

**DEVELOPING ENGLISH SPEAKING MATERIAL
FOR THE FOURTH GRADE STUDENTS AT
MADRASAH IBTIDAIYAH SITI MARIAM
KELAYAN DALAM BANJARMASIN
ACADEMIC YEAR 2011/2012**



Written by:

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**ANTASARI STATE INSTITUTE FOR ISLAMIC STUDIES
BANJARMASIN
1433 H/2012 M**

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FOR THE FOURTH GRADE STUDENTS AT
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KELAYAN DALAM BANJARMASIN
ACADEMIC YEAR 2011/2012**

Thesis
Presented for partial fulfillment of the Assignment
And Requirement of Sarjana
In English Language Education

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STATEMENT OF AUTHENTICITY

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Certify that the work in this thesis is, to the best of my knowledge and belief, original, except as acknowledged in the text, and has not been submitted, either entirely or in part, for a degree at this university or any other university. If someday, it is proven as duplication, imitation, plagiarism or made by others partly or entirely, I understand that my thesis and academic title will be cancelled due to the law.

Banjarmasin, 27 December 2011



APPROVAL

Paper entitled : **DEVELOPING ENGLISH SPEAKING MATERIAL FOR THE 4th GRADE STUDENTS AT MI SITI MARIAM KELAYAN DALAM BANJARMASIN ACADEMIC YEAR 2011/2012**

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VALIDATION

Thesis entitled: Developing English Speaking Material for the fourth Grade Students At MI Siti Mariam Kelayan Dalam Banjarmasin Academic Year 2011/2012 and its product as the result of the research, written by Yansyah have been completely examined by Paper Examiner Team of Tarbiyah Faculty of Antasari State Institute for Islamic Studies Banjarmasin and validated by the experts of teaching English to young learners, on:

Day : Wednesday

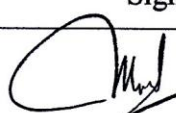



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Dean of Tarbiyah Faculty
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ABSTRACT

Yansyah. 2011. *Developing English Speaking Material for The 4th Grade Students At MI Siti Mariam Kelayan dalam Banjarmasin Academic Year 2011/2012.* Thesis, English Department. Tarbiyah Faculty. Advisor: (I) Dra. Hj. Wardah Hayati, Ma, (II) Puji Sri Rahayu, MA.

This research was aimed to develop a fun and interesting English speaking material for the fourth grade students' at MI Kelayan Dalam Banjarmasin, South Kalimantan. The problem of this research is how the English speaking materials for the 4th grade students at Madrasah Ibtidaiyah Siti Mariam Kelayan Banjarmasin in academic year 2011/2012 developed is.

In this study, the problem is limited only for developing English speaking material for the first semester of fourth grade. The try out subject of this research is 26 fourth grade students at MI Siti Mariam which consists of 16 male and 10 female.

The type of this research is research and development (R&D). It is a research to develop and validate educational products. The techniques of collecting data used are interview, questionnaire, checklist, observation, and test. The procedures of research are based on the R&D cycle in which consists of need analysis, design, development, expert validation, revision, and final product.

The experts validation showed that material developed had fulfilled adequate, good and excellent category for each item in the checklist for material evaluation. Although, there are also some material should be revised such as the sequence of material, song and game used, and some spelling and grammar. In addition, the result of tests shows that means of students scores at the pre-test and post-test are 47.5 and 68.89. The "t" test comparing the two means showed that the difference between them is 21.39 with a t-value out, there is a significant increase in the students speaking ability.

In conclusion, the material developed can be used as a supplementary material for helping the teacher to develop students speaking skill.

ABSTRAK

Yansyah. 2011. *Pengembangan Bahan Ajar Berbicara Bahasa Inggris untuk Kelas Empat MI Siti Mariam Kelayan Dalam Banjarmasin Tahun Akademik 2011/2012.* Skripsi, Jurusan Bahasa Inggris. Fakultas Tarbiyah. Pembimbing: (I) Dra. Hj. Wardah Hayati, Ma, (II) Puji Sri Rahayu, MA.

Penelitian ini bertujuan untuk mengembangkan bahan ajar berbicara bahasa Inggris yang menyenangkan dan menarik bagi siswa kelas empat MI Siti Mariam Kelayan Dalam Banjarmasin, Kalimantan Selatan. Permasalahan dalam penelitian ini adalah bagaimana mengembangkan bahan ajar berbicara bahasa Inggris untuk kelas empat MI Siti Mariam Kelayan Dalam Banjarmasin tahun akademik 2011/2012.

Dalam penelitian ini, permasalahan dibatasi hanya untuk mengembangkan bahan ajar berbicara bahasa Inggris untuk kelas empat pada semester pertama. Subjek uji coba penelitian adalah 26 siswa kelas empat MI Siti Mariam yang terdiri dari 16 siswa dan 10 siswi..

Jenis penelitian ini adalah penelitian dan pengembangan atau yang dikenal dengan *R&D*. Ini merupakan penelitian yang bertujuan untuk mengembangkan dan memvalidasi produk pendidikan. Teknik pengumpulan data yang digunakan, yaitu wawancara, angket, *checklist*, observasi, dan tes. Prosedur penelitian berdasarkan pada siklus *R&D* yang terdiri dari analisis kebutuhan, desain, pengembangan, validasi ahli, revisi, dan produk akhir.

Hasil dari validasi ahli menunjukkan bahwa bahan ajar telah memenuhi kriteria cukup, baik, dan baik sekali untuk masing-masing butir penilaian dalam *checklist* evaluasi bahan ajar. Meskipun demikian, ada beberapa bagian yang harus direvisi seperti urutan materi, lagu dan permainan yang digunakan, serta kesalahan ejaan dan tata bahasa. Kemudian, hasil dari tes menunjukkan bahwa rata-rata skor siswa pada pra-tes dan pasca-tes adalah 47,5 dan 68,89. Hasil perhitungan t-tes menunjukkan perbedaan rata-rata antara keduanya adalah 21.39 dengan nilai “t” yang lebih besar menunjukkan adanya peningkatan yang signifikan pada kemampuan berbicara siswa.

Kesimpulannya, bahan ajar yang dikembangkan ini dapat digunakan sebagai bahan ajar tambahan untuk membantu guru mengembangkan kemampuan berbicara siswa.

MOTTO:

إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

Verily, with the hardship, there is relief
(Q.S. Al-Insyirah: 6)

... إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ ۗ ... ﴿١١﴾

*Verily never will Allah change the condition of a people until they change it
themselves (with their own souls).*

(Q.S. Ar-Ra'du: 11)

Dedication

This thesis is dedicated to

My beloved parents

And lovely my sisters

They are the people who have supported my life with their love and affection

Dra.Hj. Wardah Hayati, MA, Puji Sri Rahayu, MA

Dra. Andi Irlina, M.Hum, and Dra. M.F. Sri Ekonomi, M.Pd

They are four great women who made this thesis is ready to be examined

All my teachers and lecturers

They are people who made me knowing the value of knowledge

All my friends,

Especially English class A '07 generation

They are people who gave me a lot of joy and fun

Thanks for all of you

I deeply in-debt for everything you give to me



The Writer

Yansyah

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بسم الله الرحمن الرحيم
الحمد لله رب العالمين والصلاة والسلام على أشرف الاء نبياء والمرسلين سيدنا
و مولنا محمد وعلى اله وصحبه اجمعين .اما بعد.

All praises be to Allah the Almighty for His mercy and guidance till the writer can finish the thesis entitled: “Developing English Speaking Material for the 4th Grade Students At MI Siti Mariam Kelayan Dalam Banjarmasin”.

May blessing and salutation always be upon the great Prophet Muhammad P.B.U.H., all his families, his companions, as well as his followers until the last day.

The writer expresses appreciation and gratitude to those who gave their help and motivation in finishing this thesis, they are:

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Finally, the writer hopes that this research paper will be useful for the next researchers. The writer believes that this research paper is far from adequate information. For the improvement of this research, the writer wishes the readers of this research give their critics and suggestions.

Banjarmasin, 2 Shafar 1433 H
27 Desember 2007 M

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CHAPTER I

INTRODUCTION

A. Background of Study

The history of teaching English to young learners was started by the Decree of Indonesian Educational and Cultural Ministry No. 0487/4/1992 about the involvement of local content (*Muatan Lokal*) in the curriculum of elementary school and the Decree No.060/U/1993 about introducing English to fourth grade students as the local course.¹ Hence, there were many schools which started to teach English. Although at that time, the teaching and learning English to young learners did not have a very well concept in its implementation.

In line with the need of English as an International language to communicate in the global world, teaching English to young learners is becoming a booming issue in recent years. The reason of this demand is driven by the awareness of communicating in English in the global world is one of the most required life skill. Then, there are also some hypothesis stated that the process of foreign language acquisition will be foster for young learners. Young learners, as Kasihani's definition, are students of elementary school between 6-12 years old.² According to the Critical Period hypothesis, this is golden age period of language acquisition. The hypothesis stated that the ability to learn a native language

¹ Ekonomi, *Bahasa Inggris Untuk Usia Dini*, (Yogyakarta: LKIS Pelangi Aksara, 2007), p. ix.

² Suyanto, *English for Young Learners*, (Jakarta: Bumi Aksara, 2007), p. 15.

develops within a fixed period, from birth to puberty. During this critical period, language acquisition proceeds easily, swiftly, and without external intervention. Consequently, young learners can learn a second or foreign language particularly effectively before puberty because their brains are still able to use the mechanisms that assisted first language acquisition.³ This theory obviously shows that teaching English during these formative years has a great benefit in fostering the acquisition process.

Cameron explained that young learners' characteristics make them often more enthusiastic and lively learners in learning rather than adults or adolescents. They will have a go at an activity even when they do not quite understand why and how.⁴

However, young learners also lose interest more quickly and are less able to keep themselves motivated on tasks they find difficult. Harmer said "They have a limited attention span; unless activities are extremely engaging they can easily get bored, losing interest after ten minutes or so."⁵ This latter point is a challenging problem to be solved for English teachers of elementary schools. Teachers play important roles in the classroom. Bumpass in Ekonomi stated:

.....Basically the success of foreign language teaching in elementary school program depends on the teachers, who should not only know the spoken language and the culture in which the language expresses, but who must also know how the language should be taught on the elementary level.⁶

³ Cameron, *Teaching Languages to Young Learners*, (UK: Cambridge University Press, 2001), p. 13.

⁴ *Ibid.*, p.1.

⁵ Harmer, *The Practice of English Language Teaching*, (England: Pearson Education Limited, 2001), p. 40.

⁶ Ekonomi, *op.cit.*, p.10.

Thus, the teachers' ability to offer a fun and enjoyable English class is the most challenging task for them to make young learners engaged during the lesson. In addition, Suyanto suggested that teachers of young learners should have a capability to select and develop teaching material in order to suit with the learners' need. Development in teaching material is significantly needed to make a better improvement in the quality of teaching and learning. See what Allah said in the Holy Qur'an, Ar-Ra'd (13): 11.

... إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنفُسِهِمْ ...

In that verse, Allah asked every people to make a progress in order to improve the quality of his/her life or work, including teachers. It means they should consider doing some efforts on purpose to make the process of teaching and learning better and better. In the term of material development, it could be said that they should change, revise, and renew the material when it is unnecessary, incorrect, and out-up date.

In fact, Suyanto found, many of English teachers cannot fulfill these tasks. They argued (1) time allocation for English lesson is not enough; (2) The amount of students in the class is too many; and (3) they do not have time to prepare the media. These situations make many of them use textbook as the main and the only one media in teaching and learning process. In other hands, Suyanto found on her research, there are only 19, 04% of the textbooks can be categorized as "good

quality” while others are “enough” and “poor.”⁷ Meanwhile, textbook or material is a significant source to help young learners learn the target language. Therefore, the teachers’ capability to select and develop the material is still essentially necessary.

Then, the writer found the case of teacher’s difficulty in developing the material on the interview with an English teacher of Siti Mariam Islamic Elementary School. It is a private school located in Kelayan Dalam Banjarmasin. She admitted that she just taught students based on what available in the textbook so that it seems no selection and development on the material. There is no lesson plan prepared before coming to the class. On the prior observation, the writer found, the teaching and learning process run with poor media. Repetition drill is the common technique used in the classroom. There are also no facilities from the school to support the learning process except chalkboard and blackboard. Thus, the learning atmosphere seems monotonously regardless the high enthusiasm of students in learning English. In addition, the teacher also complained that English textbook available outside is too difficult to be used for teaching English mainly for speaking. Some material for the 4th grade is more appropriate for students of junior high school rather than elementary school.

Responding to this, the writer interested in helping the teachers to develop the materials. The writer then chooses speaking skill as the scope in his research. This choice is based on a consideration that speaking is one of skill that frequently

⁷ Suyanto, “Pengajaran Bahasa Inggris di Sekolah Dasar,” *Teks Pidato Pengukuhan Guru Besar Prof. Kasihan K.E. Suyanto*, Fakultas Sastra Universitas Negeri Malang, <http://library.um.ac.id>, retrieved Feb 26, 2011.

neglected by the teacher. Students are mostly taught to imitate what the teacher said rather than to use the target language in a simple communication. The teacher argued that how they can speak if they can't pronounce well. In contrast what the teacher said, theoretically, Bumpass in Ekonomi stated "Young learners essentially can learn another language and use it to speak and use utterances without leaving out the native pronunciation."⁸ Next, the writer consider if the try out subjects of this research are the 4th grade student in which they experience first acquisition in the foreign language in context of that school, it will give an opportunity in constructing their positive impression toward English. Another reason is the Cleveland Plan for Language Study's recommendation for elementary school "The younger the child, the more easily does he acquired a new language and a perfect pronunciation."⁹ Therefore, by intending the development of material for the 4th grade students hopefully it will make better improvement of their speaking skill.

In this research, the writer endeavored to develop students speaking materials based on the syllabus and the teacher's direction. The final product of this research aims to prepare a ready-practical material for improving students speaking skill through fun and interesting techniques. This material will offer some techniques and activities that has been explained by some experts can be effectively help the students in learning the foreign language especially for improving their speaking skill.

⁸ Ekonomi, *op.cit.*, p. 2.

⁹ *Ibid.*, p.4.

To realize what the writers' purpose above, he decided to do a research on title: **DEVELOPING ENGLISH SPEAKING MATERIAL FOR THE 4th GRADE STUDENTS AT MADRASAH IBTIDAIYAH SITI MARIAM KELAYAN DALAM BANJARMASIN IN ACADEMIC YEAR 2011/2012.**

B. Scope

In order to make the discussion more specific, the scope of the research is developing English speaking material for 1st semester of the 4th grade students.

C. Clarification of the Title

1. Developing material means a dynamic process of improvement, which implies a change, growth, and advancement the English speaking material towards something better.¹⁰
2. Material means anything used to help to teach language learners.¹¹ Material in this research will be in form of module.
3. Speaking is to say words.¹² Furthermore, speaking here means students' ability to communicate orally using English.
4. Young Learners are the students of elementary school between 6-12 years old.¹³ In this research, the young learners are between 8-10 years old.

¹⁰ Okataviani, "Developing English Vocabulary Material Using Call Instruction On The 3rd Grade Students SD Muhammadiyah Manyar GKB," *Thesis*, (Gresik: Perpustakaan Universitas Muhammadiyah, 2008) p.2.

¹¹ Brian Tomlinson, *Material Developmnet in Language Teaching*, (UK: Cambridge University Press, 2002) 5th ed., p. xi.

¹² A S Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press, 1995), p. 1140.

5. The fourth grade students at Madrasah Ibtidaiyah Siti Mariam Kelayan Dalam Banjarmasin academic year 2011/2012 means the students who are setting in the class four on Islamic elementary school “Siti Mariam” at Kelayan Dalam Banjarmasin in academic year 2011-2012.

Thus, developing English speaking material for the fourth grade students at Madrasah Ibtidaiyah Siti Mariam Kelayan Dalam Banjarmasin means a process to develop English speaking material to be better and more suitable for the fourth grade students of Siti Mariam Islamic elementary school.

D. Problem Statement

Based on the topic, the problem statement of the study is how is the English speaking materials for the 4th grade students at Madrasah Ibtidaiyah Siti Mariam Kelayan Banjarmasin in academic year 2011/2012 developed?

E. Reasons for Choosing The Title

1. The writer is interested in teaching English to young learners. Teaching young learners offer more challenging task. We should face the fact that the participants in the classroom are a mixed class with varied abilities, expectations, motivation level, knowledge, and learning styles. It would be interesting when we find ourselves can handle all of the class and engage them in a fun and enjoyable lesson. When we could do this task, it means

¹³ Kasihani, *op.cit.*, p. 15.

we have prepared young generations to be ready going to the higher and complex level of English.

2. English lesson in the 4th grade students is the students' first-experience in learning English. It should not be a traumatic experience for them. The teacher should build their positive impression in order to keep their interest in the foreign language. Thus, it is a teacher task to make teaching and learning process run successfully by knowing how to teach the language, having good teaching techniques, creativity in making media, and capability in selecting and developing the material.
3. The English teacher in that school feels that English materials sell in the market is too difficult for the students mainly for speaking. She thinks it is not appropriate for the students who learn English in the first time while she doesn't have time to revise it.
4. None has ever conducted this kind of study at IAIN Antasari Banjarmasin.

F. The Purpose of the Research

The objective of the research is to develop English speaking material for the 4th grade students at Madrasah Ibtidaiyah Siti Mariam Kelayan Banjarmasin in academic year 2010/2011.

G. The Significance of The Research

The result of this research is expected to give contribution to teaching and learning of English especially to build students' speaking skill, and give benefit

for the school generally, the teachers, students, readers and also other researchers. Besides that, the writer expects by writing the material, he can apply knowledge what he have learnt in the English Department, Tarbiyah faculty IAIN Antasari Banjarmasin.

For *the teachers*, it is expected that this study can be as one of the materials in teaching speaking, so the teachers can combine it with other materials. For *the students*, the writer also hopes it can motivate them to learn speaking more using other materials.

Then, for *the readers*, the result of this research can be as an inspiration to develop it into another material so it can give contribution more for others especially for those people who relate to the teaching and learning process. The last, for *other researchers*, this product may also be taken into an action research to find out the effects of implementing this product in teaching speaking.

H. Writing Organization

This thesis consists of five chapters. They are systematically arranged as follows:

The first chapter contains introduction that covers of rationale, clarification of title, problem statement, reasons for choosing the title, the purpose of the research, the significance of the research, and writing organization.

The second chapter contains theoretical review on related subject, consisting of Definition of Young Learners, Material Development and

Speaking; Characteristics of Young Learners; Teaching Foreign Language to Young Learners, Teaching Speaking to Young Learners; Developing Speaking Material for Young Learners.

The third chapter contains method of research consisting research design, try out subject, object of the research, data and techniques of collecting data, procedures of developing English speaking material, and research procedures.

The fourth chapter contains report or research result, which consists of general description of the research location, need analysis, development of speaking material, result of experts validation, revision, result of try out, and final product.

Then the last chapter is the fifth chapter contains closure, which consists of conclusion and suggestion.

CHAPTER II

THEORETICAL REVIEW

A. Definition of Young Learners, Material Development and Speaking

1. Definition of Young Learners

The word *young* in Oxford Advanced Learners' Dictionary means not far advanced in life or recently begun.¹ Meanwhile, the words *learner* means a person who is gaining knowledge or skill.² In other words, the term young learners can be explained as a person who is gaining knowledge in his or her earlier age.

Suyanto identified young learners as the students of elementary school in age of 6 until 12 years old.³ Then according to Linse, young learners are children between the ages of 5 until 12.⁴ Although both experts have different opinion on starting the first year of the young learner's term but it still can be concluded that it mostly refers to students of elementary school.

Next, the category of young learners based on their age can be broken down into younger group (6 until 8 years) and older group (9 until 12 years). Scott and Ytreberg in Suyanto classified them, based on their classes, into two groups. The first group is lower class which means the learners who sit in the first, second, and third

¹ Hornby, *Oxford Advanced Learners' Dictionary*, (New York: Oxford University Press, 1995), 5th ed., p. 1389.

² *Ibid.*, p.671.

³ Suyanto, *English for Young Learners*, (Jakarta: Bumi Aksara, 2007), p. 15.

⁴ Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: McGraw Hill, 2005), p. 2.

grade of elementary school. While another group namely upper class which refers to students of elementary school in the fourth, fifth, and sixth grade.⁵

In context of teaching English to young learners in Indonesia, the term young learners would probably more refer to upper class because many of elementary or Islamic elementary school started to introduce English in the fourth grade. Thus, for the purpose of this thesis, further discussion about young learners will particularly emphasize on that stage.

2. Definition of Material Development

Development means the act or process of growing, progressing, or developing.⁶ Then, material means anything used to help to teach language learners. Tomlinson said materials can be in form of a textbook, a workbook, a photocopied handout, a newspaper, a paragraph written on a whiteboard.⁷ In other words, material defined as anything which presents or informs about the language being learned. In brief, material development is the process to develop material in order to improve them or to make them more suitable for a particular type of learners.

3. Definition of Speaking

Speaking is productive skill. It involves putting a message together, communicating the message and interacting with other people.⁸ Speaking is generally thought to be the most important of four skills. Thornbury stated the ability to speak

⁵ Suyanto, *loc.cit.*

⁶ <http://www.thefreedictionary.com/development>, retrieved March 4, 2011.

⁷ Brian Tomlinson, *Material Development in Language Teaching*, (UK: Cambridge University Press, 2002) 5th ed., p. xi.

⁸ Cora Lyndsay and Paul Knight, *Learning and Teaching English: A Course for Teacher*: (New York: Oxford University press, 2006), p. 57.

a second language is often equated with proficiency in the language.⁹ Speaking activities are designed to provoke ‘speaking-as-a-skill’, where there is a purpose for talking which is not just linguistic.¹⁰

The term speaking skill for young learners’ context refers to communication skill or how they can use the language in simple way to express and interact each other.

B. Characteristics of Young Learners

Understanding young learners’ characteristics will be very helpful for teachers to better understand how to teach them successfully. It is also beneficial for the writer to write and develop material to fit with their characteristics. The discussion on this topic will present some characteristics of young learners based on psychological development and their characteristics in learning.

1. Young Learners Characteristics Based on Their Psychological

Development

Analyzing young learners’ psychological characteristics will be beneficial for teachers to know how they are learning. In this discussion, the writer cited three popular psychologists’ theories on young learners’ psychological development. They are Piaget, Vygotsky, and Bruner.

First, Piaget believed that young learners are active sense maker. They continually interact with the world around them, solving problems that are presented

⁹ Thornbury, *An A-Z of ELT: A dictionary of Terms and Concepts Used In English Language Teaching*, (Oxford: Macmillan publishers, 2006), p. 208.

¹⁰ Harmer, *How to teach English*, (England: Pearson Education Limited, 2007) p. 132.

by the environment. It is through taking action to solve problems that learning occurs.¹¹ Piaget in Santrock theorized that learners' psychological grow and develop in a sequence of four stages. He stated each of the stage is age-related and consists of distinctive ways of thinking. Piaget's stages are called as follows:

1. The sensorimotor stage which last from birth to about two years of age. In this stage, infants construct an understanding of the word by coordinating their sensory experiences (such as hearing and seeing) with their motor reaction (reaching and touching).
2. The pre-operational stage which last from two to seven years of age. It is symbolic than sensorimotor thought but does not involve operational thought. The child here begins to represent the world with words and images. These words and images reflect increased symbolic thinking and go beyond the connection of sensory information and psychical action.
3. The concrete operational stage, lasting from about seven to about eleven years of age. The child reason logically about concrete events and classify objects into different sets.
4. The formal operational stage which emerges at about eleven to fifteen years of age. The adolescent reason in more abstract, idealistic, and logical ways.¹²

In brief, children, according to Piaget, develop through their activities or learn in the world of things in accordance with their cognitive development stages. The

¹¹ Cameron, *Teaching Languages to Young Learners*, (UK: Cambridge University Press, 2001), p. 2.

¹² Santrock, *Educational Psychology*, (New York: McGraw-Hill, 2004), 2nd ed., pp. 40-46.

implication of Piaget theory for language learning that are two things as Ekonomi said, “Suitable content of learning to fit children level of thinking and the role of classroom and its surrounding which are able to support students’ action and creativity.”¹³ Both principles should be implemented when a teacher of young learners planning, implementing, and evaluating his/her language teaching.

Second, Vygotsky is popular with his sociocultural theory. It is because of his focus on social factor that support children in learning. According to him, children learn higher cognitive functions by internalizing social relationships.¹⁴ He believed children are active learners but they also can learn foster when they interact with adults. By the help of adults, children can do and understand more than when they do it themselves. This concept, then, called Zone of Proximal Development (ZPD).¹⁵ The implication of this theory is adults (can be parents or teachers) should mediate what next it is the child can learn and language used in the classroom should be meaningful in order to make students be able to internalize and transform the new language to become part of their language skill or knowledge.¹⁶

Third, Bruner is a psychologist who believed that language is the most important tool for cognitive growth and he has investigated how adults use language to mediate the world for children and help them for solve problems. He encountered concept in which mostly known as scaffolding and *routines*. Scaffolding means talk

¹³ Ekonomi, *English for Young Learners: A Course Book*, (Banjarmasin: PBS Lambung Mangkurat University, 2006), 1st ed., p. 33.

¹⁴ Miller, *Strategies for Developing Emergent Literacy*, (USA:McGraw-Hill, 2000), 1st ed., p. 72.

¹⁵ Suyanto, *op.cit.*, p.9.

¹⁶ Cameron, *op.cit.* p.9.

that support a child in carrying out an activity and routines means habit which make it possible for the scaffolding activities to happen.¹⁷ Thus, Ekonomi concluded:

Scaffolding here refers to the teacher activity, physically and verbally, which is done continuously and routinely, so as to make students get used to the teachers' expression and activities during the teaching and learning process.

The implication of Bruner theory is language should be taught through routines in the classroom to provide opportunities for language development. When students familiarize to the activity as well as language pattern used by the teacher, they will feel comfort and confident and they will be ready to accept and learn new things.

From each the psychologist above, it could be summarized that young learners have these psychological characteristics in learning:

- a. They are active learners and learn from things around them.
- b. They are active learners and the process of learning may foster when they interacting with adults.
- c. Scaffolding and routines are both useful for developing their language.

They get comfort and confidence as well as readiness to learn new things when they have got used.

2. Young Learners' Characteristics in Learning

The discussion under this topic would present what some experts said about young learners' characteristics in learning.

Suyanto said young learners are active learners and tend to more imaginative so they like to learn by doing. They also like to learn through playing games and

¹⁷ *Ibid.*,

listening to stories as well as singing. Use of media such as pictures also can attract their attention and activities such as coloring then name the things on the pictures will be very interesting for them.¹⁸

According to Cameron, young learners are more often enthusiastic and lively as learners. They will have a go at an activity even when they do not quite understand why and how. They often seem less embarrassed than adults at talking in a new language. Their lack of inhibition seems to help them get a more like native-like accent. Those characteristics, surely, are really helpful for teaching and learning process. In other hands, Cameron mentioned young learners also have some characteristics that may become a challenge for the teacher to over come. Young learners lose interest quickly so that they are less able to keep themselves motivated on tasks they find difficult. They also find difficulty to understand meta-language such as grammar or discourse.¹⁹

Then, Harmer listed the following characteristics of young learners:

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, learn 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 interact with.
4. They generally display an enthusiasm for learning and a curiosity about the world around them.

¹⁸ Suyanto, *op.cit.* p.17.

¹⁹ Cameron, *op.cit.* p. 11.

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.²⁰

In the light of these characteristics, it can be concluded that to design and develop material at this level need to provide creative and meaningful activities and preparing interesting media that attract their attention and fit with their ability.

C. Teaching Foreign Language to Young Learners

Teaching foreign language, in this case English, to young learners is different with adults. Besides because of their characteristics that have been discussed above, Brown said that the students at this level also have little or no prior knowledge of the target language. Therefore, he explained that the teacher usually becomes the central determiner in whether the students achieve the goal of study.²¹

Then, related to young learners' characteristics Cameron mentioned five things that should be considered for teaching foreign language to young learners:

1. Young learners actively try to construct meaning. It means everything that is encountered to students should be understandable and in their capacity because they only can make sense in terms of their world knowledge.

²⁰ Harmer, *The Practice of Language Teaching*, (England: Pearson Education Limited, 2001), p. 38.

²¹ Brown, *Teaching by Principles*, (New York: Pearson Education Limited, 2001). p.98.

2. Young learners need space for language growth. This means young learners need to have a place or opportunity to use the language they are being learned. Routines and scaffolding are both useful as strategy used in the classroom to make them have more exposure on English.
3. Young learners need meaningful input. It can be understood since they cannot notice
4. Development can be seen as internalizing from social interaction. In EYL classroom, it is important to create an activity in which children can use or communicate in the target language with their friends or the teacher because social interaction necessarily needed for their language growth.
5. Children's foreign language learning depends on what they experience. The broader and richer the experience that young learners have, the more they are likely to learn. Thus, to make young learners can develop certain language skill, the teacher should offer various activities in order to provide them different experiences as well.²²

Furthermore, Suyanto also mentioned that they are five factors that give influence to young learners in learning a foreign language, such as the students' native language, instructional material used, social interaction, teaching media, and students' family background.²³

Seeing that influencing factors, it can be concluded that many thing should be consider while teaching foreign language to young learners. Therefore, Ekonomi

²² Cameron, *op.cit.*, pp.19-20.

²³ Suyanto, *op.cit.*, pp. 30-32.

gave the following suggestions about some do's and don'ts in English for young learners' classroom:

- a. Begin with memorizing the students' names.
- b. Decide the rules of the game in the classroom right from the beginning.
- c. Use the students' native language to give direction, if it is too complex.
- d. Encourage students to speak as much as possible in English.
- e. Change your classroom activities to maintain their interest.
- f. Organize the students in varieties of ways: individually, in pairs, or in groups so that no students will always be with their close friends.
- g. Go round the class to help them, check their language and monitor their progress.
- h. Don't be afraid to let the students walk here and there in the classroom.
- i. Choose the materials and learning activities carefully.
- j. Make your class enjoyable to develop positive attitude to learn a language.
- k. Ask them to join in singing, playing with other interesting and enjoyable activities.
- l. Do repetition drills as much as possible.
- m. Use media, especially pictures, real things or dolls/puppet.
- n. You must be creative and be able to make plan and preparation which can be implemented fluently with a lot of varieties.²⁴

In a nutshell, teaching foreign language to young learners is not an easy task. Many things should be considered. Teachers' knowledge about young learners'

²⁴ Ekonomi, *op.cit.* p. 30.

characteristics is essential to plan successful teaching English. Then, teacher's capability to design creative lessons and materials that motivate the students to use the foreign language and has good classroom management is prerequisites to become a good teacher at this level.

D. Teaching Speaking Skill to Young Learners

1. Background Of Teaching Speaking Skill

Speaking skill is important to be taught since one of the goals of teaching language is to communicate orally. Speaking is also important in children's overall development, including in second or foreign language acquisition.

English is foreign language in some countries in Asia, including Indonesia. According to Paul, children in Asia may have opportunities to listen English at home, read English at home, and even write English at home, but most of them have few opportunities to speak English at home.²⁵ Thus, the only one opportunity to make students' practice their speaking skill is only during the English lesson. Thereby, an English teacher at elementary level should motivate the students' to speak in the target language as much as possible.

Furthermore, as discussed above, young learners' have characteristics that they are less embarrassed to talk in a new language. This characteristic allows them to practice in the target language without afraid of making mistake as we find on adults learners. Moreover, Linse argued, although young learner do not develop English language skill more readily than older learners, they have advantage when it

²⁵ David Paul, *Teaching English to Children in Asia* (Hong Kong: Pearson Longman Asia ELT, 2003), 1st ed., p. 76.

comes to pronunciation. A child who learns English as foreign language has opportunity to have more like native-like accent.²⁶ Klancar wrote “Young learners are like sponges, they soak up everything we say and how we say it.”²⁷ Thus, these advantages should be explored by teacher to develop students speaking skill by motivating them to speak in the classroom as much as possible through fun and enjoyable learning.

Then, it should be noticed, as Allen in Riduannor said that the emphasis of teaching English to young learner is communication and fluency than accuracy.²⁸ It is reasonable because at this stage, the students have difficulty to understand meta-language as one of their characteristics.

2. Techniques and Activities for Teaching Speaking Skill

Technique is a particular trick, strategy, or contrivance used to accomplish an immediate objective.²⁹ There are a lot of techniques and activities for teaching speaking skill to young learners. Here the writer would like to overview some of them:

²⁶ Caroline T. Linse, *op.cit.*

²⁷ Klancar, *Developing Speaking Skill in the Young Learners Classroom*, (The Internet TESL Journal, Vol. XII, No. 11, November 2006) from <http://itselj.org/> retrieved March 14, 2011.

²⁸ Harold B. Allen, *Teaching English as Second Language, A Book of Reading*, (PM: McGraw-Hill, 1965), pp. 10-11 in Riduannor, “An Analysis on Fun English Magazine Contents to Create English Instructional Material for Teaching English to Young Learners,” *Thesis*, (Banjarmasin: Perpustakaan IAIN Antasari, 2008), p.16.

²⁹ Anthony, E. M. *Approach, Method, and Technique. English Language Teaching*, (n.p: 17 1963).

a. Repetition drill

Repetition drill is still important for teaching speaking skill to young learners. Paul claimed “Asian EFL learners with little natural exposure to English outside the classroom certainly do need to repeat patterns many time.”³⁰ In addition, repetition drill also can help young learners to develop good habits in pronouncing the target language. As behaviorists’ theory that young child’s acquisition of language is encouraged and developed through imitating the language of adults and other children around him.³¹

b. Short Dialogue

Dialogue provides learners with grammatically controlled scripts that they can use in real life. Moreover, dialogues can very easily be scripted and turned into child-friendly role plays.³² Thus, the use of short dialogue will be beneficial for students to practice English in a controlled script.

c. Singing English Songs

Most young learners love song. They enjoy being together and singing with the teacher. Paul stated, “Song can add feeling and rhythm to language practice that might otherwise be flat, help children remember things more easily, and draw children more deeply into a lesson.”³³

³⁰ David Paul, *op.cit.*, p. 37.

³¹ Miller, *op.cit.*, p.71.

³² Caroline T. Linse, *op.cit.* p. 58.

³³ *Ibid.*, p.58.

d. Playing Games

Play is a purposeful activity and games are a part of playing. Games are one of effective ways in teaching English to young learners. Irlina stated that games encourage students to learn by doing and can avoid them of being bored in learning.³⁴ Besides that, Ekonomi also added that games create positive learning environment that allows children to relax and enjoy themselves and those around them. Games also give opportunities for shy students to express themselves in a non-threatening environment.³⁵ Therefore, playing games will very beneficial to provide a low anxiety environment in order to make students easily expressing their idea in speaking.

e. Telling Story

Shin explained that stories offer at least three advantages to young learners; stories support natural acquisition of language, stories use a holistic approach, and storytelling is effective for early foreign language classes.³⁶ Telling story can attract students' attention toward the lesson moreover if the teacher can provide through interesting ways of telling. After listening story, the teacher may to do questions and answer activities to engage the students in speaking activities.

³⁴ Andi Irlina, "Motivating Elementary Students in Speaking English", *Unpublished Paper Presented on International Seminar at IAIN Antasari Banjarmasin* (Banjramasin, 2010), p.7.

³⁵ Ekonomi, *op.cit.* p.71.

³⁶ Shin, "A Module: Teaching English to Young Learners" (Baltimore Country: University of Maryland,2009), p. 32 from www.nstru.ac.th/portal/data_resource/NEWS/2009/inside/file/123294268708787864500.pdf, retrieved February 26, 2011.

3. Media For Teaching Speaking

There are many media can be used to motivate students to speak in English besides using blackboard and chalkboard have been already available in the classroom. The following are some common media for teaching speaking skill:

- a. Pictures/ pictures series. Pictures are the most widely available of all teaching materials. Teacher can find them easily in newspaper, magazines, or internet. As media, picture can stimulate students to have something to talk.³⁷
- b. Flash cards. Flash card is a big card, usually made of big and thick paper with A4 size.³⁸ Some experts such as Suyanto, Ekonomi, and Linse claimed that it was the most important teaching resource to have, and we need a range of them. Besides can help students to learn new vocabulary, it is also helpful to teach pronunciation by using phonics cards that is a flash card with a phonic sound on one side and a picture that illustrates the sound on the other.
- c. Puppet. The use of puppet will have students' enjoy the lesson while they imagine the puppet might behave in a certain situation.³⁹ The use of puppet in the classroom can encourage students to talk because it is interesting for them and can attract their curiosity to understand what the teacher is talking about.

³⁷ Noor Azlina Yunus, *Preparing and Using Aids for English Language Teaching*, New York: Oxpord University Press, 1981). p.68.

³⁸ Suyanto, *op.cit.*, p. 109.

³⁹ Caroline T. Linse, *op.cit.*, p. 54.

E. DEVELOPING SPEAKING MATERIAL FOR YOUNG LEARNERS

1. English Curriculum for Fourth Grade Of Elementary Level In Indonesia

The policy of English curriculum in elementary school is based on the Decree of the Minister of Education and Culture of RI No.0487/4/1992 about the local content in the elementary school curriculum and No. 060/U/1993 about the introduction of English since the fourth grade of elementary school as a local content.⁴⁰ Since the decree was published, the English curriculum for elementary school has been changed several times in order to fit with the alternation of curriculum.

Nowadays, the curriculum used is School Based Curriculum (CBC) or widely known as *KTSP* in Bahasa. It has been implemented since 2006. CBC is a curriculum developed and implemented by schools based on their context and potential.⁴¹ This curriculum allows the school to include subjects based on the local specialty.

As local content, the implementation of teaching and learning English aims to prepare the students to access in global language and the technology of information.⁴² For this purpose, English is taught for two hours of lesson in a week. Contact hour for each lesson is 35 minutes. The evaluation process is done by the school through school's examination in the end of semester. Furthermore, the

⁴⁰ Ekonomi, *op.cit.* p.v.

⁴¹ Jumadi, "Pengertian KTSP dan Pengembangan Silabus dalam KTSP" *Unpublished Paper Presented in Pelatihan dan Pendampingan Implementasi KTSP di SD Wedomartani*, nd, from staff.uny.ac.id/system/.../pengertian-ktsp-pengembangan-silabus.pdf, retrieved February 28, 2012.

⁴² Muhaimin *et al.*, *Pengembangan Model Kurikulum tingkat Satuan Pendidikan (KTSP) pada Sekolah dan Madrasah*, (Jakarta: RajaGrafindo Persada, 2008), p. 229.

following are standard competences and basic competences should be achieved by students as guidance for teaching and learning process:

Table 2.1 Standard Competences and Basic Competence for English Subject at First Semester of Fourth Grade in School Based Curriculum

Kelas IV , Semester I			
Standar Kompetensi (1)			Kompetensi Dasar (2)
1.	Mendengarkan (<i>Listening</i>) Memahami instruksi sederhana dengan tindakan dalam konteks kelas.	1.1	Merespon dengan melakukan tindakan sesuai instruksi secara berterima dalam konteks kelas.
		1.2	Merespon instruksi sangat sederhana secara verbal dalam konteks kelas.
2.	Berbicara (<i>Speaking</i>) Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas	2.1	Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan: mengenalkan diri, memberi salam/sapaan, memberi salam perpisahan, dan memberi aba-aba.
		2.2	Bercakap-cakap untuk meminta/memberi jasa/barang secara berterima yang melibatkan dan memberi barang.
		2.3	Bercakap-cakap untuk meminta/memberi jasa/barang secara berterima yang melibatkan tindak tutur: meminta bantuan, meminta barang, informasi secara berterima yang melibatkan tindak tutur: berterima kasih, meminta maaf, memberi maaf, melarang, memuji, dan mengajak.
		2.4	Mengungkapkan kesantunan secara berterima yang melibatkan ungkapan: <i>thank you, sorry, please, dan excuse me.</i>

3.	Membaca (<i>Reading</i>) Memahami tulisan bahasa Inggris sangat sederhana dalam konteks kelas.	3.1	Membaca nyaring dengan melafalkan alfabet sangat sederhana dalam konteks kelas dan ucapan yang tepat yang melibatkan kata, frasa, dan kalimat yang sangat sederhana.
		3.2	Memaknai kalimat dan pesan tertulis sangat sederhana.
4.	Menulis (<i>Writing</i>) Mengeja dan menyalin tulisan bahasa Inggris dalam konteks kelas	4.1	Mengeja ujaran Bahasa Inggris sangat sederhana secara tepat dan berterima dengan tanda baca yang benar.
		4.2	Menyalin tulisan Bahasa Inggris sangat sederhana secara tepat dan berterima, seperti: ucapan selamat dan pesan tertulis.

2. Criteria of Good Material Development

A good material should support the process of second or foreign language acquisition. Thus, in writing or developing material the writer should pay attention on the principles of that process to be used as an informative base of the development. Brian Tomlinson has listed some principles that, according to him, are the basic principles of second language acquisition relevant to the development of material for the teaching of languages. The following are the summary of the criteria that can be used as criteria for good material development:

- a. Material should achieve impact. It means the materials have significant affect on learners. It happens when the material can attract the learners' curiosity, interest, and attention. Then, he mentioned to gain such impact there are some prerequisites as follows:
 - 1) Novelty (e.g. unusual topics, illustrations and activities)

- 2) Variety (e.g. breaking up the monotony of unit routine with unexpected activity).
 - 3) Attractive presentation (e.g. attractive use of colors, use of photograph).
 - 4) Appealing content (e.g. topic of interest to the target learners; topics which offer the possibility of learning something new).
- b. Materials should help learners to feel at ease. The students will feel comfort to learn when they are being in a less-pressure atmosphere. Creating such atmosphere is a teacher task but the material itself also can help in a number of ways. Tomlinson listed the ways as follows:
- 1) The material offers various activities that are not crammed together on the same page. It means the material may offer different activities but not too many.
 - 2) Texts and illustrations in the material are related with the learners' own culture.
 - 3) The material should offer contents and activities which encourage the personal participation of the learners rather than test them.
 - 4) The material should not signaling intellectual, linguistic or cultural superiority over the learners.
- c. Materials should help learners to develop confidence. It means the material should be designed by including challenging activities which stimulate them but it is still beyond their existing proficiency.
- d. What is being taught should be perceived by learners as relevant and useful.

- e. Materials should require and facilitate learners' self-investment. It means a good material should be attracting the learners to make discoveries for themselves. It can be achieved when the material provides them with various choices of focus and activities but still has topic control.
- f. Learners must be ready to acquire the points being taught. It means the materials should be arranged based on learners' readiness to learn. Then, readiness can be achieved when a new material presented after the learners gaining sufficient mastery on the previous stage.
- g. Material should expose the learners to language in authentic use. Suyanto *et al.* explained, authenticity frequently refers to materials used in real communication and it is not designed for instructional materials.⁴³ Material can provide exposure to authentic input through the use of authentic language in instructions for activities and the spoken and the written texts on that material.
- h. The learners' attention should be drawn to linguistic features of the input.
- i. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.
- j. Materials should take into account that the positive effects of instruction are usually delayed.
- k. Materials should take into account that learners differ in learning styles.
- l. Materials should take into account that the learners differ in affective attitude.

⁴³ Suyanto *et al.*, *English for Children*, (Jakarta: Universitas Terbuka, 2007), p.4.6.

- m. Materials should permit a silent period at the beginning of instruction.
- n. Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement which stimulates both left and right brain activities.
- o. Materials should not rely too much on controlled practice.
- p. Materials should provide opportunities for outcome feedback.⁴⁴

3. PRINCIPLES OF DEVELOPING ENGLISH SPEAKING MATERIAL FOR YOUNG LEARNERS

Before discussing the principles of developing English to young learners it would be better to know what exactly the characteristics of material for young learners are. Suyanto then listed the following characteristics:

- a. Grammatically simple.
- b. Vocabulary is given in the material because there is no English exposure outside the classroom.
- c. Vocabulary given is limited about 500 words.
- d. The material should be inserted with illustrations and pictures.
- e. The material should provide practice for repetition drill because students will rarely listen to English outside the classroom.
- f. Students do not have opportunity to practice so that the material should be easy to understand and various.
- g. The material uses daily and simple language to communicate.

⁴⁴ Brian Tomlinson, *op.cit.* pp. 7-21.

h. Easy to get, because some of students may do not have textbook.⁴⁵

Then, Suyanto stated that there are three principles for developing material for young learners:

- a. Material should integrate four skill in learning language; listening, speaking, reading, and writing.
- b. Material should be easily adapted in which the material used, especially the situation of teaching and learning process of the school and the curriculum used in that area.
- c. Material should fit with children's experiences in learning.⁴⁶

Next, Tomlinson and Masuhara in Suyanto explained three categories that can be used in adapting the material during the process of development. The categories are category plus, category minus, and category zero.⁴⁷ The detail explanation of those categories can be seen as follows:

Category Plus (+)

Technique	Example
Addition	The teacher can add the texts and/or activities
Expansion	The teacher can develop the text and activities by adding the length of the texts, adding the difficulty level of the texts.

⁴⁵ Suyanto, *op.cit.* p. 78.

⁴⁶ Suyanto *et al*, *op.cit.* p. 4.18.

⁴⁷ *Ibid.*, p. 4.24.

Category Minus (-)

Technique	Example
Deletion	The teacher can delete the text and/or activities.
Subtraction	The teacher can miss some sentences in a text or one part of activities.
Reduction	The teacher can reduce the length of text and the level of difficulty.

Category Zero (0)

Technique	Example
Modification	The teacher changes the instruction
Replacement	The teacher interchange the activities each other.
Reorganization	The teacher can change the text position and the illustration.
Resequencing	The teacher changes the sequence of activities.
Conversion	The teacher changes/replaces the genre of text (e.g. from narrative to poem) or remove the contents from

In brief, developing material means a process to adapt, select, and develop some materials into a material in which fits with the learners' need. The key of success in developing material for young learners is closely related with the teacher's or the writer's knowledge about the characteristics of the young learners.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

The design of this research is educational research and development (R&D). It is a process used to develop and validate educational products.¹ This kind of research is relatively new comparing with others in education field. The goal of educational R&D is to develop a product that can be used in educational practice. The process in this research usually called as R & D cycle in which it is explained by Borg and Gall as follow:

The process consists of studying research findings pertinent to the product to be developed, developing the product based on these findings, field testing in the setting where it will be used eventually, and revising it to correct the deficiencies found in the field testing stage.²

Accordingly, to carry out the writer's research, he should look for an instructional development model. Seels and Richey defined it as an organized procedure that includes the step of analyzing, designing, developing, implementing, and evaluating instruction."³ It's also called as instructional system development (ISD). The core elements of ISD can be seen in the following picture:

¹ Borg and Gall, *Educational Research, an Introduction*, (New York: Longman, 1983), 4th ed., p.771.

² *Ibid.*, p.772.

³ Gustafson and Branch, *Survey of Instructional Development Model*, (New York: ERIC, 2002), 4th ed., p. 13.

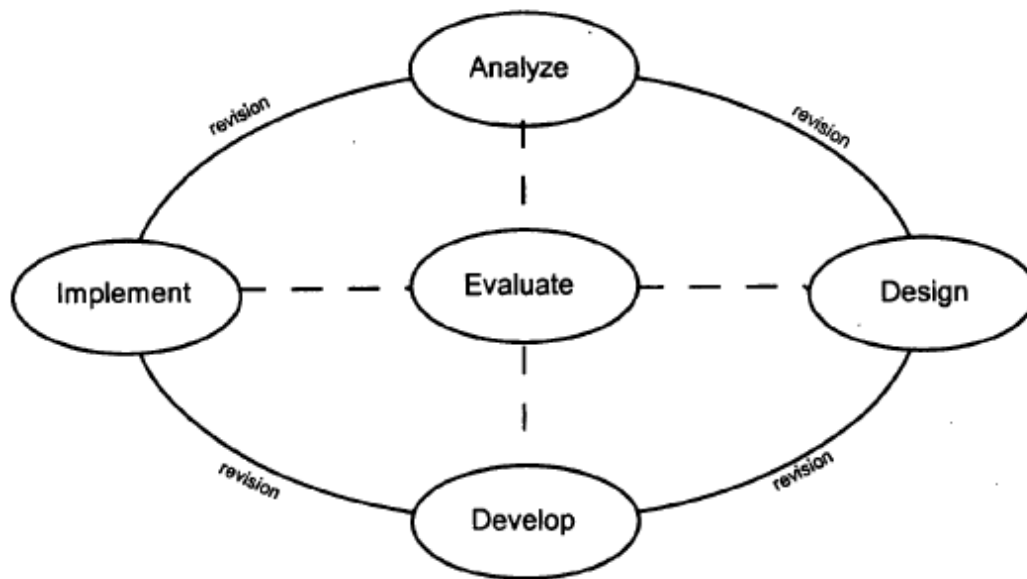


Figure 3.1 The core elements of instructional development⁴

One of popular ISD models is ADDIE model. The word “ADDIE” stands for the five phases in the process which has same meaning with the definition of ISD above. Therefore, Molenda said ADDIE model, exactly, not to have single author. It is rather an umbrella term that refers to family models that share a common underlying structure. It is an acronym referring to the major processes that comprises the generic ISD process: Analysis, Design, Development, Implementation, and Evaluation.⁵ The following is graphical representation of the ADDIE model, by Prof. Steven J. McGriff. It illustrates the relationship between the phases of the instructional design process.

⁴ Gustafson and Branch, *op.cit.*, p.23.

⁵ Micheal Molenda, “A Draft Submitted for Publication in A. Kovalchick and K. Dawson, *Educational Technology: An Encyclopedia*”, (Santa Barbara, CA: ABC-Clío, 2003) p.1, from www.indiana.edu/~molpage/The%20ADDIE%20MODEL_Encyclo.pdf, retrieved March 1, 2011

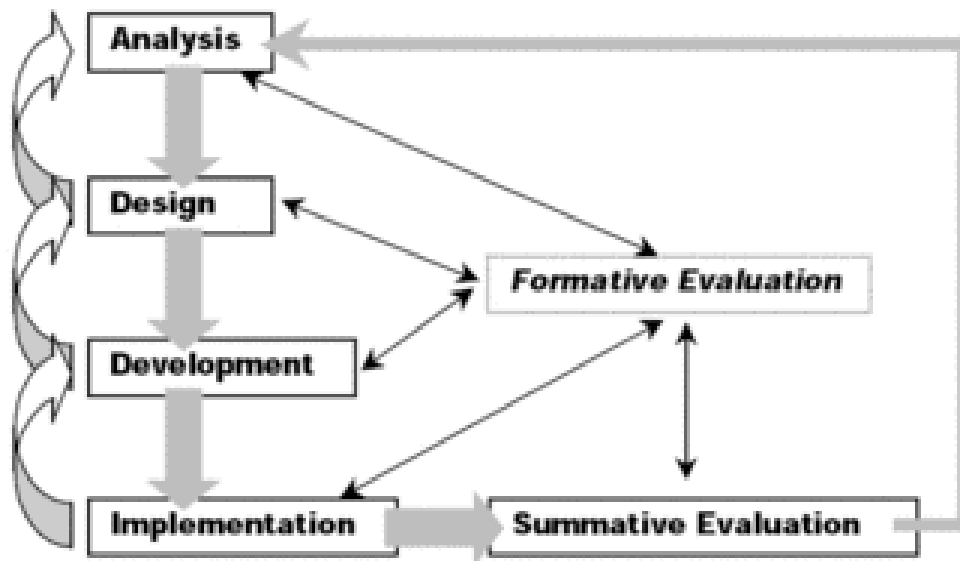


Figure 3.2 Steven J. McGriff's ADDIE Model⁶

Besides the ADDIE model above, there are various flavors and others versions of ISD model exist. Gustafson and Branch mentioned about 15 ISD models and classified them into three categories based on the users' interest: Classroom-Oriented model, Product-Oriented models, and Systems-Oriented models. The difference among these categories explained by Bradford as follow:

1. Classroom-Oriented Models

Instructional development models that are classroom-oriented might be of interest to professional teachers who regard their primary role is to teach, perceive that the result of their labors is one or few hours of instruction, have little additional resources to bring to the effort, work mostly alone, and have little to no

⁶ Party Pijar, "EDIT 242-Instructional Technology Practicum." (San Jose, CA: San Jose State University, 2004), p.3-4 from <http://charlotte.pausd.org/~dfeldstein/projects/Practicum.pdf>, retrieved March 2, 2011.

instructional design skill or experience.⁷ One of ISD models which is classified into this category is The Newby, Stepich, Lehman and Russel Model. See the following picture:

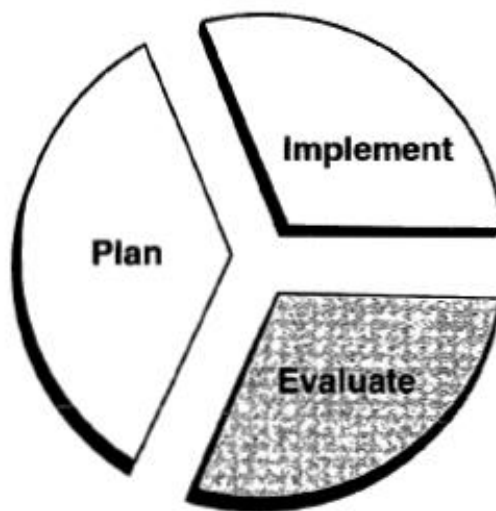


Figure 3.3 The Newby, Stepich, Lehman and Russel PIE Model⁸

Other ISD models in this category are the Morrison, Ross, and Kemp Model, The Gerlach and Ely Model and The Heinich, Molenda, Russel and Smaldino Model.

2. Product-Oriented Models

Instructional development models that are product-oriented might be of interest to organizations that either identifies an internal need or an outside

⁷ Bradford, "Exploring Three Instructional Development Models and a Review of the Case Against Model Use", *An Essay*, 2008, p. 2, from [www.heybradfords.com/moonlight/files/CV/DoctoralCourseFiles/GBradford_A02 - ISDModelsComparison_f1.pdf](http://www.heybradfords.com/moonlight/files/CV/DoctoralCourseFiles/GBradford_A02-ISDModelsComparison_f1.pdf), retrieved February 5, 2012.

⁸ Gustafson and Branch, *op.cit*, p. 45

opportunity to create an instructional solution, which might be delivered more as a packaged product than as a personalized, immediate solution.⁹ Seels and Glaslow model is the model to which belong this category. This model can be described in the following picture:

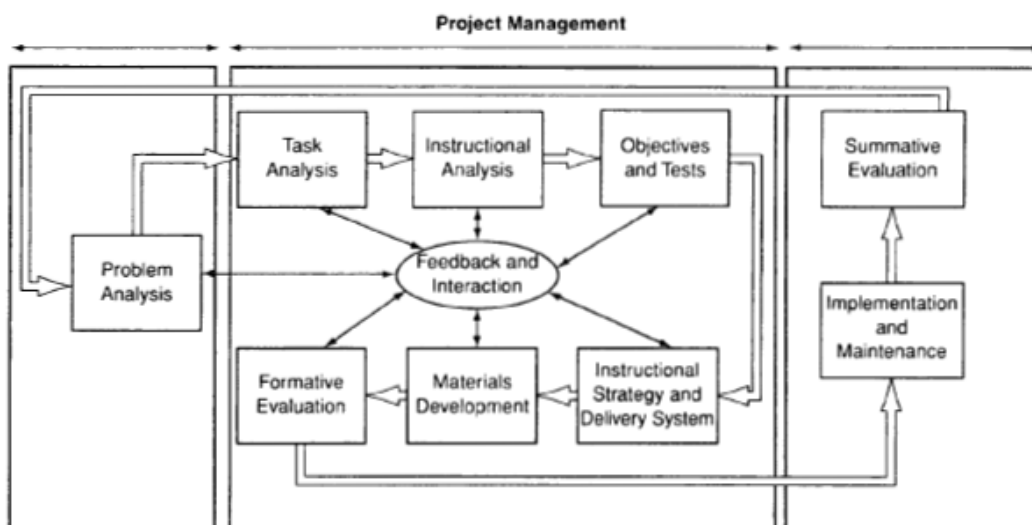


Figure 3.4 The Seels and Glaslow ISD Model¹⁰

Other ISD models in this category are the Bergman and Moore Model, the de Hoog, de Jong, and Vries Model, the Bates Model and the Nieveen Model.

3. Systems-Oriented Model

Instructional development models that are systems-oriented might be of interest to similar organizations as that of product-oriented models, but in this case these organizations perceive the need for a course or an entire curriculum

⁹ Bradford, *loc.cit.*

¹⁰ Gustafson and Branch, *op.cit.* p. 62.

rather than a focused product.¹¹ ISD model which belongs to this category is Dick, Carey, and Carey Model. The graphical representation of this model as follow:

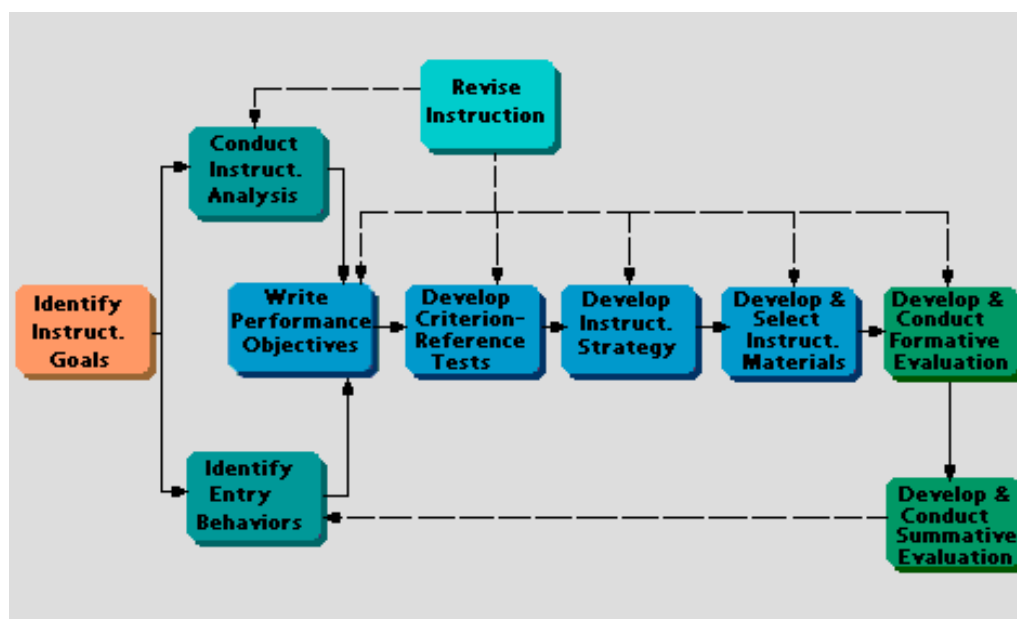


Figure 3.5 Dick, Carey, and Carey ISD Model¹²

Other ISD models in this category are the Gentry Model, the Dorsey, Goodrum and Schwen Model, the Diamond model and the Smith Ragan Model.

Seeing those ISD models the writer interested in using the ADDIE model. It could be used for any type of learning. It is simple but includes all the components found in all other instructional design models. On the purpose of this research, the writer tried to look for a modification of the ADDIE model which allows him for validating the material developed to the experts of teaching

¹¹ Bradford, *op.cit*, p.3.

¹² Hee Sun Lee and Soo-Yung Lee, "Dick and Carey Model", from http://www.umich.edu/~ed626/Dick_Carey/dc.html, retrieved March 5, 2012.

English to young learners. It is based on a consideration that he is not an expert in this field. Then, he found the modified model in Oktaviani. Here are the flow chart:

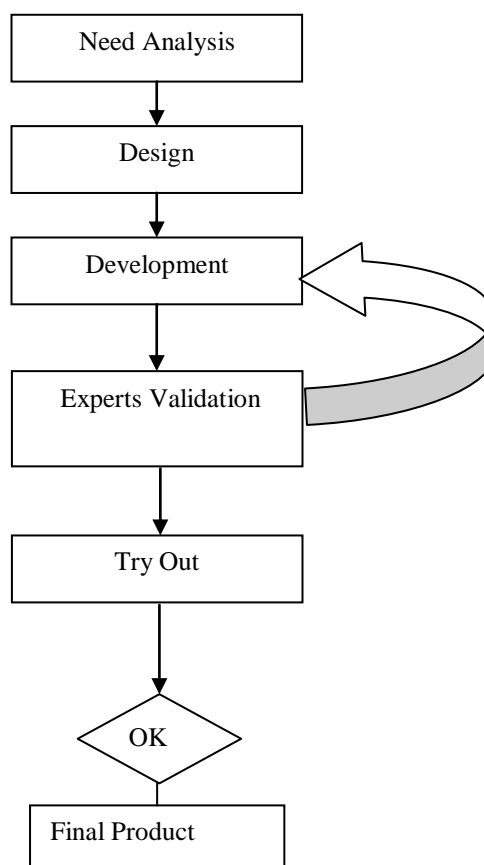


Figure 3.2 The modified ADDIE Model in Oktaviani¹³

As seeing on the model, this research resulted a final product. Here, the product was in the form of module that could be used as the teacher's guidance textbook and students' book to improve the students' speaking skill. The module designed practically based on the syllabus, teacher's direction, and the result of

¹³ Okataviani, "Developing English Vocabulary Material Using Call Instruction On The 3rd Grade Students SD Muhammadiyah Manyar GKB," *Thesis*, (Gresik: Perpustakaan Universitas Muhammadiyah, 2008) p. 17.

students' need analysis. Thus, the material development only could be used for Madrasah Ibtidaiyah Siti Mariam Kelayan Dalam Banjarmasin. Further explanation would be in the procedure of developing English speaking material.

B. Try Out Subject

As described in the diagram above, there were a try out to evaluate the material that has been validated by the experts. There is only one class of the 4th grade at Madrasah Ibtidaiyah Siti Mariam Kelayan Dalam Banjarmasin in Academic Year 2011/2012. The amount of the students in that class is only 26 students so that all of them were taken as the subject on this research. The detail description of the try out subject can be seen on the table:

Table 3.1 The Amount of Fourth Grade Students at Madrasah Ibtidaiyah Kelayan Dalam Banjarmasin in Academic Year 2011/2012

Sex	Total
Male	16
Female	10
Total of all students	26

C. Instruments of Data Collection

The writer used some instruments to collect the data. Those are interview, checklist, observation, questionnaire, test, and document collection.

First, interview, according to Reed *et al.*, is a technique that seeks to find information through direct questioning.¹⁴ Furthermore, Bogman and Biklen added “Interview is purposeful conversation usually between two people (but sometimes involve more) that is directed by one in order to get information.”¹⁵ In this research, the writer interviewed the principal of Madrasah Ibtidaiyah Siti Mariam Kelayan Dalam Banjarmasin on purpose to better understand the basic reason of the school taking English as the local content subject and what the school’s purposes and expectation on the implementation of teaching and learning English. Then, the writer also interviewed the teacher of the 4th grade in that school. The aim of this interview was to collect information about the syllabus and the material used to use for teaching English, the process of teaching and learning English at the school, and the students’ need in learning speaking according to the teacher’s perspective, and the importance of the development of the speaking material.

Afterwards, Margono defined checklist as “*Penataan data yang dilakukan dengan mempergunakan sebuah daftar yang memuat nama observer disertai gejala yang akan diamati.*”¹⁶ Checklist contained goal, communication, culture, critical thinking aspect, bias, flexibility, physical appearances, supplementary material, spelling and grammar. Thus, by knowing the score and the experts’

¹⁴ Reed, Verna E. Bergemann, and Marry W. Olson, *In the classroom an Introduction to Education*, (USA: McGraw-Hill, 1998), 3rd edition, p.115.

¹⁵ Bogdan and Biklen, *Qualitative Research for Education*, (Massachusetts: Alan and Bacon Inc., 1982), p.135.

¹⁶ S. Margono, *Metodology Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2007), 6th ed., p. 160.

suggestion the writer could make an accomplishment of the material before going to the next step.

Then, observation means we look social situation and record as much as possible.¹⁷ In this research, it was used to look the teaching and learning process and to record the data about the weaknesses of the material developed during the try out process. After that, the finding data was used to revise the material developed.

Next instruments are questionnaire and test. Questionnaire means “*Satu set tulisan tentang pertanyaan yang diformulasi supaya responden mencatat jawabannya, biasanya secara terbuka alternative jawabannya, biasanya secara terbuka alternative jawaban ditentukan.*”¹⁸ It also means sets of written questions focusing on particular topic or area, seeking responses to closed or ranked questions/options and/ or opened-ended personal opinions, judgements or beliefs.¹⁹ Meanwhile test means a method of measuring ability or knowledge in given domain.²⁰ Both questionnaire and test gave to the try out subject. Questionnaire aimed to get information about students’ wants in learning English

¹⁷ James P. Spradley, *Participant Observation*, (United States: Library of Congress Cataloging, 1980) p. 73.

¹⁸ Ulber Silalahi, *Metode Penelitian Sosial*, (Bandung: Refika Aditama, 2009), 1st edition, .p. 296.

¹⁹ Donald Freeman, *Doing Teacher Research*, (Canada: Heinle and Heinle Publishers, 1998), p.94

²⁰ Brown, *Teaching by Principles*, (New York: Addison Wesley Longman, 2001), 2nd ed., p. 384.

	<p>teaching English, the students' need in learning English and the importance of the development of the speaking material.</p>		
	3. Students' want in learning English	The students	Questionnaire
	4. Validation of material developed	The experts	Checklist
	5. The weaknesses of material developed during the try out process	The students and the teacher	Observation
	6. The effectivity of the material developed for improving students' speaking skill	The students	Test
2.	<p>Secondary Data</p> <p>1. Brief history of MI Siti Mariam Kelayan Dalam Banjarmasin</p>	Headmaster, administration staff, and documents.	Interview and documentary
	2. Brief information about the history of implementing English as local content subject at MI Siti Mariam Kelayan Dalam Banjarmasin	Headmaster	Interview
	3. The description about the headmaster, administration staff, teachers at MI Siti Mariam Kelayan dalam Banjarmasin.	Headmaster, administration staff, and documents.	Documentary

	4. The description about students at MI Siti Mariam Kelayan Dalam Banjarmasin.	Headmaster, administration staff, and documents.	Documentary
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D. Procedure of Developing English Speaking Material

1. Need Analysis

At the first, the writer did need analysis in order to make the result of this research particularly suit with what the school, the teacher, and the students need. He used target situation analysis framework and learning need analysis framework adapted from Hutchinson and Water to do the need analysis. Target situation analysis means what the learners needs to do in the target situation while learning need analysis means what the learners need to do in order to learn. Both analysis frameworks can be detailed below.²²

A target situation analysis framework:

Why is the language needed?

- For study;
- For work;
- For training;
- For a combination of these;
- For some other purpose, e.g., status, examination, promotion

How will the language be used?

- Medium: speaking, writing, reading, etc.

²² Tom Hutchinson and Alan Water, *English for Specific Purposes*, (New York: Cambridge University Press, 1987), p.55.

- Channel: e.g. telephone, face to face;

What will the content areas be?

- Subjects: e.g. medicine, biology, architecture, etc.
- Level: e.g. technician, craftsman, primary school.

Who will the learner use the target language?

- Native speaker or non-native
- Level of knowledge of receiver: e.g. experts, layman, student;

Where will the language be used?

- Physical setting: e.g. office, school, workshop, etc.
- Linguistics context: e.g. in own country, abroad.

When will the language be used?

- Frequently, seldom, in small amounts, in large chunks.

A framework for analyzing learning needs:

Why are the learners taking course?

- Compulsory or optional;

How do the learners learn?

- What is their background knowledge
- What is the concept of teaching and learning
- What methodology appeal to them?
- What sort of techniques are liked/bored/alienated them?

What resources are available?

- Materials;
- Opportunities for out-of-class activities

- Aids;

Who are the learners?

- Age/sex
- What do they know about English?
- What are their interests?
- What teaching styles they used to?
- What is their attitude to English?

Where will the lesson take place?

- Are the surroundings pleasant, dull, and noisy?

When will the lesson take place?

- Time of day
- Every day/ once a week
- Full-time/ part-time.

The result of the need analysis was used as guidance in developing the material in order to make it really appropriate and beneficial for the students. The writer gave the answer of both frameworks based on what the writer had found on observation, result of interview with the 4th grade teacher and the headmaster as well as the interpretation of questionnaire's answers which is given to the students. Then, the writer also should list the speaking material taught in that school by consulting to the teacher and syllabus used. Finally, the draft of material development will be started after all data needed was collected.

2. Development Material

The writer developed the material by using syllabus and the result of need analysis as guidance. It was written in the form of module used for supplementary material in teaching and learning English in 4th grade at MI Siti Mariam Banjarmasin. Accordingly, the development material is designed to be used in addition to the core materials so that it can be used to develop students' speaking skill. Then, it consists of teacher's guidance book for teaching speaking and students' book.

3. Experts Validation

After the material development finished, it should be validated to the experts. The experts were given a checklist of the material assessment so that the experts can give score and also comment and suggestion to the material itself. The checklist consisted of some components; goal, communication, culture, critical thinking aspect, bias, flexibility, physical appearances, supplementary material, spelling and grammar.

In the checklist, there are some scores for each item that would be circled by the experts to score the material developed.²³

Criteria	Not applicable	Poor	Adequate	Good	Excellent
Score	0	1	2	3	4

²³ The score was taken from "Evaluating ELT textbooks and materials" by Leslie E.Sheldon, *ELT journal*, Volume 42/4 October, 1998, Oxpord University Press.

The writer asked Dra. Andi Irlina, M.Hum and Dra. M.F. Sri Ekonomi, M.Pd as experts to validate the development of material. He asked them based on consideration that both of them have many experiences and depth knowledge in context of teaching English to young learners. Dra. Andi Irlina, M.Hum is a lecturer at IAIN Antasari Banjarmasin. One of subjects taught by her is psycholinguistics so that, surely, she has qualification and knowledge on psychology of teaching foreign language to young learners. In addition, she has a lot of experience as English teacher at some elementary schools and as trainer as well as speaker on topic teaching English to young learners. (*More information about Dra. Andi Irlina, M.Hum can be seen in the appendix*). The next expert is Dra.M.F. Sri Ekonomi, M.pd. She has been taught *English for Young Learners* subject at Lambung Mangkurat State University (UNLAM) Banjarmasin for about more than 8 years. Her publication on the form of book on title *Bahasa Inggris Untuk Anak usia Dini* also has been published commercially and widely in the market. Thus, she is undoubtedly right to validate the material. (*More information about M.F. Sri Ekonomi can be seen in the appendix*).

4. Development of Validation

When the experts' validation had finished, the writer saw the score and also comment and suggestion, tried to find which component that should be revised or might be developed more. Then, the writer began to revise or develop more.

5. Try Out Material

After finishing revision or development, the writer tried the material out to the students. This stage aimed to know the weaknesses and the strengths of the material developed in the real implementation. In this stage, the material developed was evaluated by using two kind of evaluation. They are observation and tests. The observation aimed to know the strengths and weaknesses of material developed during the ongoing process. The observer observed the process of teaching and learning and recorded it as teaching reflection in each meeting. Then, the tests given at the beginning and the end of the try out as pre and post-test on the purpose to evaluate the effectiveness of the material developed in improving students speaking skills. The result of pre and post-test compared by using “t” test formula to count the t-value and proving whether the result showed significant increase on students’ speaking skill or not based on paper and pencil test. Here is the formula of t-test:

$$\text{“t” test} = \frac{M_2 - M_1}{SEM_{M_2 - M_1}}$$

M_2 = Mean of pre-test

M_1 = Mean of post-test

$SEM_{M_2 - M_1}$ = The standard error for the difference between M_1 and M_2

The result of “t” test would show whether there is significant increase in students’ speaking skill after trying the material or not by using the criteria:

- If the t-value achieved is higher than the t-value in the t_{table} , either at significance 5% or 1%, it means there is significant increase in the students speaking skill after the material developed tried out.
- If the t-value achieved is lower than the t-value in the t_{table} , in both significance 5% and 1%, it means there is no significant increase in the students speaking skill after the material developed tried out.²⁴

6. Revision of Material

After having the try out, the material should be revised based on the findings in the field testing stage. It is done in order to make this product completely can be used for the 4th grade students at MI Siti Mariam Kelayan Banjarmasin.

7. Final Product

This is the last step of developing the material. After having the revision, the final product in the form of module is ready to be used.

E. Research Procedures

There are some steps that are passed through in completing this research, they are:

1. Preliminary step

- a. To hold a prior observation in the research object.
- b. To discuss the result of the previous observation with the writer's academic counselors.

²⁴ Murdan, *Statistik Pendidikan dan Aplikasinya* (Banjarmasin: Cyprus, 2006), p.171.

- c. To make a research design proposal to be approved by the Bureau of thesis writing of Islamic Education Faculty Antasari State Institute for Islamic Studies.

2. Preparatory steps

- a. To hold a seminar on the research design proposal.
- b. To ask the Dean of Islamic Education faculty for a written mandate to conduct the research.
- c. To make the data instruments.

3. Research steps

- a. To contact all respondents and informants who are needed to obtain the data.
- b. To collect all the needed data from several sources
- c. To process the data in procedural way and then analyze them properly

4. Organization step

- a. To arrange and to write the collected data in the first draft.
- b. To consult it with the writer's advisor and his assistant to get some comments and contributions.
- c. To write the final draft after having approved by the writer's advisor.
- d. To be examined before the Team of Thesis Examiners of Islamic Education Faculty.

CHAPTER IV

RESEARCH REPORT

A. General Description of the Research Location and English at the Fourth Grade at MI Siti Mariam

This research was conducted at Madrasah Ibtidaiyah Siti Mariam, an Islamic elementary school. It is a private school which is located in Kelayan Dalam, Gg. PGA, Banjarmasin. It was built on August 1, 1950. Nowadays, the headmaster is Anwar, A.Ma.

The school is located in a narrow street and share with kindergarten which is located in the same location. It makes the school does not have large area. There is only a school yard in front of the building as place for students to play and exercise.

The school building consists of six classrooms, one teacher's and headmaster's room, one administration room, and one library. There are about nine teachers including the headmaster occupied there. The amount of students in academic year 2011/2012 is 111 students.

There is only one English teacher there. She teaches English for fourth, fifth, and sixth grade. She started to teach English since 2008. Her background education was D2 *Ahli Perusahaan*. She has competency for teaching English because she took an English course at a private course for about two years. Nowadays, she is continuing her study at English Department, IAIN Antasari

Banjarmasin for improving her qualification and will have graduated her Sarjana in English language teaching at November, 2011.

English started to teach there about three years ago (2008). Students got their first English lesson at fourth grade. It based on a consideration that students would be ready to learn a foreign language at that grade. As in others elementary schools, English is only a local content (*muatan lokal*). There is, exactly, a standard curriculum from KEMENDIKNAS but it is not distributed well. Some school admitted that they did not know at all about it. Some teachers got the curriculum mainly from another source such as textbook, colleague, and internet. It made the sequence of English materials probably different from one school to others, including at MI Siti Mariam. Time allocation for English is two hours (35 minutes/ hours) in a week.

The students of fourth grade are 26. The class size is about 4x5 m. So, it a little bit crowded with such amount of students. There is no media provided by school to support students learning English. There is no language laboratory, computer, even an audio tape. There is also no pictures or poster written in English on the wall. Therefore, there were poor of media for attracting students to learn English.

B. NEED ANALYSIS

Need analysis are the first stage for collecting the data about what suitable and needed material is that would be developed. In this study, need analysis developed based on the information given by the English teacher and headmaster

through interview. Then, the information also gained from the students through questionnaire.

1. Result of Interview with the Fourth Grade English Teacher and the Principal of MI Siti Mariam Kelayan Dalam Banjarmasin

The result of interview with the teacher showed that she needs a simpler material for teaching English, especially speaking. She needs a material that provides opportunities for students to have vocabulary building and pronunciation practice activities before coming to speaking activities.

Then, based on interview with the headmaster, the school wants the students to have a good basic English for preparing them to be ready at higher English level (Junior high school).

2. Result of Observation

The observation was concluded for two times meeting. In the observation the writer found there was no significant variation of techniques used during teaching and learning process.

Repetition drill is the most common technique used by the teacher. At the first observation the writer found the teacher used song in the end of lesson. Notwithstanding, the song was sung together with no physical activities or other techniques to make students more engaging and get meaningful activities with the song.

Teaching and learning process also run poor of media. There was no other media used by teacher except a blackboard, chalkboards, and a big ruler.

Thus, based on both observations results it could be analyzed that the teacher needs to have material that offer more development activities in teaching.

3. Result Of Questionnaire

Based on the students' answers in the questionnaire, it was gotten some information as follow:

a. Students' English Background Knowledge

This part aimed to reveal the students' background knowledge and their level competency of English.

The result of questionnaire showed that 19 students (73.07%) is never get English lesson before, either from kindergarten or English course. There are only 7 students (26.92 %) who had ever gotten English lesson from English course, private course, and other places.

Seeing the result, it could be said that most of students never got English lesson before becoming the fourth grade students. Thus, the material developed for them should in basic level.

b. Students' Interest in Learning English

This part aimed to better understand students' interest in learning English. It would be useful to know how their attitude toward English lesson.

The result of questionnaire showed there are about 25 (96, 15 %) students' interest in English lesson, while only 1 (3, 84%) student's who don't.

Seeing the result, it could be said that almost all students like English. Thus, the material developed should be designed to maintain their motivation even to enhance it.

c. The Media Used by Students to Learn English

This part aimed to better understand what the students' have for learning English. This information is useful to know what students have had to support them in learning English. Then, it will be helpful to design a material that helps the students for covering up those students' lack.

The result of questionnaire showed there are 21 (80.76%) students have textbook, 11 (42.30%) students have workbook, and 15 (57.69%) students have dictionary.

Based on that result, it could be said some students is lack of having workbook and dictionary. Thus, the material developed should have exercise part and dictionary part for facilitating them in learning.

d. Students' Opinion about English Material They Have

This part aimed to better understand what the students' opinions are toward material they have already learned. This information will be very beneficial for designing what the material should be.

The result of questionnaire showed all students (100%) agreed that the material that they' have is interesting and not difficult.

Thus, based on the result, it could be said the level of material's difficulty could be same with what the students' have already had.

e. Students' Opinion about Techniques of Teaching

This part examined what the students' attitude toward some teacher's techniques in teaching English. The list of teaching techniques which is offered is drilling, singing song, playing games, and story telling. This information would be

very useful for designing what technique should be remained and what technique should be developed in the material developed especially for teacher's guide book.

The result of questionnaire showed that most of students' did not have any problem with the teaching techniques either have already or will be applied.

f. Students' Opinion about Media Used for Teaching

This part aimed to select what media are students' like and does not. The list of media which offered is pictures, audio player, puppet, flashcards, and authentic materials.

The result of questionnaire showed that 26 (100%) students did not have any problem with those techniques. It revealed that those could be used during the try out process.

g. The Selection of Topic and Language Expression

This part aimed to select what topics are students like and does not. The topics listed were taken from some course book for 4th grade of elementary school and syllabus. The list of topics are alphabets, numbers, days and months, animal, part of body, family, and at school. The information obtained will be used for selecting what topics should be included in the material developed.

The result of questionnaire showed all students agreed to learn those topic and language expression. There are only 2 (7.70 %) students do not like to learn part of body topic.

Based on the result, it could be concluded that there almost all students do not have problem about the topic selection.

h. The Selection of Language Expression

This part aimed to select what language expressions are students like and do not like to learn. The list has been taken from syllabus. They are greeting and parting expression, self-introduction expression, grateful and asking forgiveness expression, inviting expression, and giving instruction expression.

The result of questionnaire showed that all students (100%) agreed to learn those language expressions, except 5 (19.23%) students do not like to learn giving expression.

Based on those results, it could be concluded that the speaking material needed by the teacher and the fourth grade students at MI Siti Mariam is 1) A simpler speaking material for basic level, 2) A material that provides vocabulary building and pronunciation practice before coming to speaking activities, 3) A material that promotes students to have various activities and 4) A material that supported by media.

C. Design of Material Development

Based on the analysis, the English material is developed to help the teacher to develop the activities in teaching speaking. They are presented in five units. The writer decided to write five units based on interview with the teacher that she usually teach about four units in a semester. The writer consideration of writing the material into five units also based on the analysis on the syllabus. The students should be able to mastery four basic competences at the first semester. These

basic competences then put one by one in each unit. Hopefully, those goals can be achieved effectively.

Every unit could be used for 2 meeting. Hence, for the purpose of research, it supposed to be taught for 10 meeting. That is why these development materials tended to be a supplementary book for helping both teacher and students in teaching and learning English for 1st semester combined with other textbooks.

The development materials were written in two kinds of books. They are students' course book and teacher's guide book. The materials exactly are the same but for the teacher, it is equipped with teacher's guidance, answer key, CD-room, puppet, and flashcards. Teacher's guidance and answer key are made as a guide for the teacher to describe about how the activities should be and the answers of exercise available in the textbook. The CD-room consisted of song, nursery rhymes, tongue twisters, and audio for listening practices. Then, flashcards and puppet are inserted as media to help the teachers introducing new vocabulary or modeling a dialogue.

The material developments are written based on a certain theme. The sequences are Introduction, Food and Drink, Number, Colors, and Part of Body. These themes were taken based on the interview with the teacher, the result of students' questionnaires, and study towards some textbook for fourth grade students in first semester. In every unit, each activities has arranged for taking time about 3-5 minutes, except for games and song probably takes about ten minutes. There are a lot of activities in each unit on the purpose to achieve the learning objectives. Generally, the activities can be categorized as follows:

1. Vocabulary building activities such as look and say, look and match, look and circle, write and say, look and color, listen and sign, listen and do, and filling a puzzle.
2. Pronunciation activities such as listen and sing, listen and say, listen and repeat, read and say.
3. Speaking activities such as complete and practice, read and practice, listen and respond to the story, practice with a partner, game, and role play.
4. Self-study activity such as filling a puzzle and completing a comic strip.

D. THE VALIDATION OF MATERIAL DEVELOPMENT

The validation of material is given by two experts of teaching English to young learners: Dra. Andi Irlina, M.Hum and Dra.M.F. Sri Ekonomi, M.Pd. The writer gave each of them a checklist for material evaluation. The checklist contained several criteria such as, goal, communication, culture, critical thinking skill, bias, flexibility, physical appearances, supplementary material, and spelling and grammar.

1. Goal

This criterion investigated the clarity of learning objectives in the material developed, the use of authentic language, and the appropriateness of the material developed with the learners.

First, Dra. Andi Irlina, M.Hum gave the score for this criterion as follow:

Table 4.1 Score Given by Dra. Andi Irlina, M.Hum for Goal Criterion

No.	Criterion	Score
1.	Goal	
	- Learning objectives clearly explained.	0 1 2 3 (4)
	- The material shows the use of authentic language	0 1 2 3 (4)
	- The materials presented are age-appropriate	0 1 2 (3) 4

Then, Dra. M.F. Sri Ekonomi, M.Pd gave score as follow:

Table 4.2 Score Given by Dra. M.F. Sri Ekonomi, M.Pd for Goal Criterion

No.	Criterion	Score
1.	Goal	
	- Learning objectives clearly explained.	0 1 2 (3) 4
	- The material shows the use of authentic language.	0 1 (2) 3 4
	- The materials presented are age-appropriate.	0 1 (2) 3 4

Based on above scoring, it could be reviewed that according to the first expert, the clarity of learning objectives and the use of authentic language are excellent. While, the age-appropriateness of the material developed with the learners is good.

In other hands, according to the second expert the clarity of learning objectives is good. While, the use of authentic language and the age-appropriateness of the material developed with the learners are adequate.

2. Communication

This criterion investigated whether the material developed focus on communication or on grammar, focus on activities and experience or drills, and the ability of material to promote students to use the target language meaningfully, and the ability of material to develop students' oral language effectively.

First, Dra. Andi Irlina, M.Hum gave the score for these criteria as follow:

Table 4.3 Score Given by Dra. Andi Irlina, M.Hum for Communication Creteria

No.	Criteria	Score
2.	Communication	
	- The material presented focus on communication and do not on grammar.	0 1 2 3 (4)
	- The material focus on activities and experience, not on drills.	0 1 2 (3) 4
	- The material promotes students to use the target language meaningfully.	0 1 2 3 (4)
	- The material designed to develop students' oral language effectively	0 1 2 3 (4)

Then, Dra. M.F. Sri Ekonomi, M.Pd gave score as follow:

Table 4.4 Score Given by Dra. M.F. Sri Ekonomi, M.Pd for Communication

Criteria

No.	Criteria	Score
2.	Communication	
	- The material presented focus on communication and do not on grammar.	0 1 ② 3 4
	- The material focus on activities and experience, not on drills.	0 1 ② 3 4
	- The material promote students to use the target language meaningfully	0 1 ② 3 4
	- The material designed to develop students' oral language effectively	0 1 ② 3 4

Based on above scoring, it could be reviewed that the first expert saw that the material has excellent focus on communication, has good focus on activities and experience and not on drills, and has excellent focus on both ability to promote students to use the target language meaningfully and to develop students' oral language effectively. Meanwhile, according to the second expert, all points in this criterion are still adequate.

3. Culture

This criterion investigated the integration of culture as part of learning in the material developed and the ability of material developed to presents authentic situation and authentic language.

First, Dra. Andi Irlina, M.Hum gave the score for these criteria as follow:

Table 4.5 Score Given by Dra. Andi Irlina M.Hum for Culture Criterion

No.	Criterion	Score
3.	Culture	
	- The material integrates culture as part of learning	0 1 2 ③ 4
	- The material presents authentic situation and authentic language	0 1 2 ③ 4

Then, Dra. M.F. Sri Ekonomi, M.Pd gave score as follow:

Table 4.6 Score Given by Dra. M.F. Sri Ekonomi, M.Pd for Culture Criterion

No.	Criterion	Score
3.	Culture	
	- The material integrates culture as part of learning	0 1 2 ③ 4
	- The material presents authentic situation and authentic language	0 1 ② 3 4

Based on above scoring, it could be reviewed that according to the first experts that the integration of culture as part of learning in the material is good and the ability of material to presents authentic situation and authentic language is also good.

Then, according to the second experts, the integration of culture as part of learning is good. While, the ability of material to present authentic situation and authentic language is adequate.

4. Critical Thinking Skill

This criterion investigated the ability of material developed for promoting students to think critically rather than just memorizing.

First, Dra. Andi Irlina, M.Hum gave the score for this criterion as follow:

Table 4.7 Score Given by Dra. Andi Irlina, M.Hum for Critical Thinking Skill

Criterion

No.	Criterion	Score
4.	Critical Thinking	
	- The material promotes students to think critically rather than just memorizing.	0 1 2 3 ④

Then, Dra. M.F. Sri Ekonomi, M.Pd gave score as follow:

Table 4.8 Score Given by Dra. M.F. Sri Ekonomi, M.Pd for Critical Thinking

Criterion

No.	Criteria	Score
4.	Critical Thinking	
	- The material promotes students to think critically rather than just memorizing.	0 1 2 ③ 4

Based on above scoring, it could be reviewed that according to the first expert the material is excellent to promote students to think critically rather than just memorizing. While, according to the second expert the material is good for this criterion.

5. Bias

This criterion investigated whether there are any biased issues of cultural, gender, and ethnic in the material developed or not.

First, Dra. Andi Irlina, M.Hum gave the score for this creterion as follow:

Table 4.9 Score Given by Dra. Andi Irlina, M.Hum for Bias Criterion

No.	Criterion	Score
5.	Bias	
	- The material is free of cultural, gender, and ethnic biased issues.	0 1 2 3 ④

Then, Dra. M.F. Sri Ekonomi, M.Pd gave score as follow:

Table 4.10 Score Given by Dra. M.F. Sri Ekonomi for Bias Creterion

No.	Criterion	Score
5.	Bias	
	- The material is free of cultural, gender, and ethnic biased issues.	0 1 2 ③ 4

Based on above scoring, it could be reviewed that according to the first expert the material is excellent for this criterion which means it is free of cultural, gender, and ethnic biased issues. While, according to the second expert, the material is good for this criterion.

6. Flexibility

This criterion investigated the flexibility of the material to be used for students with difference styles of learning and the possibility of the material to be applied using various teaching techniques with adjustable time allocation based on the classroom condition.

First, Dra. Andi Irlina, M.Hum gave the score for this criterion as follow:

Table 4.11 Score Given by Dra. Andi Irlina M.Hum for Flexibility Criterion

No.	Criterion	Score
6.	Flexibility	
	- The material can be used for students with difference styles of learning: auditory, visual, and kinesthetic.	0 1 2 3 ④
	- The material is possible to apply using various teaching techniques and the time allocation is adjustable based on the classroom condition.	0 1 2 3 ④

Then, Dra. M.F. Sri Ekonomi, M.Pd gave score as follow:

Table 4.12 Score Given by Dra. M.F. Sri Ekonomi, M.Pd for Flexibility Creterion

No.	Criterion	Score
6.	Flexibility	
	- The material can be used for students with difference styles of learning: auditory, visual, and kinesthetic.	0 1 ② 3 4
	- The material is possible to apply using various teaching techniques and the time allocation is adjustable based on the classroom condition.	0 1 ② 3 4

Based on above scoring, it could be reviewed that according to the first expert the material is excellent (4) in both points. While, according the second expert the material is adequate for both points.

7. Physical Appearances

This criterion investigated the attractiveness use of font, color, and graphic and the relevance of pictures inserted with the material presented in the material developed.

First, Dra. Andi Irlina, M.Hum gave the score for this criterion as follow:

Table 4.13 Score Given by Dra. Andi Irlina, M. Hum for Physical Appearances

Criterion

No.	Criterion	Score
7.	Physical Appearances	
	- Attractive use of font, color, and graphic	0 1 2 3 (4)
	- Pictures inserted are relevant with material presented	0 1 2 3 (4)

Then, Dra. M.F. Sri Ekonomi, M.Pd gave score as follow:

Table 4.14 Score Given by Dra. M.F. Sri Ekonomi, M.Pd for Physical

Appearances Creterion

No.	Criterion	Score
7.	Physical Appearances	
	- Attractive use of font, color, and graphic	0 1 2 3 (4)

	- Pictures inserted are relevant with material presented	0 1 2 3 ④
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Based on above scoring, it could be seen that both experts agreed that the material is excellent in this criterion, either in attractive use of font, color, and graphic or the relevance of pictures inserted with material presented.

8. Supplementary Material

This criterion investigated whether the material includes supporting visual material and its irrelativeness with the topics and clarity and attractiveness of the audio material included to support the process of teaching and learning.

First, Dra. Andi Irlina, M.Hum gave the score for this criterion as follow:

Table 4.15 Score Given by Dra. Andi Irlina, M.Hum for Supplementary Criterion

No.	Criterion	Score
8.	Supplementary	
	- The material includes supporting visual materials such as chart, flash cards, posters, and they are related to the topic.	0 1 2 3 ④
	- Audio material is clear and attractive.	0 1 ② 3 4

Then, Dra. M.F. Sri Ekonomi, M.Pd gave score as follow:

Table 4.16 Score Given by Dra. M.F. Sri Ekonomi, M.Pd for Supplementary Criterion

No.	Criterion	Score
8.	Supplementary	
	- The material includes supporting visual materials such as chart, flash cards,	0 1 2 3 ④

	posters, and they are related to the topic.	
	- Audio material is clear and attractive.	0 1 2 ③ 4

Based on above scoring, it could be reviewed that according to the first expert the supporting visual materials are excellent and the audio material is adequate clear and attractive. While, according to the second expert, the supporting visual materials are excellent. Then, the clarity and the attractiveness of the audio material are good.

9. Spelling and Grammar

This criterion investigated misspelling and grammatical error in the material developed that was found by the experts during the validation process.

First, Dra. Andi Irlina, M.Hum gave the score for this criterion as follow:

Table 4.17 Score Given by Dra. Andi Irlina, M.Hum for Spelling and Grammar

Criterion

No.	Criteria	Score
9.	Spelling and Grammar	
	- There is no misspelling and grammatical error	0 1 2 3 ④

Then, Dra. M.F. Sri Ekonomi, M.Pd gave score as follow:

Table. 4.18 Score Given by Dra. M.F. Sri Ekonomi for Spelling and Grammar

Criterion

No.	Criteria	Score
9.	Supplementary	
	- There is no misspelling and grammatical error	0 1 ② 3 4

Based on above scoring, it could be reviewed that according to the first experts there is no misspelling and grammatical error in the material. It could be interpreted based on excellent score given. While, according to the second expert there are some misspellings and grammatical errors. It could be interpreted based on adequate score given.

Furthermore, to get information about all validation score from each expert, see the tables.

Table 4.19 The Result of Material Validation Given by Dra. Andi Irlina, M.Hum

No.	Criterion	Score	Category
1.	Goal		
	- Learning objectives clearly explained	4	Excellent
	- The material shows the use of authentic language	3	Good
	- The materials presented are age-appropriate	4	Excellent
2.	Communication		
	- The material presented focus on communication and do not on grammar	4	Excellent

	- The material focus on activities and experience, not on drills	3	Good
	- The material promote students to use the target language meaningfully	4	Excellent
	- The material designed to develop students' oral language effectively	4	Good
3.	Culture		
	- The material integrates culture as part of learning	3	Good
	- The material presents authentic situation and authentic language	3	Good
4.	Critical Thinking Skill		
	- The material promotes students to think critically rather than just memorizing.	4	Excellent
5.	Bias		
	- The material is free of cultural, gender, and ethnic biased issues	4	Excellent
6.	Flexibility		
	- The material can be used for students with difference styles of learning: auditory, visual, and kinesthetic.	4	Excellent
	- The material is possible to apply using various teaching techniques and the time allocation is adjustable based on the classroom condition.	4	Excellent
7.	Physical Appearances		
	- Attractive use of font, color, and graphic	4	Excellent
	- Pictures inserted are relevant with material presented	4	Excellent
8.	Supplementary Material		
	- The material includes supporting visual materials such as chart, flash cards, posters, and they are related to the topic.	4	Excellent
	- Audio material is clear and attractive.	2	Adequate

9.	Spelling and Grammar		
	- There is no misspelling and grammatical error	4	Excellent

Table 4.20 The Result of Material Validation Given by M.F. Sri Ekonomi, M.Pd

No.	Criterion	Score	Category
1.	Goal		
	- Learning objectives clearly explained	3	Good
	- The material shows the use of authentic language	2	Adequate
	- The materials presented are age-appropriate	2	Adequate
2.	Communication		
	- The material presented focus on communication and do not on grammar	2	Adequate
	- The material focus on activities and experience, not on drills	2	Adequate
	- The material promote students to use the target language meaningfully	2	Adequate
	- The material designed to develop students' oral language effectively	2	Adequate
3.	Culture		
	- The material integrates culture as part of learning	3	Good
	- The material presents authentic situation and authentic language	2	Adequate
4.	Critical Thinking Skill		
	- The material promotes students to think critically rather than just memorizing.	3	Good
5.	Bias		
	- The material is free of cultural, gender, and ethnic biased issues	3	Good

6.	Flexibility		
	- The material can be used for students with difference styles of learning: auditory, visual, and kinesthetic.	2	Adequate
	- The material is possible to apply using various teaching techniques and the time allocation is adjustable based on the classroom condition.	2	Adequate
7.	Physical Appearances		
	- Attractive use of font, color, and graphic	4	Excellent
	- Pictures inserted are relevant with material presented	4	Excellent
8.	Supplementary Material		
	- The material includes supporting visual materials such as chart, flash cards, posters, and they are related to the topic.	4	Excellent
	- Audio material is clear and attractive.	3	Good
9.	Spelling and Grammar		
	- There is no misspelling and grammatical error	2	Adequate

Both tables showed that the material developed has fulfilled adequate, good, and excellent category for each item of material validation. There is no item which is in not applicable or poor category.

Although, there are also some comments from the experts as a consideration for a better development of the material. They are:

1. Some of audio material, mainly songs, should be revised. Some of the songs are not very attractive and sang using men's voices. In the contrary, women's voices are more attractive for young learners.
2. The exercise should be in various, such as fill in the blank or make exercise in form of game.

3. Topic arrangement should be rearranged. Begin from the learners themselves.
4. The sequence of teaching in each unit should be arranged regularly.
5. Some misspelling and grammatical error should be fixed.
6. Insert some additional topics such as daily activities, telling time, family, and describing people.
7. There are too many characters. Choose one or two characters or make your special characters.

In brief, the result of validation showed that the material could be used for teaching speaking skill at elementary level students.

E. DEVELOPMENT VALIDATION

Based on the experts' validation, the material then revised as follow:

Table 4.21 Development Validation of Material Developed Based On the Result of Experts' Validation

No.	Experts' Suggestion	Revision
1.	Replace some of unattractive songs.	Some songs have been replaced.
2.	The exercise should be various.	Some additional and various of exercise is made.
3.	Topic arrangement should be rearranged.	The sequence of topic becomes: -Unit 1 : Greeting and Leave-taking - Unit 2: Part of Body - Unit 3: Number - Unit 4: Color - Unit 5: Food and Drink
4.	The sequence of teaching and learning should be arranged	The regular sequence of teaching and learning becomes:

	regularly	<ul style="list-style-type: none"> - Let's Start - Look and Say - Listen and Sing - Let's Do Exercise - Read and Say - Write and Say - Let's Practice in Pairs - Let's Practice - Let's Play a Game - Let's Review - Let's Have Fun with English
5.	Some misspelling and grammatical error should be fixed.	Misspellings and grammatical errors were fixed.
6.	Insert some additional topics.	This suggestion was ignored because all of those suggested topics are for the next semester.
7.	Choose or Make special characters.	The characters was selected, they are SpongeBob and Patrick. The special characters also were made. They are Utuh and Diang.

F. Result Of Try Out

In this stage, the data was collected to know the affectivity of the material developed for improving students' speaking skill. The techniques used were classroom observation and test.

The classroom observation aimed to find the weaknesses of the material developed in the real implementation during the try out process. The findings were recorded by using field-note in each meeting.

Then, the test aimed to better understand the affectivity of the material developed. Based on this purpose, the test should be done twice, i.e. pre-test and post-test. The pre-test is done before the material developed was taught while the

post-test is done after the material developed was taught to the students. The means of both tests, then, was compared using “t” test in order to know the affectivity of the material developed.

1. Result of Observation

The observation conducted during the process of try out material. The result of observation aimed to better understand the strengths and weaknesses of the development material in which could be very helpful for the next process.

Based on the six meeting of material field testing stage, it is found some of strengths and weaknesses of the material developed as follows:

a. First Meeting

In the first meeting the topic is about food and drink. The topic was not taught in sequence because the teachers said the first topic was taught to the students. In this meeting, the students seemed showed their interest to the material developed. They enjoyed the teacher’s technique while encountering new vocabulary by using flashcards. They also have no problem for doing exercises in this unit. They also gave response while the teachers asked about what they like and disliked orally by using flashcards to help.

In other hands, the students seemed lost their attention while the activity came to listening to the story. They could not understand very well about what the teacher were being told. Apparently, the story should be shorter and supported with some pictures to help the students to understand.

b. Second Meeting

The second meeting was still continuing the previous topic. Some of students were asked to perform the conversation between Dora and Boots (page 27) in front of the class. Many of them seemed get difficulty to choose which part should be talked first. Therefore, it would be better if this part revised to a comic strip to make students knowing the arrangement of the conversation.

Next, the students showed high enthusiasm while came to the role and play activity. Each of the raised their hand when the teacher asked about who wants to be the customer, the waiter/waitress, and the chef. Although, the students seemed get difficulty to speak in English. The teachers should guide them. In this part, it would be better if there was a simple conversation script for helping the students.

Then, after break the first material finished. Hence, the students were given new material. The topic is about numbers. In this topic, the problem is about the songs. The sentences seemed to longer and difficult to sing. Thus, there were some students seemed did not participated in this activity.

c. Third Meeting

In the third meeting the problem was same with the previous when the students asked to perform conversation between Dira and Dora. They did not know the arrangement of the conversation. This should be fixed by numbering the bubble or converting it into a comic strip.

Then, in the counting activities students did not get many difficulties, except they should have more practice in arithmetic.

d. Fourth Meeting

In the fourth meeting, the topic was about color. The topic was easy for students. They seemed enjoyed while the teacher gave task to color the cat. The problem was one of the colors asked, i.e. grey, was not available. Hence, the teacher should change it into another color.

The next problem was the students got difficulty to perform the conversation between Dora and Boots. They did not know the arrangement of conversation. Thus, this part also should be converted into a comic strip.

In addition, the tongue twister also very difficult for them to pronounce when some of the students asked to pronounce it in the game part.

Last, game in unit 1 also could not be implemented because the lack of space for this kind of game.

e. Fifth Meeting

Fifth meeting was conducted on Sunday as an English course. Therefore, there was much time available for trying out the material developed.

Continuing the previous topic, the students did not get difficulty except the song was uninteresting for them. The melody seemed not very enjoyable.

After finishing unit 4, the teacher then taught unit 1. The topic is about greeting and leave-taking. Because the students had learned this topic, they seemed easy to understand. Nonetheless, the students got difficulty to pronounce their name. They have problem with the pronunciation of some alphabets such as A, E, I, H, R, W, and Y. Thus, it should be more practice available for them to pronounce these words.

Then, performing a conversation using a single picture with some bubbles always made the students get difficulty in arranging the conversation. Thus, part A and K should be revised. In addition this unit also contained too many activities for students. It would be better if it is divided into two units.

f. Sixth Meeting

In this meeting, the topic is about part of body. The topic was about the students' body themselves so that it was not difficult. Although, parts of body that were taught appeared too much for them. Hence, they got difficulty to remember them. When, the teacher asked them to point out one of their parts of body, they should look at the textbook first. Thus, it should a limitation in this topic.

Next, in the listen and sing part, the song "If you're happy and you know it," was difficult to sing. The song lyric is too long. Hence, it should be looked for another type of this song lyric if this song want to be remained.

Seeing the findings, it could be concluded that there were some pars of the material developed should be revised in every unit. The observation's findings could be presented in the following table:

Table 4.22 The Observation Findings On The Lacks of Material During Try Out Process

No.	Unit	Weaknesses
1.	Unit 1	<ul style="list-style-type: none"> - It should be more activities to solve students problem in pronouncing the alphabets A, E, H, I, R, W, and Y. - The game could not implemented because the lack of space. - Conversation using single pictures with some bubbles was difficult for students. - This unit contains two topics that would be better if it is

		divided into two units.
2.	Unit 2	<ul style="list-style-type: none"> - The story was difficult to understand. - Conversation using single pictures with some bubbles was difficult for students. - The students difficult to express what they were going to talk in the role play
3.	Unit 3	<ul style="list-style-type: none"> - The song is difficult to sing. - Conversation using single pictures with some bubbles was difficult for students.
4.	Unit 4	<ul style="list-style-type: none"> - There was no grey color in students' coloring pencil. - The song was uninteresting.
5.	Unit 5	<ul style="list-style-type: none"> - Parts of body were taught were too much. - The song was difficult to sing.

2. Result of Pre-Test and Post-Test

This subchapter presents the data that have been collected based on students' pretest and post test. Both pre-test and post-test were aimed to evaluate the effectiveness of the material developed in improving students speaking skills by comparing the mean of pre and post tests by using "t" test formula. The test was in form of paper and pencil test for speaking skill.

The following data is the result of pre-test and post-test, which achieved by paper and pencil test for measuring speaking skill. It can be seen in the following table:

Table 4.5 The Result of Pre-Test and Post Test of Fourth Grade Students By Using Paper and Pencil Test for Speaking Skill.

No.	Scores	
	After Applying The Development Material (1)	Before Applying The Development Material (2)
1.	60	60
2.	60	40
	(1)	(2)
3.	93.33	80
4.	60	60
5.	66.67	40
6.	46.67	50
7.	66.67	60
8.	66.67	50
9.	86.67	70
10.	66.67	50
11.	80	30
12.	66.67	40
13.	53.33	30
14.	73.33	40
15.	66.67	50
16.	66.67	60
17.	80	10
18.	60	50
19.	86.67	60
20.	46.67	30
21.	73.33	40
22.	86.67	20
23.	53.33	60
24.	86.67	60

Now, the result of both tests could be compared by using “t” test to know is there any significant increase on students speaking skill before and after applying the material developed by using this formula:

$$\text{“t” test} = \frac{M_2 - M_1}{SEM_{M_2 - M_1}}$$

First step is computing the mean and standard deviation of students' score after applying the material. See the following table:

Table 4.6 Mean and Standard Deviation of Students' Score After Applying The Development Material

Score (X)	Frequency (f)	fX	Deviation x=X-M	x ²	fx ²
93.33	1	93.33	24.44	597.31	597.31
86.67	4	346.68	17.78	316.13	1264.52
80	2	160	11.11	123.43	246.86
73.33	2	146.66	4.44	19.71	39.43
66.67	7	466.69	-2.22	4.93	34.50
60	4	240	-8.89	79.03	316.13
53.33	2	106.66	-15.56	242.11	484.23
46.67	2	93.34	-22.22	493.73	987.46
	N=24	∑fX= 1653.36		∑x ² = 1876.39	∑fx ² = 3970.44

The mean, standard deviation, and standard of error mean after applying the material developed are:

$$\begin{aligned}
 M_1 &= \frac{\sum fX}{N} \\
 &= \frac{1653.36}{24} \\
 &= 68.89
 \end{aligned}$$

$$\begin{aligned}
 SD_1 &= \sqrt{\frac{\sum fx^2}{N}} \\
 &= \sqrt{\frac{3970.44}{24}}
 \end{aligned}$$

$$\begin{aligned}
 &= \sqrt{165.345} \\
 &= 12.86 \\
 SE_{M1} &= \frac{SD_1}{\sqrt{N-1}} \\
 &= \frac{12.86}{\sqrt{24-1}} \\
 &= \frac{12.86}{\sqrt{23}} \\
 &= \frac{12.86}{4.8} \\
 &= 2.68
 \end{aligned}$$

Next, second step is computing the mean and standard deviation of students' score before applying the material. See the following table:

Table 4.7 Mean and Standard Deviation of Students' Score before Applying The Development Material

Score (X)	Frequency (f)	fX	Deviation x=X-M	x ²	fX ²
80	1	80	32.5	1056.25	1056.25
70	1	70	22.5	506.25	506.25
60	7	420	12.5	156.25	1093.75
50	5	250	2.5	6.25	31.25
40	5	200	-7.5	56.25	281.25
30	3	90	-17.5	306.25	918.75
20	1	20	-27.5	756.25	756.25
10	1	10	-37.5	1406.25	1406.25
	N=24	∑fX= 1140		-	∑fx ² = 6050

The mean, standard deviation, and standard of error mean before applying the material are:

$$M_2 = \frac{\sum fY}{N}$$

$$= \frac{1140}{24}$$

$$= 47.5$$

$$SD_2 = \sqrt{\frac{\sum fy^2}{N}}$$

$$= \sqrt{\frac{6050}{24}}$$

$$= \sqrt{252.08}$$

$$= 15.88$$

$$SE_{M_2} = \frac{SD_2}{\sqrt{N-1}}$$

$$= \frac{15.88}{\sqrt{24-1}}$$

$$= \frac{15.88}{\sqrt{23}}$$

$$= \frac{15.88}{4.8}$$

$$= 3.31$$

The third step is computing the standard error of M_1 and M_2 by using this formula:

$$\begin{aligned}
 SE_{M_1-M_2} &= \sqrt{SEM_1^2 + SEM_2^2} \\
 &= \sqrt{2.68^2 + 3.31^2} \\
 &= \sqrt{7.18 + 10.96} \\
 &= \sqrt{18.14} \\
 &= 4.26
 \end{aligned}$$

The fourth step is computing the t-value by using this formula.

$$\begin{aligned}
 \text{“t” test} &= \frac{M_2 - M_1}{SEM_{M_2-M_1}} \\
 &= \frac{68.89 - 47.5}{4.26} \\
 &= \frac{21.39}{4.26} \\
 &= 5.02
 \end{aligned}$$

After getting the t-value, it can be interpreted to know the significant increase of students' proficiency in speaking English. For interpreting the “t” value, it should be consulted to the t_{table} . The t-value could be find in t_{table} by computing the free degree (db) first. Here is the formula:

$$\begin{aligned}
 db &= N-1 \\
 &= 24-1 \\
 &= 23
 \end{aligned}$$

Because the db value is 23, it means:

At degree significance 5% $t_{table} = 2.07$

At degree significance 1% $t_{table} = 2.81$

In conclusion, the t-value achieved is higher than the t-value in the t_{table} , either at significance 5% or 1%, that is $2.07 < 5.2 > 2.81$. It means there is a significant increase in the students speaking English skill after the material developed tried out.

G. Revision of Material

As explained above, there are some weaknesses of the material developed in the try out process. Therefore, based on the findings it should be revised again. The revision can be seen in the following table:

Table 4.8 Revision of Material Developed Based on the Findings in the Try Out

No.	Unit	Part should be revised	Revision
1.	Unit 1	<ul style="list-style-type: none"> - It should be more activities to solve students problem in pronouncing the alphabets A, E, H, I, R, W, and Y. - The game could not be implemented because the lack of space. - Conversation using single pictures with some bubbles was difficult for students. - This unit contains two topics that would be better if it is break apart into two units. 	<ul style="list-style-type: none"> - Revising the additional pronunciation practice with these alphabets. - Looking for a new game which did not need more space. - Converting the picture into a comic strip. - This unit broken down into two units. There are greeting and introduction.

2.	Unit 2	<ul style="list-style-type: none"> - The story was difficult to understand. - Conversation using single pictures with some bubbles was difficult for students. - The students difficult to express what they were going to talk in the role play 	<ul style="list-style-type: none"> - Making the story shorter and inserting more pictures to describing the story. - Converting the pictures into a comic strip. - Make simple conversation script as example.
3.	Unit 3	<ul style="list-style-type: none"> - The song is difficult to sing. - Conversation using single pictures with some bubbles was difficult for students. 	<ul style="list-style-type: none"> - Looking for another easier song in the same theme. - Converting the picture into a comic strip.
4.	Unit 4	<ul style="list-style-type: none"> - There was no grey color in students' coloring pencil. - The song was uninteresting. 	<ul style="list-style-type: none"> - Changing with another color. - Looking for another song in the same theme.
5.	Unit 5	<ul style="list-style-type: none"> - Parts of body were taught were too much. - The song was difficult to sing. 	<ul style="list-style-type: none"> - Limiting the parts of body was taught. - Look for easier type of the song's lyric.

H. Final Product

The final product of this research was a students' course book and teacher's guide book. Each of books consists of six units. The topic for each unit are greeting and parting, introduction, part of body, colors, things in the classroom, and food and drink. The teacher's guide book was equipped with

answers key, teacher's guide, and attachment. This book also equipped with visual and audio supported material. They are flashcards in some themes related with each unit. Meanwhile, the audio material consists of songs, chants, pronunciation practice, tongue twisters, and audio for listening exercise.

CHAPTER V

CONCLUSION

A. Conclusion

Speaking is one of important skills that should be taught for students since earlier age. Young learners have some advantages to support them in developing this skill. However, some teachers did not take these advantages. One of the teachers reason was it is difficult to teach them that skill. This problem, exactly, can be solved through developing material which is suitable with the learners' need. It can be achieved by following some procedures of development.

The result of developing material was in the form of students' course book and teachers' guide book. The writer had passed some step in developing the material. They are need analysis, development, experts' validation, try out, revision, and final product.

In need analysis, the writer found that the teacher's and the students need a simpler material in English basic level. The material also should provide various activities to develop classroom's speaking activities and engage students' attention.

In development, based on the result of analysis the writer designed the material. Then, by consulting with the syllabus and studying some English course book for elementary school, the writer wrote five units for first semester. The

topics were greeting, part of body, colors, things in the classroom, and food and drinks.

In expert validation, the writer asked two experts to review the material and give score for several criteria namely goal, communication, culture, critical thinking skill, bias, flexibility, physical appearances, supplementary material, and spelling and grammar. The result showed there were no items of material validation which was categorized as not applicable or poor. Some of parts that need to be revised were the arrangement of topic, the kind of exercises, the consistency of teaching and learning sequences, the characters used, songs and games, and some misspelling and grammatical error.

Next, in the try out process there were also some parts that should be revised such as the songs used, additional pronunciation practice for some alphabets, shorts story used, the pictures used for conversation practices, and the amount of words taught. In this stage, the writer also gave pre and post-test for evaluating the effectiveness of material developed by using paper and pencil test for speaking skill. The result showed that there was significant increase in the students speaking skill ability.

In the revision, the writer had to revise the product based on the findings in the try out stage. After having revision, the final product had been ready to be applied in to the 4th grade students as a supplementary material for teaching speaking skill.

B. Recommendation

Based on above result, the writer may give some recommendation for the teacher and 4th students at MI Siti Mariam Kelayan Dalam Banjarmasin in using this product.

For the teacher, this product is in the form of textbook so that it will not give much effect for developing students' speaking skill except it is used by appropriate techniques of teaching. The teacher may use the teacher's guide or develop more various techniques for a better result. In addition, it is a supplementary material so that may be combined with other textbook.

For the students, this product provides a self-study that may be used to improve their ability in speaking skill through a fun way.

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APPENDICES

Appendix 1: The Profile of MI Siti Mariam

PROFIL SEKOLAH MI SITI MARIAM BANJARMASIN	
No.	IDENTITAS SEKOLAH
1.	Nama Sekolah : Madrasah Ibtidaiyah Siti Mariam
2.	Nomor Induk Sekolah/ NSPN : 30304980
3.	Nomor Statistik Madrasah : 11263701006
4.	Provinsi : Kalimantan Selatan
5.	Otonomi Daerah : Banjarmasin
6.	Desa/ Kelurahan : Kelayan Dalam
7.	Kecamatan : Banjarmasin Selatan
8.	Jalan dan Nomor : Kelayan A 135
9.	Kode Pos : 70234
10.	Telepon : 085248076066
11.	Faximile/Fax : -
12.	Daerah : <input type="checkbox"/> Perkotaan <input type="checkbox"/> Pedesaan
13.	Status Sekolah : <input type="checkbox"/> Negeri <input type="checkbox"/> Swasta <input type="checkbox"/> Disamakan <input type="checkbox"/> Diakui
14.	Kelompok Sekolah : <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C
15.	Akreditasi : <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C
16.	Surat Kelembagaan : No.: C/Kw.17.4/4/PP.03.2/MI/63/05 Tgl. 14 Juni 2005
17.	Penerbit SK Ditandatangani oleh : Kanwil Depag Prov. Kalsel
18.	Tahun Berdiri : 1 Agustus 1950
19.	Tahun Perubahan :
20.	Kegiatan Belajar Mengajar : <input type="checkbox"/> Pagi <input type="checkbox"/> Siang <input type="checkbox"/> Pagi dan Siang
21.	Bangunan Sekolah : <input type="checkbox"/> Milik Sendiri <input type="checkbox"/> Bukan Milik Sendiri
22.	Lokasi Sekolah
	A. Jarak Pusat Ke Kecamatan : 1.5 KM
	B. Jarak Ke Pusat OTDA : 1.0 KM
	C. Terletak pada Lintasan : <input type="checkbox"/> Desa <input type="checkbox"/> Kecamatan
	: <input type="checkbox"/> Kabupaten/Kota <input type="checkbox"/> Provinsi
23.	Organisasi Penyelenggara : <input type="checkbox"/> Pemerintah <input type="checkbox"/> Lembaga Swasta
24.	Jumlah keanggotaan Rayon :
25.	Perjalanan Perubahan Sekolah :

Sumber: Document of administration of MI Siti Mariam.

**REKAP DATA PERSONAL TENAGA PENDIDIK DAN KEPENDIDIKAN TAHUN 2011
KOTA BANJARMASIN**

NAMA MADRASAH : MI SITI MARIAM
ALAMAT : JL. KELAYAN A GG.PGA

NO	NAMA	L/P	NIP	GOL	TANGGAL LAHIR	NUPTK	JABATAN	TMT AWAL	PENDIDIKAN		FAKULTAS	JURUSAN	BIDANG STUDI YANG DIAMPU	SERTIFIKASI		
									KUALIFIKASI AKADEMIK	TAHUN LULUS				TAHUN LULUS	NOMOR SERTIFIKASI	MATA PELAJARAN
TENAGA PENDIDIK/GURU																
1	Anwar, A. Ma	L	196402091991021002	III/B	09-02-1964	0541742643200032	Kepala	1/2/1991	D2	1966	Tarbiyah IAIN	PAI	Fiqih	-		
2	Norbainah, S.Pd.I	P			21-05-1971	3233747650300053	Guru	1/7/1997	S1	2009	Tarbiyah IAIN	PAI	Guru Kelas	-		
3	Nor Asiah, S.Ag	P			05-11-1975	2437753655300053	Guru	1/9/2003	S1	2006	Tarbiyah IAIN	PAI	Guru Kelas	-		
4	Siti Fatimah, S.Sos.I	P			06-06-1978	5938756660300002	Guru	1/7/2006	S1	2006	Tarbiyah IAIN	KPI	Guru Kelas	-		
5	Qathran Nada, S.pd.I	P			21-06-1978	5953759660200012	Guru	1/1/2007	S1	2007	Tarbiyah IAIN	TBA	B. Arab	-		
6	Safrudin, S.Pd.I	L			17-11-1984	4448762663200013	Guru	1/2/2007	S1	2008	Tarbiyah IAIN	MIPA	Matematika	-		
7	Sholathiah, S.Pd.I	P			20-03-1986	2652764664300013	Guru	1/7/2008	S1	2008	Tarbiyah IAIN	PAI	Guru Kelas	-		
8	Hj. Rahmah, S.Pd.I	L			22-01-1973	1454751652300042	Guru	1/7/2007	S1	2011	Tarbiyah IAIN	TBI	Guru IPA	-		
9	A. Rifani	L			05-06-1989		Guru	1/4/2011	SMU	2008			Penjas Orkes	-		
TENAGA KEPENDIDIKAN/TU																
	-		-		-	-	-	-	-	-	-	-	-	-	-	-

Source: Document of Administration of MI Siti Mariam, August 2011.

Appendix 3: The Data of Students At MI Siti Mariam

**Data Murid MI Siti Mariam
Tahun Ajaran 2011/ 2012**

No.	Kelas	Jumlah Murid		Jumlah
		L	P	
1.	I	7	12	19
2.	II	10	4	14
3.	III	3	8	11
4.	IV	16	11	27
5.	V	9	16	22
6.	VI	9	9	18
Jumlah		51	60	111

Source: Document of administration of MI Siti Mariam

Appendix 4: List of Translation

List of Translation

No.	Surah: Ayah	Page	Translation
1.	Q.S. Ar-Ra'd (13): 11	3Verily never will Allah change the condition of a people until They change it themselves (with their own souls).....

Appendix 5: Interview's Guide, Observation Guide, and Documentary Guide

Interview with the headmaster

1. Is English a compulsory subject?
2. When did English become a local content?
3. What is the reason to make English content?
4. What is the goal of taking English as local content?
5. Is it material development needed on purpose to improve the quality of teaching and learning?

Interview with the teacher

1. What's your educational background?
2. Do you have syllabus for teaching?
3. How many times English lesson at MI Siti Mariam?
4. How many topics or units do you teach for a semester?
5. Could you give me a general description of your students' English level especially in speaking?
6. What media do you usually use for teaching English?
7. How do you teach speaking skill to your students?
8. Have you ever used techniques such as games, singing, chanting, etc?
9. What are the difficulties of teaching speaking in your class?
10. What is your focus on teaching English in the classroom?
11. What are available facilities for teaching English in this school?

12. What is your expectation (goal) in teaching English at the 4th grade?
13. Could you explain, what are students' needs in learning English especially speaking?
14. How about the development of activities? Do they need?
15. Do you think you need a material development in order to develop students' speaking skill?

Observation Guide

1. How is the process of teaching and learning?
2. What are the weaknesses of the material developed during the implementation in the classroom?

Documentary Guide

1. The data of school.
2. The data of headmasters, teachers, and administration staffs.
3. The data of students.

Appendix 6: Result of Interview

Result of Interview with the Headmaster

Interviewee : The headmaster of MI Siti Mariam	Code : A
Location : Teacher's room at MI Siti Mariam	
Interviewer : The Researcher	Code : Y
	Date : February 26, 2011

Code	Interview	Conclusion
Y	Apakah Bahasa Inggris merupakan mata pelajaran wajib?	
A	Bahasa Inggris adalah muatan lokal, namun mau tidak mau siswa harus mengambilnya, karena minimal dalam satu sekolah itu harus ada satu muatan lokal dan itu harus diambil oleh siswa.	English is a local content but every student should take the subject.
Y	Kapan tepatnya bahasa Inggris menjadi muatan lokal di sekolah ini?	
A	Tidak ingat lagi kapan tepatnya, tapi kira-kira mulai sejak 2008 lalu, jadi sudah dua tahun lebihlah.	English is a recent subject at that school.
Y	Apa alasan memasukkan bahasa Inggris sebagai muatan lokal?	
A	Alasannya...ya bagaimana ya. Seharusnya kan muatan lokal itu lebih kepada bahasa daerah atau Bahasa Banjar. Tetapi karena pada waktu itu kurikulum Bahasa Banjar tidak begitu jelas dan buku pelajarannya pun sulit ditemukan di pasaran maka yang paling mudah itu ya...Bahasa Inggris. Lagipula, kami melihat Bahasa Inggrislah yang banyak dipakai di sekolah lain.	English took as a local content because there is no other subject that is supposed to be more proper.

Y	Apa sebenarnya tujuan pembelajaran bahasa Inggris di sekolah ini?	
A	Tujuannya ya supaya mereka siap nanti waktu di jenjang yang lebih tinggi, misalnya MTs. Jadi, tujuannya agar mereka punya dasar tentang Bahasa Inggris.	The purpose of English as a local subject is to make students have basic in English and to be ready at the higher level.
Y	Menurut Anda apakah diperlukan pengembangan materi bahasa Inggris di sekolah ini?	
A	Oh..tentu, kalau dalam hal mengembangkan dan memperbaiki kualitas pengajaran tentu hal itu diperlukan.	He agreed with the development of material on purpose to improve the quality of teaching.

Result of Interview with the English Teacher

Interviewee : The English Teacher of MI Siti Mariam	Code : R
Location : Teacher's room at MI Siti Mariam	
Interviewer : The Researcher	Code : Y
	Date : February 26, 2011

Code	Interview	Conclusion
Y	Apa latar pendidikan Ibu?	
R	D2 perusahaan. Sekarang kuliah di IAIN. November wisuda insyaAllah.	
Y	Lalu, darimana ibu belajar bahasa Inggris sebelumnya?	
R	Ibu sempat kursus bahasa Inggris dulu.	She graduated from D2 perusahaan and she took English course. She is continuing her study at IAIN Antasari in English program.
Y	Ibu punya silabus bahasa Inggris?	
R	Ya, ibu dapat dari teman ibu. Dari internet.	She has English syllabus which she got from internet.

Y	Berapa kali pelajaran bahasa Inggris dalam seminggu untuk kelas empat?	
R	Satu kali seminggu. Setiap sabtu. Dua jam pelajaran.	English lesson take once a week for 2 hour which means 70 minutes.
Y	Berapa unit atau bab biasanya Ibu mengajar bahasa Inggris selama satu semester?	
R	Biasanya empat unit.	There are about four unit taught for one semester.
Y	Bagaimana biasanya respon siswa terhadap pelajaran bahasa Inggris.	
R	Mereka suka sekali Bahasa Inggris. Bahkan mereka ingin ada tambahan pelajaran bahasa Inggris.	According to the teacher, the students have high interest toward English.
Y	Bisa Ibu gambarkan bagaimana kemampuan bahasa Inggris siswa secara umum?	
R	Hmm....mereka suka bahasa Inggris. Jadi mereka selalu merespon waktu disuruh. Kira-kira 60% siswa punya kemampuan bahasa Inggris yang baik dan 40% lainnya cukup baik.	According to her, 60% of the students have good ability in English while the others are in enough categories.
Y	Apa media yang biasanya Ibu pakai untuk mengajar bahasa Inggris?	

R	Biasanya ibu hanya pakai buku. Kadang menggunakan lagu. Ibu sering menggunakan repetition drill.	Book is the main source for teaching.
Y	Bagaiman teknik, metode, atau pendekatan Ibu dalam mengajarkan speaking?	
R	Seperti yang saya katakana tadi. Saya sering menggunakan repetition drill.	Repetition drill is the common technique used by the teacher for teaching any skills, including speaking.
Y	Apakah ibu pernah menggunakan games, lagu, atau lainnya?	
R	Ya, saya kadang menggunakan lagu tapi tidak pernah untuk yang lainnya.	The teacher sometimes uses song, but never use others techniques.
Y	Apa kesulitan mengajarkan speaking di kelas empat?	
R	Pronunciation adalah bagian yang paling susah diajarkan. Mereka kesulitan mengucapkan beberapa kata seperti beautiful, wonderful.	Pronunciation is the problem of teaching speaking to the students.
Y	Lalu bagaimana biasanya ibu memecahkannya?	
R	Ya, dengan lagu dan repetition drill tadi.	The teacher uses song and repetition drill to overcome the

		pronunciation problem.
Y	Apa yang menjadi fokus ibu dalam pengajaran bahasa Inggris di kelas empat.	
R	Fokusnya pada kosakata dan pronunciation.	The focus of teaching is vocabulary and pronunciation.
Y	Apa tujuan pengajaran bahasa Inggris Ibu? Terutama dalam speaking?	
R	Tujuannya agar siswa memiliki dasar bahasa Inggris. Untuk speaking, tujuannya adalah kelancaran siswa.	The goal of English teaching is to make students have good basic English. While for speaking is fluency.
Y	Menurut ibu apa yang siswa perlukan untuk bisa mengembangkan kemampuan berbicara mereka?	
R	Menurut ibu mereka perlu banyak kosakata. Media sepertinya juga diperlukan. Tapi ibu tidak sempat buat.	According to the teacher, the students need to have good vocabulary building in order to be able to speak.
Y	Menurut ibu bagaimana buku pelajaran bahasa Inggris yang ada sekarang? Apakah sudah cocok?	
R	Sebenarnya menurut ibu bukunya susah untuk anak tingkat SD. Tapi tidak ada pilihan lain.	

Y	Terus bahan ajar seperti apa yang ibu perlukan?	
R	Yang lebih mudah lah...yang cocok dengan kemampuan mereka.	The teacher needs simpler material for teaching English.
Y	Jadi, menurut ibu perlu tidak kalau ada pengembangan bahan ajar?	
R	Ya, perlu.	The teacher needs development material that fits with the learners' ability.
Y	Bahan ajar speaking seperti apa yang ibu perlu?	
R	Yang lebih mudah. Ada pembelajarn kosakata dan pronunciation sebelum speaking.	The material development should have vocabulary building and pronunciation practice before coming to speaking activities.

Appendix 7: Questionnaire for Students

Petunjuk: Dengarkan kakak di depan membacakan pertanyaan-pertanyaan di bawah ini, lalu kamu conteng ya jawaban kamu. Makasih...

1. Kamu pernah belajar Bahasa Inggris tidak sebelum ini?

Ya Tidak

Kalau kamu menjawab “Ya,” di mana:

Di TK

Tempat Kursus/ Bimbingan Belajar

Les Privat

..... (Tempat lain, tulis ya!)

2. Kamu suka pelajaran Bahasa Inggris?

Ya Tidak

3. Pelajaran Bahasa Inggris itu sulit apa tidak?

Sulit Tidak Sulit

4. Kamu mendengarkan tidak waktu guru menjelaskan pelajaran Bahasa Inggris?

Ya Tidak

5. Kamu suka tidak kalau guru kalian menyuruh “Ayo kita ucapkan sama-sama dengan nyaring kalimat ini.”

Ya Tidak

6. Kamu suka tidak waktu diajak menyanyikan lagu dalam Bahasa Inggris?

Ya Tidak

7. Apakah kamu punya kamus Bahasa Inggris?

Ya

Tidak

8. Apakah kamu punya LKS Bahasa Inggris?

Ya

Tidak

9. Apakah kamu punya Buku Bahasa Inggris?

Ya

Tidak

10. Buku Bahasa Inggris yang kalian punya itu sulit tidak pelajarannya?

Sulit

Tidak sulit

11. Buku Bahasa Inggris yang kamu punya itu menarik tidak?

Menarik

Tidak menarik

12. Kamu suka tidak kalau belajar sambil ditunjukkan gambar?

Ya

Tidak

13. Kamu mau tidak kalau ada permainan waktu belajar Bahasa Inggris?

Mau

Tidak

14. Kamu mau tidak kalau gurunya menceritakan kisah dalam Bahasa Inggris?

Mau

Tidak

15. Kamu mau tidak belajar bahasa Inggris pakai boneka?

Mau

Tidak

16. Kamu mau tidak kalau belajar bahasa Inggris pakai Tape?

Mau

Tidak

17. Kamu mau tidak belajar Bahasa Inggris pakai kartu bergambar?

Mau Tidak

18. Kamu mau tidak belajar Bahasa Inggris ditunjukkan benda aslinya?

Mau Tidak

19. Kamu mau tidak belajar abjad dalam Bahasa Inggris?

Mau Tidak

20. Kamu mau tidak belajar Nomor dalam Bahasa Inggris?

Mau Tidak

21. Kamu mau tidak belajar nama hari dan bulan dalam Bahasa Inggris?

Mau Tidak

22. Kamu mau tidak belajar tentang binatang dalam Bahasa Inggris?

Mau Tidak

23. Kamu mau tidak belajar warna dalam Bahasa Inggris?

Mau Tidak

24. Kamu mau tidak belajar nama-nama anggota tubuh dalam Bahasa Inggris?

Mau Tidak

25. Kamu mau tidak belajar tentang keluarga dalam Bahasa Inggris?

Mau Tidak

26. Kamu mau tidak belajar tentang sekolah dalam Bahasa Inggris?

Mau Tidak

27. Kamu mau tidak belajar cara menyapa dan berpisah dalam Bahasa Inggris, seperti: *Good morning Dayah.*

Good bye Ria.

Mau Tidak

28. Kamu mau tidak belajar cara mengenalkan dalam Bahasa Inggris, seperti:

Hello, I'm Rahman.

Mau Tidak

29. Kamu mau tidak belajar berterima kasih dan minta maaf dalam Bahasa Inggris, seperti: *Thank you Rahmi....*

Sorry.....

Mau Tidak

30. Kamu mau tidak belajar mengajak teman dalam Bahasa Inggris, seperti:

Dian, let's go home....

Mau Tidak

31. Kamu mau tidak belajar memberi aba-aba dalam Bahasa Inggris, seperti:

Ihsan, stand up please!

Mau Tidak

Credit:

Questions in this questionnaire was made by considering some questions in target situation analysis framework and learning needs analysis framework by Hutchinson and Water, *English for Specific Purposes*, a book published by Cambridge University Press, New York, 1987.

Appendix 8: Result of Questionnaire

Part I: Students' English background knowledge

No.	Question No.	Questions	Frequency	Percentage
1.	1	Have you ever learnt English? - Yes - No	7 19	26.92% 73.08%

Part II: Students' interest in learning English

No.	Question No.	Questions	Frequency	Percentage
2.	2	Do you like English Lesson? - Yes - No	25 1	96.15% 3.84%
3.	3	Is it learning English difficult? - Yes - No	25 1	96.15 % 3.84 %
4.	4	Do you listen to your teacher's explanation? - Yes - No	25 1	96.15% 3.84

Part III: Media used by students to learn English

No.	Question No.	Questions	Frequency	Percentage
5.	7	Do you have English dictionary? - Yes - No	15 11	57.69% 42.31%
6.	8	Do you have English workbook? - Yes - No	20 6	79.92% 23.07%
7.	9	Do you have English textbook? - Yes - No	21 4	80.78% 15.39%

Part IV: Students' opinion toward English material they have

No.	Question No.	Questions	Frequency	Percentage
8.	10	Do you think English material you have difficult? - Yes - No	25 -	96.15% 0%
9.	11	Do you think English material you have interesting? - Yes - No	26 -	100% 0%

Part V: Students' opinion about techniques of teaching

No.	Question No.	Questions	Frequency	Percentage
10.	5	Do you like when your teacher asks you to repeat her words loudly? - Yes - No	26 -	100% 0%
11.	6	Do you like when your teacher asked you to sing an English song? - Yes - No	26 -	100% 0%
12.	13	Do you like to have games for learning English? - Yes - No	26 -	100% 0%
13.	14	Do you story telling for learning English?		

Part VI: Students' opinion about media used for teaching English

No.	Question No.	Questions	Frequency	Percentage
14.	12	Do you like to learn English by using pictures? - Yes - No	26 -	100% 0%
15.	16	Do you like to learn English by using audio player? - Yes - No	26 -	100% 0%
16.	15	Do you like to learn English by using puppet? - Yes - No	26 -	100% 0%
17.	17	Do you like to learn English by using flashcards? - Yes - No	26 -	100% 0%
18.	18	Do you like to learn English by using real materials? - Yes - No	26 -	100% 0%

Part VII: Students opinion about selection of topics

No.	Question No.	Questions	Frequency	Percentage
19.	19	Do you like to learn alphabets in English? - Yes - No	26 -	100% 0%
20.	20	Do you like to learn numbers in English? - Yes - No	26 -	100% 0%
21.	21	Do you like to learn names of days and month in English? - Yes - No	26 -	100% 0%

23.	22	Do you like to learn topic “Animal” in English? - Yes - No	26 -	100% 0%
24.	23	Do you like to learn colors in English? - Yes - No	26 -	100% 0%
25.	24	Do you like to learn parts of body in English? - Yes - No	24 2	92.31% 7.69%
26.	25	Do you like to learn topic “Family” in English? - Yes - No	26 -	100% 0%
27.	26	Do you like to learn topic “At school” in English? - Yes - No	26 0	100% 0%

Part VIII: Students’ opinion about selection of language expression

No.	Question No.	Question	Frequency	Percentage
28.	27	Do you like to learn greeting and parting expression in English? - Yes - No	26 -	100% 0%
29.	28	Do you like to learn self-introduction expression in English? - Yes - No	26 -	100% 0%
30.	29	Do you like to learn grateful expression and asking forgiveness in English? - Yes - No	26 -	100% 0%
31.	30	Do you like to learn inviting expression in English? - Yes	26	100%

		- No	-	0%
32.	31	Do you like to learn giving instruction in English?		
		- Yes	21	80.78%
		- No	5	19.23%

Appendix 9: Curriculum Vitae of the Experts

1. Dra. Andi Irlina, M.Hum

Curriculum Vitae of The Expert

Name : Dra. Andi Irlina, M.Hum

Date and Place of Birth : Pangkep (South Sulawesi), January 12, 1969

Address : Jl. Manunggal II, Gg. VIII, Banjarmasin

Occupation : 1. Lecturer of IAIN Antasari Banjarmasin
2. Vice Leader of Yayasan Andi Irlina

Education :

1. Elementary school (1983)
2. Junior High School (1985)
3. Senior High School (1988)
4. S-1 IAIN Alauddin Ujung Pandang (Makassar) (1993)
5. S-2 Universitas Hasanuddin Makassar (2002)

Experiences in context of teaching English to young learners

(Teacher/Lecturer/Trainer/Speaker/etc)

1. SDN 3 Tala (Makassar) as teacher year (1988)
2. SDIT Al-Rasyid as teacher (2006-2008)
3. Yayasan Al-Rasyid as trainer (2007-2008)
4. Yayasan Trisula Banjarmasin as trainer (2006)
5. Yayasan Andi Irlina as trainer (2007)
6. International Seminar at IAIN Antasari Banjarmasin as speaker (2010)

Publications in context of teaching English to young learners

(Paper/Article/Book/etc)

1. A paper presented in an International Seminar at IAIN Antasari Banjarmasin on title *Motivating Elementary Level Students in Speaking English* (2010)
2. An article on title *Song and Games for Young Learners* (2011)
3. A handout (a paper) presented in Kindergarten Teachers' Training of Yayasan Trisula Banjarmasin entitled "Teaching English to Kindergarten" (2006).
4. An article entitled "Teaching Listening Skill to Young Learners" (2011).
5. A paper presented in a seminar for kindergarten and elementary school teachers in Martapura entitled "Methods and Technique in Teaching English for Young Learners" (2011).
6. A course book for elementary level students (2007).

2. Dra. M.F. Sri Ekonomi, M. Pd

Curriculum Vitae

Name : Dra. M.F. Sri Ekonomi, M. Pd

Date and Place of Birth : Jember, 12 Mei 1947

Address : FKIP Unlam, Jl. Bridjen H. Hasan Basri, Kayutangi

Occupation : 1. Lecturer
2. Head of “Sendratasik” Department

Education :

1. S-1 Pendidikan Bahasa Inggris FKIP Unlam
2. S-2 Pendidikan Bahasa IKIP Jakarta

Experiences in context of teaching English to young learners

(Teacher/Lecturer/Trainer/etc)

1. EYL Syllabus for FKIP as developer (2003).
2. Diklat Mulok Bahasa Inggris SD as presenter (2010).
3. EYL seminar in IAIN Antasari as Presenter.
4. EYL course as lecturer (2003-now).

Publications in context of teaching English to young learners

(Paper/Article/Book/etc)

1. Seminar paper (2006).
2. Article for newspaper (2007-now).
3. English for young learners (course book) (2006).
4. Bahasa Inggris untuk Usia Dini (untuk guru) (2007).

Checklist for Instructional Material Evaluation*

Reviewer Name: _____

No.	Criteria	Score				
1.	Goal					
	- Learning objectives clearly explained	0	1	2	3	4
	- The material shows the use of authentic language	0	1	2	3	4
	- The materials presented are age-appropriate	0	1	2	3	4
2.	Communication					
	- The material presented focus on communication and do not on grammar	0	1	2	3	4
	- The material focus on activities and experience, not on drills	0	1	2	3	4
	- The material promote students to use the target language meaningfully	0	1	2	3	4
	- The material designed to develop students' oral language effectively	0	1	2	3	4
3.	Culture					
	- The material integrates culture as part of learning	0	1	2	3	4
	- The material presents authentic situation and authentic language	0	1	2	3	4
4.	Critical Thinking Skill					
	- The material promotes students to think critically rather than just memorizing.	0	1	2	3	4
5.	Bias					
	- The material is free of cultural, gender, and ethnic biased issues	0	1	2	3	4
6.	Flexibility					
	- The material can be used for students with difference styles of learning: auditory, visual, and kinesthetic.	0	1	2	3	4
	- The material is possible to apply using various teaching techniques and the time allocation is adjustable based on the classroom condition.	0	1	2	3	4

7.	Physical Appearances					
	- Attractive use of font, color, and graphic	0	1	2	3	4
	- Pictures inserted are relevant with material presented	0	1	2	3	4
8.	Supplementary material					
	- The material includes supporting visual materials such as chart, flash cards, posters, and they are related to the topic.	0	1	2	3	4
	- Audio material is clear and attractive.	0	1	2	3	4
9.	Spelling and Grammar					
	- There is no misspelling and grammatical error	0	1	2	3	4
Total Score						

Signature

(_____)

0 = Not applicable

1 = Poor

2 = Adequate

4 = Excellent

Credit:

This Checklist is a modification of textbook evaluation criteria by Curtain and Pesola in Kasihani K.E. Suyanto, dkk, *English for Children*, a module published by Universitas Terbuka, Jakarta, 2007.

Appendix 11: A Pretest for measuring students' speaking skill

A PRE-TEST FOR MEASURING STUDENTS' SPEAKING SKILL BEFORE APPLYING THE DEVELOPMENT MATERIAL

Pengantar

Adik-adik tolong bantu kakak lagi ya. Mohon jawab soal-soal dalam lembar ini. Jawablah masing-masing ya. Jangan lupa tulis nama kalian. Tenang saja, hasil jawaban tidak akan mempengaruhi nilai bahasa inggris kalian. Ini hanya untuk penelitian kakak saja guna mengetahui tingkat kemahiran adik-adik berbahasa Inggris.

Petunjuk

Pilihlah jawaban yang tepat dengan menyilang A, B, C, atau D.

Contoh:

1. Dinda: Good afternoon, Jihan.

Jihan : _____, Dinda.

A. Good morning

B. Good afternoon

C. Good evening

D. Good night

Kalau ada pertanyaan, acungkan tangan dan tanyakan sama kakak ya..... 😊

Nama:

1. Nadia : Good morning, Rina.

Rina : _____ Nadia.

A. Good morning

B. Good afternoon

C. Good evening

D. Good night

2. Arif : How are you today?

Radit : _____. And you?

Arif : I'm very well. Thank you.

A. Good morning

B. Good evening

C. I'm fine.

D. Bye.

Lengkapi percakapan berikut untuk jawaban no. 3-5

Ira : Excuse me,(3) _____?

Iza : My name is Izzatie Hasanah.

Ira : (4)_____?

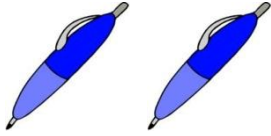
Iza : It's Izzatie. I-Z-Z-A-T-I-E. And you?

Ira : I'm Iralia Putri. Nice to meet you, Iza.

Iza : (5)_____, Ira.

3.
 - A. Hello
 - B. Good morning
 - C. How are you?
 - D. What's your name?
4.
 - A. How are you?
 - B. What's your name?
 - C. How do you spell your name?
 - D. Nice to meet you, too.
5.
 - A. How are you?
 - B. What's your name?
 - C. How do you spell your name?
 - D. Nice to meet you, too.

6.



Ali : How many pen do you have

Aji : _____.

- A. I have a pen
- B. I have two pens
- C. I have three pens
- D. I have four pens

Lengkapi percakapan berikut untuk soal no. 6-7

Ari : Hi, Ina _____?

Ina : I have two pencils.

Ari : May, I borrow it?

Ina : _____. Here it is.

- 7. A. How are you?
 - B. What's your name?
 - C. Do you have pencil?
 - D. How many pencils do you have?
- 8. A. Sorry, I can't.
 - B. Thank you.
 - C. Sure.
 - D. Oh, sorry

9. A: What is the color of the shoe?

B: _____.

A. It's black

B. It's blue

C. It's white

D. It green



10. $11 + 8 =$

Andi: What is eleven plus eight?

Hani: it is _____

A. Eighteen

B. Nineteen

C. Twenty

D. Twenty one.

Appendix 12: Post-Test

A POST-TEST FOR MEASURING STUDENTS' SPEAKING SKILL PROGRESS AFTER APPLYING THE DEVELOPMENT MATERIAL

Pengantar

Adik-adik tolong bantu kakak lagi ya. Mohon jawab soal-soal dalam lembar ini. Jawablah masing-masing ya. Jangan lupa tulis nama kalian. Tenang saja, hasil jawaban tidak akan mempengaruhi nilai bahasa inggris kalian. Ini hanya untuk penelitian kakak saja guna mengetahui tingkat kemahiran adik-adik berbahasa Inggris.

Petunjuk

Pilihlah jawaban yang tepat dengan menyilang A, B, C, atau D.

Contoh:

Amin : Good morning, Nisa.

Nisa : _____, Amin.

A. Good morning

B. Good afternoon

C. Good evening

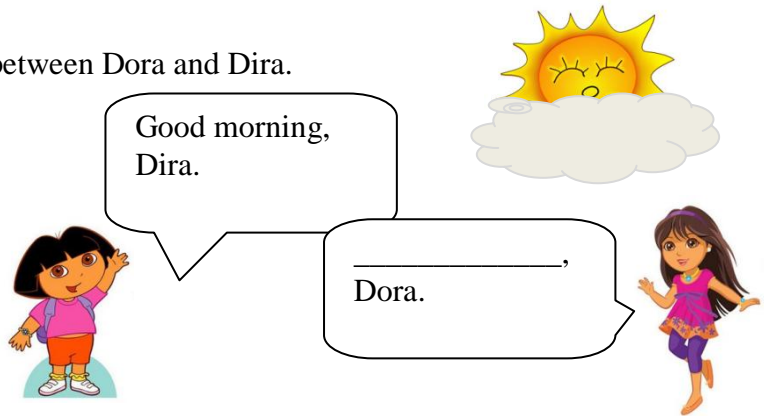
D. Good night

Kalau ada pertanyaan, acungkan tangan dan tanyakan sama kakak ya..... 😊

Nama:

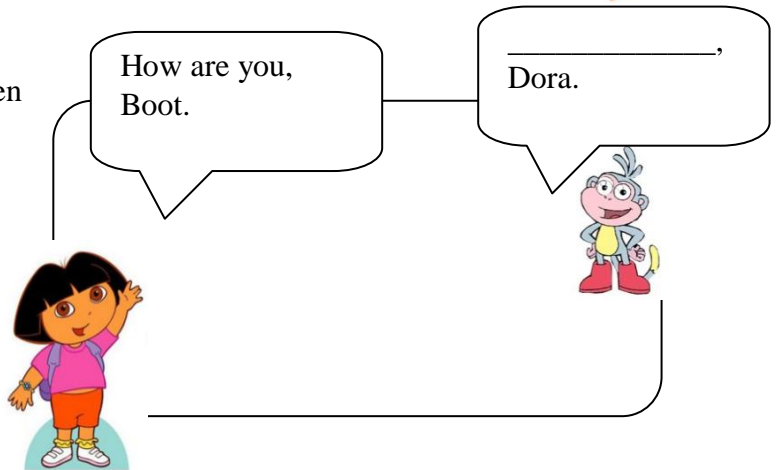
1. Please, complete conversation between Dora and Dira.

- A. Good morning
- B. Good afternoon
- C. Good evening
- D. Good night

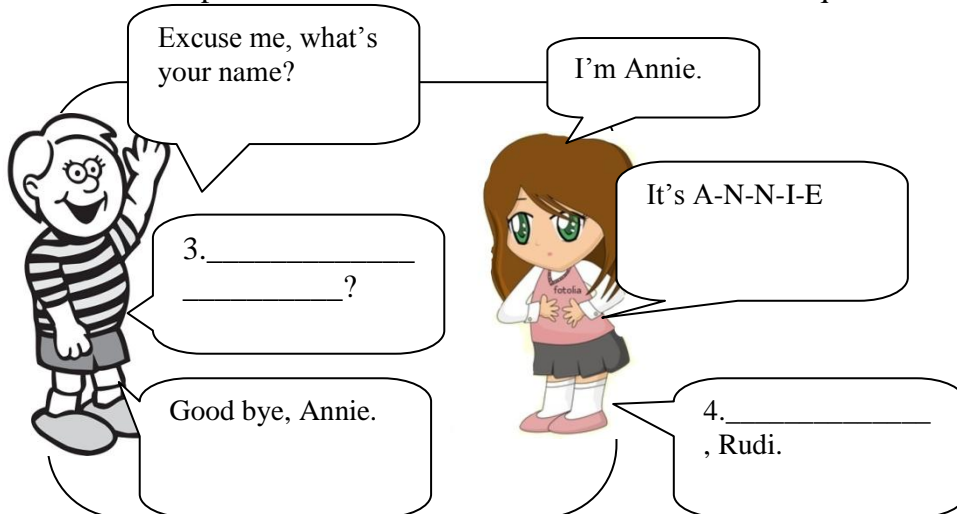


2. Please complete conversation between Dora and Boot.

- A. Good morning
- B. Good evening
- C. I'm fine.
- D. Bye.



Please complete conversation between Annie and Rudi for question no. 4-5.



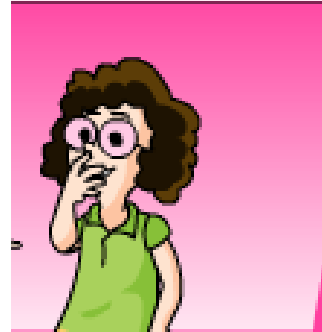
- 3. A. How are you?
- B. How do you do?
- C. What's your name?
- D. How do you spell it?

4. A. Thank you.
B. You are welcome
C. Good bye.
D. Nice to meet you, too.

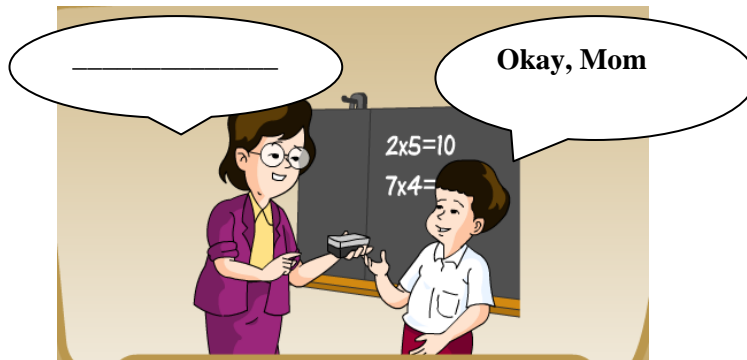
5. Mrs. Dina : What's it?

Nina : _____

- A. This is my nose
B. This is my head
C. This is my eye.
D. This is my ear.



6. Complete this conversation.



- A. Ardi, clean the blackboard please.
B. Ardi, open your book please.
C. Ardi, stand up please.
D. Ardi, close your book please

7.



This my new cap.



- A. The color is red
- B. The color is green
- C. The color is blue
- D. The color is yellow

Complete this conversation for question no. 8-9.



Nobita : Hi, Shizuka, _____.

Shizuka : Hi, Nobita. Yes, I do.

Nobita : The colour is brown, it's look nice.

Shizuka : _____.

- 8. A. Do you have new sandals?
 - B. Do you have new shoes?
 - C. Do you have a new bag?
 - D. Do you have new belt?
- 9. A. See you, Nobita
 - B. Thank you, Nobita
 - C. I like it, Nobita
 - D. Bye, Nobita.

10.



- A. It's a pencil
- B. It's a pencil sharpeners
- C. It's a pen
- D. It's a crayon

11.

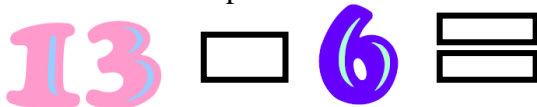


Nisa : Randi, how many pens do you have?

Randi: _____.

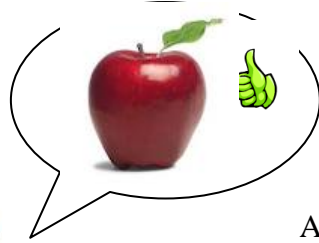
- A. I have a pen.
- B. I have two pens.
- C. I have three pens.
- D. I have four pens.

12.



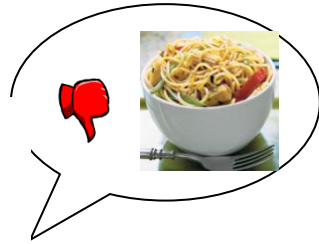
- A. Six
- B. Seven
- C. Eight
- D. Nine

13.



- A. I like apple.
- B. I like banana.
- C. I like orange.
- D. I like mango.

14.



- A. I don't like rice.
- B. I don't like soup.
- C. I don't like noodle.
- D. I don't like cake.

15.



In the morning, _____.



- A. I have dinner
- B. I have lunch
- C. I have breakfast
- D. I have brunch

Appendix 13: Result of Pre-Test

Result of Pretest		
No.	Name	Score
1	ISMA	60
2	AMIN	40
3	DIPA RAMADAN A.	80
4	SAUCING	60
5	NURUL HIKMAH	40
6	ANNISA MAWARDI	50
7	ZAINAL HAKIM	60
8	NURHAYATI	50
9	M. AGUSTI	70
10	ZANNATUL HUSNA	50
11	DARWIS	30
12	M. HILMAN	40
13	SITI NOR AIDA	30
14	MAHMUDLOH	40
15	RETHAN	50
16	AKBAR FADILLAH	60
17	RIFKI	10
18	M. SALEH	50
19	M. AZIDANOR	60
20	M. IQBAL	30
21	ADILLAH	40
22	AINUL	20
23	AHMAD RAMA	60
24	NUR 'AINA	60
Total		1140
Average		47.5

Appendix 14: Result of Post-Test

No.	Name	Score
1	ISMA WATI	60.03
2	AMIN	60.03
3	DIPA RAMADAN A.	93.38
4	SAUCING	60.03
5	NURUL HIKMAH	66.7
6	ANNISA MAWARDI	73.37
7	ZAINAL HAKIM	66.7
8	NURHAYATI	66.7
9	M. AGUSTI	86.71
10	ZANNATUL HUSNA	66.7
11	DARWIS	80.04
12	M. HILMAN	66.7
13	SITI NOR AIDA	53.36
14	MAHMUDLOH	46.69
15	RETHAN	66.7
16	AKBAR FADILLAH	66.7
17	RIFKI KURNIYAWAN	80.4
18	M. SALEH	60.3
19	M. AZIDANOOR	86.71
20	M. IQBAL	46.69
21	ADILLAH	73.37
22	AINUL	86.71
23	AHMAD RAMA	53.36
24	NUR 'AINA	86.71
25	M. KHAFI	53.36
26	RAMADHAN	40.02
Average		67.23731

Appendix 15: t-Table

t-Table for Every df

df	t-value at significance	
	5 %	1 %
(1)	(2)	(3)
1	12,75	63,60
2	4,30	9,92
3	3,18	5,84
4	2,78	4,00
5	2,57	4,03
6	2,45	3,71
7	2,36	3,50
8	2,31	3,36
9	2,26	3,25
10	2,23	3,25
11	2,20	3,11
12	2,18	3,06
13	2,16	3,01
14	2,14	2,98
15	2,13	2,95
16	2,12	2,92
17	2,11	2,90
18	2,10	2,88
19	2,09	2,86
20	2,09	2,84
21	2,08	2,83
22	2,07	2,82
23	2,07	2,81
24	2,06	2,80
25	2,06	2,79
26	2,06	2,78
27	2,05	2,77
28	2,05	2,76
29	2,04	2,76
30	2,04	2,75
35	2,03	2,72

(1)	(2)	(3)
45	2,02	2,71
50	2,02	2,69
55	2,01	2,68
60	2,00	2,65
70	2,00	2,65
80	1,99	2,64
90	1,99	2,63
100	1,98	2,63
125	1,98	2,62
150	1,98	2,61
200	1,97	2,60
300	1,97	2,59
400	1,97	2,59
500	1,96	2,59
1000	1,96	2,58

Appendix 16: Photos of Teaching and Learning Activities by Using Material Developed





CURRICULUM VITAE

1. Name : Yansyah
2. Place and Date of Birth : Hamarung, 13 April 1989
3. Religion : Islam
4. Nationality : Indonesia
5. Marital Status : Unmarried
6. Address : Jl. Manunggal II, Gg. V, Kel. Kebun Bunga, Banjarmasin
7. Education :
 - a. SDN Hamarung 2, graduated 2001
 - b. MTsN Sungai Tabuk Barabai, graduated 2004
 - c. MAN 1 Paringin, graduated 2007
 - d. English Department of Tarbiyah Faculty IAIN Antasari Banjarmasin, graduated 2012
8. Organization :
 - a. LDK AMAL IAIN Antasari Banjarmasin
 - b. LDK Nurul Fata Fakultas Tarbiyah
 - c. LPPQ IAIN Antasari
 - d. UKM Taekwondo IAIN Antasari
 - e. Kerukunan Mahasiswa Balangan
9. Parents
 - a. Father's name : H. Anas
Occupation : Rubber merchant
Address : Desa Hamarung, RT. III, Kec. Juai, Balangan
 - b. Mother's name : Hj. Iruh
Occupation : Rubber merchant
Address : Desa Hamarung, RT. III, Kec. Juai, Balangan
10. Sister/ Brother
 - a. Sister's name : Sunah
Occupation : Elementary school student
Address : Desa Hamarung, RT. III, Kec. Juai, Balangan

Banjarmasin, 30 Desember 2011

The Writer,

Yansyah