DEVELOPING ENGLISH LEARNING MATERIALS
BASED ON DIRECT METHOD
FOR THE FIRST LEVEL OF JUNIOR PROGRAM
OF PURIKIDS YOGYAKARTA

A THESIS
Presented as Partial Fulfillment of the Requirements
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in English Language Education

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A Thesis on

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Faculty of Teachers Training and Education
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Dean,

Drs. Tarsisius Sarkim, M.Ed., Ph.D.
This thesis is dedicated to:
My beloved parents
My lovely sister
My dearest one
And all of my friends
for their endless love, care, support, and prayers
STATEMENT OF WORK’S ORIGINALITY

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

Yogyakarta, 24 January 2011

[Signature]

Rani Perwita Sari

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PURIKIDS is an English course in Yogyakarta, which has some programs, namely Star Kids, Super Kids, Junior, and Active. Junior program is the program in PURIKIDS for the children grade 5 to 6 of elementary school. One of the goals of Junior program is using English to communicate with others. PURIKIDS uses Direct Method as one of the teaching methods. Direct Method is one of the teaching methods that has some principles. They are using the target language to teach, grammar is taught inductively, only everyday vocabulary and sentences are taught.

This study aimed to develop the English learning materials based on Direct Method for the first level of Junior program of PURIKIDS Yogyakarta because the available materials had not helped the students to improve their speaking skill and the materials could not achieved the goal of Junior program. There were two problems formulations in this study, namely, 1) How are the English learning materials based on the Direct Method for the first level of Junior program of PURIKIDS Yogyakarta developed? and 2) What do the English learning materials based on the Direct Method for the first level of Junior program of PURIKIDS Yogyakarta look like?

Research and Development (R&D) was used as the method of this study. The writer used the 7 (seven) steps of R&D and the 5 (five) elements of Kemp’s instructional design model. The steps of this study were: 1) Research and information collecting (conduct the instruments, identify learners’ characteristic), 2) Planning (formulate goals and general purpose, list the topics, specify learning objectives), 3) Development of preliminary form of product (listing the subject content, formulating teaching/learning activities, developing the materials), 4) Field test of the preliminary form of product (conducting instruments to the experts to evaluate the product), 5) Main product revision (revision after the field test of the preliminary form of the product), 6) Main field-testing (the implementation of the materials in the class), and 7) Final product revision (final revision after the implementation). The writer presented the sample of the 4 (four) units of the final version of the developed materials. Each unit covers 7 (seven) sections, namely Let’s Enter, Let’s Get Started, Let’s Try It Out, Let’s Have Fun, Let’s Learn, Speak Up, and Vocabulary Zone.

The new developed materials provided more speaking activities, which were interesting to the students and they would encourage the students to be more active to speak in English. The cycle of the materials was also arranged from the simplest to the difficult one. The layout of the materials was also different from the previous materials because it was colorful and the pictures were clearer.
Finally, the writer expects that these developed materials can help the English teachers of PURIKIDS to teach the first level of Junior program students in order to improve the students’ speaking ability. The writer also expects that these materials can help the students to improve their ability in using English to communicate with others actively.

Key words: Direct Method, English Learning Materials, the first level of Junior program of PURIKIDS
ABSTRAK


Penelitian ini bertujuan untuk mengembangkan materi pembelajaran Bahasa Inggris berdasarkan Direct Method untuk murid-murid program Junior tingkat 1 PURIKIDS Yogyakarta karena materi yang tersedia belum dapat membantu para murid untuk mengembangkan kemampuan berbicara dan belum mencapai tujuan dari program Junior. Penelitian ini berkaitan dengan dua permasalahan yaitu 1) Bagaimana materi pembelajaran Bahasa Inggris berdasarkan Direct Method untuk murid-murid program Junior tingkat 1 PURIKIDS Yogyakarta dikembangkan? dan 2) Seperti apakah materi pembelajaran Bahasa Inggris berdasarkan Direct Method untuk murid-murid program Junior tingkat 1 PURIKIDS Yogyakarta?

Research and Development (R&D) digunakan sebagai metode dalam penelitian ini. Penulis menggunakan 7 (tujuh) langkah R&D dan 5 (elemen) dari Kemp’s instructional design model. Langkah-langkah dalam penelitian ini adalah: 1) Research and information collecting (conduct the instruments, identify learners’ characteristic), 2) Planning (formulate goals and general purpose, list the topics, specify learning objectives), 3) Development of preliminary form of product (listing the subject content, formulating teaching/learning activities, developing the materials), 4) Field test of the preliminary form of product (conducting instruments to the experts to evaluate the product), 5) Main product revision (revision after the field test of the preliminary form of the product), 6) Main field-testing (the implementation of the materials in the class), and 7) Final product revision (final revision after the implementation). Penulis mempresentasikan 4 (empat) contoh unit versi akhir pengembangan materi. Setiap unit materi terdiri dari 7 (tujuh) bagian. Bagian-bagian tersebut adalah Let’s Enter, Let’s Get Started, Let’s Try It Out, Let’s Have Fun, Let’s Learn, Speak Up, and Vocabulary Zone.

Materi baru yang dikembangkan menyediakan aktifitas-aktifitas berbicara yang menarik bagi para murid dan akan memotivasi para murid untuk lebih aktif.
berbicara dalam Bahasa Inggris. Materi disusun dari tahap yang paling mudah hingga yang sulit. Materi baru yang dikembangkan berbeda dari materi yang sebelumnya karena berwarna dan gambar-gambar yang ada lebih jelas.

Akhirnya, penulis berharap pengembangan materi ini dapat membantu para guru Bahasa Inggris PURIKIDS untuk mengajar murid-murid program Junior tingkat 1 dengan tujuan mengembangkan kemampuan berbicara para murid. Penulis juga berharap materi ini dapat membantu murid-murid mengembangkan kemampuan mereka meningkatkan kemampuan dalam menggunakan Bahasa Inggris untuk berkomunikasi dengan orang lain secara aktif.

Kata-kata kunci: Direct Method, materi pembelajaran Bahasa Inggris, murid program Junior tingkat 1 PURIKIDS
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TABLE OF CONTENTS

TITLE PAGE .......................................................................................................................... i
APPROVAL PAGES ............................................................................................................... ii
DEDICATION PAGE ............................................................................................................. iv
STATEMENT OF WORK’S ORIGINALITY ........................................................................... v
LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS ......................................................................................... vi
ABSTRACT .......................................................................................................................... vii
ABSTRAK ............................................................................................................................ ix
ACKNOWLEDGEMENTS ..................................................................................................... xi
TABLE OF CONTENTS ....................................................................................................... xiii
LIST OF FIGURES .............................................................................................................. xviii
LIST OF TABLES ................................................................................................................ xix
LIST OF APPENDICES ..................................................................................................... xx

CHAPTER I. INTRODUCTION

A. Research Background ................................................................................................. 1
B. Problem Limitation ..................................................................................................... 4
C. Problem Formulations ............................................................................................... 5
D. Research Objectives .................................................................................................. 5
E. Research Benefits ....................................................................................................... 6
F. Definition of Terms ..................................................................................................... 6

1. English Learning Materials ....................................................................................... 6
CHAPTER II. REVIEW OF RELATED LITERATURE

A. Theoretical Description............................................................... 9

1. Teaching English as a Foreign Language
to Young Learners.................................................................... 9

2. Young Learners of Age 6-11 Years Old................................. 12

3. Teaching Language for Communication .............................. 12

4. Direct Method ....................................................................... 13

5. Instructional Design Model................................................... 15
   a. Identifying Goals, Selecting Topics, and Listing
      General Purposes ............................................................... 16
   b. Specifying Learner Characteristics ................................... 16
   c. Specifying the Learning Objectives ................................. 17
   d. Listing the Subject Content to Support
      the Learner Objectives ..................................................... 17
   e. Developing Pre-Assessment ............................................. 17
   f. Selecting the Teaching/Learning Activities and
      and the Resources to Accomplish the Objectives .......... 18
   g. Organizing Support Services ........................................... 18
   h. Evaluating the Students’ Learning..................................... 18

B. Theoretical Framework ............................................................ 19
CHAPTER III. METHODOLOGY

A. Research Method ........................................................................ 22

B. Research Participants .................................................................. 25
   1. Pre-design Participants .......................................................... 26
   2. Post-design Participants ...................................................... 26

C. Research Instruments .................................................................. 27
   1. Pre-design Questionnaires .................................................... 28
   2. Pre-design Interview ............................................................. 28
   3. Post-design Questionnaires .................................................. 29

D. Data Gathering Techniques ......................................................... 29
   1. Pre-design Survey ................................................................. 30
   2. Post-design Survey ................................................................ 31

E. Data Analysis Technique ............................................................ 32
   1. Pre-design Analysis .............................................................. 32
   2. Post-design Analysis ............................................................. 33

F. Research Procedure ..................................................................... 34
   1. Pre-design Activities ............................................................. 34
   2. Design Activities ................................................................. 35
   3. Post-design Activities ........................................................... 35

CHAPTER IV. RESEARCH FINDINGS AND DISCUSSION

A. The Process of the Materials Development ............................... 37
   1. Research and Information Collecting ................................. 39
a. The Results of the Questionnaire for the First Level of Junior Program Students of PURIKIDS ...................... 39

b. The Results of the Questionnaire for the English Teachers of PURIKIDS .................................................. 42

c. The Results of the Interview with the English Teachers of PURIKIDS ................................................................. 44

d. The Identification of the Learners’ Characteristics .... 46

2. Planning ................................................................................ 48

a. The Goals and the General Purpose .................................. 48

b. The List of the Topics ....................................................... 49

c. The Specification of the Learning Objectives .................. 49

3. Development of Preliminary Form of Product ......... 52

a. The Subject Contents ........................................................ 52

b. Teaching/Learning Activities ......................................... 54

c. Material Development Process ......................................... 56

4. The Field Test of the Preliminary Form of Product ....... 58

5. Main Product Revision .................................................... 62

6. Main Field-Testing ............................................................. 63

7. Final Product Revision ....................................................... 65

B. The Presentation of the Developed Materials ............ 66
CHAPTER V. CONCLUSIONS AND SUGGESTIONS

A. Conclusions ........................................................................................................ 70

B. Suggestions ...................................................................................................... 72

1. The English Teachers of PURIKIDS ................................................. 72

2. Future Researchers ...................................................................................... 72

REFERENCES .................................................................................................. 74

APPENDICES
LIST OF FIGURES

Figure 1: Instructional Design Plan by Kemp (1997:9)................................. 19
Figure 2: The Research Procedure ................................................................ 36
Figure 3: The Process of the Materials Development................................. 38
LIST OF TABLES

Table 1 The Pre-design Questionnaires Result
(Junior Students) ................................................................. 33
Table 2 The Pre-design Questionnaires Result
(English Teachers of PURIKIDS) ........................................... 33
Table 3 The Post-design Questionnaires Result
(Experts and English Teachers) ............................................. 34
Table 4 Topics in the Developed Materials ........................... 49
Table 5 Learning Objectives ................................................ 50
Table 6 The Subject Contents .............................................. 53
LIST OF APPENDICES

Appendix 1 Letter of Permission ................................................................. 75
Appendix 2 Pre-Design Questionnaire for the First Level of Junior Program Students of PURIKIDS ................................................................. 76
Appendix 3 Pre-Design Questionnaire for the English Teachers of PURIKIDS ......................................................................................... 79
Appendix 4 Interview Guideline with the English Teachers of PURIKIDS ......................................................................................... 81
Appendix 5 The example of an Interview Transcript with the English Teacher of PURIKIDS ........................................................................ 83
Appendix 6 Post-Design Questionnaire for the First Level of Junior Program Students of PURIKIDS ................................................................. 87
Appendix 7 Post Design Questionnaire for the Lecturers of the English Language Education Study program of Sanata Dharma University, the Material Developers of PURIKIDS, and the English Teachers of PURIKIDS ......................................................................................... 89
Appendix 8 The Results of Pre-Design Questionnaire of the First Level of Junior Program Students of PURIKIDS ................................................................. 101
Appendix 9 The Results of Pre-Design Questionnaire of the English Teachers of PURIKIDS ......................................................................................... 103
Appendix 10 The Results of the Interview with the English Teachers of PURIKIDS ......................................................................................... 105
Appendix 11 The Results of Post-Design Questionnaire of the Lecturers of the English Language Education Study program of Sanata Dharma University and the Material Developers of PURIKIDS ................................... 108

Appendix 12 The Result of Post-Design Questionnaire of the English Teachers of PURIKIDS ........................................................... 112

Appendix 13 The Result of Post-Design Questionnaire for the First Level of Junior Program Students of PURIKIDS..... 115

Appendix 14 Teacher’s Manual............................................................. 117

Appendix 15 Presentation of the Sample of the Developed Materials ....... 165
CHAPTER I
INTRODUCTION

This chapter covers six major points. They are the background of the study, the problem limitation, the problem formulations, the research objectives, the research benefits, and the definition of terms.

A. Research Background

Nowadays, English has been introduced to the students in elementary schools or kindergartens. Children are introduced to English as a foreign language to face the globalization era; many situations or things, which are related to English language now, such as, the use of English in advertisement, product, and many others. As Brewster (2004:1) says, “Government and private schools all over the world have decided to introduce English at primary level, because there is a strong ‘folk’ belief, a sort of ‘act of faith’, that young children learn languages better and more easily than older children.” The high interest of the young learners to learn English in Yogyakarta is also the other fact. They are interested in learning and mastering English deeper instead of only learning it at school.

The students in the elementary school usually learn about one of the simple elements of English; it is vocabulary. Besides, they also learn some simple expressions in English in order to communicate with others. When the children of elementary level study in English course outside their school, it is supposed that the children will be helped to master English deeper, to improve their mastery of
English at school, and to communicate with others by using English more fluently than in the school.

Therefore, there are many English courses, which are available for the children to learn, master, and improve their English mastery. Those English courses help the children to apply their understanding of English language by giving them more exercises in order to practice their English through communicative activities in the classroom. Through learning English in the English course, the students learn about English deeper than in the school. They will learn about more vocabulary, simple expressions in English, simple reading text, English sentence pattern, and other comprehension to practice their English effectively and actively in the class.

One of the English courses that are available for children in Yogyakarta is PURIKIDS. PURIKIDS is an English course, which is set up for the children from kindergarten level until junior high school level. In PURIKIDS, the students will not only learn about vocabulary in English but also about some expressions in English, reading text, sentence pattern or even learn to become creative through English. However, the important thing is that the students will be happy to learn and use English language to communicate with others. There are four programs for children to learn English in PURIKIDS. Those are Star Kids, which consists of six levels; Super Kids, which consists of eight levels; Junior, which consists of six levels and the last is Active, which consists of six levels. Those levels are based on the children’s age and grade in their school, even though before joining the course, the students will have a placement test in order to decide in what level
they will learn. Star Kids program is for the children of 3, 5 to 5 years old or in kindergarten level, Super Kids program is for elementary level, grade 1 to 4; Junior program is for elementary level, grade 5 to 6; then Active program is usually for the students of junior high school level.

In this study, the writer focuses on Junior program in PURIKIDS. In this program, the students are introduced to the English materials including vocabulary, reading text, dialogue, English grammar, and they are given the task for speaking as the productive skill. There are some objectives of this program. First, the students are able to communicate using English actively. It means the students produce longer expressions using the more complex sentence category. Second, the students are able to master 2,000 words at the minimum, which is actively used to communicate. Third, the students are able to write sentences that are more complex. Fourth, the students are able to read English text fluently. Fifth, the students are expected to have skills to read stories, tell stories, communicate to others in English, and to do role-play. In order to achieve those abilities, there has been available the English learning materials for the students in a form of book for each program in each level. The learning materials can help the students to understand the lesson, which are taught by the teacher in the class.

However, the writer considers that the available materials of Junior program are not appropriate with the goals of Junior program. The materials only give the chance for the students to improve the students’ speaking skill in little portion. The portion of the task for speaking, reading, and writing skill are not in the same portion for each unit. The materials do not really focus on the students’
speaking task but on the students’ written task. Furthermore, according to the writer’s experience, the materials do not support the output of Junior program. The writer decides to choose Junior program because the material is used for the students in age around 10-11 years old or the students in elementary school level, in which the interest to learn English is high.

By developing the English learning material based on Direct Method for the first level of Junior program of PURIKIDS Yogyakarta, the writer expects that the material will help the students to apply the target language, which is English, to communicate with others actively. The writer develops the communicative activities and tasks, which support and encourage the students to communicate with others using the target language. In developing the materials, the writer applies Direct Method as the basic method. The writer has some reasons to use Direct Method in developing the materials. First, Direct Method is one of the methods that is used for teaching and learning process in PURIKIDS. Second, using that method, the students will easily apply English to communicate with others in the class because of the principles of Direct Method. Some of them are using the target language to teach, no translation is allowed in the class, and the meaning of language are made clear by presenting real object, pictures, gesture, or pantomime.

A. Problem Limitation

In this study, the writer focuses on developing the English learning material based on Direct Method for the first level of Junior program of
PURIKIDS Yogyakarta because the available material does not provide enough speaking activities. In developing the materials, the writer uses Direct Method as the teaching method, which is used in PURIKIDS.

B. Problem Formulations

In this study, the main problems discussed are formulated as follows.

1. How is the English Learning Materials based on the Direct Method for the first level of Junior program of PURIKIDS Yogyakarta developed?

2. What do the English learning materials based on the Direct Method for the first level of Junior program of PURIKIDS Yogyakarta look like?

C. Research Objectives

Related to the problem formulation that has been presented before, the objectives of the study are presented as follows.

1. To develop the English learning materials based on Direct Method for the first level of Junior program of PURIKIDS Yogyakarta.

2. To present the English learning materials based on Direct Method for the first level of Junior program of PURIKIDS Yogyakarta.
D. Research Benefits

Realizing the problem of the material of Junior program of PURIKIDS, this study is expected to give contributions to:

1. The English Teachers of PURIKIDS Yogyakarta

   Hopefully, the English teachers of PURIKIDS Yogyakarta, especially who teach the first level of Junior program, are able to deliver the materials easily and effectively so that the students are able to communicate by using the target language actively in the class and outside the class with other people.

2. The students of the first level of Junior program

   The students of Junior program of PURIKIDS class will be provided with the well-developed English learning materials, which are able to encourage them to communicate with others by using the target language in the class and outside the class actively.

3. Other Researchers

   It is expected as the reference to the other researchers to develop other learning materials to motivate the students of around 9 to 11 years old or in elementary school level to communicate by using English actively.

E. Definition of Terms

1. English learning materials

   According to Tomlinson (1998:2), materials mean “anything which is used by the teachers or learners to facilitate the learning of a language.” Materials can be in form of cassettes, videos, CD-rooms, dictionaries, grammar books, readers,
workbooks, or photocopied exercises. Moreover, they could be newspaper, food packages, photographs, live talks by invited native speakers, instructions from the teacher, and many more.

The English learning material in this study means the material that is used by the students while they are learning English in the class. The materials are presented in a form of a book. In this study, the writer develops only the sample of the English learning materials for the first level of *Junior* program of PURIKIDS. The writer presents 4 (four) units of the developed materials.

2. Direct Method

Direct Method is one of the teaching methods in language teaching. It is used in PURIKIDS as the teaching method in the teaching and learning process. Some principles of Direct Method according to Jack Richards’ and Theodore S. Rodgers’ *Approaches and Methods in Language Teaching* (2001:1) are grammar was taught inductively, classroom instruction was conducted exclusively in the target language, everyday vocabulary and sentences are taught, concrete vocabulary was taught through demonstration, objects, and pictures; and correct pronunciation and grammar were emphasized.

In this study, the writer develops the English learning materials for the first level of *Junior* program students based on those principles of Direct Method. The writer uses the Direct Method because it is one of the teaching methods, which is used in PURIKIDS. In using the principle of Direct Method, the writer develops the English learning materials that are able to encourage the students to speak in English actively.
3. *Junior Program of PURIKIDS Yogyakarta*

*Junior* program in PURIKIDS is one of the programs in PURIKIDS Yogyakarta. The students of *Junior* program in PURIKIDS are the children in age around 10 to 11 years old or the students of grade between 5 to 6 in Elementary School. The students of *Junior* program in PURIKIDS are expected to achieve the goals of the program. One of the goals of *Junior* program is using the target language to communicate with others actively in the class and outside the class.
CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter covers two major points. They are theoretical description and theoretical framework of the research.

A. Theoretical Description

1. Teaching English as a Foreign Language to Young Learners

According to Phillips (1993:3), she says that young learners mean the children from the first year of formal school (around five or six years old) to eleven or twelve years of age. In Indonesia English is considered as a foreign language that is learnt to communicate. Learning English as a foreign language is depend on the age of the learners. As Philips (1993:5) says, “The way children learn a foreign language, and therefore the way to teach it, obviously depends on their development stage.”

There are some factors to make the learners, especially, young learners to be motivated to learn English. The factors according to Phillips (1993:5) are: (1) the activities should be simple enough for the children to understand what is expected of them, (2) the task should be within their abilities; it needs to be achievable but at the same time sufficiently stimulating for them to feel satisfied with their work, (3) the activities should be largely orally based—indeed, with very young children listening activities will take up a large proportion of time, (4) written activities should be used sparingly with younger children.
Phillips (1993:5-6) says, “The wider resources of older children should be exploited to the full while maintaining the philosophy of making a language relevant, practical, and communicative.” Therefore, the older children will learn the language by using it as the language to communicate. Moreover, Phillips (1993:6) also says that the focus of teaching the older children is using the English as the vehicle of communication and not on the grammar.

There are some practical approaches to teach children according to Brown (2001:87). They are (1) intellectual development, (2) attention span, (3) sensory input, (4) affective factors, and (5) authentic and meaningful language. First is intellectual development, in Piaget (1972) it is called “concrete operations”, it means that the students in age up to eleven years old are still in an intellectual stage that we need to remember the limitation. Piaget says, “Rules, explanations, and other even slightly abstract talk about language, must be approached with extreme caution.” The students have a little appreciation just like adult students; they cannot grab the metalanguage and the explanation using linguistic concepts.

Second is attention span; it is one of the significant differences between adults and children. Attention spans come into play when children have to deal with the material, which is boring, useless, or to difficult for them. Therefore, the job of the teacher is making the interesting, lively, or fun activities. The children are focused on the immediate here and now, so it is important to make an activity, which is capturing their immediate interest, the lesson needs a variety of activities to keep the children’s interest, the teacher should be lively and enthusiastic, a sense of humor.
Third is sensory input; the activities should work the visual and auditory modes. It is important to create the lesson with physical activities, such as, play games, role play, Total Physical Response activities, and many more. Projects and other hands-on activities are also help children to internalize the language. Sensory aids; to internalize the concepts, such as, smelling flower, tasting foods, and many more. Moreover, non verbal language is also important for the children, such as, facial features, gestures, and touching.

Fourth is affective factors; children are innovative in language forms but still have a great inhibitions. Children are much more fragile than adult. Therefore, to overcome such barriers, the teacher should help the students to laugh each other at various mistakes that they make, be patient and supportive to build self-esteem, elicit as much as oral participation from students. Fifth is the authentic and meaningful language; children are good at sensing language that is not authentic, a whole language approach is essential.

According to Peck (2001:139) in Murcia (2001), “in a children’s class, all sorts of materials are used—magnets, hamster, stuffed animals, art supplies, costumes, and so on. Peck (2001:139) in Murcia (2001) also said that the activities need to be child centered and communication should be authentic; the children are listening or speaking about something that interests them, for their own reasons, and not merely because a teacher has asked them.

According to Halliwell (2004:4), “when children encounter a new language at school, they can call on the same skill to help them interpret the new sounds, new words and new structures.” Halliwell (2004:4) also said that if we
want to support that skill, we should use gesture, intonation, demonstration, actions, and facial expressions to convey the meaning parallel to what we are saying to the students.

2. Young Learners of Age 6-11 Years Old

Children in the age of 6-11 years old are considered as the middle childhood, according to Bukatko (2008). According to Keogh & Sugden (1985) in Bukatko (2008:378), “Motor skills during middle childhood become more efficient and better controlled, involve complex and coordinate movements, and are exhibited quickly and in wider variety of context and circumstances.” As Kramer, Gonzalez de Sather, & Cavaugh (2005) in Bukatko (2008:387), “Attention changes in the middle childhood years. By this age, children are better able to control where their eyes look and improve in ability to be selective.”

Piaget’s stage development in Pinter (2006:7), children from 7-11 years of age is in concrete operational stage. In this age, the children begin to resemble ‘logical’ adult-lie thinking. The children develop to apply logical reasoning in several areas of knowledge at the same time.

3. Teaching Language for Communication

As Widdowson (1978:67) says that it generally acknowledge that the crucial aim in language learning is “to acquire communicative competence, to interpret, whether this is made overt in talking or corresponding or whether it remains covert as a psychological activity underlying the ability to say, listen, write and read.”
Widdowson (1978:1) also says that “someone knowing a language knows more than how to understand, speak, and write sentences. He also knows how sentences are used to communicative effect.”

4. Direct Method

In Jack C. Richards’ and Theodore S. Rodgers’ Approaches and Methods in language Teaching (2001:11), the German scholar F. Franke wrote on the psychological principles of direct association between forms and meanings in the target language and provided a theoretical justification for a monolingual approach to teaching. According to Franke in Richards (2001:11), “a language could be best be taught by using it actively in the classroom.” He said that teachers have to support direct and spontaneous use of the foreign language in the classroom rather than using the procedures on grammar explanations. Learners would induce grammar rules, speaking started with attention of pronunciation, and the words could be used to teach new vocabulary using mime, demonstration, and pictures. Those principles then came to be known as the Direct Method.

Brown (2001:21) said that the basic principle of Direct Method was similar to that of Gouin’s Series Method, the second language learning should be more like first language. There are lot of oral interaction, spontaneous use of the language, no translation between first and second language, and little or no analysis of grammatical rules.

According to Richard and Rodgers (2001:12), the principles of Direct Method were as follow.

a. Classroom instruction was conducted exclusively in the target language.
b. Only everyday vocabulary and sentences are taught.

c. Oral communication skills were built up in carefully graded progression organized around question-and-answer exchanges between teachers and students in small, intensive class.

d. Grammar was taught inductively.

e. Concrete vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas.

f. Both speech and listening comprehension were taught.

g. Correct pronunciation and grammar were emphasized.

Those principles are set in Berlitz Schools’ teaching guideline:

Never translate: demonstrate
Never explain: act
Never make a speech: ask question
Never imitate mistake: correct
Never speak with single words: use sentences
Never speak too much: make students speak much
Never use the book: use your lesson plan
Never jump around: follow your plan
Never go too fast: keep the pace of the student
Never speak too slowly: speak normally
Never speak too quickly: speak naturally
Never speak too loudly: speak naturally
Never be impatient: take it easy


According to Setiyadi (2006:49), the basic assumption about language learning of Direct Method are discussed as follow.

a. Meanings are made clear by presenting physical objects, such as pictures, gestures, or pantomimes. Translation may be an easy way to make meanings
clear but it will not make the students learn naturally. Natural learning proves to be more effective learning another language.

b. Self-correction is more emphasized than teacher correction. This will make the students think in the target language, not do parroting.

c. Vocabulary is learned more effectively if they use it in full sentences rather than memorize it.

d. Teaching another language means taking a role as partner of the students in communications.

e. Students should learn to think in the target language as soon as possible. The teacher avoids teaching individual words and full sentences will encourage the students to think in the target language.

f. Students should be actively involved in using the target language in realistic everyday situation.

Setiyadi (2006:52) said that “Direct Method is believed to be the first method that encourages language teachers to teach a second/foreign language by modeling first language learning.”

5. Instructional Design Model

In this section, the writer would like to discuss the instructional design model in order to develop a set of English learning material based on Direct Method for the first level of Junior program of PURIKIDS Yogyakarta. The writer adapted an instructional design model; it was Kemp’s instructional model.

Jerrold E. Kemp (1997:8-9), makes a design plan model consists of eight steps. The steps of his design model are presented as follow:
a. Identifying Goals, Selecting the Topics, and Listing the General Purposes

Goals mean what the students achieve from their learning. The goals may be derived from three sources; they are society, students, and subject areas. Society means a social value, responsibility, selecting personal objectives. Students mean job preparedness, problem-solving skills, and constructive use of leisure time. Subject areas mean be aware of beauty and orderliness, ability to communicate.

Kemp (1977:16) says that “the designer’s main contribution is to clarify the statements of purpose with the teacher and help the teacher translate them into detailed behavioral terms for which learning experiences can be planned.”

b. Specifying Learner Characteristics

It is important to know the learner characteristics to develop the material. The factors that are important are academic factors and social factors. Academic factors can be numbers of the students, academic background, grade-point average, level of intelligence, scores on standardized achievement and aptitude test, etc. While, social factors can be age, maturity, attention span, special talents, physical and emotional handicaps, relation among students, and socioeconomic situation.

Moreover, the learning condition and learning styles are also important to be known. Kemp (1977:19) says it “refers to the group of factors that can affect a person’s ability to concentrate, absorb, and retain information.” While, learning style is how the students learn or the way the students learn, such as, using mapping, verbal (listening or reading), etc.
c. Specifying the Learning Objectives

The next step is specifying learning objectives. It is called learning objectives because the concern is with the learning as the outcome of instruction. Learning requires active effort by the learner. All objectives must be stated in terms of activities that will be best promote learning.

The categories of objectives can be groups into three groups; cognitive, psychomotor, and affective. In specifying the learner objectives, the designer stating measurable objective that is known specifically what it is that will be taught and later can determine whether it have been accomplished or not.

d. Listing the Subject Content to Support the Learner Objectives

The subject content is “comprises the selection and organizing of the specific knowledge (facts and information), skills (step-by-step procedures, conditions, and requirements) and attitudinal factors of any topic.” It is should be related closely to the objectives and the students’ need.

e. Developing Pre-Assessment

In this section, it should be known whether the students have had the background preparation to study the topic and whether they have been proficient to study the material. The assessments that are done can be divided into two categories. They are prerequisite testing and pre-testing. A prerequisite testing is used to know whether the students have the appropriate background preparation to the topic. While, pre-testing is used to know which of the objectives that the students have known and understood.
f. Selecting The Teaching/Learning Activities and the Resources to Accomplish the Objectives

It is used to determine the effective methods to present the material and the select the material to provide learning experience. In selecting the teaching/learning activities; there are some terms that must be consider; they are personnel responsibilities, teaching/learning patterns, principle of learning, group presentation, individualized learning, interaction between teacher and students, instructional resources, selecting media, and making the final decision on media.

g. Organizing Support Services

The support services here, such as, budget, facilities, equipment, time and schedule, and coordinating with other activities. Kemp (1997:85) says “It must be considered at the same time instructional plans are being made and materials, being selected.”

h. Evaluating the Students’ Learning

It is the payoff step in instructional design plan. It is used to measure the learning outcomes relating to the objectives. Some terms that can be evaluated, such as, standard of achievement, written test, performance, and psychomotor objectives, objectives in the affective domain, testing using audiovisual and other materials, phase evaluation of learning.

Those eight steps of Kemp's Instructional Design Model were presented in Figure 1. There is an interdependence among the eight elements. The broken lines in the diagram indicate the revisions of elements made necessary by evaluation data gathered on students’ accomplishment of objectives.
A. Theoretical Framework

In this part, the writer put the important points of the theoretical descriptions. In developing the English learning materials based on Direct Method for the first level of Junior program of PURIKIDS, the writer considered some aspects. The aspects were the age of the first level of Junior program students, teaching English as a foreign language for young learners, the objectives of Junior program, the method that is used, and the instructional design.

The first aspect was the age of the students. In Junior program, the student is usually in age 9 to 11 years old. According to Kramer, Gonzalez de Sather, & Cavaugh (2005) in Bukatko (2008:387), the children around 7 to 11 years old are
better able to control where their eyes look and improve in ability to be selective. It was easier for the teacher to get the students’ attention. In Piaget’s stage, the children in that age are in \textit{concrete operational stage}, where the children begin to be similar to ‘logical’ adult thinking. Therefore, the writer developed the materials, which make the students to be able to practice their thought critically.

The second aspect was how to teach English as a foreign language for young learners. In motivating young learner to learn English language, there were some factors. Two of them were the activities should be in simple way in order to make the students understand the materials and the activities should be largely orally based. Considering those factors, the writer developed the materials, which are able to support that kind of activities, simple and orally based.

The third aspect was the objectives of \textit{Junior} program. The general objective is use the target language to communicate with others. It is same as Phillips (1993:6) says that the focus of teaching older children is using English as the vehicle of communication. Widdowson (1978:1) also says that the important aim in language learning is “to acquire communicative competence and someone knowing the language not only how to understand, speak, and write but also how sentences are used to communicate.” Therefore, the materials that are developed was aim to be used to help the students to use the target language to communicate with others.

The fourth aspect was the method that was used as the basic theory to develop the materials. The method was Direct Method. The writer used the principles of Direct Method to develop the materials. Some of the principle of
Direct Method are using the target language to teach, the concrete vocabulary is taught by demonstration, objects, and pictures. Therefore, in developing the materials, the writer needs teaching media to support the teaching and learning activities.

The last aspect was the instructional design model. The writer used 5 (five) elements of Kemp’s instructional design model to develop the materials. They are identifying goals, topics, and general purpose; identifying learner characteristic; specifying the learning objectives; listing subject content; formulating teaching/learning activities. Besides, the writer also used the 7 (seven) steps of Borg and Gall’s R&D to develop the English learning materials based on Direct Method for the first level of Junior program of PURIKIDS Yogyakarta.
CHAPTER III

METHODOLOGY

This chapter covers the detailed information about the methodology used to accomplish the study. The methodology was used to answer the two major problems stated. First, this study is intended to find out how English learning materials based on Direct Method for the first level of Junior program of PURIKIDS Yogyakarta were developed. Second, this study was intended to present the development of English learning materials based on Direct Method for the first level of Junior program of PURIKIDS Yogyakarta. Those two problems would be discussed into six sections, namely: research method, research participants, research instruments, data gathering techniques, data analysis technique, and the research procedures.

A. Research Method

In this study, the method employed is a research and development study. According to Borg and Gall (1985:772), educational research and development (R&D) is “a process used to develop and validate educational products”. In this study, the term “products” refers to the English learning materials, especially for the first level of Junior program of PURIKIDS Yogyakarta.

According to Borg and Gall (1985:772), R&D cycle consists of ten steps. The steps are (1) research and information collecting (2) planning (3) development of preliminary form of product, (4) preliminary field-testing,
(5) main product revision (6) main field-testing, (7) operational product revision, (8) operational field-testing, (9) final product revision, and (10) dissemination and implementation.

First step is research and information collecting. According to Borg and Gall (1985), this step includes review of literature and classroom observations. The literature review is done to collect research findings and other information to the planned development. The classroom observation is done to collect the information about the situation in the class, students’ characters, the teaching and learning activities in the class, and many more. The information collecting can be done by doing interview or distributing questionnaires.

The second step is planning the research educational product. The most important aspect of this step is that the statement of the specifics objectives to be achieved by the product. The objectives should include the students’ outcome. Moreover, it provides the best basis for developing an instructional program because that program will be field tested and revised until it meets its objectives. Another important planning includes estimations of money, manpower, and time needed to develop the product. Planning is important in order to anticipate the required materials, professional helps, and filed-test site.

The third step is the development of the preliminary form of the product. After the planning has been completed, the next step is building a preliminary form of the product that can be filed tested. Questionnaires and interviews guides can be used as the instrument to obtain the result of the quality of the product. The important principle that should be observed in developing the preliminary form of
the product is to organize the product to get feedback as much as possible from the field test. The preliminary form should include evaluation, which will be included in the final product.

The fourth step is preliminary field test of the product. The purpose of preliminary test is to gain an initial qualitative evaluation of the new product. The instruments, such as, questionnaires or interview can be used to test the product. Then the fifth step is main product revision. After the preliminary field test is done, all data are compiled and analyzed in order to revise the product. The revision of the product as suggested by the preliminary field test of the product is done. The main product revision is as the basic to do the main field test of the product.

The sixth step is main field testing. The purpose of main field testing is to determine whether the educational product meets the performance objectives or not and to collect information that can be used to improve the course in its next revision. The seventh step is operational product revision. It is the revision as suggested by main field testing. The operational product revision is usually done after the main field testing. It is used in order to make the product meets the objectives.

The eighth step is the operational field test. The operational field test is used to determine whether an educational product is fully ready to be used in the schools without the presence of the developer. Borg and Gall (1985:784) says that “in order be fully ready for operational use, he package must be complete and thoroughly tested in every respect.” The operational field test is set up and
coordinated by regular school personnel. The ninth step is final product revision. The final product revision is the revision of the product as suggested by operational field test. After the operational field test is complete and the data have been analyzed, a final product revision of the total course package is carried out.

The last step is dissemination and implementation. Dissemination refers to the process of helping potential users to be aware of the product. Implementation refers to the process of helping the adopter of the product to use it in the way of the developer. Borg and Gall (1985:786) says that, “research, development, and dissemination refers to the research-base development of products that meet behaviorally defined objectives and dissemination and implementation criteria.”

In this study, the writer only used the 7 (seven) steps of Borg and Gall’s R&D steps. They were research and information collecting, planning, development of preliminary form of product, preliminary field-testing, main product revision, main field-testing, and final product revision. Moreover, the writer used the 5 (five) elements of Kemp’s instructional design model. They were identifying goals, topics, and general purpose; identifying learner characteristic; specifying the learning objectives; listing subject content; formulating teaching/learning activities.

A. Research Participants

The participants of the study were divided into three (3) groups. The first group is the first level of Junior program students of PURIKIDS, the second group is the English teachers of PURIKIDS, and the third group is the lecturers of
the English Language Education Study Program in Sanata Dharma University and the material developers in PURIKIDS. The first and the second group would be the participants for the pre-design survey, whereas the third group would be the participants for the post design-survey besides the first and the second group.

1. **Pre-design Participants**

In this part, the writer chose the first and the second groups to be the pre-design participants of the study. The first group consisted of the first level of *Junior* program students. The numbers of the participants of the first group were 25 students. The writer chose the first level of *Junior* program students because it would be better if the respondents were from the user of the English learning materials, and the writer would know what the students’ needs were.

Moreover, the second group consisted of the English teachers of PURIKIDS who have ever taught *Junior* class of PURIKIDS Yogyakarta. This group consisted of 7 teachers. The writer chose the English teachers of PURIKIDS because they had had experience in teaching *Junior* class. Accordingly, they could give deeper information and opinion about the available material that they had used to teach to the first level of Junior program students.

2. **Post-design Participants**

In the post-design survey, the writer chose the first, the second, and the third group as the participants. The first and the second group were the same as the participant in the pre-design survey; they were the first level of *Junior* program students and the English teachers of PURIKIDS. There were 10 (ten) of the first level of *Junior* program students and 5 (five) English teachers of
PURIKIDS. The writer chose the first and the second group to be the participants again in the post-design survey because the writer required to obtain the deeper feedback after the developed material of the first level of Junior program was presented for the user in the teaching and learning process. While, the third group consisted of the lecturers of English Language Education Program in Sanata Dharma University and the material developers of PURIKIDS. The numbers of the participant were 5 (five) participants. They were 2 (two) of the lecturers of the English Language Education of Sanata Dharma University and 3 (three) of the material developers of PURIKIDS. The writer chose the lecturers of the English Language Education in Sanata Dharma University since they were able to give a great deal of contribution and consideration to the developed materials since they had got a lot of experiences in teaching English and developing English learning material to teach. Moreover, the writer chose the material developers of PURIKIDS because there were only three material developers, who were accustomed to develop the English learning materials of PURIKIDS.

C. Research Instruments

In this research, the writer used some instruments to obtain the data. They were questionnaires and interview. The questionnaires were used for both pre-design and post design survey, while the interview was used for pre-design survey only.
1. Pre-design Questionnaires

In this stage, the writer used questionnaires as the instrument. The questionnaires were conducted for the first and second group. They were the first level of Junior program students and the English teachers in PURIKIDS who have ever taught Junior Program. In this study, the writer used close-response items questionnaires. According to Ary, Jacobs, and Razavieh (2002:308), the close-ended questions are “when all the possible, relevant responses to a question can be specified and the number of possible responses is limited.” The close-response questionnaire is the questionnaire in a form of multiple choice, yes-no, and ranking. The form of the questionnaire for the first level of Junior program students could be seen in Appendix 2 (page 76). The form of the questionnaire for the English teachers of PURIKIDS could be seen in appendix Appendix 2 (page 79).

2. Pre-design Interview

The writer also used interview to collect the data deeper. The interview was used for the second group of the participants or English teacher of PURIKIDS who have ever taught Junior program. The writer conducted the personal interview. According to Ary, Jacobs, and Razavieh (2002: 382) personal interview was done “when the interviewer reads the questions to the respondent in a face-to-face setting and records the answer.” In interviewing the teachers, the interview guide was the writer. The interview guideline could be seen in Appendix 4 (page 81).
3. Post-design Questionnaires

In this survey, the writer used questionnaire to obtain the feedback. The questionnaires were conducted for all of the group of participants; the first level of Junior program students, the English teachers, the lecturers of the English Language Education Program in Sanata Dharma University and the material developers of PURIKIDS. The questionnaires, which were conducted for the first level of Junior program students, were close-response items questionnaires. While, the open-response item questionnaires were conducted for the second and the third group of the participants; the English teacher of PURIKIDS, the lecturers of the English Language Education Program in Sanata Dharma University, and the material developers of PURIKIDS. According to Ary, Jacobs, and Razavieh (2002:308) open-ended questions are used “when there are a great number of possible answers when the researcher cannot predict all the possible answers.” The form of the questionnaires for the lecturers of the English Language Education study program, the material developers of PURIKIDS, and the English teachers of PURIKIDS were similar. The form of the questionnaire for the first level of Junior program students could be seen in Appendix 6 (page 87) and for the teachers and the experts could be seen in Appendix 7 (page 89).

D. Data Gathering Techniques

In order to obtain the data, the writer used survey through instruments. They were questionnaire and interview. The techniques in conducting the instruments were described as follows.
1. Pre-design Survey

In this stage, the writer used questionnaires to obtain the data from the first level of Junior program students and the English teacher of PURIKIDS Yogyakarta. The close-response items of the questionnaires were distributed to the 25 of the first level of Junior program students and for the 7 English teachers of PURIKIDS Yogyakarta. The questionnaires were used to obtain the opinion about the available English learning material, which the students and the teachers had had as the material to support them in teaching and learning English in the class. In distributing the questionnaires for the first level of Junior program students, the writer asked for a help to the teacher who had Junior 1 (one) class. The writer distributed the questionnaires in the class and asked for help to the teacher to ask the student to fill the questionnaire 5-10 minutes before the class was over. Furthermore, the writer asked the teachers to fill the questionnaire at their free time; before or after the class outside the classroom.

In order to obtain the English teachers’ opinion deeply, the writer also conducted the interview. The interview was done outside the classroom and at the teachers’ free time. The writer collected the teachers’ opinion about the goals of Junior program that they know, the students’ characteristics, the teachers and learners’ roles in the class, the teaching method that was used, the English learning materials that had been available to help the teacher in teaching and learning activities in the class, and many more related to Junior program.
2. Post-design Survey

In this stage, the writer collected the data in order to obtain the feedback from the first, the second, and the third groups of participants. The writer distributed the questionnaires for the first level of Junior program students. The questionnaires that were distributed were the close-response item questionnaires. Moreover, the writer asked for help to the material developers of PURIKIDS, the English teachers of PURIKIDS, and the lecturers of the English Language Education in Sanata Dharma University to give the feedback and their opinion about the new developed material include the content, the topics, the teaching technique, and the layout of the product. The questionnaires for them were in the form of open-response item.

The questionnaires for the material developers of PURIKIDS and the lecturers of the English Language Education in Sanata Dharma were distributed before the writer implemented the new developed material in Junior class. While, the questionnaires, which were distributed for the first level of Junior program students and the English teachers of PURIKIDS, were distributed after the implementation of the developed material. The mechanism was the same as in the pre-design survey. The questionnaires for the students were distributed in the class while for the teachers would be outside the class.
E. Data Analysis Technique

1. Pre-design Analysis

In this stage, the writer analyzed the questionnaires, which were distributed to the English teachers of PURIKIDS and the first level of Junior program students. The writer analyzed the questionnaires to obtain the result. The writer analyzed the data by using formula to acquire a percentage for both questionnaires from the English teacher of PURIKIDS and the first level of Junior program students. The formula was presented as follow.

\[
\frac{n \times 100 \%}{\sum n}
\]

Notes:

- \(n\) = the number of the student who choose certain answer
- \(\sum n\) = the total number of the students

Both the result of the questionnaires for the English teacher and the students of Junior program were presented in a form of table. The result of the questionnaires from the first level of Junior program was presented in the table 1. The result of the questionnaires from the English teachers of PURIKIDS was presented in the table 2.
Table 1: The Pre-design Questionnaires Result (*Junior* students)

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Number of Respondents and Its Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes ☑</td>
</tr>
</tbody>
</table>

Table 2: The pre-design Questionnaires Result (English Teachers of PURIKIDS)

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Number of the students in percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

2. Post-design Analysis

In this stage, the writer distributed questionnaires for the first, the second, and the third groups of participants of the study; the writer distributed the questionnaires for some experts, the English teachers of PURIKIDS, and the first level of *Junior* program students of PURIKIDS Yogyakarta. The writer analyzed the data using the formula, which was the same as in the pre-design activities. However, in analyzing the questionnaires for the second and the third participants the writer analyzed the result of the reasons of each question. The reasons of the participants of each choice were discussed as the feedback to revise the materials before it would be implemented in the class. The result of the questionnaires from the English teachers of PURIKIDS and the experts would be presented as in table 3.
Table 3: The Post-design Questionnaires Result (Experts and English Teachers)

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Number of Respondents and Its Percentage</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>%</td>
</tr>
</tbody>
</table>

The result of the questionnaire from the first level of Junior program students would be presented in the form of table, which was the same as in the pre-design survey.

F. Research Procedure

The writer had three parts of research procedure. They were pre-design activities, design activities, and post-design activities. The writer also adapted both R&D and Kemp’s model. The listed procedure of the study was as follows.

1. Pre-design Activities

Firstly, the writer asked permission to the head of PURIKIDS Yogyakarta to conduct the research. Secondly, the writer obtained some information to solve the problems by reviewing the literature. Then, the writer conducted the instruments of the research. The writer distributed the questionnaires for the first level of Junior program students and the English teacher of PURIKIDS. The writer also conducted the interview to the English teachers of PURIKIDS. Moreover, the writer formulated goals and general purposes of the Junior program in PURIKIDS, listed the topics, and specified the learning objectives.
2. Design Activities

In this design activities, the writer developed the preliminary form of the product. In developing the preliminary form of the product, the writer listed the subject content of the product. Then, the writer formulated the teaching and learning activities and developed the materials. The writer listed the subject content according to the topics of each unit. In formulating the teaching and learning activities, the writer used some principles of Direct Method as the teaching method, which is used in PURIKIDS. Then, the writer developed the English learning materials based on Direct Method for the first level of Junior program of PURIKIDS.

3. Post-design Activities

After the writer had finished developing the materials, the writer evaluated the materials by asking some comments and suggestions from the lecturers of the English Language Education in Sanata Dharma University and the material developers of PURIKIDS. The preliminary field-testing was done by distributing questionnaires. Then, the writer revised the materials. After revising the materials, the writer implemented the materials in the first level of Junior class and asked both the teachers and the first level of Junior program students to give comments by filling the questionnaires. Finally, the writer conducted the final product revision.

The whole research procedure in developing the English learning materials based on Direct Method for the first level of Junior program of PURIKIDS Yogyakarta was described by the Figure 2 as follows.
Figure 2: The Research Procedure
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter covers two parts of discussions. The first part presents the findings of the study, which is aimed to answer the first question of the study, namely, how the English learning material based on Direct Method for the first level of Junior program of PURIKIDS is developed.

The second is the discussion of the developed materials, which is aimed to answer the second question, namely, what the developed learning material looks like.

A. The Process of the Materials Development

In developing the English learning materials for the first level of Junior program of PURIKIDS Yogyakarta, the writer carried out the process. The process was based on the Borg and Gall’s R&D steps and Kemp’s instructional design model. The writer only used 7 (seven) steps of Borg and Gall’s R&D and the 5 (five) elements of Kemp’s instructional design model.

The process, which had been carried out by the writer in developing the English learning materials was: (1) research and information collecting, (2) the identification of the learners’ characteristic, (3) planning, (4) materials development, (5) main product revision, (6) main field-testing, (7) final product revision. The Figure 3 could describe the process of developing the materials as follows.
The process of developing the English learning materials for the first level of *Junior* program of PURIKDS was described in detail as follows.

Figure 3: The Process of the Materials Development

The process of developing the English learning materials for the first level of *Junior* program of PURIKDS was described in detail as follows.
1. Research and Information Collecting

In this process, the writer conducted the instruments and identified the learners’ characteristic. The instruments, which were used in this process, were questionnaire and interview. The questionnaires were distributed to the first level of Junior program students of PURIKIDS and the English teachers of PURIKIDS. Moreover, the interview was conducted to the English teachers of PURIKIDS. After conducting the instruments, the writer obtained the result. The results were discussed as follows.

a. The Results of the Questionnaire for the First Level of Junior Program Students of PURIKIDS

The questionnaires were distributed for the 25 (twenty-five) students of the first level of Junior program of PURIKIDS, which were consisted of 25 statements. The result of the questionnaire from the first level of Junior program students of PURIKIDS was presented as follow.

Based on that result, the students agreed that joining English course in PURIKIDS, they could achieve a good mark in English subject at their school. It was seen from the result that 100% of the students agreed with the statement. Around 96% of the students wanted to be able to speak in English fluently, 100% of the students wanted to be able to pronounce the English words correctly, and 96% of the students wanted to master others skills, such as, listening, reading, and writing. The students were interested to learn English because 96% of the students agreed that learning English is fun.
All of the respondents answered that their purpose to join English course in PURIKIDS was they are able to speak in English fluently. It meant the students want to be able to communicate in English with others fluently. Based on the table above, all of the students or 100% of the respondents agreed with the statement.

According to the result of the data, the students had opportunity to speak in English actively in teaching and learning process in the class. In the statement of teachers and learners’ role, around 76% of the students answered that they had opportunity to speak actively in English in the teaching and learning process in the class while 24% stated the opposite.

In the class, the teacher used English to communicate with the students as the application of the Direct Method principle, which was used as the teaching method in PURIKIDS. About 80% students answered that the teachers always speak in English in the class, while 20% of the students did not agree about that statement.

In the teaching and learning process, the teachers sometimes use pictures as the media. About 56% of the students answered that the teachers used pictures to teach the lesson. On the other hand, about 44% did not agree that the teacher use pictures to teach the lesson. Based on that result, the comparison of the percentage was not clear so it meant the teacher did not always use picture in Junior class to deliver the materials.

The teachers usually give some exercises for the students to drill the students in learning English, whether it was done in group or individually. According to the data, there were 84% of the students answered that the teacher
gave them some exercises to be done individually, while 68% of the students answered that the teacher gave the exercises to be done in group. Moreover, the teachers usually give the tasks for the students, such as, story telling, interview, and dialogue. According to the result, about 92% of the students agreed with that statement.

Discussing about the available book for Junior program in PURIKIDS, about 80% of the students agreed that the teachers always use Junior book to deliver the material in the class while 20% of the students said the opposite. All of the students answered that using the available book that they had got from PURIKIDS, they could learn to write and practice to speak in English. It could be proven by the result of the data that 100% of the students agreed with those statements. The available book of Junior program could help the students in learning to read English text, it could be seen that about 96% of the students agreed about the statement. About 92% of the students agreed that the available book could help them to pronounce the words correctly. About 92% of the students could understand about the content of the book in general. According to the result, about 92% and 96% of the students agreed that the topics and the pictures in Junior book were interesting. Some of students still had difficulties to understand the content of the book. About 40% of the students still have difficulties to understand the book.

After joining English course in PURIKIDS, about 92% of the students agreed that they could know and master new vocabularies. In addition, for about 84% of the students said that they are able to speak in English after they join
English course in PURIKIDS. The results of the pre-design questionnaires from the first level of Junior program students in a form of table could be seen in Appendix 8 (page 101).

b. The Results of the Questionnaire for the English Teachers of PURIKIDS

There were 7 (seven) questionnaires, which were distributed for the English teachers of PURIKIDS, which was consisted of 12 (twelve) statements about the available materials of the first level of Junior program of PURIKIDS. The data was gathered in a form of close-response items questionnaire. The teacher had to choose the score according to their opinion about the available book. There were 5 (five) scores that could be chosen by the teachers. The choices were:

1 = strongly disagree
2 = disagree
3 = doubt/undecided
4 = agree
5 = strongly agree

After the writer distributed the questionnaires to the English teachers of PURIKIDS Yogyakarta, the writer obtained the data. The data was discussed as follows.

Based on the result of the questionnaire about the available book of the first level of Junior program of PURIKIDS, the teachers agreed that the available book had been appropriate to teach in the class. It was seen about 100% of the
teachers agreed with the statement. Moreover, 100% of the teachers agreed that the topics of Junior book were interesting according to the students’ age.

Some teachers could not provide opinion surely about the content of the book. Around 57.2% chose undecided option for the statement that the content of the book was good and interesting. Besides, around 42.8% agreed with the statement. Around 57.2% of the teacher also chose undecided for the statement that the activities in teaching and learning process using the book was effective. While, around 42.8% agreed with the statement.

The teachers in PURIKIDS agreed that the available material for the first level of Junior program had been appropriate to be used according to the teaching method in PURIKIDS; it could be seen about 71.4% of the teacher agreed with the statement. Moreover, 28.6% of the teachers chose doubt or undecided option.

In discussing the teachers and learners’ role, the result of the questionnaire was not clear because about 42.8% of the teachers agreed that the students and the teachers had bigger role for both statement number 6 and 7. While, about 42.8% agreed that the role of the teacher and the student was balance. However, 42.8% of the teachers chose undecided, and 14.4% of the teachers disagree with that statement. Therefore, the result of the teachers and learners’ role could not be measured accurately; it was depend on the situation in the class.

The result of effectiveness of the available book of Junior program was not clear because the percentage of the undecided option was bigger than other options. About 57.2% of the teachers chose doubt or undecided about the statement that the available materials were effective to be used to teach English in
every situation in the class, while 28.5% agreed with the statement. The effectiveness of the class depended on the class management of each teacher.

The students had good input using the book in learning English. About 85.7% of the teachers agreed with that statement, while 14.3% of the teachers chose undecided. Moreover, about the output of the students, some teachers agreed that the students had good output and some teachers chose undecided option. According to the result, about 42.8% of the teachers agreed and chose undecided option.

The available material had been achieved the goal of Junior program. About 42.8% of the teachers agreed with that statement. However, about 42.8% of the teachers chose doubt or undecided option, and 14.4% of the teachers strongly agreed with the statement. Therefore, the result was not clear whether the material has achieved the goal of Junior program or not. The complete result of the pre-design questionnaires from the teachers of PURIKIDS in a form of table could be seen in Appendix 9 (page 103).

c. The Results of the Interview with the English Teachers of PURIKIDS

The interview was used to obtain the more detail information about the goals of Junior program, the available material, teaching and learning activities, students’ characteristics, the situation of the class, the input, and output of the students in joining the course. The interview was conducted to the English teachers of PURIKIDS, who have ever taught Junior program. The information was obtained as follows.
About 28.6% answered that the goal of Junior program was the students were able to use language function about their daily life. About 71.4% answered that the students were able to communicate with others using English. The situation of Junior class in general were interesting, attractive, and the students were interested to learn English, about 71.4% of the teachers said that statement.

All of the teachers said that they gave the exercises to the students both to be done in group and individually. The teachers said that if the students were given the exercises to be done in group it would be able to cooperate to others. Moreover, it would increase their ability to speak. If the students were given the exercise to be done individually, it could measure the ability of the students individually both in speaking and grammar.

In teaching the students, about 71.4% of the teachers said that they always speak in English to teach because of the principle of the teaching method that is used in PURIKIDS; Direct Method. About 28.6% said that they sometimes use English sometimes no for the special term or difficult word because the students did not understand easily. All of the teachers said that they teach grammar inductively because it would be easier for the students to understand the grammar.

In giving opinion about the available materials of Junior program, about 14.7% said that there were some grammatical mistakes in the materials and about 42.8% of the teachers said that the materials were too simple to the students to be learned in an hour. All of the teachers agreed that the topics in Junior book were interesting. About 85.7% of the teachers said that the content was good enough but it just still need more supplementary activities to speak using the target
language. About 57.2% of the teachers said that the materials had been appropriate to the goals of Junior program.

Most of the teachers said that they used question and answer method and discussions to teach the students in the class. About 28.6% said that they used interview and practicing the dialog. About 57.2% of the teachers said that the roles of the teachers and students in the class were balance, while the rest said the opposite; the teacher had the bigger role in the class. All of the teachers said that they used flash cards and Junior book as the media to teach. All of the teachers sad that the input of the students were good enough but the output of the students was not really good because the students still need more drilling to speak.

The teachers gave some suggestions to the writer to add more speaking exercises to the students, some games, and not to be short to be learned in an hour. About 71.4% of the teachers said that the materials should be more colorful to make it clear. The complete result of the interview could be seen in Appendix 10 (page 105)

d. The Identification of the Learners’ Characteristics

The writer identified the learners’ characteristic according to the result of the interview and the writer’s experience in teaching the students of PURIKIDS; the writer observed the students’ characteristic while the writer was teaching the students in the class. The characteristic of the learners was various. The characteristic of the learners was discussed as follow.

First, some students of Junior program were very active in the class. The students were active to join the course. The students were happy to join the
activities, which were used by the teacher in the teaching and learning process. The students were also active to ask the teachers or their friends in the learning process because the children were eager to know more about something that was unfamiliar with them.

Second, some students were still poor in understanding English language. The students were still difficult to understand about the vocabularies, the grammar, or the expressions that were used in their communication. The background of their school and their family in learning foreign language could cause those factors. It was also depend on the ability of the students in grasping the English materials.

Third, some of the students were still shy or they were not confident to speak in English. The students felt that English was difficult so they were afraid to speak up in English to others so the students sometimes use Indonesian language to communicate to others. Therefore, the students needed to be encouraged and drilled more to speak in English.

Fourth, the students had good motivation to join the course. The students were enthusiastic to come and join the course in the class. The students could meet their friends outside their school and they were happy together in learning English. The students could have bigger motivation if the activities in the class were very fun for them.

Fifth, some of the students were smart students. The students had good memorization and mastery in English. The students could speak in English fluently even though there was little mistake in pronouncing the words. The
students had good background knowledge of English from their school or their family so the students were more confident to speak up in English with the teacher and their friends.

2. Planning

In this process, the writer conducted three steps. They were formulating the goals and the general purpose of Junior program, listing the topics, and specifying the learning objectives. The detail steps of this process were discussed as follows.

a. The Goals and the General Purpose

In formulating the goals and the general purpose of Junior program, the writer obtained from the result of the interview with the teachers of PURIKIDS, who had known the goals of junior program of PURIKIDS and combined with the available goals of junior program that had been formulated before. Based on the result of the interview with the English teachers of PURIKIDS Yogyakarta, the goals of Junior program in PURIKIDS Yogyakarta was to develop the students’ communicative skill. The students were expected to be able to use the target language, which is, English to communicate with others. Moreover, the students were expected to be able to master the more vocabularies, the students were able to write more complex sentences, the students were able to read English text fluently, and the students were able to have skill to read stories, tell stories, and to do role-play. Furthermore, the general purposes of Junior program of PURIKIDS were communicate to others using English language fluently and use the expressions in their communication correctly.
b. The List of the Topics

After identifying the goals, the writer selected the topics, which were used in each unit. The writer presented 8 (eight) topics. The writer used the topics, which had been available in *Junior* book, but those topics would be varied according to the students’ experience and the students’ daily activities, which were interesting for them. The topics were also according to the students’ age, which was around 9-12 years old. The list of the topics was listed as follows.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Introducing Self (“Hello, My Name is Joe”)</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Introducing Someone (“She is My Friend, Lana”)</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Nationality (“He is Indonesian”)</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Occupation (“My Father is a Painter”)</td>
</tr>
<tr>
<td>Unit 5</td>
<td>Family (“I Have Two Sisters”)</td>
</tr>
<tr>
<td>Unit 6</td>
<td>Music (“She Likes Pop Music”)</td>
</tr>
<tr>
<td>Unit 7</td>
<td>Public Places (“Where is the Game Center?”)</td>
</tr>
<tr>
<td>Unit 8</td>
<td>Giving Direction (“Turn Left at Jalan Sudirman”)</td>
</tr>
</tbody>
</table>

c. The Specification of the Learning Objectives

After listing the topics, the writer specified the learning objectives, which would be achieved by the students at the end of the course. The writer formulated the specific objectives based on the topics of each unit. The learning objectives were discussed as follows.
<table>
<thead>
<tr>
<th>UNIT</th>
<th>Topics</th>
<th>Specific Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introducing Self</td>
<td>- The students are able to pronounce the expressions used in greeting correctly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The students are able to pronounce the expressions used in introducing self correctly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The students are able to comprehend the expressions of greeting correctly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The students are able to comprehend the expressions of introducing self correctly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The students are able to comprehend vocabulary related to the topic.</td>
</tr>
<tr>
<td>2</td>
<td>Introducing Someone</td>
<td>- The students are able to pronounce the expressions of introducing someone to others correctly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The students are able to comprehend the expressions of introducing someone appropriately.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The students are able to comprehend vocabulary related to the topic.</td>
</tr>
<tr>
<td>3</td>
<td>Nationality</td>
<td>- The students are able to comprehend and pronounce some names of country correctly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The students are able to comprehend and pronounce some names of nationality correctly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The students are able to pronounce the expressions of asking country and nationality correctly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The students are able to comprehend the expression of asking country.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The students are able to comprehend the expression of asking nationality.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The students are able to comprehend vocabulary related to the topic.</td>
</tr>
<tr>
<td>UNIT</td>
<td>Topics</td>
<td>Specific Learning Objectives</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4</td>
<td>Occupation</td>
<td>- The students are able to comprehend and pronounce kinds of job correctly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The students are able to pronounce the expression of asking about job correctly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The students are able to comprehend the expressions of asking job correctly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The students are able to comprehend vocabulary related to the topic.</td>
</tr>
<tr>
<td>5</td>
<td>Family</td>
<td>- The students are able to comprehend and pronounce the members of family correctly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The students are able to comprehend ‘have/has’.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The students are able to tell about their family.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The students are able to comprehend vocabulary related to the topic.</td>
</tr>
<tr>
<td>6</td>
<td>Music</td>
<td>- The students are able to comprehend and pronounce kinds of music correctly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The students are able to comprehend the expressions of asking favorite music appropriately.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The students are able to comprehend vocabulary related to the topic.</td>
</tr>
<tr>
<td>7</td>
<td>Public Places</td>
<td>- The students are able to comprehend and pronounce some public places.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The students are able to comprehend the position of some places. (next to, beside, in front of).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The students are able to comprehend the expressions about asking the position of the place.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The students are able to comprehend vocabulary related to the topic.</td>
</tr>
</tbody>
</table>
### 3. Development of Preliminary Form of Product

In this stage, there were three steps in developing the materials. They were listing the subject content, developing the materials, and formulating the teaching/learning activities. The steps of the development of preliminary form of product were discussed as follows.

#### a. The Subject Contents

After listing the topics and specifying the learning objective, the next step was listing the subject contents of the materials. The subject content was more specific than the topic. The subject content was what the learners would do according to the topic. The writer arranged the content of the materials that would be learned in each unit. There were 8 (eight) units in this material development. The subject content of each unit was discussed as follows.

<table>
<thead>
<tr>
<th>UNIT</th>
<th>Topics</th>
<th>Specific Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Giving Direction</td>
<td>- The students are able to comprehend and pronounce the traffic signs correctly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The students are able to give direction to others appropriately.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The students are able to comprehend vocabulary related to the topic</td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Subject Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introducing Self</td>
<td>- Greeting to others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Introducing themselves to others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Vocabularies related to greeting and introducing</td>
</tr>
<tr>
<td>2</td>
<td>Introducing Someone</td>
<td>- Introducing someone to others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Vocabularies related to introducing someone</td>
</tr>
<tr>
<td>3</td>
<td>Nationality</td>
<td>- Names of country and nationality</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Asking someone’s country and nationality</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Vocabularies related to nationality</td>
</tr>
<tr>
<td>4</td>
<td>Occupation</td>
<td>- Kinds of job</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Asking someone’s job</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Vocabularies related to job</td>
</tr>
<tr>
<td>5</td>
<td>Family</td>
<td>- The members of family</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- have/has</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Tell about family</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Vocabularies related to family</td>
</tr>
<tr>
<td>6</td>
<td>Music</td>
<td>- Kinds of music</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Asking favorite music</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Vocabularies related to music</td>
</tr>
<tr>
<td>7</td>
<td>Public Places</td>
<td>- Public places</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The position of the place (next to, beside, in front of)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Asking of the position of place</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Vocabularies related to public places</td>
</tr>
<tr>
<td>8</td>
<td>Giving Direction</td>
<td>- Traffic signs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Giving direction to others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Vocabularies related to give direction</td>
</tr>
</tbody>
</table>
b. Teaching/Learning Activities

In this stage, the writer formulated the teaching/learning activities that were used in the learning materials. The writer developed the teaching and learning activities based on the students’ age, the students’ characters, the students’ need, and the common teaching and learning activities that were used in PURIKIDS. The writer arranged the teaching and learning activities, which were suitable for the general situation in each class of the first level of Junior program. The teaching and learning activities that were used in the developed materials for the first level of Junior program were short discussion, read and practice the dialog, question and answer, do the exercise, game, interview, and drill the students using the media.

First, the short discussion, the teacher would invite the students to have a short discussion related to the topic. The teacher would invite the students to have a short discussion about what they were going to learn. The discussion was started by asking some questions related to the pictures in the first part of the materials. This activity would encourage the students to think about situation according to the pictures. Besides, it could measure the knowledge of the students about some situations.

Second, read and practice the dialog (Let’s Get Started). These activities would invite the students to know about the expressions that were used according to the topic that they learn. In reading and practicing the dialog, the teacher had to invite a student as a model and the others would repeat the dialog. These activities
were the starting point to learn the expressions related to the topic. It would make
the students would be familiar with.

Third, the question and answer, it would be done between the teacher and
the students or among the students. This activity could be used when the teachers
drill the vocabulary to the students or the discussion of the expression in the
dialog. In giving the question, the teacher should be very careful to use the
language because the students would be confused with the question.

Fourth, do the exercise; the students would do the exercise to check their
understanding. In doing the exercise, the teacher should manage whether it would
be done in group or individually. The teacher would help the students if they had
difficulties to do the exercise. Then, the teacher could check the result of the
exercises to check whether the students could grasp the materials or not.

Fifth, the game; it would be fun to the students. This activity was used in
order to make the students would not be bored in learning English. The game was
made according to what materials that the students learned. The teacher had to
know the procedure of the game carefully because it was very important. When
the teacher did not know the procedure of the game, the game would be useless
and it would waste the time. In giving the instruction of the game and all of the
activities, the teacher used English as the implementation of Direct Method where
the classroom instruction was conducted in the target language.

Sixth, the speaking activities, it would be done by the students to
encourage them to speak up in English with others. The procedure of this activity
had to be known also by the teacher because the teacher had to explain what the
students had to do. This activity would be very useful to measure whether the students could grasp the material that they learned or not and measure the ability of the students in speaking.

Seventh, the drilling; the teacher would use media, such as, flash cards to drill the students about the vocabulary that was related to the topic. This activity applied the principle of Direct Method, which was using the media, such as, picture, to teach vocabulary. This activity could be combined with some simple cards game, for example, the teachers hid the cards and ask the students to find the cards. Then, the students had to mention their cards. This activity would not be boring for the students if the teacher made the activities creatively. This activity could be used in drilling the grammar. The teacher drilled the grammar inductively as the implementation of the Direct Method. Therefore, the grammar focus was placed after the students were recognized about the expressions or sentences. In doing all of those activities, the teacher used English as the target language. It meant that the teacher applied the principle of Direct Method, which was using the target language to teach the materials.

b. Material Development Process

In this stage, the writer developed the materials for the first level of Junior program students according to the result of the data; the list of the topics, learning objectives, the subject contents, and the teaching/learning activities that had been formulated. In developing the English learning materials, the writer used some principles of Direct Method. The principles were classroom instruction was conducted exclusively in the target language; everyday vocabulary and sentences
are taught; grammar was taught inductively; concrete vocabulary was taught through demonstration, objects, and pictures; students should be actively involved in using the target language in realistic everyday situation. The process of the development was discussed as follows.

First, the writer arranged some questions according to the topics that would be used in the beginning of the activities. The questions were formulated as simple as possible in order to make the students be understood about the topic that they would learn. The writer arranged 2 (two) questions at the minimum and 3 (three) questions at the maximum.

Second, the writer arranged some dialog that would be used in the materials in each unit. The dialogs were made according to the topic that had been listed before. In this process, the writer had some references of the book as the example of making the simple dialog for the students of elementary school.

Third, the writer arranged some games or fun activities for the students in order to make the students would not be bored in learning English. The writer arranged the game according to the topic of each unit. The writer looked for some games book as the references in making the game.

Fourth, the writer arranged the exercises or activities of the materials. The writer collected some books as the references to make the exercises or activities of the materials. The writer also arranged the speaking task as the productive skills activity for the students in the end of the class. The writer arranged the task as simple as possible but it made the students to practice to speak in English to others.
Fifth, the writer asked for help to an illustrator to make the pictures of the materials. The materials needed more pictures in order to obtain the students’ interest. The writer gave the materials, which had been arranged in a good order according to the topic of each unit. Then, the writer explained to the illustrator what pictures that the writer needed according to the situations or the concepts of the materials.

Sixth, the writer checked the arrangement of the materials. Moreover, the writer checked the language of the materials because the writer had to use the simple language in order to make the students understood about the materials. The language that was used in the materials must be as simple as possible since the user of the materials was the students of elementary school.

Seventh, the writer conducted the last process. It was making the final layout of the materials. The writer edited the layout of the materials in order to make the materials would be interesting for the students. The writer did the layout editing process.

4. The Field Test of the Preliminary Form of Product

In this stage, the writer conducted the instrument to obtain the data. The writer used questionnaire to obtain the data. The questionnaires were distributed to the lecturers of English Language Education study program of Sanata Dharma University and the material developers of PURIKIDS. The writer presented the developed materials and asked for help to the participants to give suggestions to the writer before the materials would be implemented in the class.
The questionnaire discussed about the achievement of the goals of Junior program of PURIKIDS through using the materials, the implementation of teaching method that was used in PURIKIDS, the appropriateness of the topics, the appropriateness of the content, the effectiveness of the materials, the appropriateness of the language, the layout of the materials, and many more. The result of the questionnaire was discussed as follows.

According to the result, 60% of the respondents said that the materials have met the goals of Junior program in PURIKIDS. Some respondents said that the materials were suitable with the students and they provided the activities that gave chance to the students to speak in English. Furthermore, about 40% do not agree about the statement because the respondents said that some tasks that did not meet the stated goals and the example of the dialog did not really reflect the real communication.

About 80% of the respondents said that the materials have met the students’ need because the materials provided students to produce longer conversation and expression and they were based on their life. About 20% of the respondents did not agree because the materials are too much focus on the written text.

The discussion about the use of the principle of Direct Method to develop the materials, about 40% said that the materials have been based on the principle of Direct Method because the instruction are short and clear, the use of English as the target language, simple, and step-by-step. On the other hand, about 20% of the respondents said “no” because the sequence of the task has not been represented
the use of the method. However, there were 20% of the respondents, who could not really answer it because the principle of the Direct Method, which were used were not clearly explained.

There were 80% of the respondents agreed that the materials was effective to be used in the teaching and learning activities because the material were developed well, achieved the goals, and they were suitable for the students’ age. However, there was 20% of the respondents did not agree because the materials did not show the habit development, which effectiveness deal with.

About 80% of the respondents said that the topics and the content of the materials were appropriate for the students’ age because the topics were close to the students’ daily life and situation, the content was simple, and easily to be found in the students’ daily life. Furthermore, about 20% of the respondents said “no” because there was a topic that was not really appropriate for young learner and the content was too much focus on written text.

The materials were effective to be learned in an hour, there were 80% of the respondents agreed with the statement because the materials were well arranged and it was quite easy and simple. Furthermore, the rest of the respondent said ‘no’ because too much materials to cover 1 (one) lesson, too many things to focus on.

There were 80% of the respondents said that the language is appropriate for the students’ age because it used familiar words and it was understandable. Furthermore, the rest of the respondents did not agree because the language was not effective and there were some problem in accuracy.
About 60% of the respondents said that the exercises of the materials had covered four skills and the rest of the respondents did not agree. The 60% of the respondents said that the materials could develop the four skills. However, the rest of the respondents said that there had not been the exercise on listening and it focused on the receptive skill.

About 80% of the respondents agreed that the materials could develop the students’ speaking ability because many tasks were prepared to practice to speak in English actively. Furthermore, the rest of the rest of the respondents said ‘no’ because there was not enough activities for developing oral skill.

The instruction of each part was not clear because there were 60% of the respondents said that some instruction were confusing and too wordy. Furthermore, there were 40% of the respondents that the instructions were clear enough.

In discussing the layout of the materials, all of the respondents agreed that the layout were interesting for the students because the materials were colorful, there were many pictures and used big font that was clear for the students.

About 80% said that the materials were appropriate for the students’ age because the materials were designed from the easy to the difficult one that helps the students to comprehend well and they meet the students’ need. However, 20% of the respondents said that the materials were too difficult. The result of the questionnaires in a form of table could be seen in Appendix 11 (page 108).
5. Main Product Revision

Obtaining the result of the questionnaires for the third group of the participants; the lecturers of the English Language Education of Sanata Dharma University and the material developers of PURIKIDS, the writer revised the materials. In this revision, the writer focused on the choice of language that was used, the revision of the instruction, the effectiveness of the materials, the tasks of speaking, and the accuracy.

In choosing the language that was used, the writer should more careful to choose the words used because the learners were the children of grade 5-6 of elementary school. The writer simplified the language in order to make the language would be understandable for the students. In simplifying the language, the writer used the appropriate words for the students of elementary school.

According to the results of the questionnaires, the writer had to revise the materials in order to be more effective to be used in an hour. The writer changed, simplified, or erased the tasks that were not effective enough to be used in the class. The writer made the activities simpler so that it would be effective to be learned in an hour.

Moreover, the writer revised the speaking activities in order to make the students were able to practice to speak actively using the target language. The writer had to make the simple activities that were more useful for the students to practice their speaking ability. The speaking activities were not only simple but also fun for the students of elementary school.
Finally, the writer had some problem in accuracy. The accuracy was very important in making the leaning materials so the writer had to revise the accuracy of the language of the materials. In revising the accuracy of the language of the materials, the writer collected some references in order to make the revision became more accurate.

6. Main Field-Testing

After conducting the main revision of the product, the writer conducted the main filed-testing. The writer implemented some of the developed materials in the class as the learning materials. The writer implemented the 2 (two) of the units in the first level of Junior program class. The implementation was done on Wednesday, 8 December 2010 and Monday, 13 December 2010. In implementing the materials, the writer found some correction to revise the materials again. There were some language that was still difficult for the students so that the writer revised the materials. Moreover, the writer had known whether the materials had been effective or not to be used in an hour course.

In the end of the implementation, the writer distributed some questionnaires for the students of the first level of Junior program in the class. The result of the questionnaires was all of the students agreed that they were able to practice to speak in English, write in English, and read the English text. All of the students agreed that the materials were more complete than the previous one.

About 10% of the students did not agree that the content of the materials were easier to be understood, while about 90% of the students said agreed with that statement. About 90% of the students agreed that using the developed to learn
English was more fun, the language was more understandable, the activities were more interesting, the materials were understandable to be learned, and the topics were interesting. However, about 10% of the students said the opposite with all of those statements. Moreover, all of the students said that they were interested with the pictures of the materials and they were able to know the new vocabularies more. The result of the questionnaires in a form of table could be seen in Appendix 13 (page 115).

Besides, the materials would be used not only for the students but also for the teachers in the teaching and learning activities so the writer also distributed the questionnaires for the English teachers of PURIKIDS. There were 5 (five) of the English teachers who had filled the questionnaire. The result of the questionnaires was discussed as follows.

All of the teachers agreed that the materials had been meet the goal of the Junior program and the students’ need, the materials have been based on the Direct Method, the materials had been effective to be used, the topics were appropriate for the students, and the content of the materials was appropriate with the students. Furthermore, all of the respondents agreed that the language was appropriate for the students’ age, the materials could improve the students’ speaking ability, the instruction were clear, and the layout of the materials were interesting for the students. All of the teachers also agreed that the materials were appropriate (not too easy/difficult) to the students’ age.

The teachers said that the materials had fulfilled the objectives of Junior program, the focus was on conversation that was suitable with the goals of junior
program, and the materials could improve the students’ speaking ability. The materials had been based on the Direct Method because they were arranged from the easiest one to the difficult one, and there were no translation in the materials. The topics were also appropriate for the students because they were related to the students’ daily life.

Moreover, about 40% of the respondents did not agreed about the effectiveness of the materials were effective to be learned in an hour and the materials had covered four skills. The teachers said that the materials needed more exercise or activity in listening skill. The complete result of the post-design questionnaires in a form of table could be seen in Appendix 12 (page 112).

7. Final Product Revision

The last step in developing the English learning materials based on Direct Method for the first level of Junior program of PURIKIDS was the final revision of the materials. The writer conducted the revision of the materials according to the result of the implementation and the result of the questionnaires to the first level of Junior program students and the English teachers of PURIKIDS. The revisions of the materials in this step were the speaking tasks, the language, and the layout of the materials.

First, the writer revised the tasks of the speaking. The writer revised the speaking task to be more interested to the students and the tasks could encourage the students to be brave and confident to speak in English. The writer also simplified the task, which were useless for the students so the tasks would be better to be used. Second, the writer simplified the language, which made the
students were confused. The writer had to change the words, which were confusing or ambiguous to the students so that it would be more understandable. Third, the writer revised the layout of the materials in order to make the students had different perception or understanding about the pictures.

A. The Presentation of the Developed Materials

In this section, the writer presented the final version of the developed materials. After conducting the research and revision, the writer planned 8 (eight) units. However, the writer only presented 4 (units) of the learning materials. They were unit 1, unit 2, unit 3, and unit 4.

The topics of the units were Introducing Self ("Hello, My Name is Joe"), Introducing Someone ("She is My Friend, Lana"), Nationality ("He is Indonesian"), Occupation ("My Father is a Painter"), Family ("I Have Two Sisters"), Music ("She Likes Pop Music"), Public Places ("Where is the Game Center?"), and Giving Direction ("Turn Left at Jalan Sudirman"). In listing the topics, the writer had done the research by distributing some questionnaires and interviewed the respondents in order to make the topics would be suitable and interesting for the first level of Junior program students of PURIKIDS. Since, the topics would be the basic of developing the learning materials for the students.

Each unit of the materials in this research covered 7 (seven) sections. They were: Let’s Enter, Let’s Get Started, Let’s Try It Out, Let’s Have Fun, Let’s Learn, Speak Up, and Vocabulary Zone. The discussion of each part in detail was as follows.
1. Let’s Enter

This section was used to obtain the students’ interest to the topic, which they are going to learn. It would be useful for them to measure their existing knowledge about the topic. In this section, the teacher would invite the students to discuss about particular topic by answering some questions that were provided. Besides, the students would analyze the picture to build deeper discussion in the class. Moreover, it would build the relationship among the students.

2. Let’s Get Started

This part presented dialogue, pictures, or reading text. First, the form of dialogue, the students were able to read and practice a dialogue. Through the dialogue, the students were expected to be familiar with the expressions, which were used. Second, in the form of some pictures with the words related to the topics, for example, kinds of job. There would be some kinds of job pictures and the word below the pictures. The students could practice how to pronounce the words correctly together with the teacher. Third, in the form of reading text, the students were expected to be able to read and comprehend the English reading text.

3. Let’s Try It Out

After the students were introduced the dialogue, pictures, or reading text, the students would be drilled through doing some exercises in this section. This section provided some exercises, which were expected to provide deeper understanding about some expressions related to the topic. In the form of dialogue, there would be some exercise about the expressions that were used, for
example, rearranging the dialogues. In the form of pictures, there would be some exercise to drill about the name of the pictures, jumbled letters, guessing the pictures, matching exercise, or many more. Moreover, in the form of reading text, there would be some comprehension questions related to text, for example, wh-questions, yes/no questions, or TRUE/FALSE exercise.

4. Let’s Have Fun

The teacher would invite the students to play a game in order to make students not be bored in learning English. Learning through games, the students were expected to have more understanding about the lesson.

5. Let’s Learn

In this stage, the students were introduced the expressions, grammar, or pattern of the sentences that could be used correctly to achieve the learning objectives. The teacher would discuss or explain about the expressions, grammar, or the sentence pattern deeper.

6. Speak Up

In this part, the students were asked to be able to produce expressions or sentences correctly. At the end of the meeting, the students were expected to be able to communicate in English with others in certain situation. The teacher would ask the students to practice the dialogue that they had made in front of the class.

7. Vocabulary Zone

In learning a lesson, the students might have some new vocabularies for them so this section provided some vocabularies related to the topic. Through this section, the students were expected to be able to master some new vocabularies.
The teacher should explain the meaning of the vocabularies that the students had not been familiar with using some media (pictures), gestures, or demonstration in order to make them clear for the students. The sample of final version of the developed materials unit 1 (one) until 4 (four) were presented in the Appendix 15.
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter covers two parts, namely conclusion and suggestions. The first part deals with the conclusion of the study. The second part deals with the suggestions for the English teacher of PURIKIDS and the future researcher.

A. Conclusions

This study was aimed to develop and present the English learning materials based on Direct Method for the first level of Junior program of PURIKIDS Yogyakarta. In this study, the writer only used the 7 (seven) steps of Borg and Gall’s R&D steps. They were research and information collecting, planning, development of preliminary form of product, preliminary field-testing, main product revision, main field-testing, and final product revision. Moreover, the writer used the 5 (five) elements of Kemp’s instructional design model. They were identifying goals, topics, and general purpose; identifying learner characteristic; specifying the learning objectives; listing subject content; formulating teaching/learning activities. The research procedure that was conducted in developing the materials were research and information collecting, planning, development of preliminary form of product, field test of the preliminary form of product, main product revision, main field-testing, and final product revision.

In developing the materials, the writer conducted the survey for the pre-design activities and the post design activities. The first survey was aimed to
obtain the information about the students’ need and the users’ opinion about the available materials for the first level of Junior program students of PURIKIDS. The second survey was done to obtain the feedback of the developed materials from some experts and the users.

In order to develop the materials better and to know the effectiveness of the materials, the writer implemented the materials in the real class of the first level of Junior program of PURIKIDS. Then, the writer conducted the final revision of the materials that would be presented as the product. The description of the materials was discussed as follows.

The English learning materials based on Direct Method for the first level of Junior program of PURIKIDS provided more speaking activities in order to help and encourage the students to speak using the target language actively. The materials consisted of eight units. They were Introducing Self (“Hello, My Name is Joe”), Introducing Someone (“She is My Friend, Lana”), Nationality (“He is Indonesian”), Occupation (“My Father is a Painter”), Family (“I Have Two Sisters”), Music (“She Likes Pop Music”), Public Places (“Where is the Game Center?”), and Giving Direction (“Turn Left at Jalan Sudirman”). In each unit there were 7 (seven) sections. They were Let’s Enter, Let’s Get Started, Let’s Try It Out, Let’s Have Fun, Let’s Learn, Speak Up, and Vocabulary Zone. The writer presented the sample of the 4 (four) units of the developed materials that could be seen in Appendix 15.
A. Suggestions

The writer would like to give some suggestions for the English teachers who are willing to use the materials to teach English in the class and for the future researcher who intend to conduct the similar study.

1. The English Teachers of PURIKIDS

The teachers who are willing to use the materials should have good classroom and time management. The classroom management means that the teacher should arrange the teaching and learning activities in good order according to the situation in the class because there were many different characteristics of the students and the class situation. The time management means that the teacher should be very careful to manage the time in conducting the teaching and learning activities in the class because the ability of each student is not same each other.

Furthermore, in using the materials the teachers had to be very careful to give instructions or explanation for the students. The materials were developed based on Direct Method so the teacher should use the target language as clear as possible to the students because they were still in elementary school level. The teacher had to use and learned the teacher’s manuals that were available. The teacher’s manuals could be seen in Appendix 14.

2. Future Researchers

The future researchers should be more careful to choose the teaching and learning activities that will be used in the materials and the language of the materials. The students of elementary school are still having difficulties to
understand the language that is more complicated. The students need simple language that is familiar enough around them.
REFERENCES


APPENDICES
APPENDIX 1

LETTER OF PERMISSION
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS SANATA DHARMA
Mriran, Tromol Pos 29 Yogyakarta 55002. Telp. (0274) 513301, 515352, Fax. (0274) 562383

Nomor: 099 /PMTKJP/KJUR/JPBS/ 08 / 2010
Hal: Permohonan Ijin Penelitian

Kepada
Yth. Drs. Yoseph Cahyono
Manager PURIKIDS
Yogyakarta

Dengan hormat,

Dengan ini kami memohonkan ijin bagi mahasiswa kami,

Nama: Rani Perwita Sari
No. Mahasiswa: 061214017
Program Studi: Pendidikan Bahasa Inggris
Jurusan: Pendidikan Bahasa dan Seni
Fakultas: Keguruan dan Ilmu Pendidikan
Semester: 9 (sembilan)

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

Lokasi: PURIKIDS Yogyakarta
Waktu: Juli-selesai
Topik/Judul: Developing a Set of English Learning Materials Based on Direct Method for Junior Program Level 1 in PURIKIDS Yogyakarta

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

Yogyakarta, 19 Juli 2010

[Signature]

C. Tutyandari, S.Pd., M.Pd.
NPP. 1680

Ambusun Yth:

[Signature]

Dekan FKIP
APPENDIX 2

PRE-DESIGN QUESTIONNAIRE
FOR THE FIRST LEVEL
OF JUNIOR PROGRAM STUDENTS
OF PURIKIDS
Nama :  
Umur :  
Kelas :  
Junior :

Berilah tanda (✓) pada kolom yang tersedia. Dengan memilih salah satu pilihan di bawah ini.

😊 = yes  
شكرly = no

Contoh:

<table>
<thead>
<tr>
<th>No.</th>
<th>Pernyataan</th>
<th>😊</th>
<th>☹</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Saya ikut les di PURIKIDS supaya nilai Bahasa Inggris di sekolah naik.</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>Pernyataan</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Saya ikut les di PURIKIDS supaya nilai Bahasa Inggris di sekolah bagus.</td>
</tr>
<tr>
<td>2.</td>
<td>Saya ikut les di PURIKIDS supaya dapat berbicara Bahasa Inggris dengan lancar.</td>
</tr>
<tr>
<td>4.</td>
<td>Saya ikut les di PURIKIDS karena ingin menguasai kemampuan lain seperti menyimak (listening), membaca (reading), dan menulis (writing) dalam Bahasa Inggris.</td>
</tr>
<tr>
<td>5.</td>
<td>Bagi saya, belajar Bahasa Inggris adalah sangat menyenangkan.</td>
</tr>
<tr>
<td>6.</td>
<td>Tujuan saya ikut les di PURIKIDS supaya dapat berbicara menggunakan Bahasa Inggris dengan lancar.</td>
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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
<table>
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<th>No.</th>
<th>Pernyataan</th>
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<tr>
<td>7.</td>
<td>Di kelas, saya punya kesempatan untuk berbicara menggunakan Bahasa Inggris dengan teman-teman atau guru saya.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Di kelas, guru berbicara terus-menerus tanpa memberikan kesempatan murid untuk berbicara dalam Bahasa Inggris.</td>
<td></td>
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</tr>
<tr>
<td>10.</td>
<td>Di kelas, guru menggunakan gambar saat mengajar.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Guru memberikan tugas untuk berlatih berbicara Bahasa Inggris di kelas <em>(story telling, interview, role-play, dialogue, etc)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Buku <em>Junior</em> yang saya dapatkan dari PURIKIDS dapat membantu saya belajar membaca dan memahami bacaan dalam Bahasa Inggris.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Buku <em>Junior</em> dapat membantu saya berlatih berbicara dalam Bahasa Inggris dengan lancar.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Buku <em>Junior</em> dapat membantu saya berlatih menulis dalam Bahasa Inggris.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Saya dapat dengan mudah memahami isi buku <em>Junior</em>.</td>
<td></td>
<td></td>
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<tr>
<td>20.</td>
<td>Topik yang ada di buku <em>Junior</em> menarik.</td>
<td></td>
<td></td>
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</tbody>
</table>
22. Gambar-gambar yang ada di buku *Junior* menarik.

<table>
<thead>
<tr>
<th>No.</th>
<th>Pernyataan</th>
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<tbody>
<tr>
<td>23.</td>
<td>Saya mengalami kesulitan dalam memahami isi buku <em>Junior</em>.</td>
</tr>
<tr>
<td>24.</td>
<td>Saya dapat mengenal dan menguasai kata-kata baru dalam Bahasa Inggris setelah mengikuti les di PURIKIDS.</td>
</tr>
<tr>
<td>25.</td>
<td>Saya dapat berbicara menggunakan Bahasa Inggris dengan lancar setelah mengikuti les di PURIKIDS.</td>
</tr>
</tbody>
</table>

Thank You
APPENDIX 3

PRE-DESIGN QUESTIONNAIRE FOR THE ENGLISH TEACHERS OF PURIKIDS
Please put a thick (√) for each statement below!

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

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Degree of agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The available material (book) for Junior 1 has been appropriate to teach the students.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The topics in the book are interesting for the students according to the students’ age (Junior; around 9-12 years old).</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The content of the book is good and interesting.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The activities in teaching and learning process using the book is effective.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The available book has been suitable to be used according to the teaching methods that are used in PURIKIDS.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The teacher has bigger role to teach in the class using the book than the students.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>The student has bigger role to learn using the book than the teacher.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>The students’ and teachers’ role has been equal in teaching and learning process in the class.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>The book is effective to teach for the every situation in the class.</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>The students have good input using the book in learning English in the class.</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Statement</td>
<td>Degree of agreement</td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>11.</td>
<td>The students have good output using the book in learning English.</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>The book has achieved the goals of JUNIOR program.</td>
<td></td>
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</table>
APPENDIX 4

INTERVIEW GUIDELINE
WITH THE ENGLISH TEACHERS
OF PURIKIDS
The Interview Guideline with the English Teachers of PURIKIDS

Yogyakarta.

1. How long have you been teaching of Junior program in PURIKIDS?
2. Do you know the goal of Junior program in PURIKIDS? What is that?
3. What are the characteristics of your Junior Students?
4. How is the situation of your Junior class?
5. Do you give the exercises for the students to be done in group? Why?
6. Do you give the exercises for the students to be done individually? Why?
7. Do you always use English to communicate with your students in the class? Why?
8. Do the students understand with your English?
9. Do you teach grammar inductively or deductively? Why?
10. What do you think about the available book for Junior level 1?
11. Could you give opinion about the topics in the Junior book (especially the book for the first level of Junior program)?
12. What’s your opinion about the content of the Junior book (especially about the material that will be delivered to the students)?
13. What do you think…..has the materials been appropriate with the goals?
14. What kind of activities do you usually use in teaching Junior program?
15. How is the teachers’ and learners’ role in the class in your teaching and learning activities?
16. What kinds of media that are used in your teaching activities?
17. How is the input of the students (using your activities, using the materials, using the media)?

18. How is the output of the students?

19. Do you have any suggestion to design new materials for the Junior program?

   please give your suggestions….(topics, content, activities, etc)
APPENDIX 5

THE EXAMPLE OF AN INTERVIEW TRANSCRIPT WITH THE ENGLISH TEACHER OF PURIKIDS
Interview script
(Interviewee 1)

1. How long have you been teaching of Junior program in PURIKIDS?
About six months.

2. Do you know the goal of Junior program in PURIKIDS? No, I’m not really understand about the goal.
As you know, what is that? mmmm….they can speak English fluently and they can use the expression and response it

3. What are the characteristics of your Junior students?
Actually they are active, they can speak English……not really fluent, but we can understand their expressions.

4. How is the situation of your Junior class? I mean the setting….Hehem……the class is very attractive and they are interested in learning English.

5. Do you give the exercises for the students to be done in group? sometimes Why? They will find difficulties if they do it individually, it will be better if they gather with their friend and then discuss the exercise

6. Do you give the exercises for the students to be done individually? Yes, I do Why? Because we can measure their knowledge individually
7. Do you always use English to communicate with your students in the class?
Yes, I do.

8. Do the students understand with your English? Yes, mostly yes… but sometimes they are confuse with my English so I explain using simple sentence to explain about the lesson.

9. Do you teach grammar inductively or deductively? Sometimes I use inductive and sometimes I use deductive.
Why? There are some example before and then I explain about the formula.

10. What do you think about the available book for Junior level 1? I think the material is good enough but it is not complete. Need more exercise to make the student more understand about the materials.
Mostly in the materials is written material not spoken, I think need a lot of spoken materials because they have to speak actively so they can learn English well.

11. Could you give opinion about the topics in the Junior book (especially level 1)? Good enough.

12. What’s your opinion about the content of the Junior book (especially about the material that will be delivered to the students)?
Yes, good enough but still need more supplementary materials.
13. What do you think.....have the materials been appropriate with the goals? Yes

14. What kind of activities do you usually use in teaching JUNIOR program? Question and answer mostly, read dialogue, practice the dialogue, they have to practice the dialogue with their friends, do exercises.

15. How is the teachers’ and learners’ role in the class in your teaching and learning activities? It is balance.

16. What kinds of media that is used in your teaching activities? White board, sometimes flash card, but for Junior mostly using book

17. How is the input of the students (using your activities, using the materials, using the media)? It is good.

18. How is the output of the students? Yes, they can produce sentence, we can measure it by the spoken test at the end of the class.

19. Do you have any suggestion to design new materials for the Junior program? please give your suggestion…..(topics, content, activities, etc)
My suggestion is about the content, you have to add more spoken task to make them active to practice about the English active not be passive.

20. Do you have any suggestion for the layout (design, picture, color, etc)? I think you have to make an attractive design with pictures, color.
APPENDIX 6

POST-DESIGN QUESTIONNAIRE FOR THE FIRST LEVEL OF JUNIOR PROGRAM STUDENTS OF PURIKIDS
Nama : 
Umur : 
Kelas : 
Junior : 

Setelah kalian belajar menggunakan materi yang diberikan oleh guru tadi, silahkan berikan pendapat kalian tentang materi tersebut dengan memberi tanda (✔) pada kolom yang tersedia. Dengan memilih salah satu pilihan di bawah ini.

😊 = yes
😊 = no

Contoh:

<table>
<thead>
<tr>
<th>No.</th>
<th>Pernyataan</th>
<th>😊</th>
<th>😊</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Materi yang digunakan untuk belajar hari ini menarik untuk dipelajari</td>
<td>✔</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>Pernyataan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Materi yang digunakan untuk belajar hari ini menarik untuk dipelajari</td>
</tr>
<tr>
<td>2</td>
<td>Saya mudah mengerti dengan materi hari ini</td>
</tr>
<tr>
<td>3</td>
<td>Bahasa yang digunakan dalam materi hari ini mudah dimengerti</td>
</tr>
<tr>
<td>4</td>
<td>Topik yang dipelajari hari ini menarik</td>
</tr>
<tr>
<td>5</td>
<td>Aktivitas di dalam materi hari ini menyenangkan</td>
</tr>
<tr>
<td>6</td>
<td>Gambar-gambar yang ada di materi hari ini menarik</td>
</tr>
<tr>
<td>7</td>
<td>Guru memberikan penjelasan tentang materi hari ini dengan jelas</td>
</tr>
<tr>
<td>No.</td>
<td>Pernyataan</td>
</tr>
<tr>
<td>-----</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>8.</td>
<td>Saya senang belajar menggunakan materi hari ini</td>
</tr>
<tr>
<td>9.</td>
<td>Saya dapat belajar membaca menggunakan materi hari ini</td>
</tr>
<tr>
<td>10.</td>
<td>Saya dapat belajar mengucapkan kata-kata dalam bahasa Inggris dengan benar menggunakan materi hari ini</td>
</tr>
<tr>
<td>11</td>
<td>Saya dapat belajar menambah percaya diri saya dengan berlatih berbicara di depan kelas melalui aktivitas yang ada di dalam materi hari ini</td>
</tr>
<tr>
<td>12</td>
<td>Saya dapat berlatih membuat dialog dan mempraktekannya bersama teman-teman di kelas</td>
</tr>
<tr>
<td>13</td>
<td>Saya mendapat kosakata baru dalam Bahasa Inggris dari materi hari ini</td>
</tr>
<tr>
<td>14</td>
<td>Saya mudah memahami isi materi hari ini</td>
</tr>
<tr>
<td>15</td>
<td>Saya dapat berbicara menggunakan ekspresi dalam Bahasa Inggris yang diajarkan hari ini dengan teman-teman dan guru.</td>
</tr>
</tbody>
</table>

*Thank You*
APPENDIX 7

POST-DESIGN QUESTIONNAIRE
FOR THE LECTURERS
OF THE ENGLISH LANGUAGE
EDUCATION STUDY PROGRAM
OF SANATA DHARMA
UNIVERSITY,
THE MATERIAL DEVELOPERS
OF PURIKIDS,
AND THE ENGLISH TEACHERS
OF PURIKIDS
EVALUATION QUESTIONNAIRE OF THE DEVELOPED MATERIALS

Developing English Learning Materials Based on Direct Method for The First Level of Junior Program of PURIKIDS Yogyakarta

(“Let’s Speak English”)

Purikids is one of the English courses in Yogyakarta. It is set up as the place for Kindergarten until Junior High School students to improve their skills; one of the skills is English. Most of children in Jogja are interested to join the English course. It can be seen from the quantity of the students. There are four programs for children to learn English in PURIKIDS, those are Star Kids; which consists of six levels; Super Kids, which consists of eight levels; Junior, which consists of six levels; and the last is Active, which consists of six levels. Those levels are based on the children’s age and grade in their school. Moreover, before joining the course, the students will have a placement test in order to decide in what level they will learn. Star Kids program is for the children of 3,5 to 5 years old or in level kindergarten, Super Kids program is for elementary students grade 1 to 4, Junior program is for elementary students grade 5 to 6, and Active program is usually for the students of Junior High School.

This study is focused on Junior program in PURIKIDS. In this program, the students are introduced the English materials including vocabularies, reading text, dialogue, English grammar, and they are given the task for speaking as the productive skill. There are some objectives of this program. First, the students are able to communicate using English actively. It means the students produce the longer expression using the more complex sentence category. Second, the students
are able to master 2,000 words at the minimum, which is actively used to communicate. Third, the students are able to write the more complex sentence. Fourth, the students are able to read a text fluently. Fifth, the students are expected to have skills to read stories, tell stories, communicate to others in English, and to do role-play. There has been available an English learning material for the students in a form of book for each program in each level. The learning material can help the students to understand the lesson, which are taught by the teacher in the class. However, the writer considers that the available material of Junior program is not appropriate with the goals of Junior program. The material only gives the chance for the students to improve the students’ speaking skill in little portion. The portion of the task for speaking, reading, and writing skill are not in the same portion for each unit. The material does not really focus on the students’ speaking task but on the students’ written task. Furthermore, according to the writer’s experience, the material does not support the output of Junior program.

This study aims to develop new material for junior program, which can encourage the students to communicate in English to others. The writer presents some units for the first level of Junior program. The writer presents 4 (four) units, and one (one) of them will be implemented in the class.

According to the result of the survey, the writer obtained the data about the students’ need to learn English in PURIKIDS. The students wanted to be able to improve their English mark at school, to communicate in English with others.
fluently, to pronounce the English words correctly, to read and comprehend the English text, to write in English, and to master English vocabularies.

The presentation of the developed materials is discussed as follow:

A. Topics

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Introducing Self (“Hello, My Name is Joe”)</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Introducing Someone (“She is My Friend, Lana”)</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Nationality (“He is Indonesian”)</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Occupation (“My Father is a Painter”)</td>
</tr>
<tr>
<td>Unit 5</td>
<td>Family (“I Have Two Sisters”)</td>
</tr>
<tr>
<td>Unit 6</td>
<td>Music (“She Likes Pop Music”)</td>
</tr>
<tr>
<td>Unit 7</td>
<td>Public Places (“Where is the Game Center?”)</td>
</tr>
<tr>
<td>Unit 8</td>
<td>Giving Direction (“Turn Left at Jalan Sudirman”)</td>
</tr>
</tbody>
</table>

There are 20 (twenty) meetings for each level in PURIKIDS. There will be 8 (eight) units for the first level of Junior program of PURIKIDS. In unit 5 (five) and 10 (ten) there would be projects for the students, and the rest would be review and tests.

B. Learning Objectives

→ UNIT 1

Introducing Self (“Hello My Name is Joe”)

Learning objectives:

- The students are able to pronounce the expressions used in greeting correctly.
- The students are able to pronounce the expressions used in introducing self correctly.
- The students are able to comprehend the expressions of greeting correctly.

- The students are able to comprehend the expressions of introducing self correctly.

- The students are able to comprehend vocabulary related to the topic.

→ **Unit 2**

**Introducing Someone ("She is My Friend, Lana")**

Learning objectives:

- The students are able to pronounce the expressions of introducing someone to others correctly.

- The students are able to comprehend the expressions of introducing someone appropriately.

- The students are able to comprehend vocabulary related to the topic.

→ **UNIT 3**

**Nationality ("He is Indonesian")**

Learning objectives:

- The students are able to comprehend and pronounce some names of country correctly.

- The students are able to comprehend and pronounce some names of nationality correctly.

- The students are able to pronounce the expressions of asking country and nationality correctly.
- The students are able to comprehend the expression of asking country.

- The students are able to comprehend the expression of asking nationality.

- The students are able to comprehend vocabulary related to the topic.

→ UNIT 4

Occupation (‘‘My Father is a Painter’’)

Learning Objectives:

- The students are able to comprehend and pronounce kinds of job correctly.

- The students are able to pronounce the expression of asking about job correctly.

- The students are able to comprehend the expressions of asking job correctly.

- The students are able to comprehend vocabulary related to the topic.

C. Subject content

1) Let’s Enter

This section is used to obtain students’ interest to the topic, which they are going to learn. It will be useful for them to measure their existing knowledge about the topic. In this section, the teacher will invite the students to discuss about particular topic by answering some questions that were provided. Besides, the students will analyze the picture to build deeper discussion in the class, and it will build the relationship among the students.

2) Let’s Get Started

In this part, the writer presents a dialogue, a reading text, or some pictures. First, if it presents a dialogue, the students are expected to be familiar with the
expressions, which are used. Moreover, the students are able to practice how to pronounce the expressions or some words correctly together with the teacher. Second, if it presents a reading text, the students are expected to be able to read and comprehend an English text. Third, if it presents some pictures, the teacher will introduce those pictures and pronounce the words then the students will repeat the words correctly. The pictures cover the vocabulary related to the topic. The teacher introduces the vocabulary by using flash card.

3) Let’s Try It Out

After the students are introduced the dialogue, the reading text, or the vocabulary, the students will be drilled through doing some exercises in this section. This section provides some exercises, which are expected to provide deeper understanding about some expressions or grammar related to the topic.

4) Let’s Have Fun

The teacher will invite the students to play a game in order to make students will not be bored in learning English. Learning through games, the students are expected to have more understanding about the lesson.

5) Let’s Learn

In this part, the students are introduced the expressions, grammar, or pattern of sentences that can be used correctly to achieve the learning objectives.
The teacher will discuss or explain about the expressions, grammar, or the pattern of the sentence deeper.

6) Speak Up

In this part, the students are asked to be able to produce expressions or sentences correctly. At the end of the meeting, the students are expected to be able to speak in English to others in certain situation. The teacher will ask the students to practice the dialogue that they have made in front of the class.

7) Vocabulary Zone

In learning a lesson, the students may have some new vocabularies so this section provides some vocabularies related to the topic. Through this section, the students are expected to be able to master some new vocabularies.
EVALUATION QUESTIONNAIRE OF THE DEVELOPED MATERIALS

Developing a Set of English Learning Materials Based on Direct Method for The First Level of Junior Program of PURIKIDS Yogyakarta

(“Let’s Speak English”)

In order to revise the materials, the writer collects the data analysis by distributing the questionnaires. This questionnaire aims to obtain the feedback or evaluation for the developed materials.

Respondents’ identities

Name :

Educational background: □ Diploma □ S1
□ S2 □ S3

Teaching Experiences : □ 1-5 years □ 6-10 years
□ 11-15 years □ 15-…… Years

In this first part, please choose one of the options by circling or crossing the letter, which shows your choice. The choices are ‘a. yes’ and ‘b. no’. Then, please give your opinion why you choose that option.

1. Objectives/goals and students’ need

→ The materials have met the goals of Junior program in PURIKIDS.

a. yes b. no

Because ___________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
The materials have met the students’ need

a. yes  
b. no

Because_____________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________

2. Teaching Method
The materials have been based on the principles of Direct Method.

a. yes  
b. no

Because_____________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________

3. Learning activities
It is effective to use materials in the teaching and learning activities in the class.

a. yes  
b. no

Because_____________________________________________________
______________________________________________________________
______________________________________________________________

4. Learning material

→ The topics are appropriate for the students’ age (grade 5-6 of elementary school).

a. yes  
b. no

Because_____________________________________________________
______________________________________________________________
→ The content is appropriate for the students of their age. (grade 5-6 of elementary school)
   a. yes     b. no
   Because ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

→ The material for each lesson is effective to be learned in an hour.
   a. yes     b. no
   Because ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

→ The language is appropriate for the students’ age.
   a. yes     b. no
   Because ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

→ The exercises in the materials have covered four skills.
   a. yes     b. no
   Because ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

→ The content is appropriate for the students of their age. (grade 5-6 of elementary school)
   a. yes     b. no
   Because ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

→ The material for each lesson is effective to be learned in an hour.
   a. yes     b. no
   Because ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

→ The language is appropriate for the students’ age.
   a. yes     b. no
   Because ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

→ The exercises in the materials have covered four skills.
   a. yes     b. no
   Because ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

→ The content is appropriate for the students of their age. (grade 5-6 of elementary school)
   a. yes     b. no
   Because ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

→ The material for each lesson is effective to be learned in an hour.
   a. yes     b. no
   Because ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

→ The language is appropriate for the students’ age.
   a. yes     b. no
   Because ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

→ The exercises in the materials have covered four skills.
   a. yes     b. no
   Because ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
The materials can improve the students’ speaking ability.

a. yes  b. no
Because

The instruction of each part is clear.

a. yes  b. no
Because

The layout of the materials is interesting for the students.

a. yes  b. no
Because

5. Difficulty level
The materials are appropriate (not too easy/difficult) to the students (grade 5-6 elementary school)

a. yes  b. no
Because
In the second part, please give your suggestions for the writer about the materials.

Suggestions:

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
APPENDIX 8

THE RESULT
OF PRE-DESIGN QUESTIONNAIRE
OF THE FIRST LEVEL
OF JUNIOR PROGRAM STUDENTS
OF PURIKIDS
The Results of the Pre-design Questionnaires of the Students of PURIKIDS

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Number of Respondents and Its Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes ☑</td>
</tr>
<tr>
<td>1.</td>
<td>Students’ wants to join PURIKIDS English course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) to get good English mark in school.</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>b) to speak in English fluently</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>c) to pronounce English words correctly</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>d) to master other abilities, such as, listening, reading, and writing in English</td>
<td>24</td>
</tr>
<tr>
<td>2.</td>
<td>Learning English is fun for the students.</td>
<td>24</td>
</tr>
<tr>
<td>3.</td>
<td>The students want to be able to speak in English fluently after they joining</td>
<td>25</td>
</tr>
<tr>
<td>4.</td>
<td>The teacher and students’ role</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) the students have opportunity to speak in English in the class</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>b) the teacher always speaks in English without gives opportunity for the students to speak</td>
<td>3</td>
</tr>
<tr>
<td>5.</td>
<td>The Direct method implementation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) The teacher always speak in English in the teaching and learning process in the class</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>b) The teacher use picture to teach</td>
<td>14</td>
</tr>
<tr>
<td>6.</td>
<td>English Task</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) The teacher gives individually task</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>b) The teacher gives exercise or task in group</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>c) The teacher gives speaking task (story telling, interview, role-play, dialogue, etc)</td>
<td>23</td>
</tr>
<tr>
<td>No.</td>
<td>Statements</td>
<td>Number of Respondents and Its Percentage</td>
</tr>
<tr>
<td>-----</td>
<td>------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes ☑</td>
</tr>
<tr>
<td>7.</td>
<td>Learning material</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) The teacher always uses Junior Book to teach in the class.</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>b) The students can learn to read and understand English reading text</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>c) The students can learn to pronounce English words correctly</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>d) The students can practice to speak in English</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>e) The students can learn to write in English</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>f) The students can understand the content of the book easily</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>g) The topics are interesting.</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>h) The activities are interesting.</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>i) The pictures are interesting</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>j) The students have difficulties to understand the material</td>
<td>10</td>
</tr>
<tr>
<td>8.</td>
<td>Students’ achievement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) The students can know and master new words in English after joining English course in PURIKIDS.</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>b) The students are able to speak in English fluently after joining English course in PURIKIDS.</td>
<td>21</td>
</tr>
</tbody>
</table>
APPENDIX 9

THE RESULTS
OF PRE-DESIGN QUESTIONNAIRE
OF THE ENGLISH TEACHERS
OF PURIKIDS
The results of Pre-Design Questionnaire form the English teachers of PURIKIDS

<table>
<thead>
<tr>
<th>Number</th>
<th>Statement</th>
<th>Number of the students in percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The available material (book) for Junior 1 has been appropriate to teach the students.</td>
<td>0% 0% 0% 100% 0%</td>
</tr>
<tr>
<td>2</td>
<td>The topics in the book are interesting for the students according to the students’ age (Junior; around 9-12 years old).</td>
<td>0% 0% 0% 100% 0%</td>
</tr>
<tr>
<td>3</td>
<td>The content of the book is good and interesting.</td>
<td>0% 0% 57.2% 42.8% 0%</td>
</tr>
<tr>
<td>4</td>
<td>The activities in teaching and learning process using the book is effective.</td>
<td>0% 0% 57.2% 42.8% 0%</td>
</tr>
<tr>
<td>5</td>
<td>The available book has been suitable to be used according to the teaching methods that are used in PURIKIDS.</td>
<td>0% 0% 28.6% 71.4% 0%</td>
</tr>
<tr>
<td>6</td>
<td>The teacher has bigger role to teach in the class using the book than the students.</td>
<td>0% 28.6% 28.6% 42.8% 0%</td>
</tr>
<tr>
<td>7</td>
<td>The student has bigger role to learn using the book than the teacher.</td>
<td>0% 28.6% 28.6% 42.8% 0%</td>
</tr>
<tr>
<td>Number</td>
<td>Statement</td>
<td>Number of the students in percentage</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>8.</td>
<td>The students’ and teachers’ role has been equal in teaching and learning process in the class.</td>
<td>0% 14.4% 42.8% 42.8% 0%</td>
</tr>
<tr>
<td>9.</td>
<td>The book is effective to teach for the every situation in the class.</td>
<td>0% 14.3% 57.2% 28.5% 0%</td>
</tr>
<tr>
<td>10.</td>
<td>The students have good input using the book in learning English in the class.</td>
<td>0% 0% 14.3% 85.7% 0%</td>
</tr>
<tr>
<td>11.</td>
<td>The students have good output using the book in learning English.</td>
<td>0% 14.4% 42.8% 42.8% 0%</td>
</tr>
<tr>
<td>12.</td>
<td>The book has achieved the goals of JUNIOR program.</td>
<td>0% 0% 42.8% 42.8% 14.4%</td>
</tr>
</tbody>
</table>
APPENDIX 10

THE RESULTS
OF THE INTERVIEW
WITH THE ENGLISH TEACHERS
OF PURIKIDS
### The Result of the Interview

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The teachers’ experience in PURIKIDS</td>
<td>About 42.8% said that they have been teaching in PURIKIDS more than a year. About 57.2% said that they have been teaching in PURIKIDS around 4-9 months.</td>
</tr>
<tr>
<td>2.</td>
<td>The goal of Junior program.</td>
<td>About 28.6% answered that the students are able to use language function about their daily activities. About 71.4% answered that the students are able to communicate to others using English.</td>
</tr>
<tr>
<td>3.</td>
<td>The characteristics of Junior program students.</td>
<td>About 14.3% answered that the students are active, talkative, and eager to know more. About 85.7% answered that the students still have to be drilled to speak in English and understand grammar.</td>
</tr>
<tr>
<td>4.</td>
<td>The situation of Junior class</td>
<td>About 28.6% answered that the situation of the class are depends on the students. About 71.4% answered that the situation are interesting, attractive, and the students are interested to learn English.</td>
</tr>
<tr>
<td>5.</td>
<td>The teachers give the exercise or task in group</td>
<td>100% answered that they give the exercise for the students to be done in group. About 85.7% answered that it can make the students are able to cooperate with others in group, discuss with their friends, practice with their friends. About 14.3% answered that it can increase their ability to speak in English.</td>
</tr>
<tr>
<td>6.</td>
<td>The teachers give the individually exercise or task for the students</td>
<td>100% answered that they give the exercise to be done individually. About 100% answered that it can measure the students’ ability to understand about grammar and the materials that are delivered to them.</td>
</tr>
<tr>
<td>No.</td>
<td>Questions</td>
<td>Answer</td>
</tr>
<tr>
<td>------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 7.   | The teachers always speak in English to teach in the class. The reason     | About 71.4% answered yes  
Because PURIKIDS use Direct Method as the teaching method and Junior Program is for communicative purpose so it is important to make the students accustomed to hear English  
About 28.6% sometimes yes sometimes no  
Because some of the students do not understand what the teacher says. |
| 8.   | The students understand or not when the teachers speak in English          | About 71.4% answered yes  
About 28.6% answered some of them do not understand                                                                                   |
| 9.   | The teachers teach grammar inductively or deductively. The reason          | 100% answered that they teach grammar inductively.  
About 42.8% answered that it will be boring for the students if the teachers use deductive way to teach grammar.  
About 57.2% answered that it will be easier to be understood by the students if the teacher teach them through example first. |
| 10.  | The general opinion of the available material of the first level of Junior program | 100% answered that it is quite interesting but they have some judgments as follow:  
About 14.7% said that there are some grammar mistakes in the book.  
About 42.8% said that the materials are too simple for the students.  
About 42.8% said that the materials need more spoken exercise. |
| 11.  | The opinion from the teachers about the topics                           | 100% answered that the topics in the book are good enough.                                                                         |
| 12.  | The opinion from the teachers about the content of the material           | About 85.7% answered that it is good enough but it needs more supplementary materials, such as, speaking exercises, and make the dialogue based on the situation around the students.  
14.3% answered that it is suitable for the students. |
| 13.  | The opinion from the teachers about the appropriateness between the learning material and the goal of Junior program. | About 57.2% answered yes  
About 28.6% answered it is quite appropriate  
About 14.2% answered not yet |
<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>14.</td>
<td>The activities, which are used in the teaching and learning process.</td>
<td>About 71.4% answered that they use question and answer method and discussion. About 28.6% answered that they use interview and practice dialogue.</td>
</tr>
<tr>
<td>15.</td>
<td>How the teachers and learners’ role in the class is.</td>
<td>About 57.2% answered that the role is balance. About 42.8% answered that the teacher has bigger role.</td>
</tr>
<tr>
<td>16.</td>
<td>The media that is used in the teaching and learning process.</td>
<td>100% answered that they use flash card and the book of Junior.</td>
</tr>
<tr>
<td>17.</td>
<td>How the input of the students is</td>
<td>100% answered the input of the students is good enough.</td>
</tr>
<tr>
<td>18.</td>
<td>How the output of the students is</td>
<td>About 28.6% answered that the students can speak and produce some expressions. About 71.4% answered that the students need more drilling to speak in English and understand the grammar.</td>
</tr>
<tr>
<td>19.</td>
<td>Suggestions about the topics, content, activities, or exercise for the new developed material</td>
<td>About 57.1% answered that the materials need to be added speaking exercises. About 14.3% answered that it should be added general knowledge of English. About 14.3% answered it should be added some games. About some 14.3% answered it should be not too short.</td>
</tr>
<tr>
<td>20.</td>
<td>The suggestion about the layout or the design for the new developed material.</td>
<td>About 71.4% answered that it should be more colorful. About 28.6% answered that it is quite good</td>
</tr>
</tbody>
</table>
APPENDIX 11

THE RESULT OF POST-DESIGN QUESTIONNAIRE OF THE LECTURERS OF THE ENGLISH LANGUAGE EDUCATION STUDY PROGRAM OF SANATA DHARMA UNIVERSITY AND THE MATERIAL DEVELOPERS OF PURIKIDS
## The Result of Post-design Questionnaires of Experts

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Number of Respondents and Its Percentage</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes %</td>
<td>No %</td>
</tr>
<tr>
<td>1.</td>
<td>Objectives/goals and the students’ need</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>The materials have met the goals of Junior program in PURIKIDS.</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>The materials have met the students’ need</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>Teaching Method The materials have been based on the principles of Direct Method.</td>
<td>40%</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>No.</td>
<td>Statements</td>
<td>Number of Respondents and Its Percentage</td>
<td>Reasons</td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------------------------------------</td>
<td>-----------------------------------------</td>
<td>--------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3.</td>
<td>Learning activities</td>
<td>Yes</td>
<td>%</td>
</tr>
</tbody>
</table>
|     | It is effective to use materials in the teaching and learning activities in the class. | 4   | 80% | 1  | 20% | - The materials are developed well.  
|     |                                                                           |                                           | - The materials achieve the objectives of *Junior* program.  
|     |                                                                           |                                           | - The materials are suitable for the students’ age.  
|     |                                                                           |                                           | - Effectiveness deals with habit development, the materials do not show it. |
| 4.  | Learning material                                                          | Yes | % | No | % | Yes | No |
|     | → The topics are appropriate for the students’ age (grade 5-6 of elementary school). | 4   | 80% | 1  | 20% | - The topics are close to their daily life and situation.  
|     |                                                                           |                                           | - They are easy and meet the students’ need.  
|     |                                                                           |                                           | - For some extent, nationality is not really appropriate context for young learners. |
|     | → The content is appropriate for the students of their age. (grade 5-6 of elementary school). | 4   | 80% | 1  | 20% | - The vocabulary and the exercise meet the students’ need.  
|     |                                                                           |                                           | - The content is simple for them.  
|     |                                                                           |                                           | - The content is easily to be found in their daily life.  
<p>|     |                                                                           |                                           | - Too much focus on written text, does not reflect Indonesian context. |</p>
<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Number of Respondents and Its Percentage</th>
<th>Reasons</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The material for each lesson is effective to be learned in an hour.</td>
<td>4 80% 1 20%</td>
<td>- The materials are well arranged from pre-activities to post-activities.</td>
<td>- Too much materials to cover 1 (one) lesson, too many things to focus on.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- It is quite easy and simple. There are some activities provided to drill the use of target language.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The language is appropriate for the students’ age.</td>
<td>4 80% 1 20%</td>
<td>- It is not complicated. (uses familiar words)</td>
<td>- The language is not concise and effective enough</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- It is easy and understandable.</td>
<td>- There are some problems about accuracy.</td>
</tr>
<tr>
<td></td>
<td>The exercises in the materials have covered four skills.</td>
<td>3 60% 2 40%</td>
<td>- The materials could develop the speaking, listening, reading, and writing skill.</td>
<td>- There has not been the exercise or tasks on listening.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- Focusing too much on receptive skill rather than productive skill.</td>
</tr>
<tr>
<td>No.</td>
<td>Statements</td>
<td>Number of Respondents and Its Percentage</td>
<td>Reasons</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------------------------------------------------</td>
<td>------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>→ The materials can improve the students’ speaking ability.</td>
<td>4  80%  1  20%</td>
<td>- Many tasks prepared to practice the target language actively.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- The materials provide students with the exercise that can foster them to speak.</td>
<td>- Not enough activities for developing oral skill.</td>
</tr>
<tr>
<td></td>
<td>→ The instruction of each part is clear.</td>
<td>2  40%  3  60%</td>
<td>- The language used simple word that the students are familiar with.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Some instructions are confusing.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>→ The layout of the materials is interesting for the students.</td>
<td>5  100%  0  0%</td>
<td>- Colorful, big font, and many pictures that attract the students’ attention.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Difficulty level. The materials are appropriate (not too easy/difficult) to the students (grade 5-6 elementary school).</td>
<td>4  80%  1  20%</td>
<td>- The materials are designed from easy to the difficult one that help the students to comprehend well.</td>
<td>- Too difficult.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- The materials meet the students’ need</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 12

THE RESULT

OF POST-DESIGN QUESTIONNAIRE

OF THE ENGLISH TEACHERS

OF PURIKIDS
The Results of Post-design Questionnaires of the English Teachers of PURIKIDS

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Number of Respondents and Its Percentage</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes %  No %</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Objectives/goals and the students’ need</td>
<td>5 100% 0 0%</td>
<td>- The materials had fulfilled the objectives</td>
</tr>
<tr>
<td></td>
<td>→ The materials have met the goals of <em>Junior</em> program in PURIKIDS.</td>
<td></td>
<td>- The focus is on conversation.</td>
</tr>
<tr>
<td></td>
<td>→ The materials have met the students’ need.</td>
<td>5 100% 0 0%</td>
<td>- The materials provide the activities to encourage the students to improve their skill</td>
</tr>
<tr>
<td>2.</td>
<td>Teaching Method</td>
<td>5 100% 0 0%</td>
<td>- The materials provide language model, drilling, and practice.</td>
</tr>
<tr>
<td></td>
<td>The materials have been based on the principles of Direct Method.</td>
<td></td>
<td>- The students and the teacher implement the language they learned directly.</td>
</tr>
<tr>
<td>3.</td>
<td>Learning activities</td>
<td>5 100% 0 0%</td>
<td>- The materials have good cycle.</td>
</tr>
<tr>
<td></td>
<td>It is effective to use materials in the teaching and learning activities in the class.</td>
<td></td>
<td>- They can gain the students’ motivation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- There are interesting activities.</td>
</tr>
<tr>
<td>No.</td>
<td>Statements</td>
<td>Number of Respondents and Its Percentage</td>
<td>Reasons</td>
</tr>
<tr>
<td>-----</td>
<td>------------</td>
<td>----------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>%</td>
</tr>
<tr>
<td>4.</td>
<td>Learning material</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>→ The topics are appropriate for the students’ age (grade 5-6 of elementary school).</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>→ The content is appropriate for the students of their age. (grade 5-6 of elementary school).</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>→ The material for each lesson is effective to be learned in an hour.</td>
<td>3</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>→ The language is appropriate for the students’ age.</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Statements</td>
<td>Number of Respondents and Its Percentage</td>
<td>Reasons</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------------------------------------------------------</td>
<td>-------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>→ The exercises in the materials have covered four skills.</td>
<td>Yes 60% No 40%</td>
<td>- There were activities that cover four skills.</td>
</tr>
<tr>
<td></td>
<td>→ The materials can improve the students’ speaking ability.</td>
<td>5 100% 0 0%</td>
<td>- The exercises give the opportunity for the students to practice to speak in English.</td>
</tr>
<tr>
<td></td>
<td>→ The instruction of each part is clear.</td>
<td>5 100% 0 0%</td>
<td>- It is understandable and simple.</td>
</tr>
<tr>
<td></td>
<td>→ The layout of the materials is interesting for the students.</td>
<td>5 100% 0 0%</td>
<td>- The pictures are interesting for the students.</td>
</tr>
<tr>
<td>5.</td>
<td>Difficulty level</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The materials are appropriate (not too easy/difficult) to the students (grade 5-6 elementary school).</td>
<td>5 100% 0 0%</td>
<td>- They are simple but important for the students’ daily life.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- They have medium level of difficulties.</td>
</tr>
</tbody>
</table>
APPENDIX 13

THE RESULT OF THE POST-DESIGN QUESTIONNAIRE OF THE FIRST LEVEL OF JUNIOR PROGRAM STUDENTS OF PURIKIDS
## The Result of the Post-design Questionnaire of Junior Students

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Number of Respondents and Its Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I am able to practice to speak in English using the developed materials.</td>
<td>10</td>
</tr>
<tr>
<td>2.</td>
<td>I am able to write in English using the developed materials.</td>
<td>10</td>
</tr>
<tr>
<td>3.</td>
<td>I am able to practice to read the English text using the developed materials.</td>
<td>10</td>
</tr>
<tr>
<td>4.</td>
<td>I am able to understand the content of the developed materials easier than the previous materials.</td>
<td>10</td>
</tr>
<tr>
<td>5.</td>
<td>The developed materials are more complete than the previous one.</td>
<td>10</td>
</tr>
<tr>
<td>6.</td>
<td>Learning English using the developed materials is more fun.</td>
<td>10</td>
</tr>
<tr>
<td>7.</td>
<td>The language used in the developed materials is more understandable.</td>
<td>10</td>
</tr>
<tr>
<td>8.</td>
<td>The activities in the developed materials are more interesting.</td>
<td>10</td>
</tr>
<tr>
<td>9.</td>
<td>I am able to understand the developed materials easier.</td>
<td>10</td>
</tr>
<tr>
<td>10.</td>
<td>I am interested to the pictures, which are available in the developed materials.</td>
<td>10</td>
</tr>
<tr>
<td>No.</td>
<td>Statements</td>
<td>Number of Respondents and Its Percentage</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------------------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>11.</td>
<td>The topic/theme of the developed materials is interesting to be learned.</td>
<td>10</td>
</tr>
<tr>
<td>12.</td>
<td>I am able to know the new vocabulary in English.</td>
<td>10</td>
</tr>
</tbody>
</table>
APPENDIX 14

TEACHER’S MANUAL
Let's Speak English

A Teacher’s Book

ENGLISH LEARNING MATERIALS FOR THE FIRST LEVEL OF JUNIOR PROGRAM OF PURIKIDS YOGYAKARTA

By
Rani Perwita. S

Illustrated by
Ign. Ade
Preface

Nowadays, English has been introduced to all of school level. It has been started from kindergarten level. The earlier the children learn English, the more they understand English better. There are many English courses to help the children learn English. The children will be introduced more vocabularies and expressions.

PURIKIDS is an English course in Yogyakarta, which is set up for the children to learn English through games and activities. One of the programs in PURIKIDS is Junior program, which is set up for the students of age 10-11 years old.

This book is for the English teachers of PURIKIDS. This book will help the teachers how to use "Let's Speak English" book. This book provides syllabus, lesson plans, the teacher's manuals, and flash cards. Hopefully, this book will be useful for the teacher in teaching the students effectively in the class.

Rani Perwita, S
## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preface</td>
<td>i</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>ii</td>
</tr>
<tr>
<td>Syllabus</td>
<td>iii</td>
</tr>
<tr>
<td>Lesson Plans</td>
<td></td>
</tr>
<tr>
<td>Lesson Plan Unit 1</td>
<td>1</td>
</tr>
<tr>
<td>Lesson Plan Unit 2</td>
<td>4</td>
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<tr>
<td>Lesson Plan Unit 3</td>
<td>7</td>
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<tr>
<td>Lesson Plan Unit 4</td>
<td>10</td>
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<td>Teacher’s Manuals</td>
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<td>Teacher’s Manual 1</td>
<td>13</td>
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<td>18</td>
</tr>
<tr>
<td>Teacher’s Manual 3</td>
<td>22</td>
</tr>
<tr>
<td>Teacher’s Manual 4</td>
<td>27</td>
</tr>
<tr>
<td>Flash Cards</td>
<td>32</td>
</tr>
</tbody>
</table>
DEVELOPING ENGLISH LEARNING MATERIALS
BASED ON DIRECT METHOD FOR THE FIRST LEVEL OF JUNIOR PROGRAM
OF PURIKIDS YOGYAKARTA
(“Let’s Speak English”)

Syllabus

Standard Competence

At the end of the course, the students are able to:

1. Communicate to others using English language fluently.
2. Use the expressions in their communication correctly.

<table>
<thead>
<tr>
<th>Basic competence</th>
<th>Topic</th>
<th>Learning Materials</th>
<th>Teaching/learning activities</th>
<th>Indicators</th>
<th>Time Allocation</th>
<th>Media/ Source</th>
</tr>
</thead>
</table>
| Understanding how to greet someone and introduce themselves to others. | 1. Introduction Self (Hello, My Name is Joe”) | Greeting e.g.: A: Hi/hello/good morning, etc. B: Hi/hello/good morning, etc. | - Discuss the way to greet others.  
- Read and practice the dialog.  
- Do the exercise.  
- Play a game. | - The students are able to pronounce the expressions used in greeting correctly. | 60 minutes | Let’s Speak English white board marker |
<table>
<thead>
<tr>
<th>Basic competence</th>
<th>Topic</th>
<th>Learning Materials</th>
<th>Teaching/learning activities</th>
<th>Indicators</th>
<th>Time Allocation</th>
<th>Media/ Source</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Introduction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>e.g.:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A: What's your name? B: I'm Lisa.</td>
<td>Question and answer.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Discuss the expressions and grammar focus.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Produce and practice the dialog in the class.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- The students are able to pronounce the expressions used in introducing self correctly.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- The students are able to comprehend the expressions of greeting correctly.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- The students are able to comprehend the expressions of introducing self correctly.</td>
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<td></td>
<td>- The students are able to comprehend vocabulary related to the topic.</td>
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<tr>
<td>Basic competence</td>
<td>Topic</td>
<td>Learning Materials</td>
<td>Teaching/learning activities</td>
<td>Indicators</td>
<td>Time Allocation</td>
<td>Media/ Source</td>
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</tbody>
</table>
| Understanding how to introduce someone to others. | 2. Introduction Self (Hello, My Name is Joe” | **Introducing someone** e.g.:  
A: Who is she?  
B: He is my uncle, Daniel. | - Discuss how to introduce someone to others.  
- Read and practice the dialog.  
- Do the exercises.  
- Play a game.  
- Question and answer.  
- Discuss the expressions and grammar focus  
- Make a dialog and practice it in the class. | - The students are able to pronounce the expressions of introducing someone to others correctly.  
- The students are able to comprehend the expressions of introducing someone appropriately.  
- The students are able to comprehend vocabulary related to the topic. | 60 minutes | Let’s Speak English  
white board marker |
<p>|                  | Progress check units 1 and 2 | | | | 60 minutes | |</p>
<table>
<thead>
<tr>
<th>Basic competence</th>
<th>Topic</th>
<th>Learning Materials</th>
<th>Teaching/learning activities</th>
<th>Indicators</th>
<th>Time Allocation</th>
<th>Media/ Source</th>
</tr>
</thead>
</table>
| - Identifying the names of country and nationality. | 3. Nationality (“He is Indonesian”) | **Asking country**  
e.g.:  
A: Where are you from?  
B: I’m from Indonesia.  
**Asking nationality**  
e.g.:  
A: What nationality are you?  
B: I’m Indonesian. | - Discuss the country and nationality of some people.  
- Look and learn the names of country and nationality. (drill the students using flash card).  
- Read and practice the dialog.  
- Do the exercise.  
- Play a game. | - The students are able to comprehend and pronounce some names of country correctly.  
- The students are able to comprehend and pronounce some names of nationality correctly.  
- The students are able to pronounce the expressions of asking country and nationality correctly. | 60 minutes | Let’s Speak English  
flash cards  
white board  
marker |
<table>
<thead>
<tr>
<th>Basic competence</th>
<th>Topic</th>
<th>Learning Materials</th>
<th>Teaching/learning activities</th>
<th>Indicators</th>
<th>Time Allocation</th>
<th>Media/ Source</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Question and answer.</td>
<td>- The students are able to comprehend the expression of asking country.</td>
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<td></td>
<td></td>
<td></td>
<td>- Discuss the expressions and grammar focus.</td>
<td>- The students are able to comprehend the expression of asking nationality.</td>
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<td></td>
<td></td>
<td></td>
<td>- Produce and practice the dialog in the class.</td>
<td>- The students are able to comprehend vocabulary related to the topic.</td>
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</tr>
<tr>
<td>Basic competence</td>
<td>Topic</td>
<td>Learning Materials</td>
<td>Teaching/learning activities</td>
<td>Indicators</td>
<td>Time Allocation</td>
<td>Media/ Source</td>
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</tr>
</tbody>
</table>
| - Identifying kinds of job  
- Understanding how to ask about job to others | 4. Occupation ("My Father is a Painter") | Asking job e.g.:  
A: What is your job?  
B: I’m a student.  
A: What is your father?  
B: My father is an engineer. | - Discuss about someone’s job in the picture.  
- Look and learn the names of job. (drill the students using flash card)  
- Read and practice the dialog.  
- Do the exercises.  
- Play a game.  
- Question and answer.  
- Discuss the expressions and the grammar focus.  
- Tell about someone’s job. | - The students are able to comprehend and pronounce kinds of job correctly.  
- The students are able to pronounce the expression of asking about job correctly.  
- The students are able to comprehend the expressions of asking job correctly.  
- The students are able to comprehend vocabulary related to the topic. | 60 minutes | Let’s Speak English  
flash cards  
white board  
marker |

Progress check units 3 and 4 | 60 minutes |
<table>
<thead>
<tr>
<th>Basic competence</th>
<th>Topic</th>
<th>Learning Materials</th>
<th>Teaching/learning activities</th>
<th>Indicators</th>
<th>Time Allocation</th>
<th>Media/ Source</th>
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<tbody>
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<td>60 minutes</td>
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<tr>
<td><strong>Project 1</strong></td>
<td></td>
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<td>60 minutes</td>
<td>Let’s Speak</td>
</tr>
<tr>
<td>- Identifying the</td>
<td>5. Family (“I</td>
<td>Asking family member</td>
<td>- Discuss about one of the</td>
<td>- The students are able to comprehend and pronounce the members of family correctly.</td>
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<td></td>
</tr>
<tr>
<td>members of family</td>
<td>Have Two</td>
<td>e.g.: A: Who is he? B: He is my uncle.</td>
<td>members of the family.</td>
<td></td>
<td>60 minutes</td>
<td>English</td>
</tr>
<tr>
<td>- Comprehending</td>
<td>Sisters”)</td>
<td></td>
<td>- Look and learn the member of the family.</td>
<td></td>
<td></td>
<td>flash cards</td>
</tr>
<tr>
<td>“has/have”</td>
<td></td>
<td></td>
<td>- Read the text.</td>
<td></td>
<td></td>
<td>white board</td>
</tr>
<tr>
<td>- Understanding</td>
<td></td>
<td></td>
<td>- Discuss the text.</td>
<td></td>
<td></td>
<td>marker</td>
</tr>
<tr>
<td>how to ask about</td>
<td></td>
<td></td>
<td>- Do exercises.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>family members</td>
<td></td>
<td></td>
<td>- Play a game.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- Discuss the expressions and the grammar focus.</td>
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<td></td>
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<td></td>
<td>- Make a family tree and tell it in the class</td>
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<tr>
<td>Basic competence</td>
<td>Topic</td>
<td>Learning Materials</td>
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<td>Indicators</td>
<td>Time Allocation</td>
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</tr>
<tr>
<td>- Identifying kinds of music</td>
<td>6. Music (“She Likes Pop Music”)</td>
<td>Asking about favorite music</td>
<td>- famous artist in music.</td>
<td>- The students are able to comprehend and pronounce kinds of music correctly.</td>
<td>60 minutes</td>
<td>Let’s Speak English</td>
</tr>
<tr>
<td>- Comprehending how to make present simple sentence</td>
<td></td>
<td>e.g.: A: What is your favorite music?</td>
<td>- Look and learn kinds of music.</td>
<td>- The students are able to comprehend the expressions of asking favorite music appropriately.</td>
<td></td>
<td>white board marker</td>
</tr>
<tr>
<td>- Understanding how to use “like” and “dislike”</td>
<td></td>
<td>B: I like pop music.</td>
<td>- Read and practice dialog.</td>
<td>- The students are able to comprehend vocabulary related to the topic.</td>
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<td></td>
<td></td>
<td>- Do exercises.</td>
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<td>- Play a game.</td>
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<td></td>
<td></td>
<td>- Discuss expressions and grammar focus.</td>
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<td></td>
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<td>Question and answer.</td>
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<td>Interview friends about the favorite music and report it.</td>
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<tr>
<td>Progress check units 5 and 6</td>
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<tr>
<td>Basic competence</td>
<td>Topic</td>
<td>Learning Materials</td>
<td>Teaching/learning activities</td>
<td>Indicators</td>
<td>Time Allocation</td>
<td>Media/ Source</td>
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</tbody>
</table>
| - Identifying the names public places  
- Comprehending the position of the place(s)  
- Understanding how to ask the position of place(s) | 7. Public Places (“Where is the Game Center?”) | Asking of the position of the place  
e.g.:  
A: Where is the hospital?  
B: The hospital is near the police office. | - Discuss some public places near PURIKIDS.  
- Look and learn names of public places.  
- Look and learn the map.  
- Analyze the map and discuss it.  
- Do exercise.  
- Play a game.  
- Discuss the expressions and grammar focus.  
- Make a dialog and practice. | - The students are able to comprehend and pronounce some public places.  
- The students are able to comprehend the position of some places. (next to, beside, in front of).  
- The students are able to comprehend the expressions about asking the position of the place.  
- The students are able to comprehend vocabulary related to the topic. | 60 minutes | Let’s Speak English flash cards white board marker |
<table>
<thead>
<tr>
<th>Basic competence</th>
<th>Topic</th>
<th>Learning Materials</th>
<th>Teaching/learning activities</th>
<th>Indicators</th>
<th>Time Allocation</th>
<th>Media/ Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Identifying names kinds of traffic sign. - Understanding how to ask and give direction.</td>
<td>8. Giving Direction (“Turn Left at Jalan Sudirman”)</td>
<td><strong>Giving direction</strong> e.g.: A: Excuse me, how can I get to PURIKIDS? B: Go straight in jalan Gejayan until you find crossroad. Turn left in jalan Colombo. <strong>PURIKIDS is on your left side</strong></td>
<td>- Discuss the traffic sign in the road. - Look and learn kinds of traffic sign. - Read and practice dialog. - Question and answer. - Do exercise. - Play a game. - Discuss the expressions and grammar focus. - Give direction to others.</td>
<td>- The students are able to comprehend and pronounce the traffic signs correctly. - The students are able to give direction to others appropriately. - The students are able to comprehend vocabulary related to the topic</td>
<td>60 minutes</td>
<td>Let’s Speak English flash cards white board marker</td>
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<tr>
<td></td>
<td>Progress check 7 and 8</td>
<td></td>
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<td>60 minutes</td>
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<td></td>
<td><em>Project 2</em></td>
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<td>60 minutes</td>
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</tbody>
</table>
LESSON PLAN

Program : Junior
Level : 1 (one)
Meeting : 1
Topic : Introducing Self (“Hello, My Name is Joe”)

Competence standard:
- Communicate to others using English language fluently
- Use the expressions in their communication correctly

Basic competence : Understanding how to greet someone and introduce themselves to others.

Indicators:
- The students are able to pronounce the expressions used in greeting correctly.
- The students are able to pronounce the expressions used in introducing self correctly.
- The students are able to comprehend the expressions of greeting correctly.
- The students are able to comprehend the expressions of introducing self correctly.
- The students are able to comprehend vocabulary related to the topic.

Time allocation : 1 x 60 minutes

a. Learning materials: Let’s Speak English
b. Learning methods: discussion, practice dialogue, question and answer, game
c. Media/source(s) : white board, marker
d. Learning activities

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning Activities</th>
<th>Time Allocation</th>
<th>Media/source (s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pre-activities</td>
<td>10’</td>
<td></td>
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<tr>
<td></td>
<td>- The teacher greets the students in the class. (e.g.: “Hi class. Good afternoon.”/ “Hello class”, etc)</td>
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<td></td>
<td>- The teacher checks the attendance list</td>
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<tr>
<td></td>
<td>- Introducing each others. (e.g.: My name is ....... You can call me Ms./Mr......”. “What’s your name?”)</td>
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<td></td>
<td>- The teacher asks the students the way they greet people (discussion on the first part of the material).</td>
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<td></td>
<td>“What will you do when you greet someone?”</td>
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<td></td>
<td>“What do you think about those pictures above? What are they doing?”</td>
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<tr>
<td>No.</td>
<td>Learning Activities</td>
<td>Time Allocation</td>
<td>Media/source (s)</td>
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<tr>
<td>2.</td>
<td><strong>Whilst-activities</strong></td>
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<tr>
<td></td>
<td>- The teacher asks some students to practice the dialogue. (&quot;Let’s read the dialog together.&quot;, “Who wants to practice the dialog?”, etc.)</td>
<td>5’</td>
<td>- Paper</td>
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<tr>
<td></td>
<td>10’</td>
<td></td>
<td>- White board</td>
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<td></td>
<td>- Do exercise on the materials + discussion.</td>
<td>5’</td>
<td>- Marker</td>
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<td></td>
<td>- Play ‘zip-zap’ games</td>
<td>15’</td>
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</tr>
<tr>
<td></td>
<td>- The teacher introduces the expressions of greeting and introduction.</td>
<td></td>
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<tr>
<td></td>
<td>- Make dialogue</td>
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<td></td>
<td>- Practice in front of the class</td>
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<tr>
<td>3.</td>
<td><strong>Post-activities</strong></td>
<td>10’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Mastering vocabularies</td>
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<td></td>
<td>- Step to go home</td>
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<td></td>
<td>The teacher review the material by asking the students using the expression. (&quot;Hi, what’s your name?&quot;)</td>
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<td></td>
<td>- Closing + bye</td>
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</tbody>
</table>
LESSON PLAN

Program : Junior  
Level : 1 (one)  
Meeting : 2  
Topic : Introducing someone ("She is My Friend, Lana")

Competence standard :
- Communicate to others using English language fluently
- Use the expressions in their communication correctly

Basic competence : Understanding how to introduce someone to others

Indicators :
- The students are able to pronounce the expressions of introducing someone to others correctly.
- The students are able to comprehend the expressions of introducing someone appropriately.
- The students are able to comprehend vocabulary related to the topic.

Time allocation : 1 x 60 minutes

a. Learning materials: Let’s Speak English
b. Learning methods: practice dialogue, question and answer, discussion, game
c. Media/source(s) : flash cards, white board, marker, paper
### Learning activities

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning Activities</th>
<th>Time Allocation</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pre-activities</td>
<td>10’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The teacher greets the students (e.g.: “Hi class. Good afternoon.”/ “Hello class.”, “How are you today?”, etc)</td>
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<td></td>
<td>- The teacher checks the attendance list.</td>
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<td></td>
<td>- The teacher reviews of the previous material. <em>(short question and answer, e.g.: Hi, what’s your name?)</em></td>
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<tr>
<td></td>
<td>- The teacher asks the students how to introduce someone to others. <em>(“What will you say if you introduce someone to your friend?”)</em></td>
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<tr>
<td>2.</td>
<td>Whilst-activities</td>
<td></td>
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<tr>
<td></td>
<td>- The teacher asks some students to practice the dialog</td>
<td>5’</td>
<td>Animal cards</td>
</tr>
<tr>
<td></td>
<td>- Do exercise on the materials</td>
<td>5’</td>
<td>- white board</td>
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<td></td>
<td>- Play ‘Who are You?’ games</td>
<td>10’</td>
<td>- marker</td>
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<tr>
<td></td>
<td>- The teacher introduces the expressions of introducing someone to others</td>
<td>10’</td>
<td>- Paper</td>
</tr>
<tr>
<td></td>
<td>- Make a dialog</td>
<td>10’</td>
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<tr>
<td></td>
<td>- Practice in front of the class</td>
<td>10’</td>
<td></td>
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<tr>
<td>No.</td>
<td>Learning Activities</td>
<td>Time Allocation</td>
<td>Media</td>
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<tr>
<td>3.</td>
<td>Post-activities</td>
<td>10’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Mastering vocabularies</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>- Step to go home</td>
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<tr>
<td></td>
<td>(&quot;Who is she/he?&quot;)</td>
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<tr>
<td></td>
<td>- Closing + bye</td>
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</tbody>
</table>
LESSON PLAN

Program : Junior
Level     : 1 (one)
Meeting   : 3
Topic     : Nationality (“He is Indonesian”)

Competence standard :
- Communicate to others using English language fluently
- Use the expressions in their communication correctly

Basic competence :
- Identifying names of country and nationality
- Understanding how to ask about nationality of someone

Indicators :
- The students are able to comprehend and pronounce some names of country correctly.
- The students are able to comprehend and pronounce some names of nationality correctly.
- The students are able to pronounce the expressions of asking country and nationality correctly.
- The students are able to comprehend the expression of asking country.
- The students are able to comprehend the expression of asking nationality.
- The students are able to comprehend vocabulary related to the topic.

Time allocation : 1 x 60 minutes

a. Learning materials: Let’s Speak English
b. Learning methods: practice dialogue, question and answer, discussion, game
c. Media/source(s) : flash cards, white board, marker
### Learning activities

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning Activities</th>
<th>Time Allocation</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-activities</td>
<td>15’</td>
<td></td>
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<tr>
<td></td>
<td>- The teacher greets the students in the class. <em>(e.g.: “Hi class. Good afternoon.”/ “Hello class.”, “How are you today?”</em>, etc)</td>
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<tr>
<td></td>
<td>- The teacher checks attendance list</td>
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<tr>
<td></td>
<td>- The teacher asks the students about the country of some people. <em>(“Where are they from?”</em>, then ask the students “Where are you from?”)*</td>
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<tr>
<td>2</td>
<td>Whilst-activities</td>
<td>35’</td>
<td>Paper/ note book</td>
</tr>
<tr>
<td></td>
<td>- The teacher introduces the names of the country and the nationality by drilling the name using flash card. <em>(“Indonesia”, “France”, “USA”, etc.)</em></td>
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<tr>
<td></td>
<td>- The teacher asks the students to read and practice the dialog.</td>
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<td>Flash card</td>
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<tr>
<td></td>
<td>- Do exercise on the materials (try it out)</td>
<td></td>
<td>Flash card</td>
</tr>
<tr>
<td></td>
<td>- Play ‘Guessing People’ game</td>
<td></td>
<td>Information card</td>
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<tr>
<td></td>
<td>- The teacher introduces the expressions of introducing someone to others</td>
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<td></td>
<td>- Interview their friends in the class, who act as foreigner.</td>
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<td></td>
<td>- Report the result of the interview.</td>
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<tr>
<td>No.</td>
<td>Learning Activities</td>
<td>Time Allocation</td>
<td>Media</td>
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<tr>
<td>3</td>
<td>Post-activities</td>
<td>10’</td>
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<tr>
<td></td>
<td>- Mastering vocabularies</td>
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<td>- Step to go home</td>
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<td></td>
<td>(“Where are you from?”, What nationality are you?”)</td>
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<td></td>
<td>- Closing + bye</td>
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LESSON PLAN

Program : Junior
Level : 1 (one)
Meeting : 4
Topic : Occupation ("My Father is a Painter")

Competence standard :
- Communicate to others using English language fluently
- Use the expressions in their communication correctly

Basic competence :
- Identifying kinds of job
- Understanding how to ask about job to others

Indicators :
- The students are able to comprehend and pronounce kinds of job correctly.
- The students are able to pronounce the expression of asking about job correctly.
- The students are able to comprehend the expressions of asking job correctly.
- The students are able to comprehend vocabulary related to the topic.

Time allocation : 1 x 60 minutes

a. Learning materials: Let’s Speak English
b. Learning methods: discussion, question and answer, practice dialogue, game
c. Media/source(s) : flash cards, white board, marker
d. Learning activities

<table>
<thead>
<tr>
<th>No.</th>
<th>Learning Activities</th>
<th>Time Allocation</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pre-activities</td>
<td>5’</td>
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<tr>
<td></td>
<td>- The teacher greets the students in the class. (*e.g.: “Hi class. Good afternoon.”/ “Hello class”/, etc)</td>
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<td></td>
<td>- The teacher checks the attendance list.</td>
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<td></td>
<td>- The teacher reviews of the previous material. (“Where are you from?”, “What nationality are you?”)</td>
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<td></td>
<td>- The teacher asks the students about someone’s job. (“What is his job?”, “Where does he work?”)</td>
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<td>2.</td>
<td>Whilst-activities</td>
<td>5’</td>
<td>Flash card</td>
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<td>- The teacher introduces kind of jobs using flash cards. (“a doctor”, “a teacher”, etc.)</td>
<td>5’</td>
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<td></td>
<td>- The teacher asks some students to practice the dialogue.</td>
<td>5’</td>
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<td></td>
<td>- Do the exercise on the materials</td>
<td>10’</td>
<td>White board Marker</td>
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<td></td>
<td>- Play ‘What are they’ game</td>
<td>5’</td>
<td></td>
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<tr>
<td></td>
<td>- The teacher discusses the expressions of introducing someone to others and the grammar focus.</td>
<td>15’</td>
<td>Paper</td>
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<td></td>
<td>- Tell about someone’s job to the class.</td>
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<td>No.</td>
<td>Learning Activities</td>
<td>Time Allocation</td>
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<td>(“What is your father?”, “What is your job?”, etc.)</td>
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TEACHER’S MANUAL
Lesson 1
(“Hello, My Name is Joe”)

A. Pre-Activities

1. Greeting
   The teacher starts the class by greeting the students in the class. (e.g.: “Hi class. Good afternoon.”/ “Hello class”, “How are you today?”, etc)

2. Checking attendance list
   The teacher checks the attendance list in the class to know whether there is new student or not.
   (e.g.: “I will call your name one by one, say ‘present Miss’ if I call your name. Are you ready?”)

3. Introducing each others
   The teacher introduces herself to the students using expressions of introduction correctly.
   (e.g.: My name is ________________. You can call me Ms./Mr. ___________.”, “What’s your name?”)

4. Discussion
   The teacher invites the students to discuss about the pictures through asking some questions to the students.

   “What will you do when you greet someone?”

   “What do you think about those pictures above? What are they doing?”
B. Whilst-Activities

1. Let’s Get Started

The teacher invites a student to practice the dialogue so other students know how to pronounce the expressions correctly. Then, the teacher asks some students to practice together in pairs.

(e.g.: “Let’s read the dialog.”, “Do you want to read?”, etc.)

2. Let’s Try It Out

The teacher asks the students to practice and do the exercises. Then, it will be discussed together.

In exercise number (B) the answer key is as follows.

Jane : I live in Solo street. How about you? (6)
Aldi : Hi. Good afternoon. (1)
Aldi : I live in Sagan. Oh…I have to go home now. (7)

Nice to meet you, Jane.

Jane : Hi. Good afternoon. (2)
Jane : Nice to meet you, too. (8)
Jane : I am Jane. (4)
Aldi : Where do you live, Jane? (5)
Aldi : I am Aldi. What’s your name? (3)

3. Let’s Have Fun

The teacher invites the students to play a game (Zip-Zap Game)

The procedure of the game is presented as follows.
- The students have to stand up in a big circle in the class. Each student has to memorize their right and left friends’ identity (name, address, birthday, age, class, etc).

- Then, the teacher will point to a student and say “Zap” or “Zip”, if the teacher say “Zap” the student has to mention his/her right friend’s identity. If the teacher say “Zip” means the student has to mention his/her left friend’s identity.

- The teacher continues the game and point the student more quickly than before. Then, the teacher can say “boom” means the students have to change their position or make new circle. Then, the students have to memorize again their right and left friends’ identity. Moreover, the game can be continued use the same way.

4. Let’s Learn

The teacher introduces the expression of greeting and introduction or the grammar, which is related to the topic.

5. Speak Up

The teacher asks the students to complete the dialog. Then, the teacher asks the students to practice it in pairs.
A. Work with your partner and complete this dialog below.

Samuel is waiting for a bus at the bus stop.

Excuse me, may I ask you? What time is it?

Yes. It's half to seven.

Thank you.

You're welcome.

My name is Lana. What is your name?

I am Samuel. Where do you study?

Really? Let's go to school together. I study at SD Condongcatur, too.

I study at SD Condongcatur.

They go to school together by bus.

B. Practice the dialog above with your partner in front of the class.
C. Post-Activities

1. Vocabulary Zone

The teacher asks the students to look at the available words. The teacher asks the students to ask which word that they do not know. Then, the teacher should explain it by demonstration, example, etc.

2. Step to go home

Before going home, the teacher may ask the students orally by using expressions, which have been learned by the students.

("What is your name?", "Where do you study?", etc.)

2. Closing

The teacher closes the meeting.

(e.g.: “Ok, it’s time to go home now. See you.”)
TEACHER’S MANUAL
Lesson 2
(“She is My Friend, Lana”)

A. Pre-Activities

1. Greeting

The teacher starts the class by greeting the students in the class. (e.g.: “Hi class. Good afternoon.”/ “Hello class”, “How are you today?”, etc)

2. Checking attendance list

The teacher checks the attendance list in the class.
(e.g.: “I will call your name one by one, say ‘present Miss’ if I call your name. Are you ready?”)

3. Discussion

The teacher invites the students to discuss about the pictures through asking the questions to the students.

Discuss this question below.
What will you say if you introduce someone to your friend?

B. Whilst-Activities
1. **Let’s Get Started**

The teacher invites a student to practice the dialogue so other students know how to pronounce the expressions correctly. Then, the teacher asks the students to practice together in group.

2. **Let’s Try It Out**

The teacher asks the students to practice and do the exercises. Then, it will be discussed together.

In the listening exercise, the teacher should read the sentences carefully to the students and the students have to complete the sentences.

*My name is Tito. Today is my first day at my new school. I have many new friends here. They are John, Bobby, Catherine, and Shinta. I am very happy because my friends are kind. They always help me to know my new school. I am happy to study in my new school.*

3. **Let’s have Fun**

The teacher invites the students to play a game *(Who are you? Game)*

The procedure of the game is presented as follow:

- The teacher will distribute the students some cards picture of chicken, dog, pig, or cat. There will be more then one card for each category.
- Then, the students have to produce animal’s sound according to the card that they’ve got to find their friend(s).
- After the students have found their friend(s), they have to introduce their friend to the class. They can introduce their friends’ identity (name, age, class, where they live, what is his/her hobby, etc)

4. **Let’s Learn**

The teacher introduces the expression of introducing someone and the grammar, which is related to the topic.

5. **Speak Up**

The teacher asks the students to make a dialogue in pairs according to the situations, which have been presented in the material. Then, the teacher asks some students to practice the dialogue in front of the class.

**A. Work in group. Complete these dialogs below.**

   Jaka: Hi, Dodi.
   Dodi: Jaka, this is my sister. Her name is Luna.
   Jaka: Hi, Luna. I’m Jaka. How do you do?
   Luna: Hi, Jaka. I’m Luna. How do you do?

2. Tasya: Hello, Dinda.
   Dinda: Hello, Tasya.
   Tasya: Dinda, this is my friend. His name is Beni.
   Dinda: Hi, Beni. I’m Dinda. How do you do?
   Beni: Hi, Dinda. I’m Beni. How do you do?

**B. Make a dialog similar to the dialogs above. Then, practice with your friends in group.**
C. Post-Activities

1. Vocabularies Zone

The teacher invites the students to discuss the vocabularies, which are related to the lesson. In discussing the meaning, the teacher should demonstrate it using pictures, objects, gestures, or example.

2. Step to go home

Before going home, the teacher may ask the students orally by using expressions, which have been learned by the students.

(“What is his/her name?”, etc.)

3. Closing

Before going home, the teacher may ask the students orally by using expressions, which have been learned by the students.
A. Pre-Activities

1. Greeting

The teacher starts the class by greeting the students in the class.

(e.g.: “Hi class. Good afternoon.”/ “Hello class”, “How are you today?”, etc.)

2. Checking attendance list

The teacher checks the attendance list in the class.

3. Short review the previous material

The teacher reviews of the previous material.

The teacher asks the students about their friend in the class.

“Who is she/he?” “She/He is………”

4. Discussion

The teacher invites the students to discuss about the pictures through asking the questions below.

“Where are they from?”

“Where are you from?”
B. Whilst-Activities

1. Let’s Get Started

   - The teacher shows the card and asks the students to repeat.

   *Teacher: “Japan-Japanese”*

   *Students: “Japan-Japanese”*

   The teacher may vary the way to introduce the cards, such as, play a small game using the cards in drilling kinds of job. *(e.g.: “what’s missing”; the teacher hides a card and shows the rest, and asks the students what card is missing.)*

   There are 9 (nine) flash cards, which will be used:

   - The teacher invites the students to read and practice the dialog correctly.

   Then, the students practice in pairs.

   *(e.g.: “Let’s read the dialog.”, “Do you want to read?”, etc.)*

   The dialog:

   C. Read and practice the dialog below.

   Jasmine : Hi, my name is Jasmine. What’s your name?
Nakato : Hi, my name is Nakato. Where are you from?
Jasmine : I am from England. Where are you from?
Nakato : I’m from Japan. I’m Japanese. What nationality are you?
Jasmine : I’m English.

2. Let’s Try It Out

The teacher asks the students to practice and do the exercises. Then, it will be discussed together.

The key:

- She is Rose.
- He is Salman.
- They are Naomi and Zasuke.
- She is from Italy.
- He is from India.
- They are from Japan.
- She is Italian.
- He is Indian.
- They are Japanese.

3. Let’s Have Fun

The teacher invites the students to play a game (“Guessing People” Game)

The procedure of the game is presented as follow:

- The students find a partner.
- The student has to guess the picture of the people (the country and the nationality).
- Then, each student has to ask his/her partner about the people in turn.
“Where is she/he from?”    “She/he is from……”

“What nationality is she/he?”    “She/he is…..”

1. He is from Indonesia. He is Indonesian.
2. She is from England. She is English.
3. She is from France. She is French.
4. She is from Japan. She is Japanese.
5. He is from America. He is American.

4. Let’s Learn

The teacher introduces the expression of asking someone’s country and nationality, and the grammar, which is related to the topic.

5. Speak Up

The teacher will give card for each student. There is a picture of someone in the card. Then, the teacher asks the student to act as a foreigner same as in the card.

Then, each student has to ask her/his friend in the class. The questions are:

“What is your name?”    “I’m…….”

“Where are you from?”    “I’m from…….”

“What nationality are you?”    “I’m…….”
The cards that have to be prepared are:

D. Post-Activities

1. Vocabulary Zone
   The teacher asks the students to look at the available words. The teacher asks the students to ask which word that they do not know. Then, the teacher should explain it by demonstration, example, etc.

2. Step to go home
   Before going home, the teacher may ask the students orally by using expressions, which have been learned by the students.
   ("Where are you from?", "What nationality are you?", etc.)

3. Closing
   The teacher closes the meeting.
   (e.g.: "Ok, it’s time to go home now. See you.")
TEACHER’S MANUAL
Lesson 4
(“My Father is a Painter”)

A. Pre-Activities

1. Greeting

The teacher starts the class by greeting the students in the class.

(e.g.: “Hi class. Good afternoon.”/ “Hello class”, “How are you today?”, etc.)

2. Checking attendance list

The teacher checks the attendance list in the class.

(e.g.: “I will call your name one by one, say ‘present Miss’ if I call your name.
Are you ready?”)

3. Short review the previous material

The teacher reviews of the previous material.

(e.g.: “Where are you from?”, “What nationality are you?”)

4. Discussion

The teacher invites the students to discuss about the pictures through asking the questions to the students.

“What is his job?”

“Where does he work?”

B. Whilst-Activities
1. **Let’s Get Started**

   - The teacher introduces kinds of job using flash cards that have been prepared.

   The teacher shows the card and asks the students to repeat.

   *Teacher: “a doctor”*

   *Students: “a doctor”*

   The teacher may vary the way to introduce the cards, such as, play a small game using the cards in drilling kinds of job. *(e.g.: “what’s missing”; the teacher hides a card and shows the rest, and asks the students what card is missing.)*

   There are 9 (nine) flash cards, which will be used:
- The teacher invites a student to practice the dialogue correctly. Then, the students practice in pairs.

  (e.g.: “Let’s read the dialog.”, “Do you want to read?”, etc.)

2. Let’s Try It Out

The teacher asks the students to practice and do the exercises. Then, it will be discussed together.

**The key of the exercise:**

A. It’s depend on the students.

   
   Satria : Hello, Koko.

   Koko : Satria, what is your father?
   
   Satria : My father is a soldier.

   
   Sasa : Hi, Jane.

   Jane : What is your mother?
   
   Sasa : My mother is a tailor.

3. Let’s Have Fun

The teacher invites the students to play a game *(What are they? Game)*

The procedure of the game is presented as follow:

- The students have to match the picture of the person with the name of a place according to their job.
- Then, the students have to tell each person in the picture. (the job and
the place where they work)

4. Let’s Learn

The teacher introduces the expression of asking someone’s job, and the
grammar, which is related to the topic.

5. Speak Up

The teacher asks the students to choose one of the cards, then asks the students
to tell someone’s job in the picture that they choose.

(“Choose one card.”, “Now, tell to your friend what his/her job is.”, “look at
your book.”)

The cards that should be used:

![Cards](image.jpg)

C. Post-Activities

1. Vocabulary Zone

The teacher asks the students to look at the available words. The teacher asks
the students to ask which word that they do not know. Then, the teacher
should explain it by demonstration, example, etc.
2. **Step to go home**

Before going home, the teacher may ask the students orally by using expressions, which have been learned by the students.

(“What is your father?”, “What is your job?”, etc.)

3. **Closing**

The teacher closes the meeting.

(e.g.: “Ok, it’s time to go home now. See you.”)
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
APPENDIX 15

PRESENTATION OF THE SAMPLE OF THE DEVELOPED MATERIALS
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Let's Speak English

A Student's Book

ENGLISH LEARNING MATERIALS
FOR THE FIRST LEVEL OF JUNIOR PROGRAM
OF PURIKIDS YOGYAKARTA

By
Rani Perwita, S

Illustrated by
Ign. Ade
Preface

Nowadays, English has been introduced to all of school level. It has been started from kindergarten level. The earlier the children learn English, the more they understand English better. There are many English courses to help the children learn English. The children will be introduced more vocabularies and expressions.

PURIKIDS is an English course in Yogyakarta, which is set up for the children to learn English through games and activities. One of the programs in PURIKIDS is Junior program, which is set up for the students of age 10-11 years old.

This book is developed for the first level of Junior program, which provides more communicative activities in order to help the students to speak English more fluently. This book applies some principles of Direct Method; the teaching method that is used in PURIKIDS. They are classroom instruction was conducted exclusively in the target language; everyday vocabulary and sentences are taught; grammar was taught inductively; concrete vocabulary was taught through demonstration, objects, and pictures; students should be actively involved in using the target language in realistic everyday situation. Hopefully, this book can encourage the students to learn and practice English actively.

Rani Perwita, S
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preface</td>
<td>i</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>ii</td>
</tr>
<tr>
<td><strong>UNIT 1</strong></td>
<td></td>
</tr>
<tr>
<td>“Hello, My Name is Joe”</td>
<td>1</td>
</tr>
<tr>
<td><strong>UNIT 2</strong></td>
<td></td>
</tr>
<tr>
<td>“She is My Friend, Lana”</td>
<td>6</td>
</tr>
<tr>
<td><strong>UNIT 3</strong></td>
<td></td>
</tr>
<tr>
<td>“He is Indonesian”</td>
<td>10</td>
</tr>
<tr>
<td><strong>UNIT 4</strong></td>
<td></td>
</tr>
<tr>
<td>“My Father is a Painter”</td>
<td>15</td>
</tr>
</tbody>
</table>
Lesson 1

“Hello, My Name is Joe.”

Let’s Enter!

Discuss these questions below.
1. When you greet someone, what will you do?
2. What do you think about those pictures above? What are they doing?

Let’s Get Started!

Read and practice the dialog below.

Today is the new semester at the school. Mary is a new student. She meets Joe in front of the school.

Joe: Hello.
Mary: Hello.
Joe: My name is Joe. What’s your name?
Mary: I’m Mary.
Joe: Where are you from, Mary?
Mary: I’m from Jakarta. How about you?
Joe: I’m from Semarang. Where do you live?
Mary: I live at Demangan Baru number 235 with my grandparents. How about you?
Joe: I live at Jl. Solo number 14 with my family.
Mary: Oh…. sorry, I have to go now. Nice to meet you, Mary.
Joe: Ok. Nice to meet you too, Joe.
Let’s Try It Out!

A. Introduce yourself in front of the class.
   For example: “Hi, Good afternoon everybody. My name is Marcella Sukesh. You can call me Ella. I live in Gondomanan with my parents.”

B. Arrange this dialog by giving the number in the box:

   Jane: I live in Solo Street. How about you? □
   Aldi: Hi! Good afternoon. □
   Aldi: I live in Sagan. Oh...I have to go home now. □
   Jane: Nice to meet you, Jane. □
   Jane: Hi! Good afternoon. □
   Jane: Nice to meet you, too. □
   Jane: I am Jane. □
   Aldi: Where do you live, Jane? □
   Aldi: I am Aldi. What's your name? □

Let’s Have Fun!

“Zip Zap Game”
**Let’s Learn!**

**Expressions of greeting and introduction**

<table>
<thead>
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<th>Answers</th>
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<tr>
<td>Hello</td>
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<tr>
<td>Hi....</td>
<td>Hi....</td>
</tr>
<tr>
<td>Good morning</td>
<td>Good morning</td>
</tr>
<tr>
<td>Good afternoon</td>
<td>Good afternoon</td>
</tr>
<tr>
<td>Good evening</td>
<td>Good evening</td>
</tr>
<tr>
<td>How are you today?</td>
<td>I'm fine</td>
</tr>
<tr>
<td>How do you do?</td>
<td>How do you do?</td>
</tr>
<tr>
<td>What is your name?</td>
<td>My name is.......</td>
</tr>
<tr>
<td></td>
<td>I am (I'm)........</td>
</tr>
<tr>
<td>Where do you live?</td>
<td>I live in.........</td>
</tr>
<tr>
<td>Nice to meet you</td>
<td>Nice to meet you, too</td>
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</tbody>
</table>

**Grammar focus**

**Wh-questions with be**

- **What is your name?** My name is Laura. I am Susan.
- **What is your phone number?** My phone number is 350-672.
- **Where are you from?** I am from Semarang.
- **Who are you?** I am Risa.
Speak Up!

A. Work with your partner and complete this dialog below.

Samuel is waiting for a bus at the bus stop.

Excuse me, may I ask you? What time is it?

Yes, it’s half to seven.

You’re welcome.

Thank you.

My name ______ Lana. ______ is your ______?

I ______ Samuel. Where do you study?

Really? Let’s go to school together. I study at SD Condongcatur, too.

I study at SD Condongcatur.

They go to school together by bus.

B. Practice the dialog above with your partner in front of the class.
Vocabulary Zone

Learn these vocabularies below.

above, address, afternoon, below, come, enter, evening, fine, go home, grandparents, guide, in front of, introduce, live, meet, morning, nice, phone number, pick up, save, semester, someone, think, today, together, wait, yourself
Lesson 2
"She is My Friend, Lana"

Let’s Enter!

Discuss this question below.
What will you say if you introduce someone to your friend?

Let’s Get Started!

Read and practice the dialog below.

John meets his friend, Tania. Tania introduces her new friend to John at school.

Tania: Hi, John. How are you?
John: Hi, Tania. I’m fine, thanks. And you?
Tania: I’m fine too, thanks. John, I have a new friend. She is a new student in our school.
John: Oh..really?
Tania: Yes, I will introduce her to you. She is Mutia. Mutia, he is John.
John: Hi, my name is John. How do you do?
Mutia: Hi, my name is Mutia. How do you do?
John: Nice to meet you, Mutia.
Mutia: Nice to meet you, too.
Let’s Try It Out!

A. Make a big circle in the class and introduce your friend next to you. For example: “Hi, my name is Lana. She is my friend. Her name is Susan.”
“Hi, my name is Koko. He is my friend. His name is Doni.”

B. Arrange these words into good sentences.
1. you - ? - How - today - are
2. Lana - Nice - you - meet -to
3. is - She - Stella - my cousin
4. thanks - I - am - fine
5. are - ? - Who - they

C. Listen to your teacher and complete these sentences in the paragraph.

My name ______ Tito. Today ______ my first day at my new school. I have many new friends here. They ______ John, Bobby, Catherine, and Shinta. I ______ very happy because my friends ______ kind. They always help me to know my new school. I ______ happy to study in my new school.

Let’s Have Fun!

“Who are You?”
**Let’s Learn!**

### Expressions of introducing someone to others

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is she?</td>
<td>She is my cousin, Diva.</td>
</tr>
<tr>
<td>Who is he?</td>
<td>He is Joko.</td>
</tr>
<tr>
<td>Who are they?</td>
<td>They are Lina and Tata.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers positive</th>
<th>Answers negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is she Diva?</td>
<td>Yes, she is.</td>
<td>No, she isn’t.</td>
</tr>
<tr>
<td>Is he David?</td>
<td>Yes, he is.</td>
<td>No, he isn’t.</td>
</tr>
<tr>
<td>Are they Sani and Indra?</td>
<td>Yes, they are.</td>
<td>No, they aren’t.</td>
</tr>
</tbody>
</table>

### Grammar Focus

**positive statements**

- *I am Cindy.* (I’m Cindy.)
- You are Catherine. (You’re Catherine)
- *She is Rosa.* (She’s Rosa)
- *He is Tito.* (He’s Tito)
- *We are Tono and Toni.* (We’re Tono and Toni)
- *They are Monica and Lisa.* (They’re Monica and Lisa)

**negative statements**

- *I am not Cindy.* (I’m not Cindy.)
- You are not Catherine. (You aren’t Catherine)
- *She is not Rosa.* (She isn’t Rosa)
- *He is not Tito.* (He isn’t Tito)
- *We are not Tono and Toni.* (We aren’t Tono and Toni)
- *They are not Monica and Lisa.* (They aren’t Monica and Lisa)
Speak Up!

A. Work in group. Complete these dialogs below.

1. Dodi: Hi, _____.
   Jaka: Hi, _____.
   Dodi: Jaka, this is my sister. Her name is Luna.
   Jaka: Hi, _____, I'm Jaka. How do you do?
   Luna: Hi, _____, I'm Luna. How do you do?

2. Tasya: Hello, _____.
   Dinda: _____
   Tasya: Dinda, _____ is my friend. His name is Beni.
   Dinda: Hi, _____ I'm _____, How do you do?
   Beni: Hi, _____, _____ do _____ do?

B. Make a dialog similar to the dialogs above. Then, practice with your friends in group.

Vocabulary Zone

Learn these vocabularies below:

above    holiday
arrange  in front of
because  introduce
buy      market
can      meet
children new
choose   next to
clothes nice
go      someone
cousin   station
first    surprising
goes    train
greet    way
have
have to
help
Let’s Enter!

Discuss these questions below.
1. Where are they from?
2. Where are you from?

Let’s Get Started!

A. Look and learn these pictures below.

- Indonesia
- Holland
- France
- England
- USA
- Italy
B. Read and practice this dialog below.

Jasmine : Hi, my name is Jasmine. What's your name?
Nakato : Hi, my name is Nakato. Where are you from?
Jasmine : I am from England. Where are you from?
Nakato : I'm from Japan.
        I'm Japanese. What nationality are you?
Jasmine : I'm English.

Let’s Try It Out!

A. Look these pictures below and write their name, country, and nationality. For example:

1. Elena
   She is Elena.
   She is from France.
   She is French.

2. Doeze

3. Nami and Yoko

She is ________
She is from ________
She is ________

He is ________
He is from ________

They are ________
They are from ________
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Let’s Have Fun!
“guessing people”
1. 2. 3. 4. 5. 6.

Find a partner. Guess those people above. Then, ask your partner.

example: “Where is she/he from?”
“What nationality she/he is?”
“She/he is from France.”
“She/he is French.”

Let’s Learn!

Expressions of asking country and nationality

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where are you from?</td>
<td>I am from Italy.</td>
</tr>
<tr>
<td>Where is she from?</td>
<td>She is from Canada.</td>
</tr>
<tr>
<td>Where is he from?</td>
<td>He is from America.</td>
</tr>
<tr>
<td>Where are we from?</td>
<td>We are from Indonesia.</td>
</tr>
<tr>
<td>Where are they from?</td>
<td>They are from Germany.</td>
</tr>
<tr>
<td>What nationality are you?</td>
<td>I am Italian.</td>
</tr>
<tr>
<td>What nationality is she?</td>
<td>She is Canadian.</td>
</tr>
<tr>
<td>What nationality is he?</td>
<td>He is American.</td>
</tr>
<tr>
<td>What nationality are we?</td>
<td>We are Indonesian.</td>
</tr>
<tr>
<td>What nationality are they?</td>
<td>They are German.</td>
</tr>
</tbody>
</table>
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

**Grammar Focus**

<table>
<thead>
<tr>
<th>I</th>
<th>to be</th>
<th>you</th>
<th>are</th>
</tr>
</thead>
<tbody>
<tr>
<td>she</td>
<td>is</td>
<td>we</td>
<td>are</td>
</tr>
<tr>
<td>he</td>
<td>is</td>
<td>they</td>
<td>are</td>
</tr>
</tbody>
</table>

For example:

- *I am* from Indonesia.
- *Catherine* is from England.
- *Yoko* is from Japan.
- *Silvia and me are* from Germany.
- *Rahul and Salman are* from India.

- *I am* Indonesian.
- *She is* English.
- *He is* Japanese.
- *We are* German.
- *They are* Indian.

**Speak Up!**

A. Act as a foreigner in the pictures below. Ask these questions to your friend in the class.

- "What is your name?"
- "I'm .........."
- "Where are you from?"
- "I'm from ........"
- "What nationality are you?"
- "I'm .........."
Write your interview result below.

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Country</th>
<th>Nationality</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Report your interview to your friends. For example: She/he is .......... (name)  
She/he is from ..........  
She/he is .......... (nationality)

**Vocabulary Zone**

Learn these vocabularies below.

**Countries and nationalities**
- Canada - Canadian
- Australia - Australian
- Mexico - Mexican
- Spain - Spanish
- Switzerland - Swiss
- Turkey - Turkish
- Sweden - Swedish
- Russia - Russian
- Germany - German
- France - French

- difficult
- elementary school
- expression
- family
- following
- foreigner
- from
- grade
- have to
- happy
- above
- ask
- act
- because
- bring
- card
- classmate
- country
- live
- make
- nationality
- note
- others
- partner
- person
- picture
- question
- some
- having
- speak
- study
- inform
- teacher
- kind
- language
- work
- like
Lesson 4
“My Father is a Painter”

Let’s Enter!

Discuss these questions below.
1. What is his job?
2. Where does he work?

Let’s Get Started!

A. Look and learn these pictures.

- a farmer
- a teacher
- a doctor
B. Read and practice this dialog below.

Tuti and Stella study in the same school. They are classmates. They usually go home together.

Tuti: Hi, Stella.
Stella: Hi, Tuti.
Tuti: Stella, do you want to go home with me?
Stella: No, I don’t. I’m sorry, because I have to buy some paints for my father.
Tuti: Mmm… paints? What is your father?
Stella: He is a painter. What is your father?
Tuti: My father is a doctor. What is your mother?
Stella: She is a housewife. What is your mother?
Tuti: My mother is a nurse. My parents work together in the same hospital.
Stella: Sorry, Tuti. I have to go now.
    Bye.
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Let’s Try It Out!

A. Ask this question below to your friend next to you.
   A: "What is your father?"
   B: "My father is a ________ ."

B. Complete these dialog below.
      Satria : ________, Koko.
      Koko : Satria, ________ is your father?
      Satria : My ________ is a soldier.

      Sasa : ________, ________
      Jane : ________ your mother?
      Sasa : My ________ is ________ tailor.

Let’s Have Fun!

"What are They?" game

Match these pictures below with the place where they work. Then, tell to the class. example: "She is Lana."
   "She is a nurse. She works in the hospital."
## Let's Learn!

### Expressions of asking about job

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your father?</td>
<td>My father is a dentist.</td>
</tr>
<tr>
<td>What is your mother?</td>
<td>My mother is a housewife.</td>
</tr>
<tr>
<td>What is she?</td>
<td>She is a nurse.</td>
</tr>
<tr>
<td>What is he?</td>
<td>He is a teacher</td>
</tr>
<tr>
<td>What are you?</td>
<td>I am a student.</td>
</tr>
</tbody>
</table>

### Grammar Focus

- **She is a police.**
- **He is a teacher.**
- **Mr. Romi is a pilot.**
- **Mr. Sudibyo is an architect.**
- **Ms. Lusi is an English teacher.**
- **Jono is an engineer.**

#### a/an

- She is a police. Mr. Sudibyo is an architect.
- He is a teacher. Ms. Lusi is an English teacher.
- Mr. Romi is a pilot. Jono is an engineer.

#### possessive adjectives

- **I am Luna.** My job is a student.
- **You are Sita.** Your job is a nurse.
- **She is Tata.** Her job is a waitress.
- **He is Dodi.** His job is a soldier.
- **They are Maman and Tio.** Their job are dancer.
- **We are Putut and Made.** Our job are driver.
Speak Up!

Introduce one of these people to your friends.

Sasa
Ilhum
Regina
Darmono
Subkhi
Maman

for example: Hi, my name is....... This is my friend, Her/his name is........ Her/his job is....... she/he is a/an.......  

Vocabulary Zone

Learn these words below.
after
architect
barber
buy
classmate
classroom
cut
dentist
field
friend
go home
hair
hospital
housewife
introduce
job
may
now
nurse
paints
pale
parents
people
police office
restaurant
same
soldier
some
study
talk
this
together
uniform
usually
waiter
waitress
war
wear
will
work