

DEVELOPING SONG-BASED TASKS FOR VOCABULARY LEARNING
AMONG GRADE V STUDENTS OF ELEMENTARY SCHOOL

THESIS

Presented as partial fulfillment of requirements to attain the degree of *Sarjana Pendidikan* in
English Education Departement



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**DEVELOPING SONG-BASED TASKS FOR VOCABULARY
LEARNING AMONG GRADE FIVE STUDENTS OF
ELEMENTARY SCHOOL**

A Thesis

**Presented as a Partial Fulfillment of the Requirements for the
Attainment of the *Sarjana Pendidikan* Degree in the English
Language Education**

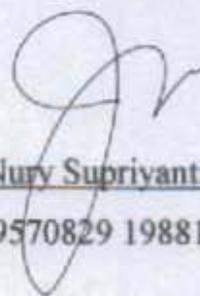
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Yogyakarta, September 2016

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DEDICATIONS

I dedicate this thesis to my parents,

Sartono and Siti Hasanah

My brothers; Agus Sunaryo, M.S.I., and Nur Alamsyah

MOTTOS

"Therefore remember Me, I will remember you, and be thankful to Me, and do not be ungrateful to Me." [Qur'an 2:152]

"Life isn't about finding yourself. Life is about creating yourself"

-George Bernard Shaw-

"Sometimes people are beautiful. Not in looks. Not in what they say. Just in what they are"

-Markus Zusak-

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

Yogyakarta, September 2016

The Writer

Zuhriyatul Baiti

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DEVELOPING SONG-BASED TASKS FOR VOCABULARY LEARNING AMONG GRADE V STUDENTS OF ELEMENTARY SCHOOL

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ABSTRACT

The objective of this research is to develop English vocabulary learning materials based on songs for grade five students of Elementary School. This study was concerned on how to provide the vocabulary materials for English teaching and learning process.

This study was a Research and Development (R&D) study. The subjects of this study were grade five students of SDN Warungboto, Yogyakarta. This study adapted the R&D model proposed by Borg and Gall (1983) and Masuhara (in Tomlinson, 1998). The steps of this study were conducting needs analysis, developing the course grid, writing the vocabulary learning materials, getting expert judgment and evaluating the vocabulary learning materials, revising and writing the final draft of the English vocabulary learning materials. Two types of questionnaire were used to collect the data. The first questionnaire was made to obtain the data for needs analysis and the second questionnaire was used to obtain the data about the appropriateness of the book through expert judgment and the respondents. The data of the questionnaire of the appropriateness of the book were analysed quantitatively through descriptive analysis.

The result of the needs analysis showed that the students needed song-based tasks for vocabulary learning that contained many varied activities, attractive pictures and interesting texts. The product of this study is vocabulary learning materials entitled the English Vocabulary Learning Materials for Grade Five Students of Elementary School which is completed with the teacher's Guide and the answer key inside of it. This product developed three units of materials. Considering the students' needs, the input is in the form of songs, texts and pictures. Based on the analysis of the data from the expert judgment, the mean score of all aspects of the units, in the scale of 1-4, is in the range of $3 \leq x \leq 3.49$ and can be categorized as "Good". Therefore, it can be concluded that the developed materials have been appropriate for grade five students of Elementary School.

Keyword: English Vocabulary Learning, Song-based Tasks, Elementary School

CHAPTER I

INTRODUCTION

A. Background of Study

In teaching English, there are four skills to be covered. They are listening, speaking, reading and writing. It is expected that by mastering the four basic skills, students will be able to express their idea in English well as the means of communication. Since it is very important, children need to develop their English ability in order not to be left behind.

Nowadays, English in elementary school become an extracurricular course. Schools which are ready to teach English to their students may take it as one of the subjects while if they are not ready yet they may not take it as the subject. After the policy was going into effect, the students learn English in order to add their knowledge related to their daily life. The main reason why the government removed English from the curriculum is that in elementary level, the students need more to learn *Bahasa Indonesia* as their mother language. Also, they assume that the elimination of English course would alleviate the subject load of the students.

Teaching English in Elementary School is around simple vocabulary because in the first stage they learn about English, they will learn the words. Students cannot express their ideas in English without knowing the meaning of the words. Then, when the students are given a task related with words that

are supposed to have been taught earlier, they still find it difficult to understand the meaning.

In teaching English, a teacher has to know the target that should be reached. Such as, for the fifth grade they have to have reached 100 words, and for the sixth grade, they have to have reached 300 words (Department of Education, 1994). Learning vocabulary is not an easy matter, because sometimes learners find some difficulties in learning vocabulary.

To make students enjoy and get motivated to learn vocabulary, teachers should be creative in delivering materials. Teachers should use good strategies in teaching vocabulary. One of the strategies that can be used in teaching vocabulary is by using media that can support and engage students in the learning process in the classroom. Kolb (1984) states that the materials used to teach English for children not only should be creative but also they include activities which help children to notice for themselves features of the text. Ideally, the materials should follow the principles of experiential approach in which anxiety is followed by comprehension. It means that the activities should involve experiential activities which emphasize on personal response to the meaning of the text.

However, sometimes the students find difficulties when they learn vocabulary because they have not recognized the English word before, so that they cannot produce the language actively because of the lack of vocabulary. In this case, the writer wants to help them to enrich their vocabulary by

finding the alternative way to learn vocabulary. It is by using interesting and fun media so that the students will be provoked to learn the words. The writer thinks that task-based song is an appropriate method to help students get new vocabulary with fun. It will not bore and press them because they will enjoy the songs first. Everyone loves song, the children do. They can get new vocabulary from the song they listen.

B. Identification of the Problems

Based on the background of the study mentioned above, the problems identification of the research are:

1. The difficulty to find the appropriate English materials. It is needed by the students because the appropriate materials are good input for them. Many English books that are available in the market do not met the students' needs and interests.
2. The media to teach English were very limited and dragging on. The students need media that can make them more spirited, enthusiastic and happy. The media should be fun and can increase their passion to memorize new words.
3. The difficulty of choosing the suitable song for the students. Many English songs are available to be accessed. However, teacher should be selective in choosing songs since not all English kids song is appropriate for teaching vocabulary.

4. The last is the lack of resource that supports the children learning process. The text books used in the classroom are very simple and boring. They need more interesting tasks in order to help them receive the materials.

C. Limitation of the Problems

Since it is impossible to overcome all the problems above, it is tried to limit the problem into a more specific aspect. The focus of this research is on the students' vocabulary mastery. It will be focus on what kind of tasks that can increase the students' vocabulary mastery. The media that will be used in the research is English kid songs which can make students more enthusiastic and have good passion in learning English. Songs have many positive inputs. First, songs which are composed for the entertainment goal will be able to reduce the students' boredom of the monotonous materials they usually use. Second, songs which also provide the real examples of vocabulary will make students feel easier in learning. Third, songs will improve students' positive feeling toward learning.

In short, the researcher focuses this study on designing song-based tasks for vocabulary learning among grade v students of elementary school.

D. Formulation of the Problems

Based on what have been found in the classroom by observing the class situation, the media that the teacher used in the classroom, the researcher

takes only one of the most important problems to be solved. In order to fill in the gaps, it is tried to make song-based tasks for vocabulary learning. As we know, songs are fun and interesting media for children cognitive development.

Then, the problem can be formulated with the question: how to develop tasks by using songs in order to increase students' vocabulary mastery?

E. Objectives of the Study

According to the problem that has been mentioned, the objectives of the research are:

1. To describe the vocabulary learning with the target needs of grade five students of Elementary School.
2. To describe learning needs of grade five students of Elementary school.
3. To design appropriate materials of vocabulary learning for grade five students of Elementary school.

F. Specification of the Products

The results of the products are in the form of:

1. Course grid
2. Song-based tasks material for learning vocabulary for students
3. Teacher's manual
4. Audio (DVD)

G. Significance of the Problems

The research is expected to give meaningful contribution to some parties:

1. Teachers

The research gives the teacher new media of how to increase students' vocabulary mastery. It can be a new reference for them to develop student's ability. It is expected to help teachers in giving various tasks for students.

2. Students

The results of this research can increase their mood in learning English especially in learning vocabulary. Then, the book can increase their interest to add their collection of vocabulary. By using songs, students will be more enthusiastic, have good passion and feel cheered up to learn English.

3. Researcher

The researcher can transfer her knowledge about how to help students learning English easily. Then, this product will add the researcher's knowledge and experience in designing media to teach vocabulary and apply it in the classroom.

4. Material developers

The result of the designed materials can be used as a sources and reference for the development of English materials especially in vocabulary learning. The materials produced in this research can be focused on one of the four basic skills as needed.

CHAPTER II

THEORETICAL REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Review

1. Definition and Characteristics of Young Learners

Young learners are learners who learn in early ages commonly between five to ten or eleven years old (Scott & Ytberg : 2000). According to Cameron (2011), young learners are elementary school learners between 5 and 12 years old. They are immature thinkers and learners who need to be treated differently from older learners, who will in turn have equivalent but different difficulties in learning.

The age of students is the important factor that influences the learning process. Young learners have specific needs and cognitive skills. Harmer (2001:38) explains that young learners learn in different ways. They are:

- a. Children respond to the meaning even if they do not understand with individual words.
- b. Children prefer learn indirectly than learn directly. They take in information from all sides and they learn from everything around them.
- c. Children's understanding also comes from what they hear and see directly without hearing the explanation first.

- d. Children generally are enthusiast in learning. They are curious about the world around them.
- e. Children keen to talk about themselves and their own life.
- f. Children have limited attention span. They often get bored and lose their interest easily.

Moreover, there are some reasons why young learners have different ways in learning. According to Brewster et al. (2002:27) those differences might be because:

- a. Children have a lot of physical energy and they need to be physically active.
- b. Children are emotionally stimulated.
- c. Children are developing conceptually and they are at an early stage of their schooling.
- d. Children are still developing their literacy skill in the first language.
- e. Children have a wide range of emotional needs.
- f. Children learn more slowly and they forget things quickly.
- g. Children tend to be self-oriented and they preoccupied with their own world.
- h. Children easily moody and get bored.
- i. Children are excellent mimics.
- j. Children can concentrate for a surprisingly long time if they are interested in something.
- k. Children can be easily distracted but also very enthusiastic.

Young learners not only have different ways in learning but also have unique characteristics in learning. Some experts mention the characteristic of young learners. Halliwell (1992) states that there are some characteristics of YL. First, children are good in interpreting meaning without necessarily understanding the individual words so that they can create any sentences as creative as possible. Second, children have great skill in using limited language creatively. Third, children prefer learn indirectly than directly. They learn by seeing and imitating people around them. Fourth, children have good passion in creating and finding something fun of what they do. Last, children words are full of imagination and fantasy, and it is more than simply a matter of enjoyment.

Howard (2006) states that children like to learn something in a community that is safe, beautiful and nice. Children are intense observers of the environment and adult behaviour. It means that what they see, when they walk into the classroom, how they greeted by their teacher and classmates, and how they perceive social-interaction have a thoughtful on their sense. A strong relationship with an adult in the classroom is especially critical for young learners to feel safe. The teacher's love, care, and thoughtfulness are evident in the organization of the classroom, the display of beautiful student work, and the quality of the materials for expression, learning, and play. Classroom communities celebrating acts of kindness and respectfully resolving conflict reinforce a sense of justice and good will. Singing and dancing together create a language of unity that young children understand - a sense of safety in a

community that is greater than any individual member. Feeling secure in a kind and beautiful classroom creates a strong inner foundation for the development of young children's academic and relational character.

2. Teaching English to Young Learners

Teaching English to YL is not merely a matter of setting them loose on too much authentic language tasks in the classroom. To successfully teach children English, there are five categories that can give some practical approaches in teaching them.

1. Intellectual Development

Since children are still in an intellectual stage of what Piaget (1972) calls “concrete operations” in this case, children up to the age of about eleven years old need to remember that they have their limitation. We as teachers should be aware and limit their activities. Rules, explanations, and other aspects even slightly abstract talk about language must be approached with extreme caution. Children are centred on the here and now, on the functional purposes of language.

2. Attention Span

One of the important differences between adolescences and YL is attention span. Because children are focused on immediate things, teachers should design the activities should that aims to capture their immediate interest. A task needs a variety of activities to keep interest and attention alive. Brown

(2001) agrees that children have to engage with such interesting, lively, and fun activities. It is because the children particularly with short attention span tend to find materials they learn boring, too difficult and meaningless.

3. Sensory input

Children need to have all five senses stimulated. In designing the activities for them, we should consider the visual and auditory modes since the children are excellent observers who can observe the language from body language, intonation, gesture, facial expressions, social contexts, and even the language itself. These are the skills that the adults may not have. So that to make use all these skills, teachers should provide the activities consists of visual supports and ensure that the language is contextualized (Brewster, Ellis, and Girard, 2002).

4. Affective factors

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

Hutchinson and Waters (1987) add that before the learners can actively think about something, they must want to think about it first. That is why the emotional reaction of learning experience is the basic foundation for the initiation of the cognitive process. Therefore, the way of learning believed by the learners will affect what learning take places. We can present the cognitive and affective interplay in the form of a learning cycle. The cycle can be a negative cycle or positive cycle. An appropriate and good atmosphere in the classroom will raise such kind of positive learning cycle presented here:

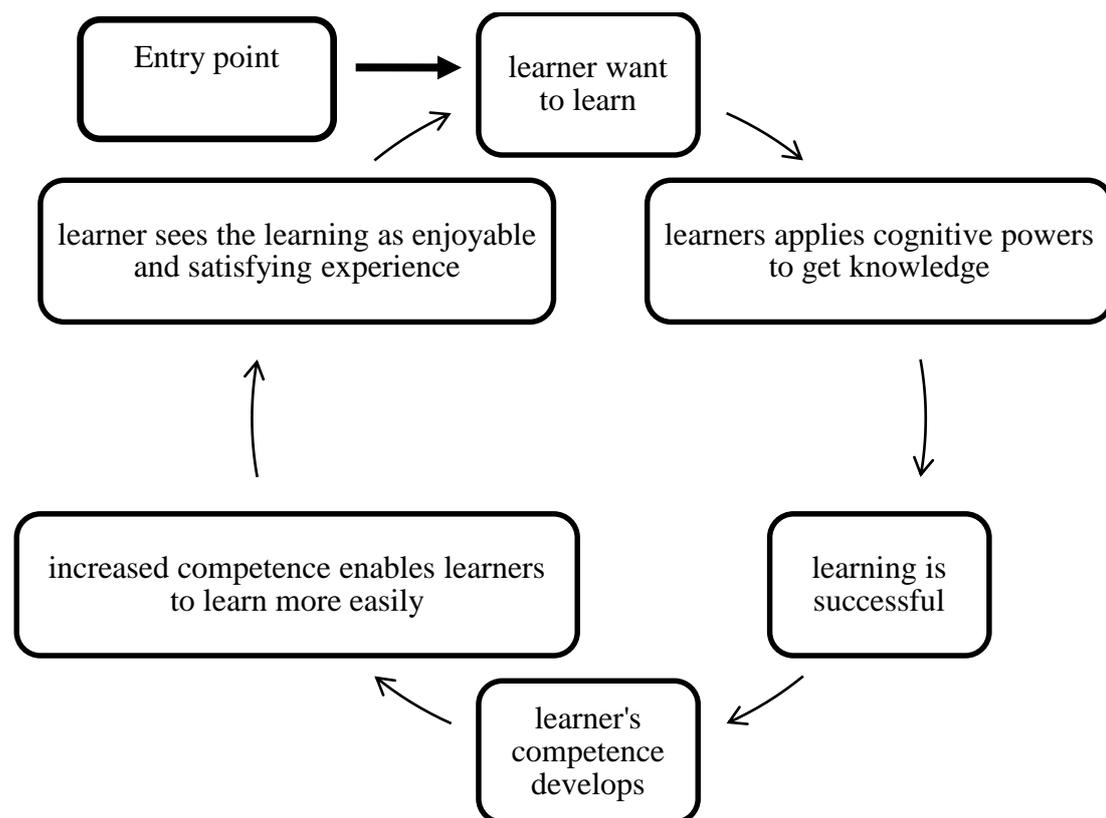


Figure I: A positive Learning Cycle (Hutchinson and Waters, 1987: 47)

5. Authentic and meaningful language

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

According to Brown (2001), since children focus on what the new language can actually be used here and now, it is important to children to be taught using authentic and meaningful language. To maintain that the children keep in touch with the language, the teachers can use many creative ways such as storylines, real-life conversation, role play with familiar situations and characters. Moreover, since the children like to talk actively even when they do not know the meaning of that, they should be given a lot of opportunities for meaningful communication activities. One of the alternative ways to help them is by providing inductive exercise but the language should be contextualized and motivating. (Brewster, Ellis, and Girard, 2002).

In teaching YL, there are two aspects that should be considered. They are why we teach English to them and how we teach it to them. The first aspect means that if we teach English to YL, we should know the reason and the factors that influence them. Students at the elementary level are just starting their academic careers. School may be intimidating for some of the students in our class. So, in order to encourage everyone to participate, it is important to make lessons relaxed and fun. Young learners will be learning very basic material but teachers can design creative lessons that get students moving around and speaking with one another. Brumfit (1997:6) mentions the number of reasons for teaching English for YL, they are:

- a. The need to expose from an early age to an understanding of foreign cultures so that they grow up tolerant and sympathetic to others.
- b. The need to link communication and understanding of new concepts.
- c. The need for maximum learning time for important language.
- d. The advantage of starting with early second language instruction so that later the language can be used as a medium of teaching.

3. Review of Vocabulary

a. Definition of Vocabulary

Vocabulary is all the words which exist in a particular language. According to Richards (2002:255), vocabulary is the core component of language proficiency and provides much of the basis for how learners speak, listen, read, and write. Moreover, vocabulary is the total number of words in a

language; all the words known to a person or used in a particular book, subject; a list of words with their meaning, especially one that accompanies a textbook (Hornby, 1995:1331).

However, when we talk about vocabulary related to teaching and learning for young learners, they are referring to the set of words that a child knows. Vocabulary can be divided into two types. They are receptive vocabulary and expressive vocabulary. A child's receptive vocabulary consists of the words the child understands when she/he hears or read them while a child's expressive vocabulary consists of the words the child uses when she/he speaks. A child's receptive vocabulary is greater than his or her expressive vocabulary. It takes multiple opportunities and rich experiences for children to acquire the level of word knowledge needed to use a word appropriately in different context.

b. The Importance of Vocabulary

Since vocabulary is the basis for learning language, many educational research shows that vocabulary strongly relates to reading comprehension, intelligence, and general ability. As children learn to read, they must learn to decode (sound-out) print, but they also must have a vocabulary base (word knowledge) in order to make sense of what they decode. For example, a child who is reading to learn about the Revolutionary War needs to know words like *war*, *army*, and *horses* (a basic vocabulary) to understand the history lesson.

There are some ways to encourage the vocabulary knowledge. They are:

- Teachers can ask the children to read. By reading they are provoked to find the meaning.
- Teachers read with the children. By reading together, they can ask the words that are not familiar to them.
- Teachers expose the children to plenty of reading material. Teachers ask what books they checked out at the library, or something funny that happened with them.

c. Learning Vocabulary for Young Learners

Pinter (2006) states that children like vocabulary learning so much. They pick up so many new words at a surprising way in both their first and second or foreign language and they can more understand the concept of words well than the concept of grammar. In teaching vocabulary to young learners teachers can first introduce things children can feel, play with touch, and experience in daily life. We can make a meaning of things without using the first language apparent. Teachers can use toys, for example doll to present vocabulary about parts of the body or puppets to act out the dialogue. They can also use the objects in the classroom such as desk, chairs, picture and posters. Occasionally, they also can bring the real objects when it is appropriate. For example, teachers can bring a clock when they present the children about time as well as bring bananas, apples, bags, hats, bottles, cups: anything that is easy to pack in a bag or store in the cupboard.

As Vygotsky stated that although the children may use the same words with adults, they may not hold the same meaning for those words. The acquisition of word meaning takes much longer than the acquisition of the spoken form of the words and children use words in their speech long before they have a full understanding of them. Learning a new word is not a simple task that is done once and then completed. Learning words is a sequence process of finding new words and initial learning, followed by finding those words again, each time extending knowledge of what the words mean and how they are used in the foreign language. Learning a word takes a long time and many exposures to the word used in different situations (Cameron: 2001).

4. Songs to teach English for Young Learners

a. Songs for children in teaching and learning English

Related to the use of songs in teaching and learning process for children, Harmer (2001:99) stated that:

- 1) Music is powerful stimulus for student engagement precisely because it speaks directly to our emotions while still allowing us to use our brains to analyze it and its effects if we so wish.
- 2) Music or song can amuse and entertain, and it can make a satisfactory connection between the world of leisure and the world of learning.

- 3) We can get them to listen to the music which describes people and say what the people are doing. They can write each word they listen and it will make their words collection increased.

According to Brewster, et al (2004: 163) states that songs, rhymes and chants are useful for practicing pronunciation. They argue that children love them. Their usefulness is recognized by their inclusion in most language program and every elementary school teacher will have their favourites.

Here, are the reasons why we use songs, rhymes and chants according to Brewster, et al (2004:162-163):

a. A linguistic resource:

- They allow new language to be introduced and structures as well as vocabulary to be reinforced and recycled.
- They present familiar language and in new exciting forms and in a rich imaginative context.
- They provide lots of natural and enjoyable repetition.
- They can be used to develop all skills in an integrated way.
- They help to improve all aspects of pronunciation.

b. A psychological/ affective resource:

- They motivate and help children to develop their attitudes towards the target language.

- They are non-threatening and more inhibited child will feel secure when singing and chanting as a class or group.
- They can encourage a feeling of achievement and build children confidence by allowing children to learn chunks of language which they can 'show off' or teach to friends or to members of the family.

c. A cognitive resource:

- They help to develop concentration, memory and coordination.
- They stimulate children to rhyming clues as aids to meaning.
- Repetition enables children to predict what comes next and to consolidate language items.
- Accompanying actions and gestures help to reinforce the meaning
- The variety they provide changes the pace and atmosphere of a lesson and caters for different learning styles.
- They can be compiled into song/ rhyme books to help children develop good study habits.

d. A cultural resource:

- They are from authentic sources and can contribute to the cultural component of a language program. Children can be encouraged to compare with those in their own language.

e. A social resource:

- Singing together is shared social experience and helps to develop a class and group identity.
- They can be used as the basis for a performance or show.

5. Tasks for young learners

a. Definition of Tasks

Cameron (2011) defines tasks as classroom activities. However, not all activities done in the classroom will be qualified as tasks. A task has specific features rather than an activity in which YL can participate. In tasks done in the classroom, learners' participation is pivot. There must be clear beginning and end of the tasks. Moreover, the tasks must be unified and coherent. Tasks must have clear purpose and meaning. Then, for teachers, tasks must have clear language learning goals. In shorts, good tasks must have some key features such as having coherence and unity, having purposes and meanings as well as having clear language features and involving the learners to participate actively.

Furthermore, Cameron (2001) adds that there is a framework to design tasks for young learners. The framework consists of three stages; preparation, core activity and following activity stage. In the preparation stage, the 52 activity done is learning about language items and topic vocabularies. This stage is important to define the success of completing the core activities. The core activity stage is the central of the tasks.

Without this stage, the tasks would collapse. This stage is set up through its language learning goals. The follow-up stage also takes an important role to the success in completing the objectives of the tasks.

b. Components of tasks

The components of tasks are goals, input, activities, teachers and learners role, and settings (Nunan, 2004). The relationship between components of tasks is shown in the figure below.

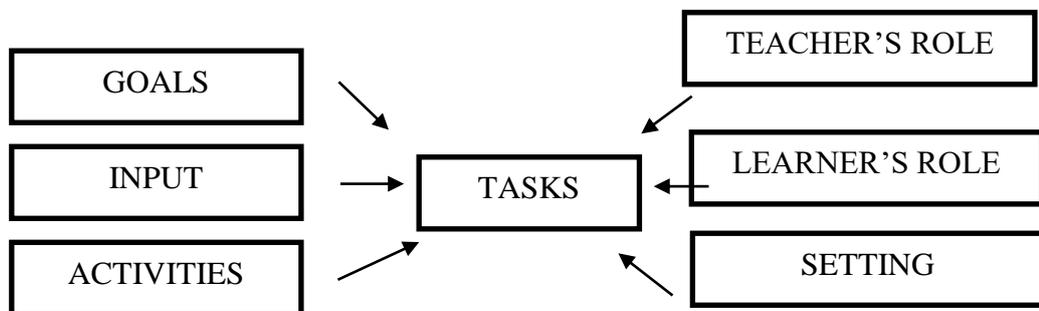


Figure II: A framework for analyzing communicative tasks

Goals are what to reach behind the learning Goals provide a point of contact between the task and the broader curriculum. They are not always explicitly stated, but they are as good starting points to be designed in the syllabus.

Input refers to the data that form the point of departure for the task (Nunan, 2004). It can be found in many sources, such as letters, picture stories, memo notes, drawings, family trees, photographs, shopping lists,

street maps, menus, recipes, etc. Since the sources are various, the teacher should be selective in deciding which input that will be used to design the communicative tasks.

Activities determine what learners will actually do with the input which forms the point of departure for the learning task (Nunan, 2004). The activities should represent the learners' real life outside the classroom and can be applied in the real communication. Pattinson in Nunan (2004) proposes seven activity types as questions and answers, dialogues and role-plays, matching activities, communication strategies, pictures and picture stories, puzzles and problems, and discussions and decisions. The activities can be used for teaching children by matching them with the characteristics of children.

The next components are teacher and learner roles. The role refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between them. The purpose of the tasks is to stimulate the real communication in the target language. When the learners are being involved in the tasks, they are trying to arrange what they want to say and to express what they think or feel. It means that the tasks provide opportunities for them to use the language for its natural purpose to communicate in the real life. It is expected that by the tasks related to vocabulary mastery, the learners can learn new words and phrases in the target language and can communicate

better. The tasks develop the communicative skills and the linguistic skills of the learners. Therefore, fluency and accuracy of the tasks are Important. Fluency refers to the way how the learners deliver and communicate meaning. On the other hand, accuracy refers to the correctness of the language form. However, the focus of communicative tasks is more on the meaning and on communication than on the correctness of the language form.

The last component is settings. Settings lead to the definition of the arrangements of the classroom implied in the task. Commonly, there are two terms a teacher should be able to distinguish in the task-based learning. They are 'model' and 'environment. Learning 'mode' refers to the questions of whether the learner is working on individual or group. Operating in the individual basis, the questions raised is whether the learner self-paced but teacher directed, or entirely self-directed. Whereas, if the learner is working as part of a group, is that whether the task mainly for whole-class, small group or pair work? Meanwhile, 'environment' refers to the place of the learning. In the past, conventional learning needs inside the classroom as the place, but today, the advent technology makes learning process possible for everywhere and anytime.

B. Review of Related Study

Materials are the important factors to make the teaching and learning process successful. Many materials developed to support the

teaching and learning process. On the other hand, only few materials based on the students' needs and interest. In result, the materials did not support their learning process and help them in understanding the language. Therefore, it is important to develop the materials based on the students' needs and interest to support their learning process.

There were many studies provide appropriate materials for the students. One of them was conducted by Endarti (2014) focused on providing appropriate song-based materials for the fourth grade students of SD N Tlobong, Delanggu, Klaten. The materials use the songs as main input to teach listening skill. The materials met the students' interests and needs.

C. Conceptual Framework

As explained above in literature review, vocabulary is one of the main elements in a language. It is known that vocabulary mastery supports the mastery of four skills, namely listening, speaking, reading and writing. Vocabulary mastery also influences the students' learning process and their achievement. The greater the students' vocabulary is the greater the amount of the students' learning will be.

Teaching vocabulary is not only giving and explaining new words or vocabulary, but also implementing the vocabularies in many various contexts which make the students understand their meaning and then able appropriately use them in the different context.

In relation to the vocabulary teaching, the teachers should give the interesting tasks for students. Here, the researchers develop interesting learning activities so that it can arouse the students' interest. One way to create an interesting teaching-learning activity is by developing songs-based tasks.

Songs as the authentic material as well as media at the same time provide the example of the real use of English by native speakers in their daily life. They are needed to promote real communication in the classroom. Beside songs are familiar for people around the world, they also have powerful stimulus to enhance students' engagement.

Songs are suitable for teaching vocabulary which are considered as basic element in learning four language basic skills. However, in order to maximize the benefit of using songs in language teaching and learning and in order to effective and helpful teaching materials, the appropriate songs should be chosen by considering the objectives of teaching and learning of vocabulary as well as students' needs and interest. The diagram of the concept of teaching vocabulary can be seen as follows.

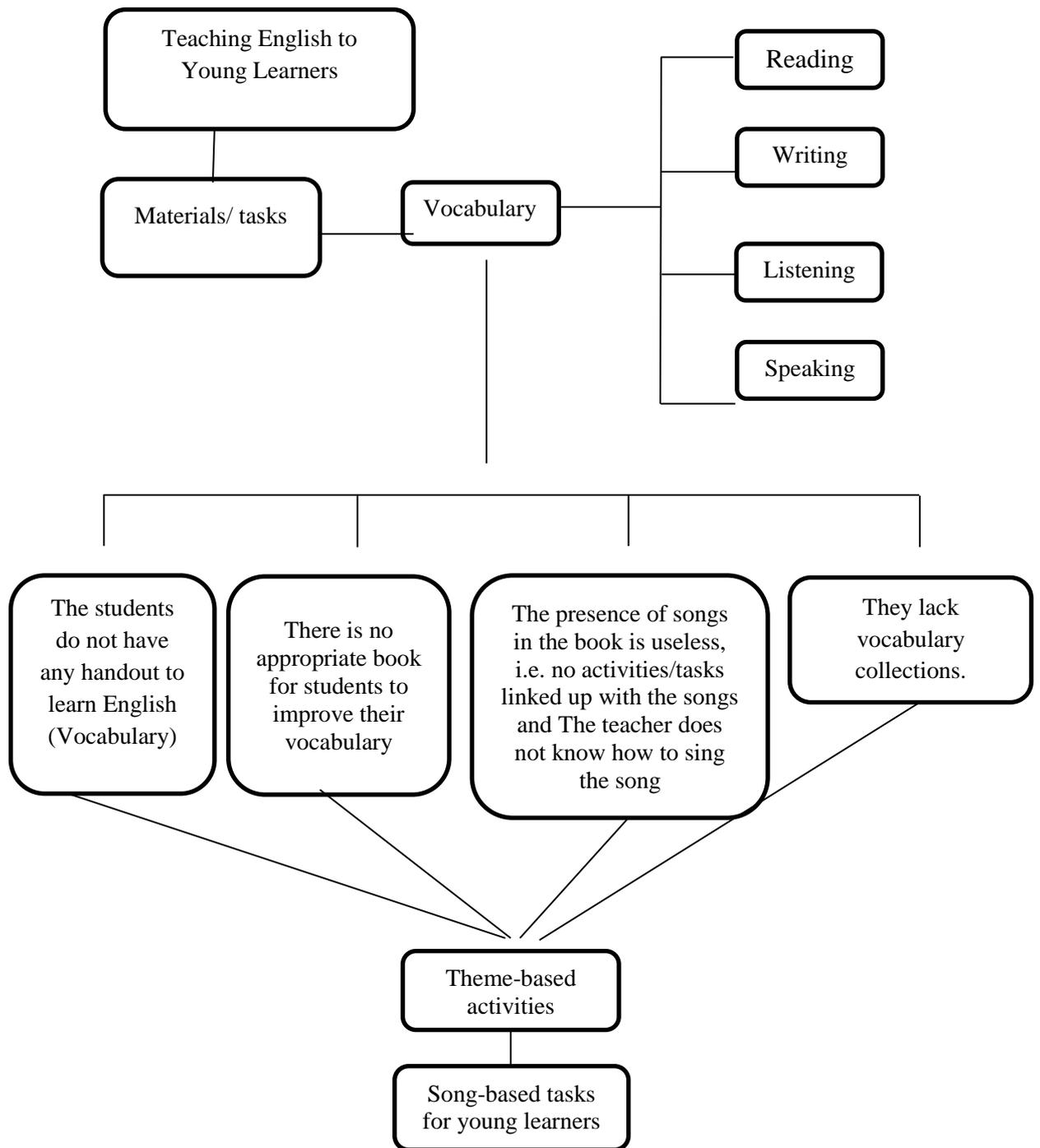


Figure III: Framework of the study

CHAPTER III

RESEARCH METHOD

A. Model Development

This research is classified into a Research and Development (R & D) study. Borg and Gall (1983) explain that R&D is an industry-based development model in which the findings of the research are used to design new products and procedures, which are then systematically field tested, evaluated, and refined until they meet specified criteria of the effectiveness, quality or similar standards. The products can be in the form of teaching media, teaching materials, textbooks, or workbooks. In this case, the product of this study was a set of a song-based teaching materials for teaching vocabulary for elementary school students at grade five. As stated by Borg (1983), Research and Development has the objective to develop a product that can be used in any educational program.

B. Procedure of Development

The research procedure in this research implemented the R&D model theory proposed by Borg & Gall (1983:775). Those are: (1) research and informative collecting, (2) planning, (3) develop preliminary form of product, (4) preliminary field testing, (5) main product revision, (6) main field testing, (7) operational Products revision, (8) operational field testing, (9) final product revision, and (10) dissemination and implementation.

However, due to the consideration of the limited amount of time, the researcher adapted the theory with the research's field implementation by reducing the steps into five steps and also shifted the two processes, to be: (1) conducting needs analysis, (2) constructing instructional design, (3) designing materials, (4) assessing the materials, and (5) developing the final product of materials. They are explained as follows:

1. Conducting Needs Analysis

The information was collected by doing several analyses to find the children and teachers' needs related to the teaching learning process in elementary school, especially about the materials being used. The needs analysis data were collected by having some interviews with the teachers and the students of Elementary School and conducting observation of the teaching process. This first step was important as it gathered the basic information to conduct the next steps.

2. Constructing Instructional Design of the Product

In this step, the instructional design of the product was formulated. The design was formulated by considering the results of the interviews and questionnaires in the needs analysis. The analysis of the data was conducted to match the developed materials' design with teachers and students' needs. It covered the specification of learning objectives, the indicators, the construction of the content materials, and the identification of learning strategies, the determination of the teaching and learning activities, the selection of the materials and activities, and the construction of the evaluation. Those concepts, then, were

implemented in the form of a course grid and a teacher manual book consist of units, appendices and teachers' guidelines as the material resources.

3. Designing Materials

The designed materials were based on the needs analysis and instructional design the researcher had collected in previous steps. The materials were designed in three different themes. The themes were adapted to any big themes in elementary school and were adjusted for classroom activities. Most of the materials were in the forms of songs and written tasks that were adjusted with children's needs and interests during the lesson. The materials' resources were collected from textbooks and internet. The materials were then selected and arranged in order to develop the learning materials.

In designing the materials, the researcher had three steps. The first step was designing the course grid. In designing the course grid, the competencies, indicators, themes, materials, language functions, activities, time allocations, media/resources and characters were selected. The second step was designing the first draft of the materials based on the course grid and instructional design's procedures to be consulted to the expert in order to get expert's judgment. The last step was designing a teacher's manual book. The book was the main product the researcher expected to develop in this study. In the book, there were three units in different themes/topics, teachers' guidelines and appendices as the media/resources.

4. Assessing the Materials

The assessment was conducted by giving a set of questionnaires, coincided with the teacher's manuals book, to an expert of teaching English in elementary school. They were two English teachers. The assessment was in the form of experts' judgment towards the revised materials.

5. Designing the Final Product of Materials

Based on the second evaluation and the accumulation of collection data from the theories, children, and teacher the final draft of designed materials were developed and produced. It was expected that the product could be used effectively for teaching grade five students of SD N Warungboto in the future.

C. Design of Product Testing

1. Testing Design

The research used the R&D method proposed by Borg and Gall. Then the testing design was developed in three ways. First, the materials were constructed. The materials which were developed consisted of three units. Since the product is theme-based tasks using songs as media, in each unit it must had the different theme. However, the activities were almost same. Second, the materials were evaluated. The evaluation was done by asking an expert to give suggestions and feedbacks about the materials developed.

2. Subject of Testing

The subjects of the research were young learners who were in grade five. All the young learners who were in grade five were chosen to participate in the research. They come from different background.

3. Instruments and Data Collection Techniques

The data collected were about the learners target and learning needs and data for materials evaluation. To collect both data, the researcher used questionnaires. There are two forms of questionnaires. The first one is the questionnaire distributed to the students of SD N Warungboto grade five to find out the target needs and learning needs of the students. There are 30 questions that will be analysed except the personal identity of the students.

a. Questionnaires

There were two types of questionnaires used in the research. The first questionnaire was for needs analysis. All of the questions were in the form of close-ended questions. The second questionnaire was for collecting data for materials evaluation. Furthermore, the organizations of both questionnaires are presented in the following tables.

Table 1: The Organization of the First Questionnaire (For the Students' Needs Analysis)

No	Question number	The purpose of the questions	References
1	PART A	To find out the personal information of the learners	Hutchinson and Water (1987:63), Tomlinson (1998: 240)

2	1-2	To find the information about the students' attitude toward English	Hutchinson and Water (1987:63)
3.	3	To find some information whether the students are willing to improve their ability in learning vocabulary	Hutchinson and Waters (1987: 62)
4.	4 - 10	To find some information about the students' previous vocabulary learning experiences	Hutchinson and Waters (1987: 62), Tomlinson (1998: 240)
5.	22	To find the information about vocabulay learning activities which bore the students	Hutchinson and waters (1987:62)
6.	11	To find the information about the students' attitude towards the use of songs in learning vocabulary	Hutchinson and waters (1987: 63)
7.	24, 25, 29	To find some information about the students' preference of learning activities using songs	Hutchinson and Waters (1987:62), Tomlinson (1998:240), Procter (2010)
8.	23	To find some information about the students' opinion on the opportunities for out-of-class activities	Hutchinson and Waters (1987: 63)
9.	26, 27	To find some information about teaching resources and learning aids the students need	Hutchinson and Waters (1987: 63)
10.	28, 30	To find the information about the materials the students need	Hutchinson and Waters (1987:63)
11	12-21	To find several information about the students' interest about English learning activities	Tomlinson (1998:240)

Meanwhile, the second questionnaire was distributed in getting Expert judgement, to English teachers and several students of English Education Departments who has experiences in teaching English in some English institution. It was aimed at evaluating the first draft of the materials and teacher's guide book. Similar to the first questionnaires, the second questionnaires consisted of statements in which the respondents gave their response of agreements. Moreover, they were also asked to give comments and suggestions of the designed materials

after giving their response of agreement to the statements provided in the questionnaires. The organizations of the second questionnaires can be figure out in the table 2.

Table 2: The Organization of the Second Questionnaire (for the Materials Evaluation)

No	Analyzed Aspects	Purposes of the questionnaires	Question number	References
1	Name Occupation Educational Background Teaching Experience			Masuhara in Tomlinson (1998: 241)
2	Material	To find some information to evaluate the relation among the materials, curriculum, and course grid To find some information to evaluate the relation between the designed materials, aims, and the students' needs	1-8	Tomlinson (1998:184) Nunan (2004:174) Brown (2001:142)
3	Teaching/ learning activities	To find some information to evaluate the designed activities in the materials	9-16	Brewster et al. (2001:52, 158-159)
4	Language content	To get information to evaluate the linguistic aspect in the designed materials	17-18	Ricards (2001:274) Cameron (2001:72) Brown (2001:142)
6	Material input/ learning sources	To find some information to evaluate the	19-24	Brewster et al. (2002: 157) Linse (2005:13

		material input in the designed materials		
7	Songs aspect	To find some information to evaluate the songs in the designed materials	25-33	Mort (2005:5) MalkoÇ (1989:117) Murphey (1992:6-9, 14) Brewster et al. (2002:162-164) Reilly and Ward (1997:23) Harmer (2001: 243-244) Procter (2010) Cakir (1999) Ricards (2001:275) Tomlinson (1998:186)
8	Format/ book design			Ricards (2001:274) Brown (2002:13) Tomlinson (1998:192)

b. Observation Guidelines

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

Table 3: The organization of observation guidelines (Adapted from *panduan pengajaran mikro*)

No	Aspect	Description
1	Opening	
2	Explaining the materials	
3	Teaching method	
4	Language used in the classroom	
5	Time management	
6	Gestures or body	

	language	
7	Giving motivation	
8	Asking the learners' understanding	
9	Class management	
10	Using media	
11	Closing	

4. Data analysis techniques

The data from needs analysis is analyzed by calculating the percentage of each answer in the questionnaire based on the formula proposed by Suharto (2005). The highest percentage of the result represents students' real condition

$$P (\%) = \frac{f}{N} \times 100$$

P= Percentage

N = total respondents

F = Frequency

100= fixed number

a. The Second Questionnaire (Expert Judgement)

The second questionnaire uses Likert-Scale model. The formula used to calculate the result of second questionnaire is based on the one proposed by Suharto (2006: 52-53).

$$R = \frac{Xh - Xl}{4}$$

Where:

R: Range

Xh: The highest Score

Xl: The lowest score

4: Range of Likert-scale

The interval from the result of the second questionnaire is shown as follow:

$$R = \frac{4 - 2}{4} = 0.5$$

Then, the result of the data is converted to descriptive analysis as proposed by Suharto (2005: 52-53). The means (x) are calculated by using the following data conversion.

$$Mn (X) = \frac{\sum fx}{n}$$

Table 4: Data Conversion Table (Suharto, 2006: 52-53)

Scales	Interval	Descriptive Categories
1	$2.00 \leq X \leq 2.49$	Poor
2	$2.50 \leq X \leq 2.99$	Fair
3	$3.00 \leq X \leq 3.49$	Good
4	$3.50 \leq X \leq 4$	Very Good

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

In accordance with objectives of the research, this chapter focuses on attempting to figure out the characteristics of the appropriate song-based tasks for the fifth grade students of elementary school. Then, in order to find out the characteristics of the song-based tasks which are appropriate for them, the needs analysis and the materials evaluation are designed. The needs analysis was used to design the first draft of the materials. Then, the characteristics of the final draft of the song-based tasks for the fifth grade students is figured out from the material evaluation from the experts.

This chapter presents the findings and the discussions of this research which are divided into two parts. The first part will discuss the results of the needs analysis, the course grid, the first draft of the materials, and the material evaluation by the expert while the second part explains the discussion of this research.

A. Result of the Development

1. Needs Analysis

The first step in designing the vocabulary learning materials based on the songs for grade five students of elementary school is conducting the needs analysis. The step is aimed to get some information about the student's preference in learning English, such as their goals, wants and lacks. It also shows the teacher's preference in teaching English. The need analysis was conducted at SD N Warungboto.

There were two instruments gained in collecting data. They were questionnaires and interviews for the students. In designing the instruments, there were some steps. It began with the making of the blue print based on the literature review. The blue print was developed into some questions. Next, the questions were evaluated by an expert. The last step was using the questionnaire and the interview guidelines.

a. Result of the Questionnaire for the Students

The questionnaire which was distributed to the students was designed as a close-ended questionnaire. It consisted of 26 multiple choices and it was aimed to obtain the students' profile, goals, necessities, lacks. It was also intended to get their needs in learning such as the input, the topic, the procedure, the setting, their role and the teacher's role. The questionnaire was distributed to 22 students of class five of SDN Warungboto. The following table shows the description of students.

Table 5: Description of the Students

Students' characteristics	Gender		Age				Daily Language	Parents' occupation	Have been in private English course	
	Male	Female	10	11	12	13			Yes	No
Number of students	11	11	8	10	2	1	Javanese, Indonesia	Teacher, factory labor, entrepreneur, employee	3	19

From the table above, it was said that their daily language were Javanese and Indonesia since their lived in Indonesia especially in Java. Furthermore, their

parents' professions were factory labor, farmer and entrepreneur. It was concluded that the students did not have English as their background knowledge. Thus, this problem became one of the teachers' obstacles in teaching English to the fifth grade students of SD Negeri Warungboto, Yogyakarta.

1) The Description of Students' Needs

a) Goals

The first item to analyze is student's goals in learning English. Goals are defined as the general intention behind the learning process. The following table presents the goals of students of grade V in learning English.

Table 6: Students' Goal

Aspects	Purpose of question	Items to answer	N	F	Percentage
Goals	Finding the information about the students' attitude toward the English lesson	They totally liked English lesson	22	6	27.27%
		They liked English lesson	22	12	54.55%
		They quite liked English lesson	22	2	9.09%
		They dislike English lesson	22	2	9.09%
	In your opinion, learning English is.....	Learning English is very important	22	15	68.18%
		Learning English is quite important	22	5	22.73%
		Learning English is not really important	22	2	9.09%
		learning English is not important	22	0	0
	Do you agree to improve your English ability?	They are totally agree	22	12	54.55%
		They are agree	22	6	27.27%
		They are not really agree	22	2	9.09%
		They are disagree	22	2	9.09%
		They are very disagree	22		0

Based on table above, there were the questions related the goals of their learning English. There were twelve respondents who stated that they like English. Then, according to them, five respondents stated that learning English was very important. Thus, in short, the children were interested in learning English. It is supported with the statement that twelve children from twenty two students stated that they learn English to improve their ability in learning vocabulary.

b) Necessities

Necessities refer to what the students need to know in order to be able to something in the target situation (Hutchinson and Water: 1987). The table below describes the students' necessities in relation to English vocabulary mastery.

Table 7: Students' Necessities

Aspects	Purpose of question	Items to answer	N	F	Percentage
Necessities	Finding the information whether students had ever learned English using games	They always learned English through games	22	0	0
		They often learned English through games	22	7	31.82%
		They seldom learned English through games	22	15	68.18%
		They never learned English through games.	22	0	0
	Finding information whether students had ever learned English using stories?	They always learned English through stories	22	2	9.09%
		They often learned English through stories	22	5	22.73%
		They seldom learned English through stories	22	11	50.00%
		They never learned English through stories	22	4	18.18%

Aspects	Purposes of Question	Items to answers	N	F	Percentage
Necessities	Finding information whether the students had ever learned English using songs?	Yes	22	15	68.18%
		No	22	7	31.82%
	Finding the information about kinds of teaching/learning activities they have got used	They were asked to do such English exercises	114	19	16.67%
		They were asked to listen to the teachers' explanation and taking a note	114	15	13.16%
		They were asked to memorizing the English words they recently got	114	18	15.79%
		They played games	114	13	11.40%
		They listened songs	114	15	13.16%
		Finding information about the English skill the students like to learn	They liked reading skill	22	13	59.09%
	They liked writing skill		22	14	63.64%
	They liked listening skill		22	14	63.64%
	They liked speaking skill		22	8	36.36%

Basically, the students liked fun, varied, and attractive activities for them to learn English like playing games, reading stories or singing songs actually, the students like games, stories and songs. They wanted to do those kinds of activities to learn English in the class. Nevertheless, the teacher could not provide those activities since he did not want to sing or seldom invite the students to play games and sing songs. In short, the students like listening skill but they were lacks of the materials of it to support them.

c) Lacks

The gap between what the students have already known and what they need to know is called as lacks. To find out the lack of students in learning vocabulary, the researcher needs to know how the songs to be used in the classroom.

Table 8: Students' Lack in Learning Vocabulary

Aspect	Purpose of question	Items to answer	N	F	Percentage
Lacks	Finding information how songs to be used in the classroom.	a. They always learned English through songs	22	0	0
		b. They often learned English through songs	22	5	22.73%
		c. They seldom learned English through songs	22	16	72.73%
		d. They never learned English through songs	22	1	4.55%

From the table above, most of the students said they seldom learned English through songs. It is in contrast with the previous table. In previous tables, the students liked listening English songs very much. Thus, it is appropriate to develop the song based materials for the students in order to give the pleasure and new atmosphere in learning vocabulary.

d) Wants

Wants refer to students' views related to their needs (Hutchinson & Waters, 1987:56). The description of students' general wants in learning English can be seen from table below.

Table 9: Students' Wants in Learning English

Aspects	Purpose of questions	Items to answer	N	F	Percentage
Wants	Finding information what the students wanted to get in learning English	a. The students wanted to increase their vocabulary	49	20	40.82%
		b. The students wanted to read English texts	49	7	14.29%
		c. The students wanted to understand the English songs	49	6	12.24%

Based on the result shown in the table above, in learning English, the respondents want to increase their vocabulary and to be able to sing English songs. It is in line with the objective of the research that is to develop song-based tasks for teaching vocabulary.

2) The Description of Students' Learning Needs

a) Input

Input is defined as the spoken, written, and any source that the learners should work with English learning (Nunan: 2004). Since the materials in the research focus on vocabulary skills, the input only concerns with the vocabulary input.

Table 10: Students' Input in Learning English

Aspects	Purposes of questions	Items to answer	N	F	Percentage
Input	Finding information about the content of the songs they wanted to do in learning English	They preferred songs which contained story	42	18	42.86%
		They preferred songs which contained dialogue	42	14	33.33%
		They preferred songs which contained only words	42	4	9.52%
		Others.....	42	6	14.29%

In the table, almost half of the total respondents preferred to use songs which contained the story. So, in the developed materials later, the content will contain story and dialogue instead of only including words.

b) Procedures

Types of the tasks that the students should do in order to complete the goals in the developed materials is called as procedures. The following explanation will discuss the activities in relation to vocabulary skills.

Table 11: The Procedures in Learning Vocabulary

Aspects	Purpose of questions	Items to answer	N	F	Percentage
Procedure	The students' choices on the themes of the materials they wanted to learn	The wanted to learn about : Animals	142	21	14.79%
		Times	142	9	6.34%
		Parts of body	142	12	8.45%
		Feelings	142	7	4.93%
		Classroom and school	142	14	9.86%
		My families	142	12	8.45%
		Public places	142	14	9.86%
		My hobbies	142	16	11.27%
		Weathers	142	8	5.63%
Fruits and vegetables	142	16	11.27%		

	Daily activities	142	13	9.1%
Finding out about the students' preference for the language instructions in the book	They preferred to get English only as the language of the instructions	22	1	4.55%
	They preferred to get Indonesian only as the language of the instructions	22	3	13.64%
	They preferred to get English translated into Indonesian as the language of the instructions	22	18	81.82%
Finding information about the students' attitude towards the English learning activities through songs combined with pictures	they liked very much to learn English using pictures	22	4	18.18%
	They liked to learn English using pictures	22	14	63.64%
	They do not really liked to learn English using pictures	22	3	13.64%
	They did not liked to learn English using pictures	22	1	4.55%
	They strongly did not like to learn English using pictures	22	0	0
Finding out the kinds of illustrations in the materials the students wanted to get	The wanted to have the pictures of real people as the illustrations in their books	22	3	13.64%
	They wanted to have the pictures of real animals as the illustrations in their books	22	1	4.55%
	They wanted to have TV cartoon of people as the illustrations in their books	22	3	13.64%
	They wanted to have cartoon of animals or things as the illustrations in their books	22	15	68.18%
	The wanted to have the pictures of real people	22	3	13.64%

		as the illustrations in their books			
Finding information about the students' attitude towards the English learning activities through action/body movement		They liked very much to sing with body movement	22	3	13.64%
		The liked to with body movement	22	6	27.27%
		They do not really liked to sing with body movement	22	8	36.36%
		They did not like to sing with body movement	22	5	22.73%
		They did not like very much to sing with body movement	22	0	0

In selecting the themes of the materials, the students want to learn animals, hobbies as well as fruits and vegetables. They were very interested in learning those topics but the media and references in the school are not proper enough.

Related to the students' preference for the language instruction in the developed materials, most of the students prefer to have bilingual instruction. It means they wanted the instruction in each activities should be in *Bahasa* and English. Thus, the students could understand the instruction better than before.

Furthermore, to support the content of the book, it is needed to know the students' attitude towards the English learning activities through songs combined with the pictures. Most of the students stated they liked to learn English using picture. Pictures could help the students in understanding the texts and songs. In addition, it could make students interested in learning English especially vocabulary. Thus, the contents of developed material later covered the various pictures and having cartoon of animals and things as the illustration in order to increase their enthusiasm in learning English.

Related to the students' attitude towards the English learning activities through action/ body movement, most of students stated that they not really like to sing any song with the body movement since it can bother their focus on memorizing the vocabulary.

c) Settings

Table 12: The Setting

Aspects	Purpose of questions	Items to answer	N	F	Percentage
Settings	Finding out the students' attitude towards English learning activities through songs outside of class	They totally liked singing outside the classroom	22	2	9.09%
		They liked singing outside the classroom	22	10	45.45%
		They did not really like singing outside the classroom	22	3	13.64%
		They did not like singing outside the classroom	22	7	31.82%
		They strongly did not like singing outside the classroom	22	0	0
	Finding out about the preference to work with in doing the English exercise	They wanted to do the tasks individually	38	5	13.16%
		They wanted to do the tasks in pairs	38	15	39.47%
		They wanted to do the tasks in group	38	18	47.37%

It can be seen from the table that the most of the students liked singing outside the classroom. It was because they could convey their expressions freely at the outside. Therefore, only three students stated that they did not like singing English songs outside the classroom since it could disturb their concentration.

Then, related to the tasks they will work with, most of students wanted to accomplish the tasks in group. Students also prefer to complete the tasks in pairs which are represented of fifteen students.

d) Teachers' Role

One of the ways to make teaching and learning process success is laid on the teachers' role. Any role the teachers carry out during classroom activities are called as teachers' roles. The tendency of teachers' roles regarding the result of the questionnaire is presented on the table below.

Table 13: Teachers' Role

Aspects	Purpose of questions	Items to answer	N	F	Percentage
Teachers' Role	Finding information of what the teachers should do in the classroom when teaching	a. Explaining the materials	56	15	26.79%
		b. Writing the materials on the white board and the students taking notes that in their books	56	15	26.79%
		c. Translating English words into Indonesian ones	56	8	14.29%
		d. Playing English songs and giving explanation in each words	56	18	32.14%

It can be seen that the highest percentage for teachers' roles item is playing English songs and giving explanation in each words. The point is after playing the songs, they want the teacher to explain the words in the song lyric and discuss it together. The other students want the teachers to explain the materials and write the materials on the white board so that the students can take a note those materials and also to translate the vocabulary in the texts into Indonesian.

e) Learners' Role

In order to make the teaching and learning process effective, learners should be involved in each of activities. The roles of learners in classroom activities is called learners' roles (Nunan: 2010). The learners' roles regarding vocabulary skills are described below.

Table 14: Learners' Role

Aspects	Purpose of questions	Items to answer	N	F	Percentage
Learners' Role	Finding out what the students should do in the classroom	Paying attention of teachers' explanation	62	22	35,48%
		Doing the tasks actively	62	15	24,19%
		Being an active students in the class	62	20	32,26%
		Being a passive students in the class	62	5	8,06%

The last item of the questionnaires is about the students' role in the learning process in the classroom. All the students stated that they should pay attention when the teacher explained the materials. Then, to get better understanding, most of them stated they should actively participate in a classroom

discussion and share their opinion with all classmates and the teacher. In order to be achieved, the teachers' effort was much needed.

b. The Results of Interview

There were two students interviewed. The two students were a girl and a boy. They were about ten and eleven years old. The first question was aimed to know whether they like learning English or not and to know the goals of learning English for them. All of the two students said that they like English and English become one of the favourite lessons. The first students stated he learn English so that he can speak English fluently. Another student stated they learn English to understand the English words. The excerpt can be seen as follows.

R	: <i>kalian suka pelajaran bahasa inggris?</i> (Do you like English?)
S1	: iya (yes)
S2	: suka (like)
R	: <i>kalian belajar bahaa inggris itu untuk apa sih?</i> (What do you learn English for?)
S1	: <i>biar kalau ke luar negeri gampang ngmong sama orang luar negeri.</i> (I learn English so that I can speak English when going abroad someday).
R	: <i>jadi kamu punya cita-cita keluar negeri? Gimana kalo Zalma. Zalma belajar bahasa inggris untuk apa?</i> (Do you want to go abroad someday? How about you, Zalma, What do you learn English for?)
S2	: <i>Supaya mengerti, ngerti arti-arti bahasa inggris</i> (To understand the English words).

Appendix H/Interview I

The next question was aimed to find the information about type of tasks they have learned in the class with their teacher. They stated that they learned

about the vocabulary, played games and sang English songs. However, they both did not remember the songs they have learned before because the teacher rarely taught English through songs. It is contrast because they were excited when learning English through songs. The excerpt can be seen as follows.

- R : Terus pelajaran bahasa inggris yang sudah kalian pelajari apa saja? (Then, in learning English, what have you learned?)
- S1 : *tentang kosakata, bernyanyi, membaca dan lainnya miss. Lupa.* (About the vocabulary, singing a song, reading, etc. I forgot another.)
- R : *oke, kalau bernyanyi, Michael masih ingat nggak lagu apa yg diajari dikelas?* (Ok, about singing, Michael do you still remember the song you have been learned in the class?)
- S1 : *saya lupa miss.* (I forget that miss.)
- R : *kalo zalma?* (How about you Zalma?)
- S2 : *saya juga lupa.* (Me too.)
- R : *terus, kalian berapa kali nyanyi pas belajar bahasa inggris?* (How often you sang the song when learning English?)
- S : *sekali miss.* (Once time.)
- S2 : *iya, Cuma sekali.* (yes, only once).
- R : *tapi kalo ada media pake lagu untuk belajar bahasa inggris kira-kira tertarik nggak?* (What if there are some media using song to learn English, will you be excited?)
- S1 : *tertarik* (excited)
- S2 : *lumayan sih.* (Not bad).

Appendix H/Int.1

The next was about the setting of the learners. To support the table 4.8, the researcher asked both students about the way they learned. Both of them stated

they liked learning in group since they can cooperate with others. The excerpt can be seen as follows.

R : *kalian lebih suka yang mana? Belajar sendiri-sendiri, berpasangan atau dalam kelompok yang banyak?* (What do you prefer like? Learning by yourself or learning in groups?)

S1, S2 : *Kelompok* (in groups).

R : *kenapa?* (why?)

S1 : *karena bisa kerja sama miss.* (Because we can work together miss)

S2 : *supaya lebih mudah kalo dikerjakan bersama.* (It will be easier when doing together miss)

Appendix H/Int.1

The next question was about the needs of materials or tasks book for the grade five students of elementary school. In fact, there was no English text book that was used as references in the school. During this time, the students just get the materials from what the teacher explained. Moreover, they could not study at home and did some exercise because they did not have any book. They wanted to have book to improve their skill. The excerpt can be seen as follows.

R : *kalian ada buku cetak ngga dikelas?* (is there any text book used in the class?)

S1, S2 : *Nothing miss.*)

R : *lalu selama ini referensi yang kalian gunakan apa?* (then, during this time what the reference that you use?)

S1 : *kita belajar dengan apa yang pak guru sampaikan miss* (we learned what the teacher explained in the white board.)

S2 : *jadi guru njelasin terus kami disuruh mencatat yang ada dipapan tulis* (so, the teacher explained the new material and we take notes of it.)

R : *ok. Terus kalau misalkan ada buku paket nih, menurut kalian gimana? Bisa bantu kalian atau justru mempersulit?* (ok. So what if there is a text book for you, what do you think about that? Whether it can help you or not?)

S1, S2 : *bisa membantu* (It can help us.)

R : *jadi berarti kalian butuh buku cetak ya?* (it means that you need text book, right?)

S1, S2 : *Iya* (Yes.)

Appendix H/Int.1

The next was about the content of the book. Both of them really liked the book which has many picture in it. Then, they wanted have the book which has many picture of cartoon.

R : *kalo kalian misalnya punya buku cetak, kalian pengen yang seperti apa?* (if you have an English text book, what is the text book do you want?)

S2 : *pengen buku yang banyak gambarnya, supaya lebih gampang mempelajari isinya.* (I want the book which has many picture in it. It can be easier to learn the content.)

S1 : *aku pengen buku yang banyak tulisannya. Jadi bisa lebih gampang belajar membaca.* (I want the book which has many written texts in it so that I will be easier to learn reading.)

R : *bagaimana jika bukunya dikasih lagu-lagu? Kalian tertarik tidak?* (will you be interested, if there might be inserted song in the book?)

S1, S2 : *Tertarik miss.* (Interested miss)

R : *buat zalma, tadi kan kepengen buku yang banyak gambarnya, nah kira-kira gambarnya yang bagaimana? Ingin yang tokoh-tokoh seperti artis atau gambar kartun?* (for you Zalma, (You said that you want book which is full of picture. So, what kind of pictures do you like? Do you prefer artists or cartoon?)

S2 : *kartun* (Cartoon)

S1 : *Saya juga lebih suka gambarnya yang kartun miss.*(Me too. I also like cartoon).

Appendix H/Int.1

2. Course Grid

a. Planning

The next step of the material development was writing a course grid. The course grid was the framework to develop the materials. The course grid was created based on the need analysis result. For the result of the needs analysis, the course grid was developed by taking the highest percentage of the respondents.

The topic of the book was chosen based on the needs analysis in which the highest percentage (14%) of the students chose animals as the topics they were interested in. The fruits and vegetables as well as hobbies are in the second place (11.3%). The animals were reflected in unit one, the fruits and vegetables were reflected in unit two while the hobbies were in unit three.

The learning objectives of the lesson were to make the students able to understand the English vocabulary as well as able to use in a simple context. The indicators were listed in details after deciding the learning objectives. In every unit, there were some indicators that the students need to fulfill in order to successfully achieve the learning objectives.

b. Developing the course grid

The course grid was developed based on result of the needs analysis. There were seven main components in the course grid. They are the number of unit, topic, unit's title, indicators, input texts, language focus and procedures. The components of the course grid can be seen as follows.

Table 15: The Components of the Course Grid

Unit	Topic	Title	Indicators	Input text	Language focus	Procedures

*The complete version is in the appendices.

According to the table above, the first component was unit. There were three units written in the course grid. The units were about the vocabulary mastery but in the different focus area of topic and language focus. The units were developed based on the result of needs analysis.

The second component was topic. There were 3 topics that are developed in the materials. All the topics were developed based on the result of needs analysis. The topics are animals, fruits and vegetables, and hobbies. They were taken from three highest percentage of needs analysis.

The third component was title. The title in each unit was based on the developer's idea. It was suit with the topic in the unit. Then, the fourth component was indicators. The list of indicators was developed based on the learning objectives. The indicators explained the things the students had to learn in order to successfully obtain the learning objectives. Each unit had different indicators as the learning objectives and the topic were dissimilar.

The fifth component was input text. The input text. They are two input texts in the materials, they are song and text. The song in each unit was different. It based on the theme. Furthermore there were at least one song in each units. In each units, the song placed in the first section, it is listening section. It helps the

students to learn listening and to stimulate their memories about the words they listened.

The next component was language focus. The materials focused on teaching vocabulary, and simple expressions in daily life. For example, in unit 1, the theme was animals. So, the language focus that is though is the vocabulary about animals, sounds of animals and talking about the animals look like.

The last component was procedures. The learning procedures covered the students need to do in the teaching and learning process. The components in the course grid were written to support the students in achieving the learning objectives in the lesson. Each component had its own part in making the teaching and learning process more meaningful and interesting. Therefore, the designed course grid was expected to gain the students' attention and motivation more in learning English.

3. Description of First Draft of Vocabulary Learning Book and the Teacher's Guide

a. Unit 1 "*Animal*"

Unit I is entitled "*Animal*". Most of the students stated that they loved learning about animals. Therefore, the materials provide a list of vocabulary about animals. There are four main skills in this unit. The first skill is listening. It is combined with speaking activity. Then reading skill is combined with writing skill. In this unit, there are sixteen units that should be accomplished by the students.

As stated above, this unit embrace four skills. Since the materials are mainly based on songs, many of the tasks in this unit are in accordance with the song. The song become the main materials sources or input the students could take. After they could work out with the expressions or words stated in the lyric, they are allowed to do such followed-up activities by which they could practice and produce the language. The specified descriptions of each skill in the unit 1 are described as below.

(1) Listening

There are six tasks which covered song activities and language production in this section. In the first task there was vocabulary list about animals. It aimed to stimulate the students in learning words about animals. In the second tasks, there was a song entitled “Old McDonald Had a farm” the students had to listen. As it stated in the course grid, the indicator allowed the students to be able to identify the animals by listening the song. Thus, the “Old McDonald Had a farm” was provided since it contained some animals’ name and its sound which were related to the topic.

Further, through the song, the students are expected to be familiar with the animals’ name and their sounds. Then, the next tasks after songs, the students are expected to identify the animals’ name and their sounds. The tasks in listening section are various. The activities are putting the animal words in the right order, checking the animals’ sound the heard, matching the pictures and sounds of animals and completing the missing lyric.

(2) Speaking

The objective of this section is enabling the students to make simple conversation. In this section, the input is enlarged. There are two conversation texts as the inputs to help the students in making conversation with their friends. The first text is about animals' name and their sounds and the second text is about the animals' look like.

Moreover, in speaking section the researcher start to acquaint the animals look like. For example, there is some animal's picture, i.e. giraffes, frog and crocodile. Then, the students are pointed out that giraffe has long neck, frog has long tongue, and crocodile has short legs.

(3) Reading

The goal of this section is enabling the students to read aloud the animals words and enrich the vocabulary collection about animals. In reading section, the input is also a text. The text entitled "the elephant" is given to enrich the vocabulary collection about elephants' look like. There is totally three tasks in reading section. The activities include reading aloud, choosing true or false statement and mentioning parts of elephant's body.

(4) Writing

The last section in each unit is writing section. There are two tasks covered writing. The activities are choosing the correct words that are provided to make good sentences and describing animal's part of body. In writing section the

students are demanded to produce something. In this case, the products are in form of sentences. Thus, in the last tasks, the students have to make simple sentences by looking at the picture.

b. Unit 2 “Fruits and Vegetables”

There are 17 tasks in this unit which are separated into 4 main sections. The main input is song. There are two songs chose in this unit. The first song is entitled “*Apples are so yummy*” and the second song is entitled “*do you like broccoli ice cream*”. The specified descriptions of each skill in the unit 2 are described as below.

(1) Listening

There are six tasks the students should accomplish in the Listening section of the unit 2. The skill followed the indicators is mentioned earlier in the course grid which stated “students can identify the fruits and vegetables”.

Further, in order to accomplish the goal in which the students are expected to respond the instruction, there is a song entitled “*Apples are so yummy*” in the listening section the students could learn from. There are several reasons for using this song. Firstly, the song covers all the target of words that will be used in the topic. They are fruits and vegetables. Secondly, the song is very simple. It make easier to the students to learn the words since the focus of materials is only to acquaint the words.

The first task is to listen and repeat words after the teacher. In this task, the students are given ten vocabularies about fruits and vegetables. Then, they repeated after the teacher. The second task in listening section is listening the song. It is played at least twice until the students get the meaning of song. The next task is to number the pictures of fruits and vegetables based on the song into good order. Then, the next task is to complete the missing lyric. It aims to test the students whether they remember the song or not.

(2) Speaking

The goal of this section is enabling the students to ask and respond the conversation with different expressions. In this section, the material developed is about the expressions of “like and dislike”. The song used to be main learning input is “*Do you like Broccoli Ice cream?*” since the lyric consists of the expressions of like and dislike.

Moreover, there are 5 tasks taught in this section. The first task of this section is about asking the students to listen to the song while watching the pictures showed by the teacher and answering some questions related to the song.

In the next task, the students are asked to repeat the dialogues after the teacher. The dialogue represents the expressions of like and dislike found in the song. Next, the following task is playing survey game. It demands the students to work in groups. The students are asked to interview the group members about their favorite fruits and vegetables and put the answer in the table provided in the

book. The next task is the output of the previous task. In this task, the students are demanded to report the survey result orally.

(3) Reading

The main input in the section is a text entitled "*My mother's garden*". It is a short text that consisted many vocabulary about fruits and vegetables. Moreover, the languages were very simple so that it can make the students learn easier.

Going into the tasks, there are 4 tasks in this section. The first task is about reading aloud the text. The students are demanded to read the text aloud and underline the words they do not know. Further, the teacher could help the students in translating the unknown words.

The next task is about reading sentences aloud. The students helped by the teacher to learn the sentences and get meaning of like and dislike expressions. Then in the following task they are asked to complete the sentences with "like or dislike".

(4) Writing

There are 3 tasks in this section. The first task is in the form of an uncompleted story. The students must complete the story with the correct words. The words are provided in the table and it must be appropriate with the clue. The clue is picture that are placed above the blank word.

The second task is about categorizing the name of fruits and vegetables based on the story in previous task. It expects the students to distinguish the fruits

and vegetables. The last task in this section is about rearranging the words into good order so that it forms the correct sentence.

In the past part of this unit, there is fruits and vegetables crossword. It is a reflection for the students in memorizing the words of fruits and vegetables. There are some reason why the researcher make this game. Firstly, the students are familiar with kind of this game, so that they will be more interesting. Secondly, it is a word game and the clue is in the form of pictures so that it is not difficult to them to finish the all the words.

c. Unit 3 “What is your hobby?”

Considering the student’s preference of topic they want to learn, the topic in the unit 3 is pertinent to hobbies. There are totally 16 tasks in this unit that are divided into 4 main section. As mentioned in the Unit 1 and Unit 2, the main input in the unit is song. There is only a song that is used in this unit. A song entitled “*what are you doing*” is used as the learning input for teaching listening skill. Then the other sections are used texts as the input learning. However, the specified descriptions of each skill in the unit 2 are described as below.

(1) Listening

There are 4 tasks the students should accomplish in the listening section of the Unit 1. Further, in order to accomplish the goal in which the students are expected to respond the instructions, there is a song entitled “*What are you doing?*” in the listening section the students could learn from. The students could use the song for learning hobbies and how to give instructions using term of

hobbies. There are several reasons for using this song. Firstly, the song offers the vocabulary of hobbies like *dancing*, *running*, etc. It was appropriate with the target needs of learning. Secondly, there are some repetition in the song so that the students will be easier in grasping the meaning.

Further, this section provides five tasks which request the students to learn some instruction and how to respond the instructions by doing the actions through song. Then as usual, first task in this unit, the students are asked to listen to the “*what are you doing*” song.

Going to the second task, the students are asked to match the words and the pictures. The students are demanded to identify the names of hobbies by looking at the pictures after they listened the song.

In task 4, the students are asked to complete the missing lyric from the song they have listened in the beginning. By completing the missing lyric, it is expected the students are able to identify the words by listening.

(2) Speaking

The speaking section in the unit 3 is about asking and talking about hobbies. Thus, the students are expected to ask and talk about hobbies for the goal of the lesson. In order to obtain the goal, this section provide some tasks. There re totally 3 tasks.

The first task in this section is about practicing the dialogue. The students are asked to learn the expression of asking and talking about their hobbies through

model of conversation. Then, the students are asked to repeat the dialogue of asking and talking about hobbies after the teacher. After that, the students might begin to do the following task in which they would practice to make conversation with their partners.

The next task requests the students to practice their conversation through interview game. As the task in the Unit 2, the students are demanded to work in groups. After that, they ask their group members about the hobbies. Then, they fill in their answer in the table provided in the book. They could take a turn in asking the question. Then, in the next task the students are asked to report their interview with their group members orally. In this part, the teacher gives the feedback to the students by asking another students whether the survey is true or false.

(3) Reading

In this section, the students will deal with a text. There were five tasks in this section. The first task in this section was reading the text aloud. The teacher read the text first then it was repeated by the students. In this tasks, the students were expected to get meaning of the text. They could underlined the words they do not know and asked it to the teacher.

Moving on the second task, the students were asked to analyze the sentences by choosing true or false statement. In this task, to be able to answer the questions, the students are expected to get meaning of the text. In order to help the students to grasp the meaning, there are pictures described the hobbies. Further,

the third task in the section still refer to the text. There is a table that must be completed by the students by reading the text first.

Going to the next task, there is another text provided in the material. It is in the form of conversation between three children. In this task the students should answer the questions based on the text.

(4) Writing

In the final section in the last unit, there are three tasks in this section. The students are expected to write their hobbies and their friends' hobbies in a good sentence.

B. The Result of Product Testing

1. The Result of Expert Judgement

a. Result of Expert Judgment of Unit 1

In the expert judgment step, there were six aspects of the materials to be evaluated. Those aspects were appropriateness of the material, the appropriateness of the learning and teaching activities, the appropriateness of the language contents, the appropriateness of learning input, the appropriateness of song, and the appropriateness of book format. The following are the results of the analysis of the questionnaire for expert judgment of Unit 1.

1) The appropriateness of the material

The following table shows the result of the analysis of the appropriateness of the material of the Unit 1.

Table 16: The Appropriateness of the Content of the Unit 1

No	Items	Score
1	The developed materials are in accordance with the course grid	4
2	The developed material are in accordance with the students' needs.	3
3	The developed materials meet the students' characteristics and interests.	3
4	The materials are related with the daily life.	3
5	The materials are more focused on English as means of communication rather than language grammar.	3
6	The developed materials cover the integrated skills (listening, speaking, reading, and writing.	3
7	The developed materials support the children in learning and mastering vocabulary.	3
8	The developed materials are in accordance with the students' ability.	3
Mean		3.1

It can be seen from the table above that the mean value of the appropriateness of the material of the Unit 1 is 3.1. This value is in the range of $3.00 \leq x \leq 3.49$ which falls into the category of "Good".

2) The appropriateness of learning and teaching activities

The second aspect to evaluate was the appropriateness of learning and teaching activities of the developed materials. The following table shows the result of the analysis of the appropriateness of the teaching and learning activities of the unit 1.

Table 17: The Appropriateness of the Learning/Teaching Activities of the Unit 1

No	Items	Score
9	The activities have involved the students actively.	3
10	The activities encourage the students to be creative during learning English.	3
11	The activities of developed materials have variation.	3
12	The activities of developed materials are interesting for students.	3
13	The activities of developed materials encourage the students to learn English words (vocabulary).	3
14	The activities in each tasks have the explicit instruction for students.	3
15	The activities of developed materials demand the students to work individually, in groups or in pairs.	3
16	Each activities in the task are arranged from easy to difficult level.	3
Mean		3.0

Table 16 shows that the mean value of the appropriateness of learning/teaching activities of the Unit 1 of the developed materials is 3.0. This value is in the range of $3.00 \leq x \leq 3.49$ which makes this unit, in term of the appropriateness of learning/ teaching activities falls into the category of “Good”.

3) The appropriateness of language content

The third aspect to evaluate was the appropriateness of language content of the developed materials. The following table shows the result of the appropriateness of language content of unit 1.

Table 18: The Appropriateness of the Language Content of the Unit 1

No	Items	Score
17	The language used in the developed materials is in accordance with the students' ability.	3

18	The materials include enough vocabulary and encourage the students in improving the students' vocabulary mastery.	3
Mean		3

Table 17 shows that the mean value of the appropriateness of language content of the Unit 1 of the developed materials is 3.0. This value is in the range of $3.00 \leq x \leq 3.49$ which makes this unit, in term of the appropriateness of language content falls into the category of "Good".

4) The appropriateness of learning input

The fourth aspect to evaluate was the appropriateness of the learning input of the developed materials. The following table shows the results of the analysis of the appropriateness of the learning input.

Table 19: The Appropriateness of the Learning Input

No	Items	Score
19	The learning inputs (text and picture) are interesting for students	3
20	The learning inputs (text and picture) are various.	3
21	The learning inputs (text and picture) are comprehensible ad meaningful.	3
22	The learning inputs (text and picture) are in accordance with the students' need.	3
23	The learning inputs (text and picture) are in accordance with the learning's goal.	3
24	The learning inputs (text and picture) cover the good structure of language.	3
Mean		3.0

Table above shows that the mean value of the appropriateness of the learning input of the Unit 1 of the developed materials is 3. This value is in the

range of $3.00 \leq x \leq 3.49$ which makes this unit, in terms of the appropriateness of the learning input, falls into the category of “Good”.

5) The appropriateness of the song

The fifth aspect to evaluate was the appropriateness of the song of the developed materials. The following table shows the results of the analysis of the appropriateness of the song of the unit 1 of the developed materials.

Table 20: The Appropriateness of the Song

No	Items	Score
25	The song is interesting for the students.	4
26	The song is various.	3
27	The song is in accordance with the learning's goal.	3
28	The song meets the topic of the materials.	3
29	The song can motivate the students to learn English words (vocabulary).	3
30	The lyric of the song consists of the repetition and the correct structure of the language.	3
31	The lyric of the song are more focused on English as means of communication rather than language grammar.	3
32	The rhythm of the song is interesting for students.	3
33	The rhythm of the song make easy to the students to memorize the lyric of the song.	3
Mean		3.1

It can be seen from the table above that the mean value of the appropriateness of the song of the unit 1 of the developed materials is 3.1. This value is in the range $3.00 \leq x \leq 3.49$ which makes this unit, in terms of the appropriateness of the song, falls into the category of “Good”.

6) The Appropriateness of the book format / layout.

The sixth aspect to evaluate was the appropriateness of the layout of the developed materials. The following table shows the results of the analysis of the appropriateness of the layout of the unit 1 of the developed materials.

Table 21: The Appropriateness of the Book Format/ Layout

No	Items	Mean
34	The layout of the developed materials is interesting for the students.	3
35	The illustration of the pictures is interesting.	3
36	The display of the materials is no crucial for the students.	3
37	The use of fonts in the developed materials are various and interesting for the students.	2
38	The selection of color in the display of developed materials do not interfere with the delivery of the materials.	3
39	The size of the book is in accordance with the students' need.	3
Mean		2.8

It can be seen from the table above that the mean value of the appropriateness of the layout of the unit 1 of the developed materials is 2.8. This value is in the range $2.50 \leq x \leq 2.99$ which makes this unit, in terms of the appropriateness of the song, falls into the category of "Fair".

b. Result of the Expert Judgment of Unit 2

In the expert judgment step, there were six aspects of the materials to be evaluated. Those aspects were appropriateness of the material, the appropriateness of the learning and teaching activities, the appropriateness of the language contents, the appropriateness of learning input, the appropriateness of song, and

the appropriateness of book format. The following are the results of the analysis of the questionnaire for expert judgment of Unit 2.

1) The appropriateness of the material

The first aspect to evaluate was the appropriateness of the material of the developed materials. The following table shows the result of the analysis of the appropriateness of the material of the Unit 2.

Table 22: The Appropriateness of the Content of the Unit 2

No	Items	Score
1	The developed materials are in accordance with the course grid	4
2	The developed material are in accordance with the students' needs.	3
3	The developed materials meet the students' characteristics and interests.	3
4	The materials are related with the daily life.	3
5	The materials are more focused on English as means of communication rather than language grammar.	3
6	The developed materials cover the integrated skills (listening, speaking, reading, and writing.	3
7	The developed materials support the children in learning and mastering vocabulary.	3
8	The developed materials are in accordance with the students' ability.	3
Mean		3.1

It can be seen from the table above that the mean value of the appropriateness of the material of the Unit 2 is 3.1. This value is in the range of $3.00 \leq x \leq 3.49$ which falls into the category of "Good".

2) The appropriateness of learning and teaching activities

The second aspect to evaluate was the appropriateness of learning and teaching activities of the developed materials. The following table shows the result of the analysis of the appropriateness of the teaching and learning activities of the unit 2.

Table 23: The Appropriateness of the Learning/teaching activities

No	Items	Score
9	The activities have involved the students actively.	3
10	The activities encourage the students to be creative during learning English.	3
11	The activities of developed materials have variation.	4
12	The activities of developed materials are interesting for students.	3
13	The activities of developed materials encourage the students to learn English words (vocabulary).	3
14	The activities in each tasks have the explicit instruction for students.	3
15	The activities of developed materials demand the students to work individually, in groups or in pairs.	3
16	Each activities in the task are arranged from easy to difficult level.	3
Mean		3.1

Table 23 shows that the mean value of the appropriateness of learning/teaching activities of the Unit 2 of the developed materials is 3.0. This value is in the range of $3.00 \leq x \leq 3.49$ which makes this unit, in term of the appropriateness of learning/ teaching activities falls into the category of “Good”.

3) The appropriateness of language content

The third aspect to evaluate was the appropriateness of language content of the developed materials. The following table shows the result of the appropriateness of language content of unit 2.

Table 24: The Appropriateness of the Language Content

No	Items	Score
17	The language used in the developed materials is in accordance with the students' ability.	3
18	The materials include enough vocabulary and encourage the students in improving the students' vocabulary mastery.	3
Mean		3

Table 24 shows that the mean value of the appropriateness of language content of the Unit 2 of the developed materials is 3.0. This value is in the range of $3.00 \leq x \leq 3.49$ which makes this unit, in term of the appropriateness of language content falls into the category of "Good".

4) The appropriateness of learning input

The fourth aspect to evaluate was the appropriateness of the learning input of the developed materials of the Unit 2. The following table shows the results of the analysis of the appropriateness of the learning input.

Table 25: The Appropriateness of the Learning Input

No	Items	Score
19	The learning inputs (text and picture) are interesting for students	3
20	The learning inputs (text and picture) are various.	3

21	The learning inputs (text and picture) are comprehensible and meaningful.	3
22	The learning inputs (text and picture) are in accordance with the students' need.	3
23	The learning inputs (text and picture) are in accordance with the learning's goal.	3
24	The learning inputs (text and picture) cover the good structure of language.	3
Mean		3.0

Table above shows that the mean value of the appropriateness of the learning input of the Unit 2 of the developed materials is 3.0. This value is in the range of $3 \leq x \leq 3.49$ which makes this unit, in terms of the appropriateness of the learning input, falls into the category of "Good".

5) The appropriateness of the song

The fifth aspect to evaluate was the appropriateness of the song of the developed materials. The following table shows the results of the analysis of the appropriateness of the song of the unit 2 of the developed materials.

Table 26: The Appropriateness of the Song

No	Items	Score
25	The song is interesting for the students.	4
26	The song is various.	3
27	The song is in accordance with the learning's goal.	3
28	The song meets the topic of the materials.	3
29	The song can motivate the students to learn English words (vocabulary).	3
30	The lyric of the song consists of the repetition and the correct structure of the language.	3
31	The lyric of the song are more focused on English as means of communication rather than language grammar.	3
32	The rhythm of the song is interesting for students.	3
33	The rhythm of the song make easy to the students to memorize the lyric of the song.	
Mean		3.1

It can be seen from the table above that the mean value of the appropriateness of the song of the unit 2 of the developed materials is 3.1. This value is in the range $3.00 \leq x \leq 3.49$ which makes this unit, in terms of the appropriateness of the song, falls into the category of “Good”.

6) The Appropriateness of the book format / layout.

The sixth aspect to evaluate was the appropriateness of the layout of the developed materials. The following table shows the results of the analysis of the appropriateness of the layout of the unit 2 of the developed materials.

Table 27: The Appropriateness of the Layout

No	Items	Mean
34	The layout of the developed materials is interesting for the students.	4
35	The illustration of the pictures is interesting.	3
36	The display of the materials is no crucial for the students.	3
37	The use of fonts in the developed materials are various and interesting for the students.	2
38	The selection of color in the display of developed materials do not interfere with the delivery of the materials.	3
39	The size of the book is in accordance with the students' need.	3
Mean		3.1

It can be seen from the table above that the mean value of the appropriateness of the layout of the unit 2 of the developed materials is 3.1. This value is in the range $3.00 \leq x \leq 3.49$ which makes this unit, in terms of the appropriateness of the song, falls into the category of “Good”.

c. Result of the Expert Judgment of Unit 3

In the expert judgment step, there were six aspects of the materials to be evaluated. Those aspects were appropriateness of the material, the appropriateness of the learning and teaching activities, the appropriateness of the language contents, the appropriateness of learning input, the appropriateness of song, and the appropriateness of book format. The following are the results of the analysis of the questionnaire for expert judgment of Unit 3.

1) The appropriateness of the material

The first aspect to evaluate was the appropriateness of the material of the developed materials. The following table shows the result of the analysis of the appropriateness of the material of the Unit 3.

Table 28: The Appropriateness of the Content of the Unit 3

No	Items	Score
1	The developed materials are in accordance with the course grid	4
2	The developed material are in accordance with the students' needs.	3
3	The developed materials meet the students' characteristics and interests.	3
4	The materials are related with the daily life.	3
5	The materials are more focused on English as means of communication rather than language grammar.	3
6	The developed materials cover the integrated skills (listening, speaking, reading, and writing).	3
7	The developed materials support the children in learning and mastering vocabulary.	3
8	The developed materials are in accordance with the students' ability.	3
	Mean	3.1

It can be seen from the table above that the mean value of the appropriateness of the material of the Unit 3 is 3.1. This value is in the range of $3.00 \leq x \leq 3.49$ which falls into the category of “Good”.

2) The appropriateness of learning and teaching activities of the Unit 3

The second aspect to evaluate was the appropriateness of learning and teaching activities of the developed materials. The following table shows the result of the analysis of the appropriateness of the teaching and learning activities of the unit 3.

Table 29: The Appropriateness of the Learning/Teaching Activities

No	Items	Score
9	The activities have involved the students actively.	3
10	The activities encourage the students to be creative during learning English.	3
11	The activities of developed materials have variation.	3
12	The activities of developed materials are interesting for students.	3
13	The activities of developed materials encourage the students to learn English words (vocabulary).	3
14	The activities in each tasks have the explicit instruction for students.	3
15	The activities of developed materials demand the students to work individually, in groups or in pairs.	3
16	Each activities in the task are arranged from easy to difficult level.	3
Mean		3.0

Table 29 shows that the mean value of the appropriateness of learning/teaching activities of the Unit 3 of the developed materials is 3.0. This value is in the range of $3.00 \leq x \leq 3.49$ which makes this unit, in term of the appropriateness of learning/ teaching activities falls into the category of “Good”.

3) The appropriateness of language content

The third aspect to evaluate was the appropriateness of language content of the developed materials. The following table shows the result of the appropriateness of language content of unit 3.

Table 30: The Appropriateness of the Language Content of the Unit 3

No	Items	Score
17	The language used in the developed materials is in accordance with the students' ability.	3
18	The materials include enough vocabulary and encourage the students in improving the students' vocabulary mastery.	3
Mean		3

Table 30 shows that the mean value of the appropriateness of language content of the Unit 3 of the developed materials is 3.0. This value is in the range of $3.00 \leq x \leq 3.49$ which makes this unit, in term of the appropriateness of language content falls into the category of "Good".

4) The appropriateness of learning input

The fourth aspect to evaluate was the appropriateness of the learning input of the developed materials. The following table shows the results of the analysis of the appropriateness of the learning input.

Table 31: The Appropriateness of the Learning Input of the Unit 3

No	Items	Score
19	The learning inputs (text and picture) are interesting for students	3
20	The learning inputs (text and picture) are various.	3
21	The learning inputs (text and picture) are comprehensible and meaningful.	3
22	The learning inputs (text and picture) are in accordance with the students' need.	3
23	The learning inputs (text and picture) are in accordance with the learning's goal.	3
24	The learning inputs (text and picture) cover the good structure of language.	3
Mean		3.0

Table above shows that the mean value of the appropriateness of the learning input of the Unit 3 of the developed materials is 3.0. This value is in the range of $3.00 \leq x \leq 3.49$ which makes this unit, in terms of the appropriateness of the learning input, falls into the category of "Good".

5) The appropriateness of the song

The fifth aspect to evaluate was the appropriateness of the song of the developed materials. The following table shows the results of the analysis of the appropriateness of the song of the unit 3 of the developed materials.

Table 32: The Appropriateness of the Song

No	Items	Score
25	The song is interesting for the students.	4
26	The song is various.	3
27	The song is in accordance with the learning's goal.	3
28	The song meets the topic of the materials.	3
29	The song can motivate the students to learn English words (vocabulary).	3
30	The lyric of the song consists of the repetition and the correct structure of the language.	3
31	The lyric of the song are more focused on English as	3

	means of communication rather than language grammar.	
32	The rhythm of the song is interesting for students.	3
33	The rhythm of the song make easy to the students to memorize the lyric of the song.	
Mean		3.1

It can be seen from the table above that the mean value of the appropriateness of the song of the unit 3 of the developed materials is 3.1. This value is in the range $3.00 \leq x \leq 3.49$ which makes this unit, in terms of the appropriateness of the song, falls into the category of “Good”.

6) The Appropriateness of the book format / layout.

The sixth aspect to evaluate was the appropriateness of the layout of the developed materials. The following table shows the results of the analysis of the appropriateness of the layout of the unit 3 of the developed materials.

Table 33: The Appropriateness of the Layout

No	Items	Score
34	The layout of the developed materials is interesting for the students.	3
35	The illustration of the pictures is interesting.	3
36	The display of the materials is no crucial for the students.	3
37	The use of fonts in the developed materials are various and interesting for the students.	2
38	The selection of color in the display of developed materials do not interfere with the delivery of the materials.	3
39	The size of the book is in accordance with the students' need.	3
Mean		2.8

It can be seen from the table above that the mean value of the appropriateness of the layout of the unit 3 of the developed materials is 2.8. This

value is in the range $2.50 \leq x \leq 2.99$ which makes this unit, in terms of the appropriateness of the song, falls into the category of “Fair”.

d. The Result of the Questionnaire for the Respondents

The questionnaire distributed to some respondents was aimed at finding the opinion from the teacher’s perspective and evaluating the teachers’ guide of the English vocabulary learning book. The respondents were 10 students of English Education Department. They have working experience as a teacher from two up to three years. There were fifteen indicators in the evaluation and it consisted of three main aspects. They are, language, content and layout. The result of the questionnaire can be seen in the table below.

a. The Appropriateness of the Language

Table 34: The Appropriateness of the Language from the Respondents

No	Items	Mean
1	The language written in the instruction of teacher’s guide is in accordance to EYD (<i>Ejaan Yang Disempurnakan</i>).	3.4
2	The language written in the instruction is understandable.	3.2
3	The language written in the instruction is communicative.	3.2

Based on the table above, the mean value of the appropriateness of the language of teacher’s guide of the developed materials is 3.3. This value is in the range of $3.00 \leq x \leq 3.49$ which makes this unit fall into the category of “Good”.

b. The Appropriateness of the Content

Table 35: The Appropriateness of the Content from the Respondents

No	Items	Mean
4	The instructions written in the book are clear and understandable.	3.4
5	The teacher's guide book mentions the teaching steps.	3.4
6	The teachers are given the steps to activate the students' background knowledge before they do the vocabulary tasks.	3.4
7	The teacher's guide book provide the clear steps in delivering materials.	3.2
8	The teacher's guide book is in accordance to the teachers who will teach English.	3.4
9	The teacher's guide book mentions answer keys	3.8
10	The teacher's guide book mentions the pictures of task/activity in each unit in the students' book.	3.8
11	The teacher's guide book is easy to use.	3.4
12	The sequences of material explanation is in accordance to the sequences in students' book.	3.8

Based on the table above, the mean value of the appropriateness of the content of teacher's guide of the developed materials is 3.5. This value is in the range of $3.50 \leq x \leq 4.00$ which makes this unit fall into the category of "Very Good".

c. The Appropriateness of the Layout

Table 36: The Appropriateness of the Layout from the Respondents

No	Items	Mean
13	The design of the developed materials is visually interesting.	2.4
14	The teacher's guide use the appropriate variation of fonts.	3.4
15	The formation of pictures and instructions in the teacher's guide book is organized.	3.4

Based on the table above, the mean value of the appropriateness of the layout of teacher's guide of the developed materials is 3.1. This value is in the range of $3.00 \leq x \leq 3.49$ which makes this unit fall into the category of "Good".

The average of the evaluation from the respondents is described below.

Table 37: The Appropriateness of the Teacher's Guide

Aspects	Score
The Appropriateness of the Language	3.3
The Appropriateness of the Content	3.5
The Appropriateness of the Layout	3.1
Total	9.9
Average	3.3

The table above shows about the mean of the respondents' evaluation on the teacher's guide of English vocabulary learning book. The table consists of three aspects. Those aspects were the appropriateness of the language, the appropriateness of the content, and the appropriateness of the layout.

C. Product Revision

The developed materials were revised after the result of the questionnaires from the expert judgment and respondents were evaluated. The first revision was from the expert judgment and the second revision was from the respondents who were the students of English Education Department.

1. Revision from the Expert Judgment

a. Revision of Unit 1

The revision of Unit 1 is based on the suggestions by the expert. The feedbacks are used to develop appropriate materials in terms of the materials, the

learning and teaching activities, the language contents, the learning input, the song, and the book format/ layout. The points to revise can be seen on the table below.

Table 38: The Revision of Unit 1

Parts of the Unit	Points to Revise	Revision
Cover	The title of the developed materials contains grammatical errors. (Learning Fun with English)	The title is changed into (Fun Learning with English).
Task 1	No revision	-
Task 2	Change the instruction to be simpler.	The instruction is changed to be simpler.
Task 3	Move the task 3 into task 6 and add the new task for task 3	The task 3 is moved into task 6 and it is added a new task.
Task 4	Add new task related sounds of animals	The new task is added.
Task 5	No revision	No revision
Task 6	The pictures in task 6 are too small	The pictures are changed bigger.
Task 7	Add punctuation (.) in the end of sentence.	The punctuation (.) is added in the end of the sentence.
Task 8	Change the instruction. The instruction in the task is not appropriate.	The instruction is changed.
Task 9	The questions should be more focus on “this / these and delete the questions about “is/are”.	The questions are changed. The questions about “is/are” are deleted.
Task 10	Change task 10. It should be the input of speaking section.	Task 10 is changed become the conversation form.
Task 11	Delete the response in the conversation.	The response in the conversation is deleted.
Task 12	Change the text in reading activity.	The text is changed.
Task 13	Change the instruction in the task. “Answer the questions based on the text” is changed into “choose true/false statement based on the text”.	The instruction is changed. “Answer the questions based on the text” is

		changed into “choose true/false statement based on the text”.
Task 14	Change task 14.	Task 14 is changed into mentioning elephant’s body part. Based on the picture.”
Task 15	Make clear the picture.	The pictures is made clearly.
Task 16	Correct the use of articles of “a, an, and the”.	The articles “of a, an, the” are corrected.
Words game	Move the game before reading section	The game was moved before reading section.

b. Revision of the Unit 2

The revision of the Unit 2 is based on the evaluation given by the expert. To get the final draft, there should be revision in terms of the materials, the learning and teaching activities, the language contents, the learning input, the song, and the book format/ layout. The points to revise can be seen on the table below.

Table 39: The Revision of Unit 2

Parts of the Unit	Points to Revise	Revision
Task 1	Add the article “a/an” in the first word.	The article “a/an” is added.
Task 2	Change the instruction to be simpler.	The instruction is changed to be simpler.
Task 3	Substitute task 3 and task 4.	Task 3 and task 4 is substituted.
Task 4	Change the instruction to be simpler.	The instruction is

		changed to be simpler.
Task 5	- Add the task. - Change the instruction 'did you know?' to study this?'	The instruction 'did you know?' is changed to 'study this?'
Task 6	- Task 5 becomes task 6 - Change word 'gambar' to buah'	The word is changed.
Task 7	- Task 6 becomes task 7	-
Task 8	Change word 'learn' to 'study'.	The word 'learn' to 'study' is changed
Task 9	Correct the grammar in the instruction.	The word 'check' is added in instruction. The article 'the' is added.
Task 10	Make the simple instruction.	The instruction is changed.
Task 11	- Correct the grammar in the reading text. - Help the students with the long text by giving more pictures	The grammar is corrected. The picture is change to be clearer.
Task 12	Change the question number 1 and number 2.	The question number 1 and 2 are changed.
Task 13	No revision	-
Task 14	Change word 'long bean' to 'string bean'.	The word 'long bean' is changed to 'string bean'.
Task 15	Make the simple instruction.	The instruction is changed.
Task 16	Make the simple instruction.	The instruction is changed.
Task 17	No revision.	-

c. Revision of Unit 3

The revision of unit 3 is based on the evaluation from the expert. The revision covers six aspect; they are the appropriateness of the materials, the appropriateness of the learning and teaching activities, the appropriateness of the language contents, the appropriateness of the learning input, the appropriateness

of the song, and the appropriateness of the book format/ layout. The points to revise can be seen on the table below.

Table 40: The Revision of Unit 3

Parts of the Unit	Point to revise	Revision
Unit title	Find another pictures. The picture was not clear.	The picture was changed.
Task 1	No revision	-
Task 2	Change the instruction to be shorter.	The instruction was changed to be shorter.
Task 3	Substitute task 3 and task 4	The task 3 and task 4 was substituted.
Task 4	Change the instruction “complete the missing lyric” to “find the missing lyric”.	The instruction was changed.
Task 5	Correct the conversation: the name ‘Harry’ should be in the end of sentence.	The sentence was corrected. The name ‘harry’ is moved in the end of sentence.
Task 6	Make the instruction clearer.	The instruction was changed clearer.
Task 7	Make the instruction clearer.	The instruction was changed clearer.
Task 8	No revision.	-
Task 9	No revision	
Task 10	No revision	
Task 11	No revision	
Task 12	Make the instruction to be shorter	The instruction was changed to be shorter.
Task 13	Delete the instruction ‘do you still remember the song in task 2?’	The instruction ‘do you still remember the song in task 2’ was deleted.
Task 14	No revision	No revision
Task 15	Correct the grammar; ‘what is Bella hobby?’ to ‘what is Bella’s hobby?’	The grammar was corrected
Task 16	The color was too dark	The color was changed.

2. Revision from the Respondents

Most of the respondents suggested that the picture of the developed materials in the right side of the instructions needed to put in bigger so that the teacher would not find any difficulties in understanding the task in the vocabulary learning book for students. Furthermore, the instruction should be made clearer and more communicative. Then, as the revision had been made, the materials were considered as the final draft. The table below describes the points to revise in the unit 1, 2 and 3 and the revisions.

Table 41: the Revision of Teacher's Guide from the Respondent

Unit	Revision Point	Revision
1,2 and 3	Make the picture bigger and clearer.	The bigger and clearer pictures are provided.
	Make the instructions more communicative and understandable.	The instructions are changed more understandable.
	Simplify the language use in the instruction to be more effective.	The language use in the instruction is simplified.

D. Analysis of the Latest Product

The analysis of the final product is written after the developed materials revised. This part answers about the appropriateness of the English vocabulary learning book which was stated in the formulation of the problem. There are four parts to be explained in the analysis such as the appropriateness of the materials, activity, instruction, and layout. The following explanation was gained from the expert judgment and it answers the question in the formulation of the problem.

1. Materials

The materials in the developed song-based tasks materials for Grade V students of Elementary school are based on the course Grid. There are four skills to cover in the book; listening, speaking, reading and writing. The materials are developed into three units which covered the songs and texts.

The theme of the materials is chosen based on the students' interest. They are animals in unit 1, fruits and vegetables in unit 2, as well as hobbies in unit 3. The songs and texts in the book are based on the theme. They are simplified to meet the students' daily experience and also to make it focusing on the some words to learn.

The data gained from the expert judgment prove that the materials are appropriate with the Grade V Students and the Course Grid. The song-based tasks materials for Grade V Students of Elementary School is useful for the students to understand the vocabulary about animals, fruits & vegetables and hobbies.

2. Activities

The kind of activities in the developed song-based tasks materials were chosen based on the results of the needs analysis. There are four skills that should be accomplished by the students in each unit. They are listening, speaking, reading and writing. The activities are listening to the songs, matching pictures and words, gap filling activities, true/false activities, arranging the words and making it into sentences, etc. since the objects are young learners who are easy to get bored in reading a book, some pictures are provided to make the book more interesting.

The activities in song-based materials are for Grade V students of Elementary School are relevant with the requirement of the students. It is proved by conducting needs analysis. Those activities are arranged from easy to the difficult activities. Those activities also lead the students to learn individually as well as in a group. The data gained from the expert judgment proves that the activities support the students in English learning process.

3. Instructions

The instructions in the developed song-based tasks materials are in the above of each activity. They are presented by using simple terms and bilingual in order to make the students understand what they are going to do to complete the tasks and lead the students learn the materials autonomously.

4. Layout

The developed materials is designed as alluring as possible in order to motivate the students to learn words. The media and layout were designed as attractive as possible. There are many pictures in the book. The pictures are chosen as close as possible to the context so that the students can easily connect their imagination and the actual meaning.

Moreover, the various font used in the book make the book itself more interesting. The students will not feel bored in using the book. This condition led to the effective vocabulary teaching and learning process.

Furthermore, the book is designed to make the students able to use the words they had learnt right away so the book was written with the worksheet in each activity. Finally, it can be concluded that both media and the design of book facilitate the students in the vocabulary teaching and learning process.

E. Research Constraints

There was an obstacle during the research. The obstacle came from the external factor which has about the availability of the time. It was difficult to find the time in conducting needs analysis. The whole class of the English subject were taught by students who had demanding schedule. As the result, the need analysis was conducted in the middle of the break.

However, the obstacle did not significantly influence the result of the product. In the beginning, the students were suggested to answer the questions as honest as possible. Though the students could not answer all the questions correctly, they were very cooperative. The researcher helps them to answer the questions based on what they felt. The lack of time did not influence their answers.

The next obstacle came when doing expert judgment. It was very difficult to have an appointment with the lecturer who have to assess the developed materials. It took almost two months to get book evaluated.

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion of the Product

This research was aimed at finding out the vocabulary learning target needs, the learning needs, and the characteristics of appropriate vocabulary learning materials for grade five students of elementary schools. The conclusions were written based on the findings and the discussion.

1. Vocabulary Learning Target Needs

The reading target needs refer to what the students need to do in the target situation. According to the needs analysis, the target needs of Grade V students of Elementary School can be concluded as follows.

- a. The main goal of the students in learning English is to improve their skills and to be able to speak English.
- b. The students' lacks were related to the media. They did not have enough media to support them in learning English.
- c. The students expected to be able to memorize their vocabulary collection after learning the English vocabulary materials.

2. The Learning Needs

The learning needs are related to the students' opinion about what they should do to attain the target situation. It covers the components of tasks proposed

by Nunan (2004), those are inputs, procedures, setting, teachers' role and the learners' role.

In terms of inputs, the students wanted the songs which contained the story. They claimed that the story give them more words so that they could memorize many vocabulary. In terms of procedures, the students wanted to learn about animals, fruits and vegetables as well as hobbies since it was close with the daily life. Moreover, they liked to learn English through various activities. The students preferred to get English translated into Indonesia as the language of instruction rather than get English only as the language of instruction. Furthermore, the students wanted to have cartoon of animals or things as the illustrations in their book.

Related to the setting, the students liked singing outside the classroom because they could convey their expressions and imagination freely. Moreover, most of the students preferred to accomplish the task in group rather than do individually.

In terms of teachers' role, in explaining the materials especially when teaching a song the teachers were expected to write the lyric in the whiteboard and give the explanation in each words.

The last, related to learners' role, the students were expected to actively participate in the classroom discussion ad share their opinion with all the classmates.

3. The Characteristics of the Appropriate Song-based Task Materials

The materials should be based on the learners' needs. The data of the learners' needs could be gathered by conducting needs analysis. There are some aspects that should be emphasized in developing the materials. They are the necessities of the learners, wants, lacks, inputs, procedures, teachers' role and the learners' role.

There were three units in the materials. They were Unit 1 "*Animals*", unit 2 "*fruits and vegetables*" and unit 3 "*what is your hobby?*". The units were developed based on the needs analysis. Each unit consist of 16 until 17 tasks. There were also some points to be fulfilled.

B. Recommendation of Product Use

1. Recommendation for the English Teachers of Elementary School Grade V

The English teacher could use the English vocabulary learning book in the teaching and learning process. The materials with the varied activities inside could be the good references to teach and could also inspire the teacher in designing some fun activities for the students.

2. Recommendation for the students of Elementary School Grade V

To the students, they should actively participate in using this book. There are some fun activities and songs that should be accomplish in pairs and groups. They also should not be hesitated to ask for guidance and help from their English teachers if they find any difficulties.

3. Recommendation for the other researcher

It is recommended for other researchers and materials developers who are interested in developing materials for young learners to develop interesting materials that contain other topics and different activities and apply other learning approaches. They should develop materials that contain various activities, interesting media, many vocabulary, since the students find it difficult to comprehend those aspects. Added to this, the focus of the materials can be in listening, reading, speaking or writing skills.

4. Recommendation for the materials developer

There are so many lacks from this book. The materials developer should do some improvement to make the materials developed better. They should make innovation of vocabulary learning book to be more effective in improving the students' vocabulary. They also should choose different topic that are taught previously and develop many varied with some colourful designs in the different kinds of texts and skills to master.

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APPENDICES

APPENDIX A

Course Grid

COURSE GRID

Developing song-based tasks for vocabulary learning among grade V students of elementary school

School : SD N Warungboto

Subject : English

Grade : V

Unit Number	Topic/theme	Title of the Unit	Indicators	Input texts	Language focus	Procedures
Unit 1	"Animals"	"Going to the zoo"	<p>Listening:</p> <ul style="list-style-type: none"> Students can identify the name of animals. <p>Speaking:</p> <ul style="list-style-type: none"> Students can repeat the teachers instruction Students can ask and answer the conversation. <p>Reading:</p>	<p>Song: Old McDonald Had a Farm.</p> <p>Text : "going to the zoo".</p>	<p>Vocabulary: <i>lion, pig, elephant, monkey, rooster, panda, kangaroo, sheep, horse, etc.</i></p> <p>The sounds of animals.</p> <p>This is & these are</p> <p>Pronoun : it, they.</p>	<p>Listening:</p> <ul style="list-style-type: none"> Students listen to the animals song. Students fill in the blank based on the pictures. Students match the animals' name and their sounds. <p>Speaking:</p> <ul style="list-style-type: none"> Students say the

			<ul style="list-style-type: none"> Students can read aloud the animals words. <p>Writing:</p> <ul style="list-style-type: none"> Students can describe the animals based on the picture 			<p>name of animals based on the sounds that the teacher tells.</p> <ul style="list-style-type: none"> Students sing the Old Mc Donald song by using the animals they learned. <p>Reading:</p> <ul style="list-style-type: none"> Students read aloud the kinds of animals. Students answer the questions based on the text. <p>Writing:</p> <ul style="list-style-type: none"> Students complete the sentences by choosing the words that are available in the box. Students describe the animals with the correct word.
Unit 2	<i>Fruits and Vegetables</i>	<i>I like Fruits and Vegetables</i>	<p>Listening:</p> <ul style="list-style-type: none"> students can identify the fruits and vegetables. 	<p>Songs :</p> <ul style="list-style-type: none"> Apples are yummy 	<p>Vocabulary:</p> <p><i>Orange, apple, papaya, strawberry, lemon, grapes, mango,</i></p>	<p>Listening:</p> <ul style="list-style-type: none"> Students listen the song then looking at the picture.

			<p>Speaking:</p> <ul style="list-style-type: none"> • students can repeat the teachers instruction • students can ask and answer the conversation. <p>Reading:</p> <ul style="list-style-type: none"> • Students can read the words aloud <p>Writing:</p> <ul style="list-style-type: none"> • Students can describes their favorite fruits and vegetables 	<p>- Do you like broccoli ice cream?</p>	<p><i>watermelon, bananas Carrots, potatoes, tomatoes,, cucumber, celery, broccoli etc.</i></p> <p>Grammar:</p> <p>Expression of like/dislike: I like apple I do not like lemon She likes potatoes He does not like broccoli</p>	<ul style="list-style-type: none"> • Students find the missing lyrics by looking at the picture. • Then, students arrange the number of picture based on the song. <p>Speaking:</p> <ul style="list-style-type: none"> • Students say the name of fruits and vegetables they have listened • Students tell their favorite fruits and vegetables each other. <p>Reading:</p> <ul style="list-style-type: none"> • Students read the text aloud and underline the word they do not know. • Students answer the questions based on the text. • Students read the sentences aloud. • Students complete the
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						<p>sentences based on the available picture.</p> <p>Writing:</p> <ul style="list-style-type: none"> • Students complete the story by choosing the correct word provided. • Students rearrange the words into good order.
Unit 3	<i>My Hobbies</i>	<i>What is your hobby?</i>	<p>Listening:</p> <ul style="list-style-type: none"> • Students can identify the hobbies. <p>Speaking:</p> <ul style="list-style-type: none"> • Students can name the kinds of hobbies based on the pictures • Students can tell their hobbies and their friends' hobbies orally <p>Reading:</p> <ul style="list-style-type: none"> • Students can read aloud the kinds of hobby fluently 	<p>Song:</p> <p>- “What are you doing? “</p>	<p>Vocabulary:</p> <p><i>Drawing, running, dancing, cooking, eating, gardening, fishing, reading, listening to music, playing football.</i></p> <p>Grammar: I like ... She likes.....</p> <p>My hobby is Her hobby is..... His hobby is....</p>	<p>Listening:</p> <ul style="list-style-type: none"> • Students listen to the songs that is played by teacher and repeat it for several times • Students find the missing lyrics by looking at the picture and listening to the song. • Students sing the song together with the teacher

			<p>Writing:</p> <ul style="list-style-type: none">• Students can fill in their hobbies and their friends' hobbies			<ul style="list-style-type: none">• Students match the hobbies with the pictures. <p>Speaking:</p> <ul style="list-style-type: none">• Students practice the conversation with their partners.• Students make a group and ask their groups member about their hobbies.• Students mention their hobby and their friends' hobby orally <p>Reading:</p> <ul style="list-style-type: none">• Students read the text aloud and underline the word they do not know.• Students complete the data in the table
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						<p>based on the text.</p> <p>Writing:</p> <ul style="list-style-type: none">• Students complete the missing letter based on the picture.• Students write the sentence by looking at the picture.• Students describe their hobby and their friends' hobby in simple sentences.
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APPENDIX B

Instrument of Needs Analysis

ANGKET UNTUK SISWA

Angket ini bertujuan untuk mengetahui identitas dan kebutuhan siswa tentang aktivitas pembelajaran Bahasa Inggris kelas 5 SD Negeri Warungboto, Yogyakarta.

A. Adik-adik, tolong isi identitas dibawah ini secara lengkap dengan menjawab pertanyaan yang sudah tersedia.

Usia adik :

Jenis kelamin :

Bahasa yang digunakan sehari-hari:

- Bahasa Jawa
- Bahasa Indonesia
- Bahasa Inggris

Apakah adik-adik pernah/sedang mengikuti les/ bimbingan belajar diluar?

- Ya
- Tidak

Pekerjaan orang tua adik :

B. Sekarang adik-adik harus menjawab pertanyaan dibawah ini dengan memberi tanda silang (X) pada jawaban pilihan adik-adik. Adik-adik boleh menjawab lebih dari satu jika ada pilihan untuk menjawab lebih dari satu di pertanyaan.

Pilihlah salah satu jawaban yang menurut adik paling sesuai.

1. Apakah adik-adik menyukai pelajaran bahasa inggris?
 - a. Sangat suka
 - b. Suka
 - c. Biasa saja
 - d. Tidak suka
 - e. Sangat tidak suka

2. Menurut adik-adik belajar arti kata bahasa Inggris itu.....
 - a. Sangat penting
 - b. Penting
 - c. Biasa saja

- d. Tidak penting
 - e. Sangat tidak penting
3. Apakah adik-adik setuju untuk meningkatkan kemampuan adik dalam belajar arti kata bahasa Inggris?
- a. Sangat setuju
 - b. Setuju
 - c. Ragu-ragu
 - d. Tidak setuju
 - e. Sangat tidak setuju
4. Bagaimana kegiatan belajar arti kata bahasa Inggris dikelas selama ini?
- a. Sangat menyenangkan
 - b. Menyenangkan
 - c. Biasa saja
 - d. Tidak menyenangkan
 - e. Sangat tidak menyenangkan
5. Jenis kegiatan apa saja yang sering adik-adik lakukan dengan guru bahasa Inggris dikelas selama ini? **(adik-adik boleh menjawab lebih dari satu jawaban)**
- a. Mengerjakan soal latihan
 - b. Mendengarkan lagu/music bahasa Inggris
 - c. Menghafalkan kosa kata-kosa kata bahasa Inggris
 - d. Mendengarkan penjelasan guru dan mencatat
 - e. Tanya jawab dengan guru
 - f. Bermain game
 - g. Menerjemahkan bahasa Inggris ke bahasa Indonesia maupun sebaliknya
6. Bagaimana guru bahasa Inggris adik-adik mengajarkan arti kata bahasa Inggris selama ini? **(adik-adik boleh menjawab lebih dari satu jawaban)**
- a. Menjelaskan
 - b. Mencatat/menulis dipapan tulis
 - c. Menerjemahkan bahasa Inggris ke bahasa Indonesia maupun sebaliknya
 - d. Memutar lagu-lagu bahasa Inggris dan memberi penjelasan perkata

7. Apakah guru Bahasa Inggris adik-adik mengadakan permainan untuk mengajarkan arti kata bahasa Inggris?
 - a. Selalu
 - b. Sering
 - c. Jarang
 - d. Tidak pernah

8. Apakah guru bahasa Inggris adik-adik menggunakan cerita dalam bahasa Inggris untuk mengajarkan arti bahasa Inggris kepada adik-adik?
 - a. Selalu
 - b. Sering
 - c. Jarang
 - d. Tidak pernah

9. Apakah guru bahasa inggris pernah mengajarkan lagu-lagu Bahasa Inggris untuk mengajar bahasa inggris dikelas?
 - a. Ya
 - b. Tidak

Jika adik menjawab “Ya”, tolong sebutkan lagu bahasa Inggris apa saja yang pernah guru ajarkan kepada adik

.....

10. Seberapa seringkah Guru Bahasa Inggris adik-adik mengajarkan lagu-lagu bahasa Inggris dikelas?
 - a. Selalu
 - b. Sering
 - c. Jarang
 - d. Tidak pernah

11. Apakah adik-adik suka jika belajar arti kata bahasa Inggris melalui lagu?
 - a. Sangat suka
 - b. Suka
 - c. Biasa saja
 - d. Tidak suka
 - e. Sangat tidak suka

12. Apakah adik-adik suka membaca bahasa Inggris?

- a. Sangat suka
 - b. Suka
 - c. Biasa saja
 - d. Tidak suka
 - e. Sangat tidak suka
13. Apakah adik-adik suka menulis bahasa Inggris?
- a. Sangat suka
 - b. Suka
 - c. Biasa saja
 - d. Tidak suka
 - e. Sangat tidak suka
14. Apakah adik-adik suka mendengarkan bahasa Inggris?
- a. Sangat suka
 - b. Suka
 - c. Biasa saja
 - d. Tidak suka
 - e. Sangat tidak suka
15. Apakah adik-adik suka berbicara bahasa Inggris?
- a. Sangat suka
 - b. Suka
 - c. Biasa saja
 - d. Tidak suka
 - e. Sangat tidak suka
16. Apakah adik-adik suka belajar bahasa Inggris dengan permainan (Game)?
- a. Sangat suka
 - b. Suka
 - c. Biasa saja
 - d. Tidak suka
 - e. Sangat tidak suka
17. Apakah adik-adik suka belajar bahasa Inggris dengan lagu?
- a. Sangat suka
 - b. Suka
 - c. Biasa saja
 - d. Tidak suka
 - e. Sangat tidak suka

18. Apakah adik-adik suka belajar bahasa Inggris dengan menghafal?
- Sangat suka
 - Suka
 - Biasa saja
 - Tidak suka
 - Sangat tidak suka
19. Apakah adik-adik suka belajar bahasa Inggris dengan mencatat?
- Sangat suka
 - Suka
 - Biasa saja
 - Tidak suka
 - Sangat tidak suka
20. Apakah adik-adik suka belajar bahasa Inggris dengan mengerjakan dengan mengerjakan soal latihan?
- Sangat suka
 - Suka
 - Biasa saja
 - Tidak suka
 - Sangat tidak suka
21. Apakah adik-adik suka belajar bahasa Inggris dengan tanya jawab dengan Guru?
- Sangat suka
 - Suka
 - Biasa saja
 - Tidak suka
 - Sangat tidak suka
22. kegiatan belajar bahasa inggris apa yang menurut adik paling membosankan?
- belajar bahasa inggris dengan bermain
 - Belajar dengan lagu
 - Belajar dengan mencatat
 - Belajar dengan menghafal
 - Mengerjakan soal latihan
 - Tanya jawab dengan guru

23. Apakah adik-adik suka belajar Bahasa Inggris dengan bernyanyi diluar kelas?
- Sangat suka
 - Suka
 - Biasa saja
 - Tidak suka
 - Sangat tidak suka
24. Menurut adik, irama lagu bahasa Inggris yang cocok untuk belajar arti kata bahasa Inggris itu sebaiknya bagaimana?
- Sangat cepat
 - Cepat
 - Sedang
 - Lambat
 - Sangat lambat
25. Menurut adik, lirik lagu bahasa inggris yang cocok untuk mempelajari arti kata bahasa inggris itu berbentuk seperti apa? (adik-adik boleh menjawab lebih dari satu)
- Berbentuk cerita
 - Berbentuk percakapan atau dialog
 - Semuanya berisi kata-kata saja (bukan kalimat)
 - Lain-lain.....
26. Menurut adik, apakah gambar itu penting untuk membantu adik dalam mempelajari arti kata bahasa Inggris?
- Sangat penting
 - Penting
 - Biasa saja
 - Tidak penting
 - Sangat tidak penting
27. Gambar apa yang adik suka untuk belajar arti kata bahasa inggris?
- Gambar nyata orang
 - Gambar nyata benda
 - Gambar kartun orang
 - Gambar kartun hewan/benda
28. Tema apa yang ingin adik-adik pelajar dalam belajar bahasa Inggris?
Adik-adik boleh memilih jawaban lebih dari satu.
- Hewan /*Animals*
 - Waktu / *Times*

- c. Anggota tubuh / *parts of body*
 - d. Perasaan seseorang / *feelings*
 - e. Ruang kelas dan sekolah / *classroom And school*
 - f. Keluarga saya / *My families*
 - g. Nama-nama tempat umum / *public places*
 - h. Hobi saya / *My hobbies*
 - i. Cuaca / *weathers*
 - j. Buah-buahan dan sayuran / *fruits And vegetables*
 - k. Aktivitas sehari-hari / *daily activities*
29. Apakah adik suka menyanyikan lagu bahasa Inggris dengan gerak tubuh?
- a. Sangat suka
 - b. Suka
 - c. Biasa saja
 - d. Tidak suka
 - e. Sangat tidak suka
30. Pada saat mengerjakan latihan soal bahasa Inggris, adik-adik lebih suka instruksi atau petunjuk mengerjakan soal berbahasa apa ? *Read loudly!* (Bacalah dengan keras!)?
- a. Bahasa inggris saja
 - b. Bahasa Indonesia saja
 - c. Bahasa Inggris dan Bahasa Indonesia

APPENDIX C

Result of the Needs Analysis

RESULT OF NEEDS ANALYSIS

Purpose of question	Items to answer	N	F	Percentage
Finding the information about the students' attitude toward the English lesson	They totally liked English lesson	22	6	27.3%
	They liked English lesson	22	12	54.5%
	They quite liked English lesson	22	2	9.1%
	They dislike English lesson	22	2	9.1%
In your opinion, learning English is.....	Learning English is very important	22	15	68.2%
	Learning English is quite important	22	5	22.7%
	Learning English is not really important	22	2	9.1%
	learning English is not important	22	0	0
Do you agree to improve your English ability?	They are totally agree	22	12	54.5%
	They are agree	22	6	27.3%
	They are not really agree	22	2	9.1%
	They are disagree	22	2	9.1%
	They are very disagree	22	0	0
Finding the information whether students had ever learned English using games	They always learned English through games	22	0	0
	They often learned English through games	22	7	31.9%
	They seldom learned English through games	22	15	68.2%
	They never learned English through games.	22	0	0
Finding information whether students had ever learned English using stories?	They always learned English through stories	22	2	9.1%
	They often learned English through stories	22	5	22.7%
	They seldom learned English through stories	22	11	50%
	They never learned English through stories	22	4	18.2%
Finding information whether the students had ever learned English using songs?	Yes	22	15	68.2%
	No	22	7	31.8%
Finding the information about kinds of teaching/learning	They were asked to do such English exercises	114	19	16.7%

activities they have got used	They were asked to listen to the teachers' explanation and taking a note	114	15	13.2%
	They were asked to memorizing the English words they recently got	114	18	15.8%
	They played games	114	13	11.4%
	They listened songs	114	15	13.2%
Finding information about the English skill the students like to learn	They liked reading skill	22	13	59.1%
	They liked writing skill	22	14	63.6%
	They liked listening skill	22	14	63.6%
	They liked speaking skill	22	8	36.3%
Finding information how songs to be used in the classroom.	They always learned English through songs	22	0	0
	They often learned English through songs	22	5	22.7%
	They seldom learned English through songs	22	16	72.7%
	They never learned English through songs	22	4	18.2%
Finding information what the students wanted to get in learning English	The students wanted to increase their vocabulary	49	20	40.8%
	The students wanted to read English texts	49	7	14.3%
	The students wanted to understand the English songs	49	6	12.2%
Finding information about the content of the songs they wanted to do in learning English	They preferred songs which contained story	42	18	42.9%
	They preferred songs which contained dialogue	42	14	33.3%
	They preferred songs which contained only words	42	4	9.5%
	Others.....	42	6	14.3%
The students' choices on the themes of the materials they wanted to learn	The wanted to learn about : Animals	142	21	14.8%
	Times	142	9	6.3%
	Parts of body	142	12	8.4%
	Feelings	142	7	4.5%
	Classroom and school	142	14	9.7%

	My families	142	12	8.4%
	Public places	142	14	9.7%
	My hobbies	142	16	11.3%
	Weathers	142	8	5.6%
	Fruits and vegetables	142	16	11.3%
	Daily activities	142	13	9.1%
Finding out about the students' preference for the language instructions in the book	They preferred to get English only as the language of the instructions	22	1	4.5%
	They preferred to get Indonesian only as the language of the instructions	22	3	13.6%
	They preferred to get English translated into Indonesian as the language of the instructions	22	18	81.8%
Finding information about the students' attitude towards the English learning activities through songs combined with pictures	they liked very much to learn English using pictures	22	4	18.2%
	They liked to learn English using pictures	22	14	63.6%
	They do not really liked to learn English using pictures	22	3	13.6%
	They did not liked to learn English using pictures	22	1	4.5%
	They strongly did not like to learn English using pictures	22	0	0
Finding out the kinds of illustrations in the materials the students wanted to get	The wanted to have the pictures of real people as the illustrations in their books	22	3	13.6%
	They wanted to have the pictures of real animals as the illustrations in their books	22	1	4.5%
	They wanted to have TV cartoon of people as the illustrations in their books	22	3	13.6%
	They wanted to have cartoon of animals or things as the illustrations in their books	22	15	68.2%
	The wanted to have the pictures of real people as the illustrations in their books	22	3	13.6%
Finding information about the students' attitude towards the English learning activities	They liked very much to sing with body movement	22	3	13.6%
	The liked to with body	22	6	27.3%

through action/ body movement	movement			
	They do not really liked to sing with body movement	22	8	36.4%
	They did not like to sing with body movement	22	5	22.7%
	They did not like very much to sing with body movement	22	0	0
Finding out the students' attitude towards English learning activities through songs outside of class	They totally liked singing outside the classroom	22	2	9.1%
	They liked singing outside the classroom	22	10	45.45%
	They did not really like singing outside the classroom	22	3	13.6%
	They did not like singing outside the classroom	22	7	31.8%
	They strongly did not like singing outside the classroom	22	0	0
Finding out about the preference to work with in doing the English exercise	They wanted to do the tasks individually	38	5	13.2%
	They wanted to do the tasks in pairs	38	15	39.8%
	They wanted to do the tasks in group	38	18	47.4%
Finding information of what the teachers should do in the classroom when teaching	a. Explaining the materials	56	15	26.8%
	b. Writing the materials on the white board and the students taking notes that in their books	56	15	26.8%
	c. Translating English words into Indonesian ones	56	8	14.3%
	d. Playing English songs and giving explanation in each words	56	18	32.1%
Finding out what the students should do in the classroom	Paying attention of teachers' explanation	62	22	35.5%
	Doing the tasks actively	62	15	24.2%
	Being an active students in the class	62	20	32.3%
	Being a passive students in the class	62	5	8.1%

APPENDIX D

Instrument of Book Evaluation

Kuesioner Evaluasi Buku Panduan Guru untuk Guru Bahasa Inggris

Kuesioner ini bertujuan untuk memperoleh tanggapan terhadap buku panduan guru materi *vocabulary* bahasa Inggris untuk anak-anak. Hasil kuesioner ini akan digunakan untuk meningkatkan kualitas materi. Sebagai responden penelitian, Anda diminta untuk memberikan tanggapan secara obyektif.

Part A

Identitas Responden

Umur :

Institusi :

.....

Part B

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

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

Contoh:

No.	Pernyataan	SS	S	TS	STS
1.	Bahasa yang digunakan dalam buku panduan guru mudah dipahami.	√			

No.	Pernyataan	SS	S	TS	STS
Bahasa					
1.	Bahasa yang digunakan dalam buku panduan				

	guru mudah dipahami.				
2.	Buku panduan guru menggunakan bahasa yang komunikatif.				
3.	Bahasa yang digunakan sesuai dengan EYD (Ejaan Yang Disempurnakan).				
Content					
4.	Instruksi yang digunakan jelas dan mudah dimengerti.				
5.	Buku panduan guru mencantumkan langkah-langkah yang sebaiknya dilakukan oleh guru.				
6.	Guru diberi langkah-langkah untuk mengaktifkan <i>background knowledge</i> siswa sebelum anak diberi teks/ <i>vocabulary</i> .				
7.	Buku panduan guru memberikan langkah-langkah yang jelas dalam menyampaikan materi.				
8.	Buku panduan guru sesuai untuk guru yang akan mengajar bahasa Inggris.				
9.	Buku panduan guru mencantumkan <i>answer keys</i> .				
10.	Buku panduan guru mencantumkan gambar <i>task/activity</i> setiap unit dalam buku siswa.				
11.	Buku panduan guru mudah digunakan.				
12.	Urutan penjelasan materi sesuai dengan urutan dalam buku siswa.				
Layout					
13.	Tampilan dalam buku panduan guru menarik.				
14.	Susunan gambar dan instruksi dalam buku panduan guru teratur.				
15.	Ukuran huruf dalam Buku panduan guru sesuai dan terbaca.				

Bedasarkan pendapat saya, dapat diambil kesimpulan bahwa:

- a. Buku panduan guru tidak dapat digunakan (*not feasible*)
- b. Buku panduan guru dapat digunakan tanpa revisi (*feasible without revision*)
- c. Buku panduan guru dapat digunakan dengan revisi (*feasible with revision*) sebagai berikut:

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

*) lingkari jawaban yang Anda pilih

Yogyakarta, _____

2016

Evaluator
materi,

APPENDIX E

Result of Book Evaluation

The Result of the Book Evaluation

No	Items	Mean
1	The language written in the instruction of teacher's guide is in accordance to EYD (Ejaan Yang Disempurnakan).	3.4
2	The language written in the instruction is understandable.	3.2
3	The language written in the instruction is communicative.	3.2
4	The instructions written in the book are clear and understandable.	3.4
5	The teacher's guide book mentions the teaching steps.	3.4
6	The teachers are given the steps to activate the students' background knowledge before they do the vocabulary tasks.	3.4
7	The teacher's guide book provide the clear steps in delivering materials.	3.2
8	The teacher's guide book is in accordance to the teachers who will teach English.	3.4
9	The teacher's guide book mentions answer keys	3.8
10	The teacher's guide book mentions the pictures of task/activity in each unit in the students' book.	3.8
11	The teacher's guide book is easy to use.	3.4
12	The sequences of material explanation is in accordance to the sequences in students' book.	3.8
13	The design of the developed materials is visually interesting.	2.4
14	The teacher's guide use the appropriate variation of fonts.	3.4
15	The formation of pictures and instructions in the teacher's guide book is organized.	3.4

Aspects	Score
The Appropriateness of the Language	3.3
The Appropriateness of the Content	3.5
The Appropriateness of the Layout	3.1
Total	9.9
Average	3.3

APPENDIX F

The Expert Judgement Questionnaire

ANGKET EVALUASI
MATERI PEMBELAJARAN BAHASA INGGRIS
UNTUK SISWA SD KELAS V

A. IDENTITAS RESPONDEN

Nama :

.....

Jenis Kelamin : L / P (Coret yang tidak sesuai)

Pekerjaan :

.....

Pendidikan : () D3 () S1 () S2 () S3

Lama Bekerja :

.....

B. EVALUASI MATERI PEMBELAJARAN

Berilah tanda centang (√) pada salah satu kolom SS/ S/ TS/ STS yang sesuai dengan pendapat anda.

Keterangan :

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

R : ragu-ragu

STS : Sangat Tidak Setuju

UNIT 1

No	Pernyataan	SS	S	TS	STS
1	Materi yang dikembangkan sudah sesuai dengan <i>course grid</i> .				
2	Materi yang dikembangkan sudah sesuai dengan kebutuhan siswa.				
3	Materi yang dikembangkan sesuai dengan karakteristik dan minat siswa (usia 10-11 tahun).				
4	Materi yang dikembangkan berkaitan dengan kehidupan sehari-hari.				
5	Materi yang dikembangkan lebih memfokuskan bahasa Inggris sebagai alat komunikasi daripada tata bahasa/ <i>language grammar</i> .				
6	Materi yang dikembangkan mencakup <i>integrated skills (listening, speaking, reading,</i>				

	dan <i>writing</i> .				
7	Materi-materi yang dikembangkan membantu anak-anak untuk belajar dan menguasai kosakata (<i>vocabulary</i>) bahasa Inggris.				
8	Materi yang dikembangkan sudah sesuai dengan kemampuan bahasa Inggris siswa.				
9	Kegiatan dalam materi sudah melibatkan siswa secara aktif.				
10	Kegiatan dalam materi mendorong siswa untuk kreatif selama belajar bahasa Inggris.				
11	Kegiatan dalam materi yang dikembangkan bervariasi.				
12	Kegiatan dalam materi yang dikembangkan menarik bagi siswa.				
13	Kegiatan dalam materi mendorong siswa untuk belajar kosa kata bahasa Inggris.				
14	Kegiatan dalam materi mendorong siswa untuk bekerja secara individu, berpasangan maupun berkelompok.				
15	Setiap kegiatan dalam <i>Task</i> mencakup instruksi yang mudah dipahami oleh siswa.				
16	Kegiatan dalam <i>task</i> disusun dari level yang mudah ke level yang sulit.				
17	Materi yang dikembangkan sudah mencakup tata bahasa / <i>grammar</i> yang sesuai dengan level/ kemampuan siswa.				
18	Materi mencakup kosa kata bahasa Inggris yang cukup dan mendorong siswa untuk mengembangkan kualitas <i>English vocabulary</i> .				
19	Input materi (teks dan gambar) menarik bagi siswa.				
20	Input materi (teks dan gambar) bervariasi.				
21	Input materi (teks dan gambar) mudah dipahami dan bermakna bagi siswa/ <i>Comprehensible</i> dan <i>meaningful</i> .				
22	Input materi (teks dan gambar) sesuai dengan kemampuan dan kebutuhan siswa.				
23	Input materi (teks dan gambar) sesuai dengan tujuan pembelajaran.				
24	Input materi (teks dan gambar) mencakup struktur bahasa yang benar.				
25	Lagu dalam materi menarik bagi siswa.				
26	Lagu dalam materi bervariasi.				
27	Lagu dalam materi sudah sesuai dengan tujuan pembelajaran.				

28	Lagu dalam materi sudah sesuai dengan topik.				
29	Lagu dalam materi dapat memotivasi siswa untuk belajar kosa kata bahasa Inggris.				
30	Lirik lagu dalam materi sudah mengandung <i>repetition</i> dan struktur bahasa yang benar.				
31	Lirik lagu lebih memfokuskan terhadap bahasa sebagai alat komunikasi daripada tata bahasa / <i>grammar</i> .				
32	Irama atau ritme musik dalam lagu menarik bagi siswa.				
33	Irama atau ritme musik dalam lagu memudahkan siswa mengingat lirik lagu.				
34	Tampilan/ Lay-out materi menarik.				
35	Ilustrasi gambar jelas dan menarik.				
36	Tampilan materi tidak rumit bagi siswa.				
37	Penggunaan font dalam penyajian materi variatif sehingga menarik namun tidak berlebihan.				
38	Pemilihan warna dalam penyajian materi tidak mengganggu penyampaian materi.				
39	Ukuran buku sesuai dengan kebutuhan siswa.				

UNIT 2

No	Pernyataan	SS	S	TS	STS
1	Materi yang dikembangkan sudah sesuai dengan <i>course grid</i> .				
2	Materi yang dikembangkan sudah sesuai dengan kebutuhan siswa.				
3	Materi yang dikembangkan sesuai dengan karakteristik dan minat siswa (usia 10-11 tahun).				
4	Materi yang dikembangkan berkaitan dengan kehidupan sehari-hari.				
5	Materi yang dikembangkan lebih memfokuskan bahasa Inggris sebagai alat komunikasi daripada tata bahasa/ <i>language grammar</i> .				
6	Materi yang dikembangkan mencakup <i>integrated skills (listening, speaking, reading, dan writing)</i> .				
7	Materi-materi yang dikembangkan membantu anak-anak untuk belajar dan menguasai kosakata (<i>vocabulary</i>) bahasa Inggris.				

8	Materi yang dikembangkan sudah sesuai dengan kemampuan bahasa Inggris siswa.				
9	Kegiatan dalam materi sudah melibatkan siswa secara aktif.				
10	Kegiatan dalam materi mendorong siswa untuk kreatif selama belajar bahasa Inggris.				
11	Kegiatan dalam materi yang dikembangkan bervariasi.				
12	Kegiatan dalam materi yang dikembangkan menarik bagi siswa.				
13	Kegiatan dalam materi mendorong siswa untuk belajar kosa kata bahasa Inggris.				
14	Kegiatan dalam materi mendorong siswa untuk bekerja secara individu, berpasangan maupun berkelompok.				
15	Setiap kegiatan dalam <i>Task</i> mencakup instruksi yang mudah dipahami oleh siswa.				
16	Kegiatan dalam <i>task</i> disusun dari level yang mudah ke level yang sulit.				
17	Materi yang dikembangkan sudah mencakup tata bahasa / <i>grammar</i> yang sesuai dengan level/ kemampuan siswa.				
18	Materi mencakup mencakup kosa kata bahasa Inggris yang cukup dan mendorong siswa untuk mengembangkan kualitas <i>English vocabulary</i> .				
19	Input materi (teks dan gambar) menarik bagi siswa.				
20	Input materi (teks dan gambar) bervariasi.				
21	Input materi (teks dan gambar) mudah dipahami dan bermakna bagi siswa/ <i>Comprehensible</i> dan <i>meaningful</i> .				
22	Input materi (teks dan gambar) sesuai dengan kemampuan dan kebutuhan siswa.				
23	Input materi (teks dan gambar) sesuai dengan tujuan pembelajaran.				
24	Input materi (teks dan gambar) mencakup struktur bahasa yang benar.				
25	Lagu dalam materi menarik bagi siswa.				
26	Lagu dalam materi bervariasi.				
27	Lagu dalam materi sudah sesuai dengan tujuan pembelajaran.				
28	Lagu dalam materi sudah sesuai dengan topik.				
29	Lagu dalam materi dapat memotivasi siswa untuk belajar kosa kata bahasa Inggris.				
30	Lirik lagu dalam materi sudah mengandung				

	<i>repetition</i> dan struktur bahasa yang benar.				
31	Lirik lagu lebih memfokuskan terhadap bahasa sebagai alat komunikasi daripada tata bahasa / <i>grammar</i> .				
32	Irama atau ritme musik dalam lagu menarik bagi siswa.				
33	Irama atau ritme musik dalam lagu memudahkan siswa mengingat lirik lagu.				
34	Tampilan/ Lay-out materi menarik.				
35	Ilustrasi gambar jelas dan menarik.				
36	Tampilan materi tidak rumit bagi siswa.				
37	Penggunaan font dalam penyajian materi variatif sehingga menarik namun tidak berlebihan.				
38	Pemilihan warna dalam penyajian materi tidak mengganggu penyampaian materi.				
39	Ukuran buku sesuai dengan kebutuhan siswa.				

UNIT 3

No	Pernyataan	SS	S	TS	STS
1	Materi yang dikembangkan sudah sesuai dengan <i>course grid</i> .				
2	Materi yang dikembangkan sudah sesuai dengan kebutuhan siswa.				
3	Materi yang dikembangkan sesuai dengan karakteristik dan minat siswa (usia 10-11 tahun).				
4	Materi yang dikembangkan berkaitan dengan kehidupan sehari-hari.				
5	Materi yang dikembangkan lebih memfokuskan bahasa Inggris sebagai alat komunikasi daripada tata bahasa/ <i>language grammar</i> .				
6	Materi yang dikembangkan mencakup <i>integrated skills (listening, speaking, reading, dan writing)</i> .				
7	Materi-materi yang dikembangkan membantu anak-anak untuk belajar dan menguasai kosakata (<i>vocabulary</i>) bahasa Inggris.				
8	Materi yang dikembangkan sudah sesuai dengan kemampuan bahasa Inggris siswa.				
9	Kegiatan dalam materi sudah melibatkan siswa secara aktif.				

10	Kegiatan dalam materi mendorong siswa untuk kreatif selama belajar bahasa Inggris.				
11	Kegiatan dalam materi yang dikembangkan bervariasi.				
12	Kegiatan dalam materi yang dikembangkan menarik bagi siswa.				
13	Kegiatan dalam materi mendorong siswa untuk belajar kosa kata bahasa Inggris.				
14	Kegiatan dalam materi mendorong siswa untuk bekerja secara individu, berpasangan maupun berkelompok.				
15	Setiap kegiatan dalam <i>Task</i> mencakup instruksi yang mudah dipahami oleh siswa.				
16	Kegiatan dalam <i>task</i> disusun dari level yang mudah ke level yang sulit.				
17	Materi yang dikembangkan sudah mencakup tata bahasa / <i>grammar</i> yang sesuai dengan level/ kemampuan siswa.				
18	Materi mencakup kosa kata bahasa Inggris yang cukup dan mendorong siswa untuk mengembangkan kualitas <i>English vocabulary</i> .				
19	Input materi (teks dan gambar) menarik bagi siswa.				
20	Input materi (teks dan gambar) bervariasi.				
21	Input materi (teks dan gambar) mudah dipahami dan bermakna bagi siswa/ <i>Comprehensible</i> dan <i>meaningful</i> .				
22	Input materi (teks dan gambar) sesuai dengan kemampuan dan kebutuhan siswa.				
23	Input materi (teks dan gambar) sesuai dengan tujuan pembelajaran.				
24	Input materi (teks dan gambar) mencakup struktur bahasa yang benar.				
25	Lagu dalam materi menarik bagi siswa.				
26	Lagu dalam materi bervariasi.				
27	Lagu dalam materi sudah sesuai dengan tujuan pembelajaran.				
28	Lagu dalam materi sudah sesuai dengan topik.				
29	Lagu dalam materi dapat memotivasi siswa untuk belajar kosa kata bahasa Inggris.				
30	Lirik lagu dalam materi sudah mengandung <i>repetition</i> dan struktur bahasa yang benar.				
31	Lirik lagu lebih memfokuskan terhadap bahasa sebagai alat komunikasi daripada tata bahasa / <i>grammar</i> .				

32	Irama atau ritme musik dalam lagu menarik bagi siswa.				
33	Irama atau ritme musik dalam lagu memudahkan siswa mengingat lirik lagu.				
34	Tampilan/ Lay-out materi menarik.				
35	Ilustrasi gambar jelas dan menarik.				
36	Tampilan materi tidak rumit bagi siswa.				
37	Penggunaan font dalam penyajian materi variatif sehingga menarik namun tidak berlebihan.				
38	Pemilihan warna dalam penyajian materi tidak mengganggu penyampaian materi.				
39	Ukuran buku sesuai dengan kebutuhan siswa.				

C. TANGGAPAN UMUM TENTANG MATERI PEMBELAJARAN

Tuliskan jawaban anda pada tempat yang telah disediakan

1. Secara umum, bagaimana pendapat anda tentang materi yang telah disusun?

.....

2. Menurut anda, apakah kekurangan dari materi yang telah disusun?

.....

3. Apakah saran anda untuk memperbaiki materi yang telah disusun?

.....

TERIMA KASIH

APPENDIX G

Result of Expert Judgement

RESULT OF EXPERT JUDGMENT

UNIT 1

No	Items	Score
1	The developed materials are in accordance with the course grid	4
2	The developed material are in accordance with the students' needs.	3
3	The developed materials meet the students' characteristics and interests.	3
4	The materials are related with the daily life.	3
5	The materials are more focused on English as means of communication rather than language grammar.	3
6	The developed materials cover the integrated skills (listening, speaking, reading, and writing).	3
7	The developed materials support the children in learning and mastering vocabulary.	3
8	The developed materials are in accordance with the students' ability.	3
9	The activities have involved the students actively.	3
10	The activities encourage the students to be creative during learning English.	3
11	The activities of developed materials have variation.	3
12	The activities of developed materials are interesting for students.	3
13	The activities of developed materials encourage the students to learn English words (vocabulary).	3
14	The activities in each tasks have the explicit instruction for students.	3
15	The activities of developed materials demand the students to work individually, in groups or in pairs.	3
16	Each activities in the task are arranged from easy to difficult level.	3
17	The language used in the developed materials is in accordance with the students' ability.	3
18	The materials include enough vocabulary and encourage the students in improving the students' vocabulary mastery.	3
19	The learning inputs (text and picture) are interesting for students	3
20	The learning inputs (text and picture) are various.	3
21	The learning inputs (text and picture) are comprehensible and meaningful.	3
22	The learning inputs (text and picture) are in accordance with the students' need.	3

23	The learning inputs (text and picture) are in accordance with the learning's goal.	3
24	The learning inputs (text and picture) cover the good structure of language.	3
25	The song is interesting for the students.	4
26	The song is various.	3
27	The song is in accordance with the learning's goal.	3
28	The song meets the topic of the materials.	3
29	The song can motivate the students to learn English words (vocabulary).	3
30	The lyric of the song consists of the repetition and the correct structure of the language.	3
31	The lyric of the song are more focused on English as means of communication rather than language grammar.	3
32	The rhythm of the song is interesting for students.	3
33	The rhythm of the song make easy to the students to memorize the lyric of the song.	3
34	The layout of the developed materials is interesting for the students.	3
35	The illustration of the pictures is interesting.	3
36	The display of the materials is no crucial for the students.	3
37	The use of fonts in the developed materials are various and interesting for the students.	2
38	The selection of color in the display of developed materials do not interfere with the delivery of the materials.	3
39	The size of the book is in accordance with the students' need.	3

UNIT 2

No	Items	Score
1	The developed materials are in accordance with the course grid	4
2	The developed material are in accordance with the students' needs.	3
3	The developed materials meet the students' characteristics and interests.	3
4	The materials are related with the daily life.	3
5	The materials are more focused on English as means of communication rather than language grammar.	3
6	The developed materials cover the integrated skills (listening, speaking, reading, and writing).	3
7	The developed materials support the children in learning and mastering vocabulary.	3

8	The developed materials are in accordance with the students' ability.	3
9	The activities have involved the students actively.	3
10	The activities encourage the students to be creative during learning English.	3
11	The activities of developed materials have variation.	4
12	The activities of developed materials are interesting for students.	3
13	The activities of developed materials encourage the students to learn English words (vocabulary).	3
14	The activities in each tasks have the explicit instruction for students.	3
15	The activities of developed materials demand the students to work individually, in groups or in pairs.	3
16	Each activities in the task are arranged from easy to difficult level.	3
17	The language used in the developed materials is in accordance with the students' ability.	3
18	The materials include enough vocabulary and encourage the students in improving the students' vocabulary mastery.	3
19	The learning inputs (text and picture) are interesting for students	3
20	The learning inputs (text and picture) are various.	3
21	The learning inputs (text and picture) are comprehensible ad meaningful.	3
22	The learning inputs (text and picture) are in accordance with the students' need.	3
23	The learning inputs (text and picture) are in accordance with the learning's goal.	3
24	The learning inputs (text and picture) cover the good structure of language.	3
25	The song is interesting for the students.	4
26	The song is various.	3
27	The song is in accordance with the learning's goal.	3
28	The song meets the topic of the materials.	3
29	The song can motivate the students to learn English words (vocabulary).	3
30	The lyric of the song consists of the repetition and the correct structure of the language.	3
31	The lyric of the song are more focused on English as means of communication rather than language grammar.	3
32	The rhythm of the song is interesting for students.	3
33	The rhythm of the song make easy to the students to memorize the lyric of the song.	4
34	The layout of the developed materials is interesting for the	3

	students.	
35	The illustration of the pictures is interesting.	3
36	The display of the materials is no crucial for the students.	2
37	The use of fonts in the developed materials are various and interesting for the students.	3
38	The selection of color in the display of developed materials do not interfere with the delivery of the materials.	3
39	The size of the book is in accordance with the students' need.	

UNIT 3

No	Items	Score
1	The developed materials are in accordance with the course grid	4
2	The developed material are in accordance with the students' needs.	3
3	The developed materials meet the students' characteristics and interests.	3
4	The materials are related with the daily life.	2
5	The materials are more focused on English as means of communication rather than language grammar.	3
6	The developed materials cover the integrated skills (listening, speaking, reading, and writing).	3
7	The developed materials support the children in learning and mastering vocabulary.	3
8	The developed materials are in accordance with the students' ability.	3
9	The activities have involved the students actively.	3
10	The activities encourage the students to be creative during learning English.	3
11	The activities of developed materials have variation.	3
12	The activities of developed materials are interesting for students.	3
13	The activities of developed materials encourage the students to learn English words (vocabulary).	3
14	The activities in each tasks have the explicit instruction for students.	3
15	The activities of developed materials demand the students to work individually, in groups or in pairs.	3
16	Each activities in the task are arranged from easy to difficult level.	3
17	The language used in the developed materials is in accordance with the students' ability.	3

18	The materials include enough vocabulary and encourage the students in improving the students' vocabulary mastery.	3
19	The learning inputs (text and picture) are interesting for students	3
20	The learning inputs (text and picture) are various.	3
21	The learning inputs (text and picture) are comprehensible and meaningful.	3
22	The learning inputs (text and picture) are in accordance with the students' need.	3
23	The learning inputs (text and picture) are in accordance with the learning's goal.	3
24	The learning inputs (text and picture) cover the good structure of language.	3
25	The song is interesting for the students.	4
26	The song is various.	3
27	The song is in accordance with the learning's goal.	3
28	The song meets the topic of the materials.	3
29	The song can motivate the students to learn English words (vocabulary).	3
30	The lyric of the song consists of the repetition and the correct structure of the language.	3
31	The lyric of the song are more focused on English as means of communication rather than language grammar.	3
32	The rhythm of the song is interesting for students.	3
33	The rhythm of the song make easy to the students to memorize the lyric of the song.	3
34	The layout of the developed materials is interesting for the students.	3
35	The illustration of the pictures is interesting.	3
36	The display of the materials is no crucial for the students.	2
37	The use of fonts in the developed materials are various and interesting for the students.	3
38	The selection of color in the display of developed materials do not interfere with the delivery of the materials.	3
39	The size of the book is in accordance with the students' need.	3

APPENDIX H

Interview Transcript

Interview Transcript

(Need Analysis)

- R : *Pelajaran apa yang paling kalian suka? Bahasa inggris termasuk pelajaran yang kalian suka enggak?*
(What is your favorite lesson? is English belongs to your favorite lesson?)
- S1 : *Enggak*
(No)
- S2 : *Iya*
(Yes)
- R : *kalian belajar bahasa inggris itu untuk apa sih? Kalau michael gimana?*
(What do you learn English for? how about you Michael?)
- S1 : *biar kalau ke luar negeri gampang ngmong sama orang luar negeri*
(I want to be able to speak English when I go abroad)
- R : *berarti michael punya cita-cita ke luar negeri?*
so, do you have idea to going abroad?)
- S1 : *iya*
(yes)
- R : *kalau zalma ?*
(how about you zalma?)
- S2 : *supaya mengerti, ngerti arti-arti bahasa inggris*
(to understand the English words)
- R : *kalian mau nggak meningkatkan kemampuan bahasa inggris kalian?*
(do you want to increase your English ability?)
- S1 S2 : *mau*

(yes I do)

R : *trus yang pelajaran bahasa inggris yang sudah kalian pelajari di kelas apa aja?*

(what does the lesson you have learn in the class during this time?)

S1 S2 : *kosa kata, bernyanyi, membaca.*

(we learn vocabulary, singing and reading)

R : *oke, kalau bernyanyi, michael masih inget nggak lagu apa yang diajari di kelas?*

(talking about singing, do you remember the song you learned in the class, Michael?)

S1 : *enggak.*

(No)

R : *lupa ?*

(do you forget it?)

S2 : *iya*

(yes)

R : *trus yang sering apa?*

(what does the activity you often do?)

S1 : *menulis*

(writing)

S2 : *kosa kata*

(vocabulary)

R : *misal disuruh milih, kalian suka bahasa inggris pakai game, crita atau lagu?*

(if you are asked to choose, what do you prefer like? learning English with game, stories or song?)

S1 S2 : *Game*

(game)

R : *kalau pake lagu suka enggak?*

(do you like learning through songs?)

S1 S2 : *gak terlalu*

(not really)

R : *gak terlalu karena jarang ya?*

(it is because you rarely do it, right?)

S1 S2 : *iya*

(yes)

R : *misal ada media baru, pakai lagu gitu, tertarik gak?*

(what if there is song as a new media, are you interesting with it?)

S2 : *tertarik*

(yes, interesting)

S1 : *lumayan sih*

(not bad)

R : *trus guru bahasa inggris kalian kalau di kelas, cara mengajarnya gimana ?*

(then, what does your English teacher do in the classroom?)

S2 : *sering nulis di papan tulis*

(writing materials in the white board)

R : *kalian lebih suka belajar sendiri-sendiri, berpasangan atau dalam kelompok yang banyak?*

(what do you prefer like? learning individually, in pairs or in groups?)

S1 S2 : *kelompok*

(in groups)

R : *kenapa?*

(why?)

S1 S2 : *karena bisa kerja sama*

(because we can work together)

R : *di kelas ada buku paket nggak?*

(do you have task books?)

S1 S2 : *gak ada*

(nothing)

R : *trus selama ini sumber yang kalian gunakan apa?*

(during this time, what the sources did you use?)

S1 S2 : *ya dijelaskan gitu.*

(just from the explanation)

R : *dari pak arifnya? Jadi pak arif menjelaskan trus kalian menulis gitu?*

from Mr. Arif? he explains the materials while you write them, doesn't it?

S1 S2 : *iya*

(yes)

R : *trus kalau misal ada buku paket, kira2 itu akan membantu kalian atau mempersulit kalian?*

(what if there is a text book for you, will it help you or not?)

S2 : *membantu*

(it helps)

R : *berarti kalian butuh yang namanya buku paket?*

(So, do you need texts book?)

S1 S2 : *iya*

(yes)

R : *trus kalian pengennya buku paket yang kayak gimana?*

(what kinds of text book do you need?)

S2 : *yang banyak gambarnya, karena biar lebih gampang*

(I need the book which contains many pictures so that I can learn easily)

S1 : *lebih banyak tulisannya, biar bisa baca*

(I need the book which contains many written text, so that I can read it)

R : *misal dikasih lagu di buku paketnya, kalian tertarik nggak?*

(what if there are songs inserted in the book, do you like it?)

S1 S2 : *tertarik*

(interesting)

R : *trus di kelas 5, yang udah kalian pelajari tentang apa aja?*

(in this class, what topics did you learn?)

S2 : *hewan, tumbuhan, pakaian, ruang2, alat transportasi,*

(animals, plants, clothes, buildings, and vehicles)

R : *dari sekian banyak materi yang sudah diajarkan, kosa kata yang kalian kuasai sudah banyak atau belum?*

(from all the topics you already mentioned, do you have many vocabulary collections?)

S1 : *belum*

(not yet)

R : *apa yang membuat michael kesulitan untuk menghafal kosakata?*

(what makes you have difficulties in memorizing the words?)

S1 : *gak pernah belajar*

(never try to learn)

S2 : *karena gak ada bukunya*

(because there is any texts book)

R : *kalian suka belajar di dalam atau di luar kelas? Kenapa?*

(what do you prefer like? learning indoor or outdoor?)

S1 S2 : *di luar, biar lebih mudah, suasananya lebih enak*

(outdoor. the atmosphere was good)

R : *buat zalma, tadi kan pengen buku yang banyak gambarnya, nah kira gambarnya yang kyk gmn. Apakah tokoh2, artis, atau gambar kartun?*

(For you Zalma, you said that you want the book which contains many pictures, What kinds of pictures do you want?)

S2 S1 : *Kartun. (cartoon).*

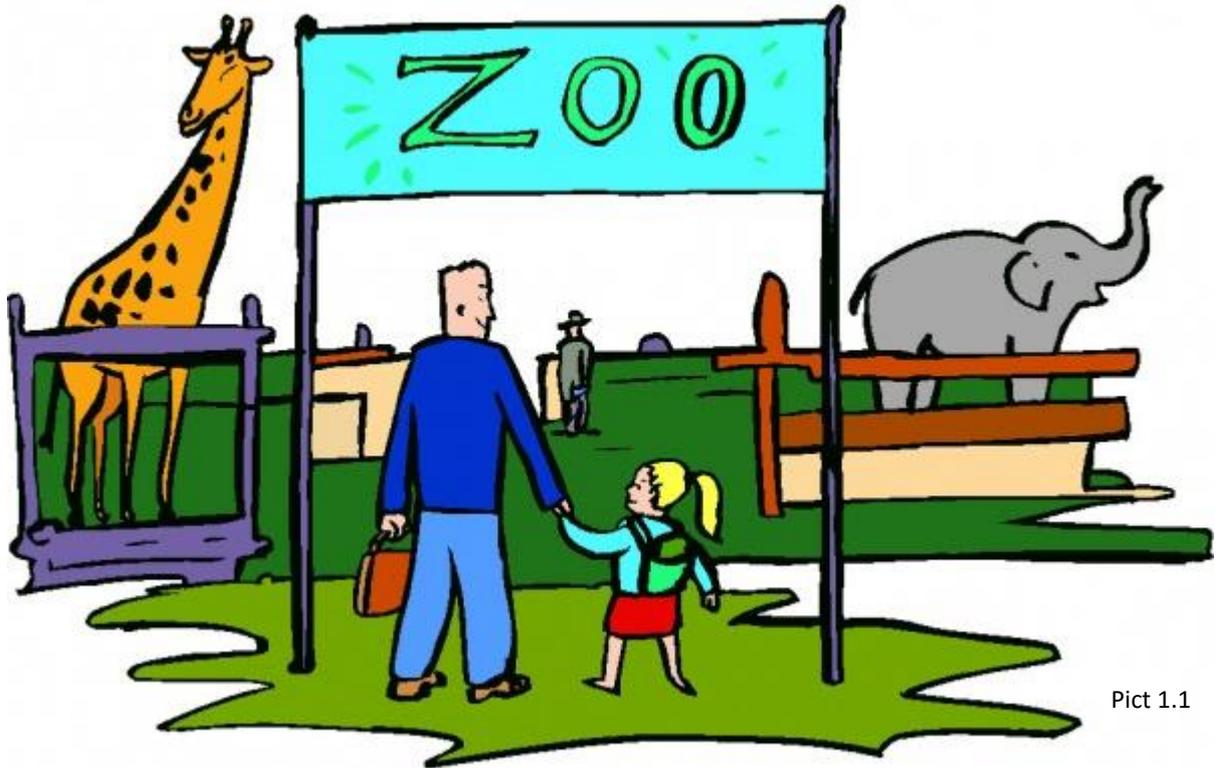
APPENDIX I

FIRST DRAFT



An English vocabulary
learning book by:
Zuhriatul Baiti
Dra. Nury Supriyanti, M. A.

GOING TO THE ZOO



Pict 1.1

In this unit,

- Listening:
 - students can identify the name of animals by doing the actions
- Speaking:
 - students can repeat the teachers instruction and respond the conversation
- Reading:
 - Students can read aloud the animals words and their sound
 - Students can identify the animals description based on the pictures
- Writing:
 - Students can identify and write the animals description based on the picture



LISTENING COMPREHENSION



TASK 1

Look at the following pictures and repeat the words after your teacher.
(Lihatlah gambar-gambar berikut ini dan ulangi apa yang gurumu katakan.)



pict 1.2

Lion



pict 1.3

Pig



pict 1.4

Elephant



pict 1.5

Monkey



pict 1.6

Rooster



pict 1.7

Panda



pict 1.8

Kangaroo



pict 1.9

Sheep



pict 1.10

Horse



TASK 2

Your Teacher will play old McDonald song for you. Please listen carefully.
(Gurumu akan memutarakan lagu old Mcdonald. Dengarkan baik-baik.)

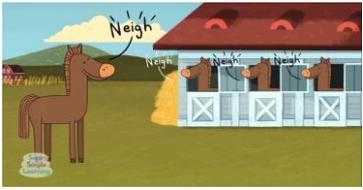




TASK 3

Have you got the point of the song? Now, listen again to the song and look at the picture in the table then fill in the blank based on the picture. The first picture is done for you as the example.

(Apakah kamu sudah paham lagu tersebut? Sekarang dengarkan lagi lagunya sambil melihat gambar yang tersedia didalam tabel kemudian lengkapi lirik yang masih kosong berdsarkan lagu).

	<p>Old McDonald had a farm</p> <p>E I E I O</p>
	<p>And on that farm he had a <u>cow</u></p> <p>E I E I O</p>
	<p>What does the cow say?</p> <p>With the <u>moo moo</u> here,</p> <p>and the <u>moo moo</u> there,</p> <p>here a <u>moo</u> there a <u>moo</u>, everywhere <u>moo moo</u></p>
	<p>Old McDonald had a farm</p> <p>E I E I O</p> <p>And on that farm he had _____</p> <p>E I E I O</p>
	<p>What does the _____ say?</p> <p>With the _____ here</p> <p>And the _____ there</p> <p>Here a _____ there a _____</p> <p>Everywhere _____</p>



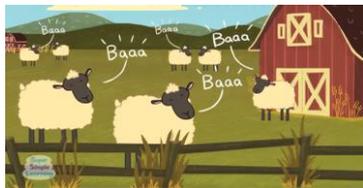
Old McDonald had a farm
E I E I O
And on that farm he had _____



What does the _____ say?
With the _____ here
And the _____ there
Here a _____ there a _____
Everywhere _____



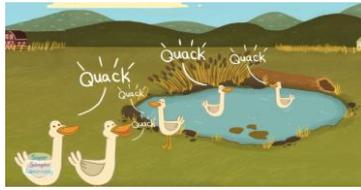
Old McDonald had a farm
E I E I O
And on that farm he had _____



What does the _____ say?
With the _____ here
And the _____ there
Here a _____ there a _____
Everywhere _____



Old McDonald had a farm
E I E I O
And on that farm he had _____



What does the _____ say?
 With the _____ here
 And the _____ there
 Here a _____ there a _____
 Everywhere _____



Old McDonald had a farm
 E I E I O
 And on that farm he had _____



What does the _____ say?
 With the _____ here
 And the _____ there
 Here a _____ there a _____
 Everywhere _____



Old McDonald had a farm
 E I E I O
 And on that farm he had _____



What does the _____ say?
 With the _____ here
 And the _____ there
 Here a _____ there a _____
 Everywhere _____



TASK 4

Have you finished task 3? Now, match the animal pictures and the animal sounds in the circle. Number one is done for you as the example.

(sudahkah kamu menyelesaikan task 3? Sekarang, cocokkan gambar hewan dan suara hewan yang tersedia didalam lingkaran. Nomor satu sudah dikerjakan sebagai contoh).

1.		a	neigh neigh
2.		b	quack quack
3.		c	cook a doodle- doo
Pict 1.12		d	oink oink
4.		e	moo moo
Pict 1.13		f	baa baa
5.			
Pict 1.14			
6.			



TASK 5

Listen to the following short conversation and repeat after your teacher.

(dengarkan percakapan berikut dan ulangi setelah gurumu).



Pict 1.15

Andre: What is this?

Michael: This is Giraffe. It has long neck.



Pict 1.16

Andre: What animal is this?

Michael: This is a cow. It produces milk for us.



Pict 1.17

Andre: What animal is this?

Michael: This is a crocodile. It has sharp teeth.



TASK 6

Fill in the blank in the conversation below based on the picture.

(Lengkapi percakapan berikut berdasarkan gambar).

1. Dora : what is this?

Deni : this is a _____. It has canine teeth.



Pict 1.18

©CoghillCartooning.com

2. Rizki : what is this, ridho?

Ridho : this is a _____. It has long tongue.



Pict 1.19

Did you know?

Singular >< Plural

Tunggal >< Jamak

Didalam bahasa Inggris, ada perbedaan penyebutan antara kata tunggal dan jamak. Beberapa perbedaan tersebut antara lain:

- Penggunaan *to be*. Untuk kata benda/hewan tunggal, maka menggunakan *to be "is"*, sedangkan untuk kata benda/hewan jamak maka menggunakan *to be "are"*.

Example:

A cat is funny animal



Pict 1.20

Cats are funny animals.



Pict 1.21

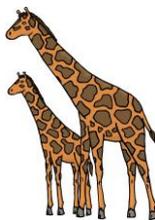
- Jika benda/ hewannya lebih dari satu, maka dibelakang kata benda /hewan tersebut ditambah huruf *s/es*.

This => tunggal , these => jamak

Example:



This is a giraffe.



These are giraffes.

Pict 1.22



TASK 7

You have learned about singular and plural. Now, fill in the blank with the correct answers. Number one is done for you as the example.

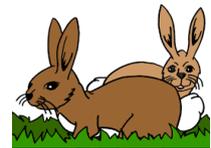
(Kamu sudah mempelajari tentang singular dan plural. Sekarang, isilah titik-titik dibawah ini dengan jawaban yang benar. Nomor 1 sudah dikerjakan sebagai contoh).

1. This is a cat. (is / are)



Pict 1.23

2. These _____ rabbits (is / are)



Pict 1.24

3. The giraffe _____ at the zoo (is/ are)



Pict 1.25

4. _____ is an elephant (this / these)



Pict 1.26

5. _____ are crocodiles (this / these)



Pict 1.28

6. These are _____ (duck/ ducks)





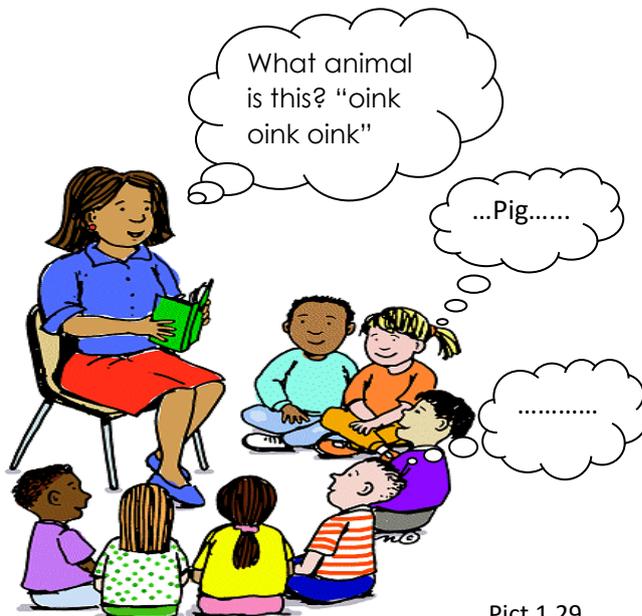
SPEAKING ACTIVITY



TASK 8

Have you listened to the old McDonald song? Now, answer your teacher's questions about the song and act what your teacher tell you. The teacher will demonstrate the sounds of animals. You should guess what animals they are.

(kamu sudah mendengarkan lagu Old McDonald? Sekarang, jawab pertanyaan-pertanyaan gurumu tentang lagunya dan lakukan apa yang gurumu instruksikan. Gurumu akan memperagakan suara-suara binatang dan kamu harus menebak hewan apakah itu).



Pict 1.29

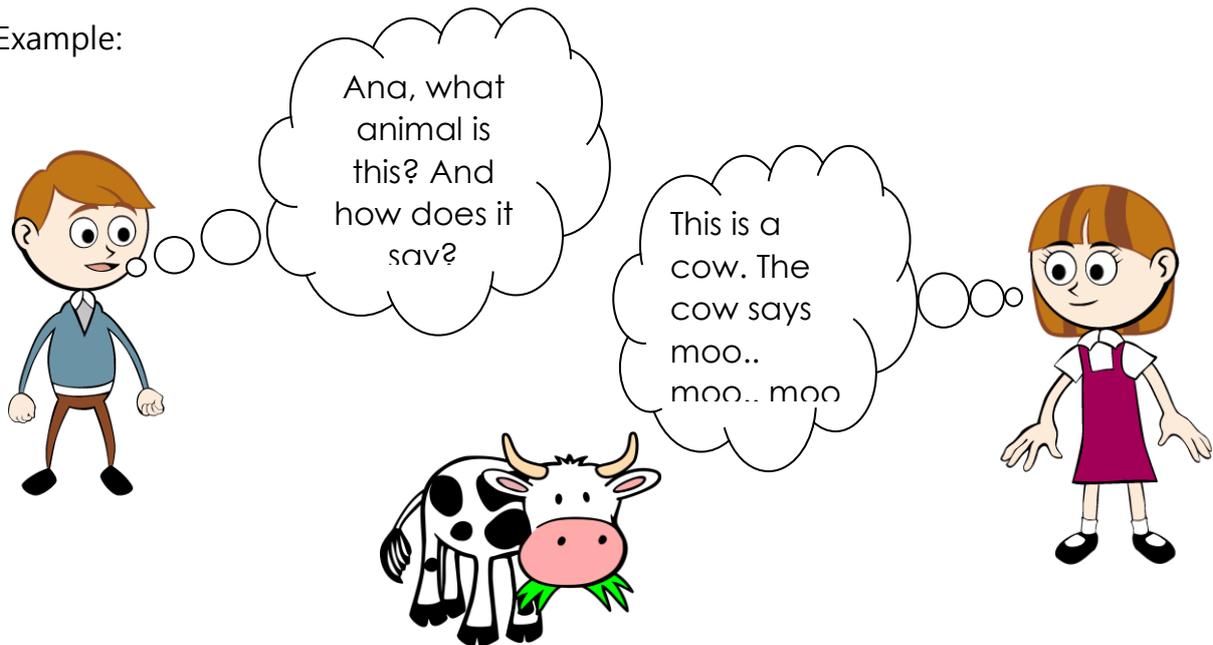


TASK 9

In pairs, make a dialogue like the example below. Then, take a turn with your partner. You can use any kind of animals you know.

(buatlah dialog seperti contoh dibawah ini secara berpasangan. Kemudian, lakukan secara bergiliran. Kamu bisa menggunakan hewan-hewan yang kamu tahu).

Example:



TASK 10

Have you finished your dialogue? Now, with your partner, sing the Old McDonald song and substitute the name of animals using the animal you use in the dialogue.

(sudahkah kamu menyelesaikan dialogmu? Sekarang, nyanyikan lagu dan ganti nama binatangnya menggunakan binatang yang kamu gunakan pada dialogmu).



Pict 1.30



What does the animal look like?

Kalimat tanya diatas digunakan untuk menanyakan deskripsi sebuah hewan. Perhatikan percakapan antara Rani dan Budi di bawah ini.



What does
a giraffe
look like?



A Giraffe
has long
neck.



TASK 11

Complete the sentence below and act with your friends.

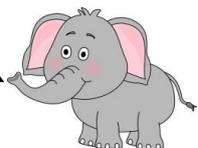
Buatlah seperti contoh dan peragakan didepan teman-temanmu.

1. An Elephant – long trunk

A: what does an elephant look like?

B: an elephant has long trunk

Long trunk



2. A crocodile – sharp teeth and short legs

A: what does _____ look like?

B: A _____ has _____ and _____

Sharp teeth

Short legs

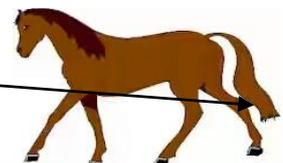


3. A Horse – long tail

A: what does _____ look like?

B: a _____ has _____

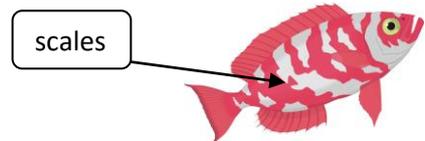
Long tail



4. A Fish – scales and lives in the water

A: what does _____ look like?

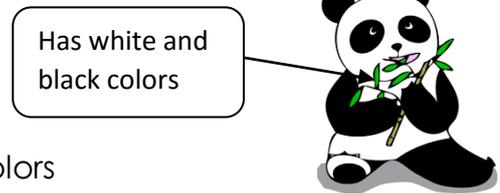
B: A _____ has _____



5. A Panda – Likes eating Bamboo

A: what does _____ look like?

B: a panda has _____ and _____ colors



READING COMPREHENSION



TASK 12

Read the following text carefully and underline the words you do not understand.

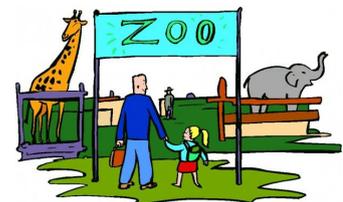
(baca teks dibawah ini dengan benar dan garis bawah kata-kata yang kamu belum paham artinya).

Going to the zoo

Last Sunday, Ana went to the zoo with her mother and father. Her mother brought some sandwiches for lunch and her father brought the camera to take the pictures. They went to the zoo to see many kinds of animal.

They saw the giraffes first. Mother said to Ana "Ana, look at this animal. This is a giraffe, it has long neck". Ana was very excited.

Then Ana asked to the father "Dad, what are these?" "These are monkeys, they have strong hand so it can climb from one to another trees fast. They are eating bananas, they love bananas very much" her father answered.



pict 1.31



Then, Ana move to see elephants. "Daddy, look at that. The elephants are so big. It has long trunk".

At the zoo, Ana also saw Zebras. Zebras are fast animal. They have got a black and white body and a long tail. They look like horse. They can run fast. They eat vegetables but they do not eat meat.



Pict 1.32

They also saw, wild lions, tigers, reptiles, penguin, kangaroos, birds, etc. Ana was very happy. They spent 7 hours at the zoo. She had e really great day with her parents.



Pict 1.33



TASK 13

Answer the following questions based on the text.

(Jawablah pertanyaan-pertanyaan berikut berdasarkan teks diatas).

1. Who had a picnic?

Answer: _____

2. When did they go for picnic?

Answer: _____

3. Where did they go for picnic?

Answer: _____

4. What did Ana see for the first?

Answer: _____

5. What does the giraffe look like?

Answer: _____



TASK 14

There are several statements below. Decide whether the statements are true or false based on the text.

(di bawah ini ada beberapa pertanyaan. Tentukan apakah pernyataan ini benar atau salah berdasarkan teks cerita diatas).

- | | |
|---|--------------|
| 1. Ana went to the zoo last week | True / False |
| 2. Ana went to the zoo with her brother | True / False |
| 3. Her mom brought some sandwiches for lunch | True / False |
| 4. At the zoo, Ana saw monkeys, penguins, birds | True / False |
| 5. Monkeys love watermelon very much | True / False |



WRITING ACTIVITY

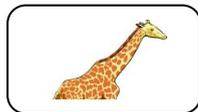


TASK 15

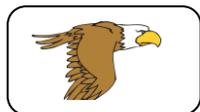
Write the correct word in the space provided. Number one has been done for you.

(Tulis kata yang benar pada tempat yang sudah disediakan. Nomor satu sudah dikerjakan untukmu).

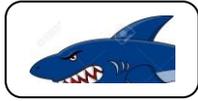
Long neck	Canine teeth	Long trunk	Long tongue	Wings
Fins	Strong hands	Strong back legs	Shell	Sharp teeth



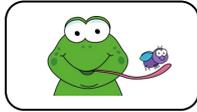
1. A giraffe has long neck, so it can eat food from high trees.



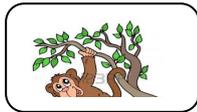
2. A bird has _____, so it can fly high.



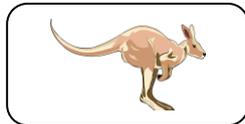
3. A shark has _____, so it can swim fast



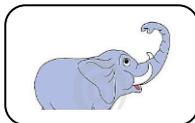
4. A frog has a _____ to eat insects



5. A monkey has _____, so it can climb from one to another tree.



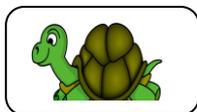
6. A kangaroo has _____, so it can jump high.



7. An elephant has _____ to take the food.



8. A dog has _____ to eat its food.



9. A turtle has a _____ to protect itself from other animals.



10. A crocodile has _____, so it can eat meat.



TASK 16

You have learned the animals look like. Now, describe the animals below in the space provided.

(kamu sudah mempelajari binatang itu seperti apa. Sekarang, deskripsikan binatang-binatang dibawah ini pada tempat yang sudah disediakan).

Example:



1.

This is a lion. Lion is wild animal. It eats meat. It has sharp teeth. It is very dangerous.



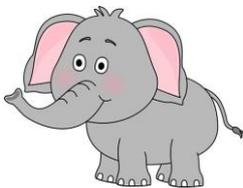
2.

This is a _____. It has _____ so it can fly high. Many people have bird in their house. It has beautiful sounds too.



3.

This is _____. It has _____ so it can eat meat. It is very dangerous. The _____ lives in the water.



4.



This is an _____. It has _____ to get the food. We can find _____ in the zoo.

This is a _____. It has _____ to climb from one to another tree. The _____ likes eating banana.



LET'S PLAY A GAME!!

Let's play a word game. Pay attention to the instruction below. *(ayo bermain game kata. Perhatikan instruksi dibawah ini).*

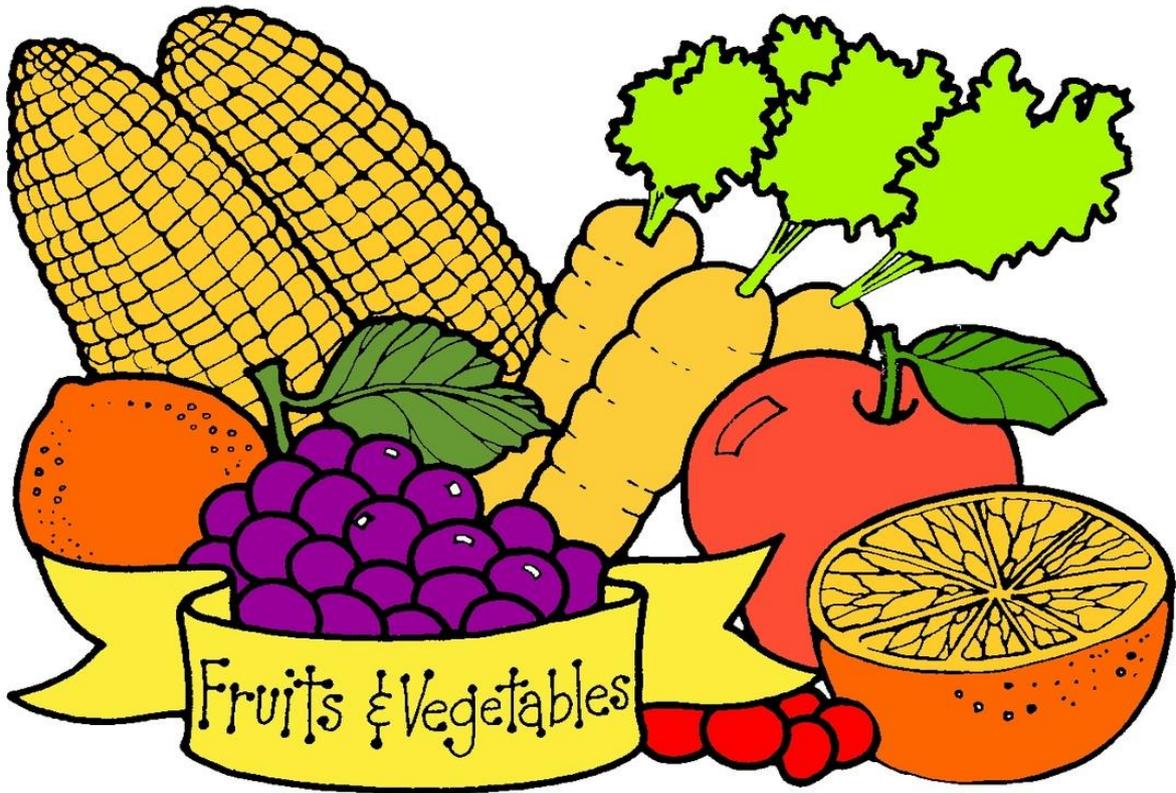
"Find at least 10 animals by looking up, down, diagonal, forwards and backwards for the list of animals in the puzzle."
(temukan minimal 10 nama binatang dengan mencari keatas, kebawah, diagonal, dari depan, belakang, pada puzzle dibawah ini).

A	D	O	G	J	K	P	S	A	T	P	Q	R	S
W	E	A	W	G	S	A	R	K	U	I	B	V	Z
G	G	S	S	I	A	N	E	A	E	H	G	B	Y
I	H	D	L	R	D	D	A	N	N	G	I	E	X
R	J	F	M	A	N	A	N	K	T	D	F	M	R
O	S	L	N	F	O	S	U	E	E	F	A	Z	W
O	H	J	I	F	I	D	T	R	Z	E	S	X	S
S	A	I	T	E	L	E	P	H	A	N	T	R	Y
T	R	U	G	Q	H	R	I	T	Z	C	R	F	R
E	K	H	U	Z	K	F	G	Y	F	B	U	X	T
R	K	B	I	R	D	X	R	H	R	A	C	O	W
S	L	Q	M	I	S	K	L	M	O	N	O	P	Q
K	A	N	G	A	R	O	O	T	G	U	T	S	R

Answer:

- | | |
|-----------------|-----------|
| 1. <u>Panda</u> | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

UNIT II



Pict 2.1

In this unit,

- Listening:
 - students can identify the fruits and vegetables by doing the actions
- Speaking:
 - students can repeat the teachers instruction and respond the conversation
- Reading:
 - Students can read the words aloud
 - Students can identify the fruits and vegetables description based on the pictures
- Writing:
 - Students can identify and write the fruits and vegetables description based on the picture



LISTENING COMPREHENSION



TASK 1

Look at the pictures and repeat after your teacher.

(Lihatlah gambar-gambar berikut ini dan ulangi setelah gurumu).

 pict 2.2	 pict 2.3	 pict 2.4	 pict 2.5	 pict 2.6
Apple	Orange	Cabbage	Tomatoes	Eggplant
 pict 2.7	 pict 2.8	 pict 2.9	 pict 2.10	 pict 2.11
Celery	Spinach	Grapes	Potatoes	Carrot



TASK 2

Your teacher will play the song for you. Please listen carefully.

(Gurumu akan memutarakan sebuah lagu untukmu. Dengarkan baik-baik).



Apples are so
yummy



Pict 2.12



TASK 3

Have you listened to the song? Now, listen to the song again then fill in the blank based on the picture.

(sudahkah kamu mendengarkan lagunya? Sekarang dengarkan lagi dan isi bagian yang kosong berdasarkan gambar disampingnya).



Apples are yummy yummy yummy yummy
Apples are yummy yummy yummy yummy
Apples are yummy yummy yummy yummy
Oranges are yummy too



pict 2.13

_____ are yummy, yummy yummy yummy
_____ are yummy, yummy yummy yummy
_____ are yummy, yummy yummy yummy
_____ are yummy too



pict 2.14

_____ are yummy yummy yummy yummy
_____ are yummy yummy yummy yummy
_____ are yummy yummy yummy yummy
_____ are yummy too



pict 2.15

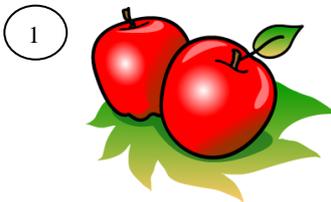
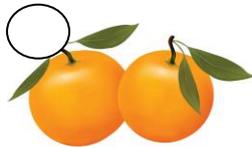
_____ are yummy yummy yummy yummy
_____ are yummy yummy yummy yummy
_____ are yummy yummy yummy yummy
_____ are yummy too



TASK 4

Number the picture based on the songs you listened. Number one is done for you as the example.

(beri angka pada gambar berdasarkan lagu yang kamu dengar. Nomor satu sudah dikerjakan sebagai contoh).



Did you know?

Benda yang lebih dari satu disebut plural nouns. Semua plural nouns akhirnya ditambah -s

example :

One carrot 

Three carrots 

One apple 

Two Apples 

Noun plural yang akhirnya terdiri dari huruf -o, maka ditambah -es

Example:

One tomato 

Three tomatoes 

One potato 

Two potatoes 

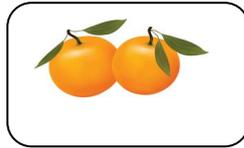


TASK 5

Write the words of following pictures.

(Tulis nama-nama dari gambar berikut).

1. Two oranges



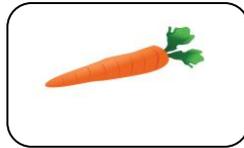
2. _____



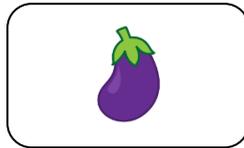
3. _____



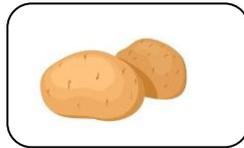
4. _____



5. _____



6. _____



7. _____



8. _____





SPEAKING ACTIVITY



TASK 6

Let's sing this song and practice with your teacher.

(Mari bernyanyi lagu ini dan berlatihah dengan gurumu)

Do You Like Broccoli Ice Cream?



Do you like broccoli?
Yes, I do. 2x
Do you like ice cream?
Yes, I do 2x
Do you like broccoli ice cream?
No, I don't.
Yucky!
Do you like donuts?
Yes, I do 2x
Do you like juice?
Yes, I do 2x
Do you like donut juice?
No, I don't.
Yucky!
Do you like popcorn?
Yes, I do 2x
Do you like pizza?
Yes, I do 2x
Do you like popcorn pizza?
No, I don't.
Yucky!
Do you like bananas?
Yes, I do 2x
Do you like soup?
Yes, I do 2x
Do you like banana soup?
No, I don't.



www.youtube.com



TASK 7

Learn the dialogue below. Then, practice with your friend.

(Pelajari dialog dibawah ini. Kemudian praktikkan dengan temanmu).

DIALOGUE I

pict 2.18

Hi Popeye, do you like spinach?

Hi Olive. Yes I do. I like spinach.

Cara bertanya dan menjawab jika 'SUKA'

DIALOGUE II

pict 2.19

Do you like apples, Anton?

No, I don't.

Cara bertanya dan menjawab jika 'tidak suka'

pict 2.20



TASK 8

Let's play a survey game!

(Mari bermain survey game!)

Instruction:

Make in groups then complete the following table by asking your group members. Give (√) if your friends like the vegetable and (x) if your friends don't like the vegetable.

(Dibawah ini ada tabel yang harus kamu lengkapi. Tanyakan kepada semua anggota kelompokmu, kemudian tulis hasilnya pada tabel yang sudah disediakan. Beri tanda (√) jika suka, dan tanda (x) jika tidak suka).

NAME		 pict. 2.21		
ERNA	√	x	x	x



TASK 9

Have you finished your job to ask your friends? Now, report your result orally. The following transcript is done for you.

(Kamu sudah menyelesaikan bertanya terhadap temanmu? Sekarang laporkan hasilnya secara lisan. Dibawah ini ada transkrip sebagai contoh).

Example: Hello everyone, I would like to tell my interview's result.

My group members are Erna, Lisa, Anton and Dewi.

Anton likes spinach but he doesn't like cabbages, eggplants and broccolis.

Erna likes broccolis and cabbages but she doesn't like spinaches and eggplants.

Lisa likes cabbages, eggplants, spinaches but she doesn't like broccolis.

Dewi likes cabbages ad eggplants but she doesn't like broccolis and spinaches.

Thank you.



READING COMPREHENSION



TASK 10

Read the text carefully and underline the words you do not understand.

(Bacalah teks berikut dengan teliti dan garisbawahi kata yang kamu belum mengerti).

My mother

My mother is a housewife. She has a great hobby. It is gardening. She plants many kinds of vegetables in our garden. They are carrots, spinach, chilies, potatoes, and tomatoes. Every once in a week, she fertilizes them. In the morning, my mother waters them. Sometime, I help my mother to water the plants. I am very happy when my mother asks me to help her in the garden. My mother often cooks them for our dinner. It feels fresh when we are eating the vegetables from our own garden.



pict 2.22



pict 2.23



TASK 11

Answer this questions based on the text above

(Jawablah pertanyaan-pertanyaan berikut berdasarkan teks diatas).

1. What does the mother do?

2. What is her hobby?

3. Where does she plant the vegetables?

4. What kinds of vegetable are there?

5. How often she fertilizes the plants?



TASK 12

Let's study and read the sentences below.

(Mari pelajar dan baca kalimat-kalimat di bawah ini)

1. I like potatoes
2. I don't like beans
3. Mandy likes broccolis
4. My father doesn't like spinaches
5. We don't like chilies. It is hot.
6. They like cabbages
7. My brother likes potatoes.

REMEMBER THIS!

I YOU THEY WE	LIKE/ DO NOT LIKE	 SPINACH
MY FRIEND MARIA MICHAEL	LIKES/ DOES NOT LIKE	 CABBAGE

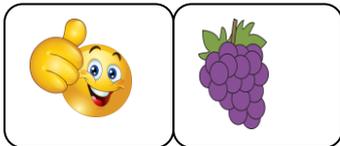


TASK 13

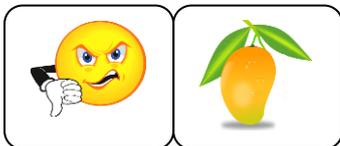
Complete the sentences below with like/ likes and don't/ doesn't like.

Lengkapi kalimat-kalimat dibawah ini dengan pilihan yang sudah disediakan)

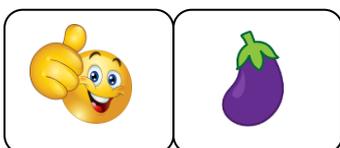
1. Aria _____ grapes (like / likes)



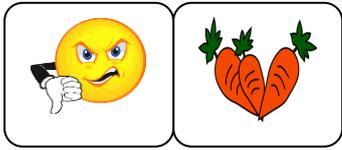
2. Maria _____ mango (don't like/ doesn't like)



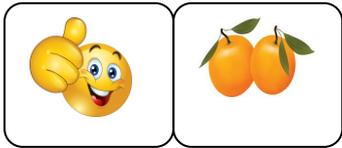
3. I _____ eggplant (like / likes)



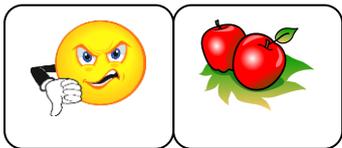
4. I _____ carrots (don't like/ doesn't like)



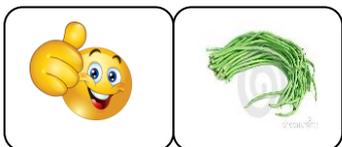
5. My friends _____ oranges (like / likes)



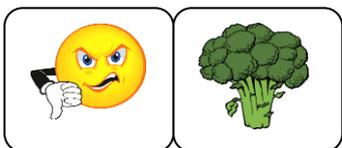
6. My friend _____ apples (don't like/ doesn't like)



7. Anton _____ long bean (like / likes)



8. Anton _____ broccoli (don't like/ doesn't like)





WRITING ACTIVITY



TASK 14

Complete the story below by choosing the correct word that is available in the box.

(lengkapi cerita dibawah ini dengan memilih kata yang benar yang terdapat pada kotak).

Going to the market



Pict 2.24



Pict 2.25

Mrs Dessy is in the (1) market now. She wants to _____ some fruits



Pict 2.26



Pict 2.27

Pict 2.28



and _____ for weekly stock. _____ buys so many _____ and

vegetables. They are a kilogram of apple, three pineapples, a durian, a



Pict 2.29

kilogram of onion and garlic, _____, beans, mangoes, potatoes, grapes

and watermelon. Her husband and her children like to eat fruits and



Pict 2.30

vegetables because they are very _____ for the body. Fruits and



Pict 2.31

vegetables contain many _____ that are good for human health.

Buy	She	Market	vitamin
Vegetables	fruits	cauliflowers	Good



TASK 15

After completing the story above. You can see many kind of fruits and vegetables based on the story. Now categorize the names of fruits and vegetables in the box provided.

(setelah melengkapi cerita diatas. Kamu bisa melihat banyak jenis buah dan sayuran. Sekarang kelompokkan nama-nama buah dan sayuran pada table yang sudah disediakan).

fruits
Apple

vegetables
Onion



TASK 16

Rearrange the following words into good order.

(Susun kata-kata berikut menjadi kalimat yang benar).

Example:

Vegetables – good – are – for- health – our

Vegetables are good for our health

1. Buys – Marsha – onion – in – garlic – market – the – and

2. Mother – my – vegetables – cooks – lunch –our – for

3. Greengrocer – is – mr. Hendra – a

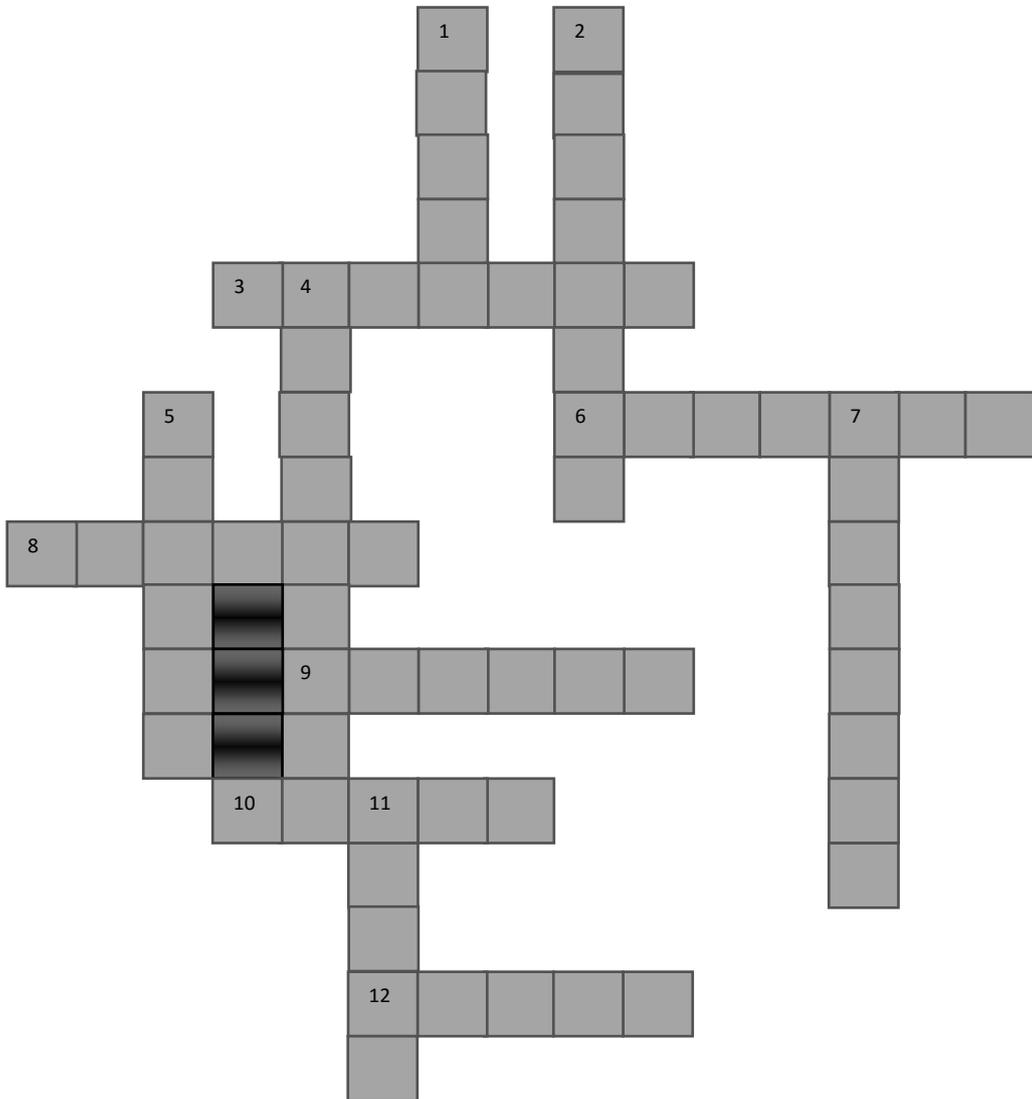
4. Vita – carrot – slicing – a – is

5. Celery – make- mother- to – needs – soup



LET'S PLAY A GAME!!

FRUITS AND VEGETABLES CROSSWORD

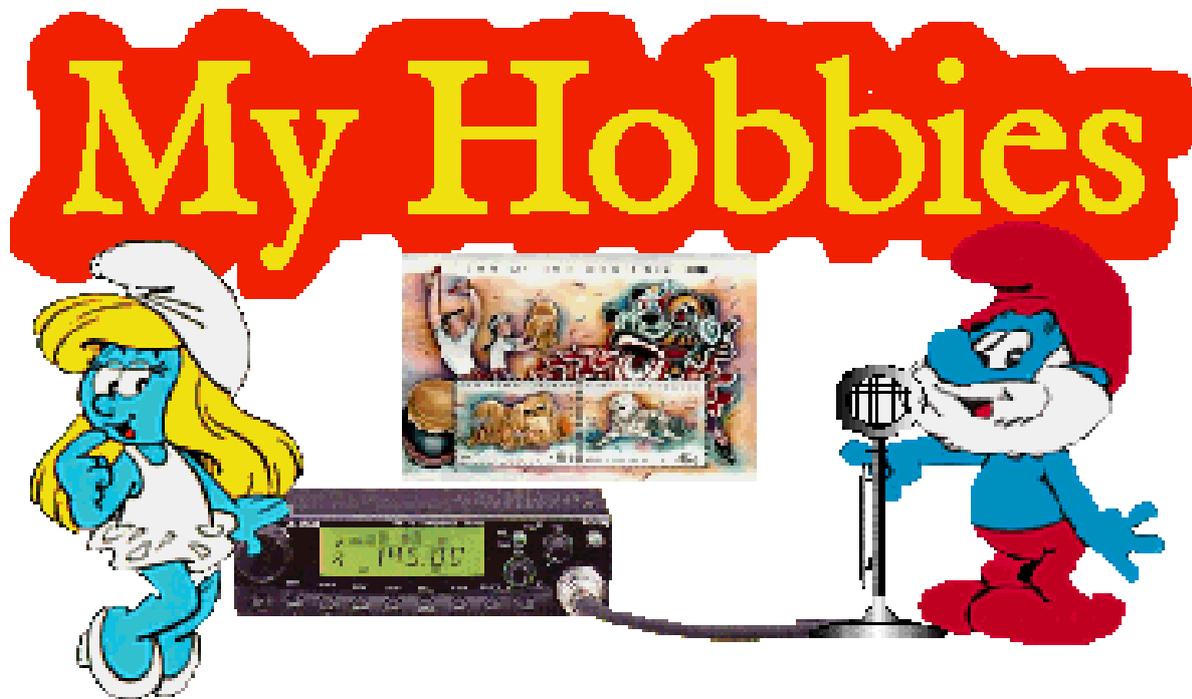


ACROSS:



DOWN:





Pict 3.1

In this unit,

- Listening:
 - Students can identify the hobbies by doing the actions
- Speaking:
 - Students can name the kinds of hobbies based on the pictures
 - Students can tell their hobbies And their friends' hobbies orally
- Reading:
 - Students can read aloud the kinds of hobby fluently
- Writing:
 - Students can fill in their hobbies and their friends' hobbies



LISTENING COMPREHENSION



TASK 1

Look at this pictures and repeat after your teacher.

(lihatlah gambar-gambar berikut ini dan ulangi setelah gurumu)

 pict 3.2	 pict 3.3	 pict 3.4	 pict 3.5
Drawing	Running	Dancing	Cooking
 pict 3.6	 pict 3.7	 pict 3.8	 pict 3.9
Eating	Gardening	Fishing	Reading
 pict 3.10	 pict 3.11		
Listening to music	Playing football		



TASK 2

Your teacher will play song for you. Please listen carefully.

(Gurumu akan memutarakan lagu untukmu. Dengarkan baik-baik)





TASK 3

Find the missing lyrics of the song. The picture in the bubble will help you.

(temukan lirik yang hilang dari lagu berikut dengan bantuan gambar yang disediakan didalam gelembung).

What are you doing?

What are you doing?

I'm _____.



What are you doing?

I'm _____.



What are you doing?

I'm _____.

I'm dancing, I'm dancing now.



What is he doing?

He's _____.



What is he doing?

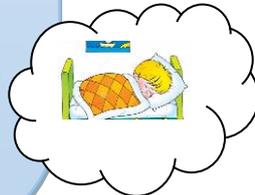
He's _____.



What is she doing?

She's _____.

She's sleeping, she's sleeping now! Shhh!





TASK 4

Match the words and the picture which are provided in the box. Number one is done for you.

(Cocokkan kata-kata berikut dengan gambar yang sudah disediakan)

1. Gardening

2. Playing badminton

3. Listening to music

4. Drawing picture

5. Dancing

6. Singing

7. Fishing

8. Cooking



pict 3.13



pict 3.14



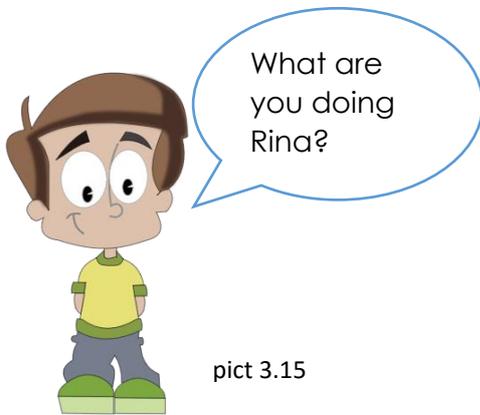
SPEAKING ACTIVITY



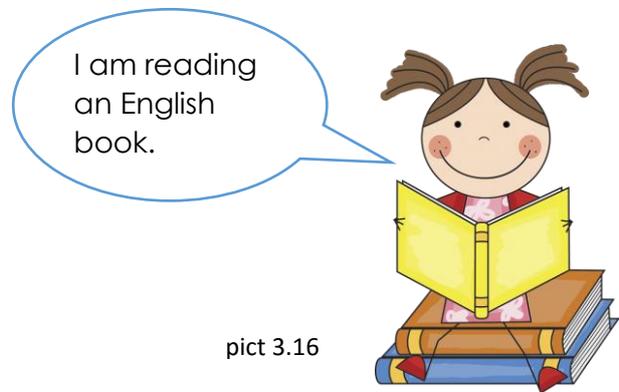
TASK 5

Practice the conversation below with your teacher.
(pelajari percakapan dibawah ini dengan gurumu).

Conversation 1

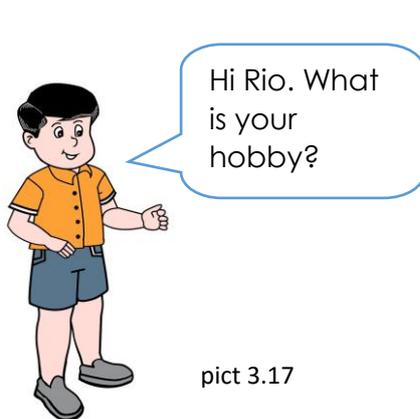


pict 3.15



pict 3.16

Conversation 2



pict 3.17



pict 3.18



TASK 6

Let's play survey game!

Instruction:

Make a group of three or more. Ask them what their hobby is like the example in TASK 5 conversation II. Then fill your result in the table below. Number one is done for you.

(buat kelompok tiga orang atau lebih. Kemudian Tanyakan kepada mereka tentang hobinya seperti pada contoh di task 5 percakapan kedua dan isikan hasilnya pada table dibawah ini).

NO	Name of your friends	Her/ his hobby
1	Anton	Swimming
2		
3		
4		
5		
6		



TASK 7

Have you finished your task to ask your friends? Now, report your result orally. The following transcript is done for you.

(Kamu sudah menyelesaikan wawancaramu terhadap temanmu? Sekarang laporkan hasilnya secara lisan. Dibawah ini ada transkrip sebagai contoh)



pict 3.19

Hello everybody. My name is Clara.
I would like to tell my friends' hobby.
My friends' name are Anton, Lisa and Ayu .
Anton's' hobby is swimming.
Lisa's hobby is painting.
Ayu's hobby is watching television.
Thank you.



READING COMPREHENSION



TASK 8

Read the following text carefully and underline the words you do not understand.

(Bacalah teks di bawah ini dengan benar dan garis bawah kata-kata yang kamu belum paham artinya).

STUDENTS' HOBBIES

Many students of our school have interesting hobbies. Lara is 11 years old. She likes writing poems and painting pictures. Tom is 12 years old and he has very interesting hobbies. He likes playing badminton. He wants to be like *Taufik Hidayat* when he grow up. Robert is almost 13 years old. His hobbies are playing football and reading detective stories. They do many interesting things and they are very busy. They also love different subjects. Tom is the best students at math. Lara is good at art and Robert is one of the best students at sport. Their hobbies help them study well too.



pict 3.20



pict 3.21



pict 3.22



TASK 9

Read the statements carefully then (T) if true and (F) if the statement is wrong.

(baca kalimat-kalimat di bawah ini dengan teliti kemudian tulis T jika kalimat itu benar dan tulis F jika kalimatnya tidak benar. No 1 sudah dikerjakan untukmu)

- 1. Lara's hobby is math F
- 2. Playing football is Robert's hobby
- 3. Tom's hobby is playing badminton
- 4. Lara is good at art
- 5. Robert wants to be like Mr. Taufik Hidayat when he grow up



TASK 10

Complete the data below by looking on task 8.

(lengkapi data dibawah ini dengan melihat pada teks sebelumnya)

No	Name	age	hobby
1	Lara	.....	.....
2	.....	12 years old	.....
3	Robert	Almost .....	.....



TASK 11

Read this conversation with your partner carefully.

(bacalah percakapan dibawah ini bersama teman sebangkumu dengan benar).

- **Alan:** Hey, guys. The basketball final's on TV tonight.
- **Barry:** I don't like basketball, you know that.
- **Alan:** Yes, but I love it! Do you like basketball, Chris?
- **Chris:** No, I don't. I hate it. My favourite sport is Football. I play every day. It's great fun!
- **Barry:** Football? Fun? It's boring. I like tennis. My brother and I play tennis together every Thursday and at the weekend, too.
- **Chris:** I play tennis every weekend, too. It's great!
- **Alan:** I love tennis, too.
- **Barry:** What? You don't play tennis.
- **Alan:** No, I don't. But I watch it on TV!



TASK 12

Read again Task 11. Then, write the name of persons based on their statements. Number one is done for you.

(Baca lagi percakapan diatas dan tentukan siapa yang berkata pada kalimat-kalimat dibawah ini. Pilih A untuk Alan, B untuk Barry dan C utuk Chris.)

- I hate basketball. B and C
- I like basketball.
- I play tennis. and
- Football is boring.
- I like basketball.
- I don't play tennis but I like it.



WRITING ACTIVITY



TASK 13

Do you still remember the song in task 2? Now, look at the pictures and complete the missing letters.

(kamu masih ingat lagu di task 2? Sekarang, lihat gambar di bawah ini dan lengkapi huruf yang hilang sesuai dengan gambar di sampingnya).

Example:

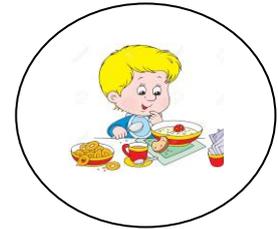
Shinta : What are you doing?



Susan : I am washing my hand

1. Rian : What are you doing?

Dani : I am _____



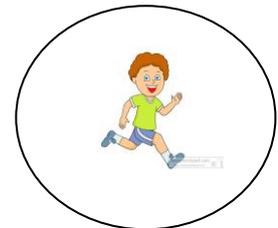
2. Mita : What are Anisa and Erna doing?

Susi : they are _____



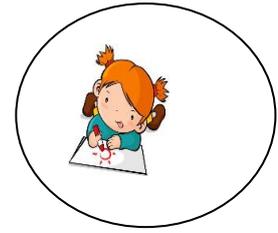
3. Rudi : What is Aji doing?

Imron : Aji is _____



4. Carla : What is Lyra doing?

Sherly : she is _____



Look at the picture below then fill in the blank based on the pictures.

(Lihatlah gambar dibawah ini kemudian isi kata yang kosong berdasarkan gambar).



Rina likes painting



Rina does not like painting

Name	Hobbies		
Andre			<input checked="" type="checkbox"/>
Chelsea		<input checked="" type="checkbox"/>	
Indah		<input checked="" type="checkbox"/>	
Micheal		<input checked="" type="checkbox"/>	
Laura			<input checked="" type="checkbox"/>

1. Andre **doesn't like singing** _____
2. Chelsea _____
3. Indah _____
4. Micheal _____
5. Laura _____



TASK 15

Fill in the blank with the correct answer that is available in the box.

(Isiliah bagian yang kosong dengan jawaban yang benar yang tersedia didaam kotak).

Example:

A : What is Bella hobby?

B : Bella's hobby is cooking.

1. A : What is your hobby?

B : _____



2. A : What is Meta's hobby?

B : _____



3. A : What is their hobby?

B : _____



4. A : What is Sarah's hobby?
B : _____



5. A : What is dika's hobby?
B : _____



TASK 16

You have learned many things about hobby. Now describe your own hobby and one of your friend's hobby in good paragraph.

(Kamu sudah mempelajari banyak hal tentang hobi. Sekarang ceritakan hobimu dan satu hobi temanmu dalam bentuk tulisan)

My name is _____

My hobby is _____

My friend's name is _____

Her hobby is _____



LET'S PLAY A GAME!!

Let's play a word game. Pay attention to the instruction below.

(ayo bermain game kata. Perhatikan instruksi dibawah ini).

“Find at least 5 hobbies by looking diagonal and horizontal for the list of hobbies in the puzzle.”

(temukan minimal 5 hobi dengan mencari secara diagonal dan horizontal pada puzzle dibawah ini.)

H	N	D	P	O	I	U	Y	L	K	J	H	Q	P
Q	W	E	R	T	E	A	T	I	N	G	G	R	A
F	Y	U	I	O	G	P	L	K	J	H	I	W	I
I	J	U	T	V	A	F	D	E	R	Y	K	E	N
S	T	C	R	W	R	E	S	R	C	I	L	L	T
H	M	O	K	L	D	R	E	A	D	I	N	G	I
I	N	O	F	B	E	D	A	N	C	I	G	T	N
N		K		G	N	V	G	C	C	B	H	Y	G
G	W	I	A	E	I	X	C	I	F	N	K	U	U
A	O	N	O	B	N	V	C	X	Z	P	J	I	H
Q	I	G	U	U	G	S	W	I	M	M	I	N	G

1. _____
2. _____
3. _____
4. _____
5. _____

REFERENCES

UNIT I

Pict 1.1	www.blogs.glowscotland.org.uk
Pict 1.2	www.clipartpanda.com
Pict 1.3	www.clipartpanda.com
Pict 1.4	www.clipartbest.com
Pict 1.5	www.clipartpanda.com
Pict 1.6	www.cliparts.com
Pict 1.7	www.pandacharacter.com
Pict 1.8	www.clipartpanda.com
Pict 1.9	www.clipartbest.com
Pict 1.10	www.clipartpanda.com
Pict 1.11	www.youtube.com
Pict 1.12	www.clipartpanda.com
Pict 1.13	www.vectorstock.com
Pict 1.14	www.clipartbest.com
Pict 1.15	www.clipartbest.com
Pict 1.16	www.vectorstock.com
Pict 1.17	www.clipartpanda.com
Pict 1.18	www.123rf.com
Pict 1.19	www.cutecliparts.com
Pict. 1.20	www.pinterest.com
Pict. 1.21	www.clipartpanda.com
Pict. 1.22	www.cartoonanimalscuteimages.blogspot.co.id
Pict. 1.23	www.worldartsme.com
Pict. 1.24	www.clipartrabbit.com
Pict. 1.25	www.123rf.com
Pict. 1.26	www.pinterest.com
Pict. 1.27	www.dreamstime.com
Pict. 1.28	www.dreamstime.com
Pict. 1.29	www.clipartbest.com
Pict. 1.30	www.dreamstime.com
Pict 1.31	www.blogs.glowscotland.org.uk
Pict 1.32	www.123rf.com
Pict 1.33	www.123rf.com

REFERENCES

UNIT II

Pict 2.1	www.clipartbest.com
Pict 2.2	www.clipartbest.com
Pict 2.3	www.clipartbest.com
Pict 2.4	www.downloadclipart.org
Pict 2.5	www.clipartpanda.com
Pict 2.6	www.clipartlord.com
Pict 2.7	www.worldartsme.com
Pict 2.8	www.openclipart.org
Pict 2.9	www.clipartpanda.com
Pict 2.10	www.fotosearch.com
Pict 2.11	www.clipartfreefor.com
Pict 2.12	www.clipartsign.com
Pict 2.13	www.clipartbest.com
Pict 2.14	www.clker.com
Pict 2.15	www.worldartsme.com
Pict 2.16	www.123rf.com
Pict 2.17	www.wikihow.com
Pict 2.18	www.all-free-download.com
Pict 2.19	www.123rf.com
Pict 2.20	www.classroomclipart.com
Pict 2.21	www.clipartpanda.com
Pict 2.22	www.cliparwolf.com
Pict 2.23	www.cliparwolf.com
Pict 2.24	www.dayasriokg.top
Pict 2.25	www.clipartpanda.com
Pict 2.26	www.clipartbold.com
Pict 2.27	www.fotosearch.com
Pict 2.28	www.clipartpanda.com
Pict 2.29	www.clipartfreefor.com
Pict 2.30	www.clipartbest.com
Pict 2.31	www.clipartbest.com

Pict 3.1	www.oocities.org
Pict 3.2	www.clipartpanda.com
Pict 3.3	www.mycutegraphics.com
Pict 3.4	www.123rf.com
Pict 3.5	www.clipartpanda.com
Pict 3.6	www.123rf.com
Pict 3.7	www.webclipart.about.com
Pict 3.8	www.clipartoons.com
Pict 3.9	www.clipartool.com
Pict 3.10	www.123rf.com
Pict 3.11	www.clipartpanda.com
Pict 3.12	www.youtube.com
Pict 3.13	www.123rf.com
Pict 3.14	www.jestingstock.com
Pict 3.15	www.clker.com
Pict 3.16	www.clipartool.com
Pict 3.17	www.clipartbest.com
Pict 3.18	www.vectorstock.com
Pict 3.19	www.clipartpanda.com
Pict 3.20	www.clipartof.com
Pict 3.21	www.jestingstock.com
Pict 3.22	www.vectorstock.com

TEACHER'S GUIDE BOOK
FINAL DRAFT AND

UNIT 1 : Animals

Listening - Speaking

Task 1

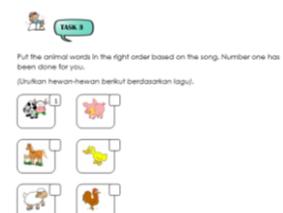
- Guru memberikan *Warming-up*, menanyakan nama-nama hewan yang sudah pernah dilihat oleh siswa.
- Guru mengucapkan nama-nama hewan yang ada di buku dan meminta siswa untuk menirukan.
- Sambil menirukan, siswa diminta untuk menunjuk hewan yang sedang disebutkan. Guru mengulang sampai siswa mengucapkan dengan benar.
- Siswa diminta untuk membaca sendiri dengan pengucapan yang benar.

Task 2

- Guru memutar lagu "Old McDonald had a farm" dan meminta siswa untuk mendengarkan lagunya serta memperhatikan gerakan guru.
- Guru meminta siswa untuk ikut bernyanyi dengan panduan gambar yang ada di buku.

Task 3

- Guru meminta siswa untuk mengurutkan gambar hewan berdasarkan lagu "Old McDonald had a farm".
- Sebelumnya, guru memastikan siswa paham isi lagu.
- Guru memberi contoh cara mengerjakannya.



Task 4

- Guru memutar kembali lagu Old Mcdonald, kemudian siswa diminta memberi tanda ceklis (✓) terhadap suara-suara hewan yang didengar pada lembar kerja yang disediakan.

TASK 4

Give a check (✓) in the sounds you heard.
Beril tanda '✓' pada suara-suara hewan yang kamu dengar di lagu sebelumnya.

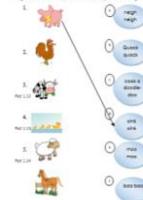
Moo	✓
Bark	
Hiss	
Roar	
Clink	
Neigh	
Baa	
buzz	

Task 5

- Guru menjelaskan suara-suara hewan yang ada pada lagu.
- Guru meminta siswa untuk mencocokkan gambar hewan dan suara hewan yang tersedia didalam lembar kerja.
- Guru memberikan contoh cara mengerjakan.

TASK 5

Match the pictures and the sounds in the circle. Number one has been done for you.
(Cocokkan gambar hewan dan suara hewan yang tersedia didalam lembar kerja. Nomor satu sudah dikerjakan sebagai contoh).



Task 6

- Sebagai review akhir aktivitas listening, guru memutar kembali lagu Old McDonald, kemudian meminta siswa untuk melengkapi lirik yang masih kosong.
- Guru mengajak siswa menyanyikan lagu bersama.

TASK 6

Complete the missing line by reading of the picture.
(Lengkapi lirik yang kosong dengan melihat gambar).

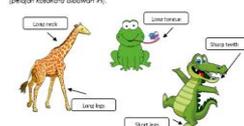


Task 7

- Guru menjelaskan kata sifat untuk menunjukkan karakteristik hewan. Siswa diminta untuk mendengarkan lalu menirukan. Guru bisa menggunakan flashcards/ animals puppet berupa gambar Jerapah, Katak, dan Buaya.

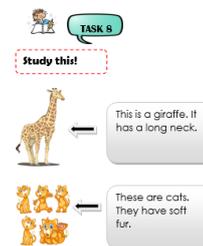
TASK 7

Study the vocabulary below.
(Pelajari kosakata dibawah ini).



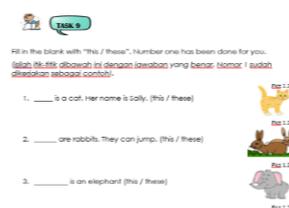
Task 8

- Guru menjelaskan tentang *singular* dan *plural*.
- Guru memastikan siswa telah memahami penjelasan yang diberikan.



Task 9

- Setelah siswa paham tentang *singular* dan *plural*, guru meminta siswa mengisi titik-titik dengan jawaban yang benar menggunakan *this/these*.



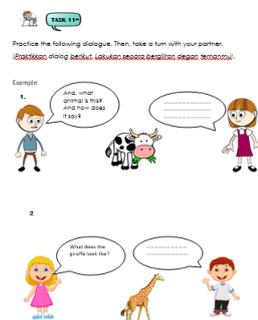
Task 10

- Guru membacakan dialog tentang "*sounds of animal*".
- Guru menjelaskan maksud dialog tersebut.
- Guru meminta siswa menirukan dialog yang dibacakannya.



Task 11

- Guru meminta siswa mempraktikkan dialog yang ada di buku.
- Siswa harus melengkapi dialog yang masih kosong dengan panduan gambar.
- Siswa diminta berlatih membacakan dialog bersama teman.



Let's Play a Game

- Pada permainan ini, guru meminta siswa untuk menemukan sedikitnya 10 nama hewan pada puzzle yang berisi huruf-huruf yang sudah diacak dengan cara memberi garis secara mendatar, menurun maupun miring pada nama hewan tersebut, kemudian menuliskannya pada kolom jawaban.

LET'S PLAY A GAME!
Let's play a word game.
*Find at least 10 animals by looking up, down, diagonally, backwards and forwards for the letters of animals in the puzzle.
*Berapa minimal 10 nama binatang dengan mencari keatas, kebawah, diagonal, dan awat, belakang, atau penera dibawahi. (2)

S	D	Q	L	F	A	P	R	T		
W	E	U	W	D	T	A	K	U	B	T
D	T	L	K	O	X	N	E	T	S	T
K	U	W	F	O	N	E	L	S	T	T
U	A	H	E	L	E	F	H	K	N	T
H	E	L	Z	K	F	O	F	U	L	V
L	E	L	Z	K	F	O	F	U	L	V
L	E	L	Z	K	F	O	F	U	L	V
L	E	L	Z	K	F	O	F	U	L	V

Answer:
1. _____ 8. _____
2. _____ 9. _____
3. _____ 10. _____
4. _____
5. _____

Reading - Writing

Task 12

- Guru membacakan sebuah teks yang berjudul *The Elephant*.
- Guru meminta siswa membaca ulang teks tersebut dengan pengucapan yang benar.
- Siswa diminta untuk menggarisbawahi kata-kata yang belum dimengerti.
- Guru memberi tahu arti kata yang belum dipahami siswa.

TASK 12
Read the following text carefully and underline the words you do not understand.
(Baca teks dibawah ini dengan benar dan garis bawah kata-kata yang kamu belum paham artinya.)

The elephant



Elephant is a giant animal. It has long nose called trunk. Elephant has big ears and two tusks. It also has long tail. It has four big legs. Elephant eat grass, leaves, vegetables, etc. elephant also has big power. It can push a medium size tree 10' about. Furthermore, elephant is a clever animal. Indeed elephant can help man works, such as move the woods, lift the heavy thing, transportation, etc. people can find elephant in the zoo and forest.

Task 13

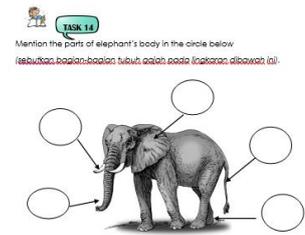
- Guru memastikan siswa sudah memahami isi dari teks tersebut.
- Setelah siswa paham, guru meminta siswa menjawab pertanyaan yang berupa kalimat *True or False*.
- Guru memberi contoh cara mengerjakannya.

TASK 13
There are several statements below. Decide whether the statements are true or false based on the text.
(Di bawah ini ada beberapa pernyataan. Tentukan apakah pernyataan ini benar atau salah berdasarkan teks diatas diatas!)

1. Elephant is a small animals. True / False
2. Elephant has long trunk. True / False
3. Elephant eats meat. True / False

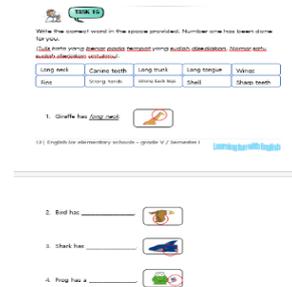
Task 14

- Guru meminta siswa menyebutkan nama bagian-bagian tubuh gajah pada gambar yang sudah disediakan.
- Siswa diminta menuliskan jawaban pada lingkaran sesuai tanda panah.
- Setelah selesai, guru dan siswa mendiskusikan jawaban bersama.



Task 15

- Guru meminta siswa melengkapi kalimat dengan memilih jawaban yang sudah disediakan di dalam tabel.
- Sebelum siswa mulai mengerjakan, guru menjelaskan arti kata yang belum dipahami siswa.
- Siswa dapat melihat gambar yang ada di setiap soal sebagai petunjuk untuk mendapatkan jawaban yang benar.



Task 16

- Guru meminta siswa menjelaskan karakteristik hewan di dalam sebuah kalimat.
- Siswa diminta untuk melihat lingkaran pada gambar sebagai panduan.



Unit 2: I like Fruits and Vegetables

Listening - Speaking

Task 1

- Guru memberikan Warming-up, menanyakan nama-nama buah dan sayur yang siswa ketahui.
- Guru mengucapkan nama-nama buah dan sayuran yang ada dibuku dan meminta siswa untuk menirukan.

TASK 1

Listen and repeat after your teacher
(dengarkan dan tirukan apa yang gurumu katakan).

 pict 2.1	 pict 2.3	 pict 2.4	 pict 2.5	 pict 2.6
An apple	An orange	cabbages	Tomatoes	An eggplant
 pict 2.7	 pict 2.8	 pict 2.9	 pict 2.10	 pict 2.11
Celeries	Spinaches	Grapes	Potatoes	A Carrot

Task 2

- Guru memutarakan lagu *Apples are so yummy* dan meminta siswa mendengarkan.
- Guru menjelaskan isi lagu tersebut.

TASK 2

Listen to the song
(Dengarkan lagu berikut).

 Kaito

Task 3

- Guru meminta siswa untuk mengurutkan nama buah dan sayur sesuai dengan lagu yang diperdengarkan.
- Setelah selesai, Guru dan siswa mengecek jawaban bersama dengan mendengarkan lagu kembali.

TASK 3

Number the picture you heard in the song. Number one has been done for you.
(Berikan angka pada gambar berdasarkan lagu yang kamu dengar. Nomor satu sudah dikerjakan sebagai contoh).









Task 4

- Setelah selesai guru meminta siswa untuk mendengarkan kembali lagu *Apples are so yummy*.
- Kemudian, guru meminta siswa melengkapi lirik yang kosong dengan panduan gambar.

TASK 4

Complete the missing lyric by looking at the picture.
(Lengkapi lirik yang kosong dengan melihat gambar).

 Apples are yummy (yummy) (yummy) (yummy)
Apples are yummy (yummy) (yummy) (yummy)
Apples are yummy (yummy) (yummy) (yummy)
Changes are (yummy) too

 pict 2.10 _____ are (yummy) (yummy) (yummy)
_____ are (yummy) (yummy) (yummy)
_____ are (yummy) (yummy) (yummy)
_____ are (yummy) too

Task 5

- Guru menjelaskan tentang *singular* dan *plural* dan cara membacanya.
- Guru memastikan siswa memahami penjelasan tersebut.

TASK 5

Ready, Set!

Beranda yang lebih dari satu disebut plural nouns. Berman plural nouns akhirnya ditambahkan -s

example :

One carrot  Three carrots 

One apple  Two Apples 

Noun plural yang akhirnya terdiri dari huruf -s, maka ditambah -es

Example:

One tomato  Three tomatoes 

One potato  Two potatoes 

Task 6

- Guru meminta siswa untuk menuliskan *singular* dan *plural* dari nama-nama buah dan sayur sesuai gambar.
- Guru dan siswa mendiskusikan jawaban bersama.

TASK 6

Write the words of following pictures.
(Tulis nama-nama dari buah berikut).

1.
2.
3.
4.
5.
6.

Task 7

- Guru memutarakan lagu *Do You Like Broccoli Ice Cream?*
- Guru mengajak siswa untuk bernyanyi bersama.
- Guru menjelaskan maksud dari lagu tersebut.
- Guru memastikan siswa paham dengan isi lagu.

TASK 7

Let's sing the song and practice with your teacher.
(Beri temanmu lagu ini dan berlatih dengan gurumu!)

Do you like broccoli?
Yes, I do. Do.
Do you like ice cream?
Yes, I do. Do.
Do you like broccoli ice cream?
No, I don't.
Do you like broccoli?
No, I don't.
Do you like ice cream?
Yes, I do. Do.
Do you like broccoli?
Yes, I do. Do.
Do you like broccoli ice cream?
No, I don't.
Do you like broccoli?
Yes, I do. Do.
Do you like ice cream?
Yes, I do. Do.
Do you like broccoli ice cream?
No, I don't.
Do you like broccoli?
Yes, I do. Do.
Do you like ice cream?
Yes, I do. Do.
Do you like broccoli ice cream?
No, I don't.

Task 8

- Guru membacakan dialog dan meminta siswa untuk mendengarkan lalu menirukan.
- Guru menjelaskan tentang ungkapan suka dan tidak suka.
- Setelah siswa paham, guru meminta siswa untuk mempraktekkan dialog secara berpasangan.

TASK 8

Study the dialogue below. Then, practice with your friend.
(Pelajari dialog dibawah ini. Kemudian praktikkan dengan temanmu).

DIALOGUE I

John: Do you like spinach?
Lisa: No, I don't like it.
John: Do you like apples?
Lisa: Yes, I do. I like them very much.
John: Do you like broccoli?
Lisa: No, I don't.

DIALOGUE II

John: Do you like apples, Anna?
Anna: No, I don't.
John: Do you like spinach?
Anna: Yes, I do. I like it very much.

Task 9

- Guru memberikan game kepada siswa.
- Dalam game ini, guru membagi siswa ke dalam beberapa kelompok.
- Siswa diminta untuk bertanya kepada anggota kelompoknya tentang sayuran yang disukai.
- Kemudian siswa menuliskan hasilnya pada tabel yang sudah disediakan dengan memberi tanda (\checkmark) jika suka, dan tanda (\times) jika tidak suka.

TASK 9

Let's play a survey game!
(Mari bermain survey game!)

Instruction:
Make in groups then complete the following table by asking your group members. Give a check (\checkmark) if your friends like the vegetable and (\times) if your friends don't like the vegetable.
(Diskusikan in ada tabel yang harus kamu lengkapi. Tanyakan kepada semua anggota kelompokmu, kemudian tulis hasilnya pada tabel yang sudah disediakan. Beri tanda (\checkmark) jika suka, dan tanda (\times) jika tidak suka.)

NAME				
EMA	\checkmark	\times	\times	\times

Task 10

- Setelah siswa menyelesaikan task 9, siswa diminta untuk melaporkan hasilnya secara lisan didepan kelas
- Guru memberikan penilaian dan koreksi terhadap hasil kerja siswa.

TASK 10

Report your survey result orally.
(Laporkan hasilnya secara lisan seperti contoh dibawah ini).

Example:
Hello everyone, I would like to tell my interview's result.
My group members are Ema, Lisa, Anton and Dewi.
Anton likes spinach but he doesn't like cabbages, eggplants and broccoli.
Ema likes broccoli and cabbages but she doesn't like spinaches and eggplants.
Lisa likes cabbages, eggplants, spinaches but she doesn't like broccoli.
Dewi likes cabbages and eggplants but she doesn't like broccoli and spinaches.

- Guru dan siswa mendiskusikan jawaban bersama.

Task 16

- Setelah task 16 selesai, guru meminta siswa membaca ulang teks pada task 16.
- Guru meminta siswa mengelompokkan nama-nama buah dan nama-nama sayur pada tabel yang sudah disediakan.

TASK 16

Categorize the names of fruit and vegetables based on the story above in the box provided.
(Kategorikan nama-nama buah dan sayur pada tabel yang sudah disediakan.)

fruit	vegetables
Apple	Carrot
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Task 17

- Guru meminta siswa menyusun kata-kata yang masih acak menjadi kalimat yang benar.
- Guru menjelaskan arti kata yang belum dipahami siswa.
- Guru memberi penilaian terhadap hasil kerja siswa.

TASK 17

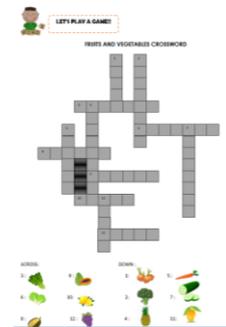
Rearrange the following words into good order.
(Susun kata-kata berikut menjadi kalimat yang benar.)

Example:
Vegetables – good – are – for – health – our
Vegetables are good for our health.

1. Buys – Marsha – onion – in – garlic – market – the – and
2. Mother – my – vegetables – cooks – lunch – our – for

Game Fruits and vegetables crossword

- Guru meminta siswa mengisi nama-nama buah dan sayur yang ada pada petunjuk ke dalam kotak secara mendatar dan menurun.



UNIT 3 : what is your hobby?

LISTENING + SPEAKING

Task 1

- Guru melakukan *warming-Up* berupa menanyakan macam-macam hobi yang diketahui siswa dan apa hobi siswa.
- Guru mengucapkan macam-macam hobi yang ada dibuku dan meminta siswa untuk mendengarkan lalu menirukan.



Task 2

- Guru memutarakan lagu "what are you doing?" dan meminta siswa untuk medegarkan.
- Guru menjelaskan maksud dari lagu tersebut.



Task 3

- Setelah siswa paham, Guru meminta siswa mencocokkan kata-kata berupa hobi dengan gambar yang ada disampingnya.
- Guru memberi contoh cara mengerjakannya.



Task 4

- Guru memutarakan kembali lagu "what are you doing?" dan meminta siswa untuk melengkapi lirik lagu yang masih kosong dengan melihat gambar sebagai panduan.
- Guru mengajak siswa bernyanyi bersama.



Task 5

- Guru membacakan dialog. Siswa diminta mendengarkan lalu mempraktikkan dialog tersebut dengan teman.
- Guru menyebutkan untuk apa dialog tersebut dan memastikan siswa paham.



Task 6

- Guru meminta siswa untuk melakukan survey tentang hobi teman-teman.
- Guru memberi contoh cara bertanya dan menjawab dan meminta siswa mengulang.
- Guru memastikan siswa paham dengan instruksi yang dibuat.



Task 7

- Setelah survey dilakukan, siswa diminta membuat short report tentang teman yang ada pada survey secara lisan.
- Sebelumnya, guru memberi contoh cara membuat report.
- Setelah siswa bias membuat dan membacakan report, siswa diminta untuk membuat report tentang hobi teman-teman.



READING + WRITING

Task 8

- Guru membacakan sebuah teks yang berjudul "Student's' hobbies".
- Guru meminta siswa mengulang bacaan bersama teman sebangku.
- Guru membenarkan bacaan siswa yang salah.
- Guru meminta siswa menggarisbawahi kata-kata yang belum paham artinya.
- Guru menjelaskan arti kata yang belum dipahami siswa.



Task 9

- Setelah siswa paham isi teks, siswa diminta memberi tanda T jika kalimat benar, dan F jika kalimat salah tentang bacaan yang telah dibaca di kegiatan sebelumnya.
- Setelah selesai, guru dan siswa mendiskusikan jawaban bersama.



Read the statements carefully then (T) if true and (F) if the statement is wrong.
(Baca kalimat-kalimat di bawah ini dengan teliti kemudian tulis T jika kalimat itu benar dan tulis F jika kalimatnya tidak benar. No. 1 sudah dikerjakan untukmu.)

1. Lara's hobby is math. F
2. Playing football is Robert's hobby.
3. Tom's hobby is playing badminton.
4. Lara is good at art.
5. Robert wants to be like Mr. Toufik Hidayat when he grows up.

Task 10

- Siswa diminta siswa melengkapi data tentang bacaan yang ada di kegiatan sebelumnya.
- guru menjelaskan cara mengerjakan dan memastikan siswa paham dengan instruksi yang diberikan.



Complete the data below by looking on task 8.
(Lengkapi data dibawah ini dengan melihat pada teks sebelumnya!)

No	Name	age	hobby
1	Lara		
2		12 years old	
3	Robert	Almost _____	

Task 11

- Guru membagi siswa kedalam beberapa kelompok.
- Siswa diminta membaca dialog bersama teman kelompok.
- Guru membenarkan cara membaca siswa.
- Guru memberi tahu arti kata yang belum dipahami siswa.
- Guru memastikan siswa mengerti isi dari dialog tersebut.



Read the conversation with your partner carefully.
(Bacalah percakapan dibawah ini bersama temamu dengan benar.)

- > **Alan:** Hey, guys. The basketball find it on TV tonight.
- > **Benny:** I don't like basketball, you know that.
- > **Alan:** Yes, but I love it! Do you like basketball, Chris?
- > **Chris:** No, I don't. I hate it. My favourite sport is Football. I play every day, it's great fun!
- > **Benny:** Football? But it's boring. I like tennis. My brother and I play tennis together every Tuesday and at the weekend, too.
- > **Chris:** I play tennis every weekend, too. It's great!
- > **Alan:** I love tennis, too.
- > **Benny:** What? You don't play tennis.
- > **Alan:** No, I don't. But I watch it on TV!

Task 12

- Siswa diminta menulis tentang siapa orang yang berkata didalam dialog yang ada di kegiatan sebelumnya.
- Guru menjelaskan cara mengerjakan dan memastikan siswa paham dengan instruksi yang diberikan.
- Setelah selesai, guru dan siswa mendiskusikan jawaban bersama.



Write the name of persons based on their statements. Number one has been done for you.

(Tulis siapa yang berkata pada kalimat dibawah ini. Bilangan 1 untuk Alan dan 2 untuk Chris.)

- > I hate basketball. B and C
- > I like basketball. B and C
- > I play tennis. B and C
- > Football is boring.
- > I like basketball.
- > I don't play tennis but I like it.

Task 13

- Guru me review lagu yang diputar pada kegiatan listening.
- Siswa diminta melengkapi kata-kata yang masih kosong dalam sebuah dialog.
- Guru meminta siswa melihat gambar sebagai panduan.

TASK 13

Do you still remember the song in task 2? Now, look at the pictures and complete the dialog.

(Kamu masih ingat lagu di task 2? Sekarang, lihat gambar di bawah dan lengkapi dialog yang hilang sesuai dengan gambar di sampingnya).

Example:

Diana : What are you doing?
Suein : I am gathering my hair.

1. Ron : What are you doing?
Davi : I am _____

2. Mia : What are Anisa and Bina doing?
Sul : They are _____

3. Rudi : What is Aly doing?
Iman : He is _____

Task 14

- Guru menjelaskan cara mengatakan suka dan tidak suka dalam bahasa Inggris.
- Guru menunjukkan gambar ekspresi suka dan tidak suka yang ada dibuku.
- Siswa diminta melihat tabel dan menyebutkan ekspresi suka dan suka pada kolom yang sudah diberi tanda centang.
- Siswa diminta menuliskan jawabannya pada lembar yang sudah disediakan.
- Guru memastikan siswa paham dengan instruksi yang diberikan.

TASK 14

Look at the picture below then fill in the blank based on the picture.
(lihat gambar dibawah ini kemudian isi titik yang kosong berdasarkan gambar)

😊 → Eno likes painting.
😞 → Eno does not like painting.

Name	Hobby	😊	😞
Anisa			<input checked="" type="checkbox"/>
Chesab		<input checked="" type="checkbox"/>	
Idah		<input checked="" type="checkbox"/>	
Michael		<input checked="" type="checkbox"/>	
Laura			<input checked="" type="checkbox"/>

1. Anisa doesn't like singing.

Task 15

- Siswa diminta melengkapi dialog yang masih kosong dengan melihat gambar.
- Guru memberi contoh cara mengerjakannya.

TASK 15

Fill in the blank with the correct answer that is available in the box.
(Isilah bagian yang kosong dengan jawaban yang benar yang tersedia dalam kotak)

Example:

A : What is Bella hobby?
B : Bella's hobby is cooking.

1. A : What is your hobby?
B : _____

2. A : What is Meta's hobby?
B : _____

3. A : What is their hobby?
B : _____

4. A : What is Sarah's hobby?
B : _____

Task 16

- Guru meminta siswa menceritakan hobi siswa dan hobi teman sebangku.
- Guru meminta siswa membacakan hasil cerita didepan teman.

TASK 16

You have learned many things about hobby. Now describe your own hobby and one of your friend's hobby in good paragraph.
(Kamu sudah mempelajari banyak hal tentang hobi. Sekarang ceritakan hobi-mu dan satu hobi temannya dalam bentuk tulisan)

My name is _____
My hobby is _____
My friend's name is _____
Her hobby is _____



FUN
LEARNING
WITH
ENGLISH

An English vocabulary
learning book by:
Zuhriatul Baiti
Dra. Nury Supriyanti, M. A.

ELEMENTARY SCHOOL
GRADE V

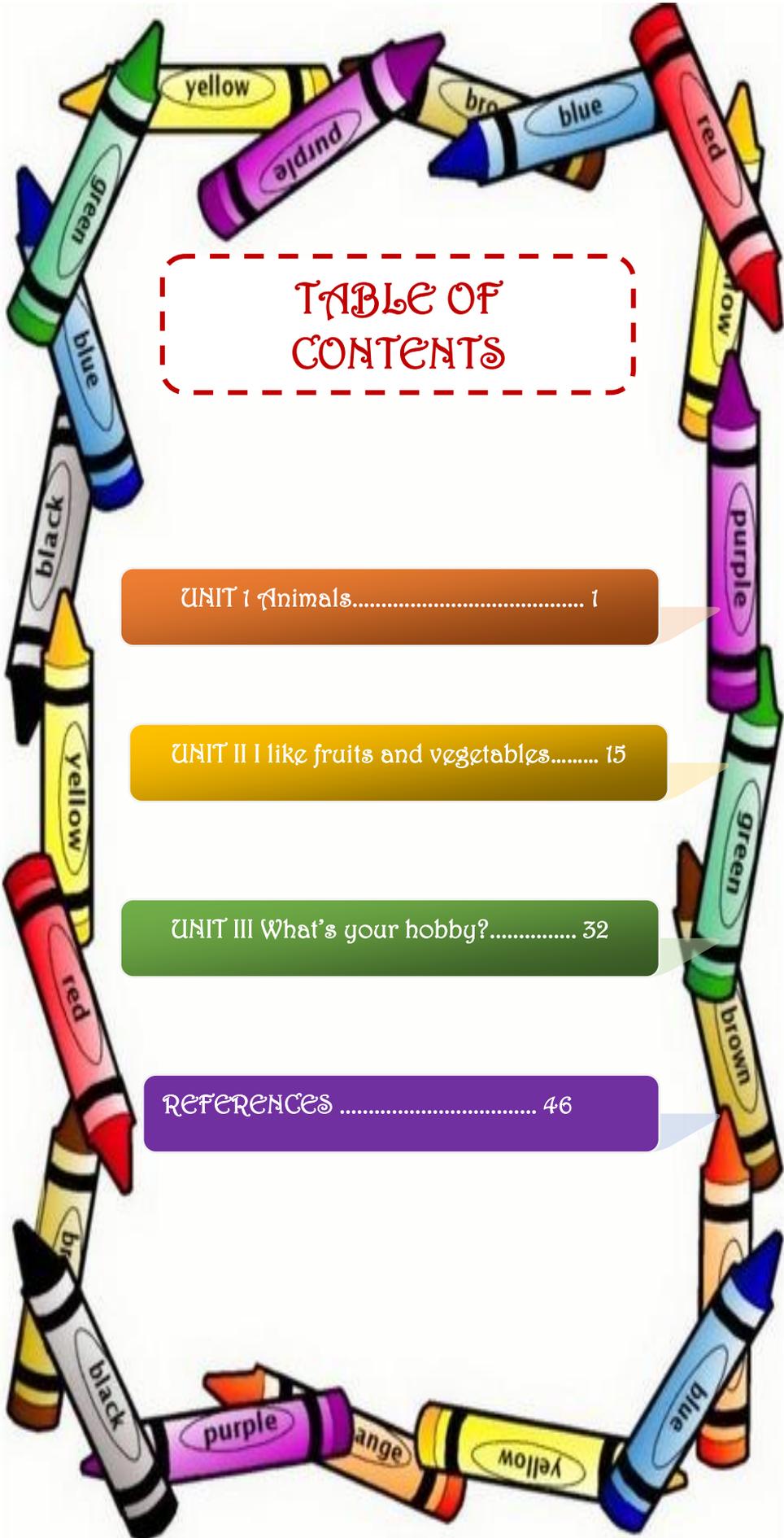


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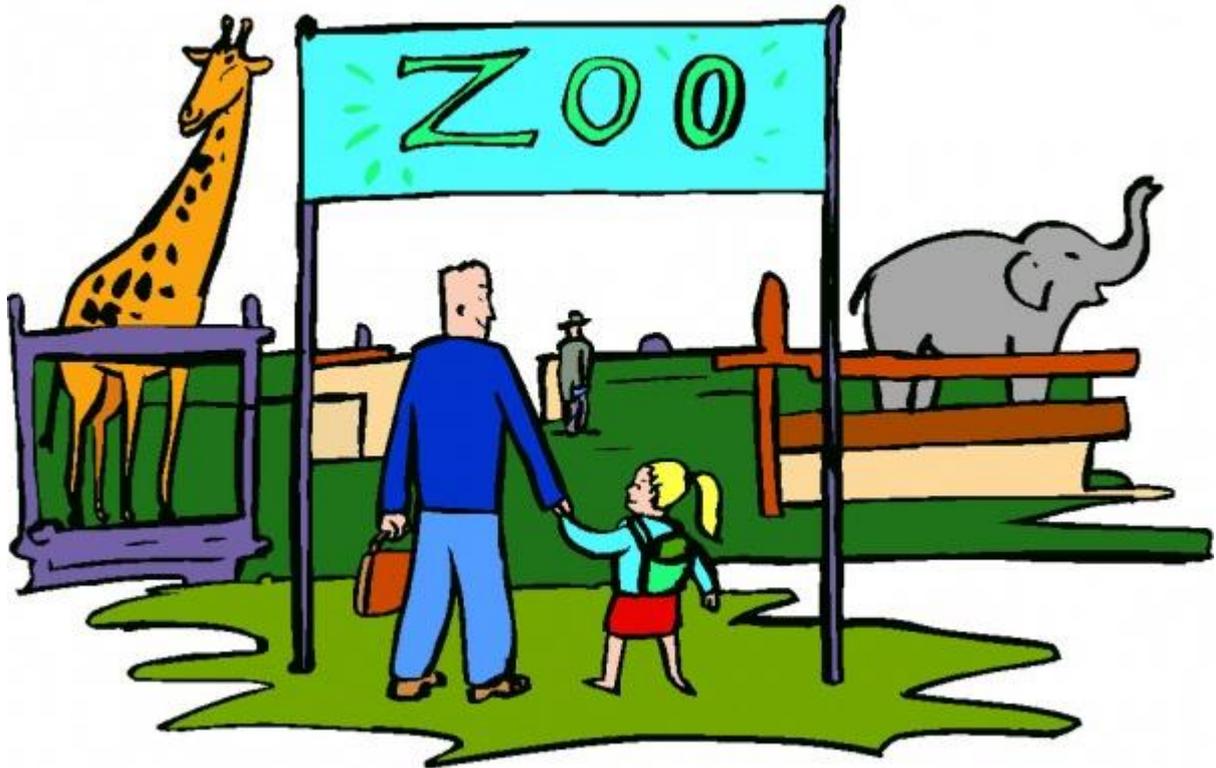
UNIT I Animals..... 1

UNIT II I like fruits and vegetables..... 15

UNIT III What's your hobby?..... 32

REFERENCES 46

ANIMALS



In this unit,

- Listening:
 - Students can identify the names of animals.
- Speaking:
 - Students can repeat the teacher's instruction.
 - Students can make short conversations about animals.
- Reading:
 - Students can read aloud the animal words.
- Writing:
 - Students can describe the animals based on the picture.



TASK 1

VOCABULARY LIST

Repeat after your teacher.
(*Tirukan apa yang gurumu katakan*).



a lion



a pig



an elephant



a monkey



a rooster



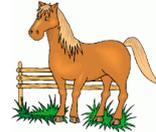
a panda



a kangaroo



a sheep



a horse



TASK 2

Listen to the song.
(*Dengarkan lagu berikut*).

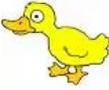




TASK 3

Put the animal words in the right order based on the song. Number one has been done for you.

(Urutkan hewan-hewan berikut berdasarkan lagu).

 1	
	
	



TASK 4

Give a check (√) in the sounds you heard.

(Beri tanda √ pada suara-suara hewan yang kamu dengar di lagu sebelumnya).

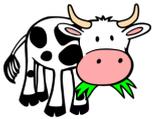
Moo	√
Bark	
Hiss	
Roar	
Oink	
Neigh	
Baa	
buzz	



TASK 5

Match the pictures and the sounds in the circle. Number one has been done for you.

(Cocokkan gambar hewan dan suara hewan yang tersedia di dalam lingkaran. Nomor satu sudah dikerjakan sebagai contoh).

1.		a	neigh neigh
2.		b	Quack quack
3.		c	cook a doodle- doo
4.		d	oink oink
5.		e	moo moo
6.		f	baa baa

Note: An arrow points from the pig in row 1 to the sound 'oink oink' in row 4.



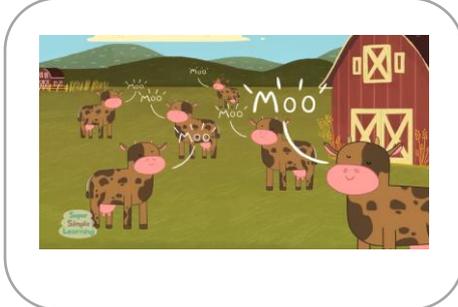
TASK 6

Complete the missing lyrics by looking at the picture.

(Lengkapi lirik yang kosong dengan melihat gambar).



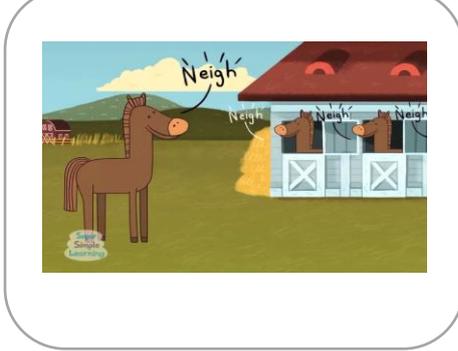
And on that farm he had a cow
E I E I O



What does the cow say?
With the moo moo here,
and the moo moo there,
here a moo there a moo, everywhere moo moo



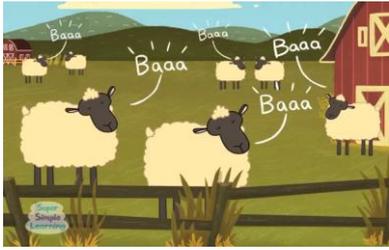
Old McDonald had a farm
E I E I O
And on that farm he had _____
E I E I O



What does the _____ say?
With the _____ here
And the _____ there
Here a _____ there a _____
Everywhere _____



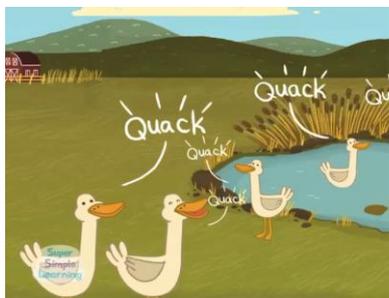
Old McDonald had a farm
E I E I O
And on that farm he had _____



What does the _____ say?
 With the _____ here
 And the _____ there
 Here a _____ there a _____
 Everywhere _____



Old McDonald had a farm
 E I E I O
 And on that farm he had _____



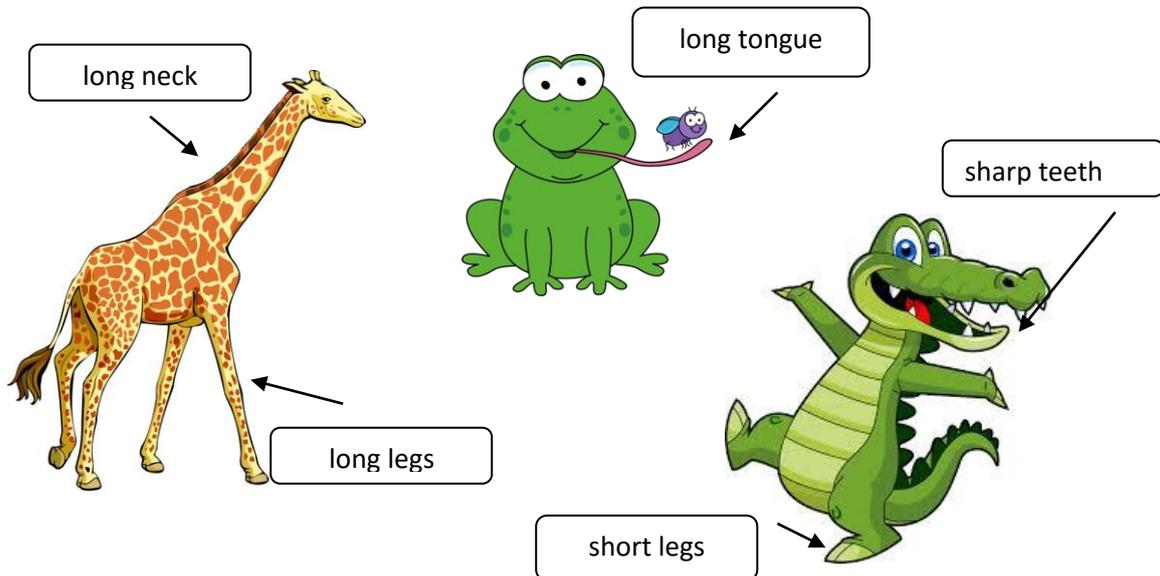
What does the _____ say?
 With the _____ here
 And the _____ there
 Here a _____ there a _____
 Everywhere _____



TASK 7

Study the vocabulary below.

(Pelajari kosakata di bawah ini).





TASK 8

Study this!



This is a giraffe. It has a long neck.



These are cats. They have soft fur.



TASK 9

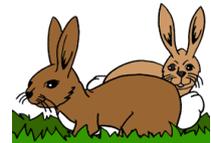
Fill in the blank with "this / these". Number one has been done for you.

(Isilah titik-titik di bawah ini dengan jawaban yang benar. Nomor 1 sudah dikerjakan sebagai contoh).

1. _____ is a cat. Her name is Sally. (this / these)



2. _____ are rabbits. They can jump. (this / these)



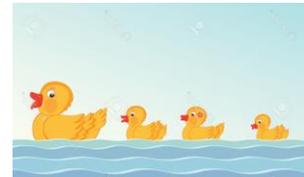
3. _____ is an elephant (this / these)



4. _____ are crocodiles (this / these)



5. _____ are ducks. They can swim. (this/these).



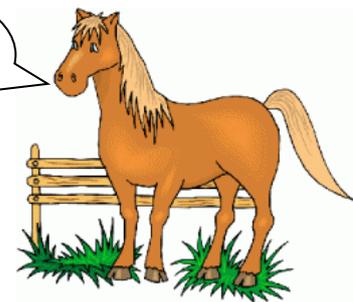
TASK 10

Study the conversation. Repeat after your teacher.

(Pelajari percakapan berikut dan tirukan setelah gurumu).

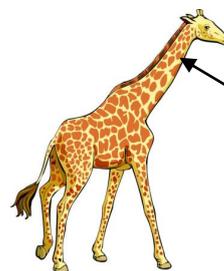
Allen : Maria, what is this?
Maria : This is horse.
Allen : How does it say?
Maria : It says "neigh, neigh neigh".

Neigh..
Neigh.. neigh



Dino : Hi Rio, do you know giraffe?
Rio : Yes, I do.
Dino : What does it look like?
Rio : It has a long neck.

long neck





TASK 11

Practice the following dialogue. Then, take a turn with your partner.

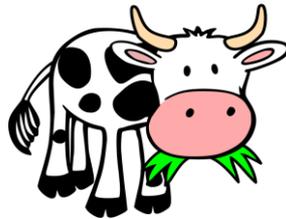
(Praktikkan dialog berikut. Lakukan secara bergiliran degan temanmu).

Example:

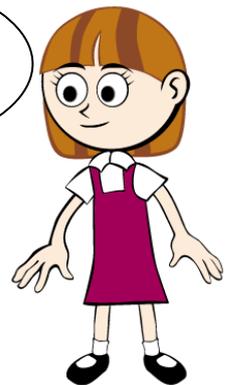
1.



Ana, what animal is this?
And how does it say?



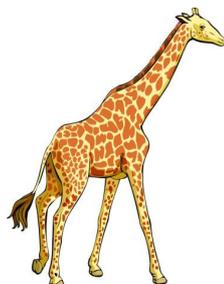
.....
.....
.....



2.



What does the giraffe look like?



.....
.....





LET'S PLAY A GAME!!

Let's play a word game.

"Find at least 10 animals by looking up, down, diagonal, forwards and backwards for the list of animals in the puzzle."

(Temukan minimal 10 nama binatang dengan mencari keatas, kebawah, diagonal, dari depan, belakang, pada puzzle dibawah ini.)

A	D	O	G	J	K	P	S	A	T	P	Q	R	S
W	E	A	W	G	S	A	R	K	U	I	B	V	Z
G	G	S	S	I	A	N	E	A	E	H	G	B	Y
I	H	D	L	R	D	D	A	N	N	G	I	E	X
R	J	F	M	A	N	A	N	K	T	D	F	M	R
O	S	L	N	F	O	S	U	E	E	F	A	Z	W
O	H	J	I	F	I	D	T	R	Z	E	S	X	S
S	A	I	T	E	L	E	P	H	A	N	T	R	Y
T	R	U	G	Q	H	R	I	T	Z	C	R	F	R
E	K	H	U	Z	K	F	G	Y	F	B	U	X	T
R	K	B	I	R	D	X	R	H	R	A	C	O	W
S	L	Q	M	I	S	K	L	M	O	N	O	P	Q
K	A	N	G	A	R	O	O	T	G	U	T	S	R

Answer:

- 1. Panda
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

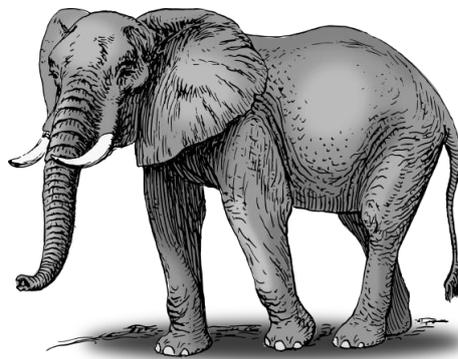


TASK 12

Read the following text carefully and underline the words you do not understand.

(Baca teks di bawah ini dengan benar dan garis bawah kata-kata yang kamu belum paham artinya).

The Elephant



An elephant is a giant animal. It has a long nose called a long trunk. An elephant has big ears and two tusks. It also has a long tail. It has four big legs. An elephant eats grass, leaves, vegetables, etc. An elephant also has big power. It can push a medium size tree till down. Furthermore, an elephant is a clever animal. A trained elephant can help man works, such as moving the woods, lifting the heavy things, transportation, etc. People can find an elephant in the zoo and forest.

Adapted from: *LKS Bahasa Inggris Cemara, kelas 5 Semester 1*



TASK 13

There are several statements below. Decide whether the statements are true or false based on the text.

(Di bawah ini ada beberapa pertanyaan. Tentukan apakah pernyataan ini benar atau salah berdasarkan teks cerita di atas).

- | | |
|---|--------------|
| 1. An elephant is a small animal. | True / False |
| 2. An elephant has a long trunk. | True / False |
| 3. An elephant eats meat. | True / False |
| 4. An elephant can help man to lift the heavy things. | True / False |

5. We can find elephant in the zoo.

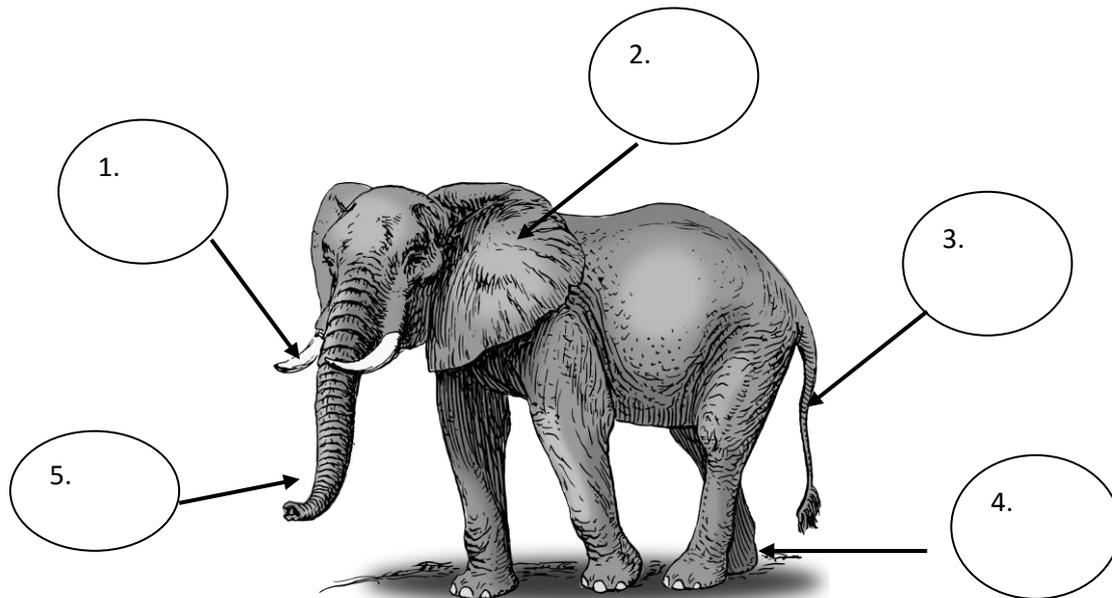
True / False



TASK 14

Mention the parts of elephant's body in the circle below.

(Sebutkan bagian-bagian tubuh gajah pada lingkaran di bawah ini).



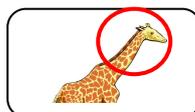
TASK 15

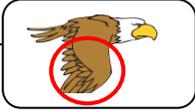
Write the correct word in the space provided. Number one has been done for you.

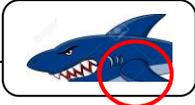
(Tulis kata yang benar pada tempat yang sudah disediakan. Nomor satu sudah dikerjakan sebagai contoh).

long neck	canine teeth	long trunk	long tongue	wings
fins	strong hands	strong back legs	shell	sharp teeth

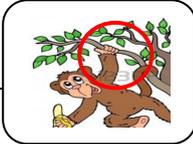
1. A giraffe has a long neck.

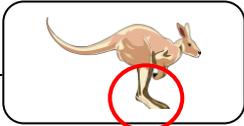


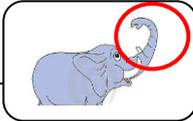
2. A bird has _____ 

3. A shark has _____ 

4. A frog has a _____ 

5. A monkey has _____ 

6. A kangaroo has _____ 

7. An elephant has a _____ 

8. A dog has _____ 

9. A turtle has a _____ 

10. A crocodile has _____ 



TASK 16

Describe the animals below in the space provided.

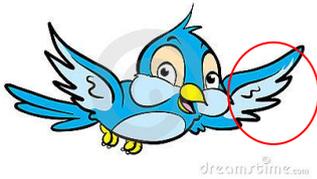
(Deskripsikan hewan-hewan dibawah ini pada tempat yang sudah disediakan).

Example:



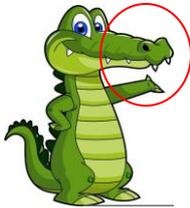
1.

This is a tiger. A tiger is a wild animal. It eats meat. It has sharp teeth. It is very dangerous.

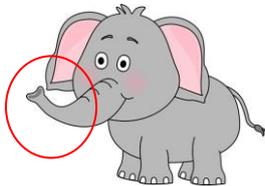


2.

This is a _____. It has _____ so it can fly high. Many people have it in their house. It has beautiful sounds too.

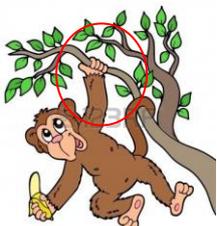


3.



This is a _____. It has _____ so it can eat meat. It is very dangerous. The crocodile lives in the water.

4.

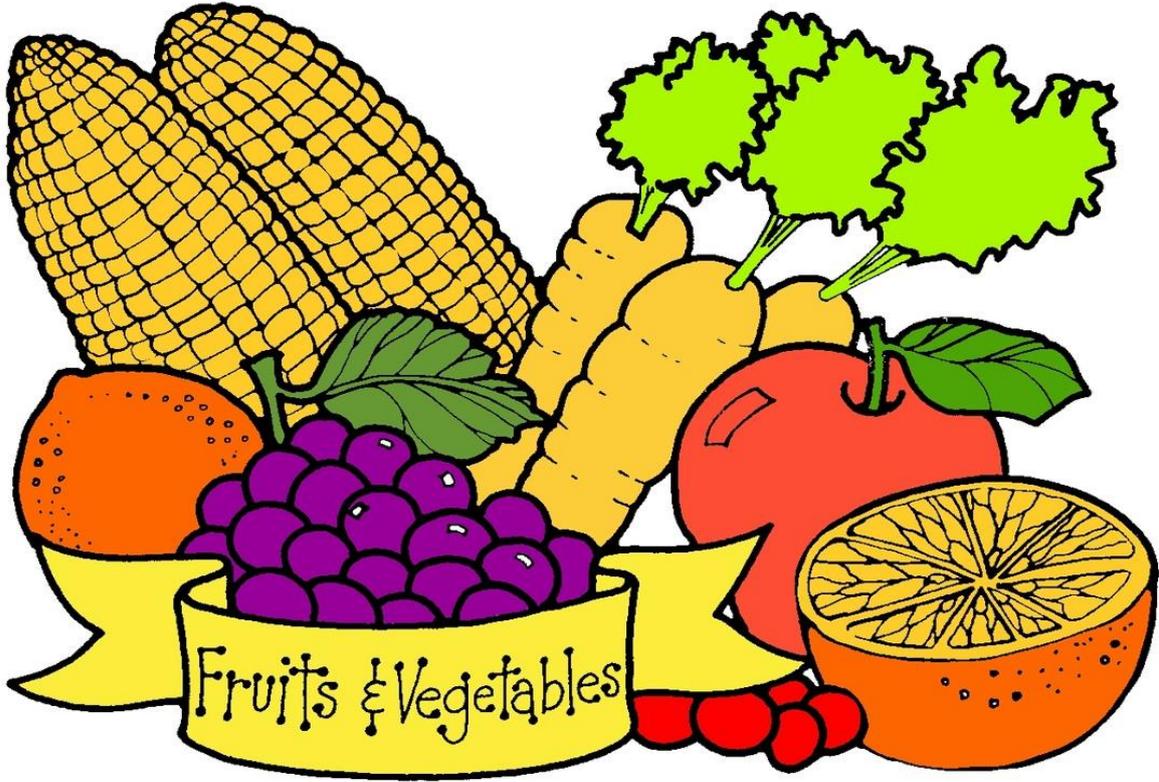


This is an _____. It has _____ to get the food. We can find it in the zoo.

This is a _____. It has _____ to climb from one to another tree. The monkey likes eating bananas.

UNIT II

I LIKE FRUITS AND VEGETABLES



In this unit,

- Listening:
 - Students can identify the fruits and vegetables.
- Speaking:
 - Students can repeat the teacher's instruction.
 - Students can make the short conversation.
- Reading:
 - Students can read the words aloud.
- Writing:
 - Students can write the good sentences about fruits and vegetables.

LISTENING - SPEAKING



TASK 1

Listen and repeat after your teacher.

(Dengarkan dan tirukan apa yang gurumu katakan).

				
an apple	an orange	cabbages	tomatoes	an eggplant
				
celeries	spinaches	grapes	potatoes	carrot



TASK 2

Listen to the song.

(Dengarkan lagu berikut).



Apples are so
yummy

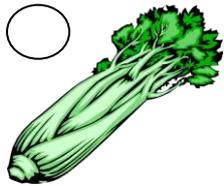




TASK 3

Number the picture you listened in the song. Number one has been done for you.

(Beri angka pada gambar berdasarkan lagu yang kamu dengar. Nomor satu sudah dikerjakan sebagai contoh).



TASK 4

Complete the missing lyrics by looking at the picture.

(Lengkapi lirik yang kosong dengan melihat gambar).



Apples are yummy yummy yummy yummy

Apples are yummy yummy yummy yummy

Apples are yummy yummy yummy yummy

Oranges are yummy too



_____ are yummy, yummy yummy yummy

_____ are yummy, yummy yummy yummy

_____ are yummy, yummy yummy yummy

_____ are yummy too



_____ are yummy yummy yummy yummy
 _____ are yummy yummy yummy yummy
 _____ are yummy yummy yummy yummy
 _____ are yummy too



_____ are yummy yummy yummy yummy
 _____ are yummy yummy yummy yummy
 _____ are yummy yummy yummy yummy
 _____ are yummy too



TASK 5

Study this!

Benda yang lebih dari satu disebut jamak (*plural nouns*). Semua kata benda jamak akhirnya ditambah –s

example :

one carrot



three carrots



one apple



two apples



Kata benda jamak (*noun plural*) yang akhirnya terdiri dari huruf –o, maka ditambah –es

Example:

one tomato



three tomatoes



one potato



two potatoes



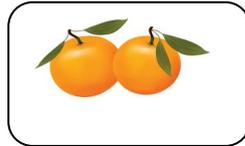


TASK 6

Write the words of following pictures.

(Tulis nama-nama buah berikut).

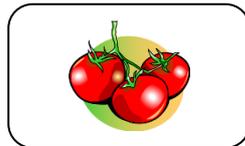
1. Two oranges



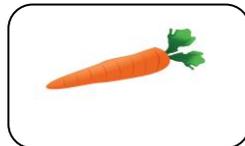
2. _____



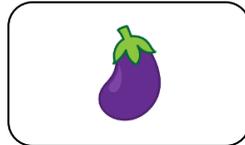
3. _____



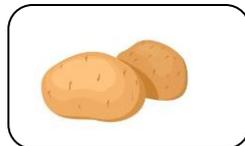
4. _____



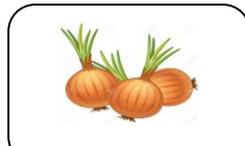
5. _____



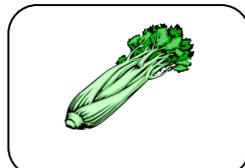
6. _____



7. _____



8. _____





TASK 7

Let's sing this song and practice with your teacher.

(Mari bernyanyi lagu ini dan berlatihah dengan gurumu).

Do You Like Broccoli Ice Cream?



Do you like broccoli?

Yes, I do. 2x

Do you like ice cream?

Yes, I do 2x

Do you like broccoli ice cream?

No, I don't.

Yucky!

Do you like donuts?

Yes, I do 2x

Do you like juice?

Yes, I do 2x

Do you like donut juice?

No, I don't.

Yucky!

Do you like popcorn?

Yes, I do 2x

Do you like pizza?

Yes, I do 2x

Do you like popcorn pizza?

No, I don't.

Yucky!

Do you like bananas?

Yes, I do 2x

Do you like soup?

Yes, I do 2x

Do you like banana soup?

No, I don't.



www.youtube.com



TASK 8

Study the dialogue below. Then, practice with your friend.

(Pelajari dialog di bawah ini. Kemudian praktikkan dengan temanmu).

DIALOGUE I

Hi Popeye, do you like spinach?

Hi Olive. Yes I do. I like spinach.

Cara bertanya dan menjawab jika 'SUKA'

DIALOGUE II

Do you like apples, Anton?

No, I don't.

Cara bertanya dan menjawab jika 'tidak suka'



TASK 9

Let's play a survey game!

(Mari bermain survey game!)

Instruction:

Make in groups, then complete the following table by asking your group members. Give a check (√) if your friends like the vegetable and (x) if your friends don't like the vegetable.

(Buatlah kelompok, kemudian lengkapi tabel di bawah ini. Tanyakan kepada semua anggota kelompokmu, kemudian tulis hasilnya pada tabel yang sudah disediakan. Beri tanda (√) jika suka, dan tanda (x) jika tidak suka).

NAME				
ERNA	√	x	x	x



TASK 10

Report your survey result orally.

(Laporkan hasilnya secara lisan seperti contoh di bawah ini).

Example:

Hello everyone, I would like to tell my result of interview.

My group members are Erna, Lisa, Anton and Dewi.

Anton likes spinach but he doesn't like cabbages, eggplants and broccoli.

Erna likes broccoli and cabbages but she doesn't like spinach and eggplants.

Lisa likes cabbages, eggplants, spinach but she doesn't like broccoli.

Dewi likes cabbages and eggplants but she doesn't like broccoli and spinach.

Thank you.

READING - WRITING



TASK 11

Read the text carefully and underline the words you do not understand.

(Bacalah teks berikut dengan teliti dan garisbawahi kata yang kamu belum mengerti).

My mother



My mother likes gardening. She plants many kinds of vegetables in our garden. They are carrots, spinach, chilies, potatoes, and tomatoes. Once in a week, she fertilizes the plants. In the morning, my mother waters the plants. Sometimes, I help my mother to water the plants. I like watering the plants. My mother often cooks vegetables for our dinner. It feels fresh when we are eating the vegetables from our own garden.



TASK 12

Answer this questions based on the text above

(Jawablah pertanyaan-pertanyaan berikut berdasarkan teks di atas).

1. What is the title of the text?

2. What does she like?

3. Where does she plant the vegetables?

4. What kinds of vegetable are there?

5. How often she fertilize the plants?



TASK 13

Let's study and read the sentences below.

(Mari pelajar dan baca kalimat-kalimat di bawah ini)

1. I like potatoes.
2. I don't like beans.
3. Mandy likes broccoli.
4. My father doesn't like spinach.
5. We don't like chilies. They are so hot.
6. They like cabbages.
7. My brother likes potatoes.

Study this!

I
YOU
THEY
WE

LIKE/
DO NOT LIKE



SPINACH

MY FRIEND
MARIA
MICHAEL

LIKES/
DOES NOT LIKE



CABBAGE

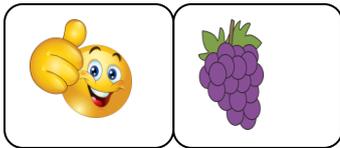


TASK 14

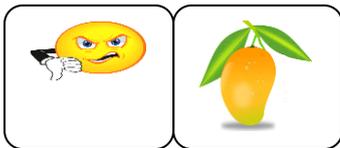
Complete the sentences below with like/ likes and don't/ doesn't like.

(Lengkapi kalimat-kalimat di bawah ini dengan pilihan yang sudah disediakan).

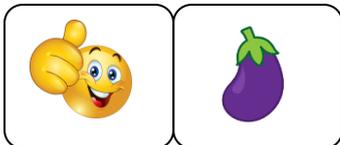
1. Aria _____ grapes. (like / likes)



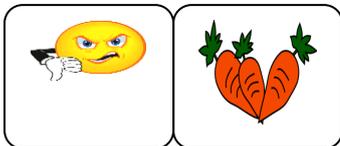
2. Maria _____ mango. (don't like/ doesn't like)



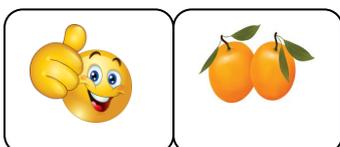
3. I _____ eggplant. (like / likes)



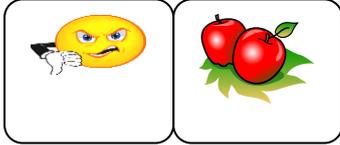
4. I _____ carrots. (don't like/ doesn't like)



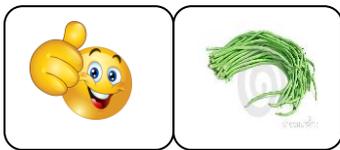
5. My friends _____ oranges. (like / likes)



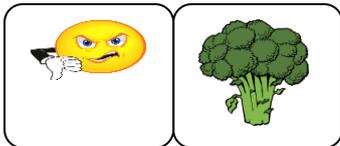
6. My friend _____ apples. (don't like/ doesn't like)



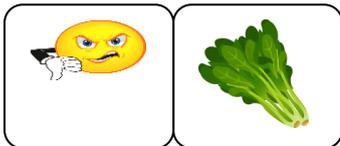
7. Anton _____ string beans. (like / likes)



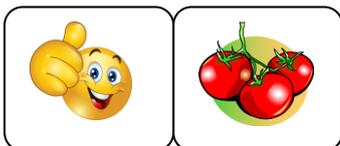
8. Anton _____ broccoli. (don't like/ doesn't like)



9. Nadya _____ spinach. (don't like / doesn't like)



10. Vera _____ tomatoes. (like / likes)





TASK 15

Complete the story below by choosing the correct word.

(Lengkapi cerita di bawah ini dengan memilih kata yang benar).

Going to the market



Mrs. Dessy is in the (1) market now. She wants to _____ some fruits



and _____ for weekly stock. _____ buys so many _____ and

vegetables. They are a kilogram of apple, three pineapples, a durian, a



kilogram of onion and garlic, _____ , beans, mangoes, potatoes, grapes

and watermelon. Her husband and her children like to eat fruits and



vegetables because they are very _____ for the body. Fruits and



vegetables contain many _____ that are good for human health.

buy	she	market	vitamin
vegetables	fruits	cauliflowers	good



TASK 16

Categorize the names of fruits and vegetables based on the story above in the box provided.

(Kelompokkan nama-nama buah dan sayuran pada tabel yang sudah disediakan).

fruits
apple

vegetables
onion



TASK 17

Rearrange the following words into good order.

(Susun kata-kata berikut menjadi kalimat yang benar).

Example:

vegetables – good – are – for- health – our

Vegetables are good for our health

1. buys – Marsha – onion – in – garlic – market – the – and

2. mother – my – vegetables – cooks – lunch –our – for

3. greengrocer – is – mr. Hendra – a

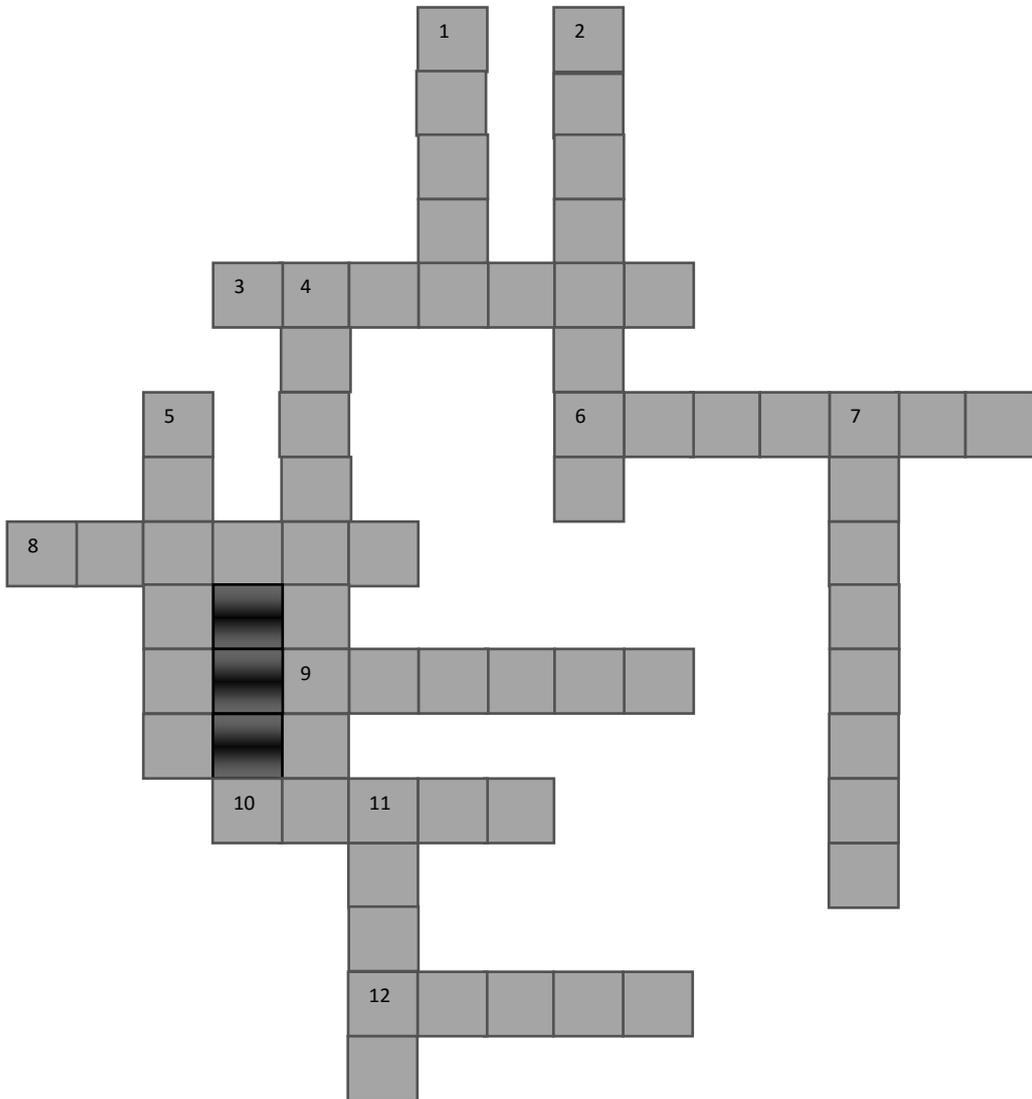
4. vita – carrot – slicing – a – is

5. celery – make- mother- to – needs – soup



LET'S PLAY A GAME!

FRUITS AND VEGETABLES CROSSWORD

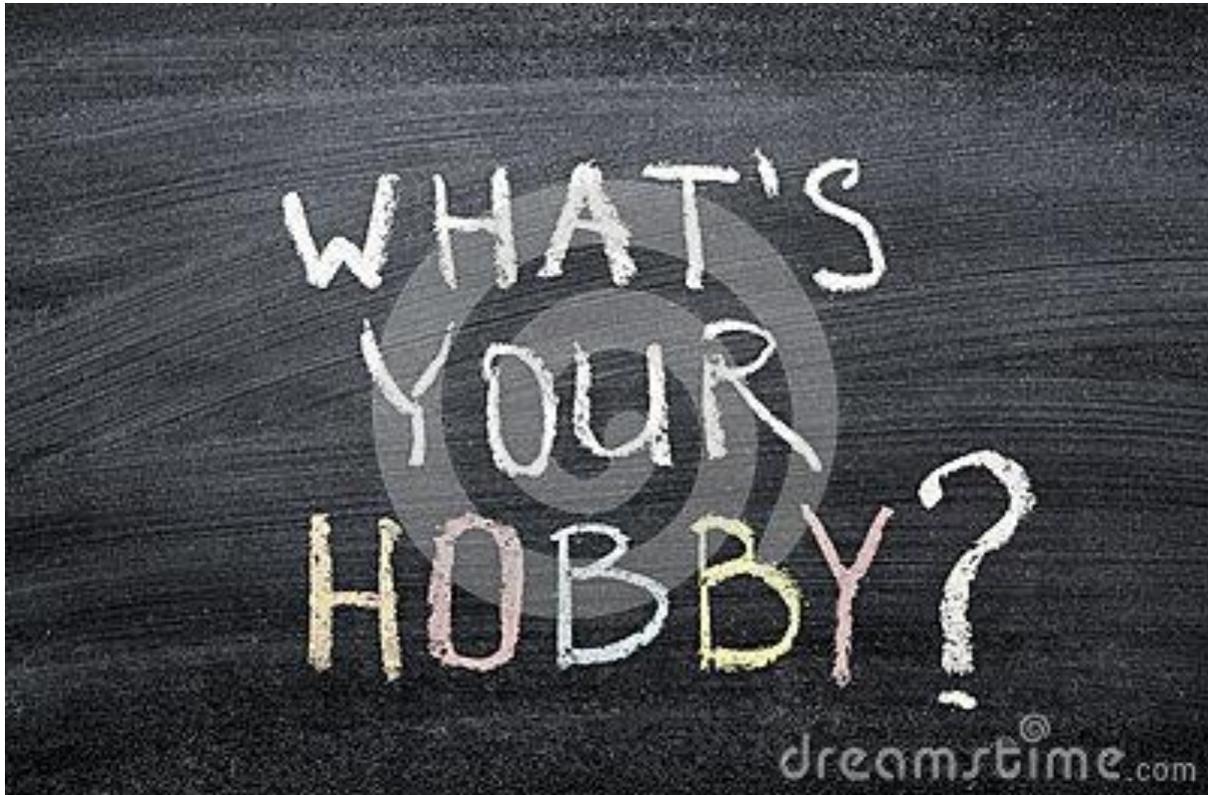


ACROSS:



DOWN:





In this unit,

- Listening:
 - Students can identify the kinds of hobbies.
- Speaking:
 - Students can name the kinds of hobbies based on the pictures.
 - Students can tell their hobbies and their friends' hobbies orally.
- Reading:
 - Students can read aloud the kinds of hobby.
- Writing:
 - Students can fill in their hobbies and their friends' hobbies.

LISTENING - SPEAKING



TASK 1

Listen and repeat after your teacher.

(Dengarkan dan ulangi setelah gurumu).



drawing



running



dancing



cooking



eating



gardening



fishing



reading



listening to
music



playing football



TASK 2

Listen to the song carefully.

(Dengarkan lagu ini baik-baik).





Match the words and the picture.

(Cocokkan kata-kata berikut dengan gambar yang sudah disediakan).

1. Gardening

2. Playing badminton

3. Listening to music

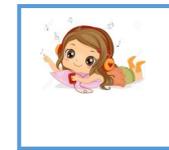
4. Drawing picture

5. Dancing

6. Singing

7. Fishing

8. Cooking





TASK 4

Complete the missing lyrics of the song. The picture in the bubble will help you.

(Lengkapi lirik yang hilang dari lagu berikut dengan bantuan gambar yang disediakan).

What are you doing?

What are you doing?

I'm _____.



What are you doing?

I'm _____.



What are you doing?

I'm _____.



I'm dancing, I'm dancing now.

What is he doing?

He's _____.



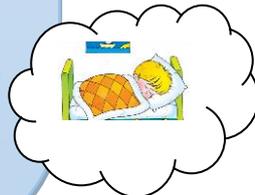
What is he doing?

He's _____.



What is she doing?

She's _____.



She's sleeping, she's sleeping now! Shhh!



TASK 5

Practice the conversation below with your teacher.

(Pelajari percakapan di bawah ini dengan gurumu).

Conversation 1



What are you doing Rina?

I am reading an English book.



Conversation 2



Hi Rio. What is your hobby?

My hobby is playing football, Harry.





TASK 6

Let's play survey game!

Instruction:

Make a group of three or more. Ask them what their hobby is. Then fill your result in the table below. Number one has been done for you.

(Buat kelompok tiga orang atau lebih. Kemudian tanyakan kepada mereka apa hobinya dan isikan hasilnya pada tabel di bawah ini).

NO	Name of your friends	Her/ his hobby
1	Anton	swimming
2		
3		
4		
5		



TASK 7

Now, report your result orally.

(Sekarang laporkan hasilnya secara lisan seperti contoh di bawah ini).



Hello everybody. My name is Clara.
 I would like to tell my friends' hobby.
 My friend's names are Anton, Lisa and Ayu .
 Anton's hobby is swimming.
 Lisa's hobby is painting.
 Ayu's hobby is watching television.
 Thank you.

READING - WRITING



TASK 8

Read the following text carefully and underline the words you do not understand.

(Bacalah teks di bawah ini dengan benar dan garis bawahi kata-kata yang kamu belum paham artinya).

STUDENTS' HOBBIES

Many students of our school have interesting hobbies. Lara is 11 years old. She likes writing poems and painting pictures. Tom is 12 years old and he has very interesting hobbies. He likes playing badminton. He wants to be like *Taufik Hidayat* when he grows up. Robert is almost 13 years old. His hobbies are playing football and reading detective stories. They do many interesting things and they are very busy. They also love different subjects. Tom is the best student at math. Lara is good at art and Robert is one of the best students at sport. Their hobbies help them study well too.



TASK 9

Read the statements carefully then (T) if true and (F) if the statement is wrong.

(Baca kalimat-kalimat di bawah ini dengan teliti kemudian tulis T jika kalimat itu benar dan tulis F jika kalimatnya tidak benar. No 1 sudah dikerjakan untukmu).

1. Lara's hobby is math.

F

2. Playing football is Robert's hobby.



3. Tom's hobby is playing badminton.



4. Lara is good at art.



5. Robert wants to be like Mr. Taufik Hidayat when he grows up.



TASK 10

Complete the data below by looking at task 8.

(Lengkapi data di bawah ini dengan melihat pada teks sebelumnya).

No	Name	age	hobby
1	Lara	.....	.....
2	.....	12 years old	.....
3	Robert	almost .....	.....



TASK 11

Read this conversation with your partner carefully.

(Bacalah percakapan di bawah ini bersama temanmu dengan benar).

- **Alan:** Hey, guys. The basketball final's on TV tonight.
- **Barry:** I don't like basketball, you know that.
- **Alan:** Yes, but I love it! Do you like basketball, Chris?
- **Chris:** No, I don't. I hate it. My favourite sport is football. I play every day. It's great fun!
- **Barry:** Football? Fun? It's boring. I like tennis. My brother and I play tennis together every Thursday and at the weekend, too.
- **Chris:** I play tennis every weekend, too. It's great!
- **Alan:** I love tennis, too.
- **Barry:** What? You don't play tennis.
- **Alan:** No, I don't. But I watch it on TV!



TASK 12

Write the names of persons based on their statements. Number one has been done for you.

(Tulis siapa yang berkata pada kalimat di bawah ini. Pilih A untuk Alan, B untuk Barry dan C untuk Chris).

- I hate basketball. and
- I like basketball.
- I play tennis. and
- Football is boring.
- I like basketball.
- I don't play tennis but I like it.



TASK 13

Do you still remember the song in task 2? Now, look at the pictures and complete the missing letters.

(Kamu masih ingat lagu di task 2? Sekarang, lihat gambar di bawah ini dan lengkapi huruf yang hilang sesuai dengan gambar di sampingnya).

Example:

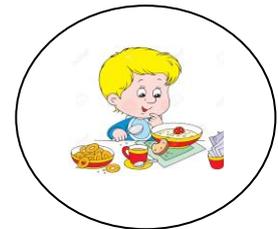
Shinta : What are you doing?

Susan : I am washing my hand



1. Rian : What are you doing?

Dani : I am _____



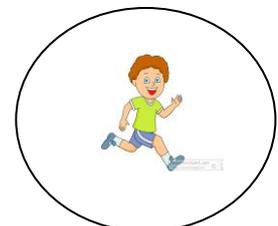
2. Mita : What are Anisa and Erna doing?

Susi : They are _____



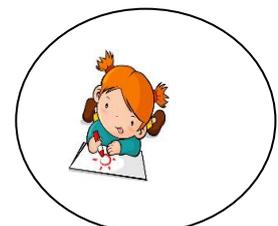
3. Rudi : What is Aji doing?

Imron : Aji is _____



4. Carla : What is Lyra doing?

Sherly : She is _____

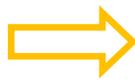




TASK 14

Look at the picture below then fill in the blank based on the pictures.

(Lihatlah gambar di bawah ini kemudian isi kata yang kosong berdasarkan gambar).



Rina likes painting



Rina does not like painting

Name	Hobbies		
Andre			<input checked="" type="checkbox"/>
Chelsea		<input checked="" type="checkbox"/>	
Indah		<input checked="" type="checkbox"/>	
Micheal		<input checked="" type="checkbox"/>	
Laura			<input checked="" type="checkbox"/>

1. Andre **doesn't like singing** _____

2. Chelsea _____

3. Indah _____

4. Micheal _____

5. Laura _____



TASK 15

Fill in the blank with the correct answer that is available in the box.

(Isiliah bagian yang kosong dengan jawaban yang benar yang tersedia di dalam kotak).

Example:

A : What is Bella's hobby?

B : Bella's hobby is cooking.

1. A : What is Arya's hobby?

B : _____



2. A : What is Meta's hobby?

B : _____



3. A : What is their hobby?

B : _____



4. A : What is Sarah's hobby?

B : _____



5. A : What is Dika's hobby?
B : _____



TASK 16

You have learned many things about hobby. Now describe your own hobby and one of your friend's hobbies in good paragraph.

(Kamu sudah mempelajari banyak hal tentang hobi. Sekarang ceritakan hobimu dan satu hobi temanmu dalam bentuk tulisan).

My name is _____

My hobby is _____

My friend's name is _____

Her hobby is _____



LET'S PLAY A GAME!!

Let's play a word game. Pay attention to the instruction below.

(Ayo bermain game kata. Perhatikan instruksi di bawah ini).

“Find at least 5 hobbies by looking diagonal and horizontal for the list of hobbies in the puzzle.”

(temukan minimal 5 hobi dengan mencari secara mendatar dan menurun pada puzzle dibawah ini.)

H	N	D	P	O	I	U	Y	L	K	J	H	Q	P
Q	W	E	R	T	E	A	T	I	N	G	G	R	A
F	Y	U	I	O	G	P	L	K	J	H	I	W	I
I	J	U	T	V	A	F	D	E	R	Y	K	E	N
S	T	C	R	W	R	E	S	R	C	I	L	L	T
H	M	O	K	L	D	R	E	A	D	I	N	G	I
I	N	O	F	B	E	D	A	N	C	I	G	T	N
N	D	K	N	G	N	V	G	C	C	B	H	Y	G
G	W	I	A	E	I	X	C	I	F	N	K	U	U
A	O	N	O	B	N	V	C	X	Z	P	J	I	H
Q	I	G	U	U	G	S	W	I	M	M	I	N	G

1. _____
2. _____
3. _____
4. _____
5. _____

REFERENCES

UNIT I

Pict 1.1	www.blogs.glowscotland.org.uk
Pict 1.2	www.clipartpanda.com
Pict 1.3	www.clipartpanda.com
Pict 1.4	www.clipartbest.com
Pict 1.5	www.clipartpanda.com
Pict 1.6	www.cliparts.com
Pict 1.7	www.pandacharacter.com
Pict 1.8	www.clipartpanda.com
Pict 1.9	www.clipartbest.com
Pict 1.10	www.clipartpanda.com
Pict 1.11	www.youtube.com
Pict 1.12	www.clipartpanda.com
Pict 1.13	www.vectorstock.com
Pict 1.14	www.clipartbest.com
Pict 1.15	www.clipartbest.com
Pict 1.16	www.vectorstock.com
Pict 1.17	www.clipartpanda.com
Pict 1.18	www.123rf.com
Pict 1.19	www.cutecliparts.com
Pict. 1.20	www.pinterest.com
Pict. 1.21	www.clipartpanda.com
Pict. 1.22	www.cartoonanimalscuteimages.blogspot.co.id
Pict. 1.23	www.worldartsme.com
Pict. 1.24	www.clipartrabbit.com
Pict. 1.25	www.123rf.com
Pict. 1.26	www.pinterest.com
Pict. 1.27	www.dreamstime.com
Pict. 1.28	www.dreamstime.com
Pict. 1.29	www.clipartbest.com
Pict. 1.30	www.dreamstime.com
Pict 1.31	www.blogs.glowscotland.org.uk
Pict 1.32	www.123rf.com
Pict 1.33	www.123rf.com

UNIT II

Pict 2.1	www.clipartbest.com
Pict 2.2	www.clipartbest.com
Pict 2.3	www.clipartbest.com
Pict 2.4	www.downloadclipart.org
Pict 2.5	www.clipartpanda.com
Pict 2.6	www.clipartlord.com
Pict 2.7	www.worldartsme.com
Pict 2.8	www.openclipart.org
Pict 2.9	www.clipartpanda.com
Pict 2.10	www.fotosearch.com
Pict 2.11	www.clipartfreefor.com
Pict 2.12	www.clipartsign.com
Pict 2.13	www.clipartbest.com
Pict 2.14	www.clker.com
Pict 2.15	www.worldartsme.com
Pict 2.16	www.123rf.com
Pict 2.17	www.wikihow.com
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Pict 2.19	www.123rf.com
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Pict 2.25	www.clipartpanda.com
Pict 2.26	www.clipartbold.com
Pict 2.27	www.fotosearch.com
Pict 2.28	www.clipartpanda.com
Pict 2.29	www.clipartfreefor.com
Pict 2.30	www.clipartbest.com
Pict 2.31	www.clipartbest.com

UNIT III

Pict 3.1	www.oocities.org
Pict 3.2	www.clipartpanda.com
Pict 3.3	www.mycutegraphics.com
Pict 3.4	www.123rf.com
Pict 3.5	www.clipartpanda.com
Pict 3.6	www.123rf.com
Pict 3.7	www.webclipart.about.com
Pict 3.8	www.clipartoons.com
Pict 3.9	www.clipartool.com
Pict 3.10	www.123rf.com
Pict 3.11	www.clipartpanda.com
Pict 3.12	www.youtube.com
Pict 3.13	www.123rf.com
Pict 3.14	www.jestingstock.com
Pict 3.15	www.clker.com
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Pict 3.17	www.clipartbest.com
Pict 3.18	www.vectorstock.com
Pict 3.19	www.clipartpanda.com
Pict 3.20	www.clipartof.com
Pict 3.21	www.jestingstock.com
Pict 3.22	www.vectorstock.com