DESIGNING A SET OF ENGLISH EXERCISE MATERIALS TO TEACH 4\textsuperscript{TH} GRADE STUDENTS OF ELEMENTARY SCHOOL USING \textit{BELLS} (BASIC ENGLISH LANGUAGE LEARNING SYSTEM)

\textit{A SARJANA PENDIDIKAN THESIS}

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

By
Alexandra Thefannia Pramono
Student Number: 111214063

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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FACULTY OF TEACHERS TRAINING AND EDUCATION
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DESIGNING A SET OF ENGLISH EXERCISE MATERIALS TO TEACH 4TH GRADE STUDENTS OF ELEMENTARY SCHOOL USING BELL'S (BASIC ENGLISH LANGUAGE LEARNING SYSTEM)

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STATEMENT OF WORK’S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, August 10, 2015

The writer

Alexandra Thefannia Pramono

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DEDICATION PAGE

“DON’T BE AFRAID TO MOVE BECAUSE THE DISTANCE OF 1000 MILES IS STARTED BY A SINGLE STEP”

This thesis is dedicated to:

Jesus Christ,

my beloved parents,

and everyone who gave me courage and spirit to finish this thesis.
ABSTRACT


Elementary school is a next stage of education after Kindergarten. This research attempts to develop and to design a set of materials in teaching English for the 4th grade students of Elementary school using BELLS (Basic English Language Learning System).

This research is aimed to answer two research problems: (a) How is a set of English materials to teach English for the 4th grade students of elementary school using BELLS (Basic English Language Learning System) developed? (b) What does the set of English exercise materials to teach 4th grade students of elementary school using BELLS (Basic English Language Learning System) look like?

To gather the information, the writer adopted Borg and Gall’s steps (1986) about research and development (R&D) method combined with Kemp’s instructional design model (1977) which covers eight flexible steps. Due to the time and money constraints, there were only five steps of R&D that were conducted in designing the materials. They were: (1) research and information collecting, (2) planning, (3) developing preliminary form of product, (4) preliminary field testing, and (5) main product revision. After designing the materials, the writer interviewed the English teachers and consulted some fresh graduate students of Education of Primary School Teachers Training of Sanata Dharma University in order to evaluate and improve the materials.

The interview results showed that the designed materials were good, appropriate, and applicable. There were three suggestions to revise the materials. They were decrease the number of questions, include colouring pictures, and make the instructions/directions in the clearer exercise. To answer the second research problem, the researcher revised the designed materials based on the interview result taken from the eight respondents. The materials consist of six units. They were “Hello, Friends!”, “ Goes to School”, “I Love My Family”, “Body and Face”, “Put on Your Cap Please”, and “Home Sweet Home”.

Keywords: designing english exercise materials, English for elementary school students, BELLS (Basic English Language Learning System).
ABSTRAK


Sekolah dasar adalah tahap lanjutan setelah pendidikan Taman Kanak-kanak. Penelitian ini mencoba untuk mengembangkan dan merancang materi latihan Bahasa Inggris untuk mengajar siswa kelas 4 Sekolah Dasar menggunakan BELLs (Basic English Language Learning System).

Penelitian ini bertujuan untuk menjawab dua pertanyaan penelitian: (a) Bagaimana merancang seperangkat materi latihan bahasa Inggris untuk mengajar siswa kelas 4 sekolah dasar menggunakan BELLs (Basic English Language Learning System)? (b) Seperti apa produk materi latihan bahasa Inggris untuk mengajar siswa kelas 4 sekolah dasar menggunakan BELLs (Basic English Language Learning System)?

Untuk mengumpulkan informasi peneliti mengadapati kerangka model tentang research & development (R&D) milik Borg dan Gall (1986) yang digabungkan dengan model perancangan yang dikembangkan oleh Kemp (1977) yang mencakup delapan langkah yang fleksibel. Dikarenakan keterbatas waktu dan biaya, peneliti hanya menggunakan lima langkah R&D dalam merancang materi, yaitu: (1) penelitian dan pengumpulan informasi, (2) perencanaan, (3) pengembangan bentuk awal produk, (4) pengujian awal, dan (5) revisi produk. Setelah mendesain materi, peneliti melakukan wawancara kepada guru bahasa Inggris dari beberapa sekolah dasar dan alumni dari Pendidikan Guru Sekolah Dasar Universitas Sanata Dharma untuk mengevaluasi dan meningkatkan materi.


**Keywords**: designing English exercise materials, English for elementary school students, BELLs (Basic English Language Learning System).
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Alexandra Thifainia Pramono
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CHAPTER I

INTRODUCTION

This chapter is divided into six sections. They are the research background, the research problem, the problem limitation, the research objectives, the research benefits, and the definition of terms.

A. Research Background

In this research, the researcher discusses how to design a set of English exercise materials to teach 4th grade students of elementary school using the Basic English Language Learning System (henceforth abbreviated as BELLS). There are three reasons underlying the topic selection. First, English as an international language is essential to be learned. Second, early childhood is the best period to begin learning a foreign language. Third, BELLS is an application which allows teachers to design the materials independently. BELLS can be a medium for teaching English to children. It is able to facilitate the process of material transfer.

The researcher chooses the topic because there are many aspects of the educational field, especially in the application of 2013 Curriculum which have not been understood and mastered by the teachers. This curriculum, which emphasizes the character-based education, continues the previous curriculum which has been implemented since 2004. The continuation involves affective, cognitive, and psychomotor aspects in an integrated way. It means that the courses
are related to each other. The 2013 Curriculum puts the attitude aspect on a higher priority than the skill and knowledge competencies. In the 2013 Curriculum, English, Social Science, and Science subjects are removed from the subject list for the elementary school. Social Science and Science will be integrated in other subjects, such as Bahasa Indonesia, whereas English can be learned as an extracurricular subject. The School-Based Curriculum 2006 focuses on the affective, cognitive and psychomotor aspects. These three aspects which have some weaknesses in the curriculum that existed before the School-Based Curriculum 2006. It is because the School-Based Curriculum 2006 system has particular challenges in its distribution in areas or regions where it is applied. The school-based Curriculum is arranged in UU no 20 tahun 2003 about the National Educational System and peraturan pemerintah no 19 tahun 2005 about the National Educational Standards. In the School-Based Curriculum 2006 English is compulsory for the elementary school students. In the 2013 Curriculum, English becomes the local content subject.

English teaching can be done through electronic media since we live in the net-generation era. As a result, a learning system that is facilitated by the development of electronic media also increasingly develops. In making the application of this learning system, Macromedia Flash as the application is used to create some animations to raise the children’s interest in learning English. Moreover, children can use the web interface that greatly helps them to be able to access this application. The macromedia flash can also optimize the performance of the computer so that the application becomes more useful for the children.
According to *peraturan pemerintah tahun 2014 pasal 9*, the implementation of the curriculum in Indonesia can be changed in accordance with the policy of the government and the minister of education and culture. So, the application of these media can be used in all of the curriculum.

**B. Research Problems**

The research problems are formulated as follows.

1. How is a set of English exercise materials to teach 4th grade students of elementary school using *BELLS* (Basic English Language Learning System) designed?

2. What does the set of English exercise materials to teach 4th grade students of elementary school using *BELLS* look like?

**C. Problem Limitations**

The following are some problem limitations of this research. In this research, the researcher focuses on designing the materials, which will be used in the English subject for 4th grade of elementary school students. The materials contain some multiple choice questions, fill in the blank section and match the right answer questions. Furthermore, the materials apply *BELLS*. *BELLS* is an offline application which contains xamp software. According to Ohwofosiral (2013, p. 44), xamp is a bundle of pre-configured applications which enable to use the local computer like an internet server for testing PHP codes. The materials consist of reading, writing, and listening sections. This application uses some
pictures and an audio recording to help the students to become interested in learning English. Therefore, the teacher needs to make some adjustments of the exercises and assessments if the teacher wants to use the materials in many other subjects.

D. Research Objectives

This research has two purposes. The first purpose is to design a set of English exercise materials to teach 4th grade students of elementary school using BELLS (Basic English Language Learning System). The second purpose is to present the designed materials to the 4th grade students of elementary school.

E. Research Benefits

The results of this research will be useful for 4th grade of elementary school students, elementary school English teachers, and the future researchers.

1. 4th Grade of Elementary School Students

One of the results is a set of English exercise materials to teach 4th grade students of elementary school using BELLS (Basic English Language Learning System). The material can become an alternative learning method and become a new way of teaching English. It is useful to develop students’ English skill since early ages. This application has many exercises to practice English. The types of the exercises are multiple choice, fill in the blank, and match the right answers. Additionally, the skills that are used in BELLS, namely writing, reading and listening, are expected to help students to develop their ability in learning English.
2. Elementary School English Teachers

After receiving the feedback from the respondents, the English teachers of 4th grade elementary school can use the designed materials to teach the students. The designed materials can be an alternative activity for the learning process in the classroom. The teachers can be more creative in making questions based on the information of students’ abilities from their projects and exercises. The teachers can use this application to teach English in the classroom and practice some questions with modern and different strategies.

3. The Future researchers

The designed materials in this research can be one of the references for other researchers who will conduct similar researchers. The researcher hopes that the designed materials can help the future researchers to be more innovative in designing better English teaching materials to develop the students’ and teachers’ abilities in the education field.

F. DEFINITION OF TERMS

There are several terms that are needed to be clarified in order to avoid misinterpretation or misunderstanding.

1. Designing Material

Generally, a design can be defined as an arrangement or as planning. According to Hutchinson and Waters (1987, p. 21), a design is a development of planning to guide educational activities. A set of English materials may also be
defined as a set of items, which is regarded as resources in teaching learning process.

2. **4th Elementary School**

   Elementary school means primary school for children from 7 – 11 years old. Elementary students in this case refer to students who are studying at level 4th grade (9-10 years old) of elementary school.

3. **English Exercise Materials**

   English exercise materials are the materials to learn English which consist of some instructions. According to Kemp (1977, p.8), there are some questions to consider. Those questions are (1) what must be learned? (objectives), (2) what procedures and resources will work best to teach the desired learning levels? (activity and resources), (3) how will we know when the required learning has taken place? (evaluation). It is to develop the design materials in this research.

4. **BELLS (Basic English Language Learning System)**

   BELLS stands for Basic English Language Learning System. It is an application to support children to learn English. Through BELLS, the children can experience English learning directly. BELLS provides relevant pictures which are related to the materials and also some audio recordings. In addition, BELLS is designed to be flexible. The teacher can change the material and design it independently. BELLS consists of English exercise material.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is divided into two sections namely the theoretical description and the theoretical framework. The first part focuses on related theories used in this research. The second part focuses on a synthesis of related theories that become the theoretical framework of this research.

A. Theoretical Description

This research aims to design a set of English exercise materials to teach 4th grade students of elementary school using BELLS (Basic English Language Learning System). In this section, the researcher discusses some related theories as the guideline to design the materials. The presented theories in this section are as follows:

1. The Characteristics of Early Childhood

Before designing the materials, the researcher should conduct a needs analysis including students’ characteristics. According to Hurlock (1978, pp. 2-354), the characteristics of early childhood consist of physical, social, emotion, affective and cognitive aspects. Physical characteristics are important for children. It can increase children’s activities. The important aspects of physical development are his psychomotor activities. The children learn to coordinate their psychomotor activities that they have learned and practiced before and during the
time they were learning to walk. Piaget (1979) says that there is a close relationship between development and coordination of psychomotor activities and the children’s cognitive development during infancy. It means that the children’s behaviors are connected with Piaget’s statement or interaction with others as well as his or her involvement in such activities as in games and language learning. The children’s interaction with other people can be seen through their involvement in their activities from individualism to socialization. Honestly children can show their emotional feelings, such as fear, love, jealousy and curiosity. The children can express their emotions freely and openly. Also the children show their anger and jealousy among their peers. The intellectual development at this stage is called pre-operational because the child has not yet acquired the logical abilities. Piaget (1979) believed that the first stage marks the beginning of the use of symbols to dominate the development of intellectual ability.

2. Increasing Children Ability

Intellectually, children are ready to follow simple directions and begin to understand the time patterns. At the 4th grade of elementary school age, children are not quite certain about distinction between reality and fantasy. Emotionally, children demand affection and a lot of attention (Anderson, 1978, p. 18). It is related with psychology of child development. It has several characteristics to increase the children’s abilities (Hurlock, 1978, pp. 2-354). She says that the children’s characteristics are active with many movements, asking many questions
and exploring their environment to find something new. Children have high curiosity side actually.

3. Elementary School Curriculum

Curriculum in Indonesia has changed for few times. The latest one is Curriculum 2013. Richards (2001, p. 4) states that curriculum is a process in the education field that is started from determining the needs of the students, the objectives in conducting the learning process, and the curriculum is evaluated to see if the objective is achieved already or not. The teaching learning process will be developed based on the curriculum that are applied and the result of the learning process will be evaluated based on the curriculum that are applied also. So, the curriculum is used to develop the education field.

The exercise materials are designed to teach English to 4th grade of elementary school which is using BELLs. The implementation of curriculum in Indonesia can be changed in accordance with applicable regulations and decree of The Minister of National Education. Nowadays, Indonesia has a new curriculum; it is Curriculum 2013 but some elementary schools are still using the School-Based Curriculum 2006. In 2013 Curriculum, many aspects of the educational field have not mastered the application of the 2013 curriculum. The 2013 Curriculum or Character-based Education is a curriculum that continues the previous curriculum which has been implemented since 2004. The continuation involves affective, cognitive, and psychomotor aspect in an integrated way. It means that the courses are related to each other. School-Based Curriculum 2006 focuses more on affective, cognitive and psychomotor aspect. These three aspects
have weaknesses in the curriculum existed before the School-Based Curriculum 2006. The weaknesses appear because the School-Based Curriculum 2006 system has particular distribution but does not see the characteristics that exist in areas or regions where it is applied. Those are arranged from UU no. 20 tahun 2003 about the National Educational System and Peraturan Pemerintah no 19 tahun 2005 about the National Educational Standards. One of that of differences between from School-Based Curriculum (2006) and the 2013 curriculum is that English is not the principal major for students especially in elementary school. From that case the researcher will make the materials to be applied in two curriculums or more. These designed materials adopt school-based curriculum. The text book used in this research is entitled Grow with English 4 by Mukarto (2007) because the teacher’s suggested the researcher to use the book.

4. **Instructional Design Model as a Process of Designing Materials**

This research conducted the instructional design model in designing the materials. The researcher adapted the instructional design model proposed by Jerrold E. Kemp (1997, p. 8). He states that the instructional design plan is a design to support and answer three basic questions. Those questions are:

a. What must be learned? (Related to the objectives)

b. What procedures and resources will work best to reach the goals as learning levels? (Related with teaching learning activities and the resources).

c. How will we know when the required learning has taken place? (Related with the evaluation).
According to the diagram of Kemp's model (1977, p. 8) model there are eight steps that should be included in the instructional design. The eight steps are explained as follows.

1) Considering the goals and the list of topics

In this step, Kemp states that the instructional design starts from the goals of the school system or institution. It is to know the goal of the students. After knowing the goal from the students, it can be continued with listing the topics.
2) Recognizing the students’ characteristics

According to Kemp (1977), there are two main factors that can be observed by determining the learner’s characteristics. The first is academic factors (number of students, academic background, grade point average, levels of intelligence, study habit, vocational and cultural aspiration). The second is social factors (age, maturity, attention span, special talent, physical, emotional, culture and socioeconomic situation).

3) Specifying the learning objectives

In the third step, Kemp (1977) says that learning objectives are discussed concerning “learning”. Learning is as the outcome of instruction to design. The students are stimulated to be active. According to Kemp’s model, there are three terms of measurable students’ behavior outcome should be started in the learning objectives. Those are what goals must be achieved, what ideas and skill will be included in the upcoming instruction and what type of behavior will be expected during evaluation.

4) Listing the subject contents

In this step, Kemp (1977) says that subject contents must be closely related to the objectives and the students’ needs. The subject content consists of the specific information and skills.

5) Developing pre-assessment

Kemp (1977) says that it is important to find out the students’ background and present the knowledge’s levels. Especially for the knowledge, it is to what extent each students has acquired the prerequisites
for studying the topic and also what student may have already mastered about
the subject to be studied.

6) Selecting learning activities, teaching activities and instructional resources.

   In this step, Kemp (1977) suggests that the planners must
determine the most efficient and effective method and select the materials
which provide the learning experiences that will utilize the content
associated with each objective (p. 55).

7) Coordinating the support services

   According to Kemp (1977) there are many interrelated elements in
instructional situations. There are budget, personnel, facilities, equipment and
schedule. Every support services as budget, personnel, facilities, equipment
and schedules should be considered. At the same time it can be as instructional
plans that are being made.

8) Evaluating students’ learning

   Kemp says (1977) that evaluating students’ learning is necessary in
order to know how far the students have achieved the objectives. This
research take Kemp’s model to design English exercise materials because
this model is appropriate for 4th grade students of elementary school.
According to Kemp (1977), “the material designed can record the steps and
start whenever step that is ready to start with”. In this research, the
important roles for the teacher in the teaching and learning processes are the
instructor’s skills and abilities which will influence the teaching-learning
situation (p. 9).
5. Multimedia

Multimedia consists of two words. there are ‘multi’ and ‘media’. ‘Multi’ means many and ‘medium’ means a conduit or intermediary. ‘Multimedia’ is a combination of several elements of text, graphics, sound, video and animation that produce stunning presentations.

Macromedia Flash is a software that used in this program. According to Bowden (2006), Macromedia Flash is a design tool, set up primarily to allow the efficient creation of animation, especially for web pages (p. 8). Macromedia has been developed to animations to be reduced to the lowest size possible. Macromedia flash can be make this program more interesting for children. This is an excess from this program. The other softwares that are used include xampp and Adobe Dreamweaver Cs 3. According to Ohwofosiral (2013, p.44) xampp is a bundle of pre-configured applications which enable to use the local computer like an internet server for testing PHP codes and Adobe Dreamweaver is a proprietary web development tool which is developed by the Adobe Systems. Dreamweaver was created by Macromedia in 1997 and was maintained until Macromedia was acquired by Adobe Systems in 2005.

B. Theoretical Framework

In this section the researcher explains the relation between theoretical descriptions with the research problems. It is important to include the related theories to analyze the object of the research. Therefore, the researcher made a link between the research problems to the theories used. To answer the first
research question about how a set of English exercise materials to teach 4th grade students of elementary school using BELL’S’s. Some steps are applied in this research. The design is developed for 4th grade students of elementary school, is design adopted from Kemp’s steps model to develop an effective design of English exercise materials. The researcher took seven steps from Kemp’s steps. These are the steps used by the researcher in designing the materials.

1. Listing students’ characteristics

In this step, the researcher collected all the information related to the students’ and teachers’ needs. It is according to Hurlock (1978) and Piaget (1977) views about the characteristics of the early childhood. The researcher conducted interview with the teachers and observed the students learning activities in the classroom.

2. Starting the goal and listing the topics

This step is aimed to determine the goals of materials design based on the students need. The topics were selected based on the teachers’ suggestions to adopt the topics from Grow with English 4 text book by Mukarto (2007).

3. Specifying the learning objectives

In order to start the objective report the learning activities, the researcher needs to know the measurable objectives.

4. Listing the subject content

In this step, the researcher needed to consider the content organization, and also the exercise analysis. The aim of listing the content subject was to ensure that
all elements of the materials development procedures were included in the process.

5. Selecting some teaching learning activities and resources

Before designing the exercise materials, the researcher chose some teaching learning activities and resources which were appropriate for the theories used in this research. The researcher needed to extend the exercise materials and resources as much as possible to create the appropriate exercise materials.

The materials were designed based on the topics from the *Grow with English 4* text book by Mukarto (2007).

6. Evaluating the materials

The revisions aimed to help the researcher in developing the materials optimally. The evaluation was conducted with the help of English teachers in some elementary schools as well as the teachers.

7. Revising the materials

After evaluating the materials designed, the researcher revised the instruction of the materials. The revision would depend on the evaluation from the preview test steps of this study that was the evaluation for the design materials by the English teacher of the elementary school. The researcher’s theoretical framework is showed in Figure 2.2 below.
Meanwhile, to answer the second research problem about the product from designing English exercise materials using BELLS, the researcher uses Kemp’s (1977) instructional design model and Bowden’s (2006) theory about the software that is used in the design materials.
CHAPTER III

METHODOLOGY

This chapter is divided into six parts. They are the research method, the research setting, the research participants, the instruments and the data gathering technique, the data analysis technique, and the research procedure.

A. Research Method

The explanation of the theories has been defined in Chapter II. This chapter is about designing a set of English exercise materials to teach 4th grade students of elementary school using BELLs (Basic English Language Learning System). This research was aimed to design an English exercise materials to teach 4th grade of elementary school students. The aim of this chapter was to solve the research problems as stated in the research questions. They are: 1). How is a set of English exercise materials to teach 4th grade students of elementary school using BELLs (Basic English Language Learning System) designed? 2). What does the designed a set of English exercise materials to teach 4th grade students of elementary school using BELLs (Basic English Language Learning System) look like?

The methodology used in this research is Research & Development (R&D) study by Borg and Gall (1983). There were ten steps for the R&D cycle (Borg & Gall, 1983, p. 775) but the researcher only took five out from ten steps of the
R&D cycle. The steps are 1) research and information collecting, 2) planning, 3) developing preliminary form of product, 4) preliminary field testing, and 5) final product revision. The reason for taking only the five steps was due to the time limitation of this study. The following are the discussions of each step of R&D process.

1. Research and Information Collecting

This step consisted of the underlying theories, interviewing teachers, and doing survey. According to Borg and Gall (1983), “this step aims to collect the research findings and other information pertinent to the planned development and to determine the state of knowledge in the area of concern” (p. 777). The researcher obtain the research in December 2014 –January 2015. Before the researcher conducted the research, the researcher asked the permission first by giving the permission letter to the school (please see Appendix A). After giving the permission letter, the researcher interviewed the teachers and the researcher did the observation. However, there was no observation report since the observation was done only to look at the atmosphere of the classroom.

2. Planning

The next step of R&D was planning. The most basic purpose of this step was to determine the objective of the learning process that would be designed. As Borg and Gall (1983) state “the role of objective is as the best basis for developing an instructional program” (p.779).

In the education field, the preparation of determining the objectives, specific skills, procedures and learning exercises is well-known as syllabus. In this
step, the researcher adopted the syllabus from a text book, entitled *Grow with English 4*. The researcher adopted the syllabus and the topics because the application can be applied in all chapters. The preparation according to Richards (2001), “a syllabus describes the major elements that will be used in planning a language course and providing the basis for its instructional focus and content” (p. 152). The syllabus and the topics was taken from *Grow with English 4* in Mukarto’s (2007) text book.

After determining the syllabus, the researcher listed the topics of the designing materials, defining skills, stating objectives, which consist of stating competence standard and basic competence, and determining the sequence of the course based on the curriculum of the elementary school and *Grow With English 4* text book. Afterwards, the researcher prepared the handbooks and devices that were needed to implement the syllabus as the products of this step.

3. Development of Preliminary Form of Product

After adopted the syllabus in the previous step, the researcher continued designing the designed materials especially the instructional materials, learning activities, exercise, application, and resources. As Borg and Gall (1983) state, “the purpose of this step is to build a preliminary form of the educational product that can be field tested” (p. 781). A set of teacher’s handbook were produced in this step, together with interview protocol as an evaluate guideline to assess the materials. According to Borg and Gall (1983), “this step also involves a design of a teacher handbook, a set of forms for the teacher, and questionnaire and interview guides” (p. 781). The researcher carefully designed the materials based on the
seven theories discussed in the research and the information collecting. Furthermore, the designed materials should be based on learners’ characteristics, needs, abilities, and also the supported services in the classroom.

4. Preliminary Field Testing

The aim of the preliminary field testing was to evaluate the appropriate material design. The new material design which had been accomplished in the development of preliminary form of product could be evaluated by some respondents. Furthermore, Borg and Gall (1983) state:

In the preliminary field test, the feedback from specific teacher is necessary to help the educational product designer in developing and improving the educational product. This step is expected to get many specific criticisms and suggestions towards the educational product (p.783).

The respondents of this research were English teachers in five elementary schools and some fresh graduates from Elementary School Teacher Training of Sanata Dharma University who undertook the similar research of designing materials. The strategy to collect the evaluation data was by conducting the interviews with three respondents. The results of the interviews were used as the guidelines for the researcher to revise and improve the designed materials.

5. Main Product Revision

The suggestions, which were collected in the preliminary field testing, were used to revise the designed materials. Doing some improvements was required in designing the materials. As Borg and Gall (1983) state, “it is needed to make some improvement on the designed materials. This revised educational product is expected to be more suitable to use in the classroom” (p. 784).
Therefore, the researcher revised the designed materials afterwards. The following figure presents the collaboration of the R&D model and Kemp’s model as used by Pertiwi (2014).

![Diagram](image)

**Figure 3.1 The researcher's R&D Model Integrated with Kemp's Model**

**B. Research Setting**

This research was conducted in some elementary schools to obtain the data. They are:

**Table 3.1 Data of School**

<table>
<thead>
<tr>
<th>Name of school</th>
<th>SD Bunga Bangsa 1</th>
<th>SD Bunga Bangsa 2</th>
<th>SD Bunga Bangsa 3</th>
<th>SD Bunga Bangsa 4</th>
<th>SD Bunga Bangsa 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accreditation</td>
<td>B</td>
<td>B</td>
<td>A</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>Number of students / class</td>
<td>35</td>
<td>38</td>
<td>41</td>
<td>45</td>
<td>32</td>
</tr>
</tbody>
</table>
C. Research Participants

In this part, the researcher describes the participants in this research.

1. Participants of Research and Information Collecting

In the research and information collecting, data were gathered from the participants. The participants were students and teachers from five elementary schools. The subjects are the 4th grade students of elementary school and English teachers from some schools in Yogyakarta. There are:
Table 3.2 Data of Students and Teachers

<table>
<thead>
<tr>
<th>No</th>
<th>Name of School</th>
<th>Number of Teacher</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SD Bunga Bangsa 1</td>
<td>1</td>
<td>35</td>
</tr>
<tr>
<td>2</td>
<td>SD Bunga Bangsa 2</td>
<td>2</td>
<td>38</td>
</tr>
<tr>
<td>3</td>
<td>SD Bunga Bangsa 3</td>
<td>2</td>
<td>41</td>
</tr>
<tr>
<td>4</td>
<td>SD Bunga Bangsa 4</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>5</td>
<td>SD Bunga Bangsa 5</td>
<td>2</td>
<td>32</td>
</tr>
</tbody>
</table>

The participants of this research were categorized into two groups. They are students and English teachers.

2. Preliminary Field Testing Participants

The participants of the preliminary field testing were some English teachers in the five elementary schools and graduates from Pendidikan Guru Sekolah Dasar. The participants were expected to evaluate the designed materials.

D. Instruments and Data Gathering Technique

This research used questionnaire and observation form to obtain the data which was alone by the researcher. Before doing observation in five elementary schools, the researcher asked for the permission to conduct the research. The second step was collecting the data including the syllabus, the academic calendar, the material from teacher’s and student’s English books. The third step was making the questionnaire for the teacher’s. The researcher used a closed-ended and open-ended questions. After the questionnaire was ready to be distributed, the fourth step was distributing the questionnaire. The fifth step was collecting the questionnaire. The seventh step was listing the data and comparing all the data
that the researcher had. Finally, the researcher used the material based on the observation and the data.

1. Interview Protocols

According to Seidman (2013, pp. 2-3), an interview is a conversation between two or more people where questions are asked by the interviewer to elicit facts or statements from the interviewee. Interviews are a standard part of journalism and media reporting, but it is also employed in many other situations, including qualitative research. For example, interviews can be used for research related to the human condition, school background, learning system in school, the attitude, the attention, etc. The questions are attached in Appendix B and C.

2. Observation

Observation is the observing of ongoing activities. This research was conducted in five schools as described in the following table:

<table>
<thead>
<tr>
<th>No</th>
<th>Name of Schools</th>
<th>Number of Teachers</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SD N Bunga Bangsa 1</td>
<td>1</td>
<td>35</td>
</tr>
<tr>
<td>2</td>
<td>SD N Bunga Bangsa 2</td>
<td>2</td>
<td>38</td>
</tr>
<tr>
<td>3</td>
<td>SD N Bunga Bangsa 3</td>
<td>2</td>
<td>41</td>
</tr>
<tr>
<td>4</td>
<td>SD N Bunga Bangsa 4</td>
<td>3</td>
<td>45</td>
</tr>
<tr>
<td>5</td>
<td>SD N Bunga Bangsa 5</td>
<td>2</td>
<td>32</td>
</tr>
</tbody>
</table>

3. Questionnaire

Labovits (1971) states, “A questionnaire is an instrument comprised by a series of questions that are filled by the respondents” (p. 72) The purpose of the questionnaire is to collect the appropriate data, in order to make data comparable
and amenable to be analyses to minimize bias in formulating and asking question, and to make questions varied and engaging. The type of questionnaire that the researcher used is closed or restricted form. The researcher used an item checking to interpret, to tabulate and to summarize the data. The researcher made two types of questionnaire; they are open-ended questions and close ended questions for the teachers. Therefore, the advantage for the participants is they can answer questions easily. In this research, the researcher utilizes the questionnaire to review the design materials (please see Appendices D and E).

E. Data Analysis Technique

In analyzing the data, the researcher used qualitative data analysis. The data analysis technique that the researcher used was based on the interview, observation and questionnaire. This is the description of the data analysis technique:

1. Data Analysis Technique of Research and Information Collecting

In order to analyze the data, the researcher transcribed the result from some interviews with the elementary school teachers (see Appendix B). The researcher chose five elementary schools to obtain the data for this research. The researcher interviewed five teachers from five elementary schools and observed two classes from two elementary schools.

2. Data Analysis Technique of the Preliminary Field Testing

The researcher distributed questionnaires and the designed English exercise materials for five English teachers to obtain their opinion, suggestion and
evaluation towards the designed materials. The experts were asked to give their opinions toward the designed materials guided by the statements. The feedback from the teacher would be a guideline for revised the materials design as follows.

F. Research Procedure

In conducting the research, the researcher explained the procedure of collecting and analyzing the data.

1. Research and Information Collecting

Research and information collecting can review the content consist of related literature. In this step the researcher went to the library of Sanata Dharma University and read some books to gain the information related to the study. The study needed many books related to the theories of instructional design, the elementary curriculum, the theories of child development, several kinds of English instructional books, some books about computer in education, theories of language teaching-learning and all subjects related to English materials to English for elementary school students.

2. Planning

In this section the researcher adopted the syllabus and the theme from Grow with English 4 text book. After getting the material, the researcher asked the programmer to develop the software. The program that the programmer used are included in Appendix F.

3. Designing English Materials
In this step, the researcher determined the design of materials. The researcher used Kemp’s model as a guidelines to design the materials. The researcher used this model because it gave flexibility to the application designer who wanted to develop teaching material and the Kemp’s model matches the elementary with curriculum. In order to make the designed materials were suitable for kindergarten students, the researcher designed the materials based on the theories of the child development. After determining the design, the researcher determined the general and specific learning goals and then arranged the topics based on the elementary curriculum (School-Based Curriculum 2006). In this case, the researcher would cease the topic from the Grow With English 4 text book. After arranging the topics, the researcher developed the materials.

4. Preliminary Field Testing

In this step, the researcher distributed the questionnaires and the English designed materials to the respondents to ask their opinion about this program. In order to collect the qualified data the researcher did collected the questionnaires and analyzed the data.

5. Final Product Revision

In the last step, the researcher collected the questionnaire from some teachers. The researcher analyzed the teachers’ suggestions and made the final version of designing materials. After collecting teachers' suggestions in order to design a set of English materials.
CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

This chapter contains two parts. The first part is aimed to answer the first research problem. The first problem is “how is a set of English exercise materials to teach 4th grade students of elementary school using BELLS (Basic English Language Learning System) designed?”. The second problem is “what does the set of English exercise materials to teach 4th grade students of elementary school using BELLS look like?” which is related with the presentation of the designed materials.

A. The Steps in Designing the Materials

There are five parts that are going to be discussed in this section. Those parts are the research and information collecting, the planning, the development of preliminary form of product, the preliminary field testing and the main product revision. Five of them are discussed below.

1. Research and Information Collecting

In the research and information collecting, the researcher interviewed five teachers and observed the activities in the classes before the researcher designed the materials.

a. Data of Respondents

In this research, the researcher needed some data for the analysis. The
researcher interviewed five elementary school teachers and conducted observation. The data of the participants are presented below:

**Table 4.1. The Description of Teachers’ Background**

<table>
<thead>
<tr>
<th>Group of Respondents</th>
<th>Female/Male</th>
<th>Educational background</th>
<th>Experience (year)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
<td>S1</td>
</tr>
<tr>
<td>Teacher 1</td>
<td>V</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>Teacher 2</td>
<td>V</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>Teacher 3</td>
<td>V</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>Teacher 4</td>
<td>V</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>Teacher 5</td>
<td>V</td>
<td>V</td>
<td></td>
</tr>
</tbody>
</table>

From the table above, it could be seen that the elementary school teachers were all female teachers. There was no significant reason why the teacher had the same gender. The teachers were chosen randomly and determined by the principal of each school. The researcher also conducted the observation in two classes. It was used for obtain the data and observing the English learning process in the class.

**b. The Result of The Interview**

The interview was used in order to gain information which could be used to help the researcher designed the English exercise materials. The interview was done through the informal interview (please see Appendix C). The information gathered was about the materials of English for 4th grade of elementary school students.

Based on the result of the interview with English elementary school teachers, the teacher said that English exercise materials designed by the researcher were good as a new learning method for 4th grade of elementary school
students. The teachers said that some students got bored because the activities were monotonous. Therefore, they needed a new design material for their students. Some teachers also recommended the researcher to adopt the syllabus and the themes based on the text book which was used by the teachers. The reason was to improve students’ knowledge based on what they had learned at school.

c. The Result of Observation

Before designing the materials, the researcher should understand the condition and the atmosphere of learning process in the class. The researcher joined two classes in the different schools to analyzed the differences between those two schools. After joining two classes, the researcher found that many students got bored when the teacher gave oral and written materials without any media. Nowadays children are living in the modern era where the technology is widely developed. Therefore, the activities and media used in teaching-learning process should be improved in order to engage students’ interest. One of the ways is by using technology itself.

2. Planning

In this step, the researcher used the data from research and information collection as the guideline. There were some steps in planning according to Kemp’s instructional design model. After collecting the data from interview and observation in the classroom, the researcher started to choose the goals (objectives), the themes (topics), and the general purposes which might be included in the material.
a. Determining The Learning Goals

The goals of designing materials were to help the students to increase the students’ abilities in learning English, to persuade that English is fun, and to give new experiences when learning English.

b. Determining The Topics

Based on the result of the pre-designed survey, the materials for this design which adopted from *Grow with English* 4 already suitable for the students. Therefore, the researcher adopted the topics from the *Grow with English* 4 text book. The topics are:

<table>
<thead>
<tr>
<th>Table 4.2. List of Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit</strong></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
</tbody>
</table>

c. Determining The Learning Objectives

<table>
<thead>
<tr>
<th>Table 4.3. Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit</strong></td>
</tr>
</tbody>
</table>
| 1 | Hello, Friend! | • Students are able to ask and give greetings.  
• Students are able to introduce themselves by telling the name correctly.  
• Students are able to ask and give goodbye correctly. |
<table>
<thead>
<tr>
<th>No</th>
<th>Title</th>
<th>Students are able to mention their things in the classroom and the number.</th>
<th>Students are able to use the expressions to borrow things and give response.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Goes To School</td>
<td>- Students are able to use expressions in asking and giving answers about people.</td>
<td>- Students are able to give birthday expression and respond to the expressions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Students are able to ask and answer questions about age.</td>
<td>- Students are able to give and answer order and prohibition.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Students are able to use the expression in asking and responding for a help.</td>
<td>- Students are able to use the expression in asking and responding the invitation to do something.</td>
</tr>
<tr>
<td>3</td>
<td>I Love My Family</td>
<td>- Students are able to use the expression in giving order.</td>
<td>- Students are able to use the expression in asking someone to do something</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Students are able to mention parts of body.</td>
<td>- Students are able to describe someone’s physical appearance.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Students are able to use the expression in asking and giving permission.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Body and Face</td>
<td>- Students are able to mention kinds of clothes and the colour.</td>
<td>- Students are able to use the expression in asking and borrowing something and give response.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Students are able to identify the colour of someone’s clothes.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Put on Your Cap, Please</td>
<td>- Students are able to mention the parts of the rooms in the house</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Home Sweet Home</td>
<td>- Students are able to mention the parts of the rooms in the house</td>
<td></td>
</tr>
</tbody>
</table>
things in each room.
• Students are able to ask and give information of someone’s position.
• Students are able to ask and give permission.

3. Develop Preliminary Form of the Product

In this section, the materials were designed based on the result of the planning step. The researcher selected the learning activity that was appropriate to accommodate the students in achieving learning objectives. The learning activities were selected based on the textbook of elementary school entitled *Grow with English 4*. The material themselves were developed from many sources which were able to support the materials development. Most of the pictures which were used in the designed materials aimed to make the students because more interested in learning English.

4. Preliminary Field Testing

After designing the materials, the researcher did the preliminary field testing by distributing questionnaire for evaluation. This step was conducted to know whether the materials were appropriate and applicable for 4th grade of elementary school students. The researcher analyzed the results of the questionnaire after the participants giving the questionnaire back to the researcher. The summary of the participants for the evaluation is showed in the following table:
Table 4.4 The Description of the Evaluators

<table>
<thead>
<tr>
<th>Group of respondents</th>
<th>Female/Male</th>
<th>Educational background</th>
<th>Experience (year)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female</td>
<td>Male</td>
<td>S1</td>
</tr>
<tr>
<td>Teacher 1</td>
<td>V</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>Teacher 2</td>
<td>V</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>Teacher 3</td>
<td>V</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>Teacher 4</td>
<td>V</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>Teacher 5</td>
<td>V</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>Teacher 6</td>
<td>V</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>Teacher 7</td>
<td>V</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>Teacher 8</td>
<td>V</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>6</td>
<td>2</td>
<td>7</td>
</tr>
</tbody>
</table>

The researcher conducted the evaluation questionnaire which consists of 8 close-ended statements and 3 open-ended questions. The aimed of the researcher to make the close-ended type of question was to identify the degree of agreement the statements provided. The explanation of justification of the degree or agreement explained below:

1 : Strongly disagree/very poor
2 : Disagree/poor
3 : Agree/good
4 : Strongly agree/very good

Those statements were aimed to identify the teachers’ opinion toward the module which was already used before. The percentages of the teachers’ opinions on the available module which was used before is explained as follows:
<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>This material can be applied in English language learning and teaching for 4th grade of elementary school students by using BELL.</td>
<td>0%</td>
<td>0%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>2.</td>
<td>The material which is arranged has been matched with the ability and the language growth level for students in elementary school.</td>
<td>0%</td>
<td>0%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>3.</td>
<td>The material which is arranged can help students to understand and to improve the ability in English language.</td>
<td>0%</td>
<td>0%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>4.</td>
<td>The material which is arranged has been matched with the student’s interest.</td>
<td>0%</td>
<td>0%</td>
<td>37.5%</td>
<td>62.5%</td>
</tr>
<tr>
<td>5.</td>
<td>The material that has been arranged is quite interesting and various</td>
<td>0%</td>
<td>0%</td>
<td>37.5%</td>
<td>62.5%</td>
</tr>
<tr>
<td>6.</td>
<td>The material that has been arranged is developed by making students active and participate in the learning process</td>
<td>0%</td>
<td>12.5%</td>
<td>75%</td>
<td>12.5%</td>
</tr>
<tr>
<td>7.</td>
<td>The material is arranged by developing various activities that can put students to do the activity nicely.</td>
<td>0%</td>
<td>0%</td>
<td>62.5%</td>
<td>37.5%</td>
</tr>
<tr>
<td>8.</td>
<td>The material has been arranged by putting the interesting colors and pictures.</td>
<td>0%</td>
<td>12.5%</td>
<td>62.5%</td>
<td>25%</td>
</tr>
</tbody>
</table>
The data provided significant information for the researcher since the students gave their opinion about their interest and about the previous used English material. For the first statement, the result showed 50% of the teachers agreed and 50% strongly agreed. The second statement dealt with the statements of which material arrangement had been matched with the ability and the language growth level for students. The results were the 50% of the teachers agreed and 50% strongly agreed. For the third statement which asked about how the material arranged could help students to understand and improve their ability in English language. The result showed 50% of the teachers agreed and 50% strongly agreed. The fourth statement which asked about the way the material’s arrangement had been matched with the student’s interest resulted with 37.5% of the teachers agreed and 62.5% strongly agreed. The fifth statement asked if the materials that have been arranged were interesting and creative; the 37.5% of the teachers agreed and 62.5% strongly agreed. The sixth statement asked if the material that had been arranged was developed by encouraging student active and participating in the learning process; 12.5 % of the teacher disagreed, 75% of the teachers agreed, and 12.5% of the teacher strongly disagreed. The seventh statement was about the material which was arranged by developing various activities that could put students to do the activity nicely. The results showed that 37.5% of the teachers agreed and 62.5% strongly agreed. The last statements dealt with material arrangement by putting the interesting colors and pictures. The result showed that 12.5% of the teacher disagreed, 62.5% of teacher agreed and the 25% of teacher strongly disagreed.
In conclusion, the results indicated that this application *(BELLS)* can be applied for 4th grade of elementary school student using *BELLS*. For the open-ended questions which tried to gather data about students’ opinion the result can be seen in Appendix B.

5. **Final Product Revision**

In the final product revision, the designed materials were revised in order to produce a better version of English materials. Firstly the researcher listed comments, feedback and suggestions from the participants of evaluation. Below is the result of evaluation from some respondents of the evaluation:

<table>
<thead>
<tr>
<th>No</th>
<th><strong>Respondent’ Suggestions</strong></th>
<th><strong>The Revisions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The number of questions</td>
<td>The number of questions</td>
</tr>
<tr>
<td></td>
<td>Three respondents suggested that the questions should be reduced.</td>
<td>The researcher has already reduced the questions.</td>
</tr>
<tr>
<td>2.</td>
<td>Coloring Pictures</td>
<td>Coloring the Pictures</td>
</tr>
<tr>
<td></td>
<td>Four respondents suggested making the pictures full of colorful. They had reason that the pictures would be more interesting for the children if the pictures were full of colorful. They was suggested this was needed in order make the students had high motivation and curiosity in learning the materials.</td>
<td>The researcher provided the colorful pictures in the designed materials. The reason was that the colorful pictures were more interesting for the children. In order to make the designed materials more appropriate and suitable to the learners, the researcher provided the colorful pictures.</td>
</tr>
<tr>
<td>3.</td>
<td>Making the instructions in the English exercise material clearer. Three of the respondents suggested to make the instructions or directions in the application clearer. It was suggested in order that the students could understand easier what had to be done in the English exercise material.</td>
<td>Making the Instructions in the English exercise material clearer. The researcher made the instructions and directions in the English exercise material clearer to avoid misunderstanding. The instructions and directions were arranged step by step in order that the students could do the English exercise material easily.</td>
</tr>
</tbody>
</table>
B. Presentation of the Designed Material

The next research problem of this research dealt with the presentation of the designed materials. Therefore, after making the revision and improvement on the design, the next step was to present the final set of the designed materials to teach English to 4th grade students using BELLS (Basic English Language Learning System).

These designed materials consisted of 6 units theme. Each unit was divided into 3 main sections, namely:

1. Introduction

This section groups the users in three. They are admin, students, and teachers. The user could join the admin group if they knew the password because the admin user could changes all the parts of this application. The user could join the teachers group if they knew the password. The teacher could change the material, the user name and password for the students. The user could join the students group if they knew the password which was provided by the teacher. The introduction consisted of the activities to order to raise the students' motivation and to prepare them to focus on content.

a. Student’s Section

For the student, in the opening slide, the students would see the animation of BELLS (Basic English Language Learning System).
Picture 4.1 Home

Next, the student should click the **log in** button, and type their own usernames and passwords. Before the students log in to the application, the teacher must input the students’ names. By entering their usernames and the passwords, they can access the application. The example of student’s username is “student” and the password is “student”.

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Picture 4.2 Student’s Login

In the picture 4.2 show the process when the student is log in in. After the student log in, they can see their home page.

Picture 4.3 Student’s Home
Next steps is show in picture 4.3. Then the student click the student button to continue the following parts.

**Picture 4.4 Student’s Home Materials**

Picture 4.4 shows student’s home materials. The students can see some options to be chosen as the following section.

**Picture 4.5 List of Student’s Materials**
Picture 4.5 shows list of student’s materials. The students can have a preview about the list of materials. The materials in the design are provided by the researcher by adopting elementary school’s hand books. The researcher developed six topics adopted from Grow with English 4. The student can choose the materials based on teacher’s order by clicking the view button.

![Picture 4.6 Details of Student’s Materials](image)

Picture 4.6 Details of Student’s Materials

Picture 4.6 provides the details of student’s materials. After clicking the view button, the student can see the details of the materials.

b. Teacher’s section

In the opening slide, the teacher will see the animation of BELLS (Basic English Language Learning System).
Picture 4.7 Home

Picture 4.7 shows the home page. After that, the student click the **login** button with their own usernames and passwords. By inputting their usernames and the passwords, they can access the application. The username for the teacher is “teacher” and password is “teacher”.

Picture 4.8 Teacher’s Login
Picture 4.8 shows the teacher’s log in. After log in by entering the usernames and passwords for the teachers will see the teacher’s home page.

![Picture of Bells Teacher login]

**Picture 4.9 Teacher’s Home**

Picture 4.9 shows the teacher’s home. The teacher click the teacher button to continue the following page.

![Picture of Teacher’s Home]

**Picture 4.10 Teacher’s Home Material**
Picture 4.10 shows the teacher’s home material. This is the teacher’s home page. The teacher clicks the materials button to see the list of materials.

![List of Material]

**Picture 4.11 Teacher’s List of Material**

Picture 4.11 shows teacher’s list materials. The function of this part is to preview the materials section in this application. In this part the researcher developed six units of theme. For the teacher they can adjust the materials based on the curriculum or materials that they need, therefore if the curriculum changed in Indonesia, this application can help the teacher to teach English. In addition, *BEELS* is applicable for any curriculum (please see appendix G and I).

2. Tasks

There are variations of activities that must be done by the students. This section is mainly aimed to improve students' ability in memorizing some English words and to avoid boredom. One of the variations is by giving interesting activities to the students which are related to the topic that has been discussed. The materials are developed based on the objectives and the topics. In this part,
students do the exercise based on the instructions. Beside, the teachers can adjust the materials based on the curriculum.

a. Student’s Section

After the student operating the introduction section, the students can continue to the next section. The students can click the start button to begin working on the quizzes.

![Student's Tasks](image)

**Picture 4.12 Student’s Tasks**

Picture 4.12 shows the student’s task. The students entering the main section. In this section the student do the exercises by answering some questions.
Picture 4.13 Student’s Tasks Answer

Picture 4.13 shows student’s tasks answer. After the students answering the question, the student should click the **answer** button to continue the following number. After clicking the answer button, the student click **ok** button to keep the answer.

Picture 4.14 Checking the Student’s Score
Picture 4.14 shows the checking the student’s score. After answering all of the questions, the students getting the final score of their exercises.

b. Teacher’s Section

Picture 4.15 Editing Question Form

Picture 4.15 shows the editing question form. In this section, there is a form to edit questions. It is for editing the questions if the teacher want to change them questions.

Picture 4.16 Dictionary List
Picture 4.16 shows the dictionary list. This is the list of dictionary. In this section, the teacher can input some words from English into bahasa Indonesia.

3. Scoring Assessment

After the student operating the tasks, the students can see the result of their own tasks after answering the last question by clicking the assessment button. The scoring assessments are based on the number of exercises.

a. Student’s Section

After the student answering all the questions, the students click the scoring check button to see the correct answers and the final score of their exercises.

Picture 4.17 Checking the Score

Picture 4.17 shows the checking of the score. This is the section before the assessment section. There is a scoring check button. That button has the function to check and to know the final result from the exercise.
Picture 4.18 The Result

Picture 4.18 shows the result. After clicking the scoring check button, the student will see the final score that they got.

b. Teacher’s Sections

Picture 4.19 Assessment Part
Picture 4.19 shows the assessment part. This is the assessment part, the teacher will know the result from all her or his students. So the teacher must input her or his students’ names correctly.

Below are the procedures of the program:

Figure 4.1  Procedures of the Program
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter consists of two parts, namely the conclusions and the recommendations. The first part discusses the summary of the research. Furthermore, in the second part, the researcher gives recommendations for the material users and future researchers.

A. Conclusions

This research was conducted to answer two research questions: (1) how is a set of English exercise materials to Teach 4th Grade students of Elementary School Using BELLs (Basic English Language Learning System) designed? and (2) what does the designed a set of English exercise materials to teach 4th grade students of elementary school using BELLs (Basic English Language Learning System) look like?

In order to answer the first research question, the researcher adapted and combined R&D step and Kemp’s model as the framework of this study:

1. Research and Information Collecting

It consisted of Kemp’s conducting need analysis, data analysis, identifying students’ characteristics, conducting pre-assessment, and guidelines for the material design. In the research and information collecting, the researcher interviewed five teachers and observed the activities in the classes before the
researcher designed the materials. The interview was aimed to obtain the data for the research.

2. Planning

It adapts Kemp’s model consist of some actions steps. Those step are considering goals, list topics, and stating general purposes, specifying the learning objectives, and listing the subject contents. In this step, the researcher used the data from research and information collecting as the guideline. There were some steps in planning according to Kemp’s instructional design model. After collecting the data from interview and observation in the classroom, the researcher started to choose the goals (objectives), the themes (topics), and the general purposes which might be included in the material.

3. Developing Preliminary Form of Product

It included Kemp’s steps in conducting pre-assessment, selecting teaching-learning activities and resources, and considering the necessary support service. In this section, the materials were designed based on the result of planning step result. The researcher selected the learning activity that were appropriate to accommodate the students in achieving the learning objectives. The learning activities were selected based on the text book of elementary school entitled *Grow with English 4*. The material themselves were developed from many sources which could support the materials development. Most of the pictures which were used in the materials designed aim to make the students to be more interested in learning English.
4. Preliminary Field Test

In this section, the researcher conducted materials evaluation by giving questionnaire of evaluation to some respondents. After designing the materials, the researcher did the preliminary field testing by distributing a questionnaire for evaluation. This step was conducted to know whether the materials were appropriate and applicable for 4th grade of elementary school students. The researcher analyzed the result of the questionnaire after the participants gave the questionnaire back to the researcher.

5. Final Product Revision

This revision adapts Kemp’s step of revising the materials, based on evaluation form from the respondents of evaluation. In the final product revision, the designed materials were revised in order to produce the better version of English materials. Firstly the researcher listed comments, feedbacks and suggestions from the participants of evaluation.

To answer the second research problem, the researcher conducted expert validation step by interviewing some English teachers of elementary school and some fresh graduates of Elementary School Teacher Education that undertook the same research of designing materials. The result to be applied for teaching of the interview indicated that the designed materials were already appropriate to be applied for 4th grade students of elementary school.

The final revision of the designed material and the revision of arrangement of the design material are presented in this research.
B. Recommendations

The researcher would like to give recommendations to the material users and future researchers related to the research in this field.

1. For Material Users

The English exercise materials are designed to teach English to 4th grade so the students will be more interested in learning English. There are no permanent materials for the learners. The teacher can change the materials to adjust the curriculum. The materials are designed to be used by the teacher to teach English in the elementary school. However, it is better if the teacher also improves the designed materials based on the current situation of the English subject and the students. The teacher can also add some activities to support the activities in the materials, especially when the students get bored.

2. For Future researchers

The researcher recommends the future researchers who are interested in conducting the similar research by using the activities based on the learners’ needs. The future researchers can also conduct some researches by developing more activities such as using videos. Thus, future researchers should develop the activities which encourage the students in developing their skills.
REFERENCES


Appendix A

PERMISSION LETTERS
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

PEMERINTAH KABUPATEN KARANGANYAR
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA
UPT COLOMADU

Sekolah Dasar Negeri 01 Klodran
Alamat : Klodran, Colomadu, Karanganyar Telp. (0271) 712265

SURAT KETERANGAN
No. : 10 / SD / VII. / II / 2015

Yang bertanda tangan dibawah ini, menerangkan bahwa :

Nama : Alexandra Thefarmis Pramono
NIK : 111214063
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Perguruan Tinggi : Universitas Sanata Dharma Yogyakarta

Benar-benar telah melakukan observasi kelas di SD Negeri 01 Klodran pada tanggal 2 Desember 2014. Adapun judul yang diajukan adalah "DESIGNING A SET OF MATERIALS TO TEACH ENGLISH FOR 4TH GRADE OF ELEMENTARY SCHOOL STUDENTS USING "BELLS" (BASIC ENGLISH LANGUAGE LEARNING SYSTEM)".

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagai merintis.

Surakarta, 5 Januari 2015

Kepala Sekolah

[Signature]

Nama : Harsin D. S. S.Pd
NIP : 195610101977012008
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
APPENDIX B

INTERVIEW PROTOCOL
Interview Protocol

1. Could you please tell me about your educational background?

2. Could you please tell me about your experience when teach English for elementary students? Especially for 4th grade of elementary school.

3. What is your method to teach your students? Especially for 4th grade of elementary school student.

4. What materials did you given for 4th grade of elementary school students?

5. In your opinion, what should be made to the students in my design?

6. What are the problems that you face in teaching 4th grade of elementary school students?

7. What did you do to solve those problems?

8. What kinds of activities did you do in learning process?

9. What kind of interaction do you apply in the classroom?

10. What things do you want to achieve in teaching elementary students especially for 4th grade of elementary school students? Is there anything which have not achieved yet?

11. Do you agree that the materials that will make can be suitable for all curriculum? I have done the survey about the materials for all curriculum, i mean that for English in elementary school the material on all curriculum almost same. The differentiate is on the assessment for students. So, what opinion about that to develop my application design?
APPENDIX C

THE INTERVIEW PROTOCOL

RESULT
The Result of Interview Protocol

Teacher A

A: Could you please tell me about your educational background?

B: Saya lulusan UMS jurusan FKIP Bahasa Inggris tahun 2005

A: Could you please tell me about your experiences when taught English for elementary school students? Especially for 4th grade of elementary school students.

B: Selama ini saya merasa enjoy saja karena menurut saya semua yang terjadi di kelas itu selayaknya dan sewajarnya anak anak pada usia mereka. Menurut pengalaman saya sistem pembelajaran, siswa lebih tertarik dengan sesuatu yang menggunakan alat peraga.

A: What is your method to teach your students? Especially for 4th grade of elementary school student.

B: Menjelaskan didepan dengan memberikan catatan dipapan tulis, mengerjakan soal dari buku paket, dan sesekali menggunakan nyanyian untuk mempelajari vocabulary.

A: What materials did you give for 4th grade of elementary school students?

B: Saya sesuaikan sama silabus dan kurikulum.

A: In your opinion, what should be made for the students in my design?

B: Materinya sesuai dengan kurikulum, banyak gamabr, dan berwarna.
Mungkin yang jarang mereka temui.

A : What are the problems that you face in teaching 4th grade of elementary school students?

B : Meningkatkan minat siswa dalam belajar dan siswa menganggap bahasa inggris adalah pelajaran yang sulit dan tidak penting.

A : What did you do to solve those problems?

B : Ya... Ditegur

A : What kinds of activities did you do in learning process?

B : Mengerjakan soal, menjawab pertanyaan, menanyi, dan bermain games

A : What kinds of media did you use in learning process?

B : Lembar kerja, buku paket, flash card, gambar-gambar

A : What things do you want to achieve in teaching elementary students especially for 4th grade of elementary school students? Is there anything which have not achieved yet?

B : Metode baru yang bisa digunakan untuk anak-anak, mungkin seperti media pembelajaran atau media yang bisa mendukung pembelajaran anak-anak

A : Do you agree that this materials will be suitable for all curriculums? I have done the survey about the materials for all curriculum, I mean that for English in elementary school the material on all curriculum almost same. The different is on the assessment for students. So, what is your opinion about that to develop my application design?
B : yes, sure! Pakai banyak warna dan gambar, serta disesuaikan dengan kurikulum atau pelajaran yang ada di sekolah.

A : The researcher B : The respondent
The Result of Interview Protocol

Teacher B

A: Could you please tell me about your educational background?

B: I was graduate on my undergraduate program in 2000 and my post-graduate in 2010 from Sebelas Maret University.

A: Could you please tell me about your experiences when teach English for elementary school students? Especially for 4th grade of elementary school students.

B: It is more challenging that teaching students in JHS, jadi disini juga bisa jadi orang tua mereka. Karna pembentukan karakter juga sangat dibutuhkan dn harus d tanamkan sejak usia dini. Juga meangani siswa yang males malesan dan susah diatur ketika ada di dalam kelas.

A: What is your method to teach your students? Especially for 4th grade of elementary school student.

B: Giving lecturing and some exercises.

A: What materials did you given for 4th grade of elementary school students?

B: Saya sesuaikan sama silabus dan kurikulum.

A: In your opinion, what should be made to the students in my design?

B: Harus eye catching karena untuk anak kelas 4 SD, sesuai dengan kurikulum yang berlaku sekarang, disesuaikan dengan buku paket dan silabus yang ada supasa bisa mendukung kegiatan belajar mengajar yang ada di sekolah.
A: What are the problems that you face in teaching 4th grade of elementary school students?

B: Meningkatkan minat siswa dalam belajar dan siswa menganggap bahasa inggris adalah pelajaran yang sulit dan tidak penting.

A: What did you do to solve those problems?

B: Ya saya cuma bisa ngingetin aja.

A: What kinds of activities did you do in learning process?

B: Mengerjakan soal dan menjawab pertanyaan.

A: What kinds of media did you used in learning process?

B: Lembar kerja, buku paket, flash card.

A: What things do you want to achieve in teaching elementary students especially for 4th grade of elementary school students? Is there anything which have not achieved yet?

B: Metode baru yang bisa digunakan untuk anak-anak, mungkin seperti media pembelajaran atau media yang bisa mendukung pembelajaran anak-anak

A: Do you agree that the materials that will make can be suitable for all curriculum? I have done the survey about the materials for all curriculums, I mean that for English in elementary school the material on all curriculum almost same. The differentiate is on the assessment for students. So, what opinion about that to develop my application design?

B: ya, dibuat yang bisa menunjuang kegiatan pembelajaran siswa, dibuat menggunakan banyak animasi dan warna serta disesuaikan dengan
kurikulum yang ada. Mungkin lebih baik yang sesuai dengan buku agar siswa bisa semakin mendalami materi yang diberikan di sekolah.

A : The researcher  B : The respondent
Appendix D

REVIEW OF

QUESTIONNAIRE
# QUESTIONNAIRE REVIEW

## IDENTITAS RESPONDENT:

1. Nama: 
2. Umur: 
3. Pendidikan Terakhir: 
4. Instansi mengajar: 
5. Lama mengajar: 

I. Berilah tanda silang pada nomer yang anda anggap sesuai dengan pendapat

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<thead>
<tr>
<th>No</th>
<th>Deskripsi</th>
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<tbody>
<tr>
<td>1</td>
<td>Sangat Tidak Setuju</td>
</tr>
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<td>2</td>
<td>Tidak Setuju</td>
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<tr>
<td>3</td>
<td>Setuju</td>
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<tr>
<td>4</td>
<td>Sangat Setuju</td>
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</table>

## Pertanyaan:

1. Materi ini sesuai apabila diterapkan untuk pembelajaran Bahasa Inggris pada level kelas 4 sekolah dasar yakni dengan "BELLS" (Basic English Language Learning System).

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2. Materi yang disusun sudah sesuai dengan kemampuan dan tingkat perkembangan bahasa anak usia SD.

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3. Materi yang disusun dapat membantu siswa untuk mengenal dan mengembangkan kemampuan bahasa Inggris mereka.

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4. Materi disusun sesuai dengan minat siswa.

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5. Materi disusun cukup menarik dan variatif.

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</table>
6. Materi yang disusun telah dikembangkan dengan kegiatan-kegiatan yang membuat siswa aktif dan terlibat dalam proses pembelajaran.
   1  2  3  4

7. Materi yang disusun telah dikembangkan dengan berbagai kemampuan yang dapat dilakukan oleh siswa dengan baik.
   1  2  3  4

8. Materi telah disusun dengan gambar dan warna yang cukup menarik.
   1  2  3  4

II. Jawablah pertanyaan-pertanyaan berikut ini sebagai bentuk saran-saran Anda!

1. Apa pendapat dan saran anda terhadap materi ini secara keseluruhan?
   ……………………………………………………………………………………………………………
   ……………………………………………………………………………………………………………
   ……………………………………………………………………………………………………………

2. Apakah ada aktivitas yang perlu ditambahkan atau dikurangi? Apakah saran anda?
   ……………………………………………………………………………………………………………
   ……………………………………………………………………………………………………………
   ……………………………………………………………………………………………………………

3. Menurut pendapat anda bagaimana dengan elemen – element design yang sudah d buat?
   a. Tujuan
      ……………………………………………………………………………………………………………
      ……………………………………………………………………………………………………………
      ……………………………………………………………………………………………………………

   a. Aktivitas
b. Media


c. Materi


d. Instruksi


e. Design dan Tampilan
Appendix E

THE RESULT OF REVIEW QUESTIONNAIRE
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

QUESTIONNAIRE REVIEW

IDENTITAS RESPONDENT:
1. Nama : 
2. Umur : 
3. Pendidikan Terakhir : 
4. Instansi mengajar di : 
5. Lama mengajar : 

1. Boleh tandai slang pada nomer yang anda anggap sesuai dengan pendapat
   1. = Sangat Tidak Setuju
   2. = Tidak Setuju
   3. = Setuju
   4. = Sangat Setuju

Pertanyaan :
1. Materi iri sesuai apabila dimupun untuk pembelajaran Bahasa Inggris pada level kelas 4 sekolah desa yakni dengan "BELLS" (Basic English Language Learning System).
   1 2 3 4
2. Materi yang disusun sudah sesuai dengan kemampuan dan tingkat perkembangan bahasa anak usia SD.
   1 2 3 4
3. Materi yang disusun dapat membantu siswa untuk mengenal dan mengembangkan kemampuan bahasa inggris mereka.
   1 2 3 4
4. Materi disusun sesuai dengan minat siswa.
   1 2 3 4
5. Materi disusun elegan menarik dan variatif.
   1 2 3 4
6. Materi yang disusun telah dikembangkan dengan kegiatan-kegiatan yang membantu siswa aktif dan terlibat dalam proses pembelajaran.

7. Materi yang disusun telah dikembangkan dengan berbagai kemampuan yang dapat dilakukan oleh siswa dengan baik.

8. Materi telah disusun dengan gambar dan warna yang cukup menarik.

11. Jawablah pertanyaan-pertanyaan berikut ini sebagai bentuk sarana-sarana Anda!

1. Apa pendapat dan sarana anda terhadap materi ini secara keseluruhan?

   * Clearer dan Sempit Saya akan harap agar keter...*

   * Itulah baris...

2. Apakah ada aktivitas yang perlu ditambahkan atau dilakukan? Apakah sarana anda?

   * Sudah cukup...

   *...

3. Menurut pendapat anda bagaimana dengan elemen - elemen design yang sudah dbuat?

   a. Tujuan

   * Sangat bagus, huruf dan isinya bagus...*
b. Aktivitas


c. Media


d. Materi


e. Instruksi


f. Desain dan Templat


QUESTIONNAIRE REVIEW

IDENTITAS RESPONDENT:

1. Nama : 
2. Umur : 
3. Pendidikan Terakhir : 
4. Instansi mengajar di : 
5. Lama mengajar : 

Berilah tanda silang pada nomor yang anda anggap sesuai dengan pendapat
1 = Sangat Tidak Setuju
2 = Tidak Setuju
3 = Setuju
4 = Sangat Setuju

Pertanyaan:

1. Materi ini sesuai arah dan diperlukan untuk pembelajaran Bahasa Inggris pada level kelas 4 sekolah dasar yakni dengan "BELLIS" (Basic English Language Learning System).
   1   2   3   4

2. Materi yang disusun sudah sesuai dengan kurikulum dan tingkat perkembangan bahasa anak usia SD.
   1   2   3   4

3. Materi yang disusun dapat membantu siswa untuk mengenal dan mengembangkan kemampuan bahasa inggris mereka.
   1   2   3   4

4. Materi disusun sesuai dengan minat siswa.
   1   2   3   4

5. Materi disusun cukup menarik dan variatif.
   1   2   3   4
6. Materi yang disusun telah dikembangkan dengan kegiatan-kegiatan yang membuat siswa aktif dan terlibat dalam proses pembelajaran.
   1  2  3  4

7. Materi yang disusun telah dikembangkan dengan berbagai kemampuan yang dapat dilakukan oleh siswa dengan baik.
   1  2  3  4

8. Materi telah disusun dengan gambar dan warna yang cukup menarik.
   1  2  3  4

II. Jawablah pertanyaan-pertanyaan berikut ini sebagaimana bentuk saran-saran Anda!

1. Apa pendapat dan saran anda terhadap materi ini secara keseluruhan?
   Materi sangat elegan mataki. Ini sangat menarik dan ini cukup
   menarik juga dalam memahami konsep konsep yang
   diajarkan. Diharapkan, dalam materi ini, listrik juga
   diperkenalkan.

2. Apakah ada aktivitas yang perlu ditambahkan atau dikurangi? Apakah saran anda?
   Tidak ada

3. Menurut pendapat anda bagaimana dengan elemen – elemen design yang
   sudah dbuat?
   a. Tujuan
      Ini sekali lagi kekurangan. Siswa tidak mendapat kejelasan
      tentang berapa banyak inggris yang harus diucapkan.
b. Aktivitas
   Beri contoh wawasan sosial
   
   
   
   c. Media
   Menulis dan Baca
   
   
   
   d. Materi
   Terlalu banyak informasi, membuat disiplin cenderung
   
   
   
   e. Instruksi
   Hubungi petugas supaya tidak ketergantung
   
   
   
   f. Design dan Tampalan
   Metode, coba di pertama gambar yang menyesuaikan
   
   
   
   Supaya keterbelakang
APPENDIX F

CD OF BELLS (Basic English Language Learning System)

(attached on the last page)
APPENDIX G
TEACHER’S BOOK
English Exercise Materials

For

4th grade students of Elementary school

Teacher’s Book

Designed for the 4th Grade students of Elementary School

HOW TO USE THIS BOOK

This teacher’s book was made as the complement for the practical teaching English for 4th Students of elementary school. There English skills are the focus of the material. The requires all of English skills such as reading, writing, and listening.
The application consists of related theory of children development, elementary curriculum and relevant exercise for 4th grade students. BELLS (Basic English Language Learning System) is used to deliver the materials. The exercise that are provided aim to improve the language skills especially English for 4th grade students of elementary school.

The implementation of BELLS to deliver the materials, the teachers need to look at this guidelines before using BELLS. Therefore, there will be two sections elaborated in this book: (1) overview of the learning materials, (2) syllabus. The overview of the learning materials will discuss the design material. The syllabus in this book is as the guidelines for the teachers to teach the students. The teachers can divide the allocated time that has been made in every meeting so that they can estimate the portion of the material that is going to teach.

The researcher,

Alexandra Thelania Pramono

The Overview of the Designed Materials

The teaching principles used in the English exercise materials. This design materials were made using application which develop by the researcher based on some theories. Furthermore, learning system whose name is BELLS provides more opportunities for the students to experiment with the language without paying attention more to the grammar rules in their mind. In
having this kind of learning principle, the students will be able to learn grammar and vocabulary more effectively by doing the exercise using BELLS. Here are six units on BELLS (basic English Language Learning System).

A. Hello, Friend!

In this unit has a purpose to Give and ask greeting correctly, Introduce her/him self by mention the name correctly, Pronounce the alphabet correctly, Spell the word correctly and asking and giving closing greeting correctly for the students. Relating the topic with students’ daily activity is a way to make the students are familiar with the topic.

B. Let’s Go To School

In this unit has a purpose to mention names and the total number of things in the classroom and asking and giving response to borrow something. Relating the topic with students’ daily activity is a way to make the students are familiar with the topic.

C. I Love My Family

In this unit has a purpose to asking and giving response about someone, asking and giving response of birthday greeting, asking and answering a question about the age, asking and giving response to instruction and caution, asking and giving response to order something, and inviting and giving response for someone to do something. Relating the topic with students’ daily activity is a way to make the students are familiar with the topic.

D. Body and Face

In this unit has a purpose to giving order, asking someone to do something, Mention parts of body, describing someone’s physical appearance, and also asking and giving permission. Relating the topic
with students’ daily activity is a way to make the students are familiar with the topic.

E. Put on Your Cap, Please

In this unit has a purpose to mention kind of clothes and the colour, and asking and giving of borrowing something and Identify someone clothes and the colour. Relating the topic with students’ daily activity is a way to make the students are familiar with the topic.

F. Home Sweet Home

In this unit has a purpose to mention the parts of house, mention the things in the house, asking and giving information of someone position and also asking and giving permission. Relating the topic with students’ daily activity is a way to make the students are familiar with the topic.
APPENDIX H
SYLLABUS

Syllabus
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topik</th>
<th>Language Function</th>
<th>Expression</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I Love My Family</td>
<td>- Sure.</td>
<td>- Ok.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Asking question and giving answers about people.</td>
<td>Who is he? He is my dad.</td>
<td>Listening and practicing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Giving happy birthday expression and reacting towards it.</td>
<td>Happy birthday! Thank you.</td>
<td>Listening and repeating</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Asking and answering questions about age.</td>
<td>How old are you? I’m ten years old.</td>
<td>Drawing and talking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Giving and answering order and prohibition.</td>
<td>Don’t sit on the floor, please.</td>
<td>Work in pair</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Asking help in doing something and response towards it.</td>
<td>Can you wash the plates, please? Sure.</td>
<td>Reading and rewriting it.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Asking friend to do something and giving answer towards.</td>
<td>Let’s go to my house.</td>
<td>Making birthday cards</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inviting and giving response for someone to do something.</td>
<td></td>
<td>Choosing sentences with the right pictures</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Body and Face</td>
<td>- Sure.</td>
<td>- Go ahead.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Giving order. asking someone to do something</td>
<td>Touch your hair, please.</td>
<td>- Listening and practicing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>asking someone to do something</td>
<td>Let’s draw a round face.</td>
<td>- Listening and repeating</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mention parts of body.</td>
<td>- Ok.</td>
<td>- Reading and rewriting it</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Describing someone’s physical appearance.</td>
<td>- Pardon?</td>
<td>Group games</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Asking and giving permission.</td>
<td>She has long hair.</td>
<td>Listening</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Does she have long hair? No. She has short hair.</td>
<td>Listening and drawing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>My I wash my hands?</td>
<td>Work in pair</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Ok.</td>
<td>Reading and choosing the right pictures</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Sure.</td>
<td>Completing sentences</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Go ahead.</td>
<td>Listening and completing conversation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Singing songs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Acting</td>
<td></td>
</tr>
</tbody>
</table>
| 5 | Put on Your Cap, Please | ● Mention kind of clothes and the colour.  
● Using order expression  
● Asking to borrow something and giving response towards it.  
● Identify someone’s clothes and the colour. | ● Meilin is wearing a red dress.  
● Meilin looks beautiful.  
- I disagree with you.  
- I agree with you.  
● Let’s make a paper sun cap.  
● It’s like this.  
● May I borrow your cap?  
- This one?  
● May I help you? Yes, please. I’m looking for a green T-shirt. | ● Listening and practicing  
● Listening and repeating  
● Reading and choosing the right pictures  
● Listening and writing sentences  
● Group games  
● Singing songs  
● Work in pair  
● Writing short messages  
● Writing a congratulation  
● Listening and completing conversation  
● Putting the right sentence in the right boxes. |
| 6 | Home Sweet Home | ● Mention rooms of house  
● Mention the things in each room.  
● Asking and giving information of someone’s position.  
● Asking what he/she is doing and answering the question.  
● Asking and giving permission. | ● This is my bedroom.  
● Is this the dining room?  
- Yes, it’s the dining room.  
- No. It’s the living room.  
● There is a table.  
● Where is your dad? He is in the living room.  
● What is your mom doing? She is cooking in the kitchen.  
● May I watch TV?  
- Ok.  
- No, please | ● Listening and practicing  
● Listening and repeating  
● Drawing  
● Work in pair  
● Reading  
● Reading and rewriting it  
● Choosing the right sentences according to the pictures  
● Group games  
● Listening and choosing the right pictures  
● Reading and drawing  
● Singing songs |
|   |   | don’t. |   |