

Kuesioner Implementasi Pembelajaran Bahasa Inggris Pada Jenjang Kelas VI Sekolah Dasar

Background :

Based on Curriculum 2013, English subject is viewed as compulsory subject at elementary school. Some schools decided to keep English subject in primary level as it is important to keep up with the demand of globalization. However, teacher has no specific learning instruction and sources that specifically related to the theme (thematic) and develop students' English communicative skill.

This questionnaire aims to know teacher's implementation of teaching English in primary level and their needs on supplementary learning materials.

Petunjuk:

Bacalah setiap butir soal dengan seksama dan lingkari point pada kolom sebelah kanan sebagai jawaban anda.

General Information:

- a. English teacher's name :
.....
- b. Education background :
.....
- c. Lama Ngajar Bahasa Inggris:
.....
- d. Kelas yang Diajarkan :
.....
- e. Pendidikan/latihan pembelajaran Bahasa Inggris yang sudah pernah diikuti:
.....

.....

No.	Pertanyaan		
1.	Apakah ada perangkat pembelajaran untuk mata pelajaran Bahasa Inggris? Jika ada, sebutkan perangkat yang digunakan?	ada:	tidak
	<i>Jawaban anda:</i>		
2.	Apakah menurut anda RPP dan buku pelajaran yang digunakan telah efektif untuk membantu mengembangkan sikap, pengetahuan dan keterampilan anak berbahasa Inggris?	ya	tidak
	<i>Pendapat anda:</i>		

3.	Apakah menurut anda buku pelajaran yang digunakan sudah membantu anda untuk mendorong anak berkomunikasi aktif dalam belajar bahasa Inggris?	Ya	tidak
<i>Pendapat anda:</i>			
4.	Apakah topik dan materi buku pelajaran bahasa Inggris yang digunakan berkaitan dengan tema pelajaran (tematik)?	Ya	tidak
<i>Pendapat anda:</i>			
5.	Apakah teks berbahasa Inggris digunakan sebagai sumber belajar terdapat dengan lengkap di buku pelajaran?	Ya	tidak

	<i>Pendapat anda:</i>		
6.	Sumber pembelajaran yang berupa teks atau cerita berbahasa Inggris sudah berkaitan dengan tema pelajaran (tematik).	Ya	tidak
	<i>Pendapat anda:</i>		
7.	Sudah diterapkannya follow-up aktivitas (tindak lanjut) yang berkaitan dengan teks yang digunakan pada pembelajaran.	ya	tidak
	<i>Pendapat anda:</i>		

8.	Sudah diterapkannya aktivitas pembelajaran yang menggunakan teks/cerita berbahasa Inggris sudah mendukung siswa mengembangkan HOTS.	ya	tidak
<i>Pendapat anda:</i>			
9.	Sudah diterapkannya aktivitas pembelajaran yang menggunakan teks/cerita berbahasa Inggris sudah mendukung siswa mengembangkan 4Cs.	ya	tidak
<i>Pendapat anda:</i>			
10.	Menurut anda menggunakan sumber lain dalam bentuk teks atau cerita selain dari buku pelajaran dapat mendukung pembelajaran?	ya	tidak

	<i>Sumber lain:</i>		
11.	Strategi apa yang Anda gunakan untuk mengajar bahasa Inggris di sekolah Anda?		
	<i>Jawaban Anda:</i>		
12.	Apa saja kendala yang dihadapi dalam mengajar bahasa Inggris di sekolah Anda?		
	<i>Jawaban Anda:</i>		
13.	Apakah penting adanya buku panduan guru untuk mendukung pembelajaran bahasa Inggris?	ya	tidak

	<i>Pendapat Anda:</i>		
14.	Menurut anda, komponen apa saja yang dibutuhkan pada buku untuk membantu guru melakukan pembelajaran di kelas?		
	<i>Jawaban anda:</i>		
15.	Apakah teks atau cerita yang sesuai dengan tema (tematik) penting dalam mendukung kemampuan Bahasa Inggris siswa?	ya	tidak
16.	Apakah perlun cerita berbahasa Inggris dan kegiatan pembelajaran yang	ya	tidak

	mendukung HOTS untuk siswa?		
17.	Apakah perlu cerita berbahasa Inggris dan kegiatan pembelajaran yang mendukung kemampuan berkolaborasi (<i>collaborative</i>) penting untuk siswa.	ya	tidak
18.	Apakah perlu cerita berbahasa Inggris dan kegiatan pembelajaran yang mendukung kreativitas (<i>creativity</i>) siswa.	ya	tidak
19.	Apakah perlu cerita berbahasa Inggris dan kegiatan pembelajaran yang mendukung kemampuan berkomunikasi (<i>communicative</i>) siswa?	ya	tidak
20.	Apakah perlu cerita berbahasa Inggris dan kegiatan pembelajaran yang mendukung berpikir kritis (<i>critical thinking</i>) siswa?	ya	tidak
21.	Apakah perlu ada latihan atau worksheet sebagai asesmen yang sesuai dan authentic penting untuk siswa?	ya	tidak

22.	Apakah perlu cerita berbahasa Inggris yang mengintegrasikan pengetahuan, sikap dan keterampilan dalam topik atau tema tertentu?	ya	tidak
23.	Apakah perlu cerita berbahasa Inggris dan kegiatan pembelajaran yang mendukung kemampuan mendengar, berbicara, membaca dan menulis siswa?	ya	tidak
24.	Apakah perlu cerita berbahasa Inggris dan kegiatan pembelajaran yang memberikan model karakter luhur pada siswa?	ya	tidak
25.	Apakah perlu cerita berbahasa Inggris yang bersifat kontekstual atau ditemukan dalam pengalaman atau kehidupan sehari-hari siswa?	ya	tidak
26.	Apakah perlu cerita berbahasa Inggris yang menstimulasi siswa secara emosional (empathy)?	ya	tidak
27.	Apakah perlu membatasi panjang cerita yang digunakan dalam pembelajaran?	ya	tidak

28.	Apakah perlunya cerita yang mengandung nilai budaya lokal?	ya	tidak
29.	Apakah perlu cerita yang berfokus pada penggunaan fitur bahasa yang spesifik guna memberikan input yang maksimal?	ya	tidak

Blueprint of the Developed Book

No	Aspect	Indicator
1	Content	The appropriateness to syllabus
		The appropriateness to students' nature
		Various themes
		Clearliness of the Goals
2	Book Structure	Organization
		Consistency
		Format
3	Activities	Various learning activities
		The appropriateness of activities to the goals
		The appropriateness to students' nature
4	Language	Simple English
		Rich vocabulary
		Understandable
5	Cover/Layout	The representativeness of title
		Colourfull
		Picture supporting the story

KUESIONER

This questionnaire is made to assess the quality of developed literature-based instruction book.

Instruction : please judge the developed book based on the questionnaire below by giving check mark (√) in score column. If you need to give comments, you can do it in the comment column. The score in each column can be explained as follows.

1 = Very bad

2 = Bad

3 = Average

4 = Good

5 = Very good

NO	GRADED ASPECT	SCORE					COMMENT
		1	2	3	4	5	
A. CONTENT							
1	Isi buku sesuai dengan KI/KD					√	
2	Isi buku sesuai dengan				√		

	indikator						
3	Isi buku sesuai dengan tujuan pembelajaran				√		
4	Isi buku sesuai dengan nilai karakter yang diharapkan dalam kurikulum					√	
5	Isi buku sesuai dengan usia anak kelas 6					√	
6	Tingkat kesulitan dalam buku sesuai dengan usia anak kelas 6					√	
7	Tema dalam buku bervariasi					√	
8	Setiap bab memiliki tema yang berbeda					√	
9	Tujuan pembelajaran tiap bab jelas				√		
10	Tujuan pembelajaran tiap bab saling terkait dengan bab yang lain				√		
B. BOOK'S STRUCTURE							
1	Struktur buku sangat sistematis					√	
2	Dalam buku ada teks dan				√		Ganti ada latihan dengan ada kegiatan

	latihan						berfikir kritis dan kreatif (??)
3	Organisasi buku sesuai dengan hakikat siswa kelas 6					√	
4	Struktur buku konsisten tiap bab					√	
5	Struktur materi sesuai urutan materi pada silabus				√		
6	Format buku sangat rapi					√	
7	Format buku menarik sesuai karakter anak				√		
C. ACTIVITIES							
1	Aktivitas dalam buku bervariasi					√	
2	Setiap bab memiliki aktivitas yang berbeda-beda					√	
3	Aktivitas pembelajaran sesuai dengan tujuan pembelajaran					√	
4	Aktivitas pembelajaran tepat untuk mencapai tujuan pembelajaran				√		

5	Aktivitas dalam buku sesuai karakteristik anak (tidak terlalu sulit atau mudah)					√	
6	Aktivitas dalam buku sesuai dengan tuntutan kurikulum					√	
D. LANGUAGE							
1	Bahasa Inggris yang digunakan sederhana					√	The word dictator and dictatorship is a bit hard for the students
2	Tidak ada kalimat kompleks yang digunakan					√	
3	Kata-kata yang digunakan bervariasi					√	
4	Kosa kata sesuai dengan tingkat bahasa Inggris siswa SD					√	
5	Bahasa Inggris dalam buku mudah dipahami					√	
6	Bahasa Inggris dalam buku tidak ambigu					√	
E. Cover/Layout							
1	Judul buku mewakili isi buku					√	
2	Cover buku menarik					√	
3	Buku penuh warna					√	

4	Warna buku sesuai dengan tema atau karakteristik anak SD				√	
5	Ada gambar pada tiap cerita					√
6	Gambar yang digunakan sesuai dengan tema cerita					
	Total Score	163				
	Mean Score	93,14				

Blueprint of the Developed Book

No	Aspect	Indicator
1	Content	The appropriateness to syllabus
		The appropriateness to students' nature
		Various themes
		Clearliness of the Goals
2	Book Structure	Organization
		Consistency
		Format
3	Activities	Various learning activities
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NO	GRADED ASPECT	SCORE					COMMENT
		1	2	3	4	5	
A. CONTENT							
1	Isi buku sesuai dengan KI/KD					√	
2	Isi buku sesuai dengan					√	

	indikator						
3	Isi buku sesuai dengan tujuan pembelajaran					√	
4	Isi buku sesuai dengan nilai karakter yang diharapkan dalam kurikulum					√	
5	Isi buku sesuai dengan usia anak kelas 6					√	
6	Tingkat kesulitan dalam buku sesuai dengan usia anak kelas 6					√	
7	Tema dalam buku bervariasi					√	
8	Setiap bab memiliki tema yang berbeda					√	
9	Tujuan pembelajaran tiap bab jelas					√	
10	Tujuan pembelajaran tiap bab saling terkait dengan bab yang lain					√	
B. BOOK'S STRUCTURE							
1	Struktur buku sangat sistematis					√	
2	Dalam buku ada teks dan					√	

	latihan						
3	Organisasi buku sesuai dengan hakikat siswa kelas 6					√	
4	Struktur buku konsisten tiap bab				√		
5	Struktur materi sesuai urutan materi pada silabus					√	
6	Format buku sangat rapi					√	
7	Format buku menarik sesuai karakter anak					√	
C. ACTIVITIES							
1	Aktivitas dalam buku bervariasi					√	
2	Setiap bab memiliki aktivitas yang berbeda-beda					√	
3	Aktivitas pembelajaran sesuai dengan tujuan pembelajaran					√	
4	Aktivitas pembelajaran tepat untuk mencapai tujuan pembelajaran				√		

5	Aktivitas dalam buku sesuai karakteristik anak (tidak terlalu sulit atau mudah)					√	
6	Aktivitas dalam buku sesuai dengan tuntutan kurikulum					√	
D. LANGUAGE							
1	Bahasa Inggris yang digunakan sederhana					√	
2	Tidak ada kalimat kompleks yang digunakan				√		
3	Kata-kata yang digunakan bervariasi					√	
4	Kosa kata sesuai dengan tingkat bahasa Inggris siswa SD					√	
5	Bahasa Inggris dalam buku mudah dipahami					√	
6	Bahasa Inggris dalam buku tidak ambigu				√		
E. Cover/Layout							
1	Judul buku mewakili isi buku					√	
2	Cover buku menarik					√	
3	Buku penuh warna					√	

4	Warna buku sesuai dengan tema atau karakteristik anak SD					√	
5	Ada gambar pada tiap cerita					√	
6	Gambar yang digunakan sesuai dengan tema cerita					√	
	Total Score	168 : 175					
	Mean Score	96					

Blueprint of the Developed Book

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1	Content	The appropriateness to syllabus
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5 = Very good

NO	GRADED ASPECT	SCORE					COMMENT
		1	2	3	4	5	
A. CONTENT							
1	Isi buku sesuai dengan KI/KD					√	Sudah sesuai

2	Isi buku sesuai dengan indikator					√	
3	Isi buku sesuai dengan tujuan pembelajaran					√	
4	Isi buku sesuai dengan nilai karakter yang diharapkan dalam kurikulum					√	
5	Isi buku sesuai dengan usia anak kelas 6					√	
6	Tingkat kesulitan dalam buku sesuai dengan usia anak kelas 6					√	
7	Tema dalam buku bervariasi					√	
8	Setiap bab memiliki tema yang berbeda						
9	Tujuan pembelajaran tiap					√	

	bab jelas						
10	Tujuan pembelajaran tiap bab saling terkait dengan bab yang lain					√	
B. BOOK'S STRUCTURE							
1	Struktur buku sangat sistematis					√	
2	Dalam buku ada teks dan latihan					√	
3	Organisasi buku sesuai dengan hakikat siswa kelas 6					√	
4	Struktur buku konsisten tiap bab					√	
5	Struktur materi sesuai urutan materi pada silabus					√	
6	Format buku sangat rapi					√	

7	Format buku menarik sesuai karakter anak					√	
C. ACTIVITIES							
1	Aktivitas dalam buku bervariasi					√	Sudah terlihat bervariasi
2	Setiap bab memiliki aktivitas yang berbeda-beda					√	Sudah
3	Aktivitas pembelajaran sesuai dengan tujuan pembelajaran					√	
4	Aktivitas pembelajaran tepat untuk mencapai tujuan pembelajaran					√	
5	Aktivitas dalam buku sesuai karakteristik anak (tidak terlalu sulit atau mudah)					√	

6	Aktivitas dalam buku sesuai dengan tuntutan kurikulum					√	
D. LANGUAGE							
1	Bahasa Inggris yang digunakan sederhana					√	
2	Tidak ada kalimat kompleks yang digunakan					√	
3	Kata-kata yang digunakan bervariasi					√	
4	Kosa kata sesuai dengan tingkat bahasa Inggris siswa SD					√	
5	Bahasa Inggris dalam buku mudah dipahami					√	
6	Bahasa Inggris dalam buku tidak ambigu					√	
E. Cover/Layout							

1	Judul buku mewakili isi buku					√	
2	Cover buku menarik					√	
3	Buku penuh warna					√	
4	Warna buku sesuai dengan tema atau karakteristik anak SD					√	
5	Ada gambar pada tiap cerita					√	
6	Gambar yang digunakan sesuai dengan tema cerita					√	
	Total Score	174: 175					
	Mean Score	97,14					

STORY 1:

Language focus : Listening and Reading

Thinking skill :

Age : 11-12 years old

Level : Pre-intermediate

Time : 90 minutes

Preparation : One copy of the worksheet for each students

In class (mini lesson plan)



Once upon time, there was an arrogant stallion in a peaceful island. He is Drogo. He is the fastest stallion on this land. He has defeated all of the other stallions. He considers himself as the God of Speed. Nobody can defeat him in the race. He always bullies other stallions move like a snail.

Drogo said, 'Hey all stallions you must respect me. I am the fastest stallion in this island. You must give me, whatever I want!

Listening to his arrogance, one stallion named Casto answered him, 'Hey Drogo, you can be the fastest stallion on this island, but you are not the fastest animal!'



Drogo got angry listening this, ‘What animal can be faster than me! I am strong, my legs are long. I can run like thunder! Tell me what animal can be faster than me!

‘He is the Lighting Snail!’, Casto answered him confidently.

‘Hahahahaha... Are you kidding me? A snail? They even cannot move’, Drogo laughed loudly.

‘Yes, a snail. But he is not an ordinary snail. He is gifted by God to be the fastest snail. He can run like lighting. Nobody can beat him!’, said Casto.

‘OK, I will beat him! I will show you who is the best! I will challenge him for a race!’, Drogo answered furiously.

Casto said, ‘OK I will escort you to the Lighting Snail!’

And then they went to the Snail. Arriving in the house, Drogo shouted.

‘Hey slow snail where are you? Come! I want to defeat you! I am Drogo, I want to challenge you to a race!’, Drogo shouted.

‘Hey who are you? Why are you shouting? A small snail came in front of Drogo.

‘Hahahahaha... look at him Casto, he is so small! He even cannot move! How this tiny creature can defeat me?!’, Drogo said confidently.

‘You are so arrogant; I accept your challenge! We will race tomorrow morning from the east to the west. Whoever the winner will be the king, and the loser must leave this island!’, the Snail said to Drogo.

'OK. We will start the race when the sun rise. I will get the finish first, and you will leave this island forever!', Drogo said to the Snail.

At the night, the snail gathered all of his family and set a plan. Each of the family will set in every post until the finish.

In the morning, the Snail and Drogo had already in the start. Once the sunrise the race began. The Drogo ran so fast. His speed was like a flash. Far enough, Drogo stopped his running and looked back.

'Hahahaha... that stupid Snail could not defeat me. I am too fast', said Drogo arrogantly.

But suddenly, the snail was in front of him and said, 'hey slow horse! Why are you so slow? Come get me!

Drogo was shocked, how could this snail can be faster than him. Drogo ran again even faster than before. But every time he looked to the front, there was always snail. Until the finish, Drogo was defeated by the Snail. He reached the finish after the Snail. And then Drogo left the island with his arrogant heart.

Activity 1

Listen to your teacher in reading the text carefully!

Activity 2

After listening from your teacher, it is your turn to read it loudly in the front of the class

STORY 2 :

Language focus : Speaking

Thinking skill :

Age : 11-12 years old

Level : Pre-intermediate

Time : 90 minutes

Preparation : One copy of the worksheet for each students

In class (mini lesson plan)

Master Brawa had a cow in his farm. But this cow belonged to Lord John. Master Brawa must feed and kept the cow until it was ready to sell. He could get money from selling the cow. He had promised to Lord John that the

cow would grow big and strong. So, they could sell the cow with high price.

One month had already passed, Master Brawa saw the cow was fine and grew fast. So, he became lazy to feed the cow. He liked to hang out with his friend until night. A week later, he found the cow dead. The cow suffered because Master Brawa neglected it. Listening to this news, Lord John was angry. He told Master Brawa to get a new cow, or he would be punished and jailed. Master Brawa only got one week.

To find a cow, Master Brawa went to the market. He met the Master of Cows, who had so many cows in his barn. He has 100 cows. Master Brawa begged to him to help him. He begged one cow for him, so he would not be jailed.

‘Master of Cows, please help me. I had made the cow of Lord John died. Now, he wants me to change the cow. I only have one week or I will be jailed’, Master Brawa begged.

‘OK, I will give you one of my cows, but you must work for me for one week. You must bath the cows, feed

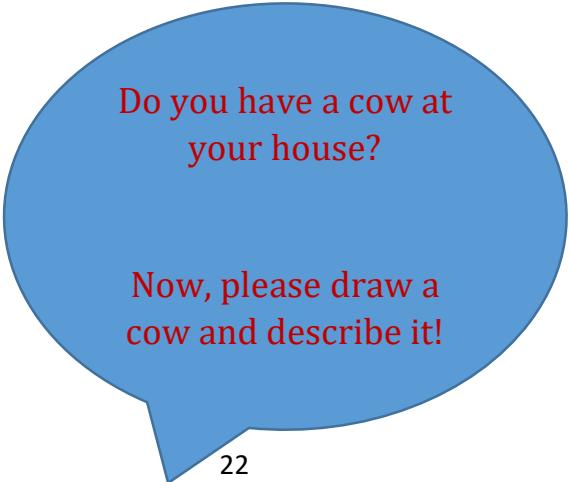
them, take care of them!', the Master of Cows gave him a chance.

'Thank you, Sir. I will do my best', Master Brawa was so happy.

Since then, he worked 24 hours. He fed all of the cows in the morning. And then he took them to the field and took care of them. In the afternoon, he took the cows for a bath. He did it for one week.

After one week, the Master of Cows gave him one cow. Master Brawa was so happy. After that, Master Brawa took the cow to Lord John so he was not jailed. Having the new cow, Lord John did not get Master Brawa to jail and let him back to his farm.

Activity



Do you have a cow at
your house?

Now, please draw a
cow and describe it!

STORY 3:

Language focus : Reading

Thinking skill :

Age : 11-12 years old

Level : Pre-intermediate

Time : 90 minutes

Preparation : One copy of the worksheet for each students

Botak was so angry. He wanted to play but it was getting dark. He grumbled to the Sun.

‘Hey, why are you so fast? Why are you gone so fast? Why do you make the world dark so quickly? My homework is not done yet, I haven’t done anything yet’, Botak grumbled to the Sun.

And the Sun told him back, ‘Hey my child Botak, I do my job everyday at the same time. I wake up from the morning and I must set in the evening. I do it everyday with discipline. I do not wait for anyone! If you don’t want me to leave you, you must follow me!

‘What do you say?’, asked Botak to the Sun.

‘There are many people in this world. Some of them gain success because they follow me. Some others failed because they do not appreciate me. They are lazy, they think that I will wait for them’, the Sun told Botak.

‘So, what should I do?’, Botak asked the Sun.


‘You must follow me. In the morning, I will wake you up. So, wake up early and prepare yourself to school. In the afternoon, I will call you. So, you prepare yourself at home after school. When the night comes, I will call you, so you must prepare yourself to study. If you do that, you will be success. I promise you’, the Sun told Botak.

‘Ok then, I will follow you!’, Botak said.

In the next morning, Botak woke up in the morning and prepared himself to go school. And he found himself was not late as he did before. In the afternoon, the Sun called him and he prepared himself after school. In the evening, the Sun called again and he prepared himself for studying. Botak did that every day for six months

already, and he successfully became the best student in the school.

Activity



Make a conversation
between the Sun and
Botak!

STORY 4:

Language focus : Speaking

Thinking skill :

Age : 11-12 years old

Level : Pre-intermediate

Time : 90 minutes

Preparation : One copy of the worksheet for each students

Bobby has five friends. They became friends for long time. One day, Jack did not come to school for a week. No one knew what happened to him. Bobby was worried and asked his friend to visit him at his house. In the afternoon, after school they went to Jack's house. His house was so simple. There was only one room. Jack lived with his mother only.

At the house, they found Jack's mother lied on bed. She looked so sick.

Booby asked Jack, 'What happened to your mother, Jack?'

Jack said in tears, 'My mother got accident last week. I could not get her to hospital'.

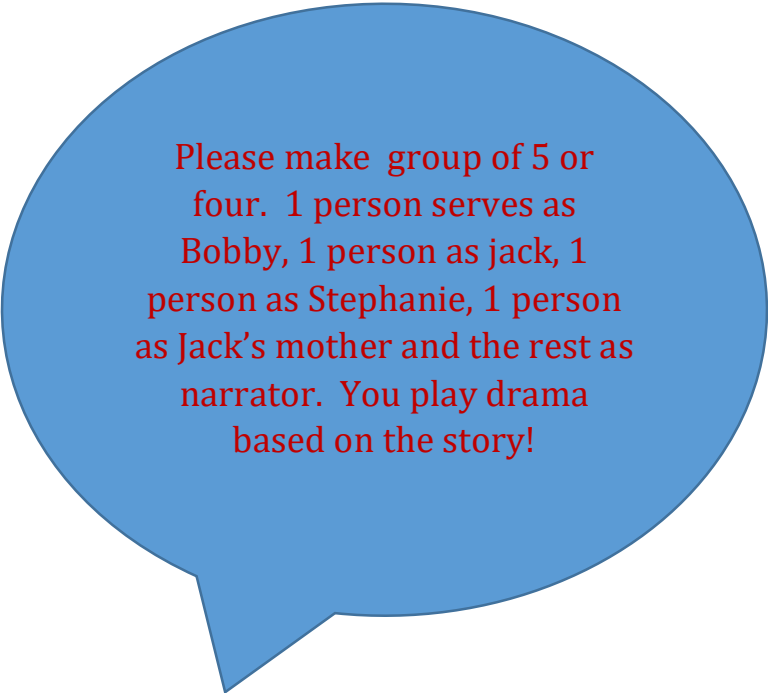
Suddenly, all of the other friends in tears. And then Bobby came with a brilliant idea.

'I have an idea. We will help your mother', Bobby stand up.

'How?', Stephanie asked.

Bobby asked his friends to make a charity event. They made brochure, pamphlet, and sticker to get donation for Jack's mother. They went to school, home of their other friends. Finally, they got enough donation for the mother to get into hospital. Finally, Jack's mother got out of hospital and work again. So, Jack could be back to school again and played with Bobby and other friends.

Activity



Please make group of 5 or four. 1 person serves as Bobby, 1 person as jack, 1 person as Stephanie, 1 person as Jack's mother and the rest as narrator. You play drama based on the story!

STORY 5:

Language focus	: Integrated (Listening and speaking)
Thinking skill :	
Age	: 11-12 years old
Level	: Pre-intermediate
Time	: 90 minutes
Preparation	: One copy of the worksheet for each students

The Great Lion was confused. He was the king of Savanna. He found so many animals were in trouble because there was no water. Some others were in fight to get water. Finally, he got idea to make a dam. And then he gathered all of the animals.

‘All animals listen to me. We could not wait for the water again. We must work together to get the water’, the Lion told his fellows.

‘What should we do my king?’, the Buffalo asked.

‘We will make a Dam. We must work together. We will go to the downstream and make the Dam’, Lion convinced the animals.

‘But we are so weak my king’, the Elephant said.

The Lion convinced them to work together. So, all of the animals work together day and night. Finally, they made the Dam in seven days. All of the animals were so happy. They could drink and took a bath all the day.

They all yelled, ‘Long live the King’.

At last, the Great Lion was happy as well. He knew that his people were enough of water.

Activity

- **Now draw a lion. Tell your partner about your picture!**

STORY 6:

Language focus : Reading and Writing

Thinking skill :

Age : 11-12 years old

Level	: Pre-intermediate
Time	: 90 minutes
Preparation	: One copy of the worksheet for each students

Once upon a time in the jungle of animal kingdom, there was a dictator king. His name was Tiger. He was so stubborn. He ruled with dictatorship. No body was brave to give him suggestion or challenge his decision. He was so strong. Any animals who wanted to fight him would be ended in graveyard. All of the animals lived in fear. Many of his decision were not fair. He ever told the small animals to find food and kept it in his palace. Many animals suffered because of his arrogance and cruelty.

One day, the Tiger king went to the edge of the jungle. He saw vast, green land across the sea. Then he asked the wise Owl.

“Who belongs the land?”, the Tiger king asked.

“That land belongs to human, My Lord”, the Owl answered wisely.

“Who are they? Why does not the land belong to me?”, the Tiger curious.

“This world is divided into human kingdom and animal kingdom. You owned the animal kingdom and the human owned that land as the kingdom”, the Owl explained.

“NO!!! I am the mighty Tiger. I own all this world. I will conquer the land of human!”, the King shouted.

And then, the Tiger king commanded all of the animals to make a bridge to human land. Whoever challenge his decision was killed. Being feared, all of the animals made the bridge. Many dead because of exhausting and hungered.

Finally, the bridge was finished. The Tiger ran brutally to human land and broke everything. All of the humans were scarred and wounded. The Tiger King was so happy.

He said,” Look at those humans Owl. They are scared of me. I will rule this human land!”

“But, My King. The Human is so strong. It is wise not to fight them”, the Owl suggested the Tiger King.

“Silence! You are coward!”

The survived humans called the army to kill the Tiger. And then, the army came and shot the Tiger. Finally, the king was killed by a single shoot of the human. All of the animals were happy since they would not have the dictator king again. All of the animal went back to the jungle and the bridge was destroyed. The animals agreed that the King should be chosen, not only based on the strength of the animal but also based on the wisdom.

Activity 1

Please write down the best character and moral value here!

STORY 7:

Thinking skill :

Age : 11-12 years old

Level : Pre-intermediate

Time : 90 minutes

Preparation : One copy of the worksheet for each students

In a small village, there were three neighbors with different character. Men Janti was a rich woman. She lived alone in a royal house. She has a fabric with so many employees.

The second neighbor was Men Kunti. She lived with her simple family. She only worked as a labor in a farm. The third neighbor was Men Srini. She was from poor family. She only lived with her daughter. Her husband had been long dead.

Men Kunti and Men Srini were good neighbors. They always helped each other. Sometimes, Men Kunti lend money to Men Srini for the living. The other time, Men Srini gave fruits or vegetables that she got from the forest to Men Kunti as return.

However, Men Janti was so arrogant. She did not want to have a relation with both of them. Men Janti always mocked Men Kunti and Men Srini. Usually, she mocked them in the market. So, many people could listen to her.

“Hey, everybody looked at that. There are two beggars coming. Men Kunti and Men Srini. Their clothes

are so dirty. I wish I had no neighbors”, Men Janti mocked Men Kunti and Men Sрни.

“Men Janti, don’t be arrogant! We never asked help to you. We also never make problem to you. Why you are so mean to us!”, Men Sрни answered.

“Because you are poor and you are my neighbors. I feel ashamed to have you as my neighbor. You are not match with me!”, Men Janti answered meanly.

Without saying a word Men Kunti and Men Sрни went away.

One day, Men Janti were bankrupt. Her fabric was closed and she was kicked out from her house. She was crying loudly. Men Kunti knew this and she felt sorry for that.

“We must help her. She could not live alone”, Men Kunti told Men Sрни.

“Why should we help her? Don’t you forget that she always mocked us when she was rich. Now she got her own karma!”, Men Sрни answered.

“I will never forget that. But, if we neglect her, we are not the same with her”, Men Kunti answered wisely.

After some arguments, Men Kunti and Men Srini decided to help Men Janti. She was taken to Men Kunti house and lived there. Men Janti apologized to Men Kunti and men Srini for anything that had been done to them. By the time, Men Janti became more tolerance and never mock anyone again.

STORY 8:

Language focus : Reading and Writing

Thinking skill :

Age : 11-12 years old

Level : Pre-intermediate

Time : 90 minutes

Preparation : One copy of the worksheet for each students

At school, there were two winning teams. We call them Alpha team and Beta team. They always competed each other. Both of this team consisted

of two people. There were Putri and Ona in Alpha team. Meanwhile, Beta team consisted of Ayu and Caca. They had been a team since they went to school at the first time. One day, there was a competition at the school. All of the students were asked to make wall magazine. Alpha team and Beta team were so enthusiastic since this competition would determine who would be the best between them. Besides that, the school would crown the winner as the team of the year.

Ayu challenged the Beta team, 'We will be the winner. Because we are the best in this school'.

Ona replied, 'Hey don't be arrogant! Or you will be the loser at the end'.

Caca responded, 'We'll see!'

In the next day, Ayu and Caca gathered to discuss the theme of their wall magazine. Unfortunately, they went to a bad discussion. Each of them did not want to lose their ideas. Each of them wanted to use their own idea.

Caca, 'Your idea is too bad. We will lose. We should use mine!'

‘No, it is the best you must listen to me! You have to follow me!’, Ayu insisted.

In the end of the day, both Ayu and Caca fought each other. They decided to do their own wall magazine. Ayu made her idea of ocean breeze while Caca went for her mountainous wall magazine. Unfortunately, they did not talk until the day of the competition.

On the day of competition, all of the teachers gave score to the wall magazine of the students. Finally, the headmaster announced the winner.

‘And the winner goes to Putri and Ona for their forestry wall magazine! Congratulations!’, the headmaster announced proudly.

‘NO!!!!’, Ayu and Caca interrupted. ‘Why them? My magazine is much better than them! Why not me?’ Ayu did not agree with the decision.

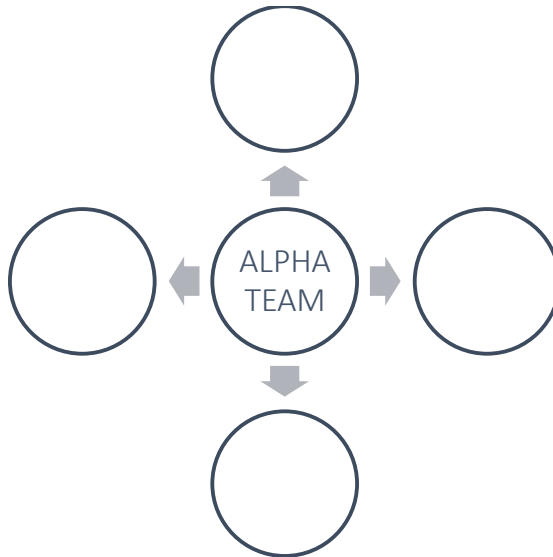
‘Indeed, all of the teachers also agreed that your wall magazine and Caca wall magazine are the best. But, both of you forgot something much important. This is a team competition. You cannot win if you are individual. If both

of you could work together, I am really sure both of you would be the winner. You should communicate each other and don't be egoistic. It should be your lesson'.

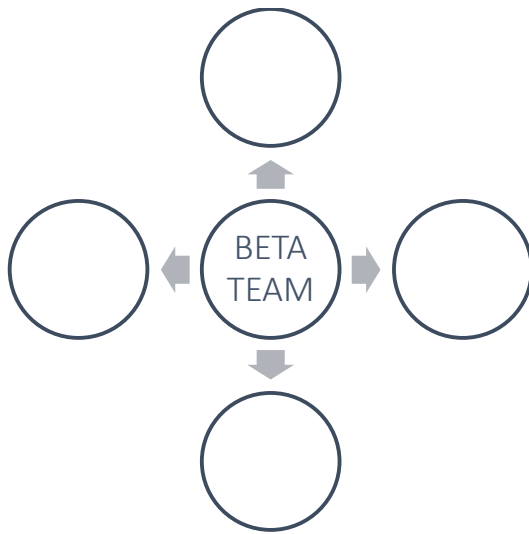
Finally, the Beta team won the competition and Alpha team became the loser because they did not communicate each other for the best solution for themselves. They were too egoistic.

Activity

Write words that describe Alpha Team!



Write words that describe Beta Team!



Now, your turn to retell the story!

STORY 9:

Language focus : Speaking

Thinking skill :

Age : 11-12 years old

Level : Pre-intermediate

Time : 90 minutes

Preparation : One copy of the worksheet for each students

A long time ago, Prince Panji was sent by his father to make peace in unknown land. It had been decades, all of the people in this land suffered for robbery, hunger, and fights. Prince Panji was a brave, strong and lovely person. He went to that land with his 300 bravest men. After a long trip, they finally reached the unknown land.

At the first time, he found a village that was burnt by other villagers. And the next day, he also found other shrines were destroyed by villains. He found so many people were dying, lived in hunger and suffered. There was no peace for people in that land. Since that day he vowed that he would not rest until all of the people get peace in that land.

‘By the witness of God, on behalf of my father, King, I make my oath, that I will never get rest until all of the people in this land get their peace’, Prince Panji made his oath and supported by his men.

Since that day, Prince Panji circled around from one village to another to fight all of the villains and villagers who made destruction to the place. By the time, all of

the people started to know Prince Panji and his army. He became an angel for the suffered people and always asked for his help.

Finally, Prince Panji confronted The Giant Asura and his army. Giant Asura was the head of all villains in unknown land. He had 1000 men as his army. They always robbed the villages. Many people dead because of their actions. Then Giant Asura threatened Prince Panji and his army.

‘Hey little Prince. Do not come here, this is my land. I ruled here! Come back to your palace or I will kill you and your army!’, Giant Asura threatened Prince Panji.

‘I am not going anywhere. It supposed to be you to go out from this land. You are the source of the destruction in this land! I will bring peace to this land!’, Prince Panji answered bravely.

‘Fools... You are idiot, I have 1000 men here, and you only have 300 little army. I will crush you!’, Giant Asura was so angry.

‘We are fighting for the peace and we will win for sure!’, Prince Panji answered positively.

Finally, the fight between Giant Asura and Prince Panji armies occurred. They fought for three days non-stop. Although the army of Prince Panji were wounded, but they succeeded to win the furious battle. Giant Asura was killed and Prince Panji was successful to bring peace to the unknown land. Since that day, the land was named as The Land of Peace.

Activity 1

Action stories

Say:	Do this:
<i>He went to that land with his 300 bravest men.</i>	Walk on the spot.
<i>Prince Panji circled around from one village to another to fight all of the villains and villagers who made destruction to the place.</i>	Look tired.

Activity 2

Please make a poem about “peace”! it consists at least 5 stanza



STORY 10:

Language focus	: Vocabulary associated with
Thinking skill :	
Age	: 11-12 years old
Level	: Pre-intermediate
Time	: 90 minutes
Preparation	: One copy of the worksheet for each students

In Segara beach, there were two families lived. Pan Jangolan and Pan Bengkung were the head families. They worked as fishermen. Everyday both of them went to the sea to catch fish. Usually they went at night and backed in the morning. The fish were brought to the market and sometimes some of the buyers went to their boat to get the fish.

Unfortunately, in the last 4 weeks, they did not get much fish. Their income decreased drastically. Even, both of them had to borrow money from the

moneylenders. They had difficulty to feed their family and pay the debts. In the late afternoon, Pan Bengkung and Pan Janggolan had conversation.

‘Lan, I could not live like this anymore. We have to change. I want to use bomb to catch the fish. I have got some bombs from my friends in the market’, Pan Bengkung told Pan Janggolan.

‘Don’t do that. If you use bomb, all of the coral will be destroyed. And no more fish to come again’, Pan Janggolan advised.

‘I don’t care. The coral can grow again. My family need to eat. I want to have more money. If I use the bomb, I will get more fish. It means that I will get more money’, Pan Bengkung argued.

‘That’s criminal. You can get jailed for that. Be patient. The fish will come again’, Pan Janggolan convinced.

‘I don’t care about police. I will use the bomb. Don’t be jealous if I get more fish than you’, Pan Bengkung went away.

The next morning, Pan Bengkung went back to the beach with so much fish. He used the bomb to catch the fish. Meanwhile, Pan Janggolan came with the same amount of fish as the day before. Pan Bengkung went to the market and got much money. However, the next day the police came to Pan Bengkung house and caught him for the criminal of using bomb in fishery. He went to jail and his family were in suffer. Pan Janggolan continued his life with his family. And several weeks later, Pan Janggolan could catch much fish because it was the fishery season.

Activity

Next is your turn to retell the story in front of the class!

