

# ALTERNATIVE FUN ENGLISH LEARNING METHODS FOR YOUNG LEARNERS

Kartika Rinakit Adhe, S.Pd., M.Pd.

Wulan Patria Saroinsong, S.Psi., M.Pd., Ph.D.

UNESA Early Childhood Teacher's Education 2018-A

## **Editorial Team :**

( Adinda Hariyadi Putri, Galuh Sekararum Setiawan,

Mega Fitria Purnama Dewie, Meriana Wahyu Astuti, Qurrota Ayunin Nisa )



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**Desain and Layout**

Galuh Sekararum Setiawan

Adinda Hariyadi

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## PREFACE

Thank to Almighty God who has given His bless to the writer for finishing this book entitled “Alternative Fun English Learning Methods for Young Learners”. We realize that the accomplishment of this final report is not only the sole effort of mine but also a result of the commitment and constant support of other people and parties. For that reason, we genuinely need to acknowledge and appreciate their contribution.

We would like to express my sincere gratitude to supervisors who have shared their precious knowledge and expertise throughout the process of completing the final report. Their intuitive and brilliant ideas given as feedback of my work have challenged me to explore my ideas and observation in greater depth. Their guidance has undoubtedly assisted me to be a more independent and critical researcher. We are eternally grateful to all my students who have been working very hard on their works. They are my beloved student from Universitas Negeri Surabaya majoring in the Early childhood teacher’s education.

Finally, my thanks go to extended families, friends, and sundry parties who are not mentioned here for their support in helping me to accomplish this final report. Hopefully, this final report can help the readers to expand their knowledge about Teaching English for Young Learners.

Surabaya,

Author



# Table of Contents

<b>PREFACE</b> .....	iii
<b>TABLE OF CONTENTS</b> .....	v
<b>CHAPTER I Introduction</b> .....	1
<b>CHAPTER II Phoenics Method</b> .....	4
A. Assessment Instruments.....	8
B. Weekly Plan.....	9
C. Media .....	10
<b>CHAPTER III Sing A Song Method</b> .....	38
A. Assessment Instruments.....	41
B. Weekly Plan.....	42
C. Media .....	43
<b>CHAPTER IV Story Telling Method</b> .....	51
A. Assessment Instruments.....	54
B. Weekly Plan.....	55
C. Media .....	56
<b>CHAPTER V Simple Grammar Method</b> .....	72
A. Assessment Instruments.....	73
B. Weekly Plan.....	74
C. Media .....	75
<b>BIBLIOGRAPHY</b> .....	93
<b>INDEX</b> .....	96

## CHAPTER I INTRODUCTION

### **Teaching English for Young Learners (TEYL)**

One main reason for teaching English to young learners is the convenience of their age for language acquisition. The belief that “younger is better” and children learn much more quickly and efficiently is generally appreciated by many especially by the supporters of Critical Period Hypothesis. Another reason for the popularity of teaching English to young learners is because it is a lingua franca today, it means a common language used for communication between two people whose languages are different (Harmer, 2007:47). Thus, parents want their children to learn English as early as possible so that they will be able to benefit from English as an important part of their academic in the future. Seeing children with good ability in English give many benefits.

Teaching young learners is by no means the same as teaching adults. In teaching young language learners, Pinter (2006:102) points out a number of reasons why children can benefit from learning a foreign language. It can develop children’s basic communication abilities in the language. Communication abilities need to stimulate as early as possible. Teaching English also encourages enjoyment and motivation for language learning especially when it is in fun way. In addition, children can also promote learning about other cultures and develop children’s cognitive skills as well as developing children's metalinguistic awareness. Learn language means learn about the culture.

Children are born with a natural appetite and interest for learning, and their desire to learn should be fueled when they begin school (Cameron, 2001:167). Teachers have the most important roles in creating an encouraging emotional atmosphere in the classroom. Different activities will support a statement. Teachers

have to be creative in order to make a fun and interesting atmosphere in their class. Cooperative rather than the competitive atmosphere (especially including a winner and some physical reward) works better with young learners (Scott, & Ytreberg, 2001:203). The students should feel that they are winning and having fun altogether. Yet, this should not be understood as enjoying with little learning. The motto should be learning by enjoying. Children especially have fun with movement and physical participation, and the more fun the students have the better they will remember the language learned (Shin, J. K. 2006:145). As Scott, W. A., & Ytreberg, L. H. (2001:302) emphasize that the children understanding comes through hands and eyes and ears, and the physical world is dominant at all times.

The implementation of TEYL in several countries is based on some rationales. Cameron (2001) proposes some advantages to starting young with foreign languages. She proposes that children who have an early start develop and maintain advantages in some areas of language skills. Listening comprehension mostly benefits from this early start, pronunciation also benefits in longer term. However, younger children learn the grammar more slowly than older learners, so that although starting earlier with language learning they make slower progress. Graddol (2006: 89) argues that one rationale for teaching languages to young learners is the idea that they find it easier to learn languages than older students. Though compared to adult learners, these young learners face obstacles that adult learners do not. They are still developing physically and intellectually; their emotional needs may be higher; and they are less able of take responsibility for their own learning. Brewster et al. (2003) add several other reasons for starting to learn a foreign language several years earlier. One reason was to increase the total number of years spent learning the language. The other reason, they claim as most commonly put forward, was the fact that children seem to have greater facility for understanding and imitating what they hear than secondary school pupils.

However, the TEYL should not be done without careful planning and preparation. These young learners are socially, emotionally, cognitively, and physically different from adult learners. These differences affect the way they study and the way they view learning itself. Concerning this, Girard in Brewster et al. (2003: 3) proposed six important conditions that should be taken into consideration in conducting TEYL; having appropriately trained teachers, proper timetabling with sufficient timing, appropriate methodology, continuity and liaison with secondary schools, provision of suitable resources and integrated monitoring and evaluation. In line with that, Graddol (2006: 89) states that EYL (English for Young Learners) requires teachers who are proficient in English, have wider training in child development, and who are able to motivate young children.

There are four fun methods for children to learn English, they are: phonics method, sing a song method, story telling method, and simple grammar method. These four methods will be explained in the following chapters.



## CHAPTER II PHONICS METHOD

An online oxford dictionary (2015) defines Phonics as “a method of teaching people to read by correlating sounds with symbol in an alphabetic writing system”. Another definition from Department for Education (2013) said that: *“Phonics is a way of teaching children to read quickly and skillfully. They are taught how to: recognize the sounds that each individual letter makes; identify the sounds that different combinations of letters make - such as „sh“ or „oo“; and blend these sounds together from left to right to make a word. Children can then use this knowledge to „de-code“ new words that they hear or see. this is the first important step in learning to read.”*

Phonics refers to the relationship between letters (graphemes) and sounds (phonemes) in written words (Mesmer & Griffith 2005). In alphabetic system we know that there are 26 letters (graphemes) to represent about 44 sounds (phonemes). According to Bald (2007:10 as cited in Phajane, 2014), Phonics approach is learning to read by encouraging children to decode words by pronounce the sounds of letter by letter, rather than by recognizing whole words.

Ehri (2003) define Phonics as “a method of instruction that teaches students correspondences between graphemes in written language and phonemes in spoken language and how to use these correspondences to read and spell words”. She also state that systematic Phonics instruction is *“When all the major grapheme-phoneme correspondences are taught and they are covered in a clearly defined sequence. This includes short and long vowels as well as vowel and 6 consonant digraphs such as oi, ea, sh, th. Also it may include blends of letter-sounds that form larger subunits in words such as onsets and rimes”*

Phonics in English places more emphasis on learning the alphabet given to children first, learning the names of letters and their sounds. After they learn the sound of letters they will begin to encapsulate certain letters to form words. Phonics introduces children to the sound for each letter instead of the name of the letter. For example for the letter A, it reads / a /. For the letter U, it says 'u'. After that, if the children are familiar with the sound for each letter, we can teach children to combine sounds as well. For example

sounds for M (called em) and A (called aa) will produce an MA sound. Furthermore, if children are able to combine sounds by themselves, they will be able to read whatever reading material is given to them.

Teaching phonics is not as simple as provide some words and give the example to spell the words, there are many consideration for the teacher to deliver the material. The teacher should understand the students difficulties and strategy that appropriate to the students. In short, Camine, Silbert, Kame'enui, and Tarver (2004) tried to find out some methods use in teaching Phonics. They are:

- a. Synthetic Phonics (Children learn how to convert letters or letter combinations into sounds, and then how to blend the sounds together to form recognize able words.). Bald (2007) define synthetic phonics as an approach where children try to recognize letter-sound by lettersound and blend them to be a full word. E.g children learn letter-sound of “p”, “e”, and “n” then blend it together to be a word “pen”. Ehri (2003) called this method as “a part-to-whole approach”.
- b. Analytic phonics (Children learn to analyze letter-sounds relationships in previously learned words. They do not pronounce sounds in isolation.). Ehri (2003) called this method as “a whole-to-part approach” and she explain that this method teach children to “Analyze letter-sound relations once the word is identified. For example, the teacher might write the letter P followed by several words, put, pig, play, pet. Teacher would help students read the words and recognize that they all begin with the same sound that is associated with P.”
- c. Analogy-based phonics (Children learn to use parts of word families they know to identify words they do not know that have similar parts.). Ehri (2003) believes that this method used to “Teach children to use parts of written words they already know to identify new words. For example, they are taught a set of key words that are posted on the wall(e.g., lent, make, pig) and then are taught to use parts of these words to decode unfamiliar words by pronouncing the shared rime and blending it with the new onset (e.g., rent, hake, lig)”. 7

- d. Phonics through spelling (Children learn to segment words into phonemes and to make words by writing letters for phonemes.). Based on Marlene and McCracken (2012), defined it as “a multilevel phonics and spelling strategy that allows for the inclusion of phonics without it being the sole component of learning to read” besides that Ehri (2003) also state that “Phonicsthrough-spelling programs teach children to segment and write the phonemes in words.”
- e. Embedded phonics (Children learn the letter-sound relationships during the reading of connected text. (Since children encounter different letter-sound relationships as they read, this approach is not systematic or explicit.)). This method is usually used together with the whole language method of learning to read.
- f. Onset-rime phonics (Children learn to identify the sound of the letter or letters before the first vowel (the onset) in a one-syllable word and the sound of the remaining part of the word (the rime)). Korkowski (2013) said that this method is “one of the “parts” of the whole-partwhole reading instructions. “Parts” of the chosen text are analyzed to find pattern that will unlock the decoding process”.

Teaching reading to children early is very well done, because children have a very high curiosity and easily absorb everything that is taught well as long as within the limits of pre-school or pre-academic developmental rules. Factors that influence the success of reading in Early Childhood are the willingness of parents to provide and create a conducive atmosphere at home for the development of reading skills through the provision of reading.

Development of early childhood reading skills requires training, practice and habituation, reading skills in children develop in stages, according to Raines and Canad in Dhieni, (2009) namely:

- a. Magical Strage
- b. Self Concept Strage
- c. Bingging Reading Strage
- d. Sake-off Reader Strage
- e. Indenpendent Reader Strage

According to Dimas (2017: 101) the purpose of phonic teaching is to help children to be able to determine the sound of written words that are not recognized quickly. When

children find new words in texts, they can use phonic elements to codify and understand these words.

The phonic method emphasizes the association of words with the sound of letters. The introduction to the sounds of letters is then arranged into syllables and words. This phonic method is very appropriate because it adheres to the principle of children's language development. Actually, children when they are small will begin to mention certain sounds at the age of 4 months individually. When they start entering the age of 8 months, they will begin to combine these voices. The concept of this development is the basis of the phonic system which will be used as a learning program through training and mentoring for English language educators, especially in early childhood education.

Phonics recognition can be carried out according to activities that include joint reading of children's literature, guided reading in pictures, and writing activities. The introduction of phonic methods in learning English has many forms. Many appear in traditional print forms that feature board and card games, flash cards, word lists, story books and workbooks. Some combine traditional instructional material with audiotapes, electronic games, video tapes, and computers. Other programs basically provide all the instructions that can be accessed through a computer. Although the relationship between systematic phonics and word recognition learning on reading achievement is a topic of much debate, any discussion enlightened by supporters of the instruction emphasizes that it must be part of the learning program (Snow, Bums, & Griffin, 1998).

Phonics in English places more emphasis on learning the alphabet given to children first, learning the names of letters and their sounds. After they learn the sound of letters they will begin to encapsulate certain letters to form words. Phonics introduces children to the sound for each letter instead of the name of the letter. For example for the letter A, it reads / a /. For the letter U, it says 'u'. After that, if the children are familiar with the sound for each letter, we can teach children to combine sounds as well. For example sounds for M (called em) and A (called aa) will produce an "MA" sound. Furthermore, if children are able to combine sounds by themselves, they will be able to read whatever reading material is given to them.

## A. ASSESSMENT INSTRUMENTS

The goals of this method can be seen in the table below :

No.	INDICATOR	INDIKATOR
1	The child is able to recognize the letters of the alphabet through 13 pictorial media correctly	Anak dapat mengenali huruf-huruf alfabet melalui 13 media gambar dengan benar
2	The child is able to recognize as many as fruit images on media pictured correctly	Anak dapat mengenali sebanyak mungkin gambar buah di media yang digambarkan dengan benar
3	The child is able to recognize as many as animal pictures on the pictorial media correctly	Anak dapat mengenali sebanyak mungkin gambar buah di media yang digambarkan dengan benar
4	The child is able to spell 6 letters in the word with fruits correctly	Anak dapat mengeja 6 huruf dalam kata dengan buah dengan benar
5	The child is able to complete 1 letter missing from 4 animal names and 4 pieces correctly	Anak tersebut dapat menyelesaikan 1 huruf yang hilang dari 4 nama binatang dan 4 buah dengan benar
6	The child is able to complete 2 missing letters from 4 animal	Anak tersebut dapat menyelesaikan 2 surat yang hilang dari 4 hewan
7	The child is able to complete 3 missing letters from 4 animal names and 4 pieces correctly	Anak tersebut dapat menyelesaikan 3 huruf yang hilang dari 4 nama binatang dan 4 buah dengan benar
8	The child are able to mimic the 4 names of the pronunciation of words in accordance with the picture of the fruit correctly	Si anak mampu meniru 4 nama pengucapan kata-kata sesuai dengan gambar buah dengan benar
9	The child is able to mimic the 4	Anak tersebut dapat meniru 4

	animal names in the pronunciation of the words according to the animal's image correctly	nama binatang dalam pengucapan kata-kata sesuai dengan gambar binatang dengan benar
10	The child is able to remember 4 animal names according to the picture correctly	Anak itu dapat mengingat 4 nama binatang sesuai dengan gambar dengan benar

## B. WEEKLY PLAN

Here is some example of a weekly plan to reach all of the goals above :

FIRST WEEK	<ul style="list-style-type: none"> <li>• Pretest</li> <li>• Sound of Alphabeth</li> </ul>
SECOND WEEK	<ul style="list-style-type: none"> <li>• Self-Introduction</li> <li>• Picture and Naming for alphabeth</li> <li>• Alpabeth Sounds</li> <li>• Learn Pronounce the Letters with Spell</li> </ul>
THIRD WEEK	<ul style="list-style-type: none"> <li>• Picture of Animal and Fruits</li> <li>• Naming of Animals and Fruits</li> <li>• Sound of Fruits and Animals</li> </ul>
FOURTH WEEK	<ul style="list-style-type: none"> <li>• Spelling Name of Fruits and Animals (<i>Spelling 3,4,5,6 words in the picture</i>)</li> <li>• Complete Name of Fruits and Animals (<i>Complete 1,2,3 missing letters from some words</i>)</li> </ul>
FIFTH WEEK	<ul style="list-style-type: none"> <li>• Remember Name and How to Spell Every Letters in the Word of Fruits and Animal</li> </ul>
SIXTH WEEK	<ul style="list-style-type: none"> <li>• Recalling</li> </ul>
SEVENTH WEEK	<ul style="list-style-type: none"> <li>• Posttest</li> </ul>

### C. MEDIA

Media used to help develop english by using the phonic method :

#### ALPHABET PICTURE



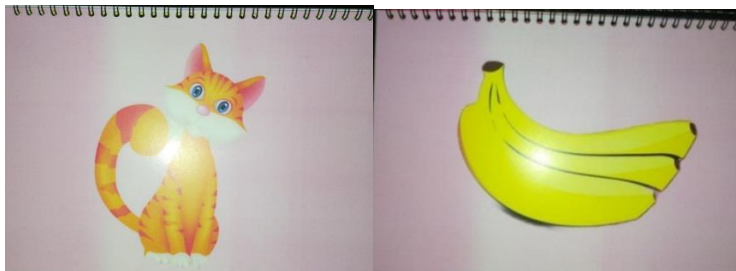
Materials : Alphabet

Task : Recognize the letters of the alphabet

How to play :

1. First, the teacher exemplifies how the pronunciation of each letter, with alphabet song.
2. Second, the child follows the teacher's pronunciation.
3. Third, the child mentions each letter of the alphabet itself with an alphabet song.

#### ANIMALS AND FRUITS PICTURE



Materials : Animal and fruits picture

Task : Children know what pictures of fruits or animals are printed on the media

How to play :

1. First, the teacher shows the media to the child first
2. Second, the teacher asks what picture is in the picture to the children.
3. Third, the child answers Indonesian, then the teacher mentions it in English.

### ALPHABET FLASH CARD



Materials : Alphabet naming

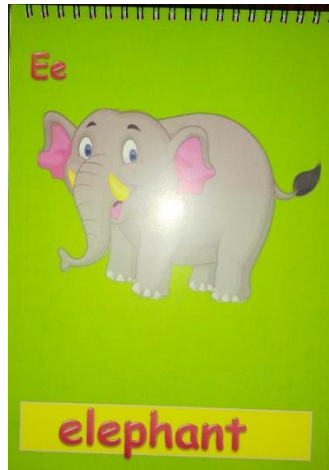
Task : Know the pronunciation of the letters alphabet correctly

How to play :

1. First, Teacher introduce the alphabet.
2. Second, teacher spells one by one pronunciation the alphabet.
3. Third, child following the teacher to spell one by one pronunciation the alphabet.



## ANIMALS AND FRUITS FLASH CARD



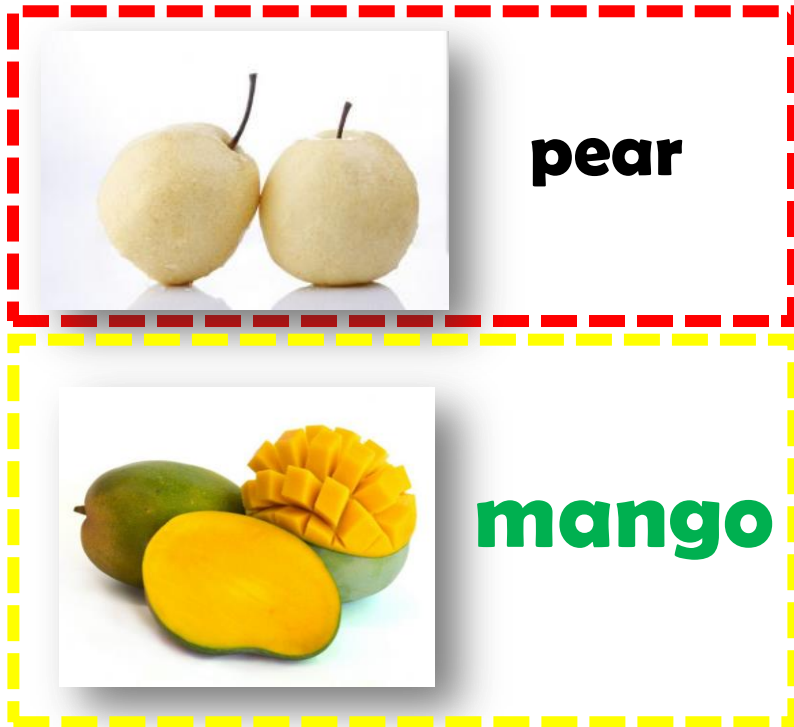
Materials : Naming Fruits

Task : Children know the names of fruit in English

How to play :

1. First, The teacher gives an example by mentioning the alphabet sound.
2. Second, then connected to the names of fruits and animals that begin with letters that correspond to the alphabet mentioned. Like “ei for apple, ei for ant a a”.
3. Third, child following the teacher to mentioning alphabet sound with connected to the names of fruits and animals.

## READING FRUITS NAME



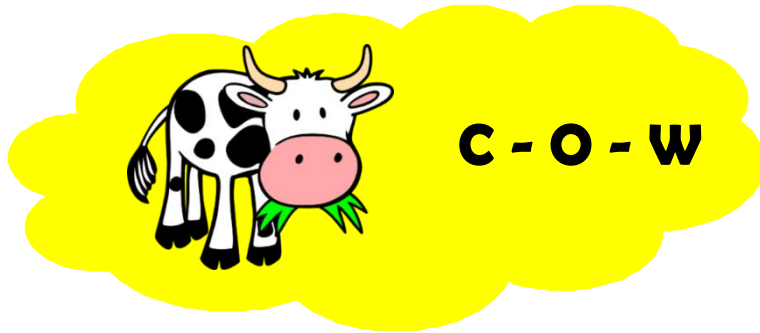
Materials : Reading Names of Fruit's

Task : Read and remember the names of the fruits on the picture

How to play :

1. First, the child is introduced to the picture of the fruits
2. Second, children were taught how to read the name of the fruits.
3. After that the child repeats it independently reading.
4. Finally, after the child can read well and smoothly the teacher asks the child to repeat by randomizing pictures of fruits, aiming that the child will remember the name of the fruits.

## SHEET SPELLING IMAGE



Materials : Spelling activities animal's

Task : Spell animal names properly and correctly

How to play :

1. First, the child is given a picture of an animals
2. Second, children speel with the help of a teacher
3. After that child can spell smoothly the child repeats it without the help of the teacher and continues to read the name of the animals without spelling.

## ANIMALS AND FRUITS POSTER



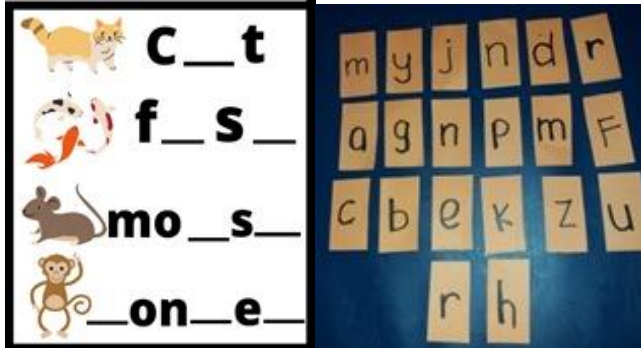
Materials : Spell out one letter at a time in the words fruits and animals

Task : Children are able to spelling 3,4,5,6 words in the poster of animals and fruits withcorrectly.

How to play :

1. First, teacher give example to spells the 4 letters in the picture of fruits like ( p-e-a-r, d-a-te) and the students follow.
2. Second, teacher give example to spells the 5 letters in the picture of fruits like ( a-p-p-l-e, ma-n-g-o) and the students follow.
3. Third, teacher give example to spells the 6 letters in the picture of fruits like (p-a-p-a-y-a, o-r-a-n-g-e) and the students follow.
4. Fourth, The child tell what favorite of fruits and animals.

## GAMES LETTER MISSING FROM SOME WORDS



Materials : Complete The Word

Task : Completing the missing letters from 4 animal names and 4 pieces correctly

How To Play :

1. First, the teacher explains in advance about the media.
2. Seconds, the teachers explained how to use the media.
3. Thirth, the teacher scrambles the letters.
4. After that, children look for the missing letters according to the words in the picture.

## ANIMAL'S BUSY BOOK



Materials : Complete Names of Animal's

**Task** : Completing the missing letters from 4 animal names and 4 pieces correctly

**How To Play** :

1. First, the children were asked to complete the missing letters to become a good word which is about animal.
2. Second, after that they had to look for the missing letters which is sweetable with the name of the animal on the picture provided.
3. After finding the letters, the children were as to stik the letters on busy book correctly.
4. The last the children were asked to speel and read the names of animals.

### **FRUIT'S BUSY BOOK**



**Materials:** Complate name of fruit's

**Task** : Completing the missing letters from 4 fruits names and 4 pieces correctly

**How To Play** :

1. First, the children were asked to complete the missing letters to become a good word which is about fruit.
2. Second, after that they had to look for the missing letters which is sweetable with the name of the fruit on the picture provided.
3. After finding the letters, the children were as to stik the letters on busy book correctly.

4. The last the children were asked to spell and read the names of fruits.

### MEDIA REMEMBER MY NAME



Materials : Remember Name of Fruit and Animal

Task : Remember 4 animal names and 4 fruit names according to the picture

How To Play :

1. First, the teacher randomly names the animal and the fruit along with the picture.
2. Second, children take one picture of an animal or fruit.
3. After that, children looking for pairs of animal or fruit names.
4. The last, children pair the names of animals and fruits according to the picture.

## FLASH ASKING CARD



Materials : Re-calling

Task : Repeat material that has been obtained from beginning to end

How To Play :

1. First, The teacher shuffles all the cards.
2. Second, In a reverse position the child takes as many as 8 cards.
3. Last, Children answer the questions in the card.
4. This activity is carried out alternately.



Edition : Alphabet.

For  
Kids

# WORKSHEET AND ACTIVITIES

THEME : ANIMALS AND FRUITS

Name :

Class :



# ALPHABET

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# ANIMALS



Frog



Monkey



Horse



Goat



Crab



Lizard

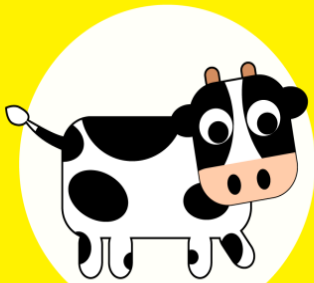
# ANIMALS



Deer



Fish



Cow



Cat



Dog



Rabbit

# ANIMALS



Camel



Wolf



Sheep



Bear



Duck



Owl

# FRUITS



Orange



Banana



Apple



Grape



Mango



Lemon

# FRUITS



Cheery



Pear



Kiwi



Durian



Lychee



Melon

# FRUITS



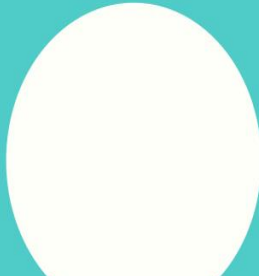
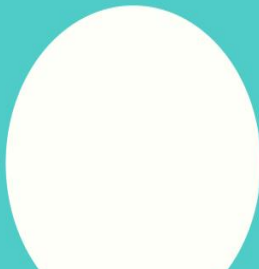
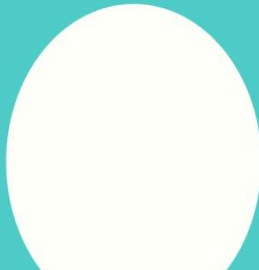
Papaya



Date



Guava





## STORY TELLING



### SWEET AND SOUR (manis dan asam)

Hi, i'm baba the banana  
My color is yellow  
I have soft fruit  
My fruit taste is sweet



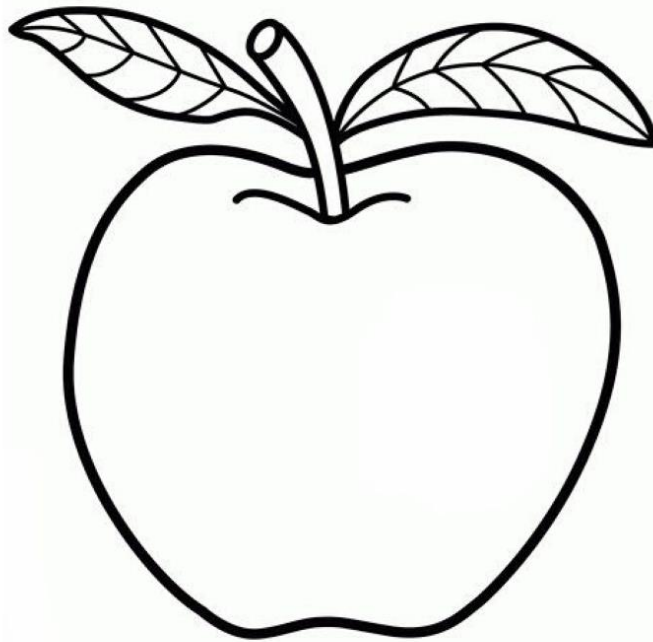
Hi, i'm leem the lemon  
My color is yellow  
My taste is sour  
My fruit is delicious to juice



Hi, i'm gugu the grape  
My color is purple  
My fruit is a circle  
My fruit taste sweet and some sour



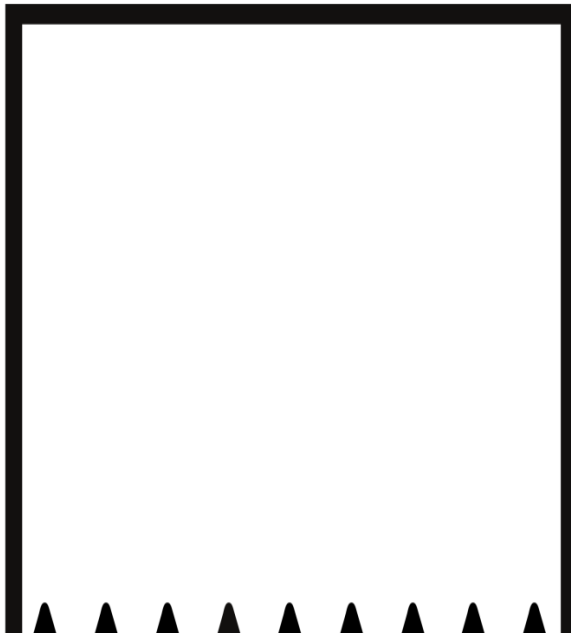
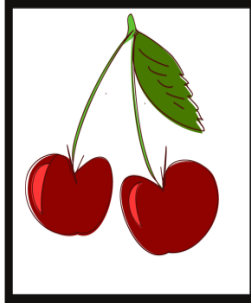
**CRAFT:**  
**Making Colagge (Kolase)**



**CRAFT:**  
**Coloring Activities With Animals**



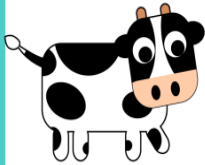
**CRAFT:  
Drawing**



# SPELL WORDS

Mari Mengeja Nama-Nama Hewan

C - O - W



D - O - G



D - U - C - K



G - O - A - T



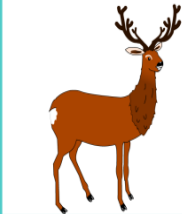
C - R - A - B



S - H - E - E - P



D - E - E - R



R - A - B - B - I - T



T - U - R - T - L - E



# SPELL WORDS

Mari Mengeja Nama-Nama Buah

P-E-A-R



D-A-T-E



K-I-W-I



L-E-M-O-N



M-A-N-G-O



M-E-L-O-N



B-A-N-A-N-A



C-H-E-E-R-Y




P-A-P-A-Y-A




PRACTICE A:


Direction: Write the missing letters to complete the words




\_\_p\_\_le




k\_\_wi



g\_\_a p\_\_




o\_\_a n\_\_e




b\_\_n\_\_n\_\_

PRACTICE B :


Direction: Write the missing letters to complete the words




d \_ \_ g




l \_ o \_



c \_ \_ e l



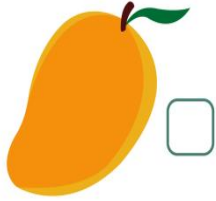
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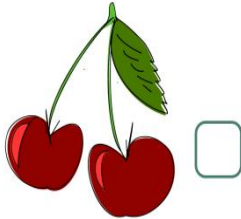
t \_ r \_ l \_



## Matching Picture to Words



guava



durian



mango



cherry



lychee

## Matching Picture to Words

wolf



frog



tiger



fish



camel



## CHAPTER III

### SING A SONG METHOD

#### **What is Sing a Song Method?**

This is a Method to teach children some word or lesson using a song, the song that used must have some lyrics and contain certain meanings that can be understood by kid. For example we can use ABC song to teach kid about phonic, or song about fruit to introduce some fruit to children. To teach the kid you must have some real picture or even the real thing, so they will understand what you mean. For examples, if you teach fruit song to kid so you have to brought some fruit picture or even some real fruit.

#### **The Benefit of Using Sing a Song Method**

Why is Sing a Song Method good for kid? Dzanic dan Pejic (2016) said that One of the best ways to create such a natural, anxiety-free environment is through interesting activities. Songs certainly belong to the group of fun activities which serve as useful tools for learning the language and which do not put pressure on students to immediately produce the language but to start doing it only when they are ready.

Kind of music that is good for kid has been explained by Ur (1992: 65) makes the distinction between the specially-composed English teaching songs and the authentic ones. She explains that the first type of songs is used to teach vocabulary and language structures, as well as to aid oral language production. The authentic songs, on the other hand, are a matter of cultural aspect and entertainment.

There's so many Benefits of songs for children. Jolly (1975: 14) in Shin, J.K., (2006) that songs are useful teaching aids which raise and maintain students' motivation, especially in cases when they are catchy and supported with colorful visuals, realia (objects from real life used in classroom instruction), and movement. These supplements add additional sensory and visual input which in turn enhance learning.

Same with Jolly, here's an explanation from Roth (1998 : 53) Songs help children build their confidence by allowing them to join in no matter how good their English is. They also build group dynamics. And finally, if a song appeals to children they usually sing it on their own, outside the classroom.

Among these aspects, listening is an important capability of social interactions, and it has been found that people receive new messages more efficiently via listening than reading. The vital role of listening in communication begins with the recognition that listening is the first language skill to be acquired (Wolvin, 2009). In his study, he found that people listen for as much as 55% of their day.

According to English (2009) listening skill in many classrooms are taught with the traditional classroom setting with rows of desks and chairs symbolic of the type of learning that is based in passive listening. It is important to teacher to find another way in teaching listening skill that suitable with students' interest, one of the techniques is by using music or song.

The use of music and song in music activities help the learners to relax and are beneficial in learning a second language. Brand & Li (2009) advocated that using song lyrics in helping to create a natural speaking environment that more closely to the intercultural communication skills is necessary for students to understand English and to be understood by others. Song lyrics are embedded within a culture, its values, symbols, and beliefs. Thus, according to them, exposure to song lyrics also teaches vocabulary, grammar, rhythmic speech, phrases, and meanings.

And here's an explanation from Griffie (1988) about the Benefit of Sing a Song Method

- 1) Songs and music lower anxiety. If they are introduced in the early years of language learning, songs and music tend to create enjoyable, anxiety-free environment.
- 2) Songs are useful for teaching vocabulary.
- 3) Songs serve as an excellent listening material.
- 4) Songs can be used as supplemental texts in the end of the lesson, on special occasions or as an additional component for vocabulary development.
- 5) Songs and music can be used to support grammar presentation, practice and revision.
- 6) Songs and music bring various cultures into the classroom.

### **How to use Sing a Song Method?**

If you want to teach a kid with song, maybe an explanation from Brewster et al., (2002) will help you:

- 1) Set the context.
- 2) Use visual aids to introduce new vocabulary.
- 3) Play or sing the song to familiarize students with it.
- 4) Do further listening activity.
- 5) Practice pronunciation (intonation, rhythm and stress).
- 6) Encourage students to join in and do actions or mime. Repeat the song several times.
- 7) Give students written text of the song. The text can further be used for multiple activities, such as: gap-fill, listen and
- 8) sequence, illustrate, match pictures with line, etc.
- 9) Invite students to compare the song with a similar one in their own language.
- 10) Sing the song with the whole class.

Dzanic and Pejic (2016) said There's Four step for kid to process language in song :

- 1) When listening to the song for the first time, children do not do anything except listen to the music and the words.
- 2) The second time children listen to the song, they watch the teacher singing and doing the actions. Children still do not sing, but only do the actions.
- 3) The third time they listen to the song children try to sing along with the recording or the teacher.
- 4) And finally, while listening to the song the fourth time, children sing along with the recording or the teacher and do the actions. This stage can be repeated several times.

Cameron (1997, p. 347) states that classroom tasks for young learners have three stages that "once identified, can be analyzed, adapted, and expanded" and notes that "it has been common practice for many years to plan reading activities in three stages: pre-reading, reading and post-reading" (2001, p. 32). Cameron adds that this has been adapted for mainstream task-based learning by Skehan (1996, cited in Cameron, 2001) and adopts it herself with the following labels (Cameron, 2001):

Three Stages in “Task” for Young Learners from Cameron (2001, p. 32) :



1) Preparation Stage

Given the goal of the task is singing the song in the core activity stage, it is useful to activate the vocabulary and to form basic sentence structures in the preparation stage.

2) Core Stage

To involve the students and maximize interest, it would be advantageous to sing the song several times in the core, each time varying the pace or volume and having the students perform actions and sing along chorally.

3) Follow Stage

The follow-up stage should attempt to build on the successful completion of the core stage. In other words, the students have sung the song and now should be encouraged to use the vocabulary or sentence structures from the song.

**A. ASSESSMENT INSTRUMENTS**

The goals of this method can be seen in the table bellow :

No.	INDICATOR	INDIKATOR
1	Children can say alphabet words correctly	Anak mampu menyebutkan huruf alfabet dengan benar.
2	Children can spell the fruit name correctly.	Anak mampu mengeja nama buah dengan benar.
3	Children are able to complete the fruit name with the right letter.	Anak dapat melengkapi nama buah dengan huruf yang benar.
4	Children are able to arrange the letters into a name of fruit correctly.	Anak dapat menyusun huruf menjadi nama buah dengan benar.

5	Children can mention the name of fruits correctly.	Anak dapat menyebutkan nama-nama buah dengan benar.
6	Children are able to pronounce the fruit names with right pronunciation.	Anak dapat mengucapkan nama buah dengan pelafalan yang benar.
7	Children can point out the mentioned fruits correctly.	Anak dapat menunjukkan warna dari buah yang dimaksud dengan benar.
8	Children can mention colors with the right pronunciation.	Anak dapat menyebutkan warna dengan pelafalan yang benar.
9	Children are able to group the fruits based on its color.	Anak dapat mengelompokkan buah berdasarkan warnanya.
10	Children can match the fruits with their names correctly.	Anaka dapat mencocokkan buah dengan namanya dengan benar.
11	Children are able to mention number 1-10 with the right pronunciation.	Anak dapat menyebutkan angka 1-10 dengan pelafalan yang benar.
12	Children can mention the pointed number correctly.	Anak dapat menyebutkan angka yang dimaksudkan dengan benar.
13	Children can count and add the fruit correctly.	Anak mampu menghitung dan menjumlah buah dengan benar.

## B. WEEKLY PLAN

Here is some example of a weekly plan to reach all of the goals above :

FIRST WEEK

- Pretest

SECOND WEEK

- Self-introduction
- learn alphabet
- Identify kinds of fruit.

THIRD WEEK

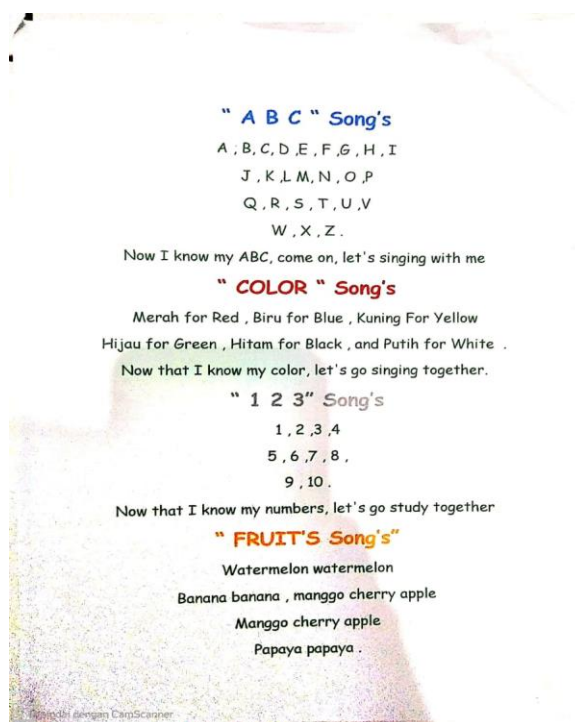
- Spelling words of fruit

- Presenting characteristic of banana
- FOURTH WEEK
- Introducing colors
  - Presenting characteristic of watermelon
- FIFTH WEEK
- Introducing number
  - Counting amount of fruit
- SIXTH WEEK
- Re-call
  - Review
- SEVENTH WEEK
- Posttest

### C. MEDIA

Media used to help develop english by using the sing a song method :

#### Song's Lyrics





Directions :

1. The teacher sings first
2. Sing in stages and mimic children slowly
3. Then sing together

### Flash Card



How to play “Flash Card” :

1. Pass and Say  
This one is simple but effective. Have students sit in a circle. Show them a flashcard and say the word. Pass it to the kid sitting next to you and encourage him/her to say the word and pass it to the next person. For larger groups, you could have two or three cards going around at once.
2. Lip Reading  
Use the flashcards so that you know which word to say and to show students if they are correct. Silently mouth the vocabulary word. Make it as exaggerated as needed.

3. Fast Flash

Having the flashcards facing down and away from you, start low and raise the flashcard above you head quickly so that the image shows but only for a second. Students try to guess what it is they saw. You can do this in different ways to make it more exciting, such as from side to side and a simple flash turnover.

4. Memory

You will need the picture flashcard and the written word card for this game. This will only work if you have worked on word recognition with your kindergarteners. If you aren't already familiar with Memory this is how it works: Lay all cards facedown on the floor. Students take turns to flip over two cards in hopes that they get a match. If not, they are flipped back down for the next person to try.

### ALPHABET FRUITS

Match each alphabet with the fruit that begins with that alphabet

K •



L •



M •



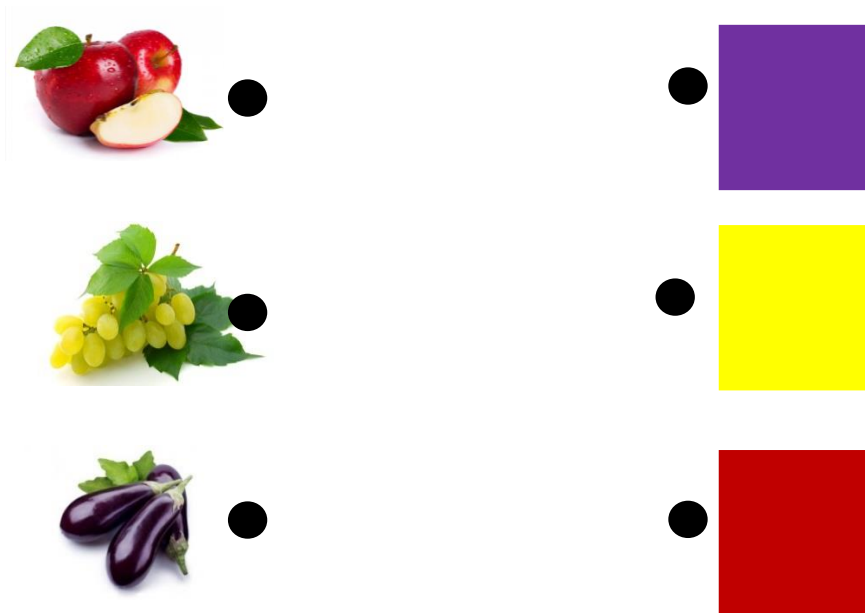
How to play “Match each alphabet”

1. The teacher presents the material according to the theme.
2. After that the teacher introduces the alphabet to the child.

3. Then the child is given a worksheet.
4. The teacher explains how to play Match each alphabet
5. Children are asked to draw lines according to the letters of the alphabet in the beginning of the fruit name.

### Match The Color

Draw a line from the fruit on the left to the square of the same color on the right



How to play “Match The Color” :

1. The teacher presents the material according to the theme.
2. After that the teacher introduces various colors to the fruit
3. Then the child is given a worksheet.
4. The teacher explains how to play Match the color
5. Children are asked to draw pictures of fruit that match their color.

### Fill The Blank



w\_\_ter\_\_elon



pi\_\_ea\_\_ple



\_\_rap\_\_



\_\_an\_\_o



a\_\_oc\_\_do



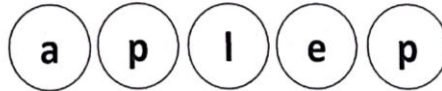
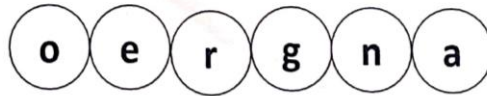
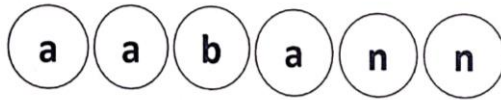
st\_\_wberr\_\_

Media Fill The Blank is a learning medium used to measure the level of English language skills in early childhood. This media is used in pre-test and post-test.

How to use this media are:

1. The child is given the command to complete the missing letters of the name of the fruit so that it can form a word that contains the name of the fruit
2. After the child has finished completing the missing letters the teacher points to 1 fruit and the child is given an order to guess the name of the fruit in English

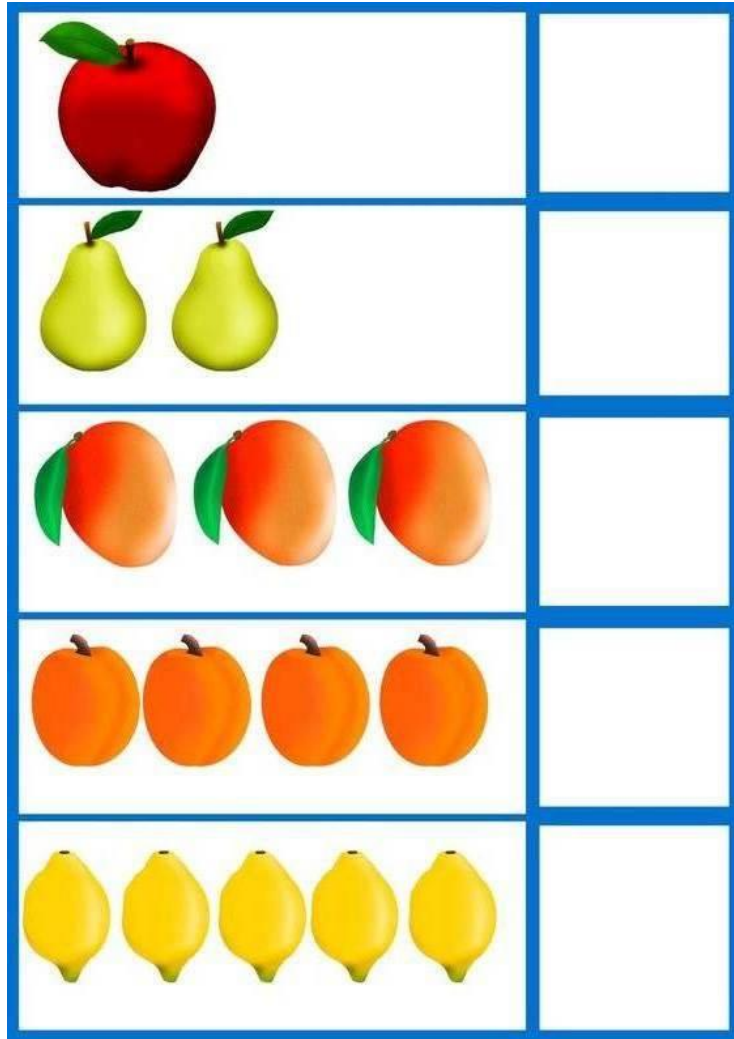
### Scramble Word



#### How to play "Scramble Word"

1. The teacher present the material according to the topic, for example, the teacher present the material about "Fruit".
2. After teacher finished teach about the fruit, teacher distribute worksheets.
3. The teacher explains how to play scramble.
4. Children are asked to arrange random letters so that it becomes a word that fits the picture.
5. After the words match the pictures, the child is asked to read them.

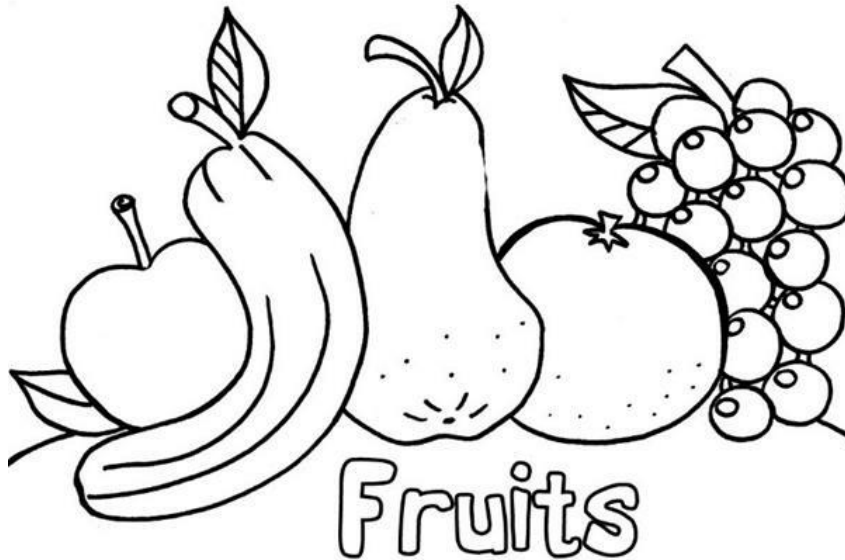
## Worksheet Counting Fruit



How to use worksheets counting fruit:

1. The teacher gives worksheets counting fruit, each one worksheet
2. The teacher exemplifies how to work on a worksheet counting fruit
3. After that the child is welcome to do with the specified time
4. After finishing working, then match their own work together.
5. The teacher assigns grades to the child's worksheet.

## Coloring Fruit Picture



Directions :

1. The teacher presents material according to topic, for example, the teacher presents material about "Fruits"
2. After the teacher has finished teaching about fruit, the teacher distributes worksheets.
3. The teacher asks the child what fruit there is and its color.
4. The teacher asks the child to choose colored pencils or crayons to color the fruit picture.

## CHAPTER IV

### STORY TELLING METHOD

According to (Anne Pellowski, 1997) the definition of Story Telling is as follows "The art or craft of narration of stories in verse / and or process, as performed or led by one person before a live audience; the stories narrated may be spoken, chanted, or sung, with or without musical, pictorial, and or other accompaniment and may be learned from oral, printed or mechanically recorded sources one of its purposes may be that of entertainment.

Story Telling according to (Larkin, 1997) is an art of sharing stories or experiences verbally, usually facing each other or face to face. Storytelling or commonly called storytelling, is an art or ancient cultural technique to convey an event that is considered important, through words, images and sounds (Ismoerdijahwati K, 2007).

While Story Telling or Storytelling according to (Fakhrudin, 2003: 1) is the oldest art of ancestral heritage which needs to be preserved and developed as a positive means to support social interests at large. Long before the emergence of written relics and books, humans communicate and record events in their lives by speaking for generations. Oral tradition was once the belle and the mainstay of parents, especially mothers and grandmothers, in delivering their children or grandchildren to sleep.

In Story Telling activities, the process of story telling is very important because from this process the message of the story can be conveyed and understood by children. Because when the Story Telling process takes place an absorption of knowledge is conveyed by the storyteller or story reader to the audience or early childhood.

#### 1) Benefits of Story Telling

According to (Boltman, 2001) several benefits of Story Telling from various sources, namely:

- a) Story Telling develops students' speaking skills.
- b) Story Telling helps understanding.
- c) Story Telling enhances vocabulary development.
- d) Story Telling helps the development of writing.
- e) Story Telling supports the development of reading.



- f) Story Telling enriches the curriculum.
- g) Story Telling provides fun and entertainment.

In contrast to Boltman's opinion, according to Josette Frank (in Asfandiyar, 2007: 98) as with adults, children get emotional release through fictitious experiences that they have never experienced in real life. Story Telling turns out to be an effective way to develop cognitive (knowledge), affective (feeling), social, and conative (appreciation) aspects of the child.

There are so many benefits of Story Telling including: first, the inculcation of values. Story Telling is a means to "say without saying", which means that Story Telling can be a means to educate children without the need to patronize. When listening to a fairy tale, children can enjoy a fairy tale delivered while understanding the values or messages contained in the fairy tale without the need to be told directly. Second, being able to train the power of concentration in children. Story Telling as a media of information and communication favored by children, practicing their ability to focus attention for a few moments on a particular object. When a child is listening to a fairy tale, they usually don't want to be disturbed. This shows that the child is concentrating on listening to fairy tales. Third, encourage children to love books and stimulate interest in reading and writing. Children can talk and listen before they learn to read and then will be able to rewrite what they read.

The Ministry of National Education (2004: 12) defines that "the Story Telling method is a way of speaking in telling a story or giving an explanation to children orally", in an effort to introduce or provide new information to children.

### **Types and Stages of Story Telling**

According to (Asfandiyar, 2007: 85-87) storytelling can be classified into two types. First, the Story Telling of Education, which is a tale created with an educational mission for the world of children, for example, arouses respect for parents. Second, fables, which are fables about animal life which are described as talking like humans.

According to (Bunanta, 2009: 37) there are three stages in Story Telling, namely preparation before the Story Telling event begins, when the Story Telling process takes place, until the Story Telling activity is completed. Here are the steps:

- 1) First step, preparation before storytelling. The first thing to do is to choose or make a story title that is interesting and easy to remember.
- 2) The next stage is when Story Telling takes place. The most important moment in the Story Telling process is at the storytelling stage takes place. When entering the Story Telling session, the storyteller must wait for the condition until the child is ready to listen to the tale that will be conveyed.

When story telling there are several factors that can support the ongoing process story telling to be interesting to watch, including:

- 1) Eye contact.

When storytelling takes place, storytellers must make eye contact with children. Look at the child and be quiet for a moment. By making eye contact the child will feel himself cared for and invited to interact. In addition, by making eye contact we can see whether the child is listening to the storyline that is told.

- 2) Facial Mimics.

When Story Telling is in progress, the faces of storytellers can support whether or not a story is told. Storytellers must be able to express their faces in accordance with the situation told.

- 3) Body Movement.

The storytelling gesture during the storytelling process can also support illustrating a more interesting storyline. The story that is told will feel different if the storytellers perform movements that reflect what the characters are telling.

- 4) Sound.

Not the low sound that is played can be used by story tellers to bring children to feel the situation from a story that is told. Story tellers will usually raise their voice intonation to reflect the story that began to enter the tense stage. Then return to the flat position when the story returns to the original situation.

- 5) Speed.

Storytellers must be able to maintain speed or tempo during storytelling.

- 6) Props.

To attract children's interest in the Story Telling process, props are needed.

- 3) The next stage is after the Story Telling activity is completed. When Story Telling is finished, the storyteller must evaluate the story.

#### A. ASSESSMENT INSTRUMENTS

The goals of this method can be seen in the table bellow :

No.	INDICATOR	INDIKATOR
1	Children are able to name animals	Anak dapat menyebut binatang
2	Children are able to mimic animal sounds	Anak dapat meniru suara binatang
3	Children are able to mimic animal movements correctly	Anak dapat meniru gerakan hewan dengan benar
4	Children are able to count numbers 1-20	Anak dapat menghitung angka 1-20
5	Children are able to mention the color of animals	Anak dapat menyebutkan warna binatang
6	Children are able to mimic the words spoken by the teacher	Anak mampu meniru kata-kata yang diucapkan oleh guru
7	Children are able to mention the characteristics of animals	Anak dapat menyebutkan karakteristik hewan
8	Children are able to correctly state animal habitats	Anak dapat dengan benar menyatakan habitat hewan
9	The child is able to rewrite the animal's name correctly	Anak dapat menulis ulang nama hewan dengan benar
10	Children are able to pronounce words correctly	Anak dapat mengucapkan kata-kata dengan benar
11	The child is able to mimic simple sentences that are spoken by the teacher	Anak dapat meniru kalimat sederhana yang diucapkan oleh guru

12	Children are able to mimic animal movements and songs given by the teacher	Anak dapat meniru gerakan binatang dan lagu yang diberikan oleh guru
13	The child is able to name the character correctly in the story	Anak dapat menyebutkan nama karakter dengan benar dalam cerita
14	Children are able to answer questions from the teacher	Anak dapat menjawab pertanyaan dari guru
15	Children are able to understand what is told	Anak dapat memahami apa yang diceritakan

## B. WEEKLY PLAN

Here is some example of a weekly plan to reach all of the goals above :

- |              |   |
|--------------|---|
| FIRST WEEK   | <ul style="list-style-type: none"> <li>• Pretest</li> <li>• Introduce Myself</li> <li>• Talk About Animals</li> </ul>                         |
| SECOND WEEK  | <ul style="list-style-type: none"> <li>• Introduce Children to Types of Animals</li> </ul>  |
| THIRD WEEK   | <ul style="list-style-type: none"> <li>• Introduce Animals and Their Habitat</li> <li>• Provide Information About of These Animals</li> </ul> |
| FOURTH WEEK  | <ul style="list-style-type: none"> <li>• Telling Stories About Animals to Children (Tame Animals)</li> </ul>                                  |
| FIFTH WEEK   | <ul style="list-style-type: none"> <li>• Telling Stories About Animals to Children (Wild Animals)</li> </ul>                                  |
| SIXTH WEEK   | <ul style="list-style-type: none"> <li>• Repeating The Animal Material That Has Been Delivered</li> </ul>                                     |
| SEVENTH WEEK | <ul style="list-style-type: none"> <li>• Posttest</li> </ul>  |

### C. MEDIA

Media used to help develop english by using the Story Telling method :

#### PICTURE OF ANIMALS



Information :

Media with animal pictures is an attempt to introduce several kinds of animals around our environment in the hope that the child is able to name these animals well through playing with his teacher.

How to Play :

- a. Adjust the child's seat so that all children can see the teacher's movements.
- b. Place the image of the animal on the floor.
- c. Give some distance to each picture.
- d. The teacher explains the rules of the game.
- e. Every time the teacher jumps in the picture the child must say the name of the animal.
- f. Make the jump continuously until the child can answer all the pictures correctly.

## ANIMAL MOTION DICE



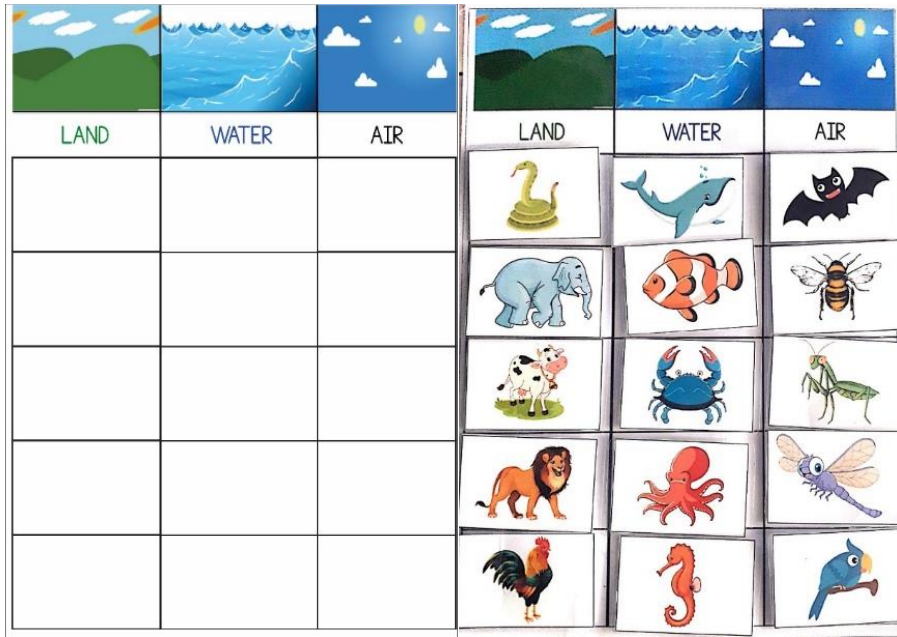
### Information :

Animal motion dice is a media made from duplex paper with sides measuring 20 cm. On each side there are different images, containing pictures of animals and their movement commands. There is hop like a frog, fly like a bird, waddle like a penguin, stand like a flamingo, chomp like a crocodile, slither like a snake.

### How to play:

- a. The teacher guides the childrens to stand in a circle.
- b. The teacher starts the game by throwing the dice.
- c. Childrens reads and mimics the movements as printed on the side of the dice.
- d. The game continues by throwing turn

## HABITAT BOARD



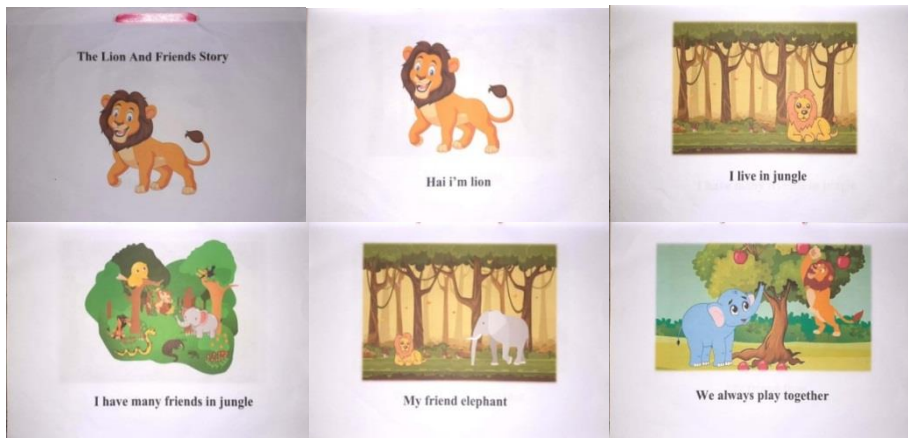
### Information :

Habitat board is a media that aims to differentiate animal dwellings based on their habitat. Made of A3 paper that has been laminated. Habitat board media are designed into 3 parts, namely land, water, and air (for animals that can fly).

### How to play :

- The teacher carries habitat board media in front of the class.
- The teacher explains about animal habitats.
- The teacher calls the children one by one.
- The teacher asks the child to take a picture of an animal and attach it to the appropriate habitat.
- The game continues by calling the other children until all the pictures are stuck.



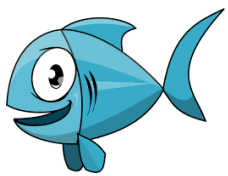
## STORY BOOK



How to play :

- The teacher will read the story first.
- Then the teacher will give question about the story.

## FLASH CARD MEDIA

		
lion	snake	Fish

Information :

Flash cards are picture cards with words. The pictures on the flashcard are grouped between series of animals, fruits, clothes, colors, shapes of numbers, etc.



The purpose of the flash card method is to train the ability of the right brain to remember images and words. The basis of the use of flashcard media is training children to memorize the relationship between images and words, so that the compilation of children see the words again the next day then the child will consider and be able to support it. This is called "reading". Therefore learning English using flashcard media is also very helpful for children to remember words and images.

How to play :

Flash cards that are played in a way are shown to children and read aloud, in just 1 second for each card. The aim of the method is to train the brain's ability to remember images and words, so that the child's vocabulary and reading ability can be drilled and improved early on.

### AUDIOVISUAL (SONG VIDEO)



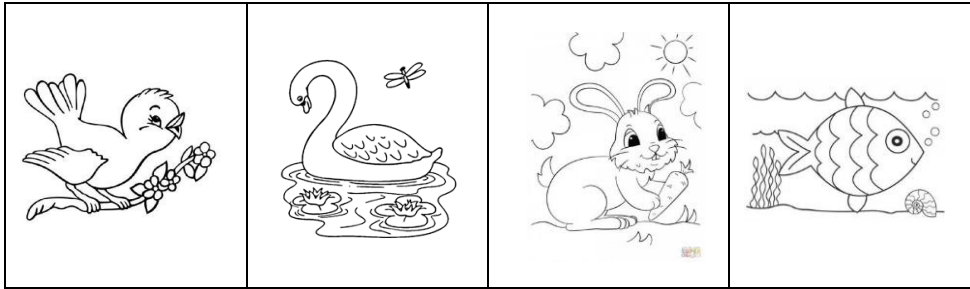
Information :

Audio-visual is a media that has sound elements and also picture elements. This type of media has a better ability, because it includes 2 types of auditive (listening) and visual (viewing) media. Audiovisual media is an audiovisual tool, which means material or tools used in learning situations to help writing and words spoken in providing knowledge, attitudes, and ideas.

How to play :

How to play it is very easy we only need to prepare the video that we will play and also the media that will be used like cellphones or laptops. After that we just play the video then the child will see the video. After several times the child sees the video the child is asked to demonstrate it or practice it according to what is in the video.

### COLORING MEDIA



#### Information :

Coloring activities can train the concentration of children to stay focused on the work done despite many other activities that occur around them. coloring also teaches us to recognize colors, while coloring teachers can introduce colors using English. if the theme used is binatang, the teacher can provide animal-shaped patterns. as in this study, children are introduced to animal habitats, such as birds in the air, fish in water, ducks on water, and rabbits on land.

#### How to play :

Prepare a tool for coloring namely crayons / colored pencils / watercolor / color markers and pattern paper for coloring

## ORNAMENTAL FISH



### Information :

The use of this media aims to show the real animals that live in water for example fish. Before showing this media the teacher explains about animals that live in water first, and mentions the kinds of animals that live in water. After that the teacher shows the ornamental fish media, the child observes the shape of the fish and mentions the characteristics of the fish. Then the child tries to feed the fish and is observed again.

## THE RESULTS OF THE BENEFIT OF ANIMALS THAT LIVE ON LAND



### Information :

Before showing the media, the teacher introduces animals that live on land and then the child mentions the names of animals that live on land. The media used are feather duster, cow's milk, and eggs. The three results of these benefits are mostly found by children. This media can also provide lessons for children to be always grateful for the lords of God that have been given.

## ANIMAL POSTER



### Information :

The teacher introduces to students that the animal picture on this poster is a type of pet. Then the teacher starts to name the animal one by one with very clear intonation. then the student imitates the teacher's pronunciation again.

## ANIMAL PUPPETS



Information :

Animal puppets are media used for storytelling. Using animal puppets is intended to clarify the visualization of the story being told. So that young children more easily understand the story.

How to play :

The teacher tells a story while presenting a puppet that is in accordance with the character being told.

## NUMBER POSTER



Information :

Number posters in the story function to find out whether the child is able to count or not because when telling the story will be given questions about animals that can be related to how many amounts.

How to play :

1. The teacher gives instructions to students to follow the repetition of words and memorize them.
2. The teacher gives questions about numbers.

### HAND PUPPET



Information:

Hand puppets are a medium used for storytelling. Made of flannel fabric shaped to resemble animals

How to Play:

1. Adjusting the child's seat so that all children can see the teacher's movements in storytelling
2. Start storytelling using hand puppets
3. Then the teacher asks about the characters in a fairy tale

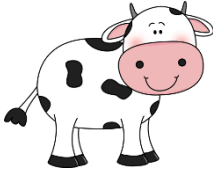
re-write the animal's name down bellow!



chick

---

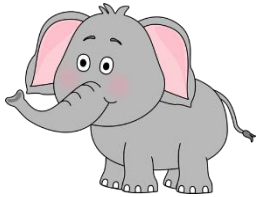
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cow

---

---





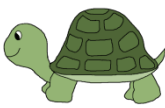

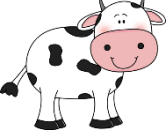

elephant

---

---

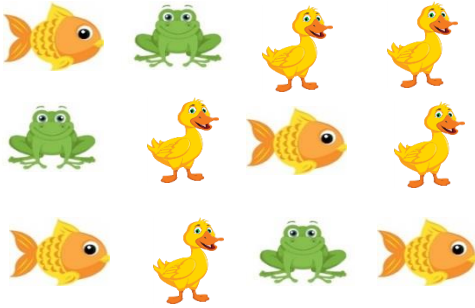
which of these live in the sea?




circle "yes" or "no"

 <p>yes no</p>	 <p>yes no</p>	 <p>yes no</p>
 <p>yes no</p>	 <p>yes no</p>	 <p>yes no</p>


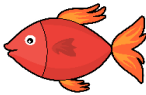









let's count the number of animals!



fish		frog		duck		
	+		+		=	.....
.....		.....		.....		.....

read and circle the right picture!

I see a cat.
  
I see a bird.
  
I see a cow.
  

Rewrite the name of the animal below



elephant

-----



fish

-----



cow

-----



butterfly

-----

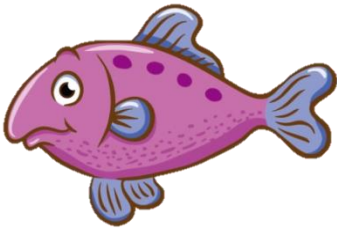
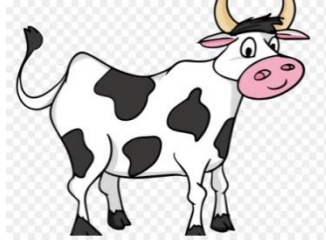
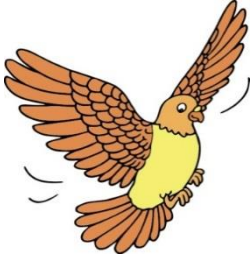


camel

-----

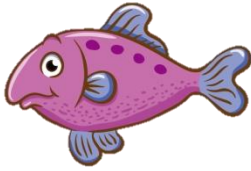
## GROUP THE ANIMAL

- Circle the animals which live on land with red marker
- Circle the animals which live in the water with blue marker
- Circle the animals which can fly with green marker

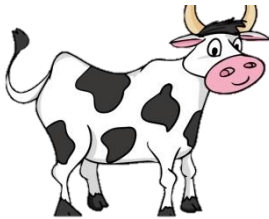


ARRANGE THE WORD

Circle the letter inside the box based on the name of the animal on the picture



f i s h
w k f p d s j i k h



c o w
f c i w s h o



c a t
C q d a b t

## CHAPTER V

### SIMPLE GRAMMAR METHOD

Simple means simple while Grammar is the structured rules of a language in composing sentences, phrases, even words. So Simple Grammar is a simple sentence arrangement. The teacher needs to choose specific methods to teach students about grammar because the material tends to use formulas that need to be memorized and are often taught repeatedly. Grammar in English is an important aspect in learning English. To master the four English skills: speaking, writing, listening or reading requires sufficient grammar knowledge. Without mastering proper and sufficient grammar, students will find it difficult to master the four skills. Therefore, to teach grammar the teacher must be able to choose the appropriate and appropriate method to make it easier for students to understand the material correctly.

Goeffrey Leech (1982: 3) states that grammar refers to the mechanism in accordance with the working language when used in communication. This means that grammar is an important component in being able to compose a correct sentence in order to aim to communicate properly. It can be concluded that communicating requires the right and correct language. And to compose the right language needed the correct sentence according to its components using the correct grammar and in accordance with the rules of English.

Prator and Celce-Murcia in Fauziati (2008: 12) generally explain that the Grammar-Translation Method has the following characteristics:

- a. The teacher uses mother / local language in teaching by inserting a little foreign language.
- b. Foreign language vocabulary is taught in list form.
- c. Detailed explanation is given when discussing grammar.
- d. Language teaching focuses on forming words in sentences based on English rules.
- e. The activity of reading the text is given at the beginning of the material.
- f. Repetition (Drill) exercises are often done only when translating sentences.
- g. Pronunciation of words (Pronunciation) need to be considered.

According to Michael Swan (2005) in his book *Practical English Usage*, expressed his opinion regarding the definition of grammar. According to him grammar is "*The rules that show how words are combined, arranged or changed to show certain kinds of meaning.*" Or can be interpreted as follows" Grammar is a rule that explain how words are combined, arranged or changed to show some kind of meaning. "

Barbara Dykes (2007: 5) in her book *Grammar for Everyone* mention that the simplest understanding of grammar. According to him, "*grammar is a language to talk about language*" or can be interpreted as grammar is the language for learn languages. Why is that? Because of grammar, he goes further explained, we can learn how to communicate with non-escape language the connection is by learning grammar; starting from the vocabulary and its functions, patterns sentence, expression and food. So, Simple grammar itself is words that are arranged, made one, or change the layout into a sentence whose language is simple and has meaning.

#### A. ASSESSMENT INSTRUMENTS

The goals of this method can be seen in the table bellow :

No.	INDICATOR	INDIKATOR
1	The child is able to name nuclear family members (father, mother, brother, sister)	Anak dapat menyebutkan anggota keluarga inti (ayah, ibu, saudara laki-laki, saudara perempuan)
2	The Child is able to name extended family members (grandparents, uncles, aunts)	Sang Anak dapat menyebutkan anggota keluarga besar (kakek-nenek, paman, bibi)
3	Children are able to mention various professions	Anak-anak mampu menyebutkan berbagai profesi
4	The Child is able to mention various types of workplaces	Anak mampu menyebutkan berbagai jenis tempat kerja
5	The child is able to match the image of the profession with the name of the profession	Anak dapat mencocokkan profesi dengan namanya

6	The child is able to match the professional image according to the workplace	Anak dapat mencocokkan citra profesional sesuai dengan tempat kerja
7	The child is able to mention various hobbies	Anak bisa menyebutkan berbagai hobi
8	The child is capable of various kinds of nuclear family hobbies	Anak mampu melakukan berbagai jenis hobi keluarga inti
9	The child is able to mention various kinds of big family hobbies	Anak bisa menyebutkan berbagai macam hobi keluarga besar
10	Children are able to mention the kinds of daily activities in the family	Anak-anak dapat menyebutkan jenis kegiatan sehari-hari dalam keluarga

## B. WEEKLY PLAN

Here is some example of a weekly plan to reach all of the goals above :

### FIRST WEEK

- Pretest

### SECOND WEEK

- Introduce About My Family And Name Family.
- Show Pictures Of Family Members.
- Learn The Grammar In The Picture.

### THIRD WEEK

- Introduce About Name Profession
- Tell Them What Are The Tasks Performed By The Profession.
- Show Pictures Of Profession.
- Learn The Grammar In The Picture.

- FOURTH WEEK
  - Introduce Name Workplace
  - Show Pictures Of Profession.
  - Learn The Grammar In The Picture.
  
- FIFTH WEEK
  - Introduce About Hobby
  
- SIXTH WEEK
  - Remind The Child About My Family, Profession, Workplace, And Hobby.
  
- SEVENTH WEEK
  - Posttest

**C. MEDIA**

Media used to help develop english by using the Simple Grammar method :

**PUPPET FAMILY**



Materials: Family and Daily Activity

Task : Children know what family pictures or daily activities are in the media

How to play :

- 1) Introducing family figures in wayang using Indonesian and then repeating using English.
- 2) Children are asked to take one puppet at random.



- 3) Then ask the child to name the family figure taken in Indonesian and then repeat in English.
- 4) Repeat repeatedly so that children can easily remember.

### PUZZLE PROFESSION



Materials: Profession

Tasks : Children know what images and professions are in the media

How to play :

- 1) Introducing various professions in the puzzle using Indonesian and then repeating using English.
- 2) Children are asked to pair pieces of professional pictures in accordance with the name of the profession.
- 3) Repeat the activity repeatedly so that the child can easily remember.

## DICE WORKPLACE



Materials: Workplace

Tasks : Recognize the workplace of one's profession

How to play :

- 1) Introducing the workplace in the dice using Indonesian and then repeating using English.
- 2) The child is asked to play the dice until a picture appears on it.
- 3) Then the child mentions using Indonesian then repeated using English.
- 4) Repeat this activity repeatedly so that the child can easily remember.

## CALENDER CARD



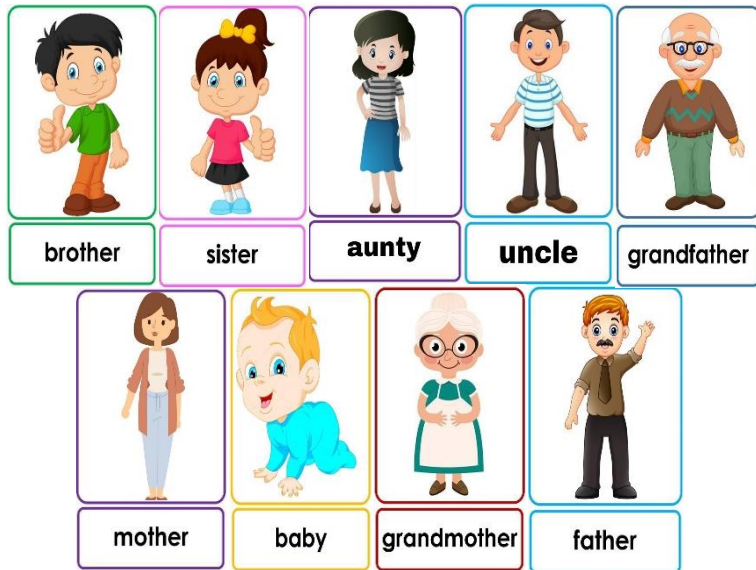
Materials: Hobby

Tasks : Introduce various hobbies to children

How to play :

- 1) Introducing various kinds of hobbies that exist on the calendar card using Indonesian then repeated using English.
- 2) Ask the child to point and mention using Indonesian and then repeat using English.
- 3) Repeat the activity so that children can easily remember.

## FAMILY FLASH CARD



Materials: Flash Card My Family

Tasks : Know the pronunciation of family correctly

How to play :

1. First, Teacher introduce the family
2. Second, the teacher mentions one by one the pronunciation of the name of a family members .
3. Third, the child follows the teacher for pronounciation one by one with the family name

## HOBBY AND PROFESSION FLASH CARD



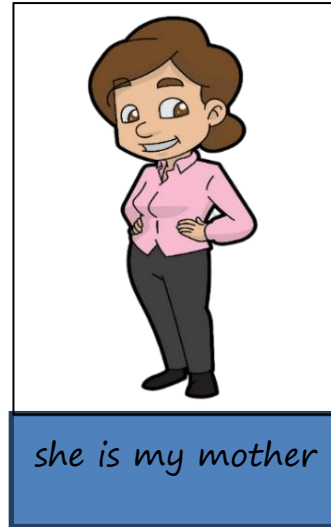
Materials: Flash Card Hobby and Profession

Task : Know the pronunciation of hobbies and professions correctly

How to play :

1. First, the teacher introduces hobbies and professions.
2. Second, the teacher mentions the pronunciation of hobbies and professions one by one in the picture.
3. Third, the child follows the teacher to talk one by one with hobbies and professions.

## READING MY FAMILY



Materials: Card Reading

Task : Read and remember name of family member on the picture

How to play :

1. First, the child is introduced to the picture of the fruits
2. Second, children were taught how to read the name of the fruits.
3. After that the child repeats it independently reading
4. Finally, after the child can read well and smoothly the teacher asks the child to repeat by randomizing pictures of fruits, aiming that the child will remember the name of the fruits

FOR  
KIDS

Name :

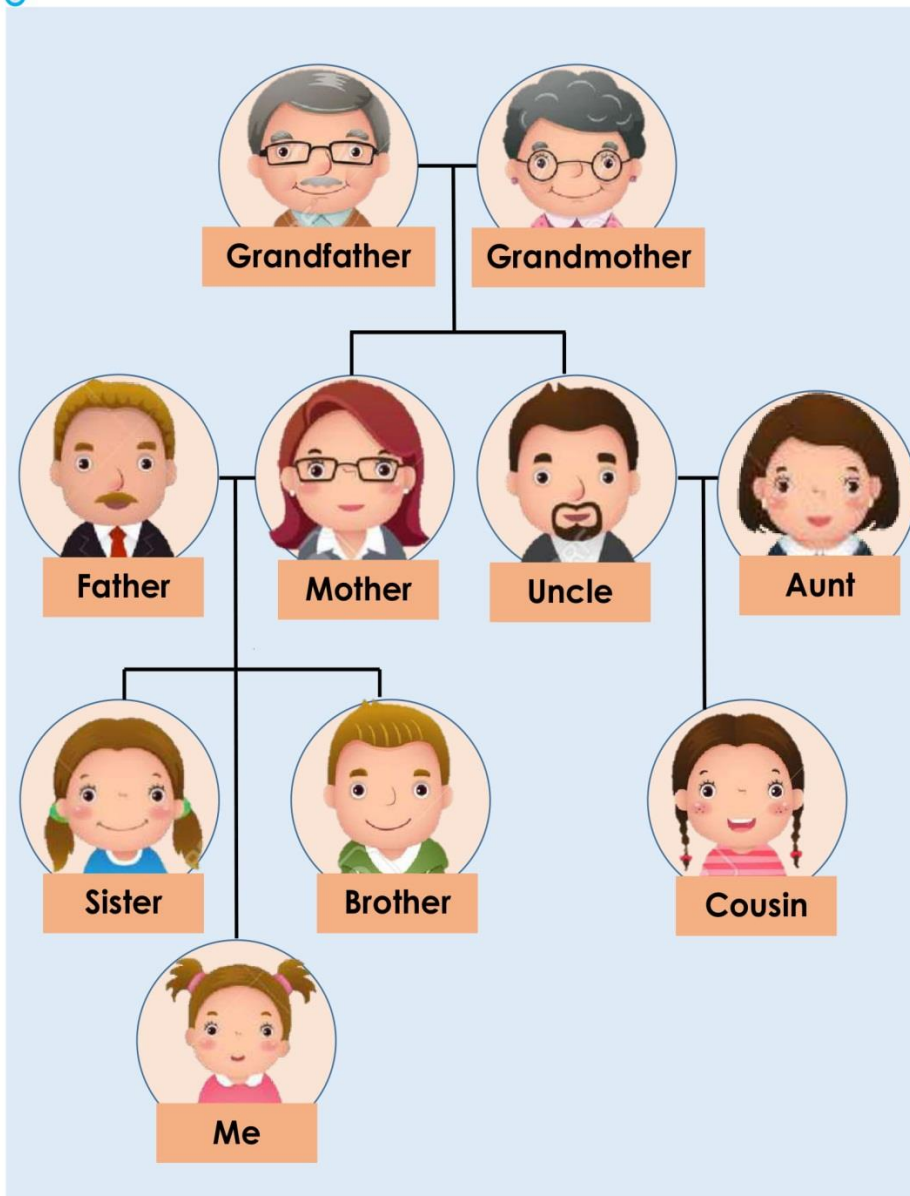
Class :

# WORKSHEET AND ACTIVITIES



**THEME : MY FAMILY**

# Family Tree





# Profession



**a doctor**



**a pilot**



**a teacher**



**a policeman**



**a chef**



**a farmer**

# WORK PLACE

FIRE STATION



OFFICE



HOSPITAL



RESTAURANT



LABORATORY



POLICE STATION



SCHOOL



GALLERY





Eat  
Makan



Brushing teeth  
Menggosok gigi



Take a bath  
Mandi



Go to school  
Pergi ke sekolah



Study  
Belajar




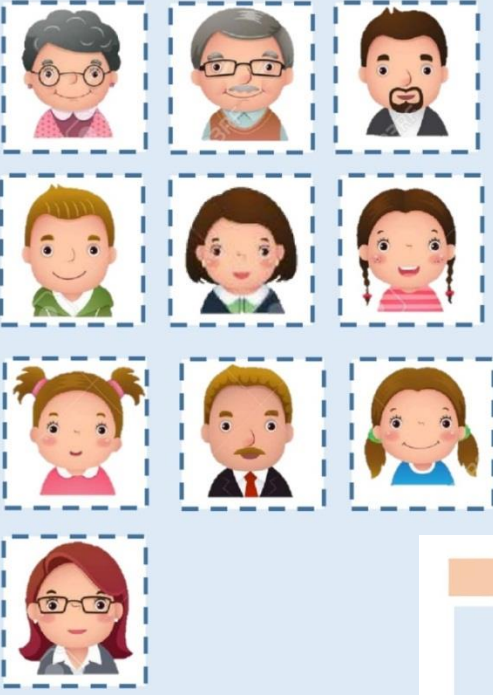
Play  
Bermain



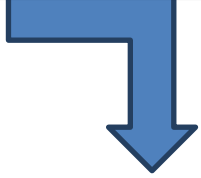
Sleep  
Tidur

## Daily Activity

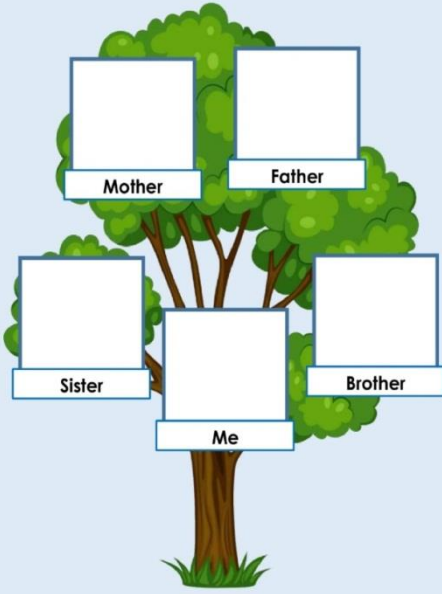
Cut out the picture 



After cropping,  
place the image



Paste the image



Match the picture correctly



Playing football



Swimming



singing



dancing



cooking



cycling



Name : \_\_\_\_\_



# Counting

count the objects and circle the correct number.



4 8 10



1 6 9



2 5 3



7 6 5



Relate to the line between the following questions and answers !

1.



paman

2.



kakek

3.



nenek

4.



ayah

5.



Saudara  
laki-laki

Name : .....  
Class : .....  
Date : .....

### Copy this setences



c o o k i n g

--	--	--	--	--	--	--	--

d r a w i n g

--	--	--	--	--	--	--	--




s i n g i n g

--	--	--	--	--	--	--	--





Name : .....  
Class : .....  
Date : .....

Let's learn to write 



doctor



teacher



farmer



chef

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## INDEX

### A

Activity, 92  
Alphabeth, 30, 34, 35  
Analogy, 3  
Analytic, 2  
Animal, 30, 31, 32, 35, 41, 42, 75, 82  
Anne Pellowski, 9  
Asfandiyar, 11, 109

### B

Bald, 1, 2, 109  
Barbara Dykes, 14  
Benefit, 5, 7  
Body Movement, 12  
Boltman, 10, 11, 109  
Brand, 7  
Brewster, 7  
Bums, 5  
Bunanta, 12, 109

### C

Cameron, 8, 9  
Card, 97  
Carmine, 2, 109  
Celce-Murcia, 14  
Child, 24, 25, 27, 28, 33  
Children, 1, 2, 3, 8, 11, 20, 21, 22, 23, 24,  
25, 26, 27, 29, 32, 35, 36, 39, 43, 66, 68,  
71, 92, 93, 109, 111  
Color, 67, 68  
Core, 9  
Counting, 72

### D

Development, 4  
Dhieni, 4, 109  
Dimas, 4, 109  
Dzanic, 5, 8

### E

Education, 1, 11, 109, 110  
Ehri, 1, 2, 3, 110  
Embedded, 3

### F

Facial Mimics, 12  
Fakhruddin, 10  
Family, 33, 92, 95  
Fast Flash, 63  
Fauziati, 14, 110  
Fill, 69, 70  
Flash Card, 63, 95, 96  
Follow, 9  
Fruit, 30, 31, 37, 42, 71, 72, 73  
Furthermore, 2, 5

### G

Goeffrey Leech, 14  
Grammar, ii, 13, 14, 27, 33, 92, 110  
Griffee, 7  
Griffin, 5, 111  
Griffith, 1

## I

Information, 32, 74, 75, 76, 78, 79, 80, 81,  
82, 83, 84  
Instruction, 109  
Ismoerdijahwati K, 10, 110

## J

J.K, 6  
Jolly, 6  
Josette Frank, 11

## K

Korkowski, 3, 110

## L

Language, 14, 110  
Larkin, 10, 110  
Learning, 109  
Li, 7  
Lip Reading, 63

## M

Match, 65, 66, 67, 68  
Material, 32  
Media, 34, 70, 74  
Memory, 64  
Mesmer, 1  
Method, ii, 5, 7, 9, 13, 14, 20, 21, 27, 30, 31,  
32, 33, 34, 62, 74, 92  
Michael Swan, 14

## P

Pejic, 5, 8  
Phonics Method, ii, 1, 16, 30, 34  
Picture, 30, 33, 73  
Pictures, 33

Play, 8, 40, 41, 42, 43, 62, 74, 84  
Posttest, 30, 32, 33  
Prator, 14  
Preparation, 9  
Pretest, 30, 32, 33  
Pronunciation, 14  
Props, 13

## R

Read, 37, 97, 109  
Recognize, 34, 93  
Remember, 30, 42  
Repeat, 8, 43, 92, 93, 94  
Repetition, 14  
Roth, 6

## S

Shin, 6  
Silbert, 2, 109  
Simple, ii, 13, 15, 27, 33, 92  
Sing, ii, 5, 7, 8, 20, 31, 62  
Snow, 5, 111  
Song, ii, 5, 7, 20, 31, 62  
Sound, 13, 30  
Speed, 13  
Spell, 30, 38, 39  
Spelling, 30, 31, 38  
Srcamble, 71  
Story, 9, 10, 11, 12, 13, 21, 32, 74, 110  
Story Telling, 9, 10, 11, 12, 13, 21, 32, 74  
Synthetic, 2  
Systematic, 110

## T

Tarver, 2, 109  
Teach, 3  
Teaching, 2, 3, 110

## U

Ur, 6  
Use, 7, 63  
Used, 34

## W

Wolvin, 6  
Word, 30, 40, 71  
Worksheet, 72

# Glossary

## A

- Activity** : The condition in which things are happening or being done.
- Alphabet** : A set of letters or symbols in a fixed order, used to represent the basic sounds of a language; in particular, the set of letters from A to Z.
- Analogy** : A comparison between two things, typically for the purpose of explanation or clarification.
- Analytic** : Relating to or using analysis or logical reasoning.
- Animal** : A living organism that feeds on organic matter, typically having specialized sense organs and nervous system and able to respond rapidly to stimuli.

## B

- Benefit** : An advantage or profit gained from something.
- Body Movement** : The storytelling gesture during the storytelling process can also support illustrating a more interesting storyline.

## C

- Card** : Piece of thick, stiff paper or thin pasteboard, in particular one used for writing or printing on.
- Child** : A young human being below the age of puberty or below the legal age of majority.



**Color** : The characteristic of visual perception described through color categories, with names such as red, orange, yellow, green, blue, or purple.

**Core Stage** : To involve the students and maximize interest, it would be advantageous to sing the song several times in the core, each time varying the pace or volume and having the students perform actions and sing along chorally.

**Counting** : Taking account of when reaching a total; including.

### **D**

**Development** : The process of developing or being developed.

### **E**

**Education** : The process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits.

**Embedded** : (Of an object) Fixed firmly and deeply in a surrounding mass; implanted.

### **F**

**Facial Mimics** : When Story Telling is in progress, the faces of storytellers can support whether or not a story is told. Storytellers must be able to express their faces in accordance with the situation told.

**Family** : A group consisting of parents and children living together in a household.

**Fill** : Put someone or something into (a space or container) so that it is completely or almost completely full.

**Flash Card** : A card containing a small amount of information, held up for students to see, as an aid to learning.

**Follow** : Go or come after (A person or thing proceeding ahead).  
**Fruit** : The sweet and fleshy product of a tree or other plant that contains seed and can be eaten as food.  
**Furthermore** : In addition; besides (Used to introduce a fresh consideration in an argument).

## G

**Grammar** : The whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology (including inflections) and sometimes also phonology and semantics.

## I

**Information** : Facts provided or learned about something or someone.  
**Instruction** : Detailed information telling how something should be done, operated, or assembled.

## L

**Language** : The method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way.  
**Learning** : The acquisition of knowledge or skills through experience, study, or by being taught.  
**Lip Reading** : (Of a deaf person) Understand speech from observing a speaker's lip movements.

## M

**Match** : A person or thing equal or similar to another

<b>Material</b>	: Relating to, derived from, or consisting of matter
<b>Media</b>	: The main means of mass communication (broadcasting, publishing, and the Internet) regarded collectively.
<b>Memory</b>	: Something remembered from the past; a recollection.
<b>Method</b>	: A particular form of procedure for accomplishing or approaching something, especially a systematic or established one.

## P

<b>Phonic Method</b>	: A method of teaching people to read by correlating sounds with symbol in an alphabetic writing system.
<b>Picture</b>	: A painting or drawing.
<b>Play</b>	: Engage in activity for enjoyment and recreation rather than a serious or practical purpose.
<b>Posttest</b>	: A test given to students after completion of an instructional program or segment and often used in conjunction with a pretest to measure their achievement and the effectiveness of the program.
<b>Preparation</b>	: The action or process of making ready or being made ready for use or consideration.
<b>Pretest</b>	: A preliminary test administered to determine a student's baseline knowledge or preparedness for an educational experience or course of study.
<b>Pronunciation</b>	: The way in which a word is pronounced.

## R

- Read** : Look at and comprehend the meaning of (written or printed matter) by mentally interpreting the characters or symbols of which it is composed.
- Recognize** : Identify (someone or something) from having encountered them before; know again.
- Remember** : Have in or be able to bring to one's mind an awareness of (someone or something that one has seen, known, or experienced in the past).
- Repeat** : Say again something one has already said.
- Repetition** : The action of repeating something that has already been said or written.

## S

- Simple** : Easily understood or done; presenting no difficulty.
- Sing** : Make musical sounds with the voice, especially words with a set tune.
- Snow** : Atmospheric water vapor frozen into ice crystals and falling in light white flakes or lying on the ground as a white layer.
- Song** : A short poem or other set of words set to music or meant to be sung.
- Sound** : Vibrations that travel through the air or another medium and can be heard when they reach a person's or animal's ear.
- Speed** : The rate at which someone or something is able to move or operate.

<b>Spell</b>	: Write or name the letters that form (a word) in correct sequence.
<b>Scramble</b>	: Make one's way quickly or awkwardly up a steep slope or over rough ground by using one's hands as well as one's feet.
<b>Story</b>	: An account of imaginary or real people and events told for entertainment.
<b>Story Telling</b>	: An art of sharing stories or experiences verbally, usually facing each other or face to face. Storytelling or commonly called storytelling, is an art or ancient cultural technique to convey an event that is considered important, through words, images and sounds.
<b>Synthetic</b>	: A synthetic material or chemical, especially a textile fiber.
<b>Systematic</b>	: Done or acting according to a fixed plan or system; methodical.

## T

<b>Teach</b>	: Show or explain to (someone) how to do something.
<b>Teaching</b>	: The occupation, profession, or work of a teacher.

## U

<b>Use</b>	: Take, hold, or deploy (something) as a means of accomplishing a purpose or achieving a result; employ.
<b>Used</b>	: Having already been used.

## W

**Word** : A unit of language, consisting of one or more spoken sounds or their written representation, that functions as a principal carrier of meaning.

**Worksheet** : A paper listing questions or tasks for students.