



## APPENDICES

Nama responden:

Jabatan/sekolah:

**Kajian Ahli Bidang Studi**

No.	Komponen yang dievaluasi	5	4	3	2	1
	A. Tujuan Pembelajaran					
1.	Ketepatan rumusan Kompetensi dasar					
2.	Ketepatan isi Indikator hasil belajar					
	B. Isi Materi					
3.	Kesesuaian isi dengan Kompetensi dasar					
4.	Kemudahan dipahami					
5.	Pengorganisasian isi					
6.	Ketepatan isi pembelajaran					
	C. Soal Latihan					
7.	Kesesuaian butir soal dengan Kompetensi dasar					
8.	Kesesuaian bentuk soal dengan Kompetensi dasar					
9.	Kemudahan dipahami					
10.	Kesesuaian tingkat kesulitan butir soal dengan level murid					
11.	Kejelasan contoh					
12.	Kejelasan perintah					
	D. Lain-lain					
13.	Kepraktisan materi untuk disampaikan pada siswa					
14.	Manfaat materi bagi siswa					
15.	Adanya materi akan meningkatkan motivasi murid untuk belajar)					
16.	Guru lebih mudah menyampaikan materi					

Nama:

Jabatan:

**Penilaian Ahli Design**

No.	Komponen yang dievaluasi	5	4	3	2	1
	A. Sampul (cover)					
1.	Daya tarik (Attractiveness)					
	B. Design					
1.	Besar huruf (Font Size)					
2.	Tipe huruf (Font Type)					
3.	Kejelasan bahasa (Language use)					
4.	Kejelasan gambar (Pictures' clearness)					
5.	Keproporsionalan Gambar (Pictures proportionality)					
6.	Warna (Colours)					
7.	Kejelasan suara untuk materi listening (Sound clearness)					

Penjelasan

- 5 = sangat baik
- 4 = baik
- 3 = cukup
- 2 = buruk
- 1 = sangat buruk

Saran-saran:

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**Assessment sheet for Students****Nama:****Sekolah/Kelas:**

No.	Components	5	4	3	2	1
1.	Bagaimana materi ini menurutmu?	a. Sangat menarik	b. Menarik	c. Biasa saja	d. Tidak menarik	e. Sangat tidak menarik
2.	Bagaimana contoh-contoh yang disediakan pada tiap soal latihan?	a. Sangat jelas	b. Jelas	c. Agak kurang jelas, tapi masih dapat dimengerti	d. Tidak jelas	e. Sangat tidak jelas
3.	Bagaiman gambar-gambar yang ada dalam materi ini?	a. Sangat jelas	b. Jelas	c. Agak kurang jelas, tapi masih dapat dimengerti	d. Tidak Jelas	e. Sangat tidak jelas
4.	Bagaimana instruksi/ kalimat perintah yang ada pada tiap soal latihan?	a. Sangat jelas	b. Jelas	c. Agak kurang jelas, tapi masih dapat dimengerti	d. Tidak Jelas	e. Sangat tidak jelas
5.	Bagaimana soal-soal latihan yang ada dalam materi ini?	a. sangat sulit	b. sulit	c. cukup	d. mudah	e. Sangat mudah
6.	Bagaimana kegunaan materi ini untukmu?	a. Sangat berguna	b. Berguna	c. biasa	e. tidak berguna	f. sangat tidak berguna

Pertanyaan essay:

1. Bagian mana dari materi ini yang paling menarik menurutmu? Mengapa?  

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2. Bagian mana dari materi ini yang paling tidak menarik menurutmu? Mengapa?  

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3. Bagaimana jika pelajaran Bahasa Inggris di sekolahmu menggunakan materi seperti ini?  

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4. Apa saranmu untuk menjadikan materi ini lebih menarik?  

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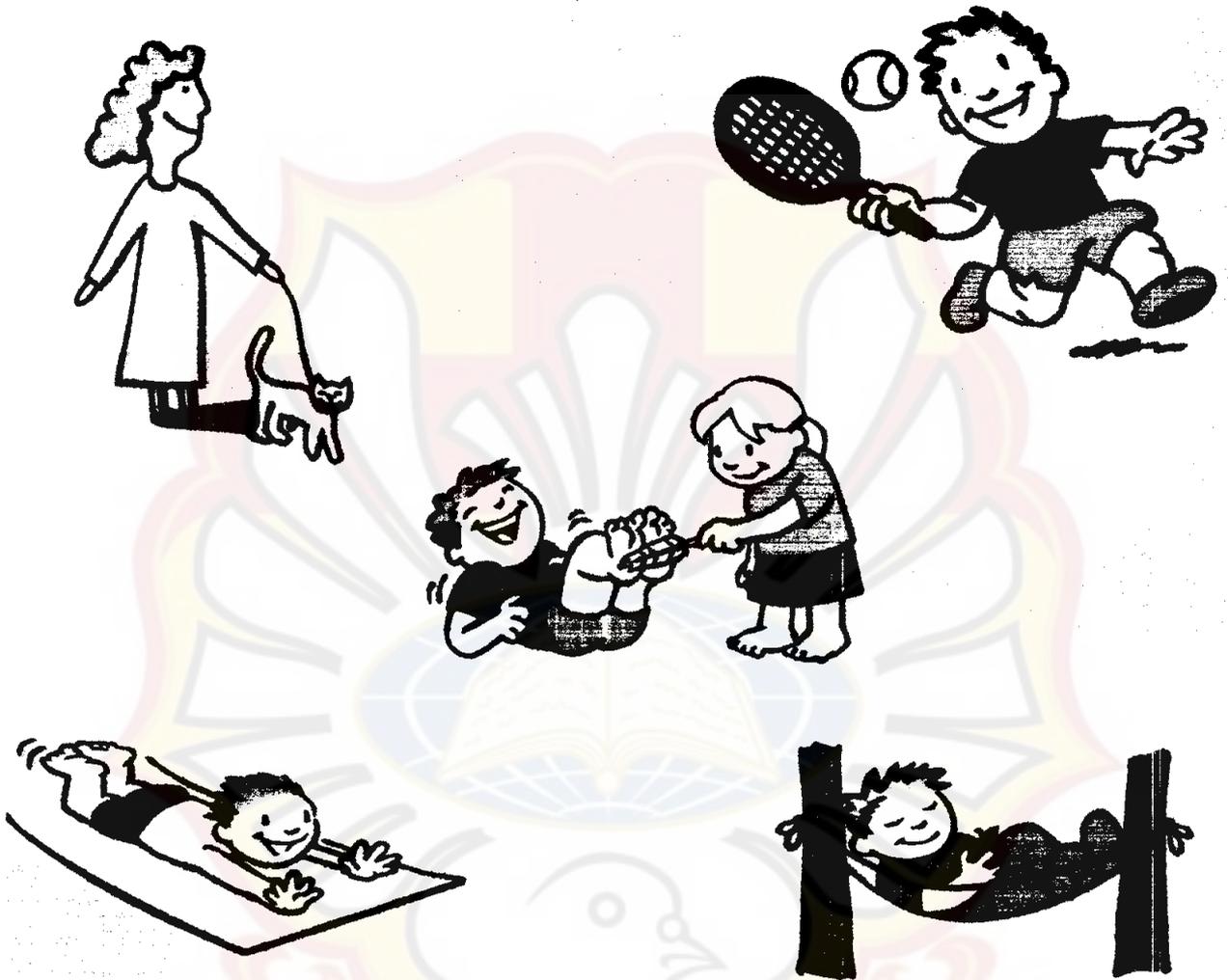
## The Revision of the Materials

Component	Problem	Change	Evidence and Source
Motivational Design/lay out	None	Add more interesting pictures and make the pages colourful	Students respond enjoying the pictures in the materials
Materials' content	<p>1.The match between basic competencies and achievement indicators has not clear enough</p> <p>2.The less contrast between the content and competencies</p> <p>3.The organization of the content is not good enough</p> <p>4.The match between competencies and the exercises is not good enough</p> <p>5.The examples provided for students are too difficult</p> <p>6. The instructions in the materials are too difficult</p>	<p>1.Rearrange the format of the syllabus become more systematic, so the connection between the basic competencies and achievement indicators is clearer.</p> <p>2.1Recheck the competencies expected 2.2 Change the forms of content into the most conducive condition to support the achievement of the competencies</p> <p>3.1 Rearrange the organization of the content into he systematic one.</p> <p>4.1Change the unmatched exercises</p> <p>5.1Change the form of examples into the light one</p> <p>6.1 Rephrase and simplified the language use for the instruction</p>	<p>1.1 The suggestion of the content expert 1.2 There is no achievement indicators provided at the first time</p> <p>2.1 The suggestion from content expert</p> <p>3.1 The suggestion from content expert 3.2 The suggestion from design expert 3.3 There are some skipping in the exercises forms</p> <p>4.1 Some exercises do not match with the competencies expected 4.2 The suggestion from the design expert</p> <p>5.1 60% students in small group evaluation claimed that the examples are not clear enough 5.2 40% students in large group evaluation claimed that the examples are not clear</p> <p>6.1 60% students in small group evaluation claimed that they can</p>

			not understand the instruction of the exercises 6.2 Students cannot directly do the exercise without the writer's oral explanations about what to do with the exercises.
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# English Materials For Elementary School



## GRADE FOUR

Based on Competence Based Curriculum

## Introduction

### What are English Teaching Materials for the Fourth Grade Elementary School Students?

English Teaching Materials for the Fourth Grade Elementary School Students features some friendly topics in the students' life. Those topics are divided into two units. The first unit is about Days and Months, while the second unit is about Weather and Season. These materials are also adapted to the new Competency Based Curriculum, which emphasizes the students' competencies in using English. These materials are completed with so many interesting forms of exercises and activities that can hopefully stimulate the students' motivation in learning English.

### Teaching the contents

The following steps are provided to give some ideas and descriptions to the teachers in presenting these materials. The teachers may choose from the following suggestion.

#### Unit 1: Days and months

##### (Days)

*Pre-Instructional activity:*

1. Teacher can show the pictures on page one and then make a light dialogue to the students about their own schedule

2. Teacher asks the students to listen to the dialogue on page two from the cassettes without looking at the book and ask the students to retell what they've heard.

*Instructional activity:*

1. Teacher asks the students to fill in the model questions about days
2. Teacher asks the students to read the dialogue on page two or perform it in front of the class. Then, they have to read the reading comprehension questions.
3. Teacher asks the students to repeat some new and difficult vocabularies to practice the spelling.
4. Teacher teaches the grammar as used in the dialogue.
5. Teacher asks the students to make sentences based on the provided clues
6. Teacher asks the students to make a short paragraph to describe their daily activities, to explore their creativity in using the language use

*Post- instructional activity:*

7. Teacher asks the students to do a craft activity based on the steps on page six to reinforce the topic learned

##### (Months)

*Pre-instructional activity:*

1. Teacher can bring the real monthly calendars and show to the students
2. Teacher can play the cassettes of the dialogue on page nine.

*Instructional activity:*

1. Teacher asks the students to fill in the model question on page eight.
2. Teacher repeats the spelling of some new vocabularies.
3. Teacher talks and explains the language use in telling times
4. Teacher asks the students to do the exercises.

*Post- instructional activity:*

1. Teacher asks the students to work in pairs and make a dialogue about telling dates

**Unit Two: Weather and Season**

**(Weather)**

*Pre-instructional activity:*

1. Teacher can bring an Indonesian map and several stick figures of weather signs. Act like the weather forecast man/woman in television
2. Teacher shows the picture on page fourteen.
3. Teacher asks the students to fill in the model questions

*Instructional activity:*

1. Teacher asks the students to listen the cassettes about reading text page fourteen.
2. Teacher reads the text and followed by the students
3. Teacher asks the students to guess the weather of some pictures on page fifteen.
4. Teacher explains the language used in expressing like and dislikes.

*Post-instructional activity:*

1. Games on page eighteen

2. Interview games
3. Singing a song about weather.
4. Making craft activity following the procedures on page nineteen

**(Season)**

*Pre-instructional activity:*

1. Teacher asks the students to listen to the cassettes in the dialogue on page twenty
2. Teacher asks the students to answer the model question on page twenty

*Instructional activity:*

1. Teacher asks the students to interview their friends about their favourite and less favourite seasons
2. Teacher asks the students to perform a poem about months in front of the class

*Post-Instructional activity:*

1. Teacher asks the students to sing 'My Favourite season" song.

**Worksheets and Crafts**

These materials are completed with some worksheets and how to make crafts in a simple and interesting way.

**Worksheets**

The worksheets encourage students to practice their language skills in different format ways. Worksheets are designed interestingly and differently than the integrated exercises.

**Crafts**

Crafts can make the atmosphere in class nice. This kind of situations is very useful in removing boredom.

# Materials' Syllabus

No	Basic Competence	Achievement Indicators	Theme/Topic	Material	Time Allocation	Evaluation Form
1	<b>Speaking:</b> - Students are able to know the way in expressing themselves orally	- Students are able to give their opinion about the picture shown - Students are able to retell the content of a reading text	Days and Months: Days	Material For Elementary School Page 1  Page 4	2 meetings (@ ±40 minutes)	Orally
2	<b>Listening:</b> - Students are able to understand some oral information	- Students are able to listen to some new vocabularies and to listen the spelling	Days and Months: Days	Page 2		Oral Written
3	<b>Reading Comprehension</b> - Students are able to understand some written information	- Students are able to answer some question related to the reading text	Days and Months: Days	Page 2		Oral Written
4.	<b>Writing:</b> - Students are able to understand how to express their feeling through writing	- Students are able to make sentences based on the pictures about daily activity. - Students are able to write their daily activity in a short paragraph	Days and Months: Days	Page 4		Written
5.	<b>Speaking:</b> - Students are able to be brave in expressing themselves orally	- Students are able to tell a their opinion about the picture shown - Students are able to make a	Days and Months: Months	Page 5		Oral

		short dialogue about their birthday and perform it in front of the class - Students are able to mention the preposition of some things.	Page 6			
6.	Listening: - Students are able to understand some instructions and utterances in English	- Students are able to spell some new vocabularies correctly after they listen to the spelling.	Page 8	Months		Written Oral
7.	Reading: - Students are able to understand some written instructions.	- Students are able to know the content of a dialogue about months	Page 5	Months		Oral Written
8.	Writing: - Students are able to understand how to write some words in English.	- Students are able to write down the right preposition of time redundantly.	Page 7 and 8	Months		Written
9.	Speaking: - Students are able to express their opinion in front of their friends around the topic of weather.	- Students are able to give their comments on the showing picture - Students are able to interview their friends in order to know their favorite weather.	Page 9	Weather and Season: Weather	2 meetings (@ ±40 minutes)	Oral
10.	Reading: - Students are able to understand the message carried in a short text	- Students are able to answer some questions about weather based on the description in the	Page 9	Weather and Season: Weather		Oral Written

		text					
11.	Listening: - Students are able to understand the content of songs through listening	- Students are able to tell what the songs' lyrics talk about	Weather and Season: Weather	Page 10 and 11			Oral
12.	Writing: - Students are able to know the written form of some vocabularies related with weather	- Students are able to write down the names of weather correctly	Weather and Season: Weather	Page 10			Written
13.	Speaking: - Students are able to be stimulated in expressing themselves	- Students are able to perform a poem about season impressively.	Weather and Season: Season	Page 11			Oral
14.	Reading: - Students are able to understand the way to read a poem	- Students are able to answer some questions about season based on a dialogue.	Weather and Season: Season	Page 12			Oral
15.	Listening: - Students are able to catch the content of a song about season	- Students are able to answer some questions related with song about season orally	Weather and Season: Season	Page 13			Oral
16.	Writing: - Students are able to know the written form of some vocabularies about season	- Students are able to write down the name of season correctly	Weather and Season: Season	Page 12, 17			Written

# Unit

## DAYS AND MONTHS

### **A** Days

### *John's School Schedule*

Monday	Tuesday	Wednesday	Thursday
Mathematics	Physical exercise	History	English
Friday	Saturday	Sunday	
Music	Painting art	☺ Free	

Do you know?

1. There are ..... days in a week.
2. ....  
..... are names of the day.
3. .... is the first day for people begin to work.
4. John learns Mathematics every .....
5. On ..... John learns music.
6. John doesn't go to school every .....
7. History is the subject John learns every .....

## Conversation

Look and read



## Reading Comprehension

Read the conversation interactively, and then try to answer these questions.

1. What private tutorial does Billy have every Monday?

.....

2. When does Carla have an English course?

.....

3. When does Carla have a family plan?

.....

4. Can Billy go out on Saturday?

.....

5. What day do they agree to go?

.....

## Vocabulary

Listen and Say

 Mathematics	 Science	 English	
 Physical Exercise	 Art	 Music	 Computer

## Language Focus

### *Simple Present Tense*

Simple Present Tense describes actions done often, everyday, and always.

Examples:

I	always	get up	early on Sunday
You	usually	gets up	
We			
They	often		
He	sometimes	gets up	early on Sunday
She			
I, You, We, They	<u>wake up</u> early	every morning everyday every week	
He, she, it	<u>wakes up</u> early		

Do	you they	always usually	get up	early in the morning?
Does	he she	often sometimes		

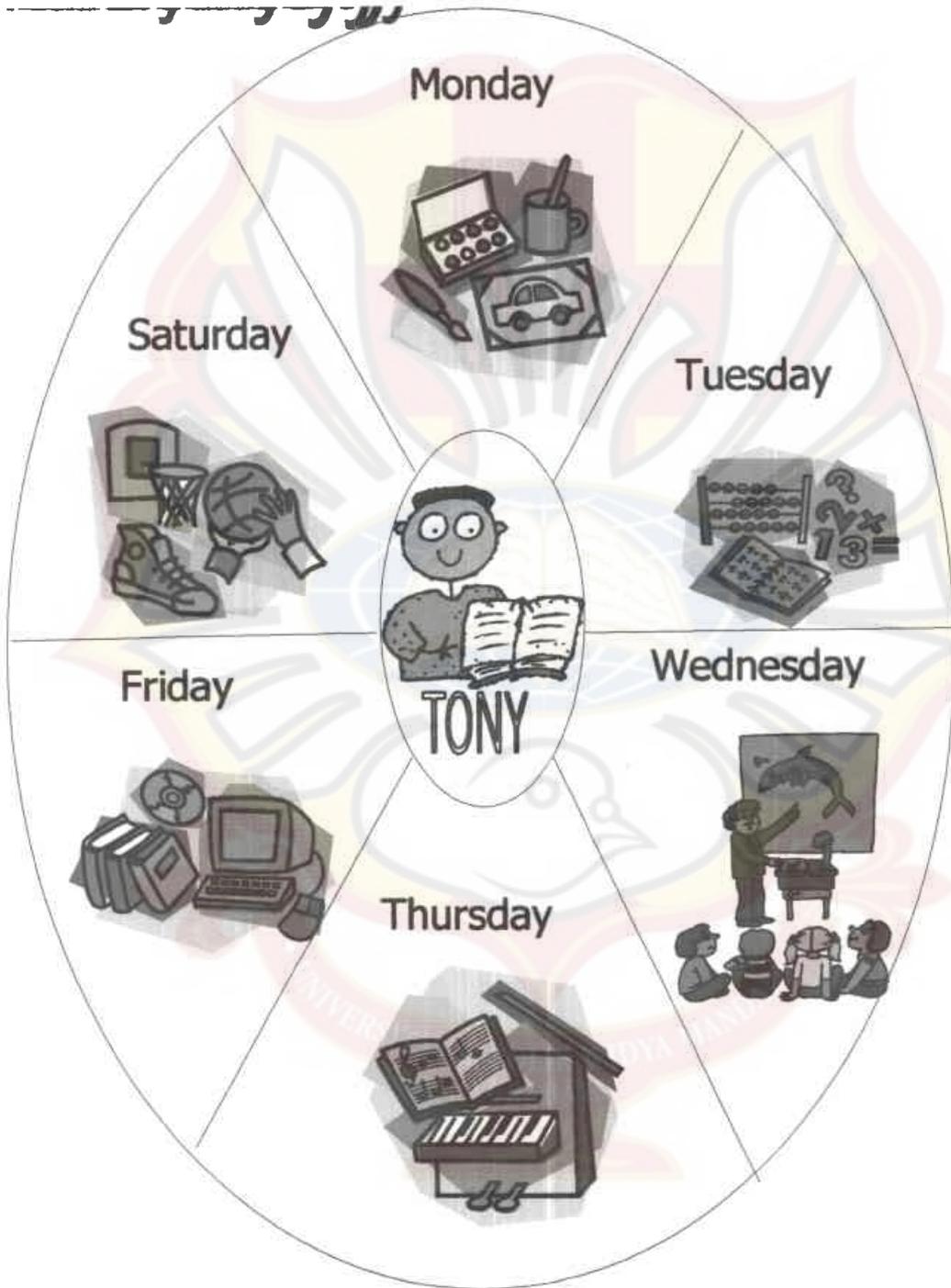
Do	You,they	go to school learn English study mathematic	everyday? every month? every week? every year?
Does	She,he	go to mall learn music Make homework	every Sunday? every time?



**Practice**

Make sentences based on the pictures correctly.

Example: Tony learns drawing every Monday.



## Writing

Write down your daily activity at school or at home in a simple short paragraph.

## Craft Activity

Make It by Yourself!

### *Lessons Schedule*

What to prepare (basic materials):

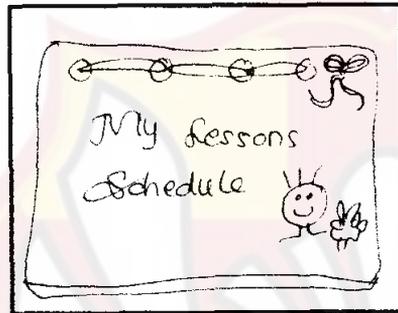
1. Two pieces of construction paper/ cardboard in free colour (size 12x15 cm)
2. One piece of colour HVS paper, cut into 12x15 cm size.
3. Scissors
4. Glue
5. Crayons / drawing pencil / colouring pens
6. Ribbons (free colour)

Directions:

1. Make the tables consist of six columns. Each column represents one of the school days.

Time	Mon	Tue	Wed
Time	Thu	Fri	Sat

2. Draw the cover as you wish.
3. Bend it together then make holes in the left side of the papers.
4. Do the ribbons in each of the holes.
5. A beautiful handmade lesson schedule is ready to use.



# B

## MONTHS

### My School Yearly Schedule

January <i>New years' eve</i>	February <i>Valentine's celebration</i>	March <i>Easter celebration</i>	April <i>Kartini's day</i>	May <i>The final exams</i>	June <i>Trip to Bali</i>
July <i>Semester holiday</i>	August <i>Independence celebration</i>	September <i>The mathematic's competition</i>	October <i>None</i>	November <i>The Eid Al Fitri holidays</i>	December <i>The Christmas and New Year holiday</i>

Do you know?

1. We have .....months in a year.
2. ....is the first month of the year.
3. The last month of the year is .....
4. We celebrate our country independence day in .....
5. Your birthday is in .....

## Conversation

### Look and read



## Reading comprehension

Read the conversation once again and then answer the questions.

1. What month does the conversation happen?
2. When do we celebrate Kartini's day?
3. When do we celebrate National Education Day?
4. When does Jeffrey celebrate his birthday?

## Vocabulary

		
New years' eve	Valentine's day	Kartini's day
		
Independence day	Idul Fitri eve	Christmas eve

## Language Focus

### *Ordinal Numbers*

When you mention date after months, you have to use ordinal numbers.

Example: John's birthday is on May twentieth.

1: first	11:eleventh	21:twenty first
2: second	12:twelfth	22:twenty second
3: third	13:thirtieth	23:twenty third
4.fourth	14:fourteenth	24:twenty fourth
5.fifth	15:fifteenth	25:twenty fifth
6.sixth	16:sixteenth	26:twenty sixth
7:seventh	17:seventeenth	27:twenty seventh
8:eighth	18:eighteenth	28:twenty eighth
9:ninth	19:nineteenth	29:twenty ninth
10:tenth	20:twentieth	30:thirtieth

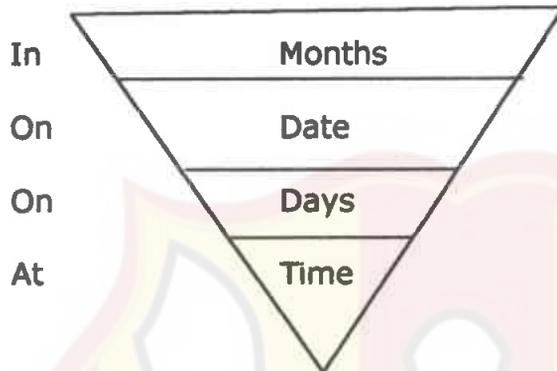
### Speaking

Read this dialogue, make a similar dialogue with your friend and perform it in front of the class.



## *The Prepositions of Time*

Prepositions of time are used to describe *time* when something happen.



Example: My birthday is on August 17<sup>th</sup>.

Now is your turn. Use *in, on or at* to describe the right prepositions of time .

1. We celebrate our Independence day .....August.
2. Danny usually goes to school .....5.30 a.m.
3. .... February 14<sup>th</sup> we celebrate Valentine's day.
4. Lita usually goes picnic with her family .....Sunday.
5. ....9.00 p.m, John usually goes to bed.

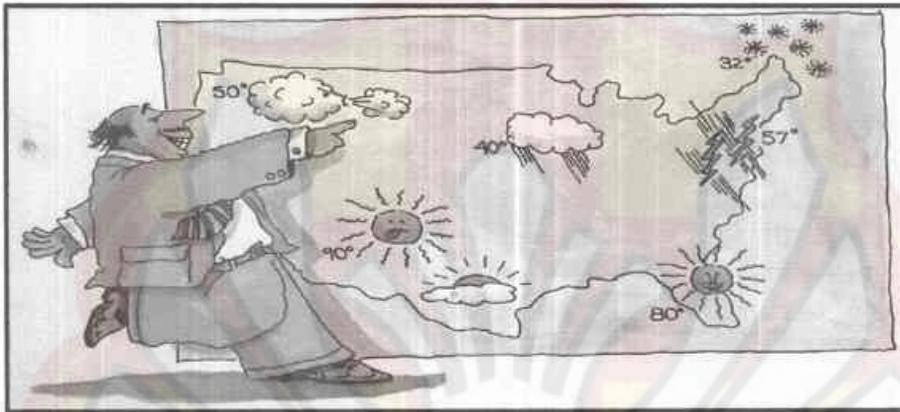


## WEATHER AND SEASON

# A

## Weather

Look at this picture and answer the questions.



Circle your answer!

What do you see in the picture? a. Weather forecast, b. Indonesian map

Where do you often see it? a. In television, b. in school

### Reading Comprehension

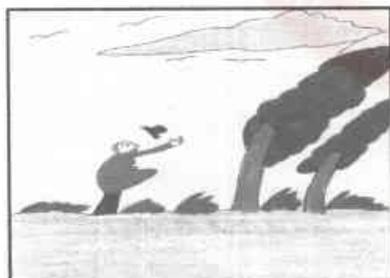
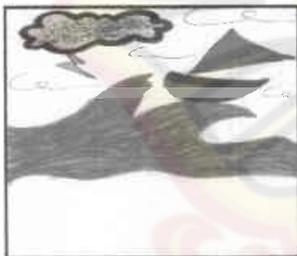
#### Weather

There are some kinds of weather. It is sunny when the sun shines very bright. It can become hot if there is no wind. When there is a breeze, the weather becomes cool. Everybody loves cool. Unfortunately, sometimes wind blows very hard. Windy weather usually comes together with cloud and is followed by

rain. When rain comes, the temperature becomes cold. That is why you have to use jacket.

Based on the reading text above, can you guess the weather the picture shown? Choose from the provided answers.

- sunny
- windy
- snowy
- cold
- stormy
- cool
- cloudy



## Language Focus

### *Like and Dislike*

When you want to express your feelings, you can use Like ☺ and dislike expressions.

I, we, you, they	Like		snowy weather eating
He, she, it	likes (+s)		
I, we, you, they	do not	like	
He, she, it	does not		
Do	you, they	like	
Does	he, she, It		

Examples:



Clues: Sunny, support activity

I like sunny weather because it supports our activity.



Clues: Rainy, floods

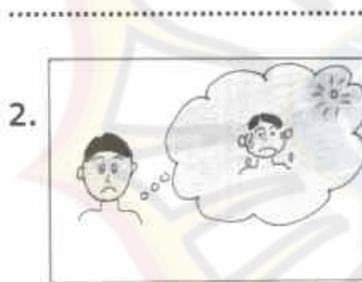
I don't like rainy weather because it causes floods

### Practice 1

Look at the pictures and make sentences based on the clues.



Clues: windy, cool



Clues: Sunny, hot



Clues: rainy, plants grow

## Activity 1

### Find Someone Who

Instruction: Interview your friend in class. You have to finish interviewing in one minute. Fill in the name of someone who.....

- 1) \_\_\_\_\_ has never seen snow
- 2) \_\_\_\_\_ has ever seen snow
- 3) \_\_\_\_\_ likes a rainy day
- 4) \_\_\_\_\_ likes a sunny day
- 5) \_\_\_\_\_ likes a cloudy day

## Practice 2

Tell your neighbour about your favourite weather. Then tell it in front of the class.

### Sing together.

(The melody is the same as in "She'll be coming round the mountain" song)

### What Kind of Weather Do You Like?

Tell me "What kind of weather do you like?"

Is it sunny, is it rainy, is it cool?

Is it cold, is it windy, is it stormy, is it cloudy?

Oh please tell me "What kind of weather do you like?"

## Craft activity

Make It by Yourself

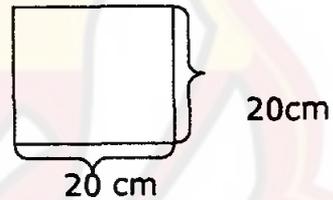
### Weather Clock

The Materials:

Cardboard, Strips of cards for the 'hands', split pin for each child.

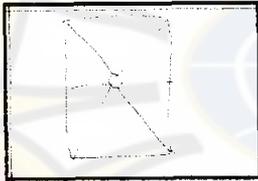
The steps:

1. Cut the cardboard to 20x 20 cm size.

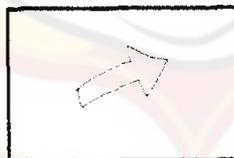


2. Draw the kinds of season in the world on the worksheet.

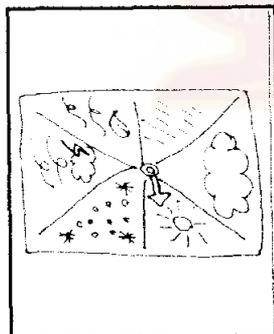
3. Stick the paper on the cardboard and make a hole in the middle of it.



4. Make an arrow from the cardboard then put the cards into the hole becoming the arrows.



5. The weather clock is ready to use.



# B Season

## Conversation

### Look and Read

Hi Don, it's Lita. How are you? Is it winter in Australia now?

Oh hi Lita. I'm fine. Yes it's winter and the snow is falling right now. How is there? It must be rainy season.

It is supposed to be rainy season. But the rain hasn't fallen yet. It is almost like dry season because the weather is very hot.

Really? I really miss summer season here. It's too cold in winter.

Oh, I really miss rainy season, because it's cool.

I planned to go there for vacation in summer.

Really? Great, but you have to stay longer to feel all the season here.

But if I do that, it's not a vacation but moving. By the way, how many seasons are there?

Four. They are Spring, Summer, Fall, and winter.

Look at the picture below and answer the following questions.



SPRING



How many seasons does Indonesia have? Can you mention them and write them down?

.....

Can you mention the seasons that do not belong to Indonesia?

.....

Can you mention the seasons that belong to Indonesia?

.....

## Practice

1. Find a partner for the interview
2. Asks your partner about her/his favourite season and the reasons
3. Tell your findings about your partner in front of the class.

## Speaking

Perform the poem in front of the class. Use physical movement to support your performance



Leaves are floating softly down; some are red and some are brown.  
The wind goes swish through the air.  
When you look back, there are no leaves there.

## Listening

Listen to the song and sing it together.

(The melody is the same as in Home in the Range)

## My Favourite Season

Winter, summer, fall, spring, rainy, and dry  
Are the kinds of season in the world  
Which of the seasons does your country have?  
And which season do you like the most?

# Worksheet Compilation



UNIVERSITAS KATOLIK WIDYA MANDALA  
SURABAYA

Days and months

Days

Find and circle the seven days of the week in the puzzle. You can find them down ↓ or across →

W	e	d	n	e	s	d	a	y	T	p	d
T	a	t	e	a	u	y	t	b	u	v	M
h	d	S	f	d	h	e	a	t	e	e	o
u	a	u	n	r	n	h	s	s	s	d	n
r	e	n	m	r	i	e	g	d	d	u	d
s	r	d	o	u	c	d	s	a	a	r	a
d	f	a	g	F	r	i	d	a	y	y	y
a	r	y	o	s	j	m	v	y	a	v	n
y	e	d	S	a	t	u	r	d	a	y	a

Write the seven days of the week in the correct order.

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Days and months

Days

Can you guess the day when the people do the activity described in the picture?

1.



On ....., Christian people usually go to Church.

2.



Islam people usually go to Mosque on .....

3.



..... is a movie day in Surabaya.

Days and months

Month

Fill in the puzzle with the name of months. Use the pictures as the clues!

The crossword puzzle grid is composed of the following cells:

- Row 1: 7 cells
- Row 2: 7 cells
- Row 3: 7 cells
- Row 4: 7 cells
- Row 5: 7 cells

Clues and illustrations:

- Top-left: A round cake with 'Mother's Day' written on it.
- Top-center: A starburst graphic with 'Happy New Year' text.
- Top-right: A wrapped gift box with a ribbon.
- Middle-left: A flag on a pole.
- Bottom-left: A basket filled with various fruits.

# Weather and Season

## Seasonal Clothes

Match the clothes with the seasons!

1.  ● Summer

2.  ● Winter

3.  ● Fall

4.  ● Spring

5.  ● Rain

## BIBLIOGRAPHY

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