

**DEVELOPING ENGLISH MATERIALS FOR AN EXTRA-CURRICULAR
PROGRAM OF THE FOURTH GRADE STUDENTS OF
SD N KRANGGAN IN THE ACADEMIC YEAR OF 2009 - 2010**

A THESIS

Presented as Partial Fulfillment of the Requirements
to Attain the Degree of *Sarjana Pendidikan* in English Education Department



By:

Agus Wibowo

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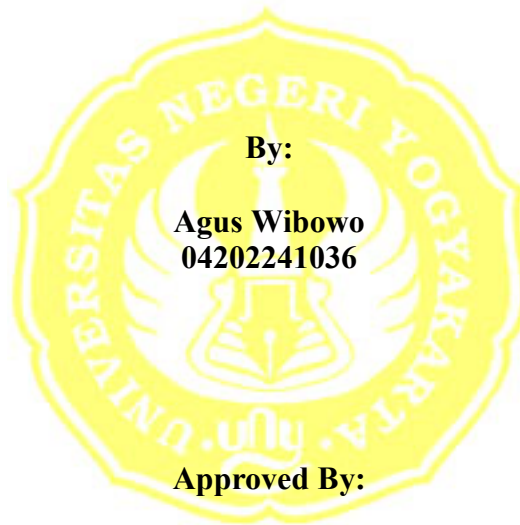
ENGLISH LANGUAGE EDUCATION PROGRAM
ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA

2011

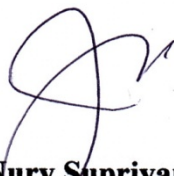
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Grade Students of SD N Kranggan in the Academic Year of 2009 - 2010**

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PERNYATAAN

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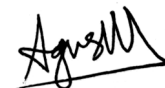
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata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

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

Yogyakarta, 7 November 2011

Penulis,



Agus wibowo

DEDICATIONS

I dedicate this thesis to:

my beloved Mother and Father for
your real love, understanding, patience, and
continuous prayers along my life,

my beloved sister who always supports me
and always cares about me,

my haNda, who came up with this great idea
and never let me down.

MOTTOS

There''s nothing you can do that can't be done.

(The Beatles, All You Need is Love)

Nothing good comes easily.

Sometimes you have to fight.

(311, Amber)

Don't get worried,
Don't get scared,
We're fighting to get there,
Never doubt we're gonna get through.

(Cock Sparrer, We''re Coming Back)

ACKNOWLEDGMENTS

Alhamdulillah, praise to Allah, the Almighty, the Most Merciful, who has always given me His blessings and miracles so that I could accomplish this thesis.

The thesis would have never been completed without the supports, guidance, assistances, and prayers from many people. I would like to express my deepest gratitude and appreciation to my first consultant, *Ibu* Nury Supriyanti, M.A., for her patience, guidance, valuable time and support during the process of writing this thesis. I would also like to express my deepest gratitude to my second consultant *Bapak* Sudiyono, S.Pd., M.A., who has given me his advice, guidance and time in order to finish this thesis. I would also like to express the great gratitude to *Bapak* Basikin, M. Phil., M.Ed. for guiding me in the early period of my thesis writing. I am so sorry I could not finish it just before you left. I would like to thank all members of SD N Kranggan family, the principal – *Ibu* Sri Kardiyati, the teacher of the fourth grade – *Ibu* Lestari, the English teacher – *Ibu* Ambarwiyati, other teachers and staff, and the fourth grade students in the academic year of 2009/2010; for helping and cooperating during the research enthusiastically. I would also like to express my great gratitude for *Ibu* Lusi Nurhayati, S.Pd., M.AppLing and *Ibu* Wipsar Siwi Dona Ikasari, S.S., M.Ed. for their feedback and suggestions that were really useful for my materials revision.

Further, I devote the deepest gratitude to my mother, *Ibu* Wasirah for countless prayers for my success and for my father, *Bapak* Sumarta for always understanding, working hard, and saying prayers. I am very grateful to my sister, *Mbak* Puji for always supporting and lending me the notebook, my brother in law, *Mas* Narso, and my niece *Dek* Nana. I would also like to thank all my big families for waiting for my graduation patiently and supporting me well. I am really sorry for the very late graduation.

Many thanks also go to my haNda for loving, brilliant ideas of this thesis, and total support. Then, I would also like to thank all of my friends. The first is for The *Ruwetz*: Mae, Pram, and Chayo for having a great time for playing around, wasting time, laughing, and sharing in the back of Kamboja with me. The second is for the members of B Class PBI UNY 2004, Ann, Beth, Rina, Deztie,

and Dewi for having discussion about the thesis and the other things, Erik, Mafa, Hida, and Lisa; I hope our friendship will last forever. The third is for the members of English Department UNY, Rahmat, Supri, Dion, Erny, Agung, Hahn, and Dee2 for your support, Widiya and Leli for lending me a pile of books. The fourth is for the friends who assisted me during the implementation Adnan and Ndlawhiex. I also thank Qiqi for drawing the great illustrations of Jimmy and Lisa. I will never forget to say thanks to *Pak* Budi for introducing me the colourful world of COREL DRAW, *Mas* Sahdan and *Mas* Dar for always supporting me. Fifth, I do thanks for my friends in Fasospat 2004: Adit, Zack-T, Nene, and Chrisna; I finally made it guys. The last is for all my friends whose names I cannot mention.

At last, I do realize that this thesis is still far from being perfect. However, I hope that this thesis is useful and gives a positive contribution to the improvement of the English teaching learning process in the elementary schools.

Yogyakarta, 7th November 2011

The Writer



Agus Wibowo

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ABSTRACT

This research is aimed at developing English materials for an extra-curricular program of the fourth grade students of SD N Kranggan. The materials were set as an effort to overcome the problem of the non-existence of the English materials for the extra-curricular program. The materials were developed based on the students' needs and characteristics.

This research was classified into Research and Development (R & D). The subjects were the students of Grade IV of SD N Kranggan, in the academic year of 2009/2010. The procedure in this research was as follows: collecting preliminary data, designing materials, collecting final data, and redesigning materials. The instruments of this research were observations, interview guidelines, and questionnaires. The quantitative data from the questionnaires was analyzed by using central tendency measure (Gall, Gall, and Borg, 2003). Meanwhile, the qualitative data from the interview was analyzed through interpretational analysis technique, (Gall, Gall, and Borg, 2003).

The developed English materials for an extra-curricular program consist of six units. They are *Let's Go to the Zoo*, *In the Zoo*, *Touch Your Nose*, *He is Tall*, *Can I Have an Apple?*, and *How Much Is it?*. They are developed based on the students' needs and characteristics. From the questionnaire result, interview result and the questionnaires result, it can be concluded that the materials are appropriate for the students. However there are some tasks and activities which are not appropriate. Thus, the inappropriate tasks are revised. The characteristics of the appropriate English materials are as follows: (1) The input of the materials should be authentic. (2) The materials should be fun, colourful, simple, and attractive. (3) The materials should accommodate the students' favourite topics, which are *Zoo Animals*, *Parts of the Body*, and *Fruits and Vegetables*. (4) The activities in the materials should be plenty and various. (5) The materials should allow them to work and to learn in various classroom managements, such as individual, pair, group, and classical works.

CHAPTER I

INTRODUCTION

A. Background of the Study

Nowadays, the teaching of English in Indonesia becomes important. English is the first foreign language taught at schools. English as a foreign language in Indonesia has been taught in senior and junior high schools as a compulsory subject. Since 1994, the government has given a special interest in the English teaching and learning as a local content subject in elementary schools (Kurikulum 1994). Based on the Government Act Number 22 Year 2006, the teaching of English in elementary school has two aims. First, it aims to develop students' oral and written communication competences in the school contexts. Second, it aims to increase the students' awareness of the essence and importance of English to increase nations' competitiveness in the global society.

In Yogyakarta, most elementary schools decide to make English as their local content subject. Some of them implement English from the fourth grade, but some even from the first grade. Based on the school-based curriculum of SD N Kranggan, there are two major reasons why English is taught in this elementary school. The first reason is to introduce English as an international communication language. The second reason is to prepare the students to face the globalization era.

SD N Kranggan is an elementary school that holds English as a local content subject. There, English has been taught since 2006 from the fourth to sixth grades. This lesson takes one meeting each week. Each meeting lasts for 70 minutes.

Because of the limited time, the students find difficulties in mastering the basic competences (e.g. asking for help, offering help) just after the lesson ended. Moreover, the students will only learn it in the class. Most of them will not learn or practice it outside the class. In the next meeting, some of them forget what they have learned in the previous meeting. Adding the meeting in the regular class is hard to do since each grade has fixed schedules.

To deal with this problem, the school has run an English extra-curricular program since 2008. The extra-curricular program in SD N Kranggan is aimed to solve the limited time in regular classes. It gave students the opportunity to learn English more. In addition, it was aimed to prepare the students for final exam. The activity in this extra-curricular program was mostly doing exercises. This activity made the students bored easily. They did not like doing exercise in almost every meeting. This situation caused the extra-curricular program not to go along with regular classes. The extra-curricular program which had aimed to give students extra time to learn English only gave the students nothing but exercises. The absence of the English teacher made this program stopped in the beginning of 2009.

Based on the teaching observation, the motivation of the fourth grade students in the academic year of 2009/2010 to learn English was high. They were eager to find out what they will learn next, what pictures the teacher brings, or what games they will play. Yet, their high motivation was not supported by the time available. The limited time caused the teaching and learning process not to reach the goal. In some cases, the teacher could not finish the explanation in just one meeting. In the next meeting, she has to re-explain the same materials before doing the main

teaching and learning activity. This made some of the students easily forget what the teacher had explained in the previous meeting.

Based on the fact, the researcher thought that it was necessary to re-design the English extra-curricular program, especially for the fourth grade students. The activities in that program must be more interesting in order to attract the students' interest. The researcher conducted a study on designing materials which were suitable for the students' needs and interests. This research tries to design teaching materials and activities which are suitable for the fourth grade students of SD N Kranggan. Using these materials, the English extra-curricular program is hoped to be more engaging.

B. Identification of the Problem

There are some aspects that affect the effectiveness of extra-curricular program. They are teachers, budgeting, scheduling, and materials. The following is the discussion about those four aspects.

The first aspect is dealing with the teacher. Johnson (2005: 425) says that extra-curricular teachers are excited about their programs. They spend more time to prepare the programs. These highly dedicated teachers provide the students with experiences and skills they will carry with them throughout their adult lives.

The second aspect is the budgeting. Based on Bentley (2011), creating a budget and list for an after school program is essential for smooth operation. He explains four ways to create it. The first one is compiling a complete list of incoming monies to the program. The second is forming a list of all program expenditures. The

next ways is creating a spreadsheet to list the expenses and incoming. The last is looking at the expenditures and evaluating the necessity of the allocation.

The next aspect is the scheduling. Klein (2010) states that children should not have a complex, tight schedule extra-curricular activities. Extra-curricular is important for children, but when they spend their time more in those activities, it will burden them. Here, an extra-curricular activity must not be held too often in a week. Setting the meeting once or twice a week is enough for the children. They still can use their time doing other activities.

The last aspect is the materials. Materials are essential elements in the teaching and learning process. According to Hutchinson & Waters (1987), materials provide the students with a stimulus to learning. Since the extra-curricular program has purpose to support the regular classes, it also needs materials. The materials should be designed appropriately for the children and in line with the regular classes.

C. Delimitation of the Problem

Based on the background of the study and the problem identification, this research is conducted to develop English extra-curricular materials and activities which are appropriate for the fourth grade students of SD N Kranggan.

However, due to the constraints of cost and time, the topic in this study is limited only to develop the appropriate English extra-curricular materials and activities at the fourth grade students of SD N Kranggan which contains 3 topics derived from the needs analysis.

D. Formulation of the Problem

Based on the background of the problem, the researcher formulated the problem as follows.

1. What are the characteristics of the English extra-curricular teaching materials which are appropriate for the fourth grade students of SD N Kranggan, Galur, Kulon Progo in the academic year of 2009/ 2010?
2. How are such materials developed?

E. Objectives of the Research

The objectives of this research were written as follows.

1. Describing the characteristics of the English extra-curricular teaching materials which are appropriate for the fourth grade students of SD N Kranggan, Galur, Kulon Progo in the academic year of 2009/ 2010.
2. Developing the appropriate English extra-curricular teaching materials for the fourth grade students of SD N Kranggan, Galur, Kulon Progo in the academic year of 2009/ 2010.

F. Significance of the Research

The result of this study is expected to give some contribution in some ways.

1. Theoretical Significance

This study explains and contributes to the theories about the teaching learning strategies, especially about the materials development for the students in elementary schools.

2. Practical Significance

The research findings are expected to be useful for every element in the teaching and learning process, especially for these following groups.

a. The English Teacher in SD N Kranggan

This research is expected to give them an alternative way to conduct an extra-curricular program in more interesting way, both from materials or activities.

b. The Students of SD N Kranggan, Especially the Fourth Grade

The research is expected to provide more appropriate English extra-curricular materials for the students.

c. For Other Researchers

The research is expected to give some inspirations to conduct other research studies relevant to the problem.

d. For Material Developers

The results of this study can be used as references for other developers or material developers in developing appropriate English extracurricular materials for the students.

CHAPTER II

LITERATURE REVIEW, RELEVANT STUDIES, AND CONCEPTUAL FRAMEWORK

A. Literature Review

This sub-chapter presents a review of theories from experts considering the background of the problem and the questions of the study. The theories are related to the English teaching for children which are described in four sub-headings. The theories are used to answer the questions of the study. They are teaching English for children, teaching English in elementary schools, extra-curricular program, and materials.

1. Teaching English for Children

a. Characteristics of Young Learners

Children as young learners have their own characteristics in learning English as a foreign language. Scott and Ytreberg (2004) explain the characteristics of the children at the age eight to ten years old. The first is that children like asking everything they do not know. They do this because they are curious about everything around them. The second characteristic is that they will do something whenever they like it. It means that if they like such particular activity, they will do it every day. The next is that they are critical and begin to question the teacher's decision. They will think that he is unfair if he does not give equal attention to every child. The last,

they are able to work with others and learn from others. They like learning in groups because they like to have other children around them.

In addition, Scott and Ytreberg (2004) also state that "The children at age eight to ten years old may have been learning the foreign language for some time," It means that they already have the awareness on something new, including the foreign language. Because of their curiosity, they like learning the foreign language that interests them.

Moreover, Brewster, Ellis, and Girard (2003) also state that young children have some characteristics which are different from the older learners. The first is that the children like physical activities. They like running on the yard or moving around the class. The second is that they are easy to be excited, but they get bored easily. They can be very enthusiastic in something, but then turn into hate just in the next minutes. The third characteristic is that they can concentrate for a long time if they are interested with. They spend hours doing the activities that they like but refuse doing something that they hate.

From the statements about young learners' characteristics related to English learning, it can be concluded that children need an appropriate treatment in learning considering their ages. At their age, eight to ten years old, they sometimes learn foreign language. It means that they learn it not all the time. To make the children learn English as their habit, the teacher can stimulate them to ask everything new. It is related to their characteristics that they ask all the time. The stimulation can be given in some activities. The activities should be appropriate with their needs since they have known their preferences. Besides, the children should do physical activities

as much as they can, since they are physically active. To prevent the children from getting bored, the activities should be varied.

b. Principles of Teaching English to Young Learners

The teachers should pay attention to the principles of teaching English as a foreign language for young learners. It is because teaching English for children is different from teaching English for adults. The statement is supported by Spratt Pulverness, and Williams (2005). They state that “Children, teenagers and adults have different learning characteristics and therefore learn in different ways” (Spratt Pulverness, and Williams, 2005:53).

In addition, Scott and Ytreberg (2004: 5) propose eight principles in teaching English as second or foreign language to children. They are:

a. words are not enough for children’s learning

Teachers should not rely on the spoken words only. He or she should provide the children with the activities that include movement and involve the senses.

b. children need to play with the language

Children like to play with the new language. Therefore, teachers should make up rhymes, sing songs, and tell stories to make them familiar to English.

c. language is perceived as language

Most eight to ten years old children already have this awareness in their own language. Therefore, they need clues such as facial expression and movement to understand the spoken words.

d. children need variety in the classroom

It means that teachers should use various and interesting activities since young learners have short attention spans.

e. routines

It is important for teachers to have routines in the teaching and learning activities since the young learners will be familiar with the same activities that are repeated again and again.

f. cooperation and competition

Cooperation in the classroom should be more raised up than competition for it will also help learners to feel more comfortable in the learning process.

g. grammar

Teaching grammar to children is restricted for they are not able to use language to talk about language yet. On the other hand they can learn language best through playing and other activities which give lot opportunities for physical movements.

h. assessment

Teachers should assess the children's ability in the classroom to know their progress. Assessing young language learners can be done by stressing the positive side of things they have done and playing down what they have not been able to master.

Meanwhile, Harmer (2001) also proposes the characteristics of the adult learners. The first is that they already think abstractly. It means that the teachers should provide them with more various activities, not only games and songs. The

second is that they can stick in the activities much longer than the young learners. It is because they have longer attention spans. The third characteristic is that they are ready to be involved in more activities in the class since they have many kinds of teaching and learning experiences before. The last is that they learn because they need it, unlike with the children who learn something whenever they like it.

Based on the theories, it can be said that children are different from adults in learning English. As stated before, the appropriate activities are needed for them. The teachers should think about the principles in teaching English for children. The activities should be conducted as their routines and the activities should encourage them to learn English naturally as their age. To build the children experiences in learning English, the teachers should give them activities as many as they can.

2. Teaching English in Elementary Schools

a. Basic Concept

There are some elements in teaching English in elementary schools. Brewster, Ellis, and Girard (2003) present the elements of teaching English in elementary schools. They are materials, classroom management, lesson planning, and assessment. The first element is the materials. They state that in selecting materials, the teachers should select the materials that are familiar with the aims of teaching program and any guidelines from ministry documents. They divide the materials resources into songs, games, and stories. These resources supply the children with many excellent practices such as language structures, vocabulary, and correct pronunciation, and the four language skills.

They also explain how to produce the teaching materials. They give some reasons why the teacher produces her or his own materials. For example the course book does not provide enough practices. Besides, the activities, exercises, or visual aids in the course book may not be very interesting or may be inappropriate for the class. The next reason is that the teacher wants to provide the students with a selection of different activities that is in line with their own work pace.

The second element is classroom management. Brewster, Ellis, and Girard (2003) explain about classroom management skills relating to motivation, classroom control and discipline, and the organization of learning activities. First, children's motivation in learning English is different from adults' motivation. Adults might learn English in order to get a better job or opportunities for studying abroad, while young children learn English because it's fun. Next, the school should control the children and discipline them to create an effective learning environment. The last is that a teacher should create activities which are interesting to the children.

The third element is the lesson planning. A lesson plan is a certain routine in a teaching activity which depends on the school's rules or the teacher's preferences. It is an important thing since children will learn easier if they can cooperate with the teacher. It means that the teacher's plans are in line with the event in a classroom. The teacher should provide the optimal conditions for learning when he or she plans a lesson.

The fourth element is assessment. Assessment in a primary level is done to analyze the children's achievement over a period of time as a result of the classroom teaching-learning activities. There are some reasons why a teacher should assess the

children. The first reason is to increase motivation. The second reason is to give the children feedback on their progress at a particular time. The third reason is to give children, parents and other teachers' feedback on progress or achievement. The fourth reason is to monitor individual children's needs. The fifth is to identify children's levels of achievement and select or order pupils according to merit.

Based on the explanation, it can be said that Brewster, Ellis, and Girard (2003) arrange and explain the elements of English teaching-learning in primary schools in countries where English is a foreign language.

b. Teaching English in Elementary Schools in Indonesia

In Indonesia, where English is a foreign language, there is a guideline on English teaching-learning in elementary schools. The guideline was issued in 2007. The guideline consists of the curriculum, the implementation English teaching-learning, and the evaluation of English teaching-learning in primary schools.

The first is about the curriculum. An English elementary school curriculum is targeted to achieve a performative skill level. It means that elementary school students should be able to participate actively in using common classroom languages in teaching-learning activities. To do so, the government limits the materials that should be learned by the children since the time available in the elementary schools is limited.

The government then published the English Competency Standard and Basic Competence. They are considered as the guides to develop the materials, teaching activities, and competency achievement indicators. Table 1 shows an example of the

English Competency Standard and Basic Competence for the fourth grade students in the second semester.

Table 1: The Example of the Competency Standard and Basic Competence for Fourth Grade in the Second Semester.

Competency Standard	Basic Competence
<i>Mendengarkan</i> <i>Memahami instruksi sangat sederhana dengan tindakan dalam konteks kelas</i>	5.1 <i>Merespon dengan melakukan tindakan sesuai dengan instruksi secara berterima dalam konteks kelas dan dalam berbagai permainan</i> 5.2 <i>Merespon instruksi sangat sederhana secara verbal</i>
<i>Berbicara</i> <i>Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas</i>	6.1 <i>Menirukan ujaran dalam ungkapan sangat sederhana secara berterima</i> 6.2 <i>Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: memberi contoh melakukan sesuatu dan memberi aba-aba</i> 6.3 <i>Bercakap-cakap untuk meminta/memberi jasa/barang secara berterima yang melibatkan tindak tutur: meminta bantuan, meminta barang, memberi barang</i> 6.4 <i>Bercakap-cakap untuk meminta/memberi informasi secara berterima yang melibatkan tindak tutur: meminta ijin, memberi ijin, menyetujui, tidak menyetujui, menyangkal, dan meminta kejelasan</i> 6.5 <i>Mengungkapkan kesantunan secara berterima yang melibatkan ungkapan: thank you, sorry, please, dan excuse me</i>
<i>Membaca</i> <i>Memahami tulisan bahasa Inggris sangat sederhana dalam konteks kelas</i>	7.1 <i>Membaca nyaring dengan ucapan yang tepat dan berterima yang melibatkan: kata, frasa, dan kalimat sangat sederhana</i> 7.2 <i>Memahami kalimat dan pesan tertulis sangat sederhana</i>
<i>Menulis</i> <i>Mengeja dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks kelas</i>	8.1 <i>Mengeja ujaran bahasa Inggris sangat sederhana secara tepat dan berterima dengan tanda baca yang benar yang melibatkan: kata, frasa, dan kalimat sangat sederhana</i> 8.2 <i>Menyalin tulisan bahasa Inggris sangat sederhana secara tepat dan berterima seperti ucapan selamat dan pesan tertulis</i>

Source: Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar (Departemen Pendidikan Nasional 2007)

The second is about the implementation of English teaching-learning in elementary schools. This part explains about the teachers, syllabus, a lesson plan, and learning media. The teacher has a role in succeeding the English teaching in

elementary schools. Therefore, he or she should have a good competency in teaching English for children.

The guideline (Departemen Pendidikan Nasional, 2007) explains about the minimal requirements that have to be fulfilled by the teachers. The requirements were arranged based on the academic background and the ability to teach English for children. The English teachers for elementary schools should hold *sarjana* degree of English education as their academic background. They also have to be able to speak English actively. To be able to teach English for children, they have to know the characteristics of the children, be creative, give a feedback, and be able to control the teaching-learning activities in the class.

A competent teacher needs a syllabus as a guide to teach. A syllabus according to the guideline (Departemen Pendidikan Nasional, 2007) is a specific lesson plan which contains Competency Standard, Basic Competence, the materials, teaching activities, indicators, time allocation, and learning resources. A syllabus must consist of some aspects such as a main theme, a concept, communicative focus, language focuses, key vocabulary, teaching experience, and moral value. A sample of a syllabus can be seen in Table 2.

Table 2: A Sample of a Syllabus for Elementary Schools Grade IV

No	Competency Standard	Basic Competence	Teaching activity	Time Allocation	Information
6	5-8	5.1-6.2	<ol style="list-style-type: none"> 1. <i>Guru membawa beberapa boneka binatang/gambar binatang di kelas dan menyebutkan:</i> It is a ... 2. <i>Menjelaskan binatang-binatang tersebut dalam bahasa Inggris.</i> I like the dog, because it is ... I don't like the dog because ... 3. <i>vocabs: funny, cute, colourful, smelly, scary, etc</i> ... 4. <i>foods for animals</i> 5. <i>name some animals</i> 	2	

Source: Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar (Departemen Pendidikan Nasional 2007)

A lesson plan is derived from the syllabus. It is a guide or scenario in a teaching-learning process to achieve a basic competence. It consists of at least teaching-learning goals, teaching materials, teaching methods, learning resources, and evaluation. There are some steps in arranging a lesson plan. They are as follows.

1. to identify the lesson
2. to formulate the indicator
3. to formulate teaching-learning goals
4. to choose the teaching materials
5. to formulate the teaching method
6. to plan the teaching-learning activities
7. to prepare the media and learning resources

8. to prepare the evaluation

In the teaching process, the teacher cannot depend on the text books or work books only. He or she should be creative in preparing plenty learning media. The media can help the children learn English more effective. The media are not always as expensive as VCDs player or a television. They can be any things around the class, pictures, or games. The teaching media for elementary students are simple and easy to get. A creative teacher can make or create his or her media based on the class condition.

The last elements in the guideline (Departemen Pendidikan Nasional, 2007), is evaluation. The evaluation should be in line with the goals of teaching English in elementary school. There are many kinds of evaluation, such as written test, responding to a cue, role playing, filling out forms with the pictures, and responding to a listening activity. The evaluation should give a main portion on an oral language mastering in a school.

Based on the explanation from the guideline (Departemen Pendidikan Nasional, 2007), it can be said that the English teachers for elementary schools should consider the four aspects of the guideline in English teaching-learning processes.

3. Extra-curricular Program

a. Basic Concept

There are some definitions about extra-curricular programs. Hornby (2010) defined extra-curricular as not part of the usual course of work or studies at a school or college. In this research, the extra-curricular programs are meant as activities

outside the regular class. The extra-curricular programs are held before or after the school activities.

Meanwhile, Johnson et al. (2005) explain a different definition of the extra-curricular from Hornby (2010). They state that co-curriculum or extra-curriculum is school activities and programs, before, during, and after regular school class hours that enrich the curriculum and provide extended opportunities for students' participation. Based on the definition, the extra-curricular program gives extra opportunities to the students to learn and to develop their interests.

In addition, *Departemen Pendidikan Nasional* also classifies the concepts of extra-curricular programs for all education levels. The act of an extra-curricular program was made in 1992. There was *SK Dirjen Dikdasmen* Number 226/C/Kep/O/1992. The act stated that an extra-curricular program is outside activities which are conducted after the regular class hours and on the school holidays. The activities are done in the school or outside the school. The act was updated with *Lampiran SK Mendikbud* Number 060/U/ Year 1993 and Number 080 Year 1993. The extra-curricular program is meant as the activities which are conducted in outside the class hours. The activities are also held based on the schools condition and the students' needs. There are also some purposes which were classified by the government in conducting the extra-curricular program. The purposes are in the appendix of the government act.

The government is always updating the acts, year by year. The last act for the extra-curricular program was based on the Government Act Number 39 2008. The extra-curricular program is one program in students' development. It has some aims.

The first aim is to develop students' potential optimally and integrally covers talent, interest, and creativity. While the second aim is to actualize students' potential according to their talent and interest.

In general, it can be said that extra-curricular program is held out the regular class hours. The activities in the program allow the students in the school learn more about their interest. The longer hours of the learning give the students extra time to develop their ability in English, such as in the extra-curricular program. The government also legally has the roles in conducting the extra-curricular program to the schools.

b. The English Materials for an Extra-curricular Program

There are some elements that should be considered in conducting the extra-curricular program in the schools. They are the teachers, budgeting, scheduling, and materials. In this research, the last element will be discussed in this section.

Related to the materials in an English extra-curricular program, the teachers should give the appropriate materials to the children, whether in class hour activities or in extra-curricular activities. The materials can help the student learn best. It is supported by the statement from Brewster, Ellis, and Girard (2003). They state that it is important for selecting the materials which are associated with the general methodology in primary teaching.

Related to the materials for elementary level, there is a curriculum in Indonesia for English teaching in primary schools. One of the discussions in the

curriculum (2004) is about the themes and concepts of the materials that can be given to the students. The themes and the concepts can be seen in Table 3.

Table 3: Themes and Concepts of Learning English for Primary Schools

Theme	Concept of Fourth Grade	Concept of Fifth Grade	Concept of Sixth Grade
1. My friend and I	Objects; Alphabet; Manners, Time (greetings)	Action; Ability; Size; Time; Manners (politeness features)	Appearance; feeling
2. Classroom and school	Objects; Colour; Alphabet (Spelling); Action	Action; Location; Shape; Ability; Quantity; Quality	Appearance; Comparison
3. My family	Objects; Colour; Action; Numbers	Action; Ability; Location; Shape	Appearance; Comparison; Feeling
4. Clothes	Objects; Colour; Action; Numbers	Action; Size; Quality; Quantity	Appearance; Comparison
5. Animals	Objects; Colour; Action; Numbers	Action; Quality; Location; Ability	Appearance; Comparison
6. Home	Objects; Colour; Action; Numbers; Location; Action	Action; Location; Size; Appearance	Appearance; Comparison; Feeling; Quality
7. Food and Drinks	-	Object; Action; Ability; Quality; Quantity	Comparison; Quality; Feeling
8. The body and Face	-	Object; Action; Ability	Appearance; Comparison; Quality
9. Public places	-	Object; Action; Location	Appearance; Comparison; Quality
10. Transportation	-	-	Object; Action; Ability; Quantity
11. Sport and leisure	-	-	Object; Action; Feelings

Source: Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar (2007)

Table 3 shows the themes and concepts in teaching English for children in Indonesia primary schools. The fourth grade of the elementary schools is the first level that the government suggests to be taught. The themes are less than the higher levels. As stated before, the extra-curricular program gives extra time for children to

learn more. It is similar to the materials of the extra-curricular program. The children learn more topics or themes in extra-curricular program.

Based on the theories about the materials for the extra-curricular program, it can be concluded that the materials are important in English teaching-learning. The teachers should be able to select the good materials for the children. According to Tomlinson (1998), some materials that can be used are anything which can increase the children's knowledge and experience in English learning. The materials in an extra-curricular program increases the students' knowledge and the activities give extra experiences. In developing the materials for the extra-curricular program, the teacher can follow the curriculum in teaching English as the based consideration in choosing the themes or topics.

4. Materials

This section presents some theories about the materials for children and materials design. As stated before, children are different from adults in learning English as a foreign language. In learning English, the children also need materials to help them to learn English actively. To get the appropriate materials for children, the teachers can develop their own materials. The explanations about the characteristics of the materials for children and how to develop the materials are described in following sections.

a. Materials for Children

Tomlinson (1998) defines teaching materials as anything that is used by teachers or learners to facilitate the learning of a language. They can be cassettes, videos, books, and workbooks. They also can be found in the daily life around us like newspapers, food packages, or photographs. They all are used to increase the learners' knowledge and experience of the language. Therefore, the teachers are actually surrounded by plenty materials to be taught in the class.

There are some kinds of materials that can be used to teach English for children. Paul (2003) explains three kinds of materials. They are course books, worksheets, and workbooks. The first materials are course books. He said that the course books should be fun and colorful. The second materials are worksheets. The worksheets can be used for practicing any four skills: listening, speaking, reading, or writing. The third materials are workbooks. The workbooks are essentially collections of worksheets. All the parts in worksheets apply as much to workbooks. The workbooks are also usually supplied ready-made by the publishers of the course book.

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

Related to the creating materials, Pinter (2009) explains ‘topic-based planning’ in creating the materials. The topic-based planning means that a topic is chosen for a term and all the activities in all areas of the curriculum will be related to that one broad topic. The topic-based planning and teaching is also popular among English teachers who have the freedom to plan their own materials. Pinter (2009) also explains the texts that can be written by the teachers. As part of working on a topic, they can also exploit stories, poems, songs, and rhymes.

In line with Pinter (2009), Scott and Ytreberg (2004) explain some reason why the English teachers can organize the materials in a topic-based work. Two of the reasons are that it is easier to relate the lessons to the children’s experiences and interests when the teachers focus on a topic. Another reason is working on topics can help the learning process. The children can associate words, functions, structures, and situations with a particular topic.

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

b. Materials Design

In designing the material, a designer has to follow the principles in writing the good materials. Hutchinson and Waters (1987) identify six principles in writing the good materials. The first principle is that materials should encourage learners to learn. Therefore, the materials should contain interesting texts, enjoyable activities which engage the learners’ thinking capacities, opportunities for learners to use their

existing knowledge and skills, and content which both learner and teacher can cope with. The second principle is that good materials should provide a clear and a coherent unit structure which will guide a teacher and learners through various activities in such a way as to maximize the chances of learning. The third principle is that materials should reflect what the teacher think and feel about the learning process. The fourth principle is that materials should try to create a balanced outlook which both reflects the complexity of the task, yet makes it appear manageable. The fifth principle is that Materials can have a very useful function in broadening the basis of teachers' training, by introducing teachers to new techniques. The sixth principle is that materials provide the models of correct and appropriate language use.

Hutchinson and Waters (1987) also present a model that has a goal to provide a coherent framework for the integration of the various aspects of learning. This model consists of four elements. They are input, content focus, language focus and task. The four elements are discussed in the following sections.

a) Input

It refers to anything that can be used as the materials for teaching. Input can be in the form of a text, dialogue, video recording, diagram or any piece of communication data. The input provides (1) stimulus materials for activities; (2) new language items; (3) correct model of language use; (4) a topic for communication; (5) opportunities for learners in using their information processing skills; and (6) opportunities for learners in using their existing knowledge both of the language and the subject.

b) Content Focus

Language is a means of conveying information and feelings about something. Therefore, the content of non-linguistic item should be exploited to generate meaningful communication in the classroom.

c) Language Focus

Hutchinson and Waters (1987) state the aim of designing the materials is to enable learners to use language. Language focus gives students the chance to break language into pieces, learn how it works, and practice how to put it back together again.

d) Task

The final goal of the language learning is the use of language. Materials must be designed to lead toward communicative tasks when learners use the content and language they have got.

Based on the explanation, it can be said that the teachers should follow the principles of good materials. After the teachers know the principles, when they want to design their own materials for the students, they should consider the four elements. Figure 1 shows the four elements of the model in designing the materials based on Hutchinson and Waters (1987).

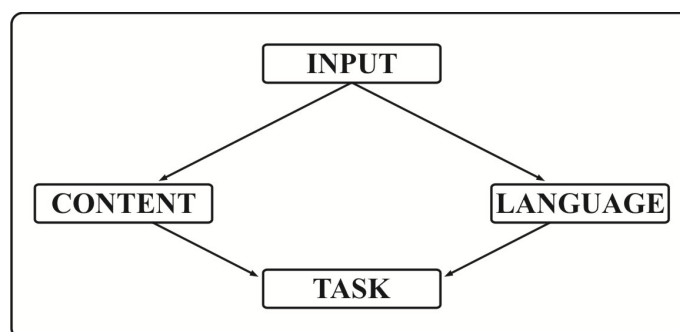


Figure 1: A material design model (Hutchinson and Waters, 1987: 109)

In line with Hutchinson and Waters (1987), Nunan (2004) explains the component of tasks. Nunan (2004) states that

A pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused in mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form.

The definition of the task above is mainly stating that tasks should have goals to achieve the content or input, the management of the activities, and the outcome of the tasks, where the focus of the task is on meaning. In designing tasks in the materials there some component of the task. Shavelson and Stern (1981) in Nunan (1989: 47 and 2004: 40) state that the tasks consist of these elements to be considered:

- Content, that is the subject matter to be taught.
- Materials, those are the things that learners can observe and manipulate.
- Activities, those are the things that learners and teachers will be doing during the lesson.
- Goals, which is the teacher's general aims for the tasks.
- Students, including their abilities, needs, and interests.
- Social community, which is the class as a whole and its sense of 'groupness'.

Further, Nunan (1989) mentions three main components of the tasks. Those components imply certain roles, namely teacher roles, learners' role, and setting. The relations among the components are presented in Figure 2.

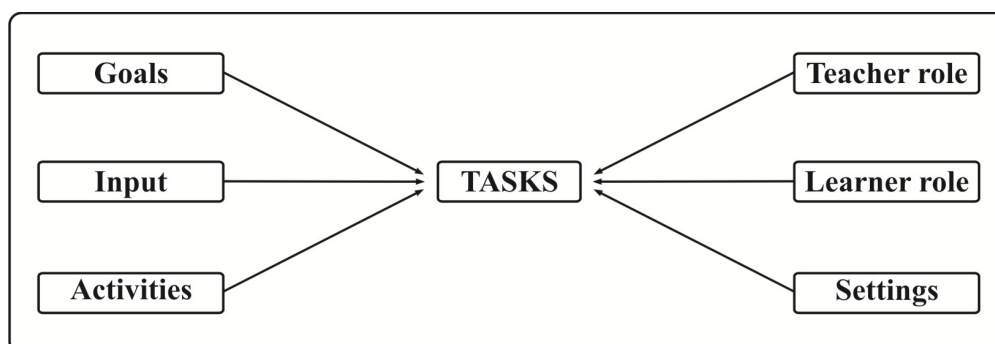


Figure 2: A framework for analyzing communicative task (Nunan, 1989:11)

1) Goals

Nunan (1989: 48-49) defines goals as the vague general intentions behind any given learning tasks. They may relate to general outcomes (communicative, affective, or cognitive)

2) Input

Nunan (1989: 53) states that input data containing both verbal and non-verbal things. It can be derived from a wide range of sources existing in the society.

3) Activities

Activities are what learners will do with the input given which form the learning tasks (Nunan, 1989: 59).

4) Teacher role

Richard and Rogers (1986: 24) in Nunan (1989: 84) point out those roles of the teacher related to the issue of:

- The type of functions teachers are expected to fulfill, e.g. whether that of practical director, counselor or model.
- The degree of control the teacher has over how learning takes place.
- The degree to which the teacher is responsible to content.
- The interactional pattern that helps between teachers and learners.

5) Learner role

Roles relate to the part of learners and teachers are expected to play in carrying out the learning tasks as well as the social and interpersonal relationship between the participants (Nunan, 2004: 64).

6) Settings

Nunan (1989: 91) defines setting as the classroom arrangement specified or implied in the tasks. It also considered whether the tasks are carried out wholly or partly in the classroom.

Nunan (1991) also explain the model in designing the materials. He states that the way the materials are organized, designed, and presented and also the type of the content and activities will help students to shape their view of the target language. There are eight steps of designing materials that are purposed by Nunan (1991). The steps are as follows:

- Step1. Select the topic
- Step2. Collect data
- Step3. Determine what students will need to do in relation to the text
- Step4. Create pedagogical activities/ procedure
- Step5. Analyze text s and activities to determine the language elements
- Step6. Create activities focusing on language elements
- Step7. Create activities focusing on learning skills/ strategies
- Step8. Create application tasks.

Meanwhile, Jolly and Bolitho in Tomlinson (1998: 98) propose seven stages of producing new or adapted materials. The first stage is an identification of a need to fulfill or a problem to solve by creation of materials by teacher or learner(s). The second is an exploration of the area of need or problem in terms of what language, what meanings, what skills, etc. The third is conducting contextual realization of the materials by finding suitable ideas, contexts or texts

with which to work. The next is pedagogical realization of materials. This is done by finding appropriate exercises and activities and writing appropriate instructions for use. The last stage is physical production of materials, involving a lay out, type size, visuals, reproduction, tape length etc. Those seven stages are as in the following figure.

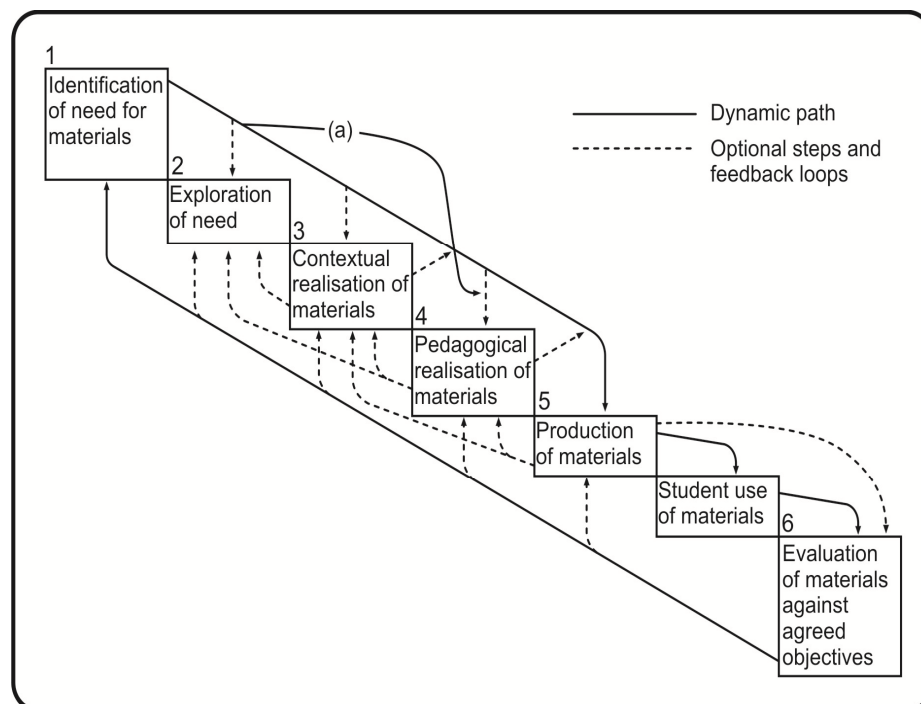


Figure 3: **A pathway of the production of new or adapted materials (Jolly and Bolitho in Tomlinson, 1998: 98)**

From the explanation about the tasks above, it can be concluded that the tasks are focused on the meaning that have goals to reach the content or input and the management activities. In designing the tasks, there are some components or and some steps that should be followed by the teachers in designing the tasks. The components can be summarized in six elements. They are goals, input, activities, teacher role, learner role, and settings. All the components should be on the tasks and designing by the eight steps that has been stated before.

B. Relevant Studies

Some studies are relevant to the developing of English materials for an Extra-curricular program of fourth grade students. The studies were conducted by Prihatina (2005) and Suryanto (2010). These studies were focused on developing English materials of fourth grade students in the regular classes.

Prihatina (2005) conducted the study in an elementary school. The research tried to develop English learning materials for the fourth grade students of SDN Glagah I Yogyakarta in semester one in the academic year of 2004/2005. In her findings, she stated the characteristics of the developed materials that were suitable for the students' needs. The input of the materials should be varied, simple, and near to their daily life, while the activities should be attractive and involve all four skills.

Meanwhile, Suryanto (2010) focused his research on the implementation of the game-based materials for the fourth grade students of SDN Petinggen in the academic year of 2009/2010. The research findings explained the characteristics of the materials that were developed based on the need analysis assessment. The characteristics were as follows. The materials should provide them with the opportunities to communicate in English. Next, the tasks in the materials should be varied. The next characteristic is that the materials should provide various settings, such as individual task, in pair task, or in group task. The last, the materials should encourage them to do the tasks actively.

C. Conceptual Framework

There were no interesting materials for the extra-curricular program in SD N Kranggan, which was conducted in 2008. The materials were only worksheets or final examination sheets. The activities in the program are mostly doing the exercises for preparing the final examination. They made the students got bored easily. To solve the problem, the researcher redesigned the appropriate materials for the English extra-curricular program that follow the principles in designing the good materials for the students of elementary schools.

The researcher considered some theories in designing the materials. The principles in writing the good materials were proposed by Hutchinson and Waters (1987). The materials were designed based on the principles in English teaching-learning for children as the elementary students. The materials consisted of some tasks that were designed by the six components supported by Nunan (1989). The researcher also followed the steps in designing the good materials.

The students enjoyed doing the activities and like to do the task on the materials since the materials were developed based on their characteristics and their needs. To know their characteristics and their needs, first, the researcher surveyed the students. Then, he wrote the course grids and developed the materials. Based on the survey and the observation result, he developed the materials into three topics which were divided into five units. The materials were implemented in the extra-curricular activities for 10 meetings.

CHAPTER III

RESEARCH METHOD

A. Type of the Research

This research is classified as Educational Research and Development (R & D), based on Gall, Gall, and Borg (2003). The findings of this research were used to design new products and procedures. The product in this research became the form of English learning materials for an extra-curricular program in elementary school. The appropriate activities were conducted along with the materials in an extra-curricular program in SD N Kranggan.

B. Settings of the Research

As said before, the product of the research was implemented for an extra-curricular program in SD N Kranggan. Because there were outdoor activities in the program, the places were not only in the schools. The researcher conducted the program around Trisik Beach, and Progo River. The two places were near the school. The program was conducted at Kranggan, Galur, Kulon Progo.

The subjects of this study were the fourth grade students of SD N Kranggan in the second semester of the academic year 2009/2010. This class consisted of 28 students. They were 9 girls and 19 boys. The program was held for giving the extra materials for semester final examination. The designed materials were implemented from April to May 2010.

C. Research Procedure

Based on the procedures of developing materials by Nunan (1991) and Jolly and Bolitho in Tomlinson (1998: 98) in Chapter II and the steps of R & D cycle (Gall, Gall, and Borg, 2003), the researcher combined and simplified the research procedure into four main stages. They were collecting preliminary data stage, designing materials stage, collecting final data stage, and redesigning materials stage. Each stage covers several steps. The steps are explained in following sections.

1. Collecting Preliminary Data

This stage includes defining the goals, identifying problems, and assessing needs through surveying and analyzing. In this first stage, the researcher observed the students need in English teaching-learning process.

2. Designing Materials

This stage includes analysing preliminary data, writing the course grid, developing materials, and writing the first draft. The course grid was arranged based on the need analysis, curriculum, and syllabus.

3. Collecting Final Data

This stage includes evaluating the first draft, revising the first draft, writing the second course grid, writing the second draft, and trying out the second draft. The evaluating was conducted in questionnaire and interview form.

4. Redesigning Materials

This stage includes analyzing the second draft, evaluating and revising the second draft, and rewriting it to meet the criteria of the designed materials. The researcher got the data evaluation from the questionnaire and interview transcripts.

D. Data Collection Technique

1. Instruments

There were three types of instruments in this study. They were observation guideline, questionnaire, and interview guideline. The instruments used to collect the data.

The first instrument was an observation guideline. The researcher used the instrument to observe the students' characteristics. The observation was done before developing the materials.

The second instrument was a questionnaire. The researcher distributed the questionnaire in two separated times. The first questionnaire was distributed to the students before designing the materials. It aimed to get the students' characteristics and their needs. This questionnaire was called a need survey questionnaire. The organization of the first questionnaire is presented in Table 4. The second questionnaires were the evaluation questionnaires. It was distributed to students, English teachers and experts. The data obtained were used in revising the materials. Table 5 and Table 6 show the organization of the second questionnaire to the students, English teachers, and experts.

The third instrument was an interview guideline. The researcher did the interview in two separated times. First, the researcher interviewed the classroom teachers, the school principal, and the children to get the students' needs. This interview was conducted before designing the materials. Second, the researcher interviewed the experts (English lecturers and teachers), the students, and the co-researchers in order to evaluate the designed materials.

Table 4: The Organization of the First Questionnaire

Item number	The Purpose of the questions	References
Part A 1 – 7	To find some information about students' profile	Hutchinson and Waters (1987:62), Tomlinson (1998:7-21)
Part B 8 – 17	To find some information about the students' activities in the classroom	Hutchinson and Waters (1987:62)
Part C 18 – 29	To find some information about students' preference in teaching extracurricular activities and the topic of materials that students need	Hutchinson and Waters (1987:62), Tomlinson (1998:7-21)

Table 5: **The Organization of the Second Questionnaire to the teacher**

Item number	The Purpose of the questions	References
PART A 1 – 7	To find information concerning the relation among the materials, the curriculum and syllabus, and the learning objectives	Brewster, Ellis, and Girard (2002) <i>Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar</i> (2007) Nunan (1989)
PART B 8 – 14	To find information concerning the inputs of the developed materials	Pinter (2009) Nunan (1989)
PART C 15 – 20	To find information concerning the activities of the developed materials	Paul (2003) Nunan (1989)
PART D 21 – 23	To find information concerning the setting of tasks	Nunan (1989)
PART E 24 – 26	To find information concerning the teacher role toward the materials	Nunan (1989)
PART F 27 – 28	To find information concerning the students' role toward the materials	Nunan (1989)
PART G 29 – 33	To find information concerning the appearance of the materials	Brewster, Ellis, and Girard (2003)

Table 6: The Organization of the Second Questionnaire to the students

Item number	The Purpose of the questions	References
PART A 1	To find information concerning the relation among the materials, the curriculum and syllabus, and the learning objectives	Brewster, Ellis, and Girard (2002) <i>Pedoman Pembelajaran Bahasa Inggris di Sekolah Dasar</i> (2007) Nunan (1989)
PART B 2 – 6	To find information concerning the inputs of the developed materials	Pinter (2009) Nunan (1989)
PART C 7 – 9	To find information concerning the activities of the developed materials	Paul (2003) Nunan (1989)
PART D 10	To find information concerning the students' role toward the materials	Nunan (1989)
PART E 11	To find information concerning the teacher role toward the materials	Nunan (1989)
PART F 12	To find information concerning the appearance of the materials	Brewster, Ellis, and Girard (2003)

2. Data Collecting

The data were collected based on the research procedure. The researcher collected the data in two separated time. First, he collected the data of learners' needs and characteristics. The data were used to develop the materials.

First of all, the researcher conducted an observation and an interview. He observed the teaching-learning process of the fourth grade class of SD N Kranggan. He also interviewed the students to know their characteristics and preferences in learning English. To complete the data, he distributed the questionnaire of need

survey. He distributed it to the fourth grade students of SD N Kranggan. To get more information about how to design the appropriate materials and to conduct the extra-curricular program, he interviewed the class teacher, the principal, and the Islam religion teacher. He also interviewed the teacher of physic exercises of SD N Kranggan, it was because the teacher sometimes does the outdoor activities in teaching.

The second step was analyzing the data. The researcher analyzed the need survey, the researcher synchronized the result with the curriculum and syllabus of English in SD N Kranggan. After writing the course grid, he designed the first draft of the materials in three units.

The third step was collecting final data. The researcher consulted the first draft to the experts. After analyzing the result, he designed the second draft and did the try-out of materials. In doing the try-out, he was helped by two to more co-researchers. One co-researcher helped in managing the activities, and other co-researcher helped him in taking documentation of the implementation. For outdoor activities, he needed more than two co-researchers since the students were very active and need more attention.

In the last step, he distributed the questionnaire to the students after the implementation of each unit. He also did the in depth interviews to the students six times while doing the implementation. The interview for the co-researcher was held after one meeting end, as an evaluation.

E. Data Analysis Techniques

From the data collection, the researcher got two kinds of data. The first were taken from the researcher teaching reflection and interview. The second data were taken from the questionnaires. To analyze the first data, the researcher used a qualitative technique. Meanwhile the second data were analyzed using descriptive statistics.

In analyzing the qualitative data the researcher used five steps proposed by Gall, Gall, and Borg, (2003: 453) which were called interpretational analysis. They consisted of segmenting the database, developing or selecting categories, coding segments, grouping category segments and drawing conclusions.

First, the researcher categorized the interview transcripts. Next, the researcher selected a category system of the questionnaire. The categories system was based on the questioner blue print. They were goals, input, activities, setting, teacher role, learner role, vocabulary and structure, and also appearance of the materials. Later, the researcher coded the segments according to the categories used and grouped the same segments together. Finally, the researcher drew conclusions based on the grouped-segments.

Moreover, in analyzing the data from the questionnaire, the researcher used descriptive statistics. It includes frequencies, central tendency, and variability. To analyze the data of the respondents in the questionnaire, the researcher used the central tendency measure (Gall, Gall, and Borg, 2003:131). Since the central

tendency measure consists of mean, median and mode. The data collected from the questionnaire were then presented as in the Table 7.

Table 7: The Result of the Questionnaire (Materials Evaluation)

No.	Issues of statement	N	Central Tendency		
			Mean	Median	Mode
1.					
2.					
3.					
...				

Considering that the researcher used the Likert-type Scale to collect the data from the questionnaire, each response to the statement was anchored to five points of agreement as follows:

1 = Strongly Disagree

2 = Disagree

3 = Undecided

4 = Agree

5 = Strongly Agree

Later, to make the quantitative data easier to read, the researcher conversed to the computation results of the questionnaire into interval of mean values on a scale of 1 to 5 as in the table 8. The researcher used SPSS program to calculate the descriptive statistic.

Table 8: **Quantitative Data Conversion**

Scales	Categories	Interval of Mean Values	
		Formula	Computation
5	Very good	$X > \bar{X}_i + (1.8 \times S_{\bar{x}})$	$X > 4.2$
4	Good	$\bar{X}_i + (0.6 \times S_{\bar{x}}) < X \leq \bar{X}_i + (1.8 \times S_{\bar{x}})$	$3.4 < X \leq 4.2$
3	Fair	$\bar{X}_i - (0.6 \times S_{\bar{x}}) < X \leq \bar{X}_i + (0.6 \times S_{\bar{x}})$	$2.6 < X \leq 3.4$
2	Poor	$\bar{X}_i - (1.8 \times S_{\bar{x}}) < X \leq \bar{X}_i - (0.6 \times S_{\bar{x}})$	$1.8 < X \leq 2.6$
1	Very poor	$X \leq \bar{X}_i - (1.8 \times S_{\bar{x}})$	$X \leq 1.8$

Proposed by Sudijono, 2003: 339

Table 8 presents the scales and the categories of the quantitative data conversion. It also presents the formula of the interval of mean values and the computation of the formula. It was known that X was the average mean values of each aspect, \bar{X}_i is the ideal average, and $S_{\bar{x}}$ is the ideal standard deviation.

The average mean values (X) can be obtained by doing this computation.

$X = (\text{first mean value} + \text{second mean value} + \text{third value} + \dots) \div \text{total number of items of each aspect}$

For example, the first aspect of the second questionnaire to the teacher

$$\begin{aligned}
 X &= (3.88 + 4.25 + 3.63 + 3.75 + 4.13 + 4.38 + 4.12) \div 7 \\
 &= 28.14 \div 7 \\
 &= 4.02
 \end{aligned}$$

After that, the researcher consulted the result of the average mean values of each aspect in the questionnaire to decide whether the draft of the developed materials was good and met the learners' needs or not.

F. Validity and Reliability

1. Validity and Reliability of Instruments

Gall, Gall, and Borg (2003: 223) say “questionnaires and interviews must meet the same standards of validity and reliability that apply to other data-collection measures in educational research”. Based on the statement, the researcher analyzed the validity and reliability of the questionnaire as one of the instruments used in this study.

a. Validity

As stated before, the researcher used two kinds of questionnaire. The first questionnaire was for analyzing students’ needs. There was one questionnaire for analyzing the students’ needs. The second questionnaire was for evaluating the second draft. There were two questionnaires for evaluating the second draft. It can be said that the researcher developed three questionnaires. To analyze the validity of the questionnaires, the researcher used the theoretical and empirical validity.

First, to the theoretical validity, the researcher made the questionnaire blueprints. The questionnaire blueprints were made based on the theories from Brewster, Ellis, and Girard (2002), Pinter (2009), Nunan (1989), and Paul (2003) that was related to the developing materials for children. The questionnaire blueprints can be seen in Appendix C.

Second, to meet the empirical validity, the researcher calculated the items of the questionnaires through Corrected Item-Total Correction Formula. The researcher calculated the items used a computer program, named SPSS 16 for Windows.

b. Reliability

The reliability of the instrument in this study was calculated using the Cronbach's Alpha Formula. The formula was chosen since the score of each item in this section was in scales (from 1 to 4). The reliability was calculated using SPSS 16 for Windows. The computation can be seen in Appendix C.

2. Validity of Materials

To assure the validity of the materials in this study, the researcher used the content validity and construct validity. The content validity of the materials in this study was based on the curriculum and needs analysis. Referring to Gall, Gall, and Borg (2003: 192), the tasks designed were identified whether they were in line with the curriculum and the needs and characteristics of the children or not. The construct validity relates to the content of the developed materials, which should meet the theories underlying the variable measured. The final product of the materials can be seen in Appendix J.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

This chapter answers the questions in Chapter I which are the characteristics of good English extra-curricular teaching materials and the materials development for the extra-curricular program in SD N Kranggan. The first question is revealed from the needs analysis on the fourth grade students of SD N Kranggan through observations, interviews, and questionnaires. After the researcher knew the characteristics of the fourth grade students, he developed the materials. The second question is to explain how the materials are developed. There are nine steps in developing the materials. They are writing the first course grid, developing the first draft, evaluating and revising the first draft, revising the second course grid, developing second draft, implementing the second draft, evaluating and revising the second draft, revising the final course grid, and developing the final product.

1. The Characteristics of Good English Materials for the Extra-curricular Program

This section presents the data about the learners' needs and characteristics that were gathered in the beginning of the research. The data obtained were the field notes of the observations, the results of the first questionnaire to the students of Grade IV, interviews with them, and interview with the classroom teachers and

the principal. Besides, the data were also the results of the reflection on the researcher's teaching experiences in Grade IV from the beginning of the even semester in the academic year of 2009/2010. The results of the needs analysis were used to develop the course grid of the materials. The results of the needs analysis are as follow.

a. Students' Characteristics

There were 28 students in Grade IV at SD N Kranggan in the academic year of 2009/2010. They varied in age from 9 to 14 years old. Most of them (16 students) were ten years old. There were six students who were more than ten years old and six who were less than ten years old. Table 9 shows the numbers of the students based on their age and sex.

Table 9: The Data of Grade IV Students

Group of Respondents	Age	Sex		Total
		Male	Female	
The fourth grade students of SD N Kranggan	9	2	4	6
	10	12	4	16
	11	1	-	1
	12	2	-	2
	13	2	-	2
	14	-	1	1
TOTAL		19	9	28
		28		

After doing the observations, interviews, and the questionnaires, the researcher then found three main characteristics of the fourth grade students in SD N Kranggan in the academic year 2009/2010. The first characteristic was about the students' ability to work with others. This could be done by grouping them

when necessary since they liked to have other students around them. This was proved by the interview with the class teacher. The complete result of the interview with her was written in Interview 1, Appendix E, page 284.

Second, the students tended to like physical activities. They liked to move around since they had much energy to be pulled out. The teaching learning activities then should facilitate them to do more physical activities as well as classical activities. This is supported by the interview with the teacher of physical education.

T : ... *Selain itu, anak-anak yang biasanya bandel, kalau olahraga itu menurut. Misal, pas jam olahraga, kok tidak jadi olahraga, mereka kecewa.*

(... Besides, the naughty students became obedient during physical lesson. They would be disappointed if the lesson was cancelled.)

R : *Jadi mereka suka?*

(So, do they like it?)

T : *Kalau ada kegiatan yang banyak bergerak, mereka suka.*

(They like physical activities.)

(Interview 4, Appendix E, page 287)

The third characteristic related to the students' attention span. Since they had a short attention span, they could get bored easily. To prevent this, the teacher should make various and interesting materials and activities. If the students liked the activities, they would do it every day. However, if they did not like the activities, they would not continue it. This was taken from the observation field note, Appendix D, page 269.

The fourth grade students of SD N Kranggan in the academic year of 2009/2010 had the same characteristics with the other students. They could work and learn together with their friends. They had a lot of energy for playing actively outside the class. They also had known their preferences in learning process. They

just liked to do the activities that they loved. Those characteristics were further considered in the materials development. Therefore, the developed materials made were in line with their characteristics.

b. Students' Needs

The needs of the students in this research were obtained by a questionnaire and interviews with the students of the fourth grade, the classroom teachers, and the principal. The first questionnaire was developed from the questionnaire blue-print. The questions were divided into three parts. The blue-print and the questionnaire can be seen in Appendix B. In addition, the researcher conducted the interviews with the students. To support the analysis of the data finding about the students needs, the researcher interviewed the classroom teachers and the principal. Table 10 shows the blue-print of the questionnaire to the students.

Table 10: The Blue Print of the Need Analysis Questionnaire

No.	Topic	Questions	Item	Total
A.	Students' profile	<ul style="list-style-type: none"> ▪ Name ▪ Age ▪ Sex ▪ Class ▪ Address ▪ Parents' name ▪ Parents' job 	1 1 1 1 1 1 1	7
B.	Curricular Activities	<ul style="list-style-type: none"> ▪ Students' preference in English ▪ English lesson in the school ▪ The materials taught ▪ The course book ▪ The students' worksheet ▪ The teaching media ▪ Teaching and learning activities ▪ The language skills ▪ Teaching and learning activities ▪ The language skills ▪ The learning resources ▪ Time available in learning English 	1 1 1 1 1 1 1 1 1 1 1 1 1	10
C.	Extra- curricular Program	<ul style="list-style-type: none"> ▪ The extra-curricular program ▪ The meeting in a week ▪ The time allocation for each meeting ▪ The needs of learning resources that the students want ▪ The needs of learning skills that the students want ▪ The needs of learning activities that the students want ▪ The needs of topics that the students want to learn 	1 1 1 3 4 1 1	12
Total				29

The first part of the need analysis asked about the students' profile. Most of the fourth grade students lived near the school. Their parents worked as farmers and traders, which were classified, into mid-low economic background. The complete information of the students profile can be seen in Interview 1, Appendix E, page 284.

The next part was about curricular activities. From the questionnaire, 14 of 29 students (48.3%) liked English very much, while the rest (15 students) just liked it. They (96.6%) thought that English was fun and interesting. This statement was also supported by the interviews with the students. This could be found in Interview 9, Appendix E, Page 294.

The last part was about extra-curricular program. Based on the questionnaire, students liked to learn all four skills (reading, writing, listening, and speaking) in the extra-curricular program. Twenty of 29 students (69%) wanted four skills to be taught in those activities.

Students also liked both indoor and outdoor activities. Then, they enjoyed learning English from many fun and interesting sources. They were fond of playing games, listening to the stories, and singing songs. This was proved by the interviews with the students in Appendix E, interviews 10 and 11, Page 295-297.

The last, the students chose the topics or themes they wanted to learn. The researcher gave them 8 different topics to be chosen. From the questionnaire, 14 students (48.3%) chose all topics. Through the interviews, he limited the topics into the three topics that they liked most. Twenty one students (72.4%) chose *Animals*, 19 students (65.5%) chose *Parts of the Body*, and 12 students (41.3%) chose *Fruits and Vegetables*. From the result of the questionnaires and the interviews, the researcher then developed these three topics into materials.

The fourth grade students of SD N Kranggan in the academic year of 2009/2010 liked English very much because it was fun and interesting. Yet, the time available to learn English in the regular class was not enough. The extra-

curricular program that was held to give them extra time only gave the exercises. The researcher then arranged English materials to be implemented in the extra-curricular program in order to provide the interesting activities in learning English. These materials should attract the students. The activities in the extra-curricular program should vary, such as playing games, singing songs, and listening to the stories. To prevent them from getting bored, the activities were held not only inside the class but also outside the class. Based on the collected information, the researcher then developed the course grid of the materials.

2. The English Materials Development for the Extra-curricular Program

a. The Course Grid of the First Draft

The first course grid in this research was developed based on the needs analysis. It was used as a guide to develop the English materials for the extra-curricular program. The researcher developed three topics into six units of materials. Each of them would be conducted in 120 minutes. The first course grid can be seen in Appendix G.

b. The First Draft

The materials are developed on topic bases. There are three topics which are divided into six units. They are *Zoo Animals*, *Parts of the Body*, and *Fruits and Vegetables*. The first topic, *Zoo Animals* is divided into two units; *Unit 1 Let's go to the Zoo* and *Unit 2 In the Zoo*. The second topic is divided into two

units; *Unit 3 Touch Your Nose*, and *Unit 4 He is Tall*. The last topic is divided into two units, *Unit 5 Going Shopping* and *Unit 6 I Want to Buy Apples*.

Those units are implemented in six meetings, which mean one unit per each meeting. Each meeting lasted 120 minutes. These developed units are set as a model of the whole meetings in the extra-curricular program in a semester. All developed units in this research are accompanied by activities to support the language learning. The organization of each activity in all units is the same. Unfortunately, the last three units were not developed since they did not cover the course grid. The units were organized in a framework as presented below.

Unit Title

- A. Let's Start
 - Input (Words, Pictures)
 - Repeating the words
- B. It's Your Turn
 - Performing short commands related to the input
 - Knowing new language functions
- C. Let's Do It
 - Doing tasks or projects related to the topic
- D. Let's Take a Break
 - Reviewing the materials
 - Expressing preference on the materials

The first part, *Let's Start* is developed in the beginning of each unit. This part is developed as a warming up activity for the students. It gives the students general information about the topic. The activities in this part are looking at the pictures, analyzing the pictures, and saying or writing down the words based on the pictures.

The second part, *It's Your Turn* is set in the form of input giving activities. The purpose of these activities is giving the students language input and a context

for the learning. The students read the dialog as the input. They also play games, sing a song, or listen to a story in order to make them familiar with the input.

In the third part, *Let's Do It*, the students start producing the input given before. This part is created to support the language learning in the previous part through fun and interesting ways. The activities in this part are project making and role playing. It is aimed to give the students a follow up on what they have learned in the previous part.

The fourth part, *Let's Take a Break* gives the students chance to say their opinion on every unit that they learn. They can express their preference to the unit by sticking the emotion sticker on the end of each unit.

All of those activities are adjusted to the topic of each unit. The complete materials can be seen in Appendix H, while the brief description of the developed materials is as follows.

1) Unit 1, Let's Go to the Zoo

The goal of this unit is to make the students able to know the names of zoo animals and their foods. The researcher focuses on emphasizing two skills in this unit, listening and speaking. Therefore, the activities in this unit are mainly in oral form.

The first part consists of three tasks. In the first task, the students are asked to figure out the animals from the picture in the handout and then pronounce their names aloud. In the second task, they write down the name of the animals based on the previous picture. In the third task, they listen to and repeat the name of the animals that were pronounced by the teacher. The

animals that are listed in this unit are lion, rhino, monkey, giraffe, parrot, elephant, deer, eagle, tiger, snake, zebra, bear, crocodile, hippo, and orangutan.

The second part consists of three tasks. In the first task, students listen to the story Jimmy and the Zoo Animals. The students learn the expression, “What do you eat?” and how to answer it, “I eat meat.” The teacher reads the story twice. At first, the students just listen to the story. Then they listen to the story again and do the next task that is matching the animals to their foods. In the next task, the students play Animal Circle game. The goal of this game is to make the students familiar with the animals and their foods. In this game, they have to call names of animals and their foods correctly.

In the third part, the students produce the utterances orally. They do a survey game. The first student asks, “What does a lion eat?” Then, the second student answers, “A lion eats meat.” If the answer were correct, he or she would get a food sticker and stick it on the right animal.

In the fourth part, the teacher guides the students to review what they have learned. He asks the students their preference to the developed unit. If they like the materials, they stick a smiley sticker. However, if they do not like it, they stick a bored sticker.

2) Unit 2, In the Zoo

This unit is aimed to make the students know kinds of public notices and signs in the zoo. Besides, they can also create their own notices or signs. The skills in this unit include reading and writing.

The first part consists of two tasks. In the first task, the students find out the animals in the zoo map picture. This is to review the previous unit. Then, in the second task, they figure out the name of animals in the puzzle.

The second part consists of two tasks. In the first task, the students look at the signs and then draw lines from the signs to the correct meanings. In the second task, they play board game named Exploring the Zoo. Playing in groups, they have to compete to reach the finish line first. During the game, they find out the signs, and then put the correct meaning on it.

In the third part, the teacher asks the students to do a project. They have to complete the zoo map template with the animals and public signs. They do it in group to teach them how to cooperate with others. The main purpose in this project is choosing the suitable signs or notices in the zoo and putting them in the correct place.

In the fourth part, the teacher guides the students to review what they have learned. Then he asks the students about their preference to the developed unit. If they like the materials, they stick a smiley sticker. Yet, if they do not like it, they stick a bored sticker.

3) Unit 3, Touch Your Nose

The purpose of this unit is to make the students know about parts of the body and their characteristics. This unit emphasizes on listening and speaking skills. The first part, *Let's Start* consists of two tasks. In the first task, the students look at a human body picture. They match the parts of the body to

their correct names. In the second task, the students read the input dialogues about how to ask someone to touch his/her parts of the body.

The second part consists of two tasks. The activity in the first task is singing a Head and Shoulders song. They make a big circle and sing it loudly. While singing, they are also touching each part of their own body based on the song. In the second task, they play a game named Simon Says. In this game, students give instructions to their friends to touch their parts of the body.

In the third part, the students learn the characteristics of parts of the body, and implement it in a project. First, they listen to the characteristics of a monster that are said by the teacher, for example “My monster has two long arms.” Then, they draw the monster based on that characteristic.

In the fourth part, the teacher guides the students to review what they have learned. Then he asks the students about their preference to the developed unit. If they like the materials, they stick smiley sticker. However, if they do not like it, they stick bored sticker.

c. The Evaluation and Revision of the First Draft

1) The Evaluation of the First Draft

After the materials had been developed, the researcher evaluated the materials. The evaluation was conducted through the questionnaires, interviews, and reflection. The questionnaires and interviews were used to collect the data on the respondents' agreement towards the developed materials, the general opinions and the suggestions from experts and English teachers who had experiences in

teaching English to children. The reflection was done on the developed materials. The result of the questionnaires, interviews, and reflection were used to revise the first draft of the materials before it was implemented in the extra-curricular program. The data of the respondents in the evaluation of the materials were presented in Table 11.

Table 11: **The Data of the Teachers and Lecturers**

Group of Respondents	Name	Educational Background	Teaching Experience		
			0-2 years	2-5 years	>5 years
English instructors or Teachers	Ambarwiyati S.	D3			√
	Anjar Susanti	US	√		
	Erika Irma Estriani	UG	√		
	Agung Sutopo	US	√		
	Rahmi Wuri Handayani	US	√		
	Ahmad Hanafi	US	√		
English Lecturers	Lusi Nurhayati	PG			√
	Wipsar Siwi Dona Ikasari	PG			√

Notes: D3 : means Diploma Graduate
 US : means University Student
 UG : means University Graduate
 GS : means Graduate Student
 PG : means Post Graduate

As stated in the previous chapter the data gathered from the questionnaires were then transformed into range of 1 until 5. Next, the researcher evaluated them to get the data mean, median and mode of each response from the respondents. The result of the computation is presented in Table 12.

Table 12: The Data of Mean, Median and Mode of the Evaluation (Experts)

Table 12: The Data of Mean, Median and Mode of the Evaluation (Experts)						
No.	Issues of Statement		N	Central Tendency		
				Mean	Median	Mode
A. Aspek Tujuan Pembelajaran (<i>Goals</i>)			8			
1.	Materi yang dikembangkan sudah memenuhi silabus: SK dan KD.	3.88		4.00	4	
2.	Materi yang dikembangkan sudah sesuai dengan course grid.	4.25		4.00	4	
3.	Materi yang dikembangkan sudah sesuai dengan kebutuhan siswa.	3.63		4.00	4	
4.	Materi yang dikembangkan sudah sesuai dengan tingkat kemampuan berbahasa siswa.	3.75		4.00	4	
5.	Materi yang dikembangkan mendorong siswa belajar secara komunikatif.	4.13		4.00	4	
6.	Materi yang dikembangkan berkaitan dengan kehidupan sehari-hari.	4.38		4.50	5	
7.	Kosakata yang dipakai sudah sesuai dengan kebutuhan para siswa.	4.12		4.00	4	
B. Aspek <i>Input</i>						
8.	<i>Input</i> (bacaan, dialog, gambar) dalam materi bervariasi.	4.25		4.00	4	
9.	<i>Input</i> (bacaan, dialog, gambar) dalam materi menarik.	4.35		4.50	5	
10.	<i>Input</i> (bacaan, dialog, gambar) dalam materi sesuai dengan tingkat kemampuan siswa.	3.75		4.00	4	
11.	<i>Input</i> dalam <i>tasks</i> mendorong pembelajaran siswa melalui kegiatan mendengarkan, berbicara, membaca, dan menulis secara seimbang.	3.75		4.00	4	
12.	<i>Input</i> yang ada di dalam materi menggunakan model struktur bahasa yang benar.	3.88		4.00	4	
13.	<i>Input</i> yang ada di dalam materi memberikan tambahan penguasaan kosakata bagi siswa.	4.50		4.50	4	
14.	Kosakata yang ada pada setiap <i>task</i> sederhana dan mudah dipahami.	4.25		4.00	4	
C. Aspek Kegiatan (<i>Activities</i>)						
15.	Kegiatan dalam <i>tasks</i> mendorong siswa untuk berkomunikasi dalam bahasa Inggris.	3.88		4.00	3	
16.	Kegiatan dalam <i>tasks</i> menarik.	4.25		4.00	4	
17.	Kegiatan dalam <i>tasks</i> bervariasi dan tidak monoton.	4.38		4.50	5	
18.	Kegiatan dalam materi yang dikembangkan mencakup empat ketrampilan berbahasa (<i>speaking, listening, reading, writing</i>)	4.25		4.00	4	
19.	Kegiatan dalam materi mencakup kegiatan untuk memahami struktur bahasa tertentu.	4.00		4.00	4	
20.	Kegiatan dalam materi mencakup kegiatan yang mengaplikasikan pemahaman terhadap struktur bahasa tertentu.	4.00		4.00	4	

(continued)

(continued)

D. Aspek Setting (<i>Settings</i>)				
21.	Kegiatan dalam <i>tasks</i> mencakup beberapa setting dalam kelas (kegiatan individu, berpasangan, berkelompok, dan seluruh kelas).	4.38	4.00	4
22.	Kegiatan dalam <i>tasks</i> yang dikerjakan secara individu dapat melatih siswa untuk belajar mandiri.	4.00	4.00	4
23.	Kegiatan dalam <i>tasks</i> yang dikerjakan secara berpasangan, berkelompok, dan seluruh kelas dapat meningkatkan kemampuan berkomunikasi siswa.	4.38	4.50	5
E. Aspek Peranan Guru (<i>Teacher role</i>)				
24.	Dalam pemberian <i>tasks</i> , guru lebih berperan sebagai fasilitator.	3.75	4.00	4
25.	Dalam pengerjaan <i>tasks</i> , guru lebih berperan sebagai pembimbing.	4.13	4.00	4
26.	Instruksi yang digunakan di setiap <i>task</i> dalam materi ini cukup jelas dan mudah dimengerti siswa.	4.00	4.00	4
F. Aspek Peranan Murid (<i>Learner role</i>)				
27.	Siswa dapat mengerjakan secara mandiri <i>tasks</i> yang diberikan.	3.63	3.50	3
28.	Siswa dapat berpartisipasi aktif dalam proses pembelajaran dengan mengerjakan <i>tasks</i> yang diberikan.	4.13	4.00	4
G. Aspek Penyajian (<i>lay out</i>)				
29.	Materi tersusun dengan rapi.	3.88	4.00	4
30.	Urutan materi terorganisir dengan baik sehingga mudah diikuti.	3.75	3.50	3
31.	Tampilan (<i>lay out</i>) materi yang dikembangkan menarik.	4.38	4.50	5
32.	Tampilan (<i>lay out</i>) materi tidak terlalu rumit sehingga mudah dipahami siswa.	4.25	4.00	4
33.	Ukuran dan jenis huruf yang dipakai dalam menulis materi jelas dan menarik.	3.88	4.00	4

The result of the computation shows the mean, median and mode of the data gathered from the questionnaires. It shows that the mean ranges from 3.63 (statement 3 and 27) to 4.50 (statement 13). There are two statements with the lowest mean. The first statement deals with the appropriateness of the developed materials with the learners' needs. The second statement is about the learners'

roles in doing the tasks independently. The highest mean deals with the new vocabulary that the learners got in the materials, as the input of the materials.

The result of the computation was calculated using the formula in the previous chapter to get the average mean values of each aspect of the developed materials. The results of this computation showed the mean values of seven aspects which consist of the goals, input, activities, setting, teacher's roles, learner' roles, and lay out of the materials. Beside, in order to make the quantitative data easier to read, the researcher then consulted the average mean values of each aspect to the ideal standard deviation as stated in the previous chapter. The result is presented in Table 13

Table 13: Descriptive Statistics of English Teachers' Responses as the First Respondents to All Units in the First Draft

Aspects	Statement Numbers	Number of Cases	Average mean values of each aspect	Explanation
Goals	1,2,3,4,5,6,7	8	4.0	Good
Input	8,9,10,11,12,13,14	8	4.1	Good
Activities	15,16,17,18,19,20	8	4.1	Good
Settings	21,22,23	8	4.2	Good
Teacher Role	24,25,26	8	3.9	Good
Learner Role	27,28	8	3.8	Good
Lay out	29,30,31,32,33	8	4.0	Good

Table 13 showed the average mean values of the data gathered from the questionnaires range from 3.8 (good) to 4.1 (good). It proved that the respondents agreed to every aspect of the developed English materials and their appropriateness to be used in the extra-curricular program in SD N Kranggan.

In this research, the researcher also gathered opinions and suggestions from the respondents through the questionnaire and did reflection on the first

draft. They were used to support the revision of the first draft. There were 6 different opinions, 10 different suggestions and 3 points got from the reflection. The results were explained below.

(a) The opinions of the respondents:

- a. The materials were good and interesting.
- b. The pictures in the materials were interesting.
- c. The materials suited the Competency Standard and Basic Competence.
- d. The materials were not difficult to the students and suited their needs.
- e. The vocabulary that were used in the materials was simple.
- f. The materials were contextual.

(b) The suggestions of the respondents:

- a. Make the instructions clearer
- b. Change the dots in the blanks into lines
- c. Give every different activities a task name
- d. Add preview activities in the beginning of each part
- e. Change the dialog in Unit 3, Part A *Let's Start*
- f. Change the first letters in the title or subtitle into capital letters
- g. Illustrate the same animals in the same pictures in Unit 1
- h. Give example in every tasks
- i. Serve the game instruction in the teacher guide in procedure form
- j. Revise some grammatical errors in the materials

(c) The points that were obtained from the reflection:

- a. Change the illustration in the story in Unit 1, part B *It's Your Turn*
- b. Change the second task in Unit 2, Part A *Let's Start*
- c. Exchange the sequence of game and song in Unit 3, *Part B It's Your Turn*

In order to make the materials revision easier, the researcher classified those ten suggestions and three points that were obtained from reflection into seven aspects of the developed materials as in the questionnaire. They were the goals, the input, the activities, the settings, the teacher role, the learner role, and the appearance of the developed materials. The classification revealed that the suggestions only dealt with the input, the activities, the teacher role, and the appearance. There were no suggestions on the goals, the settings, the teacher role and the learner role. The result of the classification of the collected suggestions from the respondents is presented below.

(a) Suggestions related to the inputs of the developed materials

- a. Give every different activities a task name
- b. Add preview activities in the beginning of each part
- c. Change the second task in Unit 2, Part A *Let's Start*
- d. Revise some grammatical errors in the materials

(b) Suggestions related to the activities of the developed materials

- a. Change the dialog in Unit 3, Part A *Let's Start*
- b. Exchange the sequence of a game and a song in Unit 3, Part B *It's Your Turn*

(c) Suggestions related to the teacher role of the developed materials

- a. Make the instructions clearer
- b. Serve the game instruction in the teacher's guide in procedure form

(d) Suggestions related to the appearances of the developed materials

- a. Change the dots in the blanks into lines
- b. Change the first letters in the title or subtitle into capital letters
- c. Illustrate the same animals in the same pictures in Unit 1
- d. Change the illustration in the story in Unit 1, Part B *It's Your Turn*
- e. Give example in every tasks

2) The Revision of the First Draft

Based on the data gathered from the first evaluation, the researcher revised the materials. As stated before, there were four aspects of the materials which needed to be revised. They consisted of the inputs, the activities, the teacher role, and the appearance of the developed materials. Below is the discussion about the revision of the first draft.

The first revision was about the inputs of the materials. There were four suggestions dealt with the inputs. The first suggestion was giving a task name in every different activity. The researcher gave the activities a task name (e.g. Task 1, Task 2, etc). Next, in the second suggestion, he added one preview task in the beginning of part A, B and C in each unit. Those tasks mainly gave the students preview about the sample of expression they would learn. The third suggestion was changing the second task in Unit 2, Part A. The task in the first draft was finding the name of animals in the letters box. After that, he changed it into finding the signs based on the zoo map. The fourth suggestion was revising some

grammatical errors in the materials. The researcher then revised the errors in the materials based on the respondents' suggestions.

The second revision was the activities of the materials. There were two different suggestions. The first suggestion was changing the dialog in Unit 3, Part A. *Let's Start*. Based on the first suggestion, the researcher revised the dialog in the Unit 3, Part A. He simplified the dialog, added the illustration and moved the dialog into Part B. The next suggestion was to exchange the sequence in Unit 3, part B. He moved the order of Simon Says game and put it before Head and Shoulders song.

The third revision was about the teacher role. It was related to the instructions of the developed materials. The respondents gave two different suggestions. The first suggestion was making the instructions clearer. Some instructions needed more explanations so that the learners would understand the activities in the tasks. Afterwards, he revised the instructions to make them clearer. The second suggestion was serving the game instructions in the teacher's guide in the procedure form.

The fourth revision was the appearances of the developed materials. The first suggestion was to change the dots in the blanks into lines. The researcher changed the dots in the Unit 1 Part A, Unit 3 Part A, and C into lines. He did it in order to avoid the learners feel dizzy. Second, he changed the letters in the title or subtitle into capital letters. Third, he illustrated the same animals in the same pictures in Unit 1 since there were some same animals' pictures that had different illustration. Fourth, he changed the illustration in the story in Unit 1, Part B since

the illustration should represent the story. Fifth, he gave examples in every task. Later, the revised materials were then called as the second draft. The second draft can be seen in Appendix I.

d. The Course Grid of the Second Draft

After the first draft was evaluated and revised, the next step was writing the second course grid. This second course grid was the result of the revision of the first course grid. There were some revisions and adjustments in this second course grid. The researcher changed some vocabulary in some units into the easier one, or simply eliminated it. The tasks and activities were also adjusted. Some activities that were not interesting or took too much time were changed into the interesting one. The course grid later was made as a guide to develop the second draft. The course grid of second draft can be seen in Appendix G.

e. The Second Draft

This second draft is developed based on the second course grid that has been revised in the previous step. There are some changes and improvements made in this draft. One of the most significant improvements is that the researcher developed five unit materials based on the course grid.

The developed units are also implemented for five meetings for the extra-curricular program in an elementary school. It is for the second semester in the academic year 2009/2010. Each unit is implemented in one meeting, which lasts

120 minutes. The complete materials can be seen in Appendix H, while the brief descriptions of the units are shown below.

1) Unit 1, Let's Go to the Zoo

The goal of this unit is making the students mention kinds of zoo animals and their foods. The tasks and activities in this unit are similar with the Unit 1 in the first draft. The tasks in this first part of this unit are not changed.

In the second part, the researcher inserted a dialogue task before the Story Time task. It contains a picture of Jimmy and the lion. Jimmy asks the lion, "What do you eat?" Then, the lion answers, "I eat meat." This dialogue previews the script in the Jimmy and the Animal story.

In the third part, the researcher also added a dialogue task before the "Project Time" task. This task contains a picture of Jimmy and Lisa. Jimmy asks Lisa, "What does a monkey eat?" Then, Lisa answers, "A monkey eats banana." These expressions are used in the next survey game task.

The tasks in the fourth part are same. The teacher guides the students to review the materials and asks them their preference to the developed unit.

2) Unit 2, In the Zoo

There are some changes in this unit. In the first part, the researcher omitted the puzzle task and replaced it with finding the signs task.

In the second part, the researcher inserted an input task before the matching pictures task. In this task, he shows and says the symbols of public notices and signs to the students. They look at the pictures and repeat after him.

The third part of this Unit 2 is not changed. Here, the students do a project. They have to complete the zoo map template with the animals' picture and public signs picture. Below is the template of the zoo map.

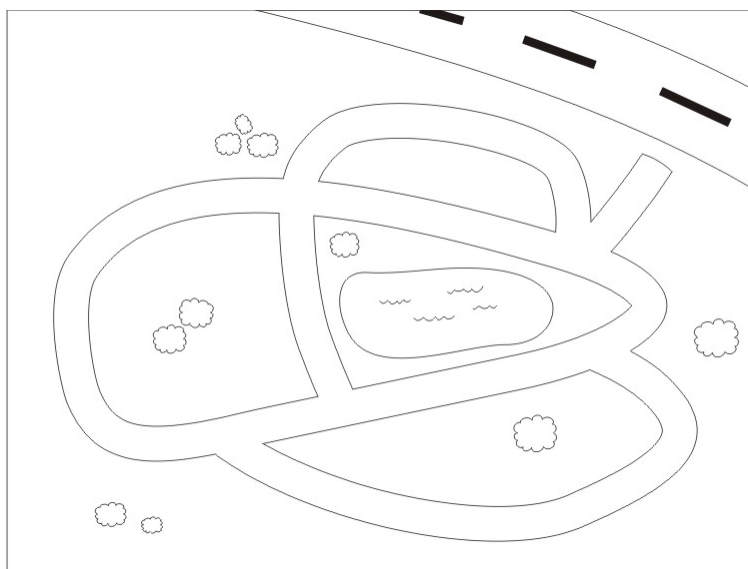


Figure 4: **A Zoo Map**

The tasks in the fourth part are the same. The teacher guides the students to review the materials and asks them their preference to the developed unit.

3) Unit 3, Touch your Nose

In the first part, the researcher added a preview task that contained a picture of persons. In this task, the students look at the picture and then point at the parts of the body and say the name aloud. In the second task, they name parts of the body. The researcher also omitted the dialogue task and put it in the second part.

In the second part, the researcher gave an input dialog. In the first task, the students practise a dialogue between Dina and Tommy. Dina asks Tommy,

“Touch your hair.” Then, Tommy answers, “Okay.” and touch his hair. Then, Song Time task was exchanged with the Game Time task.

In the third part, the researcher inserted a dialogue task. In this task, there are a picture contains Anton, Rosa, and Jimmy. Anton said to Rosa that Jimmy has a big nose. This activity is made to give a preview to the students about the next task.

The tasks in the fourth part are the same. The teacher guides the students to review the materials and asks them their preference to the developed unit.

4) Unit 4, He is Tall

The goal of this fourth unit is to make the students able to describe parts of the body and make a missing person announcement. This unit emphasizes on reading and writing skills. The first part consists of two tasks. In the first task, the students look at and read the picture of missing person announcement. In the second task, they rearrange the jumbled missing person announcement.

The second part consists of three tasks. In the first task, the students look at the picture and learn the expressions of the person’s characteristics through a dialogue. In this picture, Anton says that Mr. Adit is fat. Then, Lisa also says that Mr. Adit has a big nose. The second task contains of some pictures of different people. They have to match them with the correct characteristics. In the third task, they do a survey game in pairs. The first student reads the questions in the handout, and then picks a suitable picture from the second student.

In the next part, the students make a project. They are asked to make a missing person announcement. First, the teacher distributes the photos of class member randomly. Then, they write their friend's characteristics. When the announcement is finished, they look for their friends based on the announcement.

Last, in the fourth part, the teacher reviews the materials that they have learned. Then he asks the students their preference to the developed unit. If they like the materials, they stick a emotion sticker. Nevertheless, if they do not like it, they stick a bored sticker.

5) Unit 5, Can I have an Apple?

The goal of this unit is to make the students able to name the kinds of fruits and vegetables and ask for something politely. The skills that they learn are listening and speaking. The first part consists of three tasks. In the first task, they look at the greengrocer picture and identify the kinds of fruits and vegetables there. The next task to be learned is listening to and repeating the name of fruits and vegetables that are said by the teacher. In the last task, the students separate the fruits and vegetables from one basket into two different baskets.

In the second part, the students learn how to ask something politely. In the first task, they get the input dialog between Alex and Reni. Alex asks, "Can I have an apple?" Then, Reni answers, "Sure, here you are." In the second task, they listen to the story, At the Greengrocer. While listening to the story, they are completing the shopping list. They identify the fruits and vegetables that

Lisa wants to buy. To practise it in more interesting way, they play a Going Shopping game in task three.

In the third part, the students learn how to buy the fruits and vegetables in the greengrocer and practise it in a role-play. They are divided into two groups, sellers and buyers. The buyers group has to buy fruits and vegetables based on the shopping list, while the seller group has to sell based on the price list.

In the fourth part, the teacher guides the students to review what they have learned. He then asks the students their preference to the unit. If they like the materials, they stick a emotion sticker. However, if they do not like it, they stick a bored sticker.

f. The Implementation of the Second Draft

The implementations of the second drafts were conducted in the extra-curricular program. There were ten meetings. The explanations of the meetings are described in the following sections.

1) The First Meeting

This meeting was held in Sunday, April 25th 2010, started from 07.00 a.m. and ended at 09.00 a.m. There were 27 students who attended this meeting. The researcher was helped by 3 co-researchers. This meeting was set as an outdoor class. They rode bicycles from the school to the Trisik Beach and did the activities there. The activities in this meeting were aimed to preview the material Unit 1, Let's Go to the Zoo.

2) The Second Meeting

The second meeting was held in the school at Thursday, April 29th 2010. It started at 1.45 p.m. and ended at 3.45 p.m. The number of students who attended in this meeting was 22. In implementing the materials, the researcher was helped by 3 persons. The materials that were implemented were Unit 1, Let's Go to the Zoo.

3) The Third Meeting

This meeting was held in Sunday, May 2nd 2010, started from 07.00 a.m. until 09.00 a.m. This meeting was took place in the school. There were 17 students who attended this meeting. The researcher was helped by 3 co-researchers. In this third meeting, he implemented Unit 2, In the Zoo.

4) The Fourth Meeting

This meeting was held in Thursday, May 6th 2010. It started from 02.00 p.m. and ended at 03.30 p.m. This meeting took places in the school. The researcher was helped by 2 co-researchers. This meeting was planned to implement the third Unit, Touch Your Nose. Since the students who attended only 4, he postponed the implementation of Unit 3. He decided to review the previous materials in game activities.

5) The Fifth Meeting

The fifth meeting was held in the school in Sunday, May 9th 2010. It started at 07.00 a.m. and ended at 09.00 a.m. The students who attended in this meeting were 14 students. In this meeting, the researcher implemented Unit 3,

Touch Your Nose. In doing the implementation, he was helped by 3 co-researchers.

6) The Sixth Meeting

This meeting was held in Thursday, 13th May 2010 in the school. The researcher started the activities at 02.00 p.m. and ended at 04.00 p.m. He was helped by 2 co-researchers. Unfortunately, the students who attended were only 7 students. Therefore, he postponed implementing Unit 4, and only reviewed the previous units in some games.

7) The Seventh Meeting

The meeting was held in Thursday, 20th May 2010; from 02.00 p.m. to 04.00 p.m. This seventh meeting took places in the school. Twenty students attended in this meeting. The researcher was helped by 2 co-researchers. Here, he implemented the fourth unit, He is Tall.

8) The Eighth Meeting

This meeting was held in Sunday, 23rd May 2010; from 07.00 a.m. to 09.30 a.m. The students who attended were 19 students and the co-researchers who helped were 4 co-researchers. This meeting was set as the second outdoor class. Like the first one, they rode the bicycles from the school to the Progo Bridge. The researcher set the outbound activities to review the materials that they have learned.

9) The Ninth Meeting

This meeting was held in Thursday, 27th May 2010; from 02.00 p.m. to 04.00 p.m. It took place in the school. Twenty one students attended in this

meeting. The researcher was helped by 2 co-researchers. In this meeting, he implemented Unit 5, Can I Have an Apple? but it was not finished yet.

10) The Tenth Meeting

The tenth meeting was held in Sunday, 30th May 2010; from 07.00 a.m. to 09.00 a.m. This meeting took place in the school. The students who attended were 15 students, and the co-researcher who helped was 3 persons. In this meeting, the researcher continued implementing the fifth unit and played the Going Shopping role again.

g. The Analysis on the Second Draft

The analysis of the developed materials was done after the implementation of second draft. The developed materials were analyzed based on the Nunan's components of tasks. Nunan (2004), states that the task consists of the goals, the input, the activities, the teacher role, the learner role, and the settings. The researcher used the interview transcript, the field note of the implementations, and the questionnaire results to support the analysis.

As stated before, there are five units in the materials. Each unit consists of four parts. The five units were implemented in the extra-curricular program. The implementations were conducted to analyze the materials. The analysis was described for each task in the materials. The description in this section was presented in five units of the materials.

Based on the theory from Scott and Ytreberg (2004), the researcher did the assessment of the materials for each unit. The assessment was held to know about

the students' preferences. In the last section of the analysis, he analyzed the part of their preferences. The part was named Part D, *Let's Take a Break*. The aim of this part is to evaluate the previous parts in the units. He analyzed the part holistically since the part was applied in all the units with the same tasks and activities. He also analyzed the appearances of the materials holistically. The complete descriptions of the analyses were described in the following sections.

1) Unit 1, Let's Go to the Zoo

A. "Let's Start"

i. Goals

The goal of Task 1 is making the students know how to pronounce the animals in the picture. The animals in the picture in Task 1 are easy to be identified. This is supported by the quotation of the field note below.

The researcher asks the students, "What animal is number one?" They all answer monkey (with wrong pronunciation) enthusiastically.

.....
After getting the right example, they can pronounce "monkey" correctly.

(Field Note 1, Appendix D, Page 271)

It can be said that the goal of the material in Task 1 has been reached.

The goal of Task 2 is making the students write down the names of animals in the picture in Task 1. Based on the implementation, they could work this task out. This was supported by the quotation of the field note in below.

The students are doing it individually and quickly. Only few of them write it carelessly. They miss one or two letters, e.g. elephant and girafe.

(Field Note 1, Appendix D, Page 271)

Yet, the researcher finds that this task is not appropriate and needed to be revised to meet the goal that is appropriate to the course grid, as it is suggested by the co-researcher. Below was the interview transcript with her.

CR : The main skills in this unit are listening and speaking, right? Why do you put the writing skill in part A. *Let's Start*? I think it would be better if you put the skill in the next unit.

(Interview 9, Appendix F, Page 306)

The goal in Task 3 is making the students pronounce the names of zoo animals correctly. Here, the pictures are expected to help them identify the zoo animals. Through the pictures, it can be said that they know the animals' names. This was supported by the following quotation of the field note.

All students are looking at the picture and saying lion with the wrong pronunciation. The researcher then pronounces the right one and they repeat after him. After getting the right example, they can pronounce the words correctly.

(Field Note 1, Appendix D, Page 271)

ii. Input

The input in Task 1 is a picture of zoo animals. The interesting picture help the students learn this unit. This was based on the interview with one of the students below.

R : Did you like the zoo picture?

S3 : Yes, I did. It made me learn the animals easier.

(Interview 1, Appendix F, Page 298)

The researcher found that the picture is not relevant to the theme and needed to be revised. This was supported by the following transcript.

CR : ... The picture did not illustrate the zoo. It looked like the jungle

R : I think so. I did not find the representative picture yet. I will change it soon.

(Interview 9, Appendix F, Page 307)

The input in Task 2 is a list of animals' names. Based on the implementation, the students could write the names of the animals on the picture. This was based on the interview with them below.

- R : Did you write the names correctly?
 S8 : Yes, I did. It was only copying from the list, right?
 R : So, why did you write some of the names wrong? Were you careless? Or hurry?
 S2,3,4 : He.he.
 S1 : It was not me.

(Interview 2, Appendix F, Page 300)

The researcher found that the interesting picture made them enthusiastic to do this task. This was supported by the following interview transcript.

- CR : I looked over them. There were one or two students wrote the names wrong. Yet, they did this task enthusiastically.

(Interview 9, Appendix F, Page 306)

This was also proved by the result of the questionnaires with them that the average mean of this aspect was 4.86. It meant that this task was appropriate for them.

The inputs in Task 3 are the pictures of zoo animals and their names. The students liked the pictures. Yet, they were not clear enough. This was revealed in the interview with them below.

- R : Did you like the animals' pictures?
 Ss : Yes, we did.
 S2 : They were good yet too small. They should be bigger.
 S5 : The animals were funny.

(Interview 2, Appendix F, Page 300)

The researcher concluded that the input in Task 3 was appropriate for them, but he should make them bigger to help them learn easier.

iii. Activities

The activities in Task 1 are pointing at the picture of animals and saying their names aloud. The picture invites the students to say the names enthusiastically, as it written in the quotation of the field note below.

The students are looking at the picture then answering monkey (with wrong pronunciation) enthusiastically. Because of their mispronunciation, the researcher then pronounces the words correctly. After getting the right example, they can pronounce monkey correctly.

(Field Note 1, Appendix D, Page 271)

The researcher found that even though the picture was interesting, they pronounced the animals' names wrongly. He concluded that they could do the activities in Task 1 as they were stated in the course grid.

The activity in Task 2 is writing the animals' names based on the picture in Task 1. The list of the animals' names helps the students to write correctly. This could be seen from the quotation of the field note below.

The animals' names are on the list, so the students just choose the suitable name, and then write it down. They are doing it individually and quickly.

(Field Note 1, Appendix D, Page 271)

Besides, the researcher also consulted it with the result of the questionnaire with the students. The average mean of this aspect that was 4.92 showed that Task 2 was in line with the course grid since they did the task well.

The activities in Task 3 are pronouncing the names of the animals in the pictures correctly. The pictures invite the students to participate actively and correctly. This was based on the quotation of the field note below.

Most of the students can identify the animals, yet they mispronounce them. The researcher then pronounces lion correctly. They repeat after him. After getting the right example, they pronounce it correctly.

(Field Note 1, Appendix D, Page 271)

Therefore, the researcher concluded that this task is appropriate for them.

iv. Teacher Role

In Task 1, the teacher acts as the controller. He is expected to get the students' attention using the picture of animals and give the correct example in pronouncing their names. During the implementation, he used the picture to help him to introduce the animals' names. Therefore, this task made him played the teacher role well. This was supported by the following quotation of the field note.

The students are looking at the picture then answering monkey (with wrong pronunciation) enthusiastically. Because of their mispronunciation, the researcher then pronounces the words correctly. After getting the right example, they can pronounce monkey correctly.

(Field Note 1, Appendix D, Page 271)

In Task 2, the teacher is expected to guide the students write the names of the animals correctly just like in the list. The list of the animals were clear enough. Yet, few of them wrote it carelessly. Therefore, he warned them to look at the list of the animals' names carefully, as it showed in the quotation of the field note below.

The researcher goes around the class to check the students' works.

.....
He then corrects their mistakes together.

(Field Note 1, Appendix D, Page 271)

Task 2 was appropriate for them since he played his role well in guiding them to do this task correctly.

In Task 3, the teacher is expected to model the correct pronunciation of the animals' names. He used the pictures of the animals to arouse the students'

interest in pronouncing the words. It worked well, as it showed in the quotation of the field note below.

In Task 3, the researcher is showing the flash card and asking, “What picture is it?” Most of the students can identify the animals, yet they mispronounce them. The researcher then pronounces lion correctly. They repeat after him. After getting the example, they pronounce it correctly.

(Field Note 1, Appendix D, Page 271)

It could be said that he played his roles well in helping them know the correct names of animals.

v. Learner Role

In Task 1, the learners are expected to say the names of the animals in the picture actively. The picture can get their interest so that they shout the names of the animals. This was proved by the following quotation of the field note.

The students are answering monkey (with wrong pronunciation) enthusiastically.

.....
After getting the right example, they pronounce monkey correctly.

(Field Note 1, Appendix D, Page 271)

In Task 2, the learners are expected to analyze the picture in Task 1 independently. Since the picture in Task 1 is easy to be identified, they could write the names of the animals easily. This was supported by the quotation of the field note below.

In Task 2, the students are writing the animals’ names based on the picture in the previous task. The animals’ names are on the list, so they just choose the suitable name, and then write it. They are doing it individually.

(Field Note 1, Appendix D, Page 271)

In Task 3, the learners are expected to pronounce the zoo animals’ names based on the pictures correctly. The pictures give them interesting

visualization so that they can say the animals' names. It could be seen from the quotation of the field note below.

All students are looking at the picture and saying lion with the wrong pronunciation. The researcher then pronounces the right one and they repeat after him. After getting the right example, they can pronounce the words correctly.

(Field Note 1, Appendix D, Page 271)

They even still remembered the animals' names just after the implementation.

It was proved by the following interview transcript.

R : What are the animals in the zoo?
 S3 : Lion, tiger, monkey, giraffe (with the correct pronunciation)
 S2 : Mmm, elephant, rhino, camel (with the correct pronunciation)

(Interview 1, Appendix F, Page 298)

vi. Settings

The setting in Task 1 involves all students to participate actively. This task gives them appropriate setting to pronounce the animals' names correctly. As it has been seen in the implementation, all of them looked at the picture and shouted the animals' names. This was supported by the quotation of the field note below.

The students are answering monkey (with wrong pronunciation) enthusiastically.

.....
 After getting the right example, they pronounce monkey correctly.

(Field Note 1, Appendix D, Page 271)

The setting in Task 2 involves all students to work individually. This task provides the suitable setting for them to write the animals' names correctly. This could be seen from the quotation of the field note on the next page.

In Task 2, the students are writing the animals' names based on the picture in the previous task. The animals' names are on the list, so they just choose the suitable name, and then write it. They are doing it individually.

(Field Note 1, Appendix D, Page 271)

The setting in Task 3 involves the whole class to participate actively in saying the animals' names. This task accommodates them with the good setting to join in the activities actively and correctly. This was based on the quotation of the field note below.

All students are looking at the picture and saying lion with the wrong pronunciation. The researcher then pronounces the right one and they repeat after him. After getting the right example, they can pronounce the words correctly.

(Field Note 1, Appendix D, Page 271)

B. "It's Your Turn"

i. Goals

The goals of Task 1 are making the students read and practise the dialogue. The dialogue is easy to be practised and the picture is interesting. This could be seen from the quotation of the field note below.

The researcher asks, "What do you eat?" The students then answer, "daging", some of them answer, "meat".

.....
He gives them the right answer, "I eat meat." Then they repeat it correctly.

(Field Note 1, Appendix D, Page 271-272)

The goal of Task 2 is making the students listen to a story. The story that is read in this task is simple and easy to be understood. Through the story, they know the foods of the animals. This could be seen in the quotation of the field note on the next page.

The researcher is reading the story while showing the different flash card. He asks, "What do you eat?" and shows the picture of zebra. Only few of them answer grass correctly while the rest answer *rumpot*. After he repeats the question, they answer correctly.

(Field Note 1, Appendix D, Page 272)

The goal in Task 3 is making the students match the animals with the correct foods based on the story in the previous task. The animals in this task are familiar to them. Therefore, they match them with their foods easily. This was based on the quotation of the field note below.

While listening to the story, the students draw the lines from the animals to the foods.

.....
After getting the explanation, they match the animals with the foods correctly.

(Field Note 1, Appendix D, Page 273)

In addition, they could do this task correctly, just like what it showed in the following transcript.

R : ... What do you think about the activities of matching the animals with the foods? Can you do it?

Ss : Yes, we do.

S1 : I accomplished it correctly.

(Interview 1, Appendix F, Page 299)

The goal in Task 4 is making the students play a game named Animal Circle joyfully. Based on the implementation, they enjoyed playing the game. They memorized the animals and their foods easier through the game. This was supported by the quotation of the field note below.

The students are enjoying this game very much. They are struggling not to be the caller.

(Field Note 1, Appendix D, Page 272)

They also stated the same opinions about this game, as it was showed in the following transcript.

- R : What was the name of the game?
 S1,2 : Animal circle
 S3 : I never became the caller
 S7 : I got it once.
 S2 : Twice, I could be faster.

(Interview 2, Appendix F, Page 300)

ii. Input

The input in Task 1 is a picture with a dialogue between Jimmy and the lion. This input is not relevant to the students since it is not realistic, as it stated in the quotation of the field note below.

Here, some students are asking the researcher why can Jimmy talk to the animals.

(Field Note 1, Appendix D, Page 272)

Although they could practice the dialogue, he concluded that this task 1 was not appropriate for them. Therefore, the dialogue and the picture in Task 1 were needed to be revised.

The input in Task 2 is a Jimmy and the Animals story. The story is not realistic, and same with the dialogue in Task 1. Therefore, the script of the story is needed to be revised. This was supported by the interview with the students below.

- R : Yesterday, I read the Jimmy and the Lion story. Do you like it?
 S1 : I did not like it.
 CR : Why?
 S3 : It was impossible that Jimmy could talk to the animals.

(Interview 1, Appendix E, Page 299)

The input in Task 3 is pictures of animals and the foods. The pictures of animals in this task are too many and not all of them are being told in the story. This was based on the transcript of the interview with the co-researcher on the next page.

CR : ... in the matching task, the animals' pictures were too many. Not all the animals were listed in the story. Isn't?

R : Yes, during the implementation, some students asked me why the hippo and the snake were not told in the story.

(Interview 9, Appendix E, Page 307)

Moreover, the pictures of animals and foods are not clear. Some same foods pictures are illustrated differently. This is supported by the quotation of the field note below.

The students get confused because they find that the pictures of the meat and the leaves are different. They do not know where they should match the lion with which meat and the giraffe with which leaves.

(Field Note 1, Appendix D, Page 272)

The input in Task 4 is a game named Animal Circle. This game is very interesting and makes the students memorize the names of the animals and their foods. This was supported by the transcript of interview with them below.

R : Animal Circle, do you like it?

S1 : Yes, I have to run in order not becomes the loser.

S2 : Yes, I have to memorize the animals' names.

(Interview 1, Appendix E, Page 298)

iii. Activities

The activities in Task 1 are reading the dialogue and practicing it. The dialogue is easy to be practised and help the students know the foods of animals. This could be seen in the quotation of the field note below.

The researcher asks, "What do you eat?" The students then answer "daging", some of them answer "meat".

.....
He gives them the right answer, "I eat meat." They repeat it correctly.

(Field Note 1, Appendix D, Page 271-272)

The activity in Task 2 is listening to the teacher's story. The story is easy to be understood because the teacher also shows the picture to them. This was supported by the quotation of the field note below.

In Task 2, the researcher is reading the story and showing the flash cards of animals and the foods based on the story. The students are listening to the story and looking at the flash cards carefully.

(Field Note 1, Appendix D, Page 272)

The activity in Task 3 is drawing lines from the animals to the correct foods based on the story in the previous task. The pictures of foods are not clear and make the students confused. This could be seen in the quotation of the field note below.

While listening to the story, the students draw lines from the animals to the foods. They are confused because the pictures of meat and leaves are different.

.....
After getting the explanation, they match the animals with the foods correctly.

(Field Note 1, Appendix D, Page 273)

However, this task was appropriate for them because in the end, they did it correctly.

The activity in Task 4 is playing a game called Animal Circle. This game helps the students to memorize the animals and the foods since they play this game well. It was supported by the quotation of the field note below.

The students are enjoying this game very much.

.....
After remembering the animals well, they continue this game several turns. This game is running more interesting and spontaneous than before.

(Field Note 1, Appendix D, Page 272)

iv. Teacher Role

In Task 1, the teacher acts as a controller. He is expected to give a model how to practise the dialogue correctly. The dialogue is easy to be understood by the students since he practices it interestingly. This was supported by the following quotation of the field note.

The researcher asks, “What do you eat?” The students then answer “daging”, some of them answer “meat”.

.....
He gives them the right answer, “I eat meat.” They repeat it correctly.

(Field Note 1, Appendix D, Page 272)

It could be concluded that he played his role well to make them practiced the dialogue correctly in Task 1.

In Task 2, the teacher is expected to tell the story, entitled Jimmy and the Animals well. The story is good, yet he cannot maximize his role. According to co-researcher, he should improve his story telling skills in order to make the students understand the story better, as it showed in the following transcript.

R : Okay. I read the story to the students. It was looked not good.
Isn't?

CR : To read a story is not just simply read it. It needs right intonation.
Besides, you should imitate the animals' voices differently.

(Interview 10, Appendix E, Page 307)

In Task 3, the teacher is expected to guide the students in matching the animals to the foods correctly. Since the pictures of the animals' foods were not so clear, he should explain how to do this task again. This could be seen in the quotation of the field note on the next page.

The researcher is explaining that the pictures of the leaves and meats are same and can be matched with all the animals. After getting the explanation, they match the animals with the foods correctly.

(Field Note 2, Appendix D, Page 272)

Moreover, he realized that could not instruct them clearly, as it stated by co-researcher below.

CR : ... the instructions were not clear. So, in the middle of the activity, you should give the additional instructions. It made the students confused.

(Interview 9, Appendix E, Page 306)

In Task 4, the teacher is expected to organize the game and make sure that the game will run well. This game need a well preparation before it is played. Based on the implementation, the researcher prepared it well. This was supported by the following quotation of the field note.

The researcher invites them to the yard to make a big circle and starts the game.

.....
He says the names of the animals again. After remembering the animals' names, they continue playing the game.

(Field Note 1, Appendix D, Page 272)

v. Learner Role

In Task 1, the learners are expected to understand the dialogue and practise it correctly. The dialogue was practised by them actively. This was supported by the quotation of the field note below.

The researcher asks, "What do you eat?" The students then answer "daging", some of them answer "meat".

.....
He gives them the right answer, "I eat meat." They repeat it correctly.

(Field Note 1, Appendix D, Page 271-272)

Therefore, it could be said that Task 1 make them played their role well.

In Task 2, the learners are expected to understand the story that is told by the teacher. The flash cards that were used by him in this task helped the students understand the story, as it was written in the quotation of the field note.

The researcher asks, “What do you eat?” and shows the picture of zebra. Only few of them answer grass correctly while the rest answer it “rump”. After he repeats the question, they answer correctly.

(Field Note 1, Appendix D, Page 272)

In addition, the questionnaire result with them also showed that the average mean of the learner role was 4.45. He concluded that Task 2 was appropriate for them.

In Task 3, the learners are expected to listen to the story again and draw the lines from the animals to the foods. The pictures of foods get them confused in the beginning, yet they accomplished this task correctly. The flash cards helped them understand the story better. This was supported by the quotation of the field note below.

While listening to the story, the students draw lines from the animals to the foods. They are confused because the pictures of meat and leaves are different.

.....
After getting the explanation, they match the animals with the foods correctly.

(Field Note 1, Appendix D, Page 272)

In Task 4, the learners are expected to play Animal Circle game actively. This game can engage the students join in enthusiastically. This could be seen from the quotation of the field note on the next page.

The students really like this game. They are struggling not to be the caller.

.....
The researcher says the names of the animals again. After remembering the animals well, they continue this game several turns.

(Field Note 1, Appendix D, Page 272)

vi. Settings

The setting in Task 1 involves all students to participate actively. This task gives them a good setting to listen to and practise the dialogue correctly.

This could be seen from the following quotation of the field note.

After the researcher practicing the dialogue, the students repeat it. He asks, “What do you eat?” They then answer “daging”, some of them answer meat.

.....
He gives them the right answer, “I eat meat.” They repeat it correctly.

(Field Note 1, Appendix D, Page 271-272)

The setting in Task 2 involves the students to listen to the story carefully. This task provides them an appropriate setting to identify the story and get the information in it. This was supported by the quotation of the field note below.

In Task 2, the researcher is reading the story and showing the flash cards of animals and the foods based on the story. The students are listening to the story and looking at the flash cards carefully.

(Field Note 1, Appendix D, Page 272)

The setting in Task 3 involves the students to listen to the story again, and then drawing the lines from the animals to the foods. This task provides them a setting to do this task individually, as it stated in the following quotation of the field note.

After getting the explanation, they match the animals with the foods correctly. They did it individually.

(Field Note 1, Appendix D, Page 272)

Therefore, this task is appropriate for them.

The setting in Task 4 involves the whole students to play the game outside the class. This task gives them a good atmosphere to compete each other in a fun way. This was supported by the following transcript.

- R : Animal Circle, do you like it?
 S1 : Yes, I have to run in order not becomes the loser.
 S2 : Yes, I have to memorize the animals' names.

(Interview 1, Appendix E, Page 298)

In addition, they all played this game well, as it could be seen in the quotation of the field note below.

The students really like this game. They are struggling not to be the caller.

.....
 The researcher says the names of the animals again. After remembering the animals well, they continue this game several turns.

(Field Note 1, Appendix D, Page 272)

C. “Let’s Do It”

i. Goals

The goals of Task 1 are making the students read and practise the dialogue between Jimmy and Lisa. The dialogue that further is used in Task 2 is easy to be practised and the picture is interesting. This could be seen from the quotation of the field note below.

The students already know but they are answering directly, “meat”. The researcher repeats saying the complete answer, “A tiger eats meat.” They listen to him and repeat, “A tiger eats meat.”

(Field Note 2, Appendix D, Page 273)

This was also supported by the result of the questionnaire with the students of this aspect. It showed that the average mean of this aspect was 4.77, which meant that they liked this task.

The goal of Task 2 is making the students do a survey game correctly. The worksheet in this task is interesting and they like it. Yet, they sometimes practised it incompletely. This could be seen from the quotation of the field note below.

In this game, some students are asking straightly, “Tiger, tiger” instead of “What does a tiger eat?” The other students are answering “meat” instead of “A tiger eats meat.” The researcher and co-researcher then warn them. They finally can practice it in a complete sentence.

(Field Note 2, Appendix D, Page 273)

He concluded that Task 2 was appropriate for them because the worksheet helped them practise it well.

ii. Input

The inputs in Task 1 are a picture with a dialogue between Jimmy and Lisa and a set of animals’ flash cards. These inputs are interesting and help them practise the dialogue correctly, as it stated in the following quotation of the field note.

They are listening to the dialogue and looking at the flash card carefully. They are trying to look at the flash cards closer.

.....
They are listening to the researcher then repeating, “A tiger eats meat.”

(Field Note 2, Appendix D, Page 273)

The inputs in Task 2 are the worksheet of the animals’ pictures and the foods stickers. The students are fond of them because they can practise the

survey game interestingly. This was supported by the following quotation of the field note.

Most of the students finish surveying and sticking all foods' stickers in the animals. Yet, few of them cannot finish it. Nevertheless, they all look enjoy asking their friends and sticking the stickers.

(Field Note 2, Appendix D, Page 273)

Somehow, the researcher found that the animals' pictures were different from the pictures in Part A. According to the co-researcher, he should revise the input in this task. The transcript of the interview with her was shown below.

CR : ... The picture of some animals like monkey, tiger, eagle, elephant and lion were different with the pictures in Part A, weren't they? Some students were confused because the pictures of the animals were different. Why did not you make them same?

R : I did it to make the pictures varied. Yet, the different pictures made them confused

(Interview 10, Appendix E, Page 307)

iii. Activities

The activities in Task 1 are reading the dialogue and practising it. The dialogue is easy to be practised and help the students remember the foods of animals. This was supported by the quotation of the field note below.

The students already know but they are answering directly, "meat". The researcher repeats saying the complete answer "A tiger eats meat." They listen to him and repeat, "A tiger eats meat." In the next animals, they are practising the dialogue correctly and completely.

(Field Note 2, Appendix D, Page 273)

The researcher concluded that they could do the activities well in Task 1.

The activities in Task 2 are surveying the animals' foods and sticking the foods stickers in the worksheet. Since the interesting stickers and the worksheet, the students practise it enthusiastically. Yet, few of them did it wrongly, as it was stated in the quotation of the field note.

In this game, some students are asking straightly, “tiger, tiger” instead of “What does a tiger eat?” The other students are answering, “meat” instead of “A tiger eats meat.” The researcher and co-researcher then warn them. They finally can practice it in a complete sentence. They finally practise it in a complete sentence.

(Field Note 2, Appendix D, Page 273)

iv. Teacher Role

In Task 1, the teacher who acts as a controller is expected to model how to practise the dialogue correctly. The dialogue is interesting and easy to be understood. In the implementation the researcher and co-researcher practised it well. This could be seen in the quotation of field note below.

The researcher and co-researcher are practising the dialogue in Task 1 while holding the animals’ flash cards.

.....
He asks, “What does a monkey eat?” She answers, “A monkey eats banana.”

(Field Note 2, Appendix D, Page 273)

Besides, the result of the questionnaires with the students showed that the average mean of this aspect was 4.91. It meant that he played his role well in Task 1.

In Task 2, the teacher is expected to organize the students in doing the survey game. This task let him guided them to play correctly. This was supported by the following transcript.

R : What about the survey game? Were the students asked correctly?
In my group, they did it pretty well. Yet, I have to correct their mispronunciation.

CR : My group was mess in the beginning, mainly when they changed their pairs. But finally they could practise it correctly.

(Interview 10, Appendix F, Page 307)

v. Learner Role

In Task 1, the students are expected to listen to and practise the dialogue actively. In the implementation, this dialogue was practised by them actively. This could be seen in the following quotation of the field note.

The students already know but they are answering directly, “meat”. The researcher repeats saying the complete answer, “A tiger eats meat.” They listen to him and repeat, “A tiger eats meat.” In the next animals, they are practising the dialogue correctly and completely.

(Field Note 2, Appendix D, Page 273)

In Task 2, the students are expected to do the survey game seriously. The stickers and the worksheet help them practise the survey game better. This was based on the transcript of the interview with them below.

In this game, some students are asking straightly “tiger, tiger” instead of “What does a tiger eat?” The other students are answering “meat” instead of “A tiger eats meat.” The researcher and co-researcher then warn them. They finally can practice it in a complete sentence. They finally practise it in a complete sentence.

(Field Note 2, Appendix D, Page 273)

Besides, the researcher also noticed that they still remembered the activities in this task well.

- R : What did you do in this task?
 S5 : Asking and answering the questions. If we did right, we would get stickers.
 S7 : What does a monkey ... ehm. How to say it?
 S6 : What does a monkey eat?

(Interview 2, Appendix F, Page 300-301)

vi. Setting

The setting in Task 1 involves the whole students to practise the dialogue inside the class. This task provides them with the chance to practise

the dialogue well. This could be seen in the following quotation of the field note.

The students are listening to and looking at the flash card carefully.

.....
The already know but they are answering directly, “meat”. The researcher repeats saying the complete answer, “A tiger eats meat.” They listen to him and repeat, “A tiger eats meat.” In the next animals, they are practising the dialogue correctly and completely.

(Field Note 2, Appendix D, Page 273)

Based on the field note, it could be said that Task 1 was suitable for them because they all participated actively.

The setting in Task 2 involves the students to practise the survey game in small groups using a Bamboo Dance mechanism. Unfortunately, this task cannot provide the appropriate setting to do that well. This was supported by the following transcript.

CR : My group was mess in the beginning, mainly when they changed their pairs. Finally, they could practise it correctly. The Bamboo Dance did not work well, so I made them practiced with their fixed pairs. It means that they did not change their pairs.

(Interview 10, Appendix E, Page 307)

She suggested running this task simply in pairs so that they would focus only on how to ask and answer the questions.

2) Unit 2, In the Zoo

A. “Let’s Start”

i. Goals

The goal of Task 1 is making the students identify the zoo animals in the map. The zoo map picture in this task is interesting, yet too small.

Fortunately, the students did not find difficulties in doing this task. This was supported by the quotation of the field note below.

The students are already mentioning animals' names in English, although they mispronounce them, for example *senek* (it should be snake). The researcher then corrects them. After getting the example, they are pronouncing snake correctly.

(Field Note 3, Appendix D, Page 274)

Besides, the average mean of the students' questionnaires in this aspect was 4.65, which meant that Task 1 was suitable for them.

The goal of Task 2 is making the students find out and write down the public signs in the picture in Task 1. The public signs in the zoo map are a little bit too small. Besides, it does not give the meanings in English. This was proved by the following quotation of the field note.

Most of the students already recognize the signs. Yet, they are writing the signs in Indonesian (e.g. *restoran* and *telepon umum*) since they do not know the English terms. They are writing them in the worksheet.

(Field Note 3, Appendix D, Page 274)

Moreover, the researcher finds that this task needs to be revised to meet the goal that is written in the course grid, as it suggested by the co-researcher in the below.

CR : ... In Task 2, the students did not know the signs in English, right? Why do you ask them to write the signs?

R : Hehe. I asked them to guess what the signs say. They were familiar with the signs they used to see in the daily life, right?

CR : Yeah, but to teach the English term, it would be better if the activities were listen and repeat. So you let them know first, then you asked them to memorize the signs.

(Interview 11, Appendix E, Page 308)

ii. Input

The input in Task 1 is a picture of zoo map. The students like the picture in this task. This could be seen in the quotation of the field note below.

In Task 1, the students are looking at the zoo map enthusiastically.

(Field Note 3, Appendix D, Page 274)

Although they liked the picture, the researcher found that the map was too small and need to be revised, as the co-researcher said it.

R : ... What do you think about Part A, *Let's Start?*

CR : I think the picture of the zoo map was too small. It made them difficult to do it.

(Interview 11, Appendix F, Page 308)

The input in Task 2 is a blank worksheet that will be filled with the public signs in the zoo. The signs in the map are easy to be identified, yet it does not provide the meanings in English. This was based on the following quotation of the field note.

Most of the students already recognize the signs. Yet, they are writing the signs in Indonesian (e.g. *restoran* and *telepon umum*) since they do not know the English terms.

(Field Note 3, Appendix D, Page 274)

Therefore, the researcher decided to revise this task to make it suitable with the course grid.

iii. Activities

The activities in Task 1 are looking at the zoo map and then searching the animals. The animals in the map are small, yet clear enough. In the implementation, the students could identify the animals. This could be seen from the field note quotation on the next page.

The students are already mentioning animals' names in English, although they mispronounce them, for example *senek* (it should be snake). The researcher then corrects them. After getting the example, they are pronouncing snake correctly.

(Field Note 3, Appendix D, Page 274)

The activities in Task 2 are finding the public signs in the zoo map, and then writing them in the worksheet. The public signs in the map are easy to be found, yet hard to be described. This was based on the following quotation of the field note.

Most of the students already recognize the signs. Yet, they are writing the signs in Indonesian (e.g. *restoran* and *telepon umum*) since they do not know the English terms.

(Field Note 3, Appendix D, Page 274)

It could be said that the activities in Task 2 were less appropriate for them since they wrote the signs in Indonesian, not in English.

iv. Teacher Role

In Task 1, the teacher acts as a facilitator. He is expected to facilitate the students find the animals in the map. They can identify the animals in the zoo map easily. Nevertheless, he is always ready to correct them if they make mistakes. This could be seen in this quotation of field note below.

The researcher is guiding the students to name the animals in the zoo map.

.....
They are already mentioning animals' names in English, although they mispronounce them, for example *senek* (it should be snake). The researcher then corrects them. After getting the example, they are pronouncing snake correctly.

(Field Note 3, Appendix D, Page 274)

In Task 2, the teacher is expected to assist the students find the public signs. The flash cards that were shown by him helped them see the signs

clearer in the bigger size. This was supported by the quotation of the field note below.

He is showing the flash card of spoon and fork, and then asks, “Do you find this?” The students answer, “Iya, ada.” He then pronounce “restaurant.” They are listening to him and repeating it correctly.

(Field Note 3, Appendix D, Page 274)

v. Learner Role

In Task 1, the learners are expected to participate actively in finding the animals in the map. The pictures of animals in the map are small, yet easy to be found. Based on the implementation, they could identify the animals in the zoo map and pronounce them correctly. This could be seen in the following quotation of the field note.

Each student pronounces 1 name of animal. They already mentioning animals' names in English, although they mispronounce them, for example *senek* (it should be snake). The researcher then corrects them. After getting the example, they are pronouncing snake correctly.

(Field Note 3, Appendix D, Page 274)

In Task 2, the learners are expected to write down the public signs in the map carefully. The signs are interesting and easy to be found. Yet, they could not write the names well, as it was written in quotation of the field note below.

Most of the students already recognize the signs. Yet, they are writing the signs in Indonesian (e.g. *restoran* and *telepon umum*) since they do not know the English terms.

(Field Note 3, Appendix D, Page 274)

The researcher concluded that they played their role well in Task 2.

vi. Settings

The setting in Task 1 involves the students to mention the animals in the zoo map individually. This task provides them with the suitable setting for them to name the animals correctly. This could be seen in the quotation of the field note below.

Each student pronounces 1 name of animal. They already mentioning animals' names in English, although they mispronounce them, for example *senek* (it should be snake). The researcher then corrects them. After getting the example, they are pronouncing snake correctly.

(Field Note 3, Appendix D, Page 274)

The setting in Task 2 involves the students to find the public signs in the zoo map individually. This task gives them appropriate setting to identify the signs individually. This was supported by the following quotation of the field note.

Most of the students already recognize the signs. Yet, they are writing the signs in Indonesian (e.g. *restoran* and *telepon umum*) since they do not know the English terms.

(Field Note 3, Appendix D, Page 274)

B. "It's Your Turn"

i. Goals

The goals of Task 1 are making the students looking at the public signs flash cards and repeating the words after the teacher. The goals of Task 2 are making them matching the public signs with the correct meanings. In the implementation, the researcher merged Task 1 with Task 2 because they were impatient and eager to play the game in Task 3. They could identify the signs

and find out their names. This was supported by the quotation of the field note below.

The students are listening to and repeating after the researcher.

.....
They look for the sign in the worksheet that is same with his sign. They draw a line from the sign to the meaning. Most of them do it right.

(Field Note 3, Appendix D, Page 274)

The goal of Task 3 is making the students play the Exploring the Zoo game joyfully. They enjoyed playing this game because it helped them remember the public signs easier. This could be seen in the quotation of the field note.

The students really like this game. They memorize the signs much easier.

(Field Note 3, Appendix D, Page 274)

In addition, the co-researcher also said her opinion, as it was written in the following transcript.

CR : That was cool! They were fond of this game. They learned the signs easier through this game. So, they got both the input signs and the excitement.

(Interview 11, Appendix F, Page 308)

ii. Input

The input in Task 1 is a set of public signs flash cards. The input in Task 2 is jumbled public signs. The students were interested to the public signs, yet some of them were difficult, as it was written in the transcript below.

R : Do you like the public signs?

Ss : Yes, we do.

S8 : But there were some signs that difficult.

(Interview 2, Appendix F, Page 301)

In addition, the researcher found that the signs should be revised, as it was suggested by the co-researcher.

CR : I thought that the signs were too many. There were also some difficult words and long phrases.

R : Okay, so I have to lessen the signs, right?

CR : Yes. Use the important and common public signs only.

(Interview 11, Appendix F, Page 308)

The input in Task 3 is a set of Exploring the Zoo game board. This game attracted the students much and made them memorize the signs well.

This was supported by the following transcript.

R : What about Exploring the Zoo game?

Ss : We like it.

R : Why do you like it?

S3 : I have to get the signs as many as I can.

S7 : Cool. I counted the boxes to get the signs.

S4 : It makes me remember the public signs.

(Interview 2, Appendix F, Page 301)

iii. Activities

The activities in Task 1 are looking at the flash cards of the public signs, and then repeating the signs' names after the teacher. The activity in Task 2 is matching the public signs with the correct names. Based on the implementation, the flash cards helped the students match the signs with the correct meanings. This could be seen in the quotation of the field note below.

The researcher shows the public signs and says the meanings. The students listen to and repeat after him.

.....
They look for the sign in the worksheet that is same with his sign. They draw a line from the sign to the meaning. Most of them do it right.

(Field Note 3, Appendix D, Page 274)

Besides, the average mean of the students' questionnaires in this aspect was 4.64. This meant that they liked doing the activities in these tasks.

The activity in Task 3 is playing the Exploring the Zoo game. This game makes the students compete in an interesting way. It also makes them

memorize the signs easier. This was supported by the quotation of the field note below.

They are competing each other to be the first who reach the finish box. Most of them get 3 signs. Yet, few of them only get one sign. The students who reach the finish box get the emotion sticker.

(Field Note 3, Appendix D, Page 274)

iv. Teacher Role

In Task 1, the teacher is expected to introduce the public signs in the zoo to the students. While in Task 2, he is expected to guide them match the signs with the correct names. Based on the implementation, he showed the flash cards of public signs and said the names aloud. The flash cards helped him get their attention so that they could do this task correctly. This could be seen in the quotation of the field note.

The researcher shows the public signs and says the meanings. The students listen to and repeat after him.

.....
They look for the sign in the worksheet that is same with his sign. They draw a line from the sign to the meaning. Most of them do it right.

(Field Note 3, Appendix D, Page 274)

This was also supported by the result of the questionnaire with the students. It showed that the average mean of this aspect was 4.65, which meant that they liked the way he taught.

In Task 3, the teacher is expected to guide the students to play the Exploring game correctly. This game let him guide them to play this game correctly and memorize the signs well. The field note on the next page supported this.

The researcher and co-researchers are sitting in each group to guide or correct their mistakes.

(Field Note 3, Appendix D, Page 274)

v. Learner Role

In Task 1, the learners are expected to listen to and repeat the words after the teacher actively. In Task 2, they are expected to match the public signs with the meanings carefully. They contributed actively in these tasks. This could be seen in the quotation of the field note below.

The students listen to and repeat after the researcher.

.....
They look for the sign in the worksheet that is same with his sign. They draw a line from the sign to the meaning. Most of them do it right.

(Field Note 3, Appendix D, Page 274)

This was also supported by the result of the questionnaire with them. It showed that the average mean of this aspect was 4.53. This meant that they were satisfied with these tasks.

In Task 3, the learners are expected to play the game seriously. They can memorize the public signs better through the game. This was supported by the following quotation of the field note.

The students really like this game. They memorize the signs much easier.

(Field Note 3, Appendix D, Page 274)

Moreover, they played this game joyfully, as it was said by them in the interview transcript below.

R : Why do you like this board game?

S3 : I have to get the signs as many as I can.

S7 : Cool. I counted the box to get the signs.

S4 : It makes me remember the public signs.

(Interview 2, Appendix F, Page 301)

vi. Settings

The setting in Task 1 involves the whole students in the class to listen to and repeat the words after the teacher. The setting in Task 2 involves them to work individually. Based on the implementation, they all participated actively in these tasks, as it was supported by the following quotation of the field note.

The students listen to and repeat after the researcher.

.....
They look for the sign in the worksheet that is same with his sign. They draw a line from the sign to the meaning. Most of them do it right.

(Field Note 3, Appendix D, Page 274)

The setting in Task 3 involves the students to play the Exploring the Zoo game in small group. Based on the implementation, they played the game in group enthusiastically. Playing in group, they competed to be the winner. This was supported by the quotation of the field note.

Each group is sitting around the board.

.....
The students are competing each other to be the first who reach the finish box. Most of them get 3 signs. Yet, few of them only get one sign.

(Field Note 3, Appendix D, Page 274)

C. “Let’s Do It”

i. Goals

The goal of Task 1 is making the students completing the zoo map correctly. They learn about public signs and zoo animals enthusiastically while doing this project. This was supported by the quotation of the field note below.

Even though the time is over, the students are insisting to finish the map. They like cutting, drawing, and coloring activities.

(Field Note 3, Appendix D, Page 274)

The researcher concluded that the goal of Task 1 has been achieved since they did this project well.

ii. Input

The inputs of Task 1 are a large blank zoo map, a set of public signs, and pictures of zoo animals. In this task, the students learn about the zoo map in interesting way. Besides, they can put the public signs and animals wherever they like in the map. This was based on the transcript of the interview with them below.

- R : Do you like the Zoo Map project?
 Ss : Yes, we do.
 S10 : But my group could not finish it yet.
 S9 : The map was huge. I could draw many things there.
 S4 : It was cool. I could stick the signs in the map.

(Interview 2, Appendix F, Page 300)

iii. Activities

In Task 1, the students are completing the zoo map. This task can free their creativity in completing the map. Based on the implementation, they did it enthusiastically, as it written in the following quotation of the field note.

The students cut the animals and the signs, and then stick them on the map. The others draw the trees and color the map. Even though the time is over, they are insisting to finish the map.

(Field Note 3, Appendix D, Page 274)

iv. Teacher Role

In Task 1, the teacher acts as an organizer. He is expected to guide the students in completing the zoo map. In the implementation, the researcher and co-researchers accompanied every group to guide them. This could be seen in the quotation of the field note on the next page.

The researcher and co-researchers are sitting in each group to guide them in order to make them do the best in their project

(Field Note 3, Appendix D, Page 274)

v. Learner Role

In Task 1, the learners are expected to do the project independently. In this task, they discussed and decided all the things for this map. The researcher only observed and sometimes gave them suggestions. This was supported by the quotation of the field note below.

They can distribute the task well. They are discussing to decide several things (for example: what is the color of the ground; where should place the elephant; and what is the cage like).

(Field Note 3, Appendix D, Page 275)

vi. Settings

The setting in Task 1 involves the students to work in group to complete the zoo map. This task makes them cooperate well. In the implementation, they discussed all the things first before doing this project. This was supported by the following transcript.

CR : ... They could distribute the task evenly. They could work in group well. That was great.

(Interview 11, Appendix F, Page 308)

3) Unit 3, Touch your Nose

A. “Let’s Start”

i. Goals

The goals of Task 1 are making the students pointing to the parts of the body and saying the names aloud. The small picture makes them hard to point

the specific parts of the body. Yet, they could mention the parts of body based on the picture. This was supported by the following quotation of the field note.

Most of the students can identify parts of the body, although with the wrong pronunciation.

.....
The researcher then gives the right pronunciation of mouth correctly. They repeat it correctly.

(Field Note 5, Appendix D, Page 275)

The goal of Task 2 is making the students writing down the parts of the body based on the picture. The picture gives them a visualization of parts of the body. In the implementation, they could name and write them correctly, as it was supported in the quotation of the field note below.

In the beginning, the students are finding difficulties in writing some parts of the body. Then, the researcher explains that the word choices of them are on the next page. After that, they can write them correctly.

(Field Note 5, Appendix D, Page 276)

ii. Input

The input in Task 1 is a picture of a boy and a girl. This picture is expected to help them identify the parts of the body. Based on the implementation, they seemed dislike the picture. This could be seen in the quotation of the field note here.

Here, some of the students are complaining about the small and unclear picture. The researcher then asks them to touch their own parts of the body and say the names.

(Field Note 5, Appendix D, Page 275)

The researcher found that the picture is needed to be changed, as it was said by the co-researcher below.

R : What about the material?

CR : The picture in Part A, Task 1 was too small. You better change it.

(Interview 13, Appendix F, Page 309)

The inputs in Task 2 are the picture of a person and a list of parts of the body. The picture and the list that are not in the same page make the students confused. This was based on the following the quotation of the field note.

In the beginning, the students are finding difficulties in writing some parts of the body. Then, the researcher explains that the word choices of them are on the next page. After that, they can write them correctly.

(Field Note 5, Appendix D, Page 276)

Besides, the researcher also got the other opinion from the co-researcher. She said that this task is needed to be revised. This was supported by the transcript below.

CR : ... I did not like the picture in Task 2. That cartoon of a person was weird, hehe. Besides, the lines were intersected. That confused the students.

R : Yeah, you were right. I could not find the appropriate picture. It was hard to find the picture in the internet that suited the context.

CR : Why don't you draw it by yourself?

(Interview 13, Appendix F, Page 309)

iii. Activities

The activities in Task 1 are looking at the picture then saying the parts of the body aloud. The pictures helps the students recognize the parts of the body. Based on the implementation, the students could name parts of the body although the picture was small, as it was supported by the quotation of the field note here.

In Task 1, the students look at the picture. Each of them is pointing one part of the body and saying its name. Most of them can identify parts of the body, although they mispronounce it.

.....
The researcher then gives the right pronunciation of mouth correctly.

(Field Note 5, Appendix D, Page 275)

The activity in Task 2 is giving the names of the parts of the body based on the picture. The input picture in this task is not appropriate and need to be revised. The researcher found that the activity in this task was not run smooth. This was based on the quotation of the field note below.

The inappropriate picture and the intersected lines confuse some students.
(Field Note 5, Appendix D, Page 276)

iv. Teacher Role

In Task 1, the teacher acts as the controller. He is expected to facilitate the students to say parts of the body correctly. Based on the implementation, they could identify the parts of the body in the picture, though with the wrong pronunciation. Therefore, he helped them correct their mistakes, as it was written in the following field note.

The researcher then gives the right pronunciation of mouth. The students are repeating after him correctly and touching their own parts of the body. He also corrects the other parts of the body that are mispronounced by them.

(Field Note 5, Appendix D, Page 275)

Besides, the result of the questionnaire with the students showed that the average mean of this aspect was 4.71. This meant that they were satisfied with his role.

In Task 2, the teacher act as the observer who is expected to guide the students do the exercises carefully. This task helps him present the parts of the body in an interesting way. In the implementation, he helped them to do it correctly, as it was written in the quotation of the field note on the next page.

The researcher then corrects the students' mistakes.

.....
 After them finishing the task, he pronounces parts of the body correctly.
 They repeat after him and touch their own parts of the body.

(Field Note 5, Appendix D, Page 276)

v. Learner Role

In Task 1, the learners are expected to participate actively in saying the parts of the body. The picture in this task is small. This makes them hard to point parts of the body in the picture. Yet, they said parts of the body enthusiastically, as it was written in the quotation of the field note below.

In Task 1, the students look at the picture. Each of them are pointing one part of the body and saying its name. Most of them can identify parts of the body, although they mispronounce it.

.....
 The researcher then gives the right pronunciation of mouth correctly.

(Field Note 5, Appendix D, Page 275)

He also consulted this aspect with the result of the questionnaire with them.

The average mean of this aspect was 4.64, which meant that they were satisfied with this task.

In Task 2, the learners are expected to match the parts of the body with the correct names. The picture and the list of parts of the body that are on the different age makes them confused. Nevertheless, they could do this task well in the end. This could be seen in the following quotation of field note.

In the beginning, the students are finding difficulties in writing some parts of the body. Then, the researcher explains that the word choices of them are on the next page. After that, they can write them correctly.

(Field Note 5, Appendix D, Page 276)

vi. Settings

The setting in Task 1 involved each student to say the parts of the body aloud. Since the picture was small, they touched their own parts of the body and said the names correctly, as it was written in the quotation of the field note below.

Each of the students are pointing one part of the body and saying its name. Most of them can identify parts of the body, although they mispronounce it.

.....
The researcher then gives the right pronunciation of mouth correctly.

(Field Note 5, Appendix D, Page 275)

The setting in Task 2 involves the students to name the parts of the body individually. The picture in this task helps them identify parts of the body and write down the names correctly. Based on the implementation, they did this task individually. This was supported by the following quotation of the field note.

The students name parts of the body individually. In the beginning, they are finding difficulties in writing some parts of the body. Then, the researcher explains that the word choices of them are on the next page. After that, they can write them correctly.

(Field Note 5, Appendix D, Page 276)

B. “It’s Your Turn”

i. Goals

The goal of Task 1 is making the students read and practise the dialogue. In the implementation, they can practise the dialogue in the picture well, as it was found in the quotation of the field note on the next page.

Then, the students are practising the dialogue well, yet some of them mispronounce it. The researcher then corrects them. After that, all of them practise it correctly.

(Field Note 5, Appendix D, Page 276)

They could ask their friend to touch his/her part of the body, while the other could respond to the instruction correctly. Therefore, the goal of Task 1 has been achieved.

The goal of Task 2 is making the students playing the Simon Says game correctly and joyfully. This game can help them memorizing and pronouncing parts of the body correctly. In the implementation, they played this game less spontaneous, as it was written in the quotation of the field note below.

The students cannot instruct their friends quickly. They need more times to think what parts of the body that should be touched (e.g. Simon says, touch your ...emmm... head). This make the game run less spontaneous because the instructions are easy to anticipate.

(Field Note 5, Appendix D, Page 276)

Different from the field note, the co-researcher observed that they really liked the outdoor activity, as it was supported by the following transcript.

R : What about the Simon Says game?
CR : They liked playing physical games on the outside. Although they were not remembering all parts of the body, they have moved their body. It was good for them.

(Interview 13, Appendix F, Page 309)

The goal of Task 3 is making the students singing the Head and Shoulders song and touching their own parts of the body. This song helps them memorize parts of the body in an interesting and full of movement activity. During the implementation, they enjoyed singing the song, as it was seen in the quotation of the field note on the next page.

The students are singing along and touching their own parts of the body for example head, shoulders, knees and toes. The song is sung faster and faster than before so that they have to touch them quicker. They are singing the song enthusiastically. They like the physical activity much.

(Field Note 5, Appendix D, Page 276)

ii. Input

The input in Task 1 is a picture dialogue. In this picture, Dina asks Tommy to touch his hair. The students did not like the picture, as it was written in the transcript of the interview with them below.

S4 : Mmm. The picture was weird.

R : Which one?

S4 : That one, why does Tommy look like he was scared?

R : Was it so? Okay, I will change it.

(Interview 2, Appendix F, Page 301)

Even though some of them did not like the picture, the researcher found that they could practise the dialogue well, as it was seen in the quotation of the field note.

Then, the students are practising the dialogue well, yet some of them mispronounce it. The researcher then corrects them. After that, all of them practise it correctly.

(Field Note 5, Appendix D, Page 276)

He concluded that the dialogue in this task was appropriate for them. Yet, the picture in Task 1 needed to be revised.

The input in Task 2 is a game named Simon Says. This game lets the students memorize and touch their own parts of the body. Based on the implementation, they enjoyed playing the game very much. The transcript on the next page supported this.

- R : What about the Simon Says game?
 Ss : We like it.
 R : Why do you like the game?
 S2 : I like touching parts of the body.
 S4 : I never become “the caller”.

(Interview 2, Appendix F, Page 300)

The input in Task 3 is a Head and Shoulders song. This song also lets the students move their parts of the body freely based on the lyrics. They liked this song, as it written in the quotation of the field note below.

The students are singing along and touching their own parts of the body for example head, shoulders, knees and toes. The song is sung faster and faster than before so that they have to touch them quicker. They are singing the song enthusiastically. They like the physical activity much.

(Field Note 5, Appendix D, Page 276)

iii. Activities

The activity in Task 1 is practicing the dialogue. Based on the implementation, the students practised the dialogue well. This could be seen in the following quotation of the field note.

Then, the students are practising the dialogue well, yet some of them mispronounce it. The researcher then corrects them. After that, all of them practise it correctly.

(Field Note 5, Appendix D, Page 276)

In addition, the result of the questionnaire with them showed that the average mean of this aspect was 4.71. It meant that they could do this task well.

The activity in Task 2 is playing the Simon Says game joyfully. This game gives the students opportunity to identify their parts of the body. In the implementation, they played this game enthusiastically. Yet, they could not play this game smoothly, as it was stated in the quotation of the field note on the next page.

The students cannot instruct their friends quickly.

.....
This makes the game run less spontaneous because the instructions are easy to anticipate.

(Field Note 5, Appendix D, Page 276)

The researcher concluded that the activity in Task 2 was less appropriate for them. He should make sure that they already memorized the parts of the body well before playing this game.

The activities in Task 3 are singing the Head and Shoulders game and touching the parts of the body based on the lyrics. In the implementation, the students enjoyed these activities much. This could be seen in the quotation of the field note in the below.

The students are singing along and touching their own parts of the body for example head, shoulders, knees and toes. The song is sung faster and faster than before so that they have to touch them quicker. They are singing the song enthusiastically. They like the physical activity much.

(Field Note 5, Appendix D, Page 276)

iv. Teacher Role

In Task 1, the teacher is expected to give the right model in practicing the dialogue. In the implementation, he was helped by the co-researcher practise the example to the students, as it was stated in the following quotation of the field note.

In Task 1, the teacher and co-researcher are practising the dialogue.

.....
He asks, "Touch your hair" and shows the hair flash card. The students then touch their hair.

(Field Note 5, Appendix D, Page 276)

In Task 2, the teacher acts as the organizer. He is expected to arrange the students in playing the game. During the implementation, he helped them

explain the rules and corrected their mistakes so that the game ran better. Therefore, they could learn parts of the body easier. This could be seen in the quotation of the field note below.

The researcher invites them to play Simon Says game. The students are making a “U” line in the yard. He is standing in front of them and giving the instructions.

(Field Note 5, Appendix D, Page 276)

In Task 3, the teacher acts as the organizer and is expected to introduce the song and invite the students to sing along. In the beginning, he gave the example how to sing this song. Therefore, they sang this song enthusiastically and freely, as it was supported by the following quotation of the field note.

Then, the students are singing along and touching their parts of the body, for example head, shoulders, knees, and toes.

.....
They are singing the song enthusiastically. They like the physical activity much.

(Field Note 5, Appendix D, Page 276)

v. Learner Role

In Task 1, the learners are expected to read and practise the dialogue correctly. Based on the implementation, they practised the dialogue with their friends correctly. They could instruct their friends to touch their parts of the body. This was based on the quotation of the field note here.

The researcher asks the students, “Touch your hair” and shows hair flash card. They then touch their hair. After that, they are practising this dialogue in pairs. Most of them instruct their friends correctly.

(Field Note 5, Appendix D, Page 276)

In Task 2, the learners are expected to participate actively in playing the Simon Says game. The interesting game can stimulate them to play the game joyfully. During the implementation, they played the game enthusiastically.

They did not want to stop playing as it shown in the quotation of the field note below.

The researcher is standing in front of them and giving the instructions. The students who do not concentrate touch wrong parts of the body. Next, they get the turn to instruct their friends in front of them.

.....
Nevertheless, they disappointed when the researcher stop the game that they liked.

(Field Note 5, Appendix D, Page 276)

In Task 3, the learners are expected to participate actively in singing the Head and Shoulders song. The song is easy to be sung. Therefore, they could sing this song well. This could be seen in the following quotation of the field note.

The song is sung faster and faster than before so that the students touch their parts of the body quicker. They are singing the song enthusiastically. They like the physical activity much.

(Field Note 5, Appendix D, Page 276)

vi. Settings

The setting in Task 1 involves the whole students to listen to the dialogue and practise it in pairs. Based on the implementation, all of them practised the dialogue in pairs. This was supported by the quotation of the field note below.

The students are listening to the researcher. Then, he asks them, “Touch your hair” and shows hair flash card. They then touch their hair. After that, they are practising this dialogue in pairs. Most of them instruct their friends correctly.

(Field Note 5, Appendix D, Page 276)

The setting in Task 2 involves the students to play the game outside the class. This game is played in the yard in order to make them move their parts

of the body freely. During the implementation, they played this game enthusiastically, as it was written in the quotation of the field note below.

The students make a “U” line in the yard. The researcher is standing in front of them and giving the instructions. They who do not concentrate touch wrong parts of the body.

(Field Note 5, Appendix D, Page 276)

The setting in task 3 involves all students to sing the song in the schoolyard. Just like the previous task, this task is played outside the class in order to let them sing and move their body freely. Based on the implementation, they sang the song actively, as it was seen in the quotation of the field note below.

In Task 3, the students are making an “O” letter in the schoolyard. They researcher then invites them to sing Head and Shoulders song.

.....
They are singing the song enthusiastically.

(Field Note 5, Appendix D, Page 276)

C. “Let’s Do It”

i. Goals

The goals of Task 1 are making the students read and practise the dialogue correctly. The dialogue in this task is easy to be practised. Based on the implementation, the flash cards that were shown by the teacher helped them practise the dialogue well. This was based on the following quotation of the field note.

The researcher shows all the flash cards and says their meanings. After he repeating several times, the students can identify the characteristics of parts of the body and practise the dialogue correctly.

(Field Note 5, Appendix D, Page 276)

Besides, the result of the questionnaire with them showed that the average mean of this aspect was 4.71. It meant that this task covered their needs.

The goals of Task 2 are making the students write down the characteristics of a monster, and then draw it correctly. The characteristics of the monster are too long and too many. Based on the implementation, they found difficulties in writing the monster's characteristics, as it was supported in the following quotation of the field note.

In the beginning, the students cannot identify the characteristics of the monster which are long and many. After the researcher repeating again, they can write the monster's characteristics. Then, they are drawing the monster based on the characteristics given.

(Field Note 5, Appendix D, Page 276)

Besides, the researcher finds that the skill in this unit is not appropriate and need to be revised, as the transcript of the interview with co-researcher supported it.

CR : Eh, why did you involve the writing skill in this task? Based on the syllabus, the skills in this unit were listening and speaking, right?

R : I thought that they would find difficulties if they drew the monster based on what they heard. Therefore, they wrote the characteristics first, and then they drew it.

CR : I see. Therefore, you should shorten the characteristics, so that they would be able to draw the monster without write it first.

(Interview 13, Appendix F, Page 309)

He concluded that the goal of Task 2 was not achieved so that this task was needed to be revised in order to make it appropriate for them.

ii. Input

The input in Task 1 is a dialogue picture and a set of flash cards. The flash cards that were shown by the researcher helped the students practise the

dialogue correctly. They were eager to look at the flash cards that were shown him. This could be seen in the following quotation of the field note.

The students are crowding around the researcher to see the flash cards. They repeat the words after him.

.....
After him repeating several times, they can identify the characteristics of parts of the body and practise the dialogue correctly.

(Field Note 5, Appendix D, Page 276)

The Inputs in Task 2 are a worksheet and a script of the characteristics of a monster. Although the characteristics of the monster were a little bit difficult, the students liked drawing the monster, as it was said by them in the following transcript.

R : What about this task, do you like it?
Ss : Yes, we do.
S2 : Hmm, I could not draw well.
R : Did you draw the monster based on its characteristics?
Ss : Yes, we did.
S1 : The characteristics were a bit difficult.

(Interview 2, Appendix F, Page 300)

iii. Activities

The activities in Task 1 are practicing the dialogue and identifying the characteristics based on the flash cards. Since the flash cards were interesting, the students could practise the dialogue well. This was supported by the quotation of the field note below.

Then, the researcher shows the characteristics of parts of the body, and then says the names aloud.

.....
After him repeating several times, they can identify the characteristics of parts of the body and practise the dialogue correctly.

(Field Note 5, Appendix D, Page 276)

The activities in Task 2 are listening to and writing down the characteristics of a monster that is said by the researcher, and then drawing the monster in the worksheet. These activities were interesting, yet the long characteristics still confused them. This was based on the quotation of the field note below.

In the beginning, the students cannot identify the characteristics of the monster that are long and many. After the researcher repeating again, they can write the monster's characteristics. Then, they are drawing the monster based on the characteristics given. Most of them draw it well.

(Field Note 5, Appendix D, Page 276)

iv. Teacher Role

In Task 1, the teacher is expected to give the right model in practicing the dialogue. In the implementation, the researcher could give the example to the students well, as it was seen in the quotation of the field note.

The teacher and co-researcher practise the dialogue about how to tell someone's characteristics. The students are listening to the dialogue carefully.

.....
After him repeating several times, they can identify the characteristics of parts of the body and practise the dialogue correctly.

(Field Note 5, Appendix D, Page 276)

In Task 2, the teacher acts as the controller. He is expected to give the input orally then control them to draw the monster correctly. Based on the implementation, he guided them in drawing the monster based on the characteristics correctly. This could be seen in the quotation of the field note on the following page.

In the beginning, the students can not identify the characteristics of the monster which are long and many. After the researcher repeating again, they can write the monster's characteristics. Then, they are drawing the monster based on the characteristics given. Most of them draw it well.

(Field Note 5, Appendix D, Page 276)

v. Learner Role

In Task 1, the learners are expected to learn and practise the dialogue correctly. Based on the implementation, the students listen to carefully and practise the dialogue seriously. This could be seen in the quotation of the field note below.

Then, the researcher shows the characteristics of parts of the body, and then says the names aloud. The students repeat the dialogue after him.

.....
After him repeating several times, they can identify the characteristics of parts of the body and practise the dialogue correctly.

(Field Note 5, Appendix D, Page 276)

In Task 2, the learners are expected to participate actively in drawing the monster. Based on the implementation, the students drew the monster enthusiastically even though the characteristics of the monster were difficult, as they said it in this transcript.

R : Did you draw the monster based on its characteristics?

Ss : Yes, we did.

S1 : The characteristics were a bit difficult.

(Interview 2, Appendix F, Page 300)

vi. Settings

The setting in Task 1 involves all students to listen to the teacher and practise the dialogue correctly. The flash card that was shown by him helped them practised the dialogue well. They kept practising it until they did it correctly. This could be seen in the quotation of the field note on the next page.

Then, the researcher shows the characteristics of parts of the body, and then says the names aloud. The students repeat the dialogue after him.

.....
After him repeating several times, they can identify the characteristics of parts of the body and practise the dialogue correctly.

(Field Note 5, Appendix D, Page 276)

The setting in Task 2 involves all students to draw the monster individually. Based on the implementation, they found difficulties in identifying the characteristics of the monster. Yet, they all could draw it independently. This could be seen in the quotation of the field note below.

In the beginning, the students cannot identify the characteristics of the monster which are long and many. After the researcher repeating again, they can write the monster's characteristics. Then, they are drawing the monster based on the characteristics given. Most of them draw it well.

(Field Note 5, Appendix D, Page 276)

4) Unit 4, He is Tall

A. "Let's Start"

i. Goals

The goal of Task 1 is making the students know the missing person's declaration. This picture gives them a general preview about the topic in this unit. Based on the implementation, they could identify the parts of missing person's declaration. This could be found in the following quotation of the field note.

The researcher asks them, "What picture is it?" The students answer, "missing". He asks again about the contents of the picture. They answer photo, name, age, characteristics of the body, etc.

(Field Note 7, Appendix D, Page 277)

The goal of Task 2 is making the students fill the blank missing person's declaration with the correct sentences. They reorder the jumbled sentences into a declaration. Therefore, they learned the parts of missing person declaration indirectly. This was supported by the following quotation of the field note.

The students are completing the missing person's declaration quickly. They can do this task correctly.

(Field Note 7, Appendix D, Page 277-278)

ii. Input

The input of Task 1 is a picture of missing person's declaration. It can make the students pay their attention to the researcher. Based on the implementation, they liked the picture, as they said in this transcript.

T : Did you like the poster of missing person's declaration?
Ss : Yes, we did.
S5 : The picture of Tukul was funny.

(Interview 4, Appendix F, Page 302)

The input of Task 2 is a missing person's declaration worksheet. The answers' list is placed beside the worksheet. This makes the students easier to complete the missing person's declaration. In the implementation, they accomplished this task quickly. This could be seen in the quotation of the field note below.

The students are completing the missing person's declaration quickly. They can do this task correctly.

(Field Note 7, Appendix D, Page 277-278)

iii. Activities

The activities in Task 1 are looking at the missing person's declaration and identifying its part. The missing person's declaration is easy to be

identified. Based on the implementation, the students answered the researcher's questions. This was supported by the following quotation of the field note.

The researcher asks them, "What picture is it?" The students answer, "Missing". He asks again about the contents of the picture. They answer photo, name, age, characteristics of the body, etc.

(Field Note 7, Appendix D, Page 277)

The activity in Task 2 is completing the blank missing person's declaration. Based on the implementation, the students completed the declaration correctly. This could be seen in the quotation of the field note below.

In Task 2, the students are arranging the parts of a missing person's declaration. They look for the correct sentences, and then put them in the right order in worksheet.

(Field Note 7, Appendix D, Page 277)

Besides, the result of the questionnaire with them showed that the average mean of this task was 4.81. This meant that they liked the activities in this task.

iv. Teacher Role

In Task 1, the teacher acts as the controller. He is expected to facilitate the students in learning the missing person's declaration and knowing its parts. The poster of missing person declaration helped him explain its parts to them easier, as it was seen in the following quotation of the field note.

He tells the students that the picture is a missing person's declaration. He explains the parts of that declaration. They are listening to it carefully.

(Field Note 7, Appendix D, Page 277)

In Task 2, the teacher acts as an observer. He is expected to guide the students complete the missing person's declaration. This task is easy to be done. Therefore, he walked around the class to check their works and

sometimes corrected their mistakes. This could be found in the following quotation of the field note.

The researcher is walking around the class to guide the students who are in difficulties. Most of them are doing this task well.

(Field Note 7, Appendix D, Page 278)

v. Learner Role

In Task 1, the learners are expected to look at the picture carefully and tell the contents of the missing person's declaration correctly. The picture of missing person's declaration is clear enough. This made them recognize it well, as it was supported in the quotation of the field note below.

The researcher asks them, "What picture is it?" The students answer, "Missing". He asks again about the contents of the picture. They answer photo, name, age, characteristics of the body, etc.

(Field Note 7, Appendix D, Page 277)

In line with the field note, they could identify the missing person's declaration.

The following transcript supported it.

R : How about this meeting?

CR : Not bad, they already knew the missing person's declaration.

(Interview 15, Appendix F, Page 310)

In the Task 2, the learners are expected to work actively in completing the missing person's declaration. Based on the implementation, the students could do it quickly. This could be found in the quotation of the field note below.

The students are completing the missing person's declaration quickly. They can do this task correctly.

(Field Note 7, Appendix D, Page 277-278)

vi. Settings

The setting in Task 1 involves the whole students to look at the picture and tell the contents of the missing person's declaration. Here, the teacher showed the poster of missing person's declaration in front of them. They all were enthusiastic about the picture, as they said it in the following transcript.

T : Did you like the poster of missing person's declaration?
 Ss : Yes, we did.
 S5 : The picture of Tukul was funny.

(Interview 4, Appendix F, Page 302)

Since they liked it, they all could identify it parts correctly. This could be seen in the quotation of the field note below.

The researcher asks again about the contents of the picture. The students answer photo, name, age, characteristics of the body, etc.

(Field Note 7, Appendix D, Page 277)

The setting in Task 2 involves the students to complete the worksheet individually. They could do this task independently, as it was written in this quotation of the field note.

The students are completing the missing person's declaration quickly. They can do this task correctly.

(Field Note 7, Appendix D, Page 277-278)

B. "It's Your Turn"

i. Goals

The goals of Task 1 are making the students practise the dialogue correctly and know the person's characteristics. The flash cards help the students identify the characteristics of person easier. This was based on the quotation of the field note on the next page.

Next, the researcher shows a flash card of a short person. The students identify the characteristic of the person in the picture. Few of them only say, “Short”, but most of them say completely, “He is short”. They are identifying person’s characteristics correctly.

(Field Note 7, Appendix D, Page 278)

Besides, the result of the questionnaire with them in this aspect was 4.88. It meant that they were satisfied with this task.

The goal of Task 2 is making the students match the pictures with the correct characteristics. Here, some pictures cannot represent the characteristics well. Yet, they could match the pictures with the correct characteristics in the end. This was supported by the quotation of field note below.

Here, few students are confused by the pictures. The pictures are not suitable with the characteristics. The researcher then re-explains about that.

.....
Finally, most of them can do it right.

(Field Note 7, Appendix D, Page 278)

The goal of Task 3 is making the students identify the persons’ characteristics based on the pictures. Since they liked the stickers of people, they could do this task well, as it was stated in the following quotation of the field note.

The students are interested to the stickers. They are looking for the stickers that represent the characteristics in the worksheet enthusiastically. Most of them stick the stickers on the right characteristics.

(Field Note 7, Appendix D, Page 278)

ii. Input

The inputs in Task 1 are a picture of dialogue between Anton and Rosa and flash cards of person’s characteristics. The students liked the flash cards but not the picture in the hand out. Therefore, they could identify the

characteristics of person in the flash cards correctly. This could be seen in the following quotation of the field note.

In Task 1, the students are listening to the dialogue from the researcher and co-researcher and looking at the flash cards enthusiastically. He then explains the meanings.

.....
They can identify person's characteristics correctly.

(Field Note 7, Appendix D, Page 278)

The researcher concluded that the picture in the hand out should be revised so that they understand the person's characteristics better.

The input in Task 2 is a set of pictures and their characteristics. Some pictures in this task did not represent the characteristics of people. Therefore, some of the students found difficulties in matching the pictures with the right characteristics. This was supported by the quotation of the field note below.

Here, few students are confused by the pictures. The pictures are not suitable with the characteristics. The researcher then re-explains about that.

.....
Finally, most of them can do it right.

(Field Note 7, Appendix D, Page 278)

In addition, the researcher also found that some of characteristics were not appropriate to them. According to the co-researcher, it was not proper to teach negative characteristics. The transcript of the interview with her could be seen here.

CR : You better put the neutral characteristics only. Do not insert a flat nose or a big nose. I am afraid that they would taunt their friends who have those characteristics.

(Interview 15, Appendix F, Page 310)

The inputs in Task 3 are a set of persons' characteristics and a set of stickers that represent the characteristics. The students liked the stickers,

though few of them did it carelessly. This was supported by the transcript of the interview with them below.

- R : ... What about the sticking activity?
 S4 : Hehe, I disobeyed you.
 S1 : I liked it, how did you make it?
 R : It is secret. Hehe. ...

(Interview 4, Appendix F, Page 302)

The researcher concluded that Task 3 was appropriate for them since they liked the stickers and did this task correctly.

iii. Activities

The activities in Task 1 are identifying the person's characteristics and practicing the dialogue based on the pictures. The flash cards give the students a visualization of the characteristics of people. Therefore, they did the task well, as it was written in the following quotation of the field note.

Next, the researcher shows a flash card of a short person. The students identify the characteristic of the person in the picture. Few of them only say, "Short", but most of them say completely, "He is short". They are identifying person's characteristics correctly.

(Field Note 7, Appendix D, Page 278)

The activity in Task 2 is matching the persons' pictures with the correct characteristics. In the beginning, the students were confused by the unclear pictures. This was based on the quotation of the field note below.

In this task, the students are matching the pictures of persons with the characteristics. Here, few students are confused by the pictures. The pictures are not suitable with the characteristics. The researcher then re-explains about that.

.....
 Finally, most of them can do it right.

(Field Note 7, Appendix D, Page 278)

Fortunately, they could do this task in the end. Therefore, the researcher concluded that this task is appropriate for them.

The activities in Task 3 are reading the persons' characteristics, and then sticking the persons' stickers to the correct characteristics. Some students were too eager to do this task. This made them could not work this task out, as it was shown in the following quotation of the field note.

Some students disobey the researcher's instructions. Some others make mistakes because they read the characteristics carelessly. He is walking around the class and telling them to read them more carefully.

(Field Note 7, Appendix D, Page 278)

He concluded that the activities in Task 3 are appropriate for them. Yet, he has to make sure that they obey his instructions well.

iv. Teacher Role

In Task 1, the teacher acts as organizer. He is expected to give the right model in practicing the dialogue. The students could listen to the dialogue well because they also saw the visualization flash card from him. This was based on the quotation of the field note below.

In Task 1, the students are listening to the dialogue from the researcher and co-researcher and looking at the flash cards enthusiastically. He then explains the meanings.

.....
They can identify person's characteristics correctly.

(Field Note 7, Appendix D, Page 278)

In Task 2, the teacher is expected to guide the students do the task. Some unclear pictures confused the students. Therefore, he gave them more explanation. This could be seen in the quotation of the field note on the next page.

The researcher then re-explains about that. After the students finishing this task, he guides them correct the works. Finally, most of them can do it right.

(Field Note 7, Appendix D, Page 278)

In Task 3, the teacher is expected to guide the students who find difficulties in doing this task. Based on the implementation, the researcher could help them well. This could be seen in the quotation of the field note below.

The researcher and co-researcher are walking around the class to tell the students to do the task more careful. Generally, most of them can stick the stickers on the right characteristics.

(Field Note 7, Appendix D, Page 278)

v. Learner Role

In Task 1, the learners are expected to participate actively in practicing the dialogue and identifying the person's characteristics. The flash cards that were showed by the researcher made the students learn the dialogue quickly, as it was written in the following quotation of the field note.

In Task 1, the students are listening to the dialogue from the researcher and co-researcher and looking at the flash cards enthusiastically. He then explains the meanings.

.....
They can identify person's characteristics correctly.

(Field Note 7, Appendix D, Page 278)

Besides, the result of the questionnaire with the students showed that the average mean of this aspect was 4.70. That meant that they already played the role well.

In Task 2, the learners are expected to match the pictures with the characteristics independently. Based on the implementation, they could do this

task correctly since they liked the pictures. The transcript of the interview below supported it.

R : ... Eh, what about the matching activity?

S1 : I did it correctly, Mr. Agus.

S4 : Did you cheat?

S1 : Of course, not, I did it by myself.

(Interview 4, Appendix F, Page 302)

In Task 3, the learners are expected to stick the stickers to the correct characteristics. Since they liked the stickers, they could do this task well. This was based on the quotation of the field note below.

The students are in pairs, and then look at his/her friends' stickers that represent the characteristics in the worksheet.

.....
Generally, most of them can stick the stickers on the right characteristics.

(Field Note 7, Appendix D, Page 278)

vi. Settings

The setting in Task 1 involves all students to practise the dialogue correctly. This task provides a suitable setting for them to practice the dialogue correctly. This was supported by the following quotation of the field note.

In Task 1, the students are listening to the dialogue from the researcher and co-researcher and looking at the flash cards enthusiastically. He then explains the meanings. They are listening to and practicing the dialogue after them.

.....
They can identify person's characteristics correctly.

(Field Note 7, Appendix D, Page 278)

The setting in Task 2 involves the students to match the pictures with the correct characteristics individually. In the implementation, they did it correctly. This could be seen in the quotation of the field note on the next page.

Then, the students do Task 2 individually. In this task, they match the pictures of persons with the characteristics.

.....
Most of them do it correctly.

(Field Note 7, Appendix D, Page 278)

The setting in Task 3 involves the students to find out the stickers that represent the people's characteristics in pairs. The interesting and clear stickers made them do this task right. This could be seen in the quotation of the field note below.

The students are in pairs, and then look at his/her friends' stickers that represent the characteristics in the worksheet.

.....
Generally, most of them can stick the stickers on the right characteristics.

(Field Note 7, Appendix D, Page 278)

C. "Let's Do It"

i. Goals

The goal of Task 1 is making the students make a missing person's declaration correctly. This task can make them write down their friends' characteristics in the interesting way. In the implementation, they could make it well. This was supported by the following transcript.

R : Did you find difficulties in making the declaration?

S1 : No, it was easy.

S4 : Yeah, all I did was writing my friend's characteristics. Right?

(Interview 4, Appendix F, Page 302)

Yet, the researcher found that some of them made mistakes. After knowing the right one, they could make it correctly. This was found in the quotation of the field note on the next page.

Only a few students make mistakes in using the pronoun “he and she”. The researcher then re-explains about how to use pronoun “he and she” correctly. After understanding the right form, they correct their works.

(Field Note 7, Appendix D, Page 278)

ii. Input

The input in Task 1 is a worksheet of the missing person’s declaration. The students liked this input because they could write their friends’ characteristics authentically. This was supported by the transcript of the interview with them below.

R : Did you like making a missing person’s declaration?
 Ss : Yes, we did.
 S1 : Hmm, why did I get Faisal’s photo?
 Ss : Haha

(Interview 3, Appendix F, Page 301)

Besides, the result of questionnaire with them showed that the average mean of this aspect was 4.60. This meant that they liked this input and were able to make the missing person’s declaration.

iii. Activities

The activities in Task 1 are making the missing person’s declaration correctly. Based on the implementation, the students enjoyed these activities.

This could be seen in the following quotation of the field note.

R : What about the next activity, making the missing person’s declaration?
 CR : Cool! The students wrote their friends’ characteristics based on the photo carefully. They were very enthusiastic doing this task. Some of them even asked their friends directly, “You have straight hair, right?”

(Interview 15, Appendix F, Page 310)

iv. Teacher Role

In Task 1, the teacher is expected to guide the students in making the declaration correctly. This task is interesting and easy to be done yet, few of them made mistakes. This could be found in the quotation of the field below.

The researcher is walking around the class to help the students. They can do it well. Only a few of them make mistakes in using the pronoun “he and she”. The researcher then re-explains about how to use pronoun “he and she” correctly. After understanding the right form, they correct it.

(Field Note 7, Appendix D, Page 278)

In addition, the result of questionnaire with them showed that the average mean of this aspect was 4.80. This meant that they liked the role that he played.

v. Learner Role

In Task 1, the learners are expected to participate actively in making the missing person’s declaration. This task helps them identify their friends’ characteristics in interesting way. Based on the implementation, they enjoyed this task, as it was shown in the quotation of the field note here.

The students are sticking the photo in the worksheet then writing the characteristics. They look enjoyed these activities.

.....
Generally, they do this task correctly.

(Field Note 7, Appendix D, Page 278)

vi. Settings

The setting in Task 1 involves the students to make the missing person’s declaration individually. In the implementation, they made the declaration correctly. This was based on the quotation of the field note on the next page.

The students are sticking the photo in the worksheet then writing the characteristics. They look enjoyed these activities.

.....
Generally, they do this task correctly.

(Field Note 7, Appendix D, Page 278)

5) Unit 5, Can I Have an Apple?

A. “Let’s Start”

i. Goals

The goal of Task 1 is making the students get familiar with the topic in Unit 5, fruits and vegetables. This task gives them a quick preview about what they will learn in this unit. During on the implementation, they were so enthusiastic in answering the researcher’s questions dealing with the picture, as it was shown in the following quotation of the field note.

In Task 1, the researcher asks, “What picture is it?” The students look at the picture and answer seller, selling vegetables, fruits and vegetables.

.....
They name the fruits and vegetables in the picture. Some of them name them in English, such as orange and carrot.

(Field Note 9, Appendix D, Page 280)

The goal of Task 2 is making the students pronounce the fruits and vegetables based on the pictures correctly. The pictures are expected to help them identify the fruits and vegetables. They learned to pronounce the fruits and vegetables using the pictures. The transcript of the interview with them on the next page supported this:

- R : What do you think about the fruits and vegetables? Are they too many? Are there names that difficult?
- S2 : No, they were easy to memorize since the pictures were interesting.
- S1 : Egg what?
- S4 : Eggplant.

(Interview 7, Appendix F, Page 305)

The goals of Task 3 are making the students identify the fruits and vegetables and write them correctly. The picture of fruits and vegetables is clear enough. It makes them separate the fruits and vegetables into two different baskets correctly. This was supported by the following transcript.

- R : What about the activity of separating the fruits and vegetables? Did you confuse?
- S1 : No, the fruits and vegetables were illustrated clearly.
- S3 : Yet, I miswrote it. Hehe.

(Interview 7, Appendix F, Page 305)

ii. Input

The input in Task 1 is a picture of a greengrocer. Based on the implementation, the students could identify the picture well. This was based on the transcript of the interview with them below.

- R : What about the picture? It was good, wasn't it?
- S3 : Yes, I liked it.
- S1 : Why was it black and white? It would be better if it has colored.

(Interview 7, Appendix F, Page 305)

The researcher concluded that the input picture of Task 1 was needed to be changed with the colored one.

The inputs of Task 2 are pictures of fruits and vegetables and a set of flash cards of fruits and vegetables. The interesting pictures made the students pronounce the words enthusiastically. This was supported by the quotation of the field note on the next page.

The students are so enthusiastic about the pictures. Some of them come toward the researcher to borrow the flash cards.

.....
After he repeating the words, all of them can pronounce the fruits and vegetables correctly.

(Field Note 9, Appendix D, Page 280)

The input in Task 3 is a worksheet, which consists of two baskets of fruits and vegetables. The researcher realized that this task was needed to be revised, although the students liked it. According to the co-researcher, the task should be revised. The transcript of the interview with her was shown below.

- R : What about this task?
CR : Good, the students liked the picture. Yet, why did you put a writing skill here? What are the main skills in this unit?
R : Speaking and listening, but I also put writing and reading. Are they too many?
CR : I suggest moving Task 3 to the next unit. I think it would be better.

(Interview 17, Appendix F, Page 311)

iii. Activities

The activities in Task 1 are looking at the picture and answering the teacher's questions. The picture invites the students to identify the fruits and vegetables there. In the implementation, the students looked at the picture, and then answered the researcher's questions. This was supported by the following quotation of the field note.

In Task 1, the researcher asks, "What picture is it?" The students look at the picture and answer seller, selling vegetables, fruits and vegetables.

.....
They name the fruits and vegetables in the picture. Some of them name them in English, such as orange and carrot.

(Field Note 9, Appendix D, Page 280)

The activities in Task 2 are looking at the pictures and flash cards, and then pronounce the words correctly. The pictures give the students

visualization to them so that they identify them easier. They pronounced the words after the researcher, as it was written in the quotation of the field note below.

The students pronounce “apple” as apple, or “tomato” as tomato. The researcher then gives the right pronunciation. He repeats pronouncing several times. After listening to him, they can pronounce the fruits and vegetables correctly.

(Field Note 9, Appendix D, Page 280)

Besides, the result of the questionnaire with them showed that the average mean on this aspect was 4.76. It showed that they liked doing the activities in this task.

The activities in Task 3 are separating the fruits and vegetables into two different baskets and write down their names. This task let the students identify the fruits and vegetables and separate them. Based on the implementation, the students did the activities well, as it was written in the following quotation of the field note.

In Task 3, the students are separating the fruits and vegetables into 2 different baskets. They all identify the fruits or vegetables, and then write them in the correct baskets.

(Field Note 9, Appendix D, Page 280)

iv. Teacher Role

In Task 1, the teacher act as an organizer. He is expected to raise the students’ interest on the topic of Unit 5. Interested with the picture, they answered his questions about the topic. This could be found in the quotation of the field note on the next page.

In Task 1, the researcher asks, “What picture is it?” The students look at the picture and answer seller, selling vegetables, fruits and vegetables. He asks the names of fruits and vegetables in the picture. They name the fruits and vegetables in the picture. Some of them name them in English, such as orange and carrot.

(Field Note 9, Appendix D, Page 280)

In Task 2, the teacher is expected to introduce the names of fruits and vegetables and give the right model in pronouncing them. Acted as a controller, he helped the students pronouncing the words correctly. This was supported by the quotation of the field note below.

In Task 2, the researcher is introducing the kinds of fruits and vegetables. He shows the flash cards. The students are so enthusiastic about the pictures.

.....
He says the right pronunciation. He repeats several times until they all pronounce the words correctly.

(Field Note 9, Appendix D, Page 280)

In Task 3, the teacher acts as an observer. He is expected to look at the students’ works. Although the fruits and vegetables in this task were easy to be identified, he helped them who did this task carelessly, as it was shown in the following quotation of the field note.

In Task 3, the students are separating the fruits and vegetables into 2 different baskets. They all identify the fruits or vegetables, and then write them in the correct baskets. Some of them write it carelessly.

.....
After understanding the right form, they add or change the article in front of the fruits or vegetables correctly.

(Field Note 9, Appendix D, Page 280)

v. Learner Role

In Task 1, the learners are expected to participate actively in answering the teacher’s questions. The picture in this task is aimed to get their interest toward this unit. Based on the implementation, they were so enthusiastic in

answering his questions. This was based on the quotation of the field note below.

In Task 1, the researcher asks, “What picture is it?” The students look at the picture and answer seller, selling vegetables, fruits and vegetables.

.....
They name the fruits and vegetables in the picture. Some of them name them in English, such as orange and carrot.

(Field Note 9, Appendix D, Page 280)

It can be said that the picture in this task makes them pay their attention to the teaching learning activities well.

In Task 2, the learners are expected to participate actively in pronouncing the fruits and vegetables correctly. The pictures of fruits and vegetables in this task are easy to be identified. In the implementation, they already recognized them, but pronounced wrongly, as it was supported in the following quotation of the field note.

The students pronounce “apple” as apple, or “tomato” as tomato. The researcher then gives the right pronunciation. He repeats pronouncing the words several times. After listening to him, they pronounce the fruits and vegetables correctly.

(Field Note 9, Appendix D, Page 280)

Although some of them mispronounced the words, he concluded that they played the role well since they recognized the fruits and vegetables.

In Task 3, the learners are expected to contribute actively in identifying the fruits and vegetables correctly. Although the picture of fruits and vegetables were clear enough, some of them write the fruits and vegetables wrongly. Based on the implementation, some of them did this task carelessly, as it was found in the quotation of the field note on the next page.

All students are identifying the fruits or vegetables, and then writing them in the correct baskets. Some of them write it carelessly. They forget not to write the article a/an.

.....
After understanding the right form, they add or change the article in front of the fruits or vegetables correctly.

(Field Note 9, Appendix D, Page 280)

The researcher concluded that this task could not allow them to play the role well since they did it carelessly. Nevertheless, they worked this task enthusiastically.

vi. Setting

The setting in Task 1 involves the whole students to answer the teacher's questions. Since they all interested in the picture, they participated actively, as it was written in the following quotation of the field note.

In Task 1, the researcher asks, "What picture is it?" The students look at the picture and answer seller, selling vegetables, fruits and vegetables.

.....
They name the fruits and vegetables in the picture. Some of them name them in English, such as orange and carrot. Yet, many of them name them in Indonesian. They all answer his questions enthusiastically.

(Field Note 9, Appendix D, Page 280)

The setting in Task 2 involves the students to pronounce the names of the fruits and vegetables enthusiastically. The pictures of fruits and vegetables are interesting. Therefore, they all were stimulated to say the names actively.

This could be found in the quotation of the field note below.

The students pronounce "apple" as apple, or "tomato" as tomato. The researcher then gives the right pronunciation. He repeats pronouncing the words several times. After listening to him, they pronounce the fruits and vegetables correctly.

(Field Note 9, Appendix D, Page 280)

The setting in Task 3 involves the students to identify the fruits and vegetables individually. Since the picture was clear enough, they could do it independently, as they said it below.

- R : Did you do this task by yourself?
 Ss : Of course, yes.
 S1 : Habib was cheat. He looked my work. Hehe.
 S2 : No, I did not.

(Interview 7, Appendix F, Page 305)

B. “It’s Your Turn”

i. Goals

The goals of Task 1 are making the students read and practise the dialogue correctly. The dialogue in this task is easy to be practised. In the implementation, they could practise the dialogue after some repetitions. This was supported by the quotation of the field note below.

The students are practising the dialogue less seriously. The researcher then asks them to repeat it until they can practise correctly.

(Field Note 9, Appendix D, Page 281)

The goal of Task 2 is making the students listen to the story carefully. The story is simple and easy to be heard. This allowed them to listen to it seriously. This could be seen in the following quotation of the field note.

In Task 2, the researcher is reading the story At the Greengrocer twice. First, the students are listening to the story only. They are listening to the story carefully.

(Field Note 10, Appendix D, Page 281)

This was also supported by the result of the evaluation questionnaire with them, which showed that the average mean of this aspect was 4.60. It meant that they could listen to the story well.

The goal of Task 3 is making the students writing down the shopping list based on the story carefully. Since the story was simple and easy, they could complete the shopping list, as it was found on the transcript of the interview with them below.

- R : What about the story? Was it easier than the story in Unit 1?
 S1 : Yeah not bad. It was a little bit easier. I could do it by myself.
 S4 : I wrote the shopping list carelessly, so I made some mistakes.
 Hehe.

(Interview 8, Appendix F, Page 305)

They all could complete the story, yet some of them did it carelessly. This was shown in the following quotation of the field note.

Yet, some students write the shopping list carelessly.

.....
 The researcher then reads the story once again. They are listening to the story and correcting their work.

(Field Note 10, Appendix D, Page 281)

The researcher concluded that the goal of Task 3 has been reached after they could complete the shopping list correctly.

The goal of Task 4 is making the students play the Going Shopping game joyfully and correctly. Since many of them could not remember all the fruits and vegetables well, the game did not run smoothly. This was supported by the transcript below.

- R : Why did the Going Shopping game run chaotic? You did not like it, did you?
 S1 : I did like it. Hendra did the mess. He was the troublemaker.
 S3 : I could not remember all the fruits and vegetables. What I have to say to buy them Mr.?

(Interview 7, Appendix F, Page 305)

The researcher concluded that the goal of Task 4 was not achieved although they played it enthusiastically. To achieve it, he should control the game

stricter and make sure that they already remembered all the fruits and vegetables before played this game.

ii. Input

The input in Task 1 is a picture that illustrates the dialogue between Alex and Reni. The dialogue in this task is easy to be practiced. The students could practise the dialogue correctly after some repetitions. This was supported by the following quotation of the field note.

The students are practising the dialogue less seriously. The researcher then asks them to repeat it until they can practise correctly.

(Field Note 9, Appendix D, Page 281)

Although they practiced it well, the researcher found that they did not like the picture, as the transcript of the interview with them below supported it.

- S4 : The picture was weird. Why did the apple fly?
 R : Which one? That apple was thrown by Reni. That's why the apple was looked like fly. Hehe. It was weird, wasn't it? Okay, I will change it.
 S3 : Yeah, the apple was flying. Hehe.

(Interview 7, Appendix F, Page 305)

He concluded that the picture in Task 1 should be changed to meet their needs.

This was aimed to make them practised it correctly and enthusiastically.

The input in Task 2 is a story entitled At the Greengrocer. Based on the implementation, the students liked this story. Since they liked it, they could get the story well. This was based on the transcript of the interview with them below.

- R : Yet, did you like the story?
 S5 : Mmm, I do not know.
 Ss : We liked it.
 S4 : I liked shopping.

(Interview 8, Appendix F, Page 306)

The input in Task 3 is a worksheet of a shopping list. The shopping list was simple and clear enough. The students liked the shopping list and most of them did it correctly. This was supported by the transcript of the interview with the co-researcher.

CR : The story? It was not too long and not too difficult. They could complete the shopping list. ...

(Interview 18, Appendix F, Page 312)

Besides, the result of the questionnaire with them showed that the average mean of this topic was 4.78. It meant that they liked the input. The researcher concluded that the input in Task 3 could help them identify the fruits and vegetables.

The input in Task 4 is a game named Going Shopping. Based on the implementation, the students liked this game. The game helped them remembering the fruits and vegetables. This was supported by the following transcript.

R : Did you like the game? Did you want to play it again?

Ss : Yes, we did.

S4 : I want to play it again Mr. Agus.

S2 : Yup, let's play it again, so that I could remember the fruits and vegetables more.

(Interview 7, Appendix F, Page 305)

iii. Activities

The activities in Task 1 are reading and practicing the dialogue. Since the picture was less interesting, the students needed to repeat practicing the dialogue several times, as it was supported by the quotation of the field note on the next page.

The students are practising the dialogue less seriously. The researcher then asks them to repeat it until they can practise correctly.

(Field Note 9, Appendix D, Page 281)

The researcher concluded that he should revise this task in order to make them like it.

The activity in Task 2 is listening to the story. Because of the simple story, the students could listen to it well. This could be found in the quotation of the field note below.

In Task 2, the researcher read the story At the Greengrocer twice. First, the students just listened to the story. They listened to the story carefully.

(Field Note 10, Appendix D, Page 281)

The activities in Task 3 are completing the shopping list based on the teacher's story. The simple shopping list allows the students complete it well. Besides, they also listened to the story seriously, as it was shown in the following quotation of the field note.

The students are listening to the story well. Yet, some of them write the shopping list carelessly.

.....
The researcher then reads the story once again. They are listening to the story and correcting their work.

(Field Note 10, Appendix D, Page 281)

The activity in Task 4 is playing the Going Shopping game. This game was interesting and the students liked it. Yet, they found difficulties in playing this game, as they said in the following transcript.

R : Why did the Going Shopping game run chaotic? You did not like it, did you?

S1 : I did like it. Hendra did the mess. He was the trouble maker.

S3 : I could not remember all the fruits and vegetables. What to say to buy them Mr. Agus?

(Interview 7, Appendix F, Page 305)

The researcher concluded that the activity in this game was appropriate for them. Yet, he should control them stricter in order to get the better result.

iv. Teacher Role

In Task 1, the teacher acts as a controller. He is expected to give the right model in practicing the dialogue correctly. After he gave the example, the students could practise the dialogue correctly. This could be seen in the quotation of the field note below.

In Task 1, the researcher and co-researcher are practising the dialogue while the students are listening to and repeating after them. Then, he shows a mango flash card and asks, "Can I have a mango?" They look at the picture and answer, "Sure, here you are."

(Field Note 9, Appendix D, Page 280)

Since the dialogue was given by the researcher correctly, they could repeat and practise it right. Therefore, it could be said that he played the role well in Task 1.

In Task 2, the teacher is expected to read the story well. Since the story is this task was simple and clear enough, he could read the story well. This was supported by the following transcript.

R : What about the way I read the story? Was it monotonous?

CR : Not bad, they understood the story.

(Interview 18, Appendix F, Page 312)

In Task 3, the teacher acts as an observer. He is expected to control the students in filling the shopping list correctly. Though the story was simple and clear, some students did it carelessly. Therefore, he warned them to do the task carefully. This could be found in the quotation of the field note on the next page.

The researcher warns the students to complete the shopping list more careful. He then reads the story once again. They are listening to the story and correcting their work.

(Field Note 10, Appendix D, Page 281)

In Task 4, the teacher acts as a participant. Besides joining the game, he is expected to make sure that the game could run well. Although this game was interesting, some students played it unserious. During the game, he warned them to play the game seriously, as it was written in the quotation of the field note below.

Besides, some students disobey the rules and make noises. The researcher then sends the troublemakers out of the game. Before getting bored, he stopped the game.

(Field Note 9, Appendix D, Page 281)

v. Learner Role

In Task 1, the learners are expected to practise the dialogue correctly. Though the dialogue was simple and clear, some students practised it carelessly. This was based on the following quotation of the field note.

Then the students are practising the dialogue. They practise it less seriously. The researcher then asks them to repeat it until they can practise correctly.

(Field Note 9, Appendix D, Page 281)

Later, he found that the uninteresting picture made them practised not seriously. Therefore, he has to revise the picture in this task to make them played the role better.

In Task 2, the learners are expected to listen to the story seriously. The interesting story made them listened to the story well. This could be found in the quotation of the field note on the next page.

In Task 2, the researcher reads the story *At the Greengrocer* twice. First, the students just listen to the story. They are listening to the story carefully.

(Field Note 10, Appendix D, Page 281)

In Task 3, the learners are expected to fill the shopping list based on the story correctly. The shopping list in this task was clear enough. This made them filled the shopping list easily. Yet, few of them did it carelessly. This could be found in the field note of the implementation below.

The students are listening to the story well. Yet, some of them write the shopping list carelessly.

.....
The researcher then reads the story once again. They are listening to the story and correcting their work.

(Field Note 10, Appendix D, Page 281)

In Task 4, the learners are expected to play the game seriously. Based on the implementation, they played the game too enthusiastic and caused the game ran disorderly, as it was supported by the following transcript.

R : What about the game, Wie?

CR : It was a little bit difficult. They played too active and disobeyed your rules. You should act stricter Gus.

(Interview 18, Appendix F, Page 312)

The researcher concluded that they could not play the role well in Task 4. He has to make them play the game seriously so that they could play the role well.

vi. Settings

The setting in Task 1 involves the students to practise the dialogue in small groups. In the implementation, the students could not cooperate well. This could be seen in the quotation of the field note on the next page.

The researcher divides them into some small groups to act as Alex and Reni. They practise the dialogue less seriously. The researcher asked them to repeat it until they could practise correctly.

(Field Note 9, Appendix D, Page 281)

The researcher concluded that Task 1 gave them opportunity to practise the dialogue in small groups. Yet, it would be better if they practise the dialogue in pairs.

The setting in Task 2 involves the whole students in the class to listen to the story carefully. Since the story was simple, all of them could listen to the story well. This was supported by the following quotation of the field note.

In Task 2, the researcher reads the story At the Greengrocer twice. First, the students just listen to the story. They are listening to the story carefully.

(Field Note 10, Appendix D, Page 281)

The input in Task 3 involves the students to fill in the shopping list based on the story individually. Because of the simple and easy story, they could complete the dialogue individually, as they said below.

R : What about the story? Was it easier than the story in Unit 1?

S1 : Yeah not bad. It was a little bit easier. I could do it by myself.

(Interview 8, Appendix F, Page 305)

The setting in Task 4 involves the whole students to play the game joyfully outside the class. This interesting game made them playing it joyfully.

This could be seen in the following quotation of the field note.

In Task 4, the students are playing Going Shopping game in the yard. The researcher explains the rules, and then invites them to make a circle on the outside. This game is running well in several turns.

(Field Note 9, Appendix D, Page 281)

C. Let's Do It

i. Goals

The goal of Task 1 is making the students practise the dialogue correctly. Based on the implementation, some of them practised it incorrectly.

This was supported by the quotation of the field note below.

Some students are in front of the class to practise the dialogue. Some of them are practising the dialogue in pairs seriously but some other practising it not serious. The researcher then corrects their mistakes. Although not all students practise the dialogue yet, they do not want to continue it. They want to play the next task, which is role play.

(Field Note 9, Appendix D, Page 281)

The researcher concluded that the goal of Task 1 could not be achieved because they did not want to continue to practise the dialogue. Therefore, he had to make them practise the dialogue seriously in order to reach the goal. Besides, he did not need to invite all of them to practise the dialogue because of the time wasting.

The goal of Task 2 is making the students practise the role play correctly. This role play would be more interesting if it was practised correctly. This role play was practised twice. In the first implementation, most of them could not practise it correctly. This could be seen in the following quotation of the field note.

The students do not buy based on the shopping list. Some of them speak in Indonesian. They cannot practise it correctly and fluently. Only few of them practise it seriously in English. The researcher walks around to correct their mistakes.

(Field Note 9, Appendix D, Page 281)

In the second implementation, they practised it better than the previous meeting, as it was seen in the quotation of the field note on the next page.

This role play is running better than before. The students are buying and selling in English, even though some of them still read the module while they asked.

(Field Note 10, Appendix D, Page 282)

The researcher concluded that the goal of Task 2 finally has reached because they could practise it correctly, although it took 2 meetings to accomplish it.

ii. Input

The input in Task 1 is a picture of Alex and Reni. The picture is not realistic and the students do not like it, as they said it in the transcript of the interview below.

- S4 : The picture was weird. Why did the apple fly?
 R : Which one? That apple was thrown by Reni. That is why the apple was looked like fly. Hehe. It was weird, wasn't it? Okay, I will change it.
 S3 : Yeah, the apple was flying. Hehe.

(Interview 7, Appendix F, Page 307)

Although they did not like the flying apple, they could practise the dialogue well. Therefore, the researcher concluded that the picture in Task 1 was not appropriate and should be revised to meet their' needs.

The input in Task 2 is a role play of seller and buyer. The role play helps the students learn about the fruits and vegetables. Based on the implementation, they liked the role play. This was supported by the following transcript.

- R : What about the game we had played?
 S4 : Wow, it was fun.
 S2 : I earned much money.
 S1 : It was too short Mr. Agus.

(Interview 8, Appendix F, Page 305)

iii. Activities

The activities in Task 1 are listening to the dialogue and practising it correctly. In the implementation, the students could listen to the story and practise the dialogue, though they did not like the picture. This was supported by the quotation of the field note below.

Some students are in front of the class to practise the dialogue. Some of them are practising the dialogue in pairs seriously but some other practising it not serious. The researcher then corrects their mistakes.

(Field Note 9, Appendix D, Page 281)

The activity in Task 2 is playing a role of buyer and seller. This role play was practised twice because the students found difficulties in practicing it in just one chance. In the first implementation, the role play did not run smooth, as it was supported by the following transcript.

R : The last question, why did the role play run chaotic?
 Ss : Hehehe
 S4 : It was difficult. I still confused.
 S3 : Same with me, I could not memorize how to buy the fruit Mr. Agus.

(Interview 7, Appendix F, Page 305)

In the second implementation, they played this role much better, as they said it in the transcript below.

R : I found that today's role play ran well, not like the last play. Have you practised well?
 S3 : Yes, I have. I could buy all the fruits and vegetables based on the shopping list.
 S1 : Yeah, my commodity was sold out.

(Interview 8, Appendix F, Page 306)

The researcher concluded that Task 4 was appropriate for the students because they could play the role well.

iv. Teacher Role

In Task 1, the teacher acts as a controller. He is expected to guide the students in practicing the dialogue. After he gave the example, they could practise the dialogue correctly. This could be seen in the quotation of the field note below.

The researcher and co-researcher are practising the dialogue in Task 1. The students are listening to the dialogue and looking at the picture. He then asks them to practise it in pairs.

.....
Some of them practise the dialogue seriously but some other practise it unseriously. He corrects their mistakes.

(Field Note 9, Appendix D, Page 281)

Besides, the average mean value of this aspect was 4.73. It meant that they were satisfied with the role he played.

In Task 2, the teacher acts as a controller, which is expected to control the game and make sure that it can run well. This role play needs the detailed explanation. In the first implementation, this game ran less interesting because the students could not get the explanation well. This was based on the following quotation of the field note.

Before starting, the researcher explains how to play. This explanation is less maximal because the students were impatient to play the role. They do not hear the explanation. That is make some of them feel confused.

(Field Note 9, Appendix D, Page 281)

In the second implementation, they finally played the role well. Here, he explained the rules stricter, as it was shown in the quotation of the field note on the next page.

Before playing the game, the researcher explains the rules more detail. The students are set to listen to the explanation.

.....
During the game, he is walking around the class to help them.

(Field Note 10, Appendix D, Page 282)

v. Learner Role

In Task 1, the learners are expected to listen to the dialogue carefully and practise it correctly. This task helps them in practicing the role play in the next task. In the implementation, they practised the dialogue less seriously.

This could be seen in the following quotation of the field note.

Some students are in front of the class to practise the dialogue. Some of them are practising the dialogue in pairs seriously but some other practising it not serious. The researcher then corrects their mistakes.

(Field Note 9, Appendix D, Page 281)

Since not all of them practised it seriously, he concluded that they could not played the role well in this task.

In Task 2, the learners are expected to participate actively in playing the game. This play was implemented twice. In the first implementation, the game ran unsmooth because they could not play the role well. This was supported by the transcript below.

R : The last question, why did the role play run chaotic?
Ss : Hehehe
S4 : It was difficult. I still confused.
S3 : Same with me, I could not memorize how to buy the fruit Mr. Agus.
R : You did not listen to my instructions. You were hurry to play the game. Am I right?
Ss : Yeah, hehe.

(Interview 7, Appendix F, Page 305)

In the second implementation, they could play the role better because they were already understood the instructions well before they played it once again, as the co-researcher said it below.

- R : What do you think about this tenth meeting?
 CR : The most significant thing was the role play.
 R : Why? It was better, wasn't it?
 CR : Yes, it was. The students played the role in orderly. I guessed that they were already known the rules of the game, so that they did not play disorderly like yesterday.

(Interview 18, Appendix F, Page 312)

vi. Settings

The setting in Task 1 involves the students to practise the dialogue in pairs. This task allows them to practise the dialogue in pairs. In the implementation, they practised it well. This could be seen in the following quotation of the field note.

The researcher invites the students to practise the dialogue in pairs. Some of them are in front of the class to practise the dialogue. They are practising the dialogue in pairs seriously but some other practising it not serious. He then corrects their mistakes.

(Field Note 9, Appendix D, Page 281)

The setting in Task 2 involves the students to play the role in large groups. The researcher divided them into two groups, which were group of seller and group of buyer. In the first session, the first group became the seller and the second group became the buyer. In the second session, the two groups changed the role. In the first implementation this role play did not run well because they disobeyed the rules, as it was written in the quotation of the field note on the next page.

The students do not buy based on the shopping list. Some of them speak in Indonesian. They cannot practise it correctly and fluently. Only few of them practise it seriously in English.

(Field Note 9, Appendix D, Page 281)

In the second implementation, they were set to listen to the instruction more carefully. They played the game in groups better, as it was shown in the following quotation of the field note.

This role play is running better than before. The students are buying and selling in English, even though some of them still read the module while they ask.

(Field Note 10, Appendix D, Page 282)

In the end, they could act both as the seller and as buyer well. He concluded that Task 2 allowed them to play the role well in large groups. Therefore, this task was appropriate for them.

D. Let's Take a Break

i. Goals

The goal of Task 1 is making the students express their preference on the developed materials. Based on the implementation, they could answer the researcher's questions. This could be seen in the quotation of the field note below.

The researcher asks, "Do you like today's activity?" All students then answer, "Yes I like it" enthusiastically.

(Field Note 2, Appendix D, Page 273)

The goals of Task 2 are making the students stick the emotion sticker and write down their feeling on the developed materials. Since they liked the

materials, they stuck the happy sticker and write their feeling correctly, as it was written in the quotation of the field note below.

The students are writing, “Yes, I like it” in the text balloon correctly.

(Field Note 2, Appendix D, Page 273)

ii. Input

The input in Task 1 is two smiley pictures with the different mimes. One smiley represents a sad feeling, while the other one represents a happy feeling. The stickers were interesting and clear enough, as they said it below.

R : The last question, do you like this Unit 4? Which sticker did you stick?

Ss : Yes, I do.

S2 : I stuck the “smiley” sticker.

S4 : The sticker smiled widely. It was hard to mime it, hehe.

(Interview 4, Appendix F, Page 302)

Besides, the researcher got a suggestion from the co-researcher to change the expression, not “Yes, I like it” but “Yes, I do”. Below was the transcript of the interview with her.

CR : ... O ya, in Part D, Let’s Take a Break; why the answer was “Yes, I like it”? If I asked you, “Do you like ...?”, what was your answer? “Yes, I do”, right?

R : *Walah*, why do you correct it just now? It supposed to be “Yes, I do”, right?

(Interview 18, Appendix F, Page 312)

The input in Task 2 is a box and a text balloon to be filled with the sticker and the preference feeling. Since the students liked the materials, they chose the Emotion sticker to be stuck, as it was found in the following quotation of the field note.

The students are even crowding around the researcher to get the Emotion sticker.

(Field Note 3, Appendix D, Page 275)

iii. Activities

The activity in Task 1 is expressing the students' feeling on the developed materials. The expression in this task is easy to be practiced. In the implementation, they expressed their preference on the materials, as it was seen in the following quotation of the field note.

The researcher asks, "Do you like today's activity?" All students then answer, "Yes I like it" enthusiastically.

(Field Note 5, Appendix D, Page 276)

The activities in Task 2 are sticking the emotion sticker and writing down the students' feeling on the materials. They could do Task 2 well, as it was supported in the quotation of the field note below.

The students get the Emotion sticker. Then, they stick it in the box in the handout. They also write their feeling in the text balloon. They write, "Yes, I like it" in the text balloon correctly.

(Field Note 5, Appendix D, Page 277)

iv. Teacher Role

In Task 1, the teacher acts as an organizer. The smiley pictures helped him stimulate the students to express their feeling on the developed materials orally. This was based on the following quotation of the field note.

The researcher asks, "Do you like today's activity?" All students then answer, "Yes I like it" enthusiastically.

(Field Note 7, Appendix D, Page 276)

In task 2, the teacher acts as a facilitator. The students liked the materials. Therefore, he facilitated the students to stick the happy sticker and write their feeling on the developed materials, as it was written in the quotation of the field note on the next page.

In Task 2, the researcher distributes the sticker based on the students' preference. Because all of them like the materials, they get Emotion sticker.

(Field Note 7, Appendix D, Page 278)

v. Learner Role

In Task 1, the learners are expected to express their feeling on the developed materials correctly. The materials were interesting. Therefore, they liked them. This was based on the quotation of the field note below.

The researcher asks, "Do you like today's activity?" All students answer, "Yes, I like it" enthusiastically.

(Field Note 7, Appendix D, Page 278)

In Task 2, the learners are expected to do the task independently. They all liked the materials. Therefore, they stuck the emotion sticker and wrote a happy feeling in the balloon text. This was supported by the following quotation of the field note.

In Task 2, the researcher distributes the sticker based on the students' preference. Because all of them like the materials, they get Emotion sticker.

(Field Note 7, Appendix D, Page 278)

vi. Settings

The setting in Task 1 involves the whole students in the class to answer the researcher's question. The materials were interesting and could attract them, as it was written in the following quotation of the field note.

All students answer, "Yes, I like it" enthusiastically.

(Field Note 10, Appendix D, Page 282)

The setting in Task 2 involves the students to write their feeling on the materials individually. Based on the implementation, they could do it correctly. This could be seen in the quotation of the field note on the next page.

The students get the smiley sticker. Then, they stick it in the box in the handout. They also write their feeling in the text balloon. They write, “Yes, I like it” in the text balloon correctly.

(Field Note 10, Appendix D, Page 282)

In the last session of the analysis, the researcher analyzed the appearances of the developed materials holistically. First, the researcher analyzed the structure of the task. Here, he found that some tasks were misplaced and needed to be moved to the next unit. One of them was Task 2 in Part B in Unit 1. The skill that was used in this task was not same with the main skills in Unit 1. This was supported by the co-researcher below.

CR : The main skill in this unit are listening and speaking, right? Why do you put the writing skill in part A. Let’s Start? I think it would be better if you put the skill in the next unit.

(Interview 9, Appendix F, Page 306)

The other example was found in Task 3 in Part A in Unit 5. The skill used in this task was not in line with the main skills that were taught in the Unit 5, as it was supported by the following transcript.

R : What about this task?

CR : Good, the students liked the picture. Yet, why did you put a writing skill here? What are the main skills in this unit?

R : Speaking and listening, but I also put writing and reading. Are they too many?

CR : I suggest moving Task 3 to the next unit. I think it would be better.

(Interview 17, Appendix F, Page 311)

Furthermore, the distribution of the parts in the developed materials was needed to be revised, as it was said by the co-researcher. The next section was the interview with the co-researcher.

- R : ... I think that the distribution of the parts in the units was needed to be checked again. The parts might need some revision to make them better. Each part might have different activities but they have the same objectives.
- CR : Alright, I will consider it.

(Interview 18, Appendix F, Page 312)

Second, the researcher analyzed the layout of the materials. The layout of the materials was too close. This made the students felt dizzy, as they said it below.

- R : ... The last question, do you like the layout of this material?
- S3 : Let me think.
- S1 : It was too close and dense. So, it made me a little bit dizzy when I read it. Didn't you?
- S2 : Yes, I thought so.

(Interview 8, Appendix F, Page 306)

Last, the researcher analyzes the font type and size. The type of font that he uses is Arial rounded and the size is 12. Though the layout of materials were interesting, the font was too small. This was based on the transcript of the interview with the students.

- R : What about the text, was it too small?
- S3 : No
- S2 : Yes, it was too small. Hehe.
- S1 : I agreed with you. The font was too small.

(Interview 1, Appendix F, Page 299)

He then concluded that it was better to make the font bigger. He expected that they would learn easier when the font size was bigger.

h. The Evaluation and Revision of the Second Draft

1) The Evaluation of the Second Draft

After analyzing the materials, the researcher evaluated the materials. The evaluation was done to check the appropriateness of the developed materials for the learners in the real teaching and learning process. This was done through sorting the materials based on the aspects of the tasks (Nunan, 1989) that were used to analyze them.

The researcher treated the units differently based on the result of the analysis. The first treatment was not to revise the task because it was appropriate for the students. In the second treatment, the task was revised although it was appropriate for them. While in the third treatment, the task was revised because it was not appropriate for them. The last treatment was to eliminate the task. It was because the task was not appropriate for them.

The researcher presented the list of the evaluation in the table. The tick symbol indicates that the task is appropriate based on the particular aspect. While the cross symbol indicates that the task was needed to be changed or revised. The table can be seen on the next page.

Table 14: The Data of the Evaluation on the Developed Materials

Unit	Part	Task	Aspects						Conclusion
			Goal	Input	Activities	Teacher Role	Learner Role	Setting	
1	A	1	v	x	v	v	v	v	It was appropriate, but the input picture should be changed.
		2	x	v	v	v	v	v	It should be eliminated because it does not fit the goal.
		3	v	x	v	v	v	v	It was appropriate, but the input picture should be made bigger.
	B	1	v	x	v	v	v	v	It was not appropriate and should be eliminated.
		2	v	x	v	x	v	v	It was appropriate, but the teacher should learn to tell the story better and more interesting.
		3	v	x	v	x	v	v	It was less appropriate because the number of the animals were too many.
		4	v	v	v	v	v	v	It was appropriate, but it should be moved to the next part.
	C	1	v	v	v	v	v	v	It was appropriate, but it should be moved to the next part.
		2	v	v	v	v	v	v	It was appropriate, but the teacher should control the student stricter.
2	A	1	v	x	v	v	v	v	It was less appropriate since the picture was too small.
		2	x	v	x	v	v	v	It was not appropriate and should be revised.
	B	1	v	x	v	v	v	v	It was not appropriate, and should be changed
		2	v	v	v	v	v	v	It was less appropriate, the difficult signs should

									be eliminated and the task should be revised.
		3	v	v	v	v	v	v	It was appropriate, but it should be moved to the other part.
	C	1	v	v	v	v	v	v	It was appropriate and did not need to be revised.
3	A	1	v	x	v	v	v	v	It was not appropriate and should be eliminated.
		2	v	x	x	v	v	v	It was less appropriate and should be revised.
	B	1	v	x	v	v	v	v	It was less appropriate and should be revised.
		2	v	v	x	x	v	v	It was appropriate, yet the teacher should guide the students more.
		3	v	v	v	v	v	v	It was appropriate, but it should be moved to the other part.
	C	1	v	v	v	v	v	v	It was appropriate, yet it should be moved to the next unit.
		2	x	v	v	v	v	v	It was less appropriate and needed to be changed.
4	A	1	v	v	v	v	v	v	It was appropriate and did not need to be revised.
		2	v	v	v	v	v	v	It was appropriate and did not need to be revised.
	B	1	v	x	v	v	v	v	It was not appropriate and need to be revised.
		2	v	x	v	v	v	v	It was appropriate, yet the impolite characteristics should be eliminated.
		3	x	v	v	v	v	v	It was appropriate, yet it should be moved to the next part. The teacher should also control the students stricter.
	C	1	v	v	v	v	v	v	It was appropriate and did not need to be revised.
5	A	1	v	x	v	v	v	v	It was not appropriate and the picture is needed to be changed.
		2	v	v	v	v	v	v	It was appropriate, yet the input picture should be made bigger.
		3	v	v	v	v	x	v	It was appropriate, but it should be placed in the

									next unit.
	B	1	v	x	x	v	v	v	It was appropriate, yet it should be placed in the next part.
		2	v	v	v	v	v	v	It was appropriate, yet still need a little revision.
		3	v	v	v	v	v	v	It was appropriate, yet still need a little revision.
		4	x	v	v	v	x	v	It was appropriate, yet the teacher should control the students stricter.
	C	1	x	x	v	v	x	v	It was less appropriate and should be placed to the next unit.
		2	v	v	v	v	v	v	It was appropriate, yet it should be moved to the next unit. The teacher should control the students stricter.
	D	1	v	v	v	v	v	v	It was appropriate, yet still need a little revision.
		2	v	v	v	v	v	v	It was appropriate, yet still need a little revision.

2) The Revision of the Second Draft

After evaluating the second draft, the researcher revised it to be the final draft. The revision of the second draft covered the tasks itself and the appearance of the draft. Based on the components of the task that is proposed by Nunan (1989), the second draft needed some revisions. The detailed revisions of the second draft were served per unit below:

a. Unit 1, Let's Go to the Zoo

There were some revisions in this unit related to the tasks. The first revision was done to introduce the cartoon of Jimmy and Lisa. Here, they were illustrated as smart, energetic, and creative students. They were set as the main characters that appeared in each unit in the materials.



Figure 5: The Main Characters in the Materials, Jimmy and Lisa

Next, the inappropriate pictures were changed or re-illustrated into the appropriate ones. This is done for the picture in Part A Task 1, Part B Task 2, and Part C Task 1. The example of the revision was shown below.

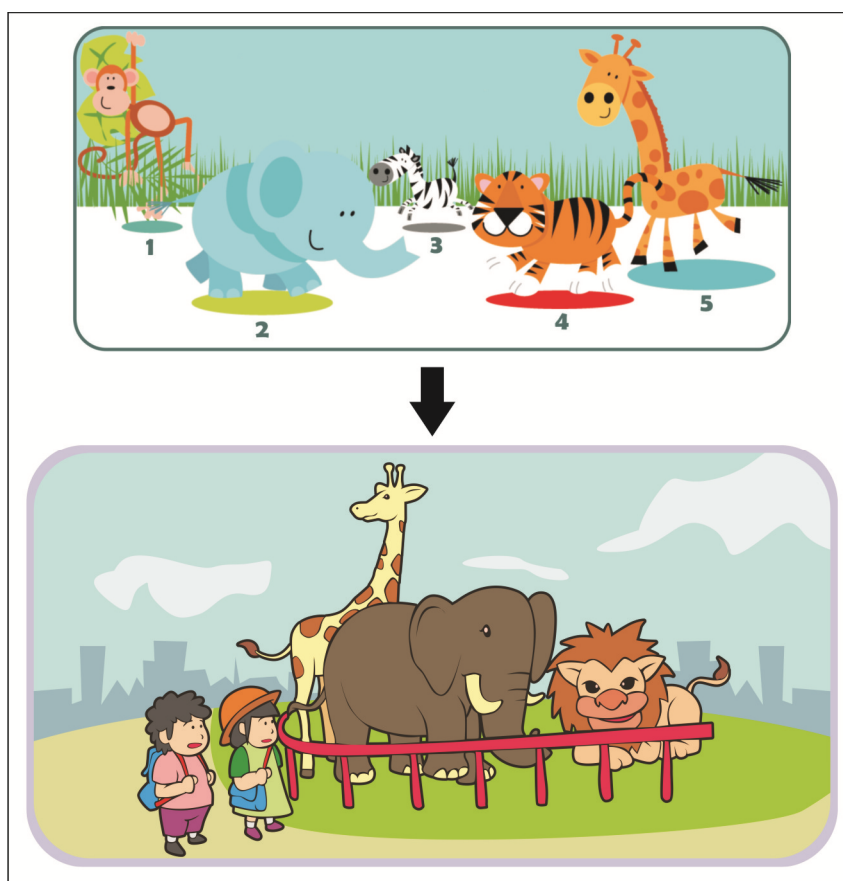


Figure 6: **The Revision of Picture in Part A, Task 1**

The small pictures in Part A Task 3 were also resized into the bigger ones. This was done in order to make the students get the clearer visualization of the zoo animals.

The researcher then revised some inappropriate tasks in this unit based on the analysis. In Part B Task 3, the number of the animals' pictures was decreased and suited with the story in the previous task. Besides, the foods' pictures were made to be the same in order not to make the students get confused.

In addition, the researcher added one part in the unit that named Part C, *Let's Practise*, that later would be applied in the rest of the units. This part is aimed to make the students learn about the language function that are given in the units. In this unit, they learn the simple expression to tell the animals' foods.

b. Unit 2, In the Zoo





Based on the analysis, the researcher did some revision in this unit. Just like the previous unit, the picture of zoo map in Part A Task 1 was made into the bigger one. The size of this zoo map should be big enough in order to make the signs and animals looked clear. Next, a short text in Part B, "It's Your Turn" was also added in order to meet the main skills that were taught in this unit, reading and writing.





The difficult signs in Task 2 Part B are eliminated and revised. In the second draft, the activity in this task is matching the signs with the correct meaning, while in the final draft; the students should match the signs with the correct situations. The revision of this task was shown below.

Task 2

These are public signs in the zoo. Can you match them with the correct pictures?




(Ini adalah papan peringatan yang ada di kebun binatang. Bisakah kamu menjodohkannya dengan gambar yang benar?)












Task 4

Match the picture to the sign. Number one is done for you.








Figure 7: The Revision of Part B, Task 2

c. Unit 3, Touch Your Nose

In this unit, Task 3, Part B was placed in the beginning of the unit. The Head and Shoulders song was set as the stimulus for the students so that they would get the good impression in this unit. Next, Task 2 in Part B, Simon Says game was also moved to Part D so that they would learn the language function first before they practised it in a game.

In the next revision, the picture in Part A, Task 2 was re-illustrated after knowing the students' complain. The picture of Jimmy was made clearer so that it would not make them confused. The revision of this Task could be seen below.

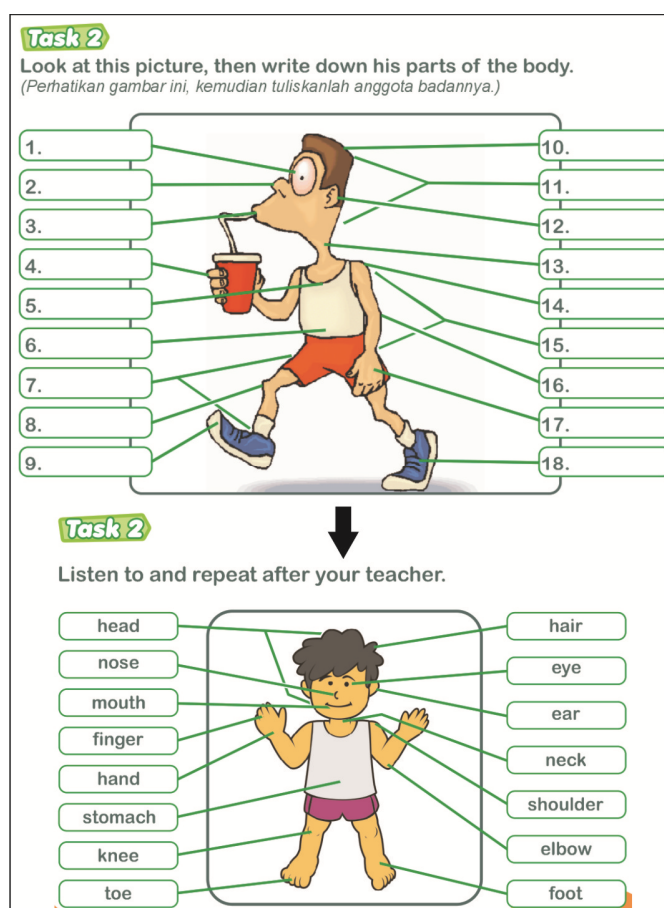


Figure 8: The Revision of the Picture in Part A, Task 2

d. Unit 4, He is Tall

Some revisions was done in this unit related with the input of the tasks. The first revision is changing the dialog in Task 1, Part B into a short text in order to make this task in line with the main skills that were taught in this unit, reading and writing. The second revision was done to eliminate the negative characteristics that were taught in Task 2, Part B. The characteristics of the nose such as flat or big were eliminated since the students tended to taunt their friends with those characteristics.

e. Unit 5, Can I Have An Apple?

Based on the analysis and some suggestions from the students and co-researcher, this unit was developed into 2 units. This caused the fifth unit teaches the speaking and listening as the mains skills only. Whereas the reading and writing skills would be taught in the new unit, Unit 6, “How Much is It?” Therefore, some tasks were still staying in the fifth unit, while some other were moved to the sixth unit.

In this unit, the picture in Part A, Task 1 was revised because it less represented the topic of this unit. Besides, the students did not like the black and white picture. Therefore, it was changed with the new illustration that was appropriate with the topic. The picture of fruits and vegetables in Part A, Task 2 were also made bigger so that the students would see them clearer. The revision of Part A, Task 1 was shown on the next page.

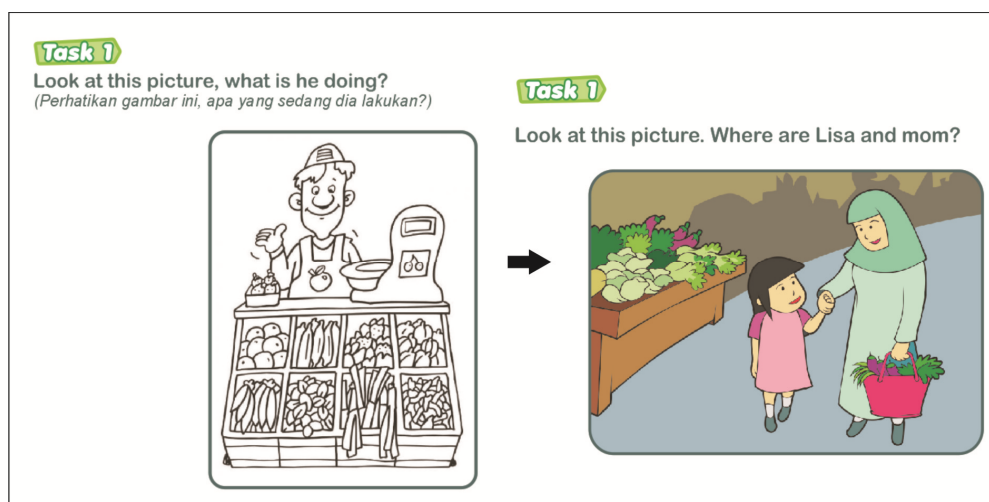


Figure 9: The Revision of the Picture in Part A, Task 1

Next, Task 3 in Part A was revised and moved to the last unit. Therefore, the students would not simply separate the picture fruits and vegetables to the different baskets. In the final draft, they have to look for them in the text in the previous task and write down the weight of them.

Generally, the appearance of the second draft was also revised. The font size was made bigger, from 12 to 14. The space among the lines was also made wider. It was done after getting the opinions and suggestions from the students who felt a bit dizzy when seeing the crowded layout. These revisions later were applied in the whole units of the second draft.

i. The Final Course Grid

The evaluation of the second draft resulted the revision of the final draft. Therefore, the second course grid was also revised. The researcher inserted one part in all units named Part C, "Let's Practise". He also developed the course grid for the fifth and sixth units. The course grid of final draft was shown on the next page.

Table 15: The Final Course Grid of “After School English” for Grade IV Semester II SD N Kranggan, Galur, Kulon Progo Academic Year 2009/ 2010

Theme	Unit	Basic Competence	Indicators	Language Focus			Media & learning resources	Tasks and activities	Time
				Sample of Expression	Key Grammar	Key Vocabulary			
Zoo Animals	Unit I Let's Go to the Zoo (listening, speaking)	<ul style="list-style-type: none"> Students are able to give information related to the zoo animals. Students can ask and answer about characteristics of the zoo animals. 	<ul style="list-style-type: none"> Students can name kinds of zoo animals. Students know foods of the zoo animals. 	<ul style="list-style-type: none"> Mentioning kinds of zoo animals: <i>a snake, an elephant</i> Asking about zoo animals' foods: <i>What does a snake eat?</i> <i>It eats meat.</i> 	<ul style="list-style-type: none"> Identifying kinds of animals: article + noun Asking about something: What + does + noun + eat? Simple present tense: S + verb + noun 	<ul style="list-style-type: none"> Animals: camel, crocodile, deer, elephant, giraffe, eagle, hippo, lion, monkey, orangutan, parrot, rhino, snake, tiger, zebra Animals' foods: meat, leaves, grass, banana, seeds 	<ul style="list-style-type: none"> Animals and their foods flash cards A story: What Does a Monkey Eat, Uncle? Animal Circle Game 	<p>A. Let's Start</p> <ul style="list-style-type: none"> Looking at the picture of the zoo, then pointing at animals and say their name aloud Listening to and repeating the names of zoo animals <p>B. It's Your Turn</p> <ul style="list-style-type: none"> Listening to a story What Does a Monkey Eat, Uncle? Drawing a line from the animals to their foods <p>C. Let's Practise</p> <ul style="list-style-type: none"> Listening to and repeating the dialog Filling in the blanks based on the pictures <p>D. Let's Do It</p> <ul style="list-style-type: none"> Playing Animal Circle game Asking friends about what animals eat Sticking foods' stickers 	120 minutes

								to the correct animals	
								E. Let's Take a Break <ul style="list-style-type: none"> Expressing feelings about materials they have learned Sticking emotion sticker 	
	Unit II In the Zoo (reading, writing)	<ul style="list-style-type: none"> Students are able to read words, phrases, and simple sentences Students are able to spell and rewrite words, phrases, and simple sentences 	<ul style="list-style-type: none"> Students can read and know the meaning of public signs in the zoo Students can rewrite the meanings of public signs 	Public signs in the zoo: <i>Parking lot, Restaurant, Prayer room, Phone booth, Toilet, Information booth</i> <i>Do not enter, No scratching, No smoking, No fishing, No littering, No feeding</i>	<ul style="list-style-type: none"> signs: no + verb ing 	<ul style="list-style-type: none"> verb: no, do not noun/ noun phrase: prayer room, booth, toilet, restaurant, parking lot 	<ul style="list-style-type: none"> Public signs flash cards Dice and counters Game board: Exploring the Zoo Zoo map 	A. Let's Start <ul style="list-style-type: none"> Looking at the zoo map Finding the animals and writing down their names Listening to and repeating the name of public signs B. It's Your Turn <ul style="list-style-type: none"> Reading a text: Signs in the Zoo Drawing a line from the pictures to the correct public signs C. Let's Practise <ul style="list-style-type: none"> Writing down what the signs say D. Let's Do It <ul style="list-style-type: none"> Playing a game: Exploring the Zoo Cutting and pasting the 	120 minutes

								<p>pictures on the correct places in the zoo map</p> <ul style="list-style-type: none"> • Colouring the zoo map <p>E. Let's Take a Break</p> <ul style="list-style-type: none"> • Expressing feelings about materials they have learned • Sticking emotion sticker 	
Parts of the Body	<p>Unit III Touch Your Nose (listening, speaking)</p>	<ul style="list-style-type: none"> • Students are able to respond to instructions in the games • Students are able to identify parts of the body 	<ul style="list-style-type: none"> • Students can do what the teacher asks • Students know the singular/plural form of the body parts 	<ul style="list-style-type: none"> • Instructions to touch something: <i>Touch your nose.</i> <i>Touch your hand.</i> • Mentioning parts of the body: <i>A finger</i> <i>Fingers</i> <i>A foot</i> <i>Feet</i> 	<ul style="list-style-type: none"> • Instructions : touch + pronoun + noun • Identifying Parts of the body: Article + noun 	<ul style="list-style-type: none"> • Parts of the body: head, hair, eye, ear, nose, mouth, neck, shoulder, elbow, hand, stomach, finger, knee, foot, toe • Pronoun: I, you, he, she, my, her, his, your 	<ul style="list-style-type: none"> • A song: Head and Shoulders • A story: Touch your elbow • Parts of the body flash cards • A game: Simon Says 	<p>A. Let's Start</p> <ul style="list-style-type: none"> • Singing a Head and Shoulders song • Listening to and repeating parts of the body <p>B. It's Your Turn</p> <ul style="list-style-type: none"> • Listening to Touch Your Elbow story • Numbering the pictures based on the story <p>C. Let's Practise</p> <ul style="list-style-type: none"> • Listening to and repeating the words • Sticking the correct stickers in the boxes based on the instructions 	120 minutes

								D. Let's Do It <ul style="list-style-type: none"> Playing a Simon Says game E. Let's Take a Break <ul style="list-style-type: none"> Expressing feelings about materials they have learned Sticking emotion sticker 	
	Unit IV He is Tall (reading, writing)	<ul style="list-style-type: none"> Students are able to read words, phrases, and simple sentences. Students are able to spell and rewrite words, phrases, and simple sentences 	<ul style="list-style-type: none"> Students know the content of missing person announcement. Students are able to describe parts of the body. Students are able to make a missing person announcement 	<ul style="list-style-type: none"> Missing person announcement: <i>Missing</i> <i>Name: Tommy</i> <i>Age: 10</i> <i>Description:</i> <i>His hair is short.</i> <i>He has an oval face.</i> <i>He is tall and thin.</i> <i>Call: Lupi</i> <i>(081234567890)</i> Describing the parts of Body: <i>I am tall.</i> <i>I have hair black.</i> <i>She has a round face.</i> 	<ul style="list-style-type: none"> Simple present tense: S + to be + adj S + has + noun/ noun phrase Noun phrase: Adj + noun 	<ul style="list-style-type: none"> Adjective: big, small, tall, short, long, straight, curly, black, white, oval, round 	<ul style="list-style-type: none"> missing person announcement Students's photos missing announcement worksheet 	A. Let's Start <ul style="list-style-type: none"> Looking at the missing person announcement Re-ordering the sentences in the announcement B. It's Your Turn <ul style="list-style-type: none"> Reading a text Jimmy and Edo Drawing a line from the pictures to the correct words C. Let's Practise <ul style="list-style-type: none"> Reading a text Jimmy, Lisa, and Edo Filling in the blanks based on the pictures D. Let's Do It <ul style="list-style-type: none"> Sticking the stickers of 	120 minutes

				<i>She has straight hair.</i>				person into the boxes with the correct characteristics <ul style="list-style-type: none"> • Making missing person announcement E. Let's Take a Break <ul style="list-style-type: none"> • Expressing feelings about materials they have learned • Sticking emotion sticker 	
Fruits and vegetables	Unit V Can I Have an Apple? (speaking, listening)	<ul style="list-style-type: none"> • Students know fruits and vegetables. • Students are able to ask for something. • Students can express 	<ul style="list-style-type: none"> • Students can name fruits and vegetables. • Students are able to ask for something politely. 	•Identifying Fruits and Vegetables: <i>An orange.</i> <i>A potato.</i> <i>Two chilies.</i> <i>Four bananas.</i>	• Identifying Fruits and Vegetables: Article + noun	• Fruits: apple, banana, grapes, mango, melon, orange, papaya, pineapple, strawberry, watermelon. • Vegetables: cabbage, cauliflower, carrot, cucumber, eggplant, onion, potato, spinach, tomato	<ul style="list-style-type: none"> • Fruits and vegetables flash cards • Shopping basket • 'Going shopping' game • A story: Lisa Goes Shopping 	A. Let's Start <ul style="list-style-type: none"> • Looking at the picture and identifying it • Listening to and repeating the names of fruits and vegetables B. It's Your Turn <ul style="list-style-type: none"> • Listening to Lisa Goes Shopping story • Numbering the pictures based on the story C. Let's Practise <ul style="list-style-type: none"> • Listening to and repeating the dialog • Filling in the blanks based on the pictures 	120 minutes

		politeness.		<p><i>A: Thank you.</i></p> <p><i>A: Can I have two kilos of apples?</i></p> <p><i>B: Sorry, I do not have it.</i></p>	<ul style="list-style-type: none"> • Noun phrase: Number + kilo (s) + of + noun 	<ul style="list-style-type: none"> • Article: a, an 		<p>D. Let's Do It</p> <ul style="list-style-type: none"> • Making a shopping basket • Playing Going Shopping game <p>E. Let's Take a Break</p> <ul style="list-style-type: none"> • Expressing feelings about materials they have learned • Sticking emotion sticker 	
	<p>Unit VI</p> <p>How Much is It? (reading, writing)</p>	<ul style="list-style-type: none"> • Students can read and understand a simple messages • Students are able to rewrite simple written message. 	<ul style="list-style-type: none"> • Students can get the information from the shopping list. • Students are able to rewrite the shopping list. 	<ul style="list-style-type: none"> • Shopping list: <i>To: Andi</i> <i>From: mother</i> <i>Please buy:</i> - 2 kilos of apples - A kilo of cabbage • Politeness: <i>Thank you,</i> <i>sorry, please,</i> <i>excuse me</i> 	<ul style="list-style-type: none"> • Simple written message: Please + buy + noun phrase • Noun phrase: Number + kilo (s) + of + noun • Price: It + is + amount 	<ul style="list-style-type: none"> • Numbers: one, two, three, ... • Unit of weight: a kilo, two kilos, ... • Amount: five thousand rupiahs ten thousand rupiahs 	<ul style="list-style-type: none"> • Shopping list poster • Shopping list worksheet • Fruits and vegetables small flash cards • Toy money 	<p>A. Let's Start</p> <ul style="list-style-type: none"> • Looking at the shopping list picture • Re-ordering the sentences in the shopping list <p>B. It's Your Turn</p> <ul style="list-style-type: none"> • Reading a text: Jimmy Goes Shopping • Grouping the fruits and vegetables based on the text <p>C. Let's Practise</p> <ul style="list-style-type: none"> • Reading a dialog • Looking at the table • Reading a price list, then filling in the blanks 	120 minutes

								<p>D. Let's Do It</p> <ul style="list-style-type: none">• Making a shopping list• Role playing of seller and buyer <p>E. Let's Take a Break</p> <ul style="list-style-type: none">• Expressing feelings about materials they have learned• Sticking emotion sticker	
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j. The Final Product

The final product covers three topics, which are Zoo Animals, Parts of the Body, and Fruits and Vegetables. Each topic is developed into two units where each unit focuses on two main skills. Therefore, the first unit is focused on speaking and listening skills, while the second unit makes reading and writing skills as the main skills that are taught in it.

Each unit in the final product consists of five parts that is based on the Hutchinson and Waters' model (1989). They are input, content focus, language focus, communication focus, and task. The framework of the units was presented below.

Unit Title

- A. Let's Start
- B. It's Your Turn
- C. Let's Practise
- D. Let's Do It
- E. Let's Take a Break

The first part is set as input. It provides the students with the preview of the material for activities or new language items. The aim of this part is arousing their interest on the developed units. The second part is focused on the content. It means that the language items are introduced integrally and meaningfully. The third part contains of language focus. Here, they will learn the grammar of the language items holistically with the context where they are used. The fourth part is communication focus. The aim of this unit is making them learn and practise the language items in a communicative way. In the last part, they will state their preference on the developed units.

B. Discussion

This section answers the questions in the formulation of the problems in Chapter I. It discusses the characteristics of the English extracurricular teaching materials which are appropriate for the fourth grade students of SD N Kranggan, Galur, Kulon Progo in the Academic year of 2009/2010 and the steps in developing that materials. The discussion is presented below.

1. The Characteristics of Good English Materials for Extra-curricular Program

Based on some theories, the students at eight to ten years old have their own characteristics in learning. They have known their preference. They also like doing physical activities as much as they can. In making the activities for English learning as their foreign language, there should be activities that stimulate them. Generally, the students of Grade IV in SD N Kranggan, Galur Kulon Progo have the same characteristics with other students in the same ages. They could work in group activities, like to play outside, and know their preferences. The three characteristics later were considered in the materials development for the English extra-curricular program.

In this research, before developing the materials, the researcher did observation to know the students' characteristics and their needs. They need the English extra-curricular program since the time is limited for the English teaching-learning in the regular class. Besides, the extra-curricular program that was held in this school was only doing the exercises for preparing the final

examination. Therefore, they want to have extra-time to learn English with the interesting activities. They need to do what they like and want. It is related to the theories that the fourth grade students are classified into the young learners. From the observation result, the researcher also knows what materials that the students want.

The materials are needed for conducting the extra-curricular program. As what Brewster, Ellis, and Girard (2002) say that the material is important in teaching. It can help the students to learn best. The materials that are used in the activities can be everything (Tomlinson, 1998). Paul (2003) state that the materials which are appropriate for the students can be course books, worksheets, or workbooks. The materials for them should be fun and colourful. The materials should provide them with the various activities and settings. The teachers can produce their own materials based on the component and the characteristics of the good materials for children. In producing the materials, they also have to consider for the students' needs.

The developed materials in this research are appropriate with the students' characteristics' and their needs, since the researcher collected the first data from the observation. He used some instruments to know and to review whether the materials appropriate or not. The materials were also developed based on the theories of developing materials that he used, which were Nunan (1991) and Jolly and Bolitho in Tomlinson (1998). The materials were developed based on Pinter's explanation (2009) about 'topic-based planning' in creating the materials. He also

considered the themes and concepts of learning English for primary schools, especially for the fourth grade students (DEPDiknas 2007).

2. The English Materials Development for the Extra-curricular Program in SD N Kranggan, Galur Academic Year 2009/2010

After knowing what materials which were appropriate for the students, the researcher developed the materials for the English extra-curricular program. As stated before, he considered some theories and students' wants in developing the materials. He then organized three topics and developed them into five units of the materials. The topics that they liked most were Zoo Animals, Parts of the Body, and Fruits and Vegetables.

The researcher considered some theories in developing the materials. Based on Hutchinson and Waters' (1987), to develop the good materials, he should follow some principles. The first principle is that the materials should contain interesting texts, enjoyable activities that engage the learners' thinking capacities. The second principle is that good materials should provide a clear and a coherent unit structure which has various activities for learning. The third principle is that materials should be based on the teacher's plan. The fourth principle is that materials should not be too simple, yet not too complex. The fifth principle is that materials should apply various techniques and introduce the new one. The last principle is that materials provide the models of correct and appropriate language use. Those theories above later are used to develop the materials for extra-curriculum program.

The researcher also used the components of the task that are proposed by Hutchinson and Waters (1987) and Nunan (1989). He combined and used both theories in developing the materials. Therefore, the tasks should contain all the components. Further, Nunan (1989) mentions six main components of the tasks. Those components have certain roles, namely goals, input, activities, teacher role, learner role, and settings.

In developing the materials, the researcher followed the procedure that is proposed by Nunan (1991) and Jolly and Bolitho in Tomlinson (1998). He combined and simplified the procedure into four main stages. The first stage was collecting preliminary data stage. In this stage, he defined the goals, identified the problems, and surveyed the students' needs in English teaching-learning process. The second stage is designing materials stage. In this stage, he analyzed the students' needs, wrote the course grid and developed the first draft. Next, in the third stage, which is called the collecting final data stage, he evaluated and revised the first draft, wrote the second draft, and tried out the second draft. The last stage is called the redesigning materials stage. In this stage, he evaluated and revised the second draft into the final product to meet their needs.

The developed materials has met the students' characteristics and accommodated their needs. Since they liked outdoor physical activities, the researcher provided them with the tasks that allowed them to move their body freely but still under control. Dealing with their preferences in working with their friends, he also accommodated them with the group tasks where they could

cooperate and help each other. Besides, he also provided them with plenty inputs that they liked such as various pictures, songs, story, and games.

Based on the implementation, the students were fond of these materials. They gave positive responses by contributing actively in every activity in these materials. They also gave much feedback on the developed materials which were useful for the revision to make them better in the final product. Since these materials have accommodated their needs, it can be concluded that the developed materials and activities were already appropriate.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

The purpose of this research was to develop appropriate English materials for an extra-curricular program of fourth grade students of SD N Kranggan in the academic year of 2009/2010. It was done to solve the problem of the non-existence of appropriate materials which can be used as inputs for the students. The tasks must be developed according to the students' needs and characteristics. Their needs and characteristics were obtained from the observation, questionnaires, and interview with them and the teachers. There were four main stages that must be passed in developing good English extra-curricular tasks. From the try-out of the developed materials, in depth interview with the students and the co-researchers, and the result of the second questionnaires with the students, it was concluded that all the units in the materials developed in this research were appropriate for English extra-curricular program at the fourth grade students.

1. The Characteristics of the Good Materials

The materials which are developed in this research consist of three main topics. They are Zoo Animals, Parts of the Body, and Fruits and Vegetables. Each topic is developed into 2 units, except the last topic. The first topic, Zoo Animals contains two units, Let's Go to the Zoo and In the Zoo. The second topic consists of

two units. They are Touch Your Nose and He is Tall. While the last unit consists of 1 unit, which is Can I Have an Apple?

The developed materials provide many fun and interesting tasks and activities for the students. The researcher set the activities both inside and outside the class that allow them moved their body freely. The tasks in the materials accommodate four skills to be taught to them in balance. Therefore, in every unit, they learn two main skills, such as listening and speaking or reading and writing. Last, he provides plenty interesting learning resources for them, such as games, songs, and stories.

In conclusion the English materials which are appropriate for an extra-curricular program of fourth grade students of SD N Kranggan in academic year 2009/2010 have characteristics as presented below.

- a. The input of the materials can be anything that was related to the students' daily life. In the other words, the input should be authentic.
- b. The materials should be fun, colourful, simple, and attractive in order to get their interest.
- c. The materials should accommodate the topic that they like, which are Zoo Animals, Parts of the Body, and Fruits and Vegetables.
- d. The activities in the materials should be plenty and various in order to avoid them from getting bored.
- e. The materials should allow them work and learn in the various classroom managements, such as individual, pair, group, and classical works.

2. The Materials Development

To develop the good English extra-curricular materials for the fourth grade students, the researcher followed the procedures that consisted of four main stages of materials writing. Each stage included some sub stages. The first stage, which was called collecting preliminary data stage, covered defining the goals and surveying their needs. The second stage was named designing materials stage. It covered writing the course grid and developing the first draft. The third stage, collecting final data stage covered evaluating and revising the first draft, writing the second draft, and trying out the second draft. The last stage was called the redesigning materials stage. It covered analyzing the second draft, evaluating and revising it to be final product that meets their needs. By following those procedures, he could develop the appropriate English materials for the extra-curricular program for the fourth grade students.

B. Suggestions

Regarding to the research findings, some suggestions were proposed to the principals of the elementary school, the English teachers and the material developers.

1. For the Elementary School Principals

Regarding the limited time in learning English in the regular class, it is better to set up the English extra-curricular program that provides not only the exercises but also the interesting materials and activities for the students.

2. English Teachers

Considering the English extra-curricular in the elementary school that has the function of supporting the teaching and learning process in the regular class, the teacher should provide the students with tasks and activities which were in line with the regular class, yet still interesting and fun.

3. The Material Developers and Other Researchers

The material developers and other researchers should be more creative in designing the materials. They should provide more interesting and fun tasks by analysing the students' needs, considering their characteristics, and understanding the theories deeper.

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**Appendix A: Competency Standard and Basic Competence of Fourth Grade
Kelas IV, Semester 1**

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

Kelas IV, Semester 2

Standar Kompetensi	Kompetensi Dasar
Mendengarkan 5. Memahami instruksi sangat sederhana dengan tindakan dalam konteks kelas	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: <i>thank you, sorry, please, dan excuse me</i>
Membaca 7. Memahami tulisan bahasa Inggris sangat sederhana dalam konteks kelas	7.1 Membaca nyaring dengan ucapan yang tepat dan berterima yang melibatkan: kata, frasa, dan kalimat sangat sederhana 7.2 Memahami kalimat dan pesan tertulis sangat sederhana
Menulis 8. Mengeja dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks kelas	8.1 Mengeja ujaran bahasa Inggris sangat sederhana secara tepat dan 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

Appendix B: Instruments (A Need Analysis Questionnaire Blueprint for Students)

Kisi-kisi kuosioner

No.	Topik	Pertanyaan	Item	Total
A.	Profil siswa	<ul style="list-style-type: none"> ▪ Nama ▪ Umur ▪ Jenis kelamin ▪ Kelas ▪ Alamat ▪ Nama orang tua ▪ Pekerjaan orang tua 	1 1 1 1 1 1 1	7
B.	Kurikuler	<ul style="list-style-type: none"> ▪ Tingkat kesukaan terhadap bahasa Inggris ▪ Tanggapan terhadap pelajaran bahasa Inggris di kelas ▪ Materi yang diajarkan ▪ Ada tidaknya buku ajar ▪ Ada tidaknya LKS ▪ Ada tidaknya media pengajaran ▪ Kegiatan belajar yang diterapkan guru ▪ Ketrampilan belajar yang disukai ▪ Sumber belajar yang dipakai guru ▪ Waktu untuk belajar bahasa Inggris 	1 1 1 1 1 1 1 1 1 1	10
C.	Ekstrakurikuler	<ul style="list-style-type: none"> ▪ Keberadaan ekstrakurikuler ▪ Jumlah pertemuan dalam 1 minggu ▪ Waktu tiap pertemuan ▪ Sumber belajar yang diinginkan dalam ekstrakurikuler ▪ Ketrampilan belajar yang diinginkan dalam ekstrakurikuler ▪ Kegiatan belajar apa yang ingin dilakukan ▪ Topik yang ingin dipelajari 	1 1 1 3 4 1 1	12
Jumlah Total				29

Appendix B: Instruments (A Need Analysis Questionnaire for Students)

ANGKET UNTUK SISWA

Adik-adik, kakak mohon bantuannya untuk mengisi angket ini. Angket ini bertujuan untuk mengetahui profil dan kebutuhan adik-adik yang diperlukan dalam mengembangkan materi pelajaran tambahan bahasa Inggris kelas IV SD N Kranggan.

Sebelum mengisi angket, bacalah petunjuk pengisian angket ini lebih dahulu.

Atas bantuannya, kakak ucapkan terima kasih.

Selamat mengerjakan

A. Profil Siswa

Isilah titik-titik ini dengan jawaban yang sebenarnya.

1. Nama :
2. Umur :
3. Jenis kelamin :
4. Kelas :
5. Alamat :
6. Nama orang tua
Ayah :
Ibu :
7. Pekerjaan orang tua
Ayah :
Ibu :

B. Pencapaian Belajar Siswa

Pilihlah jawaban yang sesuai dengan pendapat adik dengan memberi tanda silang (X) pada huruf a, b, atau c.

8. Apakah adik suka dengan bahasa Inggris?
 - a. Sangat suka

- b. Suka
 - c. Tidak suka
9. Menurut adik, pelajaran bahasa Inggris itu bagaimana?
- a. Sangat menyenangkan
 - b. Menyenangkan
 - c. Tidak menyenangkan
10. Bagaimanakah bahasa Inggris yang diajarkan di kelas IV menurut adik?
- a. Sangat menarik
 - b. Menarik
 - c. Tidak menarik
11. Apakah guru dalam mengajar memakai buku paket?
- a. Ya
 - b. Kadang-kadang
 - c. Tidak
12. Apakah guru dalam mengajar juga memakai LKS?
- a. Ya
 - b. Kadang-kadang
 - c. Tidak
13. Apakah guru sering membawa gambar, poster, atau kartu bergambar saat mengajar di kelas?
- a. Sangat sering
 - b. Sering
 - c. Tidak pernah

14. Bagaimanakah kegiatan belajar yang dilakukan oleh guru?

- a. Di dalam kelas
- b. Di luar kelas
- c. Di dalam dan di luar kelas

15. Ketrampilan belajar bahasa Inggris apakah yang adik sukai?

- a. Berbicara
- b. Mendengarkan
- c. Menulis
- d. Membaca

16. Sumber belajar manakah yang sering digunakan oleh guru?

(boleh memilih lebih dari satu)

- a. Lagu
- b. Permainan
- c. Cerita

17. Menurut adik, cukupkah waktu untuk belajar bahasa Inggris dalam 1 minggu yang hanya 1 pertemuan?

- a. Sangat cukup
- b. Cukup
- c. Kurang

C. Pelajaran Tambahan

Pilihlah jawaban yang sesuai dengan pendapat adik dengan memberi tanda silang (X) pada huruf a, b, atau c.

18. Apakah adik suka kalau diadakan pelajaran tambahan bahasa Inggris?

- a. Sangat suka
- b. Suka
- c. Tidak suka

19. Jika ada, berapa kalikah pelajaran tambahan bahasa Inggris diadakan dalam 1 minggu?
- a. 1 kali
 - b. 2 kali
 - c. 3 kali
20. Berapa lamakah sebaiknya waktu setiap pertemuan itu?
- a. 60 menit (1 jam)
 - b. 90 menit (1,5 jam)
 - c. 120 menit (2 jam)
21. Apakah adik suka, kalau dalam belajar ada bermainnya?
- a. Sangat suka
 - b. Suka
 - c. Tidak suka
22. Apakah adik suka, kalau dalam belajar ada bernyanyinya?
- a. Sangat suka
 - b. Suka
 - c. Tidak suka
23. Apakah adik suka, kalau dalam belajar ada berceritanya?
- a. Sangat suka
 - b. Suka
 - c. Tidak suka
24. Apakah adik suka kalau belajar bercakap-cakap dengan bahasa Inggris?
- a. Sangat suka
 - b. Suka
 - c. Tidak suka

25. Apakah adik suka kalau belajar mendengarkan percakapan dalam bahasa Inggris?
- a. Sangat suka
 - b. Suka
 - c. Tidak suka
26. Apakah adik suka kalau belajar menulis kalimat dalam bahasa Inggris?
- a. Sangat suka
 - b. Suka
 - c. Tidak suka
27. Apakah adik suka kalau belajar membaca cerita dalam bahasa Inggris?
- a. Sangat suka
 - b. Suka
 - c. Tidak suka
28. Kegiatan belajar apakah yang adik sukai?
- a. Belajar di dalam kelas
 - b. Belajar di luar kelas
 - c. Belajar di dalam dan di luar kelas
29. Apa yang ingin adik pelajari dalam pelajaran tambahan ini?
(boleh memilih lebih dari satu)
- a. Keluargaku
 - b. Anggota tubuh
 - c. Buah-buahan dan sayuran
 - d. Benda-benda di kelas
 - e. Benda-benda di rumah
 - f. Bentuk dan warna
 - g. Binatang

THANK YOU

Appendix B: Instruments (A Students' Interview Guideline)

This interview is conducted to collect data about the learners' needs and characteristics to develop English materials for an extracurricular program of fourth grade students of SD N Kranggan in academic year 2009 - 2010.

1. Apakah kalian suka belajar Bahasa Inggris?
2. Kenapa kalian suka belajar Bahasa Inggris?
3. Kegiatan apa yang kalian suka saat belajar bahasa Inggris?
4. Menurut kalian, waktu belajar Bahasa Inggris kurang atau cukup?
5. Apakah kalian setuju kalau diadakan pelajaran tambahan bahasa Inggris?
6. Kalau belajar Bahasa Inggrisnya ada bermainnya, suka atau tidak?
7. Kalau bernyanyi?
8. Kalau mendengarkan cerita?
9. Dari mendengarkan, berbicara, membaca, menulis, kalian suka yang mana?
10. Apakah kalian suka belajar di dalam kelas?
11. Apakah kalian suka kalau belajar di luar kelas?
12. Dari beberapa topik yang ingin kalian pelajari, pilih 3 yang paling kalian suka.

Appendix B: Instruments (A Teachers' Interview Guideline)

This interview is conducted to collect data about the learners' needs and characteristics to develop English materials for an extracurricular program of fourth grade students of SD N Kranggan in academic year 2009 - 2010.

A. Latar belakang siswa

1. Bagaimanakah latar belakang ekonomi orang tua dan alamat rumah siswa-siswa?
2. Bagaimanakah karakter siswa-siswa, di dalam dan di luar kelas?

B. Kegiatan di kelas

3. Kegiatan belajar apa sajakah yang dilakukan mereka?
4. Bagaimanakah pengalaman Bapak/Ibu selama mengajar mereka?
5. Bagaimanakah cara menyikapi dan menangani tingkah laku siswa?

C. Pelajaran tambahan

6. Bagaimanakah tanggapan Bapak/Ibu terhadap pelajaran tambahan bahasa Inggris?
7. Bagaimanakah tanggapan Bapak/Ibu terhadap format kegiatan pelajaran tambahan ini? (indoor, outdoor, mini trip)
8. Berapa kalikah sebaiknya pelajaran tambahan ini diadakan dalam seminggu? Berapa lama?

Appendix B: Instruments (An Evaluation Questionnaire for Experts and English Teachers)

Angket Evaluasi Pengembangan Materi Bahasa Inggris

Nama : _____

Institusi : _____

Pengalaman Mengajar: (a.) 0 – 2 tahun (b.) 3 – 5 tahun (c.) > 5 tahun

Petunjuk Pengisian

Berikut ini adalah pernyataan-pernyataan yang berkaitan dengan materi Bahasa Inggris yang telah dikembangkan. Anda dipersilakan untuk memberikan penilaian atas setiap pernyataan dengan memberikan tanda *check* (✓) berdasarkan skala penilaian *Likert* berikut.

Keterangan:

SS = Sangat Setuju/Sangat Sesuai

S = Setuju/Sesuai

KS = Kurang Setuju/Kurang Sesuai

TS = Tidak Setuju/Tidak Sesuai

STS = Sangat Tidak Setuju/Sangat Tidak Sesuai

No.	Pernyataan	SS	S	KS	TS	STS
A. Aspek Tujuan Pembelajaran (Goals)						
1.	Materi yang dikembangkan sudah memenuhi silabus: SK dan KD.					
2.	Materi yang dikembangkan sudah sesuai dengan course grid.					
3.	Materi yang dikembangkan sudah sesuai dengan kebutuhan siswa.					
4.	Materi yang dikembangkan sudah sesuai dengan tingkat kemampuan berbahasa siswa.					
5.	Materi yang dikembangkan mendorong siswa belajar secara komunikatif.					
6.	Materi yang dikembangkan berkaitan dengan kehidupan sehari-hari.					
7.	Kosakata yang dipakai sudah sesuai dengan kebutuhan para siswa.					
B. Aspek Input						
8.	<i>Input</i> (bacaan, dialog, gambar) dalam materi bervariasi.					
9.	<i>Input</i> (bacaan, dialog, gambar) dalam materi					

	menarik.					
10.	<i>Input</i> (bacaan, dialog, gambar) dalam materi sesuai dengan tingkat kemampuan siswa.					
11.	<i>Input</i> dalam <i>tasks</i> mendorong pembelajaran siswa melalui kegiatan mendengarkan, berbicara, membaca, dan menulis secara seimbang.					
12.	<i>Input</i> yang ada di dalam materi menggunakan model struktur bahasa yang benar.					
13.	<i>Input</i> yang ada di dalam materi memberikan tambahan penguasaan kosakata bagi siswa.					
14.	Kosakata yang ada pada setiap <i>task</i> sederhana dan mudah dipahami.					
C. Aspek Kegiatan (Activities)						
15.	Kegiatan dalam <i>tasks</i> mendorong siswa untuk berkomunikasi dalam bahasa Inggris.					
16.	Kegiatan dalam <i>tasks</i> menarik.					
17.	Kegiatan dalam <i>tasks</i> bervariasi dan tidak monoton.					
18.	Kegiatan dalam materi yang dikembangkan mencakup empat ketrampilan berbahasa (<i>speaking, listening, reading, writing</i>)					
19.	Kegiatan dalam materi mencakup kegiatan untuk memahami struktur bahasa tertentu.					
20.	Kegiatan dalam materi mencakup kegiatan yang mengaplikasikan pemahaman terhadap struktur bahasa tertentu.					
D. Aspek Setting						
21.	Kegiatan dalam <i>tasks</i> mencakup beberapa setting dalam kelas (kegiatan individu, berpasangan, berkelompok, dan seluruh kelas).					
22.	Kegiatan dalam <i>tasks</i> yang dikerjakan secara individu dapat melatih siswa untuk belajar mandiri.					
23.	Kegiatan dalam <i>tasks</i> yang dikerjakan secara berpasangan, berkelompok, dan seluruh kelas dapat meningkatkan kemampuan berkomunikasi siswa.					
E. Aspek Peranan Guru (Teacher role)						
24.	Dalam pemberian <i>tasks</i> , guru lebih berperan sebagai fasilitator.					
25.	Dalam pengerjaan <i>tasks</i> , guru lebih berperan sebagai pembimbing.					
26.	Instruksi yang digunakan di setiap <i>task</i> dalam materi ini cukup jelas dan mudah dimengerti siswa.					

F. Aspek Peranan Murid (<i>Learner role</i>)					
27.	Siswa dapat mengerjakan secara mandiri <i>tasks</i> yang diberikan.				
28.	Siswa dapat berpartisipasi aktif dalam proses pembelajaran dengan mengerjakan <i>tasks</i> yang diberikan.				
G. Aspek Penyajian					
29.	Materi tersusun dengan rapi.				
30.	Urutan materi terorganisir dengan baik sehingga mudah diikuti.				
31.	Tampilan (<i>lay out</i>) materi yang dikembangkan menarik.				
32.	Tampilan (<i>lay out</i>) materi tidak terlalu rumit sehingga mudah dipahami siswa.				
33.	Ukuran dan jenis huruf yang dipakai dalam menulis materi jelas dan menarik.				

Saran dan kritik terhadap materi yang telah dikembangkan:

1. Bagaimana pendapat Anda mengenai materi yang saya kembangkan?

2. Apa saja kekurangan yang terdapat dalam materi yang saya kembangkan?

3. Apa saran Anda untuk memperbaiki kekurangan tersebut?

Kesimpulan

Dapat saya simpulkan bahwa materi yang telah dikembangkan:

- (a) sudah baik dan tidak perlu revisi.
- (b) sudah baik tetapi masih perlu revisi.
- (c) belum baik dan masih perlu banyak revisi.

Yogyakarta, _____ 2010

The Evaluator,

Appendix B: Instruments (An Evaluation Questionnaire for Students)

Nama : _____

Lembar Evaluasi untuk Siswa

Petunjuk pengisian:

Isilah tabel berikut dengan memberi tanda centang (√) pada kotak yang tersedia dengan ketentuan:

SS = jika adik *sangat setuju* dengan pernyataan yang ada.

S = jika adik *setuju* dengan pernyataan yang ada.

KS = jika adik *kurang setuju* dengan pernyataan yang ada.

TS = jika adik *tidak setuju* dengan pernyataan yang ada.

STS = jika adik *sangat tidak setuju* dengan pernyataan yang ada.

No.	Pernyataan	SS	S	KS	TS	STS
Aspek Goals						
1.	Materi ini sudah sesuai dengan keinginan saya.					
Aspek Input						
2.	Saya belajar mendengarkan, berbicara, membaca, dan menulis dengan materi ini.					
3.	Saya bisa belajar banyak kata-kata baru.					
4.	Gambar-gambar dalam materi menarik.					
5.	Saya bisa memahami kata-kata atau kalimat-kalimat dalam materi ini.					
6.	Kata-kata dalam materi ini sederhana.					
Aspek Activities						
7.	Kegiatan yang saya ikuti membuat saya bisa menggunakan bahasa Inggris.					
8.	Kegiatan yang saya ikuti (menyanyi, bermain, mendengarkan cerita) menarik.					

9.	Saya suka belajar di dalam dan di luar ruangan.					
Aspek Learner Role						
10.	Saya bisa mengerjakan tugas sendiri.					
Aspek Teacher Role						
11.	Guru membantu saya memahami materi ini.					
Aspek Lay out						
12.	Tampilan materi ini menarik.					

Pertanyaan terbuka

1. Menurut Adik, apa kekurangan materi yang kakak susun ini?

2. Apa saran Adik untuk memperbaiki kekurangan tersebut?

Kakak ucapkan terima kasih atas bantuan adik-adik yang telah mengisi angket ini.

Appendix B: **Instruments (An Interview Guideline for Students)**

STUDENTS INTERVIEW GUIDELINE

This interview is conducted to evaluate the developed English materials for an extracurricular program of fourth grade students of SD N Kranggan in academic year 2009 - 2010.

1. Apakah Adik suka dengan kegiatan hari ini?
2. Bagian mana yang paling Adik suka?
3. Bagian mana yang Adik tidak suka?
4. Bagaimana dengan material ini, Adik suka?
5. Bagaimanakah tampilan material ini, menarik atau tidak?
6. Ada masukan tentang material dan kegiatan hari ini?

Appendix B: **Instruments (An Interview Guideline for Co-Researchers)**

TEACHERS INTERVIEW GUIDELINE

This interview is conducted to evaluate the developed English materials for an extracurricular program of fourth grade students of SD N Kranggan in academic year 2009 - 2010.

1. Bagaimana pendapat Anda mengenai implementasi materi yang telah saya kembangkan?
2. Apa saja kekurangan yang terdapat dalam implementasi materi yang telah saya kembangkan?
3. Apa saran Anda untuk memperbaiki kekurangan tersebut?
4. Bagaimana pendapat Anda terhadap pengajaran bahasa inggris di kelas selama pelaksanaan implementasi materi yang saya kembangkan?
5. Bagaimana pendapat Anda terhadap manajemen kelas yang saya lakukan? Apa saja kekurangannya?

Appendix C: Computation Results (Tabulation of Need Analysis)

No. Urut.	No. Kuesioner	Bagian B										Bagian C											
		8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
1	1	1	1	1	3	3	1	1	2	2	2	1	1	3	3	3	2	3	1	2	1	2	2
2	2	1	1	1	3	3	1	1	2	5	1	2	1	3	3	3	2	3	2	2	3	1	13
3	3	1	1	1	1	3	3	1	5	3	2	2	1	2	2	2	2	2	2	2	2	1	4
4	4	2	1	1	2	3	1	1	3	5	2	2	1	1	1	1	2	2	2	2	2	1	16
5	5	2	1	1	3	3	2	1	5	4	2	1	1	3	2	1	1	2	1	1	2	1	8
6	6	2	2	1	3	3	2	1	6	4	2	1	1	3	1	1	2	1	1	1	1	1	11
7	7	1	1	2	3	3	1	1	5	6	2	2	1	3	1	1	1	1	1	1	2	1	8
8	8	2	2	2	3	3	1	1	5	6	2	1	1	3	1	1	1	2	1	2	1	1	11
9	9	1	1	1	3	1	1	1	5	4	3	1	3	3	1	1	1	1	1	1	3	8	
10	10	1	1	1	3	1	1	1	5	4	3	1	2	3	1	1	1	1	1	1	2	3	8
11	11	1	1	1	3	3	2	1	7	2	2	2	1	2	1	2	2	2	1	2	1	3	10
12	12	1	1	1	3	3	1	1	5	5	2	1	3	3	1	1	1	1	1	1	1	3	8
13	13	1	1	1	2	3	2	1	2	4	2	1	1	1	1	1	1	1	1	1	2	1	8
14	14	2	2	2	3	3	2	1	5	6	1	2	1	3	1	1	2	1	2	2	2	1	14
15	15	2	2	2		3	2	1	4	2	2	2	1	3	2	1	2	2	1	1	2	1	17
16	16	1	1	1	2	3	1	1	5	3	1	2	1	2	1	1	1	2	1	2	1	1	15
17	17	2	3	2	3	3	1	1	2	4	3	2	1	2	1	2	2	3	1	3	2	3	8
18	18	2	2	2	3	2	2	2	8	3	3	2	3	3	1	2	2	3	2	2	2	1	19
19	19	2	2	1	3	2	1	1	5	5	1	2	1	1	2	3	2	2	2	2	2	1	8

No. Urut.	No. Kuesioner	Bagian B										Bagian C											
		8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
20	20	2	2	2	3	3	2	1	5	4	2	2	3	3	2	2	2	2	2	2	2	1	8
21	21	1	2	2	3	3	2	1	5	3	2	2	1	3	2	2	2	2	2	1	2	1	9
22	22	1	2	1	2	1	3	1	5	6	2,3	1	1	1	3	3	3	1	1	1	2	1	15
23	23	2	2	2	1	2	2	1	5	6	2	2	1	3	2	2	2	2	2	2	2	3	18
24	24	2	1	1	1	1	2	1	5	5	2	2	1	3	2	2	3		1	2	3	1	8
25	25	1	1	1	2	2	1	1	5	5	3	1	1	3	1	1	1	1	1	1	1	3	8
26	26	2	1	1		1	1	1	5	2	1	1	2	2	3	1	1	1	1	2	2	1	12
27	27	1	1	1	3	3	2	1	5	3	3	1	2	3	1	1	1	1	1	1	1	1	8
28	28	2	2	2	3	1	2	1	5	2	2	2	1	3	2	2	2	2	2	2	2	1	8
29	29	2	2	1	3	3	1	1	5	2	1	1	1	1	1	1	1	1	1	2	1	1	8

No Item	Kode	Keterangan kode
15	5	1,2,3,4
	6	1,2,3
	7	1,2
	8	1,3
16	4	1,2,3
	5	2,3
	6	1,3
29	8	1,2,3,4,5,6,7
	9	1,2,3,4,5,6
	10	1,2,3,4,6,7
	11	1,3,6,7
	12	1,2,3,7
	13	1,3,4,7
	14	1,4
	15	2,3,4,5,6,7
	16	2,3,6,7
	17	2,7
	18	3,6,7
	19	4,6,7

Appendix C: Computation Results (Need Analysis)

```
GET
FILE="D:\punya agus\thesis report\laporan skripsi\!APPENDICES\Appendix C; Computation Results\1. Need Analysis Computation Results
\Students' Need Analysis Results\1. Need Analysis.sav".
DATASET NAME DataSet0 WINDOW=FRONT.
FREQUENCIES VARIABLES=item8 item9 item10 item11 item12 item13 item14 item15 item16 item17 item18 item19 item20 item21 item22 item23
item24 item25 item26 item27 item28 item29
/STATISTICS=MINIMUM MAXIMUM MEAN MEDIAN MODE
/ORDER=ANALYSIS.
```

Frequencies

		Notes
Output Created		17-Jul-2011 21:14:46
Comments		
Input	Data	D:\punya agus\thesis report\laporan skripsi\!APPENDICES\Appendix C; Computation Results\1. Need Analysis Computation Results\Students' Need Analysis Results\1. Need Analysis.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	29
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=item8 item9 item10 item11 item12 item13 item14 item15 item16 item17 item18 item19 item20 item21 item22 item23 item24 item25 item26 item27 item28 item29 /STATISTICS=MINIMUM MAXIMUM MEAN MEDIAN MODE /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00.047
	Elapsed Time	00:00:00.031

[DataSet1] D:\punya agus\thesis report\laporan skripsi\!APPENDICES\Appendix C; Computation Results\1. Need Analysis Computation Results\Students' Need Analysis Results\1. Need Analysis.sav

		Statistics																					
		item8	item9	item10	item11	item12	item13	item14	item15	item16	item17	item18	item19	item20	item21	item22	item23	item24	item25	item26	item27	item28	item29
N	Valid	29	29	29	27	29	29	29	29	29	29	29	29	29	29	29	29	28	29	29	29	29	29
	Missing	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Mean		1.52	1.48	1.34	2.59	2.45	1.59	1.03	4.69	3.97	2.03	1.52	1.38	2.48	1.59	1.59	1.66	1.75	1.34	1.66	1.69	1.59	10.28
Median		2.00	1.00	1.00	3.00	3.00	2.00	1.00	5.00	4.00	2.00	2.00	1.00	3.00	1.00	1.00	2.00	2.00	1.00	2.00	2.00	1.00	8.00
Mode		2	1	1	3	3	1	1	5	4	2	2	1	3	1	1	2	2	1	2	2	1	8
Minimum		1	1	1	1	1	1	1	2	2	1	1	1	1	1	1	1	1	1	1	1	1	2
Maximum		2	3	2	3	3	3	2	8	6	3	2	3	3	3	3	3	3	2	3	3	3	19

Frequency Table

item8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	14	48.3	48.3	48.3
	2	15	51.7	51.7	100.0
	Total	29	100.0	100.0	

item9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	16	55.2	55.2	55.2
	2	12	41.4	41.4	96.6
	3	1	3.4	3.4	100.0
	Total	29	100.0	100.0	

item10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	19	65.5	65.5	65.5
	2	10	34.5	34.5	100.0
	Total	29	100.0	100.0	

item11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	3	10.3	11.1	11.1
	2	5	17.2	18.5	29.6
	3	19	65.5	70.4	100.0
	Total	27	93.1	100.0	
Missing	System	2	6.9		
Total		29	100.0		

item12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	6	20.7	20.7	20.7
	2	4	13.8	13.8	34.5
	3	19	65.5	65.5	100.0
	Total	29	100.0	100.0	

item13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	14	48.3	48.3	48.3
	2	13	44.8	44.8	93.1
	3	2	6.9	6.9	100.0
	Total	29	100.0	100.0	

item14

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	28	96.6	96.6	96.6
2	1	3.4	3.4	100.0
Total	29	100.0	100.0	

item15

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	4	13.8	13.8	13.8
3	1	3.4	3.4	17.2
4	1	3.4	3.4	20.7
5	20	69.0	69.0	89.7
6	1	3.4	3.4	93.1
7	1	3.4	3.4	96.6
8	1	3.4	3.4	100.0
Total	29	100.0	100.0	

item16

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	6	20.7	20.7	20.7
3	5	17.2	17.2	37.9
4	7	24.1	24.1	62.1
5	6	20.7	20.7	82.8
6	5	17.2	17.2	100.0
Total	29	100.0	100.0	

item17

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	6	20.7	20.7	20.7
2	16	55.2	55.2	75.9
3	7	24.1	24.1	100.0
Total	29	100.0	100.0	

item18

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	14	48.3	48.3	48.3
2	15	51.7	51.7	100.0
Total	29	100.0	100.0	

item19

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	22	75.9	75.9	75.9
2	3	10.3	10.3	86.2
3	4	13.8	13.8	100.0
Total	29	100.0	100.0	

item20

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	5	17.2	17.2	17.2
2	5	17.2	17.2	34.5
3	19	65.5	65.5	100.0
Total	29	100.0	100.0	

item21

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	16	55.2	55.2	55.2
2	9	31.0	31.0	86.2
3	4	13.8	13.8	100.0
Total	29	100.0	100.0	

item22

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	16	55.2	55.2	55.2
2	9	31.0	31.0	86.2
3	4	13.8	13.8	100.0
Total	29	100.0	100.0	

item23

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	12	41.4	41.4	41.4
2	15	51.7	51.7	93.1
3	2	6.9	6.9	100.0
Total	29	100.0	100.0	

item24

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	11	37.9	39.3	39.3
2	13	44.8	46.4	85.7
3	4	13.8	14.3	100.0
Total	28	96.6	100.0	
Missing System	1	3.4		

item24

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	11	37.9	39.3	39.3
	2	13	44.8	46.4	85.7
	3	4	13.8	14.3	100.0
	Total	28	96.6	100.0	
Missing	System	1	3.4		
Total		29	100.0		

item25

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	19	65.5	65.5	65.5
	2	10	34.5	34.5	100.0
	Total	29	100.0	100.0	

item26

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	11	37.9	37.9	37.9
	2	17	58.6	58.6	96.6
	3	1	3.4	3.4	100.0
	Total	29	100.0	100.0	

item27

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	11	37.9	37.9	37.9
	2	16	55.2	55.2	93.1
	3	2	6.9	6.9	100.0
	Total	29	100.0	100.0	

item28

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	19	65.5	65.5	65.5
	2	3	10.3	10.3	75.9
	3	7	24.1	24.1	100.0
	Total	29	100.0	100.0	

item29

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	3.4	3.4	3.4
	4	1	3.4	3.4	6.9
	8	14	48.3	48.3	55.2
	9	1	3.4	3.4	58.6
	10	1	3.4	3.4	62.1
	11	2	6.9	6.9	69.0
	12	1	3.4	3.4	72.4
	13	1	3.4	3.4	75.9
	14	1	3.4	3.4	79.3
	15	2	6.9	6.9	86.2
	16	1	3.4	3.4	89.7
	17	1	3.4	3.4	93.1
	18	1	3.4	3.4	96.6
	19	1	3.4	3.4	100.0
	Total	29	100.0	100.0	

Appendix C: Computation Results (Tabulation of Evaluation from Experts and English Teacher)

No.	ITEM1	ITEM2	ITEM3	ITEM4	ITEM5	ITEM6	ITEM7	ITEM8	ITEM9	ITEM10	ITEM11
1	5	5	4	4	3	5	4	4	4	4	2
2	1	4	1	1	4	3	3	3	3	1	3
3	3	4	4	4	4	4	4	4	4	4	4
4	5	5	4	4	3	4	4	4	4	4	3
5	4	4	4	4	5	5	4	5	5	5	4
6	4	4	5	4	5	5	4	4	5	4	5
7	5	5	3	4	5	5	5	5	5	3	4
8	4	3	4	5	4	4	5	5	5	5	5

No.	ITEM12	ITEM13	ITEM14	ITEM15	ITEM16	ITEM17	ITEM18	ITEM19	ITEM20	ITEM21	ITEM22
1	3	4	4	3	4	4	4	4	4	4	4
2	3	4	3	3	3	4	4	4	4	4	4
3	4	4	4	4	4	3	4	4	4	4	4
4	5	5	4	3	4	4	4	4	3	4	4
5	4	5	4	5	5	5	4	4	4	5	5
6	4	5	5	4	4	5	4	5	5	4	4
7	4	4	5	4	5	5	5	4	4	5	4
8	4	5	5	5	5	5	5	3	4	5	3

No.	ITEM23	ITEM24	ITEM25	ITEM26	ITEM27	ITEM28	ITEM29	ITEM30	ITEM31	ITEM32	ITEM33
1	4	3	4	3	3	3	3	3	4	4	3
2	4	4	4	3	3	4	3	3	3	3	1
3	4	3	4	4	3	3	4	3	4	4	4
4	3	3	4	4	3	4	4	4	4	4	4
5	5	4	4	5	4	4	5	5	5	5	5
6	5	4	4	4	5	5	4	3	5	4	5
7	5	4	4	5	4	5	4	4	5	5	5
8	5	5	5	4	4	5	4	5	5	5	4

Appendix C: Computation Results (Evaluation from Experts and English Teachers)

```
FREQUENCIES VARIABLES=ITEM1 ITEM2 ITEM3 ITEM4 ITEM5 ITEM6 ITEM7 ITEM8 ITEM9 ITEM10 ITEM11 ITEM12 ITEM13 ITEM14 ITEM15 ITEM16 ITEM17
ITEM18 ITEM19 ITEM20 ITEM21 ITEM22 ITEM23 ITEM24 ITEM25 ITEM26 ITEM27 ITEM28 ITEM29 ITEM30 ITEM31 ITEM32 ITEM33
/STATISTICS=STDDEV MINIMUM MAXIMUM MEAN MEDIAN MODE
/ORDER=ANALYSIS.
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Frequencies

		Notes
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Comments		
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	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	8
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=ITEM1 ITEM2 ITEM3 ITEM4 ITEM5 ITEM6 ITEM7 ITEM8 ITEM9 ITEM10 ITEM11 ITEM12 ITEM13 ITEM14 ITEM15 ITEM16 ITEM17 ITEM18 ITEM19 ITEM20 ITEM21 ITEM22 ITEM23 ITEM24 ITEM25 ITEM26 ITEM27 ITEM28 ITEM29 ITEM30 ITEM31 ITEM32 ITEM33 /STATISTICS=STDDEV MINIMUM MAXIMUM MEAN MEDIAN MODE /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00.063

Notes

Output Created	12-Jul-2011 19:23:05	
Comments		
Input	Data	D:\punya agus\thesis report\laporan skripsi\!APPENDICES\Appendix C; Computation Results\2. Evaluation Computation Results\b. Evaluation from Experts and Teachers\VALUASI GURU fln.sav
	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	8
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax	FREQUENCIES VARIABLES=ITEM1 ITEM2 ITEM3 ITEM4 ITEM5 ITEM6 ITEM7 ITEM8 ITEM9 ITEM10 ITEM11 ITEM12 ITEM13 ITEM14 ITEM15 ITEM16 ITEM17 ITEM18 ITEM19 ITEM20 ITEM21 ITEM22 ITEM23 ITEM24 ITEM25 ITEM26 ITEM27 ITEM28 ITEM29 ITEM30 ITEM31 ITEM32 ITEM33 /STATISTICS=STDDEV MINIMUM MAXIMUM MEAN MEDIAN MODE /ORDER=ANALYSIS.	
Resources	Processor Time	00:00:00.063
	Elapsed Time	00:00:00.031

DataSet2] D:\punya agus\thesis report\laporan skripsi\!APPENDICES\Appendix C; Computation Results\2. Evaluation Computation Results\b. Evaluation from Experts and Teachers\VALUASI GURU fln.sav

Statistics

[illegible]

a. Multiple modes exist. The smallest value is shown

[illegible]

Frequency Table

ITEM1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	12.5	12.5	12.5
	3	1	12.5	12.5	25.0
	4	3	37.5	37.5	62.5
	5	3	37.5	37.5	100.0
	Total	8	100.0	100.0	

ITEM2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	12.5	12.5	12.5
	4	4	50.0	50.0	62.5
	5	3	37.5	37.5	100.0
	Total	8	100.0	100.0	

ITEM3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	12.5	12.5	12.5
	3	1	12.5	12.5	25.0
	4	5	62.5	62.5	87.5
	5	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

ITEM4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	12.5	12.5	12.5
	4	6	75.0	75.0	87.5
	5	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

ITEM5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	25.0	25.0	25.0
	4	3	37.5	37.5	62.5
	5	3	37.5	37.5	100.0
	Total	8	100.0	100.0	

ITEM6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	12.5	12.5	12.5
	4	3	37.5	37.5	50.0
	5	4	50.0	50.0	100.0
	Total	8	100.0	100.0	

ITEM7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	12.5	12.5	12.5
	4	5	62.5	62.5	75.0
	5	2	25.0	25.0	100.0
	Total	8	100.0	100.0	

ITEM8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	12.5	12.5	12.5
	4	4	50.0	50.0	62.5
	5	3	37.5	37.5	100.0
	Total	8	100.0	100.0	

ITEM9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	12.5	12.5	12.5
	4	3	37.5	37.5	50.0
	5	4	50.0	50.0	100.0
	Total	8	100.0	100.0	

ITEM10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	12.5	12.5	12.5
	3	1	12.5	12.5	25.0
	4	4	50.0	50.0	75.0
	5	2	25.0	25.0	100.0
	Total	8	100.0	100.0	

ITEM11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	12.5	12.5	12.5
	3	2	25.0	25.0	37.5
	4	3	37.5	37.5	75.0
	5	2	25.0	25.0	100.0

ITEM11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	12.5	12.5	12.5
	3	2	25.0	25.0	37.5
	4	3	37.5	37.5	75.0
	5	2	25.0	25.0	100.0
Total		8	100.0	100.0	

ITEM12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	25.0	25.0	25.0
	4	5	62.5	62.5	87.5
	5	1	12.5	12.5	100.0
Total		8	100.0	100.0	

ITEM13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	4	50.0	50.0	50.0
	5	4	50.0	50.0	100.0
Total		8	100.0	100.0	

ITEM14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	12.5	12.5	12.5
	4	4	50.0	50.0	62.5
	5	3	37.5	37.5	100.0
Total		8	100.0	100.0	

ITEM15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	37.5	37.5	37.5
	4	3	37.5	37.5	75.0
	5	2	25.0	25.0	100.0
	Total	8	100.0	100.0	

ITEM16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	12.5	12.5	12.5
	4	4	50.0	50.0	62.5
	5	3	37.5	37.5	100.0
	Total	8	100.0	100.0	

ITEM17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	12.5	12.5	12.5
	4	3	37.5	37.5	50.0
	5	4	50.0	50.0	100.0
	Total	8	100.0	100.0	

ITEM18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	6	75.0	75.0	75.0
	5	2	25.0	25.0	100.0
	Total	8	100.0	100.0	

ITEM19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	12.5	12.5	12.5
	4	6	75.0	75.0	87.5
	5	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

ITEM20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	12.5	12.5	12.5
	4	6	75.0	75.0	87.5
	5	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

ITEM21

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	5	62.5	62.5	62.5
	5	3	37.5	37.5	100.0
	Total	8	100.0	100.0	

ITEM22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	12.5	12.5	12.5
	4	6	75.0	75.0	87.5
	5	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

ITEM23

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	12.5	12.5	12.5
	4	3	37.5	37.5	50.0
	5	4	50.0	50.0	100.0
	Total	8	100.0	100.0	

ITEM24

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	37.5	37.5	37.5
	4	4	50.0	50.0	87.5
	5	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

ITEM25

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	7	87.5	87.5	87.5
	5	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

ITEM26

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	25.0	25.0	25.0
	4	4	50.0	50.0	75.0
	5	2	25.0	25.0	100.0
	Total	8	100.0	100.0	

ITEM27

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	50.0	50.0	50.0
	4	3	37.5	37.5	87.5
	5	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

ITEM28

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	25.0	25.0	25.0
	4	3	37.5	37.5	62.5
	5	3	37.5	37.5	100.0
	Total	8	100.0	100.0	

ITEM29

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	25.0	25.0	25.0
	4	5	62.5	62.5	87.5
	5	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

ITEM30

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	4	50.0	50.0	50.0
	4	2	25.0	25.0	75.0
	5	2	25.0	25.0	100.0
	Total	8	100.0	100.0	

ITEM31

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	12.5	12.5	12.5
	4	3	37.5	37.5	50.0
	5	4	50.0	50.0	100.0
	Total	8	100.0	100.0	

ITEM32

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	12.5	12.5	12.5
	4	4	50.0	50.0	62.5
	5	3	37.5	37.5	100.0
	Total	8	100.0	100.0	

ITEM33

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	12.5	12.5	12.5
	3	1	12.5	12.5	25.0
	4	3	37.5	37.5	62.5
	5	3	37.5	37.5	100.0
	Total	8	100.0	100.0	

Appendix C: Computation Results (Tabulation of Validity and Reliability of Students Evaluation)

No.	ITEM1	ITEM2	ITEM3	ITEM4	ITEM5	ITEM6	ITEM7	ITEM8	ITEM9	ITEM10	ITEM11	ITEM12
1	4	5	5	4	4	5	5	5	5	5	5	5
2	5	4	5	5	5	5	5	4	5	5	5	5
3	4	5	5	4	4	4	5	5	4	4	4	5
4	5	4	4	5	5	5	5	5	5	4	5	5
5	5	5	5	5	5	5	5	4	5	5	5	5
6	5	5	5	5	5	5	5	5	5	5	5	5
7	5	5	5	5	5	5	5	4	5	5	5	5
8	5	5	5	5	5	5	5	5	5	5	5	5
9	5	4	5	5	5	5	5	5	5	5	5	5
10	5	4	5	4	5	5	5	4	5	5	5	5
11	4	5	4	5	4	5	4	5	5	4	5	4
12	5	5	5	5	5	5	5	4	5	5	5	5
13	4	5	5	4	4	5	4	4	5	4	4	4
14	5	5	5	4	5	5	5	5	5	4	5	5
15	5	5	5	5	5	4	5	4	5	5	5	5
16	5	5	5	5	5	5	5	5	5	5	5	5
17	5	4	5	5	5	5	5	4	5	4	5	5
18	5	5	5	5	5	5	5	5	5	5	5	5
19	5	5	5	5	5	5	5	4	5	5	5	5
20	5	5	5	5	5	5	5	5	4	4	4	5
21	4	5	5	5	4	5	3	3	5	5	5	5
22	5	3	5	5	5	4	5	4	5	5	5	5

RELIABILITY
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/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA
/SUMMARY=TOTAL.

Reliability

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Comments		
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	N of Rows in Working Data File	22
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Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=VAR00001 VAR00002 VAR00003 VAR00004 VAR00005 VAR00006 VAR00007 VAR00008 VAR00009 VAR00010 VAR00011 VAR00012 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA /SUMMARY=TOTAL.
Resources	Processor Time	00:00:00.016
	Elapsed Time	00:00:00.015

[DataSet2]

Scale: ALL VARIABLES

Case Processing Summary			
		N	%
Cases	Valid	22	100.0
	Excluded ^a	0	.0
	Total	22	100.0

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

Reliability Statistics	
Cronbach's Alpha	N of Items
.651	12

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00001	52.64	4.052	.727	.549
VAR00002	52.73	5.636	-.173	.731
VAR00003	52.50	5.214	.142	.651
VAR00004	52.64	4.719	.316	.627
VAR00005	52.64	4.052	.727	.549
VAR00006	52.55	5.117	.158	.651
VAR00007	52.59	4.253	.478	.592
VAR00008	52.95	5.188	-.019	.706
VAR00009	52.50	5.119	.215	.643
VAR00010	52.73	4.398	.433	.603
VAR00011	52.55	4.641	.481	.604
VAR00012	52.50	4.738	.520	.606

Appendix C: Computation Results of Evaluation from Students (1st Meeting, April 29th, 2010)

NO.	ITEM1	ITEM2	ITEM3	ITEM4	ITEM5	ITEM6	ITEM7	ITEM8	ITEM9	ITEM10	ITEM11	ITEM12
1	4	4	5	5	5	5	5	5	5	5	5	5
2	5	5	5	5	4	5	5	5	5	4	5	5
3	4	4	5	5	4	4	5	5	5	5	5	4
4	5	5	5	5	4	4	5	5	5	5	4	5
5	5	5	5	5	5	5	5	5	5	4	5	5
6	5	5	5	5	5	5	5	5	5	5	5	5
7	5	5	5	5	5	5	5	5	5	4	5	5
8	5	5	5	5	5	5	5	5	5	5	5	5
9	5	5	5	5	4	5	5	5	5	5	5	5
10	5	4	5	5	4	5	5	5	5	4	5	5
11	4	5	5	4	5	4	5	5	4	5	4	5
12	5	5	5	5	5	5	5	5	5	4	5	5
13	4	4	4	4	4	4	5	5	4	4	5	4
14	5	4	5	5	4	4	5	5	5	5	5	5
15	5	5	5	5	5	5	5	5	5	4	5	5
16	5	5	5	5	5	5	5	5	5	5	5	5
17	5	5	5	5	4	4	5	5	5	4	5	5
18	5	5	5	5	5	5	5	5	5	5	5	5
19	5	5	5	5	5	5	5	5	5	4	5	5
20	5	5	4	5	5	4	5	5	5	5	5	4
21	4	5	5	5	5	5	5	5	3	3	5	5
22	5	5	5	5	5	5	5	4	5	4	5	5

Appendix C: Computation Results of Evaluation from Students (1st Meeting, April 29th, 2010)

```
SAVE OUTFILE='D:\punya agus\thesis report\laporan skripsi\!APPENDICES\Appendix C; Computation '+
'Results\2. Evaluation Computation Results\d. Evaluation Results from Students\4. Evaluasi '+
'Anak 1-April 29th.sav' /COMPRESSED.
SAVE OUTFILE='D:\punya agus\thesis report\laporan skripsi\!APPENDICES\Appendix C; Computation '+
'Results\2. Evaluation Computation Results\d. Evaluation Results from Students\4. Evaluasi '+
'Anak 1-April 29th-FIN.sav'
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/ORDER=ANALYSIS.
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Frequencies

Notes		
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Comments		
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	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
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	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=ITEM1 ITEM2 ITEM3 ITEM4 ITEM5 ITEM6 ITEM7 ITEM8 ITEM9 ITEM10 ITEM11 ITEM12 /STATISTICS=STDDEV MINIMUM MAXIMUM MEAN MEDIAN MODE /ORDER=ANALYSIS.
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[DataSet1] D:\punya agus\thesis report\laporan skripsi\!APPENDICES\Appendix C; Computation Results\2. Evaluation Computation Results\d. Evaluation Results from Students\4. Evaluasi Anak 1-April 29th-FIN.sav

Statistics

		ITEM1	ITEM2	ITEM3	ITEM4	ITEM5	ITEM6	ITEM7	ITEM8	ITEM9	ITEM10	ITEM11	ITEM12
N	Valid	22	22	22	22	22	22	22	22	22	22	22	22
	Missing	0	0	0	0	0	0	0	0	0	0	0	0
Mean		4.77	4.77	4.91	4.91	4.64	4.68	5.00	4.95	4.82	4.45	4.91	4.86
Median		5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	4.50	5.00	5.00
Mode		5	5	5	5	5	5	5	5	5	5	5	5
Std. Deviation		.429	.429	.294	.294	.492	.477	.000	.213	.501	.596	.294	.351
Minimum		4	4	4	4	4	4	5	4	3	3	4	4
Maximum		5	5	5	5	5	5	5	5	5	5	5	5

Frequency Table

ITEM1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	5	22.7	22.7	22.7
	5	17	77.3	77.3	100.0
	Total	22	100.0	100.0	

ITEM2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	5	22.7	22.7	22.7
	5	17	77.3	77.3	100.0
	Total	22	100.0	100.0	

ITEM3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	2	9.1	9.1	9.1
	5	20	90.9	90.9	100.0
	Total	22	100.0	100.0	

ITEM4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	2	9.1	9.1	9.1
	5	20	90.9	90.9	100.0
	Total	22	100.0	100.0	

ITEM5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	8	36.4	36.4	36.4
	5	14	63.6	63.6	100.0
	Total	22	100.0	100.0	

ITEM6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	7	31.8	31.8	31.8
	5	15	68.2	68.2	100.0
	Total	22	100.0	100.0	

ITEM7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5	22	100.0	100.0	100.0

ITEM8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	1	4.5	4.5	4.5
	5	21	95.5	95.5	100.0
	Total	22	100.0	100.0	

ITEM9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	4.5	4.5	4.5
	4	2	9.1	9.1	13.6
	5	19	86.4	86.4	100.0
Total		22	100.0	100.0	

ITEM10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	4.5	4.5	4.5
	4	10	45.5	45.5	50.0
	5	11	50.0	50.0	100.0
Total		22	100.0	100.0	

ITEM11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	2	9.1	9.1	9.1
	5	20	90.9	90.9	100.0
Total		22	100.0	100.0	

ITEM12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	3	13.6	13.6	13.6
	5	19	86.4	86.4	100.0
Total		22	100.0	100.0	

Appendix C: Computation Results of Evaluation from Students (2nd Meeting, May 2nd, 2010)

No	ITEM1	ITEM2	ITEM3	ITEM4	ITEM5	ITEM6	ITEM7	ITEM8	ITEM9	ITEM10	ITEM11	ITEM12
1	5	4	5	4	5	5	5	5	4	5	5	5
2	5	5	5	5	5	4	3	5	4	5	4	5
3	5	5	5	5	5	5	5	5	4	5	5	5
4	4	5	5	5	5	5	5	5	5	3	5	5
5	5	4	5	5	5	5	5	5	5	5	5	5
6	5	5	5	5	5	4	5	5	5	5	5	5
7	5	5	5	5	4	4	5	4	5	5	5	5
8	4	5	4	4	4	5	4	4	4	5	4	4
9	4	4	4	4	4	4	5	5	4	4	4	4
10	5	5	5	5	4	3	5	4	5	4	5	5
11	4	5	5	5	4	5	5	5	5	5	5	5
12	5	5	5	5	5	5	4	5	5	3	5	5
13	5	5	5	5	5	4	4	5	5	5	4	5
14	4	5	4	5	5	5	5	5	5	4	4	5
15	4	4	4	4	4	4	4	4	4	4	4	4
16	5	5	5	5	4	4	5	4	5	5	5	5
17	5	5	5	5	5	5	5	5	4	5	5	5

Appendix C: Computation Results of Evaluation from Students (2nd Meeting, May 2nd, 2010)

```

NEW FILE.
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  'Results\2. Evaluation Computation Results\d. Evaluation Results from Students\5. Evaluasi '+
  'Anak 2-May 2nd.sav' /COMPRESSED.
DATASET ACTIVATE DataSet2.
DATASET CLOSE DataSet1.
SAVE OUTFILE='D:\punya agus\thesis report\laporan skripsi\APPENDICES\Appendix C; Computation '+
  'Results\2. Evaluation Computation Results\d. Evaluation Results from Students\5. Evaluasi '+
  'Anak 2-May 2nd-FIN.sav'
/COMPRESSED.
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/ORDER=ANALYSIS.

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Frequencies

Notes		
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Comments		
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	Weight	<none>
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	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=ITEM1 ITEM2 ITEM3 ITEM4 ITEM5 ITEM6 ITEM7 ITEM8 ITEM9 ITEM10 ITEM11 ITEM12 /STATISTICS=STDDEV MINIMUM MAXIMUM MEAN MEDIAN MODE /ORDER=ANALYSIS.
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	Elapsed Time	00:00:00.000

[DataSet2] D:\punya agus\thesis report\laporan skripsi\APPENDICES\Appendix C; Computation Results\2. Evaluation Computation Results\d. Evaluation Results from Students\5. Evaluasi Anak 2-May 2nd-FIN.sav

Statistics

		ITEM1	ITEM2	ITEM3	ITEM4	ITEM5	ITEM6	ITEM7	ITEM8	ITEM9	ITEM10	ITEM11	ITEM12
N	Valid	17	17	17	17	17	17	17	17	17	17	17	17
	Missing	0	0	0	0	0	0	0	0	0	0	0	0
Mean		4.65	4.76	4.76	4.76	4.59	4.47	4.65	4.71	4.59	4.53	4.65	4.82
Median		5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
Mode		5	5	5	5	5	5	5	5	5	5	5	5
Std. Deviation		.493	.437	.437	.437	.507	.624	.606	.470	.507	.717	.493	.393
Minimum		4	4	4	4	4	3	3	4	4	3	4	4
Maximum		5	5	5	5	5	5	5	5	5	5	5	5

Frequency Table

ITEM1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	6	35.3	35.3	35.3
	5	11	64.7	64.7	100.0
	Total	17	100.0	100.0	

ITEM2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	4	23.5	23.5	23.5
	5	13	76.5	76.5	100.0
	Total	17	100.0	100.0	

ITEM3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	4	23.5	23.5	23.5
	5	13	76.5	76.5	100.0
	Total	17	100.0	100.0	

ITEM4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	4	23.5	23.5	23.5
	5	13	76.5	76.5	100.0
	Total	17	100.0	100.0	

ITEM5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	7	41.2	41.2	41.2
	5	10	58.8	58.8	100.0
	Total	17	100.0	100.0	

ITEM6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	5.9	5.9	5.9
	4	7	41.2	41.2	47.1
	5	9	52.9	52.9	100.0
	Total	17	100.0	100.0	

ITEM7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	5.9	5.9	5.9
	4	4	23.5	23.5	29.4
	5	12	70.6	70.6	100.0
	Total	17	100.0	100.0	

ITEM8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	5	29.4	29.4	29.4
	5	12	70.6	70.6	100.0
	Total	17	100.0	100.0	

ITEM9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	7	41.2	41.2	41.2
	5	10	58.8	58.8	100.0
	Total	17	100.0	100.0	

ITEM10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	2	11.8	11.8	11.8
	4	4	23.5	23.5	35.3
	5	11	64.7	64.7	100.0
Total		17	100.0	100.0	

ITEM11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	6	35.3	35.3	35.3
	5	11	64.7	64.7	100.0
Total		17	100.0	100.0	

ITEM12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	3	17.6	17.6	17.6
	5	14	82.4	82.4	100.0
Total		17	100.0	100.0	

Appendix C: Computation Results of Evaluation from Students (3rd Meeting, May 9th, 2010)

```
GET
FILE='D:\punya agus\thesis report\laporan skripsi\!APPENDICES\Appendix C; Computation Results\2. Evaluation Computation Results\d.
Evaluation Results from Students\6. Evaluasi Anak 3-May 9th.sav'.
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DATASET NAME DataSet2 WINDOW=FRONT.
DATASET ACTIVATE DataSet1.
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'Results\2. Evaluation Computation Results\d. Evaluation Results from Students\6. Evaluasi '+
'Anak 3-May 9th.sav' /COMPRESSED.
DATASET ACTIVATE DataSet2.
DATASET CLOSE DataSet1.
SAVE OUTFILE='D:\punya agus\thesis report\laporan skripsi\!APPENDICES\Appendix C; Computation '+
'Results\2. Evaluation Computation Results\d. Evaluation Results from Students\6. Evaluasi '+
'Anak 3-May 20th-FIN.sav'
/COMPRESSED.
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Frequencies

Notes		
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Comments		
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	Cases Used	Statistics are based on all cases with valid data.
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[DataSet2] D:\punya agus\thesis report\laporan skripsi\!APPENDICES\Appendix C; Computation Results\2. Evaluation Computation Results\d. Evaluation Results from Students\6. Evaluasi Anak 3-May 20th-FIN.sav

Statistics

		ITEM1	ITEM2	ITEM3	ITEM4	ITEM5	ITEM6	ITEM7	ITEM8	ITEM9	ITEM10	ITEM11	ITEM12
N	Valid	14	14	14	14	14	14	14	14	14	14	14	14
	Missing	0	0	0	0	0	0	0	0	0	0	0	0
Mean		4.71	4.79	4.79	4.71	4.71	4.64	4.57	4.86	4.71	4.64	4.71	4.86
Median		5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
Mode		5	5	5	5	5	5	5	5	5	5	5	5
Std. Deviation		.469	.426	.579	.611	.469	.497	.646	.363	.469	.497	.469	.363
Minimum		4	4	3	3	4	4	3	4	4	4	4	4
Maximum		5	5	5	5	5	5	5	5	5	5	5	5

Frequency Table

ITEM1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	4	28.6	28.6	28.6
	5	10	71.4	71.4	100.0
	Total	14	100.0	100.0	

ITEM2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	3	21.4	21.4	21.4
	5	11	78.6	78.6	100.0
	Total	14	100.0	100.0	

ITEM3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	7.1	7.1	7.1
	4	1	7.1	7.1	14.3
	5	12	85.7	85.7	100.0
	Total	14	100.0	100.0	

ITEM4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	7.1	7.1	7.1
	4	2	14.3	14.3	21.4
	5	11	78.6	78.6	100.0
	Total	14	100.0	100.0	

ITEM5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	4	28.6	28.6	28.6
	5	10	71.4	71.4	100.0
	Total	14	100.0	100.0	

ITEM6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	5	35.7	35.7	35.7
	5	9	64.3	64.3	100.0
	Total	14	100.0	100.0	

ITEM7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	7.1	7.1	7.1
	4	4	28.6	28.6	35.7
	5	9	64.3	64.3	100.0
	Total	14	100.0	100.0	

ITEM8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	2	14.3	14.3	14.3
	5	12	85.7	85.7	100.0
	Total	14	100.0	100.0	

ITEM9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	4	28.6	28.6	28.6
	5	10	71.4	71.4	100.0
	Total	14	100.0	100.0	

ITEM10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	5	35.7	35.7	35.7
	5	9	64.3	64.3	100.0
	Total	14	100.0	100.0	

ITEM11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	4	28.6	28.6	28.6
	5	10	71.4	71.4	100.0
	Total	14	100.0	100.0	

ITEM12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	2	14.3	14.3	14.3
	5	12	85.7	85.7	100.0
	Total	14	100.0	100.0	

Appendix C: Computation Results of Evaluation from Students (4th Meeting, May 20th, 2010)

```
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DATASET CLOSE DataSet1.  
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  'Results\2. Evaluation Computation Results\d. Evaluation Results from Students\7. Evaluasi '+  
  'Anak 4-May 20th-FIN.sav'  
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Frequencies

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	Cases Used	Statistics are based on all cases with valid data.
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Statistics

		ITEM1	ITEM2	ITEM3	ITEM4	ITEM5	ITEM6	ITEM7	ITEM8	ITEM9	ITEM10	ITEM11	ITEM12
N	Valid	17	20	20	20	20	20	19	20	20	20	20	20
	Missing	3	0	0	0	0	0	1	0	0	0	0	0
Mean		4.88	4.85	4.85	4.90	4.70	4.70	4.74	4.85	4.85	4.70	4.80	4.85
Median		5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00
Mode		5	5	5	5	5	5	5	5	5	5	5	5
Std. Deviation		.332	.366	.366	.308	.571	.571	.452	.366	.366	.470	.410	.366
Minimum		4	4	4	4	4	3	4	4	4	4	4	4
Maximum		5	5	5	5	6	5	5	5	5	5	5	5

Frequency Table

ITEM1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	2	10.0	11.8	11.8
	5	15	75.0	88.2	100.0
	Total	17	85.0	100.0	
Missing	System	3	15.0		
Total		20	100.0		

ITEM2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	3	15.0	15.0	15.0
	5	17	85.0	85.0	100.0
	Total	20	100.0	100.0	

ITEM3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	3	15.0	15.0	15.0
	5	17	85.0	85.0	100.0
	Total	20	100.0	100.0	

ITEM4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	2	10.0	10.0	10.0
	5	18	90.0	90.0	100.0
	Total	20	100.0	100.0	

ITEM5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	7	35.0	35.0	35.0
	5	12	60.0	60.0	95.0
	6	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

ITEM6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	5.0	5.0	5.0
	4	4	20.0	20.0	25.0
	5	15	75.0	75.0	100.0
	Total	20	100.0	100.0	

ITEM7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	5	25.0	26.3	26.3
	5	14	70.0	73.7	100.0
	Total	19	95.0	100.0	
Missing	System	1	5.0		
Total		20	100.0		

ITEM8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	3	15.0	15.0	15.0
	5	17	85.0	85.0	100.0
	Total	20	100.0	100.0	

ITEM9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	3	15.0	15.0	15.0
	5	17	85.0	85.0	100.0
	Total	20	100.0	100.0	

ITEM10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	6	30.0	30.0	30.0
	5	14	70.0	70.0	100.0
	Total	20	100.0	100.0	

ITEM11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	4	20.0	20.0	20.0
	5	16	80.0	80.0	100.0
	Total	20	100.0	100.0	

ITEM12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	3	15.0	15.0	15.0
	5	17	85.0	85.0	100.0
	Total	20	100.0	100.0	

Appendix C: Computation Results of Evaluation from Students (5th Meeting, May 30th, 2010)

GET

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Evaluation Results from Students\8. Evaluasi Anak 5-May 30th-FIN.sav'.

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Frequencies

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Statistics

[illegible]

Frequency Table

ITEM1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	6	40.0	40.0	40.0
	5	9	60.0	60.0	100.0
	Total	15	100.0	100.0	

ITEM2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	2	13.3	13.3	13.3
	5	13	86.7	86.7	100.0
	Total	15	100.0	100.0	

ITEM3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	4	26.7	26.7	26.7
	5	11	73.3	73.3	100.0
	Total	15	100.0	100.0	

ITEM4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	4	26.7	26.7	26.7
	5	11	73.3	73.3	100.0
	Total	15	100.0	100.0	

ITEM5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	6	40.0	40.0	40.0
	5	9	60.0	60.0	100.0
	Total	15	100.0	100.0	

ITEM6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	6.7	6.7	6.7
	4	4	26.7	26.7	33.3
	5	10	66.7	66.7	100.0
	Total	15	100.0	100.0	

ITEM7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	2	13.3	13.3	13.3
	5	13	86.7	86.7	100.0
	Total	15	100.0	100.0	

ITEM8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	4	26.7	26.7	26.7
	5	11	73.3	73.3	100.0
	Total	15	100.0	100.0	

ITEM9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	5	33.3	33.3	33.3
	5	10	66.7	66.7	100.0
	Total	15	100.0	100.0	

ITEM10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	4	26.7	26.7	26.7
	5	11	73.3	73.3	100.0
	Total	15	100.0	100.0	

ITEM11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	4	26.7	26.7	26.7
	5	11	73.3	73.3	100.0
	Total	15	100.0	100.0	

ITEM12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	3	20.0	20.0	20.0
	5	12	80.0	80.0	100.0
	Total	15	100.0	100.0	

Appendix D: Field Notes (Classroom Observation)

#Field Note 1#

- **Day & Date** : Thursday, November 19th 2009
- **Time** : 07.00 a.m. – 08.10 a.m.
- **Location** : classroom
- **Students attended** : 29 students (20 boys, 9 girls)

Pada saat researcher datang, sebagian besar anak-anak sudah berada di dalam kelas, hanya ada beberapa yang masih duduk di depan kelas. Mereka menunggu kehadiran guru Bahasa Inggris. Pada pukul 07.05, guru memasuki ruangan. Anak-anak lalu menyiapkan diri untuk mengikuti pelajaran. Guru memulai pelajaran dengan menyapa “Good morning students?” Anak-anak menjawab “I am fine, thank you.” dengan antusias. Guru mereview pelajaran minggu yaitu tentang makanan dengan memperlihatkan gambar. Anak-anak berebut menyebutkan nama makanan itu. Sebagian dari mereka menyebutkan dengan pengucapan benar, tapi masih ada yang menyebutkan dengan salah.

Guru kemudian memperkenalkan materi baru kepada mereka. Untuk menarik perhatian anak-anak, guru membawa beberapa bungkusan kecil yang berisi makanan. Guru lalu menyuruh anak-anak untuk membaui bungkusan itu, kemudian menebak apa isinya. Mereka dengan antusias menebaknya. Ada yang menebak bawang putih, bawang merah, coklat, garam, dll. Guru lalu memperkenalkan macam-macam makanan yang dibawanya. Dia mengucapkan nama-nama makanan itu dengan keras dan benar. Anak-anak mendengarkan dan mengulangnya. Setelah anak-anak bias mengucapkan dengan benar, guru menuliskan nama-nama makanan di papan tulis. anak-anak mencatatnya.

Guru lalu bertanya, “Do you like chocolates?” awalnya anak-anak bingung dan belum tahu maksud dari pertanyaan guru itu. Guru lalu menghampiri salah satu anak sambil membawa bungkusan coklat, lalu bertanya lagi. Anak itu berpikir sebentar, lalu menjawab, “Yes.” Guru lalu menjelaskan maksud dari fungsi bahasa yang sedang dipelajari itu. Guru lalu mengucapkan lagi, anak-anak mendengarkan dan menirukan. Guru lalu menyuruh anak-anak untuk mempraktekkan fungsi bahasa itu secara berpasangan dan bergantian. Dua anak maju ke depan, lalu bertanya jawab. Ada yang masih lupa kata-katanya dan berhenti di tengah-tengah, misal “Do you ... emm, opo yo?”. Guru kemudian mengulangi lagi, anak itu menirukan dengan benar. Ada juga anak yang sudah bisa bertanya dengan lengkap, tapi dengan pengucapan yang kurang tepat, sehingga harus dibenarkan oleh guru. Secara umum, mereka sangat antusias untuk mempraktekkan dialog itu. Mereka berebut untuk maju ke depan. Meskipun salah atau lupa, mereka tetap mau maju. Di sini, anak-anak yang sudah maju cenderung untuk mengobrol sendiri. Mereka tidak memperhatikan teman mereka yang sedang praktek. Anak yang sudah praktek ingin segera melanjutkan ke kegiatan berikutnya dan tidak sabar menunggu teman mereka.

Guru kemudian menyuruh anak-anak untuk mengerjakan latihan secara berkelompok. Setiap kelompok terdiri dari 4 anak. Di tugas ini, guru memberikan bermacam-macam gambar makanan, minuman, buah, dan sayur. Tugas mereka adalah mengelompokkan dan menuliskan nama gambar itu ke dalam ke dalam jenis yang sama. Mereka mengerjakan tugas itu dengan antusias. Di dalam salah satu kelompok, mereka bisa untuk bekerja sama. Ada anak yang menulis kata chocolate salah. Lalu temannya membenarkannya. Mereka juga berdiskusi untuk menentukan apakah gambar itu masuk ke buah, sayur, atau makanan. Hal yang nyaris serupa juga terjadi di kelompok yang lain. Setelah selesai, guru mengaak mereka untuk mengoreksi jawaban mereka. Sebelum semua gambar terselesaikan, waktu sudah habis. Guru lalu mereview apa yang telah dipelajari, lalu menutup pelajaran Bahasa Inggris hari ini.

Appendix D: Field Notes (Implementations)

#Field Note 1#

- **Day & Date** : Sunday, April 25th 2010
- **Time** : 07.00 a.m. – 09.00 a.m.
- **Location** : Trisik beach
- **Students attended** : 27 students
- **Co-researcher** : 3 persons

Karena hujan turun, perjalanan ke Pantai Trisik harus ditunda, menunggu sampai hujan reda. Sambil menunggu, researcher dan co-researchers mengondisikan anak-anak untuk berbaris sesuai dengan kelompok masing-masing (ada 5 kelompok). Dia kemudian menjelaskan tata tertib selama di jalan dan di pantai nanti.

Setelah hujan reda (pukul 07.50), rombongan anak-anak berangkat. Mereka bersepeda beriringan per kelompok. Co-researcher Adnan dan Duwik berada di depan rombongan, Rahmi di tengah, sedangkan researcher di belakang. Di perjalanan, ada sepeda salah satu anak yang rantainya lepas, sehingga harus diperbaiki dulu. Rombongan pun berhenti untuk menunggu.

Sesampainya di Pantai Trisik, (pukul 8.20), anak-anak beristirahat sebentar sambil makan dan minum bekal mereka. Hujan yang turun pada malam harinya menyebabkan air menggenang di pendopo. Hal ini disebabkan atap yang bocor. Akhirnya, anak-anak duduk di halaman pendopo.

Setelah beristirahat, researcher memulai kegiatan (pukul 8.35). Dia memperlihatkan poster hewan kepada anak-anak. Mereka tertarik, bahkan berebut mendekat agar bisa melihat lebih jelas. Dia kemudian bertanya, “What animals are these?”, “Where can you find them?” Karena ada yang belum jelas, Dia kembali bertanya dengan bahasa Indonesia. Mereka kemudian menjawab gajah, jerapah, monyet. Hanya beberapa anak yang menyebutkan nama hewan dalam bahasa Inggris.

Researcher membagikan hand-out unit 1 kepada anak-anak. Karena penasaran, mereka membuka-buka sampai halaman terakhir. Bahkan ada beberapa anak yang langsung mengerjakan Task 1 dan 2 tanpa menunggu perintah darinya sehingga akhirnya salah karena mereka tidak tahu maksud dari Task itu yang sesungguhnya.

A. Let's Start

Researcher kemudian menjelaskan Task 1. Researcher bertanya, “What animal is number one?” Anak-anak melihat gambar kemudian menjawab *monkey* (dibaca: monkei) dengan antusias. Karena pengucapannya masih banyak yang salah, dia mencontohkan cara pengucapan yang benar. Setelah diberi contoh, anak-anak bisa mengucapkan *monkey* dengan benar.

Di Task 2, anak-anak menuliskan nama hewan-hewan yang gambarnya ada di Task 1. Daftar nama hewan sudah ada, jadi anak-anak tinggal memilih nama yang sesuai, kemudian menyalinnya. Researcher berkeliling untuk memeriksa pekerjaan mereka. Mereka mengerjakannya sendiri-sendiri dengan cepat. Kebanyakan dari mereka sudah benar, hanya ada beberapa yang kurang teliti, menuliskannya kurang 1-2 huruf, misalnya elephant atau girafe. Dia lalu mengoreksinya bersama-sama dan membenarkan kesalahan mereka.

Di Task 3, researcher bertanya (sambil memperlihatkan flash card bergambar hewan yang sama dengan yang ada di Task 3). “What picture is it?” Semua anak melihat gambar, lalu menjawab *lion* (dibaca: lion). Kebanyakan anak sudah bisa, tetapi pengucapannya masih ada yang salah. Researcher kemudian mengucapkan *lion* dengan benar, lalu anak-anak menirukannya. Setelah diberi contoh, mereka bisa mengucapkannya dengan benar. Untuk hewan berikutnya, researcher juga melakukan hal yang sama.

B. It's Your Turn

Researcher bertanya, dialog antara Jimmy dan Lion di Task 1 itu tentang apa, siapa saja yang ada di gambar itu, dll. Researcher menjelaskan maksud dari dialog itu. Dia kemudian mencontohkan membaca dialog, murid-murid menirukan. Researcher bertanya, “What do you

eat?” (sambil memperlihatkan flash card lion). Murid-murid menjawab “daging”, tetapi ada juga yang menjawab “meat”. Karena jawaban murid masih kurang lengkap, researcher mencontohkan jawaban yang lengkap, “I eat meat.” Mereka kemudian menirukannya dengan benar. Kebanyakan dari mereka sudah tahu makanan dari hewan-hewan. Di sini, ada beberapa murid yang menanyakan tentang gambar dan dialog, kenapa Jimmy bisa bercakap-cakap dengan hewan. Researcher lalu menjelaskan macam-macam makanan hewan-hewan yang ada di kebun binatang.

Di Task 2, researcher membacakan cerita sambil memperlihatkan flash card bergambar macam-macam hewan dan makanannya (sesuai dengan jalan cerita). Semua murid mendengarkan sambil memperhatikan flash card. Researcher melanjutkan bercerita sambil memperlihatkan gambar hewan yang berbeda. Researcher bertanya “What do you eat?” sambil memperlihatkan gambar zebra. Murid menjawab “grass”. Ada anak yang langsung bisa, tetapi kebanyakan harus diulangi lagi, baru bisa.

Di Task 3, researcher membacakan cerita sekali lagi. Sambil mendengarkan cerita dan memperhatikan flash cards, mereka menarik garis dari gambar hewan ke makanannya. Anak-anak jadi bingung karena gambar daging dan daun berbeda-beda (tidak 1 macam). Mereka harus menjodohkan singa ke daging yang mana dan jerapah ke daun yang mana. Guru lalu menjelaskan bahwa gambar daun dan daging di Task 3 itu sama dan boleh dihubungkan dengan hewan yang mana saja. Setelah dijelaskan guru, mereka bisa menjodohkan hewan dengan makanannya dengan tepat. Mereka mengerjakannya sendiri-sendiri.

Researcher kemudian mengajak mereka untuk bermain “Animal Circle” di Task 4. Researcher menerangkan cara bermainnya, lalu membagikan kartu bergambar hewan dan makanannya kepada anak-anak. Researcher lalu mengajak mereka ke halaman untuk membentuk lingkaran dan memulai permainan ini. Anak-anak sangat senang dengan permainan ini. Mereka berebut agar tidak menjadi ‘pemanggil’. Beberapa anak masih belum hafal nama-nama hewan sehingga permainannya jadi kurang spontan. Researcher harus mengulangi lagi menyebutkan nama-nama hewan tersebut. Setelah bisa mengingat nama-nama hewan dengan baik, anak-anak melanjutkan permainan ini beberapa putaran lagi. Permainan berjalan lebih menarik dan spontan.

Setelah bermain game, anak-anak kembali ke pendopo untuk beristirahat. Mereka makan dan minum bekal yang tersisa. Sebelum pulang, researcher memberikan beberapa pengumuman dan pengarahan. Pada pukul 10.25, rombongan memulai perjalanan pulang. Anak-anak langsung pulang ke rumah masing-masing. Sampai di SD jam 10.50. Alhamdulillah tidak ada halangan yang berarti.

#Field Note 2#

- **Day & Date** : Thursday, April 29th 2010
- **Time** : 1.45 p.m. – 3.45 p.m.
- **Location** : School
- **Students attended** : 22 students
- **Co-researcher** : 3 persons

Researcher dan anak-anak berdoa sebelum pelajaran dimulai. Researcher memasang poster hewan di papan tulis, kemudian bertanya nama-namanya. Anak-anak menjawab dengan antusias, tetapi masih ada yang pengucapannya salah, misalnya elephant dibaca elepen. Kemudian, researcher memperlihatkan flash cards hewan dan makanannya. Dia bertanya ke anak-anak, “What do you eat?” Anak-anak menjawab, “I eat banana.”

Researcher membagikan score board dan memberi tahu mekanisme pemberian reward berupa stiker smiley atau devil. Researcher memulai quiz. Dia memperlihatkan flash cards, anak-anak beradu cepat menyebutkan nama hewan tersebut. Siswa sangat antusias dan mengangkat tangan semua. Mereka ingin mendapatkan reward berupa stiker smiley. Setelah quiz selesai, researcher membagikan hand out unit 1.

B. It's Your Turn

Pada Task 2, researcher membacakan cerita, anak-anak mendengarkan. Sambil bercerita, *researcher* menunjukkan flashcard dan bertanya, "What do you eat?" Anak-anak menjawab, "I eat meat." Researcher mengulang beberapa kali sampai semua anak menjawab dengan jawaban yang benar. Sambil mendengarkan cerita, anak-anak menarik garis dari hewan ke makanan (Task 3).

Researcher kemudian mengajak anak-anak untuk bermain Animal Circle (Task 4) di halaman. Anak-anak membuat lingkaran, researcher berdiri di tengah. Dia memilih 5 hewan, kemudian member aba-aba bagi kelima anak itu untuk bertukar. Researcher ikut berebut, sehingga akan ada 1 anak yang tersisa di tengah. Dia kemudian menjadi pemanggil berikutnya. Game ini berjalan lebih menarik daripada yang sebelumnya. Anak-anak sudah hafal nama-nama hewan sehingga permainan ini berlangsung dengan tempo yang lebih cepat. Researcher menghentikan permainan ini karena anak-anak mulai terlihat bosan.

C. Let's Do It

Researcher dan co-researcher mempraktekkan dialog yang ada di Task 1 sambil memegang flash card bergambar hewan. Anak-anak mendengarkan dan memperhatikan flash card dengan seksama. Mereka berebut untuk melihat flash cards lebih dekat. Researcher bertanya, "What does a monkey eat?" co-researcher menjawab "A monkey eats banana." Kemudian researcher bertanya kepada anak-anak "What does a tiger eat?" sambil memegang flash card tiger. Anak-anak sudah tahu makanannya, tapi kebanyakan dari mereka menjawab langsung makanannya, "meat". Researcher mengulangi mengucapkan jawaban yang lengkap "A tiger eats meat." Anak-anak mendengarkan lalu mengulangi "A tiger eats meat". Di hewan berikutnya, mereka bisa mempraktekkan bertanya jawab dengan benar dan lengkap.

Di Task2. Anak-anak mempraktekkan bertanya jawab dengan temannya. Researcher menjelaskan cara bermainnya, kemudian membagikan stiker foods ke mereka. Semula, researcher menggunakan teknik Bamboo Dance agar semua anak mendapatkan giliran bertanya dan menjawab. Akan tetapi, pergantian pasangan tanya jawabnya ternyata tidak berjalan dengan lancar. Mereka akhirnya hanya berpasangan dengan 1 anak saja, tanpa berganti dengan temannya yang lain. Dalam pelaksanaannya, ada anak yang langsung berkata, "tiger, tiger" (maksudnya: What does a tiger eat?). Anak yang ditanya juga cuma menjawab: "meat" (seharusnya: A tiger eats meat.). Researcher dan co-researcher beberapa kali harus mengingatkan mereka. Mereka akhirnya bisa bertanya jawab dengan kalimat lengkap meskipun sambil membaca handout. Kendala di taks 2 ini, ada hewan yang sama, tetapi yang gambarnya berbeda dengan yang di Part A. Hal ini membuat mereka agak bingung. Hasilnya, kebanyakan anak selesai bertanya jawab dan menempelkan semua stiker ke hewan. Tetapi ada juga yang belum selesai bertanya jawab. Meskipun demikian, anak-anak sangat menikmati bertanya jawab sambil menempel stiker.

D. Let's Take a Break

Di Task 1, Researcher menanyakan perasaan anak-anak terhadap unit 1. Mereka bisa memilih suka atau tidak suka terhadap materi itu. Researcher bertanya, "Do you like today's activity?" Semua anak menjawab, "Yes, I like it" dengan antusias.

Di Task 2, researcher memberikan stiker sesuai dengan perasaan mereka. Karena semua anak menyukai materi ini, mereka mendapatkan stiker smiley. Anak-anak kemudian menempelkannya di kotak yang tersedia. Mereka juga menuliskan perasaan mereka di dalam balon teks. Mereka menuliskan "Yes, I like it" di balon teks dengan benar.

#Field Note 3#

- **Day & Date** : Sunday, May 2nd 2010
- **Time** : 07.00 a.m. – 09.00 a.m.
- **Location** : school
- **Students attended** : 17 students
- **Co-researcher** : 3 persons

Sebelum memulai pelajaran, researcher me-review pertemuan sebelumnya dalam bentuk quiz. Researcher memperlihatkan kartu, anak-anak beradu cepat menyebutkan hewan dan makanannya (misal, a lion eats meat). Anak-anak sangat bersemangat untuk menjawab.

A. Let's Start

Di Task 1, anak-anak memperhatikan gambar peta zoo. Mereka menyukai gambar peta itu. Researcher memandu mereka untuk menyebutkan hewan apa yang ada di sana. Tiap anak menyebutkan 1 hewan. Mereka sudah bisa menyebutkan nama-nama hewan dalam bahasa Inggris. Hanya ada 1-2 anak yang cara pengucapannya masih salah, misalnya senek (seharusnya snake). Researcher lalu membenarkan pengucapan mereka yang masih salah. Setelah diberi contoh, mereka bisa mengucapkan snake dengan benar.

Kemudian, anak-anak mengerjakan Task 2. Mereka mencari public signs yang ada di peta. Karena belum tahu istilah-istilahnya dalam bahasa Inggris, anak-anak menulis dengan bahasa Indonesia, misalnya restoran dan telepon umum. Mereka menuliskan nama rambu-rambu itu di worksheet. Kebanyakan sudah bisa mengenali rambu-rambu yang ada. Kemudian, researcher mengoreksi. Dia memperlihatkan flash cards bergambar sendok dan garpu, kemudian bertanya, "Do you find this?" Anak-anak menjawab, "Iya, ada." Researcher kemudian mengucapkan "restaurant". Anak-anak mendengarkan, kemudian menirukannya dengan benar.

B. It's Your Turn

Semula, di Task 1 researcher memperlihatkan flash cards public signs ke anak-anak. Tetapi, karena anak-anak sudah tidak sabar ingin bermain di Task 3, akhirnya researcher menggabung Task 1 dengan Task 2. Dia menunjukkan public signs sambil mengucapkan maknanya. Anak-anak mendengarkan dan mengulangi. Researcher mengulangi beberapa kali sampai mereka bisa mengucapkannya dengan benar. Kemudian, anak-anak mencari gambar public signs di worksheet yang sama dengan yang ditunjukkan researcher, lalu menarik garis ke makna yang sesuai. Kebanyakan dari mereka sudah benar semua.

Researcher kemudian melanjutkan ke Task 3, Game Time. Di sini, anak-anak akan bermain Exploring the Zoo. Researcher membagi 17 anak ke dalam 3 kelompok, lalu membagikan perlengkapan bermain dan menjelaskan cara bermainnya. Tiap kelompok duduk melingkar. Researcher dan co-researcher mendampingi tiap kelompok untuk memandu atau membenarkan mereka jika ada yang salah. Anak-anak harus menjelajahi board untuk mencari kotak yang ada public sign-nya. Saat berhenti di kotak public sign, mereka harus mencari nama sign yang sesuai. Setelah mendapat 3 signs, mereka langsung menuju ke finish.

Anak-anak sangat menikmati permainan ini. Mereka jadi lebih mudah mengingat Public Signs. Sambil melangkah, mereka menghitung one, two, three, dst. Saat berhenti di kotak sign, mereka mencari makna dari sign yang sesuai, menyebutkannya, kemudian menyalinnya di kertas. Mereka bersaing untuk jadi yang pertama yang sampai di kotak finish. Kebanyakan anak mendapatkan 3 signs. Tetapi ada anak yang hanya mendapatkan 1 sign. Anak-anak yang sampai di finish mendapatkan stiker smiley.

C. Let's Do It

Researcher mengajak anak-anak untuk mengerjakan Task 1. Mereka sudah penasaran, gunting dan lem yang mereka bawa itu untuk apa. Anak-anak masih berkelompok sama seperti di *task* sebelumnya. Researcher dan co-researcher masih mendampingi tiap kelompok untuk memandu dan mengarahkan mereka agar hasilnya bisa maksimal. Researcher menjelaskan cara mengerjakannya, kemudian membagikan worksheet zoo map, gambar hewan, dan signs. Mereka memotong gambar hewan dan sign, kemudian menempelkannya di peta. Ada juga yang menggambar dan mewarnai zoo mapnya. Meskipun waktu sudah habis, mereka bersikeras untuk menyelesaikannya. Anak-anak sangat suka memotong, menggambar, dan mewarnai. Akhirnya researcher menghentikan kegiatan ini karena waktu sudah molor. Project itu dilanjutkan di pertemuan berikutnya.

Hal penting yang perlu dicermati di sini, mereka bisa bekerja dalam kelompok dengan bagus. Mereka bisa membagi tugas, berdiskusi untuk memutuskan hal-hal tertentu (misal: warna tanahnya apa, gajah ditempel di mana, kandangnya seperti apa).

D. Let's Take a Break.

Di Task 1, Researcher menanyakan perasaan anak-anak terhadap unit 1. Mereka bisa memilih suka atau tidak suka terhadap materi itu. Researcher bertanya, "Do you like today's activity?" Semua anak menjawab, "Yes, I like it" dengan antusias.

Di Task 2, researcher memberikan stiker sesuai dengan perasaan mereka. Semua anak menyukai materi ini. Mereka bahkan mengerumuni guru untuk mendapatkan stiker smiley. Anak-anak kemudian menempelkannya di kotak yang tersedia. Mereka juga menuliskan perasaan mereka di dalam balon teks. Mereka menuliskan "Yes, I like it" di balon teks dengan benar.

#Field Note 4#

- **Day & Date** : Thursday, May 6th 2010
- **Time** : 02.00 p.m. – 04.00 p.m.
- **Location** : school
- **Students attended** : 4 students
- **Co-researcher** : 2 persons

Karena salah informasi, anak-anak yang datang cuma 4 orang. Sambil menunggu teman-teman yang lain, researcher bertanya (interview) kepada anak-anak, seputar kegiatan yang telah mereka lakukan sebelumnya. Setelah menunggu beberapa menit, anak-anak yang lain tetap tidak datang. Researcher lalu mengajak anak-anak untuk bermain ular tangga. Anak-anak yang berhenti di kotak ular atau tangga harus mengambil flash card, kemudian menyebutkan namanya. Permainan ini berlangsung seru. Anak-anak ingin mendapatkan kartu dan menyebutkan namanya. Setelah selesai 1 putaran, anak-anak masih ingin bermain. Mereka mengajak bermain animal circle. Permainan kali ini lebih terkontrol daripada sebelumnya karena jumlah anak yang lebih sedikit. Anak-anak sudah hafal nama-nama hewan dalam bahasa Inggris. Di sini, ada anak yang di pertemuan sebelumnya masih kesulitan mengikuti materi mulai bisa mengikuti. Dia sudah bisa menyebutkan nama hewan yang ada di gambar. Karena waktu sudah habis, researcher menghentikan permainan dan menutup kegiatan hari itu.

#Field Note 5#

- **Day & Date** : Sunday, May 9th 2010
- **Time** : 07.00 a.m. – 09.00 a.m.
- **Location** : school
- **Students attended** : 14 students
- **Co-researcher** : 3 persons

A. Let's Start

Di Task 1, anak-anak memperhatikan gambar orang. Tiap anak menunjuk 1 anggota badan dan menyebutkan namanya. Kebanyakan dari mereka sudah bisa, meski ada yang pengucapannya masih salah. Salah satu anak menunjuk kepala, kemudian mengucapkan "head" dengan benar. Tetapi ada anak yang menunjuk mulut, kemudian mengatakan "mouth" dengan pengucapan yang salah (dibaca mouth). Researcher kemudian memberi contoh pengucapan "mouth" yang benar. Anak-anak menirukannya dengan benar sambil menyentuh anggota tubuhnya. Researcher juga membenarkan pengucapan kata-kata lain yang masih kurang tepat. Di sini, ada anak yang mengeluh karena gambarnya kecil dan kurang jelas. Researcher lalu menyuruh mereka untuk menyentuh anggota badannya sendiri, lalu menyebutkan namanya.

Kemudian researcher melanjutkan ke Task 2. Anak-anak menamai anggota-anggota badan yang ada di gambar sendiri-sendiri. Awalnya mereka kesulitan karena lupa cara menulis beberapa anggota badan dalam bahasa Inggris. Setelah diberi tahu bahwa pilihan katanya ada di halaman berikutnya, mereka baru bisa menuliskan dengan benar. Hanya ada beberapa anak yang kurang teliti dalam menulis, misalnya *finger*, *elbow*, atau *hand*. Researcher kemudian memberi tahu dan membenarkan kesalahan mereka. Ada juga beberapa anak yang bingung karena gambar di hand out kurang sesuai, sehingga ada garis yang menumpuk. Setelah selesai, researcher mengoreksinya dengan cara mengucapkannya dengan benar. Anak-anak menirukan sambil menyentuh anggota badannya sendiri.

B. It's Your Turn

Di Task 1, researcher dan co-researcher mempraktekkan dialog sambil mencontohkan gerakannya. Anak-anak mendengarkan dan memperhatikan. Kemudian, researcher menyuruh, "Touch your hair" sambil memperlihatkan kartu bergambar rambut. Anak-anak lalu menyentuh rambut mereka. Kemudian, mereka mempraktekkan menyuruh dan disuruh secara berpasangan. Kebanyakan dari mereka sudah bisa mempraktekkan, hanya ada beberapa yang pengucapannya masih salah. Researcher kemudian membenarkannya. Setelah dibenarkan, mereka bisa mempraktekkan dengan benar.

Researcher kemudian mengajak anak-anak untuk bermain game "Simon Says" (Task 2). Mereka berbaris membentuk huruf U di halaman. Researcher berdiri di depan dan memberi perintah. Anak yang kurang berkonsentrasi melakukan kesalahan dalam menyentuh anggota badan. Kemudian, anak-anak mendapatkan giliran untuk memberi perintah di depan. Di sini, anak-anak masih belum bisa memberikan perintah dengan cepat. Mereka masih berpikir, anggota badan mana yang harus disentuh, (misal: Simon says, touch your ...emmm... head). Hal ini menyebabkan permainan kurang spontan karena perintah mudah ditebak atau diantisipasi. Meskipun demikian, anak-anak merasa kecewa ketika researcher menghentikan permainan karena mereka menyukainya.

Di Task 3, anak-anak masih berada di halaman. Mereka berbaris membentuk huruf O. Researcher kemudian mengajak mereka untuk menyanyikan lagu "Head and Shoulders". Pertama, guru memberi contoh menyanyikan lagu sambil menyentuh anggota badan. Lalu, anak-anak mengikuti menyanyi sambil menyentuh anggota badan, misalnya kepala, pundak, lutut, dan jari kaki. Semakin lama, mereka menyanyikan lagu itu semakin cepat sehingga gerakannya juga semakin cepat. Anak-anak sangat bersemangat menyanyikan lagu itu. Mereka suka kegiatan yang menggerakkan banyak anggota badan.

C. Let's Do It

Anak-anak memperhatikan gambar yang ada di Task 1. Researcher dibantu co-researcher mempraktekkan dialog tentang bagaimana menceritakan ciri-ciri orang. Anak-anak mendengarkan dan memperhatikan. Kemudian, researcher memperlihatkan flash card bergambar ciri-ciri anggota badan, lalu mengucapkannya. Anak-anak berebut untuk melihat flash card tersebut. Mereka kemudian menirukan ucapan researcher. Dia kemudian menunjukkan flash card yang lain dan mengucapkan maknanya. Setelah diulang beberapa kali, anak-anak bisa mengidentifikasi ciri-ciri anggota badan dan mempraktekkan dialog dengan benar.

Di Task 2, researcher membacakan ciri-ciri monster. Anak-anak mendengarkan dan menulis, kemudian menggambarkannya di worksheet. Awalnya anak-anak mengalami kesulitan dalam mengidentifikasi ciri-ciri monster yang banyak dan panjang. Setelah researcher mengulangi lagi, akhirnya mereka bisa menuliskan ciri-ciri monster tersebut. Mereka kemudian menggambar monster sesuai dengan ciri-ciri yang telah mereka catat. Kebanyakan dari mereka menggambar monster dengan cukup bagus. Anak yang sudah selesai mendapatkan stiker smiley.

D. Let's Take a Break

Di Task 1, Researcher menanyakan perasaan anak-anak terhadap unit 1. Mereka bisa memilih suka atau tidak suka terhadap materi itu. Researcher bertanya, "Do you like today's activity?" Semua anak menjawab, "Yes, I like it" dengan antusias.

Di Task 2, researcher memberikan stiker sesuai dengan perasaan mereka. Karena semua anak menyukai materi ini, Mereka mendapatkan stiker smiley. Anak-anak kemudian menempelkannya di kotak yang tersedia. Mereka juga menuliskan perasaan mereka di dalam balon teks. Mereka menuliskan “Yes, I like it” di balon teks dengan benar. Pada saat akan pulang, hujan turun dengan deras sehingga mereka harus menunggu hujan reda. Kesempatan ini dipakai researcher untuk mewawancarai mereka. Setelah wawancara, co researcher membagikan snack kepada anak-anak.

#Field Note 6#

- **Day & Date** : Thursday, 13th May 2010
- **Time** : 07.00 a.m. – 09.00 a.m.
- **Location** : school
- **Students attended** : 7 students
- **Co-researcher** : 2 persons

Pada awalnya, pertemuan ini akan membahas unit 4. Karena yang datang hanya 7 anak, akhirnya unit 4 ditunda dulu. Researcher mengajak anak-anak untuk bermain lagi sambil me-review materi-materi sebelumnya. Pertama, anak-anak bermain ular tangga. Anak yang dapat ular atau tangga harus mengambil flashcard dan menyebutkannya. Anak-anak suka dengan permainan ini, terutama pada waktu harus turun di ular terpanjang.

Setelah selesai 1 putaran, anak-anak mengajak bermain yang lain, animal circle. Anak-anak sudah hafal nama-nama hewan dalam permainan ini. Setelah dapat beberapa putaran, researcher mengganti permainan, yaitu Simon says. Permainan ini masih belum terlalu lancar, terutama pada waktu anak-anak menjadi ‘pemanggil’. Mereka berpikir beberapa agak lama sebelum member perintah, sehingga efek spontannya kurang terasa.

#Field Note 7#

- **Day & Date** : Thursday, 20th May 2010
- **Time** : 02.00 p.m. – 04.00 p.m.
- **Location** : school
- **Students attended** : 20 students
- **Co-researcher** : 2 persons

Sebelum memulai pelajaran, anak-anak mengumpulkan gambar zoo map (tugas di pertemuan 3) yang sudah selesai. Hewan dan rambu-rambu sudah ditempel, gambar sudah diwarnai semua. Tiap kelompok lalu berfoto bersama sambil menggelar hasil karyanya. Setiap anak mendapatkan stiker 2 smiley.

Researcher me-review parts of the body dengan memakai flashcards. *Researcher* bertanya, “What is this?” Anak menjawab, “Hair.” Researcher bertanya lagi, “Rambutnya kenapa?” Anak menjawab, “Long.” Researcher kemudian mencontohkan dalam bentuk yang benar, “Long hair.”

A. Let’s Start

Researcher bertanya pada anak “What picture is it?” Anak-anak menjawab, “missing” (tulisan di baris pertama di gambar). Researcher bertanya lagi tentang apa saja yang ada di gambar itu. Anak-anak menjawab: foto, nama, umur, ciri-ciri tubuh, dll. Researcher kemudian menjelaskan bahwa gambar itu adalah missing person’s declaration atau pengumuman orang hilang. Dia menjelaskan bagian-bagian dari pengumuman itu. Anak-anak mendengarkan dengan seksama.

Di Task 2, anak-anak mengurutkan bagian-bagian missing person’s declaration. Mereka mencari kalimat-kalimat yang sesuai, lalu menuliskannya di worksheet secara urut. Anak-anak

mengerjakannya dengan cepat. Mereka bisa mengerjakan tugas ini dengan benar. Researcher berkeliling untuk membimbing mereka yang mengalami kesulitan.

B. It's Your Turn

Di Task 1, anak-anak memperhatikan dialog dan gambar dengan antusias. Researcher dan co-researcher mempraktekkan dialog itu, kemudian menjelaskan maksudnya. Anak-anak mendengarkan dan mengulangi setelah guru. Researcher kemudian memperlihatkan gambar orang berambut panjang. Pertama, researcher memberi contoh, "She has long hair". Anak-anak kemudian menirukannya. Berikutnya, researcher menunjukkan gambar orang yang pendek. Mereka kemudian menyebutkan ciri-ciri gambar itu. Ada yang cuma berkata "short", tetapi banyak juga yang menyebutkan dengan lengkap, "He is short". Mereka sudah bisa mengidentifikasi ciri-ciri orang. Researcher kemudian mengucapkan kalimat yang benar. Mereka semua mempraktekkan dialog itu dengan antusias.

Anak-anak kemudian mengerjakan Task 2 sendiri-sendiri. Di task ini, mereka menjodohkan gambar orang ke ciri-ciri yang tepat. Di sini, ada beberapa anak yang bingung karena ada gambar yang kurang jelas. Gambar itu kurang mewakili ciri-ciri yang tertulis di handout. Researcher kemudian menjelaskan ulang tentang gambar-gambar itu. Setelah selesai, researcher memandu anak-anak untuk mengoreksi. Hasilnya, kebanyakan anak mengerjakan dengan benar.

Di Task 3 (game time), researcher membagikan stiker, lalu menjelaskan cara bermain. Anak-anak berpasangan, kemudian mencari stiker temannya yang sesuai dengan ciri-ciri di soalnya. Dalam pelaksanaannya, ada beberapa anak yang tidak menuruti penjelasan researcher. Ada juga anak yang melakukan kesalahan karena kurang teliti dalam membaca soal. Researcher dan co-researcher berkeliling untuk mengingatkan mereka agar lebih teliti lagi. Secara keseluruhan, mereka suka dengan stiker itu. Mereka mencari stiker yang mewakili ciri-ciri di soal dengan semangat. Kebanyakan dari mereka sudah bisa menempelkan stiker orang ke ciri-cirinya dengan benar.

C. Let's Do It

Di bagian ini, anak-anak membuat missing person's declaration. Researcher menjelaskan cara mengerjakannya. Co-researcher membagi foto-foto mereka secara acak. Anak-anak menempelkan foto yang mereka dapat di worksheet, lalu menceritakan ciri-cirinya. Mereka menikmati kegiatan ini. Researcher lalu berkeliling untuk membantu mereka. Secara umum, mereka sudah bisa. Hanya saja, ada beberapa yang masih salah, misalnya pada penggunaan pronoun he/she. Researcher kemudian menjelaskan kembali tentang penggunaan he/she yang benar. Setelah mengerti, mereka kemudian membenarkannya. Setelah selesai, anak-anak harus mencari anak yang sesuai dengan foto, kemudian membawanya ke depan untuk ditukar dengan stiker smiley.

Karena anak-anak minta bermain, akhirnya researcher mengajak mereka keluar sebentar untuk bermain chain whispering. Anak-anak agak susah diatur untuk membentuk barisan. Dalam pelaksanaannya, anak-anak ada yang berbuat curang (misal: membisikinya tidak urut, berteriak, membisikkan bahasa Indonesianya). Researcher kemudian memperingatkan bahwa anak-anak yang masih berbuat curang akan mendapatkan stiker devil. Secara umum, permainan ini cukup seru, anak-anak menikmatinya. Sebelum anak-anak bosan, permainan ini dihentikan.

D. Let's Take a Break

Di Task 1, Researcher menanyakan perasaan anak-anak terhadap unit 1. Mereka bisa memilih suka atau tidak suka terhadap materi itu. Researcher bertanya, "Do you like today's activity?" Semua anak menjawab, "Yes, I like it" dengan antusias.

Di Task 2, researcher memberikan stiker sesuai dengan perasaan mereka. Karena semua anak menyukai materi ini, mereka mendapatkan stiker smiley. Anak-anak kemudian menempelkannya di kotak yang tersedia. Mereka juga menuliskan perasaan mereka di dalam balon teks. Mereka menuliskan "Yes, I like it" di balon teks dengan benar.

#Field Note 8#

- **Day & Date** : Sunday, 23rd May 2010
- **Time** : 07.00 a.m. – 10.20 a.m.
- **Location** : around Progo bridge
- **Students attended** : 19 students
- **Co-researcher** : 4 persons

Sebelum berangkat, researcher mengumpulkan anak-anak untuk memberikan pengarahan mengenai tata tertib selama di perjalanan dan di lokasi. Pukul 7.35, rombongan berangkat urut per kelompok. Co researcher Duwik berada di depan rombongan, Ani dan Rahmi di tengah, sedangkan researcher di belakang. Adnan berkeeliling untuk mengambil dokumentasi.

Sesampainya di bawah jembatan, rombongan beristirahat sebentar, makan dan minum bekal yang mereka bawa. Sambil beristirahat, researcher membagi mereka ke dalam 4 kelompok. Tiap kelompok mendapatkan lembar penugasan dan penilaian. Mereka harus pergi ke pos yang berbeda-beda (ada 3 pos). Mereka mencari pos yang dimaksud berdasarkan ciri-ciri penjaga pos yang tertulis di lembar tadi. Setelah semuanya siap, permainan dimulai. Ada kelompok yang kurang teliti dalam membaca ciri-ciri penjaga pos, sehingga mereka menuju ke pos yang salah.

Permainan di pos 1 adalah tebak-tebakan nama hewan (Are you a monkey?). Researcher menjadi penjaga pos ini. Cara bermainnya, 2 kelompok berdiri berhadapan-hadapan sambil memegang flashcards. 1 anak kemudian menebak, "Are you a tiger?" anak yang lain menjawab "yes atau no". Anak yang kartunya tertebak, gugur. Kelompok yang anggotanya lebih dulu habis kalah. Dalam pelaksanaannya, ada anak yang curang. Dia menginitp kartu kelompok lain sehingga kelompok yang dirugikan tidak terima. Dalam menebak, beberapa anak masih berpikir (mengingat-ingat) nama hewan. Pada waktu 2 kelompok yang bertanding itu anggotanya tidak sama, permainan berjalan kurang lancar. Secara umum, permainan ini cukup seru. Mereka berusaha menebak gambar hewan yang dipegang kelompok lain.

Permainan di pos 2 adalah bisik berantai parts of the body. Duwik dan Ani menjadi penjaga pos. Oleh penjaga pos, permainan yang biasanya dimainkan secara kompetisi (2 kelompok beradu cepat mengambil kartu) dimodifikasi. Tiap kelompok mendapat kata yang berbeda (misal kelompok 1 dapat stomach, kelompok 2 mendapat neck). Jadi, setiap anak berpeluang untuk mendapatkan kartu yang dimaksud. Pada pelaksanaannya, anak-anak lebih berkonsentrasi untuk mencari gambar yang dimaksud karena tidak beradu cepat. Masih ada pengucapan yang salah, misalnya mouth (dibaca: mouth, bukan mauth). Secara umum, anak-anak sudah tahu parts of the body lebih banyak dibanding pertemuan-pertemuan sebelumnya. Akan tetapi karena tidak berkompetisi, unsur serunya berkurang.

Di pos 3, anak-anak bermain cut and paste public signs. Rahmi menjadi penjaga pos. Tiap kelompok harus memotong puzzle public signs sebanyak 6, dan menyusunnya kembali menjadi public signs yang benar, kemudian menempelkannya di tempat yang sesuai. Kerja sama tim jadi sangat penting. Kelompok yang paling cepat menyelesaikan puzzle menjadi pemenang.

Dalam pelaksanaannya, ada kelompok yang kerja samanya bagus, sehingga hampir semua puzzle terpecahkan. Tetapi ada anggota kelompok yang hanya bermain, sehingga tidak membantu temannya. Ada yang memotong semua puzzle, baru dirangkai. Langkah ini mempersulit karena banyak potongan puzzle yang berasal dari gambar berbeda tercampur. Ada potongan yang terbawa angin juga, jadi hilang. Anak-anak suka dengan permainan ini. Mereka menikmatinya. Akan tetapi mereka cepat menyerah kalau gambarnya tidak kunjung selesai.

Sebelum semua permainan di tiap pos selesai, hujan mulai turun. Semua pos berkumpul di satu tempat di bawah jembatan. Ada 2 kelompok yang belum selesai. Mereka masih bermain di pos 3, cut paste. 2 kelompok yang lain yang sudah selesai (karena tidak ada kegiatan yang lain) ramai. Hal ini mengganggu konsentrasi kelompok di pos 3. Akhirnya researcher mengkondisikan mereka untuk duduk di tikar dan tidak ramai. Researcher lalu membagikan snack ke anak-anak. Hal ini cukup membuat mereka tenang.

Sambil menunggu hujan reda, researcher mengajak mereka untuk melakukan kegiatan berikutnya, yaitu mendengarkan dan mewarnai. Researcher membagikan hand out ke anak-anak, gambar animals in the zoo, kemudian mulai bercerita. Anak-anak mendengarkan, kemudian mewarnai hewan-hewan sesuai dengan cerita. Dalam pelaksanaan cerita harus diulangi beberapa

kali sampai anak-anak paham maksud dari cerita itu. Kata-kata di cerita ada yang belum dimengerti anak-anak sehingga harus diartikan. Beberapa anak masih belum bisa (lupa) membedakan warna, misal grey dan green. Anak-anak terlalu cepat bertanya kalau tidak paham dengan apa yang didengar. Hal ini membuat suasana agak ricuh. Beberapa anak yang tidak membawa pewarna meminjam temannya. Selama anak-anak mewarnai, researcher merekap nilai akhir kelompok di tiap pos. Kemudian, researcher mengumumkan pemenang di tiap pos. Selain itu, researcher juga mengumumkan anak yang mendapatkan smiley terbanyak. Semua pemenang mendapatkan hadiah.

Saat researcher mengumumkan, ada orangtua anak datang menjemput untuk diajak ke Sleman. Ibu dari anak berkomentar cukup positif, “Wah, remen geh lare-larene, dipun ajak ten jawi, jalan-jalan.”

Setelah hujan reda, researcher dan anak-anak bersiap untuk pulang. Sebelum pulang, researcher mengajak anak-anak untuk menyanyikan head and shoulders. Mereka membuat lingkaran, lalu menyanyi bersama.

#Field Note 9#

- **Day & Date** : Thursday, 27th May 2010
- **Time** : 02.00 p.m. – 04.00 p.m.
- **Location** : school
- **Students attended** : 21 students
- **Co-researcher** : 2 persons

Di pertemuan sebelumnya (kelas pagi), researcher mengajak mereka untuk membuat keranjang belanjaan. Researcher lalu bercerita, bahwa keranjang belanjaan itu akan dipakai di pertemuan sorenya. Saat pertemuan baru saja dimulai, anak-anak langsung bertanya, “Kapan belanjaanya?” mereka sangat antusias untuk berbelanja.

A. Let's Start

Di Task 1, researcher bertanya, “What picture is it?” Anak-anak sambil memperhatikan gambar yang ada di hand out menjawab orang jualan, jual sayur, buah-buahan dan sayuran, dll. Researcher menanyakan tentang buah dan sayur yang ada di gambar itu. Mereka lalu menyebutkan buah dan sayur satu per satu. Ada yang menyebutkan dengan bahasa Inggris, misal orange dan carrot. Akan tetapi banyak yang masih menggunakan bahasa Indonesia. Mereka menjawab pertanyaan dari researcher dengan antusias.

Di Task 2, researcher mengenalkan nama buah-buahan dan sayuran. Dia memperlihatkan flashcards. Anak-anak sangat antusias melihat gambar-gambar itu. Beberapa anak bahkan maju ke depan untuk meminjam flash cards yang dipegang researcher. Ada beberapa anak yang sudah tahu nama-nama buah dan sayur dalam bahasa Inggris meskipun dengan pengucapan yang kurang tepat. Mereka mengucapkan “apple” dengan apel, atau “tomato” dengan tomato. Researcher kemudian mengucapkan nama buah dan sayur dengan pengucapan yang tepat. Researcher mengulangi beberapa kali. Setelah diulangi, semua murid dapat mengucapkan nama buah dan sayur dengan benar.

Di Task 3, anak-anak memisahkan buah dan sayur ke dalam 2 keranjang yang berbeda. Mereka semua dapat mengidentifikasi buah dan sayur, kemudian menuliskannya ke dalam keranjang yang berbeda. Beberapa anak kurang teliti dalam menulis. Mereka tidak menuliskan artikelnya. Ada juga yang masih kesulitan dalam membedakan article a/an. Researcher kemudian menjelaskan kembali tentang penulisan artikel a/an. Setelah paham, mereka menambahkan artikel di depan tiap buah dan sayur dengan tepat.

B. It's Your Turn

Di Task 1, researcher dan co-researcher mempraktekkan dialog, anak-anak mendengarkan kemudian menirukan. Kemudian researcher memperlihatkan kartu bergambar yang lain sambil bertanya, “Can I have a mango?” Anak melihat gambar mangga, lalu menjawab, “Sure, here you

are.” Researcher lalu membagi anak ke dalam beberapa kelompok kecil, ada yang jadi Alex, ada yang jadi Reni. Kemudian mereka mempraktekkan dialog itu. Anak-anak kurang serius dalam mempraktekannya. Researcher harus mengulang beberapa kali sampai mereka bisa mempraktekannya dengan benar.

Researcher melompati Task 2 dan 3, dan langsung ke Task 4. Di Task 4 ini, anak-anak bermain *Going Shopping* di halaman. Researcher menjelaskan cara bermainnya, lalu mengajak anak-anak keluar. Permainan berjalan dengan lancar hanya beberapa putaran. Anak-anak banyak yang belum hafal nama-nama buah dan sayur. Selain itu, ada beberapa anak yang tidak menuruti aturan sehingga malah membuat keributan. Researcher bertindak tegas untuk mengeluarkan anak yang berbuat keributan dari permainan. Sebelum anak-anak merasa bosan, permainan dihentikan.

C. Let's Do It

Researcher dan co-researcher mempraktekkan dialog yang ada di Task 1. Anak-anak mendengarkan dialog sambil memperhatikan gambar. Researcher kemudian menyuruh anak-anak untuk mempraktekkan dialog secara berpasangan. Beberapa pasang anak kemudian maju ke depan kelas untuk mempraktekannya. Ada yang mempraktekkan dengan serius, tapi ada juga yang kurang serius/sembrono. Researcher membenarkan beberapa kesalahan murid. Meskipun belum semua anak selesai mempraktekkan dialog, mereka tidak mau melanjutkan Task ini. Mereka ingin segera memainkan role play berbelanja.

Researcher kemudian memulai role play berbelanja di Task 2. Researcher membagi anak ke dalam 2 kelompok. Kelompok I menjadi penjual sedangkan kelompok II menjadi pembeli. Sebelum mulai, researcher menjelaskan cara bermainnya. Di sini, penjelasan kurang maksimal karena anak-anak sudah tidak sabar ingin bermain. Mereka kurang mendengarkan penjelasan dari researcher. Dalam pelaksanaannya, ada anak-anak yang merasa bingung. Mereka membeli tidak berdasarkan shopping list. Ada juga yang menggunakan bahasa Indonesia. Mereka belum bisa mempraktekannya dengan benar dan lancar. Hanya beberapa yang dengan sungguh-sungguh mencoba mempraktekkan jual beli dengan bahasa Inggris. Researcher berkeliling untuk membenarkan dan mengarahkan mereka. Karena waktu sudah habis, role play dilanjutkan di pertemuan berikutnya.

#Field Note 10#

- **Day & Date** : Sunday, 30th May 2010
- **Time** : 07.00 a.m. – 09.00 a.m.
- **Location** : school
- **Students attended** : 15 students
- **Co-researcher** : 3 persons

Di pertemuan ini, researcher mengulang kembali unit 5. Researcher memulai pelajaran dengan quiz. Anak-anak beradu cepat menyebutkan nama buah dan sayur sesuai dengan gambar yang ditunjukkan oleh researcher. Researcher membagikan hand out, lalu mengulang dialog jual beli. Anak-anak mempraktekkan lagi dialog jual beli. anak putra jadi penjual, yang putri jadi pembeli, dan sebaliknya. Dialog ini diulang beberapa kali hingga mereka bisa.

B. It's Your Turn

Di Task 2, researcher membacakan cerita “At the Greengrocer” 2 kali. Yang pertama, anak-anak hanya mendengarkan. Mereka mendengarkan cerita itu dengan seksama. Ada beberapa murid yang merasa kesulitan. Mereka meminta researcher untuk mengulangi setiap kalimat yang diucapkan. Researcher kemudian membacakan cerita 1 kali lagi. Anak-anak mendengarkan, sambil mengisi shopping list yang ada di Task 3. Mereka bisa mendengarkan dengan baik. Hanya ada beberapa yang kurang teliti dalam menuliskannya di shopping list. Mereka tidak memperhatikan jumlah buah atau sayur yang dibeli. Mereka menulis di shopping list urut dari atas. Padahal, shopping list itu ditulis secara acak, sehingga tidak pas. Researcher mengingatkan mereka untuk lebih teliti lagi dalam melengkapi shopping list tersebut. Researcher akhirnya mengulangi membaca cerita sekali lagi. Anak-anak yang masih salah atau kurang lengkap shopping list-nya bisa membenarkan pekerjaannya.

Sebelum praktek, anak-anak membuat shopping list. Researcher membagikan worksheet shopping list yang rumpang. Anak-anak kemudian melengkapinya. Dalam pelaksanaannya, anak-anak sudah bisa melengkapi shopping list itu. Ada beberapa yang artikelnnya dobel, misal: *a two kilos of apple*.

C. Let's Do It

Setelah membuat shopping list, anak-anak memulai praktek role play. Sebelumnya, *researcher* menjelaskan cara bermain dengan lebih rinci. Anak-anak dikondisikan untuk mendengarkan lebih dulu. Co researcher membagikan uang dan barang dagangan. Anak-anak belanja dengan membawa keranjang belanja yang sudah dibuat sebelumnya. Role play ini lebih lancar dari sebelumnya. Mereka bertransaksi dengan menggunakan bahasa Inggris, meskipun ada anak yang masih membaca modul saat bertanya. Ada juga pembeli yang mengambil barang dagangan penjual terlebih dahulu, baru bertanya dan membayar (terbalik). Ada juga yang kehabisan barang. Dia tidak bisa membeli barang sesuai dengan yang ada di shopping list. Selama permainan, researcher berkeliling untuk memantau mereka.

Setelah semua anak dapat giliran berperan menjadi penjual dan pembeli, researcher menghentikan permainan ini. Researcher kemudian mengumumkan, siapa yang dapat smiley terbanyak, lalu memberinya hadiah.

D. Let's Take a Break

Di Task 1, Researcher menanyakan perasaan anak –anak terhadap unit 1. Mereka bisa memilih suka atau tidak suka terhadap materi itu. Researcher bertanya, “Do you like today’s activity?” Semua anak menjawab, “Yes, I like it” dengan antusias.

Di Task 2, researcher memberikan stiker sesuai dengan perasaan mereka. Karena semua anak menyukai materi ini, mereka mendapatkan stiker smiley. Anak-anak kemudian menempelkannya di kotak yang tersedia. Mereka juga menuliskan perasaan mereka di dalam balon teks. Mereka menuliskan “Yes, I like it” di balon teks dengan benar.

Appendix D: Field Notes (Students' Attendance List)

**PRESENSI SISWA
KEGIATAN EKSTRAKURIKULER BAHASA INGGRIS
AFTER SCHOOL ENGLISH
SD N KRANGGAN TAHUN AJARAN 2009/2010**

No.	Name	Date									
		25 April	29 April	2 Mei	6 Mei	9 Mei	13 Mei	20 Mei	23 Mei	27 Mei	30 Mei
1	MENUK	Atul	Atul	Atul	Atul	Atul	Atul	Atul	Atul	Atul	Atul
2	AGUS	Agus	Agus	—	—	—	—	—	—	Agus	—
3	DANAR	Danar	Danar	—	—	—	—	—	—	all	—
4	HENDRA	Hendra	Hendra	—	—	—	—	—	—	—	—
5	MELLY	Melly	Melly	Melly	—	Melly	—	Melly	Melly	Melly	—
6	ANGGI	—	Anggi	Anggi	Anggi	Anggi	Anggi	Anggi	Anggi	Anggi	Anggi
7	ANAS	—	Anas	Anas	—	—	—	Anas	Anas	—	—
8	ARISKA	Ariska	Ariska	Ariska	—	Ariska	—	Ariska	Ariska	Ariska	Ariska
9	ASA	Asa	Asa	Asa	Asa	Asa	Asa	Asa	Asa	Asa	Asa
10	PUTRI	Putri	Putri	Putri	Putri	Putri	Putri	Putri	Putri	Putri	Putri
11	ASHAR	Asar	Asar	Asar	—	Asar	—	—	Asar	Asar	Asar
12	CAHYA	Cahya	Cahya	—	—	Cahya	—	Cahya	Cahya	—	—
13	DONI	Doni	—	—	—	—	—	Doni	—	Doni	—
14	DAYAT	Dayat	Dayat	Dayat	—	Dayat	—	Dayat	Dayat	Dayat	Dayat
15	FAIS	Fais	—	—	—	—	—	—	—	—	—
16	IBNU	Fahr	Fahr	Fahr	—	—	—	Fahr	Fahr	Fahr	—
17	HABIB	Habib	Habib	Habib	—	—	—	Habib	Habib	Habib	—
18	HAFIS	Hafis	—	Hafis	—	Hafis	—	Hafis	Hafis	Hafis	Hafis
19	FAISAL	Faisl	Faisl	Faisl	—	Faisl	Faisl	—	Faisl	—	Faisl
20	IRVAN	Irwan	Irwan	Irwan	—	—	—	—	Irwan	Irwan	Irwan
21	ALFIAN	Alfi	Alfi	—	—	—	—	Alfi	Alfi	Alfi	Alfi
22	RIKI	And	—	—	—	—	—	And	—	And	—
23	RIFKI	—	—	—	—	—	—	—	—	—	—
24	RILA	Rila	Rila	Rila	—	Rila	—	Rila	Rila	—	Rila
25	KIKI	Rizki	Rizki	Rizki	—	Rizki	Rizki	Rizki	Rizki	Rizki	Rizki
26	ROZIKIN	Rozkin	—	—	—	—	—	—	—	Rozkin	—
27	LARAS	—	—	—	—	—	—	Laras	—	Laras	Laras
28	YUSUF	Dz	Dz	Dz	—	Dz	Dz	Dz	Dz	Dz	Dz
29	IRAWAN	Ira	Ira	—	—	—	—	—	—	—	—

Appendix E: Need Analysis Interview Transcripts

T : Teacher
R : Researcher
Ss : Students

P : Principal
S : Student

#Interview 1#

- **Day & Date** : Wednesday, March 31st, 2010
- **Time** : 07.35 a.m.
- **Place** : classroom of SD N Kranggan
- **Interviewee** : Bu Lestari
- **Profession** : 4th grade class teacher

R : Pertama, latar belakang ekonomi siswa itu secara umum bagaimana Bu?

T : Latar belakang ekonominya sebagian besar pas-pasan, menengah ke bawah. Mata pencaharian orang tua mereka adalah petani dan swasta.

R : Alamat rumahnya di mana saja Bu?

T : Sebagian besar di sekitar Kranggan, terjangkau dengan sepeda. Tetapi ada juga yang di antar ortunya.

R : Bagaimana karakter siswa-siswanya?

T : Anak-anaknya sangat bagus dalam bersosialisasi. Hanya saja, agak mudah tersinggung. Misalnya kalau bercanda, nanti ujung-ujungnya bertengkar/berkelahi. Tapi, baiknya mudah baikan lagi. Setelah minta maaf, yang dimintai maaf juga memaafkan. Anak-anaknya memang agak peka, dalam artian mudah untuk bertengkar, tapi mudah juga untuk berbaikan kembali.

R : Kegiatan belajar mengajar yang ibu lakukan di kelas itu apa saja Bu?

T : Anak harus bisa memahami materi yang disampaikan. Mereka bisa menceritakan kembali, atau mempraktekkannya, atau membuat ringkasannya. Yang paling utama adalah membuat portofolio. Portofolio ini ditujukan agar anak-anak bersungguh-sungguh dalam memahami materi, karena portofolio ini akan dikumpulkan, dinilai di akhir semester.

R : Yang Ibu lakukan di kelas itu seperti apa Bu, apakah menerangkan, memberi tugas, atau apa?

T : Anak-anak membaca materi, kemudian dibahas, diterangkan dengan tanya jawab. Mereka kemudian menjawabnya dengan menguraikan atau membuat kesimpulannya

R : Kalau ada tugas, apakah anak-anak mengerjakan secara individu atau kelompok Bu?

T : Tergantung bahannya. Kalau bahannya membutuhkan pemahaman ketelitian, maka dikerjakan secara individu. Tapi kalau tugasnya yang bersifat sosial atau kerja sama, maka dibuat berkelompok.

R : Kemudian dalam pengelompokannya bagaimana Bu?

T : Biasanya saya kelompokkan menurut kemampuan kecakapan siswa. Anak yang pandai saya sebar. Dia menjadi tutor sebaya bagi teman-temannya. Tutor sebaya ini yang bisa memikirkan idenya begini, kesimpulannya begitu. Sedangkan yang lain hanya jadi pelengkap atau penjelas saja.

R : Bagaimana pengalaman Ibu dalam mengajar kelas 4 tahun ini?

T : Benar-benar ada kenangan tersendiri. Sebelum berangkat, saya harus membuat apa yang bisa saya sampaikan, supaya anak memperhatikan. Pada mapel PKn misalnya; saya ambilkan dari yang mudah dipahami anak-anak. Emm.. musim panen semangka, nanti akan dihubungkan dengan karakter anak-anak (kerja keras, apa adanya, ataukah mudah putus asa), dihubungkan dengan kegiatan ekonomi di IPS. Sehingga sekolah ini tidak hanya tempat menuntut ilmu, tapi harus bisa menumbuhkan ketrampilan dan kemandirian. Satu topik itu saja nanti akan menimbulkan cerita yang beragam dari anak-anak.

- R : Anak-anak kan di dalam kelas macam-macam ya Bu, ada yang ramai, ada yang memperhatikan. Nah, penyikapan Ibu terhadap murid yang ramai atau tidak memperhatikan itu bagaimana Bu?
- T : Saya beri peringatan agar anak-anak agar memperhatikan. Yang masih ramai lagi, dihukum. Misalnya, pada waktu memasukkan nilai. Anak-anak yang tidak memperhatikan, saya panggil 2 kali. Kalau tetap tidak mendengarkan, nilainya di-strip. Itu kerugian bagi mereka karena nilainya kosong. Untuk pelajaran yang lainnya juga sama. Saya memberikan pertanyaan hanya 1 kali. Yang tidak memperhatikan ya tidak saya ulangi lagi.
- R : Trus kapan anak-anak itu memperhatikan, kapan mereka ramai?
- T : Setelah selsesai setelah menjelaskan / menyampaikan pertanyaan, anak-anak langsung kerja, cepet. Kalau sudah selesai, mereka pasti akan langsung berbicara/ngobrol dengan yang lainnya. Kalau sudah begitu, saya langsung duduk diam, memperhatikan, tutup telinga. Saya juga menulis di papan tulis “pelajaran hari ini: RAMAI”. Setelah itu, anak-anak satu persatu baru diam dan meminta pelajaran dilanjutkan “pelajaran Bu?” 2x. Itu sering banget.
- R : Saya kan berencana mengadakan pelajaran tambahan Bahasa Inggris Bu, tanggapan Ibu bagaimana?
- T : Sangat setuju, kalau seminggu 1 kali atau 2 kali. Terima kasih sekali Mas, telah diberikan pelajaran tambahan. Waktunya mau ambil siang atau sore?
- R : Kemaren saya sudah bertanya ke murid-murid, mungkin siang sekitar jam 2 - 4.
- T : O ya, kalau begitu, kalau pas siangnya ada les, anak-anak akan saya bebaskan dari PR, biar mereka fokus ke les.
- R : Pemberian materinya kan ada yang di dalam, ada yang di luar kelas. Nanti juga 1 atau 2 kali, mereka akan saya ajak bersepeda keluar, ke Trisik atau ke jembatan. Bagaimana Bu?
- T : Bagus Mas, tapi kalau pake sepeda, untuk 28 anak apakah tidak kerepotan? Yang dekat-dekat saja Mas?
- R : Itu juga sudah saya perimbangkan Bu. Karena di kelas pagi saya juga sudah menghadapi mereka dan kewalahan, makanya saya akan mengajak beberapa teman untuk membantu.
- T : O kalau mas Agus sudah mengantisipasi hal-hal yang sekiranya merepotkan atau menyulitkan, ya tidak apa-apa. Baik-baik saja.
- R : Teknisnya sudah saya rencanakan dengan cara yang paling aman ko Bu.
- T : Dibuat kelompok-kelompok kecil, setiap kelompok nanti ada pemandunya. Kira-kira yang mbantu ada berapa Mas? Kalau ga ada yang mbantu, kasian. Semakin mereka di’kerasi’, mereka juga akan semakin keras.
- R : Besok juga akan ada kelompok-kelompok. Kalau saya menghandel sendiri, berganti-ganti kelompok, kan kerepotan. Makanya saya akan melibatkan teman-teman saya.
- T : Kalau mas Agus sudah mengantisipasi sejauh itu, sudah bagus Mas. Tinggal pelaksanaannya saja sebaik-baiknya. Tambahan Mas, sebelum berangkat, ada pengarahan tentang larangan-larangan. Di sana nanti mereka akan belajar. Karena tempatnya di alam bebas, mereka bisa sambil rekreasi melihat pemandangan.
- R : Ya Bu. Saya kan juga akan membuat modul belajar, kemudian akan saya bagikan ke mereka. Bagaimana bu?
- T : Bagus Mas. Trus nanti biayanya sendiri atau dari murid? Kalau murid, saya ko ga berani.
- R : Untuk sekarang, karena dalam rangka saya mengambil data, dari saya sendiri dulu. Semua perlengkapan, media saya yang akan mengusahakannya sendiri. Untuk waktu, tadi sudah terjawab ya Bu?
- T : Siang ya? Kalau mau lebih enak, sore aja Mas, sejuk. Kalau pas jam 2 masih panas. Mungkin habis ashar bisa mulai.
- R : Kalau pas jalan-jalannya tidak sore, tapi pagi pas libur. Seminggu rencananya 2 kali.
- T : Iya Mas, kalau hanya 1 kali kelamaan, nanti selak UKK.

#Interview 2#

- **Day & Date** : Wednesday, March 31st, 2010
- **Time** : 07.56 a.m.
- **Place** : teachers' room
- **Interviewee** : Bu Sri Kardiyati
- **Profession** : principal

- R : Em.. Karakter siswa kelas 4 tahun ini bagaimana Bu?
- P : Untuk siswa tahun ini mas, aktif-aktif semua. Dalam hal pelajaran maupun di luar pelajaran. Jadi aktif di semua hal.
- R : Kalau aktif semua tu apakah pintar semua, atau ada yang kurang Bu?
- P : Ya sedang lah. Ada yang pintar, tetapi ada juga yang kurang.
- R : Kemudian Bu, untuk pelajaran tambahan Bahasa Inggris, tanggapan Ibu bagaimana?
- P : Setuju mas, silakan diatur. Intinya, segala kegiatan ekstra yang positif itu saya dukung. Hanya saja, kegiatan ekstrakurikuler harus mendukung kegiatan intrakurikuler.
- R : Untuk les yang lain, siapa yang handle Bu?
- P : Kalau kelas 4 tu yang handle guru kelas, untuk semua mata pelajaran. Kalau yang kelas 5 dan 6, itu per mata pelajaran ada gurunya sendiri. Jadi kalau IPA itu dengan Bu Sum, kalau Matematika dengan Bu Mar. Kalau IPS ya dengan Bu Tari.
- R : Oya Bu, kira-kira perlu semacam surat pemberitahuan ke orang tua tentang pelaksanaan pelajaran tambahan ini?
- P : O ya perlu, biar ortu tahu, ke mana anak-anak mereka pergi. Apakah bebar-benar les, atau cuma main-main saja.
- R : Ya Bu, saya juga membayangkan perlu surat itu. Kemudian, untuk mini trip ke pantai Trisik atau Jembatan Progo itu gimana Bu? Saya kan rencananya mau mengajak anak-anak untuk jalan-jalan ke sana, trus pelajarannya di sana. Itu gimana Bu?
- P : Yo gak papa, asal harus ada penanganan khusus. Karena mereka anak-anak, jadi harus benar-benar disiapkan. Jadi sebelum berangkat itu mereka diberitahu peraturan-peraturan selama di perjalanan dan selama di lokasi. Jadi anak-anak tahu apa yang boleh dikerjakan, apa yang tidak boleh dikerjakan di sana.
- R : Ya Bu, terima kasih atas masukan-masukannya.
- P : Ya, sama-sama. Gek dikerjakan, gek ndang lulus.

#Interview 3#

- **Day & Date** : Wednesday, March 31st, 2010
- **Time** : 08.18 a.m.
- **Place** : library
- **Interviewee** : Bu Salimah
- **Profession** : Islam religion teacher

- R : Kegiatan belajar mengajar yang Ibu lakukan di kelas 4 itu seperti apa Bu?
- T : Waktu anak-anak belajar di kelas, seperti biasanya kita mempelajari materi apa yang harus dibahas waktu itu. Anak-anak bertanya pada bagian yang belum mereka ketahui. Saya menjawab, menjelaskan sampai anak-anak tahu dan paham. Untuk yang perlu dengan praktek, maka dilakukan praktek.
- R : Penyampaian materinya itu seperti apa Bu?
- T : Setelah materi selesai diajarkan, anak-anak mengerjakan tugas. Ada yang langsung dikerjakan, ada yang dikerjakan di rumah sebagai PR. Bisa juga berupa perbuatan atau lisan.
- R : Karakter siswanya seperti apa Bu? Apakah pintar-pintar semua, atau ada yang kurang?
- T : Untuk tahun ini siswanya agresif dalam semua hal, terutama ramai. Untuk pengetahuan, belum begitu memuaskan. Berbagai usaha saya cari penyebab anak-anak kok ramai. Saya utak-atik metode yang ini, kok masih ramai, lalu saya ganti dengan metode yang lain. Saya berusaha agar anak-anak dapat menerima pelajaran semaksimal mungkin.
- R : Kapan murid bisa tenang, kapan murid itu jadi rame?

- T : Anak dapat tenang pada waktu penyampaian materi. Materi itu diusahakan agar menarik perhatian anak. Kalau sedang mengerjakan tugas, kadang-kadang anak ada yang ramai, ramai bertanya bagaimana cara mengerjakan pada temannya, mereka menjawab bersama-sama, di mana 1 anak dan lainnya kadang jawabannya berbeda. Itu saya rasa karena anak-anak itu aktif.
- R : Terkait dengan skripsi saya, saya berencana mengadakan pelajaran tambahan Bahasa Inggris bagi kelas 4, bagaimana tanggapan Ibu?
- T : Saya sangat setuju sekali, pokoknya saya mendukung kegiatan yang akan dilaksanakan. Syukur-syukur tidak hanya kelas 4 saja.
- R : Saya juga berpikir seperti itu Bu, tapi untuk sekarang ini, kelas 4 dulu. Ke depannya mungkin bisa.
- T : Mudah-mudahan rencana Mas Agus yang menurut saya sangat bagus itu bisa terlaksana. Saya sangat setuju. Mudah-mudahan Alloh meridhoinya.
- R : Saya kan rencananya membuat semacam modul belajar untuk siswa, itu bagaimana Bu?
- T : Itu ide yang bagus Mas, jadi anak-anak dalam menerima pelajaran tidak hanya mendengarkan tapi juga bisa dipelajari di rumah, jadi bisa lebih memahami.
- R : Waktu pelaksanaannya kan rencananya siang atau sore, kegiatannya belajar di kelas, di halaman, kemudian ada juga bersepeda ke luar. Bagaimana tanggapan Ibu?
- T : Bagi saya, segala kegiatan yang sifatnya positif, asal ibu kepala sekolah sudah berkenan, saya setuju-setuju saja. Kalau belajar sambil bermain, sambil berekreasi, itu pasti lebih menarik perhatian siswa.
- R : Ya Bu, terima kasih atas waktunya..
- T : Sama-sama Mas.

#Interview 4#

- **Day & Date** : Wednesday, March 31st, 2010
- **Time** : 09.03 a.m.
- **Place** : in front of library
- **Interviewee** : Pak Joko Hartanto
- **Profession** : physical education teacher

- R : Pertama, karakter siswa kelas 4 yang sekarang itu bagaimana Pak?
- T : Gini mas Agus, kelas 4 yang sekarang ini, dari kelas 1 itu sudah istimewa. Bahkan di kelas 1, sampai ditunggu 2 guru. Sampai sekarang, karakter itu kadang-kadang masih terbawa, dalam hal pengeyelan, mbangkang. Kan masa peralihan to Mas? Tapi kalau masalah olahraga, tidak ada kendala. Karena anak-anak sudah suka duluan, jadi mudah untuk diarahkan. Tapi ada 1 anak yang tidak ikut olahraga karena sakit ginjal. Jadi sama dokternya tidak boleh banyak gerak. Selain itu, anak-anak yang biasanya bandel, kalau olahraga itu menurut. Misal, pas jam olahraga, kok tidak tidak jadi olahraga, mereka kecewa.
- R : Jadi mereka suka?
- T : Kalau ada kegiatan yang banyak bergerak, mereka suka.
- R : Kegiatan olah raga kan di luar kelas Pak, penanganannya bagaimana? Instruksinya bagaimana?
- T : Anak-anak diberi motivasi dulu. Misalnya pada waktu olahraga permainan, kalau mereka bergerak, nanti badannya sehat, sehingga tidak mudah kena penyakit. Kalau untuk berpikir yang lain, jadi lebih mudah. Jadinya, guru tidak perlu memerintah mereka berkali-kali.
- R : Teknik pengarahannya agar anak-anak menurut itu bagaimana?
- T : Misalnya pada waktu permainan voli. Kalau mau bisa voli, harus bisa servis dulu. Nah, servis itu seperti ini caranya. Jadi anak itu bisa paham dari awal. Kelas 4 kan sudah mulai permainan voli. Jadi anak-anak sudah tahu dari dasar-dasarnya. Berikutnya baru passing.. dst.

- R : Skripsi saya kan rencananya membuat modul pelajaran tambahan Bahasa Inggris, saya juga akan mengadakan kegiatannya di dalam kelas, di luar kelas, kemudian jalan-jalan ke Trisik. Bagaimana Pak?
- T : Iya Mas, kalau kelas 4 itu baru nyampe Trisik. Dari rumah diberi motivasi dan pengarahan dulu. Bersepeda itu tujuannya apa, biar sehat. Sampai di pantai, kan ada wit enthong-enthongan, yang seperti buah naga, itu bisa dimakan. Caranya, durinya dihilangkan dulu, baru dikupas. Anak-anak juga tidak boleh kena air laut, walaupun sedikit. Kalau melanggar, mereka tidak boleh bermain lagi, kan berbahaya to? Jadi anak-anak itu semangat, senang, dan menjaga resiko karena sudah diberi pengertian. Jadi dari rumah, mereka sudah senang tidak ada beban.
- R : Kalau kelas 4 itu sudah pernah pit-pitan?
- T : Kalau kelas 4 tu belum pernah e Mas. Dulu pernah tu kelas 5 sepertinya.
- R : Jadi sebelum hari H itu diberi pengarahan ya Pak?
- T : Bisa sebelum, bisa pas hari H, sebelum berangkat. Kemudian bawa peluit untuk mengatur mereka. Dibuat kelompok-kelompok juga, jadinya nanti ditentukan siapa yang paling depan. Kalau peluit dibunyikan, semuanya harus berhenti. Sepedanya juga dicek dulu. Mas agus membawa obeng tang, dan kunci inggris untuk jaga-jaga kalau ada sepeda yang bermasalah.

#Interview 5#

- **Day & Date** : Monday, February 1st, 2010
- **Time** : 07.25 a.m.
- **Place** : in front of library
- **Interviewee** : (Group 1) Menuk, Melly, Anggi, Ariska
- **Profession** : Students

- R : Namanya Melly, Menuk, Anggi, Ariska. Baik, kalian suka bahasa Inggris?
- Ss : Suka
- R : Kenapa sukanya?
- S3 : Ada bermainnya
- S2 : Nyatet
- R : Kalau pelajarannya?
- Ss : Suka
- S4 : Agak-agak suka
- R : Kalau belajar dengan Mr. Agus?
- S1 : Suka, karena ada permainannya
- S2 : Lucu
- R : Mr. Agus sering marah marah gak?
- S1,3 : Gak
- S4 : Sering, sering
- S2 : *Ning* sama Agus, Hendra, Danar, Irawan
- R : Kalian pernah bermain apa saja, masih ingat gak?
- S1 : Tebak-tebakan, organ tubuh
- S4 : Nyanyi
- R : Nah, pelajaran Bahasa Inggris kan 1 minggu 1 pertemuan, 2 jam pelajaran. Menurut kalian cukup gak?
- S2 : Enggak
- S3 : Tidak
- R : Pengennya tambah?
- S1 : Iya
- S3 : 5 jam, hehe..
- R : kalau mr agus mengadakan pelajaran tambahan Bahasa Inggris, mau gak?
- S2,3 : Mau
- S4 : Malah senang
- R : Kalian mau berapa kali pertemuan dalam seminggu?

- S1 : 2 kali
 S4 : Banyak
 R : Kenapa kok mau ikut itu?
 S4 : Karena Bahasa Inggris itu menyenangkan dan menarik
 S1 : Biar bisa ke Inggris
 R : Kalau besok les Bahasa Inggris-nya ada bermainnya, bernyanyi, mendengarkan cerita, suka gak?
 Ss : Suka
 R : Ya, besok akan ada banyak permainan yang lain. Nyanyinya juga ada lagi. Nyanyinya kemarin apa?
 S2 : Head and shoulders
 R : Kalau mendengarkan cerita?
 S3 : Suka
 S1 : Suka sih suka, tapi gak tahu artinya
 R : Ya besok Mr. Agus pilihkan cerita yang mudah dipahami. Nah dalam Bahasa Inggris kan ada membaca cerita, menulis kalimat, mendengarkan cerita, trus ada bercakap-cakap. Kalian suka yang mana?
 Ss : Suka semuanya
 R : Kalau kelas pagi kan belajar di dalam kelas, bosan gak?
 S2,4 : Bosen
 S1 : Agak-agak bosen
 R : Pengennya gimana?
 S4 : Ada yang di luar.
 S3 : Pengen lari-lari
 R : Kalau jalan-jalan?
 S3,1 : Suka
 S4,2 : Suka sekali
 R : Kalau besok jalan-jalan pakai sepeda, trus belajar di sana?
 Ss : Mau
 R : Kalian bisa kan?
 Ss : Bisa
 R : Trus, tema apa yang ingin kalian pelajari? Pilih 3 saja.
 S1 : Keluargaku, Anggota tubuh, Buah-buahan dan sayuran
 S2 : Keluargaku, Anggota tubuh, Bentuk dan warna
 S4 : Keluargaku, Anggota tubuh, Bentuk dan warna
 S3 : Keluargaku, Anggota tubuh, Binatang

#Interview 6#

- **Day & Date** : Monday, February 1st, 2010
- **Time** : 07.35 a.m.
- **Place** : UKS room
- **Interviewee** : (Group 2) Agus, Danar, Hendra, Anas
- **Profession** : Students

- R : Namanya Agus, Danar, Hendra, Anas. Pertama, Mr. Agus akan bertanya; kalian suka Bahasa Inggris?
 Ss : Suka
 R : Sukanya kenapa?
 S3 : Asyik
 S2 : Semangat
 R : Asyik, emang ada apanya?
 S1,3 : Permainan
 R : Kalo pelajarannya?
 Ss : Suka
 R : Kalau belajar dengan Mr. Agus?

- S2 : Suka, karena ada permainannya
 S4 : Lucu
 R : Sering marah marah gak Mr. Agus?
 S1 : Ya
 S2,4 : Sering
 R : Kenapa Mr. Agus marah-marahan?
 S2 : Kalau ramai
 S1 : Bajunya keluar
 R : Mr. Agus pernah membawa gambar-gambar kan? Nah, kalian masih ingat gambar apa saja?
 S3 : *Family*, binatang, nama-nama anggota badan
 R : Suka gak?
 Ss : Suka
 R : Kenapa?
 S2 : Lebih tahu, lebih jelas
 R : Bahasa Inggris kan 1 minggu 1 kali, 2 jam pelajaran. Menurut kalian cukup gak?
 S4 : Cukup
 R : Misalnya Mr Agus mengadakan pelajaran tambahan Bahasa Inggris, mau gak?
 Ss : Mau
 S1 : Malah senang
 R : Trus kalian pengen seminggu berapa kali?
 S1 : 1 kali
 S3 : 2 kali aja
 S3,4 : Ho'oh, biar banyak
 R : Kenapa kok mau ikut itu?
 S4 : Karena biar tahu lagi
 R : Kalau Danar sama? Agus juga?
 S1,2 : Iya
 R : Kalau Bahasa Inggris kan ada bermainnya, bernyanyi, mendengarkan cerita, suka gak?
 S2,3 : Suka
 S1 : Nyanyinya juga suka
 R : Cerita?
 Ss : Suka
 R : Kalau bermain, pernah bermain apa saja?
 S4 : Menyentuh anggota badan
 S2,3 : Mr. Agus says
 R : Kalau lagu?
 S1 : Itu, yang kepala, pundak, lutut, kaki
 S4 : Head and shoulders
 R : Di antara membaca, menulis, mendengarkan, dan berbicara, kalian suka yang mana?
 S1 : Suka semuanya.
 S2 : Aku suka membaca, menulis, emm mendengarkan
 R : Kalau belajar di dalam kelas, bosan gak?
 S2,3 : Gak
 R : Kalau misalnya ada selingan, bermain di luar, suka gak?
 Ss : Suka.
 R : Kalau jalan-jalan?
 S2,3 : Suka
 S1 : Lebih suka
 R : Kalau besok jalan-jalan pakai sepeda?
 Ss : Suka
 R : Apa yang ingin kalian pelajari? Pilih 3 saja.
 S1 : Binatang, benda di kelas, buah sayur
 S4 : Benda di kelas, bentuk warna, binatang
 S2 : Anggota tubuh, benda di kelas, binatang

S3 : Anggota tubuh, benda di kelas, binatang

#Interview 7#

- **Day & Date** : Monday, February 1st, 2010
- **Time** : 07.45 a.m.
- **Place** : UKS room
- **Interviewee** : (Group 3) Asa, Putri, Rila, Kiki, Laras
- **Profession** : Students

R : Kalian suka Bahasa Inggris?
 Ss : Suka
 R : Sukanya kenapa?
 S3 : Seru
 S2 : Ada permainannya
 S1,4 : Lucu
 R : Kalo pelajarannya susah gak?
 S2 : Susah
 S4 : Agak2 susah.
 R : Meski susah, tetep mau belajar bahasa inggris?
 Ss : Ya, mau
 R : Menurut kalian gimana kalau belajar dengan Mr. Agus?
 Ss : Hehehehe
 R : Mudah dimengerti gak?
 S2,4 : Mudah
 R : Mr. Agus sering marah?
 S2,4 : Gak, enggak
 S1 : Marahnya sama Agus, Hendra
 R : Permainan apa yang pernah kita mainkan?
 S2 : Apa ya?
 S1 : Head and shoulders
 S4 : Touch touch apa?
 R : Simon says. Nah, Mr. Agus kan sempat membawa gambar-gambar. Kalian suka gak?
 Ss : Suka
 R : Sukanya kenapa?
 S2,3 : Seru
 S1 : Lucu
 S4 : Lebih jelas
 R : Bahasa Inggris kan 1 minggu 1 kali, 2 jam pelajaran, 70 menit. Menurut kalian cukup gak?
 Ss : Enggak
 R : Misalnya ada pelajaran tambahan Bahasa Inggris, mau gak?
 S1 : Mau
 S2 : Seminggu 2 kali ya Mr?
 R : 2 kali? Kalo yang lainnya?
 S3,4 : Iya, 2 kali
 R : Trus kenapa kok mau ikut itu?
 S4 : Seru, menyenangkan, menarik
 R : Kalau Bahasa Inggris kan ada bermainnya, bernyanyi, mendengarkan cerita, suka gak?
 Ss : Suka
 R : Kalian suka bermain?
 S1 : Suka
 S2 : Jadi semangat
 R : Kalau bernyanyi?
 S1 : Suka
 S4 : Suka, tapi susah

- R : Kalau cerita? Pernah mendengarkan cerita berbahasa Inggris?
 S3,4 : Belum
 R : Kalau membaca cerita?
 S1 : Pernah, kan di perpustakaan ada bukunya.
 R : Dalam Bahasa Inggris kan ada membaca, menulis, berbicara, mendengarkan, suka semua?
 S2,3,4 : Suka.
 S1 : Mendengarkan
 R : Kalau belajar seringnya di dalam kelas atau di luar kelas?
 Ss : Di dalam kelas
 R : Bosan gak?
 Ss : Bosan
 R : Kalau misalnya belajar di luar kelas, mau gak?
 S1 : Mau
 S2,4 : Seru
 R : Kalau jalan-jalan, bersepeda ke suatu tempat, trus belajar di sana?
 S3 : Mau
 Ss : Mau lah
 R : Ada beberapa topik, apa yang ingin kalian pelajari? Pilih 3 yang paling kalian sukai.
 S1 : Binatang, bentuk dan warna, buah sayur
 S3 : Buah dan sayur, bentuk warna, binatang
 S2 : Anggota tubuh, buah dan sayur, binatang
 S4 : Anggota tubuh, benda di kelas, binatang
 S5 : Keluargaku, buah dan sayur, bentuk dan warna

#Interview 8#

- **Day & Date** : Monday, February 1st, 2010
- **Time** : 07.55 a.m.
- **Place** : UKS room
- **Interviewee** : (Group 4) Ashar, Cahya, Doni, Dayat
- **Profession** : Students

- R : Kalian suka bahasa Inggris?
 Ss : Suka
 R : Sukanya kenapa?
 S3 : Menyenangkan
 S2 : Pengen belajar bahasa inggris
 R : Kalo pelajarannya susah gak?
 S3 : Susah
 S1 : Susah
 S4 : Gampang
 S2 : Gak tahu
 R : Meski susah, kalian tetep mau belajar bahasa inggris?
 S : Pengen
 S2 : Karena ada permainannya
 R : Menurut kalian, selama belajar dengan Mr. Agus itu gimana?
 S : Suka
 R : Pengalaman apa yang kalian sukai?
 S : Belajar nama-nama anggota tubuh
 S2 : Tapi jangan banyak-banyak, jadi pusing, he..
 R : Kalau bermain, permainan apa yang pernah kita mainkan?
 S3 : Anggota tubuh
 S : Yang menyentuh-nyentuh itu
 R : Kan ada nyanyinya juga, masih ingat?
 S : Head and shoulders

- R : Suka nyanyi-nyanyi seperti itu?
 S : Suka..
 R : Nah, Mr. agus kan juga membawa gambar-gambar. Kalian suka gak?
 S : suka
 R : Kenapa Suka?
 S2 : Bagus gambarnya
 R : Lebih jelas gak?
 S : Lebih jelas
 R : Selama ini kan kita belajar bahasa inggris kan 1 minggu 1 kali, 2 jam pelajaran, 70 menit. Menurut kalian cukup gak?
 S : Kurang
 R : Kalau kurang, misalnya ada pelajaran tambahan Bahasa Inggris, mau gak?
 S : Mau
 R : Seminggu berapa kali?
 S2 : 2 kali
 S3 : Iya, 2 kali aja
 R : Kenapa kok mau ikut itu?
 S4 : Menyenangkan belajar bahasa inggris itu.
 R : Kalau di pelajaran tambahannya ada bermainnya, bernyanyi, mendengarkan cerita, suka gak?
 S : Suka
 R : Kalau bermain?
 S : Suka
 R : Kalau bernyanyi to?
 S : Suka
 R : Kalau cerita? Pernah mendengarkan cerita berbahasa inggris?
 S : Belum
 S : Pernah
 R : Kalau membaca cerita?
 S : Pernah, tapi susah
 R : Dalam bahasa inggris kan ada membaca, menulis, berbicara, mendengarkan, suka semua?
 S : Suka semuanya
 R : Kalau belajar di kelas pagi, seringnya di dalam kelas atau di luar kelas?
 S : Di dalam kelas
 S : Dua-duanya
 R : Bosan gak?
 S : Bosan
 R : Kalau pelajaran tambahannya besok di luar kelas, mau gak?
 S : Mau
 R : Kalau jalan-jalan, bersepeda ke suatu tempat, trus belajar di sana?
 S : Mau
 R : Terakhir, kalian lihat soal nomer 29, pilih 3 yang paling kalian sukai.
 S3 : Anggota tubuh, binatang, benda-benda di kelas
 S4 : Keluargaku, anggota tubuh, benda-benda di kelas
 S2 : Benda-benda di kelas, benda-benda di rumah, binatang
 S1 : Anggota tubuh, buah-buahan dan sayuran, binatang

#Interview 9#

- **Day & Date** : Monday, February 1st, 2010
- **Time** : 08.05 a.m.
- **Place** : UKS room
- **Interviewee** : (Group 5) Fais, Ibnu, Habib, Hafis
- **Profession** : Students

R : Kalian suka bahasa Inggris?
 S : Suka
 R : Sukanya kenapa?
 S3 : Menyenangkan
 S2 : Pngen belajar bahasa inggris
 R : Kalo pelajarannya susah gak?
 S3,1 : Susah
 S : Gampang
 S2 : Gak tahu
 R : Meski susah, kalian tetep mau belajar bahasa inggris?
 S : Pngen
 S2 : Karena ada permainannya
 R : Menurut kalian, selama belajar dengan Mr. Agus itu gimana?
 S : Suka
 R : Pengalaman apa yang kalian sukai?
 S : Belajar nama2 anggota tubuh
 S2 : Tapi jangan banyak2, jadi pusing, he..
 R : Kalau bermain, permainan apa yang pernah kita mainkan?
 S3 : Anggota tubuh
 S : Yang menyentuh2 itu
 R : Kan ada nyanyinya juga, masih ingat?
 S : Head and shoulders
 R : Suka nyanyi2 seperti itu?
 S : Suka..
 R : Nah, Mr. agus kan juga membawa gambar-gambar. Kalian suka gak?
 S : Suka
 R : Kenapa Suka?
 S2 : Bagus gambarnya
 R : Lebih jelas gak?
 S : Lebih jelas
 R : Selama ini kan kita belajar bahasa inggris kan 1 minggu 1 kali, 2 jam pelajaran, 70 menit. Menurut kalian cukup gak?
 S : Kurang
 R : Kalau kurang, misalnya ada pelajaran tambahan Bahasa Inggris, mau gak?
 S : Mau
 R : Kalian pengennya berapa kali pertemuan?
 S : 1 kali aja?
 S : Kurang tu.. 2 kali aja ya?
 S : Iya
 R : Kenapa kok mau ikut pelajaran tambahan itu?
 S4 : Menyenangkan belajar bahasa inggris itu.
 R : Kalau di pelajaran tambahannya ada bermainnya, bernyanyi, mendengarkan cerita, suka gak?
 S : Suka
 R : Kalau bermain?
 S : Suka
 R : Kalau bernyanyi to?
 S : sSuka
 R : Kalau cerita? Pernah mendengarkan cerita berbahasa inggris?
 S : Belum
 S : Pernah
 R : Kalau membaca cerita?
 S : Pernah, tapi susah
 R : Dalam bahasa inggris kan ada membaca, menulis, berbicara, mendengarkan, suka semua?

- S : Suka semuanya
 R : Kalau belajar di kelas pagi, seringnya di dalam kelas atau di luar kelas?
 S : Di dalam kelas
 S : Dua-duanya
 R : Bosan gak?
 S : Bosan
 R : Kalau pelajaran tambahannya besok di luar kelas, mau gak?
 S : Mau
 R : Kalau jalan-jalan, bersepeda ke suatu tempat, trus belajar di sana?
 S : Mau
 R : Terakhir, kalian lihat soal nomer 29, pilih 3 yang paling kalian sukai.
 S3 : Anggota tubuh, binatang, benda-benda di kelas
 S4 : Keluargaku, anggota tubuh, benda-benda di kelas
 S2 : Benda-benda di kelas, benda-benda di rumah, binatang
 S1 : Anggota tubuh, buah-buahan dan sayuran, binatang

#Interview 10#

- **Day & Date** : Monday, February 1st, 2010
- **Time** : 08.15 a.m.
- **Place** : UKS room
- **Interviewee** : (Group 6) Faisal, Irvan, Alvi, Riki
- **Profession** : Students

- R : Kalian suka bahasa Inggris?
 S : Suka
 S : Suka sekali
 R : Sukanya kenapa?
 S3 : Menarik
 S2 : Lucu
 S : Ada permainannya
 R : Kalo belajar dengan Mr. Agus?
 S : Suka
 R : Kan Mr. Agus pernah ngadain permainan to, kalian suka gak?
 S : Suka
 S : Jadi lebih cepat bisa
 R : Mr. agus pernah membawa gambar, gambar apa saja?
 S : Orang, anggota tubuh
 R : Suka gak?
 S3 : Suka
 S : Gambarnya bagus
 R : Selama ini kan kita belajar bahasa inggris kan 1 minggu 1 kali, 2 jam pelajaran, 70 menit. Menurut kalian cukup gak?
 S : Belum cukup
 S : Lebih banyak lagi
 R : Kalau kurang, misalnya ada pelajaran tambahan Bahasa Inggris, mau gak?
 S : Mau
 R : Berapa kali dalam seminggu?
 S2 : Setiap hari
 S1 : *ojo, aku ono les liane e*
 S3 : 2 kali aja
 R : Kenapa kok mau ikut itu?
 S2 : Menyenangkan, menarik
 R : Kalau di pelajaran tambahannya ada bernyanyi, suka gak?
 S : Suka
 S2 : Tapi susah, belum hafal

- R : Kalau mendengarkan cerita?
 S1 : Wah, belum pernah ni
 R : Tapi suka?
 S : Suka
 S2 : Pake bahasa inggris, lalu pake bahasa indonesia
 R : Dalam bahasa inggris kan ada membaca, menulis, berbicara, mendengarkan, suka semua?
 S : Suka semuanya
 R : Kalau belajar di kelas pagi, seringnya di dalam kelas atau di luar kelas?
 S : Di dalam kelas
 S : Di luar juga pernah
 R : Kalau belajar di dalam kelas, bosan gak?
 S1 : Bosan
 S : panas
 R : Terus pengennya gimana?
 S : Ada AC.nya
 S : Ada yang di luar
 S2 : Pengen lari-lari di halaman
 R : Kalau pelajaran tambahannya besok di dalam kelas dan luar kelas, mau gak?
 S : Mau
 S2 : Besok tu 2 jam di dalam kelas, 2 jam di luar kelas
 R : Kalau jalan-jalan, bersepeda ke suatu tempat, trus belajar di sana?
 S : Mau
 S : Bisa
 R : Terakhir, kalian lihat soal nomer 29, pilih 3 yang paling kalian sukai.
 S3 : Benda-benda di rumah, bentuk dan warna, benda-benda di kelas
 S4 : Benda-benda di rumah, anggota tubuh, benda-benda di kelas
 S2 : Keluargaku, bentuk dan warna, binatang
 S1 : Anggota tubuh, buah-buahan dan sayuran, keluargaku

#Interview 11#

- **Day & Date** : Monday, February 1st, 2010
- **Time** : 08.25 a.m.
- **Place** : UKS room
- **Interviewee** : (Group 7) Rifki, Rozikin, Yusuf, Irawan
- **Profession** : Students

- R : Kalian suka bahasa Inggris?
 S : Suka
 R : Sukanya kenapa?
 S3 : Menarik
 S2 : Bisa berkenalan
 R : Kalo pelajarannya?
 S : Gampang
 S : Ada susahnya ding.
 R : Kalian tetep semangat belajar bahasa inggris?
 S : Tambah semangat
 S : Pengen bisa
 R : Kalo belajar dengan Mr. Agus?
 S : Suka
 R : Kan Mr. Agus pernah ngadain permainan to, kalian suka gak?
 S : Suka
 R : Kalau yang nyanyi2 itu? Kemarin nyanyi apa?
 S : Anggota badan
 S : Head shoulders

- S : Suka nyanyi
R : Mr. agus pernah membawa gambar, gambar apa saja? Suka gak?
S3 : Suka
R : Kenapa suka?
S : Lucu
R : Selama ini kan kita belajar bahasa inggris kan 1 minggu 1 kali, 2 jam pelajaran, 70 menit. Menurut kalian Cukup gak?
S : Kurang
S : Tambah 1 jam lagi
R : Kalau kurang, misalnya ada pelajaran tambahan Bahasa Inggris, mau gak?
S : Mau ikut
R : Berapa kali seminggu?
S : Emm, 2 ya?
S : Iya, 2 kali aja.
R : Kalau di pelajaran tambahannya ada bernyanyi, suka gak?
S : Suka
R : Kalau mendengarkan cerita, suka?
S1 : Suka
S2 : Suka tapi gak tau artinya. Hehe
R : Diantara membaca, menulis, berbicara, mendengarkan, kalian suka yang mana?
S : Suka semuanya
R : Kalau belajar di kelas pagi, seringnya di dalam kelas atau di luar kelas?
S : Di dalam kelas
R : Pernah merasa bosan gak?
S1 : Pernah
R : Kalau pelajaran tambahannya besok di dalam kelas dan luar kelas, mau gak?
S : Mau
S2 : Besok tu 2 jam di dalam kelas, 2 jam di luar kelas
R : Kalau jalan-jalan, bersepeda ke suatu tempat, trus belajar di sana?
S : Mau
S : Bisa
R : Terakhir, kalian lihat soal nomer 29, pilih 3 yang paling kalian sukai.
S2 : Keluargaku, anggota tubuh, binatang
S3 : Binatang, anggota tubuh, bentuk dan warna
S4 : Anggota tubuh, bentuk dan warna, binatang
S1 : Bentuk dan warna, buah-buahan dan sayuran, binatang

Appendix F: Evaluation Interview Transcripts

R	: Researcher	CR	: Co-researcher
S	: Student	Ss	: Students

#Interview 1#

- **Day & Date** : Thursday, May 6th, 2010
- **Time** : 02.20 p.m.
- **Place** : classroom of SD N Kranggan
- **Interviewee** : Putri, Anggi, Asa, Menuk
- **Profession** : students

R : Sudah berapa kali pertemuan?
Ss : 3 kali
R : Masih ingat, pertemuan pertama kita ngapain?
Ss : Di Trisik
R : Kalo yang ke dua?
S2,3 : Hewan-hewan
S1 : Animals
R : Animals in the zoo, apa saja hewannya?
S3 : Lion, tiger, monkey, giraffe (dengan pengucapan yang tepat)
S2 : Nganu, elephant, rhino, camel (juga dengan pengucapan yang tepat)
R : Suka gak dengan gambarnya?
S3 : Suka, jadi lebih mudah belajarnya.
R : What does a parrot eat?
S1,2 : Seeds
CR : A parrot eats seeds.
R : What does a monkey eat?
S2,4 : Banana
S3 : A monkey eats banana
R : Kalau pertemuan ke dua kemarin?
Ss : Animals
CR : Ya, tapi ada apa lagi?
Ss : Rambu-rambu
R : Tanda-tanda peringatan yang ada di kebun binatang
CR : Ada apa saja?
S2 : Mushola, kamar mandi, restoran,
S1 : Telephone booth
R : Apa lagi, yang larangan?
S3 : No smoking
S1 : No grass
R : Don't step on the grass. Nah, dari 3 pertemuan ini, mana yang paling kalian suka?
Ss : Animals
S4 : Yang buat lingkaran, trus tukeran.
S3 : Yang aba-abanya "change"
R : Animal Circle, suka permainan itu?
S1 : Suka, lari-lari cepet-cepetan, biar ga jadi
S2 : Iya, harus hapal hewan-hewan
CR : Trus yang kemarin gambar-gambar rambu-rambu itu apa?
R : Suka gak?
Ss : Suka
S3 : Yang menempelnya suka
R : Kalian suka pas belajar atau bermain?
S3 : Belajar bermain
R : Maksudnya?
S3 : Belajar sambil bermain

- R : Kalo kemaren pas Mr Agus membacakan cerita itu, suka gak?
 S1 : Agak gak suka
 CR : Kenapa?
 S3 : *Moso'* Jimmy bisa ngomong sama hewan?
 R : O ya, besok diganti *wes*.
 CR : Kalo mba Uwi yang cerita? Coba ya?
 R : Trus habis bercerita, yang menjodohkan hewan dan makanan itu gimana?
 Ss : Bisa.
 S1 : *Aku bener kabeh*.
 S4 : Tapi agak bingung, hehe.
 R : Kenapa?
 S4 : Gambar rumput dan dagingnya *mbingungi*.
 R : Gitu ya? Ya udah, besok diganti yang lebih bagus. Kalo bernyanyi?
 Ss : Head and shoulders.
 R : Setelah kalian belajar 3 kali pertemuan, ingat semua?
 Ss : Ingat nho.
 R : Kalo public signs?
 Ss : Susah
 CR : Gambarnya atau kata-katanya?
 S1,3 : Kata-katanya
 CR : Kalo gambarnya?
 S2 : Bagus
 R : Sekarang materinya, kalian sudah dapat berapa unit?
 Ss : 2 unit
 R : Kalian suka gak dengan materinya?
 S2 : Suka
 S4 : Lucu
 R : Kalau warnanya?
 S1 : Bagus kok
 R : Kalau tulisannya, kurang besar gak?
 S3 : Gak
 S2 : Agak kecil. Hehe.
 S1 : *Ho'oh, keciliken kok*.
 R : Eh, kalo gambar binatangnya, tu bikin bingung ga?
 S1 : Gak.. asyik kok
 S4 : Bingung pas gambarnya beda-beda
 CR : Kalau kegiatannya, kebanyakan gak?
 Ss : Gak

#Interview 2#

- **Day & Date** : Thursday, May 9th, 2010
- **Time** : 04.10 p.m.
- **Place** : classroom of SD N Kranggan
- **Interviewee** : Putri, Anggi, Asa, Menuk, Rila, Riska, Kiki, Meli, Dayat, Yusuf
- **Profession** : students

- R : Kalian sudah berapa kali pertemuan?
 Ss : 4 kali
 R : Kalian suka gak dengan pertemuan kita selama ini?
 Ss : Suka
 S2 : Ada permainannya
 R : Permainannya apa saja?
 S1,2 : Animal circle
 R : Suka?

Ss : Suka
 S3 : Aku gak pernah jadi
 S7 : Aku *pisan*
 S2 : Aku *pindho*, lha kurang cepet e
 R : Kalo Simon says?
 Ss : Suka
 R : Sukanya kenapa?
 S2 : Nyentuh-nyentuh anggota badan
 S4 : *Aku ra tau dadi*
 R : Kalau nyanyi?
 S5 : Suka
 R : Kalau bercerita, suka gak?
 S6 : Suka
 S3 : Gak
 R : Gak sukanya kenapa?
 S4 : Kalo banyak-banyak bikin ngantuk
 R : Ceritanya atau Mr Agus.nya?
 Ss : Mr. Agusnya
 R : Kalau yang bercerita bukan Mr Agus, kalian mau gak?
 Ss : Kak Uwie
 R : Suka?
 Ss : Suka.
 R : Ya sudah, brarti besok kak Uwie aja yang bercerita
 Ss : Yaaa
 R : Trus kegiatannya, kalau praktek bercakap-cakap, suka gak?
 Ss : Suka
 R : Yang menggambar kebun binatang, kalian suka?
 Ss : Suka
 S10 : Tapi belum selesai
 S9 : Besar banget gambar petanya, jadi bisa buat gambar yang banyak.
 S4 : Asyik, bisa langsung nempel papan pengumumannya di peta.
 R : Kalo tadi, yang menggambar monster?
 Ss : Suka
 S2 : Hmm, gak bisa gambar
 R : Kalian sudah menggambar monster berdasarkan ciri-cirinya?
 Ss : Sudah
 S1 : Susah-susah ciri-cirinya.
 R : Kalian ingat, unit 1 dapat apa?
 CR : Unit 1 kita belajar apa?
 S : Animals
 S : Makanannya
 R : Suka gak dengan gambar-gambarnya?
 Ss : Suka
 S2 : Dah bagus, tapi kecil-kecil. Kurang besar.
 S5 : Lucu-lucu hewannya
 R : Kalian bisa menulis namanya?
 S8 : Bisa, kan tinggal nyalin.
 R : Tapi ko masih ada yang salah? Kurang teliti ya? Buru-buru?
 S2,3,4 : He.he.
 S1 : *Udu aku lho*
 R : Masih ingat yang tanya jawab sambil nempel stiker itu? Suka gak?
 S : Masih
 S : Suka
 R : Pas ngerjain task itu, kalian ngapain?
 S5 : Itu, Tanya jawab, kalo yang benar dapat stiker.

- S7 : What does a monkey .. emm, *piye*?
 S6 : What does a monkey eat? *Ngono*.
 R : Unit 2 dapat apa?
 S : Animals
 S : Tanda-tanda
 R : Contohnya?
 S1 : Mushola, restoran,
 S5 : Dilarang merokok
 R : Suka gak, dengan rambu-rambu itu?
 Ss : Suka
 S : Ada yang susah tapi
 R : Yang bermain exploring the zoo itu?
 Ss : Suka
 R : Sukanya kenapa?
 S3 : Mencari gambar sebanyak-banyaknya
 S7 : Asyik, pake ngitung-ngitung kotak juga biar pas
 S4 : Jadi hafal gambar-gambarnya
 R : Unit 3 tadi dapat apa?
 S : Anggota tubuh
 S : Tangan, hidung
 R : Masih ingat, ciri-cirinya, kalau rambut pendek?
 S : Short.
 S4 : Nganu, gambare kok aneh?
 R : Yang mana?
 S4 : Itu, Tommy nya kok ketakutan
 R : Iya to? Ya udah besok di ganti *wes*. Trakhir, kalian suka gak, dengan modul ini?
 Ss : Suka

#Interview 3#

- **Day & Date** : Friday, May 21st, 2010
- **Time** : 07.30 a.m.
- **Place** : classroom of SD N Kranggan
- **Interviewee** : Putri, Melly, Anggi, Ariska
- **Profession** : students

- R : kemarin kita ngerjain Unit 4, He is Tall. Gimana tuh?
 Ss : Suka
 S3 : Si Putri tu, *nggoleki* Faisal, hehe.
 S1 : *Ngopo to.. kan ora tenanan*
 R : Wes wes, ada apa aja di unit 4 kemarin?
 S : Pengumuman orang hilang
 S : Nempel stiker
 R : Nah, kalian suka ga, bikin pengumuman orang hilang?
 Ss : Suka
 S1 : Hmm, aku kok *entuk* fasial?
 Ss : Haha
 R : Kok ketawa? Sukanya gimana?
 S4 : Nyari orang yang sama dengan di gambar
 S2 : Ho'oh, narik-narik Alfi buat ditukar smiley, hehe
 R : Trus yang bagian menjodohkan, kalian suka? Ada yang bingung dengan gambarnya ga?
 S3 : Suka, ga bingung kok
 S2 : Ada, yang gambar rambut pendek, trus yang orang pendek
 S1 : *Ho'oh po* Mell?
 R : Kalau bisik-bisik berantai?

- S1 : *Wah, aku seneng kuwi*
 S4 : Suka
 R : Kedengaran bisikannya?
 S : Ya, kadang-kadang
 R : Sudah hapal semua anggota badan?
 S : Ya.
 R : Oya, yang menempel stiker itu?
 S3 : Wah, mirip-mirip gambare
 S : *Gak kok, penak.*
 S : *Iyo, penak.*

#Interview 4#

- **Day & Date** : Friday, May 21st, 2010
- **Time** : 07.30 a.m.
- **Place** : classroom of SD N Kranggan
- **Interviewee** : Anas, Ashar, Cahya, Dayat, Habib
- **Profession** : students

- R : Kalian suka dengan Unit 4 ini?
 Ss : Suka
 S3 : Wah Mr, stiker ku kurang, ada yang ketuker
 S1 : *Lha kowe ra teliti*
 R : Dapat apa aja?
 S : Pengumuman orang hilang
 S3 : Maen game
 R : Pengumuman orang hilang ya, kalian suka?
 Ss : Suka.
 S5 : Foto Tukul nya lucu
 R : Susah gak, bikin pengumumannya?
 S1 : Gak, mudah kok
 S4 : Iya, kan tinggal nulis ciri-ciri teman to?
 S3 : Itu, kalo hidungnya *sedengan* tu gimana Mr. Agus?
 R : Ya tulis aja ideal. Trus yang menempel stiker tu gimana?
 S4 : Hehe, ora manut Mr. Agus
 S1 : Suka, bikin stikernya tu piye to?
 R : Rahasia. Hehe. Eh, yang menjodohkan gambar tu gimana?
 S1 : *Bener kabeh* Mr. Agus
 S4 : *Nedhak ora?*
 S1 : *Ora nho, tak garap dewe*
 R : Kemudian yang bisik berantai, siapa yang menang?
 S : Kelompokku nho
 S : Wah, *dho* curang e..
 R : Yang bisik berantai itu, ngambil gambarnya langsung benar?
 S : Iya
 S : Aku perut
 S4 : Aku ear
 R : Kesimpulannya, kalian suka dengan Unit 4 ini? Tadi nempel smiley yang mana?
 Ss : Suka
 S2 : Aku tadi nempel yang “senyum”.
 S4 : *Wah, senyume ombo banget, angel le niru, hehe.*

#Interview 5#

- **Day & Date** : Thursday, May 27th, 2010
- **Time** : 07.45 a.m.
- **Place** : classroom of SD N Kranggan
- **Interviewee** : Asa, Menuk, Rila, Kiki
- **Profession** : students

R : Kemarin kita jalan-jalan ke mana?
 S : *Kreteg*
 S : Jembatan Progo
 R : Suka gak?
 S : Suka
 R : Sukanya kenapa?
 S1 : Ada hadiahnya
 S2 : Permainan
 R : Dibandingkan di Trisik dulu, lebih suka yang mana?
 S1 : Kali Progo
 S4 : Dua-duanya
 R : Kalau kegiatannya?
 S3 : Suka semua
 S1 : Tetep kali Progo
 R : Lebih menarik ya?
 S : Iya.
 R : Kalau permainan di pos-pos, yang paling suka?
 S : Menempel
 S4 : Bisik berantai
 R : Yang paling suka yang menempel ya? Kenapa? Kelompoknya menang ya?
 S : Ya.
 S : Gak
 R : Bisa menempel semua po?
 S : Enggak
 S : Waktunya kurang banyak
 R : Kalau pos bisik berantai?
 S : Suka
 S : Lucu
 R : Kalau yang tebak-tebakan nama hewan?
 S : Suka
 R : Mendengarkan cerita sambil mewarnai. Gimana, suka?
 S : Suka, tapi waktunya gak cukup
 R : Tentang apa itu?
 S : Kebun binatang yang aneh
 R : Kenapa aneh?
 S : Karena hewan2nya warnanya beda
 S : Gak cocok
 R : Kemaren mendengarkan berapa kali, trus baru dong?
 S2 : 2
 S1 : 1
 S4 : 3
 R : Hadiah kemarin suka gak?
 S : Suka
 S : Bikin semangat

#Interview 6#

- **Day & Date** : Thursday, May 27th, 2010
- **Time** : 08.15 a.m.
- **Place** : classroom of SD N Kranggan
- **Interviewee** : Irvan, Alfi, Yusuf, Faisal, Hafiz
- **Profession** : students

R : Kemarin kalian pergi ke mana?
 S : Kali Progo
 R : Lebih suka ke Trisik atau ke kali Progo?
 S3 : Trisik
 S1 : Kali Progo
 R : Kalau kegiatannya?
 S2 : Kali Progo, di Trisik kemaren jedukan e
 S3 : Dapat makanan juga
 R : Kegiatan kemarin yang main-main di pos itu, suka?
 S : Suka
 R : Paling suka yang mana?
 S1 : Tebak hewan
 S3 : Huh, kalah terus
 R : Kalau potong tempel puzzle itu?
 S3 : Enggak, gambarnya ada yang hilang e
 S1 : Nggonaku nyerah
 R : Kalau yang bisik berantai?
 S1 : Gak suka
 S2 : Suka
 R : Kalau yang tebak nama hewan tu?
 S1 : *Lah kae seneng aku*
 R : Bisa hafal nama hewan?
 S : Hafal
 R : Menebak hewan apa aja?
 S1 : Tiger, camel, ...
 S3 : Aku ketebak e
 S2 : Aku juga
 R : Kemudian, mendengarkan cerita sambil mewarnai, suka gak?
 S2 : Suka lah
 R : Kenapa suka?
 S : Kebun binatangnya aneh
 S3 : Gajah kok pink
 R : Kemarin langsung diwarnai atau diulangi dulu?
 S : Diulang
 R : Lebih suka mana, dengerin semua, baru mewarnai, atau disambi?
 S : Langsung diwarnai
 S : Satu-satu

#Interview 7#

- **Day & Date** : Friday, May 28th, 2010
- **Time** : 07.55 a.m.
- **Place** : classroom of SD N Kranggan
- **Interviewee** : Ibnu, Habib, Hafis, Faisal
- **Profession** : students

R : Kemarin kita belajar apa?
 S2 : Belanja

- S1 : Itu, fruits and vegetables
 R : Suka gak?
 S1 : Suka, aku belanja banyak
 S3 : Main game juga, going shopping
 R : Ya, kalo buah dan sayurnya, kebanyakan gak? Ada yang susah?
 S2 : Gak, gampang kok. Gambarnya juga bagus.
 S1 : Egg opo?
 S4 : Eggplant
 R : Kalo yang misahin buah dan sayur tu, bingung gak?
 S1 : Gak, gambarnya kelihatan kok
 S3 : Tapi ada yang salah tulis, hehe
 R : Bisa ngerjain sendiri-sendiri to?
 Ss : Bisa nho.
 S1 : *Habib ki lho, nedak aku, hehe*
 S2 : *Ora wae, ngawur.*
 R : Kalo gambarnya? Bagus-bagus kan? Hehe.
 S3 : Iya, bagus-bagus
 S1 : Kok hitam putih Mr, bagus kalo berwarna?
 S4 : Eh, iki, ada yang aneh, moso' apelnnya terbang?
 R : Yang mana? Hehe. Itu kan apelnnya lagi dilempar, jadi kelihatannya terbang. Hehe. Aneh ya? Ya besok diganti wes.
 S3 : *Ho'oh, apel e mabur.* hehe
 R : Trus yang main Going Shopping, kenapa trus bubar? Gak suka?
 S1 : Suka kok. Hendra tu, yang ngisruh.
 S3 : Belum hafal semua buah dan sayurnya e.
 R : Tapi suka kan? Mau main lagi?
 Ss : Suka
 S4 : Ayo main lagi Mr. Agus.
 S2 : Ho'oh, biar tambah hapal lagi.
 R : Nah, terakhir neh. Kok role play belanjanya bubar?
 Ss : Hehehe
 S4 : Susah Mr, belum dong
 S3 : Belum hafal semua buah dan sayurnya e. Cara belinya piye Mr?
 R : Lha kalian gak dengerin penjelasan Mr. Agus. Pengennya cepet-cepet maen. Iya to?
 Ss : Iya. Hehe
 S2 : Mr. Agus, besok gantian lho, aku belum jadi pembeli. Kemarin Cuma jadi yang beli
 R : Ya wes, tapi besok harus nurut sama Mr. Agus ya? Jangan bubar lagi.
 Ss : Ya
 S4 : Oke, sip

#Interview 8#

- **Day & Date** : Sunday, May 30th, 2010
- **Time** : 09.20 a.m.
- **Place** : classroom of SD N Kranggan
- **Interviewee** : Asa, Putri, Laras, Rila, Kiki
- **Profession** : students

- R : Gimana belanjanya tadi?
 S4 : Wah, asyik
 S2 : Aku untung banyak.
 S1 : Kurang lama Mr. Agus
 R : Trus yang cerita tadi gimana? Dah lebih bagus dari yang di Unit 1 dulu?
 S1 : Ya, lumayan. Agak mudah. Aku bisa ngerjain sendiri.
 S4 : Aku gak teliti nulisnya, jadi ada yang salah. hehe

- R : Tapi suka dengan ceritanya?
 S5 : Ya gimana ya?
 Ss : Suka *wes*
 S4 : Aku *yo* suka belanja *soale*.
 R : Oya, tadi kan bikin shopping list juga. Gimana tuh?
 S3 : Suka
 S2 : *Apik leh ku gawe*
 R : Trus tadi, belanjanya dah gak bubar, gak kaya kemarin. Dah bisa ya?
 S3 : Iya, aku bisa beli semuanya
 S1 : Ho'oh, daganganku habis.
 R : Sudah hapal, cara belanjanya?
 Ss : Udah
 S3 : Tadi pas lupa, aku lihat di buku. Gapapa to Mr. Agus?
 R : Ya, gapapa. Terakhir, kalian suka tampilan materi ini?
 S3 : Apa ya?
 S1 : *Nganu, rengket-rengket* Mr, jadinya agak pusing bacanya. *Ho'oh to?*
 S2 : *Ho'oh*

#Interview 9#

- **Day & Date** : Sunday, April 25th, 2010
- **Time** : 01.00 p.m.
- **Place** : researcher's house
- **Interviewee** : Rahmi Wuri Handayani
- **Profession** : co-researcher

- R : Bagaimana kegiatan mengajar tadi?
 CR : Hem.. Karena paginya hujan, jadi waktunya molor. Trus sepertinya kurang persiapan, terutama dalam pengondisian / pengaturan anak-anak
 R : Iya, kurang persiapan. Dalam hal apa? Bagian yang mana?
 CR : Kamu kurang tegas dalam mengatur anak-anak. Instruksi lisannya kurang jelas, jadi di tengah kegiatan, ada tambahan instruksi lagi. Anak-anak jadi bingung.
 R : Kalau muridnya?
 CR : Beberapa dari mereka masih tidak memperhatikan guru. Saat permainan, mereka tidak serius.
 R : Kalau kegiatannya bagaimana? Menarik?
 CR : Apa ya, ya mungkin karena kendala hujan, trus kurang persiapan, jadi kegiatannya kurang maksimal. Sebenarnya menarik, anak-anak suka bersepeda bareng. Mereka juga suka berlari-lari di pasir. Waktunya tadi pas game *animal circle* molor, jadi anak-anak sudah terlanjur bosan.
 R : Tadi kan preview *unit 1 Let's go to the zoo*, bagaimana tanggapannya?
 CR : Anak-anak sangat suka hewan kan? Tadi saja mereka ngerubutin poster yang kamu bawa. Tapi ya itu tadi, kamu kurang tegas dalam mengatur mereka. Karena mereka duduknya memanjang, kamu jadi capek to? Bolak-balik dari ujung ke ujung untuk menjelaskan.
 R : Ya, trus apa lagi?
 CR : Skill utama yang diajarkan di unit ini mendengarkan dan berbicara to? Kok ada yang menulis di A. Let's start? Kayanya gak pas, itu buat yang Unit berikutnya aja.
 R : Iya e. Tapi tadi kebanyakan anak sudah bisa. Hanya beberapa yang tidak teliti. Tinggal menyalin saja kurang 1-2 huruf.
 CR : Iya juga seh, tadi aku melihat sekilas juga ada 1-2 anak yang salah. Tapi mereka kelihatan bersemangat mengerjakannya.
 R : Kalau materinya? Apakah terlalu susah buat anak-anak?
 CR : *Sedengan* lah, untuk anak-anak yang mendengarkan, serius, mereka bisa. Beberapa sudah tahu nama-nama hewan *in English*. Tapi kalau mereka yang rame ya banyak yang

gak bisa. Tadi yang bagian menjodohkan, gambar hewannya kebanyakan. Gak semua hewan ada di cerita to?

- R : Iya. Jadinya tadi ada anak yang tanya, kok kudanil dan ular tidak diceritakan.
 CR : Trus gambarnya tadi beda-beda, jadi anak-anak bingung. Intinya, gambar ga konsisten.
 R : Gambarnya harus sama ya?
 CR : Iya, sebaiknya gambarnya sama, maksudnya, gambar singa ya cuma ada 1 macam, gambar daging ya juga 1 macam saja, biar mereka tidak bingung. Trus tadi, gambar kebun binatang di awal tadi kok kaya di hutan, gak ada orangnya.
 R : Hehe, iya, belum ketemu gambar yang pas e. Ya besok diganti lah.

#Interview 10#

- **Day & Date** : Thursday, May 29th, 2010
- **Time** : 04.30 p.m.
- **Place** : researcher's house
- **Interviewee** : Rahmi Wuri Handayani
- **Profession** : co-researcher

- R : Bagaimana kegiatan belajar tadi? Lebih baik daripada yang kemarin? Hehe..
 CR : Mungkin karena kegiatan indoor, jadi anak-anak lebih mudah diatur/dikondisikan.
 R : Iya, kalau di dalam kelas kan mereka tidak bisa seenaknya lari-lari. Trus tadi kan di awal ada quiz. Cukup menarik gak?
 CR : Anak-anak sangat suka. Mereka semua ngacung pengen jawab kan? Cuma ini, lebih objektif dalam memilih anak yang berhak menjawab. Yo memang sulit karena mereka ngacung semua, sulit tau mana yang paling cepat. Tapi setidaknya milihnya acak, jangan anak-anak yg itu-itu saja. Kasihan yang lain.
 R : Oke. Trus tadi kan aku bacain cerita buat anak-anak. Kayanya kurang bagus ya?
 CR : Yo baca cerita tu gak sekedar baca saja. Butuh intonasi yang tepat, menirukan suara hewan juga harus beda-beda. Flash cards tadi cukup membantu anak-anak buat memahami cerita. Kalo gak ada akan lebih susah seperti ya.
 R : Kalau tadi, kegiatan *survey game* gimana? Apakah anak-anak sudah bisa bertanya jawab dengan benar? Kalau di kelompokku ya lumayan, tapi tetap harus dibimbing, kalau ada yang salah pengucapannya.
 CR : Kalau di kelompokku agak bubar awalnya, terutama pada waktu mereka harus berganti pasangan tanya jawab. Tapi mereka akhirnya bias mempraktekkannya kok. Tadi kan pake bamboo dance, tapi bubar. Akhirnya aku buat pasangannya tetap, tidak ganti-ganti. Gambar beberapa hewan seperti monyet, harimau, elang, gajah, dan singa beda dengan yang di Part A ya? Tadi ada anak yang bingung, karena gambar hewannya beda. Kenapa gak disamakan aja gambar hewannya?
 R : Ya awalnya sih biar bervariasi, tapi ternyata mereka malah bingung.
 CR : Disamakan aja, biar mereka gak bingung.
 R : Oke. Tadi kan anak-anak main game *animal circle* lagi. Gimana, dari yang pertama dan yang tadi, lebih baik atau lebih buruk?
 CR : Sedikit lebih baik. Anak-anak sudah lebih hafal nama-nama hewan dan makanannya. Hanya beberapa yang masih lupa. Ini.. tadi gamenya dihentikan padahal mereka masih pengen maen. Itu bagus. Jadi sebelum anak-anak bosan dan permainan semakin 'rusuh', sebaiknya game dihentikan, biar mereka masih pengen main lagi besok-besoknya. Selain karena waktunya yang juga terbatas.
 R : Ada masukan lagi?
 CR : Apa ya, udah itu aja.

#Interview 11#

- **Day & Date** : Sunday, May 2nd, 2010
- **Time** : 11.10 p.m.
- **Place** : researcher's house
- **Interviewee** : Rahmi Wuri Handayani
- **Profession** : co-researcher

- R : Pertemuan ketiga, gimana komentarnya?
- CR : Seru! Asyik. Anak-anak sangat menikmati permainan *board* dan *project zoo map*. Cuma tadi di awal agak bingung ya?
- R : Iya e, hehe. Yang *A. Let's Start*. Gimana menurutmu?
- CR : Menurutku, gambar *zoo mapnya* kekecilan, anak-anak susah jadinya. Trus di task 2, anak-anak belum tahu istilah-istilah *sign* dalam bahasa Inggris kan? Kok langsung disuruh menuliskannya? Itu gimana?
- R : Hehe. Maksudnya sih biar anak-anak menebak, kira-kira gambar *sign* itu maksudnya apa. Kan mirip dengan rambu-rambu yang sering mereka temui to?
- CR : Iya sih, tapi untuk mengajarkan bahasa Inggrisnya, sepertinya lebih baik listen and repeat aja, biar anak-anak tahu dulu, baru mengingat-ingat. Tadi yang part B task 1 itu kurang maksimal karena kamu ngasi liat gambarnya cuman sekilas, di hand out juga tidak ada. Sebaiknya di worksheet ada input gambarnya juga. Baru menjodohkan, atau mengingat kembali.
- R : Hoooh ya, sip..
- CR : Trus sepertinya signnya kebanyakan, juga ada kata-kata yang panjang dan sulit.
- R : Ya udah, dikurangin aja ya?
- CR : Ya, yang dipakai yang penting-penting aja, dan yang umum juga.
- R : Trus, kalo *board game* nya?
- CR : Keren..! Anak-anak sangat suka. Signnya bisa lebih mudah masuk kalau lewat game seperti ini. Sip! Jadi sign-nya dapat, fun-nya juga dapat.
- R : Kalau projectnya?
- CR : Itu juga bagus. Anak-anak suka. Meskipun waktunya sudah habis, mereka tetap ingin untuk melanjutkan sampai selesai. Mereka sudah bisa bagi tugas dan kerja sama antar anggota kelompok. Itu bagus.

#Interview 12#

- **Day & Date** : Thursday, May 6th, 2010
- **Time** : 04.10 p.m.
- **Place** : school
- **Interviewee** : Rahmi Wuri Handayani
- **Profession** : co-researcher

- R : Ada komentar?
- CR : Kok bisa yang datang Cuma 4 ya? Pada lupa po?
- R : Mungkin juga, salah info atau apa. Kan tadi pagi libur to? Mungkin mereka nganggep lesnya juga libur.
- CR : Iya kali
- R : Trus kegiatan tadi gimana, ular tangga dan *animal circle*?
- CR : Lumayan bagus. Ular tangga bisa buat me-review materi-materi sebelumnya. Juga game *animal circle*. Tapi jangan kelamaan main game-nya. ntar anak-anak keburu bosan.
- R : Iya, untung mereka yang datang masih tetap semangat, jadi gamenya tetep seru.

#Interview 13#

- **Day & Date** : Monday, May 10th, 2010

- **Time** : 10.30 a.m.
- **Place** : campus
- **Interviewee** : Rahmi Wuri Handayani
- **Profession** : co-researcher

- R : Gimana pendapatnya tentang kegiatan kemarin?
 CR : Ya lumayan lancar lah, anak-anak juga suka.
 R : Kalau materinya?
 CR : Ini, gambar di part A, Task 1 kurang besar, sebaiknya diganti aja. Trus Task 2 aku gak suka, bentuk orangnya aneh, hehe.. Trus garisnya ko tumpang tindih ya? Bikin bingung aja.
 R : Iya, belum ketemu yang pas e, nyari di internet yang sesuai dengan konteksnya tu susah.
 CR : Gambar sendiri aja Gus?
 R : Wah, kalo aku ga bisa gambar orang. Mungkin minta tolong anak seni rupa ya?
 CR : Iya, biar bagus
 R : Kan ada game baru, *Simon says*, gimana tu?
 CR : Anak-anak tu suka kalau main-main di luar yang banyak gerakannya. Meski belum hafal semua nama-nama anggota badan, yang penting mereka sudah bergerak. Itu bagus buat mereka. Game kemarin tu anak-anak yang memberi perintah belum bisa berpikir dengan spontan, jadi gamenya kurang mengalir.
 R : Mungkin karena mereka msih mengingat-ingat nama anggota badan, jadi kurang spontan. Trus apa lagi? Pas menggambar monster? Anak-anak susah ga?
 CR : Apa ya, menceritakan ciri-ciri monsternya harus lebih banyak diulangi lagi kali ya? Kemarin anak-anak masih bingung, gak bisa langsung nangkap ciri-cirinya. Kalau gambarnya, bagus-bagus. Mereka suka menggambar ya?
 R : Iya, berarti harus diulangi beberapa kali sampai mereka jelas ya? Ciri-cirinya juga agak panjang seh.
 CR : Eh, ko tugasnya ada writingnya ya? Kan skill yang diajarkan itu listening and speaking to? Kok tadi pake menulis juga?
 R : Yo aku pikir kan kalo dari mendengarkan trus langsung menggambar, anak-anak akan susah. Jadi, cirinya ditulis dulu, baru di gambar.
 CR : Oo gitu. Berarti ciri-cirinya jangan panjang-panjang, biar mereka bisa langsung menggambar tanpa harus menulis dulu.
 R : Oke, sip.

#Interview 14#

- **Day & Date** : Friday, May 14th, 2010
- **Time** : 02.00 p.m.
- **Place** : campus
- **Interviewee** : Rahmi Wuri Handayani
- **Profession** : co-researcher

- R : Gimana ya? Kok yang datang Cuma 7 anak?
 CR : Lha gimana? Pertemuan sebelumnya sudah diumumkan to, kalau hari ini tetap masuk?
 R : Iya, sudah. Gak tau lah. Mungkin mereka dah bosan juga.
 CR : Yo besok tanya langung aja, kok tidak berangkat itu kenapa..
 R : Oke. Trus kegiatan tadi gimana?
 CR : Yang review materi sebelumnya pake ular tangga? Bagus, setiap dapat ular / tangga, mereka harus mengambil flash card, trus menyebutkan namanya. Anak-anak suka.
 R : Kalau outdoor gamenya?
 CR : Yang *animal circle* bagus. Anak-anak semakin hafal dengan nama-nama hewan. Kalau yang *Simon says* masih seperti kemarin, mereka belum bisa spontan. Trus ada 1 anak, Faisal ya? Dia sepertinya bosan bermain terus.
 R : Mungkin karena teman-teman yang lain tidak datang, jadi tidak bersemangat.

#Interview 15#

- **Day & Date** : Thursday, May 20th, 2010
- **Time** : 04.30 p.m.
- **Place** : researcher's house
- **Interviewee** : Rahmi Wuri Handayani
- **Profession** : co-researcher

- R : Bagaimana tadi?
- CR : Ya lumayan. Anak-anak sudah tahu pengumuman orang hilang. Mereka juga sudah bisa menjodohkan ciri-ciri tubuh dengan gambar yang tepat. Cuma untuk gambar orang tinggi dan pendek, sebaiknya digabung saja, biar mereka tahu mana yang tinggi dan mana yang pendek karena ada pembandingnya.
- R : Gitu ya?
- CR : Ya, trus kalo bisa karakternya yang netral aja ya, jangan ada hidung pesek, hidung besar, yang kaya gitu. Kasihan murid yang hidungnya pesek, ntar diolok-olok temannya.
- R : Oke. Selanjutnya, pas bagian B, task 3, gimana tadi? Menjelaskannya agak susah ya? Tapi pas sudah main, mereka suka.
- CR : Instruksinya kurang jelas, jadi anak-anak bingung. Kamu juga harus memastikan bahwa mereka semua mendengarkan saat kamu menerangkan instruksinya. Tadi ada yang tidak memperhatikan perintahmu, sehingga jadi salah.
- R : Kalau kegiatan berikutnya, bikin pengumuman orang hilang?
- CR : Seru! Mereka menuliskan ciri-ciri teman mereka, jadi gak bisa asal, harus sesuai dengan foto. Mereka bersemangat mengerjakannya, bahkan ada yang langsung bertanya langsung ke temannya, "*Eh, nak kowe ki rambute lurus to?*" Tapi tadi kurang *follow up*, yaitu mencari langsung teman yang sesuai dengan ciri-ciri di pengumuman.
- R : Iya, untung tadi kepikiran buat itu. Jadi langsung ku perintahkan buat nyari teman yang ada di pengumuman. Terakhir, game *chain whispering*, bagaimana itu, terutama pengaturannya?
- CR : Kamu harus tegas. Anak-anak yang kurang serius, gak usah diajak main aja. Biar gak mengganggu temannya yang lain. Selebihnya sudah menarik kok. Anak-anak suka.

#Interview 16#

- **Day & Date** : Sunday, May 23rd, 2010
- **Time** : 01.30 p.m.
- **Place** : researcher's house
- **Interviewee** : Rahmi Wuri Handayani (CR1) and Ani Tri Hastanti (CR2)
- **Profession** : co-researcher

- R : Outdoor kedua. Fiuh. Capek ya? Gimana tadi? Komentarnya?
- CR1 : Seru! Anak-anak lebih mudah diatur daripada yang pertama dulu. Persiapannya lebih matang ya?
- CR2 : Seru Agus.. Kok baru ngajak sekarang to?
- R : Yo kamu sibuk juga kan? Makanya baru ngajak sekarang. Lagian kan ini outdoor, jadi aku butuh bantuan co-researcher lebih banyak lagi. Thanks ya..
- CR2 : Oke.
- R : Tadi pos-pos kalian gimana? Lancar to?
- CR1 : Di tempatku, kan *cut and paste* to. Ada anak yang tidak membantu teman kelompoknya. Dia malah bermain-main sendiri. Jadinya gak selesai. Kalau kelompok yang bisa bekerja sama dengan baik ya selesai. Trus kalau gambarnya kekecilan, dan garis potongnya ga jelas. Tadi ada yang salah potong.
- CR2 : *Chain whispering* lumayan seru. Tapi permainanannya aku modif. Kalo biasanya kan rebutan, 2 kelompok dapat kata yang sama. Kalau tadi, tiap kelompok dapat kata yang berbeda, jadi mereka bisa lebih fokus untuk mencari gambar yang dimaksud.

- R : O gitu, sip. Kalo di pos 1, tebak-tebakan nama hewan, anak-anak masih agak bingung, mereka langsung nebak nama hewannya, gak pake *are you a* Jadi harus dibenarkan.
- CR1 : Iya, harus diberi contoh dulu, baru mereka bisa.
- R : Tadi yang mewarnai gimana Wie, kamu malah yang bercerita. Anak-anak yang minta. Mereka gak mau kalau aku yang membaca cerita.
- CR1 : Agak susah. Ceritanya belum disederhanakan, jadinya agak susah. Ada kata-kata yang belum tahu artinya, jadi harus diulang-ulang. Kalau masih belum tahu juga, akhirnya ya diartikan.
- R : Ho'oh, kalimatnya panjang-panjang, kata-katanya jugamasih asing buat mereka. Tadi aku keliling ke mereka. Mereka juga tanya-tanya.
- CR2 : Iya e, mereka belum tahu *grey* po Gus? Tadi Tanya ke aku. Hujannya juga lumayan deres, jadi suaranya gak terdengar jelas ya?
- R : Ya, untung dah siap dengan kegiatan mewarnai ini. Jadi sambil menunggu hujan reda, anak-anak tidak bubar. Makasih bantuannya ya..
- CR1 : Ya..
- CR2 : Sante wae..

#Interview 17#

- **Day & Date** : Friday, May 28th, 2010
- **Time** : 02.10 p.m.
- **Place** : campus
- **Interviewee** : Rahmi Wuri Handayani
- **Profession** : co-researcher

- R : Gimana kemarin, agak susah ya, yang role play-nya?
- CR : Menurutku juga gitu, mungkin harus diulangi lagi di pertemuan berikutnya.
- R : Anak-anak dah gak sabar pengen main role play, jadi dari awal mereka kurang memperhatikan materi. Gimana tu?
- CR : Iya. Anak-anak memang kurang sabar. Padahal materi-materi sebelumnya kan untuk persiapan buat main role play to?
- R : Tadi yang pertama, pas ngenalin buah sayur, agak sulit ya?
- CR : Terutama ini, article a/an dan singular/plural. Mereka masih belum *ngeh* dengan konsepnya. Mungkin penjelasanmu kurang menarik. Harusnya kemarin pakai gambar yang pas konteksnya. Kalau apelnya 2 ya pake gambar apel 2. Menjelaskanya akan lebih mudah dimengerti kalau pake contoh.
- R : Iya ya. Sip. Yang misahin antara buah dan sayur tadi gimana?
- CR : Bagus, anak-anak suka dengan gambarnya. Tapi kok tertulis lagi? Skill yang diajarkan apa to?
- R : Speaking listening, tapi kayanya writing reading juga masuk. Banyak ya?
- CR : Berarti Task 3 in dimasukin ke Unit berikutnya aja, kalau ada. Biar lebih pas.
- R : Gitu ya? Bisa dipertimbangkan. Trus tadi ada 2 task di B. its your turn yang dilompati. Ga papa ya? Anak-anak sudah bosan sepertinya, jadi ku ajak main going shopping di luar.
- CR : Gak papa. Yang penting jangan sampai anak-anak bosan. Bisa bahaya tuh, he.he.
- R : Gamenya gimana Wie?
- CR : Agak susah juga. Mereka terlalu aktif jadi malah kebablasan, tidak mengikuti aturan-aturanmu. Kamu harus lebih tegas Gus, mengatur mereka.
- R : Terakhir, roleplaynya tadi gimana? Berantakan ya? Hehe. Susah. Mereka sudah tidak sabar pengen main, padahal aku belum selesai ngasi instruksinya.
- CR : Ya, harus lebih sistematis sepertinya. Misal, pertama untuk penjual dijelaskan dulu, gimana tugas2nya. Baru ke pembeli. Trus aturan selama jualbelinya. Teknis sih, tapi harus lebih baik lagi di pertemuan besok. Oke?
- R : Oke.
- CR : Satu lagi,
- R : Apa?

- CR : Tadi waktunya gak cukup to? Kok aku ngelihatnya task di unit ini kebanyakan ya? Jadi waktu untuk mengerjakan tiap unit terbatas banget. Meskipun mereka belum selesai atau belum dong, kamu dah ngajak mereka untuk ngerjain task berikutnya. Yang kelihatan tu Role play tadi. Mereka belum paham, tapi kamu dah ngajak mereka untuk bermain. Hasilnya mereka banyak yang belum paham dan asal main saja. Trus waktunya juga tinggal dikit, jadi mereka belum sempat berganti peran.
- R : Iya seh, trus gimana?
- CR : Unit ini dijadiin 2 aja, kaya unit-unit sebelumnya. Biar skill utama di tiap unit 2 aja. Biar tasknya lebih sedikit aja.

#Interview 18#

- **Day & Date** : Sunday, May 30th, 2010
- **Time** : 10.30 a.m.
- **Place** : researcher's house
- **Interviewee** : Rahmi Wuri Handayani
- **Profession** : co-researcher

- R : Pertemuan 10 neh, gimana menurutmu?
- CR : Yang paling kelihatan tu *role play*-nya.
- R : Kenapa? Lebih baik kan?
- CR : Iya, anak-anak lebih tertib dalam bermain. Mungkin karena tadi sebelum bermain mereka benar-benar dipahamkan cara bermainnya, jadi tidak asal beli seperti kemarin.
- R : Ke awal lagi, tadi kan melanjutkan pertemuan kemarin. Task 2 dan 3 (*It's your turn*) yang kemarin dilompati, dilanjutkan tadi. Gimana?
- CR : Ceritanya? Gak terlalu panjang dan sulit. Anak-anak bisa melengkapi *shopping list* berdasarkan cerita. Cuma tadi ada yang kurang teliti. Jadi dia menulis urut dari atas, padahal kan diacak, jadi ya salah.
- R : Kalo cara berceritanya? Sudah gak monoton lagi?
- CR : Lumayan lah, buktinya anak-anak bisa menangkap maksud dari ceritamu tadi.
- R : Trus kegiatan membuat *shopping list* tu gimana?
- CR : Ya bagus, jadi sebelum belanja, mereka membuat *shopping list* dulu, biar jelas apa yang mau di beli.
- R : Trus terakhir, *role play*-nya gimana?
- CR : Ya kaya yang aku bilang tadi, jauh lebih baik dari kemarin. Anak-anak sudah bisa praktek jual beli. Mereka suka dengan permainan itu. Pengaturannya juga rapi. Jadi anak-anak tidak berebut membeli, karena hanya ada 1 pembeli di setiap 1 penjual. O ya, part D, Let's Take a Break; kok jawabnya Yes, I like it? Kalo aku tanya do you like ...?, jawabanmu apa? Yes, I do kan?
- R : Walah iya, kok baru ngasih tau sekarang seh? Seharusnya "Yes, I do" ya?
- CR : Aku juga baru nyadar tadi kok, hehe. Gini ya, kayaknya pembagian part di tiap unit perlu dilihat lagi. Kayaknya ditata lagi, biar lebih rapi. Tiap part di semua unit tu sama tujuannya meski kegiatannya berbeda.
- R : Oke, bisa dipertimbangkan.

Appendix G: Course Grids and Lesson Plans (The Course Grid of First Draft)

The First Course Grid of “After School English” for Grade IV Semester II SD Kranggan, Galur, Kulon Progo Academic Year 2009/ 2010

Theme	Unit	Basic Competence	Indicators	Language Focus			Media & learning resources	Tasks and activities	Time
				Sample of Expression	Key Grammar	Key Vocabulary			
Zoo Animals	Unit I Let's Go to the Zoo	<ul style="list-style-type: none"> Children are able to give information related to the zoo animals. Children can ask and answer about characteristics of the zoo animals. 	<ul style="list-style-type: none"> Children can name kinds of zoo animals. Children know characteristics of the zoo animals. 	<ul style="list-style-type: none"> Mentioning kinds of zoo animals: <i>This is a snake.</i> <i>That is an elephant.</i> Asking about characteristic of zoo animals: <i>What does a snake eat?</i> <i>It eats meat.</i> 	<ul style="list-style-type: none"> Identifying kinds of animals: article + to be / verb + noun Asking something: What + does + noun + eat? Simple present tense: S + verb + noun 	<ul style="list-style-type: none"> Animals: snake, lion, tiger, elephant, giraffe, eagle, deer, hippo, rhino, bear, kangaroo, monkey, crocodile, shark Foods the animals eat: meat, leaves, grass, banana, mouse, fish, 	<ul style="list-style-type: none"> Zoo poster Animals and their foods flashcards Animals' puppets 'I am hungry' story 'animal circle' Game 	<p>A. Let's Start</p> <ul style="list-style-type: none"> Looking at the picture of the zoo, then matching the name with the correct animal Listening to and repeating names of the zoo animals <p>B. It's Your Turn</p> <ul style="list-style-type: none"> Listening to a story Matching the animals with the foods based on the story Playing a game <p>C. Let's do it</p> <ul style="list-style-type: none"> Asking about animals' food Pasting the stickers of foods <p>D. Reflection</p> <ul style="list-style-type: none"> Sticking Expressing feeling 	2 meetings
	Unit II In the Zoo	<ul style="list-style-type: none"> Children are able to read words, phrases, and simple sentences 	<ul style="list-style-type: none"> Children can read and know the content of public notices in the zoo 	<ul style="list-style-type: none"> Public notices in the zoo: <i>dangerous, stay away, no littering, no feeding, toilet: 10 meters, musholla, information booth</i> 	<ul style="list-style-type: none"> notice: verb + adv 	<ul style="list-style-type: none"> verb: stay, no, noun: musholla, booth, toilet, 	<ul style="list-style-type: none"> Public notices poster Public notices flashcards Dice and pointers Zoo map 'Exploring the zoo' Game 	<p>A. Let's Start</p> <ul style="list-style-type: none"> Looking at the posters, then find the name of the zoo animals <p>B. It's Your Turn</p> <ul style="list-style-type: none"> Matching the public notices with the correct pictures Playing a game 	

		<ul style="list-style-type: none"> Children are able to spell and rewrite words, phrases, and simple sentences 	<ul style="list-style-type: none"> Children can make their own public notices 					<p>C. Let's Do It</p> <ul style="list-style-type: none"> Cutting the public notices Pasting them on the correct spot in the zoo map Colouring zoo map <p>D. Reflection</p> <ul style="list-style-type: none"> Sticking Expressing feeling 	
Parts of My Body	<p>Unit III Touch Your Nose</p>	<ul style="list-style-type: none"> Children are able to respond to instructions in the games. Children are able to give instructions in doing something. 	<ul style="list-style-type: none"> Children can do what the teacher asks Children know parts of the body. Children can instruct others to touch their parts of the body. 	<ul style="list-style-type: none"> Instructions to touch something: <i>Touch your nose like this.</i> <i>Please touch your hand.</i> Mentioning parts of the body: <i>This is my head.</i> <i>These are my ears.</i> Instructions to touch something: <i>Touch your nose.</i> <i>Please touch your hand.</i> 	<ul style="list-style-type: none"> Instructions: Touch + pronoun + noun Identifying Parts of the body: Article + to be + noun Instructions: Touch + pronoun + noun 	<ul style="list-style-type: none"> Parts of body: Head, hair, eye, ear, nose, mouth, hand, shoulder, arm, hand, leg, foot, ... Pronoun: I, you, he, she, my, her, his, your 	<ul style="list-style-type: none"> Body poster Parts of the body Flash cards "Head and Shoulders" song "Simon says" game 	<p>A. Let's Start</p> <ul style="list-style-type: none"> Looking at the poster, then matching the name with the correct pictures. Listening to and repeating a simple dialogue. <p>B. It's Your Turn</p> <ul style="list-style-type: none"> Singing a song Playing a game <p>C. Let's Do It</p> <ul style="list-style-type: none"> Drawing a monster based on the instruction given Colouring it <p>D. Reflection</p> <ul style="list-style-type: none"> Sticking Expressing feeling 	2 meetings
	<p>Unit IV He is tall</p>	<ul style="list-style-type: none"> Children are able read words, phrases, and simple sentences. 	<ul style="list-style-type: none"> Children know the content of 'missing person' poster 	<ul style="list-style-type: none"> Missing person poster: <i>Lost!</i> <i>Name: John</i> <i>Age: 12</i> <i>Description: His hair is short.</i> 	<ul style="list-style-type: none"> Simple present tense: S + to be + prep + noun 	<ul style="list-style-type: none"> Adjective: big, small, tall, high, straight, curly, black, white, brown, etc. 	<ul style="list-style-type: none"> 'missing person' poster Body picture Children's photos 'missing 	<p>A. Let's Start</p> <ul style="list-style-type: none"> Looking at the poster Matching pictures of parts of the body with the correct characteristics. 	

		<ul style="list-style-type: none"> Children are able to spell and rewrite words, phrases, and simple sentences 	<ul style="list-style-type: none"> Children are able to describe parts of the body. Children are able to make a 'missing person' poster 	<p><i>He has a black hair.</i> <i>He is fat and short</i></p> <p>● Describing the parts of Body: <i>I am tall.</i> <i>My hair is black.</i></p> <p><i>She has a white skin.</i> <i>Her hair is straight.</i></p>			<p>person' form</p> <ul style="list-style-type: none"> 'missing person' story 	<p>B. It's Your Turn</p> <ul style="list-style-type: none"> Rewrite the parts of the body and their characteristics based on the story Matching the people's pictures with the correct characteristics <p>C. Let's Do It</p> <ul style="list-style-type: none"> Pasting the photos on the form, then exchange the form to the others. The other child writes the characteristics of the photo given <p>D. Reflection</p> <ul style="list-style-type: none"> Sticking Expressing feeling 	
Fruits and vegetables	Unit V Going Shopping	<ul style="list-style-type: none"> Children are able to give information about fruits and vegetables. Children are able to ask for something. Children can express politeness. 	<ul style="list-style-type: none"> Children can name fruits and vegetables. Children are able to ask for something politely. 	<p>● Identifying Fruits and Vegetables: <i>This is an orange.</i> <i>This is a potato.</i> <i>That is a carrot.</i> <i>These are two green apples.</i> <i>Those are three carrots.</i></p> <p>● Asking for something: <i>A: Can I have an orange?</i> <i>B: Here you are.</i> <i>A: Thank you.</i></p> <p><i>A: Can I have two green apples?</i></p>	<p>● Identifying Fruits and Vegetables: Article + to be + noun</p> <p>● Asking for something: Can + S + have + noun?</p>	<p>● Fruits: apple, grapes, orange, banana, melon, water melon, ...</p> <p>● Vegetables: cucumber, potato, carrot, cabbage, onion, garlic, chili, ...</p> <p>● Adjective (color): yellow, brown, green, etc.</p> <p>● Article: a, an, the, this,</p>	<ul style="list-style-type: none"> Fruits and vegetable poster Fruits and vegetables Flash card Toy money Shopping list Boxes 'Going shopping' game 	<p>A. Let's Start</p> <ul style="list-style-type: none"> Identifying some pictures, then matching them with the correct words Listening to and repeating a simple words and phrases. <p>B. It's Your Turn</p> <ul style="list-style-type: none"> Playing a game <p>C. Let's Do It</p> <ul style="list-style-type: none"> Making a shopping basket Role playing 'buyer and seller' Grouping the fruits and vegetables 	2 meetings

				<i>B: Sorry, I don't have it.</i> <ul style="list-style-type: none"> • Politeness: <i>Thank you, sorry, please, excuse me</i> 		that, these, those		D. Reflection <ul style="list-style-type: none"> • Sticking • Expressing feeling 	
	Unit VI I Want to Buy Apples	<ul style="list-style-type: none"> • Children can read the simple sentences • Children are able to rewrite simple written message. 	<ul style="list-style-type: none"> • Children can get the information from the shopping list. • Children are able to rewrite the shopping list. 	<ul style="list-style-type: none"> • Shopping list: <i>To: Andi</i> <i>From: mother</i> <i>Please buy:</i> - 2 kilos of apples - A kilo of cabbage 	<ul style="list-style-type: none"> • Simple written message: Please + buy + noun 	<ul style="list-style-type: none"> • Numbers: One, two, three, ... • Unit of weight: s a kilo, two kilos, ... 	<ul style="list-style-type: none"> • Shopping list poster • Coloring pencils • Flash card • Shopping list 	A. Let's Start <ul style="list-style-type: none"> • Reading a shopping list. • Finding the hidden words, then rewrite it B. It's Your Turn <ul style="list-style-type: none"> • Matching pictures with the correct words • Completing the shopping list based on the picture C. Let's Do It <ul style="list-style-type: none"> • Writing a shopping list, then exchange it to the others • Drawing the fruits or vegetables based on the message, then return it back. D. Reflection <ul style="list-style-type: none"> • Sticking • Expressing feeling 	

Appendix G: Course Grids and Lesson Plans (The Course Grid of Second Draft)

The Second Course Grid of “After School English” for Grade IV Semester II SD Kranggan, Galur, Kulon Progo Academic Year 2009/ 2010

Theme	Unit	Basic Competence	Indicators	Language Focus			Media & learning resources	Tasks and activities	Time
				Sample of Expression	Key Grammar	Key Vocabulary			
Zoo Animals	Unit I Let's Go to the Zoo	<ul style="list-style-type: none"> Children are able to give information related to the zoo animals. Children can ask and answer about characteristics of the zoo animals. 	<ul style="list-style-type: none"> Children can name kinds of zoo animals. Children know foods of the zoo animals. 	<ul style="list-style-type: none"> Mentioning kinds of zoo animals: <i>This is a snake.</i> <i>That is an elephant.</i> Asking about zoo animals' food: <i>What does a snake eat?</i> <i>It eats meat.</i> 	<ul style="list-style-type: none"> Identifying kinds of animals: article + to be / verb + noun Asking something: What + does + noun + eat? Simple present tense: S + verb + noun 	<ul style="list-style-type: none"> Animals: snake, lion, tiger, zebra, elephant, giraffe, eagle, deer, hippo, rhino, bear, parrot, monkey, crocodile, orangutan Foods the animals eat: meat, leaves, grass, banana, seeds 	<ul style="list-style-type: none"> Zoo poster Animals and their foods flashcards Animals' puppets 'I am Hungry' story 'Animal Circle' Game 	<p>A. Let's Start</p> <ul style="list-style-type: none"> Looking at the picture of the zoo, then pointing at animals and say their name loudly Matching the name with the correct pictures Listening to and repeating names of the zoo animals <p>B. It's Your Turn</p> <ul style="list-style-type: none"> Reading the dialog aloud Listening to 'I am Hungry' story Drawing lines from the animals to their foods Playing 'Animal Circle' game <p>C. Let's Do It</p> <ul style="list-style-type: none"> Reading the dialog aloud Asking their friends about what animals eat Sticking foods' stickers to the correct animals <p>D. Let's Take a Break</p> <ul style="list-style-type: none"> Expressing feeling about materials they have learned Sticking smiley sticker 	2 meetings
	Unit II In the Zoo	<ul style="list-style-type: none"> Children are able to read words, phrases, and simple 	<ul style="list-style-type: none"> Children can read and know the content of 	<ul style="list-style-type: none"> Public notices in the zoo: <i>Entrance, exit,</i> 	<ul style="list-style-type: none"> notice: verb + adv 	<ul style="list-style-type: none"> verb: stay, no, don't noun: 	<ul style="list-style-type: none"> Public notices poster Public notices 	<p>A. Let's Start</p> <ul style="list-style-type: none"> Looking at the poster, then find the animals 	

		<p>sentences</p> <ul style="list-style-type: none"> Children are able to spell and rewrite words, phrases, and simple sentences 	<p>public notices in the zoo</p> <ul style="list-style-type: none"> Children can make their own public notices 	<p><i>Dangerous, wild animals, stay away, no smoking, no littering, no feeding, no fishing, do not sit on the fence,</i></p> <p><i>toilet, musholla, canteen, information booth, parking lot,</i></p>		<p>musholla, booth, toilet, canteen, parking lot</p>	<p>flashcards</p> <ul style="list-style-type: none"> Dice and pointers Zoo map ‘Exploring the Zoo’ Game 	<ul style="list-style-type: none"> Finding the public notices on the poster <p>B. It’s Your Turn</p> <ul style="list-style-type: none"> Looking at the flashcards shown by the teacher, then repeating after him Matching the public notices with the correct pictures Playing ‘Exploring the Zoo’ game <p>C. Let’s Do It</p> <ul style="list-style-type: none"> Matching the public notices with the correct picture, then stick them on the flannel board Cutting and pasting the pictures on the correct places in the zoo map Colouring zoo map <p>D. Let’s Take a Break</p> <ul style="list-style-type: none"> Expressing feeling about materials they have learned Sticking smiley sticker 	
Parts of the Body	<p>Unit III</p> <p>Touch Your Nose</p>	<ul style="list-style-type: none"> Children are able to respond to instructions in the games. Children are able to know characteristics of a monster based on the description 	<ul style="list-style-type: none"> Children can do what the teacher asks Children know parts of the body. 	<ul style="list-style-type: none"> Instructions to touch something: <i>Touch your nose. Please touch your hand.</i> Mentioning parts of the body: <i>This is my head.</i> 	<ul style="list-style-type: none"> Instructions: Touch + pronoun + noun Identifying Parts of the body: Article + to be + noun 	<ul style="list-style-type: none"> Parts of body: head, hair, eye, ear, nose, mouth, hand, shoulder, arm, hand, leg, foot, ... Pronoun: I, you, he, she, my, her, his, your Adjectives: tall, short, big, 	<ul style="list-style-type: none"> Body poster Parts of the body Flash cards “Head and Shoulders” song “Simon Says” game 	<p>A. Let’s Start</p> <ul style="list-style-type: none"> Looking at the picture in the hand-out, then name parts of their body. Looking at the picture, then matching the name with the correct parts of the body. <p>B. It’s Your Turn</p> <ul style="list-style-type: none"> Listening to and repeating a simple dialogue. 	2 meetings

		given.	<ul style="list-style-type: none"> Children can draw a monster with its characteristic correctly. 	<p><i>These are my ears.</i></p> <ul style="list-style-type: none"> Characteristics of a monster: <i>My monster has a big nose.</i> <i>My monster has four arms.</i> <i>My monster is short.</i> 	<ul style="list-style-type: none"> Instructions: My monster + has + noun My monster + is + adj 	small, long, short, straight, curly		<ul style="list-style-type: none"> Playing a “Simon Says” game Singing a “Head and Shoulders” song <p>C. Let’s Do It</p> <ul style="list-style-type: none"> Listening to and repeating a simple dialogue. Drawing a monster based on the instruction given Colouring it <p>D. Let’s Take a Break</p> <ul style="list-style-type: none"> Expressing feeling about materials they have learned Sticking smiley sticker 	
	Unit IV He is tall	<ul style="list-style-type: none"> Children are able read words, phrases, and simple sentences. Children are able to spell and rewrite words, phrases, and simple sentences 	<ul style="list-style-type: none"> Children know the content of ‘missing person’ poster Children are able to describe parts of the body. Children are able to make a ‘missing person’ poster 	<ul style="list-style-type: none"> Missing person poster: <i>Lost!</i> <i>Name: John</i> <i>Age: 12</i> <i>Description:</i> <i>His hair is short.</i> <i>He has a black hair.</i> <i>He is fat and short</i> Describing the parts of Body: <i>She has a white skin.</i> <i>Her hair is straight.</i> 	<ul style="list-style-type: none"> Simple present tense: S + to be + prep + noun 	<ul style="list-style-type: none"> Adjective: Big, small, tall, high, straight, curly, black, white, brown, etc. 	<ul style="list-style-type: none"> ‘missing person’ poster Body picture Children’s photos ‘missing person’ form 	<p>A. Let’s Start</p> <ul style="list-style-type: none"> Looking at the ‘missing person’ poster Re-ordering the sentences in the missing person poster <p>B. It’s Your Turn</p> <ul style="list-style-type: none"> Listening to and repeating a simple dialogue. Matching the people’s pictures with the correct characteristics Sticking the sticker of persons into the box with the correct characteristics. <p>C. Let’s Do It</p> <ul style="list-style-type: none"> Making missing person poster. The person who is missing is their 	

								<ul style="list-style-type: none"> friends. Looking for the person based on the photo. <p>D. Let's Take a Break</p> <ul style="list-style-type: none"> Expressing feeling about materials they have learned Sticking smiley sticker 	
Fruits and vegetables	Unit V Can I Have an Apple?	<ul style="list-style-type: none"> Children are able to give information about fruits and vegetables. Children are able to ask for something. Children can express politeness. 	<ul style="list-style-type: none"> Children can name fruits and vegetables. Children are able to ask for something politely. 	<p>Identifying Fruits and Vegetables: <i>This is an orange. This is a potato. That is a carrot. These are two chilies. Those are four bananas.</i></p> <p>Asking for something: <i>A: Can I have an orange? B: Here you are. A: Thank you.</i></p> <p><i>A: Can I have two apples? B: Sorry, I don't have it.</i></p> <ul style="list-style-type: none"> Politeness: <i>Thank you, sorry, please, excuse me</i> 	<p>Identifying Fruits and Vegetables: Article + to be + noun</p> <p>Asking for something: Can + S + have + noun?</p>	<p>Fruits: apple, grapes, orange, banana, melon, water melon, ...</p> <p>Vegetables: cucumber, potato, carrot, cabbage, onion, chili, ...</p> <p>Article: a, an, the, this, that, these, those</p>	<ul style="list-style-type: none"> Fruits and vegetable poster Fruits and vegetables Flash card Toy money Shopping list Shopping basket 'Going Shopping' game 'At the Greengrocer' story 	<p>A. Let's Start</p> <ul style="list-style-type: none"> Identifying fruits and vegetables pictures in the picture, then name them. Listening to and repeating simple words and phrases. Putting the fruits or vegetables in the right basket. <p>B. It's Your Turn</p> <ul style="list-style-type: none"> Listening to and repeating a simple dialogs. Listening to the story and completing the shopping list Playing 'Going Shopping' game <p>C. Let's Do It</p> <ul style="list-style-type: none"> Making a shopping basket Role playing 'buyer and seller' <p>D. Let's Take a Break</p> <ul style="list-style-type: none"> Expressing feeling about materials they have learned Sticking smiley sticker 	2 meetings

	Unit VI How Much is It?	<ul style="list-style-type: none"> Children can read the simple sentences Children are able to rewrite simple written message. 	<ul style="list-style-type: none"> Children can get the information from the shopping list. Children are able to rewrite the shopping list. 	<ul style="list-style-type: none"> Shopping list: <i>To: Andi</i> <i>From: mother</i> <i>Please buy:</i> - 2 kilos of apples - A kilo of cabbage 	<ul style="list-style-type: none"> Simple written message: Please + buy + noun 	<ul style="list-style-type: none"> Numbers: one, two, three, ... Unit of weight: s a kilo, two kilos, ... 	<ul style="list-style-type: none"> Shopping list poster Coloring pencils Flash card Shopping list 	<p>A. Let's Start</p> <ul style="list-style-type: none"> Reading a shopping list. Finding the hidden words, then rewrite it <p>B. It's Your Turn</p> <ul style="list-style-type: none"> Matching fruit and vegetables pictures with the correct words Completing the shopping list based on the picture <p>C. Let's Do It</p> <ul style="list-style-type: none"> Writing a shopping list, then exchange it to the others Drawing the fruits or vegetables based on the message, then return it back. <p>D. Let's Take a Break</p> <ul style="list-style-type: none"> Expressing feeling about materials they have learned Sticking smiley sticker 	
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Appendix G: Course Grids and Lesson Plans (The Course Grid of Final Product)

The Course Grid of “After School English” for Grade IV Semester II SD N Kranggan, Galur, Kulon Progo academic Year 2009/ 2010

Theme	Unit	Basic Competence	Indicators	Language Focus			Media & learning resources	Tasks and activities	Time
				Sample of Expression	Key Grammar	Key Vocabulary			
Zoo Animals	Unit I Let's Go to the Zoo (listening, speaking)	<ul style="list-style-type: none"> Children are able to give information related to the zoo animals. Children can ask and answer about characteristics of the zoo animals. 	<ul style="list-style-type: none"> Children can name kinds of zoo animals. Children know foods of the zoo animals. 	<ul style="list-style-type: none"> Mentioning kinds of zoo animals: <i>a snake, an elephant</i> Asking about zoo animals' foods: <i>What does a snake eat?</i> <i>It eats meat.</i> 	<ul style="list-style-type: none"> Identifying kinds of animals: article + noun Asking about something: What + does + noun + eat? Simple present tense: S + verb + noun 	<ul style="list-style-type: none"> Animals: camel, crocodile, deer, elephant, giraffe, eagle, hippo, lion, monkey, orangutan, parrot, rhino, snake, tiger, zebra Animals' foods: meat, leaves, grass, banana, seeds 	<ul style="list-style-type: none"> Animals and their foods flash cards A story: What Does a Monkey Eat, Uncle? Animal Circle Game 	<p>A. Let's Start</p> <ul style="list-style-type: none"> Looking at the picture of the zoo, then pointing at animals and say their name aloud Listening to and repeating the names of zoo animals <p>B. It's Your Turn</p> <ul style="list-style-type: none"> Listening to a story What Does a Monkey Eat, Uncle? Drawing a line from the animals to their foods <p>C. Let's Practise</p> <ul style="list-style-type: none"> Listening to and repeating the dialog Filling in the blanks based on the pictures <p>D. Let's Do It</p> <ul style="list-style-type: none"> Playing Animal Circle game Asking friends about what animals eat Sticking foods' stickers to the correct animals <p>E. Let's Take a Break</p> <ul style="list-style-type: none"> Expressing feelings about materials they have learned Sticking emotion sticker 	120 minutes
	Unit II In the Zoo (reading, writing)	<ul style="list-style-type: none"> Children are able to read words, phrases, and simple sentences 	<ul style="list-style-type: none"> Children can read and know the meaning of public signs in the zoo 	<ul style="list-style-type: none"> Public signs in the zoo: <i>Parking lot, Restaurant, Prayer room, Phone booth, Toilet, Information booth</i> <i>Do not enter, No scratching, No smoking, No fishing,</i> 	<ul style="list-style-type: none"> signs: no + verb ing 	<ul style="list-style-type: none"> verb: no, don't noun/ noun phrase: prayer room, booth, toilet, restaurant, parking lot 	<ul style="list-style-type: none"> Public signs flash cards Dice and counters Game board: Exploring the Zoo Zoo map 	<p>A. Let's Start</p> <ul style="list-style-type: none"> Looking at the zoo map Finding the animals and writing down their names Listening to and repeating the name of public signs <p>B. It's Your Turn</p> <ul style="list-style-type: none"> Reading a text: Signs in the Zoo 	120 minutes

		<ul style="list-style-type: none"> Children are able to spell and rewrite words, phrases, and simple sentences 	<ul style="list-style-type: none"> Children can rewrite the meanings of public signs 	<i>No littering, No feeding</i>				<ul style="list-style-type: none"> Drawing a line from the pictures to the correct public signs <p>C. Let's Practice</p> <ul style="list-style-type: none"> Writing down what the signs say <p>D. Let's Do It</p> <ul style="list-style-type: none"> Playing a game: Exploring the Zoo Cutting and pasting the pictures on the correct places in the zoo map Colouring the zoo map <p>E. Let's Take a Break</p> <ul style="list-style-type: none"> Expressing feelings about materials they have learned Sticking emotion sticker 	
Parts of the Body	Unit III Touch your nose (listening, speaking)	<ul style="list-style-type: none"> Children are able to respond to instructions in the games Children are able to identify parts of the body 	<ul style="list-style-type: none"> Children can do what the teacher asks Children know the singular/plural form of the body parts 	<ul style="list-style-type: none"> Instructions to touch something: <i>Touch your nose.</i> <i>Touch your hand.</i> Mentioning parts of the body: <i>A finger</i> <i>Fingers</i> <i>A foot</i> <i>Feet</i> 	<ul style="list-style-type: none"> Instructions: touch + pronoun + noun Identifying Parts of the body: Article + noun 	<ul style="list-style-type: none"> Parts of the body: head, hair, eye, ear, nose, mouth, neck, shoulder, elbow, hand, stomach, finger, knee, foot, toe Pronoun: I, you, he, she, my, her, his, your 	<ul style="list-style-type: none"> A song: Head and Shoulders A story: Touch Your Elbow Parts of the body flash cards A game: Simon Says 	<p>A. Let's Start</p> <ul style="list-style-type: none"> Singing a Head and Shoulders song Listening to and repeating parts of the body <p>B. It's Your Turn</p> <ul style="list-style-type: none"> Listening to Touch your Elbow story Numbering the pictures based on the story <p>C. Let's Practice</p> <ul style="list-style-type: none"> Listening to and repeating the words Sticking the correct stickers in the boxes based on the instructions <p>D. Let's Do It</p> <ul style="list-style-type: none"> Playing a Simon Says game <p>E. Let's Take a Break</p> <ul style="list-style-type: none"> Expressing feelings about materials they have learned Sticking emotion sticker 	120 minutes

	Unit IV He is tall (reading, writing)	<ul style="list-style-type: none"> Children are able to read words, phrases, and simple sentences. Children are able to spell and rewrite words, phrases, and simple sentences 	<ul style="list-style-type: none"> Children know the content of missing person declaration. Children are able to describe parts of the body. Children are able to make a missing person declaration 	<ul style="list-style-type: none"> Missing person declaration: <i>Missing</i> <i>Name: Tommy</i> <i>Age: 10</i> <i>Description:</i> <i>His hair is short.</i> <i>He has an oval face.</i> <i>He is tall and thin.</i> <i>Call: Lupi</i> <i>(081234567890)</i> Describing the parts of Body: <i>I am tall.</i> <i>I have black hair.</i> <i>She has a round face.</i> <i>She has straight hair.</i> 	<ul style="list-style-type: none"> Simple present tense: S + to be + adj S + has + noun/ noun phrase Noun phrase: Adj + noun 	<ul style="list-style-type: none"> Adjective: big, small, tall, short, long, straight, curly, black, white, oval, round 	<ul style="list-style-type: none"> missing person declaration Children's photos missing declaration worksheet 	<p>A. Let's Start</p> <ul style="list-style-type: none"> Looking at the missing person declaration Re-ordering the sentences in the declaration <p>B. It's Your Turn</p> <ul style="list-style-type: none"> Reading a text Jimmy and Edo Drawing a line from the pictures to the correct words <p>C. Let's Practice</p> <ul style="list-style-type: none"> Reading a text Jimmy, Lisa, and Edo Filling in the blanks based on the pictures <p>D. Let's Do It</p> <ul style="list-style-type: none"> Sticking the stickers of person into the boxes with the correct characteristics Making missing person declaration <p>E. Let's Take a Break</p> <ul style="list-style-type: none"> Expressing feelings about materials they have learned Sticking emotion sticker 	120 minutes
Fruits and vegetables	Unit V Can I have an apple? (speaking, listening)	<ul style="list-style-type: none"> Children know fruits and vegetables. Children are able to ask for something. Children can express politeness. 	<ul style="list-style-type: none"> Children can name fruits and vegetables. Children are able to ask for something politely. 	<ul style="list-style-type: none"> Identifying Fruits and Vegetables: <i>An orange.</i> <i>A potato.</i> <i>Two chilies.</i> <i>Four bananas.</i> Asking for something: <i>A: Can I have a kilo of orange?</i> <i>B: Sure, here you are.</i> 	<ul style="list-style-type: none"> Identifying Fruits and Vegetables: Article + noun Asking for something: Can + S + have + noun phrase? Noun phrase: Number + kilo 	<ul style="list-style-type: none"> Fruits: apple, banana, grapes, mango, melon, orange, papaya, pineapple, strawberry, water melon. Vegetables: cabbage, cauliflower, carrot, cucumber, eggplant, onion, potato, spinach, tomato Article: a, an 	<ul style="list-style-type: none"> Fruits and vegetables flash cards Shopping basket Going shopping game A story: Lisa Goes Shopping 	<p>A. Let's Start</p> <ul style="list-style-type: none"> Looking at the picture and identifying it Listening to and repeating the names of fruits and vegetables <p>B. It's Your Turn</p> <ul style="list-style-type: none"> Listening to Lisa Goes Shopping story Numbering the pictures based on the story <p>C. Let's Practice</p> <ul style="list-style-type: none"> Listening to and repeating the dialog Filling in the blanks based on the pictures 	120 minutes

				<p><i>A: Thank you.</i></p> <p><i>A: Can I have two kilos of apples?</i></p> <p><i>B: Sorry, I don't have it.</i></p>	(s) + of + noun			<p>D. Let's Do It</p> <ul style="list-style-type: none"> • Making a shopping basket • Playing Going Shopping game <p>E. Let's Take a Break</p> <ul style="list-style-type: none"> • Expressing feelings about materials they have learned • Sticking emotion sticker 	
	<p>Unit VI</p> <p>How much is it? (reading, writing)</p>	<ul style="list-style-type: none"> • Children can read and understand a simple message • Children are able to rewrite simple written message. 	<ul style="list-style-type: none"> • Children can get the information from the shopping list. • Children are able to rewrite the shopping list. 	<ul style="list-style-type: none"> • Shopping list: <i>To: Andi</i> <i>From: mother</i> <i>Please buy:</i> - 2 kilos of apples - A kilo of cabbage • Politeness: <i>thank you, sorry, please, excuse me</i> 	<ul style="list-style-type: none"> • Simple written message: Please + buy + noun phrase • Noun phrase: Number + kilo (s) + of + noun • Price: It + is + amount 	<ul style="list-style-type: none"> • Numbers: One, two, three, ... • Unit of weight: a kilo, two kilos, ... • Amount: Five thousand rupiahs Ten thousand rupiahs 	<ul style="list-style-type: none"> • Shopping list poster • Shopping list worksheet • Fruits and vegetables small flash cards • Toy money 	<p>A. Let's Start</p> <ul style="list-style-type: none"> • Looking at the shopping list picture • Re-ordering the sentences in the shopping list <p>B. It's Your Turn</p> <ul style="list-style-type: none"> • Reading a text: Jimmy Goes Shopping • Grouping the fruits and vegetables based on the text <p>C. Let's Practice</p> <ul style="list-style-type: none"> • Reading a dialog • Looking at the table • Reading a price list, then filling in the blanks <p>D. Let's Do It</p> <ul style="list-style-type: none"> • Making a shopping list • Role playing of seller and buyer <p>E. Let's Take a Break</p> <ul style="list-style-type: none"> • Expressing feelings about materials they have learned • Sticking emotion sticker 	120 minutes

Appendix G: Course Grids and Lesson Plans (The Course Grid of Final Product)

LESSON PLAN I

School : SD N Kranggan
Subject : English
Grade/Semester : IV/ 2
Theme : Zoo Animals
Unit : Unit 1, Let's Go to the Zoo
Time allocation : 120 minutes

Standard of Competence:

1. Speaking: The students express the simple instruction and information at the school context.
2. Listening: The students understand the simple instruction that is followed by the action at the school context.

Basic Competence:

1. The students are able to give information related to the zoo animals.
2. The students can ask and answer about characteristics of the zoo animals.

Indicators:

At the end of the lesson the students are able

- a. To name kinds of zoo animals.
- b. To know foods of the zoo animals.

A. Learning Objectives:

The students are able to practice their listening-speaking skills during the activities.

B. Language Focus:

1. Sample of Expression

- Mentioning kinds of zoo animals: a snake, an elephant
- Asking about zoo animals' foods: A : What does a snake eat?
B : It eats meat.

2. Key Grammar

- Identifying kinds of animals: article + noun
- Asking about something : What + does + noun + eat?
- Simple present tense : S + verb + noun

3. Key Vocabulary

- Zoo animals: camel, crocodile, deer, elephant, giraffe, eagle, hippo, lion, money, orangutan, parrot, rhino, snake, tiger, zebra
- Animals' foods: meat, leaves, grass, banana, seeds

C. Teaching Learning Process:

1. Opening Activity

- a. The researcher greets the students.
- b. He distributes the handout of Unit 1.

2. Let's Start

- a. The researcher asks the students to look at the picture of the zoo.
- b. He asks them to point at the animals and say their names aloud.
- c. He asks them where is Jimmy and Lisa.

- d. He says the names of zoo animals aloud, while the students listen to and repeat after him.

3. It's Your Turn

- a. Before reading the story, the researcher asks the students to listen to him carefully.
- b. He reads the story twice. In the first turn, they just listen to him. In the second turn, they match the animals' pictures with the correct foods.

4. Let's Practise

- a. The researcher reads the dialogue aloud, while the students listen to and repeat it carefully.
- b. He asks them to practise the dialogue.
- c. He asks them to fill the blanks with the correct foods.

5. Let's Do It

- a. The researcher invites the students to play the Animal Circle game on the yard.
- b. Before playing the game, he explains the rules of the game to them.
- c. He then invites them to play a survey game.
- d. He groups them in pairs and then explains the rules.

6. Let's Take a Break

- a. The researcher asks to the students what they have learnt today.
- b. He asks them their preference on this unit.
- c. He distributes the emotion stickers to them. They stick them based on their feeling.

D. Media and Learning Resources:

Poster, flash cards, story, game

E. Evaluation

Participation, works, performance

Yogyakarta, Maret 2010

Principal

Researcher

Sri Kardiyati, S.Pd.

Agus Wibowo

LESSON PLAN II

School : SD N Kranggan
Subject : English
Grade/Semester : IV/ 2
Theme : Zoo Animals
Unit : Unit 2, In the Zoo
Time allocation : 120 minutes

Standard of Competence:

- 1. Reading: The students understand the simple English text at the school context.
- 2. Writing: The students spell and write the simple English text at the school context.

Basic Competence:

- 1. The students are able to read words, phrases, and simple sentences
- 2. The students are able to spell and rewrite words, phrases, and

simple sentences

Indicators: At the end of the lesson the students are able

- a. To read and know the meaning of public signs in the zoo
- b. To rewrite the public signs

A. Learning Objectives:

The students are able to practice their reading-writing skills during the activities.

B. Language Focus:

1. Sample of Expression

- Public signs in the zoo: Parking lot, Restaurant, Prayer room, Phone booth, Toilet, Information booth, Do not enter, No scratching, No smoking, No fishing, No littering, No feeding

2. Key Grammar

- Signs: no + verb ing

3. Key Vocabulary

- Verb: no, don't
- Noun/noun phrase: prayer room, booth, toilet, restaurant, parking lot

C. Teaching Learning Process:

1. Opening Activity

- a. The researcher greets the students.
- b. He reviews the materials in the Unit 1.
- c. He distributes the handout of Unit 2.

2. Let's Start

- a. The researcher asks the students to look at the zoo map.
- b. He asks them to find the animals and write down their names.
- c. He says the names of public signs aloud, while the students listen to and repeat after him.

3. It's Your Turn

- a. The researcher asks the students to read the text carefully.
- b. He explains the meaning of the text.
- c. He asks them to match the pictures with the correct public signs.

4. Let's Practise

- a. The researcher asks the students to write down what the signs say.

5. Let's Do It

- a. The researcher invites the students to play the Exploring game.
- b. Before playing the game, he explains the rules of the game to them.
- c. He then invites them to complete the zoo map.

6. Let's Take a Break

- a. The researcher asks to the students what they have learnt today.
- b. He asks them their preference on this unit.
- c. He distributes the emotion stickers to them. They stick them based on their feeling.

D. Media and Learning Resources:

Flash cards, game board, zoo map

E. Evaluation

Participation, works, performance

Principal

Yogyakarta, Maret 2010

Researcher

Sri Kardiyati, S.Pd.

Agus Wibowo

LESSON PLAN III

School : SD N Kranggan
Subject : English
Grade/Semester : IV/ 2
Theme : Parts of the Body
Unit : Unit 3, Touch Your Nose
Time allocation : 120 minutes

Standard of Competence:

1. Speaking: The students express the simple instruction and information at the school context.
2. Listening: The students understand the simple instruction that is followed by the action at the school context.

Basic Competence:

1. The students are able to respond to instructions in the games.
2. The students are able to identify parts of the body.

Indicators: At the end of the lesson the students are able

- a. To do what the teacher asks.
- b. To know the singular/plural form of the body parts.

A. Learning Objectives:

The students are able to practice their listening-speaking skills during the activities.

B. Language Focus:

1. Sample of Expression

- Instruction to touch something: Touch your nose.
Touch your hand.
- Mentioning parts of the body: a finger, fingers, a foot, feet

2. Key Grammar

- Instructions: touch + pronoun + noun
- Identifying parts of the body: article + noun

3. Key Vocabulary

- Parts of the body: head, hair, eye, ear, nose, mouth, neck, shoulder, elbow, hand, stomach, finger, knee, foot, toe
- Pronoun: I, you, he, she, my, her, his, your

C. Teaching Learning Process:

1. Opening Activity

- a. The researcher greets the students.
- b. He distributes the handout of Unit 3.

2. Let's Start

- a. The researcher invites the students to sing Head and Shoulders song on the yard.

- b. He says the names of parts of the body aloud, while the students listen to and repeat after him.

3. It's Your Turn

- a. Before reading the story, the researcher asks the students to listen to him carefully.
- b. He reads the story twice. In the first turn, they just listen to him. In the second turn, they number the pictures based on the story.

4. Let's Practise

- a. The researcher says the names of the parts of the body aloud, while the students listen to and repeat it carefully.
- b. He explains them the singular/plural form of the body parts.
- c. He reads the parts of the body, while they listen to and stick the stickers of parts of the body.

5. Let's Do It

- a. The researcher invites the students to play the Simon Says game on the yard.
- b. Before playing the game, he explains the rules of the game to them.

6. Let's Take a Break

- a. The researcher asks to the students what they have learnt today.
- b. He asks them their preference on this unit.
- c. He distributes the emotion stickers to them. They stick them based on their feeling.

D. Media and Learning Resources:

Song, flash cards, story, game

E. Evaluation

Participation, works, performance

Yogyakarta, Maret 2010

Principal

Researcher

Sri Kardiyati, S.Pd.

Agus Wibowo

LESSON PLAN IV

School	: SD N Kranggan
Subject	: English
Grade/Semester	: IV/ 2
Theme	: Parts of the Body
Unit	: Unit 4, He is Tall
Time allocation	: 120 minutes

Standard of Competence:	1. Reading: The students understand the simple English text at the school context.
	2. Writing: The students spell and write the simple English text at the school context.

Basic Competence:	1. The students are able to read words, phrases, and simple sentences
	2. The students are able to spell and rewrite words, phrases, and

simple sentences

Indicators:

At the end of the lesson the students are able

- a. To know the content of missing person declaration
- b. To describe parts of the body
- c. To make a missing person declaration

A. Learning Objectives:

The students are able to practice their reading-writing skills during the activities.

B. Language Focus:

1. Sample of Expression

- Missing person declaration:

Missing
Name: Tommy
Age: 10

Description:
His hair is short.
He has an oval face.
He is tall and thin.

Call: Lupi (081234567890)

- Describing parts of the body:

I am tall.
I have black hair.
She has a round face.
She has straight hair.

2. Key Grammar

- Simple present tense: S + to be + adj
S + has + noun/noun phrase
- Noun phrase: Adj + noun

3. Key Vocabulary

- Adjective: big, small, tall, short, long, straight, curly, black, white, oval, round

C. Teaching Learning Process:

1. Opening Activity

- a. The researcher greets the students.
- b. He reviews the materials in the Unit 3.
- c. He distributes the handout of Unit 4.

2. Let's Start

- a. The researcher asks the students to look at the missing person declaration.
- b. He asks them what the contents of the declaration are.
- c. He asks them to complete the missing person declaration.

3. It's Your Turn

- a. The researcher asks the students to read the text carefully.
- b. He explains the meaning of the text.
- c. He asks them to match the pictures with the correct characteristics.

4. Let's Practise

- a. The researcher asks the students to read the text carefully.
- b. He asks them to complete the sentences with the correct characteristics.

5. Let's Do It

- a. The researcher invites the students to play the survey game.
- b. Before playing the game, he asks them to work in pairs and then explains the rules of the game to them.
- c. He then invites them to make a missing person declaration.

- d. Before starting the project, he explains how to make it to them.

6. Let's Take a Break

- a. The researcher asks to the students what they have learnt today.
- b. He asks them their preference on this unit.
- c. He distributes the emotion stickers to them. They stick them based on their feeling.

D. Media and Learning Resources:

Flash cards, missing person declaration, missing person declaration worksheet

E. Evaluation

Participation, works, performance

Yogyakarta, Maret 2010

Principal

Researcher

Sri Kardiyati, S.Pd.

Agus Wibowo

LESSON PLAN V

School	: SD N Kranggan
Subject	: English
Grade/Semester	: IV/ 2
Theme	: Fruits and Vegetables
Unit	: Unit 5, Can I Have an Apple?
Time allocation	: 120 minutes

Standard of Competence:	<ol style="list-style-type: none"> 1. Speaking: The students express the simple instruction and information at the school context. 2. Listening: The students understand the simple instruction that is followed by the action at the school context.
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Basic Competence:	<ol style="list-style-type: none"> 1. The students are able to know fruits and vegetables. 2. The students are able to ask for something. 3. The students are able to express politeness.
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Indicators:	<p>At the end of the lesson the students are able</p> <ol style="list-style-type: none"> a. To name fruits and vegetables b. To ask for something c. To express politeness
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A. Learning Objectives:

The students are able to practice their listening-speaking skills during the activities.

B. Language Focus:

1. Sample of Expression

- Identifying fruits and vegetables: an orange, a potato, two chilies, four bananas
- Asking for something:

A: Can I have a kilo of orange?
 B: Sure, here you are.
 A: Thank you.

A: Can I have two kilos of apples?

B: Sorry, I don't have it.

2. Key Grammar

- Identifying fruits and vegetables: article + noun
- Asking for something: Can + S + have + noun phrase?
- Noun phrase: number + kilo (s) + of + noun

3. Key Vocabulary

- Fruits: apple, banana, grapes, mango, melon, orange, papaya, pineapple, strawberry, water melon
- Vegetables: cabbage, cauliflower, carrot, cucumber, eggplant, onion, potato, spinach, tomato
- Article: a, an

C. Teaching Learning Process:

1. Opening Activity

- a. The researcher greets the students.
- b. He distributes the handout of Unit 5.

2. Let's Start

- a. The researcher invites the students to look at the picture and identify it.
- b. He says the names of fruits and vegetables aloud, while the students listen to and repeat after him.

3. It's Your Turn

- a. Before reading the story, the researcher asks the students to listen to him carefully.
- b. He reads the story twice. In the first turn, they just listen to him. In the second turn, they number the pictures based on the story.

4. Let's Practise

- a. The researcher reads the dialogue aloud, while the students listen to and repeat it carefully.
- b. He asks them to practise the dialogue.
- c. He asks them to fill the blanks with the correct foods.

5. Let's Do It

- a. The researcher distributes the shopping basket template to the students.
- b. He explains how to build it.

6. Let's Take a Break

- a. The researcher asks to the students what they have learnt today.
- b. He asks them their preference on this unit.
- c. He distributes the emotion stickers to them. They stick them based on their feeling.

D. Media and Learning Resources:

flash cards, shopping basket, story, game

E. Evaluation

Participation, works, performance

Yogyakarta, Maret 2010

Researcher

Principal

Sri Kardiyati, S.Pd.

Agus Wibowo

LESSON PLAN VI

School	: SD N Kranggan
Subject	: English
Grade/Semester	: IV/ 2
Theme	: Parts of the Body
Unit	: Unit 6, How Much is It?
Time allocation	: 120 minutes

Standard of Competence:	1. Reading: The students understand the simple English text at the school context.
	2. Writing: The students spell and write the simple English text at the school context.

Basic Competence:	1. The students are able to read and understand a simple message.
	2. The students are able to rewrite a simple message.

Indicators:	At the end of the lesson the students are able
	a. To get the information from the shopping list
	b. To rewrite the shopping list.

A. Learning Objectives:

The students are able to practice their reading-writing skills during the activities.

B. Language Focus:

1. Sample of Expression

- Shopping list:
 - To: Andi
 - From: mother
 - Please buy:
 - 2 kilos of apples
 - A kilo of cabbage

- Politeness: thank you, sorry, please, excuse me

2. Key Grammar

- Simple written message: Please + buy + noun phrase
- Noun phrase: Number + kilo (s) + of + noun

3. Key Vocabulary

- Numbers: one, two, three, ...
- Unit of weight: a kilo, two kilos, ...
- Amount: five thousand rupiahs, ten thousand rupiahs

C. Teaching Learning Process:

1. Opening Activity

- a. The researcher greets the students.
- b. He reviews the materials in the Unit 5.
- c. He distributes the handout of Unit 6.

2. Let's Start

- a. The researcher asks the students to look at the shopping list picture.
- b. He asks them what the content of the shopping list is.

- c. He asks them to re-order the sentences in the shopping list

3. It's Your Turn

- a. The researcher asks the students to read the text carefully.
- b. He explains the meaning of the text.
- c. He asks them to group the fruits and vegetables based on the text.

4. Let's Practise

- a. The researcher asks the students to read the dialogue carefully.
- b. He explains the meaning of the dialogue.
- c. He asks them to look at and read the table carefully.
- d. He asks the to read the price list, then fill in the blanks.

5. Let's Do It

- a. The researcher distributes the shopping list worksheet to the students.
- b. He asks them to complete the shopping list.
- c. Before playing the role of seller and buyer, he explains the rules of the game to them.

6. Let's Take a Break

- a. The researcher asks to the students what they have learnt today.
- b. He asks them their preference on this unit.
- c. He distributes the emotion stickers to them. They stick them based on their feeling.

D. Media and Learning Resources:

Shopping list poster, shopping list worksheet, flash cards, toy money

E. Evaluation

Participation, works, performance

Principal

Sri Kardiyati, S.Pd.

Yogyakarta, Maret 2010

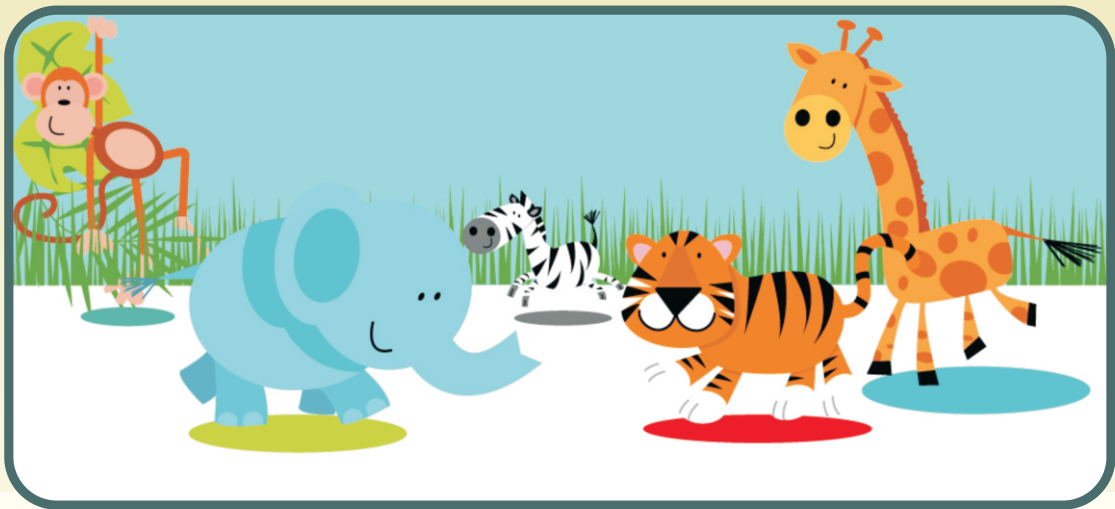
Researcher

Agus Wibowo

Agus Wibowo

After School English

**an English extra-curricular material
for the fourth grade students**



1st draft



English is Fun



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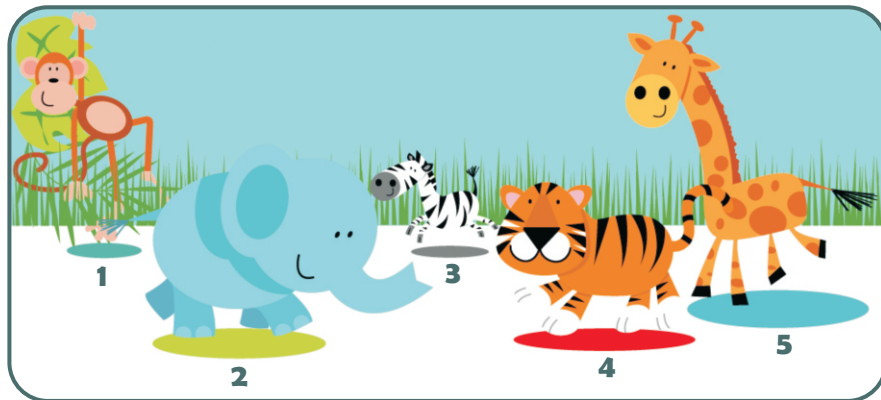
unit 1

Let's go to the zoo

A Let's start

Look at this picture, then name these animals.

(Perhatikan gambar ini, kemudian beri nama hewan-hewan ini.)



1.
2.
3.
4.
5.



tiger
monkey
giraffe
elephant
zebra

What animal is this? Listen and repeat after him/her.

(Hewan apakah ini? Dengarkan dan ulangi kata yang diucapkan oleh gurumu.)



lion



rhino



monkey



giraffe



parrot



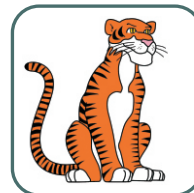
elephant



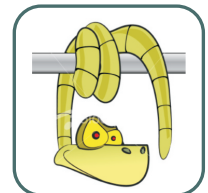
deer



eagle



tiger



snake

Let's go to the zoo

page
1



zebra



bear



crocodile



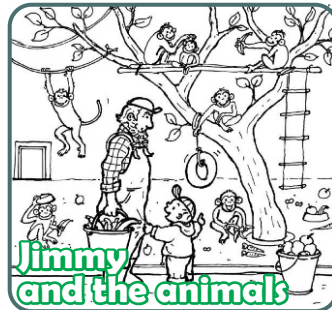
hippo



orangutan

B It's your turn story time

Listen carefully, your teacher will tell you a story.
(Dengarkan dengan seksama, gurumu akan bercerita.)



Draw a line from the animals to their foods.
(Tariklah garis dari hewan ke makanannya masing-masing.)

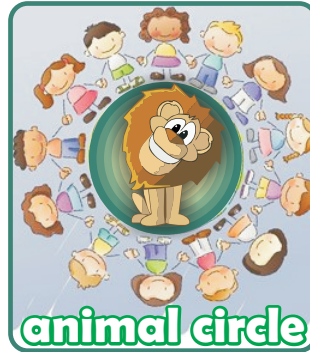


Let's go to the zoo

game time

Get ready, we are going to play a game. Listen to the instruction from your teacher carefully.

(Bersiaplah, kita akan bermain suatu permainan. Dengarkan penjelasannya dari gurumu dengan seksama.)



C Let's do it project time

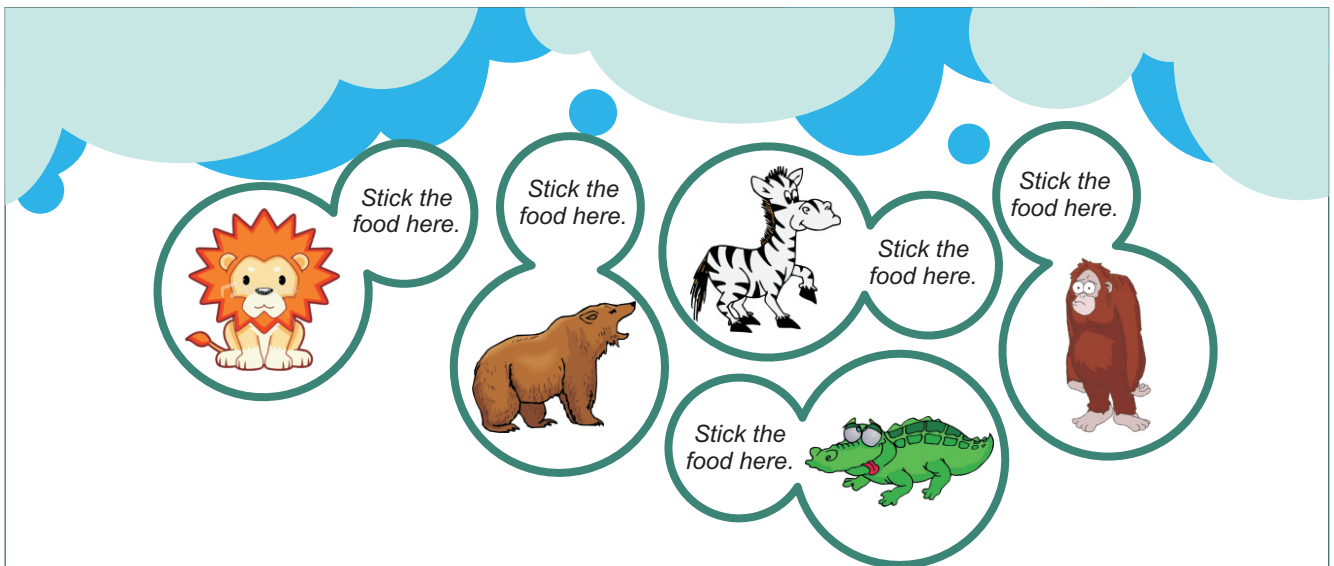
These animals are hungry. Give them foods they like. Listen to your teacher for the instruction.

(Hewan-hewan ini sangat lapar. Beri mereka makanan yang mereka sukai. Dengarkan gurumu untuk instruksinya.)



Let's go to the zoo

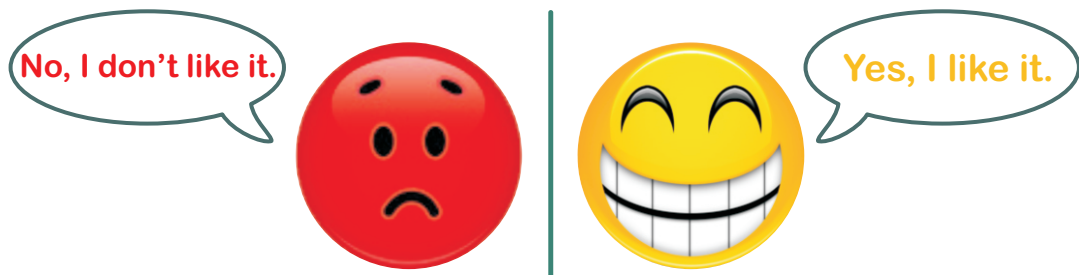
page
3



D Let's take a break

What do you feel after finishing today's activity? Do you like it?

(Apa yang kamu rasakan setelah menyelesaikan kegiatan hari ini? Apakah kamu menyukainya?)



Now, stick your smiley sticker based on what you feel.

(Sekarang, tempelkan stiker smiley berdasarkan apa yang kamu rasakan.)



unit 2 In the zoo

A Let's start

Look at this zoo map. Can you find what animals there?

(Perhatikan peta kebun binatang ini. Bisakah kamu menemukan hewan apa saja di sana?)



B It's your turn

These are public notices in the zoo. Can you match them with the correct meaning?

(Ini adalah papan peringatan yang ada di kebun binatang. Bisakah kamu menjodohkannya dengan arti yang benar?)



phone booth

toilet

restaurant

mushola

parking lot

entrance



In the zoo

page
5



no feeding

no littering

no fishing

information booth

don't sit on the fence

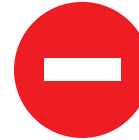
do not enter

don't walk on the grass

no scratching

exit

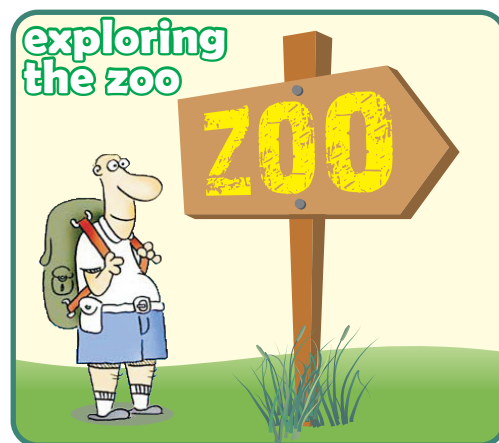
no smoking



game time

Get ready, we are going to play a game. Listen to the instruction from your teacher carefully.

(Bersiaplah, kita akan bermain suatu permainan. Dengarkan penjelasannya dari gurumu dengan seksama.)



In the zoo

page
6

project time

We are building our new zoo. Put the public notices on the right spot. Listen to your teacher for the instruction.

(Kita sedang membangun kebun binatang baru. Tempelkan papan peringatan ini di tempat yang tepat. Dengarkan gurumu untuk instruksinya.)



D Let's take a break

What do you feel after finishing today's activity? Do you like it?

(Apa yang kamu rasakan setelah menyelesaikan kegiatan hari ini? Apakah kamu menyukainya?)

No, I don't like it.



Yes, I like it.

Now, stick your smiley sticker based on what you feel.

(Sekarang, tempelkan stiker smiley berdasarkan apa yang kamu rasakan.)

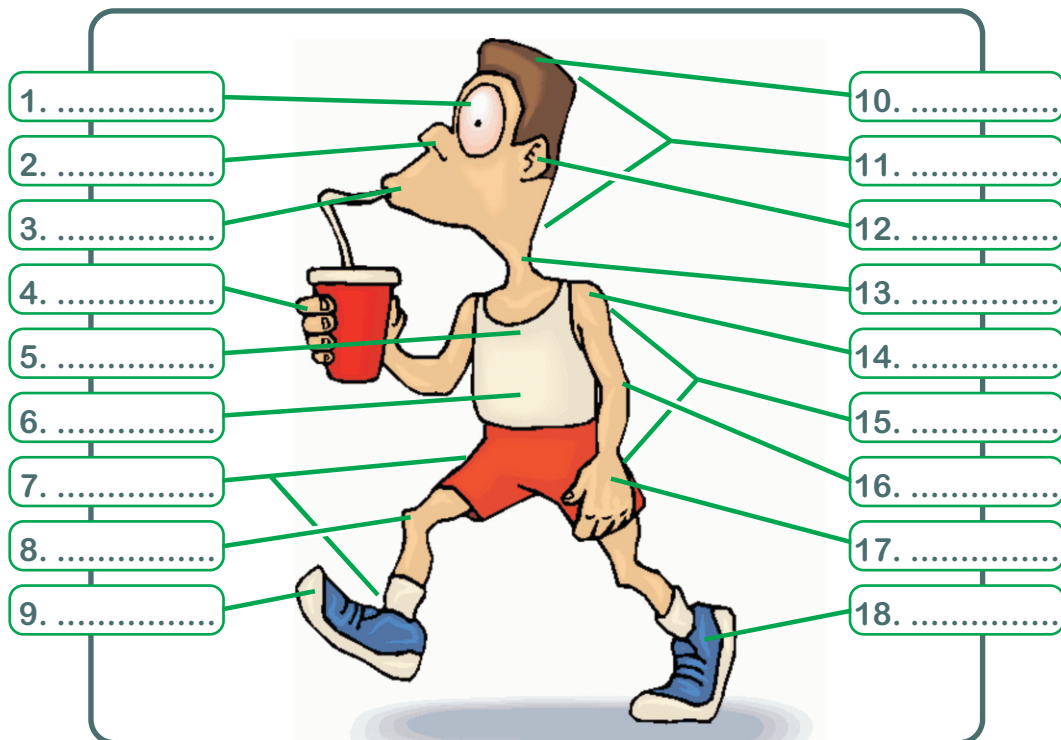
**Stick your
smiley here.**

unit 3

Touch your nose!

A Let's start

Look at this picture, then name these parts of the body.
(Perhatikan gambar ini, kemudian beri nama anggota-anggota tubuh ini.)



a. leg
b. eye
c. stomach
d. knee

e. arm
f. head
g. ear
h. chest
i. foot

j. mouth
k. neck
l. hand
m. nose
n. shoulder

o. elbow
p. finger
q. toe
r. hair

Read this dialog.
(Bacalah dialog ini.)

Andi : Touch your ear.

Surya: Touch your ear?

Andi : Yes, it's like this. Are you ready now?

Surya: Yes.

Andi : Okay. One, two, three.

Touch your nose!

page
8

B It's your turn **singing time**

Every body, stand up. We are going to sing a song. Listen to your teacher, then repeat after him/her.

(Semuanya, berdiri! Kita akan menyanyikan lagu. Dengarkan gurumu, kemudian tirukanlah.)



playing time

Get ready. We are playing a game. Listen to the instruction from your teacher carefully.

(Bersiaplah. Kita akan bermain suatu permainan. Dengarkan penjelasannya dari gurumu dengan seksama.)



C Let's do it **project time**

We are going to make a monster. Listen to your teacher carefully, then draw it based on his/her instruction.

(Kita akan membuat sebuah monster. Dengarkan gurumu dengan seksama, kemudian gambarlah monstermu berdasarkan petunjuk dari gurumu.)



Touch your nose!



monster

Is your monster scary enough? Color it.
(Apakah monstermu menakutkan? Warnailah.)

.....
.....
.....
.....
.....
.....

D Let's take a break

What do you feel after finishing today's activity? Do you like it?

(Apa yang kamu rasakan setelah menyelesaikan kegiatan hari ini? Apakah kamu menyukainya?)

No, I don't like it.



Yes, I like it.

Now, stick your smiley sticker based on what you feel.

(Sekarang, tempelkan stiker smiley berdasarkan apa yang kamu rasakan.)

Stick your
smiley here.

Touch your nose!

page
11

teacher's guide

unit 1 Let's go to the zoo

Guru memperlihatkan poster hewan-hewan kepada siswa. Kemudian, guru bertanya kepada siswa tentang hal-hal yang berkaitan dengan gambar. Guru menggiring siswa agar pemikiran siswa mengerucut pada topik yang akan diajarkan.

A Let's start

Guru menyuruh siswa untuk memperhatikan gambar yang ada di hand out. Dia lalu bertanya, hewan apa sajakah yang ada di gambar tersebut. Siswa lalu menjodohkan nama-nama hewan ke gambar yang sesuai.

Guru mengucapkan nama-nama hewan dengan keras dan benar. Kemudian, siswa mengulangnya. Guru menunjuk hewan tertentu, kemudian siswa mengucapkan namanya dengan benar.

B It's your turn

story time

Guru menanyakan nama-nama hewan dan makanannya sesuai dengan flashcards kepada siswa. Sebelum memulai bercerita, guru menyuruh siswa untuk memperhatikan dan mendengarkan dengan seksama. Sambil mendengarkan cerita, siswa menarik garis dari gambar hewan ke gambar makanannya secara urut. Cerita ini tidak menceritakan seluruh hewan. Jadi, siswa menghubungkan hewan yang tidak ada di cerita dengan makanannya.

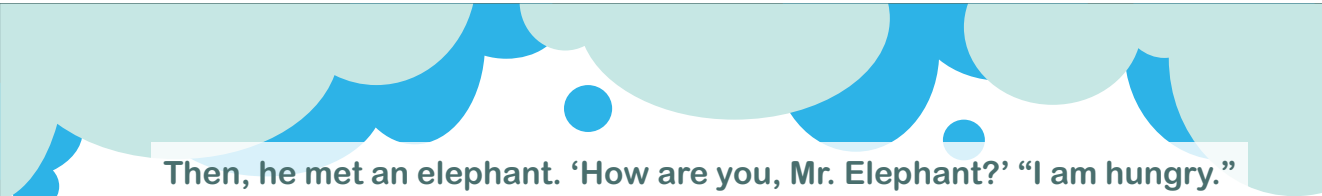
title : JIMMY AND THE ZOO ANIMALS

preparation : pictures of animals and their foods

story:

Jimmy is an animal keeper. He goes to lion's cage. 'How are you, Mr. Lion?' 'I am hungry.' 'What do you eat?' 'I eat meat.' 'I have some, here you are.' 'Thank you, yumm. Krauk-krauk..'

Then, he met a monkey. 'How are you, Mr. Monkey?' 'I am hungry.' 'What do you eat?' 'I eat banana.' 'I have some, here you are.' 'Thank you, yumm. Nyam-nyam..'



Then, he met an elephant. ‘How are you, Mr. Elephant?’ “I am hungry.” ‘What do you eat?’ “I eat leaves.” ‘I have some, here you are.’ “Thank you, yumm. Nyam-nyam..”

Next, he met a zebra. ‘How are you, Mr. Zebra?’ “I am hungry.” ‘What do you eat?’ “I eat grass.” ‘I have some, here you are.’ “Thank you, yumm. Nyam-nyam..”

Last, he met a parrot. ‘How are you, Mr. Parrot?’ “I am hungry.” ‘What do you eat?’ “I eat seeds.” ‘I have some, here you are.’ “Thank you, yumm. Nyam-nyam..”

game time

Guru membagikan flash card kepada setiap siswa. kemudian, dia menjelaskan cara bermain permainan “Animal Circle”

title : ANIMAL CIRCLE
language : name of zoo animals and their foods
time : 20 minutes
materials : flash cards of animals and their foods (same with the number of the children)

procedure :

1. The children make a big circle on the field. They put their cards in front of them on the ground. They must remember what animals they get and their foods.
2. One child stands in the middle of the circle. Then, he/she calls out the names of two or more animals. (e.g. snake and lion, change!)
3. After he/she said ‘change’, the children who have the animals said before must change places. The child in the center must try to stand behind the empty cards.
4. The child who doesn’t manage to stand behind the card takes his/her turn in the middle.

variation : they can call out the animals’ foods (e.g. meat and grass, change!)



C Let's do it project time

Guru mereview lagi makanan dari tiap-tiap hewan. Kemudian, dia membagikan stiker makanan-makanan kepada tiap siswa.

- title : ANIMAL SURVEY GAME
language : asking about animals' foods 'What does a monkey eat?' and the answer 'It eats banana.'
time : 20 minutes
materials : survey game form, foods stickers
procedure :
1. Teacher asks the children what the animals eat, for example: What does an elephant eat? It eats grass. He/she can teach them first how to ask and answer that kind of question.
 2. Teacher gives each child a packet of stickers. Then, they ask their friends what animals eat.
 3. The other child must answer it correctly and give a sticker back to his partner. The sticker must be same with the animal's food that is asked.
 4. They must collect as many stickers as possible.

D Let's take a break

Guru bertanya apakah siswa-siswa menyukai kegiatan-kegiatan yang baru saja mereka lakukan. Guru mengajarkan bagaimana mengungkapkan perasaan suka atau tidak suka terhadap materi dengan 'Yes, I like it' atau 'No, I don't like it'

Guru membagikan stiker smiley kepada siswa. Kemudian, mereka menempelkan stiker yang sesuai dengan perasaannya masing-masing (suka atau tidak suka).

teacher's guide

unit 2 In the zoo

Guru memperlihatkan poster peta kebun binatang kepada siswa. Kemudian, guru bertanya kepada siswa tentang fasilitas umum dan tanda-tanda peringatan apa yang ada di sana. Guru mengarahkan siswa agar pemikiran siswa terfokus pada topik yang akan diajarkan.

A Let's start

Guru menyuruh siswa untuk memperhatikan gambar yang ada di hand out. Dia lalu bertanya, papan peringatan apa sajakah yang ada di gambar tersebut.

Untuk mengingat kembali, siswa mencari nama-nama hewan di dalam kotak sesuai dengan gambar yang tersedia.

B It's your turn

Guru mengenalkan macam-macam papan peringatan dengan menggunakan flashcards. siswa kemudian menjodohkan gambar papan peringatan dengan keterangan yang sesuai. Siswa menempelkan flashcards ke kain flanel sesuai dengan artinya. Guru membaca dengan keras, siswa mengulangnya.

game time

Guru membagi siswa menjadi kelompok kecil. guru kemudian menjelaskan cara bermain EXPLORING THE ZOO.

title : EXPLORING THE ZOO

language : public signs and their meaning

time : 20 minutes

materials : board, dice and counters, cards

procedure :

1. The teacher divides the children into small groups consist of 6-8 child. He gives each group a packet of game set.
2. They do paper-scissors-rock to decide who play first. The teacher asks one child to be a card dealer.

3. The first child rolls the dice and moves his/her counter. the other children can count the number loudly.
4. If the child lands on an empty space, he/she passes the dices to the next child.
5. If the child lands on a marked space, he/she has to choose one card which is appropriate with the picture.
6. Each child has to get at least 3 picture. Then he/she can moves to the finish line as quickly as he/she can.
7. The first child who reach the finish line win.

C Let's do it **project time**

Guru mereview lagi arti dari tiap-tiap papan peringatan. Kemudian, dia membagi siswa menjadi beberapa kelompok kecil.

title : BUILDING THE ZOO
language : public notice meaning
time : 20 minutes
materials : large zoo map, public notices and their meaning, coloring pens

procedure :

1. The teacher divides the children into small groups. He gives each group a packet of game set.
2. The children cut the public notices, and stick them to correct spot in the map. Then, they color it.

D Let's take a break

Guru bertanya apakah siswa-siswa menyukai kegiatan-kegiatan yang baru saja mereka lakukan. Guru mengajarkan bagaimana mengungkapkan perasaan suka atau tidak suka terhadap materi dengan 'Yes, I like it' atau 'No, I don't like it'

Guru membagikan stiker smiley kepada siswa. Kemudian, mereka menempelkan stiker yang sesuai dengan perasaannya masing-masing (suka atau tidak suka).

teacher's guide

unit 3 Touch your nose!

Guru memperlihatkan poster orang kepada siswa. Kemudian, guru bertanya kepada siswa tentang nama-nama anggota tubuhnya. Guru mengarahkan siswa agar pemikiran siswa terfokus pada topik yang akan diajarkan.

A Let's start

Guru menyuruh siswa untuk memperhatikan gambar yang ada di hand out. Dia lalu menyuruh siswa untuk menjodohkan gambar anggota tubuh dengan nama yang sesuai. Guru membace nama-nama anggota tubuh, kemudian siswa menirukannya.

Guru membacakan dialog pendek. Siswa kemudian mempraktekannya bergantian.

B It's your turn

singing time

title : HEAD AND SHOULDERS
language : names of parts of the body
time : 10 minutes
lyrics :

head and shoulders, knees and toes, knees and toes
head and shoulders, knees and toes, knees and toes
eyes and ears and mouth and nose
head and shoulders, knees and toes, knees and toes

procedure :

1. The teacher asks the children to stand up and make a big circle.
2. He/she stands in the middle. Then, he sings the song and touch every parts of the body based on the lyrics.
3. The children sing along with him/her. Then, they sing the song faster and faster in every new song.

playing time

title : SIMON SAYS

language : listening, parts of the body

time : 20 minutes

procedure :

1. The teacher asks the children to stand up. He/she stands in front of them.
2. He/she calls out a command such as *Simon says: touch your nose*.
3. The children must do what he/she says.
4. He/she calls out a second command, for example: *touch your hair*, this time without *Simon says*. If children do the action they are out.
5. The last child left in the game becomes the new caller.
6. The teacher joins with the children and performs the new caller's commands.



Let's do it

project time

Guru menyuruh siswa untuk menyiapkan alat tulis dan pewarna, kemudian mendengarkan penjelasan darinya.

title : MAKE A MONSTER

language : listening, parts of the body

time : 30 minutes

materials : blank paper, pencil, coloring pen

script :

My monster has one big head.

My monster has two small eyes.

My monster has one big mouth.

My monster has a small body.

My monster has four long arms.

My monster has two short leg.

procedure :

1. The teacher read the script aloud. He/she can repeat it twice or three times.
2. The children write the characteristics of his/her monster based on the script.
3. After all characteristics are complete, they start drawing it.
4. They can color it.

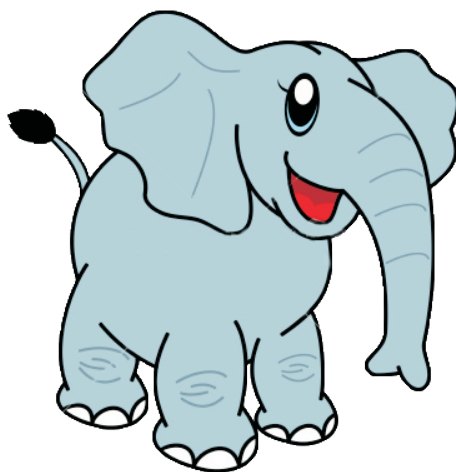
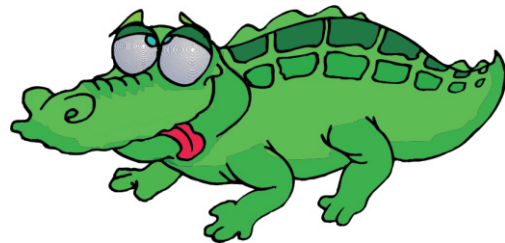


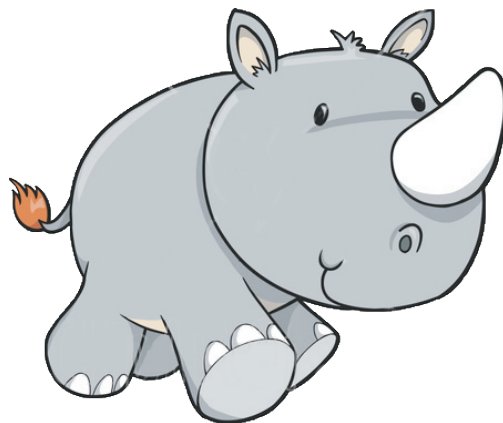
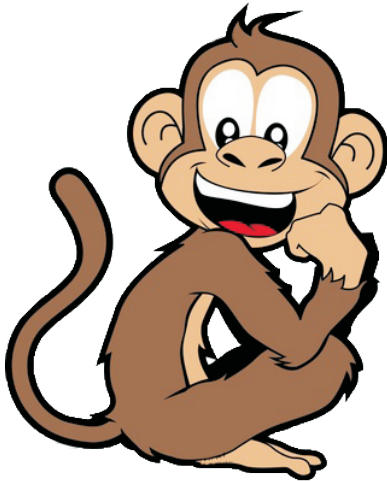
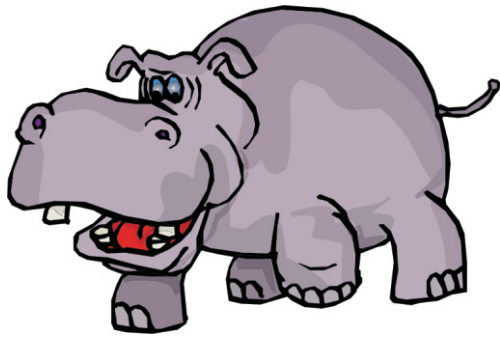
D *Let's take a break*

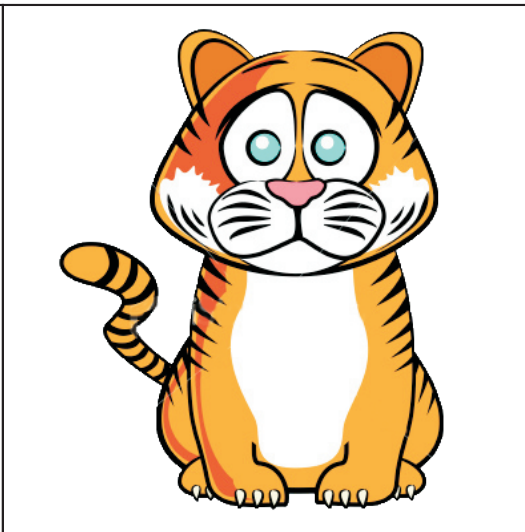
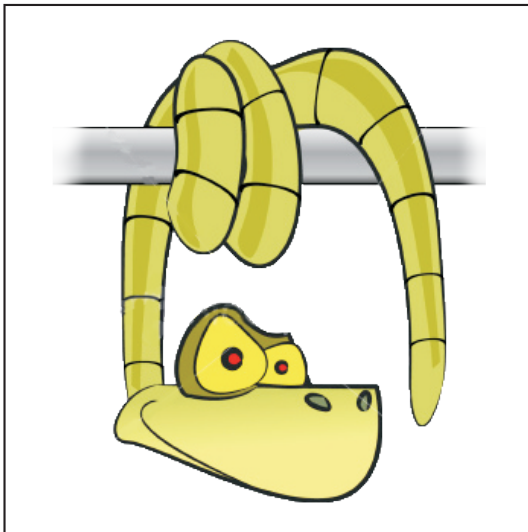
Guru bertanya apakah siswa-siswa menyukai kegiatan-kegiatan yang baru saja mereka lakukan. Guru mengajarkan bagaimana mengungkapkan perasaan suka atau tidak suka terhadap materi dengan 'Yes, I like it' atau 'No, I don't like it'

Guru membagikan stiker smiley kepada siswa. Kemudian, mereka menempelkan stiker yang sesuai dengan perasaannya masing-masing (suka atau tidak suka).

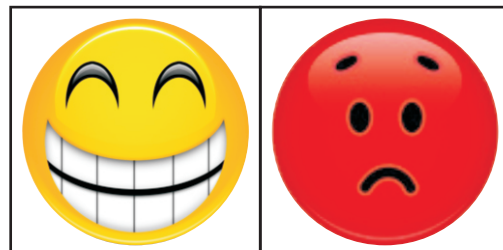
APPENDIX A
Flash cards for unit 1



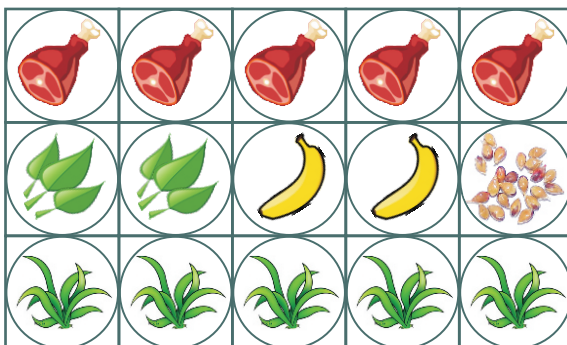




smiley stickers for
D. Let's take a break



sticker for C. Let's do it
(project time)



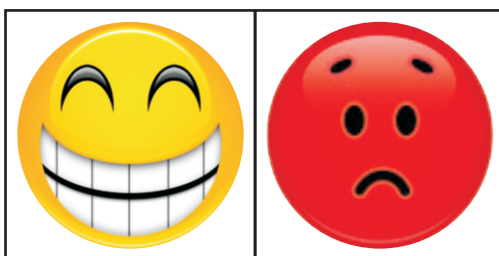
APPENDIX B
Flash cards for unit 2



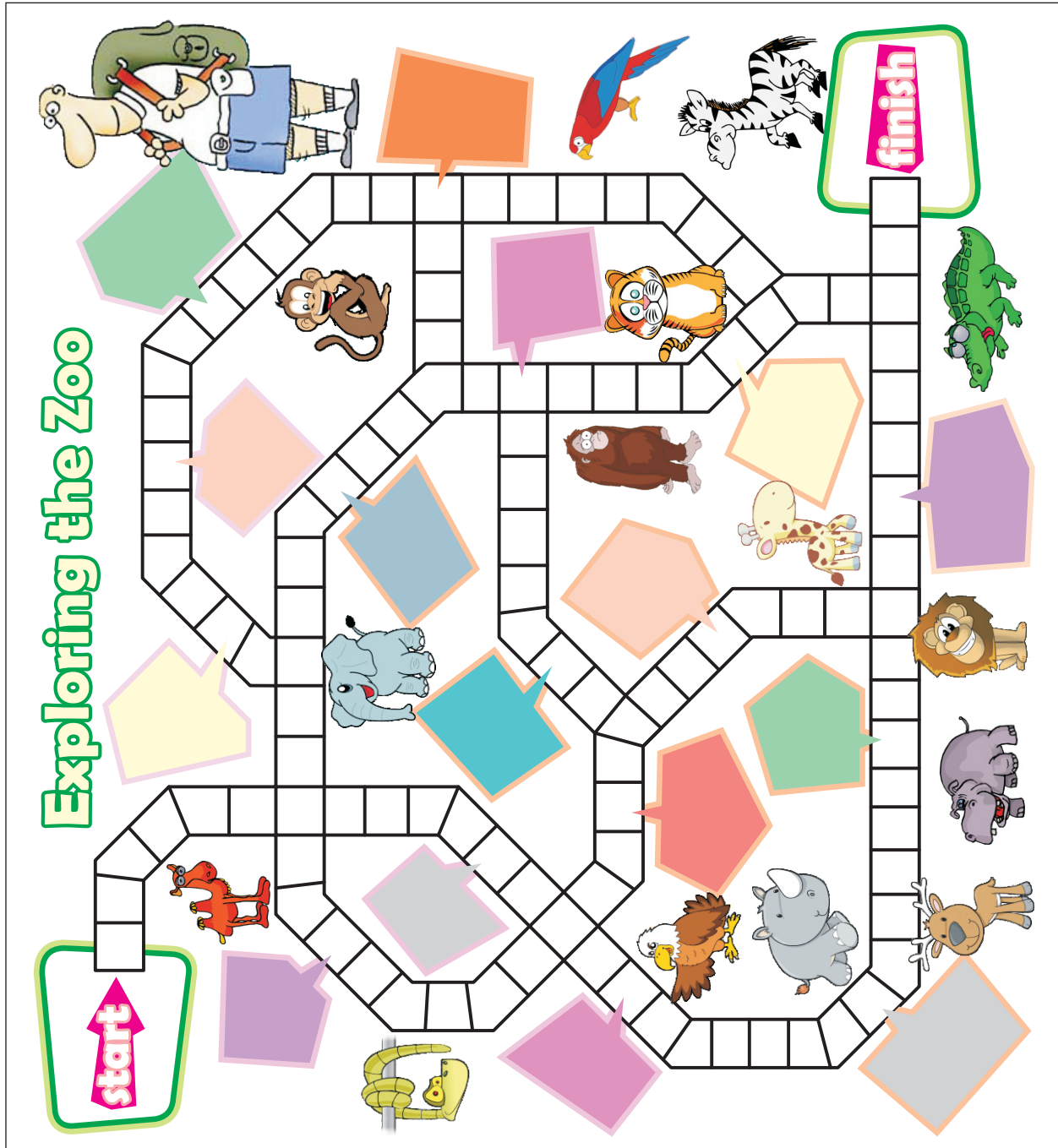




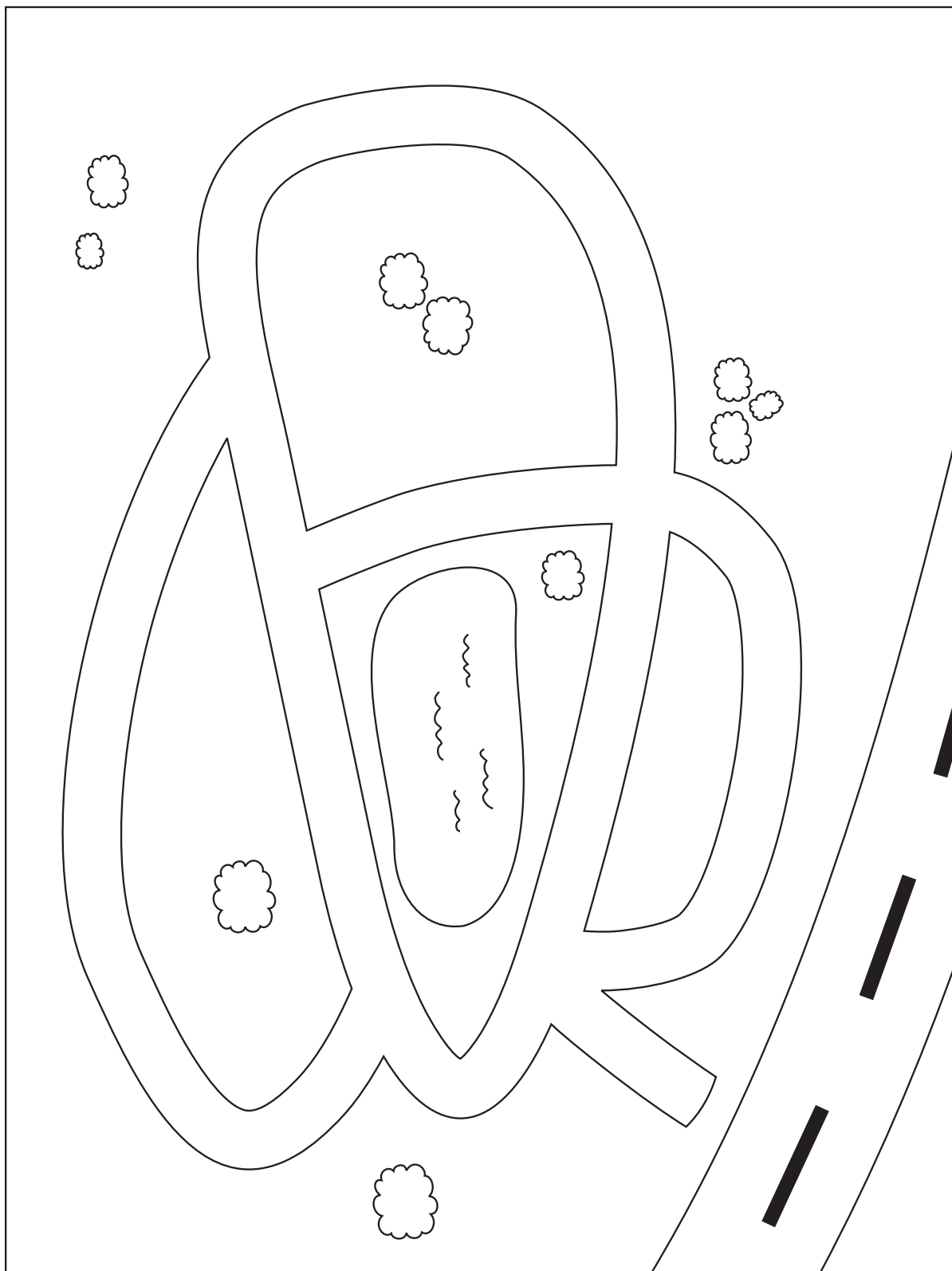
smiley stickers for
D. Let's take a break



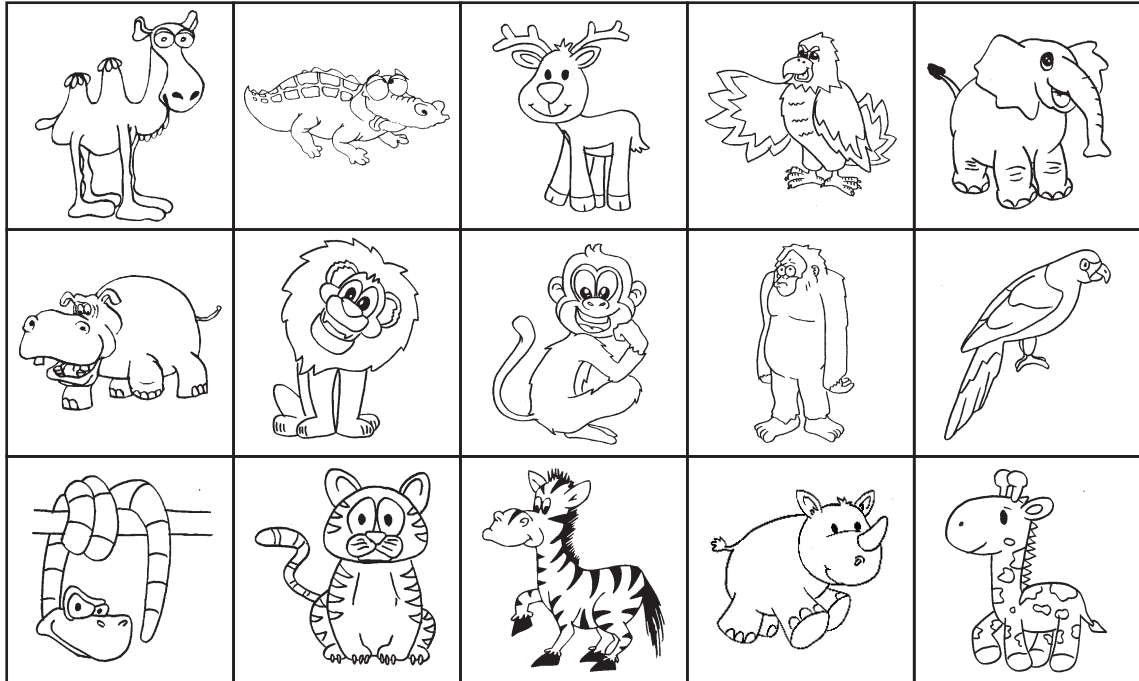
Zoo board for B. It's your turn (game time)
Copy this board into a bigger size.



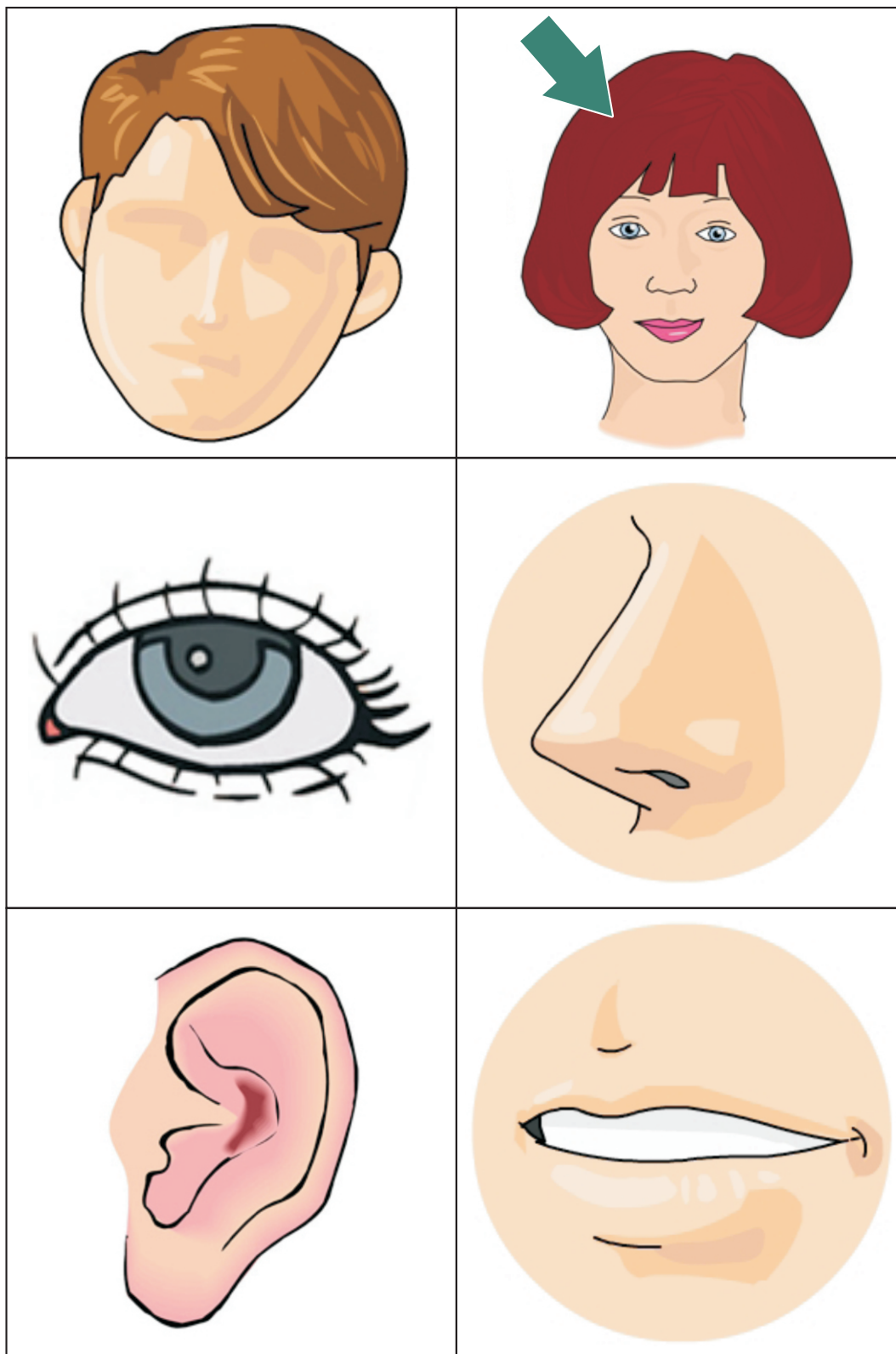
Zoo map for C. Let's do it (project time)
Copy this map into a bigger size.

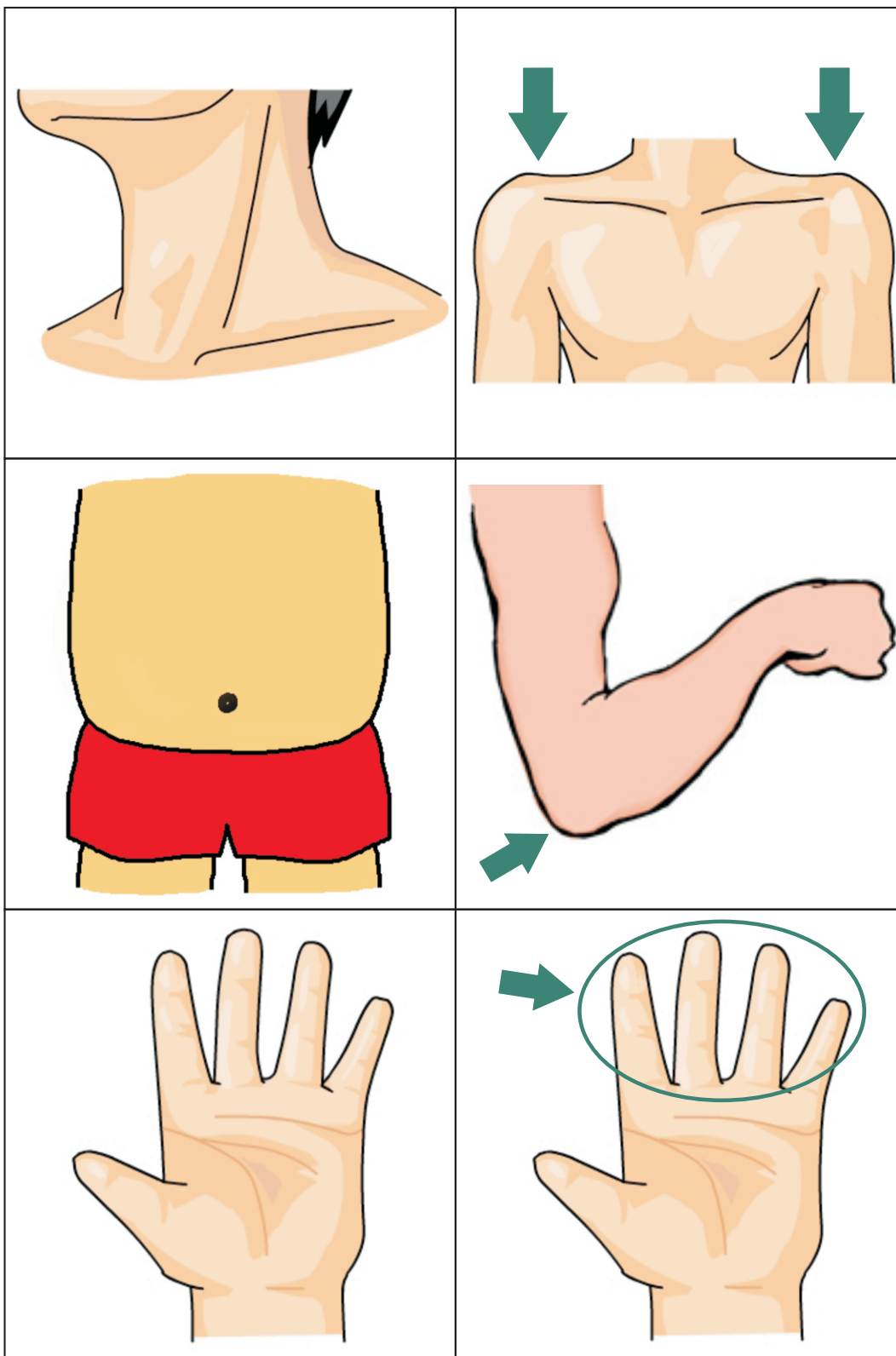


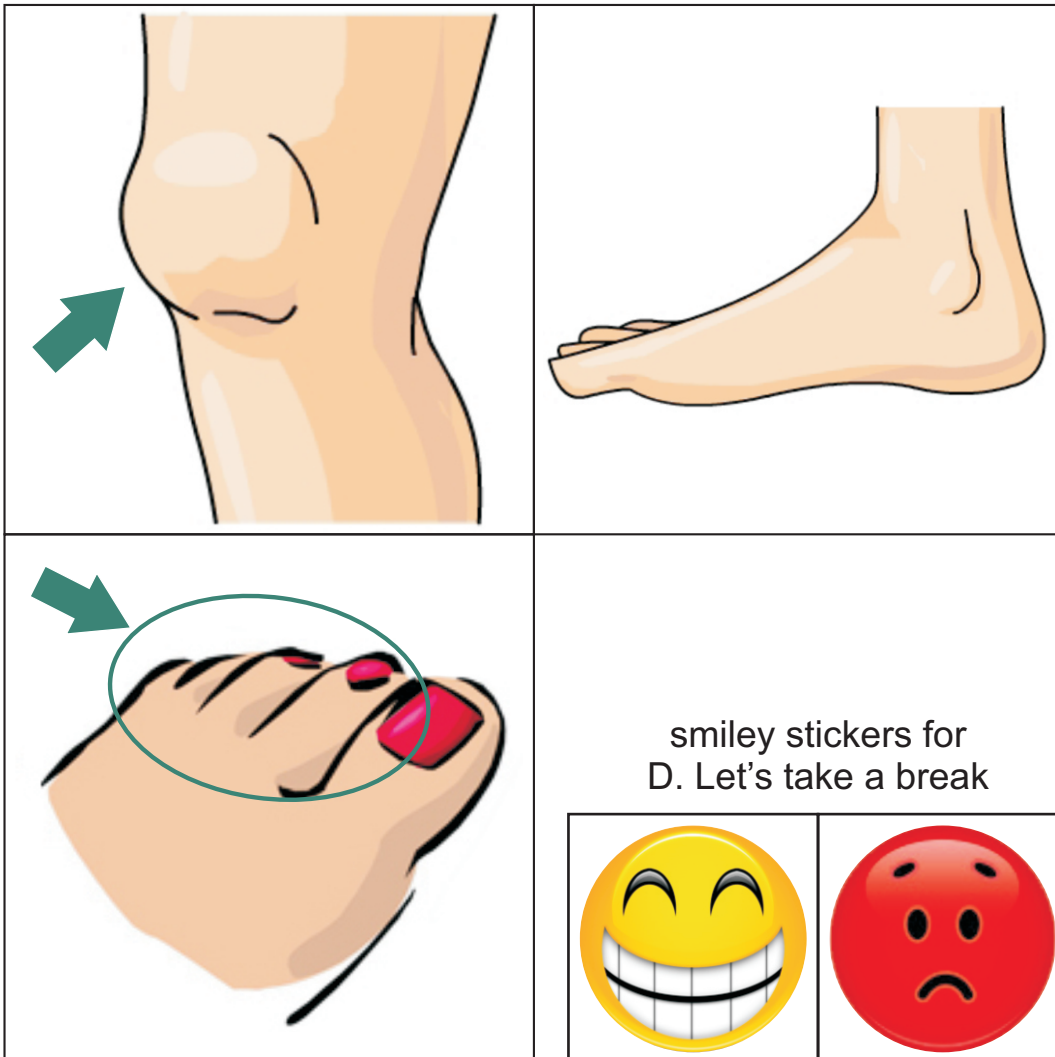
Cards for C. Let's do it (project time)



APPENDIX C
Flash cards for unit 3



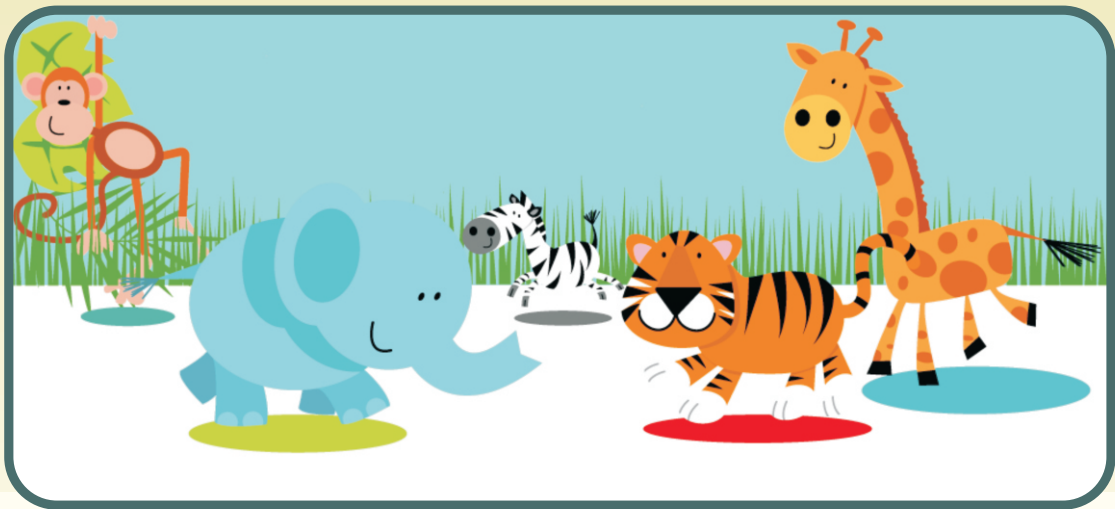




Agus Wibowo

After School English

**an English extra-curricular material
for the fourth grade students**



2nd draft



English is Fun



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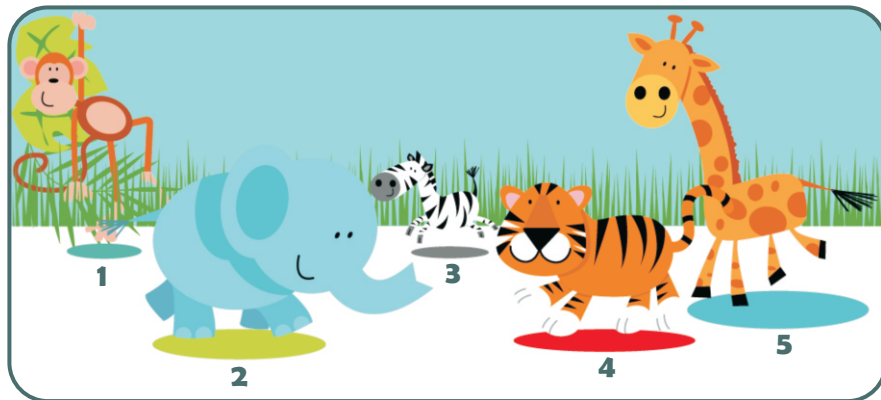
Unit 1

Let's Go to the Zoo

A Let's Start

Task 1

Look at this picture, then point at the animals and say their names aloud.
(Perhatikan gambar ini, kemudian tunjuklah hewan-hewan in dan sebutkanlah namanya.)



Task 2

Look at the animals picture above, then write down their names.
(Perhatikan gambar hewan-hewan di atas, kemudian tuliskanlah namanya.)

1.		tiger
2.		monkey
3.		giraffe
4.		elephant
5.		zebra

Task 3

What animals are these? Listen and repeat after your teacher.
(Hewan-hewan apakah ini? Dengarkan dan ulangi kata yang diucapkan oleh gurumu.)



lion



rhino



monkey



giraffe



parrot



elephant



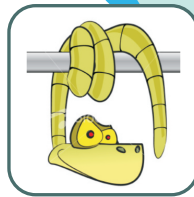
deer



eagle



tiger



snake



zebra



camel



crocodile



hippo



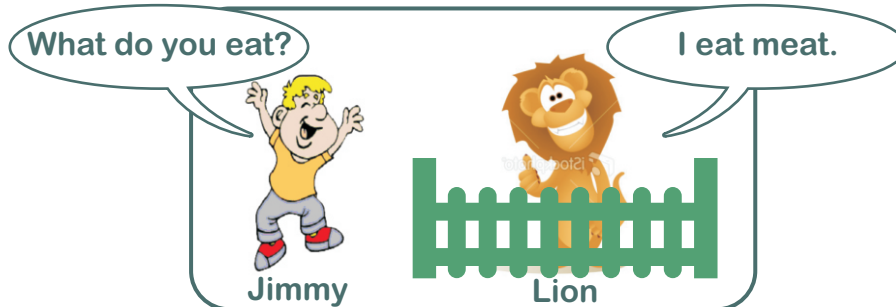
orangutan

B It's Your Turn

Task 1

Read this dialog aloud.

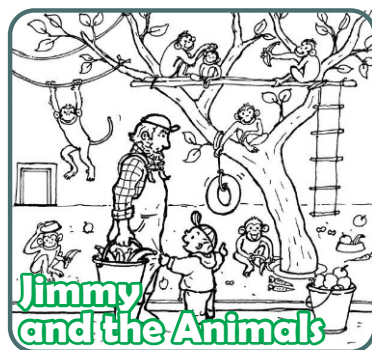
(Bacalah dialog ini.)



Task 2 Story Time

Listen carefully, your teacher will tell you a story.

(Dengarkan dengan seksama, gurumu akan bercerita.)



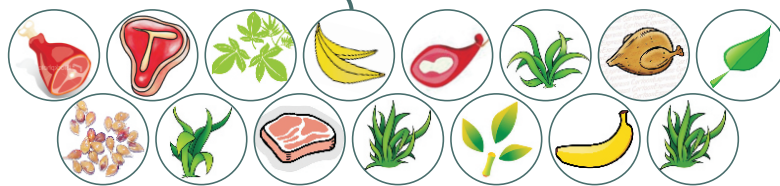
Let's Go to the Zoo

page
2

Task 3

Draw a line from the animals to their foods.

(Tariklah garis dari hewan ke makanannya masing-masing.)



Task 4 Game Time

Get ready, we are going to play 'Animal circle' game. Listen to the instruction from your teacher carefully.

(Bersiaplah, kita akan bermain 'Lingkaran hewan'. Dengarkan penjelasannya dari gurumu dengan seksama.)



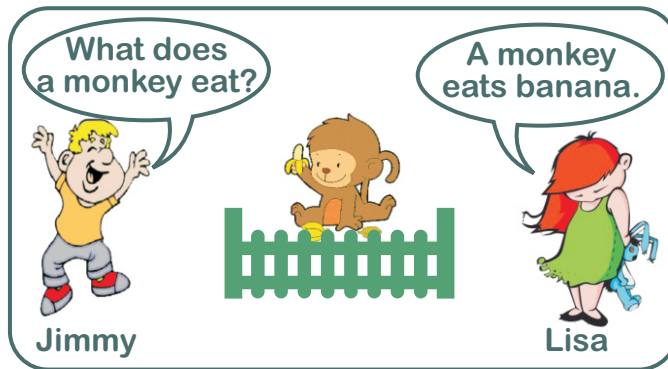
Let's Go to the Zoo

page
3

C Let's Do it

Task 1

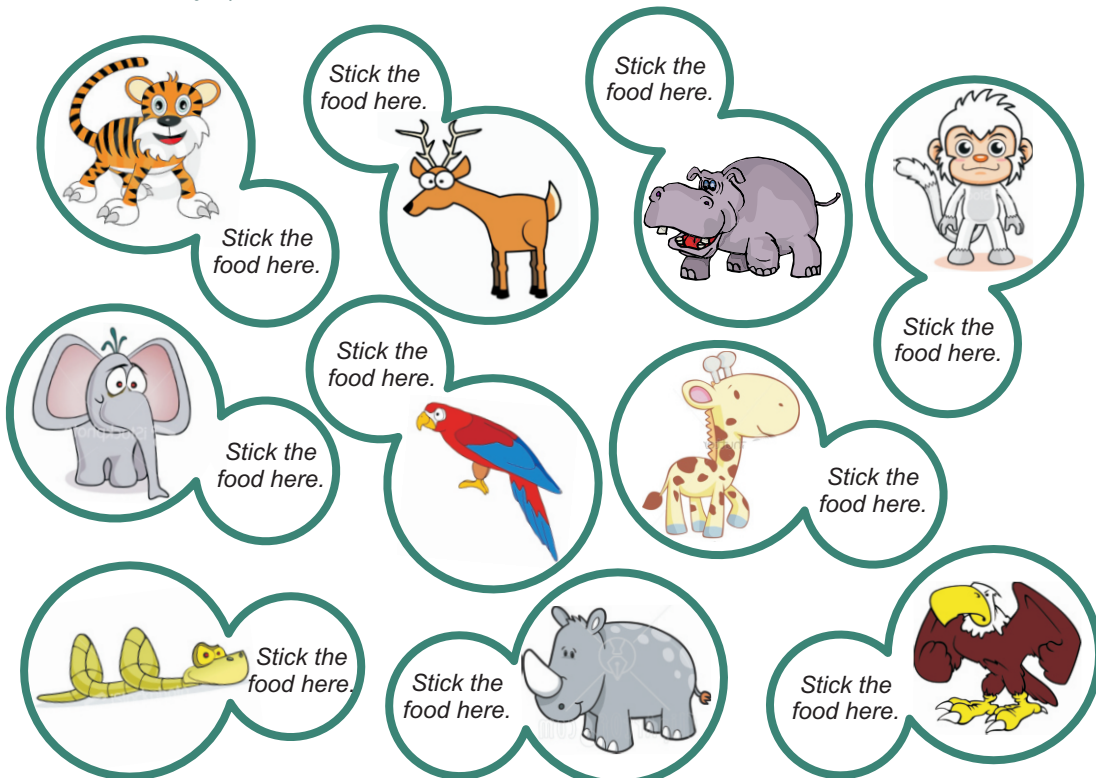
Read this dialog aloud.
(Bacalah dialog ini.)

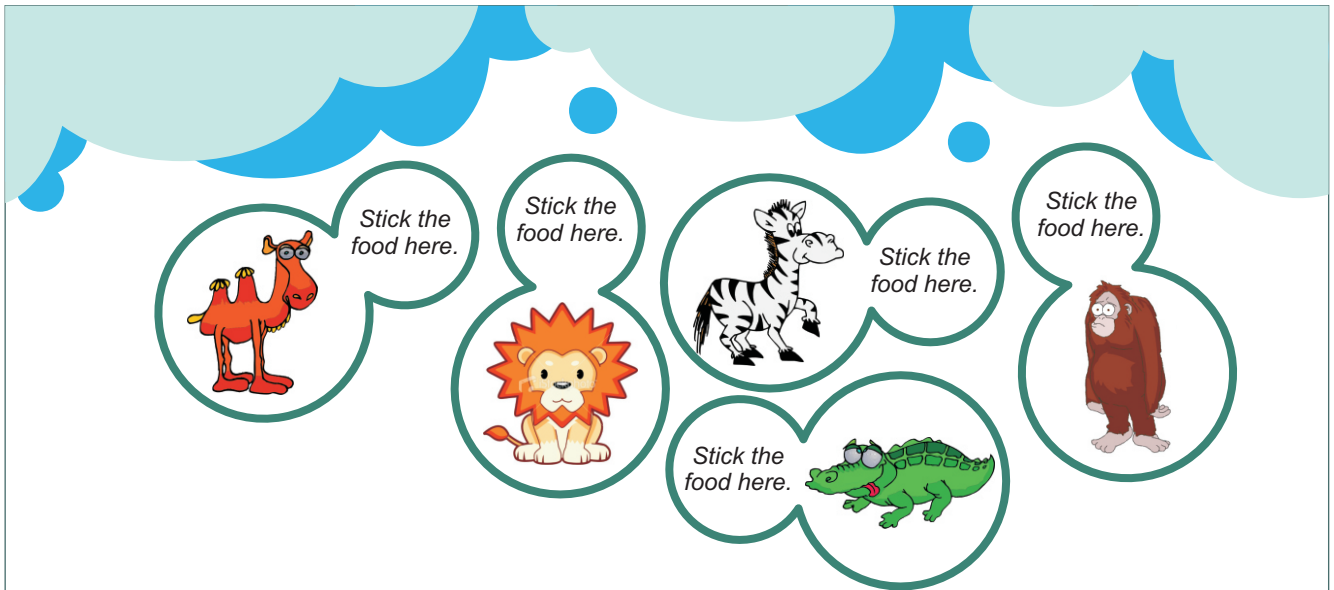


Task 2 Project Time

These animals are hungry. Give them foods they like. Listen to your teacher for the instruction.

(Hewan-hewan ini sangat lapar. Beri mereka makanan yang mereka sukai. Dengarkan gurumu untuk instruksinya.)





D Let's Take a Break

Task 1

What do you feel after finishing today's activity? Do you like it?

(Apa yang kamu rasakan setelah menyelesaikan kegiatan hari ini? Apakah kamu menyukainya?)

No, I don't like it.



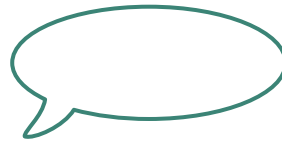
Yes, I like it.

Task 2

Now, stick your smiley sticker, and write down what you feel.

(Sekarang, tempelkan stiker 'smiley', dan tuliskan apa yang kamu rasakan.)

Stick your
smiley here.



Let's Go to the Zoo

page
5

Unit 2 In the Zoo

A Let's Start

Task 1

Look at this zoo map. Can you find what animals there?

(Perhatikan peta kebun binatang ini. Bisakah kamu menemukan hewan apa saja di sana?)



Task 2

Look at the zoo map above. Can you find public signs there?

(Perhatikan peta kebun binatang di atas. Bisakah kamu menemukan papan peringatan di sana?)

toilet

B It's Your Turn

Task 1

Look at the flash cards shown by your teacher. What are they? Repeat after him.

(Perhatikan kartu bergambar yang ditunjukkan oleh gurumu. Gambar apakah itu? Ulangi kata yang diucapkan gurumu.)

Task 2

These are public signs in the zoo. Can you match them with the correct pictures?

(Ini adalah papan peringatan yang ada di kebun binatang. Bisakah kamu menjodohkannya dengan gambar yang benar?)



phone booth

restaurant

information booth

parking lot

don't walk on the grass

no feeding

entrance

mushola

no littering

no fishing

toilet

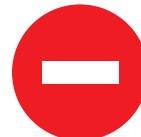
don't sit on the fence

do not enter

no scratching

exit

no smoking



D Let's Take a Break

Task 1

What do you feel after finishing today's activity? Do you like it?

(Apa yang kamu rasakan setelah menyelesaikan kegiatan hari ini? Apakah kamu menyukainya?)

No, I don't like it.



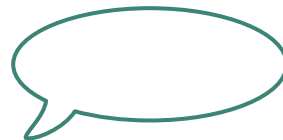
Yes, I like it.

Task 2

Now, stick your smiley sticker, and write down what you feel.

(Sekarang, tempelkan stiker 'smiley', dan tuliskan apa yang kamu rasakan.)

Stick your
smiley here.



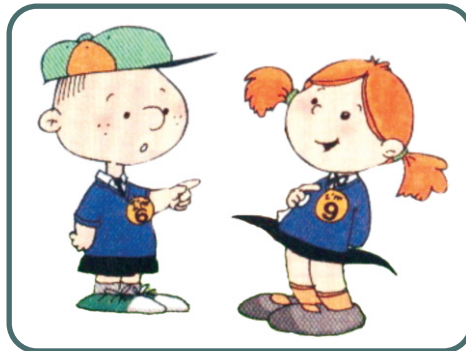
Unit 3

Touch Your Nose

A Let's Start

Task 1

Look at this picture, point at the parts of the body and say the names aloud.
(Perhatikan gambar ini, kemudian tunjuklah anggota badan dan sebutkanlah namanya.)



Task 2

Look at this picture, then write down his parts of the body.
(Perhatikan gambar ini, kemudian tuliskanlah anggota badannya.)



a. leg
b. eye
c. stomach
d. knee

e. arm
f. head
g. ear
h. chest
i. foot

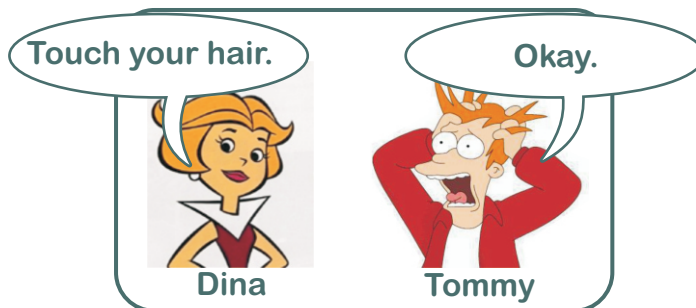
j. mouth
k. neck
l. hand
m. nose
n. shoulder

o. elbow
p. finger
q. toe
r. hair

B It's Your Turn

Task 1

Read this dialog aloud.
(Bacalah dialog ini.)



Task 2 Game Time

Get ready. We are playing 'Simon says' game. Listen to the instruction from your teacher carefully.

(Bersiaplah. Kita akan bermain 'Simon says'. Dengarkan penjelasannya dari gurumu dengan seksama.)



Touch Your Nose

Task 3 Song Time

Every body, stand up. We are going to sing a song. Listen to your teacher, then repeat after him/her.

(Semuanya, berdiri! Kita akan menyanyikan lagu. Dengarkan gurumu, kemudian tirukanlah.)

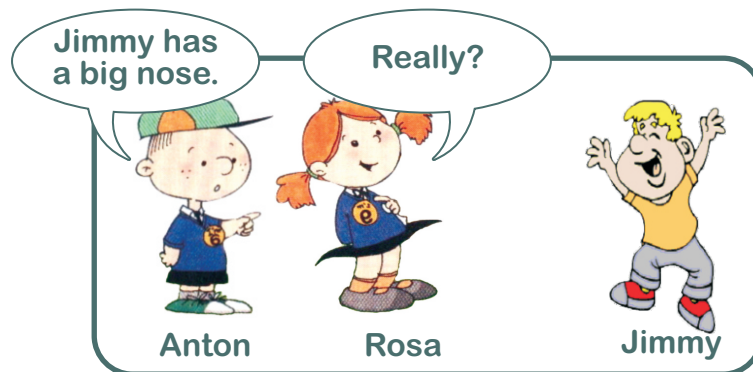


C Let's Do It

Task 1

Read this dialog aloud.

(Bacalah dialog ini.)

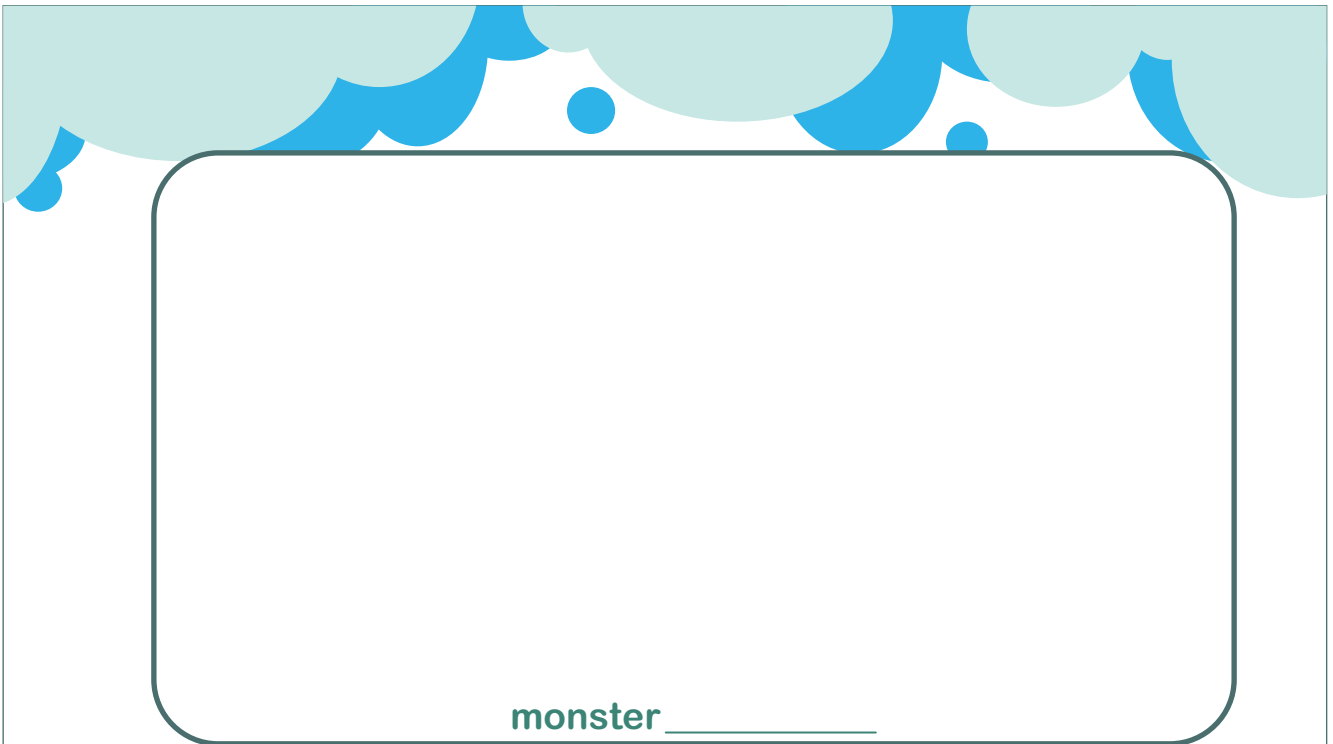


Task 2 Project Time

We are going to make a monster. Listen to your teacher carefully, then draw it based on his/her instruction.

(Kita akan membuat sebuah monster. Dengarkan gurumu dengan seksama, kemudian gambarkan monstermu berdasarkan petunjuk dari gurumu.)

My monster has one big head.



monster _____

D Let's Take a Break

Task 1

What do you feel after finishing today's activity? Do you like it?

(Apa yang kamu rasakan setelah menyelesaikan kegiatan hari ini? Apakah kamu menyukainya?)

No, I don't like it.



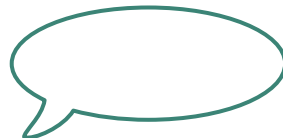
Yes, I like it.

Task 2

Now, stick your smiley sticker based on what you feel.

(Sekarang, tempelkan stiker smiley berdasarkan apa yang kamu rasakan.)

Stick your
smiley here.



Touch Your Nose

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Unit 4

He is Tall

A Let's Start

Task 1

Look at this picture, what picture is it?

(Perhatikan gambar ini, gambar apakah ini?)

MISSING



Tommy
age: 10

He has short hair.
He has two small eyes.
He is tall and thin.

phone Lupi (0812 3456 7890)

This is a ...

Task 2

Look at the missing person's declaration below. Fill the form with the correct sentences.

(Perhatikan gambar pengumuman orang hilang di bawah ini. Isilah dengan kalimat yang sesuai.)

1 _____



2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

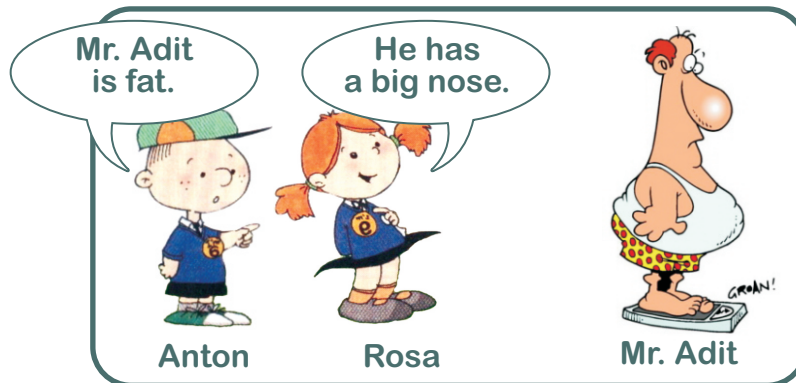
She has a long hair.
call Alex (555 765)
missing
Lisa
She has two small eyes.
age: 9
She is short.

He is Tall

B It's Your Turn

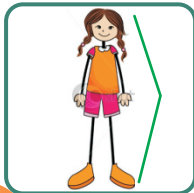
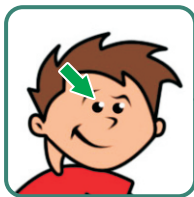
Task 1

Read this dialog aloud.
(Bacalah dialog ini.)



Task 2

Match the pictures with correct answer.
(Jodohkan gambar-gambar ini dengan jawaban yang tepat.)



fat

short hair

short

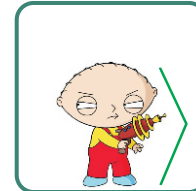
two small eyes

tall

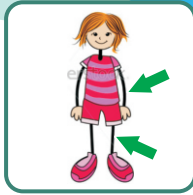
a big nose

a flat nose

long hair



He is Tall



curly hair

a pointed nose



straight hair



thin



Task 3 Game Time

We are going to play 'Which one is Alex?' game. Listen to your teacher for the instruction.

(Kita akan bermain 'Yang manakah Alex?' Dengarkan penjelasannya dari gurumu.)

Questions

1. Laily has two small eyes.
She has long hair.
2. Sheila is short.
She has straight hair.
3. Surya is tall.
He has a flat nose.

4. Mr. Bob is fat.
He has short hair.
5. Anto has two big eyes.
He has short hair.

1

2

3

4

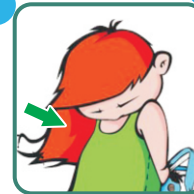
5

He is Tall



curly hair

a pointed nose



straight hair



thin



Task 3 Game Time

We are going to play 'Which one is Alex?' game. Listen to your teacher for the instruction.

(Kita akan bermain 'Yang manakah Alex?' Dengarkan penjelasannya dari gurumu.)

Questions B

1. Mrs. Fatima has curly hair.

She is thin.

2. Alex is thin.

He has two small eyes.

3. Mrs. Dona has long hair.

She has a small nose.

4. Deo is short.

He has two big eyes.

5. Uncle Ronald is fat.

He has a big nose.

1

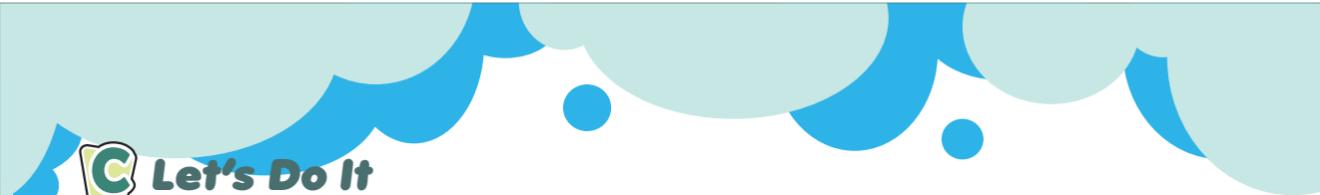
2

3

4

5

He is Tall



C Let's Do It

Task 1 Project Time

Your friend is missing. Make a missing person's declaration, then write down his/her characteristics based on his/her photo.

(Temammu hilang. Buatlah pengumuman orang hilang, kemudian tuliskan ciri-cirinya berdasarkan fotonya.)



stick the photo here



He is Tall

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D Let's Take a Break

Task 1

What do you feel after finishing today's activity? Do you like it?

(Apa yang kamu rasakan setelah menyelesaikan kegiatan hari ini? Apakah kamu menyukainya?)

No, I don't like it.



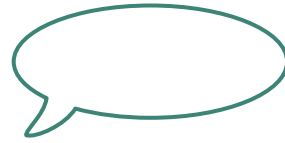
Yes, I like it.

Task 2

Now, stick your smiley sticker based on what you feel.

(Sekarang, tempelkan stiker 'smiley' berdasarkan apa yang kamu rasakan.)

Stick your
smiley here.



Unit 5

Can I Have an Apple?

A Let's Start

Task 1

Look at this picture, what is he doing?

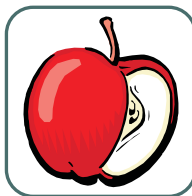
(Perhatikan gambar ini, apa yang sedang dia lakukan?)



Task 2

Look at the pictures below. They are fruits and vegetables. Listen to and repeat the words after your teacher.

(Perhatikan gambar-gambar di bawah ini. Ini adalah buah-buahan dan sayuran. Dengarkan dan ulangi apa yang diucapkan oleh gurumu.)



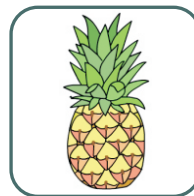
an apple



four bananas



an orange



a pineapple



a strawberry



grapes



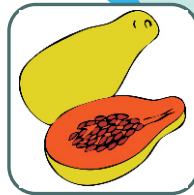
a melon



a water melon



a mango



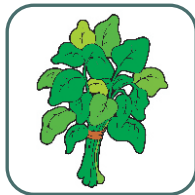
a papaya



a cabbage



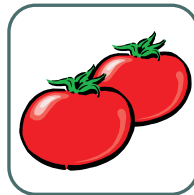
two carrots



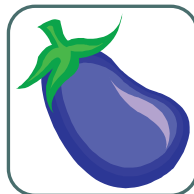
spinach



a potato



two tomatoes



an eggplant



a cauliflower



two chillis



a cucumber



an onion

Task 3

This basket contains some fruits and vegetables. Can you put them in two different baskets?

(Keranjang ini berisi beberapa buah dan sayur. Bisakah kamu meletakkan mereka ke dalam 2 keranjang yang berbeda?)



VEGETABLES

- 1
- 2
- 3
- 4
- 5

FRUITS

- 1
- 2
- 3
- 4
- 5



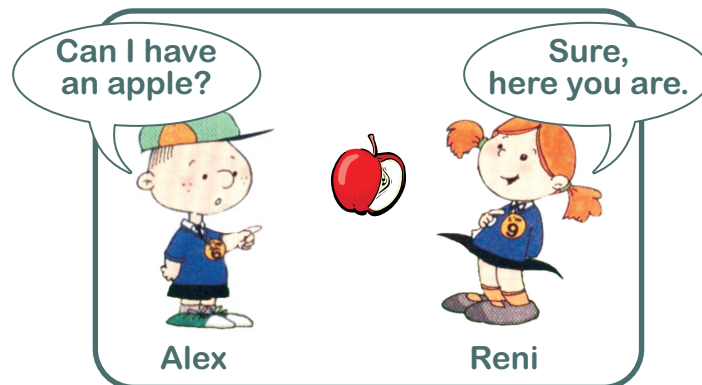
Can I Have an Apple?

page
20

B It's Your Turn

Task 1

Read this dialog aloud.
(Bacalah dialog ini.)



Task 2 Story Time

Listen carefully, your teacher will tell you a story.
(Dengarkan dengan seksama, gurumu akan bercerita.)



Task 3

Listen to the story once again, then fill in the blanks below.
(Dengarkan cerita ini sekali lagi, kemudian, isilah titik-titik di bawah ini.)

one kilo of _____
two kilos of _____
four kilos of _____
a kilo of _____
three kilos of _____
two kilos of _____

Can I Have an Apple?

Task 4 Game Time

Get ready, we are going to play 'Going shopping' game. Listen to the instruction from your teacher carefully.

(Bersiaplah, kita akan bermain 'Pergi belanja'. Dengarkan penjelasannya dari gurumu dengan seksama.)

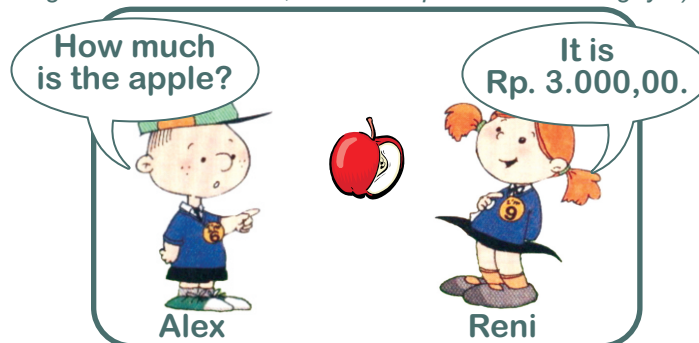


C Let's Do It

Task 1

Look at this picture, then practice the dialog below.

(Perhatikan gambar di bawah ini, kemudian praktekkan dialognya.)



Task 3 Role Play Time

We are going to play a role. Act as a seller and buyer, then buy or sell fruits and vegetables based on the list. Listen to your teacher for the instruction.

(Kita akan bermain sandiwara. Berperanlah sbagai penjual dan pembeli, kemudian beli atau jualah buah dan sayur berdasarkan daftar. Dengarkan perintahnya dari gurumu.)



Can I Have an Apple?

D Let's Take a Break

Task 1

What do you feel after finishing today's activity? Do you like it?

(Apa yang kamu rasakan setelah menyelesaikan kegiatan hari ini? Apakah kamu menyukainya?)

No, I don't like it.



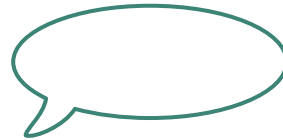
Yes, I like it.

Task 2

Now, stick your smiley sticker, and write down what you feel.

(Sekarang, tempelkan stiker 'smiley', dan tuliskan apa yang kamu rasakan.)

Stick your
smiley here.



Teacher's Guide

Unit 1 Let's Go to the Zoo

Guru memperlihatkan poster hewan-hewan kepada siswa. Kemudian, guru bertanya kepada siswa tentang hal-hal yang berkaitan dengan gambar. Guru menjelaskan kepada siswa bahwa topik yang akan mereka pelajari adalah tentang hewan-hewan di kebun binatang dan makanannya.

A Let's Start

Task 1

Guru menyuruh siswa untuk memperhatikan gambar hewan yang ada di hand-out. Siswa kemudian menunjuk tiap hewan sambil menyebutkan namanya.

Task 2

Siswa menuliskan nama hewan yang ada di gambar. Pilihan nama-nama hewan ada di dalam kotak di sebelah kanan.

Task 3

Guru mengucapkan nama-nama hewan dengan keras dan benar. Kemudian, siswa mengulangnya. Guru menunjuk gambar hewan tertentu, kemudian siswa mengucapkan namanya dengan benar.

B It's Your Turn

Task 1

Guru membacakan dialog sambil mencontohkan dengan gambar flashcard hewan dan makanannya. Siswa kemudian menirukannya. Guru mengganti gambar hewan dan makanannya, kemudian membacakan dialognya lagi. Siswa menirukannya kembali.

Task 2 Story Time

Sebelum memulai bercerita, guru menyuruh siswa untuk memperhatikan dan mendengarkan dengan seksama.

Judul : JIMMY AND THE ZOO ANIMALS

Perlengkapan : kartu bergambar hewan-hewan dan makanannya

Cerita :

Jimmy is an animal keeper. He goes to lion's cage. 'How are you, Mr. Lion?' 'I am hungry.' 'What do you eat?' 'I eat meat.' 'I have some, here you are.' 'Thank you, yummm. Krauk-krauk..'

Then, he met a monkey. 'How are you, Mr. Monkey?' 'I am hungry.' 'What do you eat?' 'I eat banana.' 'I have some, here you are.' 'Thank you, yummm. Nyam-nyam..'

Then, he met an elephant. 'How are you, Mr. Elephant?' 'I am hungry.' 'What do you eat?' 'I eat leaves.' 'I have some, here you are.' 'Thank you, yummm. Nyam-nyam..'

Next, he met a zebra. 'How are you, Mr. Zebra?' 'I am hungry.' 'What do you eat?' 'I eat grass.' 'I have some, here you are.' 'Thank you, yummm. Nyam-nyam..'

Last, he met a parrot. 'How are you, Mr. Parrot?' 'I am hungry.' 'What do you eat?' 'I eat seeds.' 'I have some, here you are.' 'Thank you, yummm. Nyam-nyam..'

Task 3

Siswa menghubungkan gambar hewan dengan gambar makanannya berdasarkan cerita yang mereka dengar. Cerita ini tidak menceritakan seluruh hewan dan makanannya. Jadi, siswa menyelesaikan menghubungkan gambar hewan yang tidak ada di cerita dengan makanannya.

Task 4

Game Time

Nama permainan : ANIMAL CIRCLE

Fungsi bahasa : nama-nama hewan dan makanannya

Waktu : 20 menit

Perlengkapan : kartu bergambar hewan dan makanannya
(jumlahnya sesuai dengan jumlah siswa)

Cara bermain :

1. Buat barisan yang membentuk lingkaran besar di halaman. Guru berada di tengah lingkaran.
2. Bagikan kartu kepada masing-masing anak. Kemudian taruh kartu itu di lantai di depan mereka. Anak-anak harus mengingat kartu apa yang mereka peroleh.
3. Panggil dua atau lebih nama hewan.
(contoh: snake and lion, change!)

3. Katakan 'change'! Anak-anak yang nama hewan di kartunya disebut harus bertukar tempat. Guru juga berusaha untuk mendapatkan tempat di belakang kartu. Anak yang tidak mendapatkan tempat berdiri di tengah lingkaran dan menjadi pemanggil berikutnya.

variasi : Mereka juga bisa memanggil nama makanannya
(contoh: meat and grass, change!)

C Let's Do It

Task 1

Guru membacakan dialog sambil mencontohkan dengan kartu bergambar hewan dan makanannya. Siswa kemudian menirukannya. Guru mengganti gambar hewan dan makanannya, kemudian membacakan dialognya lagi. Siswa menirukannya kembali.

Task 2 Project Time

Nama permainan : ANIMAL SURVEY

Fungsi bahasa : bertanya tentang makanan hewan 'What does a monkey eat?' dan cara menjawabnya 'It eats banana.'

Waktu : 20 menit

Perlengkapan : lembar survey, stiker bergambar makanan hewan

Cara bermain :

1. Bagikan stiker makanan kepada setiap siswa.
2. Tanya 'What does a monkey eat?' kepada siswa. Siswa menjawab 'It eats banana.' Guru kemudian memberikan stiker makanan kepada siswa yang menjawab dengan benar. Siswa lalu menempelkannya ke lingkaran yang sesuai dengan gambar hewan.
3. Siswa kemudian saling bertanya jawab.
4. Mereka harus mengumpulkan stiker sebanyak mungkin.

D Let's Take a Break

Task 1

Guru bertanya apakah siswa-siswa menyukai kegiatan-kegiatan yang baru saja mereka lakukan. Guru mengajarkan bagaimana mengungkapkan perasaan suka atau tidak suka terhadap materi dengan 'Yes, I like it' atau 'No, I don't like it'.

Task 2

Guru membagikan stiker smiley kepada siswa. Kemudian, mereka menempelkan stiker yang sesuai dengan perasaannya masing-masing (suka atau tidak suka).

Teacher's Guide

Unit 2 In the Zoo

Guru memperlihatkan poster peta kebun binatang kepada siswa. Guru menjelaskan kepada siswa bahwa topik yang akan mereka pelajari adalah papan peringatan yang ada di kebun binatang.

A Let's Start

Task 1

Guru menyuruh siswa untuk memperhatikan gambar yang ada di hand-out. Siswa kemudian menunjuk tiap hewan sambil menyebutkan namanya.

Task 2

Siswa mencari papan peringatan yang ada di gambar, lalu menuliskannya di dalam kotak yang tersedia.

B It's Your Turn

Task 1

Guru memperlihatkan kartu bergambar papan peringatan kepada siswa. Guru bertanya kepada siswa maksud dari gambar-gambar itu. Guru membacakan maksud dari tiap papan peringatan itu, siswa kemudian menirukannya.

Task 2

Siswa menjodohkan (menarik garis) dari papan peringatan ke gambar yang sesuai.

Task 3 Game Time

Nama permainan : EXPLORING THE ZOO
Fungsi bahasa : nama-nama papan peringatan
Waktu : 20 menit
Perlengkapan : papan permainan, kartu gambar dan namanya, dadu, pion

Cara bermain :

1. Bagi siswa menjadi beberapa kelompok yang terdiri dari 6-7 orang. Bagikan perlengkapan bermain kepada setiap kelompok.
2. Tentukan urutan bermain dengan melakukan kertas-gunting-batu. Susun kartu 'gambar' di atas papan. Salah satu siswa menjadi pembagi kartu 'nama' papan peringatan.
3. Lempar dadunya, kemudian pindahkan pion sesuai dengan angka di dadu. Siswa yang lain bisa menghitung dengan keras.
4. Jika pion berhenti di kotak kosong, giliran beralih ke siswa berikutnya.
5. Jika pion berhenti di kotak yang ada kartu 'gambar'nya, siswa harus mengambil kartu 'nama' yang sesuai dengan gambar dan menaruhnya di sana. Siswa harus mencatat papan peringatan yang diperolehnya.
6. Setiap siswa harus mendapatkan paling sedikit 3 kartu. Setelah mendapatkannya, dia harus menuju ke kotak finish.
7. Siswa yang pertama kali mencapai kotak finish menang.

Let's Do It

Task 1 Project Time

Nama permainan : BUILDING THE ZOO

Fungsi bahasa : nama hewan, papan peringatan dan namanya.

Waktu : 20 menit

Perlengkapan : poster peta kebun binatang, papan peringatan dan namanya, gambar hewan dan namanya, gunting, lem, pewarna

Cara bermain :

1. Bagi siswa menjadi beberapa kelompok yang terdiri dari 6-7 orang. Berikan satu paket permainan kepada setiap kelompok.
2. Potong kartu bergambar, kemudian tempelkan di poster peta kebun binatang. Warnai poster itu sehingga jadi lebih menarik.



D Let's Take a Break

Task 1

Guru bertanya apakah siswa-siswa menyukai kegiatan-kegiatan yang baru saja mereka lakukan. Guru mengajarkan bagaimana mengungkapkan perasaan suka atau tidak suka terhadap materi dengan 'Yes, I like it' atau 'No, I don't like it'.

Task 2

Guru membagikan stiker 'smiley' kepada siswa. Kemudian, mereka menempelkan stiker yang sesuai dengan perasaannya masing-masing (suka atau tidak suka).

Teacher's Guide

Unit 3 Touch Your Nose

A Let's Start

Task 1

Guru menyuruh siswa untuk memperhatikan gambar yang ada di hand-out. Siswa kemudian menunjuk tiap anggota badan sambil menyebutkan namanya.

Task 2

Guru menyuruh siswa untuk memperhatikan gambar yang ada di hand out. Siswa menjodohkan gambar anggota tubuh dengan nama yang sesuai. Setelah selesai, guru membaca nama-nama anggota badan, kemudian siswa menirukannya.

B It's Your Turn

Task 1

Guru membacakan dialog sambil mencontohkan dengan kartu bergambar. Siswa kemudian menirukannya. Guru mengganti kartunya, kemudian membacakan dialognya lagi. Siswa menirukannya kembali.

Task 2 Game Time

Nama permainan : SIMON SAYS

Fungsi bahasa : mendengarkan, kalimat perintah, anggota badan

Waktu : 20 menit

Cara bermain :

1. Siswa berdiri membentuk barisan setengah lingkaran. Guru berdiri di depan mereka.
2. Teriakkan perintah untuk menyentuh sesuatu, misal: *Simon says: touch your nose.*
3. Siswa harus melakukan apa yang diperintahkan guru.
4. Teriakkan perintah lagi, kali ini tanpa *Simon says*. Jika ada siswa yang menyentuh sesuatu, maka dia keluar dari permainan.
5. Siswa terakhir yang bertahan menjadi pemanggil berikutnya.
6. Guru bergabung dengan siswa dan mengikuti perintah dari penngantinya.

Task 3 Song Time

Judul lagu : HEAD AND SHOULDERS
Fungsi bahasa : nama-nama anggota badan
Waktu : 10 menit

Lirik lagu :
head and shoulders, knees and toes, knees and toes
head and shoulders, knees and toes, knees and toes
eyes and ears and mouth and nose
head and shoulders, knees and toes, knees and toes

Cara bermain :

1. Suruh siswa untuk berdiri dan membentuk lingkaran besar.
2. Guru berdiri di tengah. kemudian, dia menyanyikan lagu sambil menyentuh tiap anggota badan yang ada di lagu.
3. Siswa ikut menyanyi bersama. Semakin lama, lagu dinyanyikan lebih cepat daripada sebelumnya.

C Let's Do It

Task 1

Guru membacakan dialog sambil mencontohkan dengan kartu bergambar. Siswa kemudian menirukannya. Guru mengganti kartunya, kemudian membacakan dialognya lagi. Siswa menirukannya kembali.

Task 2 Project Time

Guru menyuruh siswa untuk menyiapkan alat tulis dan pewarna, kemudian mendengarkan penjelasan darinya.

Nama permainan : MAKE A MONSTER
Fungsi bahasa : mendengarkan, ciri-ciri anggota badan
Waktu : 30 menit
Perlengkapan : pensil, pewarna
Naskah :
My monster has one big head.
My monster has two small eyes.
My monster has one big mouth.
My monster is short.
My monster has four long arms.
My monster has two short legs.



Cara bermain :

1. Guru membacakan ciri-ciri monster dengan keras (diulang 2-3 kali).
2. Siswa mendengarkan, lalu mencatat ciri-cirinya.
3. Setelah selesai mencatat, siswa menggambarannya. Mereka bisa mewarnainya.
4. Siswa memberi nama monster sesuai dengan keinginan mereka.

D *Let's Take a Break*

Task 1

Guru bertanya apakah siswa-siswa menyukai kegiatan-kegiatan yang baru saja mereka lakukan. Guru mengajarkan bagaimana mengungkapkan perasaan suka atau tidak suka terhadap materi dengan 'Yes, I like it' atau 'No, I don't like it'.

Task 2

Guru membagikan stiker smiley kepada siswa. Kemudian, mereka menempelkan stiker yang sesuai dengan perasaannya masing-masing (suka atau tidak suka).

Teacher's Guide

Unit 4 He is Tall

A Let's Start

Task 1

Guru menyuruh siswa untuk memperhatikan gambar yang ada di hand-out. Guru bertanya tentang isi gambar itu, lalu menjelaskan isi pengumuman orang hilang.

Task 2

Siswa menjodohkan mengisi bagian-bagian pengumuman orang hilang yang masih kosong. Pilihannya ada di kolom sebelah kanannya.

B It's Your Turn

Task 1

Guru membacakan dialog sambil mencontohkan dengan kartu bergambar. Siswa kemudian menirukannya. Guru mengganti kartunya, kemudian membacakan dialognya lagi. Siswa menirukannya kembali.

Task 2

Siswa menjodohkan gambar dengan cara menarik garis dari ciri-ciri tubuh ke kata-kata yang sesuai.

Task 3

Game Time

Nama permainan : WHICH ONE IS ALEX?

Fungsi bahasa : membaca, ciri-ciri tubuh

Waktu : 15 menit

Cara bermain :

1. Guru menyuruh siswa untuk berpasangan, lalu membagi stiker ke mereka. Setiap pasangan mendapat dua set stiker yang berbeda.
2. Siswa I membaca soal no 1, lalu mencari gambar stiker yang sesuai dengan ciri-ciri di soal di stiker temannya. Jika gambarnya sudah ketemu, dia lalu menempelkannya di hand-out no 1.
3. Siswa II mendapat giliran untuk mencari gambar yang sesuai di stiker temannya.

C Let's Do It

Task 1 Project Time

Nama permainan : MISSING PERSON'S DECLARATION

Fungsi bahasa : menulis, ciri-ciri anggota badan

Waktu : 20 menit

Perlengkapan : pensil, pewarna, lem

Cara bermain :

1. Guru membagikan foto-foto siswa ke mereka secara acak. Tiap siswa mendapatkan 1 foto teman mereka.
2. Mereka menempel foto di lembar pengumuman orang hilang, lalu menuliskan ciri-cirinya.
3. Setelah selesai, mereka lalu mencari orang yang dimaksud, dan membawanya ke guru untuk ditukarkan dengan stiker smiley.

D Let's Take a Break

Task 1

Guru bertanya apakah siswa-siswa menyukai kegiatan-kegiatan yang baru saja mereka lakukan. Guru mengajarkan bagaimana mengungkapkan perasaan suka atau tidak suka terhadap materi dengan 'Yes, I like it' atau 'No, I don't like it'.

Task 2

Guru membagikan stiker smiley kepada siswa. Kemudian, mereka menempelkan stiker yang sesuai dengan perasaannya masing-masing (suka atau tidak suka).

Teacher's Guide

Unit 5 Can I Have an Apple?

A Let's Start

Task 1

Guru menyuruh siswa untuk memperhatikan gambar yang ada di hand-out. Siswa kemudian menyebutkan nama-nama buah-buahan dan sayuran yang dijual di gambar.

Task 2

Guru menyuruh siswa untuk memperhatikan gambar yang ada di hand-out. Guru membaca nama-nama buah-buahan dan sayuran, kemudian siswa menirukannya.

Task 3

Siswa memperhatikan gambar keranjang yang berisi buah-buahan dan sayuran. kemudian, mereka mengelompokkannya ke dalam keranjang sayuran dan buah-buahan.

B It's Your Turn

Task 1

Guru membacakan dialog sambil mencontohkan dengan kartu bergambar. Siswa kemudian menirukannya. Guru mengganti kartunya, kemudian membacakan dialognya lagi. Siswa menirukannya kembali.

Task 2 Story Time

Judul : AT THE GREENGROCER
Fungsi bahasa : angka, buah-buahan dan sayuran
Waktu : 20 menit
Cerita :

Lisa is going the market today. Her mother asks Lisa to buy fruits and vegetables. Lisa reads the shopping list. First, she buys two kilos of apple. Second, a kilo of orange. Third, three kilos of grapes. Fourth, four kilos of cauliflower. Fifth, two kilos of tomato. Sixth, a kilo of carrot. Then, she buys all the fruits and vegetables.

Task 3

Guru membacakan cerita itu satu kali lagi. kali ini, siswa sambil mendengarkan juga mengisi shopping list yang masih kosong berdasarkan cerita.

Task 4 Game Time

Nama permainan : GOING SHOPPING

Fungsi bahasa : nama buah-buahan dan sayuran

Waktu : 10 menit

Lirik lagu :

I am going shopping, tomorrow morning

I am going shopping with my friends

Tomorrow morning, I am going shopping

I am going shopping with my friends

Cara bermain :

1. Suruh siswa untuk berdiri dan membentuk lingkaran besar. Setiap siswa mendapat kartu bergambar buah dan sayur.
2. Guru berdiri di tengah. Kemudian, dia membeli 5 macam buah dan sayur. Siswa yang buah atau sayurnya yang terbeli ikut berdiri di tengah.
3. Setelah membeli 5 macam buah dan sayur, guru dan siswa bernyanyi sambil berputar. Saat lagu selesai, mereka harus berebut kembali ke kartu yang ditaruh melingkar tadi. Yang tidak kebagian kartu menjadi pembeli berikutnya.

C Let's Do It

Task 1

Guru membacakan dialog sambil mencontohkan dengan kartu bergambar. Siswa kemudian menirukannya. Guru mengganti kartunya, kemudian membacakan dialognya lagi. Siswa menirukannya kembali.

Task 2 Role play time

Nama permainan : SHOPPING TIME

Fungsi bahasa : bercakap-cakap, membeli dan menjual sayur dan buah

Waktu : 30 menit

Perlengkapan : keranjang belanja, kartu buah dan sayur, uang mainan, daftar belanja, daftar harga



Cara bermain :

1. Bagi siswa menjadi 2 kelompok, pembeli dan penjual. Setiap pembeli mendapat keranjang belanja, uang mainan, dan daftar belanja. Sedangkan setiap penjual mendapat keranjang dagangan, kartu buah dan sayur, daftar harga, dan uang mainan.
2. Pembeli membeli buah dan sayur sesuai dengan yang ada di daftar belanja. Kalau di satu penjual tidak ada, maka dia pindah ke penjual yang lain.
3. Penjual melayani pembeli dengan baik.
4. Permainan berakhir ketika buah dan sayur sudah terbeli semua.

D Let's Take a Break

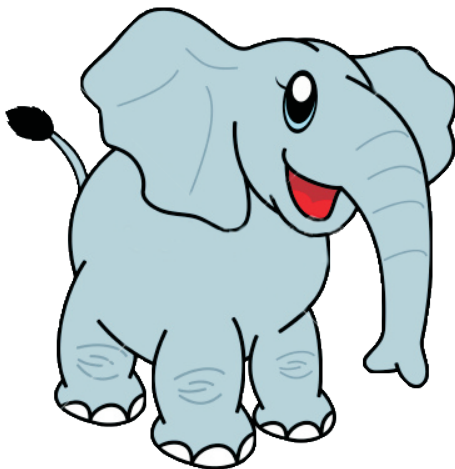
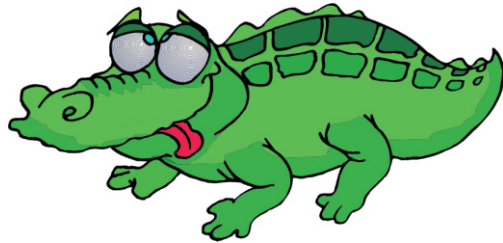
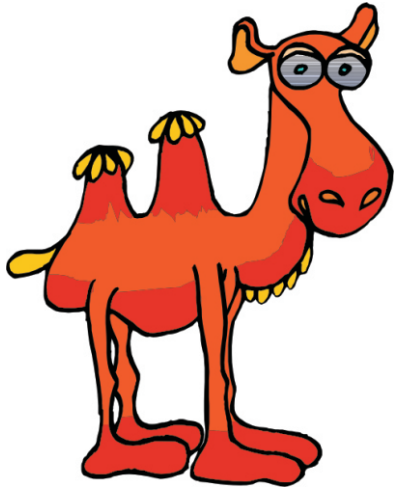
Task 1

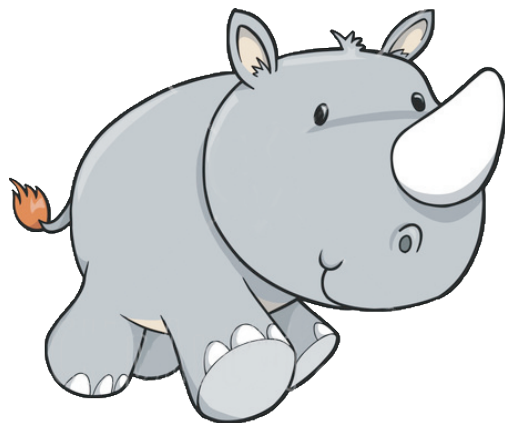
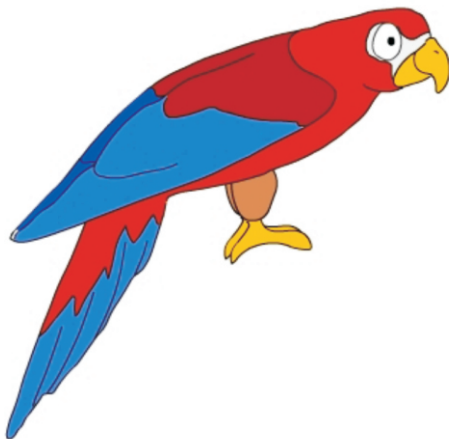
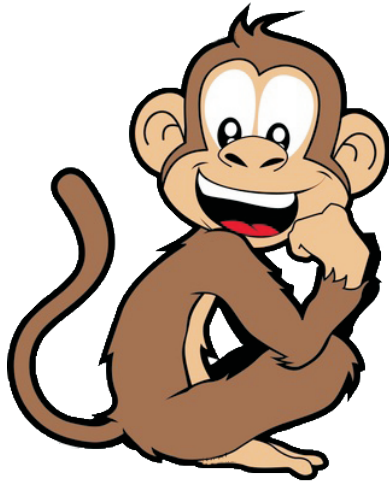
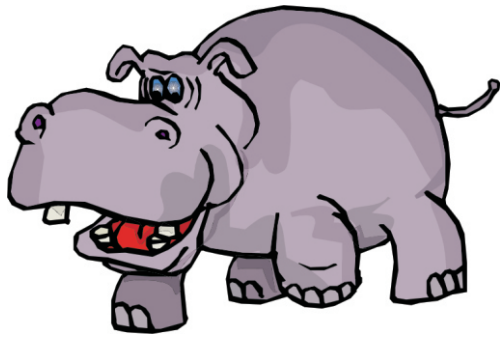
Guru bertanya apakah siswa-siswa menyukai kegiatan-kegiatan yang baru saja mereka lakukan. Guru mengajarkan bagaimana mengungkapkan perasaan suka atau tidak suka terhadap materi dengan 'Yes, I like it' atau 'No, I don't like it'.

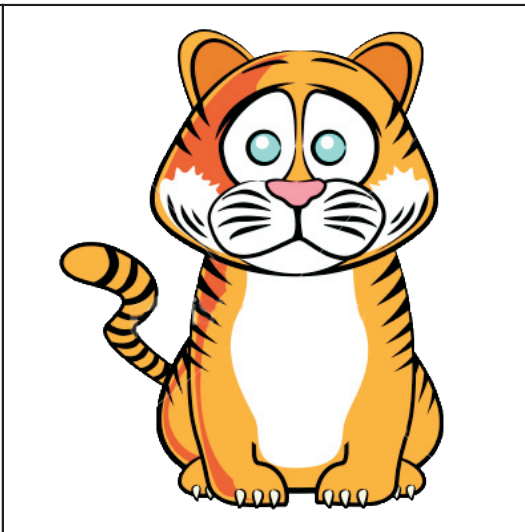
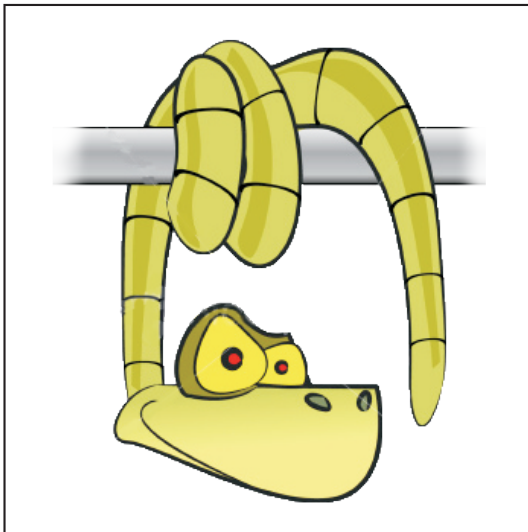
Task 2

Guru membagikan stiker smiley kepada siswa. Kemudian, mereka menempelkan stiker yang sesuai dengan perasaannya masing-masing (suka atau tidak suka).

APPENDIX A
Flash cards for unit 1



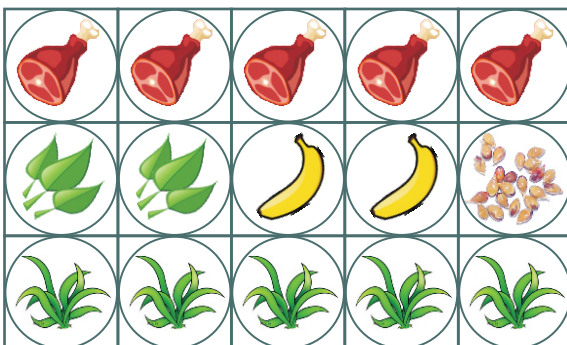




Smiley stickers for
D. Let's Take a Break
Task 2

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Stickers for C. Let's Do Dt
Task 2 (Project Time)



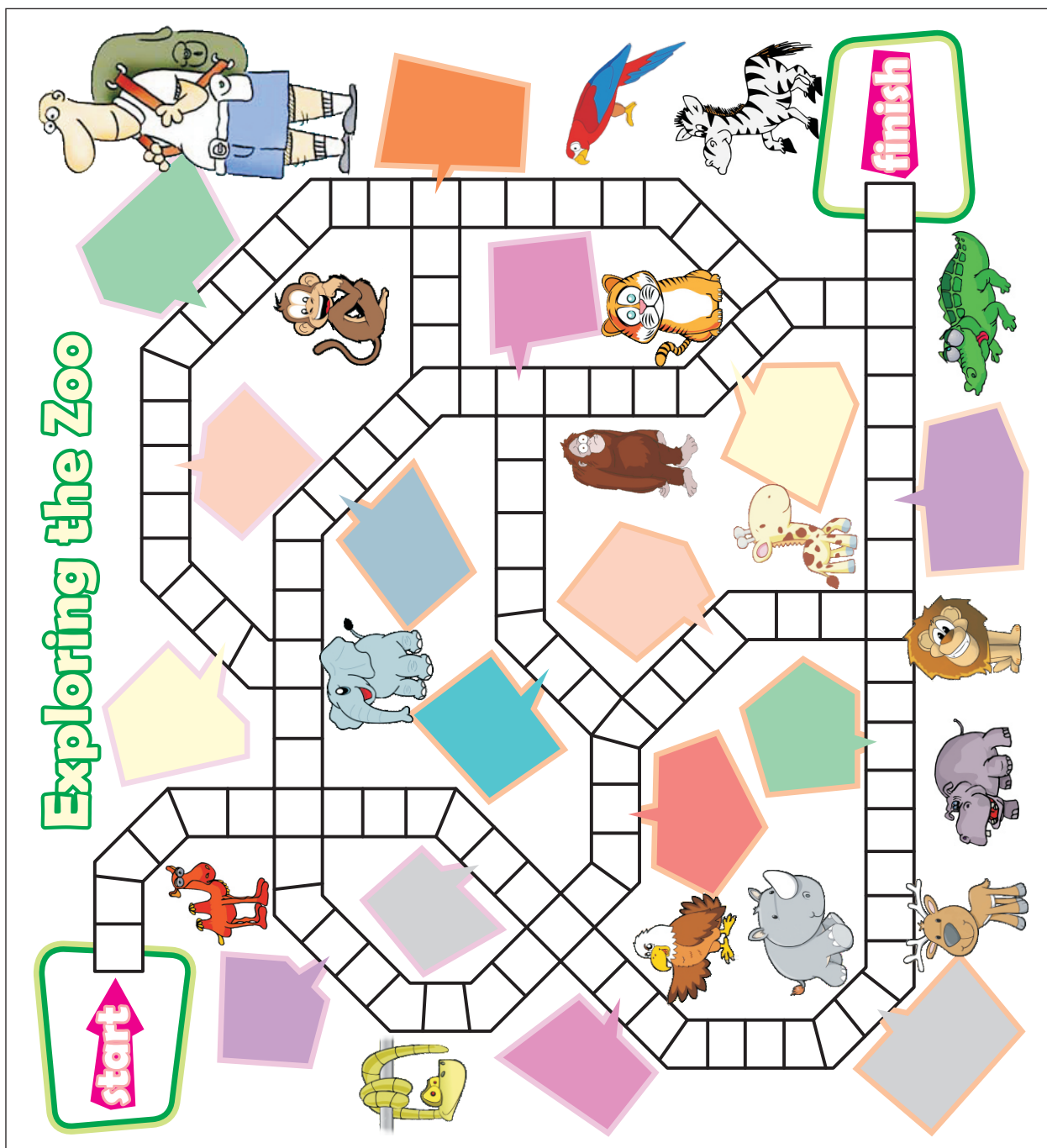
APPENDIX B
Flash cards for unit 2







Zoo board for B. It's Your Turn, Task 3 (Game Time)
Copy this board into a bigger size.

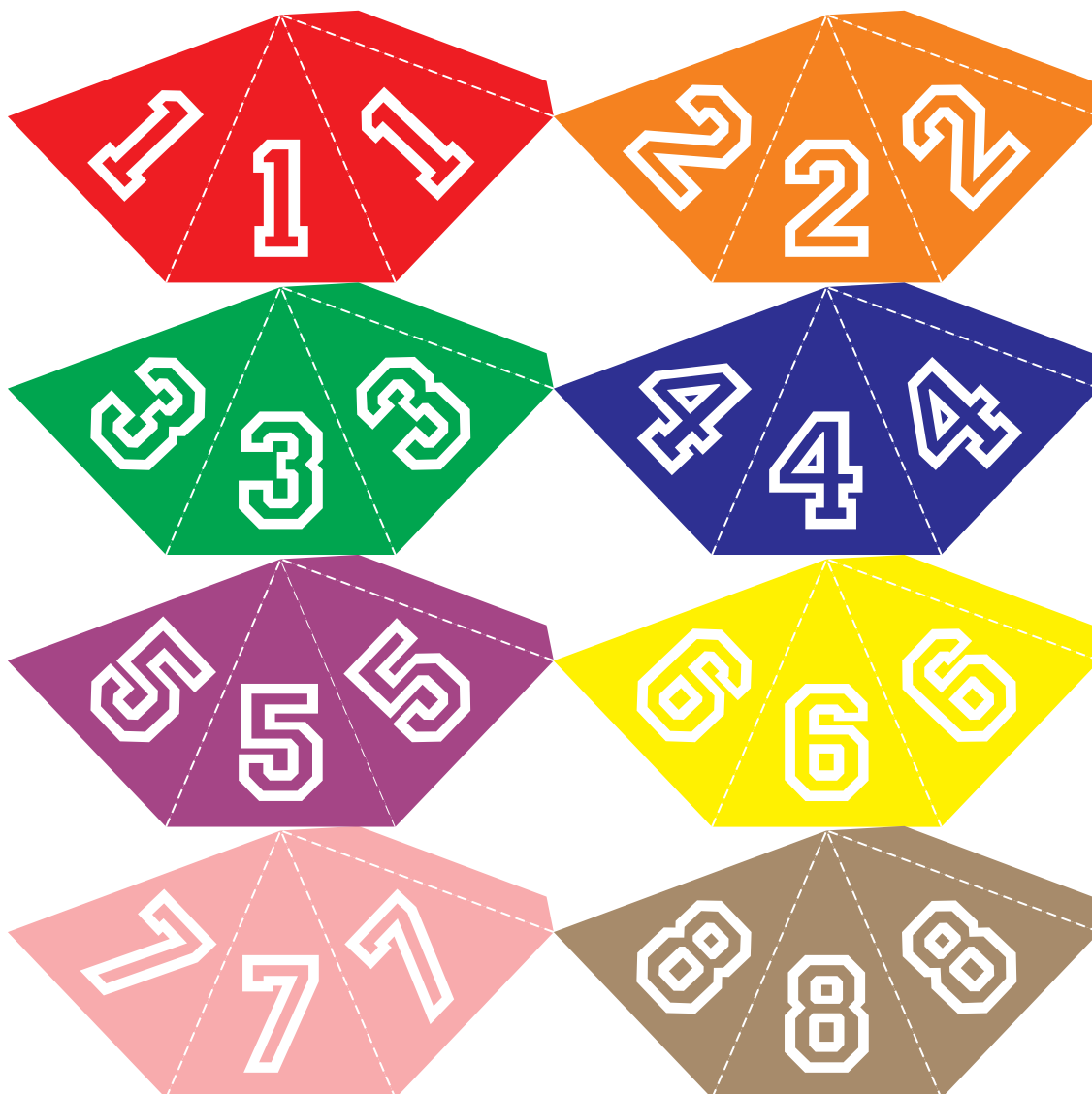


Cards for B. It's Your Turn, Task 3
 Exploring the Zoo Game
 Cut these cards on the dotted line.

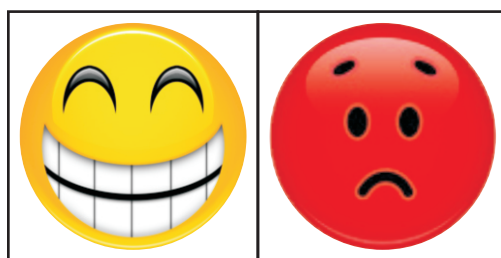
Parking Lot	Restaurant	Prayer Room	Phone Booth
Toilet	Information Booth	Do Not Enter	No Scratching
No Smoking	No Fishing	No Littering	No Feeding

Dice for B. It's Your Turn, Task 3
 Exploring the Zoo Game

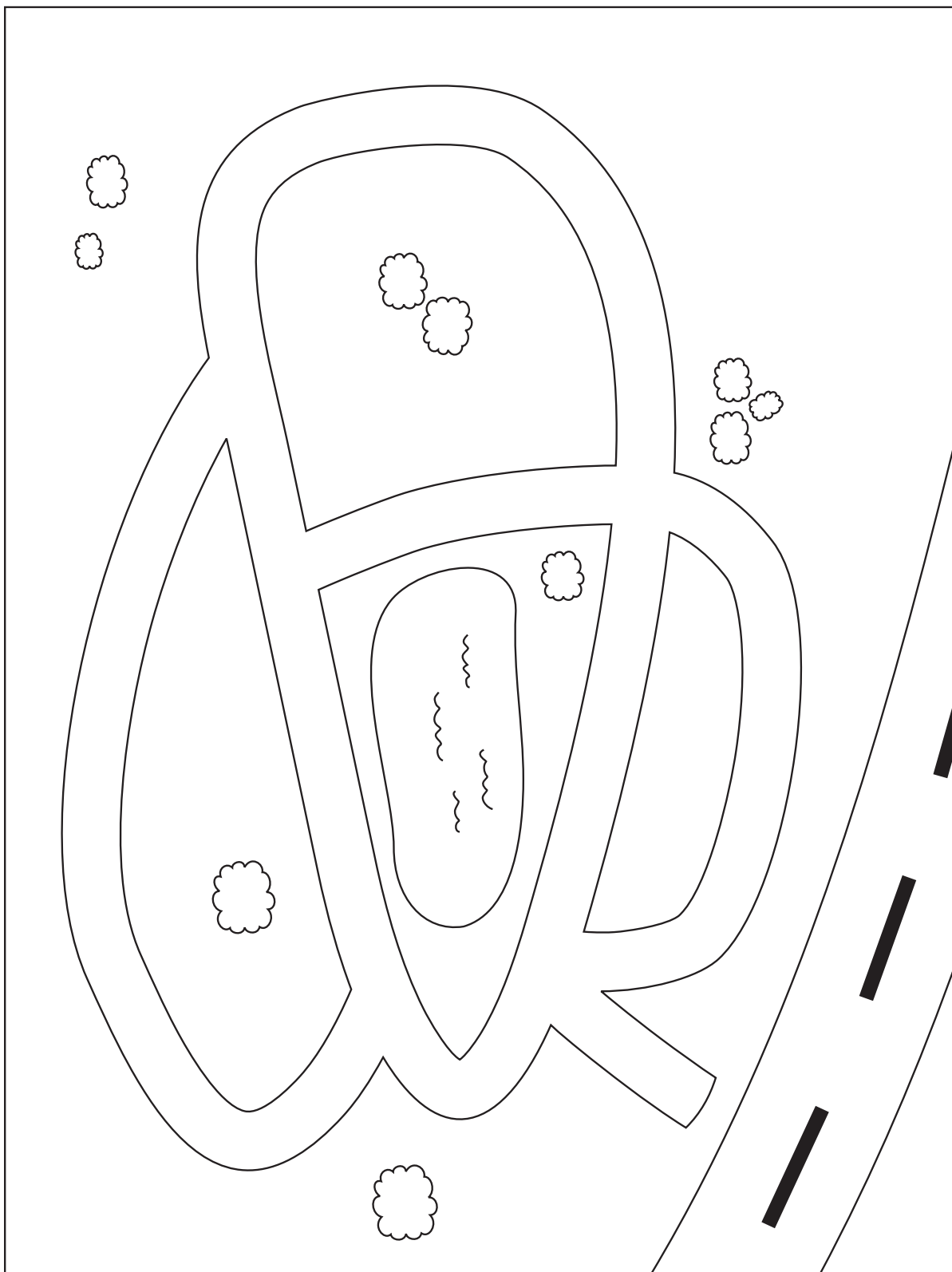
Counters for B. It's Your Turn, Task 3
Exploring the Zoo Game



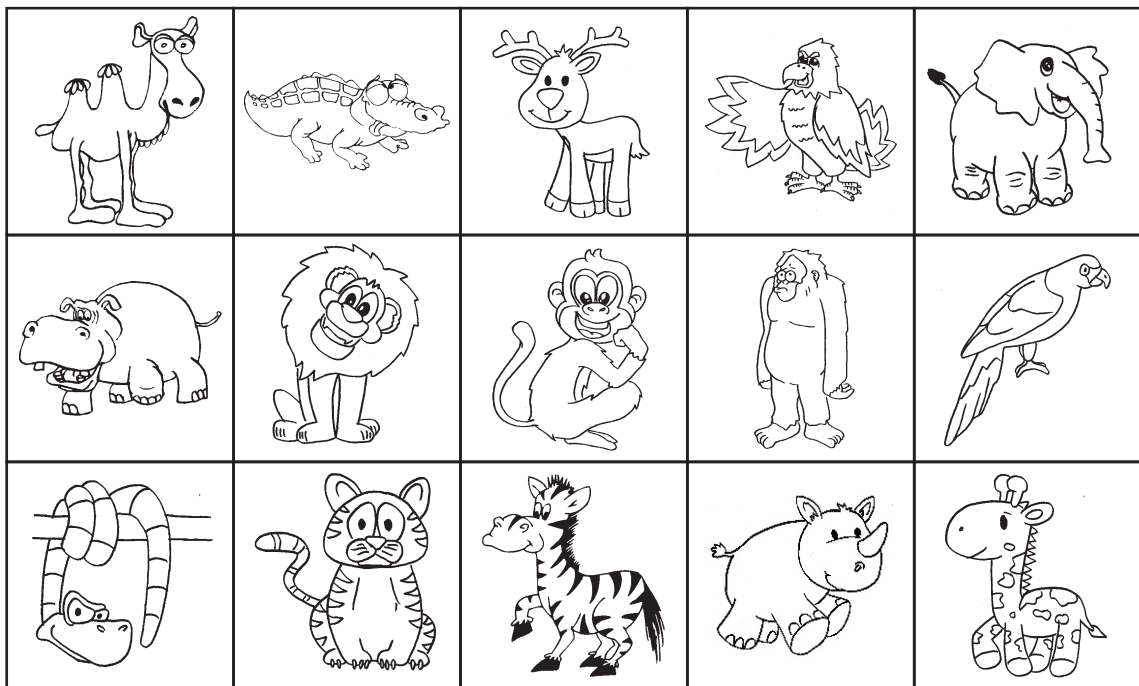
Smiley stickers for
D. Let's take a break
Task 2



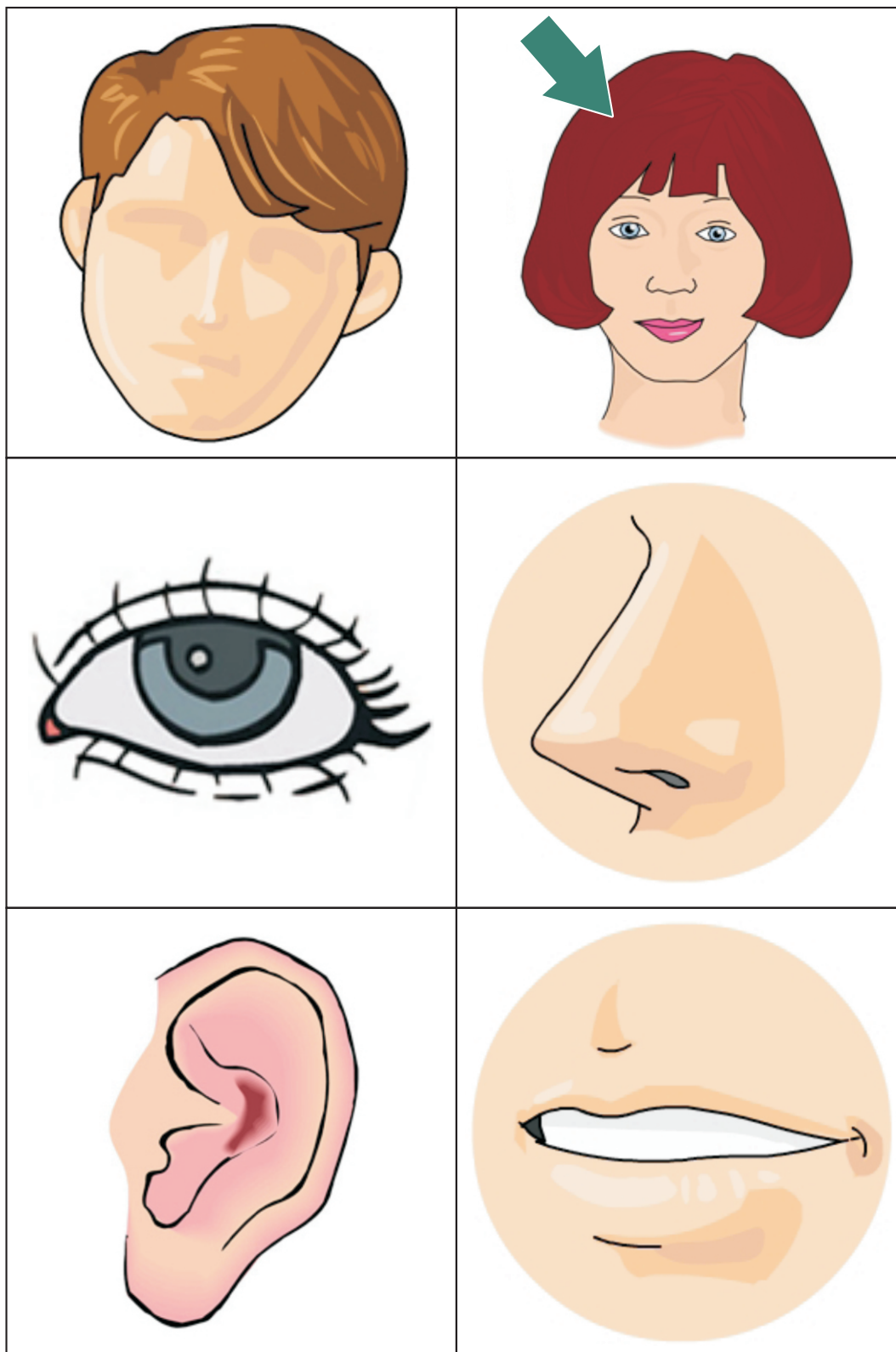
Zoo map for C. Let's Do It, Task 1 (Project Time)
Copy this map into a bigger size.

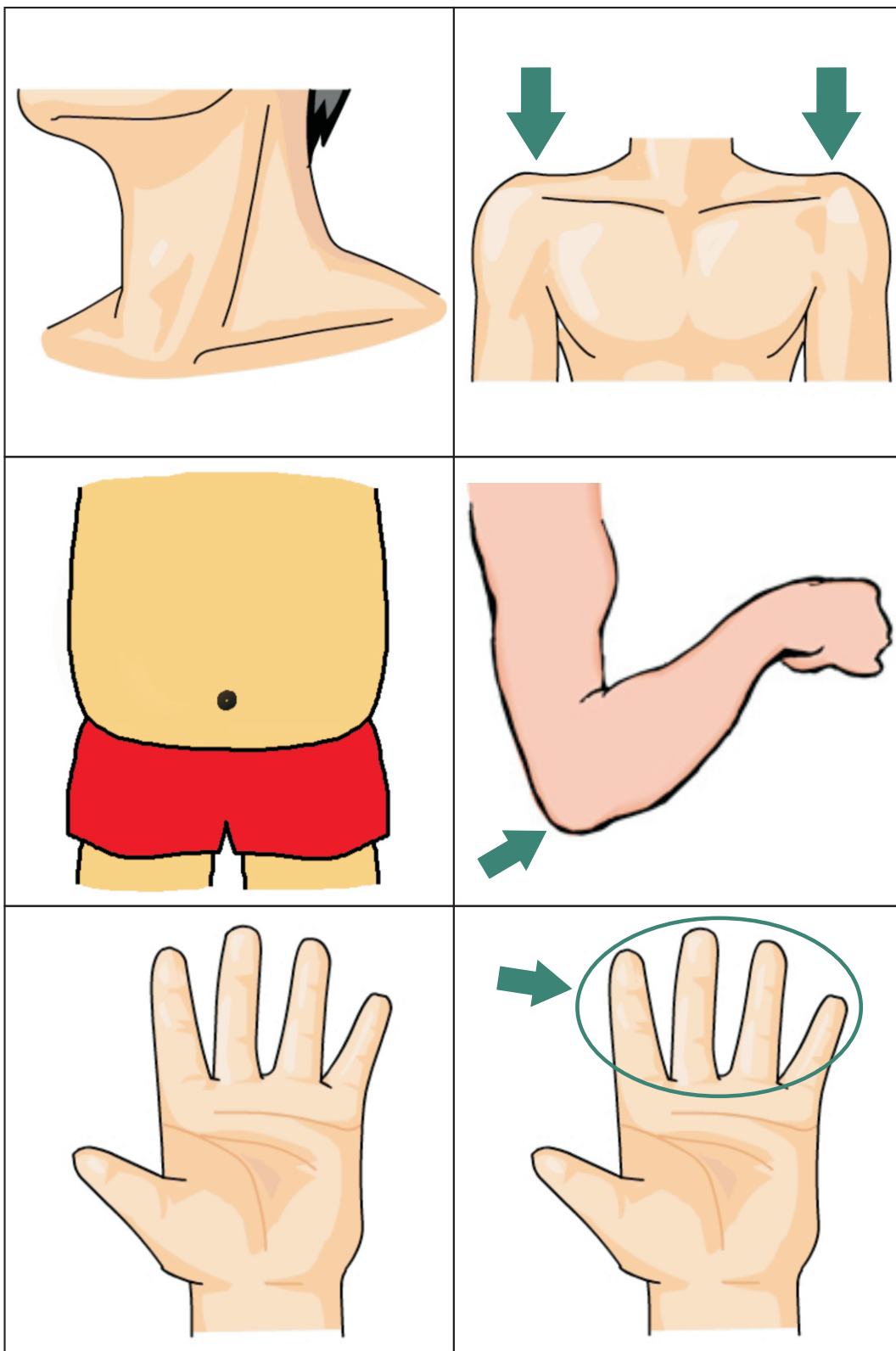


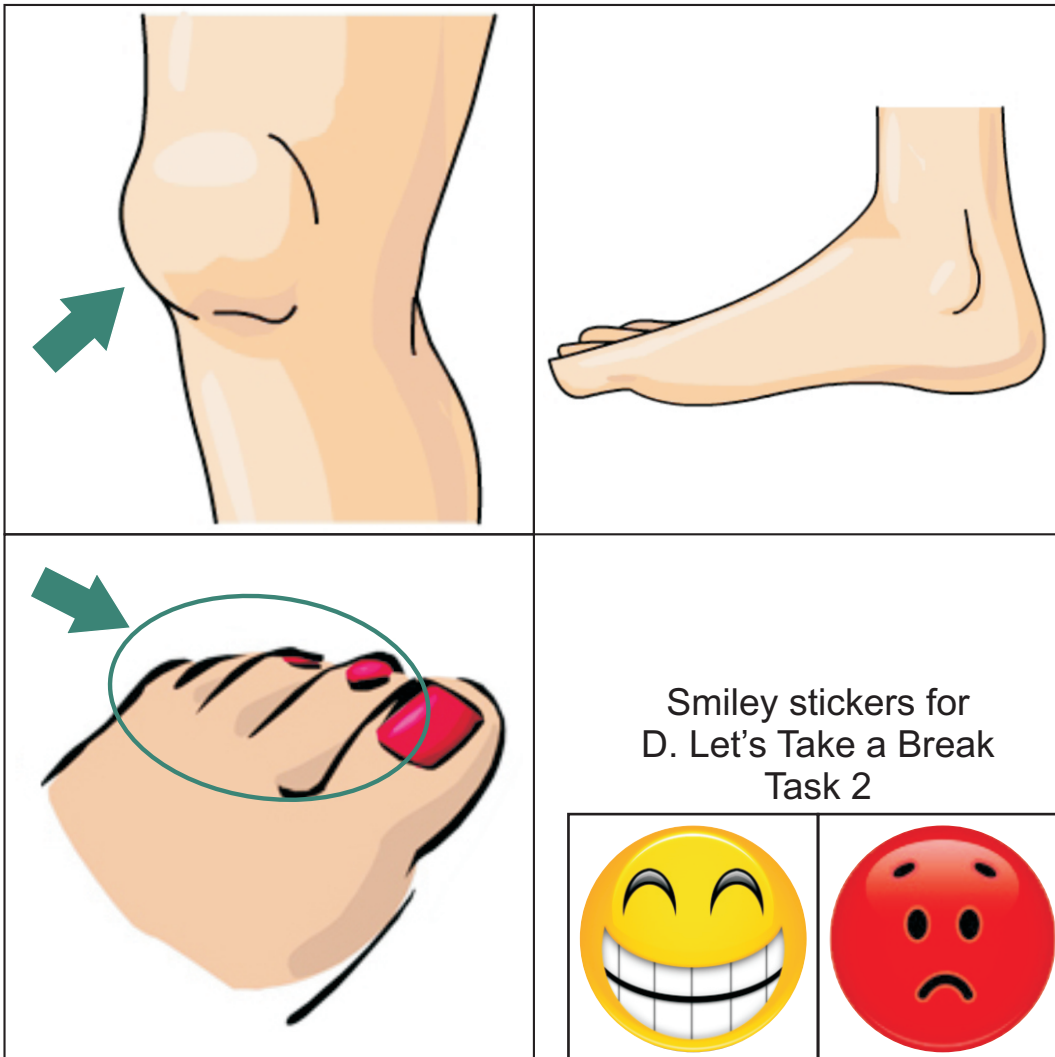
Cards for C. Let's Do It, Task 1 (Project Time)



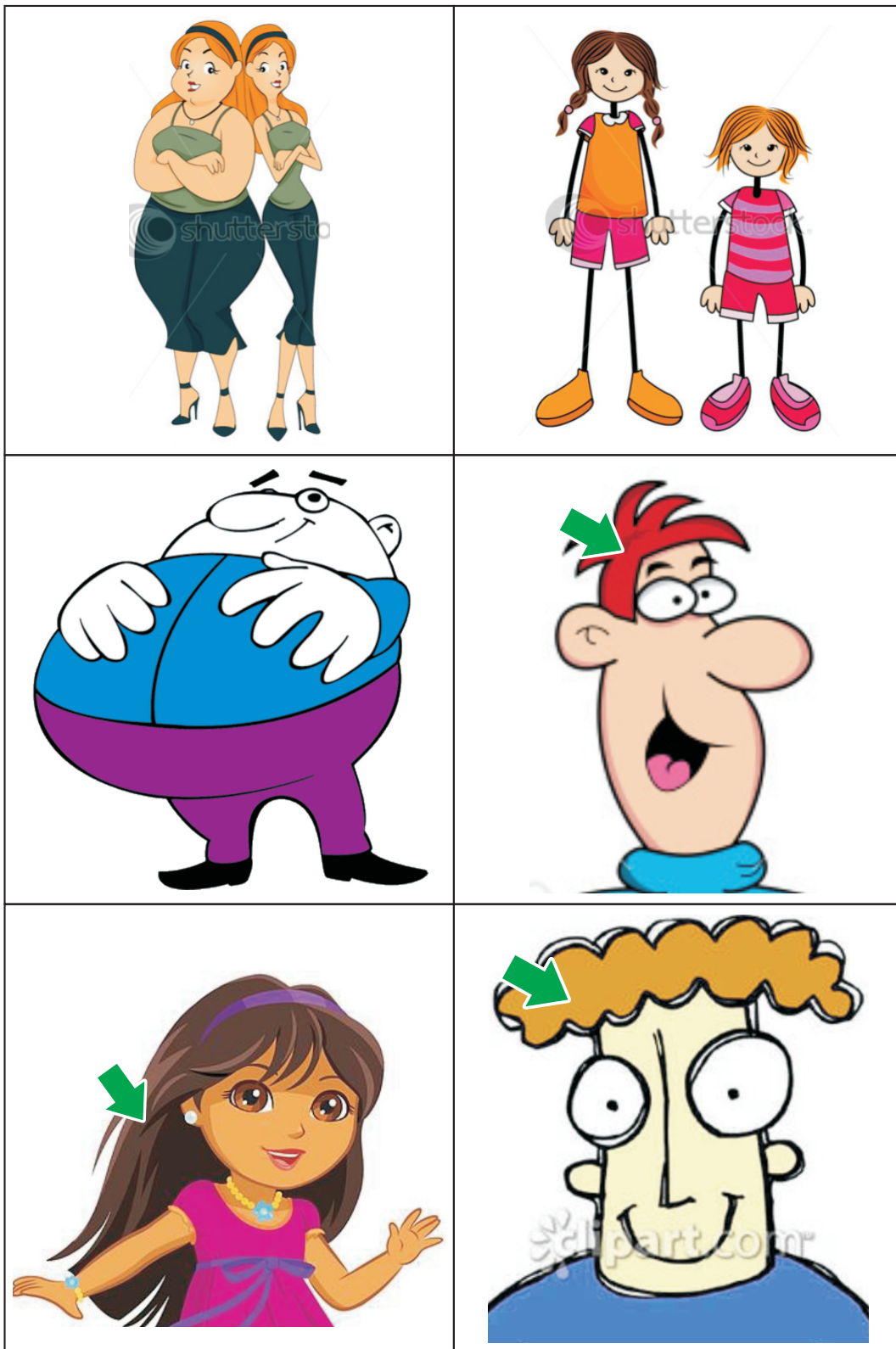
APPENDIX C
Flash cards for unit 3





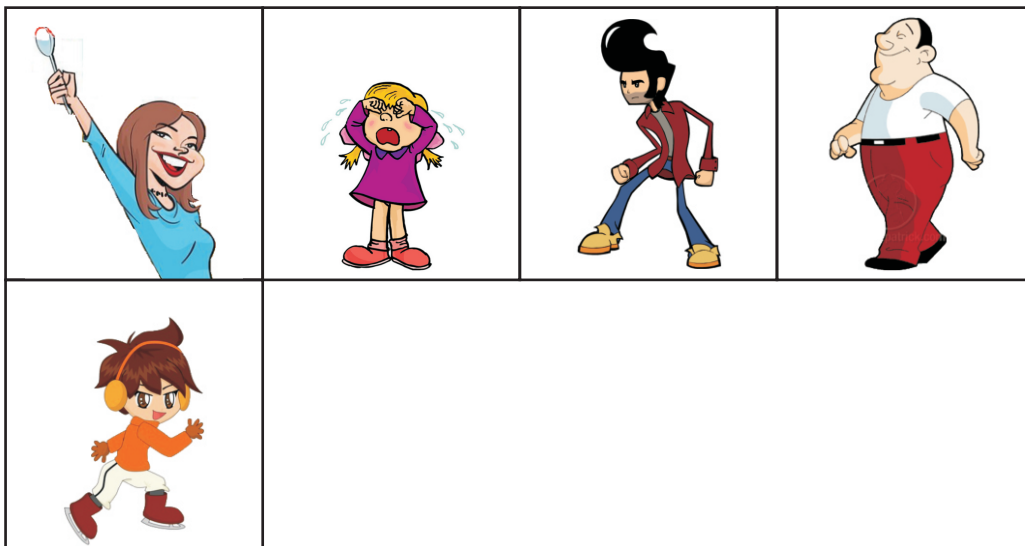


APPENDIX D
Flash cards for unit 4

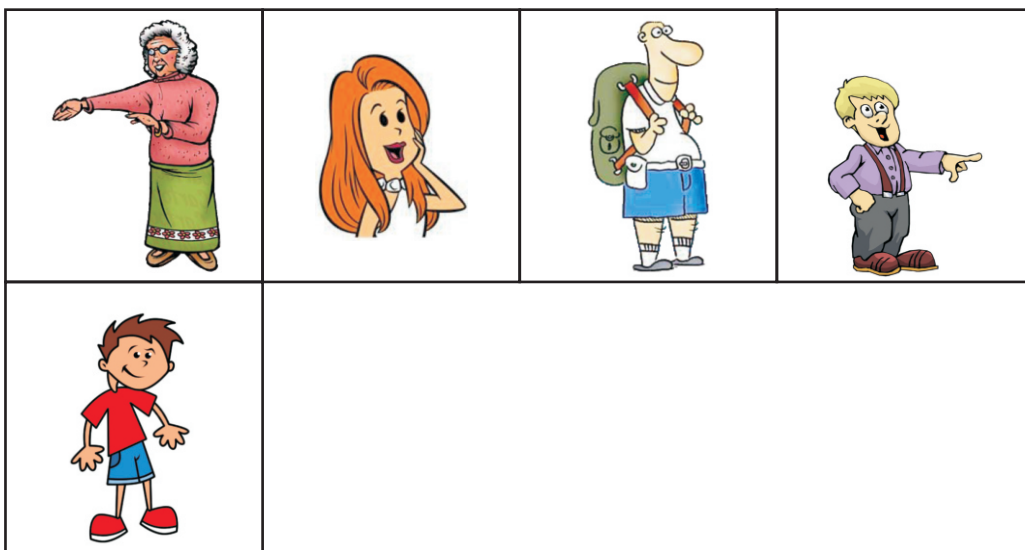


Stickers for B. It's Your Turn, Task 3 (Game Time)

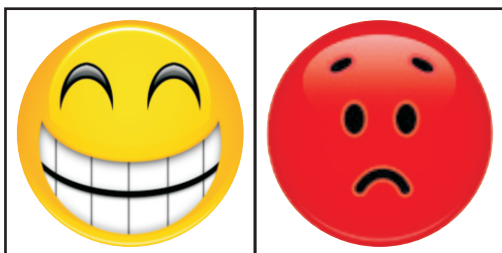
A



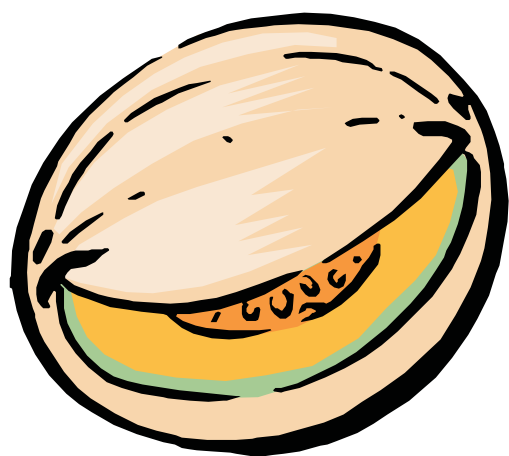
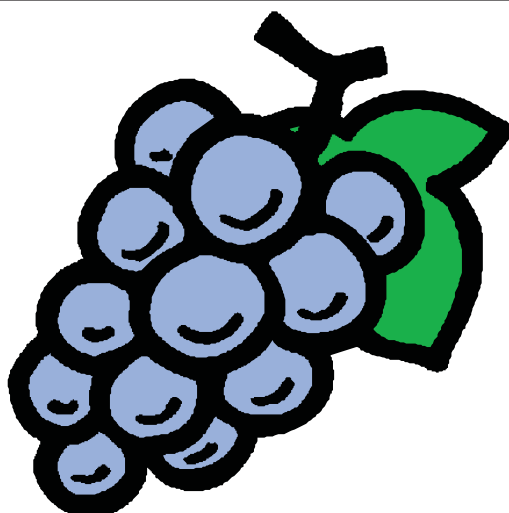
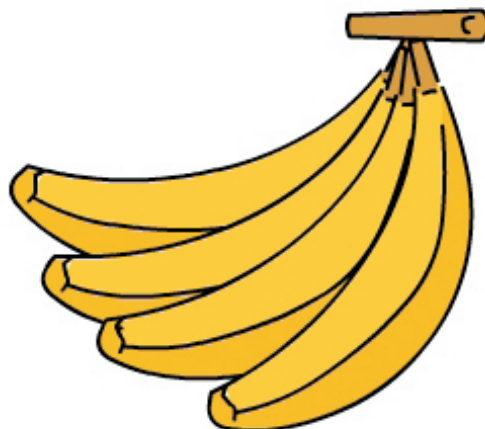
B

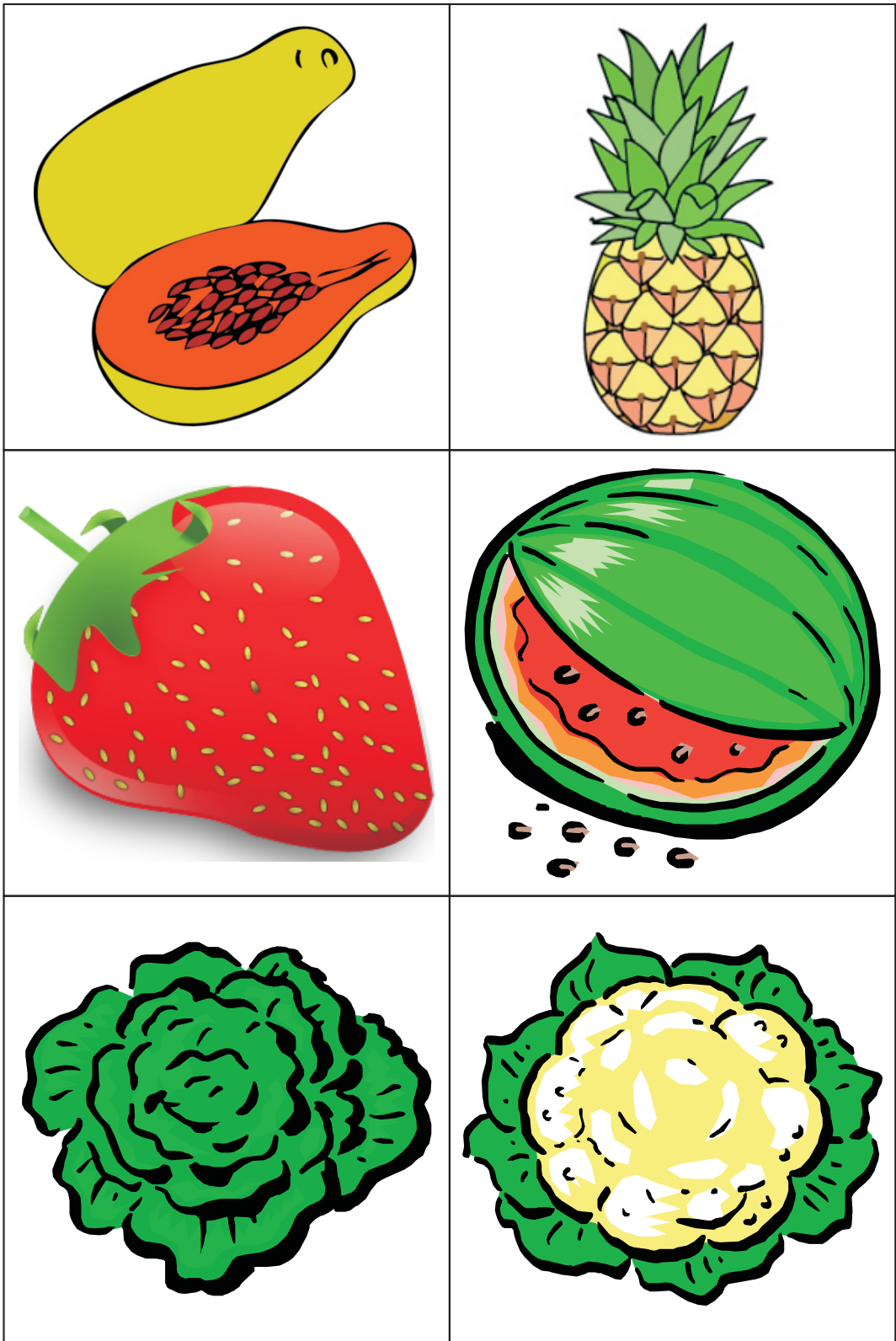


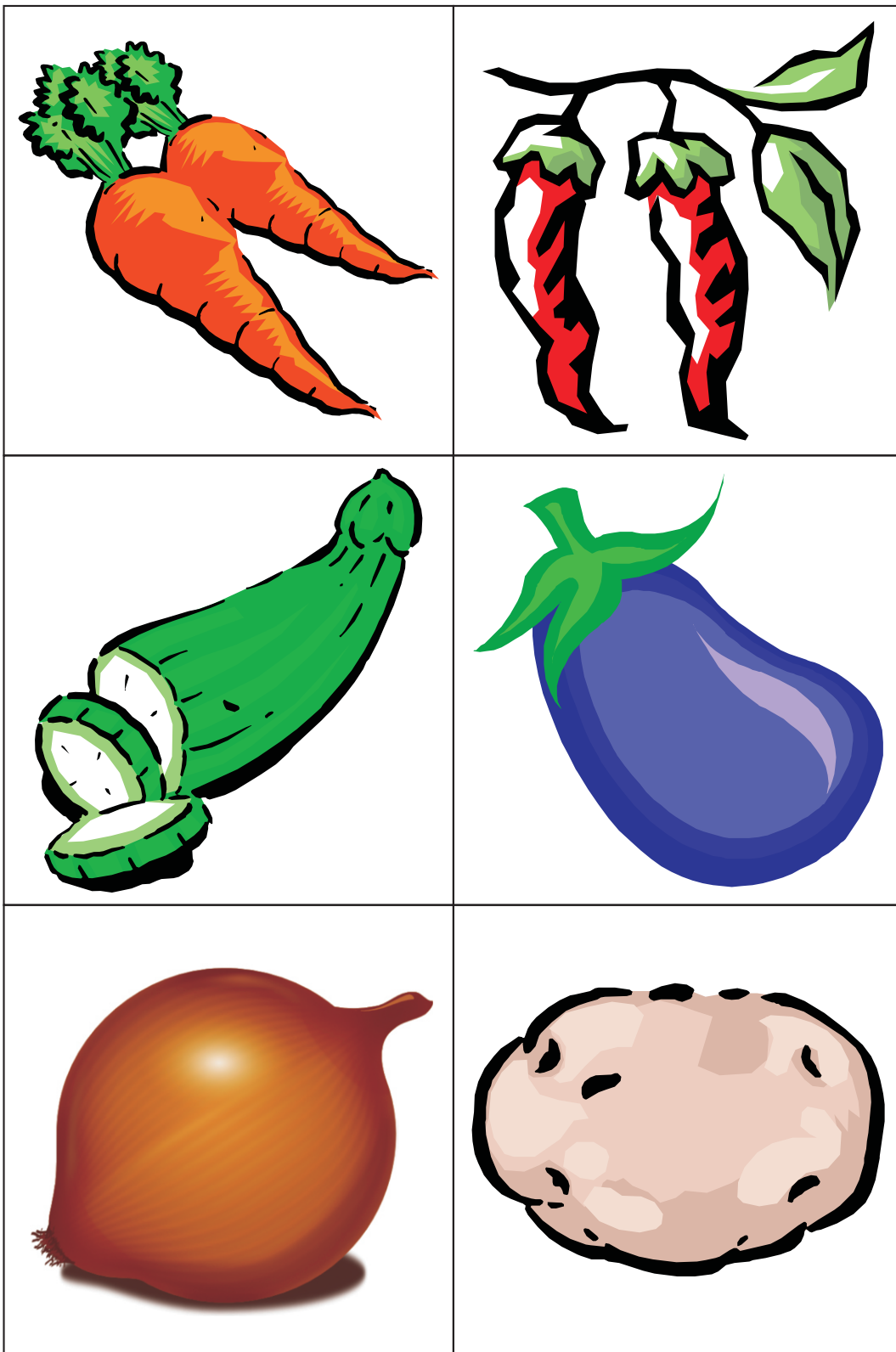
Smiley stickers for D. Let's Take a Break Task 2

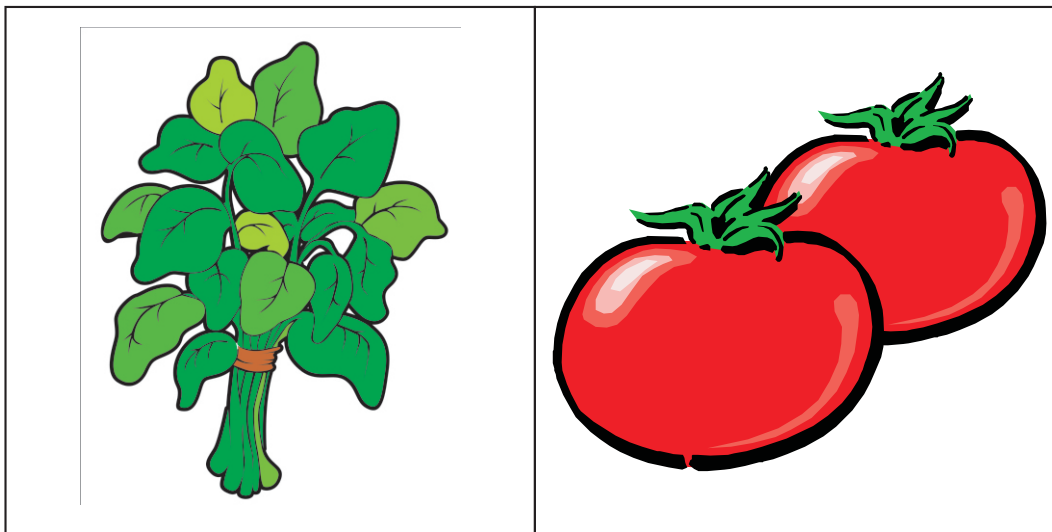


APPENDIX E
Flash cards for unit 5

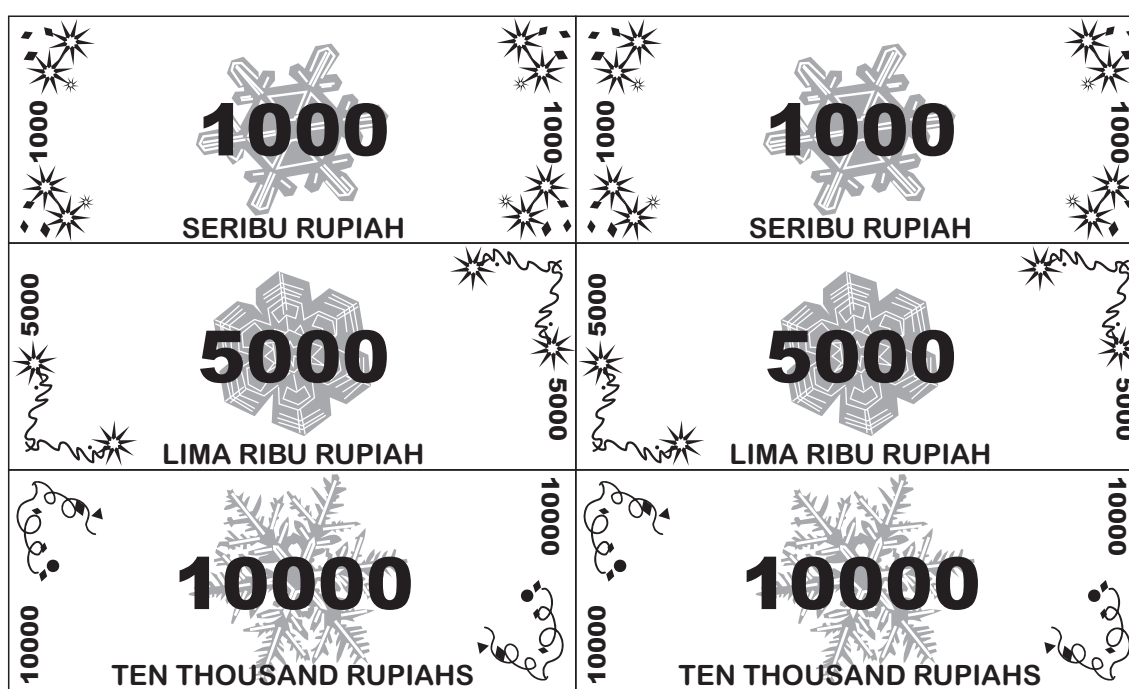




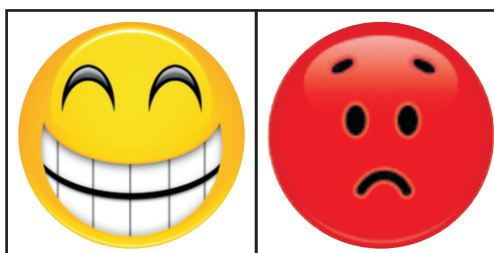




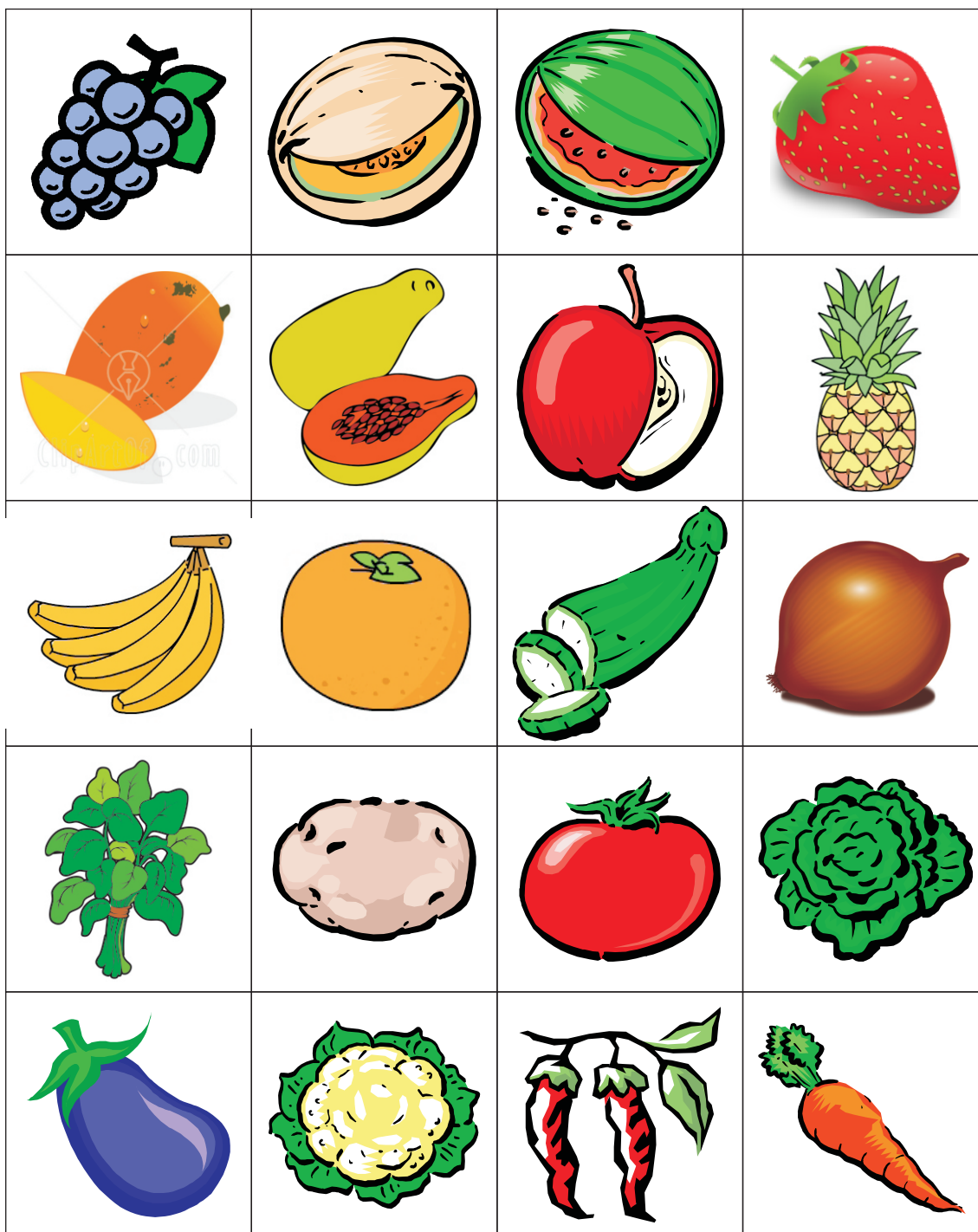
Toy moneys for C. Let's Do It,
Task 3 (Role Play Time)



Smiley stickers for
D. Let's Take a Break
Task 2



Small flash cards for C. Let's Do It,
Task 3 (Role Play Time)



Agus Wibowo

After School English

**an English extra-curricular material
for the fourth grade students**

This book belongs to:

Put your
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final product



English is Fun



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Unit 1

Let's Go to the Zoo

A Let's Start

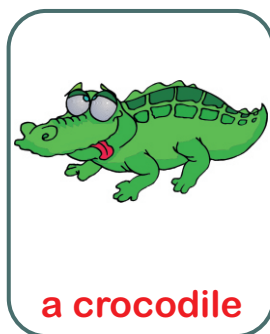
Task 1

Look at this picture. Where are Jimmy and Lisa?



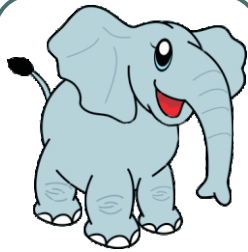
Task 2

What animals are these? Listen to and repeat after your teacher.



Let's Go to the Zoo

page
1



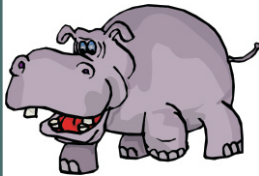
an elephant



a giraffe



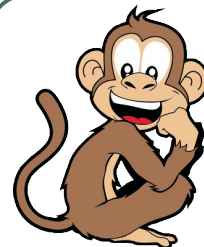
an eagle



a hippo



a lion



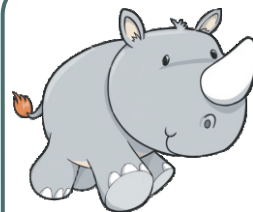
a monkey



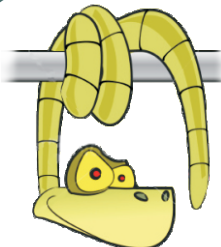
an orangutan



a parrot



a rhino



a snake



a tiger



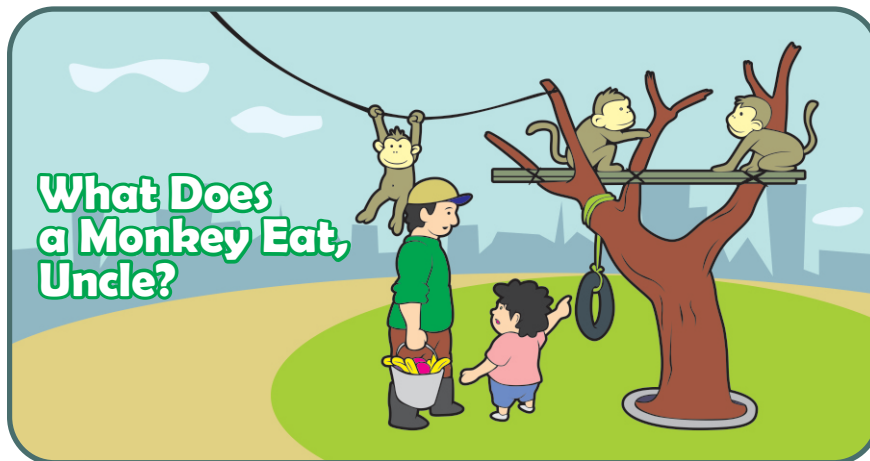
a zebra

B It's Your Turn

Task 3

Story Time

Listen to this story carefully.



Task 4

Listen to the story again and match the animal to the food. Number one is done for you.



Let's Go to the Zoo

page
3

C Let's Practise







Task 5

Listen to and repeat after your teacher.



Task 6

Fill in the blank below. Number one is done for you.

- | | | | |
|---|------------------------------------|--|----------------------|
| 1  | An orangutan eats <u>bananas</u> . | 4  | A deer eats _____. |
| 2  | An eagle eats _____. | 5  | A parrot eats _____. |
| 3  | An elephant eats _____. | 6  | A camel eats _____. |

D Let's Do It

Task 7 **Game Time**

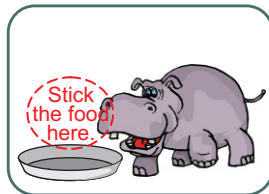
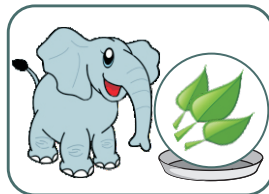
Let's play 'Animal Circle' game. Listen to your teacher's instructions.

Let's Go to the Zoo

page
4

Task 8 Project Time

Feed these animals. Listen to your teacher and practice with your friends. Number one is done for you.



Let's Go to the Zoo

E Let's Take a Break

Task 9

Do you like today's activity?

If you like it, mime this face and say: ...



Yes, I do.

If you don't like it, mime this face and say: ...

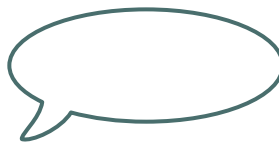


No, I don't.

Task 10

Stick your emotion sticker and write down what you feel.

Stick your
emotion
sticker here.



Task 2

What signs are these? Listen to and repeat after your teacher.






B It's Your Turn

Task 3

Read this text carefully.

Signs in the Zoo

There are many signs in the zoo. They tell you the places. When you see , you cannot smoke there. If you are hungry, you can go to  to buy and eat some food. Your father must park the car at the .



Task 4

Match the picture to the sign. Number one is done for you.



C Let's Practise

Task 5

What does the sign say? Number one is done for you.



D Let's Do It

Task 6 **Game Time**

Let's play 'Exploring the Zoo' game. Listen to your teacher's instructions.



In the Zoo

Task 7 Project Time

Let's make a zoo map. Listen to your teacher's instructions.

E Let's Take a Break

Task 8

Do you like today's activity?

If you like it, mime this face and say: ...



Yes, I do.

If you don't like it, mime this face and say: ...

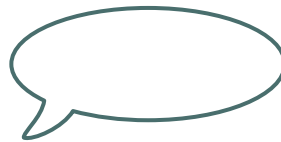


No, I don't.

Task 9

Stick your emotion sticker and write down what you feel.

Stick your
emotion
sticker here.



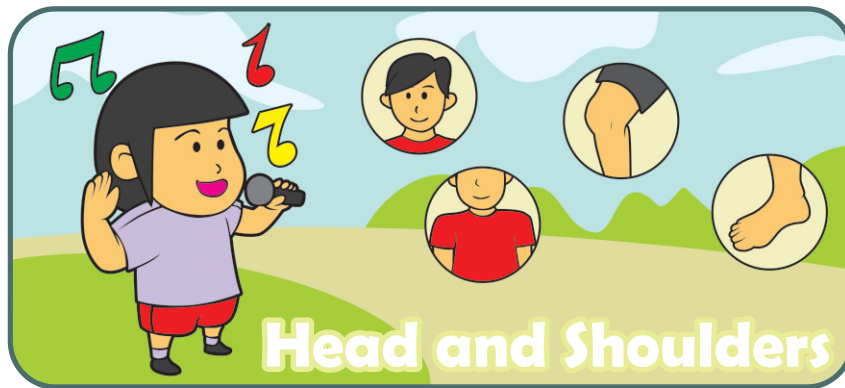
Unit 3

Touch Your Nose

A Let's Start

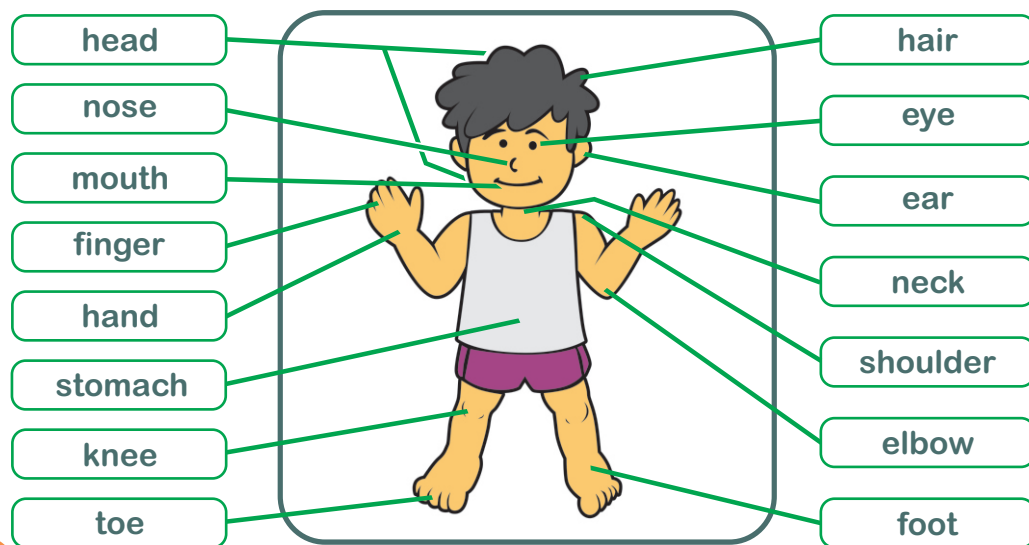
Task 1 Song Time

Listen to your teacher and sing along.



Task 2

Listen to and repeat after your teacher.



Touch Your Nose

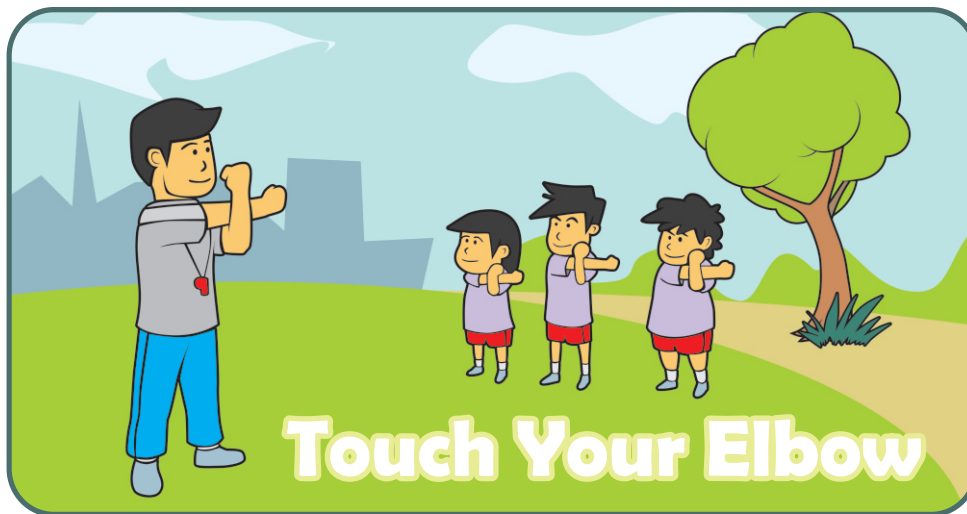
page
12

B It's Your Turn

Task 3

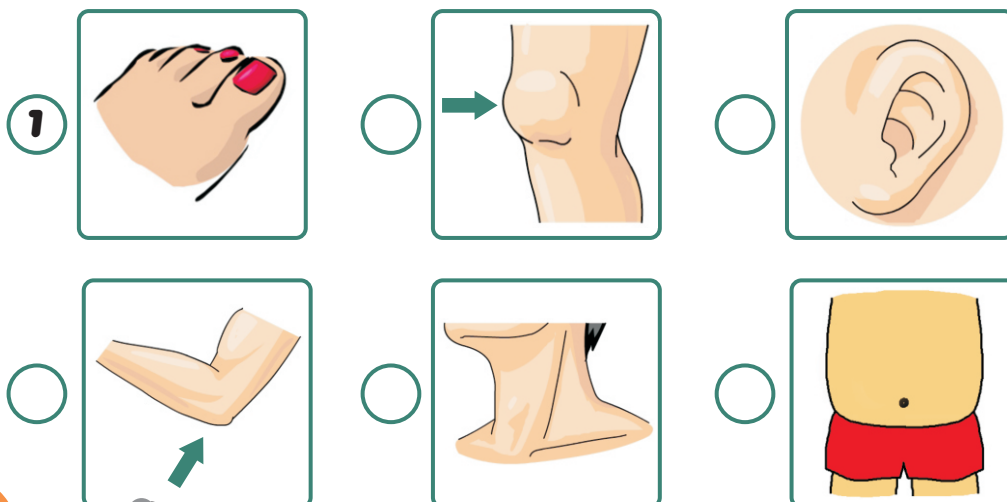
Story Time

Listen to this story carefully.



Task 4

Listen to the story again and number the picture. The first picture is done for you.



Touch Your Nose

Let's Practise

Task 5

Look at these pictures. Listen to and repeat after your teacher.



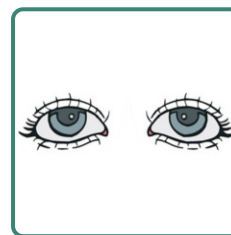
a finger



fingers



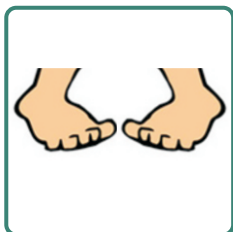
an eye



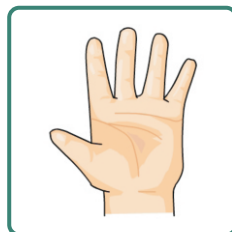
eyes



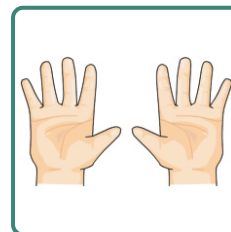
a foot



feet



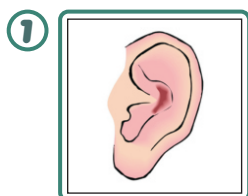
a hand



hands

Task 6

Listen to your teacher, and then put the sticker in the right box. Number one is done for you.



Touch Your Nose

D Let's Do It

Task 7

Game Time

Let's play 'Simon Says' game. Listen to your teacher's instructions.

E Let's Take a Break

Task 8

Do you like today's activity?

If you like it, mime this face and say: ...



Yes, I do.

If you don't like it, mime this face and say: ...



No, I don't.

Task 9

Stick your emotion sticker and write down what you feel.

Stick your
emotion
sticker here.



Unit 4 He is Tall

A Let's Start

Task 1

Look at this picture, what is it?

MISSING



Tommy
age: 10
He has short hair.
He has an oval face.
He is tall and thin.
call Lupi (0812 3456 7890)

Task 2

Complete this worksheet. Number one is done for you.

1 MISSING



2 _____

3 _____

4 _____

5 _____

6 _____

- a. She has long hair.
- b. call Alex (555 765)
- c. missing
- d. Alya
- f. age: 9
- g. She is short.

B It's Your Turn

Task 3

Read this text carefully.



Jimmy has a new friend. His name is Edo. Edo is tall. He is thin. He has an oval face. He has short hair.

Task 4

Match the picture with the correct word. Number one is done for you.



short

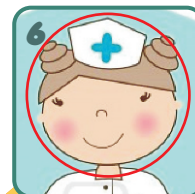
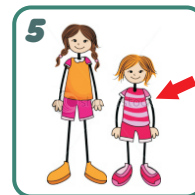
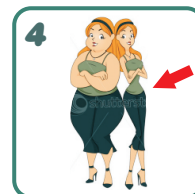
round face

fat

straight hair

short hair

thin



He is Tall!



tall



long hair



oval face

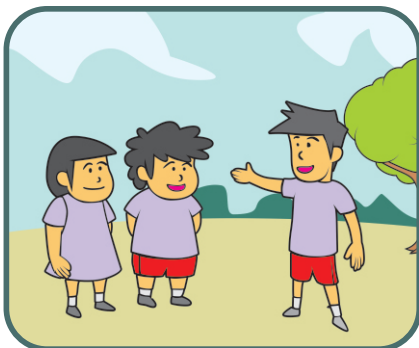


curly hair

C Let's Practise

Task 5

Read this text carefully.



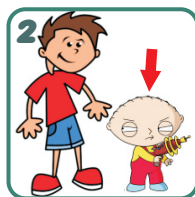
Hi, I am Edo. I have new friends, Jimmy and Lisa. This is Jimmy. He is short. He is fat. He has curly hair. He has a round face. This is Lisa. She is short. She has long hair. She has a round face. I love my new friends.

Task 6

Fill the blank below. Number one is done for you.



She has long hair.



He is _____.

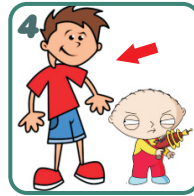
He is Tall



3

She has

_____.



4

He is _____.



5

She has

_____.



6

He has

_____.

D Let's Do It

Task 7 Game Time

Stick the picture based on the characteristics. Listen to your teacher's instructions.

Questions **A**

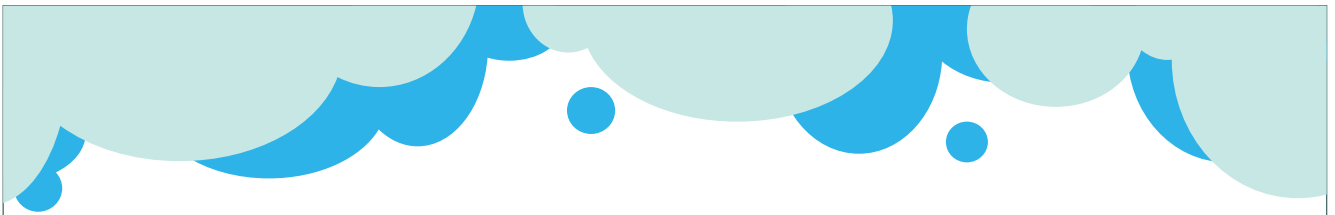
- 1 Mrs. Fatima has curly hair.
She is thin.
- 2 Mrs. Dona has long hair.
She has an oval face.
- 3 Uncle Ronald is fat.
He is tall.
- 4 Deo is short.
He has short hair.
- 5 Alex is thin.
He has a round face.

Questions **B**

- 1 Laily is thin.
She has long hair.
- 2 Sheila is short.
She has straight hair.
- 3 Surya is tall.
He has two long arms.
- 4 Mr. Bob is fat.
He has short hair.
- 5 Anto has a round face.
He has short hair.

He is Tall

page
19



1

2

3

4

5

Task 8 **Project Time**

Let's make a missing person's declaration.
Use worksheet 1.



E Let's Take a Break

Task 9

Do you like today's activity?

If you like it, mime this face and say: ...



Yes, I do.

If you don't like it, mime this face and say: ...



No, I don't.

Task 10

Stick your emotion sticker and write down what you feel.

Stick your
emotion
sticker here.



Unit 5

Can I Have An Apple?

A Let's Start

Task 1

Look at this picture. Where are Lisa and mom?

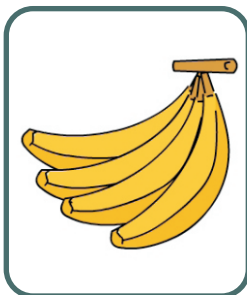


Task 2

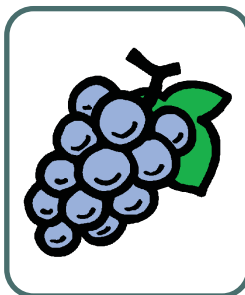
What are these? Listen to and repeat after your teacher.



an apple



four bananas



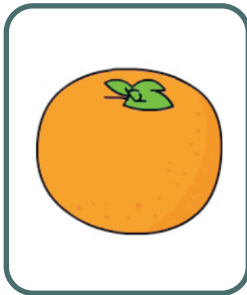
grapes



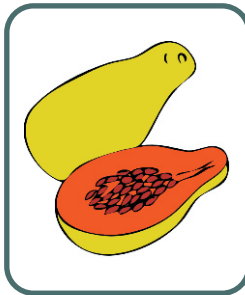
a mango



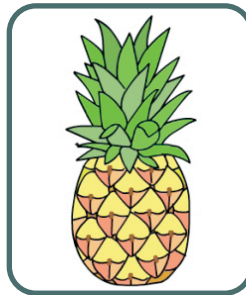
a melon



an orange



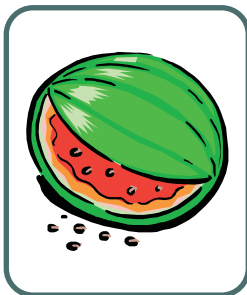
a papaya



a pineapple



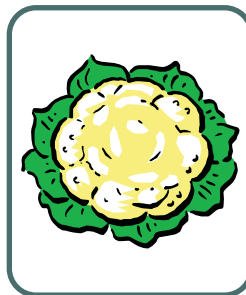
a strawberry



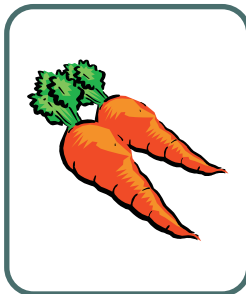
a water melon



a cabbage



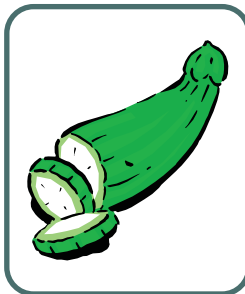
a cauliflower



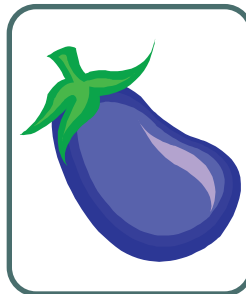
two carrots



two chillis



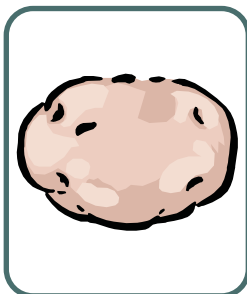
a cucumber



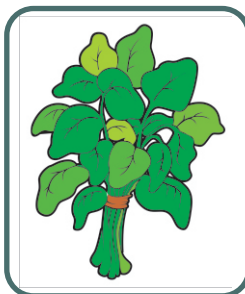
an eggplant



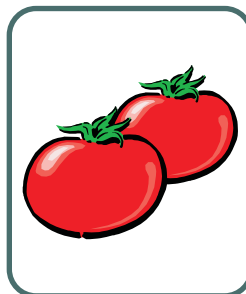
an onion



a potato



spinach



two tomatoes

B It's Your Turn



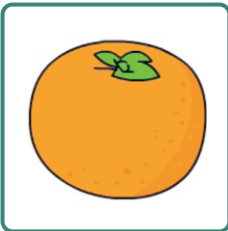


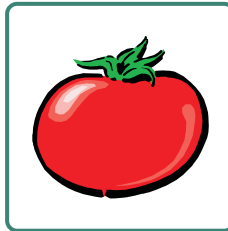
Task 3

Listen to this story carefully.



Task 4

Listen to the story again and give number. Number one is done for you.

<input checked="checked" type="radio"/>		<input type="radio"/>		<input type="radio"/>	
<input type="radio"/>		<input type="radio"/>		<input type="radio"/>	

Can I Have An Apple?

Let's Practise

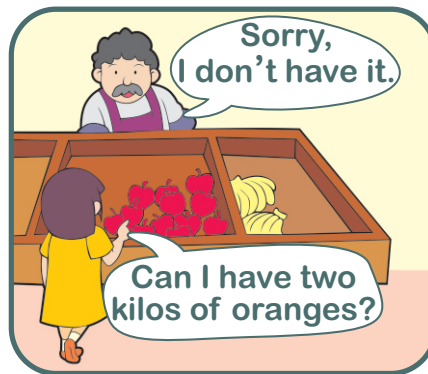
Task 5

Listen to and repeat after your teacher.

1



2



Task 6

Fill in the blank below. Number one is done for you.

1



buyer : Can I have two kilos of bananas?

seller : Sure, here you are.

2



buyer : Can I have _____ ?

seller : Sorry, I don't have it.

3



buyer : Can I have _____ ?

seller : Sure, here you are.

4



buyer : Can I have _____ ?

seller : Sorry, I don't have it.

5



buyer : Can I have _____ ?

seller : Sure, here you are.

6



buyer : Can I have _____ ?

seller : Sorry, I don't have it

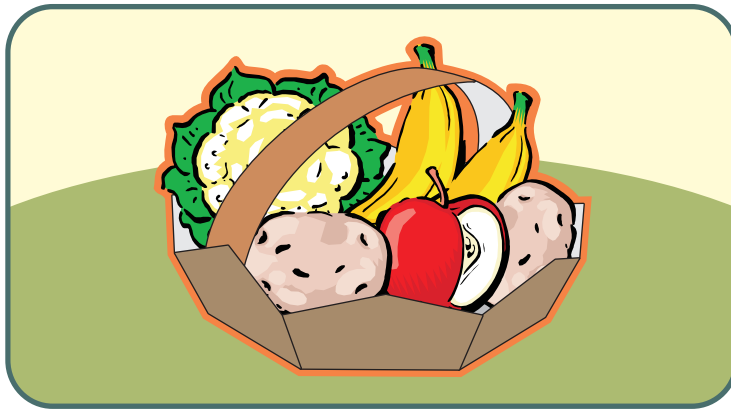
Can I Have An Apple?

page
25

D Let's Do It

Task 7 Project Time

Let's make a shopping basket. Use worksheet 2.



Task 8 Game Time

Let's play 'Going Shopping' game. Listen to your teacher's instructions.

E Let's Take a Break

Task 9

Do you like today's activity?

If you like it, mime this face and say: ...



Yes, I do.

If you don't like it, mime this face and say: ...



No, I don't.

Can I Have An Apple?

page
26



Task 10

Stick your emotion sticker and write down what you feel.

Stick your
emotion
sticker here.



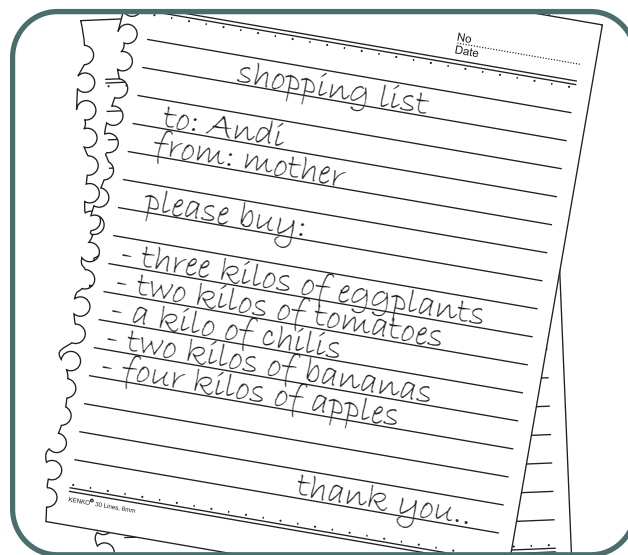
Unit 6

How Much is It?

A Let's Start

Task 1

Look at this picture. What is it?



Task 2

Complete this worksheet. Number one is done for you.

1	to: Edo
2	
3	
4	
5	
6	
7	
8	

- a. three kilos of mangos
- b. thank you
- c. four kilos of chilies
- d. two kilos of bananas
- e. two kilos of cabbages
- f. please buy:
- g. from: mother
- h. to: Edo

How Much is It?

page
28

B It's Your Turn

Task 3

Read this text carefully.



Today is Sunday. mother asks Jimmy to go to the market. She asks Jimmy to buy two kilos of 🍓 , a kilo of 🥒 , three kilos of 🍌 , a kilo of 🍇 , four kilos of 🥕 , and two kilos of 🥬 . Mother gives the money, a shopping list, and a shopping basket to Jimmy.

Task 4

Group and write the unit based on the text above.
Number one is done for you.

VEGETABLES	unit
1 cucumber	1 kilo
2	
3	

FRUITS	unit
4	
5	
6	

Let's Practise

Task 5

Read this dialog carefully.



seller : Can I help you?

Jimmy: Yes. Can I have a kilo of potatoes?

seller : Sure, here you are.






Jimmy: **How much is it?**

seller : **It is five thousand rupiahs.**

Jimmy: Thank you.

Task 6

Look at this table carefully.

	Rp. 9.000,00	It is nine thousand rupiahs.
	Rp. 5.000,00	It is five thousand rupiahs.
	Rp. 10.000,00	It is ten thousand rupiahs.
	Rp. 7.000,00	It is seven thousand rupiahs.
	Rp. 20.000,00	It is twenty thousand rupiahs.

Task 7

Read this price list, then fill in the blank. Number one is done for you.

Price List

1 kilo of apples	Rp. 6.000,00
1 kilo of bananas	Rp. 5.000,00
1 kilo of mangos	Rp. 7.000,00
1 kilo of potatoes	Rp. 8.000,00
1 kilo of cabbages	Rp. 6.000,00
1 kilo of eggplants	Rp. 5.000,00

- 2 kg



buyer : How much is it?
seller : It is ten thousand rupiahs.
- 1 kg



buyer : How much is it?
seller : It is _____
- 3 kg



buyer : How much is it?
seller : It is _____
- 2 kg



buyer : How much is it?
seller : It is _____
- 3 kg



buyer : How much is it?
seller : It is _____
- 2 kg



buyer : How much is it?
seller : It is _____

D Let's Do It

Task 8

Let's make a shopping list. Use worksheet 3.

Task 9

Let's do a role play "Seller and Buyer". Listen to your teacher's instructions.

E Let's Take a Break

Task 10

Do you like today's activity?

If you like it, mime this face and say: ...



Yes, I do.

If you don't like it, mime this face and say: ...

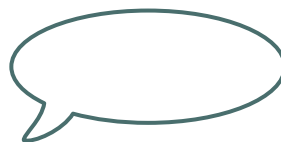


No, I don't.

Task 11

Stick your emotion sticker and write down what you feel.

Stick your
emotion
sticker here.



How Much is It?

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Teacher's Guide

Unit 1 Let's Go to the Zoo

A Let's Start

Task 1

Guru menyuruh siswa untuk memperhatikan gambar. Siswa kemudian menunjuk tiap hewan sambil menyebutkan namanya. Siswa juga diminta untuk menebak di manakah Jimmy dan Lisa berada.

Task 2

Guru mengucapkan nama-nama hewan dengan keras dan benar. Kemudian, siswa mengulanginya. Guru menunjuk gambar hewan tertentu, kemudian siswa mengucapkan namanya dengan benar.

B It's Your Turn

Task 3

Story Time

Sebelum memulai bercerita, guru menyuruh siswa untuk memperhatikan dan mendengarkan dengan seksama.

Judul : **WHAT DOES A MONKEY EAT, UNCLE?**

Perlengkapan : kartu bergambar hewan-hewan dan makanannya

Cerita :

It was Sunday morning. Jimmy helped uncle Bob to feed the animals in the zoo. First, they went to monkey's cage. Jimmy asked his uncle, "What does a monkey eat?" Uncle Bob answered, "A monkey eats bananas." Then Jimmy gave some bananas to the hungry monkeys.

Next, they came to the lion's cage. Jimmy asked again, "What does a lion eat, uncle?" Uncle Bob replied, "A lion eats meat." Then, uncle Bob threw some meats into the cage carefully.

Beside the lion's cage, there is the zebra's cage. Jimmy asked again, "What does a zebra eat?" Uncle Bob replied, "A zebra eats grasses." Then, Jimmy picked up grasses and gave it to the zebras.

Then, they came to the parrot's cage. Jimmy asked again, "What does a parrot eat?" "A parrot eats seeds", uncle Bob answered. Jimmy came into the cage and gave the seeds to the parrots.

Last, they visited the giraffe's cage. Jimmy asked, "What does a giraffe eat, uncle?" Uncle Bob answered, "A giraffe eats leaves". Then, Jimmy came gave the leaves to the giraffe.

Task 4

Guru membacakan cerita sekali lagi. Siswa mendengarkan, kemudian menghubungkan gambar hewan dengan gambar makanannya.

C Let's Practise

Task 5

Guru membacakan dialog antara Jimmy dan Lisa. Siswa mendengarkan dan menirukannya. Siswa lalu mempraktekkan dialog itu secara berpasangan.

Task 6

Siswa mengisi titik-titik dengan makanan hewan sesuai dengan gambar.

D Let's Do It

Task 7

Game Time

Nama permainan : **ANIMAL CIRCLE**
Fungsi bahasa : nama-nama hewan dan makanannya
Waktu : 20 menit
Perlengkapan : kartu bergambar hewan dan makanannya (jumlahnya sesuai dengan jumlah siswa)

Cara bermain:

1. Buat barisan yang membentuk lingkaran besar di halaman. Guru berada di tengah lingkaran.
2. Bagikan kartu kepada masing-masing anak. Kemudian taruh kartu itu di lantai di depan mereka. Anak-anak harus mengingat kartu apa yang mereka peroleh.
3. Panggil dua atau lebih nama hewan.
(contoh: snake and lion)
4. Katakan "Change!" Anak-anak yang nama hewan di kartunya disebut harus bertukar tempat. Guru juga berusaha untuk mendapatkan tempat di belakang kartu. Anak yang tidak mendapatkan tempat berdiri di tengah lingkaran dan menjadi pemanggil berikutnya.

variasi : Mereka juga bisa memanggil nama makanannya (contoh: meat and grass, change!)

Task 8 Project Time

Nama permainan : **ANIMAL SURVEY**
Fungsi bahasa : bertanya tentang makanan hewan "What does a monkey eat?" dan cara menjawabnya "A monkey eats banana."
Waktu : 20 menit
Perlengkapan : lembar survey, stiker bergambar makanan hewan



Cara bermain :

1. Bagikan stiker makanan kepada setiap siswa.
2. Siswa I bertanya "What does a monkey eat?" Siswa II menjawab "A monkey eats bananas." Siswa I kemudian memberikan stiker bergambar pisang kepada siswa II. Siswa II menempelkannya di kotak bergambar monyet.
3. Siswa II kemudian bertanya kepada siswa I. Siswa yang menjawab salah tidak mendapat stiker.
4. Siswa yang mendapat stiker paling banyak menang.

Let's Take a Break

Task 9

Guru bertanya kepada siswa, "Do you like today's activity? Kalau mereka menyukai kegiatan yang baru saja dilakukan, mereka menjawab "Yes, I do". Kalau mereka tidak suka, mereka menjawab "No, I don't".

Task 10

Guru membagikan 2 stiker (tersenyum dan cemberut) kepada siswa. Mereka menempelkan stiker yang sesuai dengan perasaannya masing-masing (suka atau tidak suka), lalu menuliskan perasaannya di balon teks.

Teacher's Guide

Unit 2 In the Zoo

A Let's Start

Task 1

Guru menyuruh siswa untuk memperhatikan gambar. Siswa kemudian menulis nama-nama hewan yang ada di gambar.

Task 2

Guru mengucapkan nama-nama papan rambu dengan keras dan benar. Kemudian, siswa mengulangnya. Guru menunjuk gambar papan rambu tertentu, kemudian siswa mengucapkan namanya dengan benar.

B It's Your Turn

Task 3

Guru membaca teks dengan keras, kemudian siswa menirukannya. Guru menanyakan isi teks kepada siswa, kemudian menjelaskan maksud dari tiap-tiap kalimat dalam teks itu.

Task 4

Siswa menjodohkan (menarik garis) dari gambar situasi ke papan rambu yang sesuai.

C Let's Practise

Task 5

Siswa menuliskan maksud dari tiap-tiap papan rambu.

D Let's Do It

Task 6 Game Time

Nama permainan	: EXPLORING THE ZOO
Fungsi bahasa	: nama-nama papan rambu
Waktu	: 20 menit
Perlengkapan	: papan permainan, kartu gambar dan namanya, dadu, pion

Cara bermain :

1. Bagi siswa menjadi beberapa kelompok yang terdiri dari 4-7 orang. Bagikan perlengkapan bermain kepada setiap kelompok.
2. Tentukan urutan bermain dengan melakukan kertas-gunting-batu. Susun kartu 'gambar' di atas papan.
3. Lempar dadunya, kemudian pindahkan pion sesuai dengan angka di dadu. Siswa yang lain bisa menghitung dengan keras.
4. Jika pion berhenti di kotak kosong, giliran beralih ke siswa berikutnya.
5. Jika pion berhenti di kotak yang ada kartu 'gambar'-nya, siswa harus mengambil kartu 'nama' yang sesuai dengan gambar dan menaruhnya di sana. Siswa harus mencatat papan rambu yang diperolehnya.
6. Setiap siswa harus mendapatkan paling sedikit 3 kartu. Setelah mendapatkannya, dia harus menuju ke kotak finish.
7. Siswa yang pertama kali mencapai kotak finish menang.

Task 7 Project Time

Nama permainan : **BUILDING THE ZOO**
Fungsi bahasa : nama hewan, papan rambu dan namanya.
Waktu : 30 menit
Perlengkapan : worksheet peta kebun binatang, papan rambu, gambar hewan, gunting, lem, pewarna

Cara bermain :

1. Bagi siswa menjadi beberapa kelompok yang terdiri dari 4-7 orang. Berikan satu paket permainan kepada setiap kelompok.
2. Potong kartu bergambar, kemudian tempelkan di worksheet peta kebun binatang. Tuliskan nama papan rambu dan hewan-hewannya. Warnai peta itu sehingga jadi lebih menarik.

E Let's Take a Break

Task 8

Guru bertanya kepada siswa, "Do you like today's activity? Kalau mereka menyukai kegiatan yang baru saja dilakukan, mereka menjawab "Yes, I do". Kalau mereka tidak suka, mereka menjawab "No, I don't".

Task 9

Guru membagikan 2 stiker (tersenyum dan cemberut) kepada siswa. Mereka menempelkan stiker yang sesuai dengan perasaannya masing-masing (suka atau tidak suka), lalu menuliskan perasaannya di balon teks.

Teacher's Guide

Unit 3 Touch Your Nose

A Let's Start

Task 1 Song Time

Judul lagu : HEAD AND SHOULDERS

Fungsi bahasa : nama-nama anggota badan

Waktu : 10 menit

Lirik lagu :

head and shoulders, knees and toes, knees and toes

head and shoulders, knees and toes, knees and toes

eyes and ears and mouth and nose

head and shoulders, knees and toes, knees and toes

Cara bermain :

1. Suruh siswa untuk berdiri dan membentuk lingkaran besar.
2. Guru berdiri di tengah. Kemudian nyanyikan lagu sambil menyentuh tiap anggota badan yang ada di lagu.
3. Siswa ikut menyanyi bersama. Semakin lama, lagu dinyanyikan semakin cepat daripada sebelumnya.

Task 2

Guru mengucapkan nama-nama anggota badan dengan keras dan benar. Kemudian, siswa mengulanginya. Guru menunjuk gambar anggota badan tertentu, kemudian siswa mengucapkan namanya dengan benar.

B It's Your Turn

Task 3

Sebelum memulai bercerita, guru menyuruh siswa untuk memperhatikan dan mendengarkan dengan seksama.

Judul : TOUCH YOUR ELBOW, KIDS

Perlengkapan : kartu bergambar anggota badan

Cerita :

It was Monday morning. Jimmy, Lisa, and Edo were doing the exercises with Mr. Bagas. First, Mr. Bagas said, "Touch your toes like this." The students did what he said. Second, he said, "Touch your elbow." They then touched their elbow. Third, he asked them, "Touch your ears." All of them touched their ears. Fourth, he said, "Touch your neck." They all did what their teacher said. Fifth, he said, "Touch your knees." all of them then touch the knees. Last, he asked them, "Touch your stomach." Then they touched their stomach.

Task 4

Guru membacakan cerita sekali lagi. siswa mendengarkan, kemudian memberi nomor urut tiap anggota badan yang disentuh sesuai dengan cerita.

 **Let's Practise**

Task 5

Guru menyuruh siswa untuk memperhatikan gambar. Dia kemudian mengucapkan nama-nama anggota tubuh. Siswa mendengarkan, kemudian menirukannya.

Task 6

Guru membagikan 1 set stiker kepada setiap siswa. guru membacakan soal. siswa mendengarkan kemudian menempelkan stiker anggora badan sesuai dengan yang mereka dengar.

Soal: 1. ear 3. feet 5. fingers
2. shoulders 4. toe 6. ears

D Let's Do It

Task 7 Game Time

Nama permainan : SIMON SAYS
Fungsi bahasa : mendengarkan, kalimat perintah, anggota badan
Waktu : 20 menit
Cara bermain :

1. Suruh siswa untuk berdiri membentuk huruf U di halaman. Guru berdiri di depan mereka.
2. Perintahkan mereka untuk menyentuh anggota badan tertentu, misal: *Simon says: touch your nose.*
3. Siswa harus melakukan apa yang diperintahkan guru.
4. Perintah lagi, kali ini tanpa *Simon says*. Jika ada siswa yang menyentuh sesuatu, maka dia keluar dari permainan.
5. Siswa terakhir yang bertahan menjadi pemenang sekaligus pemanggil berikutnya.

Let's Take a Break

Task 8

Guru bertanya kepada siswa, “Do you like today’s activity? Kalau mereka menyukai kegiatan yang baru saja dilakukan, mereka menjawab “Yes, I do”. Kalau mereka tidak suka, mereka menjawab “No, I don’t”.



Task 9

Guru membagikan 2 stiker (tersenyum dan cemberut) kepada siswa. Mereka menempelkan stiker yang sesuai dengan perasaannya masing-masing (suka atau tidak suka), lalu menuliskan perasaannya di balon teks.

Teacher's Guide

Unit 4 He is Tall

A Let's Start

Task 1

Guru menyuruh siswa untuk memperhatikan gambar. Guru bertanya kepada siswa seputar isi dari gambar itu. Guru memperkenalkan isi atau bagian-bagian dari pengumuman orang hilang.

Task 2

Guru menyuruh siswa untuk melengkapi pengumuman orang hilang.

B It's Your Turn

Task 3

Guru menyuruh siswa untuk membaca cerita. Guru kemudian membaca ulang, lalu menjelaskan maksud dari cerita itu.

Task 4

Guru membimbing siswa dalam menjodohkan ciri-ciri anggota badan dengan gambar yang sesuai. Setelah selesai, guru membaca ulang ciri-ciri anggota tubuh sambil memperlihatkan kartu bergambar. Siswa memperhatikan dan mengulangnya.

C Let's Practise

Task 5

Guru menyuruh siswa untuk membaca cerita. Guru kemudian membaca ulang, lalu menjelaskan maksud dari cerita itu.

Task 6

Siswa menuliskan ciri-ciri anggota badan sesuai dengan gambar.

D Let's Do It

Task 7

Game Time

Nama permainan : WHICH ONE IS ALEX?
Fungsi bahasa : membaca, ciri-ciri tubuh
Perlengkapan : 1 set stiker orang
Waktu : 15 menit

Cara bermain :

1. Guru menyuruh siswa untuk berpasangan. Siswa 1 membaca soal A, siswa 2 membaca soal B.
2. Guru lalu membagikan 1 set stiker A ke siswa 2 dan 1 set stiker B ke siswa 1.
3. Siswa 1 membaca soal A nomor 1, lalu mencari gambar stiker yang sesuai dengan ciri-ciri di soal di kumpulan stiker milik siswa 2. Jika gambarnya sudah ketemu, dia lalu menempelkannya di kotak nomor 1. (dan sebaliknya)
4. Siswa yang benar semua menjadi pemenang.

Task 8 Project Time

Nama permainan : WHERE IS JIMMY?
Fungsi bahasa : pengumuman orang hilang, menulis, ciri-ciri anggota badan
Waktu : 20 menit
Perlengkapan : lembar pengumuman, pensil, pewarna, lem, foto siswa sekelas
Cara bermain :

1. Bagikan lembar pengumuman kepada semua siswa.
2. Bagikan foto-foto siswa kepada mereka secara acak. Tiap siswa mendapatkan 1 foto teman mereka. Tempelkan di lembar pengumuman.
3. Mereka harus membuat pengumuman orang hilang berdasarkan foto yang mereka dapat.
4. Setelah selesai, mereka lalu mencari teman yang dimaksud di pengumuman, lalu mengajaknya ke depan dan membacakan ciri-cirinya.

Variasi: foto siswa-siswa 1 kelas bisa diganti dengan foto orang lain dari koran atau majalah.

E Let's Take a Break

Task 9

Guru bertanya kepada siswa, "Do you like today's activity? Kalau mereka menyukai kegiatan yang baru saja dilakukan, mereka menjawab "Yes, I do". Kalau mereka tidak suka, mereka menjawab "No, I don't".

Task 10

Guru membagikan 2 stiker (tersenyum dan cemberut) kepada siswa. Mereka menempelkan stiker yang sesuai dengan perasaannya masing-masing (suka atau tidak suka), lalu menuliskan perasaannya di balon teks.

He is tall

page
42

Teacher's Guide

Unit 5

Can I Have An Apple?

A Let's Start

Task 1 Song Time

Guru menyuruh siswa untuk memperhatikan gambar yang ada di hand-out. Siswa kemudian menceritakan isi gambar tersebut.

Task 2

Guru mengucapkan nama buah-buahan dan sayuran dengan keras dan benar, kemudian siswa mengulanginya. Guru menunjuk gambar buah dan sayur tertentu, kemudian siswa mengucapkan namanya dengan benar.

B It's Your Turn

Task 3 Story Time

Sebelum memulai bercerita, guru menyuruh siswa untuk memperhatikan dan mendengarkan dengan seksama.

Judul : **LISA GOES SHOPPING**

Perlengkapan : kartu bergambar buah-buahan dan sayuran

Cerita :

Lisa goes shopping today. She meets Mr. Joko, the greengrocer. First, she wants to buy a kilo of mangoes. Second, she buys 2 kilos of tomatoes. Third, she buys 3 kilos of apples. Fourth, she needs a kilo of cabbages. Fifth, she buys a kilo of onions. the last, she wants to buy 3 kilos of oranges. Lisa buys many fruits and vegetables today.

Task 4

Guru membacakan cerita sekali lagi. Siswa mendengarkan, kemudian memberi nomor urut tiap buah dan sayur yang dibeli Lisa sesuai dengan cerita.

C Let's Practise

Task 5

Guru membacakan dialog antara Lisa dan Mr. Joko. Siswa mendengarkan dan menirukannya. Siswa lalu mempraktekkan dialog itu secara berpasangan.

Task 6

Siswa mengisi titik-titik dengan buah atau sayur yang sesuai dengan gambar dan beratnya.

D Let's Do It

Task 7 Project Time

- Nama permainan : MAKING A SHOPPING BASKET
Waktu : 20 menit
Perlengkapan : template keranjang belanjaan, gunting, lem, pewarna
Cara mengerjakan :
1. Bagikan template keranjang belanjaan ke semua siswa.
2. Siswa memotong sesuai dengan garis, lalu melipatnya.
3. Siswa harus melakukan apa yang diperintahkan guru.
4. Sebelum menempel/merangkai, siswa mewarnai (menghias) keranjang belanjaannya terlebih dahulu.

Task 8 Game Time

- Nama permainan : GOING SHOPPING
Fungsi bahasa : Can I have ... , nama buah-buahan dan sayuran
Waktu : 15 menit
Perlengkapan : keranjang belanjaan, kartu bergambar buah-buahan dan sayuran
Lirik lagu :
I am going shopping, tomorrow morning
I am going shopping with my friends
Tomorrow morning, I am going shopping
I am going shopping with my friends
Cara bermain :
1. Ajak siswa untuk berdiri dan membentuk lingkaran besar di halaman.
2. Bagikan kartu bergambar buah dan sayur kepada siswa, lalu taruh di lantai di depan mereka.
3. Guru berdiri di tengah, lalu membeli 5 macam buah dan sayur sambil berkata, "Can I have ...?"
4. Siswa yang buah atau sayurnya yang terbeli ikut berbaris di belakang guru.
3. Setelah membeli 5 macam buah dan sayur, guru dan siswa bernyanyi sambil berjalan berputar.
6. Saat lagu selesai dinyanyikan, mereka harus berebut untuk berdiri kembali di depan kartu.
7. Siswa yang tidak mendapatkan kartu menjadi pembeli berikutnya.



E *Let's Take a Break*

Task 9

Guru bertanya kepada siswa, "Do you like today's activity? Kalau mereka menyukai kegiatan yang baru saja dilakukan, mereka menjawab "Yes, I do". Kalau mereka tidak suka, mereka menjawab "No, I don't".

Task 10

Guru membagikan 2 stiker (tersenyum dan cemberut) kepada siswa. Mereka menempelkan stiker yang sesuai dengan perasaannya masing-masing (suka atau tidak suka), lalu menuliskan perasaannya di balon teks.

Teacher's Guide

Unit 6 How Much is It?

A Let's Start

Task 1

Guru menyuruh siswa untuk memperhatikan gambar. Guru lalu bertanya kepada siswa seputar isi dari gambar itu. Guru kemudian menjelaskan isi atau bagian-bagian dari daftar belanjaan.

Task 2

Guru menyuruh siswa untuk melengkapi shopping list.

B It's Your Turn

Task 3

Guru membaca teks dengan keras, kemudian siswa menirukannya. Guru menanyakan isi teks kepada siswa, kemudian menjelaskan maksud dari tiap-tiap kalimat dalam teks.

Task 4

Siswa mengelompokkan buah dan sayur yang ada di teks ke dalam 2 keranjang yang berbeda.

C Let's Practise

Task 5

Guru membacakan dialog antara Jimmy dan penjual. Siswa mendengarkan dan menirukan. Siswa lalu mempraktekkan dialog itu secara berpasangan.

Task 6

Guru menyuruh siswa untuk memperhatikan tabel. Guru kemudian mengucapkan harga-harga buah dan sayur. Siswa mendengarkan dan menirukan.

Task 7

Guru menyuruh siswa untuk membaca daftar harga. Siswa kemudian mengerjakan soal-soal di bawahnya. Mereka harus menuliskan harga dari buah dan sayur sesuai dengan gambar dan daftar harga.

D Let's Do It

Task 8 Project Time

Nama permainan : **MAKING A SHOPPING LIST**
Fungsi bahasa : buah-buahan dan sayuran
Waktu : 15 menit
Perlengkapan : worksheet shopping list, pewarna
Cara mengerjakan :

1. Bagikan worksheet shopping list kepada siswa.
2. Siswa lalu melengkapi daftar belanjaan itu sesuai dengan gambar.
3. Mereka boleh menghias shopping list itu agar lebih menarik.

Task 9 Game Time

Nama permainan : **SELLER AND BUYER**
Fungsi bahasa : Can I have ...? , How much is it?, Thank you, buah-buahan dan sayuran
Waktu : 20 menit
Perlengkapan : shopping basket, shopping list, price list, kartu bergambar buah dan sayur, uang mainan

- Cara bermain :
1. Bagi siswa menjadi 2 grup, grup penjual dan grup pembeli. Bagikan perlengkapan belanja. Pembeli mendapatkan keranjang belanjaan, shopping list, uang mainan. Penjual mendapatkan kartu buah-buahan dan sayuran, daftar harga, uang mainan.
 2. Atur meja menjadi 2 baris memanjang dan saling berhadapan. Penjual duduk, diam di tempat, sedangkan pembeli berdiri dan bisa berpindah-pindah.
 3. Mulai sandiwara. Pembeli membeli buah dan sayur dari penjual. Jika penjual punya, transaksi terjadi. Tetapi jika dia tidak punya, pembeli bergeser ke penjual berikutnya.
 4. Permainan berakhir setelah semua barang habis terjual/terbeli. grup penjual dan pembeli kemudian bertukar peran dan mengulangi sandiwara lagi.

E Let's Take a Break

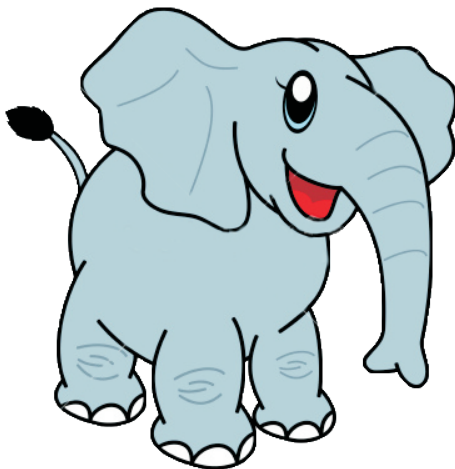
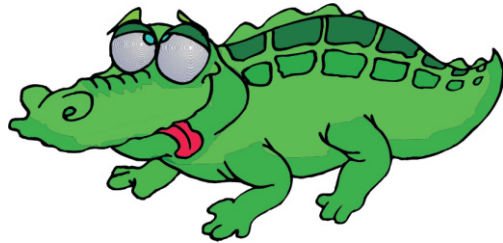
Task 10

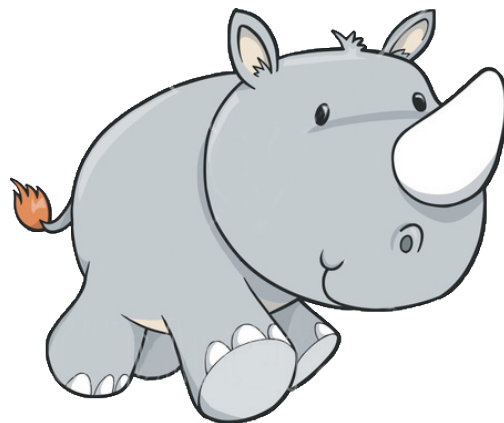
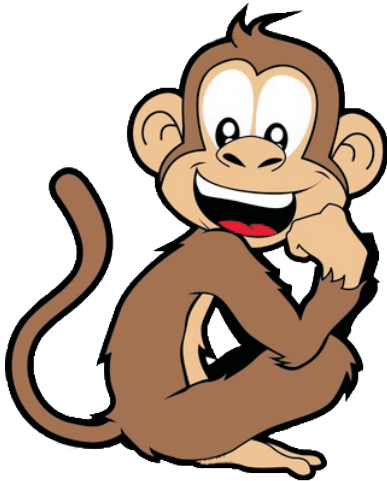
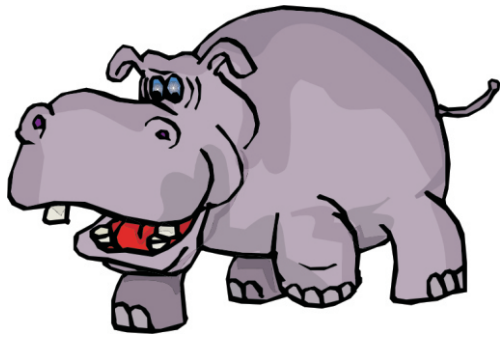
Guru bertanya kepada siswa, "Do you like today's activity? Kalau mereka menyukai kegiatan yang baru saja dilakukan, mereka menjawab "Yes, I do". Kalau mereka tidak suka, mereka menjawab "No, I don't".

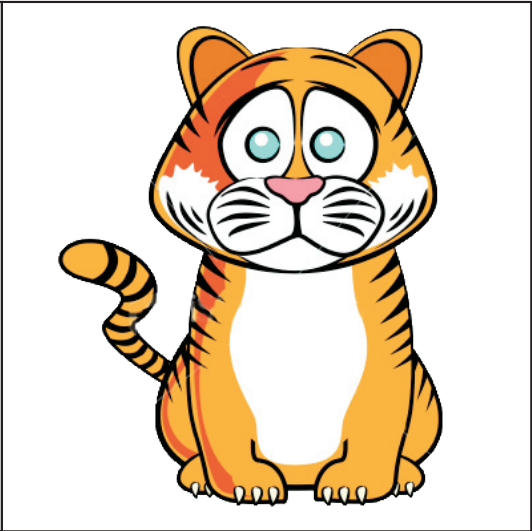
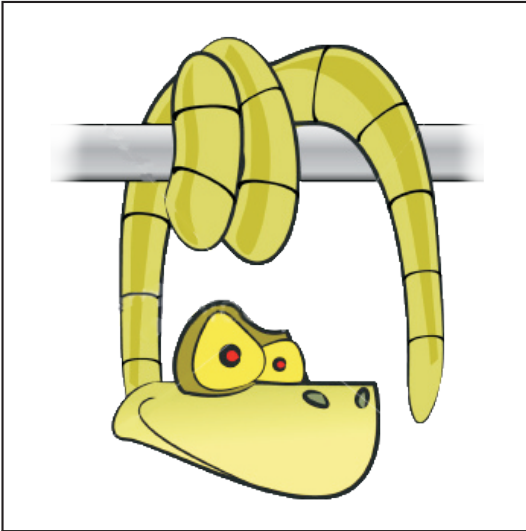
Task 11

Guru membagikan 2 stiker (tersenyum dan cemberut) kepada siswa. Mereka menempelkan stiker yang sesuai dengan perasaannya masing-masing (suka atau tidak suka), lalu menuliskan perasaannya di balon teks.

APPENDIX A
Flash cards for unit 1





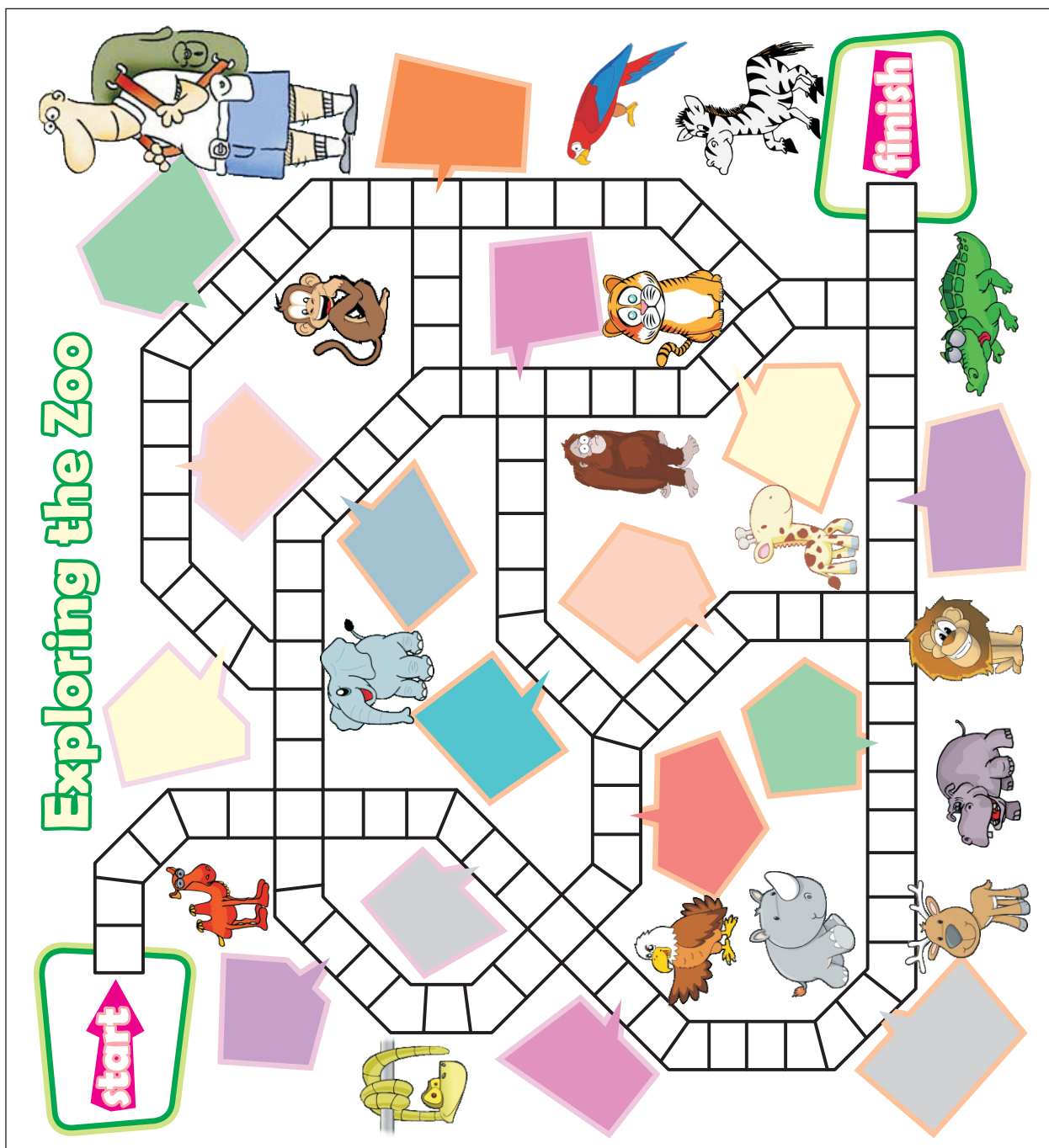


APPENDIX B
Flash cards for unit 2





Zoo board for Part D. Let's Do It, Task 6 (Game Time)
Copy this board into a bigger size.

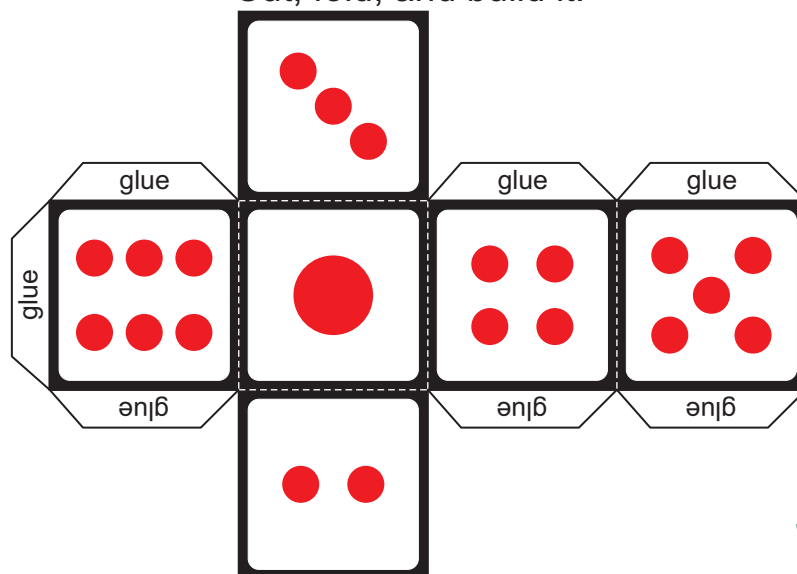


Cards for Part D. Let's Do It, Task 6
Exploring the Zoo Game
Cut these cards on the line.

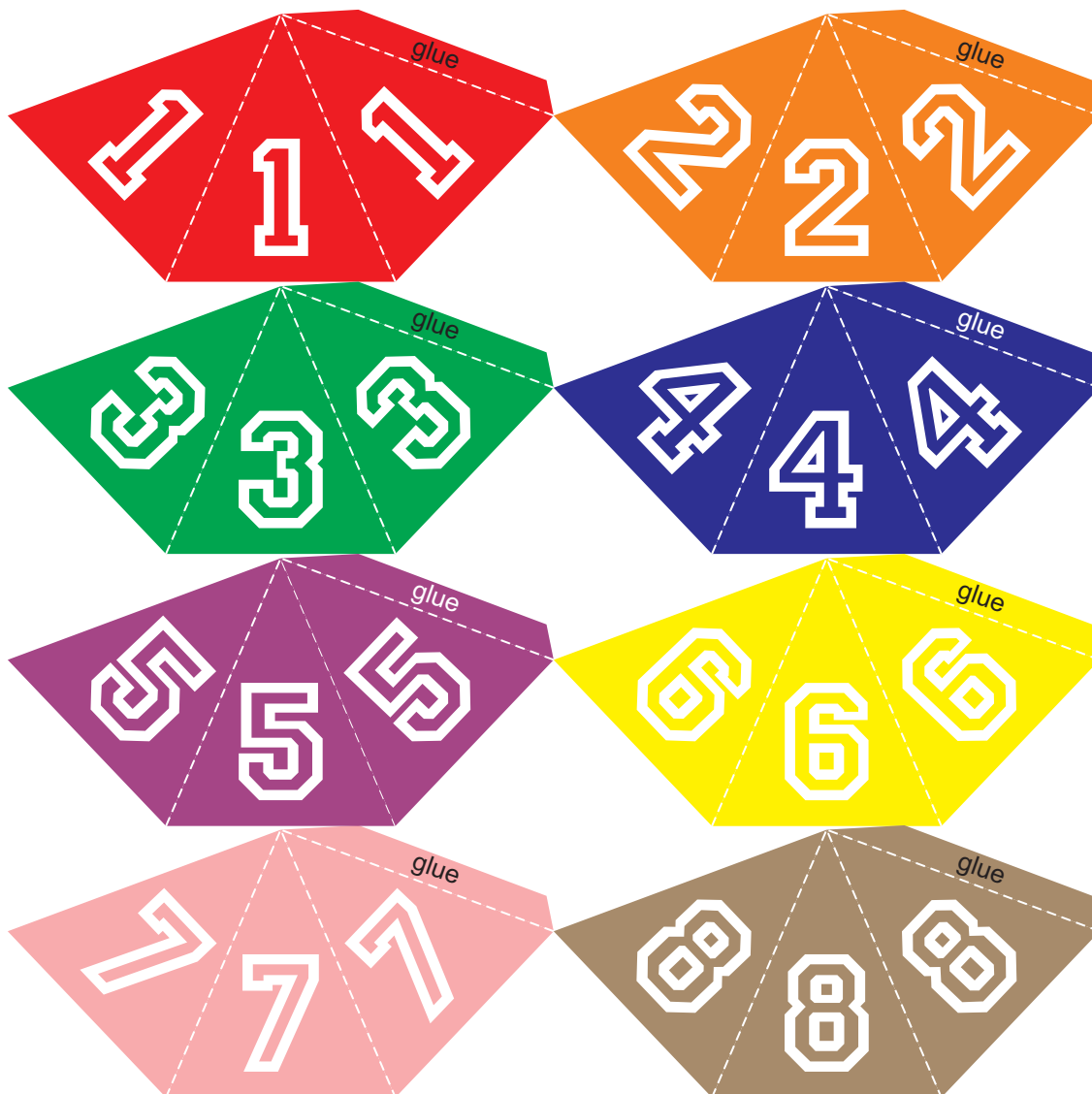


Parking Lot	Restaurant	Prayer Room	Phone Booth
Toilet	Information Booth	Do Not Enter	No Scratching
No Smoking	No Fishing	No Littering	No Feeding

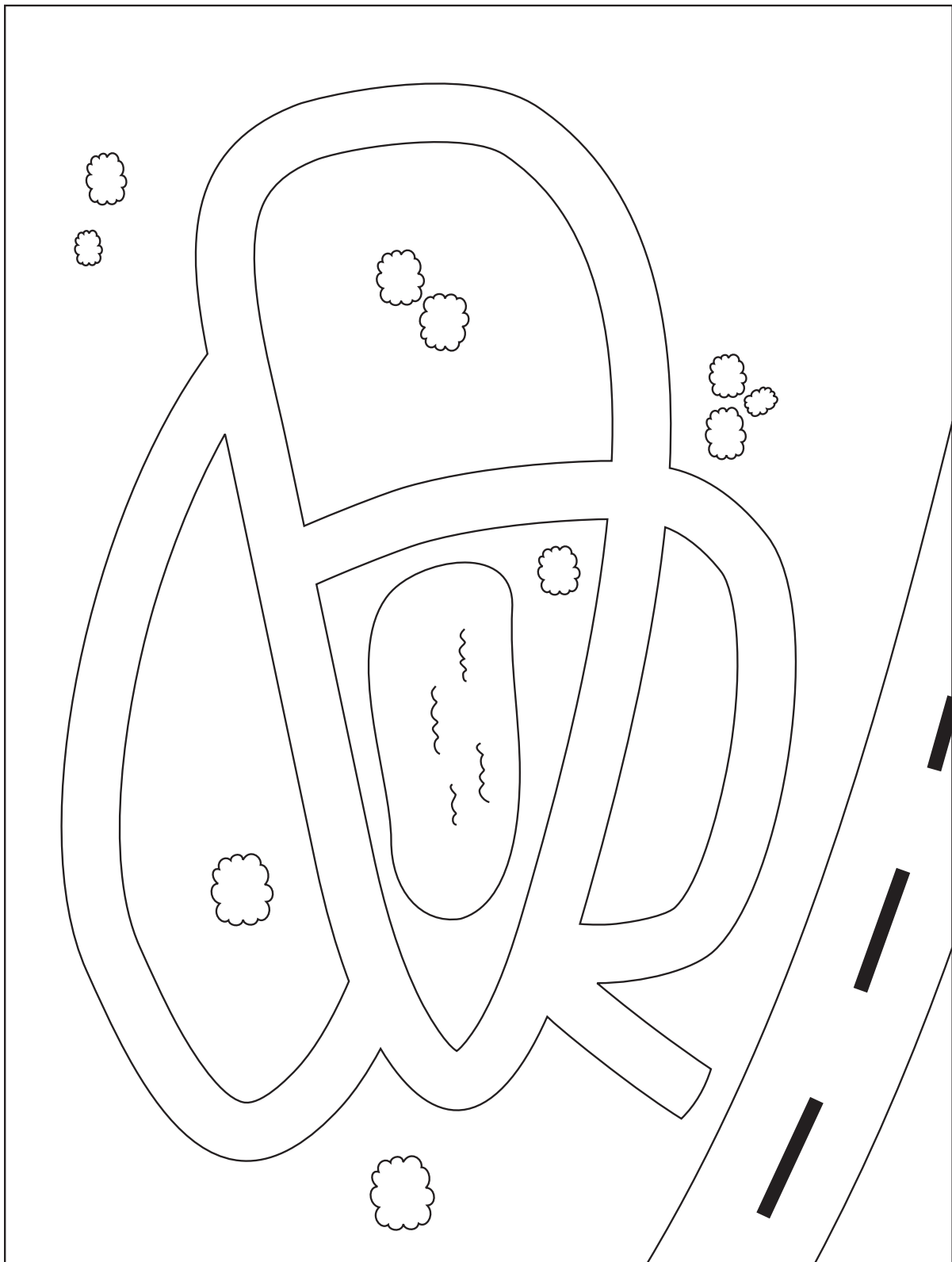
Dice for Part D. Let's Do It, Task 6
Exploring the Zoo Game
Cut, fold, and build it.



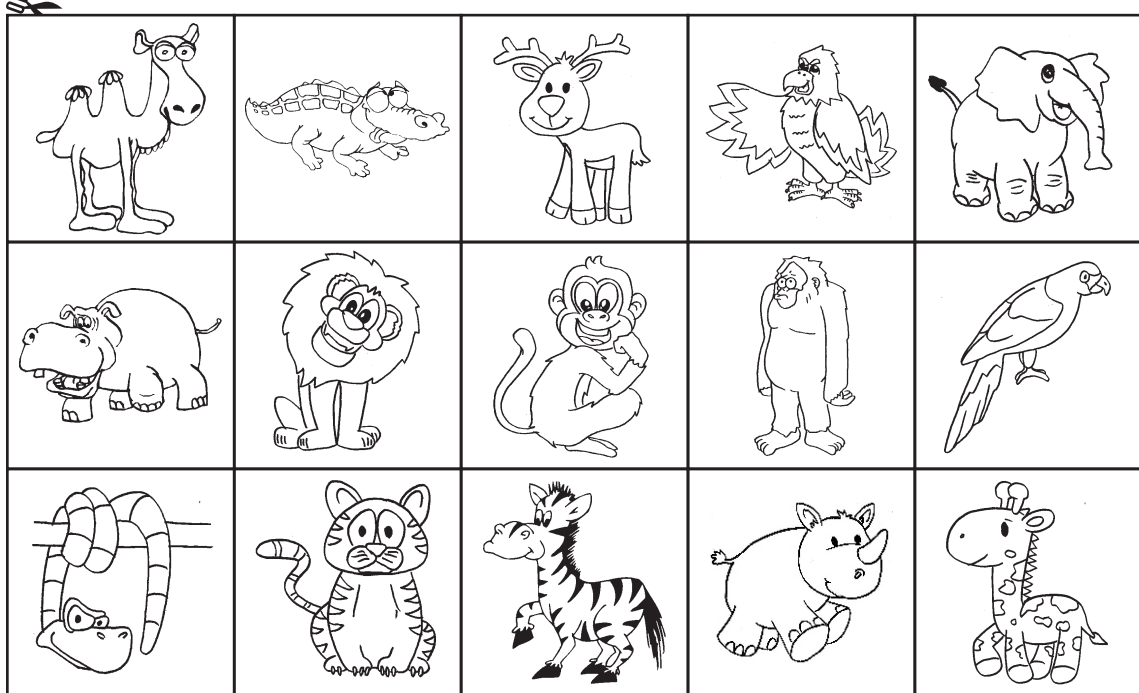
Counters for Part D. Let's Do It, Task 6
Exploring the Zoo Game
Cut, fold, and build them.



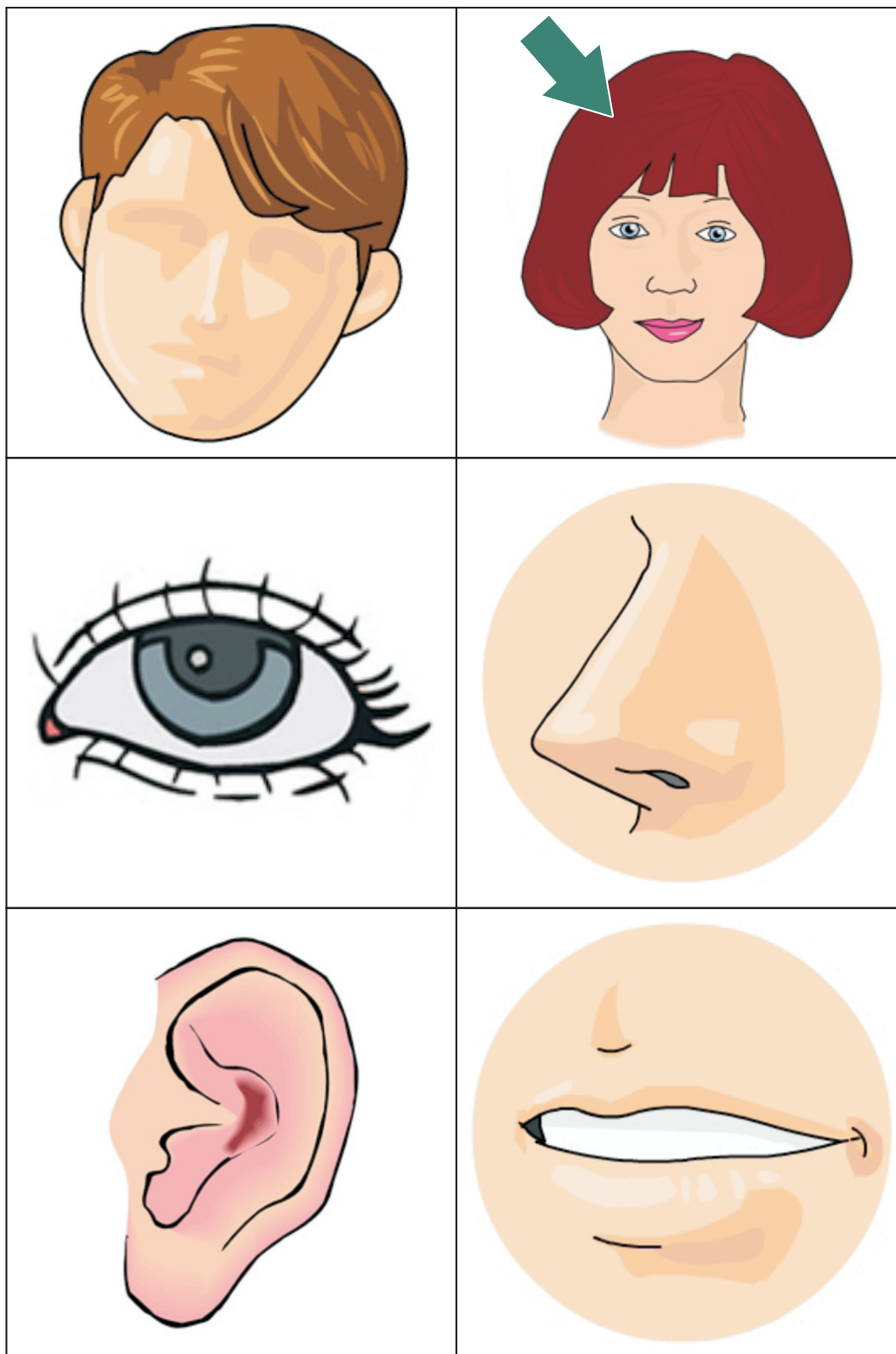
Zoo map for Part D. Let's Do It, Task 7 (Project Time)
Copy this map into a bigger size.

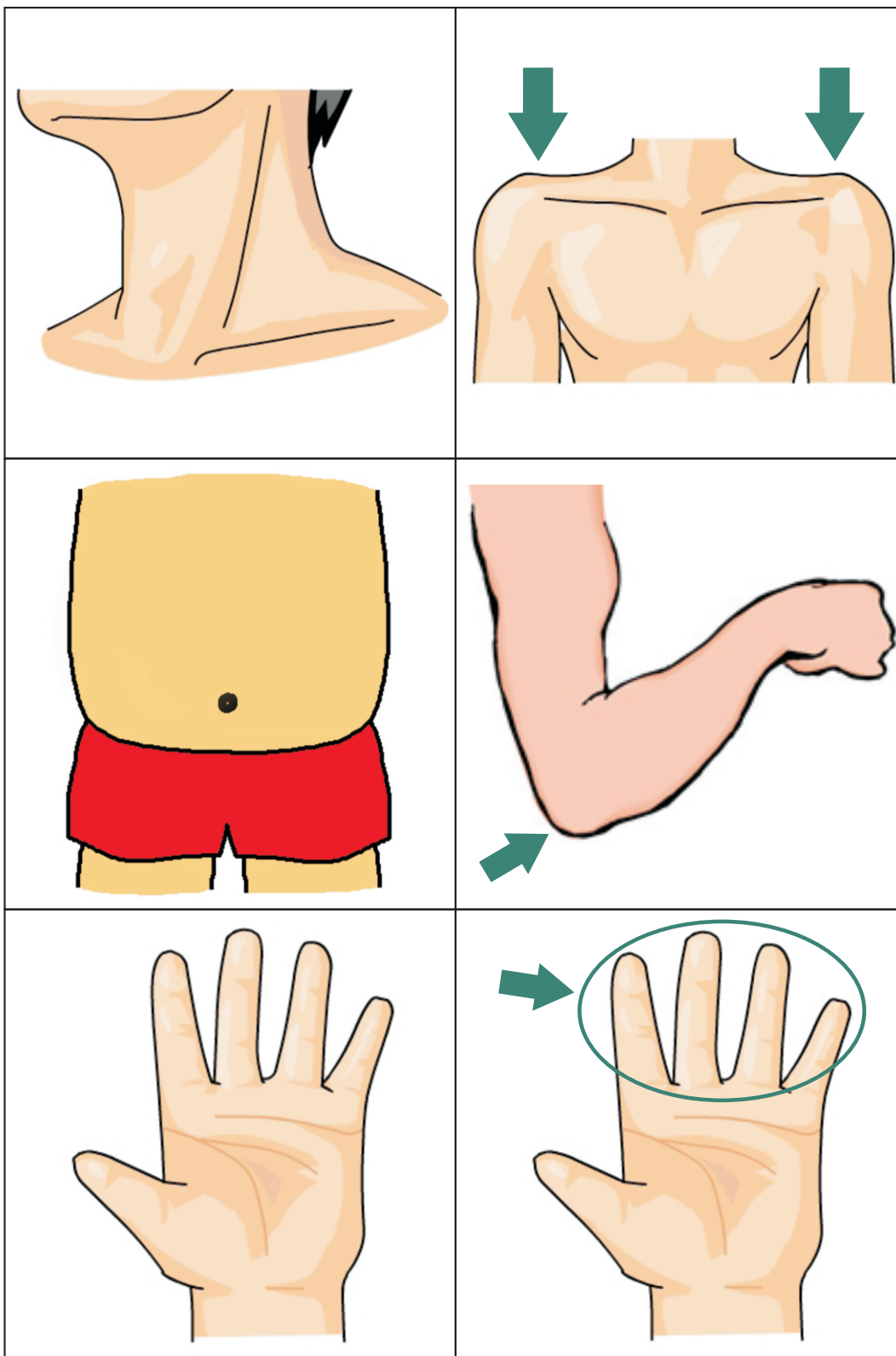


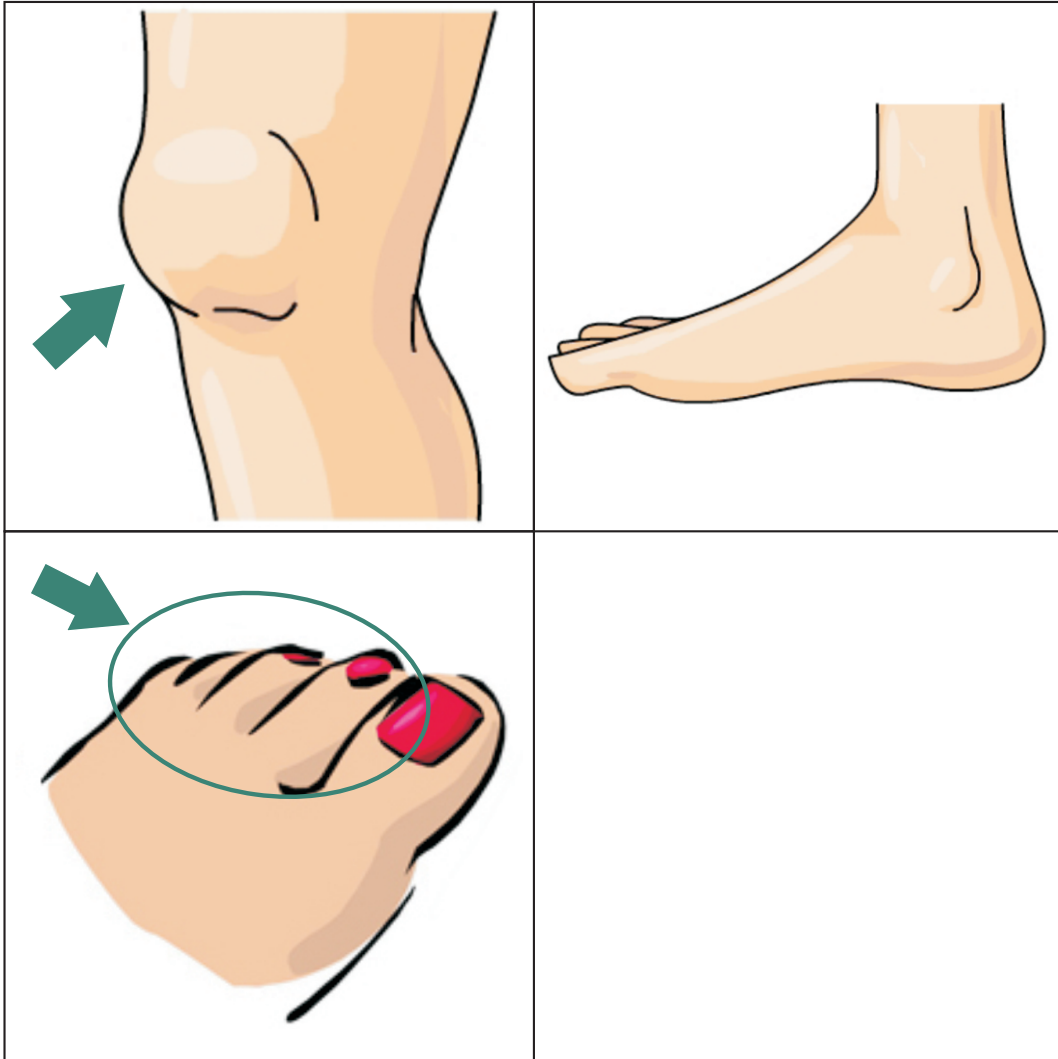
Cards for Part D. Let's Do It, Task 7 (Project Time)
Cut these cards on the line.



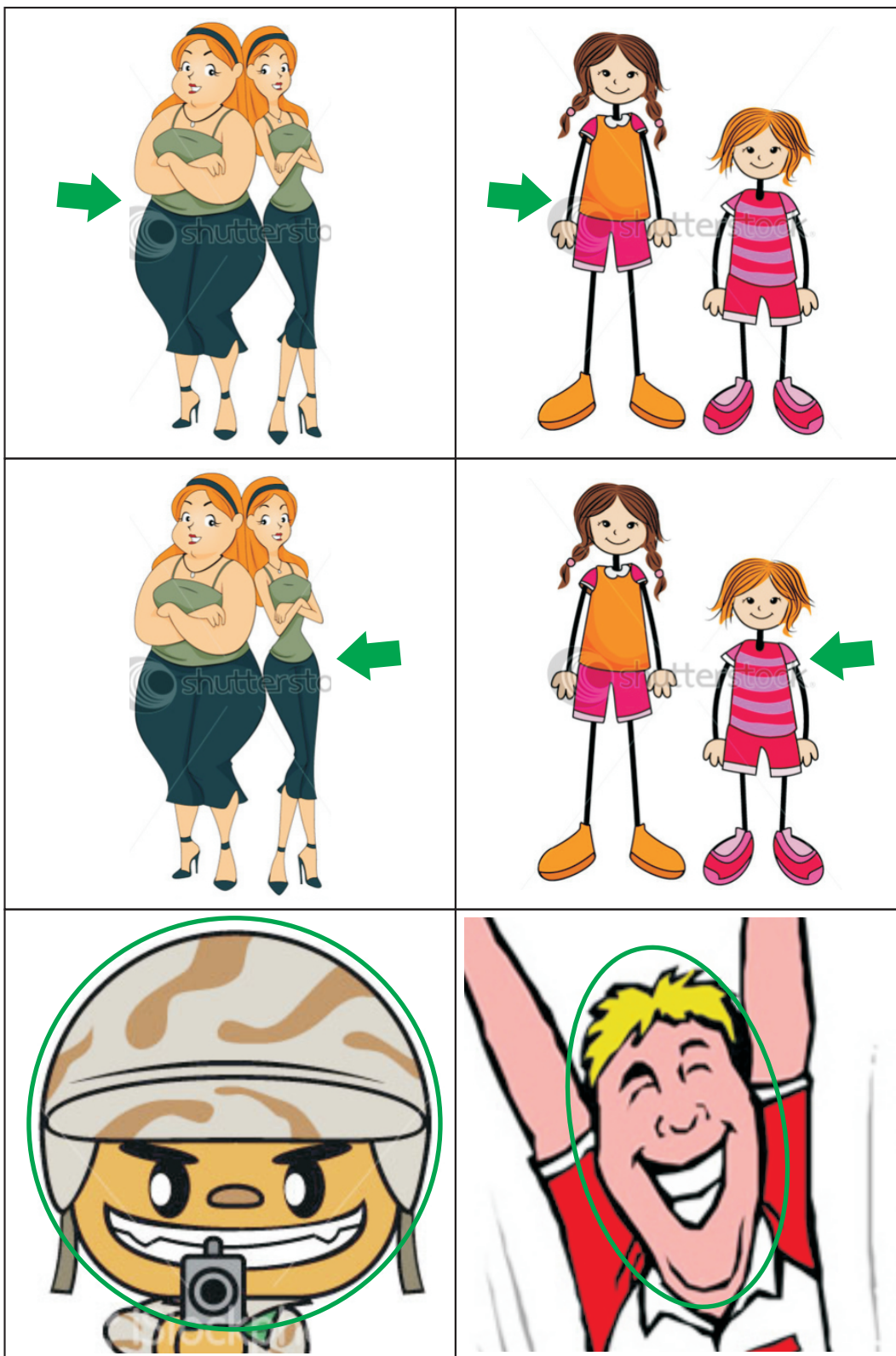
APPENDIX C
Flash cards for unit 3

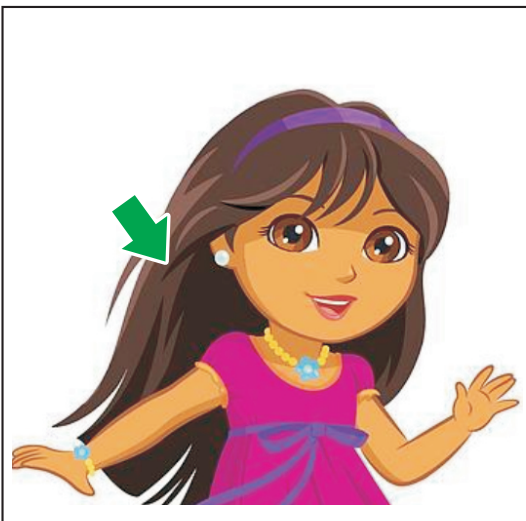






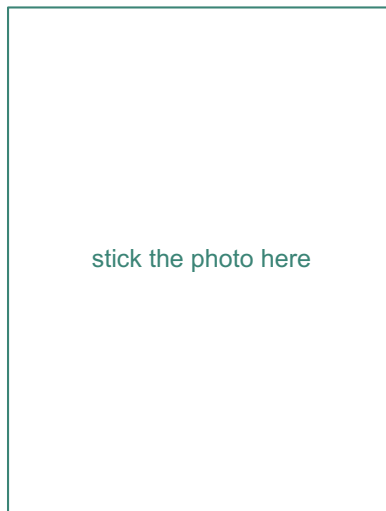
APPENDIX D
Flash cards for unit 4





WORKSHEET 1, Missing Person's Declaration,
Part D, Task 8

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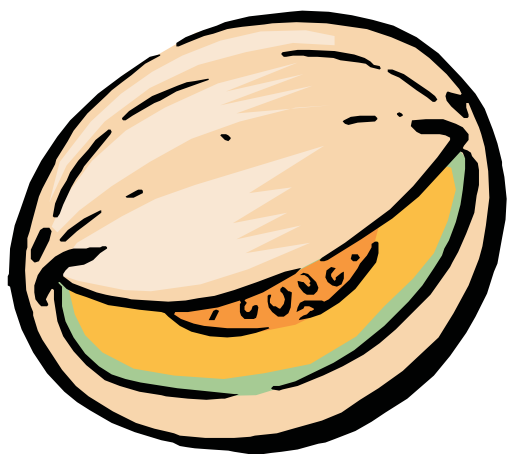
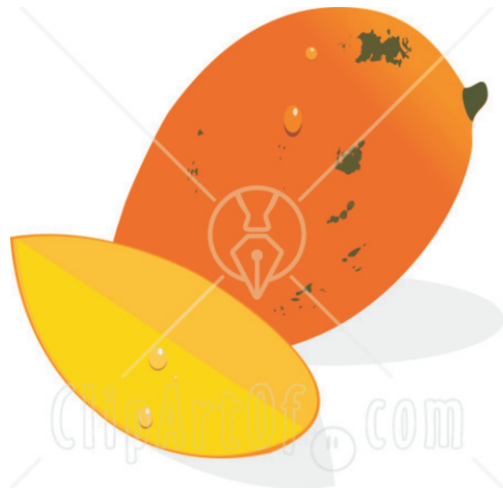
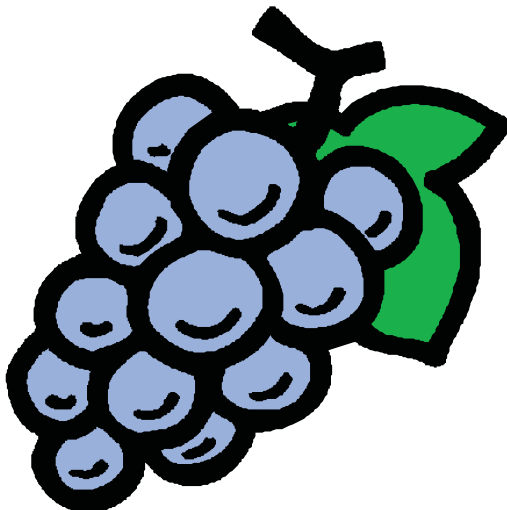
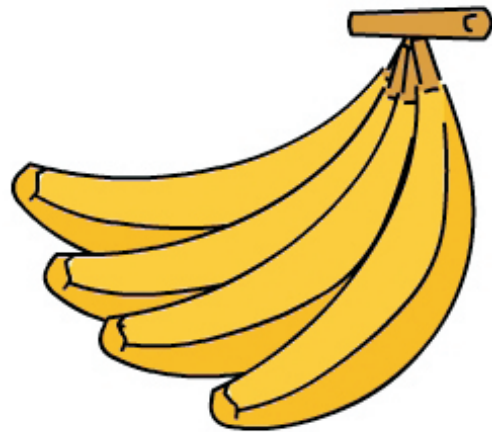
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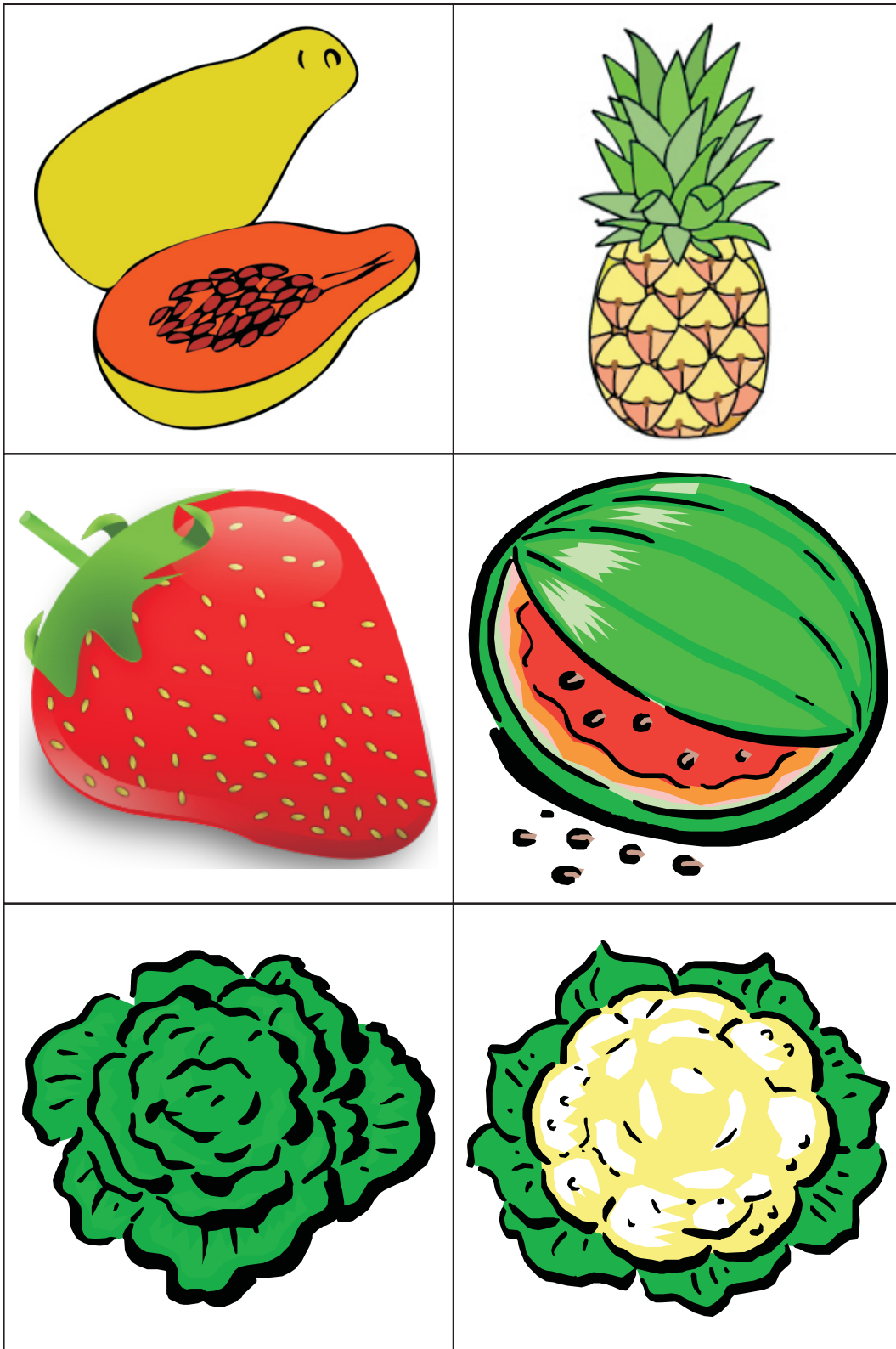
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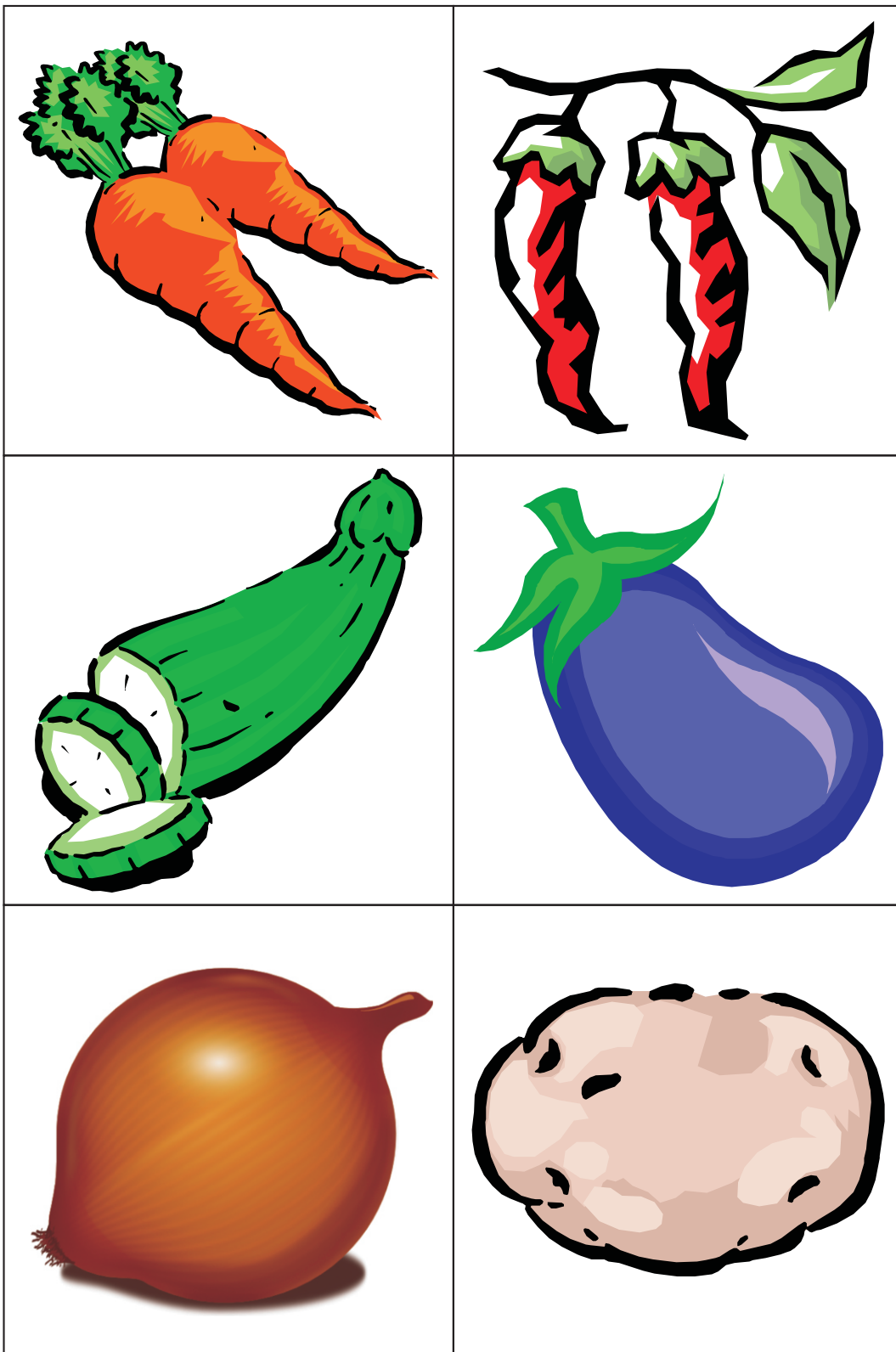
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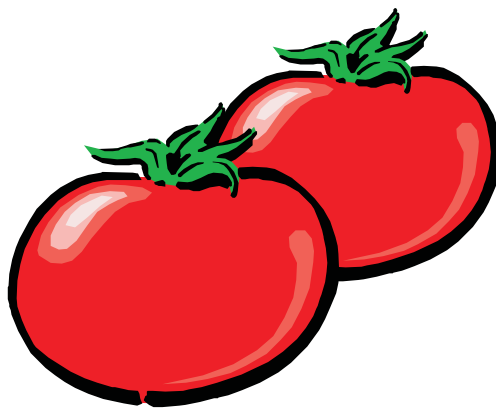
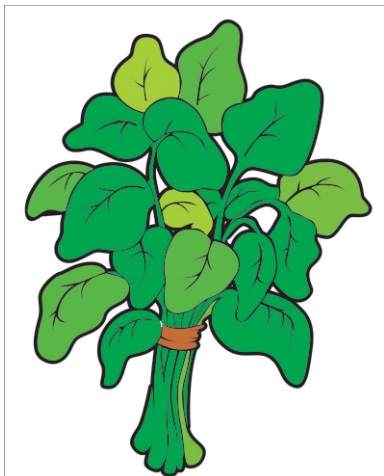
.....

APPENDIX E
Flash cards for unit 5

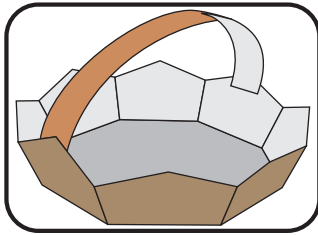




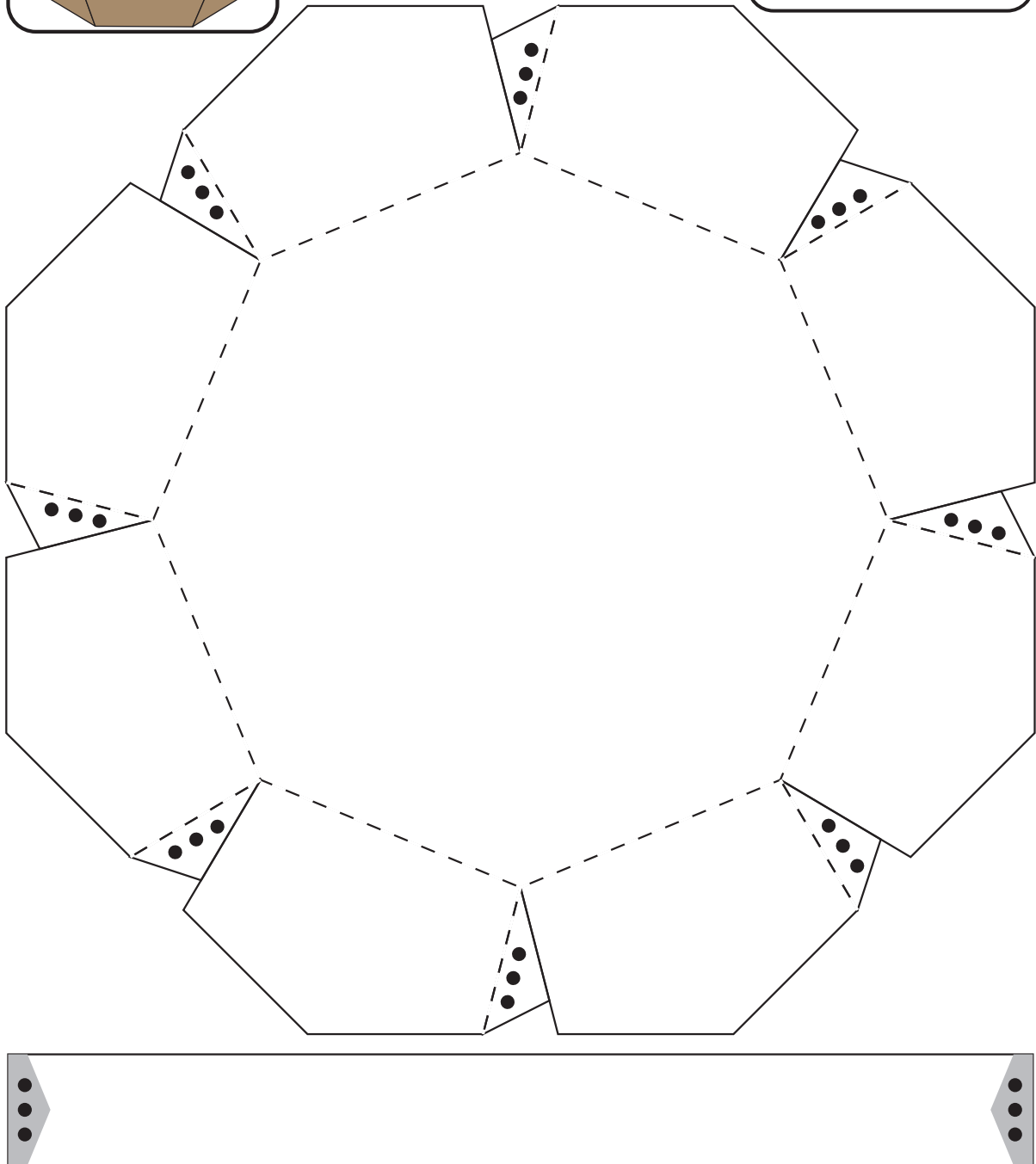




WORKSHEET 2, Shopping Basket
Part D, Task 7
Cut, fold, color, build it.



● ● ● : glue
— : cut
- - - : fold



APPENDIX F
WORKSHEET 3, Shopping List
Unit 6, Part D, Task 8

Shopping List

to:

from: Mr. Agus

Please buy:



1



1



2

thank you..

Shopping List

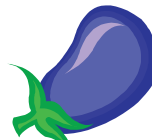
to:

from: Mr. Agus

Please buy:



1



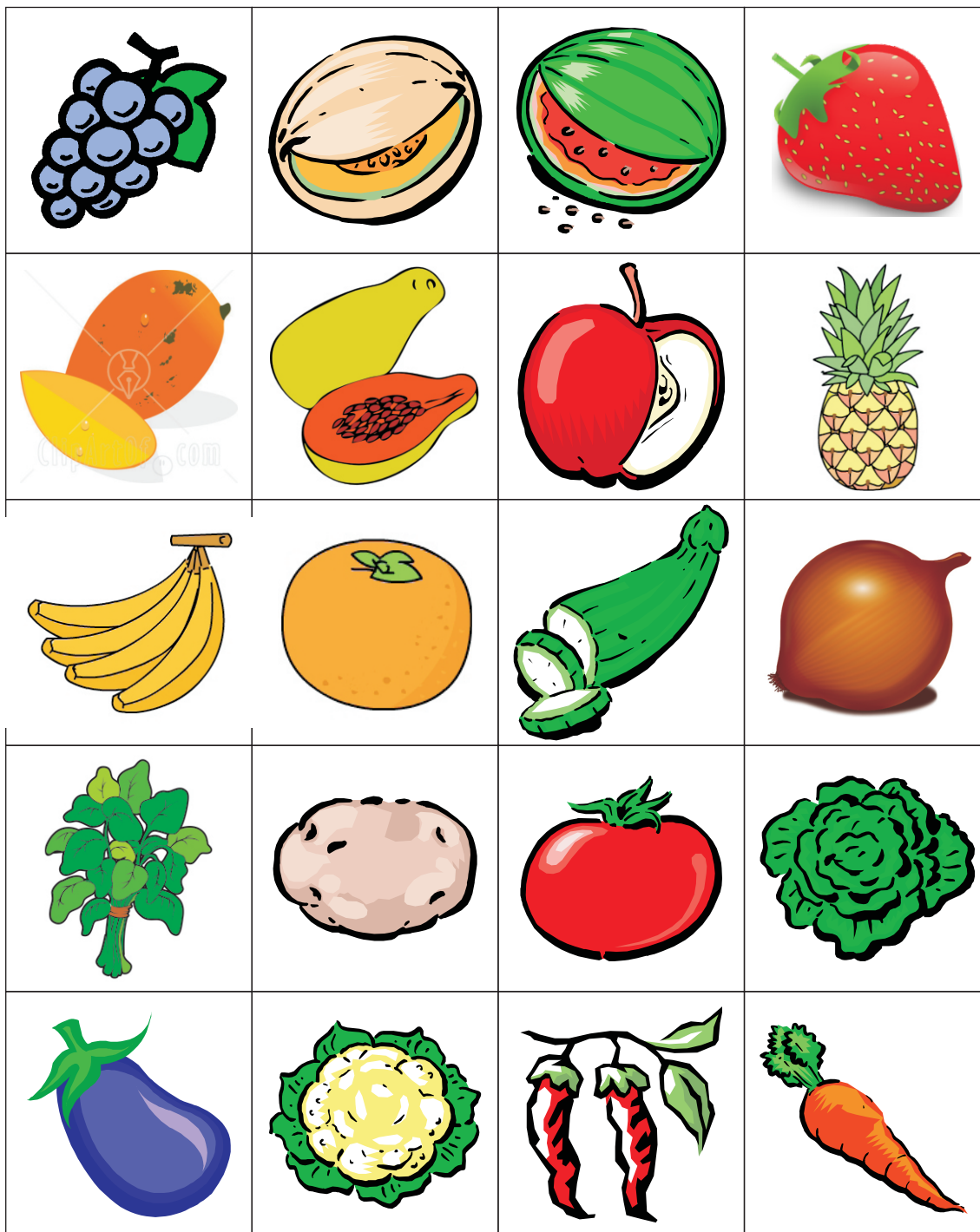
2



1

thank you..

Small flash cards for Part D, Task 9

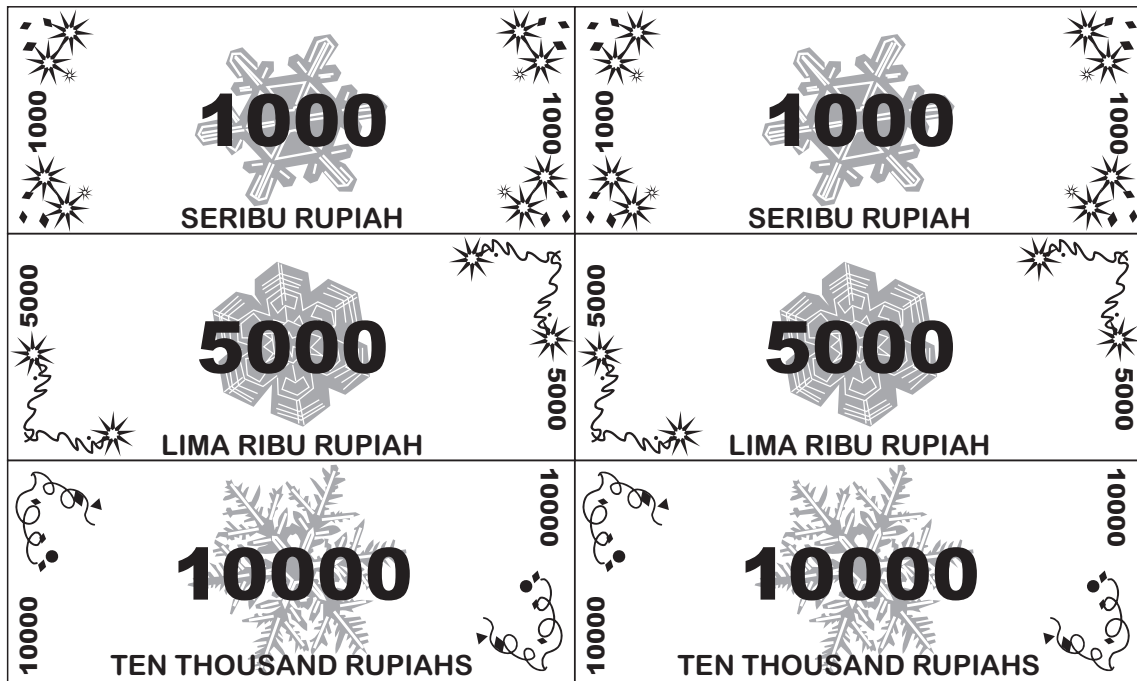


Price list for Part D, Task 9

No.	Vegetables	Price
1.	1 kilo of spinach	Rp. 3.000,-
2.	1 kilo of cabbage	Rp. 2.000,-
3.	1 kilo of carrot	Rp. 3.000,-
4.	1 kilo of chilli	Rp. 3.000,-
5.	1 kilo of cauliflower	Rp. 4.000,-
6.	1 kilo of cucumber	Rp. 2.000,-
7.	1 kilo of eggplant	Rp. 3.000,-
8.	1 kilo of potato	Rp. 4.000,-
9.	1 kilo of tomato	Rp. 3.000,-
10.	1 kilo of onion	Rp. 2.000,-

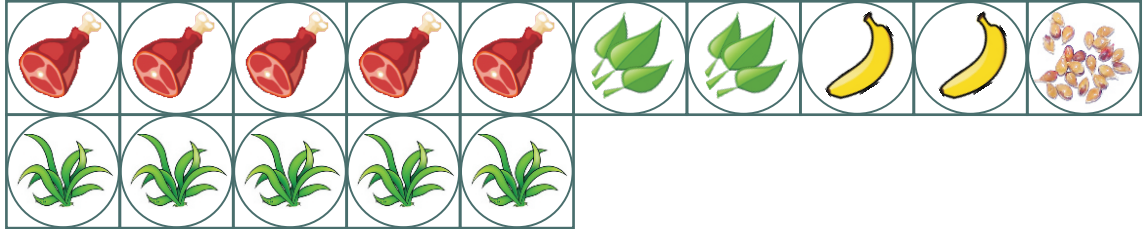
No.	Fruits	Price
1.	1 kilo of apple	Rp. 4.000,-
2.	1 kilo of banana	Rp. 2.000,-
3.	1 kilo of orange	Rp. 2.000,-
4.	1 kilo of pineapple	Rp. 3.000,-
5.	1 kilo of strawberry	Rp. 4.000,-
6.	1 kilo of grapes	Rp. 4.000,-
7.	1 kilo of mango	Rp. 3.000,-
8.	1 kilo of papaya	Rp. 2.000,-
9.	1 kilo of melon	Rp. 3.000,-
10.	1 kilo of watermelon	Rp. 3.000,-

Toy money for Part D, Task 9

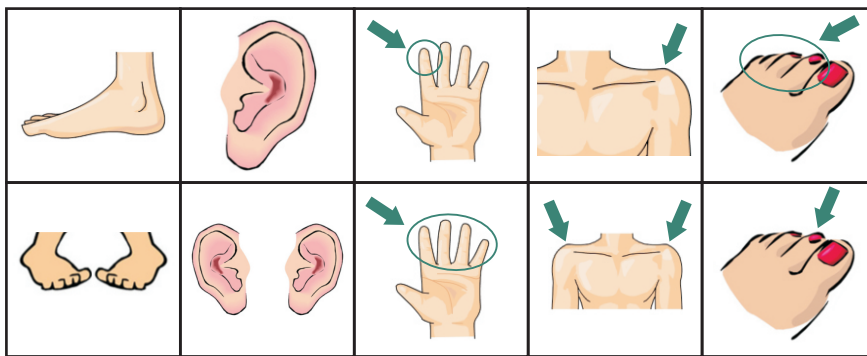


STICKERS

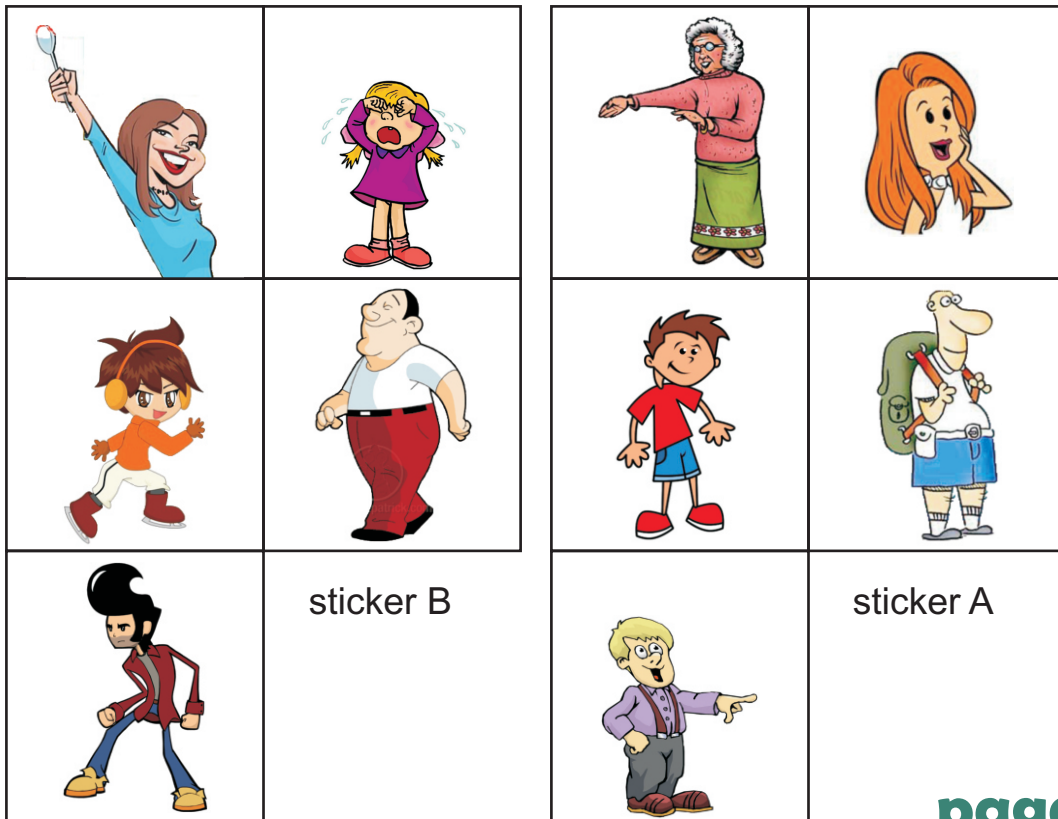
1. Stickers for Unit 1, Part D, Task 8



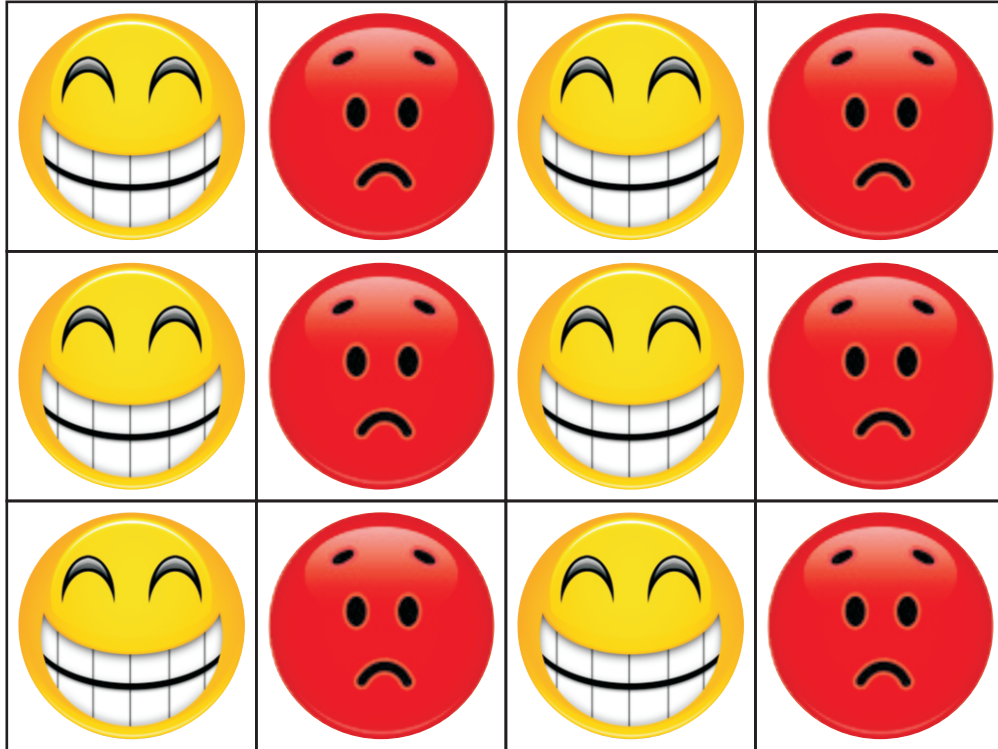
2. Stickers for Unit 3, Part C, Task 6



3. Stickers for Unit 4, Part D, Task 7



4. Emotion stickers for all units, Part E, Task 9/10/11





References

- Brewster, Jean, and Ellis, Gall, with Girard, Denis. 2003. *The Primary English Teacher's Guide*. Essex: Pearson Education Limited.
- Diane, Phillips, Burwood, Sarah, Dunford, Helen, and Maley, Alan. 2003. *Resource Books for Teachers. Project with Young Learners*. Oxford: Oxford University Press.
- Lewis, Gordon, Bedson, Günther, and Maley, Alan. 2003. *Resource Books for Teachers. Games for Children*. Oxford: Oxford University Press.
- Paul, David. 2003. *Teaching English to Children in Asia*. Quarry Bay: Longman Pearson Education Asia Limited.
- Scott, Wendy A. and Ytreberg, Lisbeth H. 2004. *Teaching English to Children*. New York: Longman Publishing.

Appendix K: Documentation



Unit 1: Playing a Survey Game



Unit 1: Playing a Survey Game



Unit 1: Playing an Animal Circle Game



Unit 2: Playing an Exploring Game



Unit 2: Making a Zoo Map



Unit 2: a Zoo Map



Unit 3: Singing a Head and Shoulders Song



Unit 3: Showing Flash Cards



Unit 3: Drawing a Monster



Unit 4:
a Missing Person's Declaration



Unit 4: Sticking the Stickers
Based on the Characteristics



Unit 4: Playing a Chain Whispering Game



Unit 4: Playing a Chain Whispering Game



Unit 5: Grouping Fruits and Vegetables



Unit 5: Making a Shopping List



Unit 5: Playing a Role Going Shopping



1st out door: A Trip to Trisik Beach



1st out door: Drawing the Line



1st out door: Playing an Animal Circle Game



2nd out door: A Trip to Progo Bridge



2nd out door: Playing a Guessing Game



2nd out door: Finishing Puzzle



2nd out door:
Playing a Chain Whispering Game



2nd out door: Coloring the Zoo

Appendix L: Letters



KEMENTERIAN PENDIDIKAN NASIONAL

UNIVERSITAS NEGERI YOGYAKARTA

FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http://www.fbs.uny.ac.id//

FRM/FBS/35-00
31 Juli 2008

Nomor : 738/H.34.12/PPV/2010
Lampiran : --
Hal : Permohonan Izin Penelitian

5 Mei 2010

Kepada Yth.

Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Propinsi DIY
Komplek Kepatihan-Danurejan, Yogyakarta 55213

Diberitahukan dengan hormat bahwa mahasiswa dari Fakultas kami bermaksud akan mengadakan penelitian untuk memperoleh data penyusunan tugas akhir skripsi, dengan judul :

Developing English Materials for an Extracurricular Program of Fourth Grade Students of SD Negeri Kranggan in Academic Year 2009-2010

Mahasiswa dimaksud adalah :

Nama : AGUS WIBOWO
NIM : 04202241036
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Lokasi Penelitian : SD Negeri Kranggan, Galur, Kulon Progo
Waktu Penelitian : Bulan Mei 2010

Untuk dapat terlaksananya maksud tersebut kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasamanya disampaikan terima kasih.

a.n. Dekan
Pembantu Dekan I,

Drs. Suharti M. Saleh, M.A.
NIP. 19540120 197903 1 002



PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA

SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814, 512243 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

Nomor : 070/2885/V/2010

Membaca Surat : Dekan Fak Bahasa dan Seni UNY.

Nomor : 738/H34.12/PP/V/2010.

Tanggal Surat : 05 Mei 2010

Perihal : Ijin Penelitian

- Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
 2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman Penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintahan Daerah;
 3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
 4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) kepada :

Nama : AGUS WIBOWO.

NIP/NIM : 04202241036.

Alamat : Karangmalang Yogyakarta.

Judul : DEVELOPING ENGLISH MATERIALS FOR AN EXTRACURRICULAR PROGRAM OF FOURTH GRADE STUDENTS OF SD NEGERI KRANGGAN IN ACADEMIC YEAR 2009 - 2010.

Lokasi : Kab. Kulon Progo.

Waktu : 3 (Tiga) Bulan

Mulai tanggal : 11 Mei s/d 11 Agustus 2010

Dengan ketentuan :

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan **softcopy** hasil penelitiannya kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam **compact disk (CD)** dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang dengan mengajukan surat ini kembali sebelum berakhir waktunya;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di : Yogyakarta
Pada tanggal : 11 Mei 2010

An. Sekretaris Daerah
Asisten Perencanaan dan Pembangunan
Ub. Kepala Biro Administrasi Pembangunan



Tembusan disampaikan kepada Yth.

1. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati K. Progo cq Ka KPT.
3. Ka. Dinas Pendidikan Pemuda dan Olahraga Provinsi DIY
4. Dekan Fak Bahasa dan Seni UNY.
5. Yang bersangkutan.