DEVELOPING ENGLISH SUPPLEMENTARY MATERIALS FOR CHILDREN AT PANTI ASUHAN AISYIYAH YOGYAKARTA

A Thesis

Submitted in partial fullfilment of the requirements

for a *Sarjana Pendidikan* Degree in English Language Education

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Yogyakarta, 20 Juni 2013
Yang menyatakan,

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DEDICATIONS

I lovely dedicated this thesis to

♥ *my soulmate,*

Mas Nirwan

for his love, patience, care and support

♥ *my mother and my father,*

Ibunda Amini and Ayahanda Paring

for their love, support and prayer

♥ *my little friends*

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for their love and faith

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DEVELOPING ENGLISH SUPPLEMENTARY MATERIALS FOR CHILDREN AT PANTI ASUHAN AISYIYAH YOGYAKARTA

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ABSTRACT

The objective of this study is to develop effective English supplementary materials for children at Panti Asuhan Aisyiyah Yogyakarta.

This study was conducted for the fifth and sixth grader of elementary school students at Panti Asuhan Aisyiyah Yogyakarta. Research and Development was carried out from 15 February 2013 up to 15 June 2013. The data were collected using observation, questionnaire, and interview. Qualitative and quantitative data analyses were applied.

The findings of this study suggested the following. First, the effective materials should cover this components: title of the unit, warming up, learning activities, listening activities, speaking activities, reading activities, writing activities, playing game activities as additional activity, and self assessment. In addition, there were some properties of effective materials that can be proposed as follows. First, grammar and language expressions are introduced in context. Second, the materials attempt to develop the four skills of English namely listening, speaking, reading, and writing skills. Third, the character building is taught by internalized in the activities on the materials. Fourth, the materials should be made in colorful and interesting activities. The last, inputs and media of the materials should be colorful and related to the children's world.

Keywords: English, supplementary materials, children, Panti Asuhan Aisyiyah Yogyakarta, character building,

CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the international languages that is taught as a foreign language in over 100 coutries in the world, such as China, Russia, Germany, Spain, Egypt, Brazil and also Indonesia. There are lots of international events using English as the tool and media of communication. Besides, English contributed in the science and educational development, socio economics, culture, and arts. For this reason, learning English is a need to compete in the global era.

In Indonesia, English is taught as a compulsory subjects for secondary school level. English is being introduced for primary school students as a local content subject. However, the English learning in primary schools have not urges the students to communicate. One of the factors was the lack of vocabulary mastered by students.

Ideally, students get vocabulary lessons more intensively in their primary school whether in a systematic way or in an unsystematic way by accidental learning. If their vocabulary building is good, they will have the basis to learn more about the other skills, such as listening, speaking, reading and writing. So, they will be able to use the language in a real communication actively or receptively.

In fact, primary school students are not supported by intensive vocabulary learning. So, the students get difficulties in learning English. This condition will give impacts on the learning process for higher level of education that is for junior high school level. Students who have good vocabulary mastery since they are in primary

school level will get fewer difficulties in learning English when they study in the junior high school. For that reason, parents chose the schools providing English as a compulsory subject or give them supplementary courses to improve their English, especially their vocabulary.

However, giving a supplementary course needs certain amount of money. So, not all students could join the supplementary course, especially students who live in the orphanage. This institution does not have enough operational funds because of the lack of support. Therefore, orphanage has no capabilities to give supplementary lesson to the children appropriately.

In Indonesia, there is an organization similar to the orphanage that is called Islamic boarding school as known as *pondok pesantren*. Both orphanage and islamic borading school are an educational institution. Orphanage is a social institution that is a home for the orphans whereas Islamic boarding school is an educational institution using 24-hour learning for the students who are called *santri*. The students should join the formal and informal schools. In this case, both orphanage and Islamic boarding schools have the characteristics and potential to create an educational atmosphere. So the learning process can be conducted effectively. Ideally, based on the characteristic, orphanage is also able to conduct the similar program.

In fact, the Islamic boarding school has more chance in educational exploration. Almost all of the modern Islamic boarding school has facility, fund, and teacher in vocabulary building.

In practice, the majority of modern Islamic boarding school in Indonesia has a language area. All members of the Islamic boarding school have to use some certain languages to communicate with others in that area. Usually, the foreign languages are Arabic and English.

Furthermore, the Islamic boarding school uses reward and punishment to motivate their students. Students who do not obey the rules will get the punishment. Moreover, the institute prepares the students with vocabulary building program. The vocabulary building is usually held in the morning and afternoon. The students work in a small group that is guided by tutors to improve their vocabulary both in Arabic and English.

From the previous statements, it implies that orphanage and Islamic boarding school have a great potential to improve vocabulary. However, the orphanage was not able to conduct the appropriate program to build students vocabulary mastery. The orphanage has no facility, time allocation, lack of media, lack of tutors, and fund. It was different from the Islamic boarding schools that get fund from the parents, the government, the society, and the institution itself.

Furthermore, students' characteristics of each institution were different. Students who live in the Islamic boarding school were students who are willing to stay. They chose to live in the boarding school because of the programs offered by the boarding schools. In contrast, the orphans have to stay because they have no family to take care and educate them. So, this condition may give some effects for the children's education. Because of this, there should be appropriate materials for children who live in the orphanage. Even though there were many approaches,

methods, and techniques of learning process, not all of them are appropriate applied for the children of the orphanage. Based on the children's characteristics that children learn a language by interact with the language, the communicative approach was the suitable one.

In the end, the researcher states that it was important to develop English supplementary instructional for children at Panti Asuhan Putri Aisyiyah Yogyakarta.

B. Identification of the Problem

Based on the statements of the previous part, it can be inferred that some conditions were not ideal. The first, there was no program to improve their English language skills. Second, there was no fund and facilities to conduct a program to their English language skills. Then, the third was the lack of tutors. The last was the lack of facilities and media such as books, dictionaries, audiovisual aids, and others.

C. Delimitation of the Problem

There were some problems in this researh. They were the program to improve children's English language skills, the fund, the facilities, the teachers, and media. However, the researcher will focus on the program by developing English supplementary instructional materials at Panti Asuhan Aisyiyah Yogyakarta.

As the researcher stated in the previews part, the materials were made to help the children who live in the orphanage. In this case, the materials were for the orphans of Panti Asuhan Aisyiyah Yogyakarta. They were elementary school's

students at the fifth and sixth grader. In this age, the students were able to learn and to build knowledge effectively with their creativity and curiosity.

The last, the research design was instructional research and development formulated by Borg and Gall. This research design will be adopted because the principles and steps were suitable for the children and orphanage characteristics. This research design consists of the principles and steps which are well organized. The four principles called Research and Development cycle urge to develop the product intensively and the steps give the ways in designing the responsible product.

D. Formulation of the Problem

Based on the limitation of the problem, formulation of the problem is “how to develop the effective English supplementary instructional materials for children at Panti Asuhan Putri Aisyiyah Yogyakarta?”.

E. Objective of the Study

This objective of this study is “to design the effective English supplementary instructional materials for children at Panti Asuhan Putri Aisyiyah Yogyakarta”.

F. Significance of the Study

This study may give advantages for:

1. Scientific Significance

This study is expected to inspire other researchers or material developer in the vocabulary teaching learning.

2. Practical Significance

a. For the Institution (The Orphanage)

This study is expected to give a contribution to the orphanage as a model of learning materials in order to improve children's vocabulary mastery.

b. For the Teachers

The materials may contribute to the teaching material for teachers in order to develop their teaching strategies. Thus, this study may give alternatives in teaching English.

c. For the Children

This study is expected to help children of the orphanage to improve their English language skills.

G. Definition of Terms

To avoid misconception of further discussion, some terms are clarified as follows.

1. Instructional Materials

Richards and Schmidt (2002: 333) state materials are anything which can be used by teachers or learners to facilitate the learning of a language. Materials could be linguistic, visual, auditory, or kinesthetic, and they may be presented in print, audio or video form, on CD-ROMS, on the Internet or through live performance or display.

2. Vocabulary Mastery

Vocabulary is a set of lexemes, including single words, compound words, and idioms. In vocabulary teaching learning process, the learning process should be delivered in a meaningful and in a communicative way.

3. Communicative Language Teaching Approach

According to and Richard and Schmidt (2002: 90), Communicative language teaching or communicative approach is an approach to foreign or second language teaching which emphasizes the goal of language learning that is communicative competence and which seeks to make meaningful communication and language use a focus of all classroom activities.

4. The Orphanage

Orphanage is a home for the orphan and for the homeless or needy children. Orphanage is usually built and managed by a public or private social organization. This institution takes over the family's role to take care and educate their children (Hornby, 1995: 818).

5. Children (Young Learners)

Children are young humans or people from birth to the age of full physical development below the age of puberty or below the legal age of majority. (Hornby, 1995: 192).

CHAPTER II

LITERATURE REVIEW AND ANALITICAL CONSTRUCT

A. Theoretical Description

Some variables will be explained in this theoretical description. Those are the theory of language teaching and learning, communicative language teaching approach, components of teaching and learning, teaching English for young learners or TEYL, teaching vocabulary, orphanage, instructional material, material development, and local content subject. Each of the variables will be explained deeply based on the statement of the experts.

1. Language Teaching and Learning

There are many experts who define language. Here are the composite definitions about language stated by Brown (2000: 7) as presented.

a. Language is systematic
b. Language is a set of arbitrary symbols
c. Those symbols are primarily vocal, but also may be visual
d. The symbols have conventionalized meanings to which they refer
e. Language is used for communication
f. Language operates in a speech community or culture
g. Language is essentially human, although possibly not limited to humans
h. Language is acquired by all people in much the same way; language and language learning both have universal characteristics.

These definitions imply that learning a language means learning how to use the language to the real situations. In addition, teaching and learning are two things that always go together. Here are definitions of teaching and learning stated by Brown (2000: 7). The definitions of learning are:

a. Learning is acquisition or getting.
b. Learning is retention of information or skill.
c. Retention implies storage system, memory, cognitive organization.
d. Learning involves active, conscious focus on and acting upon event outside or inside the organism.
e. Learning is relatively, but subject to forgetting.
f. Learning involves some of practice, perhaps reinforced practice.
g. Learning is chance of behavior.

Brown (2000: 7) said that teaching is a part that cannot be separated from learning. He stated teaching is guiding and facilitating the learning, enabling the learners to learn, and setting the condition for learning.

In Indonesia, English is not used in all fields of life as its role is as foreign language. Brown (2001: 3) defines that it is not used as key language in commerce and education; this often refers to English taught in countries. English is a foreign language or EFL. As clarified by Brown (2001: 117) in teaching English as a foreign language, there are some guidelines:

a. Use class time for optimal authentic language input and interaction.
b. Don’t waste class time on work that can be done as homework.
c. Provide regular motivation-stimulating activities.
d. Help students to see genuine uses for English in their own lives.
e. Play down the role of tests and emphasize more intrinsic factors.
f. Provide plenty of extra-class learning opportunities.
g. Encourage the use of learning strategies outside class.
h. Form a language club and schedule regular activities.

2. Components of Teaching and Learning

As the researcher said in the previous statement that teaching and learning are two processes that work and go together. The teaching and learning processes will be effective if the components are completed. The components are learners, teacher,

classroom management, and approach, method, and technique. Each is presented below.

a. Learners

Learners are the center of the English teaching-learning process, therefore the characteristics and needs of the learners are important things that should be treated well by the teacher. The characteristics of good learners based on Naiman, Rubin and Thomson in Harmer (2002: 42) are learners who can live in many cultures of life and learners who are creative, intelligent, who make own opportunities for practice, and who use contextual clue.

b. Teacher

Teacher has some roles in teaching learning process, Harmer (2002: 56-63). The roles are controller, organizer, acessor, prompter, participant, resource, tutor, and observer. Each role are presented below.

1) Controller

As controller, the teacher acts as controller of the class and of the activity-taking place which is different with what the students are working. As the controller, the teacher takes roll, takes the students things, organizes drills, read aloud, and exemplifies the qualities of teacher – fronted classroom in various ways.

2) Organizer

Teacher also plays role as an organizer, to organize students to do various activities. Thus, teacher may give students information, telling how they are going to do the activities, putting the students into pairs or groups, and closing things when it is time to stop.

3) Assessor

As an assesor, the teacher offers feedback and correction and grading students in various ways.

4) Prompter

Playing role as a prompter, the teacher should prompt the students sensitively and encouraging but above all with discretion. The teacher can play this role when students lose the thread of what is going on, for example at role-play.

5) Participant

As the participant, teacher acts people who stand back from the activity.

6) Resource

In this role, the teacher should be helpful and available, but at the same time should resist urging to spoon-feed our students so that they become over-reliant on us.

7) Tutor

The role as tutor can be implemented when the teacher works with individuals or small groups and pointing them in directions they have not yet thought or taking.

8) Observer

The teacher observes what students do so that we can give them useful group and individual feedback and also to judge the success of the different materials and activities that the students take into lesson.

c. Classroom Management

The language classroom can be managed through designing class to be whole-class grouping, students on their own, pair work, and group work, Harmer (2001; 114-124).

According to Brewster (2004: 218), classroom management is related to the three main areas. That is maintaining motivation, maintaining classroom control and discipline, and organizing learning activities. The each will be presented below.

1) Motivation

Based on Brewster (2004: 218), motivation is a set of beliefs, thoughts, and feelings that are turned into action. Motivation of learning a foreign language for children and adults is different, so the teacher should adopt the critical attitude to the activities and tasks created. Besides that, the classroom atmosphere is created to promotes learners confidence and self-esteem. So they can learn effectively and enjoyably.

According Dornyei in Brewster (2004:219), there are two keys factors in motivating learnes. The first is how far learners exepct to be succesful in doing the task. The second is how much learnerss think being succesful in doing the task is important. Moreover, the motivation shoud come inside to the learners. By the huge instrinsic motivation in learn a langugae, learners will get the power to carry the learning forward. The feeling of enjoyment, chalenge or succes will be needed to face the difficult task of learning a language is to be achieved.

2) Classroom Control and Routine

There are five condiderations to create an effective learning environment related to classroom control and discipline. The first is establishing routines. The second is finding a balance. The fourth is getting the learners' attention. The next is finding an acceptable noise level, and the last is giving praise.

3) Organizing Learning Activities

The interesting activities will help learners willing to engage the activities. The teacher shoul find out the students' interests such as hobbies, films, toys, games, TV programmes, music, sports, etc. Besides that, the teacher should some considerations below.

a) dealing with bilingual learners
b) managing pair and group work
c) the effects of different kinds of classroom activities
d) the mix ability class
e) time management
f) classroom organization and layout
g) keeping teaching record

d. Approach, Method, and Technique

Approach, method, and technique are the components of how language are taught. Each of them will be explained below.

1) Approach

Brown states approach informs about nature of language, language learning, and the applicability to teaching learning process (2001: 16). Another expert, harmer says that approach describes how language is used and how its constituent parts interlock and offers a model of language competence. Approach describes how people acquire their knowlegde of language and make statements about the

conditions which will promote succesful language learning (2002: 78). The approach used in this research is Contextual Language Teaching (CLT). The CLT approach will be presented in the next explanation.

2) Method

According to Harmer, method is the practical realisation of an approach. The originators of a method have arrived decisions about types of activities, teacher's roles, learners' roles, and the kinds of materials, and some model of syllabus organisation (2002:78). Brown (2001: 16) states that method concerns with teacher and student role, materials, and sequencing in English course.

3) Technique

Anthony in Brown (2001: 14) defines techniques as specific activities manifested in the classroom that are consistent with a method and therefore are in harmony with an approach as well.

3. Communicative Language Teaching Approach

There are many approaches in language teaching and learning. However, the appropriate approach to the orphanage is Communicative Language Teaching or CLT approach. CLT is developed in 1980s as response away from Grammar Translation Approach. It is developed through the council of Europe, based on the social-interactionist theory which emphasises the social nature of the language learning and interaction. This approach is integrating and emphasizing of what aspects language to teach and how the language is taught.

The term “what to teach aspect” of communication approach is stressed to the significance of the functions rather than focusing on the grammar and vocabulary. The principle of this approach is to teach learners to use the language appropriately in various contexts and purposes. While the “how to teach aspect” of communication approach is more exposure to language in use. This aspect is stressed in giving opportunity to use the language. It will give huge effects for children’s knowledge and skills development. This aspect explains that the students are activated and motivated to communicate something. They should have a purpose of activity or communication; they should use the varieties of language than just one language structure, and they also should focus on the functions rather than the grammar.

Communicative Language Teaching (CLT) is an approach to second and foreign languages teaching that emphasizes interaction as both the means and the ultimate goal of language learning. CLT places great emphasis on helping students use the target language in a variety of contexts and on learning language functions. Here are the five principles of Communicative Language Teaching approach stated by Richards and Schimdt (2002: 90). The first, learners use a language through using it to communicate; second, authentic and meaningful communication should be the goal of classroom activities; third, fluency and accuracy are both important goals in language learning; fourth, communication involves the integration of different language skills; and the last, learning is a process of creative construction and involves trial and error.

Moreover, Brown also offers the interconnected characteristics as a representation of CLT (2000: 266):

a) Classroom goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence.
b) Language techniques are designed to engage learners in the pragmatic, authentic, and functional use of language for meaningful purposes. Organizational language forms are not the central focus, but rather aspects of language that enable the learner to accomplish those purposes.
c) Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use. In the communication classroom, students ultimately have to use the language actively and receptively, in unrehearsed context.

CLT for children means that language teachers engage learners in drawing, acting out, listening, talking, reading or writing based on meaningful and contextualized tasks using language which has been prepared. The books written by this approach usually use the structural syllabus, often organized by linked topics and language functions. Usually this approach is often referred to activity-based and commonly involves the use of three types of activities. That is problem solving, interactive activities, and creative activities. The activities of problem solving are activities such as identifying, matching, sequencing, prioritizing, and classifying. The interactive activities are activities of making survey or carrying out interview. Then, the creative activities are making masks or creating birthday cards activities.

4. Teaching English to Young Learners (TEYL)

a. The Characteristics of Young Learners

According to Hornby (1995:192), children or young learners are young humans from birth to the age of full physical development below the age of puberty or below the legal age of majority. On that age, children are naturally active and creative language learners. They learn and acquire knowledge from what they see,

hear, and interact with the environment. They observe how people around them express themselves, acquire the expressions, and later they produce the more expression to communicate with the others stated by Harmer, (2001: 37). Acquisition process for children is guaranteed for children up the age of six, is steadily compromised from then until shortly after and rare thereafter. This acquisition process applies not only for the first language, but also the second language.

Teaching language to children is different from teaching adults or teenagers, it is more fascinating. Here are the reasons why children are different from adults or teenagers, Brewster, (2004: 27-28).

1) Children have a lot of physical energy and often need to physically active.
2) Children have a wide range of emotional needs.
3) Children are emotionally excitable.
4) Children are developing conceptually and are at an energy stage of their schooling.
5) Children are still developing literacy in their first language.
6) Children learn more slowly and forget things quickly.
7) Children tend to be self oriented and preoccupied with their own words.
8) Children get bored easily.
9) Children are excellent mimics.
10) Children can concentrate for a surprisingly long time if they are interested.
11) Children can be easily distracted but also very enthusiastic.

There are some considerations to teach children. The teacher should know the students characteristics, the strategies and tricks appropriate to be applied. According to Harmer (2001: 38), the characteristics of children up to the age of nine or ten in learning a language are differently from the older. When children learn a language, they learn in the following ways:

1) They respond to meaning even if they do not understand the individual words.
2) They often learn indirectly rather than directly. That is the key information from all sides, learning from everything around them rather than only focusing on the precisely topic they are being taught.
3) Their understanding come out not 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 an 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 limited attention span; unless activities are extremely engaging they can easily get bored, losing interest after ten minutes or so.

b. The Principles of Teaching English to Young Learners (TEYL)

The language teaching-learning process should apply some considerations and tricks. The aspects should be considered are neurological, cognitive, and affective aspect. The neurological aspects involve lateralization in the brain hemisphere, biological schedule, right brain hemisphere participation, and the importance of accent. Brown (2000) states that the brain elasticity before puberty enables children to learn a foreign language while after the puberty it will be difficult for them, especially for pronunciation.

Based on Cameron (2001: 2-5), the critical language age of language acquisition take places at puberty at around the age of eleven. After puberty, children will begin to make abstraction, think formally which are transcendental in concrete experiences and direct perceptions. This will give advantages from deductive explanation.

Brown states that in TEYL, the affective factors should also be account. The affective considerations are empathy, self-esteem, inhibition, anxiety, attitudes and

motivation. (Brown, 2000: 87-90). The last are strategies stated by in Cameron (2001: 84) that can be used in teaching young learners. First, by using demonstration or pictures and followed by verbal explanation. When using a demonstration or pictures, the learning should be using an object, using a cut-out figure, using gesture, performing an action, using photograph, drawing or diagrams on the board or using pictures from books. When, using verbal explanation, the teacher should use analytical definition, putting the new word in a defining context, and also translating into another language.

5. Teaching Vocabulary

In the earlier period, teaching and learning vocabulary in the second language programs always have little priority. However, it is changed in recent years. There is a research conducted by Alan Hunt and David Beglar which states that vocabulary mastery has a role in teaching and learning English. By comprehending large vocabulary students should be more effective in learning, in acquisition, and in communication process. Cameron (2001: 73) states that by comprehending 500 words a year, learners will give a good condition in learning.

Vocabulary is the core component of language proficiency and provides a lot of basis in learning the four skills that are speaking, listening, reading, and writing skills (Richard and Renandya, 2002: 255). Learners will effectively learn those skills if they know vocabulary and know how to acquire new vocabulary. Learners also have more knowledge by learning trough media surrounding them. For example, by listening to the radio, listening to the native speakers, using the language in different context, using the bilingual dictionary, or even watching television programs.

Here are the meanings of vocabulary stated by linguists. First, Richards and Schmidt (2002: 580) states that vocabulary is a set of lexemes, including single words, compound words, and idioms. Then, the next statement is stated by Hornby (1995: 1331). He said vocabulary is the total number of words in a language.

From the previous explanation, it can be inferred that vocabulary is wider than just a word. Vocabulary is a part of lexical competence including the single word itself, collocation, word formation, metaphor, lexical phrase, idiom, and so on There are some approaches and strategies in teaching vocabulary Alan Hunt and David Beglar (2002) say that extensive learning is effective while Paul Nation (2002) states that accidental learning is more effective in teaching vocabulary. However, they believe that teaching vocabulary is not just teaching a set of words or lexemes, but also the use of the words including compound words and idioms.

Brown (2000: 377) said that vocabulary is not just vocabulary items in the form of list of words. Teaching vocabulary means teaching the vocabulary contextualized in a meaningful language. Students should be guided to build blocks of language so the vocabularies can be internalized.

Based on Aichicon in Brewster, (2004: 81), learning a vocabulary in a foreign language is a complex matter. It is continues process that can carry out throughout their lives. In simple, there are three vocabulary learning task. That is labelling, packaging, and network-building. In labelling building, students must discover the sequences of sounds can be used as names for things, such as a ball or a biscuit. Then, in packaging tasks, students must find out which things can be packaged

together on the under one label. The last, in network-building tasks, children must work out how words related to one another.

Here are the guidelines for the communicative treatment of vocabulary instruction. The first is allocating specific time to vocabulary learning. Then, teachers should help the students to learn vocabulary in context. Third, play down the role of bilingual dictionaries. Afterwards, encourage students to develop strategies for determining the meaning of words. And the last is engaging in "unplanned" vocabulary teaching.

Here is the main concern of vocabulary teaching stated in Brown's paper summarized by Carter and McCarty based on a paper given by Brown. The formula is called "seven C's and G". They are:

a) Collocation
b) Clines : by scales expressed diagrammatically
c) Cluster : by words linking conceptually without resource to meaning
d) Cloze procedures which reinforce cluster and collocations
e) Context : using definitions, word analysis, inference, and so on
f) Consultation : by using dictionary or another media
g) Cards: by keeping a card index of new vocabulary, and
h) Guessing

According to Brewster (2004: 81), the realistic target for the numbers of the words are taught in a year is around 500 words. However, this will depend on the learning conditions, time available, and learnability of the words. Here are factors should be take account in vocabulary learning. The teacher should consider the demonstrability, similarity to the first language, brevity, regularity of form, learning load, opportunism, and centers of interest.

Children will go through five main stages to learn new words and attach these to words the already now. Here are the five stage:

a) Stage 1: understanding and learning the meaning of new words.

When introducing vocabulary, it is ideally be presented in a context that is familiar to the children. Visual support will be very useful and effective. It also helpful to introduce vocabulary by grouping together through lexical sets, rhyming sets, color sets, grammatical sets, collocations, or opposite.

In addition, introducing new words can also using demonstration or verbal techniques. In demonstration, the teacher could:

1) using objects
2) using drawing
3) using illustrations, pictures, photos, flashcards
4) using actions, mime, expressions, and gestures
5) pointing, touching, tasting, feeling, smelling
6) using technology

another techniques that is verbal are:

1) explaining
2) defining the context
3) eliciting
4) describing
5) translating

b) stage 2: attending to form

1) listening and repeating
2) listening for specific phonological information (consonant and vowel sounds, number of syllables, stress pattern)
3) looking at/observing the written form (shape, first and last letters, letter clusters, spelling)
4) noticing grammatical information
5) copying and organizing

c) stage 3: vocabulary practicing, memorizing, and checking activities

Involving students in activities requiring them to do things with the words in order to make strong memory connections by learning words groups.

1) classifying/sorting
2) giving instructions
3) picture dictations
4) what's missing
5) kim's game
6) word searches
7) sequencing
8) labeling

d) stage 4: consolidating, recycling, extending, organizing, recording, and personalizing vocabulary

Children often learn new words relatively quickly and they need to practice regularly so the words can enter long term memory. Here are the techniques:

1) Vocabulary Books
   Encourage children to create their own vocabulary books.
2) Collages
   Learners collect pictures around a particular theme and stick these on to a large sheet of paper which can be used to decorate the classrom and can be added to on-going basis.
3) Word Networks/Webs/Trees
   Encourage learners to build up their own networks taking as their starting point a topic.
4) Clines or Steps
   Clines or steps degree of temperature or size of animals.
5) Learners Arrange Word Stars
   Learners arrange words which rhyme on a star diagram which will help them recognize letter-sound relations.

e) stage 5: developing strategies for vocabulary learning

In developing the strategies of learning vocabulary, the teacher should considering the students 'characteristics. Children are spontaneous. They also good

at guessing and inferring meaning in the first language. So, teacher can help children learn by using these following clues:

1) linguistic knowledge:
   (a) grammatical clues that is prior knowledge of the language and links and similarities to the first language
   (b) textual clues such as punctuation, use of capitals, and speech mark
2) extra-linguistic/word knowledge:
   (a) visual clues such as illustrations, mime, gestures, and expressions
   (b) audio clues like sound effects, onomatopoeic words, word and sentence stress, pace, volume, pauses, and disguised voices
   (c) word knowledge by use prior knowledge of the situation or the topic of culture

6. Orphanage

Orphanage is a home for the orphans (Hornby, 1995: 818). The orphanage is usually built and managed by a public and private institution. This institution is organized under the social institution. It is a non-commercial organization where usually get the fund from the government, society, and the organization itself.

In Indonesia, orphanage is a social institution which has a role to take care and educate orphans. However, the children who may stay in the orphanage are not only for the orphans, but also for the homeless or needy children.

7. Instructional Material Development

Teaching material is one of the keys in teaching-learning process. It is the basic in the learning. The material could be in the form of printed materials, non-printed materials, or both printed and non-printed materials. The printed materials could be books, workbooks, worksheet, or readers. While the non printed materials are materials such as cassette, audio materials, videos, computer based materials. (Richards, 2001: 251). Another linguist, Richards and Schmidt (2002: 333) state instructional materials are anything which can be used by teachers or learners to facilitate the learning of a language. Materials could be linguistic, visual, auditory, or kinesthetic, and they may be presented in print, audio or video form, on CD-ROMS, on the Internet or through live performance or display.

In educational research, there are various views about research and development. The relevant theories of them are stated by Borg & Gall and Hutchinson & Waters. Here is a definition of research and definition stated by Borg and Meredith D. Gall (1983: 772). They said that research and development is process used to develop and validate educational products. The term products are not only in the form of material objects such as textbooks, instructional films, and so on but also the procedures and processes in the research.

There are ten steps and four principles used by Borg and Gall. The steps are called the Research and Development cycle. Here are the steps of research and development based on Borg and Gall:

a) Research and information collecting.
b) Planning.
c) Develop preliminary form of product.
d) Preliminary field testing.

e) Main product revision.
f) Main field testing.
g) Operational product revision.
h) Operational field testing.
i) Final product revision.
j) Dissemination and implementation.

The R & D cycle consists of four principles. They are studying research findings pertinent to the product to be developed, developing the product based on these findings, field testing it in the setting where it will be used eventually, and revising it to correct the deficiencies found in the field-testing stage.

Another expert of research and development are Hutchinson and Waters. According to them (1987: 96), there are three kinds of the materials production. They are:

1. Materials evaluation, it is selected from the existing materials
2. Materials development, it is made by the writers' own materials
3. Materials adaptation, it is the combination of both, materials evaluation and materials development.

Still formulated by Hutchinson and Waters (1987: 107-108), the objectives of the materials are:

1. to provide a stimulus to learning
2. to help to organize the teaching-learning process
3. to embody a view of the nature of language and learning
4. to reflect the nature of the learning task
5. to broaden the basis of teacher training, by introducing to new techniques
6. to provide models of correct and appropriate language use.

According to Hutchinson and Waters (1987: 108), principles which must be considered in writing materials are as follow:

a) The materials should stimulate students' learning and acquisition.
b) There must be various activities thus students can be fast in learning and acquire English.
c) It must reflect the writer's thought.
d) It can introduce brand new techniques of English teaching learning process.
e) And it must contain correct and appropriate language use.

Here are the roles of materials based on Richards (2001: 251):

a) A resource for spoken and written presentation.
b) A source of activities for learner practice and communicative interaction.
c) A reference source for learners on grammar, vocabulary, pronunciation, etc.
d) A source of stimulation and ideas for classroom activities.
e) A syllabus where they reflect learning objectives that have already been determined.
f) A source for less experienced teachers who have yet to gain in confidence.

8. Need Analysis

Hutchinson and Waters (1987: 12) state that the purpose of English for Specific Purposes or ESP course is to enable learners to function adequately in a target situation, that is, the situations in which the learners will use the language they are learning, then the ESP course design process should proceed by first identifying the target situation and then carrying out a rigorous analysis of the linguistic features of that situation. This process is usually known as needs analysis.

According to Richards (2001: 51), needs analysis are procedures used to collect information about the learners' need. The procedures of collecting information of need analysis can be selected from the following:

a. questionnaires
b. self ratings
c. interviews
d. meetings
e. observation
f. collecting learner language samples
g. task analysis
h. case studies

Here is the procedure of needs analysis in a small-scale need analysis, which is appropriate to the needs analysis in the orphanage. The procedures consist of:

a. initial questionnaire
b. follow-up individual and group interview
c. meetings with the students
d. meetings with other teachers or stakeholders
e. ongoing classroom observation
f. test

9. Local Content Subject

Local content is a kind of extracurricular activities to develop students' competencies based on the local characteristics. The activities are decided by province, regency, city, or even the school itself based on the need of the local area. The local content subjects made by the national curriculum by using the natural, social, and environmental approaches.

The contents or the materials are developing based curriculum that is refer the Education and Culture Ministry Regulations No.23/2006. The content of the regulation is about the standards for the skills should be mastered by the graduation students or *Standar Kompetensi Kelulusan* (*SKL*). The SKL is covering the standards of the four skills. Those are listening, speaking, reading, and writing.

For the listening skills students are expect to comprehend very simple instructions, information, and stories delivered orally in the context of class, school, and environment. Whereas on speaking skills, students are expect to express the meaning orally on simple interpersonal and transactional texts in the form of instructions. Then, the standard for reading skills is reading aloud and comprehend meaning in a very simple instructions, information, short functional texts, and

descriptive texts delivered written in a context of class, school, and environment. The last, the standard for writing skills is writing very simple words, expressions, and short functional texts in a correct spells and punctuations.

B. Analytical Construct

Vocabulary is one of the keys in learning English where English is a foreign language. By mastering and developing vocabulary mastery, learners especially children can improve their productive and receptive skills. One of the strategies in improving vocabulary mastery is by contextualizing the vocabulary in meaningful context related to the orphanage life.

Based on the language and children characteristics the researcher chooses to use CLT or communicative language teaching approach. It is an effective way in vocabulary teaching and learning process. It can be inferred by Brown for communicative instruction in teaching vocabulary. Here are the guidelines:

1. Allocate specific time to vocabulary learning.
2. Help the students to learn vocabulary in context.
3. Play down the role of bilingual dictionaries.
4. Encourage students to develop strategies for determining the meaning of words.
5. Engaged in “unplanned” vocabulary teaching.

Those points in the guidelines are suitable with the principle of communicative approach. Communicative teaching learning approach is an approach to foreign or second language teaching which emphasizes that the goal of language

learning is communicative competence and which seeks to make meaningful communication and language use a focus of all classroom activities.

Here are the major principles of Communicative Language Teaching:

1. learners use a language through using it to communicate
2. authentic and meaningful communication should be the goal of classroom activities
3. fluency and accuracy are both important goals in language learning
4. communication involves the integration of different language skills, and
5. learning is a process of creative construction and involves trial and error

According to Nunan in Cameron (2001: 84) there are strategies that can be used in teaching young learners. First, by using demonstration or pictures and followed by verbal explanation. When using a demonstration or pictures, the learning should be using an object, using a cut-out figure, using gesture, performing an action, using photograph, drawing or diagrams on the board or using pictures from books. When, using verbal explanation, the teacher should use analytical definition, putting the new word in a defining context, and also translating into another language.

From the principles of vocabulary mastery and communicative language teaching, we can infer that to improve vocabulary mastery needs a creative teaching skills and applying the language communicatively in the real communication. In other words, we teach it by using it in communication. Yet, there is no program or materials for children who live in the orphanage. They actually need a program can lead and teach them effectively.

CHAPTER III

RESEARCH METHOD

A. Research Type

Type of this research is research and development study or Research and Development (R & D). Borg and Gall (1983: 772) stated that educational research and developments is a process used to develop and validate educational products.

The products in this research are not only in the form hardwares such as textbooks, instructional materials, films, and so on. Products in this case is also can be in the form of softwares like computer program for data processing, classroom learning, library, laboratory, educational models, learning training, counselling, evaluation, management, etc.

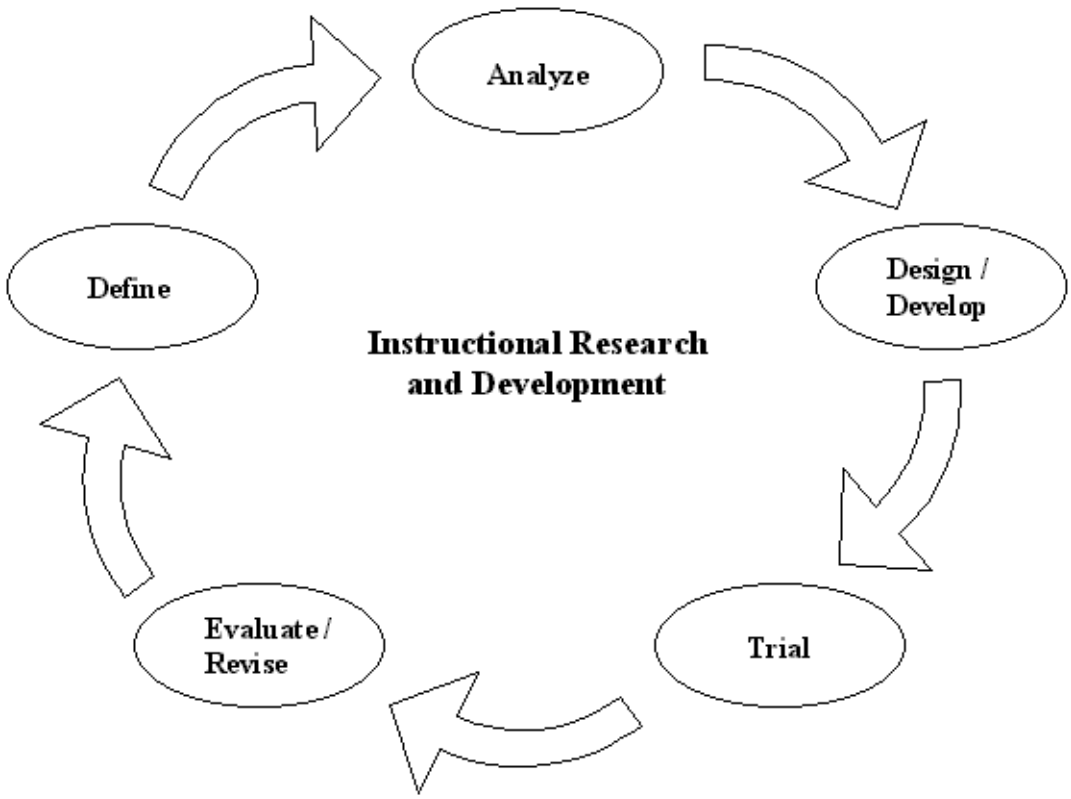
R & D consists of a cycle in which a version of the product is developed, field-tested, and revised on the basis of field-test data (Borg and Gall, 1983: 771). However, in this research the researcher eliminated a step of the cycle, that is field-testing. So, the cycle was consist of developing the product and revising the product based on the expert judgment. The objective of R & D is to brigde the gap that exists between educational research and educational practice and to prove the effectiveness of the educational products.

B. The Subjects of the Study

The research was conducted in Panti Asuhan Aisyiyah Putri Yogyakarta. The subjects are elementary students who sit on the fifth and sixth grade.

C. Research Design

The research design used was Borg and Gall's instructional research and development. However, in this research, the step "trial" is being eliminated. So, the steps in this research were defining, analizing, designing, and revising.



D. The Research Instrument

There are two kinds of instruments that were used in this research. The first instrument was used in collecting information for need analysis and the second instrument is used in evaluating the product.

At first, the researcher collected the data for needs analysis before developing the materials. The needs analysis consist of learners and learning needs and students'

characteristics. To collect data the researcher observed the teaching-learning processes, interviewed the teacher and students, and also used questionnaires.

In evaluating the product, the researcher used the expert' judgments to evaluate the materials. The judgments are used since the first draft, revised, and the final draft.

E. Procedure of the Study

The procedure of the research are used the theory proposed by Borg and Gall. This procedure consists of several steps. However, the last step, i.e. dissemination and implementation was omitted. Some of the steps were also done in simplified forms with regard to the limited time to conduct and report the research.

The research procedures employed by the researcher were as follows:

1. Conducting Needs Analysis

This step includes preliminary observation, review of literature and analyze the data.

2. Writing the Course Grid

The course grid writing is the follow up action of the need analyzis process. In this step, the researcher accomodated the area of language anda knowlegde that should be mastered by the students.

3. Writing the Materials

The materials writing proses, included the topics, grammar and expressions, the activities, and lenght of each unit is based on the course grid and the need analyzis.

4. Expert Judgment

The draft is being evaluated and judged by an experts. The evaluation was in the form of a list of questionnaire about the materials.

5. Revising the Draft

The revising draft process is conducted after the evaluating of the experts. The materials were revised based on the feedback and suggestion of the experts.

6. Writing the Final Draft

The final draft will be a supplementary materials to improve the vocabulary mastery of students at Panti Asuhan Aisyiyah Putri Yogyakarta. After revising the materials based on the experts judgments, the researcher wrote the final draft of the materials.

F. Data Collection

The data was collected in separated time. At first, the researcher collected the data for needs analysis and then evaluated the product. The needs analysis consist of learners and learning needs and students' characteristics. The researcher collected the data by using questionnaires and interview.

Then, in evaluating the product, the data of the developed materials was gathered by questionnaire and interviews of the experts.

G. Data Analysis Technique

After data collection process, the researcher analyzed the data. There are two kinds of data that is collected from the first and second data collection. The first data was collected for the need analysis and the second is gathered for evaluating the product.

From the need analysis, the data collected from the questionnaire and interview were analyzed qualitatively. Then, to evaluate the product, the data from the questionnaire about the material will be analyzed quantitatively using Likert's Scale, while the data taken from the interview were analyzed qualitatively. In addition, a five-level Likert scale was used to find out how strong the evaluator feelings were towards the effectiveness of the unit design. The scoring for the five-level Likert scale are 5 for strongly agree (SA), 4 for agree (A), 3 for undecided (U), 2 for disagree (DA), and 1 for strongly disagree (SD). The data were analyzed by measuring the central tendency (mean). The formula of mean or average is computed by adding a list of scores and than dividing by the number of scores.

CHAPTER IV
FINDING AND DISCUSSION

This chapter is describing the finding the research on March until July 2013. The finding are consist of conducting need analysis, the process of writing the course grid, the process of developing the materials, expert judgment process, the process of revising the draft, and the process of writing the final draft. The findings were described, analyzed, and discussed deliberately.

A. The Description of Needs Analysis

The needs analysis was conducted to identify the learners' needs and learning needs as well as the components to be included in the English materials. The result of the need analysis was used to design the materials based on the components. To find the data of need analysis, the researcher used questionnaires, interview, and observation. The first questionnaire for need analysis was in the form of multiple choices. There were 21 questions in the questionnaire that covered the components to develop the supplementary instructional material to improve vocabulary mastery. The components consist of vocabulary teaching and learning and the components of the material design**.** However, there are also some general questions to know the students' interest about supplementary instructional materials of vocabulary.

The questionnaire of need analysis was given to the teacher and the students on 2 nd and 12th March, 2013. The respondents in the research of need analysis are

the voluntary English teacher and the elementary school students who live in Panti Asuhan Putri Aisyiyah Yogyakarta.

B. The Result of Needs Analysis

In addition to using the curriculum, the result of needs analysis was used to develop the supplementary instructional materials. Needs analysis was used to know the students' needs and interests. Here were the result of the need analysis.

a. Vocabulary Teaching and Learning

In relation with vocabulary teaching and learning processes, there were some views from the teacher and students aspects. Both teacher and students stated that vocabulary mastery was important. The result of the finding stated that the vocabulary mastery was fair and there were some difficulties in learning vocabulary. The difficulties were on pronouncing, memorizing, understanding the part of speech, implementing vocabulary in a context, and also in doing vocabulary tasks.

b. Material Design

For the material design, there was the result of what and how an ideal materials developed for students at Panti Asuhan Putri Aisyiyah Yogyakarta. There were the components of the instructional materials.

c. Time Allocation

The students and teacher said the effective time of the unit was 45 minutes to an hour.

d. Language Functions

Language functions they need were greeting, asking how is someone, offering help, expressing like, offering something, thanking, giving reasons, sharing ideas and opinions, and giving direction.

e. Grammar

The result about grammar they needed were noun and pronoun, posession pronoun, countable and uncountable noun, plural form, and adjective.

f. Input

There were some inputs chosen. The inputs were pictures, song, dialogue, and text. Based on the result, the teacher and most of the students chose pictures and songs. Some students chose to use other input such as dance and videos however no one chose dialogue and text. In addition, the students liked the using some medias such as videos, audio, and also pictures.

g. Theme of the Materials

In relations with topic or theme for the materials, there were some choises. They were numbers, human body, colors, animals, clothes, directions, professions, hobbies, sports, vehicles, public places, and shool. However, the topics were chosen was human body, colors animals, clothes, directions, porfessions, hobbies, vehicles, sports, and public places. The three mostly chosen by students were human body, colors, and professions.

h. Activities

There also some kinds of activity that needed be designed in the materials based on the result. The result of need analysis was almost of the students liked

pronouncing, reading aloud, playing games, role playing, and sing a song. There few students like completing dialogue and finishing puzzle.

i. Media

There were some media chosen by the teacher and the students liked the using some media such as videos, audio, and also pictures.

j. Teacher's Roles

In relation to the teacher role, based on the need analysis the teacher needed interact with the students and gave more exercises or practices to the students.

k. Learners' Roles

Based on the need analysis the students also needed to have a role in the class. Mostly, they wanted to communicate actively in the class and practice.

l. Learning Styles and Settings

In relation to the setting, students prefer to learn by interact with others. They chose to work in pairs with a friend than work individually. Besides that, they also like to do more practices.

m. The Use of Evaluation in the Materials

Based on the need analysis the teacher and the students stated that evaluation of the lessons was important in an instructional material.

n. The Use of Summary in the Materials

Based on the need analysis the teacher and the students stated that summary of the lessons was important in an instructional material.

o. The Use of Review in the Materials

Based on the need analysis the teacher and the students stated that review of the unit was important in an instructional material.

C. Writing the Course Grid

The course grid writing is the follow up of the need analyzis process. In this step, the researcher accomodate the area of language and knowlegde should be mastered by the students.

After the data of needs analysis were gathered, the next step done by the researcher was constructing the course grid. In making the course grid, except by using the result of needs analysis related to material design, it was also based on the curriculum. Constructing the course grid was needed to serve a guideline in designing the supplementary instructional materials. The materials were divided into 3 unit lessons. Each unit has different learning objectives, certain language function, and grammar that support the use of language functions. There were some inputs and activities to help the students learn vocabulary. The students should achieve the learning objectives. However, in general, the materials in each unit were designed to improve the students' vocabulary mastery.

The numbers of the units in this learning material are three. Unit 1 is entitled "Part of the Human Body", the title of Unit 2 is "Colorful World", and the title of unit 3 is "Professions". The aims of the lessons are written by the curriculum.

Here are the basic objective of each skill based on the basic competence and indicator that taken from the curriculum.

1. Listening: Students are able to listen to simple sentences correctly and appropriately.
2. Speaking: Students are able to pronounce and communicate using simple sentences correctly and appropriately.
3. Reading: Students are able to read and identify the meaning of the simple sentences correctly and appropriately.
4. Writing**:** Students are able to write simple sentences correctly and appropriately.

The lessons of the unit is also teach grammar and language function that is presented intrinsically by integrating to the language skills or in form of games. Language functions in the unit are “asking how someone is”, “expressing like”, and “giving reason”. The grammar is taught are adjectives to describe people and simple present tense.

The other components of the units will be described in this session. The material consists of seven activities. They are Warming Up, Let’s Learn, Let’s Listen, Let’s Speak Up, Let’s Read, Let’s Write, and Self Assessment. However, sometimes there is an additional activity or tasks to support the aims of the lesson, that is called Let’s Play or another terms based on the function or theme will be taught. The each activity will be explained below.

1. Warming Up

The objective of Warming Up is getting the students' attention in studying the materials. Besides, it is also used to build the students' interest in joining the next activities. In this part the students are given picture or song related to the content of the materials in the unit. After that, the students get some simple questions to recall their knowledge and experience. The questions are designed to gather students' interest and attention. It can also build the students' knowledge about the materials will be taught in the unit.

2. Let's Learn

The objective of this activity is to build the knowledge of the students. This activities consists of pictures that presenting the topic or theme of the unit.

3. Let's Listen

The objective of this activity is to teach the listening skills. The activities consist of lists of vocabularies that are built in context. First of all, the students are guided to listen the materials. After that, the students are asked to drill the words, and then practice the skills by using games.

4. Let's Speak Up

The objective of this to teach speaking skills, included how to pronounce words correctly so students can communicate with other orally. Usually this activity

is in a form of playing games or creating a dialogue based on the theme and the language function of the lesson.

5. Let's Read

This objective of this activity is to teach reading skills by using pictures or descriptive text. The techniques are matching, crossword puzzle, fill in the blanks, and True/False statements.

6. Let's Write

The objective of writing activity is to teach the students writing skills. The activities of this session is playing games and writing report.

7. Let's Play

This activity is an additional activity to teach the language function or language skills based on the topic through games.

8. Self Assessment.

Self assessment is the last activity of the unit. In this activity, students are asked to write a whether they understand the lessons of the unit or not.

D. The Unit Design

The materilas were developed based on course grid and the need analysis. Here was the materials design of the unit that is the first draft of the materials.

a. UNIT 1

The first unit entitled **UNIT 1** was about the parts of human body. In this unit, there are eight activities that is written based on the need analysis. The explanations of each activity are as follows.

A. Warming Up

The objective of Warming Up is getting the students' attention in studying the materials. Besides, it is also used to build the students' interest in joining the next activities. In this part the students are song related to the content of the materials in the unit. The song chosen was song entitled Hokey Pokey. The teacher should play the music of Hokey Pokey and act the dance out. After that, the teacher asked the students to dance. The lyric is written so the teacher can use the order of the dance.

B. Let's Learn

The activity contains a full body picture. In this activity, the teacher asked the students to look at the picture and pay attention the name of parts of the human body

C. Let's Listen and Pronounce

This part is consisting of two activities. They are:

1. The first activity is "Listen and pronounce the words"

   That is a list of words completing with the phonetic transcription. The teacher pronouncing the words and the students are following.

2. Listen and touch your body

The teacher says a part of human body and students touch their part of their body.

D. Let's Match

1. Matching pictures with the suitable words

   The activity is stimulating children to match the pictures with the suitable name of the parts of the human body.

2. Playing crossword puzzle

   The task is students find a name of the parts of human body by guessing from its function.

E. Let's Describe People

In this activity, the students to learn how to describe people by the list of adjectives.

F. Speak Up

In this part, the students are taught to speak up and communicate in Survey Game activity.

G. Let's Write

Write a report based on the speaking activity.

H. Summary and Review

Students state whether they understood the lessons or not by putting a tick in the table.

b. UNIT 2

The second unit entitled **UNIT 2** was about the kinds of colors entitled Colorful Worlds. In this unit, there are seven activities that are written based on the need analysis. The explanations of each activity are as follows.

A. Warm-up

In stimulate the students, the activity is listening a song and sing along. The students are listening to a song entitled Nine Balloons.

B. Let's Listen

Listening activity in this part is listening a song and then answer the questions about the song.

C. Let's Learn

The activity in this part is teaching the students pronouncing the words of colors.

D. Let's Speak Up

The activity is making a dialog about the favorite colors. The students are taught how to express like something, that is about their favorite colors.

E. Let's Read

Reading activity is arranging the jumbled word.

F. Let's Play

Learn the primary and secondary colors by mixing colors experiments.

G. Let's Write

Writing activity in this part is writing a report based on Survey Game

H. Summary and Review

Students state whether they understood the lessons or not by putting a tick in the table.

c. UNIT 3

The third unit entitled **UNIT 3** was about the kinds of professions. In this unit, there are seven activities that are written based on the need analysis. The explanations of each activity are as follows.

A. Warm-up

Looking and describing a picture.

B. Let's Learn

Learn the kinds of professions through pictures

C. Let's Read

a. Rearrange the jumble words

b. Play crossword puzzle

D. Let's Listen

Play Chinese Whispers Game

E. Let's Speak Up

Do survey game

F. Let's Write

Write a report based on the speaking activity.

I. Summary and Review

Students state whether they understood the lessons or not by putting a tick in the table.

E. Expert Judgment

The draft is being evaluated and judge by the experts. The instruments used in the evaluation were interview and questionnaire. The data collected from the interview and questionnaire was applied to make the revision of the second draft of the materials.

There were five aspects evaluated by the expert. The first was material aspects, methods, learner's aspects, character building, and presentation of the material. The result of the questionnaire was explained below:

Here are the scores of the result. 5 for strongly disagrre (SA), 4 for agree (agree), 3 for undefined (U), 2 for disagree (D), and 1 for strongly disagree (SD).

a. The Materials Aspects

Aspects	Scoring				
	5	4	3	2	1
1. The objectives of the lessons are clearly explained.			√		
2. Each lesson has a clear focus.		√			
3. The materials taught are clearly.		√			
4. The language use is clearly.		√			
5. The pictures explaining the concepts or topics are clear.		√			
6. The instructions used are clear.			√		
7. The example used to explain the concepts or topics are clear.		√			
8. The exercises are clear.		√			
9. Each unit is well organized.		√			

10. The lessons of the unit are smooth, sequenced, and logical.		√			
11. The unit is well paced.		√			
12. The instructional aids or resources materials are used effectively.			√		
13. The inputs of the material are interesting and effective.		√			
14. Input of the material support students' improvement to communicate productively and receptively.		√			
15. The activities of the material support students' improvement to communicate.		√			
16. The activities of developed materials give the students opportunities to apply their language knowledge.		√			

Total scores (4x13)+ (3x3)= 61

Mean: 61:16 = 3.8125

From the result of the score that is 3.8 of 5 means that the materials aspects are good.

b. Method

Aspects	Scoring				
	5	**4**	**3**	**2**	**1**
1. The methods are appropriate to the age and ability of the students.		√			
2. The examples and illustrations are used effectively.		√			
3. Drills are used and presented effectively.		√			
4. Structures are taken out of artificial drill context and		√			

applied to the real context of the students' culture and personal experiences.					
5. There are balance and variety in activities of the unit.		√			
6. The material is reinforced.		√			

Total score = 24

Mean = 4

From the result of the score that is 4 of 5 means that the method aspect is good.

c. Learners

Aspects	Scoring				
	5	**4**	**3**	**2**	**1**
1. The materials are able to stimulate and sustain students' interest for the lesson.		√			
2. The students have enough opportunities to participate in the learning activities.		√			

Total Score (4x2) = 8

Mean = 4

From the result of the score that is 4 of 5 means that the learners' aspect is good.

d. Character Building

Aspects	Scoring				
	5	**4**	**3**	**2**	**1**
1. The individual activities motivate the students to be an independent learner.		√			
2. The pair work or group work activities stimulate the students to be cooperative and to respect others.		√			

3. The material build the students' character intrinsically.		√			

Total score (4x3) =12

Mean = 4

From the result of the score that is 4 of 5 means that the character building aspect is good.

e. Presentation

Aspects	**Scoring**				
	5	**4**	**3**	**2**	**1**
1. The layout and space management are appropriate.			√		
2. The composition of the texts color is appropriate.		√			
3. The choises of font types and size are appropriate.		√			
4. The quality of the picture is good.		√			

Total score (4x3) +3 = 15

Mean= 15:4 = 3.75

From the result of the score that is 3.75 of 5 means that the presentation aspect is good.

There were also some comments and suggestions about the materials. There were strength, weaknesses, and suggestions:

a. Strength.

1) The materials developed have suited students 'needs regarding to their age and knowledge background.

2) The materials have covered all skills in English which allow the students improve their English comprehensively.

b. Weaknesses.

1) The instructions are sometimes not explained clearly.

2) The layout and space management are not really well-organized.

3) Mistakes on spelling.

c. Suggestions.

1) Instructions for children should be clear and simple.

2) Put more attention to the layout and space management.

3) Put more attention on spelling and grammar.

The respondents said that the materials were feasible and effective to be applied for the elementary school students who live in the orphanage. Here was the material design after the interview and evaluation of the expert judgment.

a. UNIT 1

The first unit entitled **UNIT 1** was about the parts of human body. In this unit, there are eight activities that are written based on the need analysis and ewxpert judgment. The explanations of each activity are as follows.

A. Warming Up

- The objective of Warming Up is getting the students' attention in studying the materials. Besides, it is also used to build the students' interest in joining the next activities. In this part the students are song related to the content of the materials in the unit. The song chosen was

song entitled Hokey Pokey. The teacher should play the music of Hokey Pokey and act the dance out. After that, the teacher asked the students to dance. The lyric is written so the teacher can use the order of the dance.

- Comments: The expert said the song and the directions were acceptable to be applied. However, the picture is not appropriate to the setting which is an Islamic orphanage. The space management was poor.
- Suggestions: For this activity, the expert suggested to change the appropriate picture, manage the space, and give a colorful border to the page.

B. Let's Learn

- The activity contains a full body picture. In this activity, the teacher asked the students to look at the picture and pay attention the name of parts of the human body.
- Comments: The picture is not appropriate to the setting which is an Islamic orphanage. The space management also poor.
- Suggestions: For this activity, the expert suggested to change the appropriate picture containing the clear name of the body, manage the space, and give a colorful border to the page.

C. Let's Listen and Pronounce

These parts are consisting of two activities. They are:

1. The first activity is “Listen and pronounce the words”. The teacher pronouncing the words and the students are following.
    - Comments: That is a list of words completing with the phonetic transcription. The lists of words and the phonetic transcription were good. But the lay out still poor.
    - Suggestions: The expert suggests managing the space by giving a space to the table.
2. Listen and touch your body
    - The teacher says a part of human body and students touch their part of their body.
    - Comments: The activity was ok.
    - Suggestions: Change into a game so the students are interested to learn. The Simon Says Game is appropriate game.

D. Let’s Match

1. Matching pictures with the suitable words

   The activity is stimulating children to match the pictures with the suitable name of the parts of the human body.
    - Comments: The space management and layout are not interesting.
    - Suggestions: Manage the space and the lay out. Pay attention the capitalization of the letters.
2. Playing crossword puzzle
    - The task is students find a name of the parts of human body by guessing from its function.

- Comments: The activity is acceptable.
- Suggestions: Manage the space and find another descriptive text for the reading activity.

E. Let's Describe People

- Learn how to describe people by the list of adjectives.
- Comments: There are some adjectives not appropriate in describing the parts of human body.
- Suggestions: Find an authentic text or book describing the correct adjectives to describe parts of human body correctly.

F. Speak Up

- Play Survey Game and write a report based on the situational cards.
- Comments: The organization of the dialogue is acceptable.
- Suggestions: Create colorful and interesting cards.

G. Let's Write

- Write a report based on the speaking activity.
- Comments: The instructions are not clear.
- Suggestions: Find popular figures and ask students to write a simple paragraph about the pictures.

H. Summary and Evaluation

- Students state whether they understood the lessons or not by putting a tick in the table.
- Comments: The name of the title is not appropriate.
- Suggestions: Change the titled to the suitable term. That is Self Assessments. Change the layout to the more colorful and interesting ones.

b. UNIT 2

The second unit entitled **UNIT 2** was about the kinds of colors entitled Colorful World. In this unit, there are eight activities that are written based on the need analysis and expert judgment. The explanations of each activity are as follows.

A. Warm-up

- Listen a song and sing along. The students are listening to a song.
- Comments: The song is not appropriate.
- Suggestions: Change the title into phrase or sentence, find another song, and manage the space.

B. Let's Listen

- Listen a song and answer the questions
- Comments: The input text is not appropriate.
- Suggestions: Find the authentic text.

C. Let's Learn

- Pronouncing the colors.
- Comments: The input is not interesting.
- Suggestions: Give the colors in a interesting shapes or pictures.

D. Let's Speak Up

- Make a dialog about the favorite colors. The students are taught to express like.
- Comments: There is a grammatical error.

- Suggestions: Revise the error and change the activity in a form of game. Survey game is appropriate.

E. Let's Read

- Arrange the jumbled word
- Comments: The text is boring.
- Suggestions: Give the color to the text.

F. Let's Play

- Mixing colors
- Comments: The idea is good.
- Suggestions: Change the design and manage the space.

G. Let's Write

- Write a report based on Survey Game
- Comments: The idea is good.
- Suggestions: Manage the space and change the layout.

H. Summary and Review

- Students state whether they understood the lessons or not by putting a tick in the table.
- Comments: The name of the title is not appropriate.
- Suggestions: Change the titled to the suitable term. That is Self Assessments. Change the layout to the more colorful and interesting ones.

c. UNIT 3

The third unit entitled **UNIT 3** was about the kinds Professions. In this unit, there are nine activities that are written based on the need analysis. The explanations of each activity are as follows.

A. Warm-up

- Looking and describing a picture
- Comments: The picture is good but the title is wordy.
- Suggestions: Chose one of the title and be consistent.

B. Let's Learn

- Learn the kinds of professions through pictures
- Comments: The descriptions of the pictures are too much.
- Suggestions: Make the description simpler.

C. Let's Read

1. Rearrange the jumble words
    - Comments: The activity is too difficult.
    - Suggestions: Change with the easier activity.
2. Play crossword puzzle
    - Comments: There is a misspelling and the question numbers is too much.
    - Suggestions: Revise the misspelled words and reduce the number of the activities.

D. Let's Speak Up

- Do survey game

- Comments: The activity is interesting.
- Suggestions: -

E. Let's Write

- Write a report based on the speaking activity
- Comments: The activity is appropriate.
- Suggestions: Manage the space and the layout.

F. Let's Listen

- Play Chinese Whispers Game
- Comments: The activity is interesting.
- Suggestions: Change the organization of the activities.

I. Summary and Review

- Students state whether they understood the lessons or not by putting a tick in the table.
- Comments: The name of the title is not appropriate.
- Suggestions: Change the titled to the suitable term. That is Self Assessments. Change the layout to the more colorful and interesting ones.

F. Writing the Final Draft

The revising draft process is conducted after the evaluating process of the experts. The materials were revised based on the feedbacks and suggestion of the experts. The following design was the final draft.

a. UNIT 1

The first unit entitled **UNIT 1** was about the parts of human body. In this unit, there are nine activities that are written based on the need analysis and the expert judgments. The explanations of each activity are as follows.

A. Warming Up

- The objective of Warming Up is getting the students' attention in studying the materials. Besides, it is also used to build the students' interest in joining the next activities. In this part the students are song related to the content of the materials in the unit. The song chosen was song entitled Hokey Pokey. The teacher should play the music of Hokey Pokey and act the dance out. After that, the teacher asked the students to dance. The lyric is written so the teacher can use the order of the dance.
- Comments: The expert said the song and the direction was acceptable to be applied. The space management and layout are good. However, the picture is not appropriate to the setting which is an Islamic orphanage.
- Suggestions: Change the picture.

B. Let's Learn

- The activity contains a full body picture. In this activity, the teacher asked the students to look at the picture and pay attention the the name of parts of the human body.
- Comments: The picture is appropriate and the layout is good.

- Suggestions: Change hand into arm and better to use the word fingers than finger.

C. Let's Listen and Pronounce

This part is consisting of two activities. They are:

1. The first activity is "Listen and pronounce the words".
    - The teacher pronouncing the words and the students are following.
    - Comments: The lists of words and the phonetic transcription were good.
    - Suggestions: Change the instruction "pronounce" with "say".
2. Listen and touch your body
    - The teacher says a part of human body and students touch their part of their body.
    - Comments: The activity was ok.
    - Suggestions: Inserting the character building in the game by saying "please" in the instruction.

D. Let's Match

1. Matching pictures with the suitable words
    - The activity is stimulating children to match the pictures with the suitable name of the parts of the human body.
    - Comments: -
    - Suggestions: Give an example to the exercise and add an extra number for the question.

2. Playing crossword puzzle
    - The task is students find a name of the parts of human body by guessing from its function.
    - Comments: The picture is too big.
    - Suggestions: Delete the picture and give additional number of the questions as an example. Add the instruction with “Circle It”.

F. Let’s Describe People

- Learn how to describe people by the list of adjectives.
- Comments: -
- Suggestions: -

G. Speak Up

- Play Survey Game and write a report based on the situational cards.
- Comments: There is a misspelling.
- Suggestions: Revise the misspelling words and give additional number of the questions as an example.

H. Let’s Write

- Write a report based on the speaking activity.
- Comments: -
- Suggestions: Insert the situational cards to the manual book.

I. Self Assessment

- Students state whether they understood the lessons or not by putting a tick in the table.
- Comments: -
- Suggestions: -

b. UNIT 2

The second unit entitled **UNIT 2** was about the kinds of colors entitled Colorful World. In this unit, there are eight activities that are written based on the need analysis. The explanations of each activity are as follows.

A. Warm-up

- Listen a song and sing along. The students are listening to a song.
- Comments: Check the title of the song.
- Suggestions: Check the title of the song.

B. Let's Learn

- Pronouncing the colors.
- Comments: -
- Suggestions: -

C. Let's Listen

- Play I See Game
- Comments: There is misspelling.
- Suggestions: Be careful to the misspelling and grammatical errors.

D. Let's Read

- Read the Passage and fill in the blank.
- Comments: The picture management is not good.
- Suggestions: Reset the picture.

E. Let's Speak Up

- Make a dialog about the favorite colors. The students are taught to express like.

- Comments: -
- Suggestions: -

F. Let's Write

- Write a report based on Survey Game
- Comments: -
- Suggestions: -

G. Let's Play

- Mixing colors
- Comments: The idea is good.
- Suggestions: Change the design.

H. Self Assessment

Students state whether they understood the lessons or not by putting a tick in the table.

Comments: -

Suggestions: -

c. UNIT 3

The third unit entitled **UNIT 3** was about the kinds of professions. In this unit, there are nine activities that are written based on the need analysis. The explanations of each activity are as follows.

A. Warm-up

- Looking and describing a picture
- Comments: -

- Suggestions: -

B. Let's Learn

- Learn the kinds of professions through pictures
- Comments: There are some grammatical errors.
- Suggestions: Revise the grammatical errors.

C. Let's Read

1. Rearrange the jumble words
    - Comments: -
    - Suggestions: Delete the numbers of the choises of the answers.
2. Play crossword puzzle
    - Comments: -
    - Suggestions: Change the organization of the activity and be consistence of the terms used in the unit.

D. Let's Listen

- Playing Who Am I? Game.
- Comments: -
- Suggestions: Revise the instruction.

E. Let's Speak Up

- Do survey game
- Comments: -
- Suggestions: Be careful of the grammatical errors.

F. Let's Write

- Play Chinese Whispers Game
- Comments: -
- Suggestions: Revise the instruction.

I. Self Assessment

- Students state whether they understood the lessons or not by putting a tick in the table.
- Comments: -
- Suggestions: -

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

This research study has an objective that to design the effective English supplementary instructional materials for children at Panti Asuhan Putri Aisyiyah Yogyakarta. Based on the finding of the research, the conclusions are as follows.

1. The effective design of the material

Based on the data collected from the expert judgment, the materials had strength and weaknesses. The strength and the weaknesses were stated below:

a. Strength.

1) The materials developed have suited students 'needs regarding to their age and knowledge background.
2) The materials have covered all skills in English which allow the students improve their English comprehensively.

b. Weaknesses.

1) The instructions are sometimes not explained clearly.
2) The layout and space management are not really well-organized.
3) Mistakes on spelling.

However, the material was feasible and effective to be applied to the children at Panti Asuhan Aisyiyah Yogyakarta with some revision.

The effective unit design is sequenced as following:

a. Warming Up

The objective of Warming Up is getting the students' attention in studying the materials. Besides, it is also used to build the students' interest in joining the next activities. In this part the students are given picture or song related to the content of the materials in the unit. After that, the students get some simple questions to recall their knowledge and experience.

b. Let's Learn

The objective of this activity is to build the knowledge of the students. This activities consists of pictures that presenting the topic or theme of the unit.

c. Let's Listen

The objective of this activity is to teach the listening skills. The activities consist of lists of vocabularies that are built in context. First of all, the students are guided listen to the materials. After that, the students are asked to drill the words. The last is by using games.

d. Let's Speak Up

The objective of this to teach speaking skills, included how to pronounce words correctly so students can communicate with other orally. Usually this activity is in a form of playing game or creating a dialogue based on the theme and the language function of the lesson.

e. Let's Read

The techniques are matching, crossword puzzle, fill in the blanks, and True/False statements

f. Let's Write

The activities of the writing skills are in form of games, and writing report.

g. Let's Play

This activity is an additional activity to teach the language function or language skills based on the topic through games.

h. Self Assessment.

Self assessment is the last activity of the unit. In this activity, students are asked to write a whether they understand the lessons of the unit or not.

2. The components of the lessons

The numbers of the units in this learning material were three. Unit 1 was entitled "Part of the Human Body", the title of Unit 2 was "Colorful World", and the title of unit 3 was "Professions". The aims of the lessons were written by the curriculum. Here were the basic objective of each skill based on the basic competence and indicator that taken from the curriculum.

1. Listening: Students are able to listen simple sentences correctly and appropriately.

2. Speaking: Students are able to pronounce and communicate using simple sentences correctly and appropriately.
3. Reading: Students are able to read and identify the meaning of the simple sentences correctly and appropriately.
4. Writing**:** Students are able to write simple sentences correctly and appropriately.

The lessons of the unit is also teach grammar and language function that is presented in context by integrating to the language skills or in form of games. Language functions in the unit are “asking how someone is”, “expressing like”, and “giving reason”. The grammar taught was adjectives to describe people and simple present tense. Then, the character building also taught and internalized by the instructions and activities of the materials. The last, the materials are made in colorful and interesting activities. Besides that, the inputs and media of the materials should be colourful and related to the children’s world.

B. Suggestions

With regard to the conclusions above, some suggestions are given to some parties below.

1) To the Teacher/Tutor

The teacher or tutor should develop the English supplementary instructional materials that are effective but interesting to the children. In preparing the lesson plans or materials should find out what things they like and need.

2) To the other Researchers

It is expected that the result of the study can give an informative input to other researchers who want to conduct similar researches, For example instructional materials to improve children's' vocabulary mastery for islamic boarding school students.

3) To the Institutions (Orphanage)

The orphanage is expected to design a program or can help the children learn foreign language, so they can communicate actively in the real life, for example by conducting English day or English area so they can use the language communicatively.

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KUESIONER UNTUK MENGETAHUI KEBUTUHAN SISWA
TENTANG MATERI TAMBAHAN VOCABULARY
MENGGUNAKAN PENDEKATAN COMMUNICATIVE LANGUAGE TEACHING
DI PANTI ASUHAN PUTRI AISYIYAH YOGYAKARTA

Petunjuk pengisian:
Berilah tanda silang (X) pada huruf a,b,c,d dan seterusnya sesuai dengan pendapat anda. Anda boleh memilih lebih dari satu jawaban yang disediakan. Jika kalian memilih jawaban lain-lain, tuliskan jawaban kalian tersebut secara sigkat dan jelas.

1. Nama :
2. Usia :
3. Pekerjaan :
4. Pengalaman Kerja :

1. Bagaimana pendapat anda tentang pemberian materi tambahan vocabulary dengan pendekatan komunikatif untuk anak-anak?
   a. Sangat menarik
   b. Menarik
   c. Cukup menarik
   d. Tidak menarik
   e. Lain-lain……..

2. Menurut anda, berapa jumlah kegiatan (activity) yang sesuai untuk satu unit materi pembelajaran vocabulary yang komunikatif?
   a. Kurang dari 5
   b. 5-10
   c. 10-15
   d. 15-20
   e. Lain-lain….

3. Menurut anda, topik-topik apa yang anak-anak butuhkan untuk materi tambahan vocabulary yang komunikatif?
   a. Angka (number)
   b. Hewan (animal)
   c. Pakaian (clothes)
   d. Arah (direction)
   e. Profesi (profession)
   f. Kegemaran (hobi)
   g. Kendaraan (vehicle)
   h. Olahraga (sport)
   i. Tempat umum (pubic places)
   j. Sekolah (school)
   k. Lain-lain…….

4. Menurut anda, berapa waktu yang dibutuhkan untuk materi tambahan vocabulary dalam satu unit/pertemuan?
    a. Kurang dari 30-45menit
    b. 45-60menit
    c. 60-75 menit
    d. 75-90 menit
    e. Lebih dari 90 menit

5. Menurut anda, input (starter) seperti apa yang anak-anak butuhkan sebelum mempelajari unit baru dalam materi tambahan vocabulary yang komunikatif?
    a. Gambar
    b. Lagu
    c. Dialog
    d. Lain-lain…….

6. Kegiatan apa yang pertama kali anak-anak ingin lakukan, setelah mendapatkan input materi (lagu, gambar, dialog, dll)?
    a. Bernyanyi bersama-sama
    b. Membaca bersama-sama
    c. Membaca di depan kelas
    d. Mendengarkan penjelasan dari guru
    e. Lain-lain…….

7. Untuk memasuki satu unit materi baru, bentuk kegiatan seperti apa yang anak-anak sukai?
    a. Pelafalan (pronunciation)
    b. Puzzle
    c. Macthing
    d. Dialog
    e. Lain-lain……..

8. Dalam 1 unit materi, materi seperti apa yang anak-anak sukai?
    a. Banyak gambar
    b. kegiatan yang membutuhkan interaksi dengan teman dan guru
    c. permainan
    d. role play
    e. lain-lain……

9. Tugas-tugas sperti apa yang kalian inginkan dalam pembelajaran vocabulary?
    a. Mencocokkan gambar/macthing
    b. Melengkapi tulisan/filling the blank
    c. Melengkapi dialog/ completing dialog
    d. Permainan/playing games
    e. Bermain peran/role play

f. Mengisi puzzle
g. Lain-lain…..

10. Bekal apa saja yang anak-anak perlukan dalam menyelesaikan kegiatan-kegiatan dalam materi tambahan vocabulary?
    a. Memahami instruksi-instruksi yang diberikan
    b. Memahami input materi yang diberikan
    c. Memahami jenis tugas yang diberikan
    d. Lain-lain…

11. Menurut anda, kegiatan belajar komunikatif seperti apa yang anak-anak inginkan saat belajar vocabulary?
    a. Praktik di depan kelas secara berpasangan
    b.
    c. **Lain-lain……**

12. Di manakah sebaiknya kegiatan belajar dilakukan?
    a. Di dalam ruangan
    b. Di luar ruangan
    c. Sekitar panti asuhan
    d. Lain-lain……

13. Menurut anda, bagaimanakah sebaiknya peranan guru dalam proses pembelajaran vocabulary yang komunikatif?
    a. Banyak berinteraksi dengan siswa
    b. banyak memberikan penjelasan/menerangan materi
    c. member ikesempatan siswa untuk praktik
    d. memberi kesempatan siswa untuk belajar mandiri
    e. memberikan saran atau komentar setelah siswa praktik
    f. lain-lain….

14. Menurut anda, bagaimana vocabulary komunikatif yang cocok untuk diterapkan kepada anak-anak?
    a. Banyak banyak berinteraksi dengan guru
    b. Praktik dalam kelompok kecil
    c. Praktik dalam kelompok besar
    d. Lain-lain…..

15. Menurut anda, perlukah adanya ringkasan materi untuk setiap unit?
    a. Ya
    b. Tidak
16. Menurut anda, perlukah adanya review/reflection untuk setiap unit materi?

QUESTIONNAIRE FOR THE EXPERT JUDGMENT

DEVELOPING SUPPLEMENTARY INSTRUCTIONAL MATERIALS TO IMPROVE CHILDREN'S VOCABULARY MASTERY USING COMMUNICATIVE LANGUAGE TEACHING APPROACH AT PANTI ASUHAN AISYIYAH YOGYAKARTA

Instruction:

Please give responses to the statements below by putting a tick (√) in the responses column. These are the responses category:

(SA) Strongly agree with the statement

(A) Agree with the statement

(U) Undecided (neither agree nor disagree) with the statement

(D) Disagree with the statement

(SD) Strongly disagree with the statement

For example:

Statements	**Responses**				
Objectives	**SA**	**A**	**U**	**D**	**SD**
1. The objectives of the lessons are clearly explained.		√			

***

I. Material

No.	**Statements**	**Responses**				
A.	**Objectives**	**SA**	**A**	**U**	**D**	**SD**
	1. The objectives of the lessons are clearly explained.					
	2. Each lesson has a clear focus.					
B.	**Materials**	**SA**	**A**	**U**	**D**	**SD**
	1. The activities of the material are appropriate to achieve the objectives.					

	2. The contents of the unit are presented effectively.					
	3. Each unit is well organized.					
	4. The lessons of the unit are smooth, sequenced, and logical.					
	5. The unit is well paced.					
	6. The instructional aids or resources materials are used effectively.					
	7. The inputs of the material are interesting and effective.					
	8. Input of the material support students' improvement to communicate productively and receptively.					
	9. The activities of each unit are interesting and effective.					
	10. The activities of the material support students' improvement to communicate.					
	11. The activities of developed materials give the students opportunities to apply their language knowledge.					
C.	**Methods**	**SA**	**A**	**U**	**D**	**SD**
	1. The methods are appropriate to the age and ability of the students.					
	2. The examples and illustrations are used effectively.					
	3. Drills are used and presented effectively.					
	4. Structures are taken out of artificial drill context and applied to the real context of the students' culture and personal experiences.					
	5. There are balance and variety in activities of the unit.					
	6. The material is reinforced.					

D.	Learners	SA	A	U	D	SD
	1. The materials are able to stimulate and sustain students interest for the lesson.					
	2. The students have enough opportunities to participate in the learning activities.					
E.	**Character Building**	**SA**	**A**	**U**	**D**	**SD**
	1. The individual activities motivate the students to be an independent learner.					
	2. The pair work or group work activities stimulate the students to be cooperative and to respect others.					
	3. The material build the students' character intrinsically.					
F.	**Instructions**	**SA**	**A**	**U**	**D**	**SD**
	1. The instructions of the lessons are able to explain difficult concepts to the learners.					
	2. The directions or instructions are clear.					
	3. The lessons are explained in understandable ways.					

II. Comments and Suggestions

A. Strength

B. Weaknesses

C. Suggestions

III. Conclusion

A. The material is effective to be applied.

B. The material is not effective to be applied.

C. The material is effective to be applied with revision.

Yogyakarta, 19 September 2013

Ani Setyaningsih, S. Pd.

19780101 200501 2 002

COURSE GRID									
Unit	**Topic**	**Basic Competence**	**Indicator**	**Expression**	**Grammar**	**Vocabulary**	**Input text**	**Media**	**Activities**
1.	**PARTS OF THE HUMAN BODY**	**Listening:** Students are able to listen simple sentences about the parts of human body. **Speaking:** Students are able to pronounce and communicate using simple sentences about the parts of human body. **Reading:** Students are able to read and identify the meaning of the simple	1. Students are able to listen simple sentences about the parts of human body corectly and appropriately. 2. Students are able to pronounce and communicate using simple sentences about the parts of human body corectly and appropriately. 3. Students are able to read and identify the meaning of the simple sentences	**Asking how is someone.** 1. Can you tell me … ? 2. How about your hair?	**Describing people** 1. hair: straight, curly, wavy, short, long, black, brown, red, blonde 2. eyes: slanted, wide, small, big, black, blue, brown 3. face: oval, round, square 4. body: tall, short,	head, hair, eyebrows, eyes, ears, nose,mouth, neck, hands, shoulders, arms, elbows, fingers, legs, ankles, knees, toes	song, cards, pictures, descriptive text	cards, pictures, games, song	**A. Warm-up** Listen a song and sing along **B. Let's Learn** look at the pictures and touch **C. Let's Listen** 1. Listen and pronounce the words 2. Play Simon Says Game **D. Let's Match** 1. Macthing pictures with suitable words 2. Playing crossword puzzle

		sentences about the parts of human body. **Writing:** Students are able to write simple sentences about the parts of human body.	about the parts of human body. 4. Students are able to write simple sentences about the parts of human body corectly and appropriately. 5. Students are able to write simple sentences about the parts of human body corectly and appropriately.		fat, thin, skinny				**E. Let's Describe People** Learn how to describe people **F. Let's Read** Read a simple paragraph and answer the questions **G. Let's Write** Write simple paragraph to describe pictures **H. Speak Up** Play Survey Game and write a report **I. Self Assessment**
2	**COLOR-FUL WORLD**	**Listening:** Students are able to listen and identify simple sentences	1. Students are able to listen and identify simple sentences kind of colors	**Expressing like:** **1.** Black is my favorite color. **2.** I like red.	**Simple Present Tense** The wall is white.	red, blue, yellow, green, white, black, pink, orange, purple, brown,	text, song, pictures	card s, song, pictures, games	**A. Warm-up** Listen a song and sing along **B. Let's Learn** Read and the

		kind of colors. **Speaking:** Students are able to pronounce and communicate with simple sentences about the kind of colors. **Reading:** Students are able to read and identify the meaning of simple sentences about the kind of colors. **Writing:** Students are able to write simple sentences	corectly and appropriately. 2. Students are able to listen and identify simple sentences kind of colors corectly and appropriately. 3. Students are able to read and identify the meaning of simple sentences about the kind of colors corectly and appropriately. 4. Students are able to write simple sentences about the colors corectly and appropriately.						kinds of colors **C. Let's Listen** Play I See Game **D. Let's Read** Read the passage and fill in the blanks **E. Let's Speak Up** Make a dialog **F. Let's Write** Play Survey Game and write a report **G. Let's Play** Mixing colors **H. Self Assessment**

		about the colors.							
3	**PROFES-SIONS**	**Listening:** Students are able to identify and listen simple sentences about the kind of professions. **Speaking:** Students are able to pronounce and communicate with simple sentences about the kind of professions. **Reading:** Students are able to read and identify the meaning of the words	1. Students are able to identify and listen simple sentences about the kind of professions correctly and appropriately. 2. Students are able to pronounce and communicate with simple sentences about the kind of professions correctly and appropriately. 3. Students are able to read and identify the meaning of the words and the simple sentences about kinds of	**Giving reasons.** **1.** Because I love animals. **2.** Because I like cooking.	**Simple Present Tense** What is your dream?	doctor, teacher, football player, veteranian, chef, dentist, photographer	text, pictures,	pictures, games	**A. Warm-up** Looking and describing a picture **B. Let's Learn** Learn the kinds of professions trhough pictures **C. Let's Read** 1. Match pictures with the suitable professions and activity 2. Play crossword puzzle **D. Let's Listen** Play Who Am I? Game **E. Let's Speak Up** Do survey game

		and the simple sentences about kinds of professions. **Writing:** Students are able to write simple sentences about kinds of professions.	professions correctly and appropriately. 4. Students are able to write simple sentences about kinds of professions correctly and appropriately.						and write a report **F. Let's Write** Play ChineseWhispers Game and write a sentence based on the jumbled words **G. Self Assessment**

LEARNING MATERIAL

TO IMPROVE VOCABULARY MASTERY

Using CTL APPROACH

FOR ELEMENTARY SCHOOL STUDENTS

AT PANTI ASUHAN AISYIYAH YOGYAKARTA

5th and 6th grade

By Trismiyati

UNIT 1

PARTS OF THE HUMAN BODY

I. WARMING UP

Listen and sing a song.

The Hokey Pokey

You put your **right hand** in,
You put your **right hand** out,
You put your **right hand** in,
And you shake it all about,

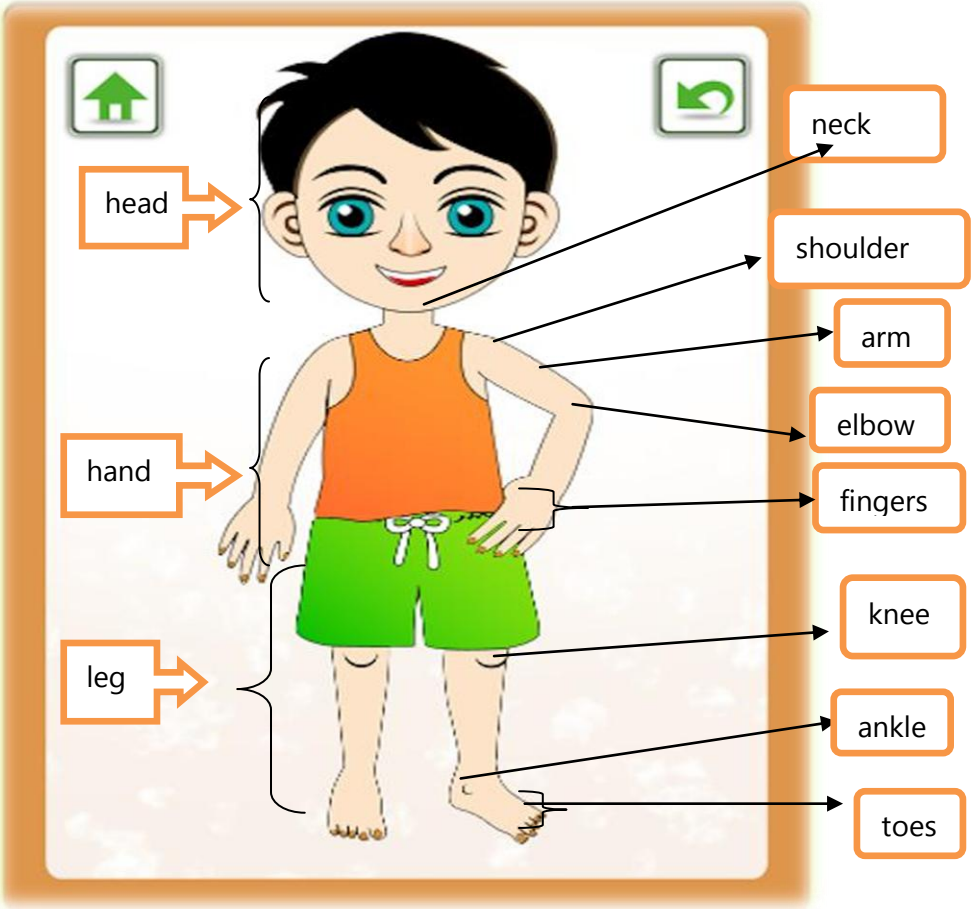
You do the hokey pokey
and you turn yourself around
That what it's all about.

2) left hand
3) right foot
4) left foot
5) head
7) whole self

(scoutsong.com)

II. LET'S LEARN

Look at this picture.



III. LET'S LISTEN

A. Listen and pronounce the words correctly.

No	Item	Transcript
1.	head	[hed]
2.	hair	[heər]
3.	eyebrow	['aɪbraʊ]
4.	eye	[aɪ],
5.	ear	[ɪər]
6.	nose	[nəʊz]
7.	mouth	[maʊθ]
8.	neck	[nek]
9.	hand	[hænd]
10.	shoulder	['ʃəʊldər]
11.	arm	[ɑ:rm]
12.	elbow	['elbəʊ]
13.	fingers	['fɪŋgərz]
14.	leg	[leg]
15.	ankle	['æŋkəl]
16.	knee	[ni:]
17.	toes	[təʊz]

B. Let's Play Simon Says Games

This is Simon. He is a king. He is humble but also big and strong. You must do what Simon says. When Simon says, "Touch your nose." You must touch your nose. The last, if Simon does not says it, don't do it. Please listen carefully.

IV. LET'S MATCH

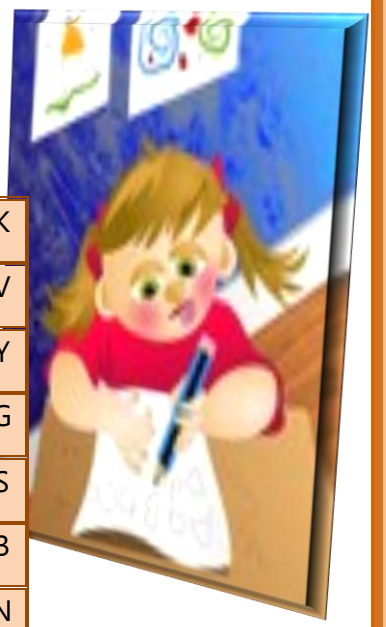
A. Match these pictures with the suitable words.

No	Pictures
1.	
2.	
3.	
4.	
5.	

Name
eye
nose
toes
leg
ear

B. Find the name parts of the human body by guessing from its function.

1. We can read a book with our ....
2. We can walk with our ....
3. We can smell the taste of durian with our ....
4. We can hear a song with our ...
5. We can draw a picture with our ....



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

V. LET'S DESCRIBE PEOPLE

No	Names	Adjectives
1.	body	fat, slim, skinny, tall, short
2.	hair	straight, curly, wavy, short, long, shoulder lenght, black, brown, red
3.	eyes	wide, slanted, big, small, brown, black, blue
4.	face	oval, round, square

VI. LET'S READ

Read this paragraph and give a thick in the table for the true or false statements.

Hello, my name is Teuku Rizky Muhammad, but people call me Kiky Coboy Junior. How are you? I am doing well. I have short black hair. My eyes are small and the color is black. I have an oval face. My height is 155 cm and my weight is 50 kg. I live in a big city, Jakarta. I think school is fun, I am a senior high school student now.

No	Statements	True	False
1.	Kiky is fat.		
2.	Kiky is tall.		
3.	His face is square.		
4.	His hair is long and black.		
5.	The color of his eyes is red.		

VII. LET'S WRITE

Describe these pictures using the adjectives we have learnt.

VIII. LET'S SPEAK UP

Let's play a survey game. Every student will get a new identity and act as a new character based on the cards. Students are free to move and ask others.

For example:

Nabila	Githa
straight black hair big and black eyes oval face	curly black hair small and black eyes square face

Cita : Hi, **what is your name**?

Gina : Hi, I am Gina. **What is your name**?

Cita : I am Cita. **Can you tell me about** your hair?

Gina : My hair is curly and black. **How about you?**

Cita : I have straight black hair. Please tell me about your eyes?

Gina : I have small eyes and the color is black. **How about** your eyes and face?

Cita : I have big and brown eyes. My face is oval. How about your face?

Gina : My face is square.

Do your survey game based on this card.

Ninit	Fitri	Rina	annisa
long hair slanted eyes oval face	wavy hair black eyes round face	curly hair big eyes oval face	straight hair small eyes square face

IX. SELF ASSESSMENT

Can you understand the lessons in this unit? Put a thick (√) under the emoticon ☺ if you understand the lesson and under the emoticon ☹ if you can not understand the lesson.

	☺	☹
1. Can you name your parts of human body?		
2. Can you mention the function of the part of the human body?		
3. Can you describe yourself?		

UNIT 2

COLORFUL WORLD

I. WARMING UP

Listen to the song and then sing along

Learn Nine Colors

red, red, re balloon
yellow, yellow, yellow balloon
pink, pink, pink balloon
bye bye pink balloon

green, green, green balloon
purple, purple, purple balloon
orange, orange, orange balloon
bye bye orange balloon

blue, blue, blue balloon
brown, brown, brown balloon
black, black, black baloon
bye bye black balloon

say bye bye to the all beautiful balloon

(dreamenglish.com)

II. LET'S LEARN

A. Let's pronounce

No	Colors	Name	Transcript	Sentence
1.		yellow	['jeləʊ]	It is a yellow star.
2.		red	[red]	It is a red star.
3.		blue	[blu:]	It is a blue star.
4.		green	[gri:n]	It is a green star.
5.		pink	[pɪŋk]	It is a pink star.
6.		orange	['ɒrɪndʒ]	It is a orange star.
7.		purple	['pɜ:rpəl]	It is a purple star.
8.		black	[blæk]	It is a black star.
9.		brown	[braʊn]	It is a brown star.

III. LET'S LISTEN

Let's play "I SEE" game

When the teacher say, "I see something pink.", the students touch the any red objects in the classroom.

IV. LET'S READ

Things in the Bag

This is a bag of Reza. He bring the bag to school everyday. There are some books, pencils, pen. Can you guess the colors of the things in the Reza's bag?

a _____ bag

an _____ book

a _____ pen

a _____ book

a _____ book

two _____ pencils

a _____ book

V. LET'S SPEAK UP

Read the following dialogs. Then, ask your friends about their favorite color.

Fina : Fani, **what is your favorite color?**

Fani : **Green is my favorite color.** How about you?

Fina : Really? I like green too.

Fani : We have the same favorite color

Zahra : **What color does you like,** Nisa?

Nisa : **I like black.** How about you?

Zahra : I like grey.

VI. LET'S OBSERVE AND WRITE

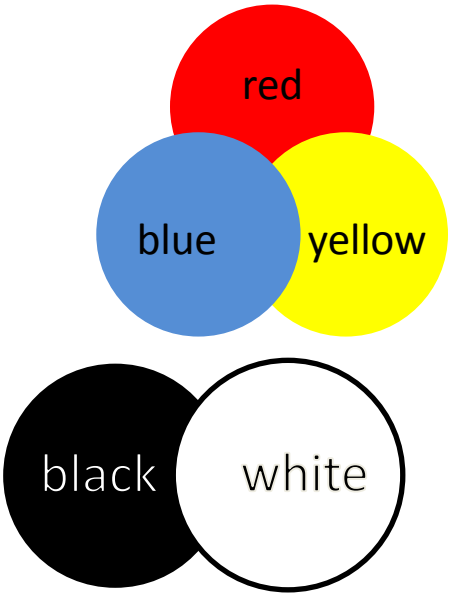
Find ten objects in the classroom and mention the color of them. Write the report on the table below.

For example: The wall is white.

No	Object	Color	Sentence
1.	wall	white	The wall is white.
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

VII. LET'S PLAY

Science is fun (what happens when you mix color?)



VIII. SELF ASSESSMENT

Can you understand the lessons in this unit? Put a thick (√) under the emoticon ☺ if you understand the lesson and under the emoticon ☹ if you can not understand the lesson.

	☺	☹
1. Can you name the colors?		
2. Can you find what happens if colors are mixed?		
3. Can you name the colors in the classroom?		

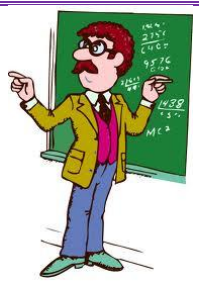
UNIT 3

PROFESSION

I. WARMING UP

Look at this picture.

II. LET'S LEARN

	A football player is a person who plays football.
	A veterenarian is a person who takes care of pets.
	A doctor is a person who take care of sick people in hospital.
	A chef is a person who prepares food in the restaurant.
	A teacher is a person who teaches students at school.
	A dentist is a person who take care of your teeth.
	A photographer is a person who takes photographs.

III. LET'S READ and PRACTICE

A. Macth the picture with the suitable job and activities.

No.	Picture	Occupation	Activity
1		a. He is a foot ball player.	a. teaching students
2		b. He is a teacher.	c. taking photographs
3		d. She is a dentist.	e. taking care of patient
4		f. He is a photographer.	g. cooking the food
5		h. He is a doctor.	i. taking care of teeth
6		j. He is a chef.	k. playing football

B. Guess the five kinds of occupations in this crossword puzzle.

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

1. A person who takes care of your teeth.
2. A person who prepares and cooks food in a restaurant.
3. A person who teaches you at school.
4. A person who takes care of sick people.
5. A person who takes photographs.

C. **LET'S LISTEN**

Let's Playing "WHO AM I" Game.

Listen to the teacher carefully and guess what is the correct answer.

For example: I love animals. Dog, cat, owl, rabbit, and snake are my patient.

Who am I?

⇨ Veterenarian

D. LET'S SPEAK

Find your friends and ask them what their dreams are. Write your report on the table below.

For example:

Ade : **What do you want to be** Ocha?

Caca : **I want to be** a chef, I love cooking. How about you?

Ade : **I want to be** a singer.

Caca : Why do you want to be a singer?

Ade : Because I love singing.

No	Name	Dream	Sentence
1.	Ade	singer	Ade want to be a singer
2.	Caca	chef	Caca want to be a chef.
3.			
4.			
5.			
6.			
7.			
8.			

E. LET'S WRITE

Let's Play "Chinese Whisper" Game.

Make a line and student at the back whispers a word to the student standing in front of her. Then, change the word into phrases and sentences. In the end, each student write the answer in the answer sheet.

F. SELF ASSESSMENT

Can you understand the lessons in this unit? Put a thick (√) under the emoticon ☺ if you understand the lesson and under the emoticon ☹ if you can not understand the lesson.

	☺	☹
1. Can you mention the kind of professions?		
2. Can you tell about your friends' dreams?		
3. Can you tell about your dream?		

LEARNING MATERIAL

TO IMPROVE VOCABULARY MASTERY

Using CTL APPROACH

FOR ELEMENTARY SCHOOL STUDENTS

AT PANTI ASUHAN AISYIYAH YOGYAKARTA

5th and 6th grade

By Trismiyati

UNIT 1

PARTS OF THE HUMAN BODY

I. WARMING UP

Listen to the Song and then Sing Along.

The Hokey Pokey

You put your **right hand** in,
You put your **right hand** out,
You put your **right hand** in,
And you shake it all about.

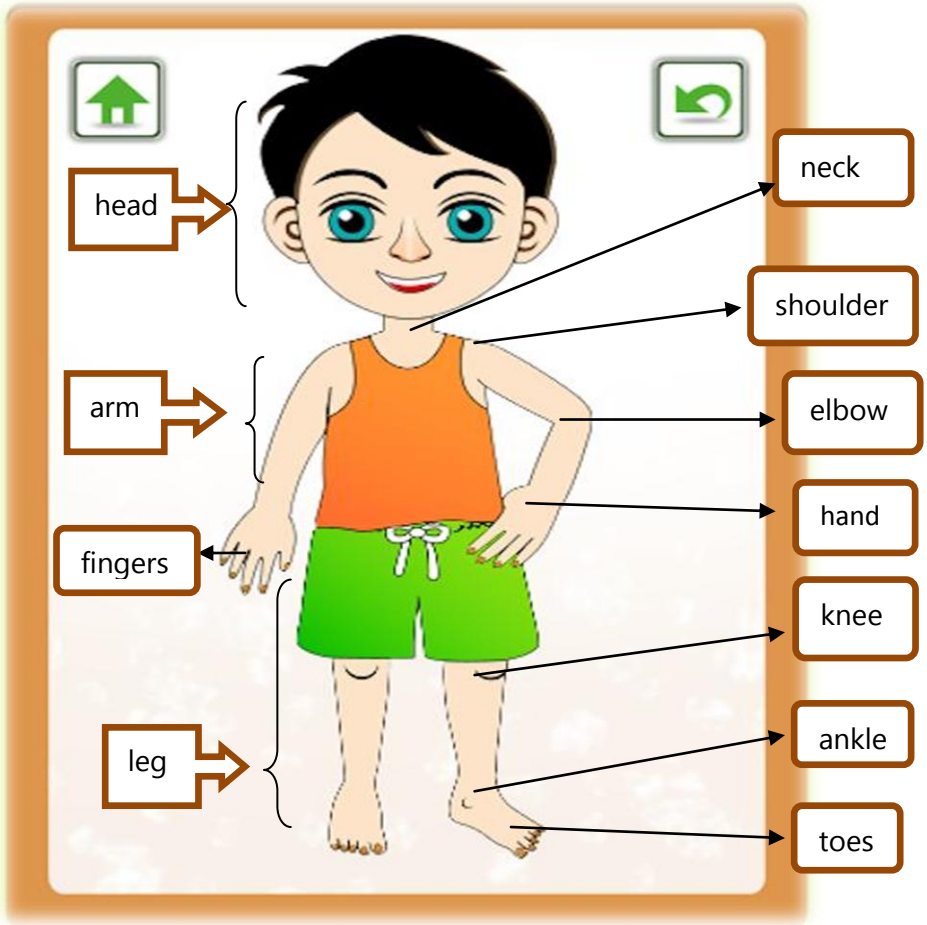
You do the Hokey Pokey
and turn yourself around.
That's what it's all about.

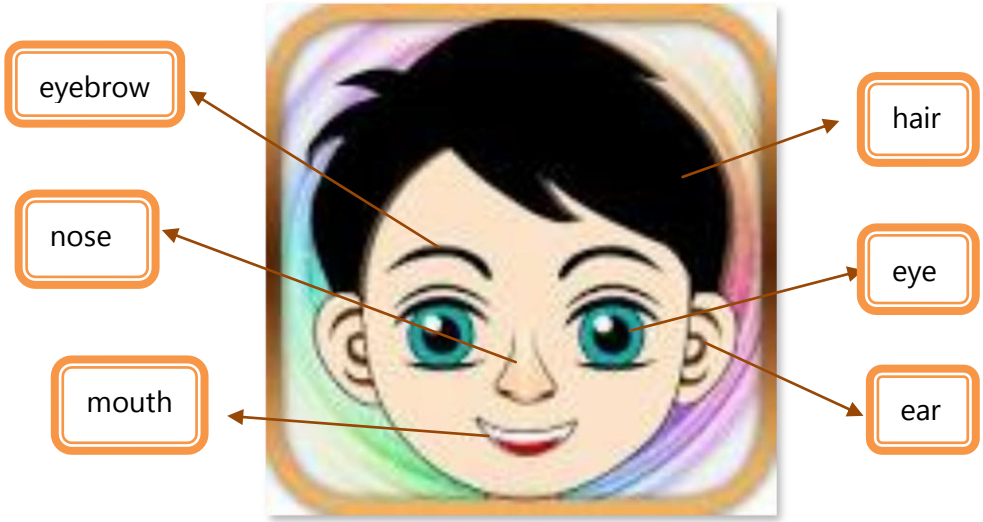
1. **left hand**
2. **right foot**
3. **left foot**
4. **head**
5. **whole self**

(scoutsong.com)

II. LET'S LEARN

Look at This Picture.



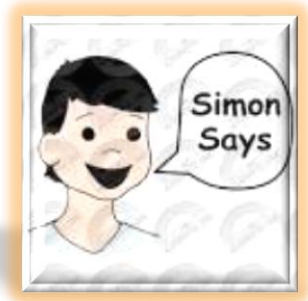


III. LET'S LISTEN

A. Let's Listen and Say It.

No	Item	Transcript
1.	head	[hed]
2.	hair	[heər]
3.	eyebrow	['aɪbraʊ]
4.	eye	[aɪ],
5.	ear	[ɪər]
6.	nose	[nəʊz]
7.	mouth	[maʊθ]
8.	neck	[nek]
9.	hand	[hænd]
10.	shoulder	['ʃəʊldər]
11.	arm	[ɑ:rm]
12.	elbow	['elbəʊ]
13.	fingers	['fɪŋgərz]
14.	leg	[leg]
15.	ankle	['æŋkəl]
16.	knee	[ni:]
17.	toes	[təʊz]

B. Let's Play Simon Says Game.



This is Simon. He is a king. He is humble but also big and strong. You must do what Simon says. When Simon says, "Touch your nose, please.", you must touch your nose. Do not touch your nose if Simon does not say "please". Listen carefully.

IV. LET'S MATCH

A. Match these pictures with the suitable words.

No	Pictures	Name
1.		eye
2.		nose
3.		toes
4.		mouth
5.		leg
6.		ear

B. Find the name parts of the human body by guessing from its function and circle it.

for example: We can eat with our ....

1. We can read a book with our ....
2. We can walk with our ....
3. We can smell the taste of durian with our ....
4. We can hear a song with our ...
5. We can draw a picture with our xx

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

V. LET'S DESCRIBE PEOPLE

No	Names	Adjectives
1.	body	fat, slim, skinny, tall, short
2.	hair	straight, curly, wavy, short, long, shoulder lenght, black, brown, red
3.	eyes	wide, slanted, big, small, brown, black, blue
4.	face	oval, round, square

VI. LET'S READ

Read this paragraph and say if the statements are true or false by putting a tick [√].

Hello, my name is Teuku Rizky Muhammad, but people call me Kiky Coboy Junior. How are you? I am doing well. I have short black hair. My eyes are small and the color is black. I have an oval face. My height is 155 cm and my weight is 50 kg. I live in a big city, Jakarta. I think school is fun, I am a senior high school student now.

No	Statements	True	False
1.	Kiky is fat.	√	
2.	Kiky is tall.		
3.	His eyes are big.		
4.	His face is square.		
5.	His hair is long and black.		
6.	The color of his eyes is red.		

VII. LET'S WRITE

Describe these pictures using the adjectives we have learnt.

VIII. LET'S SPEAK UP

Let's play a Survey Game. Every student will get a new identity and act as a new character based on the situational cards. Students are free to move and ask others.

for example:

Cita	Gina
straight black hair big and black eyes an oval face	curly black hair small and black eyes a square face

Cita : Hi, **what is your name**?

Gina : Hi, I am Gina. **What is your name**?

Cita : I am Cita. **Can you tell me about** your hair?

Gina : My hair is curly and black. **How about you?**

Cita : I have straight black hair. Please tell me about your eyes?

Gina : I have small eyes and the color is black. **How about** your eyes and face?

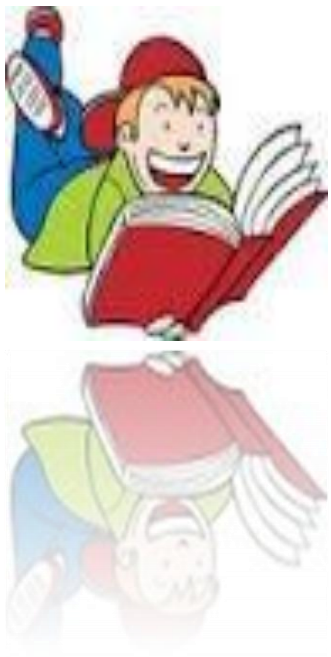
Cita : I have big and brown eyes. My face is oval. How about your face?

Gina : My face is square.

IX. SELF ASSESSMENT

Can you understand the lessons in this unit? Put a tick (√) under the emoticon ☺ if you understand the lesson and under the emoticon ☹ if you can not understand the lesson.

	☺	☹
1. Can you name your parts of human body?		
2. Can you mention the function of the part of the human body?		
3. Can you describe yourself?		



UNIT 2

COLORFUL WORLD

I. WARMING UP

Listen to the Song and then Sing Along.

Nine Balloons

red, red, red balloon
yellow, yellow, yellow balloon
pink, pink, pink balloon
bye bye pink balloon

green, green, green balloon
purple, purple, purple balloon
orange, orange, orange balloon
bye bye orange balloon

blue, blue, blue balloon
brown, brown, brown balloon
black, black, black baloon
bye bye black balloon

say bye bye to the all beautiful balloon

(dreamenglish.com)

II. LET'S LEARN

Let's Say It!

No	Colors	Name	Transcript	Sentence
1.		yellow	['jeləʊ]	It is a yellow star.
2.		red	[red]	It is a red star.
3.		blue	[blu:]	It is a blue star.
4.		green	[gri:n]	It is a green star.
5.		pink	[pɪŋk]	It is a pink star.
6.		orange	['ɒrɪndʒ]	It is an orange star.
7.		purple	['pɜ:rpəl]	It is a purple star.
8.		black	[blæk]	It is a black star.
9.		brown	[braʊn]	It is a brown star.

III. LET'S LISTEN

Let's Play "I SEE" Game.

When the teacher says, "I see something brown.", the students touch any brown objects in the classroom.

IV. LET'S READ

Things in the Bag

This is Reza's bag. He brings the bag to school everyday. There are some books, two pencils, and a pen. Can you mention the colors of the things in the Reza's bag?

a ____ bag

a _____ book

a _____ book

an _____ book

a _____ book

a _____ pen

two _____ pencils

V. LET'S SPEAK UP

Read the following dialogs. Then, ask your friends about their favorite colors.

Ninit : Fani, **what is your favorite color?**

Fani : **Green is my favorite color.** How about you?

Ninit : Really? I like green too.

Fani : We have the same favorite color.

Zahra : **What color do you like,** Nisa?

Nisa : **I like black.** How about you?

Zahra : I like grey.

VI. LET'S WRITE

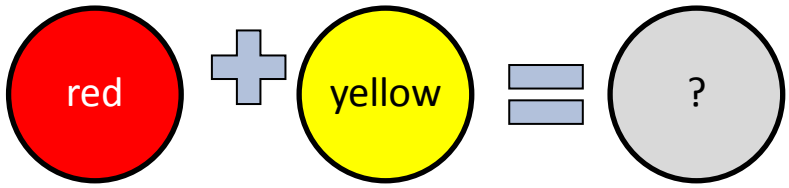
Let's Play Survey Game. Find ten objects in the classroom and mention their colors. Write the report on the table below.

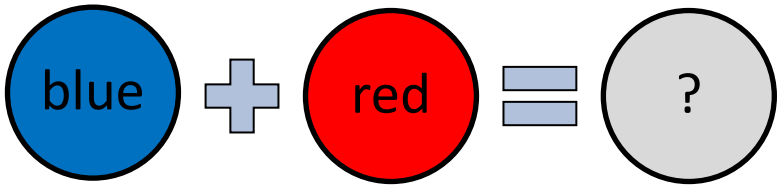
for example: The wall is white.

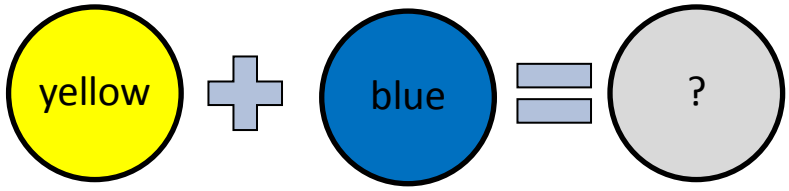
No	Object	Color	Sentence
1.	wall	white	The wall is white.
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

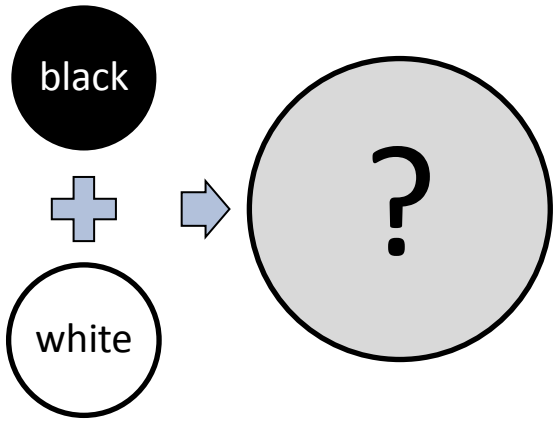
VII. LET'S PLAY

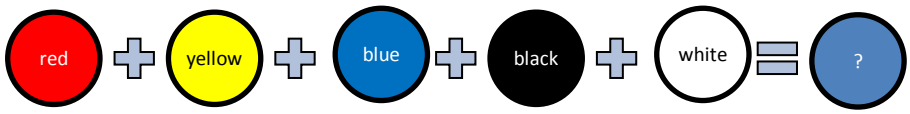
Science is fun. What happens when you mix color?







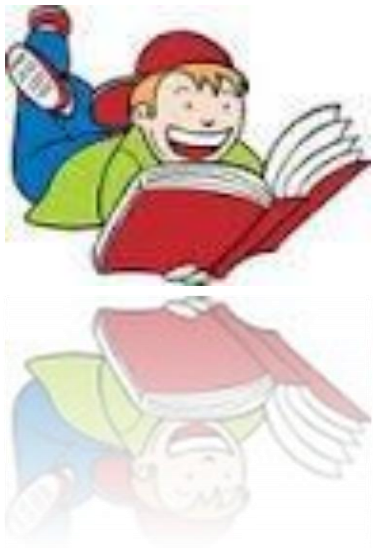




VIII. SELF ASSESSMENT

Can you understand the lessons in this unit? Put a tick (√) under the emoticon ☺ if you understand the lesson, and under the emoticon ☹ if you can not understand the lesson.

	☺	☹
1. Can you name the colors?		
2. Can you name the colors in the classroom?		
3. Can you find what happens if colors are mixed?		



UNIT 3

PROFESSIONS

I. WARMING UP

Look at This Picture.

II. LET'S LEARN

	A football player is a person who plays football.
	A veterenarian is a person who takes care of pets.
	A doctor is a person who takes care of sick people in hospital.
	A chef is a person who prepares food in a restaurant.
	A teacher is a person who teaches students at school.
	A dentist is a person who takes care of your teeth.
	A photographer is a person who takes photographs.

III. LET'S READ

A. Macth the picture with the suitable job and activities.

No.	Picture	Profession	Activity
1		He is a football player.	teaching students
2		He is a teacher.	taking photographs
3		He is a dentist.	taking care of patients
4		He is a photographer.	cooking the food
5		He is a doctor.	taking care of teeth
6		He is a chef.	playing football

B. Guess and circle five kinds of professions in this crossword puzzle.

for example: *A person who takes care of animals.*

1. A person who takes care of your teeth.
2. A person who prepares and cooks food in a restaurant.
3. A person who teaches you at school.
4. A person who takes care of sick people.
5. A person who takes photographs.

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

C. **LET'S LISTEN**

Let's Play "WHO AM I" Game.

Listen to the teacher carefully and guess what the correct answer is.

for example: I love animals. Dogs, cats, owls, rabbits, and snakes are my patients. Who am I?

⇨ I am a veterenarian.

D. LET'S SPEAK UP

Find your friends and ask them what their dreams are. Write your report on the table below.

For example:

Ade : **What do you want to be** Ocha?

Caca : **I want to be** a chef. I love cooking. How about you?

Ade : **I want to be** a singer.

Caca : Why do you want to be a singer?

Ade : Because I love singing.

No	Name	Dream	Sentence
1.	Ade	singer	Ade wants to be a singer
2.	Caca	chef	Caca wants to be a chef.
3.			
4.			
5.			
6.			
7.			

E. LET'S WRITE

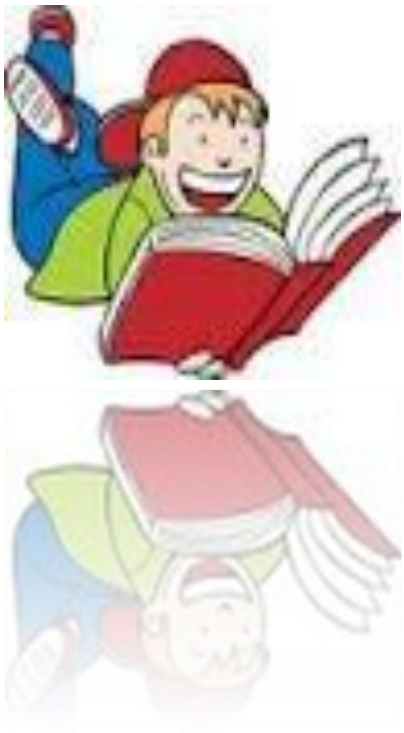
Let's Play "Chinese Whisper" Game.

Make a line. The teacher will tell the student at the back several words in turn, and then the student at the back will whisper each word to the students in front of her. Then, the last student writes a sentence based on the jumble words whispered.

F. SELF ASSESSMENT

Can you understand the lessons in this unit? Put a tick (√) under the emoticon ☺ if you understand the lesson and under the emoticon ☹ if you can not understand the lesson.

	☺	☹
1. Can you mention kinds of professions?		
2. Can you tell us about your dream?		
3. Can you tell us about your friends' dreams?		



Teacher's Manual Book

ENGLISH SUPPLEMENTARY MATERIAL

FOR ELEMENTARY SCHOOL STUDENTS

AT PANTI ASUHAN AISYIYAH YOGYAKARTA

5th and 6th grade

By Trismiyati

UNIT 1

PARTS OF THE HUMAN BODY

I. WARMING UP

Listen and then sing along.

- The teacher plays music and acts out the Hokey Pokey.
- After that, the students are guided to sing and act out the Hokey Pokey.

II. LET'S LEARN

- The teacher asks the students to learn human body using pictures.
- The teacher also asks the students to touch parts of body while calling them.

III. LET'S LISTEN

A. Let's Listen and Say it!

- The teacher pronounces the words loudly and the students repeat.
- The teacher drills the students to pronounce the words correctly.

B. Let's Play Simon Says Game

- The teacher teaches the students to learn simple sentence using Simon Says Game.
- The teacher also builds students using this game, that is inserting "please" to the game.
- The rule of the game is the students must do what Simon says. If Simon says, "Touch your nose, please.", students must touch their nose. However, if Simon does not use "please", students are not allowed to touch their nose.

IV. LET'S MATCH

A. Let's Match.

- The students match the pictures with the suitable words.
- The example is stated.

B. Let's Find and Circle.

- The teacher asks the students to find and circle parts of human body from its function.
- The example is stated.

V. LET'S DESCRIBE PEOPLE

- The teacher explains how to desribe people using the adjectives listed.
- The example is stated.

VI. LET'S READ

- The teacher reads the text loudly.
- The teacher asks the students to do the exercise by putting a tick for the True or False statements.
- The example is stated.

VII. LET'S WRITE

- The teacher asks the students to write a simple paragraph based on the pictures.

VIII. SPEAK UP

- The teacher asks the students to play "Survey Game" using the situational cards below.

Ninit	Fitri	Rina	Annisa
long hair slanted eyes an oval face	wavy hair black eyes a round face	curly hair big eyes an oval face	straight hair small eyes a square face

IX. SELF ASSESSMENT

- The teacher asks the students to say whether they understand the lessons of the unit or not by putting a tick in the table.

UNIT 2

COLORFUL WORLD

I. WARMING UP

- The teacher asks the students to listen to the song.
- The teacher asks the students to sing the song.

II. LET'S LEARN

- The teacher pronounces the sentences loudly.
- The teacher drills the students to pronounce the sentences corectly.

III. LET'S LISTEN

- The teacher teaches listening skills by playing "I See" Game.
- At first, the teacher states the rules and plays the game.
- The rule is, when the teacher says "I see something brown", the students touch any brown objects in the classroom.
- The teacher changes the instruction into other colors.

IV. LET'S READ

- The teacher asks the students to read the simple paragraph.
- Then, the teacher asks the students to fill in the blanks with the corect answers.

V. LET'S SPEAK UP

- The teacher asks the students to read the dialogue.
- The teacher teaches and drills how to ask people's favorite colors.
- The teacher asks the students to practice the dialogue.
- The students ask their friends about their favorite colors.

- The students are free to work and play around in the classroom.

VI. LET'S WRITE

- The teacher teaches writing skills by playing survey game.
- The teacher asks the students to find some objects in the classrom, and then write a report.

VII. LET'S PLAY

- The teacher teaches color's category by playing and mixing the colors.
- The students work in a small group.
- The tools used in this game are paper, color pencils, and compass.
- The teacher guides the students to mix the colored experiment and see the result of the mixing color experiment.

VIII. SELF ASSESSMENT

- The teacher asks the students to say whether they understand the lessons of the unit or not by putting a tick in the table

Unit 3

PROFESSIONS

I. WARMING UP

- The teacher asks the students to look at the pictures and stimulates them to guess the profession of the man.
- The teacher states the aim of the unit.

II. LET'S LEARN

- The teacher introduces kinds of professions using the pictures listed.
- The teacher asks the other professions outside the list.

III. LET'S READ

A. LET'S MATCH

- The teacher asks the students to match the pictures with the suitable job and activities.

B. CROSSWORD PUZZLE

- The students find five kinds of professions on the crossword puzzle.

IV. LET'S SPEAK UP

- The teacher asks the students to ask their friends in the classroom and find out what their dreams and ideal professions are.
- After that, the students write down the report on the table.

V. LET'S WRITE

- The teacher teaches writing skills the students by playing "Chinese Whisper" Game.
- The rule is make a line and then the teacher will tell the student at the back several words in turn. Then, the student at the back will whisper each word to the students in front of her.
- Then, the last students writes a sentence based on the jumble words whispered.

VI. SELF ASSESSMENT

- Teacher asks the students to say whether they understand the lessons of the unit or not by putting a tick in the table.

UNIT 1

PARTS OF THE HUMAN BODY

I. LET'S LISTEN

Simon Says Games

1. Simon says, "Touch your nose, please."
2. Simon says, "Touch your mouth."
3. Simon says, "Touch your arms."
4. Simon says, "Touch your neck, please."
5. Simon says, "Touch your head, please"
6. Simon says, "Touch your legs."
7. Simon says, "Touch your knees, please."
8. Simon says, "Touch your toes."
9. Simon says, "Touch your eyes, please."
10. Simon says, "Touch your eyebrows."

II. A. LET'S MATCH

1. toes
2. ear
3. leg
4. nose
5. eye

B. LET'S GUESS

1. eyes
2. foot
3. nose
4. ears
5. hand

III. LET'S READ

1. True
2. True
3. False
4. False
5. False

UNIT 2

COLORFUL WORLD

I. LET'S LISTEN

1. I see something red.
2. I see something pink.
3. I see something brown.
4. I see something blue.
5. I see something white.
6. I see something black.
7. I see something green.
8. I see something orange.
9. I see something yellow.

II. LET'S READ

1. a red bag
2. a black pen
3. two black pencils
4. an orange book
5. a blue book
6. a green book
7. a pink book

III. LET'S PLAY

1. red + blue = purple
2. red + yellow = orange
3. blue + yellow = green
4. black + white = grey
5. red + blue + yellow + black + white = brown

UNIT 3

PROFESSIONS

I. LET'S READ and PRACTICE

A. MATCHING

1. He is a teacher. => teaching students
2. He is a dentist. => taking care of teeth
3. He is a chef. => preparing food
4. He is a doctor. => taking care of sick people
5. He is a football player. => playing football
6. He is a photographer. => taking photographs

B. PUZZLE

1. dentist
2. chef
3. teacher
4. doctor
5. photographer

II. LET'S LISTEN

1. I work in hospital. I take care of sick people. => doctor
2. I teach students at school. =>teacher
3. I work in hospital. I take care of people's teeth. => dentist
4. I love cooking. I work in the kicthen of restaurant or cafe. => chef
5. I love to take pictures. I always bring my camera when I go to work. => photographer