

**DESIGNING MATERIALS ACCESSIBLE TO TEACHERS  
FOR THE ENGLISH LEARNING OF THE FOURTH GRADE STUDENTS  
OF ELEMENTARY SCHOOLS  
AT THE AMBAL SUB DISTRICT OF KEBUMEN REGENCY**

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



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**APPROVAL**

**DESIGNING MATERIALS ACCESSIBLE TO TEACHERS  
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A thesis

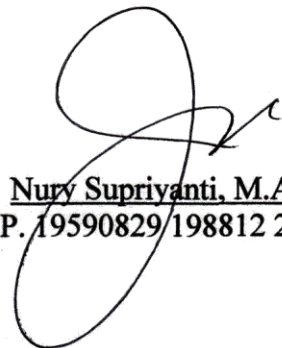


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## RATIFICATION

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A thesis

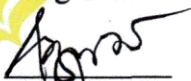

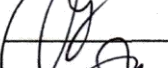

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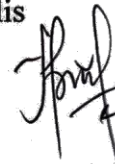
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Penulis



Wuwuh Andayani

## MOTTOS

**“One will gain nothing without making any efforts.”  
(QS. An Najm: 39)**

**“Verily, along every hardship is relief.” (QS. Ash-Sharh: 5)**

**“Successful indeed are the believers.” (QS. Al-Mu’minun: 1)**


**"And, when you want something,  
the entire universe conspires in helping you  
to achieve it"  
(The Alchemist)**


**I hear and I forget. I see and I remember.  
I do and I understand.  
(Chinese Proverb)**

**If you want to be successful, it's just this simple: Know what you're doing.  
Love what you're doing. And believe in what you're doing.  
(O.A. Battista)**

## DEDICATION

*This thesis is dedicated to:*

 *My beloved parents, my grandfather, my grandmother, my younger sister, and all of my family members. Thanks for the love, supports, prayer, and patience.*

 *My friends. Thanks for the support, guidance, and joy.*

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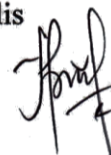
In accomplishing the study, the writer is grateful to a lot of people for supports, guidance, and assistance without which this thesis would never have finished.

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Finally, I realize that this thesis is far from being perfect. However, I expect that it gives contribution to the improvement of the English teaching and learning process in the elementary schools.

**Penulis**



**Wuwuh Andayani**



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**ABSTRACT**

The objective of this research was to design materials accessible for teachers which ease them in teaching English to elementary school children. These materials are easy to reach, to use, and to understand because they are completed with teacher's manuals. The next objective was to find out the characteristics of the appropriate design of materials accessible to teachers for the English Learning of the Fourth Grade Students of Elementary Schools at the Ambal Sub District of Kebumen Regency.

This research is Research and Development (R&D). The steps of this research consisted of the need survey, developing the materials, evaluating the first draft of the materials, revising the first draft, implementing the second draft, and writing the final draft. The instruments of the data collection were questionnaires, an interview guide, and observation guide. The types of the data were quantitative and qualitative. They were analyzed quantitatively and qualitatively. The materials were evaluated and revised based on the data obtained.

The results of the study were the design of the Materials Accessible to Teachers for the English Learning of the Fourth Grade Students of Elementary Schools at the Ambal Sub District of Kebumen Regency and the characteristics of Materials Accessible to Teachers for the English Learning of the Fourth Grade Students of Elementary Schools at the Ambal Sub District of Kebumen Regency. The result of the study shows that the designed materials had the characteristics of appropriate design of Materials Accessible to Teachers proposed by the experts. The result of the expert judgement questionnaires also showed that the mean of material aspect was *133.54* (Good), manual aspect was *13.62* (Very Good), and media aspect was *13.77* (Very Good). Therefore, the characteristics of good materials were 1) matching with standard and basic competencies, 2) providing materials which are interesting, motivating, suitable, and organized from easy to difficult level, 3) making the students communicate, interact other friends in English and more active in English class, 4) consisting of individual, pair and group work, 5) including integrated skills, 6) providing songs and games which are appropriate with the topics, easily mastered by the teacher, various, interesting, motivating the students, and having clear games rule. Then, good manuals should be easy to use, suit with the teacher's needs, and providing clear instructions, while good media should be interesting, motivating, and easy to use.

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

English is a challenging subject for students since it has become a subject in the National Examination. Such examination is for the last grade students of junior and senior high schools. Since it determines the students' graduation, the schools make some policies. Firstly, the schools provide many textbooks. The students prepare themselves for the examination by studying English hard. They use good English textbooks to support their study. That is why the schools need to provide as many English textbooks as they can in the library to help them in studying English. Secondly, the teachers choose good materials. In other words, the English teachers also choose the appropriate textbooks to help the students to reach the goal – to pass the examination successfully. Moreover, English is taught early in the elementary schools. It is aimed at giving basic understanding of English to the students in order to prepare them in facing the English examination in the higher level of education. However, English textbooks for elementary school students are still rare because English for elementary school is basically still new. In this way, the need for English textbooks for elementary school students is undeniable.

Nowadays, there are so many English textbooks published for different purposes, ages, grades of study and levels of ability. The publishers

compete in producing good English textbooks. They offer a lot of benefits from the books. It is aimed at providing sources of English materials for English learners. They publish the books not only for classroom use, but also for self-access materials whose activities offered are different. Textbooks for classroom use offer various activities which actively involve students and their teachers. Both the teachers and students are related to each other. The students use the materials guided by the teachers. The teachers use the materials in the process of both teaching and learning. In contrast, materials for self-access learning are designed in order to help students learn English by themselves. The books are usually also completed with a cassette or CD, especially for the listening skill, in order to make the learners able to practise English outside the classroom. It is designed for independent learning.

Brown (2001:141) states that textbook is a book for use in an educational curriculum. The English textbooks are used by the English teachers in the classroom. They select the textbooks which are good for them and their students. They sometimes face a problem in finding the appropriate textbooks for their need – textbooks which are easy to use. In addition, they consider the content of the books. When there is a textbook that has a high quality but hard to understand, they will not use it. They need a friendly textbook completed with teachers' manuals. The purpose is to make it easy for the teachers to use. However, this kind of textbooks is very rare to find because many textbook publishers do not include teacher's manuals in their products.



The problems appeared because teaching English for children is still new. English has been applied as one of the subjects in the elementary schools in Indonesia as the impact of the policy of the Ministry of Indonesian National Education. This policy has been mentioned in the standard of the competence in the curriculum in 2006 (The School-Based Curriculum). According to Grassick (2007:4), there are some perceived benefits of introducing English at the primary level. First, it prepares learners for secondary and higher education levels. The aim of applying English at the elementary schools in Indonesia is to make the graduates of elementary schools have the competence that will be useful for preparing them both to learn English at junior high school and to use it in their daily life. Second, English is an international language and the proficiency in it will increase opportunities to compete professionally in the global market. By mastering English, the chances to get involved in international business are higher than people who do not master it. This is because language has an important role in the communication of business or education areas. Third, young children learn easily, so that they will have a head start in English. Young children learn better and more easily than older children (Brewster, Ellis and Girard, 2002:1). By introducing English to young children, they will get a better basic understanding in foreign language early. They will easily master the language and use it in their future life. Lastly, teaching English at primary level develops self confidence and communication skills. This relates to its

function as a means of communication, so that by mastering a language the communication skill will be better and the self confidence will improve.

The age of the students is a major factor in teachers' decision on how and what to teach. Students at different ages have different needs, competences and cognitive skills (Harmer, 2001: 37). Knowing the competences, cognitive skills and other characteristics of young learners will lead teachers to decide appropriate approaches, methods, techniques and materials to teach. Those aspects will influence one another. If those aspects are completed, the teaching and learning process will be reached. According to Brown (2001:15), an approach is a set of assumptions, beliefs and theories about the nature of language and language learning. Method is defined as a generalized set of classroom specifications for accomplishing linguistic objectives. Then, techniques are any of a wide variety of exercises, activities or tasks used in the language classroom for realizing lesson objectives. All several factors can be identified by entering the class where those factors are implemented. One example is the English teacher of the fourth grade of SDN Ambarwinangun uses Grammar Translation Method (GTM) in which the activities are almost the same in every teaching and learning process. However, this is not suitable with the learners' characteristics and the purpose of the English for elementary school which is for communication. The teacher only uses one primary book to teach the students with the same activities, such as giving materials by writing on the blackboard and asking the students to write it down in their books. After that, she asks the students to read aloud

in turns. Then, the students do the exercises in their worksheets or *Lembar Kerja Siswa (LKS)*. There are no interesting materials provided for the students, while a good material should engage the students to participate in the teaching and learning process in order to help them to reach the goal of studying English.

Based on the preliminary observation at SDN Ambarwinangun, one of the elementary schools at Ambal Sub District, it is very important for the English teacher of SDN Ambarwinangun to try to design materials because there are limited materials provided by the school but it is difficult to use them. Unfortunately, she only uses student worksheets or *Lembar Kerja Siswa (LKS)* in the teaching and learning process. In fact, it is not interesting and makes the students bored. The school actually provides her with some good materials, but she gets difficulty in using it. The provided materials only offer materials without any teacher's manuals. The teacher needs the materials completed with its manual because it will help and guide her to use the materials. Moreover, the students will get the impacts. In this case, the students are young learners who like interesting materials and various activities, so that the designed materials should also be suitable with their needs.

Bridging those problems, the researcher decided to design Materials Accessible to Teachers in order to help and guide the teacher and students to obtain the goal of teaching and learning process. The materials are designed not only based on the students' need, but also based on the teachers' need.

The materials are completed with the teacher's manuals and media in order to ease the teachers to use it. Therefore, it is important to do a research entitled "Designing Materials Accessible to Teachers for the English Learning of the Fourth Grade Students of Elementary Schools at the Ambal Sub District of Kebumen Regency."

## **B. Identifications of the Problems**

As what has been mentioned before, teaching English in the elementary school is still new. According to the Curriculum of 2006, the elementary school students have been provided with the English subject starting from the fourth grade. It is aimed at making the graduates of elementary schools have the competence that will be useful for preparing them to learn English at junior high school and use it in their daily life. The age of students also becomes an important consideration on how and what to teach. Teaching children is different from teaching adults. Children are able to actively hypothesize, develop, try out, and formulate theories about language structures and meaning as a matter of routine. Brown (2001: 87) states that children learn a second language better than adults. Children acquire both nature and second languages through cognitive and affective efforts. Children have better spontaneous and attention to language forms than adults. However, the context of classroom instruction may introduce some difficulties to children in learning a second language. Unlike children, adults can easily learn grammatical and linguistic concepts. Therefore, children have to be taught by using an appropriate method, approach and

technique that are relevant with the children needs. Moreover, a good material should also be given to them in order to help them to reach the goal of studying English.

Based on the preliminary observation at SDN Ambarwinangun, one of elementary schools at Ambal Sub District, it is very important that the English teacher of SDN Ambarwinangun tries to develop the suitable materials in the teaching and learning process because she only uses student worksheets or *Lembar Kerja Siswa (LKS)* as the main source. The teacher tends to not use the textbook because she gets difficulties in using it related to the activities offered and media needed. The provided textbook only offers materials without any teacher's manuals. The teacher needs the manual because it helps her to use the materials. Moreover, the students will get the impacts. In this case, the students are young learners who like interesting materials and various activities, so that the designed materials should also be suitable with their needs.

There are actually a large number of materials provided for English teaching and learning, so the teachers can select and use it. The materials the teacher needed are the materials which suitable with the students' needs, provided with various and interesting activities, and completed with teachers' manuals and media. Therefore, in this study, the lack of suitable materials for the teacher of elementary schools at Ambal Sub District, Kebumen can be solved by Materials Accessible to Teachers because they are completed with teacher's manuals and media which will ease them. The teacher will not be

confused when she wants to teach the students. This is because the manuals provide what she needs in the teaching and learning process. Moreover, the students will not get bored because the materials offer many kinds of activities, songs and games. They can be very active in the teaching and learning process. They learn English not only by listening to their teacher but also by practicing it and making it real in the real communication.

### **C. Limitation of the Problem**

There are a large number of materials than can be developed, but this study was limited to the Materials Accessible to Teachers. This is aimed at fulfilling the needs of the elementary school teachers at Ambal Sub District who lack the ability in choosing and using good text books. Furthermore, this study was also limited to designing Materials Accessible to Teachers for the English learning of the fourth grade students of elementary schools at the Ambal Sub District of Kebumen Regency in the first semester of academic year of 2011/2012.

### **D. Formulation of the Problems**

Based on what is stated in the background of the study, identification of the problems, and the limitation of the problem presented previously, the problems of this study are formulated as follows:

- a. What do the designed materials accessible to teachers for the English learning of the fourth grade students of elementary schools at the Ambal Sub District of Kebumen Regency look like?

- b. What are the characteristics of the appropriate materials accessible to teachers for the English learning of for the fourth grade students of elementary schools at the Ambal Sub District of Kebumen Regency?

#### **E. Objectives of the Study**

Regarding to the formulation of the problem, this study aims at:

- a. Designing materials accessible to teachers for the English learning of the fourth grade students of elementary schools at the Ambal Sub District of Kebumen Regency.
- b. Finding out the characteristics of the materials accessible to teachers for the English learning of the fourth grade students of elementary schools at Ambal Sub District of Kebumen Regency.

#### **F. Significances of the Study**

The research is expected to give some contributions to the English teachers, learners, schools, governments and book publishers. The significances of this study are:

##### 1. Theoretically

The findings of this study may verify the validity of the theories that the Materials Accessible to Teachers based on the school-based curriculum can develop children's English proficiency.

##### 2. Practically

The findings of the research will be useful for:

##### a. The English teachers

This research can motivate the English teachers of elementary schools at the Ambal Sub District Kebumen Regency to select

materials which are accessible for them and also based on the students' needs.

b. The fourth grade students

It is hoped that the fourth grade students of elementary schools at the Ambal Sub District of Kebumen Regency enjoy the materials, so that the objectives of giving English to children can be achieved.

c. The principals

The result of the study can encourage the principals of elementary schools at the Ambal Sub District of Kebumen Regency to support the English teachers in selecting the materials which are accessible for her and also based on the students' needs.

d. The government

It is expected that the result of this study will encourage the government to write specific English policy for all departments of elementary schools in Indonesia.

e. The material developers

The result of the study can help the material developers to write teacher manuals in the teacher books in order to ease the teachers to use the book.

3. Methodologically

It is expected that the procedure and also the outcome of this study can inspire other researchers to do research concerning similar themes.



## CHAPTER II

### LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

#### A. Theoretical Review

##### 1. English Teaching and Learning for Children

###### a. Children's Characteristics

Children are different from adults. Children tend to have short attention span and a lot of physical energy. Moreover, children have different characteristics in learning language. Brown (2001: 87) states that children are able to use their abilities consisting of language acquisition devices they have for acquiring second language better than adults. Children are able to analyze the language form and acquire it. One of the difficulties that children face in learning second language is the context of classroom instruction. Unlike children, adults are able to analyze and understand linguistic elements such as grammatical items.

A teacher needs to be careful when bringing rules and explanations about language to approximately eleven year-old children (Brown, 2001: 88). Within that age, children focus on the immediate environment and situation around them. In addition, children do not have the ability to understand the linguistic concepts.

The characteristics of children depend on their ages and it plays an important role on how they acquire the language. Elliot (1981: 169) states that children use their own opinions to interpret the meaning of something

that they see. They are not able to realize that what they see and think cannot be accepted by others.

Furthermore, Scott and Ytreberg (1990: 4) divide children into two main groups. The first is the group of five to seven year old children and the second is the group of eight to ten year old children. Children by the age of ten have better preparation for the foreign language classroom because they have language acquisition devices which help them understand abstracts and symbols. Besides, they can also describe them.

Moreover, Scott and Ytreberg (1990: 25) say that eight to ten years old children use their first language for communication. They use the language based on their first language basic rules. What the teacher needs to do is setting up the children to be settled and get involved to the language program.

Chomsky (1965: 42) discovers that children have the language acquisition devices which allow them to acquire the language. The devices help children in taking and using words used by other people around them. Through the devices, children automatically speak the language they used fluently.

Vygotsky, cited in Cameron (2001: 6), states that the environment, the children's surrounding, play an important role in the children's language learning development. In addition, people who belong to the parts of children's environment can lead them to be active learners by bringing the language objects and teaching them how to use such objects.

Some experts have different opinions about children's language acquisitions. Tough (1985: 46) argues that since children were born, they have the ability to imitate and use other people's speech without understanding the meaning. In line with that, Clark (1977: 300) states that children make a speech based on the information that they get at certain time from their environment. This statement is supported by another expert. Halliwell (1992: 33) states that children can understand people speech without understanding the meaning of all the words used in the speech.

Moreover, Brewster and Ellis (2002: 27) state that a teacher needs to make a breakthrough when teaching language to children. This is because children basically have great efforts when learning but they lack in accepting and maintaining the information that they get. Furthermore, Cameron (2001: 1) states that children are active learners. They like dealing with something new. When children speak a new language, they bring great motivation with them, so that they can talk actively.

Based on those characteristics of the children, this can be concluded that children are really different with adults, so that the way how to teach must be different. The teacher should use appropriate techniques for teaching children. In addition, children like fun and cheerful atmosphere, so that the activities should be various and interesting for them. By setting up good atmosphere of the class, it is hoped that the goal of the teaching and learning process can be achieved.

## b. Teaching English to Children

Teaching English to children is different from teaching English to adults. Brown (2000: 1) states that a teacher needs to find appropriate methods, techniques, and approaches that can lead children to obtain the goal of the language learning. Moreover, Scott and Ytreberg (1990: 10) state that children need to be settled in the language lesson in order to make them get better output.

Brown (2000: 87 – 90) proposes some approaches to teach children a second language.

### 1) Intellectual development

Below are some rules for the classroom:

- a) Don't explain **grammar** using terms like “present progressive” or “relative clause”.
- b) **Rules** stated in abstract terms (“to make a statement into a question, teacher add a do or does”) should be avoided.
- c) Some grammatical concepts, especially at the upper levels of childhood can be called to learners' attention by showing them certain **patterns** (“notice the **-ing** at the end of the word”) and **examples** (“this is the way we say it when it's happening right now. I'm walking to the door”).
- d) Certain more difficult concepts or patterns require more **repetition** than adults need. For example, repeating certain patterns (without boring students) may be necessary to get the brain and the ear to cooperate.

### 2) Attention span

Young learners are very active and have short attention spans (Shin, 2006). They can concentrate on one activity for only a short period of time, so that lessons should include several different types of activities.

The following table provides a guide for timing classroom activities:

Table 1. A Guide for Timing Classroom Activities

AGE	LENGHT OF ACTIVITY
5-7	5-10 minutes (for one activity such as song, game, story, etc)
8-10	10-15 minutes (for one activity such as song, game, story, etc)

Therefore, a teacher needs to direct children's attention of immediate situation to focus on the language lesson by providing enjoyable activities in the classroom.

### 3) Sensory input

Planned activities consisting of contextual items which can be done in such moving activities are required by the teacher when teaching language to children. Children like doing physical activities, so that moving activities will be enjoyable for them.

### 4) Affective factors

The teacher should generate children's confidence as well as self-esteems, and should make them ignore anything which can interrupt their focus when learning language and doing activities in the language lessons.

### 5) Authentic and meaningful language

Children are focused on what this new language can actually be used for here and now. The class is forbidden to have an overload of language that is neither authentic nor meaningful.

Stern (1970: 57 – 58), cited in Brown (2000: 50 – 51), proposes second language teaching method or procedure on the basis of first language acquisition.

- a) In language learning, we must practice continuously and regularly. Children repeat things over and over again. During the language learning stage, they practice all the time. This is what we must also do when we learn a foreign language.
- b) Language learning is mainly a matter of imitation. A teacher must be a mimic, the way children imitate everything.
- c) Firstly, practice separate sounds, followed by words and sentences. That is the natural order which is right for learning a foreign language. This can be seen on the small children's speech development.
- d) Small children listen as well as speak and no one wants to try to make them read or write. This relates to the fact that reading and writing are advanced stages of language development.
- e) A teacher does not have to translate.
- f) Small children simply use language. They do not learn formal grammar. That is why, it is unnecessary to use grammatical conceptualization in teaching a foreign language.
- g) The teacher should define the appropriate materials for children. Understanding children's characteristics is also needed in order to obtain the language learning purposes.

Grammatical items are some language elements which should carefully be approached with extreme caution (Scott and Ytreberg, 1990:

- 6). The teacher should not directly bring the grammar rules into the class. Instead, they should introduce them to the students in the appropriate time

such as when the student asks for an explanation and when the teacher corrects their written work.

Materials consisting of contextual tasks and activities are needed because children seem to talk about what they already know and about information surrounding them (Aitchison, 2003: 135). Moreover, the teacher needs to plan activities which require children to get their body moved. Besides, the teacher also needs to provide interesting media, and to give modelling action to students in the language learning (Scott and Ytreberg, 1990: 5). Moreover, by dealing with the situation around them, children practice and increase their abilities to solve problems by themselves (Paul, 2003: 172).

### **c. Teachers of Children**

The teacher is an important factor in the teaching and learning process. She has a great responsibility to transfer her knowledge and skill to the students, to guide them in developing their mind, and to educate them on how to absorb, to analyze, and to expand their individual knowledge and skill.

The teacher should have some characteristics. According to Slattery (2001: 5), they are

- 1) Encouraging the students to read in English (stories, comics, reading games)
- 2) Encouraging them to find out meanings of words for themselves.
- 3) Explaining things related to language.

- 4) Using a wider range of language input as their model for language use.
- 5) Encouraging creative writing and help them try out the language.

In line with the previous opinions, Yuventius (2001) states that a great teacher should have the characteristics as follows.

- 1) Interacting with the child (physically, and mentally)
- 2) Giving affection to the pupils, making them understand what emotion is.
- 3) Smiling to the pupils even when they annoy her/him.
- 4) Teaching not only text book materials but also the reality that is happening outside. Practices should be in balance with theories.
- 5) Dedicating him/herself to the job by making a commitment that should be kept.
- 6) Being aware of the fact that understanding children is not only a tiny bundle of joy that can cry, smile, or laugh. In fact, he/she must realize that a true miracle of life stands in front of him/her.

According to the statements above, it is important for the teacher to be more creative in teaching, for example by using some interesting text books and media. However, there are many choices of text books, so that the teacher must be selective. Otherwise, it will trouble her if she does not choose the best one; she will find it difficult to use it. The text books chosen must be related to the teaching and learning process. If the text books are not completed with teacher's manuals, the teacher will probably face problems in using them. Finally, one of the effects is that the teacher



will not be able to run the class well, so that the goal of the teaching and learning process cannot be reached. In other words, no matter how good the text books are, if the teachers cannot use them optimally, they will be useless.

## **2. Materials**

Material plays a role as the input of teaching and learning activity. It refers to anything which is in the form of media, which is provided by books writers and used by the teachers and students as the input in the language learning (Tomlinson, 1998: 2). In addition, the material is a vital part of learning source consisting of tasks and activities, which enable the students to have to participate. Besides, it generates students' motivation to actively get involved in the teaching and learning process (Hutchinson and Waters, 1987: 107). As a point of additions, the materials in this manuals also include the tasks, worksheets, and answer keys which will support the teacher in such process.

The materials should also follow the concept of readability in order to ease the students to understand them. According to Richards and Schmidt (2002: 453), what is meant by readability is how written materials can easily be read and understood. In fact, it depends on many factors which include the average length of sentences in a passage, the number of new words a passage contains, and the grammatical complexity of the language used. Those factors should regard the students' age. One example is by adjusting the materials

with students' characteristics. In this way, the materials for ten year-old student will never be the same as the one for five year-old students. Finally, if the materials have followed this concept, the goal of the study will be reached.

As stated before, children are different from adults related to the materials used. In learning English, the children also need appropriate materials to help them to learn English actively. To get the appropriate materials for children, the teachers can develop their own materials. In this study, the materials are completed with the teacher's manuals and media.

**a. Definition of Manuals**

A manual is a book which gives its readers practical instructions on how to use something (Soanes and Stevenson, 2003). A manual provides instructions which can help people use something. One example is that when a teacher has a manual, the use of media which support the teaching is being easier. In line with that, Hornby (1995: 715) states that a manual lexically is a book containing information or practical instructions on a given subject. This is clear that the given information in the manual will lead people to follow what they want to do. An example is the manual that provides information related to the steps a teacher has to do in teaching English. When there is a manual, the teacher only reads and practices the guidelines written in the manual. In other words, a manual is a book which gives information on how to use something or how to do something. Finally, in this study, a manual means a book that provides teacher's

guidelines which are completed with media to support the teaching and learning process.

#### **b. The Components of Manuals**

A manual in this study does not only consist of teacher's guidelines, but also the media used. The explanations are as follows.

##### **1) Teacher's Guidelines**

According to Warschauer (1997:1), guidelines are independent tools that can assist the teachers in successfully planning and implementing the projects. The guidelines are designed to help the teachers in the classroom. In this study, teacher's guidelines are defined as the steps on how the teacher teaches the materials and uses the media. The teacher's guidelines offer the steps to take from the opening of the class until its closing in order to help the teacher to run the class well.

##### **2) Media**

Media in the teaching and learning process are usually known as instructional technology. This term is defined as the tools and materials that are used by the teacher to facilitate the teaching in order to make the explanation clearer and more interesting for the students. According to Kozma (1991:180), media can be defined by their technology, symbol systems, and processing capabilities. The most obvious characteristic of a medium is its technology as well as the mechanical and electronic aspects that determine its functions and, to some extent, its shape and other physical features. In addition, Lever-Duffy and McDonald (2009:61) state

that media are technologies that are used to facilitate the method. One example is that the teachers may be the method, while the used overhead projector trans-parencies (OHP) used by the teacher is the medium used to support, enhance and facilitate the instructional delivery.

The use of media in the teaching and learning process is very important because it can improve the quality of the process. Moreover, the students can comprehend the lesson more easily. There are many media that can be used in such process. They are audio visual, pictures, slide, electronic based, book, magazine, comic, etc. Brinton (2001:461) states that media help the teachers to motivate students by bringing a slice of real life into the classroom and by presenting language in its more communicative context. In addition, she summarizes the rationales for using media in the language classroom in the following:

1. Given the role media play in the world outside the classroom, the students expect to find media inside the classroom as well. Media, thus, serve as an important motivator in the language teaching process.
2. Audio visual materials provide the students with content, meaning, and guidance. The students create a contextualized situation within which language items are presented and practiced.
3. Media materials can lend authenticity to the classroom situation and show the students the direct relation between the language classroom and outside world.

Moreover, Sudjana and Rivai (2009:2) state that the rationales of the use of media in the teaching and learning process:

1. The teaching and learning process will be more interesting so that it can improve the students' motivation
2. The media will enable the students to master the teaching objectives well, so that they will understand the materials more easily.
3. The teaching methods should be various, so that the students will not get bored during the teaching and learning process.
4. The students will be more active because they do not only listen to the teacher's explanation, but also do other activities, such as observation, demonstration, etc.

Since many teachers do not have the access to the technology when they are in the classroom, they can actually replace it by using basic teaching media such as flashcards, posters, pictures, diagrams, and etc. This aims at supporting the teaching and learning process in order to reach the goal of study.

### **3. Accessible Materials**

According to Soanes and Stevenson (2003), the term 'accessible' lexically means easily understood or appreciated. In this study, the manuals are used to help the teacher understand the materials used in the teaching and learning process. By accompanying manuals, the teachers will find it easier to use the materials they want to teach. Furthermore, Hornby (1995: 7) lexically defines the term 'accessible' into two

definitions. First, this means 'able to be reached, got or used'. The materials for the teaching and learning process should be easy to be used by the teachers. Thus, it will be better if the published materials are completed by its manuals in order to ease the teacher to use it. Meanwhile, the second definition is 'easy to understand'. The teachers sometimes find a difficulty in finding materials which are understandable for them. They are looking for materials which provide by its manual. This relates to the fact that many teachers still find difficulty to use the materials because they do not offer clear instructions for the users.

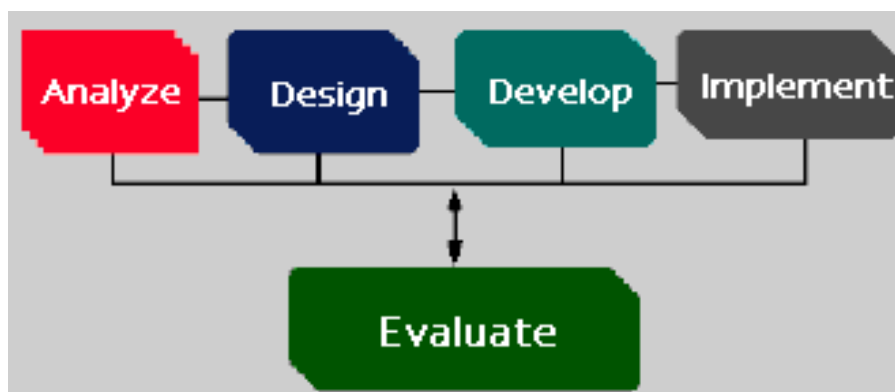
From those lexical definitions, accessible materials mean a set of learning materials which are easy to reach, to use, and to understand by the teacher. They are suitable with the needs of both the teachers and students. and consist of materials, teacher's manuals, and media. As the point of addition, the teacher's manuals consist of all things that the teacher should do including the materials that should be given to the students, the worksheets that they will use and the media that the teachers need. Therefore, these materials will really support the teaching and learning process.

#### 4. Instructional Design Models

Taylor (2004: 3-5) proposes six instructional design models. They are ADDIE, Dick and Carey, Hannifen and Perk, Knirk and Gustafson, Jerrold Kemp, also Gerlach and Ely. One of these models will be used for the designed materials. The explanations of the models are as follows.

##### a. The ADDIE Design Model

The ADDIE instructional design model is the generic process traditionally used by instructional designers and training developers. This model consists of five phases. They are Analysis, Design, Development, Implementation, and Evaluation. Those phases represent a dynamic and flexible guideline for building effective training and performance support tools. Figure 1 below illustrates the ADDIE instructional design model:



*Figure 1: ADDIE instructional design model*

##### 1) Analysis

There are some activities that must be done in the analysis phase. First, the instructional problem should be clarified. Second, the instructional goals and objectives are established. Finally, the learning environment and learner's existing knowledge and skills are identified.

## **2) Design**

The design phase deals with the learning objectives, assessment instruments, exercises, content, subject matter analysis, lesson planning and media selection. This phase should be systematic and specific in order to show a brief view of the goal.

## **3) Development**

The development phase is where instructional designers and developers create and assemble the content assets that were blueprinted in the design phase.

## **4) Implementation**

During the implementation phase, a procedure for training the facilitators and the learners is developed. The training should cover many things, i.e. the course curriculum, learning outcomes, method of delivery, and testing procedures.

## **5) Evaluation**

The evaluation phase consists of two parts: formative and summative. The formative evaluation is present in each stage of the ADDIE process. Meanwhile, the summative evaluation consists of tests which are designed for domain specific criterion-related referenced items. It provides opportunities for feedback from the identified users.



## b. The Dick and Carey Design Model

The Dick and Carey model involves all of the phases described previously in the ADDIE model which starts with the identification of instructional goals and ends with the summative evaluation. This model is suitable for a variety of context areas including primary and secondary schools as well as business and government uses. Figure 2 below illustrates the Dick and Carey instructional design model:

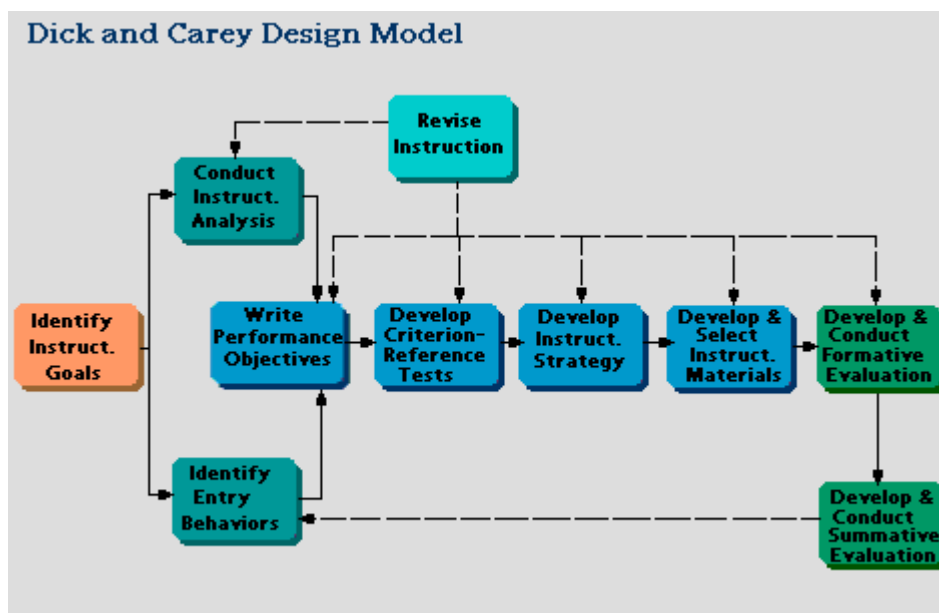


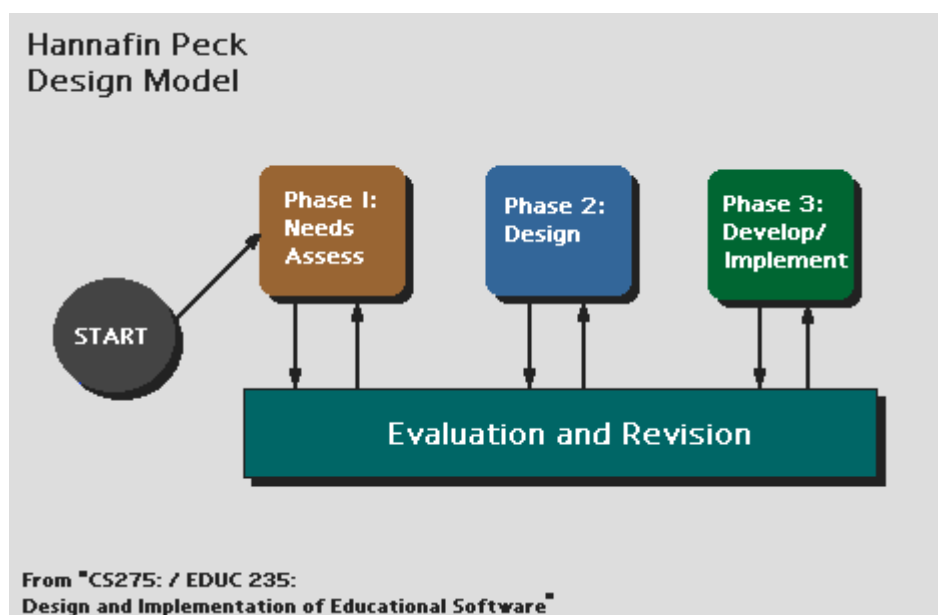
Figure 2: Dick and Carey instructional design model

There are 9 phases in the Dick and Carey model. They are (1) identifying the instructional goal; (2) conducting the instructional analysis; (3) identifying the entry behaviors and learner's characteristics; (4) writing the performance objectives; (5) developing the criterion-referenced test items; (6) developing the instructional strategy; (7) developing and the selecting instructional materials; (8) developing and conducting the

formative evaluation; (9) developing and conducting the summative evaluation.

### c. The Hannifen Peck Design Model

The Hannifen Peck Design Model differs from that of the Dick and Carey model. This model consists of only three phases. Phase one involves a needs assessment being performed. Phase two is designing the program based on the result of the needs analysis. Phase three is developing and implementing the program. In fact, all phases include a process of evaluation. Figure 3 below illustrates the Hannifen Peck instructional design model:

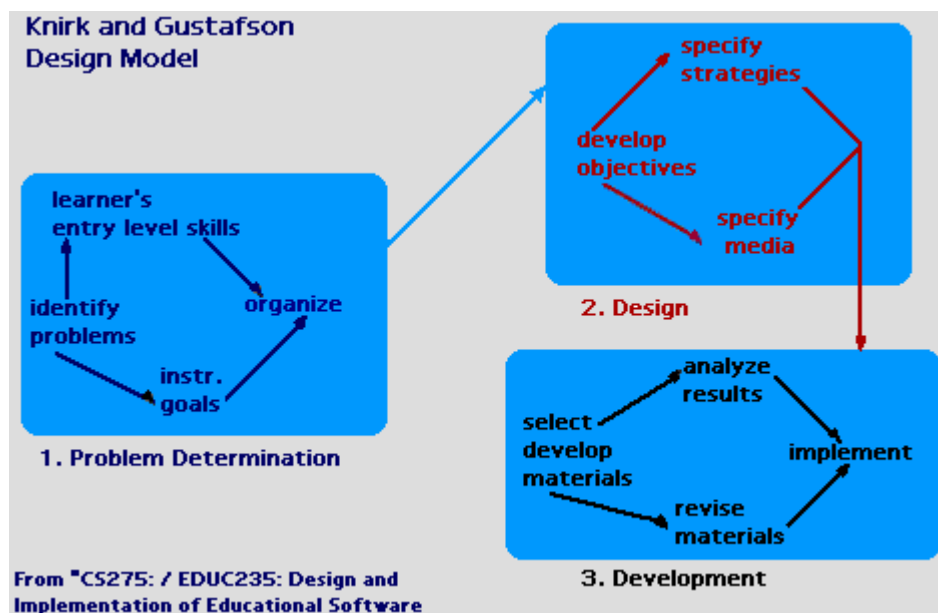


*Figure 3: Hannifen Peck instructional design model*

### d. The Knirk and Gustafson Design Model

The Knirk and Gustafson model differs from the three phases in the Hannifen and Peck model. In this model, there are individual

processes or steps involved in each stage. In fact, like the model of the Hannifen and Peck, there are three phases in this model. They involve problem determination, design and development. Problem determination involves the identification of a problem and the setting of goals. In addition, the development of objectives and strategy specifications are included in the design stage. Development is where the materials are developed. Figure 4 below illustrates the Knirk and Gustafson instructional design model:



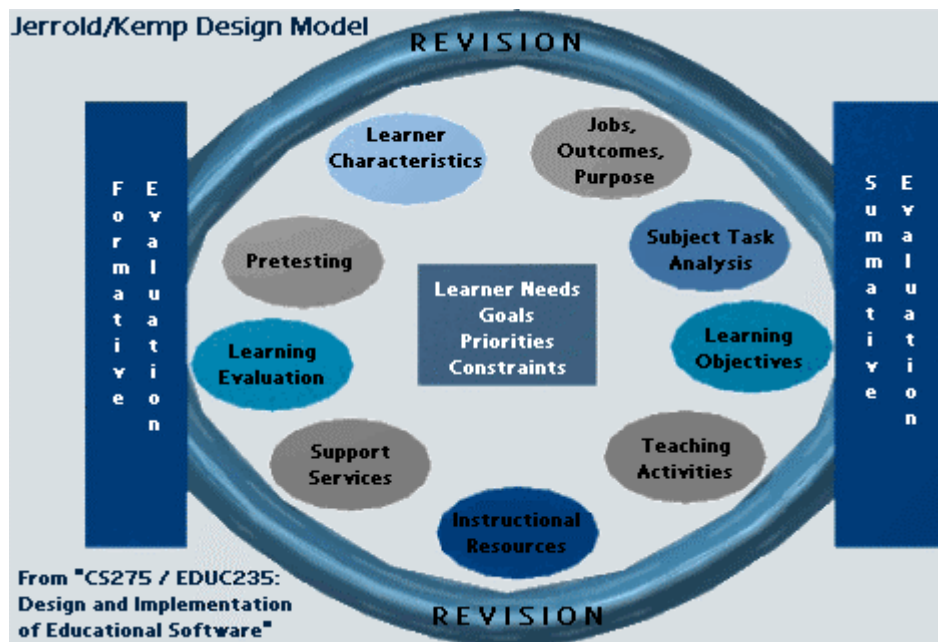
*Figure 4: Knirk and Gustafson instructional design model*

#### **e. The Jerold Kemp Design Model**

Kemp utilizes all factors in the learning environment including subject analysis, the learners characteristics earning objectives teaching activities, recourses which will be utilized, support services requires as

well as evaluation. This model allows the constant revision to occur.

Figure 5 below illustrates the Jerold Kemp instructional design model:



*Figure 5: Jerold Kemp instructional design model*

Kemp identifies nine elements in this model. They are (1) the identifying instructional problems, and specifying the goals for designing an instructional program; (2) examining the learners' characteristics that should receive attention during the planning; (3) identifying the subject content, and analyzing the task components related to the stated goals and purposes; (4) stating the instructional objectives for the learners; (5) sequencing the content within each instructional unit for logical learning; (6) designing the instructional strategies so that each learner can master the objectives; (7) planning the instructional message and delivery; (8) developing the evaluation instruments to assess the objectives; (9) selecting the resources to support the instruction and learning activities.

### f. The Gerlach and Ely Design Model

The Gerlach and Ely model is a prescriptive model that is well-suited to primary, secondary and higher education sectors. This model includes strategies for selecting and including multimedia during the instruction. It is a model that is suitable for beginning instructional designers whose subject matter and expertise are in a context specific area.

Figure 6 below illustrates the Gerlach and Ely instructional design model:

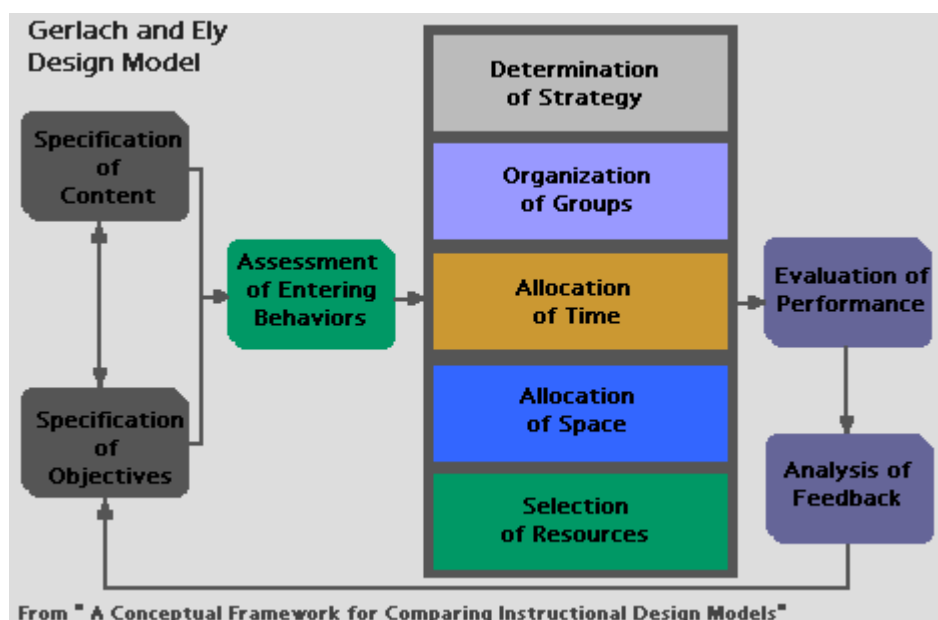


Figure 6: The Gerlach and Ely instructional design model

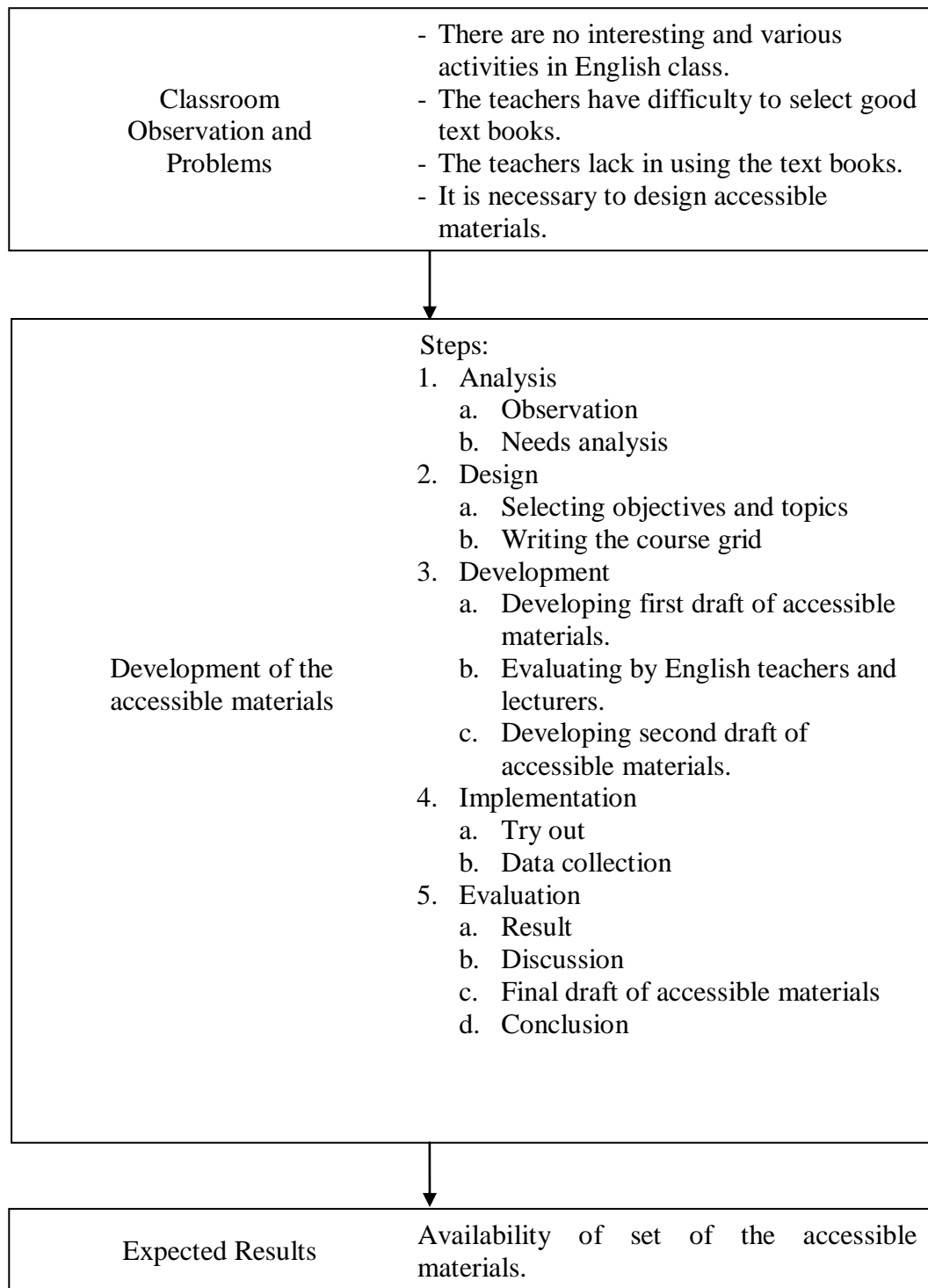
Finally, based on the explanation above, this research adapted the ADDIE as the instructional design model. The ADDIE model is easier and less complicated than the other instructional design models. Moreover, the ADDIE model is as the basic model which is used as a source in developing other instructional design models.

## **B. Conceptual Framework**

The purpose of R and D of this research is to design materials accessible to teachers and to know the characteristics of the materials accessible to teachers which are appropriate for the fourth grade students of elementary schools in Ambal Sub District of Kebumen Regency. The background of this study is many English teachers teach this language to children by only using *LKS (Lembar Kerja Siswa)*. The other course books, provided by the school that is not suitable with the teachers' and students needs, are not accessible to the teacher because she is difficult to use it. However, they do not use it because they are not completed with the teacher's manual, so that the teachers do not give various and interesting activities in the teaching and learning process. As a result, the students do not enjoy the class because the teachers only give them the same activity every day.

To solve those problems, it is necessary to design materials accessible to teachers and to know the characteristics of the materials accessible to teachers which are appropriate for the fourth grade students of elementary schools in Ambal Sub District of Kebumen Regency. The ADDIE model is chosen as the instructional design model for this study. In this model, there are five phases in developing materials for this research. They are Analysis, Design, Development, Implementation, and Evaluation.

The procedure in designing accessible materials is presented in the following figure:



*Figure 7: The framework of the study*

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Type of the Study**

The type of this study is Educational Research and Development (R&D). According to Gall, Gall, and Borg (2003) R&D is an industry-based development model in which the findings of the research are used to design new products and procedures, which are then systematically field tested, evaluated, and refined until they meet specified criteria of the effectiveness, quality or similar standards. Meanwhile, the new products are the products of the research which commonly can be used to support education. They can be teaching media, teaching materials, textbooks, or workbooks. In this case, the product of this study was a set of the Materials Accessible to Teachers for the English learning of the fourth grade students of elementary schools at Ambal Sub District, Kebumen.

#### **B. Participants of the Study**

The participants of this study were divided into two groups. The first group consisted of the fourth grade students and the English teachers of SDN Ambarwinangun, SDN Sidomulyo and SDN Peneket. In fact, the first group did not participate in the second step, but in the first and third ones. In the first step, the students of SDN Ambarwinangun stated their opinions and comments about the English lessons at their school as well as their needs in learning English by filling the questionnaires. The English teacher of SDN



Ambarwinangun also stated her opinions and comments about the learners' needs and characteristics as well as about her teaching by filling the questionnaire distributed by the researcher. Meanwhile, in the third step, the students and the English teachers of SDN Ambarwinangun, SDN Sidomulyo and SDN Peneket stated their opinions and comments by responding to the interviews toward the second draft of the Materials Accessible to Teachers after they were implemented.

The second group consisted of all the English teachers of the three previously mentioned elementary schools, English teachers of seven other elementary schools, two lecturers of the English Education Department of Yogyakarta State University and a student of English Education Department who is teaching English for elementary school students. In fact, they only participated in the second step of the data collection in this study. They evaluated the first draft of the accessible materials by stating their judgements toward the Materials Accessible to Teachers in the questionnaires. In addition, they also gave their comments and suggestions toward the materials.

### **C. Instruments**

The types of the instrument used in the study were in the forms of questionnaires, observation scheme and interview guidelines. A questionnaire is an instrument which is used to gather information through the participants' written responses to a list of questions. Meanwhile, an interview is a method used to collect information from the respondents through an ask-and-answer activity led by the interviewer (Arikunto: 1993). Therefore, the data of the

study were in the forms of the questionnaire result scores, percentages, interviews transcripts, and field notes.

The instruments were used in three steps: in the research and information collecting, in the preliminary field testing, and in the main field testing steps. In the first step, the researcher distributed the questionnaires with close and open ended questions. In the second one, she distributed the questionnaires with close and open ended questions. Finally, in the third step, she conducted one-on-one interviews.

In the first step, the researcher distributed the first questionnaires in the form of multiple choice questions to the students. There were many questions that the students had to answer by circling the choices. This was aimed at knowing their profile, motivation, interests, course book and teaching aids. This was important since the information helped the researcher in developing the Materials Accessible to Teachers. Finally, the organization is shown in Table 2 and the content coverage of the questionnaires can be seen in Appendix 1.

**Table 2: The Organization of the Need Survey Questionnaires (for students)**

Question numbers	Purposes of the questions
Part A	To get information about students' profiles
Part B	
1-7	To get information about the students' motivation of learning English.
8-17	To get information about the students' interests in learning English.
18-22	To get information about the course book.
23-28	To get information about the teaching aids.

Besides, the researcher also gave the questionnaire to the teachers in order to find out their opinions and experience in teaching English for children. It included their motivation toward teaching English for children, interests toward teaching English for children, course books and teaching aids. The information was very useful to develop the Materials Accessible to Teachers and to know the characteristics, capabilities and needs of the children. Finally, the guidelines of the questionnaires are shown in Table 3 and the content coverage of the questionnaires can be seen in Appendix 1.

**Table 3: The Guidelines of the Need Survey Questionnaires (for the teachers)**

Question numbers	Purposes of the questions
Part A	To get information about the teacher's profile
Part B	
1-4	To get information about the teacher's motivation of teaching English for children.
5-16	To get information about the teacher's interests in teaching English for children.
17-26	To get information about the course book.
27-33	To get information about the teaching aids.

Meanwhile, in the second step, the researcher distributed the second questionnaires to the English teachers and lecturers. The questionnaires were aimed at obtaining feedback and evaluation toward the designed Materials Accessible to Teachers. The questionnaires included questions which were close-ended and open-ended. The close ended questions were in the forms of statements on the designed materials. The English teachers and lectures stated their judgement on the materials by giving a check mark (√) in each statement according to degrees of agreement. The degrees were categorized in numbers, i.e. 5 = strongly agree, 4 = agree, 3 = undecided, 2 = disagree, and 1 =

strongly disagree. In fact, the close ended questions in the questionnaires were written based on the organization of the questionnaires shown in Table 4 and the content coverage of the questionnaires can be seen in Appendix 1.

Table 4: **The Organization of the Preliminary Field Testing Questionnaires**

<b>The Materials</b>	
1	Basic Competency
2	Indicators
3	Topics
4-6	Learning Materials
7	Learning Activities
8	Teacher Instruction
9	Input
10-12	Goal
13-18	Activities
19-22	Materials
23-25	Songs
26-31	Games
<b>The Manuals</b>	
32-34	Teacher's guidelines
<b>The Media</b>	
35-37	Media

Not only answering the close ended questionnaires, the teachers and lecturers were also asked to answer open ended questions. The questions were about the evaluation of the materials in general, weaknesses of the materials, things in the materials that should be added or eliminated, and suggestions to improve the designed Materials Accessible to Teachers.

Finally, in the third step, the interviews with the students and the English teachers after the implementations took place. The interviews were aimed at knowing the teachers' and students' comments and feedbacks on the developed materials. This included the teaching and learning process which used the Materials Accessible to Teachers, the activities in the materials, the

suitability of the materials with the students' level in learning English, the success of the materials in facilitating the students in communicating in English, and the relation of the materials with the students' real life. Besides, in the interviews, the researcher also asked for suggestions from the teachers and students in order to improve the Materials Accessible to Teachers in the second draft.

#### **D. Data Collection**

The data of the study were collected in three steps. They are described as follow:

##### **1. Data of the research and information collection**

The data in this step were in the forms of scores and interview transcripts. What is meant by the scores was the percentages of the students' choices in the first questionnaires. In addition, the first questionnaires were aimed at collecting the data about the students' views, interests, and needs toward the English lessons at school. Moreover, the questionnaires were also given to the English teachers. The purpose was to obtain the teacher's opinions and experiences in teaching English for children.

##### **2. Data of the preliminary field testing**

Unlike the previous ones, the data in this step were only in the form of scores. The scores were obtained from the second questionnaires that were given to the English teachers and lecturers. The second questionnaires were aimed at evaluating the first draft of the Materials Accessible to Teachers. In

fact, the scores showed the respondents' agreements to the statements in the questionnaires.

### 3. Data of the main field testing

The data in this step were in the form of interview transcripts. The interview transcripts were obtained from the interviews with the students and English teachers. In addition, the interviews aimed at collecting the data about the teachers' and students' feedbacks to the second draft of the designed Materials Accessible to Teachers. In fact, in each meeting after the implementation, the researcher interviewed two students and a teacher.

## E. Data Analysis Technique

### 1. Data analysis technique of the research and information collecting

The percentage of each option in the first questionnaires was calculated by using the following formula.

$\bar{X} = \frac{\sum X}{N} \times 100\%$	$\bar{X}$ = the mean $\sum X$ = the number of the students who have the same answer $N$ = the total number of the students
---	--

The options with the highest percentages got the most agreement from the students. The most agreement indicated the most students' choices. After that, the options with the highest percentages were chosen as the topics, activities, input, materials and media for the Materials Accessible to Teachers. Moreover, the questionnaire for the teacher was analyzed to determine the techniques, materials, activities, topic choices and teaching media which were included in the Materials Accessible to Teachers.

## 2. Data analysis technique of the preliminary field testing

The data of the evaluation of the preliminary field testing were divided into two categories: a) the participants' opinions in forms of scores which were listed in a descriptive statistic table and b) the participants' comments and suggestions that were presented in sentences.

### a. Participants' opinions

Likert Scale was used to find out participants' opinions on the designed Materials Accessible to Teachers. In fact, the data obtained from the second questionnaires were in the form of scores. To analyze the scores, the researcher conducted a data scoring. What is meant by scoring data is when the researcher assigns a numeric score (or value) to each response category for each question on the instruments used to collect data (Creswell, 2008: 183).

The data were analyzed by using the descriptive statistics. After that, the data were used to analyze the designed Materials Accessible to Teachers. Finally, the steps of data analysis are explained as follows:

- a. Changing the categories into numbers by using Likert Scale as mentioned in Table 5.

Table 5: **Category Convention Table**

<b>Category</b>	<b>Score</b>
Strongly Agree (SA)	5
Agree (A)	4
Undecided (U)	3
Disagree (D)	2
Strongly Disagree (SD)	1

b. Defining the Mean

Mean was used to find out the average score. The researcher used the formula cited in Hadi (2004: 40) as follows.

$$\bar{X} = \frac{\sum X}{N}$$

$\bar{X}$  = mean

$\sum X$  = total score

N = Number of respondents

c. Defining the Ideal Mean and the Ideal Standard Deviation

To find out the quality of the designed Materials Accessible to Teachers, the researcher referred to the normal distribution by using Ideal Mean (Mi) and Ideal Standard Deviation (SDi). According to Arifin (1991:101-103), the computation of Mi and SDi can be obtained by the following formulas:

$$Mi = \frac{1}{2} (\text{ideal highest score} + \text{ideal lowest score})$$

$$SDi = \frac{1}{3} Mi$$

Ideal highest score = number of statement x highest score

Ideal lowest score = number of statement x lowest score

Mi = Ideal Mean

SDi = Ideal Standard Deviation

Meanwhile, to find out the category of accessible materials designed, the researcher used the quantitative to qualitative data conversion by five scales as what Arifin (1991:102) formulates in the following table.



Table 6: Quantitative to Qualitative Data Conversion

No	Score Range	Category
1	$\bar{X} > Mi + 1,5 SDi$	Very Good
2	$Mi + 0,5 SDi < \bar{X} \leq Mi + 1,5 SDi$	Good
3	$Mi - 0,5 SDi < \bar{X} \leq Mi + 0,5 SDi$	Fair
4	$Mi - 1,5 SDi < \bar{X} \leq Mi - 0,5 SDi$	Poor
5	$\bar{X} < Mi - 1,5 SDi$	Very Poor

### b. Participants' comments and suggestions

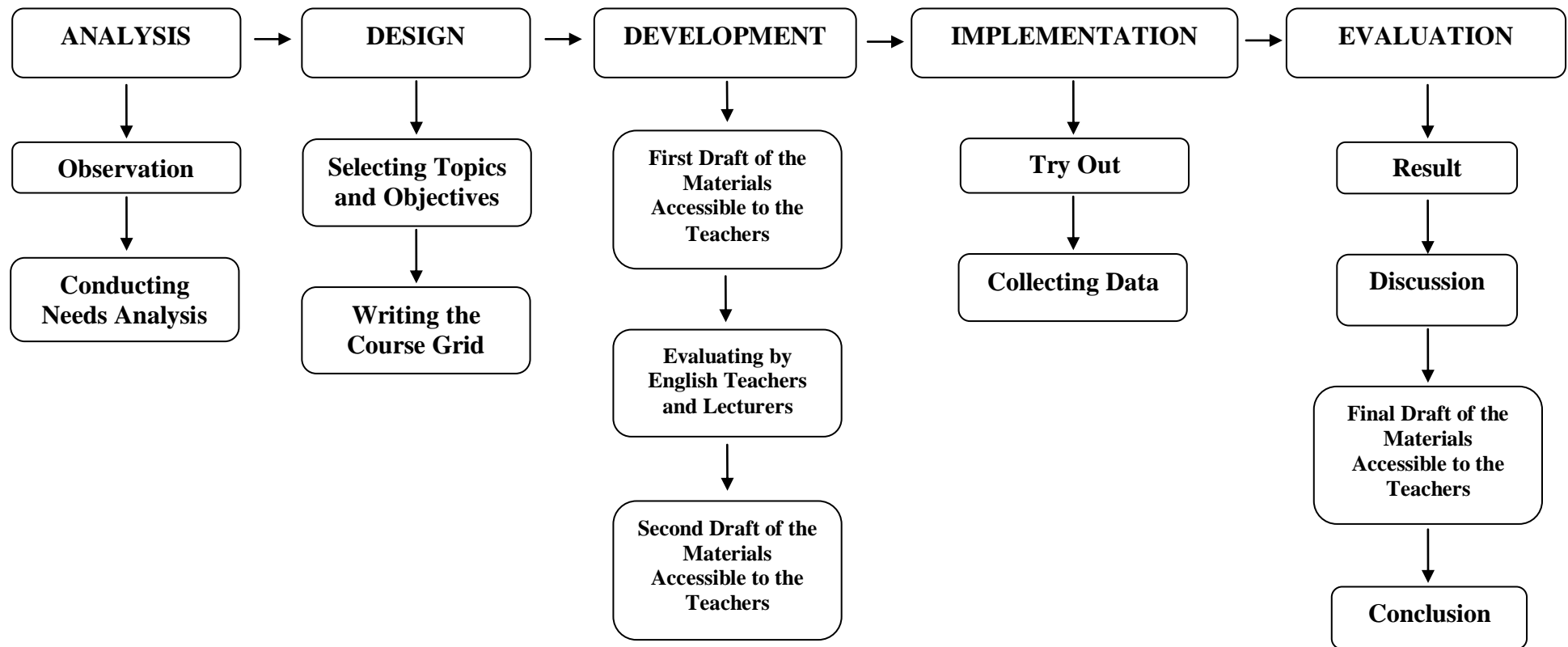
Participants' comments and suggestions from the second questionnaire were listed. They were used as the basis to revise the first draft of the designed Materials Accessible to Teachers. However, not all suggestions to revise the materials were accepted. In this case, the researcher only accepted those which fitted the learners' and teachers' needs and the theories of teaching English to children.

### 3. Data analysis technique of the main field testing

The data in the main field testing were gathered through the interviews. Then, the data were written in the form of interview transcripts. After that, the participants' comments and suggestions in the interview transcripts were analyzed and used to improve the designed Materials Accessible to Teachers, so that the final draft of the materials could be presented.

## **F. Research Procedure**

The researcher used the ADDIE design model (Taylor, 2004: 3-5) to design the Materials Accessible to Teachers. The phases are described in the following figure:



*Figure 8: The Steps of Research Procedure Adapted from ADDIE Models*

## 1. Analysis

In this step, the researcher conducted observation and needs analysis. The researcher conducted needs analysis to find information about the students' views, interests, and needs toward the English lessons at their school by using the first questionnaire. Moreover, the questionnaires were also given to the English teachers. The purpose was to obtain the teacher's opinions and experiences in teaching English for children. Finally, the results of the needs analysis were used as guidelines in designing the Materials Accessible to Teachers.

## 2. Design

The researcher selected the topics and objectives of the materials that were suitable with the school-based curriculum and the materials taught by the English teachers. Then, the researcher designed the course grid.

## 3. Development

After the course grid was made, the researcher designed the first draft of the Materials Accessible to Teachers which consisted of materials, teacher's manuals, and media.

## 4. Implementation

The researcher asked some English teachers and lecturers to evaluate the materials before it was implemented to the students. There were some comments and suggestions from them in the form of questionnaires. Then, the researcher revised and developed the second draft of the materials. Finally, the Materials Accessible to Teachers were implemented at grade IV

of the elementary school students at the Ambal Sub District of Kebumen Regency. After that, the researcher asked for some feedback and suggestions from the students and the teachers. In fact, the data were collected by interviewing both the teachers and the students.

#### 5. Evaluation

In this step, the researcher evaluated and revised the materials after the implementation based on the feedback. There were not many revisions from the respondents. Finally, the researcher developed the final draft of the Materials Accessible to Teachers.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **A. Research Findings**

In conducting this study, the steps of R&D cycle were adapted. According to Gall, Gall, and Borg (2003), there are ten major steps used in the R&D cycle including research and information collecting, planning, development preliminary form of product, preliminary field testing, main product revision, main field testing, operational product revision, operational field testing, final product revision, and dissemination and implementation.

In order to answer the first question in the problem formulation, eight steps of the R&D cycle were employed. After the first five steps of the cycle were completed, an implementation and a main field testing were conducted together in order to see how the designed accessible materials were implemented and to get the feedback from both the students and teachers toward the Materials Accessible to Teachers. After that, an operational product revision was conducted to revise and to present the final draft of the Materials Accessible to Teachers.

The findings of the study are organized into 5 sections. They are the needs analysis; the course grids; the material design; evaluation and revision of the first draft of the Materials Accessible to Teachers; and implementation, evaluation, and revision of the second draft of the Materials Accessible to Teachers.

## **1. The needs analysis**

The needs analysis was conducted only at SDN Ambarwinangun although the researcher implemented the Materials Accessible to Teachers at all of the three elementary schools. It is because the characteristics of both the students and the teachers in the Ambal sub district are almost the same. In fact, the data of the needs analysis were obtained through questionnaires to the respondents, in this case the English teacher and students. In addition, the needs analysis was first conducted to the fourth grade students of SDN Ambarwinangun.

The questionnaires for the students consisted of two parts: close-ended questions and open-ended ones. There were 27 multiple choices questions and one open-ended question. As an additional point, this needs analysis was conducted in order to get the data about the students' profiles, motivations in learning English, interests in learning English, the course book, and the teaching aids.

Besides, the questionnaire for the English teacher also consisted of two parts: close-ended questions and open-ended ones. However, there were 33 multiple choices questions and two open-ended questions. The purpose of this questionnaire was to get the data about the teacher's profile, motivations and interests in teaching English for children, the course book, and the teaching aids. The results of the needs analysis are explained as follows.

a. The results of the student questionnaires

1) The characteristics of the respondents

The students were asked to write down their names, ages, sex, school, class, parents' occupations, language and ethnic groups as the points of identification. The complete data of the respondents can be seen in Appendix 3. However, the identification of the students can be simplified below.

**Table 7: The Identification of the Respondents**

<b>Group of Respondents: Students of class IV</b>							
<b>Age</b>			<b>Sex</b>		<b>Parent's Occupations</b>	<b>Native Language</b>	<b>Ethnic Group</b>
7	8	9	Male	Female			
1	6	13	6	14	Farmers, civil servants, technicians, workers, and entrepreneurs.	Javanese	Javanese

2) The results of the needs analysis

Based on the student questionnaires, the students' motivation in learning English was high. The reasons are: having interest in learning English (90%), having taken English courses (80%), having interest in buying English books (70%), having interest in studying English accompanied by their parents (75%), having interest in studying English together with their friends (90%), and having interest in getting rewards in the English learning process (70%).

Related to the students' interests in learning English, many students chose some topics of the materials that were listed in the



questionnaires. In fact, based on the percentages of the students' choice, curriculum, and teacher's advice, the topics are *Greeting, Introducing,* and *Things in the Classroom.*

In addition, there were various interests showed by the students in learning English. For listening activities, 45% of the students liked *listen and match* and 30% of them liked *listen and fill in the blank*; for speaking activities, 25% of the students liked *dialog* and 65% of them liked *drama*; for reading activities, 45% of the students liked *read and fill in the blank* and 45% of them liked *read and colour*. Meanwhile, for writing activities, 65% of the students liked *organize and copy a story* and 60% of them liked *completing a paragraph*.

However, there were also students who only listened to the teacher's explanation (70%) and did the exercises only when they had English lessons (80%). Most of them also liked studying English both indoor and outdoor (45%). Not only showing various interests in learning English, the students also showed various goals and expectations. Firstly, 90% of the students wanted to improve their English score. Secondly, 90% of the students wanted to be able to speak in English. Finally, 90% of the students wanted to be able to read English books/magazines/newspapers.

Meanwhile, related to the course books, many students liked the course books which were colourful (90%), used bilingual instructions (50%), and had group work activities (90%). In addition, 95% of the

students agreed that the course books and work books were able to improve their English ability. In fact, most of them wanted the course books which consisted of texts, dialogues, and pictures (60%). Finally, related to the teaching aids, the result of the needs analysis shows that many students preferred to learn English through games (65%), songs (40%), stories (60%), realia (70%), pictures (75%), and cards (75%).

b. The results of the teacher questionnaires

1) The characteristics of the respondents

First of all, the English teacher needed to write down her name, age, sex, education, language, and ethnic group. The result was that the English teacher of SDN Ambarwinangun graduated from the English Literature study program at Technology University of Yogyakarta (UTY). Her native language is Javanese. Finally, like all the students, her ethnic group is also Javanese.

2) The result of the needs analysis

The questionnaire for the teacher was conducted on the same day as the questionnaires for the students. The teacher questionnaires showed that the teacher's motivation in teaching English for children was still low because her level of English proficiency was still basic although she had more than four years of experience in teaching English. She once joined an English training/course program, but she never joined any workshop/seminar about teaching English for children.

Besides, in teaching English, she followed neither a syllabus nor lesson plan.

Meanwhile, related to the teacher's preferences in teaching English for children, the results show that the teacher's preferences were quite various. For listening activities, she liked *listen and repeat*, *listen and colour*, and *listen and match*. For speaking activities, she preferred to use some dialogues and flashcards. For reading activities, she often applied *read and match* and true-false questions. For writing activities, she liked applying *arrange and rewrite a story* and labeling things. Finally, she also liked explaining materials when teaching English and teaching in the classroom.

Related to the course book, she had many expectations: being colourful, being bilingual, providing individual activities, as well as providing texts and pictures as the input. She also expected it to be cheap, so that both the teacher and students would not financially be burdened. Unfortunately, she did not like to use the course book because she found difficulties in using it although she thought that she needed both the students' book and teacher's book (which is clear and easy to understand) when teaching English.

Related to the teaching aids, the conclusion that can be drawn based on the finding is that the teacher liked using games, songs and stories in the teaching and learning process, but she did not have many

references for them. She also found difficulties in using media in her teaching.

## **2. The course grids**

After the needs analysis was conducted, the next two steps done were determining both the topics and objectives of the materials and writing the course grid based on the School-based Curriculum. The course grid was used as the guideline in designing the Materials Accessible to Teachers. In addition, it consisted of topic, basic of competency, indicators, learning materials, learning activities, teacher's instruction, input text, media, and time allocation. The full course grid can be seen in Appendix 6.

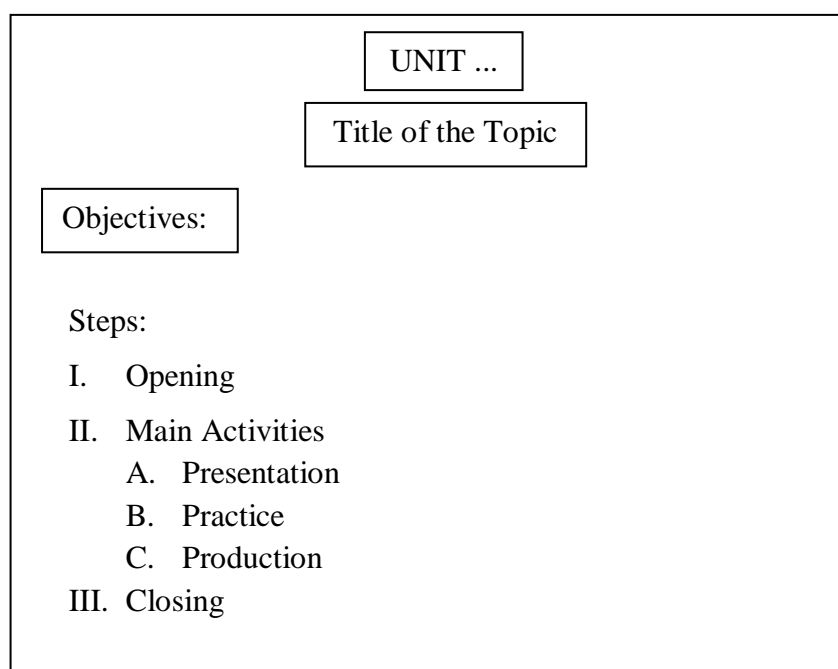
## **3. The Material Design**

### **a. Designing teacher's manuals, materials, and media**

The researcher designed the teacher's manuals, materials, and media in order to create the teacher's manuals. The manuals include what the teacher should do and use in her teaching and learning process. In other words, the manuals should consist of the steps used by the teacher in teaching English in the classroom.

The materials are related to the topics and objectives. They are about *Greeting*, *Introducing*, and *Things in the Classroom*. There are many expressions and pictures of the situations which are used to help students understand the materials. Moreover, the use of games and songs makes the materials more interesting and enjoyable for the students who are young learners.

In addition, the media are also provided to support the materials. There are hand puppets, pictures, cards, and realia which are used in the teaching and learning process. In fact, the teacher is not to be worried about how to use them because the teacher's manuals include instructions on how to use them. Finally, after the teacher's manuals, materials, and media were designed, all of them were composed into the first draft of the Materials Accessible to Teachers. The design of the teacher's manuals is in the following figure.



*Figure 9: The Design of the Teacher's Manuals*

b. Description of the Materials Accessible to Teachers

1) Description of Unit 1

The topic of this unit is *Greeting*. Based on the School-based Curriculum, this unit covers four skills. In relation to the listening skill,

the students are expected to be able to identify and to respond to the expressions of greeting and parting. The activities lead the students to be able to express greeting and parting to others. Meanwhile, the indicator of reading competency is that the students are able to understand meanings in simple short functional written texts. This unit also presents the activities in which the students are able to express meanings in simple short functional written texts.

The key vocabularies in this unit are related to the expressions of greeting and leave taking. Therefore, common expressions that are put in this unit are related to greeting and parting such as *Hello, Hi, Good morning/ afternoon/ evening/ night, How are you?, Fine, thanks, Thank you, You're welcome, Good bye, See you.*

The key structures in this unit are divided into two forms. Those are in the form of these formulas: *Wh Question + be + Pron?* and *Pron + be + adv.* The formulas are intended to express greeting and parting to others. Regarding the basic competency for the fourth grade students in the School-based Curriculum, the formulas were used here.

The first activity in the Materials Accessible to Teachers is the use of a hand puppet by the teacher. The teacher greets the students by moving the hand puppet. The use of a hand puppet is to make the students easier to understand the expressions. Here, the focus of the learning is to make the students able to say greeting and leave taking. Some expressions used are *hi, hello, good morning/ afternoon/evening,*

*how are you, I'm fine*, and etc. The teacher also has to give other expressions of greeting and leave taking, ask students to repeat the expressions, and explain the time of the day.

Next, singing is an activity for the students. The song is “*How are you*”. It is related to the topic which is *Greeting* and *leave taking*. The song consists of some words related to the expressions such as *hello, how are you, fine thanks, I'am fine*, and *thank you*. In fact, the teacher firstly has to give the example of the song by singing it. After that, she asks the students to sing the song together and to repeat the expressions mentioned in the song. By repeating this song, the students will unconsciously master the expressions.

Later, there is an activity for the students which make them to work in groups. This becomes an enjoyable activity for them because the students only have to stand in two lines and practise the expressions they have learned. This activity is aimed at making the students more familiar with the expressions, so that they will be able to use them.

The most interesting activity is making the paper puppets and playing them. Firstly, the students have to make two puppets by using some papers. After this, the teacher has to show how to play the puppets to the students. Then, the students play the puppets by themselves. In fact, they have to practice greetings and leave taking by using their puppets. The function of the paper puppets is to help the students practise greeting and leave taking.

The last activity is asking the students to practise greeting and leave taking based on the situational cards. Here, the students have to work in groups again. The situational cards are used in order to make the students have imaginations about the time of the day they greet others and to whom they want to greet.

## 2) Description of Unit 2

*Introduction* is the topic of this unit. Like the previous unit, it also covers four skills. In relation to the listening skill, the students are able to identify and respond to the expressions of introduction. The activities lead the students to be able to introduce themselves or others. The indicator of reading competency is when the students are able to understand meanings in simple short functional written texts. This unit also presents some activities in which the students are able to express meanings in simple short functional written texts.

The key vocabularies in this unit are related to the expressions of introduction, such as *hi, hello, my, name, is, I, am, what, your, can, you, spell, how, do, and nice*. Meanwhile, the key structures in this unit are divided into two forms. Those are in the forms of the following formula:  $NP + be + N$  and  $N + be + N$ . The formulas are used to introduce oneself or others. There are many activities offered in Unit 2.

The first interesting activity in this topic is “*Survey*” game. This game is aimed at forcing the students to find out information about many things. Here, the students have to find out other students’ profiles, such



as complete names, nick names, and how they spell their names. This game involves some instructions and rules to be done. The time needed for playing this game is about 15 minutes.

In addition, the way how to play such a game is very easy. The students only have to make some groups and each student will get a survey note. Having the survey notes, they have to ask three questions to other students in their group, such as “*What is your complete name?*”, “*What is your nick name?*”, and “*How do you spell your name?*”. They have to write the answers on the survey notes. If they do not ask the questions in English, they will get a punishment. The examples of the punishment are singing a song, telling a story, and etc. After they finish asking, they have to report it by telling the report based on the format of the report.

The next interesting activity for the students is having practices in circles. Here, the students have to make two circles – big and small ones. First, some students have to stand up in the big circle and the rest of them also have to stand up in the small one. Besides, they have to face each other in pairs. Then, they have to introduce themselves to the one they face. After they finish it, the teacher instructs them to move according to the instruction such as “*One step to the right, please*” in order to get a new friend to face. When they have moved, they introduce themselves again to the new student in front of them. It is done until they reach their first places and all students have known each other.

The last activity is also very enjoyable for the students. They have to introduce themselves by wearing paper hats that they design. Firstly, in the previous meeting, the teacher tells the students that they have to bring the materials for the paper hat. The materials are papers, glue, scissors, and a favourite picture. They will design paper hats based on their creativity and use them as their new characters. Moreover, they can choose any characters that they like in order to make them more enjoyed.

After they design the paper hat, they have to wear their paper hats and introduce the hat characters in front of their friends using the expressions they have learned previously. An example of the introduction is “*Hi, my friends. My name is Dolly Dolphin. Nice to meet you.*” This activity is aimed at making the students practice introducing more. In addition, they are free to choose their favourite character.

### 3) Description of Unit 3

*Things in the Classroom* is the topic of this last unit. In relation to the listening skill, the students are to be able to identify things in the classroom and simple instructions. The activities lead the students to be able to name things in the classroom and to give simple instructions. The indicator of reading competency is that the students are able to understand meanings in simple short functional written texts. This unit also presents activities in which the students are able to mention things in the classroom in a written form.

The *key* vocabularies in this unit are related to both things and simple instructions in the classroom. Common things in the classroom such as *pen, book, pencil, rubber, ruler, sharpener, bag, chair, desk, pencil case, broom, eraser, map, calendar, board, and clock* are put in this unit. Meanwhile, some words related to simple instructions are *take, put, hold* and *touch*.

There are *some* key structures in this unit. Those are in the form of these formulas: *Wh Question + to be + Pron?*, *It + to be + N/NP*, *This/That + to be + N*, and *These/those + to be + N*. These formulas are intended to get information or to ask some things from someone else.

The activity for the students begins with singing “*Book, pen, desk, chair*” song which offers the students fun and enjoyable atmospheres in the class, so that the students never feel like learning. Then, they will repeatedly mention four things in the classroom (book, pen, desk, and chair). Some steps are done in this singing activity. In fact, the teacher previously gives an example before she asks the students to sing together. After that, she asks them to mention and repeat the things found in the song. This activity also uses realia and some pictures of the things in the classroom.

Not only singing, playing “*Simon Says*” game is also an interesting activity for the students because they like playing games much. This game emphasizes the competence to give and do some

instructions. The instructions must be preceded by the words “*Simon says*”, unless the instruction is ignored.

There are some steps and rules in this game. Firstly, the students put their stationeries on the table. They must do anything instructed by the teacher. However, the instructions must be preceded by the words “*Simon says*”. One example is “*Simon says: Take a book*”. Then, all the students have to take their book. Students who do not pay attention to the instruction may not join the rest in playing the next sequence of the game. On the other hand, if the teacher gives the instruction without the word “*Simon says*” and there are some students do it, they also have to stop playing the game. Finally, the winner is the one who stays until the end of the game and he/she replaces the teacher’s position in giving the instructions.

The last activity in Unit 3 is playing a role play. There is a robot and its instructor. The media used here are also things in the classroom. Basically, the instructor should give instructions to the robot. If the instructions are not completed with the word “*please*”, the robot does not need to follow the instructions. If they do it, they must replace the role as the instructor. Here, this activity not only focuses on how the students are able to give and do the instructions, but also shows politeness in giving the instructions to other people. It can be seen from the use of the word “*please*”. Hopefully, this kind of politeness will always be used by the students in their daily life.

#### 4. Evaluation and revision of the first draft of the Materials Accessible to Teachers

##### a. Evaluation of the first draft of the Materials Accessible to Teachers

Evaluation by the English teachers and lecturers was done after the first draft of the Materials Accessible to Teachers was designed. There were eleven English teachers and two lecturers who evaluated the first draft of the teacher's materials. They gave comments and suggestions by filling in questionnaires. They also revised the first draft of the Materials Accessible to Teachers. The data of the respondents in the evaluation of the Materials Accessible to Teachers were presented in Table 8.

**Table 8: The Data of the English Teachers and Lecturers**  
**Group of Respondents: English Teachers and Lecturers**

Sex		Educational Background			Teaching Experience (years)		
Male	Female	US	UG	PG	0-2	2-5	>5
1	12	4	7	2	3	5	5

Notes:

US : University Student  
 UG : University Graduate  
 PG : Post Graduate

The result of the questionnaires was divided into two types of data. They are quantitative and qualitative data. The quantitative data were from the participants' opinions, while the qualitative ones were from the participants' comments and suggestions on the designed Accessible Materials.

### 1) Participants' opinions

The quantitative data were analyzed using the descriptive statistics. The steps of the data analysis are explained as follows.

a) Changing the categories into numbers by using Likert Scale as mentioned in Chapter III. The degrees were categorized in numbers, i.e. 5 = strongly agree, 4 = agree, 3 = undecided, 2 = disagree, and 1 = strongly disagree.

### b) Defining the Mean

The total score and the mean of the students' agreement toward each aspect in the second questionnaire were presented in Table 9 below.

**Table 9: The total score and the mean**

No	Aspects	Total Score	Mean
1	Material Aspect	1736	133,54
2	Manual Aspect	177	13,62
3	Media Aspect	179	13,77

### c) Defining the Ideal Mean and the Ideal Standard Deviation

After defining the Mean, the researcher defined the Ideal Mean and the Ideal Standard Deviation. The result of the Ideal Mean and the Ideal Standard Deviation are as follows.

**Table 10: The Ideal Mean and the Ideal Standard Deviation**

	Aspects		
	Material	Manual	Media
Number of Statements	<b>31</b>	<b>3</b>	<b>3</b>
Ideal highest score	155	15	15
Ideal lowest score	31	3	3
Ideal Mean (Mi)	93	9	9
Ideal Standard Deviation (SDi)	31	3	3

After getting the Ideal Mean and the Ideal Standard Deviation, the next step was to make made the classification of the mean based on Table 6 (quantitative to qualitative data conversion) in Chapter III to know the category of the designed Accessible Materials. The result is presented in Table 11.

Table 11: **Quantitative to Qualitative Data Conversion**

Category	Score Range	Aspects		
		Material	Manual	Media
Very Good	$\bar{X} > Mi + 1,5 SDi$	$\bar{X} > 139.5$	$\bar{X} > 13.5$	$\bar{X} > 13.5$
Good	$Mi + 0,5 SDi < \bar{X} \leq Mi + 1,5 SDi$	$108.5 < \bar{X} \leq 139.5$	$10.5 < \bar{X} \leq 13.5$	$10.5 < \bar{X} \leq 13.5$
Fair	$Mi - 0,5 SDi < \bar{X} \leq Mi + 0,5 SDi$	$77.5 < \bar{X} \leq 108.5$	$7.5 < \bar{X} \leq 10.5$	$7.5 < \bar{X} \leq 10.5$
Poor	$Mi - 1,5 SDi < \bar{X} \leq Mi - 0,5 SDi$	$46.5 < \bar{X} \leq 77.5$	$4.5 < \bar{X} \leq 7.5$	$4.5 < \bar{X} \leq 7.5$
Very Poor	$\bar{X} < Mi - 1,5 SDi$	$\bar{X} < 46.5$	$\bar{X} < 4.5$	$\bar{X} < 4.5$

According to the table above, the Materials Accessible to Teachers could be categorized into Very Good, Good, Fair, Poor or Very Poor. The Material aspect in the Materials Accessible to Teachers could be categorized into the Very Good category if the mean is more than 139.5, while it could be categorized into the Good category if the mean is more than 108.5 and less than 139.5. Then, the Manual aspect could be categorized into Very Good if the mean is more than 13.5 and Good if the mean is more than 10.5 and less than 13.5. The Media aspect could be categorized into Very Good if the mean is more than 13.5 and Good if the mean is

more than 10.5 and less than 13.5. The category of each aspect in the Materials Accessible to Teachers based on the second questionnaire is shown in Table 12.

**Table 12: The category of each aspect in the Materials Accessible to Teachers based on the second questionnaire**

<b>Aspects</b>	<b>Mean</b>	<b>Category</b>
Material aspect	133.54	Good
Manual aspect	13.62	Very Good
Media aspect	13.77	Very Good

Based on Table 12, the Material aspect is categorized into Good because the mean is more than 108.5 and less than 139.5. Then, the Manual aspect is categorized into Very Good because the mean is more than 13.5, while the Media aspect is categorized into Very Good. It is because the mean is more than 13.5. Therefore, since the result of the computation data showed that all aspects were Good and Very Good, the Materials Accessible to Teachers were ready to be implemented in the elementary schools.

## 2) Participants' comments and suggestions

Not only giving opinions, the participants also gave their comments and suggestions about the designed Accessible Materials. Their comments and suggestions were about the evaluation on the Materials Accessible to Teachers in general, weaknesses of the Materials Accessible to Teachers, things in the Materials Accessible to Teachers that should be added or be eliminated, and suggestions to improve the designed Accessible



Materials. The brief explanations of the comments and suggestions are as the followings.

a) Unit 1

- i. In the Practice stage, the singing activity should be moved into Presentation stage because such an activity is usually used to introduce and to initiate a topic and to make the atmosphere of the class cheerful. Moreover, it is also used to stimulate the students' interest in learning English.
- ii. The word (*lihat: lampiran*) should be explained more clearly. The word is not clear enough for an instruction, so that it should be completed with both the number and the page of the *lampiran* is. It is to make the user of the teacher's manuals easier in using it.
- iii. An activity to review the materials (review activity) should be added in the closing part. It is aimed at reviewing the materials that are taught on that day.

b) Unit 2

The explanation of punishment should be added in the rule of "Survey" game. This is because determining the suitable punishments for the students who break the rules of the game is important. When the punishments are stated clearly, the teacher will not be confused in giving the punishment.

## c) Unit 3

The guidelines of the activity in the Production stage should be explained more clearly. The guidelines should be added in order to make the teacher understand more easily.

## d) Appendices

- i. The respondents suggest to reduce the adverb of place in the situational cards.
- ii. The font size should be made bigger.

## e) General

The layout should be made more interesting. It is because these materials are used in the fourth grade students of elementary schools. In addition, the illustration of the activities in the teacher's manuals should be made in order to make it more clearly. Finally, the Materials Accessible to Teachers should be completed with a CD which is for recording of expressions and songs.

## b. Revising the first draft of the Materials Accessible to Teachers

The revisions of the Materials Accessible to Teachers are presented in Table 13.

Table 13: Revisions of the Materials Accessible to Teachers

Part	Comments / Suggestions	Action Taken
Unit 1	<p><b>Practice</b></p> <ul style="list-style-type: none"> <li>- The singing activity should be moved to the Presentation stage.</li> <li>- The word (<i>lihat: lampiran</i>) should be explained in a more detail.</li> </ul> <p><b>Closing</b></p> <ul style="list-style-type: none"> <li>- The review activity should be added in the closing part.</li> </ul>	<p><b>Practice</b></p> <ul style="list-style-type: none"> <li>- The singing activity has been moved to the Presentation stage.</li> <li>- The word (<i>lihat: lampiran</i>) has been changed into (<i>lihat: lampiran ... hal ...</i>).</li> </ul> <p><b>Closing</b></p> <ul style="list-style-type: none"> <li>- The review activity has been added in the closing part.</li> </ul>
Unit 2	<p><b>Practice</b></p> <ul style="list-style-type: none"> <li>- The singing activity should be moved to the Presentation stage.</li> <li>- The word (<i>lihat: lampiran</i>) should be explained more clearly.</li> <li>- The explanation of punishment should be added in the rule of “Survey” game</li> </ul> <p><b>Closing</b></p> <ul style="list-style-type: none"> <li>- The review activity should be added in the closing part.</li> </ul>	<p><b>Practice</b></p> <ul style="list-style-type: none"> <li>- The singing activity has been moved to the Presentation stage.</li> <li>- The word (<i>lihat: lampiran</i>) has been changed into (<i>lihat: lampiran ... hal ...</i>).</li> <li>- The explanation of punishment has been added in the rule of “Survey” game.</li> </ul> <p><b>Closing</b></p> <ul style="list-style-type: none"> <li>- The review activity has been added in the closing part.</li> </ul>
Unit 3	<p><b>Practice</b></p> <ul style="list-style-type: none"> <li>- The word (<i>lihat: lampiran</i>) should be explained more.</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>- The activity should be explained more in detail.</li> </ul> <p><b>Closing</b></p> <ul style="list-style-type: none"> <li>- The review activity should be added in the closing part.</li> </ul>	<p><b>Practice</b></p> <ul style="list-style-type: none"> <li>- The word (<i>lihat: lampiran</i>) has been changed into (<i>lihat: lampiran ... hal ...</i>).</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>- The activity has been explained more clearly.</li> </ul> <p><b>Closing</b></p> <ul style="list-style-type: none"> <li>- The review activity has been added in the closing part.</li> </ul>
Appendix	<p><b>Appendix of Unit 1</b> Situational Cards: The adverb of place in the situational cards should be reduced.</p> <p><b>Appendix of Unit 2</b> The font size should be made bigger.</p>	<p><b>Appendix of Unit 1</b> Situational Cards: the adverb of place has been reduced.</p> <p><b>Appendix of Unit 2</b> The font size has been made bigger.</p>
General	<ul style="list-style-type: none"> <li>- The layout should be made more interesting.</li> <li>- The illustration of the activities in the teacher’s manuals should be made.</li> <li>- The Materials Accessible to Teachers should be completed with a CD which is for recording of expressions and songs.</li> </ul>	<ul style="list-style-type: none"> <li>- The layout has been made more interesting.</li> <li>- The illustration the activities in the teacher’s manuals have been made.</li> <li>- The Materials Accessible to Teachers has been completed with a CD which is for recording of expressions and songs.</li> </ul>

## 5. Implementation, evaluation, and revision of the second draft of the Materials Accessible to Teachers

### a. Implementation of the second draft of the Materials Accessible to Teachers

The Materials Accessible to Teachers were implemented from 21 July to 2 August, 2011. The implementation of such materials at SDN Ambarwinangun was from 21-23 July; at SDN Sidomulyo it was from 24 to 26 July; and at SDN Peneket it was from 27 to 28 July and on 2 August, 2011.

#### 1) SDN Ambarwinangun

##### i. Unit 1

The implementation of Unit 1 was about *Greeting*. This was held on Thursday, 21 July, 2011. There were 21 students in the class. The implementation began at 07.50 – 09.00 and 09.20 – 11.30. The English teacher used the Materials Accessible to Teachers in her teaching, while the researcher observed the teaching and learning process.

After the teacher and the researcher entered the class, the class leader led the greeting and prayer. Unfortunately, the students still greeted in Bahasa on the first day of the implementation. This is supported by the quotation of the field note below.

The leader led to greet the teacher and have a prayer together. “*Siap memberi salam, Assalamualaikum Wr. Wb. Siap berdoa....*”.

**(Appendix 5, Field Note 1)**

The teacher started the class by inviting them to sing “*Good morning*” song. They sang the song easily because they had already known the tone. This is supported by the quotation of the field note below.

She said, “*Lagunya ini nadanya seperti lagu Happy Birthday. Semua pasti sudah tahu lagu ini kan?*” Students answered, “*Ya Miss.*” The teacher then sang this song first and the students listened to her. After that, she asked them to sing together and they sang it well.

**(Appendix 5, Field Note 1)**

Then, the teacher continued the lesson by greeting the class using a hand puppet. She used a hand puppet to greet the students. They were very enthusiastic and answered the greeting well. This is supported by the quotation of the field note below.

The teacher took the hand puppet and used it. She used it to greet students. “*Hello everybody*”, said her. “*Hello*”, answered them. “*How are you?*” asked her. They answered, “*I’m fine.*” The students enjoyed answered it.

**(Appendix 5, Field Note 1)**

She also introduced other expressions of greeting and used the pictures of certain situations. The pictures were very helpful for students’ understanding. This can be seen from this quotation.

Next, she explained the use of the greeting by showing the pictures. “*Nah, ini gambar apa?*” asked her. Students answered together, “*Matahari terbit bu guru.*” She said, “*Betul.*” *Kalau seperti ini, berarti menyapanya menggunakan apa?*” “*Good morning bu.*”, said them together.

**(Appendix 5, Field Note 1)**

Then, the teacher invited the students to sing “*How are you*” song together. They were happy because they liked singing very much. It can be seen from this quotation.

She asked, “*Mau menyanyi lagi tidak?*” They answered, “*Iya bu...*”. She continued, “*Baiklah. Kita akan menyanyi lagi sekarang.*”

.....  
The teacher asked, “*Kalian suka lagunya tidak?*” and students answered, “*Suka bu.*”

**(Appendix 5, Field Note 1)**

The teacher continued the English class by dividing the class into two groups. She asked the students to make lines and to practice how to greet others. They stood in their line and practiced greeting each others. They were happily doing this and succeed in greeting their friends. This is supported by the quotation of the field note below.

She said, “*Kalian sudah berlatih semua. Sudah bisa mengucapkan salam pertemuan dan perpisahan kan?*” Some students answered, “*Sudah bu.*”

**(Appendix 5, Field Note 1)**

Next, after the break, the class was continued by creating paper puppets and practising greeting and leave taking again. They enjoyed the activity because the puppets made them more relaxed in practising greeting and leave taking with their friends. It can be seen from the quotation below.

The students seemed want to try this soon. “*Bisa mainnya kan?*”, asked her. They answered, “*Bisa, Miss....*” “*Ayo sekarang semuanya mainkan wayangnya*”, continued her. Everyone played their puppets happily.

**(Appendix 5, Field Note 1)**

Finally, the last activity they did was practising greeting and leave taking by using situational cards. The situational cards were very helpful to assist the students. Therefore, the students were practising greeting and leave taking very well. Moreover, this activity also made them more confident to speak up in English. This is supported by this quotation.

She asked, “*Ayo, siapa yang berani maju duluan?*” “*Kami bu*”, answered Ika and Lina. “*Bagus, sekarang coba praktek saling menyapa dan mengucapkan salam perpisahan di depan kelas.*” Ika’s group was performing in front of the class.

**(Appendix 5, Field Note 1)**

## ii. Unit 2

The next implementation was about *Introducing* and was held on Friday, 22 July, 2011. Like the previous day, the class was started at 07.50 a.m. On that day, the teacher invited the students to greet and sing “*Good morning*” song. They had been able to greet in English. It can be seen from the quotation below.

Then, the English teacher and researcher entered the class. She said, “*Good morning class.*” “*Good morning, Miss.*”, said the students. She continued, “*How are you?*” They answered, “*I’m fine. Thank you. And you?*” “*I’m very well. Thank you.*” answered her.

**(Appendix 5, Field Note 2)**

Then, the teacher used a hand puppet to give examples of introducing oneself and others. After that, she gave other expressions of introduction and asked the students to practice them.

They were interesting and more confident to introduce themselves.

This is supported by the quotation below.

She came to Rio. “Hi.” Rio answered, “Hi.” “My name’s George Monkey. What is your name?” Rio answered, “My name is Rio.”

**(Appendix 5, Field Note 2)**

The next activity was singing “ABC” song together. After singing this song, the students were asked to repeat the alphabets. Finally, they were able to spell their names. It can be seen from the quotation below.

“Arum, how do you spell your name?” asked her. Arum spelled her name, “A-R-U-M.” “Good.”, said her.

**(Appendix 5, Field Note 2)**

The class was started again and the teacher would give an activity that the students waited for. The students played “Survey” game enthusiastically and happily. It is supported by the quotation below.

“OK. Kalau *begitu, sekarang main lagi mau tidak?*”, continued her. All of them answered, “*Mauu bu.*” “*Sekarang kita akan bermain Survey Game.*”

**(Appendix 5, Field Note 2)**

The teacher continued the activity by asking the students to practice introducing. This is supported by the quotation below.

She said,” *Sekarang, perkenalkan diri kalian masing-masing pada teman yang berdiri di hadapan kalian.* Are you ready? The students *answered loudly,*”Yes, Miss.” Then, they



introduced themselves. Some minutes later, she said, "*Sudah berkenalan semua?*" They answered, "Yes, Miss.

(Appendix 5, Field Note 2)

The last activity for this topic was creating a paper hat and using it to practise introducing. They enjoyed doing this because they could pretend to be the character that they liked much. According to them, this was an interesting activity because they never did it previously. It can be seen from the quotation below.

She said, "Hi, my friends. I'm Dolly Dolphin. Nice to meet you." The students paid attention to the teacher. She added, "*Sekarang, kalian juga harus mengenakan topi kertas kalian, kemudian perkenalkan diri kalian pada teman-teman kalian. Paham?*" "Yes, Miss." The teacher asked them to make circles again to introduce themselves." They did it well and cheerfully.

(Appendix 5, Field Note 2)

### iii. Unit 3

This day was the last implementation of the materials at SDN Ambarwinangun and the topic was "*Things in the classroom*". It was held on Saturday, 23 July, 2011. The class was from 07.50 to 09.00 and continued from 09.20 to 11.30. Greeting the students, inviting them to sing "*Good morning*" song, and saying a prayer had become classroom routines in starting the class.

The teacher started the lesson by inviting the students to sing a new song together entitled "*Book, pen, desk, chair*". They were happy because they not only had to sing it, but also had to act

it out. They were very enthusiastic for doing this. This is supported by the quotation below.

“*Sudah bisa lagunya belum?*“, asked her. “*Bisa buu.*“, answered them. “*Ya udah, ayo nyanyikan bersama. One...two...three...*” They sang the song together cheerfully.

.....  
Then, she mentioned all pictures of things in the classroom she has and the students repeated after her. They enjoyed doing this.

**(Appendix 5, Field Note 3)**

The next activity was playing “*Simon says*” game. This game was able to make the students give and respond to the instructions. They were enjoying the game much until they did not realize that the bell rang. It can be seen by the quotation below.

She asked them again, “*Sekarang sudah mengerti?*” “*Sudaah bu...*” replied them. They played Simon says game cheerfully and the class was so noisy. Then, the bell rang.

**(Appendix 5, Field Note 3)**

The teacher continued the class by giving some exercises to the students. In fact, there were two exercises. The first one was matching the pictures with its names, while the second was filling in the blank paragraphs. In this activity, the teacher’s monitoring duty was helped by the researcher. Most of them did it well. The quotation below supports it.

The teacher continued, “*Bagaimana latihan soalnya? Mudah kan?*” Some students answered, “*Lumayan bu... Ada yang bingung tadi.*” “*Tapi bisa semua kan?*”, said her. “*Ya bisa semua sich bu.*”, continued them.

**(Appendix 5, Field Note 3)**

The last activity was a role play. The students had to work in pairs. They had to pretend to be a robot and its instructor. The

students were enthusiastic for playing this because most of them liked to play robots a lot.

Finally, they acted as robots and its instructors. They did it happily until they did not realize that the class was over.

**(Appendix 5, Field Note 3)**

## 2) SDN Sidomulyo

### i. Unit 1

In the implementation of Unit 1, the topic was *Greeting*. It was held on Monday, July, 24<sup>th</sup>, 2011. There were 18 students in the fourth grade. The first implementation was from 07.50 to 09.00 and from 09.20 to 11.30. The English teacher taught English using the Materials Accessible to Teachers and the researcher observed the teaching and learning process.

The teacher started the class by greeting the students, inviting them to sing “*Good morning*” song. The students became cheerful when they were singing together. This is supported from the quotation below.

She said, “*Sebelum memulai pelajaran, kita menyanyi lagu Good Morning dulu ya. Ada yang sudah tahu lagunya seperti apa?*” “*Belum Miss.*”, said them. She said, “*Lagunya itu nadanya seperti lagu Happy Birthday. Semua pasti sudah tahu lagu ini kan?*” Students answering, “*Ya Miss.*”

**(Appendix 5, Field Note 4)**

The teacher took the hand puppet and used it. She used it to greet students. They responded to her very well. It can be seen from the quotation below.

The teacher took the hand puppet and used it. She used it to greet *students*. “Hello everybody”, said her. “Hello”, answered them. “How are you?” asked her. They answered, “I’m fine.” The students enjoyed answered it.

**(Appendix 5, Field Note 4)**

After that, the teacher asked the students to stand in two lines. All students had to practice to greet their partner. They liked doing this and wanted to do it more, but unfortunately the bell of break rang. It can be seen by this quotation.

*Coba satu per satu ya. Pertama pasangan mas Bagus dan mbak Nurul dulu coba.*” Bagus said, “Good morning, Nurul.” Nurul answered, “Good morning, Bagus.” “How are you today?”, asked Bagus. “I’m fine. Thank you. And you?”, continued Nurul. Bagus answered, “I’m fine too” She complimented them, “*Pinter*”.

**(Appendix 5, Field Note 4)**

After the break, the class continued by creating paper puppets and practicing greeting and leave taking again. They enjoyed the learning by playing the paper puppets because it was the first time they played as a learning way. It is supported from the quotation below.

Then, she showed how to play it. She asked the students to play it now, “*Ayo sekarang wayangnya dimainkan seperti contoh yang Miss berikan.*” The students enjoyed playing the paper puppets.

**(Appendix 5, Field Note 4)**

Finally, the last activity they did was practising greeting and leave taking by using situational cards. The cards were very helpful to make the students more confident. In this way, the students were able to do this well. This quotation below supports it.

*Kalian harus bekerja sama untuk membuat dialog berdasarkan kartu situasi yang kalian dapat. Ada pertanyaan? “Tidak bu.”*, said them. Then, the students did it well.

.....  
*“Mas Bagus dan Mas Irfan, sekarang praktikkan percakapan yang sudah kalian buat di depan kelas.”* Bagus’s group performed the dialogues in front of the class. The teacher commended their performance.

**(Appendix 5, Field Note 4)**

ii. Unit 2

The topic of Unit 2 was about *Introducing*. It was held on Tuesday, July, 25<sup>th</sup>, 2011. Like the previous day, the implementation was from 07.50 to 09.00 and from 09.20 to 11.30. The teacher had been familiar with the classroom routines to open the class. She greeted the students, invited them to sing “*Good morning*” song. This is supported from the quotation below.

She said, “Good morning class.” “Good morning, Miss.”, answered the students.

.....  
 She said, “*Sebelum memulai pelajaran, kita menyanyi lagu Good Morning dulu ya.*”

**(Appendix 5, Field Note 5)**

On the second day, the teacher was more confident in using a hand puppet to deliver the materials. She pretended to be George

– the name of the hand puppet. The students responded to George’s greeting very well. It can be seen by the quotation below.

She came to Syarif. “Hi, Syarif.” Syarif answered, “Hi George.” “My name is George Monkey. What is your name?” Syarif answered, “My name is Syarif.”

**(Appendix 5, Field Note 5)**

In the next activity, the teacher invited the students to sing a new song entitled “ABC”. This was purposed to make students able to spell their names. Most of the students were able to do that. This is supported from the quotation below.

“*Coba, sekarang ibu tes. ‘Mas Bagus, how do you spell your name?’ Bagus spelled her name, “B-A-G-U-S.” “Good.”*”, complimented her.

**(Appendix 5, Field Note 5)**

After the break, the lesson continued by playing “Survey” game. The teacher firstly explained the rule of the game. Like in the previous game, the students were very enthusiastic for playing game. It can be seen from the quotation below.

She wrote the questions on the board and then distributed the survey notes to all students. After that, the students played the game and the teacher monitored the class. Next, some groups reported the result in front of the class.

**(Appendix 5, Field Note 5)**

The next activity made the students practice introducing in circles. They introduced to each other well. This is supported from the quotation below.

The students were standing in the circles and the teacher gave the example of introducing first. Then, they were doing introducing one by one. They moved cheerfully and introduced confidently.

**(Appendix 5, Field Note 5)**

Finally, the last activity for this topic was creating a paper hat and using it to practise introducing themselves. They enjoyed doing this because they could pretend to be their favourite character. It is supported by this quotation.

The teacher asked, “*Sudah bisa kan?*” “Yes Miss.”, answered them. She continued, “*Ayo sekarang kalian buat topi kertas masing-masing.*” After they finished it, they were asked to introduce themselves based on the character in the paper hat they wore. Finally, all students finished it very well.

(Appendix 5, Field Note 5)

### iii. Unit 3

In the last implementation at SDN Sidomulyo, the topic was *Things in the classroom*. It was held on Wednesday, 26 July, 2011, from 07.50 to 09.00 and from 09.20 to 11.30. The class was enjoyable because the teacher had been familiar with the classroom routines such as greeting the students, inviting them to sing “*Good morning*” song, and saying a prayer together.

The teaching and learning process on the first and second implementation ran smoothly. The teacher was already familiar with the Materials Accessible to Teachers. The first activity was singing “*Book, pen, desk, chair*”. The teacher invited the students to sing together. They sing it actively. This is supported by the quotation below.

She sang first, “Book...Pen...Desk...Chair...” She also held the things when she mentioned them all.

.....

“*Sudah bisa belum?*“, asked her. “*Bisa buu.*”, answered them. “*Ya udah, ayo nyanyikan bersama. One...two...three...*” They sang the song together.

**(Appendix 5, Field Note 6)**

The next activity was playing “*Simon says*” game. The students were very interested in playing the game. They played the game cheerfully. It can be seen by the quotation below.

She asked them again, “*Sekarang sudah mengerti?*” “*Sudaah bu...*” replied them. They played Simon says game cheerfully and the class was so noise.

**(Appendix 5, Field Note 6)**

After playing the game, they had to do some exercises. The teacher distributed the worksheets which consisted of both matching the pictures with its names and completing blank paragraphs. It is supported from the quotation below.

The teacher explained more the instruction of the worksheets. After they already understood, they did the worksheets.

.....  
The students finished the worksheets well and then submitted it to the teacher.

**(Appendix 5, Field Note 6)**

Finally, the last activity for the students was a role play in pairs which made them become a robot and its instructor. They had to act them out. Most of students enjoyed doing this. It can be seen from the quotation below.

“*Sekarang sudah mengerti kan tugas robot ataupun instrukturanya?*”, asked her. “*Yes, Miss.*”, answered them. Finally, they acted as robots and its instructors. They did it happily until they did not realize that the class was over.

**(Appendix 5, Field Note 6)**



### 3) SDN Peneket

#### i. Unit 1

Like the implementation at the other two schools, the one at SDN Peneket started with Unit 1 whose topic was *Greeting*. This was on Thursday, 27 July, 2011. There were 23 students in the fourth grade. The first implementation was from 07.50 to 09.00 and from 09.20 to 11.30. The implementation at this school was almost the same as the two previous ones. The teacher firstly opened the class by greeting the students, inviting them to sing “*Good morning*” song, and saying a prayer.

Unfortunately, the students still greteed and had a prayer in Bahasa Indonesia. This can be seen from the quotation below.

The leader of the classroom led to greet the teacher and have a prayer together. “*Beri hormat, Selamat pagi bu. Siap berdoa...*”

**(Appendix 5, Field Note 7)**

The teacher started the lesson by greeting the students using a hand puppet, introducing some new expressions to them, and inviting them to practice together. All students enjoyed practicing by having dialogues. It is supported by the quotation below.

She came to Yuli and greeted him, “Hello Yuli. How are you today?” “Hello... I’m fine...” answered him slowly. She continued to greet some *other* students.

**(Appendix 5, Field Note 7)**

Next, she asked them to sing a new song together entitled “How are you”. The teacher and the students sang the song

together. The students enjoyed the singing very much. This song was intended to initiate the topic. This can be seen from the quotation below.

The teacher asked, "*Kalian suka lagunya tidak?*" and the students answered, "*Suka bu.*"

**(Appendix 5, Field Note 7)**

After that, the teacher asked the students to stand in two lines in front of the class. For one student who did not get a partner, she/he was with the teacher. All students had to practice greeting their partners. It is supported by the quotation below.

She said, "*Kalian sudah berlatih semua. Sudah bisa mengucapkan Salam pertemuan dan perpisahan kan?*" Some students answered, "*Sudah bu.*"

**(Appendix 5, Field Note 7)**

After the break, the class continued by creating paper puppets and having practise greeting and leave taking again. The students created the paper puppets enthusiastically because they were allowed to choose their favourite characters. Finally, they enjoyed practicing the lesson using the paper puppets that they created.

She said, "*Kalian sudah berlatih semua. Sudah bisa mengucapkan Salam pertemuan dan perpisahan kan?*" Some students answered, "*Sudah bu.*"

**(Appendix 5, Field Note 7)**

Finally, they were asked to practise greeting and leave taking using situational cards. They had to act out based on the

situations of the cards. The teacher monitored the class; the students did it well.

“Ayo, siapa yang berani maju duluan?” They kept silent, so the teacher choosen some students to go forward. “Sapto dan Ngasyim , *sekarang praktikkan percakapan yang sudah kalian buat di depan kelas.*” Sapto’s group performed the dialouges in front of the class. The teacher commended their performance. Then, some other groups also performed in front of the class.

**(Appendix 5, Field Note 7)**

## ii. Unit 2

The next implementation was with the topic of *Introducing*. It was held on Friday, 28 July, 2011. Like the previous day, the class was started at 07.50 by greeting the students, inviting them to sing “*Good morning*” song, and saying a prayer. Then, the teacher used a hand puppet to give examples of introducing oneself and others. This is supported by the quotation below.

She repeated to introduce George Monkey to some students. She came to Ayu. “Hi.” Ayu answered, “Hi.” “My name is George Monkey. What is your name?” Ayu answered, “My name is Ayu.”

**(Appendix 5, Field Note 8)**

The lesson was continued by singing “*ABC*” song together. By singing this song, in the end of the class the students were asked to be able to spell their names. Finally, they were able to spell their names correctly. It can be seen from this quotation.

“*Baiklah, sekarang ibu coba. ‘Indika, how do you spell your name?’ Indika spelled her name, ‘I-N-D-I-K-A.’ ‘Good.’*” complimented her.

**(Appendix 5, Field Note 8)**

The teacher led the students to play “Survey” game which made them enthusiastic to continue the English class. This can be seen from this quotation.

She asked, “*Pengen main atau tidak?*” They answered, “*Pengen, Miss.*” “*Sekarang kita akan bermain Survey Game.*”

After that, the students played the game and the teacher monitored the class. Next, some groups reported the result in front of the class.

**(Appendix 5, Field Note 8)**

The next interesting activity for the students was having practices in circles. They enjoyed doing this because they liked to move in the class.

She said, “*Sekarang, perkenalkan diri kalian masing-masing pada teman yang berdiri di hadapan kalian. Are you ready?*” The students answered loudly, “*Yes, Miss.*”

**(Appendix 5, Field Note 8)**

The last activity was very enjoyable for the students. They introduced themselves by wearing paper hats that they designed.

She added, “*Sekarang, kalian juga harus mengenakan topi kertas kalian, kemudian perkenalkan diri kalian pada teman-teman kalian. Paham?*” “*Yes, Miss.*”, answered them. The teacher asked them to make circles again to introduce themselves.” They did it well and cheerfully.

**(Appendix 5, Field Note 8)**

iii. Unit 3

In the last implementation at SDN Peneket, the topic was *Things in the classroom*. It was held on Thursday, 2 August, 2011. It was started from 07.50 to 09.00 and from 09.20 to 11.30. The class was enjoyable because the teacher had been familiar with the classroom routines such as greeting the students, inviting them to sing “*Good morning*” song, and saying a prayer together.

The first activity was singing “*Book, Pen, Desk, Chair.*” The teacher invited the students to sing together. Then, she asked them to repeat things mentioned in the song. Meanwhile, she introduced other things in the classroom by using realia and pictures. This made the students more motivated to learn English.

She added, “*Bagus. Hari ini kita akan mempelajari benda-benda di kelas. Coba sebutkan benda-benda yang ada di kelas?*” “*Penggaris....pensil...penghapus...papan tulis...jam...lemari...tas...asahan...*” shouted the students from their place.

**(Appendix 5, Field Note 9)**

The class was continued by playing “*Simon says*” game. The students were very interested in playing the game. They played the game cheerfully.

*Paham?*”, explained her. “*Masih bingung bu*”, answered them honestly. “*Ya sudah. Ibu beri contoh ya*”, continued her. Then, she gave examples of the game until the students have already understood. She asked them again, “*Sekarang sudah mengerti?*” “*Sudaah bu...*” replied them. They played Simon says game cheerfully and the class was so noise.

**(Appendix 5, Field Note 9)**

After playing the game, they had to do some exercises. The teacher distributed the worksheets which were matching the pictures with its names and completing blank paragraphs.

The teacher asked, "*Bagaimana latihan soalnya? Mudah kan?*" Some students answered, "*Ada yang sulit tadi.*" "*Tapi bias dikerjakan semua kan?*" added her. "*Iya, bisa semua bu.*", continued them.

**(Appendix 5, Field Note 9)**

Finally, the last activity was a role play. The students had to work in pairs. They had to pretend to be a robot and its instructor. The students were enthusiastic in playing this because most of them liked robots a lot.

Then, the teacher gave the example by choosing one of students to be a robot. "*Sekarang sudah mengerti kan ya?*", asked her. "Yes, Miss.", answered them. Finally, they acted as robots and its instructors. They did it happily

**(Appendix 5, Field Note 9)**

b. Evaluation of the second draft of the Materials Accessible to Teachers

1) Comments and feedbacks from the students

After the implementation, the researcher interviewed both the teachers and students. The interviews were aimed at knowing the teachers' and students' comments and feedbacks on the developed Accessible Materials. The questions that were asked to the students were about the teaching and learning process which used the Materials Accessible to Teachers. The dialogues can be seen below.

R : *Bagaimana tadi pelajarannya?* (How was the English class?)  
 S1 : *Seneng.* (I am happy.)  
 (Appendix 5/Interview 1)

R : *Gimana pelajarannya hari ini?* (How do you think about today's class?)  
 S8 : *Asyik miss.* (It is enjoyable, Miss.)  
 (Appendix 5/Interview 11)

The information about the activities in the Materials Accessible to Teachers can be seen in the following dialogues.

R : *Tadi bisa gak pas kegiatan menyanyi?* (Were you able to sing the song?)  
 S2 : *Bisa.* (Yes, I was.)  
 R : *Suka gak?* (Did you like it?)  
 S2 : *Iya.* (Yes, I liked it.)  
 (Appendix 5/Interview 2)

R : *Seneng gak belajar bahasa Inggris ada game-nya?* (Do you like games in English learning?)  
 S3 : *Seneng miss.* (Yes, I like them, Miss.)  
 (Appendix 5/Interview 4)

R : *Tadi menyenangkan tidak saat praktek memperkenalkan diri di depan kelas?* (Did you enjoy the practice of introducing yourself in front of the class?)  
 S4 : *Iya* (Yes, I did.)  
 (Appendix 5/Interview 5)

R : *Saat mengerjakan latihan-latihan bisa gak?* (Can you do the exercises?)  
 S6 : *Bisa.* (Yes, I can.)  
 (Appendix 5/Interview 8)

R : *Seneng gak tadi ada kegiatan membuat topi kertas saat kegiatan memperkenalkan diri?* (Did you like designing a paper hat when you were in the introduction activity?)  
 S9 : *Iya, seneng.* (Yes, I did.)  
 (Appendix 5/Interview 13)

The information about the suitability of the materials with the students' level in learning English can be seen in the following interviews.

R : *Adik bisa aktivitasnya?* (Were you able to do the activities?)  
 S12 : *Bisa.* (Yes, I was.)  
 (Appendix 5/Interview 17)

R : *Materi tadi ada yang susah tidak?* (Did you find difficulties in the materials?)

S14 : *Tidak.* (No, didn't.)  
(Appendix 5/Interview 20)

The information about the success of the materials in facilitating the students in communicating in English can be seen in the following interviews.

R : *Latihan bercakap-cakap tadi bisa membantu adik belajar berkomunikasi pake bahasa Inggris gak?* (Did the dialogues help you communicate in English?)  
S9 : *Bisa.* (Yes, they did.)  
(Appendix 5/Interview 13)

R : *Kegiatan bermain tadi membantu adik ngomong bahasa Inggris tidak?* (Were the games able to make you speak in English?)  
S11 : *Iya.* (Yes, they were.)  
(Appendix 5/Interview 16)

The information about the use of media can be seen in the following interviews.

R : *Suka gak pas bu guru ngajar pake boneka tangan?* (Did you like the activity when the teacher used a hand puppet in the class?)  
S16 : *Suka.* (Yes, I liked it.)  
(Appendix 5/Interview 23)

R : *Gambar-gambar tadi yang dipakai bu guru membuat adik tambah paham gak?* (Did the use of pictures by the teacher make you understand the materials better?)  
S13 : *Iya.*(Yes, it did.)  
(Appendix 5/Interview 23)

R : *Apakah saat bu guru menjelaskan pelajaran menggunakan benda-benda nyata bisa membuat adik tambah paham?* (Did the use of realia in the class make you understand better?)  
S18 : *Iya, tambah paham miss.* (Yes, I understood better, Miss.)  
(Appendix 5/Interview 26)

## 2) Feedback from the English teachers

In the interview with the teachers, the questions that were asked were about the relation of the materials to the lesson plan. It can be seen in the following interviews.

R : *Apa materinya sudah sesuai dengan KTSP dan course grid?* (Were the materials suitable with *KTSP* and the course grid?)



T1 : *Materi sudah sesuai dengan KTSP sama course grid.* (The materials were suitable with *KTSP* and the course grid.)  
(Appendix 5/Interview 3)

The information about the relation of the materials to the topics can be seen in the following interviews.

R : *Bagaimana penilaian ibu tentang topik materinya?* (What do you think about the topic of the materials?)  
T2 : *Sudah bagus.* (It was already good.)  
(Appendix 5/Interview 6)

The information about the use of the teacher's manuals can be seen in the following interviews.

R : *Bagaimana penilaian ibu tentang Panduan Guru yang Unit 1?* (What do you think about Unit 1 about the Teacher's Manuals?)  
T1 : *Mengasyikkan.*(It was enjoyable.)  
(Appendix 5/Interview 3)

R : *Ada kesulitan tidak dalam menggunakannya?* (Was there any difficulty in using it?)  
T2 : *Tidak.*(No, there was not.)  
(Appendix 5/Interview 6)

R : *Menyenangkan tidak bu mengajar ada Panduan Gurunya?* (Did you enjoy teaching using this manuals?)  
T5 : *Iya mbak, jadi membantu saya dalam persiapan mengajar. Pokoknya mengajar jadi tidak terlalu sulit.* (Yes, I enjoyed it, because it can help me prepare for the teaching. Basically, it made the teaching easier.)  
(Appendix 5/Interview 15)

The information about the clearance of the instructions in the teacher's guidelines can be seen in the following interviews.

R : *Bagaimana dengan instruksi-instruksinya? Apakah mudah dipahami, Bu?* (What do you think about the instructions? Are they understandable?)  
T4 : *Instruksinya mudah dipahami.*(The instructions were understandable.)  
(Appendix 5/Interview 12)

The information about the use of songs and games can be seen in the following interviews.

R : *Bagaimana lagu-lagunya? Apakah bisa membantu siswa memahami materinya?* (What do you think about the songs? Did they help the students understand the materials better?)

T7 : *Mereka suka...Iya bisa mempermudah dalam memahami materi.* (Yes, they liked them. They made them understand the materials more easily.)

(Appendix 5/Interview 21)

R : *Bagaimana dengan permainannya? Ada kesulitan dalam menjelaskan peraturannya, Bu?* (What do you think about the games? Was there any difficulty in explaining the rules of the games?)

T5 : *Mereka suka sekali. Alhamdulillah tidak ada kesulitan.* (The students liked them very much. Thank God, I did not find any difficulty.)

(Appendix 5/Interview 15)

The information about the use of media can be seen in the following interviews.

R : *Apa gambar-gambar tadi bisa membantu pemahaman siswa?* (Did the pictures help the students understand the materials better?)

T7 : *Iya. Yang gambar itu sangat membantu.* (Yes, they helped very much.)

(Appendix 5/Interview 21)

R : *Kalau boneka tangan yang digunakan dalam materi apakah bisa membantu?* (How about the hand puppet? Did it help as well?)

T8 : *Bisa mbak. Buat mereka ini hal baru, jadi hal ini sangat menarik.* (Yes, it did. It was a new thing for the students, so that it was very interesting.)

(Appendix 5/Interview 24)

R : *Ada yang sulit tidak bu saat menggunakan benda-benda nyata untuk menjelaskan materi?* (Was there any difficulty in using the realia when explaining the materials?)

T9 : *Tidak sama sekali.* (Not at all.)

(Appendix 5/Interview 27)

The information about the layout of the Materials Accessible to Teachers can be seen in the following interviews.

R : *Tampilan panduan gurunya bagaimana bu?* (What do you think about the layout of the Materials Accessible to Teachers?)

T1 : *Sudah sesuai dengan dunia anak-anak.* (It has been suitable with children's world.)

(Appendix 5/Interview 3)

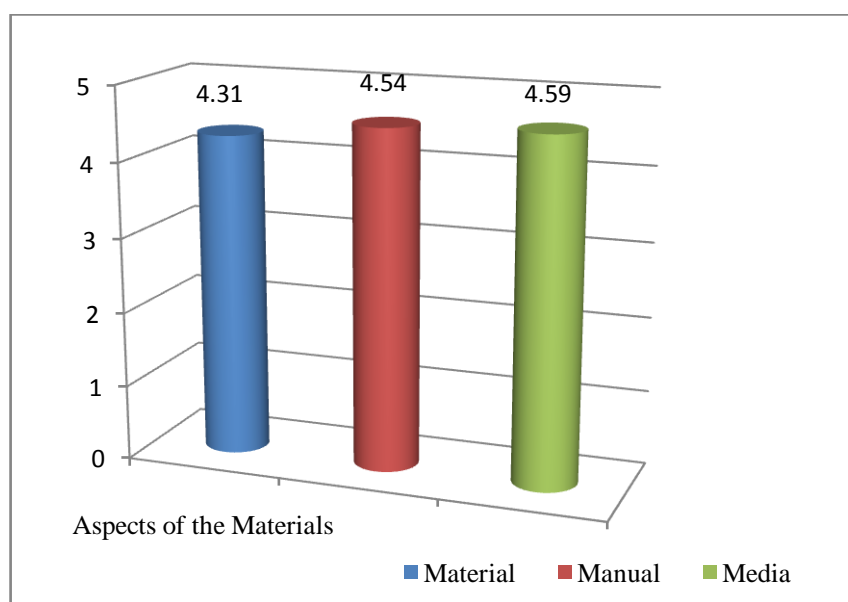
c. Revision of the second draft of the Materials Accessible to Teachers

After the implementation, the evaluation as well as revision towards the media was made based on the feedback. However, there was no suggestion from the teacher and students. They strongly agreed that the Materials Accessible to Teachers have been appropriate and suitable for the teaching and learning process. Therefore, because there was no changing on the second draft of the Materials Accessible to Teachers, those materials became the final draft of the Materials Accessible to Teachers. In other words, they were ready to use in the teaching and learning process.

## **B. Discussion**

This part answers the second question of the problem formulation of this study which is about the characteristics of the appropriate Accessible Materials for the fourth grade students of elementary schools in Ambal sub district, Kebumen. Basically, the appropriateness of the designed materials was supported by the result of the respondents' responses towards the statements from the distributed questionnaires. The result of the data of the second questionnaire distributed to 13 evaluators revealed that the designed materials were appropriate for the teacher and students. It showed that the mean of the respondents' responses for each aspect from the questionnaire was more than *4.31*. It means that they were good based on the qualitative data conversion proposed by Arifin

(1991:102) quoted in the previous chapter. The mean of the respondents' responses is presented in the following chart.



*Figure 10: Average mean of the respondents' responses towards each aspect related to the designed materials (The Second Questionnaire)*

Notes:

Material aspect : The materials have met the intended goals.

Manual aspect : The manuals have helped the teachers using the materials.

Media aspect : The media have supported the teaching and learning process.

The chart shows that the average mean values of the evaluators' responses towards each aspect of the materials range from 4.31 to 4.59. The lowest average mean value is Material aspect (4.31). Meanwhile, the highest average mean value is related to the Media aspect (4.59) which belongs to Very Good. Since the average mean values of all aspects of the designed materials belong to Good and Very Good, it can be concluded that the Materials Accessible to Teachers are appropriate for the teacher and students.

Based on the interview result, the researcher concludes some characteristics of the appropriate the Materials Accessible to Teachers for the fourth grade students of elementary schools in Ambal sub district, Kebumen which can be found in the designed materials. The Materials Accessible to Teachers are appropriate if they have the following characteristics.

#### 1. Material Aspect

- a. The content of the materials should match standard competencies, basic competencies, and indicators.
- b. The title of each topic should be interesting.
- c. The materials and activities should be various and interesting.
- d. The materials and activities should be able to motivate the students to learn English.
- e. The materials and activities should suit the students' ability.
- f. The materials and activities should be organized according to the difficulty level from easy to difficult one.
- g. The materials and activities should be able to make the students communicate in English.
- h. The materials and activities should be able to make the students interact with other friends.
- i. The materials and activities should be able to make the students more active.
- j. The materials and activities should consist of individual, pair, and group works.

- k. The materials and activities should include the integrated skills (listening, reading, speaking, and writing).
  - l. The songs and games should be appropriate with the topics.
  - m. The songs and games should be easily mastered by the teacher.
  - n. The songs and games should be various and interesting.
  - o. The songs and games should be able to motivate the students.
  - p. The rule of the game should be clearly explained.
2. Manual Aspect
- a. The teacher's guidelines should be easy to use.
  - b. The teacher's guidelines should suit with the teacher's needs.
  - c. The instructions of the teacher's guidelines should be clear.
3. Media Aspect
- a. The media should be interesting.
  - b. The media should be easy to use.
  - c. The media should be able to motivate the students to learn English.

## CHAPTER V

### CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

#### A. Conclusions

This research was aimed at designing the Materials Accessible to Teachers and finding out the characteristics of appropriate Materials Accessible to Teachers for the fourth grade students of elementary schools at the Ambal sub district of Kebumen Regency. Based on the research findings, the conclusions are as follows.

1. The design of the Materials Accessible to Teachers

The Materials Accessible to Teachers designed consist of three units. The topics are *Greeting*, *Introducing*, and *Things in the Classroom*. Each unit is ordered from Presentation to Production step (PPP). In the presentation stage, the modelling process is provided at introducing the materials to students. The students are forced to practise the materials in the practice step. Then, the purpose of activities in the production step is making the students use the materials. Moreover, each step consists of not only various activities for the students but also its manuals for the teachers. In summary, each unit includes teacher's guidelines, materials, reviews, answer keys, worksheets, and media. The media used are a hand puppet, pictures, cards, and realia.

## 2. The characteristics of the Materials Accessible to Teachers

This study indicates that the characteristics of the Materials Accessible to Teachers include:

### 1. Material Aspect

- a. The content of the materials should match with standard competencies, basic competencies, and indicators.
- b. The title of each topic should be interesting.
- c. The materials and activities should be various and interesting.
- d. The materials and activities should be able to motivate the students to learn English.
- e. The materials and activities should suit the students' ability.
- f. The materials and activities should be organized according to difficulty level from easy to difficult one.
- g. The materials and activities should be able to make the students communicate in English.
- h. The materials and activities should be able to make the students interact with other friends.
- i. The materials and activities should be able to make the students more active.
- j. The materials and activities should consist of individual, pair, and group works.
- k. The materials and activities should include the integrated skills (listening, reading, speaking, and writing).



- l. The songs and games should be appropriate with the topics.
  - m. The songs and games should be easily mastered by the teacher.
  - n. The songs and games should be various and interesting.
  - o. The songs and games should be able to motivate the students.
  - p. The rule of the game should be clearly explained.
2. Manual Aspect
    - a. The teacher's guidelines should be easy to use.
    - b. The teacher's guidelines should suit the teacher's needs.
    - c. The instructions of the teacher's guidelines should be clear.
3. Media Aspect
    - a. The media should be interesting.
    - b. The media should be easy to use.
    - c. The media should be able to motivate the students to learn English.

Finally, the Materials Accessible to Teachers are designed based on both the teachers' and students' needs. Besides, it is also based on the teachers' comments and suggestions.

## **B. Implications**

Two implications can be drawn following the result of the study. First, the Materials Accessible to Teachers are designed based on the needs of the fourth grade teacher and students of elementary schools. Moreover, after undergoing try out, the Materials Accessible to Teachers are to be regarded to be appropriate and feasible to be implemented in the English

teaching and learning process for the fourth grade students of elementary schools in Ambal sub district, Kebumen. The implication to this fact is that the Materials Accessible to Teachers can also be used to the fourth grade students in other places that have similar characteristics with the teacher and students at Ambal sub district, Kebumen.

Second, the research findings show that the result of the try out produced some characteristics of the appropriate Materials Accessible to Teachers for the fourth grade students of the elementary schools in Ambal sub district. Those characteristics are needed to develop the Materials Accessible to Teachers. It implies that when the teachers want in developing good Materials Accessible to Teachers, they should fulfill those characteristics.

### **C. Suggestions**

Related to the conclusions and implications above, some suggestions are presented below.

#### **1. Suggestion to the fourth grade students**

The students are expected to understand the materials given by the teacher who uses the Materials Accessible to Teachers. In addition, the materials are based on their needs, so that hopefully they can reach the goal of the study.

#### **2. Suggestion to the English teachers**

The English teachers must be creative and selective in adapting, adopting, and developing materials for the students. The selected materials should be based on the students' needs and study background because relevant materials will give impacts to the students' English skills and help them to reach the learning objectives stated in the curriculum. Moreover, the English teachers can design their own Materials Accessible to Teachers based on the students' needs. It can be used to accommodate the teacher in the teaching and learning process.

### 3. Suggestion to the students of English Education Department

The students of English Education Department are expected to be more creative in developing and designing not only the materials but also teacher's manuals which are needed by the teachers.

### 4. Suggestion to other researchers

The other researchers are expected to conduct research to test this Materials Accessible to Teachers using action research approach in order to find out its effectiveness in the teaching-learning process.

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**LAMPIRAN**



**APPENDIX 1**  
**QUESTIONNAIRES**

### The Organization of the First Questionnaire (Need Analysis for Students)

Theory	Information	Items Number	Number of Items	Actual Questions
Getting information about students' profile. (Tomlinson,1998:240)	<ul style="list-style-type: none"> <li>● name</li> <li>● age</li> <li>● sex</li> <li>● educational background</li> <li>● linguistic background</li> <li>● cultural background</li> <li>● social background</li> </ul>	7	<b>Part A</b>	<ul style="list-style-type: none"> <li>-What is your name?</li> <li>-How old are you?</li> <li>-Are you boy or girl?</li> <li>-What grade are you?</li> <li>-What is your first language?</li> <li>-What ethnic group do you belong to?</li> <li>-Where do your parents work?</li> </ul>
Getting information about students' motivation toward learning English (Harmer, 2001:51 and Hutchinson and Waters, 1986:62)	<ul style="list-style-type: none"> <li>● Pride</li> <li>● Achievement</li> <li>● Parents</li> <li>● Friends</li> <li>● Rewards</li> </ul>	6	<b>Part B</b> 1,2,3,4,5,6	<ul style="list-style-type: none"> <li>-Do you like to learn English?</li> <li>-Have you ever joined any English course?</li> <li>-Do you like to buy English books?</li> <li>-Do you like to learn English accompanied by your parents?</li> <li>-Do you like to learn English with your friends?</li> <li>-Do you like to learn English if there is a reward?</li> </ul>
Getting information about students' interests toward learning English (Tomlinson,1998:240)	<ul style="list-style-type: none"> <li>● topic of the materials</li> <li>● learning activities</li> <li>● learning style</li> <li>● opportunities for out-of-class activity</li> <li>● learning goals and expectations</li> </ul>	10	7,8,9,10,11,12,13,14,15, 16	<ul style="list-style-type: none"> <li>-What topic do you want to learn?</li> <li>-What do you like to do in listening activities?</li> <li>-What do you like to do in speaking activities?</li> <li>-What do you like to do in reading activities?</li> <li>-What do you like to do in writing activities?</li> <li>-What is activity that you like mostly in learning English?</li> <li>-Do you like learning English inside or outside the classroom?</li> <li>-Do you learn English</li> </ul>



				<p>because you need to improve your English mark?</p> <p>- Do you learn English because you want to be able to speak in English?</p> <p>- Do you learn English because you want to read English book/magazine/newspaper?</p>
Getting information about the course book (Hutchinson and Waters, 1986:63)	<ul style="list-style-type: none"> <li>• setting</li> <li>• goal</li> <li>• input</li> </ul>	5	17, 18,19,20, 21	<p>- Will the appearance of the course book be colorful or not?</p> <p>- Will the instruction be in bahasa, English or both bahasa and English?</p> <p>- Will the activity be individual/pair/group work?</p> <p>- Does the material in the course book improve your English ability?</p> <p>- Do you like to read texts?</p>
Getting information about the teaching aids (Hutchinson and Waters, 1986:63)	<ul style="list-style-type: none"> <li>• resources</li> <li>• learning media</li> </ul>	6	22,23,24, 25,26, 27	<p>- Do you like learning English through games?</p> <p>- Do you like learning English through songs?</p> <p>- Do you like learning English through stories?</p> <p>- Do you want to learn English by using realia?</p> <p>- Do you want to learn English by using pictures?</p> <p>- Do you want to learn English by using cards?</p>
<b>TOTAL</b>		<b>27</b>	<b>27</b>	

### The Organization of the First Questionnaire (Need Analysis for the Teacher)

Theory	Information	Items Number	Number of Items	Actual Questions
Getting information about teacher's profile. (Tomlinson,1998:240)	<ul style="list-style-type: none"> <li>• name</li> <li>• age</li> <li>• sex</li> <li>• educational background</li> <li>• linguistic background</li> <li>• cultural background</li> </ul>	7	Part A	<ul style="list-style-type: none"> <li>- What is your name?</li> <li>- How old are you?</li> <li>- Are you male or female?</li> <li>- Where did you graduate from?</li> <li>- From what degree are you?</li> <li>- What is your first language?</li> <li>- What ethnic group do you belong to?</li> </ul>
Getting information about teacher's motivation toward teaching English for children. (Hutchinson and Waters, 1986:62)	<ul style="list-style-type: none"> <li>• Language proficiency</li> <li>• Teaching experience</li> <li>• Training/course program experience</li> </ul>	4	1,2,3,4	<ul style="list-style-type: none"> <li>- What level of English proficiency are you?</li> <li>- How long have you been teaching English?</li> <li>- Have you ever joined English training/course program?</li> <li>- Have you ever joined workshop/seminar about teaching English for children?</li> </ul>
Getting information about teacher's interests toward teaching English for children. (Tomlinson,1998:240)	<ul style="list-style-type: none"> <li>• curriculum</li> <li>• syllabus</li> <li>• lesson plan</li> <li>• teaching activities</li> <li>• teaching style</li> <li>• opportunities for out-of-class activity</li> </ul>	12	5,6,7,8,9,10,11,12,13,14,15,16	<ul style="list-style-type: none"> <li>- Do you teach English based on the curriculum?</li> <li>- What curriculum that you use?</li> <li>- Do you teach English based on the syllabus?</li> <li>- Do you teach English based on the lesson plan?</li> <li>- Which parts of lesson plan that you think it is the most difficult are?</li> <li>- Do you teach Vocabulary only?</li> <li>- Do you teach Grammar only?</li> <li>- What do you do in listening activities?</li> <li>- What do you do in speaking activities?</li> <li>- What do you do in reading activities?</li> <li>- What do you do in writing activities?</li> <li>- What is the English activity that you do mostly?</li> </ul>

**JURUSAN PENDIDIKAN BAHASA INGGRIS  
FAKULTAS BAHASA DAN SENI  
UNIVERSITAS NEGERI YOGYAKARTA  
Kampus Karangmalang, telp 0274 550843**

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Kebumen, April 2011

Kepada Yth.

Bapak/Ibu

Selaku guru Bahasa Inggris SD

Dengan hormat,

Dalam rangka penelitian untuk mengembangkan materi pelajaran Bahasa Inggris untuk Kelas IV SD, saya selaku mahasiswa yang sedang melakukan penelitian guna menyelesaikan tugas akhir bermaksud memohon kesediaan Bapak/Ibu untuk mengisi kuesioner berikut.

Hasil dari kuesioner semata-mata akan digunakan sebagai penunjang data skripsi. Hasil kuesioner tidak berpengaruh dengan hal-hal selain tersebut di atas.

Atas perhatian dan bantuan dari Bapak/Ibu, saya ucapkan terima kasih.

Kebumen, April 2011

Peneliti

Wuwuh Andayani

## ANGKET UNTUK GURU

### A. PROFIL GURU

Nama : \_\_\_\_\_  
Umur : \_\_\_\_\_  
Jenis kelamin :  Laki-laki     Perempuan  
Asal Universitas : \_\_\_\_\_  
Pendidikan :  Mahasiswa/i S1     D3  
                   Mahasiswa/i D3     S1  
                   S2  
Bahasa : \_\_\_\_\_  
Suku : \_\_\_\_\_

### B. KEBUTUHAN GURU

*Jawablah pertanyaan di bawah ini dengan melingkari (O).*

- Menurut Ibu, kemampuan bahasa Inggris Ibu pada level apa?
  - Basic
  - Intermediate
  - Advanced
- Sudah berapa lama Ibu mengajar bahasa Inggris?
  - 0-2 tahun
  - 2-4 tahun
  - > 4 tahun
- Apakah Ibu pernah mengikuti program pelatihan/kursus bahasa Inggris?
  - Pernah
  - Tidak pernah
- Apakah Ibu pernah mengikuti workshop/seminar/training mengajar bahasa Inggris untuk anak-anak?
  - Pernah
  - Tidak pernah
- Apakah Ibu mengajar bahasa Inggris berdasarkan kurikulum saat ini?
  - Ya
  - Tidak
- Apakah Ibu mengajar bahasa Inggris berdasarkan silabus?
  - Ya
  - Tidak

\*Jika iya, silabus dari mana? \_\_\_\_\_

7. Apakah Ibu mengajar bahasa Inggris berdasarkan RPP yang dibuat (*lesson plan*)?
- a. Ya  
b. Tidak  
c. Kadang-kadang
8. Bagian mengajar mana yang menurut ibu sulit? Boleh pilih lebih dari satu.
- a. Menentukan tujuan pembelajaran  
b. Menyusun indikator  
c. Memilih materi  
d. Merancang kegiatan  
e. Melakukan evaluasi  
f. Lain-lain: \_\_\_\_\_
9. Saat pelajaran bahasa Inggris, apakah Ibu hanya mengajar Vocabulary?
- a. Ya  
b. Tidak  
c. Kadang-kadang
10. Saat pelajaran bahasa Inggris, apakah Ibu hanya mengajar Grammar?
- a. Ya  
b. Tidak  
c. Kadang-kadang
11. Jenis kegiatan apa yang Ibu inginkan untuk aktivitas mendengarkan (*listening*)? Boleh pilih lebih dari satu.
- a. Mendengarkan dan mengulang (*listen and repeat*)  
b. Mendengarkan dan mewarnai (*listen and color*)  
c. Mendengarkan dan menandai (*listen and label*)  
d. Mendengarkan dan mencocokkan (*listen and match*)  
e. Mendengarkan dan melengkapi kalimat (*listen and complete sentences*)  
f. Mendengarkan dan menjawab pertanyaan (*listen and answer questions*)
12. Jenis kegiatan apa yang Ibu inginkan untuk aktivitas berbicara (*speaking*)? Boleh pilih lebih dari satu.
- a. Dialog (*read some dialogues*)  
b. Mengemukakan pendapat (*share opinions*)  
c. Drama (*role-play*)  
d. Angket dan survei (*questionnaires and survey*)  
e. Kartu bergambar (*using flashcards*)  
f. Menyanyi (*sing songs*)
13. Jenis kegiatan apa yang Ibu inginkan untuk aktivitas membaca (*reading*)? Boleh pilih lebih dari satu.
- a. Membaca nyaring (*reading aloud*)  
b. Membaca dan menyusun kalimat (*read and arrange sentences of picture story*)

- c. Membaca dan mencocokkan (*read and match*)
- d. Membaca dan melengkapi kalimat (*read and complete the sentences*)
- e. Membaca cerita bergambar dan mewarnai (*read a picture story and color*)
- f. Menjawab benar-salah (*true-false questions*)
14. Jenis kegiatan apa yang Ibu inginkan untuk aktivitas menulis (*writing*)? Boleh pilih lebih dari satu.
- |  |  |
|--|--|
| a. Menyalin ( <i>rewrite</i> )   | d. Melengkapi kalimat ( <i>fill-in-the blanks</i> )          |
| b. Menyusun dan menyalin cerita ( <i>arrange and rewrite a story</i> ) | e. Menyusun kalimat ( <i>sequencing</i> )                    |
| c. Memberi label/nama benda ( <i>label things</i> )                    | f. Kuesioner dan survei ( <i>questionnaires and survey</i> ) |
15. Aktivitas bahasa Inggris apa yang sering Ibu lakukan di dalam kelas? Boleh pilih lebih dari satu.
- |   |                     |
|---|---------------------|
| a. Memberikan penjelasan/menerangkan materi | d. Tanya-jawab      |
| b. Mencatat                                 | e. Permainan        |
| c. Latihan soal                             | f. Lain-lain: _____ |
16. Menurut Ibu, Ibu lebih senang mengajar di dalam atau di luar ruangan?
- |                     |                              |
|---------------------|------------------------------|
| a. Di dalam ruangan | c. Di dalam dan luar ruangan |
| b. Di luar ruangan  |                              |
17. Ibu suka buku bahasa Inggris yang tampilannya berwarna atau tidak?
- |          |                  |
|----------|------------------|
| a. Ya    | c. Kadang-kadang |
| b. Tidak |                  |
18. Ibu suka buku bahasa Inggris yang instruksinya menggunakan bahasa Inggris atau bahasa Indonesia?
- |                     |                                 |
|---------------------|---------------------------------|
| a. Bahasa Inggris   | c. Bahasa Inggris dan Indonesia |
| b. Bahasa Indonesia |                                 |
19. Ibu suka aktivitas-aktivitas dalam buku dikerjakan secara individu, berpasangan atau berkelompok? Boleh pilih lebih dari satu.
- |                |             |
|----------------|-------------|
| a. Individu    | c. Kelompok |
| b. Berpasangan |             |

20. Apakah buku paket bahasa Inggris atau LKS dapat membantu meningkatkan pemahaman bahasa Inggris para siswa?
- a. Ya  
b. Tidak  
c. Kadang-kadang
21. Apakah input yang sesuai untuk para siswa? Boleh pilih lebih dari satu.
- a. Teks  
b. Dialog/monolog  
c. Gambar  
d. Lain-lain: \_\_\_\_\_
22. Berapa harga buku bahasa Inggris yang sesuai untuk siswa?
- a. < Rp 5.000,00  
b. Rp 5.000 - Rp 10.000,00  
c. > Rp 10.000,00  
d. Lain-lain: \_\_\_\_\_
23. Berapa harga buku bahasa Inggris yang sesuai untuk guru?
- a. < Rp 10.000,00  
b. Rp 10.000,00 – Rp 15.000,00  
c. Rp > Rp 15.000,00  
d. Lain-lain : \_\_\_\_\_
24. Apakah Ibu lebih suka menggunakan buku paket bahasa Inggris dalam mengajar?
- a. Ya  
b. Tidak  
c. Kadang-kadang
25. Apakah Ibu sering menjumpai kesulitan saat menggunakan buku paket bahasa Inggris?
- a. Ya  
b. Tidak  
c. Kadang-kadang
26. Dalam mengajar, kelengkapan apa yang Ibu perlukan? Boleh pilih lebih dari satu.
- a. Buku guru  
b. Buku siswa  
c. Panduan game  
d. Transkrip *recording of listening*  
e. Kaset-kased/CD *listening*  
f. Media  
g. Lain-lain: \_\_\_\_\_
27. Apakah permainan (*games*) dapat membantu Ibu dalam mengajar?
- a. Ya  
b. Tidak  
c. Kadang-kadang
28. Berapa banyak jenis permainan yang Ibu tahu?
- a. Tidak tahu  
b. 1-5  
c. > 5  
d. Lain-lain: \_\_\_\_\_

Tolong sebutkan:

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29. Apakah lagu-lagu (*songs*) dapat membantu Ibu dalam mengajar?

- a. Ya
- b. Tidak
- c. Kadang-kadang

30. Berapa lagu yang Ibu tahu?

- a. Tidak tahu
- b. 1-5
- c. >5
- d. Lain-lain: \_\_\_\_\_

Tolong sebutkan:

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31. Apakah cerita (*stories*) dapat membantu Ibu dalam mengajar?

- a. Ya
- b. Tidak
- c. Kadang-kadang

32. Berapa banyak cerita yang Ibu tahu?

- a. Tidak tahu
- b. 1-5
- c. >5
- d. Lain-lain: \_\_\_\_\_

Tolong sebutkan:

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33. Media pembelajaran apa yang sering Ibu gunakan? Boleh pilih lebih dari satu.

- a. Gambar
- b. Kartu bergambar (*flashcards*)
- c. Benda-benda nyata
- d. Lain-lain: \_\_\_\_\_



### C. URAIAN

1. Kriteria buku bahasa Inggris yang Ibu perlukan seperti apa? Jelaskan.

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2. Menurut Ibu, buku bahasa Inggris yang bagus kira-kira isinya apa saja?

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*Thank you ^\_^*

## ANGKET UNTUK SISWA

Angket ini bertujuan untuk memperoleh informasi tentang kebutuhan adik-adik dalam belajar bahasa Inggris. Selanjutnya informasi tersebut akan digunakan untuk menyusun materi pembelajaran bahasa Inggris. Oleh karena itu, kakak mengharapkan kesediaan adik-adik untuk meluangkan waktu mengisi angket berikut.

Angket ini tidak dimaksudkan untuk menguji adik-adik. Jawaban yang adik-adik berikan tidak akan mempengaruhi nilai. Harapan saya adik-adik menjawab tiap pertanyaan dalam kuesioner dengan jujur.

Angket ini terdiri dari dua bagian, bagian (A) berisi data pribadi adik-adik. Contoh:

Nama	:	Wuwuh Andayani
Umur	:	10 tahun
Jenis kelamin	:	Perempuan
Sekolah	:	SD N Ambarwinangun
Kelas	:	IV (empat)
Pekerjaan orang tua	:	
○ Ayah	:	PNS
○ Ibu	:	-
Bahasa	:	Jawa
Suku	:	Jawa

bagian (B) berisi pertanyaan-pertanyaan yang harus dijawab dengan memilih salah satu jawaban dengan melingkari (O) pada jawaban yang dipilih. Contoh:

1. Apakah adik pernah belajar bahasa Inggris sebelumnya?

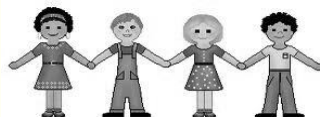
- a. Pernah
- b. Belum pernah

2. Jika pernah, dimanakah adik belajar bahasa Inggris?

- a. Sekolah
- b. Kursus
- c. Lain-lain: \_\_\_\_\_

Keterangan: jika jawaban tidak tersedia, silahkan adik memilih 'Lain-lain', kemudian isi jawaban adik-adik di bagian yang tersedia.

Atas perhatian dan bantuan dari adik-adik, kakak ucapkan terima kasih.





5. Apakah adik senang belajar bahasa Inggris dengan teman-teman?

a. Ya

b. Tidak

c. Kadang-kadang



6. Apakah adik senang belajar bahasa Inggris jika diberi hadiah?

a. Ya

b. Tidak

c. Kadang-kadang

7. Adik ingin belajar bahasa Inggris tentang apa besok? Pilih lebih dari satu.

a. Perkenalan: diri sendiri dan orang lain

b. Benda-benda di kelas dan sekolah

c. Perkenalan: keluarga

d. Jenis-jenis pakaian

e. Jenis-jenis binatang

f. Benda-benda di rumah

g. Makanan dan minuman

h. Bagian-bagian tubuh

i. Tempat-tempat umum

8. Kegiatan apa yang adik inginkan pada saat mendengarkan (*listening*)? Boleh pilih lebih dari satu.

a. Mendengarkan dan mengulang

b. Mendengarkan dan mewarnai

c. Mendengarkan dan menandai

d. Mendengarkan dan mencocokkan

e. Mendengarkan dan melengkapi kalimat

f. Mendengarkan dan menjawab pertanyaan

9. Kegiatan apa yang adik inginkan pada saat berbicara (*speaking*)? Boleh pilih lebih dari satu.

a. Dialog

b. Mengemukakan pendapat

c. Drama

d. Angket dan survei

e. Kartu bergambar

f. Menyanyi



10. Kegiatan apa yang adik inginkan pada saat membaca (*reading*)? Boleh pilih lebih dari satu.

a. Membaca nyaring (dengan keras)

b. Membaca dan menyusun kalimat

c. Membaca dan mencocokkan

d. Membaca dan melengkapi kalimat

e. Membaca cerita bergambar dan mewarnai

f. Menjawab benar-salah

11. Jenis kegiatan apa yang adik inginkan untuk aktivitas menulis (*writing*)?

Boleh pilih lebih dari satu.

- a. Menyalin
- b. Menyusun dan menyalin cerita
- c. Memberi label/nama benda
- d. Melengkapi kalimat
- e. Menyusun kalimat
- f. Angket dan survei



12. Aktivitas bahasa Inggris apa yang sering adik lakukan di dalam kelas? Boleh pilih lebih dari satu.

- a. Mendengarkan penjelasan
- b. Mencatat
- c. Latihan soal
- d. Permainan
- e. Diskusi
- f. Lain-lain: \_\_\_\_\_

13. Adik senang belajar di dalam atau di luar ruangan?

- a. Di dalam ruangan
- b. Di luar ruangan
- c. Di dalam dan luar ruangan

14. Apakah tujuan adik belajar bahasa Inggris agar mendapat nilai bagus?

- a. Ya
- b. Tidak
- c. Kadang-kadang

15. Apakah tujuan adik belajar bahasa Inggris agar dapat berbicara menggunakan bahasa Inggris?

- a. Ya
- b. Tidak
- c. Kadang-kadang

16. Apakah tujuan adik belajar bahasa Inggris agar dapat membaca buku/koran/majalah berbahasa Inggris?

- a. Ya
- b. Tidak
- c. Kadang-kadang

17. Adik suka buku bahasa Inggris yang tampilannya berwarna atau tidak?

- a. Ya
- b. Tidak
- c. Kadang-kadang

18. Menurut adik, perintah dalam buku bahasa Inggris sebaiknya menggunakan bahasa Inggris atau bahasa Indonesia?

- a. Bahasa Inggris
- b. Bahasa Indonesia
- c. Bahasa Inggris dan Indonesia



19. Adik suka tugas-tugas dalam buku bahasa Inggris dikerjakan secara individu, berpasangan atau berkelompok? Boleh pilih lebih dari satu.
- a. Individu  
b. Berpasangan  
c. Kelompok
20. Apakah buku paket bahasa Inggris dapat membantu adik dalam belajar bahasa Inggris?
- a. Ya  
b. Tidak  
c. Kadang-kadang
21. Apakah LKS dapat membantu adik dalam belajar bahasa Inggris?
- a. Ya  
b. Tidak  
c. Kadang-kadang
22. Kalau ada buku bahasa Inggris, isinya apa kira-kira? Boleh pilih lebih dari satu.
- a. Teks  
b. Dialog/monolog  
c. Gambar  
d. Lain-lain: \_\_\_\_\_
23. Apakah adik senang belajar bahasa Inggris sambil bermain?
- a. Ya  
b. Tidak  
c. Kadang-kadang
24. Apakah adik senang belajar bahasa Inggris sambil bernyanyi?
- a. Ya  
b. Tidak  
c. Kadang-kadang
25. Apakah adik senang belajar bahasa Inggris dengan cerita?
- a. Ya  
b. Tidak  
c. Kadang-kadang
26. Apakah adik senang belajar bahasa Inggris dengan benda-benda nyata (misalnya: alat tulis, buah, makanan, dll)?
- a. Ya  
b. Tidak  
c. Kadang-kadang
27. Apakah adik senang belajar bahasa Inggris dengan gambar?
- a. Ya  
b. Tidak  
c. Kadang-kadang



28. Apakah adik senang belajar bahasa Inggris dengan kartu-kartu bergambar (*flashcards*)?
- a. Ya
  - b. Tidak
  - c. Kadang-kadang

**C. URAIAN**

Menurut adik, buku bahasa Inggris yang bagus kira-kira isinya apa saja?

Jawab:

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**KUESIONER EVALUASI MATERI  
UNTUK GURU DAN DOSEN PENDIDIKAN BAHASA INGGRIS**

Kuesioner ini bertujuan untuk mendapatkan masukan tentang materi-materi yang disusun untuk meningkatkan kualitas materi pembelajaran Bahasa Inggris. Anda sebagai responden dari penelitian ini diharapkan untuk memberikan penilaian terhadap materi-materi yang disusun.

Identitas responden

Nama : \_\_\_\_\_

Jenis kelamin : \*Laki/ Perempuan

Pendidikan : \*D3/S1/S2/S3/lain-lain

Pengalaman mengajar : \_\_\_\_\_ tahun

\*lingkari pilihan Anda

Anda diharapkan untuk memilih salah satu pilihan dengan memberi **tanda cek** (√) sesuai bobot yang dikelompokkan sebagai berikut:

5 = sangat setuju

4 = setuju

3 = ragu-ragu

2 = tidak setuju

1 = sangat tidak setuju

No	Materi Penilaian	Bobot				
		5	4	3	2	1
1.	Materi yang disusun sesuai dengan Kompetensi Dasar.					
2.	Materi yang dikembangkan sudah sesuai dengan indikator yang ingin dicapai.					
3.	Judul tiap topik menarik bagi siswa.					
4.	Fungsi bahasa dan ungkapan-ungkapan yang ada berhubungan dengan kehidupan para siswa sehari-hari.					



5.	Struktur tata bahasa sesuai dengan tingkat kemampuan berbahasa siswa.					
6.	Kosakata yang ada berkaitan dengan topik.					
7.	Aktivitas-aktivitas siswa beragam dan menarik.					
8.	Perintah Guru mudah dipahami.					
9.	Teks input yang ada beragam dan menarik.					
10.	Materi pembelajaran yang tersedia sudah sesuai dengan kebutuhan siswa.					
11.	Materi pembelajaran yang tersedia sudah sesuai dengan karakteristik dan minat siswa.					
12.	Materi pembelajaran yang tersedia sudah sesuai dengan kemampuan siswa.					
13.	Aktivitas untuk siswa bervariasi.					
14.	Aktivitas untuk siswa sesuai dengan topik.					
15.	Aktivitas untuk siswa menarik dan menyenangkan.					
16.	Aktivitas untuk siswa mampu memotivasi untuk belajar.					
17.	Aktivitas dalam materi tersusun dari level yang mudah ke yang sulit.					
18.	Aktivitas untuk siswa sudah mencakup kegiatan secara individu, berpasangan dan kelompok.					
19.	Materi pembelajaran mampu membuat siswa berkomunikasi menggunakan Bahasa Inggris.					
20.	Materi pembelajaran mampu membuat siswa berinteraksi dengan siswa yang lain.					
21.	Materi pembelajaran tersusun dengan kegiatan yang membuat siswa menjadi aktif.					
22.	Materi pembelajaran sudah mencakup <i>integrated skills (listening, reading, speaking, writing)</i> .					
23.	Pemilihan lagu-lagu sesuai dengan topik.					
24.	Lagu-lagu mudah dikuasai guru.					
25.	Lagu-lagu beragam dan menarik.					
26.	Lagu-lagu mampu memotivasi siswa.					
27.	Pemilihan permainan ( <i>game</i> ) sesuai dengan topik.					

28.	Perintah pada permainan ( <i>game</i> ) mudah dipahami.					
29.	Permainan ( <i>game</i> ) mudah dijalankan.					
30.	Permainan ( <i>game</i> ) menarik dan menyenangkan.					
31.	Permainan ( <i>game</i> ) mampu memotivasi siswa.					
32.	Panduan Guru mudah digunakan.					
33.	Panduan Guru sesuai dengan kebutuhan guru.					
34.	Perintah-perintah pada Panduan Guru mudah dipahami dan dilakukan.					
35.	Media yang tersedia mudah digunakan.					
36.	Media yang tersedia menarik.					
37.	Media yang tersedia mampu memotivasi siswa.					

1. Apa pendapat Ibu/ Bapak tentang materi yang saya kembangkan?

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2. Apa saja kekurangan dalam materi yang saya kembangkan tersebut?

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3. Menurut Ibu/ Bapak, apa saja yang perlu ditambah atau dikurangi dalam materi yang saya kembangkan?

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4. Apa saran Ibu/ Bapak untuk meningkatkan materi yang saya kembangkan ini?

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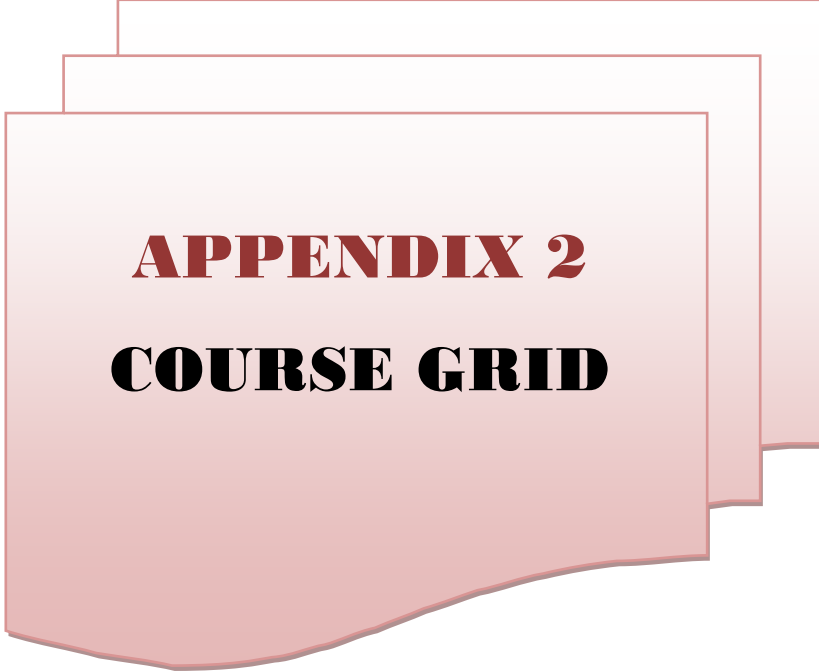


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*Thank you*



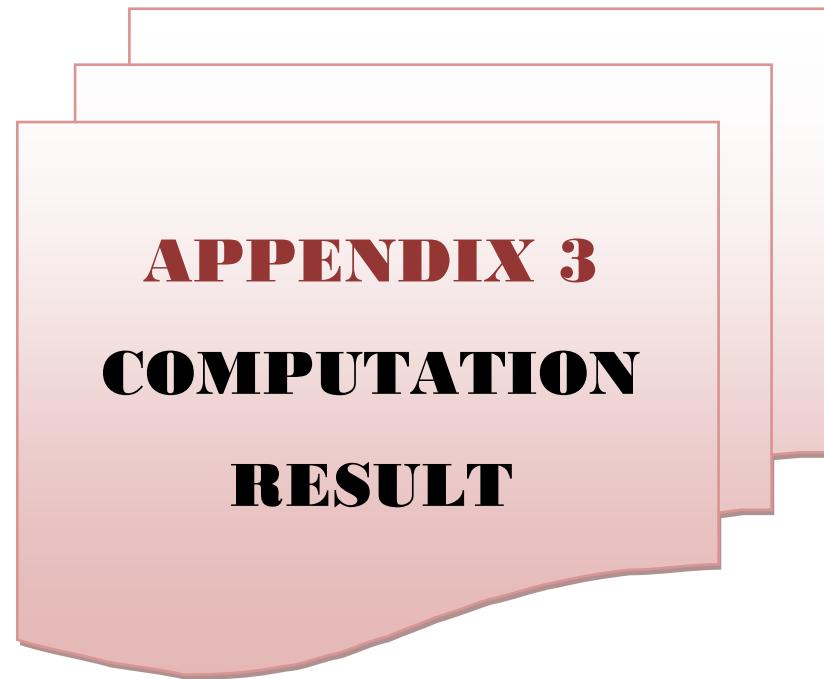
**APPENDIX 2**  
**COURSE GRID**



	<p>3. Membaca 3.1 Membaca nyaring dengan melafalkan alfabet dan ucapan yang tepat yang melibatkan kata, frasa, dan kalimat sangat sederhana.</p>	<p>3. Membaca Siswa mampu memahami makna pada teks fungsional sederhana.</p>	<p><b>Struktur tatabahasa</b> Wh Question + be + Pron? Pron + be + adv.</p>	<p>➤ <b>Production</b> - Menyapa teman-teman dengan berdasarkan kartu situasi.</p>	<p>➤ <b>Production</b> - Meminta siswa bekerja berkelompok - Memberikan kartu situasi untuk setiap kelompok. - Meminta siswa untuk saling menyapa berdasarkan kartu situasi. - Meminta siswa mempraktekkan di depan kelas. - Memberikan komentar seperti: <i>Well done, Very Good, Great, Good Job, etc.</i></p>		Kartu situasi	
	<p>4. Menulis 3.1 Mengeja ujaran bahasa Inggris sangat sederhana secara tepat dan berterima dengan tanda baca yang benar yang melibatkan kata, frasa, dan kalimat sangat sederhana.</p>	<p>4. Menulis Siswa mampu mengungkapkan makna pada teks fungsional sederhana.</p>	<p><b>Kosakata</b> Hello, Hi, good, morning, afternoon, evening, night, how, are, you, Fine, thanks, Welcome, bye, see</p>					
<p><b>UNIT 2</b> Introduction (Perkenalan)  <i>Hi. I am Bella.</i></p>	<p>1. Mendengarkan 1.1 Merespon dengan melakukan tindakan sesuai instruksi secara berterima dalam konteks kelas.</p>	<p>1. Mendengarkan - Siswa mampu mengenali ungkapan-ungkapan perkenalan. - Siswa mampu menanggapi ungkapan-ungkapan perkenalan .</p>	<p><b>Fungsi Bahasa</b> Memperkenalkan diri sendiri dan orang lain</p>	<p>➤ <b>Presentation</b> - Menanggapi perkenalan guru . - Mendengarkan contoh ungkapan-ungkapan yang diberikan guru.  - Menyanyi lagu “ABC” - Menyebutkan alfabet bersama-sama</p>	<p>➤ <b>Presentation</b> - Memperkenalkan diri di depan kelas menggunakan boneka tangan. - Pastikan siswa memperhatikan.  - Memberikan contoh ungkapan-ungkapan lain tentang perkenalan diri dan orang lain. - Meminta siswa untuk mengulangi ucapan guru. - Meminta siswa menyanyi “ABC” bersama. - Memberi contoh dahulu kemudian mengajak bernyanyi bersama. - Meminta siswa untuk mengulangi alfabet dalam lagu tersebut.</p>	<p>Dialog tentang perkenalan</p> <p>Lagu “ABC” Dialog tentang perkenalan</p>	Boneka tangan	2 x35 menit (1 pertemuan)
	<p>2. Berbicara 2.1 Bercakap-cakap untuk menyertai</p>	<p>2. Berbicara Siswa mampu memperkenalkan</p>	<p><b>Contoh Ungkapan Perkenalan</b> • Hi. I am ....</p>	<p>➤ <b>Practice</b> - Mempraktekkan percakapan</p>	<p>➤ <b>Practice</b> - Meminta untuk mempraktekkan percakapan dengan berpasangan.</p>	<p>Dialog tentang perkenalan</p>		

	tindakan secara berterima yang melibatkan tindakan: mengenalkan diri, memberi salam/sapaan, memberi salam perpisahan, dan memberi aba-aba	an diri sendiri maupun orang lain.	<ul style="list-style-type: none"> <li>• He/she is ...</li> <li>• Hello, my name is ...</li> <li>• What's your name?</li> <li>• Nice to meet you.</li> <li>• How do you spell your name?</li> <li>• Can you spell your name?</li> <li>• Toni. T-O-N-I</li> <li>• Nice to meet you too.</li> </ul>	secara berpasangan. - Bermain "Survey" game  - Mempraktekkan percakapan secara berkelompok.	<ul style="list-style-type: none"> <li>- Meminta siswa untuk bermain "Survey" game.</li> <li>- Menjelaskan pada siswa cara bermain dan peraturannya dengan jelas.</li> <li>- Memberikan contoh cara bermainnya kemudian mereka baru mulai bermain.</li> <li>- Meminta siswa membentuk lingkaran dan berkenalan dengan teman-temannya.</li> </ul>	"Survey" Game	Lembar survei	
	3. Membaca 3.1 Membaca nyaring dengan melafalkan alfabet dan ucapan yang tepat yang melibatkan kata, frasa, dan kalimat sangat sederhana.	3. Membaca Siswa mampu memahami makna pada teks fungsional sederhana.	<b>Struktur tatabahasa</b> <i>NP + be + N</i> <i>N + be + N</i>	<b>Production</b> - Mempraktekkan percakapan di depan kelas	<b>Production</b> - Meminta siswa untuk membuat <i>paper hat</i> dengan karakter favorit mereka. - Memberi contoh dahulu sebelum menyuruh mereka mempraktekkannya. - Meminta mereka memperkenalkan diri sebagai karakter yang mereka pilih di depan kelas. - Memberikan komentar seperti <i>Well done, Very Good, Great, Good Job, etc.</i>		<i>Paper hat</i>	
	4. Menulis 4.1 Membaca nyaring dengan melafalkan alfabet dan ucapan yang tepat yang melibatkan kata, frasa, dan kalimat sangat sederhana.	4. Menulis Siswa mampu mengungkapkan makna pada teks fungsional sederhana.	<b>Kosakata</b> Hi, Hello, my, name, is, I, am, what, your, can, you, spell, how, do, nice					
<b>UNIT 3</b> <b>Things in the Classroom</b> (Benda-benda di dalam kelas)  <i>It is a book.</i>	1. Mendengarkan 1.1 Merespon dengan melakukan tindakan sesuai instruksi secara berterima dalam konteks kelas	1. Mendengarkan - Siswa mampu mengenali benda-benda di dalam kelas - Siswa mampu mengenali instruksi sederhana.	<b>Fungsi Bahasa</b> - Menyebutkan benda-benda di dalam kelas. - Memberikan perintah sederhana - Menanggapi perintah sederhana	<b>Presentation</b> - Menyanyi lagu "Book, pen, desk, chair" - Mengulangi benda-benda di dalam kelas yang terdapat dalam lagu - Memperhatikan	<b>Presentation</b> - Mengajak siswa menyanyi "Book, pen, desk, chair" bersama. - Memberi contoh dahulu kemudian mengajak bernyanyi bersama. - Meminta siswa untuk menyebutkan benda-benda yang terdapat dalam lagu. - Menyebutkan dan menanyakan benda-benda di dalam kelas menggunakan	Lagu "Book, pen, desk, chair"	<i>Realia</i> (benda-benda nyata) - Gambar-gambar (sebagai tambahan)	2x35 menit (1 pertemuan)

				penjelasan guru.	ungkapan-ungkapan yang dipelajari sebelumnya sambil menunjukkan benda-benda nyata atau gambarnya.			
	2. Berbicara 2.1 Bercakap-cakap untuk meminta/memberi jasa/barang secara berterima yang melibatkan tindak tutur: meminta bantuan, meminta barang, dan memberi barang.	2. Berbicara - Siswa mampu menamai benda-benda di dalam kelas. - Siswa mampu memberikan instruksi sederhana.	<b>Contoh Ungkapan</b> <i>What is it?</i> <i>This is a pencil.</i> <i>What is that?</i> <i>That is a desk.</i> <i>What are these?</i> <i>These are pens.</i> <i>What are those?</i> <i>Those are books.</i> <i>They are books</i>	➤ <b>Practice</b> - Bermain “Simon Says”  - Mencocokkan gambar-gambar sesuai dengan namanya. - Melengkapi kalimat rumpang.	➤ <b>Practice</b> - Mengajak siswa bermain “Simon Says”. - Menjelaskan pada siswa cara bermain dan peraturannya dengan jelas. - Memberikan contoh cara bermainnya kemudian mereka baru mulai bermain.. - Meminta siswa untuk mencocokkan gambar-gambar sesuai dengan namanya. - Meminta siswa untuk melengkapi kalimat rumpang.	Permainan “Simon Says”	<i>Realia</i>  Lembar kerja	
	3. Membaca 3.1 Membaca nyaring dengan melafalkan alfabet dan ucapan yang tepat yang melibatkan kata, frasa, dan kalimat sangat sederhana	3. Membaca Siswa mampu memahami makna pada teks fungsional sederhana.	<b>Struktur Tatabahasa</b> <i>Wh Question + to be + Pron?</i> <i>It + to be + N/NP</i> <i>This/That + to be + N</i> <i>These/those + to be + N</i>	➤ <b>Production</b> - Bermain peran sebagai robot dan pelatihnya dengan saling memberikan perintah sederhana.	➤ <b>Production</b> - Meminta siswa untuk bermain peran sebagai robot dan pelatihnya - Pelatih memberi perintah pada pelatihnya dengan menggunakan benda-benda di dalam kelas sebagai alat bantu. - Jika robot salah dalam mengerjakan perintah, pelatih bertukar peran menjadi robot.		<i>Realia</i> (benda-benda nyata)	
	4. Menulis 4.1 Mengeja ujaran bahasa Inggris sangat sederhana secara tepat dan berterima dengan tanda baca yang benar yang melibatkan kata, frasa, dan kalimat sangat sederhana	4. Menulis Siswa mampu mengungkapkan makna pada teks fungsional sederhana.	<b>Kosakata</b> Pen, book, pencil, rubber, ruler, sharpener, bag, chair, desk, pencil case, broom, eraser, map, calendar, board, clock, take, put, hold, and touch.					



**APPENDIX 3**  
**COMPUTATION**  
**RESULT**



**COMPUTATION DATA**

No	Material Aspect																														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
1	5	5	4	4	4	5	5	4	5	5	4	4	5	5	4	5	3	4	4	4	5	4	5	4	4	4	5	4	3	4	4
2	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	4	5	5	5	5	5	5
3	4	5	5	4	3	5	5	4	5	4	4	3	4	4	4	4	4	4	4	4	4	4	5	5	5	5	5	5	4	4	4
4	5	4	5	4	4	5	4	4	4	4	4	4	4	5	5	5	5	5	4	4	4	5	5	5	4	4	4	4	4	4	4
5	5	5	4	5	5	5	5	4	4	5	5	5	5	4	5	5	5	4	4	5	5	5	5	4	5	5	5	5	4	5	5
6	5	4	5	5	4	5	5	4	4	5	5	5	5	5	5	5	4	5	4	5	5	5	5	5	5	5	4	5	5	5	5
7	4	3	4	4	3	4	4	3	4	4	4	3	4	4	4	4	3	4	4	4	4	4	4	3	4	4	4	4	3	4	4
8	4	5	5	4	4	4	5	5	4	5	5	4	4	5	4	4	5	5	3	4	4	4	5	4	4	4	4	5	4	4	4
9	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	4	4	4	4	4	4	4
10	5	5	5	4	4	5	5	5	4	5	4	5	5	5	5	4	4	5	4	4	4	4	5	5	4	4	5	5	4	4	4
11	4	4	4	5	5	5	5	5	4	4	4	4	5	5	5	4	4	3	4	4	4	3	4	4	4	4	4	5	3	4	4
12	5	4	4	4	4	4	4	4	4	4	3	4	4	4	4	5	4	5	4	4	4	4	4	4	5	4	4	3	4	5	4
13	5	4	4	4	5	5	4	4	4	4	5	4	4	4	4	5	4	5	4	4	4	4	5	5	4	5	5	4	4	4	4
	1736																														
	133.54																														

No	Manual Aspect		
	1	2	3
1	4	5	4
2	4	4	5
3	5	5	5
4	5	4	5
5	5	5	4
6	4	4	4
7	5	5	5
8	5	4	5
9	5	4	5
10	5	5	5
11	4	5	4
12	5	4	4
13	4	4	4
	177		
	13.6		

No	Media Aspect		
	1	2	3
1	5	5	5
2	5	5	5
3	4	5	4
4	5	4	4
5	5	5	5
6	5	4	5
7	5	4	4
8	5	4	4
9	5	4	5
10	5	4	4
11	5	5	4
12	4	5	4
13	4	5	5
	179		
	13.8		



**APPENDIX 4**

**FIELD NOTES**

## Observation Vignette

Date : 29<sup>th</sup> January, 2011

Time : 07.00 - 08.10

The researcher came to the class at 07.00 am. In the class, he observed how the teacher conducting English teaching and learning activities is. The teacher came to the class together with the researcher. She greeted students by saying, "Good morning my students". Students answered by saying, "Good morning, Miss". After that she asked one of students to say a prayer. Then she introduced the researcher to the students.

The class was so noisy that day. One of students asked the teacher, "*PR nya kemarin dikumpul ga miss?*" The teacher answered, "*O iya...ayo anak-anak PR nya dikumpulin*". Then students came forward to submit their homework. Then the teacher began the lesson by asking students to open their *LKS (Lembar Kerja Siswa)*. She said, "*Ayo, LKS-nya dibuka... kemarin sampai halaman berapa?*" Some of students answered, "*Empat puluh miss.*" "Good", "*Bahasa Inggrisnya empat puluh apa hayo?*", said the teacher. Students answered, "Forty Miss." She said, "*Tentang apa coba?*". Some students answered, "Number Miss" and she said "*Betul.*" "*Hari ini kita akan mempelajari tentang angka, ayo sekarang kita bersama-sama menyebutkan satu sampai sepuluh dulu*", said her. "*Ayo. Satu..dua..tiga!*", said her. "One... two...three...four... ten", said the teacher and students. Then the teacher asked students to write number from 1 until 20 in their book. She said, "*Semuanya sudah bisa. Sekarang coba tulis di buku kalian angka 1 sampai 20.*" After that, she wrote on the board the number operation such as add, minus, times and divided by. Students also wrote it in their book. Then, the teacher explained it and gave the examples.

Next, the teacher asked students to do the task in the *LKS*. "*Sekarang kerjakan halaman 41 ya. Isi titik-titik di samping gambar-gambar itu.*", said her. "Yes, miss", said students. Most of them did the task well. Before the time is up the teacher gave students homework. After that she closed the lesson by saying, "*Pelajaran hari ini telah selesai...jangan lupa PR nya dikerjakan*". "Iya miss", said students. Then she said, "Good bye. See you next week". "Good bye miss", said students.

## Field Note 1

### Implementation of UNIT 1

Place : SDN Ambarwinangun

Date : 21<sup>st</sup> July, 2011

Time : 07.50 - 09.00 (1<sup>st</sup> meeting)

09.20 – 11.30 (2<sup>nd</sup> meeting)

#### 1<sup>st</sup> meeting

After the bell rang, the students made lines in front of their class. The leader of the class directed them to enter the class orderly. Then, the English teacher and researcher entered the class. She said, "Good morning class." "Good morning, Miss Lecha.", said the students. The leader led to greet the teacher and have a prayer together. "*Siap memberi salam, Assalamualaikum Wr. Wb. Siap berdoa....*". The teacher and researcher answered the greeting. Next, the teacher introduced the researcher to the students and told them that the researcher will observe the English class for three days. Then, the researcher sat down in a chair on the back of the class and began observing the class activities.

The teacher began the class by inviting the students to sing "Good Morning" song together. She said, "*Sebelum memulai pelajaran, kita menyanyi lagu Good Morning dulu ya. Ada yang sudah tahu lagunya seperti apa?*" "Belum Miss.", said them. She said, "*Lagunya ini nadanya seperti lagu Happy Birthday. Semua pasti sudah tahu lagu ini kan?*" Students answered, "Ya Miss." The teacher then sang this song first and the students listened to her. After that, she asked them to sing together and they sang it well.

The teacher took the hand puppet and used it. She used it to greet students. "Hello everybody", said her. "Hello", answered them. "How are you?" asked her. They answered, "I'm fine." The students enjoyed answered it. Then, the teacher said, "*Hari ini kita akan mempelajari salam pertemuan dan perpisahan. Tadi kalian sudah melakukannya. Coba, ibu akan menyapa kalian lagi satu per satu, harus bisa menjawab ya.*" She came to Reynold and greeted him, "Hello Reynold. How are you today?" "Hello, I'm fine", answered him. She continued to greet some other students. Next, she explained the use of the greeting by showing the pictures. "*Nah, ini gambar apa?*" asked her. Students answered together, "*Matahari terbit bu guru.*" She said, "Betul." "*Kalau seperti ini, berarti menyapanya menggunakan apa?*" "Good morning bu.", said them together. "Pinter.", commended her. The teacher continued showing pictures about times of the day.

Next, the teacher invited students to sing again. The next song was "How are you". It was a new song for her and them. Therefore, the teacher should introduce the song first to the students. She asked, "*Mau menyanyi lagi tidak?*" They answered, "Iya bu...". She continued, "*Baiklah. Kita akan menyanyi lagi sekarang. Karena ini lagu baru untuk kalian, dicatat dulu ya.*" She wrote the lyric of the song on the board. After the students finished writing the lyric, the teacher sang the song first. Then, she asked the students to sing together follow her. Finally, the students could sing the song. The teacher asked, "*Kalian suka lagunya tidak?*" and students answered, "Suka bu." "Coba ibu tanya, lagu yang kalian nyanyikan itu tentang apa?", asked her. One of students answered, "How are you bu". She said, "Iya betul, itu kan judulnya.." "Ada yang tahu? Ini berhubungan dengan materi yang kita pelajari hari ini lho." Ika answered, "Salam pertemuan bu." "Pinter sekali", commended her. Then, the teacher asked the students to mention expressions inside the song. They did it well.

The teacher continued the English class by dividing the class into two groups. She asked them to stand up in the middle of class and make two lines. "*Sekarang, mari berlatih lagi mengucapkan salam pertemuan dan perpisahan. Caranya adalah kalian harus memberi salam pasangan kalian masing-masing. Setelah itu yang sudah menyapa lari ke barisan belakang kelompok lain. Coba per satu pasangan ya. Pertama pasangan Annisa dan Nur dulu coba.*" "Good morning Annisa" "Good morning Nur" "How are you today?" "I'm fine. Thank you. And you?" "I'm fine too" "*Bagus. Ayo pasangan selanjutnya. Lia dan Tari*". The teacher continued to monitor all students in practicing the expressions. She said, "*Kalian sudah berlatih semua. Sudah bisa mengucapkan salam pertemuan dan perpisahan kan?*" Some students answered, "*Sudah bu*". Suddenly, the bell rang. It showed that the break came. The teacher let students to have the break first.

## 2<sup>nd</sup> meeting

After the break, the students were fresh again. They were ready to continue their study. The teacher continued with the next activity. "*Di sini ada yang sudah pernah lihat wayang?*", asked the teacher. The students answered, "*Saya, Miss.*" "*Ada yang tahu caranya membuat wayang gak?*", asked her. They shook their head. She continued, "*Nah, sekarang kita akan mencoba membuat wayang, tetapi yang bahannya dari kertas. Kemarin Miss Leha sudah menyuruh kalian untuk membawa bahan-bahannya kan? Sekarang semua bahannya dikeluarkan ya...*" Firstly, the teacher gave the example on how to make it and then asked them to make it together. After some minutes, she asked to the students, "*Wayangnya udah jadi belum?*" The students answered, "*Sudah, Miss*". "*Good. Sekarang mari kita mainkan wayangnya ya*". Then, the teacher showed how to play the puppets. She held two puppets. The first puppet greeted the other one and vice versa. The students seemed want to try this soon. "*Bisa mainnya kan?*", asked her. They answered, "*Bisa, Miss....*" "*Ayo sekarang semuanya mainkan wayangnya*", continued her. Everyone played their puppets happily. The researcher helped the teacher to monitor the class. The students did it well.

She continued to the next activity, "*Nah, sekarang ibu punya aktifitas yang menarik untuk kalian. Ibu punya kartu-kartu. Namanya kartu situasi. Pada kartunya terdapat situasi-situasi yang harus kita perankan. Sekarang, silahkan buat kelompok terdiri dari dua atau tiga orang. Setiap kelompok akan mendapat satu kartu. Sehingga kalian harus bersama-sama untuk saling menyapa berdasarkan kartu situasi yang kalian dapat. Ada pertanyaan?*" "*Tidak bu.*", said them. Then, the students did it well. After that, she asked some groups to practice it in front of the class. She asked, "*Ayo, siapa yang berani maju duluan?*" "*Kami bu*", answered Ika and Lina. "*Bagus, sekarang coba praktek saling menyapa dan mengucapkan salam perpisahan di depan kelas.*" Ika's group was performing in front of the class. The teacher commended their performance. Then, some other groups also performed in front of the class. After finishing their performance, the teacher closed the class by reviewing the today's lesson and singing "Good Bye" song. They did not have a prayer, because there still would be some lessons after that.

## Field Note 2

### Implementation of UNIT 2

Place : SDN Ambarwinangun

Date : 22<sup>nd</sup> July, 2011

Time : 07.50 - 09.00 (1<sup>st</sup> meeting)

09.20 – 11.30 (2<sup>nd</sup> meeting)

#### 1<sup>st</sup> meeting

Like a day before, the students made lines in front of their class when the bell rang. The leader of the class directed them to enter the class orderly. Then, the English teacher and researcher entered the class. She said, "Good morning class." "Good morning, Miss.", said the students. She continued, "How are you?" They answered, "I'm fine. Thank you. And you?" "I'm very well. Thank you.", answered her. The leader led to greet the teacher and have a prayer together. "*Siap memberi salam, Assalamualaikum Wr. Wb. Siap berdoa....*". The teacher and researcher answered the greeting. Next, the researcher went to the back of the class.

The teacher began the class by invite the students to sing "Good Morning" song together. She said, "*Sebelum memulai pelajaran, kita menyanyi lagu Good Morning dulu ya. Nanti ibu nyanyi dulu, terus kalian menjawab. Pas kalian nyanyi, kata-kata everybody diganti jadi Miss Lecha ya.*" "Iya Miss.", answered them. The teacher then sang this song first and the students sang after her.

After that, she took a hand puppet and used it. She said, "*Coba perhatikan. Ibu punya teman baru. Namanya George Monkey.*" Then, she pretended being George Monkey. She said to the students, "Hi." The students answered, "Hi." She continued, "My name's George Monkey. Nice to meet you." She added, "*Ayo kalian jawab lagi, 'Nice to meet you too'. Ulangi lagi ya.*" "My name's George Monkey. Nice to meet you." All students answered, "Nice to meet you too." She commented, "*Pinter. Sekarang, kalau ingin bertanya namanya siapa menggunakan 'What is your name?'. Terus kalian jawab, 'My name's...' siapa gitu, misal 'My name's Miss Lecha'.*" She repeated to introduce George Monkey to some students. She came to Rio. "Hi." Rio answered, "Hi." "My name's George Monkey. What is your name?" Rio answered, "My name is Rio." "*Pinter.*" She did it to some other students, until they understood. After that, she gave other expressions. "*Selain menggunakan 'My name is..', kita juga bisa menggunakan 'I am ...' untuk memperkenalkan diri, contohnya 'I'm Annisa'. Terus, kalau ingin memperkenalkan orang lain, kita menggunakan 'This is ...'. Paham?*", added her. The students answered, "*Ya miss.*" She asked some students to introduce their friends, "*Coba sekarang Ika memperkenalkan Lina ke Ibu. Sapa dulu baru memperkenalkan.*" "Hi. This is Lina." "Hi." "I'm Ika. Nice to meet you." "Nice to meet you too." "*Nah, seperti itu contohnya.*" Then, Ika introduced Lina to Miss Lecha. Finally, the teacher asked some couples to have a practice.

Next, the teacher said, "*Hari ini Miss punya lagu baru lagi. Ada yang mau nyanyi lagi?*" They answered, "*Mau, Miss....*" "*Lagunya tentang ABC. Ada yang sudah tahu lagunya?*" "*Yang A-B-C-D-E-F-G.... ya bu?*", one student sang it in the Indonesian alphabet version. "*Ya seperti itu, tapi dengan bahasa Inggris dan agak berbeda sedikit nadanya. Ibu beri contoh dulu ya, kalian mendengarkan.*" The teacher sang the song she has written on the board. She sang this song by herself first. After she sang, she asked her students to repeat after her. "*Bisa belum?*" "*Beluum.*" "*Oke. Sekarang pelan-pelan dulu, kalau sudah hapal alfabetnya baru bisa. Kita sebutkan alfabetnya dulu ya.*" She mentioned the alphabets and the students repeated after her. "*Ayo sekarang kita nyanyikan.*" The teacher and students sang the song together. "*Nah*

*itu pintar. Nanti, kalau kalian memperkenalkan diri, kan sering disuruh mengeja nama. Jadi harus bisa mengeja menggunakan bahasa Inggris. Kalau mau minta orang lain mengeja nama, begini caranya. 'How do you spell your name?' Ikuti ibu. 'How do you spell your name?' She asked students to repeat again and again. "Coba, sekarang ibu tes. "Arum, how do you spell your name?", asked her. Arum spelled her name, "A-R-U-M." "Good.", said her. Then, the bell rang. They had a break first. "Sekarang istirahat dulu ya. Dilanjutkan nanti lagi."*

2<sup>nd</sup> meeting

"Ayo masuk-masuk.", the teacher asked students to enter the class because the break was end. She asked, "*Kalian kalau istirahat ngapain aja?*" All students answered, "*Main bu...jajan....*" "OK. *Kalau begitu, sekarang main lagi mau tidak?*", continued her. All of them answered, "*Mauu bu.*" "*Sekarang kita akan bermain Survey Game. Namanya saja survei, pasti tujuannya mencari informasi kan...Sebelumnya kalian akan dibagi menjadi lima kelompok. Setiap kelompok terdiri dari 4 anak. Cara bermainnya adalah kalian harus menanyakan beberapa hal pada teman sekelompok kalian, yaitu 'What is your complete name?', 'What is your nick name?', and 'How do you spell your name?'. Setelah mendapatkan jawaban, kalian menuliskannya pada kertas yang akan ibu bagi nanti. Kalian harus bertanya menggunakan bahasa Inggris. Paham?*" She wrote the questions on the board and then distributed the survey notes to all students. After that, the students played the game and the teacher monitored the class. She said, "*Contoh pelaporannya seperti ini.*" Next, she gave the example on how to report it and later some groups reported the result in front of the class.

The teacher continued the activity by asking the students to practice introducing. She asked them to make two circles-big and small circles. The students stood up facing each other. She said, "*Sekarang, perkenalkan diri kalian masing-masing pada teman yang berdiri di hadapan kalian. Are you ready?*" The students answered loudly, "Yes, Miss." Then, they introduced themselves. Some minutes later, she said, "*Sudah berkenalan semua?*" They answered, "Yes, Miss. *Good, semuanya sekarang geser satu langkah ke kanan.*", continued her. They moved to the right. "*Sekarang silahkan berkenalan lagi dengan teman yang ada di depan kalian ya.*", added her. They kept moving again and again until they all had known each other.

After finished them all, the teacher continued the class. She asked, "*Hari ini kita membuat prakarya lagi yuk? Kemarin Miss Lecha sudah menyuruh kalian bawa bahan-bahannya kan.*" Most of the students asked curiously, "*Bikin apa, Miss? 'Membuat topi kertas. Ada yang pernah membuat?'*", added her. They answered, "*Belum Miss.*" "Ok. *Mari kita buat bersama.*", added her. She gave an example on how to make paperhat, and then asked the students to make it together. After that, the teacher wore the paperhat she made, pretended to be the character of her paperhat, and then introduced herself. She said, "*Hi, my friends. I'm Dolly Dolphin. Nice to meet you.*" The students paid attention to the teacher. She added, "*Sekarang, kalian juga harus mengenakan topi kertas kalian, kemudian perkenalkan diri kalian pada teman-teman kalian. Paham?*" "Yes, Miss." The teacher asked them to make circles again to introduce themselves." They did it well and cheerfully.

Finally, all students finished it. The teacher closed the class by reviewing the today's lesson and singing "Good Bye" song. They did not have a prayer, because there still would be some lessons after that.



### Field Note 3

#### Implementation of UNIT 3

Place : SDN Ambarwinangun

Date : 23<sup>th</sup> July, 2011

Time : 07.50 - 09.00 (1<sup>st</sup> meeting)

09.20 – 11.30 (2<sup>nd</sup> meeting)

#### 1<sup>st</sup> meeting

The class was opened by singing “Good Morning” song. The students were already familiar with the song. They enjoyed singing this song. The teacher felt happy because of this atmosphere. She began the class by asking to the students, “*Kalian membawa alat-alat tulis kan?*” They answered, “*Bawa bu.*” “*Sekarang keluarkan buku dan bolpoint kalian, kemudian letakkan di atas meja.*” All students put their books and pens on the table. The teacher asked them while holding a book, “What is this?” The students answered, “Book...” She repeated, “What is this?” The students answered, “Book” She continued, “What is this?” The students said, “Pen.” Then, the teacher took her chair and put it in front of the class. She said, “This is chair. *Ikuti ibu, ‘chair.’ Bagus. Sekarang.*” She hold a desk and said, ““This is desk’. ‘Desk.’ *Pinter.*” The students repeated after her for several times. She said, “*Ikuti ibu lagi ya, gerakannya juga. ‘Book...Pen...Desk...Chair...’*” She also held the things when she mentioned them all. She did it slowly and several times to make the students more understand. “*Nah, sekarang kita sambil bernyanyi ya. Ibu beri contoh dulu, nanti kalian ikuti.*” She wrote the lyric of the song on the board and then sang the song followed by the students. “*Sudah bisa lagunya belum?*”, asked her. “*Bisa buu.*”, answered them. “*Ya udah, ayo nyanyikan bersama. One...two...three...*” They sang the song together cheerfully. After they sang several times, the teacher asked, “*Coba sebutkan berapa benda yang ada dalam lagu?*” They answered, “*Empaat...*” “*Apa saja?*” continued her. “*Book...pen...desk...chair.*” mentioned them. “*Bagus. Hari ini kita akan mempelajari benda-benda di kelas. Coba sebutkan benda-benda yang ada di kelas?*” “*Penggaris....pensil...penghapus...papan tulis...jam...lemari...tas...asahan...*” shouted the students from their place. She said, “*Semuanya betul...Nah, ibu punya gambar-gambar, setelah ibu mengucapkan nama-namanya kalian ikuti ibu ya.*” “*Baik bu...*”, answered the students. Then, she mentioned all pictures of things in the classroom she has and the students repeated after her. They enjoyed doing this.

Next activity is playing “Simon says” game. The teacher asked the students to prepare playing the game. “*Sekarang kita akan bermain. Silahkan keluarkan alat-alat tulis yang kalian punya. Cara bermain kita adalah jika ibu menyuruh kalian melakukan sesuatu yang di depannya menggunakan kata “Simon says”, kalian harus melakukannya. Sebaliknya, jika ibu menyuruh kalian sesuatu tanpa menggunakan kata “Simon says”, kalian jangan melakukannya. Pahami?*” explained her. “*Masih bingung bu*”, answered them honestly. “*Ya sudah. Ibu beri contoh ya*”, continued her. Then, she gave examples of the game until the students have already understood. She asked them again, “*Sekarang sudah mengerti?*” “*Sudaah bu...*” replied them. They played Simon says game cheerfully and the class was so noise. Then, the bell rang. They had a break time first. “*Sekarang istirahat dulu ya.*” The students went out from the class.

#### 2<sup>nd</sup> meeting

“*Ayo masuk*”, the teacher asked students to enter the class because the break time was end. They entered the class and sat down properly. The next activity is doing exercises, so the teacher distributed the worksheets. “*Anak-anak, sekarang ibu punya tugas untuk kalian kerjakan. Yang pertama, kalian harus memasang gambar benda-*

*benda di kelas dengan namanya. Yang kedua, kalian harus melengkapi paragraf yang dibantu dengan gambar-gambar di dalamnya.*” The teacher explained more the instruction of the worksheets. After they already understood, they did the worksheets. “Finished?” asked her. “*Beluum miss*”, replied them. “OK. *10 menit lagi ya.*”, continued her. The students finished the worksheets well and then submitted it to the teacher.

The teacher continued, “*Bagaimana latihan soalnya? Mudah kan?*” Some students answered, “*Lumayan bu... Ada yang bingung tadi.*” “*Tapi bisa semua kan?*”, said her. “*Ya bisa semua sich bu.*”, continued them. The teacher continued the class,

The teacher explained, “*Sekarang, kita akan bermain peran. Dalam satu bangku, salah satu harus berperan menjadi sang robot dan lainnya menjadi pelatihnya. Pelatih harus memberikan perintah pada sang robot. Perintah berhubungan dengan benda-benda yang ada di dalam kelas. Sebelum Miss memberi contoh, ada pertanyaan?*” The students answered, “No, Miss.” Then, the teacher gave the example by choosing one of students to be a robot. “*Sekarang sudah mengerti kan ya?*”, asked her. “Yes, Miss.”, answered them. Finally, they acted as robots and its instructors. They did it happily until they did not realize that the class was over. The teacher said good bye to the students.

## Field Note 4

### Implementation of UNIT 1

Place : SDN Sidomulyo

Date : 25<sup>th</sup> July, 2011

Time : 07.30 - 08.40 (1<sup>st</sup> meeting)

09.00 – 10.10 (2<sup>nd</sup> meeting)

#### 1<sup>st</sup> meeting

After the bell rang, the students made lines in front of their class. The leader of the class directed them to enter the class orderly. Then, the English teacher and researcher entered the class. She said, "Good morning class." "Good morning, Miss.", said the students. The leader led to greet the teacher and have a prayer together. "*Siap memberi Salam, Assalamualaikum Wr. Wb. Siap berdoa....*" The teacher and researcher answered the greeting. Next, the teacher introduced the researcher to the students and told them that the researcher will observe the English class for three days. Then, the researcher sat down in a chair on the back of the class and began observing the class activities.

The teacher began the class by invite the students to sing "Good Morning" song together. She said, "*Sebelum memulai pelajaran, kita menyanyi lagu Good Morning dulu ya. Ada yang sudah tahu lagunya seperti apa?*" "Belum Miss.", said them. She said, "*Lagunya itu nadanya seperti lagu Happy Birthday. Semua pasti sudah tahu lagu ini kan?*" Students answered, "Ya Miss." To ease herself, she has already written the song lyrics in the big papers and then she just put the paper in front of the board. The teacher then sang this song first and the students listened to her. After that, she asked them to sing together.

The teacher took the hand puppet and used it. She used it to greet students. "Hello everybody", said her. "Hello", answered them. "How are you?" asked her. They answered, "I'm fine." The students enjoyed answered it. Then, the teacher said, "*Hari ini kita akan mempelajari salam pertemuan dan perpisahan. Tadi kalian sudah melakukannya. Coba, ibu akan menyapa lagi kalian satu persatu, harus bisa menjawab ya.*" She came to Bagus and greeted him, "Hello mas Bagus. How are you today?" "Hello... I'm fine...", answered him slowly. She continued to greet some other students. Next, she explained the use of the greeting by showing the pictures. "*Nah, ini gambar apa?*", asked her. Students answered together, "*Matahari terbit bu guru.*" She said, "*Betul.*" Kalau seperti ini, berarti menyapanya menggunakan apa?" "Good morning bu.", said them together. "Pinter.", commended her. The teacher continued showing pictures about situation in the noon and night.

Next, the teacher invited students to sing again. The next song was "How are you". It was a new song for her and them. Therefore, the teacher should introduce the song first to the students. She said, "*Mau menyanyi lagi tidak?*" They answered, "*Iya bu...*". She continued, "*Baiklah. Kita akan menyanyi lagi sekarang. Karena ini lagu baru untuk kalian, kita latihan dulu pelan-pelan.*" She put the paper consisted of song in front of the board and sang the song first. Then, she asked the students to sing together. Finally, the students could sing the song. The teacher asked, "*Kalian suka lagunya tidak?*" and students answered, "*Suka bu.*" "*Coba ibu tanya, lagu yang kalian nyanyikan itu tentang apa?*" asked her. One of students answered, "How are you bu". She said, "*Iya betul, itu kan judulnya.*" "*Ada yang tahu? Ini berhubungan dengan materi yang kita pelajari hari ini lho.*" Some students answered, "*Salam pertemuan bu.*" "Pinter sekali", commended her. Then, the teacher asked the students to mention expressions inside the song. They did it well.

The teacher continued the English class by dividing the class into two groups. She asked them to make two lines and stand up in the middle of the classroom. *“Sekarang, mari berlatih lagi mengucapkan salam pertemuan dan perpisahan. Caranya adalah di sini ada dua barisan yang saling berhadapan. Nah, kalian harus mengucapkan salam pada anak di depan kalian. Yang sudah nanti lari ke baris belakang kelompok lainnya. Coba satu per satu ya. Pertama pasangan mas Bagus dan mbak Nurul dulu coba.”* Bagus said, “Good morning, Nurul.” Nurul answered, “Good morning, Bagus.” “How are you today?”, asked Bagus. “I’m fine. Thank you. And you?”, continued Nurul. Bagus answered, “I’m fine too” She complimented them, *“Pinter”*. She continued, *Ayo pasangan selanjutnya. Mas Irfan dan mas Ariefan”*. The teacher continued to monitor all students in practicing the expressions. She said, *“Kalian sudah berlatih semua. Sudah bisa mengucapkan salam pertemuan dan perpisahan kan?”* Some students answered, *“Sudah Miss”*. Suddenly, the bell rang. It showed that the break came. The teacher let students to have the break first. She said, *“Sekarang waktunya istirahat dulu ya, nanti kita lanjutkan kembali.”* They answered, *“Baik Miss.”*

## 2<sup>nd</sup> meeting

After the break, the students were fresh again. They were ready to continue their study. The teacher continued with the next activity. She said, *“Sekarang, mari berlatih saling menyapa lagi, tetapi menggunakan wayang kertas. Kalian sudah membawa bahan-bahan untuk membuat wayangnya kan?”* The students answered, *“Iya, Miss.”* She continued, *“Miss kasih contoh dulu ya, setelah itu giliran kalian yang membuatnya.”* The teacher gave the example on how to make wayang. After she had finished, she let the students to make it. Some minutes later, she asked to the students, *“Have you finished?”* The students kept silent. She was smiling because she known that they were confused with what she said. She continued, *“Apakah kalian sudah selesai? “Sudah, Miss.”* “Good, *sekarang ayo kita mainkan wayangnya. Kita gunakan wayangnya untuk saling menyapa ya. Miss beri contoh dulu ya, setelah itu kalian mainkan sendiri-sendiri.”* Then, she showed how to play it. She asked the students to play it now, *“Ayo sekarang wayangnya dimainkan seperti contoh yang Miss berikan.”* The students enjoyed playing the paper puppets.

She continued the activity, *“Nah, sekarang ibu punya aktifitas yang menarik untuk kalian. Ibu punya kartu-kartu. Namanya kartu situasi. Pada kartunya terdapat situasi-situasi yang harus kita ikuti gambarannya. Sekarang, silahkan buat kelompok terdiri dari dua atau tiga orang. Setiap kelompok akan mendapat satu kartu. Sehingga kalian harus bekerja sama untuk membuat dialog berdasarkan kartu situasi yang kalian dapat. Ada pertanyaan?”* “Tidak bu.”, said them. Then, the students did it well. After that, she asked some groups to practice it in front of the class. She asked, *“Ayo, siapa yang berani maju duluan?”* They kept silent, so the teacher chosen some students to go forward. *“Mas Bagus dan Mas Irfan, sekarang praktikkan percakapan yang sudah kalian buat di depan kelas.”* Bagus’s group performed the dialouges in front of the class. The teacher commended their performance. Then, some other groups also performed in front of the class. After finishing their performance, the teacher closed the class by reviewing the today’s lesson and singing “Good Bye” song. They did not have a prayer, because there still would be some lessons after that.

## Field Note 5

### Implementation of UNIT 2

Place : SDN Sidomulyo

Date : 26<sup>th</sup> July, 2011

Time : 07.30 - 08.40 (1<sup>st</sup> meeting)

08.40 – 10.10 (2<sup>nd</sup> meeting)

#### 1<sup>st</sup> meeting

Like a day before, the students made lines in front of their class when the bell rang. The leader of the class directed them to enter the class orderly. Then, the English teacher and researcher entered the class. She said, "Good morning class." "Good morning, Miss.", answered the students. The leader led to greet the teacher and have a prayer together. "*Siap memberi salam, Assalamualaikum Wr. Wb. Siap berdoa....*". The teacher and researcher answered the greeting. Next, the researcher went to the back of the class.

The teacher began the class by invite the students to sing "Good Morning" song together. She said, "*Sebelum memulai pelajaran, kita menyanyi lagu Good Morning dulu ya. Nanti ibu nyanyi dulu, terus kalian menjawab. Pas kalian nyanyi, kata-kata everybody diganti jadi Miss Siti ya.*" "Iya Miss.", answered them. The teacher then sang this song first and the students sang after her.

After that, she took a hand puppet and used it. She said, "*Coba perhatikan. Ibu punya teman baru, namanya George Monkey.*" Then, she pretended being George Monkey. She said to the students, "Hi." The students answered, "Hi." She continued, "My name is George Monkey. Nice to meet you." She added, "*Ayo kalian jawab lagi seperti ini, 'Nice to meet you too'. Kita ulangi lagi ya.*" "Hi. My name is George Monkey. Nice to meet you." All students answered, "Hi... Nice to meet you too." She commended, "*Pinter. Sekarang, kalau ingin bertanya nama menggunakan What is your name. Terus kalian jawab, 'My name is...' siapa gitu, misal 'My name is Miss Siti'.*" She repeated to introduce George Monkey to some students. She came to Syarif. "Hi, Syarif." Syarif answered, "Hi George." "My name is George Monkey. What is your name?" Syarif answered, "My name is Syarif." "*Pinter.*" She did it to some other students, until they understood. After that, she gave other expressions. "*Selain menggunakan 'My name is...', kita juga bisa menggunakan 'I am ...' untuk memperkenalkan diri, contohnya 'I am Garnis'. Terus, kalau ingin memperkenalkan orang lain, kita menggunakan 'This is ...'. Paham?*", added her. The students answered, "*Ya miss.*" She asked some students to introduce their friends, "*Coba sekarang mbak Puput memperkenalkan mbak Hikmah ke Ibu. Sapa dulu baru memperkenalkan.*" "Hi, Miss Siti. This is Hikmah." "Hi, Hikmah. I am Miss Siti. Nice to meet you." "Nice to meet you too." "*Nah, seperti itu contohnya.*" Then, Lutfi introduced Laila to Miss Siti. Finally, the teacher asked some couples to have a practice.

Next, the teacher said, "*Hari ini Ibu punya lagu baru lagi. Ada yang mau nyanyi lagi?*" "*Mau buu....*" "*Lagunya tentang ABC. Ada yang sudah tahu lagunya?*" "*Yang A-B-C-D-E-F-G.... ya bu?*", one student sang it in the Indonesian alphabet version. "*Ya seperti itu, tapi dengan bahasa Inggris dan agak berbeda sedikit nadanya. Ibu beri contoh dulu ya, kalian mendengarkan.*" The teacher sang the song by looking at the song lyric on the board. After she sang, she asked her students to repeat after her. "*Bisa belum?*" "*Beluum.*" "*Oke. Sekarang pelan-pelan dulu, kalau sudah hapal alfabetnya baru bisa cepat. Kita sebutkan alfabetnya dulu ya.*" She mentioned the alphabets and the students repeated after her. "*Ayo sekarang kita nyanyikan.*" The

teacher and students sang the song together. *“Nah itu pintar. Nanti, kalau kalian memperkenalkan diri, kan sering disuruh mengeja nama. Jadi harus bisa mengeja menggunakan bahasa Inggris. Kalau mau minta orang lain mengeja nama, begini caranya. ‘How do you spell your name?’ Ikuti ibu. ‘How do you spell your name?’ She asked students to repeat again and again. “Coba, sekarang ibu tes. ‘Mas Bagus, how do you spell your name?’ Bagus spelled her name, “B-A-G-U-S.” “Good.”, complimented her. She asked some other students. Then, the bell rang. They had a break first. “Sekarang istirahat dulu ya. Dilanjutkan nanti lagi.”*

2<sup>nd</sup> meeting

The break was end. The teacher and students entered the classroom. She asked, *“Kalian pengen main tidak?” All students answered, “Pengen bu.” “Sekarang kita akan bermain Survey Game. Namanya saja survei, pasti tujuannya mencari informasi kan...Sebelumnya kalian akan dibagi menjadi lima kelompok. Setiap kelompok terdiri dari 4 anak. Cara bermainnya adalah kalian harus menanyakan beberapa hal pada teman sekelompok kalian, yaitu ‘What is your complete name?’ What is your nick name?’, and ‘How do you spell your name?’ Setelah mendapatkan jawaban, kalian menuliskannya pada kertas yang akan ibu bagi nanti. Kalian harus bertanya menggunakan bahasa Inggris. Paham?” “Ya bu...” answered them. She wrote the questions on the board and then distributed the survey notes to all students. After that, the students played the game and the teacher monitored the class. Next, some groups reported the result in front of the class.*

The teacher continued the activity by inviting the students to practice introducing in circles. She said, *“Sekarang kita akan berlatih lagi. Ayo semuanya berdiri dan membuat lingkaran. Ada yang berdiri membentuk lingkaran besar dan ada juga yang membentuk lingkaran kecil. Lingkaran kecilnya nanti di dalam lingkaran besarnya ya. Kalau sudah, kemudian semuanya saling berhadapan dan saling berkenalan. Paham?” “Bingung, Miss.”, said some students.”Sekarang buat lingkarannya dulu, nanti Miss kasih contoh. Ayo baris-baris.” The students were stood in the circles and the teacher gave the example introducing first. Then, they were doing introducing one by one. They moved cheerfully and did introducing confidently.*

The next activity was designing a paper hat. The teacher explained the way how to make it. The students paid attention to her. After this, the teacher let the students to design their paper hat based on their creativity. The teacher asked, *“Sudah bisa kan?” “Yes Miss.”, answered them. She continued, “Ayo sekarang kalian buat topi kertas masing-masing.”After they finished it, they were asked to introduce themselves based on the character in the paper hat they wore. Finally, all students finished it very well. The teacher closed the class by reviewing the today’s lesson and singing “Good Bye” song. They did not have a prayer, because there still would be some lessons after that.*

## Field Note 6

### Implementation of UNIT 3

Place : SDN Sidomulyo

Date : 27<sup>th</sup> July, 2011

Time : 07.30 - 08.40 (1<sup>st</sup> meeting)

08.40 – 10.10 (2<sup>nd</sup> meeting)

#### 1<sup>st</sup> meeting

The class was opened by singing “Good Morning” song. The students were already familiar with the song. They enjoyed singing this song. The teacher felt happy because of this atmosphere. She began the class by asking to the students, *”Kalian membawa alat-alat tulis kan?”* *”Iya bu.”* *”Sekarang keluarkan buku dan bolpoint kalian, kemudian letakkan di atas meja.”* All students put their books and pens on the table. The teacher asked to the students while holding a book, *”What is this? Ini apa?”* The students answered, *”Buku...book...”* She repeated, *”What is this?”* The students answered, *”Book”* She continued, *”What is this?”* The students said, *”Pen.”* Then, the teacher took her chair and put it in front of the class. She said, *”This is chair. Ikuti ibu, ‘chair’. Bagus. Sekarang.”* She hold a desk and said, *”This is desk’. ‘Desk’. Pinter.”* The students repeated after her for several times. She said, *”Ikuti ibu lagi ya, gerakannya juga. “Book...Pen...Desk...Chair...”* She also held the things when she mentioned them all. She did it slowly and several times to make the students more understand. *”Nah, sekarang kita sambil bernyanyi ya. Ibu beri contoh dulu, nanti kalian ikuti.”* She wrote the lyric of the song on the paper and then sang the song followed by the students. *”Sudah bisa belum?”*, asked her. *”Bisa buu.”*, answered them. *”Ya udah, ayo nyanyikan bersama. One...two...three...”* They sang the song together. After they sang several times, the teacher asked, *”Coba sebutkan berapa benda yang ada dalam lagu?”* They answered, *”Empaat...”* *”Apa saja?”*, continued her. *”Book...pen...desk...chair”*, mentioned them. *”Bagus. Hari ini kita akan mempelajari benda-benda di kelas. Coba sebutkan benda-benda yang ada di kelas?”* *”Penggaris...pensil...penghapus...papan tulis...jam...lemari...tas...asahan...”*, shouted the students from their place. She said, *”Semuanya betul...Nah, ibu punya gambar-gambar, setelah ibu mengucapkan nama-namanya kalian ikuti ibu ya.”* *”Baik bu...”*, answered the students. Then, she mentioned all pictures of things in the classroom she has and the students repeated after her. They enjoyed doing this.

Next activity is playing Simon says game. The teacher asked the students to prepare playing the game. *”Sekarang kita akan bermain. Silahkan keluarkan alat-alat tulis yang kalian punya. Cara bermain kita adalah jika ibu menyuruh kalian melakukan sesuatu yang di depannya menggunakan kata “Simon says”, kalian harus melakukannya. Sebaliknya, jika ibu menyuruh kalian sesuatu tanpa menggunakan kata “Simon says”, kalian jangan melakukannya. Paham?”*, explained her. *”Masih bingung bu”*, answered them honestly. *”Ya sudah. Ibu beri contoh ya”*, continued her. Then, she gave examples of the game until the students have already understood. She asked them again, *”Sekarang sudah mengerti?”* *”Sudaah bu...”*, replied them. They played Simon says game cheerfully and the class was so noise. Then, the bell rang. They had a breaktime first. *”Sekarang istirahat dulu ya.”* The students went out from the class.

#### 2<sup>nd</sup> meeting

*”Ayo masuk.”*, the teacher asked students to enter the class because the breaktime was end. They entered the class and sat down properly. The next activity is doing exercises, so the teacher distributed the worksheets. *”Anak-anak, sekarang ibu punya tugas untuk kalian kerjakan. Yang pertama, kalian harus memasang gambar*

*benda-benda di kelas dengan namanya. Yang kedua, kalian harus melengkapi paragraf yang dibantu dengan gambar-gambar di dalamnya.*” The teacher explained more the instruction of the worksheets. After they already understood, they did the worksheets. “Finished?”, asked her. “*Beluum miss*”, replied them. “OK. *5 menit lagi ya.*”, continued her. The students finished the worksheets well and then submitted it to the teacher.

The teacher continued, “*Bagaimana latihan soalnya? Mudah kan?*” Some students answered, “*Lumayan bu... Ada yang bingung tadi.*” “*Tapi bisa semua kan?*”, said her. “*Ya bisa semua sich bu.*”, continued them.

The teacher continued the class, “*Sekarang, untuk mengetahui pemahaman kalian tentang apa yang sudah kalian pelajari hari ini, ibu punya kegiatan terakhir untuk kalian. Kegiatannya sangat mudah. Kita akan bermain peran menjadi robot dan pelatihnya. Pelatih harus memberikan instruksi atau perintah yang harus dijalankan si robot. Perintah berhubungan dengan benda-benda yang ada di dalam kelas. Sebelum Miss memberi contoh, ada pertanyaan?*” The students answered, “No, Miss.” Then, the teacher gave the example by choosing one of students to be a robot. “*Sekarang sudah mengerti kan tugas robot ataupun instrukturnya?*”, asked her. “Yes, Miss.”, answered them. Finally, they acted as robots and its instructors. They did it happily until they did not realize that the class was over. The teacher said good bye to the students.



## Field Note 7

### Implementation of UNIT 1

Place : SDN Peneket

Date : 28<sup>th</sup> July, 2011

Time : 09.30 - 10.40 (1st meeting)  
11.00 – 12.10 (2nd meeting)

#### 1<sup>st</sup> meeting

After the bell rang, the students made lines in front of their class. The leader of the class directed them to enter the class orderly. Then, the English teacher and researcher entered the class. The leader of the classroom led to greet the teacher and have a prayer together. "*Beri hormat, Selamat pagi bu. Siap berdoa....*" The teacher and researcher answered the greeting. Next, the teacher introduced the researcher to the students and told them that she will observe the English class for three days. Then, the researcher sat down in the back of the class and began observing the class activities.

The teacher started the class by inviting the students to sing "Good Morning" song together. She said, "*Sebelum memulai pelajaran, kita menyanyi lagu Good Morning dulu ya. Ada yang sudah tahu lagunya seperti apa?*" "*Belum Miss.*", said them. She said, "*Lagunya itu nadanya seperti lagu Happy Birthday. Semua pasti sudah tahu lagu ini kan?*" Students answered, "*Ya Miss.*" To make it easy, yesterday she has already copied the song lyrics and distributed the papers to the students. Then, the teacher sang this song first and the students listened to her. After that, she asked them to sing together.

The teacher took the hand puppet and used it. She used it to greet students. "Hello, everybody." said her. "Hello", answered them. "How are you?" asked her. They answered, "I'm fine." The students enjoyed answered it. Then, the teacher said, "*Hari ini kita akan mempelajari salam pertemuan dan perpisahan. Tadi kalian sudah melakukannya. Coba, ibu akan menyapa lagi kalian satu persatu, harus bisa menjawab ya.*" She came to Yuli and greeted him, "Hello Yuli. How are you today?" "Hello... I'm fine..." answered him slowly. She continued to greet some other students. Next, she explained the use of the greeting by showing the pictures. "*Nah, ini gambar apa?*" asked her. Students answered together, "*Matahari terbit bu guru.*" She said, "*Betul. Berdasarkan gambar seperti ini, berarti menyapanya bagaimana?*" "Good morning bu.", said them together. "*Pinter.*", commended her. The teacher continued the class by showing pictures about times of the day to make the students able to distinguish them.

Next, the teacher invited students to sing again. The next song was "How are you". It was a new song for her and them. Therefore, the teacher should introduce the song first to the students. She said, "*Mau menyanyi lagi tidak?*" They answered, "*Iya bu...*" She continued, "*Baiklah. Kita akan menyanyi lagi sekarang. Karena ini lagu baru untuk kalian, kita latihan dulu pelan-pelan.*" She asked the students to take the song lyric and sang the song by herself first. Then, she asked the students to sing together by repeated after her. Finally, the students could sing the song and sang it enthusiastically. The teacher asked, "*Kalian suka lagunya tidak?*" and the students answered, "*Suka bu.*" "*Coba ibu tanya, lagu yang kalian nyanyikan itu tentang apa?*" asked her. One of students answered, "How are you bu". She said, "*Iya betul, itu kan judulnya.*" "*Ada yang tahu? Ini berhubungan dengan materi yang kita pelajari hari ini lho.*" Some students answered, "*Salam pertemuan bu.*" "*Pinter sekali*", complimented her. Then, the teacher asked the students to mention expressions inside the song. They did it right.

The teacher continued the English class by dividing the students into two groups. She asked them to make two lines and stand up in the middle of the classroom. *“Sekarang, mari berlatih lagi mengucapkan salam pertemuan dan perpisahan. Caranya adalah di sini ada dua barisan yang saling berhadapan. Nah, kalian harus mengucapkan salam pada anak di depan kalian. Coba satu per satu ya. Pertama pasangan Yuli dan Nur dulu coba.”* “Good morning Yuli” “Good morning Nur” “How are you today?” “I’m fine. Thank you. And you?” “I’m fine too” *“Pinter. Ayo pasangan selanjutnya. Sigit dan Indika”*. The teacher continued to monitor all students in practicing the expressions. She said, *“Kalian sudah berlatih semua. Sudah bisa mengucapkan Salam pertemuan dan perpisahan kan?”* Some students answered, *“Sudah bu”*. Suddenly, the bell rang. It showed that the break came. The teacher let students to have the break first. She said, *“Sekarang waktunya istirahat dulu ya, nanti kita lanjutkan kembali.”* They answered, *“Baik bu.”*

2<sup>nd</sup> meeting

After the break, the students were fresh again. They were ready to continue their study. The teacher continued with the next activity. *“Di sini ada yang sudah pernah lihat wayang?”*, asked the teacher. The students answered, *“Saya, Miss.”* *“Ada yang tahu caranya membuat wayang gak?”*, asked her. They shook their head. She continued, *“Nah, sekarang kita akan mencoba membuat wayang, tetapi yang bahannya dari kertas. Kemarin Miss Leha sudah menyuruh kalian untuk membawa bahan-bahannya kan? Sekarang semua bahannya dikeluarkan ya...”* Firstly, the teacher gave the example on how to make it and then asked them to make it together. After some minutes, she asked to the students, *“Wayangnya udah jadi belum?”* The students answered, *“Sudah, Miss”*. *“Good. Sekarang mari kita mainkan wayangnya ya”*. Then, the teacher showed how to play the puppets. She held two puppets. The first puppet greeted the other one and vice versa. The students seemed want to try this soon. *“Bisa mainnya kan?”*, asked her. They answered, *“Bisa, Miss...”* *“Ayo sekarang semuanya mainkan wayangnya”*, continued her. Everyone played their puppets happily. The researcher helped the teacher to monitor the class. The students did it well.

She continued the activity, *“Nah, sekarang ibu punya aktifitas yang menarik untuk kalian. Ibu punya kartu-kartu. Namanya kartu situasi. Pada kartunya terdapat situasi-situasi yang harus kita buat dialognya. Sekarang, silahkan buat kelompok terdiri dari dua atau tiga orang. Setiap kelompok akan mendapat satu kartu saja. Sehingga kalian harus bekerja sama untuk membuat dialog berdasarkan kartu situasi yang kalian dapat. Ada pertanyaan?”* *“Tidak bu.”*, said them. Then, the students did it well. After that, she asked some groups to practice it in front of the class. She asked, *“Ayo, siapa yang berani maju duluan?”* They kept silent, so the teacher chosen some students to go forward. *“Sapto dan Ngasyim, sekarang praktikkan percakapan yang sudah kalian buat di depan kelas.”* Sapto’s group performed the dialogues in front of the class. The teacher commended their performance. Then, some other groups also performed in front of the class. After finishing their performance, the teacher closed the class by reviewing the today’s lesson and singing “Good Bye” song. They did not have a prayer, because there still would be some lessons after that.

## Field Note 8

### Implementation of UNIT 2

Place : SDN Peneket

Date : 29<sup>th</sup> July, 2011

Time : 07.30 - 08.40 (1st meeting)  
09.00 – 10.10 (2nd meeting)

#### 1<sup>st</sup> meeting

Like the previous day, the students made lines in front of their class when the bell rang. The leader of the class directed them to enter the class orderly. Then, the English teacher and researcher entered the class. She said, "Good morning class." "Good morning, Miss Azizah.", said the students. The leader led to greet the teacher and have a prayer together. "*Beri hormat, Selamat pagi bu. Siap berdoa....*". The teacher and researcher answered the greeting. Next, the researcher sat in the back of the class.

The teacher began the class by inviting the students to sing "Good Morning" song together. She said, "*Sebelum memulai pelajaran, kita menyanyi lagu Good Morning dulu ya. Nanti ibu nyanyi dulu, terus kalian menjawab. Pas kalian nyanyi, kata-kata everybody diganti jadi Miss Azizah ya.*" "Iya Miss.", answered them. The teacher then sang this song first and the students sang after her.

After that, she took a hand puppet and used it. She said, "*Coba perhatikan. Ibu punya teman baru, namanya George Monkey.*" Then, she pretended being George Monkey. She said to the students, "Hi." The students answered, "Hi." She continued, "My name is George Monkey. Nice to meet you." She added, "*Ayo kalian jawab lagi, 'Nice to meet you too'. Ulangi lagi ya.*" "My name is George Monkey. Nice to meet you." All students answered, "Nice to meet you too." She commented, "*Pinter. Sekarang, kalau ingin bertanya nama menggunakan What is your name. Terus kalian jawab, 'my name is...' siapa gitu, misal 'my name is Miss Lecha'.*" She repeated to introduce George Monkey to some students. She came to Ayu. "Hi." Ayu answered, "Hi." "My name is George Monkey. What is your name?" Ayu answered, "My name is Ayu." "*Pinter. She did it to some other students, until they understood. After that, she gave other expressions. 'Selain menggunakan 'My name is...', kita juga bisa menggunakan 'I am ...' untuk memperkenalkan diri, contohnya 'I'm Septi'. Terus, kalau ingin memperkenalkan orang lain, kita menggunakan 'This is ...'. Pahami?*", added her. The students answered, "*Ya miss.*" She asked some students to introduce their friends, "*Coba sekarang Ayu memperkenalkan Desi ke Ibu. Sapa dulu baru memperkenalkan.*" "Hi. This is Desi." "Hi." "I am Miss Azizah. Nice to meet you." "Nice to meet you too." *Nah, seperti itu contohnya.*" Then, Ayu introduced Desi to Miss Azizah. Finally, the teacher asked some couples to have a practice.

Next, the teacher said, "*Hari ini Ibu punya lagu baru lagi. Ada yang mau nyanyi lagi?*" "Mau buu...." "*Lagunya tentang ABC. Ada yang sudah tahu lagunya?*" "*Yang A-B-C-D-E-F-G.... ya bu?*", one student sang it in the Indonesian alphabet version. "*Ya seperti itu, tapi dengan bahasa Inggris dan agak berbeda sedikit nadanya. Ibu beri contoh dulu ya, kalian mendengarkan.*" She sang this song by herself first. After she sang, she asked her students to repeat after her. "*Bisa belum?*" "*Beluum.*" "*Oke. Sekarang pelan-pelan dulu, kalau sudah hapal alfabetnya baru bisa cepat. Kita sebutkan alfabetnya dulu ya.*" She mentioned the alphabets and the students repeated after her. "*Ayo sekarang kita nyanyikan.*" The teacher and students sang the song together. "*Nah itu pinter. Nanti, kalau kalian memperkenalkan diri, kan sering disuruh mengeja nama. Jadi harus bisa mengeja menggunakan bahasa Inggris. Kalau mau*

*minta orang lain mengeja nama, begini caranya. 'How do you spell your name?' Ikuti ibu. 'How do you spell your name?' She asked students to repeat again and again. "Baiklah, sekarang ibu coba. Indika, how do you spell your name?" Indika spelled her name, "I-N-D-I-K-A." "Good.", complimented her. Then, the bell rang. They had a break first. "Sekarang istirahat dulu ya. Dilanjutkan nanti lagi."*

2<sup>nd</sup> meeting

"*Ayo masuk-masuk.*", the teacher asked students to enter the class because the break was end. She asked, "*Pengen main atau tidak?*" They answered, "*Pengen, Miss.*" "*Sekarang kita akan bermain Survey Game. Namanya saja survei, pasti tujuannya mencari informasi kan...Sebelumnya kalian akan dibagi menjadi lima kelompok. Setiap kelompok terdiri dari 4 anak. Cara bermainnya adalah kalian harus menanyakan beberapa hal pada teman sekelompok kalian, yaitu 'What is your complete name?', 'What is your nick name?', and 'How do you spell your name?'. Setelah mendapatkan jawaban, kalian menuliskannya pada kertas yang akan ibu bagi nanti. Kalian harus bertanya menggunakan bahasa Inggris. Paham?*" She wrote the questions on the board and then distributed the survey notes to all students. After that, the students played the game and the teacher monitored the class. Next, some groups reported the result in front of the class.

The teacher continued the activity by asking the students to practice introducing. She asked them to make two circles-big and small circles. The students stood up facing each other. She said, "*Sekarang, perkenalkan diri kalian masing-masing pada teman yang berdiri di hadapan kalian. Are you ready?*" The students answered loudly, "*Yes, Miss.*" Then, they introduced themselves. Some minutes later, she said, "*Sudah berkenalan semua?*" They answered, "*Yes, Miss. Good, semuanya sekarang geser satu langkah ke kanan.*", continued her. They moved to the right. "*Sekarang silahkan berkenalan lagi dengan teman yang ada di depan kalian ya.*", added her. They kept moving again and again until they all had known each other.

After finished them all, the teacher continued the class. She asked, "*Hari ini kita membuat prakarya lagi yuk? Kemarin Miss Lecha sudah menyuruh kalian bawa bawa bahan-bahannya kan.*" Most of the students asked curiously, "*Bikin apa, Miss? 'Membuat topi kertas. Ada yang pernah membuat?'*", added her. They answered, "*Belum Miss.*" "*Ok. Mari kita buat bersama.*", added her. She gave an example on how to make paperhat, and then asked the students to make it together. After that, the teacher wore the paperhat she made, pretended to be the character of her paperhat, and then introduced herself. She said, "*Hi, my friends. I'm Dolly Dolphin. Nice to meet you.*" The students paid attention to the teacher. She added, "*Sekarang, kalian juga harus mengenakan topi kertas kalian, kemudian perkenalkan diri kalian pada teman-teman kalian. Paham?*" "*Yes, Miss.*", answered them. The teacher asked them to make circles again to introduce themselves." They did it well and cheerfully.

Finally, all students finished it. The teacher closed the class by reviewing the today's lesson and singing "Good Bye" song. They did not have a prayer, because there still would be some lessons after that.

## Field Note 9

### Implementation of UNIT 3

Place : SDN Peneket

Date : 2<sup>nd</sup> August, 2011

Time : 08.00 - 09.10 (1st meeting)  
09.30 – 10.40 (2nd meeting)

#### 1<sup>st</sup> meeting

The class was opened by singing “Good Morning” song. The students were already familiar with the song. They enjoyed singing this song. The teacher felt happy because of this atmosphere. She began the class by asking to the students, *”Kalian membawa alat-alat tulis kan?”* *”Bawa bu.”* *”Sekarang keluarkan buku dan bolpoint kalian, kemudian letakkan di atas meja.”* All students put their books and pens on the table. The teacher asked while holding a book, *”What is this?”* The students answered, *”Book...”* She repeated, *”What is this?”* The students answered, *”Book”* She continued, *”What is this?”* The students said, *”Pen.”* Then, the teacher took her chair and put it in front of the class. She said, *”This is chair. Ikuti ibu, ‘chair’. Bagus. Sekarang.”* She hold a desk and said, *”This is desk’. ‘Desk’. Pinter.”* The students repeated after her for several times. She said, *”Ikuti ibu lagi ya, gerakannya juga. ‘Book...Pen...Desk...Chair...”* She also held the things when she mentioned them all. She did it slowly and several times to make the students more understand. *”Nah, sekarang kita sambil bernyanyi ya. Ibu beri contoh dulu, nanti kalian ikuti.”* She asked the students to take their lyric paper and then sang the song followed by the students. *”Sudah bisa belum?”*, asked her. *”Bisa buu.”*, answered them. *”Ya udah, ayo nyanyikan bersama. One...two...three...”* They sang the song together. After they sang several times, the teacher asked, *”Coba sebutkan berapa benda yang ada dalam lagu?”* They answered, *”Empaat...”* *”Apa saja?”* continued her. *”Book...pen...desk...chair.”* mentioned them. She added, *”Bagus. Hari ini kita akan mempelajari benda-benda di kelas. Coba sebutkan benda-benda yang ada di kelas?”* *”Penggaris...pensil...penghapus...papan tulis...jam...lemari...tas...asahan...”* shouted the students from their place. She said, *”Semuanya betul...Nah, ibu punya gambar-gambar, setelah ibu mengucapkan nama-namanya kalian ikuti ibu ya.”* *”Baik bu...”* answered the students. Then, she mentioned all pictures of things in the classroom she has and the students repeated after her. They enjoyed doing this.

Next activity is playing Simon says game. The teacher asked the students to prepare playing the game. *”Sekarang kita akan bermain. Silahkan keluarkan alat-alat tulis yang kalian punya. Cara bermain kita adalah jika ibu menyuruh kalian melakukan sesuatu yang di depannya menggunakan kata “Simon says”, kalian harus melakukannya. Sebaliknya, jika ibu menyuruh kalian sesuatu tanpa menggunakan kata “Simon says”, kalian jangan melakukannya. Paham?”*, explained her. *”Masih bingung bu”*, answered them honestly. *”Ya sudah. Ibu beri contoh ya”*, continued her. Then, she gave examples of the game until the students have already understood. She asked them again, *”Sekarang sudah mengerti?”* *”Sudaah bu...”*, replied them. They played Simon says game cheerfully and the class was so noise. Then, the bell rang. They had a break time first. *”Sekarang istirahat dulu ya.”* The students went out from the class.

#### 2<sup>nd</sup> meeting

*”Ayo masuk.”*, the teacher asked students to enter the class because the break time was end. They entered the class and sat down properly. The next activity is doing exercises, so the teacher distributed the worksheets. *”Anak-anak, sekarang ibu punya tugas untuk kalian kerjakan. Yang pertama, kalian harus memasang gambar benda-*

*benda di kelas dengan namanya. Yang kedua, kalian harus melengkapi paragraf yang dibantu dengan gambar-gambar di dalamnya.*” The teacher explained more the instruction of the worksheets. After they already understood, they did the worksheets. “Finished?”, asked her. “*Beluum, Miss*”, replied them. “OK. *10 menit lagi ya.*”, continued her. The students finished the worksheets well and then submitted it to the teacher.

The teacher asked, “*Bagaimana latihan soalnya? Mudah kan?*” Some students answered, “*Ada yang sulit tadi.*” “*Tapi bias dikerjakan semua kan?*” added her. “*Iya, bisa semua bu.*”, continued them. The teacher said, “Sekarang Ibu ulangi sekali lagi coba, kalian harus mengingatnya ya.” She repeated to mention things in the classrom by showing the pictures. All students mentioned things in the classroom enthusiastically.

The teacher explained, “*Sekarang,kita akan bermain peran. Dalam satu bangku, salah satu harus berperan menjadi sang robot dan lainnya menjadi pelatihnya. Pelatih harus memberikan perintah pada sang robot. Perintah berhubungan dengan benda-benda yang ada di dalam kelas. Sebelum Miss memberi contoh, ada pertanyaan?*” The students answered, “No, Miss.” Then, the teacher gave the example by choosing one of students to be a robot. “*Sekarang sudah mengerti kan ya?*”, asked her. “Yes, Miss.”, answered them. Finally, they acted as robots and its instructors. They did it happily until they did not realize that the class was over. The teacher said good bye to the students.



**APPENDIX 5**  
**INTERVIEW**  
**TRANSCRIPTS**

## INTERVIEW GUIDELINES

(For students)

1. Nama adik siapa?
2. Bagaimana pelajaran hari ini?
3. Adik bisa aktivitasnya?
4. Aktivitasnya menyenangkan tidak?
5. Materi tadi susah tidak?
6. Kegiatan dalam materi bervariasi tidak?
7. Ada kesulitan dalam mengerjakannya
8. Dimana kesulitannya?
9. Kegiatan tadi membuat Adik membuat adik belajar bahasa Inggris atau tidak?
10. Materinya dapat membuat adik berkomunikasi dengan bahasa Inggris?
11. Game-nya bagaimana? Menarik tidak?
12. Lagu-lahunya suka tidak?
13. Media yang digunakan dalam materi menarik tidak?
14. Kegiatan apa yang adik paling suka hari ini?
15. Ada saran untuk materinya?

(For teachers)

1. Bagaimana kegiatan belajar mengajar dengan menggunakan Panduan Guru hari ini? Adakah kesulitannya? Di mana?
2. Apa materi sudah sesuai dengan kemampuan siswa?
3. Bagaimana respon siswa dalam kegiatan belajar mengajar hari ini?
4. Apakah aktivitas-aktivitas hari ini dapat membuat siswa berkomunikasi dengan bahasa Inggris?
5. Menurut ibu, apakah ada kesulitan yang dihadapi para siswa saat mengikuti kegiatan pembelajaran tadi?
6. Apakah siswa menyukai permainannya (games)?
7. Apakah siswa menyukai lagunya (songs)?
8. Dengan media seperti itu, apakah siswa termotivasi?
9. Apakah juga dapat membantu pemahaman siswa?
10. Apa ada saran untuk materinya?



## INTERVIEW TRANSCRIPTS OF THE IMPLEMENTATION

### INTERVIEW 1

**School : SDN Ambarwinangun**

**Unit : 1**

**Day : Thursday**

**Date : July 21<sup>st</sup>, 2011**

**Time : 11.00**

R : Hello.

S1 : Hello

R : Nama adik siapa?

S1 : Arum

R : Bagaimana tadi pelajarannya?

S1 : Seneng.

R : Tadi belajar tentang apa?

S1 : Sapaan...

R : Materinya yang disampaikan ibu guru mudah dipahami tidak?

S1 : Mudah.

R : Materi tadi ada yang susah tidak?

S1 : Tidak.

R : Apa malah terlalu gampang?

S1 : (Tertawa)

R : Suka gak kalo ibu guru mengajar pake boneka tangan?

S1 : Suka.

R : Paham gak pas diberi contoh ungkapan-ungkapan menggunakan boneka tangannya?

S1 : Paham.

R : Tadi seneng gak pas nyanyi?

S1 : Seneng banget miss.

R : Kegiatan menyanyi tadi membantu adik belajar bahasa Inggris tidak?

S1 : Iya

R : Latihan-latihannya mudah diselesaikan gak?

S1 : Iya.

R : Ada kesulitan tidak dalam mengerjakannya latihan-latihannya?

S1 : Tidak

R : Kegiatan latihan menyapa tadi bisa bikin adik berkomunikasi dengan Bahasa Inggris gak?

S1 : Bisa

R : Media yang digunakan dalam materi menarik tidak? Ada gambar, kartu, dan boneka tangan.

S1 : Iya, menarik.

T : Yang paling suka apa?

S1 : Boneka tangan.

R : Kegiatan apa yang adik paling suka hari ini?

S1 : Menyanyi.

R : Ada saran buat aktivitasnya?

S1 : Gak.

R : Thank you.

S1 : Ya.

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### INTERVIEW 2

**School : SDN Ambarwinangun**

**Unit : 1**

**Day : Thursday**

**Date : July 21<sup>st</sup>, 2011**

**Time : 11.10**

R : Hi.

S : Hi.

R : Nama adik siapa?

S2 : Ika  
 R : Bagaimana tadi pelajarannya?  
 S2 : Gampang.  
 R : Tadi belajar tentang apa?  
 S2 : Menyapa...  
 R : Materinya menarik tidak?  
 S2 : Menarik.  
 R : Adik bisa aktivitasnya?  
 S2 : Bisa.  
 R : Aktivitasnya menyenangkan tidak?  
 S2 : Menyenangkan  
 R : Tadi suka gak pas bu guru ngajar pake boneka tangan?  
 S2 : Suka  
 R : Paham gak waktu dijelasin menggunakan boneka tangan?  
 S2 : Paham miss.  
 R : Gambar-gambar yang digunakan bu guru bisa membuat adik paham materinya gak?  
 S2 : Iya.  
 R : Tadi bisa gak pas kegiatan menyanyi?  
 S2 : Bisa.  
 R : Suka gak?  
 S2 : Iya.  
 R : Kegiatan saling menyapa tadi bisa membuat adik latihan berbicara pake bahasa Inggris gak?  
 S2 : Iya miss.  
 R : Suka gak?  
 S2 : Suka.  
 R : Ada kesulitan tidak dalam mengerjakan latihan-latihan soal tadi?  
 S2 : Tidak  
 R : Kegiatan tadi membantu adik belajar bahasa Inggris tidak?  
 S2 : Iya, bisa.  
 R : Perintah untuk mengerjakannya yang disampaikan bu guru mudah dimengerti gak?  
 R : Materinya bisa bikin adik berkomunikasi dengan Bahasa Inggris?  
 S2 : Bisa  
 R : Media yang digunakan dalam materi menarik tidak?  
 S2 : Iya.  
 R : Kegiatan apa yang adik paling suka hari ini?  
 S2 : Bikin dialog yg pakai kartu.  
 R : Ada saran buat aktivitasnya?  
 S2 : Tidak.  
 R : Thanks.  
 S2 :

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### INTERVIEW 3

**School : SDN Ambarwinangun**

**Unit : 1**

**Day : Thursday**

**Date : Thursday, July 21<sup>st</sup>, 2011**

**Time : 11.20**

R : Pagi bu.  
 T1 : Selamat pagi.  
 R : Bagaimana penilaian ibu tentang Panduan Guru yang Unit 1?  
 T1 : Mengasyikkan  
 R : Ada kesulitan tidak dalam menggunakannya?  
 T1 : Ada sulitnya dikit.  
 R : Dimana?  
 T1 : Memikirkan urutan-urutan yang harus saya lakukan.  
 R : Bagaimana dengan instruksi-instruksinya? Apakah mudah dipahami bu?  
 T1 : Instruksinya sudah jelas. Iya, gampang dipahami kok.  
 R : Bagaimana penilaian ibu tentang materi yang ada?

T1 : Materinya sudah bagus.  
R : Apa materinya sudah sesuai dengan KTSP dan course grid?  
T1 : Materi sudah sesuai dengan KTSP sama course grid.  
R : Bagaimana respon siswa?  
T1 : Semangat  
R : Kira-kira materinya sudah sesuai dengan kemampuan dan kebutuhan siswa belum bu?  
T1 : Sudah, sudah cocok ma anak-anak.  
R : Siswa merasa senang dengan aktivitasnya?  
T1 : Seneng, mereka aktif.  
R : Apakah kegiatan latihan menyapa tadi bisa membantu siswa berkomunikasi menggunakan Bahasa Inggris?  
T1 : Iya, kan tadi ada dialog-dialognya.  
R : Apakah siswa paham dengan instruksi dalam materi?  
T1 : Sebagian anak paham dengan instruksinya tapi ada juga yang masih bingung.  
R : Maksudnya?  
T1 : Ya kemampuannya kan beda, ada yang cepet nangkap ada yang lama.  
R : Bagaimana dengan gamenya?  
T1 : Mereka suka  
R : Ada kesulitan tidak bu dalam menyampaikan aturan permainannya?  
T1 : Tidak mbak.  
R : Bagaimana lagu-lagunya? Apakah bisa membantu siswa memahami materinya?  
T1 : Mereka suka...Iya bisa mempermudah.  
R : Kalau media yang digunakan dalam materi apakah sudah sesuai?  
T1 : Sudah, bagus.  
R : Ada kesulitan tidak dalam menggunakan boneka tangan?  
T1 : Cuma awal-awalnya saja mba, belum terbiasa sich.  
R : Apa gambar-gambar tadi bisa membantu pemahaman siswa?  
T1 : Jelas. Yang gambar itu sangat memudahkan.  
R : Kalau dilihat dari semuanya, bagaimana Panduan Guru yg Unit 1 bu?  
T1 : Sudah bagus  
R : Tampilan panduan gurunya bagaimana bu?  
T1 : Sudah sesuai dengan dunia anak-anak.  
R : Kekurangannya apa bu?  
T1 : Sudah cukup.  
R : Ada saran untuk Panduan Guru yang Unit 1 bu?  
T1 : Menurut saya sudah pas, sudah bagus.  
R : Well, thank you ma'am.  
T1 : You're welcome.

---

#### **INTERVIEW 4**

**School : SDN Ambarwinangun**

**Unit : 2**

**Day : Friday**

**Date : July 22<sup>nd</sup>, 2011**

**Time : 11.00**

R : Hello.  
S3 : Hello  
R : Nama adik siapa?  
S3 : Devi  
R : Bagaimana tadi pelajarannya?  
S3 : Seneng.  
R : Tadi belajar apa?  
S3 : Perkenalan  
R : Materinya menarik tidak?  
S3 : Menarik.  
R : Suka gak saat ibu menjelaskan materi menggunakan boneka tangan?  
S3 : Suka.  
R : Jadi tambah paham gak?

S3 : Iya.  
R : Tadi pas belajar alfabet, lagunya bisa bikin tambah paham gak?  
S3 : Iya.  
R : Latihan bercakap-cakap tadi bisa membantu adik belajar berkomunikasi pake bahasa Inggris gak?  
S3 : Bisa.  
R : Tadi pas bu guru menjelaskan peraturan *game*-nya, kalian paham gak?  
S3 : Paham  
R : Seneng gak belajar bahasa Inggris ada *game*-nya?  
S3 : Seneng miss  
R : Trus, bisa mengerjakan latihan-latihannya gak?  
S3 : Bisa  
R : Ada yang sulit tidak?  
S3 : Tidak  
R : Tadi menyenangkan tidak saat praktek memperkenalkan diri di depan kelas?  
S3 : Iya  
R : Seneng gak tadi ada kegiatan membuat kartu nama?  
S3 : Iya  
R : Sudah pernah buat ini sebelumnya?  
S3 : Belum  
R : Kegiatan apa yang adik paling suka hari ini?  
S3 : Menyanyi  
R : Ada saran buat aktivitasnya?  
S3 : Gak.

---

#### INTERVIEW 5

**School** : SDN Ambarwinangun

**Unit** : 2

**Day** : Friday

**Date** : Friday, July 22<sup>nd</sup>, 2011

**Time** : 11.10

R : Hi.  
S4 : Hi.  
R : Nama adik siapa?  
S4 : Rio  
R : Bagaimana tadi pelajarannya?  
S4 : Senang.  
R : Tadi belajar apa?  
S4 : Cara berkenalan.  
R : Materinya menarik tidak?  
S4 : Iya  
R : Adik paham gak pas *George* memperkenalkan diri?  
S4 : Paham.  
R : Suka gak pas bu guru ngajar pake boneka tangan?  
S4 : Suka  
R : Tadi pas menyanyi tentang alfabet menyenangkan tidak?  
S4 : Senang.  
R : Bisa membantu memahami materinya gak?  
S4 : Ya  
R : Latihan berdialog tadi bisa membantu adik berkomunikasi pakai Bahasa Inggris gak?  
S4 : Iya  
R : Mudah gak?  
S4 : ya.  
R : Tadi pas bu guru menjelaskan peraturan *game*-nya, kalian paham gak?  
S4 : Paham  
R : Seneng gak belajar bahasa Inggris kalo ada *game*-nya?  
S4 : Seneng miss  
R : Trus, bisa mengerjakan latihan-latihannya gak?  
S4 : Bisa

R : Ada yang sulit tidak?  
S4 : Tidak  
R : Tadi menyenangkan tidak saat praktek memperkenalkan diri di depan kelas?  
S4 : Iya  
R : Seneng gak tadi ada kegiatan membuat kartu nama?  
S4 : Iya  
R : Sudah pernah buat ini sebelumnya?  
S4 : Belum  
R : Kegiatan apa yang adik paling suka hari ini?  
S4 : Menyanyi  
R : Ada saran buat aktivitasnya?  
S4 : Kalo belajar bahasa Inggris pengen yang ada bonekanya, ngisi titik-titik sama nyanyi.  
R : Baiklah. Terima kasih.  
S4 : Sama-sama

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## **INTERVIEW 6**

**School : SDN Ambarwinangun**

**Unit : 2**

**Day : Friday**

**Date : July 22<sup>nd</sup>, 2011**

**Time : 11. 20**

R : Pagi bu.  
T2 : Selamat pagi.  
R : Bagaimana penilaian ibu tentang Panduan Guru yang Unit 2?  
T2 : Bagus seperti yang Unit 1.  
R : Ada kesulitan tidak dalam menggunakannya?  
T2 : Tidak  
R : Bagaimana penilaian ibu tentang topik materinya?  
T2 : Sudah bagus.  
R : Apa materinya sudah sesuai dengan KTSP?  
T2 : Iya  
R : Anak-anak aktif belajarnya?  
T2 : Aktif sekali  
R : Kira-kira materinya sudah sesuai dengan kemampuan dan kebutuhan siswa belum bu?  
T2 : Sudah cocok  
R : Apakah kegiatan berlatih berdialog membuat siswa mampu berkomunikasi menggunakan Bahasa Inggris  
T2 : Pasti  
R : Apakah siswa paham dengan instruksi dalam materi?  
T2 : Masih ada yang bingung.  
R : Maksudnya?  
T2 : Mereka masih bingung harus ngapain.  
R : Bagaimana dengan gamenya? Ada kesulitan dalam menjelaskan peraturannya tidak bu?  
T2 : Mereka suka sekali. Alhamdulillah tidak ada kesulitan.  
R : Bagaimana lagu-lagunya?  
T2 : Sama, mereka sangat suka.  
R : Sulit tidak melatih siswa menyanyi?  
T2 : Tidak, dasarnya mereka suka nyanyi, jadi ya mudah.  
R : Kalau media yang digunakan dalam materi apakah sudah sesuai?  
T2 : Sudah  
R : Kalau dilihat dari semuanya, bagaimana Panduan Guru yg Unit 2 bu?  
T2 : Sudah bagus.  
R : Tampilan panduan gurunya bagaimana bu?  
T1 : Sudah bagus kok.  
R : Menyenangkan tidak bu mengajar ada Panduan Gurunya?  
T2 : Senang sekali mbak, mengajar jadi mudah, gak banyak mikir (tertawa).  
R : Kekurangannya apa bu?

T2 : Cuma dialog-dialognya perlu sedikit dikurangi agar anak-anak yang beda kemampuannya bisa selesai bareng dalam mengerjakannya. Oh, mungkin solusinya gini aja mbak, waktu mengerjakannya ditambah saja.

R : Bisa bu...

T2 : Berarti gitu aja mbak.

R : Ada saran untuk Panduan Guru yang Unit 2 bu?

T2 : Ya itu tadi mbak, alokasi waktunya ditambah saja.

R : Baik ibu. Terimakasih

T2 : Sama-sama mbak.

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### **INTERVIEW 7**

**School : SDN Ambarwinangun**

**Unit : 3**

**Day : Saturday**

**Date : July 23<sup>rd</sup>, 2011**

**Time : 11.00**

R : Hello.

S5 : Hello

R : Nama adik siapa?

S5 : Anisa

R : Bagaimana tadi pelajarannya?

S5 : Senang.

R : Adik bisa aktivitasnya?

S5 : Bisa.

R : Sulit tidak nyanyi lagu *ABC* tadi?

S5 : Awalnya iya, tapi terus tidak.

R : Menyenangkan tidak belajar sambil nyanyi?

S5 : Iya

R : Apakah saat bu guru menjelaskan pelajaran menggunakan alat tulis beneran bisa membuat adik tambah paham?

S5 : Iya, paham sekali miss.

R : Apakah ibu guru jelas dalam menerangkan peraturan permainannya?

S5 : Jelas.

R : Permainannya menarik gak?

S5 : Pasti

R : Permainannya menyenangkan tidak?

S5 : Iya

R : Kegiatan tadi membantu adik ngomong bahasa Inggris tidak?

S5 : Iya

R : Latihan soalnya gimana? Mudah dikerjakan?

S5 : Ya

R : Ada yang sulit gak?

S5 : Gak

R : Kegiatan apa yang adik paling suka hari ini?

S5 : Menyanyi

R : Ada saran buat aktivitasnya?

S5 : -

R : Ok. Thanks

S5 : Iya.

---

### **INTERVIEW 8**

**School : SDN Ambarwinangun**

**Unit : 3**

**Day : Saturday**

**Date : July 23<sup>rd</sup>, 2011**

**Time : 11.10**

R : Hi.  
 S6 : Hi  
 R : Nama adik siapa?  
 S6 : Puput  
 R : Tadi belajar apa?  
 S 6 : Benda-benda di kelas.  
 R : Materinya menarik tidak?  
 S6 : Menarik.  
 R : Adik bisa aktivitasnya?  
 S6 : Bisa.  
 R : Aktivitasnya menyenangkan tidak?  
 S6 : Iya  
 R : Pas menyanyi tadi susah tidak?  
 S6 : Tidak.  
 R : Apa malah terlalu gampang?  
 S6 : Pokoknya seneng miss.  
 R : Pas ibu guru menerangkan menggunakan benda-benda beneran, kalian tambah paham gak?  
 S6 : Iya  
 R : Apakah ibu guru jelas saat menerangkan peraturan permainannya?  
 S6 : Iya  
 R : Permainannya tadi membantu adik belajar bahasa Inggris tidak?  
 S6 : Iya  
 R : Saat mengerjakan latihan-latihan bisa gak?  
 S6 : Bisa  
 R : Kegiatan apa yang adik paling suka hari ini?  
 S6 : Permainan  
 R : Ada saran buat aktivitasnya?  
 S6 : Yang ada permainannya dan percakapannya.  
 R : Well, thank you.  
 S6 : Sama-sama.

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## INTERVIEW 9

**School : SDN Ambarwinangun**

**Unit : 3**

**Day : Saturday**

**Date : July 23<sup>rd</sup>, 2011**

**Time : 11.20**

R : Selamat pagi bu.  
 T3 : Selamat pagi mbak.  
 R : Bagaimana penilaian ibu tentang Panduan Guru yang Unit 3?  
 T3 : Seperti sebelumnya mbak, sudah bagus panduannya.  
 R : Ada kesulitan tidak dalam menggunakannya?  
 T3 : Alhamdulillah tidak...  
 R : Bagaimana penilaian ibu tentang materi yang ada?  
 T3 : Materi tadi sudah bagus.  
 R : Apa materinya sudah sesuai dengan KTSP dan course grid?  
 T3 : Ya. Materi sudah sesuai dengan KTSP sama course grid.  
 R : Anak-anak aktif belajarnya?  
 T3 : Aktif sekali. Bahkan anak-anak yang biasanya pasif hari ini menjadi aktif.  
 R : Kira-kira materinya sudah sesuai dengan kemampuan dan kebutuhan siswa belum bu?  
 T3 : Sudah, sudah cocok ma anak-anak.  
 R : Siswa merasa senang dengan aktivitasnya?  
 T3 : Seneng sekali, mereka aktif.  
 R : Apakah permainan tadi bisa membuat siswa mampu berkomunikasi menggunakan Bahasa Inggris?  
 T3 : Iya. Anak-anak antusias sekali pas maen.  
 R : Apakah ada kesulitan dalam menerangkan peraturannya?  
 T3 : Tidak mbak.

R : Bagaimana pas mengajarkan nyanyiannya?  
T3 : Mereka semangat kalo disuruh nyanyi.  
R : Berarti gak ada kesulitan ya bu?  
T3 : Gak mbak.  
R : Ada yang sulit tidak bu saat menggunakan benda-benda nyata untuk menjelaskan materi?  
T3 : Tidak sama sekali.  
R : Apakah bisa membuat siswa tambah paham?  
T3 : Iya mbak, sangat membantu.  
R : Kalau dilihat dari semuanya, bagaimana Panduan Guru yg Unit 3 bu?  
T3 : O..semuanya sudah bagus. Materinya juga dah tersusun dari level yang mudah ke susah..Perintah di dalamnya juga mudah dipahami.  
R : Kekurangannya apa bu?  
T3 : Sudah bagus kok mbak...  
R : Tampilan panduan gurunya bagaimana bu?  
T1 : Sudah sesuai dengan jiwa anak-anak mbak.  
R : Ada saran untuk Panduan Guru yang Unit 3 bu?  
T3 : Ehmm... dah bagus mbak.  
R : Baik bu, terimakasih.)  
T3 : Sama-sama mbak.

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#### **INTERVIEW 10**

**School : SDN Sidomulyo**

**Unit : 1**

**Day : Monday**

**Date : July 25<sup>th</sup>, 2011**

**Time : 11.00**

R : Hi.  
S7 : Hi.  
R : Nama adik siapa?  
S7 : Hikmah  
R : Bagaimana tadi pelajarannya?  
S7 : Nyenengin  
R : Tadi belajar tentang apa?  
S7 : Cara menyapa.  
R : Materinya yang disampaikan ibu guru mudah dipahami tidak?  
S7 : Mudah.  
R : Suka gak kalo ibu guru mengajar menggunakan boneka tangan?  
S7 : Suka banget.  
R : Paham gak pas diberi contoh ungkapan-ungkapan menggunakan boneka tangannya?  
S7 : Paham.  
R : Penggunaan gambar-gambar tadi membuat adik tambah paham dengan materi yang diajarkan gak?  
S7 : Iya.  
R : Tadi seneng gak pas kegiatan menyanyi?  
S7 : Seneng banget miss.  
R : Kegiatan menyanyi tadi membantu adik belajar bahasa Inggris tidak?  
S7 : Iya  
R : Latihan-latihannya mudah diselesaikan gak?  
S7 : Iya.  
R : Ada kesulitan tidak dalam mengerjakannya latihan-latihannya?  
S7 : Tidak  
R : Kegiatan baris trus latihan menyapa tadi bisa bikin adik berkomunikasi dengan Bahasa Inggris gak?  
S7 : Bisa  
R : Kegiatan apa yang adik paling suka hari ini?  
S7 : Yang latihan dialog berbaris.  
R : Ada saran buat aktivitasnya?



S7 : (Menggeleng)  
R : Oke. Thanks.  
S7 : Iya miss.

---

#### **INTERVIEW 11**

**School : SDN Sidomulyo**  
**Unit : 1**  
**Day : Monday**  
**Date : July 25<sup>th</sup>, 2011**  
**Time : 11.10**

R : Good morning.  
S8 : Good morning.  
R : Nama adik siapa?  
S8 : Putri  
R : Gimana pelajarannya hari ini?  
S8 : Asyik miss  
R : Tadi belajar tentang apa?  
S8 : Menyapa orang lain  
R : Materinya yang disampaikan ibu guru tadi mudah dipahami tidak?  
S8 : Iya, mudah kok.  
R : Menarik gak tadi pas ibu guru mengajar menggunakan boneka tangan?  
S8 : Menarik banget.  
R : Paham gak pas diberi contoh ungkapan-ungkapan menggunakan boneka tangannya?  
S8 : Paham.  
R : Penggunaan gambar-gambar tadi membuat adik tambah paham dengan materi yang diajarkan gak?  
S8 : Iya.  
R : Tadi seneng gak pas kegiatan menyanyi?  
S8 : Seneng miss.  
R : Menurut adik, pelajaran bahasa Inggris ada nyanyiannya bagus gak? Kenapa?  
S8 : Bagus, biar gak bosan miss.  
R : Kegiatan menyanyi tadi membantu adik dalam memahami materi tidak?  
S8 : Iya  
R : Latihan-latihannya tadi mudah diselesaikan gak?  
S8 : Iya.  
R : Ada kesulitan tidak dalam mengerjakannya latihan-latihannya?  
S8 : Tidak  
R : Kegiatan baris trus latihan menyapa tadi bisa bikin adik berkomunikasi dengan Bahasa Inggris gak?  
S8 : Bisa  
R : Kegiatan apa yang adik paling suka hari ini?  
S8 : Yang latihan dialog berbaris.  
R : Ada saran buat aktivitasnya?  
S8 : Tidak.  
R : Oke. Thanks.  
S8 : Sama-sama miss.

---

#### **INTERVIEW 12**

**School : SDN Sidomulyo**  
**Unit : 1**  
**Day : Monday**  
**Date : July 25<sup>th</sup>, 2011**  
**Time : 11.20**

R : Good morning, Ma,am.  
T4 : Good morning.

R : Bagaimana penilaian ibu tentang Panduan Guru yang Unit 1?  
T4 : Mengasyikkan  
R : Ada kesulitan tidak dalam menggunakannya?  
T4 : Tidak mbak.  
R : Bagaimana dengan instruksi-instruksinya? Apakah mudah dipahami bu?  
T4 : Instruksinya mudah dipahami.  
R : Bagaimana penilaian ibu tentang materi yang ada?  
T4 : Materinya sudah bagus. Sesuai dengan kemampuan siswa di sini.  
R : Apa materinya sudah sesuai dengan KTSP dan course grid?  
T4 : Iya, sudah sesuai kok mbak.  
R : Bagaimana respon siswa?  
T4 : Mereka semangat sekali.  
R : Siswa merasa senang dengan aktivitasnya?  
T4 : Seneng, mereka aktif.  
R : Apakah kegiatan latihan menyapa tadi bisa membantu siswa berkomunikasi menggunakan Bahasa Inggris?  
T4 : Iya, latihan saling menyapa tadi sangat membantu siswa. Mereka jadi berlatih ngomong bahasa Inggris.  
R : Apakah siswa paham dengan instruksi dalam materi?  
T4 : Sudah paham kok mbak.  
R : Bagaimana lagu-lagunya? Apakah bisa membantu siswa memahami materinya?  
T4 : Bagus...Mempermudah siswa memahami materi.  
R : Kalau media yang digunakan dalam materi apakah sudah sesuai?  
T4 : Sudah, bagus.  
R : Ada kesulitan tidak dalam menggunakan boneka tangan?  
T4 : Tidak, cuma saat awal tadi masih *kagok*.  
R : Yang penggunaan gambar-gambar tadi gimana bu?  
T4 : Yang gambar-gambar tadi sangat memudahkan.  
R : Kalau dilihat dari semuanya, bagaimana Panduan Guru yg Unit 1 bu?  
T4 : Sudah bagus  
R : Kekurangannya apa bu?  
T4 : Sudah cukup.  
R : Tampilan panduan gurunya bagaimana bu?  
T1 : Sudah sesuai dengan dunia anak-anak.  
R : Ada saran untuk Panduan Guru yang Unit 1 bu?  
T4 : Tidak ada mbak.  
R : Baiklah, terimakasih ibu.  
T4 : Sama-sama mbak.

### **INTERVIEW 13**

**School : SDN Sidomulyo**

**Unit : 2**

**Day : Tuesday**

**Date : July 26<sup>th</sup>, 2011**

**Time : 11.00**

R : Hello.  
S9 : Hello  
R : Nama adik siapa?  
S9 : Laila  
R : Pelajarannya hari ini gimana?  
S9 : Menyenangkan miss.  
R : Emang tadi belajar apa?  
S9 : *Introducing*  
R : Materinya menarik tidak?  
S9 : Menarik.  
R : Suka gak saat ibu guru menjelaskan materi menggunakan boneka tangan?  
S9 : Suka.

R : Jadi tambah paham gak?  
 S9 : Paham.  
 R : Tadi pas belajar alfabet, lagunya bisa bikin tambah paham gak?  
 S9 : Iya.  
 R : Latihan bercakap-cakap tadi bisa membantu adik belajar berkomunikasi pake bahasa Inggris gak?  
 S9 : Bisa.  
 R : Tadi pas bu guru menjelaskan peraturan *game*-nya, kalian paham gak?  
 S9 : Paham  
 R : Seneng gak belajar bahasa Inggris ada *game*-nya?  
 S9 : Seneng miss  
 R : Trus, bisa mengerjakan latihan-latihannya gak?  
 S9 : Bisa  
 R : Ada yang sulit tidak?  
 S9 : (Menggeleng)  
 R : Gimana tadi saat praktek memperkenalkan diri di depan kelas?  
 S9 : Asyik Miss.  
 R : **Seneng gak tadi ada kegiatan membuat topi kertas saat kegiatan memperkenalkan diri?**  
 S9 : Iya, seneng.  
 R : Sudah pernah buat ini sebelumnya?  
 S9 : Belum pernah  
 R : Kegiatan apa yang adik paling suka hari ini?  
 S9 : Menyanyi dan latihan bercakap-cakap.  
 R : Ada saran buat aktivitasnya?  
 S9 : Tidak.

#### INTERVIEW 14

**School : SDN Sidomulyo**

**Unit : 2**

**Day : Tuesday**

**Date : July 26<sup>th</sup>, 2011**

**Time : 11.10**

R : Hi.  
 S10 : Hi.  
 R : Nama adik siapa?  
 S10 : Arif  
 R : Bagaimana tadi pelajarannya?  
 S10 : Senang.  
 R : Tadi belajar apa?  
 S10 : Cara berkenalan.  
 R : Materinya menarik tidak?  
 S10 : Iya  
 R : Adik paham gak pas *George* memperkenalkan diri?  
 S10 : Paham.  
 R : Suka gak pas bu guru ngajar pake boneka tangan?  
 S10 : Suka  
 R : Tadi pas menyanyi tentang alfabet menyenangkan tidak?  
 S10 : Senang.  
 R : Bisa membantu memahami materinya gak?  
 S10 : Ya  
 R : Latihan berdialog tadi bisa membantu adik berkomunikasi pakai Bahasa Inggris gak?  
 S10 : Iya  
 R : Mudah gak?  
 S10 : ya.  
 R : Tadi pas bu guru menjelaskan peraturan *game*-nya, kalian paham gak?  
 S10 : Paham  
 R : Seneng gak belajar bahasa Inggris kalo ada *game*-nya?  
 S10 : Seneng miss

R : Trus, bisa mengerjakan latihan-latihannya gak?  
S10 : Bisa  
R : Ada yang sulit tidak?  
S10 : Tidak  
R : Tadi menyenangkan tidak saat praktek memperkenalkan diri di depan kelas?  
S10 : Iya  
R : Seneng gak tadi ada kegiatan membuat kartu nama?  
S10 : Iya  
R : Sudah pernah buat ini sebelumnya?  
S10 : Belum  
R : Kegiatan apa yang adik paling suka hari ini?  
S10 : Menyanyi  
R : Ada saran buat aktivitasnya?  
S10 : Kalo belajar bahasa Inggris pengen yang ada bonekanya, ngisi titik-titik sama nyanyi.  
R : Baiklah. Terima kasih.  
S10 : Iya.

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### **INTERVIEW 15**

**School** : SDN Sidomulyo  
**Unit** : 2  
**Day** : Tuesday  
**Date** : July 26<sup>th</sup>, 2011  
**Time** : 11.20

R : Pagi bu.  
T5 : Selamat pagi.  
R : Bagaimana penilaian ibu tentang Panduan Guru yang Unit 2?  
T5 : Sudah bagus juga mbak.  
R : Ada kesulitan tidak dalam menggunakannya?  
T5 : Tidak  
R : Bagaimana penilaian ibu tentang materi yang ada?  
T5 : Sudah bagus.  
R : Apa materinya sudah sesuai dengan KTSP?  
T5 : Sudah.  
R : Anak-anak aktif belajarnya tidak bu?  
T5 : Aktif sekali malah mbak  
R : Kira-kira materinya sudah sesuai dengan kemampuan dan kebutuhan siswa belum bu?  
T5 : Sudah cocok.  
R : Apakah kegiatan berlatih berdialog membuat siswa mampu berkomunikasi menggunakan Bahasa Inggris?  
T5 : Pasti  
R : Apakah siswa paham dengan instruksi dalam materi?  
T5 : Paham.  
R : Bagaimana dengan gamenya? Ada kesulitan dalam menjelaskan peraturannya tidak bu?  
T5 : Mereka suka sekali. Alhamdulillah tidak ada kesulitan.  
R : Bagaimana lagu-lagunya?  
T5 : Sama, mereka sangat suka.  
R : Sulit tidak melatih siswa menyanyi?  
T5 : Tidak, dasarnya mereka suka nyanyi, jadi ya mudah.  
R : Kalau boneka tangan yang digunakan dalam materi apakah bisa membantu?  
T5 : Bisa mbak. Anak-anak kan suka boneka, jadi mereka antusias saat saya tadi menggunakan boneka.  
R : Menemui kesulitan tidak bu?  
T5 : Tidak mbak.  
R : Kalau dilihat dari semuanya, bagaimana Panduan Guru yg Unit 2 bu?  
T5 : Bagus mbak.  
R : Menyenangkan tidak bu mengajar ada Panduan Gurunya?  
T5 : Iya mbak, jadi membantu saya dalam persiapan mengajar. Pokoknya mengajar jadi tidak terlalu sulit.

R : Kekurangannya apa bu?  
T5 : Saya rasa tidak ada mbak.  
R : Tampilan panduan gurunya bagaimana bu?  
T1 : Sudah sesuai dengan dunia anak-anak.  
R : Ada saran untuk Panduan Guru yang Unit 2 bu?  
T5 : Tidak mbak.  
R : Baik ibu. Terimakasih  
T5 : Sama-sama mbak.

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#### **INTERVIEW 16**

**School** : SDN Sidomulyo  
**Unit** : 3  
**Day** : Wednesday  
**Date** : July 27<sup>th</sup>, 2011  
**Time** : 11.00

R : Hai.  
S11 : Hai.  
R : Nama adik siapa?  
S11 : Garnis  
R : Bagaimana tadi pelajarannya?  
S11 : Senang.  
R : Adik bisa aktivitasnya?  
S11 : Bisa.  
R : Sulit tidak nyanyi lagu *ABC* tadi?  
S11 : Awalnya iya, tapi terus tidak.  
R : Menyenangkan tidak belajar sambil nyanyi?  
S11 : Iya  
R : Apakah saat bu guru menjelaskan pelajaran menggunakan alat tulis beneran bisa membuat adik tambah paham?  
S11 : Iya, paham sekali miss.  
R : Apakah ibu guru jelas dalam menerangkan peraturan permainannya?  
S11 : Jelas.  
R : Permainannya menarik gak?  
S11 : Pasti  
R : Permainannya menyenangkan tidak?  
S11 : Iya  
R : Kegiatan bermain tadi membantu adik ngomong bahasa Inggris tidak?  
S11 : Iya  
R : Latihan soalnya gimana? Mudah dikerjakan?  
S11 : Ya  
R : Ada yang sulit gak?  
S11 : Gak  
R : Kegiatan apa yang adik paling suka hari ini?  
S11 : Menyanyi  
R : Ada saran buat aktivitasnya?  
S11 : Tidak Miss.  
R : Ok. Makasih ya.  
S11 : Sama-sama Miss

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#### **INTERVIEW 17**

**School** : SDN Sidomulyo  
**Unit** : 3  
**Day** : Wednesday  
**Date** : July 27<sup>th</sup>, 2011  
**Time** : 11.10

R : Hai.

S12 : Hai.  
 R : Nama adik siapa?  
 S12 : Suci  
 R : Bagaimana tadi pelajarannya?  
 S12 : Senang.  
 R : Adik bisa aktivitasnya?  
 S12 : Bisa.  
 R : Sulit tidak nyanyi lagu *ABC* tadi?  
 S12 : Awalnya iya, tapi terus tidak.  
 R : Menyenangkan tidak belajar sambil nyanyi?  
 S12 : Iya  
 R : Apakah saat bu guru menjelaskan pelajaran menggunakan alat tulis beneran bisa membuat adik tambah paham?  
 S12 : Iya, paham sekali miss.  
 R : Apakah ibu guru jelas dalam menerangkan peraturan permainannya?  
 S12 : Jelas.  
 R : Permainannya menarik gak?  
 S12 : Pasti  
 R : Permainannya menyenangkan tidak?  
 S12 : Iya  
 R : Kegiatan tadi membantu adik ngomong bahasa Inggris tidak?  
 S12 : Iya  
 R : Latihan soalnya gimana? Mudah dikerjakan?  
 S12 : Ya  
 R : Ada yang sulit gak?  
 S12 : Gak  
 R : Kegiatan apa yang adik paling suka hari ini?  
 S12 : Menyanyi  
 R : Ada saran buat aktivitasnya?  
 S12 : Tidak  
 R : Ok. Thanks  
 S12 : Iya.

### INTERVIEW 18

**School** : SDN Sidomulyo

**Unit** : 3

**Day** : Wednesday

**Date** : July 27<sup>th</sup>, 2011

**Time** : 11.20

R : Selamat pagi bu.  
 T6 : Selamat pagi mbak.  
 R : Bagaimana penilaian ibu tentang Panduan Guru yang Unit 3?  
 T6 : Seperti sebelumnya mbak, sudah bagus panduannya.  
 R : Ada kesulitan tidak dalam menggunakannya?  
 T6 : Alhamdulillah tidak...  
 R : Bagaimana penilaian ibu tentang materi yang ada?  
 T6 : Materi tadi sudah bagus.  
 R : Apa materinya sudah sesuai dengan KTSP dan course grid?  
 T6 : Ya. Materi sudah sesuai dengan KTSP sama course grid.  
 R : Anak-anak aktif belajarnya?  
 T6 : Aktif sekali. Bahkan anak-anak yang biasanya pasif hari ini menjadi aktif.  
 R : Kira-kira materinya sudah sesuai dengan kemampuan dan kebutuhan siswa belum bu?  
 T6 : Sudah, sudah cocok ma anak-anak.  
 R : Siswa merasa senang dengan aktivitasnya?  
 T6 : Seneng sekali, mereka aktif.  
 R : Apakah permainan tadi bisa membuat siswa mampu berkomunikasi menggunakan Bahasa Inggris?  
 T6 : Iya. Anak-anak antusias sekali pas maen.

R : Apakah ada kesulitan dalam menerangkan peraturannya?  
T6 : Tidak mbak.  
R : Bagaimana pas mengajarkan nyanyiannya?  
T6 : Mereka semangat kalo disuruh nyanyi.  
R : Berarti gak ada kesulitan ya bu?  
T6 : Gak mbak.  
R : Ada yang sulit tidak bu saat menggunakan benda-benda nyata untuk menjelaskan materi?  
T6 : Tidak sama sekali.  
R : Apakah bisa membuat siswa tambah paham?  
T6 : Iya mbak, sangat membantu.  
R : Kalau dilihat dari semuanya, bagaimana Panduan Guru yg Unit 3 bu?  
T6 : O..semuanya sudah bagus. Materinya juga dah tersusun dari level yang mudah ke susah..Perintah di dalamnya juga mudah dipahami.  
R : Kekurangannya apa bu?  
T6 : Sudah bagus kok mbak...  
R : Ada saran untuk Panduan Guru yang Unit 3 bu?  
T6 : Ehmm... dah bagus mbak.  
R : Baik bu, terimakasih.)  
T6 : Sama-sama mbak.

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### **INTERVIEW 19**

**School : SDN Peneket**

**Unit : 1**

**Day : Thursday**

**Date : July 28<sup>th</sup>, 2011**

**Time : 11.00**

R : Hello.  
S13 : Hello  
R : Nama adik siapa?  
S13 : Yuli  
R : Bagaimana tadi pelajarannya?  
S13 : Suka miss.  
R : Tadi belajar tentang apa?  
S13 : Tentang pagi, siang, dan malam.  
R : Owh, itu suasana saat mengucapkan salam.  
R : Suka gak saat bu guru mengajarkan cara menyapa menggunakan boneka tangan?  
S13 : Suka  
R : Paham gak?  
S13 : Iya.  
R : Gambar-gambar tadi yang dipakai bu guru membuat adik tambah paham gak?  
S13 : Iya.  
R : Tadi menyanyi apa saja?  
S13 : *Good morning... Good bye... Hello-hello...*  
R : Menyenangkan gak?  
S13 : Iya miss.  
R : Lagunya bisa membantu adik memahami materi hari ini gak?  
S13 : Iya.  
R : Kegiatan yang latihan menyapa membantu adik berkomunikasi pake bahasa Inggris gak?  
S13 : Iya  
R : Ada kesulitan tidak dalam melakukannya?  
S13 : Tidak  
R : Kegiatan mengerjakan latihan tadi mudah diselesaikan tidak?  
S13 : Iya  
R : Ada kesulitan gak?  
S13 : Gak.  
R : Perintahnya bisa dimengerti gak?  
S13 : Bisa.

R : Media yang digunakan dalam materi menarik tidak?  
S13 : Iya  
R : Kegiatan apa yang adik paling suka hari ini?  
S13 : Percakapan sama main  
R : Ada saran buat aktivitasnya?  
S13 : Tidak.  
R : Thank you  
S13 : Sama-sama

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#### **INTERVIEW 20**

**School : SDN Peneket**

**Unit : 1**

**Day : Thursday**

**Date : July 28<sup>th</sup>, 2011**

**Time : 11.10**

R : Pagi...  
S14 : Pagi.  
R : Nama adik siapa?  
S14 : Indika  
R : Tadi belajar tentang apa?  
S14 : Greeting...  
R : Materi yang disampaikan ibu guru mudah dipahami tidak?  
S14 : Mudah.  
R : Materi tadi ada yang susah tidak?  
S14 : Tidak.  
R : Suka gak kalo ibu guru mengajar pake boneka tangan?  
S14 : Suka.  
R : Paham gak pas diberi contoh ungkapan-ungkapan menggunakan boneka tangannya?  
S14 : Iya.  
R : Tadi seneng gak pas nyanyi?  
S14 : Seneng donk miss.  
R : Kegiatan menyanyi tadi membantu adik belajar bahasa Inggris tidak?  
S14 : Iya  
R : Latihan-latihannya mudah diselesaikan gak?  
S14 : Iya.  
R : Ada kesulitan tidak dalam mengerjakannya latihan-latihannya?  
S14 : Tidak  
R : Dengan berlatih menyapa tadi bisa bikin adik berkomunikasi dengan Bahasa Inggris gak?  
S14 : Iya  
R : Media yang digunakan dalam materi menarik tidak? Ada gambar, kartu, dan boneka tangan.  
S14 : Iya, menarik.  
T : Yang paling suka apa? Kenapa?  
S14 : Boneka tangan. Kan lucu pas bonekanya pura-pura ngomong.  
R : Kegiatan apa yang adik paling suka hari ini?  
S14 : Baris trus latihan ngomong bahasa Inggris.  
R : Ada saran buat aktivitasnya?  
S14 : Gak.  
R : Makasih  
S14 : Ya.

---

#### **INTERVIEW 21**

**School : SDN Peneket**

**Unit : 1**

**Day : Thursday**

**Date : July 28<sup>th</sup>, 2011**

**Time : 11.20**



R : Pagi bu.  
T7 : Selamat pagi.  
R : Bagaimana penilaian ibu tentang Panduan Guru yang Unit 1?  
T7 : Sudah bagus mbak.  
R : Ada kesulitan tidak dalam menggunakannya?  
T7 : Tidak  
R : Bagaimana dengan instruksi-instruksinya? Apakah mudah dipahami bu?  
T7 : Instruksinya sudah jelas dan gampang dipahami.  
R : Bagaimana penilaian ibu tentang materi yang ada?  
T7 : Materinya sudah bagus.  
R : Apa materinya sudah sesuai dengan KTSP dan course grid?  
T7 : Materi sudah sesuai dengan KTSP sama course grid.  
R : Bagaimana respon siswa?  
T7 : Siswa antusias sekali saat pelajaran tadi.  
R : Kira-kira materinya sudah sesuai dengan kemampuan dan kebutuhan siswa belum bu?  
T7 : Sudah cocok dengan kemampuan dan kebutuhan anak-anak.  
R : Siswa merasa senang dengan aktivitasnya?  
T7 : Iya, mereka aktif.  
R : Apakah kegiatan latihan menyapa tadi bisa membantu siswa berkomunikasi menggunakan Bahasa Inggris?  
T7 : Iya, dialog-dialognya tadi sangat melatih siswa berani berbicara bahasa Inggris.  
R : Apakah siswa paham dengan instruksi dalam materi?  
T7 : Paham, terlihat pada saat mereka mengerjakannya.  
R : Bagaimana dengan gamenya?  
T7 : Mereka suka sekali.  
R : Ada kesulitan tidak bu dalam menyampaikan aturan permainannya?  
T7 : Tidak mbak.  
R : Bagaimana lagu-lagunya? Apakah bisa membantu siswa memahami materinya?  
T7 : Mereka suka...Iya bisa mempermudah dalam memahami materi.  
R : Kalau media yang digunakan dalam materi apakah sudah sesuai?  
T7 : Sudah, bagus.  
R : Ada kesulitan tidak dalam menggunakan boneka tangan?  
T7 : Cuma awal-awalnya saja mba, selanjutnya mudah kok.  
R : Apa gambar-gambar tadi bisa membantu pemahaman siswa?  
T7 : Iya. Yang gambar itu sangat membantu.  
R : Kalau dilihat dari semuanya, bagaimana Panduan Guru yg Unit 1 bu?  
T7 : Sudah bagus  
R : Kekurangannya apa bu?  
T7 : Sudah cukup.  
R : Ada saran untuk Panduan Guru yang Unit 1 bu?  
T7 : Menurut saya sudah bagus.  
R : Well, thank you ma'am.  
T7 : You're welcome.

---

## INTERVIEW 22

**School : SDN Peneket**

**Unit : 2**

**Day : Friday**

**Date : July 29<sup>th</sup>, 2011**

**Time : 11.00**

R : Hello Septi.  
S15 : Hello, Miss.  
R : Bagaimana tadi pelajarannya?  
S15 : Saya senang.  
R : Tadi paham gak pas *George* memperkenalkan diri?  
S15 : Paham.  
R : Suka gak pas bu guru ngajar pake boneka tangan?

S15 : Suka Miss.  
R : Tadi pas menyanyi tentang alfabet menyenangkan tidak?  
S15 : Senang.  
R : Sekarang jadi hapal alfabet belum?  
S15 : Belum hapal banget Miss.  
R : Latihan berdialog tadi bisa membantu adik berkomunikasi pakai Bahasa Inggris gak?  
S15 : Iya.  
R : Ada kesulitan tidak dalam melakukannya?  
S15 : Tidak.  
R : Tadi pas bu guru menjelaskan peraturan *game*-nya, kalian paham gak?  
S15 : Paham  
R : Seneng gak belajar bahasa Inggris ada *game*-nya?  
S15 : Seneng  
R : Trus, bisa mengerjakan latihan-latihannya gak?  
S15 : Bisa  
R : Tadi menyenangkan tidak saat praktek memperkenalkan diri di depan kelas?  
S15 : Iya  
R : Menarik gak tadi ada kegiatan membuat kartu nama?  
S15 : Iya  
R : Sudah pernah buat ini sebelumnya?  
S15 : Belum  
R : Kegiatan apa yang Adik paling suka hari ini?  
S15 : Yang membuat kartu nama.  
R : Ada saran buat aktivitasnya?  
S15 : Tidak.  
R : Makasih.  
S15 : Iya.

---

### **INTERVIEW 23**

**School** : SDN Peneket

**Unit** : 2

**Day** : Friday

**Date** : July 29<sup>th</sup>, 2011

**Time** : 11.10

R : Hi.  
S16 : Hi.  
R : Nama adik siapa?  
S16 : Hamdan  
R : Bagaimana tadi pelajarannya?  
S16 : Asyik sekali hari ini Miss.  
R : Tadi belajar apa?  
S16 : Berkenalan.  
R : Materinya menarik tidak?  
S16 : Iya  
R : Adik paham gak pas *George* memperkenalkan diri?  
S16 : Paham.  
R : Suka gak pas bu guru ngajar pake boneka tangan?  
S16 : Suka  
R : Tadi pas menyanyi tentang alfabet menyenangkan tidak?  
S16 : Iya  
R : Bisa membantu memahami materinya gak?  
S16 : Ya  
R : Latihan bercakap-cakap tadi bisa membantu adik berkomunikasi pakai Bahasa Inggris gak?  
S16 : Iya. Bikin berani ngomong bahasa Inggris Miss.  
R : Mudah kan?  
S16 : Ya.  
R : Tadi pas bu guru menjelaskan peraturan *game*-nya, kalian paham gak?

S16 : Paham  
R : Seneng gak belajar bahasa Inggris kalo ada *game*-nya?  
S16 : Seneng banget  
R : Trus, bisa mengerjakan latihan-latihannya gak?  
S16 : Bisa  
R : Ada yang sulit tidak?  
S16 : Tidak  
R : Tadi menyenangkan tidak saat praktek memperkenalkan diri di depan kelas?  
S16 : Iya, seneng Miss.  
R : Seneng gak tadi ada kegiatan membuat kartu nama?  
S16 : Iya  
R : Sudah pernah buat ini sebelumnya?  
S16 : Belum  
R : Kegiatan apa yang adik paling suka hari ini?  
S16 : Menyanyi  
R : Ada saran buat aktivitasnya?  
S16 : Kalo belajar bahasa Inggris pengen yang ada bonekanya sama nyanyi.  
R : Baiklah. Terima kasih.  
S16 : Iya Miss.

---

#### **INTERVIEW 24**

**School : SDN Peneket**

**Unit : 2**

**Day : Friday**

**Date : July 29<sup>th</sup>, 2011**

**Time : 11.20**

R : Pagi bu.  
T8 : Selamat pagi.  
R : Bagaimana penilaian ibu tentang Panduan Guru yang Unit 2?  
T8 : Sudah bagus mbak.  
R : Ada kesulitan tidak dalam menggunakannya?  
T8 : Tidak  
R : Bagaimana penilaian ibu tentang materi yang ada?  
T8 : Sudah bagus.  
R : Apa materinya sudah sesuai dengan KTSP?  
T8 : Sudah.  
R : Anak-anak aktif belajarnya tidak bu?  
T8 : Aktif sekali malah mbak  
R : Kira-kira materinya sudah sesuai dengan kemampuan dan kebutuhan siswa belum bu?  
T8 : Sudah cocok.  
R : Apakah kegiatan berlatih berdialog membuat siswa mampu berkomunikasi menggunakan Bahasa Inggris?  
T8 : Pasti  
R : Apakah siswa paham dengan instruksi dalam materi?  
T8 : Paham.  
R : Bagaimana dengan gamenya? Ada kesulitan dalam menjelaskan peraturannya tidak bu?  
T8 : Menyenangkan. Alhamdulillah tidak ada kesulitan dalam menjelaskan aturan-aturan *game*-nya.  
R : Bagaimana lagu-lagunya?  
T8 : Mereka suka sekali.  
R : Sulit tidak mengajari siswa menyanyi?  
T8 : Tidak, dasarnya mereka suka nyanyi, jadi ya mudah.  
R : Kalau boneka tangan yang digunakan dalam materi apakah bisa membantu?  
T8 : Bisa mbak. Buat mereka ini hal baru, jadi hal ini sangat menarik.  
R : Menemui kesulitan tidak bu dalam penggunaannya?  
T8 : Tidak mbak.  
R : Kalau dilihat dari semuanya, bagaimana Panduan Guru yg Unit 2 bu?  
T8 : Bagus mbak.

R : Menyenangkan tidak bu mengajar ada Panduan Gurunya?  
T8 : Iya mbak, jadi membantu saya dalam persiapan mengajar. Pokoknya mengajar jadi tidak terlalu sulit.  
R : Kekurangannya apa bu?  
T8 : Saya rasa tidak ada mbak.  
R : Ada saran untuk Panduan Guru yang Unit 2 bu?  
T8 : Tidak mbak.  
R : Baik ibu. Terimakasih  
T8 : Sama-sama mbak.

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#### **INTERVIEW 25**

**School : SDN Peneket**  
**Unit : 3**  
**Day : Tuesday**  
**Date : August 2<sup>nd</sup>, 2011**  
**Time : 11.00**

R : Hello.  
S17 : Hello  
R : Nama adik siapa?  
S17 : Ayu  
R : Bagaimana tadi pelajarannya?  
S17 : Seneng.  
R : Tadi belajar tentang apa?  
S17 : Benda-benda di ruangan kelas miss.  
R : Adik bisa nyanyiannya?  
S17 : Bisa.  
R : Belajar sambil menyanyi menyenangkan tidak?  
S17 : Menyenangkan  
R : Apakah saat bu guru menggunakan benda-benda nyata membuat adik tambah paham?  
S17 : Iya miss.  
R : Penjelasan bu guru tentang peraturan permainannya gimana? Jelas tidak?  
S17 : Jelas kok miss  
R : Permainannya menyenangkan tidak?  
S17 : Iya  
R : Ada kesulitan tidak dalam memainkannya?  
S17 : Tidak  
R : Latihan-latihannya gimana? Bisa?  
S17 : Bisa miss  
R : Ada yang sulit gak?  
S17 : Gak kok..  
R : Kegiatan apa yang adik paling suka hari ini?  
S17 : Nyanyi.  
R : Ada saran buat aktivitasnya?  
S17 : Gak Miss.  
R : Thank you.  
S17 : You're welcome.

---

#### **INTERVIEW 26**

**School : SDN Peneket**  
**Unit : 3**  
**Day : Tuesday**  
**Date : August 2<sup>nd</sup>, 2011**  
**Time : 11.10**

R : Hai.

S18 : Hai.  
 R : Nama adik siapa?  
 S18 : Ayu  
 R : Bagaimana pelajaran hari ini?  
 S18 : Menyenangkan  
 R : Ayu bisa aktivitasnya?  
 S18 : Bisa.  
 R : Sulit tidak nyanyi lagu *ABC* tadi?  
 S18 : Tidak.  
 R : Menyenangkan tidak belajar sambil nyanyi?  
 S18 : Iya  
 R : Apakah saat bu guru menjelaskan pelajaran menggunakan benda-benda nyata bisa membuat adik tambah paham?  
 S18 : Iya, tambah paham miss.  
 R : Apakah ibu guru jelas dalam menerangkan peraturan permainannya?  
 S18 : Jelas.  
 R : Permainannya menarik gak?  
 S18 : Pasti  
 R : Permainannya menyenangkan tidak?  
 S18 : Iya  
 R : Kegiatan tadi membantu adik ngomong bahasa Inggris tidak?  
 S18 : Iya  
 R : Latihan soalnya gimana? Mudah dikerjakan?  
 S18 : Ya  
 R : Ada yang sulit gak?  
 S18 : Gak  
 R : Kegiatan apa yang adik paling suka hari ini?  
 S18 : Menyanyi dan bermain  
 R : Ada saran buat aktivitasnya?  
 S18 : Tidak Miss.  
 R : Ok. Makasih  
 S18 : Sama-sama.

---

## INTERVIEW 27

**School** : SDN Peneket

**Unit** : 3

**Day** : Tuesday

**Date** : August 2<sup>nd</sup>, 2011

**Time** : 11.20

R : Selamat pagi bu.  
 T9 : Pagi mbak.  
 R : Bagaimana penilaian ibu tentang Panduan Guru yang Unit 3?  
 T9 : Seperti sebelumnya mbak, sudah bagus panduannya.  
 R : Ada kesulitan tidak dalam menggunakannya?  
 T9 : Tidak mbak.  
 R : Bagaimana penilaian ibu tentang materi yang ada?  
 T9 : Materi tadi sudah bagus.  
 R : Apa materinya sudah sesuai dengan KTSP dan course grid?  
 T9 : Ya. Materi sudah sesuai dengan KTSP sama course grid.  
 R : Anak-anak aktif belajarnya?  
 T9 : Aktif sekali. Anak-anak antusias sekali.  
 R : Kira-kira materinya sudah sesuai dengan kemampuan dan kebutuhan siswa belum bu?  
 T9 : Sudah, sudah cocok ma anak-anak.  
 R : Siswa merasa senang dengan aktivitasnya?  
 T9 : Seneng sekali, mereka aktif.  
 R : Apakah permainan tadi bisa membuat siswa mampu berkomunikasi menggunakan Bahasa Inggris?  
 T9 : Iya. Anak-anak antusias sekali pas maen.  
 R : Apakah ada kesulitan dalam menerangkan peraturannya?

T9 : Tidak mbak.  
R : Bagaimana pas mengajarkan nyanyiannya?  
T9 : Mereka semangat kalo disuruh nyanyi.  
R : Berarti gak ada kesulitan ya bu?  
T9 : Gak mbak.  
R : Ada yang sulit tidak bu saat menggunakan benda-benda nyata untuk menjelaskan materi?  
T9 : Tidak sama sekali.  
R : Apakah bisa membuat siswa tambah paham?  
T9 : Iya mbak, sangat membantu pemahaman materi.  
R : Kalau dilihat dari semuanya, bagaimana Panduan Guru yg Unit 3 bu?  
T9 : Sudah bagus semuanya mbak.  
R : Kekurangannya apa bu?  
T9 : Sudah bagus kok mbak... Gak ada yang kurang.  
R : Ada saran untuk Panduan Guru yang Unit 3 bu?  
T9 : Ehmm... Cukup mbak.  
R : Baik bu, terimakasih.  
T9 : Sama-sama mbak

---



**APPENDIX 6**

**FIRST DRAFT**

# PANDUAN GURU



UNTUK PEMBELAJARAN BAHASA INGGRIS  
SEKOLAH DASAR KELAS IV



# PANDUAN GURU

## UNIT 1

### Good Morning, John!

#### Tujuan:

- Siswa mampu merespon ungkapan salam pertemuan dan perpisahan.
- Siswa mampu mengungkapkan salam pertemuan dan perpisahan dengan orang lain.

#### Langkah-langkah:

##### I. Pembukaan

1. Menyapa siswa di depan kelas.
2. Mengajak siswa menyanyikan lagu “*Good Morning*”.
  - Terlebih dahulu menyanyikan sendiri lagu tersebut.
  - Mengajak siswa menyanyi bersama-sama.

“*Good Morning*” \*

*Good morning to you ....*  
*Good morning to you ...*  
*Good morning everybody*  
*Good morning to you ...*

\*(dengan nada 'Happy Birthday')

3. Memimpin para siswa untuk berdoa bersama.

##### II. Kegiatan inti (PPP)

###### A. Presentation

1. Menyapa siswa menggunakan boneka tangan.

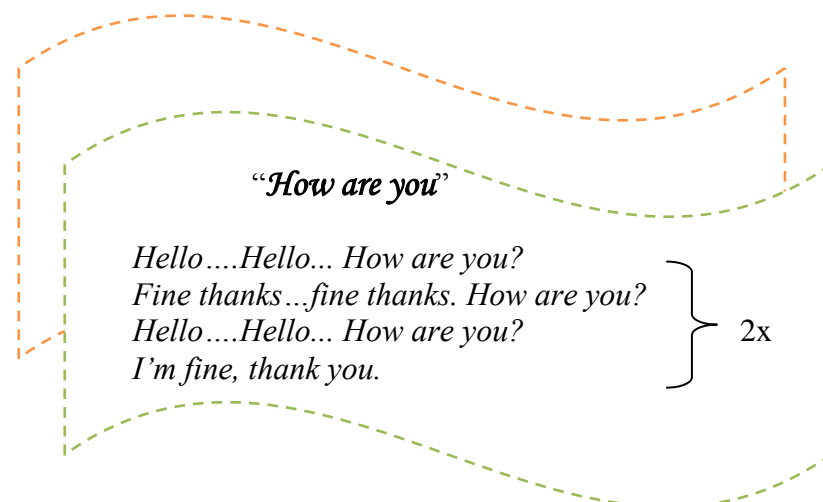
- Guru berdiri di depan kelas dan menyapa para siswa menggunakan boneka tangan.
- Guru menggunakan boneka tangan dan menggerakkan boneka tersebut. Kemudian, guru berkata “*Hi*” atau “*Hello*”.
- Para siswa juga harus merespon dengan ungkapan salam pertemuan dan perpisahan. Contoh:

Guru : *Hello, Andre.*

Siswa : *Hello, Miss.*

- Media: boneka tangan

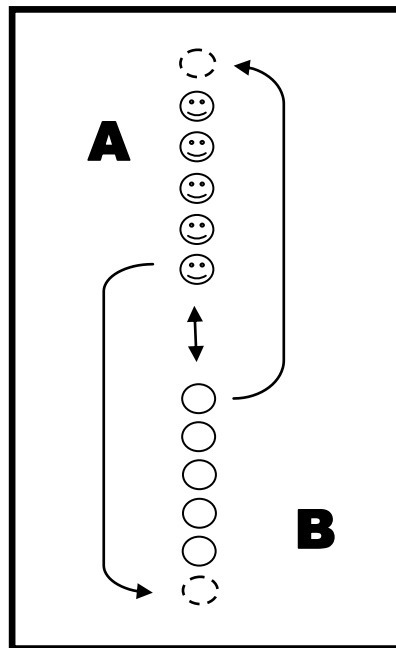
2. Memberi contoh ungkapan-ungkapan salam pertemuan dan perpisahan lainnya.
3. Meminta siswa untuk mengulangi ucapan guru.
4. Menjelaskan penggunaan setiap ungkapan-ungkapan tersebut dengan menunjukkan gambar suasana pagi, siang dan malam hari.
5. Mengajak siswa untuk bernyanyi bersama lagu “*How are you*”.
  - Menyanyikan sendiri dulu lagu tersebut.
  - Mengajak siswa untuk menyanyi bersama.



6. Meminta siswa untuk mengulang ungkapan-ungkapan yang terdapat pada lagu tersebut.

## **B. Practice**

1. Meminta siswa untuk berlatih menggunakan ungkapan-ungkapan secara berkelompok:
  - Guru membagi siswa menjadi dua kelompok dan menyuruh mereka berbaris. Masing-masing diberi nama barisan A dan barisan B.
  - Barisan A berhadapan dengan barisan B.
  - Siswa di barisan A paling depan diminta menyapa siswa di barisan B yang di hadapannya. Siswa di depannya harus merespon sapaannya.
  - Kemudian, setelah menyapa, siswa di barisan A tersebut berlari ke bagian belakang barisan B.
  - Hal tersebut dilanjutkan hingga semua siswa saling menyapa dengan pasangan di depannya.



*Ilustrasi Cara Berbaris dalam Latihan Menyapa*

2. Meminta siswa untuk mempraktekkan ungkapan-ungkapan yang sudah dipelajari sebelumnya menggunakan wayang.

- Meminta siswa untuk membuat wayang sebanyak 2 buah dari kertas bekas (Ket.: pada hari sebelumnya, guru sudah menugaskan siswa untuk membawa alat dan bahan yang dibutuhkan).

### Wayang Kertas

- ✚ Alat dan bahan: kardus bekas, lem, gunting, dan gambar orang dari koran/majalah bekas.
- ✚ Cara membuat:
  1. Gunting gambar orang dari koran/majalah bekas.
  2. Tempelkan pada kardus bekas.
  3. Gunting gambar tersebut sesuai dengan bentuk gambarnya dan buat sebuah pegangan di bagian bawahnya (Ket.: lihat contoh wayang pada ilustrasi 3).

- Memberi contoh pada siswa cara bermain wayang-wayangan.  
Langkah-langkah:

- Pegang kedua wayang yang telah dibuat.
- Mainkan wayang dengan berperan menjadi kedua wayang tersebut.

Contoh:

A: *Good morning, Dino.*

B: *Good morning, Santi.*

- Ulangi contoh sekali lagi supaya siswa bertambah paham.

- Meminta siswa untuk memainkan dua buah wayang milik mereka.
- Media: wayang-wayangan.

3. Meminta siswa untuk membuat percakapan dan menuliskannya di lembar kerja yang tersedia.

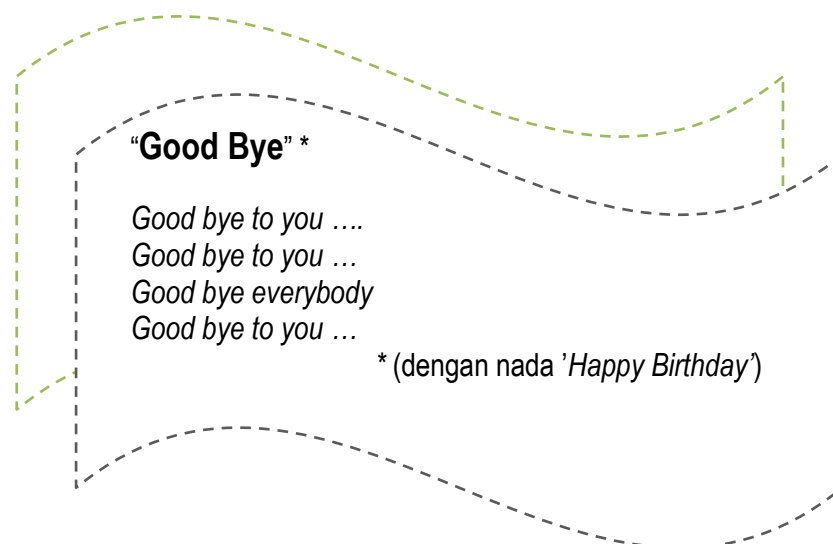
- Memberikan lembar kerja kepada setiap siswa.
- Menjelaskan perintah dan memberikan contohnya sebelum mereka mengerjakan.
- Media: lembar kerja (lihat: lampiran)

### C. Production

- Meminta mereka untuk saling menyapa berdasarkan kartu situasi.
  - Meminta siswa untuk membentuk kelompok.
  - Memberikan kartu situasi untuk setiap kelompok.
  - Meminta mereka untuk saling menyapa sesuai kartu situasi yang sudah mereka dapat.
  - Meminta mereka maju ke depan kelas dan mempraktekkan percakapannya.
  - Memberikan komentar atas penampilan mereka, dengan berkata seperti “*Well done*”, “*Very Good*”, “*Great*”, “*Good Job*”, etc.
  - Media: situational cards

### III. Penutupan

1. Mengulang kembali materi yang diajarkan hari ini.
2. Mengajak siswa menyanyi lagu “*Good Bye*”.
  - Terlebih dahulu menyanyikan sendiri lagu tersebut.
  - Meminta siswa untuk menyanyi bersama.



3. Memimpin para siswa untuk berdoa bersama dengan berkata “*Let say a prayer, shall we?*” dan berkata “*Amin*” setelah selesai.
4. Menyapa siswa di depan kelas.

## UNIT 2

### Hi, I am Bella.

#### Tujuan:

- Siswa mampu memperkenalkan diri sendiri.
- Siswa mampu memperkenalkan orang lain.
- Siswa mampu memberikan informasi pribadi.

#### Langkah-langkah:

##### I. Pembukaan

1. Menyapa siswa di depan kelas.
2. Mengajak siswa menyanyikan lagu “*Good Morning*”.
3. Memimpin para siswa untuk berdoa bersama.

##### II. Kegiatan inti (PPP)

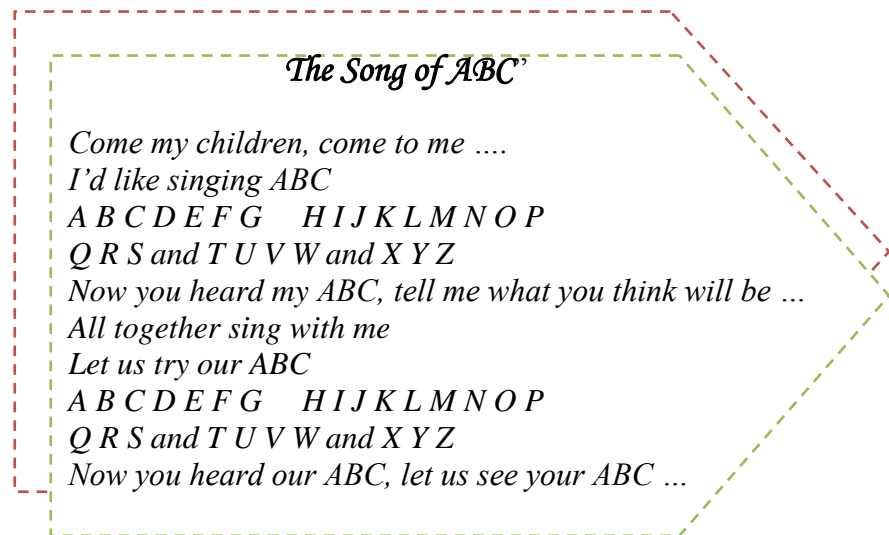
###### A. Presentation

1. Memperkenalkan diri di depan kelas menggunakan boneka tangan.
  - Guru berdiri di depan kelas dan memperkenalkan diri menggunakan boneka tangan.
  - Guru menggunakan boneka tangan dan menggerakkan boneka tersebut. Kemudian, sebagai contoh guru berkata “*Hi. My name is Yani. Nice to meet you.*”
  - Siswa diminta untuk meresponnya menggunakan ungkapan-ungkapan lain.

Guru : *Hi. What is your name?*

Siswa : *My name is Tari.*

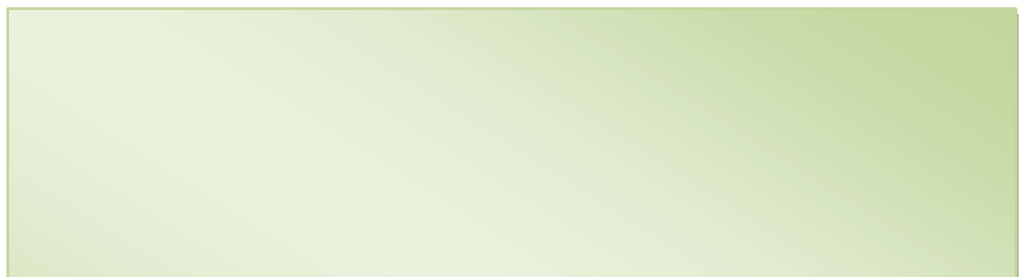
- Media: boneka tangan
- 2. Memberikan contoh ungkapan-ungkapan dari perkenalan diri lainnya (lihat: materi).
- 3. Minta siswa untuk mengulang-ulang ungkapan-ungkapan tersebut.
- 4. Mengajak siswa untuk menyanyi lagu “*The Song of ABC*” bersama.
- 5. Terlebih dahulu menyanyikan sendiri lagu tersebut.
- 6. Mengajak siswa menyanyi bersama-sama.



- 7. Meminta siswa untuk mengulangi alfabet yang ada pada lagu tersebut.

## **B. Practice**

- 1. Meminta siswa untuk berlatih percakapan secara berpasangan (lihat: materi).
  - Guru meminta siswa untuk membuat kelompok secara berpasangan.
  - Kemudian, meminta siswa untuk saling memperkenalkan diri menggunakan ungkapan-ungkapan yang telah dipelajari sebelumnya.
- 2. Mengajak siswa bermain “*Survey*” game.



## “Survey” game

- *Alat*
  - ⇒ Catatan survei (lembar survei)
- *Waktu: 15 menit*
- *Cara bermain*
  1. Guru membagi siswa menjadi empat atau lima kelompok.
  2. Setiap kelompok mendapat lembar survei.
  3. Setiap anak harus bertanya menggunakan ungkapan “*What is your complete name?*”, “*What is your nick name?*” dan “*How do you spell your name?*”
  4. Jawaban dituliskan pada lembar survei.
  5. Lanjutkan bertanya hingga mendapatkan data semua anggota kelompok.
  6. Laporkan hasil survei.

- *Peraturan*
  - ⇒ Setiap orang harus bertanya menggunakan ungkapan-ungkapan yang sudah diberikan sebelumnya.
  - ⇒ Jika ada seseorang yang ketahuan tidak menggunakan ungkapan-ungkapan tersebut, mereka akan mendapat hukuman.
  - ⇒ Pemenangnya adalah kelompok yang selesai pertama kali.
  - ⇒ Jika sudah selesai, setiap orang melaporkan hasil survei di depan kelompok lain.

- Sebutkan peraturan permainan pada siswa dengan jelas.
  - Berikan contoh cara bermainnya sebelum mereka mulai permainannya.
  - Media: Lembar survei.
3. Meminta siswa untuk mempraktekkan ungkapan-ungkapan yang sudah dipelajari sebelumnya dalam lingkaran-lingkaran.
- Menyuruh siswa untuk berdiri dan membentuk dua lingkaran, yaitu lingkaran kecil dan lingkaran besar. Lingkaran kecil berada di dalam lingkaran besar.
  - Siswa yang berdiri pada lingkaran kecil berhadapan dengan siswa pada lingkaran besar.

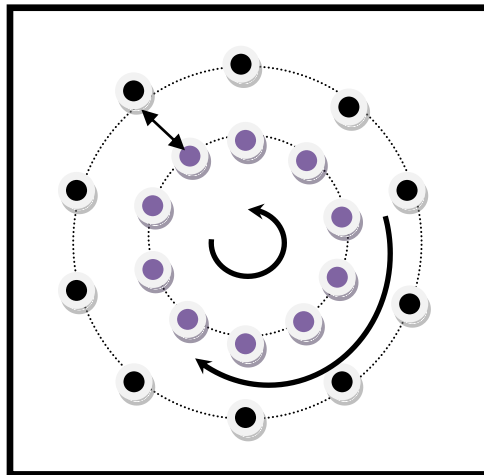


- Mereka saling berkenalan menggunakan ungkapan-ungkapan yang sudah diajarkan. Contoh:

A: *What's your name?*

B: *My name's Nancy.*

- Setelah selesai berkenalan dengan satu orang, guru menyuruh mereka bergeser, menggunakan instruksi: *One step to the right.* Kemudian, mereka berkenalan lagi dengan siswa yang di depan mereka.
- Hal tersebut dilanjutkan hingga selesai satu putaran.



*Ilustrasi Cara Berbaris dalam Latihan Berkenalan*

### **C. Production**

1. Meminta siswa untuk praktek pengenalan diri di depan kelas dengan mengenakan topi kertas.

- Meminta siswa untuk membuat *paper hat* (topi kertas) dengan karakter favorit mereka (karakter kartun/ hewan/ aktor/ artis, dll.)

### *Paper Hat* (Topi Kertas)

- ✚ Alat dan bahan: Kertas, gunting, lem, dan gambar favorit.
- ✚ Cara membuat:
  1. Potong kertas dengan bentuk persegi panjang, dengan lebar sekitar 6-10 cm dan panjang disesuaikan dengan lingkaran kepala siswa.
  2. Tempelkan gambar di bagian tengah kertas tersebut.
  3. Rekatkan ujung-ujung kertas dengan lem.
  4. Topi kertas sudah dapat digunakan. (Ket.: gambar bisa dilihat di ilustrasi 6.)

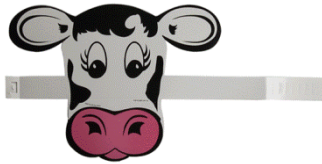
- Memberi contoh perkenalan di depan kelas.

Hi, my friends.  
My name is Dolly Dolphin.  
Nice to meet you.

*Gambar 2. Contoh Format Perkenalan.*

- Meminta mereka untuk memperkenalkan diri sebagai karakter yang mereka pilih di depan kelas.
- Memberikan komentar dengan berkata “*Well done*”, “*Very Good*”, “*Great*”, “*Good Job*”, etc.





- *Ilustrasi 6. Contoh Paper Hat (Topi Kertas)*

### III. Penutupan

1. Mengulang kembali materi yang diajarkan hari ini.
2. Mengajak siswa menyanyi lagu “*Good Bye*”.
3. Memimpin siswa untuk berdoa bersama.
4. Menyapa siswa di depan kelas.

## UNIT 3

### Things in the Classroom.

#### Tujuan:

- *Siswa mampu merespon perintah.*
- *Siswa mampu memberikan perintah.*
- *Siswa mampu menyebutkan nama benda-benda di dalam kelas.*

#### Langkah-langkah:

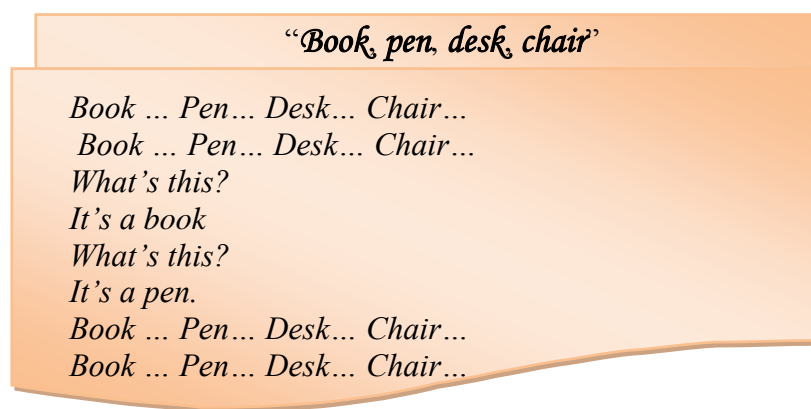
##### I. Pembukaan

1. Menyapa siswa di depan kelas.
2. Mengajak siswa menyanyikan lagu “*Good Morning*”.
3. Memimpin para siswa untuk berdoa bersama.

##### II. Kegiatan inti (PPP)

## A. Presentation

5. Meminta siswa untuk menyanyi lagu “*Book, pen, desk, chair*” bersama.
  - Mengajak siswa menyanyi “*Book, pen, desk, chair*”.
  - Terlebih dahulu menyanyikan sendiri lagu tersebut.
  - Memegang benda-benda tersebut sesuai benda-benda yang dinyanyikan.
  - Meminta siswa untuk menyanyi bersama.



6. Meminta siswa untuk menyebutkan benda-benda dalam lagu tersebut.
7. Menyebutkan dan menanyakan benda-benda di dalam kelas menggunakan ungkapan-ungkapan yang dipelajari sebelumnya sambil menunjukkan benda-benda nyata atau gambarnya (lihat: lampiran).  
Contoh:

Guru : *What is this?*

Siswa : *This is a chair.*

Media : realia (benda-benda nyata), gambar-gambar

8. Meminta mereka untuk mengulang-ulang nama benda-benda tersebut.

## B. Practice

1. Mengajak siswa bermain “*Simon Says*” game.
  - Terangkan cara bermain pada siswa dengan jelas.
  - Berikan contoh cara bermainnya sebelum mereka mulai permainannya
  - Media: alat-alat tulis

### “Simon Says” game

- *Alat*
  - ⇒ Alat-alat tulis
- *Waktu* : 10 menit
- *Cara bermain*
  1. Guru menyuruh siswa meletakkan alat-alat tulisnya di atas meja.
  2. Siswa berdiri di tempatnya masing-masing.
  3. Berikan perintah, contoh: *Simon says: Take a book or Hold the chair.*
  4. Para siswa harus melakukan perintah
  5. Berikan perintah kembali, contoh: *Take a pen.* Perintah ini tanpa kata-kata *Simon says*, jadi jika mereka melakukannya akan dikeluarkan dari permainan.
  6. Anak terakhir yang masih bertahan akan menjadi orang yang memberikan perintah.
- *Peraturan*
  - ⇒ Tanpa *Simon says*, tidak perlu melakukan perintah.
  - ⇒ Yang melakukan perintah, akan dikeluarkan dari permainan.
  - ⇒ Pemenangnya adalah yang memberi perintah.

2. Meminta siswa untuk mencocokkan gambar dengan namanya.
  - Memberikan lembar kerja kepada setiap siswa.
  - Menjelaskan perintah dan memberikan contohnya sebelum mereka mengerjakan.
  - Media: lembar kerja (lihat: lampiran)
3. Meminta siswa untuk mengisi kalimat-kalimat rumpang.
  - Memberikan lembar kerja kepada setiap siswa.
  - Menjelaskan perintah dan memberikan contohnya sebelum mereka mengerjakan.
  - Media: lembar kerja (lihat: lampiran)

### C. Production

- Meminta siswa untuk saling memberikan perintah sederhana dengan berperan sebagai robot dan pelatuhnya.

- Menyuruh siswa untuk berpasangan. Salah satu berperan menjadi robot dan lainnya menjadi pelatihnya,
  - Pelatih bertugas untuk memberikan perintah pada sang robot dan robot bertugas menjalankan perintah tersebut. Perintah harus dilengkapi dengan kata "*please*". Sang robot hanya menjalankan perintah jika perintah menggunakan kata "*please*". Jika robot menjalankan perintah tanpa kata "*please*", dia harus bertukar tugas menjadi pelatih dan memberikan perintah.
  - Perintah berhubungan dengan benda-benda di kelas. Contoh:  
Pelatih : *Put your book on the desk, please.*  
Robot : (*Putting her/his book on the desk.*)
- Media: benda-benda di ruang kelas.

#### **D. Penutupan**

1. Mengulang kembali materi yang diajarkan hari ini.
2. Mengajak siswa menyanyi lagu "*Good Bye*".
3. Memimpin siswa untuk berdoa bersama.
4. Menyapa siswa di depan kelas.

# Appendixes

+ Materials

+ Reviews

+ Answer keys

+ Worksheets (photocopiable)

## MATERIALS FOR UNIT 1

### Expressions of Greeting and Parting

<b>Greeting</b>	<b>Parting</b>
<b>Good morning.</b>	I've got to go now.
<b>How are you?</b>	Goodbye.
<b>Hello.</b>	See you soon.
<b>Hi.</b>	Bye.
<b>We are fine, Ma'am.</b>	See you tomorrow.
<b>I am good. Thanks.</b>	

Here are other expressions:

<b>Greeting</b>	<b>Responses</b>	<b>Functions</b>
<ul style="list-style-type: none"> <li>- Hi.</li> <li>- Hello.</li> <li>- Good morning.</li> <li>- Good afternoon.</li> <li>- Good evening.</li> <li>- How are you?</li> </ul>	<ul style="list-style-type: none"> <li>- Hi.</li> <li>- Hello.</li> <li>- Good morning.</li> <li>- Good afternoon.</li> <li>- Good evening.</li> <li>- I'm fine. Thank you.</li> <li>- Very well, thank you.</li> </ul>	<div style="display: flex; align-items: center; justify-content: center;"> <div style="font-size: 3em; margin-right: 10px;">}</div> <div> <p>Greeting someone</p>         <p>Asking how someone is and saying how you are</p> </div> </div>

<b>Parting</b>	<b>Responses</b>	<b>Functions</b>
<ul style="list-style-type: none"> <li>- Sorry, I have to go now.</li> <li>- I'll talk to you later.</li> <li>- It's been nice talking to you.</li> <li>- Good bye.</li> <li>- Bye-bye / Bye.</li> <li>- See you tomorrow.</li> </ul>	<ul style="list-style-type: none"> <li>- Yes of course. See you.</li> <li>- Sure. See you later.</li> <li>- So long.</li> <li>- Take care.</li> <li>- Keep in touch.</li> <li>- See you at school</li> </ul>	<p>Saying good bye</p>



## Situational Cards

You meet your teacher at the library this morning.  
*(Kamu bertemu gurumu di perpustakaan pada pagi hari)*

You meet Mr. Wijaya at the market this afternoon.  
*(Kamu bertemu Pak Wijaya di pasar pada siang hari)*

You meet Andi and Budi at the tennis court this morning.  
*(Kamu bertemu Andi dan Budi di lapangan tenis pada pagi hari)*

You meet Dinda at a mall this evening.  
*(Kamu bertemu Dinda di mall pada sore hari)*

Complete the dialogues below.

(Lengkapi percakapan berikut ini.)



*(Lampiran 5)*

**Pair work.**

**Read and study.**

*(Baca dan pelajari.)*

Lia : "Good morning, April."

April : "Good morning, Lia. How are you today?"

Lia : "Very well, thank you. How about you?"

April : "I'm fine too. Thank you. Sorry, I must go now. Good bye."

Lia : "Good bye."

**Write a dialogue of greeting and parting with your friend.**

*(Buatlah sebuah percakapan dengan temanmu.)*

Write here:

*(Tulis di sini.)*

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## MATERIALS FOR UNIT 2

Expressions of Introducing

Introducing oneself	Introducing others	Responses
<b>Hi, I am Riandika.</b>	This is my friend. His name is Dino.	Nice to meet you.
<b>My name is Doni Setiawan.</b>		Nice to meet you too.
<b>You can call me Rian.</b>		

Here are other expressions:

Expressions	Functions
<b>Let me introduce myself. My name is ...</b> <b>I'd like to introduce myself. My name is...</b> <b>Allow me to introduce myself. My name is ...</b>	Introducing yourself
<b>I'd like to introduce ...</b> <b>Let me introduce ...</b> <b>Allow me to introduce ...</b>	Introducing others
<b>How do you spell your name?</b> <b>Can you spell your name?</b>	Asking for spelling the name
<b>R-I-A-N</b>	Spelling the name

### Complete the dialogues.

(Lengkapilah dialog-dialog berikut.)

1. Rahmat : “ Good morning, Ma’am. \_\_\_\_\_ Rahmat Santoso.”  
Mrs. Nani : ” Good morning, Rahmat. \_\_\_\_\_.”  
Rahmat : “ How do you do.”
2. Salsa : “ \_\_\_\_ , my name is Salsa.”  
Bella : “ Hello Salsa. \_\_\_\_\_ Bella.”  
Salsa : “ Nice to meet you.”  
Bella : “ \_\_\_\_\_, too.”
3. Andre : “ Hi, What is your name?”  
Yoga : “I’m Yoga. How do you do?”  
Andre : “ \_\_\_\_\_.”
4. Adit : “ Hello, Brian. \_\_\_\_\_ Mia.  
Brian : “ Hello, Mia. \_\_\_\_\_.”  
Mia : “ Nice to meet you, too.”
5. Dita : “Good evening, Aldo. \_\_\_\_\_.”  
Aldo : “Hi, Rachel. I am Aldo. Nice to meet you.  
Rachel :”Nice to meet you too.”  
Aldo : “ \_\_\_\_\_ , Rachel?”  
Rachel : “R-A-C-H-E-L”

**Read and answer.**

*(Baca dan jawablah.)*

Name

a. Full name : William Smith

b. Nick name : Willy

c. Last name : Smith

Address : Central Park, Los Angeles, USA.

Telephone Number : 897634

1. What is his full name? \_\_\_\_\_
2. Where does he live? \_\_\_\_\_
3. What is his nick name? \_\_\_\_\_



## MATERIALS FOR UNIT 3

### Expressions:

Expressions	Responses	Ket.
What is it/this?	It/this is a/an ...	Singular (near the speaker)
What is that?	That is ...	Singular (far from the speaker)
What are these?	These are ...	Plural (near the speaker)
What are those?	Those are ...	Plural (far from the speaker)
What are they?	They are ...	Plural (general use)

### Vocabulary

















#### Things in the Classroom

Words	Pronunciation
sharpener	/ʃɑːpənə r/
chair	/tʃeə r/
pen	/pen/
rubber	/ˈrʌb.ə r/
pencil case	/ˈpen t .s ə l keɪ s/
calendar	/ˈkæl.ɪ n.də r/
ruler	/ˈruː.lə r/
clock	/klɒ k/
board	/bɔː d/
pencil	/ˈpen t .s ə l/
broom	/bruː m/
eraser	/ɪ ˈreɪ .zə r/
desk	/desk/
bag	/bæg/
crayons	/ˈkreɪ .ɒ ns/
books	/bʊ k/

Match the pictures with the correct names.



(Pasangkan gambar berikut sesuai dengan namanya.)

- |     |   |                  |
|-----|---|------------------|
| 1.  |    | a. a sharpener   |
| 2.  |    | b. a chair       |
| 3.  |    | c. a pen         |
| 4.  |    | d. a rubber      |
| 5.  |    | e. a pencil case |
| 6.  |    | f. a calendar    |
| 7.  |   | g. a ruler       |
| 8.  |  | h. a clock       |
| 9.  |  | i. a board       |
| 10. |  | j. a pencil      |
| 11. |  | k. a broom       |
| 12. |  | l. a eraser      |
| 13. |  | m. a desk        |
| 14. |  | n. a bag         |
| 15. |  | o. crayons       |
| 16. |  | p. a book        |

Fill the blank sentences. The pictures are given to help you.

(Isilah kalimat rumpang berikut ini. Gambar-gambar berikut akan membantu kalian.)

### My Classroom

My name is Alisha Putri. I am a fourth grade student of SD Negeri Kebumen. I want to tell you about my classroom. There are eleven



\_\_\_\_\_

and twenty one



\_\_\_\_\_

in my classroom. In

front of the class, there is a



\_\_\_\_\_

and an



\_\_\_\_\_.



\_\_\_\_\_

and a



\_\_\_\_\_ in the

wall.

There

are

also

some



\_\_\_\_\_ in the corner of the class.

I put my



\_\_\_\_\_

at my chair. There are many things

in my bag. They are



\_\_\_\_\_, a



\_\_\_\_\_

, a



\_\_\_\_\_, two



\_\_\_\_\_, a



\_\_\_\_\_, a



\_\_\_\_\_, and a



\_\_\_\_\_. Moreover, I also have



\_\_\_\_\_ to colour my picture.

(Lampiran 13)



## Review for Unit 1

### I. Choose the correct answer.

(Pilihlah jawaban yang paling tepat.)

1. *Boby* : “*Good night, Stella.*”

*Stella* : “ \_\_\_\_\_ .”

- a. *Good morning*
- b. *Good afternoon*
- c. *Good bye*
- d. *Good night*

2. *Teacher* : “ \_\_\_\_\_ , *students.*”

*Students* : “ *Good morning, Sir.*”

- a. *Good morning*
- b. *Good afternoon*
- c. *Good evening*
- d. *Good bye*

3. *Clara* : “*How are you, Don?*”

*Dony* : “ \_\_\_\_\_ , *thank you.*”

- a. *How are you?*
- b. *I am fine*
- c. *Good bye*
- d. *See you*

4. *Reny* : “*See you later.*”

*Harry* : “ \_\_\_\_\_ .”

- a. *Good bye*
- b. *See you*
- c. *Fine*
- d. *I am OK*

5. *Buna* : “ \_\_\_\_\_ .”

*Prima* : “*Good bye.*”

- a. *Good bye*
- b. *Good morning*
- c. *Good night*
- d. *See you*

**II. Arrange the jumbled words below into good sentences.**

(Susunlah kata-kata berikut menjadi kalimat benar.)

1. morning – Good - Sir = **Good** \_\_\_\_\_ , \_\_\_\_\_ .
2. Good – Hera – bye = **Good** \_\_\_\_\_ , \_\_\_\_\_ .
3. are – you – How – Nana? = **How** \_\_\_\_\_ .
4. later – you – See – Dita = **See** \_\_\_\_\_ , \_\_\_\_\_ .
5. am – fine – I = **I** \_\_\_\_\_ .

**III. Write the correct expressions of greeting and parting based on the pictures.**

(Tuliskan ungkapan salam pertemuan atau perpisahan yang benar sesuai dengan gambar di bawah ini.)



\_\_\_\_\_



\_\_\_\_\_

(Lampiran 14)



## Review for Unit 2

Pair work

**Make a simple dialog of introduction.**

*(Buatlah dialog perkenalan.)*

An example:

Via : Hello, my name is Via.

Cici : Hi, Via. I am Cici.

Via : Nice to meet you, Cici.

Cici : Nice to meet you too, Via.

**Complete the form below.**

*(Lengkapilah formulir di bawah ini dengan datamu.)*

Name :

a. Full name :

b. Nick name:

c. Last name :

Address :

Telephone Number :

(Lampiran 15)



## Review for Unit 3

### I. Choose the correct answer.

(Pilihlah jawaban yang paling tepat.)

1. Beny: "What is it, Cilla?"



Cilla: "It is a \_\_\_\_\_."

a. chair

c. desk

b. bag

d. eraser

2. Teacher: "Is it a book?"



Students: "\_\_\_\_\_."

a. Yes, it is.

c. Fine

b. No, it is not.

d. Nope

3. Clara: "\_\_\_\_\_?"

Bony: "It is a pen."

a. How are you?

c. What is it?

b. Where are you?

d. Thank you

4. Reny: "What is it?"

Harry: "\_\_\_\_\_."

a. What is it?

c. Thank you.

b. It is a sharpener.

d. OK

5. Buna: "Prima, show me your new rubber, please?"

Prima: "Sure. This is my rubber."



Pair work

**II. Ask your friend to mention things in your classroom and change the turn. Write down the result of your friend in the card below.**

*(Mintalah temanmu untuk menyebutkan benda-benda di ruang kelas kemudian bergantian temanmu yang bertanya padamu. Catatlah benda-benda yang disebutkan temanmu pada kartu di bawah ini.)*

An example:

You : What is this?

Your friend : This is a white board.



Things in my classroom are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

(Lampiran 16)

## Kunci Jawaban

### Practise of Unit 1

**Complete the dialogues below.**

*(Lengkapi percakapan berikut ini.)*

1. A: **Good afternoon**, Tia.  
B: Good afternoon.  
A: How are you?  
B: **I am fine**, thank you.
2. A: Good morning, Sir.  
B: **Good morning**.  
A: **How are you?**  
B: I am fine, thank you.
3. A: How are you?  
B: **I'm fine**. And you?  
A: I'm fine too. **Thank you**.
4. A: I have to do my homework.  
B: Never mind. **Good night**, San.  
A: Good night.
5. A: I have to go now.  
B: Ok. Good bye.  
A: **Good bye**.

**Write a dialogue of greeting and parting with your friend.**

*(Buatlah sebuah percakapan dengan temanmu.)*

Siswa membuat percakapan tentang salam pertemuan dan perpisahan dengan bekerja secara berpasangan. Setelah siswa selesai mengerjakan, guru akan melihat hasil kerja siswa. Kriteria penilaian adalah berdasarkan kemampuan siswa dalam membuat percakapan menggunakan ungkapan-ungkapan yang telah diajarkan.



(Lampiran 17)

## **Practise of Unit 2**

### **Complete the dialogues.**

(Lengkapilah dialog-dialog berikut.)

1. Rahmat : “ Good morning, Ma’am. **I am** Rahmat Santoso.”  
Mrs. Nani : ” Good morning, Rahmat. **How do you do.**”  
Rahmat : “ How do you do.”
  
2. Salsa : “ **Hi**, my name Salsa.”  
Bella : “ Hello Salsa. **I am** Bella.”  
Salsa : “ Nice to meet you.”  
Bella : “ **Nice to meet you**, too.”
  
3. Andre : “ **Hi**, Yoga. What is your name?”  
Yoga : “I’m Yoga. How do you do.”  
Andre : “ **How do you do.**”
  
4. Adit : “ Hello, Brian. **This is** Mia.  
Brian : “ Hello, Mia. **Nice to meet you.**”  
Mia : “ Nice to meet you, too.”
  
5. Dita : “Good evening, Aldo. **I am Rachel.**”  
Aldo : “Hi, Rachel. I am Aldo. Nice to meet you.  
Rachel :”Nice to meet you too.”  
Aldo : “**How do you spell you name** , Rachel?”  
Rachel : “R-A-C-H-E-L”

### **Read and answer.**

















(Baca dan jawablah.)

1. His full name is William Smith.
2. He lives in Central Park, Los Angeles, USA.
3. His nick name is Willy

**Practise of Unit 3**

**Match the pictures with the correct names.**

(Pasangkan gambar berikut dengan nama bendanya.)

1.		q. sharpener
2.		r. chair
3.		s. pen
4.		t. rubber
5.		u. pencilcase
6.		v. calendar
7.		w. ruler
8.		x. clock
9.		y. board
10.		z. pencil
11.		aa. broom
12.		bb. eraser
13.		cc. desk
14.		dd. bag
15.		ee. crayon
16.		ff. book



**Fill the blank sentences. The pictures are given to help you.**

*(Isilah kalimat rumpang berikut ini. Gambar-gambar berikut akan membantu kalian.)*

### My Classroom


My name is Alisha Putri. I am a fourth grade student of SD Negeri

Kebumen. I want to tell you about my classroom. There are eleven  desks and





twenty one  chairs in my classroom. In front of the class, there is a 

board and an  eraser. There is a  clock and a  calender in

the wall. There are also some  brooms in the corner of the class.

I put my  bag in my chair. There are many things in my bag. They

are  books, a  pencilcase , a  pen, two  pencils, a

 rubber, a  sharpener, and a  ruler . Moreover, I also have 

crayons to colour my picture.

(Lampiran 19)

### **Review for Unit 1**

#### **IV. Choose the correct answer.**

*(Pilihlah jawaban yang paling tepat.)*

1. d
2. a
3. b
4. b
5. a

#### **V. Arrange the jumbled words below into good sentences.**

*(Susunlah kata-kata berikut menjadi kalimat benar.)*

1. Good morning, Sir.
2. Good bye, Hera.
3. How are you Nana?
4. See you later, Dita.
5. I am fine.

#### **VI. Write the correct expressions of greeting and parting based on the pictures.**

*(Tuliskan ungkapan salam pertemuan atau perpisahan yang benar sesuai dengan gambar di bawah ini.)*

1. Good morning.
2. Good night.

(Lampiran 20)

## **Review for Unit 2**

### **Make a simple dialog of introduction.**

*(Buatlah dialog perkenalan.)*

Siswa membuat percakapan tentang perkenalan dengan bekerja secara berpasangan. Setelah siswa selesai mengerjakan, guru akan melihat hasil kerja siswa. Kriteria penilaian adalah berdasarkan kemampuan siswa dalam membuat percakapan menggunakan ungkapan-ungkapan yang telah diajarkan.

### **Complete the form below.**

*(Lengkapilah formulir di bawah ini dengan datamu.)*

Siswa mengisi formulir yang tersedia. Setelah siswa selesai mengerjakan, guru akan melihat hasil kerja siswa. Kriteria penilaian adalah berdasarkan kemampuan siswa dalam melengkapi data yang dibutuhkan.

(Lampiran 21)

### **Review for Unit 3**

#### **III. Choose the correct answer.**

*(Pilihlah jawaban yang paling tepat.)*

1. b
2. a
3. c
4. b
5. a

#### **IV. Ask your friend to mention things in your classroom and change the turn. Write down the result.**

*(Mintalah temanmu untuk menyebutkan benda-benda di ruang kelas kemudian bergantian temanmu yang bertanya padamu. Catatlah hasilnya.)*

Siswa bekerja secara berpasangan. Mereka saling bertanya dan menyebutkan benda-benda yang ada di dalam kelas secara bergantian. Guru memeriksa hasil yang diperoleh siswa. Kriteria penilaian adalah hasil yang terbanyak akan mendapatkan poin terbanyak.

# **BUKU SISWA**



**Untuk Pembelajaran  
Bahasa Inggris  
Sekolah Dasar Kelas IV**

**UNIT 1**

**Good Morning, John.**

**Activity 1**

**Respond to the teacher's greeting and leave taking.**

*(Tanggapi salam pertemuan and perpisahan dari Bapak/Ibu guru.)*

**Activity 2**

**Let's practice to greet our friends.**

*(Mari berlatih menyapa teman-teman kita.)*

**Activity 3**

**Let's sing "How are you" song.**

*(Mari bernyanyi lagu "How are you".)*

**"How are you"**

A: Hello....Hello... How are you?

B: Fine thanks...fine thanks. How are you?

A: Hello....Hello... How are you?

B: I'm fine, thank you.

} 2x

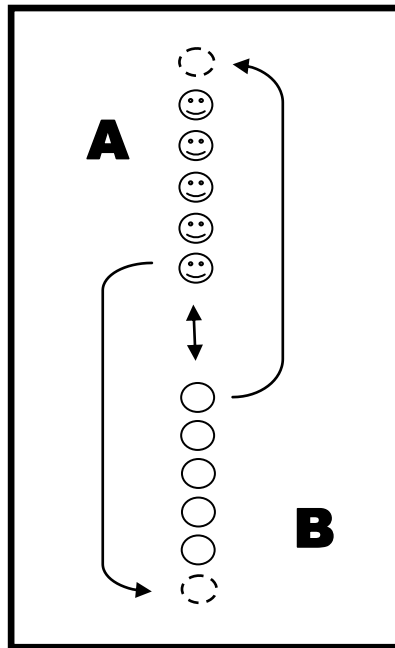


#### Activity 4

Let's greet our friends.

(Mari menyapa teman-teman kita.)

Berbarislah seperti gambar berikut.



1. Jika kamu berdiri pada bagian depan di barisan A, sapa lah teman yang berdiri paling depan di barisan B.
2. Setelah selesai menyapa, berlari lah dan berdiri di bagian belakang pada barisan B. Begitu juga sebaliknya, temanmu di barisan B harus berlari dan berdiri di bagian belakang barisan A.
3. Hal tersebut dilakukan hingga semua siswa baik pada barisan A dan B saling menyapa.

### Activity 5

**Let's make paper puppets and play them.**

*(Mari membuat wayang-wayangan kertas dan memainkannya.)*

#### Wayang Kertas

- ✚ Alat dan bahan: kardus bekas, lem, gunting, dan gambar orang dari koran/majalah bekas.
- ✚ Cara membuat:
  1. Gunting gambar orang dari koran/majalah bekas.
  2. Tempelkan pada kardus bekas.
  3. Gunting gambar tersebut sesuai dengan bentuk gambarnya dan buat sebuah pegangan di bagian bawahnya.

Langkah-langkah memainkannya:

- Pegang kedua wayang yang telah dibuat.
- Mainkan wayang dengan berperan menjadi kedua wayang tersebut.
- berlatihlah menyapa dengan menggunakan wayang tersebut.
- Perhatikan contoh yang akan diberikan Bapak/Ibu guru.

### Activity 6

**Let's greet our friends based on the situational cards.**

*(Mari menyapa teman-teman kita sesuai dengan kartu situasi.)*

- ✚ Buatlah kelompok terdiri dari 2-3 orang.
- ✚ Setiap kelompok akan mendapatkan kartu situasi.
- ✚ Berlatihlah menyapa sesuai dengan kartu situasi yang sudah didapat.

**UNIT 2**

**Hi, I am Bella.**

**Activity 1**

**Respond to the teacher's introduction.**

*(Tanggapi perkenalan guru.)*

**Activity 2**

**Let's practice to introduce ourselves.**

*(Mari berlatih memperkenalkan diri.)*

**Activity 3**

**Let's sing "ABC" song.**

*(Mari bernyanyi "ABC".)*

**"The Song of ABC"**

*Come my children, come to me ....*

*I'd like singing ABC*

*A B C D E F G H I J K L M N O P*

*Q R S and T U V W and X Y Z*

*Now you heard my ABC, tell me what you think will be ...*

*All together sing with me*

*Let us try our ABC*

*A B C D E F G H I J K L M N O P*

*Q R S and T U V W and X Y Z*

*Now you heard our ABC, let us see your ABC ...*





Contoh pelaporan:

*Good morning...*

*I'm Alisha Putri. You can call me Putri.*

*I'd like to tell you about my friends. My first friend is Apriliana Kusuma. You can call her Lia, L - I - A.*

*Second, her name is Valerina Sari. Her nick name is Sari, S - A - R - I.*

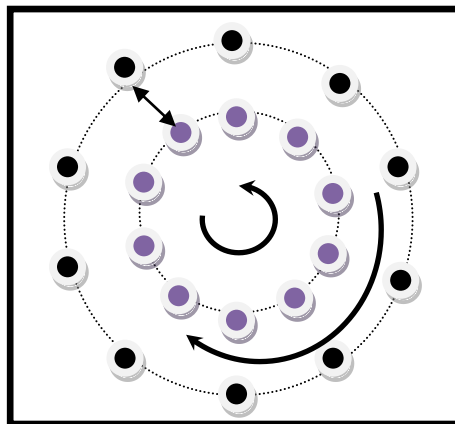
*That's all my report. Thank you.*

#### Activity 5

**Let's make a circle, and then introduce ourselves.**

*(Mari membuat lingkaran dan kemudian memperkenalkan diri.)*

- Berdirilah membentuk dua buah lingkaran seperti berikut.
- Kemudian, perkenalkan dirimu pada teman yang ada di hadapanmu.
- Setelah selesai, Bapak/Ibu guru akan menyuruhmu berpindah tempat untuk melanjutkan memperkenalkan diri.
- Perhatikan contoh yang akan diberikan Bapak/Ibu guru.



## Activity 6

**Let's make a paper hat, wear it, and then introduce your new character.**

*(Mari membuat topi kertas, memakainya, dan kemudian memperkenalkan karakter barumu.)*

- ✓ Buatlah topi kertas dengan gambar sesuai tokoh favoritmu.
- ✓ Pakailah topi tersebut, kemudian perkenalkan dirimu sesuai dengan tokoh yang ada di topimu.
- ✓ Perhatikan contoh yang akan diberikan Bapak/Ibu guru.

### Topi Kertas

- ✚ Alat dan bahan: Kertas, gunting, lem, dan gambar favorit.
- ✚ Cara membuat:
  1. Potong kertas dengan bentuk persegi panjang, dengan lebar sekitar 6-10 cm dan panjang disesuaikan dengan lingkaran kepala siswa.
  2. Tempelkan gambar di bagian tengah kertas tersebut.
  3. Rekatkan ujung-ujung kertas dengan lem.
  4. Topi kertas sudah dapat digunakan.

Contoh Format Perkenalan.

Hi, my friends.  
My name is Dolly Dolphin.  
Nice to meet you.

## Activity 1

Let's sing "Book, pen, desk, chair" song.

(Mari bernyanyi lagu "Book, pen, desk, chair".)

*"Book, pen, desk, chair"*

*Book ... pen... desk... chair...*

*Book ... pen... desk... chair...*

*What's this?*

*It's a book*

*What's this?*

*It's a pen.*

*Book ... pen... desk... chair...*

*Book ... pen... desk... chair...*



## Activity 2

The teacher will show the stationaries. Mention the things you know.

(Bapak/Ibu guru akan menunjukkan alat-alat tulis. Sebutkan nama benda-benda yang kamu tahu.)

### Activity 3

Let's play "Simon says" game.

(Mari bermain permainan "Simon says".)

### "Simon Says" game



- *Alat*
  - ⇒ Alat-alat tulis
- *Waktu* : 10 menit
- *Cara bermain*
  1. Guru menyuruh siswa meletakkan alat-alat tulisnya di atas meja.
  2. Siswa berdiri di tempatnya masing-masing.
  3. Berikan perintah, contoh: *Simon says: Take a book.*
  4. Para siswa harus melakukan perintah
  5. Berikan perintah kembali, contoh: *Take a pen.* Perintah ini tanpa kata-kata *Simon says*, jadi jika mereka melakukannya akan dikeluarkan dari permainan.
  6. Anak terakhir yang masih bertahan akan menjadi orang yang memberikan perintah.
- *Peraturan*
  - ⇒ Tanpa *Simon says*, tidak perlu melakukan perintah.
  - ⇒ Yang melakukan perintah, akan dikeluarkan dari permainan.
  - ⇒ Pemenangnya adalah yang memberi perintah.



## Activity 4

Match the pictures with the correct names.

(Pasangkan gambar berikut sesuai dengan namanya.)



a board



a chair



an eraser



a rubber



a pencil



a clock



a book



a ruler



a pen



a desk



a calendar



a pencil case



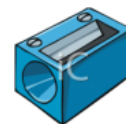
a broom



crayons



a sharpener



a bag

## Activity 5

**Fill the blank sentences. The pictures are given to help you.**

*(Isilah kalimat rumpang berikut ini. Gambar-gambar berikut akan membantu kalian.)*

### My Classroom

My name is Alisha Putri. I am a fourth grade student of SD Negeri Kebumen. I want to tell you about my classroom. There are eleven



\_\_\_\_\_ and twenty one



\_\_\_\_\_ in my classroom.

In front of the class, there is a



\_\_\_\_\_ and an



\_\_\_\_\_.



There is a \_\_\_\_\_ and a



\_\_\_\_\_

on the wall. There are also some



\_\_\_\_\_ in the corner of the class.

I put my



\_\_\_\_\_ on my desk. There are many things

in my bag. They are



\_\_\_\_\_, a



\_\_\_\_\_, a



\_\_\_\_\_, two



\_\_\_\_\_, a



\_\_\_\_\_, a



\_\_\_\_\_, and a



\_\_\_\_\_. Moreover, I also have



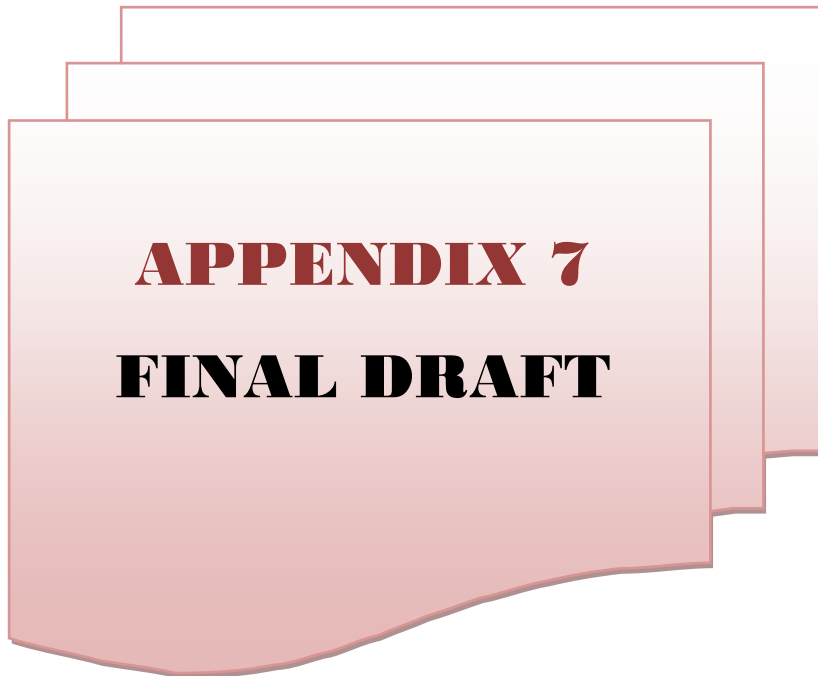
\_\_\_\_\_ to colour my picture.

## Activity 6

### Let's have a role play.

(Mari bermain peran.)

- ❖ Buatlah kelompok masing-masing terdiri dari dua orang (berpasangan).
- ❖ Salah satu berperan menjadi robot dan lainnya menjadi pelatihnya.
- ❖ Pelatih bertugas untuk memberikan perintah pada sang robot dan robot bertugas menjalankan perintah tersebut. Perintah harus dilengkapi dengan kata "*please*". Sang robot hanya menjalankan perintah jika perintah menggunakan kata "*please*". Jika robot menjalankan perintah tanpa kata "*please*", dia harus bertukar tugas menjadi pelatih dan memberikan perintah.
- ❖ Perintah berhubungan dengan benda-benda di kelas. Contoh:
  - Pelatih : *Put your book on the desk, please.*
  - Robot : *(Putting her/his book on the desk.)*



**APPENDIX 7**

**FINAL DRAFT**

# PANDUAN GURU



**Untuk Pembelajaran Bahasa Inggris  
Sekolah Dasar Kelas IV**



**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
YOGYAKARTA STATE UNIVERSITY**

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Lampiran



# UNIT 1

## Good Morning, John.

### Tujuan:

- Siswa mampu merespon ungkapan salam pertemuan dan perpisahan.
- Siswa mampu mengungkapkan salam pertemuan dan perpisahan dengan orang lain.



### Langkah-langkah:

#### I. Pembukaan

1. Menyapa siswa di depan kelas.
2. Mengajak siswa menyanyikan lagu “*Good Morning*”.
  - Terlebih dahulu menyanyikan sendiri lagu tersebut.
  - Mengajak siswa menyanyi bersama-sama.

#### “Good Morning” \*

*Good morning to you ....  
Good morning to you ...  
Good morning everybody  
Good morning to you ...*



\*(dengan nada 'Happy Birthday')

3. Memimpin para siswa untuk berdoa bersama dengan berkata “*Let say a prayer, shall we?*” dan berkata “*Amin*” setelah selesai.





## II. Kegiatan inti (PPP)

### A. Presentation

1. Menyapa siswa menggunakan boneka tangan.
  - Guru berdiri di depan kelas dan menyapa para siswa menggunakan boneka tangan.
  - Guru berakting menggunakan boneka tangan dan menggerakkan boneka tersebut. Kemudian, guru berkata “*Hi*” atau “*Hello*” atau menggunakan ungkapan yang lain (lihat: lampiran 1 hal.1).  
Catatan: saat menyapa, sambil melambaikan tangan.
  - Para siswa juga harus merespon dengan ungkapan salam pertemuan dan perpisahan. Contoh:  
Guru : *Hello, Andre.*  
Siswa : *Hello, Miss Anna.*
  - Media: boneka tangan



*Ilustrasi 1. Penggunaan Boneka Tangan*

2. Memberi contoh ungkapan-ungkapan salam pertemuan dan perpisahan lainnya.
3. Meminta siswa untuk mengulangi ucapan guru.
4. Menjelaskan penggunaan setiap ungkapan-ungkapan tersebut dengan menunjukkan gambar suasana pagi, siang dan malam hari (lihat: lampiran 1 hal. 4).
5. Mengajak siswa untuk bernyanyi bersama lagu “*How are you*”.
  - Menyanyikan sendiri dulu lagu tersebut.



- Mengajak siswa untuk menyanyi bersama tetapi mereka dibagi dalam dua kelompok, yaitu bagian A dan bagian B. Masing-masing harus menyanyi sesuai bagiannya.

**“How are you”**

A: *Hello....Hello... How are you?*  
 B: *Fine thanks...fine thanks. How are you?*  
 A: *Hello....Hello... How are you?*  
 B: *I’m fine, thank you.*

} 2x

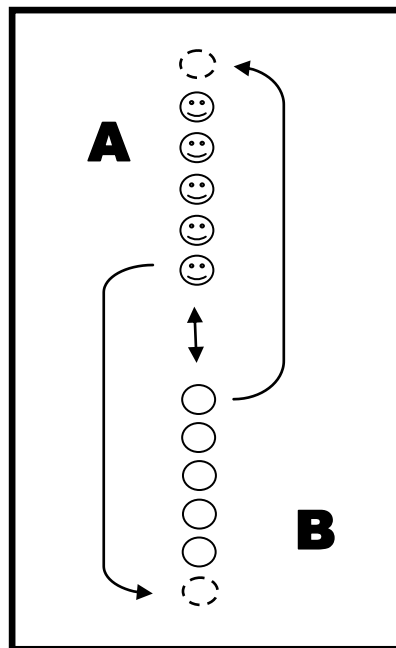


6. Meminta siswa untuk mengulangi ungkapan-ungkapan yang terdapat pada lagu tersebut.

## B. Practice

1. Meminta siswa untuk berlatih menggunakan ungkapan-ungkapan secara berkelompok:
  - Guru membagi siswa menjadi dua kelompok dan menyuruh mereka berbaris. Masing-masing diberi nama barisan A dan barisan B.
  - Barisan A berhadapan dengan barisan B.
  - Siswa di barisan A paling depan diminta untuk menyapa siswa di barisan B yang di hadapannya. Siswa di depannya harus merespon sapaannya.
  - Kemudian, setelah menyapa, siswa di barisan A tersebut berlari ke bagian belakang barisan B.
  - Hal tersebut dilanjutkan hingga semua siswa saling menyapa dengan pasangan di depannya.





*Ilustrasi 2. Cara Berbaris dalam Latihan Menyapa*

2. Meminta siswa untuk mempraktekkan ungkapan-ungkapan yang sudah dipelajari sebelumnya menggunakan wayang.
  - Meminta siswa untuk membuat wayang sebanyak 2 buah dari kertas bekas (Ket.: pada hari sebelumnya, guru sudah menugaskan siswa untuk membawa alat dan bahan yang dibutuhkan).

#### **Wayang Kertas**

- ✚ Alat dan bahan: kardus bekas, lem, gunting, dan gambar orang dari koran/majalah bekas.
- ✚ Cara membuat:
  1. Gunting gambar orang dari koran/majalah bekas.
  2. Tempelkan pada kardus bekas.
  3. Gunting gambar tersebut sesuai dengan bentuk gambarnya dan buat sebuah pegangan di bagian bawahnya (Ket.: lihat contoh wayang pada Ilustrasi 3).



- Memberi contoh pada siswa cara bermain wayang-wayangan.  
Langkah-langkah:
    - o Pegang kedua wayang yang telah dibuat.
    - o Mainkan wayang dengan berperan menjadi kedua wayang tersebut.
- Contoh:
- A: *Good morning, Dino.*
- B: *Good morning, Santi.*
- o Ulangi contoh sekali lagi supaya siswa bertambah paham.
  - Meminta siswa untuk memainkan dua buah wayang milik mereka.
  - Media: wayang-wayangan.



*Ilustrasi 3. Penggunaan Wayang*

### **C. Production**

- Meminta mereka untuk saling menyapa berdasarkan kartu situasi.
  - Meminta siswa untuk membentuk kelompok.
  - Memberikan kartu situasi untuk setiap kelompok.
  - Meminta mereka untuk saling menyapa sesuai kartu situasi yang sudah mereka dapat.
  - Meminta mereka maju ke depan kelas dan mempraktekkan percakapannya.
  - Memberikan komentar atas penampilan mereka, dengan berkata seperti “*Well done*”, “*Very Good*”, “*Great*”, “*Good Job*”, etc.
  - Media: situational cards



### III. Penutupan

1. Mengulang kembali materi yang diajarkan hari ini.
2. Mengajak siswa menyanyi lagu “*Good Bye*”.
  - Terlebih dahulu menyanyikan sendiri lagu tersebut.
  - Meminta siswa untuk menyanyi bersama.

**“Good Bye” \***

*Good bye to you ....*  
*Good bye to you ...*  
*Good bye everybody*  
*Good bye to you ...*



\* (dengan nada 'Happy Birthday')

3. Memimpin para siswa untuk berdoa bersama dengan berkata “*Let say a prayer, shall we?*” dan berkata “*Amin*” setelah selesai.
4. Menyapa siswa di depan kelas.



# UNIT 2

## Hi, I am Bella.

### Tujuan:

- Siswa mampu memperkenalkan diri sendiri.
- Siswa mampu memperkenalkan orang lain.
- Siswa mampu memberikan informasi pribadi baik secara lisan maupun tulis.



### Langkah-langkah:

#### I. Pembukaan

1. Menyapa siswa di depan kelas.
2. Mengajak siswa menyanyikan lagu “*Good Morning*”.
3. Memimpin para siswa untuk berdoa bersama.

#### II. Kegiatan inti (PPP)

##### A. Presentation

1. Memperkenalkan diri di depan kelas menggunakan boneka tangan.
  - Guru berdiri di depan kelas dan memperkenalkan diri menggunakan boneka tangan.
  - Guru menggunakan boneka tangan dan menggerakkan boneka tersebut. Kemudian, sebagai contoh guru berkata “*Hi. My name is Yani. Nice to meet you.*”



- Siswa diminta untuk meresponnya menggunakan ungkapan-ungkapan lain.

Contoh:


Guru : *Hi. What's your name?*

Siswa : *My name's Tari.*

- Media: boneka tangan
2. Memberikan contoh ungkapan-ungkapan dari perkenalan diri lainnya (lihat: lampiran 1 hal. 2).
  3. Minta siswa untuk mengulang-ulang ungkapan-ungkapan tersebut.
  4. Mengajak siswa untuk menyanyi lagu “*The Song of ABC*” bersama.
    - Terlebih dahulu menyanyikan sendiri lagu tersebut.
    - Mengajak siswa menyanyi bersama-sama.

**“The Song of ABC”**

*Come my children, come to me ....  
I'd like singing ABC  
A B C D E F G   H I J K L M N O P  
Q R S and T U V W and X Y Z  
Now you heard my ABC, tell me what you think will be ...  
All together sing with me  
Let us try our ABC  
A B C D E F G   H I J K L M N O P  
Q R S and T U V W and X Y Z  
Now you heard our ABC, let us see your ABC ...*



5. Meminta siswa untuk mengulangi alfabet yang ada pada lagu tersebut.



## B. Practice

1. Meminta siswa untuk berlatih percakapan secara berpasangan (lihat: lampiran 1 hal. 2).
  - Guru meminta siswa untuk membuat kelompok secara berpasangan.
  - Kemudian, meminta siswa untuk saling memperkenalkan diri menggunakan ungkapan-ungkapan yang telah dipelajari sebelumnya.
2. Mengajak siswa bermain “Survey” game.

### “Survey” game



- *Alat*
    - ⇒ Catatan survei (lembar survei)
  - *Waktu: 15 menit*
  - *Cara bermain*
    1. Guru membagi siswa menjadi empat atau lima kelompok.
    2. Setiap anggota kelompok akan mendapat lembar survei.
    3. Setiap anak harus bertanya menggunakan ungkapan “*What is your complete name?*”, “*What is your nick name?*” dan “*How do you spell your name?*”
    4. Jawaban dituliskan pada lembar survei.
    5. Lanjutkan bertanya hingga mendapatkan data semua anggota kelompok.
    6. Laporkan hasil survei.
  - *Peraturan*
    - ⇒ Setiap orang harus bertanya menggunakan ungkapan-ungkapan yang sudah diberikan sebelumnya.
    - ⇒ Jika ada seseorang yang ketahuan tidak menggunakan ungkapan-ungkapan tersebut, mereka akan mendapat hukuman.
    - ⇒ Pemenangnya adalah kelompok yang selesai pertama kali.
    - ⇒ Jika sudah selesai, setiap orang melaporkan hasil survei di depan kelompok lain. Contoh laporan hasil survei dapat dilihat di bawah.
- Catatan: hukuman yang diberikan harus mendidik. Contoh: menyebutkan nama hewan/buah, menyanyi, bercerita, dll.

- Sebutkan peraturan permainan pada siswa dengan jelas.
- Berikan contoh cara bermain sebelum memulai permainan.
- Media: lembar survei.





*Good morning...*

*I'm Alisha Putri. You can call me Putri.*

*I'd like to tell you about my friends. My first friend is Apriana Kusuma. You can call her Lia, L - I - A.*

*Second, her name is Valerina Sari. Her nick name is Sari, S - A - R - I.*

*That's all my report. Thank you.*

*Gambar 1. Contoh Laporan Hasil Survei*

3. Meminta siswa untuk mempraktekkan ungkapan-ungkapan yang sudah dipelajari sebelumnya dalam lingkaran-lingkaran.

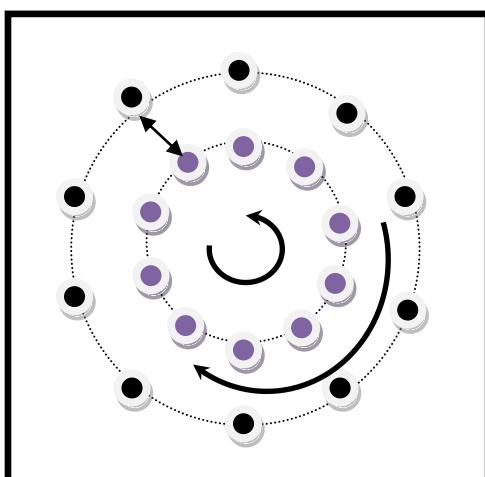
- Menyuruh siswa untuk berdiri dan membentuk dua lingkaran, yaitu lingkaran kecil dan lingkaran besar. Lingkaran kecil berada di dalam lingkaran besar.
- Siswa yang berdiri pada lingkaran kecil berhadapan dengan siswa pada lingkaran besar.
- Mereka saling berkenalan menggunakan ungkapan-ungkapan yang sudah diajarkan. Contoh:

*A: What's your name?*

*B: My name's Nancy.*

- Setelah selesai berkenalan dengan satu orang, guru menyuruh mereka bergeser, menggunakan instruksi: *One step to the right*. Kemudian, mereka berkenalan lagi dengan siswa yang di depan mereka.
- Hal tersebut dilanjutkan hingga selesai satu putaran.





*Ilustrasi 5. Cara Berbaris dalam Latihan Berkenalan*

### C. Production

1. Meminta siswa untuk praktek pengenalan diri di depan kelas dengan mengenakan topi kertas.
  - Meminta siswa untuk membuat *paper hat* (topi kertas) dengan karakter favorit mereka (karakter kartun/ hewan/ aktor/ artis, dll.)

#### *Paper Hat* (Topi Kertas)

- ✚ Alat dan bahan: Kertas, gunting, lem, dan gambar favorit.
- ✚ Cara membuat:
  1. Potong kertas dengan bentuk persegi panjang, dengan lebar sekitar 6-10 cm dan panjang disesuaikan dengan lingkaran kepala siswa.
  2. Tempelkan gambar di bagian tengah kertas tersebut.
  3. Rekatkan ujung-ujung kertas dengan lem.
  4. Topi kertas sudah dapat digunakan. (Ket.: gambar bisa dilihat di Ilustrasi 6.)

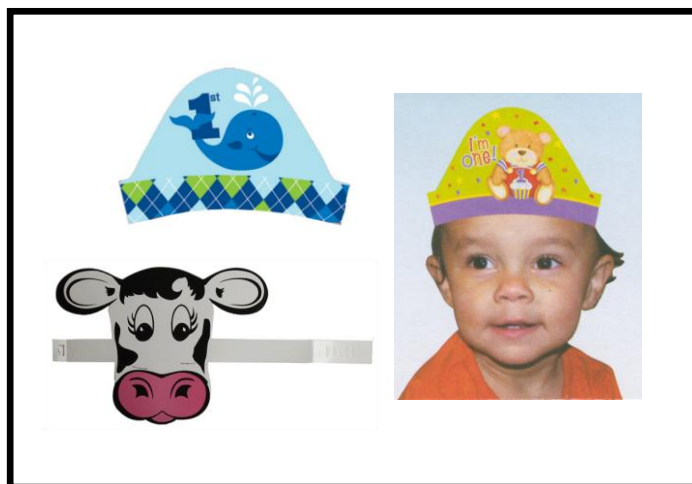


- Memberi contoh perkenalan di depan kelas.

Hi, my friends.  
My name is Dolly Dolphin.  
Nice to meet you.

*Gambar 2. Contoh Format Perkenalan.*

- Meminta mereka untuk memperkenalkan diri sebagai karakter yang mereka pilih di depan kelas.
- Memberikan komentar dengan berkata “*Well done*”, “*Very Good*”, “*Great*”, “*Good Job*”, etc.



*Ilustrasi 6. Contoh Paper Hat (Topi Kertas)*

### **III. Penutupan**

1. Mengulang kembali materi yang diajarkan hari ini.
2. Mengajak siswa menyanyi lagu “*Good Bye*”.
3. Memimpin siswa untuk berdoa bersama.
4. Menyapa siswa di depan kelas.



# UNIT 3

## Things in the Classroom.

### Tujuan:

- Siswa mampu merespon perintah.
- Siswa mampu memberikan perintah.
- Siswa mampu menyebutkan nama benda-benda di dalam kelas baik secara lisan maupun tulis.



### Langkah-langkah:

#### I. Pembukaan

1. Menyapa siswa di depan kelas.
2. Mengajak siswa menyanyikan lagu “*Good Morning*”.
3. Memimpin para siswa untuk berdoa bersama.

#### II. Kegiatan inti (PPP)

##### A. Presentation

1. Meminta siswa untuk menyanyi lagu “*Book, pen, desk, chair*” bersama.
  - Mengajak siswa menyanyi “*Book, pen, desk, chair*”.
  - Terlebih dahulu menyanyikan sendiri lagu tersebut.
  - Memegang benda-benda tersebut sesuai benda-benda yang dinyanyikan.
  - Meminta siswa untuk menyanyi bersama.



*“Book, pen, desk, chair”*

*Book ... pen...desk...chair...*

*Book ... pen...desk...chair...*

*What's this?*

*It's a book*

*What's this?*

*It's a pen.*

*Book ... pen... desk... chair...*

*Book ... pen... desk... chair...*



2. Meminta siswa untuk menyebutkan benda-benda dalam lagu tersebut.
3. Menyebutkan dan menanyakan benda-benda yang ada di dalam kelas dengan menggunakan ungkapan-ungkapan yang dipelajari sebelumnya. Hal ini dilakukan sambil menunjukkan benda-benda nyata atau gambarnya (lihat: lampiran 1 hal. 3). Contoh:

Guru : *What's this?*

Siswa : *This is a chair.*

Media : realia (benda-benda nyata), gambar-gambar

4. Meminta mereka untuk mengulang-ulang nama benda-benda tersebut.

## **B. Practice**

1. Mengajak siswa bermain “*Simon Says*” game.
  - Terangkan cara bermain pada siswa dengan jelas.
  - Berikan contoh cara bermainnya sebelum mereka mulai permainannya
  - Media: alat-alat tulis



## “Simon Says” game



- *Alat*
  - ⇒ Alat-alat tulis
- *Waktu* : 10 menit
- *Cara bermain*
  1. Guru menyuruh siswa meletakkan alat-alat tulisnya di atas meja.
  2. Siswa berdiri di tempatnya masing-masing.
  3. Berikan perintah, contoh: *Simon says: Take a book.*
  4. Para siswa harus melakukan perintah
  5. Berikan perintah kembali, contoh: *Take a pen.* Perintah ini tanpa kata-kata *Simon says*, jadi jika mereka melakukannya akan dikeluarkan dari permainan.
  6. Anak terakhir yang masih bertahan akan menjadi orang yang memberikan perintah.
- *Peraturan*
  - ⇒ Tanpa *Simon says*, tidak perlu melakukan perintah.
  - ⇒ Yang melakukan perintah, akan dikeluarkan dari permainan.
  - ⇒ Pemenangnya adalah yang memberi perintah.

2. Meminta siswa untuk mencocokkan gambar dengan namanya.
  - Memberikan lembar kerja kepada setiap siswa.
  - Menjelaskan perintah dan memberikan contohnya sebelum mereka mengerjakan.
  - Media: lembar kerja (lihat: lampiran 4 hal. 19)
3. Meminta siswa untuk mengisi kalimat-kalimat rumpang.
  - Memberikan lembar kerja kepada setiap siswa.
  - Menjelaskan perintah dan memberikan contohnya sebelum mereka mengerjakan.
  - Media: lembar kerja (lihat: lampiran 4 hal. 20)



### C. Production

- Meminta siswa untuk saling memberikan perintah sederhana dengan berperan sebagai robot dan pelatihnya.
  - Menyuruh siswa untuk berpasangan. Salah satu berperan menjadi robot dan lainnya menjadi pelatihnya.
  - Pelatih bertugas untuk memberikan perintah pada sang robot dan robot bertugas menjalankan perintah tersebut. Perintah harus dilengkapi dengan kata “*please*”. Sang robot hanya menjalankan perintah jika perintah menggunakan kata “*please*”. Jika robot menjalankan perintah tanpa kata “*please*”, dia harus bertukar tugas menjadi pelatih dan memberikan perintah.
  - Perintah berhubungan dengan benda-benda di kelas. Contoh:  
Pelatih : *Put your book on the desk, please.*  
Robot : *(Putting her/his book on the desk.)*
  - Media: benda-benda di ruang kelas.

### III. Penutupan

1. Mengulang kembali materi yang diajarkan hari ini.
2. Mengajak siswa menyanyi lagu “*Good Bye*”.
3. Memimpin siswa untuk berdoa bersama.
4. Menyapa siswa di depan kelas.



# Lampiran

1. Materi
2. Review
3. Kunci Jawaban
4. Lembar kerja (*photocopiable*)



(Lampiran 1)

## MATERIALS FOR UNIT 1

### Greeting and Leave Taking

Greetings	Responses
Hi, Bob.	Hi, Cathy.
Hello, Robert.	Hello, Cathryn.
Good morning.	Good morning.
Good afternoon.	Good afternoon.
Good evening.	Good evening.
How are you?	Fine, thanks. And you? I'm fine. Thank you. And you? I'm very well. Thank you.

Preclosings	Responses
I have to go now	OK. See you.
Nice to see you again.	Nice to see you.
Thanks for coming.	It was fun.
Great seeing you.	Same here.

Closings	Responses
Good night, Bill.	Good night, Sam.
Good bye, Tom.	Good bye, Sarah.
Have a nice weekend.	You, too.
Talk to you later.	Bye. Take it easy.
See you later.	So long. Take care.



## MATERIALS FOR UNIT 2

### Introducing Oneself and Others

<b>Introductions</b> Expressions	Response A	Response B
I'd like you to meet Alisha.	Nice to meet you.	Nice to meet you.
This is Doni.	Hi.	Hi.

<b>Self-Introductions</b> Expressions	Response
Hello. My name's Joni.	Nice to meet you.
Hi. I'm Nadia Vega. What's your name?	Hi. I'm Bella Safitri, but you can call me Bella.
How do you spell your name?	B - E - L - L - A



## MATERIALS FOR UNIT 3

### Asking about Things

Expressions	Responses	Note
<b>What is it/this?</b>	It/this is a/an ...	Singular (near the speaker)
<b>What is that?</b>	That is ...	Singular (far from the speaker)
<b>What are these?</b>	These are ...	Plural (near the speaker)
<b>What are those?</b>	Those are ...	Plural (far from the speaker)
<b>What are they?</b>	They are ...	Plural (general use)

### Vocabulary:

#### Things in the Classroom

Words	Pronunciation
sharpener	/ˈʃɑːpən.ə r /
chair	/tʃ eə r /
pen	/pen/
rubber	/'rʌ b.ə r /
pencil case	/'pen t .s ə l keɪ s /
calendar	/'kæl.ɪ n.də r /
ruler	/'ruː.lə r /
clock	/klɒ k/
board	/bɔː d/
pencil	/'pen t .s ə l/
broom	/bruːm/
eraser	/ɪ 'reɪ .zə r /
desk	/desk/
bag	/bæg/
crayon	/kɹeɪ ə n/
book	/bʊ k/



## Time of the Day



Good morning



Good afternoon



Good evening

**\*Note: for the class use make these pictures bigger.**



(Lampiran 2)



## Review for Unit 1

**How do you express greeting and leave taking? Do it correctly based on the pictures.**

*(Ungkapkan salam pertemuan atau perpisahan yang benar sesuai dengan gambar di bawah ini.)*



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WWW.21CARTOONDRAWINGS.COM





## Review for Unit 2

**Introduce your new character to your friends.**

*(Perkenalkan karakter barumu pada teman-temanmu.)*

- ✚ Meminta siswa untuk membuat *ID card* dari kertas bekas (Ket.: pada hari sebelumnya, guru sudah menyuruh siswa untuk membawa alat dan bahan yang dibutuhkan).

### *ID card*

- ✚ Alat dan bahan: kardus/karton bekas, lem, gunting, dan gambar tokoh favorit.
- ✚ Cara membuat:
  1. Gunting kardus/karton bekas dengan bentuk persegi.
  2. Tempelkan gambar tokoh favorit pada kardus/karton tersebut.
  3. Tuliskan nama, pekerjaan, dan usia sesuai dengan tokoh yang dipilih (Ket.: lihat contoh di bawah ini).



- ✚ Memberi contoh pada siswa cara berkenalan. Contoh:

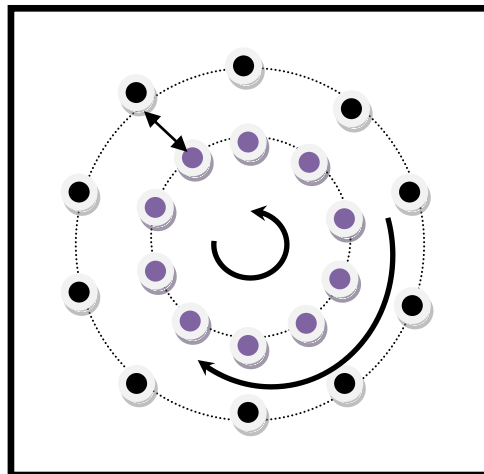
Contoh format perkenalan:

Hi, friends.

I'm Justin Bieber. I'm 17 years old. I'm a singer.

Nice to meet you.

- ✚ Meminta siswa untuk memakai *ID card*, kemudian memperkenalkan diri sebagai tokoh baru sesuai dengan *ID card* tersebut.
  - Menyuruh siswa untuk berdiri dan membentuk dua lingkaran, yaitu lingkaran kecil dan lingkaran besar. Lingkaran kecil berada di dalam lingkaran besar.
  - Siswa yang berdiri pada lingkaran kecil berhadapan dengan siswa pada lingkaran besar.
  - Mereka saling berkenalan seperti contoh yang diberikan guru. Contoh:
  - Setelah selesai berkenalan dengan satu orang, guru menyuruh mereka bergeser, menggunakan instruksi: *One step to the right*. Kemudian, mereka berkenalan lagi dengan siswa yang di depan mereka.
  - Hal tersebut dilanjutkan hingga selesai satu putaran.
- ✚ Berikut ini adalah cara berbaris dalam latihan berkenalan.





## Review for Unit 3

I. Choose the correct answer by giving a check on the box.

(Pilihlah jawaban yang paling tepat dengan memberi tanda cek pada kotak.)

1.



- It is a pencil.
- They are pencils.

2.



- This is a white board.
- That is a white board.

3.



- This is a bag.
- That is a bag.

4.



- These are books.
- Those are books.

5.



- These are crayons.
- Those are crayons.





II. Cut the pictures in the next page, then stick them into the boxes based on their names.

(Guntinglah gambar-gambar di halaman selanjutnya, kemudian tempelkan pada kotak-kotak berikut sesuai dengan nama-namanya.)

books

a sharpener

a pen

a pencil case

a rubber

a calendar

a ruler

a clock

a board

a pencil


a broom

an eraser

a desk

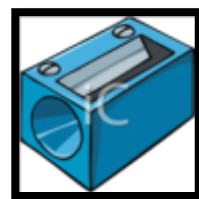
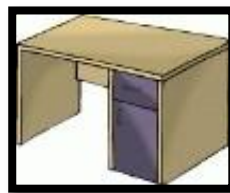
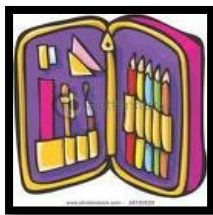
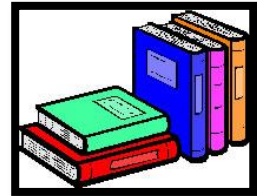
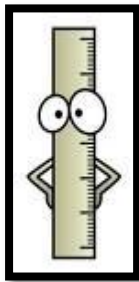
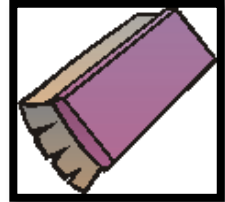
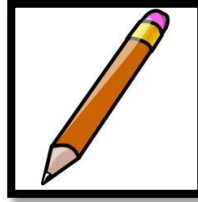
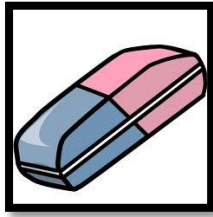
a bag

crayons



The illustration shows two children, a boy and a girl, looking very confused. The boy is scratching his head, and the girl has her hand to her chin in a thinking pose. Above them are several colorful question marks (orange, blue, pink, green), indicating they are unsure about the task.





Pair work.

**III. Ask your friend to mention things in your classroom and change the turn. Write down things your friend mentioned.**

*(Mintalah temanmu untuk menyebutkan benda-benda di ruang kelas kemudian bergantian temanmu yang bertanya padamu. Catatlah benda-benda yang disebutkan temanmu pada kartu di bawah ini.)*

An example:

You : What is this?

Your friend : This is a white board.



Things in my classroom are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



(Lampiran 3)



## Kunci Jawaban

### Latihan pada Unit 1

#### **Greet and say good bye to your friend.**

*(Ucapkan salam pertemuan dan perpisahan pada temanmu.)*

Siswa menyapa dan mengucapkan selamat tinggal pada pasangannya. Mereka bekerja secara berpasangan. Setelah siswa siap, guru akan melihat penampilan mereka. Kriteria penilaian adalah berdasarkan kemampuan dan keberanian siswa dalam menggunakan ungkapan-ungkapan yang telah diajarkan. Untuk penampilan terbaik diberi tanda bintang.

### Latihan pada Unit 2

#### **Ask the students to introduce themselves or others.**

*(Perkenalkan dirimu atau orang lain)*

Siswa memperkenalkan diri sendiri atau orang lain dengan berperan sebagai tokoh favorit mereka. Ketika siswa tampil di depan kelas, guru akan mengamati penampilan mereka. Kriteria penilaian adalah berdasarkan kemampuan dan keberanian siswa dalam menyusun perkenalan diri menggunakan ungkapan-ungkapan yang telah diajarkan. Untuk penampilan terbaik diberi tanda bintang.



**Latihan pada Unit 3**

Match the pictures with the correct names.

(Pasangkan gambar berikut dengan nama bendanya.)

a board  
 a chair  
 an eraser  
 a rubber  
 a pencil  
 a clock  
 a book  
 a ruler  
 a pen  
 a desk  
 a calendar  
 a pencil case  
 a broom  
 crayons  
 a sharpener  
 a bag





Fill the blank sentences. The pictures are given to help you.

(Isilah kalimat rumpang berikut ini. Gambar-gambar berikut akan membantu kalian.)

### My Classroom

My name is Alisha Putri. I am a fourth grade student of SD Negeri

Kebumen. I want to tell you about my classroom. There are eleven  desks

and twenty one  chairs in my classroom. In front of the class, there is a



board

and an



eraser.


There is a



clock and a



calendar on the wall. There are also some  brooms in the corner of the class.

I put my  bag on my desk. There are many things in my bag. They

are



books, a



pencilcase , a



pen, two



pencils, a



rubber, a



sharpener, and a



ruler . Moreover, I also have



crayons to colour my picture.



## **Review for Unit 1**

*How do you express greeting and leave taking? Do it correctly based on the pictures.*

*(Ungkapkan salam pertemuan atau perpisahan yang benar sesuai dengan gambar di bawah ini.)*

1. A: Good morning, Mr. Bobby.  
B: Good morning, Donie.
2. A: Good afternoon, Dewi.  
B: Good afternoon, Ikhsan.
3. A: Good night, Bill.  
B: Good night, Sam.

## **Review for Unit 2**

**Introduce your new character to your friends.**

*(Perkenalkan karakter barumu pada teman-temanmu.)*

Siswa memakai *ID card*, kemudian memperkenalkan diri sebagai tokoh baru sesuai dengan *ID card* tersebut. Setelah siswa selesai mengerjakan, guru akan melihat penampilan siswa. Kriteria penilaian adalah berdasarkan kemampuan siswa dalam membuat percakapan menggunakan ungkapan-ungkapan yang telah diajarkan.



### **Review for Unit 3**

#### ***I. Choose the correct answer by giving a check on the box.***

*(Pilihlah jawaban yang paling tepat dengan memberi tanda cek pada kotak.)*

1. **It** is a pencil.
2. **This** is a white board.
3. **That** is a bag.
4. **These** are books.
5. **Those** are crayons.

#### ***II. Cut the pictures in the next page, then stick them into the boxes based on their names.***

*(Guntinglah gambar-gambar di halaman selanjutnya, kemudian tempelkan pada kotak-kotak berikut sesuai dengan nama-namanya.)*

Siswa menggunting gambar benda-benda di ruang kelas. Gambar-gambar tersebut kemudian ditempelkan pada kotak-kotak yang sudah tersedia sesuai dengan nama-nama benda yang tertera pada kotak.. Kriteria penilaian adalah ketepatan siswa dalam menempel gambar dengan nama-namanya

#### ***III. Ask your friend to mention things in your classroom and change the turn. Write down things your friend mentioned.***

*(Mintalah temanmu untuk menyebutkan benda-benda di ruang kelas kemudian bergantian temanmu yang bertanya padamu. Catatlah benda-benda yang disebutkan temanmu pada kartu di bawah ini)*

Siswa bekerja secara berpasangan. Mereka saling bertanya dan menyebutkan benda-benda yang ada di dalam kelas secara bergantian. Guru memeriksa hasil yang diperoleh siswa. Kriteria penilaian adalah hasil yang terbanyak akan mendapatkan poin terbanyak.





(Lampiran 4)

## Situational Cards

### (Kartu Situasi)

You meet your teacher this morning.  
(Kamu bertemu gurumu di perpustakaan pada pagi hari.)

You meet Mr. Wijaya this afternoon.  
(Kamu bertemu Pak Wijaya di pasar pada siang hari.)

You meet Andi and Budi this morning.  
(Kamu bertemu Andi dan Budi di lapangan tenis pada pagi hari.)

You meet Dinda this evening.  
(Kamu bertemu Dinda di mall pada sore hari.)



## Survey Note

No	Complete Name	Nick Name	Spelling

No	Complete Name	Nick Name	Spelling

No	Complete Name	Nick Name	Spelling

No	Complete Name	Nick Name	Spelling



**Match the pictures with the correct names.**  
 (Pasangkan gambar berikut sesuai dengan namanya.)

a board

a chair

an eraser

a rubber

a pencil

a clock

a book

a ruler

a pen

a desk

a calendar

a pencil case

a broom

crayons

a sharpener

a bag



**Fill the blank sentences. The pictures are given to help you.**

*(Isilah kalimat rumpang berikut ini. Gambar-gambar berikut akan membantu kalian.)*

### My Classroom

My name is Alisha Putri. I am a fourth grade student of SD Negeri

Kebumen. I want to tell you about my classroom. There are eleven



\_\_\_\_\_ and twenty one \_\_\_\_\_ in my classroom. In front of the



class, there is a \_\_\_\_\_ and an \_\_\_\_\_.



\_\_\_\_\_ and a \_\_\_\_\_ on the wall. There are also some



\_\_\_\_\_ in the corner of the class.

I put my \_\_\_\_\_ on my desk. There are many things in my bag.



They are \_\_\_\_\_, a \_\_\_\_\_, a \_\_\_\_\_, a \_\_\_\_\_, two \_\_\_\_\_



\_\_\_\_\_, a \_\_\_\_\_, a \_\_\_\_\_, and a \_\_\_\_\_ . Moreover, I also



have \_\_\_\_\_ to colour my picture.





## REFERENCES

Maley, A. 1999. *Games for Children*. Oxford: Oxford University Press.

Michelle, R. 2009. *Teaching English through Games*. London: Brad & Jill Publisher.

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Tillit, Bruce. and Bruder, M.N. 1985. *Speaking Naturally*. Cambridge: Cambridge University Press.





# **BUKU SISWA**

**Untuk Pembelajaran  
Bahasa Inggris  
Sekolah Dasar Kelas IV**

# UNIT 1

## Good Morning, John.

### Activity 1

**Respond to the teacher's greeting and leave taking.**

*(Tanggapi salam pertemuan and perpisahan dari Bapak/Ibu guru.)*

### Activity 2

**Let's practice to greet our friends.**

*(Mari berlatih menyapa teman-teman kita.)*

### Activity 3

**Let's sing "How are you" song.**

*(Mari bernyanyi lagu "How are you".)*



"How are you"

A: Hello....Hello... How are you?

B: Fine thanks...fine thanks. How are you?

A: Hello....Hello... How are you?

B: I'm fine, thank you.

} 2x

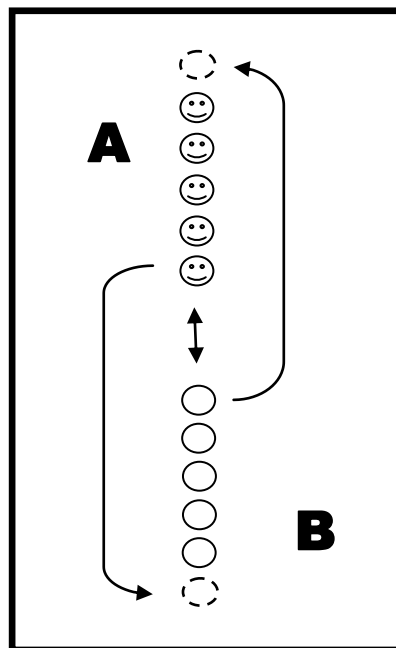


#### Activity 4

**Let's greet our friends.**

*(Mari menyapa teman-teman kita.)*

Berbarislah seperti gambar berikut.



1. Jika kamu berdiri pada bagian depan di barisan A, sapa lah teman yang berdiri paling depan di barisan B.
2. Setelah selesai menyapa, berlari lah dan berdiri di bagian belakang pada barisan B. Begitu juga sebaliknya, temanmu di barisan B harus berlari dan berdiri di bagian belakang barisan A.
3. Hal tersebut dilakukan hingga semua siswa baik pada barisan A dan B saling menyapa.

## Activity 5

**Let's make paper puppets and play them.**

*(Mari membuat wayang-wayangan kertas dan memainkannya.)*

### Wayang Kertas

- ✚ Alat dan bahan: kardus bekas, lem, gunting, dan gambar orang dari koran/majalah bekas.
- ✚ Cara membuat:
  1. Gunting gambar orang dari koran/majalah bekas.
  2. Tempelkan pada kardus bekas.
  3. Gunting gambar tersebut sesuai dengan bentuk gambarnya dan buat sebuah pegangan di bagian bawahnya.




Langkah-langkah memainkannya:

- Pegang kedua wayang yang telah dibuat.
- Mainkan wayang dengan berperan menjadi kedua wayang tersebut.
- berlatihlah menyapa dengan menggunakan wayang tersebut.
- Perhatikan contoh yang akan diberikan Bapak/Ibu guru.

## Activity 6

**Let's greet our friends based on the situational cards.**

*(Mari menyapa teman-teman kita sesuai dengan kartu situasi.)*

-  Buatlah kelompok terdiri dari 2-3 orang.
-  Setiap kelompok akan mendapatkan kartu situasi.
-  Berlatihlah menyapa sesuai dengan kartu situasi yang sudah didapat.

# UNIT 2

## Hi, I am Bella.

### Activity 1

**Respond to the teacher's introduction.**

*(Tanggapi perkenalan guru.)*

### Activity 2

**Let's practice to introduce ourselves.**

*(Mari berlatih memperkenalkan diri.)*

### Activity 3

**Let's sing "ABC" song.**

*(Mari bernyanyi "ABC".)*

#### "The Song of ABC"

Come my children, come to me ....  
I'd like singing ABC  
A B C D E F G H I J K L M N O P  
Q R S and T U V W and X Y Z  
Now you heard my ABC, tell me what you think will be ...  
All together sing with me  
Let us try our ABC  
A B C D E F G H I J K L M N O P  
Q R S and T U V W and X Y Z  
Now you heard our ABC, let us see your ABC ...





Contoh pelaporan:

*Good morning...*

*I'm Alisha Putri. You can call me Putri.*

*I'd like to tell you about my friends. My first friend is Apriliana Kusuma. You can call her Lia, L - I - A.*

*Second, her name is Valerina Sari. Her nick name is Sari, S - A - R - I.*

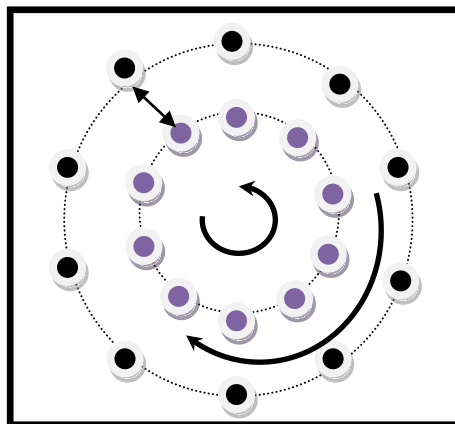
*That's all my report. Thank you.*

#### Activity 5

**Let's make a circle, and then introduce ourselves.**

*(Mari membuat lingkaran dan kemudian memperkenalkan diri.)*

- Berdirilah membentuk dua buah lingkaran seperti berikut.
- Kemudian, perkenalkan dirimu pada teman yang ada di hadapanmu.
- Setelah selesai, Bapak/Ibu guru akan menyuruhmu berpindah tempat untuk melanjutkan memperkenalkan diri.
- Perhatikan contoh yang akan diberikan Bapak/Ibu guru.



## Activity 6

**Let's make a paper hat, wear it, and then introduce your new character.**

*(Mari membuat topi kertas, memakainya, dan kemudian memperkenalkan karakter barumu.)*

- ✓ Buatlah topi kertas dengan gambar sesuai tokoh favoritmu.
- ✓ Pakailah topi tersebut, kemudian perkenalkan dirimu sesuai dengan tokoh yang ada di topimu.
- ✓ Perhatikan contoh yang akan diberikan Bapak/Ibu guru.

### Topi Kertas

- ✚ Alat dan bahan: Kertas, gunting, lem, dan gambar favorit.
- ✚ Cara membuat:
  1. Potong kertas dengan bentuk persegi panjang, dengan lebar sekitar 6-10 cm dan panjang disesuaikan dengan lingkaran kepala siswa.
  2. Tempelkan gambar di bagian tengah kertas tersebut.
  3. Rekatkan ujung-ujung kertas dengan lem.
  4. Topi kertas sudah dapat digunakan.

Contoh Format Perkenalan.

Hi, my friends.  
My name is Dolly Dolphin.  
Nice to meet you.

# UNIT 3

## Things in the Classroom.

### Activity 1

Let's sing "Book, pen, desk, chair" song.

(Mari bernyanyi lagu "Book, pen, desk, chair".)

*"Book, pen, desk, chair"*

*Book ... pen...desk...chair...*

*Book ... pen...desk...chair...*

*What's this?*

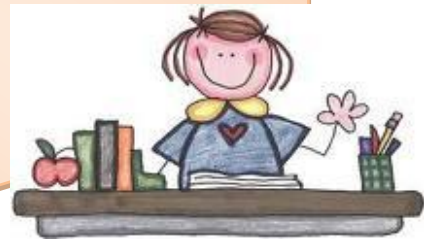
*It's a book*

*What's this?*

*It's a pen.*

*Book ... pen... desk... chair...*

*Book ... pen... desk... chair...*





## Activity 2

The teacher will show the stationaries. Mention the things you know.

(Bapak/Ibu guru akan menunjukkan alat-alat tulis. Sebutkan nama benda-benda yang kamu tahu.)

## Activity 3

Let's play "Simon says" game.

(Mari bermain permainan "Simon says".)

### "Simon Says" game

1 2 3 4 5



- *Alat*
  - ⇒ Alat-alat tulis
- *Waktu* : 10 menit
- *Cara bermain*
  1. Guru menyuruh siswa meletakkan alat-alat tulisnya di atas meja.
  2. Siswa berdiri di tempatnya masing-masing.
  3. Berikan perintah, contoh: *Simon says: Take a book.*
  4. Para siswa harus melakukan perintah
  5. Berikan perintah kembali, contoh: *Take a pen.* Perintah ini tanpa kata-kata *Simon says*, jadi jika mereka melakukannya akan dikeluarkan dari permainan.
  6. Anak terakhir yang masih bertahan akan menjadi orang yang memberikan perintah.
- *Peraturan*
  - ⇒ Tanpa *Simon says*, tidak perlu melakukan perintah.
  - ⇒ Yang melakukan perintah, akan dikeluarkan dari permainan.
  - ⇒ Pemenangnya adalah yang memberi perintah.

## Activity 4

Match the pictures with the correct names.

(Pasangkan gambar berikut sesuai dengan namanya.)



a board



a chair



an eraser



a rubber



a pencil



a clock



a book



a ruler



a pen



a desk



a calendar



a pencil case



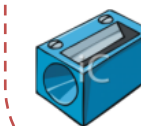
a broom



crayons



a sharpener



a bag

## Activity 5

Fill the blank sentences. The pictures are given to help you.

(Isilah kalimat rumpang berikut ini. Gambar-gambar berikut akan membantu kalian.)

### My Classroom

My name is Alisha Putri. I am a fourth grade student of SD Negeri Kebumen. I want to tell you about my classroom. There are eleven



\_\_\_\_\_ and twenty one



\_\_\_\_\_ in my classroom.

In front of the class, there is a



\_\_\_\_\_

and an



\_\_\_\_\_.



There is a

\_\_\_\_\_

and a



\_\_\_\_\_

on the wall. There are also some



\_\_\_\_\_ in the corner of the class.

I put my



\_\_\_\_\_ on my desk. There are many things

in my bag. They are



\_\_\_\_\_

, a



\_\_\_\_\_

, a



\_\_\_\_\_, two



\_\_\_\_\_

, a



\_\_\_\_\_

, a



\_\_\_\_\_

, and a



\_\_\_\_\_. Moreover, I also have



\_\_\_\_\_ to colour my picture.

## Activity 6

### Let's have a role play.

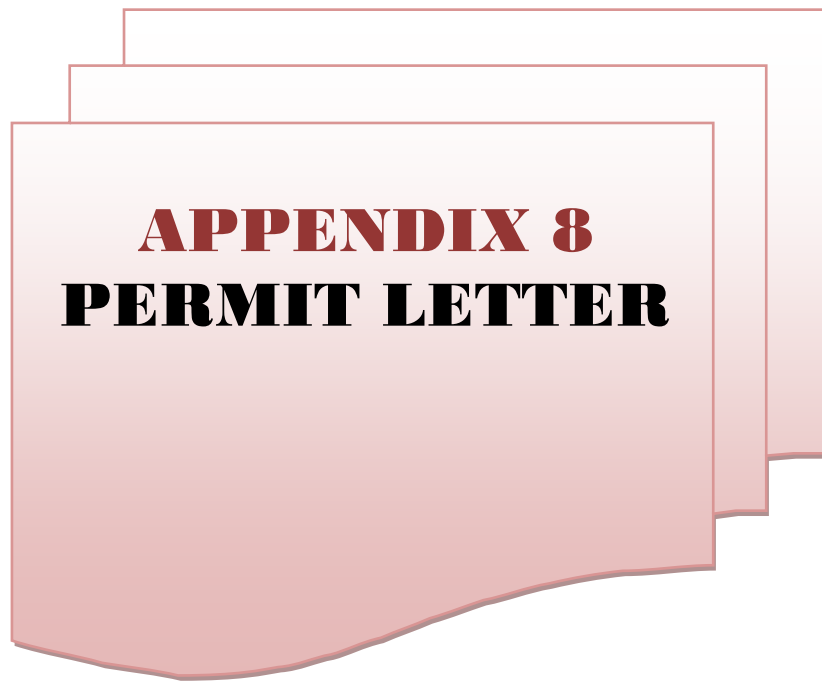
(Mari bermain peran.)

- ❖ Buatlah kelompok masing-masing terdiri dari dua orang (berpasangan).
- ❖ Salah satu berperan menjadi robot dan lainnya menjadi pelatihnya.
- ❖ Pelatih bertugas untuk memberikan perintah pada sang robot dan robot bertugas menjalankan perintah tersebut. Perintah harus dilengkapi dengan kata "*please*". Sang robot hanya menjalankan perintah jika perintah menggunakan kata "*please*". Jika robot menjalankan perintah tanpa kata "*please*", dia harus bertukar tugas menjadi pelatih dan memberikan perintah.
- ❖ Perintah berhubungan dengan benda-benda di kelas. Contoh:

Pelatih : *Put your book on the desk, please.*

Robot : *(Putting her/his book on the desk.)*





**APPENDIX 8**  
**PERMIT LETTER**



KEMENTERIAN PENDIDIKAN NASIONAL

UNIVERSITAS NEGERI YOGYAKARTA

**FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207  
http://www.fbs.uny.ac.id//

FRM/FBS/33-01

10 Jan 2011

Nomor : 1501/H.34.12/PP/VII/2011

Lampiran : --

Hal : **Permohonan Izin Survey/Observasi/Penelitian\***

18 Juli 2011

Kepada Yth.

Kepala Sekolah  
SD N Ambarwinangun  
di Kebumen

Diberitahukan dengan hormat bahwa mahasiswa kami Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan survey/observasi/penelitian untuk memperoleh data menyusun Tugas Akhir Skripsi (TAS) Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

*Designing Teacher Accessible Materials for The Fourth Grade Students of SD N Ambarwinangun, Ambal, Kebumen in The Academic Year of 2011/2012*

Mahasiswa dimaksud adalah :

Nama : WUWUH ANDAYANI  
NIM : 07202244107  
Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Tanggal Pelaksanaan : Bulan Juli 2011

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

Atas izin dan kerjasamanya disampaikan terima kasih.

a.n. Dekan  
Pembantu Dekan I,  
  
Drs. Suhaini M. Saleh, M.A.  
NIP. 19540120 197903 1 002



KEMENTERIAN PENDIDIKAN NASIONAL

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FRM/FBS/33-01  
10 Jan 2011

Nomor : 1501/H.34.12/PP/II/2011  
Lampiran : --  
Hal : Permohonan Izin Survey/Observasi/Penelitian\*)

18 Juli 2011.

Kepada Yth.

Kepala Sekolah  
SD N Sidomulyo  
di Kebumen

Diberitahukan dengan hormat bahwa mahasiswa kami Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan survey/observasi/penelitian untuk memperoleh data menyusun Tugas Akhir Skripsi (TAS) Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :


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Lampiran : --

Hal : **Permohonan Izin Survey/Observasi/Penelitian\***

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SD N Peneket  
di Kebumen

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Jurusan/ Program Studi : Pendidikan Bahasa Inggris  
Tanggal Pelaksanaan : Bulan Juli 2011

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

Atas izin dan kerjasamanya disampaikan terima kasih.

a.m. Dekan  
Pembantu Dekan I,  
  
Drs. Suhani M. Saleh, M.A.  
NIP. 19540120 197903 1 002



Hal : Permohonan Judgement Ahli Materi

Kepada

Yth. Lusi Nurhayati, M.App.Ling

Di tempat

Dengan hormat,

Dalam rangka penyelesaian skripsi di Jurusan Pendidikan Bahasa Inggris, dilakukan penelitian dan pengembangan panduan guru yang berjudul **“Designing Teacher’s Accessible Manuals for the Fourth Grade Students of Elementary Schools in Ambal Sub District, Kebumen”**. Penelitian dilakukan oleh :

Nama : Wuwuh Andayani

NIM : 07202244107

Jurusan : Pendidikan Bahasa Inggris

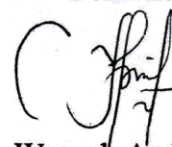
Peneliti mohon bantuan Ahli Pembelajaran untuk memvalidasi panduan guru yang kami rancang. Panduan guru ini digunakan untuk guru kelas 4 SD. Untuk itu, kami mohon kesediaan Ibu Lusi Nurhayati, M.App.Ling, untuk bisa memberikan penilaian demi mendapatkan panduan guru yang baik.

Atas bantuan dan kesediaan Ibu, kami mengucapkan terima kasih.

Yogyakarta, 14 November 2011

Hormat kami,

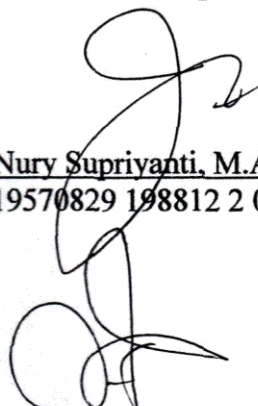
Pemohon



Wuwuh Andayani  
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Dosen Pembimbing

I. Nury Supriyanti, M.A.  
NIP. 19570829 198812 2 001



II. Nunik Sugesti, M.Hum.  
NIP. 19710616 200604 2 001

## SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Lusi Nurhayati, M.App.Ling  
NIP : 19790205 200312 2 001  
Institusi : Dosen Pendidikan Bahasa Inggris UNY  
Bidang Keahlian : Material Development

Menyatakan bahwa panduan guru sebagai hasil skripsi dengan judul "Designing Teacher's Accessible Manuals for the Fourth Grade Students of Elementary Schools in Ambal Sub District, Kebumen" dari mahasiswa:

Nama : Wuwuh Andayani  
NIP : 07202244107

Telah siap/belum siap\* diujicobakan dengan menambahkan beberapa saran sebagai berikut:

- Secara keseluruhan sudah baik.
- Beberapa kesalahan / kekurangan tepatnya dalam memilih kalimat dalam bahasa Indonesia masih dijumpai
- Saran dari saya, akan lebih bagus lagi jika materi ini disertai CD (sebagai audio input).

Demikian surat keterangan ini kami buat untuk dapat digunakan seperlunya.

Evaluator



Lusi Nurhayati, M.App.Ling  
NIP. 19790205 200312 2 001

\*Coret yang tidak perlu.

Hal : Permohonan Judgement Ahli Materi

Kepada

Yth. Ani Setyaningsih, S.Pd.

Di tempat

Dengan hormat,

Dalam rangka penyelesaian skripsi di Jurusan Pendidikan Bahasa Inggris, dilakukan penelitian dan pengembangan panduan guru yang berjudul **“Designing Teacher’s Accessible Manuals for the Fourth Grade Students of Elementary Schools in Ambal Sub District, Kebumen”**. Penelitian dilakukan oleh :

Nama : Wuwuh Andayani  
NIM : 07202244107  
Jurusan : Pendidikan Bahasa Inggris

Peneliti mohon bantuan Ahli Pembelajaran untuk memvalidasi panduan guru yang kami rancang. Panduan guru ini digunakan untuk guru kelas 4 SD. Untuk itu, kami mohon kesediaan Ibu Ani Setyaningsih, S.Pd. untuk bisa memberikan penilaian demi mendapatkan panduan guru yang baik.

Atas bantuan dan kesediaan Ibu, kami mengucapkan terima kasih.

Yogyakarta, 14 November 2011

Hormat kami,

Pemohon



Wuwuh Andayani  
NIM.07202244107

Dosen Pembimbing

I. Nury Supriyanti, M.A.  
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II. Nunik Sugesti, M.Hum.  
NIP. 19710616 200604 2 001

## SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Ani Setyaningsih, S.Pd.  
NIP : 19780101 200501 2 002  
Institusi : Dosen Pendidikan Bahasa Inggris UNY  
Bidang Keahlian : Material Development

Menyatakan bahwa panduan guru sebagai hasil skripsi dengan judul “Designing Teacher’s Accessible Manuals for the Fourth Grade Students of Elementary Schools in Ambal Sub District, Kebumen” dari mahasiswa:

Nama : Wuwuh Andayani  
NIP : 07202244107

Telah siap/~~belum siap~~\* diujicobakan dengan menambahkan beberapa saran sebagai berikut:

- Diperhatikan lagi materi pembelajarannya.
  - Gambar sebagai media hendaknya diperjelas lagi konteksnya sehingga tidak keluar dari tujuan awalnya untuk mempermudah pemahaman siswa.
  - Spelling dan sistematika penulisan diperhatikan
- 
- 
- 
- 
- 
- 

Demikian surat keterangan ini kami buat untuk dapat digunakan seperlunya.

Evaluator



Ani Setyaningsih, S.Pd.

NIP. 19780101 200501 2 002

\*Coret yang tidak perlu



**APPENDIX 9**  
**DOCUMENTATION**

## DOCUMENTATION



Picture 1: The teacher used a hand puppet to greet students.



Picture 2: The teacher used pictures to explain time of the day.



Picture 3: Two students were practicing greeting each other.



Picture 4: The students were standing in circles to practice introducing to each other.



Picture 5: They made paper hats.



Picture 6: They introduced to each other with their new charactes.





Picture 7: They played “Survey” game



Picture 8: The students were singing “Book, pen, desk, chair” song.



Picture 9: They did the exercises in the worksheets.



Picture 10: Some media used in the materials

				- Do you like to teach the students inside or outside classroom?
Getting information about the course book (Hutchinson and Waters, 1986)	<ul style="list-style-type: none"> <li>• setting</li> <li>• goal</li> <li>• input</li> <li>• price</li> <li>• accessibility</li> <li>• completeness</li> </ul>	10	17,18, 19,20,21, 22,23,24, 25,26	- Will the appearance of the course book be colorful or not? - Will the instruction be in bahasa, English or both bahasa and English? - Will the activity in the course book be individual/pair/group work? - Does the material in the course book improve the students' English ability? - What input is suitable for the students? - How much is the course book which is appropriate for the students? - How much is the course book which is appropriate for the teacher? - Do you prefer to use the course book when teaching? - Have you ever faced any difficulty in using the course book? - What do you need when you teach your students?
Getting information about the teaching aids (Hutchinson and Waters, 1986:63)	<ul style="list-style-type: none"> <li>• resources</li> <li>• learning media</li> </ul>	7	27,28,29, 30,31,32, 33	- Do you think games help you teach? - How many games that you know? - Do you think songs help you teach? - How many games that you know? - Do you think stories help you teach? - How many stories that you know? - What media used in the classroom?
<b>TOTAL</b>		<b>33</b>	<b>33</b>	