesson, the teacher greeted the learners. The learners answered the teacher's greeting cheerfully. Then, the learners were asked about public places that they had ever ridden. The answers were various. There are many of them mentioning a train, bus, plane, ship, etc. The class became very noisy because they answered the questions in the same time.

Then, the book was given. After that, the learners were asked to have a look at task 1. They had to read the instruction first before they did the task. The first task was not a problem for them because all of them could do it well. Their answers were discussed together. Then, they had to listen to the teacher's explanation about kinds of vehicles. Flashcards were used to deliver the materials. They were enthusiastic to listen to the teacher's explanation. If the teacher asked a question, they could respond well. They learners were also asked to spell the names of the vehicles. They could do it well. In this activity, the discussion about the vehicles was done interactively where the learners could respond to the teacher's questions very well.

The learners, then, were asked to group the vehicles based on the way they run through. They did the task by discussing with friends. They tried to do the task very well. If there were some things they did not understand about the task, they asked the teacher bravely. After the time to do the task was up, the learners were asked to share their answers. The way was by sticking the pictures on the right group. The learners were very enthusiastic to go in front of the class to stick the pictures. However, only nine of them got the pictures. After they finished to stick the pictures, the answers were discussed together. The answers were all correct.

Then, they were asked to make four groups. In the time of making groups, the class was very noisy. It took a long time for negotiation because they kept changing their minds about how to make a group. However, they finally could make four groups. The groups were made for the singing activity. For the activity,

the learners were given some puppet sticks. The sticks had pictures of the vehicles and their sounds. Unfortunately, the time was up. The learners had to continue their other lessons in that day.

Meeting II

Tuesday, May 12, 2015

The teacher greeted the learners. The learners, then, were asked to make groups like the last week group. Now, they could make the group without much noise. The puppet sticks, then, were given. Each learner in the group must hold minimal one puppet stick. There were twelve puppet sticks for the activity. After that, the learners were asked to raise the puppet stick that the teacher mentioned. The teacher gave an example how to sing the song. The song was sang by presenting some actions such as putting the “spy” stick in front of the face, putting the “hear” stick near one ear, raising the sticks, and waving the sticks. The learners could listen and act the song very well based on the example. Each group had to sing the song by turn. After the learners finished to sing the song, they had to decide what kinds of vehicles were in the song. They could do this task well. For the reward, the teacher gave a star for every learner.

The next activity was about parts of the vehicles. The learners were asked to listen to the teacher’s explanation. The discussion was done. The learners could respond to the questions well. In this activity, the learners were also explained about the concept of plural and singular. Firstly, they seemed confused. However, they could understand after the teacher gave many examples. They could mention the form of plural and singular orally. The concept related to the next activity. They who had understood the concept would feel easy to do the next task. However, they who had not understood the concept well would feel confused to do the next activity. The teacher gave more guidance for them who had not understood the concept yet. They could do the activity well. As a reward, the teacher gave them a star.

The reading activity was skipped because the time was limited. So, the last activity of unit one was done. The last activity was a game. In the game, the learners were asked to play in pairs. Each pair would be given a set of cards. There were four cards per set which consisted of pictures of a vehicle, its sound, its part, and its way to run though. They were asked to collect the right match for the four pictures. They had to exchange the cards they need to collect by asking questions to other pairs. The game went very well because they spoke in English to exchange the cards. There were some pairs who could collect the correct match before the time for the game was up. As a reward, the teacher gave three stars for them who succeeded in collecting the right match.

Meeting III

Monday, May 25, 2015

The class was opened by greeting the learners. After that, the first activity was done. The learners were asked to write the names of public places based on the pictures. They were familiar with the pictures because all of the pictures were public places in Yogyakarta. The answers were discussed together. The learners could do it well. Then, they were asked to listen to the teacher's explanation. There were pictures of public places presented. The discussion about the pictures was done. It was done well. After that, the learners were asked to match the public places and their names. Some of them could not remember the name well so they needed guidance from the teacher. After the time was up, the answers were discussed together.

The next activity was having a look at the Yogyakarta map. In this activity, the learners could see many public places and the names of streets in Yogyakarta. They had to identify which public places was near which streets. The discussion was done. They were asked by the teacher orally. Many of them could answer the questions. They answered the questions enthusiastically. Then, the teacher wrote three street names. The learners had to find public places near the

street and write them down in the column prepared. Many of them could do well but there were some of them who were still confused. However, they finally could do the task well after the teacher gave guidance.

Then, the learners were asked to have a look at the preposition illustration. They were given time to do the activity and might ask the teacher if they could not understand the illustration. After that, there was a discussion about the preposition. For deeper understanding, the learners were shown direct examples to explain the preposition. Two activities were skipped after the previous activity. Finally, the learners did the last activity which was a game. The game was “Town Planning”. In this game, they had to make groups of four. Then, they were given a map and board. Firstly, they drew the map on the board. They had to put the public places based on the map instructions. It took a long time to do this activity. Actually, they should exchange the map with other groups. However, because of time limitation, they could not exchange the map.

Meeting IV

Wednesday, May 27, 2015

The teacher greeted the learners. After that, the learners were asked some questions related to the topic. They could respond to the questions well. Then, they were shown some animal pictures. They could recognize the pictures and mention the names. They were also asked the sounds of the animals. They still did not really know some animal sounds in English. However, after the teacher explained the sounds, they seemed understanding the sounds. The task in which they had to arrange the letters into the words were done well. They also could match the animals and their sounds. It took much time to do those activities.

Then, the learners were given the Gembira Loka Zoo map. In this activity, the learners could see many animals in the zoo. They had to identify which animals they were. The discussion was done. They were asked by the teacher orally. Many of them could answer the questions. They answered the questions

enthusiastically. After that, they were asked to make their own zoo. They had to make groups of four. They had to listen to the teacher's instructions in putting which animals on which numbers. They listened to the instructions seriously. The result was good. They could match the animals and the numbers.

They, then, were asked to listen to the teacher. They were shown body parts of some animals. Some body parts were familiar for them so they were easy to understand the body parts of the animals. A discussion was done in this activity. After that, they were asked to find the missing body parts. They could do well but there were some of them who still could not remember the names well. They flipped the previous page to find out the names. Then, one activity was skipped. The last activity was directly done. It was a game. The game is "Animal Sounds". They should make groups of eight to nine. They had to draw five animals on the paper prepared. The drawing must not be well-done but clear enough to see. They, then, exchanged the drawing with other groups' drawing. The game began with making a line. There was one member of the group who faced backwards other members. The pictures were stuck on his or her back. He or she had to guess what pictures it was by asking questions. The other members had to respond to the questions. They took turns to be the one guessing the picture. Because of the limitation of the time, there were only there pictures guessed. As a reward, the teacher gave three stars.

APPENDIX F

THE RESULTS OF QUESTIONNAIRES

The Result of Needs Analysis Questionnaire

a. Goal

Questions	Items	N	F	%
1. I learn English because...	a. I like English	27	2	7.41%
	b. I want to be able to speak English		19	70.37%
	c. There is English subject in my school		5	18.52%
	d. Others		1	3.70%
2. I learn English to be able to...	a. Listen to people speaking in English every where		13	48.15%
	b. Speak anything using English		9	33.33%
	c. Read English sentences every where		5	18.52%
	d. Write anything using English		0	0%

b. Necessities

Questions	Items	N	F	%
1. I need to know...to learn English easily. (You may choose more than one answer)	a. English words and the meanings	27	20	74.07%
	b. Stories in English		6	22.22%
	c. Dialogues in English		16	59.26%
	d. Others		0	0%
2. I need to know the suitable subjects and verbs.	a. Yes		22	81.48%
	b. No		1	3.7%
	c. Maybe		4	14.82%
3. I need to learn English using things around me.	a. Yes		21	77.78%
	b. No		2	7.41%
	c. Maybe		4	14.81%
4. Learning English through culture around me will be more enjoyable.	a. Yes		21	77.78%
	b. No		1	3.7%
	c. Maybe		5	18.52%

c. Lacks

Questions	Items	N	F	%
1. I find difficulties in... (you may choose more than one answer)	a. Listening dialogues in English	27	11	40.74%
	b. Speaking in English		14	51.85%
	c. Reading sentences in English		9	33.33%
	d. Writing in English		9	33.33%
2. I don't know many... (you may choose more than one answer)	a. English words and the meanings	27	20	74.07%
	b. Suitable subjects and verbs		15	55.56%
	c. Others		2	7.41%

d. Wants

Question	Items	N	F	%
I want to learn English through...(you may choose more than one answer)	a. Interesting English stories	27	8	29.63%
	b. English songs		16	59.26%
	c. Games		16	59.26%
	d. Others		0	0%

e. Input

Questions	Items	N	F	%
1. I prefer to read English stories which have...	a. Many pictures	27	21	77.78%
	b. Many sentences		6	22.22%
	c. Others		0	0%
2. I want to learn English with themes...(you choose three answers)	a. Animals	27	18	66.66%
	b. Transportation		12	44.45%
	c. Public places		20	74.07%
	d. Clothes		3	11.11%
	e. Food and beverages		11	40.74%
	f. Others		2	7.41%

f. Procedures

Question	Items	N	F	%
Listening activities that I like are... (you may choose more than one answer)	a. "Listen and match" activities	27	9	33.33%
	b. "Listen and repeat" activities		6	22.23%
	c. "Listen and mark" activities		9	33.33%
	d. "Listen and do" activities		16	59.26%
	e. Others		0	0%

Question	Items	N	F	%
Speaking activities that I like are... (you may choose more than one answer)	a. Story telling	27	12	44.45%
	b. Singing		15	55.56%
	c. Role playing		10	37.04%
	d. Interview		6	22.22%
	e. Others		1	3.7%

Question	Items	N	F	%
Reading activities that I like are... (you may choose more than one answer)	a. "Read and arrange pictures" activities	27	14	51.85%
	b. "Read and answer questions" activities		9	33.33%
	c. "Read stories and tell them" activities		9	33.33%
	d. Arranging alphabets, words, or sentences		14	51.85%
	e. Others		1	3.7%

Question	Items	N	F	%
I like to learn English words through... (you may choose more than one answer)	a. Spelling	27	6	22.22%
	b. Matching pictures with the words		15	55.56%
	c. Completing puzzle		19	70.37%
	d. Others		1	3.7%

g. Setting

Questions	Items	N	F	%
1. I like to do the assignments by...	a. Myself	27	5	18.52%
	b. Pairs		2	7.41%
	c. Groups		18	66.66%
	d. Whole class		2	7.41%
2. I am fine if I do the assignments with friends who have opposite sex from me.	a. Yes		14	51.85%
	b. No		7	25.93%
	c. Maybe		6	22.22%

h. Teacher's role

Questions	Items	N	F	%
1. I like when my teacher explains the materials.	a. Yes	27	20	74.07%
	b. No		0	0%
	c. Maybe		7	25.93%
2. I like when my teacher leaves me to learn by myself.	a. Yes		10	37.04%
	b. No		9	33.33%
	c. Maybe		8	29.63%

i. Learner's role

Questions	Items	N	F	%
1. I prefer to learn by myself.	a. Yes	27	12	44.45%
	b. No		6	22.22%
	c. Maybe		9	33.33%
2. I prefer to listen to my teacher's explanation.	a. Yes		22	81.48%
	b. No		0	0%
	c. Maybe		5	18.52%

The Result of Material Evaluation for the First Draft

Unit 1

a. Goal and Methodology

Statements	Total Score
The designed tasks fit the basic competences.	3
The indicators are well-formulated.	2
The titles of the units are interesting for young learners.	3
The tasks contain various activities, materials, and media that support the language learning.	3
The designed tasks provide sufficient vocabulary related to the topics.	3
The input (pictures, texts, songs, etc) in each topic is suitable for the topic.	2
The input is various and interesting.	2
The input is suitable for learners' language level.	2
The input motivates learners to do all of the activities.	2
The contents are appropriate for nine-to-ten-year-old learners.	4
Mean percentage	65%

b. Content, Sequence, and Instructions

Statements	Total Score
The contents are suitable for the learners' needs (based on the characteristics of young language learners and the result of the needs analysis).	3
The tasks are suitable for learners' language level.	3
The tasks give the learners opportunities to use the target language to communicate directly.	2
The activities help the learners to learn and master vocabulary in English.	3
The designed tasks are appropriate to introduce or teach English for children.	3
The tasks present new knowledge for the learners.	3
The instructions are understandable for the learners.	2
The sentences in the tasks are correct in grammar and punctuation.	3
Various and interesting media used help the learners to comprehend the lesson.	3
The activities in the tasks are well-developed based on the topics.	3
The activities require the learners' active participation.	3
The tasks include four language skills (listening, speaking, reading, and writing).	2
The tasks are developed from the easier to more difficult tasks.	3
The tasks are done in various ways (individually, in pairs, in groups, and whole class).	3
Mean percentage	69.64%

c. Typesetting, Illustrations, and General layout

Statements	Total Score
The illustrations in the task help the learners to comprehend the materials.	3
The illustrations are attractive and appropriate for the age group.	3
The lesson sequence is easy to follow.	3
The pages of the tasks are well-organized.	3
The layout is interesting for the learners.	3
The layout is clear and not too complex.	3
The colors of the pictures and illustrations are clear and interesting.	4
The tasks are typed with clear font and font size.	4
The book size is suitable.	4
Mean percentage	83.33%

d. Teacher's Guide Book

Statements	Total Score
The book makes the teacher easy to deliver materials.	4
The book is well-developed and interesting.	3
The book makes the teacher easy to give assessment.	3
The language can be easily understood although the teacher does not have English education background.	3
Mean percentage	81.25%

Unit 2

a. Goal and Methodology

Statements	Total Score
The designed tasks fit the basic competences.	2
The indicators are well-formulated.	2
The titles of the units are interesting for young learners.	3
The tasks contain various activities, materials, and media that support the language learning.	3
The designed tasks provide sufficient vocabulary related to the topics.	3
The input (pictures, texts, songs, etc) in each topic is suitable for the topic.	2
The input is various and interesting.	2
The input is suitable for learners' language level.	2
The input motivates learners to do all of the activities.	2
The contents are appropriate for nine-to-ten-year-old learners.	3
Mean percentage	60%

b. Content, Sequence, and Instructions

Statements	Total Score
The contents are suitable for the learners' needs (based on the characteristics of young language learners and the result of the needs analysis).	3
The tasks are suitable for learners' language level.	3
The tasks give the learners opportunities to use the target language to communicate directly.	2
The activities help the learners to learn and master vocabulary in English.	3
The designed tasks are appropriate to introduce or teach English for children.	3
The tasks present new knowledge for the learners.	3
The instructions are understandable for the learners.	2
The sentences in the tasks are correct in grammar and punctuation.	3
Various and interesting media used help the learners to comprehend the lesson.	3
The activities in the tasks are well-developed based on the topics.	3
The activities require the learners' active participation.	3
The tasks include four language skills (listening, speaking, reading, and writing).	2
The tasks are developed from the easier to more difficult tasks.	3
The tasks are done in various ways (individually, in pairs, in groups, and whole class).	3
Mean percentage	73.21%

c. Typesetting, Illustrations, and General layout

Statements	Total Score
The illustrations in the task help the learners to comprehend the materials.	4
The illustrations are attractive and appropriate for the age group.	4
The lesson sequence is easy to follow.	3
The pages of the tasks are well-organized.	3
The layout is interesting for the learners.	4
The layout is clear and not too complex.	4
The colors of the pictures and illustrations are clear and interesting.	4
The tasks are typed with clear font and font size.	4
The book size is suitable.	4
Mean percentage	94.44%

d. Teacher's Guide Book

Statements	Total Score
The book makes the teacher easy to deliver materials.	4
The book is well-developed and interesting.	4
The book makes the teacher easy to give assessment.	4
The language can be easily understood although the teacher does not have English education background.	4
Mean percentage	100%

Unit 3

a. Goal and Methodology

Statements	Total Score
The designed tasks fit the basic competences.	2
The indicators are well-formulated.	2
The titles of the units are interesting for young learners.	4
The tasks contain various activities, materials, and media that support the language learning.	4
The designed tasks provide sufficient vocabulary related to the topics.	4
The input (pictures, texts, songs, etc) in each topic is suitable for the topic.	2
The input is various and interesting.	2
The input is suitable for learners' language level.	2
The input motivates learners to do all of the activities.	2
The contents are appropriate for nine-to-ten-year-old learners.	3
Mean percentage	67.5%

b. Content, Sequence, and Instructions

Statements	Total Score
The contents are suitable for the learners' needs (based on the characteristics of young language learners and the result of the needs analysis).	3
The tasks are suitable for learners' language level.	3
The tasks give the learners opportunities to use the target language to communicate directly.	3
The activities help the learners to learn and master vocabulary in English.	3
The designed tasks are appropriate to introduce or teach English for children.	3
The tasks present new knowledge for the learners.	3
The instructions are understandable for the learners.	2
The sentences in the tasks are correct in grammar and punctuation.	3
Various and interesting media used help the learners to comprehend the lesson.	3
The activities in the tasks are well-developed based on the topics.	3
The activities require the learners' active participation.	3
The tasks include four language skills (listening, speaking, reading, and writing).	2
The tasks are developed from the easier to more difficult tasks.	3
The tasks are done in various ways (individually, in pairs, in groups, and whole class).	3
Mean percentage	71.43%

c. Typesetting, Illustrations, and General layout

Statements	Total Score
The illustrations in the task help the learners to comprehend the materials.	4
The illustrations are attractive and appropriate for the age group.	4
The lesson sequence is easy to follow.	2
The pages of the tasks are well-organized.	3
The layout is interesting for the learners.	4
The layout is clear and not too complex.	4
The colors of the pictures and illustrations are clear and interesting.	4
The tasks are typed with clear font and font size.	4
The book size is suitable.	4
Mean percentage	91.67%

d. Teacher's Guide Book

Statements	Total Score
The book makes the teacher easy to deliver materials.	4
The book is well-developed and interesting.	4
The book makes the teacher easy to give assessment.	4
The language can be easily understood although the teacher does not have English education background.	4
Mean percentage	100%

The Result of Material Evaluation for the Second Draft

a. Goal and Methodology

Statements	Total Score				Percentage
	SA	A	D	SD	
The designed tasks fit the basic competences.	24	12	0	0	90%
The indicators are well-formulated.	20	15	0	0	87.5%
The titles of the units are interesting for young learners.	20	12	2	0	85%
The tasks contain various activities, materials, and media that support the language learning.	20	15	0	0	87.5%
The designed tasks provide sufficient vocabulary related to the topics.	24	12	0	0	90%
The input (pictures, texts, songs, etc) in each topic is suitable for the topic.	20	15	0	0	87.5%
The input is various and interesting.	24	12	0	0	90%
The input is suitable for learners' language level.	20	15	0	0	87.5%
The input motivates learners to do all of the activities.	12	21	0	0	82.5%
The contents are appropriate for nine-to-ten-year-old learners.	16	18	0	0	85%

b. Content, Sequence, and Instructions

Statements	Total Score				Percentage
	SA	A	D	SD	
The contents are suitable for the learners' needs (based on the characteristics of young language learners and the result of the needs analysis).	24	12	0	0	90%
The tasks are suitable for learners' language level.	20	15	0	0	87.5%
The tasks give the learners opportunities to use the target language to communicate directly.	12	18	2	0	80%
The activities help the learners to learn and master vocabulary in English.	16	18	0	0	85%
The designed tasks are appropriate to introduce or teach English for children.	20	15	0	0	87.5%
The tasks present new knowledge for the learners.	12	21	0	0	82.5%
The instructions are understandable for the learners.	24	9	2	0	87.5%
The sentences in the tasks are correct in grammar and punctuation.	20	15	0	0	87.5%
Various and interesting media used help the learners to comprehend the lesson.	28	9	0	0	92.5%
The activities in the tasks are well-developed based on the topics.	24	12	0	0	90%
The activities require the learners' active participation.	28	6	2	0	90%
The tasks include four language skills (listening, speaking, reading, and writing).	28	9	0	0	92.5%
The tasks are developed from the easier to more difficult tasks.	20	15	0	0	87.5%
The tasks are done in various ways (individually, in pairs, in groups, and whole class).	32	6	0	0	95%

c. Typesetting, Illustrations, and General layout

Statements	Total Score				Percentage
	SA	A	D	SD	
The illustrations in the task help the learners to comprehend the materials.	20	15	0	0	87.5%
The illustrations are attractive and appropriate for the age group.	32	6	0	0	95%
The lesson sequence is easy to follow.	20	15	0	0	87.5%
The pages of the tasks are well-organized.	12	21	0	0	82.5%
The layout is interesting for the learners.	16	18	0	0	85%
The layout is clear and not too complex.	12	18	2	0	80%
The colors of the pictures and illustrations are clear and interesting.	28	9	0	0	92.5%
The tasks are typed with clear font and font size.	20	15	0	0	87.5%
The book size is suitable.	28	9	0	0	92.5%

d. Teacher's Guide Book

Statements	Total Score				Percentage
	SA	A	D	SD	
The book makes the teacher easy to deliver materials.	28	9	0	0	92.5%
The book is well-developed and interesting.	4	27	0	0	77.5%
The book makes the teacher easy to give assessment.	0	21	6	0	67.5%
The language can be easily understood although the teacher does not have English education background.	0	21	6	0	67.5%

APPENDIX G

THE FINAL DRAFT OF THE BOOK

Flying with **English**

(Context-based Materials for Nine-to-Ten-Year-Old Learners)



By:
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10202241056
English Education
State University of Yogyakarta



It Goes Choo-Choo-Choo.



Picture Source: [http:// cliparts.co](http://cliparts.co)



Hello! The road is so busy today. There are many cars, buses, and bicycles. Look! The car has four wheels and it goes vroom-vroom-vroom. Anyway, I also want to look at them all on the sea and air. Come join me, pals!

Transportation

Task 1

Look at pictures below. Say the names together with your teacher. (Lihatlah gambar-gambar di bawah ini. Ucapkan nama-namanya bersama gurumu.)



bicycle



boat



car



bus



plane



train



rocket



ship



helicopter



Task 2

The bus runs on the road. The plane flies on the sky.
The ship sails on ... Where does it run through? Let's
guess it! (*Bus jalan di jalan. Pesawat terbang di langit.
Kapal berlayar di ... Di manakah kapal berlayar? Ayo
kita tebak!*)



car









Task 3

Now, listen to your teacher. Write the correct vehicles.
(Sekarang dengarkan gurumu. Tulislah kendaraan yang tepat.)

Vehicles at Malioboro

I see many vehicles at Malioboro. They are big and small. I see a **car** near Indomaret. It is black. Then, I see a near a batik shop. It is yellow. There is a blue near the bus. It is very small. Near Tugu train station, there is an orange . It is very big. Suddenly, a flies over my head. It is very noisy. Then, I see a behind the plane. I am happy to see many vehicles at Malioboro.

train

bicycle

helicopter

bus

car

plane



Task 4

You did well! Now, let's sing "We All Go Travelling By" together. (*Kamu mengerjakannya dengan sangat baik. Sekarang, mari kita bernyanyi "We All Go Travelling By" bersama-sama.*)



WE ALL GO TRAVELLING BY

I spy with my little eyes
You can hear with your little ear
A yellow **bus** goes beep-beep-beep
And we all go travelling by, bye-bye
And we all go travelling by.

I spy with my little eyes
You can hear with your little ear
A blue **train** goes choo-choo-choo
And we all go travelling by, bye-bye
And we all go travelling by.

I spy with my little eyes
You can hear with your little ear
A pink **bike** goes ring-ring-ring
And we all go travelling by, bye-bye
And we all go travelling by.

I spy with my little eyes
You can hear with your little ear
A white **plane** goes neeeee-owww
And we all go travelling by, bye-bye
And we all go travelling by.

I spy with my little eyes
You can hear with your little ear
An orange **car** goes vroom-vroom-vroom
And we all go travelling by, bye-bye
And we all go travelling by.

Adapted from <http://angolgyerekeknek.blogspot.com>



Task 5

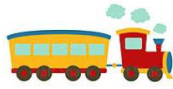
How is the song? Is it good? By the way, can you choose which kinds of transportation in the song?
(*Bagaimana lagunya? Bagus kan? Ngomong-ngomong, bisakah kamu memilih macam-macam transportasi mana saja yang disebutkan di lagu?*)

I find...in the song

Picture Sources: <http://farm1.static.flickr.com>, <http://kids-pages.com>

Congratulations!

You got .

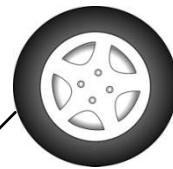


Task 6

Look! The car has four wheels. The plane has two wings. What does the train have? Let's check this out! (*Lihat! Mobil punya empat roda. Pesawat punya dua sayap. Kereta punya apa? Ayo kita cari tahu!*)



What does it have?

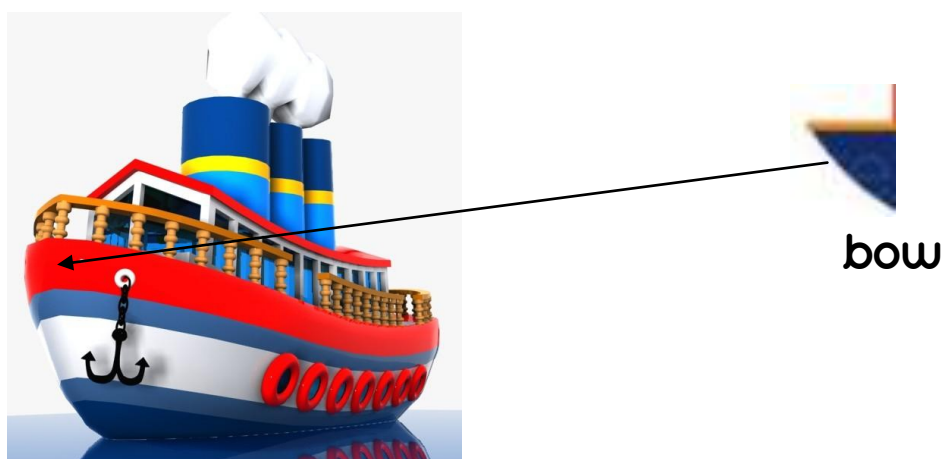
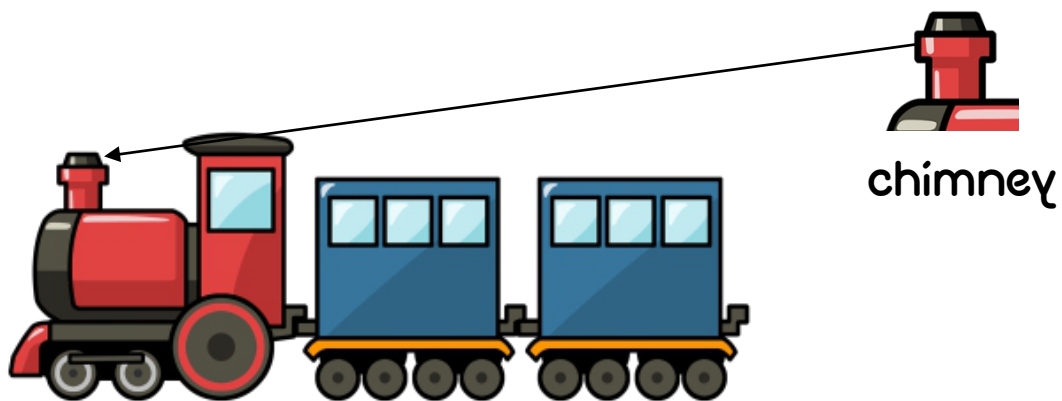


wheel



wing

Transportation



Picture Sources: <http://farm1.static.flickr.com>, <http://previews.123rf.com>, <http://img.tjskl.org.cn>,
<http://teropongbisnis.com>, <http://cdn1.carbuyer.co.uk>

Transportation

Task 7

Do you know the differences? Now, try to write using them. (*Kamu tahu perbedaannya kan? Sekarang, cobalah menulis dengan bagian-bagian kendaraan tersebut.*)



TWO

The plane has two wings.



ONE

.....



FOUR

.....



ONE

.....



ONE

.....

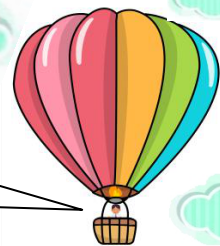
Congratulations!

You got .

Picture Sources: <http://farm1.static.flickr.com>, <http://img.tjskl.org.cn>, <http://www.cogsci.ucsd.edu>

Task 8



Look! There is a special vehicle in Yogyakarta. The name is stagecoach. Do you know it?? (*Lihat! Ada sebuah kendaraan spesial di Yogyakarta. Namanya adalah andong. Kamu tahu tidak?*)




A Stagecoach

A stagecoach is a traditional cart in Yogyakarta. It

has four wheels. The  are black. It also has a

horse. The  pulls the cart so it can move. It also has a roof. The  is to protect the





passengers from rain. We can find many  in Malioboro Street.




Picture Source: <http://aaap2014.ugm.ac.id>

Task 9

Hmmm...some information about the stagecoach is wrong. Put a cross (x) for the wrong information. Put a tick (✓) for the right information. (*Hmmm...beberapa informasi mengenai andong salah. Berilah tanda silang (x) pada informasi yang salah dan tanda centang (✓) pada informasi yang benar.*)

No.	Statements	Right / Wrong
1.	A  is a traditional cart in Yogyakarta.	✓
2.	It has two  .	
3.	It has a  .	
4.	It has a  .	



5. The  is to protect the passengers from rain.

Task 10

How is it? Do you know more about transportation? If so, how if we play "Transportation Quartet"? Read the instructions and listen to your teacher. (Bagaimana? Kamu sudah tahu macam-macam transportasi kan? Jika iya, bagaimana kalau kita bermain "Transportation Quartet"? Baca petunjuknya dan dengarkan penjelasan gurumu.)



TRANSPORTATION QUARTET

How to play?

1. Make pairs with your friends.
2. Take 4 cards of transportation parts mixed by your teacher.
3. Hide it from your friend, so they don't know your card.
4. Choose a friend and ask him/her "I need a card. Do you have a card?"
5. If your friends ask so, you answer "Yes, I have a card." or "No, I don't have a card."
6. The first to collect the right parts of transportation wins.



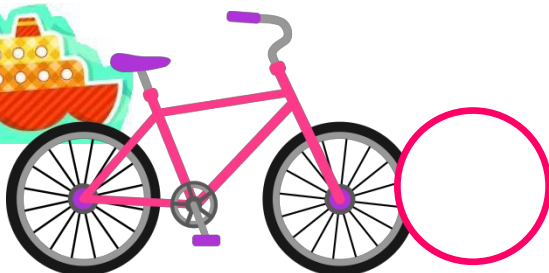
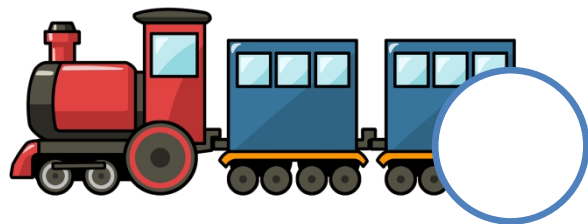
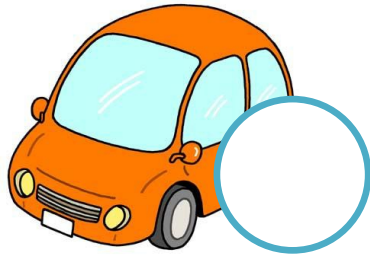
Congratulations!

You got .

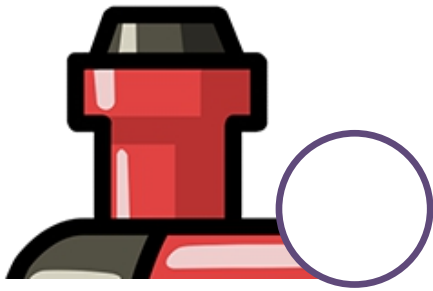
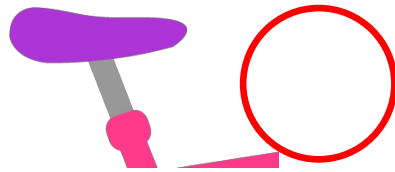
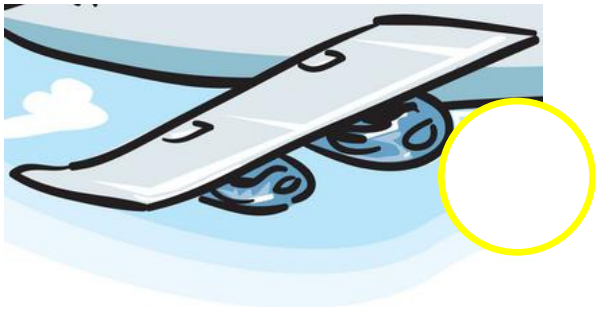
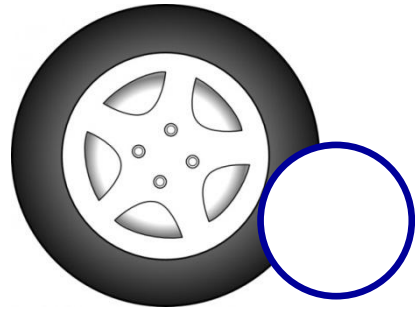
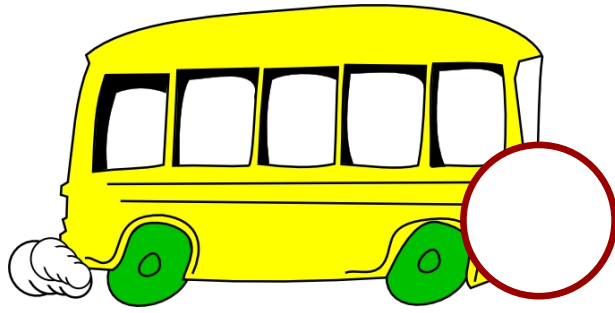


Reflection

Do you know them in English?



Transportation



Vocabulary Corner

Bus /bʌs/

Ship /ʃɪp/

Car /kɑːr/

Chimney /ˈtʃɪm.ni/

Train /treɪn/

Plane /pleɪn/

Wheel /wiːl/

Bow /baʊ/

Boat /boʊt/

Helicopter /ˈhel.ɪ.kɑp.tər/

Wing /wɪŋ/

Rocket /ˈrɑːkɪt/

Bicycle /ˈbaɪ.sɪ.kl/

Saddle /ˈsæd.l/



Put your stars on the star tree.

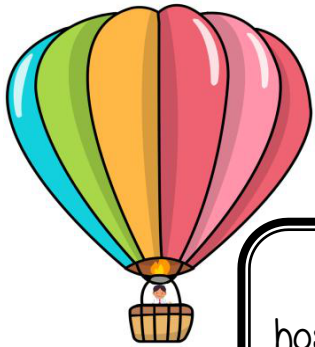


UNIT 2

The Market is Near the Hotel .



Picture Source: <http://en.wikipedia.org>



Wow! There are many big buildings here. There are malls, hospitals, schools, and many more. I want to go to the mall to buy some shirts. Where is it anyway? Ah! It is near the market. And...I want to go to other places. Give me a ride, pals!

Task 1

Do you know pictures below? Can you name them? (*Tahukah kamu gambar-gambar di bawah ini? Bisakah kamu menulis nama mereka?*)



Gembira Loka zoo



Picture Sources: <http://www.indonesia-tourism.com>, <http://upload.wikimedia.org>, <http://www.teraswarta.com>,
<http://malmalioboro.co.id>, <http://gembiralokazoo.com>

Task 2

Look at pictures below. Say the names with your teacher. *(Lihatlah gambar-gambar di bawah ini. Katakan nama-namanya bersama-sama gurumu.)*



hospital



market



zoo



bus terminal



airport



museum



bank



restaurant



temple



hotel

Task 3

Now, match the pictures with the names of public places below. (*Sekarang, jodohkanlah gambar-gambar dengan nama tempat-tempat umum di bawah ini.*)

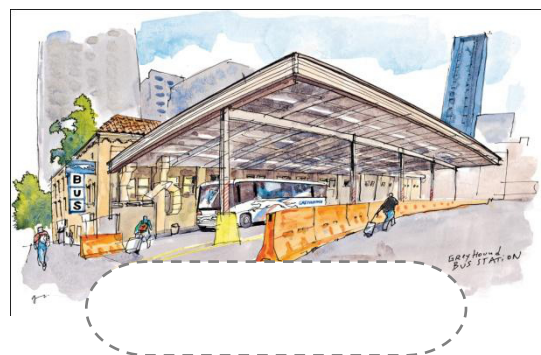
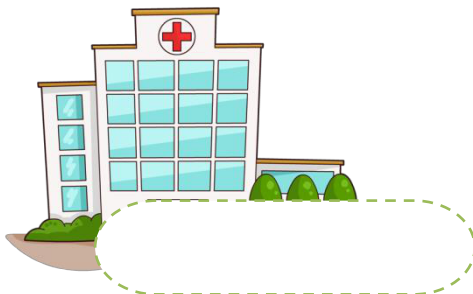
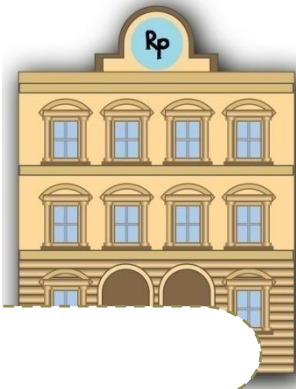
The zoo
The bus station
The temple

The hospital
The bank
The market
The museum

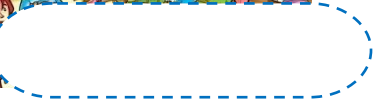
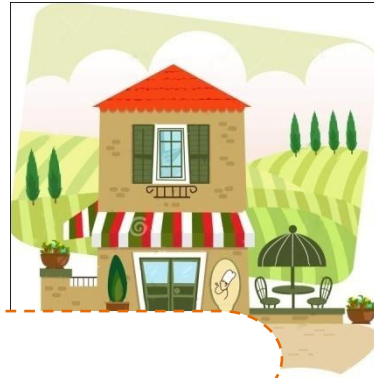
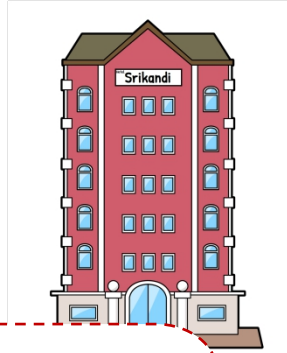
The airport
The restaurant
The hotel



The market



Public Places



Task 4

Your teacher will give you a map of Yogyakarta city. Please take a look carefully. (Gurumu akan memberikan sebuah peta kota Yogyakarta. Perhatikanlah baik-baik.)

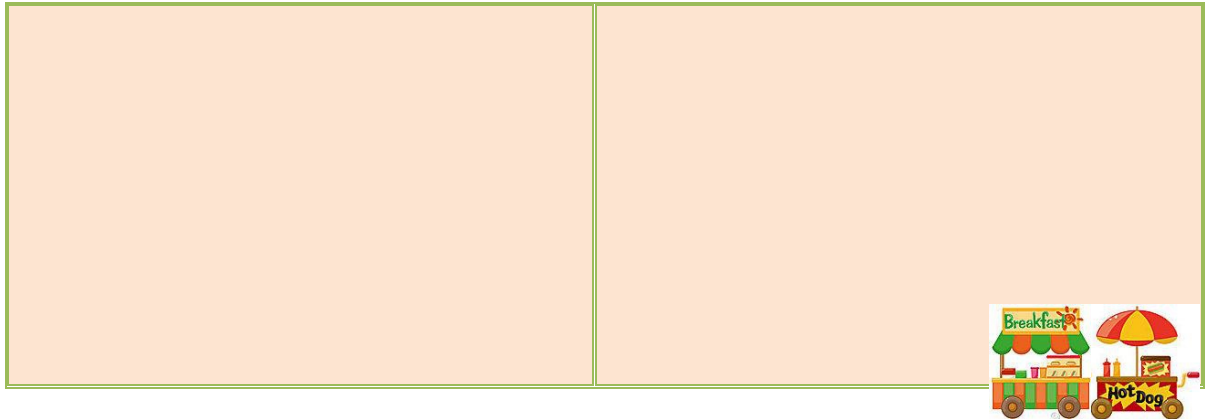


Task 5

Please find some public places around certain streets said by your teacher. Write them in the box. (Temukanlah tempat-tempat di sekitar jalan-jalan tertentu yang disebutkan gurumu. Tulislah dalam kotak di bawah ini.)



Streets	Public Places

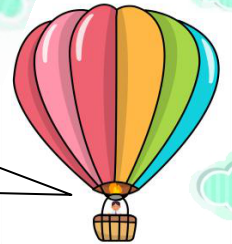


Congratulations!

You got .

Task 6

How do you say the location of a public place?
Have a look at pictures below. (*Bagaimana kamu mengatakan lokasi sebuah tempat umum? Lihatlah gambar-gambar di bawah ini.*)



next to



near



behind



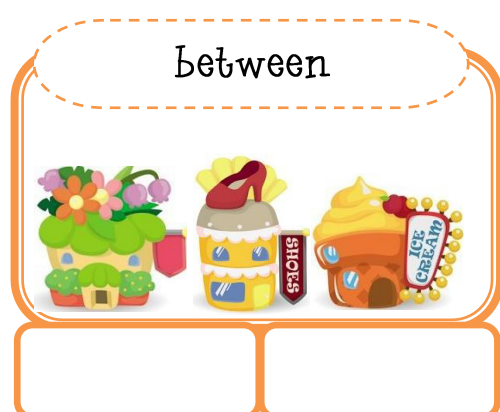
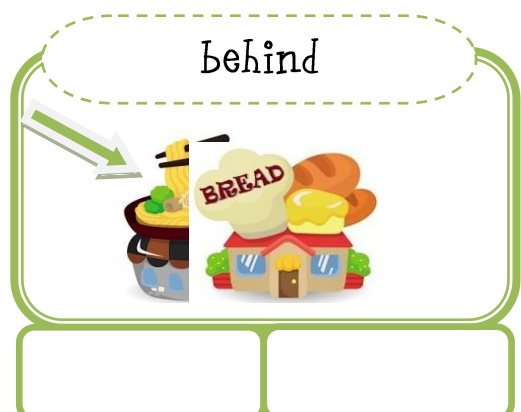
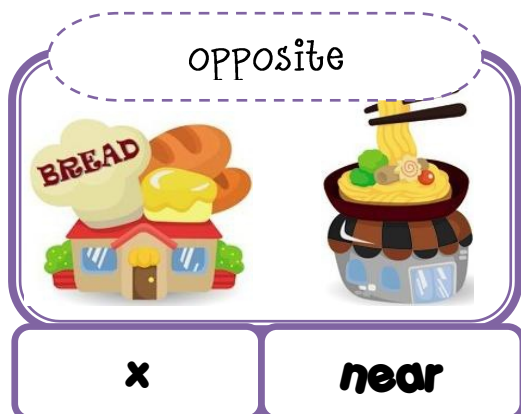
in front of

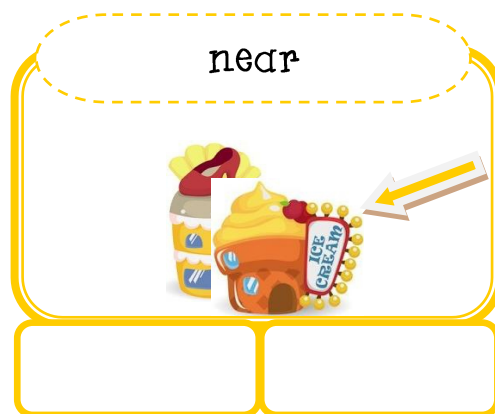
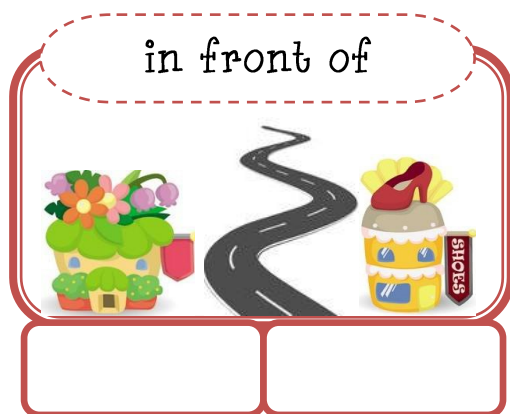


Picture Source: <http://www.clipartof.com>

Task 7

Put a tick (✓) to the right prepositions based on the pictures and put a cross (x) to the wrong prepositions and write the right prepositions. (Berilah tanda centang (✓) pada lokasi yang benar berdasarkan gambar dan berilah tanda silang (x) pada lokasi yang salah dan tuliskan lokasi yang benar.)



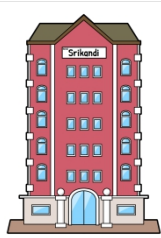


Congratulations!

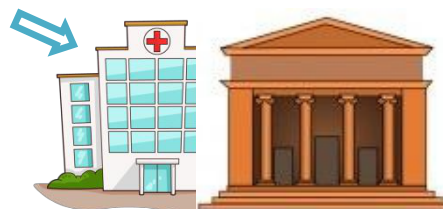
You got 🌟.

Task 8

How do you write the location of a public place? Look at the example and do the rests. (*Bagaimana menulis lokasi dari sebuah tempat umum? Lihatlah contoh dan kerjakan sisanya.*)



The restaurant is next to the hotel.
The hotel is next to the restaurant.



.....
.....

Public Places



.....



.....

Picture Sources: <http://i.istockimg.com>, <http://www.clipartlord.com>, <http://www.dailyfreepsd.com>

Congratulations!
 You got  .

Task 9

Hoamm...I need refreshing. Let's play "Town Planning" game. Read the instructions and listen to your teacher. (Hoamm... aku butuh hiburan. Ayo main "Town Planning". Bacalah petunjuknya dan dengarkan gurumu.)

TOWN PLANNING

How to play?

1. Make a group of 4 people.
2. Choose a map and a board from your teacher. You must hide the map from other groups.
3. Take some pictures of public places from your teacher.
4. Draw the map on the board.
5. Put the pictures by looking to the map.
6. Change your map with another group's map.
7. Complete the sentences based on the map.
8. The group which puts the correct pictures and complete the sentences faster wins.



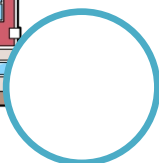
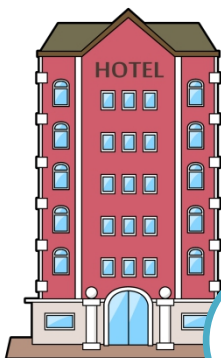
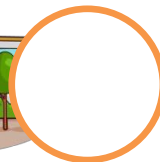
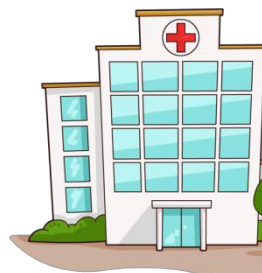
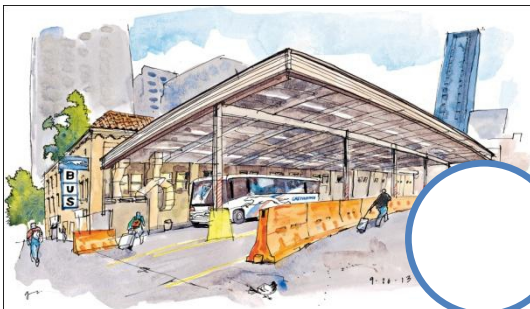
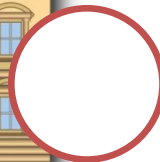
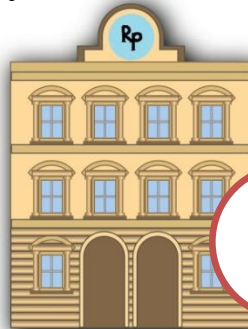
Congratulations!

You got 

Reflection



Do you know them in English?





Vocabulary Corner

Market /'mɑː kɪt/

Airport /'erpɔːrt/

Behind /bɪ'hænd/

Hospital /'hɒspɪtəl/

Bus Station /bʌs'steɪʃən/

Opposite /'ɒpəzɪt/

Temple /'templ/

Zoo /zuː/

In front of /ɪnfrʌntəv/

Bank /bæŋk/

Restaurant /'restɒrənt/

Between /bɪ'twiːn/

Hotel /hoʊ 'tel/

Near /nɪər/

Museum /mjuː'ziːəm/

Next to /nekstə/



Put your stars on the star tree.





Do I Have Four Legs?



Picture Source: <http://samiatay.deviantart.com>



I like to be here because I can see many animals. I want to touch the elephants, zebras, and tigers. Look! The tiger has four legs and it is also going roarr. Oh yeah! I will walk around the zoo and look at the other animals. Join me, pals!



Task 1

Look at pictures below. Say the names you're your teacher. *(Lihatlah gambar-gambar di bawah ini. Katakanlah nama-namanya bersama gurumu.)*



tiger



horse



snake



elephant



bird



deer



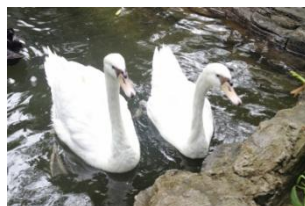
camel



frog



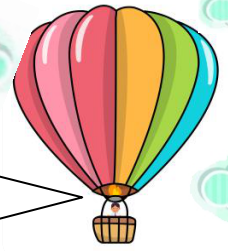
monkey



goose



Task 2



Now, can you arrange the names of the animals?
Then, say the names louder with your teacher.
(Sekarang, dapatkah kamu menyusun nama-nama binatang-binatang? Kemudian, katakan dengan keras dengan gurumu.)



g-f-o-r

frog



i-g-t-r-e

t.....



n-k-m-y-e-o

m.....



r-e-d-e

d.....



m-c-a-l-e

c.....



r-h-e-s-o

h.....



r-i-d-b

b.....



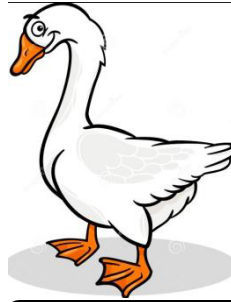
t-h-n-e-l-e-p-a

e.....



n-a-s-e-k

s.....



e-s-o-g-o

g.....

Picture Sources: <http://kids-pages.com>, <http://dreamstime.com>

Task 3

Listen to a recording from your teacher. Label the animals with their sounds. (*Dengarkan rekaman dari gurumu. Tandai binatang-binatang dengan suara-suaranya.*)



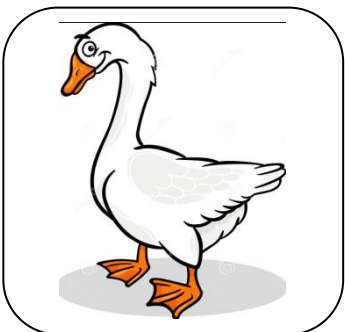
neigh - neigh

















moan-moan

honk-honk

tweet-tweet

hiss-hiss

whoop-whoop

croak-croak

grunt-grunt

roarrr

bell-bell

Congratulations!
You got .



Task 4

Your teacher will give you a map of Gembira Loka zoo. Please have a look carefully. (*Gurumu akan memberikan sebuah peta kebun binatang Gembira Loka. Lihatlah baik-baik.*)



Task 5

Here it is! Let's make our own zoo. Listen to your teacher and stick the animals on the correct numbers. (*Ini dia! Ayo kita buat kebun binatang kita sendiri. Dengarkan gurumu dan tempelkan binatang-binatang di nomor yang tepat.*)



Congratulations!

You got 🌟🌟.



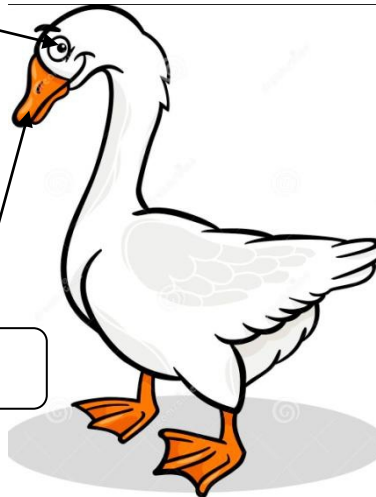
Task 6



Well, every animal has different body parts. Let's have a look at pictures below. *(Oke, setiap binatang mempunyai bagian tubuh yang berbeda. Lihatlah gambar-gambar di bawah ini.)*

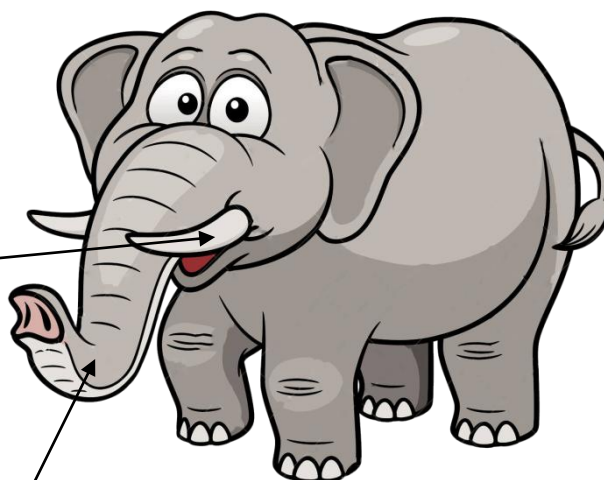
eye

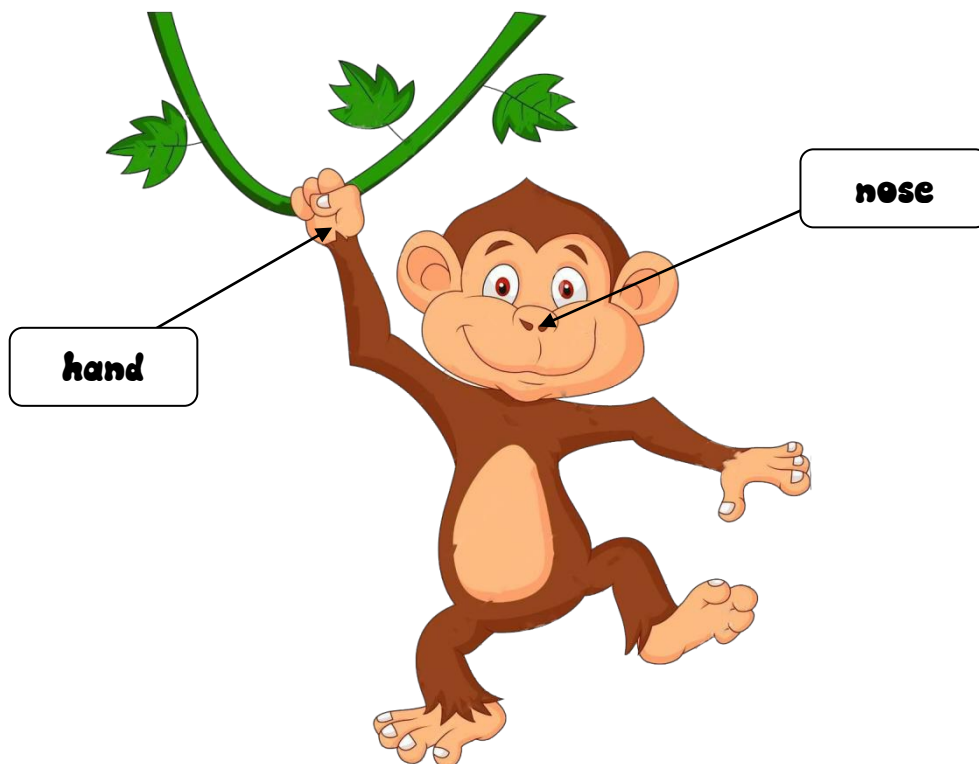
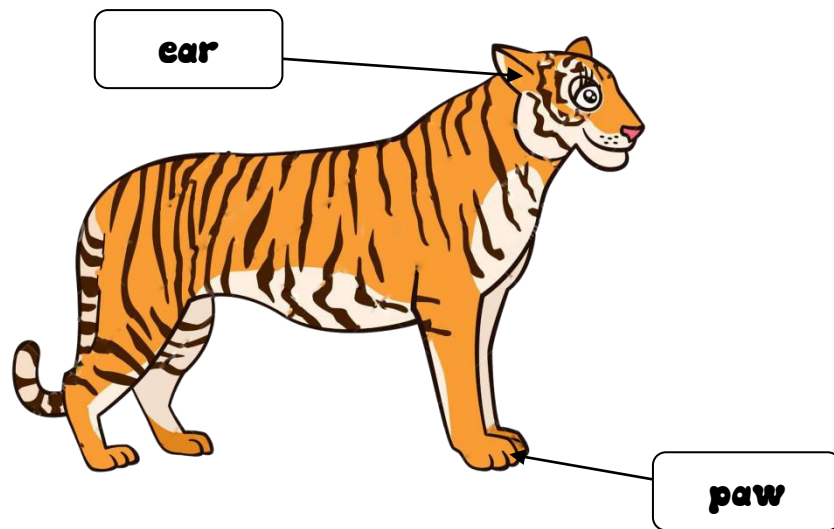
beak

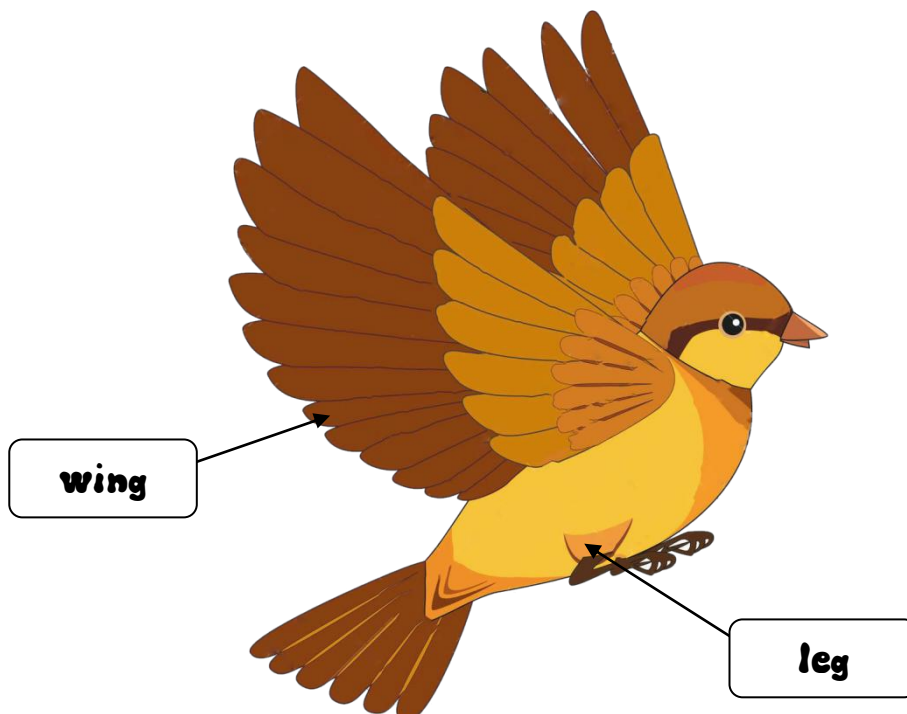
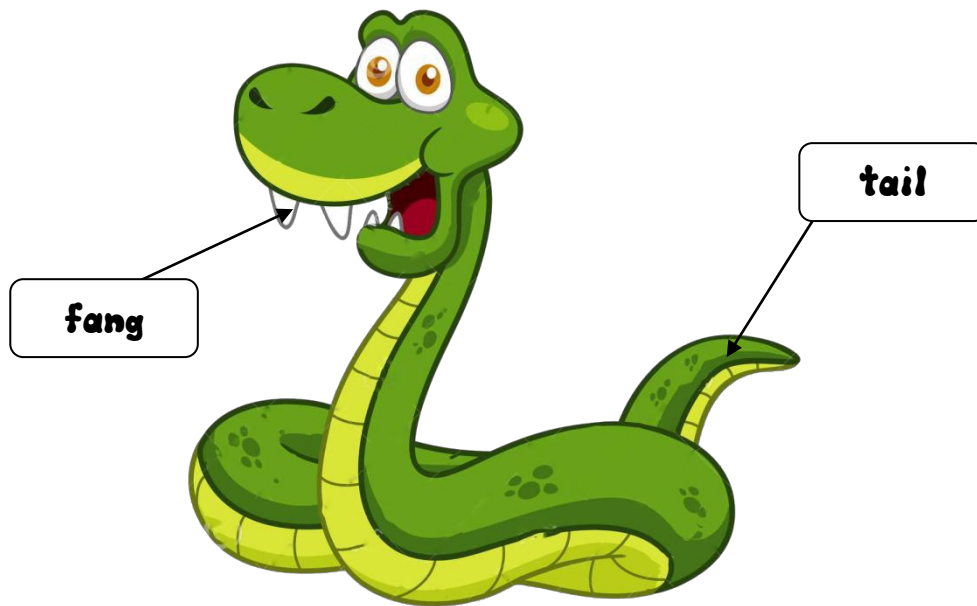


tusk

trunk









Task 7

Oh no! Some body parts of the animals are missing.
Do you know what are missing? (*Oh tidak!
Beberapa bagian tubuh binatang hilang. Taukah
kamu apa yang hilang?*)



What are missing?

1. It is the nose.
2. It is
3. It is
4. It is
5. It is
6. It is
7. It is
8. It is
9. It is
10. It is

nose

eye

beak

paw

wing

leg

trunk

hand

tail

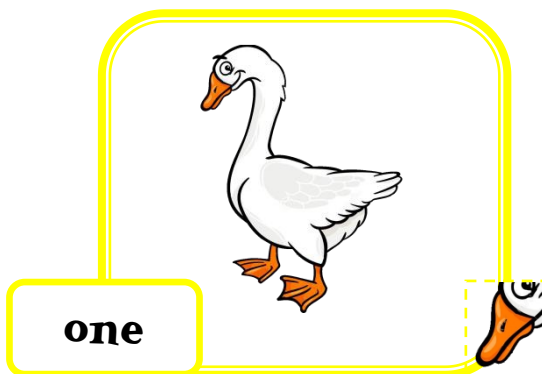
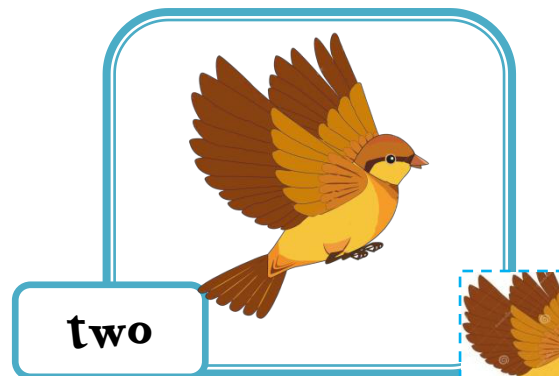
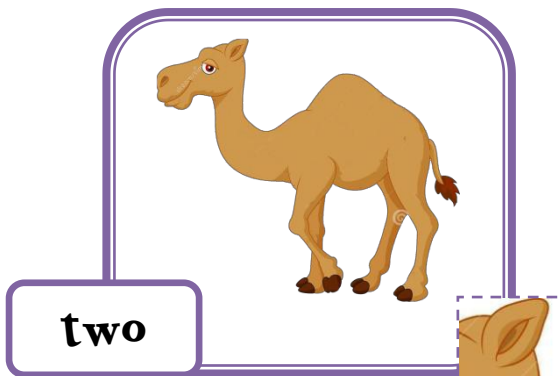
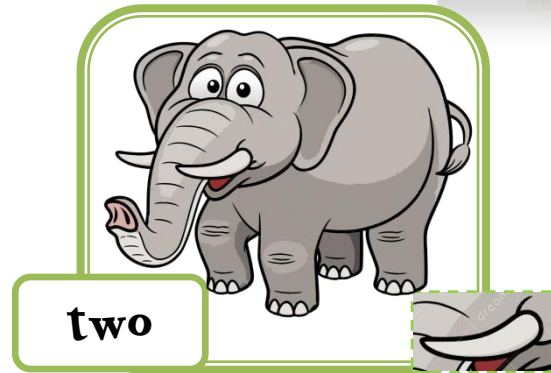
ear

Task 8

How do you write body parts of an animal? Have a look at the example and do the rests. (*Bagaimana kamu menulis anggota badan dari seekor binatang? Lihatlah contoh dan kerjakan sisanya.*)



The tiger has a jaw.



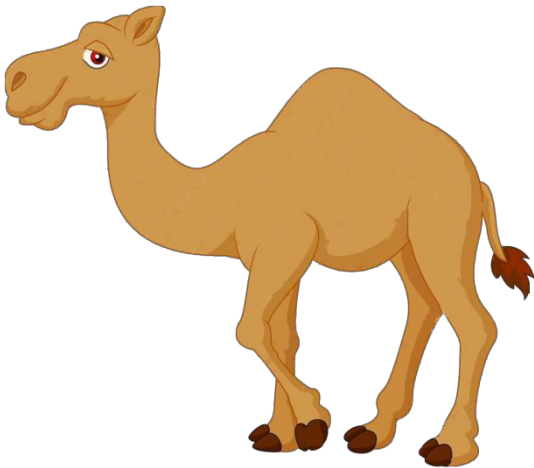
Congratulations!

You got .



Task 9

Choose the correct words. Describe the animals below. (*Pilihlah kata-kata yang tepat. Deskripsikan binatang-binatang di bawah ini.*)

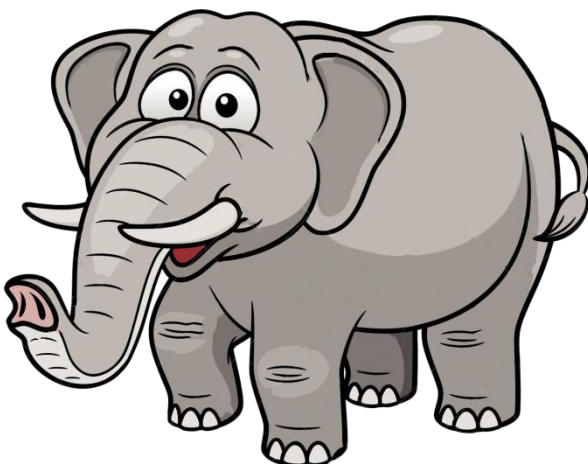


I see a camel in Gembira Loka zoo. It is brown. It has two eyes. It also has four legs. The legs are brown. It also has a tail. The tail is long.

leg

brown

tail



I see an _____ in Gembira Loka zoo. It is grey. It has two _____. It also has a _____. It has four big legs. It also has a tail. The tail is long.

tusk

elephant

trunk

Animals



I see a snake in Gembira Loka zoo. It is _____. It has four _____. The color is white. It also has a _____. It is very long.

fang

green

tail



I see a _____ in Gembira Loka zoo. It is big. It has two _____. The color is brown. It also has two _____. The color is also brown.

leg

bird

wing



I see a monkey in Gembira Loka zoo. It is _____. It has two _____. The color is brown. It also has two _____. The color is also brown.

brown

leg

hand





Task 10



You did very well! Let's play "Animal Sounds". Read the instructions and listen to your teacher. (*Kamu mengerjakan dengan sangat baik. Ayo main "Animal Sounds". Bacalah petunjuk-petunjuknya dan dengarkanlah gurumu.*)

Animal Sounds

How to play?

1. Make a group of 8-9 people.
2. Draw 5 kinds of animals in your group.
3. Exchange your pictures with other groups'.
4. Send one of your group members in front of the class. The teacher will stick the picture you draw on her/his back.
5. Make a line behind your friends.
6. Try to guess what animals are on the back.
You can ask with: "Am I ...?", "Do I go ...?", "Do I have ...?".
7. Answer your friends with: "Yes, you are.", "No, you are not.", "Yes, you do.", "No, you don't."
8. The group which has the most animal guessed wins.

Congratulations!

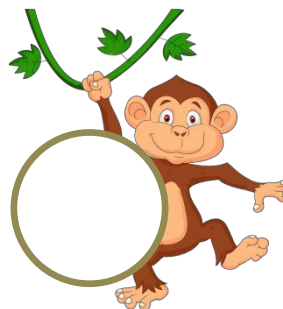
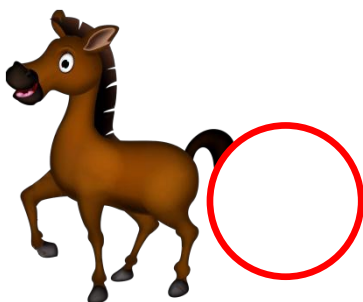
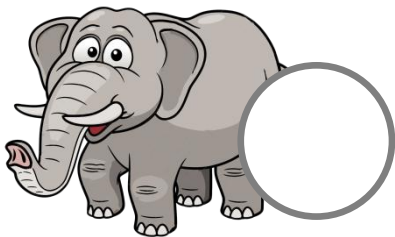
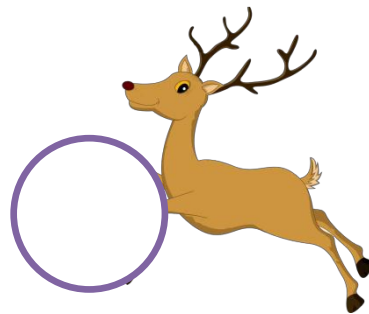
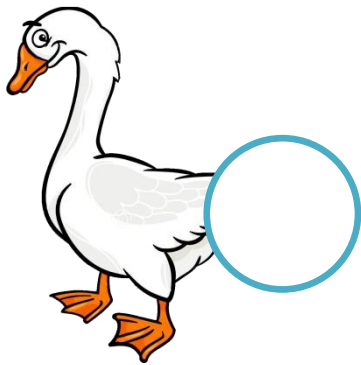
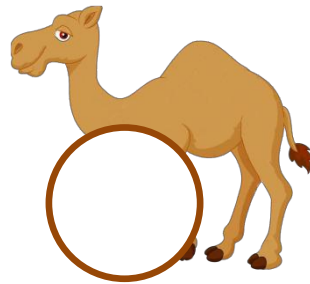
You got 🌟🌟🌟.



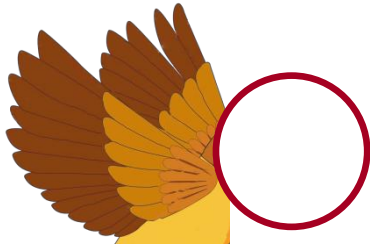
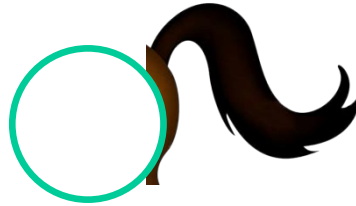
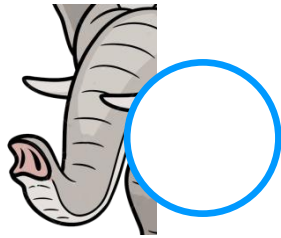
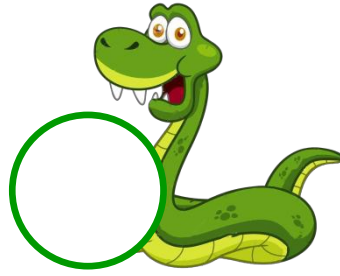
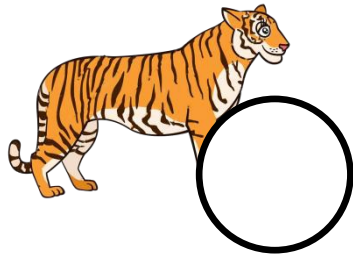


Reflection

Do you know them in English?



Animals





Vocabulary Corner

Tiger /'taɪgər/

Goose /guːs/

Pow /pəʊ/

Ear /ɪər/

Deer /dɪər/

Bird /bɜːd/

Tail /teɪl/

Hand /hænd/

Snake /sneɪk/

Horse /hɔːrs/

Fang /fæŋ/

Leg /leg/

Elephant /'elɪfənt/

Monkey /'mʌŋki/

Wing /wɪŋ/

Nose /noʊz/

Frog /frɒg/

Tusk /tʌsk/

Beak /biːk/

Camel /'kæməl/

Trunk /trʌŋk/

Eye /aɪ/





Put your stars on the star tree.



APPENDIX H

THE TEACHER'S GUIDE BOOK

Flying with English

(Context-based Materials for Nine-to-Ten-Year-Old Learners)



By:
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10202241056
English Education
State University of Yogyakarta

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Introduction

What is this book about?

The book entitled “Flying with English: Context-based Materials for Nine-to-Ten-Year-Old Learners-Bilingual Teacher’s Guide Book” consists of explanations of how to teach context-based materials to young language learners in Yogyakarta, especially them who are nine-to-ten years old. There are three units in this book. They are made based on themes. The first unit is about transportation of which the title is “It Goes Choo-Choo-Choo.” It has ten activities. The second unit is about public places of which the title is “The Market is Near the Hotel.” It has nine activities. The last unit is about animals of which the title is “Do I Have Four Legs?” It has nine activities.

Buku apakah ini?

Buku yang berjudul “Flying with English: Context-based Materials for Nine-to-Ten-Year-Old Learners-Bilingual Teacher’s Guide Book” terdiri dari penjelasan-penjelasan mengenai bagaimana cara mengajar materi yang bersifat *context-based* pada anak-anak usia 9-10 tahun di Yogyakarta. Ada tiga unit di dalam buku ini. Unit-unit tersebut dibuat berdasarkan tema. Unit yang pertama adalah mengenai transportasi yang berjudul “It Goes Choo-Choo-Choo.” Ada 10 aktivitas di unit ini. Unit yang kedua adalah mengenai tempat-tempat umum yang berjudul “The Market is Near the Hotel.” Ada 9 aktivitas di unit ini. Unit yang terakhir adalah mengenai binatang yang berjudul “Do I Have Four Legs?” Ada 9 aktivitas di unit ini.

Who is this book for?

The book is for all English teachers who work with young learners between the ages of nine to ten in Yogyakarta. It can be used as an extension of the general school curriculum.

Untuk siapakah buku ini?

Buku ini adalah untuk semua guru Bahasa Inggris yang berkerja dengan anak-anak yang berusia 9-10 tahun di Yogyakarta. Buku ini dapat digunakan sebagai tambahan dari kurikulum sekolah pada umumnya.

How to use this book?

The Listening Activities

Listening activities are aimed at making the learners familiar to listen to English words. The teacher can be the speaker so the learners can completely understand the materials.

The Speaking Activities

Speaking activities are aimed at making the learners familiar to speak English words. The teacher can give examples to the learners how to pronounce the English words correctly.

The Reading Activities

Reading activities are aimed at making the learners familiar to read English words. The teacher can help them to find the meaning of English words they do not know yet by looking at the dictionary.

The Writing Activities

Writing activities are aimed at making the learners familiar to write English words. The teacher can help them to arrange the words into the sentences or match the subjects and the appropriate verbs.

Flashcards

There are some flashcards to present the materials to the learners. They are made in big sizes so the learners can see them clearly.

Sticking Activities

There are many sticking activities in this book. They are aimed at making the learners are able to feel fun to learn the themes.

Songs

The songs aim to make the materials easier to learn. By remembering the song, it is expected that the learners can understand the materials better. It involves movement.

Card games

The learners collect, give away, exchange, sort, and count cards. The cards can have a meaning or value in a game, or simply serve as symbols for objects or actions.

Board games

Board game can be made by the learners as a fun activity. Sometimes, it is also combined with other activities such as listening, writing, and sticking.

Drawing games

Drawing games are particularly helpful with shy learners who are reluctant to talk. Moreover, it can be combined with other activities such as speaking.

Guessing games

In guessing game, the aim is to guess the answer to some questions. It also can be combined with movement to make the learners more interested in the game.

Pair game

In pair game, the learners should play along with their partners. They should discuss the action together with their partner.

Team game

In team game, it requires cooperative team work. The learners should listen to other learners' opinion to make a decision.

Language Aim

All of the activities in this book aim to make the learners understand English better. It is expected that they can listen, speak, read, and write English words better to prepare themselves in the next grade of primary school.

Other Aims

The materials also can lead the teacher to find out non-linguistic skills of the learners. They can be used to know the lacks of the learners' development.

Group Size and Time

The teacher should decide the minimum and maximum number of learners to make the activities successful. Moreover, the teacher should firmly decide the time limitation to do the activities.

Bagaimana menggunakan buku ini?

Aktivitas Mendengarkan

Kegiatan mendengarkan bertujuan untuk membuat siswa terbiasa mendengarkan kata-kata dalam Bahasa Inggris. Guru dapat menjadi pembicara sehingga siswa dapat dengan mudah mengerti pembicaraan tersebut.

Aktivitas Berbicara

Aktivitas berbicara bertujuan untuk membuat siswa terbiasa berbicara kata-kata Bahasa Inggris. Guru dapat memberikan contoh pada siswa bagaimana cara mengucapkan kata-kata Bahasa Inggris dengan benar.

Aktivitas Membaca

Aktivitas membaca bertujuan untuk membuat siswa terbiasa membaca kata-kata Bahasa Inggris. Guru dapat membantu untuk menemukan arti dari kata-kata Bahasa Inggris yang tidak diketahui oleh siswa dengan cara melihat kamus.

Aktivitas Menulis

Aktivitas menulis bertujuan untuk membuat siswa terbiasa menulis kata-kata Bahasa Inggris. Guru dapat membantu untuk menyusun kata-kata menjadi kalimat-kalimat atau mencocokkan subyek dengan predikat yang sesuai.

Flashcards

Ada beberapa *flashcards* untuk mempresentasikan materi kepada siswa. *Flashcards* tersebut dibuat dalam ukuran besar sehingga siswa dapat melihatnya dengan jelas.

Aktivitas Menempel

Ada banyak aktivitas menempel di buku ini. Aktivitas tersebut bertujuan untuk membuat siswa merasa senang untuk belajar mengenai topik yang dibahas.

Lagu-lagu

Lagu bertujuan untuk membuat materi lebih mudah dipelajari. Dengan mengingat lagu, diharapkan bahwa siswa dapat memahami materi lebih baik. Lagu tersebut memerlukan gerakan.

Permainan-permainan Kartu

Siswa mengumpulkan, memberikan, menukar, memilih, dan menghitung kartu. Kartu tersebut dapat mempunyai nilai dalam sebuah permainan atau hanya sebagai symbol untuk objek atau aksi.

Permainan-permainan Papan

Permainan dengan papan dapat dibuat oleh siswa sebagai kegiatan yang menyenangkan. Terkadang, permainan tersebut juga dikombinasikan dengan aktivitas yang lain seperti mendengarkan, menulis, dan menempel.

Permainan Menggambar

Permainan menggambar sangat membantu terutama untuk siswa yang tidak berani untuk berbicara. Selebihnya, permainan ini dapat juga dikombinasikan dengan aktivitas lain seperti berbicara.

Permainan Tebak-tebakan

Dalam tebak-tebakan, tujuannya adalah untuk menebak jawaban dari pertanyaan yang ada. Permainan ini juga dapat dikombinasikan dengan gerakan untuk membuat siswa lebih tertarik dengan permainan.

Permainan Berpasangan

Dalam permainan berpasangan, siswa harus bermain bersama pasangannya. Mereka harus mendiskusikan aksi yang harus diambil bersama pasangan.

Permainan Tim

Dalam permainan tim, dibutuhkan kerja sama tim. Siswa harus mendengarkan pendapat teman yang lain untuk membuat sebuah keputusan.

Tujuan Kebahasaan

Semua aktivitas dalam buku ini bertujuan untuk membuat siswa memahami Bahasa Inggris lebih baik. Diharapkan bahwa siswa dapat mendengarkan, berbicara, membaca, dan menulis kata-kata Bahasa Inggris lebih baik untuk menyiapkan diri mereka ke jenjang kelas berikutnya.

Tujuan-tujuan Lain

Materi-materi yang dibuat juga dapat mengarahkan guru untuk menemukan kemampuan non-bahasa yang dimiliki siswa. Temuan-temuan tersebut dapat digunakan untuk mengetahui kekurangan perkembangan siswa.


Jumlah Grup dan Waktu

Guru harus menentukan jumlah minimal dan maksimal siswa dalam grup untuk membuat aktivitas berhasil. Selainnya, guru harus memutuskan dengan tegas batas waktu untuk mengerjakan aktivitas.

THE COURSE GRID

FLY WITH ENGLISH: CONTEXT-BASED MATERIALS FOR NINE-TO-TEN-YEAR-OLD LEARNERS IN YOGYAKARTA

Unit 1 (It Goes Choo-Choo-Choo.)

Theme	Learning Objective	Indicators	Learning Materials				Teaching and Learning Activities		Context-based	Teaching Aids
			Language Function	Expression	Vocabulary	Grammar	Teacher	Learners		
Transportation	Children are able to identify different kinds of transportation.	<ol style="list-style-type: none"> Children can mention different kinds of transportation by land, air, and sea. Children can mention different parts of transportation by land, air, and sea. 	Asking and giving information.	<ul style="list-style-type: none"> The car has two wheels. The plane has two wings. The bus runs by land. The train has a chimney. I need a bus card. Do you have a bus card? Yes, I do. No, I 	Car, bus, bicycle, train, stagecoach, plane, helicopter, ship, boat, rocket, wheel, saddle, wing, chimney, bow, by land, by sea, by air.	<p>S + has + O</p> <p>Do + S + have + O + ?</p> <p>Yes, I do. No, I don't.</p> <p>Singular (A/An) A bus A wheel</p> <p>Plural (+s/es) Two buses Four wheels</p>	<p>Routines:</p> <ol style="list-style-type: none"> Greeting the learners. Saying a prayer. <p>Pre-teaching:</p> <ol style="list-style-type: none"> Introducing the theme to the learners by asking the learners about vehicles they ever ride. Asking the learners to give a tick to the pictures of the vehicles they know. 	<p>Routines:</p> <ol style="list-style-type: none"> Greeting the teacher. Saying a prayer. <p>Pre-teaching:</p> <ol style="list-style-type: none"> Understanding the theme. Giving a tick to the pictures of the vehicles they know. <p>While teaching:</p> <ol style="list-style-type: none"> Identifying flashcards about kinds of transportation. 	<p>A short text about a stagecoach.</p> <p>Stagecoach</p> 	<p>Flashcards, a board, vehicle stickers, a set of "We All Go Travelling By" puppet sticks, a set of "Transportation Quartet" cards.</p> <p>Reflection: Smiley stickers</p> <p>Achievement</p>


				don't.			<p>While-teaching:</p> <p>Presentation:</p> <p>5. Showing different kinds of transportation by land, air, and sea using flashcards.</p> <p>Practice:</p> <p>6. Asking the learners to match the kinds of transportation and where they run through.</p> <p>7. Discussing the answers together.</p> <p>8. Singing "We All Go Travelling By" song.</p> <p>9. Asking the learners to find what vehicles</p>	<p>6. Matching the kinds of transportation with where they run through.</p> <p>7. Discussing the answers with the teacher.</p> <p>8. Singing "We All Go Travelling By" song .</p> <p>9. Finding kinds of vehicles in the song.</p> <p>10. Discussing the answers together with the teacher.</p> <p>11. Identifying some parts of vehicles mentioned by the teacher.</p> <p>12. Writing based on the example.</p> <p>13. Discussing the answers with</p>	nt: Star stickers
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							<p>mentioned in the song.</p> <p>10. Discussing the answers together.</p> <p>11. Checking the understanding of the learners about the sounds of the vehicles by asking questions orally.</p> <p>12. Showing the learners some parts of vehicles and asking some questions to check their understanding.</p> <p>13. Asking the learners to write based on the example.</p> <p>14. Discussing the</p>	<p>the teacher.</p> <p>14. Reading a simple description about a stagecoach.</p> <p>15. Checking true and false statements about the text.</p> <p>16. Discussing the answers with the teacher.</p> <p>17. Playing "Transportation Quartet" game.</p> <p>Post-teaching:</p> <p>18. Giving reflection by sticking stickers to what materials they have understood</p>		
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							<p>answers together.</p> <p>15. Asking the learners to read a simple description about a stagecoach.</p> <p>16. Asking the learners to check true and false statements about the description.</p> <p>17. Discussing the answers together.</p> <p><i>Production:</i></p> <p>18. Explaining and playing "Transportation Quartet" game.</p> <p>Post-teaching:</p> <p>19. Asking the learners to do reflection</p>	<p>and haven't understood.</p> <p>19. Sticking the stars they have got on the star tree.</p> <p>20. Saying a prayer.</p>		
--	--	--	--	--	--	--	--	--	--	--

							<p>about the materials.</p> <p>20. Asking the learners to stick the stars they have got on the tree star.</p> <p>21. Saying a prayer.</p>			
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Unit 2 (The Market is Near the Hotel.)

Theme	Learning Objective	Indicators	Learning Materials				Teaching and Learning Activities		Context-based	Teaching Aids
			Language Function	Expression	Vocabulary	Grammar	Teacher	Learners		
Public Places	Children are able to identify different public places, especially in Yogyakarta.	<ol style="list-style-type: none"> Children can mention various public places. Children can write the location of public places. 	Asking and giving information.	<ul style="list-style-type: none"> The market is near Malioboro Street. The bank is near Brigjen Katamso Street. The hospital is near the bank. The hospital is opposite to the market. The bank is next to the 	The zoo, the bus station, the temple, the hospital, the bank, the market, the museum, the airport, the restaurant, the hotel, next to, near, in front of, behind, between, opposite.	Noun + is/are + preposition + noun	<p>Routines:</p> <ol style="list-style-type: none"> Greeting the learners. Saying a prayer. <p>Pre-teaching:</p> <ol style="list-style-type: none"> Introducing the theme to the learners. Asking the learners to write the names of the public places based on the pictures. <p>While-teaching:</p> <p>Presentation:</p> <ol style="list-style-type: none"> Showing about public places using flashcards. Asking some questions about the public places. 	<p>Routines:</p> <ol style="list-style-type: none"> Greeting the teacher. Saying a prayer. <p>Pre-teaching:</p> <ol style="list-style-type: none"> Understanding the theme. Writing the name of public places based on the pictures. <p>While-teaching:</p> <ol style="list-style-type: none"> Identifying the public places mentioned by the teacher. Discussing 	<p>The map of Yogyakarta.</p> 	<p>Yogyakarta a City map, flashcards of public places, game boards, small pictures of public places, glues, and pencils.</p> <p>Reflection: Smiley stickers</p> <p>Achievement: Star stickers</p>


				museum.			<p><i>Practice:</i></p> <ol style="list-style-type: none"> Asking the learners to match the pictures and the public places. Discussing the answers together. Showing a map of Yogyakarta. Asking the learners about public places in Yogyakarta. Asking the learners to find public places in a certain street. Discussing the answers together. Telling kinds of prepositions. Asking the learners to match the preposition and the picture. 	<p>some things related to the public places.</p> <ol style="list-style-type: none"> Matching the pictures and public places. Discussing the answers with the teacher. Discussing the public places in Yogyakarta based on the map. Finding the public places in certain streets. Discussing the answers with the teacher. Identifying kinds of preposition. Matching 		
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						<p>15. Discussing the answer with the learners.</p> <p>16. Asking the learners to write based on the example.</p> <p>17. Discussing the answers together.</p> <p><i>Production:</i></p> <p>18. Explaining and playing the learners to play "Town Planning" game.</p> <p>Post-teaching:</p> <p>19. Asking the learners to do reflection about the materials.</p> <p>20. Asking the learners to stick the stars they have got on the tree star.</p> <p>21. Saying a prayer.</p>	<p>the preposition and the picture.</p> <p>14. Discussing the answers with the teacher.</p> <p>15. Writing based on the example.</p> <p>16. Discussing the answers with the teacher.</p> <p>17. Playing "Town Planning" game.</p> <p>Post-teaching:</p> <p>18. Giving reflection by sticking stickers to what materials they have understood and haven't</p>		
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								<p>understood.</p> <p>19. Sticking the stars they have got on the star tree.</p> <p>20. Saying a prayer.</p>		
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Unit 3 (Do I Have Four Legs?)

Theme	Learning Objective	Indicators	Learning Materials				Teaching and Learning Activities		Context-based	Teaching Aids
			Language Function	Expression	Vocabulary	Grammar	Teacher	Learners		
Animals	Children are able to identify different kinds of animals.	<ol style="list-style-type: none"> Children can say different kinds of animals and their sounds. Children can differentiate parts of the body of the animals. 	Asking and giving information.	<ul style="list-style-type: none"> The monkey goes whoop-whoop. The horse goes neigh-neigh. The tiger has four legs. Do I have two wings? Am I an elephant? Do I go roarr? 	Horse, snake, monkey, frog, deer, bird, goose, camel, elephant, tiger, moan-moan, honk-honk, tweet-tweet, hiss-hiss, whoop-whoop, croak-croak, grunt-grunt, roarr, bell-bell, eye, nose, beak, trunk,	S + has + O Am + I + noun + ? Do + I have + noun + ? Do + I + go + adjective + ?	Routines: 1. Greeting the learners. 2. Saying a prayer. Pre-teaching: 3. Introducing the theme to the learners. While-teaching: Presentation: 4. Showing different kinds of animals using pictures. 5. Asking and showing the animals' sounds. Practice: 6. Asking the learners to arrange the	Routines: 1. Greeting the teacher. 2. Saying a prayer. Pre-teaching: 3. Understanding the theme. While-teaching: 4. Identifying the pictures of the animals. 5. Identifying the sounds of the animals. 6. Arranging the correct words based on the picture. 7. Discussing	Gembira Loka Zoo map 	Animal pictures, Gembira Loka Zoo map, small pictures of animals, glues, coloured pens, papers, scissors, and a tape. Reflection: Smiley stickers Achievement: Star stickers

					tusk, ear, paw, hand, tail, fang, leg, wing.		<p>alphabets into the correct words based on the pictures.</p> <p>7. Discussing the answer together.</p> <p>8. Asking to find the right sounds of some animals.</p> <p>9. Discussing the answers together.</p> <p>10. Showing a map of Gembira Loka Zoo.</p> <p>11. Discussing kinds of animals in Gembira Loka Zoo</p> <p>12. Discussing the answers together.</p> <p>13. Asking the learners to stick pictures of animals in Gembira Loka Zoo based on the instructions of the teacher.</p>	<p>the answers with the teacher.</p> <p>8. Finding the right sounds of some animals.</p> <p>9. Discussing the answers with the teacher.</p> <p>10. Mentioning animals in Gembira Loka Zoo.</p> <p>11. Sticking the pictures of animals on Gembira Loka Zoo.</p> <p>12. Discussing the answers with the teacher.</p> <p>13. Identifying the body parts of the animals.</p> <p>14. Finding the missing body</p>		
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							<p>14. Discussing the answer together.</p> <p>15. Giving explanations about parts of the body of animals.</p> <p>16. Asking the learners to find the missing body parts of the animals in the zoo.</p> <p>17. Discussing the answers together.</p> <p>18. Asking the learners to write based on the example.</p> <p>19. Discussing the answers together.</p> <p><i>Production:</i></p> <p>20. Explaining and playing "Animal Sounds" game.</p>	<p>parts of the animals.</p> <p>15. Discussing the answers with the teacher.</p> <p>16. Writing based on the example.</p> <p>17. Discussing the answers with the teacher.</p> <p>18. Playing "Animal Sounds" game.</p> <p>Post-teaching:</p> <p>19. Giving reflection by sticking stickers to what materials they have understood and haven't understood.</p> <p>20. Sticking the</p>		
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							Post-teaching: 21. Asking the learners to do reflection about the materials. 22. Asking the learners to stick the stars they have got on the tree star. 23. Saying a prayer.	stars they have got on the star tree. 21. Saying a prayer.		
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Unit 1

It Goes Choo-Choo-Choo

Task 1

1. The teacher asks the learners to read the instruction. (*Guru meminta murid untuk membaca perintah soal.*)

Now, listen to your teacher to know more about them.
(*Sekarang dengarkan gurumu untuk tahu lebih jauh tentang kendaraan-kendaraan tersebut.*)



2. If there are some of them who do not understand the instruction yet, the teacher should explain the instruction. (*Jika ada beberapa murid yang belum mengerti perintah soal, guru menjelaskan perintah soal tersebut.*)
3. The teacher presents the kinds of vehicles using flashcards. (*Guru mempresentasikan macam-macam kendaraan menggunakan kartu.*)



*The complete and bigger flashcards are in the CD.

4. The teacher asks the name of the vehicles on the flashcards while asking to spell the name together. (*Guru menanyakan nama-nama kendaraan yang ada di kartu sambil meminta untuk mengejanya bersama-sama.*)
5. The teacher also asks the way the vehicles run through. (*Guru juga menanyakan jalur yang dilalui oleh kendaraan-kendaraan tersebut.*)
6. The teacher re-checks the understanding of the learners by asking some questions. For example: "What is this picture? (showing a picture of a car)". (*Guru mengecek kembali pemahaman murid dengan menanyakan beberapa pertanyaan. Contoh: "Gambar apa ini? (sambil menunjukkan gambar mobil)".*)

Task 2

1. The teacher asks the learners to read the instruction. (*Guru meminta murid untuk membaca perintah soal.*)



The bus runs on the road. The plane flies on the sky. The ship sails on ... Where does it run through? Let's guess it!
(*Bus jalan di jalan. Pesawat terbang di langit. Kapal berlayar di ... Di manakah kapal berlayar? Ayo kita tebak!*)

2. If there are some of them who do not understand the instruction yet, the teacher should explain the instruction. (*Jika ada beberapa murid yang belum mengerti perintah soal, guru menjelaskan perintah soal tersebut.*)
3. The teacher gives time limitation to do the task. (*Guru memberikan batas waktu mengerjakan soal.*)



car



4. The teacher observes how the learners do the task. (*Guru mengawasi murid mengerjakan soal.*)
5. After they had done the task, the teacher asks some of the learners to share the answer in front of the class by sticking the pictures on the right group. You may make a board. (*Setelah murid-murid selesai mengerjakan, guru meminta beberapa murid untuk berbagi jawaban di depan kelas dengan menempel gambar-gambar pada kelompok yang tepat. Anda dapat membuat papan.*)



*Pictures with bigger sizes can be seen in the CD.

6. The answers are discussed together. (*Jawaban-jawabannya dibahas bersama.*)

Task 3

1. The teacher asks the learners to read the instruction. (*Guru meminta murid untuk membaca perintah soal.*)



Now, listen to your teacher. Write the correct vehicles. (*Sekarang dengarkan gurumu. Tulislah kendaraan yang tepat.*)

2. If there are some of them who do not understand the instruction yet, the teacher should explain the instruction. (*Jika ada beberapa murid yang belum mengerti perintah soal, guru menjelaskan perintah soal tersebut.*)
3. The teacher asks the learners to choose some words to complete a paragraph. (*Guru meminta murid untuk memilih kata-kata untuk melengkapi sebuah paragraf.*)

Vehicles at Malioboro

I see many vehicles at Malioboro. They are big and small. I see a **car** near Indomaret. It is black. Then, I see a near a batik shop. It is yellow. There is a blue near the bus. It is very small. Near Tugu train station, there is an orange . It is very big. Suddenly, a flies over my head. It is very noisy. Then, I see a behind the plane. I am happy to see many vehicles at Malioboro.

train

bicycle

car

helicopter

plane

bus

4. The answers are discussed together. (*Jawaban-jawabannya dibahas bersama.*)

Task 4

1. The teacher asks the learners to read the instruction. (*Guru meminta murid untuk membaca perintah soal.*)

You did well! Now, let's sing "We All Go Travelling By" together. (*Kamu mengerjakannya dengan sangat baik. Sekarang, mari kita bernyanyi "We All Go Travelling By" bersama-sama.*)



2. If there are some of them who do not understand the instruction yet, the teacher should explain the instruction. (*Jika ada beberapa murid yang belum mengerti perintah soal, guru menjelaskan perintah soal tersebut.*)
3. The teacher asks the learners to make four groups. (*Guru meminta murid untuk membuat empat group.*)
4. The teacher gives a set of “We All Go Travelling By” puppet sticks to each group. (*Guru membagi satu set stik “We All Go Travelling By” pada setiap group.*)



*The complete pictures can be seen in the CD.

5. The teacher gives an example how to sing the song. The complete lyric is in the CD. (*Guru memberikan contoh bagaimana cara menyanyikan lagu. Lirik yang lengkap ada di CD.)*
6. The teacher asks the learners to follow singing the song slowly while raising the puppet stick mentioned in the song. (*Guru meminta murid untuk ikut menyanyikan lagu tersebut pelan-pelan sambil mengangkat stik yang disebutkan di lagu.*)
7. Both the teacher and the learners sing from the first line until the last line together. (*Guru dan murid bernyanyi bersama-sama dari baris pertama sampai akhir.*)
8. The teacher re-checks the understanding of the learners by asking some questions. For example: “How is the sound of the train?” (*Guru menanyakan pemahaman murid dengan menanyakan beberapa pertanyaan. Contoh: “Bagaimana bunyi kereta api?”*)

Task 5

1. The teacher asks the learners to read the instruction. (*Guru meminta murid untuk membaca perintah soal.*)



How is the song? Is it good? By the way, can you choose which kinds of transportation in the song? (*Bagaimana lagunya? Bagus kan? Ngomong-ngomong, bisakah kamu memilih macam-macam transportasi mana saja yang disebutkan di lagu?*)

2. If there are some of them who do not understand the instruction yet, the teacher should explain the instruction. (*Jika ada beberapa murid yang belum mengerti perintah soal, guru menjelaskan perintah soal tersebut.*)
3. The teacher gives time limitation to do the task. (*Guru memberikan batas waktu mengerjakan soal.*)

I find...in the song.



4. The teacher observes how the learners do the task. (*Guru mengawasi murid mengerjakan soal.*)
5. After they had done the task, the answers are discussed together. (*Setelah murid-murid selesai mengerjakan, jawabannya didiskusikan bersama.*)
6. The teacher gives a star to them who got all correct answers. The star can be seen in the CD. (*Guru memberikan sebuah bintang pada murid yang jawabannya benar semua. Bintangnya dapat dilihat di dalam CD.*)

Task 6

1. The teacher asks the learners to read the instruction. (*Guru meminta murid untuk membaca perintah soal.*)

Look! The car has four wheels. The plane has two wings. What does the train have? Let's check this out! (*Lihat! Mobil punya empat roda. Pesawat punya dua sayap. Kereta punya apa? Ayo kita cari tahu!*)



2. If there are some of them who do not understand the instruction yet, the teacher should explain the instruction. (*Jika ada beberapa murid yang belum mengerti perintah soal, guru menjelaskan perintah soal tersebut.*)
3. The teacher shows the pictures of some vehicle parts. Then she asks the learners to spell the name. (*Guru menunjukkan gambar-gambar bagian kendaraan. Kemudian, mintalah murid untuk mengejanya.*)
- 4.



wheel



wing



saddle



chimney



bow

*Pictures with bigger sizes are in the CD.

5. The teacher re-checks the understanding of the learners by asking some questions. For example: "What is the picture? (showing the picture of a saddle)" (*Guru mengecek kembali pemahaman murid dengan menanyakan beberapa pertanyaan. Contoh: "Gambar apa ini? (sambil menunjukkan gambar sadel)"*)
6. The teacher explains the concept of singular and plural form of nouns. (*Guru menjelaskan konsep benda tunggal dan jamak.*)
7. The teacher gives examples as many as possible using the vehicle parts. For example: "How do you say two of this? (showing picture of wheel)" (*Guru memberi contoh sebanyak mungkin menggunakan bagian-bagian kendaraan. Contoh: "Bagaimana kamu mengatakan dua ini? (sambil menunjukkan gambar roda)"*)

Task 7

1. The teacher asks the learners to read the instruction. (*Guru meminta murid untuk membaca perintah soal.*)



Do you know the differences? Now, try to write using them.
 (*Kamu tahu perbedaannya kan? Sekarang, cobalah menulis dengan bagian-bagian kendaraan tersebut.*)

2. If there are some of them who do not understand the instruction yet, the teacher should explain the instruction. (*Jika ada beberapa murid yang belum mengerti perintah soal, guru menjelaskan perintah soal tersebut.*)
3. The teacher gives time limitation to do the task. (*Guru memberikan batas waktu mengerjakan soal.*)



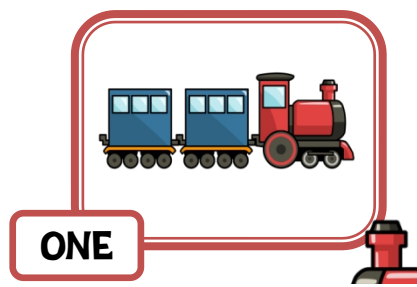
The plane has two wings.



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4. The teacher observes how the learners do the task. (*Guru mengawasi murid mengerjakan soal.*)
5. After they had done the task, the answers are discussed together. (*Setelah murid-murid selesai mengerjakan, jawabannya didiskusikan bersama.*)
6. The teacher gives a star to them who got all correct answers. (*Guru memberikan sebuah bintang pada murid yang jawabannya benar semua.*)

Task 8

1. The teacher asks the learners to read the instruction. (*Guru meminta murid untuk membaca perintah soal.*)



Look! There is a special vehicle in Yogyakarta. The name is stagecoach.
Do you know it?? (*Lihat! Ada sebuah kendaraan spesial di Yogyakarta.
Namanya adalah andong. Kamu tahu tidak?*)




2. If there are some of them who do not understand the instruction yet, the teacher should explain the instruction. (*Jika ada beberapa murid yang belum mengerti perintah soal, guru menjelaskan perintah soal tersebut.*)
3. The teacher gives time limitation to do the task. (*Guru memberikan batas waktu mengerjakan soal.*)

A stagecoach is a traditional cart in Yogyakarta. It

has four wheels . The  are black. It also has a

horse. The  pulls the cart so it can move. It also has a roof. The  is to protect the passengers

from rain. We can find many  in Malioboro Street.



4. The teacher observes how the learners do the task. (*Guru mengawasi murid mengerjakan soal.*)
5. After they had read the text, the teacher discusses what it is about with them. (*Setelah murid-murid selesai membaca text, guru membahas teks bersama murid.*)
6. The teacher asks the learner whether they find difficult words or not. The difficult words will be discussed together. (*Guru menanyakan apakah murid menemukan kata-kata sulit atau tidak. Kata-kata sulit tersebut akan didiskusikan bersama.*)

Task 9







1. The teacher asks the learners to read the instruction. (*Guru meminta murid untuk membaca perintah soal.*)



Hmmm...some information about the stagecoach is wrong. Put a cross (x) for the wrong information. Put a tick (✓) for the right information. (*Hmmm...beberapa informasi mengenai andong salah. Berilah tanda silang (x) pada informasi yang salah dan tanda centang (✓) pada informasi yang benar.*)

2. If there are some of them who do not understand the instruction yet, the teacher should explain the instruction. (*Jika ada beberapa murid yang belum mengerti perintah soal, guru menjelaskan perintah soal tersebut.*)

- The teacher gives time limitation to do the task. (*Guru memberikan batas waktu mengerjakan soal.*)

No.	Statements	Right / Wrong
1.	 A  is a traditional cart in Yogyakarta.	√
2.	It has two  .	
3.	It has a  .	
4.	It has a  .	
5.	The  to protect the passengers from rain.	

- The teacher observes how the learners do the task. (*Guru mengawasi murid mengerjakan soal.*)
- After they had done the task, the answers are discussed together. (*Setelah murid-murid selesai mengerjakan, jawabannya didiskusikan bersama.*)

Task 10

- The teacher asks the learners to read the instruction. (*Guru meminta murid untuk membaca perintah soal.*)

How is it? Do you know more about transportation? If so, how if we play "Transportation Quartet"? Read the instructions and listen to your teacher. (*Bagaimana? Kamu sudah tahu macam-macam transportasi kan? Jika iya, bagaimana kalau kita bermain "Transportation Quartet"? Baca petunjuknya dan dengarkan penjelasan gurumu.*)



- If there are some of them who do not understand the instruction yet, the teacher should explain the instruction. (*Jika ada beberapa murid yang belum mengerti perintah soal, guru menjelaskan perintah soal tersebut.*)
- The teacher explains the rules of the game. (*Guru menjelaskan peraturan permainan.*)

TRANSPORTATION QUARTET

How to play?

- Make pairs with your friends.
- Take 4 cards of transportation parts mixed by your teacher.
- Hide it from your friend, so they don't know your card.
- Choose a friend and ask him/her "I need a card. Do you have a card?"
- If your friends ask so, you answer "Yes, I have a card." or "No, I don't have a card."
- The first to collect the right parts of transportation wins.

*The cards can be seen in the CD.

4. The teacher gives time limitation for the game. (*Guru memberikan batas waktu permainan.*)
5. After the time is up, the teacher gives three stars for them who won the game. (*Setelah waktunya habis, guru memberikan tiga bintang pada murid yang memenangkan permainan.*)

Reflection

The teacher asks the learners to stick smiley stickers to the pictures the learners have understood and haven't understood. (*Guru meminta murid untuk menempel stiker smiley pada gambar-gambar yang mereka pahami dan tidak pahami.*)



If the learners do not understand



If the learners understand

Tree Star

The teacher asks the learners whether they want to stick the stars they have got on the tree star or not. It is their rights to choose between them. (*Guru menanyakan murid apakah mereka ingin menempel bintang-bintang yang mereka dapat di pohon bintang. Ini adalah hak mereka untuk memilih di antara dua.*)

Unit 2

The Market is Near the Hotel.

Task 1

1. The teacher asks the learners to read the instruction. (*Guru meminta murid untuk membaca perintah soal.*)



Do you know pictures below? Can you name them?
(*Tahukah kamu gambar-gambar di bawah ini? Bisakah kamu menulis nama mereka?*)

2. If there are some of them who do not understand the instruction yet, the teacher should explain the instruction. (*Jika ada beberapa murid yang belum mengerti perintah soal, guru menjelaskan perintah soal tersebut.*)
3. The teacher gives time limitation to do the task. (*Guru memberikan batas waktu mengerjakan soal.*)



Gembira Loka zoo



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4. The teacher observes how the learners do the task. (*Guru mengawasi murid mengerjakan soal.*)
5. After they had done the task, the answers are discussed together. (*Setelah murid-murid selesai mengerjakan, jawabannya didiskusikan bersama.*)

Task 2

1. The teacher asks the learners to read the instruction. (*Guru meminta murid untuk membaca perintah soal.*)

You did well! Look at many cards of public places and listen to your teacher. (*Bagus! Lihatlah kartu-kartu tentang tempat-tempat umum dan dengarkan gurumu.*)



2. If there are some of them who do not understand the instruction yet, the teacher should explain the instruction. (*Jika ada beberapa murid yang belum mengerti perintah soal, guru menjelaskan perintah soal tersebut.*)
3. The teacher presents the kinds of public places using flashcards. (*Guru mempresentasikan macam-macam tempat umum menggunakan kartu.*)



*The complete and bigger pictures are in CD.

4. The teacher asks the name of the public places on the flashcards while asking to spell the name together. (*Guru menanyakan nama-nama tempat umum yang ada di kartu sambil meminta untuk mengejanya bersama-sama.*)
5. The teacher also asks whether the learners have visited the places or not. (*Guru juga menanyakan apakah murid pernah mengunjungi tempat-tempat tersebut atau belum.*)

6. The teacher re-checks the understanding of the learners by asking some questions. For example: "What is it? (showing a picture of a hospital)". (*Guru mengecek kembali pemahaman murid dengan menanyakan beberapa pertanyaan. Contoh: "Apa ini? (sambil menunjukkan gambar rumah sakit)".*)

Task 3

1. The teacher asks the learners to read the instruction. (*Guru meminta murid untuk membaca perintah soal.*)



Now, match the pictures with the names of public places below.
(*Sekarang, jodohkanlah gambar-gambar dengan nama tempat-tempat umum di bawah ini.*)

2. If there are some of them who do not understand the instruction yet, the teacher should explain the instruction. (*Jika ada beberapa murid yang belum mengerti perintah soal, guru menjelaskan perintah soal tersebut.*)
3. The teacher gives time limitation to do the task. (*Guru memberikan batas waktu mengerjakan soal.*)

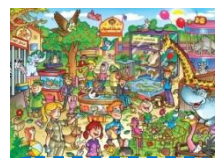
The zoo
The bus station
The temple

The hospital
The bank
The market
The museum

The airport
The restaurant
The hotel



The market



4. The teacher observes how the learners do the task. (*Guru mengawasi murid mengerjakan soal.*)
5. After they had done the task, the answers are discussed together. (*Setelah murid-murid selesai mengerjakan, jawabannya didiskusikan bersama.*)

Task 4

1. The teacher gives a map of Yogyakarta City to the learners. (*Guru memberikan peta kota Yogyakarta ke murid.*)



*The complete form is in CD.

2. The teacher asks the learners to read the instruction. (*Guru meminta murid untuk membaca perintah soal.*)

Anyway, this is a map of Yogyakarta city. Please take a look carefully. (*Ngomong-ngomong, inilah peta kota Yogyakarta. Lihatlah baik-baik.*)



3. If there are some of them who do not understand the instruction yet, the teacher should explain the instruction. (*Jika ada beberapa murid yang belum mengerti perintah soal, guru menjelaskan perintah soal tersebut.*)
4. The teacher asks the learners to pay attention to the map in front of them. (*Guru meminta murid untuk memperhatikan peta di depan mereka.*)
5. The teacher asks how many public places are near a certain street. For example: "What are the public places near Urip Sumoharjo Street?" (*Guru menanyakan banyaknya tempat-tempat umum dekat sebuah jalan. Contoh: "Apa saja tempat-tempat umum dekat Jalan Urip Sumoharjo?"*)
6. The teacher repeats to ask the learners by mentioning different street names and both of them discuss the answers together. (*Guru mengulangi untuk bertanya pada murid dengan menyebutkan nama-nama jalan yang berbeda dan guru serta murid mendiskusikan jawabannya bersama.*)

Task 5

1. The teacher asks the learners to read the instruction. (*Guru meminta murid untuk membaca perintah soal.*)



Please find some public places around certain streets said by your teacher. Write them in the box. (*Temukanlah tempat-tempat di sekitar jalan-jalan tertentu yang disebutkan gurumu. Tulislah dalam kotak di bawah ini.*)

2. If there are some of them who do not understand the instruction yet, the teacher should explain the instruction. (*Jika ada beberapa murid yang belum mengerti perintah soal, guru menjelaskan perintah soal tersebut.*)
3. The teacher mentions three specific streets. (*Guru menyebutkan tiga nama jalan.*)
4. The teacher gives time limitation to do the task. (*Guru memberikan batas waktu mengerjakan soal.*)

Streets	Public Places

5. The teacher observes how the learners do the task. (*Guru mengawasi murid mengerjakan soal.*)
6. After they had done the task, the answers are discussed together. (*Setelah murid-murid selesai mengerjakan, jawabannya didiskusikan bersama.*)
7. The teacher gives a star to them who got all correct answers. (*Guru memberikan sebuah bintang pada murid yang jawabannya benar semua.*)

Task 6

1. The teacher asks the learners to read the instruction. (*Guru meminta murid untuk membaca perintah soal.*)

How do you say the location of a public place? Have a look at pictures below. (*Bagaimana kamu mengatakan lokasi sebuah tempat umum? Lihatlah gambar-gambar di bawah ini.*)



2. If there are some of them who do not understand the instruction yet, the teacher should explain the instruction. (*Jika ada beberapa murid yang belum mengerti perintah soal, guru menjelaskan perintah soal tersebut.*)
3. The teacher gives time for the learners to read the explanation. (*Guru memberikan kesempatan kepada murid untuk membaca penjelasan yang ada.*)



4. The teacher gives examples using the public place pictures to demonstrate the explanation. (*Guru memberikan contoh dengan menggunakan gambar-gambar tempat umum untuk mendemonstrasikan penjelasan tersebut.*)
5. If it is not enough to demonstrate the explanation using the pictures, the teacher can ask two of the learners to help demonstrating the explanation by listening to the teacher's instructions. (*Jika contoh menggunakan gambar tidak cukup, guru dapat meminta dua murid untuk membantu mendemonstrasikan penjelasan tersebut dengan mendengarkan petunjuk-petunjuk guru.*)

6. The teacher re-checks the understanding of the learners by asking some questions. For example: "Where is the hotel? (showing the hotel picture between the market and hospital picture)" (*Guru mengecek kembali pemahaman murid dengan menanyakan beberapa pertanyaan. Contoh: "Di manakah hotel? (sambil menunjukkan gambar hotel di antara gambar pasar dan rumah sakit.)"*)

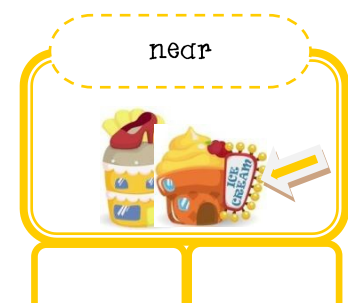
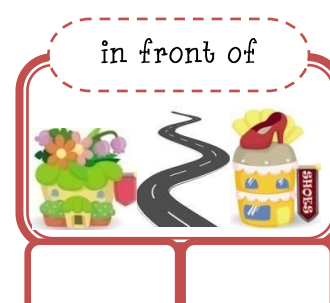
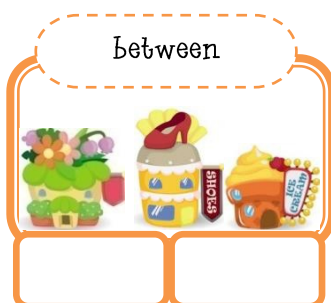
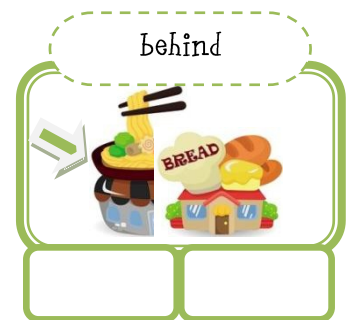
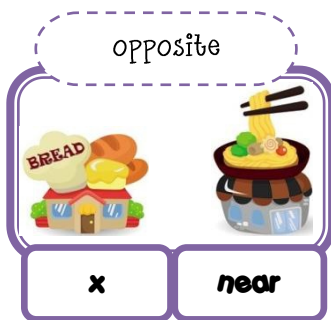
Task 7

1. The teacher asks the learners to read the instruction. (*Guru meminta murid untuk membaca perintah soal.*)



Put a tick (✓) to the right prepositions based on the pictures and put a cross (x) to the wrong prepositions and write the right prepositions. (*Berilah tanda centang (✓) pada lokasi yang benar berdasarkan gambar dan berilah tanda silang (x) pada lokasi yang salah dan tuliskan lokasi yang benar.*)

2. If there are some of them who do not understand the instruction yet, the teacher should explain the instruction. (*Jika ada beberapa murid yang belum mengerti perintah soal, guru menjelaskan perintah soal tersebut.*)
3. The teacher gives time limitation to do the task. (*Guru memberikan batas waktu mengerjakan soal.*)



4. The teacher observes how the learners do the task. (*Guru mengawasi murid mengerjakan soal.*)
5. After they had done the task, the answers are discussed together. (*Setelah murid-murid selesai mengerjakan, jawabannya didiskusikan bersama.*)

6. The teacher gives a star to them who got all correct answers. (*Guru memberikan sebuah bintang pada murid yang jawabannya benar semua.*)

Task 8

1. The teacher asks the learners to read the instruction. (*Guru meminta murid untuk membaca perintah soal.*)

How do you write the location of a public place? Look at the example and do the rests. (*Bagaimana menulis lokasi dari sebuah tempat umum? Lihatlah contoh dan kerjakan sisanya.*)



2. If there are some of them who do not understand the instruction yet, the teacher should explain the instruction. (*Jika ada beberapa murid yang belum mengerti perintah soal, guru menjelaskan perintah soal tersebut.*)
3. The teacher gives time limitation to do the task. (*Guru memberikan batas waktu mengerjakan soal.*)



The restaurant is next to the hotel.
The hotel is next to the restaurant.

.....
.....



.....
.....



.....
.....

4. The teacher observes how the learners do the task. (*Guru mengawasi murid mengerjakan soal.*)

5. After they had done the task, the answers are discussed together. (*Setelah murid-murid selesai mengerjakan, jawabannya didiskusikan bersama.*)
6. The teacher gives two stars to them who got all correct answers. (*Guru memberikan dua bintang pada murid yang jawabannya benar semua.*)

Task 9

1. The teacher asks the learners to read the instruction. (*Guru meminta murid untuk membaca perintah soal.*)



Hoammm...I need refreshing. Let's play "Town Planning" game. Read the instructions and listen to your teacher. (*Hoammm... aku butuh hiburan. Ayo main "Town Planning". Bacalah petunjuknya dan dengarkan gurumu.*)

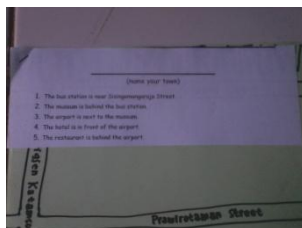
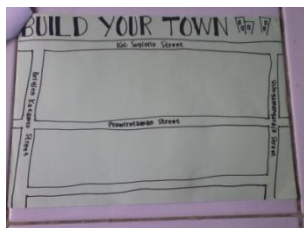
2. If there are some of them who do not understand the instruction yet, the teacher should explain the instruction. (*Jika ada beberapa murid yang belum mengerti perintah soal, guru menjelaskan perintah soal tersebut.*)
3. The teacher explains the rules of the game. (*Guru menjelaskan peraturan permainan.*)

TOWN PLANNING

How to play?

1. Make a group of 4 people.
2. Choose a map and a board from your teacher. You must hide the map from other groups.
3. Take some pictures of public places from your teacher.
4. Draw the map on the board.
5. Put the pictures by looking to the map.
6. Change your map with another group's map.
7. Complete the sentences based on the map.
8. The group which puts the correct pictures and complete the sentences faster wins.

Example of the map:



4. The teacher gives time limitation for the game. (*Guru memberikan batas waktu permainan.*)
5. After the time is up, the teacher gives three starts for them who won the game. (*Setelah waktunya habis, guru memberikan tiga bintang pada murid yang memenangkan permainan.*)

Reflection

The teacher asks the learners to stick smiley stickers to the pictures the learners have understood and haven't understood. (*Guru meminta murid untuk menempel stiker smiley pada gambar-gambar yang mereka pahami dan tidak pahami.*)



If the learners do not understand



If the learners understand

Tree Star

The teacher asks the learners whether they want to stick the stars they have got on the tree star or not. It is their rights to choose between them. (*Guru menanyakan murid apakah mereka ingin menempel bintang-bintang yang mereka dapat di pohon bintang. Ini adalah hak mereka untuk memilih di antara dua.*)



Do I Have Four Legs?

Task 1

1. The teacher asks the learners to read the instruction. (*Guru meminta murid untuk membaca perintah soal.*)



Look at many animal pictures and listen to your teacher. (*Lihatlah gambar-gambar binatang dan dengarkan gurumu.*)

2. If there are some of them who do not understand the instruction yet, the teacher should explain the instruction. (*Jika ada beberapa murid yang belum mengerti perintah soal, guru menjelaskan perintah soal tersebut.*)
3. The teacher explains the names of animals using big pictures. (*Guru menjelaskan nama-nama binatang menggunakan gambar-gambar yang besar.*)



*Pictures with bigger sizes are in CD.

4. The teacher does a discussion related to the pictures such as asking about the sounds and the place that the animals live. (*Guru melakukan diskusi berhubungan dengan gambar-gambar tersebut seperti menanyakan suara-suaranya dan tempat hewan-hewan tersebut tinggal.*)
5. The teacher re-checks the understanding of the learners by asking some questions. For example: "What is it? (showing a tiger picture)" and "How is the sound of a horse?" (*Guru mengecek kembali pemahaman murid dengan menanyakan beberapa pertanyaan. Contoh: "Apakah ini? (sambil menunjukkan gambar harimau)" dan "Bagaimana bunyi seekor kuda?"*)

Task 2

1. The teacher asks the learners to read the instruction. (*Guru meminta murid untuk membaca perintah soal.*)

Now, can you arrange the names of the animals? Then, say the names louder with your teacher. (*Sekarang, dapatkan kamu menyusun nama-nama binatang-binatang? Kemudian, katakan dengan keras dengan gurumu.*)



2. If there are some of them who do not understand the instruction yet, the teacher should explain the instruction. (*Jika ada beberapa murid yang belum mengerti perintah soal, guru menjelaskan perintah soal tersebut.*)
3. The teacher gives time limitation to do the task. (*Guru memberikan batas waktu mengerjakan soal.*)



g-f-o-r

frog



i-g-t-r-e

t.....



n-k-m-y-e-o

m.....



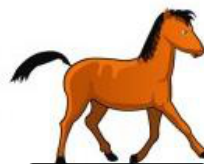
r-e-d-e

d.....



m-c-a-l-e

c.....



r-h-e-s-o

h.....



r-i-d-b

b.....



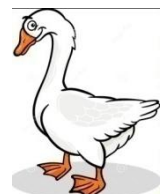
t-h-n-e-l-e-p-a

e.....



n-a-s-e-k

s.....



e-s-o-g-o

g.....

4. The teacher observes how the learners do the task. (*Guru mengawasi murid mengerjakan soal.*)
5. After they had done the task, the answers are discussed together. (*Setelah murid-murid selesai mengerjakan, jawabannya didiskusikan bersama.*)

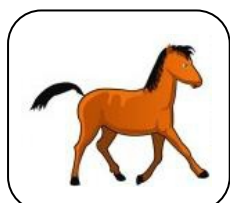
Task 3

1. The teacher asks the learners to read the instruction. (*Guru meminta murid untuk membaca perintah soal.*)



How do they sound? Label the animals with their sounds below. (*Bagaimana bunyi mereka? Tandai binatang-binatang dengan suara-suaranya di bawah ini.*)

2. If there are some of them who do not understand the instruction yet, the teacher should explain the instruction. (*Jika ada beberapa murid yang belum mengerti perintah soal, guru menjelaskan perintah soal tersebut.*)
3. The teacher gives time limitation to do the task. (*Guru memberikan batas waktu mengerjakan soal.*)



neigh - neigh

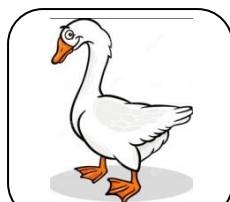




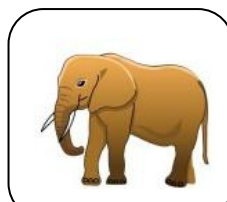














honk-honk

tweet-tweet

hiss-hiss

whoop-whoop

croak-croak

grunt-grunt

roarr

bell-bell

moan-moan

4. The teacher observes how the learners do the task. (*Guru mengawasi murid mengerjakan soal.*)
5. After they had done the task, the answers are discussed together. (*Setelah murid-murid selesai mengerjakan, jawabannya didiskusikan bersama.*)
6. The teacher gives a star to them who got all correct answers. (*Guru memberikan sebuah bintang pada murid yang jawabannya benar semua.*)

Task 4

1. The teacher gives a map of Gembira Loka zoo map to the learners. (*Guru memberikan peta kebun binatang Gembira Loka ke murid.*)



*The bigger picture is in CD.

2. The teacher asks the learners to read the instruction. (*Guru meminta murid untuk membaca perintah soal.*)

Look! It is a map of Gembira Loka Zoo. Have a look at the map carefully.
 (*Lihat! Ini adalah peta kebun binatang Gembira Loka. Perhatikan baik-baik.*)



3. If there are some of them who do not understand the instruction yet, the teacher should explain the instruction. (*Jika ada beberapa murid yang belum mengerti perintah soal, guru menjelaskan perintah soal tersebut.*)
4. The teacher asks the learners to pay attention to the map in front of them. (*Guru meminta murid untuk memperhatikan peta di depan mereka.*)
5. The teacher asks what kinds of animals there are. For example: "What is it? (touching a frog picture)" (*Guru menanyakan macam-macam hewan yang ada. Contoh: "Apakah ini? (sambil menyentuh gambar katak)"*)
6. The teacher repeats to ask the learners by touching different animal pictures and both of them discuss the answers together. (*Guru mengulangi untuk bertanya pada murid dengan menyentuh gambar-gambar hewan yang berbeda dan guru serta murid mendiskusikan jawabannya bersama.*)

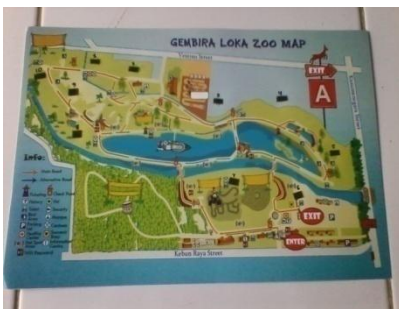
Task 5

1. The teacher asks the learners to read the instruction. (*Guru meminta murid untuk membaca perintah soal.*)



Here it is! Let's make our own zoo. Listen to your teacher and stick the animals based on your teacher's instructions. (Ini dia! Ayo kita buat kebun binatang kita sendiri. Dengarkan gurumu dan tempelah binatang-binatang berdasarkan petunjuk gurumu.)

2. If there are some of them who do not understand the instruction yet, the teacher should explain the instruction. (*Jika ada beberapa murid yang belum mengerti perintah soal, guru menjelaskan perintah soal tersebut.*)
3. The teacher gives the map of Gembira Loka Zoo. (*Guru memberikan peta kebun binatang Gembira Loka.*)



*The bigger picture is in CD.

4. The teacher mentions the names of the animals and the numbers they should be on. For example: "Put an elephant on number one." (*Guru menyebutkan nama-nama hewan dan angka-angka hewan tersebut seharusnya ada. Contoh: "Letakkan seekor gajah di nomor satu."*)
5. After they had done the task, the answers are discussed together. (*Setelah murid-murid selesai mengerjakan, jawabannya didiskusikan bersama.*)
6. The teacher gives two stars to them who got all correct answers. (*Guru memberikan dua bintang pada murid yang jawabannya benar semua.*)

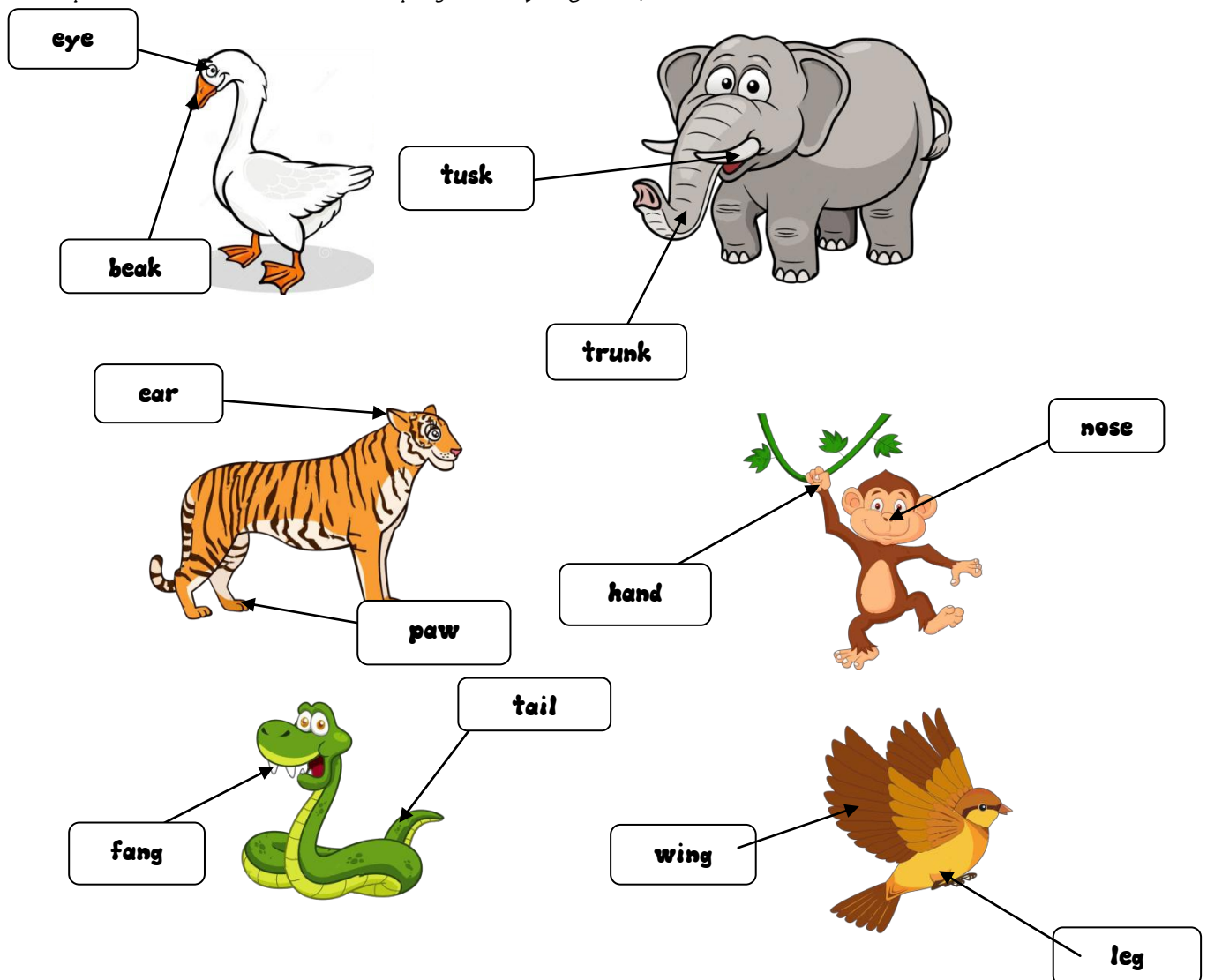
Task 6

1. The teacher asks the learners to read the instruction. (*Guru meminta murid untuk membaca perintah soal.*)

Well, every animal has different body parts. Let's have a look at pictures below. (*Oke, setiap binatang mempunyai bagian tubuh yang berbeda. Lihatlah gambar-gambar di bawah ini.*)



2. If there are some of them who do not understand the instruction yet, the teacher should explain the instruction. (*Jika ada beberapa murid yang belum mengerti perintah soal, guru menjelaskan perintah soal tersebut.*)
3. The teacher gives time for the learners to read the explanation. (*Guru memberikan kesempatan kepada murid untuk membaca penjelasan yang ada.*)



4. The teacher gives examples using the animal pictures to demonstrate the explanation. For example: "It is a tail." (pointing a tail picture) (*Guru memberikan contoh dengan menggunakan gambar-gambar hewan untuk mendemonstrasikan penjelasan tersebut. Contoh: "Ini adalah ekor." (sambil menunjuk gambar ekor)*)
5. The teacher re-checks the understanding of the learners by asking some questions. For example: "What is it?" (pointing the tail picture) (*Guru mengecek kembali pemahaman murid dengan menanyakan beberapa pertanyaan. Contoh: "Apakah ini?" (sambil menunjuk gambar ekor)*)

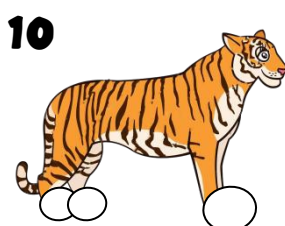
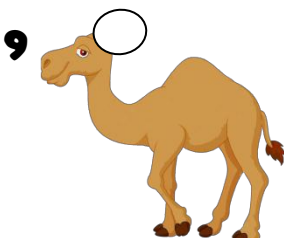
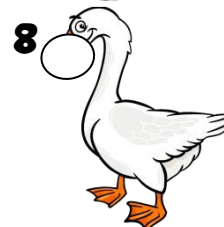
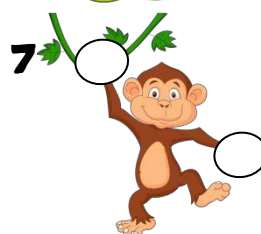
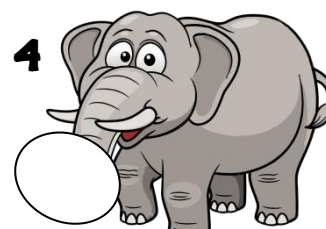
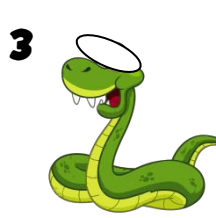
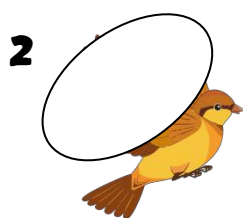
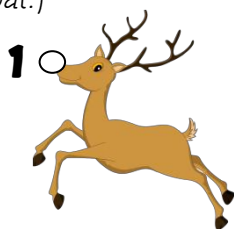
Task 7

1. The teacher asks the learners to read the instruction. (*Guru meminta murid untuk membaca perintah soal.*)



Oh no! Some body parts of the animals are missing. Do you know what are missing? (*Oh tidak! Beberapa bagian tubuh binatang hilang. Taukah kamu apa yang hilang?*)

2. If there are some of them who do not understand the instruction yet, the teacher should explain the instruction. (*Jika ada beberapa murid yang belum mengerti perintah soal, guru menjelaskan perintah soal tersebut.*)
3. The teacher gives time limitation to do the task. (*Guru memberikan batas waktu mengerjakan soal.*)



What are missing?

1. It is the nose.
2. It is
3. It is
4. It is
5. It is
6. It is
7. It is
8. It is
9. It is
10. It is

nose	eye
beak	paw
wing	leg
trunk	hand
tail	ear

4. The teacher observes how the learners do the task. (*Guru mengawasi murid mengerjakan soal.*)
5. After they had done the task, the answers are discussed together. (*Setelah murid-murid selesai mengerjakan, jawabannya didiskusikan bersama.*)

Task 8

1. The teacher asks the learners to read the instruction. (*Guru meminta murid untuk membaca perintah soal.*)

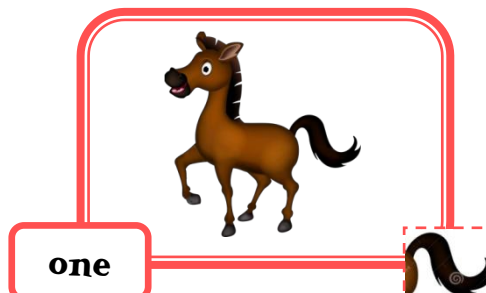
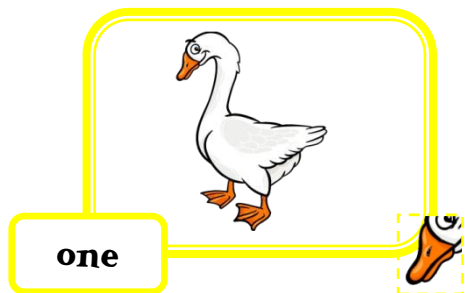
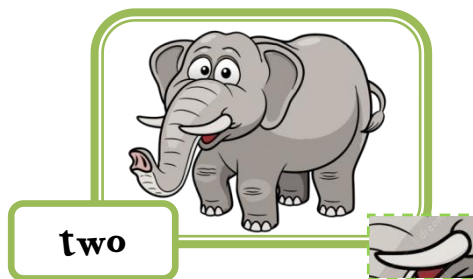
How do you write body parts of an animal? Have a look at the example and do the rests. (*Bagaimana kamu menulis anggota badan dari seekor binatang? Lihatlah contoh dan kerjakan sisanya.*)



2. If there are some of them who do not understand the instruction yet, the teacher should explain the instruction. (*Jika ada beberapa murid yang belum mengerti perintah soal, guru menjelaskan perintah soal tersebut.*)
3. The teacher gives time limitation to do the task. (*Guru memberikan batas waktu mengerjakan soal.*)



The tiger has four paws.



4. The teacher observes how the learners do the task. (*Guru mengawasi murid mengerjakan soal.*)
5. After they had done the task, the answers are discussed together. (*Setelah murid-murid selesai mengerjakan, jawabannya didiskusikan bersama.*)
6. The teacher gives two stars to them who got all correct answers. (*Guru memberikan dua bintang pada murid yang jawabannya benar semua.*)

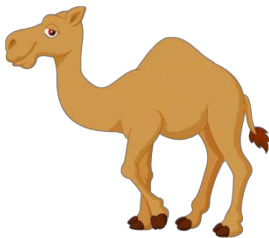
Task 9

1. The teacher asks the learners to read the instruction. (*Guru meminta murid untuk membaca perintah soal.*)



Choose the correct words. Describe the animals below.
(Pilihlah kata-kata yang tepat. Deskripsikan binatang-binatang di bawah ini.)

2. If there are some of them who do not understand the instruction yet, the teacher should explain the instruction. (*Jika ada beberapa murid yang belum mengerti perintah soal, guru menjelaskan perintah soal tersebut.*)
3. The teacher gives time limitation to do the task. (*Guru memberikan batas waktu mengerjakan soal.*)

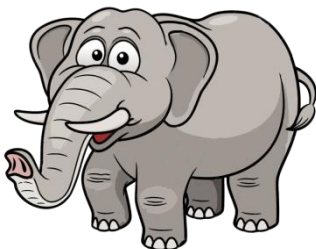


I see a camel in Gembira Loka zoo. It is brown. It has two eyes. It also has four legs. The legs are brown. It also has a tail. The tail is long.

leg

brown

tail



I see an _____ in Gembira Loka zoo. It is grey. It has two _____. It also has a _____. It has four big legs. It also has a tail. The tail is long.

tusk

elephant

trunk



I see a snake in Gembira Loka zoo. It is _____. It has four _____. The color is white. It also has a _____. It is very long.

fang

green

tail



I see a _____ in Gembira Loka zoo. It is big. It has two _____. The color is brown. It also has two _____. The color is also brown.

leg

bird

wing



I see a monkey in Gembira Loka zoo. It is _____. It has two _____. The color is brown. It also has two _____. The color is also brown.

brown

leg

hand

4. The answers are discussed together. (Jawabannya didiskusikan bersama-sama.)

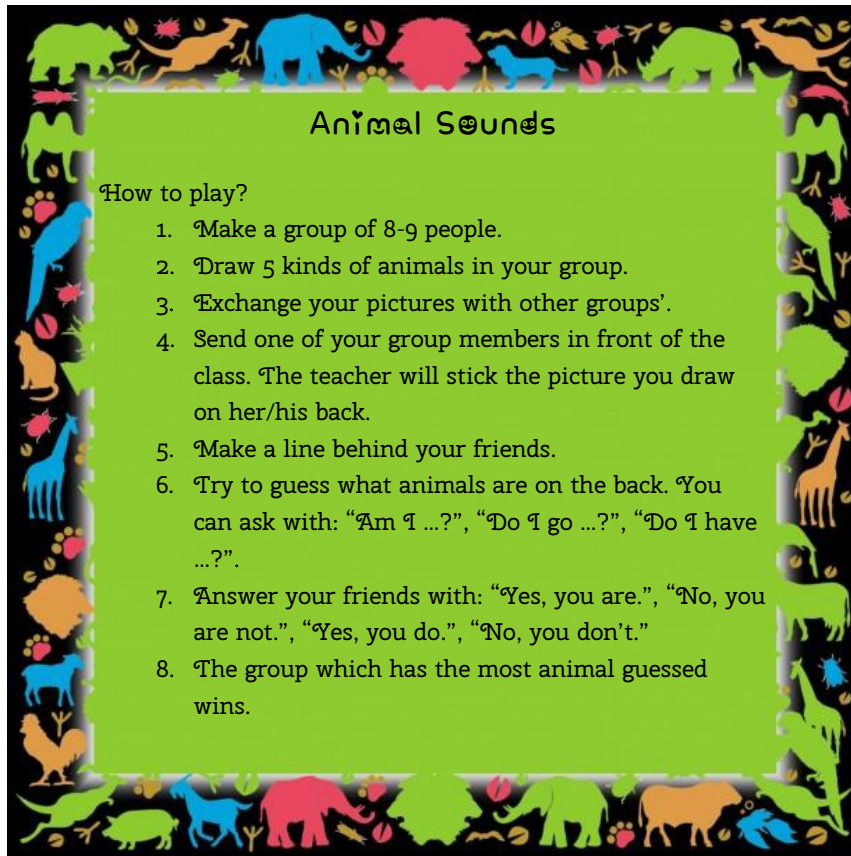
Task 10

1. The teacher asks the learners to read the instruction. (*Guru meminta murid untuk membaca perintah soal.*)

You did very well! Let's play "Animal Sounds". Read the instructions and listen to your teacher. (*Kamu mengerjakan dengan sangat baik. Ayo main "Animal Sounds". Bacalah petunjuk-petunjuknya dan dengarkanlah gurumu.*)



2. If there are some of them who do not understand the instruction yet, the teacher should explain the instruction. (*Jika ada beberapa murid yang belum mengerti perintah soal, guru menjelaskan perintah soal tersebut.*)
3. The teacher explains the rules of the game. (*Guru menjelaskan peraturan permainan.*)



4. The teacher gives time limitation for the game. (*Guru memberikan batas waktu permainan.*)
5. After the time is up, the teacher gives three stars for them who won the game. (*Setelah waktunya habis, guru memberikan tiga bintang pada murid yang memenangkan permainan.*)

Reflection

The teacher asks the learners to stick smiley stickers to the pictures the learners have understood and haven't understood. (*Guru meminta murid untuk menempel stiker smiley pada gambar-gambar yang mereka pahami dan tidak pahami.*)



If the learners do not understand



If the learners understand

Tree Star

The teacher asks the learners whether they want to stick the stars they have got on the tree star or not. It is their rights to choose between them. (*Guru menanyakan murid apakah mereka ingin menempel bintang-bintang yang mereka dapat di pohon bintang. Ini adalah hak mereka untuk memilih di antara dua.*)

Answer Keys

5. Right

Unit 1 (It Goes Choo-Choo-Choo.)

Task 2



Task 3

Vehicles at Malioboro

I see many vehicles at Malioboro. They are big and small. I see a **car** near Indomaret. It is black. Then, I see a **bus** near a batik shop. It is yellow. There is a blue **bicycle** near the bus. It is very small. Near Tugu train station, there is an orange **train**. It is very big. Suddenly, a **plane** flies over my head. It is very noisy. Then, I see a **helicopter** behind the plane. I am happy to see many vehicles at Malioboro.

Task 5

1. The plane has two wings. (example)
2. The bicycle has a saddle.
3. The car has four wheels.
4. The train has a chimney.
5. The ship has a bow.

Task 9

1. Right (example)
2. Wrong
3. Right
4. Wrong

Unit 2 (The Market is Near the Hotel.)

Task 1

1. Gembira Loka zoo (example)
2. Malioboro mall
3. Yogyakarta palace
4. Beringharjo market
5. Prambanan temple

Task 3

1. The market
2. The bank
3. The hospital
4. The bus station
5. The hotel
6. The restaurant
7. The airport
8. The zoo
9. The museum
10. The temple

Task 5

: The answer depends on the streets mentioned.

Task 7

1. (X) near (example)
2. (✓)
3. (✓)
4. (✓)
5. (X) opposite
6. (X) in front of

Task 8

1. The restaurant is next to the hotel. (example)
The hotel is next to the restaurant.
2. The hospital is behind the museum.
The museum is in front of the hospital.

3. The market is between the hospital and the bank.
The hospital is near the market.
The museum is near the market.
4. The zoo is opposite to the bus station.
The bus station is opposite to the zoo.
5. The temple is near the airport.
The airport is near the temple.

Unit 3 (Do I Have Four Legs?)

Task 2

1. Frog (example)
2. Tiger
3. Monkey
4. Deer
5. Camel
6. Horse
7. Bird
8. Elephant
9. Snake
10. Goose

Task 3

1. Neigh-neigh (example)
2. Hiss-hiss
3. Whoop-whoop
4. Croak-croak
5. Bell-bell
6. Tweet-tweet
7. Honk-honk
8. Grunt-grunt
9. Moan-moan
10. Roarr

Task 5

1. Camel
2. Goose
3. Elephant
4. Frog
5. Horse
6. Monkey
7. Tiger
8. Deer
9. Snake
10. Bird

Task 7

1. It is the nose. (example)
2. It is the wing.
3. It is the eye.
4. It is the trunk.
5. It is the tail.
6. It is the leg.
7. It is the hand.
8. It is the beak.
9. It is the ear.
10. It is the paw.

Task 8

1. The tiger has a jaw. (example)
2. The elephant has two tusks.
3. The camel has two ears.
4. The bird has two wings.
5. The goose has a beak.
6. The horse has a tail.

Task 9

I see a camel in Gembira Loka zoo. It is brown. It has two eyes. It also has four legs. The legs are brown. It also has a tail. The tail is long.

I see an elephant in Gembira Loka zoo. It is grey. It has two tusks. It also has a trunk. It has four big legs. It also has a tail. The tail is long.

I see a snake in Gembira Loka zoo. It is green. It has four fangs. The color is white. It also has a tail. It is very long.

I see a bird in Gembira Loka zoo. It is big. It has two wings. The color is brown. It also has two legs. The color is also brown.

I see a monkey in Gembira Loka zoo. It is brown. It has two hands. The color is brown. It also has two legs. The color is also brown.

References

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Pictures are taken from:

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APPENDIX I

PHOTOGRAPHS



The learners were grouping the vehicles.



The class was discussing the answers.



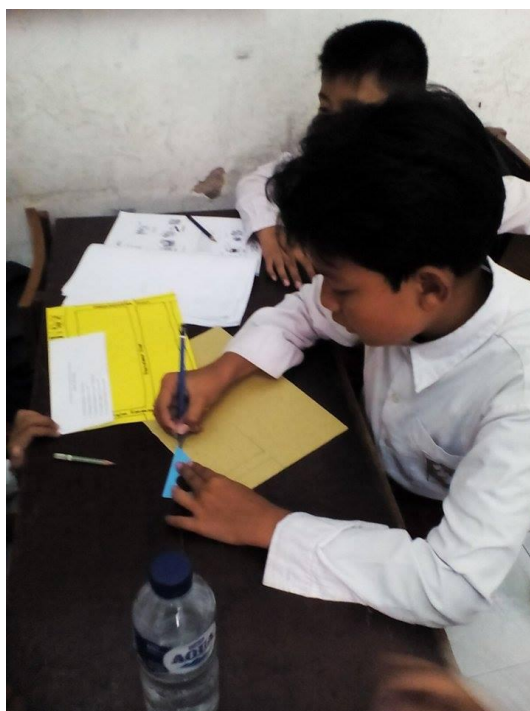
The learners were naming public places in Yogyakarta.



The learners were identifying the map.



The learners were responding to the questions.



The learners were making their own map.



The learners were given cards for the game.



A learner was presenting her answers.