

**DEVELOPING ENGLISH MATERIALS FOR A *DAY WITH ENGLISH*
PROGRAM FOR CHILDREN IN CLASS B OF TK KARYA RINI
YOGYAKARTA**

A THESIS

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



By:

Erny Ludvyani Sumantri

04202241047

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

2012

APPROVAL

**Developing English Materials for *A Day with English* Program for Children
in Class B in TK Karya Rini Yogyakarta**

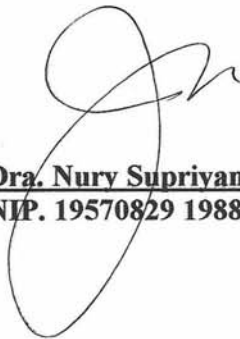
A THESIS

By:

**Erny Ludvyani Sumantri
04202241047**

Approved By:

**Yogyakarta, January 2012
First Consultant,**



**Dra. Nury Supriyanti, M. A.
NIP. 19570829 198812 2 001**

**Yogyakarta, January 2012
Second Consultant,**



**Lusi Nurhayati, M. Appl. Ling
NIP. 197902052003122001**

RATIFICATION

**Developing English Materials for *A Day with English* Program for Children
in Class B of TK Karya Rini Yogyakarta**

A THESIS

By:

Erny Ludvyani Sumantri
04202241047

Accepted by the Board of Examiners of English Education Department, Faculty of Languages and Arts, State University of Yogyakarta on January, 2012 and declared to have fulfilled the requirements to attain the *Sarjana Pendidikan* Degree in English Language Education

Board of Examiners

Chairperson : Drs. Samsul Maarif, M.A.
Secretary : Lusi Nurhayati, S.Pd, M.App. Ling
First Examiner : Dra. Jamilah, M.Pd
Second Examiner : Dra. Nury Supriyanti, M.A.

.....
.....
.....
.....

Yogyakarta, January 2012
Faculty of Languages and Arts
Yogyakarta State University



Dean,

Prof. Dr. Zamzani

NIP. 19550505 198011 1 001

PERNYATAAN

Yang bertanda tangan di bawah ini:

Nama : **Erny Ludvyani Sumantri**
NIM : 04202241047
Jurusan : Pendidikan Bahasa Inggris – S1 Reguler
Fakultas : Fakultas Bahasa dan Seni
Judul Karya Ilmiah : **Developing English Materials for A Day with English Program for Children in Class B of TK Karya Rini Yogyakarta.**

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

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

Yogyakarta, 13 Januari 2012

Penulis,



Erny Ludvyani Sumantri





DEDICATIONS

I lovingly dedicate this thesis to :



*My parents, my Mama and my Papa
for all the love, patience and prayers*



*All my teachers who shared their knowledge and showed me
the world*



All my friends who support me through our friendship

MOTTOS

You can, if you think you can.

(George Reeves)

**And in the end, it's not the years in your life that count.
It's the life in your years.**

ACKNOWLEDGEMENTS

Alhamdulillahirobil' alamin, all praises be to Allah SWT, the Almighty, the Merciful, and the Owner of the Universe who has blessed me so that I could finish this thesis.

I would like to express my sincerest gratitude to my first consultant *Ibu* Nury Supriyanti, M.A, for her patience and support in guiding and giving chances to get knowledge not only in writing the thesis but also in the study of English for Children. I would also like to express my deepest gratitude to my second consultant *Ibu* Lusi Nurhayati, M.Appl.Ling, for guiding, supporting and helping me in writing the thesis. I would also like to express the great gratitude to *Bapak* Basikin, M. Phil., M.Ed. for guiding me in the early period of my thesis writing. I also express my truly gratitude to *Bapak* Rajiman, S.Pd as the school principal, Bu Ain, Bu Pur, and Bu Dwi as teacher for supporting me in the actions and children of Class B of TK Karya Rini Yogyakarta who have voluntarily assisted me and got involved in the research. I would also like to express my great gratitude for *Ibu* Yuniar Diyanti, S.Pd and *Ibu* Ani Setyaningsih, S.Pd. for their feedback and suggestions that were really useful for my materials revision.

My special thanks go to my big family, my beloved mom Warningsih, my dad Agus Sumantri, my brother Erfan, and also for my beloved grandma; for the prayers, patience, supports and motivation.

I would also like to thank all my friends who have involved and contributed to the writing of the thesis. The first is for my thesis advisors, Agus and Ani for everything you've done, for your total support and patience in guiding me through my hard days dealing with my thesis. the second is for the members of C class PBI UNY 2004, Cindera for her great support and care, Asti for helping me during the implementations and for the SPSS, Ria, Tining, Isup for the sharing

and support, and Widya for allowing me using her stories as one of the materials for my thesis. I also thank Desty, Beti, and Ning for our lovely time in campus. I also thank Hanafi for making the great lay out of my materials and introducing me to the Corel Draw, Ms. Yuliyanti Rahayu for being a nice translator, and my friends in All Plus-Puri Kids for our silly and educating hours at office. I will never forget to say thanks to Ani's family for letting me doing many things in their house for hours. I do thanks to Shary Sacita for guiding me through my 'galau' moments and showing me the right path, to Charlies for our long friendship and for GeJe for having a great time for playing around, wasting time, and laughing: finally, I made it! The last is for all my friends whose names I cannot mention.

Finally, this thesis is still far from being perfect. Any criticisms, ideas and suggestions for the improvement of this thesis are greatly appreciated. However, I expect that it is useful for the development of the English teaching learning process at kindergarten.

Yogyakarta, January 2012

The Writer



Erny Ludyaning Sumantri

TABLE OF CONTENT

	Page
TITLE	i
APPROVAL	ii
RATIFICATION	iii
<i>PERNYATAAN</i>	iv
DEDICATION	v
MOTTO	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS	ix
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF CHART	xiv
LIST OF APPENDICES	xv
ABSTRACT	xvi

CHAPTER I: INRODUCTION

A. Background of the study.....	1
B. Identification of the Problems.....	3
C. Delimitation of the Problems	4
D. Formulation of the Problems	5
E. Objectives of the Study	5
F. Significance of the Study	5

CHAPTER II: LITERATURE REVIEW AND CONCEPTUAL FRAME WORK

A. Literature Review	7
1. The Characteristic of Kindergarten Students	7
2. Teaching English to Young Learner	9
3. Learning Material Design	11
a. Learning Materials	11
b. Developing English Teaching Materials	13
c. Characteristics of Children's Learning Materials	16

d. Materials Designing Model	20
e. The Principle of Effective Materials for Children	24
B. Conceptual Framework	27

CHAPTER III: RESEARCH METHOD

A. Type of the Study	29
B. Setting	29
C. Research Procedures	30
D. Research Instruments	29
E. Data Collection Techniques	33
F. Data Analysis Techniques	34
G. Validity and Reliability	36

CHAPTER IV: FINDINGS AND DISCUSSION

A. Reseach Findings	38
1. Needs Analysis	38
a. Children's Characteristics	38
b. Children's Needs	40
2. The English Materials Development for the <i>A Day with English Program</i>	41
a. The Course Grid of the First Draft	41
b. The First Draft	41
c. The Evaluation and Revision of the First Draft	49
d. The Course Grid of the Second Draft	54
e. The Second Draft	54
f. The Implementation of the Second Draft	56
g. The Analysis on the Second Draft	57
h. The Evaluation and Revision of the Second Draft	156
i. The Final Course Grid	158
j. The Final Product	158
B. Discussion	159
1. The Kinds and Characteristics of English Materials Appropriate for <i>A Dya with EwnGLISH Program</i>	159

CHAPTER V: CONCLUSION AND SUGGESTIONS

A. Conclusions	163
1. The Characteristics of the Good Materials	163
B. Suggestions	164
References	166
Appendices	168

LIST OF TABLES

Table 1 The Organization of the Questionnaires	33
Table 2 The Result of the Questionnaires (MaterialsEvaluation)	35
Table 3 Quantitative Data Conversion	36
Table 4 Descriptive Statistics of English Teachers' Responses as the First Respondents to All Units in the First Draft	50

LIST OF FIGURES

Figure 1 Procedures of Research and Development to Develop Teaching Materials	14
Figure 2 A framework for analyzing communicative task	20
Figure 3 A material design model	25
Figure 4 Stages in a classroom tasks	26

LIST OF CHART

Chart 1 The Mean of the Respondent's Responses toward the Materials	162
---	-----

LIST OF APPENDICES

Appendix A	: Curriculum	168
Appendix B	: Instruments	177
Appendix C	: Computation Result	185
Appendix D	: Field Notes	190
Appendix E	: Interview Transcript	208
Appendix F	: Course Grid and Leeson Plan	222
Appendix G	: First Draft	249
Appendix H	: Second Draft	271
Appendix I	: Final Draft	299
Appendix J	: Documentation	313

**DEVELOPING ENGLISH MATERIALS FOR A DAY WITH ENGLISH
PROGRAM FOR CHILDREN IN CLASS B OF TK KARYA RINI
YOGYAKARTA**

**By: Erny Ludvyani Sumantri
NIM 04202241047**

ABSTRACT

This research is aimed at developing English materials for *A Day with English* program for children in TK Karya Rini Yogyakarta. The materials were set as an effort to provide the non-existence of the English materials for the *A Day with English* program. The materials were developed based on the students' needs and characteristics.

This research is classified into Research and Development (R & D). The subjects were the children of Class B of TK Karya Rini Yogyakarta. The procedure in this research was as follows: collecting preliminary data, planning, development of preliminary form of product, preliminary field testing, main product revision, main field testing, and operational product revision. The instruments of this research were observations, interview guidelines, and questionnaires. The quantitative data from the questionnaires were analyzed by using central tendency measure. Meanwhile, the qualitative data from the interview were analyzed through interpretational analysis technique.

A Day with English program is held for the whole day, from the school starts until it finishes. It will give children more time to learn, to practice and to do more activities in order to improve their skill in English. The developed English materials for *A Day with English* consist of four units. They are *My Body*, *I Like Apples*, *I Love My Family* and *What Time is It?* They were developed based on the children's needs and characteristics. From the interview result and the questionnaires result, it can be concluded that the materials are appropriate for the children. However there are some tasks and activities which are not appropriate. Thus, the inappropriate tasks are revised. The characteristics of the appropriate English materials are as follows: (1) The input of the materials should be related to the children's daily life. (2) The materials should be fun, colourful, simple, and attractive. (3) The materials should give the children opportunity to use the language to communicate directly. (4) The materials should have patterns and routines. (5) The activities in the materials should be plenty and various. (5) The materials should allow them to work and to learn in various classroom settings, such as individual, pair, group, and classical works.

CHAPTER I

INTRODUCTION

A. The Background of the Study

In order to introduce English earlier, Indonesian government has included the language in the elementary school curriculum since 1994. This policy was followed by the emergence of many English courses conducted in kindergarten as one of their extracurricular subject. This course is aimed at introducing English at early age, accustoming the use of English in daily life and supporting the later English learning in the elementary level.

Introducing English as a foreign language in kindergarten is considered beneficial in some aspects. Pinter (2006: 32) states that it offers the children opportunities to widen their horizons and awaken their early enthusiasm and curiosity about language. She also states that children are more sensitive to sounds and rhythm of new languages and they enjoy copying new sounds and patterns of intonation. This fact gives more opportunities to young language learners to produce a native-like pronunciation.

Considering the importance of English, TK Karya Rini Yogyakarta conducts an English program named *A Day with English*. *A Day with English* is a term used for an English teaching-learning process which is giving optimum English exposure to children through interesting activities such as songs, games, chants, etc. The teacher picks a day in a week when the children use English in the teaching learning process for the whole day, from

the beginning of the day until the school finishes. In *A Day with English*, teachers and children will use English most of the time both in communicating with others and in teaching learning process in order to get the children acquire English well and familiarize them with English. For *A Day with English* in kindergarten, children will learn English through songs, stories, role plays, movies, and games. There will be many interesting activities for children that will make them familiar with English. This program is suitable for kindergarten children because it can form their habit to use English in daily life. It also provides a good atmosphere for the children to practice their English and explore their ability.

However, to run the program, some aspects are required such as the human resources, the material, the facilities, the fund, and so on. Those elements are supporting each other to create a good program. The school has the authority to fulfil all the aspects needed. Since the researcher is also the English teacher, it is very important to make sure that the teaching learning process is well organized and well prepared. One of the ways is preparing the material for the program. The researcher finds that it is difficult to provide appropriate material that can be used as input in teaching English in her classroom. The school does not have enough material which involves interesting activities that can be used for the program.

Considering the fact above, the researcher tries to design materials for *A Day with English* program at Class B of TK Karya Rini Yogyakarta which are suited to the kindergarten's curriculum.

B. Identification of the Problem

Children are different from adult. They are not adult miniature. They have their own thought and character. That's why the materials for teaching language to children should be different from the materials for teaching adults. Children are more enthusiastic and lively as learners, bring so much experience in life and knowledge of their worlds, are well at making sense of what is around them and have already learn at least one language. The period of childhood, that is around 4 to 7 years old, is the transition period between the early childhood periods to late childhood period. Piaget in Kemp (77:47) called it the pre-operational stage. The kindergarten children will learn faster through playing and interacting with real objects than reading the books or oral explanation. Playing is not merely a chance for the children to express themselves but also an activity helping them to develop their cognitive, affective and psychological competences with fun.

In general, kindergarten children are in the age of 4-6 years old. In their age, they are more interested in learning through games, songs, story, and actions. Children have their own needs, experiences, purposes and interest. Their world is their daily games, daily life activities, events of interest to them, and new language that they may come across. The children communicate all their needs and experience and receive new knowledge in their mother tongue.

To make a good and effective *A Day with English* program, a set of English teaching materials is needed to run the program. Therefore, it is

important to develop English materials, which help the teachers and the students to learn English. A set of materials is needed to develop and produce fun, creative, visual, contextual and effective activities to learn English, which involve children and give them many chances to practice English in the activities in a fun atmosphere. Also the children can acquire English well in an easy and interesting way.

This study tries to develop materials for *English Day* program for children in TK Karya Rini Yogyakarta. By providing the materials, the researcher expects that the kindergarten children will involve in the teaching-learning process and they will have many chances to explore and practice their English and also to be familiar with English.

C. Delimitation of the Problem

Based on the background of the study and the problem identification, the research is conducted to develop English materials which are appropriate for the children in Class B in TK Karya Rini Yogyakarta.

However, due to the constraints of time, the topic under the study is limited only to develop the appropriate English materials for *A Day with English* program. This research will develop effective materials, covering four topics, some samples of expressions and input text media or teaching-learning aids.

D. Formulation of the Problem

In line with the limitation of the problem above, the problems in this research is formulated as follows:

What are the kinds and characteristics of English materials appropriate for English teaching and learning for a *A Day with English* Program at Class B of TK Karya Rini Yogyakarta?

E. Objectives of the Study

Based on the formulation of the problems above, the objectives of this study is to develop a set of English materials which are appropriate for English teaching and learning for a *A Day with English* program at Class B of TK Karya Rini Yogyakarta.

F. The Significance of the Study

This study is expected to give a contribution to some parties:

1. For kindergarten teachers and principals, the study can give input to vary techniques of teaching by using the English teaching materials and as a source of activities in teaching and learning process.
2. For materials writers for children, the study can give input to develop other English teaching materials and to design programs that meet English learners' need.
3. For other researchers, the study can give input to conduct further research of developing the English teaching materials

4. For the children of English Department State University of Yogyakarta, the study will be useful for EFC children to develop English teaching material for children.

CHAPTER II

LITERATURE REVIEW

A. Literature Review

1. The Characteristics of Kindergarten Students

Teaching English to kindergarten students is not the same as teaching adults. They get bored easily when the teacher explains grammar. Children lose their interest quickly on difficult task (Cameron 2001: 1).

According to Brewster and Ellis (2002: 29), students in the age of 3-6 years old are capable of symbolic thought, where a picture can be substituted for the real thing. The very young learners need opportunities to choose and decided on actions: to investigate, explore and be curious; be encouraged to questions to work things out activities which help them to focus and pay attention in order to develop memory on concentration skills. The aims of educating very young learners are producing happy, confident, enquiring children, interested in life and enthusiastic about the challenges they encounter.

Brewster and Ellis (2002: 27) propose some characteristics of children. They state that young children have a lot of physical energy and often need to be physically active. They have big curiosity about everything around them so that they cannot sit down calmly for long time. They also easily get bored and lose their interest when they learn about something difficult and do not involve them into the main activities. Moreover, young children learn more

slowly and forget things quickly. Children are more interested in learning what they see and what they hear.

According to Pinter (2006: 2), younger learner is children at pre-school or in the first couple of years of schooling. Pinter (2006: 2) also stated that younger learners have their own characteristics:

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

Teachers and parents know that every child is unique and even in the same context there are often significant differences between children within the same age range. This because children learn at their own speed; they change quickly and develop new skills and abilities in spurts.

Scoot and Yteberg (1983: 2-4) divide children into two main groups, the five to seven years old and eight to ten years old. What five to seven years old can do at their level are: they can talk about what they are doing and tell you about what they have done or heard. They can also plan activities, argue for something and tell you why and what they think. They can use logical reasoning and their vivid imaginations and use a wide range of intonation

patterns in their mother tongue. The last thing is that they can understand direct human interaction.

Another characteristic of young student is that they understand situation more quickly than they understand the language. They use language skill long before they are aware of them. Their own understanding come through hands, eyes, and ears. They are very logical, what you say first happen first but they have a very short attention and concentration span. Sometimes the young learners have difficulty in knowing what fact is and what fiction is. They are often happy playing and working alone but in the company of others. The other thing is they cannot decide for themselves what to learn. They are enthusiastic and have a positive thinking about learning environment. They love to play and learn best when they enjoy.

2. Teaching English to Young Learner

Cameron (2001: xii) writes that there are some misunderstanding about teaching the young learner. First, some people often think that teaching children is straightforward and second the children only need to learn simple language. But children can always do more than we think they can; they have huge learning potential, and the foreign language classroom does them a disservice if we do not exploit that potential. According to her, teaching languages to children needs all skills of the good primary teacher in managing children and keeping them on task, plus knowledge of the language, of language

teaching and of language learning. She (2001: xiii) also states that children need more than 'simple' language that only 'simple' topics are covered.

Kindergarten is a pre elementary school level or the last year of preschool. Kindertartens program emphasize creative play, social interaction, and natural expression. They also teach social skill and provide children with an academic foundation for the first grade. Froebel in Guttek (2001) believed that every child's inner self contained a spiritual essence, a spark of divine energy that enable a child to learn independently. He writes:

....In 1837 Froebel opened a kindergarten in Blakenburg with a curriculum that features songs, stories, games, gifts, and occupations. The songs and stories stimulated the imaginations of children and introduced them to folk heroes and cultural values. Games developed children's social and physical skill. By playing with each other, children learned to participate in a group. Froebel's gifts, including such objects as spheres, cubes, and cylinders, were designed to enable the child to understand the concept that the object represented. Occupations consisted of materials children could use in building activities. For examples clay, sand, cardboard, and sticks could be used to build castles, cities, and mountains...

It implies that a happy and fun nuance will help the kindergarten students to get some competences including the foreign language competences. Playing games, listening or presenting poems, singing songs, listening stories, will be a good way to teach foreign language to them in which they could learning with fun and happily laughing at the same time.

Brown (2000, 88-89) writes that language lessons can at times be difficult for children; the teacher has to make them interesting, lively, and fun. He notes that the teacher can do the following advice:

1. Because children are focused on the immediate here and now, activities should be designed to capture their immediate interest.
2. A lesson needs a variety of activities to keep interest and attention alive.
3. A teacher needs to be animated, lively, and enthusiastic about the subject matter. Consider the classroom a stage on which you are the lead actor, your energy will be infectious. While you may think that you are overdoing it, children need this exaggeration to keep spirits buoyed and minds alert.
4. A sense of humour will go along way to keep children laughing and learning. Since children's humour is quite different from adults', remember to put yourself in their shoes.
5. Children have a lot natural curiosity. Make sure that you tap into that curiosity whenever possible, and you will thereby help to maintain attention and focus.

3. Learning Material Design

a. Learning Materials

Tomlinson (1998: 2) states material refers to anything, which are used by the teachers or learners to facilitate the learning of a language. Materials could obviously cassettes, videos, CD-rooms, dictionaries, grammar books, readers, workbooks, or photocopied exercise. They could also be newspapers, food packages, photographs, life talks by native speakers, instruction given by a teacher, task written on card or discussion between learners. In other words, they can be anything, which is deliberately used to

increase the learner's knowledge and/or experience of the language. The materials should be interesting, using many kinds of media and activities so that the students will be motivated and interested in the teaching learning process.

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

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

Tomlinson (1998: 7) also states that there are some criteria for good learning materials; materials should achieve impact, materials should help learners to feel at ease, materials should help learners to develop confidence, what is being taught should be perceived by learners as relevant

and useful, materials should require and facilitate learner self-investment, learners must be ready to acquire the points being taught, materials should expose the learners to language in authentic use, the learners' attention should be drawn to linguistics features of the input, materials should provide the learners with opportunities to use the target language to achieve communicative purposes, materials should take into account that the positive effects of instruction are usually delayed, materials should take into account that learners differ in learning styles, materials should take into account that learners differ in affective attitudes, materials should permit a silent period at the beginning of instruction, materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement which stimulates both right and left brain activities, materials should not rely too much on controlled practice, and materials should provide opportunities for outcome feedback.

b. Developing English Teaching Materials

Tomlinson (1998: 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 maximized the likelihood of intake: in other words in supplying of information about and/or experience of the language in ways designed to promote language learning. Material developers may write textbooks, tell stories, bring advertisements

into the classroom, express an opinion, provide samples of language use or read a poem aloud.

According to Hutchinson and Waters (1987: 21), designing a language teaching course is a matter of works to sequence processes of producing a syllabus, designing teaching materials, doing a classroom teaching, and making an evaluation. They proposed the procedures of research and development to develop teaching materials into

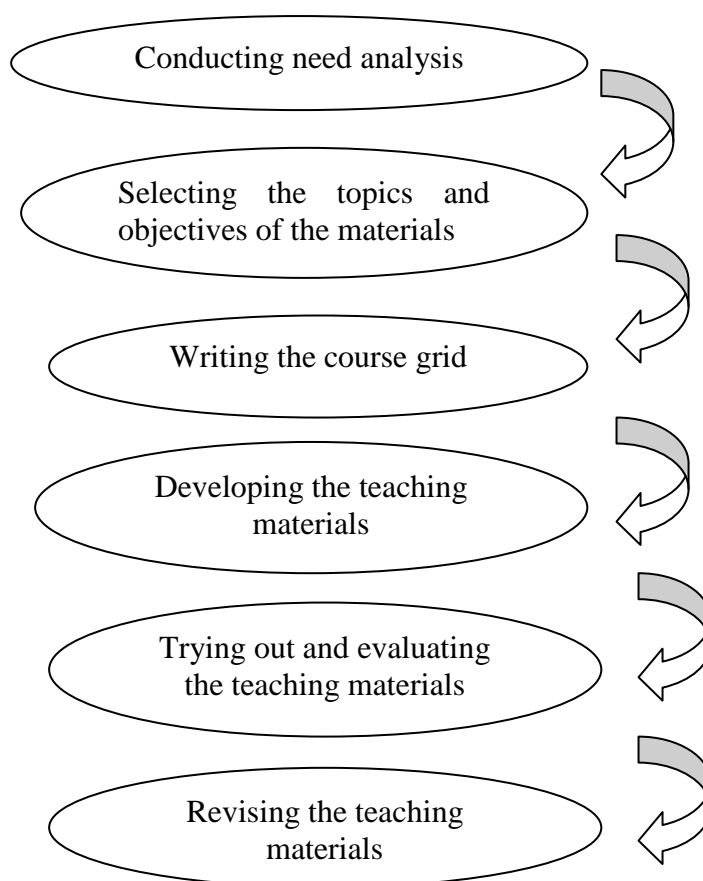


Figure 1: Procedures of Research and Development to Develop Teaching Materials (1987: 21)

Before developing materials Brown, James (1995: 140) suggests a framework for materials design:

a) Approach

The one point about which most language curriculum developers would probably agree is that there must be some sort of theoretical motivation underlying any curriculum development. Brown calls it approaches and interpreted as ways of defining what students need to learn based on assumption and theoretical positions drawn from discipline as diverse as linguistics, psychology, and education.

b) Syllabuses

The teaching activities called syllabus are predominantly concerned with the choices necessary to organize the language content of a course or program. The procedures involved in developing a syllabus should eventually include examining instructional objectives, arranging them in term of priorities, and then determining what kinds of techniques and exercises are required in order to attain those objectives.

c) Techniques

Once the syllabuses are in place, the category of teaching activities called techniques comes into play. This set of activities was defined as ways of presenting language points to the students. Materials developers must make decisions early in the process about the principal kinds of activities and learning experiences that the program will use and the criteria that will be employed for selecting those activities and experiences.

d) Exercises

Once the approaches, syllabuses, and techniques have been attentively set, the category of teaching activities called exercises must be considered. Brown defined this set of activities as ways of having the students practice the language points they have been presented. Language can be practiced in many ways, but typically such practice centres on the student using the language in some interactions such as learner to learner, learner to self, learner to teacher, learner to group, learner to cassette player, learner to class, and so forth. These learning experiences are selected and facilitated by the teacher to help bring about practice that will reinforce learning.

Materials development aims to develop input sources. Materials should be suitable for the level of the students. The activities should vary and motivate the learners in the teaching learning process.

c. Characteristics of Children's Learning Materials

Considering all that are discussed above, the development of teaching materials should take into account a number of requirements. In addition, Scott and Ytreberg (2004: 5) propose eight principles in teaching English as second or foreign language to children. They are:

1) Words are not enough

The materials should not only be relied on the spoken words. Most activities for the younger learners should include movements and involve the senses. Teachers will need to have plenty of objects and

pictures to work with, and to make full use of the school and their surroundings. Teachers demonstrate or give the example to their students. The balance will change as the children get older, but appealing to the senses will always help the pupils to learn.

2) Play with the language

The materials should let the pupils talk to themselves by making up rhymes, singing songs or/and telling stories. The students should play with the language by experimenting words and sounds: 'Let's go – pet's go.' 'Blue eyes – blue pies.' Playing with the language in this way is very common in first language development and is a very natural stage in the first stages of foreign language learning too.

3) Language as language

Language which the children acquire is language the children can easily use in spontaneous conversation.

4) Variety in the classroom

Varieties in the classroom are necessary, for example, varieties of activities, varieties of paces, varieties of organizations, and varieties of choices.

5) Routines

Children benefit from knowing the rules and being familiar with the situation. The materials should have systems and routines. The teachers should organize and plan their lessons through familiar situations and

familiar activities. This can be done, for example, by repeating stories and rhymes.

6) Cooperation not competition

The materials should avoid rewards and prizes. Other forms of encouragement are much more effective by making room for shared experiences – they are an invaluable source of language work and create an atmosphere of involvement and togetherness. Most of students enjoy the feeling of belonging and this is particularly true of young children.

7) Grammar

Children have an amazing ability to absorb language through play and other activities which they find enjoyable. How good they are in a foreign language is not dependent on whether they have learnt the grammar rules or not.

8) Assessment

Even though formal assessment may not be a compulsory part of the teacher's work, it is always useful for the teacher to make regular notes about each child's progress. The teacher may want to tell parents how their children are doing, and the teacher should be talking to the children regularly about their work and encouraging self-assessment. From the beginning this can be done in very simple terms, stressing the positive side of things and playing down what the pupil has not been able to master. Nothing succeeds like success.

Brewster and Ellis (2002: 244) state that assessment at primary level can be described as an attempt to analyze the learning that a child has achieved over a period of time as a result of the classroom teaching learning situation. Assessment does not need to be based on a particular task nor is it always expressed as a percentage or mark. It may include a teacher's subjective opinion of the achievement of a child in term of attitude, participation and cognitive development. Assessment is also assessed 'relatively' in that the progress of an individual child can be measured against his or her individual starting points and abilities, instead of being compared with skills and abilities of other children.

Based on the theories above, assessment for kindergarten students focuses more on the process of teaching learning. It is done through students' performance, interaction, listening comprehension: giving verbal and non-verbal responses, frequency of students' responses, and students' affective factors: anxiety and motivation (Brown 2004: 207).

Children learn directly and indirectly. When teachers are controlling activity fairly closely, children sometimes seem to notice something out of the corner of their eyes and to remember it better than what they were actually supposed to be learning. They need different and special treatments through interesting and suitable learning tasks which encourage them to get information from variety sources. The activities should be flexible enough to move on the next activities when children are getting bored.

d. Materials Designing Model

Teaching and learning materials are realized in the form of task. The task should contain certain skill and have a relation to learners' needs and interest. Nunan defined task as a piece of classroom work that involve learners in comprehending, manipulating, producing, or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and the interaction is to convey meaning rather than to manipulate form (2004: 4). Nunan proposes the components of task in a framework below (2004: 41)

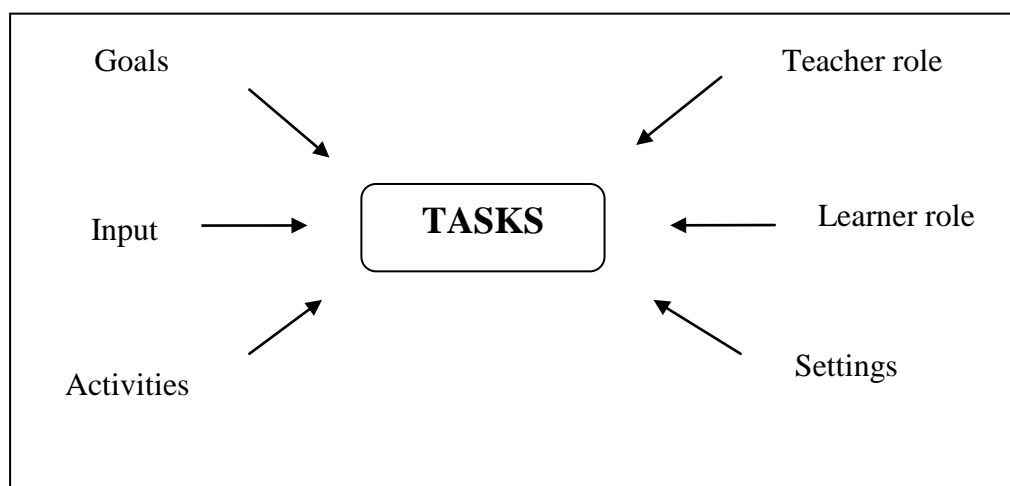


Figure 2: A framework for analyzing communicative task (Nunan, 1989:11)

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

1. Goal

Nunan states that goals are vague general intentions behind any given learning task (2001: 41). Goals relate to a range of general outcomes or

directly describe teacher or learner behaviour. The goals sometimes are not explicitly stated but it can be concluded from the examination of a task.

2. Input

Input refers to the spoken, written, and visual data that the learners work with in the course of completing a task (Nunan, 2004: 47). Input can be in the form of letter, newspaper, recipe, picture, dialogue, magazine, etc. Those inputs give the learners an imagination and drive them to process the information based on their background knowledge before they go to the activities. In addition, Hutchinson and Water (1987: 108) note that input can be in the form of a text, dialogue, video recording, diagram or any piece of communicative data depends on the result of need analysis of the learners. Input provides:

- Stimulus material for activities
- New language items
- Correct model of language use
- A topic for communication
- Opportunities for learners to use their info processing skills
- Opportunities for learners to use their existing knowledge both of the language and the subject matter.

3. Procedures

Nunan notes that procedures or activities are what learners will actually do with the input which forms the point of departure for learning task (2004:

52). Furthermore, Nunan elaborates tasks types into three activities (2004: 57):

- Info-gap activity, involves transfer of given info from 1 person to another, calling for decoding or encoding of information from or into language.
- Reasoning-gap activity, deriving some new info from existed info through inference process, deduction, practical reasoning, or a perception of relationship or patterns.
- Opinion-gap activity, involves identifying and articulating a personal preference, feeling, or attitude in response to a given situation.

Pattison (1987) in Nunan (1989: 68) also proposes seven types of activities.

- a. Questions and answers
- b. Dialogues and role-plays
- c. Matching activities
- d. Communication strategies
- e. Pictures and pictures stories
- f. Puzzle and problems
- g. Discussion and decision

4. Teacher and Learner Roles

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

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

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

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

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

5. Settings

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

e. The Principles of Effective Materials for Children

Cameron (2001: 30-31) states that the essentials aspects of “task” in the material for younger learner is that the learners focused on the meaning of the content rather than on form. There are five key features of classroom tasks for children in learning a foreign language. The first key is that the task should have coherence and unity for learners. It includes the topics, activity and outcome. The second key is that the tasks should have meaning and purpose for the learners. The third key is that the tasks should have clear language leaning goals. The fourth key is that the tasks should have a beginning and end. And the last key is that the tasks should involve the learners actively.

According to Brown (2001: 89), children need to have all five senses stimulated. That is why the activities for them should strive to go well beyond the visual and auditory models that we feel sufficient for a classroom. There are four principles to teach young learners. The first principle is that the teacher should pepper the lessons with physical activities, such as having students act out (role-play), play games, or to do TPR activities. The second principle is that the project and other hands-on activities go along way toward helping children to internalize language. Then the third principle is that the sensory aids here and there help children to internalize concepts. The smell of flowers, the touch of plants and fruits, the tastes of foods, liberals doses of audiovisuals aids like videos, pictures, tapes, music-all are important elements in children’s language teaching. The last principle is that the teacher should

remember that their non verbal language is important because children will indeed attend very sensitively to your facial features, gestures, and touching.

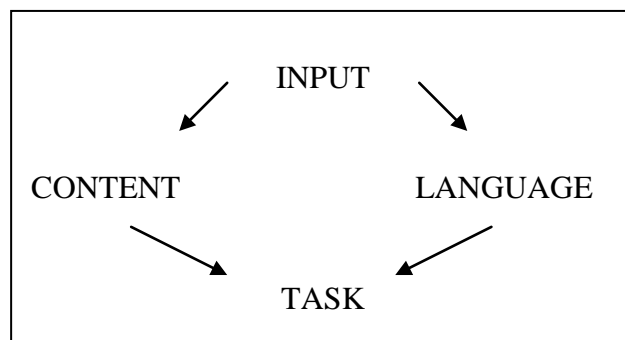


Figure 3: **A material design model (Hutchinson and Waters, 1987: 109)**

The focus of the model above is task. According to Nunan (1989: 10-11), the communicative task is a piece of classroom work which involves learners in comprehending, manipulation, producing or interacting in the target language while their attention is principally focused on the meaning rather than form. The essential aspect of a “task” for younger learners is that the learners are focused on the meaning of the content rather than on form (Cameron 2001: 30).

Task contains some form in input data which might be verbal or non-verbal, an activity is in someway derived from the input and which sets out what the learners are to do in relation to the input.

Meanwhile, Cameron (2001: 31-32) proposes stages in a classroom tasks. The stages can be seen in the figure below:

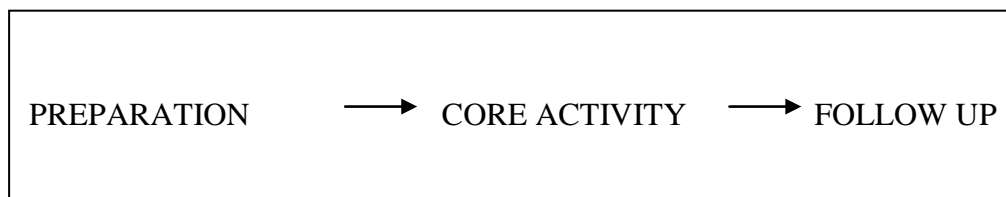


Figure 4 : **Stages in a classroom tasks (Cameron 2001)**

According to Cameron, the '*core activity*' is central to the tasks. Therefore, without the core, the tasks will collapse. The core activity is set up through its language learning goals. Meanwhile the '*preparation*' activity will prepare the learners to be able to complete the core activity successfully, and might include pre-teaching of language item or activation of topic vocabulary. And '*follow up*' stage will build on successful completion of the core, perhaps with a public performance of work done in the core or with written work based on oral language used in the core.

Based on the Hutchinson and Waters (1987) and Cameron (2001) description on how to design materials and stages in a classroom tasks, the researcher has drawn a general conclusion on the way to develop the materials. In the case of developing the materials, the researcher first needs to conduct needs analysis to know the characteristics of the students and their need and preference of learning, and then writing the materials which are suitable to the learner's need and interest. Generally, materials for kindergarten students should be easily, concrete, simple and close to the learner's need.

B. Conceptual framework

It has been described in the identification of the problem that teaching English to children is different from adult. They need more interesting activities and a good learning atmosphere. More playing and simulation will be effective. Learning English is a habitual process for children. They will acquire English well when they feel comfort and enjoy the situation. It needs different method. Children are more interested in learning through games, songs, story, and actions.

Children in TK Karya Rini Yogyakarta need a new and fresh method to learn English. The English teaching-learning process at TK Karya Rini Yogyakarta which is guided by an English teacher with about twenty students for each class and meets once in a week for thirty minutes is assumed to have its own complexity. The researcher considers that *A Day with English* program in this kindergarten can help the teacher and also the students to find an effective way to learn English. This program contains many interesting activities which can attract the students' interest to involve more actively in the teaching-learning process. This research tries to find out the suitable English teaching materials for *A Day with English* Program for teaching English to children in TK Karya Rini Yogyakarta. The actual data about the implementation of English teaching material in TK Karya Rini Yogyakarta will be collected then it will be processed and developed in order to construct good English teaching materials for *A Day with English* program. It is expected the results of this study will give some additional knowledge about English

teaching materials for *A Day with English* program at kindergarten level to all the English teachers not only in kindergarten levels but also in higher levels. It will also be useful for kindergarten practitioner and those who concerns with the developing of English teaching-learning process in kindergarten level.

CHAPTER III

RESEARCH METHOD

A. Type of the Study

Based on its purpose, this study was classified as Research and Development (R&D) (Gall 1992: 10). It is conducted not to formulate or to test theory but to develop effective products to use in educational program. The product of R & D effort includes: teacher-training materials, learning materials, sets of behavioural objectives, media materials and management systems.

Meanwhile, Gall and Borg (2003: 569) state that Educational Research and Development (R & D) is a process used to design new products and procedures which are systematically field-tested, evaluated and refined until they meet specified criteria of effectiveness, quality, or similar standards. The steps of this process were usually referred as the R & D cycle, which consisted of studying research findings, field testing it in other setting where it would be used eventually and revising it to correct the deficiencies found in the field testing stage. In more rigorous programs of R & D, this cycle was repeated until the field test data indicated that the product met its behaviourally defined objectives

B. Setting

The research was conducted at TK Karya Rini Yogyakarta. The school was located in Kompleks Gedung Wanitatama Jalan Adisucipto no 86 Yogyakarta. This kindergarten had English as an extracurricular subject. It was held every Saturday for about thirty minutes for each class. There were two classes, A and B. The school

personnel comprised a headmaster and 3 teachers. The headmaster himself also became the teacher. There were 25 children in class A and 20 children in class B. The children age range was from 4 to 7 years old. In this study, the participants were the children in class B.

C. Research Procedures

1. Needs Analysis

This stage was intended to obtain the information about the students and their needs for learning English. The information was about their profile, their socio-cultural background, the learning styles, the student's interest and their needs of learning English. This analysis was used by the researcher to determine the suitable English teaching materials for *A Day with English* program for the children in TK Karya Rini. The data about the students needs were collected through interviews with the students and the teachers; and classroom observations.

2. Planning

The information collected from the first stage was used to plan the materials. This activity included defining the targeted skills, starting objectives and determining course sequence. The topics and objectives of the materials were selected based on a subject that was relevant with and interesting to the learners. The researcher used the needs analysis and the curriculum as the basis for choosing the topic. She also had interviews with the teachers to help her choose appropriate topics for kindergarten learners.

The activities involved the learners in investigating the topic. In this research, the researcher only took four units as the examples of the materials, which were suitable for the students' needs.

3. Writing the Course Grid

After selecting the topics of material contents, the researcher wrote the course grid based on the children's needs and referred to some ideas shared by underlying theories. In creating the course grid, the theories were combined from Hutchinson and Waters (1987) and Cameron (2001).

4. Developing the Materials

Developing the materials was an important step in instruction planning, looking for the facts that successful instruction dependent much on how well instructional materials were developed and presented. This stage included writing and developing the first draft of the materials.

5. Evaluation of the First Draft

The first evaluation was done before the try out. In this stage, the materials were evaluated based on the judgement of the experts. The judgements were obtained from questionnaire given to the experts.

6. Trying Out the Materials

After the process of evaluating the first draft of the materials, they were implemented to the respondents. It was aimed at getting feedbacks which were used to revise the materials. Furthermore, the implementations were held in class B to obtain many feedbacks to use in the next stage. The result of the first implementation was then used to re-modify the materials.

7. Evaluation of the Second Draft

In the second evaluation, the researcher evaluated the materials based on the researcher's reflection on the try-out and the result of the in-depth interview with the children and the teachers.

8. Revising and writing the final draft of the materials

Based on the analysis of the opinions and suggestions, the researcher finally could produce the final draft of the materials. The final product of this stage was a final draft of English teaching material for *A Day with English* program for children in TK Karya Rini Yogyakarta.

D. Research Instruments

The instruments used to gather the data were interview guidelines and questionnaire.

1. Interview Guidelines

The researcher had a series of interviews with the teachers and the students. The first interviews were used in getting the need analysis to obtain data about learners' profile, their needs and preferences. Then, during the implementation of the materials, the researcher also still had a series of interviews with the students and the teachers to evaluate the materials. The interviews guided the researcher to decide whether the English teaching materials for *A Day with English* was suitable or not for them.

2. Questionnaires

The next step, the questionnaires were also used. In this step, the questionnaires were used in getting the experts' judgements. It was meant to get

their general opinions about the first draft of the materials whether they were suitable for the students or not. The questionnaires were in the form of a Likert Scale. It consisted of a series of statements which was related to a particular target. Respondents were asked to indicate the extent to which they agree or disagree with the items by marking (e.g. giving (X) or (√)) one of the responses ranging from strongly agree to strongly disagree (Dornyei, 2003: 45).

Below was the organization of the questionnaires

Table 1 : The organization of the questionnaires

Question number	The purpose the question	References
1 - 6	To find information concerning the relation among the materials, the curriculum and syllabus, and the learning objectives	Brewster, Ellis, and Girard (2002) Nunan (1989)
7 - 15	To find information concerning the inputs of the developed materials	Pinter (2009) Nunan (1989)
16 - 22	To find information concerning the activities of the developed materials	Nunan (1989)
23 - 24	To find information concerning the setting of tasks	Nunan (1989)
25 - 27	To find information concerning the teacher role toward the materials	Nunan (1989)
28 - 29	To find information concerning the students' role toward the materials	Nunan (1989)
30 - 33	To find information concerning the appearance of the materials	Brewster, Ellis, and Girard (2003)

E. Data Collection Techniques

The data in this research was collected in two separated time. The data of the learners' needs and characteristics were first collected as a base to develop the materials. After that the researcher did the second data collection. It was done during the

implementation of the materials. The second data was used to revise the developed materials.

F. Data Analysis Technique

In this research, there were two types of data. The first data was taken from the researcher teaching reflection and interview, while the second type of the data was taken from the questions in the questionnaires. The data which were in the form of interview transcript with the children, class teacher and parents were analyzed qualitatively. Moreover, the data collected from the questionnaire were analyzed using descriptive statistics.

In analyzing the qualitative data the researcher used five steps proposed by Gall.et. al (2003: 453) which were called interpretational analysis. They consisted of segmenting the database, developing or selecting categories, coding segments, grouping category segments and drawing conclusions. First the researcher broke the recording transcribe into segments. A segment could be a phrase, a sentence, a paragraph or even several pages of text which contains only one item of information. Next the researcher selected a category system in which she used four categories used to evaluate the developed material. They were goals, input, activities and appearance of the materials. Later, the researcher coded the segments according to the categories used and grouped the same segments together. Finally, the researcher drew conclusions based on the grouped-segments.

Moreover, in analyzing the data from the questionnaire, the researcher used descriptive statistics. Descriptive statistics are mathematical techniques for organizing and summarizing a set of numerical data (Gall.et. al, 2003:131). It

includes frequencies, central tendency, and variabilities. To analyze the data of the respondents' responses towards the statement in the questionnaire in this research the researcher used the central tendency measure.

Central tendency is a single numerical value that is used to describe the average of an entire set of scores (Gall.et. al, 2003:131). The researcher then analyzed the result of the respondents' statements related to the developed materials using the central tendency measure. Since the central tendency measure consists of mean, median and mode, the data collected from the questionnaire were then presented as in the following table.

Table 2 : The Result of the Questionnaire (Materials Evaluation)

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

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

1 = Strongly Disagree

2 = Disagree

3 = Undecided

4 = Agree

5 = Strongly Agree

Later, to make the quantitative data easier to read, the researcher converted to the computation results of the questionnaire into interval of mean values on a scale of 1 to 5 as in the following table.

Table 3: **Quantitative Data Conversion**

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

Proposed by Sudijono, 2003 : 339

Table 2 above presents the scales and the categories of the quantitative data conversion. It also presents the formula of the interval of mean values and the computation of the formula. It was known that X was the average mean values of each aspect, \bar{Xi} is the ideal average, and $S_{\bar{xi}}^-$ is the ideal standard deviation.

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

G. Validity and Reliability

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

To assure the validity of the materials in this study, the researcher used the content validity and construct validity. The content validity of the materials in this

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

Moreover to measure the reliability of the questionnaire, the researcher used Cronbach's Alpha Formula. After all of the items were valid, the reliability was interpreted from the out put.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

In conducting the study, the researcher followed the procedure of the study which is adapted from the steps of Research and Development cycle. According to Borg and Gall (1983); there are ten majors steps used in the Research and Development cycling including research and information collecting, planning, development of preliminary form of product, preliminary field testing, main product revision, main field testing, operational product revision, operational field testing, final product revision, and dissemination and implementation.

In order to answer the first question in the problem formulation, eight steps of Research and Development cycle were employed. After step one to step five of the cycle were completed, an implementation and a main field testing were conducted together to see how the designed materials were implemented and to get the feedback from the children and teachers toward the materials. After that, an operational product revision was conducted to revise and present the final draft of the materials.

The findings of the study are organized into five sections. They are 1) presenting the results of the needs analysis, 2) writing the course grid, 3) designing the materials, 4) evaluating and revising the first draft of the tasks and 5) implementing, evaluating, and revising the second drafts of the materials.

1. Needs Analysis

a. Children's Characteristics

There were 20 children in Class B in TK Karya Rini Yogyakarta. They varied in age from 6 to 7 years old. Most of them (15 children) were six years old. The data of the children in class B in TK Karya Rini Yogyakarta was presented in appendix B.

After doing the observations and interviews, the researcher then found three characteristics of the class B children in TK Karya Rini Yogyakarta. The first

characteristic was the children's emotional/social attributes. Almost all of the children were already willing to share with their friends. They were already willing to work in pairs. They also had positive relationship with their friends. They could play together and talk about their experiences. The other could be observed from their independence and responsibility on what they were doing. They were already able to take the responsibility in managing their toys and crayons in their classroom after they use of them.

The second was children's attributes of their physical development. The children were already able to do simple actions such as skipping, hopping, running, jumping and dancing with music. They enjoyed those activities in the front yard with their friends. They liked running and catching their friends, hopping and jumping during the break. Most of them were also already able to use their writing equipment such as fat crayons, tiny pencils and eraser appropriately. This is supported by the interview with the teacher.

R : *Kalau untuk aktivitas yang banyak bergerak mereka suka bu?*

(How about physical activities, do they like it?)

T : *Ya, mereka suka sekali. Kalau istirahat mereka sukanya lari-larian, main lompat tali, atau main bola.*

(Yes, they do. During the break time, they like running, playing skipping or playing football.)

(Interview 2, Appendix E, Page 209)

The third was the cognitive development attribute. Basically the children were already able to write their name, count from 1 until 20, read simple sentences and follow simple instructions such as "sit down please", "stand up please" etc. They enjoyed role playing activity in their classroom. They were able to recognize kinds of profession such as a waiter, a doctor, a teacher, etc and then pretended to be one of them.

The children of class B in TK Karya Rini had the same characteristics as the other children. They could work and learn together with their friends. They had a lot of energy for playing actively outside the class. They could follow simple instructions. Those

characteristics were further considered in the materials development. Therefore, the developed materials made were in line with their characteristics.

b. Children' Needs

The needs of the children in this research were obtained by interviews with the children of class B, the classroom teachers, and the principal. The interview guideline and the results of the interview can be seen in Appendix.

From the interview with the children, it was concluded that all the children liked English very much. They enjoyed the teaching learning process and the activities during the lesson. They also liked singing, drawing, colouring, listening to the stories, watching movies, and playing games. They didn't mind if they study English for the whole day if they had fun and interesting activities. This was proved by the interviews with the children in appendix E.

From the interview with the teachers and the principal, it could be concluded that the children liked English and they were very enthusiastic in joining all the activities during the lesson. They were actively involved in every games and tasks given by the teacher. The teachers and the principal agreed that English was very important to be given to the children since they were still acquiring the language. It was easier to make them more familiar with English. The principal also said that the children need more time for practicing English and exploring their skills. Also, he said that effective materials were needed to support the English program in TK Karya Rini Yogyakarta.

The children of class B of TK Karya Rini Yogyakarta liked English very much because it was fun and interesting. Yet, the time available to learn English in class was not enough. The *A Day with English* program would give them extra time to explore their

skills and to practice more. The researcher then arranged English materials to be implemented in the program in order to provide the interesting activities in learning English. These materials should attract the children. The activities in the program should vary, such as playing games, singing songs, watching movies and listening to the stories. Based on the collected information, the researcher then developed the course grid of the materials.

2. The English Materials Development for the *A Day with English* Program

a. The Course Grid of the First Draft

The first course grid in this research was developed based on the needs analysis. It was used as a guide to develop the English materials for the *A Day with English* program. The researcher developed four topics into four units of materials. Each of them would be conducted in 180 minutes. The first course grid can be seen in Appendix G.

b. The First Draft

The materials were developed on topic bases. There were four topics which were divided into four units. They are *My Body*, *Foods and Drinks*, *My Family* and *Time*.

Those units are implemented in four meetings, which mean one unit per each meeting. Each meeting lasted 180 minutes. These developed units are set as a model of the whole meetings in the *A Day with English* program in a semester. The units were organized in a framework as presented below.

Unit Title

- A. In The morning
 - Learning the expression to express something
- B. Look and Say
 - Introduction to the topics
 - Input (Words, Pictures)

- Repeating the words
- C. Let's Do It
 - Do the activities related to the topic (singing, playing games)
- D. Break time
 - Learning the expression to express something
- E. Your Turn
 - Doing tasks or projects related to the topic
- F. Let's go home
 - Say a prayer
 - Say goodbye

The first part, *In the morning* was developed in the beginning of each unit. In this part, the children learned some expressions before they started the activities for that day. The expressions would be useful for them to express something, such as *greeting*, *leading the prayer*, *lining up*, and *checking the attendance list*.

The second part, *Look and Say* was developed as a warming up activity for the children. It gave the children general information about the topic. The activities in this part were looking at the pictures, analyzing the pictures, and saying or writing down the words based on the pictures.

In the third part, *Let's Do It*, was set in the form of input giving activities. The purpose of these activities was giving the children language input and a context for the learning. They played games, sing a song, or listen to a story in order to make them familiar with the input.

The fourth part, *Break time* gave the children chance to have a break for a while and also to learned some expressions that would be useful during the break time.

In the fifth part, *Your Turn*, the children started producing the input given before. This part was created to support the language learning in the previous part through fun

and interesting ways. The activities in this part were project making, such as sticking pictures, matching pictures, colouring, drawing, etc. It was aimed to give the children a follow up on what they had learned in the previous part.

The sixth part, *Let's Go Home* was set to give a chance for children to review the material and to finish the lesson that day by saying goodbye. The children would sing a song and said goodbye to their friends and teachers.

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

1) Unit 1, My Body

The goal of this unit was to make the children able to know the names of parts of the body and how to clean it. The researcher focused on emphasizing three skills in this unit, listening. Speaking, and writing. Therefore, the activities in this unit are mainly in oral form.

In the first task, the children were learned to say the expressions of *greeting*. They learned how to greet their teachers and friends. They said “*Good morning*”, asked “*How are you today?*”, and answered “*I am fine, thank you.*”

In the second task, children listened to the story about a panda entitled *A Careless Baby Panda*. The teacher told the story while showing a set of pictures related to the story. The purpose of the task was to learn the parts of the body. When the teacher mentioned a part of the body from the story, she touched it and mentioned the name again. Then she drilled it to the children.

In the third part, the children were asked to figure out the parts of the body from the pictures in the handout and then pronounced their names aloud. They listened to and repeated the name of the parts of the body that were pronounced by the teacher. The parts of the body that were listed in this unit were eye, ear, mouth, hair, nose, hand, and body. Here, the children were also given three things to clean up their body such as shampoo, toothbrush, and soap. The teacher explained the way how to clean their body. They used shampoo to clean the hair, the soap to clean their body and hands, and the toothbrush to clean the teeth. After that the children sang a song entitled *Head, Shoulder, Knees, and Toes*.

In this part, the children were having a break. During the break, the children learned expressions that would be useful in the break time. In this unit they learned the expression of asking someone to wash their hands. The expression was “*Before we eat the snack, let’s wash our hands!*” After they learned the expression, they practiced it with the teacher. So before the enjoyed the snack, they washed their hands first together. While they were washing their hands, they sang a chant *Wash your hands*.

In the fifth part, the children did the production. The first was matching pictures. The children had to trace the letters and match pictures of parts of the body with name. Next, the task was arranging the puzzle. The children were given a picture of body puzzle and they needed to cut it before they arranged and stuck it together into a good picture as given in the example.

In the sixth part, the teacher guided the children to review what they had learned. The children also learned an expression of leave taking. They learned the instruction of leading the prayer by saying “*Let’s say a prayer. Pray do.*” and also learned saying “*Goodbye*” to

the teachers and their friends before they left the class. The children also sang *Goodbye* song together.

2) Unit 2, Foods and Drinks

This unit was aimed to make the children know kinds of healthy food or in Bahasa Indonesia it was called *4 sehat 5 sempurna*. The skills in this unit were speaking and listening.

The first part consisted of a task. In the task, the children were learned to say the instructions of *lining up*. They learned how to lead the line up and gave instructions, such as *attention, cover, recover, enter the classroom*. When the children were going into the classroom, they sang a chant entitled “*Let’s go in.*” Together and they sat on their own chair.

The second part consisted of a task. In this task, the children looked at the pictures given by the teacher and then recognized the name of the things in the pictures. The children also learned how to pronounce the words correctly. The teacher explained the concept of healthy food. There were 5 components of healthy food namely rice, vegetables, side-dish, fruit, and milk.

In the third part, the teacher taught the expression of *I like*. She gave an example by saying *I like apples* and showed the pictures of apples. Then she asked the children to do the same thing. The teacher used a chant to ask the children about food or drink they liked. She used the chant “*What do you like?*”. Next, the children sang a song “*Strawberry, mango, melon*” together.

In the fourth part, the children were having a break time. During the break time, the children learned expressions that would be useful in break time. In this unit they learned to

say “*Let’s eat the snack!*”. This expression was used to ask their friends to eat the snack together.

In the fifth part, there were two tasks. The first was individual task. The children were given a set of pictures of healthy food and a table with 5 components of healthy food. The children then cut the pictures and stuck it on the right table according with the components. In the second task, the children did a project. It was making sandwich. Children worked in their group together to make a sandwich. They were given some ingredients to make sandwich such as bread, jam, choco chips, butter, etc. Every child could make and create their sandwich. The teacher just guided and observed the children.

In the sixth part, the teacher guided the children to review what they had learned. The children also learned the expression of leave taking. They learned the instruction of leading the prayer by saying “*Let’s say a prayer. Pray do.*” and also learned saying “*Goodbye*” to the teachers and their friends before they left the class. The children also sang *Goodbye* song together.

3) Unit 3, My Family

The purpose of this unit was to make the children know about family members. This unit emphasized on listening and speaking skills.

The first part, the children reviewed to say the instructions of leading the prayer. The instruction was “*Let’s say a prayer. Pray do.*”

In the second part, the children were asked to look at a picture of a family consisted of 5 members. They were father, mother, brother, sister, and me. The children comprehended the pictures and also learned how to pronounce the words correctly.

In the third part, the children sang a song together. The song was about family member. The title was *One and One I Love My Mother*. Next, the children played a game. The game called *Who are you?* game. The purpose of the game was to find the family member. Each child would have a card with their family identity. He/she had to find the rest of the family member by asking their friends, “*Who are you?*”

In the fourth part, the children were having a break time. During the break time, the children learned expressions that would be useful for break time. In this unit they learned how to give instruction to brush the teeth. The instruction was “*Take your toothbrush and brush your teeth.*” The children were also given a chant for starting the brushing teeth time. The chant entitled *Brush your teeth.*

In the fifth part, there were two tasks. The first was matching pictures. The children were given a worksheet with the pictures of the family member. They were asked to match the pictures in A with the pictures in B. The second task was drawing family picture. The children got a worksheet and they had to draw pictures of their family member. After finishing drawing it, they put the name of the family member under the pictures.

In the sixth part, the teacher guided the children to review what they had learned. Then, they prayed together, sang *Goodbye* song and said Goodbye to their teachers and friends.

4) Unit 4, Time

The purpose of this unit was to make the children understand about time. This unit emphasized on listening and speaking skills.

The first part, the children were learned to say the expression of checking the attendance list. The teacher checked the children who were present or absent that day. To

make it fun and interesting, the teacher used a chant to check the attendance list. She used chant *Where is Andi?*

In the second part, the children watched a short movie about time. It was taken from *Disney's Magic English*. The children watched the movie together and answered some questions given in the movie.

In the third part, the children comprehended time using a clock. Here the children learned how to express the time. The teacher used a big clock to show the time. She moved the hands of the clock and mentioned the time. First, she asked, "*What time is it?*" and answered herself, "*It is one o'clock.*" Then she drilled it to the children by asking them one by one. After that, the children sang a song. The title was *What time is it?*"

In the fourth part, the children were having a break. During the break, the children learned expressions that would be useful for break time. In this unit they learned to give instruction to play. The instruction was "*It's time to play.*" The children then went out from the class and played outside.

In the fifth part, there were two tasks. The first was listening. The children were given a worksheet of empty clocks. There were no hands on the clock. The children listened to the teacher mentioning the time and they had to draw the hands with the correct position on the clock. The next task was playing a game. The children played *Mr. Wolf* game. In this game the children are asked to say the time.

In the sixth part, the teacher guided the children to review what they had learned. Then, they prayed together, sang Goodbye song and said Goodbye to their teachers and friends.

c. The Evaluation and Revision of the First Draft

1) The Evaluation of the First Draft

After the materials had been developed, the researcher evaluated the materials. The evaluation was conducted through the questionnaires, interviews, and reflection. The questionnaires and interviews were used to collect the data on the respondents' agreement towards the developed materials, the general opinions and the suggestions from experts and English teachers who had experiences in teaching English to children. The reflection was done on the developed materials. The result of the questionnaires, interviews, and reflection were used to revise the first draft of the materials before it was implemented in the *A Day with English* program. The data of the respondents in the evaluation of the materials were presented in Appendix C.

As stated in the previous chapter the data gathered from the questionnaires were then transformed into a range of 1 until 5 using *Likert Scale*. Next, the researcher analyzed them to get the data mean, median and mode of each response from the respondents. The result of the computation is presented in Appendix C.

The result of the computation shows the mean, median and mode of the data gathered from the questionnaires. It shows that the mean ranges from 3.20 (statement 9, 13, and 25) to 4.70 (statement 8, 15, and 31). There are three statements with the lowest mean. The first statement deals with the activities that can be used directly. The second statement is about the activities. The third statement is about the teacher's role as the facilitator in giving task. The highest mean deals with the interesting activities for children, the activities that can encourage children to use English for communication, and the attractive lay out.

The result of the computation was calculated to get the average mean values of each aspect of the developed materials. The results of this computation showed the mean values of seven aspects which consist of the goals, input, activities, setting, teacher's roles, learner's roles, and lay out of the materials. In order to make the quantitative data easier to read, the researcher then consulted the average mean values of each aspect to the ideal standard deviation as stated in the previous chapter. The result is presented in Table 1.

Table 1: Descriptive Statistics of English Teachers' Responses as the First Respondents to All Units in the First Draft

Aspects	Statement Numbers	Number of Cases	Average mean values of each	Explanation
Goals	1,2,3,4,5,6	4	3.9	Good
Inputs	7,8,9,10,11,12,13,14,15	4	4.1	Good
Activities	16,17,18,19,20,21,22	4	3.7	Good
Settings	23,24	4	3.7	Good
Teacher role	25,26,27	4	3.4	Good
Learner role	28,29	4	3.8	Good
Lay out	30,31,32,33	4	4	Good

Table 1 showed the average mean values of the data gathered from the questionnaires range from 3.4 (good) to 4.1 (good). It proved that the respondents agreed to every aspect of the developed English materials and their appropriateness to be used in the *A Day with English* program in TK Karya Rini Yogyakarta.

In this research, the researcher also gathered opinions and suggestions from the respondents through the questionnaire on the first draft. They were used to support the revision of the first draft. There were 5 different opinions, 13 different suggestions. The results were explained below.

(a) The opinions of the respondents:

- a. The materials were good and interesting.
- b. The pictures in the materials were interesting.
- c. The materials were appropriate for the children and suited their needs.
- d. The tasks were interesting and varied.
- e. The lay out was interesting.

(b) The suggestions of the respondents:

- a. Make the instructions clearer by giving some pictures or symbols
- b. Make the instructions simple.
- c. Change the expression, "*Pray do.*" into "*Shall we?*"
- d. Give more pictures.
- e. Provide examples in every task.
- f. Provide drawing, colouring, or tracing activity.
- g. Simplify the story's pictures in unit 1.
- h. Change the song *Strawberry, Mango, Melon* in unit 2.
- i. Change the song *One and One I Love My Mother* in unit 3
- j. Change the game in unit 3
- k. Change the family picture in unit 3.
- l. Change the matching pictures activity in Unit 3
- m. Gives children more exercise related to the movie in unit 4.

In order to make the materials revision easier, the researcher classified those ten suggestions into seven aspects of the developed materials as in the questionnaire. They were the goals, the input, the activities, the settings, the teacher role, the learner role, and

the appearance of the developed materials. The classification revealed that the suggestions only dealt with the input, the activities, the teacher role, and the appearance. There were no suggestions on the goals, the settings, and the learner role. The result of the classification of the collected suggestions from the respondents is presented below.

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

- a. Simplify the story's pictures in unit 1.
- b. Change the game in unit 3
- c. Change the matching pictures activity in Unit 3
- d. Change the song *Strawberry, Mango, Melon* in unit 2.
- e. Change the song *One and One I Love My Mother* in unit 3.
- f. Change the expression, "*Pray do.*" into "*Shall we?*"

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

- a. Give children more exercise related to the movie in unit 4.
- b. Provide drawing, colouring, or tracing activity.

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

- a. Make the instructions clearer by giving some pictures or symbols
- b. Make the instructions simple.

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

- a. Give more pictures
- b. Provide examples in every task
- c. Change the family picture in unit 3

2). The Revision of the First Draft

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

The first revision was about the inputs of the materials. There were six suggestions dealt with the inputs. The first suggestion was to simplify the story's pictures in unit 1. The researcher would make the pictures only five pictures. Next, in the second suggestion, the researcher changed the song in Unit 2, *Strawberry, Mango, Melon* song with *I Like Apples* song. In Unit 3, the song *One and One I Love My Mother* was changed with *She's My Mom* song. Here, the game was also inappropriate so the researcher changed the game with another activity, presenting the family picture. Also, the change was made for the matching activity. It was changed with tracing activity. The last revision for the input was the expressions of leading the prayer. The researcher taught the expressions of, "Pray, do." but it should be "Shall we". So it was needed to be revised.

The second revision was the activities of the materials. The suggestion was giving children more exercises related to the movie in unit 4. The researcher added one task in movie time. It was colouring two characters from the movie. The other one was to provide drawing, colouring, or tracing activity. The researcher then provided those activities.

The third revision was about the teacher role. It was related to the instructions of the developed materials. The suggestion was making the instructions clearer by giving some pictures or symbols. Since the children were not able to read well, she added some

symbols related to the task or activity given. The next suggestion was to make the instruction simpler to make the children understand it.

The fourth revision was the appearances of the developed materials. The first suggestion was to give more pictures to make it more interesting. The second suggestion was to provide samples in every task. The researcher then gave examples in every task. The third suggestion was to change the family picture in unit 3 since the character were unclear. The second draft can be seen in Appendix H.

d. The Course Grid of the Second Draft

After the first draft was evaluated and revised, the next step was writing the second course grid. This second course grid was the result of the revision of the first course grid. There were some revisions and adjustments in this second course grid. The researcher change one song since it was not appropriate to be implemented. She also added some games to some units. The course grid later was made as a guide to develop the second draft. The course grid of second draft can be seen in Appendix F.

e. The Second Draft

This second draft was developed based on the second course grid that had been revised in the previous step. There were some changes and improvements made in this draft.

The developed units were also implemented for four meetings for the *A Day with English* program in TK Karya Rini Yogyakarta. Each unit was implemented in one meeting, which lasts 180 minutes. The complete materials could be seen in Appendix H, while the brief descriptions of the units were shown below.

1) Unit 1, My Body

There were some changes in this unit. In the first part, the story's pictures were simplified. In the third part, a game was added. The game was *Simon Says* game. The other parts were appropriate.

2) Unit 2, Foods and Drinks.

There were some changes in this unit. The first one was the title of the unit. To make it more interesting, the title was changed into *I Like Apples*. The other changes were made in part three. The song in this part was changed. The first it was *Strawberry, Mango, Melon* and replaced with *I Like Apples*. Also, a game was added here. It was *Whispering game*.

3) Unit 3, My Family

The changes were made in some parts of this unit. The first one is the title of the unit. The title was changed into *I Love My Family*. The other changes were in part three, the song was changed. At first it was *One and One I Love My Mother* then changed into *She's My Mom*. The game *Who Are You?* was also changed into other activity, presenting family picture.

4) Unit 4, Time.

The same as the other unit, the title of this unit was also changed become *What time is it?* The next changes were in part two. In this part, a task was added. So, after the children watched the movie, they did colouring. They coloured two characters from the movie they had watched.

In part three, there were no changes. In part four, the clocks were given long hands. All the hands pointed to twelve. It was done to make the children do the task easier. Some pictures were also added to this unit.

f. The Implementation of the Second Draft

The implementations of the second drafts were conducted in the *A Day with English* program. There were four meetings. The explanations of the meetings are described in the following sections.

1) The First Meeting

This meeting was held on Monday, November 2nd 2009, started from 07.30 a.m. and ended at 10.00 a.m. There were 19 children who attended this meeting. In implementing the materials, the researcher was helped by a classroom teacher. The materials that were implemented were Unit 1, My Body.

2) The Second Meeting

The second meeting was held in the school on Wednesday, November 4th 2009. It started at 07.30 a.m. and ended at 10.10 a.m. The number of children who attended in this meeting was 20. In implementing the materials, the researcher was helped by a classroom teacher and a co-researcher. The materials that were implemented were Unit 2, I Like Apples.

3) The Third Meeting

The third meeting was held in the school on Friday, November 6th 2009. It started at 07.30 a.m. and ended at 10.00 a.m. The number of children who attended in this meeting was 18. In implementing the materials, the researcher was helped by two classroom teachers. The materials that were implemented were Unit 3, I Love My Family.

4) The Third Meeting

The fourth meeting was held in the school on Monday, November 9th 2009. It started at 07.30 a.m. and ended at 10.15 a.m. The number of children who attended in this meeting was 19. In implementing the materials, the researcher was helped by a co-researcher. The materials that were implemented were Unit 4, What Time Is It?.

g. The Analysis on the Second Draft

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

As stated before, there were four units in the materials. Each unit consisted of six parts. The four units were implemented in the *A Day with English* program. The implementations were conducted to analyze the materials. The analysis was described for each task in the materials. The description in this section was presented in four units of the materials. The complete descriptions of the analyses were described in the following sections.

1) Unit 1, My Body

a. "In The Morning"

i. Goals

The goal of Task 1 was to make the children know how to say the expression of greeting. The expression in this part was easily understood by the children. This was supported by the quotation of the field note below.

When the researcher greeted the children in front of the class by saying, “Good morning, everyone. How are you today?”, they all answered it correctly and enthusiastically. This expression was familiar to the children since they used it in every English lesson. They said it fluently. The children then shook the researcher’s hands and got into the class to put their bags.

(Field Notes 1, Appendix D, Page 192)

ii. Input

The input in Task 1 was expressions of greeting. The children easily understood the expression. This was supported by the quotation of the field note below.

This expression was familiar to the children since they used it in every English lesson. They said it fluently.

(Field Notes 1, Appendix D, Page 192)

iii. Activities

The activities in this Task 1 were role play. In pairs, the children acted out the greeting in turn. They did it enthusiastically, as it written in the quotation of the field note below.

The researcher then invited the children to the front and acted out the expressions in pairs. The children could choose their partner. Since the number of children was 19, one of the children became the researcher’s partner. When they were ready, the research offered the children to be the first to practice it. All of them wanted to come first to the front. They were busy raising their hands. The researcher then chose who got the turn. The children were enthusiastically doing the role-play in front of the class with their partners. They could say the expressions correctly. All of the children could act it out very well in front of the class even several of them were shy so that they said it softly.

(Field Notes 1, Appendix D, Page 192)

iv. Teacher Role

In this task, the teacher acted as the controller and the model. She was expected to get the children’s attention using the expression. The children easily did it. Therefore, this task made her played the teacher role well. This was supported by the following quotation of the field note.

When the researcher greeted the children in front of the class by saying, “Good morning, everyone. How are you today?”, they all answered it correctly and enthusiastically.

(Field Notes 1, Appendix D, Page 192)

v. Learner Role

In Task 1, the children were expected to say the expression actively and acted it out in pairs in front of the class. The expression was easy and familiar so they could do the task well. This was proved by the following quotation of the field note.

The children were enthusiastically doing the role-play. They could say the expressions correctly. All of the children could act it out very well in front of the class even some of them were shy so that they said it softly.

(Field Notes 1, Appendix D, Page 192)

vi. Settings

The setting in Task 1 involved all children to participate actively. This task gave them appropriate setting to pronounce the expression correctly and to practice it. As it had been seen in the implementation, all of them did great in pronouncing and practiced it. This was supported by the quotation of the field note below.

When the researcher greeted the children in front of the class by saying, “Good morning, everyone. How are you today?”, they all answered it correctly and enthusiastically.

.....

The children were enthusiastically doing the role-play in front of the class with their partners. They could say the expressions correctly. All of the children could act it out very well in front of the class even some of them were shy so that they said it softly.

(Field Notes 1, Appendix D, Page 192)

b. “Look and Say”

i. Goals

The goal of this task was to introduce parts of the body and to make the children know how to pronounce the parts of body through pictures in a story. The parts of body in the

pictures were easy to be identified. This was supported by the quotation of the field note below.

During the story, the researcher drilled them about the name of parts of the body in the story. The children repeated after her enthusiastically with wrong pronunciation. The researcher then gave the correct pronunciation. After got the right example, they could pronounce the words correctly. The children became so confident in saying the name of part of the body. That's why they answered loudly.

(Field Note 1, Appendix D, Page 193)

ii. Input

The input in Task 1 was a story enclosed with a set of pictures. The teacher read the story while showed the pictures. The story was so simple and easily understood. This was supported by the interview transcript below.

- R : *Suka nggak ceritanya?*
(Do you like the story?)
- S1 : *Iya, Miss. Ceritanya bagus.*
(Yes, I do. The story is good.)
- S2 : *Ceritanya juga lucu.*
(Yes, it is funny, too.)
- S3 : *Suka banget ceritanya.*
(I like it so much.)
- R : *Tadi gambarnya jelas?*
(Can you see the pictures clearly?)
- S1 : *Iya, Miss. Pandanya lucu e.*
(Yes, miss. The Panda is so funny.)
- S2 : *Gambare apik.*
(The pictures are good.)
- R : *Kalau ceritanya tadi tau nggak? Tentang apa?*
(How about the story? Do you understand what the story is about?)
- S1, S2 : *Iya, Miss. Pandanya nakal. Jatuh terus, haha.*
(Yes Miss, the panda is naughty . He falls many times.)

(Interview 1, Appendix E, Page ...)

iii. Activities

The activity in this task was listening to the teacher's story. The story was easy to be understood because the teacher also showed the pictures to them. This was supported by the quotation of the field note below.

The children sat nicely and listened to the teacher carefully. The pictures attracted their attention so much. Every time the researcher changed the picture, they were always surprised and gave comment about the pictures. They said the picture was good, funny, or asked about what happened in the picture. The children who sat at the back sometimes stood up to see the picture clearly. The researcher then raised the picture higher so that they could see the picture. The researcher also delivered the story attractively by making funny gestures or funny voice. Sometimes the children laughed for that and it made the atmosphere fun for them. The children were very enthusiastic to listen to the whole story. They kept silent and if there were two or three children made some noise, they reminded them to keep silent by saying, “Sssstttt...”.

(Field Note 1, Appendix D, Page 192)

In this activity, the researcher set the children to sit on the chair. So this gave disadvantages for the children because they could not see the picture clearly. The classroom teacher suggested her to set the children to sit on a mat. Below was the interview transcript with her.

- R : *Jadi menurut ibu kurang pas?*
(Do you think the set was inappropriate?)
- T : *Iya. Harusnya tadi anak-anak disuruh duduk di karpet saja biar semua bisa liat gambarnya jelas. Mereka jadi nggak usah berdiri untuk lihat gambarnya.*
(Yes. You should asked them to sit on the mat so all the children could see the picture clearly. They did not need to stand up to see the picture.)

(Interview 5 Appendix E, Page 216)

iv. Teacher Role

In this task, the teacher was expected to tell the story, entitled Careless Baby Panda well. The story was good and the pictures were interesting. The teacher could deliver the story well and in interesting way. The children listened to the story enthusiastically. It showed in the following quotation of the field note.

The researcher also delivered the story attractively by making funny gestures or funny voice. Sometimes the children laughed for that and it made the atmosphere fun for them. The children were very enthusiastic to listen to the whole story.

(Field Note 1, Appendix D, Page 192)

v. Learner Role

In this task, the children were expected to understand the story that was told by the teacher. The pictures that were used by her in this task helped the children to understand the story, as it was written in the quotation of the field note.

The children sat nicely and listened to the teacher carefully. The pictures attracted their attention so much. Every time the researcher changed the picture, they always surprised and gave comment about the pictures. They said the picture was good, funny, or asked about what happened in the picture.

.....
The children were very enthusiastic to listen to the whole story. They kept silent and if there were two or three children made some noise, they reminded them to keep silent by saying, “Sssstttt...”.

(Field Note 1, Appendix D, Page 192)

vi. Settings

The setting here involved the children to listen to the story carefully. This task provided them an appropriate setting to identify the story and get the information in it. This was supported by the quotation of the field note below.

The children sat nicely and listened to the teacher carefully. The pictures attracted their attention so much. Every time the researcher changed the picture, they always surprised and gave comment about the pictures. They said the picture was good, funny, or asked about what happened in the picture.

.....
The children were very enthusiastic to listen to the whole story. They kept silent and if there were two or three children made some noise, they reminded them to keep silent by saying, “Sssstttt...”.

(Field Note 1, Appendix D, Page 192)

c. “Let’s Do It”

i. Goals

The goal of Task 1 was to make the children know how to pronounce the names of the parts of body and the things to clean it in the picture. The things in the picture in Task 1 were easily identified. This was supported by the quotation of the field note below.

The researcher asked the children, “What is it?” They all answered Eyes (with wrong pronunciation) enthusiastically. The researcher then gave the correct pronunciation and drilled them all. The children repeated after her. She also asked every group to pronounce the word. After got the right example, they could pronounce “eyes” correctly.

(Field Note 1, Appendix D, Page 193)

The goal of Task 2 was to make the children sing a song. The song was about parts of the body. The children had ever learned to sing this song before. So they were already familiar with this song. Through the song, they know the name of parts of the body. This could be seen in following quotation of the field note.

The researcher gave example first how to sing the song. The children then followed by singing along and touching their own parts of the body for example head, shoulders, knees and toes. The song was sung faster and faster than before so that they had to touch them quicker. All of them moved their body and laughed. They sang the song enthusiastically and merrily.

(Field Note 1, Appendix D, Page 193)

The goal in Task 3 was to make the children play a game named Simon Says. Based on the implementation, they enjoyed playing the game. They followed the instructions from the researcher to touch some parts of their body. They had to do it quickly. This was supported by the quotation of the field note bellow.

They listened to the researcher and touched the parts of the body. Some of them made mistakes. If their friends made mistakes, the children laughed at them. The game became challenging then since every child tried not to make mistake or their friends would tease them. They did the game enthusiastically. They were full of energy.

(Field Note 1, Appendix D, Page 193)

ii. Input

The input in Task 1 was ten pictures of parts of the body and the things to clean it. The pictures were also given names on it. The children could see the pictures clearly. This was based on the interview with them below.

- R : *Suka gambarnya?*
(Do you like the picture?)
- S1,2,3 : *Suka.*
(Yes, I do.)
- R : *Gambarnya jelas nggak?*
(Was it clear?)
- S2 : *Iya, Miss.*
(Yes, Miss.)
- R : *Okey, Ini gambar apa?*
(Okay, so what is it? (Showed the picture)
- S1,2,3 : *Tangan, Miss.*
(It is a hand, miss.)

(Interview 3, Appendix E, Page 214)

The input in Task 2 was a song entitled Head, Shoulder, Knees, and Toes. The children had learned the song before so there were no problems in teaching the song to them. This was based on the interview with them below.

- R : *Berarti lagunya suka ya?*
(Do you like the song?)
- S3 : *Iya. Asik pake goyang-goyang badannya, hehe.*
(Yes, I do. It was so fun to move my body)
- S1 : *Iya, asik lagunya.*
(Yes, I do. The song was fun.)
- R : *Coba, bisa nggak nyanyi?*
(Can you sing this song?)
- S1,2,3 : *Bisa, Miss. (menyanyikan lagu)*
(Yes, I do. (Then sing the song))

(Interview 1, Appendix E, Page 213)

The input in Task 3 was a game named Simon Says. The game was so simple and interesting. This was revealed in the interview with them below.

- R : *Kalau game nya tadi Simon Says gimana? suka?*
(Do you like Simon Says?)
- S1 : *Suka. Tadi pegang-pegang kepala, tangan, semuanya. Cepet-cepetan, Miss*
(Yes, I do. I need to touch my head, my hands, and all my body fast.)
- S2 : *Tadi aku salah, Miss. Tapi asik je.*
(I made some mistakes though. But it was so fun miss.)

(Interview 1, Appendix E, Page 213)

iii. Activities

The activities in Task 1 were looking at the picture then saying the names of parts of the body aloud. The pictures helped the children to recognize the parts of the body. The pictures invited the children to say the names enthusiastically, as it written in the quotation of the field note below.

The researcher asked the children, “What is it?” They all answer Eyes (with wrong pronunciation) enthusiastically. The researcher then gave the correct pronunciation and drilled them all. The children repeated after her. She also asked every group to pronounce the word. After got the right example, they could pronounce “eyes” correctly.

(Field Note 1, Appendix D, Page 193)

The activity in Task 2 was singing the song. The song was Head, Shoulders, Knees, and Toes. The children touched the parts of the body based on the lyrics. In the implementation, the children enjoyed these activities much. They sang the song joyfully, as written in the quotation of the field note below.

The researcher took the children to the yard. The researcher asked the children to make a circle. All the children stood up. She then stood in the middle and said that they were going to sing a song. The song was Head, Shoulder, Knees, and Toes. The researcher gave example first. The children then followed by singing along and touching their own parts of the body for example head, shoulders, knees and toes. The song was sung faster and faster than before so that they had to touch them quicker. All of them moved their body and laughed. They sang the song enthusiastically and merrily. They liked the physical activity much.

(Field Note 1, Appendix D, Page 193)

The activity in Task 3 was playing the Simon Says game joyfully. This game gave the children opportunity to identify their parts of the body. In the implementation, they played this game enthusiastically. It was supported by the quotation of the field note below.

The children played the game easily. They listened to the researcher and touched the parts of the body. Some of them made mistakes. If their friends made

mistakes, the children laughed at them. The game became challenging then since every child tried not to make mistake or their friends would tease them. They did the game enthusiastically. They were full of energy.

(Field Note 1, Appendix D, Page 193)

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

- R : *Jadi gamenya gimana? Asik?*
(What do you think about Simon Says game?)
- S1,2 : *Aku suka, Miss.*
(I like it Miss)
- S3 : *Iya, Miss. Aku mau main lagi. Asik banget.*
(Yes miss. I want to play it again Miss. It was so fun.)

(Interview 1, Appendix E, Page 213)

iv. Teacher Role

In Task 1, the teacher acted as a controller. She was expected to get the children' attention using the pictures of parts of the body and the things to clean them and gave the correct example in pronouncing their names. During the implementation, she used pictures to help her to introduce the parts of body names. This was supported by the following quotation of the field note.

The researcher asked the children, "What is it?" They all answer Eyes (with wrong pronunciation) enthusiastically. The researcher then gave the correct pronunciation and drilled them all.

.....
After got the right example, they could pronounce "eyes" correctly.

(Field Note 1, Appendix D, Page 193)

In Task 2 the teacher acted as the organizer and was expected to introduce the song and invite the children to sing along. In the beginning, she gave the example of how to sing this song. Therefore, they sang this song enthusiastically and freely, as it was supported by the following quotation of the field note.

The researcher asked the children to make a circle. All the children stood up. She then stood in the middle and said that they were going to sing a song. The song was Head, Shoulder, Knees, and Toes. The researcher gave example first.

.....
They were singing the song enthusiastically and merrily.

(Field Note 1, Appendix D, Page 193)

In Task 3, the teacher acted as the organizer. She was expected to arrange the children in playing the game. During the implementation, she helped them to explain the rules and corrected their mistakes so that the game ran better. Therefore, they could learn parts of the body easier. This could be seen in the quotation of the field note below.

After that, the researcher invited them to play Simon Says game. The children stood up and make “U” circle in the yard. The researcher stood in front of them and gave the instructions. She spoke slowly to make the children understand. She also gave examples before they started to play. Some children were still confused so she repeated the instruction until all of them could get it and were ready to play the game.

.....
They did the game enthusiastically. They were full of energy.

(Field Note 1, Appendix D, Page 193)

v. Learner Role

In Task 1, the children were expected to participate actively in saying the parts of the body. The pictures in this task were clear enough. This makes them easy to point parts of the body in the pictures. They did it enthusiastically, as it was written in the quotation of the field note below.

The researcher asked the children, “What is it?” They all answer Eyes (with wrong pronunciation) enthusiastically. The researcher then gave the correct pronunciation and drilled them all.

.....
After got the right example, they could pronounce “eyes” correctly.

(Field Note 1, Appendix D, Page 193)

In Task 2, the children were expected to participate actively in singing the Head and Shoulders song. The song is easy to be sung. Therefore, they could sing this song well. This could be seen in the following quotation of the field note.

The song was sung faster and faster than before so that they had to touch them quicker. All of them moved their body and laughed. They were singing the song enthusiastically. They liked the physical activity much.

(Field Note 1, Appendix D, Page 193)

In Task 3, the learners were expected to participate actively in playing the Simon Says game. The interesting game could stimulate them to play the game joyfully. During the implementation, they played the game enthusiastically. They did not want to stop playing as shown in the quotation of the field note below.

The children played the game easily. They listened to the researcher and touched the parts of the body.

.....
They did the game enthusiastically. They were full of energy.

(Field Note 1, Appendix D, Page 193)

vi. Settings

The setting in Task 1 involved each child to participate actively in saying the names of parts of the body. The children could say the names correctly, as it was written in the quotation of the field note below.

The researcher asked the children, “What is it?” They all answer Eyes (with wrong pronunciation) enthusiastically. The researcher then gave the correct pronunciation and drilled them all. The children repeated after her. She also asked every group to pronounce the word. After got the right example, they could pronounce “eyes” correctly.

(Field Note 1, Appendix D, Page 193)

The setting in task 2 involved all children to sing the song together. Just like the previous task, this task was played outside the class in order to let them sing and move their body freely. Based on the implementation, they sang the song actively, as it was seen in the quotation of the field note below.

The researcher took the children to the yard. The researcher asked the children to make a circle. All the children stood up. The researcher gave example first.

.....
 They were singing the song enthusiastically. They liked the physical activity much.
(Field Note 1, Appendix D, Page 193)

The setting in Task 3 involved the children to play the game outside the class. This game was played outside the class in order to make them move their parts of the body freely. During the implementation, they played this game enthusiastically, as it was written in the quotation of the field note below.

After that, the researcher invited them to play Simon Says game. The children stood up and make “U” circle in the yard. The researcher stood in front of them and gave the instructions. She spoke slowly to make the children understand. She also gave examples before they started to play.

.....
 They did the game enthusiastically. They were full of energy.
(Field Note 1, Appendix D, Page 193)

d. “Let’s Take a Break”

i. Goals

The goal of Task 1 was to make the children know how to say the expression of giving instruction to wash hands. The expression in this part was easily understood by the children. This is supported by the quotation of the field note below.

She then asked a child to give the instruction and all off the children had to do the same. Some children raised their hands. They wanted to try saying the instruction. The researcher chose one of them to come. The child could give the instruction well and said loudly. Then every child was given chance to practice saying the instruction. Some children said it softly and the researcher encouraged them to say loudly. All of the children did it well and enthusiastically.

(Field Note 1, Appendix D, Page 193)

The goal of Task 2 was to make the children sing the chant “Wash Your Hands” while they were washing their hands. It was a new chant for them so it was confusing at first. After three times trial, they could sing the chant well, as it was supported in the following quotation of the field note.

The researcher sang the chant and asked the children to listen to her. After that the researcher asked the children to repeat after her. Some children still mumbled and the rest were said, “Na..na..na.”

.....
After three times trial, the children could sing the chant well.

(Field Note 1, Appendix D, Page 194)

ii. Input

The input in Task 1 was an expression of giving instruction to wash hands. The expression was taught to the children and they practised to say the instruction. The researcher had ever taught the expression before. Based on the implementation, they could say and do the instruction well. It could be seen in the quotation of the field note.

She then asked a child to give the instruction and all off the children had to do the same.

.....
The child could give the instruction well and said loudly. Then every child was given chance to practice saying the instruction. Some children said it softly and the researcher encouraged them to say loudly. All of the children did it well and enthusiastically.

(Field Note 1, Appendix D, Page 193)

The children stated that the expression was easy to learn, as it was shown in the following transcript.

- R : *Kalo instruksinya tadi bisa?*
(How about the instruction? Can you do that?)
S1,2 : *Iya, gampang, Miss.*
(Yes, I do. It was very easy Miss.)
R : *Oya, coba bilang gimana?*
(Really? Now, can you say it again, please?)
S1 : *Before we eat the snacks, let's wash our hands!*
R : *Excellent!*

(Interview 3, Appendix E, Page 214)

The input in Task 2 was a chant entitled Wash Your Hands. The chant was new for the children. In the beginning it was difficult for the children to sing the chant. But after some times repeating the chant, finally they could sing it well. It was shown in the following quotation of the field note.

The children were not familiar to the chant at all. The researcher had to repeat the chant more than two times. To make it easy, she sang it and moved her hands and acted as if she washed her hands. The children followed her happily.

.....
After three times trial, the children could sing the chant well.

(Field Note 1, Appendix D, Page 194)

iii. Activities

The activities in Task 1 were role play. The children acted out the instruction in turn in front of the class. They did it enthusiastically. They were struggling to show it first to their friends, as written in the quotation of the field note below.

After they finished the snack, the researcher asked them to practise the instruction. She then asked each child to say it. All of them could do it well. They felt so happy after they did it. Some of them gave applause if their friends could do it.

(Field Note 1, Appendix D, Page 194)

It was also showed in the following transcript.

- S2 : *Aku tadi bisa, Miss.*
(I can say the instruction well, miss.)
S3 : *Tapi kan tadi aku haruse maju duluan.*
(Yeah, but it should be me who come first to the front.)
S2 : *Tapi aku tunjuk tangan duluan.*
(But I raised my hands first.)
R : *Jadi suka praktek di depan kelas?*
(So do you like to practise it in front of the class?)
S3,2 : *Iya, Miss.*
(Of course, miss.)

However, a few children were shy to practise it in front of the class, as showed in the following transcript.

- R : *Tadi kamu kenapa nggak mau maju?*
(Why did not you want to come to the front?)
S1 : *Malu, Miss.*
(I was shy, miss.)
R : *Tapi kamu bisa kan?*
(Why? You could say the instruction, couldn't you?)
S1 : *Iya, Miss. Tapi takut salah trus ntar diketawain temen-temen.*
(Yes, miss. But I was afraid of making mistakes and my friend would laugh at me.)

(Interview 4, Appendix E, Page 215)

The activity in Task 2 was singing the chant. The chant was Wash Your Hands. The chant was new for them. At first it was difficult for them to sing it. But the researcher drilled the chant many times and finally it worked. The children could sing the chant well and they merrily sang it, as it written in the quotation of the field note below.

The children were not familiar to the chant at all. The researcher had to repeat the chant more than two times. To make it easy, she sang it and moved her hands and acted as if she washed her hands. The children followed her happily. The researcher sang the chant and asked the children to listen to her. After that the researcher asked the children to repeat after her. Some children still mumbled and the rest were said, “Na..na..na.”. The researcher then drilled using the gesture. After three times trial, the children could sing the chant well.

(Field Note 1, Appendix D, Page 194)

iv. Teacher Role

In Task 1, the teacher acted as the controller and the model. She was expected to get the children’s attention using instructions, also gave the correct example in saying and pronouncing it. Therefore, this task made her played the teacher role well. This was supported by the following quotation of the field note.

The researcher distributed the snacks to the children. Before they ate the snack, the researcher asked them to wash their hands. First, she gave instruction to the children, “Before we eat the snacks, let’s wash our hands!”. She then explained that she wanted the children to wash their hands. Then she repeated the expression twice and the children followed her.

(Field Note 1, Appendix D, Page 193)

In Task 2 the teacher acted as the organizer and was expected to introduce the chant and invited the children to sing along. In the beginning, she gave the example how to sing this song. Therefore, they sang this song enthusiastically and freely, as it was supported by the following quotation of the field note.

The researcher had to repeat the chant more than two times. To make it easy, she sang it and moved her hands and acted as if she washed her hands. The children followed her happily.

(Field Note 1, Appendix D, Page 194)

v. Learner Role

In Task 1, the children were expected to say the expression actively and acted it out in front of the class. The expression was easy and familiar so they could do the task well. This was proved by the following quotation of the field note.

After they finished the snack, the researcher asked them to practise the instruction. She then asked each child to say it. All of them could do it well. They felt so happy after they did it. Some of them gave applause if their friends could do it.

(Field Note 1, Appendix D, Page 194)

In Task 2, the children were expected to participate actively in singing the chant. The chant was easy to be sung. Therefore, they could sing this chant well. This could be seen in the following quotation of the field note.

The researcher invited the children to wash their hands and sang the chants together. They did it merrily. They washed their hands and sang the chant loudly.

(Field Note 1, Appendix D, Page 194)

vi. Settings

The setting in Task 1 involved all children to participate actively in saying and practicing the expressions. This task gave them appropriate setting to say the expression correctly and to practise it. As it had been seen in the implementation, all of them did great in pronouncing and practiced it. This was supported by the quotation of the field note below.

After they finished the snack, the researcher asked them to practise the instruction. She then asked each child to say it in turn, in front of the class. All of them could do it well. They felt so happy after they did it. Some of them gave applause if their friends could do it.

(Field Note 1, Appendix D, Page 194)

The setting in Task 2 allowed all children to sing the chant together while they were washing their hands. Based on the implementation, they sang the song actively, as it was seen in the quotation of the field note below.

Finally they could sing the chant well although a few children were still confused. But they seemed enjoy the movement and the beat so much. The researcher invited the children to wash their hands and sang the chants together. They did it merrily. They washed their hands and sang the chant loudly.

(Field Note 1, Appendix D, Page 194)

e. “Your Turn”

i. Goals

The goal in Task 1 was to make the children match pictures parts of the body with the names. The parts of the body in this task had been learned before by the children. Therefore, they matched them easily. This was based on the quotation of the field note below.

Soon, after the researcher explained about the worksheet, the children looked at the example given and they started to trace the letters. After that they drew lines among the pictures. They matched the parts of the body with the names. Most of the children did it themselves. Only three or five children asked how to do that. They did the worksheet seriously.

.....
They could do the task well.

(Field Note 1, Appendix D, Page 194)

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

- R : *Kalo yang menjodohkan tadi suka?*
(Do you like the matching activity?)
Ss : *Iya.*
(Yes, we do.)
R : *Bisa nggak?*
(Can you do that?)
S1,2 : *Iya, Miss. Gampang.*
(Yes, miss. It was very easy.)

- S3 : *Tadi aku selesai duluan. Keren kan,.Miss?*
(I finished first, miss. It was so cool, isn't it?)
- S4 : *Aku juga bisa semua.*
(I can do all and finish it, too.)
- R : *Bisa nulis namanya juga kan?*
(Can you write the names?)
- S2 : *Iya, miss. Kan Cuma ngikutin garis.*
(Yes, miss. I just follow the line.)
- S1 : *Iya, Miss.*
(Of course, miss.)

(Interview 4, Appendix E, Page 214)

The goal in Task 2 was to make the children arrange puzzle of parts of the body into the correct picture. The children had to cut the pictures first, stick the glue and then arranged the puzzle. This activity was easy too for them. They could arrange it well since the researcher gave the example on the board. This was based on the quotation of the field note below.

After cutting the puzzle, the children stuck it on a piece of paper used the glue. A few children took longer time to cut the puzzle, so the researcher and the classroom teacher helped them. The children then stuck it one by one onto the paper. They did it carefully. Some of them stuck it untidy. Maybe they put a lot of glue on it so it became a bit messy. The class atmosphere suddenly became so quiet. The children worked seriously. Sometimes they called the researcher only to make sure that they did it correctly. After almost 20 minutes, the children finished the work and submitted it to the researcher. Every child said that their work was the best. They were so proud of their work.

(Field Note 1, Appendix D, Page 194)

ii. Input

The input in Task 1 was a worksheet with pictures of parts of the body and the names. All of the pictures have been learned by the children in the previous task. The pictures in this worksheet were clear and the size was appropriate. Writing the names were also easy because the children just traced the letters. It was supported by the following interview transcript.

- R : *Kalo gambarnya yang dipakai tadi kelihatan?*
(Were the pictures clear?)

- S1 : *Iya.*
(Yes, they were.)
- S2 : *Iya, Miss.*
(Yes, miss.)
- R : *Kalo menebalkan hururf tadi gampang kan?*
(How about the name, can you trace the letter easily?)
- S2 : *Iya, Miss. Aku bisa ngerjain.*
(Yes, miss. I can do that easily)
- S1 : *Iya, aku bisa ngerjain.*
(Yes, I can.)

(Interview E, Appendix E, Page 214)

The input in Task 2 was a worksheet with a random puzzle of pieces of parts of the body. The puzzle was simple. It consisted of a pair of legs, a pair of arms, a body, and a head. The children loved this puzzle since it was interesting for them. This was supported by the quotation of the field note below.

The children asked, “What picture is it, miss?” or “The picture is messy miss. Is it a man?”. The researcher then asked, “What do you think? What picture is it?”. Almost all the children turned the picture over and over and finally said, “A man, miss.”. The researcher then asked them to mention the names of the pictures. They mentioned; head, body, hand, and leg together. The researcher then corrected them that they were head, body, legs, and arms.

(Field Note 1, Appendix D, Page 194)

iii. Activities

The activity in Task 1 was drawing lines from pictures to the correct names. The pictures were clear and the materials also had already learned before. The letters were also clear. The children could do this activity easily. This could be seen in the quotation of the field note below.

Soon, after the researcher explaining about the worksheet, the children looked at the example given and they started to trace the letters. After that they drew lines among the pictures. They matched the parts of the body with the names. Most of the children did it themselves Only three or five children still asked how to do that. They did the worksheet seriously. Two children, who were confused, copied their friend’s work. The researcher then helped them by explaining about it then they did the rest

themselves. After seven minutes, some children had finished it. Three minutes later, the rest of the children had finished. They could do the task well.

(Field Note 1, Appendix D, Page 194)

The activity in Task 2 was arranging the puzzle into a good picture. This activity was challenging for the children. The children could do this activity easily. This could be seen in the following transcript.

- R : *Kalau nyusun puzzlenya, suka nggak?*
(How about arranging the puzzle, do you like it?)
- Ss : *Suka.*
(Yes, we do.)
- R : *Kenapa?*
(Why?)
- S1,2 : *Asik soalnya.*
(It was so fun.)
- S3 : *Aku suka mainan puzzle, Miss.*
(I always like puzzle, miss.)
- R : *Gampang kan?*
(Can you do that easily?)
- S1 : *Iya, Miss. Aku bisa. Asik kok.*
(Yes, Miss, I can. It was so fun)
- S3 : *Iya. Tapi tadi aku motongnya gak bisa bagus.*
(Yes. But I can't cut it well.)
- S4 : *Aku bisa semuanya terus selesai semua juga loh.*
(I can do all and finish it, too.)

(Interview 2, Appendix E, Page 214)

iv. Teacher Role

In Task 1, the teacher was expected to guide the children in matching the pictures correctly. Before the children did it, the teacher explained the task. She also gave an example how to do it. This could be seen in the quotation of the field note.

The researcher then gave example to do the task. She pointed to a picture, "What is it?" and the children answered, "It is mouth.". The researcher then continued, "Look at the names. How do you read it?" . The children answered with wrong pronunciation. The researcher then corrected it. The researcher then drew a line from the mouth to the name. Some children nodded their head as they understood what to do.

(Field Note 1, Appendix D, Page 194)

In Task 2, the teacher was expected to guide the children in arranging the puzzle, so the children could do the task smoothly. This could be seen in the quotation of the field note.

A few children took longer time to cut the puzzle, so the researcher and the classroom teacher helped them. The children then stuck it one by one onto the paper. They did it carefully. Some of them stuck it untidy. Maybe they put a lot of glue on it so it became a bit messy. The class atmosphere suddenly became so quiet. The children worked seriously. Sometimes they called the researcher only to make sure that they did it correctly.

(Field Note 1, Appendix D, Page 194)

v. Learner Role

In Task 1, the children were expected to connect the pictures of the parts of the body to the things to clean them. The children did the task seriously. They could do the task easily and finished it. This was supported by the quotation of the field note below.

Soon, after the researcher explaining the worksheet, the children looked at the example given and they started to trace the letters. After that they drew lines among the pictures. They matched the parts of the body with the names. Most of the children did it themselves. Only three or five children still asked how to do that. They did the worksheet seriously.

.....
After seven minutes, some children had finished it. Three minutes later, the rest of the children had finished. They could do the task well.

(Field Note 1, Appendix D, Page 194)

In Task 2, the children were expected to arrange the puzzle into correct picture. The children could do this task well although they found some difficulties in sticking the picture, as it was written in the quotation of the field note.

After cutting the puzzle, the children stuck it on a piece of paper used the glue. A few children took longer time to cut the puzzle, so the researcher and the classroom teacher helped them. The children then stuck it one by one onto the paper. They did it themselves carefully. Some of them stuck it untidy. Maybe they put a lot of glue on it so it became a bit messy. The class atmosphere suddenly became so quiet. The children worked seriously. Sometimes they called the researcher only to make sure that they did it correctly. After almost 15 minutes, the children finished the work and

submitted it to the researcher. Every child said that their work was the best. They were so proud of their work.

(Field Note 1, Appendix D, Page 194)

vi. Settings

The setting in Task 1 allowed the children to draw the lines from the parts of the body to the things to clean it. This task provided them a setting to do this task individually, as it stated in the following quotation of the field note.

Soon, after the researcher explained about the worksheet, the children looked at the example given and they started to draw lines among the pictures. They matched the parts of the body with the names. Most of the children did it themselves.

(Field Note 1, Appendix D, Page 194)

The setting in Task 2 involved the children to arrange the puzzle into good picture. This task provided them a setting to do this task individually. But the children took time to finish the work, as stated in the following quotation of the field note.

A few children took longer time to cut the puzzle, so the researcher and the classroom teacher helped them. The children then stuck it one by one onto the paper. They did it themselves carefully.

(Field Note 1, Appendix D, Page 194)

f. “Let’s Go Home”

i. Goals

The goal of Task 1 was to make the children know how to say the expression of giving instruction to pray. The expression in this part was easily understood by the children because they had learned the expression before. This was supported by the quotation of the field note below.

The children could say the instruction easily. It was not difficult for them since they had learned this expression before. The researcher gave example by saying, “Let’s pray together, shall we?” and asked the children to say it one by one. The children could do this easily. They said the instruction fluently. After all children finished, the researcher asked the captain of the class to lead the prayer.

(Field Note 1, Appendix D, Page 194)

The goal of Task 2 was to make the children sing the song “Goodbye” before they leave the class. The children were already familiar with this song so there was no problem in singing the song. They sang the song and waved their hands. They could sing the song very well, as it was supported in the following quotation of the field note.

Before the children left the class, they sang a Goodbye song. The researcher sang it first then the children followed her. They waved their hands while singing the song. It was easy to teach the song to the children because the song was familiar with them. The researcher just needed to review the song. The children sang the song enthusiastically. They were smiling and cheerful. Some of them waving their hands fast and the classroom teacher reminded them to move it slowly. After finishing the song, the children shook the researcher and the teacher’s hands.

(Field Note 1, Appendix D, Page 194)

ii. Input

The input in Task 1 was an expression of giving instruction to pray. The expression was taught to the children and they practised to say the instruction. The researcher had ever taught the expression before. Based on the implementation, they could say and do the instruction well. It could be seen in the quotation of the field note.

The children could say the instruction easily. It was not difficult for them since they had ever learned this expression before.

.....
The children could do this easily. They said the instruction fluently. After all children finished, the researcher asked the captain of the class to lead the prayer.

(Field Note 1, Appendix D, Page 194)

The input in Task 2 was a song entitled Goodbye. The song was already familiar for the children. The researcher just needed to review the song. The children could sing it well. It shown in the following quotation of the field note.

It was easy to teach the song to the children because the song was familiar with them. The researcher just needed to review the song. The children sang the song enthusiastically. They were smiling and cheerful.

(Field Note 1, Appendix D, Page 194)

iii. Activities

The activities in Task 1 were practicing the instruction. The children practiced the instruction together and acted it out. They did it enthusiastically, as written in the quotation of the field note below.

The children could say the instruction easily. It was not difficult for them since they had ever learned this expression before. The researcher gave example by saying, “Let’s pray together, shall we?” and asked the children to say it one by one. The children could do this easily. They said the instruction fluently. After all children finished, the researcher asked the captain of the class to lead the prayer.

(Field Note 1, Appendix D, Page 194)

The activity in Task 2 was singing the song. The song was Goodbye. The children could sing the song very well and they merrily sang it, as it written in the quotation of the field note below.

Before the children left the class, they sang a Goodbye song. The researcher sang it first then the children followed her. They waved their hands while singing the song. It was easy to teach the song to the children because the song was familiar with them. The researcher just needed to review the song. The children sang the song enthusiastically. They were smiling and cheerful. Some of them waving their hands fast and the classroom teacher reminded them to move it slowly. After finished the song, the children shook the researcher and the teacher’s hands.

(Field Note 1, Appendix D, Page 194)

iv. Teacher Role

In Task 1, the teacher acted as the controller and the model. She was expected to get the children’ attention using instructions, also gave the correct example in saying and pronouncing it. Therefore, this task made her played the teacher role well. This was supported by the following quotation of the field note.

The researcher gave example by saying, “Let’s pray together, shall we?” and asked the children to say it one by one. The children could do this easily. They said the instruction fluently. After all children finished, the researcher asked the captain of the class to lead the prayer.

(Field Note 1, Appendix D, Page 194)

In Task 2 the teacher acted as the organizer and was expected to introduce the song and invited the children to sing along. In the beginning, she gave the example how to sing this song. Therefore, they sang this song enthusiastically and freely, as it was supported by the following quotation of the field note.

The researcher sang it first then the children followed her. They waved their hands while singing the song. It was easy to teach the song to the children because the song was familiar with them. The researcher just needed to review the song. The children sang the song enthusiastically. They were smiling and cheerful.

(Field Note 1, Appendix D, Page 194)

v. Learner Role

In Task 1, the children were expected to say the expression actively and acted it out in front of the class. The expression was easy and familiar so they could do the task well. This was proved by the following quotation of the field note.

The researcher gave example by saying, “Let’s pray together, shall we?” and asked the children to say it one by one. The children could do this easily. They said the instruction fluently.

(Field Note 1, Appendix D, Page 194)

In Task 2, the children were expected to participate actively in singing the song. The song was easy to be sung. Therefore, they could sing this song well. This could be seen in the following quotation of the field note.

The children sang the song enthusiastically. They were smiling and cheerful. Some of them waving their hands fast and the classroom teacher reminded them to move it slowly. After finished the song, the children shook the researcher and the teacher’s hands.

(Field Note 1, Appendix D, Page 194)

vi. Settings

The setting in Task 1 involved all children to participate actively. This task gave them appropriate setting to say the expression correctly and to practise it. As it had been seen in

the implementation, all of them did great in pronouncing and practiced it. This was supported by the quotation of the field note below.

The researcher gave example by saying, “Let’s pray together, shall we?” and asked the children to say it one by one. The children could do this easily. They said the instruction fluently. After all children finished, the researcher asked the captain of the class to lead the prayer.

(Field Note 1, Appendix D, Page 194)

The setting in task 2 involved all children to sing the song together before they left the class. Based on the implementation, they sang the song actively, as it was seen in the quotation of the field note below.

The children sang the song enthusiastically. They were smiling and cheerful. Some of them waving their hands fast and the classroom teacher reminded them to move it slowly. After finished the song, the children shook the researcher and the teacher’s hands.

(Field Note 1, Appendix D, Page 194)

2). Unit 2, I Like Apples

a. “In The Morning”

i. Goals

The goal of Task 1 was to make the children know how to say the expression of giving instruction to line up. The expression in this part was a bit difficult since they had never learned the expression before. Fortunately, the children could understand the instruction quickly. They did it enthusiastically. It was new thing for them. So, most of the children wanted to try. This was supported by the quotation of the field note below.

The children then followed every instruction. They felt so curious. Sometimes they made mistake and laugh. They repeated the instruction and did the action.

.....
After several times trial, the researcher asked three children to be the leader in turn. They gave instruction and the others children followed it. They all could do it well.
.....

All the children did the instruction enthusiastically and this time they all did it correctly. They were so impassioned to line up.

(Field Note 1, Appendix D, Page 196)

The goal of Task 2 was to make the children sing the chant Let's Go In before they entered the class. The children were already familiar with this chant so there was no problem in singing the song. They could sing the chant very well, as it was supported in the following quotation of the field note.

Before the children entered the class, they sang a chant entitled Let's Go In. After lining up, the researcher said, "Let's go in." and the children started singing the chant. They sang it energetically and marched into the classroom. All of the children could sing the chant well. They finished the chant as soon as the last child sat on his chair.

(Field Note 1, Appendix D, Page 196)

ii. Input

The input in Task 1 was an expression of giving instruction to line up. The expression was taught to the children and they practised to say the instruction. The researcher had never ever taught the expression before.

So she needed to drill the children. Since the instructions were so simple, the children could understand it quickly. It could be seen in the transcript of the interview below.

- R : *Tadi bisa baris?*
(Can you line up?)
- S1,2 : *Iya.*
(Yes of course.)
- S3 : *Iya, aku bisa, Miss*
(Yes, I can miss.)?
- R : *Susah nggak perintahnya?*
(Was it difficult for you to follow the instructions?)
- S3 : *Pertama susah tapi pas dicontohin bisa.*
(At first, it was difficult. But after you gave me example, I could do that.)
- S2 : *Iya, Miss. Tapi aku tadi ada yang salah. Aku tadi juga bisa mimpin baris.*
(Yes, miss. But I made only a few mistakes. I also could lead the line up well.)
- S1 : *Agak susah, Miss*
(It's a bit difficult for me.)
- R : *Suka nggak baris pake Bahasa Inggris?*

- (Do you like lining up using English?)
- S1,2 : *Suka.*
(Yes, we do.)
- S3 : *Iya, Miss. Tapi aku tadi ada yang salah. Aku tadi juga bisa memimpin baris.*
(Yes, I do. But, please teach me again the instruction, miss. I have already forgotten he he.)

(Interview 1, Appendix E, Page 216)

The input in Task 2 was a chant. The title was Let's Go In. The chant was already familiar for the children. The researcher just needed to review the song. The children could sing it well. It is showed in the following quotation of the field note.

The chant was familiar for the children so the researcher did not need to teach it again. She only reviewed the chant.

.....

After lining up, the researcher said, "Let's go in." and the children started singing the chant. They sang it energetically and marched into the classroom. All of the children could sing the chant well.

(Field Note 1, Appendix D, Page 196)

iii. Activities

The activities in Task 1 were practicing the instruction. The children practice the instruction together and act it out. They did it enthusiastically, as written in the quotation of the field note below.

She made an "attention" gesture and put her arms aside her body. Then she asked the children to follow her. Next, she said, "Cover" and made a gesture by raising her right hand and put it on the teacher's shoulder. Then she said, "Recover" and put down her arms back to her the side of her body and made "attention" position. The children then followed every instruction. They felt so curious. Sometimes they made mistake and laugh. They repeated the instruction and did the action. Two children at the back were teasing each other and did not pay attention to the researcher. The teacher assisted the researcher to control the children. After several times trial, the researcher asked three children to be the leader in turn. They gave instruction and the others children followed it. They all could do it well. Some children also wanted to try and scrambled to come to the front. However, due to the limitation of the time, finally the researcher asked the captain of the class to lead the line up. Some children were disappointed. The researcher promised that next time, she would give them chance to lead the march. All the children did the instruction enthusiastically and this time they all did it correctly. They were so impassioned to line up.

(Field Note 1, Appendix D, Page 196)

The activity in Task 2 was singing the chant. The chant was Let's Go In. The children could sing the song very well and they merrily sang it, as written in the quotation of the field note below.

Before the children entered the class, they sang a chant entitled Let's Go In. The chant was familiar for the children so the researcher did not need to teach it again. She only reviewed the chant. After lining up, the researcher said, "Let's go in." and the children started singing the chant. They sang it energetically and marched into the classroom. All of the children could sing the chant well. They finished the chant as soon as the last child sat on his chair.

(Field Note 1, Appendix D, Page 196)

iv. Teacher Role

In Task 1, the teacher acted as the controller and the model. She was expected to get the children's attention using instructions, also gave the correct example in saying and pronouncing it. Therefore, this task made her played the teacher role well. This could be seen in the following quotation of the field note.

The researcher repeated the instruction then she gave example. She made an "attention" gesture and put her arms aside her body. Then she asked the children to follow her. Next, she said, "Cover" and made a gesture by raising her right hand and put it on the teacher's shoulder. Then she said, "Recover" and put down her arms back to her the side of her body and made "attention" position. The children then follow every instruction.

.....
After several times trial, she asked three children to be the leader in turn. They gave instruction and the others children followed it. They all could do it well.

(Field Note 1, Appendix D, Page 196)

In Task 2 the teacher acted as the organizer and was expected to introduce the chant and invited the children to sing along. In the beginning, she gave the example how to sing this chant. The children could sing the chant well, as it was supported by the following quotation of the field note.

The chant was familiar for the children so the researcher did not need to teach it again. She only reviewed the chant. After lining up, the researcher said, "Let's go

in.” and the children started singing the chant. They sang it energetically and marched into the classroom. All of the children could sing the chant well.

(Field Note 1, Appendix D, Page 196)

v. Learner Role

In Task 1, the children were expected to say the expression actively and acted it out.

The expression was easy so they could do the task well. This was proved by the following quotation of the field note.

After several times trial, she asked three children to be the leader in turn. They gave instruction and the others children followed it. They all could do it well. Some children also wanted to try but due to the limitation of the time, finally she asked the captain of the class to lead the line up.

.....
All the children did the instruction enthusiastically and this time they all did it correctly. They were so impassioned to line up.

(Field Note 1, Appendix D, Page 196)

In Task 2, the children were expected to participate actively in singing the chant. The chant was easy to be sung. Therefore, they could sing this well. It was showed in the following quotation of the field note.

After lining up, the researcher said, “Let’s go in.” and the children started singing the chant. They sang it energetically and marched into the classroom. All of the children could sing the chant well. They finished the chant as soon as the last child sat on his chair.

(Field Note 1, Appendix D, Page 196)

vi. Settings

The setting in Task 1 involved all children to participate actively. This task gave them appropriate setting to say the expression correctly and to practise it. As it had been seen in the implementation, all of them did great in pronouncing and practiced it, as it was written in the quotation of the field note below.

After several times trial, she asked three children to be the leader in turn. They gave instruction and the others children followed it. They all could do it well. Some children also wanted to try but due to the limitation of the time, finally she asked the

captain of the class to lead the line up. All the children did the instruction enthusiastically and this time they all did it correctly.

(Field Note 1, Appendix D, Page 196)

The setting in task 2 involved all children to sing the chant together before they entered the class. Based on the implementation, they sang the chant actively, as it was seen in the quotation of the field note below.

After lining up, the researcher said, “Let’s go in.” and the children started singing the chant. They sang it energetically and marched into the classroom. All of the children could sing the chant well.

(Field Note 1, Appendix D, Page 196)

b. “Look and Say”

i. Goals

The goals of this Task were to introduce the Healthy Food to the children by showing pictures. The pictures were familiar to the children because they could find it easily at home. This was proved by the following quotation of the field note.

The researcher asked, “What is it?”. Some children answered in Indonesian and said, “*Nasi*, miss.”. A child shouted in Javanese, “*Sego*, miss.” It made the other children laughed. The researcher smiled then corrected it, “It is rice.” Then the children repeated after her several times

.....
They all answered the questions enthusiastically. They could did it well.

(Field Note 1, Appendix D, Page 196)

ii. Input

The input in this Task was pictures of healthy food. There were six pictures; rice, egg, spinach, chicken, banana, and milk. The pictures were clear and familiar for the children. .

It was showed in the following quotation of the field note.

The researcher showed pictures of healthy food. The children then paid attention to the researcher. They were curious about the pictures. The researcher asked, “What is it?”. Some children answered in Indonesian and said, “*Nasi*, miss.”. A child shouted in Javanese, “*Sego*, miss.”

(Field Note 1, Appendix D, Page 196)

It could also be seen in the interview transcript below.

- R : *Kalo gambarnya jelas nggak?*
(Do you think the pictures are clear?)
- Ss : *Iya, Miss*
(Yes, miss.)
- S1 : *Gambarnya bagus.*
(The pictures are good.)
- S2 : *Aku liat jelas.*
(I can see the picture clearly.)
- R : *Suka gambarnya?*
(So, do you like the picture?)
- S2, 3 : *Suka.*
(Yes, we do.)

(Interview 1, Appendix E, Page 216)

iii. Activities

The activities in this Task were looking at the picture then saying the names of the Healthy Food. The pictures helped the children recognize the Healthy Food. The picture invited the children to say the names enthusiastically, as written in the quotation of the field note below.

The researcher showed pictures of healthy food. The children then paid attention to the researcher. They were curious about the pictures. The researcher asked, “What is it?”. Some children answered in Indonesian and said, “*Nasi*, miss.”. A child shouted in Javanese, “*Sego*, miss.” It made the other children laughed. The researcher smiled then corrected it, “It is rice.” Then the children repeated after her several times. The researcher also drilled the other pictures to them and gave the correct pronunciation. They could say the names of all the pictures well, except the rice and spinach because they were new vocabulary for them. Next, the researcher asked the children one by one. Most of the children could name the pictures; only two children hesitated to answer. They might forget the name so they answered softly. However, all children answered the questions enthusiastically. The children could do this task well.

(Field Note 1, Appendix D, Page 196)

iv. Teacher Role

In this Task, the teacher acted as a controller. She was expected to get the children's attention using the picture of Healthy Food and gave the correct example in pronouncing their names. This was supported by the following quotation of the field note.

The researcher showed pictures of healthy food. The children then paid attention to the researcher. They were curious about the pictures. The researcher asked, "What is it?". Some children answered in Indonesian and said, "*Nasi*, miss.". A child shouted in Javanese, "*Sego*, miss." It made the other children laughed. The researcher smiled then corrected it, "It is rice." Then the children repeated after her several times. The researcher also drilled the other pictures to them and gave the correct pronunciation.

.....
The children could do this task well.

(Field Note 1, Appendix D, Page 196)

v. Learner Role

In this Task, the children were expected to participate actively in saying the name of the Healthy Food. The pictures in this task were clear enough and familiar for them. So the children could do this task well.

The children then paid attention to the researcher. They were curious about the pictures. The researcher asked, "What is it?". Some children answered in Indonesian and said, "*Nasi*, miss.". A child shouted in Javanese, "*Sego*, miss." It made the other children laughed.

.....
Next, the researcher asked the children one by one. Most of the children could name the pictures; only two children hesitated to answer. They all answered the questions enthusiastically. They could do it well.

(Field Note 1, Appendix D, Page 196)

vi. Settings

The setting in this Task involved each child to say the name of the Healthy Food aloud, as it was written in the quotation of the field note below.

Next, the researcher asked the children one by one. Most of the children could name the pictures; only two children hesitated to answer. They all answered the questions enthusiastically. They could did it well.

(Field Note 1, Appendix D, Page 196)

c. “Let’s Do It”

i. Goals

The goals of Task 1 were to make the children know how to express Like and sing the chant. The researcher used the pictures of healthy food and also chants to help the children understand it. It was showed in the quotation of the field note below.

The researcher took picture of apples and said, “I like apples.” and showed her thumb up. It was a sign that she liked the apples. She used other pictures to teach the expression. Then she made a question, “What do you like?” and answered, “I like apple.” while showing the picture of apple. The researcher moved closer to a child and asked, “What do you like?”. The child, with a bit doubtful expression, picked a picture of chicken and said, “I like chicken.”. The researcher praised her, “Excellent.” Then she moved to the other children and asked the same question. She moved around the class asking all the children. Some of them smiled and felt shy when the researcher came to them. Most of the children answered the question fluently.

.....
To make it more lively and interesting, the researcher introduced a chant, What Do You Like? to the children. She sang it first and drilled to the children. Afters several trials, the children could sing the chant.

.....
The children could do this task very well.

(Field Note 1, Appendix D, Page 197)

The goal of Task 2 was to make the children sing the song I Like Apples. This song was new for them. Since the song used funny gesture, the children easily learned it. Finally, they could sing the song well, as it was supported in the following interview transcript.

- R : *Tadi suka lagunya?*
(Do you like the song?)
S2,3 : *Iya*
(Yes, we do.)

- R : *Kenapa?*
(Why do you like it?)
- S1 : *Lucu, Miss*
(It's funny miss.)
- S3 : *Aku suka gerakanya. Aku megang perut kaya gini. (memegang perut)*
(I like the movement. I have to touch my tummy like this (show the action).)
- R : *Bisa nyanyi sekarang?*
(So, can you sing it now?)
- S2 : *Bisa*
(Yes, of course.)
- Ss : *(Menyanyi bersama)*
(they all sang the song together)

(Interview 2, Appendix E, Page 216)

The goal of Task 3 was to make the children play the whispering game joyfully. They enjoyed playing this game because it helped them remember the name of the Healthy Food easily. This could be seen in the quotation of the field note.

After that, the researcher started to play it. She said, "Get set, Go!" and the children started it. First child in the group saw the picture and whispered the name to the next child and they continued whispering until the last child. Then the last child took the picture and stuck it on the board. After that he or she moved to the back, saw the picture and whispered to the child in front of him or her. They continued doing the cycle.

.....
The children played the game joyfully and enthusiastically. They all participated actively in the game.

(Field Note 1, Appendix D, Page 197)

ii. Input

The inputs in Task 1 were expression of Like and a chant entitled What Do You Like?. The chant was used to practise the expression of Like. The children were interested to the sing the chant. They really loved singing, as it was written in the transcript below.

The researcher took picture of apples and said, "I like apples." and showed her thumb up. It was a sign that she liked the apples. She used other pictures to teach the expression. Then she made a question, "What do you like?" and answered, "I like apple." while showing the picture of apple. The researcher moved closer to a child and asked, "What do you like?". The child, with a bit doubtful expression, picked a picture of chicken and said, "I like chicken.".

.....

To make it more lively and interesting, the researcher introduced a chant, What Do You Like? to the children. She sang it first and drilled to the children. After several trials, the children could sing the chant.

(Field Note 1, Appendix D, Page 197)

The input in Task 2 was a song entitled I Like Apples. The song was new for the children. This song was simple and used very fun and interesting gestures. The children liked this song and sang it merrily. This could be seen in the quotation of the field note.

The children then sang the song and moved their body. They sang the song together enthusiastically. They made some funny gestures and laughed together. They sang the song twice and asked for more. When the researcher stopped the song, they looked so disappointed. All the children could sing the song very well.

(Field Note 1, Appendix D, Page 197)

The input in Task3 was Whispering Game. This game attracted the children so much and made them memorize the Healthy Food well. This could be seen in the quotation of the field note.

After that, the researcher started to play it. She said, "Get set, Go!" and the children started it. First child in the group saw the picture and whispered the name to the next child and they continued whispering until the last child. Then the last child took the picture and stuck it on the board. After that he or she moved to the back, saw the picture and whispered to the child in front of him or her. They continued doing the cycle.

.....
The children played the game joyfully and enthusiastically.

(Field Note 1, Appendix D, Page 197)

iii. Activities

The activities in Task 1 were to practice the expression and sing the chant. The children practiced the expression together and acted it out by singing the chant. They did it enthusiastically, as written in the quotation of the field note below.

The researcher took picture of apples and said, "I like apples." and showed her thumb up. It was a sign that she liked the apples. She used other pictures to teach the expression. Then she made a question, "What do you like?" and answered, "I like

apple.” while showing the picture of apple. The researcher moved closer to a child and asked, “What do you like?”. The child, with a bit doubtful expression, picked a picture of chicken and said, “I like chicken.”. The researcher praised her, “Excellent.” Then she moved to the other children and asked the same question. She moved around the class asking all the children. Some of them smiled and felt shy when the researcher came to them. Most of the children answered the question fluently. Only four children answered nervously. They were confused which things they liked. To make it more lively and interesting, the researcher introduced a chant, What Do You Like? to the children. She sang it first and drilled to the children. After several trials, the children could sing the chant. A few of them were still mumbling following the researcher. She then used the chant and asked the children one by one. They were so impatient to be asked by the researcher. They raised their hand to get the researcher’s attention. Almost all the children sang the chant loudly. They were very enthusiastic when the researcher used the chant. The children could do this task very well.

(Field Note 1, Appendix D, Page 197)

The children said that the activities were interesting, as showed in the transcript of the interview below.

- R : *Suka nggak nyanyi chant tadi?*
(Do you like singing the chant?)
- Ss : *Suka, Miss*
(Yes, we do.)
- R : *Tadi bisa kan jawabnya?*
(Could you do that in the lesson today?)
- S1 : *Iya, pas tadi Miss tanya aku bisa jawab.*
(Yes, miss. When you asked me, i could answer it.)
- S2 : Yes, miss.
- R : Okay, now let’s sing the chant again!
- Ss : (They sang the chant together)

(Interview 3, Appendix E, Page 217)

The activity in Task 2 was singing a song. The song was I Like Apples. The children could sing the song very well and they merrily sang it because they could make funny gesture during the song, as written in the quotation of the field note below.

The researcher introduced the song by playing the song from her mobile phone. While the children were listening to the song, she acted out the gesture. The children smiled when they looked at the researcher. Some of them laughed softly. After played the song twice she asked the children to stand up and practice the song. The children then sang the song and moved their body. They sang the song together enthusiastically. They made some funny gestures and laughed together. They sang the song three times and asked for more. When the researcher stopped the song, they looked so disappointed. All the children could sing the song very well.

(Field Note 1, Appendix D, Page 197)

The activity in Task 3 was playing a game called Whispering games. This game helped the children to memorize the Healthy Food since they played this game well. It was supported by the quotation of the field note below.

She said, “Get set, Go!” and the children started it. First child in the group saw the picture and whispered the name to the next child and they continued whispering until the last child. Then the last child took the picture and stuck it on the board. After that he or she moved to the back, saw the picture and whispered to the child in front of him or her. They continued doing the cycle. Suddenly, the atmosphere in the class was so noisy. The children run and whooped merrily. Some children were confused what to do so they moved to the wrong way or did the wrong thing, like forgot to stuck the picture on the board instead of brought it with them. The children played the game joyfully and enthusiastically. They all participated actively in the game. The game finished after the fifth question. The first group was the winner.

(Field Note 1, Appendix D, Page 197)

iv. Teacher Role

In Task 1, the teacher acted as a controller. She was expected to give a model how to say the expression correctly and how to sing the chant well. This was supported by the following quotation of the field note.

The researcher took picture of apples and said, “I like apples.” and showed her thumb up. It was a sign that she liked the apples. She used other pictures to teach the expression. Then she made a question, “What do you like?” and answered, “I like apple.” while showing the picture of apple. The researcher moved closer to a child and asked, “What do you like?”. The child, with a bit doubtful expression, picked a picture of chicken and said, “I like chicken.” The researcher praised her, “Excellent.” Then she moved to the other children and asked the same question. She moved around the class asking all the children.

.....
Then she introduced a chant, What Do You Like? to the children. She sang it first and drilled to the children. Afters several trials, the children could sing the chant.

(Field Note 1, Appendix D, Page 197)

In Task 2 the teacher acted as the organizer and was expected to introduce the chant and invited the children to sing along. The song was interesting because it was followed by funny gesture. The children could sing the chant well, as it was supported by the following quotation of the field note.

The researcher introduced the song by playing the song from her mobile phone. While the children were listening to the song, she acted out the gesture. The children smiled when they looked at the researcher. Some of them laughed softly. After playing the song twice, she asked the children to stand up and practice the song.

(Field Note 1, Appendix D, Page 197)

In Task 3, the teacher was expected to organize the game and made sure that the game would run well. This game needed a well preparation before it is played. Based on the implementation, the researcher prepared it well. It could be seen in the following quotation of the field note.

First, she told the rule of the game to the children. The researcher then divided the board into two by making line using marker. She also divided the children into two groups, ten children each group. Each group lined up and faced the board. After that, the researcher started to play it. She said, "Get set, Go!" and the children started it.

.....
The children played the game joyfully and enthusiastically. They all participated actively in the game.

(Field Note 1, Appendix D, Page 197)

v. Learner Role

In Task 1, the children were expected to understand the expression and to say it actively. The pictures and the chant in this task helped the children to understand the expression, as it was written in the quotation of the field note.

The researcher moved closer to a child and asked, "What do you like?". The child, with a bit doubtful expression, picked a picture of chicken and said, "I like chicken.". The researcher praised her, "Excellent." Then she moved to the other children and asked the same question. She moved around the class asking all the children. Some of them smiled and felt shy when the researcher came to them. Most of the children answered the question fluently.

.....
She sang it first and drilled to the children. Afters several trials, the children could sing the chant. A few of them were still mumbling following the researcher. She then used the chant and asked the children one by one. They were so impatient to be asked by the researcher. They raised their hand to get the researcher's attention. Almost all the children sang the chant loudly. They were very enthusiastic when the researcher used the chant. The children could do this task very well.

(Field Note 1, Appendix D, Page 197)

In Task 2, the children were expected to participate actively in singing the song. The song was very interesting for them. So the children could do this task well. This could be seen from the following quotation of the field note.

After played the song twice, she asked the children to stand up and practice the song. The children then sang the song and moved their body. They sang the song together enthusiastically. They made some funny gestures and laughed together. They sang the song three times and asked for more. When the researcher stopped the song, they looked so disappointed. All the children could sing the song very well.

(Field Note 1, Appendix D, Page 197)

In Task 3, the children were expected to play Whispering Game actively. This game could engage the children join in enthusiastically. This could be seen from the quotation of the field note below.

After explained the rule of the game, the researcher started to play it. She said, “Get set, Go!” and the children started it. First child in the group saw the picture and whispered the name to the next child and they continued whispering until the last child. Then the last child took the picture and stuck it on the board. After that he or she moved to the back, saw the picture and whispered to the child in front of him or her. They continued doing the cycle. Suddenly, the atmosphere in the class was so noisy. The children run and whooped merrily. The children played the game joyfully and enthusiastically. They all participated actively in the game.

(Field Note 1, Appendix D, Page 197)

vi. Settings

The setting in Task 1 involved all children to participate actively. This task gave them appropriate setting to say the expression correctly and to practise it using the chant. As it had been seen in the implementation, all of them did great in practicing it, as it was written in the quotation of the field note below.

The researcher moved closer to a child and asked, “What do you like?”. The child, with a bit doubtful expression, picked a picture of chicken and said, “I like chicken.”. The researcher praised her, “Excellent.” Then she moved to the other children and asked the same question. She moved around the class asking all the children. Some of them smiled and felt shy when the researcher came to them. Most of the children answered the question fluently.

.....

She then used the chant and asked the children one by one. They were so impatient to be asked by the researcher. They raised their hand to get the researcher's attention. Almost all the children sang the chant loudly. They were very enthusiastic when the researcher used the chant. The children could do this task very well.

(Field Note 1, Appendix D, Page 197)

The setting in task 2 involved all children to sing the song together to practice the previous task. Based on the implementation, they sang the song actively, as it was seen in the quotation of the field note below.

After played the song three times, she asked the children to stand up and practice the song. The children then sang the song and moved their body. They sang the song together enthusiastically. They made some funny gestures and laughed together. They sang the song three times and asked for more. When the researcher stopped the song, they looked so disappointed.

(Field Note 1, Appendix D, Page 197)

The setting in Task 3 involved the whole children to play the game inside the class. This task gave them a good atmosphere to compete each other in a fun way. They played the game in group. This was supported by the following transcript.

The researcher then divided the board into two by making line using marker. She also divided the children into two groups, ten children each group. Each group lined up and faced the board. After that, the researcher started to play it. She said, "Get set, Go!" and the children started it.

.....
The children played the game joyfully and enthusiastically. They all participated actively in the game. The game finished after the fifth question. The first group was the winner.

(Field Note 1, Appendix D, Page 197)

d. "Let's Take a Break"

i. Goals

The goal of this Task was to make the children know how to say the expression of giving instruction to eat the snack. The expression in this part is easily understood by the children. This was supported by the quotation of the field note below.

Before they ate the snack, the researcher said, “Let’s eat the snack.” and she took a snack from the plate. She repeated the action again and this time she ate the snack. The researcher then drilled the children to say the expression. The children then repeated after her. They all could do that easily. A child was asked to give the instruction and she could do it well. After she said the instruction, all the children took the snack and ate it.

(Field Note 1, Appendix D, Page 198)

ii. Input

The input in this Task was an expression of giving instruction to eat the snack. The expression was taught to the children and they practised to say the instruction. Based on the implementation, they could say and do the instruction well. It could be seen in the quotation of the field note.

Before they ate the snack, the researcher said, “Let’s eat the snack.” and she took a snack from the plate. She repeated the action again and this time she ate the snack. The researcher then drilled the children to say the expression. The children then repeated after her. They all could do that easily.

(Field Note 1, Appendix D, Page 198)

The children stated that the expression was easy to learn, as it was showed in the following transcript.

- R : *Kalo instruksi makan snack tadi bisa?*
 (How about the instruction to eat the snacks? Can you do that?)
 Ss : *Iya*
 (Yes, we do.)
 R : *Oya? Coba gimana?*
 (Really? Now, can you say it again, please?)
 Ss : Let’s eat the snack!

(Interview 2, Appendix E, Page 216)

iii. Activities

The activities in Task 1 were saying the expression and practice it. The children could do this task well, as it written in the quotation of the field note below.

Before they ate the snack, the researcher said, “Let’s eat the snack.” and she took a snack from the plate. She repeated the action again and this time she ate the snack. The researcher then drilled the children to say the expression. The children then repeated after her. They all could do that easily. A child was asked to give the

instruction and she could do it well. After she said the instruction, all the children took the snack and ate it.

(Field Note 1, Appendix D, Page 198)

iv. Teacher Role

In this Task, the teacher acted as the controller and the model. She was expected to get the children' attention using instructions, also gave the correct example in saying and pronouncing it. Therefore, this task made her played the teacher role well. This was supported by the following quotation of the field note.

Before they ate the snack, the researcher said, "Let's eat the snack." and she took a snack from the plate. She repeated the action again and this time she ate the snack. The researcher then drilled the children to say the expression. After she said it, the children followed her. They could do it easily.

(Field Note 1, Appendix D, Page 198)

v. Learner Role

In this Task, the children were expected to say the expression actively. The expression was easy so they could do the task well. This was proved by the following quotation of the field note.

After she said it, the children followed her. They could do it easily. A child was asked to give the instruction and she could do it well. After she said the instruction, all the children took the snack and ate it.

(Field Note 1, Appendix D, Page 198)

vi. Settings

The setting in this Task involved all children to participate actively. This task gave them appropriate setting to say the expression correctly and to practise it. As it had been seen in the implementation, all of them did great in it. This was supported by the quotation of the field note below.

Before they ate the snack, the researcher said, "Let's eat the snack." and she took a snack from the plate. She repeated the action again and this time she ate the snack. The researcher then drilled the children to say the expression. The children then repeated after her. They all could do that easily. A child was asked to give the

instruction and she could do it well. After she said the instruction, all the children took the snack and ate it.

(Field Note 1, Appendix D, Page 198)

e. “Your Turn”

i. Goals

The goal in Task 1 was to make the children stick the correct picture based on the table.

The children circle it easily. This was based on the quotation of the field note below.

The children then cut the pictures. Some of them still found it was difficult to cut the picture. It was too big so it took time to cut it. The researcher, the co-researcher, and the classroom teacher helped the children to cut it. Three children could not do it well. They almost cut the whole part of the picture. After they finished it, they started to stick the pictures on the table. The children did it easily since they had the example.

.....
After 15 minutes, they finished the work. They could do it well.

(Field Note 1, Appendix D, Page 198)

The goal in Task 2 was to make the children make the sandwich. The children loved this activity so much. They did the task enthusiastically. This was supported by the following transcript.

- R : *Suka ya Sandwich Party?*
(Do you like the Sandwich Party?)
- Ss : *Iya*
(Yes, we do.)
- S1 : *Asik, Miss*
(It was so fun miss.)
- S3 : *Iya, aku bikin yang gede.*
Yes, I made a big sandwich.
- R : Wow, bagus. Terus ngapain lagi?
(Wow, that's nice. What did you do then?)
- S2 : *Bikin sandwichnya bareng-bareng*
(We make the sandwich together.)
- S1 : Aku tadi kasih selai banyak banget.
(I put a lot of jam on my sandwich.)
- S3 : *Aku bantuin yang lain bikin sandwich.*
(I helped my friends to make the sandwich.)

(Interview 4, Appendix E, Page 217)

ii. Input

The input in Task 1 was pictures of Healthy Food. The children were given a worksheet with pictures of Healthy Food. The pictures were too big so it could not fit the table size. It made the worksheet became so messy. This material was needed to be revised, as it was supported by the interview with the teacher.

- T : *Menurut saya gambarnya harus diganti.*
 (I think you should change the size of the pictures.)
 R : *Oya?*
 (Do you think so?)
 T : *Tadi anak-anak nggak bisa nempelin ke tabelnya.*
 (The children could not stick it well onto the table.)
 R : *Oh, Iya. Nanti saya revisi lagi gambarnya dan saya kecilkan.*
 (I see. So I will revise the picture and make it smaller.)

(Interview 5, Appendix E, Page 217)

The input in Task 2 was ingredients to make sandwich. The researcher and the classroom teacher prepared the ingredients and the children used it to make sandwich. The children could make the sandwich easily using the ingredients. This was supported by the following quotation of the field note.

The researcher prepared the ingredients to make sandwich. They were bread, jam, butter, choco-chips, cheese, and colourful meises. Then the researcher put it all on the table. There were five children in the table and they would work together as a group. Then researcher helped by the teacher distributed the bread to the children one bread for each child. After they were all ready, the researcher said, "Let's make a sandwich." and the children started to make it. Some of them put the butter and some use the jam. They were all tried to make a good and nice a sandwich. They decorated the sandwich using the colourful meises or the choco-chips.

(Field Note 1, Appendix D, Page 198)

iii. Activities

The activity in Task 1 was to cut the pictures of Healthy Food and stick it on the table. Based on the implementation, the children easily finished the task, as written in the following quotation of the field note.

The children then cut the pictures. Some of them still found it was difficult to cut the picture. It was too big so it took time to cut it. The researcher, the co-researcher, and the classroom teacher helped the children to cut it. Three children could not do it well. They almost cut the whole part of the picture. After they finished it, they started to stick the pictures on the table. The children did it easily since they had the example. There was another problem in sticking the picture. The pictures were too big for the table so the children could not fit it to the table. The worksheet became so messy with the picture size out of the table border. Some children complained that they could not stick it properly. Somehow, the children had to finish the work, no matter how messy it would be. After 15 minutes, they finished the work. They could do it well.

(Field Note 1, Appendix D, Page 198)

The activity in Task2 was to make sandwich. The children loved this activity so much.

This was supported by the following quotation of the field note.

After they were all ready, the researcher said, "Let's make a sandwich." and the children started to make it. Some of them put the butter and some use the jam. They were all tried to make a good and nice a sandwich. They decorated the sandwich using the colourful meises or the choco-chips. Some children put those ingredients too much so the bread became so messy. A child spilled the jam to her shirt and made it dirty. The children had to share the ingredients with the group. The researcher would not add more if they were run out of it. Every child was busy working on their sandwich. They did it happily. They all smiled and laughed. The class became a bit noisy. Every child asked the researcher, "Miss, do you think my sandwich is good?" so the researcher said, "Yes, that's very good." all the time. The researcher only observed them and made sure that they could make the sandwich and finished it. After 15 minutes, all the children finished the sandwich. They did the task enthusiastically. After that they washed their hands and soon enjoyed the sandwich together. They could do this task very well.

(Field Note 1, Appendix D, Page 198)

iv. Teacher Role

In Task 1, the teacher acted as a facilitator. She was expected to facilitate the children to cut the pictures and stick it on the table. She gave instruction and let the children work themselves. This could be seen in the quotation of the field note below.

The researcher gave the worksheet to the children and explained to them about it. She asked the children to cut the pictures and stick them on the table. There were five tables; rice, side-dish, vegetables, fruit, and milk. The children had to stick the picture into the correct place

.....
The researcher, the co-researcher, and the classroom teacher helped the children to cut it. Three children could not do it well. They almost cut the whole part of the picture.

(Field Note 1, Appendix D, Page 198)

In Task 2, the teacher acted as the observer who was expected to guide the children did the task carefully. This task was easy to be done. This was supported by the following quotation of the field note.

The researcher only observed them and made sure that they could make the sandwich and finished it. After 15 minutes, all the children finished the sandwich. After that they washed their hands and soon enjoyed the sandwich together. They could do this task very well.

(Field Note 1, Appendix D, Page 198)

v. Learner Role

In Task 1, the children were expected to cut the pictures and stick it on the table. The children did the task easily, as it was supported in the quotation of the field note below.

The children then cut the pictures. Some of them still found it was difficult to cut the picture. It was too big so it took time to cut it. The researcher, the co-researcher, and the classroom teacher helped the children to cut it. Three children could not do it well. They almost cut the whole part of the picture. After they finished it, they started to stick the pictures on the table. The children did it easily since they had the example.

(Field Note 1, Appendix D, Page 198)

In Task 2, the children were expected to make sandwich. The children did the task easily, as it was supported in the quotation of the field note below.

They were all tried to make a good and nice a sandwich. They decorated the sandwich using the colourful meises or the choco-chips. Some kids, put those ingredients too much so the bread became so messy.

.....
They did it happily. They all smiled and laughed. The class became a bit noisy. Every child asked the researcher, "Miss, do you think my sandwich is good?" so the researcher said, "Yes, that's very good." all the time. The researcher only observed them and made sure that they could make the sandwich and finished it. After 15 minutes, all the children finished the sandwich. They did the task enthusiastically. After that they washed their hands and soon enjoyed the sandwich together. They could do this task very well.

(Field Note 1, Appendix D, Page 198)

vi. Settings

The setting in Task 1 involved the children to cut the pictures and stick it on the table. Here, they did the task individually. This was based on the quotation of the field note below.

The children then cut the pictures. Some of them still found it was difficult to cut the picture. It was too big so it took time to cut it. The researcher, the co-researcher, and the classroom teacher helped the children to cut it.

.....
After they finishing it, they started to stick the pictures on the table. The children did it easily since they had the example.

(Field Note 1, Appendix D, Page 198)

The setting in Task 2 involved the children to make the sandwich. Here, they did the task in group. They did the task enthusiastically, as it was written in this quotation of the field note.

The researcher prepared the ingredients to make sandwich. They were bread, jam, butter, choco-chips, cheese, and colourful meises. Then the researcher put it all on the table. There were five children in the table and they would work together as a group.

.....
The researcher only observed them and made sure that they could make the sandwich and finished it. After 15 minutes, all the children finished the sandwich. They did the task enthusiastically. After that they washed their hands and soon enjoyed the sandwich together. They could do this task very well.

(Field Note 1, Appendix D, Page 198)

f. “Let’s Go Home”

i. Goals

The goal of Task 1 was to review how to say the expression of giving instruction to pray. The expression in this part was easily understood by the children because they had learned the expression before. This is supported by the quotation of the field note below.

This time, the researcher chose the captain of the class to lead the prayer. The child led the prayer in front of the class. He could do it well. All the children sat nicely on their chair, followed the instruction and prayed together.

(Field Note 1, Appendix D, Page 199)

The goal of Task 2 was to review the song “Goodbye” before they leave the class. The children were already familiar with this song so there was no problem in singing the song. They sang the song and waved their hands. They could sing the song very well, as it was supported in the following quotation of the field note.

Before the children left the class, they sang a Goodbye song. They waved their hands while singing the song. The children sang the song enthusiastically. They were smiling and cheerful.

(Field Note 1, Appendix D, Page 199)

ii. Input

The input in Task 1 was an expression of giving instruction to pray. The researcher had ever taught the expression before. So it was easy for the children. Based on the implementation, they could say and do the instruction well. It could be seen in the quotation of the field note.

Before went home, the researcher asked the children to pray first. It was not difficult for them since they had ever learned this expression before.

(Field Note 1, Appendix D, Page 199)

The input in Task 2 was a song entitled Goodbye. The song was already familiar for the children. The researcher just needed to review the song. The children could sing it well. It is shown in the following quotation of the field note.

Before the children left the class, they sang a Goodbye song. They waved their hands while singing the song. The children sang the song enthusiastically. They were smiling and cheerful. After finishing the song, the children shook the researcher and the teacher’s hands.

(Field Note 1, Appendix D, Page 199)

iii. Activities

The activity in Task 1 was practicing the instruction. The children practice the instruction together and act it out. They did it enthusiastically, as written in the quotation of the field note below.

Before went home, the researcher asked the children to pray first. It was not difficult for them since they had ever learned this expression before. The children then raised their hands and offered themselves to be the leader. The class became a bit noisy. The boy raced to be the leader and the girls did not really interested to compete with the boy. This time, the researcher chose the captain of the class to lead the prayer. The child led the prayer in front of the class. He could do it well. All the children sat nicely on their chair, followed the instruction and prayed together.

(Field Note 1, Appendix D, Page 199)

The activity in Task 2 was singing the song. The song was Goodbye. The children could sing the song very well and they merrily sang it, as written in the quotation of the field note below.

Before the children left the class, they sang a Goodbye song. They waved their hands while singing the song. The children sang the song enthusiastically. They were smiling and cheerful. After finishing the song, the children shook the researcher and the teacher's hands.

(Field Note 1, Appendix D, Page 199)

iv. Teacher Role

In Task 1, the teacher acted as the teacher acts as a facilitator. She was expected to facilitate the children to practice the expression. Therefore, this task made her played the teacher role well. This was supported by the following quotation of the field note.

The children then raised their hands and offered themselves to be the leader. The class became a bit noisy. The boy raced to be the leader and the girls did not really interested to compete with the boy. This time, the researcher chose the captain of the class to lead the prayer. The child led the prayer in front of the class. He could do it well. All the children sat nicely on their chair, followed the instruction and prayed together.

(Field Note 1, Appendix D, Page 199)

In Task 2, the teacher acted as the teacher acts as a facilitator. She was expected to facilitate the children to sing the Goodbye song. Therefore, this task made her played the teacher role well, as it was written in this quotation of the field note.

The children sang the song enthusiastically. They were smiling and cheerful. After finishing the song, the children shook the researcher and the teacher's hands.

(Field Note 1, Appendix D, Page 199)

v. Learner Role

In Task 1, the children were expected to say the expression actively and acted it out in front of the class. The expression was easy and familiar so they could do the task well. This was proved by the following quotation of the field note.

The children then raised their hands and offered themselves to be the leader. The class became a bit noisy. The boy raced to be the leader and the girls did not really interested to compete with the boy. This time, the researcher chose the captain of the class to lead the prayer. The child led the prayer in front of the class. He could do it well. All the children sat nicely on their chair, followed the instruction and prayed together.

(Field Note 1, Appendix D, Page 199)

In Task 2, the children were expected to participate actively in singing the song. The song was easy to be sung. Therefore, they could sing this song well. This could be seen in the following quotation of the field note.

They waved their hands while singing the song. The children sang the song enthusiastically. They were smiling and cheerful. After finishing the song, the children shook the researcher and the teacher's hands.

(Field Note 1, Appendix D, Page 199)

vi. Settings

The setting in Task 1 involved all children to participate actively. This task gave them appropriate setting to say the expression correctly and to practise it. This was supported by the quotation of the field note below.

Before went home, the researcher asked the children to pray first. It was not difficult for them since they had ever learned this expression before.

.....
This time, she chose the captain of the class to lead the prayer. The child led the prayer in front of the class. He could do it well. All the children sat nicely on their chair, followed the instruction and prayed together.

(Field Note 1, Appendix D, Page 199)

The setting in task 2 involved all children to sing the song together before they left the class. Based on the implementation, they sang the song actively, as it was seen in the quotation of the field note below.

Before the children left the class, they sang a Goodbye song. The waved their hands while singing the song. The children sang the song enthusiastically. They were smiling and cheerful. After finishing the song, the children shook the researcher and the teacher's hands.

(Field Note 1, Appendix D, Page 199)

Unit 3, I Love My Family.

a. "In The Morning"

i. Goals

The goal of this Task was to make the children know how to say the expression of giving instruction to say a prayer. The expression in this part was easy since the children had learned it before and used it in every unit. They did it very well. This was supported by the quotation of the field note below.

The researcher said, "Before we study, let's pray together. Shall we?." And when she finished she said, "Thank you." She asked the children to repeat after her. She did it three times. The children could repeat her easily. The said it loudly. After that she asked a child to come to the front and led the pray. The child was shy but the researcher encouraged him. He then led the class to pray. He could do it very well. The researcher then praised him, "That's very good."

(Field Note 1, Appendix D, Page 200)

ii. Input

The input in this Task was the expression of giving instruction to pray. The children found no difficulty in learning this input. This could be seen in the following quotation of the field note.

Since they had already learned the instruction to lead the prayer they could easily do that. The researcher said, “Before we study, let’s pray together. Pray do.” And she asked the children to repeat after her. She did it three times. The children could repeat her easily. The said it loudly.

(Field Note 1, Appendix D, Page 200)

iii. Activities

The activity in this Task was practicing the instruction. The children practiced the instruction together and act it out. They did it enthusiastically, as it written in the quotation of the field note below.

The researcher gave example, “Before we study, let’s pray together. Shall we?.” and when she finished she said, “Thank you.” She asked the children to repeat after her. She did it three times. The children could repeat her easily. The said it loudly. After that she asked a child to come to the front and led the pray. The child was shy but the researcher encouraged him. He then led the class to pray. He could do it very well. The researcher then praised him, “That’s very good.”

(Field Note 1, Appendix D, Page 200)

iv. Teacher Role

In this Task the teacher was expected to guide the children to practice the expression well. The children could do it well, as it was written in the quotation of the field note below.

The researcher said, “Before we study, let’s pray together. Pray do.” And she asked the children to repeat after her. She did it three times. The children could repeat her easily. The said it loudly.

(Field Note 1, Appendix D, Page 200)

v. Learner Role

In this Task, the children were expected to participate actively in practicing the expression. It was very easy for them, as it was written in the following quotation of the field note.

The researcher said, “Before we study, let’s pray together. Pray do.” And she asked the children to repeat after her. She did it three times. The children could repeat her easily. The said it loudly.

(Field Note 1, Appendix D, Page 200)

vi. Settings

The setting in this Task involved all children to practice the expression correctly. The researcher did not need to teacher them again since they had already known the expression. She just reviewed it and asked the children to repeat after her. This was supported by the following quotation of the field note.

The researcher said, “Before we study, let’s pray together. Pray do.” And she asked the children to repeat after her. She did it three times. The children could repeat her easily. The said it loudly. After that she asked a child to come to the front and led the pray.

(Field Note 1, Appendix D, Page 200)

b. “Look and Say”

i. Goals

The goal of this Task was to make the children know the family members and their relationship. The researcher used pictures of family members to identify the relationship. Based on the implementation, they could identify family members and their relationship well. This could be found in the following quotation of the field note.

She pointed at the picture of father and asked, “Who is this?”, Some children answered, “*Bapak* or *Ayah*.” Three children answered, “Father, miss.”. The researcher then praised them, “Very good. This is father.” She asked the children to repeat after her.

.....

When she thought it was enough, she moved closer to a child, pointed at the picture of mother and asked, “Who is this?”, The children answered loudly, “Mother.”. The researcher praised her and she moved to the other children. She moved around the class and asked them about the picture. Most of the children could answer her. They answered loudly and enthusiastically.

(Field Note 1, Appendix D, Page 200)

ii. Input

The input of this Task was a picture of a family consisted of father, mother, brother, sister, and me. The picture was clear and interesting. The children could identify the picture easily. It was stated in the quotation of the field note below.

The researcher showed a picture. It was a family picture. In the pictures there were five people, they are father, mother, brother, sister, and me. When the researcher showed the picture, the children showed their curiosity enthusiastically. Some of them move closer to the researcher. Two children asked, “What picture is that? Who are they?”. The researcher then asked the children to pay attention to her. She pointed at the picture of father and asked, “Who is this?”, Some children answered, “*Bapak* or *Ayah*.” Three children answered, “Father, miss.”.

(Field Note 1, Appendix D, Page 200)

iii. Activities

The activity in this Task was looking at the pictures of family and identifying the members. The family members were easy to be identified. The children could do the task well.

The researcher then asked the children to pay attention to her. She pointed to the picture of father and asked, “Who is this?”, Some children answered, “*Bapak* or *Ayah*.” Three children answered, “Father, miss.”. The researcher then praised them, “Very good. This is father.” She asked the children to repeat after her. She drilled the children three times.

.....
When she thought it was enough, she moved closer to a child, pointed at the picture of mother and asked, “Who is this?”, The children answered loudly, “Mother.”. The researcher praised her and she moved to the other children. She moved around the class and asked them about the picture. Most of the children could answer her. They answered loudly and enthusiastically. Every child was eager to be asked. They raised their hands and said, “Miss, me..me...” .Only two children answered it softly and doubtful. They were afraid of making mistake. Generally, the children could understand the task in this part.

(Field Note 1, Appendix D, Page 200)

iv. Teacher role

In this Task, the teacher acted as the controller. She was expected to get the children's attention using the picture of family member and gave the correct example in pronouncing their names. The children could identify the pictures well. It could be said that the teacher played the role well, as it was written in the following field note.

She pointed at the picture of father and asked, "Who is this?", Some children answered, "*Bapak* or *Ayah*." Three children answered, "Father, miss.". The researcher then praised them, "Very good. This is father." She asked the children to repeat after her. She drilled the children three times.

.....
When she thought it was enough, she moved closer to a child, pointed at the picture of mother and asked, "Who is this?", The children answered loudly, "Mother.". The researcher praised her and she moved to the other children. She moved around the class and asked them about the picture.

(Field Note 1, Appendix D, Page 200)

v. Learner Role

In this Task, the children were expected to participate actively in saying the name of the family members and answering the questions from the researcher. It was very easy for them. This could be seen in the following quotation of field note.

. She pointed to the picture of father and asked, "Who is he?", Some children answered, "*Bapak* or *Ayah*." Three children answered, "Father, miss.". The researcher then praised them, "Very good. He is father."

.....
She moved around the class and asked them about the picture. Most of the children could answer her. They answered loudly and enthusiastically. Every child was eager to be asked.

(Field Note 1, Appendix D, Page 200)

vi. Settings

The setting in Task 1 involved each student to say the name of the family members aloud. In the beginning, they said together but then the researcher asked them individually.

She pointed at the picture of father and asked, "Who is he?", some children answered, "*Bapak* or *Ayah*." Three children answered, "Father, miss.". The researcher

then praised them, “Very good. He is father.” She asked the children to repeat after her. She drilled the children three times.

.....
When she thought it was enough, she moved closer to a child, pointed at the picture of mother and asked, “Who is she?”, the children answered loudly, “She is mother.”. The researcher praised her and she moved to the other children. She moved around the class and asked them about the picture. . Most of the children could answer her.

(Field Note 1, Appendix D, Page 200)

c. “Let’s Do It”

i. Goals

The goal of Task 1 was to make the children sing the song. The song was She’s My Mom and it was new for them. The researcher used pictures of family members to make the children easily understand. The children enjoyed this song much. This could be found in the following quotation of the field note.

After that she stopped the song and asked the children to sing together. They sang by looking at the picture. Some children were just mumbling, opened their mouth but they did not say anything. Two children only looked at the pictures without singing. The researcher drilled the song many times.

.....
The children sang the song enthusiastically and merrily. They enjoyed the song much.

(Field Note 1, Appendix D, Page 200)

The goal of Task 2 was to make the children present their family picture to the whole class. The children brought their own family picture. They told about their family members in the family picture. Based on the implementation, they could work this task out. Some children did not feel confident to present the picture. However, they still could do this task well. This was supported by the quotation of the field note in below.

The researcher then asked for volunteer from the children. Three children raised their hands. She invited them all to come to the front and presented the picture. They showed their family pictures and told the others children who they are. A child was nervous so he could not present smoothly. The researcher asked him to repeat once more. Finally, he could present it well. After they all finished, the researcher asked another children to present the picture. To save the time, she invited them to

present in pairs. The children did the task well. They were very enthusiastic to present the picture.

(Field Note 1, Appendix D, Page 201)

ii. Input

The input in Task 1 was a song entitled *She's My Mom*. The song was interesting. To help the children memorizing the song, the researcher used pictures of family members. The children merrily sang the song. This was based on the interview with the children below.

- R : *Kalau lagu She's My Mom suka?*
(Do you like the "She's My Mom" song?)
- S1,2 : *Suka*
(Yes, we do.)
- R : *Gampang kan nyanyinya?*
(Is it easy to sing the song?)
- S1 : *Iya, Miss. Aku bisa nyanyi.*
(Yes, miss. I can sing the song.)
- S2 : *Aku juga. Gampang*
(Me, too. It is easy.)
- R : *kalo pake gambar gampang nggak?*
(Is it easy to sing when we use the pictures?)
- S2 : *Iya, Miss. Aku nggak bingung lagi.*
(Yes, miss. I'm not confused anymore.)
- S1 : *Iya, gambarnya bagus.*
(Yes, the pictures are good.)

(Interview 1, Appendix E, Page 218)

The input in Task 2 was a family picture. Each child showed their own family picture. They all could do this task well. The children did the task enthusiastically. This was supported by the following quotation of the field note.

The researcher asked the children to show their family picture. All of them brought the picture.

.....

Three children raised their hands. She invited them all to come to the front and presented the picture. They showed their family pictures and told the others children who they are. A child was nervous so he could not present smoothly. The researcher asked him to repeat once more. Finally, he could present it well. After they all finished, the researcher asked another children to present the picture. To save the time,

she invited them to present in pairs. The children did the task well. They were very enthusiastic to present the picture.

.....
All the children could finish the task well.

(Field Note 1, Appendix D, Page 201)

iii. Activities

The activity in Task 1 was singing a song. The children sang the song together using pictures to make them memorize the song well. The children sang the song merrily, as written in the quotation of the field note below.

Using the mobile phone, the researcher played the song and let the children to listen. She introduced the song first to them. The researcher used picture to help the children memorize the lyric. After that she stopped the song and asked the children to sing together. They sang by looking at the picture. Some children were just mumbling, opened their mouth but they did not say anything. Two children only looked at the pictures without singing. The researcher drilled the song many times. Next, she asked every group to sing the song while the other group paid attention. They sang together in front of the class. Only one group which all the members could sing the song very well. She then continued by asking the whole class to sing the song together. The children sang the song enthusiastically and merrily. They enjoyed the song much.

(Field Note 1, Appendix D, Page 200)

The activity in Task 2 was presenting the family picture. Each child had to tell their friends about their family members through a family picture. The children did this task enthusiastically. This was supported by the following quotation of the field note.

The researcher then asked for volunteer from the children. Three children raised their hands. She invited them all to come to the front and presented the picture. They showed their family pictures and told the others children who they are. A child was nervous so he could not present smoothly. The researcher asked him to repeat once more. Finally, he could present it well. After they all finished, the researcher asked another children to present the picture. To save the time, she invited them to present in pairs. The children did the task well. They were very enthusiastic to present the picture. Some of them were nervous and needed to repeat the presentation. The children also paid attention to their friends who were presenting the picture. They gave comments about the pictures and if they were curious, they came to the front just to see the pictures clearly. They gave applause when their friends had finished. The

researcher also praised them for doing great job. All the children could finish the task well.

(Field Note 1, Appendix D, Page 201)

iv. Teacher Role

In Task 1, the teacher acted as the controller. She was expected to get the children's attention using the song and gave them correct example in singing the song. The children could sing the song well. The teacher could play her role. It worked well, as it shown in the quotation of the field note below.

Using the mobile phone, the researcher played the song and let the children to listen. She introduced the song first to them. The researcher used picture to help the children memorize the lyric. After that she stopped the song and asked the children to sing together.

.....
Next, she asked every group to sing the song while the other group paid attention. They sang together in front of the class.

.....
The children sang the song enthusiastically and merrily.

(Field Note 1, Appendix D, Page 201)

In Task 1, the teacher the teacher was expected to assist the children to present the family picture in front of the class. She gave examples and helped them to deliver the presentation well. She did it well, as written the quotation of the field note below.

The researcher then showed her family picture. She pointed to the picture of mother and said, "She is my mother." then she pointed to father, "He is my father.". Next, she pointed to brother and said, "He is my brother.". She finished the presentation by saying, "They are my family. I love my family." She repeated her presentation twice to make sure the children understood.

.....
Three children raised their hands. She invited them all to come to the front and presented the picture. They showed their family pictures and told the other children who they are. A child was nervous so he could not present smoothly. The researcher asked him to repeat once more. Finally, he could present it well

(Field Note 1, Appendix D, Page 201)

v. Learner Role

In Task 1, the children were expected to sing the song actively. The song could get their interest so that they sang the song loudly. This was proved by the following quotation of the field note.

They sang by looking at the picture. The researcher drilled the song many times. She also explained about Mom and Dad, that they had the same meaning with Mother and Father. Next, she asked every group to sing the song while the other group paid attention. She then continued by asking the whole class to sing the song together. The children sang the song enthusiastically and merrily. They enjoyed the song much.

(Field Note 1, Appendix D, Page 201)

In Task 2, the children were expected to deliver the presentation well and actively. They all presented the family picture in front of the class. They could do it well. It could be seen from the quotation of the field note below.

After that she stopped the song and asked the children to sing together. They sang by looking at the picture. Some children were just mumbling, opened their mouth but they did not say anything. Two children only looked at the pictures without singing. The researcher drilled the song many times. Next, she asked every group to sing the song while the other group paid attention. They sang together in front of the class. Only one group which all the members could sing the song very well. She then continued by asking the whole class to sing the song together. The children sang the song enthusiastically and merrily. They enjoyed the song much.

(Field Note 1, Appendix D, Page 20)

vi. Setting

The setting in Task 1 involved all children to sing the song actively. They sang the song together. They sang loudly and merrily. This was based on the quotation of the field note below.

After that she stopped the song and asked the children to sing together. They sang by looking at the picture. Some children were just mumbling, opened their mouth but they did not say anything. Two children only looked at the pictures without singing. The researcher drilled the song many times. Next, she asked every group to sing the song while the other group paid attention. They sang together in front of the class. Only one group which all the members could sing the song very well. She then

continued by asking the whole class to sing the song together. The children sang the song enthusiastically and merrily. They enjoyed the song much.

(Field Note 1, Appendix D, Page 201)

The setting in Task 1 involved all the children to actively present the picture in front of the class. The children did it individually using their own family picture. Some of them were nervous. However, they could finish this task well, as written the quotation of the field note below.

After they all finished, the researcher asked another children to present the picture. To save the time, she invited them to present in pairs. The children did the task well. They were very enthusiastic to present the picture. Some of them were nervous and needed to repeat the presentation. The children also paid attention to their friends who were presenting the picture. They gave comments about the pictures and if they were curious, they came to the front just to see the pictures clearly. They gave applause when their friends had finished. The researcher also praised them for doing great job. All the children could finish the task well.

(Field Note 1, Appendix D, Page 201)

d. “Let’s Take a Break”

i. Goals

The goal of Task 1 was to make the children know how to say the expression of giving instruction to brush teeth. The expression in this part was easily understood by the children. This was supported by the quotation of the field note below.

Then she invited two children as the example. They were happy when the were asked to act out the expressions. She gave instruction to them and they took the toothbrush. They could deliver the action well. Then she asked another pair of children to do that. They were willing to do that, too. After that she drilled the instruction to them. She asked the children to repeat after her. They did it enthusiastically. The researcher then asked some children to practice it in pairs. All the children raised their hands. Four pairs acted it out and they did it well.

(Field Note 1, Appendix D, Page 201)

The goal of Task 2 was to make the children sing the chant “Brush Your Teeth” before they brushed their teeth. After given example by the researcher, the children sang the chant well and enthusiastically.

After repeating the chant three times, she asked the children to sing together. At first some children were mumbling. They just followed the gesture. Then, the researcher offered them to sing the chant individually. Some children raised their hands. They were very enthusiastic to perform the chant. The researcher then picked two children to sing the song. They could sing it fluently. Then two others children did the same. Next, the children sang the chant together. The children sang it merrily.

(Field Note 1, Appendix D, Page 201)

ii. Input

The input in Task 1 was an expression of giving instruction to brush teeth. The expression was taught to the children and they practised to say the instruction. Based on the implementation, they could say and do the instruction well. It could be seen in the quotation of the field note.

Before the children took their toothbrush, the researcher said, "Take your toothbrush and brush your teeth." then she took a toothbrush. She repeated again and did the same action. Then she invited two children as the example. They were happy when the were asked to act out the expressions. She gave instruction to them and they took the toothbrush. They could deliver the action well. Then she asked another pair of children to do that. They were willing to do that, too. She gave instruction to them and they took the toothbrush. Then she asked another pair of children to do that. After that she drilled the instruction to them. She asked the children to repeat after her. They did it enthusiastically.

(Field Note 1, Appendix D, Page 201)

The input in Task 2 was a chant entitled Brush Your Teeth. The chant was new for the children. The researcher had to teach the chant first. After some times repeating the chant, they could sing it well. It is showed in the following quotation of the field note.

After the children holing their own toothbrush, the researcher sang a chant. It was Brush Your Teeth. The chant was new for the children so she sang it slowly and made gestures. The chant was simple and understandable. It did not take a long time to teach them the chant. After repeating the chant three times, she asked the children to sing together.

.....
Next, the children sang the chant together. The children sang it merrily. They moved their body and laughed

(Field Note 1, Appendix D, Page 201)

iii. Activities

The activities in Task 1 were role play. The children acted out the instruction and practice it together. They did it enthusiastically. They could do this activity well, as it written in the quotation of the field note below.

Then she invited two children as the example. They were happy when the were asked to act out the expressions. She gave instruction to them and they took the toothbrush. They could deliver the action well. Then she asked another pair of children to do that. They were willing to do that, too. After that she drilled the instruction to them. She asked the children to repeat after her. They did it enthusiastically. The researcher then asked some children to practice it in pairs. All the children raised their hands. Four pairs acted it out and they did it well. The researcher then asked the captain of the class to practice it. He was nervous but he could deliver the instruction very well, "Take your toothbrush and brush your teeth." and the children soon took their toothbrush. They did this task well.

(Field Note 1, Appendix D, Page 201)

The activity in Task 2 was singing the chant. The chant was Brush Your Teeth. The children sang it before they brushed their teeth. The children could sing the chant well and they merrily sang it, as written in the quotation of the field note below.

The chant was simple and understandable. It did not take a long time to teach them the chant. After repeated the chant three times, she asked the children to sing together. At first some children were mumbling. They just followed the gesture. Then, the researcher offered them to sing the chant alone. Some children raised their hands. They were very enthusiastic to perform the chant. The researcher then picked two children to sing the song. They could sing it fluently. Then two others children did the same. Next, the children sang the chant together. The children sang it merrily. They moved their body and laughed. The researcher then asked them to brush their teeth.

(Field Note 1, Appendix D, Page 201)

iv. Teacher Role

In Task 1, the teacher acted as the controller and the model. She was expected to get the children' attention using instructions, also gave the correct example in saying and pronouncing it. Therefore, this task made her played the teacher role well. This was supported by the following quotation of the field note.

Before the children took their toothbrush, the researcher said, “Take your toothbrush and brush your teeth.” then she took a toothbrush. She repeated again and did the same action. Then she invited two children as the example. They were happy when they were asked to act out the expressions. She gave instruction to them and they took the toothbrush. They could deliver the action well. Then she asked another pair of children to do that. They were willing to do that, too. After that she drilled the instruction to them. She asked the children to repeat after her. They did it enthusiastically.

(Field Note 1, Appendix D, Page 201)

In Task 2 the teacher acted as the organizer and was expected to introduce the chant and invited the children to sing along. In the beginning, she gave the example how to sing this song. Therefore, they sang this song enthusiastically and merrily, as it was supported by the following quotation of the field note.

After the children holding their own toothbrush, the researcher sang a chant. It was Brush Your Teeth. The chant was new for the children so the researcher sang it slowly and made gestures. The chant was simple and understandable. It did not take a long time to teach them the chant. After repeating the chant three times, she asked the children to sing together.

.....

Next, the children sang the chant together. The children sang it merrily.

(Field Note 1, Appendix D, Page 201)

v. Learner Role

In Task 1, the children were expected to say the expression actively and acted it out. The expression was easy so they could do the task well. This was proved by the following quotation of the field note.

The researcher then asked some children to practice it in pairs. All the children raised their hands. Four pairs acted it out and they did it well. The researcher then asked the captain of the class to practice it. He was nervous but he could deliver the instruction very well, “Take your toothbrush and brush your teeth.” and the children soon took their toothbrush. They did this task well.

(Field Note 1, Appendix D, Page 201)

In Task 2, the children were expected to participate actively in singing the chant. The chant was easy to be sung. Therefore, they could sing this chant well. This could be seen in the following quotation of the field note.

Then, the researcher offered them to sing the chant individually. Some children raised their hands. They were very enthusiastic to perform the chant. The researcher then picked two children to sing the song. They could sing it fluently. Then two others children did the same. Next, the children sang the chant together. The children sang it merrily. They moved their body and laughed.

(Field Note 1, Appendix D, Page 201)

vii. Setting

The setting in Task 1 involved all children to participate actively. This task gave them appropriate setting to say the expression correctly and to practise it. As it had been seen in the implementation, all of them did great in pronouncing and practiced it. This was supported by the quotation of the field note below.

Then she invited two children as the example. She gave instruction to them and they took the toothbrush. They were happy when the were asked to act out the expressions. She gave instruction to them and they took the toothbrush. They could deliver the action well. Then she asked another pair of children to do that. They were willing to do that, too. After that she drilled the instruction to them. She asked the children to repeat after her. They did it enthusiastically. The researcher then asked some children to practice it in pairs. All the children raised their hands. Four pairs acted it out and they did it well.

(Field Note 1, Appendix D, Page 201)

The setting in task 2 involved all children to sing the chant together before they brushed their teeth. Based on the implementation, they sang the chant actively, as it was seen in the quotation of the field note below.

After repeating the chant three times, she asked the children to sing together.

.....

Then, she offered them to sing the chant individually. Some children raised their hands. They were very enthusiastic to perform the chant. The researcher then picked two children to sing the song. They could sing it fluently. Then two others children did the same. Next, the children sang the chant together. The children sang it merrily. They moved their body and laughed.

(Field Note 1, Appendix D, Page 201)

e. “Your Turn”

i. Goals

The goal in Task 1 was to make the children match the family members with the names. The name of the family members in this task had been learned before by the children. Therefore, they match them easily. This was based on the quotation of the field note below.

Soon, after the researcher telling them what to do, the children looked at the example given and they started to draw lines between the pictures. They did the worksheet seriously. They did it individually. Some children looked at their friends' work to make sure they did it correctly. They drew the line carefully.

.....
After five minutes, some children had finished it. Three minutes later, the rest of the children had finished. They could do the task well.

(Field Note 1, Appendix D, Page 202)

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

- R : *Kalau yang menjodohkan tadi suka?*
(Do you like the matching activity?)
- Ss : *Iya*
(Yes, we do.)
- R : *Bisa kan?*
(Can you do that?)
- S1 : *Iya, Miss. Itu gampang*
(Yes, miss. It was easy.)
- S2 : *Aku bisa, miss*
(I can do that miss.)

(Interview 1 Appendix E, Page 218)

The goal in Task 2 was to make the children draw the family members. Using their creativity, the children drew their family member and gave the name. This activity was interesting for them. They liked drawing so much. This was based on the quotation of the field note below.

After that the children started drawing. They did it enthusiastically. They did it seriously. Some children compared their work with their friends. Sometimes they laughed at their friends' pictures.

.....
The children finished their work and submitted to the researcher. Their pictures were interesting and funny. The children did the task very well.

(Field Note 1, Appendix D, Page 202)

ii. Input

The input in Task 1 was a worksheet with pictures family members. All of the pictures have been learned by the children in the previous task. The pictures in this worksheet were clear. It was supported by the quotation of the field note below.

Soon, after the researcher telling them what to do, the children looked at the example given and they started to draw lines between the pictures. They did the worksheet seriously. They did it individually.

(Field Note 1, Appendix D, Page 202)

The input in Task 2 was pictures of family members. The pictures were as the samples for the children. They children were asked to draw the family members. The pictures were clear and understandable, as written in the quotation of the field note below.

She also showed the examples on their worksheet. She asked the children to look at the pictures. There were four pictures; they are father, mother, brother, and sister. Under the pictures, there were their names, for example Mr. Joko, Mrs. Sinta, Andi, and Ayu. The researcher asked them to draw their family members and gave their names. If they did not know the name, they could just simply write father, mother, brother, or sister. After that the children started drawing. They did it enthusiastically.

(Field Note 1, Appendix D, Page 202)

iii. Activities

The activity in Task 1 was drawing lines from pictures in column A with pictures in column B. The pictures were clear and the materials were also already learned before. The children could do this activity easily. This could be seen in the quotation of the field note below.

Soon, after the researcher telling them what to do, the children looked at the example given and they started to draw lines between the pictures. They did the worksheet seriously. They did it individually. Some children looked at their friends' work to make sure they did it correctly. They traced the letter first by following the line. They drew the line carefully. Then they matched the picture with the name and make a line. Three children just drew it without considering that they matched the wrong pictures. So they erased it and made the new line carefully. After five minutes, some children had finished it. Three minutes later, the rest of the children had finished. They could do the task well.

(Field Note 1, Appendix D, Page 202)

The activity in Task 2 was drawing pictures of the family members and named it.

This activity was challenging for the children. The children could do this activity easily.

This could be seen in the following transcript.

- R : *Suka ya gambar anggota keluarga?*
(Do you like drawing family members?)
- Ss : *Iya*
(Yes, we do.)
- R : *Tadi gambar apa?*
(What did you draw?)
- S1 : *Aku gambar ayah, ibu, sama adikku dua.*
(I drew father, mother, and my two brothers.)
- S3 : *Aku gambar ayah, ibu, dan eyang putri.*
(I drew father, mother, and grandma.)
- S2 : *Aku gambar bapak, ibu, sama mbakku.*
(I drew father, mother, and sister.)
- R : *Very good. Gampang kan?*
(Very good. Can you do that easily?)
- S1 : *Iya, Miss. Asik*
(Yes, miss I can. It was so fun)
- S3 : *Gambarku bagus loh.*
(Yes. My drawing was very good.)
- S2 : *Aku juga. Aku bisa gambar bagus*
(Me, too. I could draw well.)

(Interview 3, Appendix E, Page 219)

iv. Teacher Role

In Task 1, the teacher was expected to guide the children in matching the pictures correctly. Before the children did it, the teacher explained about the task. This could be seen in the quotation of the field note.

The researcher told the children what to do. She asked the children to match the family members with the names by drawing a line. The children had ever done this kind of task before, so the researcher did not need to explain a lot. Soon, after she telling them what to do, the children looked at the example given and they started to draw lines between the pictures. They did the worksheet seriously.

(Field Note 1, Appendix D, Page 202)

In Task 2, the teacher was expected to guide and observe the children in drawing the pictures of the family member, so the children could do the task smoothly. This could be seen in the quotation of the field note.

She also showed the examples on their worksheet. She asked the children to look at the pictures. There were four pictures; they are father, mother, brother, and sister. Under the pictures, there were their names, for example Mr. Joko, Mrs. Sinta, Andi, and Ayu. The researcher asked them to draw their family members and gave their names.

.....
They took a bit long time to draw it. The researcher then limited the time. She only gave 20 minutes for them to draw. She walked around the class and observed the children. Sometimes she gave comment to the children about their picture. The children finished their work and submitted to the researcher. Their pictures were interesting and funny. The children did the task very well.

(Field Note 1, Appendix D, Page 202)

v. Learner Role

In Task 1, the children were expected to draw the lines from pictures A to pictures B. The children did the task seriously. They could do the task easily and finished it. This was supported by the quotation of the field note below.

Soon, after the researcher telling them what to do, the children looked at the example given and they started to draw lines between the pictures. They did the worksheet seriously. They did it individually.

.....
After five minutes, some children had finished it. Three minutes later, the rest of the children had finished. They could do the task well.

(Field Note 1, Appendix D, Page 202)

In Task 2, the children were expected to draw pictures of the family members. The children could do this task well, as it was written in the quotation of the field note.

The children were happy. They said hooray many times. They liked drawing very much. Soon they took their pencil and eraser.

.....
After that the children started drawing. They did it enthusiastically. They did it seriously. Some children compared their work with their friends. Sometimes they laughed at their friends' pictures. The atmosphere of the class was merrily

.....
The children finished their work and submitted to the researcher. Their pictures were interesting and funny. The children did the task very well.

(Field Note 1, Appendix D, Page 202)

vi. Settings

The setting in Task 1 involved the children to draw the lines from pictures A and pictures B. This task provided them a setting to do this task individually, as it stated in the following quotation of the field note.

Soon, after the researcher telling them what to do, the children looked at the example given and they started to draw lines between the pictures. They did the worksheet seriously. They did it individually

.....
After five minutes, some children had finished it. Three minutes later, the rest of the children had finished. They could do the task well.

(Field Note 1, Appendix D, Page 202)

The setting in Task 2 involved the children to draw family members. This task provided them a setting to do this task individually, as it stated in the following quotation of the field note.

After that the children started drawing. They did it enthusiastically. They did it seriously. Some children compared their work with their friends. Sometimes they laughed at their friends' pictures.

.....
The atmosphere of the class was merrily. The children did the work happily. They took a bit long time to draw it. The researcher then limited the time. She only gave 20 minutes for them to draw

(Field Note 1, Appendix D, Page 202)

F. “Let’s Go Home”

i. Goals

The goal of Task 1 was to review how to say the expression of giving instruction to pray. The expression in this part was easily understood by the children because they had learned the expression before. This was supported by the quotation of the field note below.

Before went home, the researcher asked the children to pray first. It was not difficult for them since they had once learned this expression before. This time, she offered opportunity to children to lead the prayer.

.....
All the children then sat nicely on their chair, followed the instruction and prayed together. The boy could give the instruction very well.

(Field Note 1, Appendix D, Page 202)

The goal of Task 2 was to review the song “Goodbye” before they leave the class. The children were already familiar with this song so there was no problem in singing the song. They sang the song and waved their hands. They could sing the song very well, as it was supported in the following quotation of the field note.

Before the children left the class, they sang a Goodbye song.

.....
The children sang the song enthusiastically. They were smiling and cheerful. After finishing the song, the children shook the researcher and the teacher’s hands.

(Field Note 1, Appendix D, Page 203)

ii. Input

The input in Task 1 was an expression of giving instruction to pray. The researcher had ever taught the expression before. So it was easy for the children. Based on the implementation, they could say and do the instruction well. It could be seen in the quotation of the field note.

Before went home, the researcher asked the children to pray first. It was not difficult for them since they had once learned this expression before. This time, she

offered opportunity to children to lead the prayer. All the children raised their hands enthusiastically.

(Field Note 1, Appendix D, Page 202)

The input in Task 2 was a song entitled Goodbye. The song was already familiar for the children. The researcher just needed to review the song. The children could sing it well. It is showed in the following quotation of the field note.

The researcher then gave instruction to sing the song, “Goodbye everyone.” The children started singing the song. They waved their hands while singing the song. The children sang the song enthusiastically.

(Field Note 1, Appendix D, Page 203)

iii. Activities

The activity in Task 1 was practicing the instruction. The children practice the instruction together and act it out. They did it enthusiastically, as written in the quotation of the field note below.

Before went home, the researcher asked the children to pray first. It was not difficult for them since they had once learned this expression before. This time, she offered opportunity to children to lead the prayer. All the children raised their hands enthusiastically. They said, “Miss, I am..I am.” The class then became so noisy. A boy suddenly came to the front. The researcher then let him to lead the prayer in front of the class. All the children then sat nicely on their chair, followed the instruction and prayed together. The boy could give the instruction very well.

(Field Note 1, Appendix D, Page 202)

The activity in Task 2 was singing the song. The song was Goodbye. The children could sing the song very well and they merrily sang it, as written in the quotation of the field note below.

The researcher then gave instruction to sing the song, “Goodbye everyone.” The children started singing the song. They waved their hands while singing the song. The children sang the song enthusiastically. They were smiling and cheerful. After finishing the song, the children shook the researcher and the teacher’s hands.

(Field Note 1, Appendix D, Page 203)

iv. Teacher Role

In Task 1, the teacher acted as the teacher acts as a facilitator. She was expected to facilitate the children to practice the expression. Therefore, this task made her played the teacher role well. This was supported by the following quotation of the field note.

Before went home, the researcher asked the children to pray first. It was not difficult for them since they had once learned this expression before. This time, she offered opportunity to children to lead the prayer.

.....
A boy suddenly came to the front. The researcher then let him to led the prayer in front of the class.... . The boy could give the instruction very well.

(Field Note 1, Appendix D, Page 202)

In Task 2, the teacher acted as the teacher acts as a facilitator. She was expected to facilitate the children to sing the Goodbye song. Therefore, this task made her played the teacher role well, as it was written in this quotation of the field note.

The researcher then gave instruction to sing the song, “Goodbye everyone.” The children started singing the song. They waved their hands while singing the song. The children sang the song enthusiastically.

(Field Note 1, Appendix D, Page 203)

i. Learner Role

In Task 1, the children were expected to say the expression actively and acted it out in front of the class. The expression was easy and familiar so they could do the task well. This was proved by the following quotation of the field note.

This time, she offered opportunity to children to lead the prayer. All the children raised their hands enthusiastically. They said, “Miss, I am..I am.” The class then became so noisy. A boy suddenly came to the front. The researcher then let him to lead the prayer in front of the class. All the children then sat nicely on their chair, followed the instruction and prayed together. The boy could give the instruction very well.

(Field Note 1, Appendix D, Page 202)

In Task 2, the children were expected to participate actively in singing the song. The song was easy to be sung. Therefore, they could sing this song well. This could be seen in the following quotation of the field note.

The children started singing the song. They waved their hands while singing the song. The children sang the song enthusiastically. They were smiling and cheerful. After finishing the song, the children shook the researcher and the teacher's hands.

(Field Note 1, Appendix D, Page 202)

vii. Settings

The setting in Task 1 involved all children to participate actively. This task gave them appropriate setting to say the expression correctly and to practise it. This was supported by the quotation of the field note below.

Before went home, the researcher asked the children to pray first. It was not difficult for them since they had once learned this expression before. This time, she offered opportunity to children to lead the prayer. All the children raised their hands enthusiastically. They said, "Miss, I am..I am." The class then became so noisy.

(Field Note 1, Appendix D, Page 202)

The setting in task 2 involved all children to sing the song together before they left the class. Based on the implementation, they sang the song actively, as it was seen in the quotation of the field note below.

Before the children left the class, they sang a Goodbye song. The children stood up and put the chairs on the table. The researcher then gave instruction to sing the song, "Goodbye everyone." The children started singing the song. They waved their hands while singing the song. The children sang the song enthusiastically. They were smiling and cheerful. After finishing the song, the children shook the researcher and the teacher's hands.

(Field Note 1, Appendix D, Page 203)

4). Unit 4, What Time Is It?

a. “In The Morning”

i. Goals

The goal of this Task was to make the children know how to say the expression of checking the presence list. The expression in this part was new for the children. The researcher had to drill it first and the children could do the task well. This was supported by the quotation of the field note below.

The researcher introduced the chant by singing it. She sang slowly and called out a name, “Where is Shela? Where is Shela?”. Knowing that the researcher called her, she was confused how to answer. She just said, “Present, miss.”. The researcher smiled and said, “Here I am, here I am.” She asked Shella to repeat after her. She did it well. She repeated the chant again and Shella could do it again well.

.....
She continued checking the presence list using the chant. She called out a name and sang the chant. The children were impatient waited to be called by the researcher. Slow but sure, all the children could sing the chant well. They did it enthusiastically since it was new for them.

(Field Note 1, Appendix D, Page 204)

ii. Input

The input in this Task was a chant entitled Where Is Andi?. The chant was new for the children. The chant was very simple and easy. The children could learn it quickly. They sang the chant well It was shown in the following quotation of the field note.

The chant was very simple and easy. The children could learn this quickly.

.....
She continued checking the presence list using the chant. The children were impatient waited to be called by the researcher. Slow but sure, all the children could sing the chant well. They did it enthusiastically since it was new for them.

(Field Note 1, Appendix D, Page 204)

iii. Activities

The activity in this Task was practicing the chant for checking the attendance list. Children practiced the instruction together and act it out. They did it enthusiastically, as written in the quotation of the field note below.

The researcher repeated the chant again and Shella could do it again well. Then she called the other children, “Where is Aryo? Where is Aryo?”. Aryo looked surprised and smiled. The researcher said, “Here I am. Here I am.” and Aryo repeated after her. She repeated the chant again and this time, Aryo could sing the chant. She continued checking the presence list using the chant. She called out a name and sang the chant. The children were impatient waited to be called by the researcher. Slow but sure, all the children could sing the chant well. They did it enthusiastically since it was new for them. At that time there was one child absent because she was sick. All the children sang the chant very well.

(Field Note 1, Appendix D, Page 204)

iv. Teacher Role

In this Task, the teacher acted as the controller. She was expected to get the children’s attention using the chant. She was expected to give a model how to sing the chant correctly. Therefore, this task made her played the teacher role well. This was supported by the following quotation of the field note.

The researcher introduced the chant by singing it. She sang slowly and called out a name, “Where is Shela? Where is Shela?”. Knowing that the researcher called her, she was confused how to answer. She just said, “Present, miss.”. She smiled and said, “Here I am, here I am.” She asked Shella to repeat after her. She did it well.

.....
She continued checking the presence list using the chant. She called out a name and sang the chant. The children were impatient waited to be called by the researcher. Slow but sure, all the children could sing the chant well.

(Field Note 1, Appendix D, Page 204)

v. Learner Role

In this Task, the children were expected to sing the chant actively and acted it out. The chant was easy and simple so they could sing the chant well. This was proved by the following quotation of the field note.

She sang slowly and called out a name, “Where is Shela? Where is Shela?”. Knowing that the researcher called her, she was confused how to answer. She just said, “Present, miss.”. She smiled and said, “Here I am, here I am.” She asked Shella to repeat after her. She did it well. The researcher repeated the chant again and Shella could do it again well.

.....
She continued checking the presence list using the chant. She called out a name and sang the chant. The children were impatient waited to be called by the researcher. Slow but sure, all the children could sing the chant well.

(Field Note 1, Appendix D, Page 204)

vi. Settings

The setting in this Task involved all children to participate actively. This task gave them appropriate setting to sing the chant correctly and to practise it. This was supported by the quotation of the field note below.

She continued checking the presence list using the chant. She called out a name and sang the chant. The children were impatient waited to be called by the researcher. Slow but sure, all the children could sing the chant well. They did it enthusiastically since it was new for them. At that time there was one child absent because she was sick. All the children sang the chant very well.

(Field Note 1, Appendix D, Page 204)

b. “Look and Say”

i. Goals

The goal of Task 1 was to make the children watched the movie about time. The children loved the movie so much. They watched it enthusiastically and merrily. This was supported by the quotation of the field note below.

The movie was a cartoon one. It was about saying the time. During the movie, the children laughed and gave comment. They paid attention to the movie enthusiastically. The movie got their interest since it was funny and the characters were familiar to the children. Some children move closer to the board so they could see it closer. At the end of the movie, there was an interactive quiz time. The characters in the movie gave some questions and the children had to answer it. The researcher assisted them to answer the questions. The questions were based on the movie and it was easy. All the children answered it enthusiastically. They could answer all the questions. They were very happy for that.

(Field Note 1, Appendix D, Page 204)

The goal of Task 2 was to make the children memorize the character in the movie by colouring it. The children were given two pictures. But since they would take a long time to finish, the researcher asked them just colouring one picture. They did this task well. This could be seen in the quotation of the field note.

In the picture there were two pictures of character from the movie. The researcher asked the children to colour all. However, the classroom teacher suggested colouring only a picture since it took a long time for them to colour it. The researcher then asked them to choose a picture to colour. The atmosphere of the class suddenly

became so quiet. The children were busy with their crayon, colouring the picture. Sometimes, some children looked at their friends' work and compare it with their work. They enjoyed this activity much.

.....
They could finish the colouring well.

(Field Note 1, Appendix D, Page 204)

ii. Inputs

The input in Task 1 was a movie entitled Tick Tock Time. The movie was about saying time. It was a cartoon movie with familiar character in it. it was very interesting for the children. They loved the movie so much, as it was said by them in the following transcript.

- R : *filmnya tadi suka?*
(Do you like the movie?)
- Ss : *Suka*
(Yes, we do.)
- S1 : *Aku suka banget.*
(I like it so much.)
- S2 : *Aku mau nonton lagi.*
(I want to watch the movie again.)
- R : *Kenapa suka?*
(Why do you like them movie?)
- S3 : *Filmnya bagus, lucu banget.*
The movie is good. It is very funny.
- S2 : *Iya, lucu banget, Miss.*
(Yes, it is funny.)
- R : *Suka sama tokohnya?*
(Do you like the character?)
- S1 : *Aku suka Goofy.*
(I like Goofy.)
- S2 : *Aku suka banget.*
(Yes, I like Donald Duck.)

(Interview 1, Appendix E, Page 210)

The input in Task 2 was two pictures of the characters from the movie. The children had to colour the picture as they had seen in the movie. The children would take a long time to colour the picture. The classroom teacher suggested to colour only one picture, as the transcript of the interview with co-classroom teacher supported it.

- T : *Anu, anak-anak kan kalo mewarnai lama. Tadi kegiatannya banyak sekali. Jadi harusnya disederhanakan saja.*
 (The children always take time to do colouring. I see that you have many activities for today. It's better for you to make it simple.)
- R : *oya, bu? Jadi seharusnya bagaimana?*
 (Oh, really. So what should I do with this task?)
- T : *Anak-anak disuruh memilih satu gambar saja untuk diwarnai. Jadi nggak perlu semuanya diwarnai.*
 (You can ask the children to choose one picture they like and colour it. So, they don't need to colour all.)
- R : *Ya bu. Itu betul juga. Terimakasih.*
 (Yes, Mam. That's a good idea. Thank you.)
- (Interview 3, Appendix E, Page 220)**

iii. Activities

The activity in Task 1 was watching the movie. The children watched movie about saying time. While they were watching the movie they were also answering some questions from the movie. The movie really grabbed their attention. The children enjoyed the movie so much. This was based on the following quotation of the field note.

The movie was a cartoon one. It was about saying the time. During the movie, the children laughed and gave comment. The movie got their interest since it was funny and the characters were familiar to the children. At the end of the movie, there was an interactive time. The characters in the movie gave some questions and the children had to answer it. The researcher assisted them to answer the questions. The questions were based on the movie and it was easy. All the children answered it enthusiastically. They could answer all the questions. They were very happy for that. When the movie had finished, they asked for more. Since the limitation of the time, the researcher said that they could watch the movie again next meeting.

(Field Note 1, Appendix D, Page 204)

The activity in Task 2 was colouring pictures. The children choose one picture of two and colour it based on the movie. The children could colour the character well. This could be seen in the following quotation of the field note.

The researcher then asked them to choose a picture to colour. The atmosphere of the class suddenly became so quiet. The children were busy with their crayon, colouring the picture. Sometimes, some children looked at their friends' work and compare it with their work. They enjoyed this activity much. The researcher walked around the class and observed the children. Sometimes she looked at the children's work and praised them. Two children coloured both pictures since they did the colouring fast. After 15 minutes,

some children had finished the work. Five minutes later they all finished the work. They could finish the colouring well.

(Field Note 1, Appendix D, Page 205)

iv. Teacher Role

In Task 1, the teacher acted as the organizer. She was expected to arrange the children to watch the movie. During the implementation, she helped them explaining the part of the movie and assisted them to answer the questions from the movie. This was supported by the quotation of the field note below.

The researcher asked the children to be quiet and she started the movie.

.....

At the end of the movie, there was an interactive time. The characters in the movie gave some questions and the children had to answer it. The researcher assisted them to answer the questions. The questions were based on the movie and it was easy. All the children answered it enthusiastically. They could answer all the questions. They were very happy for that.

(Field Note 1, Appendix D, Page 204)

In Task 2, the teacher acted as the observer who was expected to guide the children do the exercises carefully so the children could do the task smoothly. This could be seen in the quotation of the field note.

The researcher then asked them to choose a picture to colour. The atmosphere of the class suddenly became so quiet. The children were busy with their crayon, colouring the picture. Sometimes, some children looked at their friends' work and compare it with their work. They enjoyed this activity much. The researcher walked around the class and observed the children. Sometimes she looked at the children's work and praised them.

(Field Note 1, Appendix D, Page 205)

v. Learner Role

In Task 1, the children were expected to watch the movie and actively answered the questions given from the movie. The children were so enthusiastically joining the activity. This was proved by the following quotation of the field note

During the movie, the children laughed and gave comment. They paid attention to the movie enthusiastically. The movie got their interest since it was funny

and the characters were familiar to the children. Some children move closer to the board so they could see it closer.

.....
The questions were based on the movie and it was easy. All the children answered it enthusiastically. They could answer all the questions. They were very happy for that. When the movie had finished, they asked for more. Since the limitation of the time, the researcher said that they could watch the movie again next meeting.

(Field Note 1, Appendix D, Page 204)

In Task 2, the children were expected to do the colouring well. The children merrily did the task. This was proved by the following quotation of the field note.

The atmosphere of the class suddenly became so quiet. The children were busy with their crayon, colouring the picture. Sometimes, some children looked at their friends' work and compare it with their work. They enjoyed this activity much.

(Field Note 1, Appendix D, Page 205)

vi. Settings

The setting in Task 1 involved all children to participate actively in watching the movie and answered the questions. This was supported by the quotation of the field note below.

The movie was a cartoon one. It was about saying the time. During the movie, the children laughed and gave comment. They paid attention to the movie enthusiastically. The movie got their interest since it was funny and the characters were familiar to the children. Some children move closer to the board so they could see it closer. At the end of the movie, there was an interactive quiz time. The characters in the movie gave some questions and the children had to answer it. The researcher assisted them to answer the questions. The questions were based on the movie and it was easy. All the children answered it enthusiastically. They could answer all the questions. They were very happy for that.

(Field Note 1, Appendix D, Page 204)

The setting in Task 2 involved all children to participate actively in colouring the picture. They did the task individually. This could be seen in the quotation of the field note.

The researcher distributed the worksheet to the children. In the picture there were two pictures of character from the movie. She asked the children to colour all. However, the classroom teacher suggested colouring only a picture since it took a long time for them to colour it. The researcher then asked them to choose a picture to

colour. The atmosphere of the class suddenly became so quiet. The children were busy with their crayon, colouring the picture. Sometimes, some children looked at their friends' work and compare it with their work. They enjoyed this activity much.

(Field Note 1, Appendix D, Page 205)

c. "Let's Do It"

i. Goals

The goal of Task 1 was to make the children comprehend the time and how to say the time by looking at the pictures and realia. Based on the implementation, the children could identify the time well. This could be found in the following quotation of the field note.

She then moved the long hand to twelve and the short hand to one and said, "What time is it?", some children answered softly, afraid of making mistake. The researcher then asked them to say louder. A child shouted, "It is one o'clock.". The researcher praised him and repeated the sentence. She asked the children to repeat after her. Then she moved the short hand to two and asked, "What time is it?" and the children answered cohesively and loudly, "It is two o'clock.". The researcher continued drilling the time until the short hand went to twelve. The children had already understood about the concept of saying the time from the previous movie. So it was not difficult for them to answer the questions.

(Field Note 1, Appendix D, Page 205)

The goal of Task 2 was to make the children sing the chant actively. The song would help the children in practicing saying the time. This was supported by the following quotation of the field note.

After that she made the clock at nine o'clock and sang the chant again, "What time is it? It's nine o'clock. Nine, nine, nine, nine, nine o'clock.". She repeated the chant again. The children paid attention carefully to her. Then the researcher guided the children to sing the chant. She said, "What time is it?" and the children replied, "Nine, nine, nine o'clock.". They realized that they made mistake so they laughed together. The researcher then repeated again the chants followed by the children. They did it slowly to get the beat. After several times, they could sing it even they still made a few mistakes.

(Field Note 1, Appendix D, Page 205)

ii. Inputs

The inputs in Task 1 were pictures of clock and realia. The realia was a big clock, too. Those helped the children to learn about time. The inputs here were interesting, simple, and clear. This was supported by the following quotation of the field note.

The researcher showed the big clock to the children. It raised their curiosity to pay attention to the researcher. The children wanted to see the clock closer she walked around the class to show it to the children. Some of them gave comment, such as, “It’s very good, miss.” or “Where do you buy it, miss?”. The researcher began to explain the material. The children listened carefully. She then moved the long hand to twelve and the short hand to one and said, “What time is it?”, some children answered softly, afraid of making mistake. She then asked them to say louder. A child shouted, “It is one o’clock.”. She praised him and repeated the sentence.

(Field Note 1, Appendix D, Page 205)

The input in Task 2 was a chant entitled What Time Is It? The chant was new for the children. The chant was simple but difficult for the children to count the beat. Only some of them quickly grasped it. So the researcher drilled the children several times. Finally the children could sing the chant well. This could be found in the quotation of the field note below.

The researcher taught the children a new chant. She gave example how to sing it. She took the clock, made it five o’clock and started singing, “What time is it? It’s five o’clock. Five, five, five, five, five o’clock.” She repeated the chant again without changing the time.

.....
Then the researcher guided the children to sing the chant. She said, “What time is it?” and the children replied, “Nine, nine, nine o’clock.”. They realized that they made mistake so they laughed together. She then repeated again the chants followed by the children. They did it slowly to get the beat. After several times, they could sing it even they still made a few mistakes.

.....
The children sang it merrily and clapped their hands. They did it well.

(Field Note 1, Appendix D, Page 205)

iii. Activities

The activity in Task 1 was comprehended the time using the realia. The children also learned how to say the time. The researcher used the realia to make the children easily

understand the material. The children did this activity well. This was based on the quotation of the field note below.

The researcher used a big clock as a realia. The researcher showed the big clock to the children. It raised their curiosity to pay attention to the researcher.

.....
 She then moved the long hand to twelve and the short hand to one and said, "What time is it?", some children answered softly, afraid of making mistake. The researcher then asked them to say louder. A child shouted, "It is one o'clock.". She praised him and repeated the sentence. She asked the children to repeat after her. The researcher continued drilling the time until the short hand went to twelve.

.....
 Next, the researcher invited a girl to come and showed the time to her friends. She moved the hands of the clock and asked her friends, "What time is it?" and the children said, "It is eight o'clock.". The girl did her job well. The researcher continued until all the children had the opportunity to do it. The children were so enthusiastic. They were highly motivated to answer the questions correctly.

(Field Note 1, Appendix D, Page 205)

The activity in Task 2 was singing the chant. It was a new chant. At the beginning it seemed difficult for the children. However, after several trials, the children could sing the chant well, as it was supported in the following quotation of the field note.

The researcher taught the children a new chant. She gave example how to sing it. She took the clock, made it five o'clock and started singing, "What time is it? It's five o'clock. Five, five, five, five, five o'clock.". The researcher repeated the chant again without changing the time. The children paid attention carefully to her. Then she guided the children to sing the chant. She said, "What time is it?" and the children replied, "Nine, nine, nine o'clock.". They realized that they made mistake so they laughed together. The researcher then repeated again the chants followed by the children. They did it slowly to get the beat. After several times, they could sing it even they still made a few mistakes. She then changed the time every time they sang the chant. She also invited some children to come to the front to sing the chant in turn. They were enthusiastic every time the researcher called out their name. The children sang it merrily and clapped their hands. They did it well.

(Field Note 1, Appendix D, Page 205)

iv. Teacher Role

In Task 1, the teacher acted as the controller. She was expected to get the children's attention using the clock. She was expected to give a model how to say the time correctly.

Therefore, this task made her played the teacher role well. This was supported by the following quotation of the field note.

The researcher used a big clock as a realia. She showed the big clock to the children. It raised their curiosity to pay attention to her. The children wanted to see the clock closer so she walked around the class to show it to the children.

.....
She then moved the long hand to twelve and the short hand to one and said, "What time is it?", some children answered softly, afraid of making mistake. The researcher then asked them to say louder. A child shouted, "It is one o'clock.". She praised him and repeated the sentence. She asked the children to repeat after her. The researcher continued drilling the time until the short hand went to twelve.

(Field Note 1, Appendix D, Page 205)

In Task 2, the teacher acted as the controller. She was expected to get the children's attention using the chant. She was expected to give a model how to sing the chant correctly. Based on the implementation, the children could sing the chant well, as it was shown in the following quotation of the field note.

The researcher taught the children a new chant. She gave example how to sing it. She took the clock, made it five o'clock and started singing, "What time is it? It's five o'clock. Five, five, five, five, five o'clock.". She repeated the chant again without changing the time. The children paid attention carefully to her. Then she guided the children to sing the chant.

.....
After several times, they could sing it even they still made a few mistakes.

(Field Note 1, Appendix D, Page 205)

v. Learner Role

In Task 1, the children were expected to participate actively in comprehending the time and answering the researcher's questions. The children were so enthusiastically joining the activity. This was proved by the following quotation of the field note.

She then moved the long hand to twelve and the short hand to one and said, "What time is it?", some children answered softly, afraid of making mistake. The researcher then asked them to say louder. A child shouted, "It is one o'clock.". She praised him and repeated the sentence. She asked the children to repeat after her.

.....
Next, the researcher invited a girl to come and showed the time to her friends. She moved the hands of the clock and asked her friends, "What time is it?" and the

children said, “It is eight o’clock.”. The girl did her job well. She continued until all the children had the opportunity to do it. The children were so enthusiastic. They were highly motivated to answer the questions correctly.

(Field Note 1, Appendix D, Page 205)

In Task 2, the children were expected to participate actively in singing the chant. The children were so enthusiastically joining the activity. This was proved by the following quotation of the field note.

Then the researcher guided the children to sing the chant. She said, “What time is it?” and the children replied, “Nine, nine, nine o’clock.”. They realized that they made mistake so they laughed together.

.....
She also invited some children to come to the front to sing the chant in turn. They were enthusiastic every time the researcher called out their name. The children sang it merrily and clapped their hands. They did it well.

(Field Note 1, Appendix D, Page 205)

vi. Settings

The setting in Task 1 involved all children to participate actively in comprehending and saying the time. The children could do this easily. This was supported by the quotation of the field note below.

She then moved the long hand to twelve and the short hand to one and said, “What time is it?”, some children answered softly, afraid of making mistake. The researcher then asked them to say louder. A child shouted, “It is one o’clock.”. She praised him and repeated the sentence. She asked the children to repeat after her.

.....
Next, the researcher invited a girl to come and showed the time to her friends. She moved the hands of the clock and asked her friends, “What time is it?” and the children said, “It is eight o’clock.”. The girl did her job well. She continued until all the children had the opportunity to do it. The children were so enthusiastic. They were highly motivated to answer the questions correctly.

(Field Note 1, Appendix D, Page 205)

The setting in Task 2 involved all children to participate actively in singing the chant. Although the chant was confusing; the children did their best so that they could sing it well. This was supported by the quotation of the field note below.

Then the researcher guided the children to sing the chant. She said, “What time is it?” and the children replied, “Nine, nine, nine o’clock.”. They realized that they made

mistake so they laughed together. She then repeated again the chants followed by the children. They did it slowly to get the beat. After several times, they could sing it even they still made a few mistakes. She then changed the time every time they sang the chant. She also invited some children to come to the front to sing the chant in turn. They were enthusiastic every time the researcher called out their name. The children sang it merrily and clapped their hands. They did it well.

(Field Note 1, Appendix D, Page 205)

d. “Let’s Take a Break”

i. Goals

The goal of this Task was to make the children know how to say the expression of giving instruction to play. The expression in this part is easily understood by the children.

This was supported by the quotation of the field note below.

The instruction was simple and easy. She said, “It’s time to play.”. She repeated twice. Then she asked the children to repeat after her. They said, “It’s time to play.” fluently. The researcher gave every child to say the instruction. They did it enthusiastically. Once again, the children said the instruction together. They all did it perfectly.

(Field Note 1, Appendix D, Page 205)

ii. Input

The input in this Task was an expression of giving instruction to play. The expression was taught to the children and they practised to say the instruction. Based on the implementation, they could say and do the instruction well. It could be seen in the quotation of the field note.

Before, she was going to teach new instruction to the children. The instruction was simple and easy. She said, “It’s time to play.” She repeated twice. Then she asked the children to repeat after her. They said, “It’s time to play.” fluently. The researcher gave every child opportunity to say the instruction. They did it enthusiastically.

(Field Note 1, Appendix D, Page 205)

iii. Activities

The activities in Task 1 were saying the expression and practice it. The children could do this task well, as it written in the quotation of the field note below.

Before, she was going to teach new instruction to the children. The instruction was simple and easy. She said, “It’s time to play.”. She repeated twice. Then she asked the children to repeat after her. They said, “It’s time to play.” fluently. The researcher gave every child to say the instruction. They did it enthusiastically. Once again, the children said the instruction together. They all did it perfectly. Next, the researcher asked the captain of the class to lead their friends. He said, “It’s time to play.” and all the children ran to the yard.

(Field Note 1, Appendix D, Page 205)

iv. Teacher Role

In this Task, the teacher acted as the controller and the model. She was expected to get the children’ attention using instructions, also gave the correct example in saying and pronouncing it. Therefore, this task made her played the teacher role well. This was supported by the following quotation of the field note.

She said, “It’s time to play.”. She repeated twice. Then she asked the children to repeat after her. They said, “It’s time to play.” fluently. The researcher gave every child opportunity to say the instruction. They did it enthusiastically. Once again, the children said the instruction together. They all did it perfectly.

(Field Note 1, Appendix D, Page 205)

v. Learner Role

In this Task, the children were expected to say the expression actively. The expression was easy so they could do the task well. This was proved by the following quotation of the field note.

She repeated twice. Then she asked the children to repeat after her. They said, “It’s time to play.” fluently. The researcher gave every child opportunity to say the instruction. They did it enthusiastically. Once again, the children said the instruction together. They all did it perfectly. Next, the researcher asked the captain of the class to lead their friends. He said, “It’s time to play.” and all the children ran to the yard.

(Field Note 1, Appendix D, Page 205)

vi. Settings

The setting in this Task involved all children to participate actively. This task gave them appropriate setting to say the expression correctly and to practise it. As it had been seen in the

implementation, all of them did well. This was supported by the quotation of the field note below.

Then she asked the children to repeat after her. They said, “It’s time to play.” fluently. The researcher gave every child opportunity to say the instruction. They did it enthusiastically. Once again, the children said the instruction together. They all did it perfectly.

(Field Note 1, Appendix D, Page 206)

e. “Your Turn”

i. Goals

The goal in Task 1 was to make the children listen to the researcher’s instruction and draw the clock. The children had to draw the long hand and the short hand. This task would practice their listening skill. The children finished this task well. This was based on the quotation of the field note below.

She started by saying, “Are you ready?” and the children shouted, “Yes!..”. The researcher soon started saying the time. She gave ten questions. The children took time to draw the hands. Sometimes they erased it when they made crooked line.

.....
They listened to the researcher carefully and drew the line seriously. Sometimes they asked the researcher to say the time again since they could not catch the information. She repeated slowly. The children could finish the task well. They joined the task actively.

(Field Note 1, Appendix D, Page 206)

The goal in Task 2 was to make the children play the Mr. Wolf game joyfully and correctly. Since the game needed a lot of physical activity, it ran a bit chaotic. The children ran uncontrolled. The researcher then asked help from the classroom teacher to assist the children. The researcher needed to manage the game well. This was based on the quotation of the field note below.

When she was ready, she said, “I’m ready.” and the co-researcher organized the children. They asked to the wolf, “Mr. Wolf, what time is it?” and the wolf answered, “It is two o’clock.”. The children then took two steps forward and asked

again, “Mr. Wolf, what time is it?”. The wolf answered, “It is five o’clock.”. The children took five steps forward and asked again, “Mr. Wolf, what time is it?”. The wolf answered, “It’s time to eat!” and turned back. The children then ran away avoiding the wolf. The wolf tried to catch a child and ran after them.

.....
They played the game merrily and enthusiastically. They liked physical activity so they really enjoyed the game. That day, the children played five rounds.

(Field Note 1, Appendix D, Page 206)

ii. Input

The input in Task 1 was a worksheet with pictures of clocks. There were ten pictures of clock. The picture was clear, the size was appropriate, and also the space. This was based on the transcript of the interview with the children.

- R : *Kalo yang gambar jam tadi bisa?*
(Can you do the task?)
- Ss : *Iya*
(Yes, we can.)
- R : *Susah nggak?*
(Do you think it is difficult?)
- S1 : *Nggak, ah*
(Not really.)
- S2 : *Gampang kok, Miss.*
(It’s easy miss.)
- S3 : *Nggak, Miss*
(No, miss.)
- R : *Gambarnya keliatan nggak?*
(Can you see the picture clearly?)
- S2,3 : *Iya, Miss*
V(Yes, miss.)
- R : *Bisa gambar jarumnya tadi?*
(Can you draw the hands inside the clock?)
- S1 : *Bisa, Miss. Tapi gambarku nggak bagus.*
(Yes miss. But my draw is not good.)
- S3 : *Bisa, Miss.*
(Yes miss.)

(Interview 2, Appendix E, Page 220)

The input in Task 2 was Mr. Wolf game. The game was interesting and involved lots of energy. The children liked playing this game. This was based on the transcript of the interview with the children.

- R : *Kalo gamenya suka?*
(Do you like the game?)
- Ss : *Suka*
(Yes, we do.)
- S1 : *Aku suka banget.*
(I like it so much miss.)
- S2 : *Iya, Miss. Aku suka lari-lari kaya tadi.*
(Yes, miss. I like running like we did in the game.)
- R : *Bisa nggak mainnya?*
(Can you play the game?)
- S2 : *Iya, gampang kok.*
(Yes, I can. It was easy.)
- S3 : *Aku bisa. Tapi capek jeh kalo lari-lari.*
(Yes, I can. But I'm tired because I have to run.)
- S1 : *Aku nggak capek, Miss. Kan aku tadi nggak jadi Mr. Wolf. Jadi aku ngumpet aja, hehe.*
(I'm not tired miss. Because I was not the wolf, so I just hide, hehe.)
- S2 : *Miss, aku mau main lagi.*
(Miss, I want to play the game again.)

(Interview 1, Appendix E, Page 219)

iii. Activities

The activity in Task 1 was listening to the researcher and drawing the clock. The children could do this activity easily. This could be seen in the quotation of the field note below.

She started by saying, “Are you ready?” and the children shouted, “Yes!.”. The researcher soon started saying the time. She gave ten questions. The children took time to draw the hands. Sometimes they erased it when they made crooked line. So she had to wait a moment to give the next questions. Some children still used the fingers to count the time. They looked so serious doing the work. They listened to the researcher carefully and drew the line seriously. Sometimes they asked the researcher to say the time again since they could not catch the information. She repeated slowly. The children could finish the task well. They joined the task actively.

(Field Note 1, Appendix D, Page 206)

The activity in Task 2 was playing Mr. Wolf game. This activity was challenging for the children. The children played the game enthusiastically. This could be seen in the following transcript.

- R : *Suka ya sama game nya?*
(Do you like the game?)

- Ss : *Iya*
(Yes, we do.)
- S1 : *Aku suka banget*
(I like it so much.)
- S2 : *Aku mau main lagi, Miss.*
(I want to play it again, miss.)
- R : *Tadi capek nggak?*
(Do you feel tired?)
- S2 : *Capek, Miss. Tapi seneng.*
(Yes, miss. I'm very tired. But I'm happy.)
- S1 : *Aku suka lari jadi nggak papa.*
(I like running, so that's okay.)
- S2 : *Miss, tadi aku nggak ketanglep sama wolf, loh. Aku pinter ya.*
(Miss, I wasn't caught by the wolf. I'm smart.)
- S1 : *Aku juga. Aku larinya bisa jauh.*
(Me too. I can run far)

(Interview 2, Appendix E, Page 218)

iv. Teacher Role

In Task 1, the teacher acted as a facilitator. She was expected to facilitate the children to draw hands of the clock. She gave instruction and let the children work themselves. This could be seen in the quotation of the field note below.

After all the children getting the worksheet the researcher set the rule. She would say a time and the children drew the time by making the long hand and the short hand inside the clock. The researcher then gave example. She said, "It is five o'clock." and drew the clock on the board. She asked the children, "Do you understand?" and they replied, "Yes.". The researcher would only repeat three times.

.....

Sometimes they asked the researcher to say the time again since they could not catch the information. She repeated slowly. The children could finish the task well. They joined the task actively.

(Field Note 1, Appendix D, Page 206)

In Task 2, the teacher acted as the organizer. She was expected to arrange the children in playing the game. She explained the rules and helped the children to play the game, so the children could do the smoothly. However, since the children ran uncontrolled, the situation became a bit chaotic. The researcher asked help from the co-researcher and the

classroom teacher. This made the teacher could not do her role well. This could be seen in the quotation of the field note.

The researcher explained the rules of the game using simple words to make them understand. Sometimes she used gestures to make it clearer. The children nodded their head as a signal that they understood.

.....
For the next round, she invited the children to be the wolf. Some children raised their hands. She chose a boy to be the wolf. The game ran the same as before and again, the children ran uncontrolled. It became difficult to catch them and also took time. So, for the next round, the researcher put a border around the hall. She also asked help to the classroom teacher to manage the children.

(Field Note 1, Appendix D, Page 206)

v. Learner Role

In Task 1, the children were expected to draw the hands of the clock. The children did the task seriously. They could do the task easily and finished it. This was supported by the quotation of the field note below.

The researcher soon started saying the time. She gave ten questions. The children took time to draw the hands. Sometimes they erased it when they made crooked line. So the researcher had to wait a moment to give the next questions. Some children still used the fingers to count the time. They looked so serious doing the work. They listened to the researcher carefully and drew the line seriously. The children could finish the task well. They joined the task actively.

(Field Note 1, Appendix D, Page 206)

In Task 2, the children were expected to participate actively in the game. The children played the game merrily and enthusiastically, as it was written in the quotation of the field note.

For the next round, the researcher invited the children to be the wolf. Some children raised their hands. She chose a boy to be the wolf. The game ran the same as before and again, the children ran uncontrolled. It became difficult to catch them and also took time.

.....
As the wolf, the children played their role well. They could decide when to say “It’s time to eat!”. They played the game merrily and enthusiastically. That day, the children played five rounds.

(Field Note 1, Appendix D, Page 206)

vi. Settings

The setting in Task 1 involved the children to draw hands of the clock. This task provided them a setting to do this task individually, as stated in the following quotation of the field note.

The children took time to draw the hands. Sometimes they erased it when they made crooked line. So the researcher had to wait a moment to give the next questions. Some children still used the fingers to count the time. They looked so serious doing the work. They listened to the researcher carefully and drew the line seriously. The children could finish the task well. They joined the task actively.

(Field Note 1, Appendix D, Page 206)

The setting in Task 2 involved the whole children to play the game. The children a bit uncontrolled when they played the game, as it was stated in the following quotation of the field note.

The children then ran away avoiding the wolf. The wolf tried to catch a child and ran after them. Since the hall was very big, the children ran uncontrolled so it's a bit difficult to catch them.

.....
For the next round, the researcher invited the children to be the wolf. Some children raised their hands. She chose a boy to be the wolf. The game ran the same as before and again, the children ran uncontrolled. It became difficult to catch them and also took time. So, for the next round, the researcher put a border around the hall. She also asked help to the classroom teacher to manage the children. The children who broke the border would be caught by the wolf. As the wolf, the children played their role well. They could decide when to say "It's time to eat!" They played the game merrily and enthusiastically. That day, the children played five rounds.

(Field Note 1, Appendix D, Page 206)

f. "Let's Go Home"

i. Goals

The goal of Task 1 was to review how to say the expression of giving instruction to pray. The expression in this part was easily understood by the children because they had learned the expression before. This was supported by the quotation of the field note below.

This time, the researcher called a child to lead the prayer. The girl was a bit surprised when the researcher called her name. Nervously, she came to the front and led the prayer. She said the instruction and all the children followed it. She did it very well.

(Field Note 1, Appendix D, Page 207)

The goal of Task 2 was to review the song “Goodbye” before they leave the class. The children were already familiar with this song so there was no problem in singing the song. They sang the song and waved their hands. They could sing the song very well, as it was supported in the following quotation of the field note.

Before the children left the class, they sang Goodbye song. They waved their hands slowly while singing the song. The children sang the song enthusiastically and loudly. They were smiling and cheerful. Now they could sing it fluently because they did it every time they wanted to go home.

(Field Note 1, Appendix D, Page 207)

ii. Input

The input in Task 1 was an expression of giving instruction to pray. The researcher had ever taught the expression before. So it was easy for the children. Based on the implementation, they could say and do the instruction well. It could be seen in the quotation of the field note.

Before went home, the researcher asked the children to pray first. It was not difficult for them since they had ever learned this expression before.

.....
Nervously, she came to the front and led the prayer. The girl said the instruction and all the children followed it. She did it very well.

(Field Note 1, Appendix D, Page 207)

The input in Task 2 was a song entitled Goodbye. The song was already familiar for the children. The researcher just needed to review the song. The children could sing it well. It is showed in the following quotation of the field note.

The children sang the song enthusiastically and loudly. They were smiling and cheerful. Now they could sing it fluently because they did it every time they wanted to go home.

(Field Note 1, Appendix D, Page 207)

iii. Activities

The activity in Task 1 was practicing the instruction. The children practice the instruction together and act it out. They did it enthusiastically, as it written in the quotation of the field note below.

This time, the researcher called a child to lead the prayer. The girl was a bit surprised when the researcher called her name. Nervously, she came to the front and led the prayer. The girl said the instruction and all the children followed it. She did it very well.

(Field Note 1, Appendix D, Page 207)

The activity in Task 2 was singing the song. The song was Goodbye. The children could sing the song very well and they merrily sang it, as it written in the quotation of the field note below.

Before the children left the class, they sang Goodbye song. They waved their hands slowly while singing the song. The children sang the song enthusiastically and loudly. They were smiling and cheerful. Now they could sing it fluently because they did it every time they wanted to go home. After finishing the song, the children shook the researcher and the teacher's hands then they went home.

(Field Note 1, Appendix D, Page 207)

iv. Teacher Role

In Task 1, the teacher acted as a facilitator. She was expected to facilitate the children to practice the expression. Therefore, this task made her played the teacher role well. This was supported by the following quotation of the field note.

This time, the researcher called a child to lead the prayer. The girl was a bit surprised when the researcher called her name. Nervously, she came to the front and led the prayer. The girl said the instruction and all the children followed it. She did it very well.

(Field Note 1, Appendix D, Page 207)

In Task 2, the teacher acted as the teacher acts as a facilitator. She was expected to facilitate the children to sing the Goodbye song. Therefore, this task made her played the teacher role well, as it was written in this quotation of the field note.

Before the children left the class, they sang a Goodbye song. They waved their hands while singing the song. The children sang the song enthusiastically. They were smiling and cheerful.

(Field Note 1, Appendix D, Page 207)

v. Learner Role

In Task 1, the children were expected to say the expression actively and acted it out in front of the class. The expression was easy and familiar so they could do the task well. This was proved by the following quotation of the field note.

Before went home, the researcher asked the children to pray first. It was not difficult for them since they had ever learned this expression before. This time, she offered opportunity to children to lead the prayer. A boy then came to the front. He led the prayer in front of the class. He could do it well. All the children sat nicely on their chair, followed the instruction and prayed together.

(Field Note 1, Appendix D, Page 207)

In Task 2, the children were expected to participate actively in singing the song. The song was easy to be sung. Therefore, they could sing this song well. This could be seen in the following quotation of the field note.

Before the children left the class, they sang a Goodbye song. They waved their hands while singing the song. The children sang the song enthusiastically. They were smiling and cheerful.

(Field Note 1, Appendix D, Page 207)

vi. Settings

The setting in Task 1 involved all children to participate actively. This task gave them appropriate setting to say the expression correctly and to practise it. This was supported by the quotation of the field note below.

Nervously, she came to the front and led the prayer. The girl said the instruction and all the children followed it. She did it very well.

(Field Note 1, Appendix D, Page 207)

The setting in task 2 involved all children to sing the song together before they left the class. Based on the implementation, they sang the song actively, as it was seen in the quotation of the field note below.

They waved their hands slowly while singing the song. The children sang the song enthusiastically and loudly. They were smiling and cheerful.

(Field Note 1, Appendix D, Page 207)

h. The Evaluation and Revision of the Second Draft

1) The Evaluation of the Second Draft

After analyzing the materials, the researcher evaluated the materials. The evaluation was done to check the appropriateness of the developed materials for the learners in the real teaching and learning process. This was done through sorting the materials based on the aspects of the tasks (Nunan, 1989) that were used to analyze them.

The researcher treated the units differently based on the result of the analysis. The first treatment was not to revise the task because it was appropriate for the children. In the second treatment, the task was revised although it was appropriate for them. While in the third treatment, the task was revised because it was not appropriate for them. The last treatment was to eliminate the task. It was because the task was not appropriate for them.

The researcher presented the list of the evaluation in the table. The tick symbol indicates that the task is appropriate based on the particular aspect. While the cross symbol indicates that the task was needed to be changed or revised. The table can be seen in the Appendix G.

2) The Revision of the Second Draft

After evaluating the second draft, the researcher revised it to be the final draft. The revision of the second draft covered the tasks itself and the appearance of the draft. Based on the components of the task that is proposed by Nunan (1989), the second draft needed some revisions. The detailed revisions of the second draft were served per unit below:

a. Unit 1, My body

There were no revisions in this unit related to the tasks. The tasks all were appropriate for the children. They all could accomplish the task

b. Unit 2, I Like Apples

There was a revision in this unit related to the task. The first one was in Part E task 1. The picture was too big to fit onto the table so the pictures were made into smaller one.

c. Unit 3, I Love My Family

There were no revisions in this unit related to the tasks. The tasks all were appropriate for the children. They all could accomplish the task.

Unit 4, What time is it?

Some revisions were done in this unit related with the input of the tasks. The first revision was to revise picture in Part B Task 2. One of the pictures was eliminated to make it effective for the children because they took long time to colour it. The second revision was in Part E Task 1. The children took a long time and a bit confused in doing the task. The researcher then revised the worksheet by giving the long hand to make the children do the task easily.

i. The Final Course Grid

The evaluation of the second draft resulted the revision of the final draft. Therefore, the second course grid was also revised. There were not many revisions in the final course grid. The course grid of final draft was shown in the appendix G.

j. The Final Product

The final product covers four topics, which were developed into four units. They are My Body, I Like Apples, I Love My Family, and What Time is it? All the unit focus on listening and speaking. But there are two units also involve writing skill, in My Body and I Love My Family unit.

Each unit in the final product consists of six parts. The framework of the units was presented below.

Unit Title

- A. In The Morning
- B. Look and Say
- C. Let's Do It
- D. Let's Take a Break
- E. Your Turn
- F. Let's Go Home

The first part, *In the morning* is developed in the beginning of each unit. In this part, the children learn some expressions that will be useful in doing the activities for that day.

The second part, *Look and Say* is developed as a warming up activity for the children. It gives the children general information about the topic.

In the third part, *Let's Do It*, is set in the form of input giving activities. The purpose of these activities is giving the children language input and a context for the learning.

The fourth part, *Let's Take a Break* gives the children chance to have a break for a while and also to learn some expressions that will be useful during the break time.

In the fifth part, *Your Turn*, the children are producing the input given before. This part was created to support the language learning in the previous part through fun and interesting ways.

The sixth part, *Let's Go Home* was set to give a chance for children to review the material and to finish the lesson that day by saying goodbye.

B. Discussion

This section answers the questions in the formulation of the problems in Chapter I. It discusses kinds and characteristics of English teaching materials appropriate for English teaching and learning for *A Day with English* Program at Class B of TK Karya Rini Yogyakarta. The discussion is presented below.

1. The Kinds and Characteristics of English Teaching Materials Appropriate for *A Day With English Program*

Generally, the children of Class B in TK Karya Rini Yogyakarta have the same characteristics with other children in the same ages. They have a lot of physical energy and often need to be physically active. They have big curiosity about everything around them and they also easily get bored. They like to explore new things and are more interested in learning what they see and what they hear. In making the activities for English learning as their foreign language, there should be activities that stimulate them. They could work in group activities, like to play outside, and could follow simple instruction. The three characteristics later were considered in the materials development for the *A Day with English* program.

In this research, before developing the materials, the researcher did observation to know the children's characteristics and their needs. They need the *A Day with English* program since the time is limited for the English teaching-learning in the regular class. Besides, the children need more time to practice and explore their skills. Children can always do more than we think they can; they have huge learning potential, and the foreign language classroom does them a disservice if we do not exploit that potential. Therefore, they need to have extra-time to learn English with the interesting activities. They need to do what they like and want. From the observation result, the researcher also knows what materials that the children want.

The developed materials in this research are appropriate with the children's characteristics' and their needs, since the researcher collected the first data from the observation. The developed materials has met the children's characteristics and accommodated their needs. Since they liked outdoor physical activities, the researcher provided them with the tasks that allowed them to move their body freely but still under control. Dealing with their preferences in working with their friends, she also accommodated them with the group tasks where they could cooperate and help each other. Besides, she also provided them with plenty inputs that they liked such as various pictures, songs, story, movie and games.

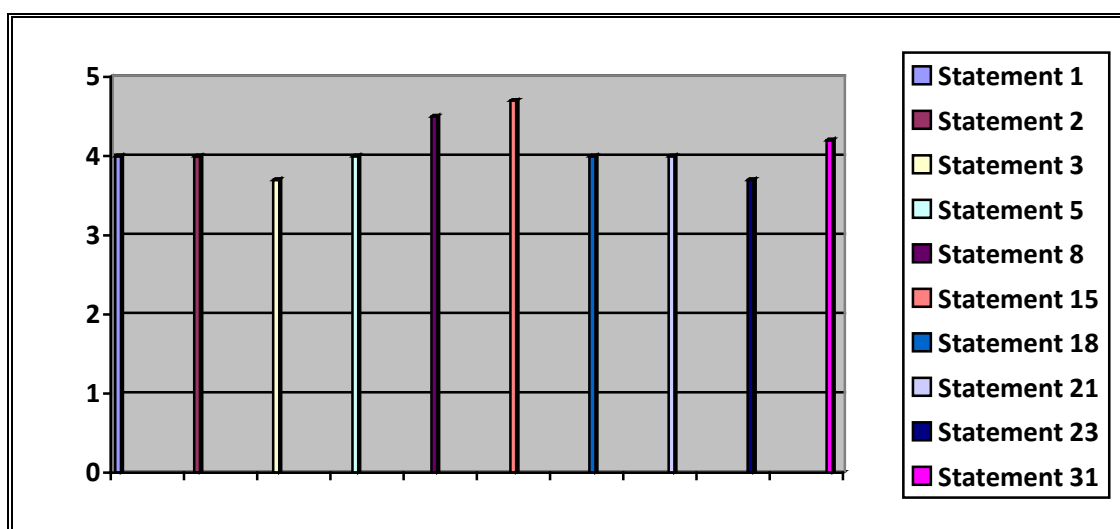
In addition, based on Scott and Ytreberg (2004) principles in teaching English as Second or foreign language to children, children benefit from knowing the rules and being familiar with the situation. The materials should have systems and routines. The teachers should organize and plan their lessons through familiar situations and familiar activities. This can be done, for example, by repeating stories and rhymes. Therefore, the researcher

sets routines in the developed materials. She uses some expressions that would be useful for the children in doing the activity, such as greeting and giving instruction.

The final draft, the designed tasks consist of four units. Each unit consists of preparation, core, and follow up tasks as proposed by Cameron (2001). The tasks were developed into listening, speaking, writing, and vocabulary building task.

Based on the implementation, the children were fond of these materials. They gave positive responses by contributing actively in every activity in these materials. They also gave much feedback on the developed materials which were useful for the revision to make them better in the final product. Since these materials have accommodated their needs, it can be concluded that the developed materials and activities were already appropriate.

The appropriateness of the developed materials discussed above was supported by the result of the respondents' agreement towards the statements from the distributed questionnaire. The result of the data taken from the questionnaire distributed to 4 respondents revealed that the developed materials were appropriate for the children. It showed that the mean of the respondents' responses for each statement from the questionnaire was more than 3.5. It means that the developed stories were good based on the qualitative data conversion proposed by Gall.et. al (2003:131) quoted in the previous chapter. The mean of the respondents' responses is presented in the following chart.



Notes:

Aspect 1 : The developed materials are appropriate for kindergarten children.

Aspect 2 : The developed materials meet the children needs'.

Aspect 3 : The developed materials suit the learners' age.

Aspect 5 : The developed materials suit to the proficiency level of the learners.

Aspect 8 : The activities in the materials are interesting for children

Aspect 15 : The activities in the materials stimulate the children to communicate in English

Aspect 18 : The inputs in the materials are interesting for the children.

Aspect 21 : The inputs help children to understand the materials.

Aspect 23 : The activities in the task cover some classroom setting (individual, pairs, group, class).

Aspect 31 : The lay out is interesting for the children.

The chart above shows that the mean of the 4 respondents' responses towards the statements in the questionnaire ranges from 3.7 to 4.7. The lowest means are the mean of the statements 3 and 23 which is only 3.7 (good). Statement number 3 deals with the appropriateness of the developed stories in relation to the learner's age while statements number 23 deals with the classroom setting. Moreover, the highest mean is the mean of the statement number 15 which is 4.7 (very good). The statement deals with the appropriateness of the activities in the material to stimulate the children to use English for communicating. Since the range of all the responses about the developed stories were higher than 3.4, the researcher concluded that they were already appropriate for the children.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

The purpose of this research was to develop appropriate English materials for *A Day with English* program for children in Class B of TK Karya Rini Yogyakarta. It was done to solve the problem of the non-existence of appropriate materials which can be used as inputs for the children. The result of the study was a set of English Material entitled *A Day with English*. After being evaluated, implemented, and revised, therefore, it was concluded that the materials developed in this research were appropriate for children in Class B of TK Karya Rini Yogyakarta.

1. The Characteristics of the Good Materials

The materials which are developed in this research consist of four topics which are also developed into four units. They are My Body, I Like Apples, I Love My Family, and What Time Is It?

The developed materials provide many fun and interesting tasks and activities for the children. The researcher set the activities both inside and outside the class that allow them to move their body freely. The tasks in the materials accommodate three skills to be taught to them in balance. Therefore, in every unit, they learn at least two main skills; listening and speaking. They also learn writing in two units. Last, she provides plenty interesting learning resources for them, such as games, songs, stories, and movies. The developed materials also have routines. Children benefit from knowing the rules and being familiar with the situation.

So that materials should have systems and routines. Children can learn language in the lessons through familiar situations and familiar activities.

In conclusion the English materials which are appropriate for *A Day with English* program for children of Class B in TK Karya Rini Yogyakarta have characteristics as presented below.

- a. The input of the materials should be related to the children's daily life.
- b. The materials should be fun, colourful, simple, and attractive in order to get their interest.
- c. The materials should give the children opportunity to use the language to communicate directly.
- d. The materials should be familiar with the situation. In the other word, it should have system and routines.
- e. The activities in the materials should be plenty and various in order to avoid them from getting bored, including physical activity.
- f. The materials should allow them work and learn in the various classrooms setting, such as individual, pair, group, and classical works.

B. Suggestions

Regarding to the research findings, some suggestions were proposed to the principals of the kindergarten, the English teachers and the material developers.

1. English Teachers

Considering the importance of English for children, the teacher should provide the children with more tasks and activities. The teacher also should provide more chance for children to practice and improve their skills in fun and interesting way.

2. For the Elementary School Principals

Regarding the limited time in learning English in the regular class, it is better to set up the English *A Day with English* program that provides not only the exercises but also the interesting materials and activities for the students.

3. The Material Developers and Other Researchers

The material developers and other researchers should be more creative in designing the materials. The materials should be both educating and entertaining. They should provide appropriate materials that meet the children's language level with more interesting and fun tasks by analysing the children's needs, considering their characteristics, and understanding the theories deeper.

REFERENCES

- Brewster, J. and Ellis, G. 2002. *The Primary English Teachers' Guide*: New Edition. Essex: Pearson Education Limited.
- Brewster, Jean, and Ellis, Gall, with Girard, Denis. 2003. *The Primary English Teacher's Guide*. Essex: Pearson Education Limited.
- Borg, W.R. & Gall, M.G. 2003. *Educational Research*. New York: Longman Inc
- Brown, D.H. 2000. *Principal of Language Learning and Teaching*. 4th Ed. New York: Pearson Education.
- _____. 2001. *Teaching by Principles*. 2nd Ed. New York: Pearson Education.
- Brown, James. 1995. *The Elements of Language Curriculum*. Massachusetts: Heinle & Heinle Publishers
- Cameron, Lynne. 2001. *Teaching Language to Young Learners*. Cambridge: Cambridge University Press.
- Gutek, Gerald L. *Kindergarten*, Microsoft ® Encarta ® Encyclopedia 2002. © 1993 – 2001 Microsoft Corporation. Cambridge: Cambridge University Press. All rights reserved.
- Hutchinson, Tom and Waters, Alan 1987. *English for Specific Purposes*. Cambridge: Cambridge University Press.
- Kemp, Jerrold E. 1997. *Instructional Design, California*: David S. Lake Publishers.
- Lewis, Gordon, Bedson, Günther, and Maley, Alan. 2003. *Resource Books for Teachers. Games for Children*. Oxford: Oxford University Press
- Nunan, David. 2004. *Task-based Language Teaching*. Cambridge: Cambridge University Press.
- _____. 1991. *Language Teaching Methodology: A Textbook for Teachers*. New York: Prentice Hall.
- _____. 1989. *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press
- Paul, David. 2003. *Teaching English to Children in Asia*. Quarry Bay: Longman Pearson Education Asia Limited.
- Pinter, Annamaria. 2009. *Teaching Young Language Learners*. New York: Oxford University Press.

- Reilly, Vanessa. and Ward, M. Sheila. 2002. *Very Young Learners*. Oxford: Oxford University Press.
- Scott, Wendy A. and Ytreberg, Lisbeth H. 2004. *Teaching English to Children*. New York: Longman Publishing.
- Sudijono, Anas. 2003. *Pengantar Evaluasi Pendidikan*. Jakarta: Raja Grafindo Persada.
- Tomlinson, Brian. 1998. *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.

APPENDIX A

- **Kurikulum TK**

UPT PERPUSTAKAAN
UNIVERSITAS NEGERI YOGYAKARTA
INV. 0811142315



0811142315



UPT PERPUSTAKAAN
UNY

KURIKULUM PENDIDIKAN TAMAN KANAK-KANAK DAN PEDOMAN PENYUSUNAN SILABUS

322.21/075.5/
TK

Dilengkapi :

- STANDAR KOMPETENSI KEPALA TAMAN KANAK-KANAK (TK)
- MODEL PENILAIAN KELAS KURIKULUM TINGKAT SATUAN
PENDIDIKAN TAMAN KANAK-KANAK (TK)
- PEDOMAN STANDAR PELAYANAN MINIMAL (SPM)
PENYELENGGARAAN PENDIDIKAN TAMAN KANAK-KANAK (TK)

BP. CIPTA JAYA - JAKARTA
2007



MILIK UPT PERPUSTAKAAN
UNY, NEGERI YOGYAKARTA

I. PENDAHULUAN

A. Latar Belakang

Berdasarkan Undang-Undang Sistem Pendidikan Nasional Nomor 20 Tahun 2003 pendidikan diorientasikan, kepada penguasaan kompetensi. Hal itu dimaksudkan untuk memenuhi aspirasi atau jiwa otonomi dalam bidang pendidikan seperti yang dinyatakan dalam Peraturan Pemerintah Nomor 25 Tahun 2000 tentang Otonomi Daerah dan Sistem Desentralisasi. Dalam Undang-Undang Sistem Pendidikan Nasional Nomor 20 Tahun 2003, pasal 2 dinyatakan bahwa pemerintah pusat memiliki *kewenangan menetapkan* standar kompetensi anak dan warga belajar, pengaturan kurikulum nasional, penilaian hasil belajar secara nasional, pedoman kurikulum, dan standar materi pelajaran pokok. Sementara itu, sesuai dengan prinsip manajemen berbasis sekolah, penyusunan silabus merupakan kewenangan sekolah.

Dilapangan, ditemukan masalah-masalah yang dihadapi oleh guru dalam penyusunan program semester, program mingguan dan program harian. Oleh karena itu, sesuai tugas pokok dan fungsinya dalam melakukan pembinaan sekolah secara teknis, Direktorat Pendidikan TK dan SD memandang perlu untuk menyusun pedoman penyusunan silabus TK. Dengan disusunnya pedoman ini diharapkan pelaksanaan pembelajaran di TK lebih terarah dan lebih efektif dalam mencapai tujuan pembelajaran yang ditetapkan.

B. Pengertian

1. Silabus

Silabus merupakan seperangkat rencana dan pengaturan kegiatan pembelajaran, pengelolaan kelas, dan penilaian hasil belajar. Silabus harus disusun secara sistematis dan berisikan komponen-komponen yang saling berkaitan untuk memenuhi target pencapaian Kompetensi Dasar. Silabus berisi jawaban dari pertanyaan berikut :

- Kompetensi apa yang akan dikembangkan pada anak didik ?
- Bagaimana cara mengembangkan kompetensi tersebut pada diri anak didik?
- Bagaimana cara mengetahui bahwa kompetensi tersebut telah dikuasai anak didik?

Di Taman Kanak-kanak, silabus pembelajaran dituangkan dalam bentuk *perencanaan semester, perencanaan mingguan dan perencanaan harian*.

2. Standar Kompetensi

Standar kompetensi merupakan kemampuan dasar yang harus dimiliki oleh anak didik dalam suatu bidang pengembangan. Standar kompetensi yang diharapkan pada pendidikan TK adalah tercapainya tugas-tugas perkembangan secara optimal sesuai dengan standar yang telah dirumuskan. Aspek-aspek perkembangan yang diharapkan dicapai meliputi aspek moral dan nilai-nilai agama, sosial, emosional, dan kemandirian, berbasis, kognitif, fisik/motorik, dan seni.

3. Kompetensi Dasar

Kompetensi Dasar merupakan pernyataan yang diharapkan dapat diketahui, disikapi dan dilakukan anak didik. Penempatan komponen Kompetensi Dasar dalam program semester sangat penting, hal ini berguna untuk meningkatkan para guru seberapa jauh tuntutan target kompetensi yang harus dicapainya.

4. Hasil Belajar

Hasil Belajar merupakan pernyataan kemampuan anak didik yang diharapkan dalam menguasai sebagian atau seluruh kompetensi yang dimaksud. Hasil belajar juga merupakan hasil kegiatan setelah anak didik mengalami pembelajaran dalam kompetensi tertentu.

5. Indikator

Indikator merupakan Kompetensi Dasar yang lebih spesifik yang dapat dijadikan ukuran untuk menilai ketercapainya hasil pembelajaran. Apabila serangkaian Indikator dalam Kompetensi Dasar sudah dapat dicapai oleh anak didik, berarti target Kompetensi Dasar tersebut telah terpenuhi.

C. Tujuan

Tujuan penyusunan pedoman silabus TK, adalah sebagai berikut :

- Sebagai acuan bagi guru dalam menyusun silabus Taman Kanak-Kanak.
- Sebagai acuan bagi tenaga kependidikan lainnya dalam merencanakan dan melaksanakan pembinaan kepada guru dalam menyusun silabus Taman Kanak-Kanak.

D. Ruang Lingkup

Buku pedoman ini terdiri atas tiga bab dan dilengkapi dengan lampiran-lampiran yang ditata secara sistematis sebagai berikut.

- I. *Pendahuluan* berisi uraian tentang latar belakang, pengetahuan, pengertian, tujuan, dan ruang lingkup.
- II. *Penyusunan Silabus* berisi uraian tentang perencanaan semester, perencanaan mingguan dan perencanaan harian.
- III. *Penutup*.

Lampiran-lampiran berisi uraian contoh program semester kelompok A dan B, contoh SKM model pembelajaran kelompok untuk kelompok A dan B, contoh SKM model pembelajaran berdasarkan minat untuk kelompok A dan B, contoh SKH model pembelajaran kelompok untuk kelompok A dan B, serta contoh SKH model pembelajaran berdasarkan minat untuk kelompok A dan B.

II. PENYUSUNAN SILABUS

A. Perencanaan Semester

Perencanaan semester merupakan program, pembelajaran yang berisi jaringan-jaringan tema yang ditata secara urut dan sistematis, alokasi waktu yang diperlukan untuk setiap jaringan tema, dan sebarannya ke dalam semester 1 dan 2.

Langkah-langkah penyusunan program semester, sebagai berikut :

1. Pelajari dokumen Kurikulum, yakni kerangka dasar dan standar kompetensi.
2. Pilih tema yang dapat mempersatukan kompetensi-kompetensi tersebut untuk setiap kelompok dalam satu semester.

a. Tema

Tema merupakan alat atau wadah untuk mengenalkan berbagai konsep kepada anak didik secara utuh. Dalam pembelajaran, tema diberikan dengan maksud menyatukan isi kurikulum dalam satu kesatuan yang utuh, memperkaya perbendaharaan bahasa anak didik dan membuat pembelajaran lebih bermakna. Penggunaan tema dimaksudkan agar anak mampu mengenal berbagai konsep secara mudah dan jelas.

b. Prinsip pemilihan tema

Pemilihan tema hendaknya memperhatikan prinsip-prinsip sebagai berikut :

- *Kedekatan*, artinya tema hendaknya dipilih mulai dari tema yang terdekat dengan kehidupan anak kepada tema yang semakin jauh dari kehidupan anak.
- *Kesederhanaan*, artinya tema hendaknya dipilih mulai dari tema-tema yang sederhana kepada tema-tema yang lebih rumit bagi anak.
- *Kemenarikan*, artinya tema hendaknya dipilih mulai dari tema-tema yang menarik minat anak kepada tema-tema yang kurang menarik minat anak.
- *Keinsidental*, artinya peristiwa atau kejadian di sekitar anak (sekolah) yang terjadi pada saat pembelajaran berlangsung hendaknya dimasukkan dalam pembelajaran walaupun tidak sesuai dengan tema yang dipilih pada hari itu.

c. Langkah pemilihan tema

- Mengidentifikasi tema yang sesuai dengan hasil belajar dan indikator dalam kurikulum.
- Menata dan mengurutkan tema berdasarkan prinsip-prinsip pemilihan tema.
- Menjabarkan tema ke dalam sub-sub tema agar cakupan tema tidak terlalu luas.
- Memilih sub tema yang sesuai.

Berikut ini disajikan contoh-contoh tema.

Tema Semester 1

No.	Tema	Alokasi Waktu
1.	Diri Sendiri (Aku dan Panca Indera)	3 minggu
2.	Lingkunganku (Keluargaku, Rumah, dan Sekolah)	4 minggu
3.	Kebutuhanku (Makanan, Minuman, Pakaian, Kesehatan, Kebersihan dan Keamanan)	4 minggu
4.	Binatang	3 minggu
5.	Tanaman	3 minggu
	JUMLAH	17 minggu

Tema Semester 2

No.	Tema	Alokasi Waktu
1.	Rekreasi (Kendaraan, Pesisir, dan Pegunungan)	4 minggu
2.	Pekerjaan	3 minggu
3.	Air, udar, dan api	2 minggu
4.	Alat komunikasi	2 minggu
5.	Tanah ariku (Negaraku, Kehidupan di Kota dan didesa)	3 minggu
6.	Alam semesta (Matahari, Bulan, Bintang, Bumi, Langit, dan Gejala Alam).	3 minggu
	JUMLAH	17 minggu

3. Buat "Matrik Hubungan Kompetensi Dasar dengan Tema". Dalam langkah ini yang harus dilakukan adalah memasukkan hasil belajar dan/atau indikator ke dalam jaringan tema.
4. Tetapkan alokasi waktu untuk setiap jaringan tema dengan memperhatikan keluasaan cakupan pembahasan tema dan minggu efektif sekolah.

Contoh program semester dapat dilihat pada lampiran 1a dan 1b.

B. Perencanaan Mingguan.

Pada perencanaan mingguan, guru diharapkan menyusun satuan kegiatan mingguan (SKM). SKM ini berisi kegiatan-kegiatan dalam rangka mencapai indikator yang telah direncanakan dalam mingguan sesuai dengan keluasaan pembahasan tema dan sub tema yang telah direncanakan pada program semester.

1. Langkah menyusun SKM model pembelajaran kelompok

Komponen SKM model pembelajaran kelompok adalah sebagai berikut :

- Tema dan sub tema.
- Alokasi waktu.
- Aspek pengembangan.
- Kegiatan per-aspek pengembangan.

Langkah-langkah penyusunan SKM model pembelajaran kelompok adalah sebagai berikut :

- Memilih tema dan merinci sub tema.
- Memilih indikator yang sesuai tema pada bidang pengembangan dalam program semester.
- Membuat matrik hubungan antara tema dengan indikator.
- Menentukan alokasi waktu untuk setiap SKM.

Contoh SKM model pembelajaran kelompok dapat dilihat pada lampiran 2a dan 2b.

2. Langkah menyusun SKM model pembelajaran berdasarkan minat

Komponen SKM model pembelajaran berdasarkan minat adalah sebagai berikut :

- Tema dan sub tema.
- Alokasi waktu.
- Aspek pengembangan.
- Kegiatan per aspek pengembangan.

Langkah-langkah penyusunan SKM model pembelajaran berdasarkan minat adalah sebagai berikut :

- Memilih tema dan merinci sub tema.
- Memilih indikator yang sesuai tema pada bidang pengembangan dalam program semester dan mengelompokkan indikator berdasarkan *area*.
- Membuat matrik hubungan antara tema dengan indikator.
- Menentukan alokasi waktu untuk setiap SKM.

Contoh SKM model pembelajaran berdasarkan minat dapat dilihat pada lampiran 3a dan 3b.

C. Perencanaan Harian

Pada perencanaan harian, guru harus menyusun satuan kegiatan harian (SKH). SKH merupakan penjabaran dari SKM. SKH memuat kegiatan-kegiatan pembelajaran, baik yang dilaksanakan

secara individual, kelompok, maupun klasikal dalam satu hari. SKH terdiri atas *kegiatan awal*, *kegiatan inti*, *istirahat*, dan *kegiatan akhir*.

1. Langkah menyusun SKH model pembelajaran kelompok

Komponen SKH model pembelajaran kelompok sebagai berikut :

- Hari, tanggal, waktu.
- Indikator.
- Kegiatan pembelajaran.
- Alat/sumber belajar.
- Penilaian perkembangan anak didik.

Langkah-langkah penyusunan SKH model pembelajaran kelompok adalah sebagai berikut :

- Memilih indikator yang sesuai dalam SKM untuk dimasukkan ke dalam SKH. Penulisan indikator dalam SKH diberi keterangan *bidang pengembangan*.
- Merumuskan kegiatan yang sesuai untuk mencapai indikator yang dipilih dalam SKH.
- Memilih kegiatan ke dalam kegiatan awal, kegiatan inti, dan kegiatan akhir. Pada kegiatan inti, kegiatan pembelajaran dibagi ke dalam kelompok sesuai program yang direncanakan.
- Memilih metode yang sesuai dengan kegiatan yang dipilih.
- Memilih alat/sumber belajar yang dapat menunjang kegiatan pembelajaran yang akan dilakukan.
- Memilih dan menyusun alat penilaian yang dapat mengukur ketercapaian indikator.

Contoh SKH model pembelajaran kelompok dapat dilihat pada lampiran 4a dan 4b.

2. Langkah menyusun SKH model pembelajaran berdasarkan minat.

Komponen SKH model pembelajaran berdasarkan minat sebagai berikut :

- Hari, tanggal, waktu.
- Indikator
- Kegiatan pembelajaran.
- Alat/sumber belajar
- Penilaian perkembangan anak didik.

Langkah-langkah penyusunan SKH berdasarkan minat sebagai berikut :

- Memilih dan menata kegiatan ke dalam SKH.
- Memilih kegiatan yang dipilih ke dalam kegiatan awal, kegiatan inti, dan kegiatan akhir.

Pada kegiatan inti, kegiatan pembelajaran disesuaikan dengan minat (area) yang akan dilaksanakan.

- Memilih metode yang sesuai dengan kegiatan yang dipilih.
- Memilih alat/sumber belajar yang dapat menunjang kegiatan pembelajaran yang akan dilakukan.
- Memilih dan menyusun alat penilaian yang dapat mengukur ketercapaian hasil belajar atau indikator.

Contoh SKH model pembelajaran berdasarkan minat dapat dilihat pada lampiran 5a dan 5b.

APPENDIX B

- **Children's interview guideline**
- **Teacher's interview guideline**
 - **Questionnaires**

Table 1: **Characteristics of the Children of B Class**

No.	Name	Characteristics		
		Age (Years Old)	Sex	
			Female	Male
1	Yolanda	7	✓	
2	Aisha	6	✓	
3	Dhilla	7	✓	
4	Dimas	7		✓
5	Theo	7		✓
6	Adam	6		✓
7	Aan	7		✓
8	Sarah	7	✓	
9	Aryo	7		✓
10	Novi	7	✓	
11	Bintang	7		✓
12	Vira	7	✓	
13	Dito	7		✓
14	Galang	7		✓
15	Shasa	6	✓	
16	Tia	7	✓	
17	Aldo	6		✓
18	Akmal	6		✓
19	Sekar	7	✓	
20	Aji	7		✓

LEMBAR EVALUASI MATERI PENGAJARAN

Lembar evaluasi ini bertujuan untuk mengetahui kesesuaian materi ajar Bahasa Inggris untuk siswa TK Karya Rini Yogyakarta.

A. Data Responden

Nama :

Umur :

Jenis kelamin :

Pendidikan : a. D3 b. S1 c. S2 d. S3

Pengalaman mengajar : a. 0-2 th b. 2-4 th c. >4 th

B. Isilah tabel berikut dengan memberi tanda centang (✓) pada kotak yang tersedia.

SS : Jika Anda sangat setuju dengan pernyataan yang ada.

S : Jika Anda setuju dengan pernyataan yang ada.

R : Jika Anda ragu dengan pernyataan yang ada.

TS : Jika Anda tidak setuju dengan pernyataan yang ada.

STS : Jika Anda sangat tidak setuju dengan pernyataan yang ada.

NO	PERNYATAAN	SS	S	R	TS	STS
1	Materi yang dikembangkan sesuai untuk pengenalan Bahasa Inggris untuk Taman Kanak-Kanak.					
2	Materi yang dikembangkan sesuai dengan kebutuhan siswa.					
3	Materi yang dikembangkan sesuai dengan latar belakang usia siswa.					
4	Materi yang dikembangkan sesuai course grid.					

5	Materi yang dikembangkan sesuai dengan tingkat kemampuan berbahasa siswa.					
6	Kegiatan yang ada dalam materi relevan untuk meningkatkan kemampuan Bahasa Inggris siswa.					
7	Aktivitas-aktivitas (yang ada dalam satu unit materi) bervariasi.					
8	Aktivitas-aktivitas (yang ada dalam satu unit materi) menarik bagi siswa.					
9	Aktivitas-aktivitas (yang ada dalam satu unit materi) membuat siswa lebih siap mempraktekan secara langsung.					
10	Aktivitas-aktivitas (yang dikembangkan) melibatkan partisipasi siswa secara langsung.					
11	Aktivitas-aktivitas (yang dikembangkan) mencakup ketrampilan dasar (listening dan speaking).					
12	Aktivitas-aktivitas (dalam satu unit materi) mengaplikasikan pengetahuan Bahasa Inggris					
13	Aktivitas-aktivitas pembelajaran diurutkan dari yang mudah ke yang sulit.					
14	Task dalam setiap unit dikembangkan dari <i>comprehension task</i> ke <i>Production task</i>					
15	Kegiatan dalam <i>tasks</i> mendorong siswa untuk berkomunikasi dalam bahasa Inggris.					
16	Bahasa yang digunakan dalam materi ini mudah dipahami					
17	<i>Input</i> (gambar, realia, kata, games, lagu) sesuai dengan tingkat kemampuan siswa.					
18	<i>Input</i> (gambar, realia, kata, games, lagu) menarik bagi siswa.					
19	<i>Input</i> (gambar, realia, kata, games, lagu) yang ada dalam materi memotivasi siswa untuk melakukan semua aktivitas pembelajaran yang ada.					
20	<i>Input</i> (gambar, realia, kata, games, lagu) yang ada dalam materi menambah kosakata bagi siswa.					
21	<i>Input</i> (gambar, realia, kata, games, lagu) membantu pemahaman siswa.					

22	<i>Input</i> (bacaan, dialog, gambar) dalam materi bervariasi.					
23	Kegiatan dalam <i>tasks</i> mencakup beberapa setting dalam kelas (kegiatan individu, berpasangan, berkelompok, dan seluruh kelas).					
24	Kegiatan dalam <i>tasks</i> yang dikerjakan secara individu dapat melatih siswa untuk belajar mandiri.					
25	Dalam pemberian <i>tasks</i> , guru lebih berperan sebagai fasilitator.					
26	Dalam pengerjaan <i>tasks</i> , guru lebih berperan sebagai pembimbing.					
27	Instruksi yang digunakan di setiap <i>task</i> dalam materi ini cukup jelas dan mudah dimengerti siswa.					
28	Siswa dapat mengerjakan secara mandiri <i>tasks</i> yang diberikan.					
29	Siswa dapat berpartisipasi aktif dalam proses pembelajaran dengan mengerjakan <i>tasks</i> yang diberikan.					
30	Materi tersusun dengan rapi.					
31	Tampilan (<i>lay out</i>) materi menarik.					
32	Tampilan (<i>lay out</i>) materi tidak rumit dan jelas.					
33	Materi ditulis dengan ukuran dan jenis huruf yang menarik dan jelas.					

C. Saran dan kritik secara umum terhadap materi yang telah dikembangkan.

1. Bagaimana pendapat anda terhadap materi yang telah disusun?

.....

2. Apa saja kekurangan yang terdapat dalam materi yang telah disusun?

.....

3. Apa saran Anda untuk memperbaiki kekurangan tersebut?

.....
.....
.....

Kesimpulan

Dapat disimpulkan bahwa materi yang telah dikembangkan:

- (a). Sudah baik dan tidak perlu revisi
- (b). Sudah baik tapi masih perlu revisi
- (c). Belum baik dan masih perlu banyak revisi

Teacher's Interview Guideline

(Need Analysis)

1. Bagaimana karakter siswa di dalam dan di luar kelas?
2. Bagaimana kesiapan siswa dalam mengikuti pelajaran?
3. Kegiatan apa saja yang disukai siswa?
4. Masalah apa yang sering dihadapi ketika mengajar?
5. Menurut Anda (ganti nama), bagaimana kemampuan atau ketrampilan berbahasa Inggris siswa-siswi di TK Karya Rini selama Anda mengajar disini?
6. Menurut Anda apa yang membuat anak-anak tertarik untuk belajar Bahasa Inggris?
7. Menurut Anda, apakah kegiatan ekstrakurikuler Bahasa Inggris yang dilaksanakan sudah baik dan maksimal untuk meningkatkan kemampuan siswa dalam Berbahasa Inggris?
8. Menurut Anda, jika program *A day with English* dijalankan, kegiatan dan topik apa saja yang perlu diajarkan?

Children's Interview Guidline
(Need Analysis)

1. Apakah Adik suka belajar Bahasa Inggris?
2. Apa yang paling Adik sukai bila belajar Bahasa Inggris?
3. Apakah adik senang belajar menggunakan gambar?
4. Apakah adik senang belajar menggunakan cerita?
5. Apakah adik senang belajar menggunakan film?
6. Apakah Adik suka kalau belajar dengan Bapak dan Ibu guru menggunakan Bahasa Inggris?
7. Apakah Adik senang melakukan aktivitas di kelas memakai Bahasa Inggris?

Teacher's Interview Guideline
(Evaluation)

1. Bagaimana menurut Anda keseluruhan kegiatan hari ini?
2. Bagaimana menurut Anda aktivitas yang dilakukan?
3. Apa saja kekurangan dalam kegiatan hari ini?
4. Apa saran Anda terhadap kegiatan hari ini?

Children's Interview Guidline
(Evaluation)

1. Apakah Adik suka dengan kegiatan hari ini?
2. Kegiatan apa yang Adik suka?
3. Kegiatan apa yang Adik tidak suka?
4. Bagaimana dengan materi (lagu, game, film, cerita, dll) yang digunakan?
5. Apakah materi yang disampaikan jelas?
6. Apakah materi yang disampaikan sulit?
7. Apakah Adik bisa mengerjakan semua kegiatan dengan baik?

APPENDIX C

- **Computation result**

The Data of the Teachers and Lecturers

Group of respondents	Name	Educational background	Teaching experience		
			0-2 years	2-4 years	>4 years
English teachers	Ani Tri Hastanti	US		√	
	Desty	US		√	
English lecturers	Ani Setyaningsih	GS			√
	Yuniar Diyanti	GS			√

Notes: US : means University Student
 GS : means Graduate Student
 PG : means Post Graduate

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

No	Issues of Statements	N	Central Tendency		
			Mean	Median	Mode
A. Aspek Tujuan Pembelajaran (<i>Goals</i>)		4			
1.	Materi yang dikembangkan sesuai untuk pengenalan Bahasa Inggris untuk Taman Kanak-Kanak.		4	4	4
2.	Materi yang dikembangkan sesuai dengan kebutuhan siswa.		4	4	4
3.	Materi yang dikembangkan sesuai dengan latar belakang usia siswa.		3.7	4	4
4.	Materi yang dikembangkan sesuai course grid.		3.5	3.5	4
5.	Materi yang dikembangkan sesuai dengan tingkat kemampuan berbahasa siswa.		4	4	4
6.	Kegiatan yang ada dalam materi relevan untuk meningkatkan kemampuan Bahasa Inggris siswa.		4	4	3
B. Aspek Kegiatan (<i>Activities</i>)					
7.	Aktivitas-aktivitas (yang ada dalam satu unit materi) bervariasi.		4.5	4	4
8.	Aktivitas-aktivitas (yang ada dalam satu unit materi) menarik bagi siswa.		4.5	5	5
9.	Aktivitas-aktivitas (yang ada dalam satu unit materi) membuat siswa lebih siap mempraktekan secara langsung.		3.5	3	3
10.	Aktivitas-aktivitas (yang dikembangkan) melibatkan partisipasi siswa secara langsung.		4.2	4	4

11.	Aktivitas-aktivitas (yang dikembangkan) mencakup ketrampilan dasar (listening dan speaking).	4	4	4
12.	Aktivitas-aktivitas (dalam satu unit materi) mengaplikasikan pengetahuan Bahasa Inggris	3.7	4	4
13.	Aktivitas-aktivitas pembelajaran diurutkan dari yang mudah ke yang sulit.	3.5	3	3
14.	Task dalam setiap unit dikembangkan dari <i>comprehension task</i> ke <i>Production task</i>	4.2	4	4
15.	Kegiatan dalam <i>tasks</i> mendorong siswa untuk berkomunikasi dalam bahasa Inggris.	4.7	5	5
C. Aspek Input				
16.	Bahasa yang digunakan dalam materi ini mudah dipahami	3.2	3.5	4
17.	<i>Input</i> (gambar, realia, kata, games, lagu) sesuai dengan tingkat kemampuan siswa.	3.5	3.5	4
18.	<i>Input</i> (gambar, realia, kata, games, lagu) menarik bagi siswa.	4	4	4
19.	<i>Input</i> (gambar, realia, kata, games, lagu) yang ada dalam materi memotivasi siswa untuk melakukan semua aktivitas pembelajaran yang ada.	3.7	3.5	4
20.	<i>Input</i> (gambar, realia, kata, games, lagu) yang ada dalam materi menambah kosakata bagi siswa.	4.2	4	4
21.	<i>Input</i> (gambar, realia, kata, games, lagu) membantu pemahaman siswa.	4	4	4
22.	<i>Input</i> (bacaan, dialog, gambar) dalam materi bervariasi.	3.5	4.5	4
D. Aspek Setting (Settings)				
23.	Kegiatan dalam <i>tasks</i> mencakup beberapa setting dalam kelas (kegiatan individu, berpasangan, berkelompok, dan seluruh kelas).	3.7	4	4
24.	Kegiatan dalam <i>tasks</i> yang dikerjakan secara individu dapat melatih siswa untuk belajar mandiri.	3.7	4	4
E. Aspek Peranan Guru (Teacher role)				
25.	Dalam pemberian <i>tasks</i> , guru lebih berperan sebagai fasilitator.	3.5	3	3
26.	Dalam pengerjaan <i>tasks</i> , guru lebih berperan sebagai pembimbing.	3.7	4	4
27.	Instruksi yang digunakan di setiap <i>task</i> dalam materi ini cukup jelas dan mudah dimengerti siswa.	3	3	3
F. Aspek Peranan Murid (Learner role)				
28.	Siswa dapat mengerjakan secara mandiri <i>tasks</i> yang diberikan.	3.5	3.5	4
29.	Siswa dapat berpartisipasi aktif dalam proses pembelajaran dengan mengerjakan <i>tasks</i> yang diberikan.	4	4	4

G. Aspek Penyajian (<i>lay out</i>)				
30.	Materi tersusun dengan rapi.	4.2	4	4
31.	Tampilan (<i>lay out</i>) materi menarik.	4.2	4.5	5
32.	Tampilan (<i>lay out</i>) materi tidak rumit dan jelas.	4	4	4
33.	Materi ditulis dengan ukuran dan jenis huruf yang menarik dan jelas.	3.5	3.5	4

Case Processing Summary

		N	%
Cases	Valid	4	80.0
	Excluded ^a	1	20.0
	Total	5	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.799	33

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VAR00034	124.7500	53.583	.000	.799
VAR00035	124.7500	53.583	.000	.799
VAR00036	125.0000	48.667	.669	.781
VAR00037	125.2500	52.917	.040	.803
VAR00038	124.7500	53.583	.000	.799
VAR00039	124.7500	46.917	.536	.781
VAR00040	124.2500	54.917	-.195	.811
VAR00041	124.2500	45.583	.983	.766
VAR00042	125.2500	54.917	-.195	.811
VAR00043	124.5000	49.667	.520	.786
VAR00044	124.7500	54.250	-.111	.815
VAR00045	125.0000	58.000	-.613	.822
VAR00046	125.2500	54.917	-.195	.811
VAR00047	124.5000	59.000	-.738	.825
VAR00048	124.0000	48.667	.669	.781
VAR00049	125.5000	41.000	.952	.751

VAR00050	125.2500	45.583	.983	.766
VAR00051	124.7500	44.917	.731	.770
VAR00052	125.0000	58.000	-.613	.822
VAR00053	124.5000	49.667	.520	.786
VAR00054	124.7500	53.583	.000	.799
VAR00055	124.2500	45.583	.983	.766
VAR00056	125.0000	50.667	.375	.791
VAR00057	124.7500	44.917	.731	.770
VAR00058	125.2500	54.917	-.195	.811
VAR00059	125.0000	48.667	.669	.781
VAR00060	125.7500	44.917	.731	.770
VAR00061	125.2500	52.917	.040	.803
VAR00062	124.7500	53.583	.000	.799
VAR00063	124.5000	49.667	.520	.786
VAR00064	124.7500	36.917	.853	.750
VAR00065	124.7500	53.583	.000	.799
VAR00066	125.2500	54.917	-.195	.811

APPENDIX D

- **Field Notes**

Classroom Observation (Teacher's Reflection)

Day & Date : Thursday, August 6th, 2009
Time : 09.30 a.m. – 10.00 a.m
Place : Classroom (English Class)
Students : 20 (11 boys, 9 girls)

At 09.30 a.m. the teacher entered the classroom. The children were happy to see her. They all greeted her. "Hi, Miss Erny". She just smiled and asked the children to sit down. After all the children were on their chair, she greeted the children, "Good morning, everyone." and the children answered, "Good Morning, Miss Erny." The teacher continued, "How are you, today?" the children replied, "I'm fine, thank you. And you?" , she replied, "I'm fine, too. Thank you."

She then asked the children to sing "Good morning" song. All the children sang the song fluently and clapped their hands. They sang enthusiastically. The teacher then checked the presence list. That day, all the children were present.

The teacher reviewed the material from the previous meeting. It was about occupation. She showed some pictures and asked the children to tell the job. Some children answered fluently and three children were just kept silent. The teacher then asked them about the pictures and one of them said, "I forget, Miss." so the teacher reviewed the vocabulary again. After that, she took two hand puppets from her bag. Those puppets attracted the children's attention. Suddenly, their attention directly went to the puppets. They were curious why the teacher brought the puppets. The children raced to give questions to the teacher, "What's that, Miss?", "What are they for?", "Can I held that?" or they gave comments, "The puppets were good, Miss.", "They are so funny." The class were so noisy then. The teacher said, "Silent, please." and the children stop saying anything. The teacher then asked, "What is it?" and showed one of the puppets. Some children answered lion and the other said tiger. She told them that it was lion not a tiger. Lion has thick hair, but tiger doesn't. The children nodded as they understood. She showed the other puppet and asked, "What is it?" this time the children answered elephant and it was correct.

Using the puppets, the teacher delivered a conversation. The children paid attention and listened carefully. The lion wanted to go to the market but he didn't know how to get there. The elephant showed a picture of bus and asked the lion to go by bus. The teacher repeated the word 'bus' and asked the children to repeat after her. This time she taught about means of transportation. After the bus, she showed another pictures. There were 5 pictures; bus, car, motorcycle, bicycle, and pedicab. The teacher drilled the words to the children and gave example of correct pronunciation. After that she checked the children's comprehension by showing the pictures and they had to say the name of the picture. Some children answered wrongly and the others could guess it with wrong pronunciation. She then drilled again and this time she used song.

The children imitated the teacher singing the song. The song was simple and easy. They could grasp it quick. After three times repeating, most of them could sing the song well. They were very enthusiastic in doing that. The children were asked to sing the song in pairs in front of the class. They were merrily doing that.

Unfortunately, they were run out of time. It was only five pairs who sang the song. Because the time was up, the teacher ended the class. She promised that next meeting, the rest of the children could sing the song again.

The children finished the class by singing Goodbye song. They waved their hands and said goodbye to everyone. After that they shook the teacher's hands and the classroom teacher continued the lessons for that day.

Field Note Implementation 1 (Unit 1, My Body)

Day & Date : Monday, November 2nd, 2009
Time : 07.30 a.m. – 10.00 a.m
Place : Classroom
Students : 19 (10 boys, 9 girls)

Today was the first day of the implementation. The researcher and the teachers were ready to run the activity. The researcher had prepared everything well. That day, she would deliver the material about parts of the body. At 07. 15 the researcher stood up in front of the class and was ready to greet the children. The day before, she had told the children that they were going to have *A Day with English* program on the next day. She hoped the children were ready too.

At 07. 20 the children came to the class. They were not surprised to see the researcher in front of the class that day. When the researcher greeted the children in front of the class by saying, “Good morning, everyone. How are you today?”, they all answered it correctly and enthusiastically. This expression was familiar to the children since they used it in every English lesson. They said it fluently. The children then shook the researcher’s hands and got into the class to put their bags.

A. In the Morning

The researcher then invited the children to the front and acted out the expressions in pairs. The children could choose their partner. Since the number of children was 19, one of the children became the researcher’s partner. When they were ready, the research offered the children to be the first to practice it. All of them wanted to come first to the front. They were busy raising their hands. The researcher then chose who got the turn. The children were enthusiastically doing the role-play in front of the class with their partners. They could say the expressions correctly. All of the children could act it out very well in front of the class even several of them were shy so that they said it softly.

B. Look and Say

The children sat nicely and listened to the teacher carefully. The pictures attracted their attention so much. Every time the researcher changed the picture, they were always surprised and gave comment about the pictures. They said the picture was good, funny, or asked about what happened in the picture. The children who sat at the back sometimes stood up to see the picture clearly. The researcher then raised the picture higher so that they could see the picture. The researcher also delivered the story attractively by making funny gestures or funny voice. Sometimes the children laughed for that and it made the atmosphere fun for them. The children were very enthusiastic to listen to the whole story. They kept silent and if there were two or three children made some noise, they reminded they to keep silent by saying, “Sssstttt...”.

During the story, the researcher drilled them about the name of parts of the body in the story. The children repeated after her enthusiastically with wrong pronunciation. The researcher then gave the correct pronunciation. After got the

right example, they could pronounce the words correctly. The children became so confident in saying the name of part of the body. That's why they answered loudly.

C. Let's Do It

The researcher asked the children, "What is it?" They all answer Eyes (with wrong pronunciation) enthusiastically. The researcher then gave the correct pronunciation and drilled them all. The children repeated after her. She also asked every group to pronounce the word. After got the right example, they could pronounce "eyes" correctly.

The researcher took the children to the yard. The researcher asked the children to make a circle. All the children stood up. She then stood in the middle and said that they were going to sing a song. The song was Head, Shoulder, Knees, and Toes. The researcher gave example first how to sing the song. The children then followed by singing along and touching their own parts of the body for example head, shoulders, knees and toes. The song was sung faster and faster than before so that they had to touch them quicker. All of them moved their body and laughed. They sang the song enthusiastically and merrily. They liked the physical activity much.

After that, the researcher invited them to play Simon Says game. The children stood up and make "U" circle in the yard. The researcher stood in front of them and gave the instructions. She spoke slowly to make the children understand. She also gave examples before they started to play. Some children were still confused so she repeated the instruction until all of them could get it and were ready to play the game.

The children played the game easily. They listened to the researcher and touched the parts of the body. Some of them made mistakes. If their friends made mistakes, the children laughed at them. The game became challenging then since every child tried not to make mistake or their friends would tease them. They did the game enthusiastically. They were full of energy.

D. Break Time

It's time to have a break. The researcher distributed the snacks to the children. Before they ate the snack, the researcher asked them to wash their hands. First, she gave instruction to the children, "Before we eat the snacks, let's wash our hands!". She then explained that she wanted the children to wash their hands by making a gesture of washing hands. Then she repeated the expression twice and the children repeated after her.

She then asked a child to give the instruction and all off the children had to do the same. Some children raised their hands. They wanted to try saying the instruction. The researcher chose one of them to come. The child could give the instruction well and said loudly. Then every child was given chance to practice saying the instruction. Some children said it softly and the researcher encouraged them to say loudly. All of the children did it well and enthusiastically.

Next, a chant was introduced to the children. It was Wash Your Hands chant. The children were not familiar with the chant at all. The researcher had to repeat the chant more than two times. To make it easy, she sang it and moved her hands and acted as if she washed her hands. The children followed her happily. The researcher sang the chant and asked the children to listen to her. After that she asked the children to repeat after her. Some children still mumbled and the rest were said, "Na..na..na.". The researcher then drilled using the gesture. After three

times trial, finally they could sing the chant well although a few children were still confused. But they seemed enjoy the movement and the beat so much. The researcher invited the children to wash their hands and sang the chants together. They did it merrily. They washed their hands and sang the chant loudly.

After they finished the snack, the researcher asked them to practise the instruction. She then asked each child to say it. All of them could do it well. They felt so happy after they did it. Some of them gave applause if their friends could do it.

E. Your Turn

The researcher then gave example to do the task. She pointed to a picture, “What is it?” and the children answered, “It is mouth.” The researcher then continued, “Look at the names. How do you read it?” The children answered with wrong pronunciation. The researcher then corrected it. The researcher then drew a line from the mouth to the name. Some children nodded their head as they understood what to do.

Soon, after the researcher explaining about the worksheet, the children looked at the example given and they started to trace the letters. After that they drew lines among the pictures. They matched the parts of the body with the names. Most of the children did it themselves only three or five children still asked how to do that. They did the worksheet seriously. Two children, who were confused, copied their friend’s work. The researcher then helped them by explaining about it then they did the rest themselves. After seven minutes, some children had finished it. Three minutes later, the rest of the children had finished. They could do the task well.

After that, the researcher gave another worksheet. This time the worksheet was strange for the children. They guessed what picture was that. The children asked, “What picture is it, miss?” or “The picture is messy miss. Is it a man?” The researcher then asked, “What do you think? What picture is it?” Almost all the children turned the picture over and over and finally said, “A man, miss.” The researcher then asked them to mention the names of the pictures. They mentioned; head, body, hand, and leg together. The researcher then corrected them that they were head, body, legs, and arms

The children were asked to cut the puzzle before they arrange it. After cutting the puzzle, the children stuck it on a piece of paper used the glue. A few children took longer time to cut the puzzle, so the researcher and the classroom teacher helped them. The children then stuck it one by one onto the paper. They did it carefully. Some of them stuck it untidy. Maybe they put a lot of glue on it so it became a bit messy. The class atmosphere suddenly became so quiet. The children worked seriously. Sometimes they called the researcher only to make sure that they did it correctly. After almost 15 minutes, the children finished the work and submitted it to the researcher. Every child said that their work was the best. They were so proud of their work.

F. Let’s Go Home

Before went home, they prayed first. The researcher asked them to say the instructions to lead the prayer. The children could say the instruction easily. It was not difficult for them since they had ever learned this expression before. The researcher gave example by saying, “Let’s pray together, shall we?” and asked the children to say it one by one. The children could do this easily. They said the

instruction fluently. After all children finished, the captain of the class were asked to lead the prayer.

Before the children left the class, they sang a Goodbye song. The researcher sang it first then the children followed her. They waved their hands while singing the song. It was easy to teach the song to the children because the song was familiar with them. The researcher just needed to review the song. The children sang the song enthusiastically. They were smiling and cheerful. Some of them waving their hands fast and the classroom teacher reminded them to move it slowly. After finishing the song, the children shook the researcher and the teacher's hands.

Field Note Implementation 2 (Unit 2, I Like Apples)

Day & Date : Wednesday, November 4th, 2009
Time : 07.30 a.m. – 10.00 a.m
Place : Classroom
Students : 20 (11 boys, 9 girls)

Today was the second day of the implementation. The researcher was ready to greet the children at 07.15 a.m.. When the children came, she greeted them, “Good morning,. How are you today?” the children could answer the question well. Today, the children would learn about line-up. Before they entered the classroom, they line-up in front of the class. The researcher led the line up and gave instructions.

A. In the Morning

When the researcher said, “Attention.” the children put a confused mimic on their face. They did not do anything. The researcher repeated the instruction then she gave example. She made an “attention” gesture and put her arms aside her body. Then she asked the children to follow her. Next, she said, “Cover” and made a gesture by raising her right hand and put it on the teacher’s shoulder. Then she said, “Recover” and put down her arms back to her the side of her body and made “attention” position.

The children then followed every instruction. They felt so curious. Sometimes they made mistake and laugh. They repeated the instruction and did the action. Two children at the back were teasing each other and did not pay attention to the researcher. The teacher assisted the researcher to control the children. After several times trial, the researcher asked three children to be the leader in turn. They gave instruction and the others children followed it. They all could do it well. Some children also wanted to try and scrambled to come to the front. However, due to the limitation of the time, finally the researcher asked the captain of the class to lead the line up. Some children were disappointed. The researcher promised that next time, she would give them chance to lead the march. All the children did the instruction enthusiastically and this time they all did it correctly. They were so impassioned to line up.

B. Look and Say

In this task, the researcher introduced the name of Healthy Food or *4 Sehat 5 Sempurna* in Indonesian. There were six inputs introduced in this task; rice, egg, chicken, spinach, banana, and milk.

The researcher showed pictures of healthy food. The children then paid attention to the researcher. They were curious about the pictures. The researcher asked, “What is it?” Some children answered in Indonesian and said, “*Nasi*, miss.” A child shouted in Javanese, “*Sego*, miss.” It made the other children laughed. The researcher smiled then corrected it, “It is rice.” Then the children repeated after her several times. The researcher also drilled the other pictures to them and gave the correct pronunciation. They could say the names of all the pictures well, except the rice and spinach because they were new vocabulary for them. Next, the researcher asked the children one by one. Most of the children could name the pictures; only

two children hesitated to answer. They all answered the questions enthusiastically. They could do it well.

C. Let's Do It

The first activity in this part was learning the expression of Like. the researcher took picture of apples and said, "I like apples." and showed her thumb up. It was a sign that she liked the apples. She used other pictures to teach the expression. Then she made a question, "What do you like?" and answered, "I like apple." while showing the picture of apple. The researcher moved closer to a child and asked, "What do you like?" The child, with a bit doubtful expression, picked a picture of chicken and said, "I like chicken." The researcher praised her, "Excellent."

Then she moved to the other children and asked the same question. She moved around the class asking all the children. Some of them smiled and felt shy when the researcher came to them. Most of the children answered the question fluently. Only four children answered nervously. They were confused which things they liked. To make it more lively and interesting, the researcher introduced a chant, What Do You Like? to the children. She sang it first and drilled to the children. Afters several trials, the children could sing the chant. A few of them were still mumbling following the researcher. She then used the chant and asked the children one by one. They were so impatient to be asked by the researcher. They raised their hand to get the researcher's attention. Almost all the children sang the chant loudly. They were very enthusiastic when the researcher used the chant. The children could do this task very well.

The next activity was singing a song. The song was I Like Apples. The researcher introduced the song by playing the song from her mobile phone. While the children were listening to the song, she acted out the gesture. The children smiled when they looked at the researcher. Some of them laughed softly. After played the song twice she asked the children to stand up and practice the song. The children then sang the song and moved their body. They sang the song together enthusiastically. They made some funny gestures and laughed together. They sang the song three times and asked for more. When the researcher stopped the song, they looked so disappointed. All the children could sing the song very well.

Next activity, the researcher invited the children to play Whispering game. The game was interesting. First, she told the rule of the game to the children. The researcher then divided the board into two by making line using marker. She also divided the children into two groups, ten children each group. Each group lined up and faced the board. After that, the researcher started to play it. She said, "Get set, Go!" and the children started it. First child in the group saw the picture and whispered the name to the next child and they continued whispering until the last child. Then the last child took the picture and stuck it on the board. After that he or she moved to the back, saw the picture and whispered to the child in front of him or her. They continued doing the cycle. Suddenly, the atmosphere in the class was so noisy. The children run and whooped merrily. Some children were confused what to do so they moved to the wrong way or did the wrong thing , like forgot to stuck the picture on the board instead of brought it with them. The children played the game joyfully and enthusiastically. They all participated actively in the game. The game finished after the fifth question. The first group was the winner.

D. Break Time

Here, the children learned the expression of giving instruction to eat the snack. After washing hands, the children enjoyed the snack. The classroom teacher distributed the snack to the children. After the children got the snack, the captain of the class led the prayer. He could do it well. Before they ate the snack, the researcher said, "Let's eat the snack." and she took a snack from the plate. She repeated the action again and this time she ate the snack. The researcher then drilled the children to say the expression. The children then repeated after her. They all could do that easily. A child was asked to give the instruction and she could do it well. After she said the instruction, all the children took the snack and ate it.

E. Your Turn

There were two activities in this part. The first was to stick pictures on the table based on the category. The researcher gave the worksheet to the children and explained to them about it. she asked the children to cut the pictures and stick them on the table. There were five tables; rice, side-dish, vegetables, fruit, and milk. The children had to stick the picture into the correct place. They were already given example on the table. The children then cut the pictures. Some of them still found it was difficult to cut the picture. It was too big so it took time to cut it. the researcher, the co-researcher, and the classroom teacher helped the children to cut it. three children could not do it well. They almost cut the whole part of the picture.

After they finishing it, they started to stick the pictures on the table. The children did it easily since they had the example. There was another problem in sticking the picture. The pictures were too big for the table so the children could not fit it to the table. The worksheet became so messy with the picture size out of the table border. Some children complained that they could not stick it properly. Somehow, the children had to finish the work, no matter how messy it would be. After 15 minutes, they finished the work. They could do it well.

Next, the activity was so interesting. It was Sandwich Party. The children were going to make a sandwich. The researcher prepared the ingredients to make sandwich. They were bread, jam, butter, choco-chips, cheese, and colourful meises. Then the researcher put it all on the table. There were five children in the table and they would work together as a group. Then researcher helped by the teacher distributed the bread to the children one bread for each child. After they were all ready, the researcher said, "Let's make a sandwich." and the children started to make it. Some of them put the butter and some use the jam. They were all tried to make a good and nice a sandwich. They decorated the sandwich using the colourful meises or the choco-chips. Some kids put those ingredients too much so the bread became so messy. A child spilled the jam to her shirt and made it dirty. The children had to share the ingredients with the group. The researcher would not add more if they were run out of it. Every child was busy working on their sandwich. They did it happily. They all smiled and laughed. The class became a bit noisy. Every child asked the researcher, "Miss, do you think my sandwich is good?" so the researcher said, "Yes, that's very good." all the time. The researcher only observed them and made sure that they could make the sandwich and finished it. After 15 minutes, all the children finished the sandwich. They did the task enthusiastically. After that they washed their hands and soon enjoyed the sandwich together. They could do this task very well.

F. Let's Go Home

In this part, the researcher only reviewed the material. She did not need to explain more about the expression.

The class finished at 09.50. the children packed their belongings and put it into their bags. Before went home, the researcher asked the children to pray first. It was not difficult for them since they had ever learned this expression before. The children then raised their hands and offered themselves to be the leader. The class became a bit noisy. The boy raced to be the leader and the girls did not really interested to compete with the boy. This time, the researcher chose the captain of the class to lead the prayer. The child led the prayer in front of the class. He could do it well. All the children sat nicely on their chair, followed the instruction and prayed together. Before the children left the class, they sang a Goodbye song. The waved their hands while singing the song. The children sang the song enthusiastically. They were smiling and cheerful. After finished the song, the children shook the researcher and the teacher's hands.

Field Note Implementation 3 (Unit 3, I Love My Family)

Day & Date : Friday, November 6th, 2009
Time : 07.30 a.m. – 10.00 a.m
Place : Classroom
Students : 18 (10 boys, 8 girls)

A. “In The Morning”

Before the children started the lesson that day, they prayed first. Since they had already learned the instruction to lead the prayer, they could easily do that. The researcher gave example, “Before we study, let’s pray together. Shall we?” and when she finished she said, “Thank you.” She asked the children to repeat after her. She did it three times. The children could repeat her easily. They said it loudly. After that she asked a child to come to the front and led the pray. The child was shy but the researcher encouraged him. He then led the class to pray. He could do it very well. The researcher then praised him, “That’s very good.”

B. “Look and Say”

The researcher showed a picture. It was a family picture. In the pictures there were five people, they are father, mother, brother, sister, and me. When the researcher showed the picture, the children showed their curiosity enthusiastically. Some of them move closer to the researcher. Two children asked, “What picture is that? Who are they?” The researcher then asked the children to pay attention to her. She pointed at the picture of father and asked, “Who is this?” Some children answered, “*Bapak* or *Ayah*.” Three children answered, “Father, miss.” The researcher then praised them, “Very good. This is father.” She asked the children to repeat after her. She drilled the children three times.

Next she pointed to the picture of mother and asked the same question. Some children answered *Mama* or *Ibu* but the same three children answered, “Mother, miss.”, then the researcher praised them. She did the same to the other pictures of brother and sister. She also drilled the vocabulary several times and gave example of correct pronunciation. The children repeated the researcher enthusiastically. When she thought it was enough, she moved closer to a child, pointed at the picture of mother and asked, “Who is this?”, The children answered loudly, “Mother.”. The researcher praised her and she moved to the other children. She moved around the class and asked them about the picture. Most of the children could answer her. They answered loudly and enthusiastically. Every child was eager to be asked. They raised their hands and said, “Miss, me..me...” .Only two children answered it softly and doubtful. They were afraid of making mistake. Generally, the children could understand the task in this part.

C. “Let’s Do It”

In this part, the children learned a song related to the family member. The song was *She’s My Mom*. Using the mobile phone, the researcher played the song and let the children to listen. She introduced the song first to them. The researcher used

picture to help the children memorize the lyric. After that she stopped the song and asked the children to sing together. They sang by looking at the picture. Some children were just mumbling, opened their mouth but they did not say anything. Two children only looked at the pictures without singing. The researcher drilled the song many times. Next, she asked every group to sing the song while the other group paid attention. They sang together in front of the class. Only one group whose all the members could sing the song very well. She then continued by asking the whole class to sing the song together. The children sang the song enthusiastically and merely. They enjoyed the song much.

The next activity was presenting the family picture. The researcher asked the children to show their family picture. All of them brought the picture. Five children brought more than one pictures so the researcher asked them to choose one. The researcher then showed her family picture. She pointed to the picture of mother and said, "She is my mother." then she pointed to father, "He is my father." Next, she pointed to brother and said, "He is my brother." She finished the presentation by saying, "They are my family. I love my family." She repeated her presentation twice to make sure the children understood. The researcher then asked for volunteer from the children. Three children raised their hands. She invited them all to come to the front and presented the picture. They showed their family pictures and told the others children who they are. A child was nervous so he could not present smoothly. The researcher asked him to repeat once more. Finally, he could present it well.

After they all finished, the researcher asked another children to present the picture. To save the time, she invited them to present in pairs. The children did the task well. They were very enthusiastic to present the picture. Some of them were nervous and needed to repeat the presentation. The children also paid attention to their friends who were presenting the picture. They gave comments about the pictures and if they were curious, they came to the front just to see the pictures clearly. They gave applause when their friends had finished. The researcher also praised them for doing great job. All the children could finish the task well.

D. "Break Time"

After eating the snack, the children brushed their teeth. The researcher asked the children to go out from the class to the washbasin. In the washbasin, the classroom teacher already prepared the children's toothbrush. Every toothbrush was given name as the owner. Before the children took their toothbrush, the researcher said, "Take your toothbrush and brush your teeth." then she took a toothbrush. She repeated again and did the same action. Then she invited two children as the example. She gave instruction to them and they took the toothbrush. Then she asked another pair of children to do that. After that she drilled the instruction to them. She asked the children to repeat after her. They did it enthusiastically. The researcher then asked some children to practice it in pairs. All the children raised their hands. Four pairs acted it out and they did it well. The researcher then asked the captain of the class to practice it. He was nervous but he could deliver the instruction very well, "Take your toothbrush and brush your teeth." and the children soon took their toothbrush. They did this task well.

The researcher then gave new chant to the children. After the children held their own toothbrush, the researcher sang a chant. It was Brush Your Teeth. The chant was new for the children so the researcher sang it slowly and made gestures. The chant was simple and understandable. It did not take a long time to teach them the chant. After repeated the chant three times, she asked the children to sing together. At first

some children were mumbling. They just followed the gesture. Then, the researcher offered them to sing the chant alone. Some children raised their hands. They were very enthusiastic to perform the chant. The researcher then picked two children to sing the song. They could sing it fluently. Then two others children did the same. Next, the children sang the chant together. The children sang it merely. They moved their body and laughed. The researcher then asked them to brush their teeth.

E. “Your Turn”

The goal in Task 1 was to make the children match the family members with the names. The researcher explained first how to do the worksheet. The researcher asked the children to match the family members with the names by drawing a line. The children had ever done this kind of task before, so the researcher did not need to explain a lot. Soon, after the researcher explained about the worksheet, the children looked at the example given and they started to draw lines between the pictures. They did the worksheet seriously. They did it individually. Some children looked at their friends' work to make sure they did it correctly. They traced the letter first by following the line. They drew the line carefully. Then they matched the picture with the name and make a line. Three children just drew it without considering that they matched the wrong pictures. So they erased it and made the new line carefully. After five minutes, some children had finished it. Three minutes later, the rest of the children had finished. They could do the task well.

In Task 2 the children drew picture of their family members. The researcher told the children that they were going to draw the pictures of their family members. They could use their creativity or their imagination to draw the characters. The children were happy. They said hooray many times. They liked drawing very much. Soon they took their pencil and eraser. Before they started, the researcher gave example by drawing her family members on the board. The researcher could not draw well, so the children laugh when they saw the pictures. She also showed the examples on their worksheet. She asked the children to look at the pictures. There were four pictures; they are father, mother, brother, and sister. Under the pictures, there were their names, for example Mr. Joko, Mrs. Sinta, Andi, and Ayu. The researcher asked them to draw their family members and gave their names. If they did not know the name, they could just simply write father, mother, brother, or sister.

After that the children started drawing. They did it enthusiastically. They did it seriously. Some children compared their work with their friends. Sometimes they laughed at their friends' pictures. A boy was walking around the class and saw his friends' work. The researcher asked him what he was doing and he answered, “Nothing miss. I just wanted to see their pictures, hehe.”. The researcher then asked him to get back on his seat. The atmosphere of the class was merrily. The children did the work happily. They took a bit long time to draw it. The researcher then limited the time. She only gave 20 minutes for them to draw. The researcher walked around the class and observed the children. Sometimes she gave comment to the children about their picture. The children finished their work and submitted to the researcher. Their pictures were interesting and funny. The children did the task very well.

F. “Let’s Go Home”

In this part, the children practiced the expression of giving instruction to pray. They just reviewed the expressions. After the lesson had finished, the children packed their belongings and put it into their bags. Before went home, the researcher

asked the children to pray first. It was not difficult for them since they had ever learned this expression before. This time, she offered opportunity to children to lead the prayer. All the children raised their hands enthusiastically. They said, “Miss, I am..I am.” The class then became so noisy. A boy suddenly came to the front. The researcher then let him to lead the prayer in front of the class. All the children then sat nicely on their chair, followed the instruction and prayed together. The boy could give the instruction very well.

Before the children left the class, they sang a Goodbye song. The children stood up and put the chairs on the table. The researcher then gave instruction to sing the song, “Goodbye everyone.” The children started singing the song. They waved their hands while singing the song. The children sang the song enthusiastically. They were smiling and cheerful. After finished the song, the children shook the researcher and the teacher’s hands.

Field Note Implementation 4 **(Unit 4, What Time is It?)**

Day & Date : Friday, November 6th, 2009
Time : 07.30 a.m. – 10.00 a.m
Place : Classroom
Students : 20 (11 boys, 9 girls)

A. “In The Morning”

In this task, the children learned the expression of checking the presence list. the children entered the class and prayed together. After they prayed, the researcher checked the attendance list. Usually she just called out the children’s name. But this day, she used the chant to make it interesting. The chant was very simple and easy. The children could learn this quickly. The researcher introduced the chant by singing it. She sang slowly and called out a name, “Where is Shela? Where is Shela?”. Knowing that the researcher called her, she was confused how to answer. She just said, “Present, miss.”. The researcher smiled and said, “Here I am, Here I am.” She asked Shella to repeat after her. She did it well. The researcher repeated the chant again and Shella could do it again well. Then the researcher called the other children, “Where is Aryo? Where is Aryo?”. Aryo looked surprised and smiled. The researcher said, “Here I am. Here I am.” and Aryo repeated after her. She repeated the chant again and this time, Aryo could sing the chant.

The researcher continued checking the presence list using the chant. She called out a name and sang the chant. The children were impatient waited to be called by the researcher. Slow but sure, all the children could sing the chant well. They did it enthusiastically since it was new for them. At that time there was one child absent because she was sick. All the children sang the chant very well.

B. “Look and Say”

In Task 1 the children watched a movie about time. It was the first time they had activities such as movie time. The children sat nicely on the mat and waited for the researcher to play the movie. Some of them said, “Hurry up, miss.”. The children were impatient to watch the movie. The researcher asked the children to be quiet and she started the movie. The movie was a cartoon one. It was about saying the time. During the movie, the children laughed and gave comment. They paid attention to the movie enthusiastically. The movie got their interest since it was funny and the characters were familiar to the children. Some children move closer to the board so they could see it closer. At the end of the movie, there was an interactive quiz time. The characters in the movie gave some questions and the children had to answer it. The researcher assisted them to answer the questions. The questions were based on the movie and it was easy. All the children answered it enthusiastically. They could answer all the questions. They were very happy for that. When the movie had finished, they asked for more. Since the limitation of the time, the researcher said that they could watch the movie again next meeting.

In Task 2, the children were going to colour the pictures of the character from the movie. The researcher distributed the worksheet to the children. In the picture there were two pictures of character from the movie. The researcher asked

the children to colour all. However, the classroom teacher suggested colouring only a picture since it took a long time for them to colour it. The researcher then asked them to choose a picture to colour. The atmosphere of the class suddenly became so quiet. The children were busy with their crayon, colouring the picture. Sometimes, some children looked at their friends' work and compare it with their work. They enjoyed this activity much. The researcher walked around the class and observed the children. Sometimes she looked at the children's work and praised them. Two children coloured both pictures since they did the colouring fast. After 15 minutes, some children had finished the work. Five minutes later they all finished the work. They could finish the colouring well.

C. "Let's Do It"

The researcher taught the children how to say the time in Task 1. The researcher used a big clock as a realia. The researcher showed the big clock to the children. It raised their curiosity to pay attention to the researcher. The children wanted to see the clock closer so the researcher walked around the class to show it to the children. Some of them gave comment, such as, "It's very good, miss." or "Where do you buy it, miss?" The researcher began to explain the material. She then moved the long hand to twelve and the short hand to one and said, "What time is it?", some children answered softly, afraid of making mistake. The researcher then asked them to say louder. A child shouted, "It is one o'clock." The researcher praised him and repeated the sentence. She asked the children to repeat after her. The researcher continued drilling the time until the short hand went to twelve. The children had already understood about the concept of saying the time from the previous movie. So it was not difficult for them to answer the questions.

Next, the researcher invited a girl to come and showed the time to her friends. She moved the hands of the clock and asked her friends, "What time is it?" and the children said, "It is eight o'clock." The girl did her job well. The researcher continued until all the children had the opportunity to do it. The children were so enthusiastic. They were highly motivated to answer the questions correctly.

After that, the children sang a chant in Task 2. The researcher taught the children a new chant. She gave example how to sing it. She took the clock, made it five o'clock and started singing, "What time is it? It's five o'clock. Five, five, five, five, five o'clock.". The researcher repeated the chant again without changing the time. The children paid attention carefully to her. Then the researcher guided the children to sing the chant. She said, "What time is it?" and the children replied, "Nine, nine, nine o'clock.". They realized that they made mistake so they laughed together. The researcher then repeated again the chants followed by the children. They did it slowly to get the beat. After several times, they could sing it even they still made a few mistakes. The researcher then changed the time every time they sang the chant. She also invited some children to come to the front to sing the chant in turn. They were enthusiastic every time the researcher called out their name. The children sang it merrily and clapped their hands. They did it well.

D. "Break Time"

In this part, the children learned to give instruction to play. After brushing their teeth, the children sat down in front of their class. They were waiting for their friends who had not finished yet. They chatted and told a joke. When all the children had finished brushed the teeth, the researcher let them to

play in the yard. Before, she was going to teach new instruction to the children. The instruction was simple and easy. She said, "It's time to play.". She repeated twice. Then she asked the children to repeat after her. They said, "It's time to play." fluently. The researcher gave every child to say the instruction. They did it enthusiastically. Once again, the children said the instruction together. They all did it perfectly. Next, the researcher asked the captain of the class to lead their friends. He said, "It's time to play." and all the children ran to the yard.

E. "Your Turn"

The children did the worksheet in Task 1. They drew the time on the clock based on the researcher's instruction. The researcher asked the children to see the worksheet on their book. After all the children got the worksheet the researcher set the rule. She would say a time and the children drew the time by making the long hand and the short hand inside the clock. The researcher then gave example. She said, "It is five o'clock." and drew the clock on the board. She asked the children, "Do you understand?" and they replied, "Yes.". The researcher would only repeat three times. She started by saying, "Are you ready?" and the children shouted, "Yes!..".

The researcher soon started saying the time. She gave ten questions. The children took time to draw the hands. Sometimes they erased it when they made crooked line. So the researcher had to wait a moment to give the next questions. Some children still used the fingers to count the time. They looked so serious doing the work. They listened to the researcher carefully and drew the line seriously. Sometimes they asked the researcher to say the time again since they could not catch the information. The researcher repeated slowly. The children could finish the task well. They joined the task actively.

The next task was to play the game. The children were very enthusiastic to play game. The researcher explained the rules of the game using simple words to make them understand. Sometimes she used gestures to make it clearer. The children paid attention to her. After setting the rules, the researcher asked the children to stand in line. The co-researcher helped her to organize the children. First round, the researcher became the wolf. She stood with her back to the children. When she was ready, she said, "I'm ready." and the co-researcher organized the children. They asked to the wolf, "Mr. Wolf, what time is it?" and the wolf answered, "It is two o'clock.". The children then took two steps forward and asked again, "Mr. Wolf, what time is it?" The wolf answered, "It is five o'clock.". The children took five steps forward and asked again, "Mr. Wolf, what time is it?" The wolf answered, "It's time to eat!" and turned back. The children then ran away avoiding the wolf. The wolf tried to catch a child and ran after them. Since the hall was very big, the children ran uncontrolled so it's a bit difficult to catch them. The co-researcher then helped her to catch the children. After a while, the wolf could catch a girl. Then she kept the girl in the corner of the hall.

For the next round, the researcher invited the children to be the wolf. Some children raised their hands. the researcher chose a boy to be the wolf. The game ran the same as before and again, the children ran uncontrolled. It became difficult to catch them and also took time. So, for the next round, the researcher put a border around the hall. She also asked help to the classroom teacher to manage the children. The children who broke the border would be caught by the wolf. As the wolf, the children played their role well. They could decide when to say "It's time to eat!" They played the game merrily and enthusiastically. They liked

physical activity so they really enjoyed the game. That day, the children played five rounds.

F. “Let’s Go Home”

After the lesson that day had finished, the children went home. They cleared the table, put the things on the shelf, and took their bags. Before went home, the researcher asked the children to pray first. It was not difficult for them since they had ever learned this expression before. This time, the researcher called a child to lead the prayer. The girl was a bit surprised when the researcher called her name. Nervously, she came to the front and led the prayer. The girl said the instruction and all the children followed it. She did it very well.

Next activity was singing the Goodbye song. Before the children left the class, they sang a Goodbye song. They waved their hands slowly while singing the song. The children sang the song enthusiastically and loudly. They were smiling and cheerful. Now they could sing it fluently because they did it every time they wanted to go home. After finishing the song, the children shook the researcher and the teacher’s hands then they went home.

APPENDIX E

- **Interview Transcripts**

Needs Analysis Interview Transcripts

T : Teacher
R : Researcher

S : Student
Ss : Students

Interview 1

Day & Date : Tuesday, August 4th, 2009

Time : 10.00 a.m.

Place : Teacher's room

Interviewee : Mr. Rajiman (Principal & teacher)

- R : Bagaimana karakter siswa di dalam dan di luar kelas pak?
- T : Ya secara umum sama. Mereka semua aktif. Namanya juga anak-anak. Tapi kalau di dalam kelas lebih bisa diarahkan. Sebab kan mereka di dalam kelas mereka tidak bebas bergerak dan memang kalau di kelas itu belajar. Jadi mereka juga sudah mengerti itu.
- R : Jadi kalau di dalam kelas tidak rame gitu Pak?
- T : Ya tetep rame, Miss. Cuma kan lebih bisa di kontrol. Di luar kelas mereka uga lebih bebas bergerak dan bermain. Jadi mereka bisa bersosialisasi dengan baik. Kalau di kelas kan sudah dibagi dalam kelompok. Jadi terkadang ya mainnya sama itu-itu saja. Tapi kami mengubah kelompok seminggu sekali. Jadi siswa bisa bersosialisasi dengan yang lain juga.
- R : Oh, begitu ya pak. Kalau kesiapan siswa dalam mengikuti pelajaran bagaimana?
- T : Selama ini siswa insya Allah selalu siap belajar. Mereka datang ke sekolah sudah rapi, sudah sarapan, sudah membawa alat tulis dan ketika mereka sudah masuk kelas, mereka siap belajar. Nggak ada lagi anak yang nangis nyari ibunya. Kan sekarang mereka sudah kelas B. Jadi sudah nggak ditungguin lagi.
- R : Jadi sudah nggak ada yang ketinggalan buku atau PR gitu pak?
- T : Kalau ketinggalan ada, tapi jarang sekali, Miss. Kami kan selalu beri buku penghubung. Nah, di buku itu kami tulis PR atau tugasnya. Jadi nggak ada yang ketinggalan miss.
- R : Kegiatan apa saja yang disukai siswa?
- T : Mereka suka dengan kegiatan yang seru dan menyenangkan. Pada dasarnya mereka suka mencoba hal yang baru, tapi mereka juga cepat bosan. Jadi guru harus pintar menyiasati. Kalo selama ini mereka suka bermain. Bermain dengan lilin, bongkar pasang (puzzle), mengecap, dan lainnya. Mereka juga suka menyanyi, olahraga, menggambar, meronce, wah banyak Miss. Mereka selalu antusias dalam setiap kegiatan.
- R : Masalah apa yang sering dihadapi ketika mengajar?
- T : Kalo selama saya mengajar tidak ada masalah yang besar. Biasa saja masalahnya miss. Mungkin kalo mereka bertengkar rebutan sesuatu terus nangis atau kalau pada bercanda tersu ada yang ngambek minta pulang. Ya mungkin begitu-begitu saja, miss. Namanya juga anak-anak.
- R : Kalau anak bertengkar sampe ada yang nangis, terus gimana pak?
- T : Ya kita leraikan, Miss. Kita beri pengertian kalo itu tidak baik, kalau mereka harus saling berbagi dengan temannya. Lalu disuruh salaman, minta maaf. Sudah gitu saja. Mereka itu kan kalo berantem sekarang saja. Nanti sudah lupa, sudah main bareng lagi.
- R : Sekarang mengenai Bahasa Inggris pak. Menurut Bapak, bagaimana kemampuan Bahasa Inggris siswa di sini pak?
- T : Menurut saya makin ke sini makin bagus, Miss. Anak yang sekarang lebih pintar dari yang dulu. Jadi lebih berkembang ketrampilannya memakai Bahasa Inggris. Sudah lebih baik lah.
- R : Jadi menurut Bapak, anak-anak senang belajar Bahasa Inggris?
- T : Iya, Miss. Menurut pengamatan saya, kalau mereka pas di kelas Bahasa Inggris, mereka sangat antusias sekali. Mungkin karena mengajarnya juga enak jadi mereka semangat.
- R : Begitu ya Pak. Menurut Bapak, ekstrakurikuler yang ada sekarang sudah maksimal belum untuk meningkatkan kemampuan siswa?

- T : Secara pribadi, masih kurang, Miss. Kan Cuma seminggu sekali, setengah jam. Ya nggak banyak yang dipelajari. Tapi anak-anak ini cepat menangkap. Jadi cepat mengerti. Cuma minggu depan nanti lupa lagi, haha. Mungkin perlu rutin saja belajarnya.
- R : Jadi menurut Bapak yang ideal bagaimana?
- T : Mungkin 2 kali seminggu. Tiap pertemuan bisa 40 atau 45 menit.
- R : Kalau menurut Bapak, degna program *A day with English* yang kemarin kita bicarakan, bisa membantu tidak?
- T : Saya rasa bisa, Miss. Kan dengan setting seperti itu, anak jadi bisa punya kesempatan lebih banyak untuk belajar dan berlatih. Mereka bisa belajar lebih banyak lagi daripada sebelumnya. Mungkin awalnya mereka akan kaget tapi lama-lama juga nanti terbiasa dan mereka pasti senang. Apalagi kalau aktifitasnya menarik
- R : Kalau materinya yang menarik kira-kira menurut Bapak apa saja?
- T : Ya kalau buat saya menarik itu bisa membuat siswa antusias mengikuti kegiatan. Mereka senang dan tidak bosan. Pasti Miss Erny lebih tau kalau tentang Bahasa Inggris. Jadi saya menyerahkan sepenuhnya sama Miss saja.
-

Interview 2

Day & Date : Tuesday, August 4th, 2009

Time : 11.00 a.m.

Place : In front of the class

Interviewee : Mrs. Aini (Teacher)

- R : Bagaimana karakter siswa kelas B secara umum Bu?
- T : Secara umum mereka itu baik, pintar, dan sopan. Nggak ada yang nakal sekali. Kalau nakal biasa kan wajar. Mereka juga bisa bersosialisasi dengan baik. Kalau pelajaran, kadang mereka berebutan menjawab. Mereka aktif kok, Miss.
- R : Kalau kesiapan siswa dalam mengikuti pelajaran bagaimana?
- T : Mereka siap setiap saat, Miss. Kalau sudah di sekolah ya belajar. Kadang ada anak yang membawa mainan. Kalau mereka main saat pelajaran, mainannya akan disita. Tapi kalau pas istirahat ya nggak papa.
- R : Anaknya nanti dihukum bu?
- T : Kan mainan disita sudah sebagai bentuk hukuman. Mereka jadi nggak bisa main lagi. Tapi nanti ketika pulang sekolah dikembalikan lagi.
- R : Kalau belajar, kegiatan apa saja yang disukai siswa, Bu?
- T : Mereka suka kegiatan yang bergerak, seperti olahraga, menari, atau bermain. Kalau mewarnai ada beberapa anak yang mudah bosan. Kalau menggambar semua senang. Ya tiap aktivitas kan ada anak yang senang, ada juga yang tidak. Kalau dipukul rata semua senang ya nggak bisa, Miss.
- R : Kalau untuk aktivitas yang banyak bergerak mereka suka bu?
- T : Ya, mereka suka sekali. Kalau istirahat mereka sukanya lari-larian, main lompat tali, atau main bola.
- R : Oh, ya Bu. Kalau mengajar, masalah apa yang dihadapi?
- T : Apa ya? Kalau saya sih nggak ada masalah yang berat gitu. Paling kalo anak-anak ribut ndak bisa diatur atau kalau mereka berantem terus ada yang nangis. Tapi itu juga nggak tiap hari kok.
- R : Menurut Bu Aini, bagaimana kemampuan Bahasa Inggris siswa di sini?
- T : Menurut saya sudah bagus kok. Makin bagus tiap tahunnya.
- R : Menurut Anda apa yang membuat anak-anak tertarik pada Bahasa Inggris?
- T : Ya karena menarik, Miss. Itu kan hal baru buat mereka. Kegiatannya juga menarik. Jadi siswa antusias mengikuti pelajarannya.

- R : Kalau kegiatan ekstrakurikuler Bahasa Inggris yang sudah ada, kira-kira sudah maksimal membantu siswa?
- T : Kalau membantu ya memang, tapi mungkin belum maksimal. Kan cuma 1 kali seminggu. Jadi kalau hari ini belajar, besok lupa deh, hehe.
- R : Begitu ya bu? Jadi biar nggak cepat lupa gimana?
- T : Ya harus sering dipraktekkan, dipakai biar anak nggak cepat lupa dan terbiasa.
- R : Jadi menurut ibu kalau program *A Day with English* dijalankan, bisa membantu siswa?
- T : Menurut saya sangat membantu. Siswa jadi terbiasa ngomong Bahasa Inggris jadinya. Dan kami gurunya pun bisa ikut belajar.
-

Interview 3

Day & Date : Wednesday, August 5th, 2009

Time : 10.00 a.m.

Place : In front of the class

Interviewee : Yola, Aisha

- R : Halo Yola, Aisha. Miss mau tanya nih.
- S1 : Tanya apa miss?
- R : Kalian suka nggak belajar Bahasa Inggris?
- Ss : Suka miss.
- R : Oya. Sukanya pas belajar apa?
- S1 : Ya belajar semuanya. Aku sukanya kalo pas mainan miss.
- S1 : Oh, pas games ya?
- S2 : He'em miss. Seru banget.
- S1 : Aku sukanya kalo pas nyanyi sambil goyang-goyang miss.
- R : Haha, sambil memperagakan ya. Kalo pake cerita trus ada gambarnya suka nggak?
- S1 : Suka miss. Tapi gambarnya yang lucu ya.
- S2 : Iya miss yang apik.
- R : Misalnya apa?
- S1 : Apa ya miss? Gambarnya gajah atau macan.
- S2 : Monyet miss, hahahaha.
- R : Oh, gambar hewan ya? Kalo nonton film suka?
- S1 : Suka banget miss.
- R : Kalo belajar Bahasa Inggrisnya seharian mau nggak?
- S1 : Seharian, Miss? Lama bener. Tapi kalau pake main aku mau.
- S2 : Iya, aku juga mau, Miss.
- R : Oh gitu ya. Oke deh, itu aja yang mau miss tanyain. *Thank you.*
- Ss : *You're welcome miss.*
-

Interview 4

Day & Date : Wednesday, August 5th, 2009

Time : 10.10 a.m.

Place : In front of the class

Interviewee : Adam, Bintang

- R : Hello Adam and Bintang. *How are you today?*
- Ss : *I'm fine, thank you. And you?*
- R : *I'm fine, too. Thank you.* Eh, miss mau tanya nih. Kalian suka nggak pelajaran Bahasa Inggris?
- S1 : Suka miss.
- S2 : Aku juga suka.
- R : Kenapa suka?
- S1 : Asik miss. Banyak nyanyi sama games.

S2 : Iya miss.
 R : Oh, gitu ya. Berarti suka kalo ada nyanyi sama gamesnya?
 Ss : Suka miss.
 R : Kalau pake cerita atau film suka?
 Ss : Suka miss.
 R : Oke deh, *Thank you*.
 Ss : *You're welcome miss*

Interview 5

Day & Date : Wednesday, August 5th, 2009

Time : 10.25 a.m.

Place : In the playground

Interviewee : Tia, Dimas, Aryo

R : Tia, Dimas, Aryo, sini deh. Miss mau tanya.
 S1 : Tanya apa miss?
 R : Kalian suka nggak pelajaran Bahasa Inggris?
 Ss : Suka miss.
 R : Wah, *good*. Kalau belajar Bahasa Inggrisnya lama mau nggak? Misalnya dari masuk sekolah sampai pulang.
 S2 : Mau miss. Biar lebih lama. Nanti aku tambah pinter. Tapi dikasih hadiah ya miss.
 R : Iya deh. Kalo yang lain mau?
 S3 : Mau miss.
 S1 : Aku juga mau. Nanti nyanyi kaya kemarin lagi ya miss.
 R : Iya deh. Besok Bahasa Inggrisnya pake cerita bergambar sama film juga. Mau nggak?
 Ss : Mau miss.
 S2 : Aku mau kalo pake film miss. Yang apik filmnya loh miss.
 R : Iya deh, nanti miss pilih yang bagus.
 S1 : Ceritanya apa miss?
 R : Cerita filmnya?
 S1 : Bukan. Tadi katanya mau pake cerita.
 R : Oh, tentang apa ya? Pokoknya bagus deh. Nanti gambarnya pakai panda. Suka?
 Ss : Iya suka.
 R : *Good*. Itu aja yang mau miss tanyain. *Thank you*.
 Ss : *You're welcome miss*.

Interview 6

Day & Date : Wednesday, August 5th, 2009

Time : 10.25 a.m.

Place : In the playground

Interviewee : Dhilla, Galang, Sekar, Vira

R : Halo, Dhilla, Galang, Sekar, Vira. Miss mau tanya nih?
 S1 : Tanya apa miss? Susah nggak?
 R : Nggak kok. Kalian suka nggak pelajaran Bahasa Inggris?
 Ss : Suka miss.
 R : Wah, *good*. Sukanya kenapa?
 S2 : Asik, Miss. Banyak mainnya sama nyanyi.
 S3 : Aku suka kalo main sam nyanyi.
 S4 : Aku juga.

R : Oh, gitu ya.
R : Kalau belajar pake cerita atau film mau?
Ss : Mau, Miss.
S1 : Pasti asik.
S2 : Iya tuh. Ntar aku mau ikut nonton.
S4 : Aku juga ya, Miss.
R : Iya deh. Kalau belajarnya pake Bahasa Inggris terus mau?
S3 : Walah, nanti aku nggak *mudheng*. Nggak tau artinya
S2 : Eh, *yo ra popo* , Miss.
R : Iya deh. Kalo yang lain mau?
Ss : Mau miss.
R : *Good*. Itu aja yang mau miss tanyain. *Thank you*.
Ss : *You're welcome miss*.

Evaluation Interview Transcripts

T : Teacher R : Researcher	S : Student Ss : Students
---	--

Implementation 1 (Unit 1, My Body)

Interview 1

Day & Date : Monday, November 2nd, 2009

Time : 10.15 a.m.

Place : In front of the class

Interviewee : Theo, Adam, Akmal

R : Gimana pelajaran hari ini? Suka nggak?
 S1 : Suka.
 S2,3 : Iya, suka, Miss.
 R : Sukanya pas apa?
 S4 : Pas cerita, Miss.
 S3 : Iya, ceritane *apik*.
 R : Tadi suka ceritanya?
 S1 : Iya, Miss. Ceritanya bagus.
 S2 : Ceritanya juga lucu.
 S3 : Suka banget ceritanya.
 R : Tadi gambarnya jelas?
 S1 : Iya, Miss. Pandanya lucu e.
 S2 : Gambare *apik*.
 R : Kalau ceritanya tadi tau nggak? Tentang apa?
 S1,2 : Iya, Miss. Pandanya nakal. Jatuh terus, haha.
 R : Iya, pandanya nakal. Kalau lagunya suka?
 S3 : Suka .
 R : Kalau game nya tadi Simon Says gimana? suka?
 S1 : Suka. Tadi pegang-pegang kepala, tangan, semuanya. Cepet-cepetan, Miss.
 S2 : Tadi aku salah, Miss. Tapi asik *je*.
 R : Jadi gamenya gimana? Asik?
 S1 : Aku suka, Miss.
 S3 : Iya, Miss. Aku mau main lagi. Asik banget.
 R : Berarti pelajaran hari ini asik ya?
 Ss : Iya, Miss.

Interview 2

Day & Date : Monday, November 2nd, 2009

Time : 10. 25 a.m.

Place : In front of the class

Interviewee : Shasa, Aan, Aryo

R : Tadi suka nggak belajarnya?
 S1 : Suka.
 S2 : Iya aku juga suka
 S3 : Suka
 R : Ceritanya suka?
 S2 : Iya, Miss. Bagus.
 S3 : Lucu juga.

R : Kalo gamenya gimana?
 S3 : Asik banget tadi
 S2 : Iya, aku capek *weh*
 S1 : Tadi aku bener terus loh, Miss.
 R : *Very good*. Kalo gambarnya yang dipakai tadi kelihatan?
 S1 : Iya.
 S2 : Iya, Miss.
 R : Kalo menebalkan huruf tadi gampang kan?
 S2 : Iya, Miss. Aku bisa ngerjain.
 S1 : Iya, aku bisa ngerjain.
 R : Kalau nyusun puzzlenya, suka nggak?
 Ss : Suka.
 R : Kenapa?
 S1,2 : Asik soalnya.
 S3 : Aku suka mainan puzzle, Miss.
 R : Gampang kan?
 S1 : Iya, Miss. Aku bisa. Asik kok.
 S3 : Iya. Tapi tadi aku motongnya gak bisa bagus.
 S2 : Aku bisa semuanya terus selesai semua juga loh.
 R : Jadi tadi kegiatannya asik dong?
 Ss : Iya.

Interview 3

Day & Date : Monday, November 2nd, 2009
Time : 10. 35 a.m.
Place : In the yard
Interviewee : Novi, Vira, Bintang

R : Tadi suka nggak gambarnya?
 Ss : Suka.
 R : Bisa keliatan kan?
 S2 : Aku bisa, Miss.
 R : Oke. Trus ini gambar apa? (menunjukkan gambar)
 Ss : Tangan, Miss.
 R : *Very good*. Tadi suka kegiatan apa?
 S1 : Main yang pake lagu tadi. Apa namanya, Miss?
 R : Simon Says ya?
 S1 : Iya. Aku suka.
 R : Berarti lagunya suka ya?
 S3 : Iya. Asik pake goyang-goyang badannya, hehe.
 S1 : Iya, asik lagunya.
 R : Coba, bisa nggak nyanyi?
 Ss : Bisa, Miss. (menyanyikan lagu)
 R : Kalo instruksinya tadi bisa?
 S1,2 : Iya, gampang, Miss.
 S : Oya, coba bilang gimana?
 S1 : *Before we eat the snacks, let's wash our hands!*

Interview 4 #**Day & Date : Monday, November 2nd, 2009****Time : 10. 40 a.m.****Place : In the yard****Interviewee : Aldo, Yola, Dito**

- R : Tadi suka nggak kegiatannya?
 Ss : Suka.
 R : Kalo Simon Says tadi yang pas game bisa nggak?
 S1 : Bisa.
 R : Asik nggak?
 S1,2 : Iya, Miss. Aku suka.
 S3 : Iya, aku pengen main lagi. Asik banget.
 R : Tadi pas perintah bisa?
 S2 : Aku tadi bisa, Miss.
 S3 : Tapi kan tadi aku haruse maju duluan.
 S2 : Tapi aku tunjuk tangan duluan.
 R : Jadi tadi suka praktek di depan kelas?
 S2,3 : Iya, Miss.
 R : Tadi kamu kenapa nggak mau maju?
 S1 : Malu, Miss.
 R : Tapi kamu bisa kan?
 S1 : Iya, Miss. Tapi takut salah trus ntar diketawain temen-temen.
 R : Kalo yang menjodohkan tadi suka?
 Ss : Iya.
 R : Bisa nggak?
 S1,2 : Iya, Miss. Gampang.
 S3 : Tadi aku selesai duluan. Keren kan,.Miss?
 S2 : Aku juga bisa semua.
 R : Bisa nulis namanya juga kan?
 S2 : Iya, miss. Kan Cuma ngikutin garis.
 S1 : Iya, Miss.

Interview 5#**Day & Date : Monday, November 2nd, 2009****Time : 11.00 a.m.****Place : In teacher's room****Interviewee : Mrs. Aini**

- R : Ibu, tadi kira-kira bagaimana kegiatan hari ini?
 T : Sudah baik kok. Anak-anak kelihatan senang. Mereka juga antusias.
 R : Aktivitasnya?
 T : Sudah baik juga. Tadi pakai cerita segala. Itu menarik sekali.
 R : Kekurangannya apa saja?
 T : Mungkin tadi settingnya kurang pas waktu cerita.
 R : Jadi menurut ibu kurang pas?
 T : Iya. Harusnya tadi anak-anak disuruh duduk di karpet saja biar semua bisa liat gambarnya jelas. Mereka jadi nggak usah berdiri untuk lihat gambarnya.
 R : Oya, terimakasih masukannya. Ada lagi bu?
 T : Oh, sudah baik kok yang lainnya, Miss.

Implementation 2 (Unit 2, I Like Apples)

Interview 1

Day & Date : Wednesday, November 4th, 2009

Time : 10.10 a.m.

Place : In front of the class

Interviewee : Sarah, Aji, Aisha

- R : Tadi suka nggak kegiatannya?
 Ss : Suka, Miss.
 R : Tadi bisa baris?
 S1,2 : Iya.
 S3 : Iya, aku bisa, Miss
 R : Susah nggak perintahnya?
 S3 : Pertama susah tapi pas dicontohin bisa.
 S2 : Iya, Miss. Tapi aku tadi ada yang salah. Aku tadi juga bisa memimpin baris.
 S1 : Agak susah, Miss.
 R : Suka nggak baris pake Bahasa Inggris?
 S1,2 : Suka.
 S3 : Suka. Tapi ntar ajarin lagi, Miss. Aku udah lupa, hehe.
 R : Kalo gambarnya jelas nggak?
 Ss : Iya, Miss.
 S1 : Gambarnya bagus.
 S2 : Aku liat jelas.
 R : Suka gambarnya?
 S2,3 : Suka.
 R : Tadi kegiatannya asik nggak?
 Ss : Asik.
 S2 : Aku suka pas buat sandwich.
 S3 : Iya, aku juga.

Interview 2

Day & Date : Wednesday, November 4th, 2009

Time : 10.20 a.m.

Place : In front of the class

Interviewee : Sekar, Aan, Aryo

- R : Tadi suka nggak kegiatannya?
 Ss : Suka, Miss.
 R : Tadi suka lagunya?
 S2,3 : Iya.
 R : Kenapa?
 S1 : Lucu, Miss.
 S3 : Aku suka gerakannya. Aku memegang perut kaya gini. (memegang perut)
 R : Bisa nyanyi sekarang?
 S2 : Bisa.
 Ss : Menyanyi bersama-sama
 R : Kalo instruksi makan snack tadi bisa?
 Ss : Iya.
 R : Oya? Coba gimana?
 Ss : *Let's eat the snack!*

Interview 3 #**Day & Date : Wednesday, November 4th, 2009****Time : 10.20 a.m.****Place : In front of the class****Interviewee : Aldo, Bintang**

- R : Suka nggak nyanyi *chant* tadi?
 Ss : Suka, Miss.
 R : Tadi bisa kan jawabnya?
 S1 : Iya, pas tadi Miss tanya aku bisa jawab.
 S2 : Iya, Miss.
 R : Oke, sekarang nyanyi lagi ya.
 Ss : Menyanyikan lagu bersama
 R : Kegiatan apa lagi yang suka?
 S1 : Game sama nempel gambar.
 S2 : Game sama nyanyi sama nempel sama bikin sandwich.

Interview 4 #**Day & Date : Wednesday, November 4th, 2009****Time : 10.25 a.m.****Place : In front of the class****Interviewee : Yola, Galang, Theo**

- R : Suka nggak kegiatan tadi?
 Ss : Suka, Miss.
 R : yang paling suka yang mana?
 S1,2 : Bikin sandwich.
 S3 : Iya, aku juga suka.
 R : Suka ya Sandwich Party?
 Ss : Iya.
 S1 : Asik, Miss.
 S3 : Iya, aku bikin yang gede.
 R : Wow, bagus. Terus ngapain lagi?
 S2 : Bikin sandwicnya bareng-bareng
 S1 : Aku tadi kasih selai banyak banget.
 S3 : Aku bantuin yang lain bikin sandwich.

Interview 5 #**Day & Date : Wednesday, November 4th, 2009****Time : 10.35 a.m.****Place : In the play ground****Interviewee : Mrs. Aini**

- R : Gimana kegiatan hari ini bu?
 T : Sudah bagus, Miss.
 R : Apa kekurangannya?
 T : Mungkin pas menempel tadi
 R : Kenapa bu?
 T : Menurut saya gambarnya harus diganti.
 R : Oya?
 T : Tadi anak-anak nggak bisa nempel ke tabelnya.

R : Oh, Iya. Nanti saya revisi lagi gambarnya dan saya kecilkan.
 T : Ada lagi bu?
 R : Tidak, Miss. Itu saja kok.

Implementation 3 (Unit 3, I Love My Family)

Interview 1

Day & Date : Friday, November 6th, 2009
Time : 10.10 a.m.
Place : In front of the class
Interviewee : Dhilla, Tia

R : Suka nggak kegiatan hari ini?
 Ss : Suka
 R : Kalau lagu *She's My Mom* suka?
 Ss : Suka.
 R : Gampang kan nyanyinya?
 S1 : Iya, Miss. Aku bisa nyanyi.
 S2 : Aku juga. Gampang.
 R : kalo pake gambar gampang nggak?
 S2 : Iya, Miss. Aku nggak bingung lagi.
 S1 : Iya, gambarnya bagus.
 R : Kalau yang menjodohkan tadi suka?
 Ss : Iya.
 R : Bisa kan?
 S1 : Iya, Miss. Itu gampang.
 S2 : Aku bisa, Miss.
 R : Kegiatan hari ini asik nggak?
 Ss : Asik, Miss.

Interview 2

Day & Date : Friday, November 6th, 2009
Time : 10.15 a.m.
Place : In front of the class
Interviewee : Yola, Novi, Dimas

R : Suka nggak kegiatan hari ini?
 S1,3 : Suka, Miss.
 S2 : Kok tadi nggak pake lari-lari, Miss?
 R : Masa lari-lari terus? Ntar capek dong.. tadi bisa nggak pas maju pake foto?
 S2 : Bisa dong, Miss.
 S3 : Aku juga, Miss.
 S1 : Aku juga.
 R : *Excellent!* Tadi sukanya yang mana?
 S2 : Pas nyanyi terus ditanya satu-satu.
 S1 : Pas gambar, Miss.
 S3 : Iya, aku juga suka pas gambar.

Interview 3 #**Day & Date : Friday, November 6th, 2009****Time : 10.15 a.m.****Place : In front of the class****Interviewee : Sarah, Aryo, Sasha**

- R : Suka nggak kegiatan hari ini?
 Ss : Suka.
 R : Mana yang paling suka?
 S1 : Pas gambar.
 S2,3 : Iya, aku juga.
 R : Suka ya gambar anggota keluarga?
 Ss : Iya.
 R : Tadi gambar apa?
 S1 : Aku gambar ayah, ibu, sama adikku dua.
 S3 : Aku gambar ayah, ibu, dan eyang putri.
 S2 : Aku gambar bapak, ibu, sama mbakku.
 R : *Very good*. Gampang kan?
 S1 : Iya, Miss. Asik
 S3 : Gambarku bagus loh.
 S2 : Aku juga. Aku bisa gambar bagus.
 R : Jadi hari ini kegiatannya asik nggak?
 S3 : Iya, asik.

Implementation 4 (Unit 4, What Time is It?)**# Interview 1 #****Day & Date : Monday, November 9th, 2009****Time : 10.15 a.m.****Place : In front of the class****Interviewee : Bintang, Akmal, Adam**

- R : Suka nggak kegiatan hari ini?
 S1 : Suka banget, Miss.
 S2 : Tadi seru banget. Aku mau lagi.
 R : filmnya tadi suka?
 Ss : Suka
 S1 : Aku suka banget.
 S2 : Aku mau nonton lagi.
 R : Kenapa suka?
 S3 : Filmnya bagus, lucu banget.
 S2 : Iya, lucu banget, Miss.
 R : Suka sama tokohnya?
 S1 : Aku suka Goofy.
 S2 : Aku suka Donal Bebek.
 R : Kalo gamenya suka?
 Ss : Suka
 S1 : Aku suka banget.
 S2 : Iya, Miss. Aku suka lari-lari kaya tadi.
 R : Bisa nggak mainnya?

S2 : Iya, gampang kok.
 S3 : Aku bisa. Tapi capek *jeh* kalo lari-lari.
 S1 : Aku nggak capek, Miss. Kan aku tadi nggak jadi Mr. Wolf. Jadi aku ngumpet aja, hehe.
 S2 : Miss, aku mau main lagi.
 R : Oke, kapan-kapan ya.

Interview 2

Day & Date : Monday, November 9th, 2009

Time : 10.25 a.m.

Place : In front of the class

Interviewee : Shasa, Vira, Aldo

R : Tadi paling suka yang mana?
 S1 : Pas main game.
 S2 : Iya, aku juga suka.
 R : Suka ya sama game nya?
 Ss : Iya.
 S1 : Aku suka banget
 S2 : Aku mau main lagi, Miss.
 R : Tadi capek nggak?
 S2 : Capek, Miss. Tapi seneng.
 S1 : Aku suka lari jadi nggak papa.
 S2 : Miss, tadi aku nggak ketanglep sama wolf, loh. Aku pinter ya.
 S1 : Aku juga. Aku larinya bisa jauh.
 R : Kalo yang gambar jam tadi bisa?
 Ss : Iya.
 R : Susah nggak?
 S1 : Nggak ah.
 S2 : Gampang kok, Miss.
 S3 : Nggak, Miss.
 R : Gambarnya keliatan nggak?
 Ss : Iya, Miss.
 R : Bisa gambar jarumnya tadi?
 S1 : Bisa, Miss. Tapi gambarku nggak bagus.
 S3 : Bisa, Miss.

Interview 3

Day & Date : Monday, November 9th, 2009

Time : 10.40 a.m.

Place : In front of the class

Interviewee : Mrs. Aini

R : Bagaimana kegiatan hari ini bu?
 T : Sudah baik, Miss. Hari ini kegiatannya padat sekali ya.
 R : Iya bu. Makanya saya implementasikan hari terakhir saja.
 T : Tapi tadi anak-anak senang sekali ya.
 R : Iya. Tadi mereka antusias sekali. Oya, untuk hari ini ada kekurangan apa bu?
 T : Anu, anak-anak kan kalo mewarnai lama. Tadi kegiatannya banyak sekali. Jadi harusnya disederhanakan saja.
 R : oya, bu? Jadi seharusnya bagaimana?
 T : Anak-anak disuruh memilih satu gambar saja untuk diwarnai. Jadi nggak perlu semuanya diwarnai.
 R : Ya bu. Itu betul juga. Terimakasih.
 T : Sama-sama, Miss.

APPENDIX F

- **Course Grids**
- **Lesson Plan**

The Data of the Evaluation on the Developed Materials

Unit	Part	Task	Aspects						Conclusion
			Goal	Input	Activities	Teacher Role	Learner Role	Setting	
1	A	1	v	v	v	v	v	v	It was appropriate and did not need to be revised.
	B	1	v	v	v	v	v	v	It was appropriate, but the children should sit on the mats not on the chairs.
	C	1	v	v	v	v	v	v	It was appropriate and did not need to be revised.
		2	v	v	v	v	v	v	It was appropriate and did not need to be revised.
		3	v	v	v	v	v	v	It was appropriate and did not need to be revised.
	D	1	v	v	v	v	v	v	It was appropriate and did not need to be revised.
		2	v	v	v	v	v	v	It was appropriate, yet still need a little revision in performing the chant.
	E	1	v	v	v	v	v	v	It was appropriate and did not need to be revised.
		2	v	v	v	v	v	x	It was appropriate, yet the teacher should guide the students more.
	F	1	v	v	v	v	v	v	It was appropriate and did not need to be revised.
		2	v	v	v	v	v	v	It was appropriate and did not need to be revised.
	A	1	v	v	v	v	v	v	It was appropriate and did not need to be revised.

2		2	v	v	v	v	v	v	It was appropriate and did not need to be revised.
	B	1	v	v	v	v	v	v	It was appropriate and did not need to be revised.
	C	1	v	v	v	v	v	v	It was appropriate and did not need to be revised.
		2	v	v	v	v	v	v	It was appropriate and did not need to be revised.
		3	v	v	v	v	v	v	It was appropriate, yet the teacher should manage the game well
	D	1	v	v	v	v	v	v	It was appropriate and did not need to be revised.
	E	1	v	x	v	v	v	v	It was appropriate, yet the pictures should be smaller.
		2	v	v	v	v	v	v	It was appropriate and did not need to be revised.
	F	1	v	v	v	v	v	v	It was appropriate and did not need to be revised.
		2	v	v	v	v	v	v	It was appropriate and did not need to be revised.
3	A	1	v	v	v	v	v	v	It was appropriate and did not need to be revised.
	B	1	v	v	v	v	v	v	It was appropriate and did not need to be revised.
	C	1	v	v	v	v	v	v	It was appropriate and did not need to be revised.
		2	v	v	v	v	v	v	It was appropriate, yet the researcher should manage the time.
	D	1	v	v	v	v	v	v	It was appropriate and did not need to be revised.
		2	v	v	v	v	v	v	It was appropriate and did not need to be revised.
	E	1	v	x	v	v	v	v	It was appropriate, yet the researcher should give

									more explanation.
		2	v	v	v	v	v	x	It was appropriate, yet the researcher should limit the duration.
	F	1	v	v	v	v	v	v	It was appropriate and did not need to be revised.
		2	v	v	v	v	v	v	It was appropriate and did not need to be revised.
4	A	1	v	v	v	v	v	v	It was appropriate and did not need to be revised.
		2	v	x	v	v	v	v	It was not appropriate and should be revised.
	B	1	v	v	v	v	v	v	It was appropriate, yet still need a little revision.
		2	v	x	v	v	v	v	It was not appropriate and should be revised.
	C	1	v	v	v	v	v	v	It was appropriate and did not need to be revised.
		2	v	v	v	v	v	v	It was appropriate, yet still need a little revision.
	D	1	v	v	v	v	v	v	It was appropriate and did not need to be revised.
		2	v	v	v	x	v	v	It was less appropriate and should be revised.
	E	1	v	x	v	v	v	v	It was less appropriate and should be revised.
		2	v	v	v	x	v	v	It was appropriate, yet the researcher should manage the children.
	F	1	v	v	v	v	v	v	It was appropriate and did not need to be revised.
		2	v	v	v	v	v	v	It was appropriate and did not need to be revised.

--	--

**The First Draft Course Grid of *A Day with English* program for Children in Class B
in TK Karya Rini Yogyakarta**

Theme	Unit	Aims	Indicators	Learning Materials				Media & learning resources	Learning Activities
				Vocabulary	Expressions	Classroom instructions	Grammar		
Myself	Unit 1 (My Body)	Children are able to communicate and have adequate vocabulary as well as identify symbols to get them ready to read and write.	<ul style="list-style-type: none"> Children are able to name parts of the body Children are able to say the expressions of greeting Children are able to say instructions to wash hands Children are able to say instructions to lead the prayer Children are able to do instructions to wash hands Children are able to do instructions to 	head, shoulder, knees, toes, eyes, ears, mouth, nose, hair, hands, body, shampoo, soap, toothbrush	<ul style="list-style-type: none"> Greeting: <i>Good morning, How are you?, I'm fine</i> Mentioning parts of the body: <i>My eyes, my head</i> 	<ul style="list-style-type: none"> Let's wash our hands Let's say a prayer, Pray do. Thank you. 	<ul style="list-style-type: none"> Identifying parts of the body: Possessive pronoun + noun 	<ul style="list-style-type: none"> Story of Baby Panda, pictures of parts of the body song <i>Head, Shoulder, Knees, and Toes</i> chant <i>Wash Your Hands</i> worksheet (tracing & matching, arranging puzzle) 	<p>1. In the Morning</p> <ol style="list-style-type: none"> greeting the children introducing the expressions of greeting to the children practicing the expressions <p>2. Look and Say</p> <ol style="list-style-type: none"> telling a story to the children by showing pictures <p>3. Let's Do It</p> <ol style="list-style-type: none"> showing pictures of parts of the body and drilling the names of it to the children giving examples of correct pronunciation. singing the Head, Shoulder, Knees, and Toes song <p>4. Let's Have a Break</p> <ol style="list-style-type: none"> introducing expressions of giving instructions to wash hands drilling the expressions and practicing it individually. introducing Wash Your Hands chant. singing the chant together washing hands together <p>5. Your Turn</p> <ol style="list-style-type: none"> doing a worksheet (tracing and

			lead the prayer						matching) b. arranging puzzle 6.Let's Go Home a. introducing instructions to lead the prayer. b. practicing saying the instruction c. singing Goodbye song together.
My Needs	Unit 2 (Foods and Drinks)	Children are able to communicate and have adequate vocabulary as well as identify symbols to get them ready to read and write.	<ul style="list-style-type: none"> Children are able to name healthy food Children are able to say the instructions to line up Children are able to do the instructions to line up Children are able to use the expressions of Like Children are able to say and do the instructions to eat snack 	rice, eggs, spinach, banana, chicken, milk, carrot, orange	• Like: - <i>What do you like?</i> - <i>I like apples</i>	<ul style="list-style-type: none"> Let's line up! Attention Cover Recover Let's go in Let's eat the snack! Let's say a prayer. Pray do. Thank you 	• Asking about like: What + do + you + like? • Stating like: Subject + like + noun	<ul style="list-style-type: none"> Pictures of healthy food Chant <i>What Do You Like?</i> Song <i>Strawberry, Mango, Melon</i> Worksheet (sticking pictures) Ingredients for making sandwich (jam, butter, bread, etc) 	1.In the Morning a. introducing the instructions of lining up b. practicing the instructions c. singing the Let's Go In chant 2.Look and Say a. showing pictures of healthy food and drilling the names of it to the children b. giving examples of correct pronunciation 3.Let's Do It a. introducing the expressions of Like b. practicing the expressions c. singing What Do You Like? chant d. singing Strawberry, Mango, Melon song 4. Let's Have a Break a. introducing expressions of giving instructions to eat the snack b. drilling the expressions and practicing it individually. 5. Your Turn a. doing a worksheet (sticking pictures) b. doing a project Sandwich Party (making sandwich)

									6.Let's Go Home a. reviewing instructions to lead the prayer. b. practicing the instructions c. singing Goodbye song together.
My Environment	Unit 3 (My Family)	Children are able to communicate and have adequate vocabulary as well as identify symbols to get them ready to read and write.	<ul style="list-style-type: none"> Children are able to name family members Children are able to say the instructions to lead the prayer Children are able to do the instructions to lead the prayer Children are able to say the instructions to lead the prayer Children are able to do the instructions to lead the prayer 	father, mother, brother, sister	<ul style="list-style-type: none"> Mentioning the family members: <i>This is my father, this is my mother</i> 	<ul style="list-style-type: none"> Take your toothbrush and brush your teeth Let's say a prayer. Pray do. Thank you 	<ul style="list-style-type: none"> Identifying the family members: This + is + my + noun 	<ul style="list-style-type: none"> Pictures of family Song <i>One and One I Love My Mother</i> Chant <i>Brush Your Teeth</i> Worksheet (matching pictures) <i>Who Are You?</i> game 	1.In the Morning a. reviewing the instructions to lead the prayer b. practicing the instructions 2. Look and Say a. identifying family members in the picture and drilling the names of it to the children b. giving examples of correct pronunciation 3.Let's Do It a. singing One and One I Love My Mother song b. Playing Who Are You? game 4.Let's Have a Break a. introducing expressions of giving instructions to brush teeth b. drilling the expressions and practicing it. c. singing the Brush Your Teeth chant 5. Your Turn a. doing a worksheet (matching pictures) b. Drawing family pictures. 6. Let's Go Home a. reviewing instructions to lead the prayer. b. practicing the instructions c. singing Goodbye song together.

My Environment	Unit 4 (Time)	Children are able to communicate and have adequate vocabulary as well as identify symbols to get them ready to read and write.	<ul style="list-style-type: none"> • Children are able to say the time • Children are able to identify the time using clock • Children are able to say the expressions of checking the attendance list • Children are able to say the instructions to play • Children are able to do the instructions to play • Children are able to say the instructions to lead the prayer • Children are able to do the instructions to lead the prayer 	one o'clock, two o'clock ... , twelve o'clock.	<ul style="list-style-type: none"> • Checking the attendance list: <i>Where is .. (children's name)?</i> • Asking time: <i>What time is it)?</i> • Saying the time: <i>It's one o'clock?</i> 	<ul style="list-style-type: none"> • It's time to play • Let's say a prayer. Pray do. Thank you 	<ul style="list-style-type: none"> • Checking the attendance list: Where + is + name? • Asking time: What + time + is + it? • Saying the time: It + is + time + o'clock 	<ul style="list-style-type: none"> • Movie about time • Realia "clock" • Song <i>What Time is It?</i> • Worksheet (dictating & drawing) 	<p>1. In the Morning</p> <p>a. introducing the expressions of checking the attendance list.</p> <p>b. practicing the instructions</p> <p>c. singing the Where is Andi? Chant</p> <p>2. Look and Say</p> <p>a. watching movie together</p> <p>3. Let's Do It</p> <p>a. identifying time using a clock</p> <p>b. giving examples of correct pronunciation</p> <p>c. singing What Time is It? song</p> <p>4. Let's Have a Break</p> <p>a. introducing expressions of giving instructions to play</p> <p>b. drilling the expressions and practicing it.</p> <p>5. Your Turn</p> <p>a. doing a worksheet (dictating and drawing)</p> <p>b. playing Mr. Wolf game.</p> <p>6. Let's Go Home</p> <p>a. reviewing instructions to lead the prayer.</p> <p>b. practicing the instructions</p> <p>c. singing Goodbye song together.</p>
-----------------------	----------------------	--	---	--	--	---	---	---	--

**The Second Draft Grid of *A Day with English* program for Children in Class B
in TK Karya Rini Yogyakarta**

Theme	Unit	Aims	Indicators	Learning Materials				Media & learning resources	Learning Activities
				Vocabulary	Expressions	Classroom instructions	Grammar		
Myself	Unit 1 (My Body)	Children are able to communicate and have adequate vocabulary as well as identify symbols to get them ready to read and write.	<ul style="list-style-type: none"> Children are able to name parts of the body Children are able to say the expressions of greeting Children are able to say instructions to wash hands Children are able to say instructions to lead the prayer Children are able to do instructions to wash hands Children are able to do instructions to 	head, shoulder, knees, toes, eyes, ears, mouth, nose, hair, hands, body, shampoo, soap, toothbrush	<ul style="list-style-type: none"> Greeting: <i>Good morning, How are you?, I'm fine</i> Mentioning parts of the body: <i>My eyes, my head</i> 	<ul style="list-style-type: none"> Let's wash our hands Let's say a prayer, shall we? Thank you. 	<ul style="list-style-type: none"> Identifying parts of the body: Possessive pronoun + noun 	<ul style="list-style-type: none"> Story of Baby Panda, pictures of parts of the body song <i>Head, Shoulder, Knees, and Toes</i> <i>Simon Says</i> game chant <i>Wash Your Hands</i> worksheet (tracing & matching, arranging puzzle) 	<p>1. In the Morning</p> <ol style="list-style-type: none"> greeting the children introducing the expressions of greeting to the children practicing the expressions <p>2. Look and Say</p> <ol style="list-style-type: none"> telling a story to the children by showing pictures <p>3. Let's Do It</p> <ol style="list-style-type: none"> showing pictures of parts of the body and drilling the names of it to the children giving examples of correct pronunciation. singing the Head, Shoulder, Knees, and Toes song Playing Simon Says game <p>4. Let's Have a Break</p> <ol style="list-style-type: none"> introducing expressions of giving instructions to wash hands drilling the expressions and practicing it individually. introducing Wash Your Hands chant. singing the chant together washing hands together <p>5. Your Turn</p>

			lead the prayer						a. doing a worksheet (tracing and matching) b. arranging puzzle 6.Let's Go Home a.introducing instructions to lead the prayer. b.practicing saying the instruction c. singing Goodbye song together.
My Needs	Unit 2 (I Like Apples)	Children are able to communicate and have adequate vocabulary as well as identify symbols to get them ready to read and write.	<ul style="list-style-type: none"> • Children are able to name healthy food • Children are able to say the instructions to line up • Children are able to do the instructions to line up • Children are able to use the expressions of Like • Children are able to say and do the instructions to eat snack 	rice, eggs, spinach, banana, chicken, milk, carrot, orange	<ul style="list-style-type: none"> • Like: <ul style="list-style-type: none"> - <i>What do you like?</i> - <i>I like apples</i> 	<ul style="list-style-type: none"> • Let's line up! - Attention - Cover - Recover - Let's go in • Let's eat the snack! • Let's say a prayer. Shall we?, Thank you 	<ul style="list-style-type: none"> • Asking about like: What + do + you + like? • Stating like: Subject + like + noun 	<ul style="list-style-type: none"> • Pictures of healthy food • Chant <i>What Do You Like?</i> • Song <i>I Like Apples</i> • Worksheet (sticking pictures) • Ingredients for making sandwich (jam, butter, bread, etc) 	1.In the Morning a.introducing the instructions of lining up b.practicing the instructions c. singing the Let's Go In chant 2.Look and Say a. showing pictures of healthy food and drilling the names of it to the children b.giving examples of correct pronunciation 3.Let's Do It a.introducing the expressions of Like b.practicing the expressions c.singing What Do You Like? chant d.singing I Like Apples song e. playing Whispering game 4. Let's Have a Break a. introducing expressions of giving instructions to eat the snack b. drilling the expressions and practicing it individually. 5.Your Turn a. doing a worksheet (sticking pictures) b. doing a project Sandwich Party

									(making sandwich)
									6. Let's Go Home a. reviewing instructions to lead the prayer. b. practicing the instructions c. singing Goodbye song together.
My Environment	Unit 3 (I Love My Family)	Children are able to communicate and have adequate vocabulary as well as identify symbols to get them ready to read and write.	<ul style="list-style-type: none"> Children are able to name family members Children are able to say the instructions to lead the prayer Children are able to do the instructions to lead the prayer Children are able to say the instructions to lead the prayer Children are able to do the instructions to lead the prayer 	father, mother, brother, sister	<ul style="list-style-type: none"> Mentioning the family members: <i>This is my father, this is my mother</i> 	<ul style="list-style-type: none"> Take your toothbrush and brush your teeth Let's say a prayer. Shall we?, Thank you 	<ul style="list-style-type: none"> Identifying the family members: This + is + my + noun 	<ul style="list-style-type: none"> Pictures of family Song <i>She's My Mom</i> Chant <i>Brush Your Teeth</i> Worksheet (tracing and matching) Family pictures 	1. In the Morning a. reviewing the instructions to lead the prayer b. practicing the instructions 2. Look and Say a. identifying family members in the picture and drilling the names of it to the children b. giving examples of correct pronunciation 3. Let's Do It a. singing She's My Mom song b. presenting the family pictures 4. Let's Have a Break a. introducing expressions of giving instructions to brush teeth b. drilling the expressions and practicing it. c. singing the Brush Your Teeth chant 5. Your Turn a. doing a worksheet (tracing and matching) b. Drawing family pictures. 6. Let's Go Home a. reviewing instructions to lead the prayer. b. practicing the instructions c. singing Goodbye song together.

My Environment	Unit 4 (What Time is It?)	Children are able to communicate and have adequate vocabulary as well as identify symbols to get them ready to read and write.	<ul style="list-style-type: none"> • Children are able to say the time • Children are able to identify the time using clock • Children are able to say the expressions of checking the attendance list • Children are able to say the instructions to play • Children are able to do the instructions to play • Children are able to say the instructions to lead the prayer • Children are able to do the instructions to lead the prayer 	one o'clock, two o'clock ... , twelve o'clock.	<ul style="list-style-type: none"> • Checking the attendance list: <i>Where is .. (children's name)?</i> • Asking time: <i>What time is it)?</i> • Saying the time: <i>It's one o'clock?</i> 	<ul style="list-style-type: none"> • It's time to play • Let's say a prayer. Shall we?, Thank you 	<ul style="list-style-type: none"> • Checking the attendance list: Where + is + name? • Asking time: What + time + is + it? • Saying the time: It + is + time + o'clock 	<ul style="list-style-type: none"> • Movie about time • Realia "clock" • Song <i>What Time is It?</i> • Worksheet (colouring, dictating & drawing) 	<p>1. In the Morning a. introducing the expressions of checking the attendance list. b. practicing the instructions c. singing the Where is Andi? Chant</p> <p>2. Look and Say a. watching movie together b. colouring picture of characters from the movie</p> <p>3. Let's Do It a. identifying time using a clock b. giving examples of correct pronunciation c. singing What Time is It? song</p> <p>4. Let's Have a Break a. introducing expressions of giving instructions to play b. drilling the expressions and practicing it.</p> <p>5. Your Turn a. doing a worksheet (dictating and drawing) b. playing Mr. Wolf game.</p> <p>6. Let's Go Home a. reviewing instructions to lead the prayer. b. practicing the instructions c. singing Goodbye song together.</p>
-----------------------	----------------------------------	--	---	--	--	---	---	--	--

**The Final Course Grid of *A Day with English* program for Children in Class B
in TK Karya Rini Yogyakarta**

Theme	Unit	Aims	Indicators	Learning Materials				Media & learning resources	Learning Activities
				Vocabulary	Expressions	Classroom instructions	Grammar		
Myself	Unit 1 (My Body)	Children are able to communicate and have adequate vocabulary as well as identify symbols to get them ready to read and write.	<ul style="list-style-type: none"> Children are able to name parts of the body Children are able to say the expressions of greeting Children are able to say instructions to wash hands Children are able to say instructions to lead the prayer Children are able to do instructions to wash hands Children are able to do instructions to 	head, shoulder, knees, toes, eyes, ears, mouth, nose, hair, hands, body, shampoo, soap, toothbrush	<ul style="list-style-type: none"> Greeting: <i>Good morning, How are you?, I'm fine</i> Mentioning parts of the body: <i>My eyes, my head</i> 	<ul style="list-style-type: none"> Let's wash our hands Let's say a prayer, shall we? Thank you. 	<ul style="list-style-type: none"> Identifying parts of the body: Possessive pronoun + noun 	<ul style="list-style-type: none"> Story of Baby Panda, pictures of parts of the body song <i>Head, Shoulder, Knees, and Toes</i> <i>Simon Says</i> game chant <i>Wash Your Hands</i> worksheet (tracing & matching, arranging puzzle) 	<p>1. In the Morning</p> <ol style="list-style-type: none"> greeting the children introducing the expressions of greeting to the children practicing the expressions <p>2. Look and Say</p> <ol style="list-style-type: none"> telling a story to the children by showing pictures <p>3. Let's Do It</p> <ol style="list-style-type: none"> showing pictures of parts of the body and drilling the names of it to the children giving examples of correct pronunciation. singing the Head, Shoulder, Knees, and Toes song Playing Simon Says game <p>4. Let's Have a Break</p> <ol style="list-style-type: none"> introducing expressions of giving instructions to wash hands drilling the expressions and practicing it individually. introducing Wash Your Hands chant. singing the chant together washing hands together <p>5. Your Turn</p>

			lead the prayer						a. doing a worksheet (tracing and matching) b. arranging puzzle 6.Let's Go Home a.introducing instructions to lead the prayer. b.practicing saying the instruction c. singing Goodbye song together.
My Needs	Unit 2 (I Like Apples)	Children are able to communicate and have adequate vocabulary as well as identify symbols to get them ready to read and write.	<ul style="list-style-type: none"> • Children are able to name healthy food • Children are able to say the instructions to line up • Children are able to do the instructions to line up • Children are able to use the expressions of Like • Children are able to say and do the instructions to eat snack 	rice, eggs, spinach, banana, chicken, milk, carrot, orange	<ul style="list-style-type: none"> • Like: <ul style="list-style-type: none"> - <i>What do you like?</i> - <i>I like apples</i> 	<ul style="list-style-type: none"> • Let's line up! - Attention - Cover - Recover - Let's go in • Let's eat the snack! • Let's say a prayer. Shall we?, Thank you 	<ul style="list-style-type: none"> • Asking about like: What + do + you + like? • Stating like: Subject + like + noun 	<ul style="list-style-type: none"> • Pictures of healthy food • Chant <i>What Do You Like?</i> • Song <i>I Like Apples</i> • Worksheet (sticking pictures) • Ingredients for making sandwich (jam, butter, bread, etc) 	1.In the Morning a. introducing the instructions of lining up b.practicing the instructions c. singing the Let's Go In chant 2.Look and Say a. showing pictures of healthy food and drilling the names of it to the children b.giving examples of correct pronunciation 3.Let's Do It a.introducing the expressions of Like b.practicing the expressions c.singing What Do You Like? chant d.singing I Like Apples song e. playing Whispering game 4. Let's Have a Break a. introducing expressions of giving instructions to eat the snack b. drilling the expressions and practicing it individually. 5.Your Turn a. doing a worksheet (sticking pictures) b. doing a project Sandwich Party

									(making sandwich)
									6. Let's Go Home a. reviewing instructions to lead the prayer. b. practicing the instructions c. singing Goodbye song together.
My Environment	Unit 3 (I Love My Family)	Children are able to communicate and have adequate vocabulary as well as identify symbols to get them ready to read and write.	<ul style="list-style-type: none"> Children are able to name family members Children are able to say the instructions to lead the prayer Children are able to do the instructions to lead the prayer Children are able to say the instructions to lead the prayer Children are able to do the instructions to lead the prayer 	father, mother, brother, sister	<ul style="list-style-type: none"> Mentioning the family members: <i>This is my father, this is my mother</i> 	<ul style="list-style-type: none"> Take your toothbrush and brush your teeth Let's say a prayer. Shall we?, Thank you 	<ul style="list-style-type: none"> Identifying the family members: This + is + my + noun 	<ul style="list-style-type: none"> Pictures of family Song <i>She's My Mom</i> Chant <i>Brush Your Teeth</i> Worksheet (tracing and matching) Family pictures 	1. In the Morning a. reviewing the instructions to lead the prayer b. practicing the instructions 2. Look and Say a. identifying family members in the picture and drilling the names of it to the children b. giving examples of correct pronunciation 3. Let's Do It a. singing She's My Mom song b. presenting the family pictures 4. Let's Have a Break a. introducing expressions of giving instructions to brush teeth b. drilling the expressions and practicing it. c. singing the Brush Your Teeth chant 5. Your Turn a. doing a worksheet (tracing and matching) b. Drawing family pictures. 6. Let's Go Home a. reviewing instructions to lead the prayer. b. practicing the instructions c. singing Goodbye song together.

My Environment	Unit 4 (What Time is It?)	Children are able to communicate and have adequate vocabulary as well as identify symbols to get them ready to read and write.	<ul style="list-style-type: none"> • Children are able to say the time • Children are able to identify the time using clock • Children are able to say the expressions of checking the attendance list • Children are able to say the instructions to play • Children are able to do the instructions to play • Children are able to say the instructions to lead the prayer • Children are able to do the instructions to lead the prayer 	one o'clock, two o'clock ... , twelve o'clock.	<ul style="list-style-type: none"> • Checking the attendance list: <i>Where is .. (children's name)?</i> • Asking time: <i>What time is it)?</i> • Saying the time: <i>It's one o'clock?</i> 	<ul style="list-style-type: none"> • It's time to play • Let's say a prayer. Shall we?, Thank you 	<ul style="list-style-type: none"> • Checking the attendance list: Where + is + name? • Asking time: What + time + is + it? • Saying the time: It + is + time + o'clock 	<ul style="list-style-type: none"> • Movie about time • Realia "clock" • Song <i>What Time is It?</i> • Worksheet (colouring, dictating & drawing) 	<p>1. In the Morning a. introducing the expressions of checking the attendance list. b. practicing the instructions c. singing the Where is Andi? Chant</p> <p>2. Look and Say a. watching movie together b. coloring picture of characters from the movie</p> <p>3. Let's Do It a. identifying time using a clock b. giving examples of correct pronunciation c. singing What Time is It? song</p> <p>4. Let's Have a Break a. introducing expressions of giving instructions to play b. drilling the expressions and practicing it.</p> <p>5. Your Turn a. doing a worksheet (dictating and drawing) b. playing Mr. Wolf game.</p> <p>6. Let's Go Home a. reviewing instructions to lead the prayer. b. practicing the instructions c. singing Goodbye song together.</p>
-----------------------	--------------------------------------	--	---	--	--	---	---	--	---

LESSON PLAN I

Class/Semester : B/ 1
Day and date : Monday, 2 November 2009
Subject : English
Duration : 180 minutes
Theme : Myself
Sub-theme : My Body
Unit : Unit 1, My Body

Basic Competence : Children are able to communicate orally, having vocabulary and understand the symbolization, in order to prepare for reading and writing stage.

Indicators : a. Children are able to name parts of the body
b. Children are able to say the expressions of greeting
c. Children are able to say the instructions to wash hands and to lead the prayer
d. Children are able to and do the instructions to wash hands and to lead the prayer

A. Learning Objectives:

The children are able to practice their listening-speaking-writing skills during the activities.

B. Learning Materials:

Vocabulary :

- Parts of the body: head, shoulder, knees, toes, eyes, ears, mouth, nose, hair, hands, body.
- Cleaning kit: shampoo, soap, toothbrush.

Expressions :

- greeting
A: Good morning.
B: Good morning.

A: How are you today?

B: I'm fine, thank you. And you?

A: I'm fine, too. Thank you.

- Mentioning parts of the body : my hands, my eyes

Simple classroom instructions:

- Let's wash our hands
- Let's say a prayer. Shall we?, Thank you

Key Grammar

- Identifying parts of the body : possessive pronouns + noun
Example: My head, my eyes, etc.

C. Teaching Learning Process:

1. In the Morning

- a. greeting the children
- b. introducing the expressions of greeting to the children
- c. practicing the expressions

2. Look and Say

- a. telling a story to the children by showing pictures

3. Let's Do It

- a. showing pictures of parts of the body and drilling the names of it to the children
- b. giving examples of correct pronunciation.
- c. singing the Head, Shoulder, Knees, and Toes song
- d. Playing Simon Says game

4. Let's Have a Break

- a. introducing expressions of giving instructions to wash hands
- b. drilling the expressions and practicing it individually.
- c. introducing Wash Your Hands chant.
- d. singing the chant together
- e. washing hands together

5. Your Turn

- a. doing a worksheet (tracing and matching)

- b. arranging puzzle

6. Let's Go Home

- a. introducing instructions to lead the prayer.
- b. practicing saying the instruction
- c. singing Goodbye song together.

D. Media and Learning Resources:

Pictures, story, song, chant, game, worksheet.

E. Evaluation:

Participation, worksheet, performance.

Yogyakarta, November 2009.

Principal

Researcher

Rajiman, S.Pd

Erny Ludvyani

LESSON PLAN II

Class/Semester	: B/ 1
Day and date	: Wednesday, 4 November 2009
Subject	: English
Duration	: 180 minutes
Theme	: My Needs
Sub-theme	: Foods and Drinks
Unit	: Unit 2, I Like Apples

Basic Competence : Children are able to communicate orally, having vocabulary and understand the symbolization, in order to prepare for reading and writing stage.

Indicators :

- a. Children are able to name healthy food
- b. Children are able to say the instructions to line up
- c. Children are able to do the instructions to line up
- d. Children are able to use the expressions of Like
- e. Children are able to say the instructions to eat the snack
- f. Children are able to do the instructions to eat the snack

A. Learning Objectives:

The children are able to practice their listening-speaking skills during the activities.

B. Learning Materials:

Vocabulary :

- Names of healthy foods: rice, eggs, spinach, banana, chicken, milk, carrot, orange

Expressions : **Like**

A: What do you like?

B: I like apples

Simple classroom instructions:

- Let's line up!
 - Attention
 - Cover
 - Recover
 - Let's go in
- Let's eat the snack!
- Let's say a prayer. Shall we?, Thank you

Key Grammar

- Asking about like : What + do + you + like?
 Stating like : Subject + like + noun
 A: What do you like?
 B: I like apples

C. Teaching Learning Process:

1. In the Morning

- a. introducing the instructions of lining up
- b. practicing the instructions
- c. singing the Let's Go In chant

2. Look and Say

- a. showing pictures of healthy food and drilling the names of it to the children
- b. giving examples of correct pronunciation

3. Let's Do It

- a. introducing the expressions of Like
- b. practicing the expressions
- c. singing What Do You Like? chant
- d. singing I Like Apples song
- e. playing Whispering game

4. Let's Have a Break

- a. introducing expressions of giving instructions to eat the snack

- b. drilling the expressions and practicing it individually.

5. Your Turn

- a. doing a worksheet (sticking pictures)
- b. doing a project Sandwich Party (making sandwich)

6. Let's Go Home

- a. reviewing instructions to lead the prayer.
- b. practicing the instructions
- c. singing Goodbye song together.

D. Media and Learning Resources:

Pictures, song, chant, game, worksheet.

E. Evaluation:

Participation, worksheet, performance.

Yogyakarta, November 2009.

Principal

Researcher

Rajiman, S.Pd

Erny Ludvyani

LESSON PLAN III

Class/Semester	: B/ 1
Day and date	: Friday, 6 November 2009
Subject	: English
Duration	: 180 minutes
Theme	: My Environment
Sub-theme	: My Family
Unit	: Unit 3, I Love My Family

Basic Competence : Children are able to communicate orally, having vocabulary and understand the symbolization, in order to prepare for reading and writing stage.

Indicators :

- a. Children are able to name family members
- b. Children are able to say instructions to lead the prayer
- c. Children are able to do the instructions to lead the prayer
- d. Children are able to say the instructions to brush the teeth
- e. Children are able to do the instructions to brush the teeth

A. Learning Objectives:

The children are able to practice their listening-speaking-writing skills during the activities.

B. Learning Materials:

Vocabulary :

- Names of family members: father, mother, brother, sister

Expressions :

- Mentioning the family member: this is my father, this is my sister

Simple classroom instructions:

- Take your toothbrush and brush your teeth
- Let's say a prayer. Shall we?, Thank you

Key Grammar

- Identifying family members: This + is + my + noun
Example: This is my mother, This is my brother

C. Teaching Learning Process:

1. In the Morning

- reviewing the instructions to lead the prayer
- practicing the instructions

2. Look and Say

- identifying family members in the picture and drilling the names of it to the children
- giving examples of correct pronunciation

3. Let's Do It

- singing She's My Mom song
- presenting the family pictures

4. Let's Have a Break

- introducing expressions of giving instructions to brush teeth
- drilling the expressions and practicing it.
- singing the Brush Your Teeth chant

5. Your Turn

- doing a worksheet (tracing and matching)
- Drawing family pictures.

6. Let's Go Home

- reviewing instructions to lead the prayer.
- practicing the instructions
- singing Goodbye song together.

D. Media and Learning Resources:

Pictures, song, chant, game, worksheet.

E. Evaluation:

Participation, worksheet, performance.

Yogyakarta, November 2009.

Principal

Researcher

Rajiman, S.Pd

Erny Ludvyani

LESSON PLAN IV

Class/Semester	: B/ 1
Day and date	: Monday, 9 November 2009
Subject	: English
Duration	: 180 minutes
Theme	: My Environment
Sub-theme	: Time
Unit	: Unit 4, What Time is It?

Basic Competence : Children are able to communicate orally, having vocabulary and understand the symbolization, in order to prepare for reading and writing stage.

Indicators :

- a. Children are able to say the time
- b. Children are able identify the time using clock
- c. Children are able to say the expressions of checking the attendance list
- d. Children are able to say the instructions to play
- e. Children are able to do the instructions to play
- f. Children are able to say the instructions to lead the prayer
- g. Children are able to do the instructions to lead the prayer

A. Learning Objectives:

The children are able to practice their listening-speaking skills during the activities.

B. Learning Materials:

Vocabulary :

- Saying the time: one o'clock, two o'clock ... , twelve o'clock.

Expressions :

- Checking the attendance list: Where is(children' name)?
- Asking time : What time is it?
- Saying the time : It's one o'clock

Simple classroom instructions:

- It's time to play!
- Let's say a prayer. Shall we?, Thank you

Key Grammar

- Checking the attendance list: Where + is + name?
example : Where is Tika?
- Asking time : What + time + is + it?
- Saying the time : It + is + time + o'clock
example : It is two o'clock

C. Teaching Learning Process:**1. In the Morning**

- introducing the expressions of checking the attendance list.
- practicing the instructions
- singing the Where is Andi? chant

2. Look and Say

- watching movie together
- colouring picture of characters from the movie

3. Let's Do It

- identifying time using a clock
- giving examples of correct pronunciation
- singing What Time is It? song

4. Let's Have a Break

- introducing expressions of giving instructions to play
- drilling the expressions and practicing it.

5. Your Turn

- doing a worksheet (dictating and drawing)
- playing Mr. Wolf game.

6. Let's Go Home

- a. reviewing instructions to lead the prayer.
- b. practicing the instructions
- c. singing Goodbye song together.

d. Media and Learning Resources:

Movie, song, chant, game, worksheet, clock.

e. Evaluation:

Participation, worksheet, performance.

Yogyakarta, November 2009.

Principal

Researcher

Rajiman, S.Pd

Erny Ludvyani

APPENDIX G

- **First Draft**



Erny Ludvyani. S



A DAY With ENGLISH

(Student Book)

First Draft



**TK Karya Rini Yogyakarta
Yogyakarta State University**



My Body

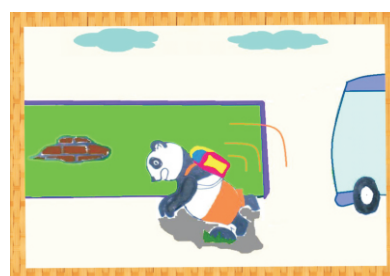
A. In the morning



Good morning
everyone.
How are you
today?

B. Look and Say

Look at the pictures of Baby Panda and listen to the story.

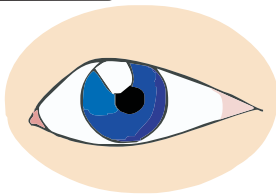


C. Look and Say

Look at the picture below. Listen to your teacher and repeat after her.



EYE



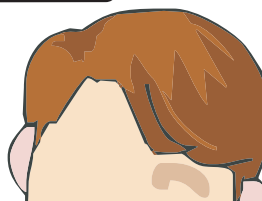
EAR



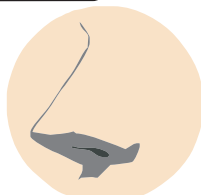
MOUTH



HAIR



NOSE



HAND



BODY



SHAMPOO



TOOTH BRUSH



SOAP



Now sing this song with your friends and teacher.

Head, shoulders, knees, and toes

Head, shoulders, knees, and toes

Head, shoulders, knees, and toes

Knees and toes

Head, shoulders, knees, and toes

Knees and toes

My eyes, my ears, my nose, my mouth

Head, shoulders, knees, and toes

Knees and toes

D. Break time



Before we eat
the snack,
let's wash
our hands



Wash your hands

Wash your hands!

Wash your hands!

Here's the soap

And don't forget to dry it!



E. Your turn

Match the pictures with the name

• ear

• foot

• mouth

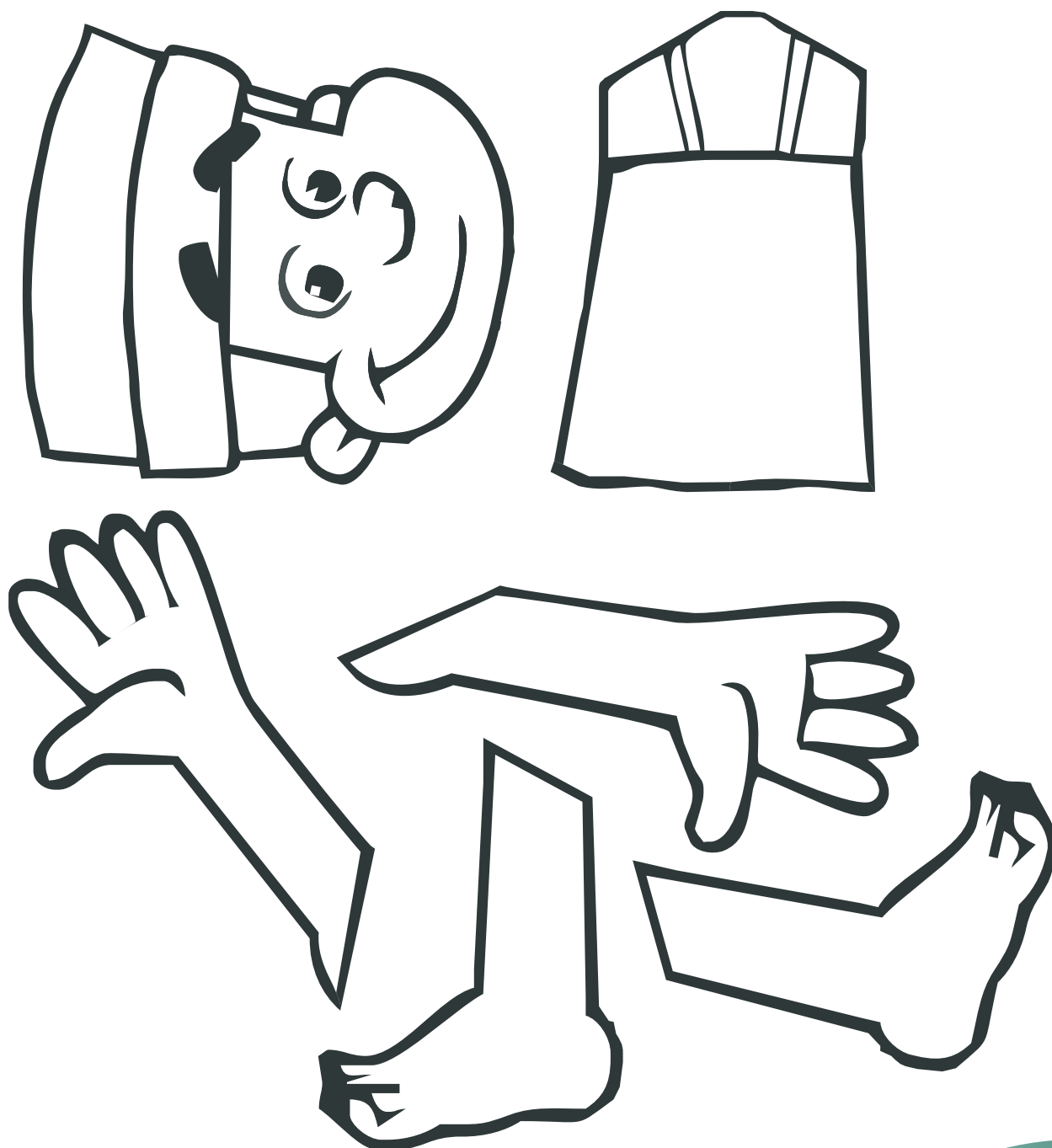
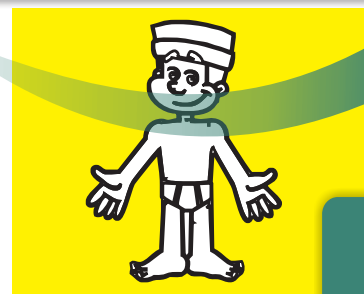
• hand

• nose

• eye



Arrange the puzzle



F. Let's go home

**Good bye**

Goodbye my friends
Goodbye my friends
Next time we'll meet again





Foods and Drinks

A. In the morning



Good Morning,
everyone.
Let's line up!

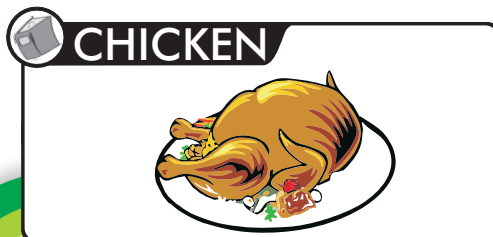
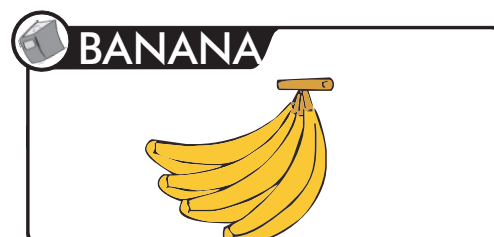
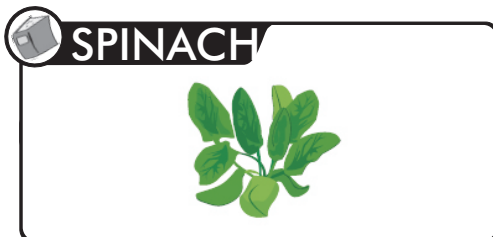
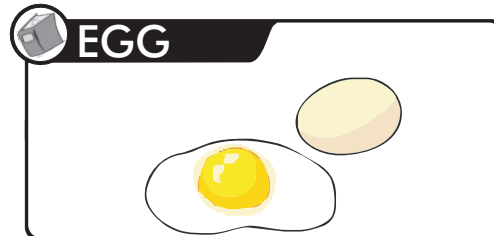
Let's go in

Let's go in
Let's go in
Find your chair and sit down



B. Look and Say

Look at the picture below. Listen to your teacher and repeat after her.



C. Let's Do It

Repeat after your teacher..


I like apple
I like chicken
I like milk

**What do you like?**

Teacher: What do you like?
What do you like?

Students: I like cake.

Now sing this song with your friends and teacher.

Strawberry, mango, melon

Strawberry, mango, melon
Banana, papaya,
Pineapple, watermelon

D. Break Time

Repeat after your teacher..



Let's eat
the snack!



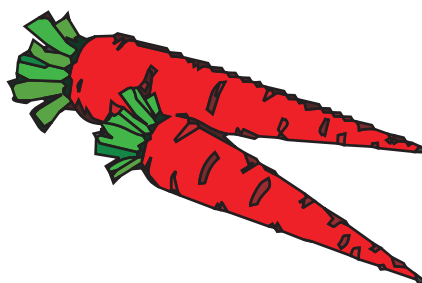
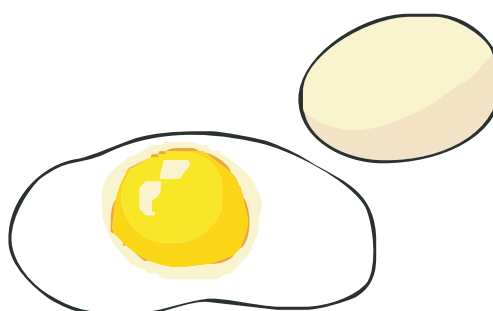
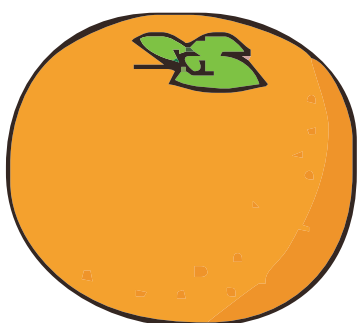
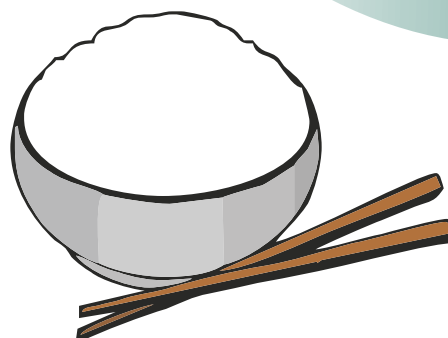
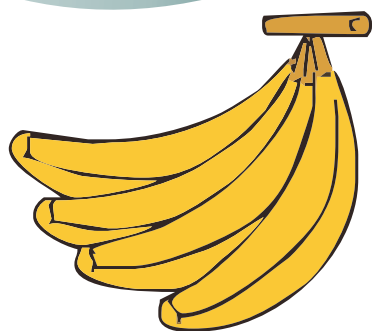
E. Your Turn

It's Healthy Food

Stick the pictures on the right place
(tempel gambar di tempat yang sesuai)

Rice	Side-dish
Vegetable	Fruit
Milk	





Sandwich Party Time

Let's make sandwich with your teacher and friends.



F. Let's go home



Good bye

Goodbye my friends
Goodbye my friends
Next time we'll meet again



A. In the morning



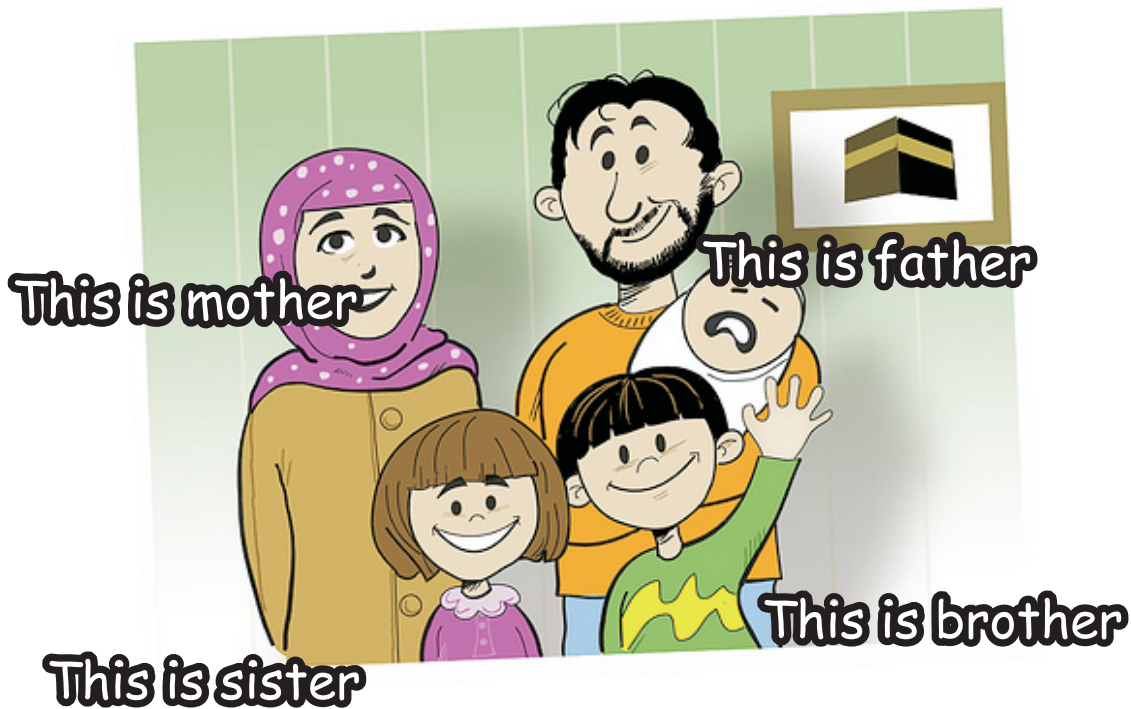
My Family



Good Morning,
everyone.
Let's say a prayer
before we study.
"Pray begin"

B. Look and Say

Look at the picture below. Listen to your teacher and repeat after her.



C. Let's Do It

Now sing this song with your friends and teacher.

**One and one, I love my mother**

One and one, i love my mother
Two and two, i love my father too
Three and three, i love brother sister
One, two, and three, i love my family

Let's play a game.

'Who are you?' Game

Find your family
by asking "Who are you?"

D. Break Time

Repeat after your teacher..



Take your
toothbrush
and brush
your teeth

**Brush your teeth**

Brush, brush
Brush your teeth
Take your toothbrush
And brush your teeth



E. Your Turn

Matching the pictures

Match the pictures in A with the pictures in B

A

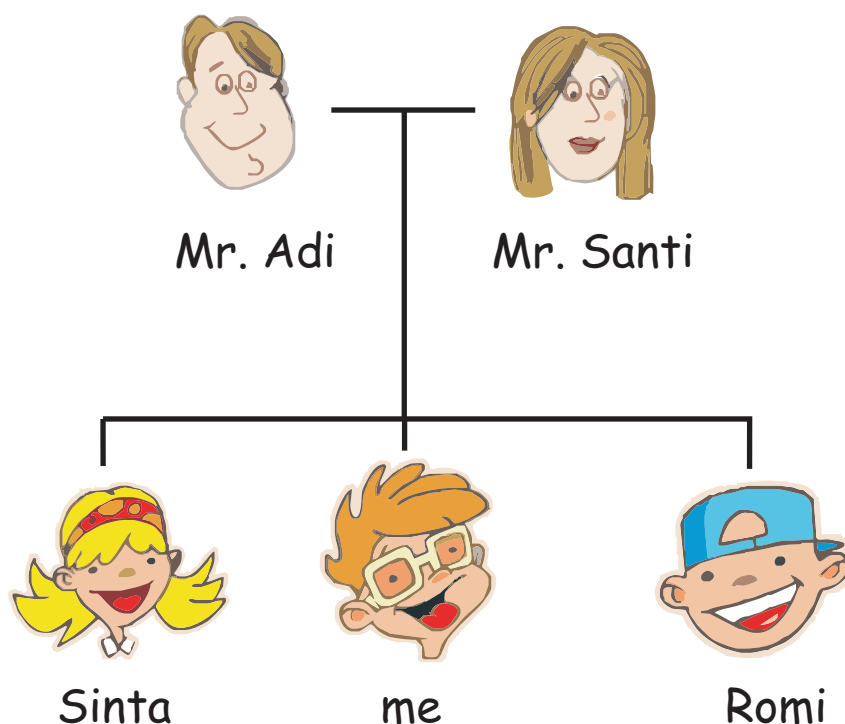


B



Make a family tree.

See the example and make your family tree.



F. Let's go home

**Good bye**

Goodbye my friends
Goodbye my friends
Next time we'll meet again





My Family

A. In the morning



Good Morning,
everyone.
Who's absent
today?

Let's go in

Teacher : Where is
(nama siswa)? 2x
Students: Here I am, Here I am



B. Look and Say

Watch a short clip about 'time' with your teacher and your friends.



C. Let's Do It

Look at the clocks below. Listen to your teacher and repeat after her.



It's one o'clock



It's two o'clock



It's three o'clock



It's four o'clock



It's five o'clock



It's six o'clock



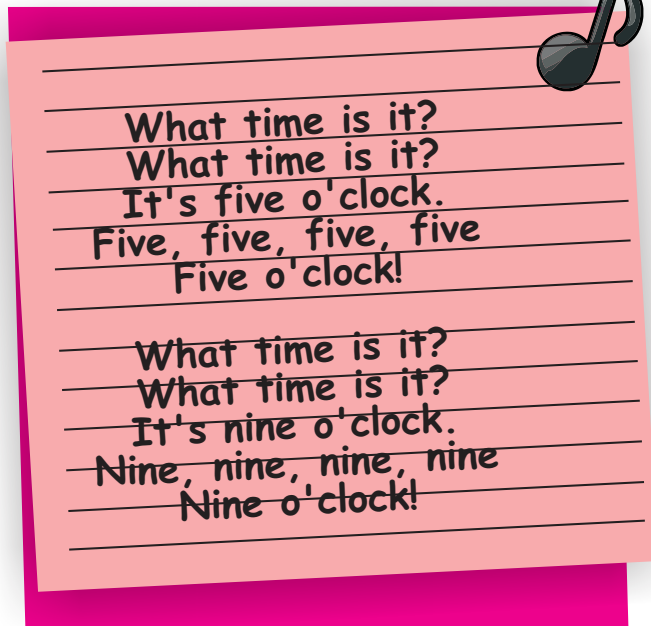
It's seven o'clock



It's eight o'clock

Now sing this chant with your friends and teacher

What time is it?



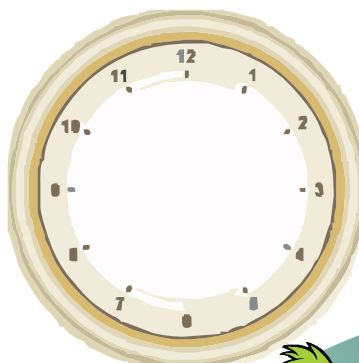
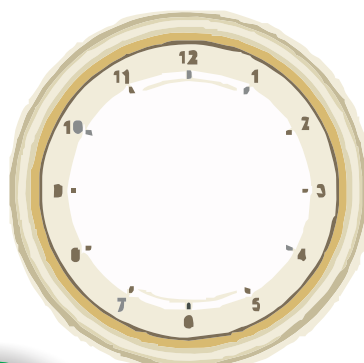
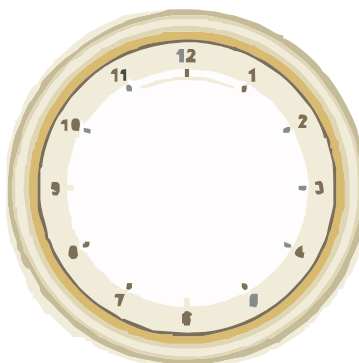
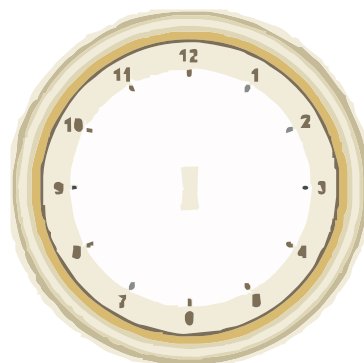
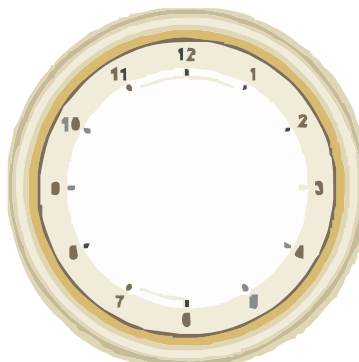
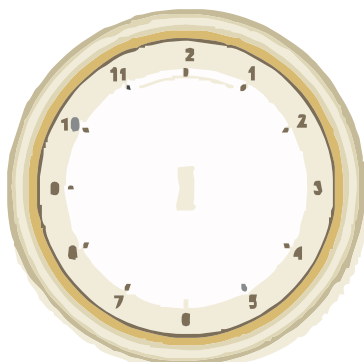
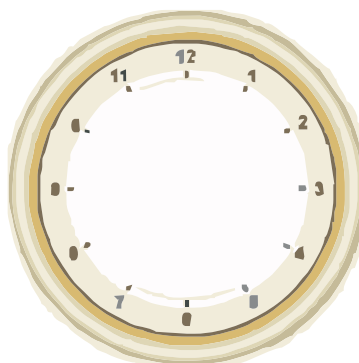
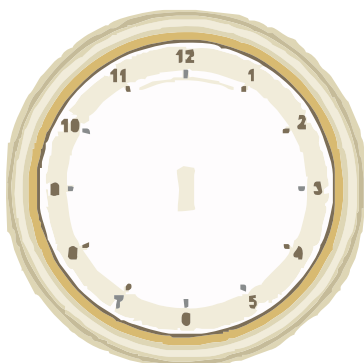
D. Break Time

Repeat after your teacher..



E. Your turn

What time is it?



Let's play Mr. Wolf game!!



F. Let's go home



Good bye

Goodbye my friends
Goodbye my friends
Next time we'll meet again



APPENDIX H

- **Second Draft**



Erny Ludvyani. S



A DAY With ENGLISH

(Student Book)

Second Draft



**TK Karya Rini Yogyakarta
Yogyakarta State University**



My Body

A. In the morning



Good morning
everyone.
How are you
today?

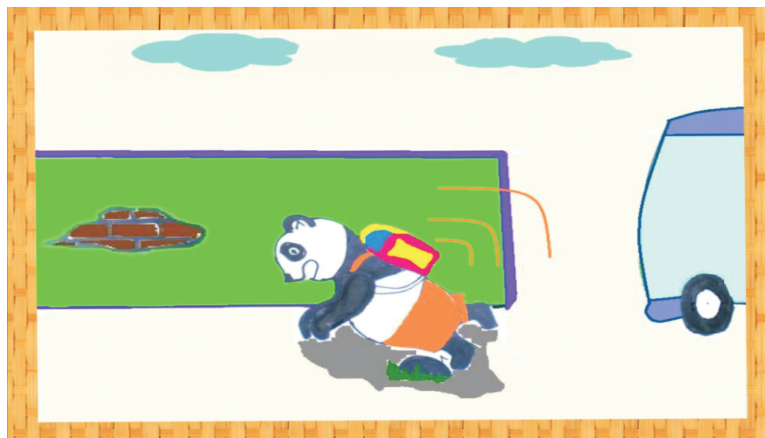


B. Look and Say



Look at the pictures.

1.



2.



3.



4.



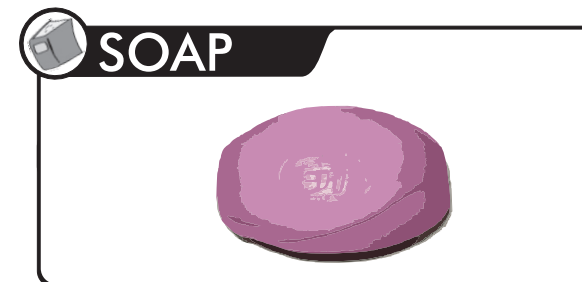
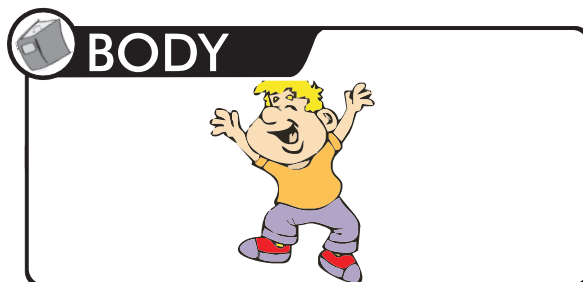
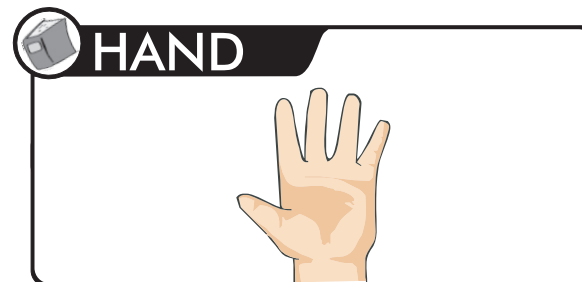
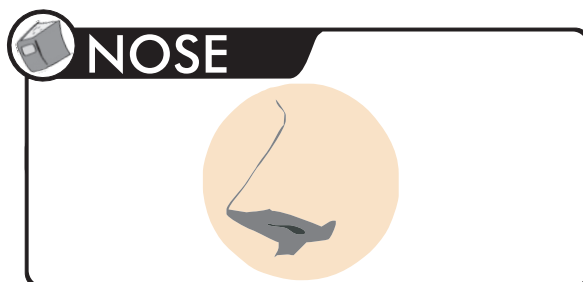
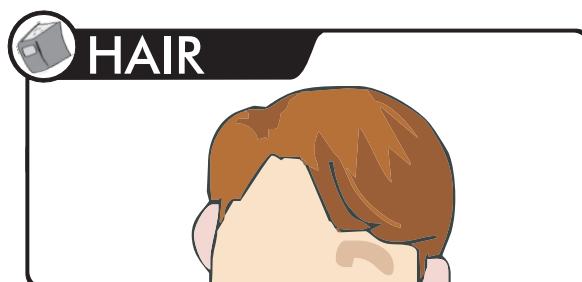
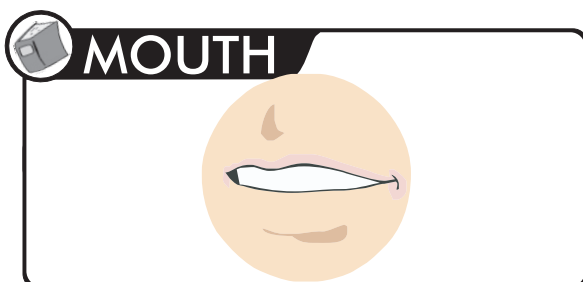
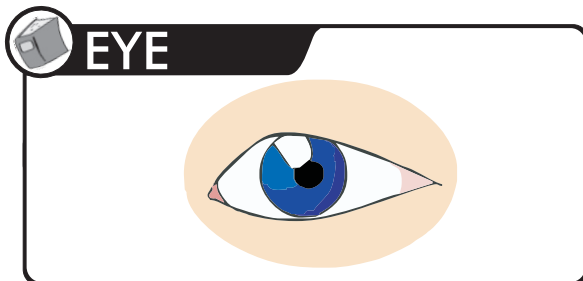
5.



C. Let's Do It



Look at the picture.



Now sing this song with your friends and teachers

Head, shoulders, knees, and toes

Head, shoulders, knees, and toes

Head, shoulders, knees, and toes

Knees and toes

Head, shoulders, knees, and toes

Knees and toes

My eyes, my ears, my nose, my mouth

Head, shoulders, knees, and toes

Knees and toes



Let's play Simon Says game!

Simon says... touch your head
Simon says... touch your knees



D. Break time



Before we eat
the snack,
let's wash
our hands



Wash your hands

Wash your hands!

Wash your hands!

Here's the soap

And don't forget to dry it!



E. Your turn



Trace and Match



ear



foot



mouth



hand



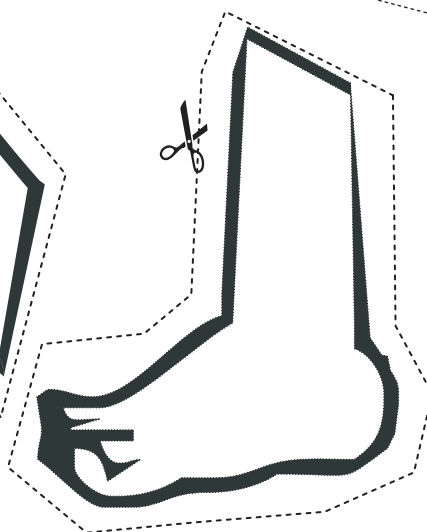
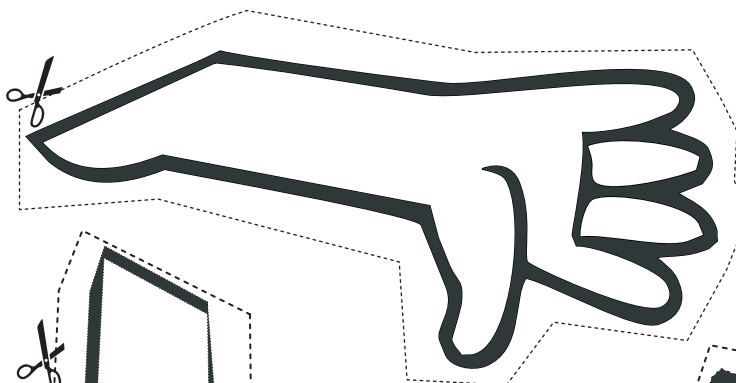
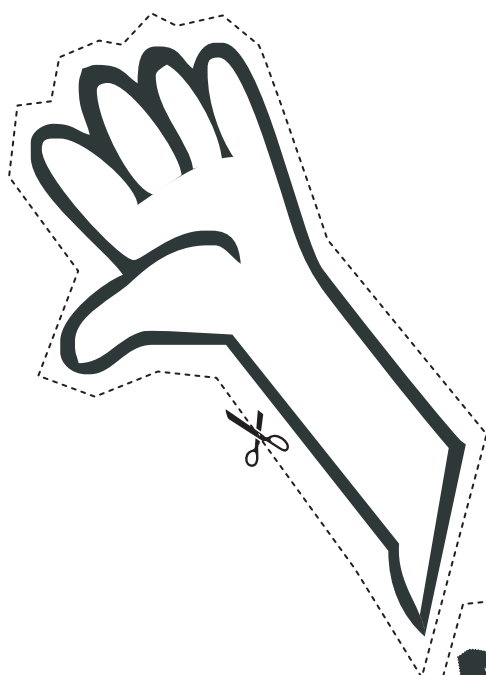
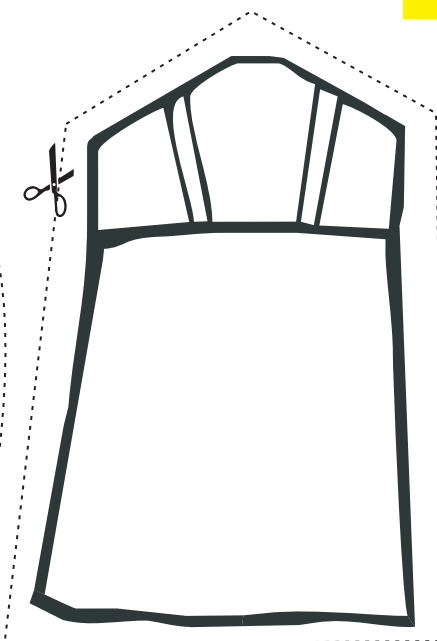
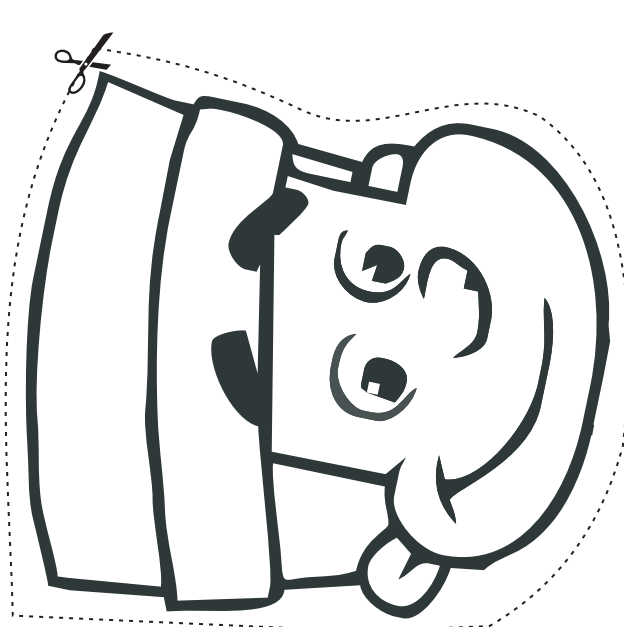
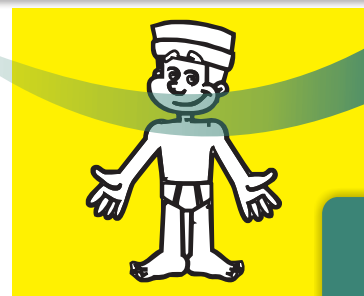
nose



eye



Arrange the puzzle.



F. Let's go home

**Good bye**

Goodbye my friends
 Goodbye my friends
 Next time we'll meet again





Foods and Drinks

A. In the morning



Good Morning,
everyone.
Let's line up!

Let's go in

Let's go in
Let's go in
Find your chair and sit down

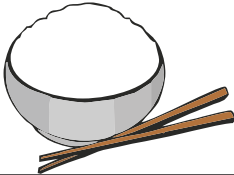


B. Look and Say

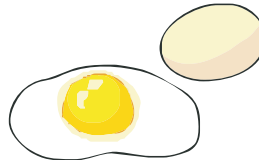
Look at the picture below. Listen to your teacher and repeat after her.



RICE



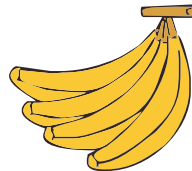
EGG



SPINACH



BANANA



CHICKEN



MILK



C. Let's Do It

Repeat after your teacher..

I like apple
I like chicken
I like milk

**What do you like?**

Teacher: What do you like?
What do you like?

Students: I like cake.

Now sing this song with your friends and teacher.

I Like Apples

Apples, apples. I like apples.
Bananas, bananas. I like bananas.

Because they're yummy yummy yummy
To my tummy tummy tummy (2x)
All right



Let's play a game

Whispering Game

Listen to your teacher and whisper the word to your friend.
Then pick a picture and stick it on the board. The fastest is
the winner!



D. Break Time



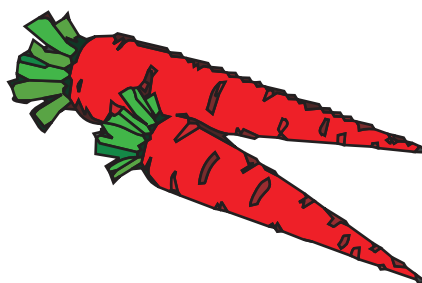
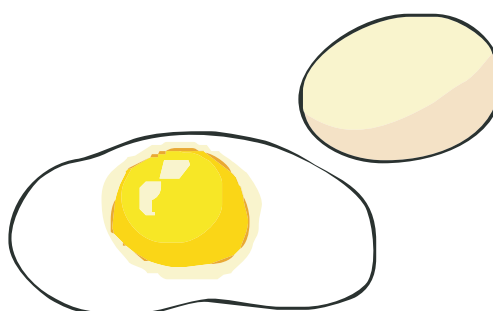
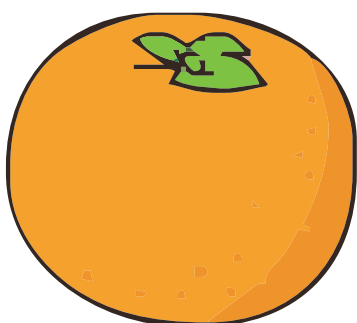
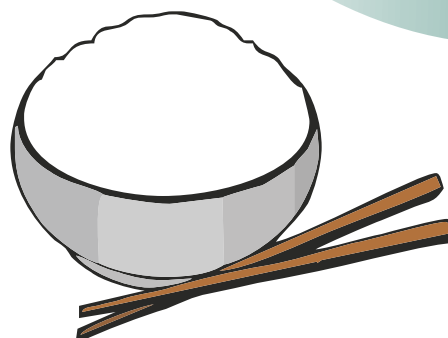
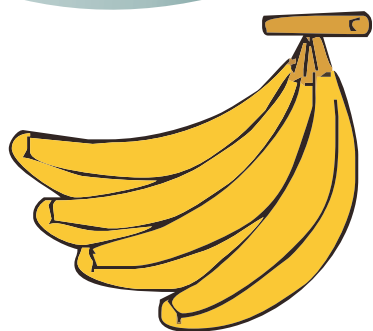
E. Your Turn

It's Healthy Food

Stick the pictures on the right place
(tempel gambar di tempat yang sesuai)

Rice	Side-dish
Vegetable	Fruit
Milk	





Sandwich Party Time

Let's make sandwich with your teacher and friends.

**F. Let's go home****Good bye**

Goodbye my friends
Goodbye my friends
Next time we'll meet again





I Love My Family

A. In the morning



Good Morning,
everyone.
Let's say a prayer
before we study.
"Shall we?"



B. Look and Say

Look at the picture below..





This is my father



This is my mother



This is my sister



This is my brother



This is me



C. Let's Do It



Now sing this song.

She's My Mom

Who's she? Who's she? Who is she?
 She's my mother, she's my mom.
 Who's he? Who's he? Who is he?
 He's my father, he's my dad.
 Who's he? Who's he? Who is he?
 He's my brother, my brother.
 Who's she? Who's she? Who is she?
 She's my sister, my sister.



Tell me about your family..



D. Break Time

Repeat after your teacher..



Take your
toothbrush
and brush
your teeth

**Brush your teeth**

Brush, brush
Brush your teeth
Take your toothbrush
And brush your teeth



E. Your Turn



Matching the pictures



• sister



• father



• brother



• mother



Draw your family picture.



My father
Mr. Roni



My mother
Mrs. Maya



My sister
Siska



My brother
Aldi



F. Let's go home



Good bye

Goodbye my friends
Goodbye my friends
Next time we'll meet again





What Time Is It?

A. In the morning



Good Morning,
everyone.
Who's absent
today?



Let's go in

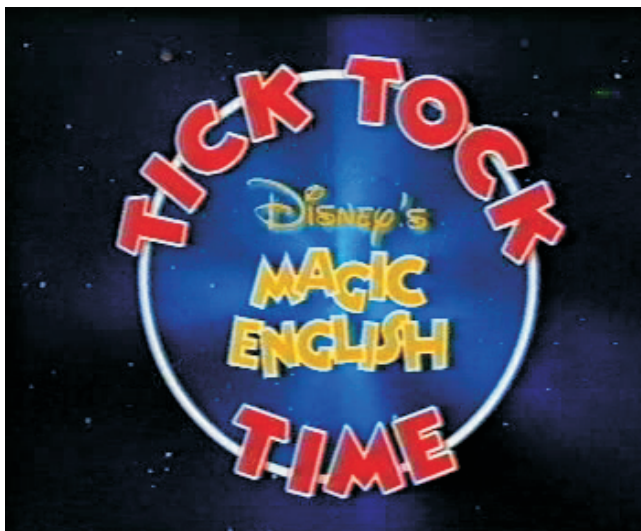
Teacher : Where is
(nama siswa)? 2x
Students: Here I am, Here I am



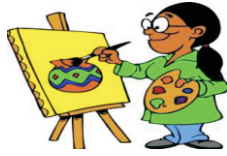
B. Look and Say



Let's watch movie.



Color the picture.



www.coloring-pages-kids.com



C. Let's Do It



Look at the clocks below.



It's one o'clock



It's two o'clock



It's three o'clock



It's four o'clock



It's five o'clock



It's six o'clock



It's seven o'clock



It's eight o'clock



Now sing this chant.

What time is it?



What time is it?
What time is it?
It's five o'clock.
Five, five, five, five
Five o'clock!

What time is it?
What time is it?
It's nine o'clock.
Nine, nine, nine, nine
Nine o'clock!

D. Break Time

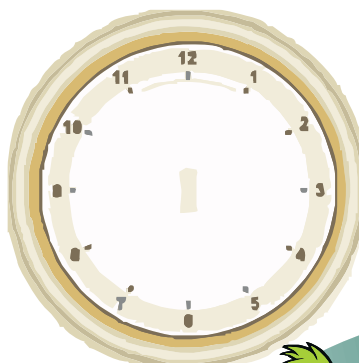
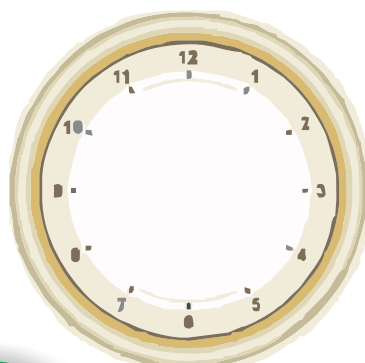
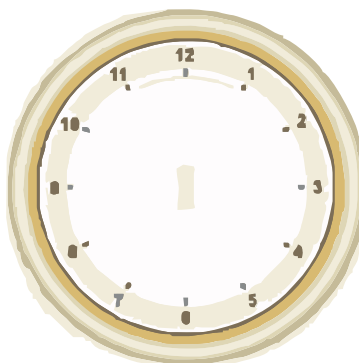
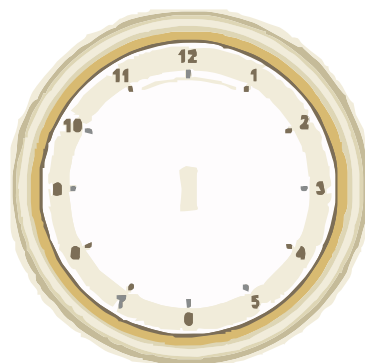
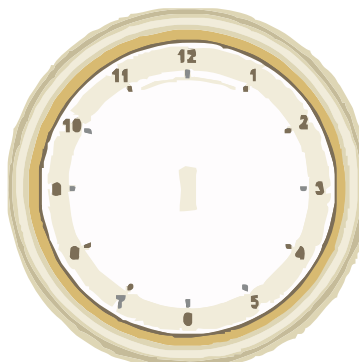
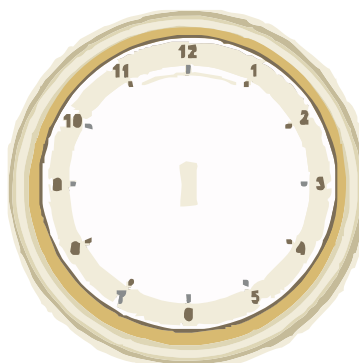
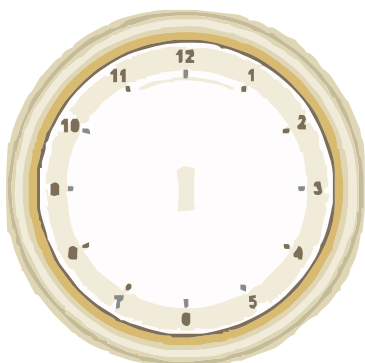
Repeat after your teacher..



E. Your turn



What time is it?



Let's play Mr. Wolf game!!



F. Let's go home



Good bye

Goodbye my friends
Goodbye my friends
Next time we'll meet again



APPENDIX I

- **Final Product**



Erny Ludvyani. S



A DAY With ENGLISH

This book belongs to:

My name is _____

Final Draft



TK Karya Rini Yogyakarta
Yogyakarta State University



My Body

A. In the morning



Good morning
everyone.
How are you
today?

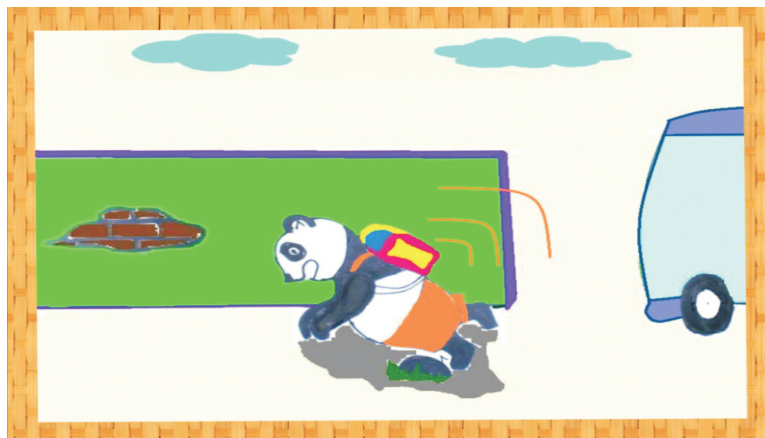


B. Look and Say



Look at the pictures.

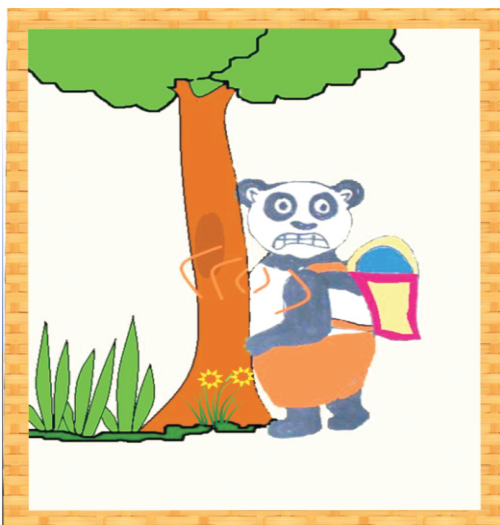
1.



2.



3.



4.



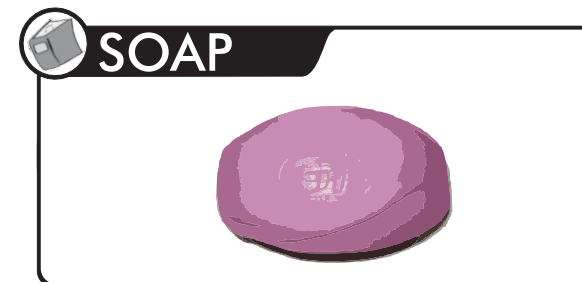
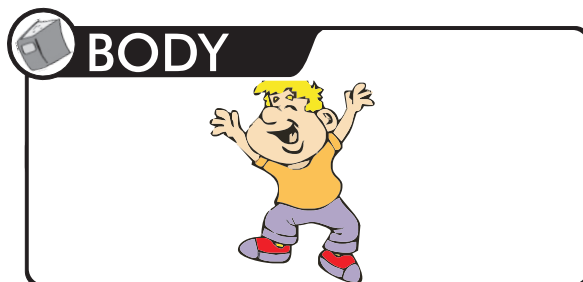
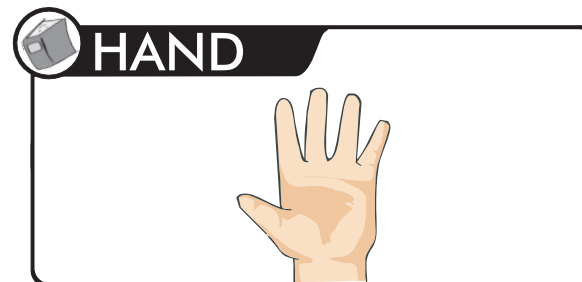
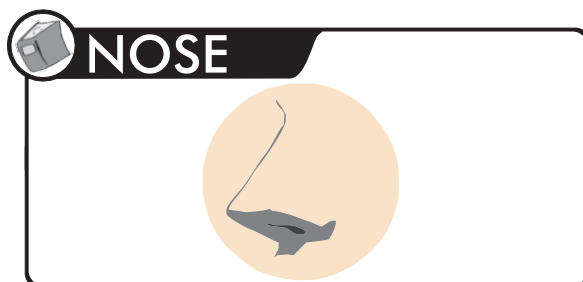
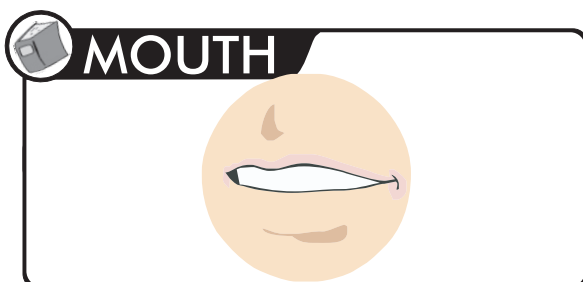
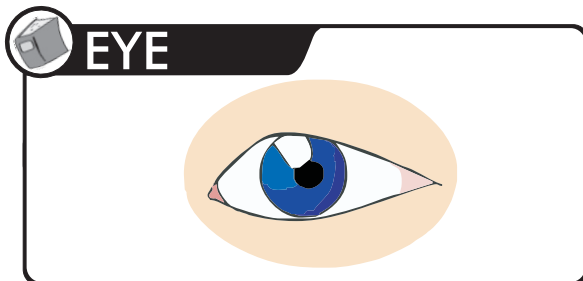
5.



C. Let's Do It



Look at the picture.



Now sing this song with your friends and teachers

Head, shoulders, knees, and toes

Head, shoulders, knees, and toes

Head, shoulders, knees, and toes

Knees and toes

Head, shoulders, knees, and toes

Knees and toes

My eyes, my ears, my nose, my mouth

Head, shoulders, knees, and toes

Knees and toes



Let's play Simon Says game!

Simon says... touch your head
Simon says... touch your knees



D. Break time



Before we eat
the snack,
let's wash
our hands



Wash your hands

Wash your hands!

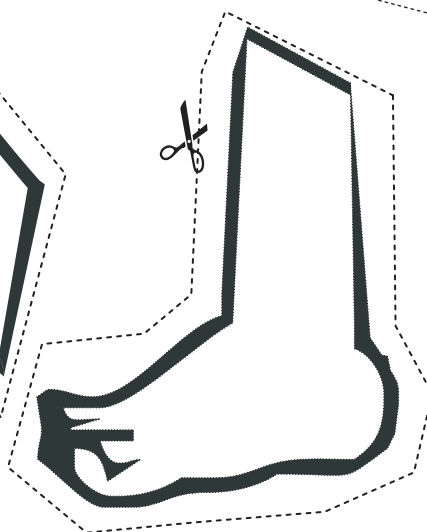
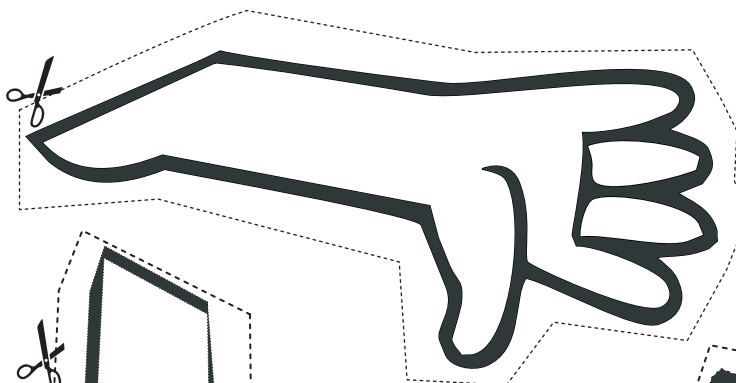
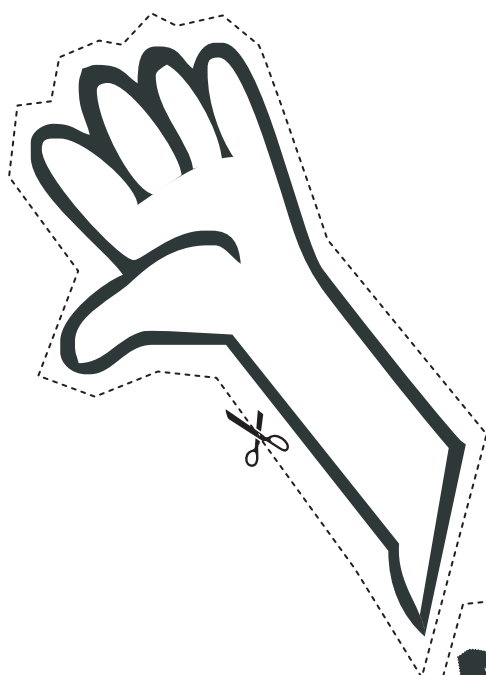
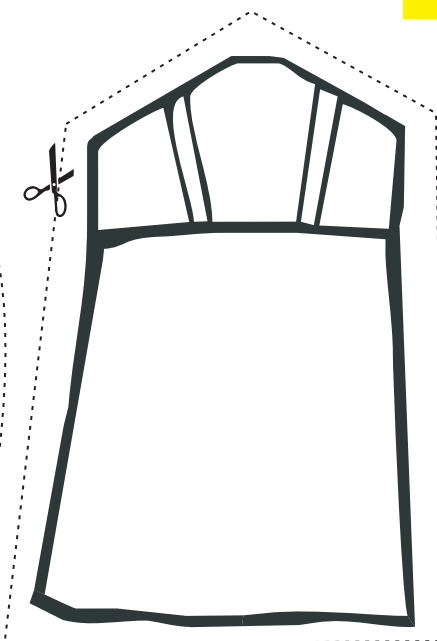
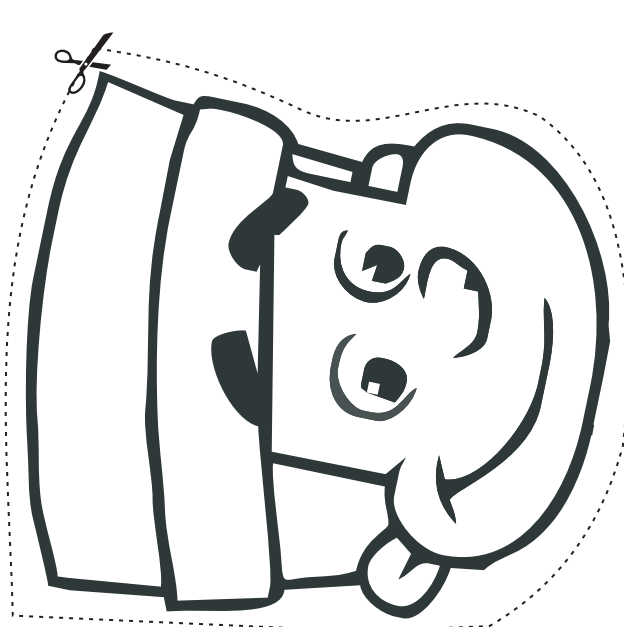
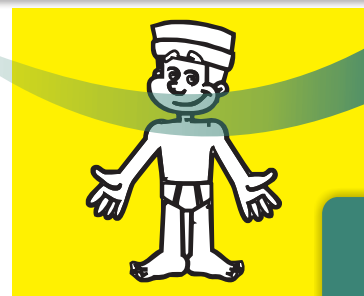
Wash your hands!

Here's the soap

And don't forget to dry it!



Arrange the puzzle.



E. Your turn



Trace and Match



ear



foot



mouth



hand



nose



eye



F. Let's go home

**Good bye**

Goodbye my friends
Goodbye my friends
Next time we'll meet again



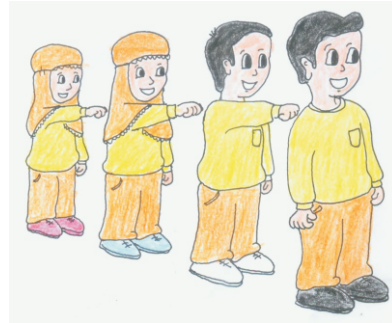


I Like Apples

A. In the morning



Good Morning,
everyone.
Let's line up!



Let's go in

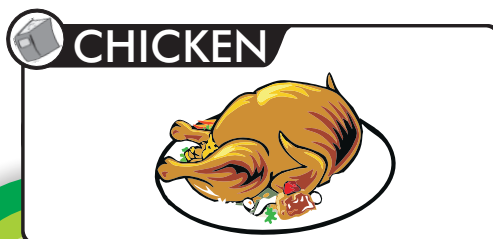
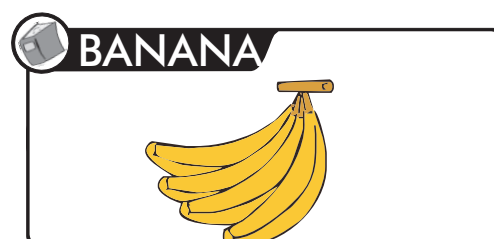
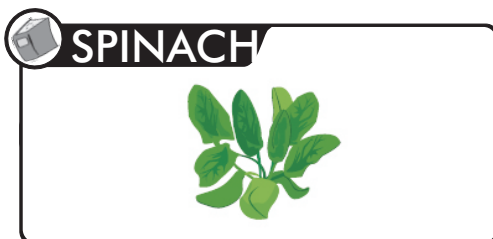
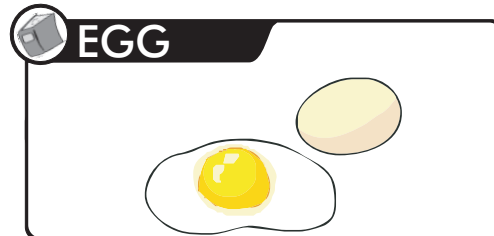


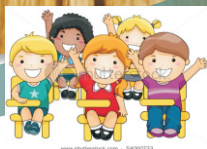
Let's go in
Let's go in
Find your chair and sit down

B. Look and Say



Look at the picture..





C. Let's Do It

I like apple

I like chicken

I like milk



What do you like?

Teacher: What do you like?

What do you like?

Students: I like cake.



Now sing this song

I Like Apples

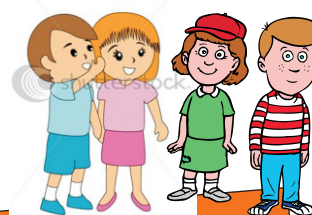
Apples, apples. I like apples.
Bananas, bananas. I like bananas.

Because they're yummy yummy yummy
To my tummy tummy tummy (2x)
All right



Let's play a game

Whispering Game



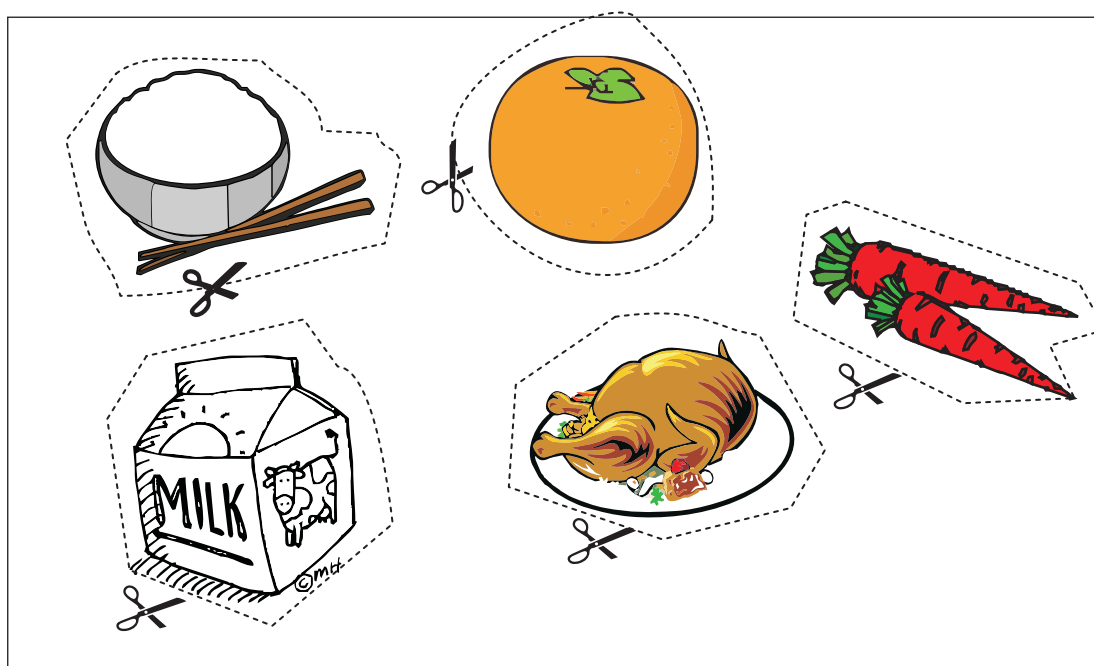
Listen to your teacher and whisper the word to your friend.
Then pick a picture and stick it on the board. The fastest is the winner!



D. Break Time



www.shutterstock.com · 5486863



E. Your Turn



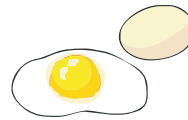
It's Healthy Food

Stick the pictures on the right place
(tempel gambar di tempat yang sesuai)

Rice



Side-dish



Vegetable



Fruit



Milk



Sandwich Party Time

Let's make sandwich.



F. Let's go home



Good bye

Goodbye my friends
Goodbye my friends
Next time we'll meet again





I Love My Family

A. In the morning

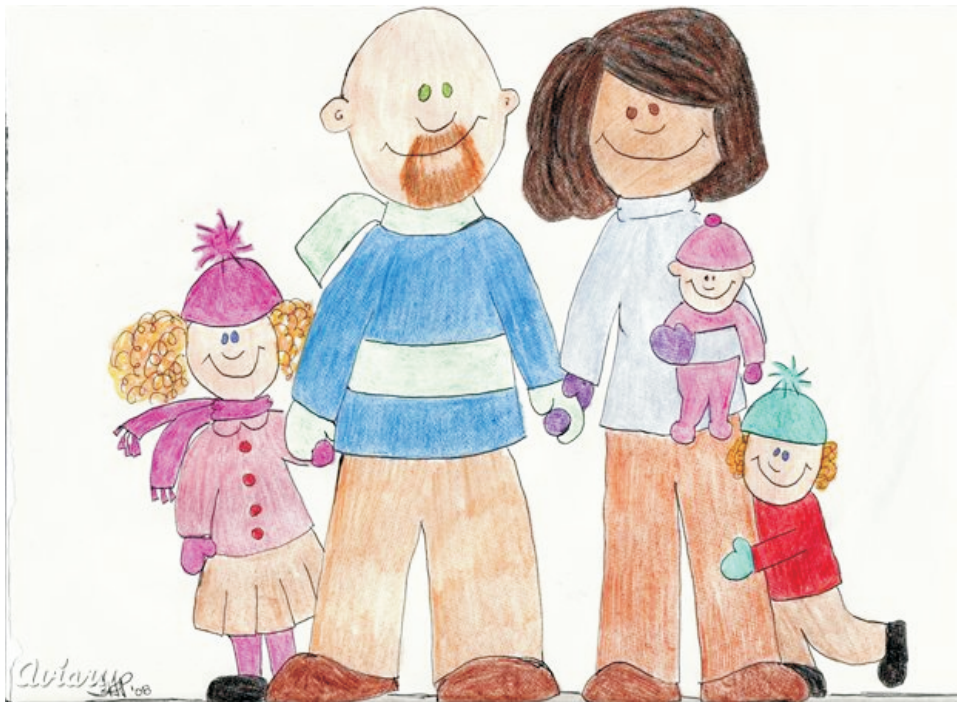


Good Morning,
everyone.
Let's say a prayer
before we study.
"Shall we?"



B. Look and Say

Look at the picture below..





This is my father



This is my mother



This is my sister



This is my brother



This is me



C. Let's Do It



Now sing this song.

She's My Mom

Who's she? Who's she? Who is she?
 She's my mother, she's my mom.
 Who's he? Who's he? Who is he?
 He's my father, he's my dad.
 Who's he? Who's he? Who is he?
 He's my brother, my brother.
 Who's she? Who's she? Who is she?
 She's my sister, my sister.



Tell me about your family..



D. Break Time

Repeat after your teacher..



Take your
toothbrush
and brush
your teeth

**Brush your teeth**

Brush, brush
Brush your teeth
Take your toothbrush
And brush your teeth



E. Your Turn



Matching the pictures



• sister



• father



• brother



• mother



Draw your family picture.



My father
Mr. Roni



My mother
Mrs. Maya



My sister
Siska



My brother
Aldi



F. Let's go home



Good bye

Goodbye my friends
Goodbye my friends
Next time we'll meet again





What Time Is It?

A. In the morning



Good Morning,
everyone.
Who's absent
today?



Let's go in

Teacher : Where is
(nama siswa)? 2x
Students: Here I am, Here I am



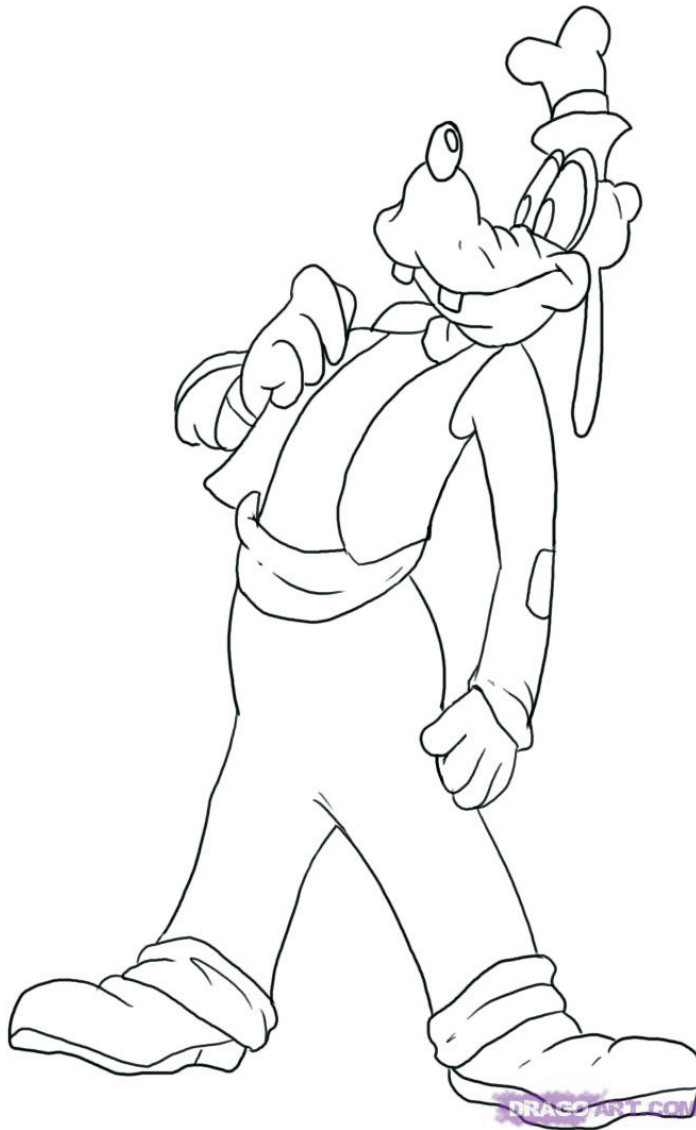
B. Look and Say



Let's watch movie.



Color the picture.





C. Let's Do It

Look at the clocks below.



It's one o'clock



It's two o'clock



It's three o'clock



It's four o'clock



It's five o'clock



It's six o'clock



It's seven o'clock



It's eight o'clock



Now sing this chant.

What time is it?



What time is it?
What time is it?
It's five o'clock.
Five, five, five, five
Five o'clock!

What time is it?
What time is it?
It's nine o'clock.
Nine, nine, nine, nine
Nine o'clock!

D. Break Time

Repeat after your teacher..



E. Your turn



What time is it?



Let's play Mr. Wolf game!!



F. Let's go home



Good bye

Goodbye my friends
Goodbye my friends
Next time we'll meet again





Erny Ludvyani. S



A DAY With ENGLISH

(Teacher manual)



TK Karya Rini Yogyakarta
Yogyakarta State University



My Body

A. In the morning

Guru memperkenalkan ungkapan greeting kepada siswa.

Guru menyapa siswa dengan “*Good morning, everyone.*” lalu siswa menjawab “*Good morning, (nama guru).*” . Kemudian guru menanyakan keadaan siswa dengan bertanya “*How are you today?*” lalu siswa menjawab, “*I’m fine, thank you. And you?*” guru menjawab, “*I’m fine, thank you.*” .

Untuk selanjutnya ungkapan salam ini dipakai setiap pagi.

B. Look and say

Guru membacakan sebuah cerita berjudul *Careless Baby Panda* (Bayi Panda yang Ceroboh). Guru bercerita sambil menunjukkan gambar-gambar sesuai dengan alur cerita.

One day, a little baby panda went home from school. He walked, and walked, and walked alone home.

The baby panda saw an ice cream car. “Hmm, yummy ice cream,” said the baby panda. He didn’t see the street he walked on, and buk, the baby panda stubbed. “Ouch my toe, my toe, it hurts. Then the baby panda bandaged his toe.

The baby panda, walked, and walked, and walked again. He saw a lollipop man. “Hmm, yummy lollipop”, said the baby panda. He didn’t see the street he walked on, and buk, he stubbed again. “Ouch..my knee, my knee, it hurts”. Then he bandaged his knee.

The baby panda, walked, and walked, and walked again. He saw a toys man. “Hmm, cool toys”, said the baby panda. He didn’t see the street he walked on, and buk, he bumped into a tree. “Ouch..my shoulder, my shoulder, it hurts”. Then he bandaged his shoulder.

The baby panda, walked, and walked, and walked again. He saw a plane up. “Wow, cool plane”, said the baby panda. He didn’t see the street he walked on, and buk, he bumped into a wall. “Ouch..my head, my head, it hurts”. Then he bandaged his head.

What a poor baby panda he was. He got four bandages on his body, one on his head, one on his shoulder, one on his knee, and one on his toe. He was a careless baby panda ever.





C. Let's do it

Guru menyebutkan nama-nama benda yang ada di gambar lalu siswa menirukannya.

1. Sambil menunjukkan gambar anggota tubuh, guru menyebutkan fungsi dari bagian-bagian tubuh tersebut. Guru bisa memberikan tambahan materi di luar contoh yang diberikan.

Contoh :

"They are eyes. Eyes are for seeing." (sambil menunjukkan gambar mata)

"It is nose. Nose is for smelling" (sambil menunjukkan gambar hidung)

"It is mouth. Mouth is for eating" (sambil menunjukkan gambar mulut)

"They are ears. Ears are for listening" (sambil menunjukkan gambar telinga)

1. Sambil menunjukkan gambar anggota tubuh, guru menyebutkan cara menjaga kebersihan bagian-bagian tubuh tersebut. Guru bisa memberikan tambahan materi di luar contoh yang diberikan.

Contoh :

"How to clean your hair?" (sambil menunjukkan gambar rambut). *"We clean our hair with shampoo."*

"How to clean your teeth?" (sambil menunjukkan gambar gigi). *"We clean our teeth with toothbrush."*

"How to clean your body?" (sambil menunjukkan gambar tubuh). *"We clean our body with soap."*

"How to clean your hands?" (sambil menunjukkan gambar tangan). *"We clean our hands with soap."*





Guru menyanyikan lagu “*Head, shoulder, knees , and toes*” bersama siswa sambil menunjukkan bagian tubuh yang disebutkan ketika bernyanyi.

D. Break time

Sebelum siswa menikmati snack saat istirahat, guru meminta siswa untuk mencuci tangan terlebih dahulu. Sebelum itu guru memberi aba-aba, “*Before we eat the snack, let’s wash our hands!*” lalu siswa menjawab “*Let’s go!*”.

Guru dan siswa kemudian keluar dari kelas menuju tempat cuci tangan. Sambil mencuci tangan semua menyanyikan *chant* “*Wash your hands*”.

E. Your turn

1. *Matching activity* (mencocokkan gambar)

Siswa diberi *worksheet* tentang anggota tubuh dan alat untuk membersihkan anggota tubuh tersebut. Siswa diminta mencocokkan gambar di kolom A dengan gambar di kolom B dengan cara menarik garis.

2. *Arranging puzzle* (menyusun puzzle)

Siswa menyusun potongan-potongan puzzle berupa bagian-bagian tubuh hingga menjadi sebuah puzzle yang baik. Sebelum diberikan pada siswa, guru dapat menggunting bagian-bagian tubuh tersebut sesuai dengan petunjuk yang diberikan.

F. Let’s go home

Setelah pelajaran selesai, guru menutup dengan doa. Guru memberi aba-aba “*Let’s say our prayer. Pray do.*” dan setelah selesai berdoa, guru mengucapkan “*Enough.*”. Kemudian guru dan siswa menyanyikan lagu “*Goodbye*” sebelum keluar dari kelas.





Foods and Drinks

A. In the morning

Sebelum masuk ke dalam kelas, guru meminta siswa untuk berbaris. Guru lalu memberikan aba-aba untuk berbaris. Pertama guru mengucapkan “*Attention.*” lalu siswa berdiri dalam posisi siap. Kemudian guru memberi aba-aba kedua, “*Cover.*” yang berarti lencang depan, diikuti dengan “*Recover.*” yang berarti tegak dan terakhir guru memberi aba-aba “*Enter the classroom.*” Dan meminta siswa untuk masuk ke dalam kelas sambil masuk ke dalam kelas, siswa menyanyikan *chant* “*Let's go in.*”

B. Look and say

1. Guru bertanya pada siswa, “What do you eat for breakfast?” (Apa yang kamu makan ketika sarapan?) dan siswa menjawab pertanyaan tersebut menggunakan, “I eat *bread* for breakfast.” (Saya makan roti). Siswa bisa mengganti nama makanan sesuai yang mereka makan.
2. Guru menunjukkan gambar-gambar makanan sehat (4 sehat 5 sempurna) kepada siswa. Guru menyebutkan nama makanan tersebut dan siswa menirukan. Guru dapat menggunakan kalimat, “It is(*milk*).” (Ini susu). Guru mengajarkan konsep makanan 4 sehat 5 sempurna atau *Healthy Food* kepada siswa, yaitu *rice* (nasi), *side-dish* (lauk pauk), *vegetable* (sayuran), *fruit* (buah), dan *milk* (susu).

C. Let's do it

1. Guru mengajarkan ungkapan *I like...* kepada siswa. Guru mengawali dengan mengucapkan, “*I like apple.*” sambil menunjukkan gambar apel. Lalu guru bertanya kepada siswa, “*What do you like?*” dan siswa menjawab, “*I like...(diisi sesuai kegemaran siswa)*” sambil menunjukkan gambar benda yang disukainya.
2. Guru dan siswa mempraktekkan ungkapan *I like...* menggunakan *chant* “*What do you like?*”
3. Guru dan siswa bersama-sama menyanyikan lagu “*I like apples.*”





1. Siswa bermain *Whispering game*. Guru membagi siswa dalam dua kelompok, A dan B (nama kelompok optional). Tiap kelompok diberi satu set gambar *healthy food*. Tiap kelompok lalu berbaris memanjang menghadap ke papan tulis. Guru membagi papan tulis menjadi 2 bagian masing-masing untuk tiap kelompok. Sebelum permainan dimulai, guru memberi instruksi pada murid bahwa mereka akan bermain *Whispering game*. Guru akan berbisik dan menyebutkan nama satu makanan pada satu siswa dalam tiap kelompok. Siswa tersebut lalu berbisik pada temannya secara berantai sampai pada siswa yang paling depan. Kemudian siswa yang paling depan akan mengambil gambar sesuai yang dibisikkan temannya lalu menempelkannya pada papan tulis. Kelompok yang paling cepat adalah pemenangnya.

D. Break time

Sebelum makan snack, guru memimpin doa terlebih dahulu. Guru memberi aba-aba “*Let’s say our prayer. Pray do.*” dan mengakhiri doa dengan “*Enough.*”

Setelah itu guru memberi aba-aba “*Let’s eat the snack!*” dan siswa boleh mulai menikmati snack mereka.

E. Your turn

- *Sticking activities* (menempel gambar)

Guru memberikan *worksheet* kepada siswa berupa *sticking activities* (menempel). Tiap siswa diberikan gambar-gambar makanan dan minuman dan sebuah *worksheet* yang berupa tabel dengan kategori *rice, vegetable, fruit, side dish, dan milk*.

Siswa lalu menempelkan gambar yang mereka miliki pada *worksheet* yang kedua. Siswa menempelkan gambar sesuai dengan kategori di tabel.





- *Making Sandwich* (membuat sandwich)

Siswa bersama-sama membuat sandwich dengan bahan dan peralatan yang telah disiapkan oleh guru. Bahan dapat berupa roti tawar, margarin, selai, meses, chocho chip, dan bahan lainnya sesuai kebutuhan.

Siswa kemudian membuat sandwich sendiri sesuai kreativitas mereka. Setelah selesai siswa dapat menikmati sandwich buatan mereka sendiri.

F. Let's go home

Setelah pelajaran selesai, guru menutup dengan doa. Guru memberi aba-aba "*Let's say our prayer. Pray do.*" dan setelah selesai berdoa, guru mengucapkan "*Enough.*". Kemudian guru dan siswa menyanyikan lagu "*Goodbye*" sebelum keluar dari kelas.





My Family

A. In the morning

Sebelum memulai pelajaran, terlebih dulu guru memimpin siswa untuk berdoa. Guru memberi aba-aba, *"Before we study, let's say our prayer. Pray do."* Dan setelah selesai berdoa guru memberi aba-aba *"Enough."*

B. Look and say

1. Guru menunjukkan gambar sebuah keluarga yang terdiri dari ayah, ibu, dan 3 orang anak. Guru menunjuk sebuah gambar dan bertanya kepada siswa, *"Who is he/she?"* (siapa dia?). Siswa menjawab, *"He/she is mother/ father/ brother/ sister"* (Dia adalah ayah/ ibu/ saudara laki-laki/ saudara perempuan).
2. Guru menunjuk gambar sambil menyebutkan tokoh yang ada di gambar; *Father, Mother, Brother, Sister*, dan siswa menirukan.

Contoh: *This is father, this is mother, this is brother, this is sister.*

C. Let's do it

- Guru menyanyikan sebuah lagu *"She's my mom"* dan siswa menirukan. Guru dapat menyanyikan lagu tersebut sambil menunjukkan gambar.
- Guru menunjukkan gambar sebuah pohon keluarga dan menyebutkan nama-nama anggota keluarga lalu siswa menirukan, *"He is father."*, dan lainnya. Guru lalu dapat memberikan pertanyaan *"Who is he?"* sambil menunjuk gambar kemudian siswa diminta menjawab pertanyaan guru.

Pada bagian ini guru menjelaskan konsep family tree dan hubungan keluarga yang ditunjukkan oleh garis keluarga.





- Siswa bermain *Who are you* game. Sebelumnya guru menyiapkan kartu dengan gambar anggota keluarga (*father, mother, brother, sister*) dan namanya (*father John, mother John, brother John, sister John, etc*). Guru kemudian mengocok kartu dan memberikan satu kartu pada tiap siswa. Jelaskan kepada siswa bahwa itu adalah gambar anggota keluarga. Kemudian siswa diminta untuk menemukan keluarga mereka (sesuai dengan nama keluarga) dengan bertanya "*Who are you?*". Setelah mereka menemukan anggota keluarganya, mereka bisa duduk bersama dan menyebutkan nama anggota keluarga mereka.

D. Break time

Setelah siswa selesai makan snack, guru meminta siswa untuk menggosok gigi mereka. Bersama-sama mereka keluar kelas dan menuju tempat menggosok gigi. Sebelum siswa mulai menggosok gigi guru memberikan aba-aba "*Take your toothbrush and brush your teeth.*" Setelah semua siswa selesai menggosok gigi, mereka menyanyikan *chant* "*Brush your teeth.*" Bersama-sama.

E. Your turn

1. Matching pictures (mencocokkan gambar)

Guru memberikan worksheet berupa gambar anggota keluarga. Siswa lalu diminta mencocokkan gambar anggota keluarga dengan pasangannya. Siswa menarik garis dari gambar di kolom A ke gambar di kolom B, misalnya gambar *father* ke gambar *mother* karena pasangan *father* adalah *mother*.

2. Making family tree (membuat pohon keluarga)

Guru menunjukkan kembali *family tree* (pohon keluarga). Guru kemudian meminta siswa membuat pohon keluarganya masing-masing sesuai dengan contoh pada kertas yang sudah diberikan. Guru juga dapat memberi contoh sendiri dengan membuat gambar pohon keluarga di papan tulis.





F. Let's go home

Setelah pelajaran selesai, guru menutup dengan doa. Guru memberi aba-aba “*Let’s say our prayer. Pray do.*” dan setelah selesai berdoa, guru mengucapkan “*Enough.*”. Kemudian guru dan siswa menyanyikan lagu “*Goodbye*” sebelum keluar dari kelas.





A. In the morning

Sebelum memulai pelajaran, guru mengecek kehadiran siswa terlebih dahulu. Guru bertanya kepada siswa *“Who’s absent today?”* lalu menyanyikan *chant* *“Where is Andi?”*. Guru bisa mengganti nama *Andi* dengan nama siswa. Guru mulai menyanyikan *chant* *“Where is(nama siswa)?”* lalu siswa yang disebutkan namanya menjawab, *“Here I am.”*

B. Look and say

Guru dan siswa menonton sebuah klip pendek tentang *time* bersama-sama. Dalam klip pendek tersebut ada beberapa pertanyaan interaktif yang dapat dijawab oleh siswa. Setelah selesai menonton klip tersebut guru dapat memberikan beberapa pertanyaan terkait dengan isi klip tersebut.

C. Let’s do it

1. Guru menjelaskan tentang *time* (waktu) menggunakan realia sebuah jam yang ukurannya besar. Guru dapat menggunakan ungkapan, *“What time is it?”* (jam berapa sekarang?) untuk bertanya dan siswa menjawab, *“It is.....o’clock”* (sekarang jam...). Guru bisa memindahkan jarum jam sesuai keinginan.
2. Guru menyanyikan sebuah *chant* berjudul *What time is it?* Kemudian siswa menirukan.





D. Break time

Setelah siswa selesai menggosok gigi, siswa bebas bermain di halaman sekolah. Sebelum siswa boleh bermain, guru memberikan aba-aba “*It’s time to play!*”. Setelah itu siswa dapat bebas bermain

E. Your turn

1. Dictating time (mencongak)

Siswa mengerjakan worksheet yang diberikan oleh guru. Guru menyebutkan waktunya kemudian siswa menjawab pertanyaannya dengan menggambar jarum jam pada jam yang ada di worksheet.

2. Mr. Wolf game.(bermain permainan Mr. Wolf)

Guru mengajak siswa keluar kelas dan bermain *Mr. Wolf*. Cara bermainnya sebagai berikut:

- Guru menunjuk seorang siswa untuk menjadi *Mr. Wolf* dan siswa lainnya menjadi ayam. Siswa yang menjadi ayam harus menghindari *Mr. Wolf* agar tidak tertangkap.
- Siswa yang menjadi ayam kemudian berbaris sejajar menyamping dan berdiri sejauh 2 meter dari *Mr. Wolf*. Kemudian ayam bertanya pada *Mr. Wolf*, “*What time is it?*” lalu *Mr. Wolf* menjawab “*It is one o’clock*”.
- Ayam lalu maju satu langkah lalu mengulangi pertanyaan yang sama. Ayam maju sesuai dengan waktu yang disebutkan *Mr. Wolf*. Jika waktunya *eight o’clock* maka ayam maju delapan langkah dan seterusnya. Permainan berlanjut sampai *Mr. Wolf* berkata “*It’s time for dinner*”. *Mr. Wolf* lalu menangkap ayam dan ayam yang tertangkap keluar dari permainan. Ayam yang terakhir adalah pemenangnya.





F. Let's go home

Setelah pelajaran selesai, guru menutup dengan doa. Guru memberi aba-aba “*Let’s say our prayer. Pray do.*” dan setelah selesai berdoa, guru mengucapkan “*Enough.*”. Kemudian guru dan siswa menyanyikan lagu “*Goodbye*” sebelum keluar dari kelas.



APPENDIX J

- **Documentation**



