

APPENDIXES

APPENDIX 1

Transcript of First Classroom Observation (Wednesday, April 11, 2012)

T: Good morning, Students...

Ss: Good morning ...

T: Today we are going to learn parts of body.

Ss: Asyik...

T: Now, can you show me your fingers?

Ss: (Show their fingers) but there was a boy said, "Finger itu jari kaki ya?"

T: No... yang ini namanya finger (by pointing one by one the fingers). Next, can you show me your toes?

Ss: (Show their toes)

T: Pernah denger ngak raise your hands bukan raise your finger. Kalau raise your finger itu Indonesia banget. (by demonstrating it)

Ss: ooo

T: Ok.Let's sing together. Head, shoulders, knees, and toes...3x (more quickly) suaranya seperti bell di rumah kamu kan?

Ss: (Sing together by imitating teacher's movement)

T: Are you ready? Your hands on your head (by pointing it)

Ss: (followed the teacher)

T: if I say hair show your hair, I say your cheek point your cheek. Yang rambutnya panjang boleh dikibasin

Ss: ok...

T: My head... my ears... my cheek... my chin... my nose... my mouth... (by pointing it)

Ss: My head... my ears... my cheek... my my chin... my nose... my mouth... (by movement)

T: repeat after me and show it: little finger ...

Ss: little finger ...

T: ring finger ...

Ss: ring finger ...

T: middle finger ...

Ss: middle finger...

T: point finger...

Ss: point finger...

T: thumb or mother finger...

Ss: thumb ... mother finger ...

T: how many little fingers do you have?

Ss: five ... ten ... twenty.

T: ten. Kalau twenty itu ditambah toes. Are you thirsty? You may drink water on five. One...Two...Three...Four...Five...

Ss: finish ...

T: kenapa kita harus minum air?Agar tidak kekurangan cairan karena AC kita mengambil air yang ada di tubuh kita.

T: sekarang tahun 2012 Fahmi seperti ini tahun 2020 Fahmi akan very tall dan ada jenggotnya.

Ss: hahaha... (Laughed)

T: mudah-mudahan your parts of body will grow be good. Ok siapa yang sudah siap. Little finger in your nose ... haha (joke)

S: (laughed too)

T: now show me your left and right hand.

Ss: (showed their left and right hands)

T: right... left... right... (by showing the hand)

S: right... left... right... (by showing the hand)

T: patokannya I'm wearing a watch in my right hand and a ring in my left hand. Ready?

Ss: yes

T: for only boys. Raise your hands.

Ss: (there were some girls who raised hands)

T: are you boy? Now listen, left ... Right... left... left... right...

Ss: (followed it but some students were wrong)

T: oh no... mau ibu menghadap ke manapun perhatikan patokannya ada jam tangannya dan cincinnya tidak. Ok one more right Left ... right... right... right.

Ss: right Left ... right... right... right... right (menyebutkannya berulang-ulang dan teriak)

T: sebutkannya sekali saja jangan diulang-ulang seperti teriakin maling).

Ss: ya

T: sekarang ibu tunjuk 1 anak saja.

S: saya Bu... saya Bu.

T: ok, Raihan. Are you ready? Left ... left ... hand

S: (followed it correctly)

T: ok tepuk tangan untuk Raihan and if you're happy claps your hands and stomp your feet.

S: (tepus tangan dan meghentakkan kaki)

T: sekarang semua berdiri di samping kursinya masing-masing. Jangan terlalu dekat. Are you ready?

Ss: yes...

T: listen and point. Head, shoulders, knees, and toes....3x

Ss: (followed it)

T: capek tidak/ sudah terasa pinggangnya?

Ss: sudah

T: goyang pinggulnya ... left... hand 3x and turn around

Ss: (followed it)

T: nah siapa yang badannya ketarik? Perlu nggak olahraga

Ss: perlu

T: siapa yang hobinya senam?

Ss: (some students raised their hands)

T: siapa yang ingat kalau baris rapinya lama gara-gara tidak tahu kiri atau kanan?
Now take a look page 27. Siapa yang sudah diwarnai? Siapa yang warna kulit wajahnya yellow?

Ss: aku... yellow.aku ... black

T: siapa yang sudah bajunya diwarnai?

Ss: some students raise their hands.

T: siapa yang belum nanti diwarnai ya halaman 27 dan 28

Ss: ya ...

T: Ok. Lanjutkan di rumah karen jamnya sudah habis.

Ss: ya, padahal baru sebentar.

T: hah? Baru sebentar? Sudah 1 jam ini. See you next week

Ss: see you...

Second Observation (Tuesday, April 24, 2012)

T: Good morning, Students ...

Ss: Good Morning.....

T: Kemarin kita belajar parts of body. Sekarang kita lanjutkan yg F. Sudah kerjain yang F?

Ss: sudah

T: Ok number 1 siapa yang jawabannya hand? Siapa yang jawab lain?

S: Aku tahu jawabannya (raise his hand) Finger

T: Liat dulu yang dilingkari!

Ss: Little finger

T: Ya... pakai s atau tidak?

Ss: Tidak

T: Tidak pakai s karena Cuma 1 nanti kalau banyak kedinginan (joke). Kalau pakai s untuk yang lebih dari 1.

S: Ibu... mata kaki apa?

T: Nanti dulu dong. Itu kan no 5. Kita no 2 dulu. Number 2 yang dilingkari apa?

Ss: Nose

T: Can you write it down in English?

Ss: Yes

T: Number 3 apa yang dilingkari?

Ss: Ears

T: Siapa yang jawabannya ears pakai s? kira-kira jawabannya benar atau salah?

Ss: Ear

T: Ya. Karena gambar yang ditunjuk cuma 1. Number 4 gambar apa itu? (by pointing and singing, "head, shoulder, ... and toes)

Ss: Lutut

T: apanama lain lutut dalam bahasa Indonesia

S: dengkul (only one student who could answer it).

T: next, kenapa head ngak pakai s? Karena head itu cuma 1. Kalau kepalanya 2 itu namanya suka mengadu domba. Ok, next. Kenapa shoulders nya pakai s?

Ss: karena ada 2

T: bukan 2 tapi karena lebih dari 1. Siapa yang memakai celana pendek? Ss: (only boys who answered yes)

T: celana pendek disebutnya shorts pakai s kalau rok anak perempuan disebutnya skirt tidak pakai s (give an illustration). Sekarang apa lagi yang lebih dari 1?

S: knees /kni:s/

T: jangan /kni:s/ tapi /ni:s/ what else?

S: mata.

T: siapa yang matanya 5? Mata kaki, mata hati, dan kacamata. Tapi mata yang benar untuk melihat hanya ada 2. Sekarang liat lagi kenapa toes nya pakai s?

Ss: karena banyak

T: siapa yang jago berdiri dengan toes? Namanya tari apa?

Ss: Tari balet.

T: siapa yang pernah nonton Swan Lake. Siapa yang bisa main balet?

S: (only one student who can dance ballet)

T: number 5?

S: mata kaki... ankle

T: number six?

Ss: ibu jari Thumb

T: atau m-o-t-h-e-r ...

Ss: mother finger

T: ya..hanya dia yang banyak berkorban. Anaknya tinggi, manis, pakai cincin tapi ibu jari yang paling pendek. Next, number seven

Ss: elbow

T: number eight?

Ss: toes

T: liat bagian E number six apa?

Ss: face

T: Next, telinga atau kuping. Kalau tidak selesai lanjutkan di rumah karena minggu besok kelas 6 US.

T: sekarang liat lagi halaman 27. Siapa yang sudah warnai gambar-gambarnya? (Review the previous lesson)

Ss: (some student answered yes)

T: all the skin di warnai kuning. Yang boleh warna-warni bajunya dan topinya. Sekarang liat halaman 28 itu diwarnaiin juga. Lalu halaman 29 dan 30 nanti dikerjain.

Ss: yes.

T: ok. Bye

S: Bye

APPENDIX 2

Transcript of interviewing the teacher (Tuesday, June 26, 2012)

W: Good morning, Ma'am?

T: Morning...

W: May I ask you about English learning materials for Primary school students Grade 1 at SDN Rawamangun 12 Pagi?

T: Sure ...

W: Ok. How do you select the English learning materials for Primary school students Grade 1?

T: The teachers of SDN RSBI Rawamangun 12 Pagi conducted a two-day workshop to thoroughly discuss what should be done with the national curriculum then elaborating the goals in school-based curriculum. We mapped the needs of the students based on their level, selecting which for what level. In the short future probably we should try to view some of international schools curriculum, but we're not adapting others. I dare to say that even on our limitation; we drew the border for our own school. It might not too ideal, but we still try our best.

W: What are your considerations when selecting the materials?

T: As I mentioned before, our basic concern is our students. The national curriculum is our guidance in mapping the material. For the first, second and third grade on my authority, we discussed what-so-called 'theme-based' material.

W: How do the materials relate to children learning characteristics?

T: We tried our best to consider the closest things related to the students' daily life, we took the theme relating to the nearest side of them and starting with the simplest to the more difficult topics.

W: and then... How do the materials help the learners to achieve the basic competence of Content Standard 2006?

T: The Basic Competence of Content standard simply stated that all in the form of simplest and in class context, so, we tried to create the materials on a simple-based lesson plans.

W: Do you use kinds of English learning materials for primary school students? What are they?

T: Yes, some are compiled in our worksheets, the sources from the popular sites on the internet. In fact, we leave parents to choose to book themselves to support class activity. We created the compilation of the materials ourselves from the first to the sixth grade. It is not too sophisticated probably and we are still developing the material, but it is freely-done.

W: Are there any learning materials or skills which be more emphasized?

T: I myself still try to convince school's authority and in the long run, the parents as stakeholders that for the first and the second grade, writing skill is not the main skill to be achieved for the young learner. The Pros and Cons still continue up to the moment. We manage the lessons based on the theme, the skills still varied Listening, Speaking, Reading, and Writing in a very simple form.

W: What do you think about English learning materials for grade 1?

T: In my opinion, the first to third-graders should have more coloring, acting, cutting and pasting pictures or whatever materials that concerning their motoric sides. It is still based on the condition of the pupils.

W: Is there difference with the other class (grade 2-6)?

T: Yes. Some of the activity involving total physical responses in class context. They do the worksheet only by coloring, cutting and attaching, but sometimes writing in a very simple form. The major concern is supplying the vocabulary.

W: What are the roles of materials used in the classroom?

T: The material is the media of learning. The most important thing is to attract them that learning is supposed to be fun and non-stressed tasks.

W: Is there the obstacles or difficulties to achieve that?

T: The limitation is the time/duration. In my school, conditioning kids to learning takes almost 20 minutes while the provided time is only 2 x 30 minutes. In addition, some of them did not learn English in kindergarten. So it is the first for them.

W: Thank you so much

T: My pleasure.

APPENDIX 3

The National Standard 2006 for the first grade, First Semester

STANDARD COMPETENCES	BASIC COMPETENCES
Listening: 1. Ability to respond very simple instruction accompanied by action limitedly in classroom context. <i>(Kemampuan merespon instruksi sangat sederhana dengan tindakan secara berterima dalam konteks kelas).</i>	1.1. Responding greetings stated by the teacher and friends orally in the classroom context. <i>(Merespon salam yang disampaikan guru dan teman secara verbal dalam konteks kelas).</i> 1.2. Responding very simple instruction accompanied by action. <i>(Merespon instruksi sangat sederhana dengan tindakan).</i>
Speaking: 2. Ability to imitate very simple instruction and information limitedly in classroom context. <i>(Kemampuan meniru instruksi dan informasi sangat sederhana secara berterima dalam konteks kelas).</i>	2.1 Talking to greet and introducing student self. <i>(Bercakap-cakap untuk memberi salam dan memperkenalkan diri).</i> 2.2. Giving information, expressing gratitude. <i>(Memberi informasi, mengucapkan terima kasih).</i>
Reading: 3. Ability to read aloud and understand the meaning in classroom context. <i>(Kemampuan membaca nyaring dan memahami artinya dalam konteks kelas).</i>	3.1 Reading aloud and understanding words followed by pictures in the classroom context. <i>(Membaca nyaring dan memahami kata dengan bantuan gambar dalam konteks kelas).</i>

The National Standard 2006 for the first grade, second semester

STANDARD COMPETENCES	BASIC COMPETENCES
Listening: 1. Ability to respond very simple instruction accompanied by action in classroom context. <i>(Kemampuan merespon instruksi sangat sederhana dengan tindakan secara berterima dalam konteks kelas).</i>	1.1. Doing action based on verbal instruction in classroom context. <i>(Melakukan tindakan sesuai dengan instruksi verbal dalam konteks kelas).</i>
	1.2 Responding very simple instruction by accompanied by action. <i>(Merespon instruksi sangat sederhana dengan tindakan).</i>
Speaking: 2. Ability to express very simple instruction and information limitedly in classroom context. <i>(Kemampuan mengungkapkan instruksi dan informasi sangat sederhana secara berterima dalam konteks kelas).</i>	2.1 Talking to give information and asking a help. <i>(Bercakap-cakap untuk memberi informasi, meminta bantuan).</i>
	2.2 Expressing gratitude and apology. <i>(Mengungkapkan ucapan terima kasih dan permintaan maaf).</i>
Reading: 3. Ability to understand the meaning in classroom context. <i>(Kemampuan membaca nyaring dan memahami artinya dalam konteks kelas).</i>	3.1 Reading aloud and understanding words followed by pictures in the classroom context. <i>(Membaca nyaring dan memahami kata dengan bantuan gambar dalam konteks kelas.)</i>