

**AN ANALYSIS OF ENGLISH MATERIAL DESIGN  
AT SDIT RABBI RADHIYYA 02 CURUP TO FULFILL THE NEED  
OF K13 CURRICULUM**

**(A Case Study Of English Material Design At Sdit Rabbi Radhiyya 02 Curup  
To Fulfill The Need Of K13 Curriculum)**

**THESIS**

**This thesis is submitted to fulfill the requirement  
for 'Sarjana' degree in English Language Education**



**By**

**ILHAM SEPTIADI**

**NIM. 13552020**

**ENGLISH *TADRIS* STUDY PROGRAM  
EDUCATION (*TARBIYAH*) DEPARTEMEN  
STATE ISLAMIC INSTITUTE OF CURUP  
(IAIN) CURUP 2018**

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*Assalamu'alaikum Wr. Wb.*

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The researcher finished this research entitled “**AN ANALYSIS OF ENGLISH MATERIAL DESIGN AT SDIT RABBI RADHIYYA 02 CURUP TO FULL FILL THE NEED OF K13 CURRICULUM** (A Case Study Of English Material Design At Sdit Rabbi Radhiyya 02 Curup To Fullfill The Need Of K13 Curriculum)”. This thesis is presented in partial fulfillment of the requirement for the degree of strata 1 in English Study Program of IAIN Curup. In conducting this thesis, the writer received valuable contribution, guidance, assistance, support and motivation from others. In this chance, the writer would like to express her deepest appropriation to:

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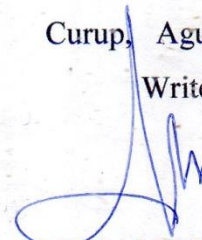
Finally, the researcher realize about writing this thesis is not perfect yet, event in the grammar, structure of the writing, discussion or anything else that is not suitable with hoped. The writer really satisfied, if there is critic or suggestion directly to the writer to make this thesis better and perfect.

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Curup, Agustus 2019

Writer



**ILHAM SEPTIADI**

**NIM. 13552020**





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI (IAIN CURUP)  
**FAKULTAS TARBIYAH**

Jl. Dr. AK Gani NO. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax 21010 kode pos 39119  
Website/facebook: Fakultas Syariah dan Ekonomi Islam IAIN Curup. Email: fakultassyariah&ekonomiislam@gmail.com

**A P P R O V A L**

Nomor : **1249** /In.34/F.TAR/PP.00.9/ /2019

Name : **Ilham Septiadi**  
NIM : **13552020**  
Departement : **English Study Program**  
Title : **An Analysis of English Material Design at SDIT Rabbi Radhiyya 02  
Curup to Fulfill the Need of k13 Curriculum**

Has been examined board by examining board of the English Sudy Program of Institut Agama  
Islam Negeri (IAIN) Curup, on:

Day / Date : **Monday, 02<sup>nd</sup> September 2019**  
Time : **01.00 p.m – 03.00 p.m**  
At : **Room 1 Munagasyah Building IAIN Curup**

Has been received to fulfill partial requirements for the degree of Strata 1 in English Study  
Program of Tarbiyah Faculty IAIN Curup.

Head

**Leffi Noviyenti, M. Pd.**  
**NIP. 19761106 200312 2 004**

Secretary

**Henny Septia Utami, M.Pd**  
**NIDN. 2016098903**

Examiner I

**Jumatul Hidayah, M.Pd.**  
**NIP. 19780204 200212 2 0**

Examiner II

**Sarwo Edy, S.Pd.I, M. Pd.**  
**NIDN. 1608010082016**

Dean

of Faculty Tarbiyah



**Dr. H. Kinaldi, M. Pd.**

**NIP. 19650627 200003 1 002**



Hal : Pengajuan Skripsi  
Kepada  
Yth. Bapak Rektor IAIN Curup  
Di  
Curup

Assalamu'alaikum wr.wb

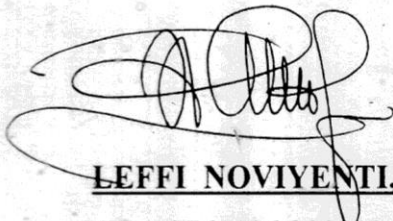
Setelah mengadakan pemeriksaan perbaikan maka kami berpendapat bahwa skripsi saudara **ILHAM SEPTIADI** yang berjudul **AN ANALYSIS OF ENGLISH MATERIAL DESIGN AT SDIT RABBI RADHIYYA 02 CURUP TO FULL FILL THE NEED OF K13 CURRICULUM** (A Case Study Of English Material Design At Sdit Rabbi Radhiyya 02 Curup To Fullfill The Need Of K13 Curriculum). Sudah dapat diajukan dalam sidang munaqasah.

Demikian permohonan ini kami ajukan, terima kasih.

Wa'alaikumsalam wr.wb

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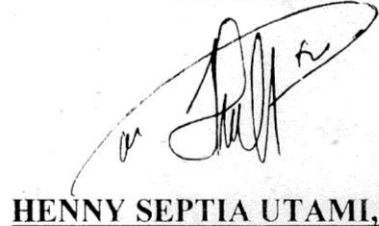
Advisor



**LEFFI NOVIYENTI, M.Pd**

NIP. 19761106 200312 2 0004

Co-Advisor



**HENNY SEPTIA UTAMI, M.Pd**

NIDN. 2016098903

## FREE OF PLAGIATION STATEMENT

The writer signs below :

Name : ILHAM SEPTIADI


NIM : 13552020

Prody : English Study Program

State the thesis under the title “**AN ANALYSIS OF ENGLISH MATERIAL DESIGN AT SDIT RABBI RADHIYYA 02 CURUP TO FULL FILL THE NEED OF K13 CURRICULUM** (A Case Study Of English Material Design At Sdit Rabbi Radhiyya 02 Curup To Fullfill The Need Of K13 Curriculum)”, is origin and never proposed to get scholarship in IAIN Curup. So, never do the other university.


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Writer

E2AFF857626874

6000  
ENAM RIBU RUPIAH

  
**ILHAM SEPTIADI**  
NIM. 13552020

## ***Motto and Dedication***

*Motto :*

❖ *Keep Fighting For Change Your Future will be better*

*Dedication :*

*This thesis dedicates to :*

- *State Islamic Institute Studies of Curup (IAIN)*
- *My wonderful and beloved family, my father (Mr. Erwin Alm), my mother (Mrs. Sunarti), my old sister (Winarianti), my old brother (Taufik) and also of all my family that can not be mentioned one by one.*
- *My great advisor Mrs. Leffi Noviyenti, M.Pd and my co-advisor Mrs. Henny Septia Utami, M.Pd who gave the writer guidance, support and suggestion in finishing this thesis*
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- *My Almamater IAIN Curup*
- *All of the people around me who gave me the golden precept that I could not be mentioned one by one*



## **ABSTRACT**

**Ilham Septiadi, 2019 : “AN ANALYSIS OF ENGLISH MATERIAL DESIGN AT SDIT RABBI RADHIYYA 02 CURUP TO FULL FILL THE NEED OF K13 CURRICULUM”**

**Advisor : Leffi Noviyenty, M.Pd**

**Co-Advisor : Henny Septia Utami, M.Pd**

This research was focused on the teachers design of english material for young learner to full fill the need of k13 Curriculum at SDIT Rabbi Radhiyya 02 Curup. This research objectives were To Know How do the teacher design the English material for young learner to fulfill the need of k13 curriculum . The design of the research was case study which presented in qualitative. The subject of this research were all English teachers of class I and II at SDIT Rabbi Radhiyya 02 curup. In collecting the data, the researcher used three techniques, interview, document analysis and field note observation. There are some instruments which researcher used as collecting data: interview guideline and checklist observation. In analysis of data, the steps were: data managing, reading/memoing, data classifying, description and interpreting. The result show that of the teachers have used some procedure for designing material;, Select topic, Collect data, Determine what learners will need to do in relation to the texts, Create pedagogical activities/procedures, Analyse texts and activities to determine the language elements, Create activities focusing on language elements, Create activities focusing on learning skills/strategies, and Create application tasks. The teacher use the step for designing material just for completed the material not designing all of material, but the material from teacher is used full in learning process. In conclusion, teacher not design the material but teacher design just for completed the material from text book.

**Key word : Designing material, Young Learner**

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Research

Teaching is guidance of learning activities and teaching is for the purpose of aiding the pupil to learn.<sup>1</sup> In other words, teaching is a process conducted by the teachers in guiding, helping and directing students to have a learning experience. The success of teaching especially English teaching can depend on how the teacher make design material for young learner in the classroom to build character and develop the capabilities of students.

Based on Education law No. 20/2003 section 14 states National Education of Indonesia serves to Formal education consists of basic education, secondary education, and higher education. on Education law No. 20/2003 section 17 chapter 2 and 3 Basic education is the level of education that underlies the level of secondary education. The basic education in indonesia is Elementary Primary School (SD) and Madrasah Ibtidaiyah (MI) or other forms Equivalent and Junior High School (SMP) and Madrasah Tsanawiyah (MTs), or another equivalent form.<sup>2</sup> based on the law we can know that in Indonesia there are three

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<sup>1</sup> Oemar Hamalik, *Psikologi Belajar Mengajar*, (Jakarta: Sinar Baru Algasindo, 1992), p. 58

<sup>2</sup> H.M. Suparta, *Kumpulan Undang-Undang dan Peraturan Pemerintah RI Tentang Pendidikan*, (Jakarta : Departemen Agama Islam, 2007

levels of education that mutually support from the basic level to the level of college. The Scott and Ytreberg refer to limit the age of 5 to 11 years as young learners (young learners).<sup>3</sup> for the young learner must have material that can contain them can comprehend learning material well in order to petrified learning in next level, in addition to young learner must get the material that is easier to understand, not boring and fun. Philips argues that “younger learners respond to language according to what it does or what they can do with it, rather than treating it as an intellectual game or abstract system. Moreover, they have the advantage of being great mimics, and are often unselfconscious and are usually prepared to enjoy the activities the teacher has prepared for them.”<sup>4</sup>

Beside that, education system in Indonesia, there are three important aspects. The first, brainware or humanware the actors of education, such as teaching staff, teachers, professors, instructors, students, college students and others. The second, software educational it is laws, regulations or rules governing the national education system, and can also be a learning media or strategy when teacher teach. The last, hardware or physical the are device that comprises means that can support the process of teaching and learning is good.

From three aspects, material design is one the important aspect in teaching. As according several theories about Material Design. “Material design exists at the interface of syllabus design and methodology, and issues associates

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<sup>3</sup> Miftahul Khair Nur Ali Mubar, *Developing English Learning Materials For Young Learners Based On Needs Analysis At Mtsn Model Makassar* (Makasar : UIN Alauddin Makassar, december : 2015) P.315

<sup>4</sup> Phillips, S. *Young Learners*. Hong Kong. (Oxford University Press, 2001). P.05

with sequencing illustrate the difficulty of separating syllabus design from methodology”<sup>5</sup>

The materials sometimes hinder the learning process if the media needed to convey the instructional materials are not available. It, of course, becomes a problem in achieving the learning objectives. For example, books as a source of learning materials for students contain the dialogue of listening materials but some of the publishers do not provide listening materials in a compact disc for the buyers, whereas listening materials are very essential for the students.

Based on pre-observation, the researcher found school in Curup have a EFL Class For young learner. that is SDIT Rabbi Radhiyya 02 Curup. this school have EFL class from class 1 until class 6. And researcher want to know how the teacher design material for the first learner in EFL Class in elementary school that is class 1 until class 2.

Meanwhile information from the teachers, they get difficulty to get material for teaching young learner in EFL class and sometime the teachers have problem when the teacher don't have course book from government that's why they must using course book from KTSP Curriculum and design the material by themselves for Fulfill K13 Curriculum because the government did not required EFL class subjects in K13 for elementary school.

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<sup>5</sup> David Nunan, *Language Teaching Methodology*, (Macquary University, 1991), P. 214

So from this, the researcher was interested to find more information about how the teacher design the material. From some phenomenon and pre-observation of young learner classroom in SDIT Rabbi Radhiya 02 Curup , the researcher showed that the teachers use several strategies design material for young learner in SDIT Rabbi Radhiyaa 02 Curup

Explanation above show the teacher's strategies design the material for young learner in EFL Class. Based on the the pre observation, the researcher is interested to investigate the material design for young learner made by teacher at SDIT Rabbi Radhiya 02 Curup because this school is newest elementary school in curup and have so many problem for english design material, and from the data this students in this school get a good score in efl class that's mean the teacher can make a good material So the researcher tried to do a case study research under title *"An Analysis Of English Material Design At Sdit Rabbi Radhiyya 02 Curup to Fulfill The Need Of K13 Curriculum "*.

## **B. Research Question**

1. How do the teacher design the English material for young learner to fulfill the need of k13 curriculum
  - a. For Speaking Material Competence. ?
  - b. For Reading Material Compernce ?
  - c. For Writing Material Competence ?
  - d. For Listening Material Competence ?

## **C. Objectives of the Research**

Based on the research questions above, the objective of this research are to investigate :

1. To Know How do the teacher design the English material for young learner to fulfill the need of k13 curriculum
  - a. For Speaking Material Competence.
  - b. For Reading Material Compernce
  - c. For Writing Material Competence
  - d. For Listening Material Competence

## **D. Delimitation of the Research**

The research would be limited to the material design and implementation for Young Learner on the subjects of English teachers in SDIT Rabbi Radhiyya 02 Curup



### **E. Significance of the Research**

Significance of this research is to give information about Teacher design Material For young learner in EFL Class at SDIT Rabbi Radhiyya. This research is important to be done.

#### **1. To school and Teacher**

Material design can used by English teacher and implementation in activity teaching English subject. School can do evaluation about activities for young learner which can help the teacher.

#### **2. To Researcher**

The research can be useful for in increasing knowlage for English Teaching as Foregin Language expecialy designing material for next research.

### **F. Definitions of Key Terms**

#### **1. Teaching for young learner**

According Brown, teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.<sup>6</sup>

In other words, teaching is the process of carrying out those activities that experience and knowledge has shown to be effective in getting students to learn especially for young learner

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<sup>6</sup> H. Dauglas Brown, *Principles of Language Learning and Teaching-4th ed*, (City : Longman, 2000), p.7

## 2. Material Design

David Nunan Stated Material design exists at the interface of syllabus design and methodology, and issues associates with sequenxing illustrate the difficulty of separating syllabus design from methodology”<sup>7</sup>

## 3. Young Laerner

Slattery and Willis proposed a categorization of two groups very young learners (<7) and young learners (>7years).<sup>8</sup> the researcher state that young learner in this research is students aged 7 to 9 it's age include for young learner group.

## G. Thesis Organization

This chapter provides the organization from chapter one until chapter five. Chapter I is introduction. It consists of bacground of the research, research question, objective of the research, delimitation of the research, significance of the research and definition of the key terms. Chapter II deals with review of related literature. It provides of review of related theory and review of related studies. Chapter III is research methodology. It deals with kind of research, subject of the research, teachnique of data collecting, reseacrh instrument and technique of analyzing data. Chapter IV includes finding and discussion and the las is chapter V. This chapter talks about conclusion and suggestion

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<sup>7</sup> David Nunan, *Language Teaching Methodology*, (Macquary University, 1991), P. 214

<sup>8</sup> Slattery, Marry and Jane Willis, *English for Primary teachers: A Handbook of Activities and Classroom Language*; (Hongkong :Oxford University Press, 2000)

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

In this chapter, the researcher is going to make attempts to explain briefly the theoretical and review of related finding

#### **A. Review of Related Theories**

##### **1. Teaching**

###### **a. Definition of teaching**

Teaching is guiding and facilitating learning, enabling the learner to learn, siting the conditions for learning.<sup>9</sup> Teaching is about the “transmission” of knowledge from the teacher to the student, or it is about creating condition in which, somehow, students learn for themselves. Teaching is focused to do something for students. Teaching is formal action to bring about a greater opportunity for the students becoming educated. Therefore, teaching means that the teacher gives or transfers knowledge for the students.

Teaching is an activity that tries to help someone to acquire, change, or develop skills, attitudes, ideals, appreciation, and knowledge. The teacher attempts to bring about desirable behavioral changes or tendencies toward changes in his students. It is apparent that there

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<sup>9</sup> H. Dauglas Brown, *Principles of Language Learning and Teaching-4th ed*, (City : Longman, 2000), p.7

must be decisions made as to what learning is desirable, and how best to perform such teaching and learning.

A purpose of teaching is to help the students in learning process. Each student learns, however, from his own efforts and experiences. A teacher may inspire students to want to learn and may guide them in experiences from which he may learn some fact, attitude or skill.

Therefore, the teacher has more than one duty in the classroom. He has to prepare the learning objective, the material, and also the media. Then, deliver the material and using the teaching strategies to make the students understand to the material. In other words, he has to be a leader to manage and give the students motivation when teaching in the classroom.

## **2. Young Learner**

### **a. Definition of young learner**

The experts at Tufts University, specified four categories of children, they are infants(0-2), early childhood (2-6), child (6-13) and adolescents (13-16). In the otherhand, the Scott and Ytreberg refer to limit the age of 5 to 11 years as young learners (young learners). Slattery and Willis proposed a categorization of two groups: very young learners (<7) and young learners (>7years). Although the experts are different in

classifying young learners age, the researcher state that young learner in this research is students aged 7 to 16 (JHS student).

#### b. The Characteristics of Young Learners

According to Hornby children or young learners are young humans from birth to the age of full physical development below the age of puberty or below the legal age of majority.<sup>10</sup> On that age, children are naturally active and creative language learners.

They learn and acquire knowledge from what they see, hear, and interact with the environment. They observe how people around them express themselves, acquire the expressions, and later they produce the more expression to communicate with the others stated by Harmer, Acquisition process for children is guaranteed for children up the age of six, is steadily compromised from then until shortly after and rare thereafter.<sup>11</sup> This acquisition process applies not only for the first language, but also the second language.

Iskandarwassid and sunendar said the age of elementary school education that can be said as intellectual age, because of the children openness and want to get knowledge ,

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<sup>10</sup> Hornby, A. S.. *Oxford Advanced Learner's Dictionary*. (Oxford: Oxford University Press,1995) P. 192

<sup>11</sup> Harmer, Jeremy.. *The Practice of English Language Teaching*. 3rd ed. (Malaysia: Pearson Education Limited 2002)



Some of characteristics in the age of elementary school are :

1. Physical grows by following school performance.
2. the attitude follows to the rules of the traditional game.
3. oftentimes the children proud of themself.
4. always comparing with other children, if it is beneficial
5. If child cannot solve the problem, then the problem is unimportant.
6. At this time the child wants a good score without think his performance rated good or not result.
7. Interest to practical life.
8. Realistic and curious.
9. the end of this period there has been interest in matters of special subjects.
10. Until about the age of 11, children need teachers or other adults to complete their assignments.
11. After the age of 11, most children try to complete their own tasks.<sup>12</sup>

in other words, students need material that fits their character so that they can facilitate understanding of the learning process, and arouse curiosity in learning process of language

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<sup>12</sup> Iskandarwassid, Dadang, S. *Strategi Pembelajaran Bahasa* (Pasca Sarjana UPI Bandung, PT Remaja Rosadakarya 2015) P.141

### 3. K13 Curriculum

Curriculum 2013 (K-13) has been applied since 2013 in Indonesia. K-13 is an advanced curriculum which developed by the government. This curriculum still related to KBK (Kurikulum Berbasis Kompetensi) or Competence-Based Curriculum which has been applied since 2004 and KTSP (Kurikulum Tingkat Satuan Pendidikan) or School-Based Curriculum which has been applied since 2006.

This new curriculum includes the competence of attitude, knowledge, and skills in an integrated manner. This curriculum is started by determining SKL (Standart Kompetensi Lulusan) based on students' readiness, national education goal, and need. This curriculum does not give the autonomy for the schools to design the syllabus, but the syllabus is designed in national level. Teachers only have a chance to develop teaching and learning process without any burden in designing the syllabus.<sup>13</sup>

This curriculum is aimed to prepare the learners to have the ability to live as individual and citizen who obedient, productive, creative, innovative, affective, and able to contribute in the society.<sup>14</sup>

Therefore, the teachers must find out the contextual need and curriculum standard in order to create effective educational system in Indonesia

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<sup>13</sup> Badan Pengembangan Sumberdaya Manusia Pendidikan dan Kebudayaan dan Penjaminan Mutu Pendidikan Kementerian Pendidikan dan Kebudayaan, Materi Pelatihan Guru Implementasi Kurikulum 2013(Jakarta: PSDMPK-PMP Kemendikbud 2013), 74-78

<sup>14</sup> Badan Pengembangan Sumberdaya Manusia Pendidikan dan Kebudayaan dan Penjaminan Mutu Pendidikan Kementerian Pendidikan dan Kebudayaan, Materi Pelatihan Guru Implementasi Kurikulum 2013(Jakarta: PSDMPK-PMP Kemendikbud 2013), 84

#### 4. Material Design

##### a. Defention of Material design

According Nunan, Material design exists at the interface of syllabus design and methodology, and issues associates with sequenxing illustrate the difficulty of separating syllabus design from methodology”<sup>15</sup>

##### b. the benefits of material

The benefits of material design is that teachers can provide and create materials that match the goals of learning especially young learner. where teachers can adjust to the material with the needs of learners so that learning objectives can be achieved more quickly and effectively.

Teachers can also tailor learning materials according to the conditions of the learner especially the young learner who needs the material easy to understand, fun and answer their questions where the characteristics of the young learner want to learn while playing and full of enthusiasm and students can be confident in following the second language learning especially english subject in EFL Class

##### c. Procedure of Material Design for young learner

This procedure is one which can be readily adopted/adapted by teachers with access to authentic sources of data. As an example of the

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<sup>15</sup> David Nunan, *Language Teaching Methodology*, (Macquary University, 1991), P. 214

procedure, consider the development of the following unit of work from a set of draft materials based on topic, text and task.

Step 1 : Select topic

Step 2 : Collect data

Step 3 : Determine what learners will need to do in relation to the texts

Step 4 : Create pedagogical activities/procedures

Step 5 : Analyse texts and activities to determine the language elements

Step 6 : Create activities focusing on language elements

Step 7 : Create application tasks

(Adapted from Nunan and Lockwood 1989)<sup>16</sup>

So from this, when the teacher will design material the teacher must get information about what is needed by the student and make it according to the steps above so that the material can be more structured and organized that can help students in the learning process

And then in designing material teachers produce their teaching outline and plan based on the analyses in the previous stage. Teachers often draw on past experience and personal beliefs about teaching as they teach (Mannaz, 1999).

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<sup>16</sup> David Nunan, *Language Teaching Methodology*, (Macquary University, 1991), P. 216

Personal styles and beliefs are also reflected in their choice of educational software (Niederhauser & Stoddart, 142 2001).

The system thus aims to assist teachers to produce outlines and plans in their own style. The model also provides a teaching plan and drafting tools to facilitate collation of lesson plans and self-reflection upon past teaching performances.

There are four tools used in the design stage. Weekly course scheduler provides an academic calendar and monthly planner to facilitate time management. Syllabus builder assists teachers in developing, editing, and managing syllabuses, which is a course plan for the whole semester. Unit plan builder assists teachers in developing, editing, and managing unit plans, each of which is a teaching plan for a specific unit<sup>17</sup>. Lesson plan builder assists teachers in developing, editing, and managing daily lesson plans, and includes a memo feature for particular lessons or classes.

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<sup>17</sup> Chang, K.-E., Sung, Y.-T., & Hou, H.-T. (2006). Web-based Tools for Designing and Developing Teaching Materials for Integration of Information Technology into Instruction. *Educational Technology & Society*, 9 (4),

## B. Review of the Related Findings

Related of this research, especially about teaching strategy in classroom inclusion that have been done investigate by the researcher, they are :

According to Trismiyati in the research entitled “Developing English Supplementary Materials For Children At Panti Asuhan Aisyiyah Yogyakarta”<sup>18</sup> Based on the data collected from the expert judgment, the materials had strength and weaknesses. The effective unit design is sequenced as following: Warming Up, Let’s Learn, Let’s Listen, Let’s Speak Up, Let’s Read, Let’s Write, Let’s Play and Self Assessment. The materials are made in colorful and interesting activities. Besides that, the inputs and media of the materials should be colourful and related to the children’s world.

According Miftahul Khair Nur Ali Mubar in the research entitled “Developing English Learning Materials For Young Learners Based On Needs Analysis At Mtsn Model Makassar”<sup>19</sup> The English learning materials for students called speaking materials consist of six rules as main topic and 18 activities to improve students’ speaking ability. The materials presented in 24 pages. It is presented colorfull with

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<sup>18</sup> Trismiyati, *Developing English Supplementary Materials For Children At Panti Asuhan Aisyiyah Yogyakarta*: (Yogyakarta : Yogyakarta State University, june : 2013)

<sup>19</sup> Miftahul Khair Nur Ali Mubar, *Developing English Learning Materials For Young Learners Based On Needs Analysis At Mtsn Model Makassar* (Makassar : UIN Alauddin Makassar, december : 2015)

many pitures(images) and presenting local contents for the students. English Speaking materials, the materials developed by the researcher was found to be able to accommodate students' needs in learning speaking related to students' daily activity. Moreover, it is suitable to government rules. By adopting and adapting many sources of speaking materials, the materials are believed can improve students' speaking ability.

Based on the related above. This research focused on material design that using when the teachers for young learner and how the teacher can implement the material design. Certainly, the teachers have diffirent matrial design when they teach for young learner to make students more understand and to be active in class.

## CHAPTER III

### METHODOLOGY OF THE RESEARCH

#### A. Kind of Research

This research used qualitative of case study. According Creswell qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.<sup>20</sup> Case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real life context, when the boundaries between phenomenon and context are not clearly evident and in which multiple source of evidence are used.

In the other words, case study is case also can be some event or entity other than a single individual and have been done about decisions, programs, problem, the implementation process and organizational process. In this research focus in problem with designing English teaching material for young learner.

Creswell states case study is a qualitative research approach in which the investigator explore a bounded system (a case) or multiple bounded systems (cases) over time through detailed, in-depth data collection involving multiple source information and reports a case description and case based themes.<sup>21</sup> So, case study is a problem to be studied, which can reveal an in-depth understanding of a case or bounded system, which involves understanding an event, activity, process or one or more individuals. So in this research use qualitative case study.

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<sup>20</sup> John W. Creswell, *Research Design*, (California : SAGE Publications, 2014), p.33

<sup>21</sup> Ibid., p. 43



The writer use this method to know how the English teacher designing English material in young learner with a case

## **B. Subject of the Research**

The subject of this research were all English teachers of class I and II at SDIT Rabbi Radhiyya 02. The consideration why the researcher decided to choose all English teachers of class I and II because SDIT Rabbi Radhiyya 02 is newest school in curup and just have 2 Class And the researcher choose the teachers of class as subject in this research.

## **C. Teachnique of Data Collecting**

In collecting the data, the researcher used interview and observation as the instrument in collecting data.

### **1. Interview**

In qualitative interview, the researcher conducts face-to-face interviews with participants, telephone interviews or engages in focus group interviews with six to eight interviewes in each group.<sup>22</sup> Interview is a question-answer activity between one person and another person. Interview is a purposeful interaction usually between two people, focused on one person

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<sup>22</sup> John W. Creswell, p. 140

trying to get information from the other person. Interview permit the researcher obtains data and compare it with the data from observation.

Interview has purpose to know about opinion, feeling, emotion and the other things which is related to a person a group. It means that interview helps the researcher to know what the research subject thinks about the research. The research can be done by interview the teachers about how their design material for young learner in EFL Class. It can be done by using the guidelines of interview and also using tape recorder for taken the result interview.

## 2. Document Analysis

Ary stated that documents can be classified into four categories; public records, personal documents, physical materials, and researcher-generated documents.<sup>11</sup><sup>23</sup> Sukmadinata described documentation as “a technique to collect the data by assembling and analyzing the documents, either written documents, pictures, or electronic ones.”<sup>24</sup> Furthermore, Creswell explained that document is a good source of the text (word) data in qualitative research. He also stated that one of the advantages of this technique is for analysis without needing to do transcription which required in interview collection.<sup>25</sup>

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<sup>23</sup> Donald Ary, et.al., *Introduction to Research in Education* (California: Wadsworth, Cengage Learning, 2010) 442

<sup>24</sup> Nana Syaodih Sukmadinata, *Metode Penelitian Pendidikan* (Bandung: Remaja Rosdakarya, 2007), 221.

<sup>25</sup> J.W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (United States of America: Pearson Education, Inc., 2012), 196.

These definitions signed that documentation was one of collection data techniques to be analyzed and described based on either written or oral documents.

This research used documentation as a technique to get the information from syllabus, lesson plan and material designed by the English teachers in SDIT Rabbi Radhiyya 02 Curup.

### 3. Observation

Observation is done by observing directly about research sample behaviour and its interaction in research setting.<sup>26</sup> It means the researcher is involved directly in researcher uses Passive Participation Observation. Susan Stainback in Sugiyono's book argued that "Passive Participation means the research is present at scene of action but does not interact or participate".<sup>27</sup> It means that the researcher observed the teacher's activity, but did not participate in the teacher's activity.

This technique is for make sure the teacher's implement thr design english material for young learner in SDIT Rabbi Radhiyya 02 Curup in the class by following the sample of leson plan .

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<sup>26</sup>Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kualitatif, Kuantitatif dan R&D)*. (Bandung : Alfabeta, 2015), p. 184

<sup>27</sup> Ibid., p. 183

#### **D. Research Instrument**

##### **1. Interview guideline**

The interview guideline is a list of question in interview to get information about how teacher's designing the material. The interview question is open and semi structure interview. So the teachers gave free answer that has relation with in interview guidance. A semi structure interview is flexsibel, allowing new questions to be brought up during the interview as a result of what the interview says<sup>28</sup>.

The interviewer in a semi structured interview generally has a framwork of themes to be explored. The researcher choose this intrview because the researcher need more information about this research. Before the researcher did interview, the researcher must make a question around this reseach in the paper after that, the researcher interviewed the teacher. When the researcher need more information so the researcher made a new question around this research.

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<sup>28</sup> Ibid., p.233

**Table 1**  
Blueprint of Semi Structured Interview

Indicators	Sub Indicators	Questions
The Teacher Follows The Procedure of Designing Material	Steps to For Designing Material :	
	1. Select topics	1. How do you select the topics of English listening material that you design?  2. How do you select the topics of English speaking material that you design?  3. How do you select the topics of English reading material that you design?  4. How do you select the topics of English writing material that you design?
	2. Collect data	5. Do you collect adequate data before designing the English materials of the four English skills?  6. How do you collect the data for

		<p>designing the English listening material?</p> <p>7. How do you collect the data for designing the English speaking material?</p> <p>8. How do you collect the data for designing the English reading material?</p> <p>9. How do you collect the data for designing the English writing material?</p>
	<p>3. Determine what learners will need to do in relation to the texts</p>	<p>10. How do you determine what young learners have to do in the English listening material that you design?</p> <p>11. How do you determine what young learners have to do in the English speaking material that you design?</p> <p>12. How do you determine what young learners have to do in the</p>

		<p>English reading material that you design?</p> <p>13.How do you determine what young learners have to do in the English writing material that you design?</p>
	<p>4. Create pedagogical activities/procedures</p>	<p>14.How do you create the pedagogical activities/procedures in the listening material that you design?</p> <p>15.How do you create the pedagogical activities/procedures in the speaking material that you design?</p> <p>16.How do you create the pedagogical activities/procedures in the reading material that you design?</p>

		17. How do you create the pedagogical activities/procedures in the writing material that you design?
	5. Analyze texts and activities to determine the language elements	<p>18. How do you determine the language elements in the English listening material which you design?</p> <p>19. How do you determine the language elements in the English speaking material which you design?</p> <p>20. How do you determine the language elements in the English reading material which you design?</p> <p>21. How do you determine the language elements in the English writing material which you design?</p>



	6. Create activities focusing on language elements	<p>22. How do you create the activities focusing on language elements in the English listening material that you design?</p> <p>23. How do you create the activities focusing on language elements in the English speaking material that you design?</p> <p>24. How do you create the activities focusing on language elements in the English reading material that you design?</p> <p>25. How do you create the activities focusing on language elements in the English writing material that you design?</p>
	7. Create activities focusing on learning	26. How do you create the learning skills or strategies-based

	skills or strategies	<p>activities in the English listening material that you design?</p> <p>27. How do you create the learning skills or strategies-based activities in the English speaking material that you design?</p> <p>28. How do you create the learning skills or strategies-based activities in the English reading material that you design?</p> <p>29. How do you create the learning skills or strategies-based activities in the English writing material that you design?</p>
	8. Create application tasks	<p>30. Do you design task-based English materials for the four English skills?</p> <p>31. How do you design the task-based material for listening skill?</p>

		<p>32. How do you design the task-based material for speaking skill?</p> <p>33. How do you design the task-based material for reading skill?</p> <p>34. How do you design the task-based material for writing skill?</p>
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#### E. Checklist of Document Analysis

In this study, the documents syllabus, lesson plans and material designed by the English teachers were analyzed using checklist in order to answer the first objective of this research. This checklist consisted of three aspects the first is Characteristic of young learner and Procedure of designing material . These aspects were taken from theories from the expert the last is national education goals and need in Curriculum 2013 (K-13) taken from Minister of National Education Regulation No. 103 Year 2014 about Curriculum 2013 Study Guide for Elementary School and Secondary School.

**Table 2**

## The Blueprint for Checklist of Document Analysis

Indicators	Sub Indicators	Items
The Teacher Follows The Procedure of Designing Material	Steps to For Designing Material :	
	1. Select topics	1. The teacher selects meaningful topics of English listening material that he/she designs  2. The teacher selects meaningful topics of English speaking material that he/she designs  3. The teacher selects meaningful topics of English reading material that he/she designs  4. The teacher selects meaningful topics of English writing material that he/she designs
	2. Collect data	5. The teacher collects the data for designing the English listening material  6. The teacher collects the data for designing the English

		<p>speaking material</p> <p>7. The teacher collects the data for designing the English reading material</p> <p>8. The teacher collects the data for designing the English writing material</p>
	<p>3. Determine what learners will need to do in relation to the texts</p>	<p>9. The teacher determines what young learners have to do in the English listening material that you design</p> <p>10. The teacher determines what young learners have to do in the English speaking material that you design</p> <p>11. The teacher determines what young learners have to do in the English reading material that you design</p> <p>12. The teacher determines what young learners have to do in</p>

		the English writing material that you design
	4. Create pedagogical activities/procedures	<p>13. The teacher creates the pedagogical activities/procedures in the listening material that he/she designs</p> <p>14. The teacher creates the pedagogical activities/procedures in the speaking material that he/she designs</p> <p>15. The teacher creates the pedagogical activities/procedures in the reading material that he/she designs</p> <p>16. The teacher creates the pedagogical activities/procedures in the writing material that he/she</p>

		designs
	5. Analyze texts and activities to determine the language elements	<p>17. The teacher determines the language elements in the English listening material which he/she designs</p> <p>18. The teacher determines the language elements in the English speaking material which he/she designs</p> <p>19. The teacher determines the language elements in the English reading material which he/she designs</p> <p>20. The teacher determines the language elements in the English writing material which he/she designs</p>
	6. Create activities focusing on language elements	21. The teacher creates the activities focusing on language elements in the English listening material that he/she

		<p>designs</p> <p>22. The teacher creates the activities focusing on language elements in the English speaking material that he/she designs</p> <p>23. The teacher creates the activities focusing on language elements in the English reading material that he/she designs</p> <p>24. The teacher creates the activities focusing on language elements in the English writing material that he/she designs</p>
	7. Create application tasks	<p>25. The teacher designs the task-based material for listening skill</p> <p>26. The teacher designs the task-based material for speaking skill</p>



		<p>27. The teacher designs the task-based material for reading skill</p> <p>28. The teacher designs the task-based material for writing skill</p>
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#### F. Recorder

When we do interview in our research we need some tool record such as sound recorder by mobile phone our documentation. To get the best data, you might be used recorder. Furthermore if the interview is doing long time and intensive. The researcher used sound recorder to record the interview process. So the researcher used sound recorder by mobile phone to get more data and information to be accurate and make the researcher can be easier in collecting and analyzing data.

#### G. Field notes of Observation

The researcher used Field Notes too the observation for make sure the teacher implement the design english material for young learner in SDIT Rabbi Radhiyya 02 Curup in the class.

The most commonly sample of lesson plan from the teacher for classroom observation is the Field Notes. The data recorded during an observation are called fieldnotes. Fieldnotes are text (words) recorded by the researcher during an observation in a qualitative study. The heading at the top of the fi

eldnotes records essential information about the time, place, and activities observed.<sup>29</sup>

## **H. Technique of Data Analysis**

After the data were collected from the techniques for collecting data including interview and observation, the researcher continued to analyze the data. According L.R Gay and Peter Airasian about Education Research, there are some steps in analyzing the data<sup>30</sup>, they are follows are :

### **1. Data Managing**

This step can be used to organize the data from interview and observation. The researcher divided the data based on the research question. The purpose of managing the first is to organize the data and check it for completeness. The second is to start the researcher on the process of analyzing and interpreting the data.

### **2. Reading/Memoing**

After managing the data, the researcher read the data from obseravation by using cheklist and interview with using the result of interview. The researcher read all the data to get general description

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<sup>29</sup> J.W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (United States of America: Pearson Education, Inc., 2012), 212.

<sup>30</sup> L.R Gay and Peter Airasian, *Education Research*, (USA : Clarinda Company, 2000), p. 224

about the data that have been got, so the researcher could know how to arrange those well.

### 3. Data Classifying

Classifying data is done after reading the data of interview and observation about designing English teaching material for young learner. In this research, the researcher started to classify each of data into several categories based on research questions.

### 4. Description

After classifying the data, the researcher started to describe the data. Description was based on the interview and observation which provided the true picture of the settings and events that took place in it. So, the researcher and the reader had an understanding of the context in which the study took place. In this research can determine how teacher designing English teaching material for young learner.

### 5. Interpreting

Data interpreting continuous after the data collection, analysis and interpretive stage of a study, interpreting is also a part of process of writing the result of study. Interpreting is the reflective, integrative and explanatory aspects of dealing with studies data.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

In this chapter, the researcher presented the findings from the observation and interview. The aim of this research were to investigate How do the teacher design the English material for young learner to fulfill the need of k13 curriculum . In colleting the data, the researcher used interview guideline for interview and cheklist for document analysis for make sure the teacher implementation the design in the class researcher used Filed notes of Observation. This chapter consists of research finding and discussion.

#### **A. Finding**

In this part, the researcher presented the finding How do the teacher design the English material for young learner to fulfill the need of k13 curriculum at SDIT Rabbi Radhiyya 02 Curup. In collecting the data, the researcher used interview guideline for interview and Cheklist for document analysis for make sure the teacher implementation the design in the class researcher used Filed notes of observation. Then it answered research questions in this research. The research question will be answered by document analysis and the second research question will be answered by interview.

## 1. How do the teacher design the English material for young learner to fulfill the need of k13 curriculum

Based on the finding in this school the researcher did document analysis to the English teacher on Juni 2019, the english teacher used the text book and design the material By provide and create materials that match the goals of learning based on K13 Curriculum Needs and Teachers adjust to the material with the needs of learners (Young Learner), by using some some steps for designing material For designing the material teacher used some step for made a material. As document analisys table below:

**Table 3**

Steps of Designing Material

No	Steps to For Designing Material :	Speaking	Reading	Writing	Listening
1.	Collect data	For colecting data teacher collecting the data from internet and text book, for example video, picture, and text.			
2.	Determine what learners will need to do in relation to the texts		<ul style="list-style-type: none"> <li>• Using Coloring Picture Base On Text Information</li> <li>• Match the picture from the infomation of the text,</li> <li>• Understand Written Expression</li> </ul>		
3.	Create pedagogical activities/procedures	from text book. Teacher made asseement point by star and motivation, There is 5 stars 1 stars (dont'be sad, study harder), 2 stars (Poor) ,3 stars (Fair) 4 stars (verygood), 5 stars (genius) On Rpp. The asseesment by scoring, On Rpp, Teacher Always starting the learning from motivated and apreciated in learning procees			
4.	Analyze texts and activities to determine the language elements	<ul style="list-style-type: none"> <li>• Focusing to Vocabulary</li> <li>• Pronounciation</li> <li>• Simple Verbal Expressions</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Method Introduction Of Reading</li> <li>• Vocabulary</li> <li>• Understand Written Expression</li> <li>• Speling The Word</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Write Simpel Writen Expresision</li> <li>• Rewriting</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Procountiation guide</li> <li>• Listen And Repeat the text</li> </ul>

No	Steps to For Designing Material :	Speaking	Reading	Writing	Listening
5.	Create activities focusing on language elements	<ul style="list-style-type: none"> <li>• Following Video or using picture For-Speaking</li> <li>• Conversation Skill</li> <li>• Using Picture For Say The Name of the Picture</li> <li>• Singing English Song</li> </ul>	<ul style="list-style-type: none"> <li>• Using Coloring Picture Base On Text Information</li> <li>• Match the picture from the information of the text,</li> <li>• Read and repeat Conversation text</li> </ul>	<ul style="list-style-type: none"> <li>• Write The Name of the Picture</li> <li>• Completed the missing Word</li> <li>• Fill The Text Simple Written Expression</li> </ul>	<ul style="list-style-type: none"> <li>• Match The Picture By Instruction from audio</li> <li>• Listen And Repeat The Teacher Read. With Pronunciation guide text</li> </ul>
6.	Create application tasks	<ul style="list-style-type: none"> <li>• Conversation, With Verbal Expression</li> <li>• Answer and Question</li> <li>• Greeting With Friend</li> <li>• Saying The Name From A Picture</li> </ul>	<ul style="list-style-type: none"> <li>• Coloring The Image.</li> <li>• Match The Picture</li> <li>• Using Multiple Choice</li> <li>• Spelling The Word from the text or name</li> </ul>	<ul style="list-style-type: none"> <li>• Completed the missing Word</li> <li>• Using Multiple Choice</li> <li>• Write For Vocabulary</li> <li>• Rewrite The Text</li> </ul>	<ul style="list-style-type: none"> <li>• Getting Information From Audio With Checklist the picture or Coloring Image</li> <li>• Using multiple choice</li> <li>• Fill The Blank Text base information from audio</li> </ul>

From The table, teacher using some steps of designing of english material. The teachers teacher design the material used some the indicators like an expert said in the theory. In designing proses, but teacher not selected the topic because teacher get the topic from the syllabus.

And for syllabus, rpp, prota, prosem, the researcher find in the internet with 100% same format and content. Thats mean teacher not made the rpp by self the teacher just copy paste from the internet and use the device for learning proses

Beside that the researcher did interview to know how the teacher design the material. for the first from document analysis teacher do colecting the data for make some material but from the interview teacher say teacher not sure for colecting the data for teach, but researchrer find teacher search some data for designing material

After that Teacher Determine what learners will need to do in relation to the texts same with the document analysis theacher just focus for vocabulary and pronountiation, thats mean teacher mention for basic competency for learning english for the first grade and second grade is more importen to teach

And than teacher Create pedagogical activities or procedures for made the material is motivated the student for learn and teacher made the learning process is fun and student easier to learn, After that teacher Analyze texts and activities to determine the language elements for made a material is comfort for young learner to learn because the student is first grade and second grade the material focusing to vocabulary

And than the teacher Create activities focusing on learning skills or strategies, for made a material its for the student can do the asignment well and the teacher comfort to learn, this mean the activities in material it's practicaly at learning process

From the result of interview above, teacher just designing for completed the material from the text book. But not all the material teacher design . If the teacher need more material for teaching teacher made the material for completed the material.

And than The researcher do observation for make sure the material is using in the class. The researcher find the material is usefull in the class but the teacher not following the RPP in 4 meeting The researcher do observation the teacher just folowing the text book and teach the data for compleated the text book.

## **B. Discussion**

### **1. Teacher design the English material for young learner to fulfill the need of k13 curriculum**

From the result of Document analysis and Interview the teachers in SDIT Rabbi Radhiyya 02 Curup, the researcher found how to design the English material for young learner when the english teacher used the text book and design the material and create materials must be match the goals of learning based on K13 Curriculum Needs and the material must be adjust to the material with the needs of learners (Young Learner), and teacher must follow the procedure of material design for designing material Like an expert Nunan and Loocwood said, The teacher did not usually use this strategy in designing material. But sometime if the



material was so hard the students to understand specially for young learner. So the teacher would design the material. if teacher need more the material the teacher must design the material for give the students more information in learning process.

The document analysis and interview was aimed to know how the teachers designing the English material for young learner. Based on the document analysis and interview the researcher shows the result from the researcher did in the field.

For four skill competency From document analysis and interview The teacher used some step for desinging. There are some Procedure of design the material for young learner, For designing the material teacher used some step for made a material.

#### 1. Selecting the topic

Selected the topic For selected the topic teacher just follow the topic from sylabus and text book because the teacher just completed the material not made all of material.after that Collecting Data Teacher do collect the data for completed the material from document analysis teacher search the data from internet. Teacher using the texbook for base material and than teacher using some video from youtube , Picture for completed the material

## 2. Determining what learners will need to do in relation to the texts

Determine what learners will need to do in relation to the texts For Speaking Reading and Listening Material Competency The Reseachrer not find the material relation to the texts . in the elementary schooll actualy for first grade and second grade in speaking focus to vocabulary and Vocabulary can be defined as " words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neuman&Dwyer, 2009, p. 385)<sup>31</sup>. thats mean the teacher stil focused for vocabulary first for young learner in first grade.

But For Reading Material Competency The Reseachrer find the material relation to the texts student learn how to understad writen expression for example student get information from the text of convertation. But in the elementary schooll actualy for first grade and second grade in reading to vocabulary.

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<sup>31</sup> Mofareh Alqahtani, *the importance of vocabulary in language learning and how to be taught* (International Journal of Teaching and Education, Vol. III 3: 2015) P.25

### 3. Creating pedagogical activities/procedures

For Speaking, Reading, Writing and Listening teacher made the procedure by following the text book and made it in rpp, in text book for the asesment there are five stars system and in RPP. Teacher using scoring for some material or task, and than in RPP teacher always start the learning from motivated and apreciated the student

Beside that From Resetdikti pedagogic is “ able to do communicative English learning that educates with the atmosphere and learning process in accordance with pedagogical rules to facilitate the development of character and self-potential of students as independent learners ”<sup>32</sup> thats mean the teacher cannot create pedagogical activities/procedures for all skills because in for speakin, listening, reading, and writing its diffrent skills and its must be use difreent pedagogical activities/procedures for help the student to learn

### 4. Next Analyzing texts and activities to determine the language elements

for Speaking The teacher Analyze texts and activities to determine the language elements from the document analysis

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<sup>32</sup> Risetdikti, *Program Ppg Bahasa Inggris* Kementerian Riset, Teknologi Dan Pendidikan Tinggi Direktorat Jenderal Pembelajaran Dan Kemahasiswaan Direktorat Pembelajaran : 2017) P.6

teacher made and used the material about language element like deskriptive text, noun, vocabulary, exprecion verbal,

In the context of reading the teacher makes the material more in-depth in how to read vocabulary, spell letters in English, introduction to writing letters in English, how to pronounce each word. Here the teacher is still focused on the treasurer of the word, with a good reading method the teacher makes the material match the image with the text. Reading with the teacher, spelling the word

In writing the teacher still focuses on vocabulary and the teacher makes material on how students can write and memorize letters in English, and how to write English words properly and correctly and The teacher also makes spelng of name writing material, rewriting a word, completing the missing letter letters based on the image

In listening competency teachers focus on getting children used to listening to English, the teacher uses the material in the book Here the child is given a text in the form of a pronountiation guide along with a picture and the teacher reads it and the child is told to repeat what the teacher reads

## 5. Creating activities focusing on language elements

Create activities focusing on language elements For speaking teacher completed the material by activity focusing on language elements like how to pronoun the vocabulary well, introducing, pronoun the singgular and plural noun, and describing the things

For reading teacher completed the material by activity focusing on language elements like how to read with pronoun the vocabulary well, introducing, pronoun the singgular and plural noun, The teacher is still focusing on the vocabulary based on the material that the teacher instructs the child to match the picture with the text for example Coloring images with commands in text where children can learn to read and understand the text is proven by activities instructed by the teacher

For reading teacher completed the material how the student write in english well and than The teacher is still focusing on the vocabulary based on the material here, the teacher uses several pictures, and the child is instructed to write what is in the picture. The teacher uses pictures and students are instructed to complete the missing letters in the captions in the picture

For Listening Teachers make the activity that aims to get children in English and teachers still focus vocabulary to teach By using cd or audio tapes here the teacher gives pictures and the child matches the images according to the instructions in the audio, and the teacher reads the material that the child has made instructed to repeat the sound from teacher

#### 6. After that Creating application tasks

Teacher Create application task for evaluated the learning proces. In speaking teacher made activities by oral test from the picture and video for example the teacher uses pictures and videos to make application tasks ,Teacher made picture and speak base on picture.Teacher using video and student follow the video and speak. Base on video,

In reading teacher made the task base on text book for example Teacher using name of student name and spell the name student draw the line for match the number and the text and rewrite the text beside the number Teacher made paper test Read the text and student match the text by coloring the box student match the picture with information from the picture teacher using multiple choise for student task

In writing teacher made the task base on text book for example teacher using picture and student write the name, from the picture student completed missing word, student rewrite the text , and student answer the simple question and teacher using multiple choice for student task

Teacher using audio from the text book audio for made the application task student listen and write the number on the picture, student listen the dialogues and student ceklist where are they Or teacher using multiple choice for student task from audio

According Nunan and Loocwood, he said This procedure is one which can be readily adopted/adapted by teachers with access to authentic sources of data. As an example of the procedure, consider the development of the following unit of work from a set of draft materials based on topic, text and task. For designing the material the teacher must design the material with adjust to the material with the needs of learners (Young Learner) from interview and document analysis the teacher.

In Procedure of design the material as Nunan and Loocwood said.

The steps are:

Step 1 : Select topic

Step 2 : Collect data

Step 3 : Determine what learners will need to do in relation to the texts

Step 4 : Create pedagogical activities/procedures

Step 5 : Analyse texts and activities to determine the language elements

Step 6 : Create activities focusing on language elements

Step 7 : Create application tasks

As the result of reasearh in SDIT Rabbi Radhiya 02 Curup, From the steps above the Teacher just used six of the steps teacher did not colected the data that is the first of step for designing english material because teacher following the text book and sylabus for designing material for young learner but some of the steps in used in designing material are useful for the teacher to design the the material and materia is helpfull for teacher in learning process

On the other hand, for designing the material the teacher must design the material with adjust to the material with the needs of learners (Young Learner) Iskandarwassid and sunendar said the age of elementary school education that can be said as intellectual age, because of the children openness and want to get knowledge. And than the teacher must design the material base on characteristic of young learner that make the stydent easier to learn english. For material the is compatible for student characteristic because the content in used in text books is fun english like sing a song, comic. And cartoon, it's made student exaited with the



material, and than the material is realistic the material talk about things in student bags. Student family,color, fruits, that made the student curious to know the material.

For completed the need of k13 curriculum the teacher must design the material includes the competence of attitude, knowledge, and skills in an integrated manner. This curriculum is started by determining SKL (Standart Kompetensi Lulusan) based on students' readiness, national education goal, and need. from RPP the student learn the attitude in learning process like say salam, and than the material from text book teach about how to greeting with the older people. And than the material is integrated manner, because all off the material is integrated for the four skill. And for knowlage, the material is usefull because the material teach for english knowlage in speaking writing and reading.

The teachers have used some procedure for designing material;, Collecting data, Determining what learners will need to do in relation to the texts, Creating pedagogical activities/procedures, Analyse texts and activities to determine the language elements, Creating activities focusing on language elements, Creating activities focusing on learning skills/strategies, and Creating application tasks. The teacher use the step for designing material just for completed the material not designing all of material, but the material from teacher is used full in learning process. In conclusion, teacher not design the all material but teacher design just for completed the material from text book

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

After analyzing and interpreting the obtain data in the previous chapter, the conclusion and suggestion as the last part of this research are taken. The conclusion below is the answer of the research question of this research, while suggestion are intended to give information to the researchers who are interested in doing further research in this area.

#### **A. Conclusion**

Based on the result and discussion in chapter IV before, the researcher took some conclusions, they are the teacher not designing all of material but teacher just completed the material for young learner at SDIT Rabbi Radhiyya 02 Curup by following some procedure for designing the material

There were some procedure for design the material first collecting the data, and then Determine what learners will need to do in relation to the texts after that Create pedagogical activities/procedures next Analyze texts and activities to determine the language elements then Create activities focusing on language elements the last Create application tasks.

From the procedure teacher can adjust text book can be use full in learning process, but there are some problem from the teacher in learning process and first

teacher not following rpp for all objective in learning process and than teacher not made the rpp by self and teacher not use the rpp in the learning process.

## **B. Suggestion**

After doing interview both of respondents and observation in the classroom, the researcher would like to give some suggestions which may be useful for :

### **1. The School**

This research can be reference for the school holder in choosing good procedure in designing material. Besides, the teachers still need more evaluated the material and teaching device expecially RPP. It also should be supported by facilities which can help the teacher when they teach in english class for young learner.

### **2. The Teacher**

The teachers especially English teachers for young learner, it might be better for them to make sure the material compatible to use, for reference and their teaching material in learning process. Moreover, the teacher should apply all procedure strategies.

### 3. The Researcher

For further researcher, the researcher suggests to conduct a research related to designing english material for young learner with diffirent area and diffirent kind of research.

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# APPENDIX

## **APENDIX 1**

### **SCRIPT OF TEACHER INTERVIEW**

- Peneliti : Asalamualaikum Mam
- Responden : Waalaikum salam warahmatullahi wabarokatuh
- Peneliti : Good Morning Mam I'm Ilham Septiadi From Iain Curup I'm here because i want to do the interview for your activity to design the material for young learner to fullfil my thesis with the title is An Analysis Of English Material Design At Sdit Rabbi Radhiyya 02 Curup to Fulfill The Need Of K13 Curriculum. May we start now for interview mam.
- Responden : Ok Lest we start the interview
- Peneliti : the first question . for first idicator Do you design the English listening material to help students build up a good attitude?
- Responden : Of course i have design the English listening material to help students build up a good attitude based on sylabus you can see on my sylabus that how i design the listening material but the consept that i design the english listening material based on sylabus too
- Peneliti : How do you design the English listening material to help students build up a good attitude?
- Responden : I search of course i search what my concept want to i mean to convey my student of course i see the material first the material from the text books and than i design base on my tehnic on the class. Fo example like every chapter and in every pages that is of course the material is listening and i have how i combine listening and for the four skil for the first step is listening of course i write

down on white board the english part and indonesian part and i have a repeat what i say in the class base on syllabus

Peneliti : Do you design the English speaking material to help students build up a good attitude?

Responden : For speaking mean the attitude that is the characteristic of the student right. The student can follow my what i given to them about the material, they have good attitude , because the material easy to listen and sometimes i did .. i mean that i give them some videos for the speakers of the listener like what is the vocabulary

Peneliti : How do you design the English speaking material to help students build up a good attitude?

Responden : Same with listening

Peneliti : Do you design the English reading material to help students build up a good attitude?

Responden : Same With Speaking

Peneliti : Do you design the English writing material to help students build up a good attitude?

Responden : Yes I do

Peneliti : How do you design the English writing material to help students build up a good attitude?

Responden : For writing its so, i needs many time for my student understand what i want to teach to them because i have need two times for writing because they have..a. of course in the class i have fast learner and slow learner and for the slow learner need 3 or more



time to make them writing corectly in english because you know it first grade, and the first semester they know about what is a.. b.. c... so it's needs times expecialy on writing For speaking, listening , pronountiation they can follow my concept but for writing it's need time.

Peneliti : Do you design the material which can improve students' knowledge in listening skill?

Responden : For knowlage a of course i have design the material to improve the student in listening skill it's mean that knowlage is realy important for student to know about the listening ofcourse the knowlage from text books what the material from text books for example like they have know vocabulary about a number. So they have know about what the number eleven in indonesian twelf in indonesian

Peneliti : How do you design the material which can improve students' knowledge in listening skill?

Responden : Of course base on sylabus and the text books again

Peneliti : Do you design the material which can improve students' knowledge in speaking skill?

Responden : i think fo speaking skill is not realy my concern because for the first grade and for second grade focus about focabulary it mean pronouns. How to pronouns very well and for speaking just for firs chapter thats about how to read some one and than just for thay know just simple sentences. Like "it is book" like that "what is it" this a book " speaking for first that and second grade is not complicated sentences i think on class i have a taken one or two

come on front of the class and they can do some dialog a simple dialog like that

Peneliti : Do you design the material which can improve students' knowledge in reading skill?

Responden : for reading skill is that a not individualy for reading skill my technic is clasical its mean i write down vocabulary on white board and thay reapeat loughly together with friens

Peneliti : Do you design the material which can improve students' knowledge in writing skill?

Responden : for writing of course i have design to base on text book again becouse writing is too impoten to make

Peneliti : How do you design the material which can improve students' knowledge in writing skill?

Responden : my student know about thay the english material you can see on my student exercise there also many writing asigmenrt like this they have to write for the exemple number of twelve in indonesia and than. Book, what is the book in indonesian

Peneliti : Do you design the English material which integrates the four English skills?

Responden : Of course 13 curriculum intergrating. I think english the first subject that integrated for skill like that before another subject i mean before the goverment publish that the itegrating subject in their guide. I think english the first subject that integrated for skill four skills listening, speaking, reading and writing we can teach for the student at the same time not only listening at the one part

and listening in another part and we can teach all subject at the same time

Peneliti : How do you design the English material which integrates the four English skills?

Responden : Of course base on my syllabus and my text books again because the text book is important to for transfers our knowledge to our student base our text book and my student have course book too

Peneliti : Does the English listening material that you design conform to the physical growth of young learners?

Responden : Actually my basic when i start learning in my colage. I learn about teach for young learner and the subject is only teaching about how to communicate how to talk english for young learner so for psycal growth ny young learner i do because i learn about that and of course i design about english material that confrom to psycal growth for my learner

Peneliti : Does the English speaking material that you design conform to the physical growth of young learners?

Responden : Foe speaking Of course because you know about slow learner and fast learner. Couse young learner consist for chipment to know about english so i have to thing know about them understand about what i thgough what i teach

Peneliti : How do you design the English speaking material that conforms to the physical growth of young learners?

Responden : Of course base on syllabus and the text books again

Peneliti : Does the English reading material that you design conform to the physical growth of young learners?

Responden : For reading material of course i make it conform to the physical growth of young learners in my school almost 90% can read just two or one student cannot read. So i can handle

Peneliti : How do you design the English reading material that conforms to the physical growth of young learners

Responden : Base On Syllabus

Peneliti : Does the English writing material that you design conform to the physical growth of young learners?

Responden : Writing. For expecially for writing i think i'not realy design for writing because you know that at the first i though you before it's too needs time make my student understand how to write well in english but i just concern for listening speaking and reading.

Peneliti : Do you design the English listening material which nuances traditional games?

Responden : Yes for listening i design the English listening material which nuances traditional games in teaching english we need many a technic expecially for traditional games just some time not often because on my class i have laptop. Speaker power point so not really For speaking reading and writing i use traditional games

I design by you know by paper. By color paper when i teach about color i make a flag with various color we go to the feel and the student make competition when ask to the friend with one the red, and with one the yellow like that

Peneliti : How do you design the English listening material which nuances traditional games?

Responden : For speaking reading and writing i use traditional games I design by you know by paper. By color paper when i teach about color i make a flag with farious color we go to the feel and the student make competition when ask to the friend wich one the red, and wich one the yellow like that

Peneliti : Does the English listening material that you design support young learners' self-confidence?

Responden : Of course in sdit rr have over confidance student in english subject its fun subject when i enter in the class room their antustiasitic the subject we have much many material to convey to our student they must be realy antustiasitic and exaited with my subject and of course for they have over convidance

Peneliti : How do you design the English listening material which supports young learners' self-confidence?

Responden : I told you before i write down on my white board and than my student come to the front before that i explain to my student how the vocab pronoun well ex january or july and than i pick up my one of my student come to the front and thay have to say it corectly and they very antusias and rise their hand togatnher before i too cofiuse to choose wich one to pick up to come front of the class yes their very antustiasitic

Peneliti : Does the English speaking material that you design support young learners' self-confidence?

Responden : For speaking yes i do

Peneliti : How do you design the English speaking material which supports young learners' self-confidence?

Responden : I told you before in speaking material Have a dialog a simple dialog like what day today it is Monday i think before i told you before make a simple dialog their names or months and they practice in front of the class they can do that

Peneliti : Does the English reading material that you design support young learners' self-confidence?

Responden : For reading material of course

Peneliti : How do you design the English reading material which supports young learners' self-confidence?

Responden : to reading material i design the material for grow their confidence For example like this " i have teddy bear " and they have read the sentence loudly together with their friend

Peneliti : Does the English writing material that you design support young learners' self-confidence?

Responden : For writing of course i make it to

Peneliti : How do you design the English writing material which supports young learners' self-confidence?

Responden : You know in the first class Or in first grade or second grade they have to write like make text to bold they can follow it

- Peneliti : Do you design the English listening material which conforms to young learners' character that likely compares themselves to others?
- Responden : No i dont becaouse i never compares my studet because tehir have a unic caracter so when i sopport them with their own caracter by comparing them with the others is not good
- Peneliti : Do you design the English listening material which is comprehensible for young learners?
- Responden : Of course i guide them how to solve the problem because not all of my student smart and there some a slow learner in my class i have devided the class two category fast learner and slow learner and may slow learner student i guide their very hard
- Peneliti : How do you design the comprehensible English listening materials for young learners?
- Responden : Not design but my technic push them closly may be write it vocap beside me teir read the vocab beside me
- Peneliti : Do you design the English speaking material which is comprehensible for young learners?
- Responden : For Speaking Reading Writing Same
- Peneliti : Do you design the English listening material which leads young learners to be aware of their learning performance?
- Responden : Of coures becouse when my student have has a good score i give a reword for them like the start. 5 star. So when i anoun to the student in the class one of my student has 5 stars and the other

thinking ohh zazkia has 5 stars how about me so they feel about that and they improve about their performs

Peneliti : Do you design the English speaking material which leads young learners to be aware of their learning performance?

Responden : For reading speaking with same technic but For writing the stars when i remark the student text book and that is the scors not the star

Peneliti : Do you design the English listening material which relates to young learners' daily activities?

Responden : Of course i make the material relates to young learners' daily activities

Peneliti : How do you design the English listening material which relates to young learners' daily activities?

Responden : For example like this when i teach in my class for my bag you know in the class i use the tools that realy a close to my student For ex "okay student open your bag " wich one your pen" their daily act

Peneliti : Do you design the English speaking material which relates to

Responden : For reading, speaking and writing with same technic

Peneliti : Do you design the English listening material which supports young learners' realistic and curious character?

Responden : Yes I do.

Peneliti : How do you design the English listening material which supports young learners' realistic and curious character?



Responden	: My student is really curious like for example speaking going to the zoo like this there are some on my text book just have ten animals that I give to my student but they must be curious with another animals so ofcourse I'm not depending on text book. When my student curious about some thing. I have explain what is it
Peneliti	: Do you design the English speaking material which supports young learners' realistic and curious character?
Responden	: For speaking and reading with same tehnik but Not for weiting because writing I just base on text book their not really curious about writing. Because you know that reading and writing is difrent like we say jirap. But in writing we write gerape they not curious about this why my be it's not
Peneliti	: Does the English listening material that you design drive young learners' interest in English subject?
Responden	: Yes I do
Peneliti	: How do you design the English listening material that drives young learners' interest in English subject?
Responden	: Of course aour concepit and pur technic is really importen to make our student intrest for our sucject is if our concepit and our technic is not good its gone be fail and For speaking same, Reading same, Writing same
Peneliti	: Do you design the English listening material which gives a space for you to help students in learning?
Responden	: Not because becouse its for haigh level

Peneliti	: Does the English listening material that you design at some point trigger young learners to complete their own task?
Responden	: Not because because its for haigh level to
Peneliti	: How do you select the topics of English listening material that you design?
Responden	: Actualy i'm not select the topic becouse the topic all ready in my text book
Peneliti	: Do you collect adequate data before designing the English materials of the four English skills?
Responden	: I'm note sure for colecting the data because you know that on my text book i have the data
Peneliti	: How do you determine what young learners have to do in the English listening material that you design?
Responden	: Base on four skill i have to determine what i have to teach to my student wich one the big part for english low level i mean that pronoun how to pronoun the vocab well it's my big consern so my detimination how to pronoun it well how to reading well how to speaking well and how to listening well and how to write well for Speaking , reading, writing is same
Peneliti	: How do you create the pedagogical activities/procedures in the listening material that you design?
Responden	: Every teacher i think they have pedagogical activities/procedures in each aspect not only english but in every

subject they have pedagogical activities procedure For technique i told to my student of course a pedagogic is important there are four pedagogic that i have and that transfer to our student and my technique is for pedagogical is a how we open our key how we close funly for a step i sing a song my student make them fun in english and the close to and the main activity this of course how i make them convert to my teaching on the process of course i use pedagogical activities chronologically

Peneliti : How do you create the pedagogical activities/procedures in the speaking material that you design?

Responden : For Speaking Reading and Writing Is Same

Peneliti : How do you determine the language elements in the English listening material which you design?

Responden : For low level i use simple sentences like this not high level my purpose so they can speak english well They can pronounce well They can read well So i use low level language. If use high level they understand what i say

Peneliti : How do you create the activities focusing on language elements in the English listening material that you design?

Responden : No i'm not created this activities because i focus for speaking listening and reading. Not for language elements

Peneliti : How do you create the learning skills or strategies-based activities in the English listening material that you design?

Responden : Of course.. I have focus for the topic What is the topic i have to convey to knowlage than i design strategies how to they how they can do the asignment like that That i make for the four skill

Peneliti : Do you design task-based English materials for the four English skills?

Responden : Of course there are so many aplication to teach english like youtube i open the youtube about daily activites they can follow how to pronoun from the youtube I search on the youtube and show it to the student and they folow the video

Peneliti : How do you design the task-based material for speaking skill?

Responden : For speaking writing and reading in same

Curup, 2019  
Responden

Yossi Pranciska A.C S.Pd

**Appendix 2**  
The Result for Checklist of Document Analysis

Indicators	Sub Indicators	Items	Yes	No	Note
The Teacher Follows The Procedure of Designing Material	Steps to For Designing Material :				
	8. Select topics	29. The teacher selects meaningful topics of English listening material that he/she designs		√	
		30. The teacher selects meaningful topics of English speaking material that he/she designs		√	
		31. The teacher selects meaningful topics of English reading material that he/she designs		√	
		32. The teacher selects meaningful topics of English writing material that he/she designs		√	
	9. Collect data	33. The teacher collects the data for designing the English listening material 34.	√		Teacher Collecting the data from internet and text book Video, Picture, And Text same for speaking reading and listening

		35. The teacher collects the data for designing the English speaking material	√		
		36. The teacher collects the data for designing the English reading material	√		
		37. The teacher collects the data for designing the English writing material	√		
	10. Determine what learners will need to do in relation to the texts	1. The teacher determines what young learners have to do in the English listening material that you design		√	
		2. The teacher determines what young learners have to do in the English reading material that you design	√		<p>Student Learn to get information from the conversation texts and picture.</p> <p>On stairway 1 page 8 the conversation about grating in the class and home</p> <p>In page 27 student read the conversation and spell the name</p> <p>In page 36 and 97 student match the picture with information from the picture</p> <p>On page 69 student coloring the picture base on text</p> <p>On page 68 student check the things with right color from the text</p> <p>On page 80 student coloring the cloth base on text</p>

		<p>3. The teacher determines what young learners have to do in the English speaking material that you design</p> <p>4. The teacher determines what young learners have to do in the English writing material that you design</p>	√	√	On Starway 2 page 38 teacher read and answer the toys i have from the text
	11. Create pedagogical activities/procedures	<p>5. The teacher creates the pedagogical activities/procedures in the listening material that he/she designs</p> <p>6. The teacher creates the pedagogical activities/procedures in the speaking material that he/she designs</p> <p>7. The teacher creates the pedagogical activities/procedures in the reading material that he/she designs</p>	√	√	<p>On text book. Teacher made asseement point by star and motivation, There is 5 stars 1 stars (dont'be sad, study harder) 2 stars (Poor) 3stars (Fair) 4 stars (verygood) 5 stars (genius)</p> <p>On Rpp. The asseesment by scoring,</p> <p>On Rpp, Teacher Alway starting the learning from motivated and apreciated in learning procees</p>

		8. The teacher creates the pedagogical activities/procedures in the writing material that he/she designs	√		
	12. Analyze texts and activities to determine the language elements	9. The teacher determines the language elements in the English speaking material which he/she designs	√		On stairway 1 teacher have base material about verbal expresresion in page 5 about greating in page 19 about indetity in page 45 count numbers in page 61 color in page 73 cloth On stairway 1 page 34 the material about noun. singular noun and plural noun On The Text Book page 32 they learn about singgular and plural. And how to say that.
		10. The teacher determines the language elements in the English reading material which he/she designs	√		On stairway 1 teacher page 35 they learn how to read deskriptive text and how to read singular noun and plurar noun In page 48 student read deskriptiv text about number In page 49 student read the singular and plural noun In page 115 student read demonstrative pronoun In page 78 student read deskriptive text about cloth Teacher using simple story text with picture for mateial grating with other Teacher using video alphabeth for teach student reed and write On Starway 2 page 7 material about greating and respons



		<p>11. The teacher determines the language elements in the English writing material which he/she designs</p>	√		<p>On stairway 1 teacher page 24 student arrange the letters to make a good name</p> <p>On page 51 teacher write the number word</p> <p>On page 66 student write the color word</p> <p>On stairway 1 teacher page 24 student arrange the letters from the picture</p> <p>On stairway 1 teacher page 24 student arrange the letters to make a good name</p> <p>On stairway 1 teacher page 24 student arrange the letters from the picture</p> <p>On stairway 1 teacher page 24 student arrange the letters to make a good name</p> <p>On page 51 teacher write the number word</p>
		<p>12. The teacher determines the language elements in the English listening material which he/she designs</p>	√		<p>On stairway 1 teacher page 9 student Listen and Repeat the teacher say base the picture and text how to say it.</p> <p>On stairway 1 teacher page 17 student Listen and Repeat the teacher say base the simple conversation text</p> <p>On stairway 1 teacher page 59 student Listen and Repeat the teacher say base the color name</p> <p>On stairway 1 teacher page 59 student Listen and Repeat the teacher say base the picture and text</p> <p>On Starway 2 page 18 listen and write the number in the text</p> <p>On Starway 2 page 81 listen and repeat the adjective</p>

	13. Create activities focusing on language elements	13. The teacher creates the activities focusing on language elements in the English speaking material that he/she designs	√	<p>Teacher using the simple video conversation for give the student example for speaking</p> <p>Teacher using audio from the text book aceccorries in starways 1 in page 74,142,158,172, student listen and write the number on the picture</p> <p>Teacher using color paper for ask the student what the color is it</p> <p>Teacher using picture of body for ask the student what is it</p> <p>Teacher used the picture for material about color, cloth,</p> <p>Teacher used the video for greting exprecion</p> <p>Teacher used the song video for material part of body</p> <p>Teacher used the video for the introducing material for speaking verbal expresion</p> <p>On Starway 2 page 20 practice with friend insimple sentece ask and answer aboutnumber</p>
		14. The teacher creates the activities focusing on language elements in the English rading material that he/she designs	√	<p>On stairway 1 In page36 and 97 student match the picture with information from the picture</p> <p>On page 69 student coloring the picture base on text</p> <p>Teacher made paper test withe the text and student match the text by coloring the box</p> <p>On stairway 1 teacher page 35 they learn how to read deskriptive text and how to read singular noun and plurar noun</p> <p>In page 48 student read deskriptiv text about number</p> <p>In page 49 student read the singular and plural noun</p> <p>In page 115 student read demonstrative pronoun</p>

		<p>15. The teacher creates the activities focusing on language elements in the English writing material that he/she designs</p>	√	<p>In page 78 student read deskriptive text about cloth Teacher using simple story text with picture for mateial grating with other Teacher using video alphabeth for teach student reed and write</p> <p>On stairway 1 teacher page 24 student arangge the leters to make a good name On stairway 1 teacher page 24 student arangge the leters from the picture On stairway 1 teacher page 24 student arangge the leters to make a good name On page 51 teacher write the number word On page 66 student write the color word On stairway 1 teacher page 24 student arangge the leters from the picture On stairway 1 In page In page 21 student write the mamber of family bas on picture of family tree Teacher using video alphabeth for teach student read and write On stairway 1 In page In page 38 student write the things from the picture Teacher using video alphabeth for teach student read and write</p>
		<p>16. The teacher creates the activities focusing on language elements in the English</p>	√	<p>Teacher Using Song student listen and repeat it Teacher using audio from the text book aceccorries in starways 1 in page 74,142,158,172, student listen and write the number on the picture</p>

		listening material that he/she designs			<p>On page 112 student listen the dialougues and student ceklist where are they</p> <p>On stairway 1 teacher page 9 student Listen and Repeat the teacher say base the picture and text how to say it.</p> <p>On stairway 1 teacher page 17 student Listen and Repeat the teacher say base the simple convertation text</p> <p>On stairway 1 teacher page 59 student Listen and Repeat the teacher say base the color name</p> <p>On stairway 1 teacher page 59 student Listen and Repeat the teacher say base the picture and text</p> <p>Teacher Using Song student listen and repeat it</p> <p>Teacher Using Song student listen and repeat it</p>
	14. Create applica tion tasks	<p>17. The teacher designs the task-based material for speaking skill</p> <p>18. The teacher designs the task-based material for reading skill</p>	<p>√</p> <p>√</p>		<p>Teacher made picture of time and ask to student how to great at that time</p> <p>in page 5 and 6 student learn about how to greet with other</p> <p>Teacher using color paper for ask the student what the color is it</p> <p>Teacher using picture of body for ask the student what is it</p> <p>On page 26 student compleate the simple sentences of introduction multiple choise</p> <p>On stairway 1 In page In page 27 student read the convertation and spell the name in write on text book</p> <p>1n page 50 student draw the line for match the number and the text and rewrite the text beside the number</p>

		19. The teacher designs the task-based material for writing skill	√		<p>Teacher made paper test Read the text and student match the text by coloring the box</p> <p>On stairway 1 In page36 and 97 student match the picture with information from the picture</p> <p>On stairway 1 In page 64 Read the text and student match the text by coloring the things</p> <p>On page 68 student ceklist the things with right color from the text</p> <p>On page 80 student coloring the cloth base on text</p> <p>On stairway 1 In page In page 27 student read the convertation and spell the name in write on text book</p> <p>On stairway 1 in page 41 student write the name of school utensils from the picture</p> <p>Teacher Using The Picture Of Body Parts for student write in whiteboard</p> <p>In page 50 student draw the line for match the number and the text and rewrite the text beside the number</p> <p>On stairway 1 In page In page 38 student write the things from the picture</p> <p>On stairway 1 In page In page 21 student write the mamber of family bas on picture of family tree</p> <p>On stairway 1 In page In page 51 student complete the word base on number</p>
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		20. The teacher designs the task-based material for listening skill	√		Teacher using audio from the text book accessories in starways 1 in page 74,142,158,172, student listen and write the number on the picture On page 112 student listen the dialogues and student ceklist where are they
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## **Apendix 3**

### **Pertemuan 1**

Guru : Memberikan salam kepada anak. Di lanjutan dengan memulai do'a bersama (di mulai dari membaca alfatiha dan di lanjutkan surat pendek sampai doa)

Guru mulai absensi siswa

Guru mulai menjelaskan materi yang akan di bahas. Di mulai dari warming up

Materi topik tentang fruit. Sehingga guru mulai menanyakan buah buahan faforit beberapa anak

Setelah itu guru memutar lagu buah buahan dalam bahasa inggris dan di ikuti dengan menyanyi bersama.

Selanjutnya. Guru mulai mengeluarkan media pembelajaran ya itu gambar beberapa buah buahan

Dan menanyakan buah tersebut dalam bahasa indonesia. Setelah siswa menjawab. Guru pun menjelaskan nama dalam bahasa inggris nya. “ it is apple”

Setelah kegiatan itu guru pum membagikan paper test dengan gambar buah buahaan dan nama bahasa inggrisnya dan anak di suruh menuliskan apa bahasa indonesia nya

Setelah itu anak anak di suruh maju ke depan satu satu membawa buah yang paling dia sukai dan menyebutnya dalam bahasa inggris

Setelah selesai guru pun mengulang kembali materi buah buahan.(merangkum materi)

Guru memberikan pekerjaan rumah yang ada di text book

Pembelajaran di tutup dengan salam

Media : Gambar

Paper Test

Speaker

White Board

Text Book

## **Pertemuan 2**

Guru : Memberikan salam kepada anak.

Guru mulai absensi siswa

Guru mulai menjelaskan materi yang akan di bahas. Di mulai dari warming up

Materi topik tentang Color. Sehingga guru mulai menanyakan warna faforit beberapa anak dan warna warna yang ada dikelas

Selanjutnya. Guru mulai mengeluarkan media pembelajaran ya itu gambar beberapa color paper

Dan menanyakan buah tersebut dalam bahasa indonesia. Setelah siswa menjawab. Guru pun menjelaskan nama dalam bahasa inggris nya. “ it is red”

Setelah kegiatan itu guru pun membagikan color paper dan nama bahasa ingrisnya dan anak di suruh menuliskan apa bahasa indonesia nya

Setelah itu anak anak di suruh maju ke depan satu satu membawa buah yang paling dia sukai dan menyebutnya dalam bahasa inggris

Setelah selesai guru pun mengulang kembali materi buah buahan.(merangkum materi)

Guru memberikan pekerjaan rumah yang ada di text book

Pembelajaran di tutup dengan salam

Media : color paper  
White Board  
Text Book



### **Pertemuan 3**

Guru : Memberikan salam kepada anak.

Guru mulai absensi siswa

Guru mulai menjelaskan materi yang akan di bahas. Di mulai dari warming up

Materi topik tentang Color. Sehingga guru mulai menanyakan warna faforit beberapa anak dan warna warna yang ada dikelas

Setelah itu guru memutar lagu buah buahan dalam bahasa inggris dan di ikuti dengan menyanyi bersama.

Selanjutnya. Guru mulai mengeluarkan media pembelajaran ya itu gambar beberapa buah buahan

Dan menanyakan buah tersebut dalam bahasa indonesia. Setelah siswa menjawab. Guru pun menjelaskan nama dalam bahasa inggris nya. “ it is red”

Setelah kegiatan itu guru pum membagikan color paper dan nama bahasa ingrisnya dan anak di suruh menuliskan apa bahasa indonesia nya

Setelah itu anak anak di suruh maju ke depan satu satu membawa buah yang paling dia sukai dan menyebutnya dalam bahasa inggris

Setelah selesai guru pun mengulang kembali materi buah buahan.(merangkum materi)

Guru memberikan pekerjaan rumah yang ada di text book

Pembelajaran di tutup dengan salam

Media : color paper  
White Board  
Text Book

#### **Pertemuan 4**

Guru : Memberikan salam kepada anak.

Guru mulai absensi siswa

Guru mulai menjelaskan materi yang akan di bahas. Di mulai dari warming up

Materi topik tentang faforit toys.

Selanjutnya. Mulai menanyakan mainan faforit anak menjelaskan fungsinya dalam bahasa indonesia

Dan menanyakan mainan tersebut berdasarkan gambar yang di bawa guru dalam bahasa indonesia. Setelah siswa menjawab. Guru pun menjelaskan nama dalam bahasa inggris nya. “ it is red”

Setelah kegiatan itu guru pun memrintahkan anak membuka buku dan mengerjakan tugas

Setelah itu anak anak di suruh maju ke depan satu satu membawa buah yang paling dia sukai dan menyebutnya dalam bahasa inggris

Setelah selesai guru pun mengulang kembali materi buah buahan.(merangkum materi)

Guru memberikan pekerjaan rumah yang ada di text book

Pembelajaran di tutup dengan salam

Media : color paper  
White Board  
Text Book



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP**

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010  
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : [admin@iaincurup.ac.id](mailto:admin@iaincurup.ac.id)

**KEPUTUSAN**

**REKTOR INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP**

Nomor : ~~0037~~ /In.34/I/PP.00.9/01/2019

Tentang

**PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI  
INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP**

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;  
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;  
Keputusan Menteri Agama RI Nomor 406 Tahun 2000 tentang Pembukaan Jurusan / Program Studi Baru Pada Perguruan Tinggi di Lingkungan Departemen Agama RI ;  
2. Keputusan Menteri Agama RI Nomor 1 Tahun 2001 tentang Kedudukan, Tugas, Fungsi, Kewenangan, Satuan Organisasi, dan Tata Kerja Kementerian Agama RI ;  
3. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;  
4. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;  
5. Keputusan Menteri Agama RI Nomor B.II/3/15447, tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.

**MEMUTUSKAN :**

**Menetapkan**

- Pertama** : 1. **Leffi Noviyenti, M.Pd** **19761106 200312 2 004**  
2. **Henny Septia Utami, M.Pd** **-**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Ilham Septiadi**

N I M : **13552020**

JUDUL SKRIPSI : **An Analysis English Material Design At SDIT Rabbi Radhiyya 02 Curup In Fulfill The Need Of K13 Curriculum.**

- Kedua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,  
Pada tanggal 16 Januari 2019  
a.n. Rektor IAIN Curup  
**Plt. Wakil Rektor I,**  
**Hendra Harmi**

**Tembusan :**

- 1 Pembimbing I dan II;
- 2 Bendahara IAIN Curup;
- 3 Kasubbag AK;
- 4 Kepala Perpustakaan IAIN;
- 5 Mahasiswa yang bersangkutan;
- 6 Arsip/Fakultas Tarbiyah



**PEMERINTAH KABUPATEN REJANG LEBONG**  
**DINAS PENDIDIKAN DAN KEBUDAYAAN**

Jalan S.Sukowati No.55 Curup Kode Pos 39114

Telp.(0732) 21457 Fax.(0732) 23942

Email : Dikbud.Rejang.Lebong@gmail.com

**REKOMENDASI**

Nomor : 000/ 977 /Set.3.Dikbud/2019

**TENTANG**  
**PELAKSANAAN PENELITIAN**

Berdasarkan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor : 64 Tahun 2011 Tentang Pedoman Penerbitan Rekomendasi Penelitian dan menindaklanjuti Surat dari Institut Agama Islam Negeri (IAIN) Curup Nomor : 625/In.34/FT/PP.00.9/05/2019 tanggal 08 Mei 2019 hal Rekomendasi Tentang Pelaksanaan Penelitian atas nama :

Nama	: <b>Ilham Septiadi</b>
NIM	: 13552020
Program Studi	: Tarbiyah/Pendidikan Bahasa Inggris (PBI)
Tempat Penelitian	: SDIT Rabbi Radhiyya 02 Curup Kabupaten Rejang Lebong
Waktu Penelitian	: 8 Mei 2019 s.d 8 Agustus 2019
Judul Skripsi	: <b>"An Analysis Of English Material Design At SDIT Rabbi Radhiyya 02 Curup To Fulfill The Need Of K13."</b>

Pada prinsipnya kami tidak keberatan diadakannya penelitian yang dimaksud dengan catatan / ketentuan sebagai berikut :

1. Sebelum melakukan penelitian harus melapor kepada Kepala Sekolah ditempat yang dimaksud
2. Penelitian tidak boleh menyimpang dari proposal penelitian
3. Harus mentaati semua ketentuan peraturan dan perundang-undangan yang berlaku
4. Selesai melakukan penelitian agar melaporkan hasil kegiatan kepada Kepala Dinas Pendidikan dan Kebudayaan Kabupaten Rejang Lebong
5. Rekomendasi ini akan dicabut dan dinyatakan tidak berlaku, apabila pemegang surat rekomendasi ini tidak mentaati ketentuan sebagaimana tersebut diatas
6. Rekomendasi ini untuk dipergunakan sebagaimana mestinya.

Demikian Surat Rekomendasi/Persetujuan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Curup, 13 Mei 2019

Kepala Dinas Pendidikan dan Kebudayaan  
Kabupaten Rejang Lebong



**Drs. NOPRIANTO, MM**  
Pembina IV/a

NIP.19681123 199303 1 006



NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	25/2019/01	Pembahasan Research Question dan Review bab 1		
2	28/2019/02	Refisi bab 3. Pembahasan instrument		
3	05/2019/03	Acc bab 3. Rancangan Penelitian		
4	28/2019/03	Pembahasan Finding bab 4		
5	08/2019/04	Pembahasan Discussion dan Refisi Finding		
6	08/2019/07	Pembahasan Bab 5		
7				
8				



NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	23/2019/01	membahas Bab 1 Background Research Question		
2	25/2019/01	Koraksi dan Refisi Bab 1 Background 2 Research Question		
3	18/2019/02	Pembahasan Review of Related Literature Bab 2 dan 3		
4	27/2019/02	Acc bab 3. dan membahas Penelitian		
5	20/2019/03	membahas Finding		
6	25/2019/04	Finding and Discussion		
7	27/2019/05	Pembahasan Conclusion		
8	28/2019/07	Acc Bab 5		