

**DESIGNING A SET OF INSTRUCTIONAL MATERIALS
TO TEACH ENGLISH VOCABULARY THROUGH SONGS AND GAMES
TO THE KINDERGARTEN STUDENTS**

A THESIS

**Presented as Partial Fulfillment of the Requirements
to Obtain the *Sarjana Pendidikan* Degree
in English Language Education**



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YOGYAKARTA
2002**

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Acknowledgements

I am so grateful to my dearest Lord for His blessings which have been granted to me so that I could finish this thesis. His gracious love has shined on me through so many people by whom I have been given care, encouragement, assistance, and accompaniment.

During the thesis writing, I shared many precious moments with these people who have helped and supported me to finish it. I would like to express my deepest gratitude to Drs. J.B. Gunawan, M.A., my major sponsor, for his willingness to correct and give suggestions from the very beginning. Without his guidance, this thesis would have never come in form. My deepest gratitude also goes to Made Frida Yulia, S.Pd., as my co-sponsor, who has spent her time to support me, read, and make corrections for the improvement of this thesis. Without her guidance, patience, and encouragement, this thesis might not have been completed.

I would also like to extend my deep appreciation to all lecturers of the English Education Study Program, especially to Bu Carla (who lent me a lot of books about kids), and all staff of Sanata Dharma University for their care and guidance during my study.

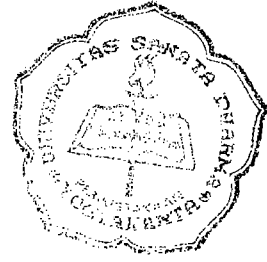
I dedicate this thesis to my beloved father and mother, for their support, motivation, patience, and prayers for me. Both of them are admired parents. I thank Lord for having them. I also thank all my sisters for their kindness, love, and support.

My special thanks go to my dear friend, Anto, for his great care, encouragement, and support throughout my study. His love has motivated me to finish this thesis.

Finally, I sincerely express my thanks to Bram, Rini, Yuli, Eka, Siska, Ferika, Anggun, Nunung, Joice Luke (UKSW), Lilik (UII), all my friends in the PBI '96, and all my friends at Yasa Luhur Salatiga. They all were my partners during my study.

Rita Setyaningsih

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ABSTRACT

Setyaningsih, Rita. (2001). Designing A Set of Instructional Materials to Teach English Vocabulary through Songs and Games to the Kindergarten Students. Yogyakarta: Sanata Dharma University.

This study was intended to design a set of instructional materials to teach English vocabulary through songs and games to kindergarten students. The construction of this material was based on the 1994 *Garis-Garis Besar Program Kegiatan Belajar Taman Kanak-Kanak*. Some topics in the designed materials were taken from the topics in the 1994 GBPKB-TK.

This study investigated two problems:

1. How is a set of instructional materials to teach English vocabulary through songs and games to the kindergarten students designed?
2. What do the designed materials look like?

The objectives of this study can be formulated as follows:

1. To find out how is a set of instructional materials to teach English vocabulary through songs and games to the kindergarten students designed.
2. To find out what the designed materials look like.

Two research methods were employed in order to achieve the objectives. A library research included the discussion about the materials used to teach English to kindergarten students. It also observed the 1994 GBPKB-TK since there is no English curriculum for kindergarten school.

A survey study was done to obtain the respondents' opinion on the designed materials and to investigate students' needs in learning English vocabulary. In this study, the respondents were asked to give opinions whether or not they agreed and to give suggestions/recommendation on the designed materials.

The results of this study are:

1. The writer combined three design models adopted from Kemp's, PPSI, and Banathy's. It is to answer the first problem question in the Problem Formulation. The diagram and the discussion of the model were presented in Chapter 2.
2. There are eight units in the designed materials and each unit consists of two meetings except unit 4 and 6 that only consist of one meeting. Since this study is to design the English vocabulary materials, the contents of each unit focus on vocabulary. Exercises are given through playing games and singing songs. The designed materials are the answer to the second problem question.

Finally, there are some recommendations suggested to English kindergarten teachers and to kindergarten students. The teachers should not force the students to master the materials since one of the goals of learning English is to introduce English. Teachers should always create a cheerful atmosphere during classes and be creative in developing materials. For the students, they are suggested to learn English since they are young and to do what the teacher asks, always take part, and be creative during classes.

ABSTRAK

Setyaningsih, Rita. (2001). Designing A Set of Instructional Materials to Teach English Vocabulary through Songs and Games to the Kindergarten Students. Yogyakarta: Universitas Sanata Dharma.

Penelitian ini bertujuan untuk mengembangkan materi pengajaran kosakata bahasa Inggris bagi siswa taman kanak-kanak dengan menggunakan permainan dan lagu. Pengembangan materi ini berdasarkan pada Garis-Garis Besar Program Kegiatan Belajar Taman Kanak-Kanak 1994.

Penelitian ini mengacu pada dua masalah:

1. Bagaimana merancang materi kosakata bahasa Inggris bagi siswa taman kanak-kanak dengan menggunakan lagu dan permainan?
2. Bagaimana mengembangkan bentuk materi kosakata bahasa Inggris TK?

Adapun tujuan penelitian ini adalah:

1. Untuk mengetahui bagaimana materi pengajaran bahasa Inggris dengan menggunakan lagu dan permainan bagi siswa taman kanak – kanak dirancang.
2. Untuk mengetahui bentuk rancangan materi.

Dalam rangka mencapai kedua tujuan tersebut penulis menggunakan dua metode penelitian. Studi pustaka merupakan salah satu metode yang penulis gunakan, yang memasukkan diskusi tentang materi untuk mengajar bahasa Inggris bagi siswa taman kanak-kanak. Studi pustaka ini juga untuk mengetahui isi dari GBPKB-TK karena tidak ada kurikulum bahasa Inggris TK.

Untuk mengetahui opini responden terhadap rancangan materi dan untuk menggali kebutuhan siswa dalam belajar kosakata bahasa Inggris, pada studi ini responden diminta untuk memberikan opini mereka apakah mereka setuju atau tidak terhadap rancangan materi serta memberikan saran dan kritik.

Berdasarkan hasil penelitian diperoleh tiga kesimpulan:

1. Penulis menggabungkan tiga model desain dari Kemp, Prosedur Pengembangan Sistem Instruksional, dan Banathy. Gabungan model desain ini merupakan jawaban dari permasalahan pertama. Diagram dan penjelasan gabungan ketiga model tersebut dapat dilihat pada Bab 2.
2. Ada delapan unit dalam studi ini, dan setiap unit terdiri dari dua pertemuan kecuali unit 4 dan unit 6 yang hanya terdiri dari satu kali pertemuan. Keseluruhan materi terdiri dari kosakata-kosakata bahasa Inggris dan latihan-latihan diberikan dengan menggunakan permainan dan nyanyian. Rancangan materi ini merupakan jawaban dari permasalahan kedua.

Akhirnya, ada beberapa saran yang ditujukan bagi para guru bahasa Inggris TK dan para siswa TK. Guru diminta untuk tidak memaksa siswa menguasai materi yang diajarkan karena salah satu tujuan dari belajar bahasa Inggris adalah untuk mempersiapkan siswa agar lebih percaya diri dalam belajar bahasa Inggris pada tingkat pendidikan selanjutnya. Guru harus selalu menciptakan suasana yang menggembirakan selama kelas berlangsung dan selalu kreatif dalam mengembangkan materi. Bagi siswa, mereka diminta untuk belajar bahasa Inggris

sedini mungkin, mengerjakan apa yang guru minta, dan selalu berperan serta aktif selama kelas berlangsung.

CHAPTER I

INTRODUCTION

A. Background

Language is one of the most important means of communication in the world. It is a means of conveying information and feelings about something. Without a language, people will never communicate well. Based on the study of bilingualism, a language can normally be acquired when it is learned in the early childhood. Mario Pei in his book *How to Learn Languages and What to Learn* (1973: 6) said that the best time to begin a foreign language study is as early as possible, preferably in kindergarten. The acquisition of a language in early childhood will help the children in speaking with other people later. It is good for children to start learning a language at the early age because, according to some linguists, language learning is a matter of habit. If we use the language frequently, we will acquire it easily.

People in Indonesia consider English as an international language of the world that is very important for them. English is used in many aspects of life, such as economics, politics, and socio-culture. Therefore, parents want their children to learn English in their early childhood. Another reason is that there are many elementary schools that put English as an extra course, even some elementary schools put it as a compulsory subject. Because of these reasons, some parents

want to introduce English to their children in the kindergarten, so that the children are ready to enter the higher level of education.

Considering that the students are the kindergarten students, one of the most important elements of the language that has to be learnt is words. It means that the students have to start learning English by studying its vocabulary.

“One of the most difficult yet important phases of language teaching is the vocabulary. Different methods must be employed at various stages of proficiency; but in every case an attempt should be made to facilitate the learning process,...” (Meras, 1962: 147)

Krashen (1983: 155) explains the importance of studying vocabulary by stating that “vocabulary is basic to communicate”. This statement is appropriate to the kindergarten students as beginners. Once the students acquire the sufficient vocabulary, they will be able to study other components easily.

Children are active and want to be on the move. They will not let a day pass without providing time for playing. Considering this, Foster and Headley (1959: 273) ask the teacher of the kindergarten to have games in the teaching-learning processes by stating “Let’s have games in the kindergarten”. Games will provide an excellent opportunity in using vocabulary.

Giving songs to the kindergarten students also gives benefits to the teaching-learning process. By singing, the students will be encouraged and stimulated to learn a subject. Singing also gives pleasure and satisfaction to the students.

By using these activities the students seem to be motivated to study without any pressure. Studying without any pressure is definitely needed in

learning vocabulary since it is a difficult and boring lesson to memorize a list of new words over and over again. These activities may also help students to be more confident and brave in having relationship with their peers.

B. Problem Formulation

There are two problems in this study. They can be formulated as follows:

1. How is a set of instructional materials to teach English vocabulary through songs and games to the kindergarten students designed?
2. What do the designed materials look like?

C. Objectives of the Study

The objectives of the study can be formulated as follows:

1. To find out how a set of instructional materials to teach English vocabulary through songs and games to the kindergarten students is designed.
2. To find out what the designed instructional materials look like.

D. Problem Identification

This study concerns with designing a set of instructional material to teach English vocabulary through songs and games to the kindergarten students. As the subjects being investigated are the kindergarten students, the materials constructed will be suited to their level. The objectives, the materials, the procedures, and the exercises will be adjusted to the students' level.

E. Benefits of the Study

It is expected that the results of this study will give some benefits to both the English kindergarten teachers and the students. To the English kindergarten teachers, this study will help them in developing the vocabulary materials for the kindergarten students. Moreover, this study will also be useful for them to improve their techniques and strategies in teaching vocabulary.

Concerning the students, this instructional design model can help them in learning English vocabulary and also prepare them to learn other components of English in the higher levels of education.

F. Definition of Terms

In order to avoid misinterpretation in this study, there are some terms that need to be defined. They are as follows:

1. Instructional Material Design

Kemp (1977: 6) points out that instructional design is composed of many interrelated parts and functions in order to achieve goals. Related to this study, instructional material design means a set of materials to teach English vocabulary which contains the activities in class in order to prepare the students in learning English in the higher level of education.

2. Vocabulary

Vocabulary in this study means a number of words which students usually find in their daily life. The stock of words must be in the everyday vocabulary of most people, specifically in the everyday vocabulary of children.

3. Song and Game

The definition of song based on the *Oxford Advanced Learner's Dictionary of Current English* (1987: 822) is short poem set to music and intended to be sung. Song, in this study, means the simple words in a melody that can help and motivate students in learning English vocabulary. Gerlach and Ely (1980: 380) define a game as a model of real-life situation. In connection with this study, a game means the playing activity that can help and motivate students in learning English, and can also make students more confident in facing other people.

4. Kindergarten Students

In Indonesia, the kindergarten students are about five years of age, and take education in the kindergarten school. At this age, they mentally show clear progress in language, in interest, in the amount of information, and in the control of their emotional responses (Foster and Headley, 1959: 19).

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

There are some concepts in order to support this research. The concepts discussed here are The Instructional Design Models, Learning Principles, The 1994 GBPKB-TK, and Teaching Vocabulary. *The Instructional Design Models* presented here are the Kemp's, Banathy's, and PPSI. *The Learning Principles* discusses the concepts of learning principles, learning in groups, the child's development, and learning vocabulary. *The 1994 GBPP* discusses the contents of 1994 GBPKB-TK. The last, *Teaching Vocabulary*, discusses the technique of teaching vocabulary, the meaning of vocabulary, and the roles of songs and games in learning vocabulary.

1. The Instructional Design Models

a. Kemp's Model

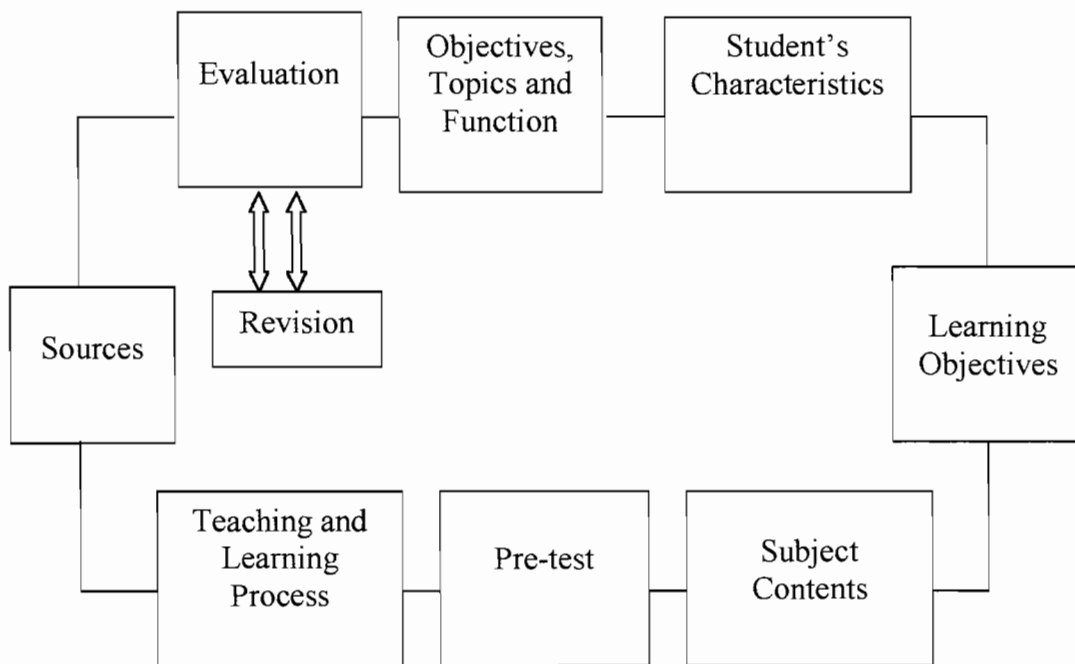
The first instructional design model to be presented here is Kemp's model. According to Kemp (1977: 8), this model can be applied on any educational levels. This plan is designed to supply answers to three questions, which may be considered the essential elements of instructional technology:

1. What must be learned? (objectives)
2. What procedures and resources will work best to reach the desired learning levels? (activities and resources)
3. How will we know when the required learning has taken place? (evaluation)

Kemp (1977: 8) divides the instructional design plan into eight parts:

1. Consider goals, list topics, and state the general purposes for teaching each topic.
2. Enumerate the important characteristics of the learners for whom the instruction is to be designed.
3. Specify the learning objectives to be achieved.
4. List the subject content that supports each objective.
5. Develop pre-assessments to determine the student's background and present level of knowledge about the topic.
6. Select teaching learning activities and instructional resources that will treat the subject contents so students will accomplish the objectives.
7. Coordinate support services as budget, personnel, facilities, equipment, and schedules to carry out the instructional plan.
8. Evaluate students' learning in terms of their accomplishment of objectives, with a view to revising and reevaluating any phases of the plan that need improvement.

The relationship of each step to other steps in the plan is illustrated in the diagram that follows:



Kemp's Instructional Model Design (Kemp, 1977: 9)

Kemp presented a flexible process. There is interdependence among the eight elements; decisions relating to one may affect others. In designing an instructional program, a designer does not need to start from part one, he can start with whichever element he is ready to start with and then move back and forth to the other steps.

b. PPSI Model

The second model to be presented is PPSI model. PPSI stands for Prosedur Pengembangan Sistem Instruksional (The Procedure of Developing an Instructional System). PPSI model has several components, such as objectives, material, method, media, and instructional evaluation. Samana (1982: 42) states five steps of designing an instructional program. The details of the steps are as follows:

1. Stating the Specific Instructional Objectives (SIO)

This objective influences and directs teaching learning activities.

2. Developing the Instrument to Evaluate the Program

The function of this evaluation instrument is to control the students' mastery on certain skills or competence as being stated by SIO.

3. Determining the Teaching Learning Activities

In this step, an effective and efficient learning task in order to achieve the stated SIO is determined.

4. Planning the Activity Program

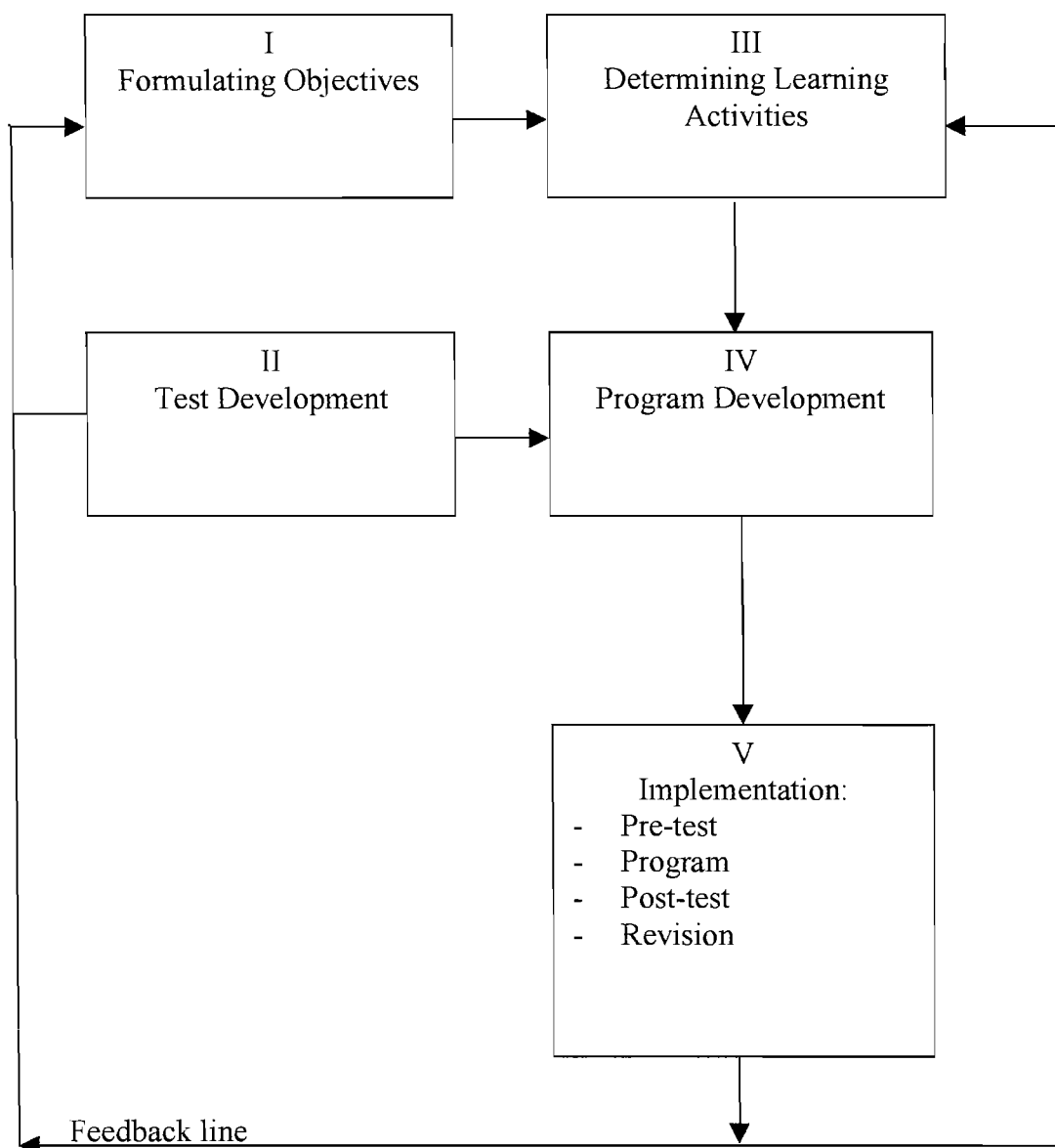
In this step, the teacher should develop the material that is relevant to the SIO and to the development of the related sciences.

5. Implementing the Program

This step consists of three kinds of activities:

- a. Conducting a pre-test.
- b. Conducting the teaching learning activities.
- c. Conducting a post-test.

The result of the implementation is used as the consideration to make revision or improvement of the process. Below is the diagram of PPSI:



The Procedure of Developing an Instructional System
(A. Samana, 1982: 42)

c. Banathy's Model

Education is a system (Banathy, 1976: 18). There are subsystems in a system, which are designed to carry out a purpose, the attainment of which is necessary to achieve the overall purpose of the system. A system that operates in a larger context of its environment is called suprasystem. There are three main aspects of system:

purpose, process, and content. Purpose gives direction to the whole system. It determines the process that has to be generated in order to accomplish the purpose. The process then suggests the kinds of components that are to be employed and will make up the content of the system.

According to Banathy there are six steps in designing the instructional system.

They are:

Step 1 To formulate a statement that spells out what we expect the learner to do, know, and feel as a result of his learning.

Step 2 Develop test
Develop a test based on objectives and use it to test terminal proficiency.

Step 3 Analyze learning task
Find out what has to be learned by the student so that he can behave in the way described by the objective specifications. In the course of this analysis, the input capabilities of the learner must also be assessed; he does not have to learn whatever he already knows.

Step 4 Design the system
The design consists of four major steps:
a.) Functional analysis, to identify everything that has to be done by the system in order to facilitate the attainment of the specific learning task.

- b.) Component analysis, to identify what to be employed to carry out the specific function identified as the outcome of functional analysis.
- c.) Distribution of function among components.
- d.) Scheduling, to decide when and where each function should take place.

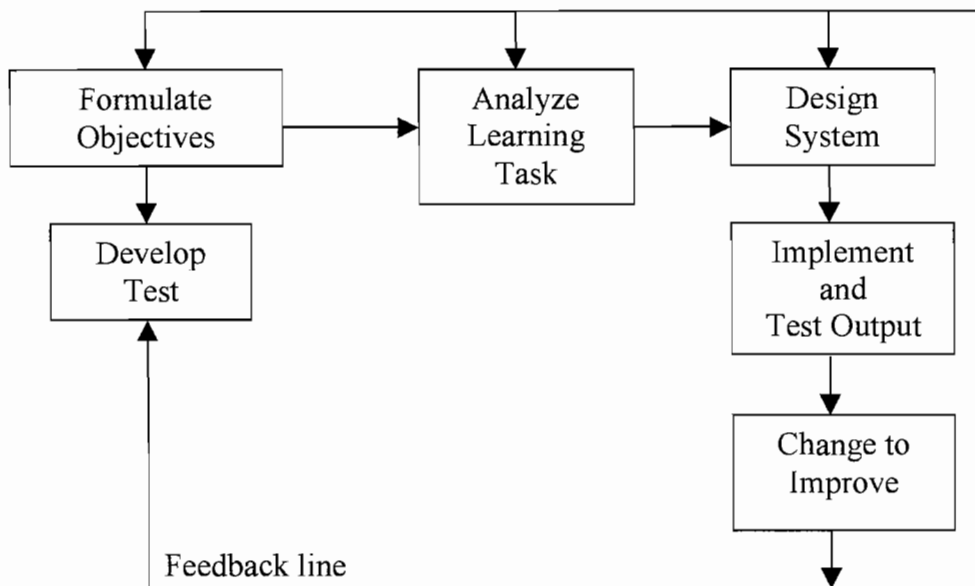
Step 5 Implement and test output

The design system can now be tried out or tested, implemented, and installed. The performance of the learner, who is the product of the system, is to be evaluated in order to assess the degree to which he behaves in the way initially described.

Step 6 Change to improve

Findings of the evaluation are then fed back into the system to see what changes – if any – that are needed to improve the system.

The following is Banathy's diagram in designing the instructional system.



Banathy's Instructional Design Model (1968: 17)

2. Learning Principles

a. Concepts of Learning Principles

Here are some concepts of learning. According to Kimble (1961: 6) as quoted by Hergenhahn and Olson (1997: 6), the definition of learning refers to changes in observable behavior. Kimble's concept of learning also emphasizes the importance of experience in the process of learning. It is stated as follows:

“Learning is a relatively permanent change in behavior or in behavioral potentiality that results from experience and cannot be attributed to temporary body states such as those induced by illness, fatigue, or drugs.”

As stated above, experience plays an important role in the process of learning. The experience might come from inside the school and from outside the school – that is from the environment.

Kolesnik (1976: 2) views learning as changes in our behavior that result from our contacts with our environment and our interactions with other people. In other

words, learning takes place in everyday situation outside the school. When we want to have successful learning at school, we should make the learning like everyday situation or learning through experience. This will make the learner not aware of the process of teaching–learning. Although sometimes the change of learner’s behavior is not always desired, it should be viewed as an improvement of the learner’s behavior. Learning, as stated by Brown (1987: 6), can also be defined as acquiring or getting of knowledge of a subject or skill by studying, experience, or instruction. Kimble and Garnezy (1963: 6) as quoted by Brown (1987: 6) give more specific definition of learning, namely learning is a relatively permanent change in a behavioral tendency and is the result of reinforcing practice.

Elizabeth Hurlock (1978: 28) also explains that environment takes an important role in the children’s learning. The meaning of learning, according to her, is the development that is from the practice and trial. Here, she states that the environment influences individual’s development. The child will not be able to accomplish their potency if their environment limits the chance to study. Therefore, the child’s potency must be motivated to develop, especially when the time comes.

All language learning occurs through experience (Lado, 1964: 39). Lado gives an example concerning his statement. A Chinese child raised in an English speaking environment will learn English rather than Chinese, and an English child raised in a Chinese environment will learn Chinese. While Krashen (1981), as quoted by Richards and Rodgers (1986: 72) says that learning is the formal study of language rules and is a conscious process. Language learning is to be carried out during school time and the learners are aware of the process of their language learning.

Experience is a good media in the learning process (Finochiaro, 1958: 112). Through experience the learning becomes meaningful. By involving the students into the experience, it will encourage the students to participate in the learning process in an active way.

Richards and Rodgers mention three elements of language learning. They are the communication principle, the task principle, and the meaningfulness principle. The communication principle is the activity that involves real communication that promotes learning. The task principle is the activity in which language is used for carrying out meaningful task that promotes learning. The meaningfulness principle is the activity in which language that is meaningful to the learner supports the learning process.

There are five stages of language learning proposed by Curran (1972: 128-141) as quoted by La Forge (1977: 9). The five stages of language learning here are from the dependency of childhood to the independence of the adult stage.

- Stage 1 : Embryonic

In this stage, the student is completely dependent on the teacher for everything he wants to say in the foreign language. The student first expresses what he wishes to say in his native language. Then, the teacher repeats the message in the foreign language. The student, then, repeats his own sentence and imitates the teacher's words in the foreign language.

- Stage 2: Self – assertive

In this stage, the student begins to use simple phrases independently. Later, he picks up expressions that he has heard from the others in the group, and he uses these expressions to his own satisfaction.

- Stage 3 : Separate existence

The student in this stage begins to function in the foreign language without the use of native language. He also begins to resent the intervention of the teacher when help is needed. As the learner's capacity unfolds, he often needs to assert, in a strong and forceful manner, his own unique way of speaking the foreign language. The teacher must be aware of this and accept it as inherent in the learning process if he is to help the learner at this stage.

- Stage 4 : Role Reversal

This stage is considered as a kind of adolescence. In this stage the student must understand the teacher's need to teach; they must make it possible for the teacher to communicate refined knowledge of the foreign language to them.

- Stage 5 : Independent adult stage

In stage 5, the student theoretically knows all the teacher has to reach. Although the student is independent, he may still need corrections. At this stage also, the student is able to become a counselor to others.

b. Learning in Groups

A group, according to Jaques (1991: 13), exists when it possesses some qualities. They are collective perception, needs, shared aims, interdependence, social organization, interaction, cohesiveness, and membership. Each of the qualities is related to each other and can be seen as part of others. Jaques also gives some advantages in learning in groups. Learning in groups allows the students to negotiate meanings, to express themselves in the language subject, and to establish more intimate contact with friends. Besides, learning in group can also develop instrumental skills of listening and presenting ideas.

McGrath and Noble (1994: 38) call the learning in group *co-operative learning*. They discuss some benefits of the co-operative learning. The first is that the students can contribute to the group's task according to their own skills and abilities. The second is that the students learn from each other by hearing and seeing the ways in which others carry out their parts of the job. The third is that the students are more motivated to work since they can work with others. The fourth is that the students usually learn more in their group and also help them build a positive and supportive climate in classroom. The fifth is that the students begin to develop respect for each other's contributions and efforts, and also a greater tolerance among others. The last benefit is that the students will have confidence if they successfully give contributions to their group.

c. The Child's Development

1.) Physical, Intellectual, and Emotional Development

The students of the kindergarten school are about five years of age. The age of five is at the end of the period of a very rapid growth, which is known in the language of physical development as 'early childhood' (Foster and Headley, 1959: 4). According to them, at age five the body has attained about 38 % of its mature development, though different parts of the body are developing at different rates. The brain has developed rapidly.

In relation to the intellectual development, the normal child usually develops in a gradual stage. The environment takes an important role in the process of child's intellectual development. The effects of a lower class environment on a child's development may become more serious during his fourth and fifth years. Furthermore, the longer this condition continues, the more likely the effects are to be

lasting, as written by Hunt in Frost's book of *Early Childhood Education Rediscovered* (1968: 194).

Emotionally, the five-year-old child is on the road of maturity (Foster and Headley, 1959: 15). He has now developed his feeling, which expresses himself in some ways. He also responds in a more controlled manner. However, the most commonly observed emotion in young children is anger. Younger child is likely to become angry at any interference with his physical activity. For example, someone withholds the toy he desires. The fear also appears in most of young children. At home, the most common fears are of animals, supernatural events, dreams, frightening tales, or physical danger. The jealousy and rivalry may also appear at this age.

2.) How children learn

The five-year-old child learns rapidly. He wants to find out about things. He investigates, examines, and questions. The greater the mental ability of a child, the more rapidly he will learn (Foster and Headley, 1959: 12). Giving reward sometimes is needed in order to motivate the child to learn something. The experiment in the psychological laboratory shows that people learn more quickly if they are rewarded for their correct responses and mildly penalized for incorrect responses. The form of reward can be a pocket of candies, a cake, fruits, books, or pencils.

Environment, as stated by Kolesnik (1976: 2), plays an important role in child's learning process. Montessori as quoted by Curtis (1998: 6) also believes that children learn from their own spontaneous activities and therefore a prepared environment is all important. She considered every child unique and is affected by society and the environment, and also the child is able to develop their own natural

potential. While McMillan in Curtis' book (1998: 6) sees both the home and the community as the contributors to education of young children.

McManis states that in concrete operational stage the concept of learning is 'here and now' related to the child's world. It implies that what is being talked about with the child should be experienced and visible to him. The use of media as the visible object in teaching children can relate the spoken word to its meaning. For example, if we are trying to explain the term 'chair' by giving definition only, they will not be able to comprehend easily the term we are explaining. However, when we provide him the pronunciation of the term and give him an example of 'chair' by showing a visual aid, they will be easily able to comprehend the term. The most important thing when the child is in the process of learning is that he has the opportunity to touch, to see, or to explore the things we want them to learn.

Blackie (1967: 28) adds that children need exercising. It implies that children must be allowed to do things over and over again to assure themselves that what they have learned is correct. This exercise should be pleasurable and fits with the children's world, that is learning by playing. The meanings of the great many words can be learned through playing or games. It is clear, therefore, that a child's interaction with his physical and social environment is critical with both intellectual and language development.

Sometimes teachers think that they are failed in teaching their students because their students are still dull in learning a topic. The students are considered to be the lazy and inactive ones. In this case teachers should not blame the students at all. They ought to reflect whether the method they use can be understood and accepted by the learners. Spears (1954: 163) said by nature the children are not lazy,

they are active. They need a challenging situation that can make them active and interested in what they learn.

There are some natural learning styles of young children according to Holt (1969: 184-185). They are as follows:

- The child is curious

He wants to make sense out of things, find out how things work, gain competence and control over himself and his environment, do what he can see other people are doing.

- Open, receptive, and perceptive

He does not shut himself off from the strange, confused, complicated world around him. He observes it closely and sharply, tries to take it all in.

- Experimental

He does not merely observe the world around him, but tastes it, touches it, even breaks it. To find out how reality works, he works on it.

- Bold

He is not afraid of making mistakes.

- Patient

He can tolerate confusion, ignorance, and suspense. He does not have to have instant meaning in any new situation. He is willing and able to wait for meaning to come to him – even if it comes very slowly.

d. Learning Vocabulary

Words are essential to communication. Students who want to learn a language tend to pick up vocabulary first, and then gradually develop a more accurate structural framework to use these words.

“Regardless of the specific target language and the conditions of the instruction, vocabulary is an important factor in all language teaching. Students must continually be learning words as they learn structures and as they practice the sound system.” (Allen and Valette, 1977: 149)

From this explanation, we can see that learning vocabulary is important in all language learning and in all language teaching. A large vocabulary helps the learners to express their ideas precisely and vividly because vocabulary really supports learners to learn the skills of the target language. The larger the vocabulary is, the better one’s performance will be. By having much stock of words, hopefully in the future, the learners will be able to comprehend the English texts well, will be able to communicate fluently with English-speaking foreigners, and will also be able to write some kinds of topics. In contrast, if the learners do not have enough stock of words in their mind, they will be unable to comprehend the reading texts, to communicate with English-speaking foreigners, and to write some topics. Further, Naggy and Herman as quoted by McKeown (1987: 4) state that individuals who know many word meanings know much about the world in general.

Considering that learning vocabulary is important for the students, schools have a task to teach vocabulary as suggested by Carol in McKeown (1987: 1):

“Although a considerable amount of vocabulary learning is associated with primary language learning in the early years, the acquisition of most of the vocabulary characteristics of an educated adult occurs during the years of schooling, and in fact one of the primary task of the school, as far as language learning is concerned, is to teach vocabulary.”

If it is not done, the vocabulary mastery of the learners will be very limited and, consequently, they will find difficulties in learning the skills of language.

3. The 1994 Curriculum for the Kindergarten School

Since there is no English Curriculum for the Kindergarten School, it is important to note the 1994 Curriculum for the Kindergarten School in order to guide the process of designing the materials. Moreover, the writer will surely put the topics from the curriculum in designing the English vocabulary materials.

The explanation will start from the meaning of the 1994 GBPKB-TK for the Kindergarten School. The 1994 GBPKB-TK stands for *Garis - garis Besar Program Kegiatan Belajar Taman Kanak - kanak*. It contains the goal and the objectives, the topics, and the teaching-learning activities. The goal of the 1994 GBPKB is stated as follows:

“Membantu meletakkan dasar ke arah perkembangan sikap, pengetahuan, ketrampilan, dan daya cipta yang diperlukan oleh anak didik dalam menyesuaikan diri dengan lingkungannya dan untuk pertumbuhan serta perkembangan selanjutnya.”

It is a set of learning activities used to prepare and to give the students foundation in the process of developing personality, knowledge, skills, and creativity in order to adjust themselves in their environment. The objectives of each meeting are based on the above goal.

The next explanation is about the topics per trimester that the writer used in designing the English vocabulary material later.

Trimester I

1. Myself
2. The Five Senses
3. My Family
4. House

5. School
6. Foods and Drinks
7. Clothing
8. Keep Ourselves Clean and Health

Trimester II

1. Animals
2. Plants
3. Transportation
4. Occupations
5. On Picnic

Trimester III

1. Water and Air
2. Fire
3. My Country
4. Communication Tools
5. Nature
6. The Sun, the Moon, the Star and the Earth
7. The Town, the Village, the Beach, and the Mountain

Further explanation about each sub-topic can be seen in the appendices.

4. Teaching Vocabulary

a. The Meaning of Vocabulary

The word 'vocabulary' has three meanings in *Oxford Advanced Learner's Dictionary of Current English* (1987: 959). The first is total number of words which

make up a language. The second definition is (range of) words known to, or used by a person, in a trade, profession, etc. The third meaning is list of words used in a book, etc. usually with definitions or translations.

Vocabulary as one of the language elements is a useful means to facilitate and support learners in learning the skills of the language. The larger the vocabulary is, the better will be one's performance in all aspects of English language work (Burton, 1982: 98). Fries (1952: 55-56) divides the meaning of English words into two kinds:

1. Lexical meaning

This meaning refers to the words found in the dictionary. For example, the word 'boat' means small open vessel for travelling on water.

2. Structural meaning

In this term, meaning can be derived from grammatical relationship within the language or from the word order.

Sen (1983: 12) divides the vocabulary into two kinds. The first is active vocabulary. This means that the vocabulary is used when learners produce words and expressions in writing and speaking. The second is passive vocabulary – the vocabulary that is used for reading and listening. The division of this vocabulary is dealing with the vocabulary learning.

b. Techniques of Teaching Vocabulary

According to Cole (1956: 164) it is essential to make learners relax in the teaching-learning process. The atmosphere of teaching-learning should not be tense. A comfortable atmosphere makes the learners motivated in learning and active in following the teaching-learning process. The teacher can create the relax situation by:



1. giving an equal treatment to all students.
2. trying not to dominate the room entirely.
3. making the atmosphere interesting.
4. being aware of the condition of each student.

In the past, according to Lado (1964: 120), the vocabulary was taught mostly by translation: either a list of words with their translation at the beginning of the lesson or the translation of the materials containing new words at the end. Some learners may feel more comfortable with this technique since it is easier to be learnt. Some schools in our country still use this technique since it is effective and makes the students feel satisfied when they can mentally assign a native equivalent to a word.

Allen and Valette (1977: 150) states that giving the native language equivalent of new words is often the most direct way to teach adverbial and abstract terms. The concrete words are the easiest to learn since the focus of the study is to teach English vocabulary to the kindergarten students. According to Allen and Valette (1977: 150) there are some techniques of teaching vocabulary:

1. Using visuals

- a. Labels

For a beginning class the teacher can prepare labels for objects in the classroom.

- b. Magazine Pictures

The teacher cuts out magazine pictures that illustrate words in a dialogue or basic sentences. The teacher points to the objects and gives their foreign language equivalents.

c. Props

The teacher could bring to class some props that are related to the topic. For example, the topic of the lesson is fruits. A basket of plastic fruits is provided before the class.

d. Classroom Objects

The calendar may be used to teach *today, yesterday, tomorrow*, as well as *last week, next week, next year*, and so on.

e. Slides

Slides provide an excellent medium for conveying the cultural meanings of ordinary words in a foreign language.

2. Using Mail Order Catalogs

The mail order catalog is an excellent source of book for vocabulary building for the intermediate and advanced learners. In this kind of technique the learners are introduced to clothing sizes and can even learn how to present their measurements and sizes in the target culture.

3. Using Gestures

Gestures may be used to convey the meanings of some words. Certain descriptive adjectives, such as *tall, thin, fat, happy, dumb* lend themselves to pantomime and gesture. Action words can be acted out, for example the teacher is eating, drinking, or writing.

Teaching vocabulary to kindergarten students should be careful. According to Wallace (1984: 56-57) there are some points when teaching vocabulary. A teacher should base the teaching on:

1. Aims

The teacher has to understand about the aims of teaching vocabulary. They influence the teaching-learning materials and the teaching-learning process.

2. Quantity

The teacher has to decide on the quantity of vocabulary to be learned. It should be suited to the learners' needs.

3. Need

Need is closely related to the motivation. Students should have motivation of learning so that the goal of the teaching-learning process can be achieved.

4. Frequent exposure and repetition

Repetitions should be appeared frequently since the students are not able to remember a new foreign word by hearing it once.

5. Meaningful presentation

The students should understand the words they learn.

6. Presentation in context

The list of vocabulary should appear in everyday situation so that the students are easier in memorizing them.

In selecting the words, teacher should consider the students' level. For the beginning level, Dale (1971: 8) gives criteria of the simplest words. Most of the simple words:

1. can be sensed.
2. are necessary to speak almost any sentence.
3. are in the everyday vocabulary of most people.

4. are ones which have been experienced and internalized and will never be forgotten.

There are also some techniques in teaching vocabulary for the beginner's class as mentioned by Siwi Karmadi Kurniasih (1999: 19-20):

1. Repetition

The teacher reads or pronounces the words first and then the students repeat after her. Then the students write the words and the teacher explains the meanings.

2. Word-list with the native tongue 'equivalent'

The teacher gives a list of the new vocabulary and its equivalent in the native tongue. Memorizing and repeating dominate the learning process.

3. Picture

Usually, the teacher brings some pictures of objects with the names of the objects written down below the picture. When the students are considered understand, the teacher will ask them to mention the names of the pictures by covering the writing.

4. Realia

It means showing the students the real objects, so that the learning is meaningful. For example, teacher brings some fruits in a basket and shows each fruit to the students

5. Story

It is used in order not to burden the student. The story should not be a long story and should be easy to understand. The students will be interested if there are some pictures to describe the story.

6. Songs

The atmosphere of the class will be full of fun by introducing songs in class. The songs make the students relax and enjoy the learning.

7. Games

The nature of children is active, vigorous, enthusiastic, and full of energy. Games will be appropriate for teaching children since children are fond of playing.

c. The Roles of Songs and Games in Learning Vocabulary

1.) The Roles of Songs

Song as defined in the *Oxford Advanced Learner's Dictionary of Current English* (1987: 822) is short poem or number of verses set to music and intended to be sung. Singing is the activity that can make children, even adults motivated to learn.

One of the best ways to brighten up an English class and at the same time to advance the specific goal of helping students in learning English is to sing a carefully chosen song in class. The use of songs makes the English lesson more pleasant and easier. One of the articles in the *English Teaching Forum* (Winter, 1966: 12) states the criteria of selecting songs, especially songs for children. The first criterion is the usefulness of the songs to children. The song presented should be useful to teach English, in this case, to teach English vocabulary to the kindergarten students. The second criterion is that the vocabulary and the sentence structure of the songs should be close to normal conversational speech.

Using songs in teaching vocabulary in class can provide a number of advantages for the teacher and the students. They are:

1. Song can help with memorization, intonation patterns, speech rhythms, idiomatic expressions.
2. Song can lead into drill routines.
3. Song can provide a few moments of fun and relaxation that can make the English class a bright spot in the day's activities.

A 'singing' class or a 'playing' class is, in fact, a learning class. Songs and games offer possibilities that we should not overlook. Konstantinovic in her article in *English Teaching Forum* (1973: 25-26) gives the reason why singing takes an important role in language learning.

“By learning to sing songs in English, children not only improve their English and enrich their vocabulary but also get to know a bit about the culture and the spirit of the people whose language they study are studying. Singing makes them enjoy learning and helps them come more quickly to the real aim of learning a language – that is, to use it. For they can't use their classroom English at home, in the street, or on a picnic, but they can sing everywhere, and they do it eagerly and enthusiastically.”

From this quotation it is proved that singing songs in English will help students in learning English vocabulary. Children gradually become familiar with English since it is learnt in real situation. Konstantinovic also suggests some pointers about when we should sing:

1. When we want to encourage the students to learn better.
2. When we see that our pupils are tired.
3. When we are pleased with their work and behavior.
4. When they ask us if they can sing.
5. When we all feel like singing.

6. When the song has something to do with the lesson we are studying.
7. At the end of the term and at the beginning of the new one.
8. On the eve of special holiday, on a pupil's birthday, etc.

McCready in *English Teaching Forum* (1976: 1-3) listed criteria of using song in classroom. They are set out as follows:

1. The music must have an easily memorized melody line, suitable for either unison singing by the whole class or for solo voice and chorus.
2. The language must closely approximate normal speech styles.
3. The music, theme, and language should be appropriate to the age of the learner.
4. The language level should be appropriate to the English grade level of the learner.
5. The musical rhythm should not impose any distortion of word stress.

2.) The Roles of Games

Play, according to Piaget (1962) as quoted by Tomlinson-Keasey (1985: 622), is the starting point for the development of competence and symbolic skills. From playing games, children will gradually develop their competence and skills. A game is a model of real-life situation (Gerlach and Ely, 1980: 380). In real-life, children grow in such a way that they can develop their competence and skills. Bringing the real-life situation into the practice of game will also help children in developing their competence and skills.

Play is recognized as being the best and the most effective method of early education (Forest, 1949: 3). It is respected for its social as well as individual values. Playing is the children's world. It will be appropriate to teach children using game activity. By playing, children also learn to socialize themselves and learn to communicate with other people around them. All of game exercises stimulate an

interaction among the students (Silvers, 1982: 29). In class, teacher should create the conducive and comfortable situation so that the learners will not be frightened and will enjoy the learning.

Isaacs in Curtis' book (1998: 12) emphasizes the importance of play in children's learning, particularly with other children. In her pamphlet *The Educational Value of the Nursery School* (1954: 16) she wrote:

“Play with other children gives the child confidence in himself, no less than in his little friends, and not only helps him to feel less suspicious and aggressive to others but by giving him the delight of action and sharing and helping him to discover the way in which he can carry out his own practical and imaginative pursuits with lays down the foundation for a co-operative social life in the later school years.”

Implanting confidence to children in early years will help them in developing their abilities in the higher level of education in the future.

Weed in one of the articles in *English Teaching Forum* (1972: 28) stated that games are particularly useful and it comes to realize their adaptability to the full range of language-teaching objectives. She also stated the purposes of using games:

1. Physical Activity : to release physical and nervous tension and to promote mental alertness by breaking the routine of drills.
2. Enjoyment : to create a climate of fun and interest that will help the students look forward to their English lesson. Also, games learned in class are something they can do outside of the class to have fun.
3. Cultural Content : to use games in a way of revealing general patterns of culture that should add to the students' grasps of the ways of English-speaking peoples.

4. Language Learning : to serve as an adjunct to the techniques of teaching the grammar and sound system of the new language. Games can be the experience that gives meaning to form and sound.

In using a game as a part of the lesson plan, a teacher needs to think carefully about its selection so that the game is really effective and successful. Weed, in the same article, also gave some principles of selection that can be used in selecting a game:

1. Decide the purpose of the game first.

Before deciding the game, refer to the section concerning the purpose to the particular point we want to teach in our lesson.

2. Consider the space we have in which to play the game.

The space of the room should be paid attention so that the activity during the game can be comfortable for the students.

3. The number of the students will limit the choice of the games.

Some games work well only for a large number of students, and some are more suited to only two people. However, it is possible to adapt games to our situation before running the game.

4. Decide whether a game is to be individual competition or team effort.

There are games that can be played in groups or individually. We decide whether it is to be individual or team competition based on the kind of game we will play.

5. The age group into which the students fall is another factor to consider.

The adult games and the children games are different. The level of difficulty of the games should be considered. The use of the very simple vocabulary and the shorter sentence structures will be suitable for the children to play the game.

6. Think about the activity level we want.

A very active game is best played at the end of the lesson. If the plans require a game before the end of the hour, choose a quiet game.

7. Pick the general type of game we want.

The kind of games that are suitable for the children should be varied from time to time so that the students will not be easily bored.

8. Decide ahead of time on our time.

Some games take a lot of time to play. The teacher should be careful in selecting the game so that the game is really related to the topic of the lesson.

9. Plan the use of properties

The teacher should prepare the properties that are to be used in playing the game. If needed, change the properties to suit the class and its vocabulary.

10. Decide whether we want to give rewards.

Giving rewards to the students who win the game or small competition will satisfy the students. This also will motivate them in playing other games. The rewards can be candies, peanuts, books, etc.

11. Buy and refer to some game books.

There are a lot of game books that will give teacher fresh ideas for his lessons. Changing games in some ways can create a new atmosphere in class.

12. Adapt the game we select to our situation.

The game the students play should be suited to the lesson the teacher wants to present.

Cortez in his article in *English Teaching Forum* (1972: 38-39) gives four pointers on using games in the English as a Second Language Classroom.

1. Teacher Preparation.

The success of any classroom game or gamelike activity depends on thorough preparation by the teacher. Sarah Ethridge Hunt as Cortez quoted has some advice relating to the teacher preparation.

“Have a thorough knowledge of the organization, skills, techniques, and rules of the game, stunt, or relay. Know that the activity is suitable to the ability and experience of the players. Have the equipment ready for use.” (Hunt, 1964: 238)

The teacher’s attitude is also an important factor. Even a well-prepared teacher, if he lacks enthusiasm, he may lead an ineffective teaching approach. The adult moods will easily influence the children. Games are most effective when the teacher acts enthusiastically. Finally, the teacher must be sure the students understand perfectly how to play the game before the real competition starts.

2. Teams.

Dividing class into groups or teams should not be done every time the game is conducted. It can be a confusing and time-wasting operation. It is best for a pupil to belong to the same group or team throughout the year. In order to balance the team and to heighten the competitive spirit, the teacher should see that children of equal proficiency are usually dispersed among the various groups.

3. Keeping Score.

In a competitive game children usually look intently at the score-board after a response to see their team’s progress. Keeping score is a necessity for many competitive games, and it nurtures motivation. It is important that the teacher be sensitive to the moods of his pupils. Young as quoted by Cortez says:

“Be flexible. If one game doesn’t seem to be going well, change to another. Do not be afraid to change the rules if it looks as though the change will make the game more fun – but check with the children first.” (Young, 1967: 112)

The child who does not want to play the game should not be forced to join, since games are meant to be enjoyable learning experiences. After observing the enjoyment of his peers, usually he will change his mind and then join his friends.

4. Original Games

There are some criteria for effective language teaching games:

- a. They should be fast-moving so that pupils will not be bored.
- b. They should contain an element of surprise or competition.
- c. They should insure responses from the greatest possible number of children.
- d. They should be simple enough so that very little time is required for explanation or scoring.
- e. They should supplement regular class lessons and have a definite learning objective.
- f. They should provide sufficient motion to heighten and sustain interest and offer a welcome change in regular classroom pace, procedure, and routine.

Hurlock (1978: 292) writes that play makes contributions to children’s personal and social adjustments:

1. Physical Development. Active play is essential if children are to develop their muscles and exercise all parts of their bodies.
2. Encouragement of communication. To play successfully with others, children must learn to communicate so that they can understand what others are trying to communicate with.

3. Outlet for pent-up emotional energy. Play provides children with an outlet for the release of tensions due to the restrictions the environment places on the behavior.
4. Outlet for the needs and desires. Needs and desires that cannot be satisfactorily met in other ways can often be met in play.
5. Source of learning. Play offers opportunity to learn many things – through books, TV, or exploring the environment – that children would not have an opportunity to learn at home or in school.
6. Stimulate to creativity. Through experimentation in play, children discover that creating something new and different can be satisfying. They, then, transfer their creativity interests to situations outside the play world.
7. Development of self-insight. In play, children learn what their abilities are and how they compare with those of their playmates. This enables them to develop more definite and realistic concepts of themselves.
8. Learning to be social. By playing with other children, they learn how to establish social relationship and how to meet and solve the problems in their environment.
9. Development of desirable personality traits. Through contacts with the members of the peer group in play, children learn to be cooperative, generous, truthful, good sports, and pleasant people to be with.

Wright *et al* (1986) as quoted by Mansalanu (1991: 7) in Kurniasih's thesis also states four advantages of using games in language learning. First, games help and support learners to sustain their interest and work on learning a language. Second, by games, teachers can create context in which language is useful and meaningful. The English patterns can be taught meaningfully through games. Third, games provide the repeated use of the language form or drill. Every time learners play the game, they

gradually recognize the English pattern and this becomes a habit to them. Fourth, games give practice in all the skills, in all the stages of the teaching learning sequence and many types of communication.

B. THEORETICAL FRAMEWORK

An instructional program, as stated by Banathy (1968: 10), consists of components that are related to each other to accomplish a specific purpose. The learners, the instructor, the instructional materials, and the learning environment are the examples of components. To gain the purpose of this study, the writer makes her own design adapted from the models discussed in the theoretical description.

The stages of the writer's design are:

1. Diagnosing the learner's needs

In order to design the material the writer makes some diagnoses or survey study on what is needed by the learners. This stage is adapted from Kemp's design model.

2. Listing the topics and formulating the objectives

This stage is adapted from Kemp's and Banathy's design model. Here the writer lists some topics based on the learner's need in learning English vocabulary. The objectives are formulated based on what the teacher expects the learner to do, know, and feel as a result of his learning experience.

3. Determining the teaching-learning activities

Here the writer selects the appropriate teaching learning activities so that the students will accomplish the objectives. The teaching-learning activities are suited

based on the learner's characteristics. This stage is adapted from the PPSI design model.

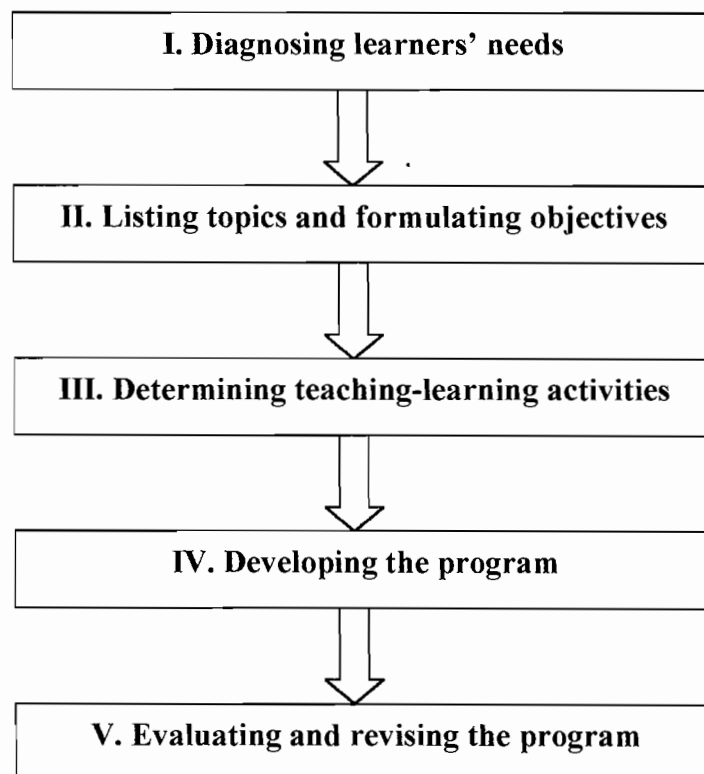
4. Developing the program

This stage is needed to make a design, easy to understand by everybody and ready to be applied in a school or course. In this step, as referred by the PPSI design model, the teacher should develop the material that is relevant to the SIO.

5. Evaluating and revising the program

The evaluation and the revision of program are needed, as Kemp stated, in connection with the improvement of the design used.

The following is the diagram to show the stages the writer took.



The Writer's Design Model

There are eight units in the design material for fourteen meetings. Eight units require two meetings except unit 4 and unit 6 that last only one meeting. Each meeting takes 50 minutes. Each unit uses songs and games, except unit 4 and 6 that only use songs as the method of teaching and learning English vocabulary.

By using this method, it is hoped that the learners will be motivated to learn English, be confident and ready to cooperate with other students and to enter higher levels of education.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

There are two major problems as stated in Chapter I. First, the research was conducted to find out how to design a set of instructional materials to teach English vocabulary through songs and games to the kindergarten students. Secondly, the research was aimed to construct a set of materials based on the results of the research.

In order to answer the problems above, the research employed two different methods. The first method was the library research and the second was the survey research. Both of them are classified into descriptive study. The following is the clarification of those two methods.

1. Library Research

The library research was conducted to observe the curriculum of the kindergarten school and the English literature related to the English material for the kindergarten students. The English literature is in a form of books and journals. Those books and journals used for designing the model of the materials are some books that contain the theories of instructional design models, the principles of learning, the education in the kindergarten school, and the use of songs and games in the teaching-learning processes. Those books become the input in constructing the instructional material design.

The observation of the curriculum was needed to obtain the information about some topics that should be used in designing the materials. Such a kind of information was very important to determine the students' needs and, then, to formulate the goal and objectives of teaching English in kindergarten school.

2. Survey Research

In designing the instructional materials, another kind of research method, the survey method, was conducted. The survey research was conducted to find out learners' need and to evaluate the designed materials from the respondents' viewpoint. In obtaining information about the learners' need, the writer conducted an interview. The interview was conducted in order to find out what the learners' need in learning English. The evaluation on the designed materials was conducted through a questionnaire. This research was necessary to evaluate the designed materials from the respondents' viewpoint. The respondents were lecturers of the English Department, the English instructors, and the kindergarten English teachers.

The survey research which was conducted to evaluate the designed materials covered some items about the designed materials. The respondents gave the evaluation to revise and to improve the designed materials. This method was needed to know in detail:

1. whether the GIOs and SIOs had already been formulated properly.
2. whether the class-activities had already matched the GIOs and SIOs.
3. whether the contents of the material had been relevant to the kindergarten school students, and reliable for the learning materials.

4. whether the topics had been well arranged and developed.
5. whether the whole material had been well developed.
6. whether parts of the designed materials still needed revising and improving.

B. Research Subjects and Respondents

1. Subjects of the Library Research

The subjects of the library research were:

- a. The 1994 GBPKB for the Kindergarten School.
- b. Models of Instructional Materials Design.
- c. Books concerning the English for the kindergarten students
- d. Books concerning the use of songs and games in teaching learning process.

2. Respondents of the Survey Research

The respondents of the survey research were lecturers of English Department, English kindergarten teachers, and English instructors. The total number of the respondents was 10.

C. Research Instrument

The research instruments were needed only to conduct the survey research. The types of instruments used to gather the data were the questionnaire and interview. The questionnaire was also intended to evaluate the designed materials. It was provided for the English lecturers and the English instructors. The following would be the description of the questionnaire. In general, there are two parts in the

questionnaire. The first part was the items of English materials. In this part the respondents were asked to give responses whether they agreed with the items or not by circling the degrees of acceptability. There are five degrees of acceptability: acceptable (agree), totally acceptable (totally agree), no opinion, unacceptable (disagree), and totally unacceptable (totally disagree). The second part deals with the presentation of materials. The respondents were asked to write their own opinions about the materials. This was meant to obtain the valid data about the material or to give some ideas to improve the materials. The form of the questionnaire could be seen in the appendix. Interview was done when the writer needed further information or evaluation from the respondents.

D. Data Gathering

1. Schedule

In gathering data through the questionnaire, the survey research was conducted in October 2001. It included the distribution and the gathering of the questionnaire.

2. Technique of Selecting the Respondents

In order to obtain qualified data, the respondents were chosen from instructors, lecturers, and teachers who have the educational background of *S-1* degree and have experiences in teaching English to children.

E. Data Analysis

In the survey research, descriptive data analysis was chosen. Sorts of data were taken from the questionnaire and the interview and, then, were used to evaluate the materials. The data was analyzed to find out the mean, median, and mode.

CHAPTER IV

RESEARCH FINDINGS

In this chapter the discussion of the research result is presented. These include Findings of Library Research, Findings of Survey Research, Discussion and Respondents' Suggestions, and Presentation of the Designed Materials. *The Findings of Library Research* discusses the theories the writer used to support the designed materials while the *Findings of Survey Research* discusses the description of respondents and the results of the questionnaire. In *Discussion and Respondents' Suggestions*, the discussion on the 1994 *Garis-Garis Besar Program Kegiatan Belajar Taman Kanak-Kanak* and the respondents' suggestions about the designed materials are presented. *The Presentation of the Designed Materials* is put in the last part in this chapter. As stated in the problem formulation in Chapter I, there are two problems to solve in this study. The answer to the first problem could be seen in the Findings of Library Research while the answer to the second problem could be seen in Appendix D.

A. Findings of Library Research

The library research was conducted to support the designed materials. Some literatures were used as the references to design them. The Findings of Library Research discusses the model design and the English materials to teach English to kindergarten students.

1. The Model Design

Three instructional design models were used as references to support this study. They are Kemp's, PPSI, and Banathy's design model. Because there are some stages in each model design that are not appropriate to design the English vocabulary materials for kindergarten students, the writer modified those three design models. This model is also the basic answer to question one of the problem formulation stated in Chapter 1.

Stage 1 Diagnosing learners' needs

To design the materials the writer needed to diagnose the learners' needs in learning English. In diagnosing the learners' needs the writer conducted interview and gathering of questionnaire. Since the students are the kindergarten students, the materials and the learning technique should be suited to their age. Children's world is playing and singing. Therefore, the use of songs and games is appropriate to conduct the teaching-learning process for kindergarten students.

Vocabulary is basic to communicate. Thus, to introduce English to kindergarten students vocabulary is the most important thing to be learnt. The vocabulary used in each topic is easy and usually found in children's daily life.

Stage 2 Listing topics and formulating objectives

After knowing the learners' needs, the writer listed topics and formulated objectives. Some topics in the designed materials were taken from some topics in the 1994 *Garis-Garis Besar Program Kegiatan Belajar Taman Kanak-Kanak*. There are

eight topics in the designed materials. Further explanation about the topics and the objectives is presented in the Presentation of the Design.

Generally, the goal of teaching-learning process in the kindergarten school is to give foundation in the process of developing personality, knowledge, skills, and creativity in order to adjust themselves in their environment. Based on this goal, the writer formulated the objectives of the English teaching-learning process. The objectives could be seen in Appendix C.

Stage 3 Determining teaching-learning activities

After listing topics and formulating objectives the next stage is determining teaching-learning activities. The activities must be suited to the learners' needs and characteristics

Considering that children like playing and singing, the use of songs and games is suitable for children to learn English vocabulary. The use of songs and games is also considered as the exercises for children to learn English. Related to the goals stated before, most games are conducted in-group. The social interaction activities through game hopefully will develop learners' personality, knowledge, skills, and creativity.

Stage 4 Developing the program

After diagnosing learners' needs, listing topics, formulating objectives, and determining teaching-learning activities, the next stage is developing the program. In

this stage the materials were put into a material organization. There are three sections in developing the instructional program. They are stated as follows:

a. Look and Listen

In this section students are asked to look at some pictures in a topic and listen to teacher's pronunciation of each word.

b. Listen and Repeat

In this section students are asked to listen and repeat after teacher's pronunciation. Repeating after teacher will be conducted several times in order to help students memorize each word.

c. Let's have fun

This section contains two activities, singing and playing games. Songs and games are the exercises for students to practice pronouncing English words.

Those three sections are developed based on the content to be taught and the students' characteristics. Since the students are the kindergarten school students, the activities are mostly playing and singing.

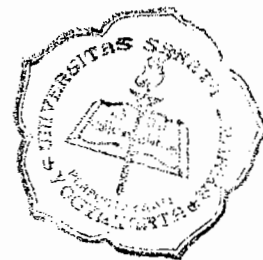
Stage 5 Evaluating and Revising the Program

The last stage was meant to evaluate and revise any phases of plan that needed improvement. The evaluation in this study was the revision of the whole material that must be revised. The evaluation was conducted through distributing questionnaire. From this questionnaire some revisions were needed in order to improve the designed materials. The results of the questionnaire are discussed in the 'Findings of the Survey Research'.

2. English Material for Kindergarten Students

In conducting the library research the writer observed English literature related to the English material for kindergarten students. Some books used to design the material are books related to how children learn, the use of songs and games in teaching vocabulary, and the suitable topics used to teach kindergarten students. Related to the topics used to design the material, the writer referred to *Garis–Garis Besar Program Kegiatan Belajar Taman Kanak–Kanak (GBPKB-TK)*. Since there is no English curriculum for kindergarten school, the writer designed the material based on some topics in the GBPKB-TK. The general instructional objectives stated in the lesson plan are basically based on the goals of GBPKB-TK. Some topics in GBPKB-TK are used and simplified in order to meet the students' needs. Topic about 'Binatang' (as stated in GBPKB-TK) is simplified into 'Pets', considering that 'animals' are more general than 'pets'. The vocabulary used in each topic is common to kindergarten students so that they will not find difficulties in memorizing those words.

Considering that the children's world is playing and singing, in this study the writer used songs and games as the technique to teach vocabulary. The songs and games used are suited to the topic and are common to children so that they will easily understand the material given.



B. Findings of Survey Research

A survey research was conducted in order to evaluate the designed materials. The respondents gave evaluation to revise and improve the designed materials. This part discusses the description of respondents and the results of the questionnaire.

1. Description of the Respondents

The questionnaire was distributed to three groups of respondents. They were three English lecturers, two English teachers, and five English instructors. They were asked to fill in the questionnaire and give their opinion on the designed instructional materials for kindergarten students. The clearer description of the respondents could be seen as follows.

Group of Respondents	F	M	Education Background			Teaching Experience		
			S1	S2	S3	0-1th	1-3th	>3th
English Lecturers	F		3				1	2
English Kindergarten Teachers	F		2			1	1	
English Instructors	F		5			3	1	1

Table 1. Description of the Respondents

2. The Results from the Questionnaire

The survey research that was intended to evaluate the designed materials was conducted from 16th to 25th October 2001. It included the distribution and gathering of the questionnaire. There were three kinds of respondents as mentioned in Chapter

3: three English lecturers, five English instructors, and two English teachers of kindergarten school. The total number of respondents was 10.

The description of the questionnaire was divided into two parts. The first was about the respondents' opinions about the materials that is shown by circling one of five degrees of opinions. The five degrees of opinions are:

Number		Opinions
1	=	strongly disagree
2	=	disagree
3	=	doubt
4	=	agree
5	=	strongly agree

The second one was about the respondents' suggestions. The respondents gave suggestions and improvements about the designed materials.

The following table describes the results from the questionnaire:

No	Opinions on	Respondents										Central Tendency			
		1	2	3	4	5	6	7	8	9	10	N	Mn	Mdn	Md
1	Instructional goals	5	4	5	4	5	5	4	4	4	4	10	4.4	4	4
2	Materials development matched to the instructional goal	4	3	4	4	4	4	2	3	3	4	10	3.5	4	4
3	Time allocation	3	4	4	3	2	4	2	4	4	4	10	3.4	4	4
4	Degree of difficulty	4	3	4	3	4	4	2	3	4	4	10	3.5	4	4
5	Content of materials	4	3	5	4	4	4	2	4	4	4	10	3.8	4	4
6	Content of songs and games	5	5	4	4	5	4	5	5	4	4	10	4.5	4.5	4&5

Table 2. Results from the Questionnaire

N = Number of Respondents

Mn = Mean

Mdn = Median

Md = Mode

C. Discussion and Respondents' Suggestions

1. Discussion on the 1994 GBPKB-TK

The general instructional objective stated in the 1994 GBPKB-TK is to give students foundation in the process of developing personality, knowledge, skills, and creativity in order to adjust themselves in their environment. The specific instructional objectives stated in this study are basically derived from the GIO stated in the GBPKB-TK. In this study, the writer formulated the specific instructional objectives as observable actions that the learners are expected to be able to do at the end of each unit. Further explanation about the instructional objectives could be seen in Appendix C.

The topics stated in the 1994 GBPKB-TK are the topics that are related to childrens' life. There are some topics in the 1994 GBPKB-TK that are used to design the English vocabulary materials. The topics used to design the English vocabulary materials are those which are related to the concrete nouns, always found in everyday situation, and considered easy to understand. There are six topics that are derived from the topics stated in the 1994 GBPKB-TK. Further explanation about the topics could be seen in Appendix C.

2. Respondents' Suggestions

There were also some suggestions to improve the materials. The suggestions were described as follows:

a. The Instructional Goals

As shown from the table, it was clear that all respondents agreed with the goals of instructional materials.

b. The Materials Development Matched to the Instructional Goals

Six respondents agreed with the materials development which was matched to the instructional goals of the materials. Three respondents doubted and one respondent disagreed. According to this respondent, there are many words to be learned in some topics. The vocabulary in 'Things in the Classroom' were too many to learn for kindergarten students since they are more interested in playing than studying. Before revision, the vocabularies of 'Things in the Classroom' were eleven. Based on the suggestion, then, the vocabularies in this topic were made simpler and fewer to be given to all kindergarten students. The writer revised it then into six vocabularies. The six vocabularies are familiar and always found in every classroom so students will easily understand the material. The topic 'Fruits' was also revised in the same way. Before revision, the vocabulary was seven. The writer revised it into six vocabularies and left out the word 'mangosteen' since this fruit is not usually found in daily life.

Related to the pictures in some topics, some respondents give opinion that the pictures given should be interesting to kindergarten students. Thus, the writer revised some of them. Some pictures that were revised were in 'Parts of the House', 'Things in the Classroom', 'Fruits', and 'Parts of the Body'.

c. Time Allocation

Five respondents agreed with the time allocation for each meeting. The management time for the students: two meetings in a week with the duration of 50 minutes for each meeting. Thus, it will take two months to cover the materials. Two respondents doubted and two respondents disagreed. Based on their opinion, some topics are difficult to learn within two months. Therefore, the vocabularies were made fewer and simpler.

d. Degree of Difficulty

As shown from the table, one respondent disagreed with the degree of difficulty of the designed materials. She thought that the materials were difficult for kindergarten students. Thus, the writer made them simpler and the vocabulary was made fewer.

Related to the degree of difficulty, the writer also revised the order of unit. The topic 'Alphabet' was in Unit 1, then it is put into Unit 6 because the topic is considered inappropriate to be put in the first meeting. The reason is the kindergarten students are in the process of learning Indonesian alphabet.

e. Content of Materials

Mostly, the respondents agreed with the content of the materials. Only one respondent disagreed. In her opinion, the materials were difficult for kindergarten students. Thus, as stated in point b, the writer made them simpler and the vocabulary were made fewer.

f. Content of Songs and Games

As shown in the table, all respondents agreed with the use of songs and games as the exercise to learn English vocabulary. However, the game should be interesting and easy to run since kindergarten students are easily bored.

All the revised materials were put in Appendix D.

The questionnaire was a means to help the writer answer the second problem in Problem Formulation. In general, as shown in the table, the respondents agreed with the use of songs and games to teach English vocabulary to kindergarten students.

D. Presentation of the Designed Materials

There are eight topics presented in the designed materials. Each topic needs two meetings, except Unit 4 and Unit 6 that only need one meeting. The presentation of the designed materials is the answer to the second problem question. The final version of the instructional materials has been improved by considering the suggestions from the respondents. Below is the description of the designed materials.

Unit	Topic	Activities
1	Pets	Section 1 : Look and listen Section 2 : Listen and repeat Section 3 : Let's have fun: - sing 'Mary had a little cat' - play games
2	Parts of the House	Section 1 : Look and listen Section 2 : Listen and repeat

		<p>Section 3 : Let's have fun:</p> <ul style="list-style-type: none"> - sing 'This is a bedroom' - play a game
3	Things in the Classroom	<p>Section 1 : Look and listen</p> <p>Section 2 : Listen and repeat</p> <p>Section 3 : Let's have fun:</p> <ul style="list-style-type: none"> - sing 'That is a table' - play a game
4	Numbers	<p>Section 1 : Look and listen</p> <p>Section 2 : Listen and repeat</p> <p>Section 3 : Let's have fun:</p> <ul style="list-style-type: none"> - sing 'Ten Little Indians'
5	Fruits	<p>Section 1 : Look and listen</p> <p>Section 2 : Listen and repeat</p> <p>Section 3 : Let's have fun:</p> <ul style="list-style-type: none"> - sing 'Help yourself' - play games
6	Alphabet	<p>Section 1 : Look and listen</p> <p>Section 2 : Listen and repeat</p> <p>Section 3 : Let's have fun:</p> <ul style="list-style-type: none"> - sing 'My abc'
7	Parts of the Body	<p>Section 1 : Look and listen</p> <p>Section 2 : Listen and repeat</p>

		Section 3 : Let's have fun: <ul style="list-style-type: none">- sing 'This is my nose'- play games
8	My Family	Section 1 : Look and listen Section 2 : Listen and repeat Section 3 : Let's have fun: <ul style="list-style-type: none">- sing 'Are you sleeping'- play a game

Further explanation about the designed materials can be seen in Appendix D.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

In this chapter, a brief summary will be drawn from the research findings. Some recommendations to the English kindergarten teachers and to the kindergarten students are discussed in this chapter.

A. Conclusions

Some conclusions could be drawn from the discussion of the findings. The writer summed up three conclusions in this study.

1. In order to design the materials, the writer made her own model which was adopted from the models of Kemp, Banathy, and Procedure of Developing an Instructional System (PPSI). The stages and the diagram of the new model design could be seen in Chapter 2. This is the answer to the first problem stated in the Problem Formulation.
2. The answer to the second problem in the Problem Formulation could be seen in Appendix D. There are eight units in the material design and each unit consists of two meetings, except unit 4 and unit 6 that only last one meeting. The materials focus on vocabulary since it is considered as one of the important phases to start learning a language. The vocabulary in each unit is familiar with children and easily found in their daily life. Some topics were chosen based on the topics stated in the 1994 *Garis-Garis Besar Program*

Kegiatan Belajar Taman Kanak-Kanak. The writer put some topics stated in the 1994 GBPKB-TK into the designed materials in order to relate what students learn with what they learn in English class.

3. There are some important points to remember when giving English lessons to kindergarten students. Kindergarten students like to play and sing; therefore, they should not be forced to master the topics since one of the goals to learn English is to prepare students to be more ready and confident in learning English at the higher levels of education. Because this study is to design materials using songs and games, the activity during classes is mostly done by singing songs and playing games. The songs and the games should be suited to the topic and the students' characteristics. Songs and games may help children to develop their skills and creativity. They also help children to get along with their friends confidently and bravely.

B. Recommendations

Having identified the research findings and the conclusions, the writer suggested some recommendations to teachers of English and kindergarten students who learn English for the first time.

1. Teachers of English

The recommendations for all English teachers, especially English teachers for kindergarten school, are:

- a. It is important to remember that one of the goals of learning English at kindergarten is to introduce English. Therefore, teachers should not force students to master the materials.
- b. It is important for teachers to create a cheerful atmosphere during classes. Teachers should also be patient, attractive and creative in giving lesson to students since children easily become bored with something.
- c. Teachers should also be creative in developing vocabulary materials for kindergarten students.
- d. It is necessary for teachers to give reinforcement to students who have done the task well. Reinforcement can motivate students to do the next tasks.
- e. Teacher should also remember that children easily forget what they learn. Therefore, in teaching English he or she should always repeat what he or she has taught. Related to this study, teacher of English should repeat each word he or she said to help students remember the words.

2. Kindergarten students

Some recommendations to kindergarten students are:

- a. It is important to introduce a language, especially English, at the early years to prepare children entering the higher levels of education since there are some schools that put English as a compulsory subject.
- b. The students must do what the teacher asks and always take part and be active during classes. They should also be confident and brave in getting relationship with their friends.

- c. In order to develop creativity, skills, and knowledge, students should always be creative and take part in their group during classes.

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Appendix A : Kuesioner

**GAMBARAN UMUM PENGEMBANGAN MATERI
PENGAJARAN BAHASA INGGRIS UNTUK SISWA
TAMAN KANAK – KANAK**

Pada masa sekarang ini bahasa Inggris sangat dibutuhkan bagi semua orang. Pendidikan bahasa Inggris yang diperkenalkan sejak masa kecil akan membantu anak untuk mempersiapkan diri dalam penggunaan bahasa Inggris pada tingkat pendidikan yang lebih tinggi. Adapun pengembangan materi bahasa Inggris yang penulis susun adalah sebagai buku pegangan guru dalam mengajar.

1. Tujuan Pengajaran

Materi disusun dengan tujuan untuk mengenalkan bahasa Inggris sejak dini, mempersiapkan anak dalam mendalami bahasa Inggris pada tingkat yang lebih tinggi, dan untuk mengembangkan sikap bekerjasama dengan sesama teman.

2. Topik dan Penyusunan

Topik – topik disesuaikan dengan materi pengajaran pada kurikulum TK yang sesuai dengan kebutuhan siswa TK. Materi disusun sesuai dengan topik – topik yang terdapat pada GBPKB-TK. Adapun teknik mengajar disesuaikan dengan pola hidup anak yang lebih suka bermain dan bernyanyi. Sehingga perencanaan kegiatan lebih terfokus pada kegiatan bermain dan bernyanyi. Berikut ini adalah topik – topik yang dipilih dan akan dikembangkan sebagai materi pengajaran.

UNIT	TOPIK/JUDUL
1	ALPHABET
2	PETS
3	PARTS OF THE HOUSE

4	THINGS IN THE CLASSROOM
5	NUMBERS
6	FRUITS
7	PARTS OF THE BODY
8	MY FAMILY

3. Kemampuan Mengenal Pengucapan Yang Baik dan Benar

Kemampuan mengenal dan mengucapkan kosakata dalam bahasa Inggris dengan baik dan benar merupakan salah satu tujuan khusus pada setiap topik materi. Latihan pemahaman mengenal kosakata dalam bahasa Inggris dilakukan dengan berlatih menyebutkan kosakata (dalam kegiatan *Listen and Repeat*).

4. Kemampuan Pemahaman Kosakata Dalam Permainan dan Lagu

Kosakata yang terdapat pada setiap topik materi dapat dipahami melalui kegiatan bermain dan bernyanyi. Hal ini bertujuan agar siswa lebih termotivasi untuk belajar dan lebih mengingat arti yang sebenarnya. Latihan – latihan untuk memperkaya kosakata bahasa Inggris diberikan dalam bentuk *songs and games*.

5. Kemampuan Mengembangkan Kerjasama

Latihan pengembangan kerjasama dilakukan dengan membentuk kelompok – kelompok di setiap jenis permainan. Siswa berlatih dengan cara kelompok, berpasangan dan secara bergantian menampilkannya didepan kelas.

**KUESIONER PROGRAM BAHASA INGGRIS
UNTUK SISWA TAMAN KANAK - KANAK
BAGI GURU, INSTRUKTUR, DAN DOSEN
BAHASA INGGRIS**

Introduksi

Kuesioner ini adalah kuesioner yang ditujukan bagi para guru dan instruktur bahasa Inggris untuk memberikan tanggapan dan saran pada materi pengajaran bahasa Inggris untuk siswa Taman Kanak - Kanak (TK). Penulis juga membutuhkan tanggapan dari dosen Fakultas Keguruan dan Ilmu Kependidikan Jurusan Bahasa Inggris agar materi ini lebih valid. Adapun penyusunan pengembangan materi penulis peruntukkan sebagai buku pegangan guru dalam mengajar. Penyusunan materi bahasa Inggris ini disesuaikan dengan dunia anak - anak, yaitu belajar sambil bermain dan bernyanyi. Bermain dan bernyanyi merupakan suatu metode yang penulis gabungkan dalam pengajaran bahasa Inggris. Materi Bahasa Inggris yang penulis susun merupakan pengembangan dari tema - tema yang terdapat pada Garis - Garis Besar Program Kegiatan Belajar Taman Kanak - kanak (GBPKB TK). Kegiatan belajar mengajar disampaikan dalam bentuk permainan dan nyanyian sehingga diharapkan anak tidak merasa bosan untuk mempelajari bahasa Inggris sedini mungkin. Sebagai penulis, saya mengharapkan tanggapan dan saran dari para responden melalui pengisian kuesioner dengan melihat pada pengembangan materi yang terlampir.

Rita Setyaningsih

Nama : _____

Jenis kelamin: L/P (lingkari jawaban yang sesuai)

Bekerja sebagai (guru/instruktur/dosen) bahasa Inggris (lingkari jawaban yang sesuai)

Pengalaman mengajar selama _____ tahun/bulan

Pilihlah jawaban yang menurut anda cocok dan sesuai dengan pengalaman anda dengan melingkari jawaban :

- 1 = Sangat Tidak Setuju
- 2 = Tidak Setuju
- 3 = Ragu – Ragu
- 4 = Setuju
- 5 = Sangat Setuju

1. Perumusan tujuan pengajarannya (yaitu untuk memperkenalkan bahasa Inggris sedini mungkin, mempersiapkan anak agar lebih siap dan percaya diri dalam mempelajari bahasa Inggris pada tingkat pendidikan yang lebih tinggi, membangun kepercayaan pada diri anak untuk bekerjasama dalam kelompok, serta mengembangkan daya kreativitas anak) sudah baik.

1 2 3 4 5

2. Materi dan pengembangannya telah menunjukkan kesesuaian dengan tujuan pengajaran tersebut.

1 2 3 4 5

3. Dengan melihat tingkat kesulitan materi bahasa Inggris, jumlah unit telah sesuai dengan bahan pengajaran selama 2 (dua) bulan.

1 2 3 4 5

Jika pilihan anda 1 atau 2, pilihlah:

- a. mudah b. terlalu mudah c. sulit d. terlalu sulit

4. Tingkat kesulitan telah sesuai denganyang sebaiknya diberikan pada siswa Taman Kanak – Kanak.

1 2 3 4 5

5. Pilihan materi sudah sesuai untuk siswa TK

1 2 3 4 5

Terutama jika pilihan anda 1 atau 2, pilihlah:

a. sedikit b. terlalu sedikit c. banyak d. terlalu banyak

6. Materi latihan dengan menggunakan *songs and games* sudah baik?

1 2 3 4 5

Saran _____

7. Item materi pengajaran Bahasa Inggris apa yang belum tercakup namun sangat dibutuhkan siswa? Sebutkan.

a. _____

b. _____

c. _____

d. _____

Saran _____

8. Secara umum bagaimana pendapat anda tentang rencana penyusunan materi dan pengembangannya?

9. Apa kekurangan dari rencana penyusunan materi dan pengembangannya?

10. Apakah saran – saran anda untuk mengatasi kekurangan ini? (dijawab bila no.9 dijawab)

Terimakasih atas kerjasama anda dalam pengisian kuesioner ini

Appendix B : The Results from the Questionnaire

Raw Data from English Instructors

No.	English Instructors' Opinion on	Respondents				
		1	2	3	4	5
1.	Instructional goals	4	5	5	4	4
2.	Materials development matched to the instructional goals	4	4	4	2	4
3.	Time allocation	3	2	4	2	4
4.	Degree of difficulty	3	4	4	2	4
5.	Content of materials	4	4	4	2	4
6.	Content of songs and games	4	5	4	5	4

Note: Total number of English instructors is 5.

Raw Data from English Lecturers

No.	English Lecturers' Opinions on	Respondents		
		1	2	3
1.	Instructional goals	5	4	5
2.	Materials development matched to the instructional goals	4	3	4
3.	Time allocation	3	4	4
4.	Degree of difficulty	4	3	4
5.	Content of materials	4	3	5
6.	Content of songs and games	5	5	4

Note: Total number of English lecturers is 3.

Raw Data from Kindergarten English Teachers

No.	Kindergarten English Teachers' Opinions on	Respondents	
		1	2
1.	Instructional goals	4	4
2.	Materials development matched to the instructional goals	3	3
3.	Time allocation	4	4
4.	Degree of difficulty	3	4
5.	Content of materials	4	4
6.	Content of songs and games	5	4

Note: Total number of Kindergarten English teachers is 2.

LESSON PLAN

General Instructional Objectives:

1. To introduce English at the early years.
2. To prepare students to be more ready and confident in learning English at the higher levels of education.
3. To prepare students to be more ready and confident in getting along with others.
4. To motivate students to work cooperatively with others in groups.
5. To develop students' creativity.

Meeting	Unit	Topic	SIOs	Activities
1	1	Pets	At the end of the first meeting students are able to: <ul style="list-style-type: none"> - mention some pets - pronounce each pet clearly - sing 'Mary had a little cat' confidently 	<ul style="list-style-type: none"> - Greetings - Students mention some pets - Students listen to a brief explanation about the topic - Students practice pronouncing each pet - Students sing 'Mary had a little cat'
2	1	Pets	At the end of the second meeting students are able to: <ul style="list-style-type: none"> - mention some pets in English - identify each pet correctly - pronounce each pet clearly and correctly - be active and brave to play game in group. - develop their creativity through playing game 	<ul style="list-style-type: none"> - Greetings - Students listen to a brief review about the topic - Students sing 'Mary had a little cat' - Students play games
3	2	Parts of the House	At the end of the first meeting students are able to: <ul style="list-style-type: none"> - mention parts of the house - pronounce each part of the house clearly - sing 'This is a bedroom' confidently 	<ul style="list-style-type: none"> - Greetings - Students mention some parts of the house - Students listen to a brief explanation about the topic - Students practice pronouncing each part of a house - Students sing 'This is a bedroom'
4	2	Parts of the House	At the end of the second meeting students are able to: <ul style="list-style-type: none"> - identify parts of a house correctly - pronounce each part 	<ul style="list-style-type: none"> - Greetings - Students listen to a brief review about the topic - Students sing 'This is a bedroom' - Students play game

			of a house clearly and correctly - be active and brave to play game in group	
5	3	Things in the classroom	At the end of the first meeting students are able to: - mention and point out things in classroom - pronounce each thing clearly - sing 'This is a table' confidently	- Greetings - Students mention things in the classroom - Students listen to a brief explanation about the topic - Students practice pronouncing each thing in classroom - Students sing 'That is a table'
6	3	Things in the classroom	At the end of the second meeting students are able to: - identify each thing in the classroom correctly - pronounce each thing correctly and clearly - be active and brave to play game in group	- Greetings - Students listen to a brief review about the topic - Students sing 'That is a table' - Students play game
7	4	Numbers	At the end of the meeting students are able to: - mention number 1-10 - identify each number - pronounce each number correctly - sing 'Ten Little Indians'	- Greetings - Students mention number 1-10 in Indonesian - Students listen to a brief explanation about the topic - Students practice pronouncing each number - Students sing 'Ten Little Indians'
8	5	Fruits	At the end of the first meeting students are able to: - mention some fruits	- Greetings - Students mention some fruits they like - Students listen to a brief



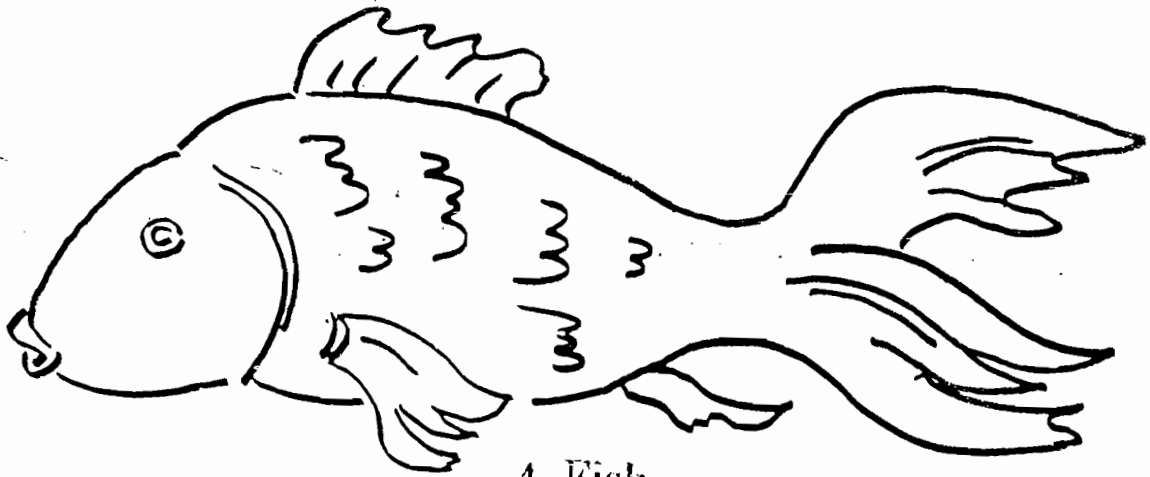
9	5	Fruits	<ul style="list-style-type: none"> - pronounce each fruit clearly and correctly - sing 'Help yourself' confidently <p>At the end of the second meeting students are able to:</p> <ul style="list-style-type: none"> - identify each fruit correctly - pronounce each fruit clearly and correctly - be active and brave to play game in group. 	<p>explanation about the topic</p> <ul style="list-style-type: none"> - Students practice pronouncing each fruit - Students sing 'Help yourself' <p>- Greetings</p> <ul style="list-style-type: none"> - Students listen to a brief review about the topic - Students mention some fruits - Students sing 'Help yourself' - Students play game
10	6	Alphabet	<p>At the end of the meeting students are able to:</p> <ul style="list-style-type: none"> - mention alphabet - identify each alphabet correctly - pronounce each alphabet clearly and correctly - sing 'My abc' confidently 	<ul style="list-style-type: none"> - Greetings - Students mention Indonesian alphabet - Students listen to a brief explanation about the topic - Students practice pronouncing alphabet - Students sing 'My abc'
11	7	Parts of body	<p>At the end of the first meeting students are able to:</p> <ul style="list-style-type: none"> - mention some parts of their body - pronounce each part of body clearly - sing 'This is my nose' confidently 	<ul style="list-style-type: none"> - Greetings - Students mention some parts of body - Students listen to a brief explanation about the topic - Students practice pronouncing each part of body - Students sing 'This is my nose'.
12	7	Parts of body	<p>At the end of the second meeting students are able to:</p> <ul style="list-style-type: none"> - identify each part of body correctly 	<ul style="list-style-type: none"> - Greetings - Students sing 'This is my nose' - Students listen to a brief review about the topic

13	8	My Family	<ul style="list-style-type: none"> - pronounce each part of body clearly and correctly - be brave and active to play games in group <p>At the end of the first meeting students are able to:</p> <ul style="list-style-type: none"> - mention members of a family - pronounce each member clearly - sing 'Are you sleeping' confidently 	<ul style="list-style-type: none"> - Students play games <ul style="list-style-type: none"> - Greetings - Students mention the members of their family - Students listen to a brief explanation about the topic - Students practice pronouncing each member of a family - Students sing 'Are you sleeping'
14	8	My Family	<p>At the end of the second meeting students are able to:</p> <ul style="list-style-type: none"> - identify each member of a family correctly - pronounce each member of a family clearly and correctly - be active and brave to play game in group 	<ul style="list-style-type: none"> - Greetings - Students listen to a brief review about the topic - Students sing 'Are you sleeping' - Students play game

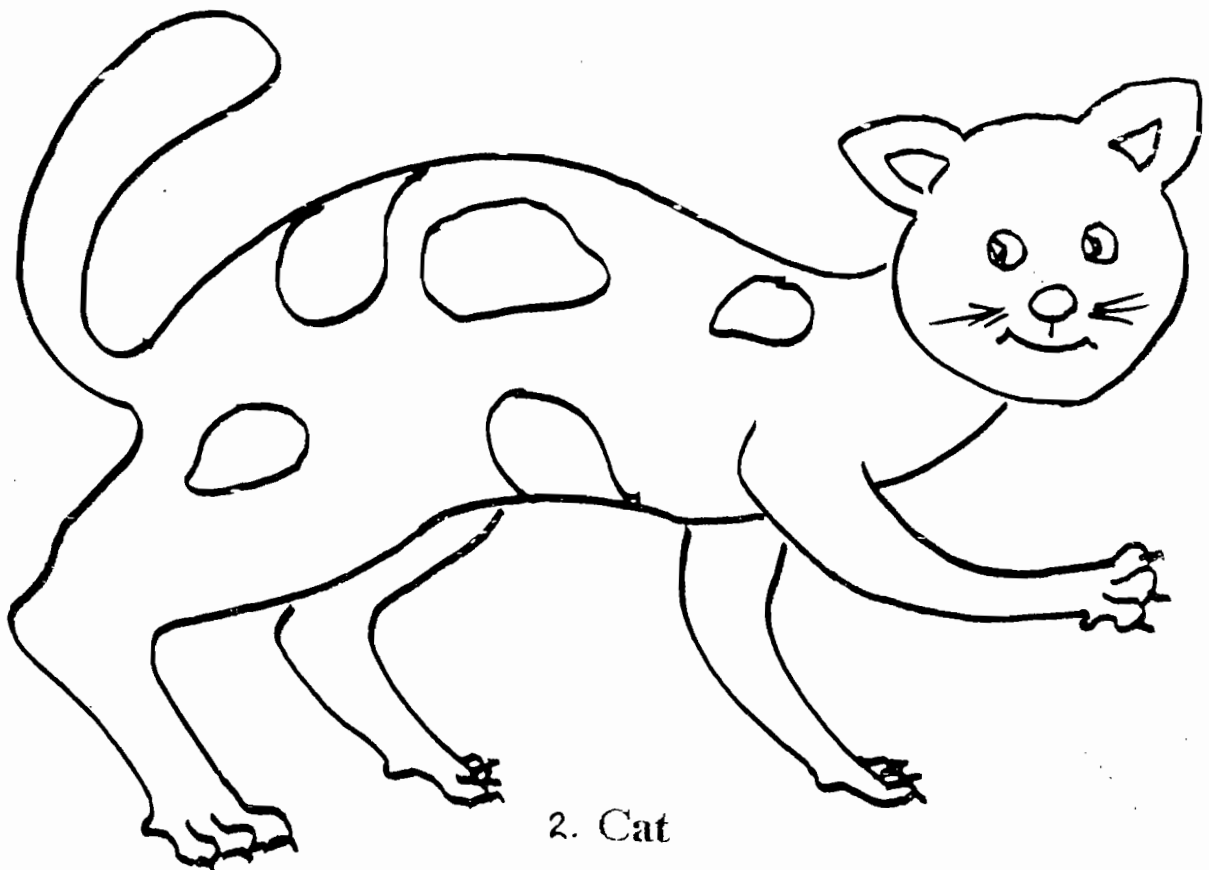
UNIT 1

PETS

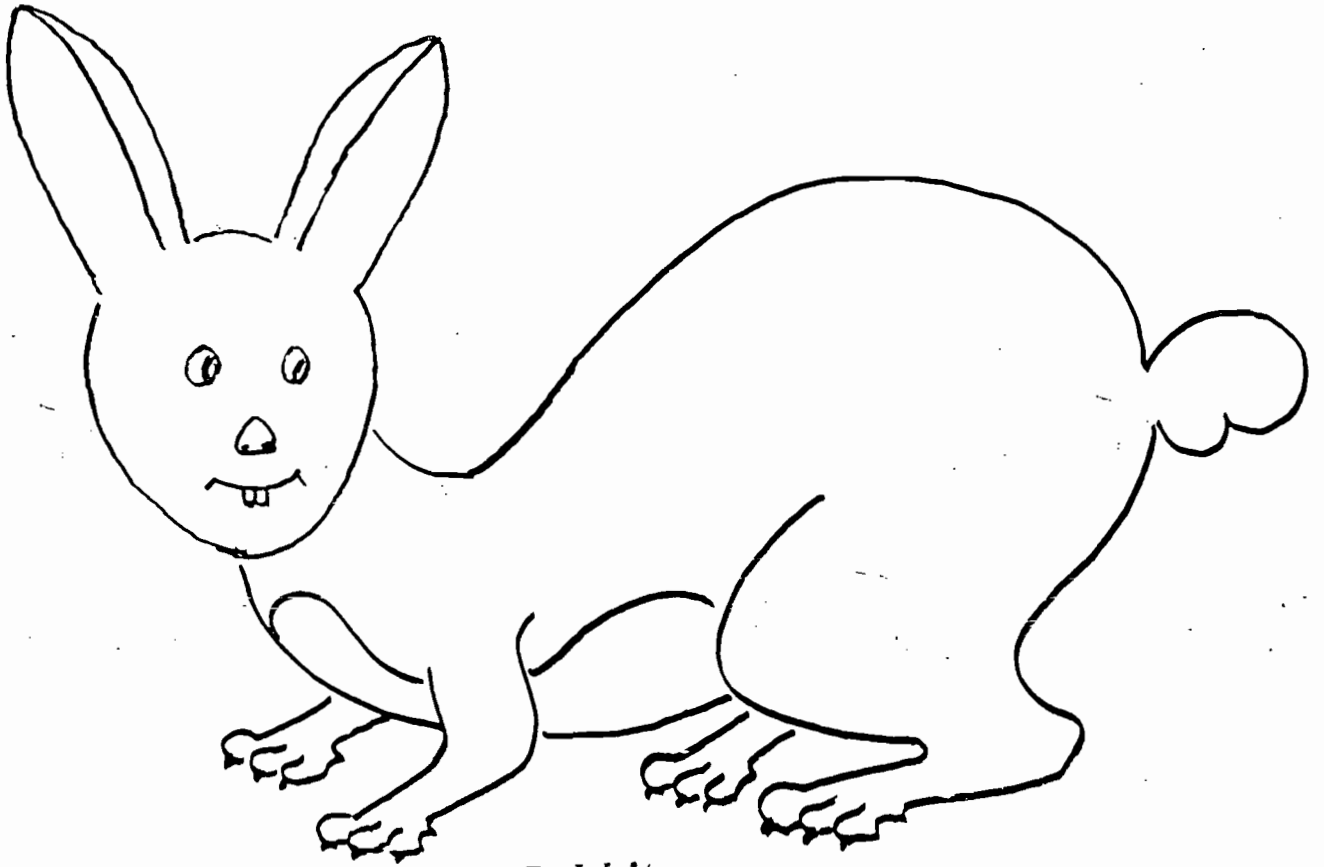
A. LOOK AND LISTEN



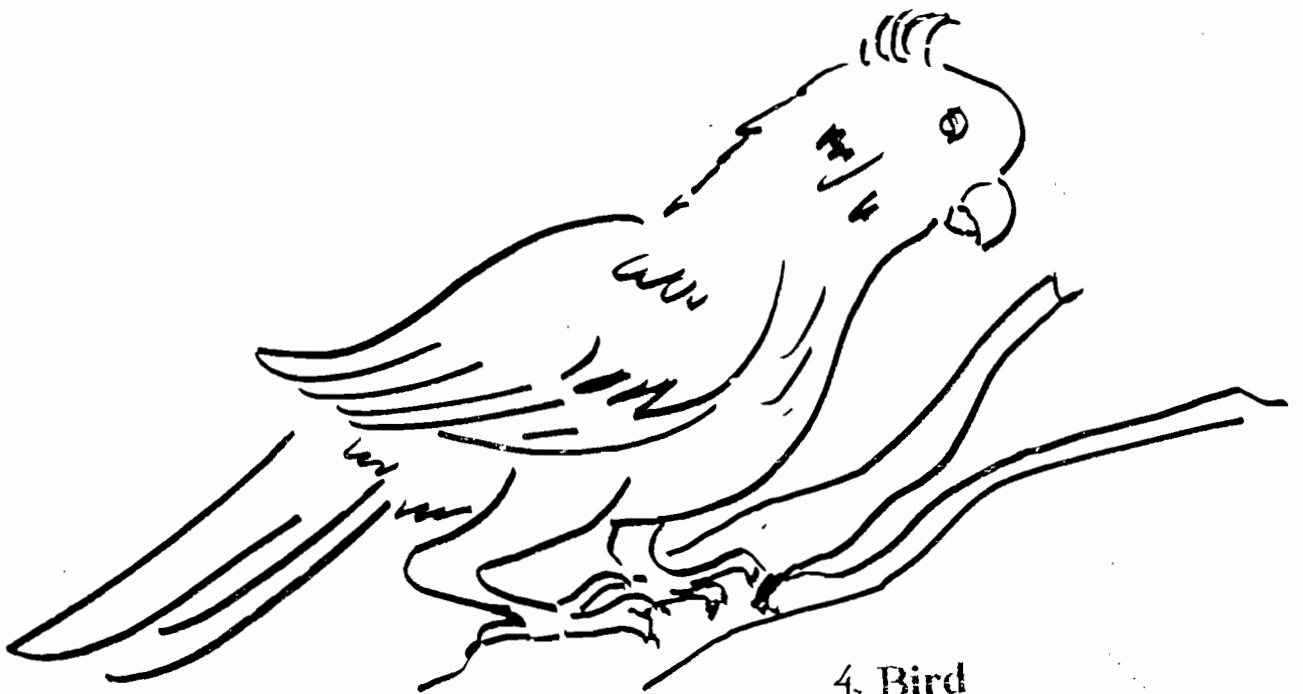
1. Fish



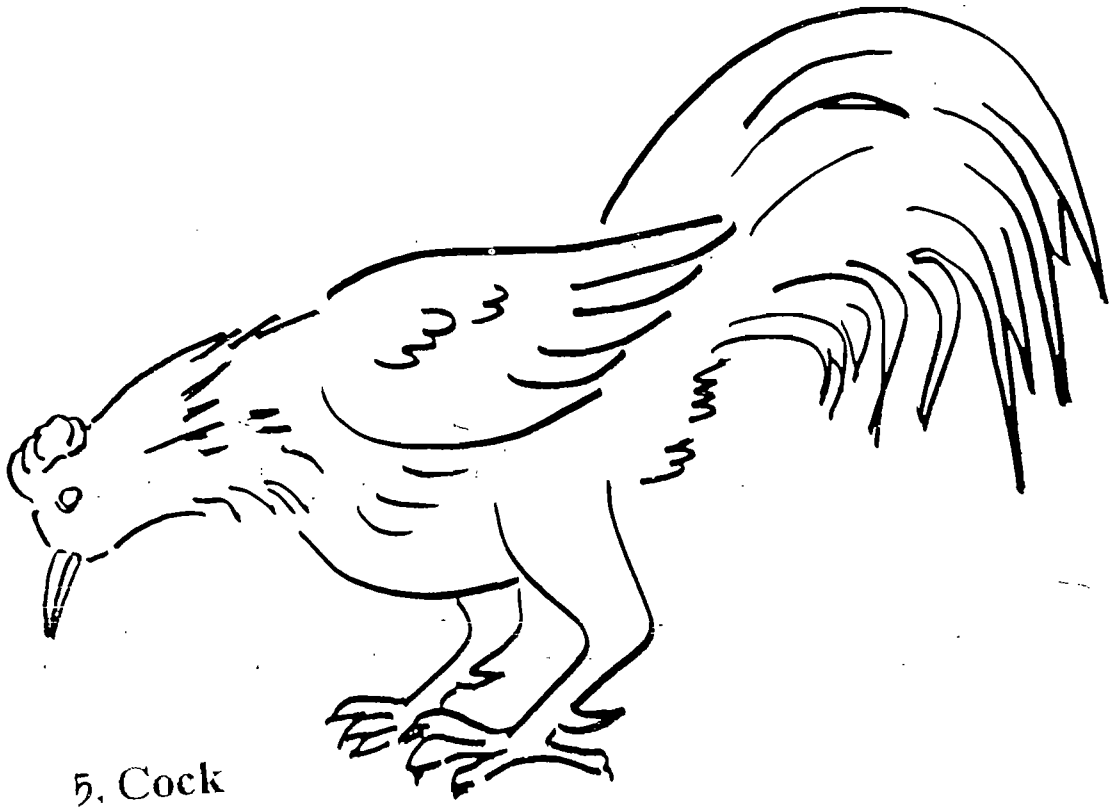
2. Cat



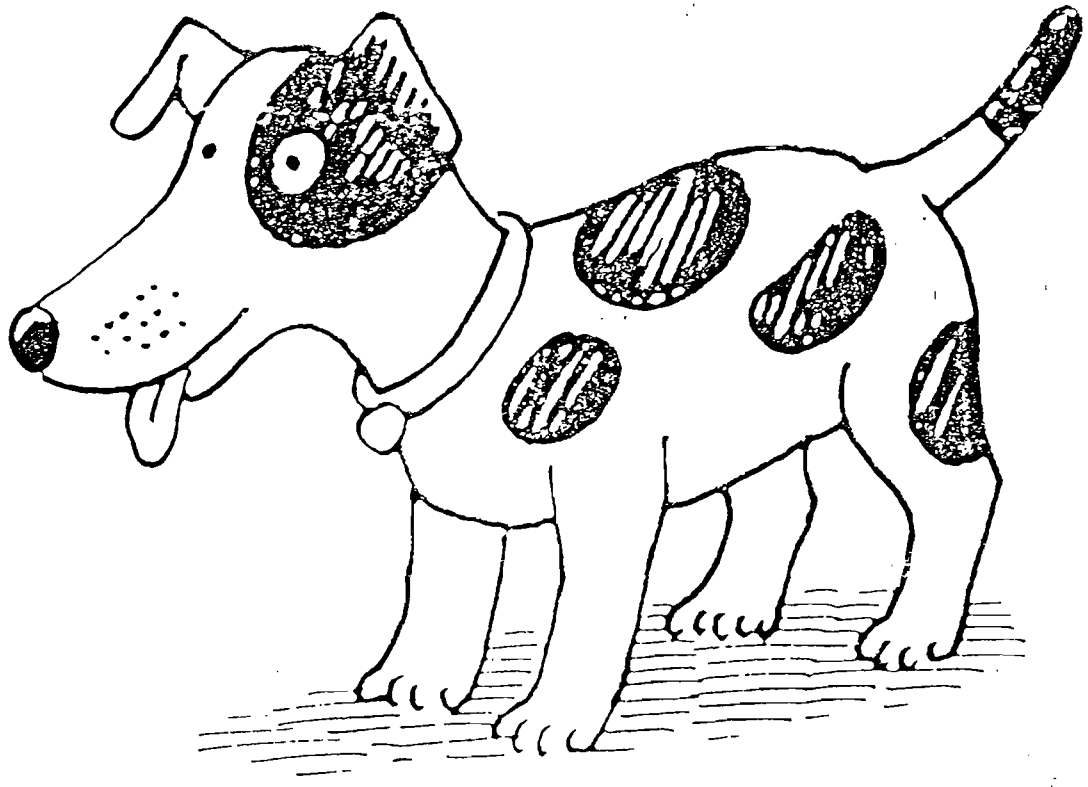
3. Rabbit



4. Bird



5. Cock



6. Dog

B. LISTEN AND REPEAT

Fish : ikan

Cat : kucing

Rabbit : kelinci

Bird : burung

Cock : ayam jantan

Dog : anjing

C. LET'S HAVE FUN

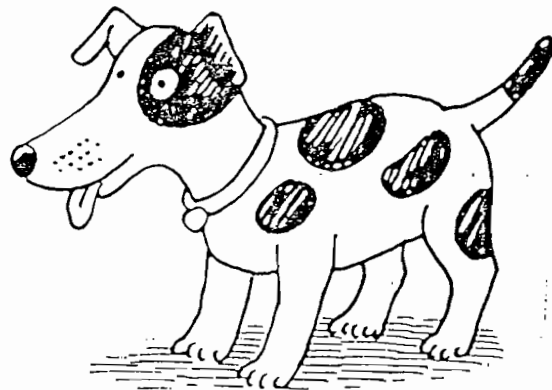
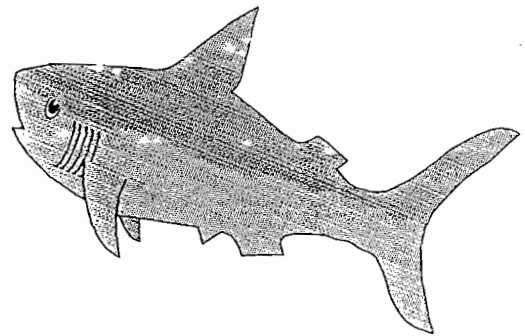
Let's sing this song!

Mary had a little cat

2/4 do=d

$\overline{3} \cdot \overline{2} \ 1 \ 2 / \overline{3} \ \overline{3} \ 3 / \overline{2} \cdot \overline{2} \ 2 / \overline{3} \ 5 \ 5 /$
Mary had a little cat little cat little cat

$\overline{3} \cdot \overline{2} \ 1 \ 2 / \overline{3} \ 3 \ 3 \ 3 / \overline{2} \ 2 \ 3 \ 2 / 1 \ 0 /$
Mary had a little cat It's fur was white as snow



Let's play these games!

Game 1

- Alat yang diperlukan: gambar – gambar binatang piaraan
- Kosakata yang dipakai: semua kosakata unit ini
- Langkah – langkah permainan:
 1. Siswa dibagi menjadi beberapa kelompok
 2. Setiap kelompok mendapatkan beberapa gambar hewan.
 3. Guru menirukan suara-suara hewan; setiap kelompok harus berlomba mencari gambar sesuai dengan suara hewan kemudian menempelkan gambar di papan tulis. Guru memberikan nilai untuk tiap kelompok yang berhasil menempelkan gambar untuk pertama kali.
 4. Kelompok yang berhasil mendapatkan nilai terbanyaklah pemenangnya.

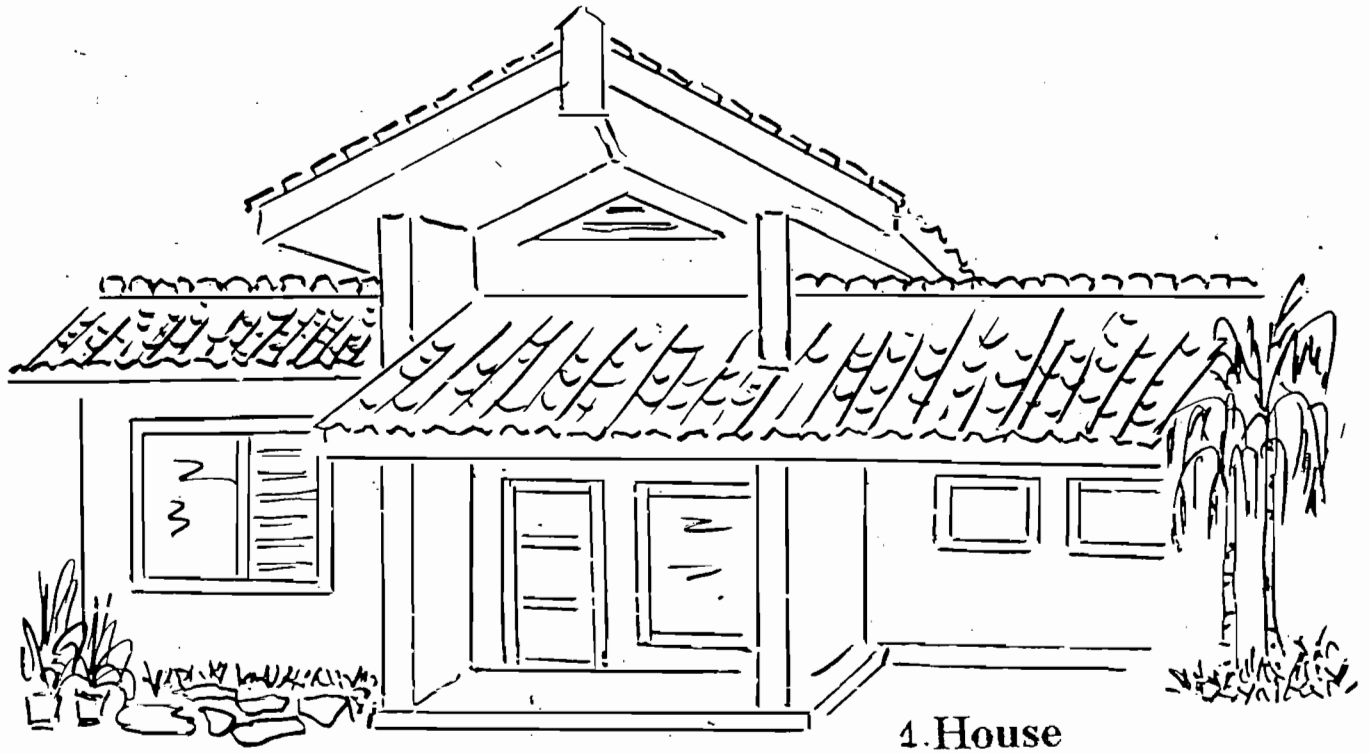
Game 2

- Alat yang diperlukan: gambar-gambar hewan piaraan
- Kosakata yang diperlukan: semua kosakata unit ini
- Langkah-langkah permainan:
 1. Siswa dibagi menjadi beberapa kelompok.
 2. Tiap kelompok mendapatkan bagian-bagian tubuh satu binatang piaraan. Tiap kelompok diminta untuk menyusun bagian-bagian tubuh itu menjadi satu binatang piaraan. Kelompok yang berhasil menyusun untuk pertama kali menjadi pemenangnya.

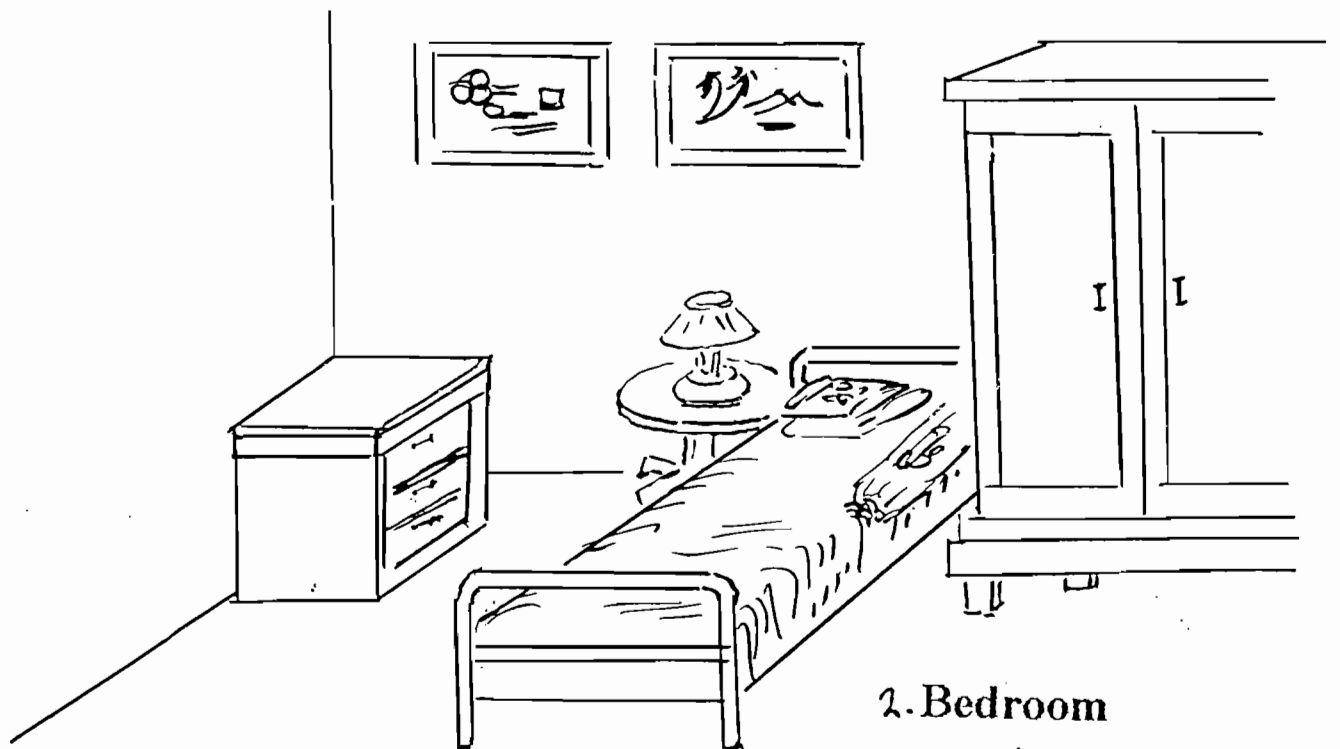
UNIT 2

PARTS OF THE HOUSE

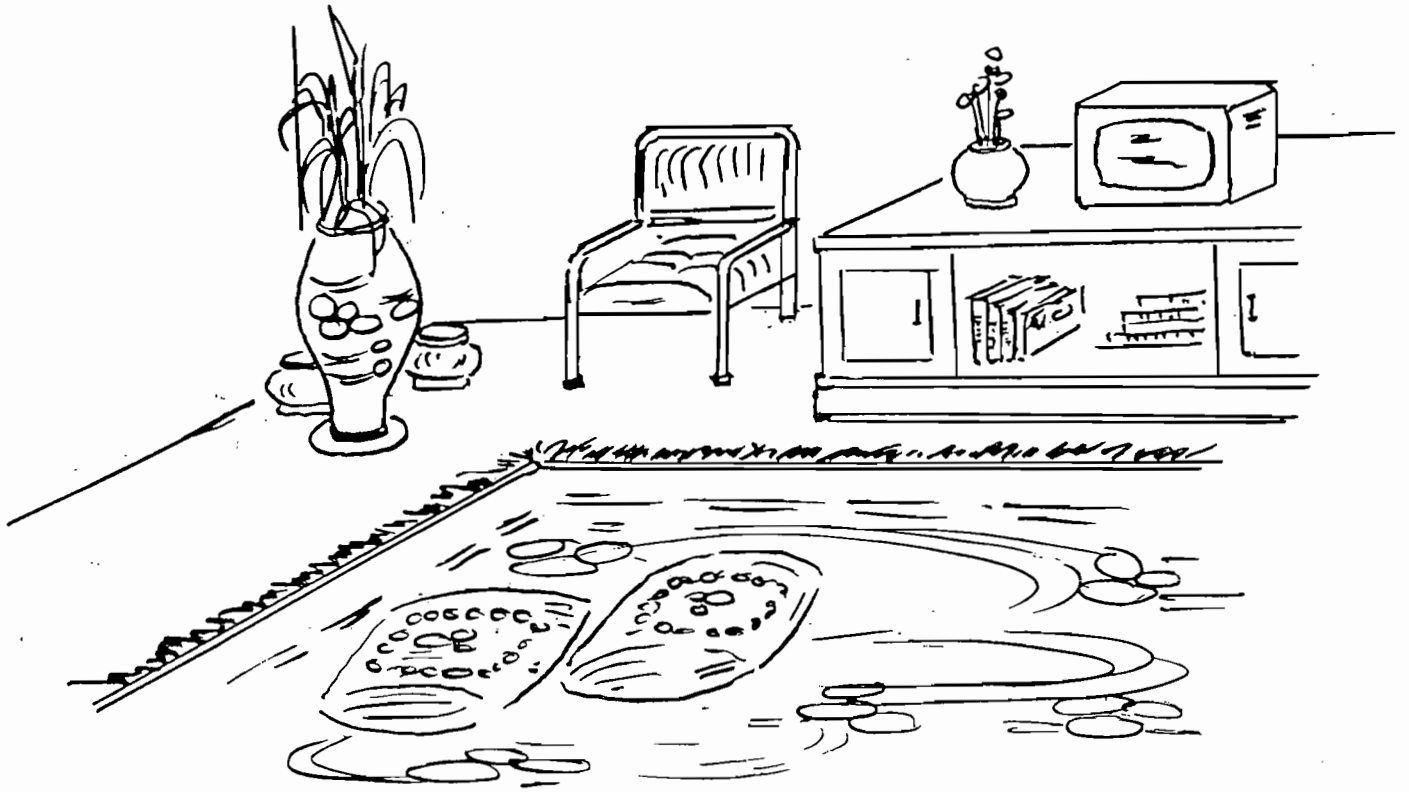
A. LOOK AND LISTEN



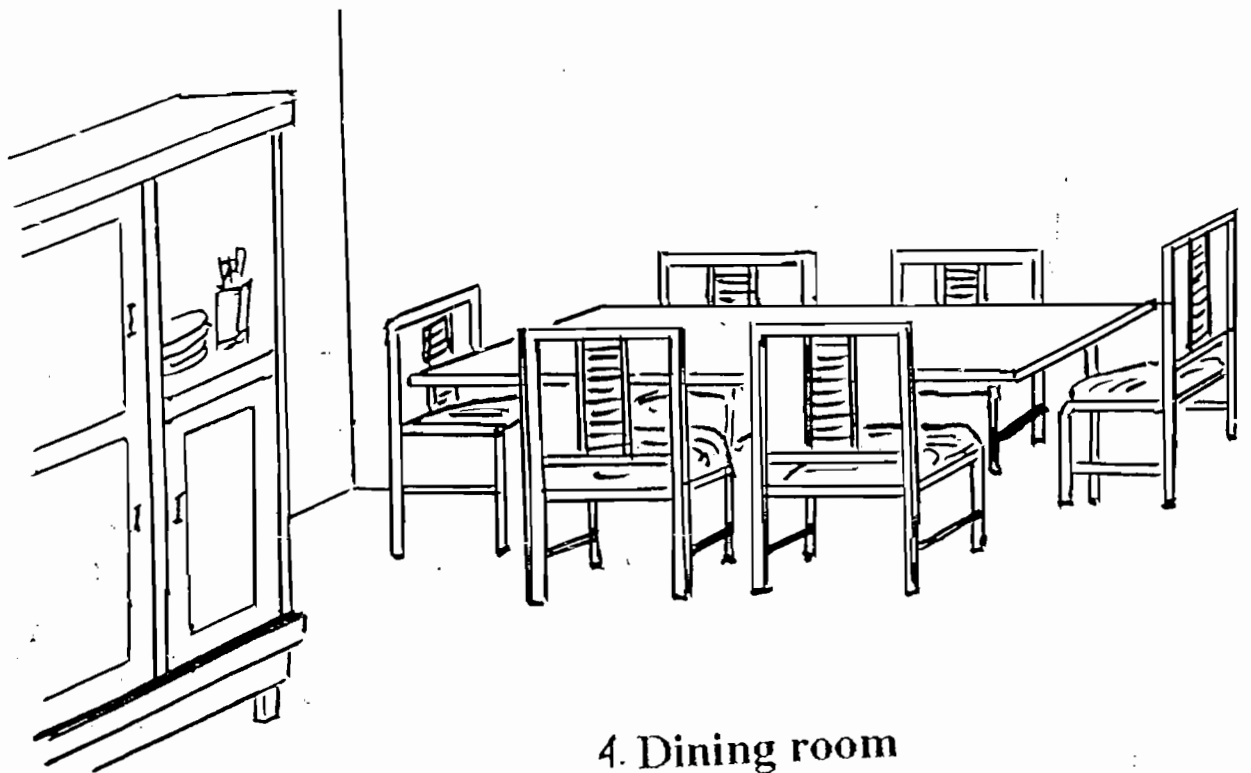
1. House



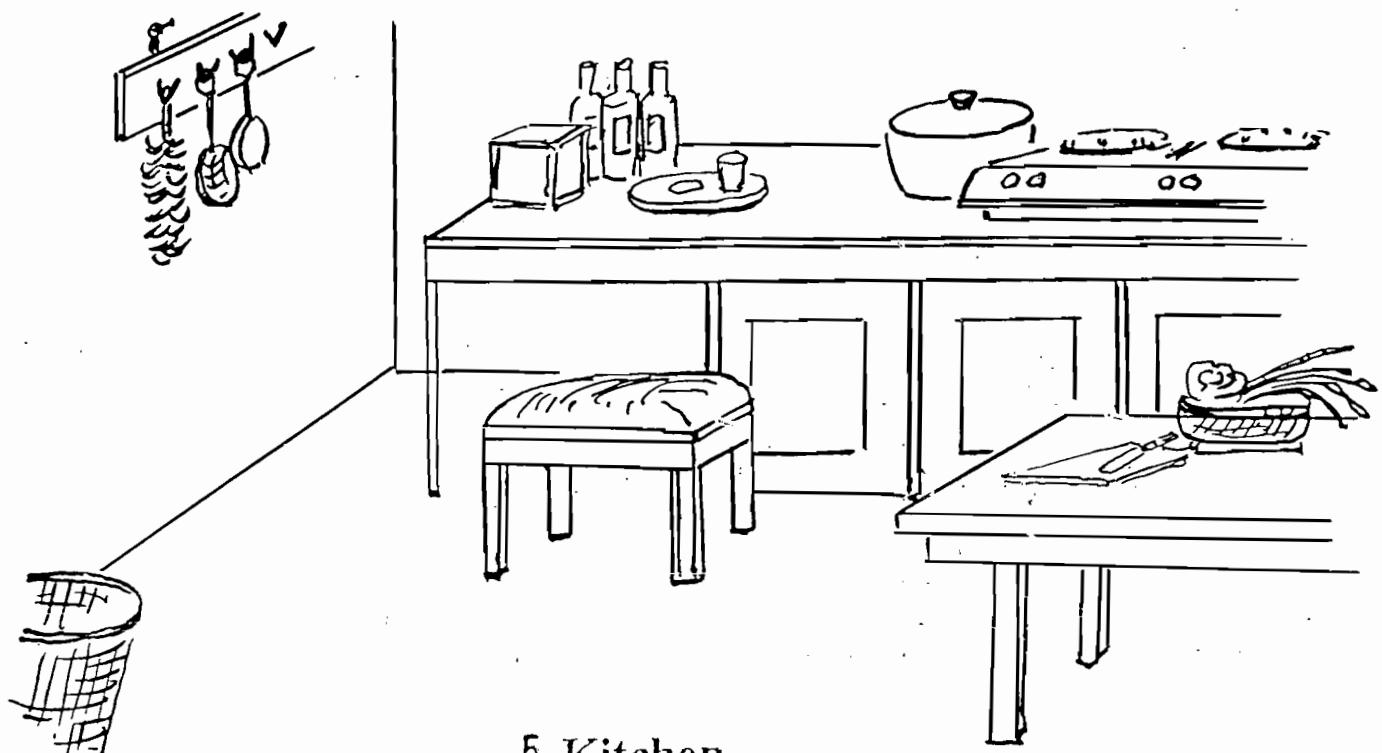
2. Bedroom



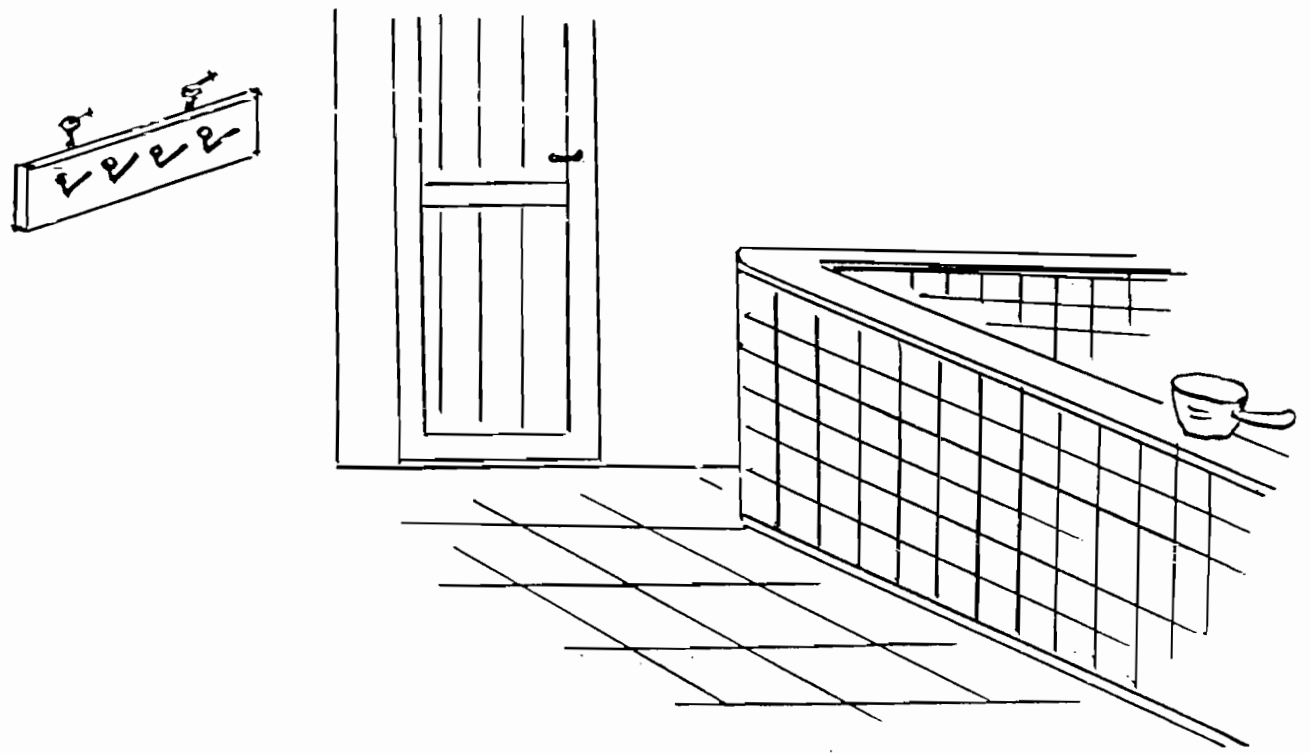
3. Living room



4. Dining room



5. Kitchen



6. Bathroom

B. LISTEN AND REPEAT

House	: rumah
Bedroom	: kamar tidur
Living room	: ruang keluarga
Dining room	: ruang makan
Kitchen	: dapur
Bathroom	: kamar mandi

B. LISTEN AND REPEAT

House	: rumah
Bedroom	: kamar tidur
Living room	: ruang keluarga
Dining room	: ruang makan
Kitchen	: dapur
Bathroom	: kamar mandi

C. LET'S HAVE FUN

Let's sing this song!

This is a bedroom

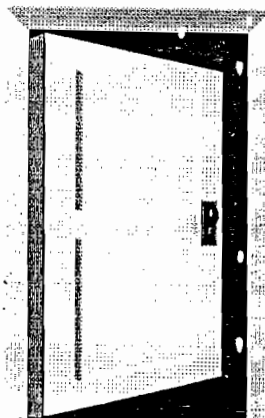
1=F 4/4

1 1̣ 2̣ 3 3̣ 4 / 5 6̣ 5 3 . /
This is a bedroom That is a kitchen

5 4̣ 3̣ 2 2 / 4 3̣ 2 1 0 /
That's the livingroom That's the bathroom

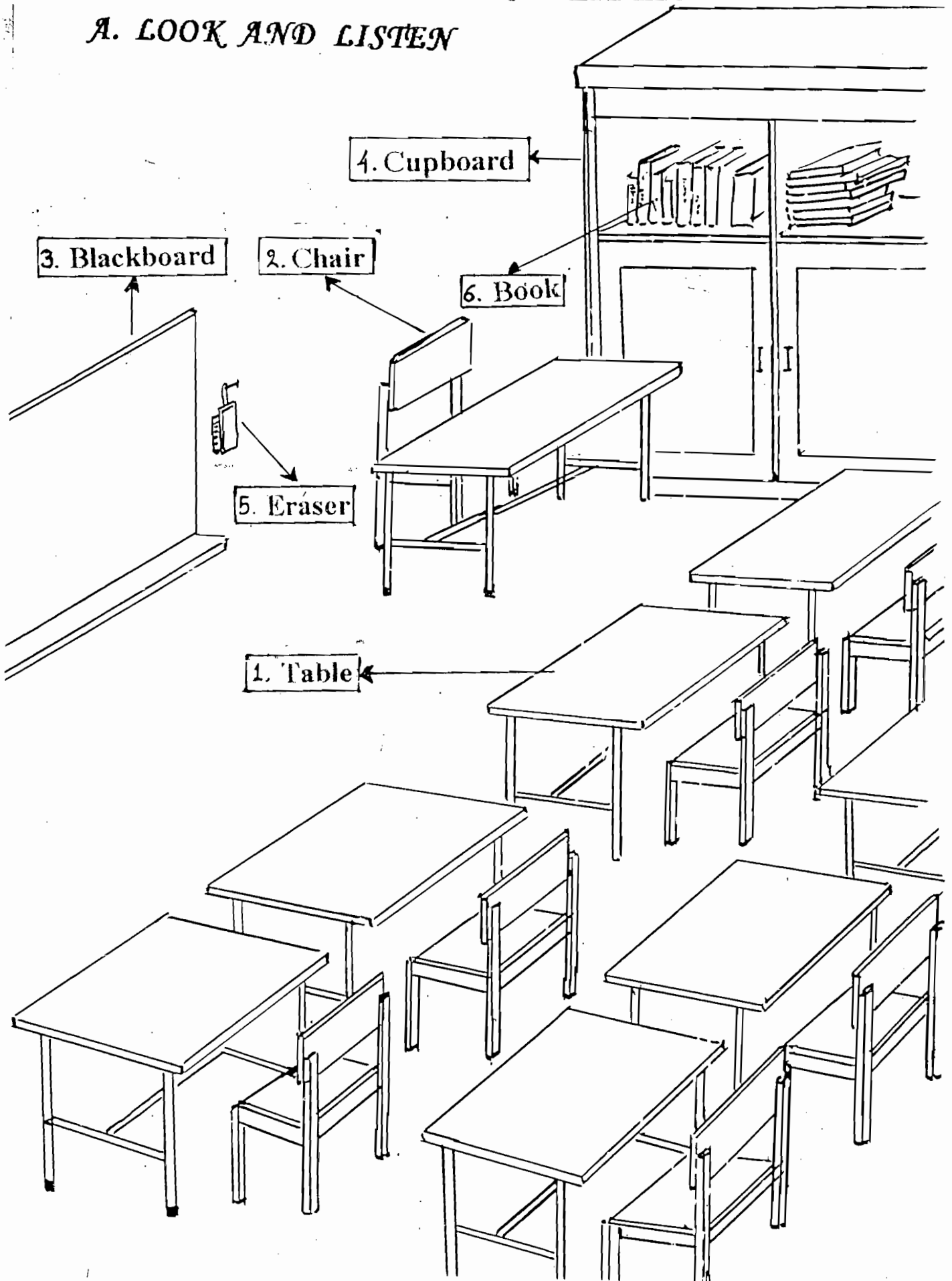
Let's play this game!

- Aiat yang diperlukan: kartu-kartu bergambar benda dalam suatu ruangan dan kartu-kartu bergambar bagian-bagian rumah.
- Kosakata yang diperlukan: semua kosakata unit ini.
- Langkah-langkah permainan:
 1. Siswa dibagi menjadi beberapa kelompok.
 2. Tiap kelompok mendapatkan beberapa kartu bergambar benda dalam satu ruangan. Guru menempelkan satu ruangan di papan tulis. Tiap kelompok harus mencari benda-benda yang seharusnya ada dalam ruangan itu. Contoh: gambar kamar mandi: sabun mandi, air, kran air, dll.
 3. Tiap kelompok diminta untuk menempelkan 2 benda dalam satu ruangan.



THINGS IN THE CLASSROOM

A. LOOK AND LISTEN



B. LISTEN AND REPEAT

Table : meja

Chair : kursi

Blackboard : papan tulis

Cupboard : lemari

Eraser : penghapus

Book : buku

C. LET'S HAVE FUN

Let's sing this song!

That is a table

1=F 4/4

1 1 2 3 3 4 / 5 6 5 3 . /
That is a table That is the chair

5 4 3 2 2 / 4 3 2 1 0 //

That is the blackboard That is the map

Let's play this game!

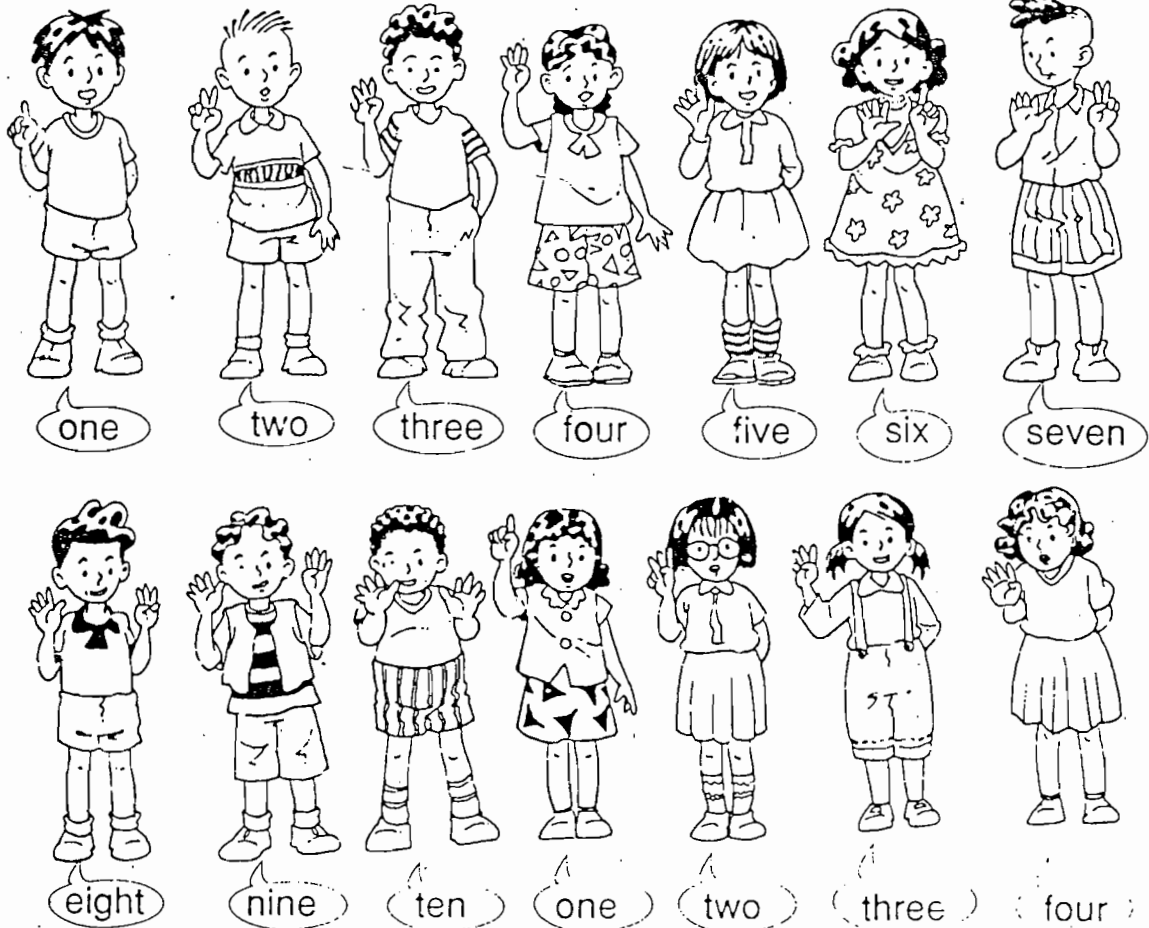
Win, Lose, Draw

- Alat yang diperlukan: -
- Kosakata yang dipakai: semua kosakata unit ini.
- Langkah-langkah permainan:
 1. Siswa dibagi menjadi beberapa kelompok.
 2. Pada bagian pertama permainan, tiap kelompok diminta untuk menebak benda yang digambar guru di papan tulis. Kelompok yang dapat menebak mendapatkan nilai.
 3. Pada bagian kedua tiap kelompok harus berlomba menebak benda yang digambar guru. Kelompok yang berhasil menebak mendapatkan nilai.

UNIT 4

NUMBERS

A. LOOK AND LISTEN



B. LISTEN AND REPEAT

▲ two

▲ nine

▲ four

▲ six

▲ seven

▲ five

▲ ten

▲ one

▲ three

▲ eight

C. LET'S HAVE FUN

Let's sing this song!

1 =
4/4*Ten Little Indian boys*

1 1—1 1 1—1 / 3 5—5 3 1 /
one little, two little, three little Indians
ten little, nine little, eight little Indians

2 2—2 2 2—2 / 2 2—2 7 5 /
four little, five little, six little Indians
seven little, six little, five little Indians

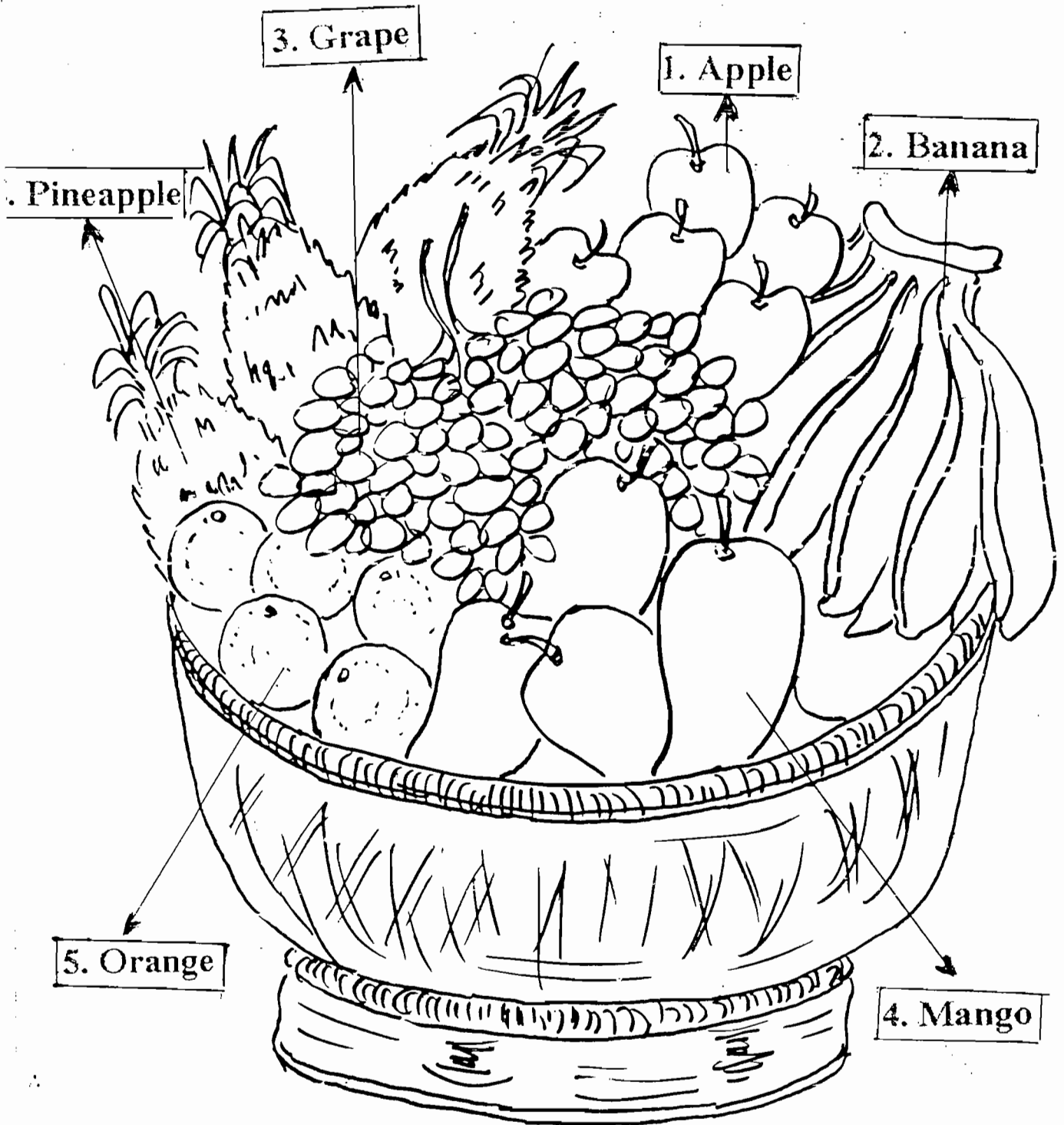
1 1—1 1 1—1 / 1 3—3 1 1 /
seven little, eight little, nine little Indians
four little, three little, two little Indians

5 4—4 3 2 / 1 . . . //
ten little Indian boys
one little Indian boy

UNIT 5

FRUITS

A. LOOK AND LISTEN



B. LISTEN AND REPEAT

Apple : apel

Banana : pisang

Grape : anggur

Mango : mangga

Pineapple : nanas

Orange : jeruk

C. LET'S HAVE FUN

Let's sing this song!

Help Yourself

4/4 do=f

1 2 3 1 / 1 2 3 1 /
Do you like grapes Do you like grapes

3 4 5 / 3 4 5 /
Yes I do Help yourself

5 6 5 4 3 1 / 5 6 5 4 3 1 /
Do you want some more Do you want some more

1 5 1 / 1 5 1 //
Yes, yes please Help yourself

Let's play these games!

Game 1

Whispering Game

- Alat yang dipakai : model buah - buahan / gambar buah - buahan
- Kosakata yang dipakai : semua kosakata unit ini
- Langkah - langkah permainan :
 1. Siswa dibagi menjadi 2 kelompok, kemudian membentuk 2 baris.
 2. Guru menunjukkan satu gambar buah kepada siswa yang berada pada baris pertama.
 3. Siswa pertama membisikkan nama buah yang telah ditunjukkan guru kepada siswa berikutnya, dan seterusnya.
 4. Siswa pada barisan terakhir diminta untuk mencari buah yang dimaksud di sebuah keranjang.
 5. Kelompok yang dapat menemukan buah yang dimaksud akan menjadi juara.

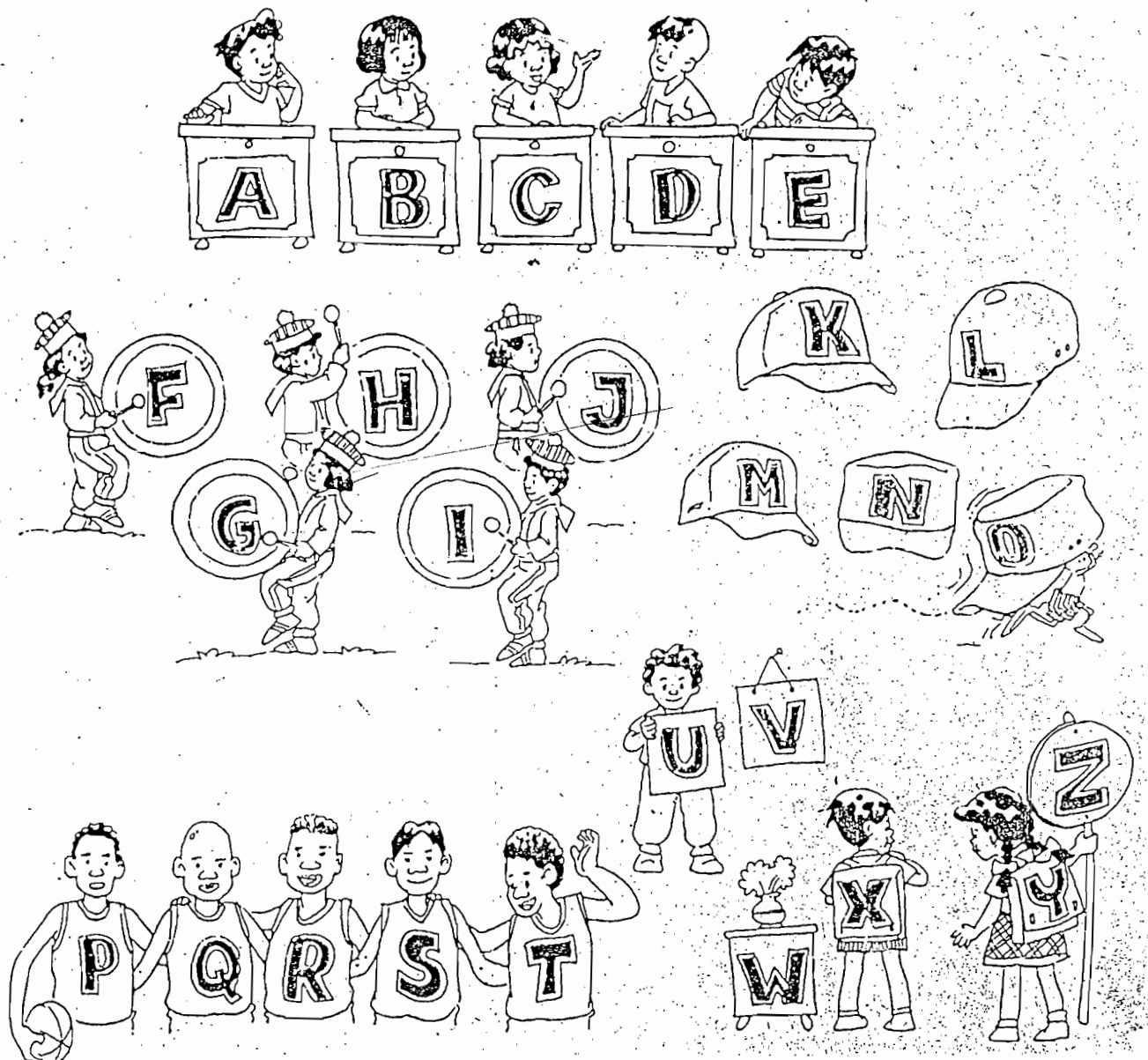
Game 2

Arranging Fruits

- Alat yang dipakai: model buah - buahan, keranjang buah
- Kosakata yang dipakai: semua kosakata unit ini
- Langkah - langkah permainan:
 1. Siswa dibagi menjadi beberapa kelompok. Setiap kelompok mendapatkan beberapa buah - buahan dan sebuah keranjang.
 2. Siswa diminta untuk merangkai/menata buah - buah tersebut dalam keranjang.

UNIT 6 ALPHABET

A. LOOK AND LISTEN



**B. LISTEN AND REPEAT**

A /ei/	B /bi:/	C /si:/	D /di:/
E /i:/	F /ef/	G /dzi:/	H /eIt/
I /ai/	J /dʒeI/	K /keI/	L /el/
M /em/	N /en/	O /ou/	P /pi:/
Q /kju:/	R /a:r/	S /es/	T /ti:/
U /ju:/	V /vi:/	W /dʌblju:/	X /eks/
Y /wai/	Z /zed/		

C. LET'S HAVE FUN

Let's sing this song!

$C = \frac{4}{4}$

My abc

1 1 5 5 / 6 6 5 . /
a b c d e f g

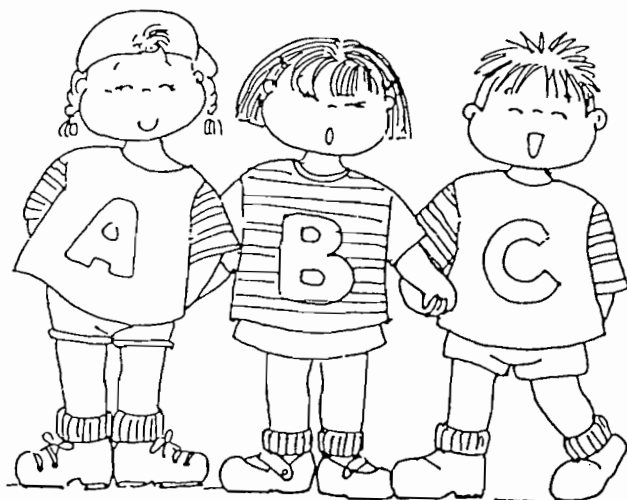
4 4 3 3 / 2 2 2-2 1 . /
h i j k l m n o p

5 5 4 4 / 3 3 2 . /
q r s t u and v

5 5 4 4 / 3 3 2 . /
double u and x y z

1 1 5 5 / 6 6 5 . /
now you've heard my a b c

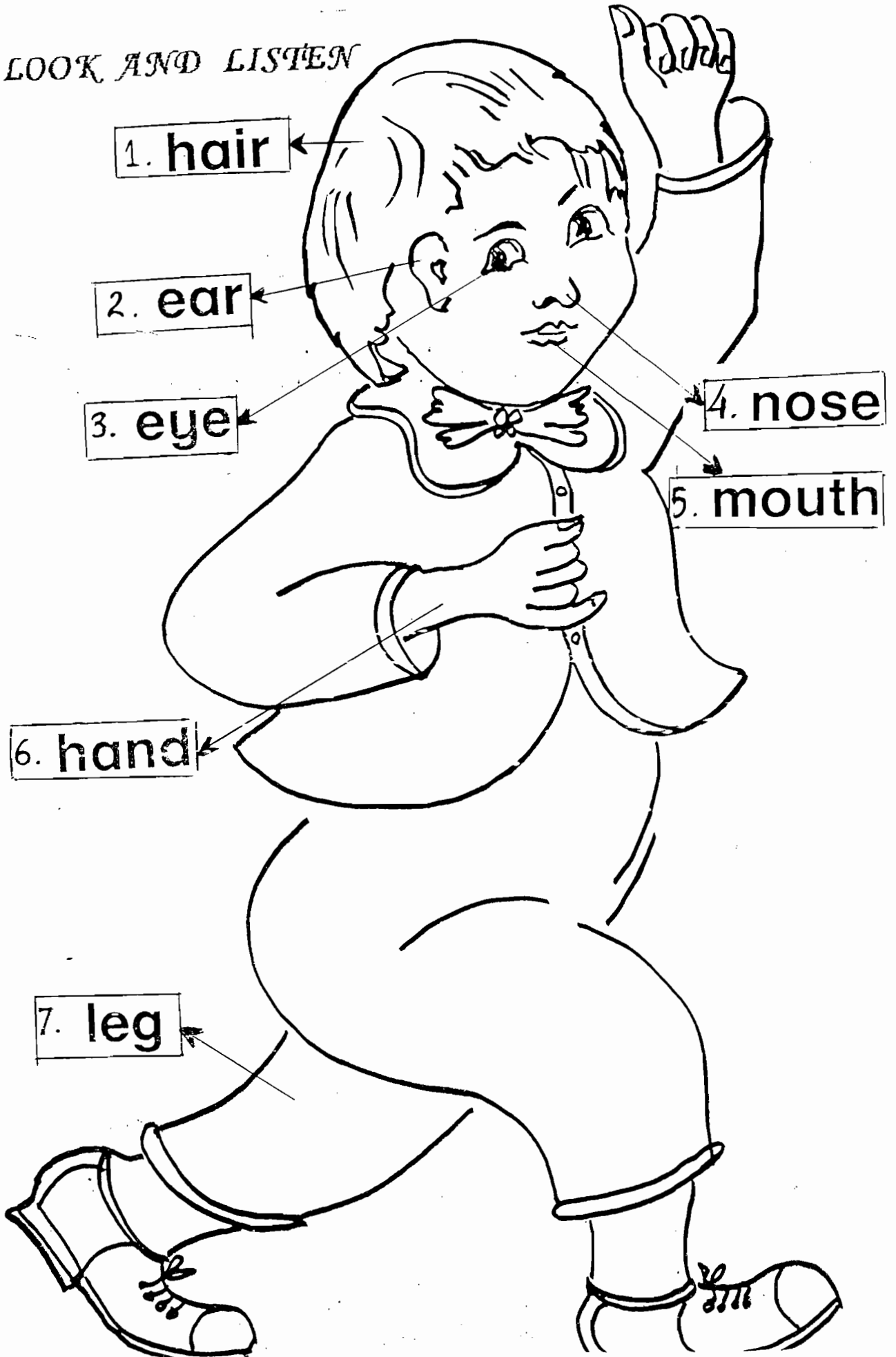
4 4 3 3 / 2 2 1 0 //
come and sing your a b c



UNIT 7

PARTS OF THE BODY

A. LOOK AND LISTEN



B. LISTEN AND REPEAT

Hair : rambut

Ear : telinga

Eye : mata

Nose : hidung

Mouth : mulut

Hand : tangan

Leg : kaki

C. LET'S HAVE FUN

Let's play these games!

- *Simon says...find the eyes!*
 - Alat yang dipakai: kartu – kartu bergambar bagian – bagian tubuh.
 - Kosakata yang dipakai: semua kosakata unit ini
 - Langkah – langkah permainan:
 1. Siswa dibagi dalam beberapa kelompok; tiap kelompok terdiri dari 3-4 siswa.
 2. Kartu – kartu bergambar bagian – bagian tubuh disebar ke seluruh penjuru ruangan. Tugas tiap kelompok adalah untuk menemukan bagian – bagian tubuh sesuai dengan perintah guru
 3. Tiap anggota kelompok secara bergantian diminta untuk mencari bagian tubuh yang dimaksud.
 4. Guru memerintah siswa dengan awalan: “*Simon says...find the (eyes)!*”
Perwakilan kelompok berlomba mencari bagian tubuh yang dimaksud. Anggota kelompok lainnya diminta untuk memberikan dukungan pada teman yang sedang berlomba.
 5. Kelompok yang berhasil mendapatkan gambar yang dimaksud mendapatkan nilai.

- *Simon says...touch your nose!*
 - Alat yang dipakai: -
 - Kosakata yang dipakai: semua kosakata unit ini
 - Langkah – langkah permainan:
 1. Siswa dibagi menjadi beberapa kelompok; tiap kelompok terdiri dari 3-4 siswa.
 2. Kelompok yang ditunjuk maju ke depan dan mengikuti perintah guru. Perintah guru: “*Simon says... touch your (nose)!*”

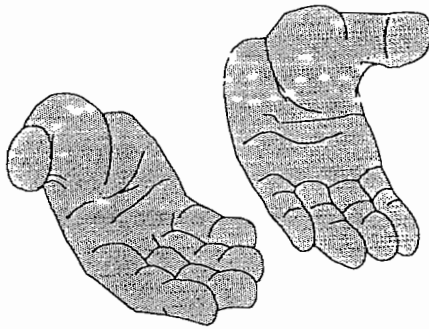
Let's sing this song!

This is my nose

1 = F4/4

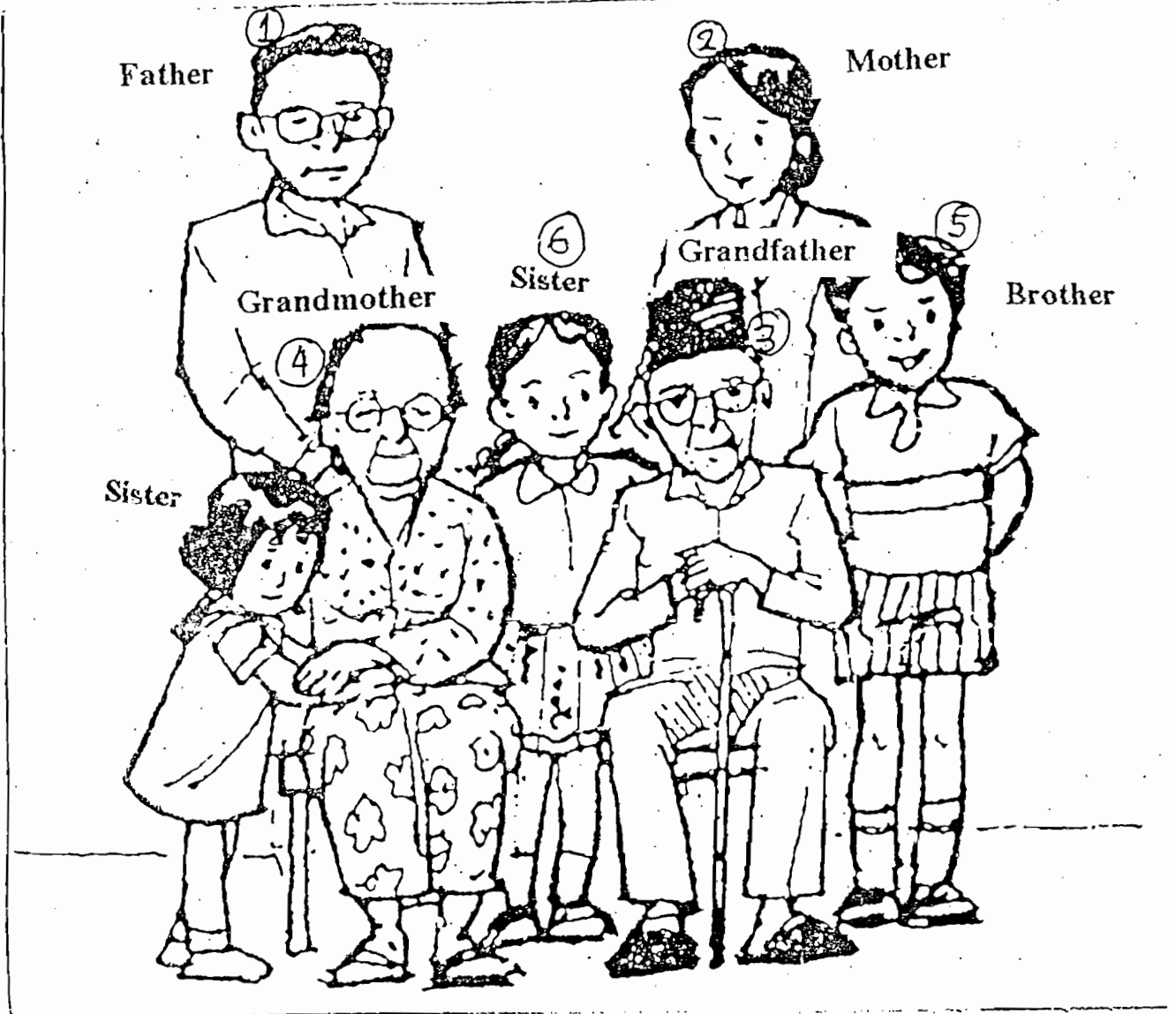
1 1 2 3 3 4 / 5 6 5 3 . /
This is my nose and this is my eyes

5 4 3 2 2 / 4 3 2 1 0
That is your nose and that is your eyes



UNIT 8 MY FAMILY

A. LOOK AND LISTEN



Picture is taken from First Step 4, An English Book for Elementary School - Buku Pegangan Guru.

B. LISTEN AND REPEAT

Father	: bapak
Mother	: ibu
Grandfather	: kakek
Grandmother	: nenek
Brother	: saudara laki – laki
Sister	: saudara perempuan

C. LET'S HAVE FUN

Let's sing this song!

Are You Sleeping

4/4 do=f

1 2 3 1 / 1 2 3 1- /
Are you sleeping Are you sleeping

3 4 5 . / 3 4 5 /
Brother John Brother John

5 6 5 4 3 1 / 5 6 5 4 3 1 /
Morning bells are ringing Morning bells are ringing

1 5̣ 1 . / 1 5̣ 1 . //
Ding dang dong ding dang dong

Let's play these games!

- Alat - alat yang dipakai: gambar - gambar anggota keluarga, kertas bergambar pohon keluarga.
- Kosakata yang dipakai: semua kosakata unit ini.
- Langkah - langkah permainan:
 1. Siswa dibagi dalam beberapa kelompok; tiap kelompok terdiri dari 3-4 siswa.
 2. Tiap kelompok mendapat satu lembar kertas bergambar pohon keluarga dan gambar - gambar anggota keluarga.
 3. Tiap kelompok diminta untuk menyusun gambar - gambar anggota keluarga sesuai dengan silsilah keluarga dengan cara membuat pohon keluarga, kemudian menempelkan gambar - gambar tersebut pada kotak - kotaknya.



The Family Tree

