DESIGNING APPROPRIATE ENGLISH MATERIALS
BASED ON GARDNER'S MULTIPLE INTELLIGENCES THEORY
FOR GRADE IV STUDENTS OF SD ISLAMIYAH PAKUALAMAN
YOGYAKARTA IN THE ACADEMIC YEAR OF 2008/2009

A THESIS

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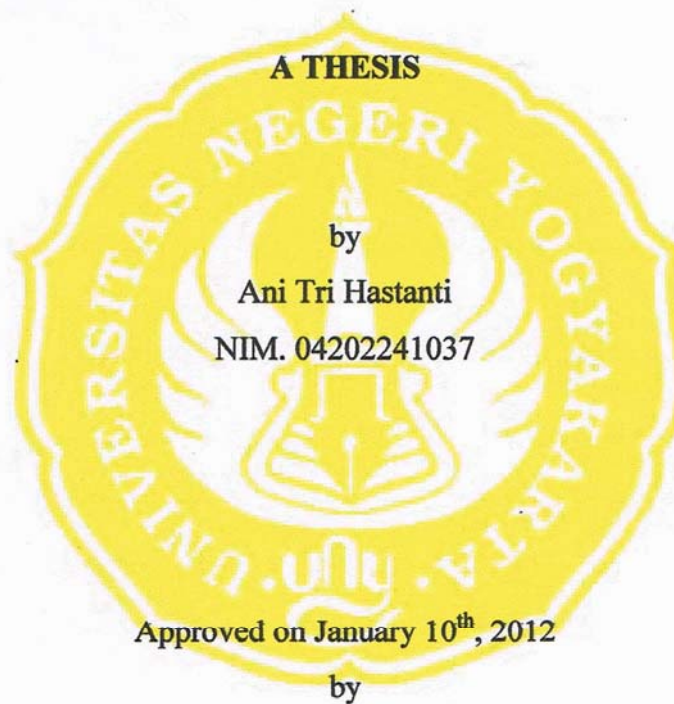**the *Sarjana Pendidikan* Degree in English Education Department**

by
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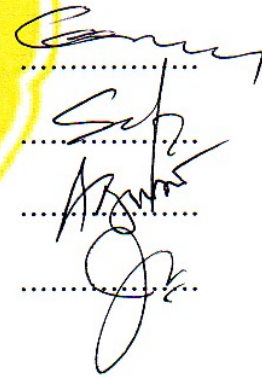
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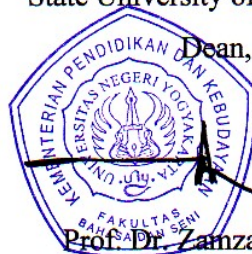
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menyatakan bahwa karya ilmiah ini adalah hasil karya saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang dipublikasikan atau ditulis orang lain atau telah digunakan sebagai persyaratan penyelesaian studi di perguruan tinggi lain kecuali pada bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

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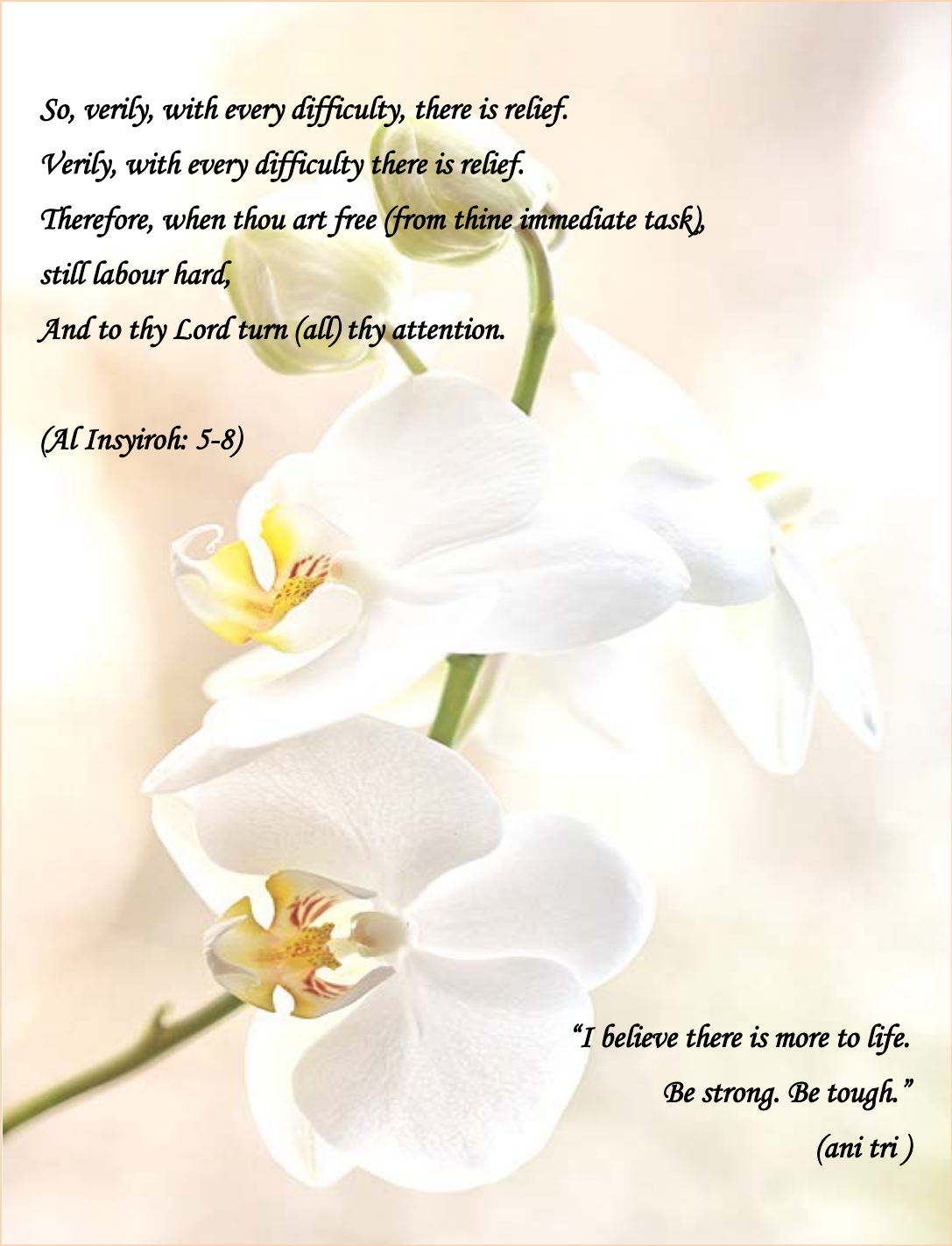
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MOTTOS

So, verily, with every difficulty, there is relief.

Verily, with every difficulty there is relief.

Therefore, when thou art free (from thine immediate task),

still labour hard,

And to thy Lord turn (all) thy attention.

(Al Insyiroh: 5-8)

"I believe there is more to life.

Be strong. Be tough."

(ani tri)

DEDICATION

This thesis is lovingly dedicated to:

My Mother, Father, Brother, and Sister

for their love and encouragement

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

for always being there for me." A very special thank goes to my dearest grandma for her love and care. I don't forget to thank the whole family for always keeping me safe and warm. *"I promise I will stay the same."*

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At last, I do realize that this thesis is still far from being perfect although I have worked hard for it. However, I hope this thesis will be useful and gives contribution to the improvement of the English teaching learning process especially in primary schools.

Yogyakarta, January 2012

The Writer,

Ani Tri Hastanti

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ABSTRACT

The present study attempts to design and characterize a set of appropriate English materials for Grade IV students of SD Islamiyah Pakualaman Yogyakarta. The materials are specially designed based on Gardner's Multiple Intelligences Theory. The students' diversity of intelligence profiles is taken into consideration in the material design. By applying the language activities and classroom techniques based on this theory, the materials are intended to accommodate the students' needs and interests.

This study is categorized as Research and Development (R&D). The respondents are Grade IV students of SD Islamiyah Pakualaman Yogyakarta in the academic year of 2008/2009. The procedure of this research consists of collecting information, designing materials, conducting evaluation, and redesigning materials. Data are collected through classroom observations, interviews, and questionnaires. Quantitative data of the questionnaire are analysed using the central tendency measure, while the qualitative data of the interview transcripts are analyzed using the interpretational analysis technique.

The final product of this study is a set of English materials entitled SMILE, *Smart with Multiple Intelligences in Learning English*. It consists of four units. They are *Sit down, please, Can I Have a Pen?, I Like Apples,* and *I Eat a Plate of Fried Rice*. Each unit is developed into three main task stages: 1) *Let's Go,* 2) *Let's Practice,* and 3) *Let's Have Fun.* Since the designed materials have followed the proper steps of material design and have met the students' profiles of multiple intelligences, thus, they are perceived to have fulfilled the circumstance of being appropriate. The characteristics of the appropriate English materials are (1) *M-I based*, i.e. considering the students' multiple intelligences development, (2) *authentic*, i.e. offering the students the real-life contexts of learning, (3) *fun,* i.e. presenting the students with an enjoyable learning experience, (4) *interactive*, i.e. involving the students' active participation, and (5) *various*, i.e. providing rich features of the language, tasks, activities, and media. In summary, the currently designed materials are appropriate since they accommodate the students' learning and provide space for their multiple intelligences development.

CHAPTER I
INTRODUCTION

The Indonesian primary English teaching has improved recently. However, as English is a foreign language in Indonesia, the teaching learning process often faces problems including those coming from the teachers, learners, learning materials, media, or support services. This study is based on one of the problems found in the primary English teaching learning.

A. Background of the Problem

English is an international language. Through English, we can communicate with people from all over the world. Proficiency in English is widely perceived as an important key to global communication. Therefore it is worth studying by any society. In Indonesia, English is a major foreign language. It is learnt in all levels of schooling in most parts of Indonesia. Specifically, at primary schools, English is a local content subject, so that the program is based on a school's needs and conditions. It is officially taught to the fourth grade students. However, most of them learn English since the first grade. This fact shows how English is important to learn even since early ages.

Regarding the global role of English and the development of human resources, the primary English teaching learning in Indonesia has shown its development. However, there is always one or more problems appear during the teaching learning process. One of the problems currently found in the field is related to the lack of learning materials. As English is a foreign language, the

students need an environment where they can actively learn it through rich inputs and exposure.

Further, in line with the objective of the English primary teaching and learning in Indonesia i.e. to develop students' communicative competence (Departemen Pendidikan Nasional, 2007: 25), the students also need opportunities to interact with each other. In a classroom setting, rich inputs of English for primary school students can be found in the English lesson. The learning materials are the source from where the teacher can deliver the language items of English. Therefore, the learning materials should expose the students to the nature of English and meet their needs and interests.

In fact, materials found in primary schools do not really suit the learners' needs. Research data show inappropriateness of learning resources and lack of creative and stimulating materials for the primary English teaching (Grassick, 2007: 143). To exemplify, a number of young learners' workbooks present grammar. As to notice, it is inappropriate to teach formal grammar to young learners (Brewster, Ellis, and Girard, 2002: 26).

In the primary English teaching in Indonesia, the lesson is mostly textbook-based. Most schools are free to choose the textbooks since there are various types of textbooks for young students. However, a teacher should carefully select the appropriate ones for the students. Grassick (2007: 147) states that there are no guidelines given by the Indonesian Ministry of Education on the selection criteria, which means that schools often have difficulty in selecting the most suitable materials for their students.

The difficulty of selecting the appropriate materials for the students forces the teacher to be creative in presenting the materials. To do so, a teacher can supply the textbook with selected media or supplementary materials such as pictures, flashcards, stories, etc. Whenever possible, she/he can create her or his very own materials. Tomlinson (1998: 13) mentions that good materials vary in style, mode, medium, and purpose and should be rich in features. Moreover, for young learners, the materials should expose them to real life experiences and suit their needs and interests.

Primary students need English to read, write, and communicate in a certain context. They need English to access information that spreads through televisions, newspapers, magazines, etc. Primary students also need English for their further education. Since the students find that English is the most popular language used in television shows, movies, songs, toys or games, thus they give more attention to English. Moreover, as "children are all unique learners" (Pinter, 2006: 13), English must be learned in a way the students can improve their uniqueness.

One of the ways to look at individuals' uniqueness is through the Multiple Intelligences test based on Gardner's Multiple Intelligences theory (1983). The theory says that everyone owns eight intelligences, each in a different portion. The students in a class come with different characters and intelligences. We have witnessed in life that a student may be best in Math but not in Music, and vice versa. Therefore, the students also need materials that provide stimulus for the development of their intelligences.

In relation to this study, the students of SD Islamiyah Pakualaman Yogyakarta also need appropriate English learning materials. This school lacks of stimulating materials in its English teaching learning process. To give an overview, the students were provided with a workbook which required them to work with the use of complex sentences and sentence structures. This means that they had to read and write most of the time, whereas students should also be given the opportunities to listen and speak. Further, the tasks gave little opportunity for the students to develop their intelligences and experience stimulating activities. Sometimes, students will feel comfortable with challenging but fun activities and learning atmosphere.

Based on those reasons, creating learning materials is worth doing. Thus, this study is aimed at designing appropriate English materials for grade IV students of SD Islamiyah Pakualaman Yogyakarta in relation to their multiple intelligences development.

B. Identification of the Problem

This study mainly concerns the design of English materials, considering the fact that materials play an important role in the teaching learning process. Materials help the teacher to deliver what to teach and provide the students with input of what to learn. According to Tomlinson (1998: xi), materials can be in the form of a textbook, a workbook, a cassette, a CD-Rom, a video, a photocopied handout, a newspaper or a paragraph written on a whiteboard. The term *material* obviously refers to anything which is used by teachers or learners to facilitate the learning of a language (Tomlinson, 1998: 2).

Brewster, Ellis, and Girard (2002: 151) state that the selection of materials must consider the objectives and aims of a lesson. Concerning the English language learning in Indonesia, the Ministry of Education has the objective to motivate children to learn English in interesting and fun ways (Brewster, Ellis, and Girard, 2002: 6). Therefore, primary schools should provide the students with a natural and fun atmosphere where they can enjoy learning a foreign language. If in the first place students enjoy learning English, then English will not be burdensome for them.

Further, the methodology used is also an important criterion for the selection of materials (Brewster, Ellis, and Girard, 2002: 152). Learning activities must present and provide the practice of English in a systematic and comprehensive way that the students can learn new language items. Moreover, the students are hoped to be able to relate what has previously been learned and what is to be learned. As a matter of fact, referring to Grassick (2007: 146), an overview of the English learning in primary schools in Indonesia is that it employs the grammar translation method i.e. emphasizing the grammatical accuracy and teacher-centred. Therefore, it results in the low students' involvement and little meaningful communication.

To create a natural and fun English learning, the materials should meet the students' needs. The needs can be seen from their profiles of intelligences. In line with this, the Multiple Intelligences theory proposed by Howard Gardner is a source to look at their profiles of intelligences. In 1999, Gardner formulates a list of eight intelligences namely Linguistic, Logical-Mathematical, Spatial, Bodily-

Kinaesthetic, Musical, Interpersonal, Intrapersonal, and Naturalistic (Armstrong, 2009: 6). A student has different profile of intelligences compared to other students. The intelligence will, for example, influence their learning styles. It is therefore necessary for a teacher to know what intelligences each student possesses and how the student learns best.

The materials should also give the students opportunities to deal with real-life experiences. In other words, through real-life learning contexts, the students become accustomed to the English language being learned. Learning a language means learning not only its vocabulary, structure or sounds but also its function. The students will know how to say the language expressions and how to use the language correctly.

In order to provide appropriate materials of English, the researcher must consider all aspects related to the teaching learning process. The materials should be designed based on the lesson objectives and selected for classroom activities. The materials must also suit the students' needs in developing their intelligences and help the teacher to plan the teaching learning processes.

C. Limitation of the Problem

Concerning the problems faced by the primary English teaching learning, it is open to any educational development to improve the quality of the English teaching learning process and its learning achievement as well. By identifying the field problems, the writer focuses this study on the problem related to the lack of appropriate English materials.

From the difficulties faced by the teacher in providing English materials for grade IV students, it is worth doing to create the materials based on the students' needs. Since the students come with many different characters, to maximize their potentials, it is of great importance to consider their profiles of intelligences. Therefore, this study is aimed at designing appropriate English materials for grade IV students of SD Islamiyah Pakualaman Yogyakarta based on Gardner's Multiple Intelligences Theory.

D. Formulation of the Problem

As the study focuses on the lack of English learning materials, thus the efforts in designing English materials for grade IV of SD Islamiyah Pakualaman Yogyakarta can be formulated as follows.

1. What are the students' needs in learning English in relation to their multiple intelligences development?

2. What are the characteristics of the appropriate materials in relation to the students' intelligences development?

3. How are such materials designed?

4. What effects do the designed materials contribute to the students' learning?

E. Objectives of the Study

The study is aimed at researching and developing communicative English materials for grade IV students of SD Islamiyah Pakualaman Yogyakarta by concerning their multiple intelligences development.

In line with formulation of the problem, the objectives of this study are:

1. to find out the students' needs in learning English in relation to their multiple intelligences development,

2. to describe the characteristics of the appropriate materials in relation to the students' intelligences development,

3. to design English materials which are appropriate for the students' learning, in relation to their intelligences development, and

4. to know the contribution of the designed materials to the students' learning.

F. Significance of the Study

The result of the study is expected to give contribution to some parties:

1. The primary school English teachers

    The result of this study will assist them in providing appropriate materials for the students.

2. The material designers

    This study can be a source for them to develop proper materials on the consideration of the students' intelligence profiles.

3. The other researchers

    This study can be a reference to conduct research of similar studies, specifically in English for children materials design.

CHAPTER II
THEORETICAL REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Review

English as a foreign language is of great importance to learn since the very young ages. However, young learners will need rich inputs and materials to learn it. Therefore, providing young learners with appropriate materials of English is also crucial. The following are the elements to be considered in English teaching learning and how this study comes up into designing materials for children.

1. Teaching English to Young Learners

Teaching English as a foreign language to young learners is definitely a challenging task. What follows should be taken into consideration when we teach English to young learners.

a. The Characteristics of Young Learners Learning Language

Young children are believed to have the golden ages of learning. They are usually more eager to learn new lessons, including a language. Young children who learn a foreign language at the time they develop their first language, tend to put positive attitudes towards the foreign language afterwards. Seeing young children from their learning, Harmer (2001: 38) views them as what follows.

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

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

Young learners in this study are grade IV students. They are about nine to eleven years or so. Scott and Ytreberg (1990: 3-4) give a general view on children of these ages. They form concepts, so that they have their own views of the world. These children rely on the spoken word as well as the physical world to convey and understand meaning. They know what they like and do not like doing. This can be seen from their decisions about learning. They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions, thus, they seem to ask questions all the time. However, they are able to work with others.

Further, Brewster, Ellis, and Girard (2002: 15) point out that six-to-twelve-year-olds like learning chants, poems, or song lyrics. Children, for example, will easily learn a song they hear or like and then they will remember the lyrics. Later, they will hum or sing it. They also love tongue twisters and jokes. These are amusing things for them. Some children even make up secret languages or codes. They sometimes share these codes with close friends only.

Furthermore, Brewster, Ellis, and Girard (2002: 27-28) state the general characteristics of children as they have a lot of physical energy where they often need to be physically active. Although children have a wide range of emotional

needs, but they are emotionally excitable. Moreover, young learners are still developing concept and literacy in their first language. Thus, they learn more slowly and forget things quickly. Young learners get bored easily. However, they can concentrate for a surprisingly long time if they are interested and can be easily distracted but also very enthusiastic.

In line with those characteristics, Linse (2005: 4) mentions that children are usually in a positive mood. They show interest in others and approach them positively. They know how to exchange information with and request information from others appropriately. Children express wishes and preferences clearly. Further, they gain access to ongoing groups at play and work. Children are also cognitively interested in academic content. They understand the concept of symbols such as numbers and letters. Children can follow a sequence of events. They recognize patterns, thus, they can classify concrete pictures, objects and/or abstract concepts.

From these characteristics, it can be concluded that whenever young learners learn a foreign language, they need to feel comfort and happy with it. They have great potential in learning something new, therefore it will be beneficial to teach English to these young learners. However, there must be some consideration for the teaching of a foreign language. The next part provides some ideas for the teaching of English to young learners.

b. Some Ideas of Teaching English to Young Learners

Teaching a foreign language to young learners involves not only professionals, but more importantly those who have the commitment and

dedication for the future generation. Scott and Ytreberg (1990: 5) propose seven principles for the teachers in teaching English to children.

1) *Words are not enough*. Teachers must include movement and have plenty objects and pictures to work with, and to make use of the school and its surroundings.

2) *Play with the language*. Teachers should let the pupils talk to themselves, talk nonsense, and experiment with words and sounds.

3) *Language as language*. Teachers should make use of clues to meaning – facial expression, movement, etc. to accompany the spoken word as pupils have this awareness in their own language.
   In addition, Scott and Ytreberg (1990: 17) mention classroom language as a tool to help pupils progress from dependence on the book and on the teacher to independence.

4) *Variety in the classroom*. Teachers should vary the activity, the pace, the organization, and the voice since children's concentration and attention spans are short.

5) *Routines*. Teachers should have systems and routines, organize and plan the lessons, and use familiar situations and activities.

6) *Cooperation not competition*. Sometimes, teachers need to group the children to work together. Most children like to have other children around them and this will encourage cooperation. Thus, teachers should also avoid giving rewards and prizes.

7) *Grammar*. Students may be aware and clear about the foreign language, but they are not usually mature enough to talk about grammar. The best time to introduce such simple grammar is when a pupil asks for an explanation.

8) *Assessment.* It is useful for a teacher to know about each child's progress and it can be done by stressing the positive things they have done and playing down what they have not been able to master.

Further, Cameron (2001: xii) says that children have huge learning potential and the foreign language classroom does them a disservice if teachers do not exploit that potential. Therefore, it is important for a primary teacher to have abilities in managing children, keeping them on task, and having knowledge of the language teaching and of language learning.

Furthermore, Cameron (2001: 19-20) proposes five key learning principles in children's language learning. First, *children actively try to construct meaning.* They do not always understand what the adults say and ask them to do. Therefore, teachers should adjust the classrooms activities from the children's point of view. Second, *children need space for language growth.* This relates to the learners potency. Teachers should create routines and scaffold for the learning in the language classroom to help children reach their immediate potential. Third, *language in use carries cues to meaning that may not be noticed.* Children, for example, need skilled-help in learning grammar. Then, it is the teacher's task to carry meaning of the language use being learnt.

Fourth, *development can be seen as internalizing from social interaction.* The mastery of language will get better as the child is being in her or his interactional environment. Thus, teachers should create a communicative and fun learning environment. Fifth, *children's foreign language learning depends on what they experience.* The activities happening in the classroom create an 'environment' for learning and offer different kinds of opportunities for language learning. Then, teachers should provide them a space to experience to use the skills in classroom activities

In addition, according to Linse (2005: 6), teachers must first become familiar with their students. Besides being aware of the students' development, it is necessary for them to know what is interesting for the students. Moreover, Pinter (2006: 41) states that a primary class teacher, who delivers the rest of the

curriculum and has good knowledge of her students and the language to be taught, tends to succeed.

In brief, the teaching of language to young learners needs to take into account their developmental aspects, including physical, cognitive, and social/emotional. Young learners develop in different rates. They also have different characteristics, area of interests, or proficiency levels. Thus, besides being able to manage the class, it is better for a teacher to be familiar with her or his students. The next part will give details about the elements and principles in the teaching of English at primary schools in Indonesia.

2. Teaching English at Primary Schools in Indonesia

Generally, primary schools in Indonesia have included English as their local content subject. It is then, English as a local content subject is adjusted based on a school's condition. The next part is an explanation of the primary English teaching learning elements.

a. Elements of the English Teaching Learning at Primary Schools

Learning English as a foreign language is sometimes a burden for young learners. However, it develops their self-confidence and communication skills and it prepares them for higher education. The Indonesian government has paid more attention to the primary English teaching, therefore they arranged a guideline for the English teaching at primary schools published in 2007.

There are several elements to consider in the English teaching. The first element is the teaching objective. In the primary level, the English teaching is

aimed at improving the students' performance skills. The students are hoped to have the ability to read, write, and speak English through the symbols used and to communicate in a certain context. Further, the English teaching at the primary level in Indonesia emphasizes to develop students' communicative competence to use English to accompany actions in the class or school context (Departemen Pendidikan Nasional, 2007: 6-7).

The next elements are the competence standard and the basic competence of English. In the National Education Minister Regulation number 22 of 2006, the competence standard covers the four skills i.e. listening, speaking, reading, and writing (Departemen Pendidikan Nasional, 2007: 14). Each competence standard is developed through two or more basic competencies. The competence standard and basic competence become the direction and base to develop the teaching materials and the assessment indicators (see Appendix C).

Another element is the graduate's competence standard. Every graduate of a primary school is hoped to hold the ability in four skills in the context of a class, school, and their surroundings (Departemen Pendidikan Nasional, 2007: 20). In listening, the students are hoped to understand instructions, information and simple stories given. Meanwhile, in speaking, the students are hoped to be able to express meaning in spoken forms through simple interpersonal and transactional discourse. Through reading, they are hoped to be able to read aloud and understand meaning in instructions, information, short functional texts, and simple pictured-descriptive texts given in written forms. The last, in writing, the students

are hoped to be able to write words, expressions, and short simple functional text with correct spelling and punctuation.

Moreover, the next element to be considered is the material. As the English teaching at primary level is aimed at improving the students' communicative competence to interact in their everyday lives, thus the materials should be relevant to their needs. There are several themes to use with the students' learning. They are introduction, things in the class and school, family, clothes, animals, things at home, food and drink, body and face, public places, transportation, and hobby.

A further element is the method. English is a foreign language in Indonesia, therefore the teaching of English aims at building the students' positive attitudes toward English (Departemen Pendidikan Nasional, 2007: 25). The students should be aware of the nature of English and its importance in global society. They are introduced to English and are motivated to master it. However, there should be an adjustment of the teaching method in order to support the teaching learning process. It is then the English teaching learning in primary schools is also aimed at building the students' excitement towards English so that they are confident to use spoken or written English.

Another important element is the student. Young students know that the language is a means of communication but does not have norms in it. They understand the structure of a language easily if they are provided with the actual meaning (Departemen Pendidikan Nasional, 2007: 27). They will, for example, enjoy learning instructions while playing a TPR game. These students are not shy

to ask people about everything they are curious about. They tend to be imaginative, physically active, and more interested in visual things. They are enthusiastic if, for instance, they are presented with big pictures or interesting flashcards.

The teacher is also an important component of learning. A qualified, competent, and creative teacher is needed in order to achieve a successful English teaching learning process. The teacher should be able to motivate the students in learning. She or he must have the knowledge about the students. Besides, the teacher is the one who delivers the materials. Therefore, being creative in presenting the materials or using the media is worth doing since the class needs an enjoyable learning atmosphere. What follows is the explanation of the principles in the teaching of English to young learners.

b. The Principles of Teaching English to Young Learners

From the guideline proposed by Departemen Pendidikan Nasional (2007: 26), there are several principles in teaching English to young learners. The first, a teacher can use repetition of words or simple sentences to enrich her or his language. She or he should select the interesting topic which relevant to the students' everyday lives. The tasks and activities must be challenging but the students can handle them with ease.

Further, a teacher must consider about the students' attitude when they are outside the class. Because the students like playing games and having fun with their friends, the activities during the English lesson should be full of excitement and varied. If the students enjoy the activities, they will get involved in the

interactive activities. In addition, the activities should balance between physical and thinking activities (Departemen Pendidikan Nasional, 2007: 26).

Furthermore, a teacher must have the ability of the classroom management (Departemen Pendidikan Nasional, 2007: 35). A teacher should know how to use classroom English effectively. She or he should also know how to arrange the seats and to employ pair or group works. In addition, a teacher must be aware of ways to correct whenever the students making mistakes. They should also make use of the media and learning resources. Media and leaning resources are meaningful if they are delivered effectively in an interesting way. Lastly, the teacher must have the knowledge of assessing her or his students.

In summary, the teaching of English at primary schools across Indonesia should be carefully conducted. A teacher should be aware of the students' skills, abilities and attitudes in and outside the class. Besides getting the students into the lesson, a teacher must build the students' positive attitudes toward English. Thus, a teacher may select or use appropriate materials with the students. The activities during a lesson should be interesting for the students to get involved. The following part will explain about the appropriate materials for young learners.

3. The Appropriate Tasks and Activities for Young Learners

The materials in this study are designed into lesson units. The focus is on tasks and activities development since they are the main parts of a lesson unit. Cameron (2001: 21) states classroom tasks and activities are seen as the 'environment' or 'ecosystem' in which the growth of skills in the foreign

language takes place. The following parts are the elaboration of tasks and activities.

a. Tasks

According to Brewster, Ellis, and Girard (2002: 50), tasks emerge after pupils have studied a particular set of language and help to provide a context to ensure that learning has taken place. Tasks must encourage the students to use the language being learned in a creative and confident way. They must have a clear outcome and a clear goal in order to encourage production and creative use of language.

Further, the students need to be provided with the opportunities to develop interaction and fluency. The tasks should also provide more pupils' independence and choice as students are sometimes successful independents. They must be contextualized with a real purpose and audience so that the students can learn from their lives. Tasks must also be personalized according to pupils' interests.

The classroom tasks for children learning a foreign language suggested by Cameron (2001: 31) should have coherence and unity for learners (from topic, activity, and/or outcome), meaning and purpose for learners, clear language learning goals, a beginning and end, and involve the learners actively.

Meanwhile, Nunan (1989: 10) stresses that tasks should have a sense of completeness to stand alone as a communicative act in its own right. Nunan identifies six components of tasks as follows:

1) Goals

Goals are the primary intentions behind learning tasks that relate the task with the broader curriculum. Clark in Nunan (1989: 49) classifies goals into four types: communicative, socio-cultural, learning how to learn, and language and cultural awareness.

2) Input

Input refers to the data as the starter to do the task. Nunan (1989: 53) states that input for communicative tasks can be derived from a wide range of data sources, e.g. letters, newspaper extracts, picture stories, photographs, drawings, postcards, brochures, street map, menu, magazine quiz, recipe, diary, and note to a friend.

In line with it, Brosnan *et al.* (1984) in Nunan (1989: 58) point out that the texts the learners will need to read in real life are in their environment and do not have to be created by the teacher. Real-world materials uses natural language, offers students the chance to deal with small amounts of print which contain complete and meaningful messages, and provides students with the opportunity to make use of non-linguistic clues (layout, pictures, colors, symbols, physical settings) that are easier to learn.

3) Activities

Activities specify what the learners will do with the input to do the task. Nunan (1989: 59) states three general ways of characterizing activities. First, *authenticity*, the extent to which learners are required to rehearse the sort of

skilled behavior in class, while they are expected to perform interactive communication outside the classroom. Second, *skill getting* and *skill using*, the distinction between controlled practice activities/learners manipulate phonological and grammatical forms and transfer activities/learners apply the acquired linguistic forms to comprehend and produce communicative language. Third, *accuracy* and *fluency,* the degree of teacher/learner control in any activity.

4) Teacher roles

Petty and Jensen (1980: 89-96) specify the role of a language teacher. The teacher should be able to identify the students' needs, to stimulate the students to identify their own needs, to adapt to the curriculum, and to have the ability in organizing subject matter, the class, and the classroom.

Further, Breen and Candlin in Nunan (1989: 87) mention three roles of a teacher in the communicative classroom. The first is to act as facilitator of the communicative process, the second is as a participant, and the third is as an observer and learner. Furthermore, Richard and Rodgers in Nunan (1989: 84) point out teachers' roles are related to the types of functions teachers are expected to fulfill, the degree of control the teacher has over how learning takes place, the degree to which the teacher is responsible for content, and the interactional patterns that develop between teachers and learners.

5) Learner roles

In terms of communicative approach, Nunan (1989: 80) states that the learners have an active and negotiative role. The roles should contribute as well as

receive in the learning process. In other words, the learners are required to be adaptable, creative, inventive, and independent during classroom activities (Nunan, 1989: 81). Moreover, Harmer (2001: 56) writes the tendency of placing students' needs for experiences as the heart of language course.

6) Settings

Nunan (1989: 91) refers to settings as the classroom arrangement specified or implied in the task. It also requires considerations of whether the task is to be carried out wholly or partly outside the classroom.

The following figure is the relation of tasks and those components.
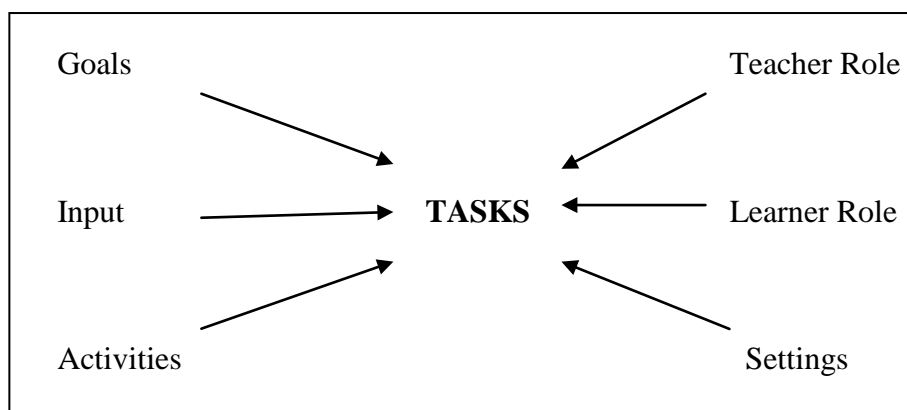
Figure 1: **A framework for analyzing communicative tasks (Nunan, 1989: 48)**

Furthermore, Cameron (2001: 30) adds that the goals and outcomes of tasks should relate to the real needs of learners. However, many children do not use the foreign language much outside the classroom, i.e. the 'real language use' is not obvious. Therefore, the task aimed for *dynamic congruence*, referring to the activities and content that is appropriate for the children's age and socio-cultural experience and language that will grow with the children. The following part will give more details about activities.

b. Activities

Brewster, Ellis, and Girard (2002: 49) mention that activities focus on the guided teaching and learning of specific items of language, skills, or knowledge. They must support the linguistic and cognitive demands of tasks in a structured way as the focus is on language practice. Activities must rehearse specific language items, skills or strategies. They should provide controlled and guided practice as well as providing a small degree of pupil freedom and choice. For young learners, activities should be cognitively simple, be personalized according to pupils' interests and not be a meaningful end in themselves.

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

1) solve problems through social interaction with others;
2) establish and maintain relationships and discuss topics of interest through the exchange of information, ideas, opinions, attitudes, feelings, experiences and plans;
3) search for specific information for some given propose, process it, and use it in some way;
4) listen to or read information, process it, and use it in some way;
5) give the information in spoken or written form on the basis of personal experience;
6) listen to, read or view a story, poem, feature etc. and perhaps respond to it personally in some way; and
7) create an imaginative text.

Pattison in Nunan (1989: 68) states seven types of activity. They are (1) questions and answers; (2) dialogues and role-plays; (3) matching activities; (4) communication strategies–designed to encourage learners to practise communication strategies such as paraphrasing, borrowing or inventing word,

using gesture, asking for feedback, simplifying, etc.; (5) pictures and pictures stories; (6) puzzles and problems; (7) discussions and decisions–require the learner to collect and share information to reach a decision.

Applying Skehan's task-based learning stages (1996) and Vale's activity-based learning stages (1990), Cameron (2001: 32) proposes a framework for primary classrooms task stages. The framework is shown as follows.

PREPARATION → CORE ACTIVITY → FOLLOW UP

Figure 2: **A framework for a classroom task stages (Cameron, 2001: 32)**

As seen from figure 2, the framework consists of three stages, namely preparation, core activity, and follow up. What follows are the detailed explanation.

1) *Preparation activity*, prepares the learners to be able complete the core activity and might include pre-teaching of language items or activation of topic vocabulary.

2) *Core activity*, is central to the task and is set up through its language learning goals.

3) *Follow up activity*, builds on successful completion of the core. The follow up stage will be the 'preparation' for the next task since the stages flow continuously.

To conduct the activities, a teacher must select the appropriate approach or method. One that works well with beginners and young learners is *Total Physical Response* (TPR) proposed by James Asher in the 1960s and widely known in 1977. It involves learners in listening to something and then showing their understanding by their actions and responses. This mostly involves the ear and the

eye and is assumed to match those with dominant Bodily-Kinaesthetic intelligence (Brewster, Ellis, and Girard, 2002: 35).

Another approach that is currently accepted in language teaching is the *Communicative Approach* (CA) proposed in late 1980s. It aims to develop learners' communicative competence while catering for children's needs and enthusiasms. Using this approach, the teacher will engage students with the learning of four skills mostly through tasks and activities. It is often corresponded with activity-based including *problem-solving activities* such as identifying, matching, sequencing, and classifying, *interactive activities* such as surveying and interviewing, and *creative activities* such as making cards and creating masks (Brewster, Ellis, and Girard, 2002: 45). Below is the sample of tasks and activities for young learners in the learning of the four skills.

c. Samples of Tasks and Activities for Young Learners

The followings are samples of young learners' classroom activities according to Scott and Ytreberg's (1990).

1) Listening

Listening activities include *listen and do activities* (instructions, moving about, put up your hand, mime stories, and drawing), *listening for information* (identifying exercises, listen for the mistake, putting things in order, questionnaires, listen and color, and filling in missing information), *listen and repeat activities* (rhymes, songs, and exercises), *listening to stories* (telling stories, creating stories, and reading stories), and *independent* listening.

Figure 3: **A listening activity**

Figure 3 is an example of listening activity taken from Wendy Scott's *Are You Listening* in Scott and Ytreberg (1990: 26). It is a filling in missing information activity. The recording from a tape tells the pupils about Tim's school timetable from Monday to Friday. While listening, the students are to fill in the missing subjects on their worksheets.

2) Speaking

Orally, presenting new language can be done through the pupils, using a mascot, drawings, silhouettes, and puppets. Besides, a teacher can make use of *controlled practice activities* (pupils try out new language as soon as they have heard it), *guided practice activities* (follows on directly from controlled practice and will often be done either in pairs or in small groups), *dialogues and role-play work*, and *free activities* (based on information gap – through pairwork, groupwork, and whole class activities).

Scott and Ytreberg's exemplify a role-play for the speaking activity (1990: 40). The 'role-play' is a pair work. In this activity, students are to play roles as a shop assistant and a customer. Students learn the way to buy things and serve a

customer. In addition, students can learn the way to take a leave. What follows is the figure of the activity.
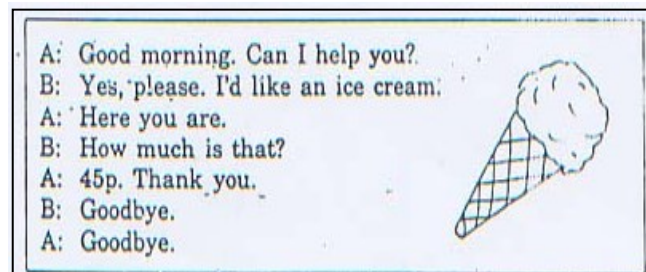
Figure 4: **The script of a speaking activity**

3) Reading

Examples of reading activities are *starting off activities* (reading a story from a book, reading a class story, reading texts based on the child's language, and reading familiar nursery rhymes or songs), *reading aloud*, *silent reading*, *reading different materials* (cards, home-made books, native speakers book, FL learners easy readers, picture dictionaries, books with tapes), *introducing new books*, and *books reviews*.

For reading activity, Scott and Ytreberg (1990: 55) give an example of creating a class short story. Then the story is illustrated as follows.
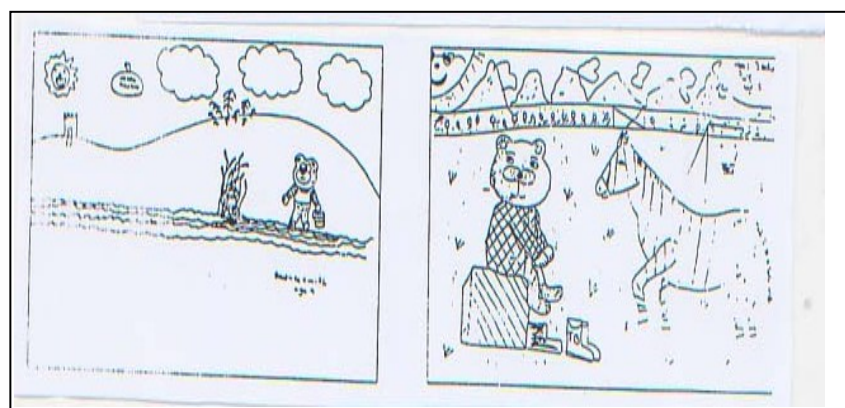
Figure 5: **Illustrations for a reading activity**

Using Teddy as a mascot, the story that is created by the whole class is about the Teddy who doesn't like being beige or whatever color he is. Below is the example of the story.

> That's a bird. It's orange.
> That's a fly. It's green.
> That's a frog. It's green too.
> That's a zebra. It's black and white.
> I'm Teddy and I'm beige.
> He's Teddy and we love him. He's great.
> I'm Teddy and I'm great.

4) Writing

In writing activities, a teacher may use *controlled writing activities* (straight copying, matching, organizing and copying, delayed copying, copying book, and dictation), *guided-written activities* (fill-in exercises, dictation, and letters/cards/invitations), and *free writing activities* (starts with pre-writing activities).

Scott and Ytreberg (1990: 70) exemplify an activity in which students are to match a picture with the texts or to choose a sentence to start writing a text. The following is the picture of a cook and the sentences to be chosen.

Figure 6: **A picture for a writing activity**

Meanwhile, there are several activities to do while the focus of the lesson is on listening (Departemen Pendididikan Nasional, 2007: 42). The activities, for example are listen and repeat, listen and follow instructions, listen and label, listen and guess, listen and match, listen and draw, and listen and tick. Meanwhile, when the focus of a lesson is on speaking, the activities to do can be in the forms of information or opinion gap activities, guessing game, questionnaire and survey game or role-playing.

In addition, to focus on reading, a teacher may use activities such as matching words or sentences to pictures, answering questions, filling in missing information, arranging jumbled sentences or completing chart or table (Departemen Pendididikan Nasional, 2007: 46). Children usually read for pleasure, for example if they read comics or children story books. They also read to get information which they want or need. Further, they also read books in order to do something or carry out tasks.

Writing is also an important skill to master. At the beginning of primary schools, a teacher usually uses the guided writing activity. The focus of the students' writing is on words level. It aimed at giving the students the exercises to do hand-writing while paying attention to the use of correct spelling and new vocabulary. Further, to the students with higher abilities, a teacher may employ the guided writing activity focuses on sentences level. It aimed at giving the students the chance to write sentences with correct spelling, punctuation, vocabulary, and structure (Departemen Pendididikan Nasional, 2007: 47- 48).

In summary, it is necessary to distinguish between tasks and activities. Tasks need to be supported by a previous focus on language forms, skills, and strategies developed through activities. On the other hand, activities prepare pupils for the language and thinking demands of a task by providing different kinds of support. There is also a need to balance the four skills. Traditionally, primary schools students who learn a foreign language will deal mostly with reading and writing. However, listening and speaking are also essential.

Therefore, it is good to create the materials based on the four skills. It is also beneficial to look at the students' needs, interests, potentials and intelligences. The following part will give more explanation about the intelligences theory if it is used in the classroom.

4.   Multiple Intelligences in the Classroom

Gardner (2003: 8) introduces three distinct uses of the term *'intelligence'*. This term refers to (1) *a property of all human being,* which means all of us possess all intelligences, (2) *a dimension on which human beings differ,* which means no two people, not even identical twins, possess exactly the same profile of intelligences, and (3) *the way in which one carries out a task in virtue of one's goals*, which means, for instance, someone may have a lot of musical intelligence but his interpretation of that piece made little sense to us. What follows is the elaboration of the Multiple Intelligences theory.

a. The Multiple Intelligences Theory

Gardner, a psychologist and professor at Harvard University's Graduate School of Education, developed the theory of multiple intelligences in 1983. He formulated a list of seven intelligences. They are Linguistic, Logical-Mathematical, Musical, Bodily-Kinesthetic, Spatial, Interpersonal, and Intrapersonal Intelligence. Gardner states that humans possess all types of intelligence, each to varying degrees. In 1999, Gardner added the eighth intelligence, Naturalistic. The following is the concept of the multiple intelligences proposed by Gardner (1999) as it is quoted by Armstrong (2009: 6).

1) *Linguistic intelligence,* the capacity to use words effectively whether orally and in writing. It involves the sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals.

2) *Logical-mathematical intelligence,* the capacity to use numbers effectively and to reason well. It consists of the capacity to analyze problems logically, to carry out mathematical operations, and to investigate issues scientifically.

3) *Spatial intelligence,* the ability to sense form, space, color, line, and shape. It includes the ability to graphically represent visual or spatial ideas and involves the potential to recognize and to use the patterns of wide space and more confined areas.

4) *Bodily-kinesthetic intelligence,* the ability to use the body to express ideas and feelings and to solve problems. It entails the potential of using one's whole body or parts of the body to solve problems.

5) *Musical intelligence,* the ability to sense rhythm, pitch, and melody. It involves skills in the performance, composition, and appreciation of musical patterns.

6) *Interpersonal intelligence,* the ability to perceive and make distinctions in the moods, intentions, motivations, and feelings of other people. It allows people to work effectively with others.

7) *Intrapersonal intelligence,* the ability to understand yourself – your strengths, weaknesses, moods, desires, and intentions. It entails the capacity to understand oneself and to appreciate one's feelings, fears, and motivations.

8) *Naturalistic intelligence,* the ability to recognize and classify plants, minerals, and animals, including rocks and grass, and all variety of flora and fauna. It enables human beings to recognize, to categorize, and to draw upon certain features of the environment.

Gardner (2003: 5) mentions that individuals own all the intelligences. It is unlikely that the different forms of intelligences are fixed at birth. For genetic and experiential reasons, therefore, they differ in the strengths and weaknesses of those intelligences. By this reason, Gardner has questioned the idea that intelligence is a single entity, i.e. coming from a single factor and can be simply measured by a general IQ test (Smith, 2008).

Armstrong (2009: 15-16) synthesizes the ideas of multiple intelligences into four key points that educators find attractive about it.

1) Each person possesses all eight intelligences.
2) Most people can develop each intelligence to an adequate level of competency.
3) Intelligences usually work together in complex ways.
4) There are many ways to be intelligent within each category.

Armed with these ideas, thus, to maximize the students' potentials and intelligences during a foreign language class, a teacher may take advantages of the theory by applying it into her or his lesson. The following part is a description of the application of this theory in a class.

b. Applications of the Multiple Intelligences Theory in a Class

The theory of multiple intelligences has many significant issues to be considered in the classroom. It is possible that learners can be intelligent in different ways (Paul, 2003: 5). He also proposed two fundamental principles which have an important influence on how learners are taught. The first principle is a learner may have strengths in one form of intelligence, and another learner may have strengths in another. There should not be superiority between the strong and weak form of intelligence. The second is teachers have the duty to explore every learner's strengths and develop these strengths.

Moreover, finding out how a child learns best is an essential part of helping her or him to reach the potential. On the other hand, a teacher needs to be careful not to categorize the students since that will restrict their potentials. Paul (2003: 170) proposes the idea of using a variety of activities during the lesson. A teacher may give each child as many opportunities as possible to demonstrate her or his abilities.

A similar concept with Paul in utilizing the Multiple Intelligences Theory is proposed by Harmer. Harmer (2001: 47-48) states that a same learning task may not be appropriate for all students. A teacher's task seems complex. At first, teachers idealistically want to maximize individual strengths; however, it is important to address the teaching to the whole class. Therefore, a teacher may give the class a variety of activities to help the various types of learners and direct them to learning activities which are best suited to their own potentials.

Concerning a foreign language class service, Brewster, Ellis, and Girard (2002: 36) propose the activities to develop each of the eight intelligences. They are shown in the following table.

Table 1: **Language Activities to Develop the Eight Intelligences**

Intelligence	Language Activities
Linguistic	Word games, Reading games, Writing games, Storytelling, Show and tell, Role-play, Using puppets, Tongue twisters, Crosswords/anagrams
Logical-Mathematical	Word puzzles, Reading puzzles, Writing puzzles, Logical problem solving, Computer games, Number puzzles, Classifying, Ranking, Sequencing/ordering
Spatial	Shape puzzles, Mind maps, Drawing, Visualizations, Diagrams, Constructing models, Maps
Bodily-kinesthetic	TPR, Craftwork, Dancing, Physical activities, Action rhymes, Songs, and Games
Musical	Songs, Action rhymes, Chants
Interpersonal	Pair work, Group work, Brainstorming, Peer teaching, Dialogues, Interviews, Surveys
Intrapersonal	Learning diaries, Reflection, Creative writing, Project work, Personal goal-setting
Naturalist	Patterns, Classifying, Sorting, Nature Projects

It is clear that a teacher of a foreign language can benefit from such language activities shown in the table. If she or he has known each of the students' potentials or intelligences, it is easier for them to make use of the activities. On the other hand, if the teacher has not known which intelligence the students possess, therefore she or he should be very careful to decide which

activities to use with. If possible, the teacher can conduct a small research to know the students' intelligences.

Viewing Gardner's theory, Pinter (2006: 14-15) underlines that teachers should consider that all children have stronger and weaker aspects of their multiple intelligences and preferred learning styles. Thus, teachers need to incorporate a variety of activities into second and foreign language classrooms to ensure that everybody's preferences are catered for at least some of the time. By then, teachers can make their lessons more accessible to all children.

From all eight intelligences, the linguistic and logical-mathematical are the two most popular in the education field. However, a balance of all intelligences may be well-developed if it is implemented in language tasks and activities. Based on the theory, implicating The Multiple Intelligences in English materials design is worth trying. The design of the materials should be carefully suited to the students' profile of intelligences and to varied activities. What follows is the brief description of the instructional materials design.

5. Instructional Materials Design

A teacher, a material designer or a material developer should consider the elements and principles underlying the nature of designing materials. The following parts explain the description of the instructional materials and how it is designed.

a. **Instructional Materials**

Instructional materials include knowledge and skills which will be taught to the students. Hutchinson and Waters (1987: 107-108) elaborate some principles in writing materials as follows.

1) 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.

2) Materials should provide a clear and coherent unit structure which will guide teacher and learner through various activities in a way to maximize the learning.

3) Materials should reflect what a writer thinks and feels about the learning process.

4) Materials should try to create a balanced outlook which both reflects the complexity of the task, yet makes it appear manageable.

5) Materials can have a very useful function in broadening the basis of teacher training by introducing teachers to new techniques.

6) Materials provide models of correct and appropriate language use.

Considering the instructional materials, Scott and Ytreberg (1990: 108-115) state three types of language activities materials. They are as follows.

1) *Materials for the teacher and the students to make* including puppets, class mascot, paper dolls, English corner, cardboard boxes, picture cards, card games, board games, word/sentence cards, books/reading cards, transparencies, calendar, and clock.

2) *Materials to buy* including readers, maps, wallcharts, toys, building blocks, cassette recorders, cassettes, and overhead projector, and

3) *Materials to collect* including cartons, ribbons, old cards, postcards, cotton reels, all sorts of paper etc.

In addition, Brewster, Ellis, and Girard (2002: 156) mention a number of materials to choose, including graded readers, authentic storybooks, songs, rhymes, chants, games, posters, flashcards as well as video, CDs, the internet, and other computer-assisted language learning (CALL) programs. Meanwhile, Paul (2003: 105-108) mentions some of useful lesson materials, including course books, worksheets, work books, note books, and supplementary books.

Moreover, Richards and Rodgers in Nunan (1991: 213) point out the role of instructional materials within a functional/communicative methodology as the materials focus on the communicative abilities of interpretation, expression, and negotiation, focus on understandable, relevant, and interesting exchanges of information, rather than on the presentation of grammatical form, and involve different kinds of texts and media, which the learners can use to develop their competence through a variety of different activities and tasks.

Print in Sugeng (1998: 78) proposes four criteria for subject content selection. The first is *significance*. It means that the material must be significant for the students. The second is *validity*. It is the extent to which the material must present what it is supposed to present. The third is *relevance*. The material should promote moral values and ideals of the community in which the learners live. The last is *learnability*. It is hoped that the material can facilitate the students learning.

Tomlinson (1998: 14) mentions that materials should provide the learners with opportunities to use the target language to achieve communicative purposes. It involves attempts to achieve purpose in a situation in which the content, strategies, and expression of the interaction are determined by the learners. The

interaction can be achieved through, for example, information or opinion gap activities, post-listening and post-reading activities, creative writing and creative speaking activities, and formal instruction given in the target language.

In conclusion, the instructional materials can be everything that helps the teacher and learners in dealing with the lesson. The materials should be meaningful and helpful. In relation with this study, the instructional materials should also take into account the students' needs and interests while developing their multiple intelligences. What follows is the elaboration of how the materials are designed.

b. Materials Design

Materials design is crucial in language learning. Hutchinson and Waters (1987: 96) refer the terms materials development for the writing of materials, while Tomlinson (1990: 2) states that materials development refers to anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake.

Low in Nunan (1991: 209) stresses that "Designing appropriate materials is not a science; it is a strange mixture of imagination, insight, and analytical reasoning, and this fact must be recognized when the materials are assessed." Materials design includes stages of developing and evaluating materials. Materials development deals with selecting and grading of content (tasks and activities), while materials evaluation materials relates to assessing materials, whether they are well-developed or not.

In materials writing, Jolly and Bolitho in Tomlinson (1998: 111) sum up that the most effective materials are those which are based on a thorough understanding of learners' needs, i.e. their language difficulties, learning objectives, learning styles, etc. Meanwhile, Petty and Jensen (1980: 110-2) mention that textbooks or materials should appeal to child's interest, be motivating and stimulating, consider the linguistic context, relate to other subjects, offer interesting illustrations, present suitability of terms used, share the writer's point of view, adjust to the needs of certain group of learners, and recognize the individual differences.

To select the materials to use, Brewster, Ellis, and Girard (2002: 156) state that materials should relate to the language presented, the type of supplementary language and practice they provide, and the students' motivation. Further, they suggest the use of authentic materials, for example games that children play in their L1 can be played in the L2. Moreover, according to Pinter (2006: 120), attractive authentic materials can motivate learners. The need to adapt existing activities is aimed at broadening cultural perspective.

According to Hutchinson and Waters (1987: 108), there are four elements that should be considered in designing materials:

1) *Input*. Input may be a text, dialogue, video-recording, diagram or any piece of communication data. Input provides stimulus material for activities, new language items, correct models of language use, and opportunities for learners to use their information processing skills and knowledge both of the language and the subject matter.

2) *Content focus*. Language is a means of conveying information and feelings about something. It should be exploited to generate meaningful communication in the classroom.

3) *Language focus*. Learners should be given the chance to take the language to pieces, study how it works and practice putting it back together again. Good materials should involve both opportunities for analysis and synthesis.

4) *Task*. Language use is the ultimate purpose of language learning. Materials should be designed to lead towards a communicative task in which learners use the content and language knowledge they have built up through the unit.

Hence, Hutchinson and Waters (1987: 109) propose a model of materials design including those four elements as follows.

```
                    ┌──────────────┐
                    │    INPUT     │
                    └──────────────┘

  ┌──────────────┐                    ┌──────────────┐
  │   CONTENT    │                    │   LANGUAGE   │
  └──────────────┘                    └──────────────┘

                    ┌──────────────┐
                    │     TASK     │
                    └──────────────┘
```
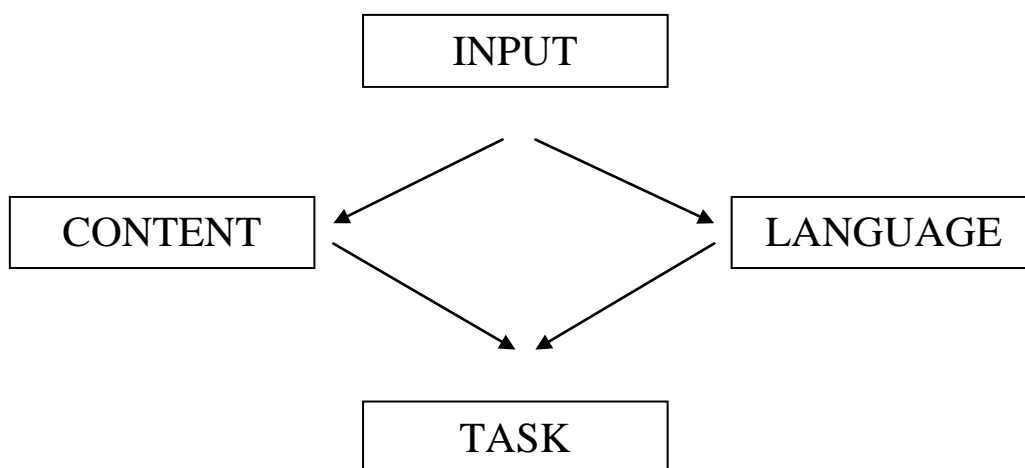
Figure 7: **A materials design model**

Meanwhile, Jolly and Bolitho in Tomlinson (1998: 98) propose a process of materials writing as follows.
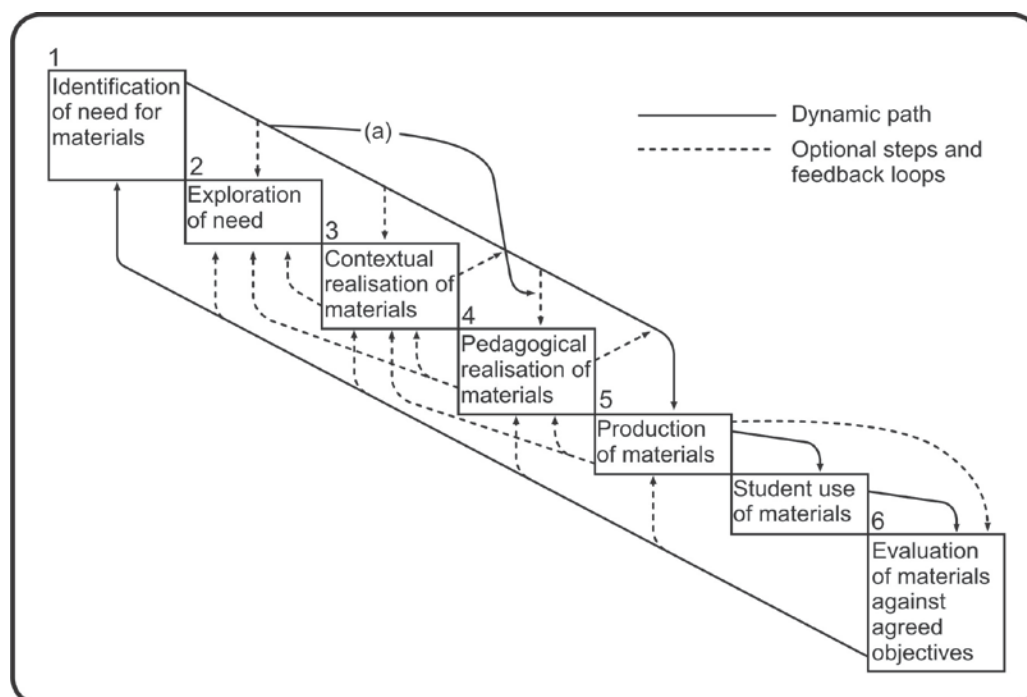
Figure 8: **A teacher's path through the production
of new or adapted materials**

In addition, Nunan (1991: 209) mentions the challenge in creating materials in foreign language contexts where authentic source and stimulus material may not be readily available. The idea for facing this challenge is through materials evaluation. The term materials evaluation refers to the measure of the value of materials, whether or not the learners are able to use the materials without too much difficulty and enjoy the experience (Tomlinson, 1998: 3).

To sum up with, designing materials for young learners learning a foreign language should consider many things. The materials must suit their ages, interests, profiles of intelligences, etc. Besides giving knowledge of a language, the English teaching learning is hoped to motivate the young learners while building their positive attitude concerning the use of English in a wider society

and a more competitive era. Thus, the process of writing itself should follow the stages of materials writing.

6. Related Studies

Two studies are being the references for this study. Both were related to the multiple intelligences theory. The first one is a study by Eny Hartanti (2007), aiming at implementing the effective English classroom techniques based on the multiple intelligences theory in order to improve students' motivation. She applied visualizations, survey game, board game, dialogue, and construction model game. Hartanti (2007: 65) concludes that during the implementation, the students were active and brave to speak English. They also paid more attention to the lesson and enjoyed doing the classroom activities. In short, the applications of multiple intelligences were useful to improve primary students' motivation.

The second one is a study conducted by Endang A. Arifiati (2010), implementing the so-called MI-Kids, a program based on the multiple intelligences theory. The data were obtained by giving a vocabulary test to the students of MI-Kids class and those of non MI-Kids class in TKIT Muadz bin Jabal. The hypothesis testing reveals that there is a significant difference in students' vocabulary mastery between those who were taught by using MI-Kids and those who were not taught by using MI-Kids. Therefore, Arifiati (2010: xv) concludes that MI-Kids is effective in improving students' vocabulary mastery.

B. Conceptual Framework

Materials are everything which helps the teacher in delivering what to teach and provide opportunities for the students to learn. They are the resources the students have besides the teacher. However, the materials found in the teaching learning process in primary schools were sometimes inappropriate. The lack of appropriate English materials was also faced by the English teacher of SD Islamiyah Pakualaman Yogyakarta. To deal with this problem, the researcher conducted an R&D study by designing English materials.

Since a teacher must be aware of each of her or his students, therefore, it is important to take into account the students' needs and interests while selecting materials. A closer look to identify the students' needs and interests in learning is through the Multiple Intelligences Theory proposed by Howard Gardner in 1983 and a test conducted based on this theory.

In order to provide the students with appropriate materials, thus this study was aimed at designing a set of English materials which based on Gardner's Multiple Intelligences theory. Appropriate materials are also in line with the existing curriculum and syllabus, lesson objectives, methodology, and evaluation. In designing the materials, the writer focused on tasks and activities development and the media selection.

The design of the materials follows the following principles.

1. *MI-based*, considering the students' multiple intelligences development
2. *Authentic*, offering the students the real-life contexts of learning
3. *Fun*, presenting the students with an enjoyable learning experience

4. *Interactive,* providing the chance for the students to actively participate during the lesson.

5. *Various,* providing rich features of the language, tasks, activities, and media.

Further, the procedure of materials writing adapted the process proposed by Jolly and Bolitho in Tomlinson (1998: 98). It includes *collecting information*, *designing materials*, *conducting evaluation*, and *redesigning materials* (for details, see Chapter III). Furthermore, the material design adapted a model proposed by Hutchinson and Waters (1987: 109). This model covers *input*, *content focus*, *language focus*, and *task*. Meanwhile, the tasks and activities division was based on Cameron's classroom task stages (2001: 32). They are *preparation*, *core*, and *follow up activities*.

It is then expected that the teacher can motivate and support the students' learning. At the same time, the students can get the benefit by exploring and developing their intelligences.

CHAPTER III
RESEARCH METHOD

A. Research Design

1. Type of the Study

This study is aimed at designing an educational product that can be used effectively in the educational program. Therefore, it is categorized as educational research and development (R&D) (Gall, Gall, and Borg, 2003: 569). The findings of this study were used to design a new product and procedures. Further, the findings were then systematically field-tested, evaluated, and refined until they met specified criteria of effectiveness, quality, or similar standards.

In this study, the product is in the form of the designed English materials for grade IV students of SD Islamiyah Pakualaman Yogyakarta in relation to their multiple intelligences development.

2. Setting and Respondents of the Study

This study was conducted at SD Islamiyah Pakualaman, located at 23 Harjowinatan Street, Yogyakarta. It is a religion-based school under the Islamiyah Foundation. This study took place in the second semester of the academic year of 2008/2009. The designed materials were implemented during March to May 2009.

This study involved grade IV students of SD Islamiyah Pakualaman Yogyakarta. There were 18 students, i.e. 6 girls and 12 boys. Besides, it involved the English teacher.

B. Research Procedure

Aiming at designing materials for the English teaching learning, the research procedure used in this study is based on Gall, Gall, and Borg's R & D model adapted from Dick and Carey's systems approach model of R & D (2003: 571). There were ten steps of R&D cycle. The steps are shown in the figure as follows.
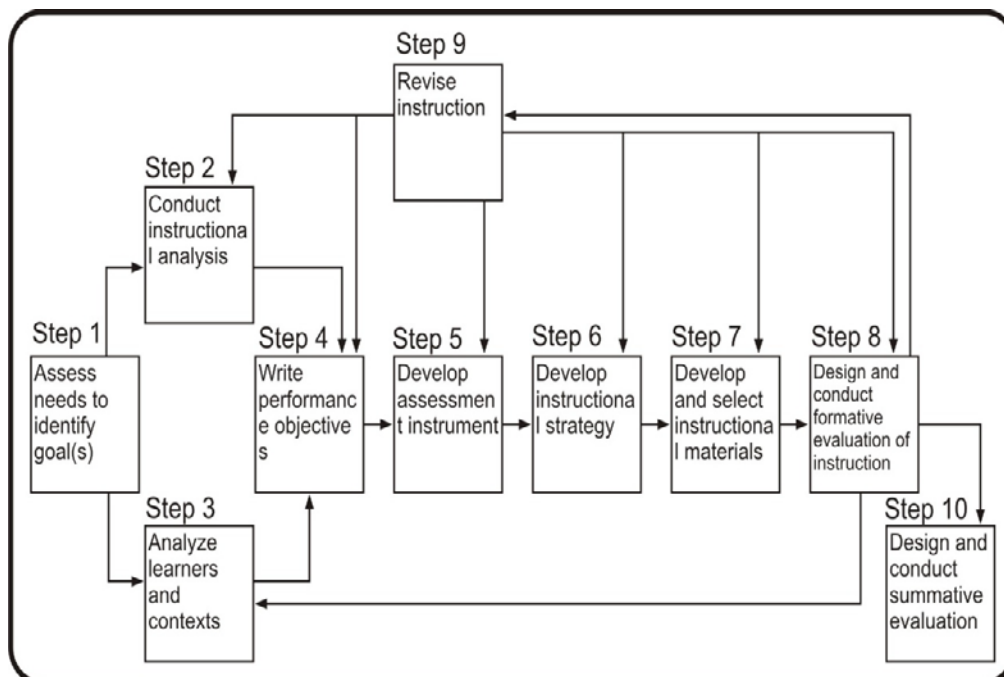
Figure 9: **The steps of R&D cycle**

The research procedure was adapted and simplified into four main stages. They were collecting information, designing materials, conducing evaluation, and redesigning materials. It is illustrated in the following figure.
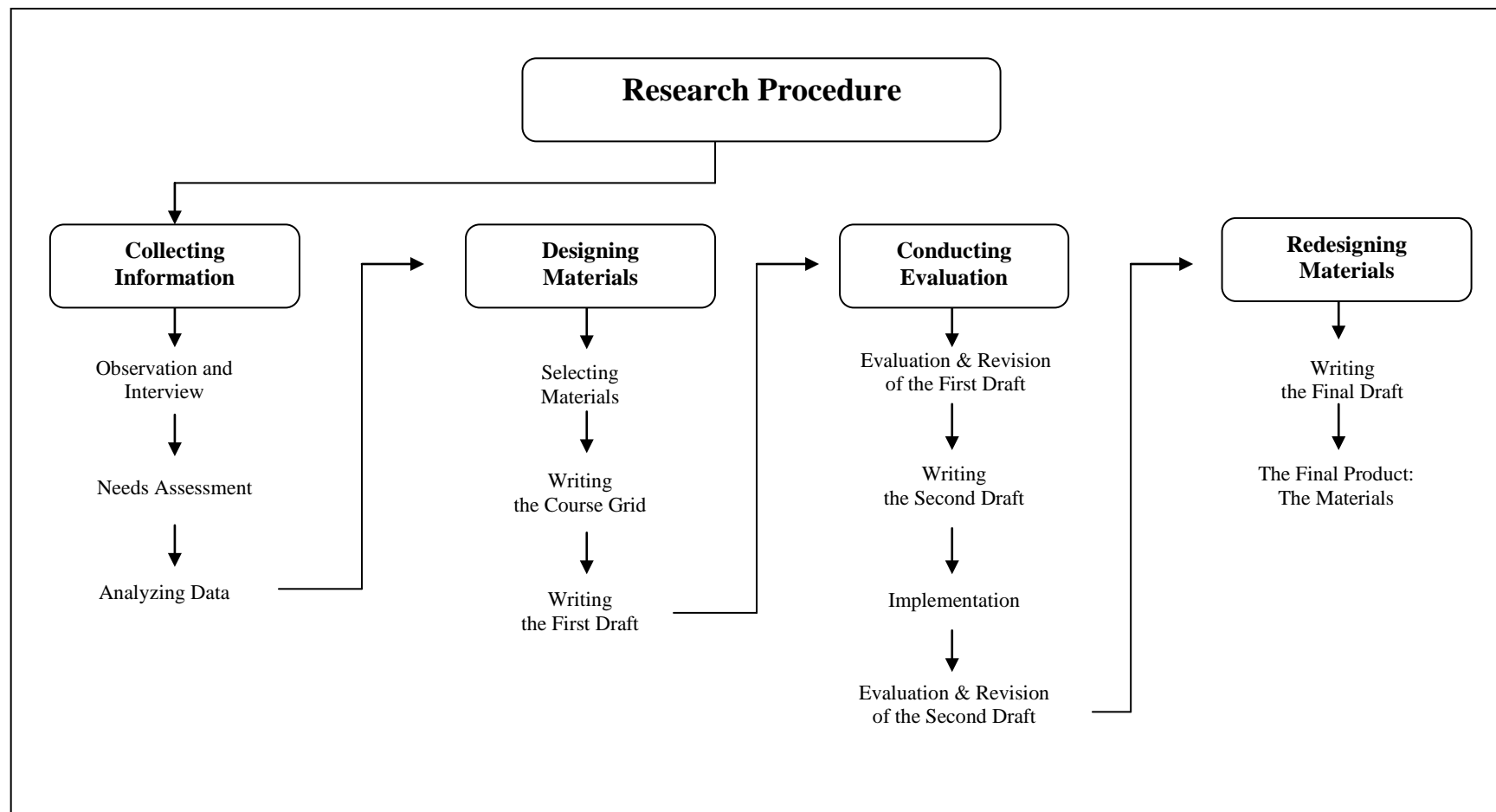
Figure 10: **The procedure of the research**

Figure 10 shows the procedure of the study:

1. Collecting Information

This stage includes identifying the field problem based on the class observations and interviews with the English teacher and grade IV students and distributing the first questionnaire to the students.

The observations and interviews were intended to identify the field problem. The observations were conducted to learn the classroom situation during the English lesson. In addition, the interviews were aimed at collecting information from the English teacher and grade IV students. To assess the students' profiles of intelligences, the first questionnaire was distributed. The result of the questionnaire was then analyzed.

2. Designing Materials

This stage includes selecting materials to write the course grid and develop the first draft of the materials. Concerning the materials and the course grid, the researcher based them on the 2006 Curriculum and the school's syllabus, suited to the students' needs and interests. Finally, the first draft materials were designed.

3. Conducting Evaluation

This stage includes evaluating and revising the first draft followed by writing, implementing, evaluating and revising the second draft. After the first draft materials were written, an evaluation to know the appropriateness of the concepts or theories used in this study and more importantly to measure the

validity of the designed materials. Therefore, the researcher distributed the second questionnaire. The evaluation involved five materials evaluators in order to get experts' judgement. They were experts in the field of English for children.

The data of the materials evaluation were used to revise the first draft and write the second draft materials. The second draft materials were then implemented. During the implementation, the researcher was helped by a co-researcher and supervised by the English teacher. At the end of each unit's implementation, the researcher reflected her own teaching and interviewed the English teacher, several students and the co-researcher to find the strengths or constraints of the English teaching. Afterwards, the second draft materials were revised.

4. Redesigning Materials

This stage includes revising the implemented second draft and then followed by writing the final draft which meets the criteria of the designed materials. The final product was the designed materials after being implemented and revised.

C. Research Data Collection

The data collection in this study was separated into three times. First, the data of the students and their profiles of intelligences were gathered at the early stage of the study. The data were then used as a source to write the materials. Second, the data about the revision of the materials were gathered during the process of materials design. Third, the data were used as the input for the revision

of the materials and for identifying the characteristics of the appropriate materials as well. What follows is the explanation of how the data were collected and what instruments were used.

1. The Data

a. About the Students' Profiles of Intelligences

The data of the students' profiles of intelligences were collected by observing the English teaching learning process, interviewing the English teacher and students, and distributing the first questionnaire to the students.

The observations and interviews during this stage were aimed at identifying the field problem. The researcher observed the English teaching learning processes and interviewed the English teacher and several students. Moreover, the researcher also distributed the so-called first questionnaire to the students, aimed at knowing their profiles of intelligences. The data were in the form of field notes, photos, interview transcripts, and questionnaire data.

b. About the Materials

The materials evaluation was collected through questionnaires and interviews. After writing the first draft materials, the researcher distributed the second questionnaire to the materials evaluators. The second questionnaire was aimed at finding out whether the designed materials were appropriate and ready to be implemented or not. Besides, the researcher also conducted interviews with them.

Further, the researcher also distributed the third questionnaire to the students. It was aimed at knowing their opinions about the designed materials. In-depth interviews with the English teacher, the co-researcher, and several students were also conducted in order to revise and write the final draft. The data were in the form of questionnaire data and interview transcripts.

2. The Instruments

The researcher collected data for this study mainly by observing the teaching learning processes, by interviewing the subjects of the study, materials experts and a co-researcher, and by distributing questionnaires. Therefore, the instruments used in this study were an observation guideline, interview guidelines, and questionnaires. In addition, the researcher also used notes, a camera, and an audio recorder.

By using an observation guideline, the researcher learned and analyzed the classroom situation during the English lesson. The researcher also took notes of the events happening during a lesson. The notes covered descriptions, reflections, or analyses of events. In addition, the researcher or with the help of a co-researcher took photographs of the events happening in the English teaching learning. It aimed at getting additional information that was missing while using other instruments.

The interview guidelines were also essential in an interview. The interview guidelines were used in the interview with the English teacher and the students during the early data collection. Further, the researcher also used them while

interviewing the materials evaluators, the English teacher, the co-researcher and the students, during the process of materials design, revision, and implementation.

There were two questionnaires for this study. The first questionnaire during the early data collection was distributed to the students. It was intended to assess students' needs and interests by looking at their profiles of intelligences. The students were to tick a list of statements related to their characteristics or preferences. There were eight groups of statements. There were eight statements in each group. It meant that there were 64 statements for the students to read and select. The result was then interpreted and used as a source in designing the English materials. The organization of the first questionnaire is as follows.

Table 2: **The Organization of the First Questionnaire**

Item Number	The purpose of the Questions	References
1 a - h	To find information about the students' linguistic intelligence	Armstrong (1994), Christison (1998), Gardner (1999), Marzuki (2003)
2a - h	To find information about the students' logical-mathematical intelligence	
3 a - h	To find information about the students' spatial intelligence	
4 a - h	To find information about the students' bodily-kinesthetic intelligence	
5 a - h	To find information about the students' musical intelligence	
6 a - h	To find information about the students' interpersonal intelligence	
7 a - h	To find information about the students' intrapersonal intelligence	
8 a - h	To find information about the students' naturalistic intelligence	

The second questionnaire was used to get the English teachers or instructors' opinions and suggestions of the designed materials. The researcher used the *Likert*-type questionnaire. The respondents were asked to choose one of the five categories: *Strongly Agree, Agree, Undecided, Disagree,* or *Strongly Disagree.* They could also give comments or suggestions from which the researcher got data to revise the designed materials and to write the second draft. The organization of the second questionnaire is presented as follows.

Table 3: **The Organization of the Second Questionnaire**

Item Number	The purpose of the Questions	References
PART A 1 – 2	To find information concerning the relation among the materials, the curriculum and syllabus, and the learning objectives	Brewster, Ellis, and Girard (2002), Departemen Pendidikan Nasional (2007)
PART B 3 – 13	To find information concerning the inputs of the designed materials	Petty and Jensen (1980: 116), Hutchinson and Waters (1987: 62), Nunan (1989), Cameron (2001), Brewster, Ellis, and Girard (2002)
PART C 14 - 22	To find information concerning the activities of the designed materials	
PART D 23 – 24	To find information concerning the teacher's role toward the materials	
PART E 25 – 26	To find information concerning the students' role toward the materials	
PART F 27 – 28	To find information concerning the setting of tasks	
PART G 29 – 30	To find information concerning the appearance of the designed materials	

D. Research Data Analysis

Data gained in this study were separated into two types. The first type was taken from the observations and the interviews data. They were in the form of field notes, photos and interview transcripts. These data were analyzed qualitatively. Meanwhile, the second type was taken from the first and second questionnaire data. The questionnaire data were analyzed using statistical computation i.e. *descriptive statistics*.

In analyzing the first type data, the researcher used five steps of interpretational analysis proposed by Gall, Gall, and Borg (2003: 453). The steps were segmenting the database, developing categories, coding segments, grouping category segments and drawing conclusions.

Firstly, the interview transcripts were broken into segments. A segment could be a phrase, a sentence, a paragraph or more, containing only an item of information. Then a category system to evaluate the materials was selected. The category was based on the seven aspects to measure the designed materials. They were the goals, input, activities, teacher role, learner role, setting, and appearance of the materials. Afterward, the segments were coded according to the categories used and grouped the same segments together. Finally, conclusions were made based on the grouped-segments. The results were in the form of words and sentences.

Further, in analyzing the second type data i.e. the data from the first and second questionnaire, the researcher used *descriptive statistics* from the SPSS (Statistical Package for the Social Sciences) program. Descriptive statistics are mathematical techniques for organizing and summarizing a set of numerical data

(Gall, Gall, and Borg, 2003: 131). The descriptive statistics includes frequencies, central tendency, and variability.

Furthermore, the *central tendency measure* was applied to analyze the data of the respondents' responses towards the statements. Central tendency is a single numerical value that is used to describe the average of an entire set of scores (Gall, Gall, and Borg, 2003: 131). The central tendency measure consists of mean, median, and mode.

For the first questionnaire, after getting the raw scores of all students and learning the result of the students' responses, the researcher computed the mean value in order to find the percentage of the result of the students' responses. The formula is as follows.

$$\overline{X} = \frac{\Sigma X}{N} \times 100\%$$

where:

$\overline{X}$ = mean

ΣX = the number of students with the same answer

N = the total number of students

Further, taking into account that the second questionnaire was a *Likert-*type scale, each response to the statement was anchored according to five points of agreement as follows.

1 = Strongly Disagree
2 = Disagree
3 = Undecided
4 = Agree
5 = Strongly Agree

Afterwards, the data were computed. They involved the mean values of each aspect ($\overline{X}$), the ideal average ($\overline{Xi}$), and the ideal standard deviation ($S_{\overline{xi}}$). The average-mean value can be obtained by using this formula.

$$\overline{X} = \frac{\Sigma X}{N}$$

where:

$\overline{X}$ = mean

ΣX = the sum of the scores

N = the number of participants

The ideal average ($\overline{Xi}$) can be obtained using the following computation.

$$\overline{Xi} = \tfrac{1}{2} \text{ (maximum score + minimum score)}$$

where the maximum score = 5 and the minimum score = 1, thus

$$\overline{Xi} = \tfrac{1}{2} (5 + 1) = 3$$

The ideal standard deviation ($S_{\overline{xi}}$) is through the following computation.

$$S_{\overline{xi}} = \tfrac{1}{6} \text{ (maximum score – minimum score)}$$

therefore $S_{\overline{xi}} = \tfrac{1}{6} (5 - 1) = 0.67$

Moreover, to make the data easier to read, based on a quantitative data conversion proposed by Sudijono (2003: 339), the result of the questionnaire was converted into interval data of mean values on a scale of 1 to 5 shown in the following table.

Table 4: **Quantitative Data Conversion**

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

Table 5 presents the scales, categories and interval of mean values of the quantitative data conversion. The interval of mean values consists of the formula and its computation. Afterwards, the researcher consulted the result of the average mean values of each aspect in the questionnaire to decide whether the draft of the designed materials was appropriate or not.

E. Validity and Reliability

Gall, Gall, and Borg (2003: 223) state that questionnaires and interviews must meet the same standards of validity and reliability that apply to other data-collection measures in educational research. At this point, the materials are also measured of being valid and reliable or not.

1. Validity and Reliability of the Instruments

To meet the theoretical validity, the first questionnaire of this study was developed based on the theories proposed by Armstrong (1994), Christison (1998), and Marzuki (2003) about the Multiple Intelligences theory application in learning. Then, the second questionnaire was based on theories from Brown (2001: 142), Brewster, Ellis, and Girard (2002), *Departemen Pendidikan Nasional*

(2007), Petty and Jensen (1980: 116), Hutchinson and Waters (1987: 62), Nunan (1989), and Cameron (2001). Further, to assure the empirical validity, the result of the questionnaires data were then calculated using the SPSS program for Windows.

In order to measure the reliability of the questionnaire, the researcher used Cronbach's Alpha Formula. After all of the items were interpreted valid, the reliability was interpreted from the output. Reliability coefficients vary between values of .00 and 1.00, with 1.00 indicating perfect reliability of the test scores and .00 indicating no reliability (Gall, Gall, and Borg, 2003: 196). The items of the questionnaire were interpreted reliable when the result of *r alpha* was positive and matched the *r* required i.e. between .00 and 1.00 (see Appendix H).

2. Validity and Reliability of the Materials

To measure the validity of the study findings, the researcher used the content validity. The content validity refers to the content of the materials that should meet the primary education curriculum and the needs and characteristics of the students.

Meanwhile, Petty and Jensen (1980: 108) say that the materials are basically reliable if they can reflect a modern point of view on language teaching and its application, serve as a source of content, present suitable subject matter, serve as a source of teaching methods, and provide a source of evaluation.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

This section presents the research findings by elaborating the result of observations and interviews, the needs assessment, and the sequence of the materials development.

1. The Result of Observations and Interviews

In the early data collection, the researcher did classroom observations on February 2nd and 9th, 2009 and interviews with the English teacher on February 2nd, 9th, 11th, 16th and on March 21st, 2009. She also collected information from several students by asking questions on February 3rd, 4th and 11th, 2009. From the activities, it was revealed that there were some problems in the English teaching learning process.

The first problem was related to the teacher. The teacher faced difficulties in handling the students during the teaching learning process. When some students were making noise, the teacher seemed to permit them. She only warned them without trying to involve them in the lesson.

The next problem was related to the students. Some of them, mostly boys, were busy talking to their friends. Moreover, their concentrations were easily distracted and they tend to be passive. Further, some students did not pay attention to the lesson. Notice the following excerpt of the field note.

> …. The activity was continued with the students completing missing words from short dialogues. During this activity, **some students made some noise**. **Some of them made some jokes and the other laughed. They gave little attention to the teacher.** However, **the teacher continued the lesson without paying attention to these students much.**
> (Appendix F, Field Note 1, Page 168)

Another problem was related to the materials. The researcher learned that the existing materials i.e. the students' workbook (*LKS*) did not suit the students' needs in learning English. They provide little or less meaningful inputs of English. In addition, the teacher's textbooks were rarely used. The tasks and activities taken from the workbook mostly encouraged the students in reading and writing. There was little input of listening and less chance of speaking for the students. Indeed, primary level students deserve the opportunities to learn to communicate as well as to be literate. What follows is the excerpt of the interview between the researcher (R) and the English teacher (T).

> R : *Kalau menurut Ibu, isi LKSnya itu bagaimana? Apa sudah bisa memenuhi kebutuhan anak-anak untuk belajar Bahasa Inggris?*
> (What do you think about the workbook, Ma'am? Does it suit the students' English learning needs?)
>
> T : *Ya sebenarnya belum pas, Mbak, tapi sudah lumayan. Soalnya kalau buku paket itu tidak semua bisa beli.*
> (Actually, it does not really suit their learning. However, the textbook is expensive).
> (Appendix G, Transcript 1a, Page 171)

The last identified problem was the media. The teacher rarely used media for the English lesson. In fact, media helps the learners a lot in dealing with the materials. The last problem was related to the support services i.e. space. In

relation with the use of media, the teacher pointed out that the space would be an obstacle to use media such as games. The interview transcript is shown as follows.

> R : *Kalau* game *sama lagu gimana, Bu? Apa Ibu sering pakai juga?*
> (What about games and songs? Do you use them?)
> T : *Pernah sih mbak. Kalau pakai game, anak-anak itu malah keasyikan terus ganggu kelas yang lain ramainya. Malah hampir nggak pernah pakai game. Kelasnya kan juga kecil, Mbak.*
> (I did. But if I use a game, the students enjoy it too much and disturb the other classes. I almost never use games. Moreover, the classroom is small.).
> (Appendix G, Transcript 1a, Page 171)

However, it was decided that the focus of this study was on the problem related to the materials. The reason was that materials were essential to support learning, to be the sources of language, motivation, and reference for both the teachers and learners. Therefore, this study was focused on providing the students with appropriate learning materials. Then, the researcher learned that it is important to assess the students' learning needs.

2. The Needs Assessment

In order to find out the students' needs in learning English, besides doing classroom observations and interviews, the researcher distributed the first questionnaire to the students on February 3rd, 2009. The result of the observations, interviews, and the first questionnaire showed information about the students' characteristics and needs.

Grade IV of SD Islamiyah Pakualaman Yogyakarta consisted of 18 students, i.e. 6 girls and 12 boys (see Appendix D, page 166). In general, their

ages ranged between 9 to 13 years. Besides having more boys than girls, the class also had three students who were left one grade, two or three grades behind their actual friends. These students had been fourth graders for a year or more. Therefore, the teacher should carefully consider this fact in order to conduct a lesson.

From the observation during the break time, the researcher had a view that the students were physically active. They liked running here and there or catching one another. The boys enjoyed playing football while most girls enjoyed having a chat with their friends. Since there were more boys than the girls at this grade, therefore the class was quite noisy although the teacher had come into the class or had started the lesson. In addition, the students liked learning songs and song lyrics. Some boys liked humming or even whistling. During a lesson, one or two students confidently sang a pop song. They would stop singing if the teacher stopped them. This often distracted the other students' concentration. Therefore, this kind of hobby would be beneficial if the teacher used songs as media.

The students had a close relationship with their friends as well as with the teachers. They were willing to share pencils or pens with their friends. They played games together. Some students enjoyed sharing stories or making jokes. They always seemed to be in a positive mood. The researcher agreed to an expert statement saying that even children have a wide range of emotional needs, however, they were emotionally excitable. Moreover, most of the students approached and showed interest in the researcher positively. They showed their

enthusiasms and curiosity. They politely requested information and were willing to give information in return.

Further, viewing from their backgrounds, the students come from middle and low levels of economic background. Their parents are mostly labors. Most of them are Javanese and speak Javanese language. When they were talking in the class, they mixed Indonesian and Javanese. These backgrounds also influenced their attitude toward English since several students said that they were uninterested in the English lesson. However, most of them showed great interest and positive attitude toward English.

Of English, the students had already learned it since grade I. They had learned basic concepts such as numbers, alphabets, and colors. Most of the students enjoyed learning English, although they were mostly afraid or shy to say words in English. Several students were active during the lesson. They always tried to answer the teacher's questions or to ask questions if they do not understand. There were some students who seemed not to be enthusiastic with the lesson. They were always silent and gave little participation during the lesson.

The students also differ in characters, area of interests, aptitude, and intelligence. To know the grade IV students' profiles of intelligence, the researcher distributed the first questionnaire i.e. the Multiple Intelligences questionnaire. The questionnaire was based on the Multiple Intelligences Theory. The questionnaire covered eight statements for each group of intelligence. The students were required to select the statements that represented them. For example, if they agreed with a statement, they should tick the box in the right side

of the statement. Then vice versa, if they did not agree, they should not tick the box, or left the box in blank.

A student might get the minimum score 0 or the maximum score 8 in each category of intelligence. A student may maximally score 64 points out of all 64 statements. Thus, since the class consists of 18 students, thus there may be 144 (18 respondents x 8 statements) maximum total points for each category of intelligence. The result of the questionnaire is as follows

Table 5: **The Data of the Students' Profiles of Intelligences**

Intelligence	N	Min	Max	Total Points	Mean	Median	Mode
Linguistic	18	3	6	76	4.22	4.00	4
Log-Math	18	2	5	69	3.83	4.00	3
Spatial	18	4	6	90	5.00	5.00	5
Bod-Kines	18	3	6	76	4.22	4.00	4
Musical	18	2	5	61	3.39	3.00	3
Interpersonal	18	3	6	88	4.89	5.00	5
Intrapersonal	18	3	6	73	4.06	4.00	3
Naturalistic	18	2	5	67	3.72	4.00	4

The result of the questionnaire was to look at each student's intelligence. In addition, it also revealed the group's intelligences tendencies. Individually, the students' scores ranged from 2 to 6. The lowest scores (2 points) were of Logical-Mathematical, Musical, and Naturalistic intelligences. Meanwhile, the highest scores (6 points) were of Linguistic, Spatial, Bodily-Kinesthetic, Interpersonal, and Intrapersonal. Overall, the highest total points were on Spatial while the lowest total points were on Musical. This showed that the class' best intelligence was on Spatial while the class' lowest intelligence was Musical.

From the result of the first questionnaire, it can be inferred that the class'

intelligences tendency are on Spatial (90 points), followed by Interpersonal (88

points), Linguistic (76 points), and Bodily-Kinesthetic (76 points).   These

intelligences will be the focus of the language activities. The reason is that the

class intelligences might represent the strength possessed by most of the students.

The language activities are based on Brewster, Ellis, and Girard's

language activities for developing multiple intelligences (2002: 36). To

exemplify, the activities for the spatial intelligence are through drawing and visual

aids while the interpersonal intelligence are in the form of pair and group work.

Next, the activities for the linguistic intelligence are word games and the use of

puppets use, whereas for the bodily-kinesthetic intelligence are songs and games.

Later, the course grid is designed.

3.   The Course Grid of the First Draft Materials

After getting the result of the students' assessment, the next step was to

write the course grid. In the first place, the topics were selected. They were

derived from the curriculum and suited to the school's syllabus, the learning

objectives, and the result of the needs assessment. The first course grid for the

first draft can be seen in Appendix L.

The course grid shows the competency standard and basic competency of

grade IV in the second semester. It also shows the name of the unit and the theme,

the indicator in each unit, the language activities to develop the multiple

intelligences, the language focus covering the structure, vocabulary and

expressions, the language function being learned, the tasks and activities, and the media and learning resources.

There are four units being designed. The topics selected are things in the bag, classroom instructions, fruits, and food and drink. Each unit consists of several tasks and activities that are developed based on the framework for classroom tasks stages (Cameron, 2001: 32) and the language activities for the multiple intelligences (Brewster, Ellis, and Girard, 2002: 36). The first three units were implemented while the last unit was not implemented due to time limitation. Each unit was implemented in two meetings, taking 2X35 minutes for each meeting.

From the developed course grid, each unit of the materials is organized as follows.

Table 6: **The Framework of the Designed Materials**

Unit Title
A. Let's Go (Preparation activity) : Input of new language function
B. Let's Practice (Core Activity) : The students perform language function
C. Let's Have Fun (Follow-up Activity) : The material review through fun activities

Stage one is the preparation activity. It functions as a warming-up section in order to build the students' knowledge of what to learn. Examples of activities in this stage are the students listen to a song or the teacher shows pictures about the topic being learned. The preparation activities are under the sub-unit *Let's Go*.

Stage two is the core activity. In this section, the students are given such models of expressions or sentences to learn. They also learn the language function and use. Moreover, the students are to practice or perform the language expression being learned. These activities are under the sub-unit *Let's Practice*. After the students learn the expressions or sentences, they will deal with fun activities that are related to the previously learned materials.

Stage three is the follow-up activity. It covers the review of previously learned materials. There are some tasks and activities to check the students' understanding. They are under the sub-unit *Let's Have Fun.* After finishing the course grid, the first draft materials were designed. What follows is the description of the first draft materials.

4. The First Draft Materials

The materials developed based on the early course grid were said to be the first draft.

a. The Design

1) Unit 1

The theme of Unit 1 *Can I Have a Pen?* is things in the bag. The goals of Unit 1 are to enable the students to name the things in their bags correctly, to make a request, and to respond to it correctly. Names of things in the bag being learned in this unit are bag, book, correction pen, crayon, eraser, glue, pen, pencil, pencil case, ruler, scissors, and sharpener. The lesson is aimed at improving the speaking skill.

The inputs are in the form of a song, flashcards, a game and dialogues. The language activities are focused on *spatial* and *interpersonal intelligences*. The visualization and the drawing activities are for the spatial intelligence. In addition, the interview game is for the interpersonal intelligence.

The brief description of the designed unit is as follows.

Table 7: **The Description of Unit 1 of the First Draft Materials**

Name of Part/Task	Instructions	Functions
LET'S GO (Preparation)		
Raising questions	"Do you have a pen?"	Attaining students' attention and motivation toward the lesson.
Task 1	Listen to a song: *Can I Have a Pen?*	Input
Task 2	Look, listen and repeat.	Input
Task 3	Listen and say.	Input for guided speaking activity
Task 4	Show what is in your bag.	Guided speaking activity
LET'S PRACTICE (Core)		
Task 5	Listen and say.	Input for comprehending language function
Task 6	Take your turn.	Less-guided speaking activity
Task 7	Listen and fill in the blanks.	Integrated listening and writing activity for vocabulary checking
Task 8	Listen and draw.	Integrated listening and writing activity
LET'S HAVE FUN (Follow-up)		
Task 9	Play an interview game.	Free speaking activity
Task 10	Sing the song.	Fun activity

2) Unit 2

In Unit 2 *Sit down, please!*, the theme is instructions. The goals of this unit are to enable the students to give and to respond to instructions verbally. The instructions being learned by the students are those used in the classroom, such as sit down, stand up, clean the board, open the door, and so forth. The lesson is aimed at improving the listening skill.

The inputs are in the form of instructions, flashcards of instructions, games and dialogues. The language activities are focused on *spatial* and *bodily-kinesthetic* intelligences. The visualization activity is for the spatial intelligence. Meanwhile, the TPR games are used for the bodily-kinesthetic intelligence.

Below is the brief description of the unit.

Table 8: **The Description of Unit 2 of the First Draft Materials**

Name of Part/Task	Instructions	Functions
LET'S GO (Preparation)		
Raising statement	"Sit down, please!"	Attaining students' attention and motivation toward the lesson.
Task 1	Play *The Instruction Dice game*.	Input
Task 2	Look, listen and do.	Input
Task 3	Listen and say.	Input for comprehending language function
LET'S PRACTICE (Core)		
Task 4	Listen and do the instructions.	Listening activity
Task 5	Listen and follow the instructions.	Input for listening comprehension
Task 6	Take your turn. Choose your lucky card.	Listening activity
Task 7	Play a TPR game: *Simon Says*.	Integrated listening and speaking activity

LET'S HAVE FUN (Follow-up)		
Task 8	Listen and match.	Listening activity for vocabulary checking
Task 9	Play the instruction dice game.	Integrated listening and speaking activity
Task 10	Sing a song.	Fun activity

3) Unit 3

The theme of Unit 3 *I Like Apples* is fruits. The goals of this unit are to enable the students to name kinds of fruits correctly, to express about likes, and to read or to retell a story. Names of fruits being learned in this unit are apple, orange, strawberry, peach, pear, watermelon, papaya, banana, avocado, pineapple, melon, and mango. The lesson is aimed at improving the reading skill.

The inputs are a story, flashcards, puzzles, dialogues and a game. The language activities are focused on the *spatial*, *linguistic*, and *interpersonal intelligences*. The visualization activity is for the spatial intelligence. Further, the story telling is for the linguistic intelligence, while the survey game is for the interpersonal intelligence. What follows is the brief description of the unit.

Table 9: **The Description of Unit 3 of the First Draft Materials**

Name of Part/Task	**Instructions**	**Functions**
LET'S GO (Preparation)		
Raising questions	"What fruit do you like?"	Attaining students' attention and motivation toward the lesson.
Task 1	Listen to the story *Cato the Hungry Caterpillar.*	Input
Task 2	Name the fruits in the story.	Gathering students' previous knowledge
Task 3	Look, listen and repeat.	Input for reading comprehension

Task 4	Do the puzzle and name them.	Gathering students' previous knowledge
LET'S PRACTICE (Core)		
Task 5	Listen and say.	Guided speaking activity for comprehending language function
Task 6	Take your turn.	Less-guided speaking activity
Task 7	Read Cato's story.	Reading comprehension
Task 8	Play the survey game: What fruit do you like?	Free speaking activity
LET'S HAVE FUN (Follow-up)		
Task 9	Read your survey.	Integrated reading and speaking activities
Task 10	Sing the song.	Fun activity

4) Unit 4

In Unit 4 *I Eat a Plate of Fried Rice*, the theme is foods and drinks. The goals of this unit are to make the students to be able to name different kinds of food and drink correctly, to tell their friends the food they eat, and to write sentences about the food they eat. Names of food and drink being learned are fried rice, noodle, soup, meat, bread, jam, chocolate, cake, ice cream, juice, milk, and soft drink. The lesson is aimed at improving the writing skill.

The inputs are in the form of menu, flashcards, and dialogues. The language activities are focused on the *spatial* and *logical-mathematical* intelligences. The visualization activity is for the spatial intelligence. Meanwhile, the writing games are for logical-mathematical intelligence. The description of the unit is as follows.

Table 10: **The Description of Unit 4 of the First Draft Materials**

Name of Part/Task	Instructions	Functions
LET'S GO (Preparation Activities)		
Raising questions	Have you got your breakfast?	Attaining students' attention and motivation toward the lesson unit.
Task 1	Read Mom's menu for today.	Input
Task 2	Look, listen and repeat.	Input
Task 3	Draw a line. Match.	Vocabulary check
Task 4	Read and group.	Writing activity
LET'S PRACTICE (Core)		
Task 5	Listen and say.	Input for comprehending language function
Task 6	Take your turn.	Less-guided speaking activity
Task 7	Write your daily menu this week.	Vocabulary check
Task 8	Rewrite your menu. Do like the example.	Writing activity
LET'S HAVE FUN (Follow-up)		
Task 9	Find your way.	Fun activity
Task 10	Rearrange.	Writing activity

Taking into account the tasks and activities development, in each unit, the materials are graded from guided to less-guided or free activities, from an easy to a more difficult task, and also from comprehension to production tasks.

All units involved the teacher as a facilitator in giving tasks and as a guide while the students doing the tasks. Meanwhile, the students are as active participants during the lesson. The designed materials are adjusted for groupwork, pairwork and individual setting. From the appearance, the materials are in relatively colorful and neat pages.

b. The Evaluation and Revision

The first draft materials were evaluated by experts to know whether the materials had met the appropriateness or not. Besides getting advice from the consultants, the researcher distributed questionnaires to five evaluators. They were a lecturer who had experiences in teaching children, two primary school teachers, and two English-for-children instructors (see Appendix E).

The materials evaluation was based on the framework of communicative task analysis proposed by Nunan (1989: 48), consisting six criteria: goals, input, activities, teacher role, learner role, and setting. In addition, a seventh criterion i.e. appearance was taken from Brown's textbook selection criteria (2001: 142).

The data from the second questionnaire were then computed. The result of the computation is presented in Table 12 as follows.

Table 11: **The Data of the Material Evaluators' Responses toward the Second Questionnaire**

No.	Issues of statement	N	Central Tendency		
			Mean	Median	Mode
1.	The designed materials are in line with the course grid	5	4.60	5	5
2.	The designed materials relate to everyday use	5	4.20	4	4
3.	The *input* game is interesting (Unit 1)	5	4.60	5	5
4.	The *input* song is interesting (Unit 2)	5	4.60	5	5
5.	The *input* pictured-story is interesting (Unit 3)	5	4.60	5	5
6.	The *input* recipe is interesting (Unit 4)	5	4.40	4	4
7.	All inputs lead to the students' understanding	5	3.80	4	4
8.	The illustrations are interesting and help students to understand the lesson	5	3.80	4	4
9.	The dialogues/expressions in the tasks give correct model of language use	5	4.60	5	5

10.	The dialogues/expressions in the tasks give correct model of language structure	5	4.60	5	5
11.	The dialogues/expressions in the tasks are easy for the students to say	5	4.20	4	4
12.	The dialogues/expressions in the tasks improve the students' understanding of English expressions	5	3.80	4	4
13.	The designed tasks help the students to comprehend a certain language skill	5	3.60	4	4
14.	The designed activities are interesting	5	4.40	4	4
15.	The designed activities match to the students' needs	5	4.40	4	4
16.	The designed activities improve the students' communicative skill	5	4.40	4	4
17.	The designed activities are organized from guided to free	5	3.80	4	4
18.	The designed activities are organized from an easy to a more difficult one	5	3.80	4	4
19.	The designed activities are started from comprehension to production	5	3.80	4	4
20.	The designed activities help the students enrich their vocabulary	5	4.40	4	4
21.	The designed activities help the students understand structure	5	3.80	4	4
22.	The tasks application leads to the students' development of the multiple intelligences	5	4.80	5	5
23.	The teacher is as a facilitator in giving tasks	5	3.80	4	4
24.	The teacher is as a guide when students do the tasks	5	3.80	4	4
25.	The students can do the tasks independently	5	3.80	4	4
26.	The students can actively participate in the lesson by doing the given tasks	5	4.20	4	4
27.	The individual construction tasks support the students' independence	5	4.20	4	4
28.	The pairwork/groupwork tasks support the students' cooperative ability	5	4.20	4	4
29.	The instruction in the tasks are clear	5	3.60	4	4
30.	The presentation of the designed materials are interesting	5	3.60	4	4

The result of the computation shows the central tendency of the second questionnaire data. The mean values ranged from 3.60 (statement 13, 29, and 30) to 4.80 (statement 22). The lowest means deal with input and the material presentation, while the highest mean dealt with the multiple intelligences features of the materials.

Another computation was to gain the average mean values of the aspects of materials evaluation i.e. goals, input, activities, teacher role, learner role, setting, and appearance of the materials. Further, to make the computation data easier to read, the researcher then consulted the mean values to the ideal data conversion. The result is presented in the following table.

Table 12: **The Descriptive Statistics of the Materials Evaluators' Responses toward the Second Questionnaire**

Aspects	Statement Numbers	Number of Cases	Average mean values of each aspect	Explanation
1. Goals	1,2	5	4.40	Very good
2.Input	3,4,5,6,7,8, 9,10,11,12,13	5	4.24	Very good
3. Activities	14, 15, 16, 17, 18, 19, 20,21,22	5	4.18	Good
4. Teacher role	23,24	5	3.80	Good
5. Learner role	25,26	5	4.00	Good
6. Setting	27,28	5	4.20	Good
7. Appearance	29,30	5	3.60	Good

Table 12 shows that the average mean values of the data gathered from the questionnaires range from 3.60 (good) to 4.40 (very good). It proves that the respondents agreed to all aspects of the designed materials and their appropriateness to be implemented in the English teaching learning process at the primary school.

In addition, the researcher also collected opinions and suggestions from the respondents through the questionnaire. They were then used to support the first draft materials revision. There were 3 different opinions and 17 different suggestions as follows.

1) The opinion of the respondents was:
   a) the materials are good and interesting
   b) the materials have met the appropriateness criteria: support the students' intelligences development, and being authentic and fun
   c) the materials suit the learner's level of understanding

2) The suggestions of the respondents were:
   (a) to add the table of contents
   (b) to revise some grammatical errors
   (c) to find some more appropriate and clear pictures of things in the bag, instructions, fruits, and food and drink
   (d) to rearrange the sequence of units according to the curriculum; to put Unit 1 and 2 in order, based on the competency standard
   (e) to give more examples of making request (Unit 1)
   (f) to give more examples of giving instructions (Unit 2)
   (g) to put articles a/an before the name of things in the bag (Unit 1) and fruits (Unit 3)
   (h) to change the fruit *peach* with the other familiar fruit (Unit 3)
   (i) to change the tense used in the story in Unit 3, from simple present into the simple past
   (j) to revise Task 3 and 4 by replacing some food and drink that have not been taught to the students
   (k) to revise Task 5 and 6 by using the word *have* or *eat* (Unit 4)
   (l) to change the activity of Task 9 (Unit 1)
   (m) to use the students' name in the materials

(n)   to revise the instruction in each task of the units: to make it clearer

(o)   to revise the teacher's guide

(p)   to write the source of songs and story used in the materials

(q)   to clearly define the features of multiple intelligences in all units; what intelligences are being the focus and what language activities are used to promote them

The experts suggested the researcher to revise the first draft before trying it out. In order to make the materials revision easier, the researcher classified the suggestions into seven aspects of the designed materials stated in the second questionnaire statements. They were goals, input, activities, teacher role, learner role, setting, and the appearance of the designed materials. The classification revealed that there was no suggestion dealt with the teacher role, learner role, and setting of the designed materials.

Drawing conclusion from the suggestions, there were four aspects to be considered in the materials revision. They were the goals, inputs, activities and appearance of the materials. The result of the classification of the collected suggestions from the respondents is presented below.

1) Suggestions related to the goals of the designed materials
    (a)   to rearrange the sequence of units according to the curriculum; to put Unit 1 and 2 in order based on the competency standard

2) Suggestions related to the inputs of the designed materials
    (a)   to revise some grammatical errors
    (b)   to find some more appropriate and clear pictures of things in the bag, instructions, fruits, and food and drink

(c)   to put articles a/an before the name of things in the bag (Unit 1) and fruits (Unit 3)

(d)   to change the fruit *peach* with the other familiar fruit (Unit 3)

(e)   to revise Task 3 and 4 by replacing some food and drink that have not been taught to the students

(f)   to revise Task 5 and 6 by using the word *have* or *eat* (Unit 4)

(g)   to change the tense used in the story in Unit 3, from simple present into the simple past

(h)   to use the students' name in the materials

(i)   to revise the instruction in each task of the units: to make it clearer

(j)   to write the source of songs and story used in the materials

(k)   to clearly define the features of multiple intelligences in all units; what intelligences are being the focus and what language activities are used to promote them

3) Suggestion related to the activities of the designed materials

(a)   to give more examples of making request (Unit 1*)*

(b)   to give more examples of giving instructions (Unit 2)

(c)   to change the activity of Task 9 (Unit 1)

4) Suggestions related to the appearance of the designed materials

(a)   to add table of contents

(b)   to revise the teacher's guide

Based on the gathered data, the researcher then revised the materials. The first aspect to be revised was the goals. Based on the suggestion, the researcher changed the order of Unit 1 and 2. The unit entitled *Can I Have a Pen?* which focused on speaking skill was put after the unit *Sit down, please!* which focused

on the listening skill. This was done based on the sequence of the competency standard being used.

The second aspect to be revised was the inputs. The researcher revised some grammatical errors in the materials. To do so, the researcher needed a proofreader to recheck the writing. Further, the researcher changed some inappropriate pictures or unfamiliar objects, added and used the students' names in the materials, and revised the instruction in the tasks so it was clear enough. Furthermore, the researcher put articles a/an before the names of the things in the bag (Unit 1), the fruits (Unit 3), and the food and drinks (Unit 4). For Unit 3, she changed the tense used in the story. In Unit 4, she used the word eat instead of have. It was also important to focus the language activities on one, two, or three intelligences in each unit by which the students could explore their strengths. However, the suggestion of writing the source of inputs used in the materials was not done because the researcher put it in the references.

The third aspect being revised was the activities. The suggestions were to add more examples of making request *(Can I Have a Pen?)* and giving instructions *(Sit down, please!)*. This was done due to the consideration that these units focus on speaking and listening skills. Thus, the students might get more experiences by practicing the dialogues. Moreover, the activity of Task 9 (Sit down, please) was changed from playing the instruction dice game into a racing game. This was done to provide the students with a different activity since they already had the instruction dice game in the beginning of the lesson unit.

The last aspect to be revised was related to the appearance of the materials. There were two suggestions from the respondents. Therefore, the researcher added foreword/ introduction and revised the teacher's guide. Later, the revised materials were then called as the second draft of the materials. The researcher also wrote the course grid for the second draft.

5. The Course Grid of The Second Draft Materials

After the evaluation and revision of the first draft materials, the researcher wrote the course grid for the second draft materials. It was developed based on the data of the second questionnaire and the evaluators' suggestions. The researcher revised the sequence of the units, inappropriate pictures, grammatical errors, and the appearance of the materials. She also adjusted the tasks and activities. Later, the course grid was used to develop the second draft materials. The course grid of the second draft materials can be seen in Appendix M.

6. The Second Draft Materials

The second draft materials were developed from the first draft and based on the result of the second questionnaire that was delivered to five materials evaluators. There were some revisions made for this draft. After it was carefully revised, this draft was then implemented. What follows is the explanation of the second draft materials.

a. The Design

1) Unit 1

The unit title is *Sit down, please!* and the theme is instructions. The goals of this unit are to enable the students to give and to respond to instructions verbally. The instructions being learned by the students are those used in the classroom, such as sit down, stand up, clean the board, open the door, and so forth. The language function is about the way to give and respond to instructions verbally. The lesson is aimed at improving the listening skill.

The inputs are in the form of instructions, flashcards of instructions, games and dialogues. The language activities are focused on *spatial* and *bodily-kinesthetic* intelligences. The visualization activity is for the spatial intelligence. Meanwhile, the TPR games are used for the bodily-kinesthetic intelligence.

2) Unit 2

The theme of Unit 2 *Can I Have a Pen?* is things in the bag. The goals of Unit 1 are to enable the students to name the things in their bags correctly, to make a request, and to respond to it correctly. Names of things in the bag being learned in this unit are bag, book, correction pen, crayon, eraser, glue, pen, pencil, pencil case, ruler, scissors, and sharpener. The language function was about the way to make and respond to a request. The lesson is aimed at improving the speaking skill.

The inputs are in the form of a song, flashcards, a game and dialogues. The language activities are focused on *spatial* and *interpersonal intelligences*. The

visualization and the drawing activities are for the spatial intelligence. In addition, the interview game is for the interpersonal intelligence.

3) Unit 3

The theme of Unit 3 *I Like Apples* is fruits. The goals of this unit are to enable the students to name kinds of fruits correctly, to express about likes, and to read or to retell a story. Names of fruits being learned in this unit are apple, orange, strawberry, peach, pear, watermelon, papaya, banana, avocado, pineapple, melon, and mango. The language function is the way to express likes. The lesson is aimed at improving the reading skill.

The inputs are a story, flashcards, puzzles, dialogues and a game. The language activities are focused on the *spatial*, *linguistic*, and *interpersonal intelligences*. The visualization activity is for the spatial intelligence. Further, the story telling is for the linguistic intelligence, while the survey game is for the interpersonal intelligence.

4) Unit 4

In Unit 4 *I Eat a Plate of Fried Rice*, the theme is foods and drinks. The goals of this unit are to make the students to be able to name different kinds of food and drink correctly, to tell their friends the food they eat, and to write sentences about the food they eat. Names of food and drink being learned are fried rice, noodle, soup, meat, bread, jam, chocolate, cake, ice cream, juice, milk, and soft drink. The language function is the way to tell others about the food they eat. The lesson is aimed at improving the writing skill.

The inputs are in the form of menu, flashcards, and dialogues. The language activities are focused on the *spatial* and *logical-mathematical* intelligences. The visualization activity is for the spatial intelligence. Meanwhile, the writing games are for logical-mathematical intelligence. The description of the unit is as follows.

b. The Implementation

To find out the appropriateness of the materials and activities, the researcher implemented the second draft materials. The units being implemented were Unit 1, 2, and 3. Each unit was tried out twice. The implementations were conducted on Mondays and once on Friday at 11.30 a.m. until 12.40 p.m. (see Appendix I).

The researcher played role as a teacher and an observer of her own teaching and learning. Meanwhile, the English teacher and a co-researcher acted as observers. In-depth interviews with the English teacher was done after the class ended in order to collect her opinion and suggestions about the teaching learning process and the implemented materials.

In addition, the researcher also interviewed the co-researcher and asked some questions to the students. After the implementation, the designed materials were analyzed based on the multiple intelligences development (Gardner, 1999), stages of tasks (Cameron, 2001), and components of tasks (Nunan, 1989).

What follows is the explanation of the analysis of the second draft materials. Each task of the units is analyzed based on the field note of implementation or the interview transcript.

1) Unit 1

The first try-out of Unit 1 *Sit down, please!* was conducted on Monday, April 10th, 2009. There were 16 students attended the class. Meanwhile the second try-out was conducted on Friday, April 13th, 2009. It was attended by 17 students.

(a) Goals

(1) Let's Go

The goal of Task 1 was to make the students understand several instructions that were usually found during a teaching learning process. The students seemed to understand the pictures and their instructions. This can be seen from the quotation of the field note below.

> …. Some students followed what the researcher do. **The activity was done until all pictures and their instructions were understood by the students.**
>
> (Appendix I, Field Note 1, Page 196)

Meanwhile, Task 2 aimed at making the students knew how to do several classroom instructions correctly. However, when some students still failed in doing the instructions, the teacher corrected them. The field note is shown below.

> …. The students were to do the instructions. **Most of them willingly and correctly did the instructions,** but some still failed to do the instructions.
>
> (Appendix I, Field Note 1, Page 196)

Based on the try-out, the students understood the instructions, knew how to do the instructions, and said the accompanied-expression correctly. Only a few of them failed in doing the instructions. Therefore, the researcher drew a conclusion that the first part namely *Let's Go* had met the intended goals.

(2) Let's Practice

Task 3 tried to get the students to respond to instructions verbally while saying an accompanied-expression correctly. They did the task well. What follows is the quotation of the field note.

> The researcher checked the students' understandings by giving instructions to several students. **All of them correctly said the expressions.**
>
> (Appendix I, Field Note 1, Page 197)

Further, the researcher also learned from the opinion of the co-researcher. She said that the researcher should focus on the students who were not able to follow the lesson. Notice the excerpt of the interview below.

> CR : *Lumayan dapet sih.. Tadi yang nggak bisa ya cuma beberapa to. Berarti besok lagi harus lebih diperhatiin yang kira-kira belum bisa itu.*
> (I think it was good enough. Some students failed but it is okay. Next, you must pay more attention to those students)
>
> (Appendix G, Transcript 1c, Page 188)

Task 4 was intended to support the students with more practices of previously learned materials. The students were to listen to the teacher giving instructions. The students must respond to the instructions verbally and said an accompanied-expression. The field note is shown below.

> …. Overall, **most of the students did the instructions and said the accompanied-expression correctly.** Less than five students needed more practices.
>
> (Appendix I, Field Note 1, Page 197)

Further, in Task 5, the teacher added more instructions. This was intended to make the students knew more instructions. The field note infers that the task was done well.

> Next, the researcher exemplified more instructions as in Task 5 page 7…**After repeating the instructions twice and the students seemed to understand**…
>
> (Appendix I, Field Note 2, Page 198)

Meanwhile, Task 6 was to get the students to work in pairs. In the pairworks, most of the students looked enthusiastic. The teacher made some review about the pair work. This can be seen from the quotation of the field note below.

> **The class activity continued with the students practiced doing pair work.** Each student in pairs must choose a card containing a certain instruction… **Most of the pairs looked enthusiastic,** only some did the task unwillingly. After all pairs finished doing the task, the researcher made a review.
>
> (Appendix I, Field Note 1, Page 197)

The goal of Task 7 was that the students could match the pictures and their instructions correctly. The field note infers that the task was done well.

> The researcher continued … on Task 7 page 4. … **Most of the students did the task correctly.**
>
> (Appendix I, Field Note 2, Page 198)

From the try-out, the students had experienced more practices of giving and responding to instructions. They could cooperate with their friends. They also enjoyed the game. However, some students still failed in responding to the

instructions. Therefore, from the intended goals, the researcher drew a conclusion that the part *Let's Practice* met the intended goals. However, some tasks needed to be revised.

(3) Let's Have Fun

Task 8 was intended to check the students' understandings as well as to stimulate the students' willingness to work in groups. The researcher read the instructions. In a small group, the students chose and stick instruction cards. This can be seen from the quotation of the field note below.

> A next activity was the racing game. … **All the students looked enjoy with the game this time.**
> (Appendix I, Field Note 1, Page 197)

Further, Task 9 was to support the students to practice giving and responding to instructions while playing a game. What follows is the quotation of the field note.

> … the researcher led the students to play **a game called *Simon Says*…The students enjoyed the game.**
> (Appendix I, Field Note 2, Page 198)

The last, Task 10 supported the students' learning by providing a song related to the materials being learned. This was supported by the result of implementation follows. What follows is the quotation of the field note.

> She then led the students to sing Teddy Bear song. **Most of them sang the song confidently** since they had sung it many times.
> (Appendix I, Field Note 2, Page 198)

However, the researcher got some advices from the English teacher about this part. The excerpt of interview is shown below.

> T : *Ya kalau pakai game memang menyenangkan, Mbak. Agak ramai tapi nggak apa-apa. Ya berhasil lah tekniknya. Besok tinggal ditambah-tambah saja.*
> *(*It is fun using a game. I think it works although the students are noisy, but it is good. Next time it will be much better*)*
>
> (Appendix G, Transcript 6a, Page 177)

Based on the try-out, most of the students could match the instructions with their pictures correctly. The students also enjoyed the game and the song. The researcher concluded that the part namely *Let's Have Fun* had met the intended goals.

(b) Input

The focus of Unit 1 was on spatial and bodily-kinesthetic intelligence. The visualization activities were done by showing a number of instructions flashcards and the pictured-dice. These were intended to promote the spatial intelligence. Meanwhile, the TPR game *Simon says* and the racing game were for the bodily-kinesthetic intelligence.

(1) Let's Go

The input in Task 1 was instruction dice game. The game was supported with the use of a big dice with pictures of instructions on its sides. This can be seen from the quotation of the field note below.

> …. **The researcher continued by showing a big dice with pictures of instructions on its sides. The students shouted and wanted to hold the dice.**
>
> (Appendix I, Field Note 1, Page 196)

Meanwhile, Task 2 was presented through flashcards. The following field note infers that the inputs were interesting.

> Next, the researcher showed several flashcards and said the instructions from the flashcards. **The students looked at the pictured-flashcards enthusiastically.** Some students from the back rows walked to the front to see the pictures.
>
> (Appendix I, Field Note 1, Page 196)

In addition, the researcher got opinions from the interview with the students. Notice the following excerpt of the interview.

> R : *Kemarin gimana pas ngelihat dadu raksasanya?*
> *(*What did you think about the big dice?*).*
>
> S11 : *Wah langsung pengen pinjem eh, Miss hhe..*
> (I was about to borrow it, Miss)
>
> R : *Kalau gambar-gambarnya jelas nggak?*
> *(*What about the pictures? Were they clear?*)*
>
> S11 : *Kalau dari tempatku ya jelas, nggak tau kalau dari belakang. Piye kowe?*
> (It was clear from my position, Miss. What about you?)
>
> S12 : *Jelas kok Miss. Kalau lebih gede lagi ya tambah jelas.*
> (It was clear, Miss. It would be clearer if it was bigger)
>
> (Appendix G, Transcript 4ba, Page 181)

Based on the try-out, the inputs in this part were appropriate. They were clear and interesting. Therefore, the researcher drew a conclusion that the first part *Let's Go* had appropriate inputs.

(2) Let's Practice

In Task 3, the dialogues promoted the examples of giving and responding to instructions. The field note is shown as follows.

> Further, **the researcher gave examples of responding to instructions verbally while saying "Yes, Ma'am" to the teacher and "Okay" or "Yes" to a friend.**
>
> (Appendix I, Field Note 1, Page 197)

The input for Task 4 was the teacher's instructions. She said the instructions that the students should do. This can be seen from the quotation of the field note below.

> …**The researcher checked the students' understandings by giving instructions to several students.**
>
> (Appendix I, Field Note 1, Page 197)

Further, Task 5 used the flashcards of instructions. It was intended to give more vocabulary of instructions. What follows is the quotation of the field note.

> Next, the researcher exemplified more instructions as in Task 5 page 7. **She also showed the flashcards.**
>
> (Appendix I, Field Note 2, Page 198)

In Task 6, the researcher provided the pairs of students with cards to choose and practice in dialogues. The researcher got the opinions of the students about the inputs as in the following transcript.

> R : *Bisa nggak pas sama teman kalian saling ngasih aba-aba?*
> *(*Could you give and respond to the instructions?*).*
> S12 : *Bisa Miss, kan tinggal bilang oke..*
> (Yes, I can)
> S11 : *Untung kita kemarin milihnya kartu yang gampang ya?*
> *(Fortunately, we chose the easy cards, right?)*
> S12 : *Hooh ya, untung gampang, jadi bisa, gak malu-maluin.*
> (Yes, we were lucky. The instruction was easy, so I could do it and I was not embarassed)
>
> (Appendix G, Transcript 4b, Page 182)

Further, the English teacher gave a positive comment related to the inputs in this part. Notice the following interview transcript.

> T : *Ya, sepertinya dengan materi yang menarik, mereka jadi antusias ya, Mbak... Anak-anak cukup aktif*
> (I think with interesting materials, the students became more enthusiastic in the teaching elearnig process… They were quite active).
>
> (Appendix G, Transcript 6a, Page 177)

The input of Task 7 was pictures to match with the researcher's instructions. Notice the following transcript of interview with the students.

> R : *Pas latihan yang suruh ngasih nomor itu gimana? Mudah kan?*
> (What about the matching task? Was it easy?)
> S13 : *Lumayan. Aku salah satu. Lha gambarnya beda Miss.*
> (It was so so. I got one wrong number)
>
> *R* : *Kalau lagunya gimana? Kamu ikut nyanyi nggak?*
> (What about the song? Did you sing it?)
> S13 : *Nyanyi sih Miss, tapi aku nggak suka nyanyi.*
> (I sang it although I did not like singing).
> (Appendix G, Transcript 5b, Page 182)

Based on the try-out, the inputs in this part were appropriate. However, in relation to the goals, the researcher needed to revise Task 5. Therefore, the researcher drew a conclusion that the second part namely *Let's Practice* had appropriate inputs.

(3) Let's Have Fun

Further, Task 8 was a pictures of instructions for each group. The researcher learned from the co-researcher's opinion. The following excerpt of interview is shown below.

> CR : *Tadi pas* racing game *itu ada aja yang nggak bantuin kelompoknya...* Padahal yang lain hepi deh.

> *(*In the racing game, some students did not help their friends.. In contrast, the others looked enjoy it.*)*
>   (Appendix G, Transcript 1c, Page 188)

Furthermore, Task 9 was a popular TPR game called Simon Says. What follows is the quotation of the field note.

> After repeating the instructions twice and the students seemed to understand, the researcher led **the students to play a game called *Simon Says*** …. The students enjoyed the game.
>   (Appendix I, Field Note 2, Page 198)

The input for Task 10 was an instruction song modified from a popular kids' song entitled Teddy Bear. The researcher drew a conclusion from the interviews with the co-researcher and the students as what follows.

> R   :   *Hehe gitu ya. Kalau lagunya suka ndak?*
>   (OK. What about the song? Do you like it?)
>
> S14   :   *Suka. Itu aku pernah dengar. Tapi nggak kayak gitu.*
>   (I like it. I have heard it before, but rather different)
>
>   (Appendix G, Transcript 7b, Page 183)

Based on the try-out, most of the students could match the instructions with their pictures correctly. The students also enjoyed the game and the song. Therefore, the inputs in this part, *Let's Have Fun* were appropriate.

(c) Activities

(1) Let's Go

In the preparation activities, the features of multiple intelligences were promoted through media and activities. The dice of instructions in Task 1 was

used to promote the spatial intelligence, while the flashcards of instructions in Task 2 were used to promote the linguistic intelligence.

The activity in Task 1 was the students paying attention to the teacher's instructions. Further, flashcards of instructions were provided for the students in Task 2. The students followed the teacher's instructions. The field note is shown as follows.

> …. **The researcher continued by showing a big dice with pictures of instructions on its sides.** The students shouted and wanted to hold the dice.
>
> (Appendix I, Field Note 1, Page 196)

In addition, the researcher got opinions from the interview with the students. Notice the following excerpt of interview.

> R   : *…kamu bisa nggak pas disuruh melakukan instruksi? (*Could you do the instructions?*).*
>
> S11 : *Aku agak bingung sama aba-abanya. Tapi pas diulangi lagi, lumayan bisa.*
> (I was confused with the instructions. However, I could do it when it was repeated again)
>
> (Appendix G, Transcript 4b, Page 182)

Based on the try-out, the activities in *Let's Go* ran well because the researcher repeated the instructions if the students seemed to get confused. However, the researcher needed more repetition of giving instructions. This part has also fulfilled the students' multiple intelligences needs.

(2) Let's Practice

In the core activities, the activity in Task 3 was used to improve the personal-goal setting as it promoted the intrapersonal intelligence. Further, the

activity of Task 4 was used to promote the intrapersonal intelligence through personal-goal setting. Meanwhile, Task 5 was used to promote the linguistic intelligence by showing and telling names of instructions. Furthermore, Task 6 promoted the interpersonal intelligence through pairwork and Task 7 promoted the intrapersonal intelligence through personal-goal setting.

Meanwhile, in Task 3, the students listened to the teacher and learned to say the expression to accompany verbal response of instructions. Below is the field note of the try-out.

> … Next, **the researcher showed several flashcards and read the instructions from the flashcards**. ... The researcher repeated the instructions carefully if the students seemed to get confused.
> (Appendix I, Field Note 1, Page 196)

In Task 4, the students were practicing to do the instructions verbally. Below is the excerpt of the implementation.

> Further, **the researcher gave examples of responding to instructions verbally while saying "Yes, Ma'am" to the teacher and "Okay" or "Yes" to a friend…**. Overall**, most of the students did the instructions and said the accompanied-expression correctly.**
> (Appendix I, Field Note 1, Page 197)

Further, in Task 5, another flashcards of instructions were provided for the students. The students followed the teacher's instructions. What follows is the quotation of the field note.

> Next, **the researcher exemplified more instructions as in Task 5 page 4.** She also showed the flashcards.
> (Appendix I, Field Note 2, Page 198)

Meanwhile, in Task 6, the students practiced giving and responding to instructions in pairs. Notice the quotation of the field note as follows.

The class activity continued with the students doing pair works…After all pairs finished doing the task, the researcher made a review. She gave instructions to some students who still did mistakes.

(Appendix I, Field Note 1, Page 197)

The activity for Task 7 was the students listened to the teacher saying some instructions. The students matched the instructions by numbering the given pictures. The interview is as follows.

R   : *Pas latihan yang suruh ngasih nomor itu gimana? Mudah kan?*
        *(*What about the matching task? Was it easy?*)*
S13 : *Lumayan. Aku salah satu. Lha gambarnya beda Miss.*
        (It was so so. I got one wrong number)

(Appendix G, Transcript 5b, Page 182)

In addition, the researcher got opinions from the interview with the co-researcher. Notice the following excerpt of interview.

CR   : *Ini lhoh. Task 5 ini mendingan digabung sama task yang ini, Task 2. Terus yang touch the desk kayaknya diganti aba-aba yang lain apa dihapus aja. Agak aneh deh.*
        (I think Task 5 should be put in Task 2. You should change the instructions touch the desk or remove it.)
                    (Appendix G, Transcript 2c, Page 188)

However, the researcher also got some positive comments. The comments can be seen from the following interview transcript.

CR : *Malah tadi yang main lari trus nempelin itu sukses deh menurutku...* Overall, good job *bok, kan ada yang semangat juga tadi pas* Simon Says. (I think the racing game was successful… Overall, you did succeed since some students enjoyed the game so much) (Appendix G, Transcript 2c, Page 188)

R : *Kalau game nya gimana,seneng nggak?* *(What about the game? Did you like it?)* S12 : *Aku suka sih kalau pakai game gitu. Seru trus gampang kok* (I liked it. It was fun and easy for me) S11 : *Aku juga suka.* (Me, too) (Appendix G, Transcript 4b, Page 182)

From the try-out, the activities in *Let's Practice* part ran quite well since the students enjoyed the game and understood the lesson. However, some parts of the task were inappropriate. Thus, these parts needed some revisions. In addition, this part had met the students' multiple intelligences needs.

(3) Let's Have Fun

In the follow up activities, Task 8 promoted the intrapersonal intelligence since it was an individual task. Moreover, Task 9 promoted the interpersonal intelligence since it was a game played in a group. The last, Task 10 promoted the musical intelligence through a song.

In Task 9, the students played a racing game in groups. The last task, Task 10 provided a song about instructions. The students sang the song together. The researcher learned to review the implementation based on the field note.

> R : *Ya, ya. Seruan yang lari sama kelompok? Apa Simon Says nya?*
> (Which one were you interested in? The racing game or Simon Says game?)
> S13 : *Aku sih suka Simon Says nya, tapi ya dua-duanya suka.*
> (I like both, but I think *Simon Says* is better.)
>
> (Appendix G, Transcript 5b, Page 182)

Furthermore, in Task 9, the students played a TPR game called *Simon Says*. What follows is the extract taken from the field note of the implementation.

> After repeating the instructions twice and the students seemed to understand, **the researcher led the students to play a game called *Simon Says*.**
>
> (Appendix I, Field Note 1, Page 198)

> R : *Kamu suka game yang mana kemarin? Simon Says apa yang main racing?*
> (Which one were you interested in? The racing game or Simon Says game?)
> S14 : *Aku suka main yang lari-larian, Miss.*
> (I liked the racing game)
> R : *Kalau lagunya suka ndak?*
> (What about the song? Did you like it?)
> S14 : *Suka. Itu aku pernah dengar.*
> (I liked it. I have heard it once.)
>
> (Appendix G, Transcript 6b, Page 183)

Based on the try-out, the activities ran well. However, there was a suggestion to vary the games used in the materials. This part has also fulfilled the students' needs for multiple intelligences development.

(d) Teacher's Role

(1) Let's Go

In this preparation activity, the researcher was as the resource for the students. She firstly delivered the material of instructions. The researcher was also the guide. She guided the students in understanding how to respond to instructions verbally. This can be seen from the following field note.

> …the researcher **distributed** the students' workbooks namely SMILE. .. She began by **giving an instruction** to one of the students to stand up… The researcher continued the lesson by **showing** a big dice with pictures of instructions on its sides…. the researcher **gave** examples of responding to instructions verbally
> (Appendix I, Field Note 1, Page 196)

(2) Let's Practice

Getting into the core activity, the teacher played a role as a director. She directed the students to do the instructions. Further, she was also an observer. She observed the students while they were doing the activities. When it was a game activity, she played the role as a facilitator. The field note is shown below.

> She **repeated** the instructions already learned. The students were to do the instructions… The researcher **checked** the students' understandings by giving instructions to several students… the researcher **led** the students to play a game called *Simon Says*.
> (Appendix I, Field Note 1, Page 197)

(3) Let's Have Fun

The teacher was the facilitator for the students when they were doing the matching activity in this follow-up section. At the dice game, the teacher was also

a facilitator and an observer. She kept the game so it could run well. At last, she

facilitated the students to sing the instructions song. The field note is as follows.

> **The researcher said some instructions** and the students were to write number 1, 2, 3, 4, or 5 below the matching pictures. **She repeated the instructions twice** so that **she can monitor** the students. A next activity was the Dice Game. … **The researcher observed and guided** each group in doing the game.
> (Appendix I, Field Note 2, Page 198)

From the try out, the teacher was as the resource, guide, director, observer,

and facilitator.

(e) Learner's Role

(1) Let's Go

In this preparation activity, the students mostly took the negotiative role.

They mostly listened and gave respond to the teacher delivering the material about

instructions. Below is the excerpt of the implementation.

> … **The students were to do the instructions.** Most of them willingly and correctly did the instructions, but some still failed to do the instructions and mispronounce the instructions.
> (Appendix I, Field Note 1, Page 196)

(2) Let's Practice

In the core activity stage, the students were as active participants. They did

the pairwork. They took turns with their friends. The following field note infers

the students' role.

> …Overall, **most of the students did the instructions and said the accompanied-expression correctly. One student gave an instruction while the other responded to the instruction verbally** while saying "Okay" or "Yes."
> (Appendix I, Field Note 1, Page 197)

(3) Let's Have Fun

During the follow-up activity, the students took both the negotiative and active roles. They played games and singing a song. The field note is shown as follows.

> Each group wanted their team to win. All the students looked enjoy with the game.
>
> (Appendix I, Field Note 2, Page 197)

In summary, based on the try out, the students actively played the active and negotiative role.

(f) Settings

(1) Let's Go

The class was traditionally arranged during the preparation activities. The students sat on their chairs and faced the teacher in the front of the class. The tasks and activity were employed for an independent setting of work.

(2) Let's Practice

The pairwork setting was employed in the core activities. The students were also asked to stand in front of the class while doing the pair work activity.

(3) Let's Have Fun

At last, the students changed their seats during the follow-up activities. They sat in groups of four or five students. They played the game to compete with other groups. When they had chosen the card, they stuck the card on the flannel board at the front part of the class. Therefore, the students could work in a small group. Besides, they played *Simon says* game which employed individual actions.

In conclusion, based on the try out, the setting was various. At first, it was set traditionally for individuals. Then it was changed into pair, group, or even whole-class activity.

2) Unit 2

The first try-out of Unit 2 *Can I Have a Pen*? was conducted on Monday, April 20th, 2009. All the students attended the class. Meanwhile the second try-out was conducted on Monday, April 27th, 2009. All the students also attended it.

(a) Goals

(1) Let's Go

The goal of Task 1 was to get the students to listen to a recorded song played by the teacher and could sing it. The students were expected to be able to name things in the bag mentioned in the song. Notice the following field note.

> She played the song once. **The students carefully listened to the song. …They sang it loudly and confidently.,,** … She asked the students to name the things mentioned in the song. **The students shouted while trying to mention the things and the class became noisy.**
>
> (Appendix I, Field Note 3, Page 199)

Meanwhile, in Task 2, the goal was to get the students to be able to name things in the bag correctly. The field note is shown below.

> …Moreover, she showed several flashcards of things in the bag. **Most of the students correctly mention name of things in the bag.**
>
> (Appendix I, Field Note 4, Page 200)

Further, in Task 3, the students were able to say the expression of possession while in Task 4, the students were able to show and tell the things inside their bags. The result of the implementation can be seen from the following field note.

> **The researcher then took some things found in the bag**. She showed the things one by one. She repeated the name of each thing. **The students said after the teacher**…When **the student had said a correct expression, she moved to ask several other students.**
>
> (Appendix I, Field Note 3, Page 199)

Based on the try-out, most of the students could name the things in the bag and say the expression of possessing things correctly. However, some students failed in using the expression and mentioning the things. The researcher concluded that the first part *Let's Go* had fulfilled the goals of learning.

(2) Let's Practice

Task 5 was intended to support the students with practices to respond to a request. Notice the excerpt of the field note as follows.

> … she borrowed a thing from the student. This time, **the student looked confident in responding the teacher's expression. The student then handed the thing the teacher borrowed.**
>
> (Appendix I, Field Note 3, Page 199)

Meanwhile, Task 6 was to get the students to work in pairs. They had to make a dialogue with a friend to express making a request and responding to the request. The following field note reveals the activity.

> The next activity was **the students to take turn in pairs by practicing requesting a thing**... **All the students got the chance to do the practice.**
>
> (Appendix I, Field Note 3, Page 200)

Next, Task 7 and Task 8 were integrated listening activities intended to check the students' vocabulary about things in the bag. In Task 7, the students needed to write the name of things in the bag while in Task 8, the students needed to draw them correctly. Notice the following field note to see the result of the implementation.

> The researcher continued…Task 7. It was a listening and writing activity….**The students filled in the blanks of the dialogues** on their books. Another similar task was Task 8 on page 12. **The students were to draw the picture of things in the bag** mentioned by the teacher.
>
> (Appendix I, Field Note 4, Page 200)

From the try-out, the students had experienced more practices of making a request and responding to it. Some succeeded in doing it while some failed. Further, the researcher got another opinion from an interview with students.

> R : *Hooh pinter. Ada yang lain juga* Here's a pencil. *Coba kamu, inget kalau menolak misalnya kamu nggak punya pensil...?*
> (Excellent! The other expression is Here's a pencil. What about you? Do you still remember how to decline the request because you don't have a pen?)
> S16 : *Bilang sorry aja nggak apa-apa to Miss?*
> (Can I just say sorry, Miss?)
>
> (Appendix G, Transcript 7b, Page 188)

The interview revealed that the student did not say the correct expression. The student's answer was incomplete. The following was another interview with the students related to this part.

> R : …*Bisa nggak ngisi yang dengar percakapan itu? Yang isi nama benda..*
> (…Can you fill in the blank dialogues?)
> S17 : *Aku betul semua, Miss.*
> (Mine is all correct, Ma'am.)
> R : *Yang suruh nggambar gimana? Bisa kan ya?*
> (What about the drawing activity? Can you do it?)
> S18 : *Bisa, Miss. Lumayan gampang sih.*
> (Yes, I can. It was quite easy.)
>
> (Appendix G, Transcript 8b, Page 184-185)

Moreover, in Task 7, most of the students did it well. Some failed to write one or two letters in a word. On task 8, all students enjoyed drawing. Most of them succeeded in drawing the things mentioned by the teacher. Therefore, the researcher drew a conclusion that the tasks met the intended goals.

(3) Let's Have Fun

The goal of Task 9 was that the students could work in a team. They must be very careful to say the expression of request and its answer. They must give contribution to the team. The last, in Task 10, the students sang a song related to the materials being learned. This was supported by the following excerpt.

> **The lesson was continued with a game**. …. Some were serious. …After the teams changed their positions as the interviewee and interviewer, they count the things that were collected.
> (Appendix I, Field Note 4, Page 200)

> … The teacher asked **the students to sing the song *Can I have a pen*? together.**
> (Appendix I, Field Note 4, Page 201)

In conclusion, the part *Let's Have Fun* was appropriate because the tasks were in line with the goals.

(b) Input

The focus of Unit 2 was on spatial and interpersonal intelligence. The researcher used the visualization activity by showing flashcards of things in the bags. Further, the drawing activity was to promote the spatial intelligence and the interview game was for the interpersonal intelligence.

(1) Let's Go

The input in Task 1 was a song entitled *Can I Have a Pen?* The following transcript of interview infers the use of the song.

> R : *Oo nggak suka berarti. Lagunya jelek ya?*
> (You don't like the song? It is bad, isn't it?)
>
> S15 : *Enggak kok, Miss. Bagus lagune, kan sama kayak belajarnya kemarin. Aku agak ngantuk aja.*
> (It is not. The song is nice. I'm just sleepy.)
>
> (Appendix G, Transcript 7b, Page 183)

Meanwhile, Task 2 was presented through real objects and also flashcards. The field note is shown as follows.

> The researcher then took some things found in the bag. **She showed the things one by one.** She repeated the name of each thing…
>
> (Appendix I, Field Note 3, Page 199)

> **…** She began by asking some students to say name of things in the bag. **Moreover, she showed several flashcards of things in the bag.**
>
> (Appendix I, Field Note 4, Page 200)

Task 3 used a dialogue about the way to tell someone about possession i.e. things in the bag. Further, the input of Task 4 was an expression of telling about one's possession. The following interview infers the use of the inputs.

> R : *Coba, masih inget minggu lalu kita belajar menyebut benda-benda yang di dalam* tas. Masih inget nggak gimana bilangnya?
> (Do you still remember how to name the things in our bags?)
> S17 : Pakai *I have* gitu ya, Miss?
> (Using the words I have, right?
>
> (Appendix G, Transcript 8b, Page 184)

From the implementation, the researcher concluded that the students liked the song and knew how to express about possessions. Therefore, the researcher drew a conclusion that the first part named *Let's Go* had appropriate inputs.

(2) Let's Practice

In Task 5, the dialogues promoted the examples of making and responding to a request i.e. borrowing things. Notice the excerpt of the field note as follows.

> … **she borrowed a thing from the student.** This time, the student looked confident in responding the teacher's expression. The student then handed the thing the teacher borrowed.
> (Appendix I, Field Note 3, Page 199)

Further, Task 6 gave examples of dialogues with a friend. The field note is shown below.

> **The researcher also exemplified how to decline to a borrowing-things expression**. ..The next activity was the students to take turn in pairs by practicing requesting a thing and responding to the request...
> (Appendix I, Field Note 3, Page 199)

In task 7, the input was in the form of recorded dialogues. Meanwhile on Task 8, the input was the teacher's voice telling the things the students should draw. The researcher got the opinions of the students about the inputs as in the following transcript.

> R : *Suara yang di tape jelas nggak?*
> (Was the sound from the recorder clear?)
>
> S17 : *Enggak terlalu. Lumayan.*
> (Not really but enough.)
>
> S18 : *Lumayan kok, Miss. Tapi lebih jelas kalo pas diulangi sama Miss Ani.*
> (It was quite clear, but it was clearer when you repeated it)
> (Appendix G, Transcript 8b, Page 185)

From the interviews, the inputs in this part were appropriate. However, the recorded-dialogued needed to be revised since some students said that the recorded dialogues were not so clear. The researcher drew a conclusion that the second part namely *Let's Practice* had appropriate inputs but needed some revision of ways to deliver the dialogues.

(3) Let's Have Fun

The input of Task 9 was an interview game. Further, Task 10 was a song entitled *Can I Have a Pen?* The researcher drew a conclusion from the interviews with the co-researcher and the students as follows.

> CR : *Gamenya lumayan berhasil menurutku. Tadi kan keliatan pada kompak biar timnya yang menang.*
> (*The interview game was quite successful. The students were cooperative to make their own team win*).
> (Appendix G, Transcript 4c, Page 189)

> R : *Lagu yang* Can I have a Pen *suka nggak? Sukanya nyanyi apa nggak sih?*
> (Do you like the *Can I have a pen?* Song? Do you like singing?).
>
> S17 : *Suka kok Miss. Aku suka nyanyi.*
> (I liked it. I like singing)
>
> S18 *Saya juga, Miss. Tapi agak susah bilang* Sure.
> (I liked it, too. It was not easy to say the word Sure)
> (Appendix G, Transcript 8b, Page 185)

Based on the try-out, the students could cooperate in the team. They liked the game. Further, the students also enjoyed the song. However, there was a suggestion to revise the rule of the game in Task 9. Above all, this part *Let's Have Fun* had met the intended goals.

(c) Activities

(1) Let's Go

In the preparation activities, the features of multiple intelligences were promoted through some media. The song in Task 1 was used to promote the musical intelligence, while *realia* and flashcards of instructions in Task 2 were used to promote the spatial as well as the linguistic intelligence.

The activity in Task 1 was the students listening to a song entitled *Can I Have a Pen?* played by the teacher.

> …**She played the song once….She asked the students to name the things mentioned in the song.** The students shouted while trying to mention the things and the class became noisy….
> (Appendix I, Field Note 3, Page 199)

Further, in Task 2, the students were provided with flashcards and real object of things found in the bag. Since the things being learned were quite familiar, the students were given a chance to guess the name of the things . Then the teacher said the name of the each thing with correct pronunciation. The students said it after the teacher.

> The researcher then took some things found in the bag. **She showed the things one by one.** She repeated the name of each thing…
> (Appendix I, Field Note 3, Page 199)

Based on the try-out, the activities in this part *Let's Go* ran well since the students were familiar with the material being learned i.e. the things in the bag. In addition, this part had promoted the proper activities for the students' multiple intelligences needs.

(2) Let's Practice

In the core activities, the activities in Task 3 and 4 were used to improve the personal-goal setting as it promoted the intrapersonal intelligence. Task 5 and Task 6 were intended for the interpersonal intelligence. The activities of Task 7 and 8 were used to promote the intrapersonal intelligence through personal-goal setting.

In Task 3, the students listened to the teacher and learned to say the expression of possessing things. The following field note reveals the implementation.

> … She repeated the name of each thing…**The students said after the teacher**…When the student had said a correct expression, she moved to ask several other students.
> (Appendix I, Field Note 3, Page 199)

Furthermore, in Task 4, each student was to mention the things found in their bags. They had to use the previously learned expression. The following is the field note of the try-out.

> **The researcher then took some things from the students' bag** … She asked what things were in the student's bag. **She guided the student to answer her question correctly.**
> (Appendix I, Field Note 3, Page 199)

In Task 5, the students practiced to respond to a request of borrowing things.

> The researcher also exemplified how to decline to a borrowing-things expression. She then led **the students to say the expression of borrowing things and the answer.**
>
> (Appendix I, Field Note 3, Page 198)

Further, in Task 6, the students took turns to practice making a request and responding to the request. What follows is the excerpt of the field note.

> **The next activity was the students to take turn in pairs by practicing requesting a thing and responding to the request in front of the class.**
>
> (Appendix I, Field Note 3, Page 200)

The activities of Task 7 were listening and matching activities. Meanwhile the listening and drawing activities were for Task 8. What follow is the extracts taken from the field note of the implementation.

> …by asking the students to open their workbooks on page 10, Task 7. **It was a listening and writing activity**….. Another similar task was Task 8 on the same page. **The students were to draw the picture of things in the bag mentioned by the teacher.**
>
> (Appendix I, Field Note 3, Page 201)

However, the researcher also got some comments from the co-researcher. The comments can be seen from the following interview transcript.

> CR : *Tadi yang nggak jelas itu tuh, yang pas berpasangan tapi harus mikir nentuin bendanya*
> (I think the pair work did not run well. Some students got confused when they must decide the things to mention in their dialogues.)
>
> (Appendix G, Transcript 4c, Page 189)

From the try-out, the activities in this part ran quite well since the students enjoyed the game. However, some parts of the task were inappropriate, thus, these parts needed some revision. Seeing from the multiple intelligences features, this part *Let's Practice* had met the students' needs.

(3) Let's Have Fun

In the follow up activities, Task 9 promoted the interpersonal intelligence since it was a game played in a team. The last, Task 10 promoted the musical intelligence through a song.

The activities for Task 9 were the students played an interview game in a big team. The following excerpt of interview infers that the game was quite successful.

R	:	*Gamenya gimana? Sukses nggak?*
		(How was the game? Did it succeed?)
CR	:	*Gamenya lumayan berhasil menurutku.*
		(I think it quite succeeded)
		(Appendix G, Transcript 4c, Page 189)

The last task, Task 10 provided a song about requesting something. The students sang the song together. The following excerpt is the review of the implementation.

R	:	*Kalau lagu lumayan ya? Emang pada suka nyanyi.*
		(What about the song? They mostly liked to sing)
CR	:	*Iya lah. Semua bersuara kalo lagi nyanyi.*
		(Of course. They all sang the song)
		(Appendix G, Transcript 4c, Page 189)

Based on the try-out, the activities of part *Let's Have Fun* ran well. However, there was a suggestion to revise the game used in the materials. The game can be done by smaller group instead of big groups. This part had met the students' multiple intelligences needs.

(d) Teacher's Role

(1) Let's Go

In the preparation activity, the researcher as the teacher played a role as the resource for the students. She firstly delivered the material of things in the bag. The researcher was also the guide. She guided the students to understand about the proper way to express the possession. What follows is the quotation of the field note.

> **She began the lesson by playing a song using a tape recorder**…. **She guided** the student to answer her question correctly… The teacher repeated the sentence again…
>
> (Appendix I, Field Note 3, Page 199)

(2) Let's Practice

Getting into the core activity, the teacher played a role as a guide. She led the students to learn to respond to a request. She also led the students to practice making a request. The teacher was also a director. She directed the students to practice taking turns with their friends to express how to make a request and to respond to it. Notice the following field note.

> She guided the student to answer her question correctly. When the student had said a correct expression, **she moved to ask several other students.**
>
> (Appendix I, Field Note 3, Page 199)

Further, she was also an observer. She observed the students while they were doing the activities. When it turned to listening and matching or drawing activity, the teacher was a facilitator. This can be inferred from the excerpt below.

> The students were to draw the picture of things in the bag **mentioned by the teacher**. After all the students finished doing the task, it was discussed together.
>
> (Appendix I, Field Note 4, Page 201)

(3) Let's Have Fun

During the interview game, the teacher was also a facilitator and an observer. She kept the game so it could run well. The field note is shown below.

> Some pairs were confused to choose what things they would mention in the dialogue. Reading this situation, **the researcher assisted them to choose the things…**
>
> (Appendix I, Field Note 3, Page 200)

At last, the teacher facilitated the students to sing the song about things in the bag.

Based on the try-outs, it can be concluded that the teacher was the resource, guide, director, observer, and facilitator.

(e) Learner's Role

(1) Let's Go

In this preparation activity, the students mostly took the negotiative role. They listened and responded to the teacher delivering the material about the things

in the bag. Moreover, they also took the active role when they had to express about their possessions. The field note is as follows.

> . .. Some answered correctly and some others shook their head…
> **The student looked confident in responding the teacher's expression.** The student then handed the thing the teacher borrowed.
>
> (Appendix I, Field Note 3, Page 199)

(2) Let's Practice

In the core activity stage, the students were as active participants. They actively made and responded to a request. They also did the pair work. They took turns with their friends. Further, they had the negotiative roles during listening and matching or drawing activity. The field note reveals the students' role.

> The next activity was **the students to take turn in pairs by practicing requesting a thing and responding to the request** in front of the class.
>
> (Appendix I, Field Note 3, Page 200)

(3) Let's Have Fun

During the follow-up activity, the students took both the negotiative and active roles. They played a team-work game and sang a song. Notice the following field note.

> **The lesson was continued with a game.** The game was an interview game. The researcher divided the class into two teams, namely team A and B.
>
> (Appendix I, Field Note 4, Page 201)

In summary, based on the try out, the students actively played the active and negotiative roles.

(f) Settings

(1) Let's Go

In the preparation activity stage, the class was traditionally arranged. The students sat on their chairs and faced the teacher in the front of the class. The tasks and activities were done for an independent setting of work.

(2) Let's Practice

The pairwork setting was used during the core activity stage. The students were also asked to stand in front of the class while doing the pair work activity.

(3) Let's Have Fun

In the follow-up activity stage, the class was set for team-works. The class was divided into two teams. Each team was to work cooperatively.

In summary, based on the try out, the setting was varied. At first, it was set traditionally for individuals. Then it changed into pair and group-work activity.

3) Unit 3

The first try-out of Unit 3 *I Like Apples* was conducted on Monday, May 4th, 2009. It was attended by 17 students. Meanwhile the second try-out was conducted on Monday, May 18th, 2009. All 18 students attended it.

(a) Goals

(1) Let's Go

The goal of Task 1 was to get the students to listen to a story told by the teacher. The students looked enthusiastic in listening to the story. This is shown in the following field note.

> The researcher told the students that she would start telling the story entitled *Cato the Hungry Caterpillar*…**They looked curious and enjoyed the story much.**
>
> (Appendix I, Field Note 5, Page 201)

Meanwhile, Task 2 was to make the students to be able to name the fruits heard from the story. All students tried to mention the names of the fruits. Notice the field note as follows.

> ..the researcher asked the students to name the fruits they hear from the story. **Most of the students tried to mention names of fruits they knew.**
>
> (Appendix I, Field Note 5, Page 202)

Further, in Task 3, the students were to understand and name the fruits shown by the researcher correctly.

> To continue the lesson, the researcher showed several more flashcards of fruits. **The students repeated the name of each fruit after the teacher.**
>
> (Appendix I, Field Note 5, Page 194)

Furthermore, in Task 4, the students were to rearrange puzzles of fruits and name them correctly. The activity was done in pairs.

> The next activity was the students were asked to rearrange puzzles of fruits, in pairs… **All students did the activity happily.**
>
> (Appendix I, Field Note 5, Page 202)

Based on the try-out, most of the students could name the fruits correctly. Therefore, the researcher concluded that the first part named *Let's Go* had fulfilled the goals of learning. However, there was a suggestion to include Task 2 into Task 1 since the goal and activity are similar.

(2) Let's Practice

Task 5 was intended to support the students with practices to respond to a question about likes. They were able to express their likes. Notice the following field note to see the result of the implementation.

> She exemplified how to express likes, using the expression *'I like (apples)"* correctly. … **Most of the students said the expressions correctly.**
>
> (Appendix I, Field Note 5, Page 202)

In Task 6, the students were to practice asking and responding to the questions about likes. They were to practice in pairs. Most of them said the expressions are easy. What follows is the excerpt of the interview..

> R   :   *Kalau yang dialog gimana? Udah juga kan?*
>   (What about the dialogue? Do you get it?)
> S2 :   *Bisa. Yang* I like rambutan *gitu kan, Miss? Gampang kok.*
>   (Yes, I got it. I like rambutan, right, Ma'am?)
> S3 :   *Kalau aku, I like apple, Miss.*
>   (I like apples, Ma'am)
>
> (Appendix G, Interview 9b, Page 185)

Task 7 was intended to make the students to be able to read a pictured-story. During the try-out, they were confident enough in reading the story. The interview excerpt is shown below.

> R   : *Bisa kan, Baca cerita bergambar gitu?*
>   (What about reading the pictured-story?)
> S6   : Ya, aku baca keras-keras, Miss. Padahal susah *jane*, Miss.
>   (Yes, I read it out loud. Though it was difficult, Ma'am.)
>
> (Appendix G, Interview 11b, Page 187)

Therefore, from the intended goals, the researcher made a conclusion that the tasks in part *Let's Practice* had met the intended goals.

(3) Let's Have Fun

The goal of Task 8 was that the students could work individually in a small group. They should survey all the group members' favorite fruit. They must use the previously learned expressions. Notice the following excerpt of the implementation.

> **The next activity was a survey game**. The researcher divided the class into four groups of four or five students. After all students finished the work, the researcher asked **some students to read the report in front of the class.**
>
> (Appendix I, Field Note 6, Page 203)

The goal of Task 9 was to enable the students to tell a story in front of the class. They should tell the class about the fruit they like. What follows is the excerpt of the implementation.

> Afterwards, **the students were given a task to tell the story of the fruits they liked. One by one, the students volunteered themselves.** They were confident enough and did the good work. There were four students telling their story about fruits.
>
> (Appendix I, Field Note 6, Page 203)

The last, in Task 10 the students were provided with songs related to the materials being learned. This was supported by the following result of implementation.

> Then, together, **they sing the *Watermelon* and the *Strawberry, Apple, Mango* song.**
>
> (Appendix I, Field Note 6, Page 203)

In conclusion, the part *Let's Have Fun* was appropriate because the tasks were in line with the goals.

(b) Input

The focus of Unit 3 was on spatial, linguistic, and interpersonal intelligence. The visualization activity is for the spatial intelligence. Further, the story telling is for the linguistic intelligence. Furthermore, the survey game is for the interpersonal intelligence.

(1) Let's Go

The input in Task 1 and Task 2 were pictures and a story entitled *Cato, the Hungry Caterpillar.* The field note is shown as follows.

> The researcher started the lesson by **showing a big picture of a caterpillar.** The researcher told the students that she would start **telling the story entitled *Cato the Hungry Caterpillar*.** All the students kept silent and listened to their teacher.
> (Appendix I, Field Note 5, Page 201)

Meanwhile, Task 3 was presented through flashcards. Puzzles of fruits were used for Task 4. This was proved by the following result of implementation.

> Then, the researcher **showed the pictures of fruits** heard in the story. The fruits were apple, banana, grapes, and orange. …To continue the lesson, **the researcher showed several more flashcards of fruits… The next activity was the students were asked to rearrange puzzles of fruits, in pairs.**
> (Appendix I, Field Note 5, Page 201)

From the field note, a conclusion can be drawn and this part named *Let's Go* had appropriate inputs. However, it was suggested that the story should be revised.

(2) Let's Practice

In Task 5 and 6, the inputs were dialogues about asking and responding to likes. What follows is the field note.

> **The researcher continued the lesson by asking some students about the fruits they like.** *"What fruit do you like, Dhifa?"* **She repeated the question in Bahasa Indonesia, then the boy answered** *"Apple, Miss."* The researcher exemplified how to express likes, using the expression *'I like (apples)'* correctly.
>
> (Appendix I, Field Note 5, Page 201)

In Task 7, the input was a series of pictured-story. the field note is shown as follows.

> The researcher continued the lesson by asking **the students to open their workbook on Task 7 page 16. It was a reading activity.** The researcher read the story and the students read it after her. **The researcher asked some students to read the story. Each one read out loud one paragraph.**
>
> (Appendix I, Field Note 6, Page 202)

The researcher also got the opinions of the students about the inputs as in the following transcript.

> R : *Coba, ini kemarin pada dapat giliran baca, kan?*
> (Okay, yesterday you got the chance to read, didn't you?)
> S6 : *Aku dapat giliran, Miss. Pas buahnya pisang.*
> (Yes, I did. The fruit is a banana.)
>
> R : *Bisa kan, baca cerita bergambar gitu?*
> (It's easy to read a pictured-story, right?)
> S6 : *Ya, aku baca keras-keras, Miss. Padahal susah jane, Miss. Apalagi kalau belum dibacain pasti salah semua. Yang bener gambar buahnya tok hehehe..*
> (Yes, I read it aloud. Actually it was quite difficult, Ma'am. I was only sure about the name of the fruit)
>
> (Appendix G, Interview 11b, Page 181)

From the interviews, it can be concluded that the inputs in this part named *Let's Practice* were appropriate.

(3) Let's Have Fun

The input of Task 8 was a survey game. Notice the following excerpt of implementation.

> **The next activity was a survey game.** The researcher divided the class into four groups of four or five students. She explained the rule, "S*urvey the favorite fruits of the other members of the group. Use the expression you already learned." "If you ask your friend, use the expression 'What fruit do you like' and if you answer this question, use 'I like apples or I like mangoes', for example"* Further, Task 9 was a story.
>
> (Appendix I, Field Note 6, Page 195)

Further, Task 9 was the students' story as the input for the learning. The field note of the implementation is shown as follows.

> R : *Wah kemarin kamu maju bercerita kan? Hebat berarti sudah berani.*
> (You were reading your story. It means you were brave.)
> S9 : *Daripada nggak ada yang maju, miss. Aku juga asal cerita. Lha susah juga bercerita.*
> (No one wants to tell the story. I was not too confident, yet I tried for it. It's difficult.)
>
> (Appendix G, Interview 11b, Page 181)

Furthermore, Task 10 used two songs about fruits. The researcher got opinions from the students.

> R : *Ok. Kalau lagunya, suka nggak?*
> (What about the songs? Do you like them?)
> S7 : *Biasa, Miss. Udah sering dinyanyiin Watermelon-nya. Yang Strawberry, Apple itu belum.*
> (*Watermelon* is a familiar one, instead of the *Strawberry Apple* one.)
> R : *Tapi bisa ya?*
> (What about the songs? Do you like them?)
> S7 : *Bisa sih, Miss dua-duanya*
> (Both are quite easy to sing.)
> (Appendix G, Interview 11b, Page 181)

Based on the try-out, the students could cooperate in the team. They liked the game. Further, the students also enjoyed the song. However, there was a suggestion to revise Task 9 and eliminate one song in Task 10. Overall, the part *Let's Have Fun* had appropriate inputs.

(c) Activities

(1) Let's Go

In the preparation activities, the features of multiple intelligences were promoted through some media. The story in Task 1 and 2 was used to promote the linguistic intelligence. Meanwhile, flashcards and *realia* of fruits in Task 3 were also used to promote the linguistic as well as the spatial intelligence. Moreover, the activity in Task 4 was used to promote the interpersonal as well as the logical-mathematical intelligence.

The activities in Task 1 and Task 2 were the students listening to a story entitled *Cato the Hungry Caterpillar* read by the teacher.

> **The researcher told the students that she would start telling the story entitled *Cato the Hungry Caterpillar*.** All the students kept silent and listened to their teacher. They looked curious and enjoyed the story much.
> (Appendix I, Field Note 5, Page 196)

Further, in Task 3, the students were provided with flashcards of fruits. The students were given the chance to guess the name of the fruits everytime the teacher showed the flashcards. Then the teacher said the name of the fruits with correct pronunciation. The students said the name after the teacher.

> Then, **the researcher showed the pictures of fruits** heard in the story. The fruits were apple, banana, grapes, and orange. She said each name of the fruits. The students repeated after her… **the researcher showed several more flashcards of fruits.** The students repeated the name of each fruit after the teacher.
> (Appendix I, Field Note 5, Page 196)

Meanwhile, in Task 4, the students arranged puzzles of fruits, in pairs. The following is the excerpt of interview with the students.

> R : *Kalau pas ngerjain puzzle, gampang kan yaa?*
> (What about the puzzles? That is easy, right?)
> S7 : *Iya, gampang, Miss.. mbok kayak gitu lagi besok Senin.*
> (Yes, it was easy for me. Do something like that next Monday, please..)
> (Appendix G, Interview 11b, Page 181)

Based on the try-out, the activities in this part *Let's Go* were appropriate since the students enjoyed the activities a lot. However, Task 2 was included to Task 1. In addition, this part had fulfilled the students' multiple intelligences needs.

(2) Let's Practice

In the core activities, the activity of Task 5 was used to promote the intrapersonal intelligence through personal-goal setting. Meanwhile, Task 6

promoted the interpersonal intelligence through pairwork. Further, Task 7 was used to promote the intrapersonal intelligence through personal-goal setting.

In Task 5, the students practiced to respond to a question about likes. Notice the interview excerpt as follows.

> R : *Kalau yang dialog gimana? Udah juga kan?*
> (What about the dialogue? Do you get it?)
> S2 : *Bisa. Yang* I like rambutan *gitu kan, Miss? Gampang kok.*
> (Yes, I got it. I like rambutan, right, Ma'am?)
> S3 : *Kalau aku, I like apple, Miss.*
> (I like apple, Ma'am)
> (Appendix G, Interview 11b, Page 180)

Meanwhile, in Task 6, they practiced to express about likes. The students took turns to practice asking and expressing likes. What follows is the excerpt of the field note.

> Next, the researcher asked the students to practice asking and responding to expressions about likes. **The students were to do the dialogue in pairs and in front of the class.** The teacher supervised them. Most of the pairs did the dialogue confidently.
> (Appendix I, Field Note 3, Page 197)

The activity of Task 7 was reading. What follow is the extracts taken from the field note of the implementation.

> **The researcher continued the lesson by asking the students to open their workbook on Task 7 page 16. It was a reading activity.** The researcher read the story and the students read it after her. The researcher asked some students to read the story. Each one read out loud one paragraph.
> (Appendix I, Field Note 3, Page 198)

From the try-out, the activities in this part ran quite well since the students understood how to ask and respond to expressions of likes. Seeing from the

multiple intelligences features, this part *Let's Practice* had fulfilled the students' needs.

    (3) Let's Have Fun

In the follow up activities, Task 8 promoted the interpersonal intelligence through a game played in a group. Task 9 promoted the intrapersonal intelligence through personal-setting goal. Meanwhile, Task 10 promoted the musical intelligence through songs.

The activities for Task 8 were the students did a survey game in a small group. The interview excerpt infers that the game was quite successful.

R   : *Survei gamenya gimana? Sukses nggak menurutmu?*
       (How was the survey game? Did it succeed?)
 	
CR : *Ya lumayan, ada beberapa anak aja yang keliatan nggak bisa dan nggak antusias.*
       (I think it quite succeeded. Only some of them were uninterested or did not succeed.)
                         (Appendix G, Transcript 6c, Page 190)

The activity of Task 9 was story-telling. The students told a story about the fruits they like. What follow is the extracts taken from the field note of the implementation.

Afterwards, **the students were given a task to tell the story of the fruits they liked.** One by one, the students volunteered themselves. They were confident enough and did the good work. There were four students told their story about fruits.   (Appendix I, Field Note 3, Page 198)

Task 10 was singing activity. The students sang the song together. The following excerpt is the review of the implementation.

> R : *Kalau lagu lumayan suka nggak?*
> (What about the song? Do you like it?)
>
> S6 : *Aku pengen bisa nyanyiin yang Strawberry itu, Miss.*
> (I want to be able to sing the *Strawberry* song, Ma'am.)
>
> (Appendix G, Transcript 11b, Page 187)

Based on the try-out, the activities of part *Let's Have Fun* ran well. However, there was a suggestion to revise Task 9. Overall, this part had also met the students' multiple intelligences needs.

(d) Teacher's Role

(1) Let's Go

In the preparation activity, the researcher played a role as the resource for the students. She told the story and delivered the material about fruits. The researcher was also the facilitator. She facilitated the students to arrange puzzles. What follows is the quotation of the field note.

> **The researcher told the students** that she would start telling the story entitled *Cato the Hungry Caterpillar*. .. **Then, the researcher showed the pictures of fruits heard in the story**…
> To continue the lesson, **the researcher showed several more flashcards of fruits.**
>
> (Appendix I, Field Note 6, Page 197)

(2) Let's Practice

Getting into the core activity, the teacher played a role as guide. She led the students to learn to ask and express likes. The teacher was also a supervisor. She supervised the students to practice taking turns with their friends to express how to ask and express likes. She was also a facilitator when the students read the pictured-story. Notice the following field note.

> **The researcher continued the lesson by asking some students** about the fruits they like… **The researcher exemplified how to express likes…The researcher asked some students to answer her question** about the fruits they like.... The students were to do the dialogue in pairs and in front of the class. **The teacher supervised them.**
>
> (Appendix I, Field Note 5, Page 196)

> **…The researcher asked some students to read the story**. Each one read out loud one paragraph.
>
> (Appendix I, Field Note 6, Page 197)

(3) Let's Have Fun

During the interview game, the teacher was a facilitator and an observer. She controlled the game so it could run well. The field note is shown below.

> **The next activity was a survey game.** The researcher divided the class into four groups of four or five students. She explained the rule… **The researcher supervised and controlled the class so that they were not noisy. …**
>
> (Appendix I, Field Note 6, Page 197)

At last, the teacher facilitated the students to sing a *fruits*-song.

Based on the try-outs, it can be concluded that the teacher was the resource, guide, supervisor, observer, and facilitator.

(e) Learner's Role

(1) Let's Go

During the preparation activity, the students mostly took the negotiative role. They listened to the teacher delivering materials about fruits. Moreover, they also took the active role when they had to name the fruits they hear from the story. The field note is as follows.

> …**The students repeated after her**.... **All the students kept silent and listened to their teacher.** … **Most of the students tried to mention names of fruits they knew**. However, some fruits mentioned were not in the story.
>
> (Appendix I, Field Note 5, Page 196)

(2) Let's Practice

In the core activity stage, the students were as active participants. They asked and responded to expressions of likes. They did the pair work. They took turns with their friends. Further, they read the pictured-story. The following field note reveals the students' role.

> … Most of **the students said** the expressions correctly. … Most of the students replied, *"Yes,"* and some said *"No."*... **The students were to do the dialogue in pairs and in front of the class.** The teacher supervised them. Most of the pairs did the dialogue confidently.
>
> (Appendix I, Field Note 5, Page 196)

(3) Let's Have Fun

During the follow-up activity, the students took both the negotiative and active roles. They played a team-work game, told a story, and sang the songs. Notice the following field note.

> **Most of the students confidently tried to ask their friends....** Afterwards, the students were given a task to tell the story of the fruits they liked. **One by one, the students volunteered themselves.** They were confident enough and did the good work… Then, together, they sang the *Strawberry, Apple, Mango* song.
>
> (Appendix I, Field Note 6, Page 197)

In summary, based on the try out, the students played both the active and negotiative roles.

(f) Settings

(1) Let's Go

During the preparation activities, the students sat on their chairs and faced the teacher in the front of the class. The tasks and activities were set for an independent and pairwork setting.

(2) Let's Practice

In the core activity stage, the pairwork setting was used. The students stood before the class while doing the pair work activity. In addition, there was also an independent task during this stage.

(3) Let's Have Fun

For the follow-up activities, the class was set for team-works. The team consisted of four or five students. Moreover, during this stage, the students performed the story-telling in front of the class.

To sum up with, based on the try out, the setting was varied. At first, it was set for individuals and pairwork. Then it changed into group-work activity. Interchangeably, the setting was arranged according to the need of the tasks and activities done.

4) Unit 4

Unit 4 *I Eat a Plate of Fried Rice* was not implemented. It was due to the time limitation. However, there were some parts of this unit that needed to be revised.

c. The Evaluation and Revision

After finishing the analysis of the second draft materials, the materials were evaluated. The evaluation was done to check whether the designed materials were appropriate or not. In-depth interviews were conducted with the students, the English teacher, and the co-researcher.

Finally, the final categorization was arranged based on the aspects of communicative tasks (Nunan, 1989: 48) and the multiple intelligences-based language activities (Brewster, Ellis, and Girard (2002: 36). The categorization for each task in the units consists of six aspects. They are goals, input, activities (including the multiple intelligences features), teacher role, learner role, and settings.

The result of the evaluation states that each part of the unit was said to be appropriate or inappropriate. Afterwards, the tasks were categorized based on the result of the analysis.

As a result, the tasks can be seen as:

1) The task that is appropriate and needs no revision.
2) The task that is appropriate but needs to be revised.
3) The task that is inappropriate and needs to be revised.
4) The task that is inappropriate and needs to be eliminated.

The evaluation can be seen in details in the following table. The tick symbol (√) indicates that the task is appropriate, while the cross symbol (x) indicates that the task is inappropriate. The conclusion part also reveals a brief description of the evaluation.

Table 13: **The Categorization of the Second Draft Materials Evaluation**

Unit	Part	Task	Components of Communicative Tasks						Multiple Intelligence	Conclusion and Comments for the Task
			Goal	Input	Activity	Teacher's Role	Learner's Role	Setting		
1	A	1	√	X	X	√	√	√	√	Appropriate but needs revision. - The dice should be made bigger. - The activity should be revised.
		2	√	√	√	√	√	√	√	Appropriate and needs no revision
		3	√	√	√	√	√	√	√	Appropriate and needs no revision
	B	4	√	√	X	√	√	√	√	Inappropriate, needs to be eliminated
		5	X	√	X	√	√	√	√	Inappropriate, needs to be eliminated
		6	√	X	√	√	√	√	√	Appropriate but needs revision. - The instruction card should be revised.
		7	√	√	√	X	X	√	√	Appropriate but needs revision. - The teacher's and the learners' role should be clearly defined.

		8	√	√	X	√	√	√	√	Appropriate but needs revision. - The activity should be revised.
	C	9	√	√	X	√	√	√	√	Appropriate, but needs revision. - The game should be revised.
		10	√	X	√	√	√	√	√	Appropriate, but needs revision. - The song should be changed.
2	A	1	√	√	√	√	√	√	√	Appropriate and needs no revision
		2	√	√	√	√	√	√	√	Appropriate and needs no revision
		3	√	X	√	X	X	√	√	Inappropriate, needs to be eliminated
		4	X	√	X	√	√	√	√	Inappropriate, needs to be eliminated
		5	√	X	√	√	√	√	√	Appropriate but needs revision - The dialogue should be revised.
	B	6	√	X	√	√	√	√	√	Appropriate but needs revision - The dialogue should be revised.

		7	√	X	√	√	√	√	√	Appropriate but needs revision - The questions should be revised.
		8	X	√	√	√	√	√	√	Appropriate but needs revision - The goal should be made clearer.
	C	9	√	√	√	√	√	√	√	Appropriate and needs no revision
		10	√	√	√	√	√	√	√	Appropriate and needs no revision
3	A	1	√	X	√	√	√	√	√	Appropriate but needs revision - The story should be revised.
		2	X	√	X	√	√	√	√	Appropriate but needs revision - The
		3	√	√	√	√	√	√	√	Appropriate and needs no revision
		4	√	√	√	√	√	X	√	Appropriate but needs revision - The setting is changed into individual work.

		5	√	√	√	√	√	√	√	Appropriate but needs revision - The dialogue should be revised.
	B	**6**	√	√	√	√	√	√	√	Appropriate and needs no revision
		7	√	√	√	X	X	√	√	Appropriate but needs revision.
		8	√	√	√	√	√	X	√	Appropriate but needs revision. - The instruction should be made clearer.
	C	**9**	√	√	X	√	√	√	√	Inappropriate, needs to be eliminated
		10	√	X	√	√	√	√	√	Inappropriate, needs to be eliminated

Note:

√   : appropriate
X   : inappropriate

Based on the evaluation data, the second draft materials were revised. What follows is the revision of the second draft materials that were planned for the final draft.

1) Unit 1

Table 14: **The Revision of Unit 1 in the Second Draft Materials**

Second draft task	Revision	Final draft task
Task 1	It was revised for the activity	Task 1
Task 2	It was appropriate	Task 2
Task 3	It was appropriate	Task 3
Task 4	It was eliminated	-
Task 5	It was eliminated	-
Task 6	It was revised for the input	Task 4
Task 7	It was revised for the input	Task 6
Task 8	It was appropriate	Task 5
Task 9	It was revised for the activity	Task 7
Task 10	It was revised for the input	Task 8

2) Unit 2

Table 15: **The Revision of Unit 2 in the Second Draft Materials**

Second draft task	Revision	Final draft task
Task 1	It was revised for the activity	Task 1
Task 2	It was appropriate	Task 2
Task 3	It was eliminated	-
Task 4	It was eliminated	-
Task 5	It was appropriate	Task 4
Task 6	It was revised for the input	Task 5
Task 7	It was eliminated	Task 6
Task 8	It was appropriate	Task 3
Task 9	Appropriate	Task 7
Task 10	Appropriate	Task 8

3) Unit 3
Table 16: **The Revision of Unit 3 in the Second Draft Materials**

Second draft task	Revision	Final draft task
Task 1	It was revised for the input and activity	Task 1

Task 2	It was eliminated	(new)
Task 3	Appropriate	Task 3
Task 4	It was revised for the activity	Task 4
Task 5	It was revised for the input	Task 5
Task 6	Appropriate	Task 6
Task 7	It was revised for the teacher's and learners' role	Task 8
Task 8	It was revised for the setting	Task 7
Task 9	It was eliminated	-
Task 10	It was eliminated	-

4) Unit 4

Table 17: **The Revision of Unit 4 in the Second Draft Materials**

Second draft task	Revision	Final draft task
Task 1	It was revised for the input and activity	Task 1
Task 2	It was revised for the activity	Task 2
Task 3	Appropriate	Task 3
Task 4	It was eliminated	-
Task 5	It was revised for the input	Task 4
Task 6	Appropriate	Task 5
Task 7	It was revised for the teacher's and learners' role	Task 8
Task 8	It was eliminated	-
Task 9	It was appropriate	Task 7
Task 10	It was revised for the input	Task 6

7. The Course Grid of the Final Draft Materials

The second draft materials were revised based on the result of implementation and feedbacks obtained from the interviews. The researcher revised the tasks or activities which were considered inappropriate during the try-outs. After the materials met the designed criteria, the researcher wrote the course grid for the final draft materials.

Table 18: **The Final Course Grid**

Unit and Theme	Basic Competence	Indicators	Language Focus	Language Function	Tasks and Activities	Multiple Intelligences Features	Media and Resources	Time allocation
Unit 1 *Sit down, please!* Theme**:** Instructions	5.2 Responding to very simple instructions verbally	• Students are able to give instructions • Students are able to respond to an instruction verbally	•Key structure Imperative S + V, please. •Key vocabulary Verb of instruction: Sit, stand, raise, open, close, look, be quiet, look, listen, get, write, clean, point, touch, clap, make • Sample of expression *Stand up! Sure.* *Sit down, please. Yes, Ma'am..*	Giving an instruction • *Sit down!* • *Stand up!* Respond to an instruction • *Yes* • *Okay*	**Preparation Activities** (Let's Go) Raising statement: Sit down, *please.* • Task 1 T rolls the dice and say an instruction. Ss listen and say after T. • Task 2 T shows flashcards of instructions. T says and does the instructions. Ss follow the instructions. **Core Activities** (Let's Practice) • Task 3 T gives examples of instructions and how to respond it correctly. T says '*Sit down, please'* and then T sits down while saying *'Sure'* • Task 4 In pairs, Ss practice responding to an instruction • Task 5 Ss play a racing game. **Follow-up Activities** (Let's Have Fun) • Task 6 T says instructions. Ss are to match the instruction with its picture by writing down the instruction. • Task 7 Ss play a TPR game: *Simon Says* • Task 8 T and Ss sing a chant: *Reach high!*	• *Spatial* Visualization • *Bodily-Kinesthetic* TPR game	• Oral instructions • Flash-cards of instructions • Dialogue: making and responding to a request • TPR games: Simon Says and the racing game • A song: Reach high	2 X 70 minutes
Unit 2 *Can I Have a*	6.3 Performi	• Students are able to name the things in	•Key structure What do you have? I have + [article] +	Making a request • Can I have *a*	**Preparation Activities** Let's Go Raising question: *Do you have a pen?*	• Spatial Visualization Drawing	• Flash-cards of things in the bag	2 X 70 minutes

Pen? Theme: Things in the bag	ng dialogues of asking and/or giving things or services interpersonally	their bags correctly • Students are able to make and respond to a request	N Can I have + [article] + N? Sure, here's + [article] + N Sorry, I don't have + N • Key vocabulary Noun/N: *Bag, book,* correction pen, crayon, eraser, glue, pen, pencil, pencil case, ruler, scissors, sharpener • Sample of expression *What do you have?* *I have a pen.* *I have scissors* *Can I have + a pen?* *Sure, here's a pen.* *Sorry, I don't have a pen.*	*pen*? Respond to a request: Granting a request • Sure, here's *a pen*. • Sure, here you are Declining a request • Sorry, I don't have *a pen* • Sorry, I'm using it	• Task 1 T plays the song. Ss carefully listen to the song. T asks the Ss to name the things they hear from the song. • Task 2 T shows flashcards/real objects of things in the bag. Ss listen and say after T. • Task 3 T mentions name of things in the bag. Ss draw the things. **Core Activities** Let's Practice • Task 4 T exemplifies expressions of requesting something and responding to it Ss imitate T's expressions *"Can I have a pen?* *"Sure, here's a pen"* or *"Sorry, I don't have it"* • Task 5 In pairs, Ss practice to request something and respond to it • Task 6 Filling blanks of recorded dialogues with name of things in the bag *Can I have….?* *Sure, here's ……..* **Follow-up Activities** Let's Have Fun • Task 7 Ss play an interview game: *Can I have a pen?* • Task 8 T and Ss sing a chant: *Can I have a pen?*	• Interpersonal Interview game	• Real objects: things in the bag • Dialogue: making and responding to a request • An interview game • A song: Can I have a pen?	

| Unit 3 *I Like Apples* Theme: Fruits | 7.1 Reading aloud using correct intonation at word, phrase, and/or simple sentence level | • Students are able to name the fruits correctly

• Students are able to express likes

• Students are able to retell a short story in front of the class | • Key structure *What fruit do you like?* *I like + [article] + N*

• Key vocabulary Noun/N: Apple, orange, strawberry, grapes, pear, watermelon, papaya, banana, avocado, pineapple, melon, mango

• Sample of expression *What fruit do you like?* *I like apples..* | Asking about likes
• What fruit do you like?

Expressing likes
• I like apples | **Preparation Activities** Let's Go Raising statement: *I like apples. What fruit do you like?*
• Task 1 Cato the Hungry Little Caterpillar. T tells a story about a hungry caterpillar Ss are to name the fruits they hear from the story.
• Task 2 Ss listen to the story and match the day and the fruits.
• Task 3 T shows flashcards of fruits. Ss listen and repeat after T.
• Task 4 Ss arrange shape puzzles. They are to name the fruits they get by arranging the puzzles.
Core Activities Let's Practice
• Task 5 T exemplifies how to ask and express about likes. *"What fruits do you like?"* Ss listen and imitate how to express likes.
• Task 6 In pairs, Ss are to take turn practicing dialogues about asking and expressing likes.
Follow-up Activities Let's Have Fun
• Task 7 Playing a survey game: *What fruits do you like?*
• Task 8 Ss read the story about Cato. | • Spatial Visualization Shape puzzles

• Linguistic Story telling

• Interpersonal Survey game | • Story: Cato, the Hungry Caterpillar
• Flash-cards of fruits
• Puzzle of fruits
• A survey game
• A maze | 2 X 70 minutes |

Unit 4	8.1 Writing simple expressions with correct punctuation at word, phrase, and/or sentence level	• Students are able to name kinds of food and drink correctly	•Key structure *What+ do +you + have + for+* Eating time*?*	Asking about information: the food someone's eaten	**Preparation Activities**	• Spatial Visualization A menu	• A family menu	2 X 70 minutes
I Eat a Plate of Fried Rice					Let's Go		• Flash-cards of food and drink	
				•What do you eat for breakfast?	Raising question: *Have you got your breakfast/lunch?*			
Theme**:** Food and Drink			*I* + have + N + *for* + Eating time.		• Task 1 T shows a family menu written on a big paper.	• Logical-mathematical Writing puzzle	• A maze game: Find your way.	
		• Students are able to name the food they eat			• Task 2 T shows flashcards of food and drink. Ss listen and say after T.			
			•Key vocabulary Eating time: Breakfast, lunch, dinner	Telling someone information: the food we eat	• Task 3 Ss match and draw a line between pictures and their labels.			
		• Students are able to write sentences about the food they eat		• I eat a plate of fried rice	**Core Activities** Let's Practice			
			Noun/N: Rice, noodle, soup, meat, bread, jam, chocolate, cake, ice cream, juice, milk, soft drink		• Task 4 T exemplifies how to ask and answer information about food someone's eaten. *"What do you have for breakfast?" "I have a plate of fried rice for breakfast."* Ss listen and imitate how to say the information.			
			A plate of fried rice A bowl of soup/noodle Two slices of bread A carton of milk A glass of orange juice etc.		• Task 5 In pairs, Ss are to take turn practicing dialogues about asking and answering information on the food they eat.. • Task 6 Ss rearrange jumbled words to make good sentences.			

			• Sample of expression *What do you have for breakfast?* *I have a plate of fried rice*		**Follow-up Activities** Let's Have Fun • Task 7 Ss solve a maze. • Task 8 Ss write their daily menu for the week.		

8. The Final Product

The final product of this study is the designed materials which have been evaluated and revised after being implemented. The materials are in the form of students' workbook namely SMILE, *Smart with Multiple Intelligences in Learning English*. There are four units in the materials. They are designed from the following topics: 1) instructions, 2) things in the classroom, 3) fruits, and 4) food and drink.

Each unit in the final product consists of three main parts derived from the theories of the classroom task stages proposed by Cameron (2001: 32). They are:

1) *Let's Go* (Preparation activity)
2) *Let's Practice* (Core Activity)
3) *Let's Have Fun* (Follow-up Activity)

The first part entitled *Let's Go* covers the preparation activities as the starter to go beyond the lesson. This part mainly concerns the delivery of the input and the building of the students' knowledge. The second part namely *Let's Practice* covers the core activities. It concerns the choice of language items. The students are to perform the language lesson being learned. The third part namely *Let's Have Fun* covers the follow-up activities where the students are exposed to more fun activities while reviewing the language they already learned.

Since the study concerns with the development of the students' multiple intelligences, thus, the language activities used are based on Brewster, Ellis, and Girard's language activities for the multiple intelligences (2002: 36). All units deal a lot with the subject's best intelligences i.e. the spatial intelligences, in the consideration of all eight intelligences development.

B. Discussion

This section presents the discussions of this study by answering the questions in the problems formulation in Chapter I. It discusses the students' needs in learning English, the characteristics of the appropriate materials, the design of the materials, and the materials contribution to the students' learning.

1. The Students' Needs for Learning English in Relation to Their Multiple Intelligences Development

Young learners need rich inputs and great opportunities to learn a foreign language such as English. The inputs and opportunities can be found at school, especially during the English class.

The Multiple Intelligences Theory proposed by Howard Gardner is a means to look at individuals' or even groups' strengths tendencies. To relate the theory to the English teaching learning process in SD Islamiyah Pakualaman Yogyakarta, the researcher needed to know the students' intelligences. Therefore, the researcher conducted class observations and distributed the so-called first questionnaire to the students.

The questionnaire was adapted from Armstrong (1994), Christison (1998), and Marzuki (2003). The questionnaire covers 64 statements for eight groups of multiple intelligences. The result of the questionnaire revealed that the best intelligence possessed by the whole class is the Spatial Intelligence. From the highest to lowest scores possessed by the whole class, in sequence, the intelligences are Spatial, Interpersonal, Linguistic, Bodily-Kinesthetic, Intrapersonal, Logical-Mathematical, Naturalistic, and Musical Intelligence.

To provide appropriate activities, the language activities were based on Brewster, Ellis, and Girard's language activities (2002: 36). To exemplify, the activities for the spatial intelligence are through drawing and visual aids while the interpersonal intelligence are in the form of pair and group work. Next, the activities for the linguistic intelligence are word games and the use of puppets use, whereas for the bodily-kinesthetic intelligence are songs and games.

In addition, interviews were conducted with the students and the English teacher. From the result of observation, questionnaire, and interview, it could be concluded that the students were physically active, could work in groups as well as in individuals, could relate everything to their daily lives, and liked fun and amusing activities. These characters were taken into account in the materials design. However, in the first place, it is important to learn about appropriate materials.

2. The Characteristics of the Appropriate English Materials

Instructional materials are meaningful to help the teacher and learners in dealing with the lesson. To define materials as appropriate, experts' theories were needed as references. The task development was based on Nunan's communicative task components (1989), meanwhile the activities were based on Brewster, Ellis, and Girard's language activities for developing the multiple intelligences (2002).

Considering the students' needs, it can be concluded that the materials should take the students' multiple intelligences development into account. This deals a lot with the class' or individuals' intelligences tendency. Moreover, the

materials should also offer the students with contextual learning where they can relate the lesson to the daily life.

Further, appropriate materials can meet the students' interests while providing them with rich features of the language. Furthermore, the materials are appropriate if they can be adjusted to various classroom settings and can be used with different language activities.

The appropriateness of the designed materials was supported by the result of the respondents' responses towards the statements from the distributed questionnaire. The result of the second questionnaire data revealed that the designed materials were appropriate for the students. It showed that the mean of the respondents' responses for each statement from the questionnaire was more than 3.6. It means that the designed stories were good based on the qualitative data conversion proposed by Sudijono (2003) quoted in the previous chapter. The mean of the respondents' responses is presented in the following chart.
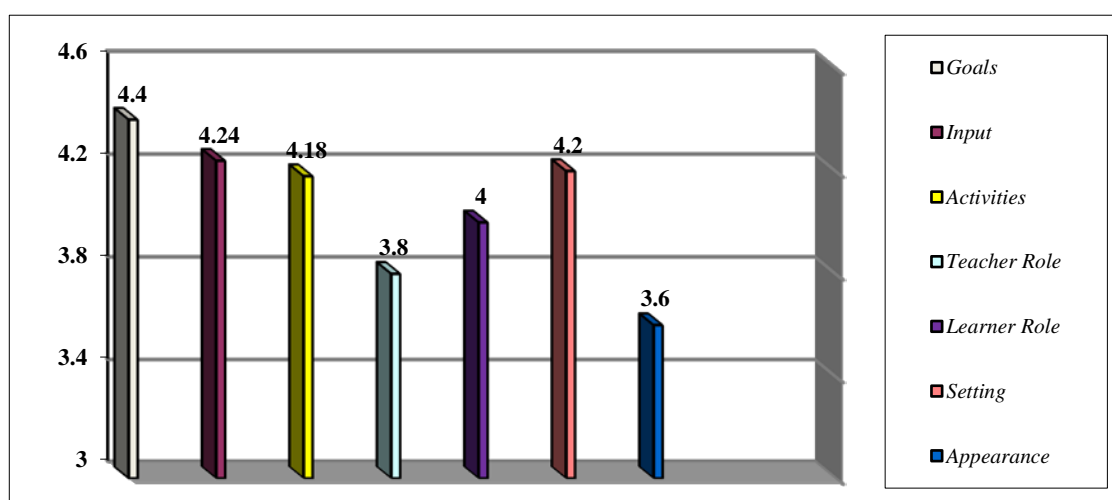
Figure 11: **Average mean of the respondents' responses towards each aspect related to the designed tasks (The Second Questionnaire)**

Notes:

Goals	:	The materials have met the intended goals
Input	:	The inputs for the materials are interesting and helpful
Activities	:	The language activities for the materials
Teacher Role	:	The teacher has different changing roles in delivering the materials
Learner Role	:	The students have given the chance to actively participate in dealing with the materials
Setting	:	The materials are adjusted to various classroom settings
Appearance	:	The materials appear for being suitable and interesting

The chart shows that the average mean values of the evaluators' responses towards each aspect of the materials range from 3.6 to 4.4. The lowest average mean value is of the appearance (3.6). Meanwhile, the highest average mean value is related to 4.4 (very good). Since the average mean values of all aspects of the designed materials were higher than 3.4, the researcher concluded that they were appropriate for young students. What follows is the explanation of the materials design.

3. The English Materials Design in Relation to the Students Multiple Intelligences Development

The designed materials are in line with the guideline for the English teaching learning at primary schools issued by the Ministry of Education (Departemen Pendididkan Nasional, 2007). The developed course grid should match with the currently available curriculum.

Further, the process of materials writing proposed by Jolly and Bolitho in Tomlinson (1998) is adapted and simplified into four main stages. They are *collecting information*, *designing materials*, *conducting evaluation*, and

redesigning materials. Furthermore, the materials design is adapted from a model proposed by Hutchinson and Waters (1987). This model covers *input*, *content focus*, *language focus*, and *task*. Each unit in the materials must represent all these components.

Meanwhile, the tasks and activities division is based on Cameron's classroom task stages (2001). They are *preparation*, *core*, and *follow up activities*. The designed materials were separated into three main parts representing these three stages.

In addition, one aspect to be considered while designing the materials is the features of multiple intelligences to use with. The features of intelligences were realized through the language activities. Not all activities in each unit covered the eight intelligences. Each unit mainly covered the language activities designed based on the class' tendency intelligences and/or the rest of eight intelligences. For example, Unit 1 is intended to maximize the students' Spatial and Bodily-Kinesthetic Intelligences. However, it also has another intelligence to develop through a song i.e. the Musical Intelligence. The next part will present the contribution of the designed materials for the students' learning.

4. The Contribution of the Designed Materials to the Students' Learning

At the beginning of the observation, it can be inferred that the teacher had difficulties in handling the class. This was due to several factors, including that of the students and the materials. Of the students, they lacked of interest of the lesson and of courage to use English. Their concentration was easily distracted. They

also showed little participation during the lesson. Meanwhile, of the materials, they could not accommodate the students' needs in learning English as a foreign language.

Based on the implementation, the students showed significant changes during the English lesson. They showed great interest to the tasks and activities. They enjoyed the activities and showed interest to the media used. They were also braver to speak in English in front of their friends. Besides, there were also some improvements in the students' concentration. They concentrated on the activities and tasks that were given by their teacher. Moreover, they were more active in the classroom. They competed with their friends to get the chance to do the tasks.

In addition, related to the students' multiple intelligences development, it can be inferred that those with tendency on a particular intelligence tend to be more active. All these changes positively happened because of the implementation of the designed materials. In other words, the designed materials bring about positive changes to the students' learning.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A. Conclusions

This study is aimed at designing appropriate English materials based on Gardner's Multiple Intelligences theory for grade IV students of SD Islamiyah Pakualaman Yogyakarta. It is intended to be one of the efforts to overcome the problem of the lack of appropriate English materials.

The result of this study is a set of English materials, entitled SMILE, *Smart with Multiple Intelligences in Learning English*. After being empirically evaluated, implemented, and revised, therefore, the designed materials are said to be appropriate.

Some conclusions of this study are presented as follows.

1. This study is based on Gardner's Multiple Intelligences Theory. It is intended to know the students' profiles of intelligences, for both individuals and the class as a whole. Based on the result of the questionnaire, in sequence, the class' tendency is on Spatial, Interpersonal, Linguistic, Bodily-Kinesthetic, Intrapersonal, Logical-Mathematical, Naturalistic, and Musical Intelligence.

2. Considering the student' needs, the designed English materials in this study have fulfilled the circumstance of being appropriate since they meet the following criteria.

a. *M-I based*. The materials take the students' multiple intelligences development into account. This relates to the M-I based language activities being used.

b. *Authentic*. The materials offer the students with contextual learning. This means that the students can relate the lesson to the daily life.

c. *Fun*. The materials present the students with an enjoyable learning experience. This is intended to maintain the students' learning motivation.

d. *Interactive*. The materials provide the chance for the students to actively participate during the lesson.

e. *Various*. The materials are various in the tasks, activities, and media. Moreover, they can be adjusted to various classroom settings i.e. individuals, pairs, or groups setting.

3. The materials design has followed the steps of *collecting information*, *designing materials*, *conducting evaluation*, and *redesigning materials*. The designed materials consist of four topics: *Sit down, please!, Can I Have a Pen?, I Like Apples, and I Eat a Plate of Fried Rice.* Each unit is organized into three task stages: *Let's Go*, *Let's Practice,* and *Let's Have Fun*.

4. The designed English materials bring the following contribution to the students' learning.

a. The students show great interest to the tasks and activities.

b. The students concentrate on the given tasks and activities.

c. The students show active participation during the lesson.

d. The students develop their classroom disciplines.

e. The materials accommodate the students' needs and provide space for students' intelligences development.

B. Suggestions

The result of the study is expected to give contribution to some parties.

1. The Primary English Teachers

The Multiple Intelligences Theory is one of the many sources for the primary English teachers to consider in the teaching learning process. The English teacher needs to apply the language activities and classroom techniques based on the Multiple Intelligence Theory because it can accommodate the students' learning. The materials which are based on this theory help the teacher to recognize students' different intelligences, create proper activities, and get the students actively involved in the classroom activities.

2. The Material Designers

The development of such materials that consider the students' needs is still expected in order to provide proper sources for the English teaching and learning at primary schools. The Multiple Intelligences Theory could be a source for material designers to base their material design on the consideration of the students' intelligence profiles.

3. The Other Researchers

This study can be a reference to conduct research of similar studies, specifically in English for children material design. It can be an effort to improve the quality of the English teaching learning process. However, adapting Multiple Intelligences Theory needs careful consideration since it can be said as new but challenging effort. Hence, it is possible for other researchers to design similar studies with different aspects to be explored.

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APPENDICES

A. THE OBSERVATION GUIDELINE

The aspects to be observed:

A. The Teacher
1. The teaching preparation
2. Behaviour
3. The teacher's role during the teaching learning process
4. Teacher-students interaction
5. Handling the classroom

B. The Students
1. Students' role during the teaching learning process
2. Students' attitude during the teaching learning process
3. Students-teacher interaction
4. Student-student interaction

C. The Teaching Learning Process
1. The relationship between the clasroom activities and the learning objectives
2. The classroom activities
3. The learning resources
4. The media
5. The materials

D. The Evaluation
1. Materials enrichment
2. Discussion/teacher-students interaction
3. The teacher's feedbacks
4. Materials review

B. THE INTERVIEW GUIDELINES

1. Pre-Implementation

With the English teacher

About the teaching learning process:

1. Kesulitan apa yang sering Ibu hadapi pada saat pembelajaran bahasa Inggris?
2. Mengenai siswa, faktor apa saja yang membuat siswa senang atau tidak senang dengan bahasa Inggris?
3. Bagaimana cara Ibu membuat pelajaran bahasa Inggris itu menarik untuk anak-anak?
4. Apa ada kesulitan dengan media atau materi yang digunakan?
5. Media apa yang pernah atau sering Ibu pakai? Gambar, game, atau lagu?
6. Bahan ajar apa saja yang Ibu gunakan? Seberapa sering dipakai?
7. Kurikulum dan silabus seperti apa yang dijadikan acuan?
8. Apa saja materi yang sedang dan akan Ibu ajarkan di semester ini?

About the students' backgrounds:

1. Bagaimana latar belakang sosial, ekonomi, dan budaya siswa?
2. Bagaimana sikap siswa terhadap teman dan guru?
3. Seperti apa motivasi siswa dalam belajar bahasa Inggris?
4. Lewat kegiatan apa saja siswa memperoleh input saat pembelajaran bahasa Inggris? Mana yang lebih dominan? Menyimak/mendengarkan, membaca, berbicara, menulis, atau lewat kegiatan komunkatif lainnya?

About the theory being used:

1. Apakah Ibu pernah mengetahui atau mendengar mengenai Teori Kecerdasan Majemuk *(the Multiple Intelligeneces Theory)* dari Howard Gardner?
2. Bagaimana kira-kira jika saya menerapkan teori tersebut untuk pengembangan materi untuk kelas IV?

About the materials:

1. Bagaimana pendapat Ibu mengenai pilihan tema untuk materi ini?

2. Bagaimana pemilihan materi untuk tiap skill yang akan diajarkan? Apakah sudah sesuai?

3. Bagaimana pendapat Ibu mengenai materi ini secara keseluruhan?

4. Apa saran Ibu untuk media yang perlu saya gunakan atau kembangkan?

With the students

1. Apakah Adik suka dengan pelajaran bahasa Inggris? Mengapa suka? Mengapa tidak suka?

2. Menurut Adik, mengapa kita harus belajar bahasa Inggris?

3. Apakah Adik ingin bisa berbahasa Inggris?

4. Apakah Adik ingin bercakap-cakap dengan bahasa Inggris?

5. Apakah Adik ingin mengerti kata-kata bahasa Inggris?

6. Apakah Adik ingin membaca cerita atau karangan bahasa Inggris?

7. Apakah Adik ingin membuat tulisan dalam bahasa Inggris?

8. Apakah Adik ingin belajar sesuai apa yang Adik senangi? Misalnya lewat cerita, lagu, atau permainan? Mana yang lebih Adik suka/

2. Post-Implementation

With the English teacher

1. Bagaimana pendapat Ibu mengenai implementasi materi yang telah saya kembangkan?

2. Apa saja kekurangan pada implementasi materi yang saya kembangkan?

3. Apa saran Ibu untuk memperbaiki kekurangan tersebut?

4. Bagaimana pendapat Ibu mengenai pembelajaran Bahasa Inggris selama implementasi materi ini?

5. Bagaimana dengan manajemen kelas yang saya lakukan? Apa saja kekurangannya?

<u>With the students</u>

1. Apakah Adik suka dengan pelajaran yang tadi saya berikan?

2. Bagian mana yang paling Adik suka? Bagian mana yang Adik tidak suka?

3. Apakah Adik menyukai materi/buku kerja siswa?

4. Apakah gambarnya cukup jelas?

5. Apakah Adik suka dengan kegiatan permainan/lagu/cerita yang kita lakukan? Apa yang paling Adik sukai?

6. Apakah Adik suka dengan alat peraga seperti dadu, kartu, gambar, dan sebagainya? Apakah dengan alat peraga yang saya gunakan, kalian bisa belajar dengan lebih mudah?

7. Apakah Adik bisa mengerjakan tugas-tugas yang diberikan?

8. Tugas apa yang mudah dan yang agak sulit Adik kerjakan?

9. Apakah Adik bisa sewaktu diminta mengerjakan tugas sendiri/ berpasangan/berkelompok?

10. Apakah Adik sudah bisa menggunakan ungkapan untuk meminta/ merespon intruksi atau meminta /member barang atau menanyakan tentang/mengungkapkan kesukaan?

<u>With the co-researcher</u>

1. Bagaimana pendapatmu mengenai implementasi materiku?

2. Bagaimana dengan manajemen kelas yang kulakukan? Apa saja kekurangannya?

3. Apa saranmu untuk memperbaiki kekurangan tersebut?

C. THE QUESTIONNAIRES

1. The First Questionnaire

Lembar Kebutuhan Kecerdasan Majemuk Siswa

Nama   :

Umur   :

Petunjuk   Berilah tanda *check* (√) pada kotak di depan pernyataan yang sesuai dengan diri kalian.

1. **Linguistik/Bahasa**
   a. Aku senang bercerita ☐
   b. Aku senang permainan kata-kata ☐
   c. Aku senang menulis ☐
   d. Aku bisa mengingat nama dan tanggal dengan baik ☐
   e. Aku senang membaca buku ☐
   f. Aku senang mengeja kata-kata ☐
   g. Aku senang bercakap-cakap dengan teman-teman ☐
   h. Aku senang belajar bahasa ☐

2. **Logika-Matematika**
   a. Aku bisa berhitung dengan cepat ☐
   b. Aku senang permainan angka ☐
   c. Aku senang bermain ular tangga ☐
   d. Aku senang bermain tebak-tebakan ☐
   e. Aku bisa merapikan kembali barang-barang di tempatnya ☐
   f. Aku senang mengamati hal-hal baru ☐
   g. Aku sering mengamati cara kerja suatu benda ☐
   h. Aku senang pelajaran Matematika ☐

3. **Spasial/Visual**
   a. Aku bisa membaca gambar seri (gambar berurutan) ☐
   b. Aku senang menggambar ☐
   c. Aku senang menonton film dan cerita anak di televisi ☐
   d. Aku senang mengerjakan puzzle (teka-teki) ☐

e. Aku ingin bisa menggambar tokoh-tokoh kartun ☐

f. Aku senang membaca cerita bergambar ☐

g. Aku senang melihat bangunan-bangunan bersejarah seperti candi ☐

h. Aku senang pelajaran Seni Budaya dan Keterampilan ☐

4. **Olah Tubuh dan Fisik**

a. Aku senang berlari atau melompat saat bermain ☐

b. Aku sering membongkar barang dan memasangnya kembali ☐

c. Aku suka memegang benda-benda yang menarik ☐

d. Aku bisa membuat berbagai mainan dari plastisin (waas) ☐

e. Aku bisa menirukan gerak-gerik temanku ☐

f. Aku senang belajar membuat karya seni,
misalnya menjahit atau membentuk dari kayu atau bambu ☐

g. Aku bisa berenang ☐

h. Aku senang pelajaran Olahraga ☐

5. **Musik**

a. Aku suka bersenandung (bernyanyi) ☐

b. Aku bisa menghafal lagu-lagu anak ☐

c. Aku senang menyanyikan lagu-lagu baru yang kudengar di radio
atau televisi ☐

d. Aku ingin bisa memainkan alat musik ☐

e. Aku sering belajar sambil mendengarkan musik ☐

f. Aku sering menghentakkan kaki atau mengetuk meja ☐

g. Aku sering menyanyikan lagu yang kupelajari di sekolah ☐

h. Aku ingin mengikuti latihan musik di sekolah ☐

6. *Interpersonal*/**Antarsesama**

a. Aku senang bermain dengan teman-teman ☐

b. Aku pernah dipilih menjadi ketua kelompok ☐

c. Aku mengenal teman-teman di sekitar rumahku ☐

d. Aku mempunyai lebih dari dua teman dekat ☐

e. Aku senang menolong temanku ☐

f. Aku mengikuti kegiatan untuk anak-anak di daerah tempat tinggalku ☐

g. Aku sering belajar kelompok bersama teman-teman ☐

h. Aku senang berada di tempat yang ramai ☐

7. *Intrapersonal/*Diri
   a. Aku senang menyendiri ☐
   b. Aku senang mengerjakan tugas sendiri ☐
   c. Aku sering menulis tentang kegiatanku sehari-hari ☐
   d. Aku terbiasa merapikan buku dan perlengkapan sekolah sendiri ☐
   e. Aku anak yang pendiam ☐
   f. Aku memiliki rahasia ☐
   g. Aku suka bermain peran sendiri ☐
   h. Aku suka mengunjungi museum atau tempat yang sepi ☐

8. **Alam**
   a. Aku ingin berekreasi ke alam terbuka ☐
   b. Aku senang berjalan-jalan ☐
   c. Aku senang melihat pemandangan alam ☐
   d. Aku bisa menyebutkan berbagai jenis hewan dan tumbuhan ☐
   e. Aku sering berkebun/menanam tumbuhan ☐
   f. Aku memelihara binatang di rumah ☐
   g. Aku senang belajar tentang hewan dan tumbuhan ☐
   h. Aku senang kegiatan Pramuka ☐

☺ ☺ Thank you ☺ ☺

2. The Second Questionnaire

Lembar Evaluasi Pengembangan Materi Bahasa Inggris
(Guru & Pengajar 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   TS = Tidak Setuju/Tidak Sesuai

S   = Setuju/Sesuai   STS = Sangat Tidak Setuju/Sangat

KS = Kurang Setuju/Kurang Sesuai   Tidak Sesuai

No.	Pernyataan	SS	S	KS	TS	STS
A. Aspek Tujuan Pembelajaran (*Goals*)						
1.	Materi yang dikembangkan sesuai *course grid*					
2.	Materi yang dikembangkan berkaitan dengan kehidupan sehari-hari.					
B. Aspek *Input*						
3.	Input berupa *game* menarik (Unit 1)					
4.	Input berupa lagu menarik (Unit 2)					
5.	Input berupa cerita bergambar menarik (Unit 3)					
6.	Input berupa menu makanan menarik (Unit 4)					
7.	Secara keseluruhan, input membantu pemahaman belajar siswa					
8.	Ilustrasi menarik dan membantu pemahaman siswa					
9.	Dialog/ungkapan dalam *tasks* memberikan model percakapan dengan benar					
10.	Dialog/ungkapan dalam *tasks* memberikan model					

	struktur bahasa dengan benar					
11.	Dialog/ungkapan dalam *tasks* mudah ditirukan oleh siswa					
12.	Dialog/ungkapan dalam *tasks* dapat meningkatkan pemahaman siswa pada penggunaan kalimat dan ungkapan berbahasa Inggris					
13.	*Tasks* di tiap unit mendorong pembelajaran akhir siswa, setidaknya pada satu *skill*					
C. Aspek Kegiatan (*Activities*)						
14.	Kegiatan pada *tasks* menarik					
15.	Kegiatan pada *tasks* sesuai kebutuhan siswa					
16.	Kegiatan pada *tasks* mendorong siswa untuk berkomunikasi dalam bahasa Inggris					
17.	Kegiatan belajar yang dikembangkan dalam setiap unit dimulai dari kegiatan terkontrol (*guided*) ke yang lebih bebas (*less-guided*)					
18.	Kegiatan belajar yang dikembangkan dalam setiap unit dimulai dari kegiatan yang mudah ke yang lebih sulit					
19.	Kegiatan belajar yang dikembangkan dalam setiap unit dimulai dari *comprehending task* ke *production task*					
20.	Kegiatan pada *tasks* membantu siswa memperbanyak *vocabulary*					
21.	Kegiatan pada *tasks* membantu pemahaman siswa mengenai *structure*					

22.	Aplikasi kegiatan pada *tasks* mendorong pengembangan ragam kecerdasan majemuk yang dimiliki siswa Misalnya: penggunaan *flashcards* untuk *Spatial Intelligence*, penggunaan *interview game* untuk *Interpersonal Intelligence*, penggunaan lagu untuk *Musical Intelligence*, dsb.					
D. Aspek Peranan Guru (*Teacher role*)						
23.	Dalam pemberian *tasks*, guru lebih berperan sebagai fasilitator					
24.	Dalam pengerjaan *tasks*, guru lebih berperan sebagai pembimbing					
E. Aspek Peranan Siswa (*Learner role*)						
25.	Siswa dapat mengerjakan *tasks* yang diberikan secara mandiri					
26.	Siswa dapat berpartisipasi aktif dalam proses pembelajaran dengan mengerjakan *tasks* yang diberikan					
F. Aspek *Setting*						
27	Kegiatan pada *tasks* yang dikerjakan secara individu dapat melatih siswa untuk belajar mandiri					
28	Kegiatan pada *tasks* yang dikerjakan secara berpasangan dan berkelompok dapat meningkatkan kemampuan berkomunikasi siswa					
G. Aspek Penyajian						
29.	Perintah/petunjuk yang ada pada setiap *task* jelas					
30.	Tampilan materi yang dikembangkan 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,……………2009

Evaluator,

_____

D. DATA OF RESPONDENTS OF THE STUDY

Grade IV Students of SD Islamiyah Pakualaman Yogyakarta
in the Academic Year 2008/2009

No.	Name	Nick Name	Age (Years)	Sex	
				Female	Male
1	Fadhila Salama Marfuah	Dhila	12	√	
2	Rian Pamungkas	Rian	13		√
3	Ahmad Khoirudin	Udin	12		√
4	Dwi Lestari	Dwi	11	√	
5	Adhitya Ridwansyah	Adhit	11		√
6	Almayda Wisnu Murti	Wisnu	9		√
7	Dwi Sunu Bagus Andoko	Sunu	10		√
8	Erlangga Pinandita Dwi S.	Angga	10		√
9	Dika Rizqiawan	Dika	10		√
10	Lena Rizki Wijayanti	Lena	9	√	
11	Meita Dewi	Meita	11	√	
12	Nur Fitriyah Sholihah	Fitri	9	√	
13	Yudhis Oktavian	Yudhis	11		√
14	Marcelino Putra Sandhifa	Sandhifa	10		√
15	Putra Arifian	Putra	10		√
16	Aldo Fiotama Josyaf	Aldo	10		√
17	Adam Kusumah	Adam	9		√
18	Aulia Amina Rosada Divia	Fio	10	√	

E. DATA OF THE MATERIAL EVALUATORS

No	Name	Sex (M/F)	Institution	Teaching experience
1	Lusi Nurhayati, S.Pd., M.Appl. Ling.	F	PBI, FBS, UNY	> 5 years
2	Sitri, S.Pd.	F	SD Islamiyah Pakualaman	> 5 years
3	Endyah Pranawati, S.Pd.	F	SD Muh. Suryowijayan	3-5 years
4	Dwi Ide Rahayu, S.Pd.	F	Puri Kids	0-2 years
5	Erny Ludvyani S.	F	Gama Exacta & TK Karya Rini	3-5 years

F. THE FIELD NOTES OF OBSERVATIONS

1. The Field Note of Observation 1

Time   : Monday, February 2, 2009/11.30 a.m. – 12.40 p.m.

Place   : Grade IV's Classroom of SD Islamiyah Pakualaman

Topic   : Family

The English teacher came into the class and greeted the students. She introduced the researcher to the students. The researcher introduced herself, *"I'm Ani from UNY. You can call me Miss Ani."* She told the students that she would observe the class that day, as a part of her research study. The researcher asked the students to mention their names one by one. Then, she sat beside a student on the back row.

The teacher began the lesson by asking the students to open their English workbook, *Fokus,* on page 4. The teacher went out for a moment while the students were busy talking one another. The teacher came in and asked about the topic of the lesson that day. The students answered that they learned about family which means *keluarga* in Bahasa Indonesia. The teacher read a text about family. The students were to repeat after her. Then the teacher asked several students to read the same text individually. The teacher directly corrected the students' pronunciation every time they mispronounced certain words.

Several students were asked to write some words related to family members on the blackboard. The other students were to say whether the words were correct or incorrect. The next activity was listening and matching. The teacher told the students to find the meaning of the words from another page of the unit. The activity was continued with the students completing missing words from short dialogues. During this activity, some students made some noise. Some of them made some jokes and the other laughed. They gave little attention to the teacher. However, the teacher continued the lesson without paying attention to these students much.

After that, the teacher drilled some words related to family members, the students were to repeat after her. The next activity was discussing last week's homework about a family tree. Then the teacher led the students to read another short text. She explained the story to the students by giving questions related to the text.

The teacher ended the class by giving homework and led the student to say a closing prayer. She said a leave-taking, *"Good afternoon."*

2. The Field Note of Observation 2

Time   : Monday, February 9, 2009/11.30 a.m. – 12.40 p.m.

Place   : Grade IV's Classroom of SD Islamiyah Pakualaman

Topic   : Family

The English teacher came into the class and greeted the students. The researcher took a seat on a back row, beside a student.

The teacher began the lesson by asking the students about the homework, whether they had difficulties or not. Most students answered that they had done the homework without difficulties, whereas some were silent. The teacher asked a student to read and answer the question number 1. Then, she asked the whole class whether they agreed to the answer or not. Of the question number 2 and so on, she had another student to read and give the answer.

The next activity was the teacher explained about a formula of how to ask about someone's kinship, i.e. *Who + is/are + subject* and a formula of how to ask the relationship between a person to another person, i.e. *Is/Are + subject + your + …?* The teacher then gave examples of sentences using the formulas, *"Contohnya ya, Who is Mr. Ali?"* She gave the answer, *"Mr. Ali is Fatimah's father."* During this activity, some students were talking to their friends.

Then the students were to do a task related to the previously given formula. They should complete the missing words. After finishing the task, the teacher asked several students to answer the questions.

The teacher continued the activity by mentioning words related to the theme *Family*. The students were to mention the Indonesian words for those words.

The teacher ended the class by giving homework and led the student to say a closing prayer. She ended by saying, *"Good bye, everyone.."*

G. THE INTERVIEW TRANSCRIPTS

Note:
a = with the English teacher
b = with the students
c = with the co-researcher

1. Pre-Implementation

a. With the English teacher

Interview Transcript 1a
Time   : Monday, February 2, 2009/12.45 p.m.
Place   : The Headmaster's Room of SD Islamiyah Pakualaman
R = Researcher; T = Teacher

R : Siang, Bu.
T : Iya. Siang. Bagaimana Mbak?
R : Ini Bu, mau menanyakan tentang pembelajaran bahasa Inggris di kelas IV selama ini. Kesulitan seperti apa yang sering Ibu temui saat mengajarkan bahasa Inggris?
T : Sebenarnya kalau di kelas IV tadi ya banyak faktor. Salah satunya dari anak-anaknya sih, Mbak.
R : Anak-anaknya ramai gitu ya, Bu? Atau malah nggak ngikuti pelajaran? Tadi kayaknya terkendali sih.
T : Ya kan ada yang ngawasi jadi mereka *anteng*. Ya gitu, Mbak. Kadang ramai iya, ngobrol sendiri juga, atau malah ada yang suka ngalamunan. Tapi yang ngikutin juga ada. Memang beda-beda sih, Mbak anaknya. Ini kelasnya paling beda sendiri. Kok ngga kelas lain aja Mbak?
R : Gimana ya, Bu. Sejauh ini sih dari ngobrol-ngobrol itu, mereka banyak yang suka bahasa Inggris kok, Bu. Iya kelas IV saja, Bu. Katanya, anak-anak kan seharusnya mulai dikenalkan bahasa Inggris ya di kelas IV.
T : Ya kalau Mbak Ani sudah mantep ya nggak apa. Nanti saya bilang lagi sama anak-anak biar bisa bantu.
R : Ya Bu, makasih sebelumnya. Ummh, kalau ada anak yang antusias sama bahasa Inggris terus ada yang enggak terlalu itu gimana menurut Ibu?
T : Wah ya itu anaknya ada yang memang *mudeng* sama pelajarannya jadi ya terus suka. Kalau yang cuma bisa diem, ditanya malah diam ya itu agak susah paham jadi ya nggak suka. Bahasa Inggris kan ga mudah ya, Mbak.
R : Iya sih, Bu. Itu berarti tantangan kan Bu? Kalau Ibu sendiri, biar anak-anak itu suka belajar bahasa Inggris gimana caranya Bu?
T : Ya, saya nerangin pelajarannya diulang-ulang sampai mereka paham. Tapi kadang juga ada kegiatan yang nggak ngebosenin buat mereka. Mereka itu banyak yang pasif, Mbak. Ada yang nggak memperhatikan pelajaran juga. Jadi, saya harus cari cara agar bisa maksimal menyampaikan materinya.
R : Kegiatan yang biar mereka nggak bosen apa Bu?
T : Ya kan dari buku ada ngisi TTS. Terus ada percakapan juga. Nyusun huruf acak juga. Ya seperti itu-itu saja.
R : Gitu ya Bu. Ya terus mungkin ada kesulitan yang selain faktor dari anak-anak Bu? Keterbatasan media mungkin Bu? Yang seperti gambar?

T : Kalau media apa ya Mbak. Saya paling sering pakai buku sama LKS. Itu kan biasanya sudah ada gambarnya. Ya mungkin agak kurang menarik karena itu kan cuma LKS, yang berwarna cuma sedikit mbak. Lha kalau pakai buku paket yang seperti ini (*menunjukkan satu judul buku paket*), kasihan anak-anak harus beli.

R : Oh berarti anak-anak punya LKS saja ya, Bu? Satu anak satu?

T : Iya, anak-anak cuma beli LKS saja. LKS Fokus. Tiap anak punya.

R : Kalau Ibu sendiri, mungkin ada buku lain yang digunakan?

T : Ada, ada. Saya ada buku paket yang ini, terus satu lagi sering untuk tambahan juga tapi jarang dipakai karena anak-anak tidak punya.

R : Kalau menurut Ibu, isi LKSnya itu bagaimana? Apa sudah bisa memenuhi kebutuhan anak-anak untuk belajar Bahasa Inggris?

T : Ya sebenarnya belum pas, Mbak, tapi sudah lumayan. Soalnya kalau buku paket itu tidak semua bisa beli, jadi LKSnya dipakai sama tambahan dari buku paket yang ada.

R : Berarti selama ini anak-anak belajar Bahasa Inggrisnya dari LKS sama tambahan yang dari Ibu?

T : Ya seperti itu, Mbak.

R : Kalau game sama lagu gimana, Bu? Apa Ibu sering pakai juga?

T : Pernah sih mbak. Kalau pakai game, anak-anak itu malah keasyikan terus ganggu kelas yang lain ramainya. Malah hampir nggak pernah pakai game. Kelasnya kan juga kecil Mbak.

R : Kalau misalnya nanti saya kapan pas masuk pakai game nggak apa to, Bu?

T : Silakan aja mbak, kalau saya itu fleksibel, asal anak-anak itu bisa tetep dapat pelajarannya aja.

R : Oh ya kalau itu ya iya Bu. Mungkin sama lagu juga Bu, anak-anak kan biasanya suka nyanyi-nyanyi atau yang seperti game itu.

T : Ya ya dicoba aja Mbak.

R : Mengenai kurikulum dan silabus untuk Bahasa Inggris, apakah pihak sekolah mengembangkan sendiri atau bagaimana ya, Bu?

T : Kalau silabus, ada yang dari KKG Kota Mbak. Kalau kurikulum ya KTSP.

R : Ya, saya boleh pinjam Bu silabusnya? Saya ada tapi kok malah ndak ketemu.

T : Ya, dibawa saja nggak apa.

R : Ya, begini dulu, Bu. Makasih.

T : Ya, sama-sama.

Interview Transcript 2a
Time   : Monday, February 9, 2009/12.45 p.m.
Place   : The Headmaster's Room of SD Islamiyah Pakualaman
R = Researcher; T = Teacher

T : Gimana, Mbak?

R : Ya hari ini udah pada nyantai, Bu anak-anaknya. Kan sudah kenal juga. Jadinya udah ada yang asyik ngobrol sendiri.

T : Ya kaya gitu, Mbak.

R : Gak apa, Bu. Yang penting mereka *enjoy*. Saya mau sedikit nanya tentang anak-anak kelas IV, Bu.

T : Gimana maksudnya, Mbak? Ya, setahu saya saja ya. Kalau mau lebih detil ke guru kelasnya.

R : Cuma secara umum kok, Bu. Ada lebih dari satu anak yang pernah tinggal kelas ya, Bu?

T : Ada tiga malahan, Mbak (*menyebutkan tiga nama*).

R : Kalau latar belakang, asalnya Bu? Banyak yang Jogja kan ya, Bu?

T : Ya kebanyakan anak dari sini saja. Orangtuanya ya Jawa.

R : Kalau secara ekonomi, Bu?

T : Ya menengah ke bawah, Mbak. Yang berada bisa dihitung jari.

R : Kalau sama teman terus juga sama guru itu gimana Bu sikapnya anak-anak kelas IV ini?

T : Ya masih wajar saja. Sopan sih Mbak kalau sama guru. Kalau sama temannya ya saling bercanda. Namanya juga anak-anak. Tapi ramenya ya di anak laki-laki. Kan jumlahnya banyak itu.

R : Kalau saya tanya-tanya, beberapa bahkan sebagian besar mereka itu suka Bu belajar Bahasa Inggris. Kalau Ibu sendiri melihat mereka, bagaimana motivasinya, Bu?

T : Ya, banyak yang bisa dan suka Bahasa Inggris. Mereka kan juga sering saya beritahu tentang pentingnya belajar Bahasa Inggris untuk masa depannya nanti. Ya sepertinya anak-anak cukup tahu kalau semua pelajaran itu baik bagi mereka, termasuk belajar Bahasa Inggris.

R : Kegiatan apa yang paling sering Ibu gunakan? Apa menyimak, membaca, berbicara atau menulis?

T : Seringnya anak-anak itu saya ajak latihan mbaca sama nulis. Kegiatan yang di LKS itu ya sebisa mungkin dikerjakan.

R : Jadi lebih seringnya ke membaca sama menulis dari LKS ya Bu?

T : Ya kalau menyimak itu kan seiring diterangkan pelajaran terus kalau aspek berbicara ya sambil menjawab pertanyaan itu.

R : Ya, ya. Bu, ini ada lembar kebutuhan siswa. Isinya seputar kebutuhan belajar bahasa Inggris saja. Mohon diisi ya Bu.

T : Mau diambil kapan? Rabu saja ya. Kalau besok saya belum tentu ke sini.

R : Ya nggak apa-apa. Gini saja dulu, Bu. Besok Rabu kembali lagi. Makasih.

T : Ya.

Interview Transcript 3a
Time : Wednesday, February 11, 2009/10.00 a.m.
Place : Teachers' Room of SD Islamiyah Pakualaman
R = Researcher; T = Teacher

R : Pagi, Bu.

T : Iya, Mbak. Mau ngambil lembar yang kemarin ya?

R : Iya, Bu.

T : Ini sudah saya isi tapi yang persen ini gimana ya? Maksudnya kalau 100% gitu?

R : Ya, gitu Bu, kalau semuanya 100% jadi berapa % masing-masing itu.

T : Saya sih keempatnya penting. Saya isi 25% ini (sambil menulis). Ini ya, Mbak.

R : Makasih, Bu. Sekalian mau bilang. Begini lho Bu, untuk penelitian ini, saya kan bermaksud mengembangkan materi yang sesuai buat pembelajaran anak-anak. Nanti itu dibuat ada latihan sama kegiatan belajarnya.

T : Jadi kayak semacam modul gitu?

R : Ya bisa dibilang gitu sih, Bu. Tapi saya nyebutnya materi saja. Nah, dari sedikit ngobrol dengan anak-anak kemarin itu, mereka kan banyak juga yang suka bahasa Inggris. Cuma mungkin materi itu jadi kendala juga di kelas. Kan kadang perlu diselingi game atau lagu, bahkan cerita.

T : Terus gimana itu, Mbak. Apa yang saya bisa bantu?

R : Acuan saya kan teori Kecerdasan Majemuknya Howard Gardner. Yang mau saya tanyakan, apa Ibu familiar dengan teori ini?

T : Kecerdasan Majemuk.. Saya sih sudah pernah dengar dan tahu, tapi kurang begitu paham.

R : Teorinya itu kan menyebutkan ada delapan kecerdasan yang dimiliki setiap orang. Tiap anak itu memiliki satu atau bahkan lebih, kecerdasan yang menonjol. Dan bisa dikembangkan sampai tingkat maksimal. Seperti kalau ada pengembangan minat dan bakat gitu, Bu. Jadi kan, cara belajar tiap anak itu kan berbeda-beda. Lah dari sini saya mau mengembangkan materi yang kegiatannya bisa mendukung pengembangan kecerdasan majemuk itu tadi. Misalnya kecerdasan berbahasa itu pakai permainan kata. Nah biar belajarnya masuk dan juga efektif, guru itu bisa menerapkan teori ini tiap kali mengajar. Biar ada variasi juga Bu. Kira-kira bisa nggak Bu saya pakai teori ini?

T : Oh ya. Ya ngga apa-apa mbak. Sudah tau gimana mau ngembangkannya?

R : Ya sambil minta bimbingan dosen saya sih Bu. Makanya saya sudah sempat minta anak-anak isi kuesioner sama wawancarai mereka. Kemarin saya juga minta Ibu ngisi angket biar bisa tau kira-kira kebutuhan anak-anak untuk semester ini seperti apa gitu Bu. Kalau materinya sudah siap, saya juga minta waktu untuk implementasi. Mungkin bulan depan.

T : Ya, coba dikembangkan dulu seperti apa. Kalau sudah, saya coba lihat juga, Mbak. Masalah mau implementasi ya nggak apa, nanti saya carikan waktunya.

R : Kalau topik yang ada di LKS nya anak-anak kan empat ini ya Bu? *Family*, *Toys and Games, Shopping,* sama *Fruits and Vegetables*. Nanti saya pelajari dulu, dicocokkan sama hasil wawancara sama angket anak-anak dulu. Pekan depan say ke sini lagi.

T : Ya, saya tunggu.

R : Ya, terima kasih Bu.

Interview Transcript 4a

Time : Wednesday, February 16, 2009/10.15 a.m.

Place : Teachers' Room of SD Islamiyah Pakualaman

R = Researcher; T = Teacher

R : Pagi, Bu.

T : Pagi, Mbak. Sudah dibuat ya?

R : Iya Bu, tapi baru garis besarnya saja. Ini teorinya kan seperti ini, Bu.*(R menunjukkan garis besar Teori Kecerdasan Majemuk).* Terus hasilnya yang dari anak-anak itu mereka cenderung tinggi di Spasial, baru kemudian Interpersonal. Yang lebih jelasnya ini Bu *(menyodorkan profil inteligensi siswa).*

T : Terus sudah ada gambaran apalagi, Mbak?

R : Ya, kalau dari Ibu kan empat tema kemarin. Yang *family* sudah Ibu ajarkan. Kalau dari buku ini, kelas 4 itu ada materi *introduction*, *family*, *class* and *school*, *things at home*, *clothes, animals, food and drink*, sama *public places*.Ini dari buku ini saya ngambil tema class and schoolnya. Dari Ibu, saya ambil yang fruits. Terus sesuai KD, saya ambil satu tiap skillnya. Gimana menurut Ibu?

T : Ya, kayaknya temanya sudah gak apa-apa. Asal sudah bisa nyesuaikan kurikulum to. Kecerdasan majemuknya gimana, Mbak?

R : Iya, nanti di tiap unit akan saya sebutkan kegaiatan yang bisa digunakan guru mengacu pada belajar yang komunikatif sama teori Kecerdasan Majemuk. Jadinya seperti ini. Ya, mungkin ini bisa Ibu bawa saja. Saya sertakan angket untuk diisi sama informasi lainnya.

T : Ya, saya baca-baca dulu. Ditunggu saja, Mbak.

(T memeriksa course grid dan draft R)

T		Ya, sudah saya lihat Mbak. Ada beberapa yang mesti diperbaiki kayaknya. Mungkin maksudnya diperjelas dulu. Ada yang saya belum ngerti ini, Mbak.
R	:	Oh ada *Teacher's Guide* nya Bu di belakang. Ini Bu. *(menunjukkan)*
T	:	Untuk kegiatan yang ini apa Mbak? Apa petunjuknya ini diganti.
R	:	Kurang jelas ya Bu? Ya nanti saya perbaiki. Temanya bagaimana Bu? Apa sudah sesuai?
T	:	Ini sudah semua nanti empat unit ya Mbak?
R	:	Iya Bu. Nanti tiap unit satu skill misalnya listening saja.
T	:	Unit 1 ini apa nggak benda di dalam kelas aja Mbak? Kalau yang unit 2 ini instruksinya jangan terlalu banyak Mbak, nanti malah nggak sampai materinya.
R	:	Kalau benda di dalam kelas nanti *language functionnya* agak sulit, Bu. Ini sengaja benda yang bisa kita pinjam. Atau diganti saja KDnya ya, Bu?
T	:	Ya sudah nggak apa-apa, asal ada kan ya di KDnya? Nggak apa-apa.
R	:	Iya sudah disesuaikan KD kok Bu. Mungkin yang instruksi nanti saya kurangi sedikit. Yang unit 3 dan 4 Bu?
T	:	Kalau yang itu kayaknya temanya udah pas. Tema yang makanan dan minuman ada. Kalau fruits nya ini cukup menarik, jadi ya dipakai aja. Diperbaiki aja Mbak.
R	:	Iya nanti saya perbaiki bahasa sama petunjuknya ya Bu tadi. Terus skillnya berarti sudah pas ya Bu? Atau perlu diperbaiki juga?
T	:	Ya kalau sudah lihat SK/KDnya berarti materinya ya harus benar.
R	:	Akan saya perbaiki dulu, mungkin pekan-pekan depan saya baru kembali Bu.

Interview Transcript 5a
Time   : Monday, March 21, 2009/1045.00 a.m.
Place   : Teachers' Room of SD Islamiyah Pakualaman
R = Researcher; T = Teacher

R	:	Pagi, Bu.
T	:	Mari duduk Mbak. Gimana modulnya?
R	:	Sudah saya perbaiki Bu. Ini course gridnya. Ini materinya. Ini angket. Mohon diisi sesuai pendapat Ibu.
T	:	Sambil saya lihat-lihat ya, Mbak?
R	:	Ya, monggo Bu. Angketnya nggak harus langsung diisi kok Bu. Bisa besok atau pekan depan. Nanti materinya juga saya tinggal.
T	:	*(sambil memeriksa materi).*Sudah lebih baik dari yang waktu itu Mbak. Tapi petunjuknya masih agak kurang jelas ya.
R	:	Ya, nanti Ibu sambil isikan ke angketnya juga bisa Bu. Untuk masukan, saran untuk saya. Ini kan masih akan saya perbaiki sekali lagi sebelum benar-benar diujicobakan ke kelas.
T	:	Oh begitu to Mbak. Jadi nanti dibuat lagi yang baru, terus baru dipakai mengajar?
R	:	Iya Bu. Angketnya ini juga saya mintakan pendapat dari guru lain. Mungkin Ibu ada saran untuk media yang bisa saya gunakan di sini? Selain game atau lagu.
T	:	Bisa pakai gambar yang agak besar atau malah benda aslinya gitu Mbak. Pasti kan anak-anak lebih tertarik.
R	:	Ya makasih sarannya Bu. Ini juga sudah saya tulis flashcards nya. Nanti mungkin bisa sekalian bendanys.
T	:	Nggeh. Saya ke kelas dulu, Mbak. Maaf ya.
R	:	Silakan Bu. Kapan-kapan saya hubungi Ibu kalau saya mau ke sini.

b. **With the students**

Interview Transcript 1b
Time   : Tuesday, February 3, 2009/09.00 a.m.
Place   : SD Islamiyah Pakualaman
R = Researcher; S1, S2, S3, S4, S5 = Students

R   :   Hai Dik.. Ketemu lagi. Sini bareng-bareng sini, Miss mau nanya.
S1   :   Nanya apa, Miss?
R   :   Siapa ini yang suka sama pelajaran bahasa Inggris, hayo *raise your hands*! Acungkan tangan!
S1, S2, S3, S4, S5: Suka, Miss, suka... (sambil mengacungkan jari)
R   :   Bener nih semuanya suka?
S1, S2: Beneran, Miss.
R   :   Kok kemarin pada diem-diem gitu pas pelajaran.
S3   :   Malu kan ada Miss nya di belakang.
R   :   Kenapa musti malu, kan cuma ikut duduk-duduk. Coba yang suka bahasa Inggris, alasannya apa hayo?
S4   :   Aku Miss suka soalnya biar pinter. Biar bisa ngomong sama bule. Hehe..
R   :   Kalau kamu gimana?
S5   :   Itu lho Miss biar aku bisa niruin lagu-lagu yang suka di tivi. Susah ngikutinya.
R   :   Ya, didengerin terus, lama-lama bisa kok. Oya, menurut kalian, kenapa ya kita harus belajar bahasa Inggris?
S1   :   Kan udah ada di pelajaran jadinya ya harus belajar itu.
S2   :   Soalnya biar bisa ngomong sama orang Inggris. Iya kan Miss?
R   :   Iya juga. Siapa yang tau kalau bahasa Inggris digunakan di mana-mana?
S3   :   Gak di Inggris to..
R   :   Nggak. Di berbagai negara termasuk Indonesia, soalnya kita kan juga harus bisa berbicara sama orang-orang asing yang kebanyakan bicara bahasa Inggris juga. Coba kalau kita bisa ngobrol sama bule kayaknya enak ya? Bisa tanya macem-macem..
S1   :   Iya, aku juga pengen Miss. Gimana biar bisa ngertinya?
S2   :   Yo *sinau wae*. Ya to Miss?
R   :   Iya belajar juga. Pengen kan bisa nyapa turis duluan, trus bisa jawab kalo ditanya-tanya gitu? Nah nanti makanya kita belajar bareng yaa... OK, makasih ya..
S1, S2, S3, S4, S5: Ok. Sama-sama Miss.

Interview Transcript 2b
Time   : Tuesday, February 4, 2009/10.30 a.m.
Place   : SD Islamiyah Pakualaman
R = Researcher; S6, S7, S8 = Students

R   :   Halo, Dik.. Miss mau tanya-tanya dong. Boleh kan?
S6, S7: Boleh Miss
S8   :   Nggak boleh kalau cuma bentar nanyanya..
R   :   Hehe... Gini lho.. Miss mau nanya, ini pada suka belajar bahasa Inggris gak ya?
S6   :   Saya suka Miss. Kalau ini gak suka (menunjuk temannya).
R   :   Beneran gak suka?
S7   :   Hooh Miss. Lha *angel* eh.
R   :   Kalau kamu suka nggak? Jangan-jangan gak juga..

S8 :   Suka kok Miss.

R   :   Bentar, yang gak suka, kenapa hayo kasih alasannya yang bener lho ya.

S7 :   Sulit, Miss. Pengennya juga suka tapi susah pokoknya Miss.

R   :   Makanya belajar biar bisa. Nanti kan kalau bisa bahasa Inggris, ketemu sama orang bule jadi bisa ngajak bicara. Iy anggak?

S7 :   Iya Miss.

R   :   Nah kalau kalian tau nggak kenapa sih bahasa Inggris dipelajari sama kita? Kita kan udah punya bahasa Indonesia. Ada juga bahasa Jawa. Iya kan? Kenapa tuh?

S6 :   Kalau belajar bahasa Inggris ya biar bisa pinter. Aku suka liat di PS banyak bahasa Inggrisnya Miss.

S8 :   Iya biar nggak malu kalau ketemu sama bule.

R   :   Iya, pinter-pinter nih. Pengen nggak kalau belajar bahasa Inggris tapi nyenengin gitu? Kita bisa pake game juga, nih yang hobinya PSan pasti seneng deh. Mau nggak bisa mbaca cerita bahasa Inggris yang lumayan panjang gitu tapi kalian tuh paham isinya lho?

S7 :   Mau sih Miss, tapi kayaknya sulit. Padahal aku suka mbaca.

R   :   Ya belum dicoba kok ya.. Mau ya? Nanti belajar bareng-bareng sama Miss Ani. OK makasih yaa.

S6, S7, S8: Iya, Miss Ani.

Interview Transcript 3b

Time   : Wednesday, February 11, 2009/09.00 a.m.

Place   : SD Islamiyah Pakualaman

R = Researcher; S9, S10 = Students

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R   :   Hai, kemarin kok nggak masuk?

S9 :   Sakit Miss.

S10:   Kok bawa radio, Miss?

R   :   Ini bukan radio, ini buat ngrekam, namanya *recorder*. Nah Miss Ani mau nanya, nanti direkam deh. Gimana pelajaran bahasa Inggris kemarin itu? Mengerti belum?

S9 :   Senin kemaren Miss? Aku agak lupa-lupa.. Belum ngerti njawabnya tuh lho.

R   :   Kemaren kan ngulangi pelajaran sebelumnya. Kamu ngikuti ndak?

S9 :   Ngikuti Miss, tapi susah yang pas ndengerin itu lho. Nulisnya susah.

S10:   Iya Miss, nulisnya aku juga belum hapal. Kebolak-balik hurufnya.

R   :   Tapi ini kalian suka kan sama bahasa Inggris? Jadinya mau kan belajar bahasa Inggris sama Miss Ani? Nanti kita pakai kegiatannya yang gampang deh.

S9 :   Bener Miss? Ya nggak apa. Kapan Miss?

R   :   Tunggu aja. Masih agak lama tapinya.

S10:   Yaah.. Sama aja.

R   :   Pengen kan bisa nulis nggak kebolak-balik, gampang ingat hurufnya juga. Pengen nggak?

S10:   Pengen aja.

R   :   Ya udah gitu aja. Tunggu aja deh. Makasih yaa...

2. During Implementation

a. <u>With the English teacher</u>

Interview Transcript 6a
Time   : Friday, April 10, 2009/11.00 a.m.
Place   : SD Islamiyah Pakualaman
R = Researcher; T: Teacher

R : Bagaimana Bu, hari pertama saya?

T : Sudah cukup baik, Mbak. Urutan mengajarnya sudah runtut. Penyampaian materi juga sudah jelas.

R : Cukup ya Bu menyampaikan materi sampai bagian itu? Kalau kebanyakan takutnya anak-anak jenuh. Mungkin pekan depan saya review terus latihan-latihan lagi.

T : Iya, cukup kok, Mbak. Sebenarnya sampai yang berpasangan tadi, masih ada yang perlu diulangi ya. Sebenarnya idealnya tadi untuk dua pertemuan, terasa padat sekali ya, Mbak.

R : Iya, ya, Bu. Sebenarnya mungkin satu unitnya ideal diajarkan tiga sampai empat kali pertemuan. Bagaimana ya, Bu?

T : Ya sudah ndak apa, Mbak. Itu dilanjutkan saja, semoga anak-anak juga nanti bisa ngikuti. Disiapkan saja, Mbak untuk yang seterusnya.

R : Yang tadi itu, kan saya pakai *flashcards*, kartu gambar gitu Bu. Itu ditujukan untuk Kecerdasan Spasial, yang untuk anak-anak dengan kelebihan seperti melihat gambar begitu, Bu. Kemudian ada tugas dialog berpasangan sama *racing game* untuk Interpersonal nya. Yang terakhir ada lagu untuk Musikal.

T : Ya, saya paham, Mbak. Berarti bagian kecerdasan majemuknya sudah ada yang tercapai. Anak-anak bisa memahami gambar. Mereka juga tadi dialog. Game-nya juga seru. Ada bernyanyi juga..

R : Iya, Bu. Memang tujuannya lebih ke arah melibatkan anak-anak untuk lebih aktif di kelas. Mengenai anak-anak bagaimana tadi ya, Bu? Apa mereka cukup tenang, aktif, atau bagaimana?

T : Ya, sepertinya dengan materi yang menarik, mereka jadi antusias ya, Mbak. Ada gambar, game, alat peraga juga. Ya anak-anak cukup aktif. Biasanya itu, mereka jam segini udah minta pulang aja, udah capek.. Tapi mungkin mereka malu juga sama njenengan kalau ngeluh. Tapi menurut saya, ya sudah baik. Apalagi gamenya. Ya kalau pakai game memang menyenangkan, Mbak. Agak ramai tapi nggak apa-apa. Ya berhasil lah tekniknya. Besok tinggal ditambah-tambah saja.

R : Penguasaan kelas saya, Bu? Mungkin ada hal-hal yang kurang?

T : Nggak terlalu sih, Mbak. Mungkin suaranya saja kadang kedengaran sampai belakang, kadang hilang. Yang lainnya, sudah baik. Kalau ada yang ramai, ya ditegur saja, nggak apa-apa.

R : Bagaimana kegiatan belajar mereka hari ini? Apa perlu ada kegiatan yang dikurangi atau malah perlu ada tambahan, Bu?

T : Itu, instruksinya perlu diperjelas. Juga diperbanyak latihan, Mbak. Jadi ditunjuk acak tapi semua dilibatkan biar semua dapat kesempatan. Kan pasti ada yang belum paham di antara semua anak itu. Ya itu saja untuk hari ini, yang lainnya hanya teknis saja. Sambil jalan sambil diperbaiki. Ini kan pertama kalinya, Mbak. Jadi anak-anak, terus njenengan juga masih menyesuaikan.

R : Ya, makasih, Bu. Kalau medianya, Bu?

T : Menarik kok, Mbak. Saya malah cukup jarang membawa alat peraga sendiri. Ini kan cukup atraktif. Mereka penasaran. Apa, kalau bisa diperbesar begitu, Mbak. Dadunya tadi. Kalau flashcardsnya itu memang kecil-kecil ya?

R : Ya, Bu.

T : Sebenarnya melalui contoh gerakan saja, anak-anak cukup tahu. Tapi *flashcards* di sini tujuannya untuk mendukung gerakan, tapi malah gambarnya kurang jelas dari belakang tadi.

R : Pekan depan insyaAlloh saya bawa yang lebih jelas ya, Bu.

T : Ya, monggo Mbak Ani saja. Perlu ada kartu, ya diperbesar saja. Kalau ndak, ya gerakan saja cukup karena temanya kan instruksi.

R : Ya, maturnuwun, Bu. Kalau gitu saya pamit dulu, Bu. Terima kasih, insyaAlloh sebelum Senin saya aturken RPP nya.

T : Ya, sama-sama, Mbak. Saya tunggu.

Interview Transcript 7a
Time   : Tuesday, April 14, 2009/09.30 a.m.
Place   : SD Islamiyah Pakualaman
R = Researcher; T: Teacher

R : Pagi, Bu.

T : Ya, monggo, Mbak. Ini mau mereview yang kemarin to? Saya sudah sedikit mencatat. Ada yang mau ditanyakan dulu nggak?

R : Iya, Bu. Apa ya.. seperti biasa saja, Bu. Komentar Ibu atas try-out yang kemarin itu seperti apa? Cukup berhasil atau belum?

T : Iya, sudah baik, Mbak. Cuma kendala yang paling terlihat kemarin itu cukup banyak ya kegiatannya. Kan ada dua kali game ya, Mbak. Yang *Simon* sama *race*.

R : Ya, ya *(mengangguk)*. Awalnya saya mau pakai yang *Simon Says* saja tetapi kan main *Simon Says* nya sempat berhenti juga, Bu. Jadi saya pikir langsung suruh anak-anak coba main *racing game*-nya dulu.

T : Sebenarnya dilanjutin dulu juga nggak apa-apa, Mbak. Tapi anak-anak diberi aturan biar nggak ramai. Atau dibuat variasi lain dengan game *Simon* itu. Tapi game yang kemarin, lari dan menempel itu malah menarik kok.

R : Ya, Bu. Mungkin karena berkelompok juga, jadi semangatnya lain. Selain kegiatan yang banyak, ada kendala lagi ya, Bu?

T : Gambar sama alat peraga sudah jelas terlihat dari belakang, Petunjuk sudah bisa dimengerti. Oiya, perlu diberi latihan yang menjodohkan instruksi sama gambarnya, diperbanyak nggak apa-apa. Misalnya 10 nomor.

R : Gitu, ya, Bu? Ya terima kasih sarannya, Bu. Aspek kecerdasan majemuknya gimana, Bu? Sudah tercapaikah?

T : Ini yang untuk apa? Fisik ya?

R : Iya, Bu. Game-nya untuk *Bodily-Kinesthetic* sama *Interpersonal*. Terus yang menjodohkan instruksi ke gambarnya itu *Intrapersonal*, kan anak-anak mengerjakan sendiri.

T : Iya, bisa, Mbak. Berarti anak-anak bisa bekerja dalam kelompok atau individu kan? Ya tercapai menurut saya.

R : Game itu juga untuk *movement*, Bu. Anak-anak kan melakukan gerak tubuh juga.

T : Ya, ya kesimpulannya, aspeknya tercapai gitu kan ya?

R : Iya, Bu. Karena kegiatannya mendukung anak-anak menjadi aktif dan *enjoy* belajarnya.

T : Ya, sudah dilaporkan seperti itu saja.
R : Ya, makasih, Bu. Pekan depan insyaAlloh saya ke sini sebelum try-out selanjutnya.
T : Ya, sama-sama.

Interview Transcript 8a
Time : Monday, April 20, 2009/12.45 p.m.
Place : SD Islamiyah Pakualaman
R = Researcher; T: Teacher

R : Bagaimana Bu, try-out saya?
T : Hari ini juga sudah baik. Saya senang waktu anak-anak antusias dialognya yang meminjam barang itu lho, Mbak. Banyak yang sudah bisa dan yang penting berani.
R : Iya, Bu. Yang penting sudah mau mencoba itu udah bagus.
T : Lagunya menarik, mudah diingat juga. Gambar-gambar yang dipakai juga jelas dilihat dari belakang. Apalagi benda-bendanya bisa kita temukan di kelas ya..
R : Iya, Bu. Ini saya reviewkan aspek kecerdasan majemuknya, Bu. Yang fokusnya hari ini di *Interpersonal*. Dari kegiatan dialog. Kemudian *Spasial* itu dari penggunaan wayang sama realia. Tambahannya, ada *Musical* itu dari lagu.
T : Ya, cukup tercapai kan, Mbak? Anak-anak berani berdialog dan cukup berhasil karena banyak juga yang sudah bisa.
R : Ada yang perlu diperbaiki mungkin, Bu?
T : Saya sedikit saja menambahkan. Itu untuk dialognya, lebih baik anak-anak diminta memilih kartu atau kertas yng sudah ditulisi nama-nama bendanya. Jadi mereka nggak bingung benda apa yang harus didialogkan.
R : Ya, baik, Bu. Terima kasih. Kalau dari segi manajemen kelas dari saya?
T : Ya, juga sudah cukup baik, Mbak. Urutan mengajarnya sudah ada. Penyampaian materi juga bisa diterima. Yang penting anak-anak itu diperhatikan, jangan sampai ada yang tiba-tiba gaduh sendiri dan jadinya nggak paham.
R : Kalau dialog berpasangan, banyak menyita waktu ya, Bu?
T : Nggak juga, dan cukup tercapai kan, Mbak? Anak-anak berani berdialog dan cukup berhasil karena banyak yang sudah bisa. Sekarang mereka kan jadi tau ungkapan meminjam barang dari temannya.
R : Dan cara menjawabnya juga, Bu.
T : Iya. Oke untuk yang belum disampaikan materinya, coba disiapkan dulu benar-benar.
R : Baik, Bu.

Interview Transcript 9a
Time : Monday, April 27, 2009/12.45 p.m.
Place : SD Islamiyah Pakualaman
R = Researcher; T: Teacher

T : Capek, Mbak?
R : Campur aduk, Bu. Tadi itu sepertinya cukup berhasil. Kalau menurut Ibu bagaimana?
T : Ya, cukup kok menurut saya. Tadi kegiatannya juga variatif. Ada listening, menggambar juga. Game nya juga cukup mewakili apa yang sudah dipelajari

pekan lalu. Banyak yang sudah mengerti bagaimana penggunaan ekspresinya kok, Mbak. Terima kasih ini juga jadi masukan buat saya.

R : Iya, Bu, sama-sama. Saya juga senang dengan kegiatannya anak-anak hari ini. Mereka terlihat enjoy.apa mungkin karena game-nya tadi tim besar jadi yang kurang antusias juga nggak nampak.

T : Nggak lah, Mbak. Sampai si R (menyebutkan nama) juga bisa mengikuti. Berarti mereka enjoy. Biasa, anak-anak suka berkompetisi jadi a, baguslah kegiatannya.

R : kalau yang mendengarkan itu sebenarnya mudah, tapi banyak yang belum bisa juga ya Bu menuliskan dengan tepat.

T : Kalau menulis itu memang cukup sulit juga, Mbak. Lha mereka nulis pencil aja kadang masih pensil, apalagi melengkapi kalimat. Ya tapi nggak apa-apa untuk belajar.

R : Berarti mungkin agak dibuat mudah, misalnya mengisi rumpang nama-nama benda gitu bisa, Bu?

T : Ya, tetap saja, Mbak. Kan juga untuk belajar. Kalau penulisan nama benda, anak-anak lama-lama akan terbiasa juga.

R : Begitu ya, Bu. Ya. Bagaimana dengan manajemen kelas saya, Bu?

T : Ya, cukup Mbak. Sudah semakin menguasai. Anak-anak cukup bisa diatur. Apalagi mereka bisa ada saatnya kerjasama dengan teman, jadi mungkin lebih menyenangkan.

R : Kemudian review kecerdasan majemuknya begini Bu. Fokusnya kan masih sama seperti yang pekan lalu, di Spasial, Interpersonal, Musical. Kalau yang hari ini juga dari flashcards, kerjasama tim waktu interview game, sama lagu.

T : Ya, sepertinya tercover kan, Mbak. Anak-anak juga bisa mengikuti semua kegiatan meskipun ada satu dua yang memang masih perlu banyak latihan. Tapi, secara keseluruhan tadi itu sudah baik.

R : Terima kasih, Bu. Saya usaahakan lebih baik lagi. Pekan depan itu tentang *fruits*. insyaAlloh tema yang disukai anak-anak.

T : Ya.

Interview Transcript 10a
Time : Monday, May 18, 2009/12.45 p.m.
Place : SD Islamiyah Pakualaman
R = Researcher; T: Teacher

R : Wah, pekan lalunya kan tidak disupervisi Ibu, jadi bagaimana ya Bu hari ini?

T : Ya, karena hari terakhir, jadi saya mau beri pendapat saja. Secara keseluruhan, sudah baik ya, Mbak. Anak-anak kebetulan suka sekali kalau belajar tentang buah, hewan, atau yang sering mereka jumpai seperti ini.

R : Iya, sepertinya juga gitu, Bu.

T : Kalau pekan lalu gimana? Saya lihat di materi ini banyak juga kegiatannya.

R : Iya, mungkin pekan lalu lebih menarik karena saya waktu itu pakai cerita. Kemudian ada yang puzzle juga Bu.

T : Iya, yang cerita ulat itu saya sempat nglihat. Kalau puzzle pasti anak-anak tertarik. Itu kan menyenangkan sekali, Mbak. Tadi juga dialognya sudah cukup bisa dimengerti anak-anak.

R : Sebenarnya yang saya fokuskan itu ungkapan *What fruit do you like?* tapi saya juga sempat pakai ungkapan seperti *Do you like durians?* untuk memancing anak-anak itu njawab *I like* atau *I don't like*. Begitu, Bu.

T : Ya, nggak apa-apa kalau memang diperlukan. Sejauh ini, tema yang paling berhasil yang mana, Mbak?

R : Kalau boleh pilih, yang *fruits* ini, Bu. Tetapi semua cukup baik dilihat dari keaktifan anak-anak. Oiya yang tema fruits ini, aspek kecerdasannya difokuskan ke spasial, linguistic, juga interpersonal Bu. Dan sepertinya cukup tercapai.

T : Tercapai ya. Berarti hanya perlu diperbaiki untuk yang hasil terakhirnnya to, Mbak?

R : Iya, Bu. Nanti direvisi untuk produk finalnya.

T : Ya, sepertinya cuma itu saja, Mbak. Lha, kesimpulan dari ujicobanya gimana, bisa dirumuskan to?

R : Iya, setelah penerapan materi yang disusun berdasarkan aspek kecerdasan majemuk, anak-anak menjadi semakin aktif dan merasa nyaman. Mereka juga bisa mengeksplor apa yang mereka suka. Kalau yang cenderung bagus di fisik, sebenarnya mereka juga akan aktif di games itu misalnya, kan Bu?

T : Iya, berarti materi ini bisa memberi solusi untuk kekurangan materi yang ada. Begitu ya, Mbak?

R : Ya. Saya catat Bu. Terima kasih, Bu atas waktu, masukan dan ijinnya untuk penelitian.

T : Iya, sama-sama, Mbak.

b. <u>With the students</u>

Interview Transcript 4b
Time : Tuesday, April 11, 2009/09.00 a.m.
Place : SD Islamiyah Pakualaman
R = Researcher; S11, S12 = Students

R : Good morning, all…

S11: Morning, Miss.

S12: Pagi, Miss. Mau tanya-tanya mesti. Iya kan Miss?

R : Tau aja. Boleh kan?

S11, S12: Bolehlah..

R : Okay sip.. Cuma dikit kok. Inget-inget kemarin kan ya? Gimana itu buku belajarnya? Yang judulnya SMILE itu?

S11: Aku suka, gambarnya jelas.

S12: Hooh. Bagus, kan berwarna.

R : Oke. Makasih. Itu bisa buat belajar di rumah ya. Kemarin gimana pas ngelihat dadu raksasanya?

S11: Wah langsung pengen pinjem eh, Miss hhe..

R : Iya boleh. Apa nanti kapan-kapan buat ya. Jadi bisa dipakai sendiri.

S11: Aku mau, Miss.

R : OK. Lanjut ya. Bukunya kan udah bagus kata kalian tadi. Kalau gambar-gambarnya jelas nggak? Gambar yang kartu ditunjukin kemarin lho..

S11: Oh yang kartu. Kalau dari tempatku ya jelas, nggak tau kalau dari belakang. *Piye kowe?*

S12: Jelas kok Miss. Kalau lebih gede lagi ya tambah jelas.

R : Bagus nggak gambarnya? Itu namanya *flashcards*. Soalnya di baliknya ada tulisannya. Misalnya yang gambar orang duduk itu kan di baliknya kemarin ada tulisannya apa hayo?

S11, S12: *Sit down ...*

R : Yak, pinter-pinter. Nah gimana, kamu bisa nggak pas disuruh melakukan instruksi?
S11: Aku agak bingung sama aba-abanya. Tapi pas diulangi lagi, lumayan bisa.
R : Bisa nggak pas sama teman kalian saling ngasih aba-aba?
S12: Bisa Miss, kan tinggal bilang oke..
S11: Untung kita kemarin milihnya kartu yang gampang ya?
S12: Hooh ya, untung gampang, jadi bisa, gak malu-maluin.
R : Ya itu berarti emang sudah bisa. Kalau game nya gimana,seneng nggak?
S12: Aku suka sih kalau pakai game gitu. Seru trus gampang kok
S11: Aku juga suka.
R : Lagunya gimana? Udah bisa nyanyiin kan?
S12: Udah Miss.
S11: Lumayan hapal, tapi itu diganti yang instruksinya gak papa to, Miss?
R : Gapapa. Malah kreatif kan kamu. Coba yuk dinyanyiin bareng..
(R dan Ss bersama-sama menyanyikan lagu Teddy Bear)
R : OK. Kayaknya udah mau masuk tuh. Makasih deh ya… Bye.
S11, S12: Sama-sama Miss. Bye.

Interview Transcript 5b
Time : Wednesday, April 15, 2009/09.00 a.m.
Place : SD Islamiyah Pakualaman
R = Researcher; S13 = Student

R : Good morning…
S13: Morning, Miss
R : Miss mau tanya-tanya dong. Kemarin kan udah belajar yaa..
S13: Oke.
R : SMILE nya gimana? Buku belajarnya?
S13: Suka kok, Miss. Tulisannya jelas, ada gambarnya juga.
R : Oke. Untuk belajar terus ya, nanti bisa dibaca-baca di rumah. Pas Bahasa Inggris ya dibawa terus.
S13: Oke.
R : Pas latihan yang suruh ngasih nomor itu gimana? Mudah kan?
S13: Lumayan. Aku salah satu. Lha gambarnya beda Miss.
R : Kalau lagunya gimana? Kamu ikut nyanyi nggak?
S13: Nyanyi sih Miss, tapi aku nggak suka nyanyi.
R : Lagunya jelek ya?
S13: Aku nggak suka nyanyi Miss. Aku sukanya sepakbola.
R : Lhoh kok malah jadi sepakbola.
S13: Hehehe..
R : Terus game nya. Kan ada yang *Simon Says* kan? Seru nggak?
S13: Seru sih. Tapi jangan cepet-cepet, Miss. Jadi kaget, terus salah deh.
R : Ya, ya. Seruan yang lari sama kelompok? Apa Simon Says nya?
S13: Aku sih suka Simon Says nya, tapi ya dua-duanya suka.
R : Oke deh. Thanks ya. Udah bel, masuk kelas sana.
S13: Sipp.

Interview Transcript 6b
Time : Wednesday, April 15, 2009/10.30 a.m.
Place : SD Islamiyah Pakualaman
R = Researcher; S14 = Student

R   :   Haloo…
S14:   Halo, Miss Ani.
R   :   Boleh ya kasih tahu gimana belajarmu kemarin?..
S14:   Iya boleh Miss.
R   :   Bisa ngerjain yang *matching* gambar nggak? Yang itu lho, dengerin aba-aba terus kamu kasih nomor ke gambarnya.
S14 :   Oh, yang itu... Bisa, aku bener semua *(tersenyum lebar)*
R   :   Bagus dong, pasti nyimak terus ya?
S14 :   Gitu deh. Aku kan pengen pinter, Miss.
R   :   Okay. Kamu suka game yang mana kemarin? Simon Says apa yang main racing? Lari trus nempel itu lho..
S14:   Aku suka main yang lari-larian, Miss.
R   :   Kenapa?
S14:   Soalnya nggak ribut, nggak ramai kayak Simon nya.
R   :   Hehe gitu ya. Kalau lagunya suka ndak?
S14:   Suka. Itu aku pernah dengar. Tapi nggak kayak gitu.
R   :   Iya kan diganti buat belajar tentang aba-aba.
S14:   Iya.

Interview Transcript 7b
Time   : Tuesday, April 21, 2009/10.30 a.m.
Place   : SD Islamiyah Pakualaman
R = Researcher; S15, S16 = Students

R   :   Good afternoon…
S15:   *Opo? (bertanya kepada temannya) afternoon yo*?
S16:   Hooh.
R   :   Iya *afternoon*. Kok malah bingung?
S15:   Takut salah, Miss.
R   :   Nggak usah takut. Kan belajar. Kalau ada salah, ya wajar dong. Ya nggak? Eh Miss Ani boleh nanya-nanya dong ya?
S16:   Apaan Miss? Kayak yang lain itu ya? Aku kok lama eh baru ditanyain sekarang?
S15:   Aku ki yo hooh. Kenapa eh Miss?
R   :   Enggak kenapa-kenapa. Kan bingung kalau nanyanya bareng-bareng banyak orang. Lanjut ya?
S16 :   Oke.
R   :   Nahh kemarin kan kita udah belajar, apa hayo?
S16 :   Benda di dalam kelas, eh dalam tas.
R   :   Iya pinter. Kamu kok diam aja?
S15:   Ya….Nggak apa-apa, Miss
R   :   Ngantuk mesti. Biar nggak ngantuk, nyanyi *Can I Have a Pen* yukk.. sekali aja deh.
S15:   Walah malah nyanyi. Nggak usah, Miss. Malu, Miss.
R   :   Oo nggak suka berarti. Lagunya jelek ya?
S15:   Enggak kok, Miss. Bagus lagune, kan sama kayak belajarnya kemarin. Aku agak ngantuk aja.
R   :   Yowes. Nah, Miss mau nanya. Suka yang mana antara melihat benda aslinya kayak kemarin atau gambar yang berwarna kayak dulu pakai kartu gambar itu lho?
S15:   Sama aja, Miss. Kalau yang gambar di kartu itu juga nggak bisa bawa benda kan..

S16: Iya, Miss. Nggak ada benda aba-aba to?

R : Ya, kan langsung dicontohin. Jadi suka apa aja yang penting bendanya ada trus kalau gambar yang jelas gitu ya?

S16: Iya, Miss. Kayak itu tadi.

R : Kalian masih inget gimana kalau misalnya Miss mau pinjam pensil terus kalian punya pensilnya. Kan Miss nanyanya gini, *"Can I have a pencil?"*

S15: *Here you are* gitu kan, Miss?

R : Hooh pinter. Ada yang lain juga *Here's a pencil.* Coba kamu, inget kalau menolak misalnya kamu nggak punya pensil...?

S16: Bilang sorry aja nggak apa-apa to Miss?

R : Iya dikasih keterangan kok *sorry* itu kenapa, kalau nggak punya ya *Sorry, I don't have it.* Kemarin itu udah jelas belum? Kan ngasih contohe berulangkali?

S16: Udah tapi sekarang lupa, Miss.

R : Gak nyimak ya? Jelas nggak kemarin?

S15: Agak jelas, Miss.

S15, S16 *mengangguk-angguk.*

R : Kemarin ini kalian jadi satu kelompok yang berpasangan nggak?

S15: Iya, Miss. Kita pasangan.

R : Bisa nggak kemarin itu? Apa ikut-ikutan bingung juga?

S15: Agak bingung juga tapi bisa sih. Tadinya aku mau pakai rautan tapi aku lupa namanya apa.

S16: Kalau aku yang gampang aja, *book* hhehh

R : Terus kira-kira bosan nggak kalau kegiatannya kayak gitu?

S15: Hooh Miss. Aku lebih seneng *game* yang waktu itu loh. Besok-besok main game aja Miss, yaa.

R : Oke-oke. Tunggu aja ya.. Senin depan kan masih benda-benda di kelas.

S16: Iya, Miss.

R : Makasih ya. Udah mau bel lho.

S15, S16: Ok. Sama-sama, Miss.

Interview Transcript 8b

Time   : Wednesday, April 29, 2009/10.30 a.m.

Place   : SD Islamiyah Pakualaman

R = Researcher; S17, S18 = Students

R : Hai, siang dek…

S17: Siang, Miss. Nyari siapa?

S18: Nyari kita ya Miss? Hhe

R : Iya nyari kalian mau nanya-nanya ya?

S18: Ya. Jangan yang sulit-sulit, Miss.

R : Nggak lah. Ini lho. Miss pengen tahu. Gimana Bahasa Inggris nya kemarin? Bisa nggak?

S17: Bisa Miss. Aku belajar lagi di rumah sama kakakku.

S18: *Weh nggaya tenan.*

R : Iya-iya nggak apa-apa boleh minta diajari kakak, ibu, bapak juga. Coba, masih inget minggu lalu kita belajar menyebut benda-benda yang di dalam tas. Masih inget nggak gimana bilangnya?

S17 : Pakai *I have* gitu ya, Miss?

R : Iya, 100 buat kamu. Bisa nggak ngisi yang dengar percakapan itu? Yang isi nama benda..

S17 : Aku betul semua, Miss.

S18:   Saya salah satu, Miss. Gak bisa nulis rautan itu bahasa Inggrisnya lupa.
R   :   Ya udah, nggak apa. Lain kali harus bener semua lho ya!
S18:   Siap, Miss.
R   :   Yang suruh nggambar gimana? Bisa kan ya?
S18:   Bisa, Miss. Lumayan gampang sih.
R   :   Suara yang di tape jelas nggak?
S17:   Enggak terlalu. Tapi lumayan.
S18:   Lumayan kok, Miss. Tapi lebih jelas kalo pas diulangi sama Miss Ani.
R   :   Gitu ya.. Oke. Kalian suka ya kalau disuruh nggambar-nggambar? Apalagi mewarnai kan?
S18:   Iyo, Miss. Suka banget.
R   :   Eh nah terus kan ada game yang interview. Ada Tim A sama Tim B, kalian ikut apa?
S17:   Tim A, yang menang dong.
R   :   Kamu bisa dapat berapa bendanya?
S18:   Saya dapat tiga, Miss. Buku, pulpen sama *pencil case*.
S17:   Saya dua, Miss. Pulpen sama buku.
R   :   Nah kan pinter-pinter kalian itu. makanya rajin belajarnya ya! Lagu yang *Can I have a Pen* suka nggak? Sukanya nyanyi apa nggak sih?
S17:   Suka kok Miss. Aku suka nyanyi.
S18:   Saya juga, Miss. Tapi agak susah bilang kata itu *Sure*.
R   :   Ya, itu bisa. Oke makasih ya… Senin ya, jangan lupa, datang.
S17, S18: Oke, Miss.

Interview Transcript 9b
Time   : Wednesday, May 5 2009/10.15 a.m.
Place   : SD Islamiyah Pakualaman
R = Researcher; S1, S2, S3 = Students

R   :   Hi, morning students…
S1   :   Morning, Miss Ani.
R   :   Ganggu sebentar yaa..? Miss Ani ada beberapa pertanyaan nih buat kalian…
S2   :   Yaa.. Boleh Miss, tapi jangan yang sulit.
R   :   Cuma pendapat kok, bukan njawab soal. Gini lho.. Kemarin kan kita baru aja belajar tentang tema baru, *fruits* atau buah-buahan. Nah, di antara kalian bertiga siapa yang masih belum ngerti?
S1, S2, S3 diam.
R   :   Ini kok malah diem. Bingung apa sudah paham, *wis mudeng* yaa?
S1   :   Aku udah, Miss. Cuma nama-nama buah to? Aku bisa kok.
S2, S3 : Aku juga, Miss..
R   :   Yaa, buah-buahan yang disebut di cerita Cato itu bisa yaa?
S1   :   Bisa, Miss. Udah pernah.
R   :   Kalau yang dialog gimana? Uda juga kan? Kalau Miss Ani nanya *what fruit do you like?*
S2   :   Aku bisa. Yang *I like rambutan* gitu kan, Miss? Gampang kok.
S3   :   Kalau aku, *I like apple*, Miss.
R   :   Oke. Kalau kamu yang bertanya, gimana bilangnya?
S1   :   *You like apple?*
R   :   Ya, *do you like apples?* Itu jawabnya nanti kalian bilang *Yes* atau *No*. kalau menanyakan buah yang disukai, kita pakai ekspresi *What fruit do you like?* yaa… Oke?

S1, S2, S3: Ya, Miss..
R   :   Oke. Kita coba? *What fruit do you like?*
S1, S2 : *I like apples.*
S3   :   *I like rambutan.*
R   :   *Do you like mango?*
S1, S2, S3 : Yes.
R   :   Ya, pinter. Seperti itu ya.. Besok jangan lupa belajar lagi.
S1, S2, S3 : Oke, Miss..

Interview Transcript 10b
Time   : Thursday, May 6, 2009/08.45 a.m.
Place   : SD Islamiyah Pakualaman
R = Researcher; S4, S5 = Students

R   :   Pagi…
S4   :   Pagi, Miss..
R   :   Minta waktunya sebentar, yaa… Miss Ani mau nanya-nanya sebentar.
S5   :   Iya, Miss.
R   :   Kemarin cerita si Ulat itu bagus, nggak?
S4   :   Bagus, Miss. Lucu. Aku suka pas dia makan terus itu.
R   :   Kalian berdua sudah paham belum belajarnya yang kemarin?
S4   :   Sudah, Miss.
S5   :   Aku lumayan, Miss.. tapi masih suka ketuker nama buahnya.
R   :   Dialognya gimana kemarin? Mudah kan?
S4   :   Iya aku bisa, Miss, njawabnya hehe.. Kalau nanyanya aku masih susah.
R   :   Ya, yang *What fruit do yo like?* Ya…. Kalau kamu gimana?
S5   :   Ya, lumayan bisa, Miss. Tapi kemaren aku nggak keras ngomongnya, takut salah, Miss. Kan disuraki temen-temen.
R   :   O gitu, ya lain kali pede aja. Gak ada yang boleh nyuraki kok. Kan nanti temen-temennya gak berani kalau yang negur bu guru. Apalagi mereka juga baru belajar.
S4,S5: Ya, Miss..
R   :   Kalau pas ngerjain puzzle, gampang kan yaa?
S4   :   Iya, gampang, Miss.. mbok kayak gitu lagi besok Senin.
R   :   Hehe.. yaa ganti yang lain juga, biar nggak bosan. Ok?
S5   :   Oke, Miss.. tapi mbok main game kayak dulu itu loh..
R   :   Iya, nanti Miss usahakan deh.. Tapi belajarnya yang rajin yaa. Makasih ya sudah boleh nanya-nanya. Sampai ketemu lagi.
S4   :   Ya, sama-sama, Miss..

Interview Transcript 11b
Time   : Wednesday, May 19, 2009/10.15 a.m.
Place   : SD Islamiyah Pakualaman
R = Researcher; S6, S7, S8 = Students

R   :   Pagi, semua.
S6   :   Pagi, Miss Ani.
R   :   Lagi apa nih? Miss Ani boleh ikutan duduk yaa? Sambil nanya-nanya dikit..
S7   :   Yaa.. Boleh Miss
R   :   Coba, ini kemarin pada dapat giliran baca, kan?
S6   :   Aku dapat giliran, Miss. Pas buahnya pisang.

S7,S8 : Aku nggak, Miss..
R : Bisa kan, baca cerita bergambar gitu?
S6 : Ya, aku baca keras-keras, Miss. Tapi paling yang bener gambar buahnya tok hehehe.. Ulat itu bahasa Inggrisnya apa, Miss kemaren..?
R : *Caterpillar..*
S6 : Iya..itu aja sulit juga.
R : Kalian juga pasti bisa kan kalau ditunjuk buat bacain?
S7 : Belum tahu,Miss..
S8 : Ya, bisa sedikit palinglah, Miss..
R : Kemarin kalian nggak maju untuk bercerita ya?
S6 : Nggak, Miss. Kemarin itu Yudhis trus Dhifa, Lena, Fitri.
R : Ok. Kalau lagunya, suka nggak?
S6 : Aku pengen bisa nyanyiin yang *Strawberry* itu, Miss.
S7 : Biasa, Miss. Udah sering dinyanyiin *Watermelon*-nya. Yang *Strawberry, Apple* itu belum.
S8 : Ya, bisa sedikit palinglah, Miss..

Interview Transcript 12b
Time : Wednesday, May 19, 2009/10.25 a.m.
Place : SD Islamiyah Pakualaman
R = Researcher; S9 = Student

R : Wah kemarin kamu maju bercerita kan? Hebat berarti sudah berani.
S9 : Daripada nggak ada yang maju, Miss. Aku juga asal cerita. Lha susah juga bercerita.
R : Iya, nggak apa-apa. Yang penting kamu sudah tau maksudnya. Ngerti maksud Miss, nggak?
S9 : Nggak, Miss.
R : Kan kemarin kamu maju, bilang *I like apples* atau *I don't like oranges*, sambil nunjukin gambar buahnya. Berarti kamu sudah bisa bedakan suka dan tidak suka.
S9 : Gitu, Miss.
R : Coba, kalau ada yang nanya, *do you like durians*?
S9 : *No, I don't like.*
R : Lha bisa kan. Berarti sudah mengerti ungkapan suka dan tidak suka dengan Bahasa Inggris kan?
S9 : Iya, Miss.
R : Sipp. Tambah rajin ya belajarnya!
S9 : Oke, Miss.

c. With the co-researcher

Interview Transcript 1c
Time : Friday, April 10, 2009/10.45 p.m.
Place : SD Islamiyah Pakualaman
R = Researcher; CR: Co-researcher

R : Hari ini gimana menurutmu? Berhasil nggak ini tadi?
CR: Hari pertama ya lumayan. Tapi emang waktunya udah siang, jadi ada yang males-malesan tadi.
R : Coba deh kita ulangi dari depan lagi. Dari *task* yang tadi udah ke-*cover*.

CR: Tadi itu aku inget yang pas nunjukin dadu gede itu pada heran, pikirnya apaan gitu yaa.. Itu kayaknya kegiatannya cukup sukses.

R : Berhasil tekniknya ya berarti? *Flashcards*nya juga lumayan. Tapi kekecilan nggak sih?

CR: Hooh sukses tapi *flashcard* nya kurang besar. Makanya tadi yang belakang pengen maju ke depan.

R : Materinya nyampai nggak sih? Ada yang belum bisa deh.

CR: Aku nggak tau itu dianggapnya berhasil apa belum. Lumayan dapet sih.. Tadi yang nggak bisa ya cuma beberapa to. Berarti besok lagi harus lebih diperhatiin yang kira-kira belum bisa itu.

R : Oke deh.

Interview Transcript 2c
Time : Monday, April 13, 2009/14.00 p.m.
Place : The researcher's house
R = Researcher; CR: Co-researcher

R : Haah.. Tadi *Simon Says* nya gagal kan. Gara-gara ada yang ngetawain temennya itu. Padahal kan udah lumayan seru tadi itu.

CR: Santai aja. Namanya juga anak-anak. Malah tadi yang main lari trus nempelin itu sukses deh menurutku. Mungkin *Simon Says* nya pas udah ganti siswa yang ngasih instruksi. Jadinya kayak gitu tadi. *Overall*, *good job*, kan ada yang semangat juga tadi pas *Simon Says*.

R : Trus kegiatan yang lainnya gimana?

CR : Ini lhoh. Task 5 ini mendingan digabung sama task yang ini, Task 2. Terus yang *touch the desk* kayaknya diganti aba-aba yang lain apa dihapus aja. Agak aneh deh.

R : Hooh lagi nyadar to? Lha instruksi lainnya kan udah diajarin minggu lalu, yang barusan kok langsung ditambahke. Yo harusnya dikenalin yang instruksi barunya dulu, aru ingat-ingat yang udah diajarin kemarin.

R : Hahaha. Pinter kau. Ya makasih sarannya yo. Trus ini gimana? Task 8. Kan baru kuajarin tadi. Harusnya di awal-awal materi gak sih?

CR : Iya Task 8 ini kayaknya masuk *Let's Go* aja, habis kamu nunjukin flashcards nya. Kan tujuannya sama.

R : He eh sih kayaknya salah naruh aktivitasnya di materi. Tapi pas diterapin sih jalan aja kan?

CR : Iya sih, yang salah ya cuma beberapa anak itu. Tadi pas *racing game* itu ada aja yang nggak bantuin kelompoknya. Entah nggak bisa apa nggak mau. Tapi dia teriaknya paling kenceng tadi haha. Padahal yang lain hepi deh.

R : Iya sih. Tadi padahal emang kebanyakan anak suka ya? Eh emang ada ya yang nggak enjoy. Mungkin dia ngantuk sih hehe.. Kamu ngerti nggak aspek kecerdasan majemuknya dapet nggak selama Unit 1 ini?

CR: Ya kalau udah terlaksana kegiatannya dan anak-anak enjoy, bisa menerima materi dan praktik, ya berarti udah dapet.

R : Kalau gini setuju nggak. Karena anak-anak yang kuat dalam kecerdasan tertentu cenderung menunjukkan ketertarikan dan keaktifannya selama guru menggunakan kegiatan yang memang menunjang kecerdasan tertentu. Coba sebut aja si Sd, dia kan sukanya yang kegiatan fisik gitu, nah pas *Simon Says* tadi dia kelihatan tertarik kan..

CR : Oke, gitu juga bagus kesimpulannya.

Interview Transcript 3c

Time   : Monday, April 20, 2009/13.30 p.m.
Place   : The researcher's house
R = Researcher; CR: Co-researcher

R   :   Gimana hari ini? Bagus nggak?
CR: Iya awalnya bisa, nyanyi, nyebutin nama-nama benda juga bisa. Eh pas nyampai dialog, yang bisa dan mau tanpa disuruh ya itu-itu lagi.
R   :   Padahal persiapan medianya udah mateng hehe. Recorder. Oke sih pas bagian nyanyi semua keliatan bisa.. benda-bendanya juga banyak yang bisa nyebutkannya. Mungkin Cuma *sharpener* sama *correction pen* yang agak susah ya..
CR: Hooh.
R   :   Tadi pake wayang-wayangannya ya lumayan sih. Ada yang keliatan merhatiin tapi ada juga yang biasa-biasa, kurang begitu tertarik.
CR: Iya padahal harusnya itu menunjang buat kecerdasan apa?
R   :   *Linguistic*.. Trus apalagi?
CR: Tadi yang nggak jelas itu tuh, yang pas berpasangan tapi harus mikir nentuin bendanya. Itu kan mbingungi anak-anak. Mendingan pake kartu aja.
R   :   Berarti dikasih kartu buat dipilih ya? Bolak balik gitu ya... yang sini buat nama benda. Satunya lagi buat meminjami apa menolak gitu kayaknya haruse gitu.
CR: Iya setuju yang kayak itu aja. Atau gambar bendanya juga bisa. Biar di situ mereka agak mikir dulu.
R   :   Ada lagi nggak?
CR: Itu aja deh.

Interview Transcript 4c

Time   : Monday, April 27, 2009/14.30 p.m.
Place   : The researcher's house
R = Researcher; CR: Co-researcher

R   :   Ini kebanyakan kegiatan listening ya di awal pelajaran?
CR: Sebenare sih nggak apa-apa menurutku. Kan itu beda sebenarnya? Cuma itu urutannya mungkin jaraknya terlalu dekat.
R   :   Oke. Terus kan suara rekamannya itu banyak yang suruh ngulang-ngulang. Padahal lumayan jelas lho. Apa diganti suara guru aja mungkin ya?
CR: Ya terserah. Tapi mungkin bisa lho, kegiatan yang kayak gini itu di awal-awal materi malahan. Maksudku ditulisnya di workbook itu di awal.
R   :   Iya sih. Sempat kepikiran juga. Ini jadi skillnya ada dua. Mendengar sama menulis.
CR: Kalau perlu diilangin yang nulis aja menurutku. Kalo yang gambar sih nggak apa-apa. Kan memang anak-anak suka.
R   :   Gamenya gimana? Sukses nggak?
CR: Gamenya lumayan berhasil menurutku. Tadi kan keliatan pada kompak biar timnya yang menang.
R   :   Tapi tetep aja ada yang asal bunyi. Tadi aku sempet ngawasi. Ada yang minta bendanya langsung malah.
CR: Ya gimana. Kan kelompoknya agak besar gitu.. kalau empat kelompok sebenarmaya lumayan ya. Aturan mainnya kita ubah sendiri aja.
R   :   Kalau lagu lumayan ya? Emang pada suka nyanyi.

CR: Iya lah. Semua bersuara kalo lagi nyanyi. Semangat gitu. Yaa itu kan juga tandanya mau pulang. Hahaha......

R : Iyo, iyo bener yo.

Interview Transcript 5c
Time : Monday, May 4, 2009/14.00 p.m.
Place : The researcher's house
R = Researcher; CR: Co-researcher

R : Hari ini lumayan ya? Sayangnya Bu Gurunya nggak sempat ngawasi..

CR: Iya, seru hari ini. Apa karena anak-anak itu cenderung suka sama hal-hal yang di sekitar mereka ya..

R : Mungkin itu juga faktornya.

CR: Hari ini banyak yang aktif. Buah-buahannya sudah hafal semua. Paling beberapa aja yaa yang masih agak lupa. Kalau dialognya ya lebih mudah njawabnya. Kalau bertanya mesti anak-anak agak kesulitan awalnya.

R : Ya, tapi hampir semua mau maju dialog ke depan.

CR: Iya. Terus yang puzzle juga. Mereka cukup cepat ngerjakannya.

R : Berarti memang dialognya perlu latihan berkali-kali dulu.

CR: Iya. Kan selalu sulitnya pas dialog.

R : Nanti kita cari solusinya ya..

Interview Transcript 6c
Time : Monday, May 18, 2009/14.00 p.m.
Place : The researcher's house
R = Researcher; CR: Co-researcher

R : Terakhir gimana, survei gamenya gimana? Sukses nggak menurutmu

CR: Ya lumayan, ada beberapa anak aja yang keliatan nggak bisa dan nggak antusias. Yang pasti, mereka ada kemajuan. Banyak yang udah bisa pakai ungkapannya suka apa nggak suka. Kalau membaca masih bisa deh, kan udah dengar contoh. Tapi kalau bercerita yang di Task 9 itu mungkin harus dibenerin dulu. Anak-anak itu kan taunya mereka harus cerita pake Bahasa Inggris, nggak sekedar nunjuk buah yang dia suka apa nggak suka/

R : Oke tapi aku tadi juga udah ngasih bantuan anak-anak yang mau maju ke depan kan..

CR: Iya, tapi bisa direvisi kan? Biar nanti di draf selanjutnya nggak mempersulit anak-anak.

R : Oke, kutulis masukanmu.

CR: Iya. Terus lagunya pilih satu aja.. mending yang udah familiar, *Watermelon* nya.

R : Kesimpulan buat Unit 3 apa?

CR: Kalau dilihat dari kegiatan sih udah oke, cuma beberapa perlu diperiksa lagi. Media bagus aja. Gamenya juga pas. Aspek kecerdasan majemuknya kamu coba simpulin aja.

R : Kalau menurutku, karena anak-anak bisa aktif dan mengikuti pelajaran, berarti mereka secara tak langsung bisa memanfaatkan kesempatan untuk mengembangkan potensi kecerdasan majemuk kan. Kesimpulannya, materinya udah sesuai buat ngembangin potensi kecerdasan majemuk anak-anak ini.

H.   THE STATISTICAL COMPUTATION OF THE QUESTIONNAIRES

1. a. The Statistical Computation of the First Questionnaire: The Students' Profiles of Multiple Intelligences

Student No	Multiple Intelligence							
	Ling	**L-M**	**Sp**	**B-K**	**Mus**	**Inter**	**Intra**	**Nat**
1	6	3	5	4	3	6	4	5
2	3	2	5	4	3	4	3	3
3	4	3	5	6	4	6	4	4
4	4	5	5	5	3	5	5	5
5	4	4	5	4	4	5	5	4
6	5	3	6	4	4	5	5	5
7	4	5	4	5	3	6	4	4
8	6	5	5	4	2	5	3	3
9	4	4	5	4	4	5	3	3
10	4	4	5	3	4	5	5	4
11	5	4	6	5	3	4	6	4
12	5	5	5	4	3	5	4	4
13	3	4	4	4	3	5	3	3
14	3	3	6	4	4	5	3	2
15	4	4	5	5	3	4	3	4
16	4	3	5	4	5	5	3	3
17	4	5	4	3	3	3	5	3
18	4	3	5	4	3	5	5	4
Total Point	**76**	69	**90**	**76**	61	**88**	73	67

Note:

Ling	= Linguistic intelligence
L-M	= Logical-Mathematical intelligence
Sp	= Spatial intelligence
B-K	= Bodily-Kinesthetic intelligence
Mus	= Musical intelligence
Inter	= Interpersonal intelligence
Intra	= Intrapersonal intelligence
Nat	= Naturalistic intelligence

b.   **The Percentage of the Result of Students' Responses toward the First Questionnaire**

No	Statement	The number of students with the same answer			
		Yes	Mean ($\overline{X}$)	No	Mean ($\overline{X}$)
Linguistic					
1	I like tellling stories	11	61 %	7	39 %
2	I like playing word games	3	17 %	15	83 %
3	I like to write	1	6 %	17	94 %
4	I am good at remembering names and dates	18	100 %	0	0 %
5	I like reading books	9	50 %	9	50 %
6	I like spelling word by word	8	44%	10	56 %
7	I like having a chat with my friends	18	100 %	0	0 %
8	I like learning language	10	56 %	8	44 %
Logical-Mathematical					
9	I can count numbers fast	13	72 %	5	28 %
10	I like playing number games	5	28 %	13	72 %
11	I like playing snakes and ladders	14	78 %	4	22 %
12	I like playing guessing games	9	50 %	9	50 %
13	I can rearrange my stuffs neat in their place	13	72 %	5	28 %
14	I like observing new items or things	0	0 %	18	100 %
15	I often observe the way a stuff works	0	0 %	18	100 %
16	I like learning Mathematics	15	83 %	3	17 %
Spatial					
17	I can read a sequenced-story or pictures	8	44 %	10	56 %
18	I like drawing	18	100 %	0	0 %
19	I like watching kids' films and stories	18	100 %	0	0 %
20	I like solving puzzles	7	42 %	11	58 %
21	I want to be able to draw cartoon characters	4	22 %	14	78 %
22	I like reading pictured-stories	18	100 %	0	0 %
23	I like visiting historical sites such as temples	4	22 %	14	78 %
24	I like learning Arts	13	72 %	5	28 %
Bodily-Kinesthetic					
25	I like running or jumping during my playtime	12	67 %	6	33 %
26	I often disjoin my stuffs and rejoin them back	5	28 %	13	72 %
27	I like holding interesting stuffs	9	50 %	9	50 %
28	I can make toys using *plasticine*	12	67 %	6	33 %
29	I can imitate my friends' behavior	2	11 %	16	89 %
30	I like learning arts or making artworks, for example sewing or shaping	7	42 %	11	58 %

	woods or bamboos				
31	I can swim	13	72 %	5	28 %
32	I like learning Physical Exercises	16	89 %	2	11 %
Musical intelligence					
33	I like humming and singing	18	100 %	0	0 %
34	I am able to remember children's songs	10	56 %	8	44 %
35	I like to sing new songs I heard from television or radio	11	61 %	7	39 %
36	I want to learn to play musical instruments	4	22 %	14	78 %
37	I often study while listening to music	9	50 %	9	50 %
38	I often stomp my feet or hit the desk	6	33 %	12	67 %
39	I often sing the songs I lean from school	3	17 %	15	83 %
40	I want to learn playing music at school	0	0 %	18	100 %
Interpersonal intelligence					
41	I like playing with my friends	18	100 %	0	0 %
42	I have been chosen as a group leader	3	17 %	15	83 %
43	I know my friends at home well	16	89 %	2	11 %
44	I have more than two closest friends	14	78 %	4	22 %
45	I like helping my friends	18	100 %	0	0 %
46	I join the kids program at my housing area	5	28 %	13	72 %
47	I often study together with my friends	14	78 %	4	22 %
48	I like being in a crowd	0	0 %	18	100 %
Intrapersonal intelligence					
49	I like being alone	7	39 %	11	61 %
50	I like doing my task by myself	14	78 %	4	22 %
51	I often write my daily activities	9	50 %	9	50 %
52	I usually clean up my own stuffs	16	89 %	2	11 %
53	I am a silent kid	11	61 %	7	39 %
54	I have a secret	13	72 %	5	28 %
55	I like playing roles by myself	2	11 %	16	89 %
56	I like visiting museums or quiet places	0	0 %	18	100 %
Naturalistic Intelligence					
57	I want to have a picnic outdoor	10	56 %	8	44 %
58	I like having some walk	7	39 %	11	61 %
59	I like seeing the nature	6	33 %	12	67 %
60	I am able to mention many kinds of animals or plants	12	67 %	6	33 %
61	I often do gardening at home	10	56 %	8	44 %
62	I have pets at home	7	39 %	11	61 %
63	I like learning about plants and animals	7	39 %	11	61 %
64	I like Scouts	8	44 %	10	56 %

2. The Statistical Computation of the Second Questionnaire: The First Draft Materials Evaluation (Teachers & Instructors)

DESCRIPTIVES

a. Descriptive Statistics

	ASP.1 Q1	ASP1 Q2	ASP.2 Q3	ASP.2 Q4	ASP.2 Q5	ASP.2 Q6	ASP.2 Q7	ASP.2 Q8	ASP.2 Q9	ASP.2 Q10
1	4	4	4	4	5	4	4	4	4	4
2	5	4	5	5	5	5	4	4	4	5
3	5	4	5	5	4	5	4	4	5	5
4	5	4	5	5	4	4	4	4	5	5
5	4	5	4	4	5	4	3	3	5	4
Total N	5	5	5	5	5	5	5	5	5	5
Mean	4.60	4.20	4.60	4.60	4.60	4.40	3.80	3.80	4.60	4.60
Median	5	4	5	5	5	4	4	4	5	5
Mode	5	4	5	5	5	4	4	4	5	5
STDEV	0.548	0.447	0.548	0.548	0.548	0.548	0.447	0.447	0.548	0.548

	ASP.2 Q11	ASP.2 Q12	ASP.2 Q13	ASP.3 Q14	ASP.3 Q15	ASP.3 Q16	ASP.3 Q17	ASP.3 Q18	ASP.3 Q19	ASP.3 Q20
1	4	3	3	4	4	4	3	3	3	4
2	4	4	4	4	4	4	4	4	4	5
3	5	4	4	5	5	4	4	4	4	5
4	4	4	4	5	5	5	4	4	4	4
5	4	4	3	4	4	5	4	4	4	4
Total N	5	5	5	5	5	5	5	5	5	5
Mean	4.20	3.80	3.60	4.40	4.40	4.40	3.80	3.80	3.80	4.40
Median	4	4	4	4	4	4	4	4	4	4
Mode	4	4	4	4	4	4	4	4	4	4
STDEV	0.447	0.447	0.548	0.548	0.548	0.548	0.447	0.447	0.447	0.548

	ASP.3 Q21	ASP.3 Q22	ASP.4 Q23	ASP.4 Q24	ASP.5 Q25	ASP.5 Q26	ASP.6 Q27	ASP.6 Q28	ASP.7 Q29	ASP.7 Q30	TO-TAL
1	4	4	3	3	4	4	4	4	3	3	112
2	4	5	4	4	4	4	4	4	4	4	128
3	4	5	4	4	4	4	4	4	4	4	131
4	4	5	4	4	4	5	5	5	4	4	132
5	3	5	4	4	3	4	4	4	3	3	118
Total N	5	5	5	5	5	5	5	5	5	5	5
Mean	3.80	4.80	3.80	3.80	3.80	4.20	4.20	4.20	3.60	3.60	
Median	4	5	4	4	4	4	4	4	4	4	
Mode	4	5	4	4	4	4	4	4	4	4	
STDEV	0.447	0.447	0.447	0.447	0.447	0.447	0.447	0.447	0.548	0.548	

b. Reliability

Case Processing Summary

		N	%
Cases	Valid	5	100.0
	Excluded[a]	0	.0
	Total	5	100.0

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.935	30

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
ASP 1.1	119.60	68.300	.950	.928
ASP 1.2	120.00	80.500	-.436	.943
ASP 2.1	119.60	68.300	.950	.928
ASP 2.2	119.60	68.300	.950	.928
ASP 2.3	119.60	84.800	-.783	.949
ASP 2.4	119.80	72.200	.505	.934
ASP 2.5	120.40	74.300	.350	.935
ASP 2.6	120.40	74.300	.350	.935
ASP 2.7	119.60	73.300	.384	.935
ASP 2.8	119.60	68.300	.950	.928
ASP 2.9	120.00	74.000	.390	.935
ASP 2.10	120.40	71.300	.755	.931
ASP 2.11	120.60	68.300	.950	.928
ASP 3.1	119.80	70.200	.730	.931
ASP 3.2	119.80	70.200	.730	.931
ASP 3.3	119.80	76.700	.021	.940
ASP 3.4	120.40	71.300	.755	.931
ASP 3.5	120.40	71.300	.755	.931
ASP 3.6	120.40	71.300	.755	.931
ASP 3.7	119.80	72.200	.505	.934
ASP 3.8	120.40	74.300	.350	.935
ASP 3.9	119.40	71.300	.755	.931
ASP 4.1	120.40	71.300	.755	.931
ASP 4.2	120.40	71.300	.755	.931
ASP 5.1	120.40	74.300	.350	.935
ASP 5.2	120.00	73.500	.456	.934
ASP 6.1	120.00	73.500	.456	.934
ASP 6.2	120.00	73.500	.456	.934
ASP 7.1	120.60	68.300	.950	.928
ASP 7.2	120.60	68.300	.950	.928

I. THE FIELD NOTES OF IMPLEMENTATIONS

1. The Field Note of Implementation of Unit 1 *Sit down, please!* **(Try-out 1)**

Time   : Friday, April 10th, 2009/09. 30 a.m. – 10. 40 a.m.

Place   : Grade IV's Classroom of SD Islamiyah Pakualaman

Theme : Instructions

Firstly, the researcher greeted the students, *"Good afternoon, everyone."* All the students answered the greeting loudly. Before starting the lesson, the researcher distributed the students' workbooks, *SMILE*. She then said that they would use the workbook during the study. That day they learnt about the instructions. She began by giving an instruction to one of the students to stand up. The boy was looking at the researcher at glance. Then, he confidently stood up and smiled. Next, the researcher asked a student to clean the board. *"Would you please clean the blackboard?"* The boy looked confused. Then some students told him to clean the board. *"Hapus papan tulis, Miss?"* He walked to the front and cleaned the blackboard. The researcher said, *"Thanks, Udin."*

The researcher continued the lesson by showing a big dice with pictures of instructions on its sides. *"I have this big dice, there are pictures here. Take a look at the picture"* The students shouted and wanted to hold the dice. *"Can you see the pictures clearly, Mas?"* asked the researcher to a boy in the corner. *"Gambarnya jelas?"* *"Ya...Yes, Miss,"* answered the boy. *"Okay, I will roll it and see what picture it is."* The researcher began throwing the dice. When the dice stopped rolling, she showed the picture to the class and said an instruction based on the picture. For example, when the dice stopped on the picture of a book being opened, the researcher said, *"Open your book, please,"* while giving an example of opening a book. Some students followed what the researcher do. The activity was done until all pictures and their instructions were understood by the students.

Next, the researcher showed several flashcards and read the instructions from the flashcards. The students looked at the pictured-flashcards enthusiastically. Some students from the back rows walked to the front to see the pictures. When the researcher finished showing the flashcards, she closed them. She repeated the instructions already learned. The students were to do the instructions. Most of them willingly and correctly did the instructions, but some still failed to do the instructions and mispronounced the

instructions. The researcher repeated the instructions carefully if the students seemed to get confused.

Further, the researcher gave examples of responding to instructions verbally while saying *"Yes, Ma'am"* to the teacher and *"Okay"* or *"Yes"* to a friend. The researcher checked the students' understandings by giving instructions to several students. All of them correctly said the expressions. Overall, most of the students did the instructions and said the accompanied-expression correctly. Less than five students needed more practices.

The class activity continued with the students doing pairworks. Each student in a pair must choose a card containing a certain instruction. One student gave an instruction while the other responded to the instruction verbally while saying "Okay" or "Yes." The researcher took notes if there were students who did mistakes in responding the instruction. She mostly listened and controlled the dialogue. Most of the pairs looked enthusiastic, only some did the task unwillingly. After all pairs finished doing the task, the researcher made a review. *"Semua sudah mencoba. Ada beberapa yang masih perlu berlatih lagi, yaa.."* She then gave instructions to some students who did mistakes.

A next activity was a racing game. The class was divided into groups of four or five students. The teacher explained the rule. Each group was given several cards of instructions. The group should listen to the teacher giving instructions. The students should find the correct instruction and one of them should stick the picture on the flannel board at the front of the class. The group that had the most correct answers would be the winner. The game then was started. Each group wanted their team to win. All the students looked enjoy with the game.

Before closing the lesson, the researcher guided the students to sing a song entitled *'Teddy Bear'* and utilized the last minutes to review the lesson that day. Finally, she led a prayer to end the lesson and said a leave-taking, *"See you next week, everyone."*

2. The Field Note of Implementation of Unit 1 *Sit down, please!* (Try-out 2)

Time   : Monday, April 13th, 2009/11. 30 a.m. – 12. 40 p.m.

Place   : Grade IV's Classroom of SD Islamiyah Pakualaman

Theme : Instructions

To start with, the researcher greeted the students. *"Good afternoon, students. Good to see you again." "Are you ready for today?"* All the students said, *"Yes.."* She

told the students that they would continue learning about the instructions. Firstly, she asked a student to close the door, *"Would you close the door, please?"* The boy answered, *"Yes, Miss.."* The boy closed the door. *"Thank you, Yudhis,"* said the researcher. Then, she began by asking some students to say the instructions they remembered. The researcher questioned one or two students who did not to follow the lesson.

The researcher continued the lesson by asking the students to open their workbook on Task 7 page 4. It was a listening activity. The researcher said some instructions and the students were to write number 1, 2, 3, 4, or 5 below the matching pictures. She repeated the instructions twice so that she can monitor the students. After all the students finished doing the task, it was discussed together. Most of the students did the task correctly.

Next, the researcher exemplified more instructions as in Task 5 page 7. She showed the flashcards. The students were willing to do the given instruction. After repeating the instructions twice and the students seemed to understand, the researcher led the students to play a game called *Simon Says*. The researcher explained the rule and tried it before the game was started. *"If I say, Simon Says, Stand up! It means you have to stand up." "And if I say Stand up! without saying Simon Says, don't do the action. You get the point?"* The students said that they understood. When the students were ready, the researcher started to say the instructions. The students should focus on the keyword and remember the instructions they already learned. If a student made a mistake, she or he would be out of the game. The students enjoyed the game. Some students impolitely laughed at their friends who were sent out of the game. The winner was the last student stayed in the game. The winner got the chance to be the new caller.

However, some students started to not giving attention to their friends' instructions. They laughed and talked to their friends. The researcher asked them to pay attention to the caller who was giving instructions. *"Attention, please, everyone!"* To handle the situation, the students were asked to sit on their chairs.

As the bell rang, the researcher ended the game. She then reviewed the lesson about instructions. *"We have learnt a lot about instructions. Please do remember all the instructions. Okay?" "Okay, Miss..,"* answered all students. She showed the flashcards and the students answered the name of the instructions. She then led the students to sing *Teddy Bear* song. Most of them sang the song confidently since they had sung it many

times. Then finally, one of the students led the prayer. The researcher said goodbye to end the lesson. *"Goodbye, everyone."*

3. The Field Note of Implementation of Unit 2 *Can I Have a Pen?* (Try-out 1)

Time   : Monday, April 27th, 2009/11. 30 a.m. – 12. 40 p.m.

Place   : Grade IV's Classroom of SD Islamiyah Pakualaman

Theme : Things in the bag

To start with, the researcher said a greeting to the students. She then told the students that they would learn about the things in the bag. The researcher asked a student, *"Do you have a pen?"* she repeated the question in Bahasa Indonesia. The student answered, *"Yes."* The researcher then began the lesson by playing a song using a tape recorder. *"Everyone, please be quiet. I want you to listen to this song. The title is Can I have a pen?"* Most students looked at the small recorder curiously. One of them said that he had seen the tape recorder the days before. *"Udah tau.."* The researcher played the song once. The students carefully listened to the song. The researcher then sang the song and asked the students to sing with her. They sang it loudly and confidently.

Afterwards, the researcher told the students to listen again to the recorded song. She asked the students to name the things mentioned in the song. "Okay, what are the things mentioned in the song?" The students shouted while trying to mention the things and the class became noisy. The teacher asked them to be quiet. She asked several students to mention the things they heard from the song. *"Rian, please.." "Dhilla, please mention one.."* Some answered correctly and some others shook their head.

The researcher then took some things found in the bag. She showed the things one by one. She repeated the name of each thing. *"This is a pen." "This is a pencil."* The students said after the teacher. She then walked near a student. and asked what things were in the student's bag. She guided the student to answer her question correctly. When the student had said a correct expression, she moved to ask several other students. The researcher reviewed how to answer a question about possession.

Next, the researcher directed the students to another expression of request. She borrowed a thing from a student. She used an expression of borrowing things, *"Can I have a pencil?"* The student seemed to get confused. The teacher repeated the sentence again. This time she used Bahasa Indonesia, *"Bolehkah Miss Ani pinjam pensilmu/"* The

student understood. She answered it using Bahasa Indonesia. The teacher repeated again using English, *"Yes, Miss Ani."* She led the student to answer it in English then asked for the thing she borrowed.

Moreover, the researcher used puppets to exemplify the dialogues of borrowing things. The students looked at the puppets. Some laughed while some others seemed to listen the dialogues played by the teacher through the puppets. When the researcher finished practicing the dialogues, she borrowed a thing from the student. This time, the student looked confident in responding the teacher's expression. The student then handed the thing the teacher borrowed. The researcher directed this student to ask her for a thing. The boy carefully said the expression of borrowing things. The teacher gave an answer to the request.

The researcher also exemplified how to decline to a borrowing-things expression. She then led the students to say the expression of borrowing things and the answer. The next activity was the students to take turn in pairs by practicing requesting a thing. They must use the expression, *"Can I have a pen?"* and its respond, *"Okay"* or *"Sure, here you are"* in front of the class. If the students gave a positive answer to the request, therefore the students must bring the things they would mention in their dialogues, and vice versa. Some pairs were confused to choose what things they would mention in the dialogue. Reading this situation, the researcher assisted them to choose the things. All the students got the chance to do the practice. When the students finish practicing the dialogue, the teacher reviewed the expressions they learned. The class then sang the song together. The bell rang. The teacher led the students to say a closing prayer. She ended the lesson by saying, *"Good bye, everyone.."*

4. The Field Note of Implementation of Unit 2 *Can I Have a Pen?* (Try-out 2)

Time : Monday, May 4th, 2009/11. 30 a.m. – 12. 40 p.m.

Place : Grade IV's Classroom of SD Islamiyah Pakualaman

Theme : Things in the bag

Entering the class, the researcher was stopped by a student telling her that he had lost his *SMILE* book. The researcher promised to bring him a new one. She then greeted all the students. *"Okay, nice to meet you again."* She felt confident enough to face the students. The researcher told the students that they would continue learning last week's

lesson. She began by asking some students to say name of things in the bag. Moreover, she showed several flashcards of things in the bag. Most of the students correctly mention name of things in the bag.

The researcher continued the lesson by asking the students to open their workbooks on page 10, Task 7. It was a listening and writing activity. The researcher explained the task the students should do. The teacher played the recorded dialogues about borrowing things and their responses. The students filled in the blanks of the dialogues on their books. Another similar task was Task 8 on the same page. The students were to draw the picture of things in the bag mentioned by the teacher. After all the students finished doing the task, it was discussed together.

The lesson was continued with a game. The game was an interview game. The researcher divided the class into two teams, team A and B. Since a next topic was fruits, the researcher asked them to name the group with names of fruits. Finally, A was for apple and B was for banana. The researcher explained the rule. One student from each group was appointed as the captain. These students tossed a coin to find which team would be the interviewee or interviewer first. Team B got the chance to be the interviewer or to ask first, while team A was the interviewee. The students seemed to enjoy the game. Some were serious. They tried saying the expression correctly and fast. Some others were not serious. The teacher controlled the game. All the students did their best to win the team. At a time, a boy from Team A loudly said, *"Can I have a pen korek?"* This made everyone in the class laughing. After the teams changed their positions as the interviewee and interviewer, they count the things that were collected. The result said that the winner was Team Apple or A. The team got more collected things and did well in saying the expressions.

Before closing the lesson, the teacher reviewed name of things the students had learned. She also reviewed about the expressions of borrowing things and its response. The teacher asked the students to sing the song *Can I have a pen*? together. And for next week's lesson, the students were asked to bring scissors and glue. She finally asked one of the students to lead his friends to say a closing prayer.

5. The Field Note of Implementation of Unit 3 *I Like Apples* **(Try-out 1)**

Time   : Monday, May 18th, 2009/11. 30 a.m. – 12. 40 p.m.

Place   : Grade IV's Classroom of SD Islamiyah Pakualaman

Theme : Fruits

In the first try out of Unit 3, the researcher was not supervised by the English teacher all the time. The English teacher had another duty, so she only supervised the researcher for about 15 minutes.

Starting the lesson that day, the researcher said a greeting to the students. She told the students that they would learn a new theme for that day. Some students said that they knew it. They said, *"Buah-buahan ya, Miss.."* The researcher nodded her head. She mentioned the theme for that day i.e. fruits. *"Yes, we are going to learn about fruits. Do you like fruit?"* Most of the students said, *"Yes.."*

"Okay, now I have a story for you." Some students shouted happily. The researcher started the lesson by showing a big picture of a caterpillar. Most of the students shouted, *"Uler.. uler.."* The researcher asked the students the English word of *'uler'. "What is uler in English?"* None of them answered it correctly. She wrote the word on the blackboard and said 'caterpillar'. The students repeated after her.

The researcher told the students that she would start telling the story entitled *Cato the Hungry Caterpillar*. All the students kept silent and listened to their teacher. They looked curious and enjoyed the story much. *"The caterpillar walks to....,"* said the researcher. After finishing the story, the researcher asked the students to name the fruits they heard from the story. Most of the students tried to mention names of fruits they knew. However, some fruits mentioned were not in the story. Then, the researcher showed the pictures of fruits heard in the story. The fruits were apple, banana, grapes, and orange. She said each name of the fruits. The students repeated after her. She then asked the students to together sing a popular song about fruits, entitled *Watermelon.*

To continue the lesson, the researcher showed several more flashcards of fruits. The students repeated the name of each fruit after the teacher. The next activity was the students were asked to rearrange puzzles of fruits, in pairs. The researcher asked the students whether they forgot or not to bring the scissors and glue. Most of them said that they had those things with them. The researcher prepared some scissors, glue, and paper. All the pairs started to work with the puzzles. They cut, arranged and glued the puzzles on the paper. Only one student did the work by himself. The researcher gave him one puzzle. All students did the activity happily. After all pairs finished rearranging the puzzles, they submitted the work. They did not forget to write their names and the names of the fruits below the rearranged-puzzles.

The researcher continued the lesson by asking some students about the fruits they like. *"What fruit do you like, Dhifa?"* She repeated the question in Bahasa Indonesia, then the boy answered *"Apple, Miss."* The researcher exemplified how to express likes, using the expression *'I like (sthg)'* correctly. She said, *"I like apples." "Okay. What about you, Adam? Tell me, please."* The researcher asked some students to answer her question about the fruits they like. Most of the students said the expression correctly. Then she said another question, *"Do you like durians?" "Apa kamu suka durian?"* Most of the students replied, *"Yes,"* and some said *"No."* In addition, the teacher also exemplified how to express dislikes, using the expression *'I don't like (sthg)'.* For example, she said, *"I don't like durians."*

Next, the researcher asked the students to practice asking and responding to expressions about likes. The students were to do the dialogue in pairs and in front of the class. The teacher supervised them. Most of the pairs did the dialogue confidently. After all pairs took their turn, the researcher reviewed the lesson that day. She ended the lesson by leading the students to sing a song entitled *'Strawberry, Apple, Mango.'* Then, they said a closing prayer together. At last, the researcher said a leave-taking, *"Bye, everyone."*

6. The Field Note of Implementation of Unit 3 *I Like Apples* (Try-out 2)

Time   : Monday, May 25th, 2009/11. 30 a.m. – 12. 40 p.m.

Place   : Grade IV's Classroom of SD Islamiyah Pakualaman

Theme : Fruits

To open the lesson, the researcher said a greeting to the students. She told them that they would continue learning about fruits and the expressions of likes. She began by asking several students to name the fruits they knew. The researcher said, *"Let's sing Watermelon song." "Are you ready?"* All students replied, *"Yes."* Afterwards, together they sang *'Watermelon'* song. The researcher then questioned the students whether or not the remembered the way to express likes. Most of the students remembered it.

The researcher continued the lesson by asking the students to open their workbook on Task 7 page 16. It was a reading activity. The researcher read the story and the students read it after her. The researcher asked some students to read the story. Each one read out loud one paragraph. The next activity was a survey game. The researcher divided the class into four groups of four or five students. She explained the rule, "S*urvey*

the favorite fruits of the other members of the group. Use the expression you already *learned." "If you ask your friend, use the expression 'What fruit do you like' and if you* *answer this question, use 'I like apples or I like mangoes', for example"* The researcher supervised and controlled the class so that they were not noisy. After all students finished the work, the researcher asked some students to read the report in front of the class.

The researcher reviewed the students' work. All the students worked well with all the writing stuffs, but some still needed exercises to say the expressions of asking and responding to likes. After that, the researcher told the students that she would tell her story about fruits. She said, *"I will tell you my story. About the fruits I like and dislike."* *"Okay, are you ready to listen to my story?" "Yes..,"* replied the students. The researcher started to tell the story. She showed the picture of the fruit everytime she mentioned it in her story. She made a happy face when she told the students the fruits she liked, and vice versa, she put a sad face when telling them the fruits she did not like. Afterwards, the students were given a task to tell the story of the fruits they liked. One by one, the students volunteered themselves. They were confident enough and did the good work. There were four students telling their story about fruits. The researcher rewarded these students with fruits.

Then, together, they sing the *Watermelon* and *Strawberry, Apple, Mango* song. At last, the researcher reviewed the lesson that day. She also told the students that day was the last day of her implementation. She thanked the students and the English teacher for being cooperative during the implementation. She finally led a prayer and said goodbye to end the lesson. *"Goodbye, everyone. Hope to see you all sometimes."*

J. THE CURRICULUM

KTSP 2006: SK dan KD Bahasa Inggris untuk SD 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, meyetujui, tidak menyetujui, menyangkal, dan meminta kejelasan 6.5 Mengungkapkan kesantunan secara berterima yang melibatkan ungkapan: *thank you, sorry, please,* dan *excuse me*
Membaca 7. Memahami tulisan bahasa 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

K. THE LESSON PLANS

LESSON PLAN 1

School	: SD Islamiyah Pakualaman Yogyakarta
Subject	: English
Grade/Semester	: IV/2
Competency Standard	: 5. Mendengarkan
	Memahami instruksi sangat sederhana dengan tindakan dalam konteks kelas
Basic Competency	: 5.2 Merespon instruksi sangat sederhana secara verbal
Indicators	: 1. Students can mention classroom instructions correctly
	2. Students can give instructions
	3. Students can respond to the given instructions verbally
Time Allocation	: 2 X 35 minutes

I. **Instructional Objectives**:

At the end of the lesson, the students are expected to be able to:
- mention classroom instructions correctly
- give instructions
- respond to the given instructions verbally

II. **Learning Materials:**
   A. Language function:
- giving instructions: *sit down, stand up, open the book, etc.*
- respond to instructions: *yes, Ma'am/yes, Sir/okay*
   B. Language focus:
- giving instructions: imperative, verb + please
- respond to instructions: yes/okay

III. **Teaching Method**: TPR

IV. **Teaching Activities**
- Greeting, checking the attendance list, and introducing the topic.
   A. Preparation Activities
   1. *Raising statement.* The teacher says an instruction to a student, *clean the blackboard, please.*

2. The teacher shows a dice with instructions on its sides. She rolls the dice and says the instruction. The students are asked to say after her.

3. The teacher shows flashcards of instructions. She reads the instructions and the students are asked to do the instructions.

B. Core Activities

1. The teacher gives examples of classroom situations. She says the classroom instruction and its response used in each situation.

2. The teacher giives instruction to several students. Each student should respond to the given instruction verbally.

3. In pairs, the students practice doing pairworks of giving and responding to instructions. Each student chooses an instruction card.

C. Follow-up Activities

1. In small groups, the students play a racing game. The teacher says the instructions. Each group should choose a picture and stick the picture on the flannel board.

2. The teacher and the students sing *Teddy Bear* song together.

- Reviewing, closing, praying, and leave-taking.

V. Learning Resources

A. Materials   : Student's book (SMILE)

B. Media   : Oral instructions, an instruction dice, flashcards, instruction cards, pictured-cards, a flannel board, a racing game, and *Teddy Bear* song

VI. Assessment

A. Technique: responding instructions orally and verbally

B. Form: dialogue

C. Instrument: dialogues of giving and responding to instructions

Yogyakarta, April 10, 2009

Approved by,
English Teacher   Researcher

Sitri, S.Pd.   Ani Tri Hastanti

LESSON PLAN 2

School	**:** SD Islamiyah Pakualaman Yogyakarta
Subject	**:** English
Grade/Semester	**:** IV/2
Competency Standard	**:** 5. Mendengarkan
	Memahami instruksi sangat sederhana dengan tindakan dalam konteks kelas
Basic Competency	**:** 5.2 Merespon instruksi sangat sederhana secara verbal
Indicators	**:** 1. Students can mention classroom instructions correctly
	2. Students can give instructions
	3. Students can respond to the given instructions verbally
Time Allocation	**:** 2 X 35 minutes

I. Instructional Objectives:

At the end of the lesson, the students are expected to be able to:
- mention classroom instructions correctly
- give instructions
- respond to the given instructions verbally

II. Learning Materials:

A.   Language function:
- giving instructions: *sit down, stand up, open the book, etc.*
- respond to instructions: *yes, Ma'am/yes, Sir/okay*

B.   Language focus:
- giving instructions: imperative, verb + please
- respond to instructions: yes/okay

III. Teaching Method: CLT, TPR

IV. Teaching Activities
- Greeting, checking the attendance list, and introducing the topic.

A. Preparation Activities
1. *Raising statement.* The teacher says an instruction to a student, *close the door, please.*
2. The teacher asks the students about the materials they have learned. She asks two or three students to mention the instructions.

3. The teacher shows flashcards of instructions. She reads the instructions and the students are asked to do the instructions.

B. Core Activities
   1. The teacher plays recorded-dialogues of giving instructions. The students match pictures in their worksheet with the instructions by writing number 1, 2, 3, 4, or 5.
   2. The teacher and students discuss the task.

C. Follow-up Activities
   1. The students play a *Simon says* game. The teacher says the instructions with or without the keyword 'Simon says' . The student who stays at the end of the game will be the next caller.
   2. The teacher and the students sing *Teddy Bear* song together.

- Reviewing, closing, praying, and leave-taking.

V. Learning Resources
   A. Materials   : Student's book (SMILE)
   B. Media   : Oral instructions, flashcards, a recorder, recorded-dialogues, *Simon says* game, and *Teddy Bear* song

VI. Assessment
   A. Technique: listening to instructions
   B. Form: listening activities
   C. Instrument: oral instructions and student's worksheet

Yogyakarta, April 13, 2009

Approved by,
English Teacher   Researcher

Sitri, S.Pd.   Ani Tri Hastanti

LESSON PLAN 3

School	: SD Islamiyah Pakualaman Yogyakarta
Subject	: English
Grade/Semester	: IV/2
Competency Standard	: 6. Berbicara
	Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas
Basic Competency	: 6.3 Bercakap-cakap untuk meminta/memberi jasa/barang secara berterima yang melibatkan tindak tutur: meminta dan memberi barang
Indicators	: 1. Students can name things in the bag correctly
	2. Students can make a polite request
	3. Students can respond to a request
Time Allocation	: 2 X 35 minutes

I. Instructional Objectives:

At the end of the lesson, the students are expected to be able to:
- name things in the bag correctly
- make a polite request
- respond to a request

II. Learning Materials:

A. Language function:
- name the things in the bag: *a pencil, a pen, a ruler, etc.*
- make a polite request: *Can I have a pen?*
- respond to instructions:
  Sure, here you are/Sure, here's a pen (granting)
  Sorry, I don't have it/Sorry, I don't have a pen (declining)

B. Language focus:
- name the things in the bag: this/these + be + [article] + N
- make a polite request: Can + I + have + article + N
- respond to instructions:
  Sure + here you are or Sure + here + be + [article] + N (granting)
  Sorry, I don't have + it/them or Sorry, I + do + not + have + [article] + N (declining)

III. Teaching Method: CLT

IV. Teaching Activities
- Greeting, checking the attendance list, and introducing the topic.
A. Preparation Activities
1. *Raising question.* The teacher asks a student, *do you have a pen?*
2. The teacher plays a song entitled *Can I have a pen?* Some students are asked to mention the name of things in the bag they hear from the song.
3. The teacher shows real objects of things in the bag. She mentions their names. The students are asked to say after the teacher.
4. The teacher borrows a student's bag. She asked the student to show and name the things inside the bag.
B. Core Activities
1. The teacher asks about a student's possession. She directs the students to answer her question with correct expression. Shen then repeats the question to other students.
2. The teacher gives examples of dialog through the use of puppets
3. In pairs, the students practice doing pairworks of making and responding to instructions.
C. Follow-up Activities
1. The teacher and the students sing *Can I have a pen?* song together.
- Reviewing, closing, praying, and leave-taking.

V. Learning Resources
A. Materials   : Student's book (SMILE)
B. Media   : a recorder, *Can I have a pen* song, real objects of things in the bag, puppets, and dialogs

VI. Assessment
A. Technique: responding to a request
B. Form: dialogue
C. Instrument: dialogues of making and responding to a request

Yogyakarta, April 20, 2009

Approved by,
English Teacher   Researcher

Sitri, S.Pd.   Ani Tri Hastanti

LESSON PLAN 4

School	**:** SD Islamiyah Pakualaman Yogyakarta
Subject	**:** English
Grade/Semester	**:** IV/2
Competency Standard	**:** 6. Berbicara

Competency Standard : 6.   Berbicara

Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas

Basic Competency : 6.3   Bercakap-cakap untuk meminta/memberi jasa/barang secara berterima yang melibatkan tindak tutur: meminta dan memberi barang

Indicators : 1. Students can name things in the bag correctly

    2. Students can make a polite request

    3. Students can respond to a request

Time Allocation **:** 2 X 35 minutes

I. Instructional Objectives:

At the end of the lesson, the students are expected to be able to:

- name things in the bag correctly
- make a polite request
- respond to a request

II. Learning Materials:

A.   Language function:

- name the things in the bag: *a pencil, a pen, a ruler, etc.*
- make a polite request: *Can I have a pen?*
- respond to instructions:

    Sure, here you are/Sure, here's a pen (granting)

    Sorry, I don't have it/Sorry, I don't have a pen (declining)

B.   Language focus:

- name the things in the bag: this/these + be + [article] + N
- make a polite request: Can + I + have + article + N
- respond to instructions:

    Sure + here you are or Sure + here + be + [article] + N (granting)

    Sorry, I don't have + it/them or Sorry, I + do + not + have + [article] + N (declining)

III. Teaching Method: CLT

IV. Teaching Activities

- Greeting, checking the attendance list, and introducing the topic.

A. Preparation Activities

   1. *Raising question.* The teacher asks a student, *can I have a ruler?*
   2. The teacher shows flashcards of things in the bag. The students are asked to name the things.

B. Core Activities

   1. The teacher plays recorded dialogs of making and responding to requests. The students should match the blanks on their worksheet while listening to the dialogs.
   2. The teacher mentions name of things in the bag. The students should draw the things.

C. Follow-up Activities

   1. The teacher leads the students to play an interview game. The students are divided into two big teams. Each team should request the other team's things in the bag as many as they can. The team then changes its position.
   2. The teacher and the students sing *Can I have a pen?* song together.

- Reviewing, closing, praying, and leave-taking.

V. Learning Resources

   A. Materials   : Student's book (SMILE)
   B. Media   : flashcards of things in the bag, recorded dialogs, an interview game, and *Can I have a pen?* song

VI. Assessment

   A. Technique: listening to dialogs and teacher's talk
   B. Form: listening activities
   C. Instrument: student's worksheet

Yogyakarta, April 27, 2009

Approved by,
English Teacher   Researcher

Sitri, S.Pd.   Ani Tri Hastanti

LESSON PLAN 5

School	**:** SD Islamiyah Pakualaman Yogyakarta
Subject	**:** English
Grade/Semester	**:** IV/2
Competency Standard	**:** 7. Membaca
	Memahami tulisan bahasa Inggris sangat sederhana dalam konteks kelas
Basic Competency	**:** 7.1 Membaca nyaring dengan ucapan yang tepat dan berterima yang melibatkan kata, frasa, dan kalimat sangat sederhana
Indicators	**:** 1. Students can name different kind of fruits correctly
	2. Students can ask about likes
	3. Students can express likes
Time Allocation	**:** 2 X 35 minutes

I. Instructional Objectives:

At the end of the lesson, the students are expected to be able to:

- name different kind of fruits correctly
- ask about likes
- express likes

II. Learning Materials:

   A.   Language function:

-    name different kind of fruits: *an apple, an orange, grapes, etc*
-    ask about likes: *What fruit do you like?*
-    express likes/dislikes:

      I like apples (likes)

      I don't like durians (dislikes)

   B.   Language focus:

-    name different kind of fruits: [article] + N
-    ask about likes: What + fruit + do + you + like?
-    express likes/dislikes:

      I + like + [article] + N (likes)

      I don't + like + [article] + N (dislikes)

III. Teaching Method: CLT

IV. Teaching Activities

-    Greeting, checking the attendance list, and introducing the topic.

A. Preparation Activities
1. *Raising question.* The teacher asks the students, *Do you like fruits?*
2. The teacher tells the story entitled *Cato the Hungry Little Caterpillar.* The studetns listen to the story.
3. The teacher shows flashcards of fruits, the students listen and say after the teacher.
4. In pairs, the students cut and do the puzzle. They must write down the name of the fruits.
5. The teacher and the students sing *Watermelon* song together.

B. Core Activities
1. The teacher exemplifies a dialogue of asking about and expressing likes. An information about how to express dislikes is also provided. The students listen and say after the teacher.
2. In pairs, the students practice doing pairworks of asking about and expressing likes.

C. Follow-up Activities
1. The teacher and the students sing *Strawberry, Apple, Mango* song together.
   - Reviewing, closing, praying, and leave-taking.

V. Learning Resources
A. Materials   : Student's book (SMILE)
B. Media   : flashcards of fruits, a story, pictures, and songs.

VI. Assessment
A. Technique: reading a story
B. Form: written form
C. Instrument: student's worksheet

Yogyakarta, May 4, 2009

Approved by,
English Teacher   Researcher

Sitri, S.Pd.   Ani Tri Hastanti

LESSON PLAN 6

School	: SD Islamiyah Pakualaman Yogyakarta
Subject	: English
Grade/Semester	: IV/2
Competency Standard	: 7. Menulis
	Memahami tulisan bahasa Inggris sangat sederhana dalam konteks kelas
Basic Competency	: 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
Indicators	: 1. Students can name different kind of fruits correctly
	2. Students can ask about likes
	3. Students can express likes
Time Allocation	: 2 X 35 minutes

I. Instructional Objectives:

At the end of the lesson, the students are expected to be able to:

- name different kind of fruits correctly
- ask about likes
- express likes

II. Learning Materials:

A. Language function:

- name different kind of fruits: *an apple, an orange, grapes, etc*
- ask about likes: *What fruit do you like?*
- express likes/dislikes:

  I like apples (likes)

  I don't like durians (dislikes)

B. Language focus:

- name different kind of fruits: [article] + N
- ask about likes: What + fruit + do + you + like?
- express likes/dislikes:

  I + like + [article] + N (likes)

  I don't + like + [article] + N (dislikes)

III. Teaching Method: CLT

IV. Teaching Activities

- Greeting, checking the attendance list, and introducing the topic.
A. Preparation Activities
  1. *Raising question.* The teacher asks several students to mention some names of fruits.
  2. The teacher and the students sing *Watermelon* song together.
B. Core Activities
  1. The teacher reads aloud a text. The students say after her. Several students were asked to read the text again.
  2. The students play a survey game. They work in group. In the group, each student must ask the other member about likes. He or she must also express her or his likes.the students write the report and read it in front of the class.
  3. The teacher reads aloud a text. The students say after her. Then, they read aloud the text.
C. Follow-up Activities
  1. The students retell the story about the fruits they like.
  2. The teacher and the students sing *Watermelon* and *Strawberry*, *Apple*, *Mango* songs together.
  - Reviewing, closing, praying, and leave-taking.

V. Learning Resources
   A. Materials   : Student's book (SMILE)
   B. Media   : flashcards of fruits, a story, pictures, and songs.

VI. Assessment
   A. Technique: reading aloud
   B. Form: spoken form
   C. Instrument: student's worksheet

Yogyakarta, May 18, 2009

Approved by,
English Teacher   Researcher

Sitri, S.Pd.   Ani Tri Hastanti

L. THE COURSE GRID AND FIRST DRAFT MATERIALS

Unit and Theme	Basic Competence	Indicators	Language Focus	Language Function	Tasks and Activities	Multiple Intelligences Features	Media and Resources	Time allocation
Unit 1 *Can I Have a Pen?* Theme: Things in the bag	6.3 Performing dialogues of asking and/or giving things or services interpersonally	• Students are able to name the things in their bags correctly • Students are able to make and respond to a request	• Key structure What do you have? I have + [article] + N Can I have + [article] + N? Sure, here's + [article] + N Sorry, I don't have + N • Key vocabulary Noun/N: *Bag, book,* correction pen, crayon, eraser, glue, pen, pencil, pencil case, ruler, scissors, sharpener • Sample of expression *What do you have?* *I have a pen.* *I have scissors* *Can I have + a pen?* *Sure, here's a pen.* *Sorry, I don't have a pen.*	Making a request • Can I have *a pen*? Respond to a request: Granting a request • Sure, here's *a pen*. • Sure, here you are Declining a request • Sorry, I don't have *a pen* • Sorry, I'm using it	**Preparation Activities/**Let's Go Raising question: *Do you have a pen?* • Task 1 T plays the song. Ss carefully listen to the song. T asks the Ss to name the things they hear from the song. • Task 2 T shows flashcards/real objects of things in the bag. Ss listen and say after T. • Task 3 T exemplifies expressions of possessions. Ss imitate T's expressions *"What do you have in your bag?* *"I have a pen, a book, and a pencil."* • Task 4 Ss show things in her or his bag with the previously learned expressions. *"I have a pen, a book, and a pencil."* **Core Activities/**Let's Practice • Task 5 T exemplifies expressions of requesting something and responding to it Ss imitate T's expressions *"Can I have a pen?* *"Sure, here's a pen"* or *"Sorry, I don't have it"* • Task 6 In pairs, Ss practice to request something and respond to it • Task 7 Ss listen to recorded dialogues. Ss fill in the blanks. • Task 8 Ss listen to T saying name of things in	• Spatial Visualization Drawing • Interpersonal Interview game	• Flash-cards of things in the bag • Real objects of things in the bag • Dialogue: making and responding to a request • An interview game • A song: Can I have a pen?	2 X 70 minutes

					the bag. Ss draw the things. **Follow-up Activities/**Let's Have Fun • Task 9 Ss play an interview game • Task 10 T and Ss sing a chant: *Can I have a pen?*			
Unit 2 *Sit down, please* Theme**:** Instructions	5.2 Responding to very simple instructions verbally	• Students are able to give instructions • Students are able to respond to an instruction verbally	• Key structure imperative S + V, please. • Key vocabulary Verb of instruction: Sit, stand, raise, open, close, look, be quiet, look, listen, get, write, clean, point, touch, clap, make • Sample of expression *Stand up!* *Sure.* *Sit down, please.* *Yes, Ma'am..*	Giving an instruction • *Sit down!* • *Stand up!* Respond to an instruction • *Yes* • *Okay*	**Preparation Activities/**Let's Go Raising statement: *Stand up, please.* • Task 1 The Dice Game. T throws the dice and give an instruction. Ss follow T's instructions. • Task 2 T shows flashcards of instructions. T says and does the instructions. Ss follow the instructions. • Task 3 T gives examples of instructions and how to respond it correctly. T says '*Sit down, please'* and then T sits down while saying *'Sure'* **Core Activities/**Let's Practice • Task 4 T gives instructions and the Ss to respond it with the previously learned expressions. • Task 5 T says more instructions and Ss are to follow the instructions. • Task 6 In pairs, Ss practice responding to an instruction • Task 7 Playing a TPR game: *Simon Says* **Follow-up Activities/**Let's Have Fun • Task 8 T says instructions. Ss are to match the	• *Spatial* Visualization • *Bodily-Kinesthetic* TPR game	• Oral instructions • Flash-cards of instructions • Dialogue: making and responding to a request • TPR games: Simon Says and the Dice Game • A song: Teddy Bear	2 X 70 minutes

					given instructions with the correct pictures. • Task 9 Playing a TPR game: the dice game • Task 10 Singing a song: *Teddy Bear*			
Unit 3 *I Like Apples* Theme**:** Fruits	7.1 Reading aloud using correct intonation at word, phrase, and/or simple sentence level	• Students are able to name the fruits correctly • Students are able to express likes • Students are able to retell a short story in front of the class	•Key structure *What do you like?* *I like + [article] +* N *Can I have* + N? *Sure*, here's + N *Sorry*, I don't have + N • Key vocabulary Noun/N: Apple, orange, strawberry, grapes, pear, watermelon, papaya, banana, avocado, pineapple, melon, mango •Sample of expression *What fruit do you like?* *I like apples.*	Asking about likes •What fruit do you like? Expressing likes • I like apples	**Preparation Activities/**Let's Go Raising statement: *I like apples. What fruit do you like?* • Task 1 Cato the Hungry Caterpillar. T tells a story about a hungry caterpillar • Task 2 Ss are to name the fruits they hear from the story. • Task 3 T shows flashcards of fruits. Ss listen and repeat after T. • Task 4 Ss arrange shape puzzles. They are to name the fruits they get by arranging the puzzles. **Core Activities/**Let's Practice • Task 5 T exemplifies how to ask and express about likes. *"What fruits do you like?"* Ss listen and imitate how to express likes. • Task 6 In pairs, Ss are to take turn practicing dialogues about asking and expressing likes. • Task 7 Ss are to read a story: Can I have a pen? **Follow-up Activities/**Let's Have Fun • Task 8 Playing a survey game: *What fruits do*	• Spatial Visualization Shape puzzles • Linguistic Story telling • Interpersonal Survey game	• Story: Cato, the Hungry Caterpillar • Flash-cards of fruits • Shape puzzles of fruits • A survey game	2 X 70 minutes

Unit / Theme	Standard	Learning Objectives	Key Structure / Vocabulary	Content	Activities	Intelligences	Materials	Time
					you like? • Task 9 Ss are to read the report of the survey. • Task 10 Sing a song about fruits.			
Unit 4 *I Eat a Plate of Fried Rice* Theme**:** Food and Drink	8.1 Writing simple expressions with correct punctuation at word, phrase, and/or sentence level	• Students are able to name kinds of food and drink correctly • Students are able to name the food they eat • Students are able to write sentences about the food they eat	• Key structure *What+ do +you + eat + for+* Eating time*?* *I* + eat + N + *for* + Eating time. • Key vocabulary Eating time: Breakfast, lunch, dinner Noun/N: Rice, noodle, soup, meat, bread, jam, chocolate, cake, ice cream, juice, milk, soft drink A plate of fried rice A bowl of soup/noodle Two slices of bread A carton of milk A glass of orange juice etc.	Asking about information: the food someone's eaten •What do you eat for breakfast? Telling someone information: the food we eat • I eat a plate of fried rice	**Preparation Activities/**Let's Go Raising question: *Have you got your breakfast/lunch?* • Task 1 Mom's menu. T shows a family menu written on a big paper. • Task 2 T shows flashcards of food and drink. Ss listen and say after T. • Task 3 Ss match and draw a line between pictures and their labels. • Task 4 Ss read and group the food and drink. **Core Activities/**Let's Practice • Task 5 T exemplifies how to ask and answer information about food someone's eaten. *"What do you eat for breakfast?"* *"I eat a plate of fried rice for breakfast."* Ss listen and imitate how to say the information. • Task 6 In pairs, Ss are to take turn practicing dialogues about asking and answering information on the food they eat.. • Task 7 Ss write their daily menu for the week. • Task 8 Ss rewrite their menus. T exemplified them.	• Spatial Visualization Shape puzzles • Logical-mathematical Writing puzzle • Interpersonal Survey game	• A family menu • Flash-cards of food and drink • A maze puzzle	2 X 70 minutes

			•Sample of expression *What do you eat for breakfast?* *I eat a plate of fried rice.*		**Follow-up Activities/**Let's Have Fun • Task 9 Ss solve a maze. • Task 10 Ss rearrange jumbled words to make good sentences.			

WORKBOOK

SMILE
Smart in Learning English

Tasks and Activities for the Multiple-Intelligences Students

Grade 4
SD Islamiyah Pakualaman Yogyakarta

Can I Have a Pen?

LET'S GO

Task 1 Listen to a song: "Can I Have a Pen?"

Task 2 Look, listen, and repeat.
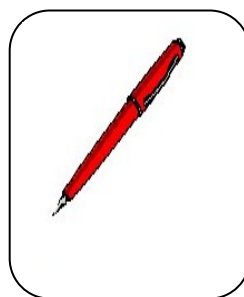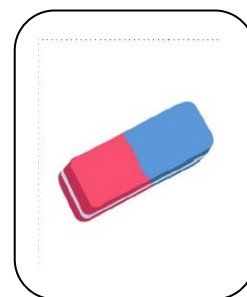
book	pencil	pen	eraser
ruler	sharpener	correction pen	crayon
scissors	glue	bag	pencil case
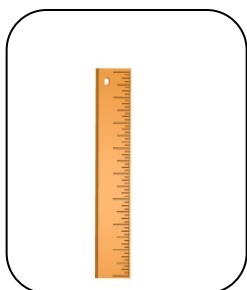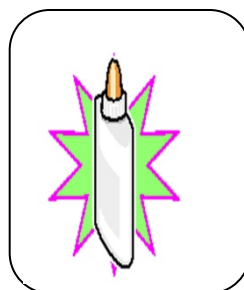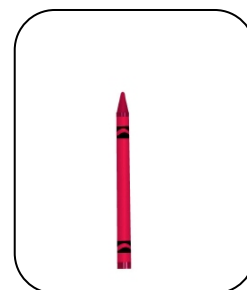
Task 3   **Listen and say.**

What do you have in your bag?

I have a pencil case and books, Ma'am.

What do you have in your bag?

I have a book, a pen, and a correction pen, too, Ma'am.

Task 4   **Show what is in your bag.**

I have a lot of things.

LET'S PRACTISE

Task 5 **Listen and say.**

Can I have a pen?

Sure, here's a pen, Ma'am.

Can I have a ruler?

Sorry, I don't have a ruler, Ma'am.

Task 6 **Take your turn.**

Sure, here you are.

Can I have a book?

1.

Can I have scissors?

Sorry, I'm using them.

2.

Task 7 **Listen to the recorded dialogues. Fill in the blanks with the correct name of things in the bag.**

1. Can I have _____?
   Sure, here's _____.

2. Can I have _____?
   Sure, here's _____.

3. Can I have _____?
   Sorry, I don't have _____.

4. Can I have _____?
   Sorry, I'm using it.

5. Can I have _____?
   Sure, here you are.

Task 8 **Listen and draw.**

LET'S HAVE FUN

Task 9 **Play the interview game: Can I have a pen?**

Task 10 **Sing the song.**

Can I have a pen?

Can I, can I, can I have a pen?

Sure, sure, sure, sure.

Here's a pen.

Can I, can I, can I have a book?

Sure, sure, sure, sure.

Here's a book.
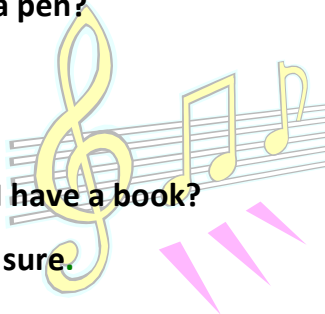
Sit down, please

LET'S GO

Task 1 **Play the Instruction Dice game.**

Task 2 **Look, listen, and do.**

Sit down
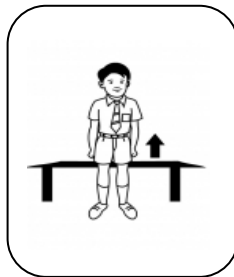
Stand up

Open the book

Close the book

Raise your hand
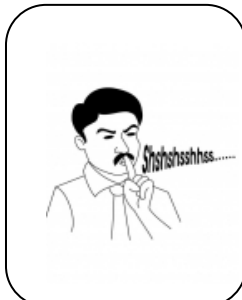
Be quiet
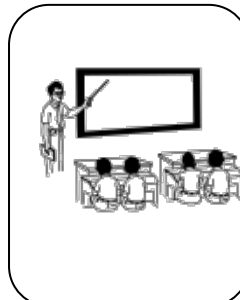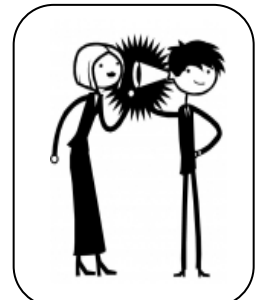
Look at the board
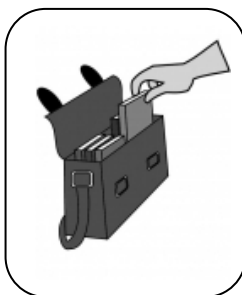
Listen to me

Get your book

Write your name

Clean the board

Point to

Task 3 **Listen and say.**
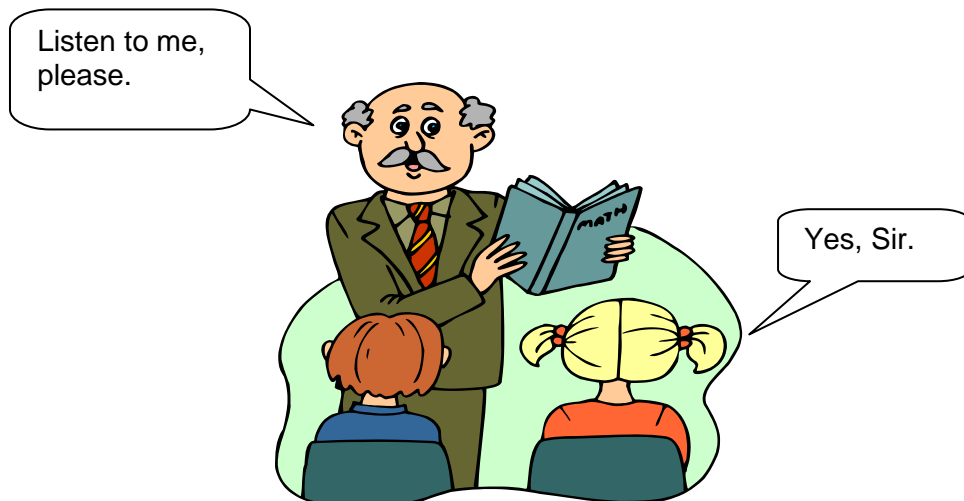
LET'S PRACTICE

Task 4 Now, your teacher will say several instructions. Do what the teacher says. Use the expressions you have already learned.

Task 5 **Listen to your teacher again and follow the instructions.**

| Touch the desk | Clap your hands | Make a line | Make a circle |

Task 6 **In pairs, take your turn to practice responding to an instruction. Choose your lucky card.**

Stand up, please

Okay.
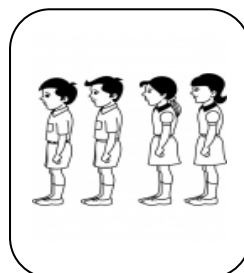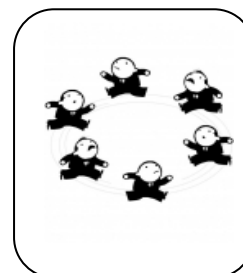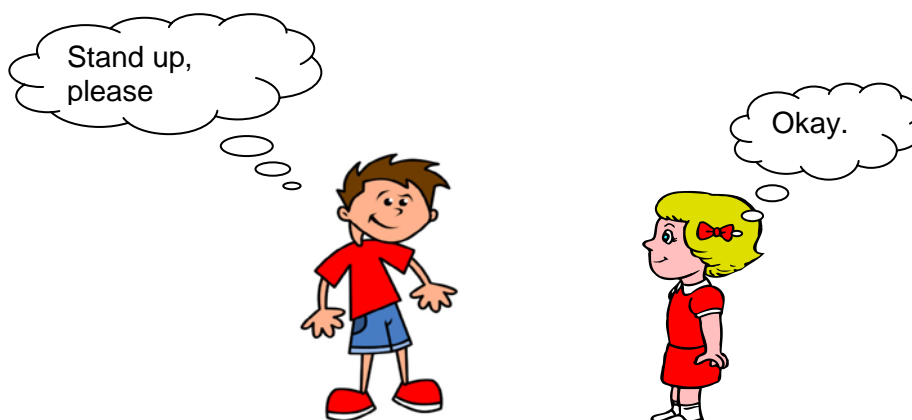
Task 7 **Play TPR game: Simon Says.**

TPR Game: *Simon Says*

Simon says, "Stand up, please."
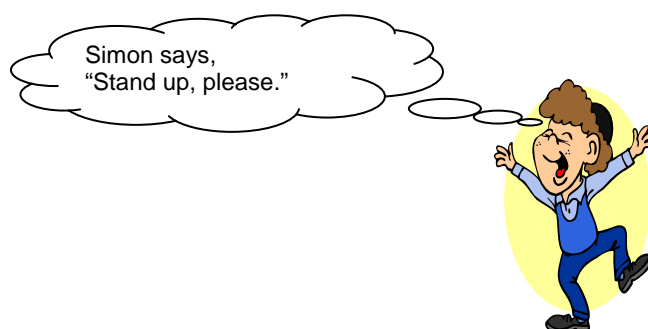
LET'S HAVE FUN

Task 8 **Listen and match.**
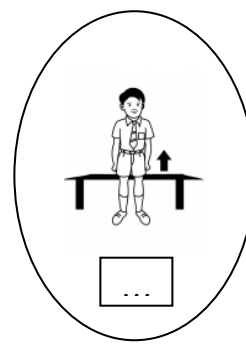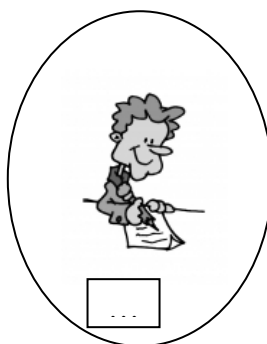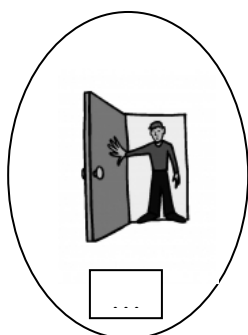
Task 9 **Play the Instruction Dice game.**
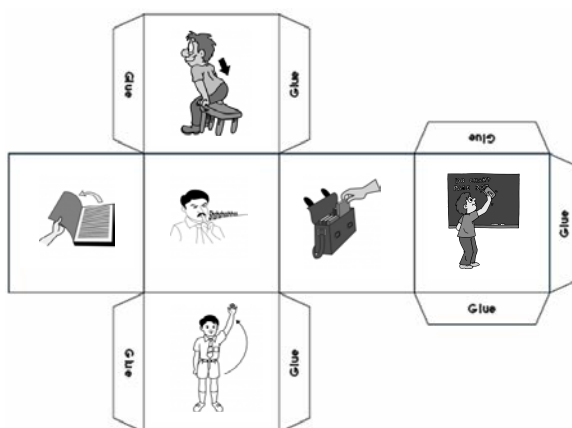
Task 10 **Sing a song.**

Teddy Bear

Teddy Bear, Teddy Bear
Sit down, please
Teddy Bear, Teddy Bear
Be quiet

Teddy Bear, Teddy Bear
Open your book
Teddy Bear, Teddy Bear
Write your name

I Like Apples

LET'S GO

Task 1 **Listen to the story "Cato, the Hungry Caterpillar"**

Task 2 **Name the fruits in the story.**

Task 3 **Look, listen, and repeat.**
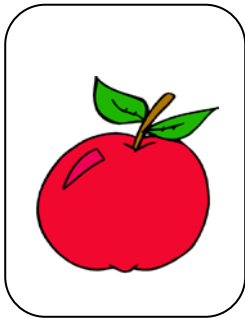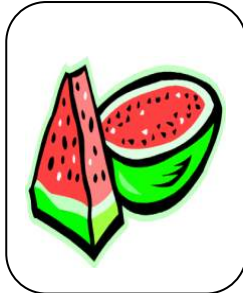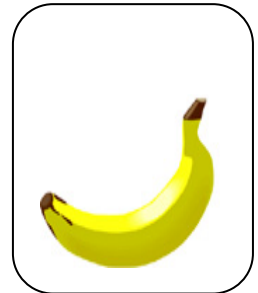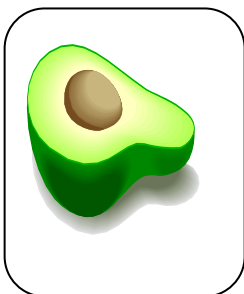
apple	**orange**	**strawberry**	**peach**
pear	**watermelon**	**papaya**	**banana**
avocado	**pineapple**	**melon**	**mango**
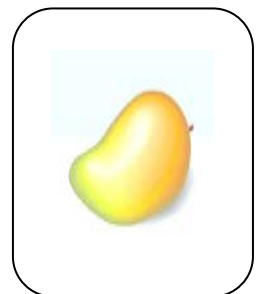
Task 4   **Do the puzzle on your worksheet and name them.**

LET'S PRACTICE

Task 5   **Listen and say.**

What fruits do you like?

I like apples.

What fruits do you like?

I like oranges.

Task 6 **Take your turn.**

What fruits do you like?
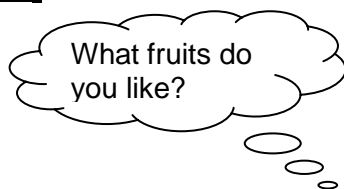
I like pears.

And you?

I like bananas
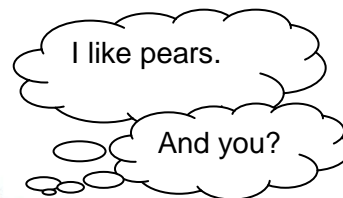
Task 7 **Read Cato's story.**

Cato liked Fruits

walks slowly.
He is hungry.
He walks into the garden.

sees many fruits.
He eats an .
"Yummy. I like it," said Cato.

is still hungry.
He eats a .
"Yummy. I like it," said Cato.

is still hungry.
He ate .
"Yummy. I like them."

is full.
"Yummy. I like fruits."

LET'S HAVE FUN

Task 8 **Play the Survey Game: *What Fruit Do You Like?***

Task 9 **Read your survey.**

Task 10 **Sing the song.**

Watermelon

Watermelon, watermelon
Papaya, papaya
Banana, banana
Banana, banana
Pineapple, pineapple

I Eat a Plate of Fried Rice

LET'S GO

Task 1   **Read Mom's menu for today.**

Task 2   **Look, listen, and repeat.**
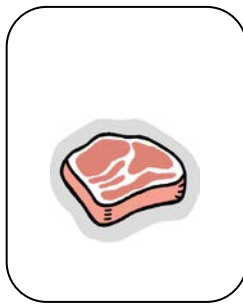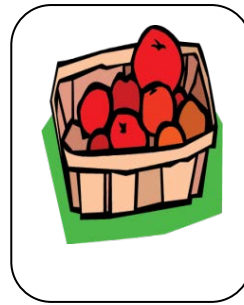
rice	**meat**	**fruits**	**vegetables**
bread	**jam**	**noodle**	**cake**
Ice cream	**juice**	**milk**	**soft drink**
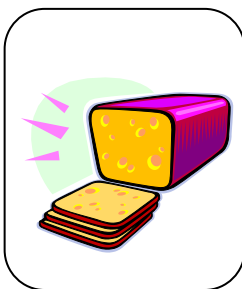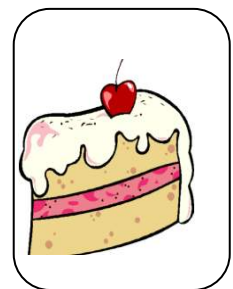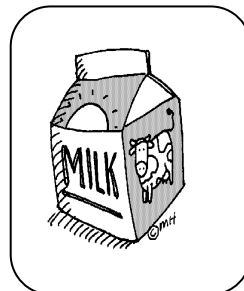
Task 3   Draw a line. Match.
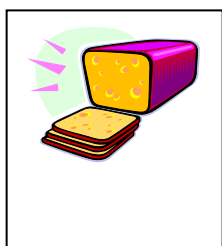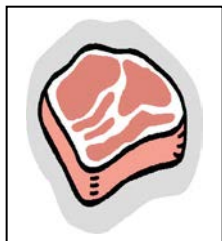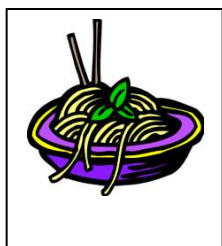
	cake	
	bread	
	milk	
	egg	
	rice	
	ice cream	
	fruits	
	meat	
	noodle	

Task 4   Read and write them on the group.

Food	Food and Drink	Drink
	A plate of fried rice	
	A slice of bread	
	A can of soft drink	
	A bowl of fruits	
	A bar of chocolate	
	A glass of water	
	A carton of milk	
	A jar of jam	

LET'S PRACTICE

Task 5 **Listen and say.**

What do you have for breakfast?
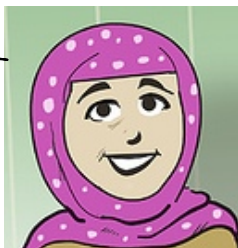
I have two slices of bread

What do you have for lunch?

I have a plate of fried rice

Task 6 Take your turn.

What do you eat for lunch?

I eat rice with *gudeg* and meat.

I eat rice and egg.

And you?

Task 7 **Write your daily menu for this week.**

Task 8 **Rewrite your menu. Do like the example.**

<u>**Monday**</u>

Breakfast **: I eat two slices of bread with strawberry jam**
Lunch **: I eat a plate of fried rice and an omelette**
Dinner **: I eat a bowl of mushroom soup**

LET'S HAVE FUN

Task 9 **Find your way to get to the ice cream stall.**
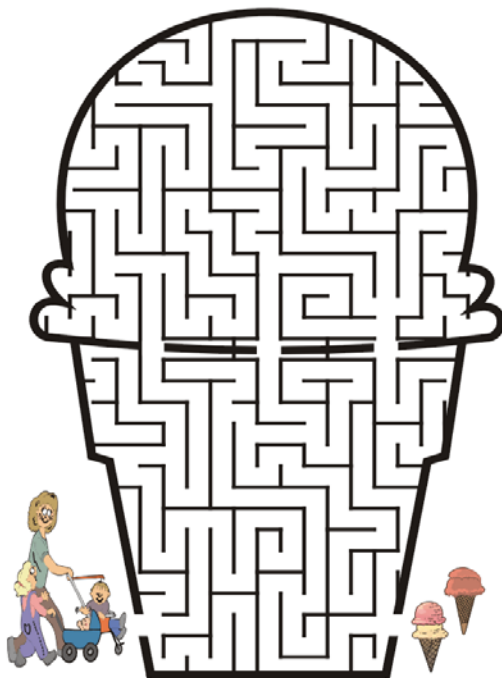
Task 10 **Rearrange.**

1. a bowl of – noodle – eat - I

2. Mary – two slices of – pizza – eats

3. eat – Dave and Tom – rice – fried

4. My little brother – a carton of – drinks – milk

5. I – a glass of – drink – water

Unit 1

Task 7. Listen and fill in the blanks.

1. Can I have _____?
   Sure, here's _____.

2. Can I have _____?
   Sure, here's _____.

3. Can I have _____?
   Sorry, I don't have _____.

4. Can I have _____?
   Sorry, I'm using it.

5. Can I have _____?
   Sure, here you are.

Task 8. Listen and draw.

1.	2.	3.	4.

Unit 2

Task 8. Listen and match.
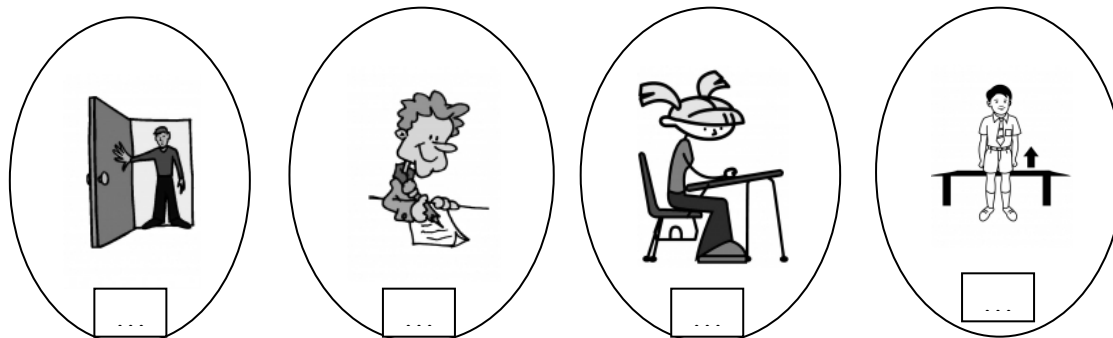
Task 4. Cut and do the puzzle. Name the fruit.
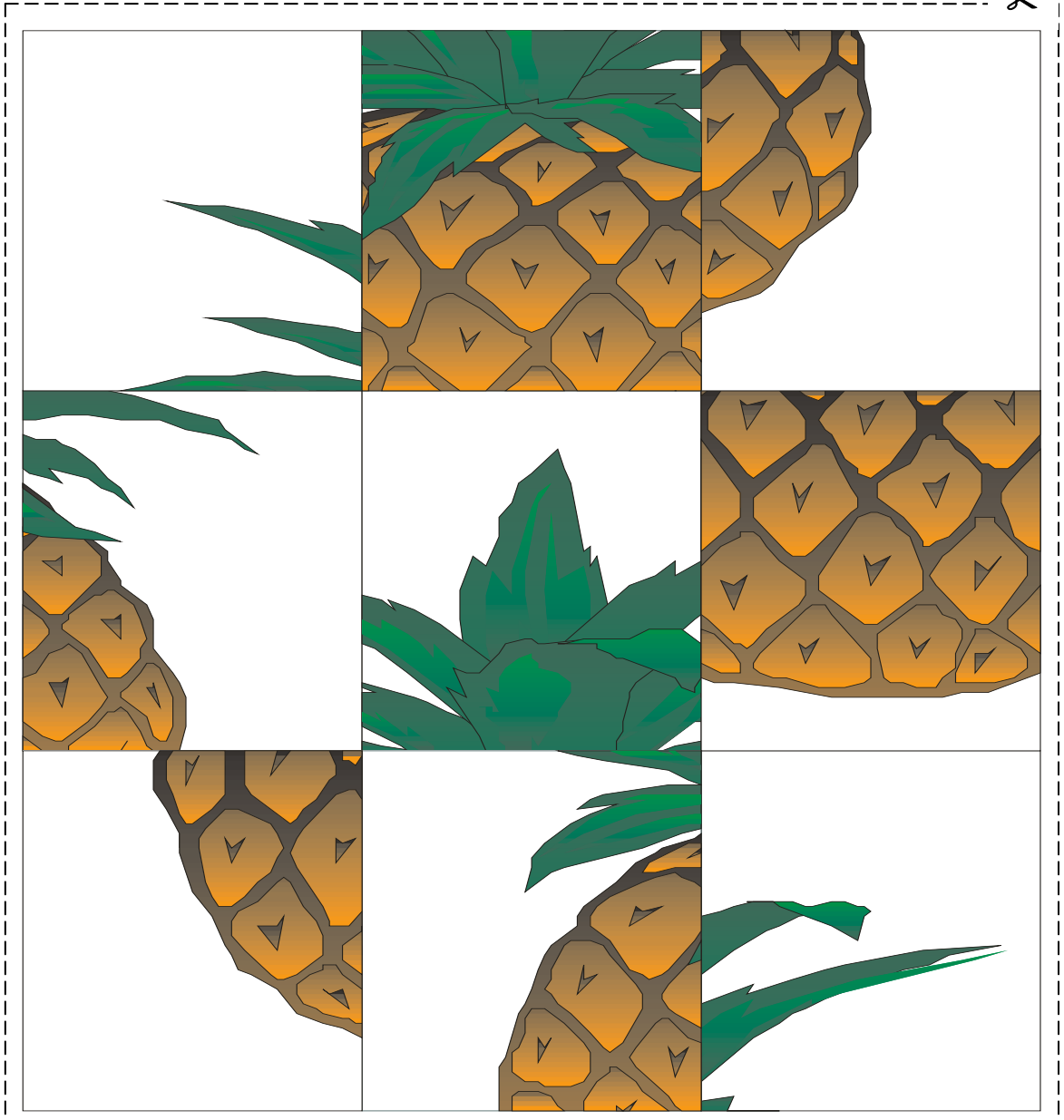
Puzzle 1

Puzzle 2
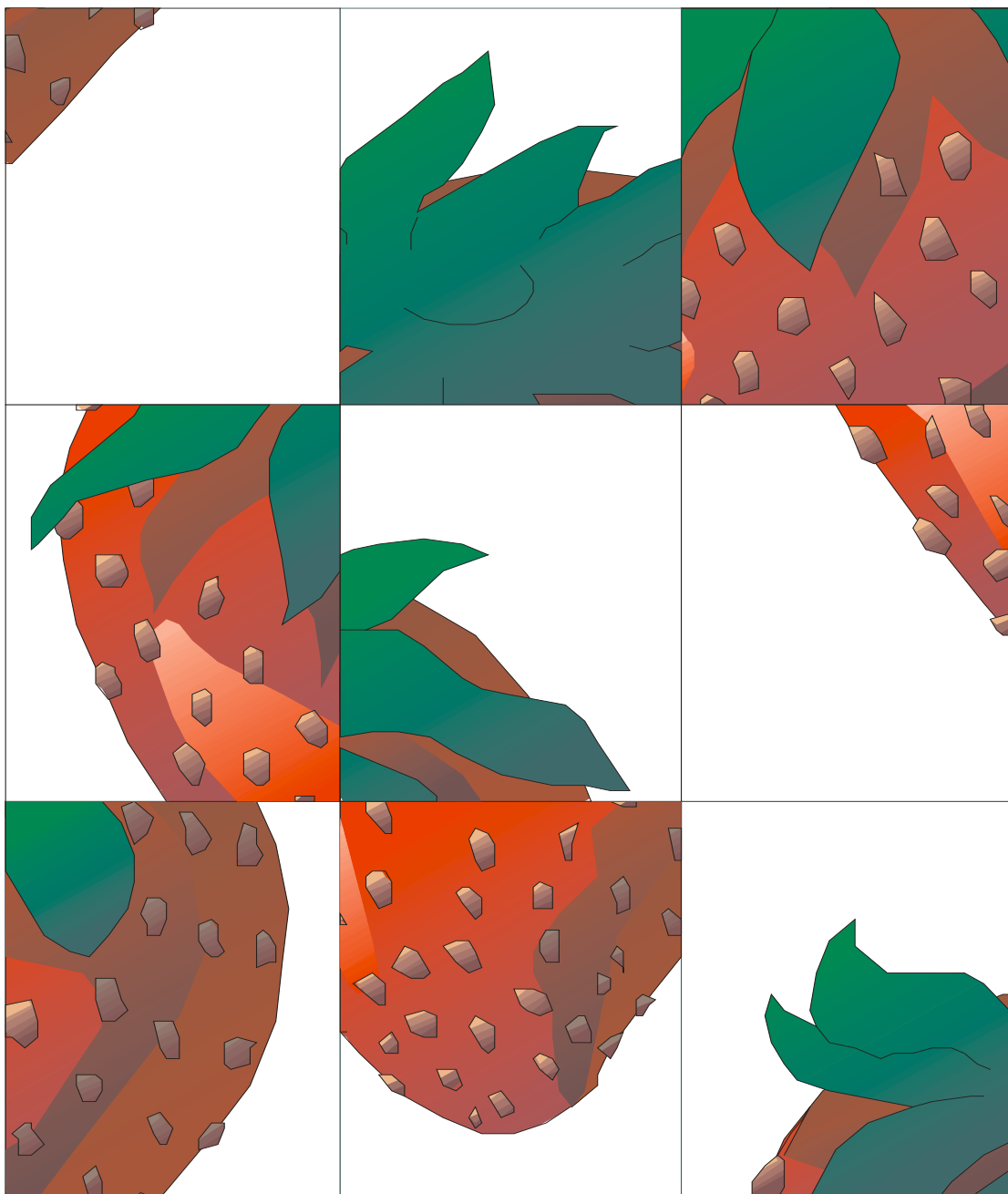
Task 8. The Survey Game

Name of friends	Favorite fruits

Unit 4

Task 7. My Menu

Day	Time	Menu
Monday	Breakfast	
	Lunch	
	Dinner	
Tuesday	Breakfast	
	Lunch	
	Dinner	
Wednesday	Breakfast	
	Lunch	
	Dinner	
Thursday	Breakfast	
	Lunch	
	Dinner	
Friday	Breakfast	
	Lunch	
	Dinner	
Saturday	Breakfast	
	Lunch	
	Dinner	
Sunday	Breakfast	
	Lunch	
	Dinner	

Task 9. Find the way to the ice cream stall.

Task 10. Rearrange.

1. a bowl of – noodle – eat - I

_____

2. Mary – two slices of – pizza – eats

_____

3. eat – Dave and Tom – rice – fried

_____

4. My little brother – a carton of – drinks – milk

_____

5. I – a glass of – drink – water

_____

TEACHER'S GUIDE

Unit 1 *Can I Have a Pen?*

Multiple Intelligences:

Flashcards mengenai instructions digunakan untuk aktivitas *Spatial Intelligence.*

TPR games: *Simon Says* dan *The Dice Game* digunakan untuk aktivitas *Bodily-Kinesthetic Intelligence.*

LET'S GO

Untuk memulai pelajaran, Guru bisa menanyakan *"Do you have a pen?"*

Task 1

Guru memutarkan lagu *'Can I have a pen?'*. Siswa mendengarkan.

Task 2

Guru menunjukkan *flashcards* bergambar benda-benda yang bisa ditemukan di dalam tas. Siswa diberi kesempatan menebak nama benda yang tergambar di flashcards. Kemudian, guru mengucapkan nama benda-benda tersebut. Siswa mengucapkan setelah guru. Kegiatan ini diulangi hingga siswa mengucapkan dengan tepat.

Task 3

Guru memberikan contoh ungkapan bertanya dan menjawab mengenai benda-benda di dalam tas.

Task 4

Guru bertanya kepada siswa mengenai benda-benda yang ada di dalam tasnya. Guru mencontohkan pengucapan yang tepat.

LET'S PRACTICE

Task 5

Guru mencontohkan ungkapan meminjam barang dan responnya, baik meminjami atau tidak meminjami. Siswa menirukan ungkapan yang dicontohkan guru.

Task 6

Secara berpasangan, siswa berlatih meminjam barang dan meresponnya. Guru mengawasi.

Task 7

Guru memperdengarkan rekaman percakapan mengenai benda-benda di dalam kelas. Siswa melengkapi rumpang.

Task 8

Guru menyebutkan berbagai nama benda di dalam tas. Siswa menggambar benda yang dimaksud oleh guru.

LET'S HAVE FUN

Task 9

Dalam kelompok besar, siswa memainkan Permainan Wawancara/*Interview Game*: Can I Have a Pen? Guru menjelaskan aturan permainan dan mengawasi.

Prosedur:

1. Buat daftar 10 benda di dalam tas, seperti buku dan pensil.
2. Bagi siswa menjadi dua tim, Tim A dan Tim b.
3. Siswa di Tim A tetap duduk di bangku mereka, sedangkan siswa di Tim B diberikan waktu untuk bertanya/meminjam benda-benda yang ada pada daftar dengan ungkapan Can I have a pen?
4. Jika siswa di Tim A memiliki pen/pulpen, dia harus menjawab Sure. Here is a pen dan memberikannya pada siswa dari Tim B. Sebaliknya, jika tidak memiliki, dia harus menjawab Sorry, I don't have a pen.
5. Setelah waktu yang diberikan selesai, Tim B menghitung benda yang bisa mereka kumpukan. Kemudian kedua tim berganti peran.
6. Di akhir permainan, bandingkan jumlah benda yang dikumpulkan kedua tim.

Task 10

Guru menyanyikan lagu tentang instruksi, berjudul 'Can I have a pen?.' Bersama-sama, siswa dan guru menyanyikan lagu tersebut.

Multiple Intelligences:

Flashcards mengenai instructions digunakan untuk aktivitas *Spatial Intelligence.*

TPR games: *Simon Says* dan *The Dice Game* digunakan untuk aktivitas *Bodily-Kinesthetic Intelligence.*

LET'S GO

Untuk memulai pelajaran, guru mengucapkan beberapa instruksi kepada siswa.

Task 1

Permainan Dadu Instruksi. Guru melempar dadu bergambarkan instruksi. Setiap kali dadu berhenti, guru memperlihatkan gambar dan mengucapkan instruksinya. Siswa yang ditunjuk melakukan instruksi dari gambar.

Task 2

Guru menunjukkan flashcards tentang instruksi. Guru menyebutkan instruksi. Siswa mengucapkan dan melakukan instruksi setelah guru. Kegiatan ini diulangi hingga siswa mengucapkan dengan tepat.

Task 3

Guru mencontohkan instruksi dan cara merespon instruksi secara tepat. Siswa mengucapkan setelah guru.

LET'S PRACTICE

Task 4

Guru mengucapkan berbagai instruksi. Siswa diharapkan bisa merespon instruksi dengan menggunakan ungkapan yang telah dipelajari.

Task 5

Guru mengucapkan beberapa instruksi lagi. Siswa mendengarkan dan melakukan instruksi setelah guru.

Task 6

Secara berpasangan, siswa berlatih memberi dan merespon instruksi. Guru mengawasi.

Task 7

Permainan Simon Says. Guru menjelaskan aturan permainan terlebih dahulu.

1. Guru mengucapkan satu instuksi misalnya 'Simon says, stand up'. Siswa-siswa melakukan instruksi tersebut (berdiri).
2. Sekarang, guru mengucapkan satu instruksi lain, kali ini tanpa harus mengatakan Simon says. Jika siswa melakukan instruksinya, siswa tersebut keluar dari permainan.
3. Ingat kata kunci Simon Says.
4. Siswa terakhir yang tetap berada di permainan tersebut akan menjadi pemberi instruksi selanjutnya.

LET'S HAVE FUN

Task 8

Guru menyebutkan beberapa instruksi. Sambil mendengarkan, siswa mencocokkan gambar dan mengisi kotak dengan angka sesuai instruksi yang diberikan guru.

Task 9

Dalam kelompok kecil, siswa memainkan Permainan Dadu. Guru mengawasi.

Task 10

Guru menyanyikan lagu tentang instruksi, berjudul 'Teddy Bear.' Bersama-sama, siswa dan guru menyanyikan lagu 'Teddy Bear'.

Unit 3 *I Like Apples*

Multiple Intelligences:

Flashcards mengenai fruits dan dadu bergambar digunakan untuk aktivitas Spatial Intelligence.

Cerita mengenai ulat yang lapar dan suka makan buah untuk aktivitas linguistic intelligence/kecerdasan bahasa.

Survey Game: *What fruits do you like?* untuk aktivitas Interpersonal Intelligence.

LET'S GO

Untuk memulai pelajaran, guru memberi pertanyaan mengenai buah yang disukai para siswa.

Task 1

Guru menceritakan cerita bergambar mengenai ulat kecil yang lapar dan suka makan buah-buahan. Siswa mendengarkan.

Cato, the Hungry Caterpillar

Cato is a little caterpillar. He likes to have some walk. One day, Cato walks very far from his house. He feels tired and hungry. He stops walking.

Surprisingly, Cato stops near a big garden. The garden has many fruit plants. Cato smiles happily. He walks into the garden slowly.

Inside the garden, Cato sees so many fruit plants. At first, he sees an apple tree. The apples are red. He climbs the apple tree. He eats all the apples. "Yummy."

Cato still feels hungry. He walks to a banana tree. The bananas are yellow. He eats the bananas one by one. "Yumm. Yumm." The bananas are delicious. Cato eats all the bananas.

Look! Cato is still hungry. He walks to the grapes tree. The grapes are purple. He eats all the grapes. What do you think? Will he still feel hungry?

Ahaaa… Cato walks closer to the orange tree. He ate one, two, three oranges. Look! Cato is sleepy now. He sleeps under the orange tree. Cato is full of the fruits. He sleeps for a day. When he wakes up, he is not small anymore. He is now a big caterpillar.

Task 2

Selesai bercerita, guru menanyakan kepada siswa untuk mengingat kembali berbagai nama buah dan warnanya, yang disebutkan dalam cerita.

Task 3

Guru menunjukkan flashcards bergambar buah-buahan. Siswa diberi kesempatan untuk menebak nama buah yang ditunjukkan. Guru kemudian menyebutkan nama buah-buahan tersebut dengan tepat. Siswa mengucapkan setelah guru. Kegiatan ini diulangi hingga siswa bisa mengucapkan dengan tepat.

Task 4

Siswa mengerjakan puzzle yang ada di lembar kerja. Setiap siswa di harapkan menggunting dan menempelkan puzzle buah tersebut dengan benar dan mampu menyebutkan namanya dengan tepat.

LET'S PRACTICE

Task 5

Guru mencontohkan ungkapan bertanya dan cara menjawab pertanyaan mengenai nama buah yang disukai. Siswa mengucapkan setelah guru.

Task 6

Secara berpasangan, siswa berlatih bertanya dan menjawab mengenai nama buah yang mereka sukai.

Task 7

Siswa diminta untuk membaca kisah bergambar mengenai ulat yang suka makan buah.

LET'S HAVE FUN

Task 8

Dalam kelompok kecil, siswa memainkan Permainan Survey/Survey Game. Mereka harus mencari tahu nama buah yang disukai oleh teman dalam satu kelompoknya. Siswa diharapkan mampu melaporkan hasil surveynya dengan cara membacakannya di hadapan siswa yang lain.

Task 9

Di depan kelas, setiap siswa diminta membacakan hasil surveynya.

Task 10

Guru dan siswa menyanyikan lagu tentang buah-buahan, berjudul 'Watermelon'.

Unit 4 *I Eat a Plate of Fried Rice*

Multiple Intelligences:

Flashcards mengenai makanan dan minuman digunakan untuk aktivitas Spatial Intelligence.

Permainan kata dan tulisaan digunakan untuk aktivitas Logical-Mathematical Intelligence.

LET'S GO

Untuk memulai pelajaran, guru menanyakan kepada siswa mengenai makanan yang ingin mereka makan atau sukai.

Task 1

Mom's menu. Guru memperlihatkan kertas besar berupa menu makan yang ditulis Ibu untuk satu hari.

```
Mom's menu:
Monday

Breakfast    : bread and jam
               milk
Lunch        : rice
               fried chicken
               fried noodle
               apple
Dinner       : corn soup
               tahu tempe
```

Task 2

Guru menunjukkan flashcards tentang makanan dan minuman. Siswa diberi kesempatan untuk menebak nama makanan atau minuman yang mereka ketahui. Kemudian guru menyebutkan nama-nama makanan dan minuman tersebut dengan pengucapan yang tepat. Siswa mengucapkan setelah guru. Kegiatan ini diulang hingga siswa mengucapkan dengan tepat.

Task 3

Siswa diminta untuk membuat garis untuk menghubungkan antara gambar dengan label namanya dengan tepat.

Task 4

Siswa mengelompokkan jenis-jenis makanan dan minuman.

LET'S PRACTICE

Task 5

Guru mengucapkan contoh ungkapan meminta informasi mengenai makanan yang dimakan oleh seseorang. Siswa mendengarkan dan mengucapkan setelah guru.

Task 6

Secara berpasangan, siswa berlatih meminta dan memberi informasi mengenai makanan yang mereka makan.

Task 7

Siswa menulis menu makan harian mereka selama satu minggu.

Task 8

Guru menjelaskan contoh pelaporan menu yang baik. Siswa melaporkan menu makan mereka dengan kalimat yang tepat.

LET'S HAVE FUN

Task 9

Siswa mengerjakan *maze* mengenai seseorang yang mencari jejak/arah menuju ke bagian penjualan es krim.

Task 10

Siswa menyusun kembali kata-kata acak sehingga membentuk kaliamat yang baik.

Unit 1 *Can I have a pen?*
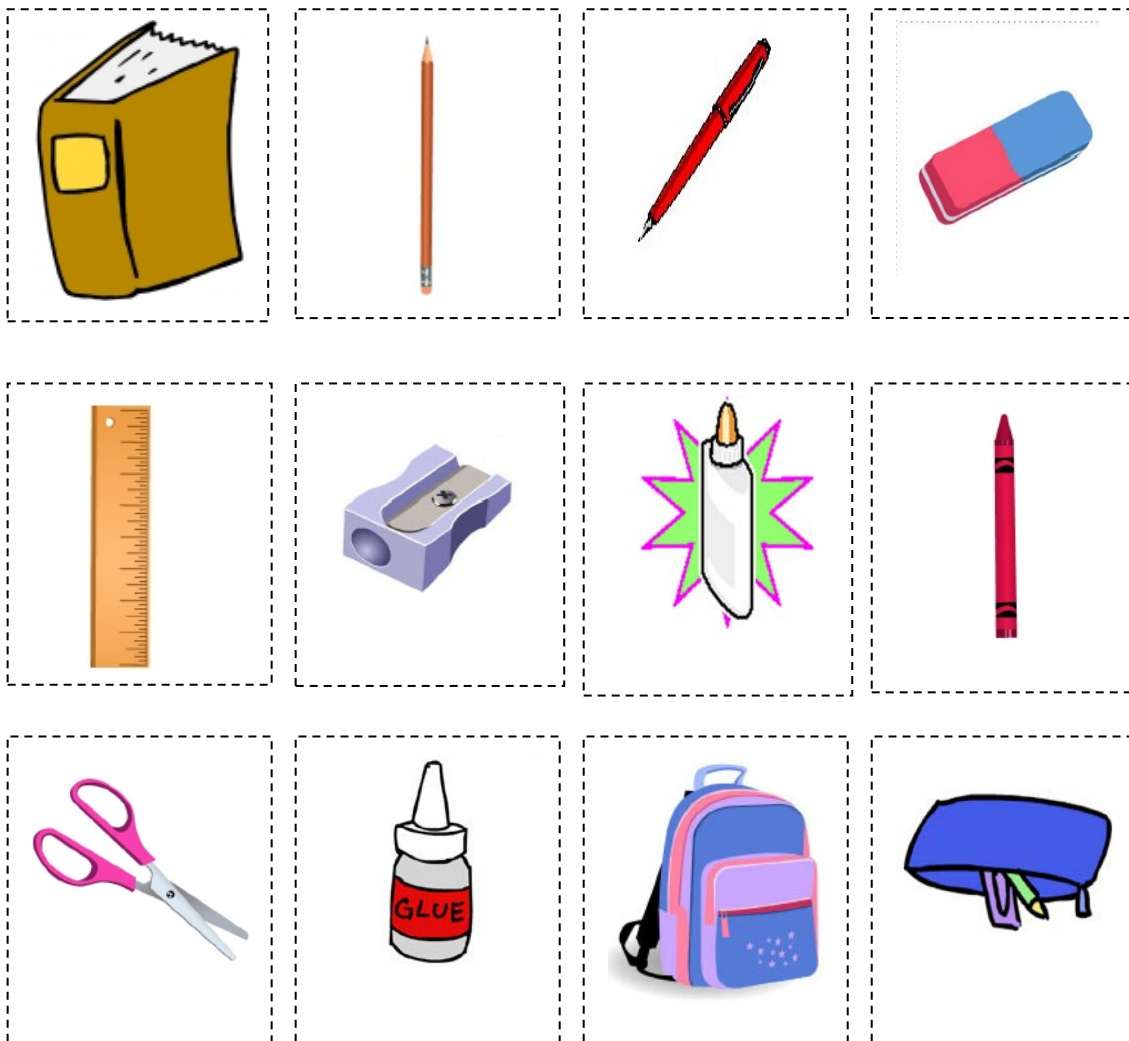
Flashcards and instructions

TPR Game: *Simon Says* and *the Instruction Dice*

Song: *Teddy Bear*

Sit down

Stand up

Open the book

Close the book

Raise your hand

Be quiet

Clean the board

Listen to me

The Instruction dice
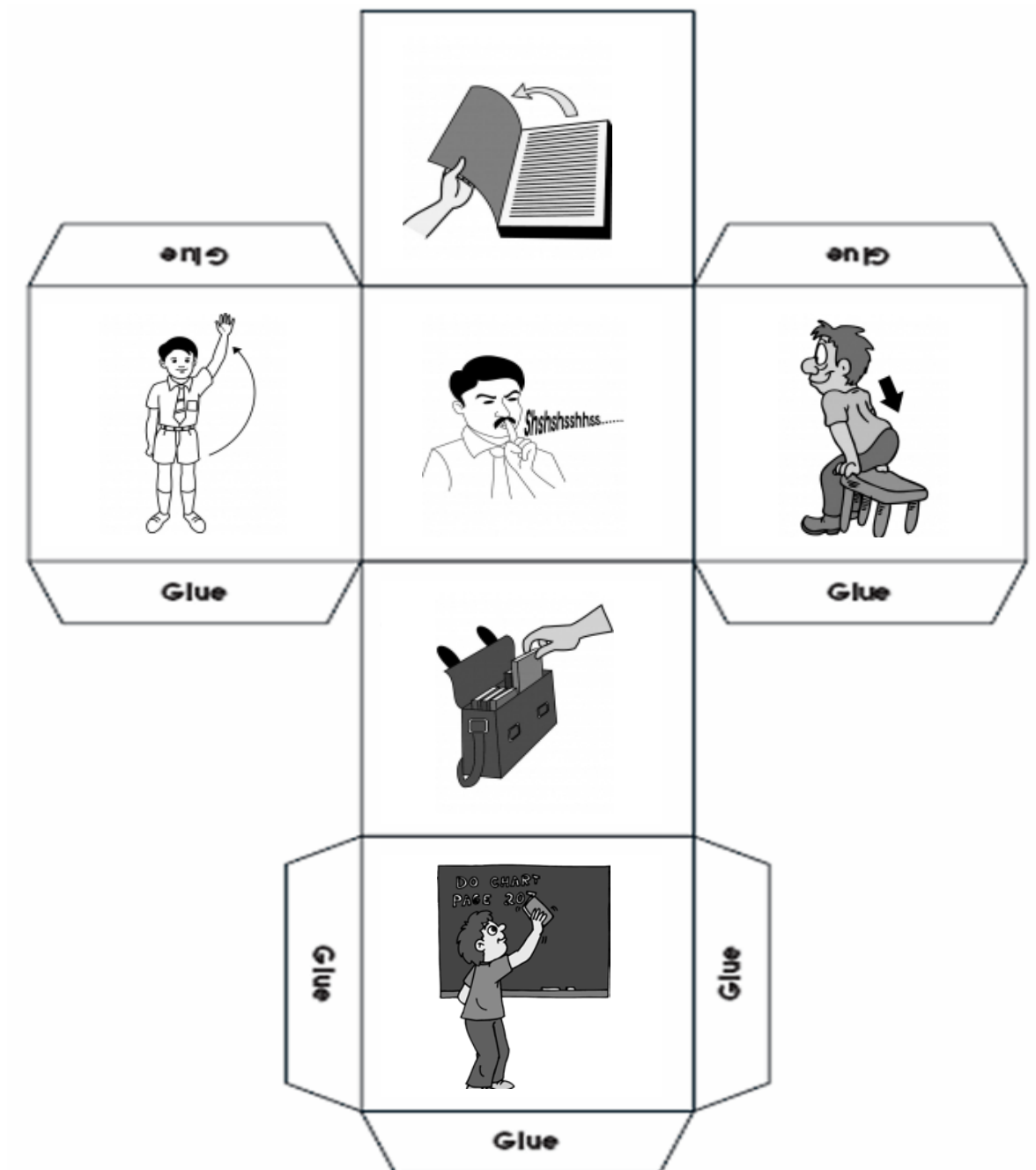
Flashcards and real objects of fruits
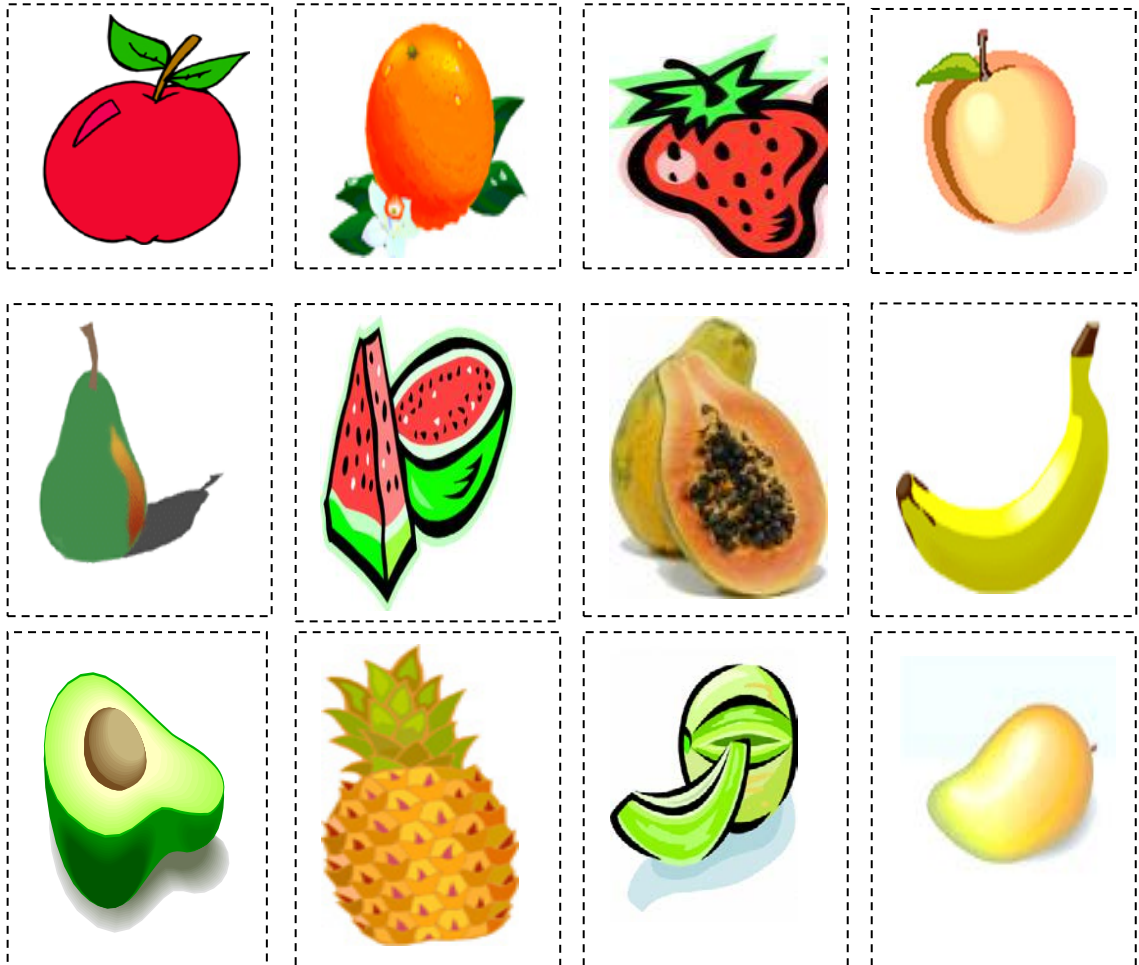
Survey Game: *What fruit do you like?*

Song: *Watermelon*

Flashcards of food and drink

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Source of pictures:

http://www.esl-kids.com/flashcards.html

http://www.eslhq.com

http://www.kids-pages.com/flashcards.html

http://www.shutterstock.com

http://mes-english.com/flashcards.php

Clipart CDs

M. THE COURSE GRID AND SECOND DRAFT MATERIALS

Unit and Theme	Basic Competence	Indicators	Language Focus	Language Function	Tasks and Activities	Multiple Intelligences Features	Media and Resources	Time allocation
Unit 1 *Sit down, please* Theme: Instructions	5.2 Responding to very simple instructions verbally	• Students are able to give instructions • Students are able to respond to an instruction verbally	• Key structure S + V! S + V, please. • Key vocabulary Verb of instruction: Sit, stand, raise, open, close, look, be quiet, look, listen, get, write, clean, point, touch, clap, make • Sample of expression *Stand up! Sure.* *Sit down, please. Yes, Ma'am.*	Giving an instruction • *Sit down!* • *Stand up!* Respond to an instruction • *Yes* • *Okay*	**Preparation Activities/**Let's Go Raising statement: *Stand up, please.* • Task 1 The Dice Game. T rolls the dice and give an instruction. Ss says afterT. • Task 2 T shows flashcards of instructions. T says and does the instructions. Ss follow the instructions. **Core Activities/**Let's Practice • Task 3 T gives examples of instructions and how to respond it correctly. T says *'Sit down, please'* and then T sits down while saying *'Sure'* • Task 4 T gives instructions and the Ss to respond it with the previously learned expressions. • Task 5 T says more instructions and Ss are to follow the instructions. • Task 6 In pairs, Ss practice responding to an instruction • Task 7 T says instructions. Ss are to match the given instructions with the correct pictures. *Says* **Follow-up Activities/**Let's Have Fun • Task 8 Playing a TPR game: the racing game	• *Spatial* Visualization • *Bodily-Kinesthetic* TPR game	• Oral instructions • Flash-cards of instructions • Dialogue: making and responding to a request • TPR games: Simon Says and the racing game • A song: Teddy Bear	2 X 70 minutes

					Task 9
					Playing a TPR game: *Simon* Task 10 Singing a song: *Teddy Bear*

| Unit 2
Can I Have a Pen?

Theme: Things in the bag | 6.3 Performing dialogues of asking and/or giving things or services interpersonally | • Students are able to name the things in their bags correctly

• Students are able to make and respond to a request | • Key structure
What + be + in your bag?
[article] + N

Can I have + [article] + N?
Sure, here's + [article] + N
Sorry, I don't have + N

• Key vocabulary
Noun/N:
Bag, book, correction pen, crayon, eraser, glue, pen, pencil, pencil case, ruler, scissors, sharpener

• Sample of expression
What is in your bag?

A pen. A pencil, and a book.

Can I have + a pen?
Sure, here's a pen. | Making a request
• Can I have *a pen*?

Respond to a request:
Granting a request
• Sure, here's *a pen*.
• Sure, here you are

Declining a request
• Sorry, I don't have *a pen*
• Sorry, I'm using it | **Preparation Activities/**Let's Go
Raising question: *Do you have a pen?*
• Task 1
Can I have a pen? song. T plays the song. Ss carefully listen to the song. They are to name the things mentioned in the song.
• Task 2
T shows flashcards of things in the bag. Ss listen and repeat after T.
Core Activities/Let's Practice
• Task 3
T exemplifies how to ask what things are in the bag and to answer it. Ss listen and imitate how the answer.
"What is in your bag?"
"I have a pencil and books"
• Task 4
Ss show things in her or his bag with the previously learned expressions.
"I have a pen, a book, and a pencil."
• Task 5
T exemplifies expressions of requesting something and responding to it
Ss imitate T's expressions
"Can I have a pen?
"Sure, here's a pen" or "Sorry, I don't have it"
• Task 6
In pairs, Ss practice to request | • Spatial Visualization Drawing

• Interpersonal Interview game | • Flash-cards of things in the bag
• Realia/Real objects: things in the bag
• Dialogue: making and responding to a request
• An interview game: Can I have a pen?
• A song: Can I have a pen? | 2 X 70 minutes |

					something and respond to it • Task 7 Filling blanks of recorded dialogues with name of things in the bag *Can I have….?* *Sure, here's ……..* • Task 8 T mentions name of things in the bag. Ss are to draw the things. **Follow-up Activities/**Let's Have Fun • Task 9 Playing an interview game • Task 10 Singing a song: Can I have a pen?			
			Sorry, I don't have a pen.					
Unit 3 *I Like Apples* Theme**:** Fruits	7.1 Reading aloud using correct intonation at word, phrase, and/or simple sentence level	• Students are able to name the fruits correctly • Students are able to express likes • Students are able to retell a short story in front of the class	•Key structure *What fruit do you like?* *I like + [article] + N* •Key vocabulary Noun/N: Apple, orange, strawberry, grapes, pear, watermelon, papaya, banana, avocado, pineapple, melon, mango •Sample of expression *What fruit do you like?* *I like apples..*	Asking about likes •What fruit do you like? Expressing likes • I like apples	**Preparation Activities** Let's Go Raising statement: *I like apples. What fruit do you like?* • Task 1 Cato the Hungry Caterpillar. T tells a story about a hungry caterpillar • Task 2 Ss are to name the fruits they hear from the story. • Task 3 T shows flashcards of fruits. Ss listen and repeat after T. • Task 4 Ss arrange shape puzzles. They are to name the fruits they get by arranging the puzzles. **Core Activities** Let's Practice • Task 5 T exemplifies how to ask and express about likes. *"What fruits do you like?"* Ss listen and imitate how to express	• Spatial Visualization Shape puzzles • Linguistic Story telling • Interpersonal Survey game	• Story: Cato, the Hungry Caterpillar • Flash-cards of fruits • Shape puzzles of fruits • A survey game • Songs: Watermelon and Strawberry, apple, mango	2 X 70 minutes

Unit / Theme	Standard	Learning Outcomes	Key Structure / Vocabulary	Language Functions	Activities	Multiple Intelligences	Teaching Aids	Time
					likes. • Task 6 In pairs, Ss are to take turn practicing dialogues about asking and expressing likes. **Follow-up Activities** Let's Have Fun • Task 7 Ss are to read a story: *Cato Liked Fruits* • Task 7 Ss play a survey game • Task 9 Ss are to retell the story of Cato. • Task 10 Sing the songs about fruits.			
Unit 4 *I Eat a Plate of Fried Rice* Theme**:** Food and Drink	8.1 Writing simple expressions with correct punctuation at word, phrase, and/or sentence level	• Students are able to name kinds of food and drink correctly • Students are able to name the food they eat • Students are able to write sentences about the food they eat	• Key structure *What+ do +you + have + for+* Eating time*?* *I +* have *+* N *+ for +* Eating time. • Key vocabulary Eating time: Breakfast, lunch, dinner Noun/N: Rice, noodle, soup, meat, bread, jam, chocolate, cake, ice cream, juice, milk, soft drink A plate of fried rice	Asking about information: the food someone's eaten • What do you eat for breakfast? Telling someone information: the food we eat • I eat a plate of fried rice	**Preparation Activities** Let's Go Raising question: *Have you got your breakfast/lunch?* • Task 1 Mom's menu. T shows a family menu written on a big paper. • Task 2 T shows flashcards of food and drink. Ss listen and say after T. • Task 3 Ss match and draw a line between pictures and their labels. **Core Activities** Let's Practice • Task 4 Ss read and group the food and drink. • Task 5 T exemplifies how to ask and answer information about food someone's eaten. *"What do you have for breakfast?"*	• Spatial Visualization Shape puzzles • Logical-mathematical Writing puzzle • Interpersonal Survey game	• A family menu • Flash-cards of food and drink • A maze game: Find your way.	2 X 70 minutes

			A bowl of soup/noodle Two slices of bread A carton of milk A glass of orange juice etc. • Sample of expression What do you eat for breakfast? I eat a plate of fried rice		*"I have a plate of fried rice for breakfast."* Ss listen and imitate how to say the information. • Task 6 In pairs, Ss are to take turn practicing dialogues about asking and answering information on the food they eat.. • Task 7 Ss write their daily menu for the week. • Task 8 Ss read their menu. T exemplified them. **Follow-up Activities** Let's Have Fun • Task 9 Ss solve a maze. • Task 10 Ss rearrange jumbled words to make good sentences.			

STUDENT'S WORKBOOK

SMILE 4b

Smart with Multiple-Intelligences in Learning English

SD ISLAMIYAH PAKUALAMAN YOGYAKARTA

by: Ani Tri Hastanti

Sit down, please

A. LET'S GO

Task 1   Listen to your teacher giving instructions after rolling the dice.

The Instruction Dice Game
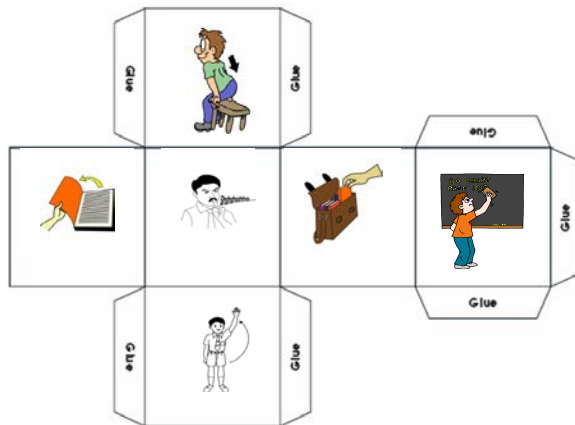
Task 2   Look at the pictures. Follow your teacher's instructions.

Sit down	**Stand up**	**Open the book**	**Close the book**
Raise your hand	**Be quiet**	**Look at the board**	**Listen to me**
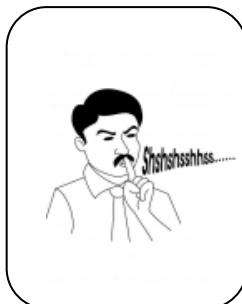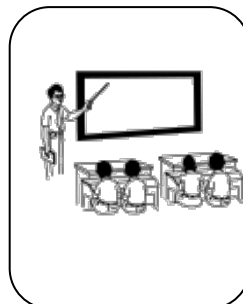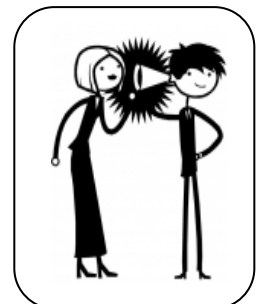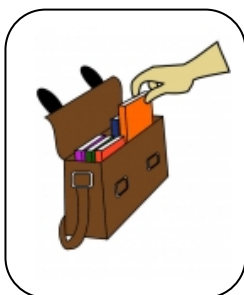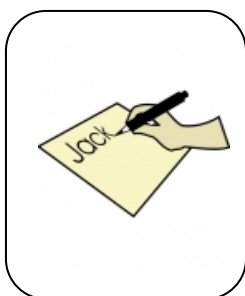
Get your book   **Write your name**   **Clean the board**   **Point to**

B.   LET'S PRACTICE

Task 3   **Listen to your teacher. Say like the example.**

Listen to me, please.
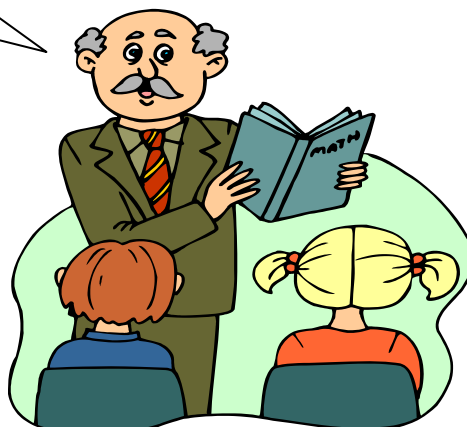
Yes, Sir.

Any question? Raise your hand, please.

Yes, Ma'am.

Task 4 Now, your teacher will say several instructions. Do what the teacher says. Use the expressions you have already learned.

Task 5 Listen to your teacher again and follow the instructions.

Touch the desk	**Clap your hands**	**Make a line**	**Make a circle**

Task 6 In pairs, take your turn to practice responding to an instruction. Choose your lucky card.

Stand up, please.

Okay.
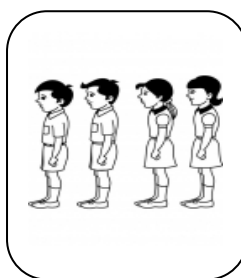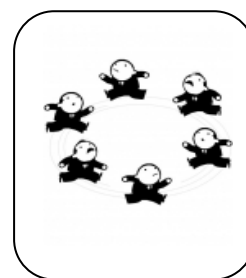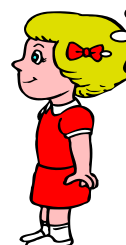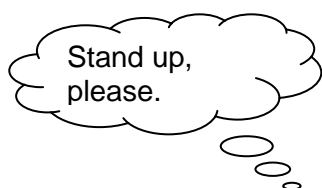
Task 7 **Listen to your teacher mentioning the instructions. Match by writing the number in the box.**
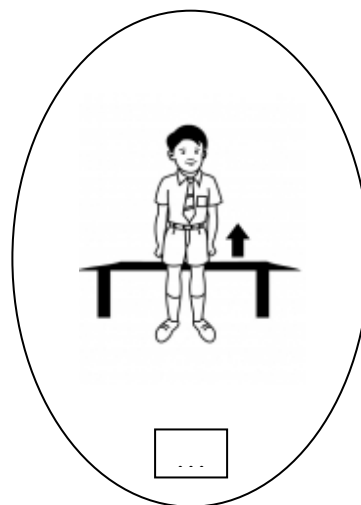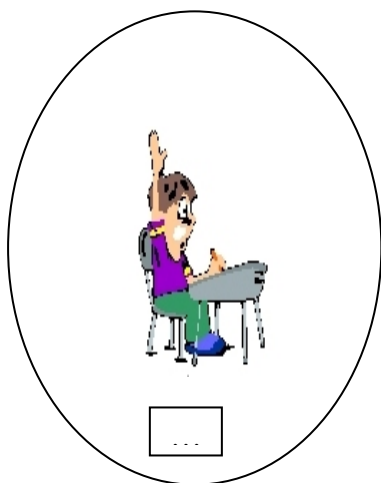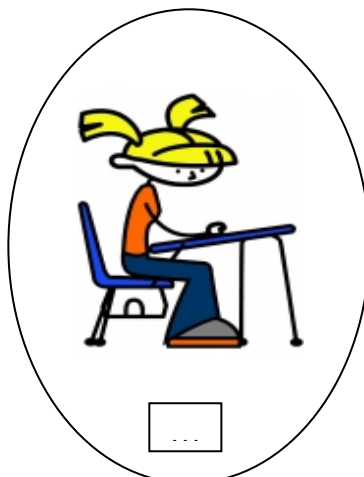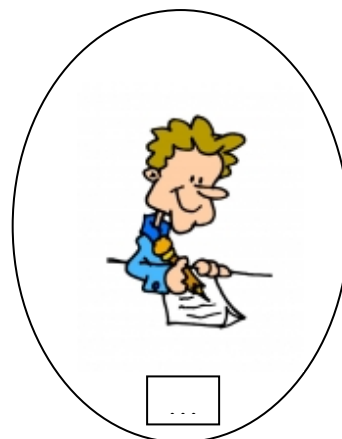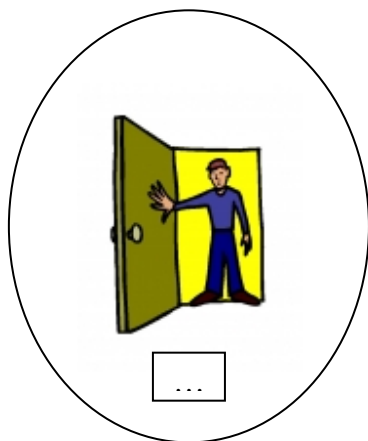
C. LET'S HAVE FUN

Task 8 **Play it.**

Racing Game

"Let's go!"

Task 9 **Play it.**

TPR Game: "*Simon Says*"

Simon says,
"Stand up, please."

Task 10 **Sing a song.**

Teddy Bear

Teddy Bear, Teddy Bear
Sit down, please
Teddy Bear, Teddy Bear
Be quiet

Teddy Bear, Teddy Bear
Open your book
Teddy Bear, Teddy Bear
Write your name

Can I Have a Pen?

A. LET'S GO

Task 1 **Listen to a song played by your teacher. Name the things in the bag you hear from the song.**

"Can I Have a Pen?"

Task 2 **Look at the pictures. Listen and say after your teacher.**
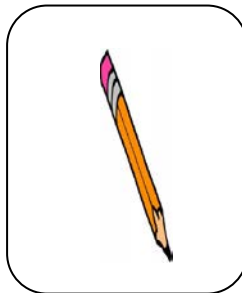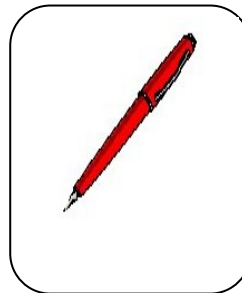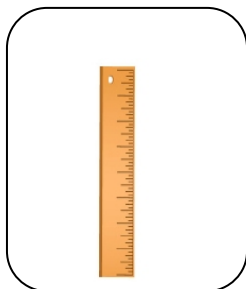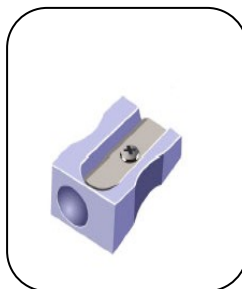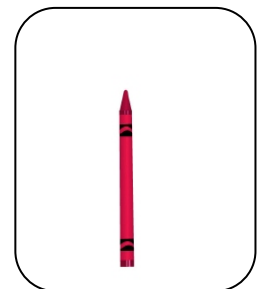
| **a book** | **a pencil** | **a pen** | **an eraser** |

| **a ruler** | **a sharpener** | **a correction pen** | **a crayon** |

scissors   **glue**   **a bag**   **a pencil case**

B.   **LET'S PRACTISE**

Task 3   **Listen to your teacher. Say like the example.**

What is in your bag, Meita?

A pencil case and books, Ma'am.

What is in your bag, Yudhis?

A book, a pen, and a correction pen, too, Ma'am.

Task 4 Now, your teacher will ask you. Show what is in your bag. Use the expressions you have already learned.

I have a lot of things.

Task 5 Listen to your teacher. Say like the examples.

Can I have a pen, Yudhis?

Sure, here's a pen, Ma'am.

Can I have a ruler, Mei?

Sorry, I don't have a ruler, Ma'am.

Task 6   In pairs, take your turn to practice responding to a request. Do like the following examples.

> Sure, here you are, Wis.

> Can I have a book, Ngga?

1.

Angga   Wisnu

> Can I have scissors, Len?

> Sorry, I'm using them, Dwi.

2.

Dwi   Lena

> Can I have some glue, Din?

> Sure, here's the glue, Fio.

3.

Udin   Fio
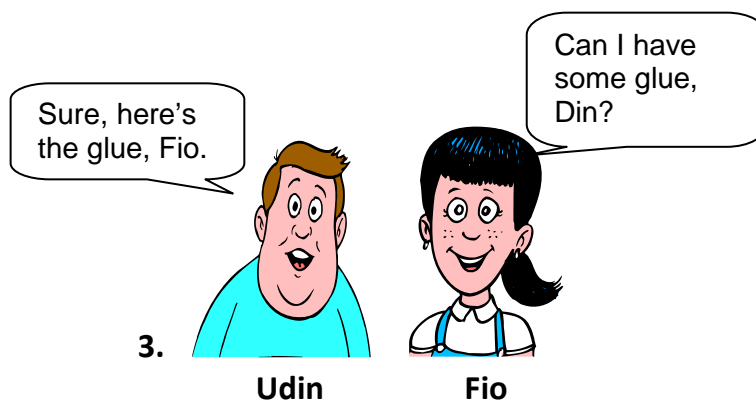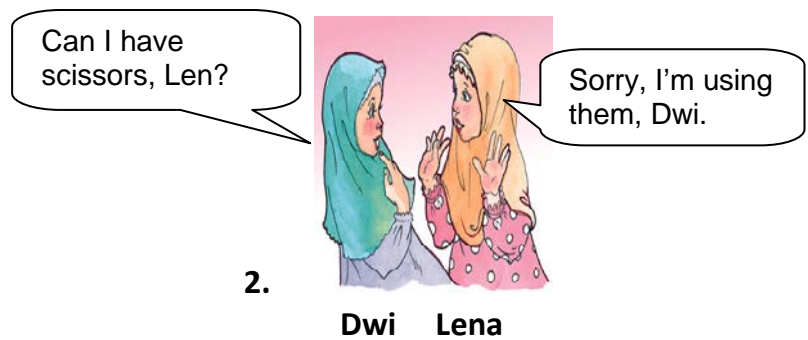
Task 7   **Listen to the recorded dialogues. Fill in the blanks with the correct name of things in the bag.**

1. **Can I have _____?**
   Sure, here's _____.

2. **Can I have _____?**
   Sure, here's _____.

3. **Can I have _____?**
   Sorry, I don't have _____.

4. **Can I have _____?**
   Sorry, I'm using it.

5. **Can I have _____?**
   Sure, here you are.

Task 8   **Now, your teacher will say several names of things in the bag. Listen and draw the things mentioned.**

C. LET'S HAVE FUN

Task 9 **Play it.**

Interview Game: *Can I have a pen?*

Procedure:

1. Make a list of 10* classroom things, e.g. book, pen, eraser, etc.
2. Divide the class into two teams, Team A and Team B.
3. Students in Team A stay at their desks, while students in Team B are given time** to ask Team A for each of the things on the list, e.g. *Can I have a pen?*
4. If a Team A student has the pen, he/she answers *Sure. Here is a pen* and hands the pen over. If he/she doesn't have the pen, he/she says Sorry. I don't have a pen.
5. After the given time is up, Team B counts the things they have collected. The teams change the roles.
6. At the end of the game, compare both teams' collected things.
   * : the number of the things can be changed
   ** : decide the length of time

Task 10 **Now, you can sing the song again.**

Can I have a pen?

Can I, can I, can I have a pen?

Sure, sure, sure, sure.

Here's a pen.

Can I, can I, can I have a book?

Sure, sure, sure, sure.

Here's a book.
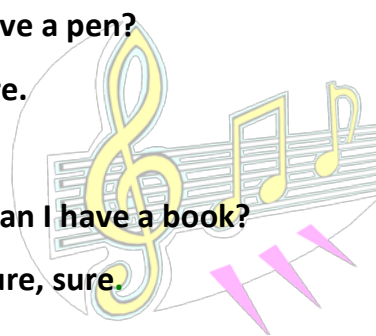
I Like Apples

A. LET'S GO

Task 1 **Listen to your teacher telling a story.**

"Cato, the Hungry Caterpillar"

Task 2 **Listen again to your teacher. Now, name the fruits you hear from the story.**

Task 3 **Look at the pictures. Listen and say after your teacher.**
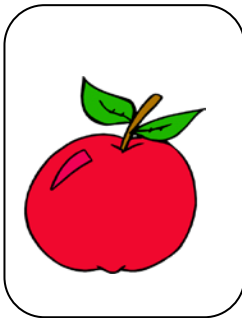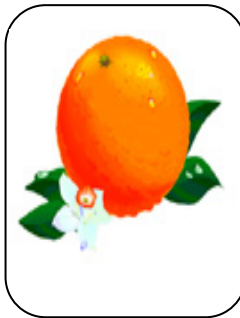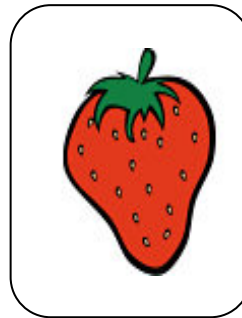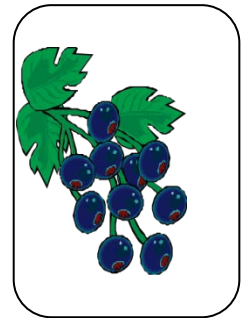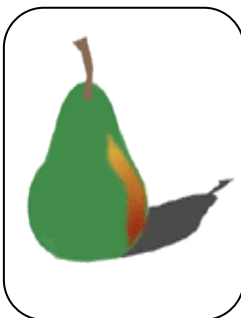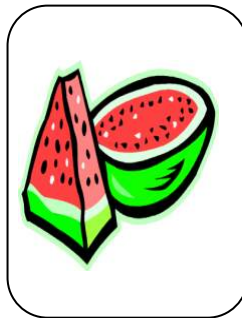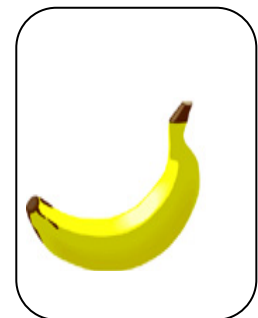
an apple	**an orange**	**a strawberry**	**grapes**
a pear	**a watermelon**	**a papaya**	**a banana**
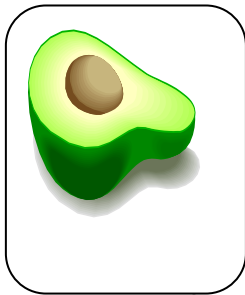
| an avocado | a pineapple | a melon | a mango |
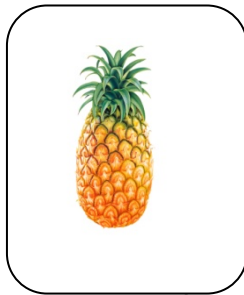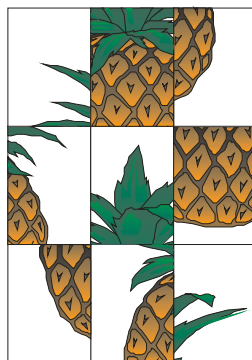
Task 4 **Do the puzzle and name the fruit.**

Puzzle 1   **Puzzle 2**

B. LET'S PRACTICE

Task 5 **Listen to your teacher. Say like the example.**

What fruit do you like, Dhila?

I like apples

What fruit do you like, Adam?

I like oranges

Task 6 **In pairs, take your turn asking about fruits. Do like the following example.**

What fruit do you like, Don?

I like pears, Vin.

And you?

I like bananas

Vino   **Dona**
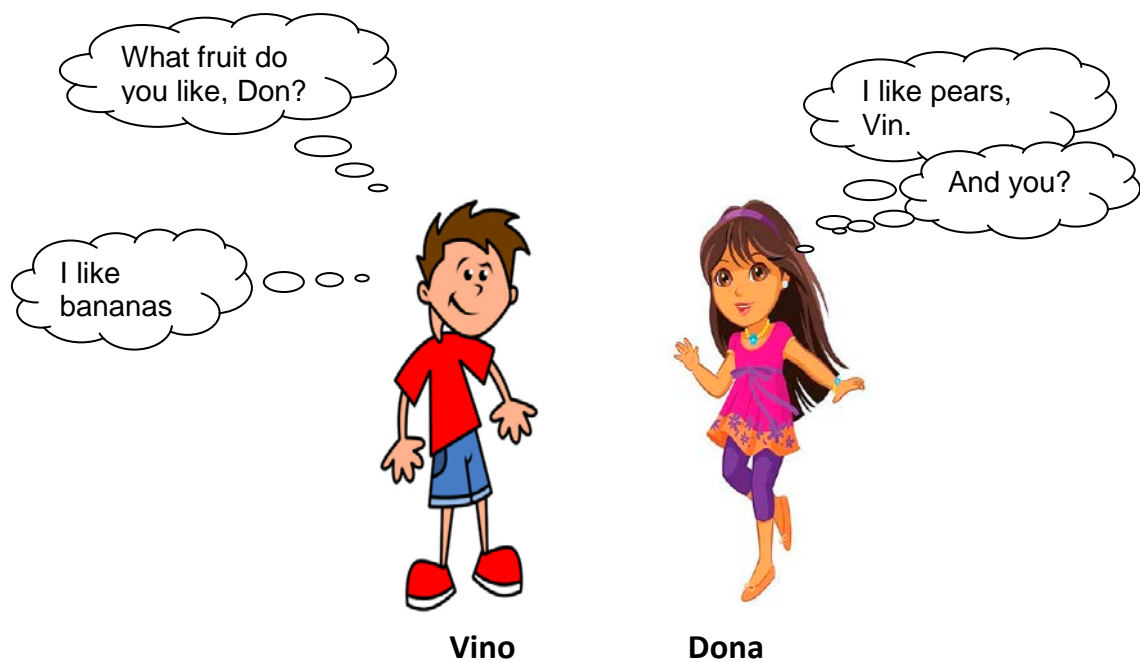
Task 7 **Read Cato's story.**

Cato liked Fruits

walked slowly.
He was hungry.
He walked into the garden.

saw many fruits.
He ate an 🍎.
"Yummy. I like it," said Cato.

was still hungry.
He ate a 🍌.
"Yummy. I like it," said Cato.

was still hungry.
He ate 🫐.
"Yummy. I like them."

was full.
"Yummy. I like fruits."

C. LET'S HAVE FUN

Task 8   **Play it.**

A Survey Game

The rule:
1. In a group of four or five students, survey the fruit your friends like.
2. Ask your friends as many fruits as you can. Use the expression "What fruits do you like?"
3. If a friend asks your favorite fruit, answer it with the expression "I like *(name of fruit)"*
4. Read your report in front of the class.

Task 9   **Retell Cato's story.**

In front of the class, pretend you are Cato, tell your favorite fruits. Show the picture of fruits you like while telling the story.

Task 10   **Sing the songs.**

Watermelon

Watermelon, watermelon
Papaya, papaya
Banana, banana
Banana, banana
Pineapple, pineapple
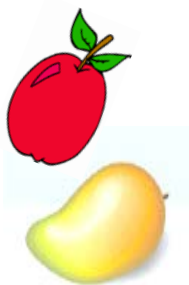
Strawberry, Apple, Mango
(the tune of "London Bridge is Falling down)

Strawberry, apple, mango
Pear, pear, pear
Pear, pear, pear
Strawberry, apple, mango
They are the fruits

I Eat a Plate of Fried Rice

A. LET'S GO

Task 1 Read Mom's menu for today.

Monday

Breakfast : bread and jam
milk

Lunch : rice
fried chicken
fried noodle
apple

Dinner : corn soup
tahu tempe

Task 2 Look at the pictures. Listen and say after your teacher.

fried rice

noodle

soup

meat

bread

jam
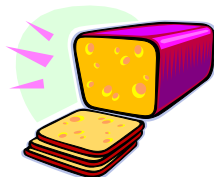
chocolate

cake

ice cream   **juice**   **milk**   **soft drink**

Task 3   **Draw a line. Match.**

A carton of milk

A can of soft drink
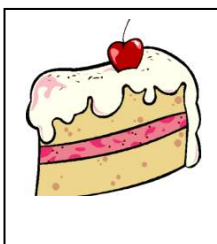
Bars of chocolate

An ice cream cone

A plate of fried rice

A bowl of soup

A slice of meat

A piece of cake
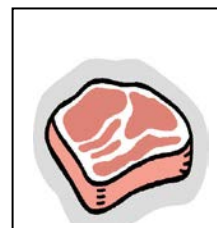
B. LET'S PRACTICE

Task 4   Read and write them on the group.

Food	Food and Drink	Drink
	A plate of fried rice	
	A slice of bread	
	A can of soft drink	
	A bowl of fruits	
	A bar of chocolate	
	A glass of water	
	A carton of milk	
	A jar of jam	

Task 5   Listen to your teacher. Say like the example.

What do you have for breakfast, Adam?

I have two slices of bread.

What do you have for lunch, Fitri?

I have a plate of fried rice.

Task 6 **In pairs, take your turn asking about fruits. Do like the following example.**

> What do you have for lunch?

> I have rice with *gudeg* and meat.

> I have rice and egg.

> And you?

Task 7 **Write your daily menu for this week.**

Task 8 **Read your menu. Do like the example.**

Monday

    Breakfast   : bread and jam
                     milk

    Lunch   : rice
                    fried chicken
                    fried noodle
                    apple

    Dinner   : corn soup
                    tahu tempe

Monday

    Breakfast   : I eat two slices of bread with strawberry jam
    Lunch   : I eat a plate of fried rice and an omelette
    Dinner   : I eat a bowl of mushroom soup

C. LET'S HAVE FUN

Task 9   **Find your way to get to the ice cream stall.**
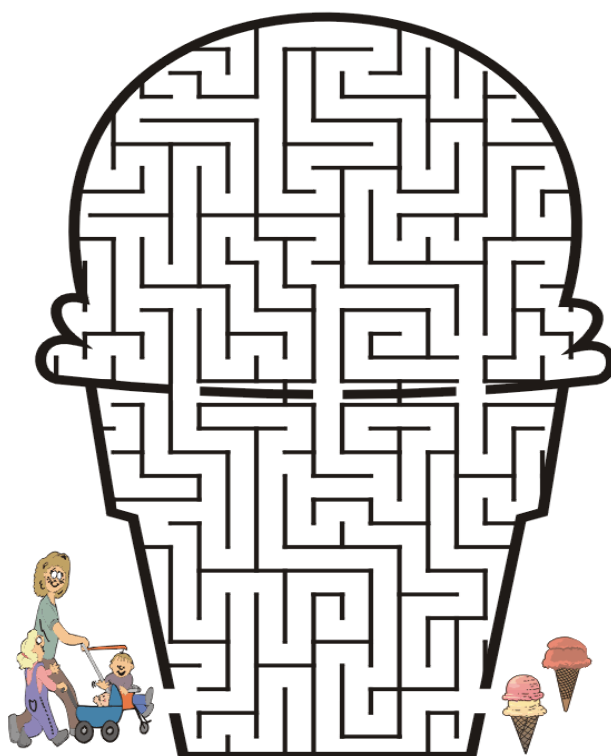
Task 10   **Rearrange the jumbled words to make good sentences.**

1. a bowl of – noodle – eat - I

2. Mary – two slices of – pizza – eats

3. eat – Dave and Tom – rice – fried

4. My little brother – a carton of – drinks – milk

5. I – a glass of – drink – water

WORKSHEET

Task 7. Listen and match.

Task 7. Listen and fill in the blanks.

1. Can I have _____?
   Sure, here's _____.

2. Can I have _____?
   Sure, here's _____.

3. Can I have _____?
   Sorry, I don't have _____.

4. Can I have _____?
   Sorry, I'm using it.

5. Can I have _____?
   Sure, here you are.

Task 8. Listen and draw.

1.	2.
3.	4.

Task 4. Cut and do the puzzle. Name the fruit.

Puzzle 1

Puzzle 2

Task 8. The Survey Game

Name of friends	Favorite fruits

Task 7. My Menu

Day	Time	Menu
Monday	Breakfast	
	Lunch	
	Dinner	
Tuesday	Breakfast	
	Lunch	
	Dinner	
Wednesday	Breakfast	
	Lunch	
	Dinner	
Thursday	Breakfast	
	Lunch	
	Dinner	
Friday	Breakfast	
	Lunch	
	Dinner	
Saturday	Breakfast	
	Lunch	
	Dinner	
Sunday	Breakfast	
	Lunch	
	Dinner	

Task 9. Find the way to the ice cream stall.

Task 10. Rearrange.

1. a bowl of – noodle – eat - I

    _____

2. Mary – two slices of – pizza – eats

    _____

3. eat – Dave and Tom – rice – fried

    _____

4. My little brother – a carton of – drinks – milk

    _____

5. I – a glass of – drink – water

    _____

TEACHER'S GUIDE

Unit 1 *Sit down, please*

A.   LET'S GO

Untuk memulai pelajaran, guru mengucapkan instruksi kepada siswa.

Task 1

Kecerdasan Spasial/Visual

Guru melempar dadu bergambarkan instruksi. Setiap kali dadu berhenti, guru memperlihatkan gambar dan mengucapkan instruksinya. Guru mencontohkan instruksi dari gambar.

Task 2

Kecerdasan Linguistik/Bahasa

Guru menunjukkan flashcards tentang instruksi. Guru menyebutkan instruksi atau mencontohkan. Siswa mengucapkan dan melakukan instruksi. Kegiatan ini diulangi hingga siswa mengucapkan dengan tepat.

B.   LET'S PRACTICE

Task 3

Kecerdasan Intrapersonal/Diri

Guru mencontohkan cara merespon instruksi secara tepat, misalnya *"Yes, Ma'am."* Siswa mengucapkan setelah guru.

Task 4

Kecerdasan Intrapersonal/Diri

Guru mengucapkan berbagai instruksi, misalnya *"Look at the picture!".* Siswa diharapkan bisa merespon instruksi dengan menggunakan ungkapan yang telah dipelajari.

Task 5

Kecerdasan Linguistik/Bahasa

Guru mengucapkan beberapa instruksi. Siswa mendengarkan dan melakukan instruksi setelah guru.

Task 6

Kecerdasan Interpersonal/Antarsesama

Secara berpasangan, siswa berlatih memberi dan merespon instruksi. Secara acak, siswa memilih kartu keberuntungannya. Guru mengawasi.

Task 7

Kecerdasan Intrapersonal/Diri

Guru menyebutkan beberapa instruksi. Sambil mendengarkan instruksi, siswa mencocokkan gambar dengan instruksi yang diberikan guru.

C.   LET'S HAVE FUN

Task 8

Kecerdasan Interpersonal/Antarsesama

Berkelompok, siswa memainkan *The Racing Game*. Dalam kelompok kecil, siswa memainkan permainan lari dan menempel gambar. Guru menyebutkan instruksi. Siswa dalam kelompok memilih kartu yang tepat. Setiap kelompok berkompetisi menempelkan kartu pada papan. Guru mengawasi.

Task 9

Kecerdasan Olah Tubuh dan Fisik

Guru menjelaskan aturan permainan *Simon Says* terlebih dahulu.

1. Guru mengucapkan satu instuksi misalnya 'Simon says, stand up'. Siswa-siswa melakukan instruksi tersebut (berdiri).
2. Sekarang, guru mengucapkan satu instruksi lain, kali ini tanpa harus mengatakan Simon says. Jika siswa melakukan instruksinya, siswa tersebut keluar dari permainan.
3. Ingat kata kunci Simon Says.
4. Siswa terakhir yang tetap berada di permainan tersebut akan menjadi pemberi instruksi selanjutnya.

Task 10

Kecerdasan Musik

Guru menyanyikan lagu tentang instruksi, berjudul *'Teddy Bear.'* Bersama-sama, siswa dan guru menyanyikan lagu tersebut.

Untuk menutup pelajaran, guru bisa mereview dengan tanya jawab mengenai instruksi.

Multiple Intelligences:

Flashcards mengenai benda-benda di dalam tas dan kegiatan menggambar digunakan untuk menunjang aktivitas Spatial Intelligence.

Interview game digunakan untuk menunjang aktivitas Interpersonal Intelligence.
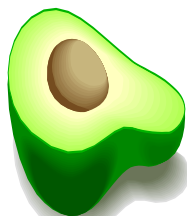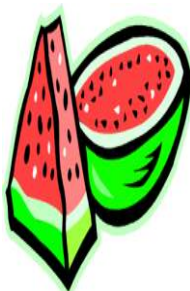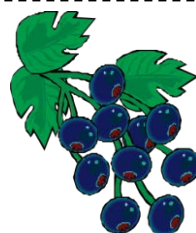
A.   LET'S GO

Untuk memulai pelajaran, Guru menanyakan pertanyaan seperti *"Do you have a pen?"*

Task 1

Lagu *'Can I have a pen?'* Guru memutarkan lagu tersebut satu kali. Siswa mendengarkan lagu.

Task 2

Guru menunjukkan flashcards bergambar benda-benda yang bisa ditemukan di dalam tas. siswa diberi kesempatan menebak nama benda yang tergambar di flashcards. Kemudian, guru mengucapkan nama benda-benda tersebut. Siswa mengucapkan setelah guru. Kegiatan ini diulangi hingga siswa mengucapkan dengan tepat.

B.   LET'S PRACTICE

Task 3

Guru memberikan contoh ungkapan bertanya dan menjawab mengenai benda-benda di dalam tas.

Task 4

Guru bertanya kepada siswa mengenai benda-benda yang ada di dalam tasnya. Guru mencontohkan pengucapan yang tepat.

Task 5

Guru mencontohkan ungkapan meminjam barang dan responnya, baik positif (meminjami) atau negatif (tidak meminjami). Siswa menirukan ungkapan yang dicontohkan guru.

Task 6

Secara berpasangan, siswa berlatih meminjam barang dan meresponnya. Guru mengawasi.

Task 7

Guru memperdengarkan rekaman percakapan mengenai benda-benda di dalam kelas. Siswa melengkapi rumpang.

Task 8

Guru menyebutkan berbagai nama benda di dalam tas. Siswa menggambar benda yang dimaksud oleh guru.

C.   LET'S HAVE FUN

Task 9

Dalam kelompok besar, siswa memainkan Permainan Wawancara/Interview Game: Can I Have a Pen? Guru menjelaskan aturan permainan dan mengawasi.

Prosedur:

1. Buat daftar 10 benda di dalam tas, seperti buku dan pensil.
2. Bagi siswa menjadi dua tim, Tim A dan Tim b.
3. Siswa di Tim A tetap duduk di bangku mereka, sedangkan siswa di Tim B diberikan waktu untuk bertanya/meminjam benda-benda yang ada pada daftar dengan ungkapan Can I have a pen?
4. Jika siswa di Tim A memiliki pen/pulpen, dia harus menjawab Sure. Here is a pen dan memberikannya pada siswa dari Tim B. Sebaliknya, jika tidak memiliki, dia harus menjawab Sorry, I don't have a pen.
5. Setelah waktu yang diberikan selesai, Tim B menghitung benda yang bisa mereka kumpukan. Kemudian kedua tim berganti peran.
6. Di akhir permainan, bandingkan jumlah benda yang dikumpulkan kedua tim.

Task 10

Guru menyanyikan lagu tentang instruksi, berjudul 'Teddy Bear.' Bersama-sama, siswa dan guru menyanyikan lagu 'Teddy Bear'.

Unit 3 *I Like Apples*

Multiple Intelligences:

Flashcards mengenai fruits dan dadu bergambar digunakan untuk menunjang aktivitas Spatial Intelligence.

Cerita mengenai ulat yang lapar dan suka makan buah untuk menunjang aktivitas Linguistic intelligence/kecerdasan bahasa.

Survey Game: *What fruits do you like?* untuk Interpersonal Intelligence.

A. LET'S GO

Untuk memulai pelajaran, guru memberi pertanyaan mengenai buah yang disukai para siswa.

Task 1

Guru menceritakan cerita bergambar mengenai ulat kecil yang lapar dan suka makan buah-buahan. Siswa mendengarkan.

Cato, the Hungry Caterpillar

Cato is a little caterpillar. He likes to have some walk. One day, Cato walks very far from his house. He feels tired and hungry. He stops walking.

Surprisingly, Cato stops near a big garden. The garden has many fruit plants. Cato smiles happily. He walks into the garden slowly.

Inside the garden, Cato sees so many fruit plants. At first, he sees an apple tree. The apples are red. He climbs the apple tree. He eats all the apples. "Yummy."

Cato still feels hungry. He walks to a banana tree. The bananas are yellow. He eats the bananas one by one. "Yumm. Yumm." The bananas are delicious. Cato eats all the bananas.

Look! Cato is still hungry. He walks to the grapes tree. The grapes are purple. He eats all the grapes. What do you think? Will he still feel hungry?

Ahaaa… Cato walks closer to the orange tree. He ate one, two, three oranges. Look! Cato is sleepy now. He sleeps under the orange tree. Cato is full of the fruits. He sleeps for a day. When he wakes up, he is not small anymore. He is now a big caterpillar.

Task 2

Selesai bercerita, guru menanyakan kepada siswa untuk mengingat kembali berbagai nama buah dan warnanya, yang disebutkan dalam cerita.

Task 3

Guru menunjukkan flashcards bergambar buah-buahan. Siswa diberi kesempatan untuk menebak nama buah yang ditunjukkan. Guru kemudian menyebutkan nama buah-buahan tersebut dengan tepat. Siswa mengucapkan setelah guru. Kegiatan ini diulangi hingga siswa bisa mengucapkan dengan tepat.

Task 4

Siswa mengerjakan puzzle yang ada di lembar kerja. Setiap siswa di harapkan menggunting dan menempelkan puzzle buah tersebut dengan benar dan mampu menyebutkan namanya dengan tepat.

B.   LET'S PRACTICE

Task 5

Guru mencontohkan ungkapan bertanya dan cara menjawab pertanyaan mengenai nama buah yang disukai. Siswa mengucapkan setelah guru.

Task 6

Secara berpasangan, siswa berlatih bertanya dan menjawab mengenai nama buah yang mereka sukai.

Task 7

Siswa diminta untuk membaca kisah bergambar mengenai ulat yang suka makan buah.

Task 8

Dalam kelompok kecil, siswa memainkan Permainan Survey/Survey Game. Mereka harus mencari tahu nama buah yang disukai oleh teman dalam satu kelompoknya. Siswa diharapkan mampu melaporkan hasil surveynya dengan cara membacakannya di hadapan siswa yang lain.

C.   LET'S HAVE FUN

Task 9

Di depan kelas, setiap siswa diminta berperan sebagai Cato dan menceritakan buah-buahan yang mereka sukai.

Task 10

Guru menyanyikan lagu tentang buah-buahan, berjudul 'Watermelon' dan 'Strawberry, Apple, Mango'. Bersama-sama, siswa dan guru menyanyikan lagu tersebut.

Multiple Intelligences:

Flashcards mengenai makanan dan minuman digunakan untuk menunjang aktivitas Spatial Intelligence.

Permainan kata dan tulisaan digunakan untuk Logical-Mathematical Intelligence.

A. LET'S GO

Untuk memulai pelajaran, guru menanyakan kepada siswa mengenai makanan yang ingin mereka makan atau sukai.

Task 1

Mom's menu. Guru memperlihatkan kertas besar berupa menu makan yang ditulis Ibu untuk satu hari.

Task 2

Guru menunjukkan flashcards tentang makanan dan minuman. Siswa diberi kesempatan untuk menebak nama makanan atau minuman yang mereka ketahui. Kemudian guru menyebutkan nama-nama makanan dan minuman tersebut dengan pengucapan yang tepat. Siswa mengucapkan setelah guru. Kegiatan ini diulang hingga siswa mengucapkan dengan tepat.

Task 3

Siswa diminta untuk membuat garis untuk menghubungkan antara gambar dengan label namanya dengan tepat.

B. LET'S PRACTICE

Task 4

Siswa mengelompokkan jenis-jenis makanan dan minuman.

Task 5

Guru mengucapkan contoh ungkapan meminta informasi mengenai makanan yang dimakan oleh seseorang. Siswa mendengarkan dan mengucapkan setelah guru.

Task 6

Secara berpasangan, siswa berlatih meminta dan memberi informasi mengenai makanan yang mereka makan.

Task 7

Siswa menulis menu makan harian mereka selama satu minggu.

Task 8

Guru menjelaskan contoh pelaporan menu yang baik. Siswa melaporkan dengan membaca menu makan mereka dengan kalimat yang tepat.

C. LET'S HAVE FUN

Task 9

Siswa memecahkan sebuah maze mengenai seseorang yang mencari jejak/arah menuju ke bagian penjualan es krim.

Task 10

Siswa menyusun kembali kata-kata acak sehingga membentuk kalimat yang baik.

MEDIA

Unit 2 Sit down, please!

Unit 3

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Source of pictures:

http://www.esl-kids.com/flashcards.html

http://www.eslhq.com

http://www.kids-pages.com/flashcards.html

http://www.shutterstock.com

http://mes-english.com/flashcards.php

Clipart CDs

N. THE COURSE GRID AND FINAL DRAFT MATERIALS

Unit and Theme	Basic Competence	Indicators	Language Focus	Language Function	Tasks and Activities	Multiple Intelligences Features	Media and Resources	Time allocation

Unit 1 *Sit down, please!*
 	
Theme: Instructions
	5.2 Responding to very simple instructions verbally	• Students are able to give instructions
		
		• Students are able to respond to an instruction verbally
			• Key structure Imperative
			
			S + V, please.
			
			• Key vocabulary Verb of instruction: Sit, stand, raise, open, close, look, be quiet, look, listen, get, write, clean, point, touch, clap, make
			
			• Sample of expression *Stand up! Sure.*
			
			Sit down, please. Yes, Ma'am..
				Giving an instruction
				• *Sit down!*
				• *Stand up!*
				
				Respond to an instruction
				• *Yes*
				• *Okay*
					Preparation Activities
					Let's Go
					  Raising statement: Sit down, *please.*
					• Task 1
					  T rolls the dice and say an instruction. Ss listen and say after T.
					• Task 2
					  T shows flashcards of instructions. T says and does the instructions. Ss follow the instructions.
					Core Activities
					Let's Practice
					• Task 3
					  T gives examples of instructions and how to respond it correctly. T says '*Sit down, please*' and then T sits down while saying '*Sure*'
					• Task 4
					  In pairs, Ss practice responding to an instruction
					• Task 5
					  Ss play a racing game.
					Follow-up Activities
					Let's Have Fun
					• Task 6
					  T says instructions. Ss are to match the instruction with its picture by writing down the instruction.
					• Task 7
					  Ss play a TPR game: *Simon Says*
					• Task 8
					  T and Ss sing a chant: *Reach high!*
						• *Spatial* Visualization
						
						• *Bodily-Kinesthetic* TPR game
							• Oral instructions
							• Flash-cards of instructions
							• Dialogue: making and responding to a request
							• TPR games: Simon Says and the racing game
							• A song: Reach high
								2 X 70 minutes

| Unit 2 *Can I Have a Pen?* Theme**:** Things in the bag | 6.3 Performing dialogues of asking and/or giving things or services interpersonally | • Students are able to name the things in their bags correctly

• Students are able to make and respond to a request | •Key structure What do you have? I have + [article] + N

Can I have + [article] + N? Sure, here's + [article] + N Sorry, I don't have + N

•Key vocabulary Noun/N: *Bag, book,* correction pen, crayon, eraser, glue, pen, pencil, pencil case, ruler, scissors, sharpener

• Sample of expression *What do you have?*

I have a pen.

I have scissors

Can I have + a pen?

Sure, here's a pen.

Sorry, I don't have a pen. | Making a request • Can I have *a pen*?

Respond to a request: Granting a request • Sure, here's *a pen*. • Sure, here you are

Declining a request • Sorry, I don't have *a pen* • Sorry, I'm using it | **Preparation Activities** Let's Go Raising question: *Do you have a pen?* • Task 1 T plays the song. Ss carefully listen to the song. T asks the Ss to name the things they hear from the song. • Task 2 T shows flashcards/real objects of things in the bag. Ss listen and say after T. • Task 3 T mentions name of things in the bag. Ss draw the things.
Core Activities Let's Practice • Task 4 T exemplifies expressions of requesting something and responding to it Ss imitate T's expressions *"Can I have a pen? "Sure, here's a pen"* or *"Sorry, I don't have it"* • Task 5 In pairs, Ss practice to request something and respond to it • Task 6 Filling blanks of recorded dialogues with name of things in the bag *Can I have….? Sure, here's ……..*
Follow-up Activities Let's Have Fun • Task 7 Ss play an interview game: *Can I have a pen?* | • Spatial Visualization Drawing

• Interpersonal Interview game | • Flash-cards of things in the bag • Real objects: things in the bag • Dialogue: making and responding to a request • An interview game • A song: Can I have a pen? | 2 X 70 minutes |

					• Task 8 T and Ss sing a chant: *Can I have a pen?*			
Unit 3 *I Like Apples* Theme**:** Fruits	7.1 Reading aloud using correct intonation at word, phrase, and/or simple sentence level	• Students are able to name the fruits correctly • Students are able to express likes • Students are able to retell a short story in front of the class	• Key structure *What fruit do you like?* *I like + [article] +* N • Key vocabulary Noun/N: Apple, orange, strawberry, grapes, pear, watermelon, papaya, banana, avocado, pineapple, melon, mango • Sample of expression *What fruit do you like?* *I like apples..*	Asking about likes • What fruit do you like? Expressing likes • I like apples	**Preparation Activities** Let's Go Raising statement: *I like apples. What fruit do you like?* • Task 1 Cato the Hungry Little Caterpillar. T tells a story about a hungry caterpillar Ss are to name the fruits they hear from the story. • Task 2 Ss listen to the story and match the day and the fruits. • Task 3 T shows flashcards of fruits. Ss listen and repeat after T. • Task 4 Ss arrange shape puzzles. They are to name the fruits they get by arranging the puzzles. **Core Activities** Let's Practice • Task 5 T exemplifies how to ask and express about likes. *"What fruits do you like?"* Ss listen and imitate how to express likes. • Task 6 In pairs, Ss are to take turn practicing dialogues about asking and expressing likes. **Follow-up Activities** Let's Have Fun • Task 7	• Spatial Visualization Shape puzzles • Linguistic Story telling • Interpersonal Survey game	• Story: Cato, the Hungry Caterpillar • Flash-cards of fruits • Puzzle of fruits • A survey game • A maze	2 X 70 minutes

					Playing a survey game: *What fruits do you like?* • Task 8 Ss read the story about Cato.			
Unit 4 *I Eat a Plate of Fried Rice* Theme**:** Food and Drink	8.1 Writing simple expressions with correct punctuation at word, phrase, and/or sentence level	• Students are able to name kinds of food and drink correctly • Students are able to name the food they eat • Students are able to write sentences about the food they eat	•Key structure *What+ do +you + have + for+* Eating time*?* *I* + have + N + *for* + Eating time. •Key vocabulary Eating time: Breakfast, lunch, dinner Noun/N: Rice, noodle, soup, meat, bread, jam, chocolate, cake, ice cream, juice, milk, soft drink A plate of fried rice A bowl of soup/noodle Two slices of bread A carton of milk A glass of orange juice etc. • Sample of	Asking about information: the food someone's eaten •What do you eat for breakfast? Telling someone information: the food we eat • I eat a plate of fried rice	**Preparation Activities** Let's Go Raising question: *Have you got your breakfast/lunch?* • Task 1 T shows a family menu written on a big paper. • Task 2 T shows flashcards of food and drink. Ss listen and say after T. • Task 3 Ss match and draw a line between pictures and their labels. **Core Activities** Let's Practice • Task 4 T exemplifies how to ask and answer information about food someone's eaten. *"What do you have for breakfast?"* *"I have a plate of fried rice for breakfast."* Ss listen and imitate how to say the information. • Task 5 In pairs, Ss are to take turn practicing dialogues about asking and answering information on the food they eat.. • Task 6 Ss rearrange jumbled words to make good sentences.	• Spatial Visualization A menu • Logical-mathematical Writing puzzle	• A family menu • Flash-cards of food and drink • A maze game: Find your way.	2 X 70 minutes

			expression
			What do you have for breakfast?
			
			I have a plate of fried rice
					Follow-up Activities
					Let's Have Fun
					• Task 7
					  Ss solve a maze.
					• Task 8
					  Ss write their daily menu for the week.			

O. PHOTOGRAPHS

Unit 1 *Sit down, please!*

The Instruction Dice

Flashcards of instructions

Instruction pictured-cards

A verbal respond to an instruction:
The boy closes the door

The racing game

A verbal respond to an instruction:
The students make a line

Unit 2 *Can I have a pen?*

Real objects: things in the Bag

The teacher shows things in the bag

The students' practice of
asking and giving things

The students play an interview game

The teacher uses the puppets
to model the dialogues

Unit 3 *I Like Apples*

The teacher shows the flashcard

A student is sticking a picture of fruit

The teacher tells the story

The students are singing a song

A student reads the report of his survey

P. LETTERS

STUDENT'S WORKBOOK

SMILE 4b

Smart with Multiple-Intelligences in Learning English

SD ISLAMIYAH PAKUALAMAN YOGYAKARTA

by: Ani Tri Hastanti

Sit down, please

A. LET'S GO

Task 1 Listen and say after your teacher rolling the dice.

"The Instruction Dice"

Task 2 Look at the pictures. Listen and follow your teacher's instructions.
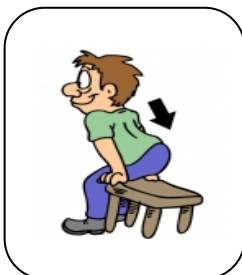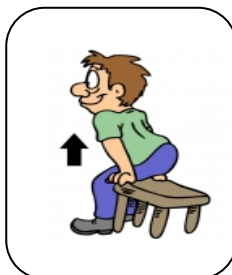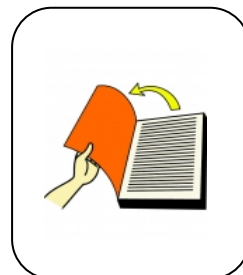
| Sit down | Stand up | Open the book | Close the book |
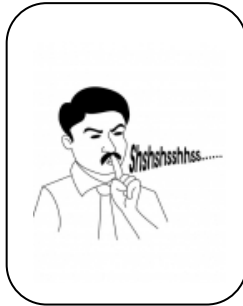
Raise your hand

Be quiet
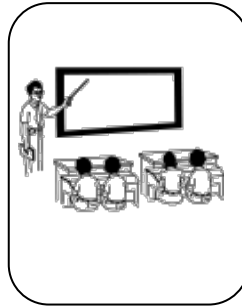
Look at the board
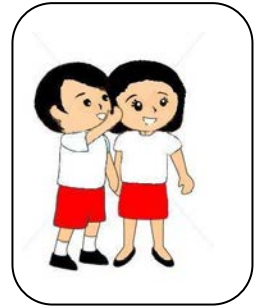
Listen to me

Get your book
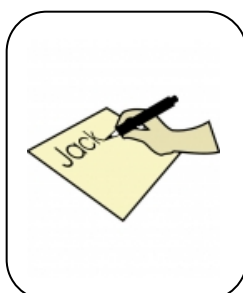
Write your name

Clean the board

Point to

Clap your hands
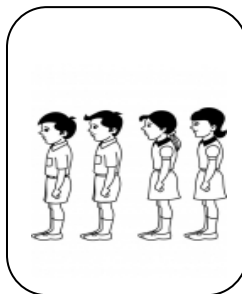
Make a line
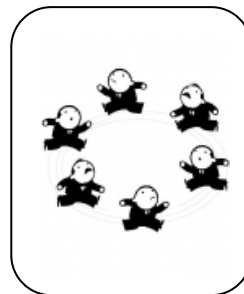
Make a circle

B. LET'S PRACTICE
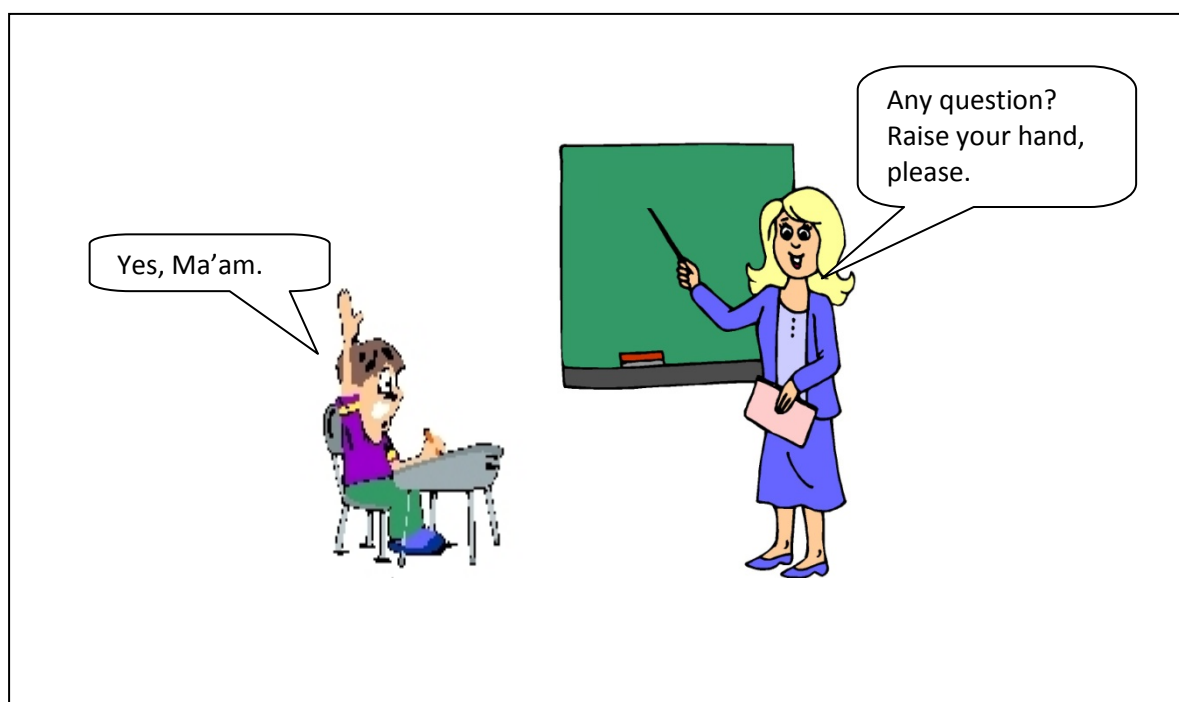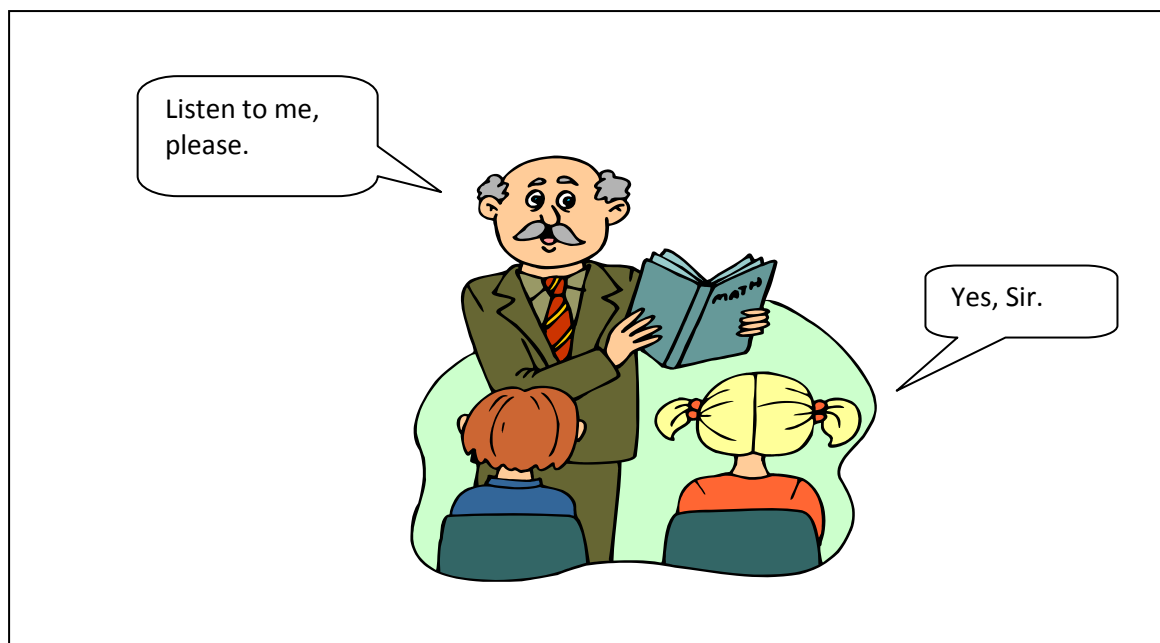
Task 3   **Listen to your teacher. Say like the example.**

Task 4 **In pairs, take your turn to practise responding to an instruction.**

Choose your lucky card.

Sit down, please.

Okay.
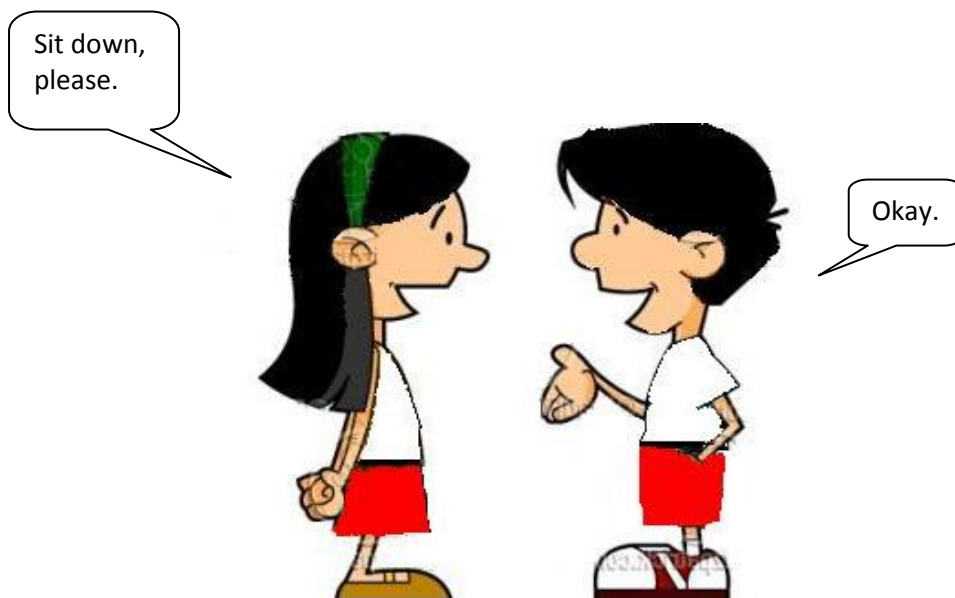
Task 5 **Play it.**

"The Racing Game"

Let's go!

Task 6 **Listen to your teacher giving the instructions. Write down the instruction.**

1

Open the door, please.

2

. . . .

3

. . . .

4

. . . .

5

. . . .

6

. . . .

C. LET'S HAVE FUN

Task 7   **Play it.**

"Simon Says Game"

Simon says,
"Raise your hand."

Task 8   **Sing it.**

Reach high!

**Reach high! Touch your toes!
Stretch, stretch, stretch.**

**Reach high! Touch your nose!
Stretch, stretch, stretch.**

**Reach high! Touch your ears!
Stretch, stretch, stretch.**

**Reach high! Touch your head!
Stretch, stretch, stretch.**

Can I Have a Pen?

A. LET'S GO

Task 1 Listen to a song played by your teacher. Name the things you hear from the song.

"Can I Have a Pen?"

Task 2 Look at the pictures. Listen and say after your teacher.
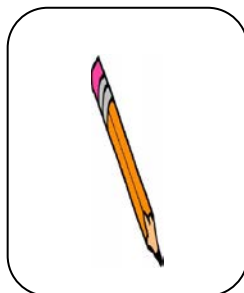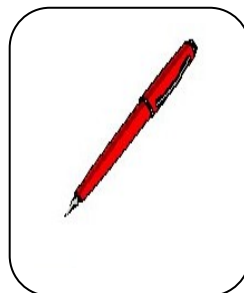
| a book | a pencil | a pen | an eraser |
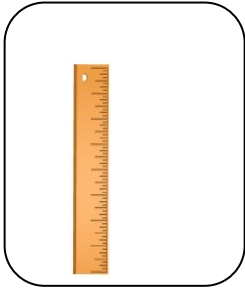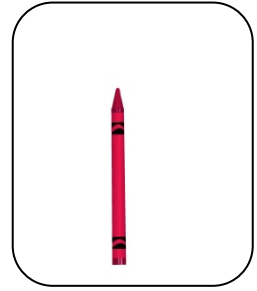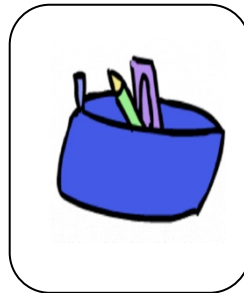
a ruler	**a sharpener**	**a correction pen**	**a crayon**
scissors	**glue**	**a pencil case**	**a bag**

Task 3　**Listen and draw it.**
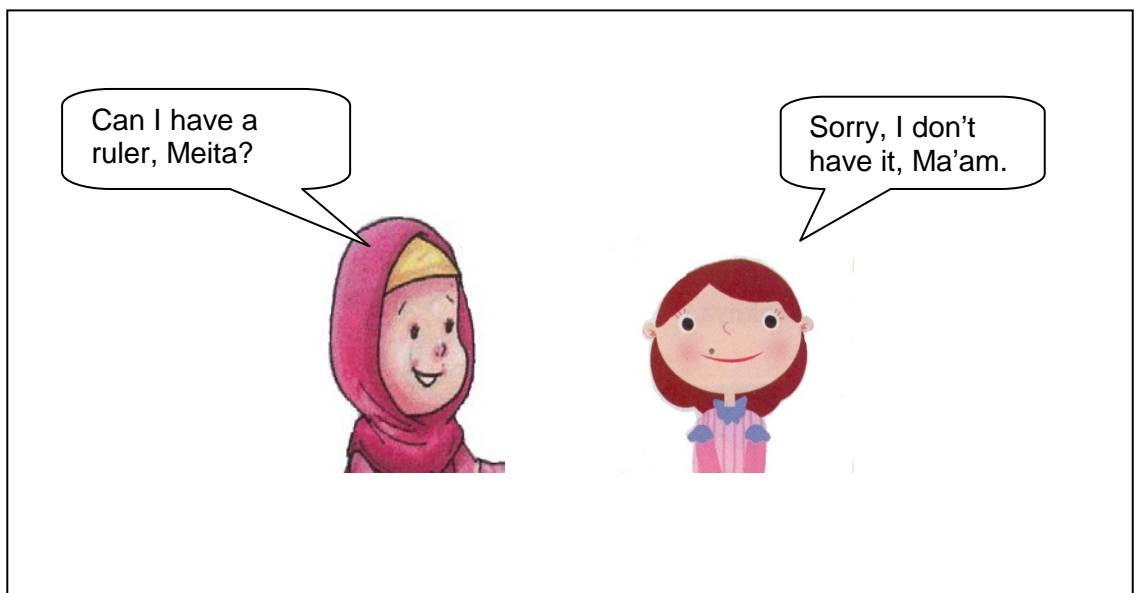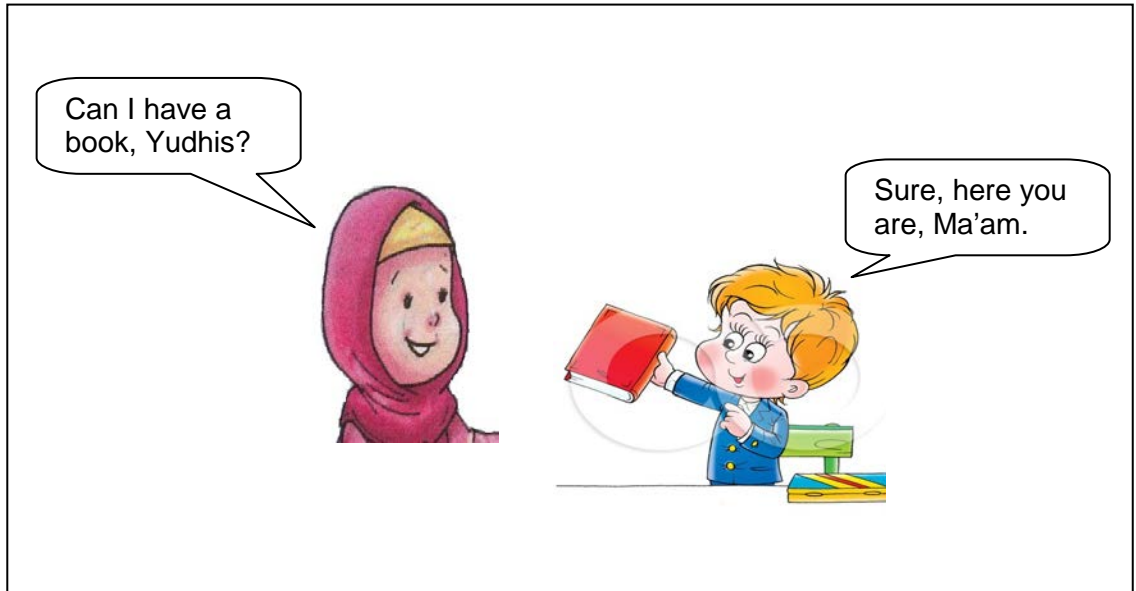
Let's draw a bag!

B. LET'S PRACTICE

Task 4 **Listen to your teacher. Say like the example.**

Can I have a book, Yudhis?

Sure, here you are, Ma'am.

Can I have a ruler, Meita?

Sorry, I don't have it, Ma'am.

Task 5 In pairs, take your turn to practice responding to a request. Do like the following examples.

Sure, here you are, Wis.

Can I have a book, Ngga?

1.

Angga   Wisnu

Can I have scissors, Len?

Sorry, I'm using them,

2.

Dwi   Lena
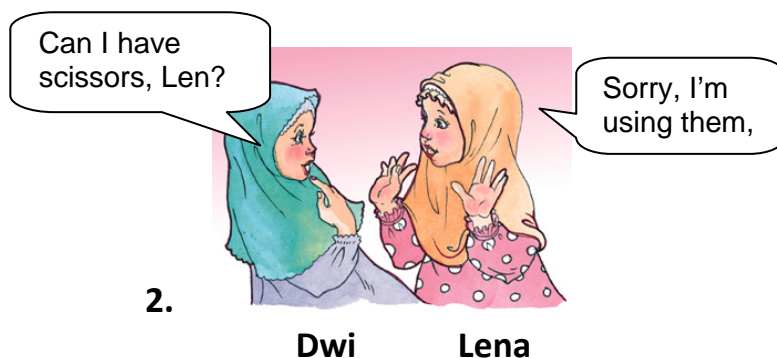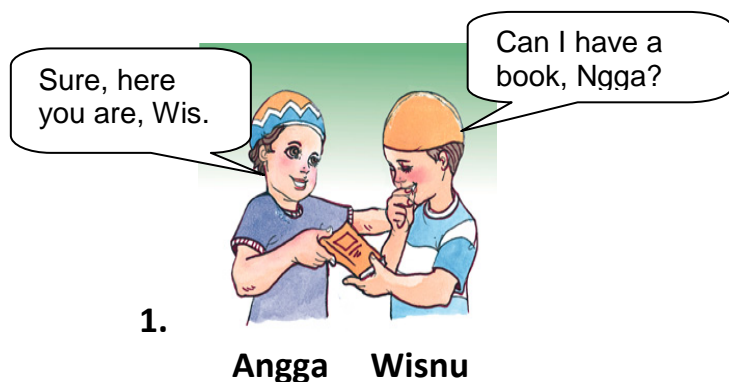
Task 6 Listen to the recorded dialogues. Fill in the blanks.

1. Can I have _____?
   Sure, here you are.

2. Can I have _____?
   Sorry, I'm using it.

3. Can I have _____?
   Sure, _____.

4. Can I have _____?
   Sorry, _____.

5. Can I have _____?
   _____.

C. LET'S HAVE FUN

Task 7 **Play it.**

"The Interview Game"
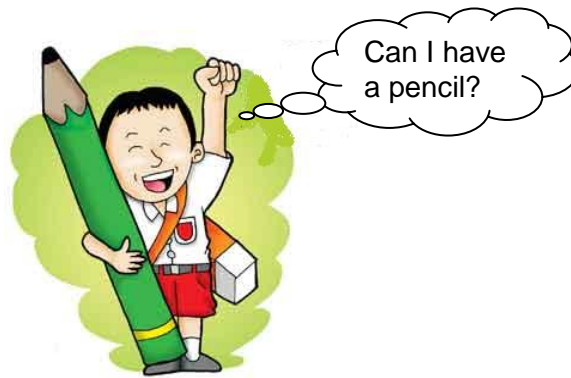
Can I have a pencil?

Task 8 **Sing it.**

Can I have a pen?

Can I, can I, can I have a pen?
Sure, sure, sure, sure.
Here's a pen.

Can I, can I, can I have a book?
Sure, sure, sure, sure.
Here's a book.

I Like Apples

A. LET'S GO

Task 1 Listen to your teacher telling a story. Name the fruits in the story.

"Cato, the Hungry Little Caterpillar"

I'm Cato

Task 2 **Match the fruits with the day Cato eat them .**
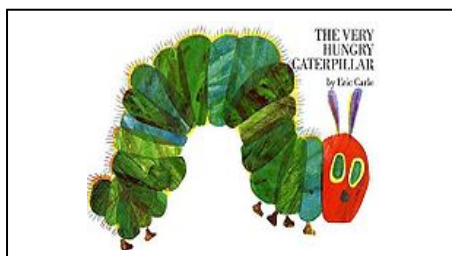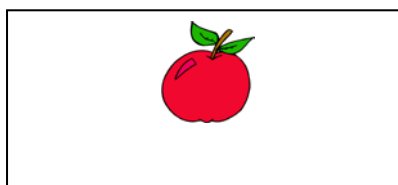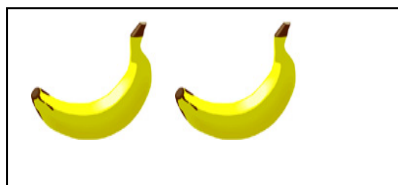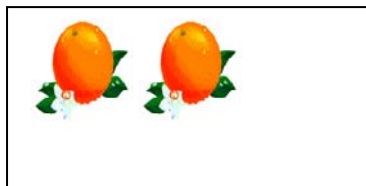
(two oranges)	Sunday
(four pears)	Monday
(two bananas)	Tuesday
(small caterpillar book)	Wednesday
(one apple)	Thursday
(four mangoes)	Friday
(The Very Hungry Caterpillar book)	Saturday

13

Task 3 **Look at the pictures. Listen and say after your teacher.**
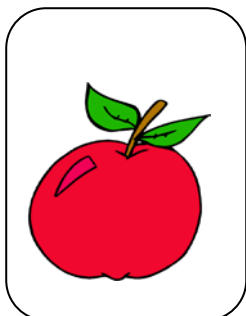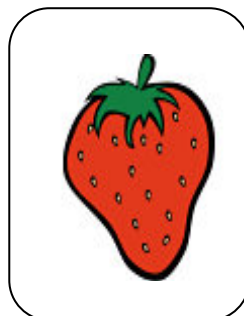
an apple	**an orange**	**a strawberry**	**grapes**
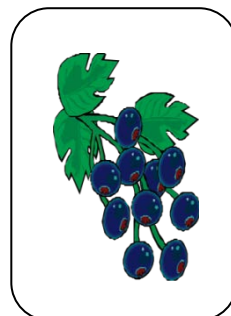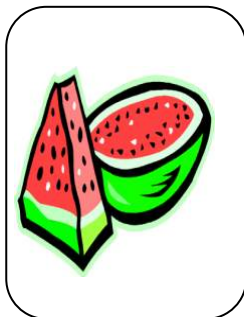
a pear	**a watermelon**	**a papaya**	**bananas**
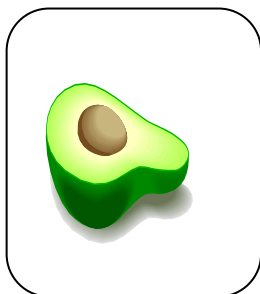
an avocado	**a pineapple**	**a melon**	**a mango**
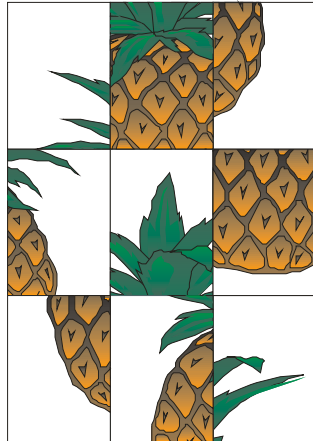
Task 4 **Do the puzzle and name the fruit.**

Puzzle 1

Puzzle 2

B. LET'S PRACTICE

Task 5   Listen to your teacher. Say like the example.

What fruit do you like, Dhila?

I like apples

What fruit do you like, Adam?

I like oranges

Task 6 In pairs, take your turn asking about fruits. Do like the following example.

What fruit do you like, Fio?

I like bananas

I like pears

And you, Aldo?
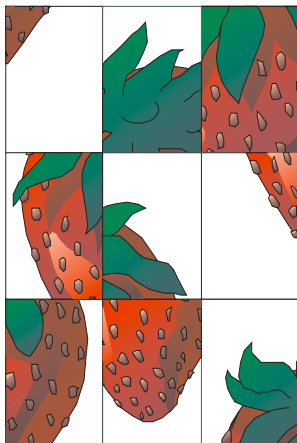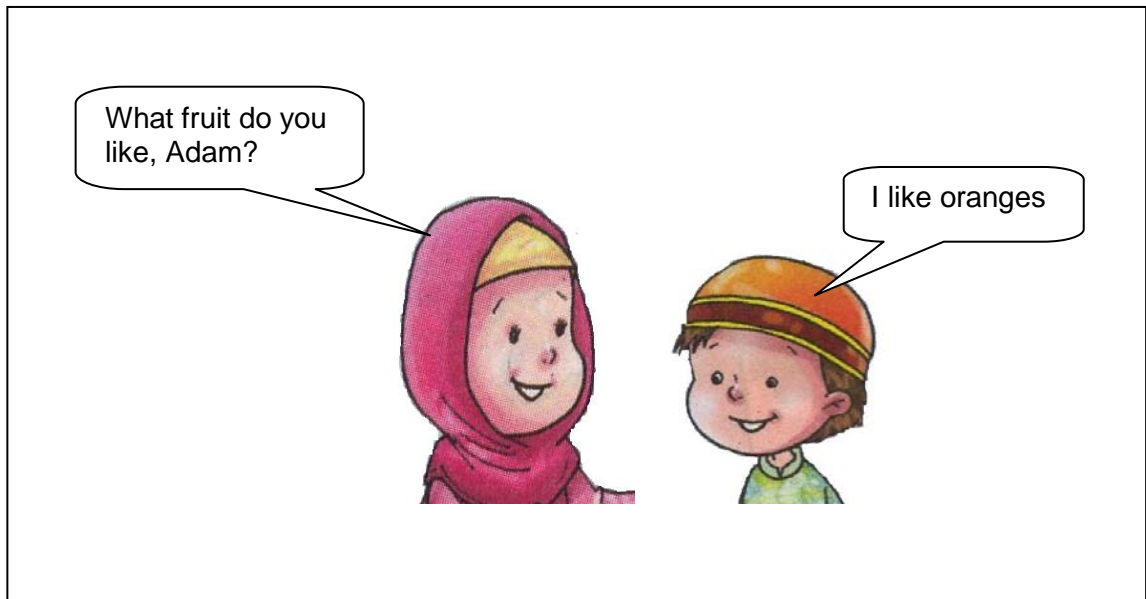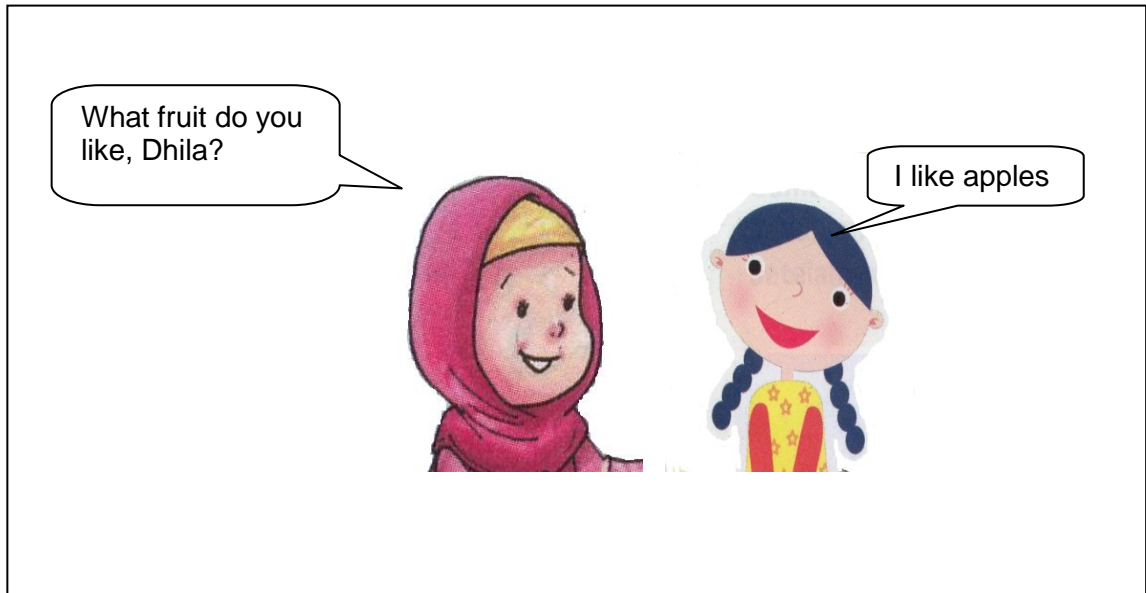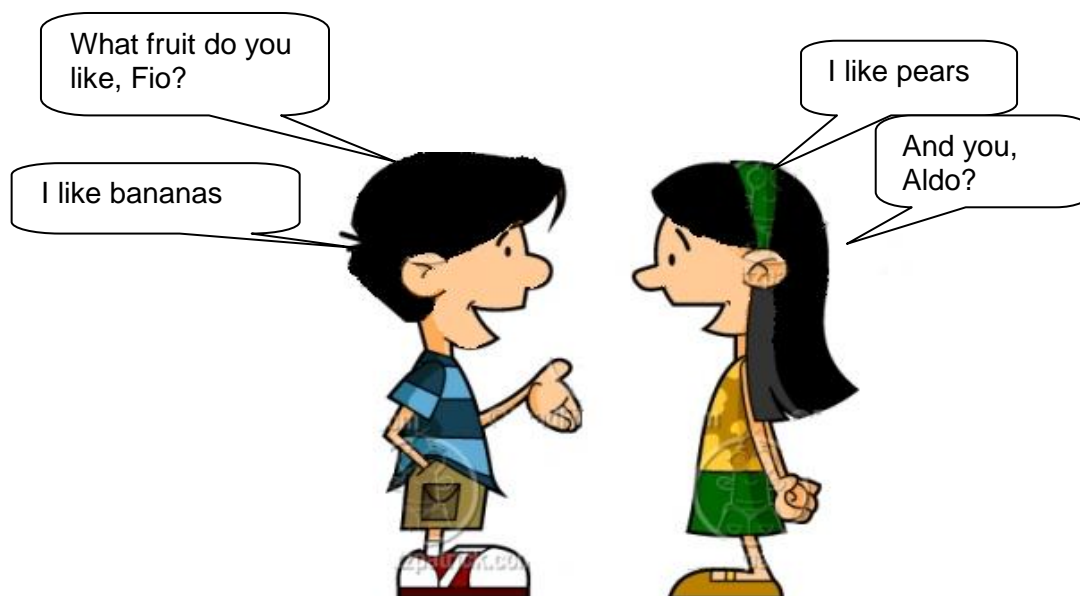
C. LET'S HAVE FUN

Task 7 Play it.

"The Survey Game"

I like apples
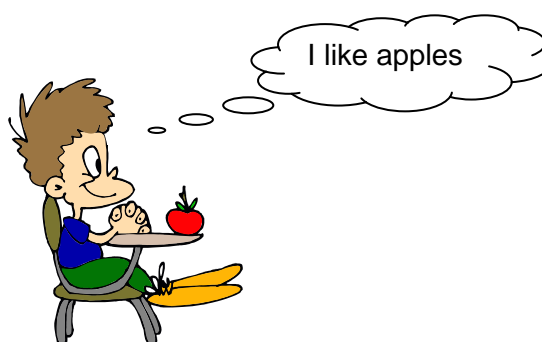
Task 8 **Read the story.**

Cato liked Fruits

 walked slowly.
He was hungry.
He walked into the garden.

 saw many fruits.
He ate an .
"Yummy. I like it," said Cato.

 was still hungry.
He ate a .
"Yummy. I like it," said Cato.

 was still hungry.
He ate .
"Yummy. I like them."

 was full.
"Yummy. I like fruits."

18

I Eat a Plate of Fried Rice

A. LET'S GO

Task 1 Read Mom's menu for today.

Monday

Breakfast : rice
fried egg
milk

Lunch : rice
fried chicken
fried noodle
apple

Dinner : corn soup
tahu tempe

Task 2 Look at the pictures. Listen and say after your teacher.

 fried rice

 noodle

 soup

 meat

19
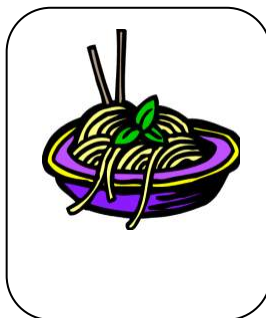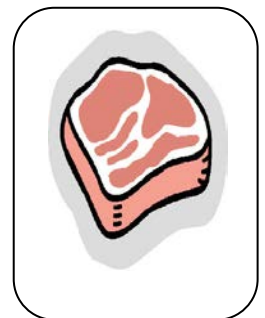
fish

egg

bread

jam

chocolate

cake

milk

ice cream

juice

soft drink

Task 3   **Draw a line. Match.**

	A carton of milk	
	A plate of fried rice	
	A bowl of soup	
	A piece of cake	
	A glass of juice	
	An ice cream cone	
	Bars of chocolate	
	A slice of meat	
	Slices of bread	
	A can of softdrink	

21

B. LET'S PRACTICE

Task 4   Listen to your teacher. Say like the example.

What do you have for breakfast, Adam?

I have two slices of bread and a glass of milk.

What do you have for lunch, Dhila?

I have a plate of fried rice.

Task 5   **In pairs, take your turn asking about fruits. Do like the following example.**

What do you have for lunch, Fio?

I have rice with *gudeg* and meat.

I have rice and egg.

And you, Aldo?
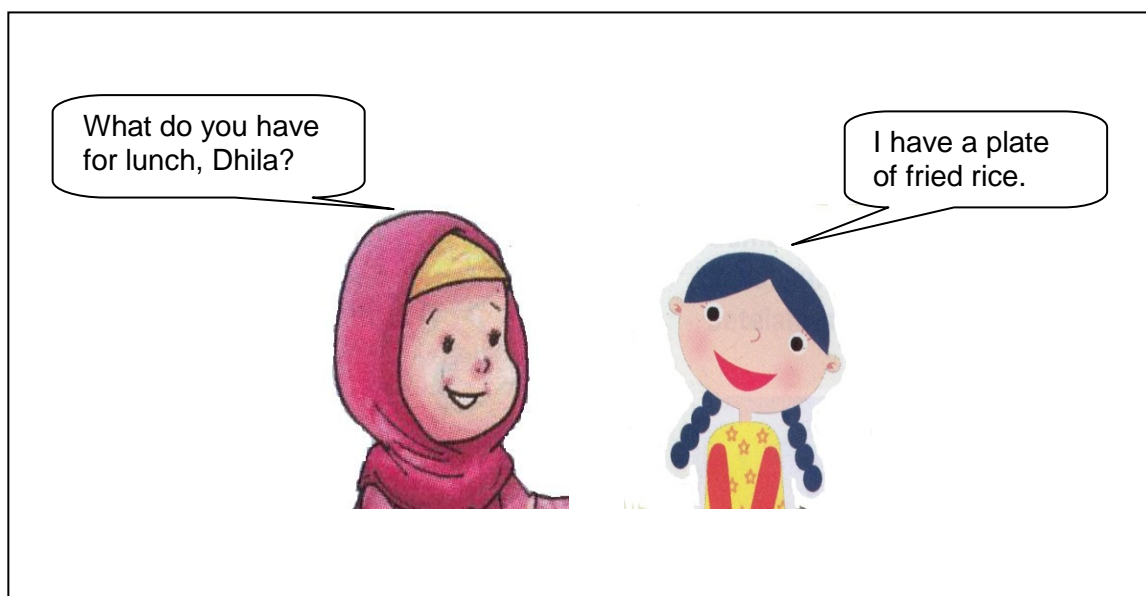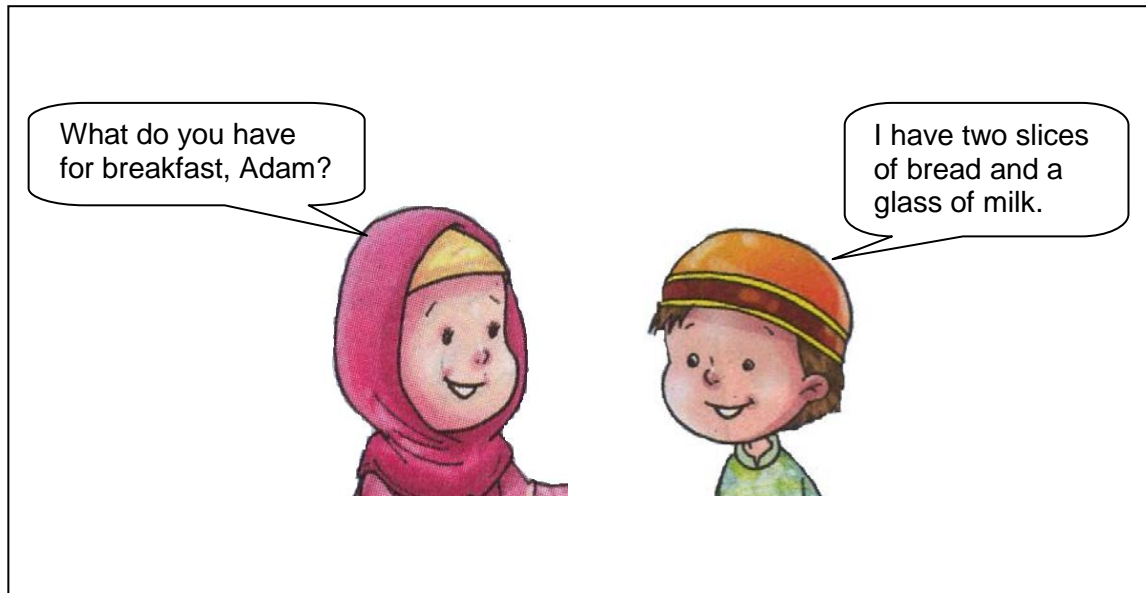
Task 6   **Rearrange the jumbled words to make good sentences. Number 1 has been done for you.**

1. a bowl of – noodle – eat – I
   I eat a bowl of noodle
2. Mary – two slices of – pizza – eats

   _____

3. eat – Dave and Tom – rice – fried

   _____

4. My little brother – a carton of – drinks – milk

   _____

5. I – a glass of – drink – water

   _____

6. eat - They - orange - drink - juices

   _____

23

C. LET'S HAVE FUN

Task 7   **Find your way to get to the ice cream stall.**
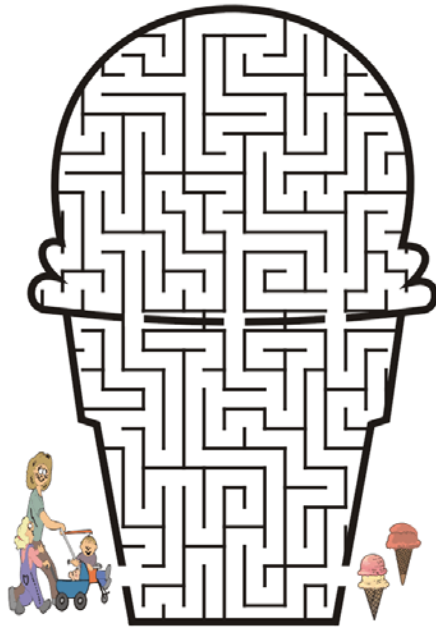
Task 8   **Write your daily menu for this week.**

Let's write the menu.

Unit 3

Task 3. Cut and do the puzzle. Name the fruit.
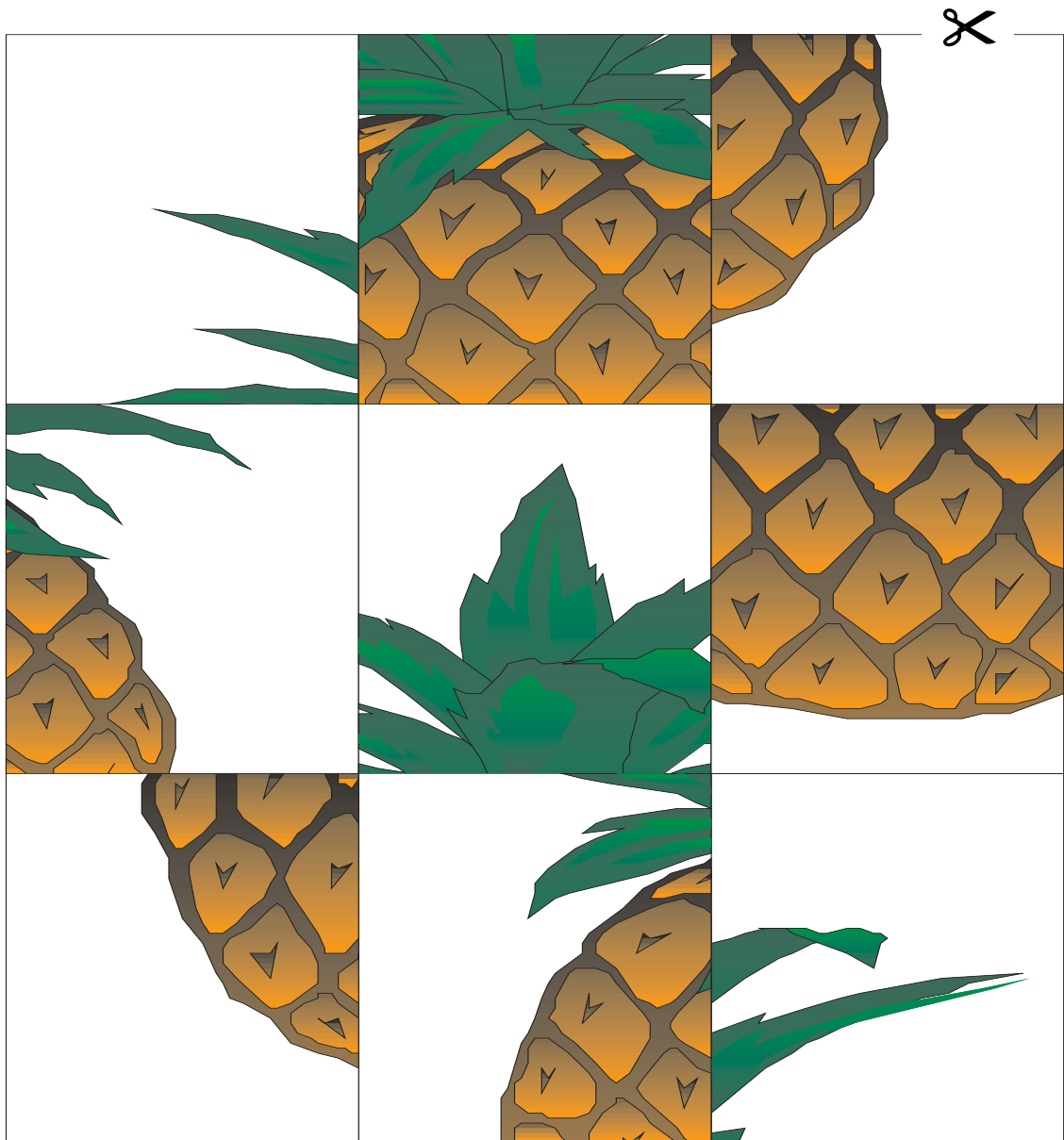
Puzzle 1

Puzzle 2

Task 7. The Survey Game

Name of friends	Favorite fruits

Unit 4

Task 7. Find your way to the ice cream stall.

Task 8. My Menu

Day	Time	Menu
Monday	Breakfast	
	Lunch	
	Dinner	
Tuesday	Breakfast	
	Lunch	
	Dinner	
Wednesday	Breakfast	
	Lunch	
	Dinner	
Thursday	Breakfast	
	Lunch	
	Dinner	
Friday	Breakfast	
	Lunch	
	Dinner	
Saturday	Breakfast	
	Lunch	
	Dinner	
Sunday	Breakfast	
	Lunch	
	Dinner	

TEACHER'S GUIDE

Kecerdasan Majemuk

A.   LET'S GO

Untuk memulai pelajaran, guru mengucapkan instruksi kepada siswa, misalnya *"Close the door"* atau *"Sit down, please"*

Task 1

Kecerdasan Spasial/Visual

Guru melempar dadu bergambarkan instruksi. Setiap kali dadu berhenti, guru memperlihatkan gambar dan mengucapkan instruksinya. Guru mencontohkan instruksi dari gambar.

Task 2

Kecerdasan Linguistik/Bahasa

Guru menunjukkan flashcards tentang instruksi. Guru menyebutkan instruksi atau mencontohkan. Siswa mengucapkan dan melakukan instruksi. Kegiatan ini diulangi hingga siswa mengucapkan dengan tepat.

B.   LET'S PRACTICE

Task 3

Kecerdasan Intrapersonal/Diri

Guru mencontohkan cara merespon instruksi secara tepat, misalnya "Yes, Ma'am." Siswa mengucapkan setelah guru.

Task 4

Kecerdasan Intrapersonal/Diri

Guru mengucapkan berbagai instruksi, misalnya *"Look at the picture!"*. Siswa diharapkan bisa merespon instruksi dengan menggunakan ungkapan yang telah dipelajari.

Task 5

Kecerdasan Interpersonal/Antarsesama

The racing game. Dalam kelompok kecil, siswa memainkan permainan lari dan menempel gambar. Guru menyebutkan instruksi. Siswa dalam kelompok

memilih kartu yang tepat. Setiap kelompok berkompetisi menempelkan kartu pada papan. Guru mengawasi.

Task 6

Kecerdasan Interpersonal/Antarsesama

Secara berpasangan, siswa berlatih memberi dan merespon instruksi. Secara acak, siswa memilih kartu keberuntungannya. Guru mengawasi.

C. LET'S HAVE FUN

Task 7

Kecerdasan Olah Tubuh dan Fisik

Guru menjelaskan aturan permainan *Simon Says* terlebih dahulu.

1. Guru mengucapkan satu instuksi misalnya 'Simon says, stand up'. Siswa-siswa melakukan instruksi tersebut (berdiri).
2. Sekarang, guru mengucapkan satu instruksi lain, kali ini tanpa harus mengatakan Simon says. Jika siswa melakukan instruksinya, siswa tersebut keluar dari permainan.
3. Ingat kata kunci Simon Says.
4. Siswa terakhir yang tetap berada di permainan tersebut akan menjadi pemberi instruksi selanjutnya.

Task 8

Kecerdasan Musik

Guru menyanyikan lagu tentang instruksi, berjudul *'Reach high.'* Bersama-sama, siswa dan guru menyanyikan lagu tersebut*.*

Untuk menutup pelajaran, guru bisa mereview dengan tanya jawab mengenai instruksi.

Unit 2 *Can I Have a Pen?*

A. LET'S GO

Untuk memulai pelajaran, Guru menanyakan pertanyaan seperti *"Do you have a pen?"*

Task 1

Kecerdasan Musik

Lagu *'Can I have a pen?'* Guru memutarkan lagu tersebut satu kali. Siswa mendengarkan lagu. Guru meminta/menunjuk siswa untuk menyebutkan benda-benda yang mereka dengar dari lagu tersebut.

Task 2

Kecerdasan Linguistik/Bahasa dan Spasial/Visual

Guru menunjukkan *realia* dan *flashcards* benda-benda yang bisa ditemukan di dalam tas. Siswa diberi kesempatan menebak nama benda yang tergambar di flashcards. Kemudian, guru mengucapkan nama benda-benda tersebut. Siswa mengucapkan setelah guru. Kegiatan ini diulangi hingga siswa mengucapkan dengan tepat.

Task 3

Kecerdasan Spasial/Visual

Guru menyebutkan berbagai nama benda di dalam tas. Siswa menggambar benda yang dimaksud oleh guru.

B. LET'S PRACTICE

Task 4

Kecerdasan Intrapersonal/Diri

Guru mencontohkan ungkapan meminjam barang dan responnya, baik positif (meminjami) atau negatif (tidak meminjami). Siswa menirukan ungkapan yang dicontohkan guru. Sebagai contoh, guru mengatakan *"Can I have a pen?"*, maka siswa aan menjawab *"Sure, here's a pen."*

Task 5

Kecerdasan Interpersonal/Antarsesama

Secara berpasangan, siswa berlatih meminjam barang dan meresponnya. Guru mengawasi.

Task 6

Kecerdasan Intrapersonal/Diri

Guru memperdengarkan rekaman percakapan mengenai benda-benda di dalam kelas. Siswa melengkapi kalimat yang rumpang.

C.   LET'S HAVE FUN

Task 7

Kecerdasan Interpersonal/Antarsesama

Dalam kelompok besar, siswa memainkan Permainan Wawancara/*Interview Game*. Guru menjelaskan aturan permainan dan mengawasi.

Prosedur:

1. Buat daftar 10 benda di dalam tas, seperti buku dan pensil.
2. Bagi siswa menjadi dua tim, Tim A dan Tim b.
3. Siswa di Tim A tetap duduk di bangku mereka, sedangkan siswa di Tim B diberikan waktu untuk bertanya/meminjam benda-benda yang ada pada daftar dengan ungkapan Can I have a pen?
4. Jika siswa di Tim A memiliki pen/pulpen, dia harus menjawab Sure. Here is a pen dan memberikannya pada siswa dari Tim B. Sebaliknya, jika tidak memiliki, dia harus menjawab Sorry, I don't have a pen.
5. Setelah waktu yang diberikan selesai, Tim B menghitung benda yang bisa mereka kumpukan. Kemudian kedua tim berganti peran.
6. Di akhir permainan, bandingkan jumlah benda yang dikumpulkan kedua tim.

Task 8

Kecerdasan Musik

Guru menyanyikan lagu tentang instruksi. Bersama-sama, siswa dan guru menyanyikan lagu *'Can I have a pen?.*

Untuk menutup pelajaran, guru mereview dengan tanya jawab mengenai benda-benda di dalam tas.

A.   LET'S GO

Untuk memulai pelajaran, guru memberi pertanyaan mengenai buah yang disukai para siswa.

Task 1

Kecerdasan Linguistik/Bahasa

Guru menceritakan cerita bergambar mengenai ulat kecil yang lapar dan suka makan buah-buahan. Siswa mendengarkan. Selesai bercerita, guru menanyakan kepada siswa untuk mengingat kembali berbagai nama hari dan buah yang dimakan si ulat.

Cato, the Hungry Caterpillar

Cato is a little caterpillar. He likes to have some walk. On a Sunday afternoon, Cato walked from his house. He felt tired and hungry. He stopped walking. Surprisingly, Cato stopped near a big garden. The garden had many fruit plants. Cato smiled happily. He walked into the garden slowly.

Inside the garden, Cato felt tired and he fell asleep. When suddenly he woke up, it was Monday morning. Cato saw so many fruit plants surrounding him. At first, he saw an apple tree. The apples were red. He climbs the apple tree. He ate one apple. "Yummy." Then he walked around the garden until he felt sleepy and tired. Cato fell asleep. He woke up on Tuesday. He felt hungry. Cato walked to a banana tree. The bananas are yellow. He eats two bananas one by one. "Yumm. Yumm." The bananas were delicious. Cato then walked around the garden.

Ahaaa… Cato was very sleepy now. He slept under an orange tree. When he woke up, it was Wednesday. He felt hungry. He ate one, two, three oranges. Cato was full. He wanted to continued walking around the garden. He felt tired and sleepy. Cato fell asleep. When e woke up, it was Thursday. He climbed the pear tree. Cato ate four pears. Oh, Cato wanted to go home. He walked to leave the garden. But he was very sleepy. He slept under a mango tree. The next morning, on Friday, he felt hungry and ate five mangoes. Cato is full of fruits. He was full and sleepy.

He slept for a day. Now, he wakes up. Today is Saturday. Cato is not small anymore. He is now a big caterpillar.

Task 2

Kecerdasan Linguistik/Bahasa dan Spasial/Visual

Siswa memasangkan nama hari dengan cerita si Cato. Diberikan contoh Cato kecil dihubungkan dengan hari Minggu/Sunday.

Task 3

Kecerdasan Linguistik/Bahasa dan Spasial/Visual

Guru menunjukkan flashcards bergambar buah-buahan. Siswa diberi kesempatan untuk menebak nama buah yang ditunjukkan. Guru kemudian menyebutkan nama buah-buahan tersebut dengan tepat. Siswa mengucapkan setelah guru.

Task 4

Kecerdasan Interpersonal/Antarsesama dan Logika-Matematika

Siswa mengerjakan puzzle yang ada di lembar kerja. Setiap siswa diharapkan menggunting dan menempelkan puzzle buah tersebut dengan benar dan mampu menyebutkan namanya dengan tepat.

B.   LET'S PRACTICE

Task 5

Kecerdasan Intrapersonal/Diri

Guru mencontohkan ungkapan bertanya dan cara menjawab pertanyaan mengenai nama buah yang disukai. Siswa mengucapkan setelah guru.

Task 6

Kecerdasan Interpersonal/Antarsesama

Secara berpasangan, siswa berlatih bertanya dan menjawab mengenai nama buah yang mereka sukai.

C.   LET'S HAVE FUN

Task 7

Kecerdasan Interpersonal/Antarsesama

Dalam kelompok kecil, siswa memainkan Permainan Survey/Survey Game. Mereka harus mencari tahu nama buah yang disukai oleh teman dalam satu kelompoknya. Siswa diharapkan mampu membacakan hasil surveynya.

Task 8

Kecerdasan Musik

Guru membaca cerita berjudul Cato Liked Fruits. Siswa membacakan cerita tersebut.

Untuk menutup pelajaran, guru mereview dengan tanya jawab mengenai nama-nama buah.

Unit 4 *I Eat a Plate of Fried Rice*

A.   LET'S GO

Untuk memulai pelajaran, guru menanyakan kepada siswa mengenai makanan yang ingin mereka makan atau sukai.

Task 1

Kecerdasan Spasial/Visual

Guru memperlihatkan kertas besar berupa menu makan yang ditulis Ibu untuk satu hari.

Task 2

Kecerdasan Spasial/Visual

Guru menunjukkan flashcards tentang makanan dan minuman. Siswa diberi kesempatan untuk menebak nama makanan atau minuman yang mereka ketahui. Kemudian guru menyebutkan nama-nama makanan dan minuman tersebut dengan

pengucapan yang tepat. Siswa mengucapkan setelah guru. Kegiatan ini diulang hingga siswa mengucapkan dengan tepat.

Task 3

Kecerdasan Spasial/Visual

Siswa diminta untuk membuat garis untuk menghubungkan antara gambar dengan label namanya dengan tepat.

B. LET'S PRACTICE

Task 4
Kecerdasan Spasial/Visual
Guru mengucapkan contoh ungkapan meminta informasi mengenai makanan yang dimakan oleh seseorang. Siswa mendengarkan dan mengucapkan setelah guru.

Task 5
Kecerdasan Spasial/Visual
Secara berpasangan, siswa berlatih meminta dan memberi informasi mengenai makanan yang mereka makan.

Task 6
Kecerdasan Spasial/Visual
Siswa menyusun kembali kata-kata acak sehingga membentuk kalimat yang baik.

C. LET'S HAVE FUN

Task 7
Kecerdasan Spasial/Visual
Siswa memecahkan sebuah maze mengenai satu keluarga yang mencari jejak/arah menuju ke bagian penjualan es krim.

Task 8
Kecerdasan Spasial/Visual
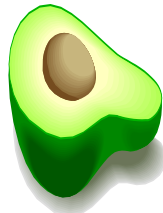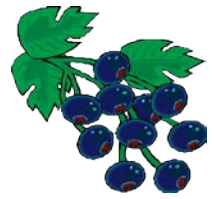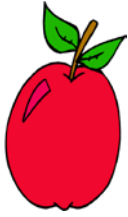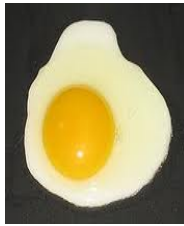Siswa menulis menu makan harian mereka selama satu minggu.
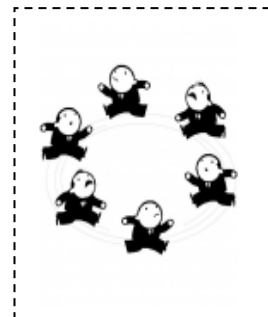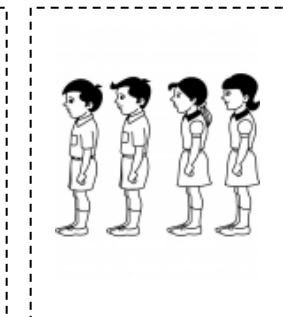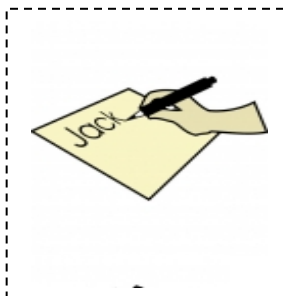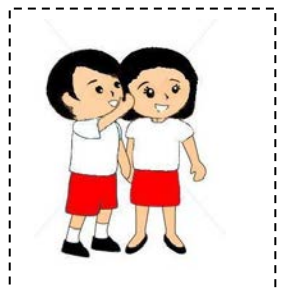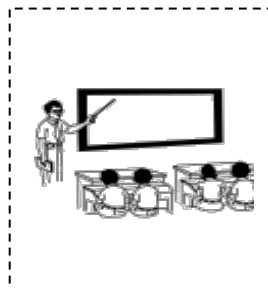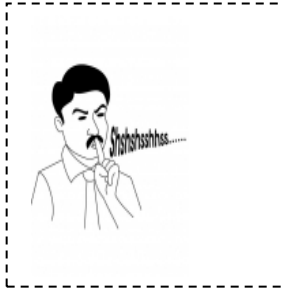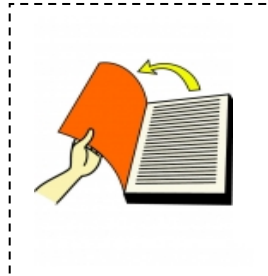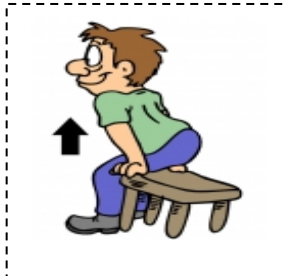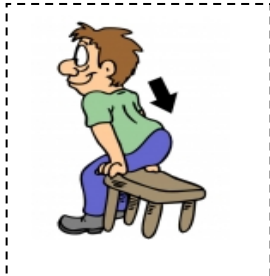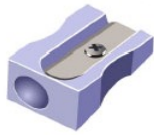
Unit 1

Unit 2

Unit 3

Unit 4

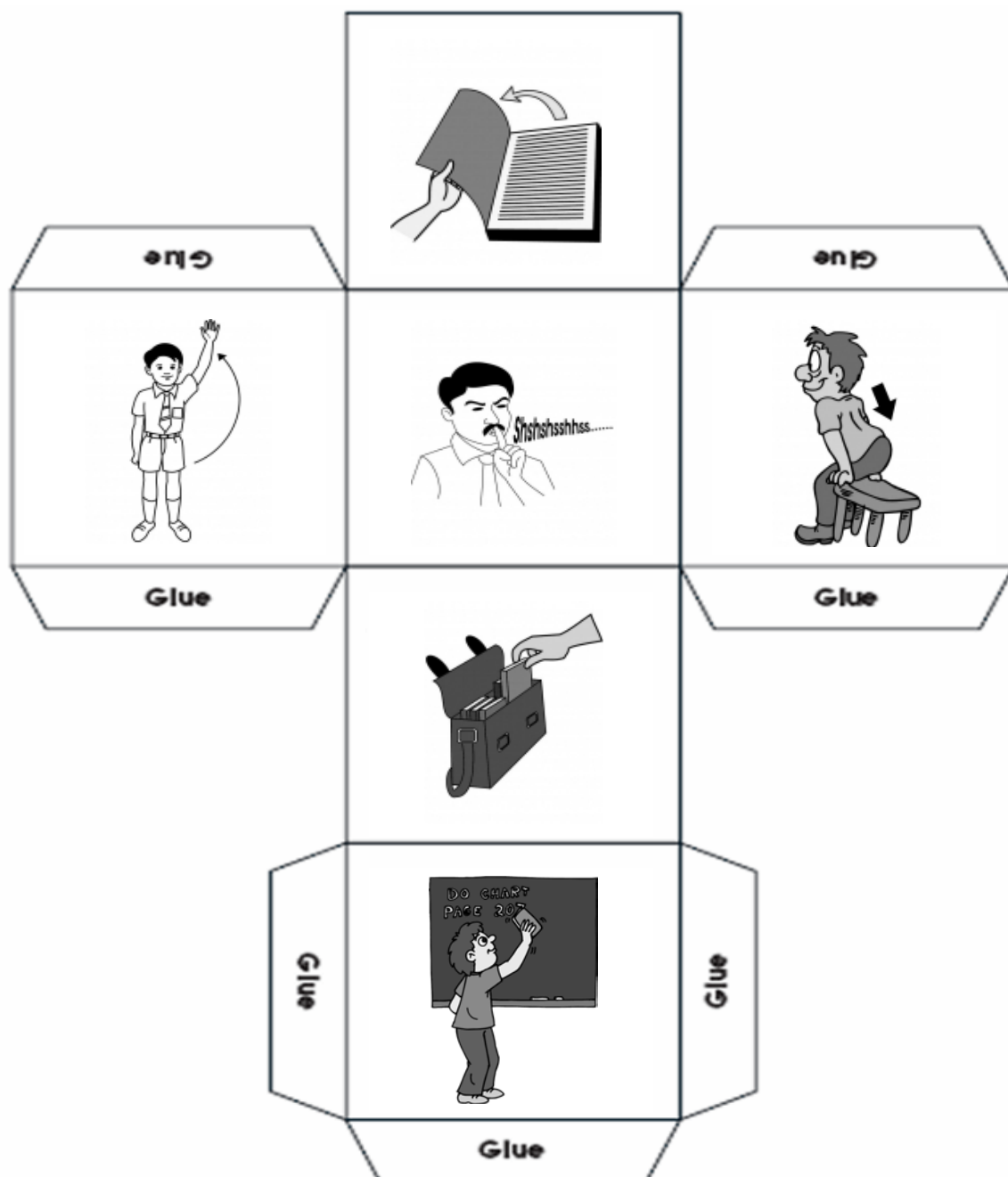|	
Sit down	Stand up
Open the book	Close the book
Raise your hand	Be quiet
Clean the board	Listen to me

The Instruction dice

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