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## Interview Sheet (For English Teacher)

1. Bagaimana pengajaran bahasa Inggris secara umum di SD

Muhammadiyah 2?

- Pada umumnya pembelajaran bahasa Inggris khususnya speaking di SD Muhammadiyah 2 Gresik menggunakan banyak sumber dalam penyusunan materinya, antara lain: textbook, gambar, kaset/VCD, komputer, dll. Hanya saja fokus utama penyusunan materi pengajaran adalah berdasarkan buku “Active English” untuk kelas 3, dan “Step Up with English” untuk kelas 4, 5, dan 6.

2. Bagaimana pengajaran bahasa Inggris untuk kelas 3?

- Bahasa Inggris untuk kelas 3 masih merupakan muatan lokal sehingga silabus yang dipakai adalah silabus yang disusun sendiri oleh guru mata pelajaran. Khusus untuk kelas 3 materi lebih banyak diambil dari buku “Active English”.

3. Berapa jumlah siswa kelas 3?

- Ada 70 siswa

4. Materi apa saja yang diajarkan di kelas 3 semester 1 dan 2?

- Materi semester 1, yaitu Personal Identification, Number, Health and Welfare, Description of School Environment, and Activities
- Materi Semester 2, yaitu Hobbies, Fruits, Describing someone, School Lesson, and Domestic Animal

5. Media apa saja yang digunakan dalam mengajar speaking?
  - Media yang dipakai antara lain: White board, VCD, Television, computer, pictures, textbooks, story books, real objects, flash cards, and internet.
6. Apakah media tersebut cukup membantu siswa dalam memahami pelajaran?
  - Media tersebut sangat membantu siswa memahami materi speaking yang disampaikan. Mereka dapat melihat secara langsung objek apa yang sedang dibicarakan. Sehingga guru tidak perlu menerjemahkan lagi ke dalam bahasa Indonesia. Dan materi speakingpun akan lebih efektif.
7. Teknik mengajar apa saja yang dipakai saat mengajar bahasa Inggris speaking?
  - Teknik yang digunakan oleh guru antara lain drill, presentation, games, song, telling a paragraph of short story and role play.
8. Apakah di SD Muhammadiyah 2 Gresik mempunyai fasilitas computer, VCD, TV, atau media elektronik lain?
  - Ada. SD Muhammadiyah 2 mempunyai fasilitas-fasilitas tersebut. Guru sering menggunakan VCD dan Komputer terutama untuk pembelajaran short story dan song.

## QUESTIONNAIRE SHEET

***Berilah tanda silang pada jawaban yang tersedia (Kalian boleh memilih lebih dari 1 jawaban). Pertanyaan no 1-4 berkaitan dengan minat siswa.***

1. Materi speaking apa yang paling kalian sukai?  
a. Bercakap-cakap    b. Bercerita    c. Puisi dan lagu    d. games
2. Dengan siapa kalian berkomunikasi dalam bahasa Inggris?  
a. orang tua    b. teman    c. Saudara    d. guru
3. Guru kalian menggunakan media apa saat mengajar bahasa Inggris?  
a. Buku pelajaran    c. TV, Komputer, VCD  
b. kartu bergambar    d. permainan dan lagu
4. Kalian lebih paham belajar bahasa Inggris dengan menggunakan apa?  
a. buku pelajaran    c. TV, komputer, VCD  
b. kartu bergambar    d. permainan dan lagu

***Pertanyaan no 5-10 berkaitan dengan frekuensi penggunaan bahasa Inggris.***

***Pilih satu jawaban yang tersedia.***

5. Seberapa sering guru bahasa Inggris kalian mengajak bercakap-cakap dalam bahasa Inggris?  
a. sering    b. Kadang-kadang    c. Jarang    d. Tidak pernah
6. Seberapa sering kalian bercakap-cakap dalam bahasa Inggris di luar lingkungan sekolah?  
a. sering    b. Kadang-kadang    c. Jarang    d. Tidak pernah
7. Seberapa sering guru kalian menggunakan permainan ketika mengajar?  
a. sering    b. Kadang-kadang    c. Jarang    d. Tidak pernah
8. Seberapa sering guru kalian menggunakan gambar saat mengajar bahasa Inggris?  
a. sering    b. Kadang-kadang    c. Jarang    d. Tidak pernah
9. Seberapa sering guru kalian mengajak bermain peran (role play) saat belajar bahasa Inggris?  
a. sering    b. Kadang-kadang    c. Jarang    d. Tidak pernah
10. Seberapa sering guru kalian menggunakan VCD, Computer, dan Televisi saat mengajar bahasa Inggris?  
a. sering    b. Kadang-kadang    c. Jarang    d. Tidak pernah

# INTERVIEW SHEET FOR SCHOOL STAFF

## Of SD Muhammadiyah 2 Gresik

### *A. Untuk Kepala Sekolah*

1. Apa visi dan misi SD Muhammadiyah 2 Gresik?
2. Apakah visi dan misi SD Muhammadiyah 2 Gresik tersebut sudah ideal?
3. Apakah visi misi tersebut sudah mencerminkan pendidikan global yang mensyaratkan pentingnya komunikasi?
4. Terkait dengan visi/misi sekolah, seberapa penting pelajaran bahasa Inggris diajarkan di sekolah anda?
5. Jika penting, dimana letak pembelajaran bahasa Inggris bila dibandingkan dengan mata pelajaran yang lain?
6. Apa visi dan misi SD Muhammadiyah 2 Gresik yang berkaitan dengan pembelajaran bahasa Inggris?
7. Apakah penerapan pengajaran bahasa Inggris di SD Muhammadiyah 2 Gresik selama ini sudah sesuai dengan visi dan misinya?
8. Apa tujuan pembelajaran bahasa Inggris di SD Muhammadiyah 2 Gresik?
9. Apa goal pencapaian pembelajaran bahasa Inggris untuk kelas 3, 4, 5, dan 6?

***B. Untuk Wakil Kepala Sekolah Bidang Kurikulum***

1. Apakah penerapan pengajaran bahasa Inggris di SD Muhammadiyah 2 selama ini sudah sesuai dengan visi dan misinya?
2. Menurut Bapak, pengajaran bahasa Inggris yang sesuai visi dan misi SD Muhammadiyah 2 itu seperti apa?
3. Kurikulumnya disusun seperti apa?
4. Apakah pertemuan 1xseminggu 2 jam pelajaran (2x35menit) sudah sesuai?
5. Penerapan bahasa Inggris dalam kegiatan sehari-hari sebaiknya seperti apa?
6. Skill apa saja yang dikembangkan dalam pembelajaran bahasa Inggris di SD Muhammadiyah 2 Gresik?
7. Mengapa sekolah ini fokus pada pengajaran speaking?
8. Bagaimana sebaiknya bentuk pengajaran speaking ini?

**Appendix 1. Questionnaire Sheet for students**

**Appendix 2. Interview Sheet for English Teacher**



**Appendix 3. Interview Sheets for School Staff**

**Appendix 4.      The Existing 3<sup>rd</sup> Grade English Speaking  
Syllabus**

**Appendix 5.      The Developed 3<sup>rd</sup> Grade English Speaking  
Syllabus**

**Appendix 6.      The Achievement in Speaking Form**

**Appendix 7.      The Results of Student's Questionnaires**

ENGLISH SPEAKING SYLLABUS  
SD MUHAMMADIYAH 2 GRESIK TERAKREDITASI A  
TAHUN PELAJARAN 2010-2011

School : SD Muhammadiyah 2 Gresik  
 Class : III  
 Subject : English  
 Semester : I  
 Standard of Competence : Speaking : 1. Express very simple instruction and information in student's around the school.

Basic Competence	Topic/ Language expression	Indicator	Teaching & Learning Process	Teaching Technique	Assesment		Time Allotment	Sources
					Instrument	Tools		
1. students are able to identify themselves and produce vocabulary related to self introductions, names, age, sex, address, and phone number in order to fulfill basic communication needs valuing the importance of learning.	<i>NICE TO MEET YOU</i> <i>Tommy:</i> Assalamu'alaikum, I'm Tommy. What's your name? <i>Andi:</i> Wa'alaikum salam, I'm Andi. Nice to meet you.	Differentiates the sounds of consonant and vowel sounds at the discourse level.  Clearly spells his/her name both orally and in writing.	<ul style="list-style-type: none"> <li>• Saying who they are.</li> <li>• Spelling their names</li> <li>• Stating their address</li> <li>• Giving their telephone number</li> <li>• Stating their age and sex</li> <li>• Saying when and where they were born</li> </ul>	Performance <i>(Act Out these dialogues)</i>	observation	Achievement in speaking sheet	4x35 minutes	Active English3 Stairway English 3 worksheet worksheet on computer CD Interactive ("This is a window")
	-What's your name? -How old are you? -where do you live?			Differentiates accurately in numbers from 1 to 10 and from 11 to 19.	Role Play <i>(Work in group of three)</i>			
		<i>MY CLASS</i> -Where is the eraser?			Role Play <i>(Introduce each other).</i> Games <i>(Tell where is your book?)</i>	observation		
					Role Play <i>(Make dialogues based on picture)</i>	Test of interview		

<p>2. Students are able to describe the classroom and the objects in it.</p>	<p>- It is on the table  - is this your book?  - Yes, This is my book.  - No, this is not my book.  - My book isn't here.  Indefinite articles: a/an  - I have a pencil  - This is an orange notebook.  Using: this/these/that/those  - What is this?</p> <p><i>MY FAMILY</i>  • <i>Subject pronouns: all forms</i>  - They are my</p>	<p>Accurately identifies personal classroom objects</p> <p>Names classroom objects with correct pronunciation.</p> <p>Stating colour and objects location.  Stating classroom objects in singular and plural form.</p>	<ul style="list-style-type: none"> <li>• Naming classroom objects.</li> <li>• Describing classroom objects (color and location).</li> <li>• Pronouncing the right phoneme of <i>this</i> and <i>these</i>.</li> <li>• Identifying</li> </ul>	<p>Role Play  <i>(Work it out)</i></p> <p>Games  <i>(Make dialogues based on the pictures)</i></p> <p>Performance  <i>(Practice ask friend)</i>  Role Play  <i>(Practice the conversation)</i></p> <p>Role Play  <i>(Ask Do you have A brother or sister?)</i></p>	<p>Test of interview</p> <p>observation</p> <p>observation</p> <p>Test of interview</p> <p>Test of</p>	<p>Achievement in speaking sheet</p> <p>interview</p> <p>Achievement in speaking sheet</p> <p>interview</p>	<p>minutes</p> <p>4x35 minutes</p>	<p>Song</p> <p>Stairway English 3</p> <p>Flash card Of hobbies</p> <p>Pictures of people</p> <p>Active English3</p> <p>Stairway English 3</p>
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<p>3 Students are able to describe their families related number of family members, occupation and also, describe characteristics of family members.</p>	<p>grandparents. - He is my father - do you brother or sister? - yes, I have one brother and two sisters.</p> <p><i>GOODS</i> - This is a brown skirt. - There is a ribbon on her dress. - It is a big</p>	<p>Correctly identifies family ties, Matches words from audio input with pictures of occupations appropriately.</p> <p>Uses the correct word to identify family members.</p>	<p>oneself.</p> <ul style="list-style-type: none"> <li>• Telling the number of family members in his/her family. Naming different family ties.</li> <li>• Exchanging information about family members.</li> <li>• Talking about clothing and</li> </ul>	<p>Role Play <i>(work in a group of four)</i></p> <p>Oral test</p> <p>Oral test</p> <p>Games</p> <p>performance</p> <p>Role play <i>(work in pairs)</i></p>	<p>interview</p> <p>Test of interview observation</p> <p>observation</p> <p>observation</p>	<p>Achievement in speaking sheet</p> <p>Achievement in speaking sheet</p> <p>interview</p> <p>interview</p>	<p>4x35 minutes</p>	<p>Worksheet pictures and place.</p> <p>Flash card Games buying and selling</p>
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<p>4. Students are able to describe various goods and produce the vocabulary related with the color, size, price, location and number of the goods.</p>	<p>house.</p> <ul style="list-style-type: none"> <li>- Where is your car?.</li> <li>- My car is in the garage.</li> <li>- Where is the doughnut?</li> <li>- It is on the plate.</li> <li>- Do you have a bicycle?</li> <li>- Yes, I do</li> <li>- How much is his Cellular Phone?</li> <li>- It is 400 thousand Rupiah.</li> </ul>	<p>Identifies different clothing items and accessories by correctly pointing at them.</p> <p>Discriminates colors of the most commonly used clothing items, accessories, furniture, food and drinks.</p> <p>Identifies and circles food mentioned in a recording..</p> <p>Actively gets involved in conversations about clothes, accessories, furniture, food and drinks</p>	<p>accessories.</p> <ul style="list-style-type: none"> <li>• Identifying the color of objects.</li> <li>• Naming pieces of furniture.</li> <li>• Exchanging information about favorite food/drink/ fruit/vegetable .</li> <li>• Describing the location of goods.</li> <li>• Asking for and telling prices.</li> </ul>			<p>interview</p> <p>Achievement in speaking sheet</p> <p>Achievement in speaking sheet</p> <p>Achievement in speaking sheet</p>		
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ENGLISH SPEAKING SYLLABUS  
SD MUHAMMADIYAH 2 GRESIK TERAKREDITASI A  
TAHUN PELAJARAN 2010-2011

School : SD Muhammadiyah 2 Gresik  
 Class : III  
 Subject : English  
 Semester : II  
 Standard of Competence : Speaking : 1. Express very simple instruction and information in student's around the school.

Basic Competence	Topic/ Language expression	Indicator	Teaching & Learning Process	Teaching Technique	Assesment		Time Allotment	Sources
					Instrument	Tools		
1. Students are able to identify and use days of the week and months of the year, to say what they do in holiday, public transportation, and public places.	<p><i>HOLIDAYS</i></p> <p>-What are you doing in Idul Fitri day?</p> <p>-Today is Monday. Tomorrow is Tuesday.</p> <p>- We go to the post office by motorcycle.</p> <p>-It is a rainy day.</p>	<p>Identifies the correct day of the week from a list of dates in a conversation.</p> <p>Accurately pronounces the days of the week and months of the year.</p> <p>Identify public places and transportation.</p>	<ul style="list-style-type: none"> <li>Saying days of the week and months of the year.</li> <li>Telling dates and Pronouncing ordinal numbers.</li> <li>Stating many public places and transportation.</li> <li>Asking and telling names of streets with ordinal numbers.</li> </ul>	<p>Performance</p> <p>Performance</p> <p>Performance</p> <p>Role play</p>	<p>Test of interview</p> <p>Test of interview</p> <p>Test of interview</p> <p>observation</p> <p>observation</p>	<p>interview</p> <p>interview</p> <p>interview</p> <p>Achievement in speaking sheet</p> <p>Achievement in speaking sheet</p>	<p>4 x35 minutes</p> <p>3x35 Minutes</p>	<p>Active English3 Stairway English 3 worksheet pictures of list of dates, month, and day</p> <p>worksheet on computer</p> <p>CD Interactive ("I like football")</p> <p>Stairway English 3</p>
	<p><i>A PERFECT DAY</i></p> <p>-Prepositions of time: in, on, at</p>	<p>Clearly recognizes different forms to</p>		<p>Role Play (<i>Work in pairs</i>)</p> <p>Role Play</p>	<p>observation</p> <p>observation</p>	<p>Achievement in speaking sheet</p>	<p>Achievement in speaking sheet</p>	

<p>2. Students are able to use language related to time, habitual actions and entertainment in order to keep a conversation going about daily routines and schedules, frequency of habitual activities, hobbies and leisure time activities</p>	<p>- I do my homework in the afternoon. - We eat dinner at six o'clock. - She plays tennis on Saturdays. -Frequency adverbs - I usually eat lunch at school. - He never wakes up after eight.</p>	<p>tell the time of the day in diverse oral input.  Identifies an associates time expressions from audio sources to different moments of the day.  Uses appropriate expressions to tell the hours, half hours, quarters and minutes.  Appropriately asks and answers questions dealing with daily routines and habits.</p>	<ul style="list-style-type: none"> <li>● Sharing information about daily routines and habits.</li> <li>● Telling the frequency of some habitual activities.</li> <li>● Exchanging information about hobbies and recreational activities.</li> <li>● Expressing likes and dislikes .</li> <li>● Greeting and introducing people formally and informally.</li> <li>● Using titles and nicknames when addressing others.</li> </ul>	<p><i>(Work in group of four)</i>  games  drill Role Play  games  games  Role Play <i>(Work in pairs)</i>  Role Play <i>(Work in group of four)</i>  Performanc e</p>	<p>Test of interview observation  observation  observation  Test of interview  observation  observation</p>	<p>Achievement in speaking sheet  Achievement in speaking sheet  interview  Achievement in speaking sheet  Achievement in speaking sheet  Achievement in speaking sheet  Achievement in speaking sheet  Achievement in speaking sheet</p>	<p>4x35 minutes</p>	<p>Worksheet on computer  Pictures kinds of hobbies  Song  Stairway English 3  Flash card Of hobbies  Pictures of people</p>
<p>3. Students understand and produce language related</p>	<p><i>MY CLASSMATES</i> Grammar in context: ■ Review of verb to be and the simple present - Ana is a good</p>				<p>observation  observation</p>	<p>Achievement in speaking sheet  Achievement in speaking sheet</p>	<p>4x35 Minutes</p>	<p>Active English3</p>

<p>to introductions, greetings, personal information, likes and dislikes in order to respectfully exchange personal information with peers and others.</p> <p>4.Students are able to describe a house and the rooms in it, physical appearance and personality types in order to describe their own houses</p>	<p>student. - Luis plays baseball. - Do you like sports?</p> <p><i>MY HOME</i> -Simple present wh-questions - What does your brother look like? - Where do you do your homework? -Review of prepositions of place: <i>in, at, on</i> - I do my</p>	<p>Recognizes formal and informal introductions, greetings and leave takings.</p> <p>Expresses formal and informal greetings with correct pronunciation and intonation.</p> <p>Introduces himself/herself and others correctly. Addresses his/her teachers and partners adequately, formally and informally.</p>	<ul style="list-style-type: none"> <li>• Asking for personal information.</li> <li>• Asking for and expressing likes and dislikes about music, sports, and movies.</li> <li>• Asking and telling about people's appearance.</li> <li>• Asking about people's personality</li> </ul>	<p>performanc e</p> <p>Role Play</p> <p>drill</p>	<p>st of interview</p>	<p>sheet</p> <p>interview</p> <p>interview</p> <p>Achievement in speaking sheet</p> <p>Achievement in speaking sheet</p>	<p>Stairway English 3</p> <p>Worksheet pictures and places in the house.</p>
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<p>and family members; besides, they are encouraged sensitive behavior by using respectful language to improve relationships among family members.</p>	<p>homework in my bedroom. - The family room is on the second floor.</p>	<p>Identifies places and furniture in the house, audio sources.</p> <p>Answers oral questions related to physical appearance and personality of relatives with accuracy.</p> <p>Lists the different spaces and furniture in the house.</p> <p>Classifies and locates the furniture in the different rooms.</p>	<ul style="list-style-type: none"> <li>• Describing the room of house.</li> <li>• Cooperating to keep a clean and healthy environment at home.</li> <li>• Listing the different areas and furniture in the house</li> </ul>					
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