DESIGNING A SET OF SUPPLEMENTARY VOCABULARY MATERIALS
FOR THE SIXTH GRADE STUDENTS
OF SDN GERGUNUNG I KLATEN

A THESIS

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

By
Cahyarini
04 1214 003

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
YOGYAKARTA
2011
DESIGNING A SET OF SUPPLEMENTARY VOCABULARY MATERIALS FOR THE SIXTH GRADE STUDENTS OF SDN GERGUNUNG 1 KLATEN

A THESIS

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

By
Cahyarini
04 1214 003

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM DEPARTMENT OF LANGUAGE AND ARTS EDUCATION FACULTY OF TEACHERS TRAINING AND EDUCATION SANATA DHARMA UNIVERSITY YOGYAKARTA 2011
A Thesis on

DESIGNING A SET OF SUPPLEMENTARY VOCABULARY MATERIALS FOR THE SIXTH GRADE STUDENTS OF SDN GERGUNUNG 1 KLATEN

By
Cahyarini
041214003

Approved by

Gregorinus Punto Aji, S.Pd., M.Hum.
Sponsor

Date: 5 July 2011
A Thesis on

DESIGNING A SET OF SUPPLEMENTARY VOCABULARY MATERIALS
FOR THE SIXTH GRADE STUDENTS
OF SDN GERGUNUNG 1 KLATEN

By
Cahyarini
041214003

Defended before the Board of Examiners
on 29 July 2011
and Declared Acceptable

Board of Examiners
Chairman : C. Tutyandari, S.Pd., M.Pd.
Secretary : Made Frida Yulia, S.Pd., M.Pd.
Member : G. Punto Aji, S.Pd., M.Hum.
Member : C. Tutyandari, S.Pd., M.Pd.
Member : Made Frida Yulia, S.Pd., M.Pd.

Yogyakarta, 29 July 2011
Faculty of Teachers Training and Education
Sanata Dharma University
Dean,

Dr. Tarsisius Sarkim, M.Ed., Ph.D.
If you worried about falling off a bike, you would never get on.
Lance Armstrong

I dedicate this thesis to:
Ibu Sri Winarni, Bapak FX Sugeng Wudodo, Mas Hari, MbakAnna, Mbak Nita, and my best friends who always support me.
I honestly declare that this thesis, which I have written, does not contain the work or parts of the works of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 25 July 2011

The writer,

Cahyarini
041214003
ABSTRACT


English is the first foreign language in Indonesia that has been taught at elementary school starting from the fourth grade as one of the local content. There are four English skills that should be accomplished. Vocabulary is considered as an important language element, whereas, in School Based Curriculum only stated four skills. Regarding the importance of vocabulary mastery, the study was intended to design a set of supplementary vocabulary materials for the sixth grade students of *SDN Gergunung 1 Klaten*.

This study discussed a problem. It was formulated in the research question: What does a set of supplementary vocabulary materials for the sixth grade students of elementary school of *SDN Gergunung 1 Klaten* look like?

This study was done by conducting the steps’ of Kemp’s instructional design model which was put under the umbrella of Borg and Gall’s R&D cycle. This study also considered relevant theories related to vocabulary and Communicative Language Teaching.

To answer the question, the writer presented the final version of the designed materials. It consisted of six material units. Each unit consisted of four main sections, namely a) *My New Words*, b) *Let’s Write*, c) *Let’s Speak* and d) *My Playground*. Most of the activities in each part were dominated by vocabulary teaching and learning.

The materials evaluation results showed that the mean was 4.71 ranging from 3.51 – 5.00. It showed that the designed materials were well developed, well elaborated, motivating, and applicable for the sixth grade of *SDN Gergunung 1 Klaten*.

Finally, the writer expects that these designed materials can help the English teacher of *SDN Gergunung 1 Klaten* to teach vocabulary. Then, the students are expected to be more fluent in English.
ABSTRAK


Penelitian ini membahas satu masalah. Ini di rumuskan dalam pertanyaan penelitian: Seperti apakah penyajian materi pelengkap pembelajaran vocabulary untuk siswa kelas enam SDN Gergunung 1 Klaten.


Hasil dari penyusunan materi memperlihatkan bahwa nilai rata-rata adalah 4.17 berkisar dari 3.51 – 5.00. ini memperlihatkan bahwa material dikembangkan dengan baik, digabungkan dengan baik, , memotivasi, dan dapat diterapkan kepada siswa-siswa kelas enam SDN Gergunung 1 Klaten.

Pada akhirnya, peneliti berharap bahwa materi yang di rancang dapat membantu guru bahasa Inggris SDN Gergunung 1 Klaten untuk mengajar vocabulary. Siswa diharapkan untuk lebih fasih bebahasa Inggris.
LEMBAR PERNYATAN PERSETUJUAN
PUBLIKASI ILMIAH UNTUK KEPENTINGAN AKADEMIS

Yang bertanda tangan di bawah ini, saya mahasiswa Universitas Sanata Dharma:

Nama : Cahyarini
Nomor Mahasiswa : 041214003

Demi pengembangan ilmu pengetahuan, saya memberikan kepada Perpustakaan Universitas Sanata Dharma karya ilmiah saya yang berjudul:

DESIGNING A SET OF SUPPLEMENTARY VOCABULARY MATERIALS FOR THE SIXTH GRADE STUDENTS OF SDN GERGUNUNG 1 KLATEN

Beserta perangkatnya (bila ada). Dengan demikian saya memberikan kepada Universitas Sanata Dharma hak untuk menyimpan, mengalihkan dalam bentuk media lain, mengelolanya dalam bentuk pangkalan data, mendistribusikan secara terbatas, dan mempublikasikannya di internet atau media lain untuk kepentingan akademis tanpa perlu meminta ijin dari saya maupun memberikan royalti kepada saya selama tetap mencantumkan nama saya sebagai penulis.

Demikian pernyataan ini saya buat dengan sebenarnya.

Dibuat di Yogyakarta
Pada tanggal: 29 Juli 2011

Yang menyatakan,

(Cahyarini)
ACKNOWLEDGMENTS

First of all, I would like to give my greatest gratitude to Jesus Christ for His guidance, blessing and strength, especially during the writing process of my thesis. I do believe that what I have done is a part of His beautiful plan for my future. I would like to thank my beloved sponsor Gregorius Punto Aji, S.Pd., M.Hum. who has spent a lot of time guiding and supervising me in the completion of this thesis. Besides, his encouragement during the process of the thesis writing was great motivation for me.

I would like to thank to Drs. Y. B. Gunawan, M. A. For his time to evaluate the materials. Without his suggestions and opinions, I could not make better materials.

I am particularly grateful to SDN Gergunung I Klaten, as an educational institution, which has given the permission to use the students as the research subjects. Especially to Drs. Sutarno Bambang Purnomo, the English teacher, I thank him for spent his valuable time for helping me with this research.

My special gratitude also goes to my dearest mother, my dearest father, my brother and my sisters, who always support and give me spirit to finish my study. I might give up without them. I give my gratitude to my boyfriend ‘Ari Sandy Prasetya’, who always supports me to finish my thesis soon.

I am also grateful to my ‘lovely’ best friends: Patpat, Reni ‘Maq Genk’, Sita, Yusepha Rini, Riri, and Vina who always gave their ideas and suggestions about this research.
The last but not least, I thank all of my friends in PBI, whom I have not able to mention here, for their concern.

Cahyarini
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE PAGE</td>
<td>i</td>
</tr>
<tr>
<td>APPROVAL PAGES</td>
<td>ii</td>
</tr>
<tr>
<td>DEDICATION PAGE</td>
<td>iv</td>
</tr>
<tr>
<td>STATEMENT OF WORK’S ORIGINALITY</td>
<td>v</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>vi</td>
</tr>
<tr>
<td>ABSTRAK</td>
<td>vii</td>
</tr>
<tr>
<td>PUBLICATION PAGE</td>
<td>viii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>ix</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>xi</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xv</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xvi</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xvii</td>
</tr>
<tr>
<td>CHAPTER I: INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>A. Research Background</td>
<td>1</td>
</tr>
<tr>
<td>B. Problem Formulation</td>
<td>3</td>
</tr>
<tr>
<td>C. Problem Limitation</td>
<td>4</td>
</tr>
<tr>
<td>D. Research Objectives</td>
<td>4</td>
</tr>
<tr>
<td>E. Research Benefits</td>
<td>4</td>
</tr>
<tr>
<td>F. Definition of Terms</td>
<td>5</td>
</tr>
</tbody>
</table>
CHAPTER II: LITERATURE REVIEW ........................................... 7

A. Theoretical Description ................................................. 7
  1. Kemp’s Instructional Design ........................................ 7
  2. Vocabulary .............................................................. 10
     a. The Nature of Vocabulary ...................................... 11
     b. Teaching Vocabulary ........................................... 12
  3. Communicative Language Teaching ............................... 15
     a. The Nature of Communicative Language Teaching .... 16
     b. The Goal of Communicative Language Teaching ..... 17
     c. The Type of Communicative Language Teaching ..... 17
  4. School-based Curriculum 2006 ..................................... 19
  5. Learners’ Characteristics ............................................ 21
     a. Critical Period Hypothesis .................................... 22
     b. How Children Learn ........................................... 23
     c. Elementary School Students ................................. 24

B. Theoretical Framework ................................................. 25
  1. Identifying Learners’ Characteristics .............................. 25
  2. Considering Goals, Topics, and General Purposes ........... 26
  3. Formulating Objectives ............................................. 27
  4. Designing and Developing Materials ............................. 27
  5. Evaluation .............................................................. 28
  6. Revision .............................................................. 29
CHAPTER III: RESEARCH METHODOLOGY .............................. 30

A. Research Method .......................... 30

  1. Research and Information Collecting .......................... 31
  2. Planning .................................. 31
  3. Developing Preliminary Form of Product ........................ 32
  4. Preliminary Field Testing .............................. 32
  5. Main Product Revision ............................ 33

B. Research Participants .................................. 35

C. Research Instruments .................................. 36

D. Data Gathering Technique .................. 38

E. Data Analysis Technique .................. 39

F. Research Procedure .......................... 41

CHAPTER IV: RESEARCH RESULTS AND DISCUSSION ........... 43

The Elaboration of Steps in Designing Materials .................. 43

  1. Learners’ Characteristics and Needs .................. 44
  2. The Goals, Topics and Purposes .................. 48
  3. Learning Objectives .............................. 51
  4. The Supplementary Vocabulary Materials ............ 53

    a. Subject Content .......................... 53
    b. Teaching Learning Process .................. 55

  5. Material Evaluation and Revision .................. 60
6. Preliminary Testing ............................................................ 61

CHAPTER V: CONCLUSION AND SUGGESTIONS ............... 66
A. Conclusion .............................................................................. 66
B. Suggestions ........................................................................... 68

REFERENCES ........................................................................... 69
APPENDICES ............................................................................. 72
LIST OF TABLES

Table 3.1 Table of the Data Needed .............................................. 40
Table 3.2 Point of Agreement .................................................. 41
Table 4.1 Summary of Interview of Learners’ Characteristics ........... 48
Table 4.2 Summary of Interview of Learners’ Needs ....................... 48
Table 4.3 Competency Standards and Basic Competencies of the
Sixth Grade Students of Elementary School ................................ 49
Table 4.4 The Topic and the Basic Competency of the Designed
Materials .................................................................................. 51
Table 4.5 The Learning Indicators in Each Topic ............................ 52
Table 4.6 The Organization of Subject Contents ............................. 53
Table 4.7 List of the Topics, Vocabularies and Expressions ............. 55
Table 4.8 The Teaching and Learning Activities ............................ 58
Table 4.9 The Description of the Respondents of the Preliminary
Field Testing .............................................................................. 61
Table 4.10 The Results of the Preliminary Field Testing
Questionnaire ............................................................................. 61
Table 5.1 The Arrangement of the Material ................................... 67
LIST OF FIGURES

Figure 2.1  The Steps of Instructional Design ........................................ 10
Figure 2.2  The Writer’s Theoretical Framework ..................................... 30
Figure 3.1  The Writer’s R & D Adopted Cycle ....................................... 35
LIST OF APPENDICES

Appendix 1: Letters to the Headmaster of SDN Gergunung 1 ………… ...74
 Appendix 2: Instruments ..............................................................................75

  2.1 List of Questions for Interviewing the Teachers …………….. 76

  2.2 Raw Data of the Result of Interview ................................. 78

  2.3 Questionnaire for Preliminary Field Testing………………… 81

Appendix 3: Syllabus and Lesson Plan .............................................. ...84

  3.1 Syllabus ................................................................................ 85

  3.2 Lesson Plan ..............................................................................91

Appendix 4: Designed Materials ..................................................................99

  Presentatation of the Supplementary Designed Materials ........100
CHAPTER I
INTRODUCTION

In this chapter, the writer presents six major underlying issues. They are research background, problem formulation, problem limitation, research objectives, research benefits, and definition of terms. Therefore, the introduction is intended to provide and describe the research background information.

A. Research Background

As a means of communication, language is important in our life. There are so many languages in this world, and one of the most important languages is English. Considering the importance of English as an international language, Indonesian government has instructed it to be introduced and taught as one of the compulsory subjects in elementary school.

Based on the government instruction, English was taught at elementary school starting from the fourth grade (Depdikbud, 1994: ii as cited in Sutiyono, 2000: 1). However, recently, some elementary schools have taught English starting from the first grade of elementary school and SDN Gergunung 1 Klaten is one of those elementary schools. The purpose of teaching English starting from the first grade is to introduce English as early as possible so that the students will become ready to learn it at the higher levels of education. Moreover, it aims to prepare the students to be ready to face life challenges in the globalization era.
To give guideline to all elementary schools that teach English, the government has established the 2006 School Based Curriculum. The curriculum emphasizes the acquisition of the four English skills namely listening, reading, writing, and speaking, and on the usage of English in various contexts. Language elements should not be taught individually and must be in accordance to the acquisition of four language skills. The teaching of vocabulary that becomes the basic language element to master four language skills must be integrated in the teaching of four language skills.

Unfortunately, since vocabulary does not become an objective anymore, many teachers neglect the importance of vocabulary mastery. Some teachers omit vocabulary teaching from their teaching and learning activities. Some teachers do not try to teach vocabulary interestingly so that many students become uninterested in learning vocabulary.

Based on the writer’s experiences, most students still found difficulties in comprehending short sentences because they did not clearly understand the meaning of each function word used in the sentences. They also had difficulties to write sentences in English because they did not know what words they had to use. The absence of textbooks that discussed useful vocabulary explicitly became a problem to most students. The monotonous and uninteresting teaching methods made students feel bored in learning English. Lack of teacher’s explanation on words that were being used in the sentences make students feel that English was difficult.
Though vocabulary is neglected in the English teaching and learning, it significantly influences the development of communicative competence and the acquisition of the four language skills because vocabulary gives elementary school students basic knowledge to comprehend, write, and speak in English. Thus, it is important to teach vocabulary appropriately.

Because of the above reasons, the writer is interested in conducting a study on designing a set of supplementary vocabulary materials for the sixth grade students of SDN Gergunung 1 Klaten. The writer will use Communicative Language Teaching as a basic approach to design the materials in order to show the students the right context in using words.

B. Problem Formulation

This study will particularly discuss the vocabulary items presented in the textbook for the sixth grade students of SDN Gergunung 1 Klaten and then develop them into a set of supplementary materials. There is one problem to be examined in this study. This problem is as follows.

What does a set of supplementary vocabulary materials for the sixth grade students of elementary school of SDN Gergunung 1 Klaten look like?
C. Problem Limitation

This study limits the discussion on English language teaching by working on instructional design area. This study is to design supplementary vocabulary materials for the sixth grade students of elementary school. It focuses on a textbook used by the teacher of the sixth grade students of SDN Gergunung 1 Klaten. The writer uses a textbook as a subject matter to identify vocabulary items and language function to develop the supplementary materials.

D. Research Objective

The objective of the study is address the problem stated in the problem formulation. It is to design the appropriate supplementary vocabulary materials for the sixth grade students of elementary school of SDN Gergunung 1 Klaten.

E. Research Benefits

This study is expected to give contribution to the following people.

1. The English teacher and English teacher candidates

The teacher might use the materials as an alternative to support the existing textbook. They can modify the given exercises to meet the specific needs of their students.
2. Sixth grader students of elementary school

The designed materials will help the students to have better comprehension of the textbooks. They can use the materials as basic exercises before they discuss the textbook.

F. Definition of Terms

1. Material Design

Material design is a model that provides us a coherent framework for integration of the various aspects of learning (Hutchinson and Waters, 1994: 106). In this study, materials design means any activities or data that provide suitable content for the target students so that the learning process can be well-organized and reach its aim.

2. Supplementary

Supplementary according to Echols (2000) is the adjective form of addition. The addition in this case, is vocabulary materials, which are added to the previous existing materials. In this study, supplementary materials refer to the materials of English vocabulary, which is intended to motivate the students to study in more interesting situation.

3. Vocabulary

According to Kreider, as cited in Trisisca (1996:8) vocabulary is a stock of words in a language that can support the learners to learn the other elements and skills of language. Vocabulary is one of the language elements, which is useful means to
facilitate and support the learners in learning the language skills. In this study, the vocabulary items are selected based on the existing textbook and the needs of the sixth grade elementary school students.

4. **SDN Gergunung 1 Klaten**

   Based on Peraturan Pemerintah RI No. 28, 1990(Depdikbud, 1994:1), the definition of the elementary school is a unit form of basic education, which runs a six-year education program. The sixth grade of elementary school means those who are in the sixth year or level in the elementary school. They are children from 11 to 12 years old.

   In this study, the writer defines the term elementary school which consist of children in the age of 6-12 years. The sixth grade students are those who study in the last level at **SDN Gergunung 1 Klaten**.

   The definition of term is expected to help the readers gain the general understanding of this study. The detailed discussion of the terms is presented in Chapter II.
CHAPTER II

LITERATURE REVIEW

This chapter is divided into two main parts, namely theoretical description and theoretical framework. In the theoretical description, the writer reviews some theories used as the references of the study. Then, the writer draws a theoretical framework based on the theoretical description which is used as the guideline to answer the problems of this study.

A. Theoretical Description

In this part, the writer discusses some theories which will be used as the guidance to the development of the supplementary vocabulary materials. They are instructional design models, vocabulary theory, Communicative Language Teaching (CLT), school-based curriculum, and learners’ characteristics.

1. Instructional Design Models.

In this section, the writer will present the three criteria as the requirement for choosing a model stated by Soekamto (1993; 11), as below:

a. A design must be simple and should not contain any specific terms, so that the model will be easy to understand.
b. A model should contain all steps that need to be implemented in the process of instructional system in order to be well functioned.

c. Moreover, if a model has prescriptive characteristic, this model should be flexible so that the adaptation between the instructional objectives and the strategy will activate the learning objectives.

In this study, the writer would consider Kemp’s instructional design model to design and develop the supplementary vocabulary materials. Kemp follows the system approach where the goal and evaluation are used for adjustment and improvement. “System approach is the overall plan of the instructional design compiled in order” (Kemp, 1977). Kemp’s model of instructional design is a flexible one. The designer can start from any steps.

Kemp (1977:8-9) states that the designer should consider three elements: objectives, activities and resources, and evaluation.

According to Kemp (1977), the instructional design plan in designed to answer three questions which may be considered as an essential instructional technology. The questions are:

1. What must we learn? (Objective)
2. What procedures and resources will work best to teach the desired learning levels? (Activities and resources)
3. How will we know when the required learning has taken place? (Evaluation)
These three elements are the basic of creating an instructional design. If one of them is missing, then the designer fails to make a good design.

Kemp’s design (1977:19-91) consists of eight parts:

Part 1: Consider goals, and then list topics, state the general purposes for teaching each topic.

Part 2: Identify the important characteristics of the learners for whom the instructional is designed.

Part 3: Specify the learning objectives to be achieved in terms of measurable student behavioral outcomes.

Part 4: List the subject content to support each objective.

Part 5: Develop pre-assessment to determine the student’s background and present level of knowledge about the topic.

Part 6: Select teaching/learning activities and instructional resources that will treat the subject content so learners will accomplish the objectives.

Part 7: Coordinate such support services as budget, personnel, facilities, equipment and schedules to carry out the instructional plan.

Part 8: Evaluate learners’ learning in terms of their accomplishment of objective, with a view to revising and reevaluating any phrases of the plan that need improvement.

Kemp presents a flexible process. In designing an instructional program, a designer does not need to start from part 1; he can start with whichever element he is
ready to start with and then to move back and forth to the other steps because all parts are interrelated.

2. Vocabulary

As one of the language elements, vocabulary is useful means to facilitate and support the learners in learning the skills of the language. In this part, the nature of vocabulary and teaching vocabulary will be discussed.
a. The Nature of Vocabulary

In this study, vocabulary means a number of words, which students usually find in their daily life. The stocks of words must be in everyday vocabulary of most people. Krashen and Terrel (1983) emphasizes that vocabulary is the basic to communicate and also important for the acquisition process. Therefore, learning a language cannot be separated from learning its vocabulary.

Harmer states that ‘knowing a word means far more than just understanding (one of) its meaning (s).” There are things that students need to know in learning vocabulary (1991: 156-158):

1) Meaning: students need to understand the importance of meaning in context. Sometimes words have meaning in relation to other words. Thus, students need to know the meaning of a word to describe any one of number of other things. For example ‘fruits’ has a general meaning whereas “apple, orange, grapes” are more specific.

2) Word use: students need to know that words’ means can be changed, stretched or limited by how they are used. Students need to recognize metaphorical language use and they need to know how words collocate. They also need to understand the topical contexts words and expressions occur.

3) Word formation: Harmer states that ‘knowing about word formation means knowing how words are written and spoken and knowing how they can change
their form’ (1991:157). Part of learning a language its written and spoken form. Students need to know how words are spelt and how they sound.

4) Word grammar: Students need to know how words change according to the grammatical meaning and use certain grammatical patterns.

b. Teaching Vocabulary

Words are essential to communication and vocabulary is an important factor in all language teaching. Foreign language students tent to pick up vocabulary first and then gradually develop a more accurate structural frameworks in which use these words. Students must continually be learning words as they practice the sound system. There are many preparations that should be done by teachers before teaching foreign language vocabulary. One important thing is to look up the kind of vocabulary presented in the curriculum.

Teaching vocabulary involved some steps (Lado, 1964: 121) they are:

1) The learners hear the (new) word for several times

   In this step, the learners are given some (new) words for several times and let them hear it. The pronunciation of the (new) words should be clear and loud enough, so that the learners are able to hear every single word, which is pronounced.

2) The learners pronounce the word

   After hearing the pronunciations of the (new) words for several times, let the learners to repeat pronouncing the word. The learners’ mispronunciation may directly be corrected.
3) The learners grasp the meaning

It is better to give the meaning of the (new) word to the learners without using the direct translation. The learners may be given the definition and pictures to describe the meaning of the word.

4) The teacher illustrative sentence

This step is done by giving several examples that illustrate the range and variation of usage.

5) The learners practice from meaning to expression

After knowing the word, the learners are asked to practice the use of the words to reinforce the trace and turn it into a habit.

6) The learners reading the word

After the class have heard and pronounced the word and know what it means, they should see it and read it aloud. Writing the word will also help the learners to remember the spelling of the word.

Traditionally, vocabulary learning is taught through a series of drills and repetition. However, drills and repetition are unlikely to be motivating since they are monotonous which lead into boredom. Furthermore, something memorized will not easily appear when needed.

Teacher does not merely give the list of vocabulary to the students and get them to memorize it. The item should be presented in a meaningful way and comprehensible enough for the students so that they can memorize it better.
In facts, other techniques generally involve the learner more, and they remember better. There are some examples of different ways of presenting vocabulary items Devies (2000) and Siwi Karmadi Kurniasih (1999: 19-20). They are as follows:

1) Through real object: The teacher may use the real objects or realia to present some vocabulary. By seeing the object directly, the student will understand deeply.

2) Through picture: sometimes the teacher cannot bring the real object inside the class. To overcome this, pictures can be used.

3) Through example: the students in the sixth grade of elementary school have already been able to give example. The teacher can explain some vocabulary by giving the example to the students.

4) Definition: for the upper learner, the teacher can use definition in the target language to give the meaning to the learner.

5) Demonstration: this way of presenting a new vocabulary is especially useful for presenting the concrete vocabulary of beginner’s and elementary students

6) Translation: translation is a best used as a last resort. It is also best, when possible, to elicit the translation to the learner. Involving the learner activity can motivate and help them remember the items.

7) Mime and gesture: for some vocabulary items, it is best when we use mime and gesture techniques. These techniques are used for explaining some activities in the present time.
8) Antonyms or synonym: using contrast or antonym is another technique for example; we present the meaning of ‘cold’ by contrasting with ‘hot’. The opposite of using antonym is using equivalence, or synonym, for example ‘they are having a chat-conversation’.

9) Story: the student will know to use the vocabulary in context. However, the teacher has to be really careful in selecting the story, so it will not burden the students.

10) Songs: the atmosphere of the class would be full of joy by introducing songs in the class. The songs make the students relax and enjoy the learning process.

11) Games: games will be appropriate in teaching children. The nature of children is attractive, enthusiastic and full of energy.

The writer combines all the explanation on the nature of vocabulary and teaching vocabulary to make the supplementary vocabulary material. Those theories above are used by the writer to create the most effective teaching and learning activities when it is applied in the classroom. Moreover, by following the theories, the writer wishes to complete the objectives of the lesson and also to encourage the students’ motivation.

3. Communicative Language Teaching (CLT)

In this subtopic the writer would like to elaborate some theories dealing with communicative language teaching and its implementation in the classroom. This
would cover some discussion on the nature of CLT, goal of CLT and type of activities in CLT.

a. The Nature of Communicative Language Teaching

Basically, there are lots of definitions of CLT proposed by scientists in this last decade. Therefore, the writer would like to take some definitions that are suitable and clear enough to be understood by both the writer and the readers. According to Richards (2005: 2), CLT can be understood as a set of principles about the goal of language teaching, how learners learn the language, the kinds of activities that best facilitate learning, and the rules of teachers and learners in the classroom that all of them set the goals to the communicative competence. Meanwhile, Martalnova (2006: 37) defines CLT as an approach to the second and foreign language teaching that involves more than simply learning grammatical pattern and rules. It gives the students changes to improve their ability to communicate in target language.

The role of the instructor in CLT is quite different from traditional teaching methods. In the traditional classroom, the teacher is in charge and ‘controls’ the learning. In CLT the teacher serves as more of a facilitator, allowing students to be in charge of their own learning. The teacher still sets up exercises and gives direction to the class, but the students communicate more than in a traditional classroom. These types of model can lead the students to an increased sense of confidence in using the language. Richards and Rodgers (1986: 66) define that CLT has two aims. They are: 1) to make communicative competence the goal of the language teaching, and 2) to
develop procedure for the teaching of four language skills that acknowledge the independence of language and communication.

b. The Goal of Communicative Language Teaching

Communicative language teaching has its goal of communicative competence. Therefore, all of the activities in the classroom conducted by the teacher should be aimed to achieve the communicative competence that can be applied by the students in the real communication. Richards (2005:2) also writes the aspects of language knowledge included in the communicative competence. Those aspects were elaborated as follows:

1) To know how to use language for a range of different purposes and functions.
2) To know how to vary our use of language according to the setting and the participants (e.g. knowing to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication).
3) To know to produce and understand different types of texts (e.g. narratives, reports, interviews and conversations).
4) To know how to maintain communication despite having limitations in one’s language knowledge (e.g. through using different kinds of communication strategies).

c. Type of Activities in Communicative Language Teaching

There are a lot of types of activities in CLT. Richards (2005:21) in his books mentions some kinds of the CLT, which are as follows.
1) Task-complete activities: puzzle, games, map-reading, and other kinds of classrooms task in which the focus was on using one’s language resources to complete a task.

2) Information gathering activities: students conducted surveys, interviews and searches in which the students were required to use their linguistic resources to collect information.

3) Opinion-sharing activities: activities where students compare values, opinions, beliefs, such as a ranking task in which students list six qualities in order of importance which they might consider in choosing their date or spouses.

4) Information-transfer activities: these require learners to take information that is presented in one form, and represent it in different form. For example, they may read instructions on how to achieve from A to B, and then draw a showing the sequence or they may read the information about a subject and then represent it as a graft.

5) Reasoning- gab activities: these involve deriving some new information from given information through the process of inference, practical reasoning, etc. for example, working out teacher’s timetable on the basis of class given timetable.

6) Role-play activities: activities in which students are assigned roles and improvise scene or exchange based on given information or clues.

A lot of important aspects of CLT are reflected from the example of activities discussed above. From the example above, it can be concluded that usually the
activities in CLT are conducted in pairs or in a small group. Therefore, there are a lot of benefits that will be obtained by the students. The students can learn from words used by other members of the group. The students can also produce a greater amount of language than they would use in the teacher-fronted activities. Their motivational level is likely to increase because the activities can encourage the students not to be bored. The last benefit is the students will have the chance to develop their fluency. Hence, CLT is the most suitable method that matches the ideal principle of vocabulary teaching.

Those theories above were used in order to achieve the most effective teaching and learning activities when designed materials are applied in the classroom.

4. The 2006 School Based Curriculum

Since the designed materials are intended to be applied in classroom, it is important to know School-Based Curriculum, the curriculum that is recently being used. According to Pusat Kurikulum Badan Penelitian dan Pengembangan Pendidikan Departemen Pendidikan Nasional, School-based Curriculum is a new curriculum developed and carried out by each level of education under the coordination and supervision of Department of Education. The curriculum gives autonomy to the schools and allows the teachers to make their own teaching materials based on the competency standards and basic competences. It is aimed at developing the teachers' role in making teaching materials suitable to the students' needs and
interest. The curriculum were developed in accordance with the national standard of education which includes Content Standard (Peraturan Menteri No.22) and Graduates’ Competency Standards (Peraturan Menteri No.23). The Content Standard involves basic framework, curriculum structure, learning content, and academic calendar while Graduates’ Competency Standard involves the minimum graduates’ competency standards of subject matters.

The School-based Curriculum also states that learning English for elementary school is aimed at attaining functional level. It is the level of which the students should be able to interpret others’ conversation, express feelings, comprehend reading text and write simple sentences in any topics, to be aware that English is important in globalization era and to develop their understanding about the relationship between language and culture. (School-based Curriculum, 2006: 277-278).

It is also included that the teaching of English covers four skills namely Listening, Speaking, Reading and Writing and four different features of language; discourse, vocabulary, grammar and pronunciation. In this study, the writer focuses on vocabulary teaching. However, the supplementary vocabulary English materials taught in classroom should deal with the competency standards and the basic competences stated in the school-based curriculum.

The writer adopts the syllabus from SDN Gergunung 1 Klaten which is basically taken from the syllabus of Depdiknas to analyze the competence standard
and the basic competence that later become the guideline to make the indicators and materials.

5. Learners’ Characteristics

It is not easy to teach foreign language to children. A good teacher has to know the characteristic of the learners well. This section will discuss the critical period hypothesis, how children learn, and learners’ characteristic of the sixth grade elementary school students.

a. Critical Period Hypothesis

The concept of a critical period in animal behavior was applied to language acquisition by Penfield and Roberts (1959). They emphasized also that it is very difficult to learn a second language after puberty.

The foundation of the critical period hypothesis rests on neurological research that suggests that brain functions become lateralized after puberty. As we know there are two sides of the human brain – the right and the left. Language functions appear mainly controlled by the left side. It is believed that, before puberty, these functions are not completely assigned to other portion of the brain. The brain is viewed as elastic. The specific assignment or lateralization of brain functions in this theory, the per- pubescent brain is like a “sponge”; all learning, knowledge, and specific locations in the brain supposedly makes the learning of language, first or second language, easier for children than adults.
Lenneberg proposed brain lateralization at puberty as the mechanism that closed down the brain’s ability to acquire language. He stated that the crucial period of language acquisition ends around the age of 12. Penfield and Robert (1959) and Lenneberg (1967) produced evidence to show that the two halves of the brain (the left and right hemispheres) become specialized for different functions around puberty, they argued, a critical period exists during which the brain is more plastic and allows, among other things, the transfer of a function from one hemisphere to the other when the former has been injured and for new patterns of behavior to be efficiently processed.

In second language acquisition, the strongest evidence for critical period hypothesis is in the study of accent, where most older learners are unlikely to reach a native-like level. While the window for learning a second language never completely closes, certain linguistic aspects appear to be more affected by the age of the learner than others. For example, adult second-language learners nearly always retain an immediately – identifiable foreign accent, including some who display perfect grammar (Oyama, 1976).

In terms of second language acquisition, it has been generally accepted that it is much easier for children to acquire a second language that for adults. The reason behind this is that children can acquire the second language while still in their ‘critical period’, whereas adults, being at a later stage in life are not primed for this


b. How Children Learn

Learning for children is development that comes from exercise and effort. Some learning comes from practice the mere repetition of an act. they bring about a change in the persons behavior. Elisabeth B. Hurlock in her book “Child Development” (1978:155) states that some learning may consist of imitation, in which the child consciously copies what he sees others do. Or it may consist of identification, in which he attempts to adopt as his own values, attitudes, motives, and behavior to whom he admires or loves. Moreover she says that in learning to pronounce words, it comes from imitating others.

According to Jeremy Harmer (2001:38), children learn differently from older children, adolescence, and adults in the following ways:

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

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

3) Their understanding comes not just from explanation, but also from what they see and hear and, crucially, have a change to touch and interact with.

4) They generally display enthusiasm for learning and a curiosity about the world around them.
5) They have a need for individual attention and approval from the teacher.

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

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

c. Elementary School Students

Elementary school children in general are in the period of life from age 6-12 or more. The period has been given a number of labels. One of them is school years, that is to point out that a child is now capable of a kind of systematic learning more or less related to what goes on in schools. (Joseph, 1968: 345)

The learners of this research are the sixth grade students of elementary school. During the last three years of elementary school, children are considered in the intermediate grade (Cole, 1856: 219) or in middle childhood (Faw, 1980, 216). In this period, certain development characteristics can be pointed out. Curiosity is an indicator of their cognitive development. They are interested in learning all kinds of things and they want to know as many facts as possible about many different things (Cole, 1959:33). Moreover, at the level of sixth grade, students master more or less 500 words and use the appropriate grammar. They are expected to be able to interpret others’ conversation, express feelings, comprehend reading text and write simple sentences in any topics.
The elementary school in this study is a public school, which consists of children in age of 6 to 12 years old. The sixth grade students are those who study in the last level at SDN Gergunung 1 Klaten.

B. Theoretical Framework

This theoretical framework consists of the steps for developing and designing the supplementary vocabulary materials by adapting Kemp’s instructional design model and by considering the theory of teaching vocabulary, theory of Communicative Language Teaching, learners’ characteristics, and School-based Curriculum. Kemp’s model is chosen because it is flexible. We can start and go forward from whichever element we are ready to start with and then move to the other steps. The steps are presented as follows.

1. Identifying Learners’ Characteristics

Knowing the learners’ characteristics is useful in order to provide us with a foundation of learners’ information upon which the educational product is designed. In addition, learners’ characteristics are used as the input and basis for the writer in designing the materials. It will be useful for determining the materials, the learning tasks and activities, and the techniques or strategies conducted in classroom.

As stated earlier sixth grade students of elementary school are still in the critical period that eases learners to learn other languages besides their mother tongue. In addition, curiosity is an indicator of their cognitive development. They are
interested in learning all kinds of things and they want to know as many facts as possible about many different things. Those theories are important to consider because knowing the students’ characteristic is essential for it can affect the designed materials especially for deciding the materials used, the tasks given and the techniques or methods applied in classroom.

In this study, identifying learners’ characteristics includes information the learners’ capabilities, needs and interests. The writer also notes the learners’ academic, social and emotional factors such as academic background, learners’ participation in class, level of intelligence, relations among others and study habits. The result of this study was used as a guideline to design the materials.

2. Considering Goals, Topics and General Purposes

The next step is taken from stating goals, topics, and general purposes Kemp’s step. Learning goals are something that the students should achieve in their learning process. In choosing the goal for the teaching learning process in this study, the writer considered the point that students need to know in learning vocabulary (Harmer, 1991:156). At least three of four points: meaning, word use and word formation.

According to Kemp (1977:13), within curriculum areas or courses, topics are chosen for study, for each of which the teacher explicitly expresses the general purposes or what the students are generally expected to learn as a result of
instruction. In this study, the writer will list some topics based on the general purposes as in School-based Curriculum stated as Basic Competences.

3. **Formulating Objectives**

After having known and understood the goals, the objectives must be stated in terms of activities that will best promote learning. Learning objectives are more specific than learning goals which concern with learning as the outcome of instruction. The learning objectives of the designed supplementary vocabulary materials expect the students to be able to master vocabulary given and apply it using the target language accurately, fluently, and in acceptable way based on the topics.

4. **Designing and Developing Materials**

The activities included in subject content, learning activities and resources and supporting services steps are selecting material and media and determining the learning tasks and strategies.

a. **Selecting materials and media**

Designing a set of supplementary vocabulary materials for the sixth grade students of *SDN Gergumung 1 Klaten* elementary school becomes the focus in this study. The materials are designed based on the principles in the communicative language teaching (CLT) and the theories in teaching vocabulary. Moreover, the material are adjusted with the topic in the existed curriculum and combined with techniques in teaching English vocabulary. The writer considers Lado’s steps in teaching vocabulary to select and organize the material. The writer also uses some
communicative English books such as Heinemann Children’s Games and Elementary Communication Games as references to create classroom activities. The media used in the class should help the students to process information in the mastering vocabulary and enable the students to enhance better learning.

b. Determining learning tasks and strategies

As the materials have been selected, the writer then determines the learning tasks and strategies. It is stated before that for determining the learning tasks, the ways children learn and the learners’ characteristic in imitating should be considered. Therefore, the learning tasks should lead the students to be accustomed to hear (new) words and understand the meaning of the (new) word.

It is paramount for a successful teaching-learning process to select or to organize the learners’ learning activities and instructional materials. A well-designed material can support the learners’ mastery of the English ability and can achieve vocabulary mastery for sixth grade students of elementary school.

5. Evaluating

After designing and developing the materials based on the students’ needs, the writer conducts materials evaluation which aimed to make decision whether the materials are suitable and relevant to the intended students. Evaluation must be obtained to improve the materials. This step which adapts Kemp’s evaluation step aims at getting feedback from the experts or experienced people for the designed materials. The stage is important because by evaluating the designed materials the
writer can get feedbacks to the materials, whether the materials meet the objectives or not.

6. Revising

The writer conducted the revision on the designed materials after gaining feedback. It is supported by Kemp who states that revision is used to improve the materials designed. Cycle the revision is carried out until the materials meet the objectives. The writer’s step in designing the supplementary vocabulary materials can be illustrated in Figure 2.2.

Figure 2.2 The Writer’s Theoretical Framework
CHAPTER III

METHODOLOGY

Based on the aims, in this chapter the writer explains the process of the study including research method, research participants, research instruments, data gathering technique, data analysis technique, and research procedure.

A. Research Method

It has been stated that this study aimed to answer the research question. It was what the design of supplementary vocabulary material for sixth grade students of SDN Gergunung 1 Klaten look like.

In order to solve the problem, the writer needed to employ a method. The method was called educational research and development (R & D). Borg and Gall (1983), said that it is a process used to develop and validate educational products. In this study, the products meant as the design of appropriate materials and teaching techniques for the target students.

There are ten major steps in the R & D cycle; they are Research and Information Collecting, Planning, Developing Preliminary Form of Product, Preliminary Field Testing, Main Product Revision, Main Field Testing, Operational Product Revision, Operational Field Testing, Final Product Revision and Dissemination and Implementation (Borg and Gall, 1983). Due to the limitation of time and capacity, the writer decided to employ five of ten steps of R & D method as
the methodological umbrella in conducting this study. The following discussion will explain more on the five steps of R & D cycle.

**Step 1. Research and Information Collecting**

Research and information collecting includes review of literature and classroom observation. Borg and Gall (1983) stated that literature review, and interview are undertaken to collect research findings and other information related to materials design. In this phase, the Kemp’s step of identifying learners’ characteristics was conducted. In this step, writer collected the underlying theories in the field of Communicative Language Teaching (CLT), School- Based Curriculum, vocabulary, and learners’ characteristics as well as their needs in order to support the study. The writer collected all the data from the Internet, books, and articles. On the other hand, needs analysis survey was conducted by interviewing an English teacher of sixth graders.

**Step 2. Planning**

Based on the data gathering from the interview and literature review, the writer started to collect sources used in designing the materials. Planning is important in designing the materials. Borg and Gall (1983) identify that the most important aspect in planning is stating the specific objectives to be achieved by the material. This step aims to construct the framework of the designed materials, which involved two steps of Kemp’s instructional design model: stating goals; general purposes and topics and specifying learning objectives. The writer would consider the goals and purposes stated in School-Based Curriculum as competency standards and basic
competences. It also involved planning for the vocabulary materials and tasks to be developed.

**Step 3. Developing Preliminary Form of Product**

This step covers preparation of designing materials. In this step, the writer designed and developed vocabulary materials and tasks based on the needs analysis and the goals that the students should achieve. The writer needed the English textbook that is used by *SDN Gergunung 1 Klaten* to teach English vocabulary for the sixth grade students as the references to develop the materials design. In this writer’s model, this step is reflected on the Kemp’s steps of developing and designing the material.

**Step 4. Preliminary Field Testing**

After the process of the developing the preliminary form of the materials was accomplished, the next step to do was evaluating the materials. Kemp’s evaluation step was conducted in this phase. The purpose is to obtain feedbacks, suggestions, criticism, and comments of the new educational product. The preliminary field test contributes greatly in helping to develop and improve the designed material. In the preliminary field-testing, the writer conducted expert validation.

In this study expert validation was conducted through distributing evaluative questionnaire to one of English teacher of *SDN Gergunung 1 Klaten* and one lecturer of English Education Study Program of Sanata Dharma University. After the weaknesses have been detected, they were used to improve and revise the material.
Step 5. Main Product Revision

After obtaining feedback and analyzing the data, the writer went on to the last step that was material revision. This step was to revise and make improvement of the designed materials based on the feedback obtained. Material revision was necessary to determine whether the materials have been complete and suitable for the students.

To summarize all of the five steps of R & D above, the writer presented the chart of the adopted R & D model cycle collaborated with Kemp’s adapted in Figure 3.1.
Figure 3.1 The Writer’s R & D Adapted Cycle Collaborated with Kemp’s Adapted Model

--- The next step of the design

--- The relationship between R & D and ID

-------- Evaluation
B. Research Participants

1. Participant in research and information collecting

The writer would gain information of needs analysis which included students’ characteristics, vocabulary teaching and learning activities in classroom, and the curriculum and materials recently used before designing and developing the materials. The information was obtained by interviewing the English teacher of SDN Gergunung I Klaten. The English teacher of sixth grade students was chosen because he had experienced in teaching English for elementary school students. Moreover, he was expected to have known the characteristics of the students he taught. As teacher, he was also expected to provide information about the teaching learning activities in classroom and the materials they recently used in classroom. Additionally, the English teacher was to share information about the curriculum being used.

2. Participants in preliminary testing

In preliminary testing, the writer needed participants in order to give feedback on the designed materials. The participants would be expected to respond prepared questionnaires and to give suggestions and criticisms on the designed materials that would be used as the guidance to revise and improve the materials. An English lecturer of Sanata Dharma University was chosen as the participant in preliminary testing considering the expertise in language teaching and experience in teaching English language. Besides, English teacher of SDN Gergunung I Klaten was also expected to give suggestions and criticisms on the designed materials.
English teacher of *SDN Gergunung 1 Klaten* was chosen for he was knowledgeable of the students’ vocabulary mastery in classroom.

**C. Research Instruments**

In order to obtain data and information, the needs’ analysis, feedback and effects of the designed materials, the writer needed some instruments. The instruments utilized are presented as follows:

1. Instrument for research and information collecting

   In order to obtain data and information of needs’ analysis the writer conducted interview. Interview is qualitative research that can supply data or information thoroughly and rather quickly. Ary and friends (2002:434) states, “Interview provides insight on participants’ perspectives, the meaning of events for the people involved, information about the site, and perhaps information on unanticipated issues. It allows immediate follow-up and clarification of participants’ responses.”

   According to Ary and friends there are two types of interview namely structured and unstructured interview. Unstructured interview permits a free response from the interviewee to answer the questions. The interviewer has not planned the questions, instead he asks questions immediately as the opportunity arises. In structured interview, the interviewer has prepared questions for getting certain information from the interviewee (Ary and friends, 2002).
In this study, the writer used semi-structured interview in which the writer had prepared the questions to ask, but there were still any possibilities to ask other questions which came immediately during the interview. During the interview, the writer made some field notes which would provide deeper information. The interview was conducted to English teacher of SDN Gergunung 1 Klaten. The teacher was asked to respond some questions related to the learners’ characteristics, teaching learning activities, materials and curriculum used that would be useful to design and develop the materials.

2. Instrument for preliminary testing

In order to gain data or information of the feedback from English lecturers of Sanata Dharma University and English teacher of SDN Gergunung 1 Klaten of the designed materials, the writer used questionnaire. According to Ary and friends, there are two types of questionnaires: structured or close and unstructured or open questionnaires (2002:175). In the structured questionnaires, the questions have been structurally ordered with options which should be chosen by the respondents as the alternative answer, while in the unstructured questionnaires, the respondents are free to answer the questions by their own words.

The writer employed unstructured questionnaires in which the respondents were expected to answer questions in their own words. It was used to give respondents freedom to answer the questions based on their opinion. Moreover, the information obtained would present a deep insight of the respondents. The
questionnaires were delivered in English since the lecturers and the teacher had already had sufficient knowledge of the use of English.

**D. Data Gathering Technique**

In order to design supplementary vocabulary materials for the sixth grade students of elementary school, the writer conducted a research by using some instruments. The instrumentsation which were used would be presented as follow.

1. **Interview**

   There was one kind of interview. It was carried out before the designed materials were made. The interview was aimed to obtain the students’ needs, students’ characteristics, lacks, interests, teaching techniques of English vocabulary materials and curriculum used that would be useful to design and develop the materials. The interview was conducted with the English teacher of *SDN Gergunung 1 Klaten*. The interview was done by using the guiding questions in interview checklists that had been provided before. Interview checklist made it easier to record the answers while having the interviews. The data was obtained by using the conclusions of the interviews.

2. **Questionnaires**

   It was carried out after the set of materials was designed. The writer asked the English lecturers and teacher’s opinions and suggestions which were used as the means to evaluate and improve the designed materials through questionnaires. The
questionnaires were intended to obtain the English lecturer and teachers’ arguments of the designed materials. The questions of the questionnaires might include the weaknesses and strengths of the designed materials, the level of difficulty, the technique used, and the correlation between the materials and the curriculum. The following table was the framework of data needed.

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Data Needed</th>
<th>Participants</th>
<th>Instrument</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What does a supplementary vocabulary material for sixth grader students of SDN Gergunung 1 Klaten look like?</td>
<td>students’ needs, students’ characteristics, lacks, interests, teaching techniques of English vocabulary materials, curriculum used</td>
<td>English teacher of SDN Gergunung 1 Klaten</td>
<td>Interview</td>
</tr>
<tr>
<td></td>
<td>weaknesses and strengths of the designed materials, the correlation between the materials and the curriculum</td>
<td>An English teacher of SDN Gergunung 1 Klaten, A lecture of Sanata Dharma University</td>
<td>Questionnaire</td>
</tr>
</tbody>
</table>

E. Data Analysis Technique

In order to present and understand the data obtained, the writer used data analysis technique. Ary and friends state “data analysis is a process whereby researchers systematically search and arrange the data in order to increase their understanding of the data and to enable them to present what they learned to others” (2002:465).
The data obtained from the research and information collecting, the interview, was analyzed through description or called as qualitative data analysis. It was done by interpreting the answers and elaborating the information obtained. In addition, the writer could use the field notes that she had made during the interview for analyzing the data.

In addition, the answers he questionnaires would be analyzed by using the central tendency. To get the data about evaluation of acceptable evaluation and materials, the formula is:

$$M = \frac{\Sigma X}{N}$$

- $M$ = the average points
- $\Sigma X$ = the sum of the score
- $N$ = the number of participants

The estimation of the participants’ opinion on the designed materials used five points of agreement and disagreement. They are presented in Table 3.2.

<table>
<thead>
<tr>
<th>Point of Agreement</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly Disagree with the statement</td>
</tr>
<tr>
<td>2</td>
<td>Disagree with the statement</td>
</tr>
<tr>
<td>3</td>
<td>Doubt with the statement</td>
</tr>
<tr>
<td>4</td>
<td>Agree with the statement</td>
</tr>
<tr>
<td>5</td>
<td>Strongly Agree with the statement</td>
</tr>
</tbody>
</table>
The data were presented in the form of a table in which the participants' opinions, statements, and the mean.

<table>
<thead>
<tr>
<th>No.</th>
<th>Participant’s Opinion</th>
<th>Statement</th>
<th>N</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

The data showed whether the designed material were good, acceptable or not.

1.01 – 2.50 = The designed materials were poorly designed

2.51 – 3.50 = The designed materials were good and acceptable, but still need some revisions

3.51 – 5.00 = The designed materials were well-designed and acceptable

F. Research Procedure

There were some steps in finishing this study. First of all, the researcher conducted a survey by conducting an interview and distributing the questionnaire. After finishing the survey, the researcher continued to the next step, research and development. Those steps were:

1. Research and Information Collecting
   a. Collecting information related to the study
   b. Preparing the interview for the teacher.

2. Planning

Planning for the vocabulary materials and tasks to be developed based on the feedback of the interview.
3. Developing Product

Make the material.

4. Preliminary Testing

a. Distributing the questionnaire to the teacher of SDN Gergunung 1 Klaten and also the lecturer of Sanata Dharma University.

b. Analyzing materials evaluation data

5. Main product revision

Making revision based on the suggestions.
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this part, the writer presents the discussion on the design of a set of supplementary vocabulary materials for the sixth grade students of SDN Gergunung 1 Klaten, which consists of the discussion on how the materials are organized, what a unit consists of, and how the designed supplementary vocabulary materials are related to the theories.

A. The Design of a set of Supplementary English Materials for the Sixth Grade Students of SDN Gergunung 1 Klaten

This study was aimed to design supplementary vocabulary materials for the sixth grade students of SDN Gergunung 1 Klaten. Hopefully, the designed supplementary vocabulary materials could help the students learn and understand English more easily and deeply.

In designing the supplementary vocabulary materials, the writer adopted the instructional design model proposed by Kemp, Lado’s steps in teaching vocabulary and Communicative Language Teaching as the method. This was the main answer to the question stated in the problem formulation. The followings will present the detailed components of the designed supplementary vocabulary materials for sixth graders of SDN Gergunung 1 Klaten.
1. Learners’ Characteristics and Needs

To find out the students’ characteristics and needs, the writer conducted interviews with the English teacher of SDN Gergunung 1 Klaten of SDN Gergunung 1 Klaten. The interview generated the data about the students’ characteristics including their motivation in learning English and abilities in English, the method in teaching English, the difficulties in teaching English, the materials used in teaching English, students’ background in learning English, and the teacher’s expectation in teaching English.

The students’ motivation was fair. If the previous lessons ran smoothly, the students usually had high motivation. However, if the students had many activities in the previous lessons, they would become less motivated. The students’ abilities ranged significantly in which there were students who had good English abilities but there were also students who had poor English abilities. Some students could understand the lessons better than the others.

In SDN Gergunung 1 Klaten, English was taught starting from grade 1. The allocation time for English was one meeting which took place for two times thirty five minutes. English vocabulary teaching and learning activities were done in class which had pictures, English story books and dictionaries.

In teaching English, the teacher used Grow with English Book 6, an English textbook which was designed based on the 2006 School Based Curriculum. There are
six units that should be taught in one academic year. The textbook contained activities to develop reading, writing, listening, and speaking skills. In one unit, there was an example of dialogue that contained vocabulary items and expressions that had to be learned in unit. The vocabulary items and expressions would be presented in the activities in the unit. There were lots of pictures to raise students’ interest and to help the students understand the materials more easily. The teacher usually asked the students to do the writing activities more than other activities.

Based on the interview, it can be concluded that the teachers gave no specific time allotment prepared for each skill. The teachers taught the skills and elements in an integrative way using topic-based instruction. It was because the materials presented were from textbook which was constructed as integrated materials. That is why the activities conducted in classroom varied depending on the materials being taught.

The main difficulty encountered by the teacher in teaching English was students’ lack of interest because students thought that they did not need English yet. Students’ lack of interest made students less active and brave. The teacher kept motivating and telling the students about the benefits of learning English in order to make them interested in learning English. Nevertheless, the students’ study habit was still low. They would only study if the teachers gave them homework or assignments. There was less self-motivation to study.
The teacher expected students to be braver and more active because English was one of the lessons that would be learned in the higher level of education and was an international language that is used in most areas of life such as business and education. If the students had good basis of English, they would have no difficulties to learn English in the higher level of education.

Based on the interview, the students have learned English since they were in the first grade; but because different students, had different abilities to master the lessons; some students had better English abilities than other students. The monotonous English teaching and learning activities became the major reason why students become less motivated and not interested in learning English. The students would prefer to learn English through games because games made them move and keep active. The students would also prefer to learn in a comfortable and supporting atmosphere.

From the interview with the English teacher of SDN Gergunung 1 Klaten, the writer also noted down some points that then became the references in designing the supplementary vocabulary materials. Those points were:

- The designed supplementary vocabulary materials should be applicable and suitable for the sixth grade students of SDN Gergunung 1 Klaten.
- The designed supplementary vocabulary materials should be in accordance with the curriculum which was being used at the school that was 2006 School Based Curriculum.
The designed supplementary vocabulary materials should become a supplement to the main textbook that was being used in SDN Gergunung 1 Klaten.

The designed supplementary vocabulary materials should contain various activities that could make the students enjoy the teaching and learning activities.

The designed supplementary vocabulary materials should raise the students’ interest and motivation especially in speaking ability.

The set of Supplementary vocabulary Materials was designed as a supplement to the main textbook that was being used in SDN Gergunung 1 Klaten. This set of supplementary vocabulary materials might be used during or after the discussion of each unit.

The conclusions can be drawn from data gathering of learners’ characteristics and needs whether from the interview or textbook observation in Table 4.1 and 4.2.

**Table 4.1 Summary of Interview of Learners’ Characteristics**

<table>
<thead>
<tr>
<th>Learners’ Characteristics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Background of Students’ Learning English</td>
<td>Learning English since first grade of elementary school</td>
</tr>
</tbody>
</table>
| Students’ Level of Intelligence                        | 1) Medium  
2) Different from one to the others |
| Students’ motivation                                   | 1) High; excited to learn English  
2) Sometimes feeling bored with the activities |
| Study Habit                                            | Low; studying when there are assignments or quizzes |
Table 4.2 Summary of Interview of Learners’ Needs

<table>
<thead>
<tr>
<th>Learners’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials</td>
</tr>
<tr>
<td>1) More vocabulary items based on the topic. It will make students know the meaning of English vocabulary.</td>
</tr>
<tr>
<td>2) The vocabulary learning should multiple language focus, e.g. a conversation includes expressions/phrases related to the topic.</td>
</tr>
<tr>
<td>3) Provide output after introducing new vocabulary, the next activities should lead the students on how to use the new words in the form of conversation. It is aimed to develop students’ speaking ability.</td>
</tr>
</tbody>
</table>

2. The Goal, Topics, and General Purposes

After the writer knew the students’ characteristics and needs, the writer determined the goal, topics, and general purposes. The goal, topics, and general purposes were determined based on the 2006 School Based Curriculum, the curriculum which was used by the English teacher in SDN Gergunung 1 Klaten. The English teacher developed the teaching and learning activities to meet the objectives stated in the curriculum. The goal was stated in the standard competency and the general purposes were stated in the basic competencies. The topics were developed in order to meet the basic competencies. The standard competency and basic competencies that should be mastered by the sixth grade students of elementary school for the first semester are listed in the Table 4.3.
### Table 4.3 Standards and Basic Competencies of the Sixth Grade Students of Elementary School

<table>
<thead>
<tr>
<th>Goal (Standard Competency)</th>
<th>General Purposes (Basic Competencies)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td></td>
</tr>
<tr>
<td>1. To comprehend very simple instructions and information in action and verbally in learners’ contexts</td>
<td>1.1 To respond to very simple instructions in various activities</td>
</tr>
<tr>
<td></td>
<td>1.2 Inside and outside the classroom.</td>
</tr>
<tr>
<td></td>
<td>1.3 To respond to very simple instructions in various games.</td>
</tr>
<tr>
<td></td>
<td>1.4 To comprehend oral stories with the help of pictures.</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td></td>
</tr>
<tr>
<td>2. To express very simple instructions and information in learners’ contexts</td>
<td>2.1 To speak to convey actions that include giving examples to do something, giving direction, and giving instructions.</td>
</tr>
<tr>
<td></td>
<td>2.2 To speak to ask or give favor or items that includes asking for help, giving help, asking for items, and giving items.</td>
</tr>
<tr>
<td></td>
<td>2.3 To speak to ask for or give information that includes reminding, expressing like or dislike, asking for amount, asking for condition, giving comments, giving opinion, and suggesting.</td>
</tr>
<tr>
<td></td>
<td>2.4 To express politeness that includes expression: <em>Would you please ...</em> and <em>May I</em>.</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
</tr>
<tr>
<td>3. To comprehend very simple, short functional and pictured descriptive texts in learners’ contexts.</td>
<td>3.1 To read simple, short functional text loudly using the right pronunciation and intonation.</td>
</tr>
<tr>
<td></td>
<td>3.2 To comprehend simple pictured descriptive texts in learners’ contexts.</td>
</tr>
</tbody>
</table>
Goal (Standard Competency) | General Purposes (Basic Competencies)
---|---
Writing 4. To write very simple, short functional texts in learners’ contexts. | 4.1 To write very simple short functional texts 4.2 To write simple greeting cards

The writer adapted the School Based Curriculum and also considered Harmer’s points that students need to know in learning vocabulary. Those are meaning, word use, word formation and word grammar. The topics based on those basic competencies. They were Occupation, Animal Wonders, the Clothes We Wear, The Food We Eat, Let’s Take A Trip, And Let’s Have Fun. The writer developed these six topics into six units of supplementary vocabulary materials for the sixth grade students of SDN Gergunung 1 Klaten based on the Grow with English 6 textbook. The topics and the General Purposes of the designed materials are presented in Table 4.4.

Table 4.4 The Topic and the Basic Competency of the Designed Materials

<table>
<thead>
<tr>
<th>No</th>
<th>Topic</th>
<th>Basic Competence</th>
</tr>
</thead>
</table>
| 1. | Occupation | • To speak to ask for or give information that includes reminding, expressing like or dislike, asking for amount, asking for condition, giving comments, giving opinion, and suggesting  
• To write very simple short functional texts |
| 2. | Animal Wonders | • To speak to ask for or give information that includes reminding, expressing like or dislike, asking for amount, asking for condition, giving comments, giving opinion, and suggesting. |
3. Learning Objectives

After stating the basic competency, the writer formulated the learning objectives in each topic. In this study, the learning objectives considered as learning indicators. The indicators were formulated as the guide to choose the learning materials and decide the learning experiences. The formulation of the learning indicators in each topic is presented in Table 4.5.
Table 4.5 The Learning Indicators in Each Topic

<table>
<thead>
<tr>
<th>No</th>
<th>Topic</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Occupation</td>
<td>At the end of the lesson, the students are expected to be able to&lt;br&gt;- pronounce the ten names of profession correctly&lt;br&gt;- describe the task of each occupation&lt;br&gt;- ask friends about parents’ profession&lt;br&gt;- answer friends’ questions related to the parents’ profession&lt;br&gt;- create acceptable conversation</td>
</tr>
<tr>
<td>2.</td>
<td>Animal Wonders</td>
<td>At the end of the lesson, the students are expected to be able to&lt;br&gt;- pronounce the ten new words correctly&lt;br&gt;- describe the look of each endangered animal&lt;br&gt;- fill in the blank with friends’ opinion about the look and habitat of each endangered animal&lt;br&gt;- describe each endangered animal using given&lt;br&gt;- create acceptable short conversations using given cues</td>
</tr>
<tr>
<td>3.</td>
<td>The clothes we wear</td>
<td>At the end of the lesson, the students are expected to be able to&lt;br&gt;- pronounce the ten new words correctly&lt;br&gt;- make compound words&lt;br&gt;- describe clothes&lt;br&gt;- create acceptable short conversations using given cues</td>
</tr>
<tr>
<td>4.</td>
<td>The food we eat</td>
<td>At the end of the lesson, the students are expected to be able to&lt;br&gt;- pronounce the ten new words correctly&lt;br&gt;- make noun phases&lt;br&gt;- write the correct words based on the pictures given&lt;br&gt;- offer food and drink&lt;br&gt;- create acceptable short conversations using given cues</td>
</tr>
<tr>
<td>5.</td>
<td>Let’s take a trip</td>
<td>At the end of the lesson, the students are expected to be able to&lt;br&gt;- pronounce the ten new words correctly&lt;br&gt;- ask friends’ opinion about something&lt;br&gt;- express like or dislike&lt;br&gt;- create acceptable short conversations using given cues</td>
</tr>
<tr>
<td>6.</td>
<td>Let’s have fun</td>
<td>At the end of the lesson, the students are expected to be able to&lt;br&gt;- pronounce the ten new words correctly&lt;br&gt;- rearrange the jumbled word&lt;br&gt;- describe activities&lt;br&gt;- create acceptable short conversations using given cues</td>
</tr>
</tbody>
</table>
4. The Supplementary Vocabulary English Materials

a. Subject Content

Having stated the goals, general purposes, learning topics and learning indicators, the writer classified and arranged the learning topics to be developed. Each topic would be developed into the materials for one meeting. The designed materials contain six meetings. In this study the writer arranged four units on the materials and there would be two up to five subject contents. The classification and arrangement of the learning topics into units can be seen in Table 4.6.

Table 4.6 The Organization of Subject Contents

<table>
<thead>
<tr>
<th>Unit</th>
<th>Unit Name</th>
<th>Subject Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>What Does He Do?</td>
<td>Reading types of occupation correctly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Asking and answering somebody’s occupation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Describing occupations</td>
</tr>
<tr>
<td>2.</td>
<td>Endangered Animal</td>
<td>Reading types of endangered animals correctly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Describing endangered animals</td>
</tr>
<tr>
<td>3.</td>
<td>This Is My New Jacket</td>
<td>Reading types of clothes correctly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expressing possessive on something</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Making compound words</td>
</tr>
<tr>
<td>4.</td>
<td>We Need a Cup of Coffee</td>
<td>Reading types of food and drink correctly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Asking about quantity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Offering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Making noun phrases</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Accepting or refusing the offer</td>
</tr>
</tbody>
</table>
The vocabulary lists and expressions presented in the designed materials were mainly chosen based on the vocabulary lists and expressions found explicitly and implicitly in four units of the *Grow with English Book 6* and based on the students’ needs. The expressions were found explicitly in the syllabus. The expressions and vocabulary lists were derived implicitly from exercises, conversations, and games.

The vocabulary lists and expressions found in the textbook were then adjusted with the 2006 School Based Curriculum. This was done to ensure that the vocabulary lists and expressions were in accordance with the curriculum.

The table below showed the topics, the lists of vocabularies being used and the examples of expressions.

**Table 4.7 List of the Topics, Vocabularies and Expressions**

<table>
<thead>
<tr>
<th>Topics</th>
<th>Vocabularies</th>
<th>Expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Occupation</td>
<td>Veterinarian, Mechanic, Policeman, Gardener, Technician, Butcher, Plumber, Chef, Hairstylist, Porter</td>
<td>- What is he?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- He is a porter.</td>
</tr>
</tbody>
</table>
b. Teaching Learning Process

In this study, there were three sections proposed in each unit which were adapted from Lado’s in teaching vocabulary. Their names were pre-activity, whilst-activity and post-activity. Moreover, there were four different activities in each unit. A unit consisted of presentation of the new words, explanations on the usages of the new words, and exercises. The exercises consisted of writing exercises, speaking exercises, and games. The activities in each section were based on the theory of vocabulary teaching and communicative language teaching as the method. In detailed, the following was the explanation of the activities appeared on the material.
1) Pre- activity

Vocabulary

The writer considered the ‘hearing new words’ step of Lado’s steps to be involved in teaching vocabulary. In this section, the teacher shows a picture as teaching aid and gives some brainstorming question related to the topic. It is aimed to motivate the students to be interested related to the topic that is going to be learnt and to activate the student’s knowledge about the topic. The students then get ten new words. They are shown as pictures and words. The pictures were used to help students understanding the meaning of a vocabulary item more easily.

The teacher gives example on how to pronounce the words and the students repeat after the teacher. It is purposed to train the students to identify the spelling and pronounce the words correctly. This was adapted from Lado’s steps: ‘pronouncing the word’ and ‘grasping the meaning’.

2) Whilst- activity

a) Writing

‘Let’s Write’ was adapted from ‘grasping the meaning’ step and ‘reading the word’ step from Lado’s. There were some writing activities that were designed to give students opportunities to write new words correctly in targeted language function. In this section, the students are stimulated to think. They should put the new words into
sentences based on the topic being discussed. By writing the question based on the picture, this section is aimed to check the students’ understanding of the topic and to check whether the students have mastered the vocabulary discussed.

b) Speaking

‘Practicing from the meaning to expression’ and ‘illustrative sentences’ steps from Lado’s were adapted in ‘Let’s Speak’. This section is done by giving chances to students to practice the new word in form of conversation. This steps were aimed to make the students accustom to use the words to reinforce the trace and turn it into a habit. Moreover to give example on how the words were used in daily conversation.

3) Post- activity

Speaking

This section was adapted from ‘practicing from the meaning to expression’ step from Lado’s. The purpose of this step is to apply the competencies, especially in speaking skill, which the students have learnt in form of written and spoken. In My Playground the exercises are done in pair or group work. This is in form of games so that students will be interested. It is aimed to motivate students to speak and make the students use the words and sentences given in form of conversation and to make them interact with the other students.
The organization of the exercises was based on communicative principles that were proposed by Littlewood. The exercise was started with a pre communicative activity which would lead into a more communicative activity.

The detailed teaching and learning activities are presented below:

**Table 4.8 The Teaching and Learning Activities**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Section</th>
<th>Section Name</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>What Does He Do?</td>
<td>Pre Activity</td>
<td>My New Words</td>
<td>The students learn the new words</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The teacher pronounces the new words, students follow after her</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The students match the words with the picture</td>
</tr>
<tr>
<td></td>
<td>Whilst Activity</td>
<td>Let’s write.</td>
<td>The students answer questions using the right pattern</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The students write the name of described job</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The students arrange letters in <em>Word Jumble</em></td>
</tr>
<tr>
<td></td>
<td>Post Activity</td>
<td>My Playground</td>
<td>The students describe job</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The students play the <em>board</em> game</td>
</tr>
<tr>
<td>Endangered Animal</td>
<td>Pre Activity</td>
<td>My New Words</td>
<td>The students learn the new words</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The teacher pronounces the new words, students follow after her</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The students match the words with the picture</td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
<table>
<thead>
<tr>
<th>Unit</th>
<th>Section</th>
<th>Section Name</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whilst Activity</td>
<td>Let’s write.</td>
<td></td>
<td>The students write the answers of the questions using their own words</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The students fill in the blank with the most suitable answers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The students write the description of the endangered animals</td>
</tr>
<tr>
<td>Let’s Speak</td>
<td></td>
<td></td>
<td>The students create conversations using the cues given</td>
</tr>
<tr>
<td>Post Activity</td>
<td>My Playground</td>
<td></td>
<td>The students play Endangered Animals Memory Game</td>
</tr>
<tr>
<td>This Is My New Jacket</td>
<td>Pre Activity</td>
<td>My New Words</td>
<td>The students learn the new words</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The teacher pronounces the new words, students follow after her</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The students match the words with the picture</td>
</tr>
<tr>
<td>Whilst Activity</td>
<td>Let’s write.</td>
<td></td>
<td>The students write the color of the clothes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The students make compound words, students follow after her</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The students do crosswords</td>
</tr>
<tr>
<td>Let’s Speak</td>
<td></td>
<td></td>
<td>The students complete the conversations and then practice them</td>
</tr>
<tr>
<td>Post Activity</td>
<td>My Playground</td>
<td></td>
<td>The students play Bingo game</td>
</tr>
<tr>
<td>Unit</td>
<td>Section</td>
<td>Section Name</td>
<td>Activities</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------</td>
<td>------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>I Need a Cup of Coffee</td>
<td>Pre Activity</td>
<td>My New Words</td>
<td>The students learn the new words</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The teacher pronounces the new words, students follow after her</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The students match the words with the picture</td>
</tr>
<tr>
<td></td>
<td>Whilst Activity</td>
<td>Let’s write.</td>
<td>The students write down the quantifier based on the picture</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The students make noun phrases</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The students find, circle, and write words that they have found in <em>Words Search</em></td>
</tr>
<tr>
<td></td>
<td>Let’s Speak</td>
<td></td>
<td>The students complete the given exercises and then practice them</td>
</tr>
<tr>
<td>Post Activity</td>
<td>My Playground</td>
<td></td>
<td>The students play the <em>What Do You Have in Your Box?</em> game</td>
</tr>
</tbody>
</table>

5. Material Evaluation and Revision

The writer knows that the designed materials needed to be improved. Then, the researcher distributed the questionnaires as the post design survey. The purpose of this questionnaire was to get comments and suggestions about the design materials. There are two main parts of findings and discussions; those are preliminary field testing and final product revision.
6. Preliminary Field Testing

In evaluating the design materials, the writer distributed questionnaires to the respondents. The respondents were one teacher of SDN Gergunung 1 Klaten English and one lecturer of English Language Education Study Program of Sanata Dharma University. Those respondents were chosen because they had a lot of experiences in expertise teaching English. The writer combined the results of both the teacher and lecture questionnaire by considering the fact that the statements listed in both questionnaires are the same. The description of the preliminary field testing is presented in Table 4.9.

Table 4.9 The Description of the Respondents of the Preliminary Field Testing

<table>
<thead>
<tr>
<th>Group of Participant</th>
<th>Sex</th>
<th>Educational Background</th>
<th>Teaching Experience (years)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>D3</td>
</tr>
<tr>
<td>English Teacher</td>
<td>√</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>English Lecturer</td>
<td>√</td>
<td></td>
<td>-</td>
</tr>
</tbody>
</table>

The data obtained from preliminary field testing revealed the respondents’ opinion on the designed materials are presented in the Table 4.10.
Table 4.10 The Results of the Preliminary Field Testing Questionnaire

<table>
<thead>
<tr>
<th>No.</th>
<th>Participant’s Opinion</th>
<th>Central Tendency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The designed materials are suitable with the basic competencies.</td>
<td>5 5</td>
</tr>
<tr>
<td>2.</td>
<td>The indicators are well formulated.</td>
<td>5 4.5</td>
</tr>
<tr>
<td>3.</td>
<td>Generally, the contents of the designed materials are well-elaborated.</td>
<td>5 5</td>
</tr>
<tr>
<td>4.</td>
<td>The level of difficulty of the designed materials is appropriate with what should be given to the students.</td>
<td>5 4.5</td>
</tr>
<tr>
<td>5.</td>
<td>The topics are well-selected and arranged.</td>
<td>5 4.5</td>
</tr>
<tr>
<td>6.</td>
<td>The materials in each unit are relevant to the topic.</td>
<td>5 5</td>
</tr>
<tr>
<td>7.</td>
<td>Generally, the pre-activity, main activity and post-activity are well developed.</td>
<td>5 4</td>
</tr>
<tr>
<td>8.</td>
<td>The activities in each unit can facilitate the students to achieve the goals and objectives.</td>
<td>5 5</td>
</tr>
<tr>
<td>9.</td>
<td>The instruction in each activity is already clear.</td>
<td>5 4</td>
</tr>
<tr>
<td>10.</td>
<td>The activities given can help the students understand the lesson and motivate students to be more active.</td>
<td>5 5</td>
</tr>
<tr>
<td>11.</td>
<td>The materials are interesting, suitable, and relevant for the sixth grade students of elementary school.</td>
<td>5 5</td>
</tr>
<tr>
<td>12.</td>
<td>Generally, the designed materials are well-elaborated.</td>
<td>5 5</td>
</tr>
</tbody>
</table>

After the data of post designed questionnaires were computed and analyzed.

The total mean of the designed materials was 4.71 from the scale of 5.00. Based on
the result, it can be concluded that the designed materials were well-designed and acceptable for the sixth grade students of SDN Gergunung 1 Klaten. However, the designed materials still needed some revisions based on the respondents’ evaluation, comments and suggestions.

In the second part of the questionnaires, the respondents also gave comments, opinions, and suggestions on the designed materials which were very useful for the writer to make some revisions on the designed materials. The comments and opinions are summarized as follows:

1) The designed materials are suitable with the basic competence.
2) Generally, the contents of the designed materials were well-elaborated.
3) The materials in each unit were relevant to the topic.
4) The activities in each unit could facilitate the students to achieve the goals and objectives.
5) The activities given could help the students understand the lesson and motivate students to be more active.
6) Generally, the designed materials were well- elaborated, interesting, suitable and relevant for the sixth grade students of elementary school.
7) The pictures given were interesting so that the students could be motivated to
learn English.

8) The *My Playground* section was a good material to make students braver and
having good habit to speak English.

The suggestions and the criticisms are summarized as follows:

1) The lesson plans were too teacher-oriented

2) References for the material designed should be attached.

3) For each unit in part B, *Let's Write*, was too much and needed more energy and
time.

4) There were some parts of the material designed that had no clear instructions.

5) The top heading on the 2nd, 3rd, etc. size was too big. The student would assume
that it was another unit of material.

6) There should be a teacher’s guide book to provide instructions of games for the
‘*My Playground*’ section.
7. **Final Product Revision**

After evaluating the designed materials, the writer revised the designed materials based on the comments, suggestions and criticism toward the designed materials. The description of the revisions is as followed:

1) The lesson plans were changed to be student-oriented.

2) The references/sources for the material designed were attached under the material.

3) The activities in *Let's Write* part were reduced so that the students would not waste too much energy and time.

4) The instructions of each part were completed and examples are given in on each part.

5) The top heading on the first page was typed bigger than the top heading on the other pages.
CHAPTER V
CONCLUSIONS AND SUGGESTIONS

The writer divides this chapter into two parts. The first part is the conclusion of this study. The second part is the suggestions for the English teachers and the further researchers who will conduct similar study.

A. Conclusions

This study concerned with the design of a supplementary vocabulary materials to teach English to the sixth grade students of elementary school. Principally, this study aimed at answering the question formulated in the problem formulation, namely to find out how the supplementary vocabulary materials for the sixth grade students of SDN 1 Gergunung Klaten look like.

The conclusion that can be drawn from this study is that the English materials should be applicable, enjoyable, and interesting because students will be able to learn English more easily if they feel interested. From the Grow with English Book 6, there are six units but in this study, the writer only develops four units which are taken from the book based on the interview with the English teacher of SDN 1 Gergunung Klaten. The four topics are Occupation, Animal Wonder, Clothes and the Food We Eat. The complete design can be seen in the appendix.
To answer the question, the writer conducted expert validation step by distributing preliminary questionnaire to one teacher of SDN Gergunung 1 Klaten and one lecturer of English Language Education Study Program of Sanata Dharma University. The designed supplementary vocabulary materials are good because they can attract students’ interest. The students will feel interested with the pictures and color. From the statistic data, it was found that the mean ranged from 3.51 up to 5.00. Despite obtaining the positive comments such as well developed, well elaborated, motivating, and applicable, the materials had been by changing the lesson plan into student’s oriented, attaching the references/sources for the material designed under the materials, completing instruction in every section of the unit, and reducing the activities in ‘Let’s Write’.

The final version of the designed materials produced as the result of this study is presented in the appendixes. The arrangement of the materials is displayed in Table 5.1.

### Table 5.1 The Arrangement of the Material

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Unit</th>
<th>Learning Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>What Does He Do?</td>
<td>Occupation</td>
</tr>
<tr>
<td>2.</td>
<td>Endangered Animal</td>
<td>Animal Wonder</td>
</tr>
<tr>
<td>3.</td>
<td>This Is My New Jacket</td>
<td>The Clothes we wear</td>
</tr>
<tr>
<td>4.</td>
<td>We Need a Cup of Coffee</td>
<td>The food we eat</td>
</tr>
</tbody>
</table>

Adapting Lado’s in teaching vocabulary. The activities in each section were based on the theory of vocabulary. There were three steps in a unit, namely, pre-activity, whilst-activity and post-activity. Those three steps were elaborated into four
fixed sections. The first step, pre-activity there was ‘My New Words’ section which was designed to introduce the students with the vocabulary items and to teach the correct pronunciation of the vocabulary items. The second step was whilst-activity that consisted of ‘Let’s Write’ and ‘Let’s Speak’ section. The aim of ‘Let’s Write’ was to check the students’ understanding of the topic and to check whether the students have mastered the vocabulary discussed. The next section was ‘Let’s Speak’. It was aimed to make the students accustom to use the words. The last step post-activity there was My Playground section. This section aimed to motivate students to speak and make the students use the words and sentences given in form of conversation and to make them interact with the other students.

B. Suggestions

In this part, the writer would like to give the material users and future researchers some suggestions related to the study in this field. The following are the suggestions.

1. For the English teachers of SDN Gergunung 1 Klaten

The writer suggested that the English teachers of SDN Gergunung 1 Klaten increase their creativity and knowledge in teaching English, especially in teaching English vocabulary to the sixth grade students, so that the lesson will be more fun and interesting. The teachers can choose pictures to help explaining meaning of new words so the students can understand new words easily. Moreover, it is necessary to
encourage students to be more active in using their speaking ability and make it to be their habit. Creating English games is very useful because they will make all students engaged in teaching and learning activities.

2. For Future Researcher

Due to the limitation of time and money, the writer has not implemented the designed materials. Therefore, the future researchers on the implementation of the designed materials are welcomed. The researchers can focus on whether the materials are effective or not when they are implemented to the students.
REFERENCES


PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
APPENDIX 1
LETTER OF PERMISSION
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

<table>
<thead>
<tr>
<th>Nomor</th>
<th>169</th>
<th>Poli/Kajar/Pol/8</th>
<th>7</th>
<th>2000</th>
</tr>
</thead>
</table>

Dengan hormat,
Dengan ini kami memohonkan ijin bagi mahasiswa kami,

<table>
<thead>
<tr>
<th>Nama</th>
<th>Cohorni</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. Mhs</td>
<td>04 124.003</td>
</tr>
<tr>
<td>Program Studi</td>
<td>PBI</td>
</tr>
<tr>
<td>Jurusan</td>
<td>Bahasa dan Seni</td>
</tr>
<tr>
<td>Semester</td>
<td>10 (Sepuluh)</td>
</tr>
</tbody>
</table>

untuk melaksanakan penelitian dalam rangka persiapan penyusunan Skripsi / Makalah, dengan keterangan sebagai berikut:

<table>
<thead>
<tr>
<th>Lokasi</th>
<th>SDN 1 Cerguning Klaten Utara, Klaten</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waktu</td>
<td></td>
</tr>
<tr>
<td>Topik / Judul</td>
<td>Desiring a set of Supplementary Vocabulary Materials for the Sixth Grade Students of SDN Cerguning 1 Klaten</td>
</tr>
</tbody>
</table>

Atas perhatian dan ijin yang diberikan, kami ucapkan terima kasih.

Yogyakarta, 7 Mei 2000

[Signature]

Ab. Habit/Promo, S.Pd., M.A

Tembusan Yth:
1. Dekan FKIP
APPENDIX 2
INSTRUMENTS
List of Questions for Interview

1) Waktu
✓ Berapa kali dalam seminggu pelajaran bahasa Inggris diberikan? berapa menit dalam satu kali pertemuan?
✓ Bagaimana dengan pembagian waktu untuk pengajaran vocabulary dibandingkan dengan empat skills yang lain (listening, reading, speaking dan writing)?
✓ Apakah pembagian waktunya sama? Kalau tidak bagaimana dengan pembagian waktu untuk pengajaran vocabulary dengan empat kemampuan dasar yang lain (listening, reading, speaking dan writing)?

2) Materi yang diberikan
✓ Apakah Anda menggunakan textbook dalam pembelajaran vocabulary? Alasan?
✓ Apakah Anda membuat sendiri materi vocabulary? Contoh?
✓ Materi apa saja yang biasa Anda berikan untuk pelajaran vocabulary?
✓ Apakah materi yang diberikan sesuai dengan yang tercantum dalam KTSP? Jika ya/tidak, alasan?

3) Referensi
✓ Referensi apa yang Anda gunakan dalam pemberian materi?
✓ Apakah Anda menggunakan referensi lain di luar buku yang juga menjadi pegangan siswa?

4) Aktivitas
✓ Jenis aktivitas seperti apa yang Anda gunakan untuk penyampaian materi vocabulary?
✓ Jenis aktivitas seperti apa yang para siswa sukai untuk penyampaian materi vocabulary? Dalam jenis aktivitas seperti apa biasanya para siswa terlibat aktif?
✓ Dalam satu kali pertemuan aktivitas apa saja yang dilakukan selain memperkenalkan vocabulary baru?
✓ Adakah aktifitas pengajaran vocabulary di gabungkan dengan pengajaran empat kemampuan dasar (listening, reading, speaking dan writing)?
✓ Adakah secara khusus pengajaran vocabulary yang digabungkan dengan speaking?
5) Strategi/metode yang digunakan
- Metode/strategi apa yang Anda gunakan untuk mengajar vocabulary?
- Apakah Anda menggunakan individual work, pair work dan group work?
- Apakah Anda menggunakan metode yang bervariasi dalam satu kali pertemuan?

6) Keaktifan siswa di kelas
- Apakah siswa aktif di kelas saat pelajaran vocabulary bahasa Inggris?
- Kalau ya dalam hal apa?
- Kalau tidak aktif, apa yang mempengaruhi ketidakaktifan siswa di kelas vocabulary?
- Apakah siswa merasa antusias dalam menjawab pertanyaan saat pengajaran vocabulary? Bagaimana siswa merespon pertanyaan dalam vocabulary?

7) Kesulitan yang dihadapi siswa
- Kesulitan apa yang biasanya dihadapi siswa dalam belajar bahasa Inggris terutama vocabulary?
- Bagaimana siswa mengatasi kesulitan tersebut? Apa yang dilakukan siswa?
- Apakah siswa diam saja ketika mereka tidak paham atau mengalami kesulitan terutama ada vocabulary baru?

8) Media pembelajaran vocabulary
- Media apa saja yang tersedia di sekolah (yang mendukung pelajaran vocabulary)?
- Media apa yang Anda gunakan di kelas untuk mengajar vocabulary?
- Apakah siswa terlibat aktif dalam pengunaan media tersebut? Dalam hal apa?
- Apakah Anda menggunakan variasi media dalam pembelajaran vocabulary di kelas? Media apa saja?

9) Saran
Apa saran Anda untuk penyusunan dan pengembangan materi vocabulary untuk kelas VI?
Result of Interview
Raw Data

Date of interview : April 2009
Respondents : English teachers of sixth grader students of SDN Gergunung 1 Klaten

1) Students’ Characteristics
   a. Background of Students’ Learning English
      Most of the students have been learning English since kindergarten and the first grade of elementary school.
   b. Students’ Level of Intelligence
      Most students have already had input of English with different level one from others. The students’ level of intelligence is medium.
   c. Students’ motivation
      The students feel excited learning English. However, the students may feel bored with the activities in classroom that make them not concentrate well in the following/next activities.
   d. Study Habit
      The students’ habit is low. Generally, the students will study when there are assignments from their teacher or quizzes.

2) Time Allotment
   • There is one meeting in a week @ 2 contact hours x 35’ per week.
   • Time allotment for teaching vocabulary skill compared to other four skills (listening, speaking, reading and writing) is not equal. Language skills (listening, speaking, reading and writing) and language elements (grammar, vocabulary, and pronunciation) are taught in an integrated way. Therefore, there is no meeting which is specifically prepared to teach the language skills and elements.

3) Materials
   • The teacher uses a textbook to teach new vocabularies and will be tested (in form of a quiz) in the following week.
   • The vocabulary materials types are story telling, games, and song.
To teach vocabulary, teacher teaches and discusses vocabularies which are provided along from the textbook (*Grow with English*).

4) References
Reference used is Mr. Mukarto’s *Grow with English*. There are at least ten new vocabularies in each unit. The vocabularies used are not too many and too easy. In the other hand, the dialogue and text provided are too long and not too easy that require the students to think and understand the dialogues and passage. Besides *Grow with English*, teacher of SDN Gergunung 1 Klaten also uses materials designed by himself and *Lembar Kerja Siswa* (LKS) as the students’ reference for more practice.

5) Activities
- Since the language skills and elements are taught in an integrated way (there is no time allotment prepared specifically for teaching vocabulary), the activities conducted in classroom are varied including using games, question and answer using pictures, and songs. Moreover, teaching vocabulary is rarely integrated with other four skills including teaching speaking.
- The tasks for vocabulary practice are usually taken from the textbook, handouts and *LKS*.

6) Method/Strategy
- Method which is usually applied in classroom is Direct Method.
- The students take an active participation in class when the teacher teaches new vocabulary.
- To teach vocabulary in classroom, the teacher mostly applies individual work as strategy. For example doing tasks from the handouts or *LKS*.

7) Students’ Active Participation
Generally, the students take an active participation in vocabulary part. The students are active and feel excited to answer questions related to the new vocabularies. For example they guess the name of pictures showed by the teacher.
8) **Students’ Difficulty**
- The students have difficulty in arranging sentences in English (e.g. saya dan ayah suka memakan ayam goreng → I and father like eat fried chicken) and students have limited vocabulary.
- The students easily get bored since the materials are too easy and monotones.
- The students the passage given is too many and words given are too difficult for them.
- The students are not interested in the material given.
- The students merely play the games and do not understand the material.
- The solution for the students’ difficulty is that the students will ask for the teachers’ help. However, if the difficulty is dealing with difficult words found in the passage/text, the teacher will ask the students to look at the meaning from the context (they rarely use dictionary).

9) **Media for Teaching Listening**
- Available media in the school → tape/cassette, TV/VCD, pictures, English story books and dictionaries.
- Media used for teaching listening in classroom → textbook, flashcards

10) **Suggestion for Materials Design**
- The topic and materials designed should be applicable for sixth graders.
- The supplementary materials design should be colorful, clear and attractive.
- It is better if the supplementary material design should focus on the vocabulary, pronunciation and expression which are used in their daily life.
- There should be input and output (what the students should do after they know new vocabularies).
MATERIALS EVALUATION QUESTIONNAIRE

DESIGNING SUPPLEMENTARY VOCABULARY MATERIALS FOR THE SIXTH GRADE STUDENTS OF SDN GERGUNUNG 1 KLATEN

Name: _____________________________
Gender: _____________________________
Educational Background:
- Bachelor Degree (S1)
- Master Degree (S2)
- Doctoral Degree (S3)
- (Other) ____________
Teaching Experience:
- 1-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- > 20 years

A. You are expected to choose one of the opinions by ticking (√) the number which indicates your degree of agreement. The number and the degree of agreement can be categorized as follows:
1: Strongly Disagree
2: Disagree
3: Doubt
4: Agree
5: Strongly Agree

<table>
<thead>
<tr>
<th>No.</th>
<th>Participant’s Opinion</th>
<th>Degree of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The designed materials are suitable with the basic competencies.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
2. The indicators are well formulated.
3. Generally, the contents of the designed materials are well-elaborated.

<table>
<thead>
<tr>
<th>No.</th>
<th>Participant’s Opinion</th>
<th>Degree of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>The level of difficulty of the designed materials is appropriate with what should be given to the students.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5.</td>
<td>The topics are well-selected.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The topics are well-arranged.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>The materials in each unit are relevant to the topic.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Generally, the pre-activity is well developed.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Generally, main activity is well developed.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Generally, post-activity is well developed.</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>The activities in each unit can facilitate the students to achieve the goals.</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>The activities in each unit can facilitate the students to achieve the objectives.</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>The instruction in each activity in is already clear.</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>The activities given can help the students to understand the lesson.</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>The activities given can help the students to motivate students to be more active.</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>The materials are interesting for the sixth grade students of elementary school.</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>The materials are suitable for the sixth grade students of elementary school.</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>The materials are relevant for the sixth grade students of elementary school.</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Generally, the designed materials are well-elaborated.</td>
<td></td>
</tr>
</tbody>
</table>

B. Please give opinions or suggestions on the designed materials.

1. What are the weaknesses of the designed materials?

........................................................................................................................................
........................................................................................................................................
2. What are your criticisms of the overall materials design?

3. What are your and suggestions of the materials design?

THANK YOU
APPENDIX 3
SILLABUS AND LESSON PLANS
# Syllabus

**School’s name**: SDN Gergunung 1 Klaten  
**Subject**: English  
**Grade**: VI  
**Semester**: 1

**Competence Standard**
- To express very simple instructions and information in learners’ contexts
- To write very simple, short functional texts in learners’ contexts

**Time Allotment**: 2 x 35’

<table>
<thead>
<tr>
<th>Topic/Unit name</th>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Vocabulary Material</th>
<th>Class Activity</th>
<th>Source/Material</th>
</tr>
</thead>
</table>
| 1. Occupation/What Does He Do? | To speak to ask for or give information that includes reminding, expressing like or dislike, asking for amount, asking for condition, giving comments, giving opinion, and suggesting | At the end of the lesson, the students are expected to be able to- pronounce the ten names of profession correctly- describe the task of each occupation- ask friends about parents’ profession- answer friends’ questions related to the parents’ profession- create acceptable conversation | Vocabulary List Pronunciation exercises Games | A. *My New Words*  
The students learn the new words  
The teacher pronounces the new words.  
B. *Let’s Write*  
The students match the words with the picture  
The students answer questions using the right pattern  
The students write the name of described job  
C. *Let’s Speak*  
The students describe job.  
D. *My Playground*  
The students arrange letters in *Word Jumble*  
The students arrange letters in *Word Jumble* | Grow with English book 6, Erlangga |
<table>
<thead>
<tr>
<th>Topic/Unit name</th>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Vocabulary Material</th>
<th>Class Activity</th>
<th>Source/Material</th>
</tr>
</thead>
</table>
| 2. Animal Wonder/Endangered animal | To speak to ask for or give information that includes reminding, expressing like or dislike, asking for amount, asking for condition, giving comments, giving opinion, and suggesting | At the end of the lesson, the students are expected to be able to - pronounce the ten new words correctly - describe the look of each endangered animal - fill in the blank with friends’ opinion about the look and habitat of each endangered animal - describe each endangered animal using given - create acceptable short conversations using given cues. | Vocabulary List Pronunciation exercises Games | A.  *My New Words* The students learn the new words The teacher pronounces the new words. The students match the words with the picture  
B.  *Let’s Write* The students write the answers of the questions using their own words The students fill in the blank with the most suitable answers The students write the description of the endangered animals  
C.  *Let’s Speak* The students create conversations using the cues given  
D.  *My Playground* The students play Endangered Animals Memory Game | Grow with English book 6, Erlangga |
<table>
<thead>
<tr>
<th>Topic/Unit name</th>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Vocabulary Material</th>
<th>Class Activity</th>
<th>Source/Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Clothes/This Is My New Jacket</td>
<td>To speak to ask for or give information that includes reminding, expressing like or dislike, asking for amount, asking for condition, giving comments, giving opinion, and suggesting</td>
<td>At the end of the lesson, the students are expected to be able to pronounce the ten new words correctly - make compound words - describe clothes - create acceptable short conversations using given cues</td>
<td>Vocabulary List Pronunciation exercises Games</td>
<td>A. <em>My New Words</em> The students learn the new words. The teacher pronounces the new words. The students match the words with the picture</td>
<td>Grow with English book 6, Erlangga</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>B. <em>Let’s Write</em> The students write the color of the clothes. The students make compound words</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>C. <em>Let’s Speak</em> The students complete the conversations and then practice them</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>D. <em>My Playground</em> The students play Bingo game</td>
<td></td>
</tr>
</tbody>
</table>
### Syllabus

**School’s name**: SDN Gergunung 1 Klaten  
**Subject**: English  
**Grade**: VI  
**Semester**: 2  
**Competence Standard**:  
- To express very simple instructions and information in learners’ contexts  
- To write very simple, short functional texts in learners’ contexts

**Time Allotment**: 2 x 35’

<table>
<thead>
<tr>
<th>Topic/Unit name</th>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Vocabulary Material</th>
<th>Class Activity</th>
<th>Source/Material</th>
</tr>
</thead>
</table>
| 4. Food we eat/We Need a Cup of Coffee | To speak to ask or give favor or items that includes asking for help, giving help, asking for items, and giving items  
To write very simple short functional texts | At the end of the lesson, the students are expected to be able to  
- pronounce the ten new words correctly  
- make noun phases  
- write the correct words based on the pictures given  
- offer food and drink  
- create acceptable short conversations using given cues | Vocabulary List  
Pronunciation exercises  
Games | A. My New Word  
The students learn the new words  
The teacher pronounces the new words.  
The students match the words with the picture  
B. Let’s Write  
The students write down the quantifier based on the picture  
The students make noun phrases  
The students find, circle, and write words that they have found in Words Search  
C. Let’s Speak  
The students complete the | www.esl-lab.com  
Grow with English book 6, Erlangga |
<table>
<thead>
<tr>
<th>Topic/Unit name</th>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Vocabulary Material</th>
<th>Class Activity</th>
<th>Source/Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Let’s take a trip/ Let’s Take a Bus</td>
<td>To speak to ask for or give information that includes reminding, expressing like or dislike, asking for amount, asking for condition, giving comments, giving opinion, and suggesting</td>
<td>At the end of the lesson, the students are expected to be able to - pronounce the ten new words correctly - ask friends’ opinion about something - express like or dislike - create acceptable short conversations using given cues</td>
<td>Vocabulary list Pronunciation exercises Games</td>
<td>A. My New Words  The students learn the new words  The teacher pronounces the new words.  The students match the words with the picture  B. Let’s Write  The students match the word in the box  C. Let’s Speak  The students complete the given exercises and then practice them  D. My Playground  The students play the What’s Your Ride? game</td>
<td>Grow with English book 6, Erlangga</td>
</tr>
<tr>
<td>6. Let’s have fun/ Would you accompany</td>
<td>To express politeness that includes expression:</td>
<td>At the end of the lesson, the students are expected to be able to pronounce the ten</td>
<td>Vocabulary list Pronunciation exercises Games</td>
<td>A. My New Words  The students learn the new words  The teacher pronounces the</td>
<td>Grow with English book 6, Erlangga</td>
</tr>
<tr>
<td>Topic/Unit name</td>
<td>Basic Competence</td>
<td>Indicators</td>
<td>Vocabulary Material</td>
<td>Class Activity</td>
<td>Source/Material</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------</td>
<td>------------</td>
<td>---------------------</td>
<td>----------------</td>
<td>----------------</td>
</tr>
</tbody>
</table>
| me?             | *Would you please ... and May I.* | new words correctly - rearrange the jumbled word - describe activities - create acceptable short conversations using given cues | new words. The students match the words with the picture  
*B. Let’s Write*  
The students complete the missing words  
*C. Let’s Speak*  
The students complete the given exercises and then practice them  
*D. My Playground*  
The students play the *Let’s Go To the Mall* game | | |
UNIT 1
What Does He Do?

Meeting  : 1
Topic    : Occupation
Time Allocation : 70’
Learners  : Sixth Grade Students of SDN Gergunung 1 Klaten

A. Competence Standard
To express very simple instructions and information in learners’ contexts
To write very simple, short functional texts in learners’ contexts

B. Basic Competence
To speak to ask for or give information that includes reminding, expressing like or dislike, asking for amount, asking for condition, giving comments, giving opinion, and suggesting
To write very simple short functional texts

C. Indicators
The students are able to:
- pronounce the ten names of profession correctly
- describe the task of each occupation
- ask friends about parents’ profession
- answer friends’ questions related to the parents’ profession
- create acceptable conversation

D. Media
- Handouts
- Whiteboard
- Board marker

Teaching learning activities:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>20’</td>
<td><strong>Pre Activity</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher greet the students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The students learn the new words</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher pronounces the new words, students follow after her</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The students match the words with the picture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Handout</td>
<td></td>
</tr>
<tr>
<td>30’</td>
<td><strong>Whilst Activity</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Handout</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Activities</td>
<td>Media</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td>The students answer questions using the right pattern</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The students write the name of described job</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The students arrange letters in <em>Word Jumble</em> characteristics of each animal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The students describe job</td>
<td></td>
</tr>
<tr>
<td>20’</td>
<td><strong>Post Activities</strong></td>
<td>Handout</td>
</tr>
<tr>
<td></td>
<td>The students play the <em>board</em> game</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher leads the students to sum up material has been discussed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher says good bye</td>
<td></td>
</tr>
</tbody>
</table>

References
- www.esl-lab.com
UNIT 2
Endangered Animal

Meeting : 1
Topic : Animal Wonder
Time Allocation : 70’
Learners : Sixth Grade Students of SDN Gergunung 1 Klaten

A. Competence Standard
To express very simple instructions and information in learners’ contexts
To write very simple, short functional texts in learners’ contexts

B. Basic Competence
To speak to ask for or give information that includes reminding, expressing like or dislike, asking for amount, asking for condition, giving comments, giving opinion, and suggesting
To write very simple short functional texts

C. Indicators
The students are able to:
- pronounce the ten new words correctly
- describe the look of each endangered animal
- fill in the blank with friends’ opinion about the look and habitat of each endangered animal
- describe each endangered animal using given
- create acceptable short conversations using given cues

D. Media
- Handouts
- Whiteboard
- Board marker

Teaching learning activities:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>20’</td>
<td><strong>Pre Activity</strong></td>
<td>Handout</td>
</tr>
<tr>
<td></td>
<td>The students learn the new words</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher pronounces the new words, students follow after her</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The students match the words with the picture</td>
<td></td>
</tr>
<tr>
<td>30’</td>
<td><strong>Whilst Activity</strong></td>
<td>Handout</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

93
<table>
<thead>
<tr>
<th>Time</th>
<th>Activities</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The students write the answers of the questions using their own words</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The students fill in the blank with the most suitable answers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The students write the description of the endangered animals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The students create conversations using the cues given</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Post Activities</strong></td>
<td><strong>Handout</strong></td>
</tr>
<tr>
<td></td>
<td>- The students play Endangered Animals Memory Game</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The teacher leads the students to sum up material has been discussed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The teacher says good bye</td>
<td></td>
</tr>
</tbody>
</table>

References
UNIT 3
This is My New Jacket

Meeting : 1
Topic : Clothes
Time Allocation : 70’
Learners : Sixth Grade Students of SDN Gergunung 1 Klaten

A. Competence Standard
To express very simple instructions and information in learners’ contexts
To write very simple, short functional texts in learners’ contexts

B. Basic Competence
To speak to ask for or give information that includes reminding, expressing like or dislike, asking for amount, asking for condition, giving comments, giving opinion, and suggesting
To write very simple short functional texts

C. Indicators
The students are able to:
- pronounce the ten names of profession correctly
- describe the task of each occupation
- ask friends about parents’ profession
- answer friends’ questions related to the parents’ profession
- create acceptable conversation

D. Media
- Handouts
- Whiteboard
- Board marker

Teaching learning activities:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>20’</td>
<td><strong>Pre Activity</strong></td>
<td>Handout</td>
</tr>
<tr>
<td></td>
<td>The students learn the new words</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher pronounces the new words, students follow after her</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The students match the words with the picture</td>
<td></td>
</tr>
<tr>
<td>30’</td>
<td><strong>Whilst Activity</strong></td>
<td>Handout</td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
<table>
<thead>
<tr>
<th>Time</th>
<th>Activities</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The students write the color of the clothes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The students make compound words</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The students complete the conversations and then practice them</td>
<td></td>
</tr>
<tr>
<td>20'</td>
<td><strong>Post Activities</strong></td>
<td>Handout</td>
</tr>
<tr>
<td></td>
<td>- The students play <em>Drawing and Coloring Clothes</em> game</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The teacher leads the students to sum up material has been discussed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The teacher says good bye</td>
<td></td>
</tr>
</tbody>
</table>

References
UNIT 4
We Need a Cup of Coffee

Meeting : 1
Topic : The Food We Eat
Time Allocation : 70’
Learners : Sixth Grade Students of SDN Gergunung 1 Klaten

A. Competence Standard
To express very simple instructions and information in learners’ contexts
To write very simple, short functional texts in learners’ contexts

B. Basic Competence
To speak to ask or give favor or items that includes asking for help, giving help, asking for items, and giving items
To write very simple short functional texts

C. Indicators
The students are able to:
- pronounce the ten new words correctly
- make noun phrases
- write the correct words based on the pictures given
- offer food and drink
- create acceptable short conversations using given cues

D. Media
- Handouts
- Whiteboard
- Board marker

Teaching learning activities:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>20’</td>
<td><strong>Pre Activity</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The students learn the new words</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher pronounces the new words, students follow after her</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The students match the words with the picture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Handout</td>
<td></td>
</tr>
<tr>
<td>25’</td>
<td><strong>Whilst Activity</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The students write down the quantifier based on the picture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The students make noun phrases</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The students find, circle, and write words that they have</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Handout</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Activities</td>
<td>Media</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>-------</td>
</tr>
</tbody>
</table>
|      | found in *Words Search*  
The students complete the given exercises and then practice them |       |
| 25’  | **Post Activities**  
- The students play the *What Do You Have in Your Box* game  
- The teacher leads the students to sum up material has been discussed  
- The teacher says good bye | Handout |

References  
A. My New Words

Match each word with its corresponding picture.

<table>
<thead>
<tr>
<th>Word</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Veterinarian</td>
<td>A.</td>
</tr>
<tr>
<td>2. Mechanic</td>
<td>B.</td>
</tr>
<tr>
<td>3. Policeman</td>
<td>C.</td>
</tr>
<tr>
<td>4. Gardener</td>
<td>D.</td>
</tr>
<tr>
<td>5. Technician</td>
<td>E.</td>
</tr>
<tr>
<td>6. Butcher</td>
<td>F.</td>
</tr>
<tr>
<td>7. Plumber</td>
<td>G.</td>
</tr>
<tr>
<td>8. Hairstylist</td>
<td>H.</td>
</tr>
<tr>
<td>9. Porter</td>
<td>I.</td>
</tr>
<tr>
<td>10. Chef</td>
<td>J.</td>
</tr>
</tbody>
</table>

B. Let's Write

1. Answer the following questions using the correct pattern.

Example:

What is he? 
He is a butcher.

1. What is he? 
He is a 

---
2. Write the name of occupation for the following descriptions.

1. A person who slaughters or dresses meat for market is ..........................
2. Someone who cuts or beautifies hair is ............................................
3. A person skilled in making, using, or repairing machines, vehicles, and tools is ...
   .................................................................
4. A person who practices veterinary medicine is .................................
5. A person who installs and repairs pipes, fixtures, etc., for water, drainage, and gas is
   .................................................................
10. A person skilled in mechanical or industrial techniques or in a particular technical field is
    ........................................................................
3. Word Jumble
   Arrange the letters to make the correct words.

   1. c-t-e-u-b-r-h : ______________________
   2. l-b-u-p-e-m-r : ______________________
   3. h-e-c-f : ______________________
   4. h-m-i-c-c-a-e-n : ______________________
   5. o-e-r-p-r-t : ______________________

C. Let’s Speak
   Complete these following conversations and then practice them with your friend

   Who is a butcher?
   A butcher is ………………………
   ………………………………………
   ………………………………………
   ………………………………………

   Do you know who a …………………… is?
   A …………………… is a man who distinguishes fire.

   Who is a person that takes care of a garden?
   He/she is a ……………………

   What is your father?
   He is ………………………………
2. Now, interview a friend who sits next to you. You have to ask your friend about his/her mother’s and father’s occupation.

What is your mother?

She is __________________________

D. My Playground
Time to have fun!

Now, roll your dice and move based on the number of the dice and follow all instructions written on the board. If you can answer the question, you can roll the dice but if you cannot, you miss a turn. The one who arrives at finish first will be the winner.
# UNIT 1: WHAT DOES HE DO?

## What is he/she?

1. **START HERE**
2. **This person takes care of a garden**
3. **Go forward 3 spaces**
4. **He/she practices veterinary medicines**
5. **Go forward 3 spaces**
6. **Go back 3 spaces**
7. **Someone who cuts and beautifies hair**
8. **Go forward 3 spaces**
9. **Someone who cooks delicious meal**
10. **Go back 3 spaces**
11. **Someone who installs and repairs pipes, fixtures, etc.**
12. **Go forward 3 spaces**
13. **A person who slaughters meats for market**
14. **Someone who catches criminals.**
15. **This person has skills in industrial or mechanical technique**
16. **Go forward 2 spaces**
17. **This person is a chief cook of a large kitchen staffs**
18. **He/she is responsible for receiving payments for goods and services**
19. **Go back 3 spaces**
20. **A person who installs and fixes pipes for drainage, water, and gas**
21. **Go forward 3 spaces**
22. **A person who fights fires**

### What is her/his job?

- This person takes care of a garden
- He/she practices veterinary medicines
- A person who slaughters meats for market
- Someone who cuts and beautifies hair
- Someone who catches criminals.
- This person has skills in industrial or mechanical technique
- This person is a chief cook of a large kitchen staffs
- He/she is responsible for receiving payments for goods and services
- A person who installs and fixes pipes for drainage, water, and gas
- A person who fights fires

### What’s her/his job?

- What is he/she?
- What’s her/his job?

You will need a dice and tokens to play this game.
**UNIT 2: Endangered Animals**

Beni, what are endangered animals?

Endangered animals are animals that are in danger of going extinct, Ana.

A. **My New Words**
Learn these new words

<table>
<thead>
<tr>
<th>A.</th>
<th>Orangutan</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.</td>
<td>Rhinoceros</td>
</tr>
<tr>
<td>C.</td>
<td>Elephant</td>
</tr>
<tr>
<td>D.</td>
<td>Cassowary</td>
</tr>
<tr>
<td>E.</td>
<td>Peacock</td>
</tr>
<tr>
<td>F.</td>
<td>Zebra</td>
</tr>
<tr>
<td>G.</td>
<td>Bear</td>
</tr>
<tr>
<td>H.</td>
<td>Sumatran Tiger</td>
</tr>
<tr>
<td>I.</td>
<td>Giraffe</td>
</tr>
<tr>
<td>J.</td>
<td>Cockatoo</td>
</tr>
</tbody>
</table>
B. Let’s Write

1. Answer the following questions using your own words.

1. Look at the Cockatoo!
   It looks ……………
   ……………………………
   ……………………………

2. Look at the Sumatra Tiger!
   It looks ……………
   ……………………………
   ……………………………

3. Look at the Bear!
   It looks ……………
   ……………………………
   ……………………………

4. Look at the Zebra!
   It looks ……………
   ……………………………
   ……………………………

5. Look at those Rhinoceros!
   They look ……………
   ……………………………
   ……………………………

2. Fill in the blanks with the most suitable answers! You should refer to the pictures of endangered animals in part A in order to be able to fill in the blanks.

1. Beni : Look at that bear, Ana! I think it looks *bold* and *strong*.
   Ana : Yes, ……………………………… Where does that bear live?
   Beni : That dhole ……………………………………………………………

2. Ana : Where does a orang utan live?
   Beni : ………………………………………………………………………
   Ana : I don’t think so. I think……………………………………………….
3. Describes these following endangered animals using the words listed on the column. One word can be used for more than one animal.

1. This orangutan looks
   ..................................................................
   ..................................................................
   .....

2. This Sumatran tiger
   looks..................................................................
   ..................................................................
   .....

3. This giraffe looks ........
    ..................................................................
    ..................................................................
    .....

4. This peacock looks......
    ..................................................................
    ..................................................................
    .....

Beni : Those rhinoceros look ........................................................................
Ana : Yes, they look gallant and fierce. Where do they live?
Beni : I think they ...............................................................

Ana : I think that Sumatran tiger lives on a farm.
Beni : No, I don’t think so. It looks wild so I think it lives ......................
Ana : No, it doesn’t look wild. It looks..............................................
5. This Cockatoo looks......

C. Let’s Speak
Make five conversations using the cues given in the table.

Example:

<table>
<thead>
<tr>
<th>Endangered Animal</th>
<th>Live</th>
<th>Look</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhinoceros</td>
<td>Wild</td>
<td>Cautious, hungry</td>
</tr>
<tr>
<td>Elephant</td>
<td>Wild</td>
<td>Gorgeous, gallant</td>
</tr>
<tr>
<td>Zebra</td>
<td>Wild</td>
<td>Strong, bold</td>
</tr>
<tr>
<td>Cassowary</td>
<td>Wild</td>
<td>Funny, tame</td>
</tr>
<tr>
<td>Bear</td>
<td>Wild</td>
<td>Hungry, wild</td>
</tr>
</tbody>
</table>

D. My Playground
Time to have fun!
Now, you are going to play Endangered Animals Memory Game. Your teacher will tell you how you will play the game.
UNIT 3: This is My New Jacket

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

I have a new belt.

My new belt is black.

A. My New Words
Match each word with its corresponding picture.

1. Cardigan
2. Socks
3. Sneakers
4. Trousers
5. Jacket
6. Overall
7. Shorts
8. Veil
9. Pajama
10. Swimsuit

B. Let’s Write
1. Describe the color of these following clothes.
   Example:
   I have a new veil. My new veil is pink. This pink veil is mine.
UNIT 3: This is My New Jacket

1. I have new .................. My new ..................are ..................
   This ..................................are mine.

2. I have a new .................. My new ..................is ..................
   This ..................................is mine.

3. I have a new .................. My new ..................is ..................
   This ..................................is mine.

4. I have new .................. My new ..................are ..................
   This .................................. are mine.

5. I have a new .................. My new ..................is ..................
   This ..................................is mine.

6. I have new .................. My new .................. are ..................
   This .................................. are mine.

7. I have new .................. My new .................. are ..................
   This .................................. are mine.

8. I have a new .................. My new ..................is ..................
   This ..................................is mine.
UNIT 3: This is My New Jacket

2. Arrange the words to make a correct compound word.

<table>
<thead>
<tr>
<th>Clothes</th>
<th>Description</th>
<th>Compound Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>veil</td>
<td>black</td>
<td>black vest</td>
</tr>
<tr>
<td>cardigan</td>
<td>red</td>
<td></td>
</tr>
<tr>
<td>jacket</td>
<td>yellow</td>
<td></td>
</tr>
<tr>
<td>trousers</td>
<td>green</td>
<td></td>
</tr>
<tr>
<td>sneakers</td>
<td>white</td>
<td></td>
</tr>
<tr>
<td>swimsuit</td>
<td>pink</td>
<td></td>
</tr>
<tr>
<td>overall</td>
<td>blue</td>
<td></td>
</tr>
<tr>
<td>socks</td>
<td>dark</td>
<td></td>
</tr>
<tr>
<td>pajamas</td>
<td>dotted</td>
<td></td>
</tr>
<tr>
<td>shorts</td>
<td>light blue</td>
<td></td>
</tr>
</tbody>
</table>

D. My Playground
Time to have fun!

It’s time to play Bingo game. The game is started by a command from the teacher. You have to draw and color a cloth as what he orders. The first student who finish draw and color the cloth can give the next command to the class. Have fun!
A. My New Words
Match each word with its corresponding picture.

|-------------|-------------|---------|-------------|-----------|

B. Let’s Write
1. Answer the following questions using your own words.

We need a kilo of tomatoes.

How many do we need?

We need a box of .................
2. Fill in the blanks with the most suitable answers based on the picture given!

Example: I want a kilo of tomatoes.

1. May I have a cup of _________ please?
2. Can you get me a glass of _________ please?
3. Please pass me that slice of _________
4. May I have a can of _________ please?
5. Can you open that bottle of _________ please?
2. Arrange the words to make a correct a noun phrase.

<table>
<thead>
<tr>
<th>Food or drink</th>
<th>Quantifier</th>
<th>Noun Phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tomatoes</td>
<td>A kilo</td>
<td>A kilo of tomatoes</td>
</tr>
<tr>
<td>Coffee</td>
<td>A cup</td>
<td></td>
</tr>
<tr>
<td>Pizza</td>
<td>A slice</td>
<td></td>
</tr>
<tr>
<td>Milk</td>
<td>A carton</td>
<td></td>
</tr>
<tr>
<td>Biscuits</td>
<td>A tin</td>
<td></td>
</tr>
<tr>
<td>Soda</td>
<td>A can</td>
<td></td>
</tr>
<tr>
<td>Eggs</td>
<td>A box</td>
<td></td>
</tr>
<tr>
<td>Coke</td>
<td>A bottle</td>
<td></td>
</tr>
<tr>
<td>Chocolate</td>
<td>A bar</td>
<td></td>
</tr>
<tr>
<td>Juice</td>
<td>A glass</td>
<td></td>
</tr>
</tbody>
</table>

C. Let’s Speak
Complete these dialogues and then practice them with your partner.

Cicil: What do you have?
Eko: I have a cup of coffee. Do you want some?
Cicil: Yes please, I am thirsty.
Eko: Here.
Cicil: Thanks. Yam, this is good
D. Your Playground

Hey, let’s play the card and see what do you have and let your friends guess it. Your teacher will explain more. Have fun.