A SET OF READING MATERIALS USING CHILDREN’S STORIES
FOR THE FOURTH GRADERS IN MI MA’ARIF KLANGON
BASED ON COOPERATIVE LANGUAGE LEARNING

A THESIS

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

By
Ika Uji Septina
Student Number: 061214007

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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FACULTY OF TEACHERS TRAINING AND EDUCATION
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Approved by

Drs. Y.B. Gunawan, M.A.

Sponsor

May 9, 2011
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Defended before the Board of Examiners
on July 14, 2011
and Declared Acceptable

Board of Examiners
Chair person : C. Tutyandari, S.Pd., M.Pd.
Secretary : Made Frida Yulia, S.Pd., M.Pd.
Member : Drs. Y.B. Gunawan, M.A.
Member : Dr. Retno Mutjani, M.Pd.
Member : G. Punto Aji, S.Pd., M.Hum.

Yogyakarta, 14 July 2011
Faculty of Teachers Training and Education
Sanata Dharma University
Dean
Drs. Tarsius Sarkim, M.Ed., Ph.D.
DEDICATION PAGE

"FOR THOSE WHO HAVE FAITH IN THEIR HEART, BEHOLD AND LISTEN, YOU SHALL NOT BETRAY ALLAH, YOUR LORD, AND MUHAMMAD, YOUR PROPHET, AS WELL AS ALL OF THE MANDATES THAT HAVE BEEN ENTRUSTED TO YOU, AND YOU ALREADY KNOW IT."
(QS. AL ANFAAL : 27)

"WHEN YOUR DREAM COMES FROM THE DEEPEST DESIRE OF YOUR HEART, THAT IS THE TIME WHEN ALL OBSTACLES SHALL FALL DOWN"

"LIFE IS NOT A PROBLEM THAT YOU HAVE TO DEAL WITH; INSTEAD, LIFE IS REALITY THAT YOU HAVE TO LIVE, SO ENJOY EVERY SECOND OF YOUR LIFE"

"WORK IS NOT A BURDEN OF YOUR LIFE; INSTEAD, IT IS AN AMENITY THAT YOU HAVE TO GO THROUGH"

"THEORY IS NOT ALWAYS THE SAME AS PRACTICE"

"THINK THAT WE ARE THE CHAMPION SINCE WE WERE BORN TO THE WORLD"

"WHAT I HAVE DOES NOT MATTER, WHO I AM DOES MATTER"

I can if I think I can!

This thesis is dedicated to:

My lord, ALLAH SWT

My lovely family: Dad, Mom, grandmother, and grandfather.

My Key

My beloved best friend
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 references, as scientific paper should.

Yogyakarta, July 14, 2011

The Writer,

Ika Uji Septina
06 1214 007
LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH
UNTUK KEPENTINGAN AKADEMIS

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Nama : Ika Uji Septina
Nomor Mahasiswa : 061214007

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FOR THE FOURTH GRADERS IN MI MA’ARIF KLANGON
BASED ON COOPERATIVE LANGUAGE LEARNING

beserta perangkat yang diperlukan (bila ada). Dengan demikian saya memberikan
tanpa perlu meminta ijin dari saya
maupun memberikan royalti kepada saya selama tetap mencantumkan nama saya
sebagai penulis.

Demikian pernyataan ini saya buat dengan sebenarnya.

Dibuat di Yogyakarta
Pada tanggal 14 Juli 2011

Yang menyatakan

Ika Uji Septina
ABSTRACT


This research aims at designing a set of reading materials using children’s stories based on cooperative language learning for fourth grade students in *MI MA’ARIF Klangon*. Nowadays Indonesia starts to interact with other countries more intensively. Therefore, people are aware that English should be introduced early to children, especially for fourth grade elementary school students. Children’s stories and Cooperative Language Learning are compatible because this is supported by the practice activities which are also used to attract children’s attention and to prevent them from boredom during the teaching-learning process.

There were two questions formulated in the problem formulation: (1) How is a set of reading materials using children’s stories for fourth grade elementary students in *MI MA’ARIF Klangon* based on Cooperative Language Learning designed? and (2) How does a set of reading materials using children’s stories for fourth grade elementary students in *MI MA’ARIF Klangon* based on Cooperative Language Learning look like?

To answer the first question, the researcher adapted the Kemp’s instructional design model. There were seven steps to design the materials, namely: (1) Conducting needs survey, (2) Stating instructional goals, topics and general purposes, (3) Specifying the objectives, (4) Listing the subject contents, (5) Selecting the teaching learning activities and the instructional resources, (6) Conducting an evaluation survey, and (7) Revising and improving the materials.

To develop the designed materials, the researcher observed the grade four class of *MI MA’ARIF Klangon*, Kalibawang, Kulon Progo, interviewed and distributed a questionnaire to the English teacher of *MI MA’ARIF Klangon*. After designing the materials, the researcher distributed the second questionnaire to the English teacher from *MI MA’ARIF Klangon*, Kalibawang, Kulon Progo, an English teacher from SD N 3 Glodogan, Klaten Selatan and an English lecturer from the English Education Study Program of Sanata Dharma University to obtain opinions, comments, and suggestions on the designed materials. Next, after the researcher obtained the evaluation from the respondent, the researcher analyzed the data. The result of the questionnaire showed that most of the scores were 4 and 5. This means that the designed materials were acceptable and appropriate to be implemented for the grade four students of *MI MA’ARIF Klangon*, Kalibawang, Kulon Progo.

To answer the second question, the researcher presented the final version of the designed materials after making some revisions and improvements based on the results of the designed materials evaluation. The design consists of six units. Those six units are: “Introduction and Origin”, “Alphabet and Spelling”, “School and Its Environment”, “Things in the Classroom”, “Animals”, and “Shape and
Color”. Every unit consists of three sections - pre activity, whilst activity, and post activity.

Finally, the researcher expects that the designed materials will be useful for students to improve their English, especially their reading skill. The researcher also expects that the designed materials will be useful for the future researchers and the English teachers.
ABSTRAK


Ada dua pertanyaan rumusan masalah yaitu (1) Bagaimana seperangkat materi membaca dengan menggunakan cerita anak-anak berdasarkan metode *Cooperative Language Learning* untuk siswa kelas empat MI MA’ARIF Klangon, Kalibawang, Kulon Progo dirancang? dan (2) Bagaimanakah bentuk seperangkat materi membaca dengan menggunakan cerita anak-anak berdasarkan metode *Cooperative Language Learning* untuk siswa kelas empat MI MA’ARIF Klangon, Kalibawang, Kulon Progo tersebut?.


Untuk menjawab pertanyaan kedua, peneliti menyajikan versi akhir dari materi yang dirancang setelah membuat beberapa perbaikan dan peningkatan

Pada akhirnya, peneliti berharap bahwa materi yang dirancang akan berguna untuk siswa dalam meningkatkan kemampuan mereka dalam belajar Bahasa Inggris khususnya pada ketrampilan membaca. Peneliti juga mengharapkan bahwa materi ini akan berguna untuk peneliti - peneliti lain dan guru guru Bahasa Inggris.
ACKNOWLEDGMENTS

Praise to God almighty for His blessing that I can finally finish my thesis as one of the requirements to gain the Sarjana Pendidikan Degree of education in English.

The completion of this thesis can hardly be separated from other people’s help. Therefore, I would like to convey people who have supported me.

I would like to express my special gratitude to Drs. Y.B. Gunawan, M.A. as my sponsor, for his guidance, suggestions, criticisms, and advice so that I was able to finish my thesis.

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I thank the English teacher of MI MA’ARIF Klangon, Kalibawang, Kulon Progo, Miss Astuti, S.Pd.I., very much for guiding me during the research. I thank Mr. F.Chosa Kastuhandani, S.Pd., Miss Astuti, S.Pd.I., Miss Natalia Debby, S.Pd. very much as well, for giving feedback for my designed materials.

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Next, I would like to dedicate this thesis to my best friends, Berlian (for the beautiful drawings), Guntur, Zico, Natalia, Dani and Atik for the unforgettable experiences. I thank all PBI friends, especially Exna, Septi, Jalu, Satriyo, and Rizky for the support given to me.

Finally, I thank the people I cannot mention one by one. God bless them.

I am fully aware that this thesis is still far from perfect. That is why I welcome constructive criticisms. Finally, I really hope that this thesis can give contribution to the teaching and learning of English.

Ika Uji Septina
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CHAPTER I

INTRODUCTION

This chapter explains the background of this research, problem formulation, problem limitation, research objectives, research benefits, and definition of terms.

A. Research Background

Today English is important. English is used to communicate internationally. As an international language, English is used not only in the English speaking countries but also in other countries where English becomes the second or foreign language. Moreover, English has been used in almost all aspects of modern life, such as communication, business, tourism, science and technology, and many others. From the previous explanations it is clear that English is important.

Nowadays Indonesia starts to interact with other countries more intensively. This becomes a reason for people in Indonesia to learn English to communicate with foreigners and to get some information from all aspect sectors. Furthermore, learning English is needed to prepare Indonesians to face the era of globalization. So English becomes important in Indonesia.

From the previous explanation, many people are aware that English should be introduced early especially to children, especially to fourth grade elementary school students because the young learners between seven and eleven understand
new knowledge easily. The children will acquire skills of English easily because in this grade the students have studied vocabularies and the students have ability to read English texts. Furthermore, the children are still in the Critical Period, “a period during which language acquisition is easy and complete and beyond which it is difficult and typically incomplete” (Ellis, 1994:67).

A professional teacher will be a crucial factor in the teaching and learning process. The teachers should have an appropriate method and approach to teach English to the children. Afterwards, the teachers must be able to create effective interactions and instructions in the classroom. This will create an enjoyable teaching situation that will encourage the children to learn English. Finally, in the teaching learning process the children are not bored and will find it easier to gain the knowledge.

One of the teaching media for teaching English for children is children’s stories. Children’s stories are the ones for readers and listeners up to about age twelve and are often illustrated. Children’s stories include stories, fairy tales, poems, and novels. Children’s stories usually successfully attract children’s attention and motivate them to learn English because children’s stories can stimulate children’s imagination. The children’s stories are supported by colored pictures like cartoons to attract children’s attention and to help children to imagine the events in the story. Children’s stories materials are supported by practice activities such as, reading, grammar, and sharing the idea to help children to be more familiar with English and to memorize the new vocabulary easily. The topic
should be interesting. Thus, children can learn children’s stories in an enjoyable and an interesting way.

Cooperative Language Learning or Collaborative Learning is one of the methods to teach English. According to Nunan (1992), Cooperative Language Learning can provide means of working toward some goals, with significance part of learning taking place in small, mixed ability teams consisting of two or four learners. In addition, Collaborative Learning entails students working together to achieve common learning goals (see Slavin (1983; Sharan et al. (1984). Cooperative language teams provide an effective context for the development of new understanding. The students as members feel in charge of their own and their teammates’ learning and make an active contribution to the group. In Cooperative Language Learning the children become independent learners.

Steven, Madden, Slavin, and Farnish (1987) found that students working in cooperative groups significantly outperformed those receiving traditional instruction on standardized measures of reading comprehension, reading vocabulary, language mechanism, language expression, and spelling. According to Henry Lee Smith, of the University of Buffalo has developed the best exemplified about reading in films produced by Educational services, Inc, and in some pre-primers written in collaboration with Clara Stratemeyer, the method of teaching suggested begins with opportunity of children to learn some sight of words. The students can make a small group to discuss the vocabulary, structures, and the meaning from reading text.
In relation to the Cooperative Language Learning discussed above, *MI MA’ARIF Klangon* is one of the elementary schools in Kalibawang, Kulon Progo, Daerah Istimewa Yogyakarta. The researcher tries to gain the information through the research and information collecting. The English teacher in *MI MA’ARIF Klangon* usually explains the materials in front the classroom. Sometimes the teacher also divides their children or students in a part of a group to discuss the lesson. The teacher asks their students to read the story. However, the teacher always uses LKS (students’ worksheet) to teach the children.

Considering this case, the researcher tries to design a set of English learning materials in the form of children’s stories based on Cooperative Language Learning in *MI MA’ARIF Klangon*. Children’s stories and Cooperative Language Learning are compatible because these are supported by the practice activities which are also used to attract children’s attention and to prevent them from boredom during the teaching-learning process. A set of reading materials using children’s stories based on Cooperative Language learning is suitable for the children in the *MI MA’ARIF Klangon* because the children like learning in groups. The children are far from the boring condition. Using children’s stories based on Cooperative Language Learning will be giving the variation to teach English. So, the teacher not only uses the traditional method (teacher - centered), for example, book content (LKS) and the teacher always explains the material in front of the classroom, but also uses the student – centered.

Many children still have difficulties in studying English. Therefore, the materials should be made simple so that the children can understand and
comprehend the materials easily. The format of children’s stories should attract
and motivate the children to learn English.

B. Problem Formulation

From the background, the researcher formulates the problems in teaching
English using children’s stories based on Cooperative Language Learning such as:
1. How is a set of reading materials using children’s stories for the fourth graders
   in MI MA’ARIF Klangon based on Cooperative Language Learning designed?
2. How does a set of reading materials using children’s stories for the fourth
   graders in MI MA’ARIF Klangon based on Cooperative Language Learning
   look like?

C. Problem Limitation

In this research, the researcher focuses on designing a set of English
materials in the form of children stories. The researcher uses children’s stories
because children like stories and they like to have their own imagination. The
researcher also considers the curriculum for the fourth grade of elementary school,
CLL and teaching reading that will influence the material designing. This research
emphasizes on the enhancement of vocabulary, grammar, and understanding on
the meaning through the use of interesting children’s stories.
D. Research Objectives

This research aims to:

1. Design a set of children’s stories to teach knowledge of English to children.


E. Research Benefits

This research gives the benefit for people who are concerned with teaching-learning technique such as:

1. Teachers

The use of children’s stories gives an alternative to teach their students. The teachers can also implement children’s stories in classroom so that their student can study English in a stress – free condition and the classroom becomes more interesting.

2. Children

Children can enjoy the teaching-learning process. Children can also easily acquire the English materials because using children’s stories is more interesting.

3. The researcher

The researcher would have experience and knowledge to design a set of English learning materials in the form of children’s stories for student elementary school grade four.
F. Definition of Terms

To obtain better understanding on this study, it is necessary for the researcher to clarify this key term used.

1. Reading

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning (Anderson as edited Nunan 2003:68).

In this research, reading is a process to receive the message and to comprehend the meaning from the text.

2. Children’s Stories

Children’s stories are the media which uses children’s stories to teach English for children. Story is “a narrative account of a real or imagined event or events” (McWilliams, 1998:1). In this research, the children’s stories refer to stories as the media to teach English for children. The children’s stories are supported with colored pictures to help children imagine and understand the stories.

3. Cooperative Language Learning

Cooperative language learning (CLL) is part of more general instruction approach also known as collaborative learning (CL). Olsen and Kagan (1982) said that Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others. In
this research, Cooperative Language Learning means a way in which the students work and learn cooperatively with their friends to achieve the goal. Cooperative Language Learning gives the students an opportunity to be teachers among other students.

4. Elementary School students

According to Sudibyo (2006) Elementary School as part of general education programme which is 6 year – long normally and consists of 6 grades. Moreover, Zudianto (2007) states that children at the ages of 7 to 12 have fulfilled the requirement of being elementary school students. In this research, elementary school students refer to the young learners between seven and eleven years old who join the official education which accomplish in 6 years normally, especially for the fourth grade elementary students in *MI MA’ARIF Klangon.*
CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter discusses the theories that underline the research. There are two parts of this chapter i.e. theoretical description and theoretical framework.

A. Theoretical Description

This research takes into some basic theories related to the research: This section will deal with: Instructional Design Models, Cooperative Language Learning, and Teaching Reading.

1. Instructional Design Models

This section, the researcher would like to discuss some of the basic theories and principles in designing the materials. The researcher uses Kemp’s model and Dick, Carey, and Carey’s Instructional Design Model.

a. Kemp’s model

The essential elements of Kemp models are characterized by three important questions. The questions are:

1) What must be learned? (objectives)

2) What procedures and resources will work best to reach the desired learning levels? (activities and resources)

3) How will we know when the required learning has taken place? (evaluation)
There are eight steps to answer to the three questions above (Kemp, 1997):

a. Consider goal, and then list topics, stating the general purposes for teaching each topic.

Instructional design planning establishes with the identification of the broad goals which may be derived from society, students and subject areas. Next, after identifying the broad goals, major topics to be applied within the content area should be listed. Finally, each general purpose should be written down in order to be able to obtain objectives that will serve as specific learning outcomes from them.

b. Enumerate the important characteristic of the learners for whom the instruction is to be design.

To achieve success in educational program, each learner should learn in his/her own pace, on his/her own schedule, and with his/her own learning experiences and materials selection. In order to facilitate that, the designer should obtain information about the learners’ capabilities, needs and interest. Then, the designer must decide what information required the best for the design.

There are two factors that can be viewed in order to understand the learners’ characteristics. The first one is academic factor. It includes: number of students and academic background; grade-point average and level of intelligence; study habits and learners’ motivation for studying the subject; expectations of the course; vocational and cultural aspirations. The second one is social factors. It includes: age
and maturity; attention span; special talent; physical and emotional handicaps; relation among students; socioeconomic situation. Besides two factors, the designers should also consider the learning conditions and learning style when dealing with the planning.

c. Specify the learning objectives to be achieved in term of measurable student behavioral outcomes.

The learning objectives should be stated clearly in order to promote the learning itself. This consideration based on the idea that learning requires active effort by the learner. To engage actively in the learning, the learners need to know and understand the objectives of the learning process that they are going through.

There are three categories of objectives for learning that can be grouped. The first is cognitive domain. This category includes objectives concerning knowledge and information. The second is psychomotor domain. This category includes objectives that care for the skills requiring use and coordination of skeleton muscles, as in the physical activities of performing, manipulating and constructing. The third is affective domain. This category involves objectives which attitudes, appreciations, values, and all emotions.

d. List the subject content that supports each objective.

Subject content in the context of instructional design is something which comprises the selection and organizing of the specific knowledge, skills and attitudinal factors of any topic (Kemp,
The subject content must relate to the objectives and to the students’ needs. It must involve the selection and organization of specific knowledge, skills, and topics.

e. Develop pre-assessments to determine the student’s background and present level of knowledge about the topic.

Pre-assessment aims at two major points. The first is to determine the students’ background and present level of knowledge about the topic being presented. The second is to determine which of the objectives students have already achieved.

f. Selecting teaching learning activities and instructional resources that will treat the subject content so students will accomplish the objectives.

In this part, the designer selects teaching-learning activities and resources that support the instructional activities in order to enable the students achieving the objective of the course. This selection must be based on consideration to determine the most efficient and effective methods along with the best way to provide the learning experience.

g. Coordinate such support services as budget, personnel, facilities, equipment, and schedule to carry out the instructional plan.

In this study, support services for implementing activities and producing materials include matter related to budget, facilities, equipment and personnel whose time must be scheduled for participation in the instructional plan (Kemp, 1977: 84). These support
services must be considered at the same time when the instructional plan is made and the materials is selected.

h. Evaluate students’ learning in term of their accomplishment of objectives, with a view to revising and reevaluating any phases of the plan that need improvement.

In this part, the designer should evaluate the students’ learning in terms of their accomplishment of the objectives. As mentioned in the third part (specifying the learning objectives), the objectives involve three domains such as: cognitive, psychomotor and affective domain. The evaluation that is planned should indicate the objectives from each domain.

In the cognitive domain, the objectives test usually appears in the form of: multiple choice, matching, single-word completion, true-false, and essay. The first four forms usually measure knowledge on the lower cognitive levels. Meanwhile, essay tests are more applicable for measuring students’ ability to organize, relate, integrate, and evaluate ideas (Kemp, 1977: 94). In psychomotor domain, a performance-type test can be the best way to implement, for example: performing storytelling after the culmination of storytelling practice. However, in some cases, the learning activities themselves are the performance like in the objective that states “to prepare stamps collection”, the result of making collection becomes the measure of success. In affective domain, the tests may require data from the
learners. The data can be fulfilled by observing students’ behavior while they are engaged in the learning activities, listening to their opinion and comments and asking the learners to complete the questionnaire.

b. Dick, Carey, & Carey’s model.

Dick, Carey, & Carey’s model also implements the systems approach for its instructional design. The steps of the instructional design by Dick, Carey, & Carey (2005:6-8) are the following:

a. Identify instructional goals. It consist what the learner’s will reach.

b. Conduct the instructional analysis. It consist the step to get the goal.
c. Analyze learners and contexts. To know the learners’ skills, preference, and attitude.
d. Write the performance objectives. It is to write the specifics statement that the learners will be to do.
e. Develop assessment instruments. It is to measure the learners’ ability.
f. Develop instructional strategy. It is to identify the strategy that will be used to get the objective.
g. Develop and select instructional materials. It is produce the instructional module.
h. Design and conduct formative evaluation of instruction. It is a series of evaluation to collect the data to improve the instruction.
i. Revise instruction. It is summarized and interpreted learners’ difficulties and instruction in achieving the objectives.
j. Develop and conduct summative evaluate. In develop and conduct summative evaluation, it will do after the instruction has been evaluated and revised.

After the researcher study the two models of instructional design, the researcher consider the step in Kemp’s model of Instructional design that are appropriate and cover from Dick, Carey, & Carey’s model to be implemented in the form of a set of reading materials using children’s stories for fourth grade elementary students in *MI MA’ARIF Klangon*, Kalibawang, Kulon Progo. Kemp’s model has clear steps so that the researcher easier designing
the learning materials for elementary students grade four in *MI MA’ARIF Klangon, Kalibawang, Kulon Progo.*

2. **Cooperative language Learning (CLL)**

   Cooperative language learning (CLL) is part of more general instruction approach also known as collaborative learning (CL). The definition of CLL is “Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others” (Olsen and Kagan 1992:8). It means that Cooperative Language Learning gives the students an opportunity to be teachers among other students. The teacher works as facilitator for the students.

   “Group work is essential to any classroom that is based on principles of experiential learning. Through group work, learners develop their ability to communicate through tasks that require them, within the classroom, to approximate the kinds of things they will need to be able to do to communicate in the world beyond the classroom”(Nunan 1999:84).

   According to Olsen and Kagan (1992), there are five key elements of successful group-based learning in Cooperative Learning. The descriptions of those elements are as follows.
1. Positive Interdependence

One group should be responsible to him and also to the other group. The success of a group determines by all members of that group.

2. Group Formation

Group formation is an important factor in creating positive interdependence. The factors involved in setting up groups such as deciding the size of the group, assigning students to form groups, and students’ role group.

3. Individual Accountability

Individual accountability involves both group and individual performance by assigning each student a grade on his or her portion of a team project or by calling on a student at random to share with the whole class, with group members, or with another group.

4. Social Skills

Social skills determine the way the students interact with each other as teammates.

5. Structuring and Structures

Structures are generic, content-free ways of organizing students’ interaction with content and with each other.

Cooperative language learning is founded on some basic premises about the interactive or cooperative nature of language and language learning and builds on these premises in several ways.

Premis 1 reflect the title of a book on child language titled Born to Talk (Weeks 1979). “All normal children growing up in normal environment
learn to talk. We are born to talk…we may think of ourselves as having been programmed to talk…communication is generally considered to be the primary purpose of language” (Weeks 1979:1).

Premis 2 is that most talk or speech is organized as conversation. “Human beings spend a large part of their lives engaging in conversation and for most of them conversation is among their most significant and engrossing activities” (Richards and Schidt 1983:117).

Premise 3 is that conversation operates according to a certain agreed upon set of cooperative rules or maximum (Grice 1975).

Premise 4 is that one learns how these cooperative maxims are realized in one’s native language through casual, everyday conversational interaction.

Premise 5 is that one learns how the maxims are realized in a second language through participation in cooperatively structured interactional activities.

A central –premise of CLL is that learners develop communicative competence in a language by conversing in socially or pedagogically structured situations.

Cooperative Language Learning has two primary theories that serve as the fundamental notions which bring positive effects on learning.

First of all, motivational perspectives on Cooperative Learning focus primarily on the reward or goal structures under which students operate (Slavin: 1995). This theory believes that the personal success can be achieved only if the members of the group work together. If the students are motivated,
they are more likely to participate in activities and less likely to get task and contribute disorder (Burder and Byrd: 1999).

Then, cognitive theories fall into developmental theories and cognitive elaboration theories. Developmental theories have the fundamental assumption that the interaction among children around appropriate tasks increases their mastery of critical concepts. Vygotsky (1978:86) in Slavin (ibid) proposes the zone proximal development as:

The distance between the actual developmental levels as determined by independent problem – solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers.

Cognitive elaboration theories believe that in order to retain information in memory and related to existing information in memory, a learner must engage in cognitive restructuring, or elaboration of the material (Wittrock: 1978 in Slavin). The effective ways to transfer the information in memory is to explain the information to someone else.

The researcher use Cooperative Language Learning because CLL gives some advantages, according McGroarty (1989) there are six primary benefits of Cooperative Language Learning (CLL) for students acquiring English:

1. Increased frequency and variety of second language practice through different types of interaction.

2. Possibility for development or use of the first language in ways that support cognitive development and increased second language skills.
3. Opportunities to integrate language with content-based instruction.

4. Opportunities to include a greater variety of curricular materials to stimulate language as well as concept learning.

5. Freedom for teachers to master new professional skills, particularly those emphasizing communication.

6. Opportunities for students to act as resources for each other, thus assuming a more active role in their learning.

Cooperative Language Learning (CLL) offers a wide variety of technique, strategies, and considering for teachers (Kessler, 1992: 3). Those several techniques are Make a Match, Bertukar Pasangan, Think-Pair-Share, Berkirim Salam dan Soal, Numbered Heads, Two Stay Two Stray, Kancing Gemerincing, Inside-Outside circle, and Jigsaw etc. The researcher thinks that the students can achieve the goal if the students have experience in their process of learning, for example, talking with friends and teachers. In this research, the researcher has some reason why tries using group work. Using group work learners become more proficiency in language because (Kessler, 1992:60-61):

1. Have more comprehensible input peer interaction.

2. Have longer conversational turns than in the whole-class teaching situation.

3. Consult with each other to seek opinion and information.
4. Initiate their own questions, articulate their needs and interests.

5. Become aware of audience, purpose, and social context.

6. Exchange information about idea, feelings, and needs.

7. Have access to a more varied and complex use of language.

8. Focus with conversational partners on meaning and what is appropriate, rather than on accuracy.

9. Have continual comprehension checks and clarification request.

10. Relate new information about language to existing information.

11. Experience individually appropriate language with extra linguistics support (e.g. facial expression, diagrams) to aid understanding.

12. Make use of students’ natural learning power in a positive and accepting environment.

From those reasons above the researcher emphasize that using Cooperative Language Learning (CLL) especially using group work effectively in teaching-learning process. In CLL there are many variety of activities or technique such as Jigsaw, Think-Pair-Share, Numbered Heads, Two Stay Two Stray etc. Using CLL the students discuss the materials by sharing their difficulties with their friends. Moreover, the students can understand and comprehend the materials easily. The teacher could increase quantity and quality of their students. Finally, using CLL the students not only
achieve the cognitive aspect but also they are able to communicate, cooperate, solve the problem, and think critically.

3. Teaching Reading

This section will discuss about reading, principles for teaching reading, the stages in teaching reading, vocabulary mastery and stories so that the teacher to be successful teaching-learning process in foreign language.

a. Reading

Reading is known as one of the four language skills. According to Anderson as edited by Nunan (2003:68) “Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning”. Reading is integrated with other skills, for example, the teacher asks the students to read the reading text like stories then students retell the stories. In this research, reading is to expose the students to English. The readers employ their experience, linguistic competence, and conceptual framework in processing the information.

Clark and Silberstein, quoted by Asiyah (2000: 10), describe that reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning. It means that when the readers read or interact with the print, their prior knowledge is combined with the written information. Then, the readers understand about the message of the written information.
The children can acquire a lot vocabulary from reading texts book. The texts book should the children own likes and interests. The interesting texts book can stimulate the reading habit. A common paradox in reading lesson is that while teachers are encouraging students to read for general understanding without worrying about the meaning of every single word. “It seems contradictory to insist that student “read for meaning” while simultaneously discouraging them for trying to understand the text at a deeper level than merely gist” (Walker, 1998:172 in Nunan). Clearly the students should have ability to understand the general message without understanding every detail word and natural to understand the meaning of every single word. It means that the students should comprehend the meaning from the text. Reading is a dynamic process in which the text elements interact with other factor outside the text; in this case most particularly with the reader’s knowledge of the experiential content of the text. So, the purposes of reading are getting the meaning of the text, naturally acquire new vocabulary, and getting some moral lessons for the students.

b. The Stages in Teaching Reading

According to Urquhart and Weir (1998:183), there are three stages in teaching reading which are called pre-reading, whilst reading, and post-reading.

1) Pre-reading Activities

It is the preparation to read a text. The activities of pre-reading such as:

a. Establish a purpose(s) for reading
b. Motivate the students to want to do the reading (Durkin, 1987)

2) Whilst-reading Activities

The whilst-reading activities are the main part of reading activity. In this part, the learners gain new vocabularies so that they try to comprehend the text. The learners get the meaning from the text.

3) Post-reading Activities

Post-activities are the evaluation of reading class activities. The activities in this part such as problem solving discussion, concluding and summarizing text, role play etc. in addition, Nuttal (1996:167) also suggest that the reading activities in this strategy may be done either orally or in written.

d. Vocabulary Mastery

Vocabulary is the total number of words in a language (Hornby, 1995:1331). Learning vocabulary is the first step to do before learning the other skill or elements. Decarrico in Celle (2001) states that “vocabulary learning is central to language acquisition, whether the language is first, second, or foreign”. Vocabulary is the core of language, without vocabulary, someone must not be able to learn language.

Nunan (2003: 135-140) also stated the principles for teaching vocabulary:

1) Focus on the most useful vocabulary first. According to Nunan (2003:235), the most useful vocabulary of every language that the learners need whether they use the language for listening, speaking,
reading, or writing or whether they use the language in formal and informal situations is the most frequent 1000 word families of English. It means that the teacher should teach the vocabulary, which is mostly used by people or the high frequency words, to help learners to cope with English in written or oral form.

2) Focus on the vocabulary in the most appropriate way. In this principle, we can use four strategies to learn vocabulary. Those are using word parts, guessing from context, using word card, and using dictionaries.

3) Give attention to high frequency words across the four strands of a course. The words which are used should be the commonly used word in communication through listening, speaking, writing, and reading skills.

4) Encourage learners to reflect on and to take responsibility for learning. The student should be responsible in their own learning so that their learning will not be useless.

e. Stories

The researcher uses stories by using children’s stories to teach English. Maley stated that “stories are particularly important in the lives of our children: stories help children to understand their world and to share it with other” (Wreight, 1995: 1). It means that using stories the children try understanding their life and their environment. “Stories, which rely so much on words, offer a major and constant source of language experience for children” (Wreight, 1995). He said that stories are motivating, rich in language
experience, and inexpensive. According Wreight (1995), stories should be a central park of the work of all primary teachers whether they are teaching the mother tongue or a foreign language. According to Wright (1995) there are some of the most reasons why stories should play a central role in teaching a foreign language to children. The reasons are given as follows:

a. Motivation

Children have a constant need for stories and they will always be willing to listen or to read, if the right moment is chosen.

b. Meaning

Children want to find meaning in stories, so they listed with a purpose. If they find meaning they are rewarded through their ability to understand, and are motivated to try to improve their ability to understand even more.

c. Fluency

In listening and reading fluency is based on a positive attitude to not understanding everything and the skills of searching for meaning, predicting, and guessing. Children are expert at doing this in their own language but it takes time and encouragement for them to build up these skills and attitude in foreign language.

In speaking and writing fluency is based on a positive attitude to “having a go” with the language one knows and not being afraid of making mistakes. It is also based on the skill of constructing meaning with limited language.

The teacher must encourage situation in which the child can be fluent and
can “have a go”. Stories offer a perfect diet for the buildup of fluency in all four skills.

d. Language awareness

Stories help children become aware of the general “feel” and sound of the foreign language. Stories also introduce children to language items and sentence construction without their necessarily having to use them productivity.

e. Communication

Listening and reading stories and responding to them through speaking and writing, drama, music, and art develop a sense of being and having an audience and of sharing and collaborating. Learning a language is useless if we do not know how to communicate.

f. General curriculum

Most stories can be used to develop the children’s powers of awareness, analysis, and expression, as well as relating to other aspect of the curriculum, such as cultural and social, studies, geography, history, mathematics, and science. The Degree of Education and Cultural Minister Number 060/U/1993 on 25 February strengthened the position of English as one subject being taught in elementary school. Nowadays, curriculum has been proposed by government in order to be the basis of National Education System. The curriculum is called Kurikulum Tingkat Satuan Pendidikan (KTSP). KTSP is a set of operational plans, rules about purposes, contents, subject materials and the guidance in carrying out
instructional activities to accomplish certain objectives which is being arranged, and carried out by each educational unit (Tim Pustaka Yustisia [TPY], 2007: 3). Competence Standard, Basic Competence, and Indicators are as part of KTSP. Schools have to develop KTSP based on their needs.

From the theories above, the researcher would like to make a design of interesting a set of reading materials using children’s stories based on Cooperative Language Learning. These theories above give the information on strategies in teaching English. The researcher expects that the students can improve their reading skill and can learn the meaning and the moral value from the reading text. Therefore, a set of reading materials using Children’s stories help the students to improve their reading skill. Afterward, the students also learn the moral value from the children’s stories. Finally, the researcher can design and apply the materials using children’s stories to teach like vocabulary for their students.

B. Theoretical Framework

In this section, the researcher would like to summarize and synthesize all the relevant theories related to the topic A Set of Reading Materials Using Children’s Stories for fourth Grade Elementary Students in MI MA’ARIF Klangon, Kalibawang, Kulon Progo.

In the learning process, the English teacher needs an appropriate approach. In this research the researcher uses Cooperative Language Learning (CLL). Cooperative Language Learning provides an effective context by
conversing in socially for the development of new understanding. The researcher expects that the students as members of a group feel in charge of their own and their teammates’ learning, and make an active contribution to the group. Cooperative Language Learning combines with the elements of teaching reading. Vocabulary mastery helps the students comprehend the reading text easily.

In the learning process, one of the important skills is reading. Reading is a kind of communication between the writer of the text and the readers expected to learn the writer’s idea from the reading text. To learn the writer’s idea easily the teacher can show students the strategies that will help the students to comprehend the meaning of the text easily and learn the idea. Besides that the students are expected to gain new vocabulary, which is a basis to learn a foreign language.

The researcher chooses elementary school grade four because in this grade the students are still about six until eleven or twelve years old that in this age children still find it easy to get the new knowledge, for example, using technique include Cooperative Language Learning the students read the text then discuss what they have got especially difficult vocabularies.

The theory of Kemp instructional design model, Cooperative Language Learning based on Olsen and Kagan, and teaching reading based on Nunan give the clear description. After the researcher compare between Kemp’s model and Dick, Carey,& Carey’s model, the researcher conclude that the important point in the Dick, Carey, & Carey’s model were included or covered
in the Kemp’s model. So, the researcher uses Kemp’s model in designing the materials because it was appropriate to be implemented in the situation of designing materials the form of children stories. The adapted steps from Kemp’s model (Kemp, 1997):

a. Obtaining learner characteristic.

Enumerate the important characteristics of the learners for whom the instruction is to be designed. The researcher must know the information about capabilities, need and interest. To gain the information about learners’ characteristics, the researcher conducted interview and distributed questionnaires with the English teacher were conducted to students elementary school grade four in MI MA’ARIF Klangon, Kalibawang, Kulon Progo. The result of need analysis is chosen as a basis to design the appropriate materials.

b. Formulating goal, topics, and general purposes.

This step is adapted from the first stage of Kemp’s model “determine goals, topics, and general purposes”. Consider goal, and then list topics, stating the general purposes for teaching each topic. The researcher identifies goals and selects the topic for developing the materials related to curriculum and the result of need analysis. The purpose was to make a learning process effective. The students can learn English without feeling bored. The researcher expects by using Cooperative Language Learning, the students understand about children’s stories by dividing the students in groups. The students can share all the things in the children’s stories each other then they become active students unconsciously. One of the purposes of children’s stories was to improve
students’ imagination. The students tried to gain the moral value and new vocabulary from the children’s stories. The students also feel enjoy because they not only memorize the vocabularies.

c. Stating the learning objectives.

This step is adapted from the third stage of Kemp’s model “specific learning objectives”. Specify the learning objectives to be achieved in term of measurable student behavioral outcomes. The learners are able to do after studying the topics. The specific learning objectives were as the guidance for the teachers whether the students have achieved the materials that they learnt. The objectives were stated in terms of activities such as the students can match between the pictures and the suitable vocabularies, the students can choose the multiple choice exercises, the students can answer the comprehension questions, the students’ list vocabularies were improve, the students can mention the moral value, and the students can retell the stories.

d. Listing the subject content.

This step is taken from the fourth stage of Kemp’s model “subject content”. List the subject content that supports each objective and students’ need. The researcher selection and organization of the specific knowledge, skills, fact, concept, principles, step, and techniques related to the topics. The topics about narrative and description such as fairy tales, animals, clothes, fruits and vegetables, human body, character of people, house environment, color, and games. The skills were especially reading skill.
e. Selecting teaching and learning activities.

This step is taken from the sixth stage of Kemp’s model “select teaching/learning activities and resources”. The selecting teaching learning activities and instructional resources that will treat the subject content so students will accomplish the objectives. The researcher select teaching learning activities and instructional resources that was appropriate for accomplishing each objective through subject content. The selection is based on the students’ characteristics and needs without ignoring the three strategies in teaching reading which are called pre-reading, whilst reading, and post-reading (Urquhart and Weir, 1998: 183). The activities, for example, the students were divided in groups, the students read reading text, the students shared about the difficult vocabularies and the contains of moral value from reading text, the students could retell the stories each other, and the students could answer the questions.

f. Conducting evaluation survey.

Evaluate students’ learning in term of their accomplishment of objectives, with a view to revising and reevaluating any phases of the plan that need improvement. According to Kemp, then plan is flexible. There is interdependence among the eight elements; decision relating to one may affect others.

g. Revising the materials.

The researcher revises the materials after evaluating the materials. The revisions of the materials were revised based on the evaluation result such as from the English teacher’s suggestion, opinion, and feedback.
Figure 2.2 The Adapted Instructional Model

Obtaining learners’ characteristics

Formulating goals, topics, and general purposes

Stating the learning objectives

Listing the subject contents

Selecting teaching learning activities and resources

Conducting evaluation survey

Revising the materials
CHAPTER III

METHODOLOGY

Method is very important within a study as well as a research. It shows how the study is carried out in order to attain the objectives. This chapter deals with the research method, research participant, research instrument, data gathering technique, data analysis technique, and research procedure.

A. Research Method

This research is based on Research and Development (R&D) theories. It consists of a cycle in which a version of the product is developed, field-tested, and revised on the basis of field – test data. The purpose of R & D is to bridge the gaps that frequently exist between educational research and educational practice. The reason why the researcher uses R & D is that the researcher would like to emphasize more on the learning process rather than on the learning product. The goal of educational research is not to develop products, but rather to discover new knowledge (through basic research) or to answer specific questions about practical problems (through applied research. (Borg, 1983, p.772).

R&D as the umbrella in gathering the information in the process the materials design. One step of R&D included one or more steps of the researcher’s adapted design model.
There are 10 cycles in R&D, and the researcher will explain the cycles as follows:

1. Research and information collecting – includes review of literature, classroom observations, and preparation of report of state of the art.

2. Planning – includes defining skills, stating objectives determining course sequence, and small scale feasibility testing. The most important aspect of planning a research-based educational product is the statement of the specific objectives to be achieved by the product.


4. Preliminary field testing – conducted in 1 to 3 schools by using 6 to 12 subjects. Interview, observational and questionnaire data are collected and analyzed. The purpose of the preliminary field test is to obtain an initial qualitative evaluation of the new educational product.

5. Main product revision – revise the product as suggested by the preliminary field-test result.

6. Main field testing – conducted in 5 to 15 schools with 30 to 100 subjects. Quantitative data on subjects’ precourse and postcourse performance are collected. The results, then, are evaluated with respect to course objectives and are compared with control group data, when appropriate. The purpose of main field test in the mini-course R & D is
to determine whether the educational product under development meets its performance objectives.

7. Operational product revision – revise the product as suggested by main field – test result.

8. Operational field testing – conducted in 10 to 30 school involving 40 to 200 subjects. Interview observational and questionnaire data collected and analyzed. The purpose of the operational field test is to determine whether an educational product is fully ready for use in the school without the presence of the developer or his staff.


10. Dissemination and implementation – report the product in professional meeting and in journal. Work with publisher who assumes commercial distribution. Monitor distribution to provide quality control.

However, in this research the researcher only uses 5 steps of R&D. The reason is that the 5 cycles were already sufficient for this research. The followings are the first five cycles of R&D:

1) Research and Information Collecting

R&D starts with research and information collecting: in this step included review of literature, classroom observation and preparation of report of state of the art. In this step, the researcher collected the information about the theories and the information about the learners. The researcher tries to
gain the information related to this study by doing library research. To find the information about learners, the researcher interviews some English teachers of elementary school. The purposes of interview are to find learners’ characteristics, learners need and learners’ interest toward English. In this step, the researcher collected information for two things as the following:

a. The theories
The researcher gathered the information related to this study by doing library study. It was done to find theories and any information related to reading, teaching reading, children’s stories, and materials development.

b. The learners
To find information about the learners, the researcher distributed questionnaire to the teacher and observed the classroom. By doing needs survey, the researcher could find the learners’ characteristic, the learners’ need, motivation, their interest toward English especially teaching reading using children’s stories.

2) Planning
The planning will be explained as follows: according R&D referred to the statement, includes defining skills, stating objectives determining course sequence, and small scale feasibility testing. Planning in this research consisted of stating instructional goals, topics, and general purpose, learning objectives, and subject content. In this step, the
researcher focuses on determining the objectives that would be achieved and skills that should be mastered by the learners.

3) Developing the Product’s Preliminary Form

In this step, according R&D cycle includes preparation of instructional materials, handbook, and evaluation devices. In this step, the researcher selected the teaching–learning activities and the instructional resources. The researcher developed the stories and the learning activities that will be used in many topics of learning. The stories were in the form of narrative and description attached with some picture so that the stories were interesting to stimulate students’ motivation to learn English. The materials contained new vocabularies, the correct model of the language use, and exercises for the students related to the topic.

4) Preliminary Field Testing

According R&D cycles, the product was tested by doing interview, observation and distributing questionnaire. This step included evaluation toward the designed materials. The evaluation was done by giving the questionnaires for the second time to the English teacher of elementary school grade four and some English lecturers of Sanata Dharma University.

5) Main Product Revision

In this step, the researcher revised the design materials based on the result on preliminary field test and product revision step.
Figure 3.1 showed the correlation between the researcher’s adapted instructional design model on the left side and Educational Research and Development (R&D) on the right side.

Figure 3.1 The Researcher’s Adapted Instructional Design Model
B. Research Participants

In this research, the researcher elaborates on the subjects or participants using random sampling method. There were two groups of participants as in the following:

1. Fourth grade students of *MI MA’ARIF Klangon*

The respondents of the observation were the fourth grade students of *MI MA’ARIF Klangon*, Kalibawang, Kulon Progo. The observation was aimed to know their characteristics, interests, motivation, and needs in learning English.

2. An English teacher

The respondent of interview and questionnaires was an English teacher in *MI MA’ARIF Klangon*. The English teacher had four years teacher training in UIN, Yogyakarta. The researcher expects that the teacher gives the detailed information about the data of their students. The researcher expects to find the information about the actual data situation and learner’s need during the teaching learning process.

C. Research Instruments

In conducting the research, the researcher observed the fourth grade of *MI MA’ARIF Klangon*. To collect further information the researcher interviewed and distributed questionnaires to an English teacher of *MI MA’ARIF Klangon*. After doing the observation on the students of elementary school grade four, distributing questionnaires and interviewing some English teacher, the research expected to
know the students’ interest and lacks. The data obtained from the observation, questionnaires and interviews were used as a basis to design the reading materials.

1. Observation Sheets
The researcher observed the teaching - learning activity in the classroom of MI MA’ARIF, Klangon, Kalibawang, Kulon Progo. The researcher used observation sheet that consisted of tables and points to be considered. The researcher also took note during the teaching learning activities to record the important things. The aims of class observation were to obtain the information about learners’ characteristics and the classroom situation. The class observation was non-participant class observation because the researcher was not involved in any activities in class. Therefore, the researcher could design the appropriate designed materials using children’s stories for the children.

2. Questionnaires
The questionnaires used both close-ended question and open-ended question. For close-ended question, the respondents were given the questions about the learners’ characteristics and learners’ need and they could give their opinion. For open-ended questions, the respondents could answer the questions without restraint.

After designing the materials, the researcher distributed questionnaires for the second time to two English teachers in MI MA’ARIF Klangon and SDN 3 Glodogan, Klaten Selatan and one person of English lecturers of Sanata Dharma University. To evaluate the data, the researcher uses central tendency formulation.
3. Interview

Interview is an instrument through questioning and answering that is held by interacting face-to-face between the interviewer and interviewee. There are two kinds of interview according to Ary, et.al. (2002: 434). They are “structured” and “unstructured interview”. In the first type, each respondent is asked the same set of questions. In the second type, the questions arise from the situation. The researcher used these two kinds of interviews to find information about learners’ characteristics and learners’ need, for example, the students still have poor vocabularies from English teacher in *MI MA’ARIF Klangon*, Kalibawang, Kulon Progo.

D. Data Gathering Technique

In this section, explains how the researcher gathered the data. The first step was the researcher observed the fourth grade students of *MI MA’ARIF Klangon*, Kalibawang, Kulon Progo.

The second step was the researcher interviewed and distributed the questionnaires to the English teacher of *MI MA’ARIF Klangon*, Kulon Progo related to the topic such as the Teacher’s opinion about the students’ difficulties in understanding the materials of English.

The third step is evaluation of the designed materials. In the evaluation, the researcher distributed the questionnaires to two English teachers in *MI MA’ARIF Klangon* and SD N 3 Glodogan, Klaten Selatan and a lecturer of English
Education Study Program. It was to evaluate to the relevance the designed materials for the students of *MI MA’ARIF Klangon*, Kalibawang, Kulon Progo.

E. Data Analysis Technique

Data analysis is the section describing ways how the findings are analyzed so as to answer the research questions. In this research, the data are collected by observing the students of elementary school grade four, interviewing, and distributing questionnaires to the English teacher of *MI MA’ARIF Klangon*, Kalibawang, Kulon Progo.

a. Observation

The observation was done during the teaching learning activity. The data were in the form of observation sheet and field notes to record the teaching learning process. The data resulted from the observation were considered to gain the information to design the learning materials, activity and media which were appropriate for children.

The format of observation sheet was presented as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Statements (points to consider)</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Table 3.1 The Format of Observation Sheet*

The researcher checked whether the points to be considered in observation sheet were available and done or not.
b. Questionnaires

In this research, the researcher would use open-ended question and closed-ended question. The researcher would use open-ended question because the respondents are hoped gave the opinion about the topic. Close-ended question make a simple option to choose the answer. The data resulted were processes by using percentages. The percentages were calculated by the number of the students who chose certain answer was divided by the total number of the students then multiplied by 100%. For example, children who have difficulties in English learning especially reading were 70% and other factors 30%. This data became the basis for the researcher to make the materials. Then the researcher tried to make the design a set of reading material using children’s stories. The researcher expected by using a set of reading material using children’s stories the students easier to learn English. The percentage gave the information about students’ difficulties, students’ characteristic, students’ interest, students’ motivation, and students’ need in learning English.

The second questionnaire were in the form of Likert scale. The data of this questionnaire were measured by central tendency. Central tendency was the tendency of a set of numbers to cluster around a particular value. Here, the researcher used Mean, Median, and Mode.

1. Mean

Mean was the average of all the scores in a distribution. It was the sum of all the point of agreement in a certain number divided by the total respondents.
2. Median

Median was the midpoint in the distribution in which below and above this point 50% of the values lied. Median was the points of agreement in a certain answer were placed in order from low to high. Then, their midpoint was examined.

3. Mode

Mode was the most frequent score in a distribution.

The assessment of the respondent’s opinion of the designed materials used five points of agreement:

1 = if the respondent strongly disagrees with the statement.
2 = if the respondent disagrees with the statement.
3 = if the respondent undecided or doubts with the statement.
4 = if the respondent agrees with the statement.
5 = if the respondents strongly agrees with the statement.

The data were presented in table 3.2 and table 3.3.

<table>
<thead>
<tr>
<th>No.</th>
<th>question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3.2 The Format of Second Questionnaire

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Frequency of the Degree of agreement (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3.3 The Format of the Resulted Data
The formula to measure the central tendency was:

\[ \bar{X} = \frac{\sum x}{N} \]

Where:
- \( \bar{X} \): The average point
- \( \sum \): The sum of the scores
- \( X \): The raw data
- \( N \): The number of the score

The results from the second questionnaire that were analyzed by using central tendency gave the conclusion whether the materials designed were appropriate or not to be taught to the children.

c. Interview

In this research, the researcher met face to face with the respondent to gain the data related to the topic, for example, what the difficulties and the interest of children in learning English were. The questions in the interview were more or less the same with the questionnaire.

F. Research Procedure

In this research the researcher only uses 5 steps in R&D theory by Borg and Gall (1983).

1 Research and Information Collecting

In this steps included review of literature, classroom observation and preparation of report of state of the art. This step was done by:
a. Studying the theories related to the topic of the study. The researcher studied the theories from reading the books that supported the topic of this research.

b. Assessing the learners’ needs by distributing the first questionnaire to the English teacher in MI MA’ARIF Klangon, interviewing the teacher, and observing the classroom. It was to find the information about the learners’ characteristics, needs, and motivation toward English.

2. Planning

According to R&D was referred to the statement of specific objective that would be achieved after the course. This step determining the goals, the skills, and the activity that would be done in teaching learning process which included syllabus and lesson plan.

3. Development preliminary form of product

In this step the researcher prepared the instructional materials, handbook, and evaluation devices. The researcher designed the materials based on the result of need assessment.

4. Preliminary field testing

This step included evaluation toward the designed materials. The researcher distributes the second type of questionnaire to two English teachers in MI MA’ARIF Klangon and SD N 3 Glodogan, Klaten Selatan and an English lecturer of Sanata Dharma University to evaluate the materials designed.

5. Main product revision

In this step the researcher revised the designed materials based on the result on preliminary field testing and the materials were ready to be published.
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher would like to discuss the result of the needs analysis for designing the materials and for evaluating the designed materials. This chapter consists of three parts namely elaboration of the steps in designing the materials, discussion and presentation of the designed materials.

A. Elaboration of the Steps in Designing the Materials

This chapter consists of eight subsections namely obtaining learners’ characteristics, formulating goals, topics, and general purposes, listing the subject contents, stating the learning objectives, selecting teaching learning activities and resources, conducting evaluation survey, revising the materials and the presentation of the designed materials.

1. Obtaining Learners’ Characteristics

According to Kemp’s model, the first step to do is the researcher collects the information about the learners’ characteristics, learners’ needs, learning context and their interest toward English. In this part, the researcher conducted an interview and distributed the first questionnaire to the English teacher of MI MA’ARIF Klangon, Kalibawang, Kulon Progo and observed the fourth grade students of MI MA’ARIF Klangon, Kalibawang, Kulon Progo. Therefore, the researcher would use the findings as the basis to design the materials.
a. Data Presentation

In this section, the researcher discusses the result of the interview and the questionnaires distributed to the English teacher and the class observation as well. The results were as follows:

1) The Results of the Interviewing the English Teacher

The researcher interviewed the an English teacher of MI MA’ARIF Klangon, Kalibawang, Kulon Progo. The questions were about the importance of teaching English for children, the difficulties in teaching English, and the consideration of teaching reading by using children’s stories based on Cooperative Language Learning.

The results of the interview showed that English is important to be taught to the students in elementary school. The aim of teaching English is for preparing the students to face the era of globalization. English is an international language being used for having communication with foreigners. Unfortunately, most of the students’ ability in learning English, especially the reading skill was still in the average level. The students usually enjoy learning English by using stories that were supported by pictures and playing games in group. A lot of students are uninterested in memorizing vocabularies. There were students’ weaknesses in studying English, for example, the students have poor vocabulary, read the words with wrong pronunciation, and having difficulties in catching the meaning of English words in Indonesian.

Then, there was a strategy for teaching English, especially in terms of reading, like distributing certain stories so that the students can memorize the
vocabularies unconsciously then giving the students a reward or a present if the students could answer the questions. A little reward can motivate the students in learning English. The teacher thought that teaching reading by using children’s stories based on Cooperative Language Learning was effective because the students could learn children’s stories that were supported by pictures in an enjoyable manner. The students were far from the boring condition. There were some appropriate topics for the grade four students in MI MA’ARIF Klangon such as school environment, house environment, and social environment.

2) The Results of Questionnaire for the English Teacher

The researcher distributed one questionnaire to the English teacher in MI MA’ARIF Klangon, Kalibawang, Kulon Progo. The questions were about the importance of teaching English to children, the difficulties in teaching English, and the consideration of using teaching reading using children’s stories based on Cooperative Language Learning to teach English.

The researcher distributed a questionnaire to the English teacher in MI MA’ARIF Klangon, Kalibawang, Kulon Progo. The results showed that there were some importances in introducing English to children in their early age. For instance, it is for preparing the students in higher educational levels, for making the students understand the basic knowledge of English, and for making the students understand the simple instruction of English. The student could comprehend the lesson by answering the questions and by practicing the simple instruction of English. The teacher said that reading had the biggest portion of English teaching. There was a difficulty in teaching English; for example, the
students read the text with wrong pronunciation. In order to help the students to master the English materials, the teacher reviews the materials regularly and asks the students to imitate what the teacher said.

There was a strategy being used for teaching English, especially reading skill, like using teaching English using children’s stories based on Cooperative Language Learning technique. The teacher said that the strategy would make the students enjoy learning English, it helped the students to understand the meaning of the story, the students were easier to remember the vocabularies, and the students were far from the boring condition.

3) The Results of Class Observation

The researcher observed the fourth grade students of MI MA’ARIF Klangon, Kalibawang, Kulon Progo. There were 20 respondents. The purpose of conducting the observation was to obtain the information about the learners’ characteristic and the classroom situation.

Based on the results of the observation, the researcher obtained some information about the classroom situation for the grade four students of MI MA’ARIF Klangon, Kalibawang, Kulon Progo. The respondents were 20 students. There were 15 students (75%) ready to begin the lesson, paid the attention to the teacher’s explanation, and who paid the lesson well. The other students were done the other subject of the lesson.

For the statements number 4 and 5, all the respondents (100%) agreed with the statements. The results showed that the teacher used media in explaining the materials and the media were relevant to the material. The teacher’s using English
along with pictures, color chalks, handout etc. during the teaching learning process is 40%. This caused the students still have poor vocabularies. The purpose of the teacher’s using bilingual English – Indonesia in teaching English was to make the students possess the materials effectively.

For the statements of number 7 and number 8, all of the respondents (20/100%) agreed with the statements. The students could understand what the teacher said in English and what the teacher asked to the students. There were 17 students (85%) who could answer the questions. There were 16 students (80%) who could accomplish the assignment well. There were no students who were difficult in understanding the material.

The discussed topics were interesting for all of the students (100%). In the teaching learning process, the teacher’s effort to vary the activities is 80%. There were 18 students (90%) who said that the activities in class were interesting. Finally, there were only 15 students (75%) who enjoyed the teaching learning process.

2. Formulating Goals, Topics, and General Purposes

The researcher formulates the goals, topics, and general purposes after the data about the learners’ characteristics, learners’ needs, learning objective and their interest toward English are complete. The goal being formulated was adapted from the syllabus of fourth grade elementary school.

The researcher adapts Kemp’s model which stated that the order was Goals, Topics, and General Purposes. In KTSP (Kurikulum Tingkat Satuan
Pendidikan), the order was Goals known as Competence Standard, General Purposes known as Basic Competence, and Topics. This systemic approach basically had same principles. Nunan (1989:50) states that “goals may relate to a range of general outcomes (communicative, affective, and cognitive) or may directly describe teacher or learner behavior”. In general purposes emphasize on the skills which contribute to the master of a second language. In Kemp’ model, topics came first after the goal because Kemp assumed topics become the scope of the course and the basis for instruction. In KTSP topics become the most specific element.

The materials in this study were for two semesters. The researcher determined the goal based on the Standard Competence. The goal was to understand simple English reading materials used in the class. Next, the researcher determined the general purposes based on the basic competencies. The basic competencies in the materials were as follow:

1) To correctly pronounce alphabets, words, phrases, and simple sentences.
2) To understand simple sentences and written notes.

There were 6 units within the materials. The researcher selected the topics based on the syllabus for grade four of elementary school and the students’ needs and interest obtained from interview and questionnaire. The sequence of the topics was as follows:

1) Introduction and origin
2) Alphabet and spelling
3) School and its environment
4) Things in the classroom

5) Animals

6) Shape and color

3. Stating the Learning Objectives

The researcher determined the indicators that the learners should achieve at the end of the lesson. The indicators are described in table 4.1.

Table 4.1 The Indicators

<table>
<thead>
<tr>
<th>Units</th>
<th>Topics</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction and origin</td>
<td>• Students are able to identify many new terms related to “Introduction”.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students are able to identify the general ideas of the text.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students are able to share ideas about the expression of introduction.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students are able to pronounce several expression of introduction.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students are able to read aloud the text with correct pronunciation, stress and intonation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students are able to evaluate the learning process.</td>
</tr>
<tr>
<td>2</td>
<td>Alphabet and spelling</td>
<td>• Students are able to identify many new terms related to “Alphabet and Spelling”.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students are able to pronounce the alphabet, words and sentences correctly</td>
</tr>
<tr>
<td>Units</td>
<td>Topics</td>
<td>Indicators</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 3     | School and its environment    | • Students are able to identify many new terms related to “At School”.  
• Students are able to answer the questions related to the topic that is going to be learned.  
• Students are able to read aloud the text with correct pronunciation, stress and intonation.  
• Students are able to identify the general ideas of the text.  
• Students are able to mention several school objects.  
• Students are able to pronounce several terms of school environment.  
• Students are able to evaluate the learning process. |
| 4     | Things in the classroom       | • Students are able to identify many new terms related to “Things in the Classroom.  
• Students are able to read aloud the text with correct pronunciation, stress and intonation. |
<table>
<thead>
<tr>
<th>Units</th>
<th>Topics</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>intonation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students are able to identify the general ideas of the text.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students are able to mention several names of objects in the classroom.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students are able to pronounce several vocabularies the objects in the classroom correctly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students are able to evaluate the learning process.</td>
</tr>
<tr>
<td>5</td>
<td>Animals</td>
<td>• Students are able to identify many new terms related to animals.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students are able to read aloud the text with correct pronunciation, stress, and intonation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students are able to identify the general ideas of the text.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students are able to mention several names of animals.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students are able to pronounce several names of animals correctly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students are able to evaluate the learning process.</td>
</tr>
<tr>
<td>6</td>
<td>Shape and color</td>
<td>• Students are able to identify many new terms related to “Shape and Color”.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students are able to read aloud the text with correct pronunciation, stress and intonation.</td>
</tr>
</tbody>
</table>
4. Listing the Subject Contents

Subject content is the contents which were needed to learn by the students to facilitate the learning process. The content must involve the selection and organizing of specific knowledge, skills, and topics. The researcher listed the subject contents to develop the designed materials. The researcher took 70 minutes of the English teacher’s time allocation for each meeting. In this section, the subject content of the designed material was Introduction and Origin, Alphabet and Spelling, School and Its environment, Things in the Classroom, Animals, and Shape and Color.
5. Selecting Teaching Learning Activities

The development and the variation of the designed material were important in order to help the students to learn effectively and far from the boring condition. The materials were designed based on the distributed questionnaire and the interview with the English teacher of MI MA’ARIF Klangon, Kalibawang, Kulon Progo and the observation to the fourth grade students of MI MA’ARIF Klangon, Kulon Progo, Kalibawang.

The activities were done in individual work, pair discussion, group work, and class discussion. The activities were mostly focused on learners’ strategies. The purposes of pair discussion, group discussion, and class discussion were to increase students’ collaboration and interaction so that the students could learn how to comprehend, negotiate, and cooperate with other students. The basic purpose of pair work and group work was to encourage the students to think that the students could better reach the goal of learning English if they could work with the other students within a good system. The purposes of individual work were to improve the students’ idea and truth with their own ability.

### Table 4.2 English Materials Tasks

<table>
<thead>
<tr>
<th>Units</th>
<th>Topics</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| 1     | Introduction and origin | 1. The students observe the pictures and discuss the guiding questions in pair.  
2. The students read the text to find the difficult words.  
3. The students share the idea of the story in the group work.  
4. The students answer the questions. |
<table>
<thead>
<tr>
<th>Units</th>
<th>Topics</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| 2     | Alphabet and spelling         | 1. The students observe the pictures and listen to the teacher’s voice in pronouncing the alphabets then imitate what the teacher said in whole-class discussion.  
2. The students read the text to find the difficult words.  
3. The students read sentence by sentence of the text. Then correct the wrong pronunciation in the Whole-class discussion (Inside Outside Circle).  
4. The students share the idea of the story in whole-class discussion.  
5. The students answer the questions in Numbered Heads technique. |
| 3     | School and its environment    | 1. The students observe the pictures and discuss the guiding questions in pair work.  
2. The students read the text to find the difficult words.  
3. The students read the text sentence per sentence. Then the students correct the wrong pronunciation in the whole-class discussion.  
4. The students share the idea of the story in Think-Pair-Share technique.  
5. The students answer the questions in the Two Stay Two Stray technique. |
| 4     | Things in the classroom       | 1. The students observe the pictures and discuss the guiding questions within the group work.  
2. The students read the text to gain the difficult |
<table>
<thead>
<tr>
<th>Units</th>
<th>Topics</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| 5     | Animals| 1. The students observe the pictures and discuss the questions based on the picture in pair work.  
2. The students read the text to gain the difficult vocabularies.  
3. The students read sentence by sentence of the text. Then, the students correct the wrong pronunciation in the whole-class discussion.  
4. The students share the idea of the story Paired Storytelling.  
5. The students answer the questions in the Two Stay Two Stray technique.  
6. The students arrange the letters in blocks into five names of animals in pair work.  
7. The students have discussion in order to find the five names of animals in the Think-Pair- |
### Units | Topics | Tasks
--- | --- | ---
6 | Shape and color | 1. The students observe and discuss the pictures in the whole-class discussion.  
2. The students read the text to gain the difficult vocabularies.  
3. The students read sentence by sentence. Then, the students correct the wrong pronunciation in the whole-class discussion.  
4. The students share the idea of the story in Paired–Storytelling technique.  
5. The students answer the questions in the Two Stay Two Stray.  
6. The students discuss and match the picture about shapes in pair work.  
7. The students discuss and find the names of 6 colors in the Think-Pair-Share technique.

In this step, the researcher distributed the questionnaire of material evaluation. It aimed to gain any useful feedback, comment, suggestion, and evaluation. The respondents were the lecturer of English Education Study Program of Sanata Dharma University, the English teacher of SD N 3 Glodogan, and the English teacher of *MI MA’ARIF Klangon*, Kalibawang, Kulon Progo. Finally, the researcher could revise and could present the final designed materials.
6. Conducting an Evaluation Survey

This section consists of three points namely: the description of the respondents, the data presentation the respondents’ comments, and suggestions on the designed materials. The objective of this section is to obtain the evaluation and the feedback toward the designed materials. The researcher distributed the materials to be evaluated to some respondents on 18th January 2011. The results were as follow:

a. The Description of the Respondents

There were three respondents participating in the instructional materials’ evaluation. They were an English teacher from MI MA’ARIF Klangon, Kalibawang, Kulon Progo, an English teacher from SD N 3 Glodogan, Klaten Selatan and an English lecturer from English Education Study Program of Sanata Dharma University. All of the respondents had Bachelor’s Degree.

b. Data Presentation

The results of the materials evaluation were presented in descriptive statistics form. There were five points agreements to assess or express the respondents’ opinion on the designed materials. They were classified as follows:

1. = strongly disagree with the statement.
2. = disagree with the statement.
3. = undecided or doubts with the statement.
4. = agree with the statement.
5. = strongly agree with the statement.

The results of evaluation were presented in table 4.3.
Table 4.3 The Descriptive Statistics of the Evaluators’ Opinion

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Frequency of the Degree of agreement (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1</td>
<td>The competence standard is well formulated.</td>
<td>33,3%</td>
</tr>
<tr>
<td>2</td>
<td>The basic competences are well formulated.</td>
<td>33,3%</td>
</tr>
<tr>
<td>3</td>
<td>The indicators / objectives are well formulated.</td>
<td>33,3%</td>
</tr>
<tr>
<td>4</td>
<td>The topics are well selected for grade fourth of elementary school students.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The materials are matched with competence standard, basic competences, and indicators.</td>
<td>66,7%</td>
</tr>
<tr>
<td>6</td>
<td>The materials are able to help the students to develop their ability in reading English text.</td>
<td>33,3%</td>
</tr>
<tr>
<td>7</td>
<td>The stories are interesting and appropriate for the students.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The designed materials are well varied to be applied in teaching reading by using children’s stories.</td>
<td>66,7%</td>
</tr>
<tr>
<td>9</td>
<td>The level of difficulties is</td>
<td>33,3%</td>
</tr>
<tr>
<td>No</td>
<td>Statements</td>
<td>Frequency of the Degree of agreement (%)</td>
</tr>
<tr>
<td>----</td>
<td>-----------------------------------------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>appropriate for grade fourth students of elementary school.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The instructions of the learning activity are explicit and understandable.</td>
<td>33,3%</td>
</tr>
<tr>
<td>11</td>
<td>The activities and the exercises are appropriate for the students.</td>
<td>33,3%</td>
</tr>
<tr>
<td>12</td>
<td>The pre activity, the whilst activity and the post activity are well formulated.</td>
<td>66,7%</td>
</tr>
<tr>
<td>13</td>
<td>The designed materials can improve the students’ reading skill.</td>
<td>33,3%</td>
</tr>
<tr>
<td>14</td>
<td>The use of Cooperative Language Learning (CLL) to teach reading is well – formulated.</td>
<td>33,3%</td>
</tr>
<tr>
<td>15</td>
<td>In general, the designed materials are good and sufficient.</td>
<td></td>
</tr>
</tbody>
</table>

The result of the questionnaire showed that most of the scores were 4 and 5. It means that the designed materials were acceptable and appropriate to be implemented for the grade four students of *MI MA’ARIF Klangon*, Kalibawang,
Kulon progo. However, there were two points that needed to be considered. The two points were (1) the designed materials are well varied to be applied in teaching reading by using children’s stories and (2) the pre activity, the whilst activity and the post activity are well formulated. Therefore, the researcher concluded that the instructional materials were acceptable and appropriate, although there were some revisions that need to be conducted in order to improve the designed materials.

7. Revising the Materials

After collecting the data from the preliminary field testing questionnaires, the researcher would like to revise the materials. The researcher would like to revise the materials based on the feedback, and suggestions from the respondents’ evaluations. The revisions were as follows.

- The researcher reduced some complicated words into simple ones without changing the meaning.
- The researcher revised the inappropriate dictions and grammar in within the materials.
- The researcher changed the type of font of the text reading materials. The new font was Curlz Mt. It was expected to make the reading text to be more interesting.
- The researcher revised some teaching - learning activities. It was expected the students could be active and they were far from the boring condition.
- The researcher revised the time allocation in the lesson plan. It was expected
that all the materials would be taught effectively.

8. Presentation of the Designed Materials

This section is the answer to the second question in the problem formulation. After revising and improving the designed materials, the researcher presents the final version of the set of reading materials by using children’s stories. There are six units in the designed materials. Every unit consists of three sections and each section has a subsection.

B. Discussion

The researcher distributed an open-ended questionnaire to gain the respondents’ opinions, comments, and suggestions to improve the materials. The questions aimed to gain the information about the weaknesses and strength, and the suggestions and comments.

According to the respondents the strength of the materials is the following:

- The pictures are attractive.
- The pictures are appropriate with the materials. They can support the materials.
- Good lesson plan
- The stories are well formulated.

The respondents gave some comments on the weaknesses as in the following:

- The reading texts are too long.
The level of vocabulary was too high.

Some sentences looked very Indonesian.

Be consistent (topic in gambaran umum, unit, and lesson plan)

In unit two give more explanation about the alphabets, for example, a [ei], b [bi:], c [si:], etc.

The respondents also gave the suggestions to improve the designed materials as in the following:

- The researcher should use simple sentences to create the stories.
- The researcher should give more varied activities in the whilst activity.
- The researcher should provide teacher guideline besides the lesson plan to guide teachers and to give key answer of the designed materials.
- The researcher must write the sources where the researcher finds the pictures and texts.
- The researcher should give more explanation about the alphabets in unit two, for example, a [ei], b [bi:], c [si:], etc.

The researcher agreed with all of the suggestions due to several reasons. First of all, the researcher agreed that the designed materials use simple sentence because the students are fourth grade that most of the students’ abilities are in average level. Besides, the researcher made the designed materials based on the curriculum for fourth grade of elementary school students.

Then, the second one is that the researcher agreed with the suggestion that the researcher should give more varied activities in the whilst activity. The aim of giving more varied activities is to prevent the students get the boring condition.
The third, the researcher agreed that the researcher should provide teacher guideline besides the lesson plan to guide teachers and to give key answer of the designed materials. The aim of giving teacher guideline is to help the teacher to teach the materials easier. Beside that provide the key answer is to help the teacher when the teacher fined the difficulties in finding the answer of the activities.

The fourth, the researcher agreed that the researcher must write the sources where the researcher found the pictures and text because the researcher have to responsibility what have they write or what have they do. Beside, the readers know the source which the researcher added.

Last but not least, the fifth, the researcher also agreed with the suggestion that the researcher should give more explanation about the alphabets in unit two, for example, a [ei], [bi], c [si], etc because giving phonetic transcription will help the students to read or to pronounce the alphabets.

In general, the researcher agreed with all of the suggestions due to several reasons. First, the suggestions could help the researcher in developing the designed materials. Second, the suggestion could increase the researcher’s knowledge in terms of designing materials.

C. Presentation of the Designed Materials

The second question in the research formulation has been answered. The topics, the tittles, the sections, and subsections are showed in table 4.4.
Table 4.4 The Final Version of the Designed Materials

<table>
<thead>
<tr>
<th>No</th>
<th>Topics</th>
<th>Titles</th>
<th>Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction and origin</td>
<td>Having a New Neighbor</td>
<td>• Pre activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Whilst activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Post activity</td>
</tr>
<tr>
<td>2</td>
<td>Alphabet and spelling</td>
<td>Going to Market</td>
<td>• Pre activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Whilst activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Post activity</td>
</tr>
<tr>
<td>3</td>
<td>School and its environment</td>
<td>Upin and Ipin’s School Situation</td>
<td>• Pre activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Whilst activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Post activity</td>
</tr>
<tr>
<td>4</td>
<td>Things in the classroom</td>
<td>Conan in His New School</td>
<td>• Pre activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Whilst activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Post activity</td>
</tr>
<tr>
<td>5</td>
<td>Animals</td>
<td>Princess and the Animals in the Forest</td>
<td>• Pre activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Whilst activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Post activity</td>
</tr>
<tr>
<td>6</td>
<td>Shape and color</td>
<td>Diego’s Birthday</td>
<td>• Pre activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Whilst activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Post activity</td>
</tr>
</tbody>
</table>

The complete set of designed materials can be seen in appendix (I)
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is divided into two parts. First, the researcher provides the conclusions to answer the questions in the problem formulation. Second, the researcher provides suggestions in using the designed materials.

A. Conclusions

The purpose of this research was to design a set of reading materials using children’s stories for the fourth graders in MI MA’ARIF Klangon based on Cooperative Language Learning. There were two problems in this research namely (1) How is a set of reading materials using children’s stories for the fourth graders in MI MA’ARIF Klangon based on Cooperative Language Learning designed? and (2) How does a set of reading materials using children’s stories for the fourth graders in MI MA’ARIF Klangon based on Cooperative Language Learning look like?. To answer the first question in the problem formulation, the researcher adapted Kemp’s model. The steps of the adapted instructional design model were (1) obtaining learners’ characteristics, (2) formulating goals, topics, and general purposes, (3) listing the subject contents, (4) stating the learning objectives, (5) selecting teaching learning activities and resources, (6) conducting an evaluation survey, and (7) revising the materials.

In obtaining the data in order to improve the final version of the designed materials, the researcher distributed questionnaires to the English teacher of MI
MA’ARIF Klangon, Kalibawang, Kulon Progo, the English teacher of SD N 3 Glodogan, and the lecturer of English Language Education Study Program Sanata Dharma University. The results showed that the designed materials were well developed and acceptable for the fourth grade students of MI MA’ARIF Klangon, Kalibawang, Kulon Progo. However, the designed materials still needed some revisions based on the evaluators’ suggestions to make the designed materials better.

To answer the second question in the problem formulation, the researcher presented the final version of the designed materials. The designed materials consist of six units. They are presented in table 5.1. Every unit consists of three sections. There were pre activity, whilst activity, and post activity.

B. Suggestions

Based on the conclusion above, the researcher would like to give some suggestions for English teacher of SD (Elementary School) who would like to implement the designed materials and to the future researchers who would like to conduct the same type of research.

1. For the future researchers

The researcher expected to implement the designed materials to find out the weaknesses and the strengths of the designed materials. Next, the future researcher could improve the designed materials better in different difficulty level.
2. For the English teachers

a. The English teacher should prepare a good preparation before teaching learning process.

b. The English teacher creates comfortable atmosphere during teaching learning process.

c. The English teacher should be able to control time allocation well.
Table 5.1 The Topics of the Designed Materials

<table>
<thead>
<tr>
<th>No</th>
<th>Topics</th>
<th>Titles</th>
<th>Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction and origin</td>
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<td></td>
<td></td>
<td>• Whilst activity</td>
</tr>
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<td></td>
<td></td>
<td>• Post activity</td>
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<td>Alphabet and spelling</td>
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<td></td>
<td>• Post activity</td>
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</tr>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Post activity</td>
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<tr>
<td>4</td>
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<td>Conan in His New School</td>
<td>• Pre activity</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Whilst activity</td>
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<td></td>
<td></td>
<td>• Post activity</td>
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<tr>
<td>5</td>
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<td>Princess and the Animals in the Forest</td>
<td>• Pre activity</td>
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<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Post activity</td>
</tr>
<tr>
<td>6</td>
<td>Shape and color</td>
<td>Diego’s Birthday</td>
<td>• Pre activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Whilst activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Post activity</td>
</tr>
</tbody>
</table>
REFERENCES


Kemp. 1977. Instructional Design: A Plan for Unit and Course Development. California: FEARON-PITMAN PUBLISHER, INC.


APPENDIX A

LETTERS OF PERMISSION
Kepada

Yth.,

Ketua / Kepala Sekolah

MT. MA'ARIF Siring-

Dengan hormat,

Dengan ini kami memohonkan ijin bagi mahasiswa kami,

Nama : Ika Uni Septina
No. Mahasiswa : 0612141027
Program Studi : Pendidikan Bahasa Inggris
Jenjang : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan
Semester : 8 (Dekatan)

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

Lokasi : MT. MA'ARIF Nglarangan, Banjarnegara, Kabupaten Boyolali

Waktu :

Topik/Judul : A Set of Reading Materials Using Children's Stories Based on Cognitive Vocabulary Training for Elementary School Grade IV

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

Yogyakarta, 13 April 2018

[Signature]

[Name]

Ketua Fakultas Keguruan dan Ilmu Pendidikan

Tembusan Yth.:  
1.  
2. Dekan FKIP
YAYASAN PENDIDIKAN MA’ARIF KABUPATEN KULON PROGO
MADRASAH IBTIDAIYAH (MI) MA’ARIF KLANGON
Alamat: Beji Banjaraya Kalibawang Kulon Progo

SURAT KETERANGAN

Yang bertanda tangan dibawah ini:

Nama : Juni Arifin Hidayat, S.Pd.I
NIP : 196906171993031003
Jabatan : Kepala Sekolah
Instansi : MI MA’ARIF Klangon, Kalibawang, Kulon Progo.

Menerangkan bahwa :
Nama : Ika Uji Septina
No. Mhs : 061214007
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Perguruan Tinggi : Universitas Sanata Dharma

Yang bersangkutan telah melaksanakan penelitian untuk menyusun skripsi dengan judul - A Set of Reading Materials Using Children’s Story Based on Cooperative Language Learning for grade IV Students of MI MA’ARIF Klangon, Kalibawang, Kulon Progo.

Demikian surat Keterangan ini di buat, agar dapat dipergunakan sebagaimana mestinya.

[Signature]

20 Februari 2011
Kepala Sekolah

[Stamp]

Juni Arifin Hidayat, S.Pd.I
NIP: 196906171993031003
APPENDIX B

LIST OF INTERVIEW QUESTIONS
Interview

Data Responden
Nama : 
Jenis Kelamin : 
Pendidikan Terakhir : 

1. Menurut bapak/ibu apakah Bahasa Inggris penting untuk diajarkan kepada siswa SD?
2. Menurut bapak/ibu bagaimanakah kemampuan siswa kelas 4 SD dalam belajar Bahasa Inggris?
3. Apa yang membuat mereka tertarik atau tidak tertarik untuk belajar Bahasa Inggris?
4. Menurut bapak/ibu apa saja kelemahan siswa didalam belajar Bahasa Inggris?
5. Menurut bapak/ibu bagaimana cara memotivasi siswa untuk belajar Bahasa Inggris?
6. Bagaimana kemampuan siswa dalam reading skill?
7. Bagaimana ketertarikan siswa dalam reading skill?
8. Kegiatan apa saja yang bapak/ibu lakukan di dalam mengajarkan materi Bahasa Inggris khususnya reading skill?
10. Menurut bapak/ibu topik apa yang sesuai untuk mengajarkan Bahasa Inggris pada siswa kelas 4 SD?
### The Results of the Interviewing for an English Teacher

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Is it important that English to be taught for the students in elementary school?</td>
<td>Yes, it is. The aim of teaching English is to prepare the students to face the era of globalization. English is an international language being used for having communication with foreigners. Furthermore, it is used for learning subjects such as science, technology, and many others.</td>
</tr>
<tr>
<td>2</td>
<td>How is the students’ ability in English?</td>
<td>Most of the students are in average level. They still can use simple sentence.</td>
</tr>
<tr>
<td>3</td>
<td>What make them interested or uninterested?</td>
<td>Interested: learning stories supported by pictures and games in groups. Uninterested: memorizing a lot of vocabularies.</td>
</tr>
<tr>
<td>4</td>
<td>What are the children’s weaknesses in studying English?</td>
<td>These students have poor vocabulary, read the words with wrong pronunciation, and have difficulties in catching the meaning of English words in Indonesian.</td>
</tr>
<tr>
<td>5</td>
<td>How do you motivate them to study English?</td>
<td>Give the English materials; for example, give the stories so that the students can memorize the vocabularies unconsciously. Give the honor or present if the students could answer the questions.</td>
</tr>
<tr>
<td>6</td>
<td>How is the students’ reading ability?</td>
<td>Most of the students are in average level</td>
</tr>
<tr>
<td>7</td>
<td>How is the students’ interest in</td>
<td>The students’ interest is good. They get</td>
</tr>
<tr>
<td>No</td>
<td>Questions</td>
<td>Answer</td>
</tr>
<tr>
<td>----</td>
<td>----------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>8</td>
<td>What kind of activities do you apply in teaching English, especially in the teaching reading?</td>
<td>Give the stories and LKS (students’ worksheet). They read and discuss together.</td>
</tr>
<tr>
<td>9</td>
<td>Have you applied teaching reading using children’s stories based on Cooperative Language Learning? Is it effective for your students?</td>
<td>Yes, I have. I think it is effective because the students can learn children’s stories supported by pictures in an enjoyable manner. The students are far from the boring condition.</td>
</tr>
<tr>
<td>10</td>
<td>What kind of topics should be taught to your students?</td>
<td>About the environment, for example, school environment, house environment, and social environment</td>
</tr>
</tbody>
</table>
APPENDIX C

QUESTIONNAIRES OF RESEARCH AND INFORMATION COLLECTING FOR ENGLISH TEACHER
Kuisioner


Data Responden:
- Jenis Kelamin
- Pendidikan Terakhir
- Masa mengajar
- Mengajar di kelas

Petunjuk:
1. Untuk pertanyaan pilihan, berilah tanda (x) pada jawaban bapak/ibu.
2. Untuk pertanyaan isian, jawablah secara singkat dan padat pada tempat yang disediakan.

1) Apakah menurut bapak/ibu bahasa Inggris penting untuk diperkenalkan dan diajarkan kepada anak-anak sejak dini?
   a. Ya
   b. Tidak
   Alasan

2) Seberapa pentingkah Bahasa Inggris untuk diperkenalkan dan diajarkan kepada anak-anak?
   a. Sangat penting
   b. Penting
   c. Tidak penting
   d. Lain-lain
   Alasan

3) Apakah siswa menangkap pelajaran yang diajarkan?
   a. Ya
   b. Tidak
   Alasan

4) Mata pelajaran apa yang paling banyak bapak/ibu ajarkan?
   a. Reading
b. Speaking
c. Grammar
d. Listening
e. Lain-lain

5) Kesulitan-kesulitan apa saja yang bapak/ibu hadapi di dalam mengajar Bahasa Inggris di kelas 4 SD?

6) Bagaimana cara bapak/ibu didalam mengatasi permasalahan no (5)?

7) Teknik mengajar apa yang biasanya bapak/ibu terapkan di dalam kelas?
   a. Menjelaskan teori
   b. Mengerjakan soal-soal LKS
   c. Diskusi dalam kelompok
d. Lain-lain

8) Apakah murid bapak/ibu menyukai teknik mengajar yang bapak/ibu gunakan di kelas (jawaban soal no 7)?
   a. Ya
   b. Tidak

9) Pernahkah bapak/ibu mengajar Bahasa Inggris dengan menggunakan cerita anak-anak?
   a. Pernah
   b. Tidak pernah

10) Berikan pendapat bapak/ibu tentang model pengajaran menggunakan cerita anak-anak.

11) Pernahkah bapak/ibu mengajar Bahasa Inggris dengan menggunakan teknik pembelajaran Cooperative Language Learning (CLL), misalnya, jigsaw, mencari pasangan (Make a Match), bercerita berpasangan (Paired Storytelling), dll.
   a. Pernah
   b. Tidak pernah

12) Berikan pendapat bapak/ibu tentang model pengajaran menggunakan teknik dalam Cooperative Language Learning (CLL).
### The Results of the Questionnaire to the English Teacher

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Answer</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Is it important to introduce English to children in their early age?</td>
<td>a. yes</td>
<td>To prepare the students for higher educational level.</td>
</tr>
<tr>
<td>2</td>
<td>Is it important that English to be introduced and to be taught to children?</td>
<td>b. important</td>
<td>The students understand the basic knowledge of English. They know the simple instruction of English.</td>
</tr>
<tr>
<td>3</td>
<td>Did they comprehend the lesson you taught?</td>
<td>a. yes</td>
<td>The students can answer the questions and practice the simple instruction of English</td>
</tr>
<tr>
<td>4</td>
<td>What are the skills that you teach most?</td>
<td>a. reading</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>What are the difficulties in teaching English?</td>
<td></td>
<td>The students read the text with wrong pronunciation.</td>
</tr>
<tr>
<td>6</td>
<td>How do you solve the problems in number 5?</td>
<td></td>
<td>The teacher reviews the materials regularly. Then, the teacher asks the students to imitate what the teacher says.</td>
</tr>
<tr>
<td>7</td>
<td>What are the teaching techniques that you have applied?</td>
<td>a. explain the materials</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Do the children enjoy your teaching techniques?</td>
<td>a. yes</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Have you applied teaching</td>
<td>a. yes</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Questions</td>
<td>Answer</td>
<td>Reason</td>
</tr>
<tr>
<td>----</td>
<td>---------------------------------------------------------------------------</td>
<td>--------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>English by using children’s stories to your children/students?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Give your opinion about teaching English using children’s stories, especially in reading skill!</td>
<td></td>
<td>The students enjoy learning English by using children’s stories. It helps the students to understand the meaning of the story. The students are easier to remember the vocabularies.</td>
</tr>
<tr>
<td>11</td>
<td>Have you applied Cooperative Language Learning (CLL) technique in your class?</td>
<td>a. yes</td>
<td>Make – a - match</td>
</tr>
<tr>
<td>12</td>
<td>Give your opinion about teaching English using Cooperative Language Learning technique!</td>
<td></td>
<td>It is very good. The students are far from the boring condition. Unfortunately, it takes time. The allocation time is 2 x 35’ in a week</td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
APPENDIX D

OBSERVATION SHEET
Observasi

Sekolah : 
Kelas : 
Mata Pelajaran : 
Hari, tanggal : 

Tulislah tanda (✓) pada kolom ya atau tidak sesuai dengan yang bapak/ibu amati!

<table>
<thead>
<tr>
<th>No</th>
<th>Pernyataan</th>
<th>Ya (✓)</th>
<th>Tidak (✓)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Siswa siap mengikuti pelajaran</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Siswa memperhatikan penjelasan guru</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Siswa mengikuti pelajaran dengan baik</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Guru menggunakan media didalam menyampaikan materi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Media yang digunakan sesuai dengan materi pembelajaran</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Guru menggunakan lebih dari 50% bahasa Inggris dalam menerangkan pelajaran</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Siswa dapat mengerti bahasa Inggris yang digunakan oleh guru</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Guru mengajukan pertanyaan kepada siswa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Siswa dapat menjawab pertanyaan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Siswa dapat mengerjakan tugas-tugas dengan baik</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Siswa mengalami kesulitan dalam memahami materi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Topik yang diajarkan menarik bagi siswa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Kegiatan atau aktivitas dikelas cukup bervariasi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Pertanyaan</td>
<td>Ya (V)</td>
<td>Tidak (V)</td>
</tr>
<tr>
<td>----</td>
<td>---------------------------------------------------------------------------</td>
<td>--------</td>
<td>-----------</td>
</tr>
<tr>
<td>14</td>
<td>Kegiatan atau aktivitas menarik bagi siswa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Siswa terlihat menikmati pelajaran atau tidak kelihatan bosan didalam mengikuti pelajaran</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Terima Kasih
# The Results of the Class Observation

<table>
<thead>
<tr>
<th>No</th>
<th>Statements</th>
<th>Answers</th>
<th>Number and percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The students are ready to begin the lesson.</td>
<td>Yes</td>
<td>15 (75%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>5 (25%)</td>
</tr>
<tr>
<td>2</td>
<td>The students pay attention to teacher’s explanation.</td>
<td>Yes</td>
<td>15 (75%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>5 (25%)</td>
</tr>
<tr>
<td>3</td>
<td>The students pay attention the lesson well.</td>
<td>Yes</td>
<td>15 (75%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>5 (25%)</td>
</tr>
<tr>
<td>4</td>
<td>Teacher uses media in explaining the materials.</td>
<td>Yes</td>
<td>20 (100%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>5</td>
<td>The media are relevant to the material.</td>
<td>Yes</td>
<td>20 (100%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>6</td>
<td>The teacher uses more than 50% of English in explaining the material.</td>
<td>Yes</td>
<td>8 (40%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>12 (60%)</td>
</tr>
<tr>
<td>7</td>
<td>The students can understand what the teacher says in English.</td>
<td>Yes</td>
<td>20 (100%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>8</td>
<td>The teacher asks questions to the students.</td>
<td>Yes</td>
<td>20 (100%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>9</td>
<td>The students can answer the questions</td>
<td>Yes</td>
<td>17 (85%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>3 (15%)</td>
</tr>
<tr>
<td>10</td>
<td>The students can work on the given task well.</td>
<td>Yes</td>
<td>16 (80%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>4 (20%)</td>
</tr>
<tr>
<td>11</td>
<td>The students are difficult to understand the material.</td>
<td>Yes</td>
<td>0 (0%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>20 (100%)</td>
</tr>
<tr>
<td>12</td>
<td>The discussed topic is interesting for the students.</td>
<td>Yes</td>
<td>20 (100%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>13</td>
<td>The teacher varies the activities in class.</td>
<td>Yes</td>
<td>16 (80%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>4 (20%)</td>
</tr>
<tr>
<td>No</td>
<td>Statements</td>
<td>Answers</td>
<td>Number and percentage</td>
</tr>
<tr>
<td>----</td>
<td>------------------------------------------------</td>
<td>---------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>14</td>
<td>The activities in class are interesting for the students.</td>
<td>Yes</td>
<td>18 (90%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>2 (10%)</td>
</tr>
<tr>
<td>15</td>
<td>The students enjoy the teaching learning process.</td>
<td>Yes</td>
<td>15 (75%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>5 (25%)</td>
</tr>
</tbody>
</table>
APPENDIX E

QUESTIONNAIRES OF MATERIALS EVALUATION
Kuesioner


Data Responden:
- Nama :
- Jenis Kelamin :
- Pendidikan Terakhir :
- Masa mengajar :
- Mengajar di kelas :

A. Pilihlah jawaban yang menurut bapak/ibu paling cocok dan sesuai dengan pengalaman bapak/ibu. Berilah tanda ( V ) pada nomor yang bapak/ibu pilih. Pada pertanyaan pilihan, terdapat criteria jawaban sebagai berikut:

   a. 1 = Tidak setuju
   b. 2 = Kurang setuju
   c. 3 = Ragu-ragu
   d. 4 = Setuju
   e. 5 = Sangat setuju

<table>
<thead>
<tr>
<th>No</th>
<th>Pernyataan</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Standar kompetensi sudah tersusun dengan baik.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Kompetensi dasar sudah tersusun dengan baik.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Indikator pembelajaran sudah jelas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Pemilihan topik materi yang di ajarkan menarik dan sesuai dengan kebutuhan siswa.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Desain materi sudah sesuai dengan standar kompetensi, kompetensi dasar, dan indikator pembelajaran.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Materi pembelajaran sesuai dengan tujuan pembelajaran yaitu mengajarkan reading dengan cerita anak-anak.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Cerita-cerita bacaan Bahasa Inggris yang di gunakan menarik dan sesuai dengan anak-anak.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Materi yang disusun sudah variatif dalam mengajarkan reading dengan menggunakan cerita anak-anak.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Pernyataan</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>----</td>
<td>---------------------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>9</td>
<td>Tingkat kesulitan sudah sesuai bagi siswa kelas 4 SD</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Instruksi – instruksi kegiatan pembelajaran sudah jelas dan dapat di pahami dengan mudah.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Soal latihan dan aktivitas yang digunakan sesuai dengan siswa.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Pendahuluan, inti, dan penutup kegiatan pembelajaran tesusun dengan baik.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Desain materi dapat membantu meningkatkan kemampuan siswa di dalam membaca teks berbahasa Inggris.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Penggunaan Cooperative Language Learning (CLL) di dalam pembelajaran membaca berbahasa Inggris tersusun dengan baik.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Secara keseluruhan desain materi yang digunakan sudah bagus dan sesuai dengan siswa.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B. Isi dan jawablah pertanyaan berikut:

1. Menurut bapak/ibu apa saja kekurangan dan kelebihan materi pengajaran dalam ke 6 unit materi ini?

2. Apakah saran bapak/ibu mengenai pengembangan desian materi ini?

Terima kasih
APPENDIX F

GAMBARAN UMUM MATERI
Gambaran Umum Materi

Pada bagian ini, penulis akan menjelaskan secara singkat latar belakang, isi dan tujuan dari pembuatan materi dalam studi ini. Studi ini berjudul “A Set of Reading Materials Using Children’s Stories for the Fourth Graders in MI MA’ARIF Klangon Based on Cooperative Language Learning”.

A. Latar Belakang

Bahasa Inggris sekarang ini menjadi penting. Hal ini karena Bahasa Inggris menjadi bahasa internasional. Semua orang harus mempelajarnya untuk berbagai macam kepentingan, misalnya, berkomunikasi, bisnis, pariwisata, ilmu pengetahuan, dan lain-lain dengan orang lain khususnya orang asing.

Sekarang ini Indonesia sudah berinteraksi dengan negara lain dengan lebih rutin. Hal ini menjadi alasan orang Indonesia untuk belajar Bahasa Inggris lebih dini untuk berkomunikasi dan mendapatkan informasi dari segala macam aspek.

B. Isi

Materi yang disusun disesuaikan dengan kebutuhan anak – anak berusia 7-11 tahun. Pemilihan topik berdasarkan hasil analisa kuesioner dan wawancara kepada guru Bahasa Inggris MI MA’ARIF Klangon, Kalibawang, Kulon Progo.

Dari hasil analisa kebutuhan anak – anak usia 7-11 tahun, maka dipilih (6) enam topik. Keenam topik tersebut adalah:

1. Introduction and origin
2. Alphabet and spelling
3. School and its environment
4. Things in the classroom
5. Animals
6. Shape and color


Setiap topik disusun untuk satu kali pertemuan yang berdurasi 70 menit. Alokasi waktu ini masih dapat disesuaikan dengan waktu yang tersedia dan dengan kemampuan siswa sehingga proses belajar mengajar dapat berjalan efektif.
C. Tujuan

Materi ini ditujukan untuk anak-anak yang berusia antara 7-11 tahun. Penyusunan materi ini bertujuan untuk membantu anak-anak dalam belajar Bahasa Inggris dengan cara membaca cerita – cerita dengan situasi yang menyenangkan untuk mencapai hasil yang optimal.
APPENDIX G

SYLLABUS
The Syllabus of Set of Reading Materials Using Children’s Stories
for Children to Teach English

I. Description

The materials were designed to help the children to learn English, especially for the fourth grade students in MI MA’ARIF Klangon, Kalibawang, Kulon Progo. These materials contain some stories contain interesting pictures and learning activities. The learning materials were designed based on the result of needs analysis. It is intended to improve the children’s reading skill, children’s attention, and to motivate them to learn English text effectively.

II. Competence Standard:

To understand simple English reading materials used in the class.

III. Basic Competence:

1) To correctly pronounce alphabets, words, phrases, and simple sentences.

2) To understand simple sentences and written notes.

IV. Indicator:

At the end of the lesson, learners will be able to:

1. Identify the ideas of the reading texts.

2. Identify the meaning of unfamiliar words of the text by guessing them from their context.

3. Read aloud the text with correct pronunciation, stress, and intonation.

4. Imitate simple sentence said by the teacher correctly.

5. Evaluate the learning process.
V. Materials and Time Allocation

The topics of the materials are presented as follows:

<table>
<thead>
<tr>
<th>UNIT</th>
<th>TOPIC</th>
<th>TIME ALLOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction and origin</td>
<td>4 X 35’</td>
</tr>
<tr>
<td>2</td>
<td>Alphabet and spelling</td>
<td>3 X 35’</td>
</tr>
<tr>
<td>3</td>
<td>School and its environment</td>
<td>3 X 35’</td>
</tr>
<tr>
<td>4</td>
<td>Things in the classroom</td>
<td>4 X 35’</td>
</tr>
<tr>
<td>5</td>
<td>Animals</td>
<td>4 X 35’</td>
</tr>
<tr>
<td>6</td>
<td>Shape and color</td>
<td>4 X 35’</td>
</tr>
</tbody>
</table>

Each of the topics consists of three parts, which are as follows:

1. Pre activity
2. Whilst activity
3. Post activity

VI. Media

1. Texts
2. Pictures
3. Handouts
VII. Sources

http://www.google.co.id/imglanding?q=gambar+sekolah+SD&bl=id&gbl=2&tbs=isch:l&tnid=Xclrr

http://www.google.co.id/imglanding?q=GAMBAR+ORANG+BERKENAL+AN&hl=id&client=firefox-a&rls=org.mozilla:en

http://www.google.co.id/imglanding?q=GAMBAR+ORANG+BERKENAL+AN&hl=id&client=firefox-a&rls=org.mozilla:en-


http://www.google.co.id/imglanding?q=Gambar+suasana+kelas+SD&hl=id&client=firefox-a&rls=org.mozilla:en-

http://www.google.co.id/imglanding?q=Gambar+shape+and+colour&hl=id&client=firefox-a&rls=org.mozilla:en-

http://www.google.co.id/imglanding?q=Gambar+zoo&hl=id&client=firefox-a&rls=org.mozilla:en-
APPENDIX H

LESSON PLAN
Lesson Plan I

Unit 1
“Introduction and Origin”

School : MI MA’ARIF Klangon
Subject : English
Skill : Reading
Grade : IV
Meeting : 
Time allocation : 4X35 minutes

Standard Competence :
To understand simple English reading materials used in the class.

Basic Competence :
• To correctly pronounce alphabets, words, phrases, and simple sentences.
• To understand simple sentences and written notes.

1. Objectives:
At the end of the lesson, learners are able to:
1. Identify many new terms related to “introduction”.

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
2. Identify the general ideas of the text.
3. Share ideas about the expression of introduction.
4. Pronounce several expression of introduction.
5. Read aloud the text with correct pronunciation, stress and intonation.
6. Evaluate the learning process.

2. Learning Activities:

<table>
<thead>
<tr>
<th>1\textsuperscript{st} Meeting</th>
<th>Teacher’s Activities</th>
<th>Student’s Activities</th>
<th>Time</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre- activity</td>
<td>Greetings</td>
<td>Responds the greeting</td>
<td>1’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Asks the students to</td>
<td>- The students observe</td>
<td>9’</td>
<td>In pair</td>
</tr>
<tr>
<td></td>
<td>observe the pictures and discuss the questions based on the real situation</td>
<td>pictures and discuss the guiding questions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Asks the students to report their discussion.</td>
<td>-Students are report their discussion</td>
<td>5’</td>
<td>Whole-class discussion</td>
</tr>
<tr>
<td>Teacher’s Activities</td>
<td>Student’s Activities</td>
<td>Time</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------</td>
<td>------</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td><strong>Whilst activity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Asks the students to read the text to find the difficult words.</td>
<td>- The students read the text to find the difficult words.</td>
<td>20’</td>
<td>Individual work</td>
<td></td>
</tr>
<tr>
<td>- Discusses the difficult words.</td>
<td>- Discusses the difficult words.</td>
<td>10’</td>
<td>Whole-class discussion</td>
<td></td>
</tr>
<tr>
<td>- Asks the students to share the ideas of the story.</td>
<td>- The students share the idea of the story.</td>
<td>10’</td>
<td>Group work</td>
<td></td>
</tr>
<tr>
<td>- Information gap activities</td>
<td>- Information gap activities</td>
<td>10’</td>
<td>Group work</td>
<td></td>
</tr>
<tr>
<td><strong>Post activity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Asks the students to review what they have learnt.</td>
<td>- The students review what they have learnt</td>
<td>5’</td>
<td>Whole-class discussion</td>
<td></td>
</tr>
</tbody>
</table>
### 2nd Meeting

<table>
<thead>
<tr>
<th>Teacher’s Activities</th>
<th>Student’s Activities</th>
<th>Time</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre- activity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Greetings</td>
<td>- Responds the greeting</td>
<td>1’</td>
<td></td>
</tr>
<tr>
<td>- Introduction:</td>
<td>- Students remind the idea of the story</td>
<td>5’</td>
<td>Whole-class discussion</td>
</tr>
<tr>
<td>Asks the students to</td>
<td>“Having a New Neighbor”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>remind the idea of the story</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Having a New Neighbor”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Discusses the result</td>
<td>10’</td>
<td>Individual work</td>
</tr>
<tr>
<td>- Discusses the result</td>
<td>- The students read and</td>
<td></td>
<td>Whole-class discussion</td>
</tr>
<tr>
<td>- Asks the students to read and</td>
<td>practice the dialogue</td>
<td>15’</td>
<td>Pair work</td>
</tr>
<tr>
<td>and practice the dialogue between</td>
<td>between Rifki-Intan and Lina-Mr.Hendra.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rifki-Intan and Lina-Mr.Hendra.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher’s Activities</td>
<td>Student’s Activities</td>
<td>Time</td>
<td>Notes</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------------</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>-Asks the students to discuss and answer the true false statement</td>
<td>-The students discuss and answer the true false statement about the dialogue between Rifki-Intan and Lina-Mr.Indra.</td>
<td>10’</td>
<td>Group work</td>
</tr>
<tr>
<td><strong>Post activity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review</td>
<td>-The students tell about their self</td>
<td>15’</td>
<td>Individual work</td>
</tr>
<tr>
<td>-Asks the students to tell about their self</td>
<td>-The students review what they have learnt</td>
<td>4’</td>
<td>Whole-class discussion</td>
</tr>
<tr>
<td>-Asks the students to review what they have learnt</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Evaluation
- Students’ ability in reading
- Students’ performance in practicing the dialogue
- Students’ ability in generating and answering questions
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

4. Media
- Whiteboard, marker
- Handout

5. Sources
http://www.google.co.id/imglanding?q=GAMBAR+ORANG+BERKENALAN&hl=id&client=firefox-a&rls=org.mozilla:en

Kulon Progo,........
English Teacher,

Ika Uji S.
Lesson Plan II

Unit 2

“Alphabet and Spelling“

School: MI MA’ARIF Klangon
Subject: English
Skill: Reading
Grade: IV
Meeting:
Time allocation: 3X35 minutes

Standard Competence:
To understand simple English reading materials used in the class.

Basic Competence:
- To correctly pronounce alphabets, words, phrases, and simple sentences.
- To understand simple sentences and written notes.

1. Objectives:
At the end of the lesson, learners are able to:
1. Identify many new terms related to “Alphabet and Spelling”.
2. Pronounce the alphabet, words and sentences correctly.
3. Read aloud the text with correct pronunciation, stress and intonation.
4. Identify the general ideas of the text.
6. Evaluate the learning process.

2. Learning Activities:

<table>
<thead>
<tr>
<th>1st Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher’s Activities</strong></td>
</tr>
<tr>
<td>Pre- activity</td>
</tr>
<tr>
<td>- Greetings</td>
</tr>
<tr>
<td>- Introduction:</td>
</tr>
<tr>
<td>Asks the students to observe the pictures and listen to the teacher’s voice in pronouncing the alphabet then imitate what the teacher said.</td>
</tr>
<tr>
<td>Whilst activity</td>
</tr>
<tr>
<td>- Asks the students to read</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Teacher’s Activities</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>the text to find the difficult words.</td>
</tr>
<tr>
<td>-Asks the students to read sentence by sentence of the text.</td>
</tr>
<tr>
<td>-Asks the students to share the idea of the story.</td>
</tr>
</tbody>
</table>

**Post activity**

<table>
<thead>
<tr>
<th>Review</th>
<th>Time</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Asks the student to review what they have learnt.</td>
<td>9’</td>
<td>Whole-class discussion</td>
</tr>
<tr>
<td>-Say Goodbye</td>
<td>1’</td>
<td></td>
</tr>
<tr>
<td>-The students review what they have learnt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Say Goodbye</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 2nd Meeting

<table>
<thead>
<tr>
<th>Teacher’s Activities</th>
<th>Student’s Activities</th>
<th>Time</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-activity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Greetings</td>
<td>- Responds the greeting</td>
<td>1’</td>
<td></td>
</tr>
<tr>
<td>- Introduction:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asks the students to remind the idea of the story</td>
<td>Students remind the idea of the story “Went to Market”</td>
<td>4’</td>
<td>Whole-class discussion</td>
</tr>
<tr>
<td>“Went to Market”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Whilst activity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Asks the students to answer the questions based on</td>
<td>- Students answer the questions (activity 2b)</td>
<td>15’</td>
<td></td>
</tr>
<tr>
<td>the text (activity 2b)</td>
<td></td>
<td></td>
<td>Numbered Heads</td>
</tr>
<tr>
<td>- Discusses the result</td>
<td>- Discusses the result</td>
<td>5’</td>
<td>Whole-class discussion</td>
</tr>
<tr>
<td><strong>Post activity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review</td>
<td></td>
<td>10’</td>
<td>Whole-class discussion</td>
</tr>
<tr>
<td>- Asks the students to write five words, spell them to</td>
<td>- The students write five words, spell them to their</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Teacher’s Activities | Student’s Activities | Time | Notes
---|---|---|---
their friends, and review what they have learnt. | friends, and review what they have learnt | | |

3. Evaluation
- Students’ ability in reading
- Students’ performance in pronouncing alphabets, words.
- Students’ ability in generating and answering questions

4. Media
- Whiteboard, marker
- Handout
- Pictures

5. Sources

Kulon Progo,........

English Teacher,

Ika Uji S.
Lesson Plan III

Unit 3

“School and Its Environment”

School: MI MA’ARIF Klangon
Subject: English
Skill: Reading
Grade: IV
Meeting:
Time allocation: 3X35 minutes

Standard Competence:
To understand simple English reading materials used in the class.

Basic Competence:
- To correctly pronounce alphabets, words, phrases, and simple sentences.
- To understand simple sentences and written notes.

1. Objectives:
At the end of the lesson, learners are able to:

1. Identify many new terms related to “At School”
2. Read aloud the text with correct pronunciation, stress and intonation.
3. Identify the general ideas of the text.
4. Mention several school objects.
5. Pronounce several terms of school environment.
6. Evaluate the learning process

2. Learning Activities:

1st Meeting

<table>
<thead>
<tr>
<th>Teacher’s Activities</th>
<th>Student’s Activities</th>
<th>Time</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Greetings</td>
<td>-Responds the greeting</td>
<td>1’</td>
<td></td>
</tr>
<tr>
<td>-Introduction:</td>
<td></td>
<td>10’</td>
<td>Pair work</td>
</tr>
<tr>
<td>Asks the students to observe the pictures and discusses the questions based on the</td>
<td>-The students observe the pictures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>real situation.</td>
<td>and discuss the guiding questions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Discuses the result</td>
<td>-Discuses the result</td>
<td>5’</td>
<td>Whole-class</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>discussion</td>
</tr>
<tr>
<td>Teacher’s Activities</td>
<td>Student’s Activities</td>
<td>Time</td>
<td>Notes</td>
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</tr>
<tr>
<td><strong>Whilst activity</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>- Asks the students to read and find the difficult words from “Upin and Ipin’s School Situation” text.</td>
<td>- The students read the text to find the difficult words.</td>
<td>15’</td>
<td>Individual work</td>
</tr>
<tr>
<td>- Asks the students to read sentence per sentence of the text</td>
<td>- The students read the text sentence per sentence. Then the students correct the wrong pronunciation.</td>
<td>15’</td>
<td>Whole-class discussion</td>
</tr>
<tr>
<td>- Asks the students to share the idea of the story.</td>
<td>- The students share the idea of the story.</td>
<td>10’</td>
<td>Think-Pair-Share</td>
</tr>
<tr>
<td>- Discusses the result.</td>
<td>- Discusses the result.</td>
<td>5’</td>
<td>Whole-class discussion</td>
</tr>
<tr>
<td><strong>Post activity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Asks the students to review what they have learnt.</td>
<td>- The students review what they have learnt</td>
<td>8’</td>
<td>Whole-class discussion</td>
</tr>
<tr>
<td>Teacher’s Activities</td>
<td>Student’s Activities</td>
<td>Time</td>
<td>Notes</td>
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<tr>
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</tr>
<tr>
<td>Closing, says goodbye</td>
<td>- Say Goodbye</td>
<td>1’</td>
<td></td>
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</tbody>
</table>

2nd Meeting

<table>
<thead>
<tr>
<th>Teacher’s Activities</th>
<th>Student’s Activities</th>
<th>Time</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Greetings</td>
<td>- Responds the greeting</td>
<td>1’</td>
<td>Whole-class discussion</td>
</tr>
<tr>
<td>- Introduction:</td>
<td>Students remind the idea of the story “Upin and Ipin’s School Situation”</td>
<td>4’</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Whilst activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Asks the students to answer the questions based on the text (activity 2b)</td>
<td>- Students answer the questions (activity 2b)</td>
<td>12’</td>
<td>Two stay Two Stray</td>
</tr>
<tr>
<td>- Discusses the result</td>
<td>- Discusses the result</td>
<td>5’</td>
<td>Whole-class discussion</td>
</tr>
<tr>
<td>Teacher’s Activities</td>
<td>Student’s Activities</td>
<td>Time</td>
<td>Notes</td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>Post activity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Asks the students to draw a map of their school and review what they have learnt.</td>
<td>-The students draw a map of their school and review what they have learnt</td>
<td>13’</td>
<td>Whole-class discussion</td>
</tr>
</tbody>
</table>

3. **Evaluation**
   - Students’ ability in reading
   - Students’ ability in generating and answering questions

4. **Media**
   - Whiteboard, marker
   - Handout
   - Pictures
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

5. Sources

http://www.google.co.id/imglanding?q=gambar+sekolah+SD&bl=id&gbo=2&tbs=isch:1&tbnid=XcLrr

Kulon Progo,………

English Teacher,

Ika Uji S.
Lesson Plan IV

Unit 4
“Things in the Classroom”

School : MI MA’ARIF Klangon
Subject : English
Skill : Reading
Grade : IV
Meeting :
Time allocation : 4X35 minutes

Standard Competence :
To understand simple English reading materials used in the class.

Basic Competence :
• To correctly pronounce alphabets, words, phrases, and simple sentences.
• To understand simple sentences and written notes.

1. Objectives:
At the end of the lesson, learners are able to:

1. Identify many new terms related to “Things in the Classroom”.
2. Read aloud the text with correct pronunciation, stress and intonation.
3. Identify the general ideas of the text.
4. Mention several names of objects in the classroom.
5. Pronounce several vocabularies the objects in the classroom correctly.
6. Evaluate the learning process

2. Learning Activities:
   1st Meeting

<table>
<thead>
<tr>
<th>Teacher’s Activities</th>
<th>Student’s Activities</th>
<th>Time</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Greetings</td>
<td>- Responds the greeting</td>
<td>1’</td>
<td></td>
</tr>
<tr>
<td>- Introduction:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asks the students to observe the pictures and discusses the questions based on the real situation.</td>
<td>- The students observe the pictures and discuss the guiding questions.</td>
<td>10’</td>
<td>Group work</td>
</tr>
<tr>
<td>- Information gap activities</td>
<td>- Information gap activities</td>
<td>10’</td>
<td>Group work</td>
</tr>
</tbody>
</table>
### Teacher’s Activities

<table>
<thead>
<tr>
<th>Whilst activity</th>
<th>Student’s Activities</th>
<th>Time</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Asks the students to read and find the difficult words from “Conan in His New School” text.</td>
<td>- The students read the text to find the difficult words.</td>
<td>15’</td>
<td>Individual work</td>
</tr>
<tr>
<td>- Asks the students to read sentence per sentence of the text.</td>
<td>- The students read sentence by sentence of the text. Correct the wrong pronunciation</td>
<td>15’</td>
<td>Whole-class discussion</td>
</tr>
<tr>
<td>- Asks the students to share the idea of the story.</td>
<td>- The students share the idea of the story.</td>
<td>10’</td>
<td>Make-a-Match</td>
</tr>
<tr>
<td>- Discusses the result.</td>
<td>- Discuss the result.</td>
<td>5’</td>
<td>Whole-class discussion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Post activity</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Review</td>
<td></td>
<td>4’</td>
<td>Whole-class discussion</td>
</tr>
<tr>
<td>- Asks the students to review what they have learnt</td>
<td>- The students review what they have learnt</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 2nd Meeting

<table>
<thead>
<tr>
<th>Teacher’s Activities</th>
<th>Student’s Activities</th>
<th>Time</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre- activity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Greetings</td>
<td>- Responds the greeting</td>
<td>1’</td>
<td></td>
</tr>
<tr>
<td>- Introduction:</td>
<td>- Students remind the idea of the story “Conan in His New School”</td>
<td>4’</td>
<td>Whole-class discussion</td>
</tr>
<tr>
<td>Asks the students to remind the idea of the story “Conan in His New School”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Whilst activity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Asks the students to answer the questions based on the text (activity 2b)</td>
<td>- Students answer the questions (activity 2b)</td>
<td>10’</td>
<td>Two stay Two Stray</td>
</tr>
<tr>
<td>- Discusses the result</td>
<td>- Discusses the result</td>
<td>5’</td>
<td>Whole-class discussion</td>
</tr>
<tr>
<td>- Asks the students to discuss activity 3 (write)</td>
<td>- The students discuss and answer the questions the</td>
<td>10’</td>
<td>Pair work</td>
</tr>
<tr>
<td>Teacher’s Activities</td>
<td>Student’s Activities</td>
<td>Time</td>
<td>Notes</td>
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<td>-------------------------------------------------------------</td>
<td>------------------------------------------------------------</td>
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</tr>
<tr>
<td>down ten English words by cutting the string of letters)</td>
<td>activity 3 (write down by cutting the string of letters)</td>
<td>5’</td>
<td>Whole-class discussion</td>
</tr>
<tr>
<td>-Discusses the result</td>
<td>-Discusses the result</td>
<td>5’</td>
<td>Make-a-Match</td>
</tr>
<tr>
<td>-Asks the students to discuss and find the names of 8 things in the classroom (activity 4)</td>
<td>- The students discuss to find the names of 8 things in the classroom (activity 4).</td>
<td>15’</td>
<td>Whole-class discussion</td>
</tr>
<tr>
<td>-Discusses the result</td>
<td>-Discusses the result</td>
<td>5’</td>
<td></td>
</tr>
</tbody>
</table>

**Post activity**

**Review**

-Asks the students to mention the things in their classroom
-Asks the students to review what they have learnt

-The students mention the things in the classroom
Students review what they have learnt

<table>
<thead>
<tr>
<th>Time</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>10’</td>
<td>Individual work</td>
</tr>
<tr>
<td>5’</td>
<td>Whole-class discussion</td>
</tr>
</tbody>
</table>
3. Evaluation
- Students’ ability in reading
- Students’ performance in pronouncing the English words
- Students’ ability in generating and answering questions

4. Media
- Whiteboard, marker
- Handout

5. Sources
http://www.google.co.id/imglanding?q=Gambar+suasana+kelas+SD&hl=id&client=firefox-a&rls=org.mozilla:en-

Kulon Progo,........
English Teacher,

Ika Uji S.
Lesson Plan V

Unit 5
“Animals”

School: MI MA’ARIF Klangon
Subject: English
Skill: Reading
Grade: IV
Meeting:
Time allocation: 4X35 minutes

Standard Competence:
To understand simple English reading materials used in the class.

Basic Competence:
- To correctly pronounce alphabets, words, phrases, and simple sentences.
- To understand simple sentences and written notes.

1. Objectives:
At the end of the lesson, learners are able to:
1. Identify many new terms related to “Animals”.
2. Read aloud the text with correct pronunciation, stress, and intonation.
3. Identify the general ideas of the text.
4. Mention several names of animals.
5. Pronounce several names of animals correctly.
6. Evaluate the learning process

2. Learning Activities:

1st Meeting

<table>
<thead>
<tr>
<th>Teacher’s Activities</th>
<th>Student’s Activities</th>
<th>Time</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Greetings</td>
<td>-Responds the greeting</td>
<td>1’</td>
<td></td>
</tr>
<tr>
<td>-Introduction:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asks the students to</td>
<td>-The students observe the pictures and discuss the questions based on the picture in pair work.</td>
<td>10’</td>
<td>Pair work</td>
</tr>
<tr>
<td>observe the pictures and discusses the questions based on the picture.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Information gap activities</td>
<td>-Information gap activities</td>
<td>5’</td>
<td>Whole-class discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher's Activities</td>
<td>Student’s Activities</td>
<td>Time</td>
<td>Notes</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td><strong>Whilst activity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Asks the students to read and find the difficult words from “Princess and the Animals in the Forest” text.</td>
<td>- The students Read the text to find the difficult words.</td>
<td>15’</td>
<td>Individual work</td>
</tr>
<tr>
<td>- Asks the students to read sentence by sentence of the text</td>
<td>- The students read sentence by sentence of the text.</td>
<td>15’</td>
<td>Whole-class discussion</td>
</tr>
<tr>
<td>- Asks the students to share the idea of the story.</td>
<td>- The students share the idea of the story.</td>
<td>10’</td>
<td>Paired Storytelling</td>
</tr>
<tr>
<td>- Discusses the result.</td>
<td>- Discusses the result.</td>
<td>5’</td>
<td>Whole-class discussion</td>
</tr>
</tbody>
</table>
### 2nd Meeting

<table>
<thead>
<tr>
<th>Teacher’s Activities</th>
<th>Student’s Activities</th>
<th>Time</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-activity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Greetings</td>
<td>- Responds the greeting</td>
<td>1’</td>
<td>Whole-class discussion</td>
</tr>
<tr>
<td>- Introduction:</td>
<td>The students remind the idea of the story “Princess and the Animals in the Forest”</td>
<td>5’</td>
<td></td>
</tr>
<tr>
<td>Asks the students to remind the idea of the story “Princess and the Animals in the Forest”</td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Teacher’s Activities</strong></th>
<th>Student’s Activities</th>
<th>Time</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Post activity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review</td>
<td>- The students review what they have learnt</td>
<td>8’</td>
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<td></td>
<td>- Say Goodbye</td>
<td>1’</td>
<td>Whole-class discussion</td>
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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
### Teacher’s Activities

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<thead>
<tr>
<th>Whilst activity</th>
<th>Student’s Activities</th>
<th>Time</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Asks the students to answer the questions based on the text (activity 2b)</td>
<td>- Students answer the questions (activity 2b)</td>
<td>10’</td>
<td>Two stay</td>
</tr>
<tr>
<td>- Discusses the result</td>
<td>- Discusses the result</td>
<td>5’</td>
<td>Two Stray</td>
</tr>
<tr>
<td>- Asks the students to arrange the letters in block into 5 names of animals</td>
<td>- The students arrange the letters in blocks into five names of animals</td>
<td>10’</td>
<td>Whole-class discussion</td>
</tr>
<tr>
<td>(activity 3)</td>
<td>- Discusses the result</td>
<td>5’</td>
<td>Pair work</td>
</tr>
<tr>
<td>- Discusses the result</td>
<td>- Discusses the result</td>
<td>5’</td>
<td>Whole-class discussion</td>
</tr>
<tr>
<td>- Asks the students to discuss and find 5 names of animals (activity 4)</td>
<td>- Discusses to find 5 names of animals</td>
<td>10’</td>
<td>Think-Pair-Share</td>
</tr>
<tr>
<td>- Discusses the result</td>
<td>- Discusses the result</td>
<td>5’</td>
<td>Whole-class discussion</td>
</tr>
</tbody>
</table>
Teacher’s Activities | Student’s Activities | Time | Notes |
---|---|---|---|
**Post activity**
Review
-Asks the students to mention the names of animals in their surrounding and pronounce them.
-Asks the students to review what they have learnt
-Asks the students’ feeling

| -The students mention the names of animals in their surrounding and pronounce them. | 10’ | Pair work |
| Students review what they have learnt | 5’ | Whole-class discussion |
| Students are asked about their feeling | 4’ | Whole-class discussion |

3. Evaluation
- Students’ ability in reading
- Students’ performance in pronouncing the names of animals.
- Students’ ability in generating and answering questions
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

4. Media
- Whiteboard, marker
- Handout
- Pictures

5. Sources
http://www.google.co.id/imglanding?q=Gambar+zoo&hl=id&client=firefox-a&rls=org.mozilla:en-

Kulon Progo,........

English Teacher,

Ika Uji S.
Lesson Plan VI

Unit 6
“Shape and Colour”

School: MI MA’ARIF Klangon
Subject: English
Skill: Reading
Grade: IV
Meeting:
Time allocation: 4X35 minutes

Standard Competence:
To understand simple English reading materials used in the class.

Basic Competence:
- To correctly pronounce alphabets, words, phrases, and simple sentences.
- To understand simple sentences and written notes.

1. Objectives:
   At the end of the lesson, learners are able to:
   1. Identify many new terms related to “Shape and Color”.

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
2. Read aloud the text with correct pronunciation, stress, and intonation.
3. Identify the general ideas of the text.
4. Mention several names of shapes and color.
5. Identify objects that have similar shapes.
6. Pronounce the vocabulary of “Shapes and Color” correctly.
7. Evaluate the learning process.

2. Learning Activities:

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<th>1st Meeting</th>
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<th>Teacher’s Activities</th>
<th>Student’s Activities</th>
<th>Time</th>
<th>Notes</th>
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<tr>
<td>Pre- activity</td>
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<tr>
<td>- Greetings</td>
<td>- Responds the greeting</td>
<td>1’</td>
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<tr>
<td>- Introduction:</td>
<td>- The students observe and discuss the pictures.</td>
<td>5’</td>
<td>Whole-class discussion</td>
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<tr>
<td>Teacher's Activities</td>
<td>Student’s Activities</td>
<td>Time</td>
<td>Notes</td>
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<td><strong>Whilst activity</strong></td>
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<tr>
<td>- Asks the students to read and find the difficult words from “Diego’s Birthday” text.</td>
<td>- The students read the text to find the difficult words.</td>
<td>20’</td>
<td>Individual work</td>
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<td></td>
<td>- Discusses the result.</td>
<td>9’</td>
<td>Whole-class discussion</td>
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<td></td>
<td>- Asks the students to read sentence by sentence of the text.</td>
<td>15’</td>
<td>Whole-class discussion</td>
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<td>- Asks the students to share the idea of the story.</td>
<td>10’</td>
<td>Paired – Storytelling</td>
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<td></td>
<td>- Information gap activities</td>
<td>5’</td>
<td>Whole-class discussion</td>
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<td>- Information gap activities</td>
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### 2nd Meeting

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<th>Student’s Activities</th>
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<tr>
<td>Pre-activity</td>
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<td></td>
</tr>
<tr>
<td>-Greetings</td>
<td>-Responds the greeting</td>
<td>1’</td>
<td></td>
</tr>
<tr>
<td>-Introduction:</td>
<td>The students remind the idea of the story “Diego’s Birthday”</td>
<td>5’</td>
<td>Whole-class discussion</td>
</tr>
<tr>
<td>Asks the students to remind the idea of the story “Diego’s Birthday”</td>
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<p>| Post activity        |                      | 4’   |       |
| Review               | -The students to review what they have learnt | | |
| -Asks the students to review what they have learnt | | | |
| -Closing, says goodbye | -Say Goodbye           | 1’   |       |</p>
<table>
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<tr>
<th>Teacher’s Activities</th>
<th>Student’s Activities</th>
<th>Time</th>
<th>Notes</th>
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<td><strong>Whilst activity</strong></td>
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<tr>
<td>- Asks the students to answer the questions based on the text (activity 1b)</td>
<td>- The students answer the questions (activity 1b)</td>
<td>10’</td>
<td>Two stay</td>
</tr>
<tr>
<td>- Discusses the result</td>
<td>- Discusses the result</td>
<td>5’</td>
<td>Two Stray</td>
</tr>
<tr>
<td>- Asks the students to discuss activity 2 (match the pictures)</td>
<td>- The students discuss and match the picture about shapes.</td>
<td>10’</td>
<td>Whole-class discussion</td>
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<tr>
<td>- Discusses the result</td>
<td>- Discusses the result</td>
<td>5’</td>
<td>Pair work</td>
</tr>
<tr>
<td>- Asks the students to discuss and find the names of 6 colors</td>
<td>- The students discuss and find the names of 6 colors.</td>
<td>10’</td>
<td>Whole-class discussion</td>
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<tr>
<td>- Discusses the result</td>
<td>- Discusses the result</td>
<td>5’</td>
<td>Think-Pair-Share</td>
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<td>Whole-class discussion</td>
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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

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<th>Teacher’s Activities</th>
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<td><strong>Post activity</strong></td>
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<tr>
<td>Review</td>
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<tr>
<td>-Asks the students to mention the names and shapes the things in their surrounding</td>
<td>-The students mention the names and shapes of the things in their surrounding.</td>
<td>10’</td>
<td>Pair work</td>
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<tr>
<td>-Asks the students to review what they have learnt</td>
<td>-Students review what they have learnt</td>
<td>5’</td>
<td>Whole-class discussion</td>
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<tr>
<td>-Asks the students’ feeling</td>
<td>-Students are asked about their feeling</td>
<td>4’</td>
<td>Whole-class discussion</td>
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</tbody>
</table>

3. Evaluation

- Students’ ability in reading
- Students’ ability in generating and answering questions
4. Media
- Whiteboard, marker
- Handout
- Pictures

5. Sources
http://www.google.co.id/imglanding?q=Gambar+shape+and+colour&hl=id&client=firefox-a&rls=org.mozilla:en-

Kulon Progo,........
English Teacher,

Ika Uji S.
APPENDIX I

PRESENTATION OF THE MATERIALS
**INTRODUCTION AND ORIGIN**

Pictures taken from:
http://www.google.co.id/imglanding?q=GAMBAR+ORANG+BERKENALAN&hl=id&client=firefox-a&rls=org.mozilla:en-
Activity 2

a. Read the following text carefully!

HAVING A NEW NEIGHBOR

Vika was sitting next to her sister, Rizky. They sat together under a tree in a bright afternoon. Suddenly, they saw a crowd in front of their house. They were curious about what was happening there. They heard the voice of their mother calling them.

"Vika, Rizky! Come here, dear!" their mother said. Vika and Rizky walked toward the crowd and they saw their mother standing over there.
They saw a big truck parked across the street and some adults talked were talking to their mother. Then, there was a girl bringing a large Teddy Bear appeared from the truck’s side.

“Girls, they are our new neighbor. Be nice with them, will you!” their mother warned. Vika and Rizky then smiled and looked at the girl who brought the Teddy Bear. Her mother smiled too and tried to introduce her daughter to Vika and Rizky. Unfortunately the girl ran away from them. Vika’s mother laughed and kept talking to the girl’s mother.

Vika said to her sister, “Rizky, let’s be friend with our new neighbor”. Rizky followed her sister looked for the girl who ran away from them.

“Hey there, pleased don’t be afraid of us. We are your friends,” said Rizky. The girl stopped from running away.

Hi, my name is Vika, and this is my sister, Rizky. We are your new neighbor.”
“Hi, my name is Betty Kurnia, but you can call me Betty,” The girl said. She was very shy, so when Vika and Rizky called her, she ran away from them.

“Where do you come from?” Vika asked.

“And how old are you?” Rizky asked her too.

“I come from Banten friend and I am ten years old. I move here because my father has to work in Jogjakarta. It’s nice to meet you Vika. It’s nice to meet you too Rizky”.

They went back to their house and talked about their hobby as well as their favorite color.
All of them are very surprised when they knew that had a same hobby. Their hobby was painting. After that day, they became best friends and they began very fond of playing together.

Written by ika and berlian

b Answer the following questions!

1. When did Vika sit next to her sister?
2. What did the girl who appeared from the truck’s side bring?
3. What is the name of the girl who became the new neighbor?
4. Where is the new neighbor come from?
5. Is Betty ten years old?

Activity 3

a. Read the following dialogue and answer the questions:

Rifki : Hello, Intan?
Intan : Hello, Rifki. How are you today?
Rifki : I’m fine, and you?
Intan : Fine, thanks.

Lina : Good morning, sir?
Mr. Hendra : Good morning. What’s your name?
Lina : My name’s Lina.
Mr. Hendra : Where do you come from, Lina?
Lina : I’m from Semarang.

1. Rifki is talking to Lina. (…….)
2. Rifki asks “How are you today?” (…….)
3. Lina is talking to Mr. Hendra. (…….)
4. Mr. Hendra does not know Lina. (…….)
5. Mr. Hendra is from Surakarta. (…….)

Tell (jelaskan) about yourself (your name, address, telephone number, father’s name, your mother’s name, your brother and sister’s name, etc.).
ALPHABET AND SPELLING

Pre Activity

Activity 1

Listen to the teacher’s voice in pronouncing the letters or alphabets then imitate what the teacher said. (dengarkan ucapan guru dalam mengucapkan huruf, kemudian tirukan ucapan guru dengan benar).
The Letter (Huruf)

Aa  Bb  Cc  Dd  Ee  Ff  Gg  Hh  Ii  Jj  Kk
[ei]  [bi]  [si]  [di]  [i]  [ef]  [ji]  [eitj]  [ai]  [jei]  [kei]

Ll  Mm  Nn  Oo  Pp  Qq  Rr  Ss  Tt  Uu  Vv
[el]  [em]  [en]  [ou]  [pi]  [kyu]  [a:]  [es]  [ti]  [yu]  [vi]

Ww  Xx  Yy  Zz
[dablyu]  [eks]  [wai]  [zed]

Whilst Activity

Activity 2

a. Read the following text carefully.

WENT TO MARKET

Picture By Berlian
Today is holiday. Nobita does not have any plans to go. His mother offers him to accompany her to go shopping in a traditional market. Nobita agrees with his mother and they go to the traditional market at six o’clock in the morning. Nobita and his mother go to the market on foot.

Nobita feels glad to see the market condition because he can find many kinds of fruit and vegetable there. Nobita asks to his mother about what he finds in the market.

“Mom, what’s that?” asks him.

“That’s apple dear. Apple begins with A. You can spell it as A-P-P-L-E.”
“Yes Mom. How about that? The yellow one over there!”

“Hmm, that’s Banana which begins with B. B-A-N-A-N-A, and the vegetable near the Banana is Corn. It begins with C, C-O-R-N.”

“All right Mom. What about this? Is this Durian? Does this begin with E, Mom?”

“Great Dear! It is true that this is Durian. But it begins with D not E. We can spell it as D-U-R-I-A-N. And a vegetable which begins with E is Eggplant, a vegetable with purple color on its skin. Let’s spell together: E-G-G-P-L-A-N-T! Got it?”
“Yes Mom, now I know fruits and vegetables begin with A, B, C, D and E! A for Apple, B for Banana, C for Corn, D for Durian, and E for Eggplant.”

“Smart boy”, says his mother.

After they buy all they want to buy, they go home happily.

Written by ika and berlian
b. Answer the following questions.

1. Where does Nobita accompany his mother?
2. What time does Nobita accompany his mother in the market?
3. How do they go to the market?
4. What are they buy in the market?
5. Does Nobita feel happy after going to market?

Write five words in the column and spell them to your friend

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</table>
Activity 1

Answer the following questions!

1. What are you?
2. Where do you study? I study in SD……
3. What grade (di kelas berapa) are you in?

Picture is taken from:
http://www.google.co.id/imglanding?q=gambar+sekolah+SD&bl=id&gbl=2&
tbs=isch:1&tbnid=Xclrr
a. Read the following text carefully!

**Upin and Ipin’s School Situation**

Upin and Ipin woke up earlier that morning. They took a bath and prepared their books as well as in their bags. After having breakfast, they wore their new uniform. Their uniform was white and red in combination. They were ready to go to school because that day was their first school day.

Upin said to Ipin, “Ipin, how do you feel? Are you happy because today is our first time going to school?”
“I am happy Upin, but I am a little bit nervous. By the way, do you know how does our school is looking like?

“Me too Ipin, I am nervous. I heard from Sister Ros that our school is very large. It has a play ground where we can play together”.

“Great! How about the classes? Are they big?”

“Yes, our school has six classes and they are very big. Each class consists of twenty tables and forty chairs for students. Besides, our school has some rooms too including a headmaster office, a toilet, a library, a laboratory, a teacher room and a canteen.”
“What about the teachers? Are they kind? I am afraid of them, Upin.”

“Don’t be afraid Ipin, Sister Ros said that our teachers are kind. They will help us to study well.”

“It is interesting! I also heard that there will be a flag ceremony, when is it?”

“It takes place every Monday morning at seven o’clock in the school yard near the parking lot.”
“Wow... good. I think our school is a great one. We are lucky to have a school like that. Let's go to school now Upin! Don't be late!”

After the short conversation about their new school, Upin and Ipin went to their school happily.

Written by ika and berlian
b. **Answer the following questions!**

1. What are the colors of Upin and Ipin’s uniform?
2. Why did Upin and Ipin feel happy?
3. How is their class’ condition?
4. Where and when a flag ceremony will be held?
5. Where are the students can park their bicycle?

Draw a map of your school! (Gambarlah denah ruangan – ruangan dan lapangan/halaman sekolah yang ada di sekolahmu).
UNIT 4

THINGS IN THE CLASSROOM

Picture is taken from: http://www.google.co.id/imglanding?q=Gambar+suasana+kelas+SD&hl=id&client=firefox-a&rls=org.mozilla:en-

Pre Activity

Activity 1

Answer the following questions!

1. What subject (pelajaran apa) do you have now?
2. Is there a teacher in front of the class?
3. Is there a map on the wall?
Once upon a time, Conan was very sad because he had to leave his city and his friends. His father had to work in other company and that forced him to move to other city. In the car, his mother calmed him down by telling that in his new school, he would meet many new friends.

On his first day studying in his new school, he was awkward because he did not know everybody around him.
His teacher called his name to introduce him in front of the class. Conan told his teacher and his new friends that he came from Bandung. His hobby was playing soccer and his favorite food was meatballs. Conan was in the fourth grade of elementary school.

Conan was allowed to sit next to Ayumi. Ayumi was a nice girl. She introduced her friends to Conan. They name were Genta and Mitsuhiko. Genta was a big boy. Mitsuhiko was the cleverest boy in the class. Conan felt happy because he had new friends. He did not have to worry about anything.

After the bell rang, Mitsuhiko, Genta and Ayumi invited Conan to go around the class. They told Conan about the things in the classroom. Conan followed them curiously.
“Conan, this is the whiteboard. The whiteboard is between the flag and the teacher’s desk,” Ayumi said. “Beside the teacher’s desk, there is a cupboard to keep our assignments,” she added.

“Then, above the cupboard is the calendar hanging on the wall and the notice board is next to the calendar,” Genta said.

“The clock is over there, on the wall behind the classroom, on the opposite of the whiteboard. Do you hear what I say, Conan?” Mitsuhiko added.

Conan said, “Yes my dear friends, now I know the things in the classroom. Thank you for accompanying me to learn the things in this classroom.”

Suddenly, the bell rang again. Conan and his friends had to attend the next lesson. Conan joined the class happily because he had three new nice friends.

Written by ika and berlian
b. **Answer the following questions!**

1. Why did Conan feel sad?

2. Why did Conan feel awkward in the first day of the class?

3. Where does Conan come from?

4. What was the name of the girl who sit next to Conan?

5. What were the things in the classroom that Conan’s friends told to Conan?

---

**Activity 3**

Write down ten English words by cutting this string of letters!

Laboratory/table/lesson/library/classroom/canteen/bathroom/teacher/office/parking/area

1.  

2.  

3.  

4.  

5.  

6.  

7.  

8.  

9.  

10.
**Activity 4**

Find the names of 8 things in the classroom by circling.

(temukan 8 nama barang-barang yang ada di kelas dengan melingkarinya)

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**Post Activity**

**Activity 5**

Mention the things around you in your classroom.

(sebutkan benda-benda yang ada di dalam kelas)

1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  
9.  
10.  

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Look at the picture above carefully then answer the questions orally.

1. What animal do you see on the picture?

2. Where can you find those animals?
Once upon a time, there was a princess who lived in a lonely forest. In that forest, she loved to visit a place where she could see a beautiful waterfall. Once, she visited the waterfall and saw many kinds of animal there. The first group of animals she met was lion. She started to count the lions down.
“One, two, three, four ...” And then she said, “Ooh... there are four lions!”

The lions were very tame which made her not feel afraid of them. She continued to walk along the side of waterfall until she met other groups of animals. She was very happy to see what kinds of animal which she met there. She counted them down to know how many animals in a group were.

She started to count, “One, two, three, four, five, six, seven, eight, nine, ten!”
"I see now, there are an elephant, two rabbits, three turtles, four lions, five monkeys, six horses, seven butterflies, eight peacocks, nine bears, and ten sheep!" shouted the princess happily. She succeeded to count one to ten perfectly. The princess felt happy. She decided to visit the animals every day to play together. They live happily together.

Written by ika and berlian

b. Answer the following questions

1. What did the princess see in the first group of animals?
2. How many lions were in the forest?
3. How many kind of animals were in the forest?
4. Mention the name of the animals in the forest.
5. Did the princess feel happy? Why?
Activity 3

Arranging Letters into Words

L   F   R   N
A   P   D   H
E   G   T   O

Arrange the letters in blocks into 5 names of animals:
1.
2.
3.
4.
5.
Activity 4

Find 5 names of animals by circling. (temukan 5 nama binatang dengan melingkarinya)

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Activity 5

Mention the names of animals in your surrounding. (sebutkan nama binatang yang ada disekelilingmu).

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.
UNIT 6

SHAPE AND COLOUR

 Pré Activity

Look at the picture below:

Picture is taken from: http://www.google.co.id/imglanding?q=Gambar+shape+and+colour&hl=id&client=firefox-a&rls=org.mozilla:en-

While Activity

Activity 1

DIEGO’S BIRTHDAY

One day, Dora the explorer and Boots, her friend wanted to attend the Diego’s birthday party. Diego was their best friend.
They always spent their time together all day long. One of their favorite games was having an adventure. Dora, Boots and Diego liked adventure very much. They dared to go through any mountains, hills, rivers and jungles. They always succeeded in going through their adventure.

Dora asked her friend, Boots, “Boots, Diego is our best friend. Today is his birthday. What will we give to Diego as a birthday present?”

“I think Diego will accept our present whatever we give to him, Dora. But it is better if we give something which is desired by Diego” said Boots.
"Aha... I remember now! Diego gave me a note about his favorite things last month. I have been keeping the note in my wallet. Let us read the note!" Dora said.

Both of them were reading together the Diego's note. They found that Diego were dreaming of colorful shapes. The first colorful shape was a purple triangle, the second one was a grey circle, the third one was a golden square, and the last one was a silver cylinder. Unfortunately, Dora and Boots did not know the place where to find those colorful shapes.
“Dora, it is better to ask the Map to show us the way to find the colorful shapes!” Boots screamed.

“You are right Boots. Let us ask the Map!” Dora answered. Dora took the Map out from her bag and asked him where to go. The Map answered that in order to find the purple triangle they had to pass a bridge. Then, they had to pass a jungle in order to find the grey circle. Finally, they would find a great lake to find the golden square and silver cylinder. According to map, the golden square and silver cylinder were placed in the boat.

Dora and Boots started their journey to find the colorful shapes.
They went to the bridge and they found the purple triangle under the bridge. Then they continued their journey to look for the next colorful shape. Dora had to find a jungle after having found the purple triangle. She went around the hill. Finally she met a jungle where the trees could sing. One of the trees challenged Dora to guess the title of the song. Dora could not answer it, but Boots answered the title of the song correctly. The tree allowed them to take the grey circle which was hanged on its branch.

Dora and Boots saw a great lake after they went through the jungle. As soon as they arrived, they looked for the golden square and silver cylinder but they could not find them. Boots asked the bird which sat near the boat, “Hello friend, would you like to show me where the golden square and the cylinder triangle are placed?”

The bird said humbly, “Just shout the password to find them, friend. The password is “ONE TWO THREE”. After you say the password, a magic monkey will show the things you are looking for,”
Dora and Boots said “ONE TWO THREE”. Suddenly, a magic monkey brought them the golden square and silver cylinder. They thanked to the magic monkey and went home happily.

Diego was very surprised receiving a wonderful birthday present from Dora and Boots. They celebrated Diego’s birthday by dancing and eating a large tart. Diego thanked them and he felt proud of having them as his friend.

Written by ika and berlian
b. Answer the following questions.

1. What did Dora and Dora’s friends do in their leisure time?
2. Whose birthday is today?
3. What were Diego’s dreams in his note? Mention them!
4. What was the first colorful shape of Diego’s dream?
5. How did they celebrate Diego’s birthday?

Activity 2

Cocokanlah bentuk-bentuk di bawah ini.
Activity 3

Find the names of 6 colors by cycling. (temukan 6 macam nama warna dengan melingkarinya)

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Activity 4

Mention the names and shape of the things in your surrounding. (sebutkan nama barang dan bentuknya yang ada disekelilingmu).

1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  
9.  
10.
Key to Answer

Unit 1
(Introduction and Origin)
Activity 1
For example,
1. Rina
2. I live on jl. Telopaksari, Padaan.
3. I study in MI MA’ARIF, Klangon
4. 087087066
5. I have one sister
6. Islam

Activity 2b
1. Vika sit next to her sister in bright afternoon.
2. A large Teddy Bear
3. Betty Kurnia
4. Banten
5. Yes

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

Activity 4
For example,
My name is Ita. I live on jl. Ngrajun, Kalibawang. My telephone number 08132632600. My father’s name is Suroto. My mother’s name is Sulastri. My sister’s name is Susan.

Unit 2
(Alphabets and Spelling)
Activity 2b
1. Nobita accompanies his mother to go shopping an a traditional market.
2. At six o’clock
3. They go to the market on foot
4. Vegetable and fruit
5. Yes, he does
Activity 3
For example,

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Unit 3
(School and Its Environment)
Activity 1
For example,
1. I am a student
2. I study in MI MA’ARIF Nglangon
3. Grade 4

Activity 2b
1. The colors of Upin and Ipin’s uniform are white and red.
2. Because today is their first day of school
3. Their class’ condition is very large
4. It takes place every morning at seven o’clock in the school yard.

Unit 4
(Things in the Classroom)
Activity 1
For example,
1. English
2. Yes
3. Yes

Activity 2b
1. Because he had to leave his city and friends
2. Because he didn’t know everybody around him
3. He comes from Bandung
4. Ayumi
5. Whiteboard, flag, teacher’s desk, cupboard, calendar, clock

Activity 3
Laboratory/ table/ lesson/ library/ classrooms/ canteen/ bathroom/ teacher’s office/ map/ parking area.
Activity 4

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Activity 5

For example,
1. Calendar
2. Table
3. Eraser
4. Map
5. Chair

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1. Calendar
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Unit 5

(Animals)

Activity 1

For example,
1. Giraffe, crocodile, elephant, lion
2. Zoo

Activity 2b

1. Lion
2. 4
3. 10
4. Lion, elephant, rabbit, turtle, monkey, horse, butterfly, peacock, bear, sheep.
5. Yes, because she succeeded to count one to ten perfectly about the name of animals.

Activity 3

For example,
1. Giraffe
2. Elephant
3. Sheep
4. Dog
5. Hen

Activity 4

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Activity 5
For example,
1. Cat
2. Dog
3. Hen
4. Bird
5. Mouse
6. Duck
7. Butterfly
8. Cow
9. Goat
10. Fish

Unit 6
(Shape and Colour)
Activity 1b
1. They often played together
2. Diego
3. Colorful shapes. They were a purple triangle, a grey circle, a golden square, and a silver cylinder.
4. The first colorful shape was a purple triangle.
5. They celebrated Diego’s birthday by dancing and eating a large tart.

Activity 2
Cocokkanlah bentuk-bentuk di bawah ini.
Activity 4

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Activity 5

1. Kite : diamond
2. Table : rectangle
3. Television : square
4. Clock : circle
5. Ring : circle
A Set of Reading Materials Using Children’s Stories
For the fourth Grade Students in MI MAARIF Klangon
Based On Cooperative Language Learning

by
Ika Uji Septina
Unit 1

Introduction and Origin

✧ Pre activity

♦ Activity 1

This activity presents the warming up to recall the students’ knowledge and brainstorming on the topic about introduction and origin. Tell the students to look the pictures, discuss, and answer the questions based on the real situation.

✧ Whilst activity

♦ Activity 2

Asks the students to read, discuss the difficult vocabularies, and share the idea of the text. The guiding questions will help them in deciding the idea of the text.

♦ Activity 3

Asks the students to read and practice the dialogue between Rifki-Intan and Lina-Mr.Hendra. Then asks the students to discuss and answer the true false statement. It helps students in understanding the idea and the purpose of the dialogue.
Post activity

Activity 4

Asks the students to tell about their self and review what they have learnt.
Unit 2
Alphabet and Spelling

♦ Pre activity

♦ Activity 1
This activity presents the warming up to recall the students’ knowledge and brainstorming on the topic about alphabet and spelling. Asks the students to observe the pictures and listen to the teacher’s voice in pronouncing the alphabet then imitate what the teacher said.

♦ Whilst activity

♦ Activity 2
Asks the students to read the text individually to gain the difficult vocabularies in individual work then asks to read sentence by sentence of the text with Inside Outside Circle technique and correct the wrong pronunciation.

Asks the students to share the idea of the text uses “Think-Pair-Share” technique.

The guiding questions will help them in deciding the idea of the text.
Post activity

Activity 3

Asks the students to write five words, spell them to their friends, and review what they have learnt.
Unit 3

School and Its Environment

♦ Pre activity

♦ Activity 1

This activity presents the warming up to recall the students’ knowledge and brainstorming on the topic about school and its environment. Tell the students to look the pictures, discuss, and answer the questions based on the real situation.

♦ Whilst activity

♦ Activity 2

Asks the students to read the text individually to gain the difficult vocabularies in individual work then asks to read sentence by sentence of the text in whole-class discussion and correct the wrong pronunciation.

Asks the students to share the idea of the text uses “Think-Pair-Share” technique.

The guiding questions will help them in deciding the idea of the text.
Post activity

Activity 3

Asks the students to draw a map of their school and review what they have learnt.
Unit 4

Things in the Classroom

❖ Pre activity

♦ Activity 1

This activity presents the warming up to recall the students’ knowledge and brainstorming on the topic about things in the classroom. Tell the students to look the pictures, discuss, and answer the questions based on the real situation.

❖ Whilst activity

♦ Activity 2

Asks the students to read the text individually to gain the difficult vocabularies in individual work then asks to read sentence by sentence of the text in whole-class discussion and correct the wrong pronunciation.

Asks the students to share the idea of the text use Make-a-Match technique. The guiding questions will help them in deciding the idea of the text.
Activity 3

Asks the students to discuss activity 3 (write down ten English words by cutting the string of letters) in pair work then discusses the result in whole-class discussion.

Activity 4

Asks the students to discuss and find the names of 8 things in the classroom (activity 4) use Make-a-Match technique.

Post activity

Activity 5

Asks the students to mention the things in their classroom individually.

Asks the students to review what they have learnt in whole-class discussion.
Unit 5

Animals

❖ Pre activity

♦ Activity 1

This activity presents the warming up to recall the students’ knowledge and brainstorming on the topic about animals. Tell the students to look the pictures, discuss, and answer the questions based on the real situation.

❖ Whilst activity

♦ Activity 2

Asks the students to read the text individually to gain the difficult vocabularies in individual work then asks to read sentence by sentence of the text in whole-class discussion and correct the wrong pronunciation.

Asks the students to share the idea of the text uses “Paired Storytelling” technique.

The guiding questions will help them in deciding the idea of the text.
Activity 3

Asks the students to arrange the letters in block into 5 names of animals (activity 3) in pair work then discusses the result in whole-class discussion.

Activity 4

Asks the students to discuss and find 5 names of animals (activity 4) use Think-Pair-Share technique.

Post activity

Activity 5

Asks the students to mention the names of animals in their surrounding and pronounce them in pair work.

Asks the students to review what they have learnt. In this activity, the students also may share their feeling.
Unit 6

Shape and Colour

❖ Pre activity

This activity presents the warming up to recall the students’ knowledge and brainstorming on the topic about shape and colour. Tell the students to look and discuss the pictures.

❖ Whilst activity

♦ Activity 1

Asks the students to read the text individually to gain the difficult vocabularies in individual work then asks to read sentence by sentence of the text in whole-class discussion and correct the wrong pronunciation.

Asks the students to share the idea of the text uses “Paired Storytelling” technique.

The guiding questions will help them in deciding the idea of the text.

♦ Activity 2

Asks the students to discuss activity 2 (match the pictures) about shapes in pair work.
**Activity 3**

Asks the students to discuss and find the names of 6 colors use Think-Pair-Share technique.

**Post activity**

**Activity 4**

Asks the students to mention the names and shapes the things in their surrounding in pair work.

Asks the students to review what they have learnt. In this activity, the students also may share their feeling.