DESIGNING A SET OF ENGLISH INSTRUCTIONAL MATERIALS TO IMPROVE LEARNERS’ COMMUNICATIVE COMPETENCE BASED ON THE THEORY OF MULTIPLE INTELLIGENCES IN DOMBY KIDS’ HOPE 2

A THESIS

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

By
Graciella Christanti
Student Number: 061214141

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
SANATA DHARMA UNIVERSITY
YOGYAKARTA
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December 17th, 2010
A Thesis on

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Defended before the Board of Examiners on January 18th, 2011 and declared acceptable

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Dra. Fursius Sarkim, M.Ed., Ph.D.
STATEMENT OF WORK’S ORIGINALITY

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

Yogyakarta, 18th January 2011

The writer

Graciella Christanti

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ABSTRACT


The study is intended to design a set of English instructional materials incorporating Multiple Intelligences theory for learners in *Domby Kids’ Hope 2* to improve their communicative competence.

The study concerns with two problems. The first one deals with how a set of English instructional materials to improve communicative language competence for learners in *Domby Kids Hope 2* based on the theory of Multiple Intelligences is designed. The second problem is related to what a set of English instructional materials to improve communicative language competence for learners in *Domby Kids Hope 2* looks like.

To solve the problems, the writer used two instruments in the study: interview and questionnaire. The first type of questionnaire was distributed to the learners and tutors in *Domby Kids’ Hope 2*. Besides, the writer also conducted an interview with English tutors to obtain additional information. After a set of materials were designed, the writer distributed the second type of questionnaire to an English lecturer of Sanata Dharma and two tutors in *Domby Kids’ Hope 2*, to gain opinions and suggestions on the designed material.

To solve the first problem, the writer applied educational research and development (R&D). The steps proposed include research and information collecting, planning, developing the outline of the design-materials, conducting preliminary test and carrying out main product revision.

To solve the second problem, the writer presents the final version of the designed materials on appendices. There are four units of materials presented and eight lesson plans. Each unit is divided into five sections. The sections of each unit are *I’m a Doctor, I’m a Writer, I’m a Sportsman, I’m an Adventurer and I’m a Singer*.

The writer analyzed the data after the preliminary test was conducted. The result of the analysis indicated that the means ranged from 4 to 4.6. This means that the design was suitable and acceptable.

Finally the writer expects that these design set of materials will be useful for the learners in *Domby Kids Hope 2* and the English tutors there who would like to apply this set of designed materials. Moreover, the writer also expects that the designed set of materials will inspire other researchers and English teachers to improve the instructional materials for the students.
ABSTRAK


Penelitian ini dimaksudkan untuk materi pembelajaran bahasa Inggris dengan menggunakan teori kecerdasan ganda untuk para pelajar di Domby Kids Hope 2 untuk meningkatkan communicative competence mereka.

Penelitian ini berfokus pada dua masalah. Masalah pertama berhubungan dengan bagaimana menyusun materi pembelajaran bahasa Inggris untuk meningkatkan communicative competence bagi para pelajar di Domby Kids’ Hope 2 berdasarkan teori kecerdasan ganda. Permasalahan yang kedua berkaitan bagaimana bentuk rancangan materi pembelajaran untuk meningkatkan communicative competence bagi para pelajar di Domby Kids’ Hope 2.


Untuk menyelesaikan masalah pertama, penulis mengaplikasikan educational research and development (R & D). Langkah-langkah yang diambil termasuk kedalamnya penelitian dan pengumpulan data, perencanaan, pengembangan kerangka rancangan materi pembelajaran, mengadakan preliminary test dan menghasilkan hasil akhir yang telah direvisi.

Untuk menyelesaikan masalah kedua, penulis mempersembahkan hasil akhir dari materi pembelajaran dalam apendiks. Ada empat bab dari materi pembelajaran dan delapan RPP (Rencana Pelaksanaan Pembelajaran). Setiap bab dibagi dalam 5 bagian. Bagian-bagian dalam setiap bab adalah *I’m a Doctor, I’m a Writer, I’m a Sportsman, I’m an Adventurer and I’m a Singer*.


Akhirnya penulis mengharapkan materi pembelajaran ini akan dapat berguna untuk para pelajar di Domby Kids’ Hope 2 dan para tutor yang ingin mengaplikasikan materi pembelajaran ini. Terlebih lagi, penulis mengharapkan materi pembelajaran ini dapat menginspirasi peneliti dan guru bahasa Inggris lainnya untuk meningkatkan materi pembelajaran untuk para siswa.
LEMBAR PERNYATAAN PERSETUJUAN

PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIK

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

Nama : Graciella Christanti
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DESIGNING A SET OF ENGLISH INSTRUCTIONAL MATERIALS TO IMPROVE LEARNERS’ COMMUNICATIVE COMPETENCE BASED ON THE THEORY OF MULTIPLE INTELLIGENCES IN DOMBY KIDS’ HOPE 2

Beserta perangkat yang diperlukan (bila ada). Dengan demikian, saya memberikan kepada Perpustakaan Universitas Sanata Dharma hak untuk menyimpan, mengalihkan dalam bentuk media lain, mengelolanya dalam bentuk pangkalan data, mendistribusikannya di Internet atau media lain untuk kepentingan akademis tanpa perlu meminta ijin ataupun memberikan royalti kepada saya selama tetap mencantumkan nama saya sebagai penulis.

Demikian pernyataan ini saya buat dengan sebenarnya.

Dibuat di Yogyakarta
Pada tanggal: 18 Januari 2011

Yang menyatakan

Graciella Christanti
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It would be a wonderful opportunity for me to express my deepest gratitude to everyone who has helped and supported me in accomplishing this thesis.

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I will never forget the lovely experiences with my best friends for this lovely four years, Olive, Dewi, Ayu, Machan Widuri, Guntur, Vembry, Itchaque, and all personnels in Comediend. I hope our friendship will be long and lasting.
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Graciella Christanti
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CHAPTER I

INTRODUCTION

A. Background

In most cases in the world of education, students could produce sentences accurately in a lesson but could not use them appropriately when genuinely communicating outside the classroom. Widdowson stated that students may know the rules of linguistic usage, but be unable to use the language (1978). In short, being able to communicate required more than linguistic competence; it required communicative competence (Hymes, 1971). This thesis explained about how learners will be able to improve their communicative competence. Linguistic competence, the knowledge of forms and their meetings is just one part of communicative competence. Another aspect of communicative competence is how the knowledge of the function language is used for.

To achieve communicative competence that is desirable, techniques, methodology and approach are playing the important roles. Based on the writer’s experiences and observation, every child has different strengths and interests. For example, one child likes to tell stories and is good at memorizing words, whereas another child enjoys logic puzzles or brainteasers. Some children like to take things apart and then try to figure out how to put them back together. On the other hand, there are children who enjoy playing a musical instrument and remember
the melodies of songs easily. Those conditions show that different child has
different strength on intelligences.

According to Gardner in his book,” Frames of Mind”, he proposed the
existence of seven separate human intelligences. They are visual intelligence,
verbal/linguistic intelligence, logical-mathematical intelligence, bodily-kinesthetic
intelligence, musical intelligence, intrapersonal intelligence, and interpersonal
intelligence. In his other book, “Multiple Intelligences”, he gave the eighth
intelligence that is Natural intelligences. Gardner stated in his book Multiple
Intelligences (1993:8) that although he named the linguistic and logical-
mathematical intelligences first, it is not because he thought that they are the most
important. In fact, he convinced that all eight of the intelligences have equal claim
to priority. Theory of multiple intelligences suggests that teachers should be
trained to present their lessons in a wide variety of ways, such as using music,
cooperative learning, art activities, role play, multimedia, field trips, inner
reflection, and much more, so that each child has the opportunity to learn in ways
harmonious with their unique minds.

The writer chose Domby Kid’s Hope 2 Terban Yogyakarta as subject in
this study to conduct this research. Domby Kid’s Hope 2 Terban is one of the
Children Development Programs in Yogyakarta. The purpose of this development
program is to develop children in a rural community holistically to enable them to
become great leaders in the future. This development program focuses on four
major developments, they are intellectual, physical, socio-emotional and spiritual
(Domby Kid’s Hope 2 profile, 2008).
In this study, the writer attempted to design the English instructional materials in which the materials might be presented to facilitate effective learning. Instruction focuses on building skills in all of the intelligences as well as incorporating a variety of intelligences in the study of particular topics related to the improvement of the learners in their communicative competence.

B. Problem Formulation

The problems of the study are formulated as follows:

1. How is a set of English instructional materials to improve communicative language competence for learners in *Domby Kids’ Hope 2* based on the theory of Multiple Intelligences designed?

2. What does a set of English instructional materials to improve communicative language competence for learners in *Domby Kids’ Hope 2* look like?

C. Problem Limitation

Looking back to the problems mentioned earlier, the writer limits the discussion to designing a set of English Instructional materials to improve communicative competence based on theory of multiple intelligences in *Domby Kids’ Hope 2* in Terban Yogyakarta.
D. Objectives of the Study

The objectives of this study can be described as follows:

1. To describe how a set of English materials design to improve communicative language competence based on the theory of Multiple Intelligences for learners in Domby Kids’ Hope 2 Terban Yogyakarta is designed.

2. To present a set of English materials design to improve communicative language competence based on the theory of Multiple Intelligences for learners in Domby Kids’ Hope 2 Terban Yogyakarta.

E. Benefits of the Study

It is expected that the results of this study will bring some benefits to English tutors, the learners and also for the other researchers who conduct similar study.

1. For the English Tutor at Domby Kids Hope 2

The material provides English tutors in Domby Kids Hope 2 Terban with the set of materials that will help the learners to produce communicative language competence based on the theory of multiple intelligences. Therefore, these designed materials are expected to be able to contribute solutions in order to make the learners in Domby Kids’ Hope 2 Terban have a communicative language competence.
2. For the learners

The learners can gain benefits from this study through learning process. They can learn and develop actively in the learning process so that they can speak actively and communicatively. They will find the enjoyable learning based on their strength and interest through multiple intelligences. Besides, they can start to expose themselves using English.

3. For the other researchers

This research can be used as one of the references if they intend to conduct a similar research. They also can enrich their knowledge about English instructional materials based on theory of multiple intelligences that can be used to teach English for the learners.

F. Definition of terms

The writer uses some specific terms related to the study. Those specific terms that the writer deals with are:

1. Instructional materials

Instructional materials are definable as a set of materials constructed to facilitate students in learning process (Dick and Reiser, 1983:93). In this study, the instructional materials were designed in written form and dedicated to Domby Kids’ Hope 2 Yogyakarta.
2. Communicative Competence

According to Canale (1983:5), the term Communicative Competence has been defined as the underlying systems of knowledge and skill required for communication. (Canale 1983:5). An English teacher is not only concerned in developing the students’ knowledge on structure and grammar, but also need to teach them how to use the language effectively. Learning language is more than knowing the theory only, but how to use it, because language is needed to communicate one to another verbally. Besides, language is the way for people to present their state in public so that they need to speak otherwise, they would keep silent.

3. Multiple Intelligences

According to Howard Gardner (1993: xi) “multiple” to stress an unknown number of separate human capacities; “intelligences” to underscore that these capacities were as fundamental as those historically captured within the IQ test. Multiple intelligences refer to a learner-based philosophy that characterized human intelligence as having multiple dimensions that must be acknowledged and developed in education (Richard and Rodgers, 2001:115). Related work by psychologist Howard Gardner (1983) on multiple intelligences has been influential in language teaching circles. Gardner has theorized that individuals have at least eight distinct intelligences that can be developed over a lifetime. The eight are:
a. Logical/mathematical: the ability to use numbers effectively, to see abstract patterns, and to reason well.

b. Visual/spatial: the ability to orient oneself in the environment, to create mental images, and sensitivity to shape, size, and color.

c. Body/kinesthetic: the ability to use one’s body to express oneself and to solve problems.

d. Musical/ rhythmic: an ability to recognize tonal patterns and sensitivity to rhythm, pitch and melody.

e. Interpersonal: the ability to understand another person’s mood, feelings motivations and intentions.

f. Intrapersonal: the ability to understand oneself and to practice discipline.

g. Verbal/linguistic: the ability to use language effectively and creatively.

h. Naturalistic: the ability to appreciate and work in nature.

Related to this study, the theory of multiple intelligences is applied in designing a set of English instructional materials for learners in Domby Kids’ Hope 2 to improve their communicative competence.

4. Domby Kids’ Hope 2

Domby Kid’s Hope 2 is one of the programs in Yogyakarta under the support of Yayasan Pelita Bangsa Yogyakarta. This is included in the children development programs in Yogyakarta. The target of the Domby Kid’s Hope 2 is the children whose family is from the low economic class. This program is for the
pre-school up to high school levels. The vision of this program is to produce independent and excellent character leaders.

*Domby Kids’ Hope 2* is in Terban near Code River. Since the target of this children development program is those who are from the low economic class, so that the learners there is free to follow all the courses that was held. After conducted the course, the learners will get food contains *empat sehat lima sempurna*. They have an educational stuff too but it is very limited.

Their level of English proficiency is very low. Elementary school level and the junior high school almost have the same level of English proficiency. Their English proficiency is elementary level, which is still very basic English.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the theories underlying this study. There are two major issues discussed in this chapter. They are theoretical description and theoretical framework. Theoretical description deals with the discussion of the basic theories of instructional material design models according to Yalden and Kemp, the theory of Communicative Competence, the theory of Communicative Language Teaching, the theory of Multiple Intelligences, and the theory of young learners. Theoretical framework summarizes the writer’s framework and the steps in designing a set of English instructional materials.

A. Theoretical Description

Theoretical description deals with the discussion of the basic theories of the study. These theories are the guidelines for the writer to design the materials. This section contains five major discussions of theories related to this study. Theoretical description discusses theories of instructional design model, theory of Communicative competence, theory of the Communicative Language Teaching, theories about young learner, and the theory of Multiple Intelligences. To provide a strong foundation of the study, below are the theories to which the research is related.
1. Instructional Material Design Models

There are some theories in designing the model of a set of English Instructional Materials. The model of the English instructional design that will be presented here are Yalden’s and Kemp’s Instructional Design Model.

a. Yalden’s Instructional Design Model

Janice Yalden presented a design for communicative syllabus. Communicative syllabus is a syllabus which is designed to describe classroom experiences which more closely approximates an environment of real language use (Yalden, 1987:109). If teachers want to ensure that learners acquire the ability to communicate in a more appropriate and efficient way, they have to inject a larger number of components into the make up of the syllabus. These components could be listed as follows:

1) As detailed a consideration as possible of the purposes for which the learners wish to acquire the target language;

2) Some ideas of the setting in which they will want to use the target language (physical aspects need to be considered, as well as social setting);

3) The socially defined role the learners will assume in the target language, as well as the role of their interlocutors;

4) The communicative events in which the learner will participate: everyday situations, vocational or professional situations, academic situations and so on;
5) The language functions involved in this events, or what the learner will need to be able to do with or through the language;

6) The notions involved, or what the learner will need to be able to talk about;

7) The skills involved in the ‘knitting together’ of discourse: *discourse and rhetorical skills*;

8) The variety or varieties of the target language that will be needed and the levels in the spoken and written language which the learners will need to reach;

9) The grammatical context that will be needed;

10) The lexical context that will be needed.

The type of syllabus that incorporates a consideration of all ten components is increasingly referred to as ‘communicative’, since it takes into consideration everything required to assure communication. Yalden also presents the process of language program development as follows:

![Figure 1.1. The stages in language program development from Yalden’s model (1987:88)](image-url)

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The explanation of each step in Yalden’s instructional design model is as follows:

1. The Needs survey

Yalden stated that “The reason for all of these information gathering is to understand as much about the learners as possible prior to the beginning of the program, in order to establish realistic and acceptable objectives” (Yalden, 1987:101). He also added “The needs survey can also include the learner’s own desires or wants, seen more subjectively in terms of self expression and less in terms of purposeful or transactional communicative behavior” (Yalden, 1987:103).

2. The description of purpose

This step clarifies the purpose of the language program. The description of the purpose is prepared in terms of: (1) the characteristics of the students, and (2) the skills of the students on entry to and on to exit from the program.

3. The choice of syllabus type

The choice of a syllabus type is done when the general category of a language program has been decided. According to Yalden, a syllabus is an instrument by which the teacher can achieve a degree of fit among the needs, the aims of the learners, and the classroom activities. He employs a proposed range of syllabus from structural syllabus to completely learner-centered one which there would be no prospective or input syllabus at all, but only one which would grow out of the situation as the course progressed (Yalden, 1987:108)
4. The proto-syllabus

The components produced in the proto-syllabus stage are to be viewed as guidelines, not blue prints. The description of the contents of syllabus is specified at this stage. In accordance with the type of syllabus selection and combination of contents are conducted. The designer should also remember the purpose of the program so that the specification of syllabus contents will be taken accordingly.

5. The pedagogical syllabus

The pedagogical syllabus provides a repertoire of words and phrases, chosen as exponents of the functions and suitable to the topics identified as important to the learners (Yalden, 1987:144).

6. Development and implementation of classroom procedures

According to Yalden, the development and implementation of classroom procedures can be divided into:
   a) Selection of exercise-types and teaching techniques
   b) Preparation of lesson plans
   c) Preparation of weekly schedule

The three procedures above are meant to be weekly monitor for the teacher to see the classroom management. In this communicative syllabus, the teacher should regard their selves as a facilitator rather than a leader.

7. Evaluation

Evaluation has two broad aspects. First, one would wish to evaluate or test the students in the program; next, the teaching as well as the over-all design of the
course should be assessed. This stage will describes (1) the evaluation of the students, (2) the evaluation of the program, and (3) the evaluation of the teaching.

8. Recycling stage

This is labeled ‘recycling stage’ because the whole cycle can be begun again at this point and adjustment made anywhere in the system based on the feedback provided to the syllabus designer. The recycling stage where the fit between goals set and the final performance of the learners is determined. It is the stage where the content is reassessed and the materials and methodological procedures are revised.

b. Kemp’s Instructional Design

The second model of instructional design is adopted from Jerrold Kemps’s Instructional design. According to Yalden, this plan is designed to supply answers to three questions, which may be considered the essential elements of instructional design model:

1. What must be learnt? (objectives)
2. What procedures and resources will work best to reach the desired learning levels? (activities and resources)
3. How will we know when the required learning has taken place? (evaluation)
This instructional material design model consists of eight parts:

1. Determining the Goals, Topics, and General purposes

   Instructional design starts with recognition of the goals of designing the materials, select the most appropriate topics for students, and draw the general purposes of objectives. According to Kemp (1977:14), goals may be derived from three resources those are society, students, and subject areas. Because of a need or desire to pay attention to the students’ interests and needs, designer may start the planning with a consideration of learner characteristics, then back return to the selection of topics and general purposes, in terms of the nature of the students.

2. Observing Learner’s Characteristics

   To best assure an individual’s success in students’ educational program, designer must obtain information about the learner’s capabilities, needs and interests. There are two factors that must be obtained: academic factor and social factor. Other factors such as learning condition and learning styles should be taken into account when planning, as well.

3. Determining Learning Objectives

   Objectives must be stated in terms of activities that will be best promote learning. The objectives are any abilities or behavior that can be measures and observed clearly. There are three major categories of objectives for learning; those are cognitive, psychomotor, and affective.

4. Selecting Subject Content
The content must closely relate to the objectives and to the student’s needs. Two elements included in subject content are “organizing content and task analysis”. Organizing content aims to put the content in a good order so that it will be learnable for the students. Task analysis is conducted to manage the procedures of teaching in a well sequenced order so that the procedures can support the learning.

5. Carrying out Pre-Assessment

Pre-assessment will give the designer information of what extent each student has acquired the necessary prerequisites for studying the topic and what the student may have already mastered about the subject to be studied. A prerequisite test determines whether students have the appropriate background preparation for the topic. While pretesting is to determine which of the students may already have achieved.

6. Selecting Teaching/Learning Activities and Resources

The designer should provide the most meaningful way to build the teaching-learning activities including the most appropriate methods and techniques in such way that the objectives will be achieved successfully in time.

7. Preparing Support Services

Support services include funds, facilities, equipment and personnel. These elements are very fundamental, if certain support is not available, it can limit a new planned program severely. Therefore, a designer should not ignore these factors in designing the materials.
8. Doing the Evaluation

This is the last step in designing instructional design. Evaluation is to measure the learning outcomes relating to the objectives. Furthermore, the designer will do some “revision and re-evaluation” (Kemp, 1971:84) to any stages which need improvement. Evaluation stage will show whether the students can implement the materials successfully.

Figure 1.2: Kemp’s Model (Kemp, 1997:9)
The diagram that follows illustrates the relationship of each step in the plan to the other steps. The steps are interdependent so that one step will influence the others. However, this model is flexible. The writer may start with whichever elements are ready to start with and then move back and forth to the other steps. Beside that, this material design is able to be applied to any level. These are the reason why the writer chooses this instructional design.

2. Communicative Competence

This sub-section based on Carolyn Hutchinson paper, “Communicative Competence in Language Teaching”, explains about what are communicative competence, communicative competence in syllabus, communicative activities in the classroom and assessing communicative competence.

a. The Description of Communicative Competence

According to Carolyn Hutchinson, probable the most important feature of communicative competence is that it is concerned with language in context. Up until relatively recently mastery of language was thought of as knowing about the language system, its grammar, and phonology; with skill in its use as being the ability to manipulate the system in the ‘correct way’. The notion of ‘correctness’ would now encompass not only the aspect of the grammar, but also the physical and linguistic circumstances in which language was produced or understood. The term ‘communicative competence’ thus came to include both grammatical competence ad sociolinguistic competences.
To understand, or to communicate effectively, the language user will need the knowledge and skill necessary to achieve competence in four areas which are interdependent. In this framework, grammatical competence remains as an important component of communicative competence. The users of language will need knowledge of, and skill in using the grammatical features and rules of language in question, so that the literal meaning can be understood and expressed. Sociolinguistic competence is concerned principally, as we would expect, with the notion of appropriacy, taking into account the status of the participants in the communication, and the norms and conventions of behavior determined by the context. The final component of communicative competence in this framework is strategic competence, which enables the language user to enhance or recognize the effectiveness of various devices, such as for example metaphor and rhetorical devices in writing, or pitch, intonation and modulation in spoken communication. Strategic competence will also allow the user to compensate for breakdowns in interactive communication which may occur as a result of the limiting conditions of actual communication. (Hutchinson, 1990:749-751)

b. Communicative Competence in the Syllabus

Communicative competence as it is conceptualized here allows us to consider language not so much as a subject in its own right but rather as an essential part of the study of any subject or discipline. It has been suggested that the linguistic needs of groups of pupils for the purposes of a particular discipline should be determined with reference to several aspects of the language use. The
first of these concerns the circumstances within which language will be used. We need to consider the various roles of the pupils in relation to the person or people who will read or listen to their language. We will also need to consider the physical context in which the communication will occur, since this will affect the type and nature of language. The second aspect for which a consideration of learners need will be important is that of the uses to which language may be put; that is the communicative functions which characterize a particular discipline or genre. The third aspect of importance in relation to learners needs will be that of language activities (Hutchinson, 1990: 751-753).

c. Communicative Activities in the Classroom

There are many of the activities which are part of good teaching practice will in fact fit into the communicative category; but it is helpful to consider systematically the close relationship between the concept of communication competence and activities which will contribute towards its development. The development of communicative competence will be concerned with the understanding or production of spoken or written text, rather than with knowledge of the subject concerned. Communicative activities will thus tend to involve pupils in exploring and manipulating content which is familiar, or building upon what is already known, rather than the unfamiliar and/or conceptual complex, and will only be one of the numbers of types of activity in a teaching sequence (Hutchinson, 1990: 753-754).
d. Assessing Communicative Competence

Regular assessment of communicative competence will be essential part of its development, providing feedback to pupils about those aspects of their performance which relate to appropriacy of language in particular context. Assessment is probably best done by observation of performance on a task which requires a detailed understanding of an extended task. Where productive language is concerned, teacher will need to determine a criterion level for adequate performance on each task. This will need to take into account such characteristics as style and register; cohesion and coherence; and grammatical accuracy; and in the case of spoken language, aspect of interactive and non-verbal behavior. Since particular features of the context will play vital part in determining the appropriacy of these aspects of performance, the definition of what is an adequate performance will need also to take context feature into account. Each different task in other words will have its own task-specific features, which will need to be taken into account in the qualitative assessment of component skills (Hutchinson, 1990:755).

3. Communicative Language Teaching

Communicative Language Teaching aims broadly to apply the theoretical perspective of the communicative approach by making communicative competence the goal of language teaching and acknowledging the interdependence of language and communication (Freeman, 2004:121).
Activities that are truly communicative according to Morrow (Johnson and Morrow 1981) have three features in common: information gap, choice, and feedback. An information gap exists when one person in an exchange knows something the other person does not. In communication, the speaker has choice of what she will say and how she will say it. If the exercise is tightly controlled so that the students can only say something in one way, the speaker has no choice and exchange, therefore, is not communicative and real communication does not occur. True communication is purposeful. A speaker can thus evaluate whether or not his purpose has been achieved based upon the information he receives from his listener. If the listener does not have an opportunity to provide the speaker with such feedback, then the exchange is not really communicative.

a. The Techniques and the Material

According to Larsen-Freeman there are four effective techniques that can be used to apply Communicative Language Teaching, those are:

1. Authentic Materials

To overcome the typical problem that students cannot transfer what they learn in the classroom to the outside world to expose students to natural language in a variety of situations, adherents of CLT advocate the use of language materials authentic to native speakers of the target language. In lower level class, realia that do not contain a lot of language is possible to be used.
2. Scrambled Sentences

This type of exercise teaches students about the cohesion and coherence properties of language. They learn how sentences are bound together at the suprasentential level through formal linguistic derives such as pronouns, which make a text cohesive, and semantic propositions which unity a text and make it coherent.

3. Language Games

Games are used frequently in CLT. The students find them enjoyable and if they are properly designed, they give students valuable communicative practice. What differentiated language games from other activities in the EFL classroom is the presence of a visible set of rules which guide the children’s actions and an element of strategy—children must successfully apply their language (and other skill). Language games are healthy challenge to a child’s analytical thought.

4. Multiple Intelligences

According to Dr. Howard Gardner, intelligence is the ability to find and solve problems and create products of value in one’s own culture. Dr. Howard Gardner, professor of education in Harvard University, developed the theory of multiple intelligence based on I.Q testing. Instead, Dr. Gardner recommended eight different intelligences to account for a broader range of human potential in children and adults. These intelligences are:
a. Verbal/linguistic Intelligences

Linguistic intelligence involves the mastery of spoken and written language to express oneself or remember things. Children who demonstrate strength in the language arts: speaking, writing, reading, and listening. These students have always been successful in traditional classroom because their intelligence lends itself to traditional teaching. They are good at listening, memorizing names, dates, and trivia. They likes to learn new words, read, write, and tell stories. They learn best by saying, hearing, and seeing words.

b. Logical-Mathematical Intelligence

Logical- mathematical intelligence is the ability to detect patterns, think logically, reason deductively and carry out mathematical operations. Logical learners are always curious about the world around them. They always use reason, logic, and numbers. They like to do experiments, work with numbers (especially computers and calculator), figure things out, ask question, and explore patterns and relationship. They enjoy doing science experiment, playing chess, puzzles, and other strategy games. This kind of learner learns best by categorizing, classifying, questioning and wondering about natural events, and working with abstract patterns/relationship.

c. Spatial Intelligence

Spatial intelligence is ability to perceive the visual. It means that spatial learners good at imagining things, mazes/puzzles, reading maps, charts, building interesting three-dimensional constructions (e.g. LEGO building). They like to take things apart and then try to figure out how to put them, back together. They
also likes to draw, build, design and create things, sketching, painting, creating visual metaphors and analogies (perhaps through the visual arts), daydream, look at picture/slides, watch movies, and play with machine. Spatial intelligence involves the potential for recognizing and manipulating the patterns of both wide spaces such as those negotiated by pilots or navigators, and confined spaces such as those encountered by sculptors, architects or championship chess players.

d. Bodily-Kinesthetic Intelligence

Bodily-kinesthetic intelligence is an ability to control body movements and handle objects skillfully. Bodily-kinesthetic intelligence involves the use of parts of the body or the whole body to solve problems or create products. Athletes, dancers, surgeons and craftspeople are likely to have highly developed capacity in this area. Bodily-kinesthetic learners learn through movements, body language, touch, and talk. They are good at physical activities and crafts. They like to move around and use the body movements when talking to friends. Their skills include dancing, physical co-ordination, sports, hands on experimentation, using body language, crafts, acting, miming, using their hand to create or build, and expressing emotion through the body. This kind of learner learns best by moving, touching, interacting with space and processing knowledge through bodily sensation.

e. Musical Intelligence

Musical intelligence is an ability to produce and appreciate music. Musical intelligence consists of the capacity to recognize and compose musical pitches, tones, rhythms, and patterns and to use them for performance or composition.
Musical learners like to sing, listen to music, play an instrument, and respond to music. They are good at picking up sounds, remembering melodies, noticing pitches/rhythm and keeping time. They learn best by rhythm, melodies, and music.

f. Interpersonal Intelligence

Interpersonal intelligence indicates a person’s ability to recognize the intentions, feelings and motivations of others. People who possess and develop this quality are likely to work well with others. They use both verbal (e.g. speaking) and non-verbal language (e.g. eye contact, body language) to open communication channels with others. Interpersonal learners try to see things from other people’s point of view in order to understand how they think and feel. They like to have lots of friends, talk to people, and join groups. They are good at understanding people, leading others, organizing, and communicating. They learn best by sharing, comparing, relating, cooperating, and interviewing.

g. Intrapersonal Intelligence

Intrapersonal intelligence is described as the ability to understand oneself and use that information to regulate one’s own life. Intrapersonal learners try to understand their inner feelings, dreams, relationships with others, strengths and weaknesses. They like to work alone and pursue their own interest. They are good at understanding self, focusing inward on feeling/ dreams, following instincts, pursuing goals/interest, and being original. They learn best by working alone, individualized projects, and having own space.
h. Naturalistic Intelligence

Naturalistic intelligence is an ability to appreciate and work in nature. Naturalistic learners like to be outside, interact with animals, geography, weather, and interact with surrounding. They also like to examine what they find in nature and keep detailed records of their observation of nature. Watching natural phenomena like the moon and tides and hear the explanation about them are activities they interested in.

People not only learn at different pace, but also in different ways. Today it has become widely accepted that every child is unique and has his/her own way to learn. A core principle of the multiple intelligences can be expressed in a multitude of ways. Teachers and parents can help the children to develop their multiple intelligences. They may help them stretch the area of intelligence that they are strong in and the other intelligences that teacher/parents want them to develop. It should be noted that everyone has all the intelligences; however, some intelligences are more developed than others. Multiple intelligences theory suggest that teacher should present their lesson in a wide variety of ways using music, cooperative learning, art activities, role play, multimedia, field trips, inner reflection, and much more.

Lazear (1991) has proposed a basic mental sequence as an alternative to what we have elsewhere considered as a type of syllabus design (Richards and Rodgers, 2001: 118) which consist of four stages:
1. Awaken the Intelligence. Through multisensory experiences, such as touching, smelling, tasting, seeing, and so on, learners can be sensitized to the many faceted properties of objects and events in the world that surround them.

2. Amplify the Intelligence. Student strengthen and improve the intelligence by volunteering objects and events of their own choosing and defining with others the properties and contexts of experience of these objects and events.

3. Teacher with/for the Intelligence. At this stage the intelligence is linked to the focus of the class, that is, to some aspect of language learning. This is done through worksheets and small-group projects and discussion.

4. Transfer of the Intelligence. Students reflect on the learning experiences of the previous three stages and relate these to issues and challenges in the out-of-class world.

In designing the materials, the writer will consider the stages above in order to provide the children learning experiences which can develop their intelligences.

Nicholas-Nelson (1998) listed five types of projects which can be used to individualize learning through project work (Richard and Rodgers, 2001:119); they are follows:

1) Multiple intelligences projects: These are based on one or more of intelligences and are designed to stimulate particular intelligences.

2) Curriculum-based projects: These are based on curriculum content areas but are categorized according to the particular intelligences they make use of.
3) Thematic-based projects: These are based on a theme from the curriculum or classroom but are divided into different intelligences.

4) Resources-based projects: These are designed to provide students with opportunities to research a topic using multiple intelligences.

5) Students-choice projects: These are designed by students and draw on particular intelligences.

Related to the five types of projects above, the writer applied the multiple intelligences project in designing the materials. The writer combined some intelligences in one unit. One unit will have different combination of intelligences being developed from the other units.

5. Describing Young Learners

The age of the students is a major factor in our decisions about how and what to teach. People of different ages have different needs, competences, and cognitive skills.

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

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

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

3. Their understanding comes not just from explanation, but also from what they see and hear and, crucially, have a chance to touch and interact with.
4. They generally display an enthusiasm for learning and a curiosity about the world around them.

5. They have a need for individual attention and approval from the teacher.

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

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

In the light of these characteristics, it can be concluded that good teachers at this level need to provide a rich diet of learning experiences which encourages their students to get information from a variety of sources.

B. Theoretical Framework

The theoretical description above gives us understanding on the instructional design, Communicative Language Teaching, the theory of multiple intelligences, Communicative Competence and the theories of young learners. The theoretical description is a basis for clarifying the framework of this study that leads into the actual discussion.

From the theory of young learners, it can be inferred that young learners love to discover things, respond well to being asked to use their imagination; they may well be involved in puzzle-like activities, making things, drawing things, games, songs, and physical movement. If some learners are better at some things then others, this would indicate that there are differences in the ways individual brains work. There is a theory in particular which have tried to account for such
perceived individual variation, and which teachers have attempted to use to for the benefit of their learners that is Multiple Intelligences (MI).

In this study, Multiple Intelligences can be very advantageous because this theory is able to answer the characteristic that young learners have. Dr. Howard Gardner, in his book “Frames of Mind”, suggested that as humans, we do not possess a single intelligence, but arrange of intelligences (Gardner, 1983). He listed eight of these: Musical/Rhythmic, Verbal/Linguistic, Visual/Spatial, Bodily/Kinesthetic, Logical/Mathematical, Intrapersonal, Interpersonal and Natural. All people have all of these intelligences. If the different intelligences predominate in different people is accepted, it suggests that the same learning task may not be appropriate for all of the students, but at least here can be ensured that the teachers sometimes give opportunities during their program, for visualization, for students to work on their own, for sharing and comparing, and for physical movement. By keeping their eye on different individuals, they can direct them to learning activities which are best suited to their own proclivities.

In designing the materials, the writer adopted Yalden’s and Kemp’s instructional models. From Yalden, the writer uses the first step; that is needs survey. While from Kemp’s the writer uses all steps. Yalden’s instructional material is chosen by the writer because it is very suitable to the syllabus that used by the writer in this design that is communicative syllabus. Communicative syllabus is the most suitable for this study because the purpose of this study is to improve learners’ communicative competence. While the reason why the writer chose Kemp’s instructional material is because of its flexibility.
The design of the materials will mostly use Communicative Language Teaching (CLT) approach and techniques because both of the approach and techniques that used is already for communicative purpose.

To design the materials the writer carries out a well-sequenced-step.

1. Conducting needs survey
   The writer uses this step from Yalden’s model. Needs survey aimed at finding out what students need. In this step, the writer collects the information about the students’ needs, interests, and lacks to learn English by interview and distributes questionnaires. The results are used to develop the materials.

2. Identifying goal, topics and general purposes
   This step is taken from Kemp’s model. The steps are to determine the intended goals of instructional materials design. After identifying the goal, the writer stated the general purposes for each topic. The topic should express the general purposes of the designed materials which are aimed to improve learners’ communicative competence based on the theory multiple intelligences.

3. Analyzing learner’s characteristics
   The next step is taken from Kemp’s model. This part is needed to gain information about the children’s capability, need and interest in order to choose the appropriate method, techniques and media in teaching-learning process. It is
very important to know the learners’ characteristics since the materials are addressed to elementary school students.

4. Specifying the learning objectives

This step is adopted from Kemp’s model. By specifying learning objectives, the writer considered what has to be learned by the elementary students to improve their communicative competence through the theory of multiple intelligences. All objectives are stated in the terms of activities that will best promote learning. Learning objectives are divided into three major categories—cognitive, psychomotor, and affective.

5. Selecting teaching-learning activities

Kemp stated that the selection of instructional materials is closely related to the planning of teaching and learning activities, both of which should be considered together (1982:56). The teaching learning activities of the design materials consist of two categories of activities which will be helpful to consider the two questions:

(1) What will the teacher do?

(2) What will the students do?

The eight intelligences should be covered in the learning activities. Moreover, since the communicative competence will be used in the real communication, some of the principles in the CLT are counted as a big consideration in selecting the teaching-learning activities.
6. Designing the Materials

This step is adapted from Yalden’s model. The sixth step of Yalden’s model is “Development and Implementation of Class Procedure.” This step focuses on developing materials.

7. Evaluating

This step is taken from Kemp’s model. The writer must revise and re-evaluate any phases of plan that need improvement so that the writer will make the best design. The evaluation is based on the feedback from the questionnaires distributes to the respondents.
The framework can be figured out as follows.

- Conducting needs survey
- Formulating goals, topics and general purposes
- Analyzing learners’ characteristic
- Specifying the learning objectives
- Selecting teaching-learning activities
- Designing the materials
- Evaluating

*Figure 1.3: The Adapted Model (from Kemp’s and Yalden’s Models)*
CHAPTER III

METHODOLOGY

This chapter presents the detailed information about the research methodology to answer the two questions stated in chapter I. There are six sections discuss in this chapter. This chapter will include the research method, research participants and setting, research instruments, data gathering techniques, data analysis techniques and research procedures.

A. Research Method

The writer chose to employ educational research and developmental study since the study deals with designing materials. Correspondingly, Borg and Gall (1998:772) states that educational research and development (R&D) is a method for organizing an instruction by developing and validating pedagogical products such as material objects and teaching-learning methods. In this sense, R & D method was suitable for this research since R & D was required to bring about educational change and increases the potential impact of basic and applied research findings upon school practice by translating them into usable educational products (Borg and Gall, 1983: 773). R & D provided steps which enabled the systematic sequence of developing educational products.

The steps proposed, commonly referred to as the R & D Cycle, include research and information collecting, planning, develop preliminary form of product, preliminary field testing, main product revision, main field testing,
operational product revision, operational field testing, final product revision, dissemination and implementation (Borg and Gall, 1983: 775).

1. Research and Information Collecting

This step included the product selection and literature review. First, the writer described improving learners’ communicative competence using the theory of Multiple Intelligences. Second, the writer used review of literature, interview and questionnaires to collect the information concerning the students’ background, studies related to multiple intelligences to improve students’ communicative competence, and other information needed. The writer involved 36 elementary students of Domby Kids’ Hope 2 and two English tutors to gain background information.

2. Planning

As stated by Borg and Gall (1983: 779), the most important aspect of planning a research-based educational product was the statement of the specific objectives to be achieved by the product. Therefore, in this step the writer defined the learning objectives, selected the contents, and selected the learning experiences.

3. Develop Preliminary Form of Product

This step included the preparation of instructional materials. By interpreting the data collected, writer developed an instructional material which answers the students’ needs to improve their communicative competence.
4. Preliminary Field Testing

The preliminary field testing was carried out by one English tutor of Domby Kids’ Hope 2 and one lecturer of Sanata Dharma University. The main objective of these steps was to gather opinions, feedbacks, and constructive suggestions for the instructional materials to improve learners’ communicative competence through questionnaires.

5. Main Product Revision

Using the input gathered from the Preliminary Field Testing, the writer revised the design.

B. Research Respondents

To gain the data from different perspectives, the writer used two groups of respondents. The first group consisted of 36 learners in Domby Kids’ Hope 2 representing the target users of the design. The second group consisted of two English tutors of Domby Kids’ Hope 2 and one lecturer of English Education Study Program, Sanata Dharma University. The English tutors were chosen because they understood the students’ background. Therefore, it was expected that they could give opinions, feedbacks, or suggestions related to the implementation of the materials. The lecturer of English Education Study Program Sanata Dharma University was chosen to give opinions, feedbacks, and suggestions related to the materials design since they had the competency related to the study.
1. Research and Information Collecting

To gain information about the background setting and expectations of the students, in this step the writer involved the first respondents group. However, in the second group, the lecturer of English Education Study Program, Sanata Dharma University was not involved since they did not have background information needed related *Domby Kids’ Hope 2*.

2. Preliminary Field Testing

In this step, input and feedbacks were obtained only from the second group. The writer distributed a questionnaire and the designed set of materials to two English tutors of *Domby Kids’ Hope 2* and one lecturer of English Education Study Program. The description of the respondents of designed materials survey was presented in Table 3.1.

<table>
<thead>
<tr>
<th>Group of Respondents</th>
<th>Sex</th>
<th>Educational Background</th>
<th>Teaching experiences (in years)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F/M</td>
<td>S1</td>
<td>S2</td>
</tr>
<tr>
<td>English Tutors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Lecturer</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
C. Research Instruments

The study used some instruments for the sake of obtaining the data and the information that would be needed. The writer utilized two kinds of instruments that took significant roles in designing the materials. Those are interview sheet and questionnaire. Both interview and also questionnaires are included in the first step and the last step of R & D those are studying research source related to the products and revising the products based on the evaluation.

1. Interview

According to Borg and Gall (1983), interview is one of method that it involves the collection data through direct verbal interaction between individuals. The purpose of interviewing is to allow somebody to enter the other person’s perspective (Patton, Michael Quinn, 2002).

The writer decided to conduct an interview to gather data related to the students characteristics, students ability, the teaching-learning activities, and some factors which influenced those points. By doing so, it was highly expected that the information given would help the writer in accomplishing the study. Ary, Jacob and Razavieh (2002: 174) state that there are two types of interview, namely “structured-form and unstructured-form.” Structured-form limits the participants with some provided options of answers. On the contrary, unstructured-form gives participants freedom to answer the questions. Therefore, the writer chose unstructured-form to be applied in the interview. Using unstructured-form, the writer expected to obtain complete information for the reason that the participants could explore their answers.
2. Questionnaires

According to Ary, Razavieh, and Jacobs (1979:175), there are two types of questionnaires namely “structures or closed form” and “unstructured of open form”. A structured questionnaire contains questions and alternative answers, while unstructured questionnaire does not include suggested answer so that the students can answer freely.

In this study, the writer used the structured questionnaire in order to minimize the confusion among the students because the subject in this study is the students from elementary level. While in the second questionnaire, the writer used the unstructured questionnaire in order to obtain more information about respondents’ opinion and suggestion.

The instruments were used to gain information and/or feedback in research and information collecting and preliminary field testing.

a. Research and Information Collecting

In this step, the writer distributed questionnaires to 36 respondents of group one and three respondents from group two. The items of questionnaires for group one and group two were different because surely they have different perspectives. The items in questionnaire for group one focused on the learners’ interest in English subjects and their ability/intelligences. On the other hand, the items for group two focused on English teaching-learning activities, and their opinions related to the design. The questionnaires for group one was written in Bahasa Indonesia to avoid misunderstandings.
b. Preliminary Field Testing

Aiming at collecting the feedbacks, the writer distributed questionnaires to three respondents of group two. The items in the questionnaires focused on the respondents’ opinion on the content and layout of the design materials and the learning activities.

D. Data Gathering Techniques

The data gathers in two ways. They are data gathering for research and information collecting and preliminary field testing.

1. Data Gathering for Research and Information Collecting

The data gathering for this step used questionnaire that were distributed to the students in *Domby Kids’ Hope 2 Terban*. The writer also conducted an interview with the English teacher to complete the data from the students’ questionnaires about their needs, interests, and lacks.

2. Data Gathering for the preliminary field testing

The data gathering for the preliminary field testing used questionnaire on the designed materials to the English tutors and lecturer of English Education Study Program of Sanata Dharma University.

E. Data Analysis Techniques

The data was taken from the questionnaires and interviews. The instructional designed based on the data gathered. The writer used two ways to analyze the data. The first one was making the percentage of the whole opinions. The second
was listing the respondents’ opinion and suggestions. The first way was used when the data were resulted from the measurement of central tendency (mean, median, and mode).

In using central tendency as means of measurement, questionnaires with five points scale was used to assess the respondents’ opinions on the designed materials. They were:

1= Strongly disagree with the statement
2= Disagree with the statement
3= Uncertain
4= Agree with the statement
5= Strongly agree with the statement

The central tendency of the respondents’ opinion on the designed set of materials could be recorded in a table as follows:

Table 3.2. The Central Tendency of the Respondents’ Opinion

<table>
<thead>
<tr>
<th>No.</th>
<th>Respondents’ Opinions</th>
<th>Central Tendency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N</td>
</tr>
</tbody>
</table>

Notes:

N    = Number of cases (the number of respondents)
Mn   = Mean (the average points found by adding all the scores and the number of the cases)
The purpose of using central tendency was to measure the average point of the data, so the most important and significant score in this study was the mean. Moreover the mean was the chosen as the standard measurement because it was the most stable and reliable score among the others. The second way was in the forms of the list of the respondents’ suggestions, so it could not be measured.

F. Research Procedures

This part presents the research procedure which was adapted from the theoretical framework in Chapter 2 and R & D method.

1. Research and Information Collecting

In this step, the writer collected the data needed for the research by conducting a survey in *Domby Kids’ Hope 2* to study the needs of the students. The survey involved thirty-six respondents from the first group and two English tutors of *Domby Kids’ Hope 2*. The survey was carried out to collect information about the students’ interest in learning English. The data gathered were analyzed and used as the basis for designing the instructional materials. To enrich the collection of information, the writer conducted a review of literature by compiling the theories related to the design.

2. Planning

In this step, the writer defined the goals, topics, general purposes, and learning objectives. The selection of teaching-learning activities and resources were also done.
3. Develop Preliminary Form of Product

In developing the primary form of the product, the writer used the result of learner needs analysis conducted in research and information collecting and the intelligences they have as the considerations. The purpose of considering these two factors was to make sure that the design would suit best to the students’ needs and interests.

4. Preliminary Field Testing

This step was conducted by distributing questionnaires to all members of the second group of research respondents. The results were analyzed to find the tendency of the respondents. The main output of this step was constructing suggestions and feedbacks from the respondents to improve the design.

5. Main Product Revision

Considering the analysis of data collected in preliminary field testing, the writer revised the design. The revision was important to produce better product. The final product would be used for the students.
CHAPTER IV
RESEARCH RESULTS AND DISCUSSION

There will be two parts to be discussed in this chapter. The first part describes the steps in designing a set of English instructional materials incorporating Multiple Intelligences theory. The second part describes the presentation of the final material design.

A. The Steps in Designing a Set of English Instructional Materials Incorporating Multiple Intelligences Theory

The detailed explanation about the steps in the designed material gives a clear description of how a set of English instructional materials to improve communicative language competence based on Multiple Intelligences theory for learners in Domby Kids Hope 2 was designed. In the entire process, the writer carried out five steps. Each step is clarified as follows.

1. Research and Information Collecting

The first step is gathering the information needed for this study. This step is very important to know learners’ needs and interest especially in learning English. The data were obtained by distributing questionnaires to the learners in Domby Kids Hope 2 Terban and conducting an interview with two English tutors in Domby Kids Hope 2.
A questionnaire was distributed to learners in *Domby Kids Hope 2 Terban*. There are 36 learners there. The result of the questionnaire can be seen in table 4.1.

**Table 4.1. The Result of Learners’ Questionnaire**

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>X</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Do you like English?</td>
<td>27</td>
<td>75%</td>
</tr>
<tr>
<td></td>
<td>a. Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. No</td>
<td>9</td>
<td>25%</td>
</tr>
<tr>
<td>2.</td>
<td>Do you find difficulty in learning English?</td>
<td>19</td>
<td>52.7%</td>
</tr>
<tr>
<td></td>
<td>a. Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. No</td>
<td>17</td>
<td>47.2%</td>
</tr>
<tr>
<td>3.</td>
<td>If it is yes, why it is difficult to learn?</td>
<td>10</td>
<td>27.7%</td>
</tr>
<tr>
<td></td>
<td>a. The activities are monotonous</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Teacher/English tutor cannot explain the materials well.</td>
<td>2</td>
<td>5.5%</td>
</tr>
<tr>
<td></td>
<td>c. It is hard to memorize the vocabulary</td>
<td>20</td>
<td>55%</td>
</tr>
<tr>
<td></td>
<td>d. It is difficult to pronounce the words in English</td>
<td>18</td>
<td>50%</td>
</tr>
<tr>
<td>4.</td>
<td>In your opinion, is it necessary learning English?</td>
<td>35</td>
<td>97.2%</td>
</tr>
<tr>
<td></td>
<td>a. Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. No</td>
<td>1</td>
<td>2.8%</td>
</tr>
<tr>
<td>5.</td>
<td>If it is yes, chose the most appropriate reason</td>
<td>12</td>
<td>33.3%</td>
</tr>
<tr>
<td></td>
<td>a. To increase school’s mark</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. To be able to speak in English</td>
<td>24</td>
<td>66.6%</td>
</tr>
<tr>
<td>6.</td>
<td>What are your expected situations in learning English in <em>Domby Kids Hope 2</em>?</td>
<td>12</td>
<td>33.3%</td>
</tr>
<tr>
<td></td>
<td>a. Serious</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Relaxed</td>
<td>4</td>
<td>11.1%</td>
</tr>
<tr>
<td></td>
<td>c. Enjoyable</td>
<td>21</td>
<td>58.3%</td>
</tr>
<tr>
<td>7.</td>
<td>Are you interested in learning English using various activities?</td>
<td>28</td>
<td>77.7%</td>
</tr>
<tr>
<td></td>
<td>a. Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. No</td>
<td>9</td>
<td>25%</td>
</tr>
</tbody>
</table>
What kinds of activities do you like? (you may choose more than one)

- a. I like to play puzzle 14 38.8%
- b. I like to arrange and write the words 6 16.6%
- c. I like to sing and listen to the music 20 55.5%
- d. I like to move my body (run, jump, walk) 20 55.5%
- e. I like to play with my natural environment 14 38.8%
- f. I like to see pictures and try to mention the things inside the pictures 6 16.6%
- g. I like to counts the objects 7 19.4%
- h. I like doing activities with friends 26 72.2%
- i. I like to work alone 6 13.8%

Note:  x: the number of the learners who choose the certain answer  
    n: the total number of the respondents (36 learners)  
    N: the percentage of expected opinion from the learners

After conducting the research on the need analysis of learners in Domby Kids’ Hope 2 Terban, the writer summarized the learners’ opinions on the eight questions. First, the writer asked the learners whether they liked English or not. The result showed that 75% of the learners (27 learners) were liked and interested in learning English although 25% of the learners (9 learners) were not interested in learning English.

The second question is whether English is a difficult subject or not. The result showed that 52.7% of the learners (19 learners) said that English is not a difficult subject. And the rest of them as much as 42.2% of the learners (17 learners) still found difficulties in learning English. Still related to this question, the writer asked why they found difficulty in learning English. There were 55.5% of the
learners (20 learners) who were very difficult in remembering English vocabulary, 50% of them (18 learners) said that it was very difficult in pronouncing English word. As much as 27.7% of them (10 learners) felt that the activities were monotonous and only 5.5% of the learners (2 learners) who thought that the teacher of the tutor could not explain the materials well.

Next question is whether it is necessary for them to learn English. There are 97.2% of the learners (35 learners) thought that it was necessary for them to learn English, and only 2.8% of them (1 student) who did not think that they need learn English. As much as 33.3% of the learners (12 learners) thought that they need to learn English to increase school’s mark and 66.6% of the learners (24 learners) think that they need to learn English to be able in speaking English.

The writer also asked what kind of the situations they expected in learning English. The result showed that 33.3% of the learners (12 learners) expected serious situations in learning English. About 58.3% of the learners (21 learners) expected enjoyable situations and 11.1% of the learners (4 learners) expected relaxed situations in learning English. From the data above we can see that most of the learners expected enjoyable situations in learning English.

The writer asked the learners whether they were interested in learning English by using various activities. There were 77.7% of the learners (28 learners) who believed that they were interested learning English in various activities. However, 25% of the learners (9 learners) were not interest in learning English using various activities.
The writer asked the learners about the activities they liked. The results of the questionnaires showed that 38.8% of the learners (14 learners) liked to play puzzle. About 16.6% of the learners (6 learners) liked to arrange and write the words. Singing a song was expected by 55.5% of the learners (20 learners). And the other 55.5% of the learners (20 learners) liked to move their body such as running, jumping, and walking. There were 38.8% of the learners (14 learners) liked to observe the natural environment such as plants, animals and flowers. Seeing the pictures and mentioning the things inside the pictures were expected only by 16.6% of the learners (6 learners). As much as 19.4% of the learners (7 learners) like counting the objects. While 72.2% of the learners (26 learners) expected doing the activities with their friends and 13.8% of them (6 learners) expected working alone.

Besides distributed questionnaires to the learners, the writer also conducted an interview with an English tutor in Domby Kids’ Hope 2 Terban to obtain some important information. The results of the interview were presented in the Table 4.2.

<table>
<thead>
<tr>
<th>No.</th>
<th>Case</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The characteristic of learners in elementary level in <em>Domby Kids’ Hope 2 Terban</em></td>
<td>They are very naughty, and most of them are overacting because they are looking for attention from other people especially their tutors.</td>
</tr>
<tr>
<td>2.</td>
<td>The learners’ ability in learning English</td>
<td>Generally, the learners are very difficult to learn on the theory. They can only memorize the knowledge they got for only on</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>3.</td>
<td>Whether the learners interest in learning English</td>
<td>There are several learners who are really interested in learning English, but several of them are not interested in learning English.</td>
</tr>
<tr>
<td>4.</td>
<td>Learners’ responses when learning English</td>
<td>Most of them are happy when following English class, but they are too often to ask games in their teaching learning activities.</td>
</tr>
<tr>
<td>5.</td>
<td>The difficulties that learners faced in learning English</td>
<td>Most of the difficulties are covered on memorizing vocabulary and pronunciation.</td>
</tr>
<tr>
<td>6.</td>
<td>The way to solve the difficulties</td>
<td>Tutor uses games, songs, and outdoor learning to overcome the difficulties. Beside that, tutor also forces the learners to speak in English for simple command or borrowing something.</td>
</tr>
<tr>
<td>7.</td>
<td>Whether English tutor uses particular activity/methodology in teaching learning activity</td>
<td>Tutor uses question and answer and oral test in teaching and learning. Tutor gives several vocabularies and the learners have to memorize it, and then after break, tutor will give them oral test one by one.</td>
</tr>
<tr>
<td>8.</td>
<td>Whether the activity/methodology effective or not to help the learners in learning English.</td>
<td>It is effective because the learners must memorize it.</td>
</tr>
<tr>
<td>9.</td>
<td>Tutor’s opinion about the activity that can stimulate learners to learn English</td>
<td>They have to use the language over and over again for example when they want to borrow stationary to their friends, or thanking, and so on.</td>
</tr>
</tbody>
</table>
10. Tutor’s opinion about the use of various activities that are incorporating with Multiple Intelligences

It will be so helpful for the learners to learn English and overcome their difficulties on memorizing vocabulary and also their pronunciation.

In brief, that English proficiency of the learners in *Domby Kids’ Hope 2* is still not very good, and the most effective technique that tutors used so that the learners can understand English easily is by using various activities. Hence, multiple intelligences are very suitable for them to be applied in their teaching-learning activities.

2. Planning

Based on the information assembled, the writer made a rough draft of the designed-materials. This draft represented what the designed-materials would look like. The writer also decided on goals, topics and general purposes, mentioning learning objectives, and selecting teaching-learning activities.

a. Stating Goals, Topics, and General Purposes

1) Goals

Based on the curriculum at the school level, the goals were stated as competence standard. The goals that would be gained by the learners are able to use their knowledge of the target language to communicate in a very simple way for the real situations and develop and strengthen their multiple intelligences. To communicate here means the learner can talk to and understand the target language while talking to other people.
2) Topics

The topics that would be learnt were taken from the themes of teaching and learning activities included in English textbooks for elementary school. The topics are arranged as follows:

Unit 1 : Human Body
Unit 2 : Fruits
Unit 3 : Number
Unit 4 : Animals

3) General Purposes

The writer used the curriculum at the school level. In the curriculum at school level, general purpose is replaced by basic competence. The topics and the basic competences as the general purpose are presented in Table 4.3.

Table 4.3. The Basic Competence

<table>
<thead>
<tr>
<th>No.</th>
<th>Topic</th>
<th>Basic Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Human Body</td>
<td>To recognize the English words for the human body and also able to use it in the simple conversation in their daily life.</td>
</tr>
<tr>
<td></td>
<td>(I am unique!)</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Fruits</td>
<td>To recognize the English words for fruits and also able to use it in the simple conversation in their daily life.</td>
</tr>
<tr>
<td></td>
<td>(My Star Fruit)</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Number</td>
<td>To recognize the English words for numbers and also able to use it in the simple conversation in their daily life.</td>
</tr>
<tr>
<td></td>
<td>(I can count)</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Animals</td>
<td>To recognize the English words for animals and also able to use it in the simple conversation in their daily life.</td>
</tr>
<tr>
<td></td>
<td>(a wild life)</td>
<td></td>
</tr>
</tbody>
</table>

b. Specifying the Learning Objectives

Furthermore, the writer used the basic competence to formulate the objectives or the indicators that the learners must achieve in each unit. The
indicators were selected so carefully that they were appropriate and meaningful for the learners. Table 4.4 exemplifies the indicators.

**Table 4.4. Learning Objectives**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Basic competence(s)</th>
<th>Indicator(s)</th>
</tr>
</thead>
</table>
| 1    | Human Body  | To recognize the English words for the human body and also able to use it in the simple conversation in their daily life. | 1. The learners are able to mention parts of human body.  
2. The learners are able to pronounce the parts of body correctly.  
3. The learners are able to talk about human body communicatively. |
| 2    | Fruits      | To recognize the English words for fruits and also able to use it in the simple conversation in their daily life. | 1. The learners are able to mention some fruits.  
2. The learners are able to pronounce the things in the house some fruits correctly.  
3. The learners are able to talk about fruits communicatively. |
| 3    | Numbers     | To recognize the English words for numbers and also able to use it in the simple conversation in their daily life. | 1. The learners are able to mention numbers.  
2. The learners are able to pronounce numbers correctly. |
c. Selecting Teaching Learning Activities

The writer stated five major activities in designing the materials to fit the communicative competence as the basic of the designed materials. The five major activities were as follows:

1) I am a writer

   This part is the activities for the learners to explore their verbal/linguistic intelligences, logical/mathematical intelligences, and intrapersonal intelligences. The activities will be available are knowing the vocabulary and its pronunciation, the exercise on the vocabulary knowledge (word scramble and crosswords), creative writing, and translating sentences.

2) I am a singer

   This part is the activities for the learners to explore their verbal/linguistic intelligences, spatial intelligences, bodily-kinesthetic intelligence, musical intelligence, interpersonal intelligence and intrapersonal intelligence. There will...
be a song provided in each topic so that the learners can learn the song and expose them to English through song.

3) I am a sportsman

This part is the activities for the learners to explore their spatial intelligences, bodily-kinesthetic intelligence, interpersonal intelligence, and intrapersonal intelligence. The activity will be available in this part is game. The purpose of the game is that the learners can use their knowledge of the topic through games and create proactive and fun atmosphere of teaching-learning activity.

4) I am an adventurer

This part is the activities for them to explore their logical-mathematical intelligence, bodily-kinesthetic intelligence, intrapersonal intelligence, interpersonal intelligence and naturalistic intelligence. This section will be done mostly outside the classroom so that they can observe their surroundings.

5) I am a doctor

This part is the activities for them to explore their verbal/linguistic intelligence, logical-mathematical intelligence, spatial intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalistic intelligence. In this section the learners will examine many things so that they can understand things in detail and deeper.

Those four major steps were put into five stages of the teaching and learning activity. The four stages of teaching-learning activities were aimed at making the
teaching learning activities run in order to achieve the goal of the language learning. The four stages of the teaching and learning activities are as follows.

1) Pre-activity

The pre-activity is warm-up activity for the learners so that they can prepare themselves to study related topic.

2) Main activity

Main activity is the activity where the learners will fully concentrated to the topic so that they can absorb all the materials given related to the topic.

3) Real use activity

In this stage the learner practice the lesson in real situation. The learners are expected to be able to speak/talk about the topic communicatively.

4) Post-activity

This activity will close the teaching-learning process.

Table 4.5. Teaching Learning Activities

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Activities</th>
<th>Intelligences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>L</td>
</tr>
<tr>
<td>1</td>
<td>My body</td>
<td>A. I am a writer</td>
<td>V</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B. I am a singer</td>
<td>V</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. I am a sportsman</td>
<td>V</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D. I am an adventurer</td>
<td>V</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E. I am a doctor</td>
<td>V</td>
</tr>
<tr>
<td></td>
<td>Fruits</td>
<td>A. I am a writer</td>
<td>V/S</td>
</tr>
<tr>
<td>---</td>
<td>---------</td>
<td>-----------------</td>
<td>-----</td>
</tr>
<tr>
<td></td>
<td>B. I am a singer</td>
<td></td>
<td>V</td>
</tr>
<tr>
<td></td>
<td>C. I am a sportsman</td>
<td></td>
<td>V</td>
</tr>
<tr>
<td></td>
<td>D. I am an adventurer</td>
<td></td>
<td>V</td>
</tr>
<tr>
<td></td>
<td>E. I am a doctor</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Numbers</td>
<td>A. I am a writer</td>
<td>V/S</td>
</tr>
<tr>
<td></td>
<td>B. I am a singer</td>
<td></td>
<td>V</td>
</tr>
<tr>
<td></td>
<td>C. I am a sportsman</td>
<td></td>
<td>V</td>
</tr>
<tr>
<td></td>
<td>D. I am an adventurer</td>
<td></td>
<td>V</td>
</tr>
<tr>
<td></td>
<td>E. I am a doctor</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Animals</td>
<td>A. I am a writer</td>
<td>V/S</td>
</tr>
<tr>
<td></td>
<td>B. I am a singer</td>
<td></td>
<td>V</td>
</tr>
<tr>
<td></td>
<td>C. I am a sportsman</td>
<td></td>
<td>V</td>
</tr>
<tr>
<td></td>
<td>D. I am an adventurer</td>
<td></td>
<td>V</td>
</tr>
<tr>
<td></td>
<td>E. I am a doctor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes:

L : Linguistic Intelligence

V/S : Verbal/Spatial Intelligence

M : Music Intelligence

M/L : Mathematical/Logical Intelligence
3. Developing the Outline of the Designed-Materials

In designing the instructional materials, eight intelligences from Howard Gardner were combined with some theories in CLT because the goals of instructional materials were to enable the learners to improve their communicative competence and develop and strengthen their multiple intelligences.

The instructional materials contained four units and eight lesson plans per program that held by *Domby Kids’ Hope 2*. However, some revisions were made on the process of designing the materials. The Improve set of materials would be presented in the Material presentation.

4. Conducting Preliminary Test

To gain evaluations on the designed set of materials, the writer administered a survey study. The writer distributed the materials and a questionnaire to three respondents, two English tutors of *Domby Kids’ Hope 2*, and one lecturer of the English Education Study Program of Sanata Dharma University. A Questionnaire was distributed from 1st November 2010 to 3rd November 2010. The feedback result of the questionnaire would be used as the basis for revising the designed materials.
a. Description of the Respondents

The respondents of this research were three people. They were two English tutors of Domby Kids Hope 2 Yogyakarta, and one lecturer of English Education Study Program of Sanata Dharma University. They gave their opinions towards the designed materials. The data of the respondents are presented in Table 4.6.

<table>
<thead>
<tr>
<th>Group of Respondents</th>
<th>Sex</th>
<th>Educational Background</th>
<th>Teaching experiences (in years)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>M</td>
<td>S1</td>
</tr>
<tr>
<td>English Tutors</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>English Lecturer</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

b. Data Presentation

The data presentation consists of three parts. The first part describes the presentation of the descriptive statistic. The second part describes the respondents’ comments and opinions about the designed materials. The last part describes the respondents’ suggestions and criticisms about the designed materials.
1) Descriptive Statistics

Table 4.7. The result of the Designed Materials Evaluation Survey

<table>
<thead>
<tr>
<th>No</th>
<th>The respondents’ Evaluation on</th>
<th>Points of Agreement</th>
<th>N</th>
<th>Central Tendency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>The basic competence are well formulated</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2.</td>
<td>The Indicators are well formulated</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3.</td>
<td>The topics are well selected and arranged</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>The materials are interesting, suitable, and relevant for the learners in Domby Kids Hope 2</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5.</td>
<td>The material is already reflected the development of learners’ communicative competence</td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>6.</td>
<td>The design materials are able to help the learners to develop their English through multiple intelligences</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>7.</td>
<td>The activities given enable the learners to practice using the language</td>
<td></td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>8.</td>
<td>The materials are well elaborated</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Notes: N = Number of cases (the number of respondents)

Mn = Mean (the average points found by adding all the scores and the number of the cases).

The data obtained from the respondents by using a questionnaire. The assessment of the respondents’ opinions on the designed materials used five points of agreement:
1= Strongly disagree with the statement

2= Disagree with the statement

3= Uncertain

4= Agree with the statement

5= Strongly agree with the statement

The data of descriptive statistics of the respondents’ opinions on the designed materials are presented in Table 4.7.

2) Respondents’ Comments and Opinions on the Designed Set of Materials

The respondents were also asked to give comments and opinions about the designed materials. There were some spaces in the questionnaire available for their comments and opinions. The respondents’ comments and opinions were helpful and important for their improvement of the designed materials.

Generally, the respondents assumed that the designed set of materials was quite well elaborated. They also said that the layout was interesting and eye catching, the learners must like it. The topic was contextual and could be applied in daily activity; moreover, it was supported by outside-class-activity. And also the instruction was clear for the learners.

3) Respondents’ Suggestions on the Designed Set of Materials

The respondents also gave their suggestions toward the designed set of materials. The suggestions were very important and helpful because they helped
to improve and revise the designed materials. The results of the respondents’ suggestions were presented as follows.

a) One respondent suggested to make any necessary change so it can adapted in the class.

b) One respondent suggested to rearrange the materials from the easies to the hardest.

c) One respondent suggested adding evaluation part in the lesson plan including the technique, form and the instruments.

5. Carrying Out Main Product Revision

In this part, the writer discusses the results of the evaluation and the revision of the designed set of materials. Based on the result of descriptive statistics, the designing of English instructional materials incorporating Multiple Intelligences theory were suitable and acceptable to be applied to the learners in Domby Kids’ Hope 2. From the table of descriptive statistics, the mean score was in the range from 4 to 4.6. It can be concluded that the designed set of materials were suitable and acceptable.

Revision and improvements were made on the designed materials to make them better instructional designed materials. The writer adopted and used some suggestions that were suitable. The writer did some revision to the designed materials based on the suggestions given by the respondents. The revisions are clarified as follows.
a. The writer accepted the suggestion to complete the designed with the clearly instruction.

b. The writer accepted the suggestion to complete the designed with the complete example.

c. The writer accepted the suggestion to rearrange the materials from the easiest to the hardest.

d. The writer added evaluation part in the lesson plan.

e. The writer changed some materials which was had high level of difficulty into the simpler one.

f. The writer also changed some lay out so that it can be better.

B. The Presentation of the Final Material Design

To answer the second question in the problem formulation, that is, what the designed set of materials looked like; the writer presents the final version of the designed set of materials. The designed materials consist of four units. They are:

1. Human Body
2. Fruits
3. Number
4. Animals

Each unit consists of five sections as follows:
1. I am a writer

   This part is mostly concluded in pre-activity section. This part is for the learners to explore their verbal/linguistic intelligences, logical/mathematical intelligences, and intrapersonal intelligences.

2. I am a singer

   This part is always as the post-activity so that the learners can also enjoy the learning activities with song. This part is for the learners to explore their verbal/linguistic intelligences, spatial intelligences, bodily-kinesthetic intelligence, musical intelligence, interpersonal intelligence and intrapersonal intelligence.

3. I am a sportsman

   This part is for the learners to move their body and practicing their language. This part is for the learners to explore their spatial intelligences, bodily-kinesthetic intelligence, interpersonal intelligence, and intrapersonal intelligence.

4. I am an adventurer

   In this part, the learners more on doing some observations in their surroundings and learn how to report it. While doing the observations, the learners should using English to get the information. This part is for them to explore their logical-mathematical intelligence, bodily-kinesthetic intelligence, intrapersonal intelligence, interpersonal intelligence and naturalistic intelligence.
5. I am a doctor

This part is for them to explore their verbal/linguistic intelligence, logical-mathematical intelligence, spatial intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalistic intelligence.
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This last chapter mainly exhibits two parts, the conclusion and the suggestions. The conclusion aims at answering the questions formulated in chapter I. Thus, the writer summarized the way in designing a set of English instructional materials to improve learners’ communicative competence based on the theory of Multiple Intelligences in *Domby Kids’ Hope 2*. In the second part, the writer contributes some suggestions directed to Lecturer of Sananta Dharma University, especially the English tutor of *Domby Kids’ Hope 2*.

A. Conclusions

The design aimed at designing a set of English instructional materials to improve learners’ communicative competence based on the theory of Multiple Intelligences in *Domby Kids’ Hope 2*. This design focused on the using of Multiple Intelligences theory to improve learner's competence in *Domby Kids’ Hope 2*. There were two questions related to the study; how the materials were designed and how the designed looked like.

The first question mentioned in the problem formulation was answered by applying R&D cycle. In designing the whole materials, the writer carried out five steps:
1. **Research and Information Collecting**

The writer conducted an interview with the English tutors in *Domby Kids’ Hope 2*, distributed questionnaires to the students and also to the tutors there and the writer also observed the way the students learn English.

2. **Planning**

The writer made a rough draft of the designed-materials based on the information assembled. The writer decided on goals, topics, general purposes, mentioning learning objectives, and selecting teaching-learning activities.

3. **Developing the Outline of the Designed-Materials**

The writer using the eight intelligences from Howard Gardner and combined it with CLT because the goals of instructional materials were to enable the students to improve their communicative competence and develop their various intelligences.

4. **Conducted Preliminary test**

The writer collected some information whether the materials were appropriate for the students. Therefore, the writer distributed the design evaluation questionnaire to two English tutors of *Domby Kids’ Hope 2* and one lecturer of the English Language Education Study Program of Sanata Dharma University. Based on the result of the close-ended questionnaire, the average point of the respondents’ agreement towards the materials ranged from 4-4.6. it means that the materials were acceptable and suitable.
5. Main Product Revision

The second question in the problem formulation was answered by presenting the final version of the designed-material. The designed-materials provided four units. Those four units were: Human Body, Fruits, Number and Animals.

Each of those units consist of five parts, namely I’m a Writer, I’m a Doctor, I’m a Sportsman, I’m an Adventurer, and I’m a Singer. Those five parts were specially selected to improve learners’ communicative competence and their intelligences.

B. Suggestions

In this part, the writer presents some suggestions. For English tutors in *Domby Kids’ Hope 2* and other researchers who are interested in a research in the same field.

1. For English tutors in *Domby Kids’ Hope 2*

The writer suggests the English tutors in *Domby Kids’ Hope 2* to use the designed materials. In applying the materials, the writer advises the tutors to always use English to communicate with the learners so that the learners are familiar with English and able to use it in their daily life.

Tutors should prepare the materials well and provide some alternatives materials in case the children are not enthusiastic or the situation and the conditions are not good for the materials to be applied. During teaching-learning
activities, the tutors may observe learners’ responses towards the teaching-learning activities.

Tutors also should encourage the students to be proactive and have spirit in all activity. They need more motivation in learning English so that the tutors should be stricter to the students. It is really important for the teacher to find various ways of teaching since the students have their own talents and interests and through these various activities, the students will have more freedom and ways in expressing their ideas, opinions, feelings and thoughts in their way.

2. For other researchers

This designed materials is still far from perfect, the writer expected those who are in the same field of study would complete this and explore deeper than this study so that education in Indonesia could be more various and effective. However, this study only deals with the material development and it will be more effective if the other researchers implement that designed set of materials and make some necessary improvements.
REFERENCES


Appendix A

Letter of Permission
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS SANATA DHARMA
Mriran, Tremol Pos 29 Yogyakarta 55002. Telp. (0274) 513301, 515352, Fax. (0274) 562383

Honor : 085_9701752/47
Ist : 
Jil : Permohonan Ijin Penelitian

Dengan hormat,

Dengan ini kami memohonkan ijin bagi mahasiswa kami,

Nama :
No. Mahasiswa :
Program Studi :
Jurusan :
Fakultas :
Semester :

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

Lokasi :
Kota :
Kep/UDUL :

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

Yogyakarta, 05 Juli 2010

[Signature]

Drs. Dedran,
Ketua Jurusan Pendidikan Bahasa dan Seni

[Signature]

C. Zaskia Nur, S.Pd., M.Pd.
NPP: 1680

Surat Usaha Pihak :

Jikakan PKIP
Appendix B

The Needs Survey Questionnaire
Namaku adalah.............................................
Aku kelas..................................................

KUESIONER UNTUK SISWA

1. Apakah kamu menyukai pelajaran Bahasa Inggris?
   a. Ya
   b. Tidak

2. Apakah menurut kamu Bahasa Inggris itu sulit?
   a. Ya
   b. Tidak

3. Jika ya, mengapa bahasa Inggris itu sulit?
   a. Kegiatan belajarnya membosankan
   b. Guru di sekolah/tutor tidak dapat menjelaskan dengan baik
   c. Susah menghafal kosakata dalam Bahasa Inggris
   d. Lainnya..........................................................

4. Apakah menurutmu perlu untuk belajar Bahasa Inggris?
   a. Ya
   b. Tidak

5. Jika ya, pilihlah alasan yang paling sesuai
   a. Agar nilai Bahasa Inggris di sekolah meningkat
   b. Agar dapat berbicara dalam Bahasa Inggris
   c. Lainnya..........................................................

6. Situasi seperti apa yang kamu inginkan dalam belajar Bahasa Inggris di Domby?
   a. Serius
   b. Santai
   c. Menyenangkan

7. Apakah kamu tertarik belajar Bahasa Inggris dengan berbagai macam aktifitas?
   a. Ya
   b. Tidak
8. Kegiatan apa yang kamu sukai? (boleh memilih lebih dari satu)
   a. Saya suka bermain puzzle
   b. Saya suka menyusun dan menulis kata-kata
   c. Saya suka bernyanyi dan mendengarkan lagu
   d. Saya suka aktifitas yang membutuhkan gerakan (berlari, meloncat, berjalan)
   e. Saya suka melihat dan bermain dengan alam sekitar
   f. Saya suka melihat gambar dan mencoba menyebutkan apa yang ada didalam gambar.
   g. Saya suka menghitung suatu obyek
   h. Saya suka melakukan kegiatan bersama teman
   i. Saya suka bekerja seorang diri
   j. Lainnya..............................................................................................................
Appendix C

The Interview Guide
WAWANCARA TUTOR

1. Bagaimanakah karakter /tingkah laku anak-anak SD di Domby Kids pada umumnya?

2. Bagaimanakah kemampuan berbahasa Inggris anak-anak SD di Domby Kids pada umumnya?

3. Apakah anak-anak tersebut tertarik pada pelajaran Bahasa Inggris?

4. Bagaimanakah respon anak-anak pada saat pelajaran Bahasa Inggris?

5. Kesulitan-kesulitan apa saja yang anak-anak hadapi pada saat belajar Bahasa Inggris?

6. Bagaimana cara anda dalam mengatasi kesulitan tersebut?

7. Kegiatan/metode pembelajaran apa yang anda gunakan dalam mengajar anak-anak berbahasa Inggris?

8. Apakah kegiatan/metode tersebut cukup efektif untuk merangsang anak-anak untuk berbahasa Inggris?

9. Menurut anda, kegiatan apakah yang dapat merangsang anak-anak untuk dapat berbahasa Inggris secara komunikatif?

10. Bagaimana tanggapan anda mengenai penyusunan suatu materi menggunakan berbagai macam aktifitas yang berdasar pada kecerdasan majemuk didalam pembelajaran Bahasa Inggris?
Appendix D

The General Description of the Designed Materials
GENERAL DESCRIPTION

This study entitled “Designing a Set of English Instruction Materials to Improve learners’ Communicative Competence Based on the Theory of Multiple Intelligences in Domby Kids’ Hope 2.” The core of this study is to design a set of English instructional materials for elementary level in Domby Kids’ Hope 2 by applying the theory of Multiple Intelligences.

A. Objectives

The objectives of these instructional materials as follows:

1. To improve learners’ ability in speaking English in their daily life.
2. To improve the motivation and interest of the learners in Domby Kids Hope 2 in learning English using the theory of Multiple Intelligences which enable the learners to know and learn English in Various ways such as doing the some observation, playing games, reading, counting, singing and so on.

Based on those objectives, the writer tried to design a set of English instructional materials for Domby Kids Hope 2. To know the appropriateness of the designed materials, the writer conducted an evaluation survey by distributing questionnaire to English tutors and a lecturer of Sanata Dharma University.

B. Subject Content

The focus of this materials designing is to design English instructional materials for Domby Kids’ Hope 2 based on the theory multiple intelligences which believes that everyone has
different strengths as well as weaknesses in each intelligences. There are eight intelligences; they are visual intelligences, mathematical-logical intelligences, verbal/linguistic intelligences, bodily-kinesthetic intelligences, interpersonal intelligences, intrapersonal intelligences, musical intelligences and naturalistic intelligences. In the materials designing process, the writer develop various activities which suitable with the development of each intelligences. In the designed materials the writer combined some intelligence in each unit. The designed materials is composed of four units, they are as follows:

1. Human Body
2. Fruits
3. Number
4. Animals

Each unit was divided into five parts:

1. I am a writer

This part is mostly concluded in pre-activity section. This part is for the students to explore their verbal/linguistic intelligences, logical/mathematical intelligences, and intrapersonal intelligences.

2. I am a singer

This part is always as the post-activity so that the learners can also enjoy the learning activities with song. This part is for the students to explore their verbal/linguistic intelligences, spatial intelligences, bodily-kinesthetic intelligence, musical intelligence, interpersonal intelligence and intrapersonal intelligence.
3. I am a sportsman

This part is for the learners to move their body and practicing their language. This part is for the students to explore their spatial intelligences, bodily-kinesthetic intelligence, interpersonal intelligence, and intrapersonal intelligence.

4. I am an adventurer

In this part, the learners more on doing some observations in their surroundings and learn how to report it. While doing the observations, the learners should using English to get the information. This part is for them to explore their logical-mathematical intelligence, bodily-kinesthetic intelligence, intrapersonal intelligence, interpersonal intelligence and naturalistic intelligence.

5. I am a doctor

This part is for them to explore their verbal/linguistic intelligence, logical-mathematical intelligence, spatial intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalistic intelligence.
Appendix E

The Evaluation Questionnaires
MATERIALS EVALUATION QUESTIONNAIRE

“Designing a Set of English Instructional Materials to Improve Learners’ Communicative Competence Based on the Theory of Multiple Intelligences in *Domby Kids’ Hope 2*.”

Name :  
Age :  
Educational Background :  
Teaching experience : ………… Years

In order to collect the data, the writer would like to use questionnaires as the instrument of the survey research. This questionnaire is intended to obtain feedback concerning the designed instructional materials.

As the respondent of the research, you are expected to evaluate the sample of the designed set of instructional materials. You are expected to put a cross (x) in one of the five points of agreement column for each statement.

<table>
<thead>
<tr>
<th>No.</th>
<th>The respondents’ Evaluation on</th>
<th>Points of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>1.</td>
<td>The basic competence are well formulated</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The Indicators are well formulated</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The topics are well selected and arranged</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The materials are interesting, suitable, and relevant for the learners in <em>Domby Kids Hope 2</em></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The material is already reflected the development of learners’ communicative competence</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The design materials are able to help the learners to develop their English through multiple intelligences</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>The activities given enable the students to practice using the language</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>The materials are well elaborated</td>
<td></td>
</tr>
</tbody>
</table>
1. Please give opinions about the designed set of materials, particularly about its strength and weaknesses.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Please give suggestion(s) in order to improve the designed set of materials

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Thank You and God Bless You
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Appendix F

Syllabus
**SYLLABUS**

*Standard Competencies:* students are able to communicate and use their skills in a very simple way in the target language in the real situations.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Basic competence</th>
<th>Indicator</th>
<th>Activities</th>
<th>Assessment</th>
<th>Time allocation</th>
<th>Source/media</th>
</tr>
</thead>
</table>
| Human Body    | To recognize the English words for the human body and also able to use it in the simple conversation in their daily life. | 1. The students are able mention parts of human body.  
2. The students are able to pronounce the parts of body correctly.  
3. The students are able to talk about human body communicatively. | ● Reading aloud on the vocabulary and its pronunciation.  
● Exercise about their vocabulary knowledge.  
● Conversation with their friends.  
● Reading and making a simple mind mapping.  
● Listening activities  
● Doing a game.  
● Doing an observation about human body.  
● Complete the table.  
● Sing a song. | Observation  
Writing test | 2 x 45’ | Textbook  
Tape recorder |
<table>
<thead>
<tr>
<th>Fruits</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>To recognize the English words for fruits and also able to use it in the simple conversation in their daily life.</td>
<td>To recognize the English words for numbers and also able to use it in the simple conversation in their daily life.</td>
</tr>
</tbody>
</table>
| 1. The students are able to mention some fruits.  
  2. The students are able to pronounce the things in the house some fruits correctly.  
  3. The students are able to talk about fruits communicatively. | 1. The students are able to mention numbers  
  2. The students are able to pronounce numbers correctly  
  3. The students are able to talk about numbers communicatively. |
| • Reading aloud on the vocabulary and its pronunciation.  
  • Partner interview  
  • Report the interview using table.  
  • Reading comprehension  
  • Doing some observation  
  • Listening activity.  
  • Play a game  
  • Sing a song. | • Reading aloud on the vocabulary and its pronunciation.  
  • Conversation with friends.  
  • Complete the table on their observation.  
  • Structure about plus, minus, times, divided by.  
  • Outdoor games  
  • Sing a song  
  • Making their own instruments |
| Observation  
  Writing test | Observation  
  Writing test |
| 2x45’ | 2x45’ |
| Textbook  
  Tape recorder | Textbook  
  Music instruments.  
  Tape recorder |
Appendix G

Lesson Plan
# LESSON PLAN 1

**Unit:** 1  
**Topic:** Human body part 1  
**Level:** Elementary  
**Time allocation:** 2 x 45’  
**Competence standard:** The learners are able to use their knowledge of the target language to communicate in a very simple way in the real situations and developed and strengthen their multiple intelligences.

<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Teaching-Learning Activities</th>
<th>Types of Multiple Intelligences</th>
<th>Time allocation</th>
<th>Media/source</th>
</tr>
</thead>
</table>
| **To recognize the English words for the human body and also able to use it in the simple conversation in their daily life.** | 1. The students are able mention parts of human body. 2. The students are able to pronounce the parts of body correctly 3. The students are able to talk about human body communicatively. | **A. Pre-activity**  
- Teacher greets the students  
- Teacher introduces the topic by asking the students to mention the parts of the body.  
- Teacher gives them the vocabulary of the parts of the body and its pronunciation.  
- The teacher gives them exercises about their vocabulary knowledge. | Visual-spatial Intelligence  
Interpersonal intelligence | 10’  
10’  
13’ | Textbook |
| | **B. Main activity**  
- Teacher gives a reading passage to the students. | | Interpersonal Intelligence | 10’  
7’ | |
### C. Real use Activity
- The teacher gives a conversation related to the topic to the students.
- The teacher gives a game “Follow the Leader” to the students.

### D. Post activity
- The students are asked to sing a song “Head, Shoulders, Knee and Toes”

<table>
<thead>
<tr>
<th>Spatial intelligence</th>
<th>Verbal Intelligence</th>
<th>Intrapersonal intelligence</th>
<th>Musical Intelligence</th>
<th>Bodily-kinesthetic Intelligence</th>
</tr>
</thead>
<tbody>
<tr>
<td>10’</td>
<td>20’</td>
<td>10’</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Bibliography:**


**LESSON PLAN 2**

Unit : 1  
Topic : Human body part 2  
Level : Elementary  
Time allocation : 2 x 45’  
Competence standard : The learners are able to use their knowledge of the target language to communicate in a very simple way in the real situations and developed and strengthen their multiple intelligences.

<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Teaching-Learning Activities</th>
<th>Types of Multiple Intelligences</th>
<th>Time allocation</th>
<th>Media/source</th>
</tr>
</thead>
</table>
| To recognize the English words for the human body and also able to use it in the simple conversation in their daily life. | 1. The students are able mention parts of human body.  
2. The students are able to pronounce the parts of body correctly  
3. The students are able to talk about human body communicatively. | **A. Pre-activity**  
- Teacher greets the students  
- Teacher gives a review about the last topic.  
- Teacher asking the students to sing a song that already learned in the last meeting.  

**B. Main activity**  
- Teacher asks the students to make a Venn Diagram of human body  
- Teacher asks the students to do a human acrostic poem | Musical intelligence  
Bodily-kinesthetic  
Intrapersonal | 10’  
5’  
10’  
15’ | Textbook |
C. Real use Activity
- The teacher asks the students to do some observation about malfunction of parts of the body.
- Teacher asks the students to complete the table of the observation.

D. Post activity
- A short review on the materials
- Sing a song

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Interpersonal</th>
<th>Interpersonal</th>
<th>Logical-mathematical</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Music</td>
<td>Bodily-kinesthetic</td>
<td>25’</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10’</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

References:


LESSON PLAN 3

Unit: 2  
Topic: Fruits part 1  
Level: Elementary  
Time allocation: 2 x 45’  
Competence standard: The learners are able to use their knowledge of the target language to communicate in a very simple way in the real situations and developed and strengthen their multiple intelligences.

<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Teaching-Learning Activities</th>
<th>Types of Multiple Intelligences</th>
<th>Time allocation</th>
<th>Media/source</th>
</tr>
</thead>
</table>
| To recognize the English words for fruits and also able to use it in the simple conversation in their daily life | 1. The students are able to mention some fruits.  
2. The students are able to pronounce the things in the house some fruits correctly.  
3. The students are able to talk about fruits communicatively. | **A. Pre-activity**  
- Teacher greets the students  
- Teacher brings some fruits and encourages the students to mention fruits.  
- Teacher gives the students vocabulary of the fruits and its pronunciation.  
- Teacher asks the students to do exercise about fruits. | Visual/spatial  
Verbal/linguistic | 10’  
10’ | Textbook |
| | | **B. Main activity**  
- Teacher gives some list of fruits and they have to make a short paragraph about the fruits in a group. | Intrapersonal  
Natural | 20’  
15’ | |
Teacher asks the students to show the seed that they have already brought from home and learn about what kind of seed that they bring. After learn about the seed, teacher lead the students to the garden to plant the seed they already brought.

C. Real use Activity

- Teacher gives the students a conversation and asks them to perform it in front of the class.

D. Post activity

- The students are asked to sing a song “Apple, Strawberry and Orange” and play the game.

<table>
<thead>
<tr>
<th>Interpersonal</th>
<th>Verbal/linguistic</th>
<th>Musical</th>
<th>Bodily-kinesthetic</th>
<th>Interpersonal</th>
</tr>
</thead>
</table>

References:


## LESSON PLAN 4

| Unit | 2 |
| Topic | Fruits part 2 |
| Level | Elementary |
| Time allocation | 2 x 45’ |
| Competence standard | The learners are able to use their knowledge of the target language to communicate in a very simple way in the real situations and developed and strengthen their multiple intelligences. |

<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Teaching-Learning Activities</th>
<th>Types of Multiple Intelligences</th>
<th>Time allocation</th>
<th>Media/source</th>
</tr>
</thead>
</table>
| To recognize the English words for fruits and also able to use it in the simple conversation in their daily life | 1. The students are able to mention some fruits.  
2. The students are able to pronounce the things in the house some fruits correctly.  
3. The students are able to talk about fruits communicatively. | A. Pre-activity  
- Teacher greets the students  
- Teacher reviews about the last material.  
- Teacher gives a game for the students “Pass it!” | Visual/spatial  
Bodily-kinesthetic  
Intrapersonal  
Verbal | 10’  
15’  
12’  
8’  
10’ | Textbook |
|                  |            | B. Main activity  
- Teacher gives conversation to the students and they have to practice it with their friends using the form “Which is heavier?”  
- Teacher gives a reading passage about fruits.  
- Teacher asks the students to do | | | |
the partner activity.

C. Real use Activity

- Teacher gives the students a list of questions and the students have to find out the answer by asking to their friends.
- Students have to report it by completing the table provided.

D. Post activity

- The students are asked to sing a song “Apple, Strawberry and Orange” and play the game.

<table>
<thead>
<tr>
<th>Interpersonal</th>
<th>Intrapersonal</th>
<th>Spatial</th>
<th>Musical</th>
<th>Bodily-kinesthetic</th>
</tr>
</thead>
<tbody>
<tr>
<td>20’</td>
<td>8’</td>
<td>7’</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

References:


# LESSON PLAN 5

**Unit**: 3  
**Topic**: Numbers part 1  
**Level**: Elementary  
**Time allocation**: 2 x 45’  
**Competence standard**: The learners are able to use their knowledge of the target language to communicate in a very simple way in the real situations and developed and strengthen their multiple intelligences.

<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Teaching-Learning Activities</th>
<th>Types of Multiple Intelligences</th>
<th>Time allocation</th>
<th>Media/source</th>
</tr>
</thead>
</table>
| To recognize the English words for numbers and also able to use it in the simple conversation in their daily life. | 1. The students are able to mention numbers.  
2. The students are able to pronounce numbers correctly.  
3. The students are able to talk about numbers communicatively. | **A. Pre-activity**  
• Teacher greets the students  
• Teacher encourages the students to count.  
• Teacher gives the vocabulary and its pronunciation.  
• Teacher asks the students to do the exercise.  

**B. Main activity**  
• Teacher gives materials about singular-plural.  
• The students do the exercise about singular-plural.  
• Teacher gives a reading passage “Fruit in Peter’s Dining Room”  
• An exercise related to the passage. | Interpersonal  
Intrapersonal | 5’  
20  
5’ | Textbook  
Materials to make a music instruments. |
- Teacher gives conversations related to the material.
- Students have to practice the dialog given.

### C. Real use Activity
- Teacher gives a game “booby traps” for the students.

### D. Post activity
- The students are asked to make a group of four. Each group has to make their own instruments from their surroundings. After the instruments are ready, they may sing a song together.

### References:
## LESSON PLAN 6

**Unit**: 3  
**Topic**: Numbers part 2  
**Level**: Elementary  
**Time allocation**: 2 x 45’  
**Competence standard**: The learners are able to use their knowledge of the target language to communicate in a very simple way in the real situations and developed and strengthen their multiple intelligences.

<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Teaching-Learning Activities</th>
<th>Types of Multiple Intelligences</th>
<th>Time allocation</th>
<th>Media/source</th>
</tr>
</thead>
</table>
| To recognize the English words for numbers and also able to use it in the simple conversation in their daily life. | 1. The students are able to mention numbers  
2. The students are able to pronounce numbers correctly  
3. The students are able to talk about numbers communicatively. | **A. Pre-activity**  
- Teacher greets the students  
- Teacher gives review on the materials in the last meeting.  
- Teacher asks the students to have a game outside classroom. The students will play “Most wanted games” | Intrapersonal  
Natural  
Bodily-kinesthetic | 5’  
15’  
20’  
10’ | Textbook |
C. Real use Activity

- Teacher gives a task for students to observe their surroundings and asking their friends using “how many…”. the students freely to ask about anything in their surroundings.
- Report the findings in the table provided.

D. Post activity

- Students make a personal reflection about this material.
- Students sing a song.

<table>
<thead>
<tr>
<th>Interpersonal</th>
<th>Natural</th>
<th>Verbal</th>
<th>Spatial</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15’</td>
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<td></td>
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<td></td>
<td></td>
<td>10’</td>
</tr>
<tr>
<td>Musical</td>
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<td>5’</td>
</tr>
</tbody>
</table>

References:


PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

LESSON PLAN 7

Unit : 4
Topic : Animals part 1
Level : Elementary
Time allocation : 2 x 45’
Competence standard : The learners are able to use their knowledge of the target language to communicate in a very simple way in the real situations and developed and strengthen their multiple intelligences.

<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Teaching-Learning Activities</th>
<th>Types of Multiple Intelligences</th>
<th>Time allocation</th>
<th>Media/source</th>
</tr>
</thead>
</table>
| To recognize the English words for animals and also able to use it in the simple conversation in their daily life. | 1. The students are able to mention some animals 2. The students are able to pronounce animals correctly 3. The students are able to talk about animals communicatively. | **A. Pre-activity**  
- Teacher greets the students  
- Teacher introduces the topic by asking the students to mention the name of animals  
- Teacher gives them the vocabulary of the parts of the body and its pronunciation.  
- The teacher gives them exercises about their vocabulary knowledge (pets world puzzle) | Visual-spatial Intelligence  
Interpersonal intelligence | 10’  
10’  
15’ | Textbook |
| | | **B. Main activity**  
- Teacher gives an exercise fill in the missing information in a | Interpersonal Intelligence | 10’ | |


C. Real use Activity

- The teacher gives a partner activity about wild animals and its habitat.

D. Post activity

- The students are asked to sing a song Old McDonald had a Farm part one

<table>
<thead>
<tr>
<th>Spatial intelligence</th>
<th>Verbal Intelligence</th>
<th>Intrapersonal intelligence</th>
<th>Musical Intelligence</th>
</tr>
</thead>
<tbody>
<tr>
<td>15’</td>
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<td>20’</td>
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</tbody>
</table>

References:


**LESSON PLAN 8**

<table>
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<tr>
<th>Unit</th>
<th>4</th>
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<tbody>
<tr>
<td>Topic</td>
<td>Animals part 2</td>
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<tr>
<td>Level</td>
<td>Elementary</td>
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<tr>
<td>Time allocation</td>
<td>2 x 45’</td>
</tr>
<tr>
<td>Competence standard</td>
<td>The learners are able to use their knowledge of the target language to communicate in a very simple way in the real situations and developed and strengthen their multiple intelligences.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Teaching-Learning Activities</th>
<th>Types of Multiple Intelligences</th>
<th>Time allocation</th>
<th>Media/source</th>
</tr>
</thead>
</table>
| To recognize the English words for animals and also able to use it in the simple conversation in their daily life. | 1. The students are able to mention some animals 2. The students are able to pronounce animals correctly 3. The students are able to talk about animals communicatively. | **A. Pre-activity**  
• Teacher greets the students  
• Teacher doing some review related to the last meeting. | Visual-spatial Intelligence | 10’ | Textbook |
| | | **B. Main activity**  
• Teacher gives an exercise about animals’ anatomy | Interpersonal Intelligence | 20’ | |
| | | **C. Real use Activity**  
• The teacher gives an observation in their surroundings in the part of ‘I’m an adventure.’  
• Teacher gives a game. | Interpersonal Intelligence  
Naturalistic | 30’ | |
### D. Post activity

- the students are asked to sing a song Old McDonald had a Farm part two

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<thead>
<tr>
<th>intelligence</th>
<th>Musical Intelligence</th>
<th>15’</th>
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<tbody>
<tr>
<td>Spatial intelligence</td>
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<td>15’</td>
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</tbody>
</table>

**Resource:**


Appendix H

Multiple Intelligences Table
<table>
<thead>
<tr>
<th>PART</th>
<th>TOPIC</th>
<th>MULTIPLE INTELLIGENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUMAN BODY</td>
<td></td>
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<tr>
<td>A. I’m a doctor</td>
<td>- Vocabulary, pronunciation and its exercise.</td>
<td>- Spatial: like to see pictures</td>
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<tr>
<td></td>
<td>- Fill in the blanks</td>
<td>- Verbal/linguistic: memorizing, like to learn new words and read.</td>
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<td></td>
<td>- Crosswords</td>
<td>- Logical/mathematical: explore new patterns and like on the strategy games</td>
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<tr>
<td></td>
<td>- Comparing body parts venn diagram</td>
<td>- Spatial: to perceive the visual of their body.</td>
</tr>
<tr>
<td></td>
<td>- Conversation</td>
<td>- Natural: to examine what they find and keep the detailed record.</td>
</tr>
<tr>
<td>B. I’m a writer</td>
<td>- Reading comprehension</td>
<td>- Verbal: like to tell and learn best by saying</td>
</tr>
<tr>
<td></td>
<td>- Mind map</td>
<td>- Interpersonal: develop the quality to work well with others.</td>
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<tr>
<td></td>
<td>- Human Acrostic Poem</td>
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<tr>
<td>C. I’m a sportsman</td>
<td>- Follow the Leader</td>
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<tr>
<td>D. I’m an Adventure</td>
<td>- Partner Activity (malfunction of human body)</td>
<td></td>
</tr>
<tr>
<td>E. I’m a singer</td>
<td>- Sing a song</td>
<td></td>
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</tbody>
</table>

**Spatial:** like to see pictures

**Verbal/linguistic:** memorizing, like to learn new words and read.

**Logical/mathematical:** explore new patterns and like on the strategy games

**Spatial:** to perceive the visual of their body.

**Natural:** to examine what they find and keep the detailed record.

**Verbal:** like to tell and learn best by saying

**Interpersonal:** develop the quality to work well with others.

**Verbal:** likes to learn new words and read

**Spatial:** good at reading/making map

**Intrapersonal:** being original and work alone.

**Verbal/Linguistic:** good at listening and memorizing new vocabulary.

**Bodily-kinesthetic:** learn through movement and body language.

**Interpersonal:** learn in a group and leading others.

**Natural:** to examine what they find and keep the detailed record

**Interpersonal:** work and learn with others

**Musical:** learn best by rhythm, melodies and music.
<table>
<thead>
<tr>
<th>FRUITS</th>
<th>A. I’m a Writer</th>
<th>B. I’m a Doctor</th>
<th>C. I’m an Adventure</th>
<th>D. I’m a Sportsman</th>
<th>E. I’m a Singer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Vocabulary, pronunciation and its exercise.</td>
<td>Fill in the blanks</td>
<td>Fruits Group Creative Writing</td>
<td></td>
<td>Sing a song</td>
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<td></td>
<td>Which is heavier</td>
<td></td>
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<td>Games</td>
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<td>Partner interview (Favorite fruit)</td>
<td>Conversation</td>
<td>Reading Comprehension</td>
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<td>Partner activity</td>
<td>Reading Comprehension</td>
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<td>I love my earth</td>
<td>Reading Comprehension</td>
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<td>Natural : to examine what they find and keep the detailed record</td>
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<td>Interpersonal : work and learn with others</td>
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<td>Verbal : like to tell and learn best by saying</td>
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<td></td>
<td>Interpersonal: develop the quality to work well with others.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Verbal : like to learn new words and read</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Natural : to examine what they find and keep the detailed record</td>
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<tr>
<td></td>
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<td></td>
<td>Interpersonal : work and learn with others</td>
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<td>Naturalistic : appreciate and work in nature. They like to interact with surroundings.</td>
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<td></td>
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<td>Interpersonal: develop the ability to work with others.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Musical : learn best by rhythm, melodies and music.</td>
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<tr>
<td>NUMBERS</td>
<td>A. I’m a Doctor</td>
<td>B. I’m a Writer</td>
<td>C. I’m a Sportsman</td>
<td>D. I’m an Adventurer</td>
<td>E. I’m a Singer</td>
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<td>Vocabulary, pronunciation and its exercise.</td>
<td>Fill in the blanks</td>
<td>Addition, minus, times, divided by</td>
<td>Games</td>
<td>Sing a song</td>
</tr>
<tr>
<td></td>
<td>Translating the numbers into English</td>
<td>Translating the numbers into English</td>
<td>Calculate and translate into English</td>
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</tr>
<tr>
<td></td>
<td>Arrange the numbers from the small numbers to the big one</td>
<td>Reading comprehension</td>
<td>Conversation</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td></td>
<td>Reading comprehension</td>
<td>•</td>
<td>Partner Activity (How many)</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td></td>
<td>Spatial: like to see pictures</td>
<td>Verbal/linguistic: memorizing, like to learn new words and read.</td>
<td>Verbal/linguistic: memorizing</td>
<td>•</td>
<td>Musical: learn best by rhythm, melodies and music.</td>
</tr>
<tr>
<td></td>
<td>Mathematical: think logically</td>
<td>Verbal/linguistic: memorizing</td>
<td>Mathematical: think logically</td>
<td>•</td>
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</tr>
<tr>
<td></td>
<td>Verbal/linguistic: like to read.</td>
<td>Verbal: like to tell and learn best by saying</td>
<td>Verbal: like to tell and learn best by saying</td>
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<td></td>
<td>•</td>
<td>•</td>
<td>Interpersonal: develop the quality to work well with others.</td>
<td>Interpersonal: develop the ability to work with others.</td>
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<tr>
<td></td>
<td>•</td>
<td>•</td>
<td>Natural: to examine what they find and keep the detailed record</td>
<td>Naturalistic: learn outside class, interact with surroundings</td>
<td>•</td>
</tr>
<tr>
<td></td>
<td>•</td>
<td>•</td>
<td>Interpersonal: work and learn with others</td>
<td>Bodily-Kinesthetic: move their body to handle objects.</td>
<td>•</td>
</tr>
<tr>
<td>ANIMALS</td>
<td>A. I’m a writer</td>
<td>B. I’m a Doctor</td>
<td>C. I’m an adventurer</td>
<td>D. I’m a sportsman</td>
<td>E. I’m a singer</td>
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<tr>
<td></td>
<td>Vocabulary and its pronunciation</td>
<td>Reading comprehensions (wild animals)</td>
<td>Observing the animals in the surroundings.</td>
<td>Game: imitating animals’ sound and gestures.</td>
<td>Sing a song</td>
</tr>
<tr>
<td></td>
<td>Pets world puzzle</td>
<td>Partner activity. The topic related to the reading comprehensions.</td>
<td>The findings must be reported in a table.</td>
<td></td>
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<tr>
<td></td>
<td>Words scramble</td>
<td>Matching and crosswords puzzle (Animals Anatomy)</td>
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<td></td>
<td>Fill in the blanks (Animals in the Zoo)</td>
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</tbody>
</table>
Appendix I

The presentation of the Designed Materials
Learn English
With Me!

Fun. Exciting. Enjoyable

Graciella Christanti
Puji syukur atas berkat Tuhan yang maha Esa karena buku ini telah selesai disusun. Buku ini disusun sebagai bagian dari skripsi yang berjudul “Designing a Set of English Instructional Materials to Improve Learner’s Communicative Competence Based on The Theory of Multiple Intelligences in Domby Kids’ Hope 2.” Buku ini diperuntukkan bagi pelajar di Domby Kids’ Hope 2 supaya pelajar dapat berbicara bahasa Inggris dengan lancar dan dapat mengembangkan kecerdasan yang ada pada diri setiap anak.

Peran guru/tutor yang ada sangat berperan besar sebagai penanggung jawab kelas untuk menciptakan suasana yang komunikatif di dalam kelas. dengan segala keterbatasan yang ada di dalam buku ini, semoga buku ini dapat berguna bagi guru/tutor bahasa Inggris dan pelajar yang menggunakan buku ini sebagai pedoman dalam pembelajaran bahasa Inggris.

Penulis
Daftar Isi

Unit 1  HUMAN BODY

Unit 2  FRUITS

Unit 3  NUMBERS

Unit 4  ANIMALS
Hey! Look at the picture below. That is a picture of our body. Let us learn how to pronounce every word.
Human Body Word Scramble

Arrage the words below into the correct spelling.

nefrisg  negtou
 tfoo        lian
eosn        yee
wlboe       riah
cekn        eetth

Fill in the blanks with correct words

1. We listen to the radio with our
2. Cherry loves to comb her curly
3. Mom tastes the food with her
4. I walk with my
5. Andy bites an apple with his
6. Grace smells the flower with her
7. My uncle brings his suitcase with his
8. Dion kicks the ball with his
9. Lisa wears ring in her
10. Bobby licks the ice cream with his
Conversation

Practice this conversation with your friends and perform it in front of the class.

Teacher : How many ears do you have, Tina?
Tina : I have two ears.

Teacher : And how many legs do you have?
Tina : I have two legs also.

Teacher : Good. And you, Boni. How many eyes do you have?
Boni : I have two eyes.

Teacher : How about your fingers? How many fingers do you have?
Boni : I have ten fingers.

Teacher : Very good. Both of you are smart students.
My Body Parts Venn Diagram

Hey! Look at the pictures below. Their body divided into the upper body and the lower body, but there are some parts of the body which is located between them. List the name of the parts of the body in the venn diagram below.
Human Body

Do you know that God created human body amazingly? Our body divided into three main parts: the face, the body and the body for movement.

In our face, God created two eyes for us to see. A nose for us to breathe, He also created a mouth for us to speak and sing. He created two ears so that we can hear clearly. He also created head, hair, cheek, and chin.

In our body we have shoulders and back. We also have chest, stomach and waist.

We also have some parts in our body to move. We have arm, elbow, hand, leg, knee, foot and ankle.

So those are parts of human body. Each part has their own function and each of them is special. So, be glad of your body.

Wow! Our body is amazing, right? So, let us make a mind map of our body.
Happy Writing

Mention part of your body as many as you can.

For example: I have two eyes and two ears. I also have ten fingers and ten toes.
Part C I'm a Sportsman!

Follow the leader!
1. You have to stand up
2. Obey the leader when they order something to all the class when he/she use the word “please”
   Examples:
   - Touch your hair, please (follow this Instruction)
   - Touch your knee! (do not follow this instruction)
3. You may use these expressions:
   ✓ Jump
   ✓ Clap you hands
   ✓ Touch your nose
   ✓ Shake hands with your friends
   ✓ Touch your friends toe

Part D I'm an Adventurer

Partner Activity

Examine this.
1. Which part of human body which is malfunction if somebody is blind*?
2. How to overcome their being handicapped?
3. What happen if you are the one who happening this?

Report your discussion in this table.

<table>
<thead>
<tr>
<th>Malfunction part of human body</th>
<th>Blind</th>
<th>Deaf</th>
<th>Dumb</th>
</tr>
</thead>
<tbody>
<tr>
<td>The way to overcome</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What will I do if I were them</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Do You Know?

✓ The fastest growing nail is on the middle finger
✓ The area of human lungs is equal to tennis court.
✓ Your nose can remember 50,000 different scents.
✓ We are about 1 cm taller in the morning than in the evening.

Taken from 100 very cool facts about human body file://human%20body/100-very-cool-f.html
Part E  I’m a Singer

My eyes, My Ears

My Nose, My mouth

5/1  1/1  3/5  3/1  1/
My eyes, my ears, my nose, my mouth. My

2  2/2  3/2  7/5  5/
eyes, my ears, my nose, my mouth. My

1  1/1  3/5  3/1  1/
eyes, my ears, my nose, my mouth. We

2  2/5  6 7/1  ./.1  //
all clap hands to-ge-ther

II. My hands, my arms, my shoulders, my head

III. My toes, my knees, my face, my hair
Who am I?

I am a fruit. I am round, the color of my skin is green but color inside my body is red. I am so sweet and watery. Who am I?

I am a fruit. I am sweet, my color is yellow, and I am quite long. I am very meek in your mouth. Who am I?

Vocabulary

<table>
<thead>
<tr>
<th>English</th>
<th>Pronunciation</th>
<th>Indonesian</th>
<th>Pronunciation</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apple</td>
<td>/ˈæpl/</td>
<td>Apel</td>
<td>/ˈæpl/</td>
<td>Anggur</td>
</tr>
<tr>
<td>Banana</td>
<td>/ˈbɑːnənə/</td>
<td>Pisang</td>
<td>/ˈstɔːrəri:/</td>
<td>Stroberi</td>
</tr>
<tr>
<td>Avocado</td>
<td>/əˈvəʊkɑːdəʊ/</td>
<td>Alpukat</td>
<td>Pineapple</td>
<td>Nanas</td>
</tr>
<tr>
<td>Lemon</td>
<td>/ˈlemən/</td>
<td>Jeruk lemon</td>
<td>Watermelon</td>
<td>Pepaya</td>
</tr>
<tr>
<td>Mango</td>
<td>/ˈmæŋɡəʊ/</td>
<td>Mangga</td>
<td>Papaya</td>
<td>Pepaya</td>
</tr>
</tbody>
</table>
Open your dictionary and find the words in English!

 WHICH IS HEAVIER??

Have a partner to question and answer these questions using the form "Which is heavier?" you may add some fruits if you like.

For example: Tina : Which is heavier, Orange or Papaya?
                Devi : Papaya is heavier than Orange.

1. Watermelon or Rambutan?
2. Durian or Strawberry?
3. Pineapple or Banana?
4. Apple or Tomato?
5. Duku or Star fruit?
Fruits Group Creative Writing

Find a group of four. As a group you have 20 minutes to write a brief story using the words below.

<table>
<thead>
<tr>
<th>BANANA</th>
<th>STRAWBERRY</th>
<th>APPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRAPES</td>
<td>PINEAPPLE</td>
<td>ORANGE</td>
</tr>
<tr>
<td>WATERMELON</td>
<td>DURIAN</td>
<td>PAPAYA</td>
</tr>
</tbody>
</table>

For example: Yesterday, Fanny and her mother go to traditional market near her house. Fanny see so many things there, but suddenly her eyes look something colored in yellow, and she scream happily because it is her favorite fruits. It is banana. Her mother bought her bananas and apples.
Partner Activity

Asks questions below to your friends and write down the answer in the table provided. Find as many as friends you can to be asked.

1. What is your favorite fruit?
2. Why do you like that fruit?
3. What fruits grow in your country?
4. What fruit can you buy in your neighborhood?

<table>
<thead>
<tr>
<th>Friends’ Name</th>
<th>Questions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Favorite fruit(s)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Why?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fruits in your country</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fruits you can get in neighborhood</td>
<td></td>
</tr>
</tbody>
</table>

Conversation

Practice this conversation and perform it in front of the class.

Lisa : John, have you ever eaten papaya?
John : Yes, I have. It is very sweet and the colour is orange. Do you like papaya Lisa?
Lisa : Surely I like it! I have three papaya trees near my house.
John : Really? I have mango tree. Me and my family likes mango very much.
Lisa : Oh, that is my mother’s favorite fruit also.
John : Really? I will bring you some mangos for your mother tomorrow.
Lisa : Thank you John.
John : You are welcome.
Part C  I’m an Adventurer

Partner Activity

1. Mention some big trees/plants which have small fruits in your surroundings or your country.
   •
   •
   •

2. Mention some small trees/plants which have big fruits in your surroundings or your country.
   •
   •
   •

3. What lesson can you get from the short story above?
I love my Earth!

Do You Know where are they come from?

- Watermelon is from Egypt
- Corn is from America
- Strawberry is from Spain
- Mango is from Kenya
- Apple is from New Zealand
- Banana is from St. Lucia

Taken from Ensiklopedia mini, Erlangga for kids

D. I’m a Sportsman

Games...

Make a group of four and make a line.

Teacher will give you the name of fruits to the person who stands in the fronts.

The person who gets the name of fruits must pass the name to the last people in his/her group without using a word, only gestures are allowed.
Apple, Strawberry, and Orange

Apple, strawberry and orange

Apple, strawberry and orange

What do you want? I

Want an orange

Make a group of three and then choose apple, strawberry or orange as the name of your group. Each time your group's name is sung, you have to stand up while the others keep sit. When it come to “I want an orange..” lyric, the leader may change the fruits into strawberry or apple. Sing the song faster and faster.
Find out the numbers in the puzzle below.

**Numbers**

```
| N R R L V F O U R V | EIGHT |
| A B O M S E V E N R | FIVE  |
| N S P N Q O H X T C | FOUR  |
| B Z L I O N E K B B | NINE  |
| U T H R E E E I G H T | ONE   |
| V O T W O V Z R N Q | SEVEN |
| F E H L H S I X F X | SIX   |
| T E N I N E G D O I | TEN   |
| D P N A C E R T B B | THREE |
| X I Q F I V E I S I | TWO   |
```
Picture puzzle, How Many?

Count the same animal you can find.

Lions

Zebras

monkey

Crocodiles

Elephants

........
### Number Tables

<p>| | | |</p>
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</tr>
<tr>
<td>100</td>
<td>=</td>
<td>a/one hundred</td>
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### Change these numbers into English

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
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<td>88</td>
<td>30</td>
</tr>
<tr>
<td>65</td>
<td>100</td>
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</tbody>
</table>

### Arrange these numbers from the small numbers to the big numbers

1. Three – five – six – nine – two – ten

2. Eleven – fifteen – nineteen – twelve – thirteen


5. Twenty seven – thirty three – twenty two – forty eight – twenty nine
**GRAMMAR**

Plural forms $\Rightarrow$ singular forms + s/

Example:  
- A plate $\rightarrow$ plates  
- one bus $\rightarrow$ two buses  
- An apple $\rightarrow$ apples  
- one box $\rightarrow$ twelve boxes  
- A mango $\rightarrow$ mangos  
- one Papaya $\rightarrow$ two papayas  
- A fly $\rightarrow$ flies  
- one Ant $\rightarrow$ ten ants  
- A glass $\rightarrow$ glasses  
- one orange $\rightarrow$ three oranges

**Exercise:** Fill in the blanks with numbers on your own.

<table>
<thead>
<tr>
<th>No.</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>One banana</td>
<td>Three bananas</td>
</tr>
<tr>
<td>2.</td>
<td>One car</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>One bike</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>One monkey</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>One table</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>One clock</td>
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</tr>
<tr>
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<td>One book</td>
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</tr>
<tr>
<td>8.</td>
<td>One computer</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>One dog</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>One flower</td>
<td></td>
</tr>
</tbody>
</table>
Hello, my name is Peter.
In my dining room there are some fruits.
There is a papaya and there are ten mangoes.
There are two apples, one pineapple, six oranges,
four avocadoes, eight bananas, but there are no durian.

Answer the questions below.

1. How many papayas are there in Peter’s dining room?

2. How many apples are there in Peter’s dining room?

3. How many pineapples are there in Peter’s dining room?

4. How many oranges are there in Peter’s dining room?

5. How many avocados are there in Peter’s dining room?

6. Are there durians in peter’s dining room?
**Conversation**

Practice these conversations with your friends and perform it in front of the class.

Father : Dewi, how many books are there on the table?
Dewi : There are five books on the table.

Father : And how many chairs are there in the dining room?
Dewi : There are seven chairs in the dining room.

Father : How many flowers are there in the vase?
Dewi : There are ten flowers in the vase.

Mary : Martha, how many boys are there in our class?
Martha : There are seventeen boys in our class.

Mary : how about the girls in our class?
Martha : There are twenty girls in our class.

Mary : How many classes are there in our school?
Martha : There are thirty-eight classes in our school.

Mary : how many teachers are there in our school?
Martha : There are seventy-two teachers in our school.

Asks your friends about numbers of things around you using the form “How many...”. Write down your findings in the table provided.

Exp: Nita : How many book are there on the table?
Lisa : There are nine books on the table.

<table>
<thead>
<tr>
<th>Name</th>
<th>Nita</th>
<th>...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Things</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Book</td>
<td>9 books</td>
<td></td>
</tr>
<tr>
<td>Chair</td>
<td>...</td>
<td></td>
</tr>
<tr>
<td>Tree</td>
<td>...</td>
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<td>...</td>
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</tbody>
</table>
Part B I'm a writer

**Plus**

- $5 + 10 = 15$ Five plus ten is fifteen
- $8 + 47 = 55$ Eight plus forty-seven is fifty-five
- $21 + 29 = 50$ Twenty-one plus twenty-nine is fifty

**Minus**

- $9 - 4 = 5$ Nine minus four is five
- $22 - 2 = 20$ Twenty-two minus two is twenty
- $42 - 12 = 30$ Forty-two minus twelve is thirty

**Times**

- $8 \times 7 = 56$ Eight times seven is fifty-six
- $10 \times 6 = 60$ Ten times six is sixty
- $7 \times 7 = 49$ Seven times seven is forty-nine

**Divided by**

- $90 : 10 = 9$ Ninety divided by ten is nine
- $42 : 7 = 6$ Forty-two divided by seven is six
- $10 : 2 = 5$ Ten divided by two is five

Exercise: Calculate the question below and change it into English.

- $17 + 25 = 42$ Seventeen plus twenty-five is forty-two
- $30 + 15 = \ldots$
- $38 - 25 = \ldots$
- $40 - 20 = \ldots$
- $50 : 5 = \ldots$
- $81 : 9 = \ldots$
- $3 \times 7 = \ldots$
- $8 \times 3 = \ldots$
Part C I’m a Sportsman

“Booby Traps”

1. This is an outside room activity, the class must prepare a ball in this game.
2. Make a big circle and choose one person as the leader.
3. When the ball is passed, the one who gets the ball should mention how many same objects surround them.
   Example: Boby has the ball, he must look around him and mention “There are two birds in the tree” or “There are eight big tree”.
4. All the students must get their turns.

Part d I’m an adventurer

“The Most Wanted”

Make group of four and go outside the classroom.
Make several lists of things that have to find, for example: five stone, three ants, etc. those who are able to find all the wanted things faster will be a winner.
Before singing this song, find some friends and try to make your own instruments. For example, find some bottles of mineral water and find several pebbles in the garden, make those materials produce different sounds from the other. Sing the song using your own instruments.

Little Indians

/ 1 1 1 1 1 1 / 3 5 5 3 1 /

One little two little three little Indians

/ 2 2 2 2 2 2 / 2 2 2 7 5 /

Four little five little six little Indians

/ 1 1 1 1 1 1 / 3 5 5 3 1 /

Seven little eight little nine little Indians

/ 2 2 2 5 5 / 1 . /

Ten little Indian boys
Animals

Look at these animals, read it and learn how to pronounce them.

Cat /kæt/
Duck /dʌk/
Rabbit /ræbɪt/
Dog /dɑɡ/
Rooster /rʊ:stə(r)/
Elephant /ˈɛlɪfənt/

Cow /kau/
Pig /pɪg/
Pigeon /ˈpɪdʒən/
Frog /f rog/ 
Fish /fɪʃ/
Zebra /ˈzi:bra/
Part A: I'm a writer

Pets word puzzle

Unscramble and find these words in the puzzle

1. tac  
2. gdo  
3. anpad  
4. rmsaeth  
5. tetlur  
6. olgd isfh  
7. nsake  
8. rtproa  
9. fgro  
10. bartbi
Animals in the Zoo

Fill in the missing information

This is a ____________________________.
A panda eats ____________________________.
They are ____________________________ and ____________________________ in colour.
They live on the mountains of China. There are not many pandas in the world.

This is an ____________________________.
An elephant eats ____________________________ and ____________________________.
They have two ____________________________ ears and one ____________________________ nose.
Elephants are very big animals. They can’t climb trees.

This is a ____________________________.
A giraffe eats ____________________________.
They have a long ____________________________ and legs.
Giraffes can’t fly. There are many giraffes in Africa.
Part B: I'm a Doctor

Leave Wild Animals in the Wild

What's Wild?
A wild animal is an animal that is, well, wild. This means that it isn’t tame and it lives on its own, without any help from people. A wild animal finds its own food, shelter, water and all its other needs in a specific natural habitat. Habitat can be a field, woods, pond, wetland, prairie, park, or your yard. Wild animals make their home in both the city and the country. Wildlife includes small critters that you can only see through a microscope to animals as large as whales!

Partner Activity
Make a group of three and go outside the classroom. Observe the environment in your surroundings. Find several wild animals which are lives around you. Report your findings in the table below.

<table>
<thead>
<tr>
<th>No.</th>
<th>Animal's name</th>
<th>Picture</th>
<th>Habitat</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
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<td></td>
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<tr>
<td>3.</td>
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<td></td>
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<tr>
<td>4.</td>
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</tr>
</tbody>
</table>
Animals’ anatomy

Matching Exercise: Read the description and match it to the animal listed on the left.

1. panda  a. It loves to climb trees. It has a long tail.
   
2. elephant  b. It has a long neck and long legs. It can’t fly but can run fast.
   
3. monkey  c. It has a long tail. It eats other animals.
   
4. giraffe  d. It’s black and white. It eats bamboo.
   
5. ostrich  e. It has long neck. It eats leaves from tall trees.
   
6. Lion  f. It has two big ears and eats leaves.

Crossword Puzzle: Read the clues on the right and guess the animal.

Across
1. It can climb trees. It has a long tail.
3. It has a long neck and eats leaves.
4. It’s black and white. It eats bamboo.
6. It has a long neck. It can’t fly but it can run fast.

Down
2. It has a long nose. It eats fruits and leaves.
5. It eats other animals.

Part C: I’m an Adventure
Part D: I'm a sportsman

The class can play this game indoor or outdoor.

The class makes a big circle and one of you as a leader.

The leader shouts a name of animals.

The other should act and make a sound like the animal's name.

Play this game faster each time the leader change.

---

### Report table

<table>
<thead>
<tr>
<th>No.</th>
<th>Animals' name</th>
<th>Anatomy</th>
<th>Its Food</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part E: I'm a Singer

Old McDonald Had a Farm

1 1 1 5 / 6 6 5 . / 3 3 2 2 /
Old Mac – Donald had a farm E I E I

1 . . 5 / 1 1 1 1 6 6 5 . /
O And on his farm he had some chicks

3 3 2 2 / 1 . . 5 5 / 1 1 1 5 5 /
E I E I O with a chick-chick here and a

1 1 1 . / 1 1 1 1 1 1 1 / 1 1 1 1 1 /
Chick – chick there here a chick there a chick everywhere a chick

1 1 1 5 / 6 6 5 . / 3 3 2 2 /
Chick old MacDonald has a farm E I E I

1 . . . //
O
Old Mc Donald had a Farm, E I E I O
And on his farm he had some cows, E I E I O
   With moo-moo here
   And a moo-moo there
   Here a moo, there a moo
   Everywhere a moo-moo

Old Mc Donald had a Farm, E I E I O

Old Mc Donald had a Farm, E I E I O
And on his farm he had some pigs, E I E I O
   With oink-oink here
   And oink-oink there
   Here oink, there oink
   Everywhere oink-oink

Old Mc Donald had a Farm, E I E I O

Find the other examples of animals and include them in the song. For example: sheep, dog, cat, goat, et cetra.
Daftar Pustaka


