DESIGNING APPROPRIATE ENGLISH LEARNING MATERIALS FOR ${\it THE~1^{st}~GRADE~STUDENTS~OF~ELEMENTARY~SCHOOL}$

A THESIS



By:

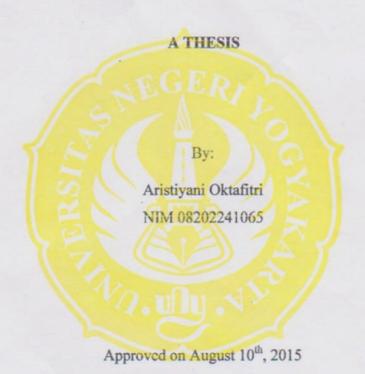
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2015

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DESIGNING APPROPRIATE ENGLISH LEARNING MATERIALS FOR THE 1st GRADE STUDENTS OF ELEMENTARY SCHOOL



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

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Yogyakarta, 20 Agustus 2015

Penulis,

Aristiyani Oktafi NIM. 08202241065

DEDICATION PAGE

This thesis is dedicated to:

- my beloved parents,
- my older brothers,
- my older sisters.

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MOTTOS

مَعَنَااللَّهَإِنَّتُحْزَنُلًا

Janganlah kamu berduka cita, sesungguhnya Allah senantiasa bersama kita. (QS. At-Taubah: 40)

للهسبييلوفي فهالعلمطليفي جَخَرَمَنْ

"Barangsiapa keluar untuk mencari ilmu maka dia berada di jalan Allah ". (HR. Turmudzi)

Jadilah orang yang bermanfaat bagi orang lain. Jika tidak bisa, jadilah orang yang menyenangkan. Jika tidak bisa juga, minimal jadilah orang yang tidak merugikan. (Ridwan Kamil)

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DESIGNING APPROPRIATE ENGLISH LEARNING MATERIALS FOR $\mbox{THE 1^{st} GRADE STUDENTS OF ELEMENTARY SCHOOL }$

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ABSTRACT

The aims of this research are 1) to find out the learning needs and target needs of the first grade students of elementary school, and 2) to design appropriate English learning materials for the first grade students of elementary school.

This research is categorized as Educational Research and Development (R&D). Jolly and Bolitho in Tomlinson propose a process of materials writing. They are simplified into conducting need analysis, writing the course grid, writing the first draft, evaluation by an expert and writing the final draft. The data of this research are collected through interview, observation and questionnaire which are analyzed quantitatively and qualitatively.

The results of this study are as follow 1) first grade students are not aware to feel any need of English and they like English taught in varied activities, 2) the units designed are appropriate for the 1st grade students. It is proven by the mean value obtained from the questionnaire distributed to the material expert. The mean value of this material is 2,97. It is considered in the Good category.

CHAPTER I

INTRODUCTION

A. Background of Study

Children like studying something new. One of them is language. English is one of the foreign languages taught in Indonesia even from kindergarten to senior high school. Although in elementary schools English is as a local content subject, in fact most of schools teach English. Brewster (2002) stated that it is important to teach English earlier to young learners because it increases the total number of years spent in learning the language. It is implied that young learners who learn English earlier are hoped to comprehend English earlier too so that in the future it can be useful not only in education but also in other fields.

In 2008, the government provides a guideline for teachers in primary school entitled *Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar*. This helps the English teachers in deciding what to teach since it contains the competence that the students have to achieve. Recently, based on 2013 curriculum, English is not included in the curriculum. Although it is omitted from the curriculum, English is not totally banned. The schools may give English as the extracurricular subject. This class can be after school for about one hour.

Some schools, especially Muhammadiyah and private elementary schools in Indonesia still have English for their students. They realized that English is important to be taught earlier and useful in the future. They know that children are not easy to learn English. The teachers need to employ the interesting activities. English teachers are also responsible to motivate the students by

providing good materials that can interest the students. The materials have to be based on the analysis regarding the learner needs. The materials provided also should adjust the students' ability so that the students can enjoy learning English. The materials for adult will be different from the young learner's materials. In young learner's materials, there are many pictures that can make the learners interested in learning.

The age of the students is one of major factors in teachers' decision on how and what to teach. Materials designer need to find the students' wants and needs in learning English. For teachers, especially who teach young language learners, the use of media such as pictures, board, video and etc. is important to support their study. The appropriate materials are needed to support the learning process so that it can run smoothly.

In learning English, there are four skills that should be mastered by the students. They are listening, speaking, reading and writing. They are important and interconnected each other. Considering the age, listening and speaking are the skills that the young language learners need to master first. Through these skills, the learners are able to recognize what the speaker says and how to express their ideas.

Budi Mulia Dua Sedayu Elementary School is a school that has English in their curriculum. They made their own syllabus. However, during the class the students seem have difficulties in learning English. It can be caused by the implementation of inappropriate techniques and the lack of learning media, learning activities and teaching and learning process.

Based on the problem above, the researcher provides a solution that is designing appropriate English learning materials for the first grade students of elementary school.

B. Identification of the Problems

Based on the observation in the teaching and learning process done by the researcher in Budi Mulia Dua Sedayu Elementary School, some problems appear. The first one is the learning media. The teacher had used pictures as media. However, the size was not big enough so that not all the students could see the pictures clearly. No other media were used during the class so that the students easily got bored.

The second problem is the lack of learning activities. The first grade students of Budi Mulia Dua Elementary School are very active and teachable but the teacher did not provide variations in the activities. The activities are not challenging enough. They also only worked individually. Therefore, they tended to make a noise with their peers during the class.

In the learning process, the teacher had taught based on the syllabus. However, the teacher only taught vocabulary by drawing on the black board. Songs that the teacher sang were not used maximally during the teaching process. No other learning materials are taught to the students. By mastering only vocabulary is not enough for the students. They need to learn other aspects such as grammar, function and how to express it in daily life.

C. Limitation of the Problem

Based on the problems mentioned above, the researcher only focuses on one problem. It is because of the limited time, fund and energy of the researcher. The area is about the learning process in the classroom by designing appropriate English learning materials for the first grade students of elementary school. The first grade students are considered as the object of the research because the researcher wants to introduce English since early in a fun way so they are interested in the learning process and can master English well.

D. Formulation of the Problem

Based on the limitation of the problem above, the problems in this research are formulated as follows.

- 1. What are the learning needs and target needs of the 1st grade students of elementary school?
- 2. What are appropriate English learning materials for the 1st grade students of elementary school like?

E. Research Objective

The objectives of this research are as follow.

- 1. To identify the learning needs and target needs of the 1st grade students of elementary school.
- 2. To design appropriate English learning materials for the 1st grade students of elementary school.

F. Research Significance

The results of the research were expected to be valuable in the teaching and learning process of English as described as follows.

- For the first grade students, the use of these materials is as the materials in the learning process.
- For the English teachers for young learners, these materials can be
 used as a reference to design appropriate materials for their students.
 They can also use these materials in the teaching and learning
 process.
- For materials writer, this research can be a reference related to materials design for young learners.
- 4. For other researchers, the result of this research will be their references in designing materials for young learners.

G. Specification of the Products Designed

In this study, the researcher has developed two books consisting of a students' book which is appropriate for young language learners and a teacher's guideline which provides steps in using this book. The student's book offers two units. The theme for the first unit is in the classroom. It focuses on the action verbs often done in the classroom. The title is, "Stand up, please". There are nine activities provided in this unit. The second unit is about colors. The title is "Give me a blue pen, please". This unit provides nine activities as well. This book also provides media to support the learning activities so that the teacher will be easier to teach

young learners. All of them can be copied from the pictures in the book or CD provided. Furthermore, the teacher's guideline is presented in the mother tongue language, Indonesian, so that the English teachers who are from non-English Education program can use it easily. It offers the description of the book including the activities provided, and the course grid. In addition, the guideline to assess the students is also provided. Since this book is aimed for very young learners who have limited language comprehension, the skills are only focused on speaking and listening.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. The Characteristics of Children

Every child is unique. They have their own speed in learning something new. Pinter (2006) states that children change and develop new skills and abilities in spurts. Vygotsky, cited in Cameron (2001:6), states development and learning take place in a social context. Therefore, the environment of the children's surrounding plays important roles in helping children to learn, bringing object and ideas to their attention, talking while playing and about playing, reading stories, asking questions. With the help of adults, children can do and understand much more than they can on their own. Piaget, cited in Shin (2006), states children are active learners and thinkers. They construct knowledge from actively interacting with the physical environment in developmental stages. They learn through their own individual actions and exploration. Bruner, cited in Shin (2006), states children learn effectively through scaffolding by adults. The adult's role is very important in a child's learning process. Bruner focuses on the importance of language in a child's cognitive development. He shows how the adult uses "scaffolding" to guide a child's language learning through finely-tuned talk.

Rivers cited in Broughten et al. (2003:169) points out, young children love to imitate and mime; they are uninhibited in acting out roles, and they enjoy repetition because it gives them a sense of assurance and achievement. At this age, young children should be provided with activities which are appropriate for them.

It is natural for them to have activities such as action songs, dramatization, action games, the coloring and drawing of pictures, etc.

In addition, Moon (2000) states some characteristics of a successful learner. A successful learner is one who

- a. is prepared to take risks,
- b. is motivated to learn English,
- c. is creative,
- d. is well organized,
- e. pays attention,
- f. has concentration,
- g. is curious,
- h. is confident,
- i. does not give up,
- j. is keen to communicate,
- k. participates actively,
- l. corrects own mistakes,
- m. takes every opportunity to use English,
- *n*. is willing to plan and review work.

Furthermore, Cameron (2001:1) writes some generalizations of children's characteristics. First, children are often enthusiastic and lively as learners. Second, they want to please the teachers rather than their peer group. Then, they will have a go at an activity even when they don't understand why and how. Next, they also less interest more quickly and are less able to keep themselves motivated on tasks they find difficult. Then, children do not find it as easy to use language to talk about language. After that, children often seem less embarrassed than adult at talking in a new language and their lack of inhibition seems to help them get a more native-like accent.

In addition, Brewster et al. (2002:27) writes some differences between young children and olders because children:

a. Have a lot of physical energy and often need to be physically active

- b. Have a wide range of emotional needs
- c. Are emotionally excitable
- d. Are developing conceptually and are at an early stage of their schooling
- e. Are still developing literacy in their first language
- f. Learn more slowly and forget thinks quickly
- g. Tend to be self-oriented and preoccupied with their own world
- h. Get bored easily
- i. Are excellent mimics
- j. Can concentrate for a surprisingly long time if they are interested
- k. Can be easily distracted but also very enthusiastic

Moreover, Moon (2000:3) quotes some teachers attending an international summer school's beliefs about children learn a foreign language

- '.. in a natural way, the same way they learn their own language.'
- "... through being motivated. It depends on the teacher's style. If the teacher motivated them, they would learn faster or quicker.
- '... by listening or repeating.'
- '. . by imitating the teacher. They want to please the teacher. They feel embarrassed when they make mistakes.'
- "... by doing and interacting with each other in an atmosphere of trust and acceptance, through a variety of interesting and fun activities for which they see the purpose."
- 'through translating sentences into their own language.'

Based on those children's characteristics, it can be concluded that children are really different from adults. The use of appropriate materials for teaching them is a must. In addition, children like fun and cheerful atmosphere, so that the activities should be various and interesting for them. If the teachers have considered these, it is hoped that the goal of the teaching and learning process can be achieved.

2. The Characteristics of Very Young Language Learners

In a journal of language and linguistic studies, Slatterly and Willis cited in Nihat (2010) state that the young learners are defined as those between 7–12 years old while very young learners are defined as under 7 years of age.

Most young learners in the age of six to seven have not been able to read and write yet, or make an abstract thought. They still learn to use their mother tongue in daily life. To those who teach English for very young learners, it is important to consider these. Pinter (2006:2) writes that younger learners have their own characteristics:

- a. Generally they have a holistic approach to language, which means that they understand meaningful messages but cannot analyze language yet.
- b. They have lower levels of awareness about themselves as language yet.
- c. They have limited reading and writing skills even in their first language.
- d. Generally, they are more concerned about themselves than others.
- e. They have limited knowledge about their world.
- f. They enjoy fantasy, imagination, and movement.

Furthermore, Scott and Ytreberg (1990) classify the children into two main groups – the five to seven year olds and the eight to ten year olds. These are what five to seven year olds can do at their own level based on Scott and Ytreberg (1990)

- a. They can talk about what they are doing.
- b. They can tell you about what they have done or heard.
- c. They can plan activities.
- d. They can argue for something and tell you why they think what that think.
- e. They can use logical reasoning.
- f. They can use their vivid imaginations.
- g. They can use a wide range of intonation patterns in their mother tongue.
- h. They can understand direct human interaction.

Scott and Ytreberg also state the other characteristics of the young language learner.

- a. They know that the world is governed by rules.
- b. They understand situations more quickly than they understand the language used.
- c. They use language skills long before they are aware of them.
- d. Their own understanding comes through hands and eyes and ears.
- e. They are very logical.
- f. They have a very short attention and concentration span.
- g. Young children sometimes have difficulty in knowing what is fact and what is fiction.
- h. Young children are often happy playing and working alone but in the company of others.
- i. The adult world and the child's world are not the same.
- j. They will seldom admit that they don't know something either.
- k. Young children cannot decide for themselves what to learn.
- 1. Young children love to play, and learn best when they are enjoying themselves.
- m. Young children are enthusiastic and positive about learning.

In addition, Shin (2006) lists some different characteristics of very young learners and young learners as presented in the table below.

Table 2.1: The Differences between Very Young Learners and Young Learners

Very Young Learners (Under 7)	Young learners (7-12)
- acquire through hearing and	- are learning to read and write in L1
experiencing lots of English, in	- are developing as thinkers
much the same way they acquire L1	- understand the difference between the
- learn things through playing; they	real and the imaginary
are not consciously trying to learn	- can plan and organize how best to
new words or phrases – for them it's	carry out an activity
incidental	- can work with others and learn from

- love playing with language sounds,
 imitating, and making funny noises
- are not able to organize their learning
- not able to read or write in L1;
 important to recycle language
 through talk and play
- their grammar will develop gradually on its own when exposed to lots of English in context

others

can be reliable and take responsibility
 for class activities and routines

3. Teaching English to Children

Teaching English to children is different from teaching English to adults. Brewster et al. (2004:27) state young children are not yet in control of their lives and still have a great deal to learn in their own language, as well as learn another one. At four, eight or twelve, children do not have specific foreign language needs.

Young children who learn a foreign language at the time they develop their first language, tend to put positive attitudes towards the foreign language afterwards. Seeing young children from their learning, Harmer (2001:38) views them as what follows:

- a. They respond to meaning even if they do not understand individual words,
- b. They often learn indirectly rather than directly, i.e. they take in information from all sides, learning from everything around them rather than focusing on the topic they are being taught,

- c. Their understanding comes not just from explanation but also from what they see and hear,
- d. They generally display an enthusiasm for learning and a curiosity about the world around them,
- e. They have a need for individual attention and approval from the teacher,
- f. They are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom and
- g. They have limited attention span. Unless activities are engaging, they can easily get bored losing interest after ten minutes or so.

Scott and Ytreberg (1990:5) propose some principles concerning teaching foreign language to children. The first principle is that words are not enough. Teachers should not rely on the spoken words only. They need to have plenty of objects and pictures to work with and to make full use of the school and surrounding. Teachers also need to prepare activities which include movement, and involve the sense because appealing to senses will always help children to learn.

The second principle is play with the language. Playing with the language is very common in first language development and is a very natural stage in the first stages of foreign language learning too. Teaching should let the learners talk to themselves, talk nonsense, have experiment with words and sounds, make up rhymes, sing songs, and tell stories also work fine for foreign language teaching and learning.

The third principle is that language as language. Most eight to ten years old have awareness in their own language. The spoken word is often accompanied by other clues to meaning–facial expression, movement, etc.

The fourth principle is variety in the classroom. Since concentration and attention spans are short, variety is a must. The varieties can be in form of activities, paces, organization and of voice varieties.

The fifth principle is routines. Teachers should use both familiar situation and familiar activities. Children benefit from knowing the rules and being familiar with the situation. Teachers may repeat stories, rhymes, etc.

The sixth principle is cooperation not competition. Teachers should avoid rewards and prizes. Other forms of encouragement are much more effective. Teachers should group the children together whenever possible. It is because most children like to have other children around them, and sitting with others encourages cooperation.

The next principle is grammar. Teachers should only include the barest minimum of grammar taught as grammar. Children may be very aware and clear about foreign language, but they are not usually mature enough to talk about grammar rules. How good children are in foreign language is not dependent on whether they have learnt the grammar rules or not.

The last principle is assessment. Even though formal assessment may not be compulsory part of teachers' work, but it is always useful for them to make notes about each child's progress. For the beginning teachers may stress the positive side of things and playing down what the pupil has not been able to master.

In the learning process, children will need some helps. Teachers must understand well how they can help their pupils. Moon (2000:78) summarizes some different types of support which teachers can use to help their pupils

a. Language

This refers to all the things the teacher does through speech or gesture which provide support for children in carrying out a learning activity

- 1) using language at children's level, e.g. choosing words and structure they will be able to understand, such as *put the book on the table* rather than *place the book on the table*,
- 2) adjusting one's language to help children understand, e.g. repeating, rephrasing, extending what a child says,
- adjusting one's speed and volume, using pausing to give children time to think,
- 4) using gestures, actions, e.g. spreading your arms wide to show that something is big, a nod of the head for 'yes', facial expressions, making noises, e.g. noise of a hen 'cluck cluck', noise of a bus 'brm brm', to help understanding.

b. Techniques/Resources

This refers to all techniques and resources the teacher uses to help pupils to do the activities

- 1) Moving from known to new, from concrete to abstract, e.g. showing a toy bus and later talking about *a bus* using only words,
- 2) Focusing on things, actions, events which children can see, e.g. *Look at these* puppets you made. What colour are they? Do they have sad or happy faces?

- 3) Using practical 'hands-on' activities in which language is supported by action, e.g. action games, making paper animals,
- 4) Giving children a clear and understandable purpose for doing activities, e.g. Let's find out what happens at the end of the story,
- 5) Revising vocabulary or language needed for activities, e.g. colour words for the clown activity,
- 6) Providing language prompts or models to help pupils carry out the activity, e.g. 'fill in the gap' activity with words or phrases to choose from, flash cards, wall charts containing the words needed,
- 7) Giving clear feedback on pupil's responses and on learning activities,
- 8) Using visual support to help pupils' responses and on learning activities,
- Using visual support to help pupils understand a story or dialogue, e.g. pictures, objects,
- 10) Providing opportunities to learn through a variety of senses, e.g. hearing, seeing, touching, feeling, smelling, moving,
- 11) Demonstrating and modeling for children how to do an activity,
- 12) Creating activities which are interesting to children, e.g. games, drama, making things and personalizing activities so they relate to children's own experiences.

c. Children themselves

Children themselves have some roles. They can get support by working with other children

- 1) learning by watching other children (as models),
- 2) learning by listening to and getting help from other children (as tutors),

3) learning by practicing with other children (as partners)

According to the statements above, it is important for the teachers to be more creative in teaching, for example by using some interesting books and media. However, there were a few materials appropriate to use for the children. This will not be able to run the class well, so that the goal of the teaching and learning process cannot be reached.

4. Teaching English to Children in the World

English has been worldwide used by people in many aspects. It is because English is an international that is very useful to be mastered in this global era to communicate. Therefore, the government in many countries has a policy for their citizens to master English. Broughton et al (2003:1) states that there are 300 million the native speaker of English found in every continent, and an equally widely distributed body of second language speakers, who use English for their day-to-day needs, totals over 250 million. It can be concluded that the use of English covers one-sixth of the world's population. Bao Dat in Tomlinson (2008:283) gives some data about the use of English in Asia. In Brunei Darussalam, large scale English language projects begun since 1989 have led to a series of modifications in English textbooks. In Cambodia since 1990, new textbooks have been developed in combination with intensive re-training of English teachers. In Laos, since 1997 there have been suggestions to make English the official second language (Kam 2004). In Indonesia, the Ministry of National Education has put more emphasis on competency-based English since 2003 (Novita and Putri 2005). In Myanmar, where English has been a compulsory

subject since 1981, the 2001-2002 state policy gives English greater weighting in its 30-year education plan. In Singapore, the new English language curriculum created in 2001 puts more emphasis on the multiple effects of language use. In Thailand, the National Education Act in 1997 appeals for language education to advance towards a more learner-centred mode. In Vietnam, the Ministry of Education and Training obtained finance from US companies to produce a program known as English for Vietnam. It was completed in March 2006 with educational animated TV series being broadcast nationwide.

Moon (2000) states that younger children tend to be influenced by their feelings for their teacher, the general learning atmosphere in the classroom, the methods used and by their parents' opinions. The seven to eight-year-old pupils may be too young to feel any need for English. Their attitude toward English is more affected by whether they like the teacher, the way English lessons are taught, their parents' views, and what their friends feel about English.

5. Teaching English to Children in Indonesia

Indonesia is a developing country that its society realizes the importance of English. It is very useful in some aspects such as business, politics, education and media. Therefore, parents try some efforts to prepare their children to learn English as early as possible. One of them is by sending their children to join an English course. Moreover, English is also taught at school. English becomes one of the some subjects taught at school starting from elementary to senior high school. In fact, some kindergartens teach English to their students. For junior and

senior high school students it is very important to learn English since it determines whether they can pass to the next level of education or not.

English has a role as a foreign language in Indonesia. Mastering this language is a must since it is a global language and the government is keen on encouraging the citizens to master it well. Brewster et al.(2002:3) point out some reasons for starting to learn a foreign language several years earlier (at age six or nine instead of eleven or twelve). The first reason is that to increase the total number of years spent learning the language. Next, teachers should take account of the methods and the pace of primary school teaching. Another reason is young children seem to have a greater facility for understanding and imitating. For those reasons, it is important to learn English since early age.

English at elementary school had been introduced since 1994. At that time, the provision for that subject was as a local content subject. Some schools decided that English was a local content subject that had to be taught; therefore they hired English teachers to teach their students.

Some schools who can support the learning of English can conduct the teaching and learning process well. On the other hand, Nury (2012:161) mentions the case is quite different for the children of the less privileged areas where access to qualified teachers, appropriate materials and fun learning is almost impossible. These children have to be content with teachers with no English or child teaching background who are hired because only them who are available. These will endanger the future of the child to the attitude in learning English.

In the end of the year 2006, English was still a local content subject in the curriculum of 2004. Based on The Ministry of Education (2008), the government strengthened the provision of teaching English based on

- a) Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan,
- b) Peraturan Pemerintah Nomor 22 Tahun 2006 tentang Standar Isi, and
- c) Peraturan Menteri Nomor 23 Tahun 2006 tentang Standar Kompetensi Lulusan.

Teaching English at elementary school has two objectives. The National Ministry of Education lists those objectives as follow:

- a) Mengembangkan kompetensi berkomunikasi dalam bentuk lisan secara terbatas untuk mengiringi tindakan (language accompanying action) dalam konteks sekolah
- b) Memiliki kesadaran tentang hakikat dan pentingnya bahasa Inggris untuk meningkatkan daya saing bangsa dalam masyarakat global.

There are four skills of literacy ability that have to be mastered by the pupils. *Departemen Pendidikan Nasional* state that those abilities are performative, functional, informational, and epistemic. In performative stage, pupils should be able to read, write, and speak using the symbols and communicate in a certain context. in functional stage, pupils should be able to use the language for survival such as to read a newspaper, manual, and etc. In informational stage, pupils should be able to access their knowledge with their

language. Finally, in epistemic stage, pupils should be able to transform their knowledge into a certain language.

Based on the regulation of The National Ministry of Education, The standard of competency and basic competence of English are formulated as the guidance for the teachers to teach English to their students. At elementary level, the standard of competency and basic competence are formulated from grade four to six. For the first to third grade, the guidance for teachers is derived from the fourth to six grade's standard. As the subject of this study is the first graders in the second semester, the table below is the competencies designed by The Ministry of Education that have to be fulfill by the students which is derived from the fourth grade.

Table 2.2: Standard of Competency and Basic Competence in the Second Semester of Grade Four

Kelas IV, Semester 2

5.1 Merespon dengan melakukan		
tindakan sesuai dengan instruksi		
secara berterima dalam konteks kelas		
dan dalam berbagai permainan		
5.2 Merespon instruksi sangat sederhana		
secara verbal		

Berbicara

6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas

- 6.1 Menirukan ujaran dalam ungkapan sangat sederhana secara berterima
- 6.2 Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: memberi contoh melakukan sesuatu dan memberi aba-aba
- 6.3 Bercakap-cakap untuk meminta/
 memberi jasa/barang secara
 berterima yang melibatkan tindak
 tutur: meminta bantuan, meminta
 barang, memberi barang
- 6.4 Bercakap-cakap untuk meminta/
 memberi informasi secara berterima
 yang melibatkan tindak tutur:
 meminta ijin, memberi ijin,
 menyetujui, tidak menyetujui,
 menyangkal, dan meminta
 kejelasan
- 6.5 Mengungkapkan kesantunan secara berterima yang melibatkan ungkapan: thank you, sorry, please,

	dan excuse me
Membaca	
7. Memahami tulisan bahasa	7.1 Membaca nyaring dengan ucapan
Inggris sangat sederhana dalam	yang tepat dan berterima yang
konteks kelas	melibatkan: kata, frasa, dan kalimat
	sangat sederhana
	7.2 Memahami kalimat dan pesan
	tertulis sangat sederhana
Menulis	
8. Mengeja dan menyalin tulisan	8.1 Mengeja ujaran bahasa Inggris
bahasa Inggris sangat sederhana	sangat sederhana secara tepat dan
dalam konteks kelas	berterima dengan tanda baca yang
	benar yang melibatkan: kata, frasa,
	dan kalimat sangat sederhana
	8.2 Menyalin tulisan bahasa Inggris
	sangat sederhana secara tepat dan
	berterima seperti ucapan selamat
	dan pesan tertulis

Furthermore, Nury (2012:162) presents the table of the structure of the elementary school curriculum as presented as follow.

Table 2.3: The Structure of the Elementary School Curriculum

Components	(Grade and	Time all	ocation
	I	II	III	IV, V, and
				VI
A. Subjects				
1. Religion				3
Civic Education				2
Bahasa Indonesia				5
4. Math				5
5. Science				4
Social Sciences				3
Arts and Craft				4
Physical and Health Education				4
B. Local Content Subject (English)				2
C. Self Development				2*)
Total	26	27	28	32

She explains further that English is put bold and in bracket. It is because it is only added there. Therefore it is obvious that English does not have any adequate attention from the government because to most Indonesian children, it is still a luxury. For schools who teach English to their students, English is only taught 2 x 35 minutes in a week. It is assumed that in a year, pupils will learn English at school for 34 to 38 meetings. That is not enough to teach all topics to them. Because of that, oral skills become the principal skills that have to be introduced to the pupils, especially young learners, so that they can communicate in their school environment and daily lives. In addition, the topics are also limited to the language that is usually used to interact in the classroom or in their daily lives.

6. Total Physical Response (TPR)

Asher, in Linse (2005:30) states his finding related to how children learn a new language. Asher says that children are learning by doing. Based on his

finding, he developed a method known as Total Physical Response (TPR). In this method, young language learners have to respond to oral commands which are given. They are expected to respond nonverbally before they are expected to speak. Asher also proposes some steps of TPR method. Firstly, the teacher has to give oral commands while he/she demonstrate it in a certain action. For example, he/she may says *sit down* while she sit down on his/he chair. Secondly, the students have to respond physically when they hear commands which are said by their teacher. Thirdly, they have to listen and repeat the commands said by the teacher.

Based on Asher's finding, it can be concluded that young learners can develop their language skills well if they learn by doing. Total Physical Response (TPR) can be used as an appropriate method to teach English, especially to improve students' listening and speaking skills.

7. Presentation, Practice, Production (PPP)

Directorate of Elementary School Development suggests Presentation, Practice, Production (PPP) as one of the teaching method in teaching young learners. The phases of this method are as follows.

a. Presentation

Presentation is the first phase in PPP method. In this phase, the teacher introduces the new language and how to use it in communication. The input text given in this phase should be contextual and realistic.

b. Practice

Practice is the second phase in PPP method. In this phase, the students are given an opportunity to practice the new language in controlled activity.

c. Production

The third phase in PPP method is production. The students are given a freer activity to use the new language.

In conclusion, this method proposes that the activities given for the learners are from guided, semi guided and free guided activity.

8. Appropriate Materials for Young Learners

Tomlinson (2008) states that materials refer to anything which is used by teachers or learners to facilitate the learning of a language. Materials could be cassettes, videos, CD-Rooms, dictionaries, grammar books, readers, workbooks or photocopied exercises. They could also be newspapers, food packages, photographs, live talk by invited native speakers, instructions given by a teacher, tasks written on cards or discussions between learners.

Integrate Ireland Language and Training (2006:32) gives some examples of materials that can be a language support and engage students to learn English. Some examples are included as follow:

Table 2.4: Examples of Materials

Posters	Reading schemes, nature, food
	pyramid, etc.
Activity books/sheets	Developing writing skills, structuring
	sentences, text, etc.

	Identifying and collecting vocabulary
	(word walls, etc.).
	Activity sheets may be done in the
	mainstream class when a child is newly
	arrived and cannot yet understand
	classroom learning
Storybooks	Particularly those with a high level
	repetition and/or a focus on the
	vocabulary being learnt in language
	support.
Games	Encourage interaction while focusing
	on theme-based vocabulary, question
	forms, word recognition, etc.
Picture/photo dictionaries	A few of these in the classroom will
	help both teacher and pupils to
	overcome difficulties in making
	themselves understood.
Sets of cards	Learning vocabulary, sequencing,
	sentence building, telling a story,
	prompting discussion.
Phonics series (often with CD)	Pronunciation, spelling, reading.
Projects	Picture resources for classroom,
	classroom 'Big Book' or scrapbook,

	poster displays on different themes
	created by pupils, audio recordings, etc.
Computer software	Vocabulary development, creating text,
	identifying sounds.

Furthermore, Brewster et al. (2003) state that the teachers can produce their own materials. The worksheets can be exercises and activities which are drawn, written, or word processed or photocopied. They also explain the worksheet features. They state that the worksheets should be clear, simple, and attractive. The instruction in the worksheet should be clear or in the children's own language.

Based on the characteristics, children are different from adult related to the materials used. The introduction of reading and writing in English should not take place until a fluent oral foundation has been established and, in foreign language situations, not until the children are familiar with the printed word in the mother tongue. Children need appropriate materials to help them learn English actively. To get the appropriate materials for children, teachers can develop their own materials. The materials should also follow the concept of readability in order to ease the students to understand them. According to Richards and Schmidt (2002:453) readability means how written materials can easily be read and understood. In fact, it depends on many factors which include the average length of sentences in a passage, the number of new words a passage contains, and the grammatical complexity of the language used. Those factors should regard the

students' age. One example is by adjusting the materials with the students' characteristics. Materials must be suitable for the children as stated by Arnold and Rixon, cited in Tomlinson (2008:40). The quotation is as follow

'Suitable materials' here, therefore often means materials that are not only child-friendly but also teacher-friendly, with the capacity to support and scaffold the early efforts of teachers who, in one way or another, are inexperienced in the field of EYL. Teachers in many contexts, especially in public primary schools, have acknowledged their need for support both in the English they are to use in class and in the methodology that is appropriate for teaching English to children.

An appropriate learning material consists of a unit which is organized based on the learners' need and curriculum to make the learning easy and effective. The materials in this study are designed into lesson units. Cameron (2001:21) states classroom tasks and activities are seen as the 'environment' or 'ecosystem'. Children are active learners who will try to find a meaning and purpose for activities that are presented to them. Young learners work hard to make sense of what the teachers ask them to do and, and come to tasks with their own understandings of the purposes and expectations of adults.

a. Task

According to Brewster (2002:50), tasks emerge after pupils have studied a particular set of language and help to provide a context to ensure that learning has taken place. Tasks encourage pupils to personalize language, pursue their interests and use language in an independent and hopefully creative way. Tasks can be done individually, in pairs or in groups. Examples include the following:

- 1) Drawing/writing/performing a new version of a story which has been used in class
- 2) Writing and performing a simple play

- 3) Making and playing a board game
- 4) Planning and creating objects such as models. Masks, etc.
- 5) Devising a survey, carrying it out and presenting the results in some forms (spoken or written)
- 6) Creative speaking or writing such as posters, stories, radio programmes, class magazines, poetry, letters or recordings to imaginary characters in a story
- 7) Investigating a topic such as Bears and presenting the information.

The classroom tasks for children learning a foreign language suggested by Cameron (2001:31) should have coherence and unity. It should also have meaning and purpose for learners. Then, it should have clear language learning goals/ next, it should have a beginning and end. Finally, it should involve the learners actively.

b. Activities

Brewster (2002:49) states activities focus on the guided teaching and learning of specific items of language, skills or knowledge. Activities focus on form and meaning to some extent but are not in themselves purposeful or meaningful; they rehearse a particular set of sub-skills, language items or task procedures; they usually consist of a cognitively simple set of operation and have reduced learner control.

According to Clark in Nunan (1989:67), language programs should enable learners:

- 1) Solve problems through social interaction with others;
- 2) Establish and maintain relationships and discuss topics of interest through the exchange of information, ideas, opinions, attitudes, feelings, experiences and plans;

- 3) Search for specific information for some given purpose, process it, and use it in some ways;
- 4) Listen to or read information, process it, and use it in some ways;
- 5) Give the information in spoken or written form on the basis of personal experience;
- 6) Listen, read on view a story, poem, feature, etc. and perhaps respond to it personally in some ways; and
- 7) Create an imaginative text.

Pattison in Nunan (1989:68) states seven types of activity. They are 1) questions and answer; 2) dialogues and role plays, 3) matching activities, 4) communicative strategies designed to encourage learners to practice communication strategies such as paraphrasing, borrowing or inventing word, using gesture, asking for feedback, simplifying, etc.; 5) pictures and pictures stories, 6) puzzles and problems, 7) discussions and decisions require the learner to collect and share information to reach a decision.

Cameron (2001:32) proposes some stages in a classroom tasks as follow:

Figure 2.1: The Stages of Classroom Tasks



- 1) 'Preparation' activities prepare the learners to be able to complete the core activity successfully, and might include pre-teaching of language items or activation of topic vocabulary.
- 2) The 'core activity' is central to task. It set up through its language learning goals.
- 3) The 'follow-up' stage builds on successful completion of the core. Since one task can lead to another, the follow up of the first may be, or lead into, the 'preparation' stage of the next.

Meanwhile, Krashen (1982:62-73) points out in his theory of comprehensible input that an activity that fits the characteristics fully will encourage acquisition at the fastest possible rate. An activity that fits none of them could result in zero acquisition, or very little acquisition. Moreover, he proposes the characteristics of characteristics of optimal input for acquisition as follow:

1) Optimal input is comprehensible

To aid the comprehension, there are some characteristics that can be considered as summarized below:

- a) slower rate and clearer articulation, which helps acquirers to identify word boundaries more easily, and allows more processing time;
- b) more use of high frequency vocabulary, less slang, fewer idioms;
- c) syntactic simplification, shorter sentences.
- 2) Optimal input is interesting and/or relevant
- 3) Optimal input is not grammatically sequenced
- 4) Optimal input must be in sufficient quantity

Therefore, if the materials have followed this concept, it will make learning be easier and more effective. Furthermore, the goal of the study will be reached.

9. Material Design Model

Teaching and learning materials are realized in the form of task. The task should contain certain skill and have a relation to learners' needs and interest.

Nunan defined task as a piece of classroom work that involve learners in comprehending, manipulating, producing or interacting in the target language

which their attention is focused on mobilizing their grammatical knowledge in order to express meaning and interaction is to convey meaning rather than to manipulate form (2004:4). Nunan proposes the components of task in a frame work below (2004:4)

Goal

Input

Task

Learner role

Procedure

Setting

Figure 2.2: Material Design Model by Nunan

In details, Nunan describes the components of task as follows:

a. Goal

Nunan states that goals are vague general intentions behind any given learning task (2001:41). Goals relate to a range of general outcomes or directly describe teacher or learner behavior. The goals sometimes are not explicitly stated but it can be concluded from the examination of a task.

b. Input

Input refers to the spoken, written, and visual data that the learners work with in the course of completing a task (Nunan, 2004:47). Input can be in the form of letter, newspaper, recipe, picture, dialogue, magazine, etc. those inputs give the learners an imagination and drive them to process the information based on their background knowledge before they go to the activities.

c. Procedures

Nunan notes that procedures or activities are what learners will actually do with the input which forms the point of departure for learning task (2004:52). Furthermore, Nunan elaborates tasks types into three activities (2004:57).

- Info-gap activity, involves transfer of given info from one person to another, calling for decoding or encoding of information from or into language.
- Reasoning-gap activity, deriving some new info from existed info through inference process, deduction, practical reasoning, or a perception of relationship or patterns.
- 3) Opinion-gap activity, involves identifying and articulating a personal preference, feeling, or attitude in response to a given situation. Pattison (1987) in Nunan (1989:68) also proposes seven types of activities.
 - a) Questions and answers
 - b) Dialogues and role-plays
 - c) Matching activities, communication strategies
 - d) Pictures and pictures stories
 - e) Puzzle and problems
 - f) Discussion and decision

d. Teacher and learner roles

Roles refers to the part that learner and teacher are expected to playing a carrying out learning tasks as well as the social and interpersonal relationship between the participants (Nunan, 2004:64). In relation with the role of teacher,

Richards and Rogers in Nunan (1989:84) note that the roles of teacher are related to the following cases:

- 1) The type of functions teacher are expected to fulfill.
- 2) The degree of control the teacher has over how learning takes place.
- 3) The degree to which the teacher is responsible for current.
- 4) The interactional patterns that develop between teacher and learner.

The role of learner depends on the approach used in the teaching and learning process. In general, learner can be divided into following categories (Nunan, 2004:65):

- 1) The learner is the passive recipient of outside stimuli.
- The learner is an interactor and negotiation who is capable of giving as well as taking.
- 3) The learner is a listener and performer who has little control over the content of learning.
- 4) The learner is involved in a process of personal growth.
- 5) The learner is involved in social activity.
- 6) Learners must take responsibility for their own learning, developing autonomy and skills on learning how to learn.

e. Settings

Setting refers to the classroom arrangements specified or implied on the task and it requires consideration of whether the task is to be carried out wholly or partly outside the classroom (Nunan, 2004:71).

B. Relevance Studies

This research is based on relevance researches done by other researches. The research is done by Novaria (2013). In her research, she showed that one step instruction is used to teach young learners.

Second, it is a research based on Wulansari (2015). She explained that the students need interesting media and fun activities. The appropriateness is seen based on the suitable materials for the students based on their characteristics and the instructions used must be very simple.

In conclusion, the studies support the idea to design appropriate materials for young learners.

C. Conceptual Framework

English is omitted from the curriculum in academic year 2013/2014. Although English is not totally banned, it can be taught as extracurricular subject, it is a probability that young learners lose their chance to learn English at school. Some parents who are concerned with their children education may send their children to the English courses. They realize that English is very important in the next level of education. Those who are not concerned may not be aware to the needs of learning English since early age. They let the school decide the provision of the curriculum for their children.

Based on the observation at SD Budi Mulia Dua Sedayu that is located at Kaliurang, Jl. Wates Km. 9,5 Sedayu, Bantu, there were some problems appeared in the teaching and learning process. They can be caused by the implementation of inappropriate techniques and the lack of learning media, learning activities and

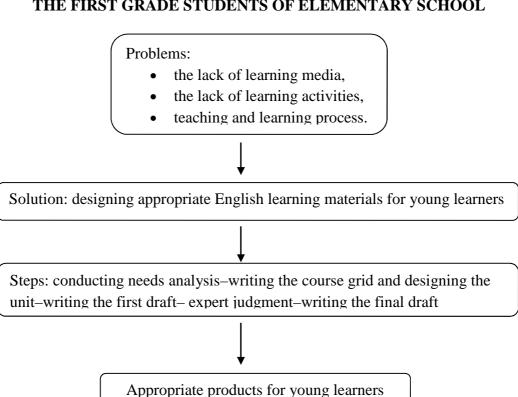
teaching and learning process. The researcher has an effort to solve the problem. It is by designing appropriate English learning materials for the first grade students of elementary school. There is a need to provide these materials to facilitate the English teacher for young learners because good materials are one of the components that determine the success of the teaching and learning process. In addition, these materials are also completed with the teacher's guideline so that the teacher can use these materials easier with this guidance.

In order to provide the students with appropriate materials, this study was aimed to design a set of English materials which are appropriate based on the needs of the learners. The framework can be figured out as follow.

Figure 2.3: Conceptual Framework of the Study

DESIGNING APPROPRIATE ENGLISH LEARNING MATERIALS FOR

THE FIRST GRADE STUDENTS OF ELEMENTARY SCHOOL



CHAPTER III

RESEARCH METHODOLOGY

A. Type of the Study

This study is categorized into Research and Development (R&D). Gall and Borg (2003:569) state that Educational Research and Development (R&D) is a process used to design new products and procedures which are systematically field-tested, evaluated and refined until they meet specified criteria of effectiveness, quality or similar standard. The steps of this process were actually referred as the R&D cycle which consisted of studying research findings, field testing it on other setting where it should be used and revising it to correct the drawbacks found in the field testing stage. R&D cycle is repeated until field-test data indicated that the product meet its objectives. In other words, the stages can be summarized as follows. After the researcher writes the first draft, it needs to be field tested and then revised until it meets its objectives. However, this study has only been done up to the cycle of developing the English learning materials based on the findings of the needs analysis and the materials were evaluated by an expert.

B. Setting

The research was conducted at Budi Mulia Dua Elementary School which is located in Kaliurang, Argomulyo, Sedayu Bantul in the second semester in the academic year of 2013/2014. There are two classes for the first grade, however the researcher choose only one class as the sample. It is the first grade of Kapulaga class.

C. Research Procedures

The research procedures follow the steps in R&D cycle proposed by Tomlinson (2008). However, they were simplified. The steps are as follows.

1. Conducting needs analysis

The first step in this research is conducting needs analysis. In this stage, the researcher collected the data to find out the needs of the students. The researcher observed the students in the teaching-learning process. The researcher also interviewed some students.

2. Writing the course grid and designing the unit

After doing needs analysis, the researcher wrote the course grid. It became the base in writing the first draft. What the teacher would teach were formulated here. Learning materials such as pictures and the design of the book was prepared.

3. Writing the first draft

Based on the course grid, the first draft was written. The learning materials were compiled into a good order. The activities were designed from the guided to free activities.

4. Expert judgment

After the first draft was done, the researcher asked the expert to find the opinions, comments and suggestions of the designed materials.

5. Writing the final draft

The final draft was written after getting the opinions, comments and suggestions from the expert.

D. Research Instruments

The instruments used to gather the data were interview guideline, observation guideline and questionnaire guideline.

1. Interview Guideline

The researcher had an interview with the teacher and students. The interview guideline for the teacher is used to find the characteristics of the students, the problems that appeared during the class, and the information, the materials and activities in the learning process and the relation among the materials, the curriculum and syllabus, and the learning objectives that the teacher had experienced in the class. Then, the interview guideline for the students is used to find the information about the students' characteristics, motivation, kinds of input needed, students' preference in learning activities, students' preference of the teacher's role, students' preference of the learner's role, and the setting of the teaching and learning process. In addition, based on the students' characteristics that they are not able to organize their learning, not able to read or write in the first language they develop the listening and speaking skills first, the needs analysis of their goals, necessities and wants are based on the interview of the teacher. It is done when the students cannot answer what they needs during the interview. The homeroom teacher, who is the English teacher as well was interviewed to know the students' needs since the teacher dealt with them every day and know what they needs. Each of the interview guidelines is shown in the following table.

Table 3.1: The Teacher's Interview Guideline

No.	Theory	Purpose of the Question		
1.	Scott and Ytreberg (1990:1)	 To find the characteristics of the student. To find the problems faces during the teaching process. 		
2.	Pinter (2009) Nunan (1989)	To find the information concerning the input of the materials used in the teaching and learning process.		
3.	Nunan (1989)	To find the information concerning the activities in the teaching and learning process.		
4.	Nunan (1989)	To find the information concerning the setting of tasks of the materials used in the teaching and learning process.		
5.	Brewster, Ellis and Gerard (2002)	To find the information concerning the appearance of the materials.		
6.	Brewster, Ellis and Gerard (2002) Nunan (1989)	To find the information concerning the relation among the materials, the curriculum and syllabus, and the learning objectives.		

Table 3.2: The Students' Interview Guideline

No.	Theory	Purpose of the question	
1.	Hutchinson and Waters	To get information about the profile and	
	(1987)	background.	

2.	Nunan (2004:4)	To find information about the students' motivation in learning English
		motivation in learning English
3.	Nunan (2004:4)	• To find information about kinds of input that the students want or need in learning English
4.	Nunan (2004:4)	To find information about students' preference of learning activities
5.	Nunan (2004:4)	To find information about students' preference of teacher's role in teaching and learning process
6.	Nunan (2004:4)	To find information about students' preference of learners' role in teaching and learning process.
7.	Nunan (2004:4)	To find information about students' preference of the setting in the teaching and learning process.

2. Observation Guideline

This observation was used to gain the data about the teaching and learning process. The result of observation can be seen in appendix. The guideline for class observation is shown in the table below.

Table 3.3: The Guideline for Class Observation

Teacher's Name:		Observation's Date:	
School	:	Time	:
Class			

ing Process
;
erstanding

C. Students' Behaviour	
Students' behavior in the class	
Students' behavior out of the class	

Taken from 'Format Observasi Pembelajaran di Kelas dan Observasi Peserta didik' by Pelayanan KKN and PPL for Yogyakarta State University.

3. Questionnaire Guideline

The questionnaire was used to gather information from the expert to know whether the materials had met the appropriateness. The expert gave the comments and suggestions and later those were used to design the final draft. The guideline for the questionnaire is presented below.

Table 3.4: The Organizations of the Materials Evaluation

No.	Aspect	Purposes of the	Item(s)	References
		Questions	Number	
1.	• Name	To find		Masuhara in
	Occupation	information		Tomlinson
	Educational	about expert's		(1998:241)
	background	profile.		
	Teaching			
	Experience			
2.	• Goal	To find	1 - 10	Brown
	Methodology	information		(2001)
		about expert's		Harmer
		opinions related		(2001:296)

			to the relevance		
			between		
			materials and		
			the course grid.		
3.	•	Content	To get	11 - 26	Brown
	•	Sequence	information		(2001:142)
	•	Instructions	about expert's		Hutchinson
			opinions of task		and Waters
			and quality.		(1987)
4.	•	Type setting	To get	27 - 33	Brown
	•	Illustrations	information		(2001:142)
	•	General layout	about expert's		Harmer
			opinions related		(2001:302)
			to the format of		
			the designed		
			materials.		

E. Data Collection Techniques

In this research, the researcher conducted observation and interview to collect the data. First, the researcher conducted an observation in the classroom during the teaching and learning process. After that, the researcher interviewed some students to discover the information about the need of the first grade

students of SD Budi Mulia Dua Sedayu. The result of the needs analysis from those interviews became the base to design the materials.

After the data and the information were obtained, the researcher tried to design appropriate materials for the first grade students of elementary school which is called as the first draft. After the English learning materials had been designed, then the researcher gave a questionnaire to get the expert's judgment. It was used to evaluate and find out whether the materials needed some revisions.

F. Data Analysis Techniques

There will be two kinds of data in this research; qualitative and quantitative. The qualitative data were obtained from the result of observation and interview. They were analyzed using qualitative data analysis model proposed by Miles and Hubberman (1994). In general, there are three stages to analyze the data as presented in the table below.

Table 3.5 The Qualitative data Analysis Model Proposed by

Miles and Hubberman (1994)

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

The quantitative data were obtained from the questionnaire given to the expert. It was analyzed through descriptive statistics. A Likert Scale was used since it was appropriate for obtaining the judgments and opinion. The statements in the questionnaires were given score weight. The score for the evaluation statements were:

- 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.

The data, then, was analyzed to find the mean of the score.

$$Mean = total score$$
Number of case

After finding the mean, the data were converted into the data conversion with some categorizations. The data conversion was used to describe the results using descriptive analysis. Based on Sugiono (2012) below is the data conversion table.

Table 3.6: Data Conversion Table

Mean Score	Categorization
3.26 – 4.00	Very good
2.51 – 3.25	Good
1.76 – 2.50	Fair
1.00 – 1.75	Poor

The materials are considered appropriate and can be applied if the mean more than 2.51; while if the materials are below 2.51, it cannot be applied yet and need some revisions.

CHAPTER IV

RESEARCH FINDINGS

In this chapter, the results of the needs analysis, the process of writing the course grid, designing the first draft, expert's judgment and revision would be presented.

A. Result of the Design Product

1. The Results of the Need Analysis

There were two parts of the results of the needs analysis. They were the description of the learners and the description of target needs and learning needs. The results of the needs analysis are described below.

a. The Description of the Students' Age.

There were two classes of the first grade in Budi Mulia Dua Sedayu Elementary School. The sample of the research study was 19 students in the academic year 2013/2014. They were in Kapulaga class. Actually, there were 28 students in this class. However, only 19 students agreed to have the interview. The others ran away when the researcher try to get close to them,. As the sample, there were 11 boys and 8 girls. Their age range was from 6 to 7 years old. The data of the students can be seen in the table below:

Table 4.1: The Description of the Students' Age

Students	Gender		Age
	Boys	Girls	(years)
19	11	8	6–7

b. The Descriptions of the Target Needs and Learning Needs.

The target needs are analyzed based on the goals, necessities, lacks and wants of the learners. Hutchinson and Waters (1987) define that goals refer to the general intention behind the learning. Necessities refer to what the learners should know or achieve in order to function effectively in the target situation. Lacks refer to the gap between what the learners know already and what the learners do not know. Wants are related to the learners' expectation after finishing study. Considering the age, it is difficult to analyze the learners' need by having the interview with the students. In addition, they have limited ability in reading and writing skills. As stated in chapter II that based on the expert, Moon (2000) explains that too young to feel any need for English. Their attitude toward English is more affected by whether they like the teacher, the way English lessons are taught, their parents' views, and what their friends feel about English. Therefore, the researcher tried to find the needs of the learners by getting information from the teacher and observing during the teaching and learning process. They are presented in the table below.

Table 4.2: The Results of Needs Analysis of the Learners

Aspects	Result
Goals	Based on the observation, the students just follow the flow
	of the teaching and learning process in the classroom. They
	do the tasks just to please the teacher, get reward and have
	the same activities with their peers.
Necessities	Based on the observation, the students needed media that
	could attract their attention. During the class, the students
	tended to chat with their peers because the picture used

	during lesson was not big enough so that they could not see
	it clearly.
Lacks	The teacher explained further that the students lacked of
	varied activities, especially if it related to the audio and
	media. Those can help in teaching listening.
	R: Apa ya yang dibutuhkan oleh siswa? Apakah aktivitas mendengarkan? (What do the students lacks in learning English? Is it in listening skill?) T: Iya, anak kurang mendengar ya. Terus itu peraga.
	Kebanyakan kalau untuk anak-anak buat sendiri. Menyenangkan sih buat sendiri tapi kan waktunya kita harus memikirkan yang lain. (Yes, it is listening. And then, media. Most of the students make their own media (picture). It is fun, but we have limited time. We need to think the others.)
	R: Jadi kesulitannya pada audio, alat peraga sama time untuk membuatnya ya? (So, the difficulties are in audio, media and time management, right?) T: Iya. Menejemen waktunya tu masih sulit. Karena saya ngajar seminggu 24 jam. Belum lagi saya ngajar batik juga gitu. Biasanya saya siapkan di awal kalau pakai slide. Kalau di tengah — tengah ada perubahan tinggal saya sisipkan. (Yes, managing the time is really difficult because I have to teach 24 hours each week. In addition, I also need to teach Batik. Usually, I prepare some slides. When there are some changes during the teaching process, I just add some in the slides.)
Wants	Based on the interview, the teacher says that materials
	which contain pictures is important and something that is
	wanted.
	R: Jadi anak tidak terlalu banyak menuntut ya(So, the children do not demand something, do they? T: Iya, yang penting gambarnya jelas. Anak – anak ini beginner. Bener- bener belajar dari nol. (Yes. the important thing is the pictures are clear. They are beginners, totally beginners.

Based on the statement above, it is implied that the teacher wants the students can improve their ability in learning English so that they can use it well.

The learning needs of the learners are defined based on the interview of the learners. Regarding the young learners' characteristics, the researcher only used 'Yes–No' questions to define the learning needs. The 19 samples of the students almost had the same answers.

Table 4.3: The Results of Needs Analysis of the Learning Needs

Aspects	Statements	Yes	No
		(number of	(number of
		students)	students)
	I like pictures.	19	-
	I like story telling.	19	-
input	I like watching	19	-
	movies.		
	I like singing.	14	5
	I like listening to the		
procedures	teacher when	17	2
	studying.		
	I like repeating the		
	words after the	19	-
	teacher.		

	I like performing in	15	4
	front of the class.		
	I like reading	16	3
	English story.		
	I like writing English	19	-
	words.		
	I like teacher's as an	19	-
	informer.		
	I like teacher as a	17	2
	facilitator.		
teacher's role	I like teacher as an	18	1
	instructor.		
	I like teacher as a	19	-
	monitor.		
	I like teacher as a	19	-
	feedback giver.		
	I like being a passive	1	2
learner's role	learner.		
	I like being an active	17	-
	learner.	·	
	I like studying in the	19	_
setting	classroom.	1)	
	I like studying in the	17	2
	<u> </u>		

school yard.		
I like studying in the	18	1
library.	10	•
I like doing tasks in	18	1
pairs.		
I like doing task in a	19	-
group.		
I like doing tasks	17	2
with the whole class.		

From the data presented above, it can be concluded that the input can be varied except song. They liked pictures, storytelling, and watching movies. Based on the children's characteristics, young learners like learning through playing. The researcher provides songs that have physical movements. By doing this, they do not recognize that they have sung through playing.

In doing the activities, most of the students preferred to listen and do activities. However, some of them did not like reading and performing activities. Considering the age, it is natural that they do not like reading activities. They still learn their first language. In addition, although they liked writing, they were only able to copying the teacher's words. Based on the observation, there were still some students who could not read and write well although it was in their first language.

Based on the data above, it showed that the students loved their teacher. The teaching and learning process depended on the teacher. They just simply follow the teacher's instructions and then do the activities. Then, the students preferred to

be active learners to passive learners. Although some of them do not like being active students, they still teachable and do the activities well.

The setting of the teaching and learning can be anywhere as long as the students feel comfortable to do the activities. Generally, young learners love to play outside. If some students answered that they did not like studying learning outside of the class, it could be there was certain factors that influenced them, for example weather, and smelly.

2. Writing the Course Grid

After the results of the needs analysis were found out, a course grid was formulated. The formulation was by making some columns of which specifications were theme, learning objectives, indicators, learning materials consisted of language function, expression, vocabulary and grammar, teaching and learning activities and teaching aids.

Table 4.4: The Organization of Course Grid

Th LO I LF E V G	TA

Th: Theme E: Expressions

LO: Learning Objective V: Vocabulary

I : Indicators G : Grammar

LM: Learning Materials TLA: Teaching and Learning

Activities

LF: Language Function TA: Teaching Aids

In column Th, the theme of the materials is presented. In column LO, the learning objectives of the study are written. In column I, the indicators that students must master are listed. Then, in column learning materials (LM), the language function (LF) taught to the students are written and the expressions (E), vocabulary (V) and grammar (G) as well. In teaching and learning activities column (TLA), the teacher's and students' activities are written. Finally, the teaching aids (TA) used during the teaching and learning process are written in TA column.

3. Designing the Product

After formulating the course grid, the researcher continued to the next steps. They were writing the first draft. It consists of collecting the materials, designing the layout, and then creating the draft of the book.

a. Collecting the materials.

In teaching English to very young learners, the researcher needed to provide many pictures to support the teaching and learning process. The researcher browsed in the internet to collect the pictures needed for the materials. However, during the process of finding the appropriate pictures, some problems were appeared. The first one was because the pictures needed were various; sometimes it was difficult for the researcher to find the suitable one because to avoid distracting the pictures with the code, the researcher decided to find the pictures in the same source address for each unit. However, sometimes it was difficult to find the pictures needed in the same source. The second one was finding the appropriate pictures in good quality. There was a time when the researcher found

the appropriate pictures but it was not in a good quality. When it was zoomed in, the picture became so blur. So, the researcher needed to browse again and again until found the appropriate one in a good quality. The researcher also used a book that proposed game. The researcher only added some variations so the activities done by the students would be suitable with the objectives.

b. Designing the layout.

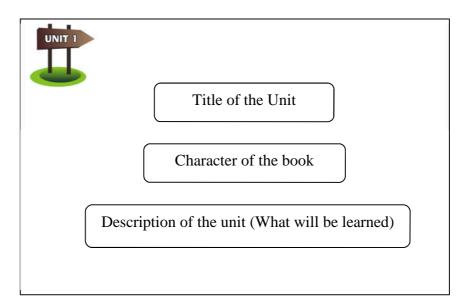
The layout of this book was designed for young learners. It was colorful so that the learners were motivated in learning English. The title of each unit was easy to understand and could give a clue what they will learn in that unit. Moreover, the page was presented at the right bottom so that the learners would be easy to find the page that they wanted to open.

The researcher realized that it was difficult to design the layout. In addition, the researcher was not mastered in creating an interesting layout. So, the researcher needed to find some inspirations in the internet.

c. Creating the first draft of the book.

The book was for the students and the teacher. The book for the students contained the materials for the teaching and learning process. While the book for the teacher contained guideline on how to use the book. The book is entitled 'Reach the Star'. There were two units in this book. The first unit had a theme 'In the Classroom' while the second one's theme was "Color'. Each unit had the same number of tasks. There were nine tasks for each unit. Furthermore, the activities of each unit are presented as follow.

1) Unit 1



Task 1

The learners are asked to listen and repeat after the teacher. The teacher says sentence by sentence and the students repeat the sentences. The complete form is in Appendix G.

Task 2

In this unit, the learners are asked to listen to the teacher and put a tick to the correct pictures of each number. The teacher gives an instruction for each number. The complete form is in Appendix G.

Task 3

The learners are asked to listen to the teacher and number the pictures based on the teacher's instructions. The teacher gives instructions randomly. The complete form is in Appendix G.

The learners are asked to cut the pictures. Then, they listened to the teacher's instructions. They stuck the correct pictures based on the teacher's instructions on the right number. The teacher gives the instructions. The complete form is in Appendix G.

Task 5

In this task, the learners are asked to study the materials by paying attention to the teacher's explanation. Then, they do the instructions. The teacher plays a dialogue with the students. The complete form is in Appendix G.

Task 6

In task 6, the students are asked to look at the pictures. Then, they have a dialogue with their partners based on the order of pictures on the book. The teacher monitors the students. The complete form is in Appendix G.

Task 7

The learners are asked to look at their friends and guess what he/she does. The teacher monitors the students and help if they have some difficulties. The complete form is in Appendix G.

Task 8

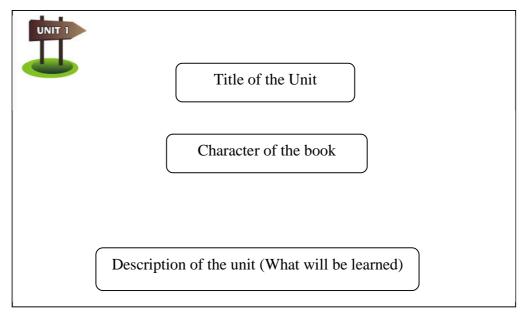
The learners listen to a short story. Then, they have to retell in front of their friends. One picture is for one student and one sentence. They take turns. The teacher facilitates the students if they have difficulties and with big pictures to help the students in retelling the story. The complete form is in Appendix G.

In this task, the learners are asked to play whisper race game. The teacher explains the game and keeps an eye during the game. The complete form is in Appendix G.

Reflection

In this part, the learners are asked to decide which things they have understood and which one they have not understood yet. They are asked to put a tick to the column that has smile emotion if they understand after they learn the unit. They can put a tick in the column that has sad emotion if they have not understood yet.

2) Unit 2



Task 1

The learners are asked to listen and repeat after the teacher. The teacher says sentence by sentence and the students repeat the sentences. The complete form is in Appendix G.

In this unit, the learners are asked to listen to the teacher and circle to the correct pictures of each number. The teacher gives the instructions for each number. The complete form is in Appendix G.

Task 3

The learners are asked to listen to the teacher and color the pictures based on the teacher's instructions. The teacher gives the instructions. The complete form is in Appendix G.

Task 4

The learners are asked to cut the pictures. Then, they listened to the teacher's instructions. They stuck the correct pictures based on the teacher's instructions on the right number. The teacher gives the instructions. The complete form is in Appendix G.

Task 5

In this task, the learners are asked to study the materials by paying attention to the teacher's explanation. Then, they do the instructions. The teacher plays a dialogue with the students. The complete form is in Appendix G.

Task 6

The learners are asked to sing a song and then instruct their friends to give them the cards they had. The teacher monitors the learners. The complete form is in Appendix G.

In task 6, the students are asked to look at the pictures. Then, they have a dialogue with their partners based on the order of pictures on the book. The teacher monitors the students. The complete form is in Appendix G.

Task 8

The learners play a dialogue with their partners. They have two cards and are asked to find the correct cards which have the same color and thing. The teacher monitors the activity. The complete form is in Appendix G.

Task 9

The learners are asked to sing a song and play. They need to dodge the color that is instructed. The teacher gives an example and provides the song. The complete form is in Appendix G.

Reflection

In this part, the learners are asked to decide which things they have understood and which one they have not understood yet. They are asked to put a tick to the column that has smile emotion if they understand after they learn the unit. They can put a tick in the column that has sad emotion if they have not understood yet.

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. After the first draft of the book was evaluated, it would be the final draft of the book.

There are thirty seven statements and three open-ended questions addressed to the expert. The statements are analyzed by using Likert Scale and the three open-ended questions were given to find out the expert's opinions and suggestions to revise the first draft of the book. The results of the questionnaire are presented below.

Table 4.5: The Results of the Questionnaire

No.	Statements	Score
	Syllabus	
1	The materials are based on standard of competency.	3
2	The indicators are well formulated	3
3	The title of each unit is interesting for young learners.	
4	The materials made contain many activities and media that support language learning.	3
5	The materials delivered give enough vocabulary related to the topic.	3
6	The input given in each unit (pictures, song, etc.) is appropriate with the topic.	
7	The input given is various and interesting. 3	
8	The input given is suitable for the language level of young learners.	3

9	The input given motivates young learners to	3
	do all the activities.	3
10	The materials are appropriate for 6-7 years	3
	old children.	3
	The content of materials	
11	The materials are appropriate for the	
	students' needs (based on the characteristics	3
	of young learners and the needs analysis).	
12	The activities are appropriate for the	3
	language level of young learners.	3
13	Through the activities made, young learners	3
	are given a chance to use English orally.	3
14	The activities help young learners to learn	3
	and master English vocabulary.	3
15	The activities are appropriate to introduce or	3
	teach English to young learners.	3
16	The activities give new knowledge to young	3
	learners.	3
17	The instructions are easy to understand by	3
	young learners.	5
18	The sentences used in this book have good	3
	grammar and punctuation.	
19	Interesting media are used to help young	3

	learners understand the subject.	
20	The activities in each unit are well-made	
	based on the topic.	3
21	The activities made need active participation 3	
	of young learners.	Ü
22	The activities made support listening and	3
	speaking skills.	
23	The activities are made from the easy one to	3
	the difficult one.	
24	The activities done in various way	
	(individually, in pairs, in groups, in one	3
	class).	
25	The illustrations in the activities help young	3
	learners understand the materials.	
26	The illustrations made are interesting and	3
	appropriate for 6-7 years old young learners.	
27	The order of the materials is easy to follow.	3
28	The book's pages are well-made.	3
29	The book's design is interesting for young	3
	learners.	
30	The design of the book is clear and not	2
	complicated.	
31	The colors of pictures and illustrations used	3

	are clear and interesting.	
32	The activities are made in clear font and font size.	3
33	The size of the book is appropriate.	3
	The teacher's guideline	
34	The guideline helps the teachers in delivering the materials.	3
35	The guideline is made clearly and interesting.	3
36	The guideline helps the teacher in assessing the young learners.	
37	The language in the book can be understood by the non-English program teachers.	
	Total score	110
	Mean	2,97

Based on the calculation above, the mean of the product is 2,97. This mean, then is converted into the data conversion with some categorizations. The data conversion was used to describe the results using descriptive analysis.

The materials are in a good category as its mean is above 2.51 and below 3.25. It means that these materials can be applied. Furthermore, to revise the product, the comments and suggestions from the expert was used. Then, the final product was produced.

Based on the expert's comment, overall the book and guideline were categorized into good books. However, there were some weaknesses in these books. First of all, it was the layout. The expert said it was not interesting for the children. The children would not be motivated in learning English. Then, the revision was done as presented below.

Table 4.6 The Revision of the Layout

Layout	First Draft	Final Draft
Frame	Stand up, please In this unit, you will earn how to: In required to a very simple instruction by doing action. If you array simple instruction to others pollots, In required to a very simple instruction by saying "Sixes" or "Alegas." # Research that (Blace #	With unit, pass of learn have to: I required to very price instantions by strong policy. I when you come accounts to alread policy. I required to very price instantions by strong policy. The required to very price instantions by supply "Sun" or "largers".
title of the unit	Stand up, please	Stand up, please.
title of the skill	Listening	Listening

According to the expert's opinions, the layout of the first draft was not appropriate for young learners. The layout was more appropriate for adult so it needed to be revised. The revised version was made more attractive by putting some stars around the frame and some bright colors were combined to make it more interesting.

The title of the unit also needed to be revised since to create the consistency of writing this unit. The titles of tasks and skills had special symbols. The title of the unit was supposed to have one. So, a symbol of the unit was designed as attractive as possible.

To make the learners know what skill they were learning, the sign of the skills was designed. However, for the first draft, the expert said that it needed to be revised since the arrow was like directing the students' attention to the right side. So, the sign was designed more simple and clear to show what skill the students were learning.

The second revision was about the instructions. Based on the expert's opinion, some instructions were not appropriate since they were not suitable for the skill taught for the children. Therefore, some revisions of instruction were done and presented in the table below.

Table 4.7: The Revision of the Instructions

First Draft	Final Draft
Listen and put the number.	Listen and Number.

Study and practice.	Study and Do.
Say to your friend. Take	Look at the Pictures. Say to
turn.	Your Friend. Take Turns.
Listen to the story. Retell.	Look at the Pictures. Listen
	to the Story. Take turns to
	Show and tell the Pictures.

The third weakness of this book was punctuation and capital letter. The expert gave some comments about this part. Some punctuation needed some revisions since they were not well written. The capital also had the same problem. Some words needed some revisions especially in instructions part. Almost all the instruction needed some revisions in using the capital letter. The revision of this part is presented in the table below.

Table 4.8: The Revision of the Punctuation and Capital Letters

First Draft	Final Draft
Listen and put the number.	Listen and Number.
Study and practice.	Study and D o.
Say to your friend. Take	Look at the Pictures. Say to
turn.	Your Friend. Take Turns.
Listen to the story. Retell.	Look at the Pictures. Listen
	to the Story. Take Turns to

	Show and Tell the Pictures.
masing – masing	masing-masing
Stand up, please	Stand up, please.

C. Discussion of the Final Product

This part discussed the findings based on the evaluation questionnaire. After getting the opinions and suggestions from the expert, some revisions were done. Then, the final product was produced. Furthermore, the description of the final product is presented below.

1. The book

The title of the book is Reach the Star. This book contains materials that can help the teacher to teach listening and speaking skills for young learners. There are nine activities in each unit. There is a reflection column. In this column, the students can do self-assessment by themselves by putting a tick. If they understand the materials learned in the unit, they can put a tick in the smile emoticon column. If they cannot understand the materials, they can put a tick in the sad emoticon column.

The book is interesting for young learners since it is colorful. Moreover, in the end of the book there is a reward page. The students will get a star from the teacher if they can do activities well. There is a picture of a girl that has three balloons. The star can be stuck on the balloons. It will motivate the students to do the activities.

Based on the opinion of the expert in the evaluation, the book is categorized into a good book. It has the materials and activities that support the listening and speaking based on the students' characteristics. It was expected that the book would be a good source for children who are 6-7 years old to learn English.

2. The teacher's guideline

The guideline consisted of the introduction of the book, the course grid, steps to deliver the materials included the pictures needed for the activity. The steps were described as good as possible in Indonesian so that all teachers that have various educational backgrounds can use the book to support the teaching and learning process.

D. Limitation of the product

In doing the research, there were some limitations. Firstly, because the materials are for very young learners who are 6-7 years old, for those who are more than 7 years old it would be too easy. Second, some activities need spacious place. It will be too crowded if the class and the yard is too small for all students. The students cannot move freely so that they will get bored soon. Next, to make the teaching and learning run smoothly, the input of the language is better from the first language user. The facilities must be provided for instance DVD player and LCD to play the video. Not all schools in Indonesia, especially those who are in rural area provide these facilities.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two parts, namely conclusions and suggestions. The

first part deals with the conclusions of the study. The second part deals with the

suggestions for that are expected to help the future research.

A. Conclusions of the Final Product

The study was to design appropriate English learning materials for the 1st

grade students of elementary school. As stated in the formulation of the problem,

this study is to find out (1) the target needs and learning needs of the 1st grade

students of elementary school and (2) appropriate English learning materials for

the 1st grade students of elementary school.

The first question is answered by adapting the R&D cycle proposed by

Tomlinson(1998). However, the writer considered the steps until the expert

judgment step. The steps of this study are as follow conducting need analysis-

writing the course grid and designing the unit-writing the first draft-expert

judgment-writing the final draft.

To answer the second question, the final version of the designed materials is

presented after some revisions. The designed materials consist of two units, they

are:

UNIT 1

: Stand Up, Please.

UNIT 2

: Give Me a Blue Pen, Please.

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Each unit consists of three main sections. They are *Let's Start*, *Let's Study*, and *Reflection* part. In *Let's Start* part, the teacher introduces the topic by showing video of a song to give input to the students for what they will learn in that unit. Then, the teacher and students sing the song together. In *Let's Study* part, the teacher checks the students understanding. First of all, the teacher teaches pronunciation to the students. Then, they are asked to do the tasks from the guided activity to free activity. In *Reflection* part, the students are asked to have a self assessment to know whether they understand the materials after leaning the whole unit.

Evaluation was also conducted to know whether the content of this materials are appropriate for the students by asking expert's opinions. The expert stated that overall the designed materials are good. It contained the materials and activities that could support the listening and speaking activity based on the students' characteristics. So, it can be concluded that the designed materials are applicable and appropriate for the first grade students of elementary school.

B. Suggestions

1. To the Teacher

The teachers need to be creative, especially young learners' teachers. Although the product of the materials has been written as clearly as possible, teachers need to find any variations that can make the teaching learning process more attractive.

2. To Other Researchers

The researchers who want to conduct the research in the same field, because these materials are not field tested, they are suggested to conduct field testing step since it can give more inputs in doing the revisions based on the students' ability.

As the materials always need school facilities in giving input for the students, the other researchers must find another way in giving input from the native language user to the students.

It is not easy to deal with children. Any unpredictable things may happen, for example they throw the tantrum in the classroom. So, it is better to always have a good cooperation with the teachers who always deal with them every day.

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Pictures in Unit 1 are retrieved at www.clipartpanda.com

Pictures in Unit 2 are retrieved at www.clipartsheep.com

APPENDICES

APPENDIX A THE LIST OF LEARNERS

THE MEMBER OF KAPULAGA CLASS

NO.	NAME
1.	Abdullah Atha Nuzul R.
2.	Aisyah Almas Setyawan
3.	Akmal Yusron Makarim
4.	Alya Syahida Azzahra
5.	Alyati Marwa Madina
6.	Ayra Azzura Putri Kurniawan
7.	Azam Abdan Mukhasan
8.	Azief Rahmadian Ibrahim
9.	Danang Pandu Aji
10.	Fadhilah Norma Hayati
11.	Faiz Syafira
12.	Faustina Azaria Ruyanandana
13.	Haidar Nauca Zhafran
14.	Hanifah Rahma Noorsyana
15.	Yustisie Chelsea Awanda
16.	Keisha Revayuni Ayu S.
17.	Muhammad Akbar Hadi P.
18.	Muhammad Ibnu Imam M.
19.	Mahival Surya Manggala
20.	Maulana Zaki Trisnawan
21.	Rafid Nur Ihsan
22.	Rasya Ardya Putra
23.	Rayyan Kafka Aranku
24.	Vandana Emas Paramaresi
25.	Zahra Alifah Sushanda
26.	Yustisie Leadivia Maulianda
27.	Bimo Arkanantiyo G. P.
28.	Dinda Ayu Efrillia Putri

APPENDIX B RESEARCH INSTRUMENTS

The Guideline and Results for Class Observation

Teacher's Name:	Observation's Date:

School : Time :

Class :

No.	Aspects	Descriptions
	A. Learning	
	Resources	
1.	Curriculum	It was available and based on the government curriculum.
	Syllabus	It is available. However, they formulated the learning objectives on their own and they
2.		have higher standard compare to other school, especially government elementary school.
3.	Lesson plan	It was available and well written.
	B. Teaching and	
	Learning	
	Process	
1.	Opening	The teacher opened her teaching by praying first. Then, she greeted the students.
	Explaining the	The teacher gave input through song, but
2.	materials	she sang too many songs about animals. The lyrics were also difficult. So, the students

		had difficulties in repeat after her. The
		teacher just showed the pictures to the
		students. Then, they drew.
	Teaching method	The teacher method was quite good.
		However, she did not fulfill the complete
3.		phase in teaching. She was quite clear in
3.		presentation steps but after that the activities
		did not support the learners to gain the
		objectives.
	Language class	During the teaching and learning process the
4.		teacher only used Indonesian in delivering
4.		the materials. The teacher rarely used the
		language class even in Indonesian.
5.	Time management	The teacher could manage the time well
<i>J</i> .		since there were only some activities.
	Gesture or body	She could use her body language well. She
6	language	did not just stay still in front of the class.
6.		Moreover, she could express her mimics
		well.
	Giving motivation	The teacher would give a reward by giving
7.		some stars if the students did the activities
		well.
8.	Asking for	In checking the students' understanding, the
	•	

	students'	teacher said "Ngerti, ya?" (Understand?).
	understanding	
9.	Managing the class	The teacher's ability in managing the class
		was quite good. However, she got
		difficulties in handling the students because
		there too many students in the class.
10	Using media	The media used were just pictures.
11	Assessment	The teacher asked the students to mention
	technique	the vocabulary taught by the teacher.
12	Closing	The teacher greeted the students to say good
		bye.
	C. Students'	
	Behaviour	
	Students' behavior	Almost all students were teachable although
	in the class	some students did pay attention to the
		teacher's explanation. They had a chat with
		their peers.
	Students' behavior	They loved playing in the yard. The school
	out of the class	had a large yard so the students were happy
		and free when they played.

The Blueprint of Students' Interview Guideline for Need Analysis Designing Appropriate English Learning Materials for the 1st Grade Students of Elementary School

No.	Theory	Purpose of the question	Question	Actual question
1.	Hutchinson and Waters (1987)	To get information about the students' characteristics	 What is your name? How old are you? Have you ever studied English when you were at kindergarten? Do your parents help you study English at home? 	 Siapa nama Adik? Berapa umurmu? Apakah Adik sudah pernah belajar Bahasa Inggris saat TK?
				4. Apakah orang tua Adik membantu Adik belajar Bahasa Inggris saat di rumah?
2.	Nunan (2004:4)	• To find information about the students' motivation in learning English	5. Do you like English?6. What do you like most when you study English?	5. Apakah Adik sukaBahasaInggris?6. Apa yang paling Adik suka saat belajar Bahasa Inggris?

3.	Nunan	• To find information	7. Do you like pictures?	7. Apakah Adik suka belajar
	(2004:4)	about kinds of input	8. Do you like story telling?	menggunakan gambar-gambar?
		that the students want		8. Apakah Adik suka
		or need in learning English	9. Do you like watching movies?10. Do you like singing?	mendengarkan cerita?
				9. Apakah Adik suka menonton film?
				10. Apakah Adik suka menyanyi?
4.	Nunan	• To find information	11. Do you like listening to your	11. Apakah Adik suka
	(2004:4)	about students'	teacher when you are studying?	mendengarkan guru saat
		preference of	12. Do you like repeat her words after	belajar?
		learningactivities	her?	
			13. Do you like performing in front of	
			your class?	12. Apakah Adik suka menirukan
			14. Do you like reading English story?	kata–kata Bahasa Inggris yang
			15. Do you like writing English	bu guru ucapkan?

			words?	13. Apakah Adik suka tampil di
				depan kelas?
				14. Apakah Adik suka membaca
				cerita berbahasa Inggris?
				15. Apakah Adik suka menulis
				kata–kata berbahasa Inggris?
5.	Nunan	• To find information	16. Do you like your teacher as an	16. Apakah Adik suka saat bu guru
	(2004:4)	about students'	informer?	menjelaskan pelajaran?
	(2004.4)			menjeraskan perajaran:
		preference of teacher's	17. Do you like your teacher as a	
		role in teaching and	facilitator?	17. Apakah Adik suka saat bu guru
		learning process	18. Do you like your teacher as a	membantu Adik saat Adik
			monitor?	kesulitan mengerjakan tugas?
			19. Do you like your teacher as an	18. Apakah Adik suka saat bu guru
			instructor?	melihat apa yang sedang Adik
			20. Do you like your teacher as a	kerjakan?
			feedback giver?	19. Apakah Adik suka saat bu guru

				memberikan perintah dalam Bahasa Inggris?
				20. Apakah Adik suka saat bu guru mengomentari penampilan atau pekerjaan Adik?
6.	Nunan	• To find information	21. Which one do you like, being an	21. Mana yang lebih Adik suka,
	(2004:4)	about students' preference of learners' role in teaching and	active student or a passive student?	menjadi siswa yang aktif atau pasif?
		learning process.		
7.	Nunan (2004:4)	• To find information about students' preference of the	22. Do you like studying in the classroom?	22. Apakah Adik suka belajar di dalam kelas?23. Apakah Adik suka belajar di
		setting in the teaching and learning process?	23. Do you like studying at the school yard?	halaman sekolah? 24. Apakah Adik suka belajar di
			24. Do you like studying in the library?	perpustakaan? 25. Apakah Adik suka mengerjakan tugas secara berpasangan?

	25. Do you like doing your tasks in	26. Apakah Adik suka mengerjakan
	pairs?	tugas secara berkelompok?
		27. Apakah Adik suka mengerjakan
	26. Do you like doing your tasks in a	tugas bersama–sama satu kelas?
	group?	
	27. Do you like doing your tasks with	
	the whole class?	

The Blueprint of Teacher's Interview Guideline for Need Analysis

Designing Appropriate English Learning Materials for the 1st Grade Students of Elementary School

No.	Theory	Purpose of the Question	Question	Actual Question
1.	Scott and Ytreberg (1990:1)	* To find the characteristics of the student. * To find the problems faces during the teaching process.	 Are your first grade students active? What kind of problems do you usually find during the class? 	 Apakah para siswa kelas satu adalah siswa yang aktif? Permasalahan apa saja yang sering muncul ketika pelajaran berlangsung?
2.	Pinter (2009) Nunan (1989)	To find the information concerning the input of the materials used in the teaching and learning process.	3. What materials or sources do you use to support your teaching in the classroom?4. In your opinion, have the materials used been appropriate based on the students' need?5. What are the topics needed to be taught to the students?	 Materi atau sumber – sumber belajar apa sajakah yang Ibu gunakan untuk mendukung proses mengajar di kelas? Menurut Ibu, apakah materi tersebut sudah sesuai dengan yang dibutuhkan siswa? Topik – topik apa saja yang masih perlu diajarkan kepada siswa?

3.	Nunan (1989)	To find the information	6. In your opinion, have the	6. Menurut Ibu, apakah
		concerning the activities in the	activities in the materials	aktivitas– aktivitas yang ada
		teaching and learning process.	you used been	di dalam materi yang Ibu
			appropriate to help the	gunakan sudah sesuai untuk
			students' understanding?	membantu pemahaman
			7. Do the students like	siswa?
			studying both in the	7. Apakah siswa menyukai
			classroom and outdoor?	belajar baik di dalam
			8. What are the activities	maupun di luar ruangan?
			that the students like to	8. Kegiatan apa saja yang
			do when studying	disukai siswa ketika belajar
			English?	Bahasa Inggris?
4.	Nunan (1989)	To find the information	9. In your opinion, has the	9. Menurut Ibu, apakah
		concerning the setting of tasks of	setting of tasks of the	penyusunan materi yang Ibu
		the materials used in the	materials used been	gunakan sudah baik?
		teaching and learning process.	good?	
5.	Brewster, Ellis	To find the information	10. In your opinion, do the	10. Menurut Ibu, apakah materi
	and Gerard	concerning the appearance of the	materials you used make	yang Ibu gunakan sudah

	(2002)	materials.	the students be interested	membuat siswa tertarik
			in studying English?	untuk belajar Bahasa
				Inggris?
6.	Brewster, Ellis	To find the information	11. In conclusion for the	11. Sebagai kesimpulan untuk
	and Gerard	concerning the relation among	materials you used, have	materi yang Ibu gunakan,
	(2002)	the materials, the curriculum and	the materials been	apakah materi yang
	Nunan (1989)	syllabus, and the learning	appropriate based on the	digunakan sudah sesuai
	(1707)	objectives.	curriculum and syllabus,	dengan kurikulum dan
			and the learning	silabus, dan juga tujuan
			objectives?	pembelajarannya?

APPENDIX C THE COURSE GRID

DESIGNING APPROPRIATE ENGLISH LEARNING MATERIALS FOR THE 1st GRADE STUDENTS OF ELEMENTARY SCHOOL

UNIT 1

				Learning N	Materials		Teaching and l	Learning Activities	Teaching
Theme	Learning Objective	Indicators	Language Function	Expressions	Vocabulary	Grammar	Teacher	Students	Aids
In the classroom	Giving and responding to instructions in the classroom context.	 Responding to very simple instructions by doing actions. Giving simple instructions to others politely. Responding to very simple instructions by saying "Sure." Or "Alright." 	Giving instructions	Sit down, please.Alright.Sure.	 Turn around. Clap your hands. Sit down. Stand up. Sing a song. Be quite. Take a bow. 	V1 + O Clap your hand, please.	Pre activity: • The teacher greets the students. • The teacher checks the students' attendance. • The teacher asks the students to pray.	Pre activity: • The students respond to the greeting. • The students respond by saying "Yes" or "I'm here." • The students pray.	 LCD speaker laptop/DVD player puppet stick pictures cards scissors glue student's book teacher's guideline
							Presentation:	Presentation:	
							• The teacher plays the	• The students watch the video.	
							video. •The teacher	• The students	

	sings Hokey	imitate the
	Pokey along	teacher.
	with its	teacher.
	movements.	
	•The teacher	
	gives	• The students
	instructions.	listen
	mstructions.	listen
	•The teach-	
	•The teacher	The state of the s
	shows	• The students
	pictures to	pay attention.
	teach the	
	action verbs.	
	•The teacher	
	pronounces	• The students
	the action	repeat after the
	verbs and	teacher.
	parts of the	
	body	
	• The teacher	
	asks the	
	students to	The students do
	do some	the instructions.
	instructions.	
	Practice:	
	• The teacher	

		gives the	Practice:
		instructions	The students
		and its	repeat after the
		movements.	teacher.
			The students do
			the instructions.
		•The teacher	
		chooses one	
		of the	• The students
		pictures and	put a tick to the
		gives the	correct pictures
		instruction.	based on the
			instruction.
		•The teacher	
		gives seven	
		instructions.	The students
			number the
			pictures based
			on the correct
			order.
		•The teacher	
		gives the	The students cut
		instructions	the pictures and
		randomly.	stick them
			based on the
			instructions.
		•The teacher	
		has a simple	• The students

			dialogue.	listen to the	
			•The teacher	dialogue.	
			asks the	• The students	
			students to	have a dialogue	
			give	in pairs.	
			instructions		
			and its		
			response to		
			their friends		
			based on the		
			pictures on		
			the book.		
			•The teacher		
			does the	• The students	
			instructions.	guess what the	
				teacher does.	
				• A student does	
				the instruction.	
				The other	
				students guess.	
			•The teacher	Stadento Saeso.	
			tells a story.	• The students	
			•The teacher	listen to the	
			put the	story.	
			put the pictures on	• The students	
			the board.	take turn to	
			me board.		
				retell the story.	
				One picture is	

for a student.
Production:
•The teacher Production:
explains the • The students
Whisper pay attention to
Race game. the explanation.
•The teacher • The students do
monitoring the Whisper
the students race game.
in practicing
action verbs.
Post activity: Post activity:
• The teacher • The students
gives a tell about what
reflection. they have
learned.
•The teacher • The students
asks the pray.
students to

DESIGNING APPROPRIATE ENGLISH LEARNING MATERIALS FOR THE 1st GRADE STUDENTS OF ELEMENTARY SCHOOL

UNIT 2

	Learning				Learning N	Materials		Teaching and l	Learning Activities	Teaching
Theme	Objective		Indicators	Language Function	Expressions	Vocabulary	Grammar	Teacher	Students	Aids
Colors	Giving and responding to instructions in the classroom context.	4.5.6.7.	Responding to very simple instructions by doing action. Differentiating colors Giving simple instructions to others politely. Responding to very simple instructions by saying "Sure." or "Alright."	Giving instructions	 Circle two blue pens. Color the pen purple. Give me a green bag, please. Alright, here is a green bag. Give me two white rulers, please. 	 blue yellow red purple green brown black white pink pen pencil ruler bag 	V1 + O Give me a blue pen, please. Singular and plural nouns A pen => two pens Simple present (is/are)	Pre activity: • The teacher greets the students. • The teacher checks the students' attendance. • The teacher asks the students to pray.	Pre activity: • The students respond to the teacher's greeting. • The students respond by saying "Yes" or "I'm here." • The students pray.	 LCD speaker laptop/DVD player puppet stick pictures cards scissors glue student's book teacher's guideline
		8.	Saying colors		• Sure. Here	• book	• Here is a	1		

correctly.	are two		yellow	Presentation:	Presentation:	
	white ruler	s.	bag.	• The teacher	• The students	
			Here are	plays the	watch the	
			two	video.	video.	
			yellow	•The teacher	• The students	
			bags.	sings 'I see	listen.	
				something		
				blue'.		
				•The teacher	• The students	
				gives an	pay attention.	
				example of		
				doing the		
				instruction		
				mentioned in		
				the song.		
				•The teacher	• The students	
				shows the	repeat after the	
				pictures to	teacher.	
				teach colors.		
				•The teacher		
				mentions the		

			colors and		
			pictures.		
			•The teacher		
			gives		
			instructions.		
				• The students do	
				the instructions.	
			• The teacher		
			asks the		
			students	• The students	
			about colors.	answer the	
				questions.	
			Practice:		
			• The teacher		
			gives an	Practice:	
			instruction to	• The students	
			circle a thing.	circle the	
			•The teacher	correct pictures.	
			gives an		
			instruction to	• The students	

			color a thing.	color the	
				picture based	
				on the	
			•The teacher	instruction.	
			gives an		
			instruction to		
			stick the	• The students	
			correct	cut the pictures	
			pictures.	and stick them	
				based on the	
				instruction.	
			•The teacher		
			has a simple		
			dialogue.		
				• The students	
			•The teacher	listen to the	
			sings and	dialogue.	
			plays 'I'm		
			going	• The students	
			shopping'.	imitate the song	
				sung by the	
				teacher.	

				• The students	
				play the game.	
			• The tender	play the game.	
			• The teacher		
			asks the		
			students to		
			have a	• The students	
			dialogue	have a	
			based on the	dialogue.	
			pictures on		
			the book.		
			•The teacher		
			asks the		
			students to		
			give the	• The students	
			cards asked		
				have a dialogue	
			by the	and give the	
			students'	correct cards.	
			pair.		
			Production:		
			•The teacher		
			explains the		

			Color Dodge	Production:	
			game.	• The students	
			•The teacher	pay attention to	
			monitoring	the explanation.	
			the students.	• The students	
				play the Color	
				Dodge game.	
			Post activity:		
			• The teacher	Post activity:	
			gives a	• The students	
			reflection.	tell about what	
				they have	
			•The teacher	they have learned.	
			•The teacher asks the		
				learned.	

APPENDIX D INTERVIEW TRANSCRIPT

Date: March 24th, 2014. Place: In the Classroom

R: Researcher

S: Student named Atha

R: Siapa namanya? (What's your name?)

S: Atha. (Atha.)

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

S: Tujuh.(Seven.)

R: Dulu pernah belajar Bahasa Inggris enggak waktu di TK? (Have you ever studied English when you were at kindergarten?)

S: Enggak. (No.)

R : *TK.nya dimana*?(Where's your kindergarten?)

S: *Tangilan*. (Tangilan.)

R: *Terus kalau dirumah, kamu belajar Bahasa Inggris enggak?* (Do your parents help you study English at home?)

S: Enggak. (No.)

R: Mama papa, atau ayah ibu nggak bantuin belajar Bahasa Inggris? (Your mama or papa, don't they help you learn English?)

S: Enggak. (No.)

R: *Lha terus kamu suka enggak belajar Bahasa Inggris?* (Do you like studying English?)

S: Emm, suka. (Yes.)

R: Suka tapi nggak pernah belajar? Hehe. Yang paling Atha suka waktu belajar Bahasa Inggris tu apa sih? (But, you don't like studying, do you?Hehe. what do you like the most in Learning English, Atha?)

S: *Menggambar*. (Drawing)

R : *Berarti suka donk kalau belajar pake gambar – gambar?* (So, you like pictures, do you?)

S : *He'em*. (I do.)

R: Kalau ndengerin cerita suka enggak? (Do you like listening to the story?)

S: Suka. (Yes.)

R: Kalau nonton film suka enggak? (Do you like watching movie?)

S: Suka. (Yes.)

R : *Kalau nyanyi suka enggak?* (Do you like singing?)

S: Enggak. (No.)

R : Kok nggak suka nyanyi sih? (Why don't you like singing?)

S: Malu. (I'm ashamed.)

R: Atha tu suka enggak sih kalau ndengerin Miss Tika atau guru waktu belajar gitu? (Do you like listening to the teacher when you are studying?

S : *Suka*. (I do.)

R: Kalau nirukan kata – kata Miss Tika gitu suka enggak misalnya "Ayo Atha, tirukan Miss Tika. Pen." Gitu suka enggak? (Do you like repeating Miss Tika's words? For example, come on, Atha. Repeat after Miss Tika. Pen.)

S: Suka. (Yes.)

R: *Kalau disuruh maju di depan kelas suka enggak?* (Do you like performing in front of the class?)

S: Suka. (Yes.)

R: Suka, tapi kalau disuruh nyanyi mau enggak? (Yes, but how about singing?)

S: Enggak. (No.)

R: *Lha sukanya ngapain kalau di depan kelas?*(So, what do you like the most when you are in front of the class?)

S: *Ya berdoa*. (Lead to pray.)

R: Lha kalau pas Bahasa Inggris gitu? (How about in English?)

S: Ehmm... Ya suka. (I like it.)

R: *Kamu suka enggak membaca cerita Bahasa Inggris?* (Do you like reading story?)

S: Enggak. (No.)

R : *Oh.*. *gak suka baca cerita*? (Oh, why don't you like reading?)

S: Enggak. (No.)

R : *Kamu suka enggak nulis kata – kata Bahasa Inggris gitu?* (Do you like writing in English?)

S: Sering. (I often do it.)

R : *Suka berarti?* (So, you like it don't you?)

S : *He'em*. (Yes.)

R: Kamu suka enggak ndengerin pelajaran? (Do you like listening during your class?)

S: Suka. (Yes.)

R: Suka enggak kalau Miss Tika bantu kamu waktu belajar Bahasa Inggris waktu kamu susah gitu?(Do you like when Miss Tika help you in studying English when you don't understand something?)

S: Suka. (Yes.)

R : Suka enggak kalau Miss Tika ngliat kerjaannya Atha? (Do you like when Miss Tika looak at your work?)

S: Ehmm... Suka. (Yes.)

R : Suka enggak kalau Miss Tika itu memberikan perintah dalam Bahasa Inggris? Misalnya, "Atha, stand up". Diberi perintah gitu suka enggak? (Do you like

when Miss Tika gives you an instruction in English? For example, Atha, stand up.)

S: Suka. (Yes.)

R: Suka enggak kalau Miss Tika ngomentari kerjaannya Atha. Tugasnya Atha dikomentari misal, "Wah, Atha ini bagus banget e. wah, ini kurang gede". Suka enggak? (Do you like when Miss Tika gives you comments on your work. For example, Atha, this is very good. Make this one bigger. Do you like it?)

S: Suka. (Yes.)

R: *Mana yang lebih kamu suka, jadi siswa yang diem, atau yang suka ngomong?* (Which one do you like, being a silent student or a talkative student?)

S: Yang diem. (The silent one.)

R: Suka yang diem? Waduh.. Suka enggak kalau belajar di dalam kelas? (The silent one? Do you like studying in the classroom?)

S: Ehm.. Bahasa Inggris.. suka. (Ehm.. in English yes. I like it.)

R : Belajar Bahasa Inggris di halaman sekolah suka enggak? (Do you like studying in the yard?)

S: Suka. (Yes.)

R: Kalau di perpus suka enggak? Do you like studying in the library?

S: Suka. (Yes.)

R : Kalau mengerjakan tugas berpasangan suka enggak? (Do you like doing your work in pairs?)

S: Suka. (Yes.)

R: Kalau ngerjain tugas berkelompok, bertiga berempat suka enggak? (Do you like doing your work in group of three or four?)

S: Suka(Yes.)

R: Kalau ngerjain tugas bareng – bareng satu kelas suka enggak? (Do you like doing your work in a whole class?)

S: Emm.. Enggak. (No.)

R: Kenapa? (Why?)

S: Nanti ribut. (It's noisy.)

R: Oh., nanti ribut. Ok. Thank you. (I see. Thank you.)

Date: March 24th, 2014. Place: In the Classroom

R: Researcher

S₁: The first student named FaustinaS₂: The second student named Vanda.

R: Hello, siapa tadi namanya?

 S_1 : Faustina.

R: You?

 S_2 : Vanda.

R: Vanda umurnya berapa?

S₂: Tujuh.

R: Faus?

 S_1 : Enam.

R: Oh, enam sama tujuh tahun. Dulu pernah belajar Bahasa Inggris enggak waktu

TK?

 S_1 : Pernah.

R: You?

S₂: Pernah.

R: Pernah semuanya. TKnya dimana Vanda?

S₂: Mutiara Persada.

R: And you? Dulu belajar Bahasa Inggris enggak?

 S_1 : Enggak.

R: Enggak? Tknya mana dulu?

 S_1 : Senowo.

R: Kalau Vanda, suka enggak Bahasa Inggris?

 S_2 : Suka.

R: Faustina?

 S_1 : Suka.

R: Kalau yang paling disuka waktu belajar Bahasa Inggris tu apa sih Vanda?

 S_2 : Menulis.

R: Apalagi?

 S_2 : Membaca.

R: Menulis dan membaca. You?

S₁: Menulis dan mewarnai.

R: Good. Kalau belajar pake gambar suka enggak Mbak Vanda?

 S_2 : Suka.

R : Faustina kalau belajar pake gambar suka enggak?

 S_1 : Suka.

R: Kalau belajar ndengerin cerita suka enggak?

 S_1 : Suka.

R: Kalau nonton film suka enggak?

 S_1 : Suka.

R: Kalau nyanyi suka enggak?

 S_1 : Suka.

R: Jadi Faustina suka semuanya. Kamu suka enggak kalau belajar pake gambar?

 S_2 : Suka.

R: Ndengerin cerita?

 S_2 : Suka.

R: Nonton film?

 S_2 : (Nodded).

R: Nyanyi?

 S_2 : (Nodded).

R : Berarti suka semuanya ya? Kalau mendengarkan guru saat belajar, suka enggak?

 S_2 : Suka.

R: Kalau menirukan suka enggak?

 S_2 : Suka.

R: And you, belajar ndengerin guru?

 S_1 : Suka.

R: Menirukan suka enggak?

 S_1 : Suka.

R: Kalau disuruh maju, tampil di depan kelas, suka enggak?

 S_2 : Suka.

R: Good, Vanda. And you, disuruh maju di depan kelas gitu?

 S_1 : Enggak.

R : Kalau membaca cerita suka enggak?

 S_2 : Suka.

R: Vanda suka. Faustina?

 S_1 : Suka.

R: Kalau menulis Bahasa Inggris gitu suka enggak?

 S_1 : Suka.

R: Vanda?

 S_2 : Suka.

R: Kalau bu guru lagi menjelaskan, kalau Miss Tika lagi njelasin, suka enggak?

S₁ & S₂ : Suka.

R : Kalau Miss Tika membantu kalian waktu kalian susah ngerjain tugas gitu suka enggak?

S₁ & S₂: Suka.

R : Kalau Miss Tika ngliat kerjaan kalian suka enggak? Lagi mewarnai terus diliat gitu.

S₁ & S₂: Suka.

R: Kalau Miss Tika memberikan perintah dalam Bahasa Inggris suka enggak? Misal "Vanda, stand up.", "Faustina, sit down"

 $S_1 \& S_2$: Suka.

R : Kalau Miss Tika mengomentari tugas kalian suka enggak? Misal, "Oh, ini kurang tebal, ini bagus"

S₂: Suka.

R: Kamu?

 S_1 : Suka.

R : Sekarang mana yang lebih disuka, menjadi siswa yang aktif, aktif tu suka suka tanya, kalau disuruh maju yo mau, atau yang pendiem?

 $S_1 & S_2 : Aktif.$

R : Belajar di dalam kelas suka enggak Vanda?

 S_2 : Suka.

R: Faustina?

 S_1 : Suka.

R : Belajar di halaman suka enggak Vanda?

S₂: Suka.

R: You?

 S_1 : Suka.

R : Kenapa kok suka?

 S_2 : (Silent).

R: Tempatnya gede?

 S_2 : (Nodded).

R : Faustina suka enggak kalau di luar?

 S_1 : Suka.

R: Kalau belajar di perpus suka enggak Vanda?

S₂: Suka.

R: Faustina?

 S_1 : Suka.

R : Kalau ngerjain tugas berdua – dua suka enggak Faus?

 S_1 : (Nodded).

R: Vanda?

 S_2 : Suka.

R : Kalau berkelompok? Bertiga, berempat, berlima gitu suka enggak?

 $S_1 \& S_2$: Suka.

R : Kalau mengerjakan tugas bareng – bareng satu kelas gitu suka enggak?

 S_1 : Suka.

R: Kamu Vanda?

 S_2 : Suka.

R: Thank you.

Student's Interview Transcript

Date: March 24th, 2014. Place: In the Classroom

R: Researcher

S: Student named Haidar

R : Siapa namanya?

S: Haidar.

R : Oh Haidar. Faiz belum dating po? Ini olahraga kan?

S: Belum.

R: Taktemenin nggak apa – apa. Umurnya Haidar berapa?

S: Tujuh

R: Dulu pas TK pernah belajar Bahasa Inggris enggak?

S: Enggak.

R: TKnya mana e kok enggak belajar Bahasa Inggris?

S: Al – Farabi.

R : Kamu kalau di rumah belajar Bahasa Inggris enggak?

S: Enggak.

R : Mama sama papa, bapak sama ibu nggak ngajarin Bahasa Inggris po? Atau kakak gitu?

S: Enggak.

R: Kamu nggak ada yang bantu belajar Bahasa Inggris di rumah?

S:(Nodded)

R : Ada yang bantu? Siapa?

S: Ibu.

R : Oh ibu, belajar dong berarti kalau gitu. Kamu suka enggak belajar Bahasa Inggris?

S : Suka.

R: Yang paling kamu suka pas belajar Bahasa Inggris apa sih?

S: Menggambar.

R: Emm berarti kalau kamu belajar pakai gambar – gambar gitu suka ya?

S: He'em.

R : Kalau belajar pake cerita gitu suka enggak?

S : Suka.

R: Kalau nonton film suka enggak?

S:(Nodded)

R: Kalau nyanyi suka enggak?

S: Enggak.

R : Kalau ndengerin guru, ndengerin Miss Tika waktu belajar Bahasa Inggris gitu suka enggak?

S: Suka.

R : Kalau menirukan kata – kata Miss Tika misalnya Miss Tika bilang, "*Pencil*", ayo tirukan. Gitu suka enggak?

S: Suka.

R: Kalau kamu disuruh maju di depan kelas suka enggak?

S: Suka.

R: Kalau membaca cerita Bahasa gitu suka enggak?

S: Suka.

R : Kalau nulis suka enggak?

S: Suka.

R : Kalau lagi pelajaran, suka enggak ndengerin miss Tika?

S: Suka.

R : Kalau Miss Tika membantu Haidar waktu Haidar nggak bisa ngerjain tugas gitu suka enggak?

S:(Silent).

R : Kalau Miss Tika ngliat apa yang dikerjakan Haidar, Haidar lagi ngerjain gitu diliat sama Miss Tika gitu suka enggak?

S · Suka

R: Kalau Miss Tika nyuruh – nyuruh Haidar gitu suka enggak.? "Haidar, ayo berdiri", gitu suka enggak? "Haidar, ayo duduk".

S: Suka.

R : Suka enggak kalau Miss Tika ngomentarin Haidar misalnya, "Haidar, ini gambarnya kurang gede", "Haidar, gambarnya bagus banget". Suka enggak?

S: Suka.

R: Kamu suka jadi siswa yang suka bertanya atau yang diem aja?

S: Suka ngomong.

R: Kamu suka enggak belajar di dalam kelas?

S: Suka.

R : Belajar di halaman sekolah suka enggak?

S: Suka.

R : Belajar di perpus suka enggak?

S: Enggak.

R: Kalau mengerjakan tugas berpasangan du – dua gitu suka enggak?

S: Suka.

R: Kalau ngerjain tugas berkelompok gitu suka enggak?

S : Suka.

R: Satu kelas bareng – bareng?

S : Suka.

R: Thank you.

Student's Interview Transcript

Date: March 24th, 2014. Place: In the Classroom

R: Researcher

S₁: The first student named KeishaS₂: The second student named Kafka

R: Hello, boleh nanya – nanya enggak?

 $S_1 & S_2 : Boleh.$

R: Tadi siapa namanya?

S₁: Keisha.

R: Yang itu siapa namanya?

S₂: Kafka.

R: Umurnya berapa Keisha?

 S_1 : 6,5 tahun.

R: Kalau Kafka umurnya berapa?

 S_2 : 7 tahun.

R: Dulu TKnya dimana Keisha?

 S_2 : TK Metes.

R: And you? Kafka TKnya dimana?

 $S_2: TK....$

R: Dimana? Budi Mulia?

S₂: Bukan.

R: Dimana? Lupa?

 S_2 : Iya.

R: Haha... Nek di rumah tu belajar Bahasa Inggris enggak sih Keisha?

S₁: Belajar.

R : Siapa yang ngajarin?

 S_1 : Mama.

R: Kafka belajar Bahasa Inggris juga enggak di rumah?

 S_2 : Iya.

R: Siapa yang ngajarin?

 S_2 : Ibu.

R: Terus suka enggak belajar Bahasa Inggris tu?

 S_2 : Suka

R: Keisha suka enggak?

 S_1 : Suka.

R: Oh suka. Terus yang disuka kalau belajar Bahasa Inggris tu apa?

 S_1 : Nulis.

R: Kalau Kafka apa?

 S_2 : Nulis.

R: Terus kalau belajar ada gambar – gambarnya suka enggak?

 S_1 :Suka.

R: Kafka?

S₂: Enggak suka.

R: Haa... Kenapa kog nggak suka kalau ada gambarnya?

S₂: Gak enak.

R: Kenapa? Gak suka gambar?

 S_2 : Enggak.

R: Sukanya apa?

 S_2 : Nulis.

R: Oh.. nulis. Kalau mendengarkan cerita suka enggak, Ka?

 S_2 : Suka.

R: Kalau nonton film suka enggak?

S₂: Suka.

R: Kalau nyanyi suka enggak, Kafka?

S₂: Enggak.

R : Oh.. Gak suka nyanyi?

 S_2 : Enggak.

R: Kalau ndengerin guru waktu belajar suka enggak, Ka?

S₂: Suka.

R : Kalau menirukan kata – kata Miss Tika kalau pas belajar Bahasa Inggris gitu suka enggak?

 S_2 : (Silent).

R : Suka enggak menirukan kalau Miss Tika ngomong, "Ayo tirukan..pencil.." gitu?

S₂: Suka.

R : Suka enggak kalau belajar ada gambarnya, Keisha?

 S_1 : Suka.

R: Kalau ndengerin cerita suka enggak?

 S_1 : Suka.

R: Nonton film suka enggak?

 S_1 : Suka.

R: Waduh.. Suka semuanya to ini. Kalau nyanyi suka enggak?

 S_1 : (Shaking her head).

R: Gak suka nyanyi? Waduh..

 S_1 : Malu.

R: Malu? Kalau bareng – bareng malu enggak?

 S_1 : Enggak.

R: Kalau ndengerin guru suka enggak? Po malah rame dewe?

 S_1 : (Nodded).

R : Kalau menirukan bu guru, kalau menirukan Miss Tika suka enggak? Bisa enggak?

 S_1 : (Silent)

R: Kalau misalnya Miss Tika bilang "pencil", kamu menirukan gitu suka enggak?

 S_1 : Suka.

R: Kalau disuruh maju di depan kelas mau enggak?

 S_2 : (Shaking his head).

R: Gak mau?

 S_2 : (Still shaking his head).

R: Kalau disuruh maju nggak mau?

 S_2 : (Shaking his head).

R: Keisha, kalau disuruh maju mau enggak? Misal "Ayo Keisha maju", gitu.

 S_1 : (Nodded)

R: Good. Kalau "Ayo Kafka, maju".

S₂: Gak mau.

R: Gak mau? Kenapa?

 S_2 : Iya.

R : Coba dengarkan Kafka sama Keisha. Kalau membaca cerita Bahasa Inggris

suka enggak? Ehm.. Baca cerita – cerita gitu suka enggak?

 S_2 : Suka.

R: And you?

 S_1 : Suka.

R: Oh.. Kafka suka, Keisha juga suka. Kalau menulis kata – kata suka enggak?

S₁ & S₂: Suka.

R : Suka? Paling suka menulis ya.. Kalau guru njelasin suka enggak?

S₂ & S₂: Suka.

R: Oh.. Suka semuanya. Kalau bu guru membantu kalian waktu kalian susah, misalnya "Miss..ini nulisnya gimana?" terus bu guru dating dan membantu gitu suka enggak?

S₁ & S₂: Suka.

R: Kalau pas bu guru melihat kerjaannya anak – anak gitu suka enggak? Misalnya kalian lagi nggambar atau mewarnai gitu terus Miss Tika ngliat, suka enggak? Atau malah ditutup – tutupi?

S₁ & S₂: (*Silent*).

R: Suka enggak Keisha?

 S_1 : Suka.

R: Kafka?

 S_1 : Suka.

R: Kalau Miss Tika memberikan perintah dalam Bahasa Inggris kayak "Sit down", "Stand up", suka enggak?

S₂: Suka.

R: Keisha, suka enggak?

 S_1 : (Silent).

R: Misalnya, "Keisha, ayo nyanyi!". Suka enggak kalau disuruh – suruh sama Miss Tika?

 S_1 : Suka.

R : Kalau Miss Tika ngasih komentar kalau kalian mewarnai atau mengerjakan tugas misalnya, "Aduh..Ini dirapikan dong".

 S_1 : Suka.

R: And you? Suka enggak kalau dikomentari sama Miss Tika, "Ayo Mas Kafka, aduh rapi banget punya Mas Kafka" atau "Aduh, ini kurang tebal". Suka enggak kaya gitu.

 S_2 : Suka.

R: Mana yang lebih disuka, menjadi siswa yang aktif, aktif itiu suka bertanya, kalau disuruh maju mau, atau suka yang pasif, pasif itu diem aja. Suka yang diem atau suka anak yang baik, yang aktif gitu, mau tanya, mau maju. Suka yang mana? S_2 : Diem.

R: Wo.. Suka yang diem Kafka. Keisha?

 S_1 : Aktif.

R : Good, pinter,. Tanya gitu. Kafka pemalu po ini, hehe. Kalau belajar di dalam kelas, suka enggak Kafka?

 S_2 : Suka.

R: Keisha suka enggak?

 S_1 : Suka.

R : Suka juga. Kalau belajarnya di luar kelas, di halaman misalnya, suka enggak Kafka?

 S_2 : Enggak.

R : Enggak suka? Kenapa kog nggak suka belajar di halaman?

 S_2 : Kotor.

R: Oh kotor.. Apalagi? Cuma kotor?

 S_2 : Bau.

R: Waduh, bau dan kotor. Keisha, suka enggak belajar di luar?

 S_1 : Enggak.

R: Kenapa kog nggak suka?

 S_1 : Panas.

R: Kalau belajar di perpustakaan suka enggak Kafka?

S₂: Suka.

R: And you? Suka enggak?

 S_1 : Suka.

R : Kalau mengerjakan tugas berdua – dua, berpasangan gitu suka enggak Keisha?

 S_1 : Suka.

R: Kafka, suka enggak kalau ngerjain berdua – dua?

 S_2 : Enggak.

R : Kalau mengerjakan tugas berkelompok, berkelompok tu misalnya bertiga, berempat, suka enggak?

S₁: Suka.

R: Kamu suka enggak?

 S_2 : Suka.

R: Tapi kalau berdua nggak mau?

S₂: Enggak.

R : Kalau berkelompok mau Kafka?

 S_2 : Iya.

R: Oh, I see. Kalau mengerjakan tugasnya bersama – sama gitu satu kelas, bareng – bareng gitu suka enggak?

 S_2 : Enggak.

R : Kenapa? Kalau berkelompok mau, berbanyak sekali satu kelas gak mau, kalau berdua kok nggak mau juga.

S₂: Enggak.

R: Keisha, kalau satu kelas ngerjain tugasnya suka enggak?

 S_1 : Suka.

R: Thank you...

Date: March 24th, 2014. Place: In the Classroom

R: Researcher

S: Student named Mahival

R : Siapa tadi namanya?

S: Mahival.

R: Oh, Mahival. Miss Riris boleh tanya – tanya enggak, Mas?

S: Boleh.

R: Umurnya berapa Mahival?

S: Ehm.. delapan.

R: Dulu pernah belajar Bahasa Inggris belum pas TK?

S: Pernah.

R : Dulu sekolahnya dimana?

S: TK Budi Mulia.

R : Kalau dirumah kamu belajar Bahasa Inggris enggak?

S: Enggak. Belajar nulis latin.

R: Oh.. Tapi nggak belajar Bahasa Inggris?

S: Pernah tapi dulu.

R : Dulu. Kalau sekarang kalau di rumah nggak pernah belajar Bahasa Inggrisnya?

S: Enggak.

R : Berarti mama sama papa enggak "Eh, ayo Mahival belajar Bahasa Inggris", gitu?

S: Emm, dulu siang atau malem ngajakin belajar.

R: Terus sekarang nggak pernah?

S : Sekarang pernah nanti malem.

R: Terus belajar Bahasa Inggris enggak?

S: Bahasa Inggris udah lancar.

R : Oh, Bahasa Inggrisnya udah bisa terus dirumah enggak belajar Bahasa Inggris?

S: He'em.

R : Oh gitu, tapi mama sama papa bantuin ya kalau misalnya kamu mau belajar Bahasa Inggris gitu?

S: He'em. Tapi papanya nggak ada.

R: Oh mamanya yang bantuin.

S : Papa lagi kerja di Madura.

R : Oh kerja di Madura, nggak pa pa. Kamu suka enggak belajar Bahasa Inggris tu?

- S: He'em.
- R: Yang paling kamu suka apa waktu belajar Bahasa Inggris?
- S: Bicaranya.
- R: Kamu suka bicara Bahasa Inggris?
- S: He'em, tapi belum lancar.
- R : Iya, belajar lagi. Besok bisa. Terus kamu suka enggak belajar pake gambar gambar gitu?
- S: Suka.
- R : Suka enggak kalau belajar sambil ndengerin cerita gitu?
- S: Suka.
- R: Kalau kamu nonton film suka enggak?
- S: He'em.
- R: Nyanyi Bahasa Inggris gitu suka enggak?
- S: Enggak.
- R : Enggak? Kenapa kok enggak?
- S: Enggak.
- R : Kalau ndengerin guru waktu belajar kamu suka enggak?
- S: Suka.
- R : Kalau nirukan kata kata Miss Tika suka enggak?
- S: Suka.
- R: Kalau kamu disuruh maju di depan kelas suka enggak?
- S: Emm, suka.
- R : Kamu suka enggak baca cerita?
- S: Enggak.
- R: Nulis kata kata dalam Bahasa Inggris suka enggak?
- S: Suka.
- R: Kalau Miss Tika lagi njelasin, kamu suka enggak ndengerin miss Tika?
- S : Suka.
- R : Kalau kamu nggak bisa atau kesulitan saat ngerjain tugas gitu terus Miss Tika bantuin kamu suka enggak?
- S: Suka.
- R : Kalau Miss Tika lihat kerjaan kamu waktu kamu ngerjain tugas, suka enggak diliatin?
- S : Suka.
- R : Kalau Miss Tika nyuruh nyuruh Mahival gitu suka enggak?
- S : Suka.
- R: Kalau Mahival dikomentari sama Miss Tika, "Waduh, Mahival gambarnya bagus banget e", "Mahival, ini kurang gede", suka enggak kalau dikomentari miss Tika?
- S: Suka.

R: Mana yang lebih kamu suka, jadi siswa yang pendiem, diem aja di kelas atau kamu suka jadi siswa yang aktif, aktif tu mau bertanya, disuruh maju mau. Aktif po yang diem?

S: Diem.

R: Waduh kok diem?

S : Aku kelas acting juga diem e..

R: Wo.. Lha piye kelas *acting* kok diem ki.. Kamu nggak suka jadi siswa yang aktif?

S: Ya udahlah itu aja.

R: Haha.. Kamu lebih suka ngomong atau lebih suka diem?

S: Ngomong aja.

R : Berarti suka yang aktif kalau kaya gitu. Kamu suka enggak belajar di dalam kelas?

S: Suka.

R : Kalau belajar di halaman sekolah suka enggak?

S: Suka.

R : Kalau belajar di perpus suka enggak?

S: Emm, suka.

R : Kalau ngerjain tugas berdua – dua, berpasangan suka enggak?

S: Suka.

R : Kalau ngerjain tugas berkelompok, bertiga, berempat, atau berlima suka enggak?

S: Suka.

R: Kalau ngerjain tugas satu kelas bareng – bareng gitu suka enggak?

S : He'em. R : Thank you.

Student's Interview Transcript

Date: March 24th, 2014. Place: In the Classroom

R: Researcher

S₁: Student named RasyaS₂: Student named Akmal.

R: Miss Riris boleh tanya – tanya enggak?

 S_1 : Boleh.

 S_2 : Yo...

R: Kok yo.. Ya Miss, gitu. Siapa namanya?

- S_1 : Rasya.
- R: Siapa namanya?
- S_2 : Akmal.
- R: OK, Rasya umurnya berapa?
- S_1 : Tujuh tahun.
- R: Akmal?
- S₂: Tujuh.
- R: Dulu pernah belajar Bahasa Inggris enggak waktu TK?
- S_1 : Iya.
- R: Dimana TKnya?
- S₁: Budi Mulia.
- R: And you? Belajar Bahasa Inggris enggak?
- S₂: Enggak.
- R: Dimana TKnya kok nggak belajar Bahasa Inggris?
- S₂: Ibnu Abbas.
- R: Kalau di rumah sering enggak belajar Bahasa Inggris?
- S₂: Sering. Diajarin Ibu.
- R: Waduh Akmal sering. Kalau Rasya sering enggak belajar Bahasa Inggris?
- S_1 : Sering.
- R: Siapa yang ngajarin?
- S_1 : Ibu.
- R: Suka enggak belajar Bahasa Inggris Rasya?
- S_1 : Suka.
- R: Kamu suka enggak, Mal?
- S2: Suka.
- R: Akmal yang paling disuka waktu belajar Bahasa Inggris apa?
- S_2 : Emmm.....
- R: Apa ya yang paling disuka waktu belajar Bahasa Inggris? Apakah mewarnai, menulis, membaca, ...
- S_2 : Menggambar.
- R : Oh menggambar. Kamu yang paling disuka waktu belajar Bahasa Inggris apa?
- S_1 : Menggambar.
- R: Kalau belajar menggunakan gambar berarti suka no?
- S_1 : Suka.
- R: Rasya suka, Akmal suka juga?
- S₂: He'em. Kalau malam suka nggambar.
- R: Coba Rasya, kalau ndengerin cerita gitu suka enggak?
- S_1 : Suka.
- R: Kalau nonton film suka enggak?

- S_1 : Suka.
- R: Kalau nyanyi suka enggak Rasya?
- S_1 : Enggak.
- R: Nggak suka? Kenapa e?
- S_1 : Gak pa pa.
- R: Akmal, belajar mendengarkan cerita suka enggak?
- S_2 : Suka.
- R: Nonton film suka enggak?
- S_2 : Suka.
- R: Nyanyi suka enggak?
- S_2 : Enggak.
- R: Waduuh.. Kalau mendengarkan guru waktu belajar suka enggak Akmal?
- S_2 : Suka.
- R: Ndengerin guru po rame?
- S_2 : Rame.
- R: Katanya suka kok rame. Hehe.. Kalau menirukan kata kata Miss Tika suka enggak?
- S_2 : Suka.
- R: Kalau disuruh menirukan misalnya, "Pencil" gitu suka enggak?
- S₂: Suka.
- R: Kamu suka enggak ndengerin guru, Rasya?
- S_1 : Suka.
- R: Kalau niruin kata kata Miss Tika suka enggak?
- S_1 : Suka.
- R: Kalau disuruh maju tampil di depan kelas suka enggak, Rasya?
- S_1 : Enggak.
- R: And you, disuruh maju suka enggak?
- S_2 : Enggak.
- R: Kenapa? Kok nggak suka kenapa e?
- S_1 : Nggak pa pa.
- R: Membaca cerita, suka enggak Akmal?
- S_2 : Suka.
- R: Kalau menulis kata kata suka enggak?

Date: March 24th, 2014. Place: In the Classroom

R: Researcher

S: Student named Zaki

R : Siapa tadi namanya?

S: Zaki.

R: Zaki umurnya berapa?

S: Enam.

R: Kamu pernah belajar Bahasa Inggris enggak di TK?

S: Enggak.

R : Kamu kalau di rumah belajar Bahasa Inggris enggak?

S: Iya.

R : Siapa yang ngajarin?

S: Ayah.

R: Kamu suka enggak belajar Bahasa Inggris?

S: Suka.

R : Apa yang kamu suka waktu belajar Bahasa Inggris?

S: Menulis.

R : Kamu suka enggak belajar pake gambar gitu?

S: Suka.

R: Kalau ndengerin cerita suka enggak?

S: Suka.

R: Kalau nonton film suka enggak?

S: He'em.

R: Kalau menyanyi suka enggak?

S: Enggak.

R : Kalau ndengerin bu guru, kalau ndengerin Miss Tika waktu belajar suka enggak?

S: Suka.

R: Kalau nirukan kata - kata Miss Tika suka enggak?

S: He'em.

R: Kalau disuruh maju di depan kelas suka enggak?

S: Enggak.

R : Nggak mau kalau disuruh maju? Nggak suka?

S: Enggak.

R : Kamu suka enggak baca cerita gitu?

S: Suka.

R: Kalau nulis suka enggak?

S: Suka.

R: Kalau Miss Tika lagi njelasin, suka enggak mendengarkan?

S: Suka.

R : Kamu suka enggak kalau Miss Tika mbantuin Zaki waktu ngerjain soal, ngerjain tugas gitu sukaenggak?

S : Suka.

R : Suka enggak kalau Miss Tika ngliat kerjaannya Zaki?

S: Suka.

R : Suka enggak kalau Miss Tika nyuruh – nyuruh Zaki dalam Bahasa inggris gitu?

S: (Silent)

R: Misalnya "Zaki, stand up.", "Zaki, sit down."

S: Enggak.

R: Nggak suka kalau disuruh?

S : Engak.

R : Suka enggak kalau Miss TIka ngomentarin kerjaannya Zaki, misalnya "Waduh, Zaki. Bagus banget e gambarnya.", "Zaki, ini kurang tebal". Suka enggak dikomentari?

S : Suka.

R: Kamu lebih suka jadi siswa yang aktif, aktif tu suka ngomong, maju, suka bertanya, atau lebih suka yang diem?

S : Suka yang ngomong.

R: Pinter. Kamu suka enggak belajar di dalam kelas?

S : Suka.

R : Suka enggak kalau kamu belajar di halaman sekolah?

S : Suka.

R : Kalau belajar di perpus?

S : Suka.

R: Kalau ngerjain tugas berpasangan, dua – dua, suka enggak?

S : Suka.

R: Kalau ngerjain tugas berkelompok, bertiga, berempat gitu suka enggak?

S: Suka.

R: Kalau satu kelas bareng – bareng suka enggak?

S: Suka.

R: Thank you.

Date: March 24th, 2014. Place: In the Classroom

R: Researcher

S1: Student named ZahraS2: Student named Aliya

R : Halo-halo R : siapa namanya

S1 : zahra

R: kapan lahirnya S1: 9 januari 2006

R : aliya S2 : 2007

S2 : 19 januari 2007

R : pernah belajar Bahsa Inggris waktu tk?

S2 : Pernah

R : ketika dirumah sering bantu orang tua g belajar bahasa inggris

dibantu Zahra?

S1 : dibantuR : aliyaS2 : di bantu

R : suka g berlajr bahasa inggrs

S2 : sukaaaaaaaa

R : zahra S1 : sukaaaaa

R : yang paling di suka waktu belajar bahasa ingris

S2 : mewarnai R : zahra S1 : menulis

R : suka g belajar bahas inggri pakai gmbar-gmabr

S1 : sukaaaaaaaa

S2 : suka

R : suka g mendengaran cerita

S2 : suka

R : suka g nonton film

S1 : suka

R : suka nyanyi g S1 : sukaaaaaaa

R : aliya g sukaaaaaaaa

S2 : g jadi sukaaaaaaaa

R : diajari g disekolah nyanyi misal are you sleeping are you sleeping sama

miss tika

R : suka g mendengarkan guru mengejar suka g

R : kalu menirukan kata – kata bahasa inngris yang diucapakan miss tika

suka g?

S2: sukaa

R : kalu maju didepan kelas suka g

S2 : suka

S1 : sukaaaaaaaa

R : kalu membaca cerita suka g?

S1S2 : Sukaaaaaaaa

R : kalu menulis pakai bahasa inggris

S1S2: sukka

R : suka g kalu miss tika menjelaskan pelajaran

S1S2: sukka

R :kalu miss tika memantu mu saat mengerjakan tugas

S1S2: sukka

R : kalu miss tika melihat yang kamu kerjakn suka g

S1S2: sukka

R : kalu miss tika memberikabn perintah bahasa inggris suka g

S1S2: sukka

R : kau miss tika mengomentari pekerjaamu suka g

S1S2: sukka

R : man yang lebih disuka anak yang diam tau suka bertanyaa?

S2S1 :Bertanya

R :Suka g belajar di kelas

S1S2 :Sukkaa

R : Suka g belajar di halaman

S1S2 :Sukkaa

R : Suka g belajar di perpus

S1S2 :Sukkaa

R : suka g mengerjakan tugas 2 2

S1S2 :Sukkaa

R : suka g mengerjakan tugas bartiga beremapt

S1S2 :Sukkaa

R : kalu satu kelas bareng2 suka g?

S1S2 :Sukkaa

R : terima kasih

Date: March 24th, 2014. Place: In the Classroom

R: Researcher

S1: Student named Ibnu S2: Student named Ibra

R : Siapa namanya

S 1 : Ibnu
R : oh ibnu
S2 : Ibra

R : Lagi mainan apa tadi

S2 : kartu R : ohh kartu

R : kalu ibnu umurnya berapa

S1 : Delapan

R : kapan lahirnya

SI : 2007

R : 2007 nya bulan apa

S1 : G tau

R : Gaaa tauu heheheR : Ibra kapan lahirnya

S2 : 2006

R : Pernah belajar bahasa inggris dulu di TK, Ibnu

S1 : Udah pernahR : oo Udah pernah

R : Ibra juga pernah, dulu TK nya diman Ibra

S2 : TK Budi Mulia

R : Kalu di dirumah belajar bahasa inggrisnya di bantu mama sama papa

nggak?

R : sapa dulu yang jawab ini, Ibra.....Ibra mana Ibra

S2 : Dibantu yaaR : Kalu IbnuS1 : Di bantuR : Di bantu juga

R : Bisa ya Orang tuanya belajar bahasa inggris

R : Kalu Ibnu dan Ibra suka nggak belajar bahasa inggris?

S1 : Suka S2 : suka

R : Semuanya suka

R : Kalu yang disuka waktu belajar bahasa inggris apa bra??

S2 : tentang baju-bajuR : ada yang lain

R : jadi kalu tentang yang lain nggak suka

R : Kalu Ibnu???

S1 : sama

R : samaa tentang baju juga

R : o sekarang lagi belajar baju-baju po

R : Kalu belajar bahasa inggris pakai gambar-gambar itu suka tidak

R : suka smua yaa

R : Ada suka mendengarkan cerita??

S1 : suka S2 : suka

R : sering diceritain sama miss tika

S1 : sering R : oh sering

R : kalu nonton film suka g yang ada bahasa inggrisnya suka g, seperti cars

gitu?

S1 : g suka

R : ohh g suka, film yang ad bahasa inggrisnya g suka?? kenapa?

S2 : G tau artinya

R : ohh g tau artinya semua

R : kalu ada tulisan berjalan di bawahnya itu tau g ?suka g ?misal cars kan pakai bahasa inggris tapi di bawahnya ada terjemahannya suka g?

S2 : Bisa

R : ohh itu baru bisa di mengerti ya..ok

R : suka nyanyi g??

S1 : oh g suka R : kamuu S2 : g suka...

R : ga suka juga, kenapa g suka??

S2 : malu

R : kamu malu

R : kok malu semua ini.

R : Kalu mendengarkan guru saat belajar suka g, apa cuma rame dewe??

S1 : Suka

R: beneran?????

R : kalu menirukan bahasa inggris yang diucapkan miss tuka suka g ?yang

R : kerasss, suka g???

S1,S2 :sukaaaaaaaa

R : kalu tampil didepan kelas suka g??

S1 : g suka

S2 : g sukaaaaaaaa

R : aduh kok g suka semuanya

S1 : malue miss R : aduh kok maluu

R : kalu membaca cerita bahasa inggri??

S2 : sukaaaaaaaa

R: kalu ibnu tidak "kenapa nuu

S1 : sulite miss

R : kalu menulis kata-kata bahasa ingris bisa g??

S1 : bisa misssS2 : sukka miss

R : oh bisa dab sukaa

R : Kalu saaat miss tika menjelaskan didepan suka g??

S1S2: sukaaaaaaaa

R : suka semuanya yaaa....

R : kalu miss tika membantu ibra dann ibnu saat kesusahan mengerjakan

tugas suka g?

S1 : Suka.....

R : kalu miss tika lagi melihat ketika ibnu dan ibra lagi ngerjain tugas suka

g?? atau malah di tutupin atau dilihatin?

S2 : Oh di lihatinnn

R : kalu miss tika memberikan [perintah dalam bahasa inggis misalnya ibra

stand up? Ibra sit down?Ibnu Close the door?Suka g??

S1 : g suka R : kenapa

S1 : g tau artinyaa waduhhh

R : kalu ibra??
S : sukaaaaaaaa

R : kalu miss tika mengomentari tugas ibnu dan ibra suka g ??misall ibra bagus banget nih ngerjainnya tulisannya rapi.. tulisannya bgus..Ibunu ini di gambarin dong diwarani yang bagus?? suka g dikomentari miss tika??

S1 : suka

R: kepnapa suka?? S1: biar gmapng

R : biar gampang ya nuuuu

R : kalihat lebih suka jadi anak aktif atau pasif??misalnya suka bertanya atau

diam aj??

S1S2: bertanya

R : oh semuanya suka bertanya okkR : kalu bejar dudalam kelas suka g ?

S1S2 : sukaaaaaaaasuka R : suka semua..ok

R : kalu belajr di halaman sekolah suka g?

S1S2 : Sukaaaaaaaa R : semua suka okk

R : kalu belajar diperpus suka g?

S2 : Sukaaaaaaaa

R : kalu mengerjakan tugas secara berpasangan suka g?

S1S2: sukaaaaaaaa

R : oke semua suka yaa/....

R : kalu mengerjakantugas secara berkelompok suka g?misal ber tiga atau

berempat?

S1S2: Sukaaaaaaaa

R : SUka semuanya yaa okk

R : kalu mnegerjakan soal bersama satu kelasa suka g??

S1S2: sukaaaaaaaa

R :ohh semua suka yaaaaa ok lanjut bermain.

Student's Interview Transcript

Date: March 24th, 2014. Place: In the Classroom

R: Researcher

S: Student named Akbar

R : Testes

R : sapa namnya?

S : akbar

R : Kapan Lahirnya? S : tanggal 7 mei 2007

R : pernah g belajar bahasa inggirs waktu TK

S: belum pernah

R : TK nya mana dulu?

S : budi mulia

R : budi mulia g pernah diajari bahasa inggris po?

S : Lupa..... R : ohh lupaaa R : Kalu dirumah belajar behasa inggris sama mama sama papa g?

S: Iya

R : suka g belajar behasa ingris?

S: g suka

R : kenaaapaa g suka

S : sulite miss

R : walupun g suka tapi ad g ketika belajar bahasa iggirs kau suka paas apa,

menggambar. Mewarnai

S : menggambar

R : oo paling suka mnggambar

R : kemudian suka g kalu belajr itu pakain gmabr

R : suka g mendngarkan ceritaR : oo mantuk mantuk aja kamu

R : suka g nonton film

S : suka

R : yang ada bahasa ingrisnya suka

S : g suka R : kenapa R : susah poo

R : kalu mendengarkan bahasa ingris ada terjemahannya

S: sukaa

R : suka g nyanyi?

R : G suka

R :suka mendengarkan guru waktu elajr?

R : Suka g menerikukan kata2 mis rika stund up 2 kali

R : suka g akalu tmapil didepan kelas

S : g suka

R : kepana g suka

R : suka g mendengarkan cerita bahsa inggri

R : suka menuklis kata2 bahasa ingris

S : Suka

R : suka g kalau miss tika menjelaskan pelajaran

R :suka g kalau miss tika membantu kamu mengerjakan tugas R :suka g kalau miss tika melihat kamu mengerjakan tugas

S : sukaa

R : suka g ketika iss tika memberika perintah dalam bahasa inggris

S : Suka

R : suka g kalu miis tika mengomtenari penampilan atau pekerjaan kmau,

misal kamu nggamabr, aduh akabr gambarnya bagus bangt

R : suka miss

R : kemu lebih suka jadi anak yang diema ja atau berntaya di kelas

S: berntanya

R : suka g belajr di dalam kelas

S : Suka

R : suka g belajar di halaman

S : Suka

R : suka g belajar di perpus

S : Suka

R : suka g mengerjakan tugas berpasangan 22

S : Suka

R : suka g mengerjakan tugas berkelompok

S : Suka

R :suka g mengerjakan tugas 1 kelas bareng bareng

S : Suka

R : terima kasih akbar.

Student's Interview Transcript

Date: March 24th, 2014. Place: In the Classroom

R: Researcher

S1: Student named Aira S2: Student named Norma

R : Sapa nmaya

S1 : aira S2 : norma

R : tadi lagi mainan apa RAA? S1 : Mainan apa miss???nulis....

R : lagi ngapin norma

S2 : makan R : makan

R : lairnya kapan raa? S1 : 17 Mei 2007

R : norma S2 : lupaa R : lupaa

R : dulu pas tk belajar bahasa inggris g?

S1 : Ho o miss

R : kalu dirumah dibantu g belajar bahas inggirsnya

S2 : bantu S1 : bantu miss R : sama siapa

S1 : sama mbak winda

R : suka g belajr behasa inggris

S2 : suka

S1 : suka miss

R : apa yang ling disuka belajar bahas inggris S1 : menullis sama menggambar, norma ??

S2` : menulis mewarnai mengga

R : suka g kalu belajar pakai gmbar2

S2 : Suka S1 : Suka

R : suka g mendengrkan cerita?

S2 : Suka S1 : Suka

R : suka g ninon film?

S2 : Suka S1 : Suka

R : suka g kalu nyanyi?

S2 : Suka S1 : Suka

R : suka g kalu mendengerkan guru waktu belajar?

S2 : Suka S1 : Suka

R : suka g menirukan kata kata behasa ingris, misal salam miss tika ayo

tirukan : suka g

S1 : suka

R

R : suka g kalu tam; pil dipdepan kelas, maju gitu?

S2 : g S1 : suka

R : kenpa g suka nor??

S1 : malu

R : malu malunya dibuang

R : suka g membaca ceruta berhabasa inngris

S1 : suka

R : suka g baca cerita

S2: sukaaa

R : suka g menulis kata2 berbahasa inggris

S1S2: suka suka

R : suka g waktu miss tika menjelaskan pelajaran

S1S2 : suka suka

R : suka g kalu mis tika membantu mngerjakan tugas

S1S2 : suka suka

R : ska g kalu kamu lagi ngejain miss tika ngerjain

ditutupijn g

S1S2 : suka suka

R : suka g kalu mis tika meberikan perintah pakai bahasa inggris

R : misal stan up, terus kamu berdiri gitu?

S1S2: suka suka

R : suka g kalu miss tika mengomentari pekerjaan mu, misal in di besarin

dong

S1S2 : suka suka

R : pilih yang mana siswa yang diemaja atau sering bertanya

S1 : BertanyaS2 : Bertanya

R : suka g beljar di dalam kelas

S2 : Suka S1 : Suka

R : suka g beljar belajar di halaman

S2 : Suka S1 : Suka

R : suka g beljar belajar diperpus

S2 : Suka S1 : Suka

R : suka g beljar kalu engerjaklan tugas berpasangan 22

S2 : Suka S1 : Suka

R : suka g beljar kalu berkelompok gitu 4 anak gitu

S2 : Suka R : aira S1 : Suka

R : suka g beljar kalu kerjakan 1 kelas dikerjakan bareng2 bareng suka g?

S2 : Suka S1 : Suka

R : terima kasih

Student's Interview Transcript

Date: March 24th, 2014. Place: In the Classroom

R: Researcher

S: Student named Rafit

R :Siapa namnaya

S1 : Rafit

R : hafids po rafit

R : yang ini namanya siapa

S2 : aif

R : berpa umure

S1 : 7 R : aif S2 : 7 R : 7 juga

R : dulu pas TK belajar bahasa inngris g?

S1 : Belajar

R : dulu Tknya mana?

S1 : Ibnu Abbas

R : Kamu aif Tknya mana

S2 : Ibnu Abas

R : oo Ibnu abas juga too

R : kalu dirumh belajar bahasa inngris g rafit?

S1 : G

R : la gimna kok g ki

R : aif beljar g

S2: iya

R : siap yang ngajari

S2: ibu

R : suka g beljar bahasa inngri rafit

S1 : suka R : kamu aif S2 : suka

R : apa yang disuka ketika beljar bahasa inngri

S2 : menggambar S1 : mewarnai

R : kalu belajar menggunkan gambar2 suka g fit?

S1 : suk suka

R : kalu mendengrakan cerita suka g?

S1 : suk S2 : suka

R : kalu rafit suka g nonton film

S1 : suka

R : kalu nynyi suka g rafit

S1 : g suka

R : kamu suka g?

S2 : g suka R : aif

R : kalun mendengarkan misS tika watu belajr suka g fit

S1 : suka

R : kalu menirukan kata-kata miss tika waktu belajar suka g?

S1 : Suka

R : kalu tampil didepan kelas suka g

S1 : g mau S : g mau

R : kalau membaca cerita suka g

S1 : suk S2 :suka

R : kalun menulis bahasa inggris suka g

S1 : suka

S2 : suka

R : kalu miss tika lagi m enjelaskan pelajaran suka g

S1 : suka S2 : suka

R : kalu miss tika membantu alian pas kalian g bis suka g

S1 : suka S2 : suka

R : kalu miss tika melihat kerjakan akalian suka g

S1 : suka S2 : suka

R : kalu miis tika memberikan perintah pakai bahas ingris suka g, misal stand up,

sit down

S1 : suka S2 : suka

R : kalu miss tika mengomentari kerjaknaa kalian suka g, ini kurang tebal, ini

kurang bagus S1 : suka S2 : suka

R : mana yang lebih di suka jadi siswa yang aktif atau diem

S1 : aktif S2 : aktif

R : mana yang lebih disuka belajar dilalam kelas suka g?

S1 : aktif S2 : aktif

R : Belajr dihalaman suka g?

S1 : aktif S2 : aktif

R : belajr dierpus suka g?

S1 : aktif

R : kalu mngerjakan tugas bedua giru suka g?

S1 : aktif S2 : aktif

R : kalu mengerjakan tugas berkelomok suka g?

S1 : aktif S2 : aktif

R : kalau mengerjakan tugas satu kelas suka g aif?

S2 : suka R : thank you.

APPENDIX E EXPERT JUDGMENT

Lembar Evaluasi

Lembar evaluasi ini dimakskudkan untuk mendapatkan informasi tentang kelayakan materi yang disusun untuk meningkatkan kualitas aktivitas pembelajaran bahasa Inggris. Anda sebagai responden dari penelitian ini diharapkan memberikan masukan terhadap materi yang telah disusun.

Identitas Responden:

Nama Ani Schoningsin

Pekerjaan Doson

Pendidikan :*Diploma/S1/S2/S3/lainnnya.

Pengalaman mengajar:! *bulan/tahun.

Institusi

Ahli,

Ani Salyaningsih, M.A.

^{*}Coret yang tidak perlu.

Anda diminta untuk memberikan pendapat dengan memberikan tanda ($\sqrt{}$) pada beberapa pernyataan berdasarkan kriteria berikut:

SS: Sangat Setuju

S : Setuju

TS: Tidak Setuju

STS: Sangat Tidak Setuju

No	Pernyataan	Pendapat					
2 3 4	remyataan	SS	S	TS	STS		
	Silabus						
1	Materi yang dibuat sesuai dengan standar kompetensi.		/				
2	Indikator-indikator 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.	8	/				
5	Materi yang diberikan memberikan kosakata yang cukup berhubungan dengan topik.		V				
6	Input yang diberikan pada setiap unitnya (gambar , lagu, dll) sesuai dengan topik.		V				
7	Input yang diberikan bervariasi dan menarik.		V				
8	Input yang diberikan sesuai dengan level bahasa anak-anak.		V				

9	Input yang diberikan memotivasi anak- anak untuk mengerjakan semua kegiatan yang ada.		
10	Materi sesuai untuk anak-anak umur 6-7 tahun.	V	
	Isi Materi		
11	Isi-isi materi yang dibuat cocok untuk kebutuhan anak-anak (berdasarkan karakteristik anak-anak dan hasil dari analisa kebutuhan).	V	
12	Aktivitas-aktivitas yang dibuat sesuai dengan level bahasa anak-anak.	V	
13	Melalui aktivitas-aktivitas yang dibuat, anak-anak diberikan kesempatan untuk menggunakan bahasa Inggris untuk berkomunikasi langsung.	V	
14	Kegiatan-kegiatan yang dibuat membantu anak-anak untuk belajar dan menguasai kosakata bahasa Inggris.	V	
15	Aktivitas yang dibuat cocok untuk memperkenalkan atau mengajar bahasa Inggris untuk anak-anak	V	
16	Aktivitas-aktivitas yang dibuat memberikan ilmu baru untuk anak-anak.	V	
17	Perintah-perintah yang dibuat mudah dipahami oleh anak-anak	V	
18	Kalimat-kalimat yang ada di dalam buku ini memiliki tata bahasa dan tanda baca yang benar.	V	
19	Berbagai media yang menarik dipergunakan untuk membantu anak-anak memahami pelajaran.	V	

20	Kegiatan-kegiatan dalam setiap unit dibuat dengan baik berdasarkan topik.	/		
21	Kegiatan-kegiatan yang dibuat membutuhkan partisipasi aktif anak-anak.	✓		
22	Aktivitas-aktivitas yang dibuat mendukung ketrampilan listening dan speaking.	V		
23	Aktivitas-aktivitas yang dibuat dari yang paling mudah ke yang lebih sulit.	V		
24	Aktivitas-aktivitas yang dikerjakan dengan berbagai cara (secara individu, berpasangan, kelompok dan satu kelas bersama)	V		
25	Ilustrasi di dalam aktivitas membantu anak- anak untuk memahami materi.	V		
26	Ilustrasi yang dibuat menarik dan sesuai untuk anak-anak umur 6-7 tahun.	V		
27	Urutan materi mudah diikuti.	V		
28	Halaman buku dibuat dengan baik.	V		
29	Desain buku menarik untuk anak-anak.		/	
30	Desain buku jelas dan tidak terlalu kompleks.	V		
31	Warna gambar dan ilustrasi yang digunakan jelas dan menarik.	V		
32	Aktivitas-aktivitas dibuat oleh dengan huruf dan ukuran huruf yang jelas.	V		
33	Ukuran buku pas.	V		
	Buku Panduan Guru			
34	Buku panduan guru mempermudah dalam menyampaikan materi.	V		
35	Buku panduan guru yang dibuat jelas dan menarik.	/		

36	Buku panduan guru mempermudah dalam memberikan penilaian.	/	
37	Bahasa yang digunakan bisa dimengerti oleh guru dengan latar belakang bukan bahasa Inggris.	~	

38.	Apakan penda	apat Anda	mengenai	buku yang	dibuat	secara	keseluruhan?	

Sacara	kaso	duruhan	, Bula	yang	diBal	r telah	manuat
moteri							
			9)				dangan
karaktar	ristik	sisuo					,

38. Mcnurut Anda, apakah kelemahan dari buku yang dibuat?

- byout but	, tarlalu kak	u untik an	ak-anok.
- pangguraan			
boe ruple	skill yang d	liajarkan	
- pangonan	tanda eaca d	ton try basar	pertu dipartichikan

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

- layor	it blev di	out look	monarik	untuk	anak-anak
	tesi untuk				
	m skill ye				
					ury basan

Berdasarkan pendapat diatas dapat diambil kesimpulan bahwa:

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

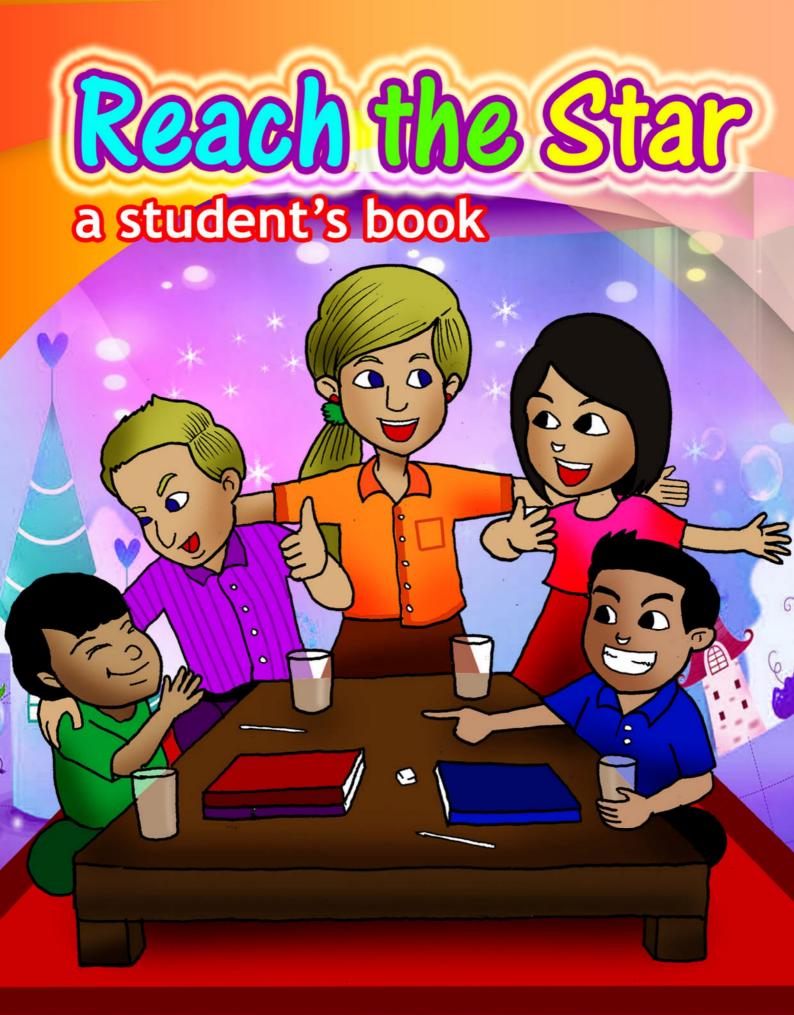
Terima kasih

APPENDIX F THE RESULTS OF INTERVIEW

Aspects	Statements	Yes	No
		(number of	(number of
		students)	students)
	I like pictures.	19	-
	I like story telling.	19	-
input	I like watching movies.	19	-
	I like singing.	14	5
	I like listening to the teacher when studying.	17	2
procedures	I like repeating the words after the teacher.	19	-
	I like performing in front of the class.	15	4
	I like reading English story.	16	3
	I like writing English words.	19	-
teacher's role	I like teacher's as an informer.	19	-
	I like teacher as a	17	2

	facilitator.			
	I like teacher as an	18	1	
	instructor.	10	1	
	I like teacher as a	19	-	
	monitor.			
	I like teacher as a	19	-	
	feedback giver.	19		
	I like being a passive	-	2	
learner's role	learner.		<i>2</i>	
	I like being an active	17	-	
	learner.			
	I like studying in the	19	-	
	classroom.			
	I like studying in the	17	2	
	school yard.	1,	_	
	I like studying in the	18	1	
setting	library.	10	-	
	I like doing tasks in	18	1	
	pairs.	10	•	
	I like doing task in a	19	_	
	group.	1)		
	I like doing tasks	17	2	
	with the whole class.	1,	~	
L	ı		L	

APPENDIX G THE FINAL DRAFT OF THE BOOK



by : Aristiyani Oktafitri NIM: 08202241065









Daftar Isi

,	Daftar Isi	 ii	M
	Unit 1	 1	4
	Task 1	 5	
	Task 2	 6	
	Task 3	 9	
	Task 4	 10	
	Task 5	 14	Z
	Task 6	 17	
	Task 7	 19	
	Task 8	 20	
7	Task 9	 22	
_	Reflection	 23	M
	Unit 2	 24	4
	Task 1	 27	
	Task 2	 28	
	Task 3	 30	
	Task 4	 32	
	Task 5	 41	>
	Task 6	 45	
	Task 7	 46	
	Task 8	 49	
7	Task 9	 53	M
7	Reflection	 54	4
	My Star	55	













- give very simple instructions to others politely,
- respond to very simple instructions by saying "Sure." or "Alright.".













A. Let's Start







Let's Watch the Video.

Your teacher will play the video. Enjoy it.

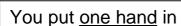


Let's Sing.

Imitate your teacher singing "Hokey Pokey".



Hokey Pokey



You put one hand out

You put one hand in and

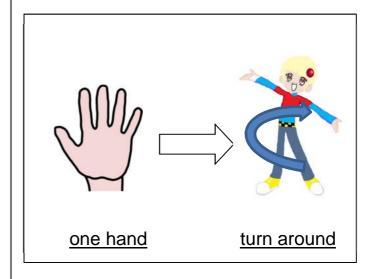
shake, shake, shake,

shake, shake

You do the hokey pokey

and turn around

Everybody turn around





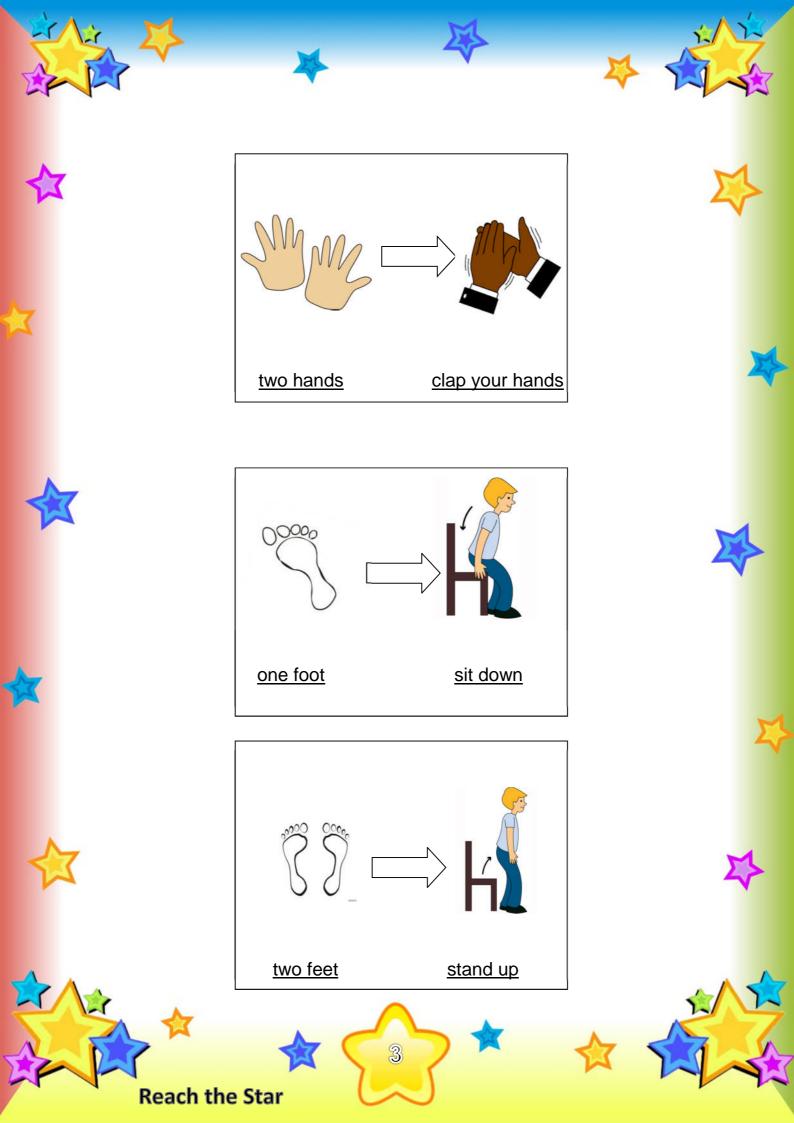


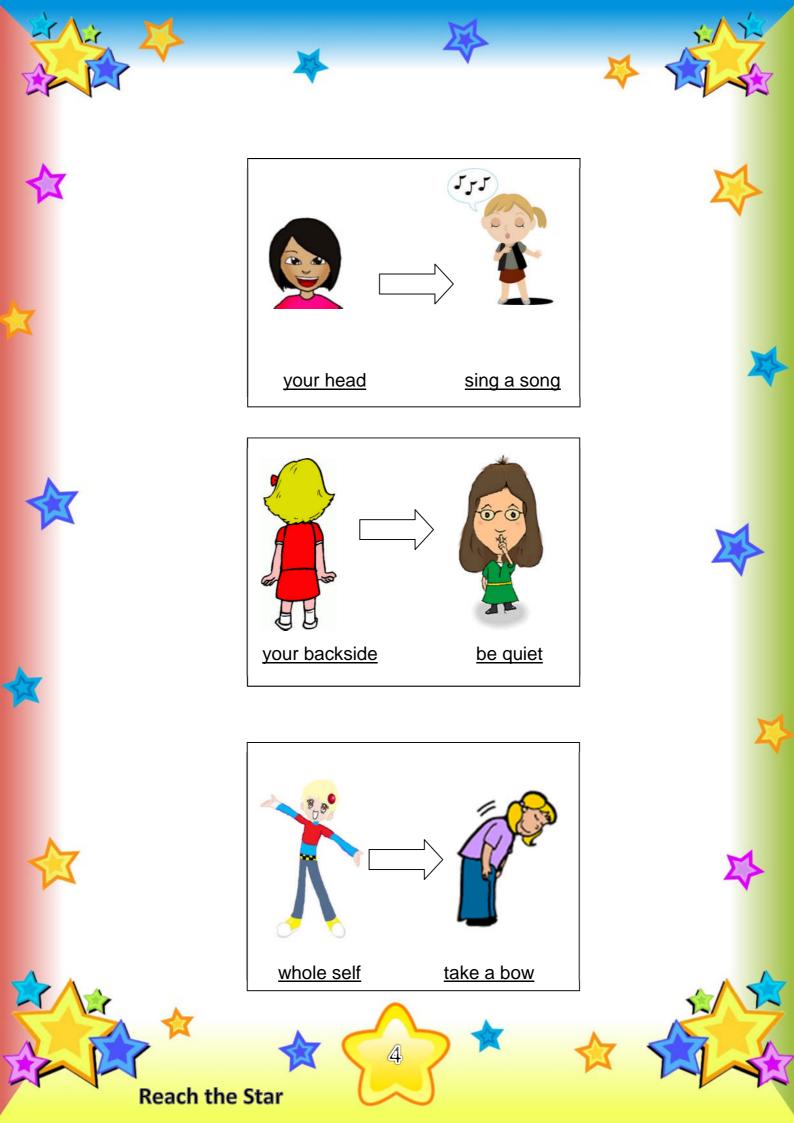


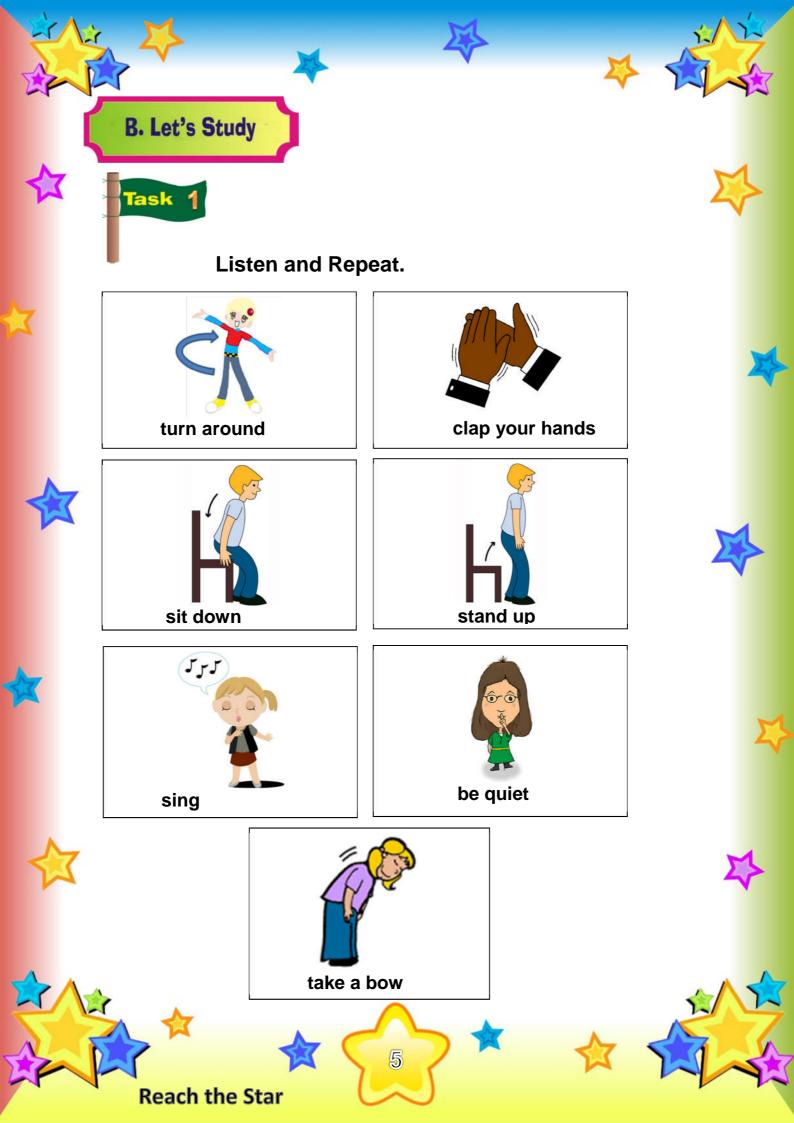


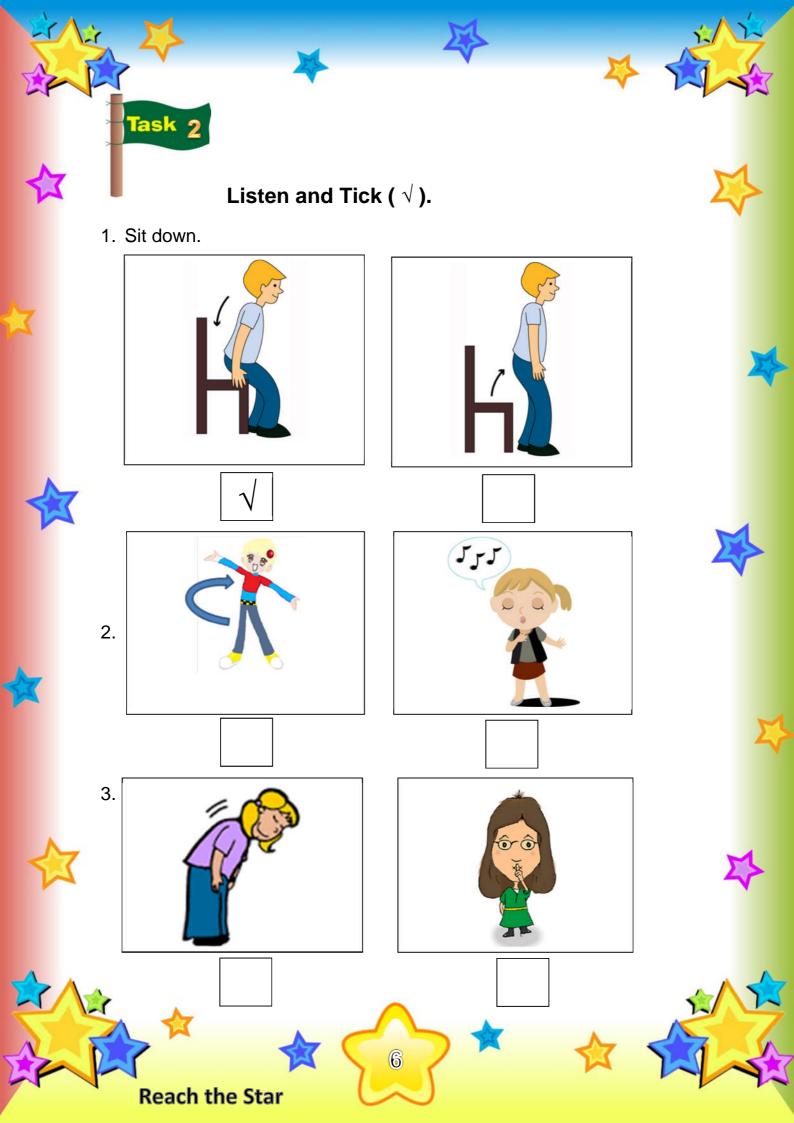


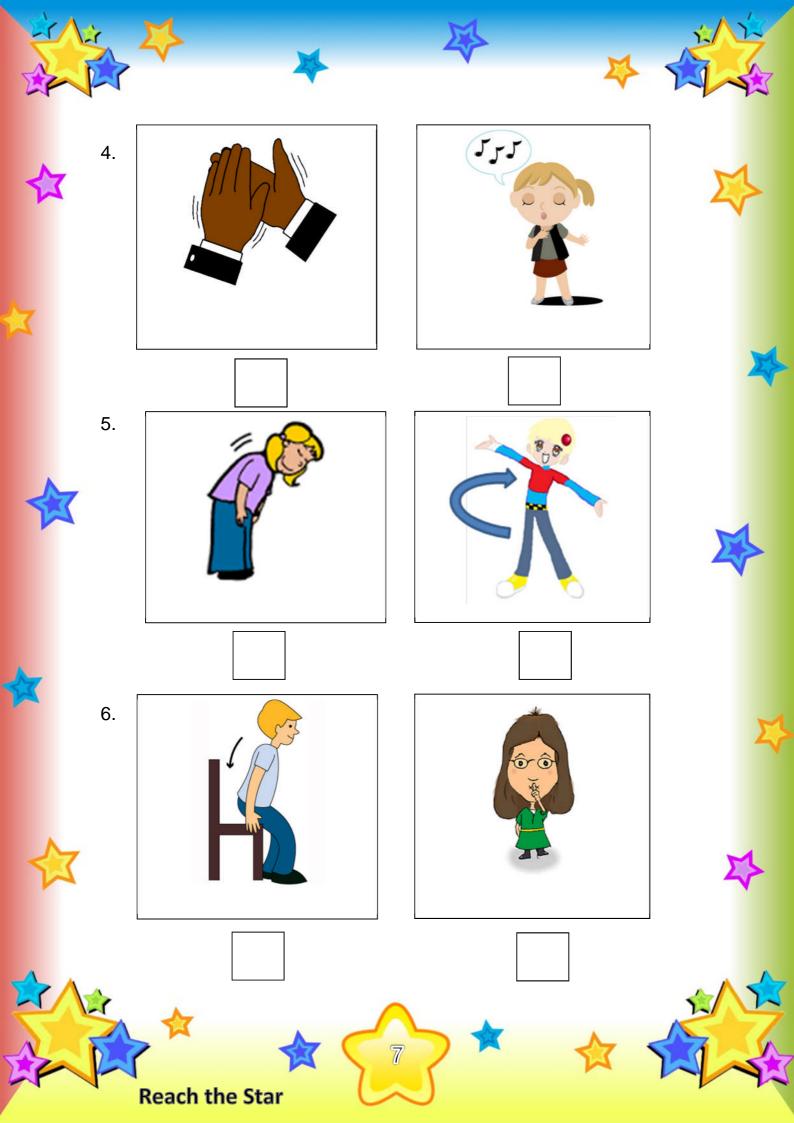




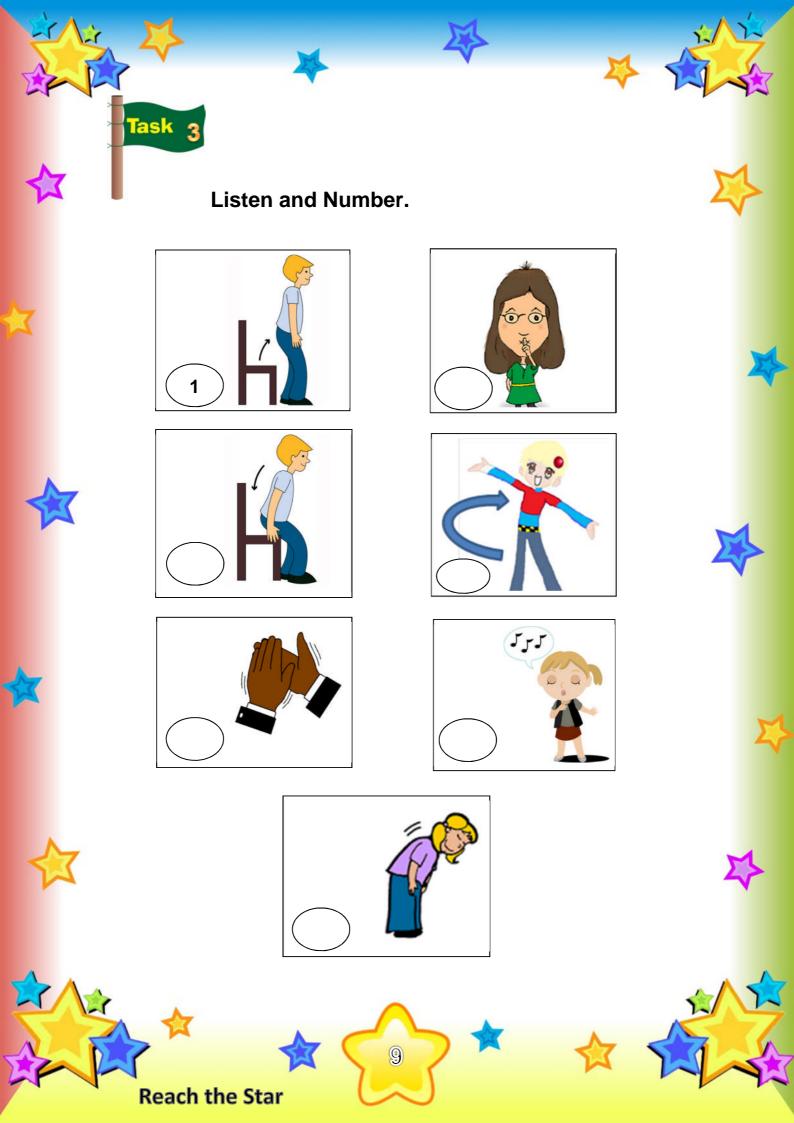


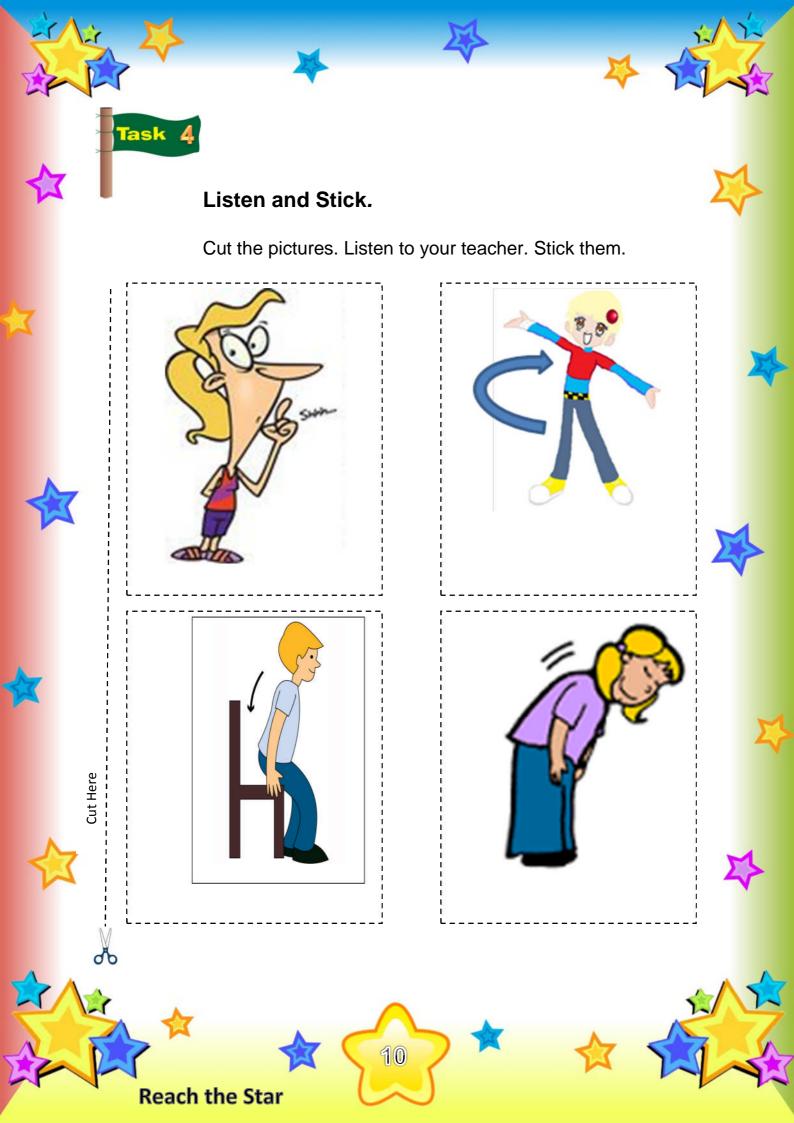


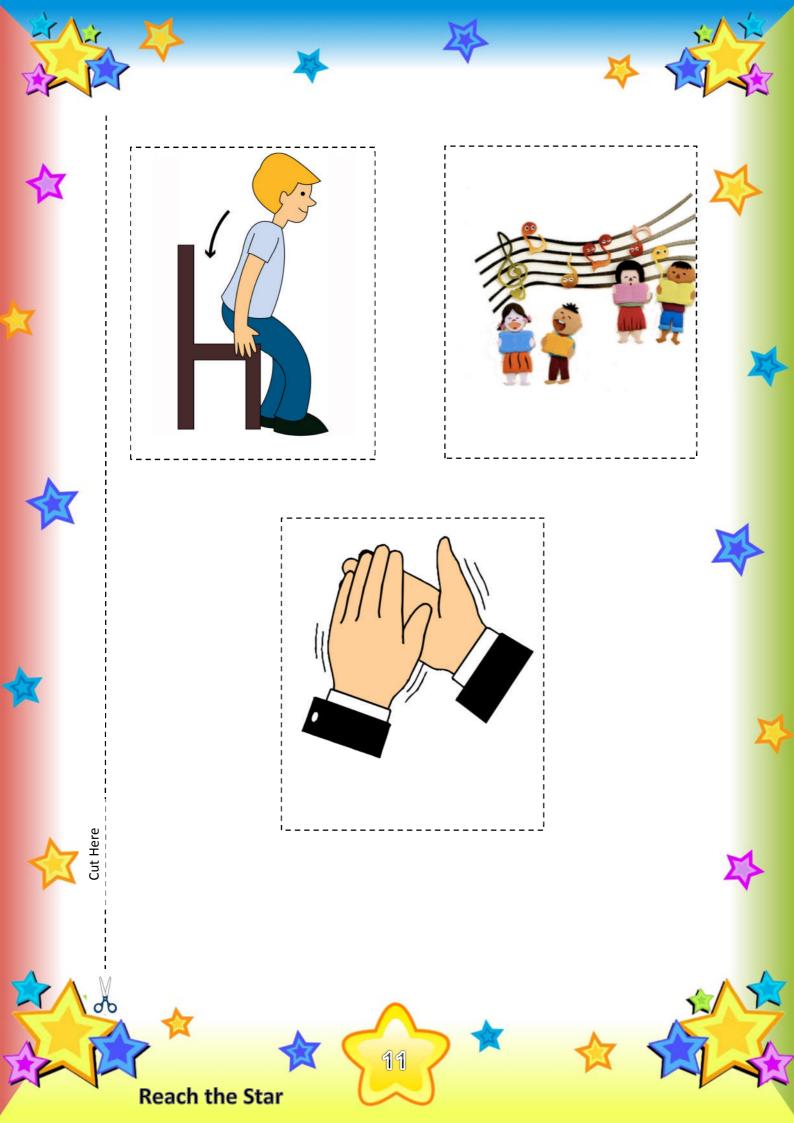


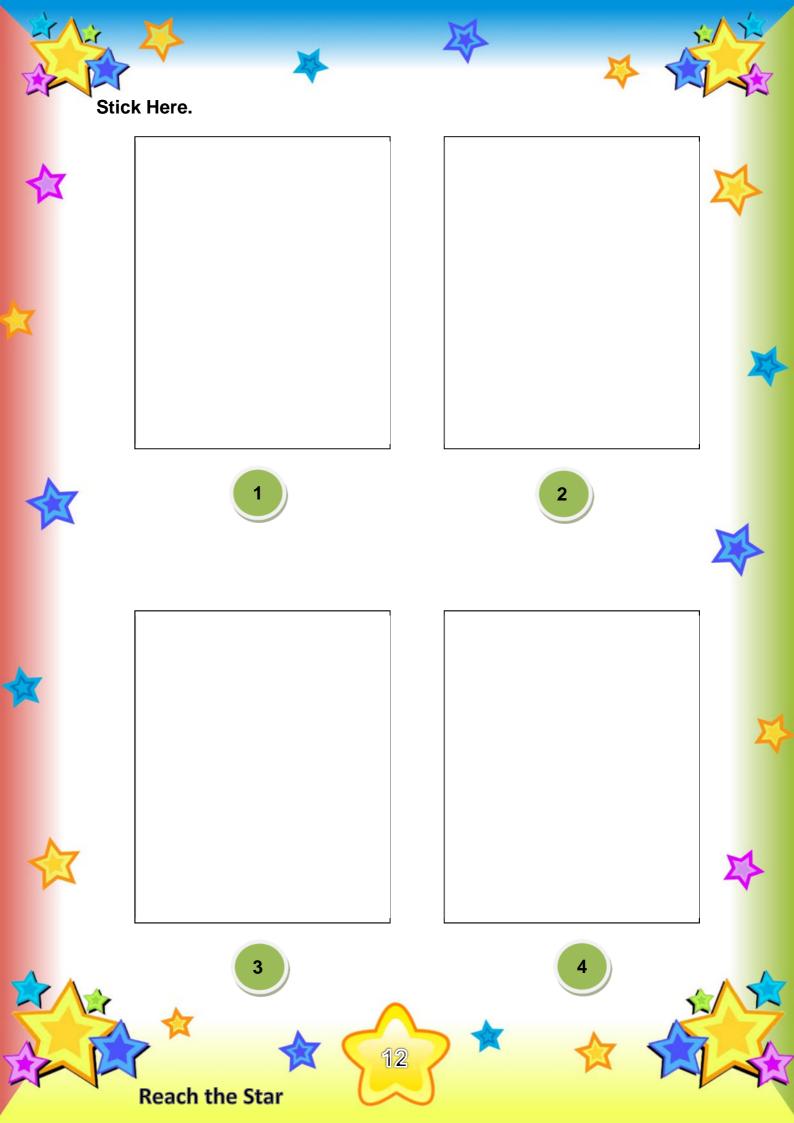


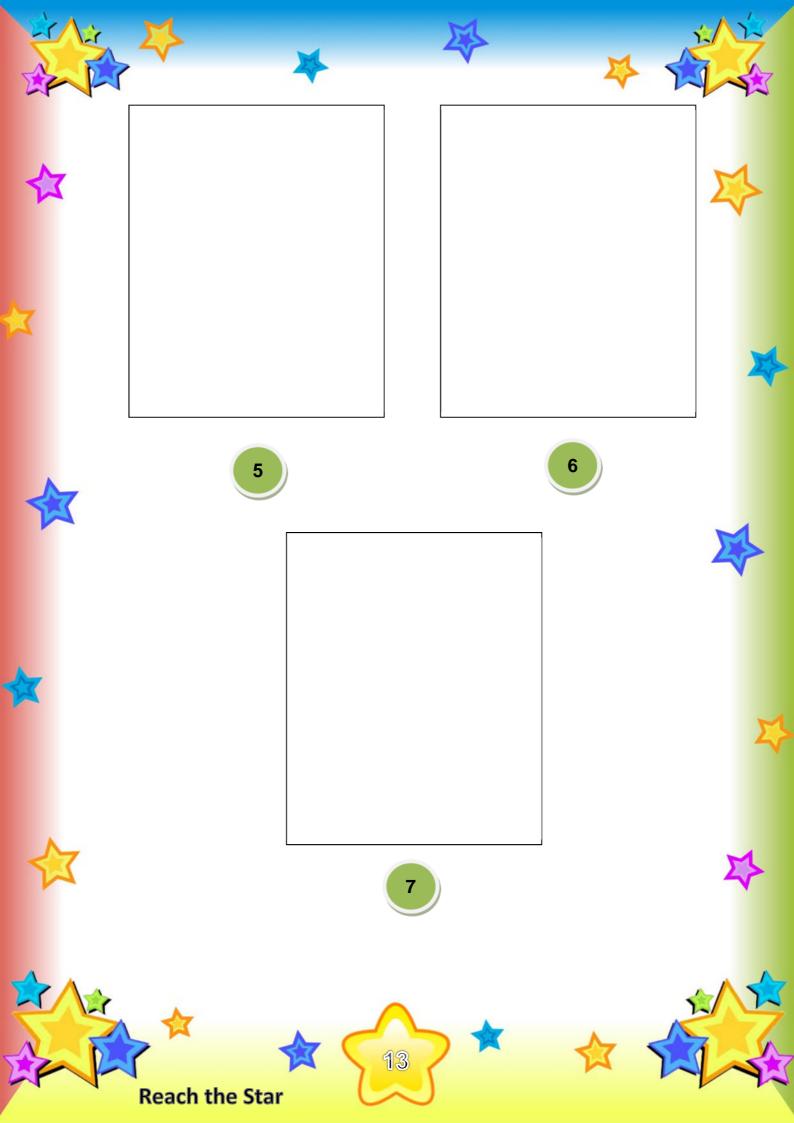


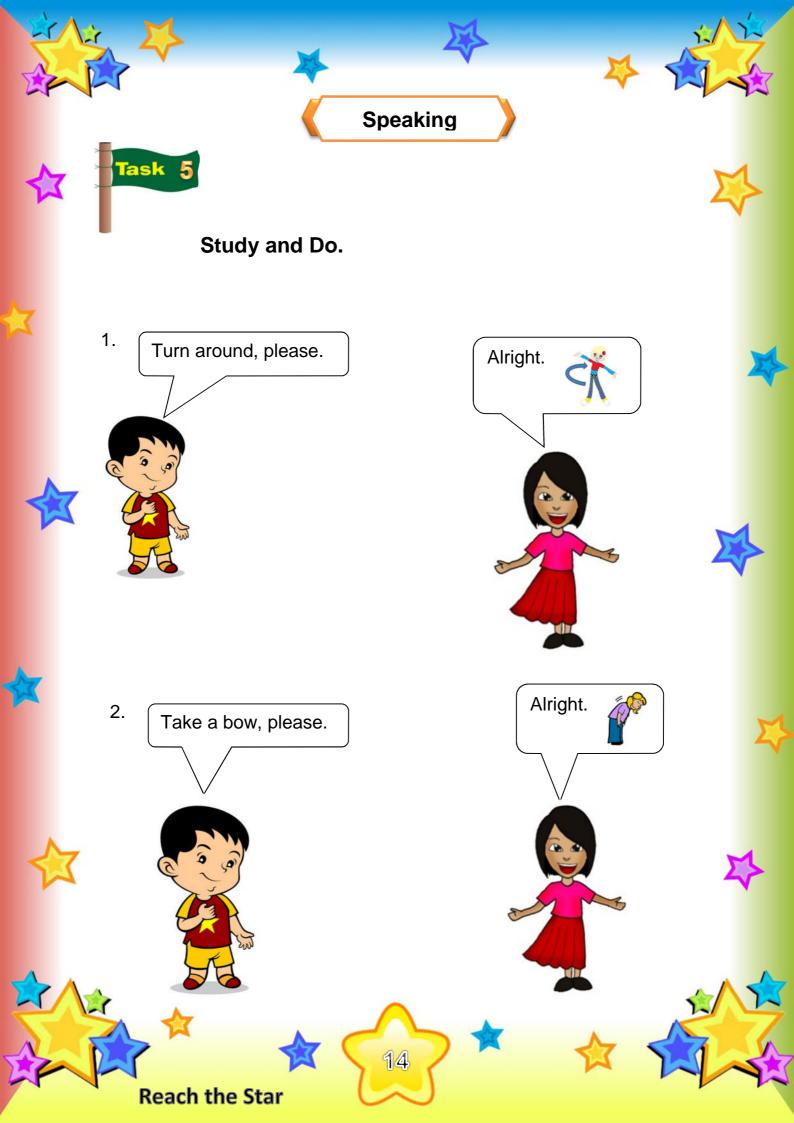


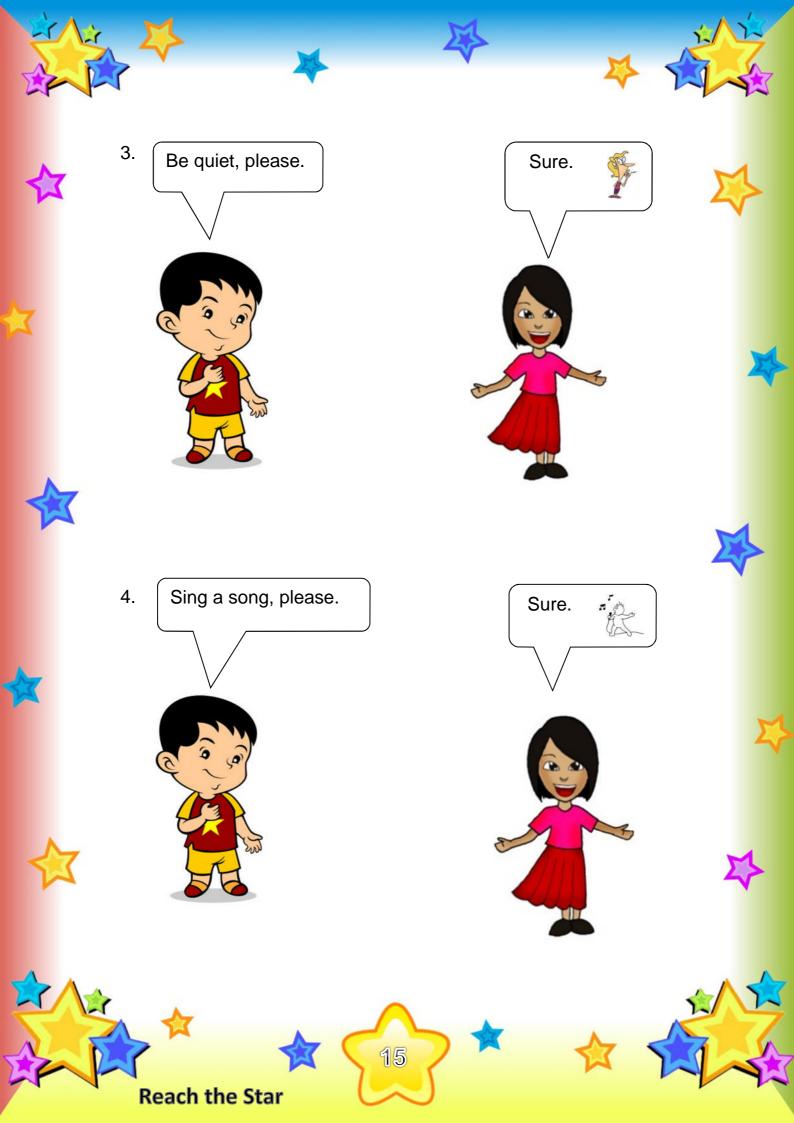


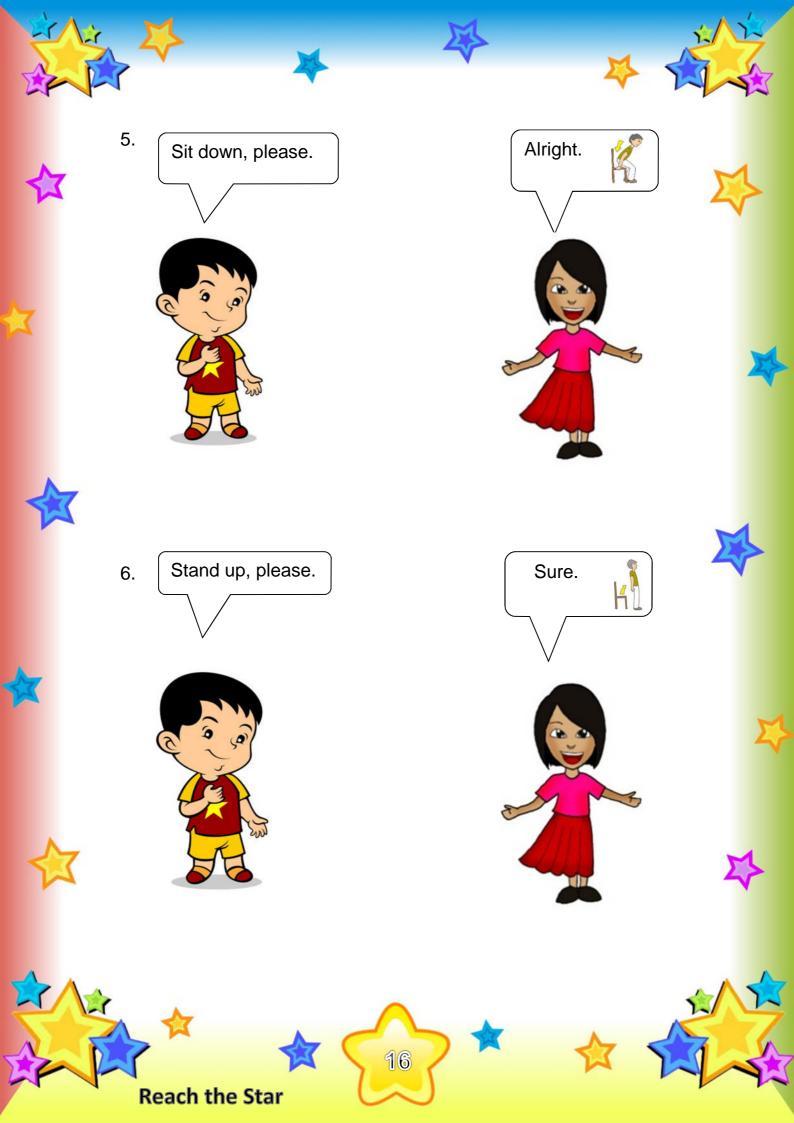


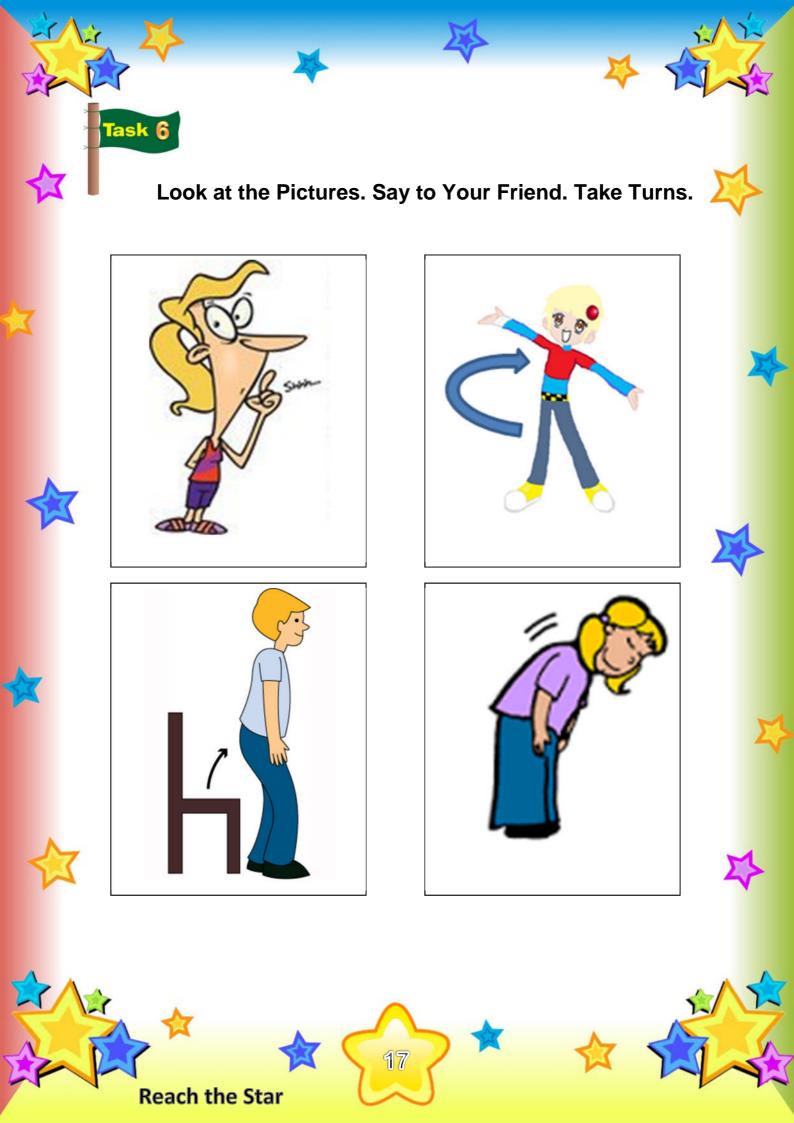




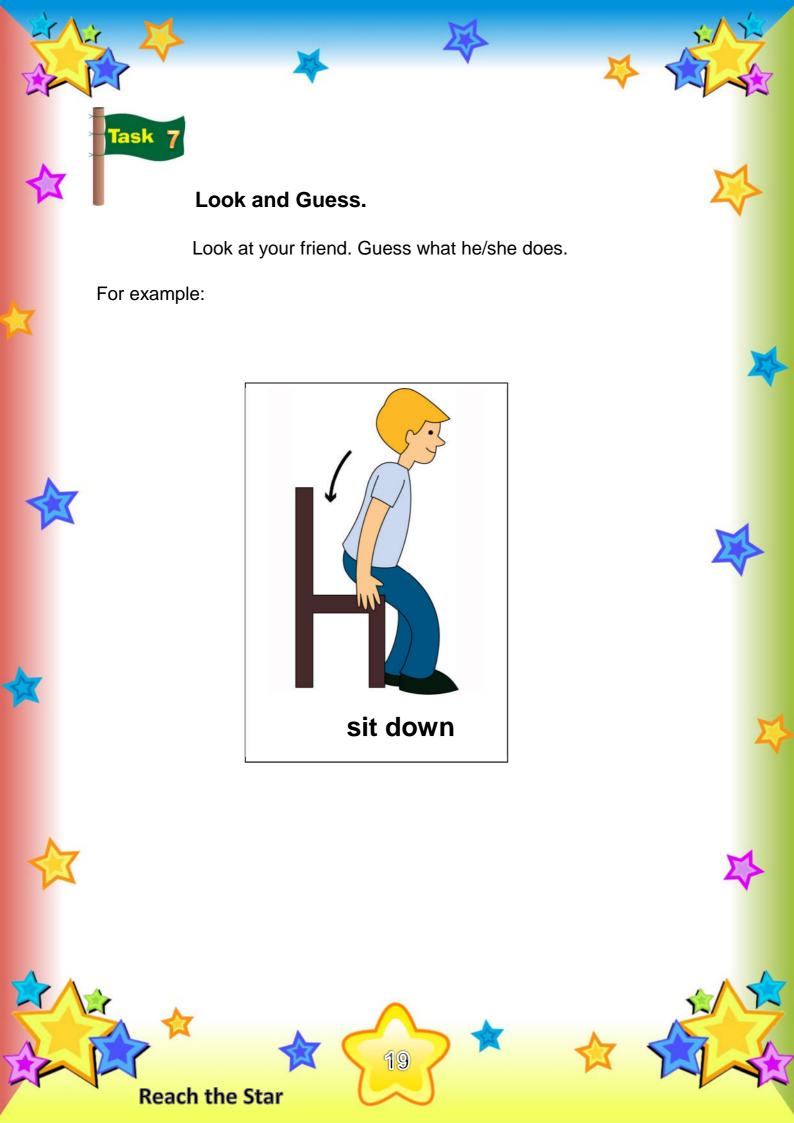


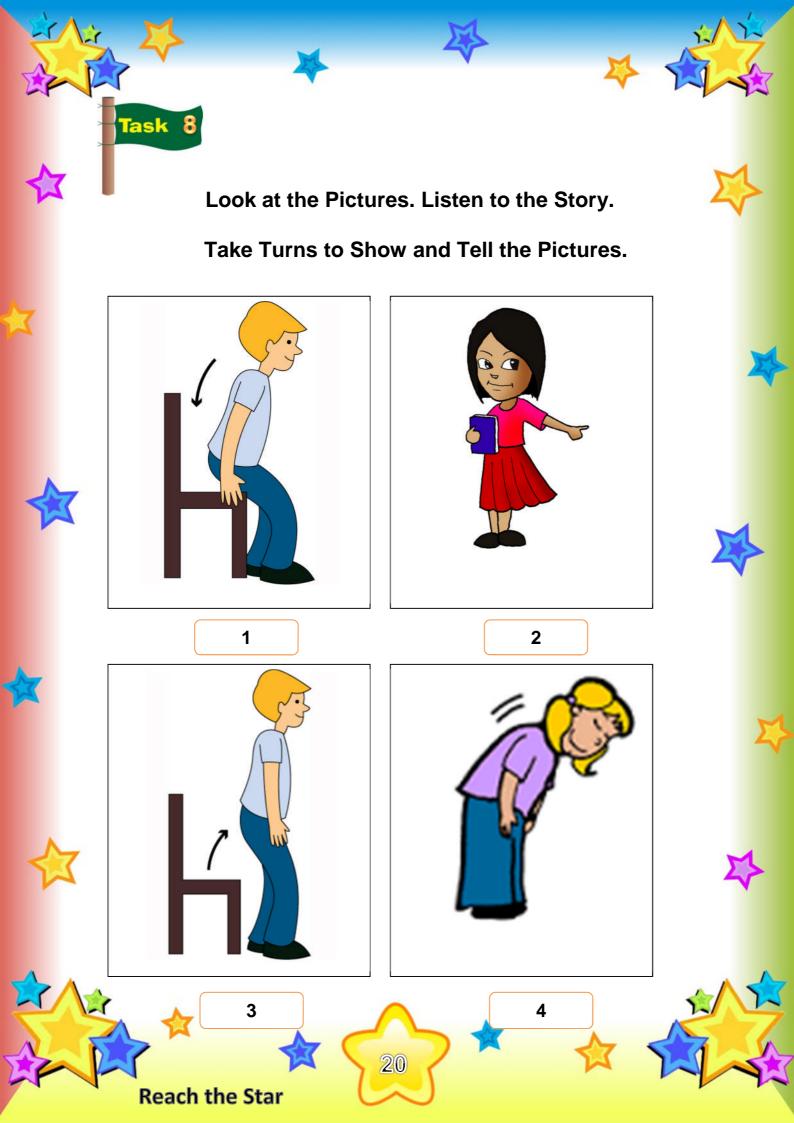


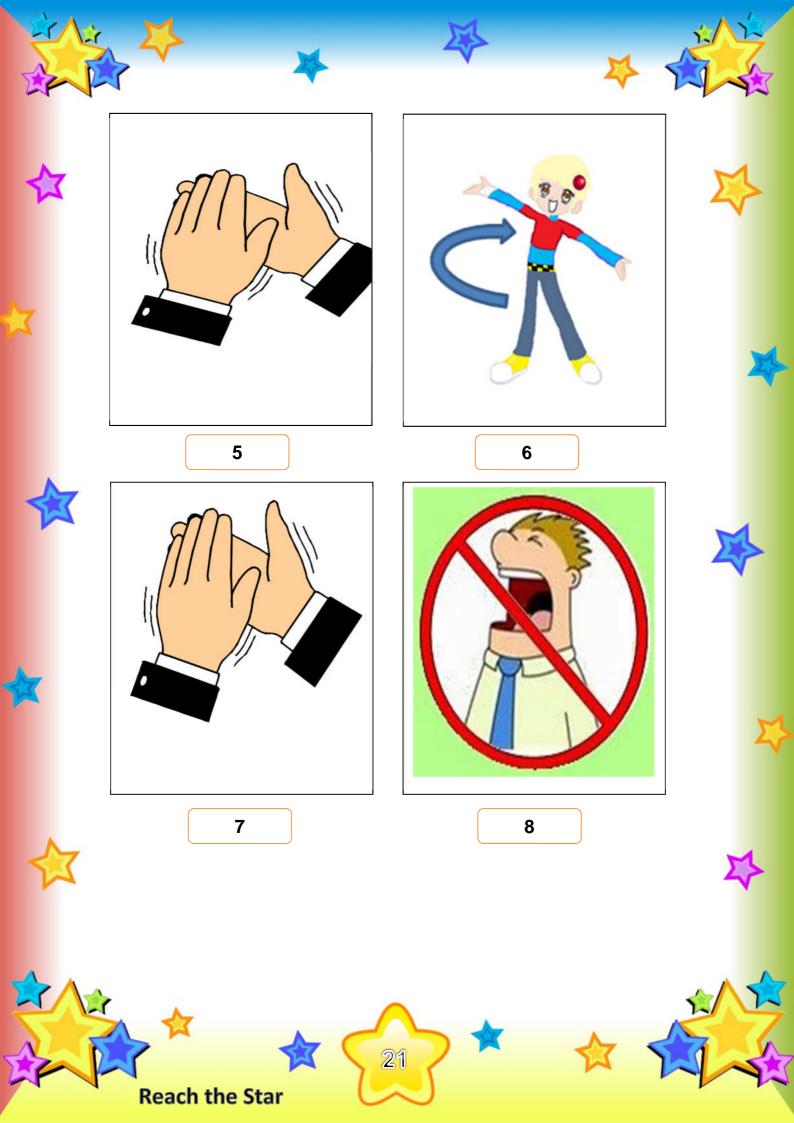




















Put a Tick ($\sqrt{}$).

Aku dapat menyuruh	
teman melakukan sesuatu.	
Aku dapat melakukan	
sesuatu yang disuruh oleh	
teman.	
Aku dapat menjawab	
dengan sopan jika teman	
menyuruh melakukan	
sesuatu.	







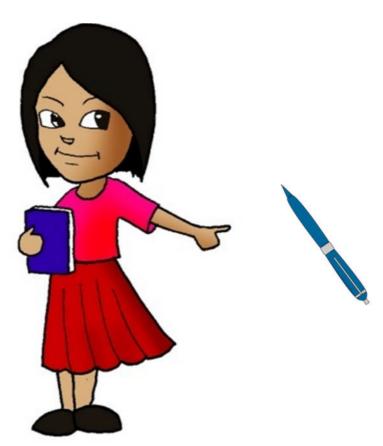








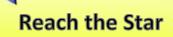


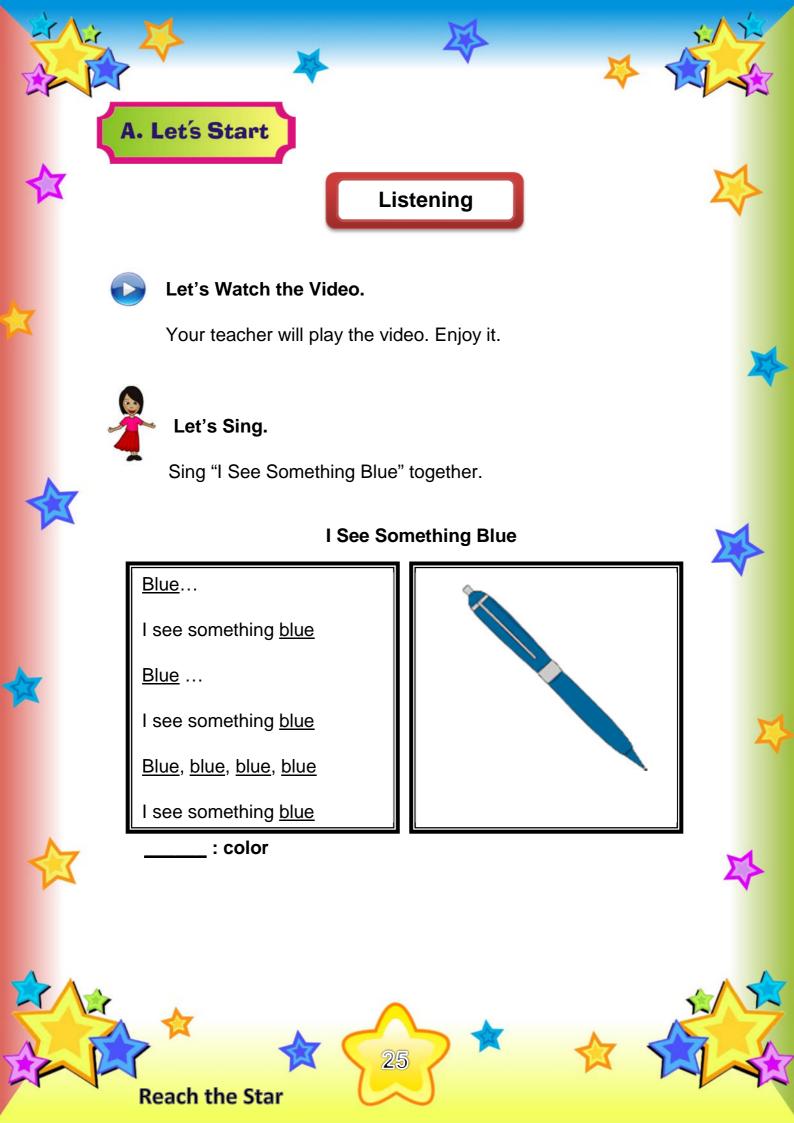


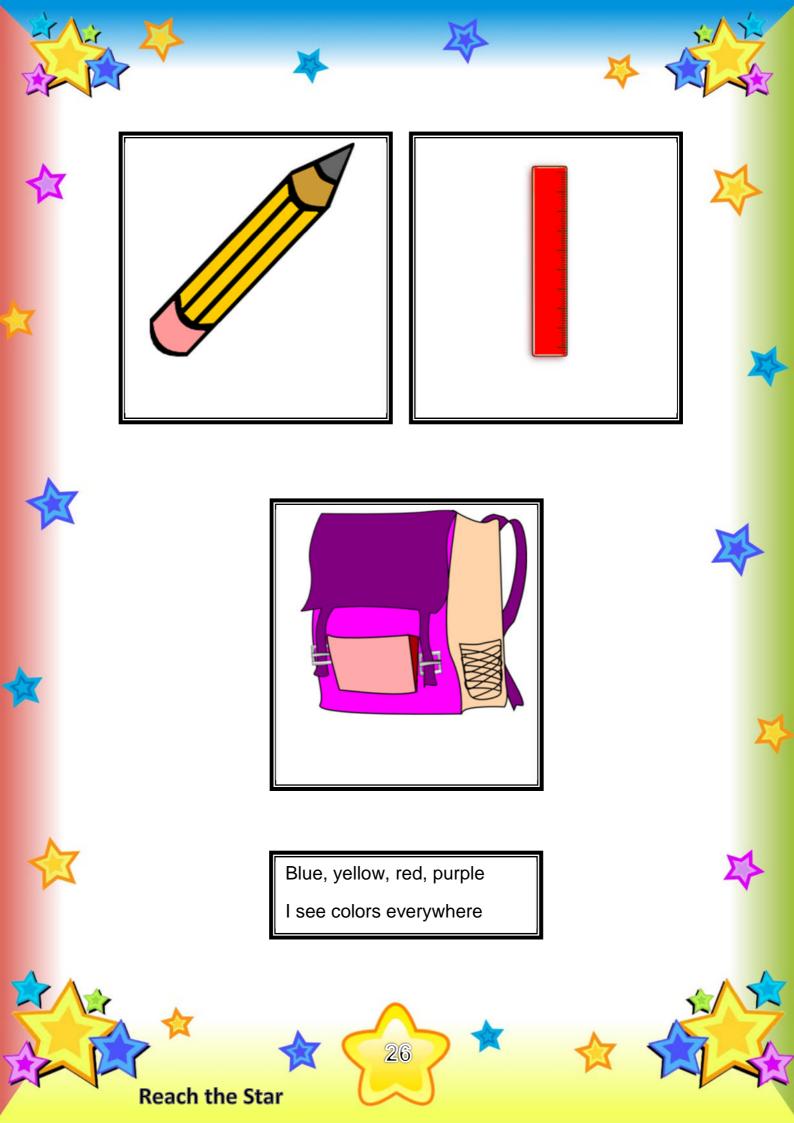
In this unit, you will learn how to:

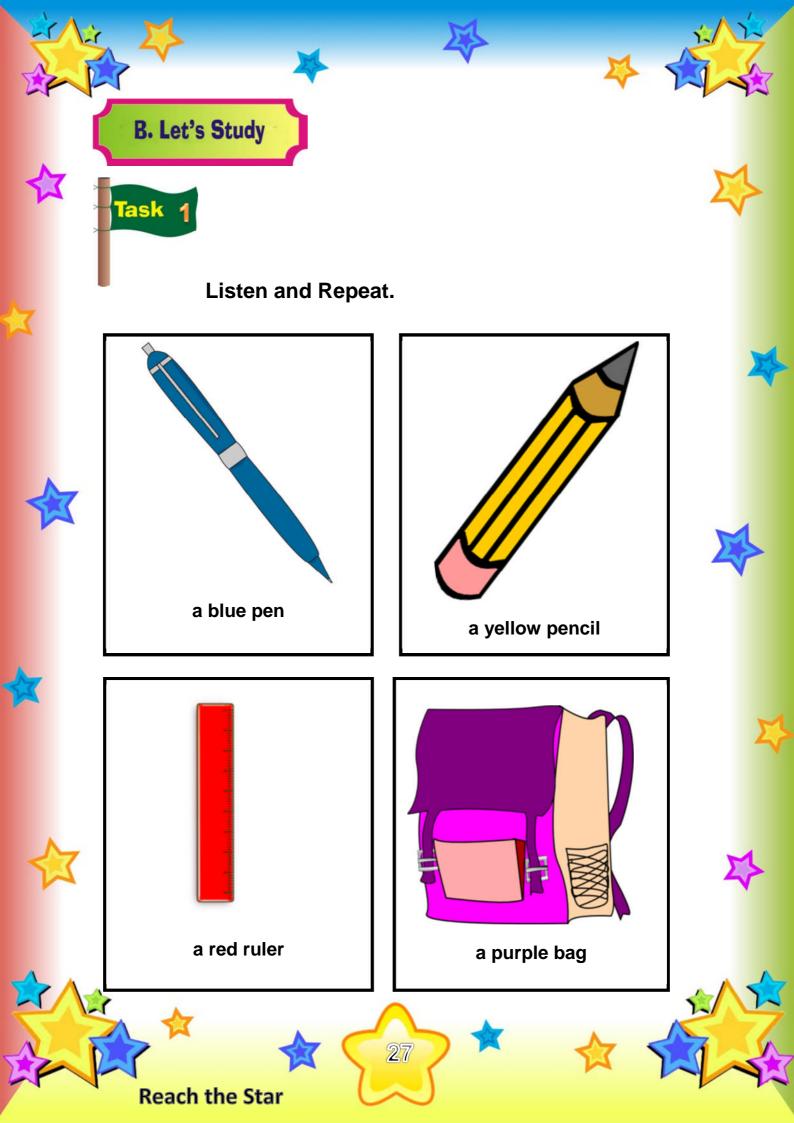
- respond to very simple instructions by doing action,
- differentiate colors,
- give very simple instructions to others politely,
- saying colors correctly,
- respond to very simple instructions by saying "Sure." or "Alright.".

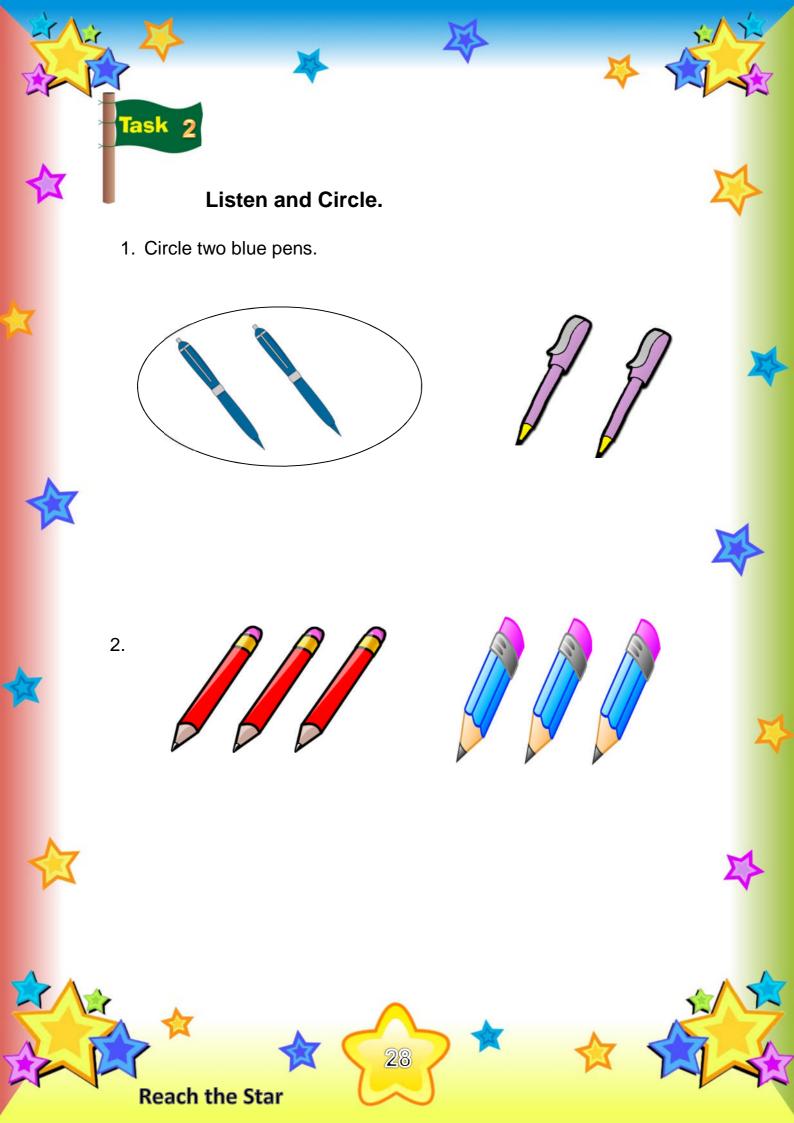
24



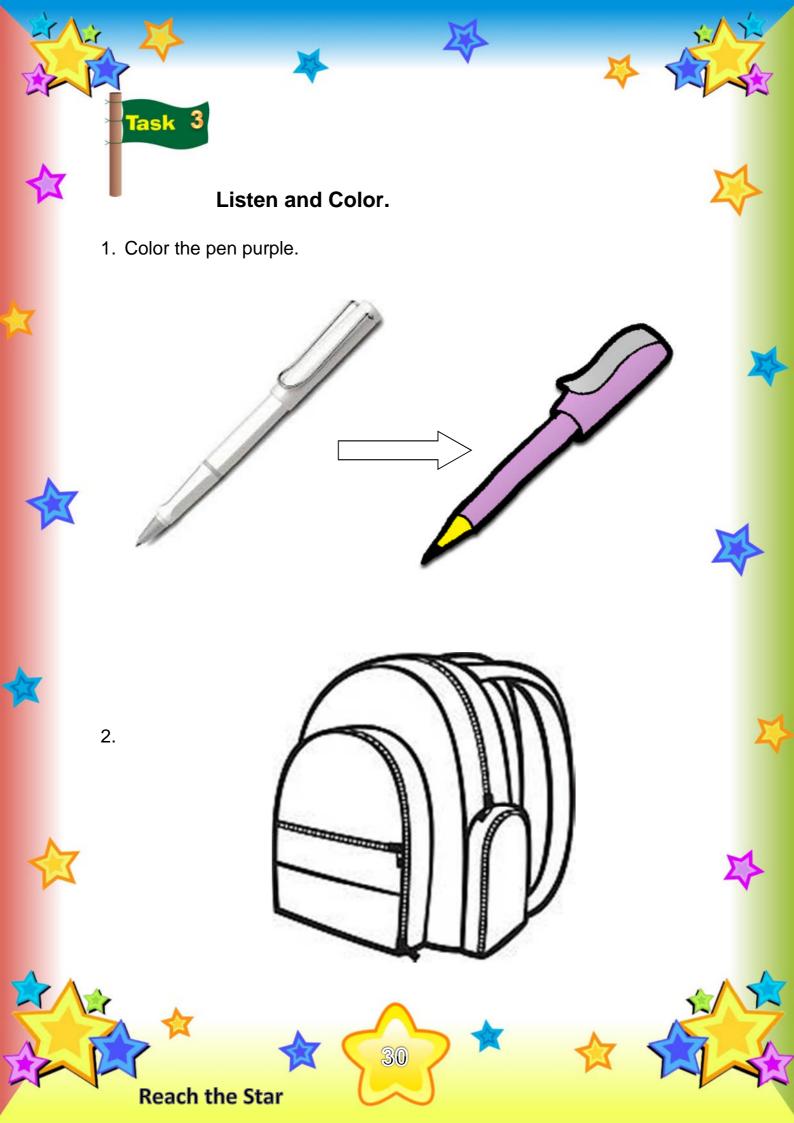


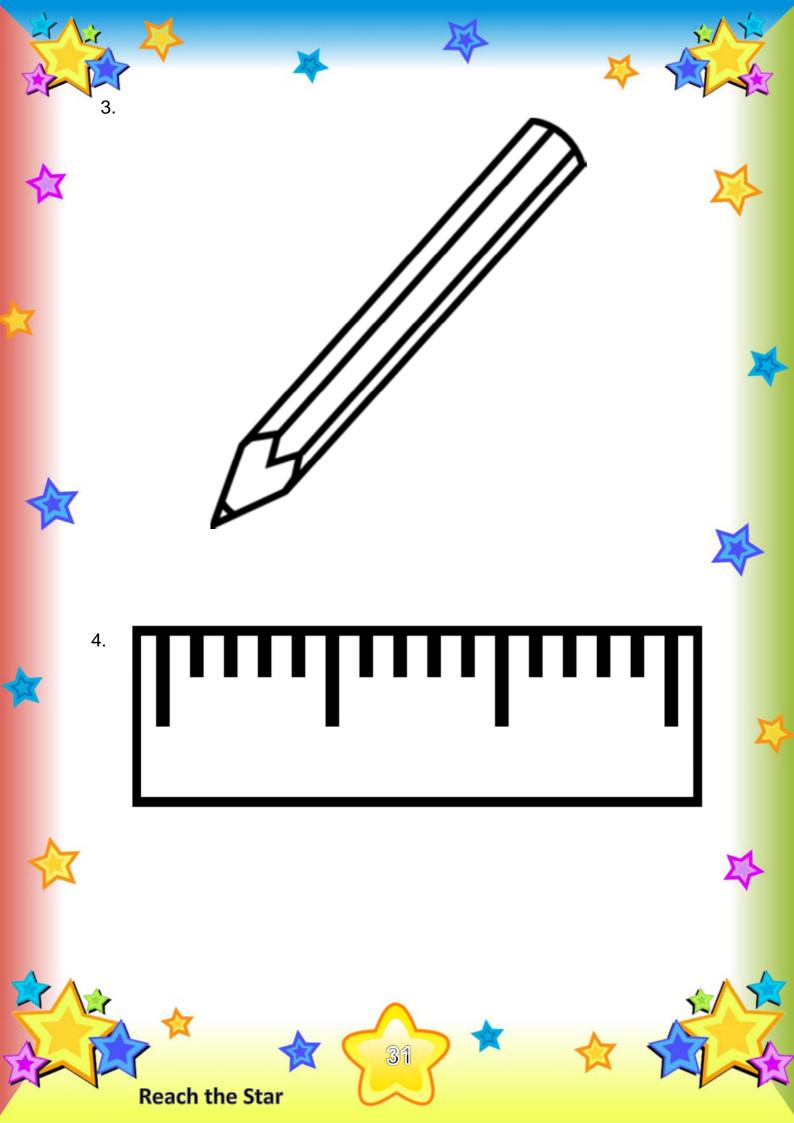


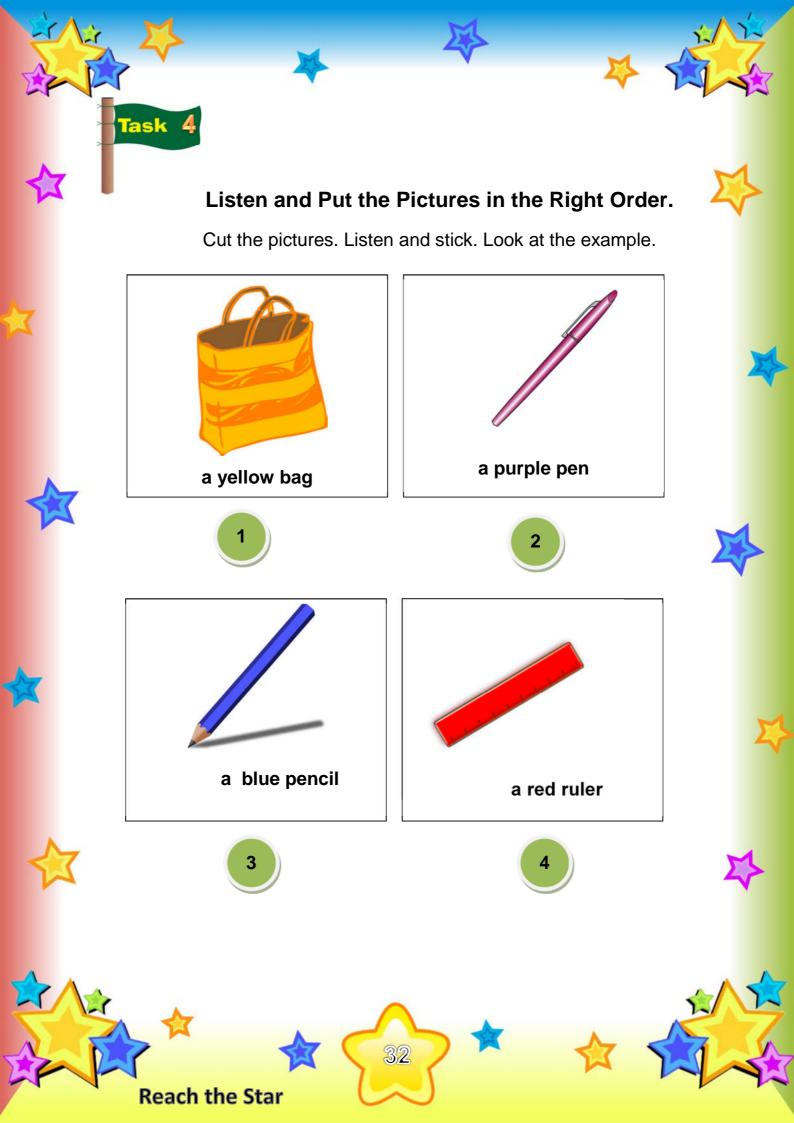




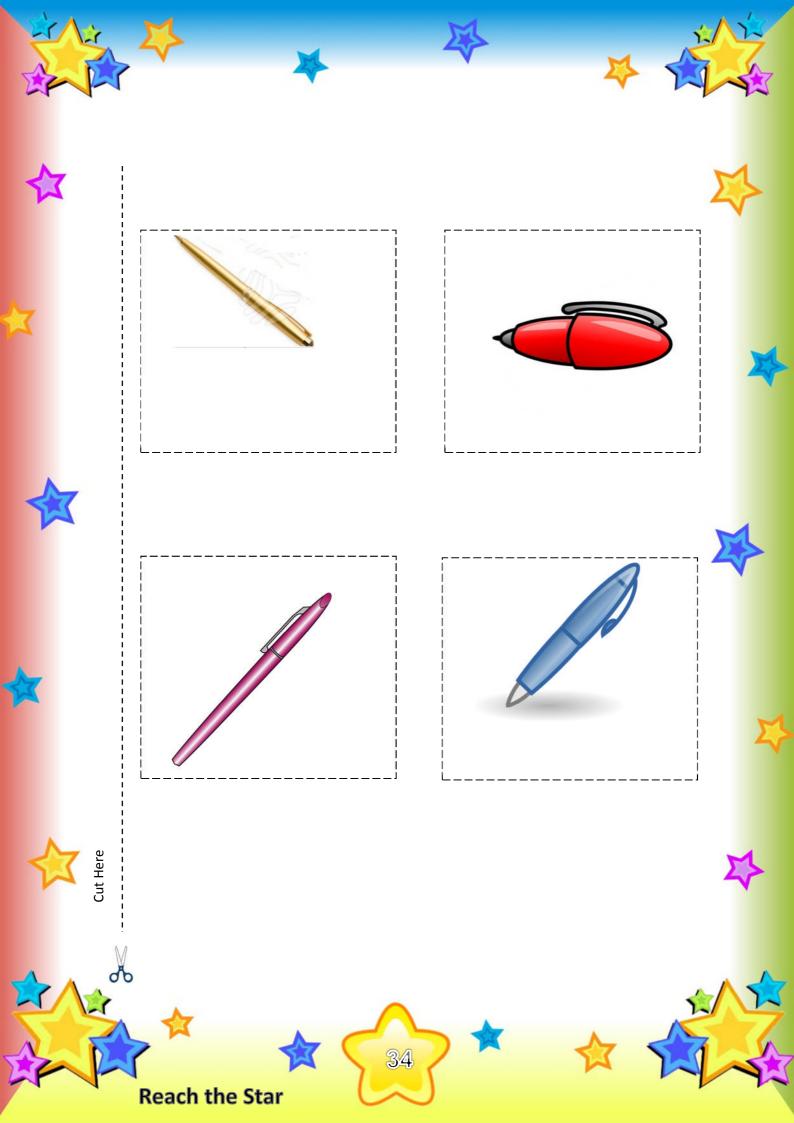


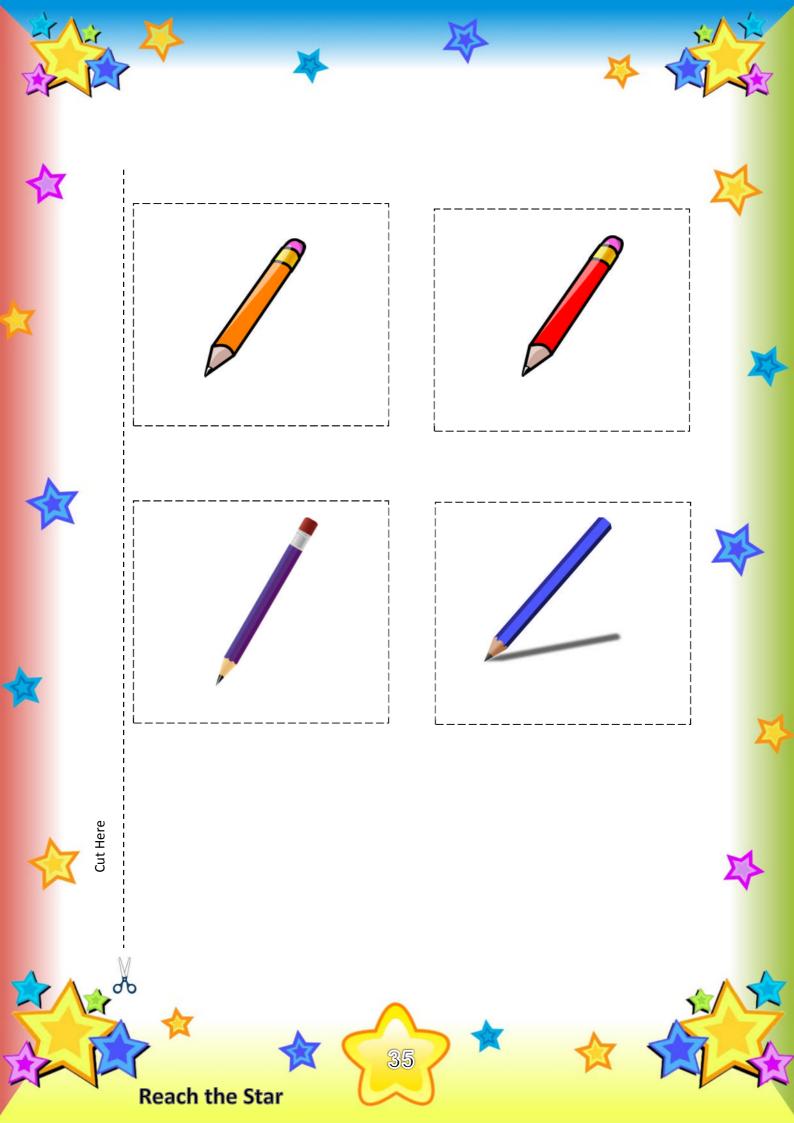


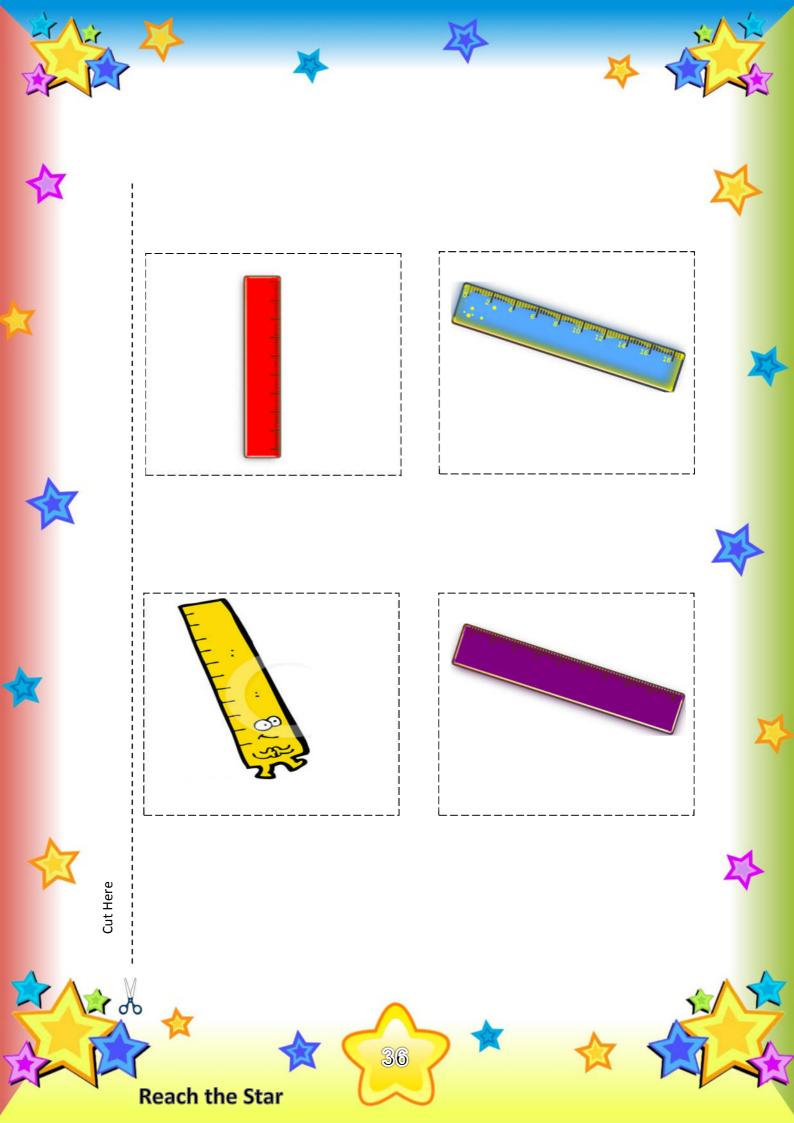


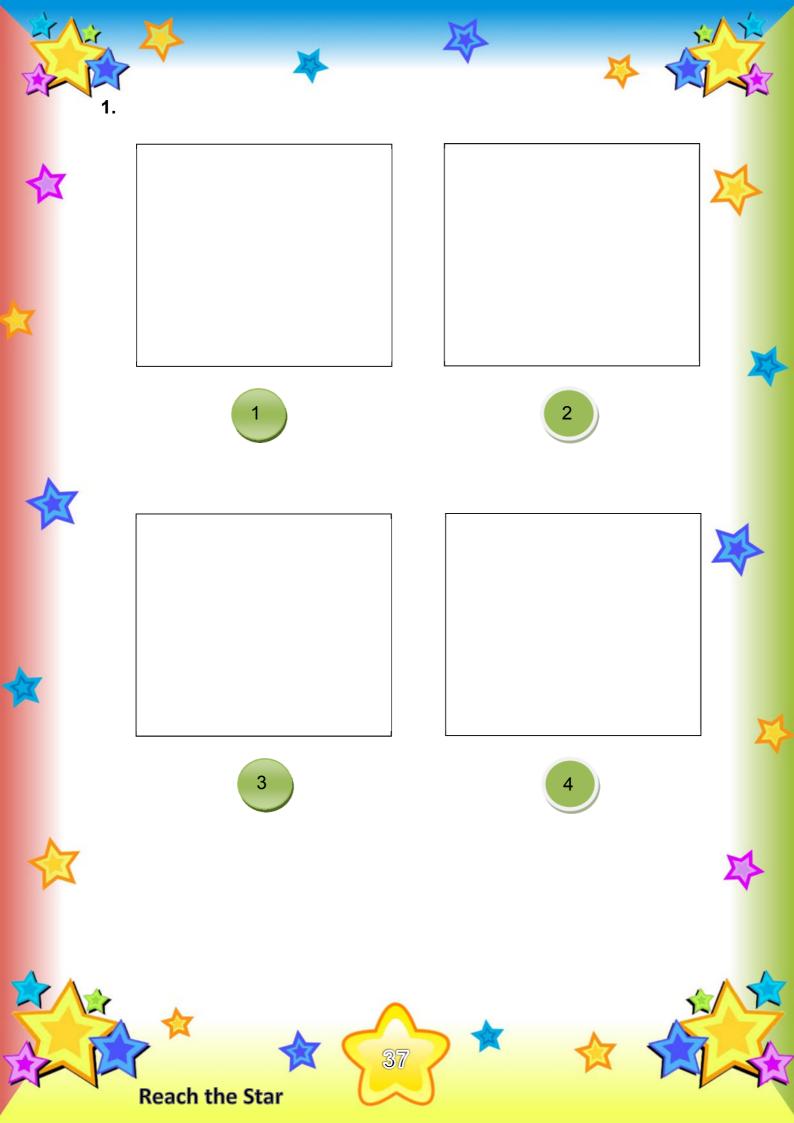


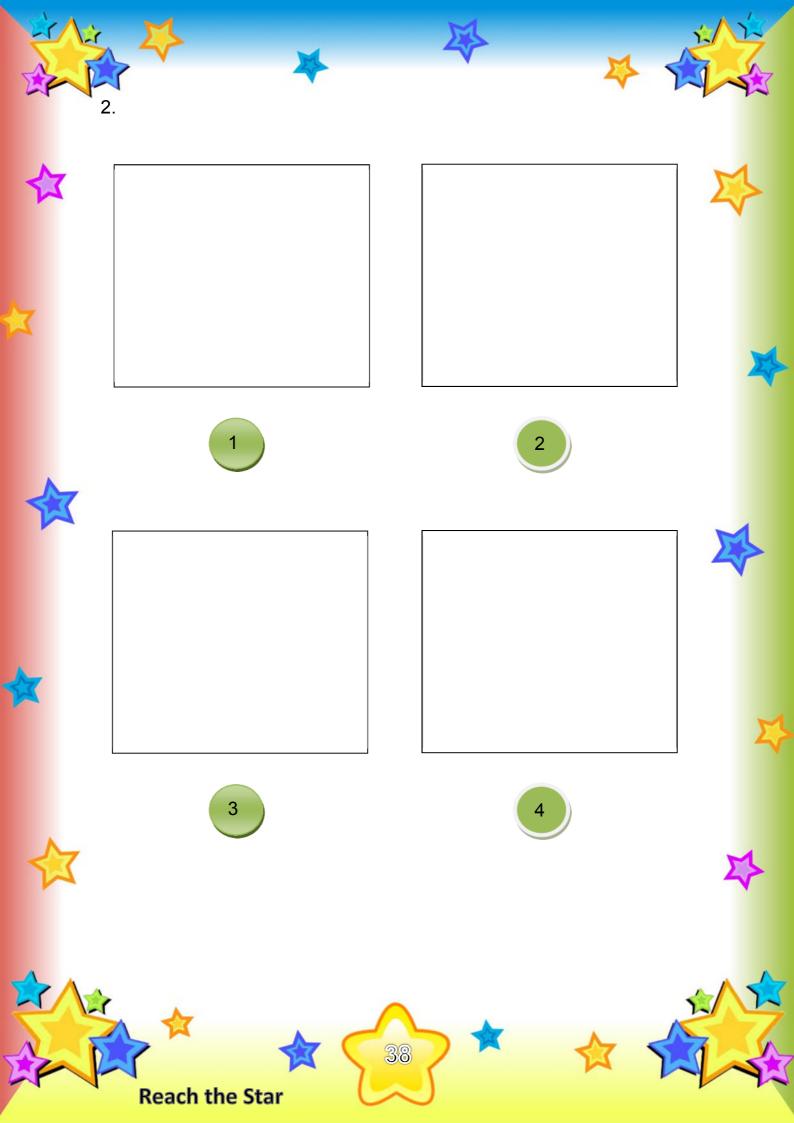


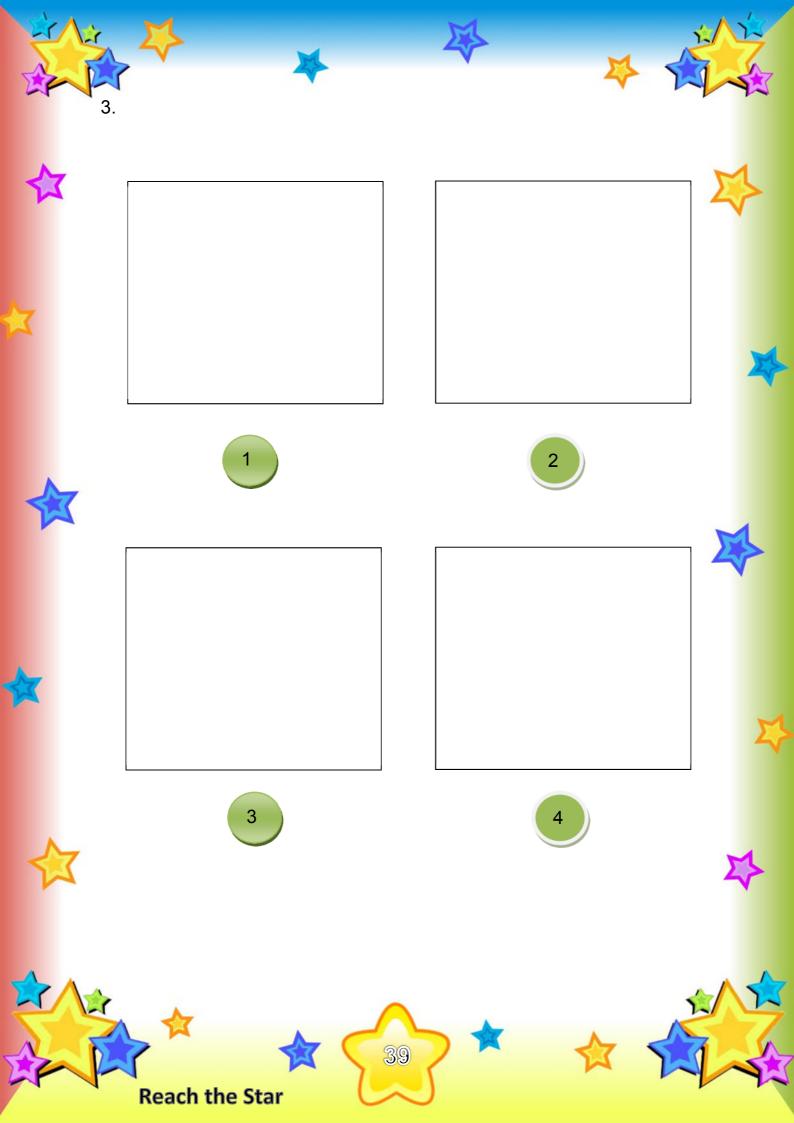


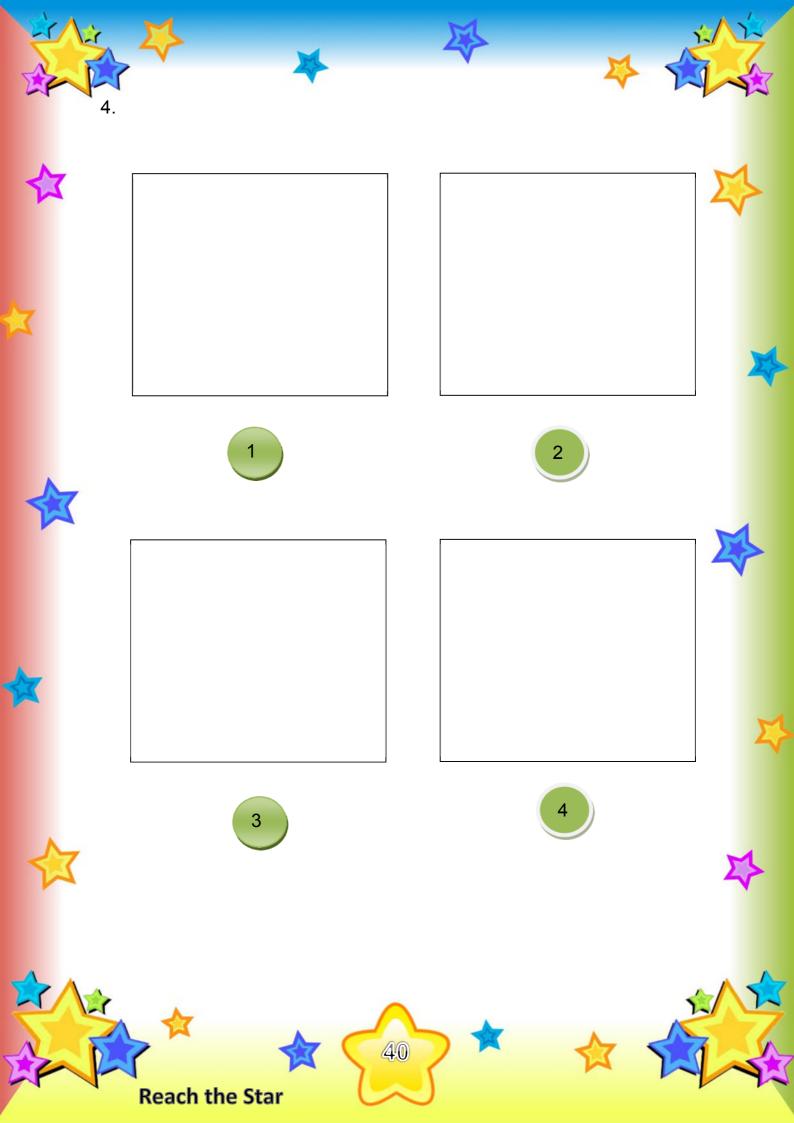




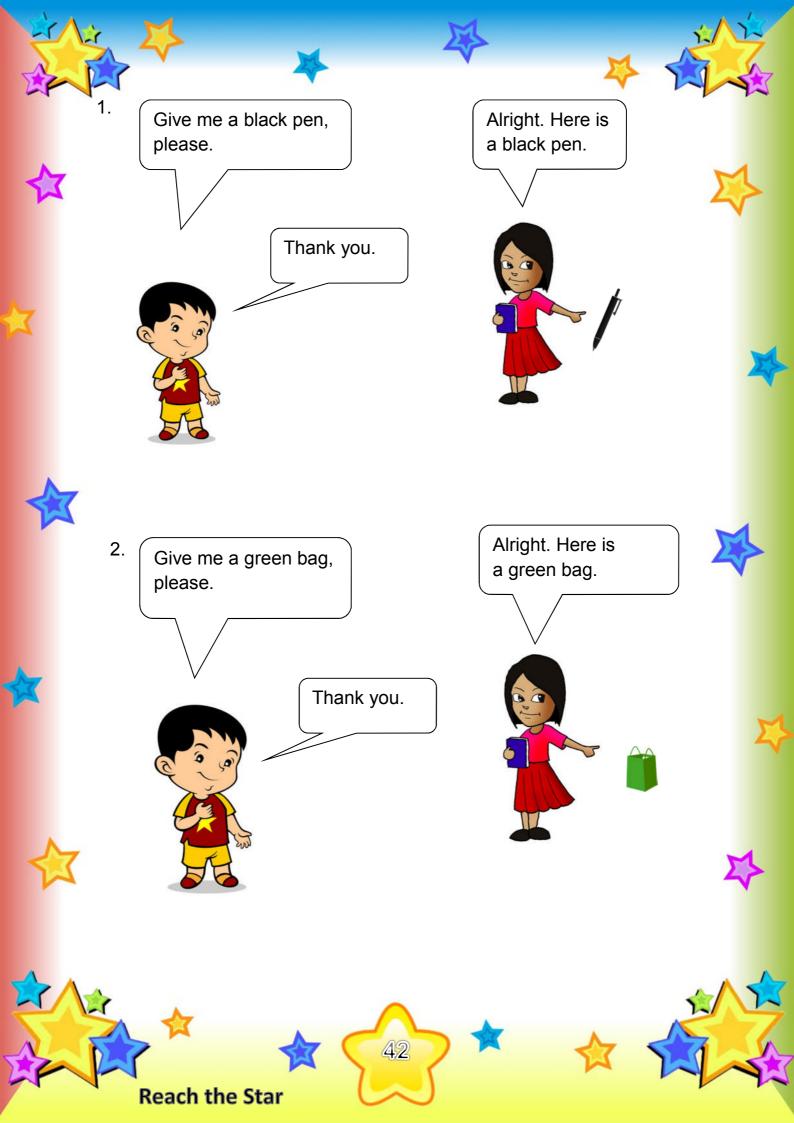


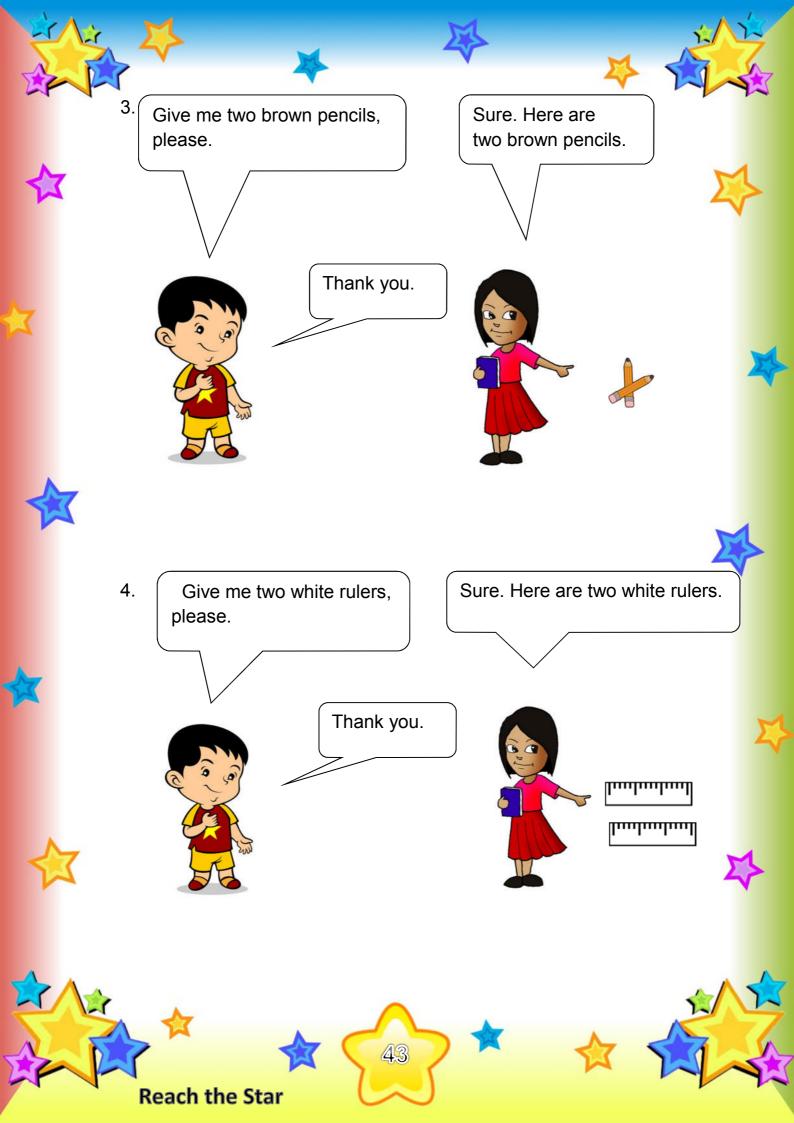


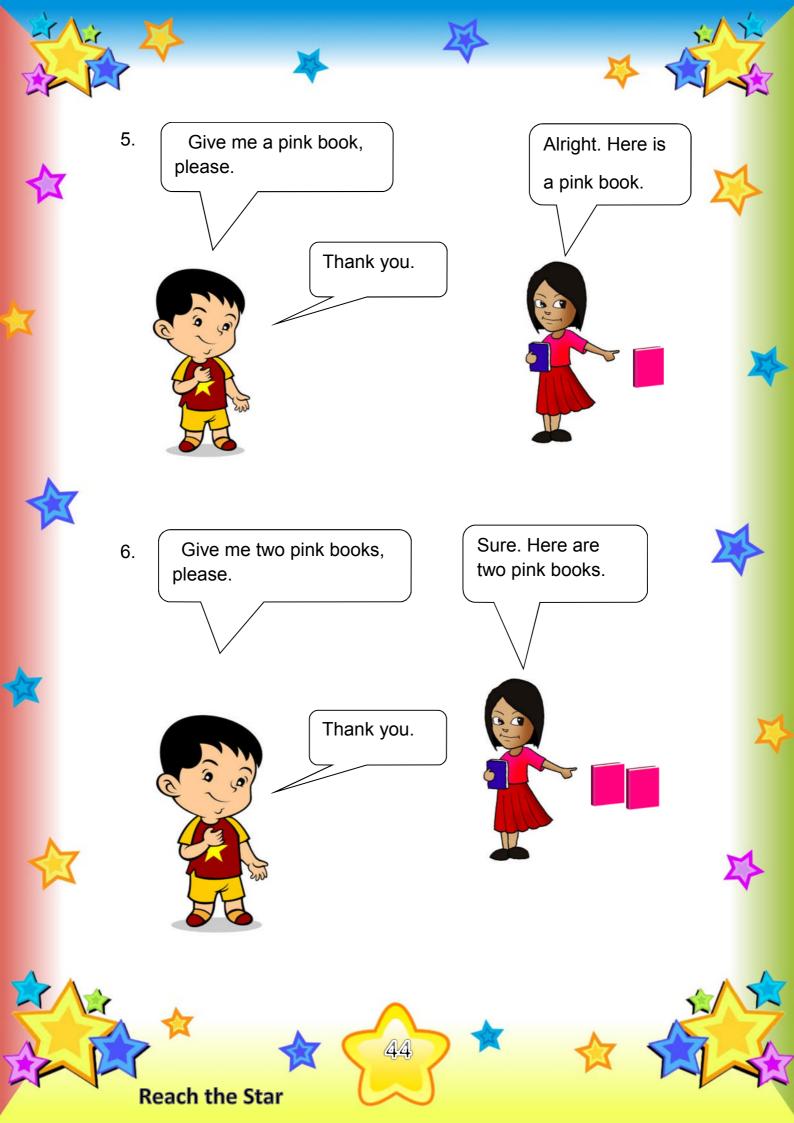








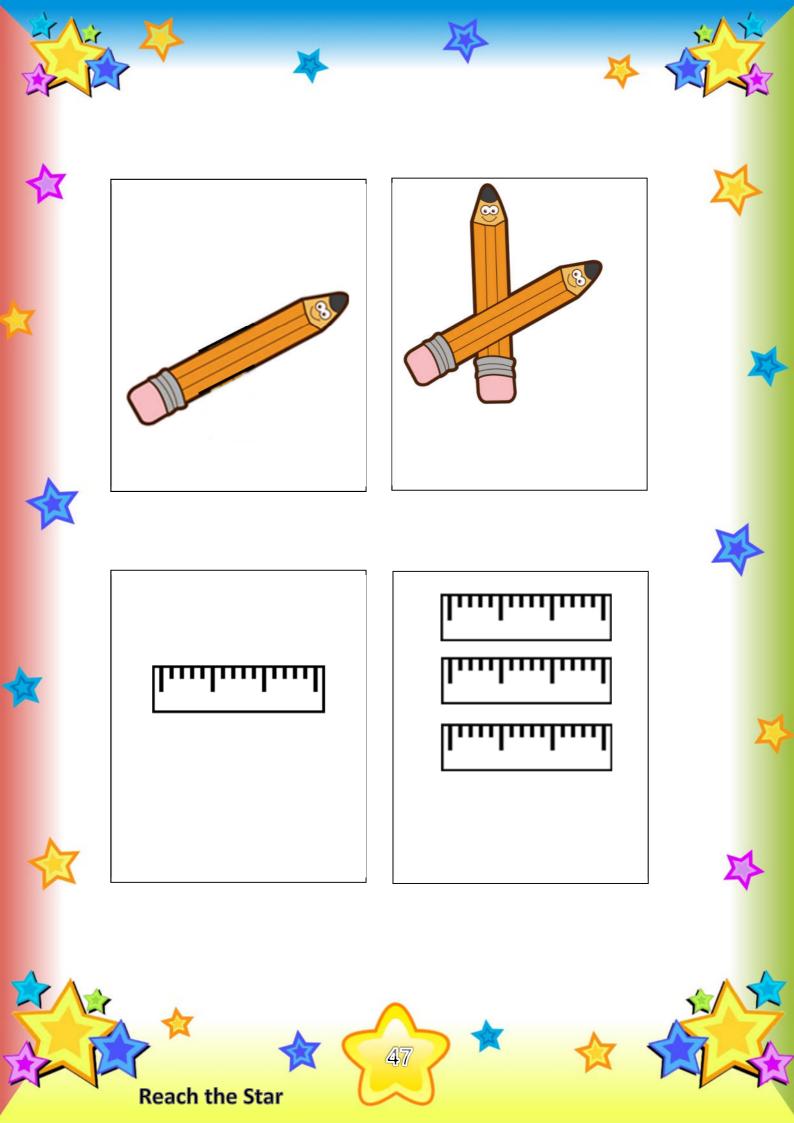


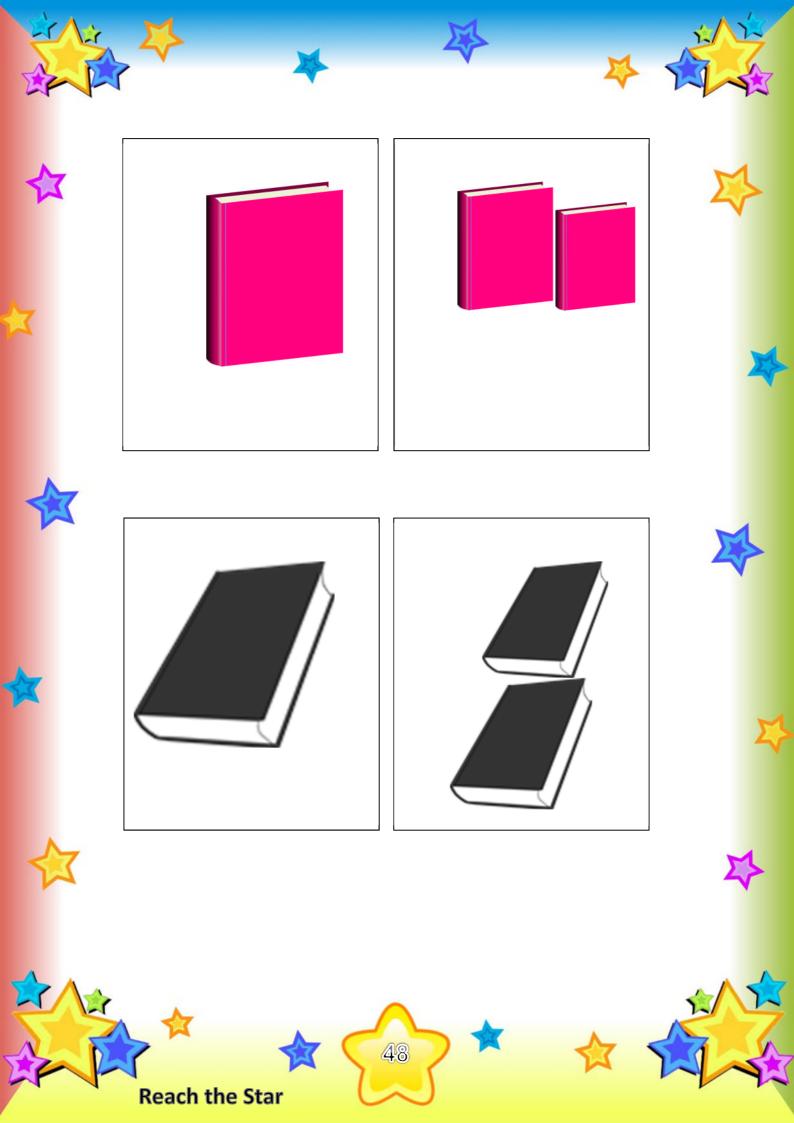


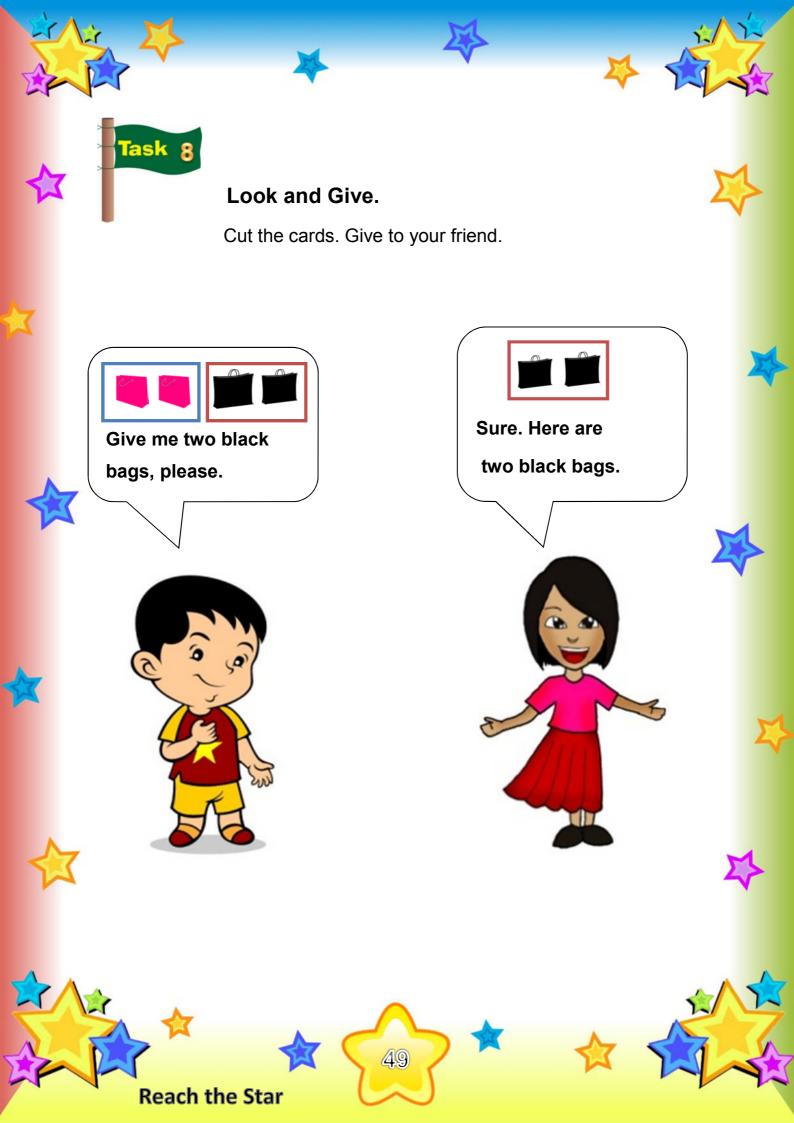




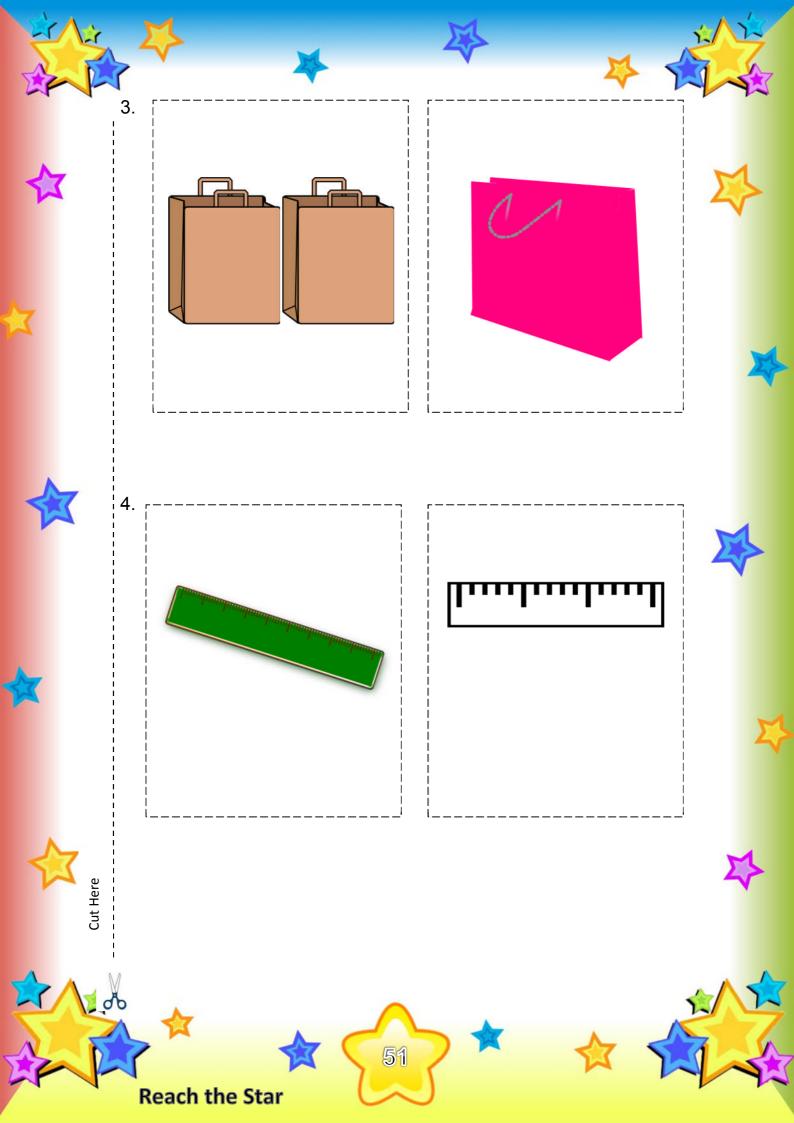




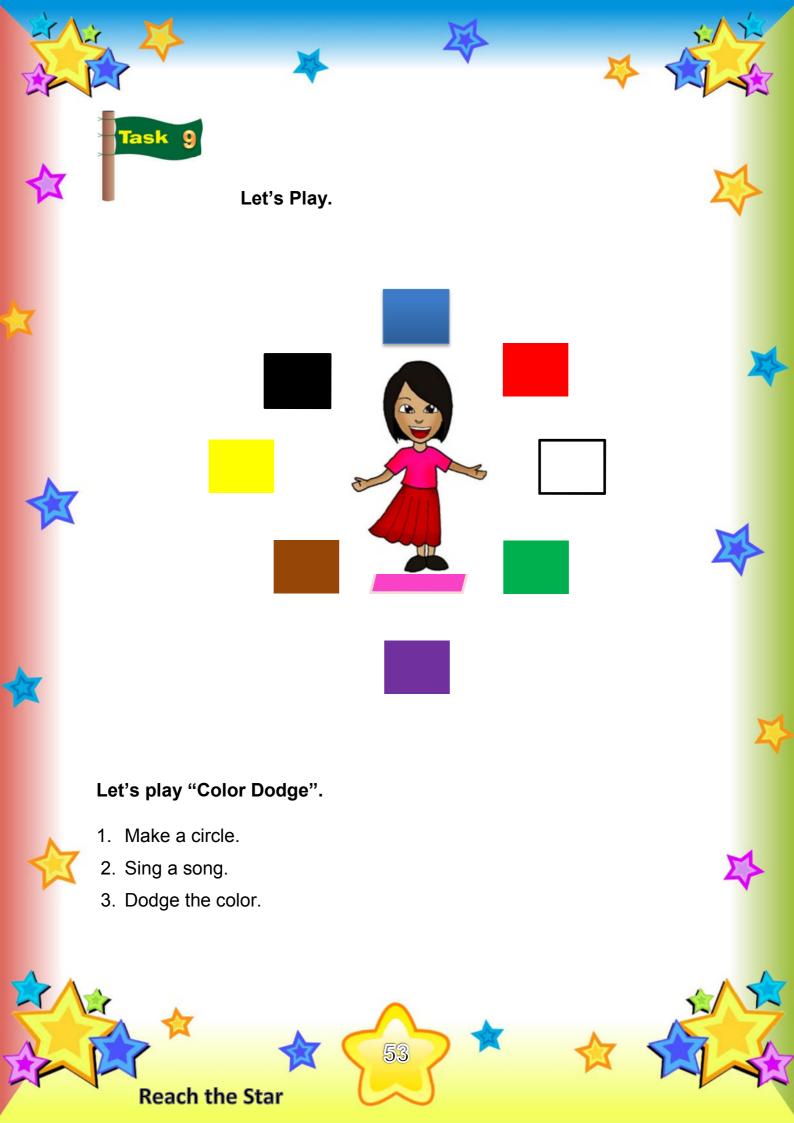


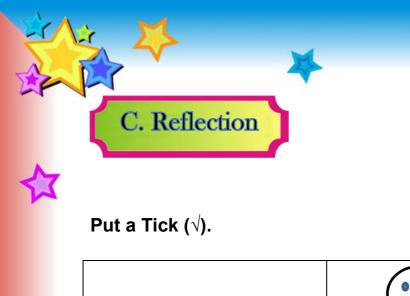
















•	Aku dapat membedakan warna.	
	Aku dapat mengucapkan warna dengan benar.	
	Aku dapat menyuruh teman memberikan sesuatu kepadaku.	
	Aku dapat memberikan sesuatu yang diminta oleh teman.	
	Aku dapat menjawab dengan sopan jika teman memberikan sesuatu kepadaku.	

















APPENDIX H THE TEACHER'S GUIDELINE



by : Aristiyani Oktafitri NIM: 08202241065



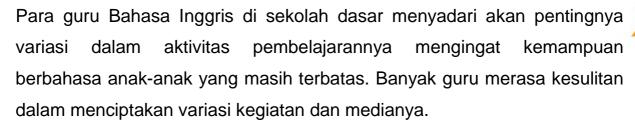








Pendahuluan





Buku ini sangat berguna bagi para guru yang membutuhkan materi pembelajaran bagi anak-anak. Di dalam buku pedoman ini, terdapat banyak variasi kegiatan, gambar-gambar yang mendukung aktivitas pembelajaran serta langkah-langkah pelaksanaan aktivitas tersebut.



Buku 'Reach The Star: A Teacher's Guideline' ini merupakan sebuah buku yang menjadi panduan dalam mengajarkan materi-materi Bahasa Inggris yang terdapat dalam buku 'Reach The Star: A Students' Book'. Buku ini disusun untuk memudahkan guru dalam melaksanakan pembelajaran. Buku ini mencakup hal-hal sebagai berikut.

- 1. Tema kegiatan di setiap unit yang berkaitan dengan konteks kelas.
- 2. Tujuan pembelajaran yang harus dicapai oleh siswa.
- 3. Kegiatan pembelajaran yang menarik dan melibatkan interaksi siswa.
- 4. Pengalaman belajar yang membangun sikap kerja sama, saling menghormati, berani dan bertanggung jawab.
- 5. Teknik penilaian siswa.
- 6. Petunjuk penggunaan buku.









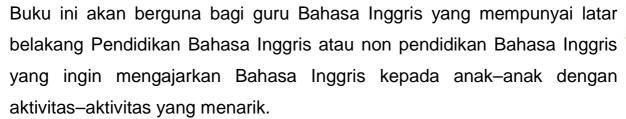








Untuk siapa buku ini?





Bagaimana menggunakan buku ini?

Buku panduan guru ini memiliki dua fungsi, yaitu sebagai petunjuk penggunaan buku siswa dan sebagai acuan kegiatan pembelajaran di kelas.



Mengingat pentingnya buku ini, disarankan memperhatikan hal-hal sebagai berikut.

- 1. Bacalah halaman demi halaman dengan teliti.
- 2. Pahamilah setiap Kompetensi Dasar dan Indikator yang dikaitkan dengan tema.
- 3. Cocokkanlah setiap langkah kegiatan yang berhubungan dengan buku siswa sesuai dengan nomor kegiatan yang dimaksud.
- 4. Mulailah setiap kegiatan pembelajaran dengan pengantar yang sesuai dengan tema. Hal ini bisa dilakukan misalnya dengan cara mengajukan pertanyaan yang dapat membangkitkan rasa ingin tahu siswa.
- 5. Kembangkan ide kegiatan pembelajaran yang kreatif termasuk menemukan kegiatan alternatif apabila kondisi tidak memungkinkan melakukan kegiatan yang terdapat dalam buku ini, misalnya hujan.
- 6. Gunakan benda-benda yang ada di sekitar sekolah yang dapat digunakan untuk mendukung kegiatan belajar mengajar.











8. Perhatikan alokasi waktu untuk setiap kegiatan pembelajaran.

Bagaimana melakukan Penilaian?

Penilaian siswa dapat dilakukan melalui *observation checklist* dengan format seperti di bawah ini.

Nama siswa				
Kriteria				7
Siswa dapat				
memberikan				
instruksi				
dengan				
benar.				
Siswa dapat				
melakukan				
instruksi				
dengan				
benar.				
12. 1				5













THE 1st GRADE STUDENTS OF ELEMENTARY SCHOOL



UNIT 1

				Learning Materials				Teaching and Learning Activities		Teaching	٦
Theme		Learning Objective	Indicators	Language Function	Expressions	Vocabulary	Grammar	Teacher	Students	Aids	
	In the	Giving and	1. Responding to	Giving	• Sit down,	• Turn	V1 + O	Pre activity:	Pre activity:	• LCD	
	classroom	responding to	very simple	instructions	please.	around.	Clap your	• The teacher	• The students	• speaker	
		instructions in the	instructions		• Alright.	• Clap your	hand,	greets the	respond to the	• laptop/DVD	
		classroom context.	by doing		• Sure.	hands.	please.	students.	greeting.	player	
			actions.			• Sit down.		•The teacher	• The students	• puppet stick	
			2. Giving simple			• Stand up.		checks the	respond by	• pictures	1
			instructions to			• Sing a song.		students'	saying "Yes" or	• cards	F
			others			Be quite.		attendance.	"I'm here."	• scissors	ž
			politely.			Take a bow.		•The teacher	• The students	• glue	
			3. Responding to					asks the	pray.	• student's	
			very simple					students to		book	
			instructions					pray.		• teacher's	
			by saying							guideline	
			"Sure." Or								
			"Alright."								
	7							Presentation:	Presentation:		-1
1	~							• The teacher	• The students		4
								plays the	watch the video.		
								video.			





























DESIGNING APPROPRIATE ENGLISH LEARNING MATERIALS FOR

THE FIRST GRADE STUDENTS OF ELEMENTARY SCHOOL



UNIT 2

Ineme		Learning			Learning Materials				Teaching and I	Teaching	1	
		Objective		Indicators	Language Function	Expressions Vocabulary		Grammar	Teacher	Students	Aids	
	Colors	Giving and	4.	Responding to	Giving	Circle two	• blue	V1 + O	Pre activity:	Pre activity:	• LCD	
		responding to		very simple	instructions	blue pens.	• yellow	Give me a	• The teacher	• The students	• speaker	
		instructions in the		instructions by		Color the	• red	blue pen,	greets the	respond to the	• laptop/DVD	
		classroom context.		doing action.		pen purple.	• purple	please.	students.	teacher's	player	
	2		5.	Differentiating		• Give me a	• green			greeting.	• puppet stick	
				colors		green bag,	• brown	Singular	•The teacher	• The students	• pictures	1
			6.	Giving simple		please.	• black	and plural	checks the	respond by	• cards	7
				instructions to		• Alright,	• white	nouns	students'	saying "Yes" or	• scissors	
				others politely.		here is a	• pink	A pen =>	attendance.	"I'm here."	• glue	
			7.	Responding to		green bag.	• pen	two pens			• student's	
				very simple		• Give me	• pencil		•The teacher	• The students	book	
				instructions by		two white	• ruler	Simple	asks the	pray.	• teacher's	
				saying "Sure."		rulers,	• bag	present	students to		guideline	
				or "Alright."		please.	• book	(is/are)	pray.			
			8.	Saying colors		• Sure. Here		• Here is a				
~	~			correctly.		are two		yellow	Presentation:	Presentation:	7	-1
4						white rulers.		bag.	• The teacher	• The students		•
								Here are	plays the	watch the		
								two	video.	video.		



























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- 1. Guru mempersiapkan *speaker*, LCD dan laptop atau TV dan dvd *player*.
- 2. Guru memutarkan video "Hokey Pokey".
- 3. Guru bertanya kepada siswa tentang apa saja yang dilakukan anak dalam video tersebut.
- 4. Guru memutar kembali video tersebut.
- Setiap ada kata kerja dalam satu bait dan bagian tubuh yang berbeda, guru menghentikan video kemudian mengucapkan kalimat tersebut. Guru meminta siswa menirukan dengan benar.



1. Untuk melakukan aktivitas ini, guru meminta siswa untuk keluar ke halaman sekolah.

Variasi : jika tidak memungkinkan, guru dapat meminta siswa untuk membuat ruang di dalam kelas dengan cara menggeserkan meja dan kursi.

- 2. Guru meminta siswa untuk berdiri membentuk lingkaran.
- 3. Guru menyanyikan lagu *"Hokey Pokey"* dengan gerakannya, sedangkan para siswa menirukannya.
- 4. Syair "Hokey Pokey" sebagai berikut:





























You put one hand in

You put one hand out

You put one hand in and

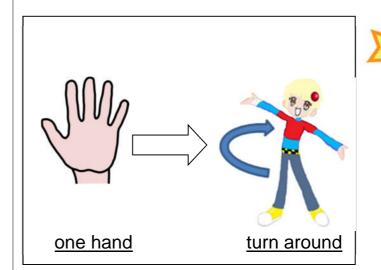
shake, shake, shake,

shake, shake

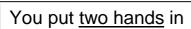
You do the hokey pokey

and turn around

Everybody turn around







You put two hands out

You put two hands in and

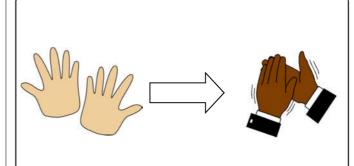
shake, shake, shake,

shake, shake

You do the hokey pokey

and clap your hands

Everybody <u>clap your hands</u>





clap your hands





















You put one foot in

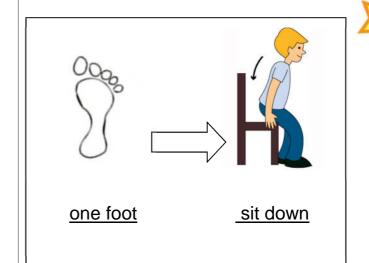
You put one foot out

You put one foot in and

Shake, shake, shake, shake, shake

You do the hokey pokey and sit down

Everybody please sit down







You put two feet in

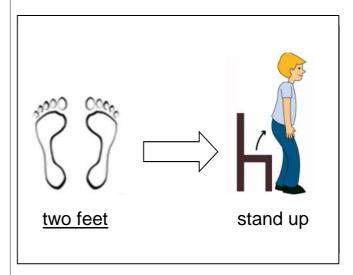
You put two feet out

You put two feet in and

Shake, shake, shake, shake, shake

You do the hokey pokey and stand up

Everybody please stand up























You put your head in

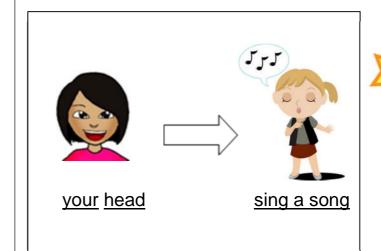
You put your head out

You put your head in and

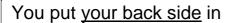
Shake, shake, shake, shake,

You do the hokey pokey and sing a song

La lalalalala







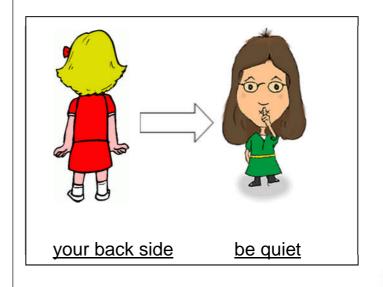
You put your back side out

You put <u>your back side</u> in and

Shake, shake, shake, shake,

You do the hokey pokey and be quiet

Everybody please <u>be quiet</u> Sssshhhhhhh













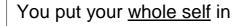












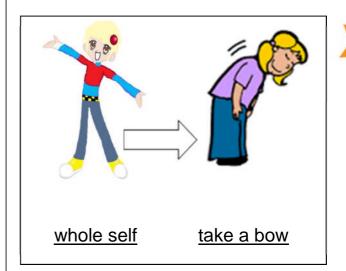
You put your whole self out

You put your whole self in and

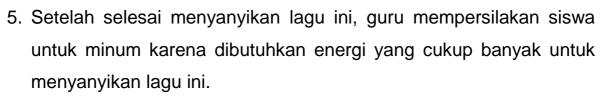
Shake, shake, shake, shake,

You do the hokey pokey and take a bow

Everybody take a bow.









6. Guru meminta siswa untuk kembali ke dalam lingkaran dan melanjutkan kegiatan.













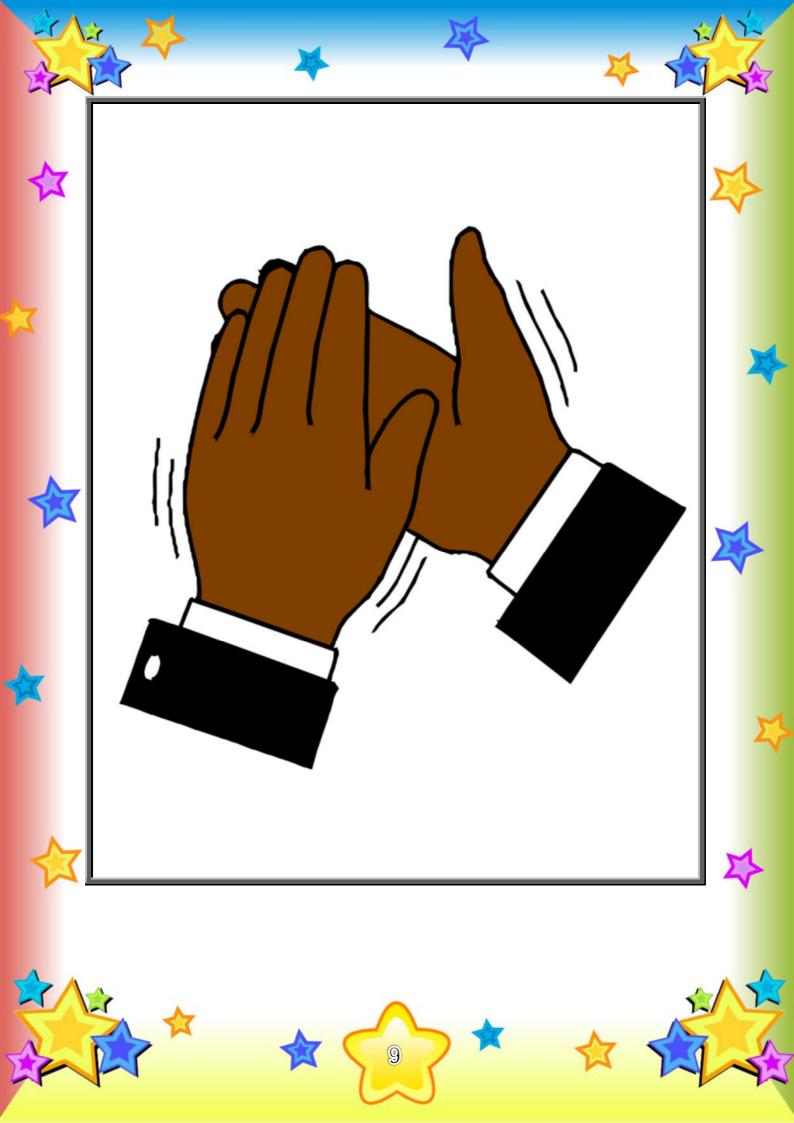
- 6. Guru memberikan instruksi kepada semua siswa. Guru turut memperagakan instruksinya.
- 7. Guru memberikan instruksi kepada beberapa siswa tertentu.
- 8. Guru meminta siswa untuk mencoba memberikan instruksi kepada temannya.
- 9. Gambar-gambar untuk kegiatan ini dapat dilihat di bawah ini.

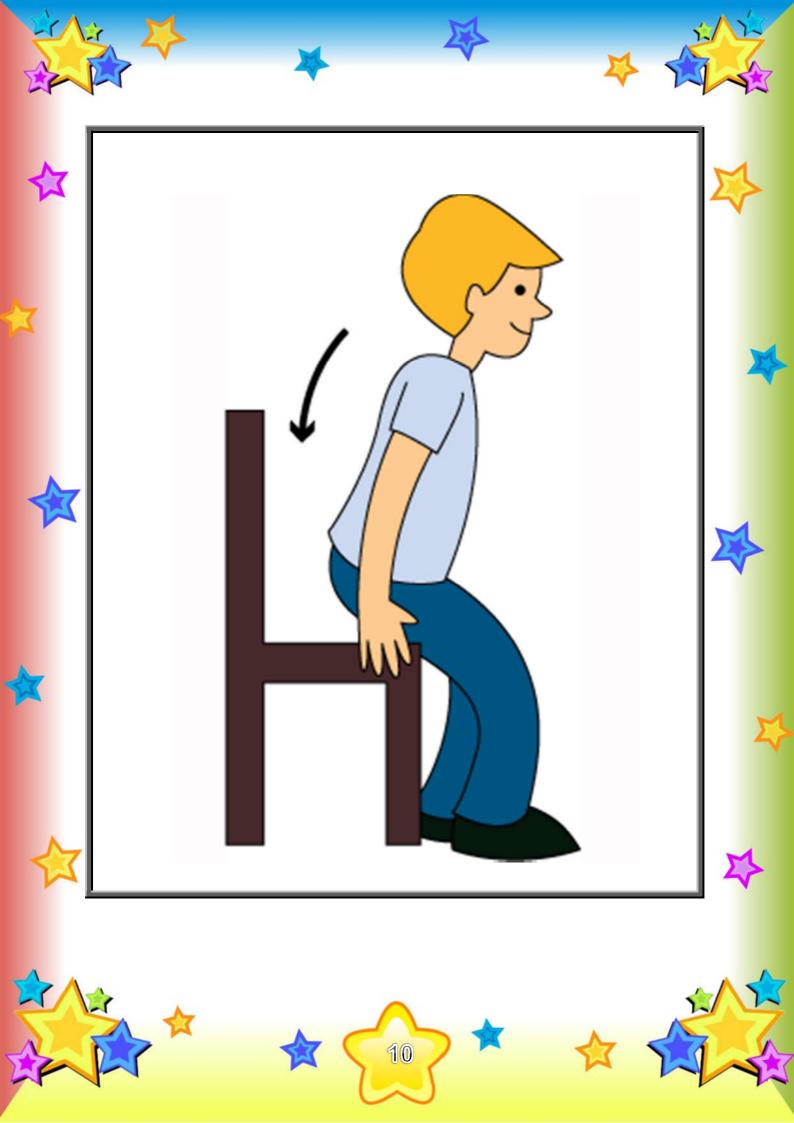


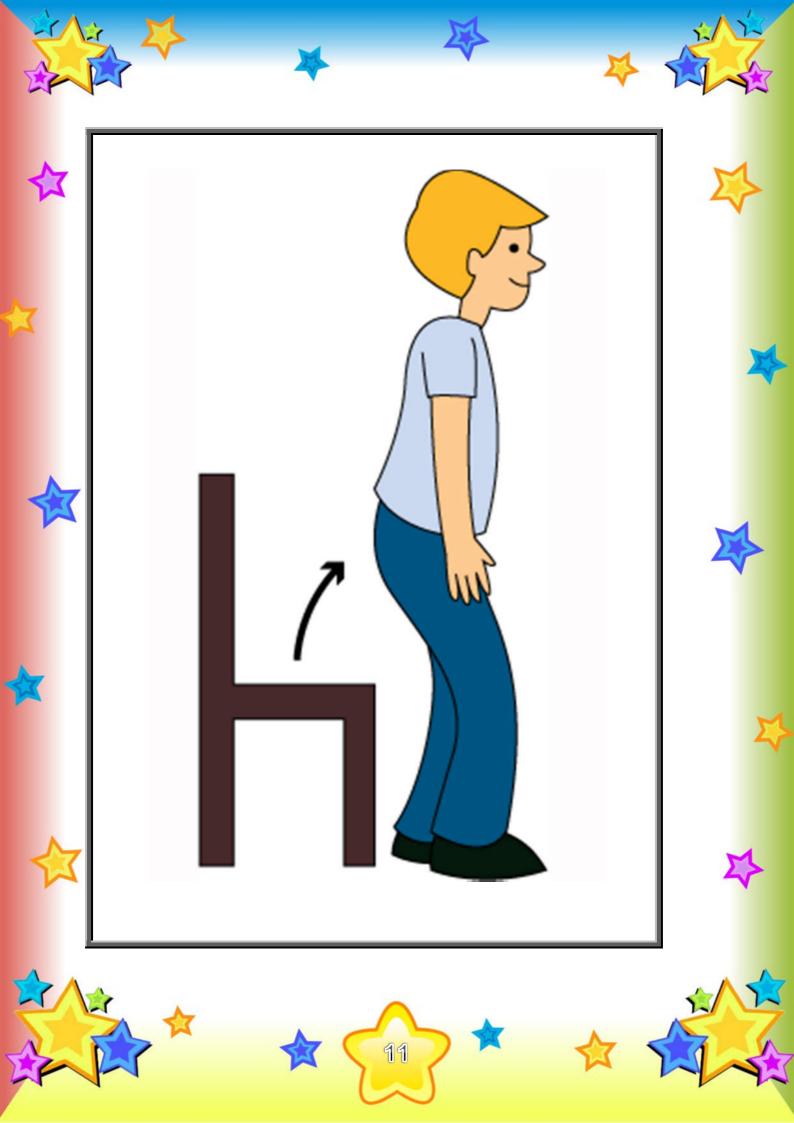


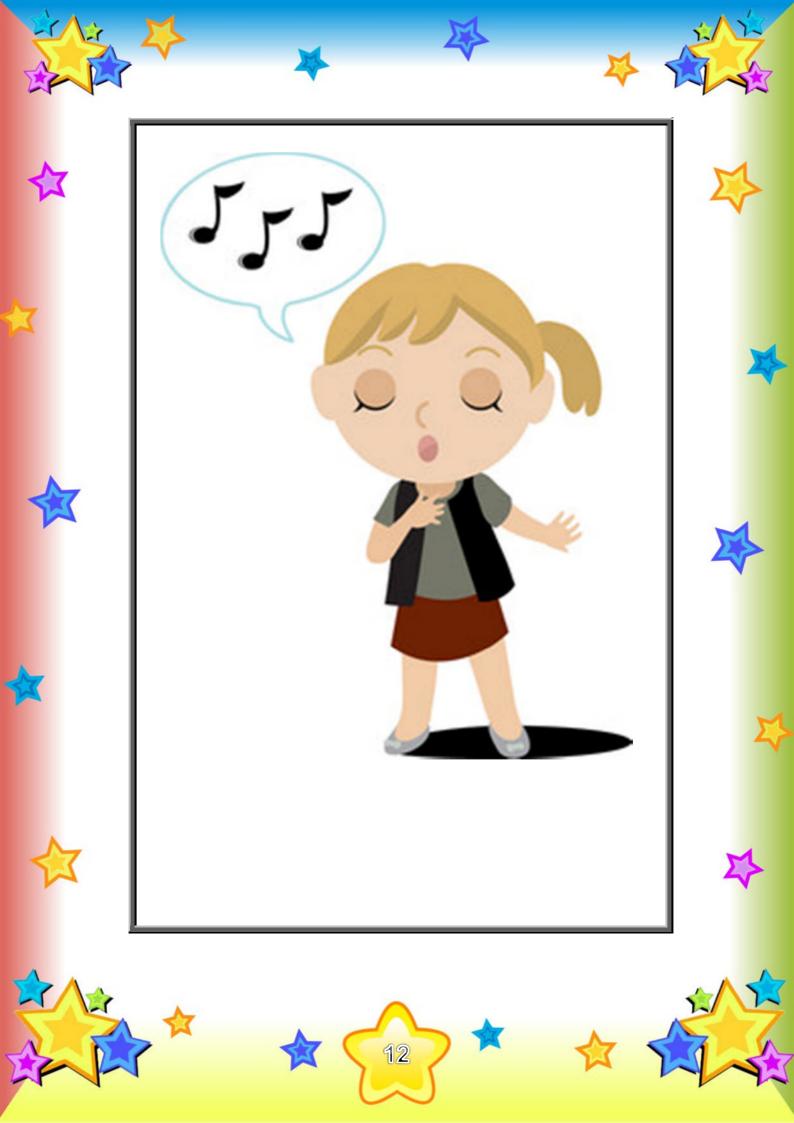




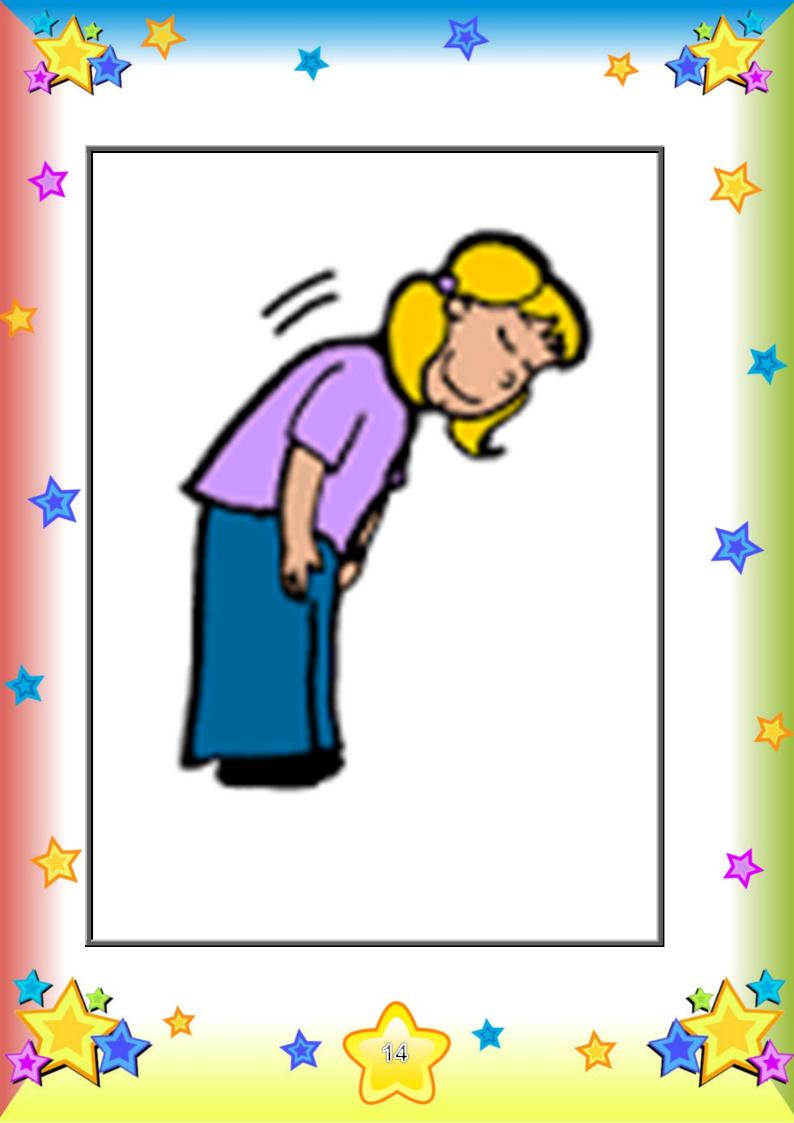














- 2. Guru menjelaskan cara mengerjakan tugas ini, yakni guru akan memberikan instruksi. Siswa diminta memberikan tanda centang (\sqrt) pada kotak yang sudah disediakan sesuai dengan apa yang didengar oleh siswa.
- 3. Guru membacakan instruksi dengan memilih salah satu gambar pada tugas ini, misalnya,
 - 1. Sit down. (Beri tanda centang ($\sqrt{}$) pada gambar yang menunjukkan sit down.)
 - 2. Sing a song.
 - 3. Take a bow.
 - 4. Clap your hands.
 - 5. Turn around.
 - 6. Be quiet.
 - 7. Stand up.
 - 8. Clap your hands.
 - 9. Be quiet.
- 4. Guru memberikan jeda waktu bagi siswa untuk mengerjakannya.
- 5. Guru dapat memonitor tugas siswa dengan berjalan berkeliling kelas sambil memberikan instruksi.
- Setelah selesai memberikan instruksi, guru dan siswa membahas bersama. Guru dapat meminta siswa menunjukkan gambar yang tepat di buku masing-masing.
- 7. Variasi : guru dapat pula menempelkan gambar yang berukuran cukup besar di papan tulis. Siswa dapat diminta maju untuk menunjukkan gambar yang tepat.





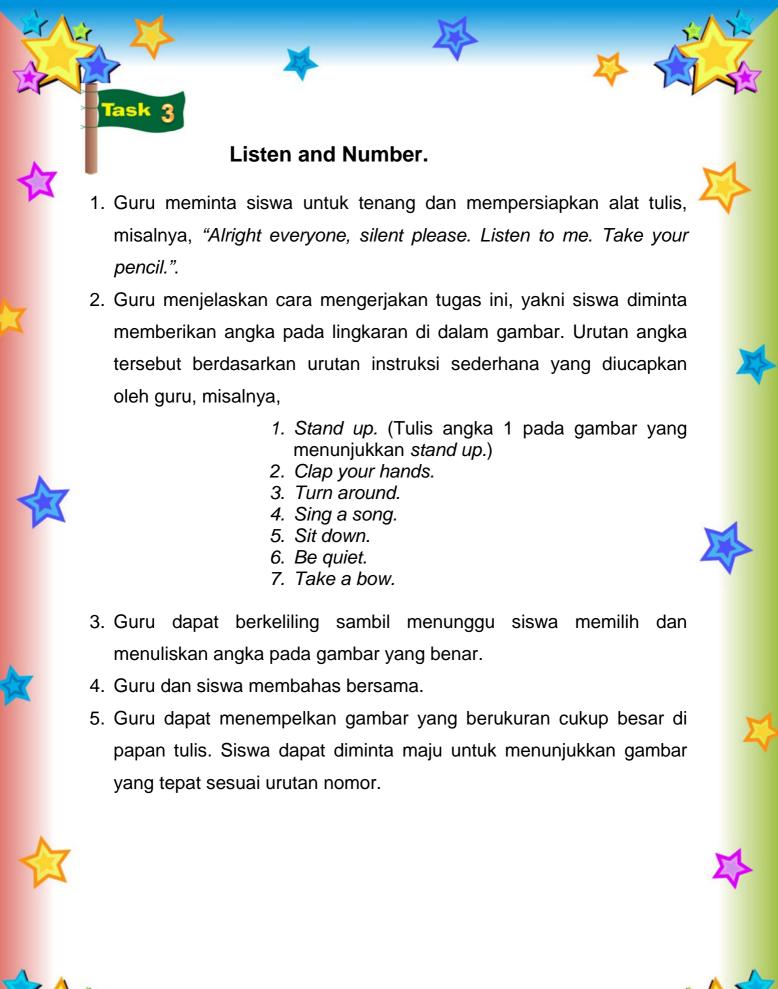










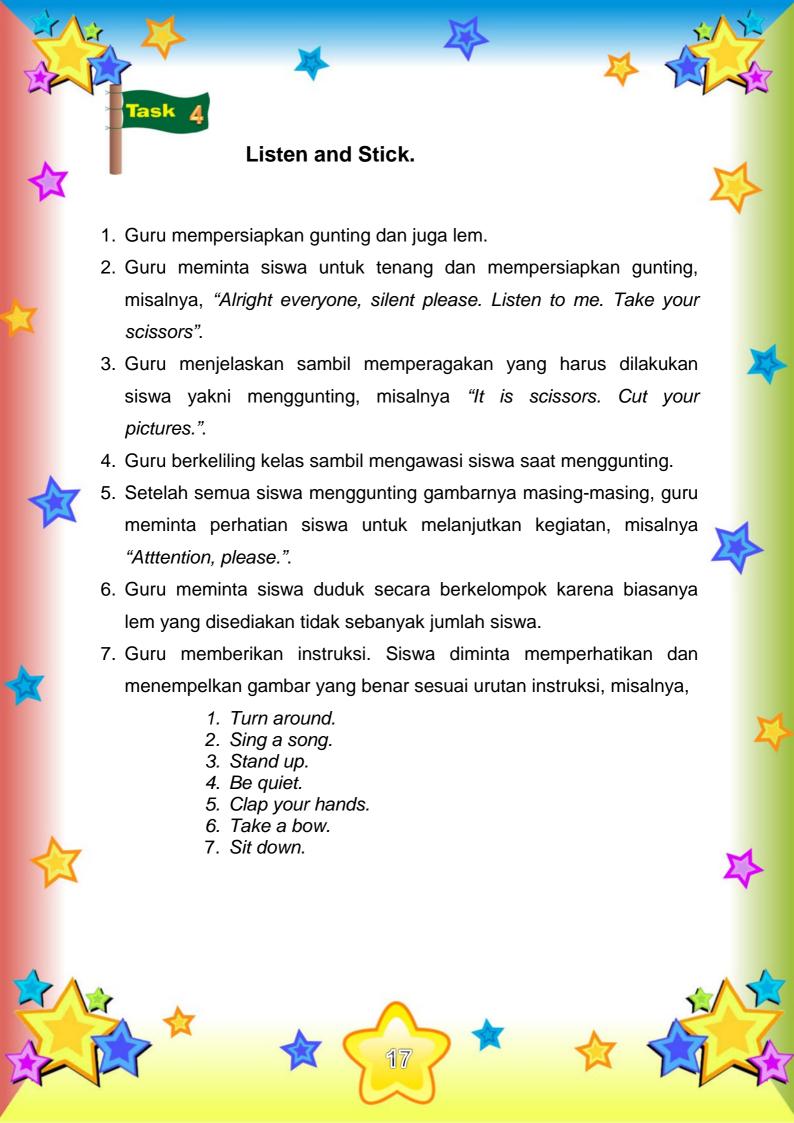
















Study and Do.

- 1. Dalam tugas ini guru dapat membuat atau memperbesar karakter dalam buku ini.
- 2. Setelah diperbesar guru dapat mengguntingnya kemudian menempelkannya pada kertas yang lebih tebal sehingga dapat berdiri dengan kuat. Tempelkan tongkat pendek di bagian belakangnya. Media baru berupa *puppet stick* telah tersedia.
- 3. Guru mengingatkan kembali kata-kata kerja yang dipelajari pada unit ini.
- 4. Guru memperagakan dialog yang ada pada buku dengan karakter yang telah dibuatnya.
- 5. Guru memberikan contoh instruksi, misalnya:

Sing a song, please.

Verb + noun

- 6. Guru memberikan contoh menggunakan "*please*" dalam memberikan instruksi untuk menanamkan nilai kesopanan pada siswa.
- 7. Guru memberikan contoh cara meresponnya dengan kata "Alright." atau "Sure.". Kemudian, guru melakukan instruksi yang diucapkan.
- 8. Guru bisa melakukan dialog berpasangan dengan beberapa siswa sebagai model. Siswa diminta merespon dengan menjawab dan melakukan instruksi.























- Satu siswa memberikan instruksi berdasarkan gambar yang ada.
 Siswa yang lain akan merespon instruksi dengan menjawab kemudian melakukan apa yang diperintahkan.
- 3. Apabila satu siswa sudah memberikan semua instruksinya, dia akan bergantian dengan pasangannya untuk menjawab dan melakukan apa yang diinstruksikan.
- 4. Guru mengamati para siswa yang melakukan dialog.

















- 3. Guru menyuruh beberapa siswa untuk maju ke depan kelas.
- 4. Guru meminta siswa memperagakan kata-kata kerja yang telah dipelajari.
- 5. Siswa yang lain menebak apa yang diperagakan oleh temannya.



Look at the Pictures. Listen to the Story.

Take Turns to Show and Tell the Pictures.

- 1. Guru mempersiapkan gambar berukuran besar.
- 2. Guru menempelkan gambar-gambar yang digunakan dalam cerita di papan tulis.
- 3. Guru mulai bercerita sambil menunjuk gambar.
- 4. Saat menunjuk gambar tertentu, guru juga memperagakan.
- 5. Siswa diminta mendengarkan cerita dengan seksama.
- 6. Guru memeriksa pemahaman siswa dengan mengulangi kembali ceritanya dan menanyakan kepada siswa apa saja yang dilakukan dalam cerita tersebut. Saat bertanya, guru juga menunjuk gambar.
- 7. Guru meminta beberapa siswa maju ke depan dan menceritakan kembali sesuai dengan yang dia ingat. Satu siswa diminta

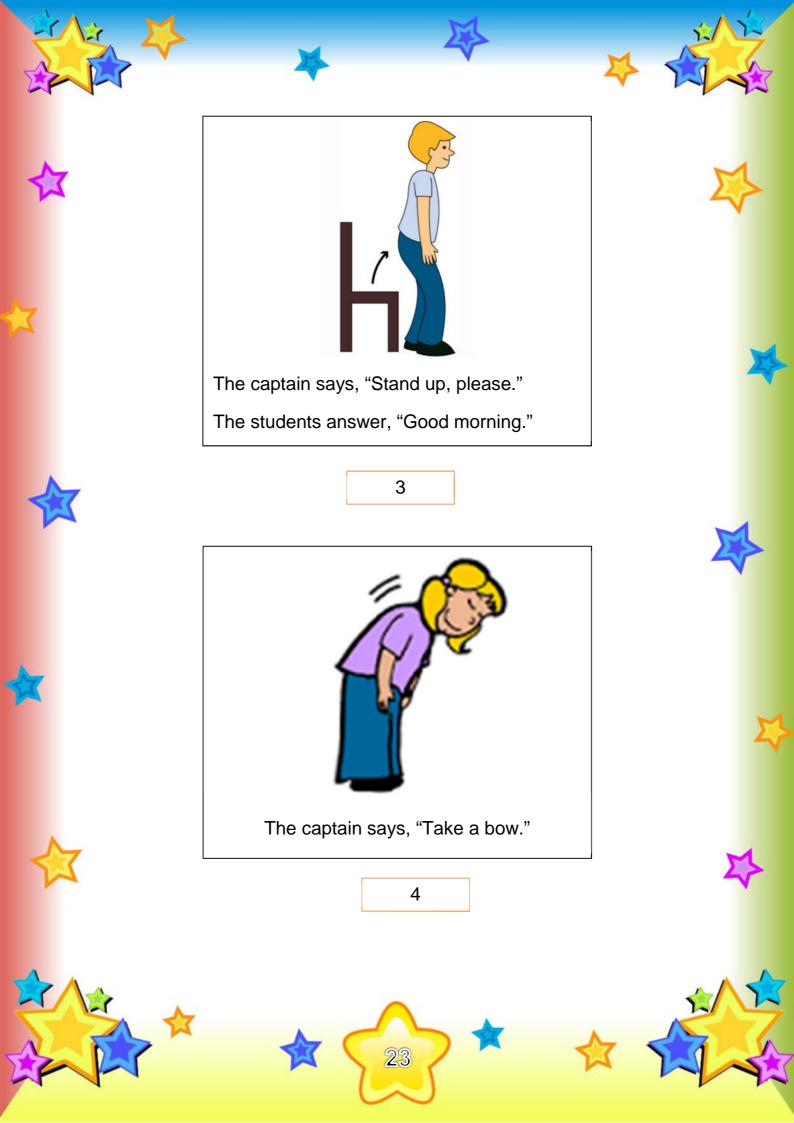




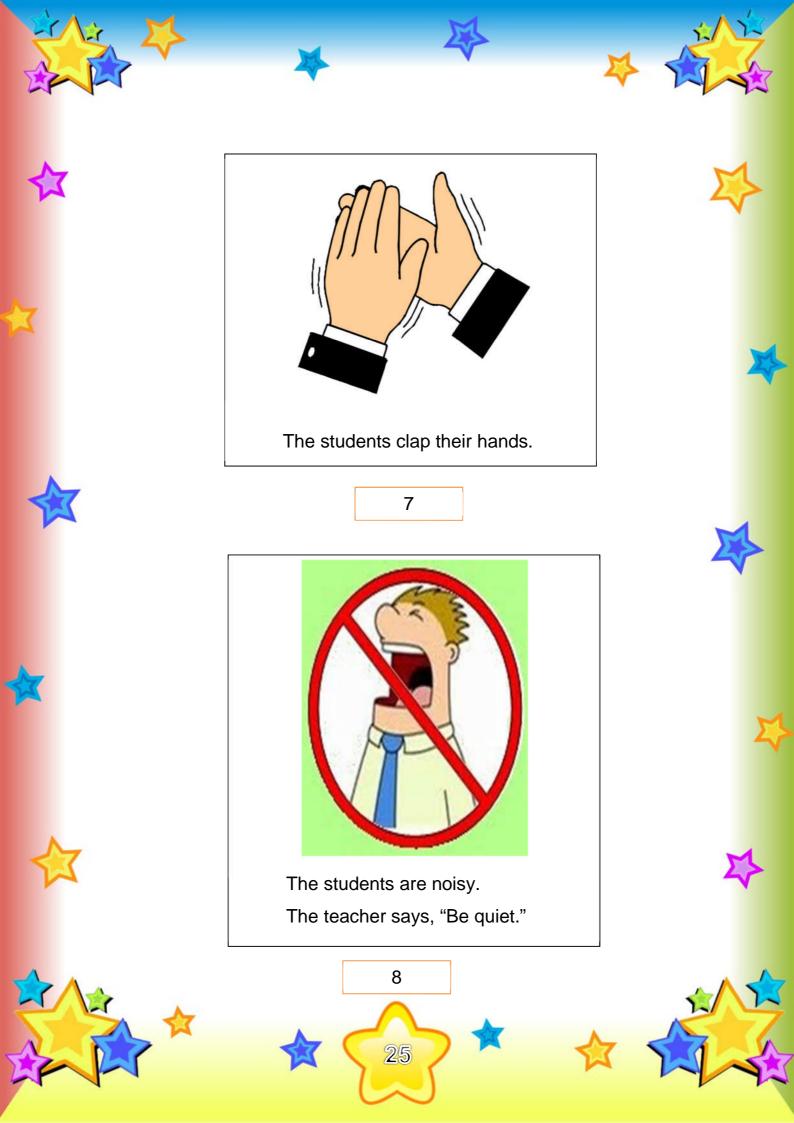














- B
- 1. Guru membagi siswa menjadi 2 atau 3 kelompok sama banyak. Apabila ada siswa yang tersisa, berikan tugas untuk membisikkan instruksi kepada pemain pertama dalam setiap tim.
- 2. Siswa diminta berbaris lurus.
- 3. Guru akan membisikkan kata-kata kepada pemain pertama di setiap kelompok, misalnya, *"Turn around, please."*.
- 4. Siswa diminta membisikkan apa yang dia dengar kepada pemain ke-2 dan begitu seterusnya.
- 5. Pemain terakhir bertugas menjawab apa yang dibisikkan kepadanya dengan kata "Sure." atau "Alright.".
- 6. Pemain terakhir berlari ke depan dan memperagakan apa yang dia dengar di depan guru.
- 7. Guru dapat mengecek kembali kepada siswa tersebut tentang apa yang diucapkan oleh temannya berikut jawabannya, misalnya,

Guru: "What did you hear?"
Siswa: "Turn around please."
Guru: "What's your answer?"

Siswa: "Sure."

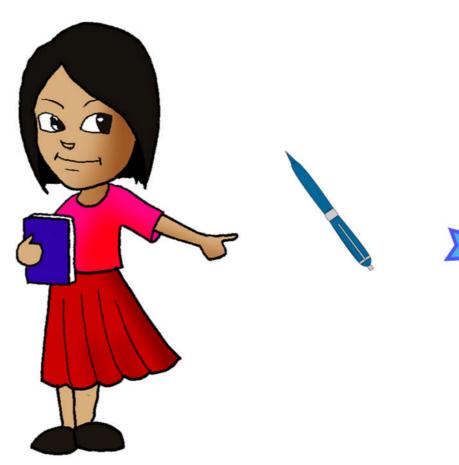
8. Pemain yang terakhir akan menjadi pemain pertama. Begitu seterusnya sampai permainan diulang beberapa kali.













- respond to very simple instructions by doing action,
- differentiate colors,
- give very simple instructions to others politely,
- saying colors correctly,
- respond to very simple instructions by saying "Sure." or "Alright.".





- 9. Guru menjelaskan yang dilakukan anak-anak dalam video.
- 10. Guru menjelaskan dengan media gambar.
- 11. Guru menyebutkan warna benda dalam gambar dengan pelafalan yang benar. Siswa menirukan.
- 12. Setelah memperkenalkan warna, guru dapat melanjutkan ke aktivitas selanjutnya yaitu menyanyi.



Let's Sing.

- 7. Guru dapat meminta siswa untuk membuat ruang di dalam kelas dengan cara menggeserkan meja dan kursi.
- 8. Guru meminta siswa untuk berdiri membentuk lingkaran.
- 9. Guru berdiri di tengah lingkaran bernyanyi sambil menunjukkan gambar. Siswa bergandengan tangan dan bernyanyi.
- Di akhir setiap bait, siswa diminta untuk mencari benda yang sesuai dengan warna yang diucapkan. Benda tersebut bisa dipegang















Red...

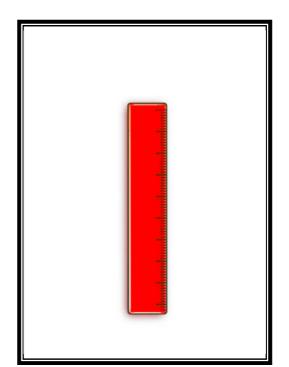
I see something red

Red ...

I see something red

Red, red, red, red

I see something red





Purple...

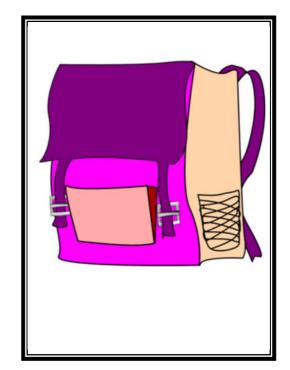
I see something purple

Purple ...

I see something purple

Purple, purple

I see something purple





Blue, yellow, red, purple

I see colors everywhere.





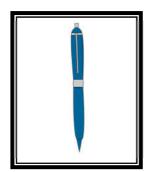








- warnanya melalui gambar secara berulang-ulang.
- 4. Guru meminta siswa menirukan kata yang diucapkan dengan pelafalan yang benar, misalnya,



Guru: Look at this. It is a pen. Repeat after me. A pen.

Siswa : A pen.

Guru: A blue pen. Siswa : A blue pen.

- 5. Guru memeriksa pemahaman siswa dengan menunjukkan gambar dan siswa diminta menyebutkan warna dan juga nama benda tersebut.
- 6. Guru menunjuk beberapa siswa untuk menjawab warna dan nama benda yang ditunjukkan.
- 7. Berikut gambar benda-benda yang dapat diperbesar untuk membantu proses pembelajaran sesuai dengan warna yang dipelajari.

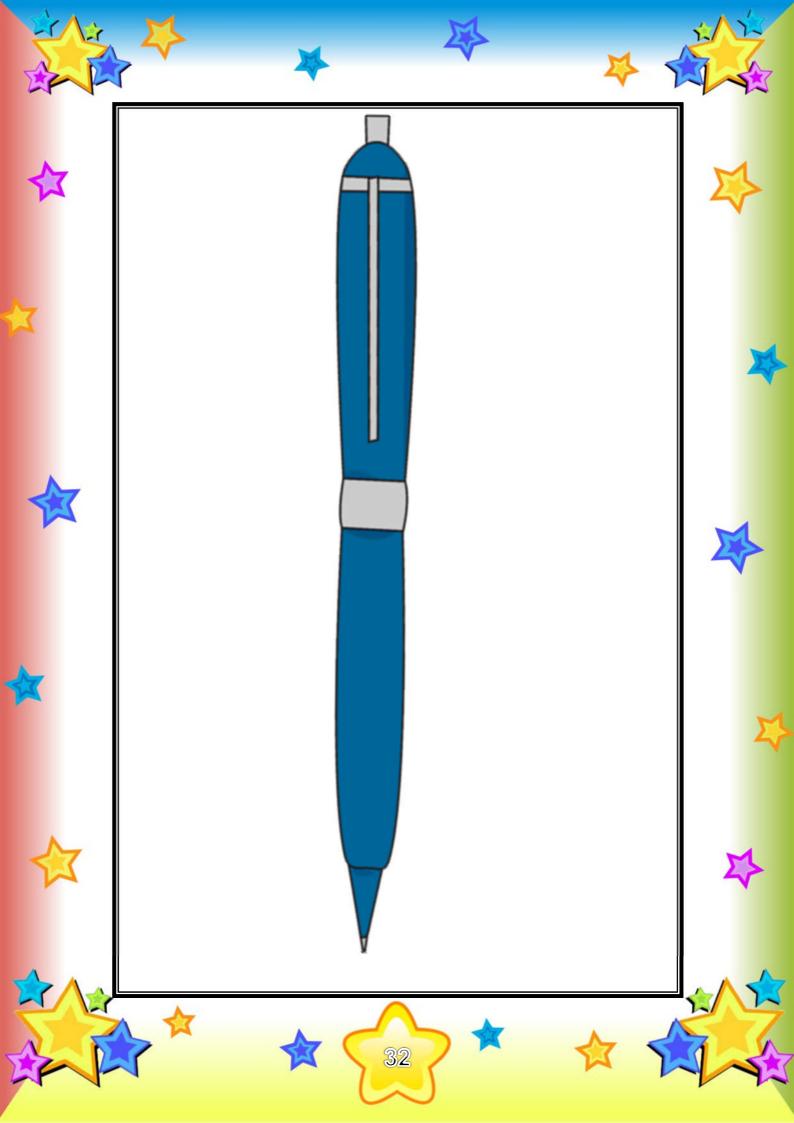


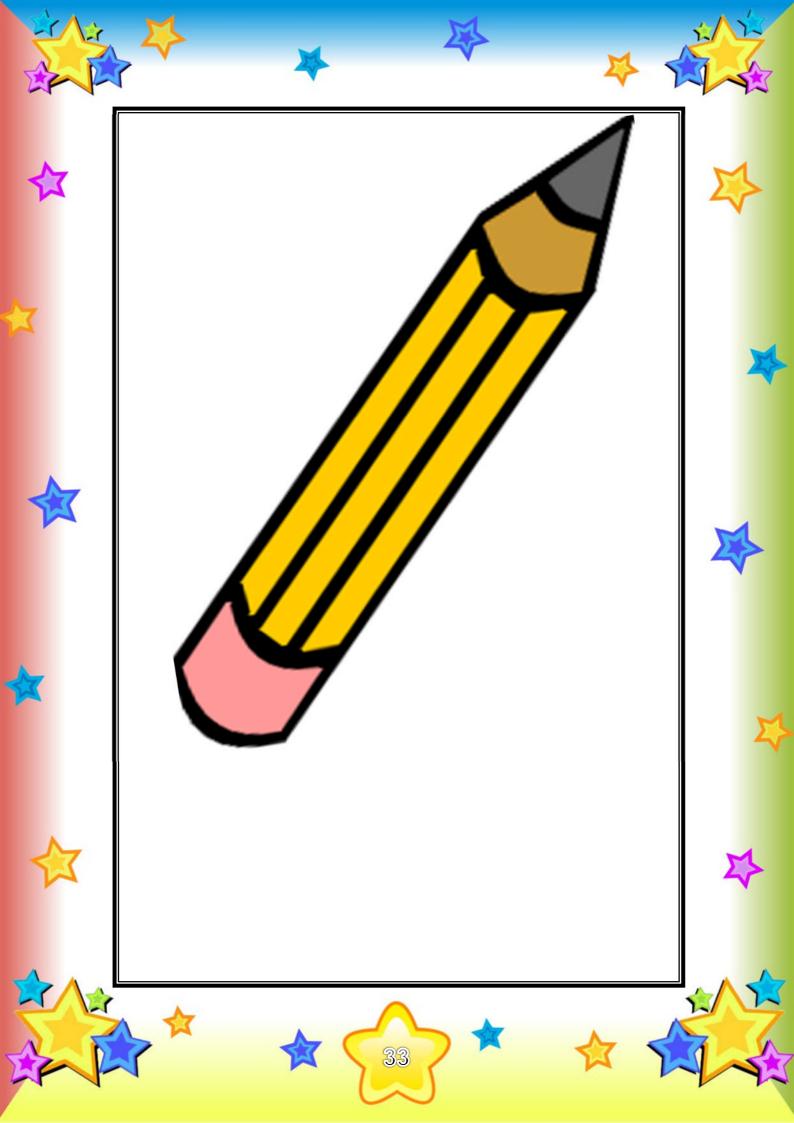


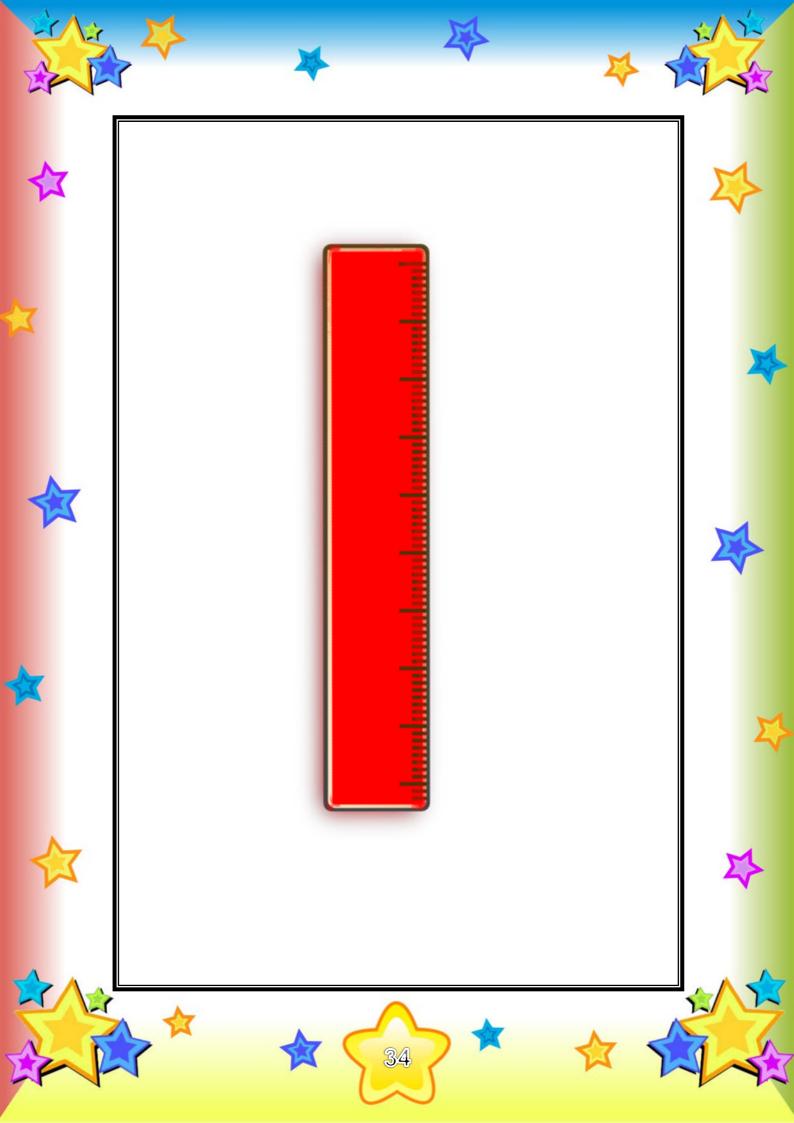


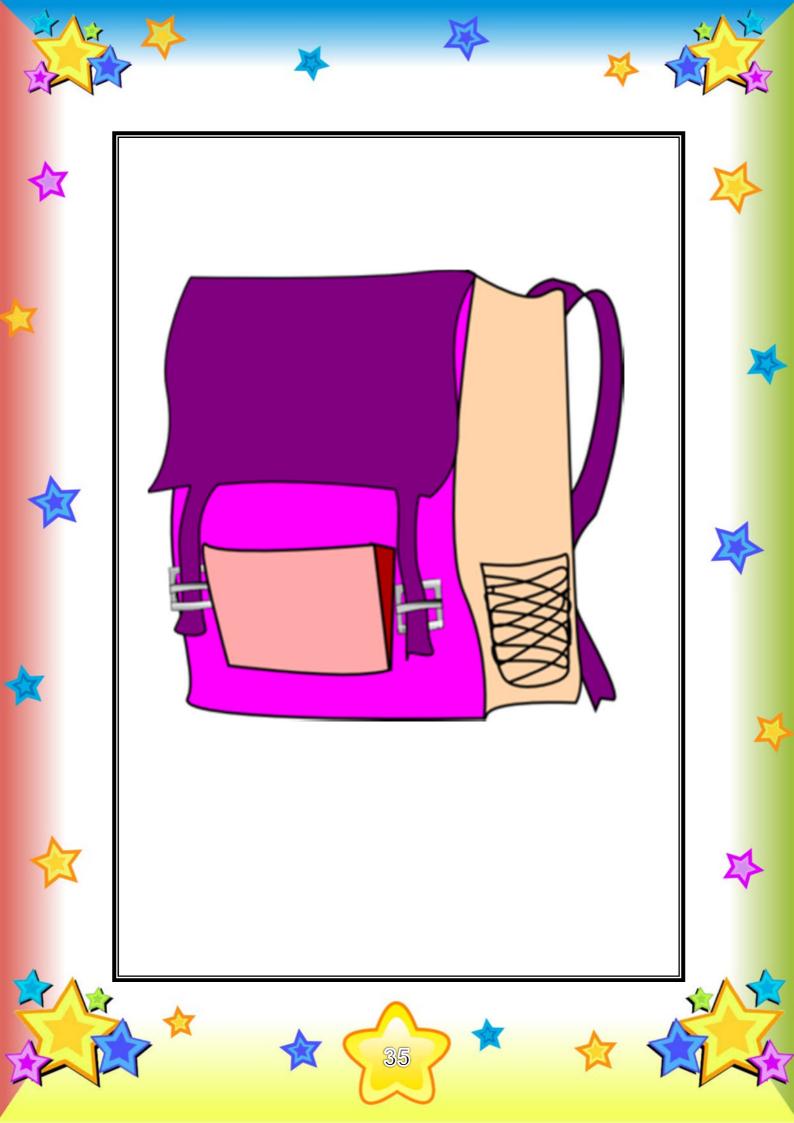


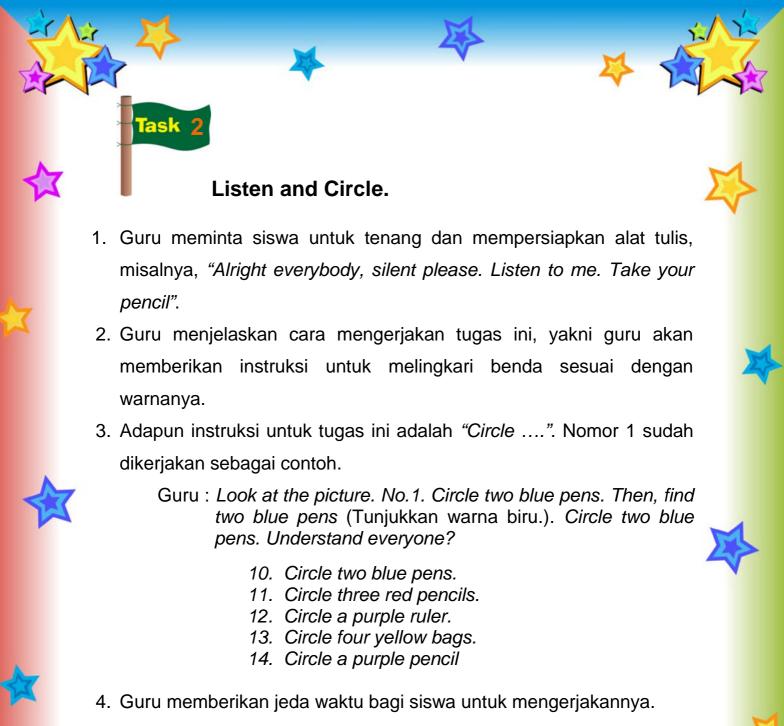












- 5. Guru dapat memonitor tugas siswa dengan berjalan berkeliling kelas sambil membacakan instruksi selanjutnya.
- 6. Setelah selesai membacakan instruksi, guru dan siswa membahas bersama. Guru dapat meminta siswa menunjukkan gambar yang tepat di buku masing-masing.
- Guru dapat pula menempelkan gambar yang berukuran cukup besar di papan tulis. Siswa dapat diminta maju untuk menunjukkan gambar yang tepat.

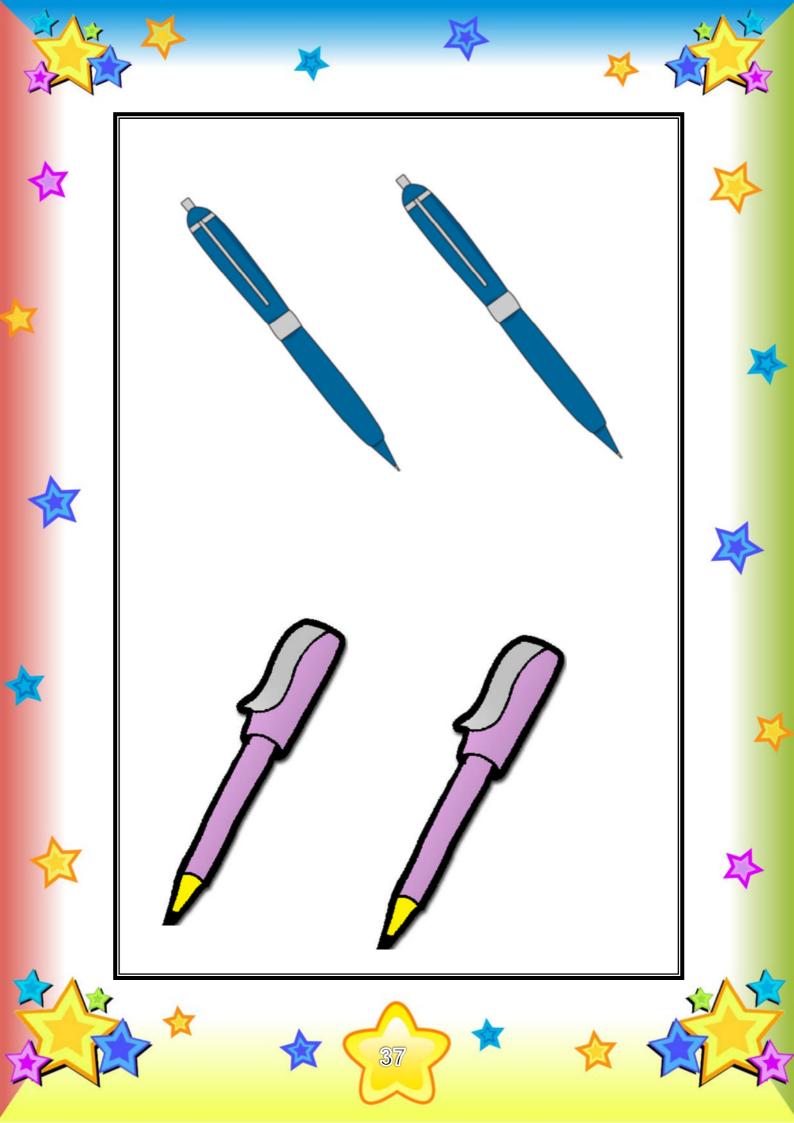


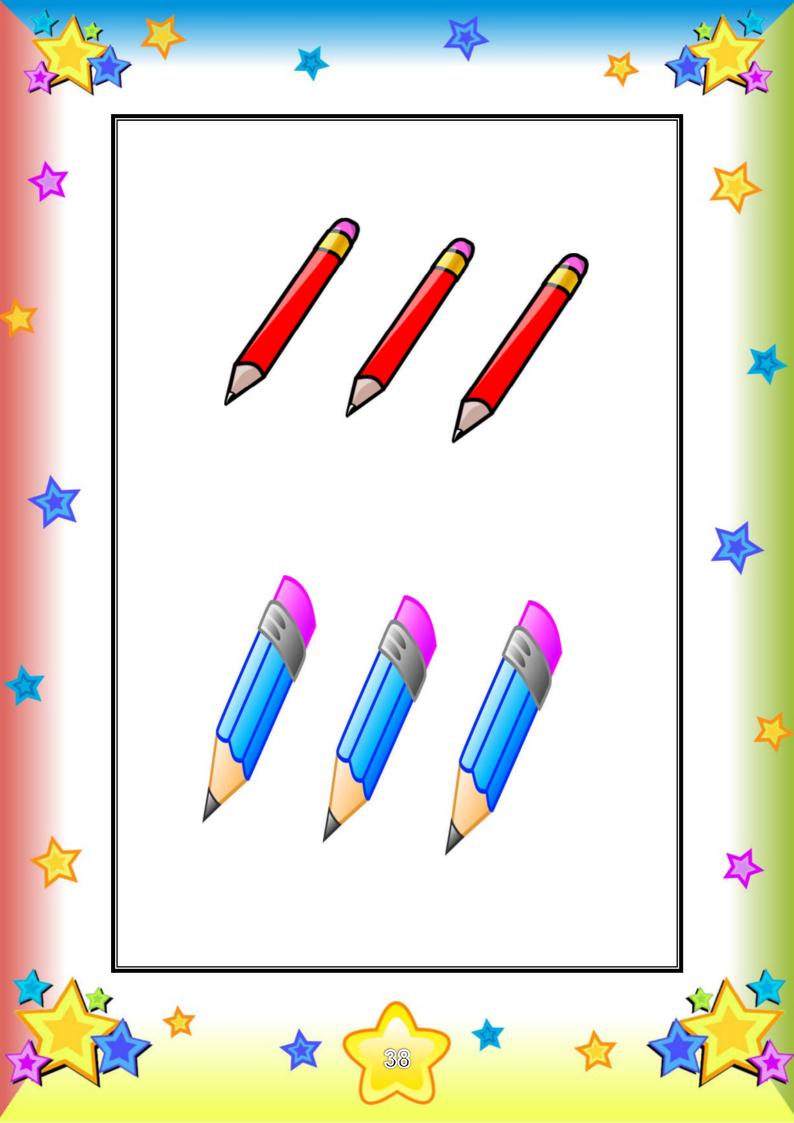


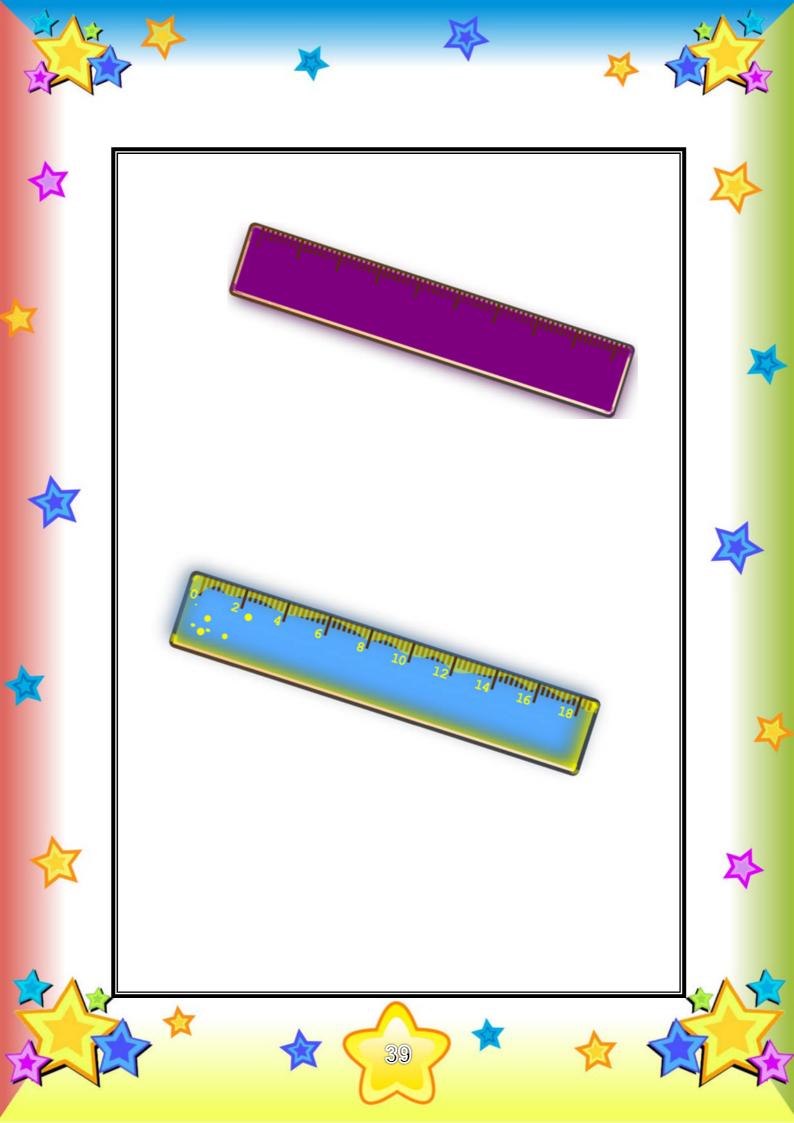


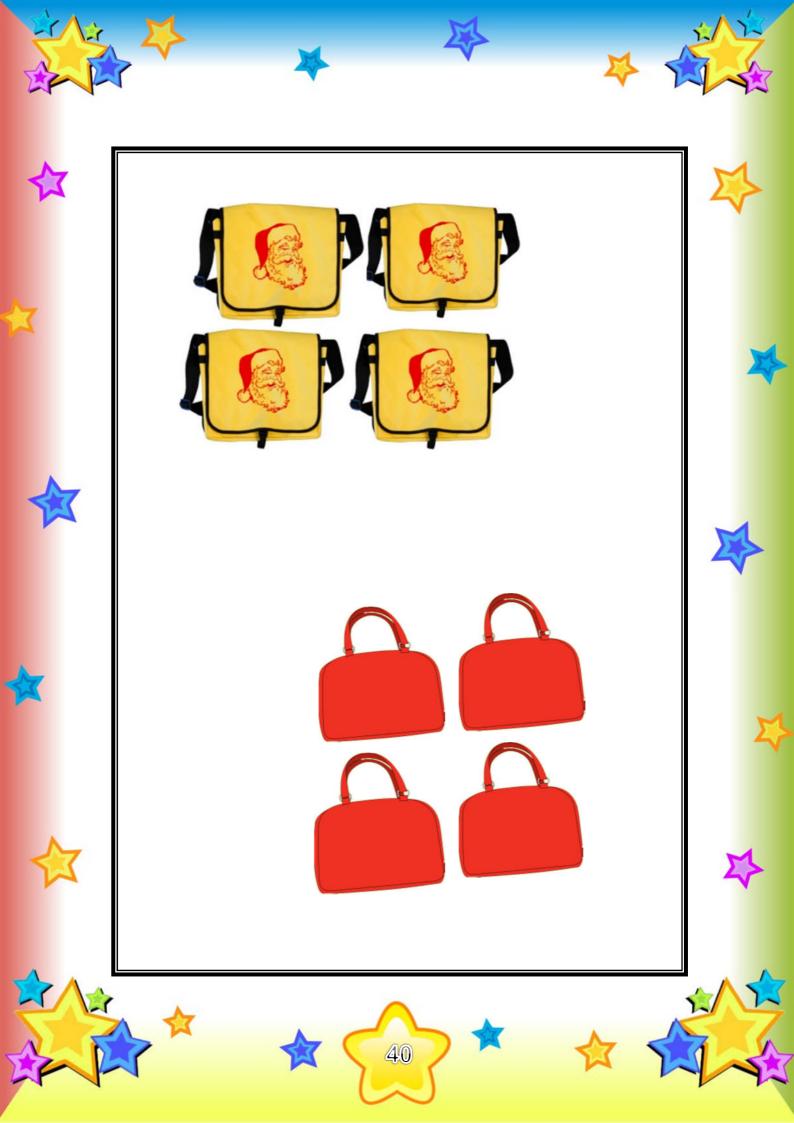


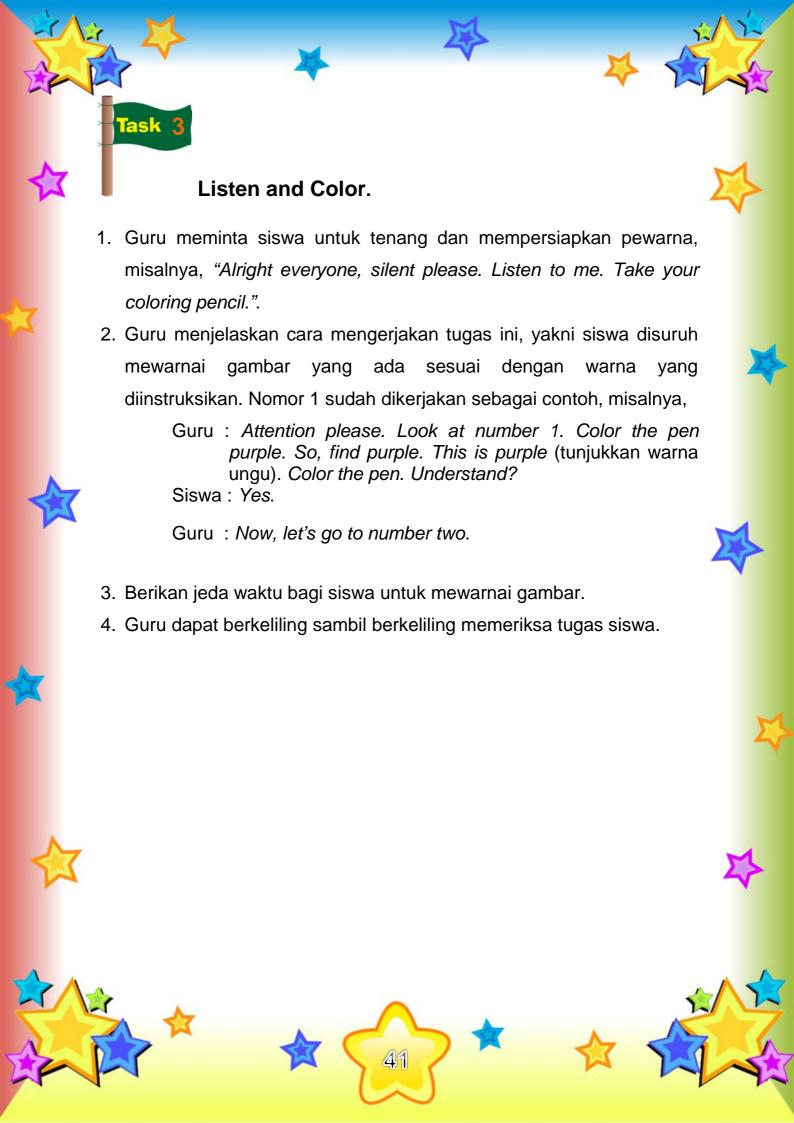


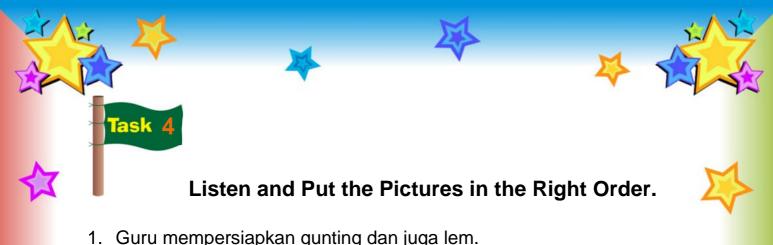












- 1. Guru mempersiapkan gunting dan juga lem.
- 2. Guru meminta siswa untuk tenang dan mempersiapkan gunting, misalnya, "Alright everyone, silent please. Listen to me. Take your scissors".
- 3. Guru menjelaskan sambil memperagakan yang harus dilakukan siswa yakni menggunting, misalnya "It is scissors. Cut your pictures.".
- 4. Guru berkeliling kelas sambil mengawasi siswa saat menggunting.
- 5. Setelah semua siswa menggunting gambarnya masing-masing, guru meminta perhatian siswa untuk melanjutkan kegiatan, misalnya

"Atttention please. Look at the example. Number 1, I will say a yellow bag. Then, find a yellow bag. Stick the yellow bag. Number two, I will say a purple pen. Then, find a purple pen. Stick the purple pen, and so on. This is a glue. Listen to me and stick your pictures.".

- 6. Guru meminta siswa duduk secara berkelompok karena biasanya lem yang disediakan tidak sebanyak jumlah siswa.
- 7. Guru akan memberikan instruksi. Siswa diminta memperhatikan dan menempelkan gambar yang benar sesuai urutan instruksi.



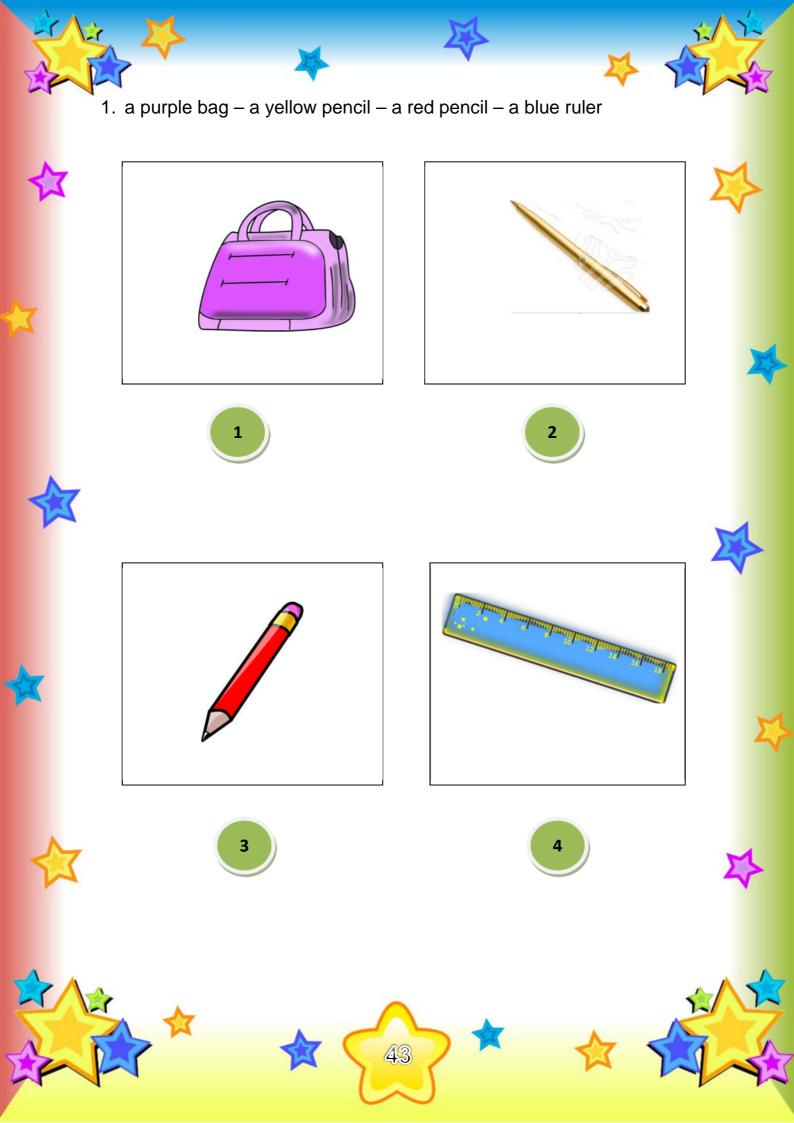


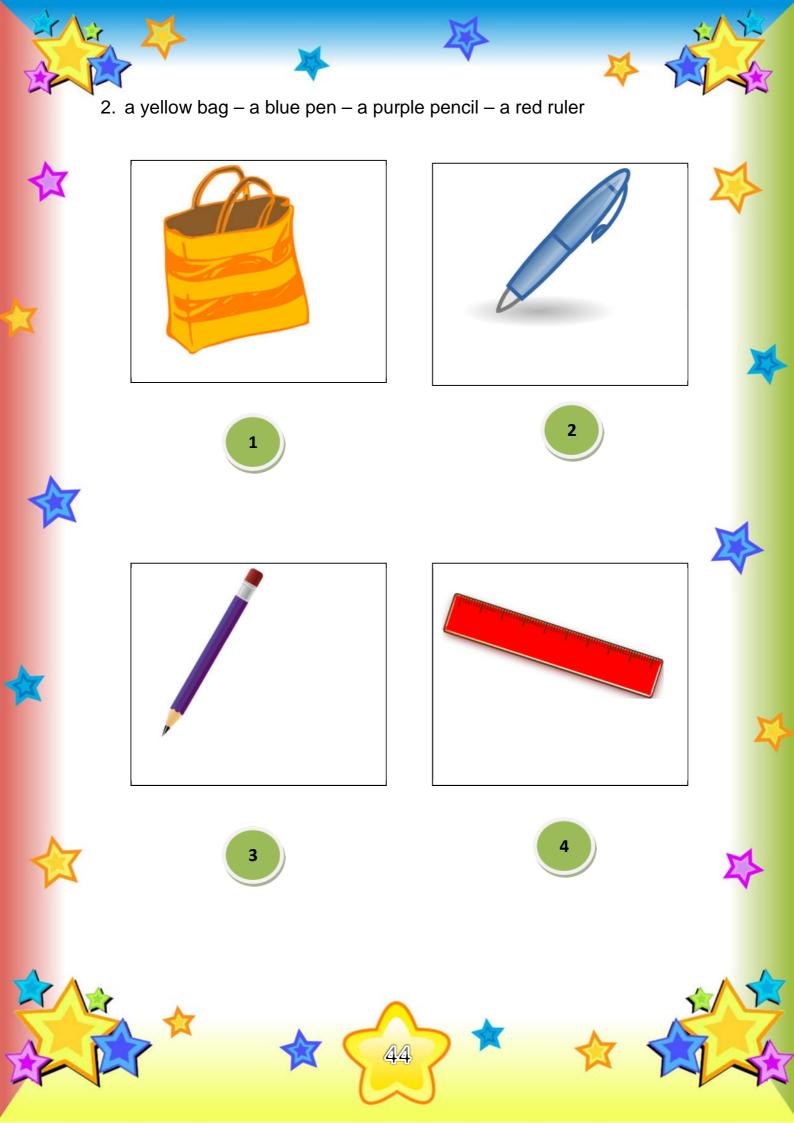


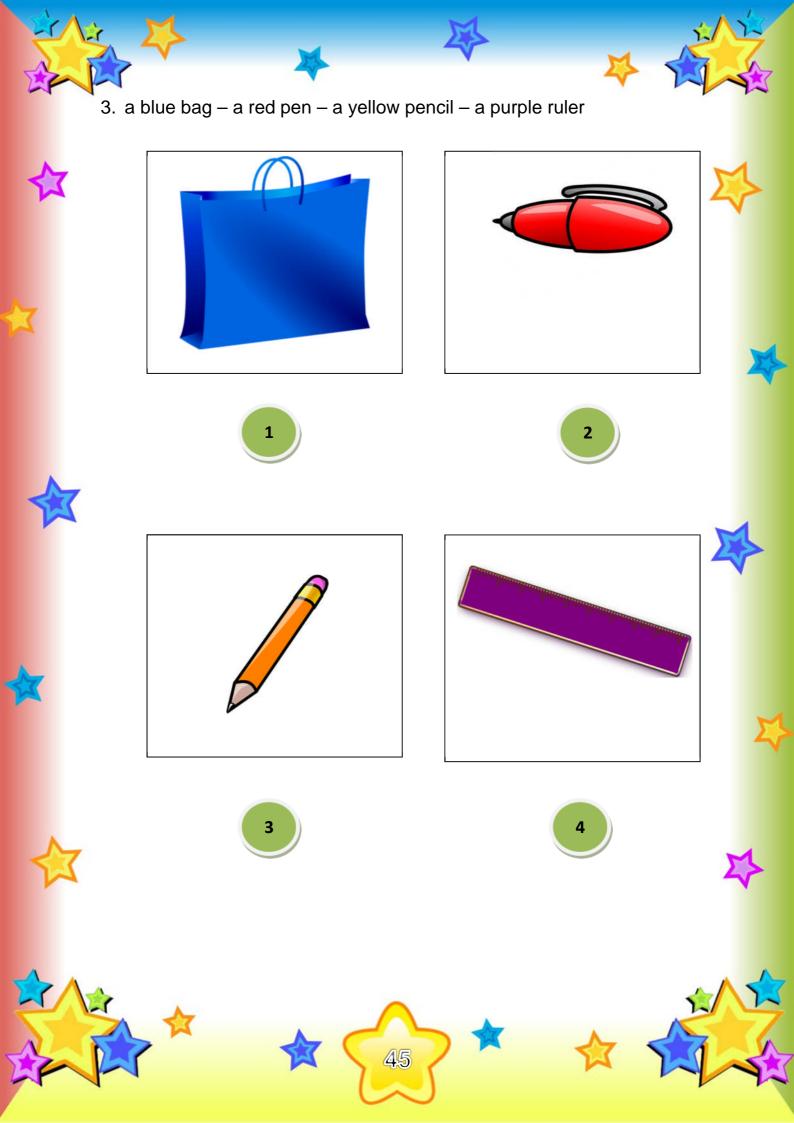


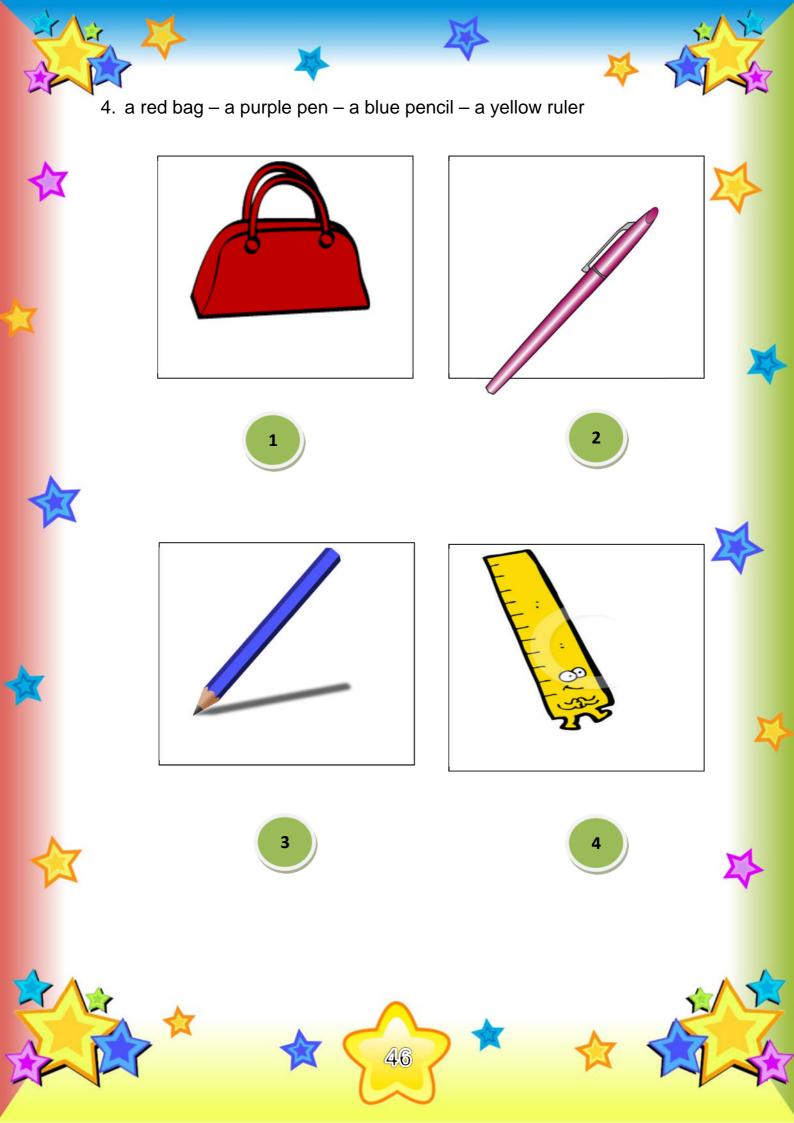














- Dalam tugas ini guru dapat membuat atau memperbesar karakter dalam buku ini. Beri tongkat pendek sehingga gambar dapat berdiri tegak.
- 2. Guru mengingatkan kembali kata-kata yang dipelajari pada unit ini, misalnya,

Guru: What is it?

Siswa: Pen.

Guru: What color is it?

Siswa: Blue.

Guru: Good. A blue pen. Repeat after me.

Siswa : A blue pen.

Guru: Now, we will learn new colors.

- 3. Guru memperagakan dialog seperti yang tertera di dalam buku.
- 4. Sebuah gambar sederhana seperti yang dicontohkan dapat digambar di papan tulis untuk menjelaskan kata *give*.
- 5. Guru memberikan contoh menggunakan "*please*" dalam memberikan instruksi untuk menanamkan nilai kesopanan.
- 6. Guru memberikan contoh cara meresponnya dengan kata "Alright.

 Here is/are" atau "Sure. Here is/are".
- 7. Guru bisa melakukan dialog berpasangan dengan beberapa siswa sebagai model. Siswa diminta merespon dengan menjawab instruksi.







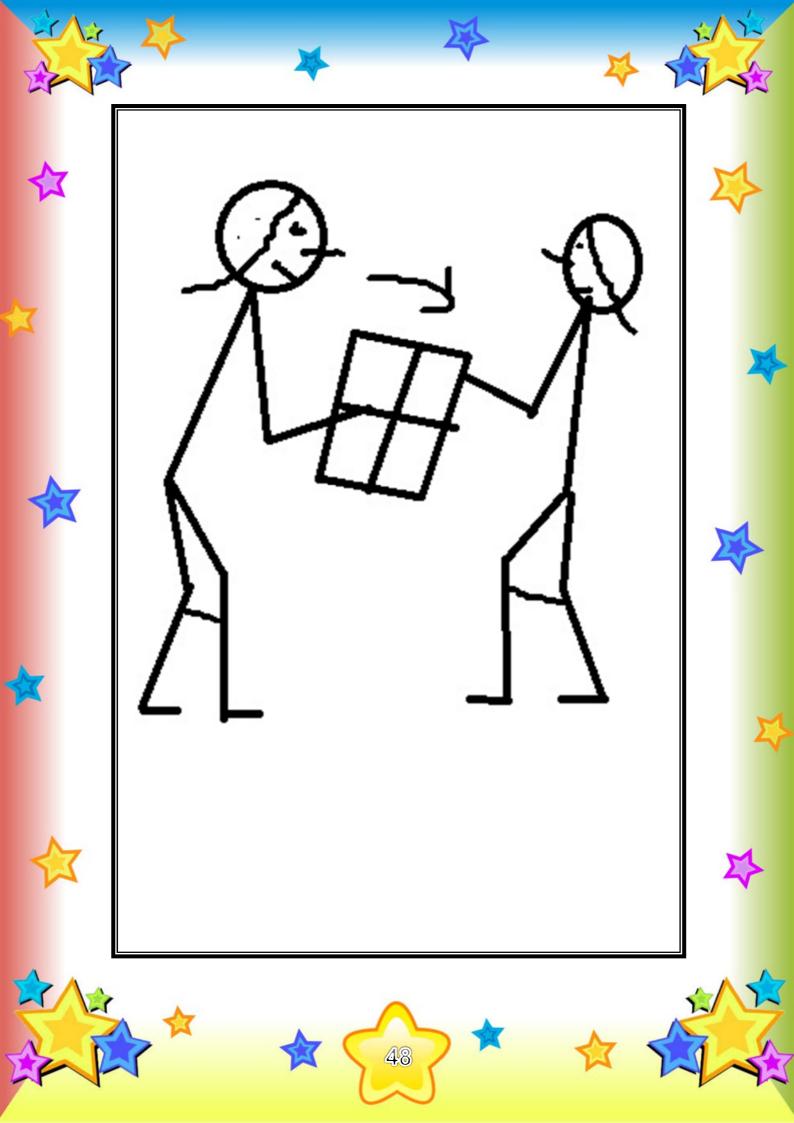










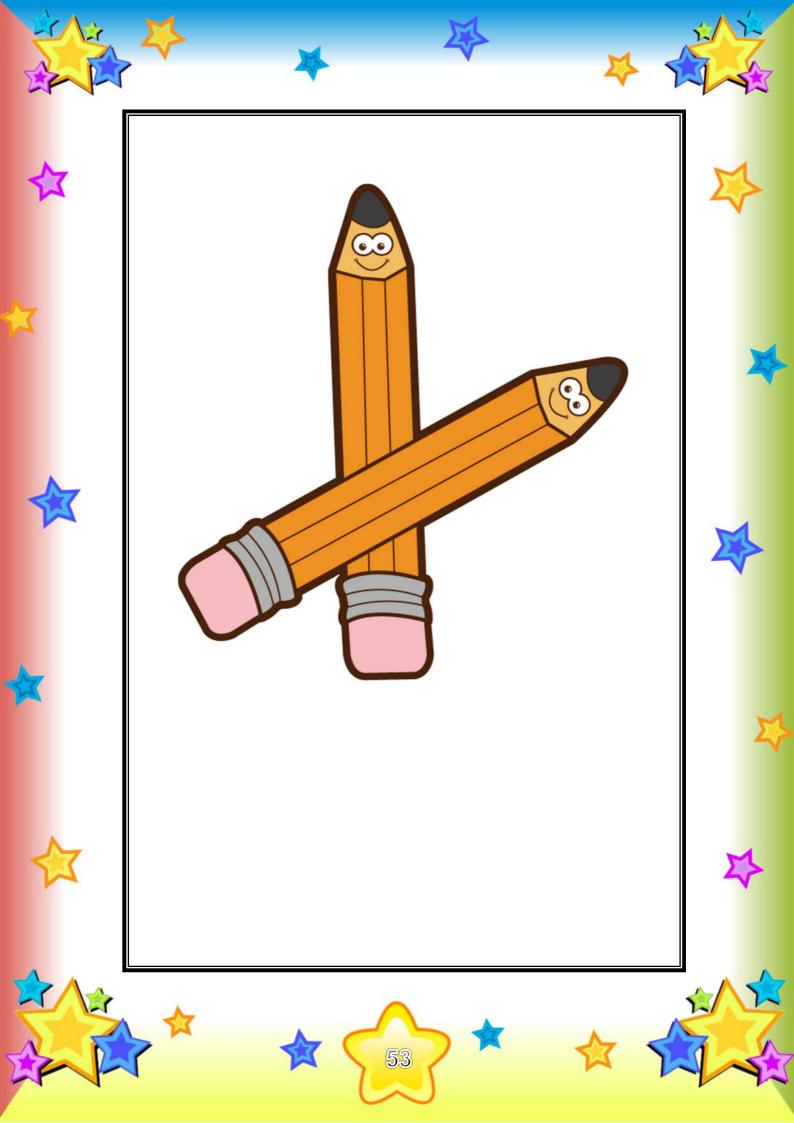


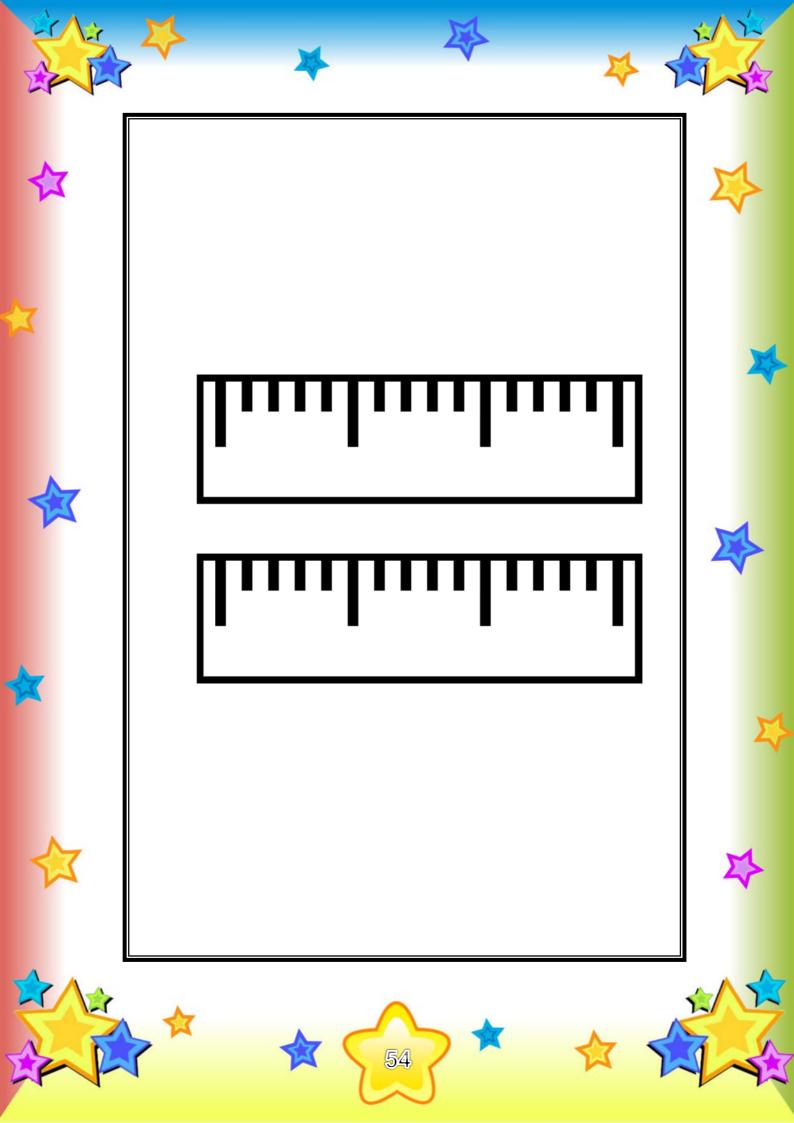




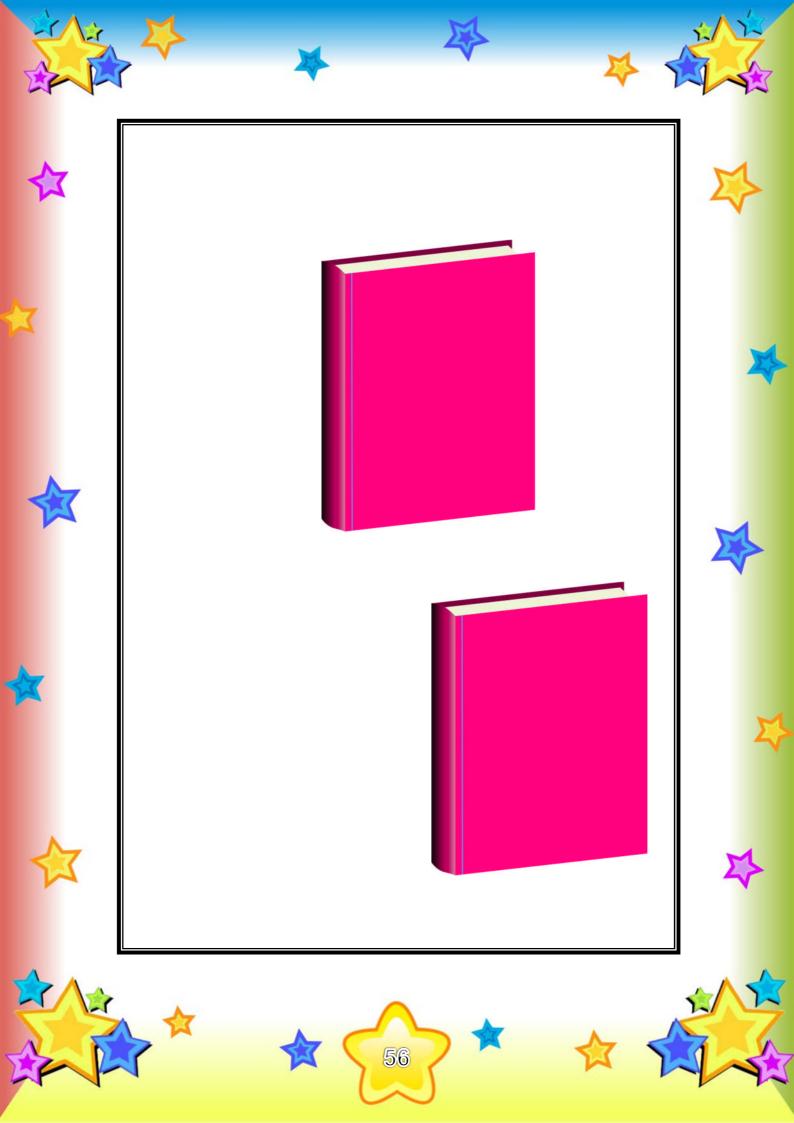


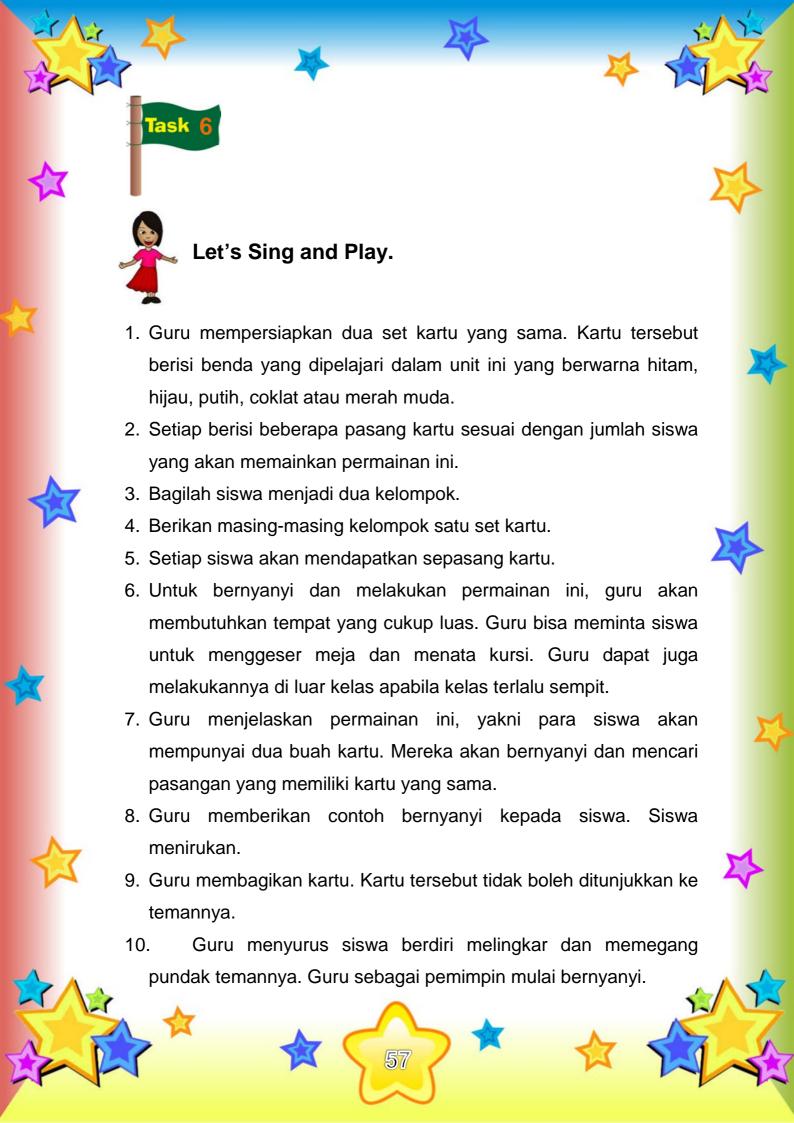




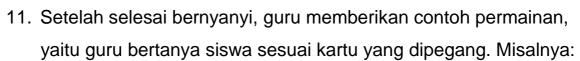












Guru: Give me two blue bags.

Siswa: Here are two blue bags. (Jika punya.)

Sorry. (Jika tidak punya.)

- 12. Siswa harus menemukan pasangannya sesuai dengan waktu yang telah ditentukan.
- 13. Contoh satu set kartu dapat di*copy* dari gambar setelah penjelasan ini.
- 14. Nada *I'm going shopping* sama dengan *You are my sunshine* hanya syairnya saja yang berubah. Syair *I'm going shopping* adalah sebagai berikut:



I'm Going Shopping

I'm going shopping tomorrow morning.

I'm going shopping with my bag.

Tomorrow morning I'm going shopping.

I'm going shopping with my bag.













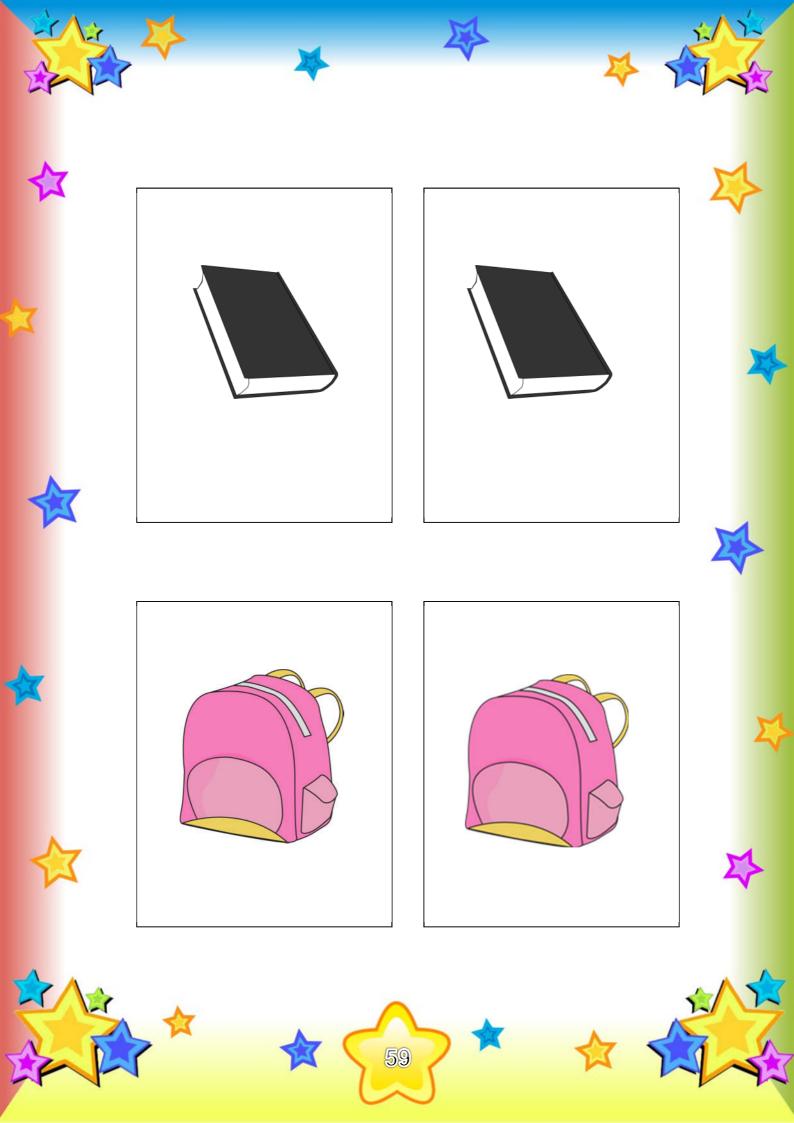


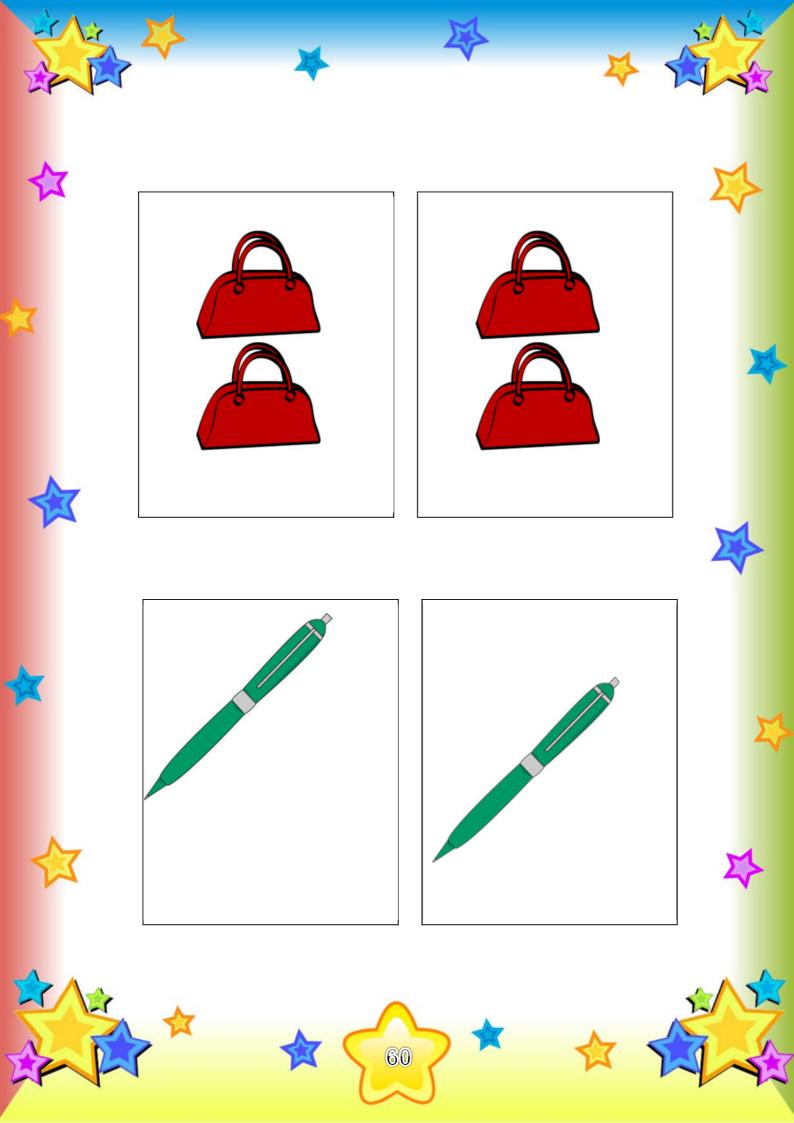




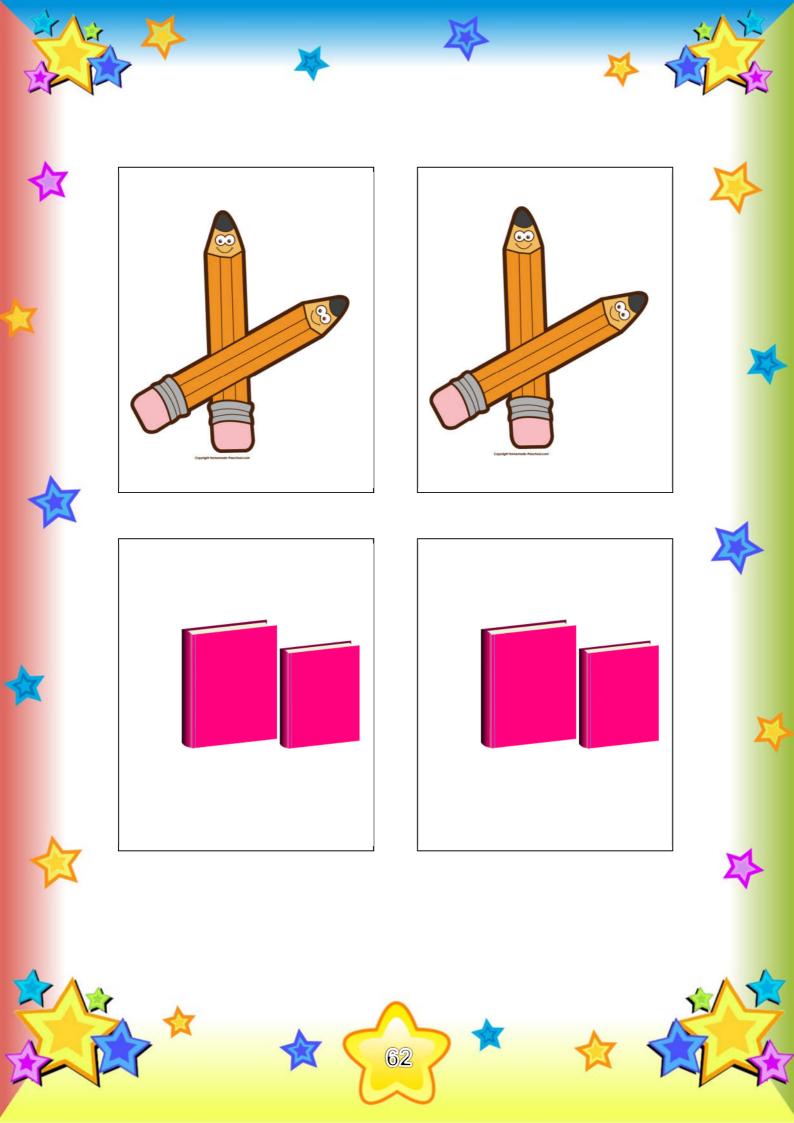


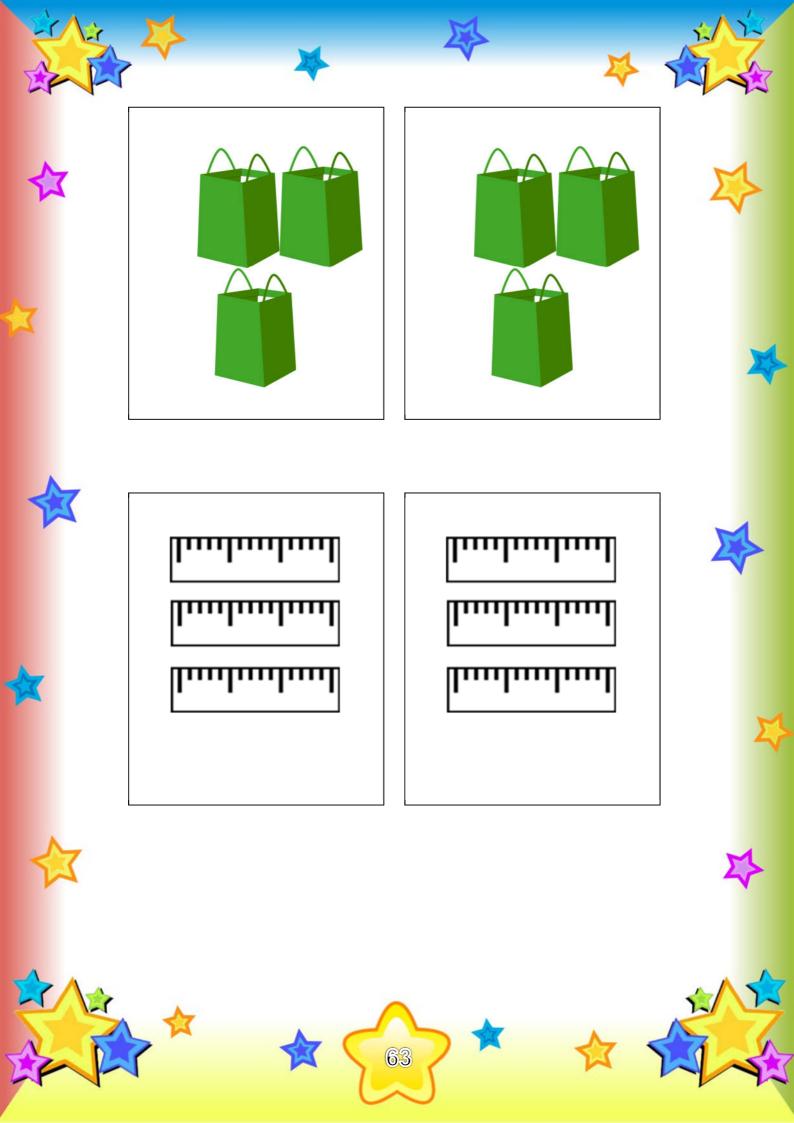












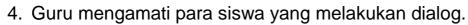


instruksi dengan menjawab dan memberi barang, misalnya:

Guru: Give me a black pen, please. Siswa : Sure, here is a black pen.



3. Apabila satu siswa sudah memberikan semua instruksinya, dia akan bergantian dengan pasangannya untuk menjawab dan melakukan apa yang diinstruksikan.









3. Guru menjelaskan dan memberi contoh dalam permainan ini kepada siswa, yakni guru akan memutarkan sebuah lagu bahasa Inggris yang sudah familiar bagi siswa. Siswa berpegangan pada pundak teman dan berjalan melingkar sambil bernyanyi. Apabila lagu berhenti siswa mendengarkan kalimat yang diucapkan guru, misalnya,

Guru: I want blue.

Siswa: (Berlari berebut tempat yang memiliki warna selain

biru).

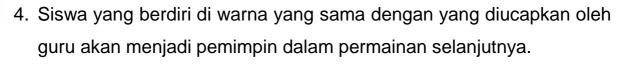
Guru : Give me blue, please. (Guru menanyai siswa satu

per satu).

Siswa: Sorry, I am red. (Jika siswa berdiri di atas warna

merah).

Sure, here it is. (Jika siswa berada di atas warna biru. Kemudian dia akan berada di belakang guru).



5. Singkirkan kertas yang memiliki warna yang telah diucapkan.

6. Lakukan permainan kembali dari awal. Kali ini guru membiarkan siswa yang memimpin. Siswa yang berdiri pada warna yang





