

APPENDICES

Appendices 1. Research Permission Letter



KEMENTERIAN PENDIDIKAN TINGGI, SAINS,
DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI
Jalan A. Yani No. 67 Singaraja Bali Kode Pos 81116
Telepon (0362) 21541 Fax. (0362) 27561
Laman: fbs.undiksha.ac.id

Nomor : 32 /UN48.7.1/ TA.00.03/2025 6 Januari 2026
Hal : Permohonan Izin Penelitian

Yth.
Jocelyn Christine Pradipta (School Principal)
di Buleleng

Dalam rangka penyelesaian Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini untuk mengumpulkan data yang diperlukan pada institusi yang Bapak/Ibu pimpin :

Nama	: Yesaya Yuda Klose
NIM	: 2212021139
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2025/2026
Judul	: Analysing The Implementation Of Montessori Method In Teaching Basic English Conversation To Down Syndrome Student

Demikian kami sampaikan permohonan ini, atas perhatian dan bantuan Bapak/Ibu kami ucapkan terima kasih.

a.n. Dekan,
Wakil Dekan I,



Ni Luh Putu Eka Sulistia Dewi
NIP. 198104192006042002

Tembusan :

1. Dekan FBS Undiksha Singaraja
2. Kooprodi Pendidikan Bahasa Inggris
3. Sub Bagian Akademik FBS



Catatan :

- UU ITE No. 11 Tahun 2008 Pasal 5 ayat 1 "Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah"
- Dokumen ini tertera ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSSi. Surat ini dapat dibuktikan keasliannya dengan menggunakan qr code yang telah tersedia

Appendices 2. Observation Sheet

Observation Sheet

Type of Observation: Non-participant Observation

Purpose: To identify Montessori techniques implemented by teachers and to observe the responses of a student with Down syndrome during Basic English Conversation lessons.

School Name :

Class/Grade :

Subject :

Observer :

Observation Dates :

Duration :

No.	Observed Aspect	Indicators	Yes	No	Field Notes
1.	Prepared Environment	The classroom is well-organized and supports independent learning			
2.	Freedom within Limits	The teacher provides learning freedom within clear rules			
3.	Montessori Media	The use of concrete and multisensory learning materials			
4.	Montessori Learning	The student is given opportunities to choose learning activities			
5.	Teacher's Role	The teacher acts as a facilitator rather than a controller			
6.	Conversation Activities	Activities include greetings, naming objects, and simple responses			
7.	Repetition and Routine	Language use is repeated consistently			
8.	Verbal Response	The student responds verbally during activities			
9.	Non-verbal Response	The student responds using gestures and facial expressions			
10.	Student Engagement	The student demonstrates focus and active participation			

Researcher's Reflective Notes:

Appendices 3. Observation Sheet Results

QUALITATIVE RESEARCH INSTRUMENTS

Research Title

ANALYSING THE IMPLEMENTATION OF MONTESSORI METHOD IN TEACHING BASIC ENGLISH CONVERSATION TO DOWN SYNDROME STUDENT

Research Approach = Qualitative - Case Study

Data Collection Techniques = Observation, Interview, and Documentation

A. Observation Instrument

Type of Observation = Non-participant Observation

Purpose = To identify Montessori techniques implemented by teachers and to observe the responses of a student with Down syndrome during basic English conversation lessons.

Observation Identity

School Name	: Singaraja Montessori School
Class/Grade	: Octopus/G3
Subject	: English
Observer	: Researcher
Number of Observations	: Five times (5x)
Observation Duration	: 3 hours/session (1 session = 09.00 - 12.00 WITA)
Observation Schedule	: January 30; February 5; February 24; March 2; March 16

Observation Sheet

No.	Observed Aspect	Indicators	Yes	No	Field Notes
1.	Prepared Environment	The classroom is well-organized and supports independent learning	✓		The teachers give freedom to the Down syndrome student and they are actively involved in the learning process with varied practical life activities both inside and outside the classroom.
2.	Freedom within Limits	The teacher provides learning freedom within clear rules	✓		Classroom rules are designed to form mature behavioral patterns for the student with Down syndrome when interacting with teachers and classmates.
3.	Montessori Media	The use of concrete and multisensory learning materials	✓		There is direct involvement between the Down syndrome and teachers in developing practical skills through an activity of making fried bananas in the kitchen using tools and ingredients such as knives, frying pans, peeled bananas, spring rolls, hot fudge, and others through a personalized multisensory approach.
4.	Montessori Learning	The student is given opportunities to choose learning activities	✓		The environment is highly structured but well-designed, so that the Down syndrome and regular students can pick out their own activities (freedom within limits).
5.	Teacher's Role	The teacher acts as a facilitator rather than a controller	✓		As facilitators, teachers consistently guide the Down syndrome and other students to comprehend their developmental stages, interests, and

				needs. They also act as observers to ensure the children remain well-organized and safe during activities.
6.	Conversation Activities	Activities include greetings, naming objects, and simple responses	✓	In any Montessori space, teachers often demonstrate "good sight words" such as: how are you today, stay safe, what is that ... this, that ... this is, may I help you, thank you, anytime.
7.	Repetition and Routine	Language use is repeated consistently	✓	Teachers and their assistants constantly speak in complete and correct sentences, avoiding "baby talk" so that the Down syndrome as well as children can absorb proper language structure. Typically, interaction activities are conducted using a bilingual approach (Indonesian-English).
8.	Verbal Response	The student responds verbally during activities	✓	During the treasure hunt game, the student occasionally said "yes" and "no" after the teacher directed him to the next clue location until he found the "treasure".
9.	Non-verbal Response	The student responds using gestures and facial expressions	✓	While making fried bananas, the student often uses joint attention, such as looking back and forth between the object he is creating and the person he has been with. Besides, the student tends to rely heavily on pointing to indicate, reaching for tools, or using gestures to show what he has made.
10.	Student Engagement	The student demonstrates focus and active participation	✓	This child often exhibits a strong social drive,

				accompanied by feelings of joy when interacting with others. His active participation is a sign that the Montessori learning environment cultivates a strong sense of belonging.
--	--	--	--	--

Researcher's Reflective Notes:

The two teachers teaching English to regular students and a Down syndrome student in the Octopus class are trained to teach students how to read sight words and speak short expressions like *what is this*, *what is that*, *help me*, *help him*, *help her*, etc. Over the course of 30 minutes in every session, the Down syndrome student frequently demonstrates significant progress in studying those two skills. Afterwards, the teaching assistant teaches reading comprehension through a short text about the water cycle. Meanwhile, the main teacher assigns regular students an essay on the concept and benefits of the water cycle. Some regular students take the initiative by drawing the process involving rainwater flowing into the ground, rivers, lakes, and oceans.

Based on direct observations regarding behavioural and social characteristics, the Down syndrome student always tries to follow the hand gestures demonstrated by other students when doing handcrafts in the classroom, despite having motor delays accompanied by weakness in short-term verbal memory when performing gestures that have been performed by other students with their surrounding objects. With this evidence, the Down syndrome may study new things, although it takes a longer time to learn. Thus, both teachers must consistently facilitate more repetition so that the new skills learned by the students can be mastered.

Appendices 4. Semi-structured Interview Sheet

Semi-structured Interview Sheet

1. Interview Guide for English Teacher

Purpose: To explore Montessori techniques, teaching strategies, and challenges in teaching Basic English Conversation to a student with Down syndrome.

Interview Questions

- 1) What Montessori techniques do you apply when teaching Basic English Conversation to the Down syndrome student?
- 2) How do you create a prepared environment in your classroom?
- 3) What Montessori learning materials are most frequently used, and why?
- 4) How do you position your role when teaching a student with Down syndrome?
- 5) How does the Down syndrome student respond to English conversation activities?
- 6) What challenges do you commonly face when teaching the Down syndrome student?
- 7) How do you adapt learning activities to meet the student's learning needs?
- 8) In your opinion, how does the Montessori method influence the student's basic communication skills?

2. Interview Guide for Teaching Assistant

Purpose: To obtain supporting perspectives regarding the student's learning progress and needs.

Interview Questions

- 1) What is your role in assisting the student with Down syndrome during classroom activities?
- 2) Which Montessori-based activities attract the student the most?
- 3) Have you observed any changes in the student's communication skills?
- 4) What difficulties does the student most frequently experience?
- 5) How does the teacher help the student overcome these difficulties?

Appendices 5. Semi-structured Interview Sheet Results

B. Semi-structured Interview Instruments

I. Interview Guide for English Teacher

Purpose = To explore Montessori techniques, teaching strategies, and challenges in teaching basic English conversation to a student with Down syndrome.

Interview Questions

1) What Montessori techniques do you apply when teaching Basic English Conversation to the student with Down syndrome?

Based on direct observations, one of the Montessori techniques that is regularly implemented by the teacher in English language learning is the Three-Period Lesson. Essentially, this teaching technique is carried out in three gradual stages, which are introduction, identification, and recall. In practice, the teacher initially introduces English vocabulary using real objects or pictures (e.g., an apple, two balls, or books), then asks the Down syndrome to point or pick up the object mentioned, and eventually encourages the student to repeat the name of the object independently. The Three-Period Lesson technique itself is a structured teaching technique developed by Édouard Séguin and adapted by Maria Montessori, which is considered effective for the student with Down syndrome for it combines visual and kinesthetic elements as well as repetition of material, which helps this child in understanding new vocabulary more concretely, in addition to reducing the pressure to speak immediately, whilst indirectly supporting the development of memory and language comprehension in stages.

2) How do you create a prepared environment in your classroom?

The teacher is used to applying a ready, lively, and engaging learning environment for the student with Down syndrome in basic English conversation lessons, prioritising the Montessori method principles, whereby the classroom is structured, visual, and interactive. The teacher and teaching assistant also need to set up a flexible learning space with picture cards, real objects, and simple vocabulary posters to help the student grasp the concrete meaning of words. In fact, the teacher also needs to implement simple communication activities such as greetings ('Good morning'), short questions and answers ('How are you?'), role-playing, songs, and various body movements so that the Down syndrome student may actively participate with other students without feeling pressured. Other factors, such as a positive environment, should also be built by teachers through routine repetition, clear and concise instructions, and praise for each student's efforts so that children feel safe, motivated, and more confident in practising English conversation gradually.

3) What Montessori learning materials are most frequently used, and why?

Referring to the Montessori method approach, which follows the brain development and learning process of the student with Down syndrome, there are several learning materials that are often used by the English teacher when teaching the child with Down syndrome. Among the examples are sandpaper letters, picture cards, object cards, and real objects. These materials are always facilitated by teachers as the Down syndrome student is identified as learning more easily through visual experiences and direct touch. When analysed separately, sandpaper letters help the Down syndrome student recognise letters by tracing shapes with fingers, while picture cards and word cards help the child connect images with English vocabulary in a more concrete way. Another example is the use of real objects such as apples, cups, or balls, which make the learning process feel more tangible and less abstract, so that the Down syndrome may comprehend and memorise new words more quickly while still perceiving learning as enjoyable.

4) How do you position your role when teaching a student with Down syndrome?

When teaching basic English conversation, the teacher usually poses more as a guide and facilitator, not just as a provider of material, especially when teaching the student with Down syndrome. Due to the fact that the reference always complies with the Montessori method, the teacher ideally presents simple conversation examples, accompanies the student during speaking attempts, and delivers clear and slow instructions so that the Down syndrome can conveniently follow the teacher's speech. There is actually a kind of special treatment from the teacher, though it is more in the form of learning support, such as granting extra time to respond, providing plenty of visual aids like pictures or real objects, giving short and easy-to-understand instructions, as well as giving frequent praise to boost the student's confidence. Repeatedly, the special treatment subconsciously results in the child feeling less pressured when learning English and gradually practising conversation in a relaxed and supportive classroom atmosphere.

5) How does the Down syndrome student respond to the basic English conversation activities?

The Down syndrome student's responses to the basic English conversation activities are normally positive, as long as the learning activities are simple, visual, and interactive. In classroom practice, the student often appears more enthusiastic when asked to engage in short conversations like 'Good morning', 'How are you?', or when role-playing using pictures and real objects. The Down syndrome sometimes needs more time to understand instructions or formulate answers. However, as the teacher consistently provides repetition, the student becomes more confident in trying to say simple words or sentences in English. When the classroom atmosphere is relaxed, and the teacher frequently praises their efforts, students tend to participate more actively, and enjoy the process of learning basic conversation.

6) What challenges do you commonly face when teaching the Down syndrome student?

One of the challenges that frequently arises is that the student with Down syndrome needs more time to digest instructions or memorise new vocabulary. Consequently, the teacher needs to repeat things a lot and use visual aids such as pictures or real objects. Besides that, the student's speaking skills may not be too clear and still be limited in expressing sentences, so the teacher has to be more patient in waiting for responses and giving simple pronunciation examples. Another challenge is that the teacher needs to maintain the student's focus so that this child remains engaged in class activities, as the student can be easily distracted quickly. Thus, the teacher usually has to create short, varied, and fun learning activities so that the student remains motivated to practise English conversation progressively.

7) How do you adapt learning activities to meet the student's learning needs?

To adapt learning activities to the needs of the student with Down syndrome, the teacher typically designs learning activities that are simpler, more structured, and make extensive use of visual aids. For instance, in teaching basic English conversation, the teacher employs pictures, word cards, or real objects to help the student more easily understand vocabulary and the meaning of conversations. The teacher also provides brief and clear instructions, and breaks down learning activities into smaller steps so that the student does not feel overwhelmed. In addition, the teacher normally gives the Down syndrome more time to respond, repeats the material regularly, and praises the child every time the student tries to speak. In this way, learning activities can feel more comfortable, enjoyable, and remain appropriate to the student's abilities and learning pace.

8) In your opinion, how does the Montessori method influence the student's basic communication skills?

The teacher experientially stated that the application of the Montessori Method helps improve the basic communication skills of the student with Down syndrome in the process of learning basic English. When learning is conducted using real objects, picture cards, and simple conversation activities that are repeated consistently, the student typically becomes more courageous in attempting to say words or short sentences such as 'Good morning,' 'My name is...', or 'I am happy.' The teacher also observed that when the Down syndrome is given the space to learn at a relaxed pace without feeling rushed, this child finds it easier to grasp vocabulary and begins responding to conversations with greater confidence. Hence, the teacher needs to regularly apply the Montessori approach, which is more concrete, structured, and repetitive, to assist this child's basic communication skills in developing him gradually in line with the student's learning pace.

2. Interview Guide for Teaching Assistant

Purpose = To obtain supporting perspectives regarding the student's learning progress and needs.

Interview Questions

1) What is your role in assisting the student with Down syndrome during classroom activities?

Based on her experience in the classroom, the role of a teaching assistant is absolutely fundamental in aiding the student with Down syndrome whilst learning basic English conversation. As a teaching assistant, she usually supports the student more personally, for example by repeating the teacher's instructions more slowly and simply, helping to point out pictures or objects being studied, or demonstrating the pronunciation of the object directly alongside the student. Other than that, the assistant helps to keep the student focused so the child remains engaged in the learning activities, primarily in situations where the student begins to get distracted or loses attention due to other surroundings. In practice, the teaching assistant also frequently provides emotional support by way of encouragement and small compliments whenever the student attempts to speak, thereby boosting the Down syndrome's confidence. With this level of support, the learning process becomes more personal, the child's needs are better accommodated, and the development of the Down syndrome student's basic communication skills can be monitored more clearly.

2) Which Montessori-based activities attract the Down syndrome student the most?

The Montessori-based activities that most appeal to the student with Down syndrome normally involve the use of tangible materials such as fine-grained play sand or coloured craft sand as part of simple role-play activities (such as pretending to go shopping or greeting friends) along with matching games that pair pictures with words. The student generally appears highly enthusiastic when picking up objects in hand while saying words such as "apple", "ball", or "cup", in particular if combined with movement instructions like "give me the ball" or "pick up the apple". Instinctively, these kinds of activities prevent the child's boredom due to the play elements, and unconsciously, the child becomes more confident in attempting to speak English. At this point, the student's progress is also evident, mainly in terms of vocabulary comprehension and confidence during communication, even if it is still in the form of basic sentences.

3) Have you observed any changes in the student's communication skills?

The teaching assistant clearly observes a noticeable change in the communication skills of the student with Down syndrome during the basic English conversation lessons. Initially, the student tended to be passive, merely repeating words to a limited extent, or even afraid to speak at all. Nevertheless, after some time of regular practice and a continuous approach, the student begins to be more responsive and willing to attempt to communicate. For instance, the student is able to answer simple questions such as "How are you?" with "I'm fine", or introduce themselves with "My name is...", although this child still needs progressive assistance. The progress is gradual rather than instantaneous, though the most noticeable improvement is the increased confidence in communication and the capability to comprehend simple instructions in English without the need for complete assistance.

4) What difficulties does the Down syndrome student most frequently experience?

The most common difficulties experienced by the Down syndrome student typically lie in the areas of sentence formation and vocabulary memorisation. The student comprehends questions such as "What is your name?", but still needs time to formulate the response "My name is..." thoroughly and clearly. On the other hand, the student's pronunciation also remains an area for improvement, as some words still sound unclear to the ear. Hence, the words learnt today need to be frequently repeated and modelled by the teacher and teaching assistant. The student's concentration also fluctuates, so if activities are too long or monotonous, the student with Down syndrome tends to get distracted rapidly. The optimal teaching approach combines patience, frequent repetition, and more interactive activities. In this way, such difficulties may still be overcome through gradual progress.

5) How does the teacher help the student overcome these difficulties?

In terms of her roles, the teaching assistant tends to focus on helping to bridge the difficulties faced by this child in the classroom. Normally, the teaching assistant will repeat the main teacher's instructions using simpler, slower language, then demonstrate examples of answers that the Down syndrome may immediately imitate, as in "My name is..." or "I am happy". If the student struggles with memorising vocabulary, the teaching assistant assists by showing pictures or real objects so that the student with Down syndrome may immediately link the words to their corresponding objects. On the other hand, the teaching assistant also frequently breaks tasks down into small steps, so the student with Down syndrome does not feel overwhelmed. Once the student begins to lose focus, the teaching assistant retrieves the child's attention through light activities or immediate interaction. Most importantly, the teaching assistant consistently provides support and small compliments whenever the student with Down syndrome puts forth an effort, so that the child remains confident to continue practising communication in English.

Appendices 6. Lesson Guides

A. Lesson Guide - English Grade 1



LESSON GUIDE
ACADEMIC YEAR 2025/2026
ENGLISH
GRADE 1

Subject Name :	Learning Indicators	Learning Objectives	Implementation	Achievement Level			
				NA	S	F	C
English	Hobbies	Students are able to ask and answer simple questions about hobbies using basic expressions, such as: "What is your hobby?" – "My hobby is drawing."	Recognize simple vocabulary about hobbies (e.g. <i>reading, drawing, singing, playing, swimming</i>). Say their hobbies using a simple sentence: "I like ..." Understand and respond when the teacher asks: "What is your hobby?" Show confidence when talking about their hobbies in front of the class. Match pictures with hobby words correctly. - Teacher shows pictures or flashcards of hobbies.				



LESSON GUIDE
ACADEMIC YEAR 2025/2026
ENGLISH
GRADE 1

			- Teacher says the words and students repeat together. "This is reading." "This is singing." - Teacher asks students one by one: "What is your hobby?" - Students answer with a simple sentence: "I like drawing." - Students color or draw their favorite hobby.				
	Taste of FOOD	Observe how to taste kind of the FOOD.	- Teacher greets students and asks simple questions: "Do you like food?" "What food do you like?" - Teacher shows pictures or realia of food (candy, lemon, chips, chocolate).				



LESSON GUIDE
ACADEMIC YEAR 2025/2026
ENGLISH
GRADE 1

			3. Teacher introduces the topic: "Today we will learn about the taste of food." 4. Teacher introduces taste vocabulary using pictures/actions: Sweet (candy) Salty (chips) Sour (lemon) Bitter (coffee / bitter melon – picture only) 5. Students repeat the words together (choral repetition). 6. Teacher shows a picture and asks: <i>"How does it taste?"</i>				
--	--	--	--	--	--	--	--



LESSON GUIDE
ACADEMIC YEAR 2025/2026
ENGLISH
GRADE 1

			7. Students answer together or individually: <i>"Sweet!" / "Salty!"</i> 8. Simple sentence practice: <i>"Candy is sweet."</i> <i>"Lemon is sour."</i> 9. Taste Matching Game: Students match food pictures with taste words. 10. OR Point and Say: Teacher points to a picture, students say the taste aloud.				
	Kinds of Rooms in The School.	Observe the kinds of Rooms in the School.	1. Teacher greets students and asks simple questions: <i>"Do you go to school every day?"</i> <i>"What room are we in now?"</i>				



LESSON GUIDE
ACADEMIC YEAR 2025/2026
ENGLISH
GRADE 1

			2. Teacher introduces the topic: "Today we will learn about kinds of rooms." 3. Teacher shows pictures of rooms and says the words: Classroom Library Office Toilet Canteen 4. Students repeat the words after the teacher. 5. Teacher asks questions while showing pictures: "What room is this?"				
--	--	--	--	--	--	--	--



LESSON GUIDE
ACADEMIC YEAR 2025/2026
ENGLISH
GRADE 1

			6. Students answer: "This is a classroom." "It is a library." 7. Point and Say Game: Teacher points to a picture, students say the room name. 8. OR Matching Game: Students match room pictures with the correct words.				
	Can or can't	Students are able to use "can" and "can't" to talk about simple abilities or another.	1. Teacher greets students and does simple actions (jump, clap, run). 2. Teacher asks while doing the action: "Can I jump?" 3. Students answer together: "Yes, you can!" 4. Teacher introduces the topic: "Today we will learn can and can't."				



LESSON GUIDE
ACADEMIC YEAR 2025/2026
ENGLISH
GRADE 1

			5. Teacher explains with actions and pictures: <i>"I can run."</i> (teacher runs) <i>"I can't fly."</i> (teacher shows funny action) 6. Introduce key sentences: I can + verb I can't + verb 7. Students repeat the sentences together. Practice Teacher shows pictures or flashcards (run, swim, fly, read). Teacher asks: <i>"Can you swim?"</i> Students answer:				
--	--	--	---	--	--	--	--



LESSON GUIDE
ACADEMIC YEAR 2025/2026
ENGLISH
GRADE 1

			<i>"Yes, I can."</i> <i>"No, I can't."</i> Action Game: Teacher says an action. Students do it if they can, freeze if they can't. OR Say and Act: Students say one sentence: <i>"I can jump."</i> and do the action.				
	Am, Is, and Are (To be)	Understand how to use Am, is and are.	1. Teacher explains with pictures and gestures: I am a teacher. He is a boy. She is a girl. They are students.				



LESSON GUIDE
ACADEMIC YEAR 2025/2026
ENGLISH
GRADE 1

			2. Write am – is – are on the board with examples. Students repeat the sentences together. 3. Teacher shows pictures (boy, girl, children). Teacher asks: "What is this?" / "Who are they?" Students answer: "He is a boy." "She is a girl." "They are friends." Choose the Word Game: Teacher says a sentence with a blank:				
--	--	--	--	--	--	--	--



LESSON GUIDE
ACADEMIC YEAR 2025/2026
ENGLISH
GRADE 1

			"She <u> </u> a student." Students say: "is!" OR Point and Say: Students point to a picture and say one sentence using am / is / are.				
	Numbers 1-100		1. Number flashcards (1-100) 2. Number chart (1-100) 3. Counting objects (sticks, blocks, buttons) 4. Whiteboard & markers 5. Worksheets 6. Teacher shows a number chart 1-100. 7. Teacher reads numbers slowly (1-20 first). 8. Students repeat together.				



LESSON GUIDE
ACADEMIC YEAR 2025/2026
ENGLISH
GRADE 1

			9. Continue gradually (21–50, then 51–100). Practice (Guided) Counting game: Students count classroom objects (chairs, pencils). Number jumping: Count by 1s, then by 10s (10, 20, 30...100). Flashcard activity: Teacher shows a number → students say it aloud. Independent Practice				
--	--	--	--	--	--	--	--



LESSON GUIDE
ACADEMIC YEAR 2025/2026
ENGLISH
GRADE 1

			Students complete worksheet: Match numbers with objects Fill in missing numbers Write numbers 1–100				
--	--	--	---	--	--	--	--

B. Lesson Guide - English Grade 2



LESSON GUIDE
ACADEMIC YEAR 2025/2026
ENGLISH
GRADE 2

Subject Name :	Learning Indicators	Learning Objectives	Implementation	Achievement Level			
				NA	S	F	C
English	Hobbies	Students are able to ask and answer simple questions about hobbies using basic expressions, such as: "What is your hobby?" - "My hobby is drawing."	Recognize simple vocabulary about hobbies (e.g. reading, drawing, singing, playing, swimming). Say their hobbies using a simple sentence: "I like ..." Understand and respond when the teacher asks: "What is your hobby?" Show confidence when talking about their hobbies in front of the class. Match pictures with hobby words correctly. - Teacher shows pictures or flashcards of hobbies.				



LESSON GUIDE
ACADEMIC YEAR 2025/2026
ENGLISH
GRADE 2

			- Teacher says the words and students repeat together. "This is reading." "This is singing." - Teacher asks students one by one: "What is your hobby?" - Students answer with a simple sentence: "I like drawing." Students write their favorite hobbies.				
	Taste of FOOD	Observe how to taste kind of the FOOD.	- Teacher greets students and asks simple questions: "Do you like food?" "What food do you like?" - Teacher shows pictures or realia of food (candy, lemon, chips, chocolate).				



LESSON GUIDE
ACADEMIC YEAR 2025/2026
ENGLISH
GRADE 2

			3. Teacher introduces the topic: "Today we will learn about the taste of food." 4. Teacher introduces taste vocabulary using pictures/actions: Sweet (candy) Salty (chips) Sour (lemon) Bitter (coffee / bitter melon – picture only) 5. Students repeat the words together (choral repetition). 6. Teacher shows a picture and asks: <i>"How does it taste?"</i>				
--	--	--	--	--	--	--	--



LESSON GUIDE
ACADEMIC YEAR 2025/2026
ENGLISH
GRADE 2

			7. Students answer together or individually: <i>"Sweet!" / "Salty!"</i> 8. Simple sentence practice: <i>"Candy is sweet."</i> <i>"Lemon is sour."</i> 9. Taste Matching Game: Students match food pictures with taste words. OR Point and Say: Teacher points to a picture, students say the taste aloud. Students make a craft "Taste Wheel" (Roda Rasa).				
	Kinds of Rooms in The School.	Observe the kinds of Rooms in the School.	1. Teacher greets students and asks simple questions: <i>"Do you go to school every day?"</i> <i>"What room are we in now?"</i>				



LESSON GUIDE
ACADEMIC YEAR 2025/2026
ENGLISH
GRADE 2

			2. Teacher introduces the topic: "Today we will learn about kinds of rooms." 3. Teacher shows pictures of rooms and says the words: Classroom Library Office Toilet Canteen 4. Students repeat the words after the teacher. 5. Teacher asks questions while showing pictures: "What room is this?"				
--	--	--	--	--	--	--	--



LESSON GUIDE
ACADEMIC YEAR 2025/2026
ENGLISH
GRADE 2

			6. Students answer: "This is a classroom." "It is a library." 7. Point and Say Game: Teacher points to a picture, students say the room name. OR Matching Game: Students match room pictures with the correct words. Students make a craft School Map (Mini poster)				
	Can or can't	Students are able to use "can" and "can't" to talk about simple abilities or another.	1. Teacher greets students and does simple actions (jump, clap, run). 2. Teacher asks while doing the action: "Can I jump?" 3. Students answer together: "Yes, you can!"				



LESSON GUIDE
ACADEMIC YEAR 2025/2026
ENGLISH
GRADE 2

			4. Teacher introduces the topic: "Today we will learn can and can't." 5. Teacher explains with actions and pictures: <i>"I can run."</i> (teacher runs) <i>"I can't fly."</i> (teacher shows funny action) 6. Introduce key sentences: I can + verb I can't + verb 7. Students repeat the sentences together. Practice Teacher shows pictures or flashcards (run, swim, fly, read).				
--	--	--	---	--	--	--	--



LESSON GUIDE
ACADEMIC YEAR 2025/2026
ENGLISH
GRADE 2

			Teacher asks: <i>"Can you swim?"</i> Students answer: <i>"Yes, I can."</i> <i>"No, I can't."</i> Action Game: Teacher says an action. Students do it if they can, freeze if they can't. OR Say and Act: Students say one sentence: <i>"I can jump."</i> and do the action.				
	Am, is, and Are (To be)	Understand how to use Am, is and are.	1. Teacher explains with pictures and gestures: I am a teacher. He is a boy. She is a girl.				



LESSON GUIDE
ACADEMIC YEAR 2025/2026
ENGLISH
GRADE 2

			They are students. 2. Write am – is – are on the board with examples. Students repeat the sentences together. 3. Teacher shows pictures (boy, girl, children). Teacher asks: "What is this?" / "Who are they?" Students answer: "He is a boy." "She is a girl." "They are friends."				
--	--	--	---	--	--	--	--



LESSON GUIDE
ACADEMIC YEAR 2025/2026
ENGLISH
GRADE 2

			Choose the Word Game: Teacher says a sentence with a blank; "She ____ a student." Students say: "is!" OR Point and Say: Students point to a picture and say one sentence using am / is / are.				
	Numbers 1-100		1. Number flashcards (1-100) 2. Number chart (1-100) 3. Counting objects (sticks, blocks, buttons) 4. Whiteboard & markers 5. Worksheets 6. Teacher shows a number chart 1-100. 7. Teacher reads numbers slowly (1-20 first). 8. Students repeat together.				



LESSON GUIDE
ACADEMIC YEAR 2025/2026
ENGLISH
GRADE 2

			9. Continue gradually (21–50, then 51–100). Practice (Guided) Counting game: Students count classroom objects (chairs, pencils). Number jumping: Count by 1s, then by 10s (10, 20, 30...100). Flashcard activity: Teacher shows a number → students say it aloud. Independent Practice				
--	--	--	--	--	--	--	--



LESSON GUIDE
ACADEMIC YEAR 2025/2026
ENGLISH
GRADE 2

			Students complete worksheet: Match numbers with objects. Fill in missing numbers. Write numbers 1–100. Write the scrambled letters about numbers.				
--	--	--	--	--	--	--	--

C. Lesson Guide - English Grade 3 (for the Down syndrome Student)



LESSON GUIDE ACADEMIC YEAR 2025/2026 ENGLISH GRADE 3

Subject Nama :	Learning Indicators	Learning Objectives	Implementation	Achievement Level			
				NA	S	F	C
English	Hobbies	Students are able to ask and answer simple questions about hobbies using basic expressions, such as: "What is your hobby?" – "My hobby is drawing."	Recognize simple vocabulary about hobbies (e.g. reading, drawing, singing, playing, swimming). Say their hobbies using a simple sentence: "I like ..." Understand and respond when the teacher asks: "What is your hobby?" Show confidence when talking about their hobbies in front of the class. Match pictures with hobby words correctly. - Teacher shows pictures or flashcards of hobbies.				



LESSON GUIDE ACADEMIC YEAR 2025/2026 ENGLISH GRADE 3

			- Teacher says the words and students repeat together. "This is reading." "This is singing." - Teacher asks students one by one: "What is your hobby?" - Students answer with a simple sentence: "I like drawing." Students write their favorite hobbies and then make a small activity walking around asked their friends or make a bar chart about the hobbies they choose.				
	Taste of FOOD	Observe how to taste kind of the FOOD.	Teacher greets students and asks simple questions: "Do you like food?" "What food do you like?"				



LESSON GUIDE
ACADEMIC YEAR 2025/2026
ENGLISH
GRADE 3

			2. Teacher shows pictures or realia of food (candy, lemon, chips, chocolate). 3. Teacher introduces the topic: "Today we will learn about the taste of food." 4. Teacher introduces taste vocabulary using pictures/actions: Sweet (candy) Salty (chips) Sour (lemon) Bitter (coffee / bitter melon – picture only) 5. Students repeat the words together (choral repetition). 6. Teacher shows a picture and asks: <i>"How does it taste?"</i>				
--	--	--	---	--	--	--	--



LESSON GUIDE
ACADEMIC YEAR 2025/2026
ENGLISH
GRADE 3

			7. Students answer together or individually: <i>"Sweet!" / "Salty!"</i> 8. Simple sentence practice: <i>"Candy is sweet."</i> <i>"Lemon is sour."</i> 9. Taste Matching Game: Students match food pictures with taste words. OR Point and Say: Teacher points to a picture, students say the taste aloud. Students make a craft use the real food and do the presentation in front of the class.				
	Kinds of Rooms in The School.	Observe the kinds of Rooms in the School.	1. Teacher greets students and asks simple questions: <i>"Do you go to school every day?"</i> <i>"What room are we in now?"</i>				



LESSON GUIDE
ACADEMIC YEAR 2025/2026
ENGLISH
GRADE 3

			2. Teacher introduces the topic: "Today we will learn about kinds of rooms." 3. Teacher shows pictures of rooms and says the words: Classroom Library Office Toilet Canteen 4. Students repeat the words after the teacher. 5. Teacher asks questions while showing pictures: "What room is this?"				
--	--	--	--	--	--	--	--



LESSON GUIDE
ACADEMIC YEAR 2025/2026
ENGLISH
GRADE 3

			6. Students answer: "This is a classroom." "It is a library." 7. Point and Say Game: Teacher points to a picture, students say the room name. OR Matching Game: Students match room pictures with the correct words. Students make a craft School Map (Mini poster) and do the presentation in front of the class.				
	Can or can't	Can or can't	1. Teacher greets students and does simple actions (jump, clap, run). 2. Teacher asks while doing the action: "Can I jump?" 3. Students answer together: "Yes, you can!"				



LESSON GUIDE
ACADEMIC YEAR 2025/2026
ENGLISH
GRADE 3

			4. Teacher introduces the topic: "Today we will learn can and can't." 5. Teacher explains with actions and pictures: "I can run." (teacher runs) "I can't fly." (teacher shows funny action) 6. Introduce key sentences: I can + verb I can't + verb 7. Students repeat the sentences together. Practice Teacher shows pictures or flashcards (run, swim, fly, read).				
--	--	--	--	--	--	--	--



LESSON GUIDE
ACADEMIC YEAR 2025/2026
ENGLISH
GRADE 3

			Teacher asks: "Can you swim?" Students answer: "Yes, I can." "No, I can't." Action Game: Teacher says an action. Students do it if they can, freeze if they can't. OR Say and Act: Students say one sentence: "I can jump." and do the action.				
	Am, Is, and Are (To be)	Understand how to use Am, is and are.	1. Teacher explains with pictures and gestures: I am a teacher. He is a boy. She is a girl.				



LESSON GUIDE
ACADEMIC YEAR 2025/2026
ENGLISH
GRADE 3

			They are students. 2. Write am – is – are on the board with examples. Students repeat the sentences together. 3. Teacher shows pictures (boy, girl, children). Teacher asks: "What is this?" / "Who are they?" Students answer: "He is a boy." "She is a girl." "They are friends."				
--	--	--	---	--	--	--	--



LESSON GUIDE
ACADEMIC YEAR 2025/2026
ENGLISH
GRADE 3

			Choose the Word Game: Teacher says a sentence with a blank; "She ____ a student." Students say: "is!" OR Point and Say: Students point to a picture and say one sentence using am / is / are.				
	Grammar and Reading comprehension		1. The students read the grammar. 2. Students circle the word based on the right grammar. 3. Do the dictation. 4. Answer the question or fill in the blank. 5. Complete the words.				

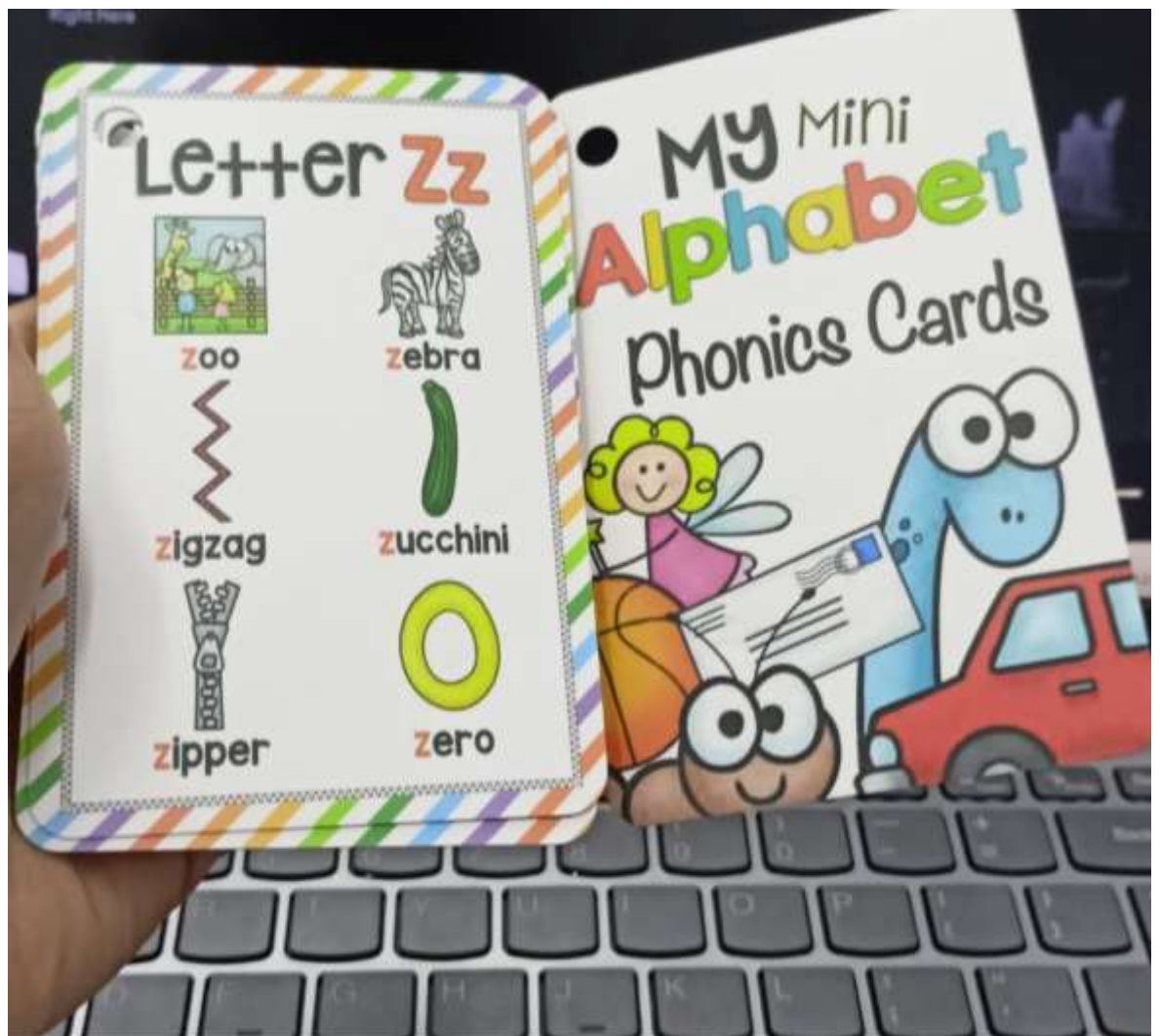
Appendices 7. Learning Materials











Appendices 8. Student Worksheets







Appendices 9. Documentation Analysis Sheet

Documentation Analysis Sheet

Purpose: To strengthen data from observation and interviews through official learning documents.

Types of Documents

- Lesson guides
- Montessori learning materials
- Student worksheets
- Student progress report

No.	Document Type	Aspect Analyzed	Suitability	Notes
1	Lesson Guides	Alignment with Montessori principles		
2	Lesson Guides	Objectives of Basic English Conversation		
3	Montessori Learning Materials	Multisensory elements		
4	Student Worksheets	Adaptation for the Down syndrome		
5	Student Progress Report	Development of communication skills		

Appendices 10. Documentation Analysis Sheet Results

C. Documentation Analysis Instrument

Purpose: To strengthen data from observation and interviews through official learning documents.

Types of Documents

- Lesson guides
- Montessori learning media
- Student worksheets
- Student progress reports

Documentation Analysis Sheet

No.	Document Type	Aspect Analyzed	Suitability	Notes
1.	Lesson Guide	Alignment with Montessori Principles	Suitable	In general, the lesson guide is in line with Montessori principles through the use of concrete objects and active activities, such as food realia (candy, lemon, chips, chocolate), picture cards, countable objects (sticks, blocks, buttons), as well as drawing, colouring, and crafting activities like the "Taste Wheel" and "School Map." More importantly, the teaching approach is already student-led (the teacher explains little, asks little, and students are more active in asking and answering simultaneously) and prioritises freedom of choice, independent work, and self-correction, which are the main characteristics of Montessori materials. Activities ranging from matching games, counting games, and action games have the potential to be modified into individual work on trays or work mats. Of course, the written instructions have already emphasised the structure of the prepared environment, mixed-age groups, or teacher observation that does not involve much interruption. Thus, its alignment is "suitable," being advantageous in the use of concrete and motor activities, and also useful in aspects of auto education (children discovering on

				their own), individual pacing, and error control inherent in the material.
2.	Lesson Guide	Objectives of Basic English Conversation	Suitable	Learning objectives such as ask and answer simple questions about hobbies, "What is your hobby? My hobby is drawing, Do you like food? What food do you like?", as well as simple patterns like "I can / I can't" and "Candy is sweet," demonstrating the right focus on functional basic English for everyday communication. For the student with Down syndrome, this thing is relevant because its structure is short, repetitive, and socially meaningful (hobbies, food preferences, school rooms, self-abilities). Apart from that, the lesson guide explicitly accommodates the typical needs of Down syndrome, which involve more structured repetition, longer processing time, a visual schedule step-by-step, a reduction in the number of target words per session, and response differentiation (such as picture choices, yes/no answers, or pointing as a verbal alternative). The instructions have been written for specific groups (specific class, choral repetition) with modification strategies such as chunking, additional visual prompts, or the use of consistent gestures as language support. Linguistically, the goals are already appropriate, so more explicit adaptations are needed to assure accessibility and successful communication for the student with Down syndrome.
3.	Learning Media	Multisensory Elements	Suitable	After being observed in person multiple times, the learning media facilitated by the school already includes multisensory elements visually, auditorily, and kinesthetically/motorically. Visually, students may engage in their learning activities through

			hobby pictures, food pictures, school room pictures, number cards, number charts, completing worksheets, dissecting mini school maps, and craft activities like the "Taste Wheel" and "School Map." Auditorily, students participate in core activities such as greetings, oral question-and-answer sessions, choral repetition ("Candy is sweet," "This is reading"), oral instructions, and the "Point and Say" game. In multisensory activities through kinaesthetic motor skills, students actively play action games (jump, clap, run), say and act ("I can jump" while jumping), number jumping (10, 20, 30...), then walk around the classroom asking each other about their hobbies, followed by craft-making activities using real materials. For the student with Down syndrome, these multisensory elements are potentially advantageous because they combine movement, sound, and concrete visuals. Some activities, such as "Taste of Food" (tasting flavours: sweet, salty, sour, bitter), are quite strong sensory-wise, but require monitoring of sensory sensitivity and potential aversion. Besides, there is already an explicit system in place to connect multisensory input with chances for guided repetition and consolidation (for instance, the use of individual cards that can be touched, sorted, and self-controlled as "self-correction"). With a few adjustments, like adding individual manipulatives, clarifying visual steps, and providing space for independent practice, the existing multisensory structure is completely aligned with the Montessori-inspired approach for children with special needs.
--	--	--	---

4.	Student Worksheet	Adaptation for the Down syndrome	Suitable	The use of worksheets for a student with Down syndrome making good progress in basic English conversation at Montessori schools is highly appropriate, even though their learning pace may differ from regular students. Across direct experience in the Grade 3 classroom, it is found that specially designed worksheets can provide additional support in strengthening speaking and language comprehension skills. Objectively, the way in integrating visual elements, such as relevant images and phrases, students could more easily grasp the context and engage more actively in learning. Thus, approaching this way could create a supportive environment, empowering the student to learn according to their style and pace. Beyond that, worksheets could be used to monitor student's progress and facilitate constructive feedback. A wide range of activities, such as simple dialogues and role-playing exercises, so the Down syndrome can expand vocabulary and increase confidence level in communicating. Likewise, both collaboration with parents and special education experts are considered as a part of important role in designing worksheets that comply the Down syndrome needs. In this context, worksheets may work as learning tools as well as a means of encouraging social interaction and holistic language development for the student with Down syndrome in a Montessori environment.
5.	Student Progress Report	Development of Communication Skills	Suitable	Progress reports designed for the Down syndrome, especially the student shows good progress in communication skills, are particularly suitable for teachers in the Octopus class. In the classroom,

				the learning progress report is a useful tool for recording student's achievements, such as the ability to speak and interact with peers. Though the one's communication development may differ from regular students, this progress report assists teachers and parents to see the student's progress and areas that need more support. With this direct information, classroom teachers can adjust their teaching methods to better suit the needs of the Down syndrome, making sure the student grasps positive and rewarding learning experience.
--	--	--	--	--

D. Instrument Validity

To ensure data trustworthiness, this study applies:

- Method triangulation (observation, interview, documentation)
- Source triangulation (2 teachers, student, documents)

Appendices 11. Documentation





