DESIGNING A SET OF ENGLISH INSTRUCTIONAL MATERIALS BASED ON THE MULTIPLE INTELLIGENCES OF CHILDREN IN TAMAN ANDINI PLAYGROUP

RESEARCH PAPER

Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor Degree of Education in English Department

by

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2008
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BASED ON THE MULTIPLE INTELLIGENCES OF CHILDREN IN
TAMAN ANDINI PLAYGROUP

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TESTIMONY

Herewith, I testify that in this research paper, there is no plagiarism of the previous literary work which has been raised to obtain bachelor degree of a university, nor there are opinions or masterpieces which have been written or published by others, expect those which the writing are referred in the manuscript and mentioned in literary review and bibliography.

Hence, later, if it is proven that there are some untrue statements in this testimonial, hence I will hold fully responsible.

Surakarta, June 2008

The writer

Dian Citraningtyas
MOTTO

Look at the future, live today and learn from the past

(Albert Einstein)

(Yaitu) orang-orang yang beriman dan hati mereka menjadi tenteram dengan
mengingat Allah. Ingatlah, hanya dengan mengingat
Allahlah hati menjadi tenteram

(QS. Ar-Ra’ad:28)
DEDICATION

From the deepest heart, I would like to dedicate this research paper to:

- Allah SWT,
- My beloved parents,
- My beloved husband,
- My beloved older brother and sister
Assalamu’alaikum Wr.Wb.

Praise to Allah, for Allah blessing and guidance so the agreement of this work can be finished. However, some supports and help from many sides have contributed this success. By wishing Alhamdulillahirobil'alamin and by giving high appreciation, on this occasion, she would like to express the great gratitude to:

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9. My beloved grandmother (in memorian),
10. My beloved all the big family, for care and support,
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12. All my friends in English Department ’04, especially C class, which can not be mentioned one by one, and

13. Those who cannot be mentioned one by one in favour of supporting the writer to accomplish this research paper.

The writer deeply realizes that this research paper is far from being perfect, so she welcomes any endorsing suggestions and criticism. At least, she greatly expects that this research paper will be useful and able to give contribution for the academic study and following research.

_Wassalamu’alaikum Wr.Wb._

Surakarta, June 2008

_Dian Citraningtyas_
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SUMMARY

Dian Citraningtyas. A.320 040 111. DESIGNING A SET OF ENGLISH INSTRUCTIONAL MATERIALS BASED ON MULTIPLE INTELLIGENCES OF CHILDREN IN TAMAN ANDINI PLAYGROUP. Surakarta: Muhammadiyah Surakarta University. 2008

This study aimed at designing a set of materials for children in Taman Andini Playgroup based on the children’s multiple intelligences and describing whether the materials are suitable with the children intelligence or not.

In collecting the data, the researcher uses developmental method by collecting the questionnaire, developing the materials that have been revised based on Dick and Carey’s theory, and then the verification of the data and field tryout.

The result of her study, the writer uses Dick and Carey’s model which is combined by multiple intelligences model as the designing procedure. This model is presented as follows: identifying the children characteristics, identifying instructional goals, conducting instructional analysis, developing and selecting instructional, designing learning activities using Multiple Intelligence and conducting formative evaluation, and revising the design. There are eight unit in the set of materials, namely: Greeting, Numbers, Colors, Food, Drinks, Pets, Parts of the Body, and Clothes. The teaching learning activities in the materials design attempt to develop all the children’s multiple intelligences. In these materials, there are the samples of teaching media and instructions for the teaching-learning activities. The post-design survey study shows that the mean for the materials evaluation is 3.1 out of 4. The teaching learning activities in the materials design attempt to develop all the children’s multiple intelligences. In these materials, there are samples of teaching media and instructions for the teaching-learning activities.

Key words: materials design, instructional materials, multiple intelligence.

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CHAPTER I
INTRODUCTION

A. Background of the Study

Playgroup as a pre-school education becomes more essential nowadays, especially for the children of 2 to 4 years old and parents who have 2 to 4 years old children. The class activities develop children’s physical and personal growth, namely cooking, singing, playing, and listening to stories. For the parents, playgroup helps them take care of their children. Nowadays, it is common to see that both father and mother work. Consequently, they cannot look after their children during the working hours. As the solution, they send their children to playgroup.

Playgroup gives basic knowledge and competence to the children. They learn counting from 1 to 10, writing alphabets and their names, and memorizing vocabulary. Besides, the children also learn English as a foreign language. The children learn basic English such as numbers, alphabets, vocabulary of animals and vocabulary of things around them. Even though playgroup has materials of learning English, playgroup does not have standardized curriculum about it. Accordingly, designing a set of English instructional materials for playgroup is necessary.

According to Kartono (2004: 21), designing a set of English instructional materials for playgroup is necessary. He stated that the younger the children the easier they study a new language. Moreover, it is believed that children are
better learners in mastering second (or foreign) language than adults. Accordingly, teaching English as foreign language is an important thing, because it will develop children’s competence in English.

Designing a set of English instructional materials for playgroup is not easy because students can not be reinforced to learn the materials. The children have to have willingness and interest in learning the materials. In most of teaching learning activities, they learn something while they are playing. According to this condition, the common strategy used in playgroup is in form of learn while playing. Besides, each child has different interest. Some children love singing. Some others, love talking or running. They can learn fast something that interest them much. Otherwise, they need longer time to learn something that is not interesting to them. At some cases, children are failed to achieve best result.

Multiple Intelligences was chosen as learning model because it can facilitate the playgroup children in learning English. Multiple Intelligences as the learning model can make the teaching learning activities interesting. In this learning model, the children can learn appropriately with their intelligences, and also can improve their intelligences which are not dominant. Hence, the children will be able to develop their life in whole.

Hopefully, this study will help the children learning English with no burden. Moreover, it will help the teachers how to teach English suitable with students’ multiple intelligences.
B. Previous Study

The researcher sees three previous studies to make this research valid. The first is Indrayanti (2003) in her paper entitled “Introducing English Vocabulary to the Students of Theresia Kindergarten Using a Playing-while-Singing Technique”. She described teaching learning activities in Theresia Kindergarten using a playing-while-singing Technique to teach vocabulary.

The second is Maria (2005) in her paper entitled “The Implementation of English Vocabulary using Total Physical Response (TPR) for SD 1 Gatak Yogyakarta”. She described teaching learning using TPR for SD 1 Gatak Yogyakarta. She implemented TPR for teaching vocabulary in SD N Gatak I Yogyakarta. The result of her research is that TPR is good to teach vocabulary to the students.

The third is Cristiana (1999) with her study “Teaching Learning Process of English using Communicative Language Teaching (CLT) to the kindergarten students of Mutiara Persada”. There are some weaknesses in implementing communicative language teaching to the children. She tried to practice teaching English using CLT method in Mutiara Persada. In here, she found some weaknesses such as the children have not known English yet at all, it will make the children difficult to speak English.

Based on the research above, the researcher thinks that this research is different from the previous research. She would like to focus on her research on how to design a set of materials for students in Taman Andini Playgroup using Multiple Intelligences. The differences between this research and the previous ones are it focuses more on using Multiple Intelligences method to teach children in Taman Andini Playgroup. In here, the researcher will make a
teacher handbook that will be used to teach English in *Taman Andini Playgroup*. The similarity between them is: it tries to teach English for children.

**C. Problem Statement**

Based on the problem limitation above, the formulated problems are:

1. How is the design of materials based on children multiple intelligences for *Taman Andini Playgroup* designed?
2. Are the materials suitable with the children intelligence?

**D. Objective of the Study**

Related to the questions in problem formulation, there are two objectives presented in this paper. The objectives are:

1. To design a set of materials for children in *Taman Andini Playgroup* based on the students’ multiple intelligences.
2. To describe whether the materials are suitable with the children intelligence.

**E. Limitation of the Study**

In order to make the teaching learning activities interesting, but not useless, the set materials are designed using multiple intelligences.

Therefore this paper will focus on how to design a set of material for children in *Taman Andini Playgroup* using multiple intelligences. This paper also provides the strategies and techniques used in teaching learning activities.
F. Benefits of the Study

First, hopefully, this paper can help the teachers of Taman Andini Playgroup in teaching English. Second, this paper can help the parents and teacher to recognize the children multiple intelligences. Third, for other playgroups, this paper can give references for their English material.

G. Definition of the Key Terms

1. Instructional Materials

In this study, the instructional materials mean the materials that are designed by a teaching learning designer for instruction. This book is designed for teaching English for Playgroup children. This course uses Multiple Intelligences model as the learning experiences for the children in order not to burden them. It is applied to make the children know and get familiar with the English simple conversation and vocabulary. There are eight topics selected based on the playgroup standardized-curriculum; namely greeting, numbers, colors, fruit, drink, pets, parts of the body, clothes.

2. Playgroup

In this study, playgroup is a pre-school education of which children are in age of 2 to 4 years old.

3. Taman Andini Playgroup

Taman Andini Playgroup is located at Jl. Mochammad Besar Rt:02 Rw:03, Kutasari, Baturaden, Purwokerto, Banyumas 53151.
4. **Multiple Intelligences**

In this study, multiple intelligences refer to a learner-based philosophy that characterizes human intelligences as having multiple dimensions that must be acknowledged and developed in education (Richards & Rodgers, 2003: 115).

5. **Multiple Intelligences Model**

In this study, multiple intelligences model is a learning style using multiple intelligences theory which encourages learning that goes beyond traditional books, pens, and pencils. In this learning style, the individuals are free to be intelligent in their own ways depending on their multiple intelligences. (Richard & Rodgers, 2003: 116).

H. **Research Paper Organization**

In this study the writer organizes the research paper into five chapters, bibliography, virtual reference and appendix. The first chapter is introduction consisting of eight parts. They are background of the study, previous study, problem statement, objectives of the study, limitation of the study, benefits of the study, definition of the key terms, and research paper organization.

The second chapter is called underlying theory relating to four parts. They are children’s behavior, playgroup, multiple intelligences, and theoretical description for teaching model design.

The third chapter is research method dealing with four parts. They are type of research, developmental procedure, try out, and technique for analyzing data.
The fourth chapter is research result and discussion presenting two parts. They are research results and discussion. The last chapter is conclusion and suggestions. After those five chapters, the writer adds bibliography, virtual reference, and appendix.
A. Theoretical Description

1. Children’s Language Acquisition

The language acquisition of all children occurs gradually through interaction with people and the environment. Bowen (2000: http://www.speech-language-therapy.com/devel1.htm on date) says that the way adult people engage with children will determine the path that language development takes in the vital first five years. In order to be able teach children in a very communicative and enjoyable circumstance, adult people need to talk in a natural way about what they are doing, seeing, hearing, listening to the sound or words and responding. Therefore, the children know that the adult people are listening. They can also read stories together from an early age and make fun conversation.

a. Ages and Stages

Children learn at different rates. Some are fast language learners and some are slow, so it is best not to compare one child’s language development with another’s. The important thing to watch is that language development proceeds steadily, not whether it is fast or slow. Bowen (2000): http://www.speech-language-therapy.com/devel1.htm.
b. The Two and the Two and a Half Year Old

Children in this period are able to control their body better. They fall less often. Even more they walk and run easily. They are also better in talking. (Bowen, 2000: http://www.speech-language-therapy.com/devel1.htm)

1) Motor Behavior

Children in this age still need some help, especially when they are climbing up and down stairs. However, they can jump from the lowest step of stairs. In this period, children like to push their carriages or tricycles and climb stairs. Generally, in this age, children are able to kick, throw and catch a ball, walk steadily, turn the pages of book, imitate drawing of vertical line, walk on tiptoes and jump with both feet. (Bowen, 2000: http://www.speech-language-therapy.com/devel1.htm)

2) Adaptive Behavior

Children in this age love to touch, taste, smell, fell. Besides, they also love to paint, model with clay, and play with sand, stones and water. For reading, they like to “read” a clear and big book which is full of pictures. They also like small book because it can be carried everywhere. For doll playing, they imitate the events in their own daily life such as eating, cooking and sleeping. In this period, children’s response to puzzles becomes more
effective. Sometimes, they also can solve this problem by
dividing the clay. (Bowen, 2000: http://www.speech-language-
therapy.com/devel1.htm)

3) Language Behavior

Children in this period have increasing ability to produce words.
Two years old children are in one-word stage. They often
produce one-word sentences such as Eat, No, Mine and Sleep.
While two and half years old children have been able to produce
simple three-word sentences such as Where mommy, Here’s a
car, and Watch me Sometimes, they do this only for fun. In this
period, children like to be read to, especially for a book which
has repetitive phrases such as cling, cling, cling the bell is
ringing. Furthermore, this children use language for fun instead
of social needs (asking for help, etc). Children in this age can tell
others his/her name.

devel1.htm)

4) Personal- Social Behavior

This period is shift period for children, from babyhood to be
more human (having ‘personality’). The children are more
independent in wearing clothes and toileting. Socially, they start
enjoying having friends, though with little interaction. Usually,
their strong interaction with other children are pushing, grasping,
and hitting. They are starting to make “a group”. The cooperation and sharing have not appeared among the children. They will accept help from the adults only in form of suggestion.

(Bowen, 2000: http://www.speech-language-therapy.com/devel1.htm)

c. The Three and the Three and a Half Year Old

Three years old children are conform to their own life, happy, sharing and comfortable interpersonal relationships children. On the other hand, three and a half years old children tend to have trouble with themselves, and also with almost everybody around them.

(Bowen, 2000: http://www.speech-language-therapy.com/devel1.htm)

1) Motor Behavior

Children have good balance for their body. They are also able to control their own speed. For three years old children, they can jump with one foot leading the other, stand on one foot for a moment, and ride their tricycles. Their hands are skillful enough. They can build ten blocks tower from cubes. However, for three and a half years old children, the adding of age does not mean the adding of ability. Children in this age have less secure feeling, and they are less effective physically. They frequently fall. The common characteristics of these children are stumbling, trembling, and tic like behavior in comparison of adults’
perception of perfectly normal children. The cause of those characteristics is children’s feeling of insecure. (Bowen, 2000: http://www.speech-language-therapy.com/devel1.htm)

2) **Adaptive Behavior**

Three years old children are able to imitate the steps of cubes building process, while for three and a half years old children; they are able to copy the model/form of cubes building. (Bowen, 2000: http://www.speech-language-therapy.com/devel1.htm)

3) **Language Behavior**

Three and half years old children have more words and greater command of language than three years old children. In this period (three and a half years old), children do conversation with other children. They not only talk with adults, but also talk with other children. Children will give better response if the adults give instruction by whispering than normal voice of tone. Even though they still produce infantile articulation, the sound is quiet clear (understandable). (Bowen, 2000: http://www.speech-language-therapy.com/devel1.htm)

2. **Children’s Cognitive Development**

Bee (2001: 194) that playgroup children have understood about appearance and reality. He finds that two and three years old consistently judge thing by their appearance. For example, a sheet of white paper is
put under the red light. The two and three years old judge that the color of the paper is red.

Bee (2001: 196) their study about children’s mind. They state that three years old children think that everyone knows and experiences the world in the same way they do. It shows an egocentrism of thinking of three years old children.

According to Bee (2001: 197), the playgroup children are able to differentiate facial expression whether other people are sad, mad, happy, loving and angry. The playgroup children can express their own emotions.

Bee (2001: 198) adds that cognitive role in showing expression of emotion is in when and where the children should show their expression. Moreover, they can show ‘social smile’. The children are smiling though they are not completely happy.

Bee (2001: 198) shows that the playgroup children have been able to classify things based on their groups. They can differentiate kind of things, if the adults simplify the task. It is important if the tasks involve real things or figures. For the conversation, though the children understand conversation, most of them are not able to solve conversation tasks consistently until age five or six.

3. Children’s Language Development

As cited by Bee (2001: 201) reports that children in playgroup period continually add words about one word every two hours
approximately. At the age of two half years, children have vocabulary about 600 words. Then, at the age of five or six, children have vocabulary about 15,000 words approximately. Three or four years old children pay much attention to words in whole groups such as kinds of pets or toys. Accordingly, they usually learn about noun first in these ages.

Bee (2001: 203) states that children in playgroup period have been able to produce simple sentences since they have and understand large vocabulary.

4. Teaching English for Young Learners

In this study, the early young learners are children in the age of two, three. The setting of English learning can be at home or in the playgroup. English is seen as a new language for the children in this context.

According to McGlothin (2001: http://iteslj.org/Articles/McGlothlin-ChildLearn.html), the most important things in the teaching English for early young learners are The Children’s Language Environment and Learning strategies.

a. The Children’s Language Environment

McGlothin (2001: http://iteslj.org/Articles/McGlothlin-ChildLearn.html) the adults should not use textbook for helping the children to learn English since the textbook can make the children
more difficult to learn a new language. However, they may use handout if it is needed as the media for the learning activities.

Furthermore, the adults (parents or teachers) need to repeat the words that they have taught to the children since they really love repetitive action and sound. In addition, their daily life also contains a lot of repetition.

According to McGlothlin (2001: http://iteslj.org/Articles/McGlothlin-ChildLearn.html), children in this period are learning both new words and new word. Therefore, the world around them can be very good media for their language learning.

Moreover, McGlothlin (2001: http://iteslj.org/Articles/McGlothlin-ChildLearn.html) states that the adults should not translate the language into the first language because English is not a secret code. It is a language to communicate.

McGlothlin (2001: http://iteslj.org/Articles/McGlothlin-ChildLearn.html) says that the children learn the words (language) as a living language. Therefore, the adults are better to use supporting media such as the example of the things, figure or pictures. The point is the adults should teach them through their world but not through text and rules of language.

McGlothlin (2001: http://iteslj.org/Articles/McGlothlin-ChildLearn.html) also suggests that the adults should use English to communicate with the children because they need an environment
that gives them chances to speak English and to be understood. Therefore, the children would think that English is not an alien thing but it is their language.

Last but not least, McGlothin (2001: http://iteslj.org/Articles/McGlothlin-ChildLearn.html) points out that the English for children should be simplified. The adults should make the English easy to be understood. This case also happens when the children learn first language.

Those are some points that have been pointed by McGlothin (2001: http://iteslj.org/Articles/McGlothlin-ChildLearn.html) in his articles. These points need to be done because it will make the children’s language learning successful.

b. The Children’s Learning Strategies

Since the children pay more attention to their toys and playmates than on the language learning itself, the adults should design a lot of interesting learning activities. (McGlothin, 2001: http://iteslj.org/Articles/McGlothlin-ChildLearn.html).

According to McGlothin (2001: http://iteslj.org/Articles/McGlothlin-ChildLearn.html), children in this period really like repetition. They also like to imitate especially the adults and their playmates. These two strategies can be very helpful to teach English for three children.
McGlothlin (2001: http://iteslj.org/Articles/McGlothlin-ChildLearn.html) adds that the children pay lots attention to the world and people around them. Thus, the adults should teach them about the world and the people around first. Therefore, usually the children learn about nouns first before they learn other language aspects such as verbs, adverbs and adjectives.

McGlothlin (2001: http://iteslj.org/Articles/McGlothlin-ChildLearn.html) also states that the adults should give the children confidence when they use the language, and then give them reinforcement to use the language.

These learning strategies are very beneficial and helpful to teach English for early young learners. However, the adults need to adapt these strategies based on the learners’ culture because each country has its own culture.

5. Multiple Intelligences

Every person has all intelligences, but each person is superior in his/her own way. The combination-majority and minority of the multiple intelligences of each person makes him/her special because he/she is different with the others. In multiple Intelligences, there is no standardized test to measure the intelligences. The multiple intelligences are only measured from the person’s daily activities, interests, ability, etc. As cited by Thomas R. Hoerr (2000: 18-19) the multiple intelligences are adjusted into eight kinds of intelligences. They are:
a). *Linguistic*: the ability to use language effectively and creatively. The ability in this context covers the ability of spelling, words syllables, and grammar. This intelligences is dominantly had by orators, comedians, radio celebrities, and politicians who frequently use words to manipulate and influence others.

b). *Logical/ mathematical*: the ability to think rationality, to use numbers effectively, to see abstract patterns, and to reason well. This is the intelligence that is frequently used by the scientists when they acknowledge their hypothesis and examine it. This intelligence is also used by tax accountants, computer programmers, mathematicians.

c). *Spatial*: the ability to orient oneself in the environment, to create mental images, and the sensitivity to shape, size, color. This intelligence is usually had by artists, and some the discovers that visualize their discoveries/ inventions first before they put it on papers.

d). *Body/kinesthetic*: the ability to use one’s body to express oneself and to solve problems. Athlete, dancer, carpenter, surgeon certainly have this intelligence.

e). *Musical*: an ability to recognize tonal patterns and sensitivity to rhythm, pitch and melody. Indra Lesmana the evaluator of Indonesia Idol must have this intelligence because he is sensitive with pitch mistakes of a singer.
f). Interpersonal: the ability to understand and work together with other people. This intelligence covers the ability to empathize to others, to make friendship, to work in work team.

g). Intrapersonal: the ability to understand oneself and to apply one’s talent successfully. This intelligence is important for entrepreneurs and independent person.

h). Naturalist: the ability to recognize the nature shapes such as birds, trees, flowers, animal, etc. Moreover, the sensitivity of the other nature shapes such as clouds arrangement and land contours. This intelligence is needed by biologists, forest guards, and veterinarian.

In our daily life, we also need this intelligence when we are gardening and camping.

6. Theoretical Description for Teaching Model Design

   a. Dick and Carey’s Model

   Dick and Carey’s instructional design (2001: 8) consist of nine stages. The stages are systematically arranged. It is arranged orderly in sequence:

   1) Identifying Instructional Goal

   The instructional goals is a statement of the objective design. It mentions what the students are able to do and perform at the end of the instruction (knowledge, skills, and understanding) with regard to particular curriculum or from learning difficulties in the classroom.
2) **Conducting Instructional Analysis**

   Its purpose is to determine the skills involved in reaching the goal. In other words, the designer identifies the subordinate skills that are important to achieve the goal of instructional design. The result of this stage is in the form of identification of procedural steps in which the sequences must be followed. It can also be in the form of the identification of concept, rules, and information.

3) **Identifying Entry Behaviors and Learners’ Characteristics**

   The aim of this stage is to determine the required skills needed for the learning task. The designer identifies the general characteristics of the target population. The general characteristics can be age, attention span, interest, sex, grade level, previous experience, vocabulary, reading level, general motivation for learning, and so forth. The designer should identify entry behavior that the students have before they acquire the new skills.

4) **Writing Performance Objective**

   The purpose of performance objective is to interpret the goals and needs into specific objectives. There are four functions of performance objectives. They are determining the correlation between the instruction and the goals; focusing on lesson plan toward appropriate condition of learning; guiding the learners’ performance; and assisting learners in their study efforts.
5) Developing Criterion-Referenced Test Items

The purposes are to determine the students’ ability in learning new skills; to check the students’ result of learning a lesson; to provide data for the parents and administrators about the students’ progress; to evaluate the instructional system (including formative and summative evaluation); and to determine the early performance of measurement before development of lesson plan and instructional materials.

6) Developing an Instructional Strategy

The functions of developing an instructional strategy are as a guideline to develop instructional materials, a set of criteria to evaluate the existing materials, an outline to revise the existing materials, or as a framework for teachers in conducting teaching learning activities. The steps to develop instructional strategy are by determining the time allocation from the behavioral objectives and grouping all the sub skills into some units and objectives to be learned during one instructional period.

7) Developing and Selecting Instructional

The purpose of this stage is to select the material sources or other media that are suitable with the goal of the material. After the sources and media are found, the designer produces instructional module. It consists of the students’ manual, instructional manual, test, and instructor’s guide. The factors that influence materials
development are the instructional environment, availability of existing materials, the amount of instruction, individualized or group instruction, and personnel, facilities, as well as equipment.

8) **Designing and Conducting Formative Evaluation**

It is used to provide data for revising and improving instructional materials in order to make it effective and efficient for a large number of the students.

9) **Revising Instructions**

It is intended to find the effectiveness of the whole instructional system. It is conducted after those all stages have been completed.

There is still a step left in Dick and Carey’s model. It is “Conducting Summative Evaluation’. However, it is not part of the design process done by the instructional designer, yet an independent evaluator does it. This evaluation is done after the formative evaluation and the revision.

Dick and Carey (2001: 17) agree that identifying instructional goals is done first before a designer uses their model. Dick and Carey elaborate this step in more details. They divide this step by determining the students’ general characteristics and entry behaviors. Therefore, they administer the instructional analysis before stating the learners’ characteristics to decide the skills as the means in reaching the goals.
Furthermore, Dick and Carey present evaluation as the last step in designing the materials. The purpose of specifying this step is to give clear feedback for the revision and improvement for both the effective instructional materials and the system as a whole.

Figure 1: Dick and Carey’s Model (2001: 13)

2. **Multiple Intelligences Model**

According to Richard and Rodgers (2001: 119), there are no goals stated for Multiple intelligences instruction in linguistic terms. Learner in multiple intelligences instruction model is better empowered and more fulfilled than a learner in traditional classroom. The learner that required for multiple intelligences classroom is a
learner who is more goal-directed and happier. Multiple intelligences instruction model has no standardized syllabus. In this model, there are five projects which are proposed by Nicholson-Nelson (2000: 73) in Richards and Rodgers (2001: 119); they are:

- **Multiple intelligence projects**: these are based on one or more of the intelligences and are designed to stimulate particular intelligences.
- **Curriculum-based projects**: these are on curriculum content areas but are categorized according to the particular intelligences they make use of.
- **Thematic-based projects**: these are based on a theme from the curriculum or classroom but are divided into different intelligences.
- **Resource-based projects**: these are designed to provide students with opportunities to research a topic using multiple intelligences.
- **Student-choice projects**: these are designed by students and draw on particular intelligences.

**B. Theoretical Framework**

Since playgroup have no standardized curriculum of English learning, designing a set of English instructional materials for playgroup is necessary. Based on the needs of the study, the writer adopted Dick and Carey model design with combination using Multiple Intelligences Model. The writer chooses Dick and Carey model because it uses revising instructions in their model design. The writer chose multiple intelligences model as the combination because it will make the children free to be intelligent in their own ways (Richard and Rodgers, 2001: 116). Moreover, this model can make the teaching learning activities interesting for the children. The writer chose thematic-based projects for the multiple
intelligence model. It means that the writers chose the theme from the classroom but are divided into different intelligences.

The writer sets six stages resulting from the adaptation of Dick and Carey’s Instructional Design Model (2001: 13).

1. **Identifying Learner Characteristics (Multiple Intelligences)**

   In this study context, the learner characteristics cover the children behavior and the relation between the children’s intelligences and their interest and aptitude. This information is important to design the suitable material for the children.

2. **Identifying Instructional Goal**

   This step, especially the goals is derived from the headmistress, the manager and the teachers. The headmistress, the manager and the teachers are chosen because they are the educators who know the general English materials nowadays. Moreover, the children are still dependent with the adults around them. The topics chosen are based on the classroom topics which are taken from playgroup referential curriculum.

3. **Conducting Instructional Analysis**

   After conducting the first and second step, the writer sets/ designs the skills involved in reaching the goal. It is designed based on the headmistress, the teachers and the manager’s expectation of the learning itself.
4. Developing and Selecting Instructional

In this step, the writer divides each meeting/unit into some subject contents. Generally, there are three main subject contents i.e. opening, main activities and closing.

5. Designing and Conducting Formative Evaluation

It is used to provide data for revising and improving instructional materials in order to make it effective and efficient for a large number of the students.

6. Revising the Design

The revising of the design is based on the headmistress, the teachers, the manager identifying instructional goal, instructional analysis, developing and selection instructional, designing activities using multiple intelligences, and providing support services.

In order to make the steps of the combination of Dick and Carey model clearer, the writer puts the steps into a figure. The figure will be presented on the following page.

![Diagram](image-url)

Figure 2: The Writer’s Framework Adapted from Dick and Carey’s Instructional Design Model.
CHAPTER III
RESEARCH METHOD

A. Type of the Research

The type of research that is conducted by the writer is developmental research. The research attempts to develop materials based on the theory and implemented in Taman Andini Playgroup Kutasari, Baturaden, Purwokerto. Therefore, the research deals with two major points. First, the writer should take some steps in order to develop the materials based on the theory of Multiple Intelligences. Second, the writer should take several steps concerning the presentation of the most suitable materials for the children intelligences.

According to Borg and Gall (2000: 772), educational research (R&D) is a process used to develop and validate educational product. It means that the research is not mean to generate a theory or verify one; instead, it is to produce something that might be effectively used in an educational institution or other institution. Thus, this research is mainly conducted to develop the materials for students of Taman Andini Playgroup Kutasari, Baturaden, Purwokerto.

B. Developmental Procedure

The following is the summary of the procedures that the writer carries out:

1. Observing the students’ learning behavior, distributing a questionnaire and interviewing the teachers.

2. Determining the instructional goal of the designed material.
3. Setting the skills involved in the goal achievement.

4. Developing materials by considering the previous steps.

5. Conducting evaluation by implementing the material and distributing a questionnaire to gain teacher’s and expert’s evaluation, suggestion and criticism.

6. Revising and redesigning the final material.

C. Try Out

1. Tryout Design

   The tryout is divided into two, namely expert verification and field tryout. The expert verification refers to validation by experts, while the field tryout refers to the implementation of some of the developed materials to the target students.

2. Tryout Subject

   The subject of field tryout will be the users or the target of the developed materials. They are students of Taman Andini Playgroup Kutasari, Baturaden, Purwokerto. It is 20 students.

3. Types of Data

   The data obtained from the tryout subject will be descriptive data in the forms of comments from the experts and users as well as the researcher’s observation during the field tryout.

4. Instruments

   The instrument of the research will use two questionnaires and interview. The first questionnaire is to be given to the teachers before
designing the material. The question related to five criteria, namely goal, approach, general content, quality of the practice material and format. The second questionnaire was distributed to obtain the teachers’ opinions on teaching English in playgroup and their evaluation of the constructed material. The questionnaire was divided into three parts, namely: the first part was concerning with the teachers’ identity; the second part was concerning with the teacher’ general opinions on teaching and learning English in playgroup and the judgment of the material constructed; and the third part was concerning with the teachers’ criticism and suggestions.

The informal interview was held with the experienced teachers of the playgroup concerning their understanding of teaching and learning process in playgroup. They gave important information about education in playgroup. Moreover, they could give suggestions on the matching of themes and development programs (attitude forming program and basic competence development program). It was expected that the material could cover both of them.

E. Technique for Analyzing Data

The writer uses developmental research method to improve developed materials. The steps that will be done by the writer are as follows:

1. Collecting the questionnaires, from that it uses to make the first revision on the designed materials before they are tried out to the playgroup student. The researcher obtained opinions, critics and suggestions from those
teachers. The questionnaire items include teachers’ identity, teaching method, teaching media, targeted aspects, and level of difficulties, critics and suggestion. Questionnaires and interviews contained items of questions to evaluate the designed instructional material. The final constructed material was expected to be useful to teach English in playgroup.

2. Developing the materials that have been revised based on the adaptation of Dick and Carey’s theory.

3. Verification the data and field tryout.
CHAPTER IV
RESULT AND DISCUSSION

This chapter includes the research findings of the library study and survey study, which attempt to answer the two questions in the problem statement.

A. Research Result

1. The Material Design of Taman Andini Playgroup

In order to answer the first problem statement that is the design of materials based on children in Taman Andini Playgroup based on the student’s multiple intelligences?, the writer chooses the combination of Dick and Carey Model and Multiple Intelligences Model as the designing procedures, and the elaboration of this combination will be discussed as follows:

a. Identifying Learner Characteristics

To identify the learners’ characteristics, the writer had conducted survey study in the form of checklist observation. The writer also identified children characteristics from their behaviour. It is based on the study by Thomas R. Hoerr (2000: 18-19).

The writer did checklist observation because the writer wants to know the relation between children characteristics and their Multiple Intelligences. The form of the checklist observation can be seen in the appendix. The writer observed six children, but the writer only discuss two children. One child is 2 years old (next she will be called child A)
and another child is 3.5 years old (next she will be called child B). They are chosen because they are special.

In some intelligences, child A is better than child B who is older than child A. Both of them also have different talent and interest. Child A is more interested on music. The strongest intelligence of child A is on music. However, she also has strong intelligence on the other seven intelligences. She can not only do simple reading such as sound and symbol correspondence (Linguistic intelligence) but also do simple sequencing, addition and subtraction (Mathematic-logical intelligence).

On the other hand, child B is an extrovert kid. She is dominant in the interpersonal intelligence. She more often helps her friends and showed empathy than the other kids. She is also dominant in logical intelligence. She likes to play puzzle and she is able to do it faster than the other children. Child B also has strong intelligence on intrapersonal and naturalistic, but not dominant. However, she is weak in linguistic, mathematical, kinesthetic and visual-spatial intelligences.

The dominant intelligence for each child is not only nurtured by talent and intelligence, but also by given stimulation. Since child A really likes singing, the teachers often ask her to sing and teach her new songs, while child B really likes to do social activity. She loves to play together with the other children.

She has big empathy for her friends. The teachers can not push her to learn something which she does not like.
b. Identifying Instructional Goal

To set the goal and the general purposes the writer distributed questionnaire to a headmistress, a manager and three teachers of “Taman Andini” Playgroup in April 2008.

In the questionnaire, the writer asked the need of English learning in playgroup. Four respondents (80%) agreed that English should be taught in playgroup. Only one respondent (20%) did not agree that English should be taught in playgroup.

Besides, the writer also asked the reasons why they agreed or did not agree. The respondents agreed because:

1) Children need to know language including English.
2) Every language is important to communicate and interact including English.
3) Nowadays, English competency determines the children’s choices in the future.
4) Playgroup children should be familiar with English so that they will be ready in the higher levels of education.

One respondent did not agree because learning English as a foreign language can burden the children.

The second question is related to the difficulties in learning and teaching English for playgroup children. According to the respondents, there are five difficulties. The first difficulty is about how to apply the method of teaching-learning precisely. It is related to making the
children learn enthusiastically and happily. Second, the children are difficult to be managed. They can not be forced to do something. Third, they can not imitate the native’s pronunciation. In fact, imitating the native’s pronunciation is no longer relevant nowadays because the most important of the language function is to communicate. So, the learners should learn the language to communicate, but not learn the aspects of language such as pronunciation and grammar. The fourth difficulty is the children only want to learn if they are interested. Therefore the topics and teaching-learning activities should be interesting for the children. The fifth difficulty is the children can not memorize easily.

To solve the problems above, the writer suggested using Multiple Intelligences theory as the base to develop the teaching-learning activities, and all respondents (100%) agreed with the suggestion.

The fourth question was related to language skills needed to be mastered by the children. Three respondents (60%) chose speaking skill, and two respondents (40%) chose listening skill.

From the result of the questionnaire above, the writer concludes that the goal of the designing English instructional materials for playgroup children is the children are able to listen and say some English vocabulary and expression such as greeting, and the general purpose is the children are able to comprehend some basic and simple
English. The skills which are needed to be developed mainly are listening and speaking without abandoning reading and writing skills.

Besides, the writer interviewed the headmistress of *Taman Andini Playgroup* informally to find out the strategies used to teach English. The data are used to prevent the overlapped strategies to teach English. She stated that her playgroup used some strategies such as singing, translating and playing games. Mostly, she used singing and translating as the strategies to teach English. The teachers of this playgroup teach English on Tuesday and Friday.

c. **Conducting Instructional Analysis**

After the writer distributed the questionnaire in order to set the goal, the writer made instructional analysis (syllabus). In here the writer discusses about design syllabus.

d. **Developing and Selecting Instructional**

There are three subject contents in this materials designed i.e. opening, main activities and closing.

1) **Opening**

Generally, this subject content aims to get the children attention to the lesson. There are four activities in this subject content i.e. praying, greeting, stimulation and short introduction.

2) **Main Activities**

This is the main section. The children get explanation of the material on that day. Besides, the children can practice and produce
36

the materials. The children practice in the form of tasks and produces in the form of games.

3) Closing

This is the last section. The teacher and the children review and close the lesson as well as pray together.

After developing the instructional design, the writer selected the teaching strategy. Instructional is based on the need to develop and strengthen playgroup children’s multiple intelligences. Therefore, the activities for each unit are different. Each activity emphasized one or more intelligences. Each unit has the same subject contents. They are Opening, Main Activities and closing. For the Opening and Closing, all units have the same activities generally. The all topics and the activities are clearly seen in the lesson plan. Lesson plan describes all the activities in each topics that the teachers and the students are doing during teaching learning activities in detail. Lesson Plan can be seen in Apenddix ( )

e. Supporting Media

The materials designed use a lot of supporting media. The samples of the supporting tools are in the form of pictures, but for the handouts. The tools are used to support the activities such as to explain, to practice and to produce. In the explanation, teachers use wall maps, cards and some figures. For the practice section, the children use handouts and puzzle. Mostly the children do producing
section in the form of games. In the games, the children use some figures and game media such as paper dolls, plastic eggs or stone eggs.

For the setting, there are two main settings i.e. indoor and outdoor. Indoor means the teaching learning activities are done in the classroom, while outdoor means the teaching learning activities are done in the school yard.

Based on the explanation of the identifying learner characteristics, identifying instructional goal, conducting instructional analysis, developing and selecting instructional, and supporting media above, the writer composes the following English material design for children based on the multiple intelligences design.

1. Syllabus
2. Lesson Plan
3. Design
2. The Suitability of the Materials with the Children’s Intelligence

In order to answer the second problem statement, the writer conducted survey using questionnaire in May 2008. The questionnaire was used to evaluate the designed materials in order to improve them. The questionnaires were distributed to two teachers, one manager, one headmistress of playgroup and one FKIP lecturer. Actually, the playgroup teachers should be four but one of the teachers was taking maternity leave. Therefore, the respondents from the playgroup teachers were only two.

a. Description of the Respondents of the Survey

<table>
<thead>
<tr>
<th>Group of Respondents</th>
<th>Sex</th>
<th>Educational Background</th>
<th>Teaching Experiences (in years)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>PG TK</td>
</tr>
<tr>
<td>Playgroup Teachers / Headmistress</td>
<td>-</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Playgroup Manager</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>FKIP Lecturer</td>
<td>-</td>
<td>1</td>
<td>-</td>
</tr>
</tbody>
</table>

Besides the evaluation, feedback and suggestion, the writer also asked about the respondents’ educational background and teaching experiences. There is one respondent who graduated from PGTK (Education for Kindergarten Teachers). Three respondents are from bachelor degree (S1). They are a playgroup teacher, a headmistress and a playgroup manager. One respondent is from master degree (S2). She is a FKIP lecturer.

The respondents have a lot of teaching experiences. It is shown by their teaching period. All of them have taught for more than two years.
b. Data Presentation and Analysis

The questionnaire of the post-design survey is divided into two groups, i. e. close-ended and open-ended questionnaire. Close-ended questionnaire is used to obtain the respondents’ evaluation. The writer uses Likert Scale of which range is from 1 to 4. It can be seen as follows:

<table>
<thead>
<tr>
<th>Likert Scale (Degree of Marking)</th>
<th>Respondents’ Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very Bad</td>
</tr>
<tr>
<td>2</td>
<td>Bad</td>
</tr>
<tr>
<td>3</td>
<td>Good</td>
</tr>
<tr>
<td>4</td>
<td>Very Good</td>
</tr>
</tbody>
</table>

The descriptive statistics of the respondents’ evaluation on the designed materials will be presented as follows:

<table>
<thead>
<tr>
<th>NO</th>
<th>RESPONDENTS’ EVALUATION</th>
<th>CENTRAL TENDENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N</td>
</tr>
<tr>
<td>1.</td>
<td>The formulation of Competency Standard, Basic Competence and Indicator is good.</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>The Instructional Materials are relevant with the Competency Standard, Basic Competence and Indicator.</td>
<td>5</td>
</tr>
<tr>
<td>3.</td>
<td>The arrangement of the topics is suitable for playgroup children.</td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td>The designed materials are interesting for playgroup children.</td>
<td>5</td>
</tr>
<tr>
<td>5.</td>
<td>The activities in each unit are able to help the children to learn English.</td>
<td>5</td>
</tr>
<tr>
<td>6.</td>
<td>The teaching-learning activities are suitable with the children’s multiple intelligences.</td>
<td>5</td>
</tr>
<tr>
<td>7.</td>
<td>The teaching-learning activities could develop all the children’s intelligences.</td>
<td>5</td>
</tr>
<tr>
<td>8.</td>
<td>Generally, what is your evaluation for the instructional materials using Multiple Intelligences Model?</td>
<td>5</td>
</tr>
</tbody>
</table>

Besides, the writer also uses open-ended questionnaire. This questionnaire is used to obtain the respondents’ suggestion and feedback. In here the respondents are two teachers, one manager, one headmistress
of playgroup and one FKIP lecturer. There are three questions asked. The questions ask about the strengths, the weaknesses and the suggestions for the designed materials. There are five points of feedback and suggestion from the respondents.

1. The designed materials are good enough. The learning activities are interesting, and the designed materials are applicable for playgroup children.

2. More pictures should be added, especially for the Unit 8 since there were not many pictures in it.

3. The writer was suggested to make children’s handbook in a simple form.

4. More children songs should be added because in the designed materials there were only five songs in the designed materials.

5. The teaching method should be varied, and the learning activities should involve psychomotor and affective domains.

B. Discussion

The statistical computation shows the overall mean is 3.15 out of scales of which range is from 1 to 4. Then, the writer concludes that the designed materials are acceptable and applicable to be used as English materials for playgroup children.

In the second part of the questionnaire, the writer asked about the respondents’ feedback and suggestion which have been listed before. The writer accepted and adopted some points of suggestion which were suitable in
order to improve the designed materials. Then, she revised the designed materials based on the accepted feedback and suggestion. The revisions are as follows:

1. The writer added some colorful pictures of pets in unit 8 since there were no figure of pets in that unit. Hopefully, these pictures could help the teacher and the children to learn English better and make the designed materials more interesting.

2. The writer added more songs. The added songs were thematic songs. It means that the songs are relevant with the topics. There was one song which involves body movement while the children are singing.

However, the writer did not accept two suggestions from the respondents. The first suggestion was about making Children’s Handbook. McGlothlin (2001: http://iteslj.org/Articles/McGlothlin-ChildLearn.html) stated that the adults should not use textbook for helping the children to learn English since the textbook can make the children more difficult to learn a new language. When the children learn a new language, they concentrate more on their toys or games rather than on the language itself. Therefore, it will be better, if the children learn English (a language) through activities such as games and tasks instead of a textbook.

The second suggestion was about the teaching-learning method. One of the respondents stated that the method should be varied. In fact, the writer has used some different kinds of methods such as Total Physical Response in unit 3 (Parts of the Body), Cooperative learning in Unit 1, unit 5 and Unit 6 (in the
games activities), Individual Learning in Unit 2 and Unit 4 and other methods in the rest of the units. This respondent also stated that the teaching – learning activities should involve the psychomotor and affective domains. In fact, according to the writer, the designed materials have already involved three domains, i.e. cognitive, affective and psychomotor domains, although the writer focused more on the children’s affective and psychomotor domains without abandoning the cognitive domain. The examples of the activities which involve affective and psychomotor domains are field trip activity in unit 6, making a flag in unit 3 and situation game in unit 1.
1. SYLLABUS

Study Program: English for Playgroup
Method: Multiple Intelligence
Standard Competency: The students are able to know and get familiar with the English simple conversation and vocabulary.

<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Indicator</th>
<th>Learning Experience</th>
<th>Primary Materials</th>
<th>Time Allocation</th>
<th>Teaching Aid</th>
</tr>
</thead>
</table>
| 1. The children are able to use greeting expression verbally | 1.1 Singing a song about greeting.  
1.2 Expressing greeting correctly.  
1.3. Using greeting expression in a correct situation | a. Praying together  
b. Introducing  
c. Singing a song  
d. Learning how to greet  
e. Playing  
f. Reviewing the lesson | Song Pictures Situation Game | 55 minutes | Cards, cassette, tape |
| 2. The children are able to identify the numbers. | 2.1 Saying the numbers in English  
2.2 Recognizing the numbers  
2.3 Making a number by copying the master or tracking | a. Praying together  
b. Introducing  
c. Singing a song  
d. Learning how to say numbers  
e. Writing the numbers  
f. Reviewing the lesson | Song Pictures of numbers | 55 minutes | pictures, handout, paper, glue, cassette, tape |
| 3. The students are able to recognize the English words of colors. | 3.1 Saying colors in English  
3.2 Recognizing the colors | a. Praying together  
b. Introducing  
c. Singing a song  
d. Learning how to differ colors  
e. Learning how to say | Song Wall map | 55 minutes | dough and wall map, cassette, tape |
| 4. The students are able to recognize some fruits. | 4.1 Singing a song about fruits.  
4.2 Mentioning the names of fruits | a. Praying together  
b. Introducing  
c. Singing a song  
d. Learning how to say fruits  
e. Matching the pictures  
f. Playing the puzzle of fruits  
g. Reviewing the lesson | Song  
Pictures of Fruits.  
Wooden Puzzle of fruits | 55 minutes | pictures, wooden puzzles, handout cassette, tape |
|---|---|---|---|---|---|
| 5. The students are able to mention several kinds of drinks ask some drinks | 5.1 Singing a song about drinks.  
5.2 Mentioning the names of drinks  
5.3 Asking some drinks. | a. Praying together  
b. Introducing  
c. Singing a song  
d. Learning how to ask some drinks  
e. Practicing the expression of asking the drinks  
f. Playing the puzzle of fruits  
g. Reviewing the lesson | Song  
Pictures of drinks.  
The expression of asking drinks | 55 minutes | pictures, five jars of drinks, cups, cassette, tape |
| 6. The children are able to identify some pets in English | 6.1 Mentioning pets in English  
6.2 Understanding the sound of some pets | a. Praying together  
b. Introducing  
c. Learning to produce the sounds of pets | Pictures of pets.  
Sound of pets  
Plastic dolls | 55 minutes | pictures, tape, cassette, school yard |
| 6.3 Producing pet-like sound | d. Learning to recognize the pets in English |    |    |
| 6.4 Recognizing | e. Having a field trips |    |    |
|                     | f. Reviewing the lesson |    |    |
| 7. The children are able to recognize parts of the human body. | a. Praying together | Song | 55 minutes |
|                     | b. Introducing | Paper dolls | paper doll button |
|                     | c. Learning to identify the parts of the body in English |    |    |
|                     | e. Having surgery game |    |    |
|                     | g. Reviewing the lesson |    |    |
| 8. The students are able to recognize the English words of clothes. | a. Praying together | Wooden | 55 minutes |
|                     | b. Introducing | puzzles | pictures, wooden puzzles, coins |
|                     | c. Learning to say the name of the clothes in English. | Pictures of clothes |    |
|                     | d. Matching the picture |    |    |
|                     | e. Having shopping game |    |    |
|                     | g. Reviewing the lesson |    |    |
1. The Suitability of the Materials with the Children’s Intelligence

In order to answer the second problem statement, the writer conducted survey using questionnaire in May 2008. The questionnaire was used to evaluate the designed materials in order to improve them. The questionnaires were distributed to two teachers, one manager, one headmistress of playgroup and one FKIP lecturer. Actually, the playgroup teachers should be four but one of the teachers was taking maternity leave. Therefore, the respondents from the playgroup teachers were only two.

a. Description of the Respondents of the Survey

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<th>PG TK</th>
<th>S1</th>
<th>S2</th>
<th>S3</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>&gt;3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Playgroup Teachers / Headmistress</td>
<td>-</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Playgroup Manager</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>FKIP Lecturer</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
</tbody>
</table>

Besides the evaluation, feedback and suggestion, the writer also asked about the respondents’ educational background and teaching experiences. There is one respondent who graduated from PGTK (Education for Kindergarten Teachers). Three respondents are from bachelor degree (S1). They are a playgroup teacher, a headmistress and a playgroup manager. One respondent is from master degree (S2). She is a FKIP lecturer.
The respondents have a lot of teaching experiences. It is shown by their teaching period. All of them have taught for more than two years.

b. Data Presentation and Analysis

The questionnaire of the post-design survey is divided into two groups, i.e. close-ended and open-ended questionnaire. Close-ended questionnaire is used to obtain the respondents’ evaluation. The writer uses Likert Scale of which range is from 1 to 4. It can be seen as follows:

<table>
<thead>
<tr>
<th>Likert Scale (Degree of Marking)</th>
<th>Respondents’ Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very Bad</td>
</tr>
<tr>
<td>2</td>
<td>Bad</td>
</tr>
<tr>
<td>3</td>
<td>Good</td>
</tr>
<tr>
<td>4</td>
<td>Very Good</td>
</tr>
</tbody>
</table>

The descriptive statistics of the respondents’ evaluation on the designed materials will be presented as follows:

<table>
<thead>
<tr>
<th>NO</th>
<th>RESPONDENTS’ EVALUATION</th>
<th>CENTRAL TENDENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>N</strong></td>
</tr>
<tr>
<td>1.</td>
<td>The formulation of Competency Standard, Basic Competence and Indicator is good.</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>The Instructional Materials are relevant with the Competency Standard, Basic Competence and Indicator.</td>
<td>5</td>
</tr>
<tr>
<td>3.</td>
<td>The arrangement of the topics is suitable for playgroup children.</td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td>The designed materials are interesting for playgroup children.</td>
<td>5</td>
</tr>
<tr>
<td>5.</td>
<td>The activities in each unit are able to help the children to learn English.</td>
<td>5</td>
</tr>
<tr>
<td>6.</td>
<td>The teaching-learning activities are suitable with the children’s multiple intelligences.</td>
<td>5</td>
</tr>
<tr>
<td>7.</td>
<td>The teaching-learning activities could develop all the children’s intelligences.</td>
<td>5</td>
</tr>
</tbody>
</table>
8. Generally, what is your evaluation for the instructional materials using Multiple Intelligences Model? | 5 | 3.4

According to Best, (2000: 179) the interpretation of the degree of agreement is presented in table 5.1.

<table>
<thead>
<tr>
<th>Range</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00 – 1.99</td>
<td>Replace the rejected part of the design</td>
</tr>
<tr>
<td>2.00 – 2.99</td>
<td>Add more part or modify part of the design based on the lack on the statement</td>
</tr>
<tr>
<td>3.00 – 3.99</td>
<td>Conduct more exploration on the existing part of the design based on the statement</td>
</tr>
<tr>
<td>4.00 – 5.00</td>
<td>No revision</td>
</tr>
</tbody>
</table>

Besides, the writer also uses open-ended questionnaire. This questionnaire is used to obtain the respondents’ suggestion and feedback. In here the respondents are two teachers, one manager, one headmistress of playgroup and one FKIP lecturer. There are three questions asked. The questions ask about the strengths, the weaknesses and the suggestions for the designed materials. There are five points of feedback and suggestion from the respondents.

1. The designed materials are good enough. The learning activities are interesting, and the designed materials are applicable for playgroup children.

2. More pictures should be added, especially for the Unit 8 since there were not many pictures in it.

3. The writer was suggested to make children’s handbook in a simple form.
4. More children songs should be added because in the designed materials there were only five songs in the designed materials.

5. The teaching method should be varied, and the learning activities should involve psychomotor and affective domains.

B. Discussion

The statistical computation shows the overall mean is 3.15 out of scales of which range is from 1 to 4. Then, the writer concludes that the designed materials are acceptable and applicable to be used as English materials for playgroup children.

In the second part of the questionnaire, the writer asked about the respondents’ feedback and suggestion which have been listed before. The writer accepted and adopted some points of suggestion which were suitable in order to improve the designed materials. Then, she revised the designed materials based on the accepted feedback and suggestion. The revisions are as follows:

1. The writer added some colorful pictures of pets in unit 8 since there were no figure of pets in that unit. Hopefully, these pictures could help the teacher and the children to learn English better and make the designed materials more interesting.

2. The writer added more songs. The added songs were thematic songs. It means that the songs are relevant with the topics. There was one song which involves body movement while the children are singing.
However, the writer did not accept two suggestions from the respondents. The first suggestion was about making Children’s Handbook. McGlothlin (2001: http://iteslj.org/Articles/McGlothlin-ChildLearn.html) stated that the adults should not use textbook for helping the children to learn English since the textbook can make the children more difficult to learn a new language. When the children learn a new language, they concentrate more on their toys or games rather than on the language itself. Therefore, it will be better, if the children learn English (a language) through activities such as games and tasks instead of a textbook.

The second suggestion was about the teaching-learning method. One of the respondents stated that the method should be varied. In fact, the writer has used some different kinds of methods such as Total Physical Response in unit 3 (Parts of the Body), Cooperative learning in Unit 1, unit 5 and Unit 6 (in the games activities), Individual Learning in Unit 2 and Unit 4 and other methods in the rest of the units. This respondent also stated that the teaching – learning activities should involve the psychomotor and affective domains. In fact, according to the writer, the designed materials have already involved three domains, i.e. cognitive, affective and psychomotor domains, although the writer focused more on the children’s affective and psychomotor domains without abandoning the cognitive domain. The examples of the activities which involve affective and psychomotor domains are field trip activity in unit 6, making a flag in unit 3 and situation game in unit 1.
CHAPTER V
CONCLUSION AND SUGGESTION

This chapter consists of two main parts. The first part contains the conclusion of the study, while the second part consists of the suggestions for the English teachers or instructors, the parents and future researchers.

A. Conclusion

In order to answer the first question, the writer chooses Dick and Carrey’s model which is combined by Multiple Intelligences Model as the designing procedure. The combination of Dick and Carrey’s model is presented as follows: identifying the children characteristics, identifying instructional goals, conducting instructional analysis, developing and selecting instructional, designing learning activities using Multiple Intelligence and conducting formative evaluation, and revising the design.

The post-design survey shows that the instructional materials are acceptable and applicable since the mean is 3.1 out of 4. However, the writer needed to revise and improve the instructional materials. The revision and improvement are based on the respondents’ feedback and suggestions.

To answer the second question of this study, the writer had designed a set of English instructional materials for Taman Andini Playgroup children using
Multiple Intelligences model. The materials are presented in form of Teacher’s Handbook because the adults should not use textbook for helping the children to learn English. In other words, children learn English (a language) through activities such as games and tasks instead of a textbook.

B. Suggestion

1. For the Playgroup Teachers
   
a. It is necessary for the teachers to have enough preparation before teaching the children. The teachers may read firstly the designed Teacher’s Handbook and the lesson plan first. Besides, the teachers should also prepare the supporting media.

b. It will be better if the teachers speak in English, or at least speak bilingually (Indonesian and English). By using this method, the children can learn English well because they know that English can be used to communicate.

c. If it is necessary, the teachers may develop or adapt the activities. It is known that each playgroup has different condition and children’s characteristics. Therefore, developing or adapting the activities based on the children’s needs is really recommended.

d. The teachers are suggested to teach a topic for more than one meeting if it is necessary.

e. It is important for the teachers to report the children learning development constantly. It aims to make the children’s learning at home effective.
2. **For the Parents**
   
   a. It is necessary for the parents to follow their children’s development. Therefore, the parents are able to manage the children’s learning at home.
   
   b. The parents are also suggested speaking in English with their children sometimes, or at least speaking bilingually (Indonesian and English).

3. **For Other Researchers**
   
   a. The future researchers are expected to develop the materials using other activities or topics. However, the topic should be in the same theme. For example, *Fruit* as the topic is changed into *Snack* which has the same theme, i.e. *Food*.
   
   b. The writer hopes that the future researchers would be willing to apply the designed materials, and then report the results.
BIBLIOGRAPHY


VIRTUAL REFERENCE

http://itesls.org/Articles/McGolthin-ChildLearn.html
http://www.speech-language-therapy.com/devel1.htm
Hal : Permohonan Pengisian Kuisioner
Lampiran : 1. Gambaran Umum
  2. Kuisioner
  3. Lesson Plans
  4. Materi Pengajaran

Yth__________________
di___________________

Dengan hormat,
Bersama surat ini saya

Nama : Dian Citraningtyas
No. Mhs : A. 320040111
Prog. Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Ingin memohon ijin pengisian kuisioner yang berkaitan dengan
skripsi yang saya susun, dengan judul “Designing A set of English Instructional
Materilas Based On The Multiple Intelligences Of Children in Taman Andini
Playgroup”. Saya mohon Bapak/ Ibu / Kakak untuk memberi saran, pendapat dan
penilaian terhadap materi yang telah saya susun dengan mengisi kuisioner
terlampir.

Demikian surat permohonan ini saya buat, terima kasih atas kesediaan dan
bantuannya.

SOLO, April 2008
Hormat saya,

Dian Citraningtyas
A. Tujuan

Penelitian ini berjudul “Designing A Set of English Instructional Materials Based On The Multiple Intelligences Of Children In Taman Andini Playgroup”. Inti pokok dari penelitian ini adalah mendesain materi untuk anak-anak di playgroup menggunakan Model Intelligensi Ganda (Multiple Intelligences Model). Penyusunan materi ini bertujuan:

- untuk mengenalkan Bahasa Inggris yang masih dasar dan sederhana sehingga anak-anak playgroup siap untuk menghadapi jenjang pendidikan yang lebih tinggi, semisal TK atau SD
- untuk membuat suasana pembelajaran lebih menyenangkan karena anak dapat belajar sesuai dengan Intelligensi masing-masing anak
- untuk mengembangkan Inteligensi anak-anak, baik yang dominan maupun yang tidak dominan sehingga anak-anak dapat berkembang secara seimbang

B. Isi


Setiap unit dilaksanakan untuk satu kali pertemuan yang waktunya tergantung dari kebutuhan setiap aktivitas di dalamnya. Setiap unit terdiri dari beberapa bagian. Bagian-bagian pada setiap unit berbeda tergantung pada Intelegensi-intelegensi yang dimasukkan pada unit tersebut. Pada intinya, setiap unit terdiri dari tiga bagian inti, yaitu:
1. Opening
Pada bagian ini terdapat tiga aktivitas, yaitu salam pembuka, stimulasi dan pengenalan materi. Bagian ini berfungsi untuk membuka pelajaran dan mengajak anak-anak untuk memasuki kegiatan inti.

2. Main Activities
Bagian ini terdiri dari penjelasan materi pelajaran dan aktivitas-aktivitas yang berfungsi sebagai praktek anak-anak untuk lebih mengenal materi pelajaran.

3. Closing
Bagian ini terdiri dari dua aktivitas, yaitu review tentang materi pelajaran dan salam penutup. Review berfungsi untuk membuat anak-anak menjadi lebih ingat materi pelajaran, dan memastikan bahwa anak-anak telah menyimak dan memahami materi pelajaran.

Pada dasarnya, materi ini menekankan pada pengenalan terhadap Bahasa Inggris yang masih dasar dan sederhana sehingga anak-anak nanti akan siap menghadapi sekolah yang lebih lanjut.


Karena materi ini disusun dalam bentuk “Teacher Handbook”, peranan guru sangat penting dalam menerapkan materi ini dikelas. Guru berperan sebagai
pemberi instruksi (fasilitator), model dan motivator sehingga materi ini menjadi tidak berguna tanpa peranan guru yang bersangkutan.
## LESSON PLAN

Study Program: English for Playgroup  
Meeting: 1  
Competence Standard: At the end of the course, the children are able to use greeting expressions verbally  
Basic Competence: The children are able to recognize greeting expressions.  
Indicators:  
1. The children are able to sing a song about greeting.  
2. The children are able to express greeting correctly.  
3. The children are able to use greeting expression in a correct situation

<table>
<thead>
<tr>
<th>NO</th>
<th>Step</th>
<th>Learning Activities</th>
<th>Method</th>
<th>Media</th>
<th>Learning Source</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Opening</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1.1 The teacher asks the children to pray together.  
1.2 The teacher greets the children by saying, “Hi!” or “Hallo!”  
1.3 The teacher introduces today’s lesson.  
1.4 The teacher gives stimulation by singing “Good Morning” song together.  
| Teacher’s activities | Children’s activities | Greeting | Cassette | The book and appendix are attached | 20 minutes |
| | | 1.1 The children pray together | Explaining | | |
| | | 1.2 The children give response to the teacher | Singing | | |
| Main Activities | 1.5 The teacher explains today material by using Greeting cards 1.6 The teacher asks the children to say the greeting based on the picture on the card 1.7 The teacher gives the instruction for the situation game 1.8 The teacher and the children play the game 1.9 The teacher reviews the lesson 1.10 The teacher asks the children to pray together 1.11 The teacher closes the lesson and greets the children | 1.5 The children listen to the teacher explanation and involve in this activity 1.6 The children say the greeting based on the picture on the card 1.7 The children listen to the teacher 1.8 The children play the game together 1.9 The children listen and answer some questions 1.10 The children pray together 1.11 The children also greet the teacher | Explaining | Giving Game Instruction | Reviewing | Cards, Pictures | 25 minutes |
| Closing          | 10 minutes |
## LESSON PLAN

**Study Program**: English for Playgroup  
**Meeting**: 2  
**Competence Standard**: At the end of the course the children are able to identify the numbers.  
**Basic Competence**: The children are able to recognize numbers.  
**Indicators**:  
1. Say the numbers in English  
2. Recognize the numbers  
3. Make a number by copying the master or tracking

<table>
<thead>
<tr>
<th>NO</th>
<th>Step</th>
<th>Learning Activities</th>
<th>Method</th>
<th>Media</th>
<th>Learning Source</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Teacher’s activities</strong></td>
<td><strong>Children’s activities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1  | Opening| 1.1 The teacher asks the children to pray together.  
1.2 The teacher greets the children by saying, “Hi!” or “Hallo!”  
1.3 The teacher review the previous materials  
1.4 The teacher introduces today’s lesson.  
1.5 The teacher gives stimulation by singing “Ten Little | 1.1 The children pray together  
1.2 The children greet the teacher  
1.3 The children listen to the teacher  
1.4 The children listen to the teacher  
1.5 The children sing the song together |       | Cassette | The book and appendix are attached | 15 minutes |

---

3
<p>| Main Activities | Indians” song together. | 1.6 The teacher shows and says the numbers, then asks them to repeat what the teacher said 1.7 The teacher puts sample of numbers in front of the class, and asks the 4-year-old children to copy their favorite number (only one number, from 1 to 10) For the 2-3 years old children, the teacher asks them to match the picture of numbers (1-5) 1.8 The teachers gives the instruction of “where are the eggs?” game 1.9 The teacher asks the children to find the eggs in the school yard (or in the classroom) 1.10 The teacher asks the children to count 1.6 The children listen to the teacher and repeat after the teacher 1.7 The children (4-year-old) copy their favourite number, while 2-3-year-old children match the numbers 1.8 The children pay attention to the teacher’s explanation 1.9 The children find the hidden eggs in the schoolyard or in the classroom 1.10 The children | Pictures of numbers | Explaining | Giving Instruction | 30 minutes |</p>
<table>
<thead>
<tr>
<th>Closing</th>
<th>the eggs which they have found</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.11 The teacher reviews the lesson</td>
</tr>
<tr>
<td></td>
<td>1.12 The teacher asks the children to pray together</td>
</tr>
<tr>
<td></td>
<td>1.13 The teacher closes the lesson and greets the children</td>
</tr>
<tr>
<td>count eggs</td>
<td>1.11 The children listen to the teacher’s review</td>
</tr>
<tr>
<td></td>
<td>1.12 The children pray together</td>
</tr>
<tr>
<td></td>
<td>1.13 The children greet the teacher</td>
</tr>
<tr>
<td>Rviewing</td>
<td></td>
</tr>
<tr>
<td>10 minutes</td>
<td></td>
</tr>
</tbody>
</table>
# LESSON PLAN

**Study Program**: English for Playgroup  
**Meeting**: 3  
**Competence Standard**: At the end of the course the children are able to identify the colors in English.  
**Basic Competence**: The children are able to recognize English words of colors.  
**Indicators**:  
1. Say colors in English  
2. Recognize the colors

<table>
<thead>
<tr>
<th>NO</th>
<th>Step</th>
<th>Learning Activities</th>
<th>Method</th>
<th>Media</th>
<th>Learning Source</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Opening</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. The teacher asks the children to pray together.  
1.2 The teacher greets the children by saying, “Hi!” or “Hallo!”  
1.3 The teacher review the previous materials  
1.4 The teacher stimulates the children by asking the colors of their today clothes  
1.5 The teacher gives stimulation by singing a song together. |  
1.1 The children pray together  
1.2 The children greet the teacher  
1.3 The children listen to the teacher  
1.4 The children answer the teacher's question  
1.5 The children sing the song | Cassette | The book and appendix are attached | 15 minutes |
<p>|    |       |                     | Greeting | Explaining | Singing |</p>
<table>
<thead>
<tr>
<th>Main Activities</th>
<th>Activities</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.6 The teacher explains the lesson by saying the name of colors on the colors wall map</td>
<td>1.6 The children pay attention to the teacher’s explanation</td>
<td>30 minutes</td>
</tr>
<tr>
<td>1.7 The teacher asks the children what their favorite colors are</td>
<td>1.7 The children answer the teacher’s question</td>
<td></td>
</tr>
<tr>
<td>1.8 The teacher asks each child to make a two-colored flag from play dough</td>
<td>1.8 The children make two-colored flag from play dough</td>
<td></td>
</tr>
<tr>
<td>1.9 The teacher asks the children to say the colors of their flags one by one</td>
<td>1.9 The children say the colors of their flags</td>
<td></td>
</tr>
<tr>
<td>1.10 The teacher reviews the lesson</td>
<td>1.10 The children listen to the teacher</td>
<td></td>
</tr>
<tr>
<td>1.11 The teacher asks the children to pray together</td>
<td>1.11 The children pray together</td>
<td></td>
</tr>
<tr>
<td>1.12 The teacher closes the lesson and greets the children</td>
<td>1.12 The children greet the teacher</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Closing</th>
<th>Activities</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.6 The children pay attention to the teacher’s explanation</td>
<td>Explaining</td>
<td></td>
</tr>
<tr>
<td>1.7 The children answer the teacher’s question</td>
<td>Giving Instruction</td>
<td></td>
</tr>
<tr>
<td>1.8 The children make two-colored flag from play dough</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.9 The children say the colors of their flags</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.10 The children listen to the teacher</td>
<td>Reviewing</td>
<td></td>
</tr>
<tr>
<td>1.11 The children pray together</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.12 The children greet the teacher</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wall map</th>
<th>dough</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>30 minutes</td>
<td>10 minutes</td>
<td></td>
</tr>
</tbody>
</table>
# LESSON PLAN

Study Program: English for Playgroup  
Meeting: 4  
Competence Standard: At the end of the course the children are able to identify some fruits in English.  
Basic Competence: The children are able to recognize some fruits in English.  
Indicators:  
1. The students are able to sing a song about fruits.  
2. The students are able to mention the names of fruits

<table>
<thead>
<tr>
<th>NO</th>
<th>Step</th>
<th>Learning Activities</th>
<th>Method</th>
<th>Media</th>
<th>Learning Source</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Teacher’s activities</td>
<td>Children’s activities</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1  | Opening | 1.1 The teacher asks the children to pray together.  
  1.2 The teacher greets the children by saying, “Hi!” or “Hallo!”  
  1.3 The teacher review the previous material  
  1.4 The teacher stimulates the children by asking some fruits they know  
  1.5 The teacher gives stimulation by singing a song together  
  1.6 The teacher introduces today lesson | 1.1 The children pray together  
  1.2 The children greet the teacher  
  1.3 The children listen to the teacher  
  1.4 The children answer the teacher’s question  
  1.5 The children sing the song  
  1.6 The children pay attention to the | Greeting | cassette | The book and appendix are attached | 15 minutes |

---
<table>
<thead>
<tr>
<th>Main Activities</th>
<th>Explaining</th>
<th>Pictures</th>
<th>35 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.7 The teacher explains the lesson by showing the figures of some fruits</td>
<td>teacher’s explanation</td>
<td>Explaining</td>
<td>1.7 The children pay attention to the teacher’s explanation</td>
</tr>
<tr>
<td>1.8 The teacher asks the children to say the name of fruit based on teacher’s instruction</td>
<td>1.8 The children say the name of the fruits based on the teacher’s instruction</td>
<td>Pictures</td>
<td>1.9 The children (2-year-old) play the puzzle of fruits, and the rest attach the picture on the appropriate place</td>
</tr>
<tr>
<td>1.9 The teacher asks the children to match the picture of fruits with its shadow (for 3-4 years old children), while for 2-year-old children, the teacher asks the children to play the puzzle of fruits</td>
<td>1.9 The children (2-year-old) play the puzzle of fruits, and the rest attach the picture on the appropriate place</td>
<td>Wooden Puzzle</td>
<td>1.10 The children listen to the teacher</td>
</tr>
<tr>
<td>1.10 The teacher reviews the lesson</td>
<td>1.10 The children listen to the teacher</td>
<td>Reviewing</td>
<td>1.11 The children pray together</td>
</tr>
<tr>
<td>1.11 The teacher asks the children to pray together</td>
<td>1.11 The children pray together</td>
<td>Reviewing</td>
<td>1.12 The children greet the teacher</td>
</tr>
<tr>
<td>1.12 The teacher closes the lesson and greets the children</td>
<td>1.12 The children greet the teacher</td>
<td>Reviewing</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

9
# LESSON PLAN

**Study Program**: English for Playgroup  
**Meeting**: 5  
**Competence Standard**: At the end of the course the children are able to mention several kinds of drinks and ask some drinks  
**Basic Competence**: The children are able to recognize several kinds of drinks in English.

**Indicators**:  
1. The students are able to sing a song about drinks.  
2. The students are able to mention the names of drinks  
3. The students are able to ask some drinks.

## Learning Activities

<table>
<thead>
<tr>
<th>NO</th>
<th>Step</th>
<th>Learning Activities</th>
<th>Method</th>
<th>Media</th>
<th>Learning Source</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Teacher’s activities</td>
<td>Children’s activities</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1  | Opening  | 1.1 The teacher asks the children to pray together.  
        | 1.2 The teacher greets the children by saying, “Hi!” or “Hallo!”  
        | 1.3 The teacher reviews the previous material.  
        | 1.4 The teacher gives stimulation by singing a song together. | 1.1 The children pray together.  
        | 1.2 The children greet the teacher.  
        | 1.3 The children listen to the teacher  
        | 1.4 The children sing together. | Greeting | Cassette | The book and appendix are attached | 20 minutes |

The book and appendix are attached
| Main Activities | 1.5 The teacher teaches a new song “A Little Teapot” and gives the body movement. | 1.5 The children learn a new song and the movement. |
| 1.6 The teacher stimulates the children by asking their own drinks. | 1.6 The children pay attention to the teacher. |
| 1.7 The teacher shows five kinds of drinks. | 1.7 The children pay attention to the teacher. |
| 1.8 The teacher mentions each kind of drink and asks the children to repeat. | 1.8 The children repeat after the teacher. |
| 1.9 The teacher teaches the students how to ask some drinks. | 1.9 The children learn to ask some drinks. |
| 1.10 The teacher gives a cup to each child and asks them to practice asking drinks to the teachers. | 1.10 The children ask some drinks. |
| 1.11 The teacher reviews the lesson. | 1.11 The children listen to the teacher. |
| 1.12 The teacher asks the children to pray together. | 1.12 The children pray together. |
| 1.13 The teacher greets the teacher. | 1.13 The children greet the teacher. |

| Explaining | Pictures |
| Explaining | The Expression of asking drinks |
| Practicing | Reviewing |

| 30 minutes |
| 5 minutes |
closes the lesson and greets the children
# LESSON PLAN

**Study Program**: English for Playgroup  
**Meeting**: 6  
**Competence Standard**: At the end of the course the children are able to identify pets in English.  
**Basic Competence**: The children are able to recognize pets in English.  
**Indicators**: 1. Mention pets in English  
2. Understand the sound of some pets  
3. Produce pet-like sound  
4. Recognize the pets

<table>
<thead>
<tr>
<th>NO</th>
<th>Step</th>
<th>Learning Activities</th>
<th>Method</th>
<th>Media</th>
<th>Learning Source</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Teacher’s activities</strong></td>
<td><strong>Children’s activities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1  | Opening        | 1.1 The teacher asks the children to pray together.  
1.2 The teacher greets the children  
1.3 The teacher reviews the previous material  
1.4 The teacher gives stimulation by asking their pets in home.  
1.5 The teacher introduces today lesson | 1.1 The children pray together  
1.2 The children greet the teacher  
1.3 The children listen to the teacher  
1.4 The children answer the teacher’s question  
1.5 The children listen to the teacher | Greeting |                 | The book and appendix are attached | 5 minutes |
<p>|    |                | <strong>Main Activities</strong> |                                                                         |        |                 |                 |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.6</td>
<td>The teacher explains the lesson</td>
<td>by saying the name of pets and producing the pet-like sound</td>
</tr>
<tr>
<td>1.7</td>
<td>The teacher asks the children</td>
<td>to produce pet-like sound based on the teacher’s instruction</td>
</tr>
<tr>
<td>1.8</td>
<td>The teacher explains the instructions for doing the field trip in the school yard</td>
<td></td>
</tr>
<tr>
<td>1.9</td>
<td>The teacher asks the children</td>
<td>to do the field trip</td>
</tr>
<tr>
<td>1.10</td>
<td>After do the field trip</td>
<td>the teacher asks the children to report the pets they have seen</td>
</tr>
<tr>
<td>1.11</td>
<td>The teacher reviews the lesson</td>
<td></td>
</tr>
<tr>
<td>1.12</td>
<td>The teacher</td>
<td></td>
</tr>
</tbody>
</table>

**Sound of pets**

**Plastic Dolls**

**Explaning**

**Reviewing**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.6</td>
<td>The children pay attention to the teacher’s explanation</td>
<td></td>
</tr>
<tr>
<td>1.7</td>
<td>The children produce pet-like sound based on the teacher’s instruction</td>
<td></td>
</tr>
<tr>
<td>1.8</td>
<td>The children pay attention to the teacher’s explanation</td>
<td></td>
</tr>
<tr>
<td>1.9</td>
<td>The children do the field trip in the school yard</td>
<td></td>
</tr>
<tr>
<td>1.10</td>
<td>The children report the pets they have seen</td>
<td></td>
</tr>
<tr>
<td>1.11</td>
<td>The children listen to the teacher</td>
<td></td>
</tr>
<tr>
<td>1.12</td>
<td>The children pray</td>
<td></td>
</tr>
</tbody>
</table>

**Explaining**

**Reviewing**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>45 minutes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>asks the children to pray together</td>
<td>together</td>
<td></td>
</tr>
</tbody>
</table>
# LESSON PLAN

**Study Program**: English for Playgroup  
**Meeting**: 7  
**Competence Standard**: At the end of the course the children are able to identify parts of the body in English.  
**Basic Competence**: The children are able to recognize parts of the body in English.  
**Indicators**:  
1. Sing “This is the way we wash …” song  
2. Identify the parts of body in English

<table>
<thead>
<tr>
<th>NO</th>
<th>Step</th>
<th>Learning Activities</th>
<th>Method</th>
<th>Media</th>
<th>Learning Source</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Teacher’s activities</td>
<td>Children’s activities</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
|    | 1       | Opening             | 1.1 The teacher asks the children to pray together.  
1.2 The teacher greets the children  
1.3 The teacher reviews the previous material  
1.4 The teacher stimulates the children by singing “This is the way we wash…” song using body movement  
1.5 The teacher introduces today | 1.1 The children pray together  
1.2 The children greet the teacher  
1.3 The children listen to the teacher  
1.4 The children sing the song and dance  
1.5 The children listen to the teacher | Greeting | Cassette | The book and appendix are attached | 15 minutes |

- **Cassette**: The book and appendix are attached.
<table>
<thead>
<tr>
<th>Main Activities</th>
<th>lesson</th>
<th>Pictures</th>
<th>30 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.6</td>
<td>The teacher explains the lesson by pointing his/her parts of the body</td>
<td>Explaining</td>
<td></td>
</tr>
<tr>
<td>1.7</td>
<td>The teacher asks the children to point their parts of the body</td>
<td>Paper Dolls</td>
<td></td>
</tr>
<tr>
<td></td>
<td>according to the teacher’s instruction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.8</td>
<td>The teacher explain the instructions for the “Surgery” game</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.9</td>
<td>The teacher asks the children to act as a doctor by playing the “Surgery” game</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.10</td>
<td>The teacher reviews the lesson</td>
<td>Explaining</td>
<td>10 minutes</td>
</tr>
<tr>
<td>1.11</td>
<td>The teacher asks the children to pray together</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.12</td>
<td>The teacher closes and greets the children</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# LESSON PLAN

**Study Program**: English for Playgroup  
**Meeting**: 8  
**Competence Standard**: At the end of the course the children are able to identify kinds of clothes in English.  
**Basic Competence**: The children are able to recognize the English words of clothes in English.  
**Indicators**: 1. Say the name of some clothes in English  
2. Play the game actively  
3. Recognize the kinds of clothes

<table>
<thead>
<tr>
<th>NO</th>
<th>Step</th>
<th>Learning Activities</th>
<th>Method</th>
<th>Media</th>
<th>Learning Source</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Teacher’s activities</strong></td>
<td><strong>Children’s activities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1  | Opening    | 1.1 The teacher asks the children to pray together  
1.2 The teacher greets the children  
1.3 The teacher reviews previous material  
1.4 The teacher stimulates the children by asking their today’s clothes  
1.5 The teacher introduces today lesson | 1.1 The children pray together  
1.2 The children greet the teacher  
1.3 The children listen to the teacher  
1.4 The children answer the teacher’s question  
1.5 The children listen to the teacher | Greeting | Pictures | The book and appendix are attached | 10 minutes |
<p>|    | Main Activities | 1.6 The teacher | 1.6 The children pay | Explaining |                                    |                 |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Closing</td>
<td>explains the lesson by saying and pointing the clothes that are being wore by the teacher and the children.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.7 The teacher asks the children to match the picture of some clothes with its shadow (for 3-4 years old children), while for 2-year-old children, the teacher asks the children to play the puzzle of clothes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.8 The teacher explains the instructions of “Shopping” game.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.9 The teacher makes groups in pair, then ask the children to act as a sales and a buyer in the “Shopping” game.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.10 The teacher reviews the lesson.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.11 The teacher asks the children to pray together.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.12 The teacher closes.</td>
</tr>
<tr>
<td></td>
<td>Attention to the teacher’s explanation</td>
<td>1.7 The 3-4-year-old children attach the clothes picture on the appropriate place, and the rest play the puzzle of clothes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.8 The children pay attention to the teacher explanation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.9 The children play the “Shopping” game in pairs and act as a sales and a buyer.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.10 The children listen to the teacher.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.11 The children pray together.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.12 The children.</td>
</tr>
<tr>
<td></td>
<td>Reviewing</td>
<td>Wooden puzzle, Coin.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>35 minutes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10 minutes</td>
</tr>
</tbody>
</table>
and greets the children
greet the teacher
A Teacher Handbook
for Teaching Young Learners (2-4-years old)

By:
Dian Citraningtyas
UNIT 1

GREETING

A. OPENING

The teacher opens the lesson by asking the children to pray together.

The teacher greets the children using ‘Hi’ or ‘Hello’ expressions.

The teacher stimulates the children by singing the songs together with the children.

This activity has aim to develop the children’s Musical intelligence.

*Good Morning*

| 5 | 6 | 5 | i | 7 |

*Good morning to you*

| 5 | 6 | 5 | i | 7 |

*Good morning to you*

| 5 | 3 | i | 7 | 7 | 6 | 5 |

*Good morning everybody*

| 5 | 6 | 5 | i | 7 |

The teacher then introduces the topic *Greeting*.

B. MAIN ACTIVITIES

*Introduction*

This activity emphasizes children’s Linguistic and Visual-Spatial Intelligences.

Preparation : Cards (see Picture 1-3)

Procedures:
1. The teacher cuts the cards.
2. The teacher shows the greeting cards one by one, and say the greeting based on the time from the picture, for example morning card, the teacher says “Good morning!”
3. The teacher asks the children to repeat her saying (the greetings).
4. After finished, the teacher shows the cards one by one and asks the children to say the greeting one by one (based on the card).
<table>
<thead>
<tr>
<th>Picture 1: Good Morning</th>
<th>“GOOD MORNING!”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picture 2: Good Afternoon</td>
<td>“GOOD AFTERNOON!”</td>
</tr>
<tr>
<td>Picture 3: Good Evening</td>
<td>“GOOD EVENING!”</td>
</tr>
</tbody>
</table>

**Playing the Situation Game**

This activity emphasizes children’s Linguistic, Kinesthetic, and Interpersonal intelligences.
Preparation: A room with a door (Or if the school does not have it, the teacher and the children can pretend or imagine having it)

Procedures:
1. The teacher divides two groups of children (each group is led by one teacher). One group acts as guests and the other acts as house owners.
2. The teacher asks the guests group to knock the closed door.
3. The teacher asks the house owners group to open the door then say “Hi! Good morning/afternoon/evening!”
4. Then, the teacher asks the guests to reply “Good morning/afternoon/evening!”
5. The teacher asks the children to do this activity in turn.

C. CLOSING

The teacher reviews the lesson by asking some questions such as:
- What is the most interesting activity today?
- What have you learned today?
- Now, what will you reply, if I greet you with ‘Good afternoon!’?
- Or the teacher and the children sing the ‘Good Morning’ song together.

The teacher closes the lesson by asking the children to pray together.

The teacher says the farewell.
UNIT 2
NUMBERS

A. OPENING

- The teacher asks the children to pray together.
- The teacher greets the children, and so do the children.
- The teacher reviews previous material. For example: “Do you still remember what we learnt yesterday?”, “How to say “Selamat pagi” in English?”
- The teacher stimulates the children by singing ‘Ten Little Apples’ song together with the children. This activity also develops the children’s Musical intelligence.

Ten Little Indians

1 1 1 1 1 1 1
One little two little
/3 5 5 3 1

Three little Indians
/2 2 2 2 2

Four little five little
/2 2 7 5 1

Six little Indians seven

/1 1 3 5 3

Eight little nine little Indians

/5 4 3 2 1

Ten little Indian boys.

The teacher introduces the topic today Numbers (from 1-10)

B. MAIN ACTIVITIES
Introduction

This activity emphasizes Linguistic and Visual-Spatial Intelligences.

Preparation: A wall map of numbers (see Picture 4)

Procedures:
1. The teacher points and says the numbers on the wall map from 0 to 9
2. After pointing all the numbers, the teacher says the numbers one by one and asks the children to repeat after him/her.

Picture 4: The sample of the numbers wall map

Attaching and Copying the Numbers

For 2 years old children:
This activity emphasizes the children’s Logic-Mathematical, Kinesthetic, and Visual-Spatial Intelligences.

Preparation: Handouts (see Worksheet 1, the last page of Unit 2) and glue (appropriately)

Procedures:
1. The teacher cuts the picture of numbers.
2. The teacher distributes the handouts to the children.
3. The teacher gives the children the pictures of numbers.
4. The teacher asks the children to attach the pictures of numbers in the appropriate place.

For the 3-4 years old children:
This activity emphasizes the children’s Intrapersonal, Kinesthetic and Visual-Spatial Intelligences.
Preparation: Numbers wall map (see Picture 4: The sample of the numbers wall map)
Procedures:
1. The teacher shows the children the wall map.
2. The teacher asks the children to copy their favorite number (only one) on blank papers.
3. After finished, the teacher asks the children to say their favorite numbers.

 Playing the Game

This activity emphasizes the children’s Naturalist and Logic-Mathematical Intelligences.
Preparation: Coloured-stone eggs or coloured-plastic eggs (see Picture 5&6)
Procedures:
1. The teacher hides the eggs in bushes in the schoolyard or secret places in the classroom.
2. The teacher asks the children to find the eggs as many as possible in the school yard or in the classroom.
3. When the time is up, the teacher asks them to come into the class.
4. After taking a break, the teacher asks them to count their eggs (The teacher can help them).
5. The teacher asks each child to say the number of his/her eggs finding.

Picture 5: The sample of decorated-plastic eggs  Picture 6: The sample of decorated-stone eggs
C. CLOSING

- The teacher reviews the lesson by mentioning the today topic and asks the children what they have learned that day.
- The teacher asks the children to pray together.
- The teacher says farewell, so do the children.
UNIT 3
COLOURS

A. OPENING

- The teacher opens the lesson by asking the children to pray together.
- The teacher greets the children, and so do the children.
- The teacher reviews last material. “Let’s count start from number one until ten!”
- The teacher stimulates the children by asking what the colours of their clothes are and singing ‘Colours’ song.

Colours
*(rhyme from “Mary has a little lamb)*

\[
\begin{array}{ccccccc}
3 & 2 & 1 & 2 & 3 & 3 & 3 \\
\text{red} & \text{and} & \text{blue} & \text{and} & \text{black} & \text{and} & \text{white} \\
2 & 2 & 2 & 3 & 5 & 5 & 5 \\
\text{black} & \text{and} & \text{white} & \text{black} & \text{and} & \text{white} \\
3 & 2 & 1 & 2 & 3 & 3 & 3 \\
\text{red} & \text{and} & \text{blue} & \text{and} & \text{black} & \text{and} & \text{white} \\
3 & 2 & 2 & 3 & 2 & 1 & 1 \\
\text{and} & \text{brown} & \text{and} & \text{green} & \text{and} & \text{yellow} \\
\end{array}
\]

- The teacher introduces the topic **Colours**.

C. MAIN ACTIVITIES

**Introduction**

This activity emphasizes the children’s Linguistic and Visual-Spatial Intelligences.

Preparation: Wall map (see Picture 7)

Procedures:

1. The teacher points and says the colours on the wall map.
2. After that, the teacher says the clothes one by one, then asks them to repeat after him/her.
3. The teacher asks the children to mention their favourite colours.

**The colours which are needed to be pointed and said:**

- Purple
- Green
- Blue
- Yellow
- Red
- Pink

Picture 7: The sample of colours wall map
**Making My Own Flag**

This activity emphasizes the children’s Intrapersonal and Visual-Spatial Intelligences.

**Preparation:** Play dough in different colours (see Picture 8)

**Procedures:**

1. The teacher gives an example how to make a play dough flag.
2. The teacher asks the children to make their own flag.
3. The teacher allows them to choose the colours of their flag (only two colours).
4. After that, the teacher asks the children to mention the colours of their flag one by one.

![Picture 8: The sample of the flag (left-top) and the play dough (right-below)](image)

**C. CLOSING**

- The teacher reviews the lesson by asking what they have learned that day and whether they enjoy the activities.
- The teacher asks the children to pray together.
- The teacher says farewell to the children, and the children reply.
UNIT 4
FRUIT

A. OPENING

The teacher opens the lesson by asking the children to pray together.
The teacher greets the children, and the children reply.
The teacher reviews previous material. Point some children’s clothes and ask children to mention the colour. “What colour is it?”
The teacher stimulates the children by asking them to sing ‘Fruits’ song together.
This activity also develops the children’s Musical Intelligences.

**Fruits**
(Using “London Bridge” Rhyme)

<table>
<thead>
<tr>
<th>5</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>
Tomato, mango, melon

<table>
<thead>
<tr>
<th>2</th>
<th>3</th>
<th>4</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>
Banana, papaya

<table>
<thead>
<tr>
<th>5</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>
Pineapple, watermelon

<table>
<thead>
<tr>
<th>2</th>
<th>5</th>
<th>3</th>
<th>1</th>
</tr>
</thead>
</table>
They all the fruits

The teacher introduce the topic **Fruits**.

B. MAIN ACTIVITIES

**Introduction**

This activity emphasizes the children’s Linguistic and Visual-Spatial Intelligences.

Preparation: Figure of fruits

Procedures:
1. The teacher shows and says the figure of fruits one by one.
2. After that, the teacher says the fruits one by one, and then asks the children to repeat after him/her.
3. The teacher asks the children to say the name of the fruits based on his/her instruction.

The fruits which are needed to be showed and said:

- Tomato
- Rose apple
- orange
- Grapes
- Banana
- Apple
- Watermelon
- Avocado
- Strawberry

Matching the Puzzle

This activity emphasizes the children’s Logic-Mathematical and Visual-Spatial Intelligences.
Preparation: Wooden puzzle of fruit (see Picture 9)

Procedures:
1. The teacher gives unarranged-puzzle of fruits to the children.
2. The teacher asks them to put and say the fruit into the appropriately.

Playing the 'Shopping' Game

This activity emphasizes the children’s Interpersonal and Visual-Spatial Intelligences.

Preparation: Figures of fruit (from fruit puzzle) and coins (see Picture 10)

Procedures:
1. The teacher arranges groups of two or children (the children should be monitored)
2. For each group, the teacher asks one child to act as a saler and the other as a buyer
3. The teacher gives the buyer some “coins” to buy some fruits which he/she wants
4. The teacher gives the seller some figures of fruit
5. The teacher asks the buyer to do fruit shopping and pay with the coins
6. The teacher asks the saler to give the figure of fruit that the buyer wants
C. CLOSING

- The teacher reviews the lesson by asking what they did in the shopping game, what they sold and bought.
- The teacher asks the children to pray together.
- The teacher says “Good by children!”, and the children reply.
A. OPENING

The teacher opens the lesson by asking the children to pray together.

The teacher greets the children, and so do the children.

The teacher reviews previous material. “Mention some fruit’s name that you like!”

The teacher stimulates the children by asking what kind of drink they know.

The teacher stimulates the children by singing “A Little Teapot” song together with the children. This activity also develops the children Musical Intelligence and Kinesthetic Intelligence.

A Little Teapot

I’m a little tea pot

Short and stout

Here is my handle

Here is my spout

When I see a tea cup

Hear me shout

Just tip me over

And pour me out

(source, Bambino, Pre-school, South Jakarta)

The teacher introduces the topic Drinks.
B. MAIN ACTIVITIES

Introduction

This activity emphasizes the children’s Linguistic and Visual-Spatial Intelligences.

Preparation: Drinks (see the following pictures)

Procedures:
1. The teacher shows the pictures one by one and mentions the name (for example: tea, coffee, orange juice, milk).
2. After that, the teacher asks the children to repeat after him/her.

Picture 11: The sample of drinks

TEA

COFFEE

ORANGE JUICE

MILK

Playing the Situation Game
This activity emphasizes children’s Linguistic, Kinesthetic, and Interpersonal intelligences.

Preparation: five jars of drinks (plain water, milk, orange juice, tea, coffee) and small cups.

Procedures:
1. The teacher teaches the students how to ask some drinks “tea, please”, “milk please”, etc.
2. The teacher teaches the students how to say “thank you”.
3. The teacher prepares five jars of drink.
4. The teacher gives a small cup to each child and asks them to practice asking drinks to teacher.
5. The teacher asks the children to do this activity in turn.

C. CLOSING

The teacher reviews the lesson that day by asking the children what they have learned. For example:
   a. “Do you still remember kinds of drinks? Can you mention them?”
   b. “How to ask for drinks?”
   c. “What do you have to say after having drinks?”

The teacher asks, “What is the most interesting activity for you?” and “Do you enjoy it?”

The teacher asks the children to pray together.

The teacher says “Good by children!”, and the children reply “Good by”.


UNIT 6
PETS

A. OPENING

The teacher greets the children, “Good morning children!” and the children reply “Good morning!”
The teacher asks the children to pray together by saying, “Let’s pray!”
The teacher reviews last material. “What is your favorite drinks?” and “Mention kinds of drinks!”
The teacher stimulates the children by asking what their pets in home are.
The teacher introduces the topic Pets.

B. MAIN ACTIVITIES

- **Introduction**

This activity emphasizes the children’s Linguistic, Kinesthetic and Musical Intelligences.

Preparation: --

Procedures:
1. The teacher explains the names of pets by producing their sounds, such as Guk…guk… or by imitating their movements or by giving clues of their characteristics.
2. The teacher asks the children to imitate what he/she does.
3. The teacher says the names of the pets one by one, and asks them to repeat after him/her.(show Picture 12 to the children)
This activity emphasizes the children’s Naturalist, Intrapersonal and Interpersonal Intelligences.

Preparation: School Pets (or figure of pets such as pictures or plastic dolls)

Procedures:
1. Before doing the field trip, the teacher puts the school pets (or the figures of pets) in random places in the Scholl yard (or in the classroom).
2. The teacher asks the children to pretend that the schoolyard is a zoo (or if it is a classroom, pretend that it is a laboratory).
3. The teacher asks the children to do a field trip in the “zoo” (or in a “laboratory”).
4. The teacher asks them to observe the pets in it.
5. After that, the teacher asks them to take a rest for a minute.
6. Then, the teacher asks them to report their observation in the “Zoo” (or “Laboratory”). For example:
   - “Well children, what did you see in the zoo (or laboratory)?”
   - “Did you see bird/ fish/ turtle/ ….?"

C. CLOSING

The teacher reviews the lesson by asking what they did in the field trip, whether they enjoy that activities and they found in the field trip.
   - ”What animals did you see in the zoo?”
   - “What did they do?”
   - “What animal do you like?”

The teacher asks the children to pray together.
The teacher say “See you tomorrow children!”, and the children reply, “See you!”.
UNIT 7
PARTS OF THE BODY

A. OPENING
- The teacher asks the children to start praying together.
- The teacher greets the children, and so do the children.
- The teacher reviews previous material, “Mention pets at your home!” and “Can you mention some other pets that we learnt yesterday?”
- The teacher stimulates the children by singing ‘This Is the Way We Wash Our…’ song. While singing, the teacher makes a move and asks the children to imitate the teacher. When the lyrics are about washing hands, the teacher pretends that he/she is washing his/her hands. The teacher also pretends washing face and legs when the lyrics are being sung. This activity also develops the children’s Musical and Kinesthetic Intelligences.

Head, Shoulder
(Rhyme from “London Bridge”

5 6 5 4 3 4 5
Head shoulder knees and toes
2 3 4 3 4 5
Knees and toes knees and toes
5 6 5 4 3 4 5
Head shoulder knees and toes
2 5 3 1
Ears eyes nose mouth

- The teacher introduces the topic for today lesson Parts of the Body

B. MAIN ACTIVITIES
Introduction

This activity emphasizes the children’s Linguistic and Kinesthetic Intelligences.

Procedures:
1. The teacher points and mentions his/her parts of body

   The parts of the body which are needed to be pointed and said are:
   - Head
   - Face
   - Body
   - Hands
   - Legs

   Pointing the Parts of My Body

   This activity emphasizes the children’s Kinesthetic Intelligence.

   Preparation: --

   Procedures:
   2. The teacher asks the children to stand up with some distance from one another.
   3. The teacher tells the children to point their parts of the body when the teacher says the parts of the body.
   4. The teacher may help the children when they point the parts of the body incorrectly.

   Playing the Surgery Game

   This activity emphasizes the children’s Intrapersonal, Logic-Mathematical, Visual-Spatial and Kinesthetic Intelligences.

   Preparation: Paper dolls (see the following page)

   Procedures:
   1. The teacher distributes the shuffled dolls to the children.
   2. The teacher asks them to join the body using buttons appropriately (The other teachers may help them).
   3. After they finish, the teacher asks them to point the parts of the body of the dolls where are the hands, legs, head, and body.
D. CLOSING

- The teacher reviews the lesson today
  - “Can you mention parts of your body? What are they?”
- The teacher points some parts of the body and asks the students to mention the name.
- The teacher asks the children to pray together, “You are clever today, now we can go home. Let’s pray together!”
- The teacher says farewell to the children, “Okay children, good by!” and the children answer, “Good by!”.
UNIT 8
CLOTHES

A. OPENING

- The teacher opens the lesson by asking the children to pray together.
- The teacher greets the children, and so do the children.
- The teacher reviews last material. Teacher touches certain parts of the body and let the children guess the name. “What is it?”
- The teacher stimulates the children by asking what their clothes today are.
- The teacher introduces the topic i.e clothes.

B. MAIN ACTIVITIES

- **Introduction**

  This activity emphasizes the children’s Linguistic and Visual-Spatial Intelligences.

  Preparation: --

  Procedures:

  1. The teacher points and says the clothes that you and the children are being wore.
  2. After that, the teacher mentions the clothes one by one, and then asks the children to repeat after him/her.

  **The clothes which are needed to be pointed and said:**

<table>
<thead>
<tr>
<th>Shirt</th>
<th>Trousers</th>
</tr>
</thead>
<tbody>
<tr>
<td>T-Shirt</td>
<td>Pants</td>
</tr>
<tr>
<td>Dress</td>
<td>Shocks</td>
</tr>
<tr>
<td>Skirt</td>
<td>Shoes</td>
</tr>
</tbody>
</table>

- **Matching and Attaching the figure**

  For 2-year-old Children

  This activity emphasizes the children’s Logic-Mathematical, Kinesthetic and Visual-Spatial Intelligences.

  Preparation: Wooden Puzzle (see Picture 13)

  Procedures:
1. The teacher gives unarranged-puzzle to the children.
2. The teacher asks the children to put the puzzle appropriately.

Picture 13: The wooden puzzle of clothes

For 3-4 years old children
This activity emphasizes the children’s Logic-Mathematical and Kinesthetic Intelligences.
Preparation: Handouts and glue appropriately
Procedures:
1. The teacher cuts the pictures of clothes.
2. The teacher distributes the children the handouts and cut-pictures of clothes.
3. The teacher asks the children to attach the cut-pictures appropriately.

Playing the 'Shopping' game
This activity emphasizes the children’s Interpersonal and Visual-Spatial Intelligences.
Preparation: Figures of clothes and coins (see Picture 14&15)

Procedures:
1. The teacher makes groups of two or children (the children should be monitored).
2. For each group, the teacher asks one child to act as a sales and the other as a buyer.
3. The teacher gives the buyer some coins to buy some clothes which he/she wants.
4. The teacher gives the sales some figures of clothes.
5. The teacher asks the buyer to do clothe shopping and pay with the coins.
6. The teacher asks the sales to give the figure of clothes that the buyer wants.

D. CLOSING

The teacher reviews today lesson. For example:

- “Look at me, Mention the name of what I point out!”
- The teacher asks the children to pray together.
  - “Before we go home, Let’s pray!”
- The teacher says farewell to the children, “Good by children, See you tomorrow!” and the children answer, “See you!”.
Bibliography

Bambino, Pre-School, South Jakarta


<table>
<thead>
<tr>
<th>No.</th>
<th>Observed Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>☼</td>
<td>Linguistic Intelligence</td>
</tr>
<tr>
<td>☼</td>
<td>Speaking in complete sentences</td>
</tr>
<tr>
<td>☼</td>
<td>Following simple instructions</td>
</tr>
<tr>
<td>☼</td>
<td>Knowing positional prepositions</td>
</tr>
<tr>
<td>☼</td>
<td>Answering simple comprehension questions of a story the teacher has read</td>
</tr>
<tr>
<td>☼</td>
<td>Learning opposites</td>
</tr>
<tr>
<td>☼</td>
<td>Learning to form and answer simple who, what, when, where, why, and how questions</td>
</tr>
<tr>
<td>☼</td>
<td>Simple reading (sound/symbol correspondence)</td>
</tr>
<tr>
<td>☼</td>
<td>Mathematic-logical intelligence</td>
</tr>
<tr>
<td>☼</td>
<td>Learning to count to 20</td>
</tr>
<tr>
<td>☼</td>
<td>Identifying colours and shapes</td>
</tr>
<tr>
<td>☼</td>
<td>Doing puzzles and mazes</td>
</tr>
<tr>
<td>☼</td>
<td>Simple sequencing, addition and subtraction</td>
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<tr>
<td>☼</td>
<td>Simple experiments (mixing colours, planting seeds, putting objects into water)</td>
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<tr>
<td>☼</td>
<td>Finding similarities and differences between two objects</td>
</tr>
<tr>
<td>☼</td>
<td>Kinesthetic intelligence</td>
</tr>
<tr>
<td>☼</td>
<td>Fine (hands-on)</td>
</tr>
<tr>
<td>☼</td>
<td>Copying or tracing numbers or letters</td>
</tr>
<tr>
<td>☼</td>
<td>Drawing simple shapes</td>
</tr>
<tr>
<td>☼</td>
<td>Cutting papers following straight, zigzag, or curvy lines</td>
</tr>
<tr>
<td>☼</td>
<td>Folding papers to create something</td>
</tr>
<tr>
<td>☼</td>
<td>Gross (whole body)</td>
</tr>
<tr>
<td>☼</td>
<td>Kicking and bouncing balls</td>
</tr>
<tr>
<td>☼</td>
<td>Crawling</td>
</tr>
<tr>
<td>☼</td>
<td>Running</td>
</tr>
<tr>
<td>☼</td>
<td>Skipping</td>
</tr>
<tr>
<td>☼</td>
<td>Moving the body to the rhythm of music</td>
</tr>
<tr>
<td>☼</td>
<td>Jumping forward, backwards, to the left and to the right</td>
</tr>
<tr>
<td>☼</td>
<td>Visual-spatial intelligence</td>
</tr>
</tbody>
</table>
| Copying pictures and shapes  
| Drawing pictures/doing art projects  
| Making collages  
| Making buildings out of assorted blocks |
| ♫ Musical intelligence  
| Moving to the sound of music  
| Being able to sing along to children’s songs  
| Humming and rhythmically clapping |
| ☺ Interpersonal intelligence  
| Helping friends  
| Learning and using polite words and phrases often (thank you, please)  
| Showing empathy |
| ☻ Intrapersonal intelligence  
| Eating properly (putting food into the mouth)  
| Showing and knowing facial expressions  
| Self-control of emotions/suppressing self-serving desires (separating from mommy, taking turns, standing in line, learning not to complain when not called on to participate in an activity) |
| ♣ Naturalistic  
| Recognizing basic plants and animals  
| Being able to care for plants and animals |
   Sebutkan alasan anda!

2. Menurut anda, kesulitan-kesulitan apakah yang dihadapi oleh guru dalam memperkenalkan bahasa Inggris sejak dini kepada anak-anak playgroup?

3. Dalam rangka mengatasi kesulitan-kesulitan tersebut, apakah anda setuju untuk menggunakan Multiple Intelligences sebagai salah satu model / metode pembelajaran Bahasa Inggris di Playgroup anda?
   a. Ya       b. Tidak

4. Menurut anda, keterampilan berbahasa (skill) manakah yang paling penting untuk anak-anak playgroup kuasai?
   a. Listening (Menyimak)
   b. Speaking (Berbicara)
   c. Reading (Membaca)
   d. Writing (Menulis)
   e. Lain-lain
Questionnaire 2  
(Post-Design Questionnaire)

1. Pertanyaan
Berilah tanda ( )/check pada kolom yang paling sesuai dengan pendapat/penilaian anda!

<table>
<thead>
<tr>
<th>Pendapat</th>
<th>Penilaian</th>
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<tbody>
<tr>
<td>1 = sangat tidak setuju</td>
<td>Sangat Kurang</td>
</tr>
<tr>
<td>2 = tidak setuju</td>
<td>Kurang</td>
</tr>
<tr>
<td>3 = Setuju</td>
<td>Baik</td>
</tr>
<tr>
<td>4 = Sangat Setuju</td>
<td>Sangat Baik</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>Pernyataan</th>
<th>1</th>
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<th>3</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Perumusan tujuan standar kompetensi pengajarannya sudah baik.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Materi yang disusun telah sesuai dengan tujuan kompetensi dasar pengajaran tersebut.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Isi materi yang disusun menarik bagi anak-anak playgroup.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Aktifitas-aktifitas dalam kegiatan pembelajaran sesuai dengan intelegensi anak.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Aktifitas-aktifitas dalam pembelajaran dapat mengembangkan intelegensi anak yang tidak menonjol.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Secara umum, bagaimana penilaian Bapak/ Ibu terhadap penyusunan materi dengan menggunakan model Multiple Intelligences?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Apakah kelebihan dari materi yang telah disusun?
2. Apakah kekurangan dari materi yang telah disusun?

3. Apa saran Bapak/ Ibu agar materi yang telah disusun menjadi lebih baik?

***Terima kasih***