

APPENDICES

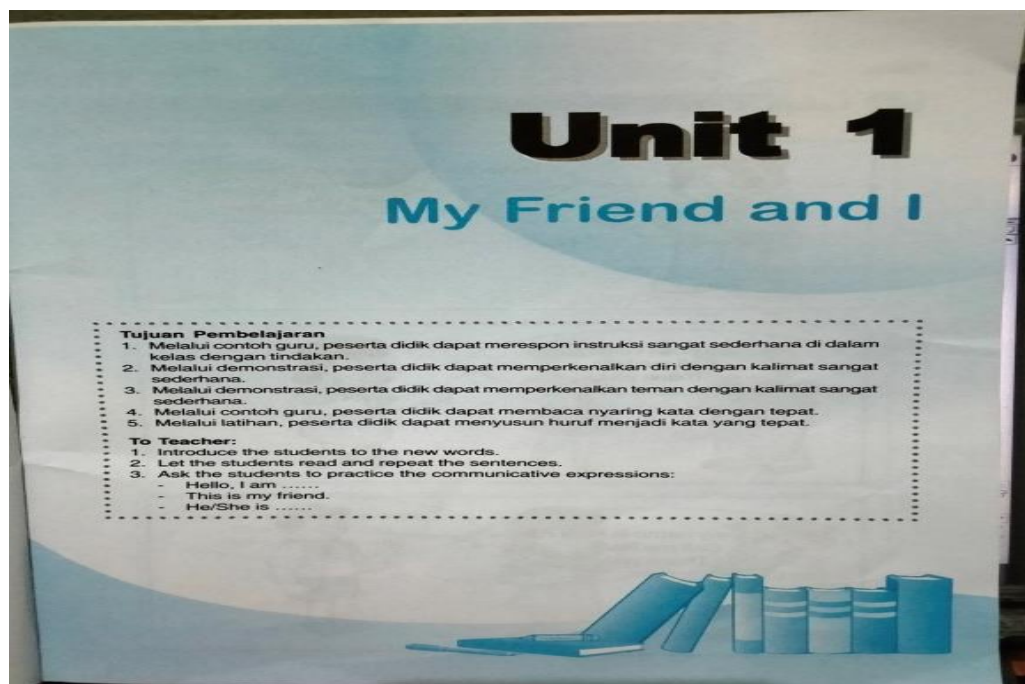
(Appendix I)

Transliteration of Qur'an

| Surah | Translation | |
|---------------|--|---|
| | English | Indonesia |
| Sad 29 | <i>“This is a holy book that we lower into you so a blessing into you, they pay attention to his verses and so to get”</i> | <i>Kitab (Al-Qur'an) yang kami tuunkan kepadamu dengan penuh berkah agar mereka menghayati ayat-ayatnya dan agar orang-orang yang berakal sehat mendapatkan pelajaran</i> |

Appendix II (Documentation)


**List of units, Topics and Structures of English Textbook Entitled
“Fun With English” for Grade 3 of Elementary School**




Fun with English 2

A. Look, listen, and repeat


Hello, my name is Andi Darmawan.
Call me Andi.
Thank you.



Hi, I am Anita Rahmawati.
Call me Nita.
Thank you.




Hi friend, my name is Rafli Pasha.
Call me Rafli.
Thank you.




My Friend and I

B. Let's practice


Good morning, Students!
My name is Mrs. Marina.
I am your teacher.



Hello, my name is Chiko.
He is my friend.
His name is Andi.



Hello, my name is Anita.
She is my friend.
Her name is Linda.



C. Read loudly

Fun with English 3



1. Hello, my name is Andi.
I am Chiko's friend.



2. Hello, my name is Linda.
I am Chiko's friend.



3. Hi, my name is Anita.
I am Chiko's friend.



4. Hi, I am Chiko.
Andi, Linda, and Anita are my friends.



5. Hello, my name is Mrs. Marina.
I am Chiko's teacher.



6. Hello, I am Mr. Robert.
I'm Chiko's teacher.

D. Exercise

I. Introduce yourself in front of the class.

1. Hello. My name is
Call me
This is my friend.
His name is
Thank you.
2. Hello, my name is
Call me
This is my friend
Her name is
Thank you.

II. Complete these sentences with the word in the box.

1. Hello, my name *is* Rido.
2. This is my
3. My name is Linda Listiana. Call ... Linda.
4. This is my friend. ... name is Anita.
5. Andi and Linda ... my friends.

her
me
friend
are
is

III. Arrange these letters into correct word.

1. e d n r f i
2. e n m a
3. d u t s t e n
4. l a c l
5. e e t a h c r

friend

n....

s....

c....

t....

E. Vocabulary

| | |
|--------------|--------------------------------|
| Call me | = /kɔl mie/ panggil saya |
| Fine | = /fain/ baik-baik saja |
| Friend | = /frend/ teman |
| Good morning | = /gud 'mɔrning/ selamat pagi |
| He | = /hie/ dia (lk) |
| Hello | = /'helow/ halo |
| Her name | = /her neim/ namanya (pr) |
| His name | = /hiz neim/ namanya (lk) |
| Introduce | = /'intrə'duws/ memperkenalkan |
| Madam | = /mædəm/ ibu |
| My name | = /mai neim/ nama saya |
| She | = /syie/ dia (pr) |
| Student | = /'stuwdənt/ murid |
| Teacher | = /'ti:çər/ guru |
| Thank you | = /thæŋk yuw/ terima kasih |
| Their names | = /θər neims/ nama mereka |
| They | = /θei/ mereka |
| Yourself | = /yur'self/ dirimu |

Unit 2

Chiko's School

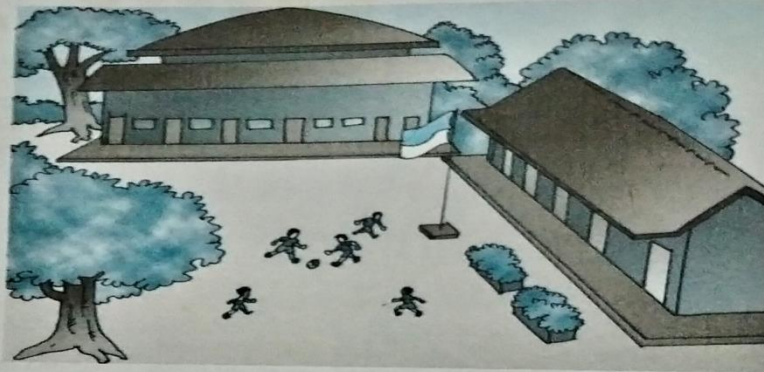
Tujuan Pembelajaran

1. Melalui contoh guru, peserta didik merespon ungkapan sangat sederhana dengan tindakan yang tepat.
2. Melalui pengamatan gambar, peserta didik dapat menyatakan nama benda dengan kalimat yang sangat sederhana.
3. Melalui pengamatan gambar, peserta didik dapat menyatakan jumlah.
4. Melalui contoh guru, peserta didik dapat membaca nyaring kata dalam bahasa Inggris dengan tepat.
5. Melalui latihan, peserta didik dapat melengkapi kata dengan huruf yang tepat.

To Teacher:

1. Introduce the school environment.
2. Let the students repeat the communicative expressions:
 - What is it?
 - It is a ...



A Look, listen, and repeat

Chiko is an elementary school student. She is in the third grade. That is Chiko's school. There are two buildings in Chiko's school. One building consists of six classrooms. And the other building consists of one office, one library, two toilets, and canteen.

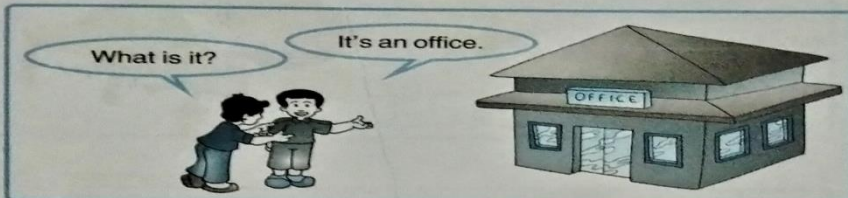
Chiko's school also has a yard. Chiko and her friends always play here at the breaktime.

B Let's complete

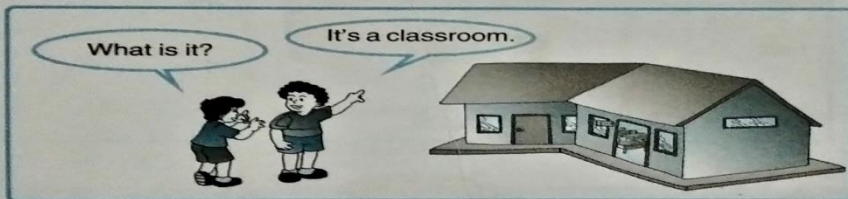
1. Chiko is an elementary school *student*.
2. Chiko is in the third
3. There are ... buildings in Chiko's school.
4. There are ... classrooms.
5. Chiko and her friends play in the yard at the ... time.

C Let's practice

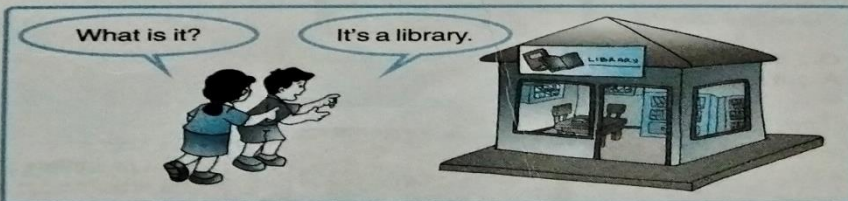
1.



2.



3.



4.



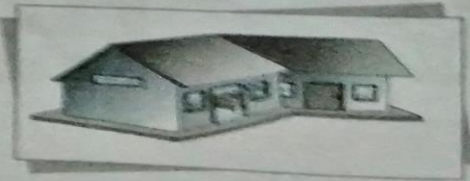
5.



Exercise

1. Fill in the blanks.

1. Q : What is it?
A : It is a *classroom*.



office
classroom

Chiko's School

2. Q : What is that?
A : That is a



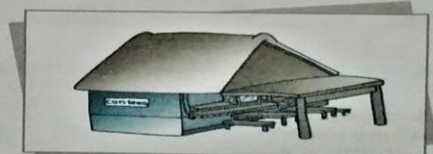
library
toilet

3. Q : What is it?
A : It is an



office
library

4. Q : What is it?
A : It is a



toilet
canteen

5. Q : What is that?
A : That is a



classroom
toilet

Fun with English 2

6. Complete the words.

1. l i b r a r y
2. o e
3. s m
4. c e m
5. o t
6. s o

E. Vocabulary

| | |
|------------|-----------------------------|
| Building | = /bɪldɪŋ/ gedung, bangunan |
| Canteen | = /kæn'tiːn/ kantin |
| Classroom | = /'klæs'rʊm/ kelas |
| Library | = /'laɪbrəri/ perpustakaan |
| Office | = /'ɒfɪs/ kantor |
| Toilet | = /'tɔɪlɪt/ kamar kecil |
| What is it | = /hwət ɪz ɪt/ apa ini |
| Yard | = /jɑːd/ halaman |

Unit 3

He is My Father

Tujuan Pembelajaran

1. Melalui contoh guru, peserta didik dapat merespon pertanyaan sangat sederhana dengan verbal.
2. Melalui demonstrasi, peserta didik dapat menyebutkan anggota keluarga terdekat.
3. Melalui demonstrasi, peserta didik dapat membaca nyaring kata dengan tepat.
4. Melalui latihan, peserta didik dapat menyusun huruf menjadi kata yang tepat.

To Teacher:

1. Introduce the family members.
2. Let the students repeat the vocabulary.
3. Ask the students to practice the communicative expressions:
 - Mr. ...is my father.
 - Danu is my brother.



Fun with English 3

A Look, listen, and repeat

Desi's Family Tree

Mr. Hasan
Grandfather

Mrs. Anisa
Grandmother

Mr. Basri
Grandfather

Mrs. Sofia
Grandmother

Mr. Yusuf
Father

Mrs. Hera
Mother

Nita
Sister

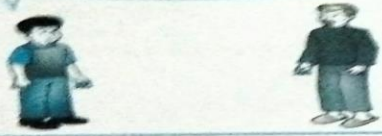
Desi
Me

Danu
Brother

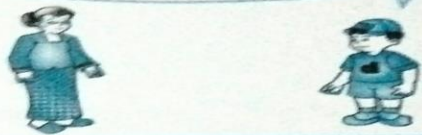
Hi, I am Desi.
 I am Chiko's friend.
 This is my family tree.
 Mr. Hasan and Mr. Basri are my grandfathers.
 Mrs. Anisa and Mrs. Sofia are my grandmothers.
 Mr. Yusuf is my father.
 Mrs. Hera is my mother.
 Nita is my sister and Danu is my brother.

B Let's practice

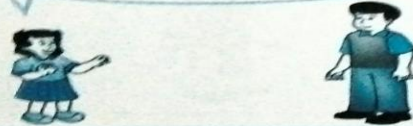
He is Mr. Hasan.
Mr. Hasan is my father.

An illustration of a young boy in a blue shirt and dark pants pointing towards a man in a dark jacket and light-colored pants.


She is Mrs. Sofia.
Mrs. Sofia is my grandmother.

An illustration of a young boy in a blue shirt and dark pants pointing towards a woman in a blue patterned dress.

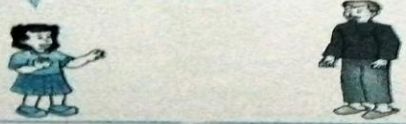
He is Mr. Yusuf.
Mr. Yusuf is my father.

An illustration of a young girl in a blue dress pointing towards a man in a blue shirt and dark pants.

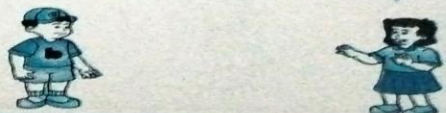
She is Mrs. Hera.
Mrs. Hera is my mother.

An illustration of a young girl in a blue dress pointing towards a woman in a blue dress.

He is Mr. Hasan.
Mr. Hasan is my grandfather.

An illustration of a young girl in a blue dress pointing towards a man in a dark jacket and light-colored pants.

He is Danu.
Danu is my brother.

An illustration of a young boy in a blue shirt and dark pants pointing towards a young girl in a blue dress.

D. Complete it

Hello, I am ... (your name)
Mr. ... and Mr. ... are my grandfathers.
Mrs. ... and Mrs. ... are my grandmothers.
Mr. ... is my father.
Mrs. ... is my mother.
He is ... / She is
He is my brother / She is my sister.

E. Exercise**I. Fill in the blanks.**

1.

He is my *grandfather*.

2.



She is my

3.



He is my

4.



She is my

5.



He is my

6.



She is my

II. Arrange these letters.

1.

e t o b h r r

brother

2.

m a l i f y

f....

3.

t e m h r o

m....

4.

n g r t e h a a r d f

g....

5.

r t s s e i

s....

6.

r a e h t f

f....

He is My Father

III. Find the words.

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| D | H | S | O | R | F | A | M | I | L | Y |
| K | J | I | X | W | C | T | O | Z | B | A |
| M | O | S | U | Z | E | F | T | H | L | W |
| F | A | T | H | E | R | Y | H | U | M | B |
| L | T | E | S | Z | A | O | E | X | O | T |
| G | B | R | O | T | H | E | R | P | X | G |

G. Vocabulary

| | | |
|-------------|---|----------------------------------|
| Brother | = | /'brʌθər/ saudara laki-laki |
| Family | = | /'fæməli/ keluarga |
| Family tree | = | /'fæməli tri:/ silsilah keluarga |
| Father | = | /'fɑθər/ ayah |
| Grandfather | = | /'grænd'fɑθər/ kakek |
| Grandmother | = | /'grænd'mɑθər/ nenek |
| Love | = | /ləv/mencintai |
| Mother | = | /'mɑθər/ ibu |
| My family | = | /maɪ 'fæməli/ keluargaku |
| Sister | = | /'sɪstər/ saudara perempuan |
| Your family | = | /'jʊr'fæməli/ keluargamu |

Unit 4

I Like My Shirt

Tujuan Pembelajaran

1. Melalui contoh guru, peserta didik dapat merespon instruksi sederhana dengan tindakan.
2. Melalui demonstrasi, peserta didik dapat menyatakan suka dengan kalimat yang sangat sederhana.
3. Melalui demonstrasi, peserta didik dapat menyatakan tidak suka dengan kalimat yang sangat sederhana.
4. Melalui contoh guru, peserta didik dapat membaca nyaring kata dengan tepat.
5. Melalui latihan, peserta didik dapat menuliskan kata dengan tepat.

To Teacher:

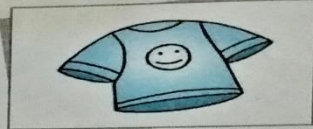
1. Introduce kinds of clothes.
2. Let the students read and repeat the vocabulary loudly.
3. Ask the students to practice the communicative expressions:
 - Do you like ...?
 - Yes, I do / No, I don't
 - I like this ... / I don't like this



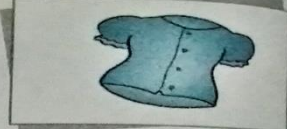
A. Look, listen, and repeat



Shirt



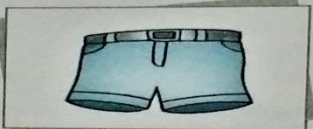
T-shirt



Blouse



Trousers



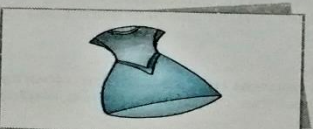
Short



Skirt



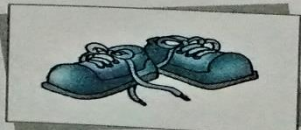
Jeans



Dress



Tie



Shoes



Socks

I Like My Shirt

B Let's practice

I wear a blouse and skirt.



I wear a shirt and shorts.



I wear a shirt, a tie and trousers.



I wear a dress.



I wear shoes and socks.



I wear t-shirt and jeans.



C. Read loudly



Hi, I wear a t-shirt.
I like this t-shirt.
I don't like shirt.



Hello, I wear a skirt.
I like this skirt.
I don't like shorts.

Do you like this blouse?
Do you like this shorts?



Yes, I do.
No, I don't.

I wear shirt, tie, and trousers.
I like this shirt.



D. Exercise**I. Answer these.**

1. Do you like this shirt?
Yes, I do.



2. Do you like the jeans?
No, I don't.



3. Do you like this skirt?
.....



4. Do you like the trousers?
.....



5. Do you like this blouse?
.....

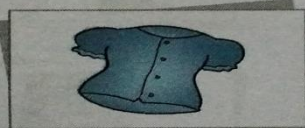


6. Do you like the shorts?
.....



II. Fill the puzzle.

1.



B L O U S E

2.



□ □ □

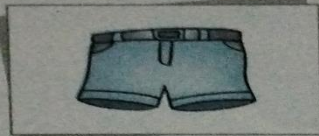
3.



□ □ □ □ □

I Like My Shirt

4.



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

5.



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

6.



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

7.



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

8.



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

E. Vocabulary

| | |
|------------------|--|
| Blouse | = /blaws/ baju atasan wanita |
| Clothes | = /klowz/ pakaian |
| Come in front of | = /k m in frʌn ʌf/ maju ke depan kelas |
| Don't like | = /downt laik/ tidak suka |
| Dress | = /dres/ baju terusan |
| Jeans | = /jiens/ jeans |
| Like | = /laik/ suka |
| Shirt | = /syərt/ kemeja |
| Shoes | = /syuws/ sepatu |
| Shorts | = /syɔrt/ celana pendek |
| Skirt | = /skɔrt/ rok |
| Socks | = /saks/ kaos kaki |
| Tell | = /tel/ menceritakan |
| Then | = /therɪ/ kemudian |
| Tie | = /tai/ dasi |
| Trousers | = /'trawzərs/ celana panjang |
| T-shirt | = /ti-syərt/ kaos |
| Wear | = /wær/ memakai |

Unit 5

It is a Rabbit

Tujuan Pembelajaran

1. Melalui contoh guru, peserta didik dapat menespon instruksi sangat sederhana dengan tindakan.
2. Melalui demonstrasi, peserta didik dapat menggunakan kalimat tanya sangat sederhana dengan tepat.
3. Melalui demonstrasi, peserta didik dapat menyatakan jawaban dengan tepat.
4. Melalui contoh guru, peserta didik dapat membaca nyaring kata dengan tepat.
5. Melalui latihan, peserta didik dapat melengkapi kata rumpang dengan huruf yang tepat.

To Teacher:

1. Introduce the names of pet.
2. Let the students repeat the names of pets.
3. Ask the students to read them loudly.
4. Ask the students to practice the communicative expressions:
 - What is it?/Is it a ... ?
 - It is a .../Yes, it is/No, it isn't.



A Look, listen, and repeat



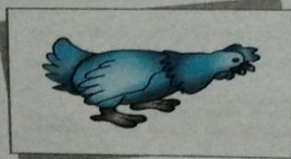
Cat



Dog



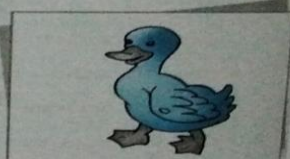
Fish



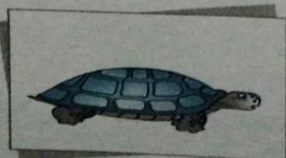
Hen



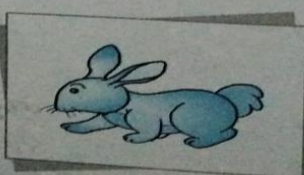
Cock



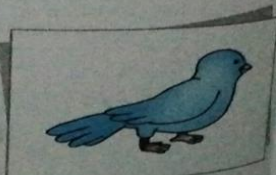
Duck



Turtle



Rabbit




Pigeon


It is a Rabbit

B Let's practice


What is it?




It's a dog.




What is it?




It's a cat.



Is it a hen?



No, it isn't.



Is it a pigeon?



Yes, it is.



Exercise

1. Fill in the blanks.

1.



Q : What is it?
A : It is a *cock*.

2.



Q : What is it?
A : It is a

3.



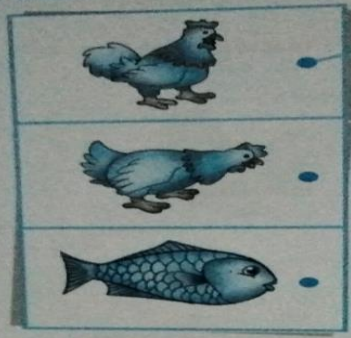
Q : What is it?
A : It is a

4.

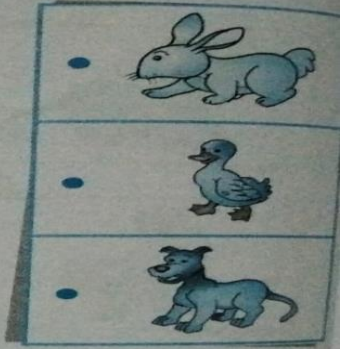


Q : What is it?
A : It is a

34
II. Match them.



- Cock
- Duck
- Dog
- Hen
- Fish
- Rabbit

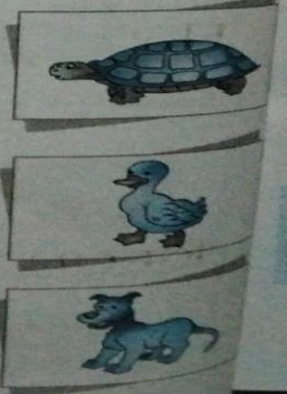


III. Find the missing letters and write it.

1. T U R T L E

2. D _ C _

3. _ _ G



Write a Rabbit

4. O C

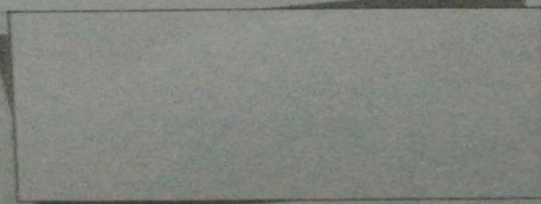
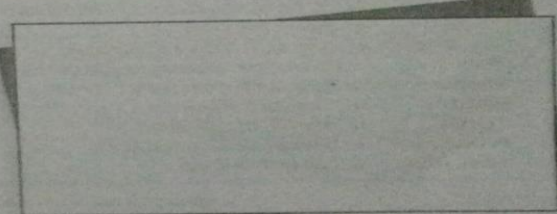
5. I O



D Let's draw

FISH

PIGEON



E. Vocabulary

| | |
|--------------|--|
| Cat | = /kæt/ kucing |
| Cock | = /kək/ ayam jantan |
| Dog | = /dɒg/ anjing |
| Duck | = /dʌk/ bebek |
| Everyday | = /'evri'dei/ setiap hari |
| Feed | = /fi:d/ memberi makan |
| Fish | = /fɪʃ/ ikan |
| Funny | = /'fʌni/ lucu |
| Have | = /hæv/ mempunyai |
| Hen | = /hen/ ayam betina |
| Is it a ...? | = /ɪz ɪt ə/ apakah ini seekor/sebuah ... |
| It is a ... | = /ɪt ɪz ə/ ini seekor/sebuah ... |
| Love | = /ləv/ mencintai |
| No, it isn't | = /nəʊ, ɪt 'ɪzənt/ bukan |
| Pet | = /pet/ binatang peliharaan |
| Pigeon | = /'piʒən/ merpati |
| Rabbit | = /'ræbɪt/ kelinci |
| Turtle | = /'tɜ:tl/ kura-kura |
| What is it? | = /hwət ɪz ɪt/ apa ini? |
| Yes, it is | = /jes ɪt ɪz / ya |

Unit 6

This is a Whiteboard

Tujuan Pembelajaran

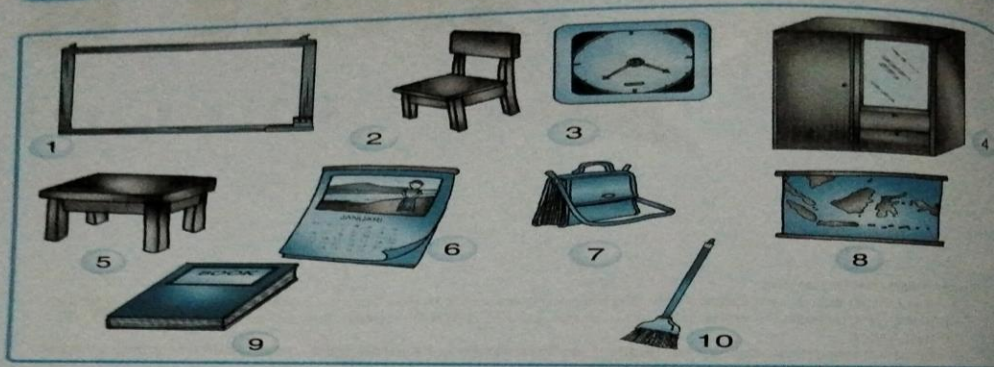
1. Melalui contoh guru, peserta didik dapat merespon instruksi sangat sederhana dengan tindakan.
2. Melalui pengamatan gambar, peserta didik dapat menyatakan nama benda di kelas dengan tepat.
3. Melalui demonstrasi, peserta didik dapat meminta kejelasan dengan kalimat yang sangat sederhana.
4. Melalui demonstrasi, peserta didik dapat membaca nyaring kata dengan tepat.
5. Melalui latihan, peserta didik dapat menuliskan nama benda di kelas dengan tepat.

To Teacher:

1. Introduce things in the classroom.
2. Let the students to read and repeat the new words loudly.
3. Ask the students to practice the communicative expressions:
 - Point to the map!
 - Touch your table!
 - What is this?
 - Is this a?

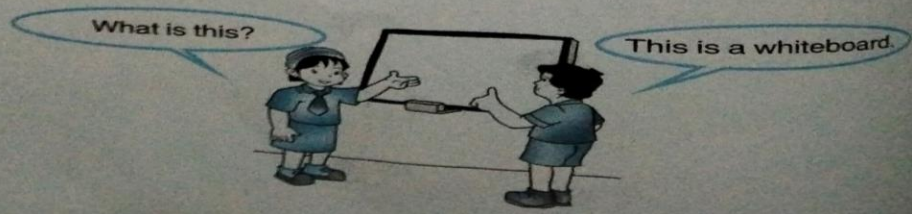


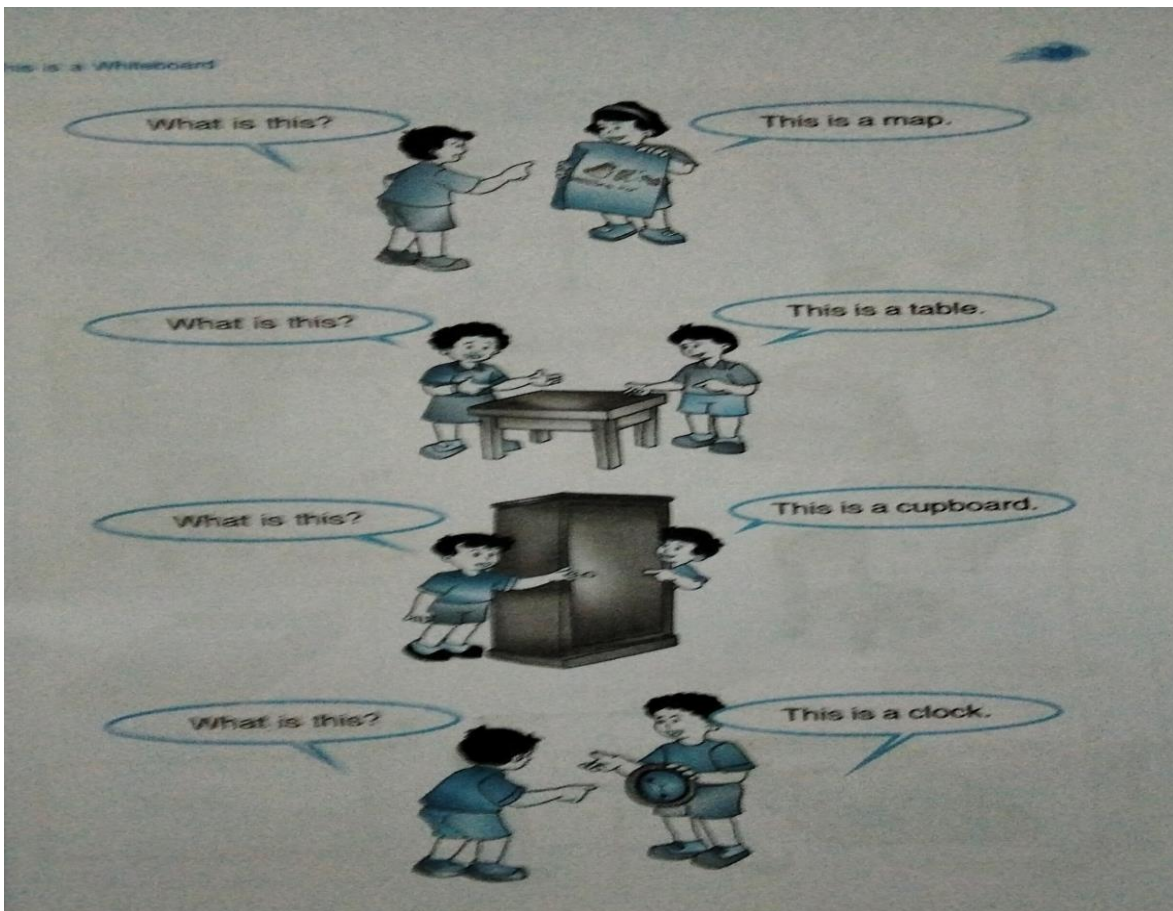
A. Look, listen, and repeat



- | | | |
|---------------|-------------|-----------|
| 1. whiteboard | 5. table | 9. book |
| 2. chair | 6. calendar | 10. broom |
| 3. clock | 7. bag | |
| 4. cupboard | 8. map | |

B. Let's practice





C Read loudly

Andi : Is it a chair?
Linda : No, it isn't.



Chiko : Is it a bag?
Andi : Yes, it is.



Anita : Is it a broom?
Linda : No, it isn't.

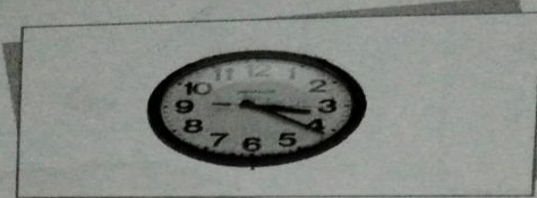


Anita : Is it a book?
Chiko : Yes, it is.

E. Exercise

I. Answer these.

1.



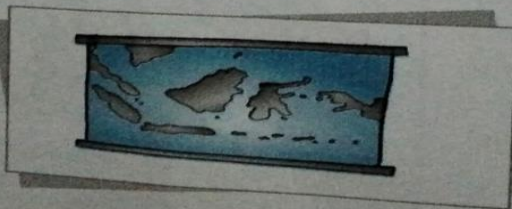
Q : What is this?
You : This is a *clock*.

2.



Q : What is this?
You : This is a ...

3.



Q : What is this?
You : This is a

G. Vocabulary

| | |
|----------------|--|
| Bag | = /bæg/ tas |
| Book | = /buk/ buku |
| Broom | = /brum/ sapu |
| Calendar | = /'kæləndər/ kalender |
| Chair | = /çær/ kursi |
| Classroom | = /'klæs'rum/ ruang kelas |
| Clock | = /klak/ jam dinding |
| Cupboard | = /'kʌbəd/ lemari |
| Eraser | = /i'reisər/ penghapus |
| In pairs | = /in pærs/ berpasangan |
| Instruction | = /in'strʌksyən/ instruksi, perintah |
| Is this a ...? | = /iz this ə...?/ apakah ini sebuah ...? |
| Point to ... | = /point tuw/ tunjuk, menunjuk |
| Table | = /'teibəl/ meja |
| This is a ... | = /this iz ə.../ ini sebuah ... |
| Touch | = /tʌç/ menyentuh, sentuh |
| What is this? | = /hwat iz this/ apa ini? |
| Whiteboard | = /hwait 'bowrd/ papan tulis |
| Your bag | = /yur bæɡ/ tasmu |

Unit 7

There are Three Bees

Tujuan Pembelajaran

1. Melalui contoh guru, peserta didik dapat merespon instruksi sederhana secara verbal.
2. Melalui pengamatan gambar, peserta didik dapat menyebut nama serangga.
3. Melalui pengamatan gambar, peserta didik dapat menyatakan jumlah.
4. Melalui contoh guru, peserta didik dapat membaca nyaring kata bahasa Inggris sangat sederhana dengan tepat.
5. Melalui latihan, peserta didik dapat menyalin kata dengan tepat.

To Teacher:

1. Introduction the names of insect.
2. Let the students read and repeat the new words loudly.
3. Let the students practice the communicative expressions:
 - What is that?
 - That is an ant.



A Look, listen, and repeat



Butterfly



Dragonfly



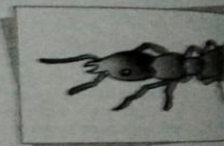
Grasshopper



Bee



Cockroach



Ant



Mosquito



Fly

There are Three Bees

6. Let's practice



What is that?



That is a cockroach.



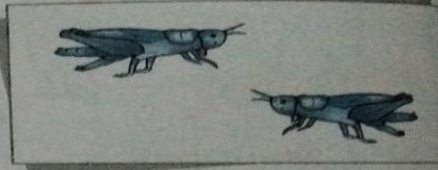
C Read loudly

1.



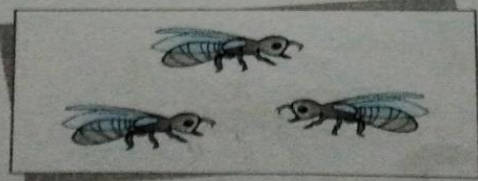
There is *one* butterfly.

2.



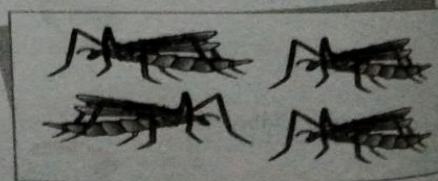
There are *two* grasshoppers.

3.



There are *three* bees.

4.

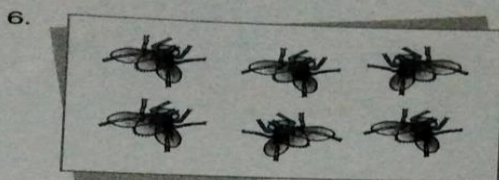


There are *four* mosquitos.

There are Three Bees



There are *five* dragonflies.

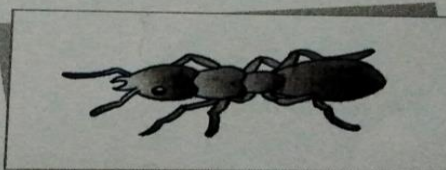


There are *six* flies.

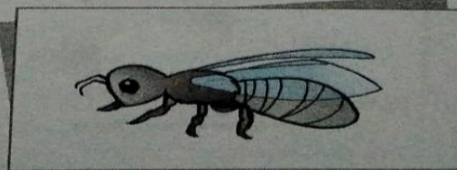
D. Exercise

1. Answer these questions.

1. Q : What is that?
You : That is *an ant*.



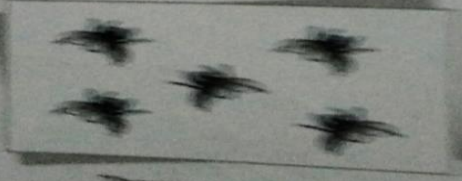
2. Q : What is that?
You : That is a

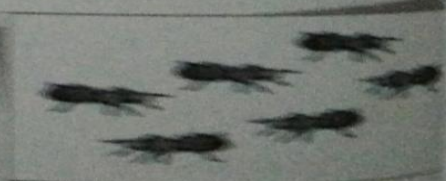



3. 0 = Wharfedale?
10 = Thirsk...


4. 0 = Wharfedale?
10 = Thirsk...

5. Flies

7. 
There are 5 flies.

8. 
There are 8 flies.





E Vocabulary

| | |
|------------------|------------------------------------|
| Ant | = /ænt/ semut |
| Bee | = /bie/ lebah |
| Butterfly | = /'bʌtər'flai/ kupu-kupu |
| Cockroach | = /'kək'rowc/ kecoa |
| Dragonfly | = /'drægən'flai/ capung |
| Eight | = /'eitθ/ delapan |
| Five | = /faiv/ lima |
| Fly | = /flai/ lalat |
| Four | = /fowr/ empat |
| Insect | = /'insekt/ serangga |
| Grasshopper | = /'græs'hapər/ belalang |
| Mosquito | = /məs'kietow/ nyamuk |
| One | = /wʌn/ satu |
| Seven | = /'sevən/ tujuh |
| Six | = /siks/ enam |
| That is a | = /θæt iz ə/ itu seekor/sebuah ... |
| There is/are ... | = /θær iz/ ar/ ada |
| Three | = /θrie/ tiga |
| What is that? | = /hwat iz θæt/ apa itu? |

Appendix III (Research Instrument)

RESEARCH INSTRUMENT (DOCUMENTARY)

1. The Criteria of 2013 English Curriculum material designed for grade 3 Elementary Level (Aged 6 to 8):
 - a. The Integration of Four Skills

| The Integration of Four Skills | | | |
|---------------------------------------|----------------------------|------------|-----------|
| Skills | Criteria | Yes | No |
| Reading | Age Appropriateness | ✓ | |
| | Variety (Different Topics) | ✓ | |
| | Safety | ✓ | |
| Listening | Age Appropriateness | ✓ | |
| | Clearly Instruction | ✓ | |
| | Text Scripted | ✓ | |
| | Interesting Topics | ✓ | |
| Speaking | Age Appropriateness | ✓ | |
| | Grammar | ✓ | |
| | Vocabulary | ✓ | |
| | Pronunciation | ✓ | |
| Writing | Age Appropriateness | ✓ | |
| | Punctuation | ✓ | |

| | | | |
|--|---------------------------|---|--|
| | Encourage Creativity | ✓ | |
| | Coherence and Correctness | ✓ | |

b. The Inclusion of Two Main Language Components

| The Inclusion of Two Main Language Components | | | |
|--|-----------------|------------|-----------|
| Components | Criteria | Yes | No |
| Grammar | Nouns | ✓ | |
| | Verbs | ✓ | |
| | Adjective | ✓ | |
| | Adverb | ✓ | |
| | Pronoun | ✓ | |
| Vocabulary | Concrete Words | ✓ | |
| | Abstract Words | ✓ | |
| | Word Classes | ✓ | |
| | Spelling | ✓ | |

c. The Integratation of Scientific Approach

| Scientific Approach Stages | Descriptions |
|-----------------------------------|---|
| Observing | To develop students' curiosity To create meaningful learning process To help students acquire knowledge |
| Questioning | To construct knowledge as a concept To have a critical thinking To show students active in learning process |
| Exploring | To acquire a meaningful, real and authentic learning To express new things that the students have learned To utilize the skills to reality inside and outside the |

| | |
|---------------|---|
| | classroom through conversation, discussion, role play and presentation. |
| Associating | To attain the conclusion of knowledge by a logical thinking process. To collect or find solutions from variety of sources that have different opinions to the topic. |
| Communicating | To develop students' skills To offer or demonstrate all knowledge and ability To communicate verbally or nonverbally |

d. The Integratation of Character Values

| Character Values | Description |
|-------------------------|--|
| Religiosity | Attitudes and submissive behavior in carrying out the teachings of their religion, tolerant implementation of the practice of other religions, and live in harmony with other religions. |
| Honesty | Behavior based on an attempt to make himself as one who can always be trusted in words, actions, and employment. |
| Tolerance | Attitudes and actions that respect the differences of religion, race, ethnicity, opinions, attitudes, and actions of others who are different from themselves. |
| Disciplines | Actions indicating orderly and obedient behavior on various rules and regulations. |

| | |
|--------------------------------|--|
| Perseverance | Behaviors that indicate an earnest effort to overcome barriers in learning and assignments, as well as completing the task as well as possible. |
| Creativity | Thinking and doing something to generate new method or result of something that has been owned. |
| Independence | Attitudes and behaviors that are not easy to depend on others to complete tasks. |
| Democracy | Way of thinking, behaving, acting, which assesses the same rights and obligations of himself and others. |
| Curiosity | Attitudes and actions that are always working to find out more in depth and extend from something he learned, seen and heard. |
| Nationalism | Way of thinking, acting, and knowing that puts the interests of the nation above self-interest and group. |
| Patriotism | Ways of thinking and doing that show loyalty, caring, and high appreciation of the language, environmental, physical, social, cultural, economic and political nation. |
| Appreciation | Attitudes and actions that encourage him to produce something useful for society, and recognize and respect other people's success. |
| Friendliness/ Communication | Actions showed pleasure in speaking, associate and cooperate with others. |




| | |
|-------------------------|--|
| Love of Peace | Attitudes, words, and actions that make other people feel happy and safe over the presence of him. |
| Reading Interest | Habits to take time to read the various readings that give him the benefit. |
| Environmental Awareness | Attitudes and actions which seek to prevent damage to the surrounding natural environment and develop efforts to repair the environmental damage that has occurred. |
| Social care | Attitudes and actions that always want to help other people and communities in need. |
| Responsibility | Attitudes and behavior of a person to carry out the duties and obligations he should do, to himself, society, environment (natural, social, and cultural), the nation, and the Almighty God. |



2. The Characteristics of Good Quality in English Textbook for Young Learners:

| Criteria | Yes | No |
|-------------------------------|-----|----|
| Free Space | ✓ | |
| Visuals | | ✓ |
| Age Appropriate Material | ✓ | |
| Well Balanced Textbook Design | ✓ | |
| Textbook Storyline | ✓ | |

*Appendix IV (Consultation Notes)***CONSULTATION NOTES****ADVISORS OF CONTENTS AND RESEARCH METHODS**



NAME OF ADVISOR: Dra. Andi Irlina, M. Hum



| DATE | NOTES | SIGNATURE |
|-------------------------------|---|---|
| 5 January 2023 | Simplify the research question again and make it connected with the research objective. |  |
| 12 nd January 2023 | Please add some others theories that refer to the research |  |
| 19 January 2023 | For the definition of key terms, you must clarify, try to be more specific, so that the research topic does not spread. |  |

| | | |
|-------------------------------|---|---|
| 26 January 2023 | Your finding and discussion is still not clear, in the discussion section please explain how the findings relate to the theory that you were adopting as a reference. |  |
| 2 nd February 2023 | Please add the source of the object of the research in the appendices |  |

ADVISORS OF LANGUAGE AND WRITING TECHNIQUES

NAME OF ADVISOR: Nor Izzatil Hasanah, S. Pd, M. Pd

| DATE | NOTES | SIGNATURE |
|--------------------------------|--|---|
| 6 February 2023 | Plea follow the newest thesis guidliness from English Department |  |
| 13 rd February 2023 | Please fix your spacing, it is still a mess and also for each new sub-chapter you have to bold the writing |  |

| | | |
|------------------|--|---|
| 20 February 2023 | For the translation of the Holy Qur'an surah, just put it in the appendix, in chapter one you just need to explain the relation of the surah to the research |  |
| 27 February 2023 | Pay attention to page numbering, there is something wrong also for writing references please follow the latest APA. |  |

Appendix V (Letters)



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI TADRIS BAHASA INGGRIS
 Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin
 Telepon (0511) 3253939 Faksimile (0511) 3274492
 Email: tbi@uin-antasari.ac.id Web: www.ftk.iain-antasari.ac.id

SURAT KETERANGAN

Nomor: B –142/Un.14/III.1.f/PP.00.9/02/2022

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Rizka Sri Yulida
 N I M : 170102030642
 Jurusan/Prodi : TBI
 Alamat : Jl. Penas Tani IV, Desa Bakti, Rt. 002, Rw. 001, Kecamatan Batu Benawa, Kabupaten Hulu Sungai Tengah.
 adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:

**THE ENGLISH TEXTBOOK USED FOR YOUNG LEARNER
 ENTITLED
 "FUN WITH ENGLISH" FOR GRADE 3 OF ELEMENTARY SCHOOL**

Pada Hari/Tanggal : 25 Januari 2022
 Tempat : Via Google Meet

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 20 Februari 2022.
 Ketua,



(Handwritten signature)

Afifah Linda Sari, M.Pd
 NIP 198711102015032004

CURRICULLUM VITAE

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Kab. Hulu Sungai Tengah,
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2006-2011 : SDN 1 Bakti
2011-2014 : MTSS Darul Istiqamah Putri
2014-2017 : MAN 2 Barabai
2017-2023 : UIN Antasari Banjarmasin

Banjarmasin, June 01st 2023
The Researcher



Rizka Sri Yulida