

DEVELOPING A SET OF SONG AND GAME-BASED ENGLISH LEARNING TASKS FOR
KINDERGARTEN

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



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APPROVAL SHEET

**DEVELOPING A SET OF SONG AND GAME-BASED ENGLISH LEARNING TASKS
FOR KINDERGARTEN**

A Thesis



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

Yogyakarta, 23 Desember 2016

Penulis,



Windiatmi

DEDICATIONS

I dedicate this thesis to:

my beloved parents, Bapak Sumardi Atmosuwito and Ibu Painah,

my beloved brothers: Wigi, Wias, Alm. Agil

my beloved partner of life Mas Probo

my beloved daughter and son, Lika and Bibi

Thank you for the support and the endless love.

MOTTOS

“With every difficulty, there is a relief”

-QS. Al-Inshirah (94; 5)-

What goes around comes around. Keep your circle positive. Say good words. Think good thoughts. Do good deeds.

-Anonymous-

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I realize that this thesis is far from being perfect. Thus, any criticisms and suggestions for the valuable improvement of this thesis will be gratefully accepted.

Yogyakarta, December 2016

The Writer

Windiati

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DEVELOPING A SET OF SONG AND GAME-BASED ENGLISH LEARNING TASKS FOR KINDERGARTEN

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ABSTRACT

The aim of this research is to develop a set of song and game-based English learning tasks for kindergarten. The learning materials and the activities were developed based on the result of the need survey. The materials were based on song lyrics and the game's rules.

This research was classified into Research and Development. The subjects were the children of class B of TK Dharma Bakti II Yogyakarta. The procedure in this research was as follow: collecting data and information through a need analysis, planning, writing the course grid, developing the materials, evaluating the first draft, revising and writing the final draft of the materials. The instruments of this research were observation, interview guidelines, and questionnaires. The data from the interview and the observation were analyzed qualitatively and the data from the questionnaires were analyzed quantitatively through the descriptive statistics. The respondents of the research were 10 people consisted of a lecturer of English education department, English teacher, students of English education department, and fresh graduate from English education department.

After conducting the need analysis, it can be seen that the children's needs and the teacher's needs were about the appropriate English learning materials. The materials developed with the song and game were interesting and motivating the children learning English. There were two products of this research. They were: a course grid and a set of song and game-based English learning tasks for kindergarten-the teacher's guide book. The teacher's guide book consisted of three units with different themes. The themes are: *greeting, the parts of the body and the family members*. Each unit has 6-7 activities. The PPP methods were used to present the activities. The first stage was "Let's Start" as warming-up activity in presentation stage, "Let's Practice" as practice stage, "Let's Do It" as production stage and the last activity was "Review" as closing activity. From the result of the expert judgment shows that a set of song and game-based English learning tasks for kindergarten-the teacher's guide book is categorized as very good as the mean scores was 3, 29. Thus, it can be concluded that a set of song and game-based English learning tasks for kindergarten-the teacher's guide book was appropriate for the children and the teacher.

Keywords: Song and Game-Based English Learning Materials-Teacher's Guide Book, PPP methods.

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is learnt as one of lesson subjects in Indonesia. Recently, English is learnt not only in the high level of education such as in senior and junior high school but also in the lowest level of education like in elementary and kindergarten. Not all the kindergarten teaches English as the main subject of learning, English in kindergarten usually is an extracurricular subject. Related to that discussion, kindergarten children's age in Indonesia is around 4 to 6 years old. Nunan (1989, 41-42) states that the effective age to start learning English is before ten years old. It means that, earlier to start learning English, it is easier to get the acquisition of language. In another way, it can be said that, English can be taught in the kindergarten grade to introduce for the first time.

The important thing to consider about teaching in kindergarten that it is different from other students says for example elementary students and middle school students. Kindergarten children are belonging to children around 5 where it is the first time school in his or her life (Cambridge Advanced Learner's Dictionary). It is assumed that around this age is they are naturally born to play with fun things. In this age, of course the language they use is relatively simple. It means that, kindergarten children have their own life. Related to that, on the teaching and learning processes the teacher should use simple language which is close to the children's daily life.

To teach kindergarten children, teachers should emphasize on the teaching of simple language functions. Dealing with this matter, the teachers usually teach kindergarten children especially using a learning material which may not appropriate with the children's needs and interests. In addition, teachers in kindergarten also rarely use an authentic material, such as songs or interactive activities like games which are able to make the class more interesting. In that situation, the boredom in the classroom can be reduced.

Some kindergartens in Yogyakarta teach English as a lesson, but some of them do not. Usually, English is only taught as an extracurricular. One of the kindergartens is TK Dharma Bakti II Ngemplak. In that school, English is taught in two classes. The first class is class A which students are around 4-5 years old. While class B's children are around 5-6. English is taught in limited time and material. The teachers said that they only introduce simple vocabulary items for their children once a week.

Based on the observation, there are some problems related to the teaching and learning process of English in TK Dharma Bakti II Ngemplak. The first problem is related to the source of material. There is no English learning book both for teacher and for their children. However, it can be seen that the materials that being used in the school are not appropriate. The sources of materials are obtained from the routine meetings in IGTK (*Ikatan Guru Taman Kanak-kanak*). The second problem comes from the teachers who teach English. In the school the class teacher is also responsible to teach English. Unfortunately, their background

of teaching English is very limited. Therefore, teachers faced the difficulties in teaching English. These difficulties were related to the materials and media that they used in the classroom. As a result, the activities in the classroom are also not varied. It makes the children get bored while joining the class. Knowing that there is no English book that is used as a source of materials, it can be seen as a challenge for the researcher to develop a set of English learning tasks which is appropriate for the kindergarten children. It is also needed to develop a teacher's guide book for the teacher as the guideline in teaching English.

As stated before, kindergarten's children use simple language functions. Thus, the problems can be solved by using songs and games. For children, songs and games are interesting. So it can be used to lead in the class during teaching and learning processes. The value of songs in motivating students to learn English and enhancing learner involvement is widely acknowledged by ESL practitioners (Reeve & Williamson, 1987; Giudice, 1986 in Lo & Fai Li (1998)). Furthermore, Lo and Fai Li (1998; 8) explain that learning English through songs also provides a non-threatening atmosphere for students, who usually have great tension when speaking English in a formal classroom setting. Additionally, by using songs, it can be used as refreshment for the student during teaching and learning processes. It also makes more comfortable to learn in the class.

While games can be used to make the class situation different, games bring the activities more interactive and provide attractive experiences. The potential of competitive games involving physical movement to facilitate the acquisition of a

second or foreign language that such activities can promote educational development. Schilling et al in Tomlinson and Masuhara (2009) report that being active and moving during play boosts children's attention span and facilitates verbal, visual, and kinesthetic learning. They also found that physical play can be a huge boost for children's self-esteem, especially for nonnative children. Consequently, gaming activities can be the solution for the teachers to make the class more interesting for their children in the teaching and learning process.

From above discussion, it can be concluded that the aim of the study is to develop a set of song and game-based English learning tasks for kindergarten children of the class B of TK Dharma Bakti II Ngemplak to make the teaching and learning English in that school more effective and intensive so the process of teaching is meaningful.

B. Problem Identification

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

1. the first problem is there is no English learning material in the school to be used in teaching and learning process. Teachers only prepared by themselves which may not appropriate for their children.
2. the second problem is related to the teachers. There is not all the teachers are able to prepare their own materials that meet the children's needs and interests. Where Kindergarten children which are identified and described as

the uniqueness of individuals, so they need special treatment to teach them.

They have their own life which is relatively have a simple language.

C. Limitation of The Problem

As the problem raised before, the study deals with developing a set of song and game-based English learning tasks for kindergarten-teacher's guide book children of the class B of TK Dharma Bakti II Ngemplak

D. Formulation of The Problem

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

1. What does a set of English learning tasks-teacher's guide book for the kindergarten children of TK Dharma Bakti II Ngemplak look like?
2. How to develop a set of English learning tasks by using song and game-based for kindergarten children-teacher's guide book for the class B of TK Dharma Bakti II Ngemplak?

E. Objective of The Development

Based on the problems limitation above, the objectives of the study are:

1. to design the appropriate a set of song and game-based english learning tasks for kindergarten-teacher's guide book.
2. to find out the characteristics of English learning tasks based on a set of song and game for kindergarten-Teacher's Guide Book.

F. Specification of The Product

The product of this study is a set of song and game-based English learning tasks of kindergarten children-teacher's guide book for TK Dharma Bakti II Ngeemplak. The developed materials consist of three units. Every unit of the materials has been developed through the children needs analysis result.

The teacher's guide is consisted of some contents such as the objective and the indicators that the children should reach in every unit, the information for the teachers how to use the developed materials in the form of the stages for delivering the materials, the course grid, the media, the worksheet for the children and the answer keys.

G. Significance of The Study

The study is expected to have significant contribution theoretically and practically for:

1. Kindergarten

The learning material can be used as a source of TK Dharma Bakti II Ngeemplak in teaching and learning English.

2. Kindergarten English Teacher

This designed material is expected to encourage teachers to develop appropriate material based on the children's needs and interests.

3. The Children

This study is aimed to help kindergarten children to study English in fun ways by using song and game-based.

4. The Material Developer

For the researcher can be used as a chance to develop the ability in developing English learning material especially for kindergarten children.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Teaching English to A Very Young Learners

a. The Characteristics of The Children

Mostly, children in kindergarten are in the early stages of schooling. For teaching them, it needs a strategy that creates a successful teaching and learning process. Firstly, the things to know are about children characteristics. These little learners are full of energy and enthusiasm, which are all unique. Cameron (2001) shows about Piaget's theory of cognitive development, children aged three to five would still be in the pre-operational cognitive stage. Their characteristics are different from adults'. That is why they have their own way in learning. According to Brown (2001) children under five also have a very short attention span, which means that activities should be switched every 5 minutes or so. For that thing, the teachers need to be creative to make the children learn effectively. In line with Brown (2001), Harmer (2001: 38) mentions several characteristics of children's learning. It can be seen as follows:

1. They respond to the meaning even if they do not understand individual words.

2. They often learn indirectly rather than directly – that is they take information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught.

3. Their understanding come just from explanation, but also from what they see and hear and, crucially, have a chance to touch and interact with.

4. They generally display enthusiasm for learning and curiosity about the world around them.

5. They have a need for individual attention and approval from the teacher.

6. They are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom.

7. They have a limited attention span. Unless activities are extremely engaging they can easily get bored, losing interest after ten minutes or so.

Slattery & Willis (2009:4) also list the characteristics of children. They state that there are ten characteristics of children as learners. They are:

- a. They learn quickly in their original way.
- b. They have many variety ways of learning of children can be in the form of watching, listening, imitating, and by doing things.
- c. They naturally have difficulty in learning grammar and explanation about language.
- d. They try to make sense of situations by making use of non-verbal clues.

- e. They speak with their first language about what they understand.
- f. They can gradually imitate the sounds they hear quite accurately and copy the way adults speak.
- g. They are naturally curious.
- h. They love to play and use their imagination.
- i. They are comfortable with routines and enjoy repetition.
- j. They have quite short attention span and so need variety.

From all theories mentioned by some experts above, it can be concluded that by understanding the all characteristics of the children will help material developer in selecting the appropriate material for the children. While for the teacher, it will help the teacher so much in transferring and delivering the material.

b. Principles of Teaching English to Children

Teaching children especially kindergarten children is not as easy as it sounds. To teach young children, Brown (2001: 87-90) proposes some principles that can be applied in teaching children. The principles to teach children are:

1) Intellectual development

Techniques and activities used in English teaching should fit the children's intellectual development. In learning a new language, children depend on the

world around them as they are centre on the here and now and on the functional purpose of language (Brown, 2001: 88). It means that presenting abstract notions should be avoided for children. They will not work well. As a result they will feel bored.

2) Attention span

According to Brown (2001: 88), short attention span occurs when children have to deal with materials that are boring, useless and too difficult to them. To keep the children's attention, activities should be designed to capture their immediate interest.

3) Sensory input

The developed activities for children should cover the visual and auditory modes. Since children need to have all five senses stimulated physical activities like role plays, TPR, projects and games should be included. Those kinds of activities and sensory aids help children practice meaningful language and internalize the language (Brown, 2001: 89).

4) Affective factors

According to Brown (2001: 89) children still have many inhibitions in learning English even though they are often innovative in language form. It can make them reluctant to use the language in communication.

5) Authentic, meaningful language

Brown (2011: 90) states that children are focused on the real purpose of the language for the here and now, so they are less willing to deal with language that is not useful. Storylines, real-life conversation familiar situation and characters will create a context in which language can be used to improve children's attention.

Slattery & Willis (2008:12) suggest some tips in helping children learn a new language. The tips can be seen as follows:

- a. Use English in class as the main of language communication.
- b. Use **gestures**, actions, and pictures to help the children understand.
- c. Children often need to talk in order to learn –let children use their own mother tongue for communication especially to start with.
- d. **Recast** in English what children say to you in their mother tongue.
- e. Answer children in English as much as possible.
- f. Use their mother tongue for support when you do a new activity or if no one understands.
- g. Talk a lot in English to your pupils- they need to hear English.

Talk about

- where things are.

- pictures or things children can see.

- what you and your pupils are doing in class.

- what you want your pupils to do next.

As stated in the beginning of this chapter, children in kindergarten are unique learners. Other experts also mention some characteristics of children for example Brewster and Ellis (2003:27). They state that children and adult have different learning style. Some of the characteristics of children are:

- a. Children have a lot of physical energy and often need to be physically active. It means that they have extra energy to move and play around with their body movement. Adult may never guess that children have another power to do many activities.
- b. Children are having a wide range of emotional needs. Children are sensitive. They can change quickly the emotional based on the situation so be careful to face the children. They may laugh and the cry in second.
- c. Children are very emotionally excitable. They are interested in something new that they never knew. For example the new activities they never do.
- d. Children are developing conceptually and at an early stage of their schooling. They develop their thinking about the concept of how they learn to school at very early.
- e. Children are still developing literacy in their first language. They develop the information of literature usually in their first language.

Based on the characteristics mentioned by the experts above, the conclusion is that the teacher should focus on the technique of teaching that involve children

with various activities so it can decrease the boredom. It is important for the teacher to use teaching media in the form of real objects/pictures to attract children's attention, understanding, and motivate them to learn. The teacher should focus on the topics/ themes, which is familiar to them.

To know how effective the teaching and learning process that has been done by the educators, there is need an assessment. The assessments are not always in form of testing or examining into a formal test. There are many ways to assess the result or the performance of the children. Harmer (2001: 101-102) mentions several ways for the teachers how to assess the performance of their children. They are:

1. comments: by commenting the children performance happens at various stages both in and out of the class. The way we comments may say *good, wonderful, well-done* or *that's not quite right, you can do better*.
2. marks and grades: awarding a mark of 9/10 for a writing and B+ a speaking activity are clear indicators that children that children have done well. Good grade is often increasing their motivation positively, and vice versa.
3. reports: reports are given by the teacher to the children at the end of the year or when the program finishes. This report will summarize all the children performance during the program. It is important when writing report, the teacher gives a balance feedback, both positive and negative feedback of the children performance.

Those ways of assessing the children can be used by the teachers after teaching and learning process. The assessment also can help the teacher to know whether the process of teaching and learning was as the plan on the track or not.

2. Song

a. Definition of Song

In Indonesia, English is taught as a foreign language. Mostly students in Indonesia feel hard to learn English because its difficulties and the complexities. Gardner (1983) in Harmer (2001: 46) lists seven multiple intelligences that human have. One of the lists is musical or rhythmic. As we know, music and song has closely relationship. According to Oxford Learner's Dictionary, "song is defined as short piece of music with words that can be sung". Songs are abundant in themes and expressions which will echo in the learner's heart. "Acquisition of automatic language skills depends on rich, meaningful, repeated exposure to comprehensible input without awareness" (Bolitho et al in Shen (2009)). The opportunities by using song can play an important role in the development of young children especially learning a foreign language. Songs are highly expressive. Some convey love and emotions; some tell a memorable and moving story. For children, they love songs, rhymes and chants, and their repetitive nature and rhythm make them as a best way for language learning (Brewster, et al, 2003).

Furthermore, Fai Li and Lo (1998) state that songs offer a change from the routine procedures in the classroom. By using songs, the teachers can easily teach the children fixed way in doing things the daily routine so the children can be

familiar with things that has been taught by the teachers. The same view comes from Cakir (1999). He states that “a song or a chant can be used to teach children the sound and the rhyme of the language and to reinforce structures and vocabulary”. Moreover, songs contain words and expressions of high frequency and offer repetition of language.

The clear definition by the experts above can help to explain into deep understanding of the song in language teaching and learning. The song can bring the value in the classroom learning. It can be said that, song can make the teacher to teach language more easy and effective.

b. Benefits of Using Song

There are many benefits reason why the English teacher could use song as media in teaching and learning process. Song can facilitate the material into fun ways. By using song, the teacher can provide the activities such as listening, speaking more interesting for the children. The benefit reasons of using song also declared by Brewster et.al. (2002: 163). They considered that using songs can be used to accompany actions or gestures help to strengthen meaning and at the same time channel high levels of energy positively.

Further, Brewster et.al. (2003: 164) present the benefits of the song for the children categorized from the four resources. They are; linguistics, psychological, cognitive and cultural and social resources. The linguistics resources, song have benefits; (1) accessing a new language to be introduce by its structure and vocabulary reinforced and recycled; (2) presenting familiar language in new form

and exciting in a rich imaginative context; (3) giving a lots of natural and enjoyable repetition; (4) integrating all the skills; (5) getting better improvement in pronunciation

The benefits of the song from psychological resource (1) can motivate to the positive attitude towards the target language; (2) non- threat so children will feel enjoy when singing and chanting; (3) encourage the feeling of achievement; (4) build the children confidence by getting the turn to show to the other friends Brewster et.al. (2003: 164).

The next benefits of song on the area of the cognitive resource are listed; (1) help the children's concentration, memory and coordination; (2) can stimulate the children's sensitivity of guessing the meaning by the clues of the rhyme; (3) allow to predict the next to do so they can consolidate language items; (4) can make the atmosphere of teaching and learning different situation Brewster et.al. (2003: 164)

Still from Brewster et.al (2003: 164), the benefits of the song of the cultural and social resources are: (1) song can be an authentic source for the cultural component of language; it helps to allow children to compare in their own language; (2) singing and chanting together can express the social experience of the children so it can help the children to make identification of the class and group;(3) can be used as the basis of the performance.

Schoepp (2001) adds that songs are one of the methods that achieve a weak affective filter and promote language learning, and can be used to present a topic;

practice language; stimulate discussion of attitude and feelings; provide a comfortable atmosphere and bring variety and fun to learning.

As mentioned the advantages above, song for children can be used as a material in teaching and learning. The song can entertain and relaxing in classroom activities. It also gives a positive energy for the children in learning English. By knowing the all advantages of the song, her, the researcher will use some songs in developing appropriate tasks for kindergarten children.

c. Principles of Using Songs

Songs as a language learning tool can be used to teach in the classroom in all learning levels. The same as other levels of education, song can be used for children as tools in teaching and learning process. Children's characteristics as described in the previous discussion are like to do something new. Harmer (2001: 36) suggests that children can be involved in some fun activities because they love to discover things. They can easily use their imagination such as in the activity of the physical movement or in songs.

Songs can be used in many purposes. Murphy (1992) in Millington (2011) mentions that song can help children in improving their listening skill and pronunciation, therefore potentially helping them to improve their speaking skills. It is also can be used in the learning of vocabulary, sentence structures, and sentence pattern.

According to Brewster et. al. (2002: 168) Songs can be used in many ways. They suggest that there are several frameworks that can be used as a guideline to use song in language teaching. Below are some relevant frameworks of how to use the action songs which is adapted from Brewster et al.

- a. The teacher should set the context (by telling the purpose or background information).
- b. The teacher is suggested to pre-teach any necessary vocabulary using visual aids, actions, realia, puppets, etc.
- c. Playing on cassette or sing the song should be done to allow children to listen, show understanding, familiarize themselves with the rhythm, tune, etc.
- d. Teacher invites children to listen, repeat and practice by joining in and learning to sing.
- e. Teacher gives a written record of the text.
- f. Teacher encourages them to compare with similar type in their language.
- g. Students present or perform the songs.

The combination of materials development with the uses of songs can definitely enhance learner involvement. There are many activities by using songs that can be used in the process of learning. Fai li and lo (1998) propose five classroom activities as the chief of materials for teaching. Some of them are:

1. Song Dictation

In this activity, the teacher reads the lyrics then the children are asked to listen. This activity needs a full concentration of the children. The teacher should clearly read the lyrics. This activity is aimed at improving learners'

listening ability. The procedure of this activity is the learners are first handed out the lyrics with the words missing. They are asked to go through the lyrics and try to guess the words in the blanks. The teacher then explains difficult words and lets students read the song lyrics.

2. Split Song

This is indeed a matching exercise in which teachers divide each sentence of the songs into two parts. The teacher then jumbles the order of the list containing the second half of the sentences. The children are required to restore the songs to their original forms. This activity can encourage the children to be more confident.

It can be concluded that both two experts show the ways how to use songs effectively in the classroom. By knowing the steps, it can be used by the teachers as a reference before teach in the class. They also can follow the steps or only adapt. It depends on the needs of the teachers. The key point is that both two suggestions are consists of the fun ways to be used.

3. Game

a. Definition of Game

Games in language lessons are often viewed as fun activities, which provide a break from focused study. This is a function to perform, but more importantly, by using game, it can provide rich opportunities for language intake and for purposeful use of language. Games activities in the classroom can be

viewed as language texts, which the students interact with in order to win. According Cambridge Advanced Learners Dictionary, game is defined as an entertaining activity or sport, especially one played by children, or the equipment needed for such an activity. Moreover, Tomlinson and Masuhara (2009) look at the physical aspect of the games as opportunities for mental processing of the language used. So it can be used as a tool to lead the classroom to reach the goal of teaching and learning processes.

According Celce Murcia et al (1989:53-54) games are fun activity, and nearly everyone would agree that if learning can be made enjoyable, then students will learn more. It is not always realized that adolescents and adults enjoy games as much as children and if the purpose of game is explained to them, do not feel that it is childish or out of place to participate in a game in the language classroom.

Hadfield (2004: vii) the inclusion of games as an integral part of any language syllabus, he believes that the games provides an opportunity for intensive language practice. He adds that the games “offer a context in which language is used meaningfully and as means to an end, and acts as diagnostic tool for the teacher, highlighting areas of difficulty”.

Dobson (1975) defines games should be “easy to play and yet provides the students with an intellectual challenge”. She also requires that a good language games are require little or no preparation. Further, she offers the classification of games according to size of the class. The first classification is large which is consist of around 40-80 students. The next is medium, where the capacity of the

class is around 20-40 students. Then the last is small where the number of the students is around 6-20 student.

Differ from Dobson (1975), Hadfield (2004:4) mentions that there are two kinds of game: competitive game and linguistic games. Competitive games emphasis on the fluency. While, Linguistic games, in which players or teams work together towards a common goal, emphasis on linguistic accuracy. Games can be an integral part of any language syllabus. Game is used as a method and technique in teaching English. The types of games are classified by the number of the students in the class: Large, Medium, and Small (Dobson: 1975). While other types of games are competitive game and linguistic game (Hadfield: 2004). In communicative language teaching, game is one example of task activities, and grammar can be taught through tasks.

b. Benefits of Using Game

There are number of reasons of why using games in language teaching and learning. Firstly, games involve learners in a healthy competition that can help them learn more. *“As long as no one is forced to participate” competition can be positive and encourage player discovery, examination and learning.*” Vernon (2009). Secondly, Games can be a very good way to practice confidently of the children because they can easily be used to reenact various situations from real life and provide children with practice in their fluency (Langran & Purcell (1994: 2-14) cited by Sigurðardóttir (2000). Third, the children can easily emotionally involved by using games. As we know that children has a quickly to change their

levels of emotional so by using games, it can be the solution to make children involved their emotional (Langran & Purcell (1994: 2-14) cited in Sigurðardóttir (2000).

Brewster et.al. (2002: 186-187) also propose several advantages of using games in language learning: it can be seen as follows:

1. Games add variety to the range of learning situation.
2. Games change the pace of a lesson and help to keep students' motivation.
3. Games 'lighten' more formal' teaching and can help to renew student's motivation.
4. Games provide 'hidden' practice of specific language pattern, vocabulary, and pronunciation.
5. Games can help to improve attention span, concentration, memory, listening skills, and reading skills.
6. Students are encouraged to participate; shy learners can be motivated to speak.
7. Games increase communication among students, which provide fluency practice and reduce the domination the class by the teacher.
8. Games create fun atmosphere and reduce the distance between teacher and Students.
9. Games may reveal areas of weaknesses and the need for further language.
10. Games may help to encourage writing skills by providing a real audience context and purpose.

Games can be used to make the class different situation. Games will bring the activities more interactive and attractive experiences. So, gaming activities can be the solution if the classrooms' atmosphere not conducive. Carlsson-Paige in Tomlinson and Masuhara (2009) acknowledge that child development theorists, researchers, and educators have long known that play is one of the most valuable resources of children, vital to their social, emotional, and cognitive growth. She then emphasizes the importance of educators creating an environment in which play gives children a strong foundation for learning.

Games for teaching English for children are an advantages tool because it emphasizes in communication. This can be used to make children learn English with fun way. The teachers also can enjoy during teaching and learning process by using games activities. These opportunities of using game in the classroom give the idea for the researcher in developing the tasks using game combining with song as discussed in the previous explanation.

c. Principles of Using Game

Students may wish to play games purely for fun. Teachers, however, need more convincing reasons. "Teachers need to consider which games to use, when to use them, how to link them up with the syllabus, textbook and how, more specifically, different games will benefit students in different ways Khan (1996) in Hong (2002). The key to a successful language games is that the rules are clear, the ultimate goal is well defined and the games must be fun.

Hong (2002) gives some suggestions about how to use games for beginners.

They can be seen as follows:

1. When giving instructions to beginners, a few words in the mother tongue would be the quickest way to make everything clear. More English exposure is needed at a later stage.
2. Games are best set up by demonstration rather than by lengthy explanation.
3. It is very important not to play a game for too long. Students will begin to lose interest. It is best to stop a game at its peak.

Another suggestion of the general principles of using games in the class also comes from the other experts. Below are general helpful suggestions suggested by Dobson (1975: 295-296).

1. Before introducing a game to class asks the students if they think they would enjoy this kind of activity.
2. Choose the games that will as many students as possible to participate.
3. Be sure that the game you take is within the range of your students' ability.
4. Give direction to the students clearly, so that everyone understands exactly how to play. You may play a few trial games first, just to make sure that everyone knows the rules.
5. Direct game by yourself.

6. Be sure to follow the rules of the game exactly. It should be reminded that play the game according to the rules.

7. Keep the game will under control establish a pleasant best form tone, in order that game can both amuse and teach the students.

8. Always stop playing a game and teach the students are ready to in. In other words, never play game so long that it begins to bore the participants similarly do not play too often, cause in it loose its novelty.

9. When the teacher uses the game on class, they have to take those considerations, in order that the game will be played successfully.

Furthermore, Rixon (1981: 69) as cited by Meizaliana (2009) says there are three main stages in process of bringing students from the state in which the new language is completely unknown to them to the ability to start using it confidently by them. These stages are:

1. Presentation of the new language item,
2. Giving the students controlled practice in its use,
3. Giving them the chance to use the language in a situation in which they have to communicate.

In short, some views above give the suggestions before using games in language teaching. It is important to understand about the stages before using game as tool in the classroom. It can also help the teachers as a reference for preparing the games for their children.

4. Task for Children

a. Definition of the task

Another aspect of teaching material design considered essential to many leading language researchers today is that such material promotes task-based learning. According to Nunan (2004) tasks are defined in terms of what the learners will do in class rather than in the world outside the classroom. They also emphasize the importance of having a non-linguistic outcome. Task based learning is an overall approach to language learning that views the tasks that learners do as central to the learning process. The learning process is seen as a set of communicative tasks that are directly linked to curricular goals. Nunan (1991: 279) outlines five characteristics of a task based approach to language learning. The outline can be seen as follows:

- a. An emphasis on learning to communicate through interaction in the target language.
- b. The introduction of authentic texts (teaching materials) into the learning situation.
- c. The provision of opportunities for learners to focus not only on language, but also on the learning process itself.
- d. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
- e. An attempt to link classroom language learning with language activation outside the classroom.

In accordance, Cameron (2001: 31) sees that one way to make the song more maximum used, she suggests that to develop song into language learning tasks. Cameron defines an activity for young learners as “any kind of event that children participate in” (2001: 31), but adds, not all classroom activities can be classified as *tasks*. Here are the Cameron’s lists of defining features of task for use in teaching foreign language to children.

“ Classroom tasks for children learning a foreign language

- *Have coherence and unity for learners (From topic, activity and outcome)*
- *Have meaning and purpose for learners*
- *Have clear language learning goals*
- *Have a beginning and an end*
- *Involve the learners actively”*

These defining features give benefits for the teachers because they provide a reference point when planning a lesson or analyzing a lesson plan; for researchers it can be a guideline how to develop good understanding about tasks for children.

Brewster et. al. (2002: 50) state that there are some functions of task. Task may help to ensure that learning has been occurred. A task informs learners to have learnt a particular set of language. Task encourages learners to personalize language, to chase their interests and to use the language in an independent and creative way. Task can be done individually, in pairs, or in groups. Here are the examples of tasks proposed by Brewster et al (2002: 50).

1. Drawing/ writing/performing a new version of s story, which has been used in class.
2. Writing and performing a simple play.
3. Making and playing a board game.
4. Planning and creating objects such as model, masks, etc.
5. Devising a survey, carrying it out and presenting the results in some form (spoken and written).
6. Creative speaking or writing such as posters, stories, radio programs, class magazines, poetry, letters or recordings to imaginary characters in a story.

b. Components of The Task

Nunan (2004) views that the task as a piece of meaning-focused work which involves learners in comprehending, manipulating, producing and interacting in the target language. Specifically, tasks can be analyzed according to the goals, the input data, the activities derived from the input, the settings and roles implied for teacher and learners. Nunan (2004:41) graphically figure out the following.

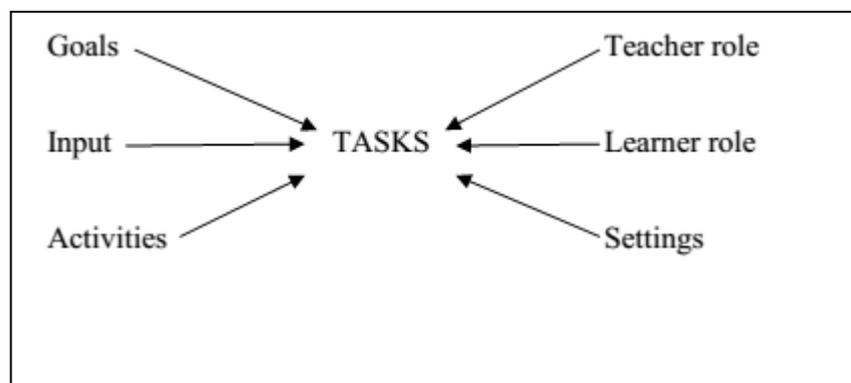


Figure 2.1: A framework for analyzing communicative tasks

a. Goals

Goals are general statement of the program purposes and aims based on the perceived language and situation needs.

b. Input

Input refers to the spoken, written, and visual data that deal with in the classroom to complete a task. The input can come from many sources. It can be came from the teacher, student, a textbook, etc. in this study, the input come from various sources like internet, eBook, printed book, and so on.

c. Procedures

Procedures include the actual way to do in the classroom. Such as: the techniques, practices, and behavior that operate in teaching language according to particular method. These describe how a method or technique realizes its approach and design in the classroom's behavior. Procedures are clearly planned in the lesson plans which are used by the teachers as a guideline to teach in the classroom.

d. Teacher role

Teacher should know the atmosphere in the classroom beside he or she teaches. In many teaching situation they can change roles several times during a lesson. In other words, the dynamic of teaching and learning situation depends on the current atmosphere in the classroom. Harmer (2002: 57-62) proposes several

roles perceived by the teacher in many teaching and learning context. They are: controller, organizer, assessor, prompter, participants, resources, tutor and observer. Spratt (2005: 145) also proposes other roles played by the teachers as can be seen here; planner, informer, manager, monitor, involver, parents\friend, diagnostics, and resource. These various king of roles report by some experts above can be source how teacher should be directly act in the classroom because it can affect the teaching and learning process since the roles lead the teacher 's contribution in the classroom's tasks.

e. Learner role

Learners' role refers to the contribution of the learners in the teaching and learning process. It shows how the learners are expected to play in carrying out the learning tasks as well as the social interpersonal relationship between the learners. Nunan (2004: 65) lists several roles that are commonly played by the learners in several teaching and learning context as follows:

1. Passive recipient of outside stimuli
2. Integrator and negotiator
3. Listener and performer
4. Responsible for their autonomy learning

These four roles of learners should be considered in designing a task because the designed task which precisely consider learners' role can facilitate learners in achieving the learning goals easily.

f. Setting

Setting refers to the classroom arrangements specified or implied in the task. It also requires consideration of whether task is to be carried wholly or partly outside in the classroom. There are many possible configurations in the classroom, even though practical consideration such as class size, student' number, learning facilities, etc can limit what is the possible in practice.

These six components of tasks are really important in designing a task. A material developer should consider these six components when he/she derives tasks in material development. In addition, these six components can also be used to evaluate how effective the devised tasks which are implemented in the classroom.

c. **The Stages in Classroom Task for Children**

Cameron (2001) reports that task for young learners should have three stages. The three stages are similar as the stages in reading practice. In reading practice there are very common of planning the three stages of reading. This planning usually use in reading activities. The three stages are: pre-reading, reading, and post-reading. Cameron (2001) adopts the stages into the following schema.

PREPARATION \Longrightarrow CORE ACTIVITY \Longrightarrow FOLLOW UP

Figure 2.2 . Three Stages in “ Task ” for Young Learners from Cameron (2001: 32)

Based on the Cameron's view, the core activity is the point of the language learning task. Without this core activity, the task would be distorted. In the preparation stage, the activities are designed to help the children to prepare in

completing the core activity successfully. While in the follow-up stage should build on the completion of the core activity.

5. Material development

a. Definition

One of the important factors in language teaching and learning process is materials. Graves (2000:150) defines material development is creating, choosing or adapting, and organizing materials and activities so that students can achieve the objectives that will help them reach the goals of the course. Emphasizing about the material, Shavelson and Stern (1981) in Nunan (2004) suggest some considerations. The consideration consists of the elements of materials design. Nunan (2004) sum up the elements as follow:

1. Materials should clearly link to the curriculum they serve.
2. Materials should be authentic in terms of texts and tasks.
3. Materials should stimulate interaction.

Students' interaction promotes language learning in several ways, including:

- a) providing greater opportunity for students to use language;
 - b) creating a less stressful environment for language use;
 - c) allowing students to use a greater range of language functions;
 - d) encouraging students to help one another;
 - e) increasing motivation to learn
4. Materials should allow learners to focus on formal aspects of the language.

5. Materials should encourage learners to apply their developing language skills to the world beyond the classroom.

6. Material should encourage learners to develop learning skills.

Tomlinson (1998:2), in his book he defines that the term of, language-learning materials“ is anything which is used by the teacher or learners to facilitate the learning of language. The kinds of the language learning materials can be cassettes, videos, pictures, photocopied exercises, work book, manuals, dictionaries, songs and chants, and so on.” Tomlinson (1998: 7-21) also adds other note of principles of good materials as follows:

1. Materials should achieve impact
2. Materials should help learners to feel at ease
3. Materials should improve learners' confidence
4. Materials should be relevant and useful
5. Materials should require and facilitate learners' self-investment
6. Materials should help learners to acquire the point
7. Materials should expose the learners to language in authentic use
8. Materials should attract learners' attention to language features.
9. Materials should give chance to the learners to use target language to achieve communicative purpose.
10. Materials should concern that the positive effects of instruction are usually delayed.
11. Materials should consider that the learners have different styles in

learning.

12. Materials should consider that the learners have different affective attitude.
13. Materials should permit a silent period at the beginning of instruction
14. Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain hemisphere
15. Materials should not rely on controlled practice
16. Materials should provide opportunities for outcome feedback.

Moreover, Hutchinson and Waters (1987: 157) also provide some characteristics of good materials as follows:

1. Good materials should contain interesting texts, enjoyable activities, opportunities for learners to learn more with their knowledge, something which can be learned both by teachers and learners.
2. Good materials should present a clear and coherent unit that guides teachers and learners
3. Good materials should not be so tightly structured.

Above all views, the good materials can be said that when the materials are attractive for the student's involvement and it is also should be clear both for the teachers and the students to learn. The development of good materials should be emphasized on the student's needs so the materials can be appropriate for the students. If that so, the students can increase their motivation in learning English.

b. Material Development Model

Hutchinson and Waters (1987:108) present a model to write new material. This model is designed to provide a coherent framework for the integration of the various aspects of learners and to allow enough space for creativity and variety. This model consists of four elements. They are:

1) Input: it contains stimulus materials for activities, provides new language items, shows correct model of language use and presents a topic for communication and it also provides opportunities for learners to use their information processes skill and knowledge of the language and the subject matter. Examples of inputs are texts dialogue and video recording.

2) Content focus: non linguistic content should be exploited to general meaning for communication in the class room.

3) Language focus: good material should involve both opportunities for analysis and synthesis. The learner should be able to use language, have a chance to take the language into pieces, study how it works and practice putting it back together again.

4) Task: material is designed to lead toward a communicative task where learners use the content and language knowledge that they have built up so far.

The relation of the four elements can be seen below:

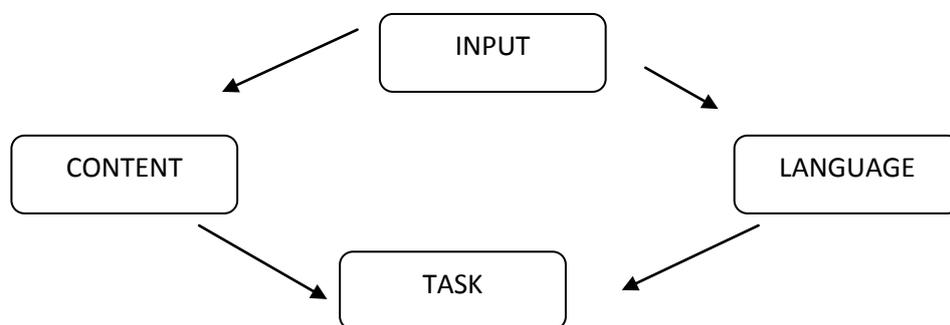


Figure 2.3: The relation of the four elements of material development

From that schema, it can be seen that the four elements have a relation each other. Task is the primary of the model. The language of the contents is drawn from the input and they are selected according to what learners will need in order to draw the task. The researcher adapted the research procedure proposed Hutchinson and Waters (1987). The researcher chose to adapt the research procedure because it is the most suitable procedure with the research condition. It is suitable for the researcher because adaptable to follow.

Another model of development of the materials is proposed by Tomlinson (1998: 97). There are five general process of designing learning material, as below:

a. Identification

Firstly, a material developer identifies what is needed by the learners. Here, the material developer also identifies what problem to be solved by creation of the materials.

b. Exploration

After the material developer identifies the learners' need, then the next step is exploring the area of need or problems in terms of language, meanings, functions, skills, etc.

c. Contextual Realization

Then, the material developer starts writing the materials by finding suitable ideas, contexts, or texts with which to work.

d. Pedagogical Realization

In this step, the material developer finds appropriate exercises and activities and the writing of appropriate instructions for use.

e. Physical Production

Finally, the material developer begins to design material, involving considerations of layout, type size, visuals, reproduction, etc.

In addition, there are five steps in designing materials as proposed by Masuhara in Tomlinson (1998: 247). Those steps are explained as follows:

1. Needs analysis

The very first thing a material developer should do before starting to design materials is collecting information related to the materials which is needed by the teacher and the learners in the classroom.

2. Goals and Objectives

After conducting needs analysis, the material developer determines the goals and objectives of the material.

3. Syllabus design

In this stage, the material developer starts designing syllabus which is based on the curriculum and the result of needs analysis. The syllabus, then, becomes a basic for the material which will be arranged.

2. Methodology/Materials

After that, the material developer starts designing the learning materials. The material developer also finds out the teaching method which is can be implemented through the teaching materials.

3. Testing and evaluation

Lastly, the material developers then conducted a try out. During the try out session, the material developer also obtains feedback from the teacher and the students as a basic of evaluation in order to improve the materials.

c. The Material Evaluation

One of the important processes in developing such a learning material is the evaluation. It is very useful both for EFL teacher and for material developers. Material evaluation is a process of measuring the value (or potential value) of a set of learning material by making judgment about the effect of the material on the

people using them (Tomlinson and Masuhara (2004: 1)). The evaluation of material measures seven points. They are:

1. The appeal of the materials to the learners.
2. The validity of the materials
3. The ability of the materials to interest the learners and the teachers.
4. The ability of the materials to motivate the learners.
5. The potential learning values of materials.
6. The assistance given to the teachers in terms of the preparation, delivery, and assessment,
7. The flexibility of the materials.

Still from Tomlinson and Masuhara (2004), they also classify learning material evaluation into three types. They are: Pre-Use Evaluation, Whilst-Use Evaluation, and Post-Use Evaluation. Here are the brief descriptions of each type.

1. Pre-Use Evaluation

This type of evaluation concerns on making predictions about the possible value of the materials for their users. The prediction is subjective and unreliable because it's come from the writer. Thus prediction based on the writer's judgment or only based on his or her belief. It is not based from the fact that the materials use in the class.

2. Whilst-Use Evaluation

The second type of evaluation is the type which is used to measure the value of material whilst using them or whilst observing them being used. This

kind of evaluation is more objective and realistic rather than pre-use evaluation. However, this evaluation has limited points to observe. The points that can be measured in this evaluation are: clarity of instruction, clarity of layout, comprehensibility of text, achievability of task, flexibility of materials, appeal of the materials, and motivating power of the materials.

3. Post-Use Evaluation.

The last type is the most worthwhile type of evaluation because it can be used to measure the actual effect of the material being evaluated on the users. There are several points that the material evaluation should discover proposed by Tomlinson and Masuhara (2004: 5). They can be seen as follows: learner's improvement on performance and understanding after using the materials, learner's problem and difficulty during the implementation of the materials, and the meet of the materials toward learner's need.

To gather the information from those points, Richard (2001: 299-303) suggests several ways. Such as tests, examination, interviews, questionnaires, teacher's record, student's evaluation, post-cost diaries, post-cost reports, and observation.

Another point to evaluate the content of a set of materials is analyzing the tasks and activities in the learning material being analyzed. These discussions are previously discussed in the previous section in the component of task proposed by Nunan (2004).

B. Review of Related Study

This study is about developing a set of song and game-based English learning tasks. There are some previous studies related to the development of English learning task in kindergarten. Even tough, the research studies are not as the same as this study, those research studies contribute to this research very much.

The first related study conducted by Millington (2011) focused on developing songs from activities into language learning tasks. The study showed that adapting existing children's songs is one method that teachers can use to increase their repertoire of songs, thus giving them more opportunity to use songs in their teaching contexts. The next related study conducted by Meyer (2013). He focused on the design of learning material for pre-school teaching and learning through the example of a game-based platform for learning English called Mingoville.com. He found that a game based platform that uses its versatility and adaptability to address needs in the market that arise from a growing political and parental pressure on introducing English to pre-school children. In this role Mingoville situates itself between formal and informal contexts for learning and between play and learn activities that can and should be negotiated locally.

From the point of view of English material design for kindergarten children, Septiyana (2013) also has developed a set of English learning material for kindergarten of TK ABA Condong Catur Yogyakarta. Based on her study, it has several information on how conducting the study. She reduced the ten major steps into eight steps. There are collecting research and information/ need survey and

need analysis, planning, writing the course grid, developing the materials, evaluating the first draft, trying out the materials, evaluating the second draft, and revising and writing the final draft of the materials developed.

The principal difference between Septiyana's study and this study is in the step of the implementation of the developed materials. Septiyana's study should implement the materials developed by trying out of the field in the kindergarten. Whereas this study is only follow the steps through theoretical validation by the experts and then evaluating the second draft, and revising and writing the final draft of the materials developed.

C. Conceptual Framework

In the previous discussion, it has been described that teaching English to children is different from teaching English to adult. It means that the teachers should pay attention to the characteristics of the children. Children need different atmosphere to keep their attention in learning. It can be said that, children need a method that can make them interested in learning. The class should be conducted in fun situation. By that way, the children cannot easily get bored. Basically, children love songs, pictures, stories and games. It can be seen as an opportunity to develop activities by using a kind of tools. Among the fun activities songs and games are the most effective ones to be used for children in the language class.

Furthermore, songs and games played an important role in order to get involved the children in the language class. Songs and games can be used as

fantastic materials in the process of teaching and learning because of their benefits. By using songs and games children can enjoy and motivated to learn English as a new language for them. Therefore, by ensuring suitable teaching materials for kindergarten children especially through songs and games, the problem related language learning can be solved.

Children in Tk Dharma Bakti II Ngemplak Yogyakarta need English learning material as a source of teaching and learning process. The children also need a new method to make them interested in learning English. Unfortunately, the English teachers and the school are not aware in developing such a material that appropriate for their children. They do not know how to develop English material based on the children's needs. As a consequence, there is no English material in the school. The motivation to learn English also low because the children might no explore the source of the material deeply.

Regarding that problem, it can be seen as a chance to develop a set of tasks by using song and game. Song can be used as media during teaching and learning process, while game can be used to break the boredom in the classroom. Song and game enhance children to learn English better. In other words, designing a set of English learning tasks by using song and game which were based on the children's needs and interests is an important point since it helps the children in increasing their motivation in the learning process. The schema of this study is figure out on the following diagram.

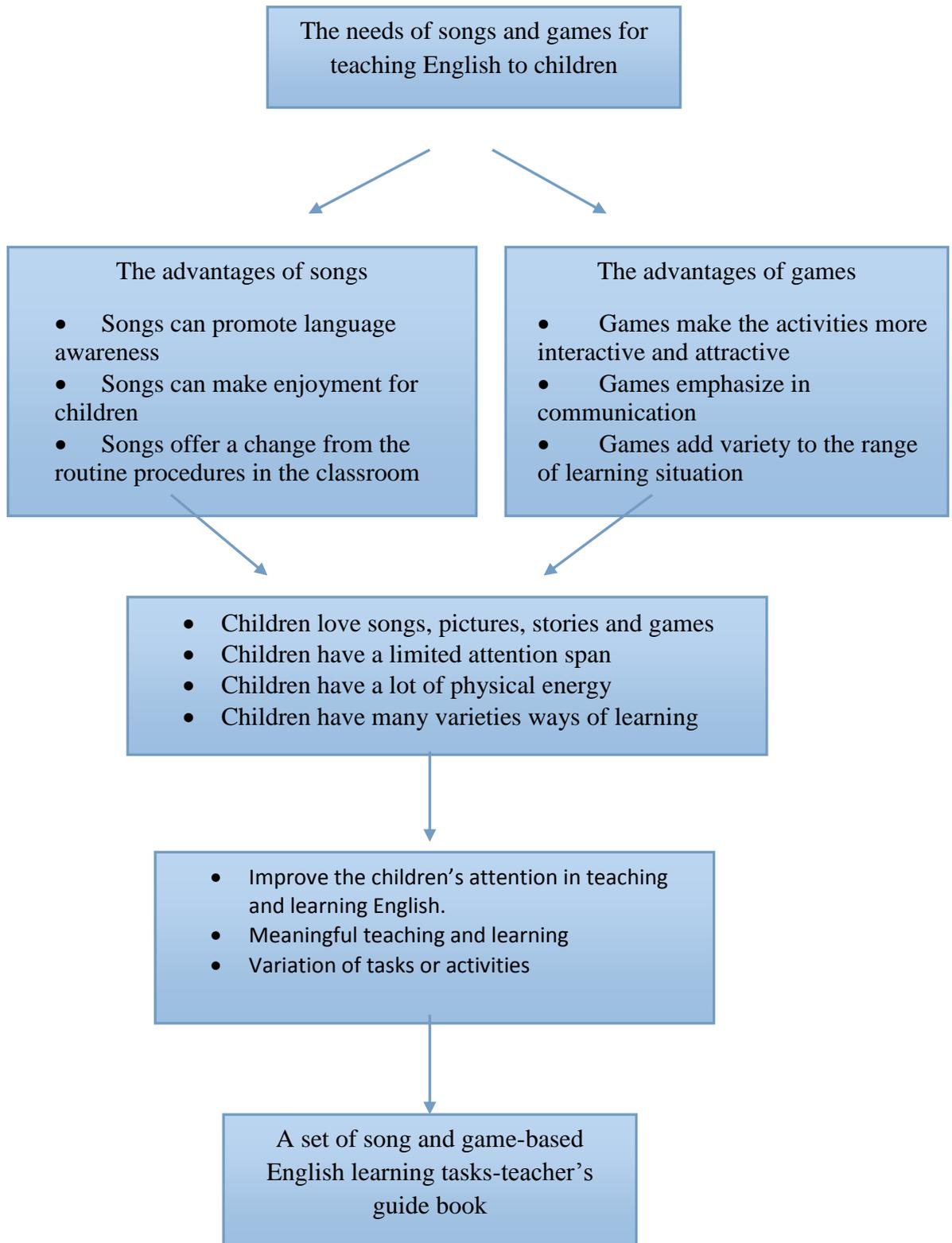


Figure 2.4: The conceptual Framework

D. Research Questions

This research study has several research questions to answer. The questions are as follows:

1. What kinds of English Learning tasks which are appropriate for kindergarten children?
2. What are the learning needs of kindergarten children in learning English?
3. What are the characteristics of a good task for children?
4. What become the base forms of selection of materials which will be developed?
5. How is the content of the materials presented?
6. How do the materials look like before expert judgment and final revision?

CHAPTER III

RESEARCH METHOD

A. Model Development

The type of this research study is research and development (R and D). This kind of research usually has a main objective to develop an appropriate educational product (e.g. a set of materials or tasks) based on the learner's needs. Borg and Gall (2003: 569) state that research and development is the process to develop new products and procedures, which will be tested in the field. This testing is to validate educational product by proving the effectiveness. They also add ten steps in conducting the research and development strategy. The steps are need analysis, planning, writing the course grid, developing the first draft, evaluating and revising the first draft, trying out the materials, evaluating and revising and writing the final draft.

B. Procedure of Development

The research procedure used in developing a set of song and game-based English learning tasks for kindergarten children was adapted from Hutchinson and Waters (1987) and Masuhara in Tomlinson (1998:247). Due to the researcher's limitation, the procedures were reduced into five steps. Those five steps were conducting the needs analysis, designing a course grid, developing three units of song and game-based English learning tasks for kindergarten, expert judgment and the final step was writing the final draft. In result, this study used the model as follows:

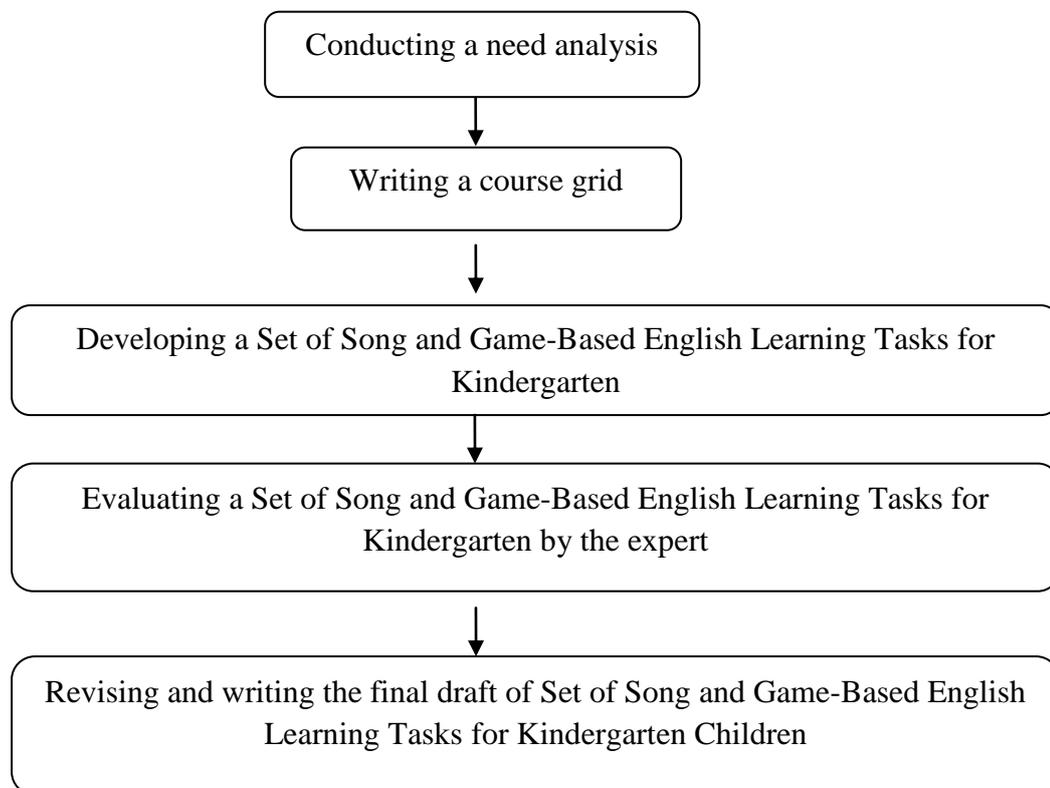


Figure 3.1: The model of the research procedure (modified based on Hutchinson and Waters (1987) and Masuhara in Tomlinson (1998: 247))

There were five steps conducted in the development of A Set of Song and Game-Based English Learning Tasks for Kindergarten Children. The explanations of the research procedures used in the study are below.

1. Conducting a Needs Analysis

This step was conducted at the early stage of the research. The data are obtained by conducting observation and interview. The need analysis is needed to collect specific information related to the target and learning needs of the kindergarten children. The researcher conducted the three interviews. The first

interview is for the headmaster. The next is for the teacher class. The last interview is for the children. The results of the needs analysis were used to determine the appropriate English learning tasks for kindergarten children.

2. Writing the Course Grid

The data results from the questionnaires in the needs analysis will be used as a guideline to write the course grid. The course grid is written based on the children's needs. Then, the course grid, later on, also helps the process of developing the materials which meet the children's needs. There are eight components in the course grid. These components of the course grid are combined from some theories. They are; Cameron (2001), Hutchinson and Waters (2004), and Brewster et.al. (2002). those are unit, the theme, objective of the learning, indicator, the learning input (material and media), teaching and learning activities, resources and evaluation technique.

3. Developing A Set of Song and Game-Based English Learning Tasks for kindergarten-Teacher's Guide Book.

After the course grid was made, the researcher developed the first draft of a set of English learning tasks for kindergarten. Developing the kits was an important step in instruction planning. In fact, successful instruction depends much on how well kits were developed and presented. The kits consisted of course grid and teacher's guide book.

4. Evaluating A Set of Song and Game-Based English Learning Tasks for kindergarten-Teacher's Guide Book.

There were two types of questionnaire. The first was given to the expert to fill the questionnaire to provide feedbacks and suggestions of the developed materials. The second was given to the students of English Education Department to provide the suggestions of English learning tasks for kindergarten children-teacher's guide book. Those evaluation instruments were aimed to find feedbacks and the suggestions to evaluate the developed materials. The data collected were used to write the final draft.

5. Revising and Writing the Final Draft of a set of English learning tasks for kindergarten- Teacher's Guide Book.

After evaluating the data, the second draft of a set of song and game-based English learning tasks for kindergarten children were revised. This revision was based on the analysis of the opinions and suggestions from the experts. The final product of this stage was a final draft of a set of song and game-based English learning task for kindergarten-Teacher's Guide Book.

C. Design of Product Testing

1. Testing Design

The product of the study was of a set of song and game-based English learning tasks for kindergarten-Teacher's Guide Book children of the B level of TK Dharma Bakti Ngeplak II Yogyakarta. The teacher's guide book contained three units which consisted of learning objective and indicators, warming-up activities, core activities, follow-up activities, and review as a closing activity. The teacher's

book contained the directions of how to use the book. There was also answer key as a help for teacher to find the answer easily.

2. Subject Design

The subjects of the research were the children of TK Dharma Bakti II Ngemplak Yogyakarta. There were 2 classes (A and B). The researcher only used one class as the sample in this research which was class B. There were 12 children in the class consisting of 6 girls and 6 boys. The children were needed as the participants to find out their needs and interests. The researcher also involved the headmaster and the teacher as the interviewees to gain as much information as possible about the English tasks used in the classroom, the children's needs, difficulties and interests. This research was done to analyze the target needs and the learning needs of the children.

Table 3.1: The Description of the subject of the study

Number of Students	Sex		Age Range
	Male	Female	
12	6	6	5-7

3. Setting of the Design

The research was conducted in November 17th 2015 in TK Dharma Bakti Ngemplak II Yogyakarta.

D. Techniques and Instruments of Data Collection

1. Data Collection Techniques

The data collection techniques used in this research were observation and interview. The observation and the interviews were applied in the needs analysis stage. The children's characteristics and learning resources were observed by doing needs analysis. The next technique of data collection was by using questionnaire. In this step, the questionnaires were used to get the expert's judgment and respondents' opinions and suggestions.

2. Data Collection Instrument

This study employed three forms of instruments to collect the data they were: observation guideline, interview guideline, and questionnaire. Those instruments were used to obtain the children's needs and interests. Moreover, questionnaires were also used to revise the materials.

a. Observation for the Need Analysis

The researcher observed the teaching and learning process in the school during the needs analysis. The instrument was using observation guideline. The observation was needed to obtain the information related to the teaching and learning process in the class. The guideline of the observation can be seen as follows:

Table 3.2: The Guideline of The Observation

No.	Aspects being observed	Purpose	References
1	Taching and learning kit	To find out the curriculum, the course grid, the syllabus being used in the school.	Nunan (2004: 175)
2	Teaching and learning process	To find out the information about the material, teaching method and technique used by the teacher.	Nunan (2004: 47), Harmer (2002: 57-62)
3	The behaviour of the children in the class	To find out some information about the behaviour of the children both in the classroom and outside the classroom.	Nunan (2004: 65) Brown (2001: 87-90) Slattery & Willis (2009:4)

b. Interview for the Needs Analysis

The researcher did some interviews with the headmaster, the class teachers, and the children of class B. The interviews were used to collect the information of the needs analysis. In the need analysis, the researcher wanted to know about the school's profile, the children's characteristics, the barriers of the English Teacher in delivering the materials, the children's motivation in learning English, and the class teachers' willingness to teach English for the children.

a. Interview for the Headmaster

In the first interview, the researcher interviewed the headmaster. There were five questions in the interview guideline for the headmaster. The aim of the interview was to find the information about the school, the characteristics of the children and the process of teaching and learning English in the school.

Table 3.3: The Organization of the Interview Guideline for the Headmaster

No	Aspect of Evaluation	Purpose (s)	Item(s) Number	References
1	The characteristics of the children	To find out the information about the characteristics of the children in the school.	1	Harmer (2001), Brown (2001)
2	The children's profile	To find out the information children profile (name, age, gender,etc)	2	Tomlison (1998: 240)
3	The teaching and learning process	To find out the information about the process of teaching and learning.	3-5	Brown (2001)

b. Interview for the Teachers

There were 16 questions in the interview guideline for the teacher. The interview was aimed at finding information about the technique in teaching English, the source of the materials, and the teacher's opinion about song and game based English learning tasks. The table below was the organization of interview guideline for the teachers.

Table 3.4: The Organization of the Interview Guideline for the Teacher

No	Aspect of Evaluation	Purpose	Item(s) Number	References
1	Technique	To find the information about the teacher's technique in the teaching and learning process.	1-4	Brown (2001)
2	Input	To find the information about kinds of input that the teacher use.	5-7	Nunan (2004: 47)
3	Evaluation	To find the information about evaluation used by the teachers	8-9	Richards (2004) Harmer (2001: 101-102)
5	The effectiveness of using song and game based	To find the necessity of songs and games in the English learning tasks	10-16	Nunan (2004) Cameron (2001: 31-32) Brewster et.al. (2002: 168), and Dobson (1975), Godger (2015)

c. Interview for the Children

The children interview guideline consisted of five questions. The interview was aimed at obtaining the children's opinion about the song and game-based English learning tasks and their interests in learning English. The organization of the interview guideline for the children can be seen as follows.

Table 3.5: The Organization of the Interview Guideline for the Children

No	Aspect of Evaluation	Purpose	Item(s) Number	References
1	Goal	To find the information about the children's opinion and interest of learning activities in the classroom	1-2	Nunan (2004: 41) Graves (2000: 103)
2	Wants	To find out the children's desire of learning English	3	Hutchinson and Watres (1987: 58); Graves (2000: 103)
3	The song and game based involvement	To find the information about the aspect of the tasks by using song and game based.	4	Nunan (2004) Cameron (2001: 32), Dobson (1975)
4	Needs	To find out the children's needs	5	Hutchinson and Waters (1987: 58); Graves (2000: 103)

d. Questionnaire

The next step was distributing the questionnaires. In this step, the first questionnaire was used to get the experts' judgments. It was meant to get their general opinions about the first draft of the developed materials. The expert was one of the lecturers of English Education Department of State University of Yogyakarta. The second questionnaire was distributed to the students of English Education Department. The questionnaires were based on *Likert Scale*. It consisted of statements that were related to particular targets. Respondents were asked to indicate the extent to which they agree or disagree.

Table 3.6: The Organization of the Expert Judgment

No	Aspect of Evaluation	Purpose	Item(s) Number	References
1	Respondent's profile	To find out some information about respondent's profile		Tomlinson (1998: 240)
2	Material	To evaluate the appropriateness of the first draft's materials	1, 2, 3, 4, 5, 6, 7, 8, 9, 10,	Hutchinson and Waters (1987:99)
	Activities	To evaluate the appropriateness of the first draft's activities	11,12,13,14,15,16,17,18,19,20,21,22	Brown (2001:142) Nunan (2004:169-170, 175-176)
	Instructions	To evaluate the appropriateness of the first draft's language	23,24,25,26,27,28,29	Hutchinson and Waters (1987:99)
	Layout	To evaluate the appropriateness of the first draft's materials are presented	30,31,32,33	Hutchinson and Waters (1987:99)
4	Language	To evaluate the appropriate language presented	22, 23, 24, 25, 26, 27	Hutchinson and Waters (1987:99)
5	Media	To evaluate the appropriateness of the first draft's graphics and media	34,35,36,37,38,39	

3. The Validity and Reliability of the Instruments

The validity of the instrument was based on construct validity. To fulfill the validity, the researcher discussed the questionnaire and the interview guideline with the supervisor. The researcher consulted the research's instruments to make sure whether the instruments are capable and appropriate to obtain the information. Some references related to the good criteria of the book and the aspects of evaluating the book. There were four possible points. They were 4

points for strongly agree (SA), 3 points for agree (A), 2 points for disagree (D), 1 point for strongly disagree (SD).

D. The Technique of Data Analysis

The data and the information obtained were used to develop English learning tasks by using song and game. There were two types of data collected in this research. They were qualitative and quantitative data. The first was the data from the children' need analysis and the teacher's interview as analyzed qualitatively. The second was quantitative data where the data were obtained from the materials evaluated by the expert.

1. The Qualitative Data

The Qualitative data were obtained from the observation and interview. The interview was based on the interview guideline. The blueprint of the interview guideline has been mentioned before. There were three interviews done in this research. The interview was obtained from the headmaster of TK Dharma Bakti II Ngemplak Yogyakarta, the class teacher and the children. The results of the interviews were written in the form of interview transcripts. The aim of the interview was to find information about the children's characteristics, children's needs and interests and needs of English teaching and learning process. The results of the data were used to develop the book in order to make it appropriate with the children' needs.

2. The Quantitative Data

The researcher used *Likert Scale* in analyzing the data. *Likert Scale* was used to quantify the respondents' opinion through the questionnaires. The quantitative data were obtained from the questionnaires for the expert and the respondents. The highest score was 4 points for strongly agree (SA), 3 points for agree (A), 2 points for disagree (D), 1 point for strongly disagree (SD).

After using *Likert Scale* to quantify the data, then the data were analyzed by calculating the percentage by using the formula below:

$$Mn = \frac{\Sigma fx}{N}$$

Where: Mn= Mean

Σfx = total score

N= total number of data

After calculating the percentage, the data from the *Likert Scale* then were converted into descriptive statistics. The data conversion table proposed by Suharto (2005) was used to describe the result using descriptive analysis. Below is the data conversion table.

Table 3.7. Data Conversion Table

Scale	Descriptive Categories	Interval
1	Poor	$1 \leq x \leq 1.74$
2	Fair	$1.75 \leq x \leq 2.24$
3	Good	$2.25 \leq x \leq 3.24$
4	Very Good	$3.25 \leq x \leq 4$

Finally, the researcher consulted the result of each aspect in the questionnaire to decide whether the draft of A Set of Song and Game-Based English Learning Tasks for kindergarten-teacher's guide book was appropriate or not.

CHAPTER IV

RESEARCH FINDINGS, DISCUSSIONS AND RESEARCH CONSTRAINT

A. Results of The Development

In developing a set of song and game-based English learning tasks for kindergarten children, the researcher adopted the procedures proposed by Hutchinson and Waters (1987) and Masuhara in Tomlinson (1998:247). Those steps were previously discussed in chapter III. The findings of those steps were discussed here as the results of the research procedures. The findings were organized into five sections. They were the needs analysis, the course grid, the activities format, the evaluation and the revision of the first draft of a set of song and game-based English learning tasks for kindergarten children, evaluation and revision of the second draft of a set of song and game-based English learning tasks for kindergarten- teacher's guide book

1. The Needs Analysis

In this step, the methods of data collection were through observation and interviews. The data from the observation were in the form of the observation guideline. The data were presented into a field note. For the interviews, the researcher interviewed with the headmaster, the teacher, and the children of the class B of TK Dharma Bakti II Ngemplak by using interview guidelines for each respondents. The data of the interviews were presented in the form of transcripts.

After making the blue print of the instruments, the researcher then consulted to the expert. With some revisions, the instruments can be used as the way to get the data from the respondents. The observation was conducted on 17th November 2015 in TK Dharma Bakti II Ngemplak. The research was begun with the observation. The observation was done in the class by using the observation guideline. The observation was completed to know the teaching and learning process in the school especially in the class B of the TK Dharma Bakti Ngemplak II as the subject sample.

Then the researcher did some interviews with the: headmaster, teacher class, and the children of the class B. The interviews used the interview guideline. The questions were developed based on the blue prints. Each respondent has different number of questions. The questions were aimed to obtain the information of the needs and interests of learning English in the school.

a. The Characteristics of The Children

From the interview with the headmaster, several information about the children's characteristics were collected. The school divided the groups of children into two classes. The first class was class A and the second class was class B. Their age were about 4,5 -5 for the class A and 5-6 were for the class B. The characteristics of children both two classes were related good. They can be controlled effectively during teaching and learning process. However, some of them showed a bad habit in the school. It could be seen in the quotation below.

“Ya kalau anak-anak sih semuanya baik ya ada satu dua yang mungkin karna ekonomi dan kurang perhatian dari orang tua jadi kadang ada anak yang masih males-malesan. Disini pekerjaan orang tua menengah kebawah ya kebanyakan buruh.”.Yes..Most of the children are good. Ya there is one or two children because of economy factor and the less of attention from their parents impact the child become lazy. Yes..because here, the parent’s occupations mostly are middle low workers.

In other words, the bad effects may come from lack of attention from the parents. Mostly, the children come from middle-low class family. This might affect parents’ control on their children. Some children became lazy to participate in the classroom. They also sometimes did not finish their homework. It was shown in the below quotation in the interview transcript.

“ Ya memang ada satu dua si Noval dan Sion itu masih sulit di arahkan masih untuk tugas jika tidak didampingi guru juga tidak di kerjakan. Faktor umur juga. Rentan umurnya dari 4,5 -5 tahun untuk kelas A dan 5-6 tahun kelas B sudah agak bagus tapi ada satu kelas B yaitu mas Kendy”. (Yes, there are one or two children. Noval and Sion are hard to finish their homework if the teacher did not accompany them. It was because their age were relative young learners. Their age are 4,5-5 years old for the class A and 5-6 years old for the class B. The children in the class B are mostly also good. There is one children who lazy. His name is Kendy.

(The interview transcript 2, Appendix C)

Mostly, the children were active learners; they loved to discover new things around them. The children especially the boys were more active in the classroom

they laughed and screamed. They also loved to make body movement. It can be seen in the picture below.



(The Figure 4.1, Appendix J)

The children in the class B were already ready to learn English. They can follow the instruction asked by the teacher conductively. While the teacher taught the material of English by using song the children were very enthusiastic. They laughed and screamed to show their interest.

“The material being taught was the color. The atmosphere in the class was related conducive even though there were a number of children (boys) screaming and laughing. To control it, the teacher asked the children to sing a song “ *Anjing dog kucing cat, kupu-kupu butterfly ikan fish bebek duck gajah elephant*”. “ *Ayo nyanyi anjing dog dulu*”, the children started to sing together”.

(Field note 1, Appendix D)

The children appreciated the singing activity in the classroom. It decreased the boredom while teaching and learning process. They sang a song together. They were also able to work together in pairs. The children were also very confident. They raised their hand quickly to answer the teacher's questions. Since children had a lot of energy they also can run and play a game during teaching and learning process. It can be seen in the quotation from the observation below.

“The next activity, the teacher used an origami paper as a media. She showed one by one the paper. Then, she asked to the children “ *kertas warna merah bahasa Inggrisnya apa?*” the boys answered “red”. She also asked the same question to others color such as white, green, yellow, black, orange, blue, and purple but the children getting confused they cannot answer the question correctly. The teacher corrected the children's answer one by one. When she corrected “ *ini warna (purple) apa?*”. She made a misspelled. It should be spelled /'pɜ:.pl/ but she spelled “perpel”. She did not recognize about the mistake. The next activity was gaming. First of all the teacher gave an explanation about the rules to her children. The rules were; to take the origami paper based on the instruction for example red, the children have to take the correct paper which was a red. Then, the children run and put on the other table. If the children were correct the have given a star on their hand. The activities continued until all the children got a turn. The last activities was the teacher asked the children “ *siapa yang mau nyanyi bahasa Inggris di depan kelas secara berpasangan?*”. The challenge was given to the children. All the children with his/her partner sang a “anjing dog..etc” in front of the class”.

(Field note 1, Appendix D)

b. The Descriptions of The Children's Needs

The data of the needs of the children were collected from the interview with the children of the class B. They were 12 children (six boys and six girls).

Actually in the observation day, there was one child who was absent. The children were divided into two groups. The first group was boys (five children) and the second group was the girls (six children). As a result of the interview with the children, it can be described that the children loved to learn English by singing and playing games. The fact that English was only taught as a supplementary subject, the children were not familiar with the English topic. They only knew and mentioned the topic that they already knew. For example they mentioned “*endog*”(egg) and colour. They also loved to work in pairs. The transcript can be seen as follows:

- R : “ *Miss Windi mau tanya sama adik-adik nih*”. (I want to ask you all.)
 S1,2,3,4,5 : “ *iyaaaa*”(yes.)
- R : “*Adik-adik suka Bahasa Inggris tidak?*”(Do you like learning English?)
 S1,2,3,4,5 : *Suka*.(Yes.)
- R : “*Apa yang di sukai dari pelajaran Bahasa Inggris?*”(Which one do you like?)
 S 1 : “ *endok* (telur)”. (Egg)
 R : “*Selain itu apalagi yang disukai?*”(Can you mention other things?)
 S2,3,4,5 : “ *Warna*”. (Color.)
 R : “*Adik-adik selama pelajaran Bahasa Inggris apakah suka sambil bernyanyi dan bermain?*”(Do you like singing and playing game in learning English?)
 S1,2,3,4,5 : “ *Suka*”. (We do.)
 R : “*Adik-adik suka belajar Bahasa Inggris dengan cara berpasangan, berkelompok atau yang lain?*”. (Do you like to work in pairs, in group or the other?)
 S1,2,3,4,5 : “ *Berpasangan*”(In pairs.)

Interview transcript 3, Appendix C

From the interview above, it can be concluded that children in kindergarten needed a material based on their needs. It means that they needed various activities. In this case they loved to sing and play game.

c. The Characteristics of the Teacher

In TK Dharma Bakti II Ngemplak, English was taught once a week before the class ended. The time allocation was only 30 minutes. The class teacher was also responsible to teach English. There were five class teachers, a headmaster and one staff of administration. According to the interview with the headmaster, the class teacher who teaches English in the school did not qualify to teach English. There was also no material as the source of learning.

“Memang dari Tk kan kurikulumnya untuk Bahasa Inggris tidak ada jadi hanya dasar-dasarnya yang diajarkan. ”Jadi tidak ada kesulitan. Dan untuk gurunya belum faseh dan kurang. Untuk materi pembelajaran Bahasa Inggris tidak ada. Jadi materinya kadang-kadang ambil dari silabus terus itu pas ada pertemuan IGTK disisipkan lagu-lagu Bahasa Inggris.Untuk latar belakang guru baik dia sudah SI jurusan pendidikan semua dan yang lainnya masih yayasan”.(There is no curriculum for English in the kindergarten, so we only teach the children the basics. So there is no difficulty. For the teacher who teaches English is not fluent in English. There is also no English learning material. The materials only take from the syllabus and also from the meeting forum of IGTK; the English songs were inserted. For the teacher’s background are good. Almost of them are S1 degree and the others are from the foundation).

(The interview transcript 1, Appendix C)

Further, the teacher also often made mistakes in spelling. It happened many times during teaching and learning process. Unfortunately, the teacher did not realize it. It can be seen in the field note here.

“she asked to the children “ *kertas warna merah Bahasa Inggrisnya apa?*” the boys answered “red”. She also asked the same question to others color such as white, green, yellow, black, orange, blue, and purple but the children getting confused they cannot answer the question correctly. The teacher corrected the children’s answer one by one. When she corrected “ *ini warna ungu (purple)*”. She made a misspelled. It should be spelled /'pɜ:.pl/ but she spelled “perpel”. She did not recognize about the mistake”.

(Field note 1, Appendix D)

From the above data it can be concluded that English teacher needed a skill to teach children because they were different from others learners. The teacher also had to master the language and the materials being taught so the transfer of knowledge can be effective.

c. The Descriptions of The Teacher’s Needs

The data of the needs of the teacher were collected from the interview with the teacher and the headmaster. What the teacher needed most was the materials because there was no source of material on the school. The teacher needed to improve their comprehension of materials. They can join a course to improve their

skill in teaching English. The teacher found it difficult to write in English. It can be seen in the interview transcript below:

“ Kalau menulisnya iya pake Bahasa Inggris itu gak ini. Soalnya di sini gak ada panduannya jadi kadang-kadang ngambil pinjam punya SD.” (to write in English is difficult. Since there is no guided material so it only takes from the elementary school material).

(The Interview transcript 2, Appendix C)

According to the headmaster, the school needed a professional English teacher. In other word, it can be said that the teachers in the school did not have the ability to teach English appropriately. It can help the school to develop English as a compulsory subject. The related transcript is can be seen bellow:

“ Kalau memang nanti ada guru yang mau mendampingi juga dengan senang hati mau mengembangkan misi kita karena kita sendiri masih susah dan masih kurang”. (if there is a professional English teacher who will teach here, it can help us to develop our mission because we felt difficulties)

(The interview transcript 1, Appendix C)

From the above findings, there were several conclusions. The first was the children of the class B of TK Dharma Bakti II Ngemplak were ready to learn English. They very interested in English. They needed the material in which appropriate for their level. The song and game-based can be used to teach English since they loved to sing and play game during teaching and learning process.

These opportunities can be used to develop the tasks with various activities based on the song and game, the course grid, and the teacher's guide book.

2. The Course Grid

a. Planning

The results of the needs analysis was the base to write the course grid. The English learning tasks were developed to fulfill the objectives of lesson in kindergarten. The course grid was developed into nine elements. They are: the units, the theme, the objective of learning, the indicators, the learning input (material and media), the activities, the evaluation and the resources. The course grid can be seen in the appendix 1.

b. Developing the Course Grid

The course grid was developed based on the needs analysis results. The course grid was developed into eight elements. They are: the units, the theme, the objective of learning, the indicators, the learning input (material and media), the activities, and the resources. The elements of the course grid can be seen as follows.

Unit	Theme	Objective	Indicators	Learning Input		Activities	Resources
				Material	Media		

Table 4.1 The Elements of the Course Grid

From above table, the first element in the course grid was the unit. There were three units in the course grid. The three units covered the needs of the children as found in the data of the need analysis. The second element was the theme. The theme was based on the children's daily life. There were three different themes in each units. The first theme was "*greeting*" for the unit one. The second theme was "*parts of the body*" for the unit two. And the last theme was "*family members*" in which as the theme for unit three.

The third element was the learning objective. There were three learning objectives of each unit. The objective of the first unit was the children are able to greet and respond someone's greeting appropriately. The objective of the second unit was the children was able, to identify the parts of the body, and the last unit the objective was to identify the family members. The objective element was followed by indicators. The indicators in each unit were aimed to find out the ability of the children. It can be used to measure whether the children reach the objective of the lesson or not.

The fourth element was learning input. The learning input was divided into three sub elements. The first sub element was the material which covered the language function. Then the second sub element was media. The next element was the activities. The activities were explained about the activities done both by the teacher and the children in the classroom. There were various activities that the researcher developed. The next element was learning resources. The learning resources that were used in this course grid were song, game, flash cards and

pictures. Those all learning resources were related to the theme and topic in each units.

All the elements in the course grid that the researcher developed supported each other in order to achieve the learning objective of the lessons. Hence, the teaching and learning process can be very fun and meaningful.

c. The Description of the Course Grid of A Set of Song and Game Based English Learning Tasks-Teacher's Guide Book.

1) Unit 1: "*Hello, Friends*"

The topic of the unit one was about "*greeting*" around the children's daily life. In this unit, the children learned about the expression of greetings and its responses. The objective of this unit was the children were able to greet people around them and respond it appropriately. There were three indicators that the children should reach. The children were expected to be able to greet people around them. They were also expected to respond it appropriately.

The elements of the learning input were divided into two sub elements. The materials discussed in this unit were the expression of greetings. The media used were song, game, flashcards and pictures. The vocabularies used were related to the expression of greeting such as *hello, good morning, good afternoon*, etc. The media used in the teaching and learning was a children book. It was consisted of the pictures, song and game. There were some activities in the unit 1. The activities were divided into three parts. They were: preparation activities, core activities, and follow up activities. The steps were used of PPP

(presentation, practice and production). The presentation was in the preparation activities, while the practice and production were in the core and follow up activities. The researcher adapted the material from some sources. The materials mostly adapted from: internet, books, and etc.

2) Unit 2: “*My Body*”

The topic of the unit two was about the “*parts of body*”. The topic was chosen related to the activities especially in sport by using body parts. In this unit, the children learned about the part of the body. The objective of this unit was the children were able to identify the part of the body. There were two indicators that the children should reach. The children were expected to able to greet people around them. They were also expected to mention the part of the body. The children were also had to able to tell theirs part of the body. The two indicators were made to achieve the objective of the learning.

The materials discussed in this unit were the vocabularies related to the parts of the body such as *head, shoulders, knees, toes, hair, hand, eyes, and etc.* Beside, the children also learned the grammar about the determiner such as (*that is..this is..it is..*). The media used in the teaching and learning were pictures, song and game. There were some activities in the unit 1. The same as the first unit format, this unit also still used the PPP methods. The activities were divided into three parts. They were: preparation activities, core activities, and follow up activities. The materials were mostly adapted from: internet and books.

3) Unit 3: “*My Family*”

The topic of the unit one was about “*family members*”. The objective of this unit was the children were able to identify the family members. There were two indicators that the children should reach. The children were expected to able to mention the family members. They were also expected to tell their family members. The indicators were made to achieve the objective of the learning.

The materials discussed in this unit were the vocabularies related to the family members such as *father, mother, son, daughter, grandfather, grandmother*, etc. While the media used were flash cards, song, game and pictures. As the same with the unit one and the unit two, in this unit also used various activities. The activities were divided into three parts. They were: preparation activities, core activities, and follow up activities. The steps were used of PPP (presentation, practice and production). The presentation was in the preparation activities, while the practice and production were in the core and follow up activities. The researcher adapted the material from some sources. The materials were mostly adapted from: internet, books, and etc.

3. The Format of The Activities

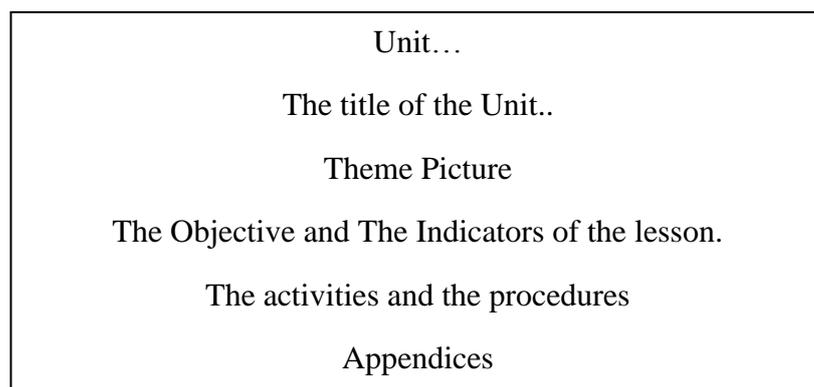
a. The Course Grid and The Teacher’s Guide Book.

There were two teaching instruments developed in this research. They were the course grid and the teacher’s guide book. The steps of developing the course grid were already discussed above. a set of song and game-based English learning task -teacher’s guide book was developed based on the result of the

needs analysis. The data were from the children needs and interest in learning English.

The researcher used song and game as the activity base. There were also other kits that can be used to support teaching and learning process such as pictures and flash cards. The teacher's guide book was one of the teaching instruments. It was used as a guide for the teacher how to use the book in teaching and learning process. Teacher's guide book consisted of the procedures in operating the book and the answer key. The standard operating procedure consisted of in many instructions used by the teachers to operate the book. The book also developed with the songs, the procedures of a game, flash cards, and pictures in the form of CD. The format of teacher's guide book can be seen in the figure below.

Figure 4.1 The Format of The Teacher' Guide Book



b. The Outline of The Teacher’s Guide Book

Table 4.2: The Outline of a Set of Song and Game-Based English Learning Tasks.

Theme	Activity	Materials
Unit 1 “Hello. Friends”	Activity 1: <ul style="list-style-type: none"> • Warm Up • Opening routines • Introducing the theme 	Good Morning Song Pictures
	Activity 2: Listen and Match	Pictures
	Activity 3: Listen and Say; Teacher’s read the words	Worksheet, flash cards
	Activity 4: Sing an Song	Greeting Song
	Activity 5: Play a Game	Greeting Game
	Activity 6: Closing	Good Bye Song
Unit 2 “ My Body”	Activity 1: <ul style="list-style-type: none"> • Warm Up • Opening routines • Introducing the theme 	Good Morning Song Pictures
	Activity 2: Point and Say	Picture, flash cards
	Activity 3: Listen and Say; Teachers read the words	Picture, flash cards
	Activity 4: Listen and Circle	Worksheet
	Activity 5: Sing an Song	Head Shoulders Knees and Toes Song
	Activity 6: Play a Game	Pictures, Action Chain Game
	Activity 7: Closing	Good Bye Song

(Continued)

(Continued)

Theme	Activity	Materials
Unit 3 “ My Family”	Activity 1: <ul style="list-style-type: none"> • Warm Up • Opening routines • Introducing the theme 	Good Morning Song Pictures, flash cards
	Activity 2: Point and Say	Pictures, flash cards
	Activity 3: Listen and Say	Teacher read the words
	Activity 4: Paste and Say	Worksheet
	Activity 5: Sing a Song	Where is father? Song Pictures
	Activity6: Play a Game	Pictures Happy Family Game
	Activity 7: Closing	Good Bye Song

c. Description of the Teacher’s Guide Book

1) Unit 1 “*Hello. Good Morning*”

In this unit, there were six activities. The activities were divided into three stages: preparation, core activity, and follow up activity. The activities included the preparation activities (one task), core activities (two tasks), and follow up activities (two tasks).

The first activity was about the opening routine. Then, the next activity was followed by explanation about the theme. In this activity also taught the vocabularies related to the expressions discussed. The next two activities were

listening activity. The first was matching out the pictures with the correct expression. They asked to match the pictures and the correct words by joining the lines with the correct words. The teacher was read the expression then asks to the children to match. Then, the other listening activity was asking for repeating and practicing the new word in pair. Those activities were developed to make the children getting interested in learning English.

In the core activities, children were asked to sing a song and demonstrated the song by themselves. After that, the children were asked to play a game. The last activities were review. The children were asked to check their understanding by asking and answering the teacher. These activities also can be used as closing activity.

2) UNIT 2 “*My Body*”

There were seven activities in unit 2. The first activities were opening daily routines by sing a song and checking the attendance. The followed by introducing the new theme of the body parts. The next activity was introducing the vocabulary about parts of the body by asking to point and say. Then, the teacher and children discussed the materials by using pictures of body parts. The children also ask to match in the activity four (listen and circle).

In the next activities were follow up activities. The children were asked to sing a song then demonstrated it by themselves. Then, the activities were identifying the body parts of the children. They also asked to match the pictures

by cycling the words. The last was played a game of action chain. The review was the last activities. The aim of these tasks was to check the understanding of the children about the learning process.

3) Unit 3 “*My Family*”

There were seven activities in this unit. As the unit one and two, the first activities in this unit also opening daily routines by sing a song and checking the attendance. Then continue to the introducing the new theme of family members by using pictures and flash cards. The children were asked to pointing out the pictures of the parts of the body. The next first activities to make children interested in learning. They were asking for listening and repeating the words. The role play of family members also played. The next activities were discussing the family tree. Continued to the others activities, the children were asked to paste the photo of their family member in the developed worksheet.

In the follow up activities, the children were asked to sing a song “*Where is Father?*”. After that, they were asked to demonstrate the song by themselves. Then, the next activity was playing a game of “*Happy family*” game. The last activities were the review. This activity used to assess the children’s understanding after the teaching and learning process.

4. Product Revision

A set of song and game-based English learning tasks was developed into three units. Each of unit developed with song and game as a based. Unit one with

the theme of greeting used “*Greeting*” song and “*Greeting*” game. Unit two where the theme was the part of the body used “*Head-Shoulders-Knees-and Toe*” song and “*Action Chain*” for the game. For the last unit with theme family member used “*Where Is Father?*” and “*Happy Family*” game. In order to know whether the teacher’ guide book was appropriate or not, the first draft of this book was evaluated and revised. The evaluation and revision can be seen below.

1. Revision from the English Education Department Lecturer

The evaluation of a set of song and game-based English learning tasks-teacher’s guide book was done by discussing with the English Education Department lecturer as an expert. There were some comments and suggestions after the discussion done by the expert. Below are them:

a. Layout

1. The background colour of the cover did not match the cover’s picture. It should be changed into another colour.
2. Use different font size and type for the procedure and the classroom English.
3. The worksheet was not interesting.
4. Add interesting shape and fill the colour for the title and sub-title.

b. Unit 1

1. The shape of learning objective was not interesting.
2. In the unit 1, in the preparation stage, the sub-title “warming-up” was not appropriate with another sub-title. It should be changed into another word.
3. The picture in Activity 1 was not appropriate with the kindergarten children. It should be changed into another picture.
4. In Activity 2, the procedures were not clear. More classroom English should be added.
5. Activity 3, the procedure not interesting. It should be revised.
6. In the core stage, in Activity 4 the sub-title was not appropriate. It should be changed with another word.
7. In Activity 5, the procedures of playing the game should be clear and well organized.
8. In Activity 6, more classroom English should be added.

c. Unit 2

1. In Activity 1, the procedures were not complete. More classroom English should be added.
2. In Activity 5, the procedures were make the children confuse. The activity was too difficult to kindergarten children.
3. In Activity 6, the procedures were not clear. It should be added good game’s rules.
4. In Review, in Activity 7, more classroom English should be added.

d. Unit 3

1. In Activity 1,2,3,4,5,6, the procedures were not clear enough. It should be revised.
2. In Activity 4, avoid asking the children to write. The activity should be revised
3. In Activity 5, the last song's lyric "*Run A Way*" was confusing. It should be omitted.
4. In Activity 6, the procedures of playing the game should be changed. Make the game's rules into better sequence.

All the comments and suggestions by the expert above were used to make the revision of the book. This revision was used as an evaluation for the developed book. The valuable comments and suggestions will be added to make the book more appropriate for the children and the teacher. The revision can be seen in the table below.

Table 4.3: The Revision of The first Draft

Criteria	Comments and suggestions	Revision
COVER	<i>The background color of the cover</i> was not match with the cover's picture. It should be changed into another color.	The background color of the cover had been changed into "Blue".
FONT	<i>Font</i> Use different font size and type for the procedure and the classroom English.	Two different fonts (Baskerville Old Face and Rockwell) and size had been added.
WORKSHEET	<i>Worksheet</i> The worksheet was not interesting.	Interesting worksheet had been made.
SHAPE TITLE	Add interesting shape and fill the colour for the title and sub-title	Interesting shape and colour had been made.
UNIT 1	<i>Learning objective</i> The shape of learning objective was not interesting. <i>The sub-title</i> The sub-title "warming-up" was not appropriate with another sub-title.	Learning objective had been added interesting shape and color. The sub-title "warming-up" had been changed into "Let's Start".
	<i>Activity 1</i> The picture in Activity 1 was not appropriate with the kindergarten children.	The picture in Activity had been change into appropriate picture.
	<i>Activity 2</i> The procedures were not clear.	The procedures had been revised.
	<i>Activity 4</i> The sub-title "Let' Exercise" was not appropriate.	The sub-title "Let' Exercise" had been changed into "Let's Do It".

(continued)

(continued)

UNIT 1	<i>Activity 5</i> The procedures of playing the game should be clear and well organized	The procedures of playing the game had been revised and the methodological was clear.
	<i>Activity 6</i> The procedures should be added more classroom English.	The procedures had been added classroom English.
UNIT 2	<i>Activity 1</i> The procedures were not complete.	The procedures had been added the instructions.
	<i>Activity 5</i> The procedures were making the children confuse.	The procedures had been revised.
	<i>Activity 6</i> The procedures were not clear. It should be added good game's rules	The procedures had been revised and the methodological clear enough.
	<i>Activity 7</i> It should be added classroom English.	The classroom English had been added.
UNIT 3	<i>Activity 1,2,3,4,5,6</i> The procedures were not clear enough.	The procedures had been revised and added clear instructions.
	<i>Activity 4</i> Avoid asking the children write.	The activity had been change into "Paste and Say".
	<i>Activity 5</i> The last song's lyric "Run A Way" was confusing.	The lyric had been omitted.
	<i>Activity 6</i> The procedures of playing the game should change.	The procedures had been revised and added good explanation of the rules of the game.

In conclusion, in order to avoid confusion for the teacher, more classroom English should be added to the book. The aim is to make children

familiar with English. Clear instruction also should be written in good procedures. The game's rules also should be written into good sequence. All of the comments and suggestions really help to make the good more appropriate. As a result, It can help the teacher as guidance while teaching and learning process.

2. Result of the Questionnaire for the Respondent

a. The Respondents' Opinion

The last questionnaires were for the expert judgment and respondents' opinion. The aim of the questionnaires was to find the expert and respondents' opinion for the book and evaluating the second draft of song and game-based English learning tasks for kindergarten-teacher's guide book. The respondents were lecturer of English Education Department, English teachers and students of English Education Department. There were thirty nine indicators in the evaluation and it consisted of five main aspects. They were materials, activities, instructions, layout and media aspect. The result of the questionnaire can be seen in the table below.

Table 4.4: The mean Scores of the respondents' Reponses on The Second Draft of A Set of Song and Game-Based English Learning Tasks-Teacher's Guide Book.

No	Aspect	Statement Number	Total Mean
1	Materials	1,2,3,4,5,6,7,8,9,10	3,21
2	Activities	11,12,1,3,14,15,15,16,17,18,19,20,21,22	3,48
3	Instructions	23,24,25,26,27,28,29	3,39
4	Layout	30,31,32,33	3,25
5	Media	34,35,36,37,38,39	3,16
Average Mean			3,29

a) Materials

This aspect was to indicate the material presented, there were ten statements. The mean score was 3,21. This mean score was categorized as good. It can be said that the materials in a set of song and game-based English learning tasks for kindergarten-teacher's guide book were appropriate for the children. There was also no need to revise the materials.

b) Activities

The total statements in the activities aspect were eleven statements. The mean score was 3,48 and categorized as very good. It means that

the activities were well enough for the children. From the five aspects, this aspect's score was the highest mean score. Thus, there was no need to revise.

c) Instructions

The instructions were all the information about how to do and use the book in written text. There were seven statements to indicate the aspect. The mean score of this aspect was 3,39. It means that the instructions were categorized as very good.

d) Layout

This aspect was about the design of the teacher's guide book. There were four statements. The means score of this aspect was 3,25. It showed that the score included as good. There were no revisions to do.

e) Media

In the last was media aspect. There were six statements. The mean score in this aspect was 3,16. It means that the media was categorized as a good enough. There was no revision needed.

The total mean showed the average mean of the respondents' response of the second draft of a set of song and game-based English learning tasks for kindergarten-teacher's guide book.. There were five aspects on the table. The aspects are: materials, activities, instructions, layout, and media. The average mean was 3, 29. It means that the book was categorized as very good and no revision needed.

b. The Revision of the Respondents' comments and suggestions.

The second revision was based on the comments and the suggestions of the lecturer, the English teachers, and the students of English Education Department.

The following is the description of the revision 2.

Table 4.5: The Second Revisions

No	Criteria	Comments and Suggestions	Revision
1	Materials	The material was in accordance with the course grid.	No revision needed
2	Activities	The activities were appropriate with the children's needs in learning English.	No revision needed
3	Instructions	The instructions were in good sequence.	No revision needed
4	Layout	The design was colorful enough, but it should be added different color border each unit.	Different color border was added.
5	Media	Some pictures were not relevant with the children stage in kindergarten.	The pictures were changed into suitable pictures.

B. Discussions

In developing materials, the researcher did some procedures. The procedures were adapted from Hutchinson and Waters (1987) and Masuhara in Tomlinson (1998:247). As discuss before in research procedure, the researcher modify into five procedures. The first step was conducting the needs analysis. To get the information about the children's needs, teacher's needs, and the school background; the observation of the field, interview to the headmaster, class teachers and the children were used to collect the information. The result of the

needs analysis became a parameter to identify the characteristics of the materials based on the target needs and learning needs. The target needs consisted of necessities, lacks, and wants of the children. Meanwhile, the learning needs consisted of input, procedure, learners' role, teachers' role, and setting as proposed by Nunan (2004:41). The characteristics of the materials developed by the researcher can be seen below.

- a. The materials match with the course grid, learning objective and indicators.
- b. The materials are related to the children's daily life.
- c. The activities facilitate the children to their language learning.
- d. The activities accommodate the children's interest in learning English such as playing games and singing the songs.
- e. The activities are various and interesting.
- f. The instructions are clearly enough both for the children and the teacher, because it's written in English and Bahasa.
- g. The instructions are based on a good methodological.
- h. The layout design is interesting and colourful.
- i. The media provide the pictures, flashcard, the lyrics of the songs, and the rules of the game.
- j. The media are interesting for the children.

k. The worksheets are colorful and provided with the pictures.

l. This Set of English Learning Tasks are based on songs and games can help the teacher to teach English in fun ways.

After conducted needs analysis, the next step of the research procedure was designing the course grid. The course grid was being designed based on the result of the needs analysis. It consisted of Unit, theme, objective, indicators, learning input, activities and resources.

After designing the course grid, the next step of the research procedure was developing the first draft of the materials. The unit design was as criteria for good tasks for children from Cameron (2001). The first stage was preparation, the second stage was production and the last stage was follow-up activity. The PPP methods were used to present the activities. The first stage was “*Let’s Start*” as warming-up activity in presentation stage, “*Let’s Practice*” as practice stage, “*Let’s Do It*” as production stage and the last activity was “*Review*” as closing activity.

After the first draft of the materials was developed, the next step of the research procedure was conducting expert judgment. In this step, the researcher used the expert judgment questionnaire which was covering the aspects that being evaluated by an expert. There were ten respondents. The respondents consisted of a lecturer of English education department, English teacher, students of English education department, and fresh graduate from English education department.

In the expert judgment, there were five aspects that were evaluated. The aspects were the appropriateness of the materials, the appropriateness of the activities, the appropriateness of the instructions, the appropriateness of the layout and the appropriateness of the media. As the needed revision had been made, the materials were considered as the final draft.

The analysis of the final draft of A set of song and game-based English learning tasks will be explained in below explanation. The explanations are about the appropriateness of the developed product done by the researcher. They are:

1. Materials

The materials developed in a set of song and game-based English learning tasks-teacher guide book were based on the course grid. There were three units. The Unit 1 entitled "*Hello. Friends*", the Unit 2 with the title "*My Body*" the last unit, Unit 3 entitled "*My Family*". The theme of the unit was based on the result of the needs analysis. The themes were related to the children's daily life. They were: greeting, the parts of the body, and the family members.

All the materials were chosen as simple as possible. It was not too hard to learn, but also not too easy. Therefore, it can avoid the children boredom. There were simple grammar learning such as "*This is my...*", "*That is my...*". The language and expressions used also related to the children's daily life. These purposes can help the teacher in delivering the materials. The communication in

the classroom also developed classroom English. It helped the children to accustom the English so they can easy to recognize the language.

2. Activities

The activities developed in a set of song and game-based English learning tasks-the teacher's guide book were based on the PPP (Presentation-Practice-Production) approach in the teaching process. They were: *warming-up as pre-teaching, core activities, follow-up activities and Review as closing activity*. The activities were developed in the level of difficulties. It started from the easy activity to the difficult activity. This aim was to make the children not feel too hard in understanding the teaching and learning processes. The activities were developed in individual, pairs, and group work. With these developed activities children can confidently learn English. They also can participate learn in team work.

3. Instructions

The instructions of teaching and learning processes were completed and structured developed in the teacher's guide book. These can easily to get the teacher in how to operating the book. The procedures were: the procedure of asking the children in to do the tasks, procedure of demonstrating the song, and the procedure of playing the game. That useful information can help the teacher to guide in teaching English even they were non English teacher, because the instruction were written in both English and Bahasa.

4. Layout

The layout and design of the teacher's guide book was good enough. It developed with colorfully each units. The provided pictures were interesting for the children to learn. It helped the children easily learn the new word by showing the picture. So the teacher can introduce the vocabulary with no difficulty. The developed book also illustrated clearly and appropriately. The cover was interesting. It was related to the kindergarten's daily life.

5. Media

This book was developed with the media. It can help both the teacher and children in the process of teaching and learning English. They were: pictures, flash card, song lyrics, game procedures, and the worksheet for the children. The worksheets provided in the book were photocopiable. The teacher can use as many copies as children in the classroom. From the explanation above, it can be concluded that the media in a set of song and game-based English learning tasks–teacher's guide book facilitate the teacher and the children the teaching and learning process.

The developed materials could help the class teachers to teach English for children in kindergarten and stimulate the children's awareness of their language learning. The materials in every unit were based on the children and teacher's needs so the children were interested in learning English as a foreign language.

C. Research Constraint

In conducting this research, the researcher faced some problems. These problem came out of the researcher's herself. One of the problems was low motivation in developing the product. The biggest problem was the researcher did not have a clear time management consequently this made that the management of the time not well organized. As a result, the researcher wasted a lot of time. It also made the progress of developing the book was very slower. However, this problem was not influenced the final product.

CHAPTER V

CONCLUSION AND RECOMMENDATION

In this chapter, the discussion will be presented about two main parts. They are: conclusion about the product and recommendation of the product use. Those will be explained as follows.

A. Conclusions about the Product

1. The Appropriate Design of A Set of Song and Game-Based English Learning Tasks for Kindergarten Children.

The appropriate design of the book was based on the theories and the analysis of the result of the need survey. It was also completed through the evaluation by consulting with the expert. There were two product of this research. They are: the course grid and the teacher's guide book. The materials in the teacher's guide book consist of three units. It also provided three different themes. The themes of the three units are: *"Hello, Friends"*, *"My Body"*, *"My Family"*. Every unit divided into some stages. The stages are: "Opening routines, "Preparation" as warming up, "Practice", "Production", and "Closing" as a review activity. The arrangement of the activities is using PPP (Presentation, Practice, and Production) method. Songs and games are used as the base of the learning materials.

In the teacher's guide book, there are provided the teaching procedure and methodological for the teacher before using the book as a guidance. In order to

make the children more enthusiastic, the book also provided with the interesting activities and media. The media are: picture, flash card, and worksheet. As a result, the children can encourage being active in learning English in fun ways. The children and the teacher can get involved in teaching and learning processes.

2. The Characteristics of A Set of English Learning Tasks Based on A Set of Song and Game for Kindergarten.

As discussed above discussion, there are some stages in the process teaching and learning. They are: Opening routines, “Preparation” as warming up, “Practice”, “Production”, and “Closing” as a review activity. Those stages were integrated each other. The aim of those stages is to make the children motivate learning English. Further, the characteristics of English Learning tasks that were developed for the children of grade B of TK Dharma Bakti II Ngemplak are listed below:

- a. The materials match with the course grid, learning objective and indicators.
- b. The materials are related to the children’s daily life.
- c. The activities facilitate the children to their language learning.
- d. The activities accommodate the children’s interest in learning English such as playing games and singing the songs.
- e. The activities are various and interesting.

- f. The instructions are clearly enough both for the children and the teacher, because it's written in English and Bahasa.
- g. The instructions are based on a good methodological.
- h. The layout design is interesting and colourful.
- i. The media provide the pictures, flashcard, the lyrics of the songs, and the rules of the game.
- j. The media are interesting for the children.
- k. The worksheet are colorful and provided with the pictures.
- l. This Set of English Learning Tasks are based on songs and games can help the teacher to teach English in fun ways.

The characteristics of a set of song and game-based English learning tasks for kindergarten-teacher's guide book shows the way on how the book presented. Those also described all components presented on the developed book.

B. Recommendation of The Product Use

1. Recommendation for The English Teachers

The English teachers of grade B of kindergarten School could use A Set of Song and Game-Based English Learning Tasks for Kindergarten in the teaching and learning process. The teachers could use the materials in the book to make the children more interested in English. Especially for the children who the first time

learns English. This is important to make the good impression of learning English for them. Moreover, the teachers should read the teacher's guide book to know the procedures before using the book. The teachers also should explain the children about what they were going to learn in each unit clearly. The provided classroom English in the book also should be used to create the atmosphere of learning English, so the children will accustom with English in daily learning.

2. Recommendation for The Material Developers for Children

For the Material developers that are have interested in developing the materials in the same field, they need more innovative and creative. Thus, the material developers could make more interesting. The material developers should improve the book more attractive in order to maintain the children characteristics. Furthermore, by conducting the needs analysis, the material developers could know the needs and interests of the children order to make it relevant. By analyzing this aspect, material developers also should add and understanding theories related to the children. So, Interesting theme, attractive learning media, various activities, and colorful design can be developed in as a result of the research product.

3. Recommendation for the Students of English Education Department

The other English Education Department students who loved to work with children can conduct the same research in other schools with different topics and materials. Further, they should consider the characteristics of task-based for the

children before they develop the materials. They also have to prepare the process of conducting the research by having deep need analysis and observation to meet those characteristics. They also expected to be more creative in developing the materials. They should make various activities and media to motivate the children to learn English.

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APPENDICES

APPENDIX A

RESEARCH PERMIT

APPENDIX A
RESEARCH PERMIT



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Jalan Colombo No.1 Yogyakarta 55281 ☎ (0274) 550843, 548207; Fax. (0274) 548207
Laman: fbs.uny.ac.id; E-mail: fbs@uny.ac.id

FRM/FBS/33-01
10 Jan 2011

Nomor : 1203g/UN.34.12/DT/XI/2015
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

Yogyakarta, 12 November 2015

Yth. Bupati Sleman
c.q. Kepala Kantor Kesatuan Bangsa Kab. Sleman
Jl. Candi Gebang, Beran, Tridadi, Sleman

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

DEVELOPING A SET OF SONG AND GAME-BASED ENGLISH LEARNING TASKS FOR KINDERGARTEN CHILDREN

Mahasiswa dimaksud adalah

Nama : WINDIATMI
NIM : 11202244021
Jurusan/Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : November - Desember 2015
Lokasi Penelitian : TK Dharma Bakti II, Ngempak Sinduadi Selam

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.



a.n. Dekan
Kasubag Pendidikan FBS,
Indun Probo Utami, S.E.
NIP19670704 199312 2 001

Tembusan:

- Kepala TK Dharma Bakti II, Ngempak Sinduadi
Selam

APPENDIX B

RESEARCH

INSTRUMENTS

Kepada Yth. Responden
Di tempat

Assalamu'alaikum warohmatullahi wabarokatuh.

Saya adalah mahasiswa jurusan Pendidikan Bahasa Inggris Universitas Negeri Yogyakarta. Saat ini saya sedang melaksanakan penelitian dengan judul "*Developing A Set Of Song And Game-Based English Learning Tasks For Kindergarten*".

Penelitian ini bertujuan untuk merancang pembelajaran Bahasa Inggris untuk taman kanak-kanak. Oleh karena itu, saya mengharap kesediaan Bapak/ Ibu/ Saudara untuk menjawab beberapa pertanyaan yang berkaitan dengan media dan aktivitas yang telah saya kembangkan. Dengan mengisi angket ini, Bapak/ Ibu/ Saudara telah membantu saya dalam mengevaluasi media dan aktivitas yang saya kembangkan untuk selanjutnya saya gunakan untuk merevisi media tersebut.

Petunjuk pengisian sesuai dengan contoh terlampir. Atas kesediaannya mengisi angket ini, saya mengucapkan terimakasih.

Wassalamu'alaikum warohmatullahi wabarokatuh.

Peneliti

Windiatmi

ANGKET EVALUASI MATERI PEMBELAJARAN (EXPERT JUDGEMENT)

Lembar evaluasi ini dimaksudkan untuk mendapatkan informasi tentang kelayakan materi yang disusun untuk meningkatkan kualitas aktivitas pembelajaran bahasa Inggris. Anda sebagai responden dari penelitian ini diharapkan memberikan masukan terhadap materi yang telah disusun. Angket ini disusun sebagai Instrumen Penilaian Buku Panduan Guru Bahasa Inggris untuk taman kanak-kanak.

A. IDENTITAS RESPONDEN

Nama : _____

Jenis Kelamin : L / P (*lingkari yang sesuai*)

Pekerjaan : _____

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

() Mahasiswa D3 () Mahasiswa S1 () Mahasiswa S2

Lama bekerja : _____

B. EVALUASI MATERI PEMBELAJARAN

Berilah tanda centang (√) pada salah satu kolom skor pada masing-masing pernyataan sesuai dengan pendapat Bapak/Ibu/Saudara mengenai materi yang telah disusun.

Keterangan:

STS : Sangat Tidak Setuju

TS : Tidak Setuju

S : Setuju

SS : Sangat Setuju

Contoh

EVALUASI MATERI PEMBELAJARAN UNIT 1

No	Pernyataan	STS	TS	S	SS
Kelayakan Materi					
1	Materi yang disusun sesuai dengan <i>course grid</i> yang telah disusun.				√

EVALUASI MATERI PEMBELAJARAN UNIT 1 “Hello Friends”

No	Pernyataan	STS	TS	S	SS
Kelayakan Materi					
1	Materi yang disusun sesuai dengan <i>course grid</i> yang telah disusun.				
2	Materi yang disusun sesuai dengan kehidupan anak sehari-hari, berkaitan dengan pemahaman ungkapan sapaan.				
3	Materi (teks dan gambar,) relevan dengan topik yang dibahas				
4	Materi yang disusun sesuai dengan analisa kebutuhan bagi siswa taman kanak-kanak.				
5	Materi yang disusun membantu anak dalam penguasaan kosa kata bahasa Inggris.				
6	Materi yang disusun membantu anak dalam berlatih mendengarkan kosa kata dalam bahasa Inggris.				
7	Materi yang disusun membantu anak dalam berlatih berbicara dalam bahasa Inggris.				

8	Materi yang disusun sesuai dengan tingkat kemampuan anak dalam berbicara bahasa Inggris.				
9	Materi yang disusun mengarahkan siswa untuk memahami kosa kata dalam bahasa Inggris.				
10	Materi yang disusun memotivasi anak untuk belajar bahasa Inggris				

Lain-lain:

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No	Pernyataan	STS	TS	S	SS
Kelayakan Penyajian					
11	Kegiatan pembelajaran disusun secara teratur dan sistematis, berurutan dari yang paling mudah ke yang paling sulit.				
12	Kegiatan pembelajaran yang dipilih sesuai dengan kemampuan berbahasa anak.				
14	Kegiatan pembelajaran yang disusun bervariasi.				
15	Kegiatan pembelajaran yang disusun mendukung anak untuk berkomunikasi secara lisan.				
16	Kegiatan pembelajaran yang disusun sesuai dengan topik.				
17	Kegiatan pembelajaran yang disusun mendorong anak untuk belajar mandiri (individu)				
18	Kegiatan pembelajaran yang disusun				

	mendorong anak untuk belajar secara berpasangan.				
19	Kegiatan pembelajaran yang disusun mendorong anak untuk belajar berkelompok.				
20	Materi yang disusun mencakup evaluasi bagi siswa, untuk mengukur tingkat pemahaman siswa terhadap materi yang disusun				
21	Terdapat bagian pendahuluan (<i>Warming up</i>), materi inti (<i>Core activity</i>) dan penutup (<i>follow up activity</i>) pada materi yang disusun.				
22	Materi yang disusun dilengkapi dengan kosa kata yang sesuai dengan materi yang dibahas				

Lain-lain:

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No	Pernyataan	STS	TS	S	SS
Kelayakan Bahasa					
23	Bahasa yang digunakan sesuai dengan kemampuan bahasa anak.				
24	Bahasa yang digunakan untuk member instruksi mudah dipahami oleh anak.				
25	Bahasa yang digunakan dalam buku panduan mudah dipahami guru.				
26	Bahasa yang digunakan dalam panduan				

	guru dalam melakukan langkah-langkah pembelajaran mudah dilakukan.				
27	Instruksi dalam panduan guru sesuai dengan kebutuhan guru.				
28	Bahasa Inggris yang digunakan sesuai dengan kaidah gramatikal yang benar				
29	Bahasa Inggris yang digunakan menganut prinsip ejaan yang benar (<i>spelling</i>)				
29	Bahasa Inggris yang digunakan memiliki ketepatan dalam pemilihan kata (<i>word choice</i>)				

Lain-lain:

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No	Pernyataan	STS	TS	S	SS
Kelayakan Kegrafikan					
30	Penggunaan font dalam penyajian materi tidak berlebihan				
31	Pemilihan ukuran font dalam penyajian materi tidak terlalu besar/terlalu kecil				
32	Pemilihan warna dalam penyajian materi tidak mengganggu penyampaian materi				
33	Penyajian gambar bersifat estetis dan fungsional				

Lain-lain:

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No	Pernyataan	STS	TS	S	SS
Kelayakan Media					
34	Lagu yang disediakan sesuai dengan topik yang dibahas.				
35	Permainan yang disediakan sesuai dengan topik yang dibahas.				
36	<i>Flash cards</i> yang digunakan mudah digunakan dan menarik.				
37	Gambar yang tersedia sangat menarik				
38	Gambar yang tersedia sesuai dengan topik.				
39	Desain media yang disusun menarik bagi anak dan guru.				

1. Apakah tanggapan Bapak/Ibu secara umum mengenai materi pada Unit 1 yang saya kembangkan ini?

2. Menurut Bapak/Ibu, apakah kekurangan dari materi Unit 1 yang saya kembangkan ini?

3. Menurut Bapak/Ibu, apakah saran Bapak/Ibu bagi materi pada Unit 1 ini?

REKOMENDASI

Mengacu kepada hasil penilaian diatas, maka dengan ini Unit 1 dinyatakan:

Layak tanpa revisi

Tidak Layak

Layak dengan revisi sebagai berikut:

EVALUASI MATERI PEMBELAJARAN UNIT 2
“My Body”

No	Statements	STS	TS	S	SS
KelayakanMateri					
1	Materi yang disusun sesuai dengan <i>course grid</i> yang telah disusun.				
2	Materi yang disusun sesuai dengan kehidupan anak sehari-hari yang berkaitan dengan pemahaman anggota tubuh.				
3	Materi (teksdangambar,) relevan dengan topik yang dibahas				
4	Materi yang disusun sesuai dengan analisa kebutuhan bagi anak taman kanak-kanak.				
5	Materi yang disusun membantu anak dalam penguasaan kosa kata bahasa Inggris.				
6	Materi yang disusun membantu anak dalam berlatih mendengarkan kosa kata dalam bahasa Inggris.				
7	Materi yang disusun membantu anak dalam berlatih berbicara dalam bahasa Inggris.				
8	Materi yang disusun sesuai dengan tingkat kemampuan anak dalam berbicara bahasa Inggris.				
9	Materi yang disusun mengarahkan siswa untuk memahami kosa kata dalam bahasa Inggris.				
10	Materi yang disusun memotivasi anak untuk belajar bahasa Inggris				

Lain-lain:

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No	Statements	STS	TS	S	SS
Kelayakan Penyajian					
11	Kegiatan pembelajaran disusun secara teratur dan sistematis, berurutan dari yang paling mudah ke yang paling sulit.				
12	Kegiatan pembelajaran yang dipilih sesuai dengan kemampuan berbahasa anak.				
14	Kegiatan pembelajaran yang disusun bervariasi.				
15	Kegiatan pembelajaran yang disusun mendukung anak untuk berkomunikasi secara lisan.				
16	Kegiatan pembelajaran yang disusun sesuai dengan topik.				
17	Kegiatan pembelajaran yang disusun mendorong anak untuk belajar mandiri (individu)				
18	Kegiatan pembelajaran yang disusun mendorong anak untuk belajar secara berpasangan.				
19	Kegiatan pembelajaran yang disusun mendorong anak untuk belajar berkelompok.				
20	Materi yang disusun mencakup evaluasi bagi siswa, untuk mengukur tingkat pemahaman siswa terhadap materi yang disusun				

21	Terdapat bagian pendahuluan (<i>Warming up</i>), materi inti (<i>Core activity</i>) dan penutup (<i>follow up activity</i>) pada materi yang disusun.				
22	Materi yang disusun dilengkapi dengan kosa kata yang sesuai dengan materi yang dibahas				

Lain-lain:

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No	Pernyataan	STS	TS	S	SS
Kelayakan Bahasa					
23	Bahasa yang digunakan sesuai dengan kemampuan bahasa anak.				
24	Bahasa yang digunakan untuk memberi instruksi mudah dipahami oleh anak.				
25	Bahasa yang digunakan dalam buku panduan mudah dipahami guru.				
26	Bahasa yang digunakan dalam panduan guru dalam melakukan langkah-langkah pembelajaran mudah dilakukan.				
27	Instruksi dalam panduan guru sesuai dengan kebutuhan guru.				
28	Bahasa Inggris yang digunakan sesuai dengan kaidah gramatikal yang benar				
29	Bahasa Inggris yang digunakan menganut prinsip ejaan yang benar (<i>spelling</i>)				
29	Bahasa Inggris yang digunakan memiliki				

	ketepatan dalam pemilihan kata (<i>word choice</i>)				
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Lain-lain:

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No	Pernyataan	STS	TS	S	SS
Kelayakan Kefrafikan					
30	Penggunaan font dalam penyajian materi tidak berlebihan				
31	Pemilihan ukuran font dalam penyajian materi tidak terlalu besar/terlalu kecil				
32	Pemilihan warna dalam penyajian materi tidak mengganggu penyampaian materi				
33	Penyajian gambar bersifat estetis dan fungsional.				

Lain-lain:

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No	Statements	STS	TS	S	SS
Kelayakan Media					
34	Lagu yang disediakan sesuai dengan topik				

	yang dibahas.				
35	Permainan yang disediakan sesuai dengan topik yang dibahas.				
36	<i>Flash cards</i> yang digunakan mudah digunakan dan menarik.				
37	Gambar yang tersedia sangat menarik				
38	Gambar yang tersedia sesuai dengan topik.				
39	Desain media yang disusun menarik bagi anak dan guru.				

1. Apakah tanggapan Bapak/Ibu secara umum mengenai materi pada Unit 2 yang saya kembangkan ini?

2. Menurut Bapak/Ibu, apakah kekurangan dari materi Unit 2 yang saya kembangkan ini?

3. Menurut Bapak/Ibu, apakah saran Bapak/Ibu mengenai materi pada Unit 2 ini?

REKOMENDASI

Mengacu kepada hasil penilaian diatas, maka dengan ini Unit 2 dinyatakan:

Layak tanpa revisi

Tidak Layak

Layak dengan revisi sebagai berikut:

EVALUASI MATERI PEMBELAJARAN UNIT 3
“My Family”

No	Pernyataan	STS	TS	S	SS
Kelayakan Materi					
1	Materi yang disusun sesuai dengan <i>course grid</i> yang telah disusun.				
2	Materi yang disusun sesuai dengan kehidupan anak sehari-hari, berkaitan dengan pemahaman susunan anggota keluarga.				
3	Materi (teks dan gambar,) relevan dengan topik yang dibahas.				
4	Materi yang disusun sesuai dengan analisa kebutuhan bagi anak taman kanak-kanak.				
5	Materi yang disusun membantu anak dalam penguasaan kosa kata bahasa Inggris.				
6	Materi yang disusun membantu anak dalam berlatih mendengarkan kosa kata dalam bahasa Inggris.				
7	Materi yang disusun membantu anak dalam berlatih berbicara dalam bahasa Inggris.				
8	Materi yang disusun membantu anak untu berlatih menulis dalam bahasa Inggris.				
9	Materi yang disusun sesuai dengan tingkat kemampuan anak dalam berbicara bahasa Inggris.				
10	Materi yang disusun mengarahkan siswa untuk memahami kosa kata dalam bahasa Inggris.				
11	Materi yang disusun memotivasi anak untuk belajar bahasa Inggris				

Lain-lain:

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No	Pernyataan	STS	TS	S	SS
Kelayakan Penyajian					
12	Kegiatan pembelajaran disusun secara teratur dan sistematis, berurutan dari yang paling mudah ke yang paling sulit.				
13	Kegiatan pembelajaran yang dipilih sesuai dengan kemampuan berbahasa anak.				
14	Kegiatan pembelajaran yang disusun bervariasi.				
15	Kegiatan pembelajaran yang disusun mendukung anak untuk berkomunikasi secara lisan.				
16	Kegiatan pembelajaran yang disusun sesuai dengan topik.				
17	Kegiatan pembelajaran yang disusun mendorong anak untuk belajar mandiri (individu)				
18	Kegiatan pembelajaran yang disusun mendorong anak untuk belajar secara berpasangan.				
19	Kegiatan pembelajaran yang disusun mendorong anak untuk belajar berkelompok.				
20	Materi yang disusun mencakup evaluasi bagi siswa, untuk mengukur tingkat pemahaman siswa terhadap materi yang disusun				

21	Terdapat bagian pendahuluan (<i>Warming up</i>), materi inti (<i>Core activity</i>) dan penutup (<i>follow up activity</i>) pada materi yang disusun.				
22	Materi yang disusun dilengkapi dengan kosa kata yang sesuai dengan materi yang dibahas				

Lain-lain:

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No	Pernyataan	STS	TS	S	SS
Kelayakan Bahasa					
23	Bahasa yang digunakan sesuai dengan kemampuan bahasa anak.				
24	Bahasa yang digunakan untuk memberi instruksi mudah dipahami oleh anak.				
25	Bahasa yang digunakan dalam buku panduan mudah dipahami guru.				
26	Bahasa yang digunakan dalam panduan guru dalam melakukan langkah-langkah pembelajaran mudah dilakukan.				
27	Instruksi dalam panduan guru sesuai dengan kebutuhan guru.				
28	Bahasa Inggris yang digunakan sesuai dengan kaidah gramatikal yang benar				
29	Bahasa Inggris yang digunakan menganut prinsip ejaan yang benar (<i>spelling</i>)				
29	Bahasa Inggris yang digunakan memiliki				

	ketepatan dalam pemilihan kata (<i>word choice</i>)				
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Lain-lain:

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No	Pernyataan	STS	TS	S	SS
Kelayakan Kefrafikan					
30	Penggunaan font dalam penyajian materi tidak berlebihan				
31	Pemilihan ukuran font dalam penyajian materi tidak terlalu besar/terlalu kecil				
32	Pemilihan warna dalam penyajian materi tidak mengganggu penyampaian materi				
33	Penyajian gambar bersifat estetik dan fungsional				

Lain-lain:

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No	Pernyataan	STS	TS	S	SS
Kelayakan Media					
34	Lagu yang disediakan sesuai dengan topik yang dibahas.				
35	Permainan yang disediakan sesuai dengan topik yang dibahas.				

36	<i>Flash cards</i> yang digunakan mudah digunakan dan menarik.				
37	Gambar yang tersedia sangat menarik				
38	Gambar yang tersedia sesuai dengan topik.				
39	Desain media yang disusun menarik bagi anak dan guru.				

1. Apakah tanggapan Bapak/Ibu secara umum mengenai materi pada Unit 3 yang saya kembangkan ini?

2. Menurut Bapak/Ibu, apakah kekurangan dari materi Unit 3 yang saya kembangkan ini?

3. Menurut Bapak/Ibu, apakah saran Bapak/Ibu bagi materi pada Unit 3 ini?

REKOMENDASI

Mengacu kepada hasil penilaian diatas, maka dengan ini Unit 3 dinyatakan:

Layak tanpa revisi

Tidak Layak

Layak dengan revisi sebagai berikut:

Yogyakarta, September 2016

Evaluator Materi,

(_____)
NIP.

Interview Guideline for the Headmaster

1. Dilihat dari latar belakang ekonomi orang tua dari anak-anak di Tk Ibu bagaimana karakteristik anak-anak di sekolah?
2. Apakah ada efeknya terhadap perilaku anak-anak di sekolah? Misalnya apakah mereka sulit di atur, pasif atau yang lainnya?
3. Apakah ada kesulitan yang di hadapi dalam menyelenggarakan pelajaran Bahasa Inggris di sekolah?
4. Kalau boleh tahu kesulitan di bidang apa?
 - Apakah sulit mencari guru Bahasa Inggris?
 - Apakah berkaitan dengan materi?
 - Ataukah berkaitan dengan sumber pembelajaran?
5. Apa rekomendasi Ibu untuk menyelesaikan masalah tersebut?

Interview Guideline for the Children

1. Adik-adik suka Bahasa Inggris tidak?
2. Apa yang di sukai dari pelajaran Bahasa Inggris?
3. Selain itu apakah yang disukai?
4. Adik-adik selama pelajaran Bahasa Inggris apakah suka sambil bernyanyi dan bermain?
5. Adik-adik suka belajar Bahasa Inggris dengan cara berpasangan, berkelompok atau yang lain?

Interview Guideline for the Teacher

1. Menurut Ibu, perlukah Bahasa Inggris di perkenalkan sejak Taman Kanak-kanak?
2. Menurut Ibu, mengapa Bahasa Inggris perlu dikenalkan sejak Taman Kanak-Kanak?
3. Kesulitan-kesulitan apa sajakah yang Ibu hadapi ketika mengajar Bahasa Inggris?
4. Bagaimana teknik mengajar Ibu agar murid-murid lebih termotivasi dan tidak bosan untuk belajar Bahasa Inggris?
5. Menurut Ibu, keterampilan Bahasa Inggris apa yang perlu dikuasai murid Taman Kanak-kanak?
6. Menurut Ibu, topik-topik apakah yang sesuai bagi murid Taman Kanak-kanak?
7. Menurut Ibu, kegiatan seperti apakah yang efektif untuk belajar Bahasa Inggris bagi murid Taman Kanak-kanak?
8. Berapa lamakah waktu yang sesuai untuk murid Taman Kanak-kanak belajar Bahasa Inggris?
9. Menurut Ibu, metode pembelajaran Bahasa Inggris seperti apakah yang disukai oleh murid Taman Kanak-kanak?
10. Apakah Ibu mengetahui tentang *song and game based English learning tasks*?
11. Bagaimana menurut Ibu apabila *song and game based English learning tasks* diterapkan dalam tasks pada saat pelajaran Bahasa Inggris?
12. Menurut Ibu task seperti apa yang disukai anak- anak dengan menggunakan *song and game based English learning tasks*?
13. Apakah menurut Ibu anak-anak akan lebih termotivasi menggunakan *song and game based English learning tasks*?

14. Apakah menurut Ibu anak-anak akan lebih menyerap apabila menggunakan *song and game based English learning tasks*?
15. Menurut Ibu apakah *song and game based English learning tasks* akan efektif untuk mengajar Bahasa Inggris untuk murid Taman Kanak-kanak?
16. Apakah saran Ibu agar penggunaan *song and game based English learning tasks* ini bisa berjalan dengan efektif?

TEACHER'S :
 NAME
 THE :
 RESEARCHER
 DATE :

TIME :
 LOCATION :
 CLASS :

No.	Aspect being observed	Description
A	Learning kit	
	1. Material	
	2. Syllabus	
	3. Lesson plan	
B	Teaching and learning process	
	1. Opening	
	2. How to deliver material	
	3. Teaching method	
	3. The language uses	
	4. Time allocation	
	5. Gestures	
	6. How to motivate children	
	7. The technique of questioning	
	8. The teaching technique	
	9. The used of media	
C	Children participation	
	1. In the classroom	
	2. Outside the classroom	

Observation Guideline

Tempat:

Tanggal:

Pukul:

No.	Aspek yang diamati	Deskripsi Hasil Pengamatan
A	Perangkat Pembelajaran	
	1. Materi	
	2. Silabus	
	3. Rencana Pelaksanaan Pembelajaran (RPP)	
B	Proses Pembelajaran	
	1. Membuka pelajaran	
	2. Penyajian materi	
	3. Metode pembelajaran	

4.	Penggunaan bahasa	
5.	Penggunaan waktu	
6.	Gerak	
7.	Cara memotivasi siswa	
8.	Teknik bertanya	
9.	Teknik penguasaan kelas	
10.	Pengunaan media	
11.	Bentuk dan cara evaluasi	

	12. Menutup pelajaran	
C	Perilaku Siswa	
	1. Perilaku anak-anak di dalam kelas	
	2. Perilaku anak-anak di luar kelas	

APPENDIX C

COURSE GRID

THE FIRST DRAFT COURSE GRID

DEVELOPING A SET OF SONG AND GAME-BASED ENGLISH LEARNING TASKS FOR KINDERGARTEN CHILDREN

Unit	Theme	Objective	Indicators	Learning Input		Activities	Evaluation	Resources
				Material	Media			
1	Meeting people	Children are able to greet someone's and response it appropriately	<ol style="list-style-type: none"> 1. Children can greet someone around them. 2. Children can response of someone's greeting. 3. Children can say thanking expression. 	<ol style="list-style-type: none"> 1. Greeting expressions 2. Leave taking expressions 3. Thanking expressions 	-song -game -pictures	<ol style="list-style-type: none"> 1. Asking about the background knowledge by using pictures of the expressions of (the greeting, leave taking and thanking). 2. Explaining about the generic expressions of (the greeting, leave taking and thanking) 3. Asking to point out the pictures of each expression with the correct expressions. 4. Asking for listening and repeating the expressions of (the greeting, leave taking and thanking). 5. Asking for practicing the dialogue in pairs 	<ol style="list-style-type: none"> 1. Completing and filling the questions covering the all expressions being taught. 2. Answering the questions based on the pictures developed. 	<ol style="list-style-type: none"> 1. Blundel, Jon, & et al .1982. Function in English.Oxford: Oxford University Press 2. www.englishclub.com 3. www.youtube.com

						<p>in front of the class.</p> <ol style="list-style-type: none"> Sing a song “Good Morning” Demonstrating the song “Good Morning”. Matching the pictures and the correct expressions by cycling the words. Play a game “Binggo” 		
2	My face and my body	Children are able to identify the part of the body.	<ol style="list-style-type: none"> Children can mention the part of the body. Children can tell his/her part of body. 	<ol style="list-style-type: none"> Vocabularies part of the body This is my.. 	-song -game -pictures	<ol style="list-style-type: none"> Telling the kind of athletics sports vocabularies through the pictures. Teaching new words of the part body by using pictures. Asking to point the pictures of the part of the body Asking for listening and repeating the words of the part of the body. Sing a song “Head, Shoulders, Knees, and Toes”. Demonstrating the song “Head, Shoulder, Knees, and Toes”) 	<ol style="list-style-type: none"> Completing and filling the pictures of the part of the body. Answering the questions based on the pictures developed 	<ol style="list-style-type: none"> www.camudahbelajaringgris.com www.eslprintable.com www.youtube.com

						<ul style="list-style-type: none"> 7. Identifying the function of body part 8. Matching the pictures and the correct words by cycling the words. 9. Play a game “ action chain” 		
3	Family	Children are able to make identification of the family members.	<ul style="list-style-type: none"> 1. Children can mention the family members. 2. Children can tell his/her family members. 	<ul style="list-style-type: none"> 1. Vocabularies of family members 2. I am...You are... 	<ul style="list-style-type: none"> song -game -pictures -Flash cards 	<ul style="list-style-type: none"> 1. Teaching new words of family members through pictures in the book. 2. Asking about family members by looking and pointing the pictures. 3. Asking for listening and repeating the words of family members. 4. Sing a song “Where is Father?”. 5. Demonstrating the song “Where is Father?”. 6. Discussing the family tree. 7. Matching the pictures and the correct words by joining the lines with the correct words. 	<ul style="list-style-type: none"> 1. Completing and filling the questions covering the all material being taught. 2. Answering the questions based on the pictures developed. 	<ul style="list-style-type: none"> 1. www.esl-kid.com 2. www.eslprintable.com 3. www.youtube.com

						<p>8. Writing the children family members in the family tree developed.</p> <p>9. Play a game "What am I".</p>		
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THESECONDDRAFT COURSE GRID

DEVELOPING A SET OF SONG AND GAME-BASED ENGLISH LEARNING TASKS FOR KINDERGARTEN

Unit	Theme	Objective	Indicators	Learning Input		Activities	Resources
				Material	Media		
1	Greeting	Children are able to greet someone's and respond it appropriately	<ol style="list-style-type: none"> Children can greet someone around them. Children can respond to someone's greeting. 	<ol style="list-style-type: none"> Greeting expressions 	-song -game -pictures	<p><u>Warming Up</u></p> <ol style="list-style-type: none"> Opening daily routines: the teacher and children say a prayer together; the teacher take a roll call Teacher asks the children about the background knowledge by using pictures of the greeting expressions. Teacher explains about the greeting expressions. <p><u>Core Activities</u></p> <ol style="list-style-type: none"> Teacher asks the children to point out the pictures of each expression with the correct expressions. Teacher asks the children to listen and repeat the expressions of greeting Teacher asks the children to practice the dialogue in pairs in front of the class. <p><u>Follow Up Activities</u></p>	<ol style="list-style-type: none"> Blundel, Jon, & et al .1982. Function in English.Oxford: Oxford University Press www.englishclub.com www.youtube.com

						<p>7. Singing a “ Good Morning” song. 8. Teacher demonstrates a “Good Morning” song. 9. Playing a game “ Greeting Game”. 10. Teacher explains the rules of the game.</p> <p>Closing</p> <ul style="list-style-type: none"> • The teacher and children sing a “Good Bye” song. 	
2	My face and my body	Children are able to identify the part of the body.	<ol style="list-style-type: none"> 1. Children can mention the part of the body. 2. Children can tell his/her part of body. 	<ol style="list-style-type: none"> 1. Vocabularie s part of the body 2. This is my.. 	<p>-song -game -pictures</p> <p>Warming Up</p> <ol style="list-style-type: none"> 1. Opening the daily routines: the teacher and children say a prayer together: the teacher takes a roll call. 2. Asking about the background knowledge of he children by showing the pictures. <p>Core Activities</p> <ol style="list-style-type: none"> 3. Teaching new words of the part body by using pictures. 4. Teacher asks the children to point the pictures of the part of the body 5. Teacher asks the children to listen and repeat the words of the part of the body. 6. Children are asked to match the pictures and the correct words by cycling the words. <p>Follow Up Activities</p> <ol style="list-style-type: none"> 7. Singing a “Head, Shoulders, Knees, and Toes”song. 8. Teacher Demonstrates the song 	<ol style="list-style-type: none"> 1. www.camudahbelajarin ggris.com 2. www.eslprintable.com 3. www.youtube.com 	

						<p>“Head, Shoulder, Knees, and Toes”)</p> <p>9. Playing a game “ Action Chain”</p> <p>Closing</p> <ul style="list-style-type: none"> The teacher and children sing a “Good Bye” song.. 	
3	My Family	Children are able to make identification of the family members.	<ol style="list-style-type: none"> Children can say the family members. Children can tell their family members. 	<ol style="list-style-type: none"> Vocabularies of family members My name is.. This is my... 	<p>song</p> <p>-game</p> <p>-pictures</p> <p>-Flash cards</p>	<p>Warming Up</p> <ol style="list-style-type: none"> Opening the daily routines: the teacher and children say a prayer together: the teacher takes a roll call. Teacher asks the children for the background knowledge of the children with some questions about children’s family members. Teaching new words of family members through pictures in the book developed. <p>Core Activities</p> <ol style="list-style-type: none"> Teacher asks the children about family members by looking and pointing the pictures. Teacher asks the children to listen and repeat the words of and sentence related of family members theme Discussing the family tree. Writing the children family members in the family tree 	<ol style="list-style-type: none"> www.esl-kid.com www.eslprintable.com www.youtube.com

						<p>developed.</p> <p><u>Follow Up Activities</u></p> <ol style="list-style-type: none">8. Singing a song “Where is Father?”.9. Teacher demonstrates the song “Where is Father?”10. Playing a “Happy Family” game. <p><u>Closing</u></p> <ul style="list-style-type: none">• The teacher and children sing a “Good Bye” song..	
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APPENDIX D
DATA OF THE CHILDREN
AND RESPONDENTS

Data of the Children of Grade B of TK Dharma Bakti II Ngemplak

No	Nama Siswa
1	Andara
2	Aira
3	Dhini
4	Nafasa
5	Leila
6	Vallen
7	Beryl
8	Iyan
9	Fio
10	Fahri
11	Bagus
12	Kendy

Data of the Respondents on the Evaluation of the Second Draft of a set of song and gam-based English learning tasks for kindergarten

No	Name	Occupation
1	Ani Setyaningsih, S.Pd., M. A	English Education Department lecturer
2	Siwi Wahyundari, S.Pd.	Fresh graduate English Education Department
3	Zuhriatul Baity	Fresh graduate English Education Department
4	Singgih Indratama	Student of English Education Department
5	Anin Karin	Student of English Education Department
6	Rayi Rachim Asmara	Student of English Education Department
7	Fahmi Alfian	Student of English Education Department
8	Dina	Student of English Education Department
9	Lionita Inka T	Student of English Education Department
10	Wury Anggun, S.Pd	English Teacher

APPENDIX E
THE INTERVIEW
TRANSCRIPT

The interview transcript 1

R : Researcher

HM : Headmaster (Bu Suwarjiati)

R : “ Selamat pagi Bu, saya windi dari UNY”.

HM : “ pagi ”.

R : “Dilihat dari latar belakang ekonomi orang tua dari anak-anak di Tk Ibu bagaimana karakteristik anak-anak di sekolah?.

HM : “Ya kalau anak-anak sih semuanya baik ya ada satu dua yang mungkin karna ekonomi dan kurang perhatian dari orang tua jadi kadang ada anak yang masih males-malesan. Disini pekerjaan orang tua menengah ke bawah ya kebanyakan buruh.”.

R : “Apakah ada efeknya terhadap perilaku anak-anak di sekolah? Misalnya apakah mereka sulit di atur, pasif atau yang lainnya?”.

HM : “ Ya memang ada satu dua si noval dan sion itu masih sulit di arahkan masih untuk tugas jika tidak didampingi guru juga tidak di kerjakan. Faktor umur juga. Rentan umurnya dari 4,5 -5 tahun untuk kelas A dan 5-6 tahun kelas B sudah agak bagus tapi ada satu kelas B yaitu mas kedy”.

R : “Kalau boleh tahu kesulitan di bidang apa? ”.

HM : “Memang dari Tk kan kurikulumnya untuk bahasa Inggris tidak ada jadi hanya dasar-dasarnya yang diajarkan.” Jadi tidak ada kesulitan. Dan untuk gurunya belum faseh dan kurang. Untuk materi pembelajaran bahasa Inggris tidak ada. Jadi materinya kadang-kadang ambil dari silabus terus itu pas ada pertemuan IGTK disisipkan lagu-lagu bahasa Inggris. Untuk latar belakang guru baik dia sudah SI jurusan pendidikan semua dan yang lainnya masih yayasan”.

R : “Apa rekomendasi Ibu untuk menyelesaikan masalah tersebut? ”.

HM : “ Kalau memang nanti ada guru yang mau mendampingi juga dengan senang hati mau mengembangkan misi kita karena kita sendiri masih susah dan masih kurang”.

R : “ Terimakasih Bu atas waktunya”.

HM : “ Sama-sama mbak”.

The Interview Transcript 3

R : Researcher

S 1,2,3,4,5,6 : Beryl, Iyan, Fio, Fahri, Bagus

R : “ Miss windi mau tanya sama adik-adik nih”

S1,2,3,4,5 “ iyaaaa”

R “Adik-adik suka Bahasa Inggris tidak?”.

S1,2,3,4,5 : Suka

R : “Apa yang di sukai dari pelajaran Bahasa Inggris?”.

S 1 : “ endok (telur)”.

R : “Selain itu apalagi yang disukai?”.

S2,3,4,5 : “ Warna”.

R : “Adik-adik selama pelajaran Bahasa Inggris apakah suka sambil bernyanyi dan bermain?”.

S1,2,3,4,5 : “ Suka”.

R : “Adik-adik suka belajar Bahasa Inggris dengan cara berpasangan, berkelompok atau yang lain?”.

S1,2,3,4,5 : “ Berpasangan”

The Interview Transcript 4

R : Researcher

S 1,2,3,4,5,6 : Aira, Andara, Nafasa, Leila, Dhini, Vallen

R : “ Nih Miss windi mau tanya”

S1,2,3,4,5,6 : “ iyaaaa”

R : “Adik-adik suka Bahasa Inggris tidak?”.

S1,2,3,4,5 : “Suka”

R : “Apa yang di sukai dari pelajaran Bahasa Inggris?”.

S 1 : “ Menulis”

R : “Selain itu apalagi yang disukai?”.

S1,2,3,4,5,6 : “ Menempel warna”.

R : “Adik-adik selama pelajaran Bahasa Inggris apakah suka sambil bernyanyi dan bermain?”.

S1,2,3,4,5,6 : “ Suka”.

R : “Adik-adik suka belajar Bahasa Inggris dengan cara berpasangan, berkelompok atau yang lain?”.

S1,2,3,4,5,6 : “ Berpasangan”

The interview transcript 2

R : Researcher

T : Teacher (Bu Partinah)

R : “ Selamat pagi bu saya windi dari UNY saya mau bertanya beberapa hal tentang pembelajaran Bahasa Inggris di sini”

T : “ Iyaa. Selamat pagi mbak”.

R : “Menurut Ibu, perlukah Bahasa Inggris di perkenalkan sejak Taman Kanak-kanak?”.

T : “ Kalau menurut saya perlu tapi kan menurut aturan kurikulum kan ndak boleh kalau TK kan ndak boleh bahasa Inggris tapi kan TK sini kadang diselipkan lagu-lagunya dikenalkan huruf-huruf abjad”.

R : “Menurut Ibu, mengapa Bahasa Inggris perlu dikenalkan sejak Taman Kanak-Kanak?”.

T : “ Aturannya gak ini yah tapi cuma kadang untuk mengenlkan warna, buah, bunga-bunga yang itu yang berhubungan di ajarkan di TK”.

R : “Kesulitan-kesulitan apa sajakah yang Ibu hadapi ketika mengajar Bahasa Inggris?”.

T : “ Kalau menulisnya iya pake bahasa Inggris itu gak ini. Soalnya di sini gak ada panduannya jadi kadang-kadang ngambil pinjam punya SD”.

R : “Bagaimana teknik mengajar Ibu agar murid-murid lebih termotivasi dan tidak bosan untuk belajar Bahasa Inggris?”.

T : “ Pakai nyanyi tadi diselingi pakai itu”.

R : “Menurut Ibu, keterampilan Bahasa Inggris apa yang perlu dikuasai murid Taman Kanak-kanak?”.

T : “ ee..terutama menyebutkan warna-warna yang itu harus menyebutkan warna-warna harus benar”.

R : “Menurut Ibu, topik-topik apakah yang sesuai bagi murid Taman Kanak-kanak?”.

T : “ Kalau menurut saya yang penting terutama itu anggota tubuh itu biar anak-anak

mengenal anggota tubuh sendiri menggunakan bahasa Inggris, sapaan, memperkenalkan diri”.

R “Menurut Ibu, kegiatan seperti apakah yang efektif untuk belajar Bahasa Inggris bagi murid Taman Kanak-kanak?”.

T “ Kalau untuk anak-anaknya biasanya warna-warna lagu-lagu”

R “Menurut Ibu, metode pembelajaran Bahasa Inggris seperti apakah yang disukai oleh murid Taman Kanak-kanak?

T “ Biasanya Tanya jawab itu seneng terus metode menyanyi”

R “Apakah Ibu mengetahui tentang *song and game based English learning tasks*?”.

T “ Waduh saya gak tau song lagu to?”.

R “Bagaimana menurut Ibu apabila *song and game based English learning tasks* diterapkan dalam tasks pada saat pelajaran Bahasa Inggris?”.

T “ Malah bagus itu mbak biar anak-anaknya lebih menangkap”.

R “Menurut Ibu task seperti apa yang disukai anak- anak dengan menggunakan *song and game based English learning tasks*?”.

T “ Seperti tadi ada permainannya nyanyinya warna warninya”.

R “Apakah menurut Ibu anak-anak akan lebih termotivasi menggunakan *song and game based English learning tasks*?”.

T “ Iya”.

R “Apakah menurut Ibu anak-anak akan lebih menyerap apabila menggunakan *song and game based English learning tasks*?”.

T “ Iya”.

R “Menurut Ibu apakah *song and game based English learning tasks* akan efektif untuk mengajar Bahasa Inggris untuk murid Taman Kanak-kanak?”.

T “Iya hu’uh”

R “Apakah saran Ibu agar penggunaan *song and game based English learning tasks* ini bisa berjalan dengan efektif?”.

T “ Aduh kalau di TK kurikulum belum ada tapi istilahnya untuk pembelajaran dini sebaiknya harus di ajarkan”.

APPENDIX F

FIELD NOTE

Field Note

Observation

Place : TK Dharma Bakti II Ngemplak, Mlati, Sleman.

Date : November 17th 2015

Time : 9.30-10.00 WIB

The observation was done on the class B of TK Dharma Bakti II Ngemplak, Mlati, Sleman. The total numbers of the children in the class were 12 children. On that day, there was one child who absent his name is Kendy. The English class was started from 9.30 am after the break. The time allocated was 30 minutes. The material being taught was the color. The atmosphere in the class was related conducive even though there were a number of children (boys) screaming and laughing. To control it, the teacher asked the children to sing a song “*Anjing dog kucing cat, kupu-kupu butterfly ikan fish bebek duck gajah elephant*”. “Ayo nyanyi anjing dog dulu”, the children started to sing together”.

After that, she explained about the color then translated into Indonesian. Sometimes she used Javanese to explain to her children. She also sang a song with the “Pelangi’s” rhyme to introduce the name of the color. “Merah red putih white biru blue hitam black jingga orange ungu purple”. She repeated the song several times until the children familiar with it. Then, she asked to her children to sing a song together. The next activity, the teacher used an origami paper as a media. She showed one by one the paper. Then, she asked to the children “kertas warna merah bahasa Inggrisnya apa?” the boys answered “red”. She also asked the same question to others color such as white, green, yellow, black, orange, blue, and purple but the children getting

confused they cannot answer the question correctly. The teacher corrected the children's answer one by one. When she corrected " ini warna (purple) apa?". She made a misspelled. It should be spelled /'pɜ:.pl/ but she spelled "perpel". She did not recognize about the mistake. The next activity was gaming. First of all the teacher gave an explanation about the rules to her children. The rules were; to take the origami paper based on the instruction for example red, the children have to take the correct paper which was a red. Then, the children run and put on the other table. If the children were correct the have given a star on their hand. The activities continued until all the children got a turn. The last activities was the teacher asked the children " siapa yang mau nyanyi bahasa Inggris di depan kelas secara berpasangan?". The challenge was given to the children. All the children with his/her partner sang a "anjing dog..etc" in front of the class.

Overall, the teacher used some variation of teaching and learning methods/techniques while she taught the children. It can be said that the activities done in the class were quite various. She also moved around the class to check the understanding of the children one by one. At the end of the lesson, she closed by asking the children prayed before they went to their home. The problem is that there is no English learning material that she used during teaching and learning process. The material was adapted only from the meeting in the IGTK. For those, it can be said that there was limited source of material in the teaching and learning process.

APPENDIX G

COMPUTATION

Computation of the Data Evaluation

1. The Result of the Evaluation Questionnaire for Experts and English Teachers

The questionnaire consisted of 39 questions. The data from the questionnaire is divided into four tables each unit. The tables can be seen as follows:

A. Unit I

UNIT 1	Participant Number	Question Number									
		1	2	3	4	5	6	7	8	9	10
	1	3	3	3	3	3	3	3	3	3	3
	2	4	3	3	3	3	3	3	3	3	3
	3	3	4	4	4	4	4	4	4	4	4
	4	3	3	3	3	3	3	3	3	3	3
	5	4	3	3	3	3	3	3	3	3	3
	6	3	3	3	3	4	3	3	3	3	3
	7	4	3	3	4	3	4	4	4	3	4
	8	4	3	3	4	3	4	3	3	3	3
	9	4	3	3	4	3	3	4	3	3	3
	10	4	3	3	3	3	3	3	3	3	3
	TOTAL	67	62	65	66	65	66	65	63	63	59
	AVERAGE	3.6	3.1	3.1	3.4	3	3	3	3	3	3

UNIT 1	Participant Number	Question Number									
		11	12	13	14	15	16	17	18	19	20
	1	2	3	3	3	3	3	3	3	3	3
	2	3	3	3	3	3	4	3	3	3	3
	3	3	4	4	4	2	4	3	3	4	3
	4	3	3	3	3	2	3	3	3	3	3
	5	2	2	3	4	2	4	3	3	4	3
	6	3	2	3	4	2	4	3	3	4	3
	7	4	3	4	4	4	3	3	3	4	3
	8	3	2	3	4	4	4	3	3	4	3
	9	2	3	4	4	4	4	3	3	4	3
	10	2	3	3	3	3	3	3	3	3	3
	TOTAL	55	61	69	65	65	66	60	66	66	61
	AVERAGE	3	3	3	3.6	2.9	4	3	3	4	3

B. Unit II

UNIT 2	Participant Number	Question Number									
		1	2	3	4	5	6	7	8	9	10
	1	3	2	3	3	3	3	3	3	3	3
	2	4	3	3	3	3	3	3	3	3	3
	3	4	3	4	4	4	4	4	4	4	4
	4	3	3	3	3	3	3	3	3	3	3
	5	4	4	4	4	2	3	3	3	3	3
	6	4	3	4	4	3	3	3	3	3	3
	7	4	3	3	3	3	3	3	3	3	3
	8	4	3	3	3	3	3	3	3	3	3
	9	4	3	3	3	3	3	3	3	3	3
	10	4	3	3	3	3	3	3	3	3	3
	TOTAL	38	30	33	33	30	31	31	31	31	31
	AVERAGE	3.8	3	3.3	3.3	3	3	3	3	3	3

UNIT 1	Participant Number	Question Number									
		11	12	13	14	15	16	17	18	19	20
	1	2	3	3	3	3	3	3	3	3	3
	2	3	3	3	3	3	4	3	3	3	3
	3	3	4	4	4	2	4	3	3	4	3
	4	3	3	3	3	2	3	3	3	3	3
	5	2	2	3	4	2	4	3	3	4	3
	6	3	2	3	4	2	4	3	3	4	3
	7	4	3	4	4	4	3	3	3	4	3
	8	3	2	3	4	4	4	3	3	4	3
	9	2	3	4	4	4	4	3	3	4	3
	10	2	3	3	3	3	3	3	3	3	3
	TOTAL	55	61	69	65	65	66	60	66	66	61
	AVERAGE	3	3	3	3.6	2.9	4	3	3	4	3

UNIT 2	Participant Number	Question Number									
		21	22	23	24	25	26	27	28	29	30
	1	2	3	2	3	3	3	3	3	3	3
	2	3	3	3	3	3	3	3	3	3	3
	3	4	4	4	3	4	4	4	4	4	3
	4	3	3	3	3	3	3	3	3	3	3
	5	4	4	4	4	4	4	4	4	4	3
	6	4	4	4	3	4	4	4	4	4	3
	7	4	4	4	3	4	4	4	4	4	3
	8	4	4	4	4	4	4	4	4	4	3
	9	3	3	3	3	3	3	3	3	3	3
	10	3	3	3	3	3	3	3	3	3	3
	TOTAL	34	35	34	32	35	35	35	35	33	30
	AVERAGE	3	4	3	3.2	4	4	3.5	4	3	3

UNIT 2	Participant Number	Question Number									
		31	32	33	34	35	36	37	38	39	
	1	2	3	3	3	3	2	3	3	3	
	2	3	3	3	3	3	3	2	3	3	
	3	3	4	4	4	4	4	4	4	3	
	4	3	3	3	3	3	3	2	3	3	
	5	4	4	4	3	4	4	4	4	3	
	6	3	4	4	4	4	4	4	4	3	
	7	3	4	4	4	4	4	4	4	3	
	8	4	4	4	3	4	4	4	4	4	
	9	3	3	3	3	3	3	2	3	3	
	10	3	3	3	3	3	3	2	3	3	
	TOTAL	31	35	35	33	35	34	31	33	32	
	AVERAGE	3	4	4	3	4	3	3	3	3.2	

C. Unit III

UNIT 3	Participant Number	Question Number									
		1	2	3	4	5	6	7	8	9	10
	1	3	3	3	3	3	3	3	3	3	3
	2	4	3	3	3	3	3	3	3	3	3
	3	4	3	3	3	3	3	3	3	3	3
	4	4	3	4	4	4	4	4	4	4	4
	5	4	4	4	4	4	4	4	4	4	4
	6	4	3	2	3	4	4	4	4	3	3
	7	4	3	3	3	3	4	3	4	4	3
	8	4	3	4	3	3	4	3	4	3	3
	9	4	4	4	4	4	4	4	4	4	4
	10	4	3	3	3	3	3	3	4	3	4
	TOTAL	39	32	33	33	34	36	34	37	34	34
	AVERAGE	3.9	3.2	3.3	3.3	3	4	3	4	3	3

UNIT 3	Participant Number	Question Number									
		11	12	13	14	15	16	17	18	19	20
	1	3	2	3	3	3	3	3	3	3	3
	2	3	3	3	3	3	3	3	3	3	3
	3	3	3	3	3	3	3	3	3	3	3
	4	4	4	4	4	4	4	3	4	4	3
	5	4	4	4	4	4	4	3	3	4	4
	6	3	4	4	4	4	4	3	4	4	3
	7	4	3	4	4	4	4	3	4	4	3
	8	3	4	4	4	4	4	3	4	3	3
	9	3	4	4	4	4	4	3	3	4	4
	10	3	3	3	3	3	3	3	3	3	3
	TOTAL	33	34	36	36	36	36	30	34	35	32
	AVERAGE	3	3	4	3.6	3.6	4	3	3	4	3

UNIT 3	Participant Number	Question Number									
		21	22	23	24	25	26	27	28	29	30
	1	2	3	3	3	3	3	3	3	3	3
	2	3	3	3	3	3	3	3	3	3	3
	3	3	3	3	3	3	3	3	3	3	3
	4	4	4	4	3	4	4	4	4	4	3
	5	3	3	4	4	3	4	4	4	3	3
	6	3	4	3	3	4	3	4	4	4	3
	7	4	3	4	3	3	4	4	4	4	3
	8	4	3	3	3	4	4	3	4	4	3
	9	4	4	4	4	4	4	4	4	3	3
	10	3	3	3	3	3	3	3	3	3	3
	TOTAL	33	33	34	32	34	35	35	36	34	30
	AVERAGE	3	3	3	3.2	3	4	3.5	4	3	3

UNIT 3	Participant Number	Question Number									
		31	32	33	34	35	36	37	38	39	
	1	2	3	3	3	3	3	3	3	3	
	2	3	3	3	3	3	3	2	3	3	
	3	3	3	3	3	3	3	2	3	3	
	4	3	4	4	4	4	4	3	4	3	
	5	4	4	4	3	4	3	2	3	4	
	6	3	3	3	4	4	4	2	4	3	
	7	3	4	3	4	4	4	2	3	3	
	8	3	4	4	4	4	4	2	4	3	
	9	4	4	4	3	4	4	3	3	4	
	10	3	3	3	3	3	3	2	3	3	
	TOTAL	31	35	34	34	36	35	23	33	32	
	AVERAGE	3	4	3	3	4	4	2	3	3.2	

2. The Mean Scores of the Evaluation Questionnaire for Experts and English Teachers

Materials	Unit	Total item	Mean	Total Mean Score
	1	10	31,2	3,21
	2	10	33,7	3,37
	3	10	31,4	3,14
Average				3,21

Activities	Unit	Total item	Mean	Total Mean Score
	1	11	38,5	3,5
	2	11	36,9	3,3
	3	11	40,2	3,65
Average				3,48

Instructions	Unit	Total item	Mean	Total Mean Score
	1	7	23	3,28
	2	7	24	3,52
	3	7	23,7	3,38
Average				3,21

Layout	Unit	Total item	Mean	Total Mean Score
	1	4	12	3,0
	2	4	14	3,5
	3	4	13	3,25
Average				3,25

Media	Unit	Total item	Mean	Total Mean Score
	1	6	18,5	3,08
	2	6	19,2	3,2
	3	6	19,2	3,2
Average				3,16

APPENDIX H

FIRST DRAFT

LEARNING

English for Kindergarten Children

Let's Start with English

Teacher's Guide Book

(Buku Pegangan Guru)

By: Windiatmi



Here we go!

Have fun learning English
with songs and games.

Introduction 1

Berbicara tentang pendidikan pada khususnya di taman kanak-kanak berbeda dengan pendidikan di level yang lainnya. Anak-anak di taman kanak-kanak menyukai hal-hal yang menyenangkan misalnya lagu dan permainan. Untuk itu buku ***Let's Start with English-Teacher's Guide Book*** ini di peruntukkan untuk mengajar Bahasa Inggris untuk anak-anak di taman kanak-kanak dengan cara yang menyenangkan. Buku ini berisi panduan bagaimana guru mengenalkan Bahasa Inggris untuk pertama kalinya kepada anak-anak. Selain dilengkapi langkah-langkah mengajar disertai pengucapan guru, buku ini juga dilengkapi dengan media pembelajaran berupa gambar, *flashcards* dan *worksheet*. Buku ini terdiri dari tiga unit. Disetiap unit terdiri dari empat sub-unit yaitu: *Warming-Up Activity*, *Core Activity*, *Follow-Up Activity* dan *Closing*. Pada sub-unit *Warming-Up* terdapat aktivitas pembukaan yakni *Let's Start*. Selanjutnya, di sub-unit *Core Activity* kedua terdapat aktivitas yakni *let's Practice* dimana aktivitas-aktivitas dibagian ini merupakan aktivitas inti atau utama. Di sub-unit ketiga yaitu *Follow-Up Activity* terdapat aktivitas *Let's Do It* dimana merupakan aktivitas yang berhubungan dengan aktivitas sebelumnya. Di bagian akhir terdapat aktivitas penutup *Closing Activity* yang direpresentasikan dengan aktivitas *Review*. Dengan buku pegangan guru ini diharapkan guru Bahasa Inggris tidak lagi mengalami kesulitan-kesulitan dalam proses pembelajaran serta pada saat akan menggunakan media pembelajaran di dalam kelas

Writer,

Windiati

Course grid

Course Grid ini disusun berdasarkan hasil analisa kebutuhan siswa.

Komponen-komponen didalam course grid ini terdiri dari *unit*, *theme objective*, *learning indicators*, *activities*, dan *resources*. Course grid ini juga dimaksudkan sebagai acuan pada saat kegiatan belajar mengajar berlangsung. Dengan demikian banyaknya materi ajar dapat diajarkan lebih mudah. Selanjutnya lebih jelasnya akan dilampirkan pada table berikut ini.

THE COURSE GRID

DEVELOPING A SET OF SONG AND GAME-BASED ENGLISH LEARNING TASKS FOR KINDERGARTEN

Unit	Theme	Objective	Indicators	Learning Input		Activities	Resources
				Material	Media		
1	Greeting	Children are able to greet someone's and respond it appropriately	<ol style="list-style-type: none"> 1. Children can greet someone around them. 2. Children can respond to someone's greeting. 	<ol style="list-style-type: none"> 1. Greeting expressions 	<ol style="list-style-type: none"> -song -game -pictures 	<p style="text-align: center;"><u>Warming Up</u></p> <ol style="list-style-type: none"> 1. Opening daily routines: the teacher and children say a prayer together; the teacher take a roll call 2. Asking about the background knowledge by using pictures of the greeting expressions. 3. Explaining about the greeting expressions. <p style="text-align: center;"><u>Core Activities</u></p> <ol style="list-style-type: none"> 4. Asking to point out the pictures of each expression with the correct expressions. 5. Asking for listening and repeating the expressions of greeting 6. Asking for practicing the dialogue in pairs in front of the class. <p style="text-align: center;"><u>Follow Up Activities</u></p> <ol style="list-style-type: none"> 7. Singing a " Good Morning" song. 8. Demonstrating a "Good Morning" song. 9. Playing a game " Greeting Game". 	<ol style="list-style-type: none"> 1. Blundel, Jon, & et al .1982. Function in English.Oxford: Oxford University Press 2. www.englishclub.com 3. www.youtube.com

						10. Explaining the rules of the game. Closing • The teacher and children sing a “Good Bye” song.	
2	My face and my body	Children are able to identify the part of the body.	1. Children can mention the part of the body. 2. Children can tell his/her part of body.	1. Vocabularies part of the body 2. This is my..	-song -game -pictures	Warming Up 1. Opening the daily routines: the teacher and children say a prayer together: the teacher takes a roll call. 2. Asking about the background knowledge of the children by showing the pictures. Core Activities 3. Teaching new words of the part body by using pictures. 4. Asking to point the pictures of the part of the body 5. Asking for listening and repeating the words of the part of the body. 6. Matching the pictures and the correct words by cycling the words. Follow Up Activities 7. Singing a “Head, Shoulders, Knees, and Toes” song. 8. Demonstrating the song “Head, Shoulder, Knees, and Toes” 9. Playing a game “ Action Chain” Closing • The teacher and children sing a “Good Bye” song..	1. www.camudahbelajaringgris.com 2. www.eslprintable.com 3. www.youtube.com
3	My Family	Children are able to make	1. Children can say the family	1. Vocabularies of family	song -game	Warming Up	1. www.esl-kid.com 2. www.eslprintable.com

		identification of the family members.	members. 2. Children can tell their family members.	members 2. My name is.. 3. This is my...	-pictures -Flash cards	<p>1. Opening the daily routines: the teacher and children say a prayer together: the teacher takes a roll call.</p> <p>2. Asking for the background knowledge of the children with some questions about children's family members.</p> <p>3. Teaching new words of family members through pictures in the book developed.</p> <p style="text-align: center;"><u>Core Activities</u></p> <p>4. Asking about family members by looking and pointing the pictures.</p> <p>5. listening and repeating the words and sentence related of family members theme</p> <p>6. Discussing the family tress.</p> <p>7. Writing the children family members in the family tree developed.</p> <p style="text-align: center;"><u>Follow Up Activities</u></p> <p>8. Singing a song "Where is Father?".</p> <p>9. Demonstrating the song "Where is Father?"</p> <p>10. Playing a "Happy Family" game.</p> <p style="text-align: center;"><u>Closing</u></p> <ul style="list-style-type: none"> The teacher and children sing a "Good Bye" song.. 	3. www.youtube.com
--	--	---------------------------------------	--	--	---------------------------	---	---



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5. My Family	25
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UNIT I

Hello, Friends



Picture 1

Learning objective:

Children are able to greet people around them and respond it appropriately.

Indicators:

- Children can greet people around them.
- Children can respond of someone's greeting.

LET'S START



ACTIVITY 1

Opening

- Greet the children.
Sapa anak-anak.



Assalamu'alaikum wr.wb. Good morning everyone. How are you?

(Assalamu'alaikum wr.wb. Selamat pagi semuanya. Apa kabar?)



How are you?

(Apa kabar?)

I'm fine too. Thank you. Before we start our lesson to day let say our prayer together. Shall we?

(Saya baik juga. Terimakasih. Sebelum kita mulai pelajaran hari ini, mari berdoa bersama.)



Let's check your attendance. Are you ready?

(Mari kita lihat kehadiran kalian. Apakah kalian siap?)

“Rolling-rolling up up...

Rolling-rolling down down...

Rolling-rolling out out...

Rolling-rolling in....”

- Remind the children that this melody is similar to the song: “Happy Birth-day to You”. You can change the lyrics to others greetings. Children can sing back to you in chorus or individually. Let them sing to one another as well.

Ingatkan anak-anak bahwa melodinya seperti lagu “Happy Birth-day to You. anda juga bisa mengganti lirik dengan sapaan yang lain. anak-anak bisa bernyanyi secara bersama-sama atau sendiri-sendiri. Biarkan mereka bernyanyi.



Do you remember “Happy Birth-Day” song?

(Apakah kalian ingat lagu “Happy Birth-Day”?)

Let me remind you.

(Biarkan saya mengingatkannya.)



Ok class, repeat after me.

(Tirukan setelah saya.)

Good morning to you.

Good morning to you.

Good morning dear children (teacher).

Good morning to you.

- Introduce the theme of Greeting.

Perkenalkan tema sapaan.



So, class. Today we are going to learn about greetings. Do you know about it?

(Jadi, hari ini kita akan belajar tentang sapaan. Ada yang tahu tentang ini?)

- Show the children the pictures about greeting expressions.

Tunjukkan anak-anak dengan gambar-gambar tentang ungkapan-ungkapan sapaan.



Have a look at the pictures.

(Lihatlah gambar-gambar berikut.)



Good morning

Picture 1.1



Good afternoon

Picture 1.2



Good evening

Picture 1.3



Good night

Picture 1.4

- You also can draw some clocks on the board and say “Good morning-Good afternoon-Good evening-Good night” to the children.

Anda bisa sambil menggambar jam di papan tulis dan mengucapkan “Good morning-Good afternoon-Good evening-Good night” kepada anak-anak.

- Then teach these greetings one by one.

Lalu ajarkan materi ini satu-persatu.

LET'S PRACTICE



ACTIVITY 2

Listen and draw

- Let the children look at the worksheet.

Persilakan anak-anak untuk mengamati lembar kerja.



Take a look at the pictures everyone.

(Semuanya ayo lihatlah gambar ini.)

- Tell the children to match the pictures and the correct words.

Ajak anak-anak untuk mencocokkan gambar dengan kata yang benar.



Listen to me. When I say good morning, try to find the correct picture then draw a line.

(Dengarkan saya. Ketika saya mengucapkan “good morning”, coba cari gambar yang benar dengan apa yang saya ucapkan lalu gambar garisnya.)



Are you ready?

(Apakah kalian siap?)

- Look at the worksheet for the task.

Lihat lembar kerja untuk tugasnya.



ACTIVITY 3

Listen and Say

- Write a short dialogue in the board.
Tuliskan percakapan sederhana di papan tulis.
- Read the short dialogue loudly.
Bacakan dengan suara yang lantang.



Please, listen carefully everyone.

(Semuanya dengarkan baik-baik.)

- Ask the children to repeat after you.
Ajak anak-anak untuk menirukannya.



Everybody repeat after me.

(Semuanya tirukan saya.)

- Model the dialogue with one of the children.
Peragakan percakapannya dengan salah satu anak.



Andara. Are you here?

(Andara. Apakah kamu disini?)

Contoh.

You : Good morning, Andara?

Andara : Good morning, Miss.

- To make the children more exiting, you can use a mic. Ask them to do it in turn.

Untuk membuat anak-anak lebih tertarik, anda bisa menggunakan corong. Suruh mereka bergantian.

- Note: you can prepare/make the mic by using a paper or something that can be used.

Catatan: anda bisa menyiapkan atau membuat sendiri corongnya dengan kertas atau bisa juga dengan yang lainnya yang bisa digunakan sebagai corong.



Now, I want you to do with this mic.

(Sekarang, saya minta dengan corong ini.)



Okay. Who want to be the first person?

(Siapa yang mau menjadi yang pertama?)

- Let the children to practice in pairs. They may use their name.

Biarkan anak memilih dialognya sendiri. Mereka juga bisa mengganti dengan nama mereka sendiri.



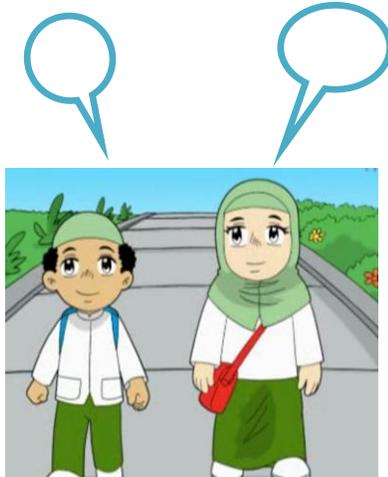
You can change the name.

(Kalian bisa ganti namanya ya.)



Now, I want you to practice with your friend next to you.

(Sekarang saya minta kalian latihan dengan teman disebelah kalian.)



Picture 1.5

8: 00

Bagus : Good morning, Andara.

14: 00

Andara : Good morning, Bagus.

Beryl : Good afternoon, Aira.

19: 00

Aira : Good afternoon, Beryl.

Iyan : Good evening, Leila.

21: 00

Leila : Good evening, Iyan.

Mother : Good night, Dhini.

Dhini : Good night, Mom.

LET'S DO IT



ACTIVITY 4

Sing a Song

- Ask the children to sing a "Greeting" song.
Aja kanak-anak untuk bernyanyi lagu "Greeting".



Do you know “Greeting” song. Let’s sing a song.

(Apakah kalian tahu lagu “Greeting”. Ayo menyanyikannya.)

- Sing the children the rhyme of the song.
Beritahu nada lagu yang akan dinyanyikan.
- Ask the children to repeat the song after you.
Ajaklah anak-anak untuk menirukan lagu.



Please repeat after me.

(Tirukan setelah saya.)

- Use the two hands to model the song.
Gunakan kedua tangan untuk memperagakan lagu.
- The right hand is for the first lyric and followed by the next lyric by using the left hand.
Tangan kanan untuk lirik lagu yang pertama dan diikuti dengan tangan kiri untuk lirik lagu selanjutnya.

Tangan kanan: “Hi, how are you?”

Tangan kiri :”I’m fine.”

Tangan kanan:”Hi, how are you?”

Tangan kiri :”I’m fine. How are you?”

Tangan kanan:”I’m fine, I’m fine, thank you.”

- Split the class into two (boys and girls).
Bagi kelas menjadi dua bagian.



Okay class. I want the boys stand over here (right side). And the girls over here (left side).

(Baiklah. Sekarang anak laki-laki disebelah kanan dan anak perempuan di sebelah kiri.)

- The boys sing the first lyric and followed by the girls the next lyric.
Anak laki-laki menyanyikan lirik pertama dan diikuti anak perempuan menyanyikan lirik selanjutnya.



When I raise my right hand the boys should sing “Hi, how are you?”.

(Ketika saya mengangkat tangan kanan saya anak laki-laki menyanyikan “Hi, how are you?”.)

Then, when I raise my left hand the girls should sing “I’m fine.”

(Lalu, ketika saya mengangkat tangan kiri saya anak perempuan menyanyikan “I’m fine.”)

- Continue until all the lyrics.
Lanjutkan sampai semua liriknya.



Do you understand?

(Apakah kalian paham?)

Let’s sing together.

(Ayo menyanyi bersama-sama.)

- Let them be familiar with the song.
Biarkan anak-anak bernyanyi sampai terbiasa dengan lagu tersebut.



ACTIVITY 5

Play a Game

- Tell and explain the children about the rules of the game.
Beritahu dan jelaskan kepada anak-anak tentang peraturan dari permainan.



Let’s play a game everybody. Listen to me about the rules of the game.

(Ayo lakukan permainan ya semuanya. Dengarkan saya tentang aturannya.)



Now we're going to play "greeting game".

(Sekarang kita akan bermain "greeting game".)

- **Divide the class into two groups.**
Bagi kelas menjadi empat kelompok.



Ok class. I will divide you into two groups.

(Baik sekarang saya akan bagi kalian menjadi dua kelompok.)

- **Distribute the flash cards of greeting to your children.**
Bagikan flash card kepada anak-anak.
- **Give example of the game step by step by inviting one of the groups to play.**
Beri contoh langkah langkah permainannya dengan mengajak salah satu kelompok untuk bermain.



If I show this card, your group should guess what the appropriate greeting expression.

(Jika saya menunjukkan flash card ini group kalian harus menebak ucapan sapaan apa yang sesuai dengan flash card ini.)



Choose one flash card.

(Pilih salah satu flash card.)



Show to the other group. Ask them to guess.

(Tunjukkan pada kelompok lain. Ajak mereka untuk menebak.)

- Ask to the children to implement the game.
Suruhlah anak-anak untuk mengimplementasikan permainannya.



Do you understand? Let's continue the game.

(Apakah kalian paham? Ayo lanjutkan permainannya.)

D. REVIEW



ACTIVITY 6

Closing

- Ask the children what they have learnt today.
Tanyakan kepada anak-anak apa yang telah mereka pelajari.



So, class. Can you tell me what we have learned today?

(Jadi anak-anak apa saja yang kita pelajari hari ini?)

Great. Anything else?

(Hebat, ada lagi yang lain?)



Do you enjoy our activities today?

(Apakah kalian senang dengan kegiatan kita hari ini?)

- Sing a good bye song.
Menyanyikan lagu "Good Bye".



Do you know "Good Bye" song?

(Apakah kalian tahu lagu "Good Bye"?)



Ok. Please, repeat after me.

(Baik. Tirukan setelah saya.)



Let's sing a "Good bye" song.

(Mari bernyanyi lagu selamat tinggal.)

- Tell the children that the class is end; ask them to say a prayer.

Beritahu anak-anak bahwa kelas sudah selesai ajak mereka untuk berdoa.



I think the time is up. So let's end our meeting today by say a prayer together.

(Saya kira waktunya sudah habis. Mari kita tutup pertemuan kita pada hari ini dengan berdoa bersama.)

Who wants to lead a prayer?

(Siapa yang ingin memimpin doa?)

Okay Andara. Say to your friends, "let's say our prayer together. Shall we?"

(Baik. Andara. Katakan pada teman-temanmu, "let's say our prayer together. Shall we?")



Thank you. Assalamualaikum wr wb.

(Terimakasih. Assalamualaikum wr wb.)

UNIT II

MY BODY



Picture 2.1

Learning objective

Children are able to identify the parts of the body.

Indicators

- Children can say the parts of the body.
- Children can tell their parts of body.

LET'S START



ACTIVITY 1

Opening

- Greet the children.
Sapa anak-anak.



Assalamu'alaikum wr.wb. Good Morning.

(Assalamu'alaikum wr.wb. Selamat pagi.)

- Sing a "Good Morning to You" song.
Menyanyikan lagu "Good Morning to You".

Good morning to you.

Good morning to you.

Good morning dear children (teacher).

Good morning to you.



How are you?

(Apa kabar?)

I'm fine too. Thank you. Before we start our lesson today let say our prayer together.

(Saya baik juga. Terimakasih. Sebelum kita mulai pelajaran hari ini, mari berdoa bersama.)



Let's check your attendance. Are you ready?

(Mari kita lihat kehadiran kalian. Apakah kalian siap?)

“Rolling-rolling up up...

Rolling-rolling down down...

Rolling-rolling out out...

Rolling-rolling in....”

- Introduce the theme of body parts.
Perkenalkan tema anggota tubuh.



So, class. Can you mention your parts of the body?

(Jadi kelas. Dapatkan kalian sebutkan anggota tubuhmu?)



Very good.

(Sangat bagus.)

- Show the pictures of the face and the body.
Tunjukkan anak-anak dengan gambar-gambar wajah dan tubuh.



Have a look at the pictures.

(Lihatlah gambar-gambar berikut.)

- Look at the appendices for the pictures developed.
Lihat di lampiran untuk gambar yang sudah disediakan.

- Teach a list of vocabulary of the body parts.
Ajarkan daftar kata dari anggota tubuh.
- Then teach “This is my hair”, “This is my ear” etc. one at a time. Touch each part of your body as you say the word.
Lalu ajarkan “This is my hair”(Ini rambut saya), “This is my ear”(ini telinga saya) dan yang lainnya. Sentuh bagian dari anggota tubuh anda pada saat anda mengucapkan kata tersebut.



Ok children. When I point my part of the body, you should touch your part of the body as I do.

(Baiklah anak-anak. Ketika saya menunjuk bagian tubuh saya, kalian harus mengikuti apa yang saya lakukan.)

Example:”This is my neck” “This is my shoulder” and so on.

- Let the children do the same as they repeat after you.
Biarkan anak-anak melakukan seperti yang anda lakukan.

LET'S PRACTICE



ACTIVITY 2

Listen and Repeat

- Ask the children to touch and say their body parts.
Ajak anak-anak untuk menyentuh bagian tubuh mereka dan mengucapkannya.



Touch your head. Touch your hand and so on.

(Sentuh kepalamu. Sentuh tanganmu dan yang lainnya.)



Picture 2.2



ACTIVITY 3

Point and Say

- You simply point to a part of the body on the developed picture.
Tunjukkan gambar dan tunjuk anggota tubuh pada gambar yang disediakan.
- Then ask to your children to guess the picture.
Lalu ajak anak-anak untuk menirukan anda.



Take a look at the picture. Raise your hand. Can you tell me what it is?
(Lihat gambarnya. Tunjuk tangan. Dapatkah kalian beritahu saya apa ini?)



Great.

LET'S PRACTICE



ACTIVITY 4

Listen and Circle

- Ask the children to put a tick (✓) on the developed picture after they listen the word.

Ajak anak-anak untuk memberi tanda centang (✓) pada gambar yang disediakan setelah mereka mendengarkan kata tersebut.



Listen to me. When I say eyes, you should choose and circle the picture.

(Dengarkan saya. Ketika saya mengucapkan mata, kalian harus memilih gambar-gambarnya dan melingkari.)



Have you finished?

(Apakah sudah selesai?)

Let's check this out.

(Ayo kita bahas bersama.)

- Look at the worksheet for the task.
Lihat lembar kerja untuk tugasnya.

LET'S DO IT



ACTIVITY 5

Sing a Song

- Ask to the children to sing “Head-Shoulders-Knees-and Toes”.
Aja kanak-anak untuk bernyanyi “Head-Shoulders-Knees-and Toes”.



Do you know “Head-Shoulders-Knees-and Toes” song?

(Apakah kalian tahu lagu “Head-Shoulders-Knees-and Toes”?)



Let's sing a song.

(Ayo menyanyikan lagu.)

- Sing the children the melody of the song.
Beritahu nada lagu yang akan dinyanyikan.
- Ask the children to repeat the song after you.
Ajaklah anak-anak untuk menirukan lagu.



Please, repeat after me.

(Tirukan setelah saya.)

- While singing, try to touch the body part based on the lyrics.
sambil bernyanyi sambil peragakan gerakannya sesuai lirik.
- As they sing this song, the children also should touch their head, shoulders, knees, toes, etc.
Ketika anak-anak bernyanyi, mereka juga harus menyentuh kepala, pundak, lutut, kaki, dan lainnya.



While singing, you should touch your parts of body.

(Sambil menyanyi, kalian harus menyentuh anggota tubuh kalian.)

- This song can be sung faster and faster, until everyone is really out of breath.
Lagu ini bisa dinyanyikan lebih cepat sampai semuanya bernyanyi lepas
- Let them be familiar with the song.
Biarkan anak-anak bernyanyi sampai terbiasa dengan lagu tersebut.

Head, Shoulders, Knees, and Toes

Head and shoulders knees and toes

Knees and toes

Head and shoulders knees and toes

Knees and toes

and eyes and ears and mouth and nose Head

and shoulders knees and toes

Knees and toes



Picture 2.3

ACTIVITY 6



Play a Game

- Tell and explain the children about the rules of the game of “**Action Chain**”.
Beritahu dan jelaskan kepada anak-anak tentang peraturan dari permainan.



Get ready everyone. We are going to play “**Action Chain**”.
(Bersiaplah semuanya. Kita akan bermain “Action Chain”).



Look at me.

(Perhatikan saya.)

When I point my part of the body, you should guess and say loudly.

(Ketika saya menunjuk anggota tubuh saya, kalian harus menebak dan mengatakannya dengan keras.)



Ok. Beryl. You the lucky one.

(Baiklah. Beryl. Kamu yang beruntung yang pertama.)

Pay attention to my movement (for example you touch your hand).

(Perhatikan gerakan saya (misalnya anda menyentuh tangan anda atau bagian yang lain).)

Can you guess what the name of this part of the body?

(Dapatkah kamu menebak nama dari bagian tubuh ini?)



Great. Choose one of your friends to continue this game.

(Hebat. Pilihlah salah satu temanmu untuk melanjutkan game ini.)

- You just do the same until all the children have the turn.
Anda hanya harus Lakukan hal yang sama agar semua anak-anak mendapat giliran.



Finally practice in chain!

(Akhirnya sampai membentuk rantai!)

D. REVIEW



ACTIVITY 6

Closing

- Ask the children what they have learnt today.
Tanyakan kepada anak-anak apa yang telah mereka pelajari.



So, class. Can you tell me what we have learned today?

(Jadi anak-anak apa saja yang kita pelajari hari ini?)



Great. Anything else?

(Hebat, ada lagi yang lain?)



Do you enjoy our activities today?

(Apakah kalian senang dengan kegiatan kita hari ini?)

- **Sing a good bye song.**
Menyanyikan lagu “Good Bye”.



Let's sing a “Good bye” song.

(Mari bernyanyi lagu selamat tinggal.)

Good bye, good bye,
See you again.
Good bye, good bye,
See you again.

It's time to go,
It's time to go,
It's time to go,
See you next time.

Goodbye, goodbye,
See you again.
It's time to go,
See you next time

- **Tell the children that the class is end; ask them to say a prayer.**
Beritahu anak-anak bahwa kelas sudah selesai ajak mereka untuk berdoa.



I think the time is up. So let's end our meeting today by say a prayer together.

(Saya kira waktunya sudah habis. Mari kita tutup pertemuan kita pada hari ini dengan berdoa bersama.)

Who wants to lead a prayer?

(Siapa yang ingin memimpin doa?)

Okay Aira. Say to your friends, "let's say our prayer together. Shall we?"

(Baik. Aira. Katakan pada teman-temanmu, "let's say our prayer together. Shall we?")



Thank you. Assalamualaikum wr wb.

(Terimakasih. Assalamualaikum wr wb.)

UNIT III

MY FAMILY



Picture 3.1

Learning objective

Children are able to make identification of the family members.

Indicators:

- Children can mention family members.
- Children can tell about their family members.

LET'S START



ACTIVITY 1

Opening

- Greet the children.
Sapa anak-anak.



Assalamu'alaikum wr.wb. Good morning everyone. How are you?

(Assalamu'alaikum wr.wb. Selamat pagi semuanya. Apa kabar?)



How are you?

(Apa kabar?)

I'm fine too. Thank you. Before we start our lesson to day let say our prayer together. Shall we?

(Saya baik juga. Terimakasih. Sebelum kita mulai pelajaran hari ini, mari berdoa bersama.)

- Sing a "Good Morning to You" song.
Menyanyikan lagu "Good Morning to You".

Good morning to you.

Good morning to you.

Good morning dear children (teacher).

Good morning to you.



Let's check your attendance. Are you ready?

(Mari kita lihat kehadiran kalian. Apakah kalian siap?)

“Rolling-rolling up up...

Rolling-rolling down down...

Rolling-rolling out out...

Rolling-rolling in....”

- Introduce the theme of the family members.
Perkenalkan anggota keluarga.



So, class. Can you tell me the members of your family?

(Jadi, dapatkah kalian beritahu saya anggota keluarga kalian?)

- Show the children the pictures of the family members.
Tunjukkan anak-anak dengan gambar-gambar anggota keluarga.



Have a look at the pictures.

(Lihatlah gambar-gambar berikut.)

- Look at the appendices for the pictures.
Lihat lampiran untuk gambarnya.
- Teach the new words: father, mother, brother, and sister.
Ajarkan kosakata baru: father, mother, brother, and sister.



Ibu in English “Mother”, Ayah in English “Father” (dan yang lainnya).

- Explain in the children’s own language or can be through the pictures developed in the book.

Jelaskan dengan bahasa anak-anak atau bisa juga dengan gambar yang sudah disediakan di buku.

LET’S PRACTICE



ACTIVITY 2

Point and Say

- Show the pictures of the family members.

Perlihatkan gambar tentang anggota keluarga.



Take a look at the pictures everyone.

(Semuanya ayo lihatlah gambar ini.)

- Ask the children to mention the family members in the picture.

Ajaklah anak-anak untuk menyebutkan anggota keluarga yang ada digambar.



Can you mention the members of this family?

(Bisakah kalian menyebutkan anggota keluarga ini?)



Picture 3.2



ACTIVITY 3

Listen and Say

- Stick the flashcard of family members on the board.
Tempelkan kartu gambar di papan tulis.
- Let the children to look at the pictures. While they are observing, you can write each the name of family members beside the picture.
Persilakan anak-anak untuk mengamati gambar. Ketika mereka mengamati gambar, anda dapat sambil menulis setiap nama dari anggota tubuh di samping gambarnya.



Have a look at the pictures on the board everyone.

(Semuanya ayo lihatlah gambar di papan tulis.)

- Read the sentences loudly.
Bacakan kalimatnya dengan keras.



Ok class. Listen to me carefully.

(Baik kelas. Dengarkan saya baik-baik.)

- Ask the children to repeat after you.
Ajaklah anak-anak untuk menirukan setelah anda membacanya.



Please, repeat after me.

(Tirukan setelah saya.)

- Point of the above picture on the board and let them say aloud.
Tunjuk gambar di papan tulis dan biarkan anak-anak mengucapkan dengan keras.



Say loudly. "This is my father", "this is my mother" etc.

(Ucapkan dengan keras "this is my father", "this is my mother" (dan yang lainnya).)

- After the children familiarize themselves with these sentence patterns, role play them.
Setelah anak-anak terbiasa dengan kalimat tersebut, ajaklah bermain peran.
- Let one boy be Beryl and one girl be Dara.
Ambil satu anak laki-laki sebagai Beryl dan satu anak perempuan sebagai Dara.



Now who wants be Beryl? And be Dara?

(Sekarang siapa yang mau menjadi Beryl?

Dan menjadi Dara?)



Please Beryl, can you tell us these pictures?

Beryl, dapatkah kamu memberitahu kita gambar-gambar ini?



Very good.

(Sangat bagus.)



And then your turn Dara, can you tell us these pictures?

(Dan kemudian giliranmu Dara, dapatkah kamu memberitahu kita tentang gambar-gambar ini?)



You also did a good job Dara.

(Kamu juga bagus Dara.)

Ok everyone. Clap the hands for both of them.

(Semuanya. Tepuk tangan untuk mereka berdua.)

My name is "-----"
This is my father.
This is my mother.
This is my sister.

My name is "----"
This is my father.
This is my mother.
This is my brother.



Father

Mother



Beryl

Dara

Brother

Sister

Picture 3.2

LET'S PRACTICE



ACTIVITY 4

Paste and Say

- Teach and explain the children “ My name is.....”, “This is my....”.
Ajarkan dan jelaskan “ My name is.....”, “This is my....”.
- Then ask them to paste the photos of each family members in the task developed.
Lalu ajak anak-anak untuk menempelkan foto dan menulis dari masing-masing anggota keluarga .
- Ask your children to bring the photos of the family member one day before you teach this material.
Mintalah untuk membawa foto anggota keluarga sehari sebelum pelajaran ini akan di ajarkan.
- After finish, ask them to say in front of the class.
Setelah selesai beri kesempatan didepan kelas untuk mengucapkan di depan kelas.



Now, I want you to paste the photo on the developed box.

(Sekarang saya minta untu menempel foto dib ok yang sudah disediakan.)

Have you finished? Now, this time is your turn to say in front of the class. Raise your hand, please.

(Apakah kalian sudah selesai? Sekarang waktunya untuk kalian maju didepan kelas untuk mengucapkannya. Acungkan tangannya, silakan.)

LET'S DO IT



ACTIVITY 4

Sing a Song

- Ask to the children to sing a song “Where is Father”.
Aja kanak-anak untuk bernyanyi “Where is Father”.



Let's sing a song.

(Ayo menyanyikan lagu.)

- Tell the children that the melody of this song
Beritahu nada lagu yang akan dinyanyikan.
- Ask the children to repeat the song after you.
Ajaklah anak-anak untuk menirukan lagu.



Please, repeat after me.

(Tirukan setelah saya.)

- Let them be familiar with the song.
Biarkan anak-anak bernyanyi sampai terbiasa dengan lagu tersebut.

**Where is father?
Where is father? Where is father? Here I am!**

(mother) (mother)

(brother) (brother)

(sister) (sister)

Here I am! How are you his morning?

Very well I thank you.

ACTIVITY 5



Play a Game

- Tell and explain the children about the rules of the “Happy Family “game.
Beritahu dan jelaskan kepada anak-anak tentang peraturan dari permainan.



Let's play a game everybody. Listen to me about the rules of the game.

(Ayo lakukan permainan ya semuanya. Dengarkan saya tentang aturannya.)

- Divide the children into two groups.
Bagi anak-anak menjadi 2 kelompok.
- Ask the children to stand up and make five lines each group.
Ajak anak-anak berdiri dan buat lima 5 garis disetiap kelompok.
- There are five family members; father, mother, brother, sister, baby.
Ada 5 anggota keluarga; father, mother, brother, sister, baby.



I will divide you into two groups.

(Saya akan membagi kalian menjadi 2 kelompok.)

Then, I want you to stand up and make five lines.

(Kemudian saya minta kalian berdiri dan membentuk 5 garis; father, mother, brother, sister, baby.)

- Make sure that all the children know all the family members.
Pastikan semua anak-anak tahu semua anggota keluarga.



Do you know about this family member?

(Apakah kalian tahu tentang anggota keluarga ini?)

- Distribute the cards for all the children; give them a little time to observe the cards.

Bagikan kartu-kartu kepada semua anak-anak; berikan mereka waktu untuk mengamati kartu.



Observe the card.

(Amati kartunya.)

- You also can encourage them by asking the children; “who are you?” And tell them “I am father.” for example.

Anda dapat mendorong mereka dengan bertanya; “who are you?” dan beritahu (siapa sesuai kartunya masing-masing? misalnya dengan menjawab “I am father.”).

- Ask the children to make happy family members.

Ajak anak-anak untuk membuat “Happy Family”.



Are you ready? Let’s play the game everybody.

(Apakah kalian siap? Ayo lakukan permainan ya semuanya.)



When I count 1, 2, 3 go. Make a happy family; one father, one mother, one brother, one baby.

(Ketika saya menghitung 1, 2, 3 go. Buat “happy family” satu “father”, satu “mother”, satu “brother”, satu “sister”, satu “baby”.)

Do you understand?

(Apakah kalian paham?)

- In the end the first family to sit down is the winner.

Diakhir, keluarga pertama yang duduk adalah pemenangnya.

D. REVIEW



ACTIVITY 6

Closing

- Ask the children what they have learnt today.
Tanyakan kepada anak-anak apa yang telah mereka pelajari.



So, class. Can you tell me what we have learned today?

(Jadi anak-anak apa saja yang kita pelajari hari ini?)



Great. Anything else?

(Hebat, ada lagi yang lain?)



Do you enjoy our activities today?

(Apakah kalian senang dengan kegiatan kita hari ini?)

- Sing a good bye song.
Menyanyikan lagu “Good Bye”.



Let's sing a “Good bye” song.

(Mari bernyanyi lagu selamat tinggal.)

Good bye, good bye,
See you again.
Good bye, good bye,
See you again.

It's time to go,
It's time to go,
It's time to go,
See you next time.

Goodbye, goodbye,
See you again.
It's time to go,
See you next time

- Tell the children that the class is end; ask them to say a prayer.

Beritahu anak-anak bahwa kelas sudah selesai ajak mereka untuk berdoa.



I think the time is up. So let's end our meeting today by say a prayer together.

(Saya kira waktunya sudah habis. Mari kita tutup pertemuan kita pada hari ini dengan berdoa bersama.)

Who wants to lead a prayer?

(Siapa yang ingin memimpin doa?)

Okay Aira. Say to your friends, "let's say our prayer together. Shall we?"

(Baik. Aira. Katakan pada teman-temanmu, "let's say our prayer together. Shall we?")



Thank you. Assalamualaikum wr wb.

(Terimakasih. Assalamualaikum wr wb.)

Appendices

Key Answer

Unit 1

Activity 2



Good morning

Good evening

Good afternoon

Good night

Good night

Unit 2

Activity 4

1. **A**
2. **C**
3. **B**
4. **A**
5. **C**

Unit 1

The pictures of Greeting Expressions



Good morning

[gʊd/ /'mɔː.nɪŋ/]



Good afternoon

[gʊd// ,ɑːf.tə'nuːn/]



Good evening

[gʊd///'i:v.nɪŋ]



Good night

[gʊd/nait]

Name:

Class :

Match the picture with the correct word.

(Pasangkan dengan kata yang benar.)



Good morning



Good evening



Good afternoon



Good night

Activity 3

8: 00

Bagus : Good Morning, Andara.

Andara: Good Morning, Bagus.

14: 00

Beryl: Good Afternoon, Aira.

Aira : Good Afternoon, Beryl.

19: 00

Iyan : Good Evening, Leila.

Leila : Good Evening, Iyan.

21: 00

Mother : Good Night, Dhini.

Dhini : Good Night, Fahri.

Greeting Expressions

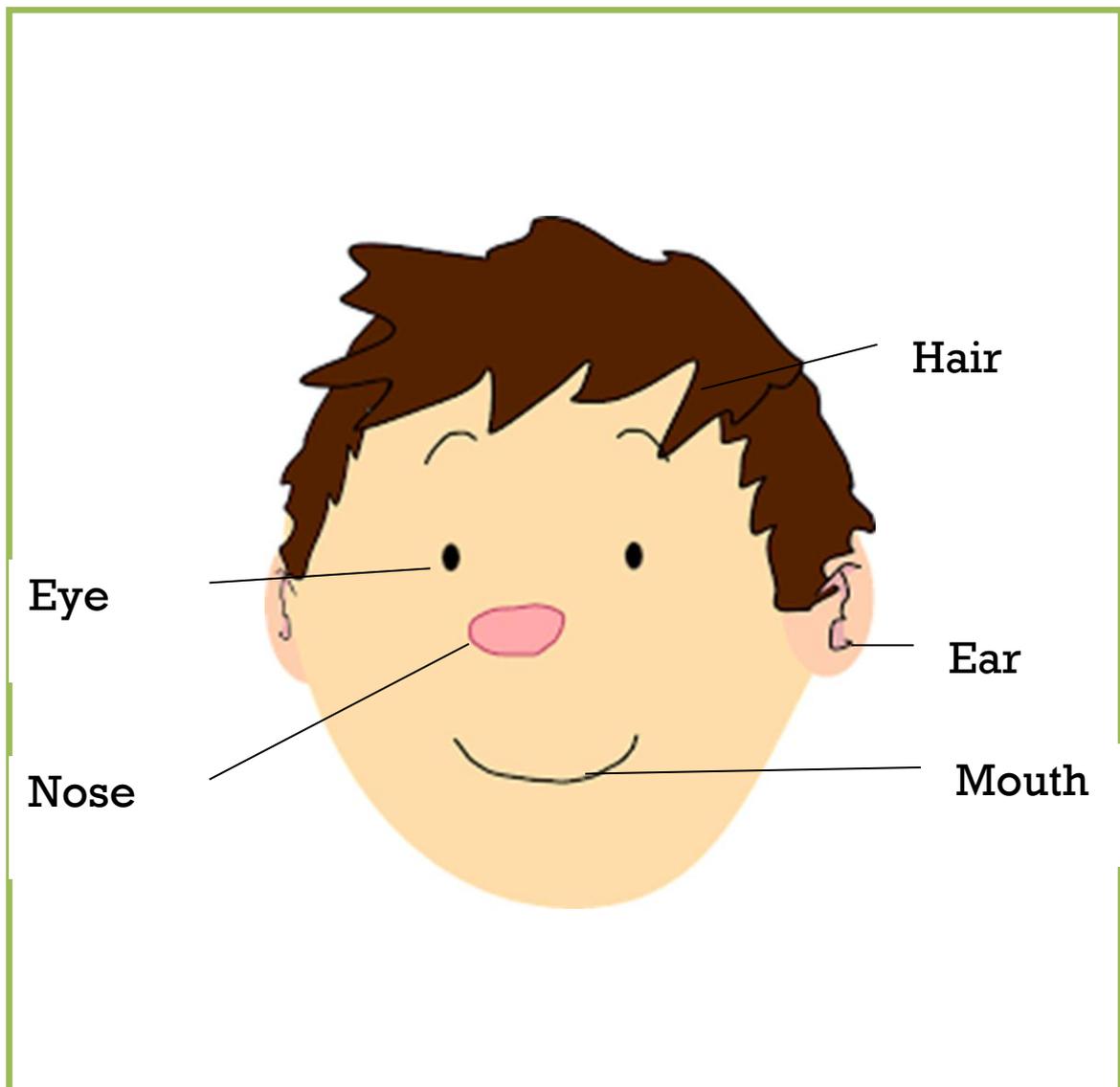
Formal Greetings	Responses	Informal Greetings	Responses
<ul style="list-style-type: none"> • Good morning. • Good afternoon. • Good evening. • Hello, how are you? 	<ul style="list-style-type: none"> • Hello, Good morning • Hello, good afternoon. • Good evening. • I'm fine. Thank you. • Very well, thank you. 	<ul style="list-style-type: none"> • Hi, how's life? • What's new? • How's everything? • Good to see you. 	<ul style="list-style-type: none"> • Terrific. And you? • Just fine, thanks. • Great, thanks. • Pretty well. What about you?

The rules of the game

- Bagi kelas menjadi dua kelompok A dan B.
- Bagikan *flash card* kepada anak-anak.
- Tunjukkan salah satu *flash card* kepada anak-anak.
- Ajak salah satu kelompok untuk menebak sebagai model permainan.
- Ajaklah kelompok A untuk menunjukkan salah satu *flash card* kepada kelompok B.
- Kemudian perintahkan ke kelompok B untuk menebak *flash card* tersebut.
- Ulangi sampai kedua kelompok mendapat giliran. atau sampai *flash card* habis.

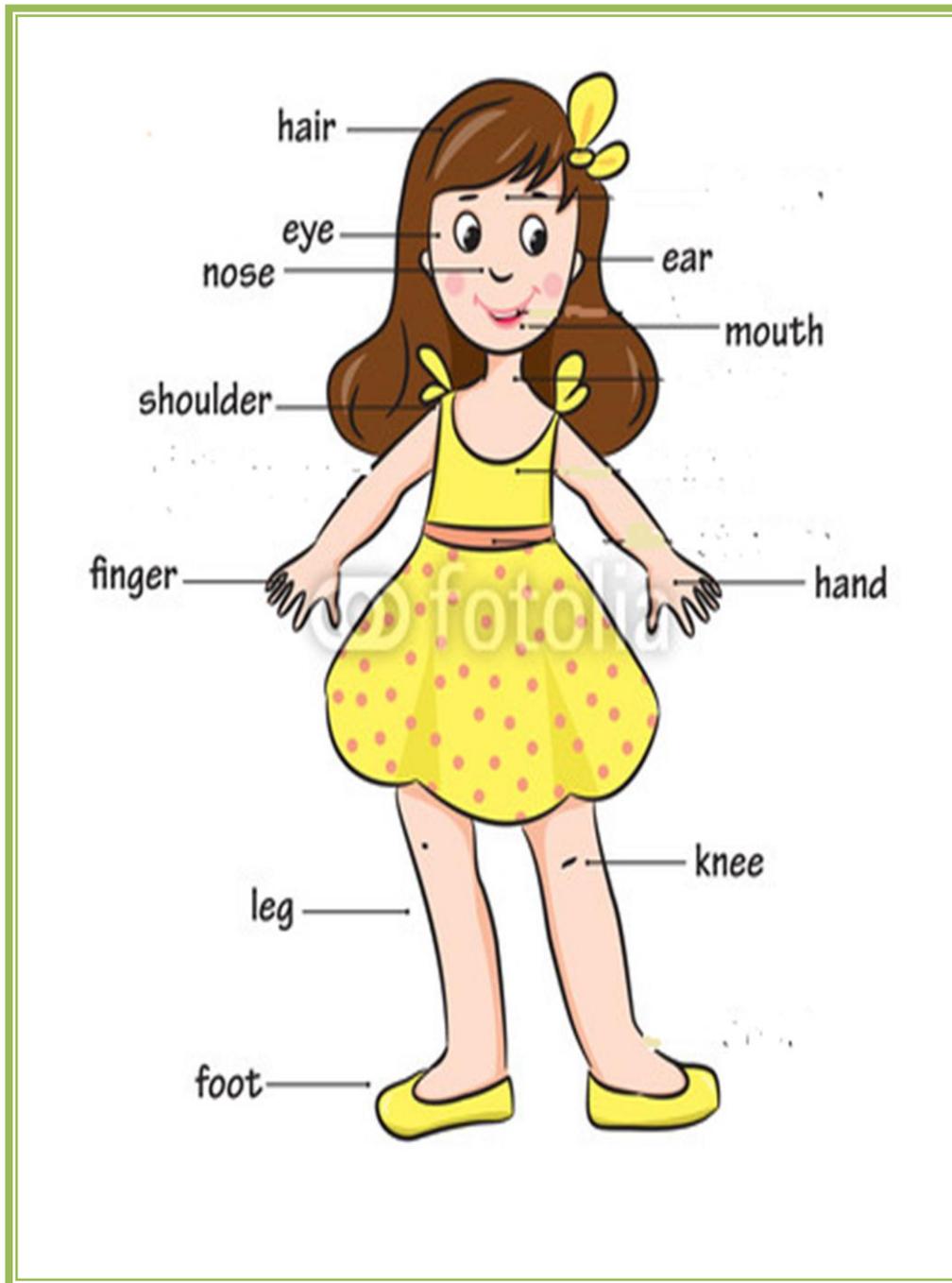
Unit 2

The face



Source: www.kids-pages.com

The body part



Source: www.pinterest.com

Name:

Class:

Look at the picture and circle the correct word.

(Lihatlah gambar ini dan lingkari kata yang benar.)

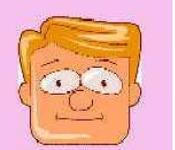
1. Eyes

 a	 b	 c
--	--	---

2. Nose

 a	 b	 c
--	--	---

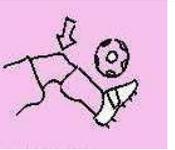
3. Hand

 a	 b	 c
--	--	---

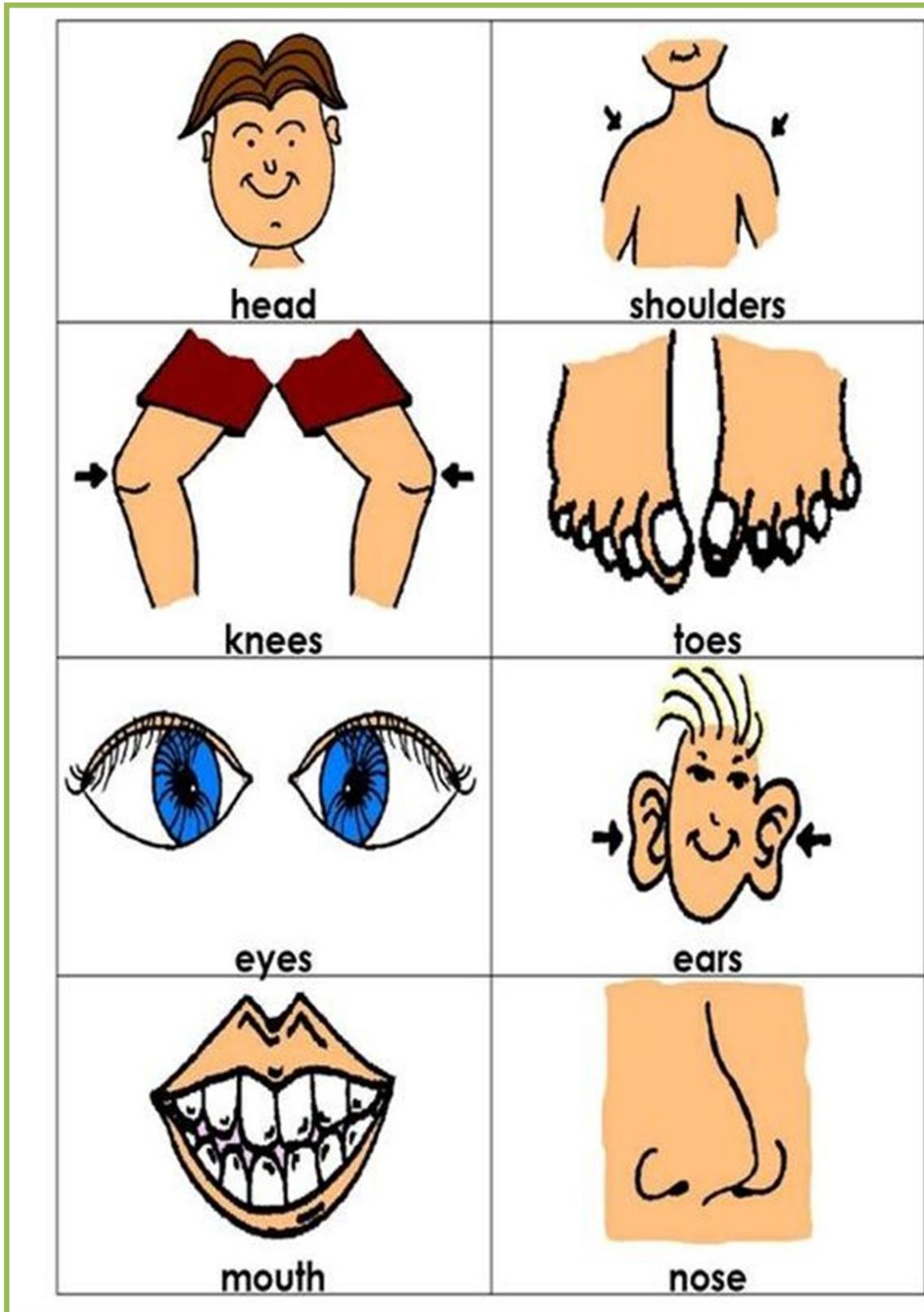
4. Shoulders

 a	 b	 c
--	--	---

5. Ears

 a	 b	 c
--	--	---

Flashcards



Taken from: <https://www.pinterest.com/noble135/body-parts-camp/>

The rules of the game.

- Guru berdiri di tengah. Lalu, tunjuk anggota tubuh.
- Pilihlah satu anak untuk memberikan contohnya.
- Ajak anak tersebut untuk memperhatikan bagian tubuh mana yang ditunjuk guru.
- Setelah itu ajaklah anak untuk menebaknya.
- Berikan reward bagi anak yang menebak dengan cara member bintang ditangannya.
- Kemudian suruhlah anak tersebut untuk memilih salah satu temannya untuk melanjutkan permainan.
- Lalu anda kembali menunjuk salah satu bagian tubuh anda dan ajak anak untuk menebak.
- Sampai membentuk urutan aksi.
- Lanjutka sampai semua anak mendapat giliran.

A list of vocabulary

Word	Spelling	Meaning
ear	/ɪə r /	telinga
eye	/aɪ/	mata
foot	/fʊt/	kaki
finger	/'fɪŋ.gə r /	jari
hand	/hænd/	tangan
hair	/heə r /	rambut
head	/hed/	kepala
knee	/ni:/	lutut
mouth	/maʊ	mulut
nose	/nəʊz/	hidung
shoulder	/'ʃəʊl.də r /	pundak

Source: Cambridge Advanced Learners Dictionary

Unit 3

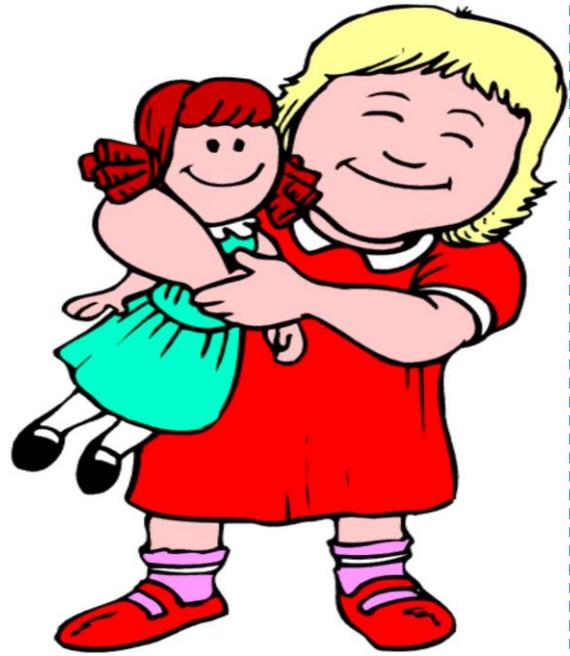
Flash cards

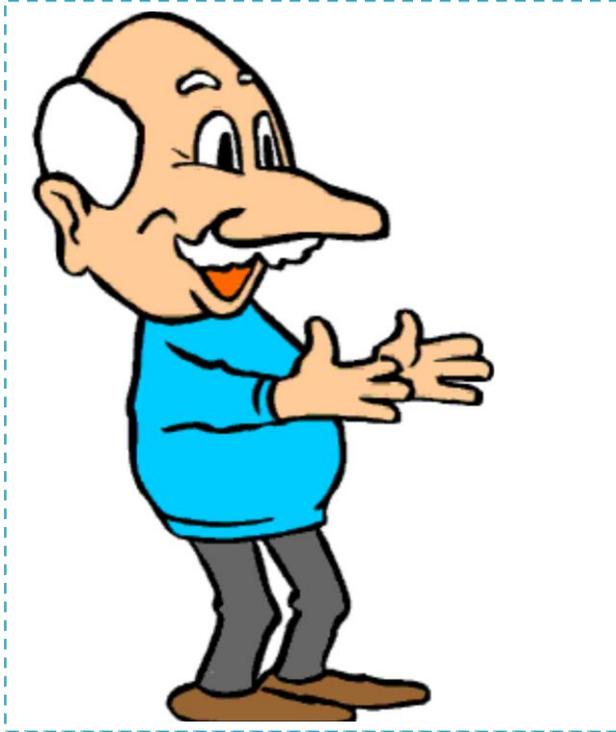


Taken from: www.kids-pages.com

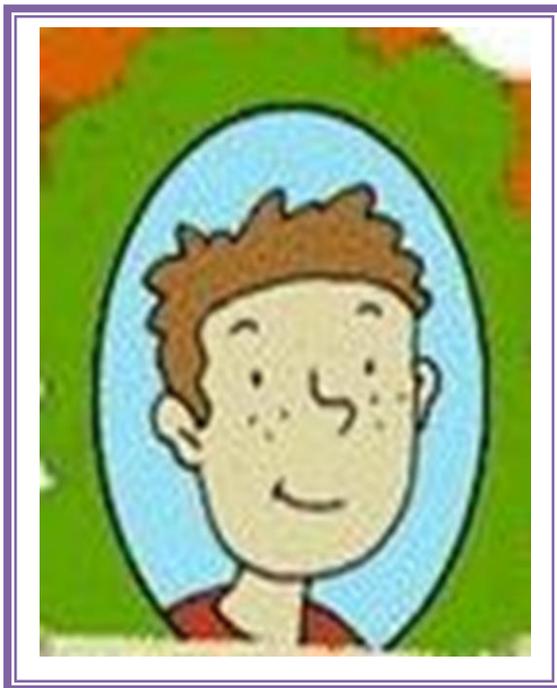
Family

['fæm. ə.l.i]





Taken from: <http://www.jadipintar.com>



A list of vocabulary

Word	Spelling	Meaning
aunt	/ænt/	tante
baby	/'beɪ.bi/	bayi
brother	/'brʌð.ə r /	saudara laki-laki
grandfather	/'græn d .fɑ:.ðə r /	kakek
grandmother	/'græn d .mʌð.ə r /	nenek
family	/'fæm. ə l.i/	keluarga
father	/'fɑ:.ðə r /	ayah
mother	/'mʌð.ə r /	ibu
sister	/'sɪs.tə r /	saudara perempuan
uncle	/'ʌŋ.kl /	paman

Source: Cambridge Advanced Learners Dictionary

Name:

Class:

Paste your photo
here.

My name is

Paste your father's
photo here.

Paste your
mother's photo
here.

This is my father

This is my mother

Paste your
brother's photo
here

Paste your sister's
photo here.

This is my brother

This is my sister

The rules of the game

- Siapkan *flash cards*.
- Siapkan lima kursi didepan kelas sebagai tempat untuk membuat "*Happy family*".
- Pastikan anak-anak tahu semua kata-kata seperti: father, mother, brother, sister, baby.
- Bagi kelas menjadi dua bagian. Lalu bagikan *flash cards* kepada anak-anak secara acak.
- Berikan waktu kepada anak-anak untuk mengamati *flash card* nya.
- Satu kelompok terdiri dari 2 anak sebagai "*father*", 2 anak sebagai "*Mother*", 2 anak sebagai "*Brother*", 2 anak sebagai "*Sister*", 2 anak sebagai "*Baby*".
- Guru bisa sambil menanyai anak-anak *who are you?" dan beritahu (siapa sesuai kartunya masing-masing? misalnya dengan menjawab "I' am father."*)
- Buat lima garis. Kemudian kondisikan anak-anak yang mendapat flash card "*Father*" pada garis pertama dan untuk garis selanjutnya melanjutkan anggota keluarga yang lainnya.
- Jelaskan "*Happy family* terdiri dari satu "*father*", satu "*Mother*", satu "*Brother*", satu "*Sister*", satu "*Baby*".
- Hitung 1,2,3 go. Lalu ajak anak untuk membuat "*Happy family*".
- Kelompok pertama yang duduk adalah pemenangnya.

Adapted from: <http://www.themagiccrayons.com/games/family>

Picture References

Cover picture www.wallpaper.com

Unit 1

Cover unit 1 www.google.com

Picture 1.1 www.google.com

Picture 1.2 www.en.wikipedia.org

Picture 1.3 www.google.com

Picture 1.4 www.google.com

Picture 1.5 www.google.com

Unit 2

Cover unit 2 www.google.com

Picture 2.1 www.kidsworksheet.blogspot.com

Picture 2.3 www.google.com

Flash cards www.britishcouncil.com

Unit 3

Cover unit 3 www.google.com

Picture 3.1 www.kids-pages.com

Picture 3.2 www.kids-pages.com

Flash cards www.britishcouncil.com

Resources

www.google.com

www.youtube.com

APPENDIX I

FINAL DRAFT

LEARNING

English for Kindergarten Children

Let's Start with English

**Teacher's Guide Book
(Buku Pegangan Guru)**

By: Windiatmi

Here we go!
Have fun learning English
with songs and games.



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Introduction

Berbicara tentang pendidikan pada khususnya di taman kanak-kanak berbeda dengan pendidikan di level yang lainnya. Anak-anak di taman kanak-kanak menyukai hal-hal yang menyenangkan misalnya lagu dan permainan. Untuk itu buku ***Let's Start with English-Teacher's Guide Book*** ini di peruntukkan untuk pembelajaran Bahasa Inggris dengan cara yang menyenangkan. Buku ini berisi panduan bagaimana guru mengenalkan Bahasa Inggris untuk pertama kalinya kepada anak-anak. Selain dilengkapi langkah-langkah mengajar dan ujaran guru, buku ini juga dilengkapi dengan media pembelajaran berupa gambar, *flashcards* dan *worksheet*. Buku ini terdiri dari tiga unit. Di setiap unit terdiri dari empat sub-unit yaitu: *Warming-Up Activity*, *Core Activity*, *Follow-Up Activity* dan *Closing*. Pada sub-unit *Warming-Up* terdapat kegiatan pembukaan yakni *Let's Start*. Selanjutnya, sub-unit *Core Activity* kedua terdapat kegiatan yakni *let's Practice* dimana aktivitas-aktivitas dibagian ini merupakan aktivitas inti atau utama. Di sub-unit ketiga yaitu *Follow-Up Activity* terdapat aktivitas *Let's Do It* dimana merupakan aktivitas yang berhubungan dengan kegiatan sebelumnya. Di bagian akhir terdapat aktivitas penutup *Closing Activity* yang berupa aktivitas *Review*. Dengan buku pegangan guru ini diharapkan guru Bahasa Inggris tidak lagi mengalami kesulitan dalam proses pembelajaran serta pada saat akan menggunakan media pembelajaran di dalam kelas

Writer,

Windiati

Course Grid

Course Grid ini disusun berdasarkan hasil analisa kebutuhan siswa.

Komponen-komponen didalam ***course grid*** ini terdiri dari ***unit, theme objective, learning indicators, activities, dan resources***. ***Course grid*** ini juga dimaksudkan sebagai acuan pada saat kegiatan belajar mengajar berlangsung. Dengan demikian banyaknya materi ajar dapat diajarkan lebih mudah. Untuk lebih jelasnya akan dilampirkan pada tabel berikut ini.

THE COURSE GRID

DEVELOPING A SET OF SONG AND GAME-BASED ENGLISH LEARNING TASKS FOR KINDERGARTEN

Unit	Theme	Objective	Indicators	Learning Input		Activities	Resources
				Material	Media		
1	Greeting	Children are able to greet someone's and respond it appropriately	<ol style="list-style-type: none"> Children can greet someone around them. Children can respond to someone's greeting. 	<ol style="list-style-type: none"> Greeting expressions 	-song -game -pictures	<p><u>Warming Up</u></p> <ol style="list-style-type: none"> Opening daily routines: the teacher and children say a prayer together; the teacher take a roll call Teacher asks about the background knowledge by using pictures of the greeting expressions. Teacher explains about the greeting expressions. <p><u>Core Activities</u></p> <ol style="list-style-type: none"> Teacher asks to point out the pictures of each expression with the correct expressions. Teacher asks for listening and repeating the expressions of greeting Teacher asks practicing the dialogue in pairs in front of the class. <p><u>Follow Up Activities</u></p> <ol style="list-style-type: none"> Singing a “ Good Morning” song. Teacher demonstrates a “Good 	<ol style="list-style-type: none"> Blundel, Jon, & et al .1982. Function in English.Oxford: Oxford University Press www.englishclub.com www.youtube.com



						<p>Morning” song.</p> <p>9. Playing a game “ Greeting Game”.</p> <p>10. Teacher explains the rules of the game.</p> <p>Closing</p> <ul style="list-style-type: none"> • The teacher and children sing a “Good Bye” song. 	
2	My face and my body	Children are able to identify the part of the body.	<ol style="list-style-type: none"> 1. Children can mention the part of the body. 2. Children can tell his/her part of body. 	<ol style="list-style-type: none"> 1. Vocabularie s part of the body 2. This is my.. 	-song -game -pictures	<p>Warming Up</p> <ol style="list-style-type: none"> 1. Opening the daily routines: the teacher and children say a prayer together: the teacher takes a roll call. 2. Asking about the background knowledge of he children by showing the pictures. <p>Core Activities</p> <ol style="list-style-type: none"> 3. Teaching new words of the part body by using pictures. 4. Teacher asks to point the pictures of the part of the body 5. Teacher asks for listening and repeating the words of the part of the body. 6. Children are asked to match the pictures and the correct words by cycling the words. <p>Follow Up Activities</p> <ol style="list-style-type: none"> 7. Singing a “Head, Shoulders, Knees, and Toes”song. 8. Teacher Demonstrates the song “Head, Shoulder, Knees, and Toes”) 9. Playing a game “ Action Chain” 	<ol style="list-style-type: none"> 1. www.camudahbelajarin ggris.com 2. www.eslprintable.com 3. www.youtube.com



						<p>Closing</p> <ul style="list-style-type: none"> The teacher and children sing a “Good Bye” song.. 	
3	My Family	Children are able to make identification of the family members.	<ol style="list-style-type: none"> Children can say the family members. Children can tell their family members. 	<ol style="list-style-type: none"> Vocabularies of family members My name is.. This is my... 	<p>song -game -pictures -Flash cards</p>	<p>Warming Up</p> <ol style="list-style-type: none"> Opening the daily routines: the teacher and children say a prayer together: the teacher takes a roll call. Teacher asks for the background knowledge of the children with some questions about children’s family members. Teaching new words of family members through pictures in the book developed. <p>Core Activities</p> <ol style="list-style-type: none"> Teacher asks about family members by looking and pointing the pictures. listening and repeating the words and sentence related of family members theme Discussing the family tree. Writing the children family members in the family tree developed. <p>Follow Up Activities</p>	<ol style="list-style-type: none"> www.esl-kid.com www.eslprintable.com www.youtube.com



						<p>8. Singing a song “Where is Father?”.</p> <p>9. Teacher demonstrates the song “Where is Father?”</p> <p>10. Playing a “Happy Family” game.</p> <p><u>Closing</u></p> <ul style="list-style-type: none">• The teacher and children sing a “Good Bye” song..	
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UNIT I

Hello, Friends



Picture 1

Learning objective:

- Children are able to greet people around them and respond it appropriately.

Indicators:

- Children can greet people around them.
- Children can respond to someone's greeting.

LET'S START



ACTIVITY 1

Opening

- Greet the children.
Sapa anak-anak.



Assalamu'alaikum wr.wb. Good morning everyone. How are you?

(Assalamu'alaikum wr.wb. Selamat pagi semuanya. Apa kabar?)



How are you?

(Apa kabar?)



I'm fine too. Thank you. Before we start our lesson to day let say our prayer together. Shall we?

(Saya baik juga. Terimakasih. Sebelum kita mulai pelajaran hari ini, mari berdoa bersama.)



Let's check your attendance. Are you ready?

(Mari kita lihat kehadiran kalian. Apakah kalian siap?)

“Rolling-rolling up up...
Rolling-rolling down down...
Rolling-rolling out out...
Rolling-rolling in....”

- Remind the children that this melody is similar to the song: “Happy Birthday to You”. You can change the lyrics to others greetings. Children can sing back to you in chorus or individually. Let them sing to one another as well.

Ingatkan anak-anak bahwa melodinya seperti lagu “Happy Birthday to You. Anda juga bisa mengganti lirik dengan sapaan yang lain. Anak-anak bisa bernyanyi secara bersama-sama atau sendiri-sendiri. Biarkan mereka bernyanyi.



Do you remember “Happy Birthday” song?
(Apakah kalian ingat lagu “Happy Birthday”?)



Let me remind you.
(Biarkan saya mengingatkannya.)



Ok class, repeat after me.
(Tirukan setelah saya.)

Good morning to you.
Good morning to you.
Good morning dear children (teacher).
Good morning to you.

- Introduce the theme of Greeting.
Perkenalkan tema sapaan.



So, class. Today we are going to learn about greetings. Do you know about it?

(Jadi, hari ini kita akan belajar tentang sapaan. Ada yang tahu tentang ini?)

- Show the children the pictures about greeting expressions.
Tunjukkan anak-anak dengan gambar-gambar tentang ungkapan-ungkapan sapaan.



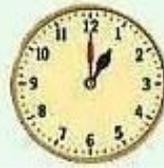
Have a look at the pictures.

(Lihatlah gambar-gambar berikut.)



Good morning

Picture 1.1



Good afternoon

Picture 1.2



Good evening

Picture 1.3



Good night

Picture 1.4

- You also can draw some clocks on the board and say “Good morning-Good afternoon-Good evening-Good night” to the children.

Anda bisa sambil menggambar jam di papan tulis dan mengucapkan “Good morning-Good afternoon-Good evening-Good night” kepada anak-anak.

- Then teach these greetings one by one.
Lalu ajarkan materi ini satu-persatu.

LET'S PRACTICE



ACTIVITY 2

Listen and Match

- Let the children look at the worksheet.
Persilakan anak-anak untuk mengamati lembar kerja.



Take a look at the pictures everyone.
(Semuanya ayo lihatlah gambar ini.)

- Tell the children to match the pictures and the correct words.
Ajak anak-anak untuk mencocokkan gambar dengan kata yang benar.



Listen to me. When I say good morning, try to find the correct picture then draw a line.

(Dengarkan saya. Ketika saya mengucapkan “good morning”, coba cari gambar yang benar dengan apa yang saya ucapkan lalu gambar garisnya.)



Are you ready?

(Apakah kalian siap?)

- Look at the worksheet for the task.
Lihat lembar kerja untuk tugasnya.



ACTIVITY 3

Listen and Say

- Write a short dialogue on the board.
Tuliskan percakapan sederhana di papan tulis.
- Read the short dialogue loudly.
Bacakan dengan suara yang lantang.



Please, listen carefully everyone.

(Semuanya dengarkan baik-baik.)

- Ask the children to repeat after you.
Ajak anak-anak untuk menirukannya.



Everybody repeat after me.

(Semuanya tirukan saya.)

- Model the dialogue with one of the children.
Peragakan percakapannya dengan salah satu anak.



Andara. Are you here?

(Andara. Apakah kamu disini?)

Contoh.

You : Good morning, Andara?

Andara : Good morning, Miss.

- To make the children more interested, you can use a mic. Ask them to do it in turn.
Untuk membuat anak-anak lebih tertarik, anda bisa menggunakan mikrofon. Suruh mereka bergantian.
- Note: you can prepare/make the mic by using a paper or something that can be used.

Catatan: anda bisa menyiapkan atau membuat sendiri mikrofonnya dengan kertas atau bisa juga dengan yang lainnya yang bisa digunakan sebagai mikrofon.



Now, I want you to do with this mic.

(Sekarang, saya minta dengan corong ini.)



Okay. Who wants to be the first person?

(Siapa yang mau menjadi yang pertama?)

- Let the children practice in pairs. They may use their name.
Biarkan anak memilih dialognya sendiri. Mereka juga bisa mengganti nama mereka sendiri.



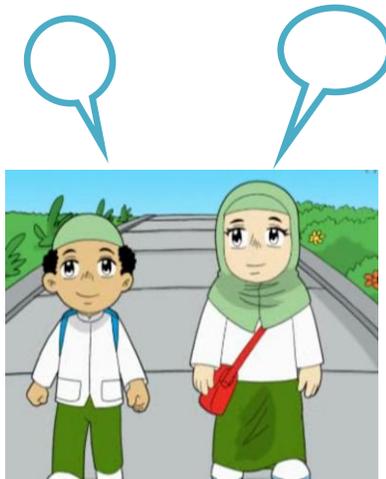
You can change the name.

(Kalian bisa ganti namanya ya.)



Now, I want you to practice with your friend next to you.

(Sekarang saya minta kalian latihan dengan teman disebelah kalian.)



Picture 1.5

8: 00

Bagus : Good morning, Andara.

14: 00

Andara : Good morning, Bagus.

Beryl : Good afternoon, Aira.

19: 00

Aira : Good afternoon, Beryl.

Iyan : Good evening, Leila.

21: 00

Leila : Good evening, Iyan.

Mother : Good night, Dhini.

Dhini : Good night, Mom.

LET'S DO IT



ACTIVITY 4

Sing a Song

- Ask the children to sing a “Greeting” song.
Aja kanak-anak untuk bernyanyi lagu “Greeting”.



Do you know “Greeting” song. Let’s sing it.

(Apakah kalian tahu lagu “Greeting”. Ayo menyanyikannya.)

- Sing the children the rhyme of the song.
Beritahu nada lagu yang akan dinyanyikan.
- Ask the children to repeat the song after you.
Ajaklah anak-anak untuk menirukan lagu.



Please repeat after me.

(Tirukan setelah saya.)

- Use the two hands to model the song.
Gunakan kedua tangan untuk memperagakan lagu.
- The right hand is for the first lyric and followed by the next lyric by using the left hand.
Tangan kanan untuk lirik lagu yang pertama dan diikuti dengan tangan kiri untuk lirik lagu selanjutnya.

Tangan kanan: "Hi, how are you?"
Tangan kiri : "I'm fine."
Tangan kanan: "Hi, how are you?"
Tangan kiri : "I'm fine. How are you?"
Tangan kanan: "I'm fine, I'm fine, thank you."

- Split the class into two (boys and girls).
Bagi kelas menjadi dua bagian.



Okay class. I want the boys stand over here (right side). And the girls over here (left side).

(Baiklah. Sekarang anak laki-laki disebelah kanan dan anak perempuan di sebelah kiri.)

- The boys sing the first lyric and followed by the girls the next lyric.
Anak laki-laki menyanyikan lirik pertama dan diikuti anak perempuan menyanyikan lirik selanjutnya.



When I raise my right hand the boys should sing "Hi, how are you?"

(Ketika saya mengangkat tangan kanan saya anak laki-laki menyanyikan "Hi, how are you?")

Then, when I raise my left hand the girls should sing "I'm fine."

(Lalu, ketika saya mengangkat tangan kiri saya anak perempuan menyanyikan "I'm fine.")

- Continue until all the lyrics.
Lanjutkan sampai semua liriknya.



Do you understand?

(Apakah kalian paham?)

Let's sing together.

(Ayo menyanyi bersama-sama.)

- Let them be familiar with the song.
Biarkan anak-anak bernyanyi sampai terbiasa dengan lagu tersebut.



ACTIVITY 5

Play a Game

- Tell and explain the children about the rules of the game.
Beritahu dan jelaskan kepada anak-anak tentang peraturan dari permainan.



Let's play a game everybody. Listen to me about the rules of the game.

(Ayo lakukan permainan ya semuanya. Dengarkan saya tentang aturannya.)



Now we're going to play "greeting game".

(Sekarang kita akan bermain "greeting game".)

- Divide the class into two groups.
Bagi kelas menjadi dua kelompok.



Ok class. I will divide you into two groups.

(Baik sekarang saya akan bagi kalian menjadi dua kelompok.)

- Distribute the flash cards of greeting to your children.
Bagikan flash card kepada anak-anak.
- Give example of the game step by step by inviting one of the groups to play.
Beri contoh langkah langkah permainannya dengan mengajak salah satu kelompok untuk bermain.



If I show this card, your group should guess the appropriate greeting expression.

(Jika saya menunjukkan flash card ini group kalian harus menebak ucapan sapaan apa yang sesuai dengan flash card ini.)



Choose one flash card.

(Pilih salah satu flash card.)



Show to the other group. Ask them to guess.

(Tunjukkan pada kelompok lain. Minta mereka untuk menebak.)

- Ask the children to implement the game.
Suruhlah anak-anak untuk mengimplementasikan permainannya.



Do you understand? Let's continue the game.

(Apakah kalian paham? Ayo lanjutkan permainannya.)

REVIEW



ACTIVITY 6

Closing

- Ask the children what they have learnt today.
Tanyakan kepada anak-anak apa yang telah mereka pelajari.



So, class. Can you tell me what we have learned today?

(Jadi anak-anak apa saja yang kita pelajari hari ini?)



Great. Anything else?

(Hebat, ada lagi yang lain?)



Do you enjoy our activities today?

(Apakah kalian senang dengan kegiatan kita hari ini?)

- Sing a good bye song.
Menyanyikan lagu "Good Bye".



Do you know "Good Bye" song?

(Apakah kalian tahu lagu "Good Bye"?)



Ok. Please, repeat after me.

(Baik. Tirukan setelah saya.)



Let's sing a "Good bye" song.

(Mari bernyanyi lagu selamat tinggal.)

- Tell the children that the class is over; ask them to say a prayer.

Beritahu anak-anak bahwa kelas sudah selesai ajak mereka untuk berdoa.



I think the time is up. So let's end our meeting today by saying a prayer together.

(Saya kira waktunya sudah habis. Mari kita tutup pertemuan kita pada hari ini dengan berdoa bersama.)

Who wants to lead the prayer?

(Siapa yang ingin memimpin doa?)

Okay Andara. Say to your friends, "let's say our prayer together. Shall we?".

(Baik. Andara. Katakan pada teman-temanmu, "let's say our prayer together.")



Thank you. Assalamualaikum wr wb.

(Terimakasih. Assalamualaikum wr wb.)

UNIT II

MY BODY



Picture 2.1

Learning objective

Children are able to identify the parts of the body.

Indicators

- Children can say the parts of the body.
- Children can tell their parts of body.

LET'S START



ACTIVITY 1

Opening

- Greet the children.
Sapa anak-anak.



Assalamu'alaikum wr.wb. Good Morning.
(*Assalamu'alaikum wr.wb. Selamat pagi.*)

- Sing a "Good Morning to You" song.
Menyanyikan lagu "Good Morning to You".

Good morning to you.
Good morning to you.
Good morning dear children (teacher).
Good morning to you.



How are you?

(*Apa kabar?!*)

I'm fine too. Thank you. Before we start our lesson today let say our prayer together.

(*Saya baik juga. Terimakasih. Sebelum kita mulai pelajaran hari ini, mari berdoa bersama.*)



Let's check your attendance. Are you ready?

(Mari kita lihat kehadiran kalian. Apakah kalian siap?)

“Rolling-rolling up up...

Rolling-rolling down down...

Rolling-rolling out out...

Rolling-rolling in....”

- Introduce the theme of body parts.
Perkenalkan tema anggota tubuh.



So, class. Can you mention your parts of the body?

(Jadi kelas. Dapatkan kalian sebutkan anggota tubuhmu?)



Very good.

(Sangat bagus.)

- Show the pictures of the face and the body.
Tunjukkan anak-anak dengan gambar-gambar wajah dan tubuh.



Have a look at the pictures.

(Lihatlah gambar-gambar berikut.)

- Look at the appendices for the provided pictures.
Lihat di lampiran untuk gambar yang sudah disediakan.
- Teach a list of vocabulary of the body parts.
Ajarkan daftar kata dari anggota tubuh.
- Then teach “This is my hair”, “This is my ear” etc. one at a time. Touch each part of your body as you say the word.
Lalu ajarkan “This is my hair”(Ini rambut saya), “This is my ear”(ini telinga saya) dan yang lainnya. Sentuh bagian dari anggota tubuh anda pada saat anda mengucapkan kata tersebut.



Ok children. When I point my part of the body, you should touch your part of the body as I do.

(Baiklah anak-anak. Ketika saya menunjuk bagian tubuh saya, kalian harus mengikuti apa yang saya lakukan.)

Example:”This is my neck” “This is my shoulder” and so on.

- Let the children do the same as they repeat after you.
Biarkan anak-anak melakukan seperti yang anda lakukan.

LET'S PRACTICE



ACTIVITY 2

Listen and Repeat

- Ask the children to touch and say their body parts.
Ajak anak-anak untuk menyentuh bagian tubuh mereka dan mengucapkannya.



Touch your head. Touch your hand and so on.

(Sentuh kepalamu. Sentuh tanganmu dan yang lainnya.)



Picture 2.2



ACTIVITY 3

Point and Say

- You simply point to a part of the body on the provided picture.
Tunjukkan gambar dan tunjuk anggota tubuh pada gambar yang disediakan.
- Then ask to your children to guess the picture.
Lalu ajak anak-anak untuk menirukan anda.



Take a look at the picture. Raise your hand. Can you tell me what it is?

(Lihat gambarnya. Tunjuk tangan. Dapatkah kalian beritahu saya apa ini?)



Great.

ACTIVITY 4



Listen and Tick

- Ask the children to put a tick (✓) on the developed picture after they listen the word.

Ajak anak-anak untuk memberi tanda centang (✓) pada gambar yang disediakan. Setelah mereka mendengarkan kata tersebut.



Listen to me. When I say eyes, you should choose and tick the picture.

(Dengarkan saya. Ketika saya mengucapkan mata, kalian harus memilih gambar-gambarnya dan melingkari.)



Have you finished?

(Apakah sudah selesai?)

Let's check this out.

(Ayo kita bahas bersama.)

- Look at the worksheet for the task.
Lihat lembar kerja untuk tugasnya.

LET'S DO IT

ACTIVITY 5



Sing a Song

- Ask to the children to sing “Head-Shoulders-Knees-and Toes”.
Aja anak-anak untuk bernyanyi “Head-Shoulders-Knees-and Toes ”.



Do you know “Head-Shoulders-Knees-and Toes” song?

(Apakah kalian tahu lagu “Head-Shoulders-Knees-and Toes”?)



Let’s sing a song.

(Ayo menyanyikan lagu.)

- Sing the children the melody of the song.
Beritahu nada lagu yang akan dinyanyikan.
- Ask the children to repeat the song after you.
Ajaklah anak-anak untuk menirukan lagu.



Please, repeat after me.

(Tirukan setelah saya.)

- While singing, try to touch the body part based on the lyrics.
sambil bernyanyi sambil peragakan gerakannya sesuai lirik.
- As they sing this song, the children also should touch their head, shoulders, knees, toes, etc.
Ketika anak-anak bernyanyi, mereka juga harus menyentuh kepala, pundak, lutut, kaki, dan lainnya.



While singing, you should touch your parts of body.

(Sambil menyanyi, kalian harus menyentuh anggota tubuh kalian.)

- This song can be sung faster and faster, until everyone is really out of breath.
Lagu ini bisa dinyanyikan lebih cepat sampai semuanya bernyanyi lepas
- Let them be familiar with the song.
Biarkan anak-anak bernyanyi sampai terbiasa dengan lagu tersebut.

Head, Shoulders, Knees, and Toes

Head and shoulders knees and toes

Knees and toes

Head and shoulders knees and toes

Knees and toes

and eyes and ears and mouth and nose

Head and shoulders knees and toes

Knees and toes



Picture 2.3



ACTIVITY 6

Play a Game

- Tell and explain the children about the rules of the game of “**Action Chain**”.
Beritahu dan jelaskan kepada anak-anak tentang peraturan dari permainan.



Get ready everyone. We are going to play “**Action Chain**”.
(Bersiaplah semuanya. Kita akan bermain “Action Chain”.)



Look at me.

(Perhatikan saya.)

When I point my part of the body, you should guess and say loudly.

(Ketika saya menunjuk anggota tubuh saya, kalian harus menebak dan mengatakannya dengan keras.)



Ok. Beryl. You the lucky one.

(Baiklah. Beryl. Kamu yang beruntung yang pertama.)

Pay attention to my movement (for example you touch your hand).

(Perhatikan gerakan saya (misalnya anda menyentuh tangan anda atau bagian yang lain).)

Can you guess what the name of this part of the body?

(Dapatkah kamu menebak nama dari bagian tubuh ini?)



Great. Choose one of your friends to continue this game.

(Hebat. Pilihlah salah satu temanmu untuk melanjutkan game ini.)

- You just do the same until all the children have the turn.
Anda hanya harus Lakukan hal yang sama agar semua anak-anak mendapat giliran.



Finally practice in chain!

(Akhinya sampai membentuk rantai!)

REVIEW



ACTIVITY

Closing

- Ask the children what they have learnt today.
Tanyakan kepada anak-anak apa yang telah mereka pelajari.



So, class. Can you tell me what we have learned today?

(Jadi anak-anak apa saja yang kita pelajari hari ini?)



Great. Anything else?

(Hebat, ada lagi yang lain?)



Do you enjoy our activities today?

(Apakah kalian senang dengan kegiatan kita hari ini?)

- Sing a good bye song.
Menyanyikan lagu "Good Bye".



Let's sing a "Good bye" song.

(Mari bernyanyi lagu selamat tinggal.)

Good bye, good bye,
See you again.
Good bye, good bye,
See you again.

It's time to go,
It's time to go,
It's time to go,
See you next time.

Goodbye, goodbye,
See you again.
It's time to go,
See you next time

- Tell the children that the class is over; ask them to say a prayer.

Beritahu anak-anak bahwa kelas sudah selesai ajak mereka untuk berdoa.



I think the time is up. So let's end our meeting today by saying a prayer together.

(Saya kira waktunya sudah habis. Mari kita tutup pertemuan kita pada hari ini dengan berdoa bersama.)

Who wants to lead the prayer?

(Siapa yang ingin memimpin doa?)

Okay Aira. Say to your friends, "let's say our prayer together. Shall we?"

(Baik. Aira. Katakan pada teman-temanmu, "let's say our prayer together.")



Thank you. Assalamualaikum wr wb.

(Terimakasih. Assalamualaikum wr wb.)

UNIT III

MY FAMILY



Picture 3.1

Learning objective

- Children are able to make identification of the family members.

Indicators:

- Children can mention family members.
- Children can tell about their family members.

LET'S START



ACTIVITY 1

Opening

- Greet the children.
Sapa anak-anak.



Assalamu'alaikum wr.wb. Good morning everyone. How are you?

(Assalamu'alaikum wr.wb. Selamat pagi semuanya. Apa kabar?)



How are you?

(Apa kabar?)

I'm fine too. Thank you. Before we start our lesson today let say our prayer together. Shall we?

(Saya baik juga. Terimakasih. Sebelum kita mulai pelajaran hari ini, mari berdoa bersama.)

- Sing a "Good Morning to You" song.
Menyanyikan lagu "Good Morning to You".

Good morning to you.

Good morning to you.

Good morning dear children (teacher).

Good morning to you.



Let's check your attendance. Are you ready?

(Mari kita lihat kehadiran kalian. Apakah kalian siap?)

“Rolling-rolling up up...

Rolling-rolling down down...

Rolling-rolling out out...

Rolling-rolling in....”

- Introduce the theme of the family members.
Perkenalkan anggota keluarga.



So, class. Can you tell me the members of your family?

(Jadi, dapatkah kalian beritahu saya anggota keluarga kalian?)

- Show the children the pictures of the family members.
Tunjukkan anak-anak dengan gambar-gambar anggota keluarga.



Have a look at the pictures.

(Lihatlah gambar-gambar berikut.)

- Look at the appendices for the pictures.
Lihat lampiran untuk gambarnya.
- Teach the new words: father, mother, brother, and sister.
Ajarkan kosakata baru: father, mother, brother, and sister.



Ibu in English “Mother”, Ayah in English “Father” (dan yang lainnya).

- Explain in the children’s own language or can be through the provided picture in the book.

Jelaskan dengan bahasa anak-anak atau bisa juga dengan gambar yang sudah disediakan di buku.

LET’S PRACTICE



ACTIVITY 2

Point and Say

- Show the pictures of the family members.
Perlihatkan gambar tentang anggota keluarga.



Take a look at the pictures everyone.

(Semuanya ayo lihatlah gambar ini.)

- Ask the children to mention the family members in the picture.
Ajaklah anak-anak untuk menyebutkan anggota keluarga yang ada digambar.



Can you mention the members of this family?

(Bisakah kalian menyebutkan anggota keluarga ini?)



Picture 3.2



ACTIVITY 3

Listen and Say

- Stick the flashcard of family members on the board.
Tempelkan kartu gambar di papan tulis.
- Let the children to look at the pictures. While they are observing, you can write the name of family members beside the picture.
Persilakan anak-anak untuk mengamati gambar. Ketika mereka mengamati gambar, anda dapat sambil menulis setiap nama dari anggota tubuh di samping gambarnya.



Have a look at the pictures on the board everyone.

(Semuanya ayo lihatlah gambar di papan tulis.)

- Read the sentences loudly.

Bacakan kalimatnya dengan keras.



Ok class. Listen to me carefully.

(Baik kelas. Dengarkan saya baik-baik.)

- Ask the children to repeat after you.

Ajaklah anak-anak untuk menirukan setelah anda membacanya.



Please, repeat after me.

(Tirukan setelah saya.)

- Point the picture on the board and let them say aloud.

Tunjuk gambar di papan tulis dan biarkan anak-anak mengucapkan dengan keras.



Say loudly. "This is my father", "this is my mother" etc.

(Ucapkan dengan keras "this is my father", "this is my mother" (dan yang lainnya).)

- After the children familiarize themselves with these sentence patterns, role play them.

Setelah anak-anak terbiasa dengan kalimat tersebut, ajaklah bermain peran.

- Let one boy be Beryl and one girl be Dara.

Ambil satu anak laki-laki sebagai Beryl dan satu anak perempuan sebagai Dara.



Now who wants be Beryl? And be Dara?

(Sekarang siapa yang mau menjadi Beryl?)

Dan menjadi Dara?)



Please Beryl, can you tell us these pictures?

Beryl, dapatkah kamu memberitahu kita gambar-gambar ini?



Very good.

(Sangat bagus.)



And then your turn Dara, can you tell us these pictures?

(Dan kemudian giliranmu Dara, dapatkah kamu memberitahu kita tentang gambar-gambar ini?)



You also did a good job Dara.

(Kamu juga bagus Dara.)

Ok everyone. Clap the hands for both of them.

(Semuanya. Tepuk tangan untuk mereka berdua.)

My name is "-----"
This is my father.
This is my mother.
This is my sister.

My name is "----"
This is my father.
This is my mother.
This is my brother.



Father

Mother



Beryl

Dara

Brother

Sister

Picture 3.2

ACTIVITY 4



Paste and Say

- Teach and explain the children “ My name is.....”, “This is my....”.
Ajarkan dan jelaskan “ My name is.....”, “This is my....”.
- Then ask them to paste the photos of each family members in the task developed.
Lalu ajak anak-anak untuk menempelkan foto dan menulis dari masing-masing anggota keluarga .
- Ask your children to bring the photos of the family member one day before you teach this material.
Mintalah untuk membawa foto anggota keluarga sehari sebelum pelajaran ini akan di ajarkan.
- After having finish, ask them to introduce their family using family photos in front of the class.
Setelah selesai mintalah mereka untuk memperkenalkan anggota keluarganya menggunakan foto-foto keluarga didepan kelas.



Now, I want you to paste the photo on the provided box.

(Sekarang saya minta untu menempel foto dibok yang sudah disediakan.)



Have you finished? Now, this time is your turn to say in front of the class. Raise your hand, please.

(Apakah kalian sudah selesai? Sekarang waktunya untuk kalian maju didepan kelas untuk mengucapkannya. Acungkan tangannya, silakan.)

LET'S DO IT



ACTIVITY 5

Sing a Song

- Ask to the children to sing a song "Where is Father".
Aja anak-anak untuk bernyanyi "Where is Father".



Let's sing a song.

(Ayo menyanyikan lagu.)

- Tell the children the melody of this song
Beritahu nada lagu yang akan dinyanyikan.
- Ask the children to repeat the song after you.
Ajaklah anak-anak untuk menirukan lagu.



Please, repeat after me.

(Tirukan setelah saya.)

- Let them be familiar with the song.
Biarkan anak-anak bernyanyi sampai terbiasa dengan lagu tersebut.

**Where is father?
Where is father? Where is father? Here I am!**

(mother)

(mother)

(brother)

(brother)

(sister)

(sister)

Here I am! How are you his morning?

Very well I thank you.

ACTIVITY 6



Play a Game

- Tell and explain the children about the rules of the “Happy Family “game.
Beritahu dan jelaskan kepada anak-anak tentang peraturan dari permainan.



3

Let's play a game everybody. Listen to me about the rules of the game.

(Ayo lakukan permainan ya semuanya. Dengarkan saya tentang aturannya.)

- Divide the children into two groups.
Bagi anak-anak menjadi 2 kelompok.
- Ask the children to stand up and make five lines each group.
Ajak anak-anak berdiri dan buat lima 5 garis disetiap kelompok.
- There are five family members; father, mother, brother, sister, baby.
Ada 5 anggota keluarga; father, mother, brother, sister, baby.



I will divide you into two groups.

(Saya akan membagi kalian menjadi 2 kelompok.)

Then, I want you to stand up and make five lines.

(Kemudian saya minta kalian berdiri dan membentuk 5 garis; father, mother, brother, sister, baby.)

- Make sure that all the children know all the family members.
Pastikan semua anak-anak tahu semua anggota keluarga.



Do you know about this family member?

(Apakah kalian tahu tentang anggota keluarga ini?)

- Distribute the cards for all the children; give them a little time to observe the cards.

Bagikan kartu-kartu kepada semua anak-anak; berikan mereka waktu untuk mengamati kartu.



Observe the card.

(Amati kartunya.)

- You also can encourage them by asking the children; “Who are you?” And tell them “I am father.” for example.
Anda dapat mendorong mereka dengan bertanya; “Who are you?” dan beritahu (siapa sesuai kartunya masing-masing? misalnya dengan menjawab “I am father.”).
- Ask the children to make happy family members.
Ajak anak-anak untuk membuat “Happy Family”.



Are you ready? Let's play the game everybody.

(Apakah kalian siap? Ayo lakukan permainan ya semuanya.)



When I count 1, 2, 3 go. Make a happy family; one father, one mother, one brother, one baby.

(Ketika saya menghitung 1, 2, 3 go. Buat “happy family” satu “father”, satu “mother”, satu “brother”, satu “sister”, satu “baby”.)

Do you understand?

(Apakah kalian paham?)

- In the end the first family to sit down is the winner.
Diakhir, keluarga pertama yang duduk adalah pemenangnya.

REVIEW



ACTIVITY 6

Closing

- Ask the children what they have learned today.
Tanyakan kepada anak-anak apa yang telah mereka pelajari.



So, class. Can you tell me what we have learned today?

(Jadi anak-anak apa saja yang kita pelajari hari ini?)



Great. Anything else?

(Hebat, ada lagi yang lain?)



Do you enjoy our activities today?

(Apakah kalian senang dengan kegiatan kita hari ini?)

- Sing a good bye song.
Menyanyikan lagu “Good Bye”.



Let's sing a “Good bye” song.

(Mari bernyanyi lagu selamat tinggal.)

Good bye, good bye,
See you again.
Good bye, good bye,
See you again.

It's time to go,
It's time to go,
It's time to go,
See you next time.

Goodbye, goodbye,
See you again.
It's time to go,
See you next time

- Tell the children that the class is over; ask them to say a prayer.

Beritahu anak-anak bahwa kelas sudah selesai ajak mereka untuk berdoa.



I think the time is up. So let's end our meeting today by saying a prayer together.

(Saya kira waktunya sudah habis. Mari kita tutup pertemuan kita pada hari ini dengan berdoa bersama.)

Who wants to lead the prayer?

(Siapa yang ingin memimpin doa?)

Okay Aira. Say to your friends, "let's say our prayer together. Shall we?"

(Baik. Aira. Katakan pada teman-temanmu, "let's say our prayer together.")



Thank you. Assalamualaikum wr wb.

(Terimakasih. Assalamualaikum wr wb.)

?”

Appendices

Unit 1

The pictures of Greeting Expressions



Good morning

[gʊd/ /'mɔː.nɪŋ/]



Good afternoon

[gʊd// ,ɑːf.tə'nuːn/]



Good evening

[gʊd///'i:v.nɪŋ]



Good night

[gʊd/nait]

Name:

Class :

Match the picture with the correct word.

(Pasangkan dengan kata yang benar.)



Good morning



Good evening



Good afternoon

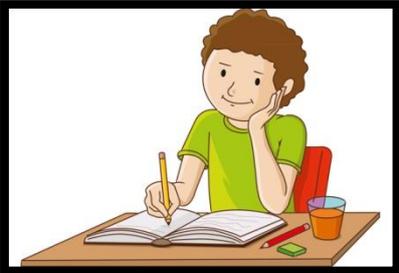


Good bye

Key Answer

Unit 1

Activity 2



Good morning

Good evening

Good afternoon

Good night

Good bye

Activity 3

8: 00

Bagus : Good Morning, Andara.

Andara: Good Morning, Bagus.

14: 00

Beryl: Good Afternoon, Aira.

Aira : Good Afternoon, Beryl.

19: 00

Iyan : Good Evening, Leila.

Leila : Good Evening, Iyan.

21: 00

Mother : Good Night, Dhini.

Dhini : Good Night, Fahri.

Greeting Expressions

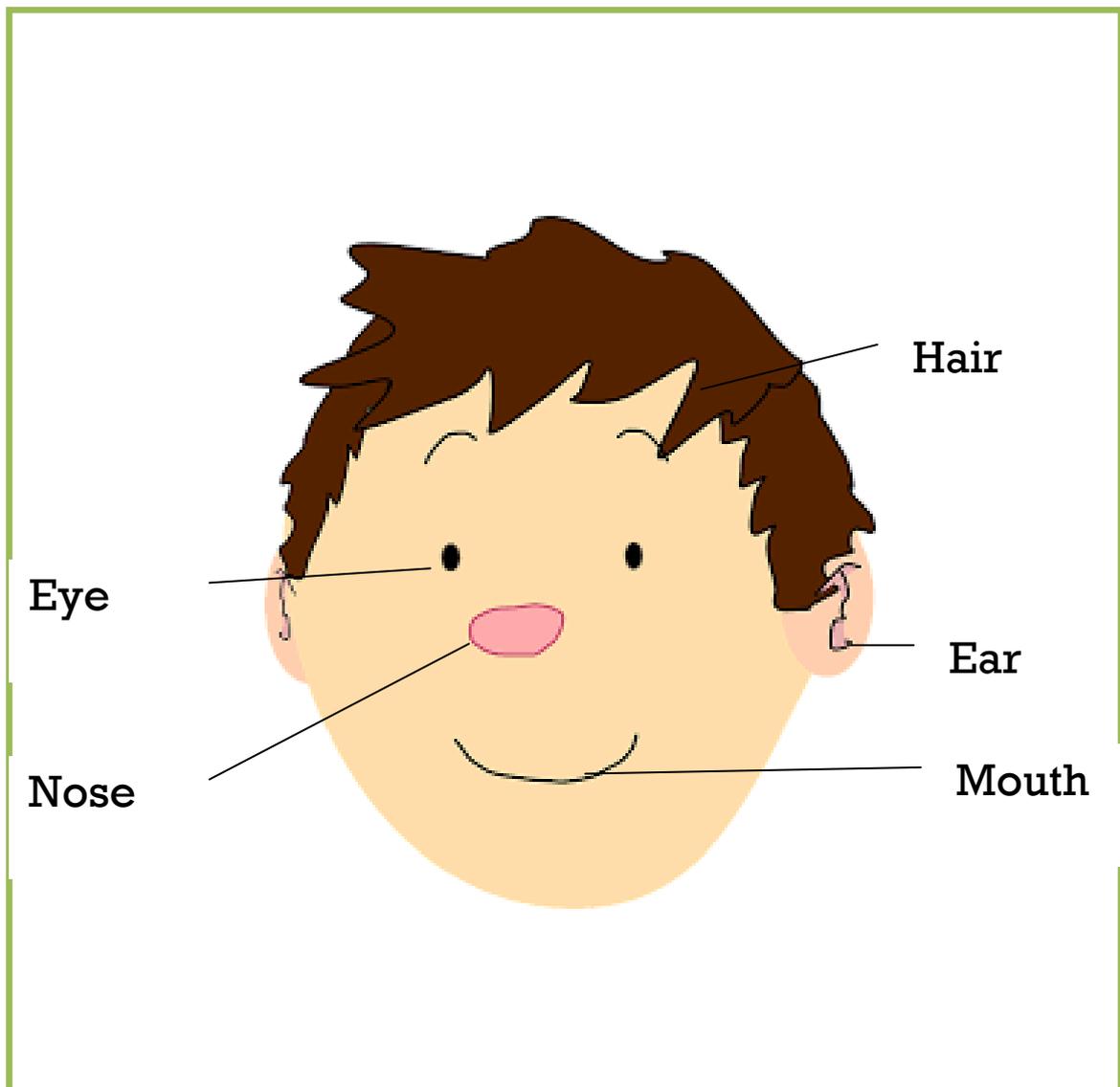
Formal Greetings	Responses	Informal Greetings	Responses
<ul style="list-style-type: none"> • Good morning. • Good afternoon. • Good evening. • Hello, how are you? 	<ul style="list-style-type: none"> • Hello, Good morning • Hello, good afternoon. • Good evening. • I'm fine. • Thank you. • Very well, thank you. 	<ul style="list-style-type: none"> • Hi, how's life? • What's new? • How's everything? • Good to see you. 	<ul style="list-style-type: none"> • Terrific. And you? • Just fine, thanks. • Great, thanks. • Pretty well. What about you?

The rules of the “Greeting” game.

- Bagi kelas menjadi dua kelompok A dan B.
- Bagikan *flash card* kepada anak-anak.
- Tunjukkan salah satu *flash card* kepada anak-anak.
- Ajak salah satu kelompok untuk menebak sebagai model permainan.
- Ajaklah kelompok A untuk menunjukkan salah satu *flash card* kepada kelompok B.
- Kemudian perintahkan ke kelompok B untuk menebak *flash card* tersebut.
- Ulangi sampai kedua kelompok mendapat giliran. atau sampai *flash card* habis.

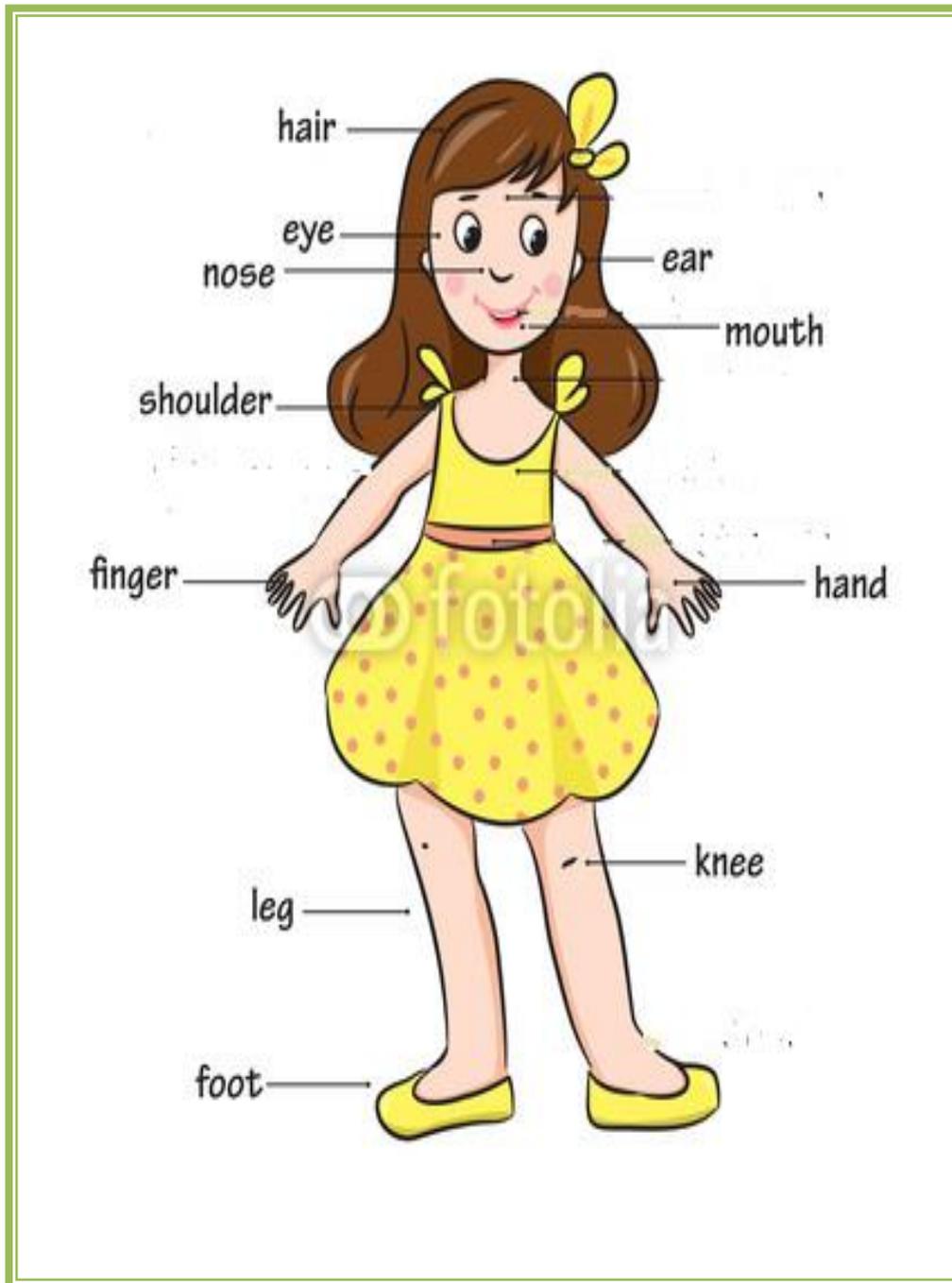
Unit 2

The face



Source: www.kids-pages.com

The body part



Source: www.pinterest.com

Name:

Class:

Look at the picture and circle the correct word.

(Lihatlah gambar ini dan lingkari kata yang benar.)

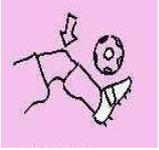
1. Eyes

 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
---	---	--

2. Nose

 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
---	---	--

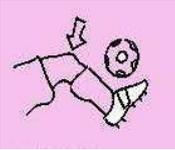
3. Hand

 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
---	---	--

4. Shoulders

 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
---	---	--

5. Ears

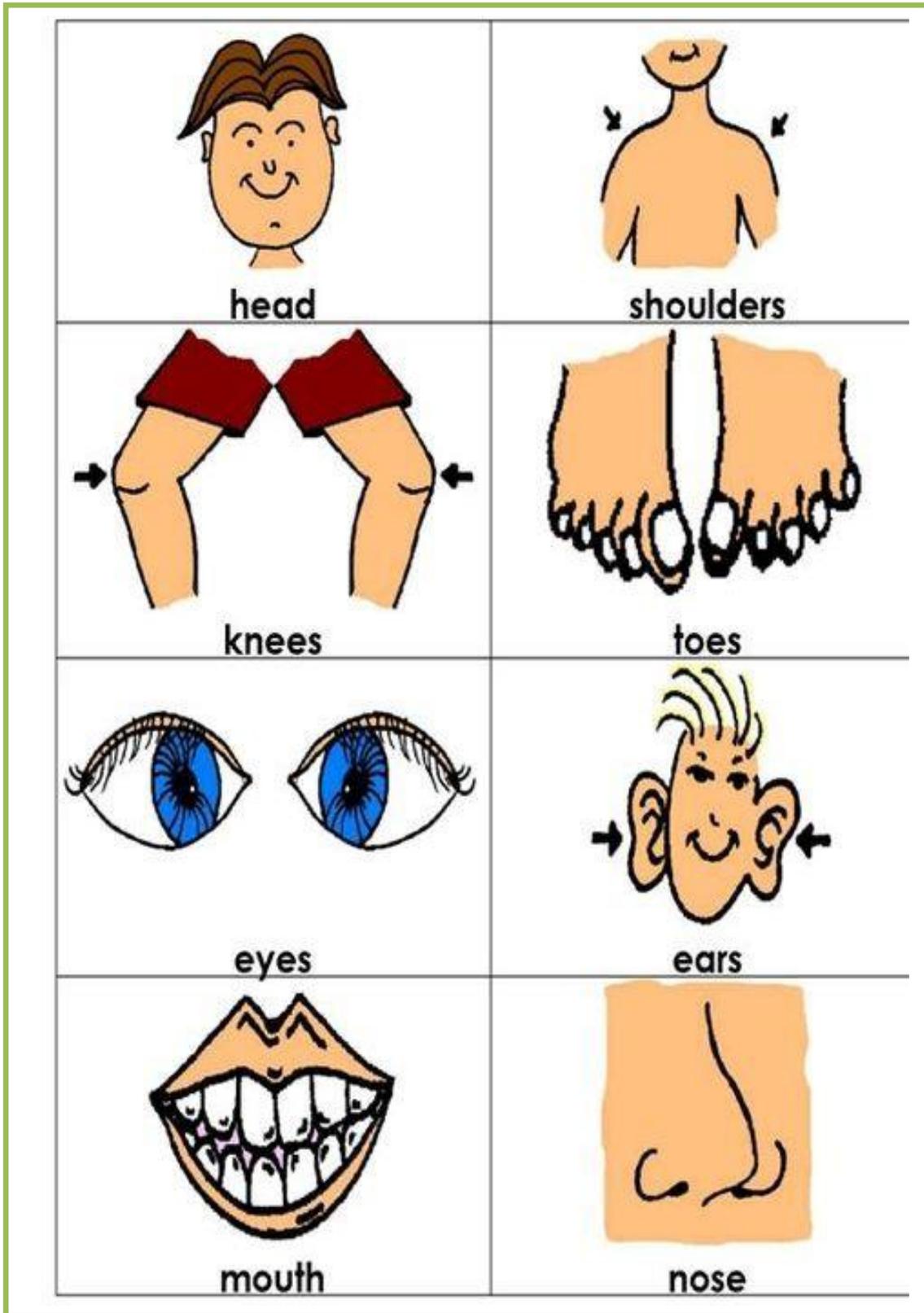
 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
---	---	--

Unit 2

Activity 4

- 1. Gambar pertama**
- 2. Gambar ketiga**
- 3. Gambar kedua**
- 4. Gambar pertama**
- 5. Gambar ketiga**

Flashcards



Taken from: <https://www.pinterest.com/noble135/body-parts-camp/>

The rules of the “Action Chain” game.

- Guru berdiri di tengah. Lalu, tunjuk anggota tubuh.
- Pilihlah satu anak untuk memberikan contohnya.
- Ajak anak tersebut untuk memperhatikan bagian tubuh mana yang ditunjuk guru.
- Setelah itu ajaklah anak untuk menebaknya.
- Berikan reward bagi anak yang menebak dengan cara member bintang ditangannya.
- Kemudian suruhlah anak tersebut untuk memilih salah satu temannya untuk melanjutkan permainan.
- Lalu anda kembali menunjuk salah satu bagian tubuh anda dan ajak anak untuk menebak.
- Sampai membentuk urutan aksi.
- Lanjutka sampai semua anak mendapat giliran.

A list of vocabulary

Word	Spelling	Meaning
ear	/ɪə r /	telinga
eye	/aɪ/	mata
foot	/fʊt/	kaki
finger	/'fɪŋ.gə r /	jari
hand	/hænd/	tangan
hair	/heə r /	rambut
head	/hed/	kepala
knee	/ni:/	lutut
mouth	/maʊ	mulut
nose	/nəʊz/	hidung
shoulder	/'ʃəʊl.də r /	pundak

Source: Cambridge Advanced Learners Dictionary

Unit 3

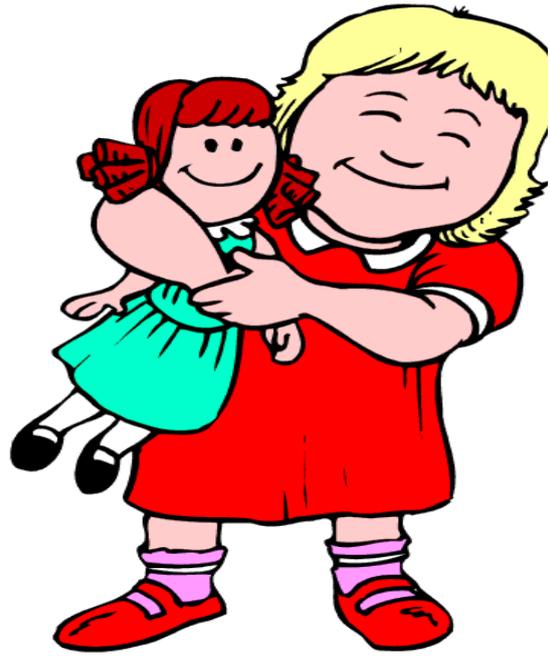
Flash cards

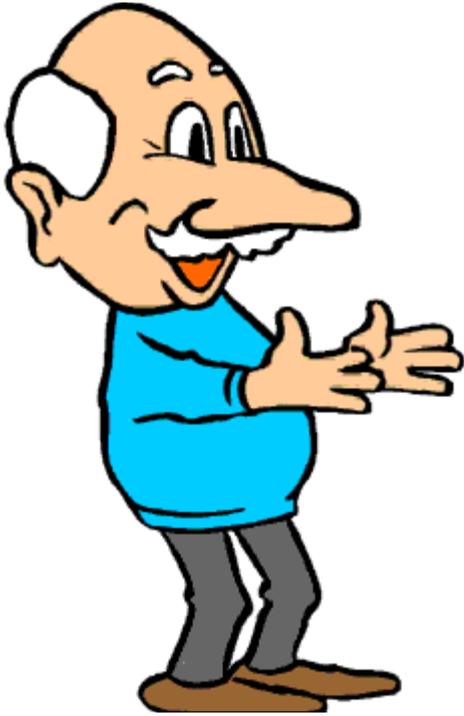


Taken from:::www.kids-pages.com

Family

['fæm. ə.l.i]





Taken from: <http://www.jadipintar.com>



A list of vocabulary

Word	Spelling	Meaning
aunt	/ænt/	tante
baby	/'beɪ.bi/	bayi
brother	/'brʌð.ə r /	saudara laki-laki
grandfather	/'græn d .fɑː.ðə r /	kakek
grandmother	/'græn d .mʌð.ə r /	nenek
family	/'fæm. ə l.i/	keluarga
father	/'fɑː.ðə r /	ayah
mother	/'mʌð.ə r /	ibu
sister	/'sɪs.tə r /	saudara perempuan
uncle	/'ʌŋ.kl /	paman

Source: Cambridge Advanced Learners Dictionary

Name:

Class:

Paste your photo
here.

My name is

Paste your father's
photo here.

Paste your
mother's photo
here.

This is my father

This is my mother

Paste your
brother's photo
here

Paste your sister's
photo here.

This is my brother

This is my sister

The rules of the “Happy Family” game.

- Siapkan *flash cards*.
- Siapkan lima kursi didepan kelas sebagai tempat untuk membuat “*Happy family*”.
- Pastikan anak-anak tahu semua kata-kata seperti: father, mother, brother, sister, baby.
- Bagi kelas menjadi dua bagian. Lalu bagikan *flash cards* kepada anak-anak secara acak.
- Berikan waktu kepada anak-anak untuk mengamati *flash card* nya.
- Satu kelompok terdiri dari 2 anak sebagai “*father*”, 2 anak sebagai “*Mother*”, 2 anak sebagai “*Brother*”, 2 anak sebagai “*Sister*”, 2 anak sebagai “*Baby*”.
- Guru bisa sambil menanyai anak-anak *who are you?*” dan beritahu (*siapa sesuai kartunya masing-masing? misalnya dengan menjawab “I’ am father.”*)
- Buat lima garis. Kemudian kondisikan anak-anak yang mendapat flash card “Father” pada garis pertama dan untuk garis selanjutnya melanjutkan anggota keluarga yang lainnya.
- Jelaskan “Happy family terdiri dari satu “father”, satu “Mother”, satu “Brother”, satu “Sister”, satu “Baby”.
- Hitung 1,2,3 go. Lalu ajak anak untuk membuat “Happy family”.
- Kelompok pertama yang duduk adalah pemenangnya.

Adapted from: <http://www.themagiccrayons.com/games/family>

Picture References

Cover picture www.wallpaper.com

Unit 1

Cover unit 1 www.google.com

Picture 1.1 www.google.com

Picture 1.2 www.en.wikipedia.org

Picture 1.3 www.google.com

Picture 1.4 www.google.com

Picture 1.5 www.google.com

Unit 2

Cover unit 2 www.google.com

Picture 2.1 www.kidsworksheet.blogspot.com

Picture 2.3 www.google.com

Flash cards www.britishcouncil.com

Unit 3

Cover unit 3 www.google.com

Picture 3.1 www.kids-pages.com

Picture 3.2 www.kids-pages.com

Flash cards www.britishcouncil.com

Resources

www.google.com

www.youtube.com

APPENDIX J

PHOTOGRAPH

1. The teaching and learning process.

