BBM 8
TEACHING SPEAKING TO STUDENTS OF
ELEMENTARY SCHOOL BASED ON C-B-C
(volume 1)

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1. PENDAHULUAN.

Penulis ucapkan selamat kepada Anda dan syukur Alhamdulillah kehadirat Allah SWT bahwa Anda telah menyelesaikan pembelajaran dari BBM 7 (tujuh). Itu berarti bahwa Anda telah memiliki ‘Speaking Mastery’ mulai dari Speaking I sampai Speaking IV. Dengan kata lain, Anda telah memiliki “oral communication skill” yang cukup untuk bekal Anda sebagai model atau guru yang profesional.

Nah, setelah menguasai keterampilan berkomunikasi dengan baik Anda akan diajak kembali belajar bagaimana mengajarkan speaking skill (keterampilan berbicara) kepada siswa-siswi Sekolah Dasar berdasarkan C-B-C (KBK).

Pembelajaran BBM 8 (delapan) adalah bagian pertama dari “Teaching Speaking To Students Of Elementary School Based On C.B.C”, dengan maksud mengetengahkan teknik dan bahan pembelajaran bagi siswa-siswi SD yang masih dikelas rendah (satu, dua, tiga) dan BBM 9 (sembilan) menggaris bawahi materi dan teknik pembelajaran speaking untuk kelas 4 (empat), kelas 5 (lima) dan kelas 6 (enam).
2. INDIKATOR

Selanjutnya, Anda dapat membaca indikator pembelajaran atau tujuan khusus BBM 8 (delapan) sebagai berikut:

Setelah Anda mempelajari BBM ini, Anda diharapkan mampu:

1. Menyebutkan penjelasan pembelajaran bahasa Inggris berdasarkan C-B-C (=KBK).
3. Menyebutkan pendekatan apa saja yang menjadi pijakan C-B-C.
5. Mengembangkan materi pembelajaran speaking berdasarkan contoh-contoh.
6. Melaksanakan assessment/penilaian berdasarkan: *authentic assessment (on going process and product).*
1.1. What CBC is, Its concept and Its goal

Competency-Based-Curriculum is the curriculum which is designed based on competency. According to Peter Oliva, curriculum is a set of materials that should be taught and the method used for teaching those materials.

According to Weber et al (1975) competencies consist of knowledge, skills and behaviour. Then, Mc Achan (1981:45 in Mulyasa, 2000:38) writes; “Competency is ............ A knowledge, skills, abilities which become part of his or her being, to extent he or she can satisfactorily perform particular cognitive, affective and psychomotoric behaviours”.

Based on the above definition the writer can put forward that CBC is designed to educate students to have capabilities which are useful for them in the future.

In addition, Gordon (1988 in Mulyasa, 2000:38) states that ‘there are some aspects in the concept of competencies, those are:

- Knowledge = cognitive awareness for example when studying English, students are able to apply the correct grammatical rules such as the correct use of tenses;
• Skill = ability, it belongs to each individual, to do his/her task or job. For example, a student can have the certain skill in English, such as speech delivery;
• Understanding = it refers to cognitive and affective awareness. For example, a student who would like to write a poem in English, he/she should understand the nature and the method of writing the poem.
• Value = standard of behaviour belongs to certain individual; for example, being open minded, loyal, honest, etc.
• Attitude = manner of feeling or behaving; for example positive thinking, negative thinking when reacting to the crisis or public issues.
• Interest = a readiness to give attention for example, interest in politics, business, etc.

In other words, students are educated to have competencies in order to be ready to live and solve the problem they have.

Living in the world, students are also educated to be familiar with life skill, which is very important for them to solve their problem, whoever they live in the society life skill (=kecakapan hidup) is individual capacity needed when living in the society for example, critical thinking, being responsible, capable of communicating in the international world.

Life skill should be integrated in the materials used for teaching students (Departement of National Education, 2004). Therefore the writer is inspired to develop the materials for teaching speaking based on life skill. Study the following figure of life skill.

Figure of life skill
Here are the examples of each skill:

- Self awareness, e.g. being the faith, being good Moslem.
- Thinking skill, e.g. the capability of solving the problem.
- Social skill, e.g. the capability of cooperating with others. The capability of communicating with others.
- Academic skill, e.g. the ability of educating the research, the ability of fixing the ear.

C.B.C has four components. They are:

1. Curriculum and Learning outcomes.
2. Classroom Based Assessment.
3. Teaching and Learning Activities.
4. School Based Curriculum manage.

The goal of Teaching English based on CBC is C.C. (=Communicative Competence), which covers:

- Discourse Competence as the main goal (=many kinds of text).
- Actional Competence (speaking and writing).
- Linguistic Competence (=grammar, structure, vocabulary).
- Socio Cultural Competence (=formal and informal language).
• Strategic Competence (=how to initiate the conversation).

The 2006 curriculum is the improvement of C-B-C, its philosophy is the same but the teachers should be more active, and creative. They should design on the guidelines provided by Departement of National Education and it is called KTSP (= Kurikulum Tingkat Satuan Pendidikan) or School Based Curriculum.

1.2. Summary of CBC, Its concept and Its goal

Competency – Based Curriculum (=KBK) yaitu Kurikulum Berbasis Kompetensi, suatu kurikulum yang dirancang berdasarkan kompetensi. Istilah kompetensi berarti pengetahuan, keterampilan, kemampuan yang menjadi bagian dari diri siswa sendiri untuk mengembangkan dirinya sendiri agar dapat menampilkan tingkah laku yang memuaskan, sesuai dengan tingkat pengetahuan, tingkah laku afektif dan tingkah laku psikomotor yang dimiliki.

Berdasarkan definisi istilah kompetensi diatas, penulis dapat menyimpulkan bahwa KBK dirancang untuk mendidik siswa agar memiliki kemampuan yang berguna bagi dirinya dimasa yang akan datang.

Menurut Gordon (dalam Mulyasa 2000:88), kompetensi bisa dijabarkan sebagai berikut :

• Pengetahuan = kesadaran kognitif, misalnya : siswa mampu menerapkan kaidah tata bahasa ketika berbahasa Inggris. Dia mampu menggunakan tenses yang betul.
• Skill = keterampilan, misalnya siswa terampil berpidato dalam bahasa Inggris.
• Understanding = kesadaran kognitif dan afektif, artinya siswa harus memahami sesuatu dan menghargai sesuatu. Contoh, siswa harus tahu bagaimana memahami puisi dan mengapresiasikannya.
• Value = standar tingkah laku yang dimiliki seseorang, contohnya, memiliki sifat terbuka, loyal, jujur dan sebagainya.
• Attitude = sikap yang positif. Misalnya, berpikir positif menanggapi isu-isu yang terjadi di masyarakat.
• Interest = minat, contohnya, siswa harus memiliki minat dalam business, komputer, politik, dsb.


Adapun Goal (=tujuan) pembelajaran bahasa Inggris berdasarkan KBK adalah C.C. (Communicative Competence = kemampuan berkomunikasi). C.C. ini meliputi 5 komponen yaitu :

1. Discourse Competence sebagai tujuan utama. Kemampuan memahami bermacam-macam teks adalah tujuan utama, agar siswa memahami berbagai teks bahasa Inggris.
2. Actional Competence = kemampuan berbicara dan menulis.
3. Linguistics Competence = kemampuan menguasai grammar, structure, vocabulary, pronunciation.
4. Socio Cultural Competence = kemampuan memahami bahasa formal dan tidak formal.
5. Strategic Competence = kemampuan memulai percakapan.
1.3. Exercise 1

Answer the following questions:

1. What does C-B-C stand for?
2. What is the meaning of Competency according to Mc Achson in Mulyasa, 2000:38).
3. Give the example of competency that means ‘value’.
4. What is the goal of teaching English based on C-B-C?
5. What do you know about KTSP?
7. “Being good Moslem” as the sub topic of the material used for teaching is included into. Life skill what part of life skill is it?
8. If you are the teacher of English in “kindergarten”, what kind of life skill will you teach?
9. What is curriculum?
10. Do you teach English as a second language in Indonesia?

Cocokanlah jawaban Anda dengan kunci jawaban yang ada pada bagian akhir modul (BBM) ini.

1.4. About CLT And CTL In The Indonesian Context

The term CLT or communicative Language Teaching is actually Communicative Approach. (Ricahrds and Rodgers, 1986) It is a set of approaches not a single approach it has become an umbrella term, which consists of a set of approaches having similar believe that the goal of Language teaching is C.C (=Communicative Competence).
When it is applied in Indonesia, the implementation of CLT has to be adjusted to Indonesian students, need and background. Therefore it is called communicative Language teaching in the Indonesian Context.

The followings are the characteristics of CLT in the Indonesian Context (see Kimtafsirah Mulyana 1997).

1. Communicative syllabus is applied
2. CLT in the Indonesian context is equal to PKG approach (in 1985); Meaning Based approach (in 1994); genre – based approach (in 2004 and in 2006).
3. It is not totally different from CLT in the Western Context since the goal of teaching and learning is C.C.
4. The four language skills are integrated.
5. Reading is taught prior to other skills.
6. Group work and pair work activities are recommended to be implemented.
7. Teachers play the role as facilitator, motivators, manager of the class.
8. Life skill is integrated in the material.
9. Genre (=many kinds of texts) should be taught.
10. Vocabulary and grammar should be taken into consideration.
11. Local content should be taken into consideration.
12. The class is large, it has more than 40 students.

CTL is contextual Teaching and Learning. It appeared in the USA, and it can be applied for teaching any kinds of subjects not only teaching languages.

It has the following characteristics :

1. It is different from behaviourism.
2. Teachers should encourage students to work by themselves in order to find out the knowledge by themselves.
3. It is implemented based on the following elements :
   - Constructivism;
• Questioning;
• Inquiry;
• Learning community;
• Modelling;
• Reflection;
• Authentic assessment.

**Constructivism** : Students should activate, acquire, apply and reflect their knowledge. Students should reconstruct the new knowledge.

**Questioning** : Students should be encouraged to ask questions; their and thick ones.

**Inquiry** : Students are motivated to analyse, find out the solution of the problem them selves. They have to develop critical thinking skill.

**Learning community** : Students should share with others.

**Modelling** : teachers should be the good models, they should be able to give correct example.

**Reflection** : Students should reflect their knowledge by writing journal or portfolio.

**Authentic assessment** : Teachers should assess either the process or the product.

CLT and CTL can be implemented based on C-B-C, as long as the goal can be achieved.

**1.5. Summary of CLT And CTL In The Indonesian Context**

CLT  = Pendekatan komunikatif,
      = Communicative Approach,
= Seperangkat teori pembelajaran bahasa yang memiliki kesamaan teori bahwa tujuan pembelajaran bahasa adalah kemampuan berkomunikasi.

C.C. = Kemampuan berkomunikasi. 

= Tujuan pembelajaran bahasa Inggris.

CLT in Indonesian Context, komunikatif approach (=pendekatan komunikatif yang sudah disesuaikan dengan konteks Indonesian).

CTL = Pembelajaran secara kontekstual. 

= Muncul di Amerika serikat. 

= Dapat diterapkan untuk semua mata pelajaran.

CLT dan CTL tidak bertentangan dengan pelaksanaan kurikulum di Indonesia, guru dapat menerapkan teknik apa saja, asalkan tujuan tercapai.

CLT = Pendekatan komunikatif identik dengan Whole Language, Cooperative Learning, Students Centered, Genre based approach.

1.4.3. Techniques Used For Teaching Speaking Based On CLT :

CLT encourages students to be active in communicative activities. Communicative activities is the activity of students which involve them to communicate in a varied use of language. They are encouraged to improve their communicative competence during communicative activities.

According to harmer (1991), oral Communicative Activities can be divided into 7 (seven) categories = reaching consensus, discussion, relaying instruction, communication games, problem solving, talking about your self, simulation and role play.

Other techniques used for teaching speaking :
Communication game using pictures, every body story, information gap, I had a dream last night technique, teaching speaking using song, poem, narrative text, descriptive text, advertisement, teaching speaking by using realia, using dolls.

The application of the mentioned techniques will be provided in the next section, when discussing the materials for teaching speaking to elementary school students.

The following techniques belong to CTL:

1. Mysterious thing;
2. Neighbourhood walk;
3. Teaching Speaking using song;
4. Teaching Speaking using poem;
5. Teaching Speaking using stories;
6. Teaching Speaking using photographs;
7. Teaching Speaking using pictures;
8. Teaching Speaking using movies, etc.

1.6. Tes Formatif 1

Answer the following questions.

1. What do you study C-B-C for?
2. Explain why do you have to review CLT and CTL?
3. What is CLT?
4. Can you teach language by applying CTL?
5. Write or mention the seven principles of CTL.
6. Are you familiar with C.C.? What is it?
7. What is Communicative activity?
8. Describe the role of teachers in teaching speaking.
9. What is life skill?
10. Do you know the examples of formal language when speaking English?
Cocokanlah jawaban Anda dengan kunci jawaban tes formatif yang ada pada bagian akhir modul ini. Hitunglah jawaban yang benar kemudian gunakanlah rumus dibawah ini untuk mengetahui tingkat penguasaan Anda terhadap materi.

Rumus = \[
\frac{\text{Yang benar} \times 100\%}{10}
\]

Apabila tingkat penguasaan anda tercapai 70% ke atas, maka anda dapat meneruskan pembelajaran berikutnya. Jika tidak, Anda harus mengulangnya.

KEGIATAN BELAJAR 2

Teaching Speaking to Year One Students of Elementary School.

Setelah mempelajari kegiatan belajar 2 ini Anda diharapkan dapat mempelajari contoh-contoh materi dan merancangnya.

2.1. Some points of teaching speaking to year one students of elementary school
According to Palim and Power (1990), teaching students of primary school or elementary school means teaching children. They are not adults. They are still learning a sense of space and time. Treat children to do things in English before they have learned to do them in their own language, things like telling the time being able to read or write.

Then Palim and Power suggest (1990) that year one and two students should do the followings:

a) Colouring, and drawing;
b) Joining the dots;
c) Using pictures.

Based on the above information, the following materials used for teaching speaking to year one students of elementary school are designed based on alphabets with colourful letters colouring pictures, drawing things, joining the dots, identifying pictures.

2.2. The examples of teaching material

2.2.1. Teaching alphabets

```
A – a   B – b   C – c   D – d   E – e
F – f   G – g   H – h   I – i   J – j
L – l   M – m   N – n   O – o   P – p
Q – q   R – r   S – s   T – t   U – u
V – v   W – w   X – x   Y – y   Z – z
```

Learning and Teaching activities.

- The teacher reads the letters (huruf) one by one; ask students to speak after the teacher.
- The teacher provides cards with the letters in it, show the cards, ask students to read them. Do it several times.
• Ask them to sing the alphabet, the teacher should teach the students to sing it. Do it again and again, until every student is able to do it.
• Ask them to write ; A B C ...........etc.

2.2.2. Greetings

A. 1. Hello → write/tulis! ..............
2. Good morning → write/tulis! .............. m............... 
3. Good afternoon → write/tulis .............. 
   G ........ A .................. n 
4. Good evening → write/tulis! 
   G ........ E .............. g 
5. Good bye → write/tulis! 
   G ........ B ...... 

B. Write the letters (tulis huruf).

\[
\begin{array}{c}
\text{h} \quad \text{h} \ldots \text{h} \\
\text{f} \quad \_ \quad \_ \quad \text{f} \\
\text{g} \quad \_ \quad \_ \quad \text{g} \\
\text{p} \quad \_ \quad \_ \quad \text{p} \\
\end{array}
\]

etc.

C. Label the pictures with the word in the box (beri nama pada gambar dengan kata dalam kotak).

1. .............. a) \text{grandpa}
D. Say the words Match with pictures. (lafalkan dengan gambar).

Guru menjelaskan perintah tersebut diatas, sampai siswa mengerti.
E. Write the words = tulis.

house  _ _ _ _
book   _ _ k
table  _ _ b _
chair  _ h _ _
hat    _ a _
good morning _ _ _ m _ _ _ g
F. Write the words in the correct box. (tulis kata pada kotak yang benar).

Hello, morning, hat, me

2.1.3. Vocabulary (kosa kata).

A.

- a man
- a woman
- a boy
- a girl
- a child
- a baby
- a house
- a family
- a cat
- a kitten

B. Write the correct words and read them. (Tulis dan baca).

1. a man = seorang laki-laki
   a man = s _ _ _ l _ _

2. a _ _ _ n = seorang perempuan
3. a b _ _ = seorang anak l _ _ l _ _ i
4. a girl = s _ _ _ _ g g _ _ s
5. a c _ _ d = seorang a _ _ k _ _ l
6. a house = sebuah r _ _ _
7. a family = sebuah k _ _ _ _ _ a
8. a baby = seorang _ _ _
9. a _ _ t = s _ _ _ kucing
10. aki _ _ _ _ = seekor _ _ _ kucing.

C. Tulis! (Write!).

1. a family

2. a baby

3. a child

4. a girl

5. a woman

2.1.4. My body.
A.
B.

C. Write these words. (Tulis kata-kata ini).

1. my eyes _ _ _ _ _
2. my forehead
3. my eyebrow
4. my ear
5. a woman
6. my mouth
7. my chin
8. my throat
9. my chest
10. my stomach

D. Limb. (Anggota badan).

- fingers
- elbow
E. Write the English words. (Tulis bahasa Inggrisnya).

1. pergelangan tangan = w_ _ _ t.
2. lengan = _ _ m
3. siku tangan = e_ _ _
4. hand = t _ _ _ _
5. jari-jari tangan = _ _ _ _ r s

2.2.3. Colours.

A. White = putih
Red = merah
Black = hitam
Blue = biru
Green = hijau
Yellow = kuning
Grey = abu-abu
Purple = ungu
Pink = merah jambu
Dark = cokelat
Orange = jingga

B. Write! (Tulis!).

<table>
<thead>
<tr>
<th>Colour</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>w</td>
</tr>
<tr>
<td>Red</td>
<td>r</td>
</tr>
<tr>
<td>Green</td>
<td>g</td>
</tr>
<tr>
<td>Blue</td>
<td>b</td>
</tr>
<tr>
<td>Black</td>
<td>b</td>
</tr>
</tbody>
</table>

C. Colour these pictures. (Warnai gambar ini).

banana = pisang

orange = jeruk
2.3. Tes Formatif 2

Answer these questions:

1. Teaching Year one students or the first year students of SD is different from teaching adults. Can you mention the appropriate materials for them or for children?
2. Do you think that CTL can be applied for teaching children? Give the example.
3. Should the teacher Speak English or Indonesian when teaching English to Children?
4. Can you teach your elementary school students by using relia? What is relia? Give some examples.
5. Can you choose the following topics which are appropriate for teaching, English to year one students of primary school?
   a) colour  
   b) animals  
   c) tenses  
   d) pictures  
   e) dots  
   f) grammar
Suggestion for future teachers.

- Being future teachers of English primary school you should be able to write the syllabus, which is based on the students need, situation and background.
- To teach the first year students and the second year students of primary school, you could consider the following topics.
  1. English Alphabet.
  2. Greetings.
  3. Vocabulary: my body, my face, my limb, colours, fruits, drink, food, animals.
  4. Numbers: 1 – 10
  5. Introduction: my name is ...........
- You should be creative in developing the materials and exercises.
KEGIATAN BELAJAR 3

Teaching Speaking to Year Two Students of Elementary School.

Setelah mempelajari kegiatan belajar 2 ini, Anda diharapkan mampu merancang sendiri materi dan pelatihan bahasa Inggris bagi siswa S D kelas 2.
3.1. Some points of teaching speaking to year two students of elementary school

Speaking skill is productive skill and it is also oral communication skill. Being students of teachers to be, you should study the following.

The nature of oral communication. (Hamer, J, 1996)

\[ A = \text{source (speaker)} \]
\[ \text{message} \]
\[ B = \text{listener (audience)} \]
\[ \text{feed back} \]

Communication occurs when the listener can give the feed back to the speaker. The speaker gives the message to the listener. If the speaker speaks clearly, and meaningfully, the listener gives the response to the speaker. This response is called the feed back. Then the communication occurs (takes place).

Vocabulary:
Occur = terjadi
Feed back = umpan balik
The nature of communication = hakekat komunikasi
That is the introductory remark of teaching speaking to children, to remind you of the goal of learning and teaching English that is C.C. (=communicative competence).

What do children need? Based on the theory of language acquisition, children can acquire the language by picking up words. Do you remember how you acquire Indonesian words? You listen to others, you pick the words from your parents, your relatives your environment.

Based on this theory, the materials of teaching and learning English will be developed from words that come from the environment where students live.

The writer provides the alternative topics that you can take into your consideration, those are:
1. numbers.
2. introduction: my name is ............
3. days of the week.
4. things in the class room.
5. clothes.

Please be creative, adaptable and flexible!

Rangkuman (dalam bahasa Indonesia).
- Mengajar anak-anak berbeda dengan mengajar remaja dan orang dewasa.
- Penulis menggaris bawahi ‘picking up words’ dalam pemerolehan bahasa.
- Dengan kata lain, siswa mendengar kata-kata yang diucapkan oleh orang lain, menirunya dan kemudian menyimpannya, mamahami artinya. Ketika dia harus merespon, dia mampu mengemukakannya.
- Keterampilan berbicara tidak bisa dipisahkan dari keterampilan mendengarkan (listening skill). Oleh karena itu guru harus lebih memilih C.C, guru harus mengucapkan kata-kata dengan betul.
‘Pelafalan’ akan ditiru oleh siswa, sehingga dasar pelafalan bahasa Inggrisnya betul.

Penulis menyediakan pilihan topik yang dapat Anda pertimbangkan, contoh-contoh pembelajaran disediakan untuk dipertimbangkan dan dikembangkan sendiri. Insya Allah, Anda mampu menjadi guru yang kreatif dan inovatif.

3.2. The examples of teaching material

Anda diharapkan mampu mendesain sendiri/merancang sendiri materi pembelajaran untuk siswa-siswi S D, terutama materi untuk membuat mereka mampu berbicara.

3.2.1. Numbers

A. Read. (Baca)
   1. Read one (baca Satu)
   2. Read two (baca dua)
   3. Read three (baca tiga)
   4. Read four (baca empat)
   5. Read five (baca lima)
   6. Read six (baca enam)
   7. Read seven (baca tujuh)
   8. Read eight (baca delapan)
   9. Read nine (baca Sembilan)
  10. Read ten (baca sepuluh)

B. Write/tulis : one to ten.

   [Blank boxes for writing numbers from one to ten]
C. Using Cards. (Menggunakan kartu)

Teacher provides some cards, write the numbers in them, ask students to mention the number of English.

e.g.

3 5

The teacher shows the card, students mention the number in Indonesia and in English. Ask them to work in group of 5 (five).

T shows the card.
SS of group 1 : tiga
SS of group 3 : three. (etc)

D. Using Balls. (Menggunakan bola)

Teacher provides 10 colourful small balls (e.g. as big as tennis ball), consisting of : black, white, green, yellow, blue, pink, purple, brown, red, grey. Stick the number to each ball, then put it in the basket.

Divide the class into groups, ask each group to take 2 balls, then mention the number in English and Indonesian. They have to do it on succession.

(bagi kelas menjadi 5 kelompok, setiap kelompok memiliki dua anggota agar mengambil bola, (dua bola) lalu melaporkan nomornya dalam bahasa Indonesia dan bahasa Inggris).

E. Numbers : from 11 to 20.
11 = sebelas = eleven
12 = dua belas = twelve
13 = tiga belas = thirteen
14 = empat belas = fourteen
15 = lima belas = fifteen
16 = enam belas = sixteen
17 = tujuh belas = seventeen
18 = delapan belas = eighteen
19 = sembilan belas = nineteen
20 = dua puluh = twenty

F. Write the numbers in English.

\[
\begin{align*}
11 &= \ldots \ldots \\
12 &= \ldots \ldots \\
13 &= \ldots \ldots \\
14 &= \ldots \ldots \\
15 &= \ldots \ldots \\
16 &= \ldots \ldots \\
17 &= \ldots \ldots \\
18 &= \ldots \ldots \\
19 &= \ldots \ldots \\
20 &= \ldots \ldots 
\end{align*}
\]

G. Read And Match. (Baca dan Cocokkan!)
H. Introduction.

A. Hello my name is …… A = nama saya A
   My name is …….. B      = nama saya B
A. Look at the pictures and read!
   What is your name?
      A. Hello my name is A = nama saya A
      B. My name is ……  B = nama saya B

A. look at the picture and read!
What is your name ..........?
My name is ...........

What is your name ..........?
My name is ...........

What is your name ..........?
My name is ...........

B. Read these names (baca nama-nama ini).

10. Barbara

C. Put those names into the boxes. (Masukkan nama-nama kedalam kotak).

- Box A for boys. (Box A untuk anak laki-laki)
- Box B for girls. (Box B untuk anak perempuan)
1. Henry 1. Jane
2. .......... 2. .......... 
5. .......... 5. .......... 

D. Do as the example. (Kerjakan seperti dalam contoh).

Contoh/example :

- David : Hello, my name is David.
  Mary : Hi, my name is Mary!

Do the same! Kerjakan seperti itu!

1. Henry : Hello, .................
   Jane : Hi, ......................
2. Tom : Hello, ...................
   Becky : Hi, ......................
3. Jack : Hello, ...................
   Barbara : Hi, ...................
4. Michael : Hello, .................
   Shirley : Hi, ......................
5. Scott : Hello, ..................
   Susan : Hi, ......................

E. Write these sentences and read. (Tulis kalimat-kalimat ini dan baca).

- What is your name?
- Jack and Jill.
- This is Jane.
- How are you?
- How are you, Becky?
- I am fine, thank you.

3.2.2. Days of The Week
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

Write! Fill the missing words.

Monday → M _ n _ _ y
Tuesday → _ _ s _ _ y
Wednesday → W _ _ _ _ d _ _
Thursday → _ _ u _ _ d _ _
Friday → _ _ _ _ y
Saturday → S _ _ u _ _ y
Sunday → _ _ n _ _

Let us read and speak! (Mari kita membaca dan berbicara!).

Salomon Grundy
Born on Monday,
Christened on Tuesday,
Married on Wednesday,
Fell ill on Thursday,
Worse on Friday,
Died on Saturday,
Buried on Sunday,
That is the end of Salomon Grundy.

3.2.3. Things in the class room
A. Pronounce! (Lafalkan!)

- A book
- A chair
- A table
- A white board
- A white board marker
- A duster or an eraser

B. Pronounce and Read!

This is a black board
That is a chair
This is a pen
That is a pencil
This is a book
That is a ruler
That is a ruler
This is a clock
That is a white board

Complete!. (Isilah!)

This is a ............

Papan Tulis

This is a ............

Jam dinding

This is a ............

Meja

3.1.5. Clothing.

A. Gambar.
(pictures from English For Adult Competency)

B. Clothing.

No 1 is jacket = jaket/jas
No 2 is sport coat = jaket
No 3 is boots = sepatu but
No 4 is rain coat = jas hujan
No 5 is sweater = sweter
No 6 is hat = topi
No 7 is cap = kep
No 8 is robe = jubah
No 9 is pants = celana panjang
No 10 is blouse = blus
No 11 is skirt = rok bawah
No 12 is short = celana pendek
No 13 is belt = ikat pinggang
No 14 is tie = dasi
No 15 is shoes = sepatu
No 16 is socks = kaos kaki

D. Read, pronounce well. (Baca, ucapan dengan baik)

1. B : How much is the tie?
(Berapa harga dasi ini?)
W : It is 10 dollars.
(Sepuluh dolar)

2. K : How much is the rain coat?
L : It is 20 dollars.

3. S : How much is the sweater?
T : It is 25 dollars.

F. Now you do the same!

1. the coat $ 50
A : How ............?
B : It .................

2. pants $ 25
C : How.........?
A : It .................

3. short $ 10
D : How.........?
K : It .................
Suggestion for future teachers of primary school:
Please focus on vocabulary, daily activities, examples of sentences, mini dialogue (question and answer).

3.3. Tes Formatif 3.

Answer the following questions.

1. Should you speak English or Indonesian when teaching speaking?
2. What is speaking skill?
3. Describe the nature of communication.
4. Introducing words is very important, what words will you introduce?
5. Write the examples of topics:
   a). Used for teaching second class students of primary school.
   Mention the topics only!
   b). Develop the material based on the topics: e.g. numbers.
   \[1 + 1 = 2 \quad \rightarrow \quad \text{one plus one is two}\]
   \[17 + 5 = 12 \quad \rightarrow \quad \text{seventeen minus five leaves 12}\]
   (please find out other exercise!).

Cocokanlah jawaban Anda dengan kunci jawaban tes formatif yang ada pada bagian akhir modul ini. Hitunglah jawaban yang benar kemudian gunakanlah rumus dibawah ini untuk mengetahui tingkat penguasaan Anda terhadap materi.

\[
\text{Rumus} = \frac{\text{Yang benar} \times 100\%}{10}
\]

Apabila tingkat penguasaan anda tercapai 70\% ke atas, maka anda dapat meneruskan pembelajaran berikutnya.
Jika tidak, Anda harus mengulangnya.
KEGIATAN BELAJAR 4

Teaching Speaking to year 3 Students Of Elementary School

4.1. Some points of teaching speaking to year 3 students of elementary school

This section provides the examples used for teaching year 3 students of elementary school. The writer provides only five topics and the examples of learning and teaching. You should be add some more topics adjusted to students level and back ground.

In addition, the writer provides the example of Lesson Plan (Rencana Pelaksanaan/Pembelajaran = RPP) to be taken into your consideration.

The proposed topics are as follow :

- My family.
- Food and drink.
- Vegetables.
- Introducing is, am, and are.
- Action.

4.2. The examples of teaching material

4.2.1. My family.

A.

\[
\begin{array}{c}
\text{my father} + \text{my mother} \\
\downarrow \quad \downarrow \quad \downarrow \\
\text{I, my self} \quad \text{my brother} \quad \text{my sister}
\end{array}
\]
B. Read and pronounce them!

My brother is 7 years old
My sister is 5 years old
My father is thirty eight years old
My mother is thirty five years old

C. Write in English.

I am → 9 = ...........

My father is → 38 = ...........

7 ← my brother is ...........

8 ← my sister is ...........

D. Answer these questions. Translate the words in brackets.

1. How old is your brother?
   My brother is ............ (sebelas)
2. How old is you sister?
   My sister is ............ (enam)
3. How old is your father?
My father is ............ (empat puluh)

4. How old is your mother?
   My mother is ............ (tiga puluh)

5. How old is your grand father?
   My grand father is ............ (lima puluh)

D. Write these words. (Tulis kata-kata ini). Complete the letters.

   1. my grand father = m _ gr _ _ _ fa _ _ _
   2. my grand mother = _ y _ _ _ _ d mo _ _ _
   3. fifty years old = fi _ _ _ y _ _ _ s o _ _
   4. thirty eight = t _ _ _ _ y e _ _ _
   5. forty = f _ _ _ _ y

4.2.2. Food and drinks. Gbr hal 55

A. Read!

Bread = roti

Jam = selai

Eggs = telur

Cakes = kue keik
Coffee = kopi
Tea = teh
Milk = susu
Fried rice = nasi goreng
Fish = ikan

B. Do as the example. (Kerjakan seperti dalam contoh)

I like egg = saya suka telur
Do the same!

I like tea = saya suka teh
I like bread = ..................
I like fried rice = ..................

C. practice I like and I do not like.

Mini dialogue.

A : Susan, do you like egg?
S : No, I do not like egg.
A : What do you like?
S : I like bread.
Complete these sentences by writing the missing words.
(Lengkap kalimat dengan menuliskan kata-kata yang dihilangkan).

1. J : Henry do you like tea?
   H : No, I do not like ........

   I like .............

2. Tom : Shirley, do you like ........?
   Shirley : No, I do not like ........

   I like ...........

3. Dave : Izma, do you like ........?
   Izma : No, I do not like ........

   : I like ...........

4.2.3. Vegetables

A. See the picture.
B. Pronounce! (Lafalkan!)

Picture 1 : green beans = buncis
Picture 2 : peas = kacang polong
Picture 3 : carrot = wortel
Picture 4 : celery = seledri
Picture 5 : bean sprouts = taoge/kecambah
Picture 6 : Green peppers = paprika hijau besar
Picture 7 : cauli flower = kembang kol
C. Colour these vegetables.

- Green bean
- Carrot
- Mushroom
- Corn
Tomato

Tulis/write : 1. green bean → green
2. carrot → orange
3. green papper → green
4. corn → yellow
6. tomato → red

4.2.4. Introducing *am, is, are*

A. Read the followings (baca!).

I. I am Shirley
   He is Susan
   We are jack and Jill
   They are Tom, Shirley and Susan

II. I am nine years old
   He is seven years old
   She is five years old

III. He is my father
    She is my mother

IV. I am
    You are
    He is
    She is
    We are
    They are
B. Look at the picture and complete these sentences. (lihat gambar dan lengkapi kalimat-kalimatnya).

1. I am a _ _ y

2. he is my g _ _ _
   f _ _ _ _

3. She is my s _ _ t _ _

4. How old is Tom?
   He is ............

5. How old is Mary?
   She is ............

4.4. Action.
Listen – Read – Speak!
(Dengarkan – Baca – Bicara)!

A. Listen to your teacher.
(Dengarkan pak Guru atau ibu Gurumu).

A-a  B-b  C-c  D-d  E-f  F-f
G-g  H-h  I-i  J-j  K-k  L-l
M-n  O-o  P-p  Q-q  R-r  S-s
T-t  U-u  V-v  W-w  X-x  Y-y
Z-z
B. Write. (Tulis).

1. I am lying = saya sedang berbaring
2. I am resting = saya sedang istirahat
3. I am sleeping = dia sedang tidur
4. I am sitting = saya sedang duduk
5. We are standing = kami sedang berdiri
6. It is playing = dia (anjing) sedang bermain
7. He is hiding = dia sedangsembunyi
8. I am looking = saya sedang melihat-lihat

C. What is she doing? (Dia sedang apa?)

1. She is............ sedang duduk
2. What is Mary doing?
Mary is ............ sedang istirahat

3. What is Grand father doing?
He is ............ sedang tidur

4. What is Tom doing?
He is ............ sedang berdiri

4.3. Tes Formatif 4

I. jawab pertanyaan ini dalam bahasa Indonesia.

1. Anda telah mempelajari contoh-contoh pembelajaran Speaking untuk kelas 1, 2, dan kelas 3 S.D.
   Coba jelaskan karakteristik materi pembelajaran untuk siswa-siswi S.D.

2. Dibawah ini ada contoh R.P.P (Rencana Pelaksanaan Pembelajaran) baca, kemudian buatlah satu contoh lain, untuk mengajar kelas satu S.D.

R.P.P
Kelas : 1 S.D.
Waktu : 45 menit
Topik : Numbers
Kompetensi dasar : Siswa dapat menyebutkan angka 1 s/d 10 dalam bahasa Inggris.
Tujuan khusus : Setelah belajar siswa mampu :
   1. mengidentifikasi angka dalam bahasa Inggris.
   2. menyebutkan/menghafalkan angka-angka dalam bahasa Inggris.
3. menulis angka-angka dalam bahasa Inggris.

Materi : Numbers 1 s/d 10

Kegiatan belajar-mengajar :

1. melafalkan angka dalam bahasa Inggris.
   One - two - three, etc/dst.

2. mengidentifikasi bentuk :
   1 = one
   2 = two, etc/dst.

3. menulis dan mengucapkan!
   Sekarang Anda membuat yang lain, cobalah berkreasi.

II. Answer the following questions in English.

1. Is pronunciation very important for your student?
2. How would you teach your students to speak?
3. Can you ask your students to listen to the tape-recorder before you teach them speaking.
4. Are listening and speaking interrelated?
5. Write mini dialogue to teach year 3 students of elementary school. The topic is introduction.

Tindak lanjut dan umpan balik

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\[
\text{Rumus} = \frac{\text{Yang benar} \times 100}{10}
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KUNCI JAWABAN TES FORMATIF

Kegiatan belajar 2

1.3. Exercise 1.

1. CBC stands for Competency-Based Curriculum.

2. Competency means knowledge, skills abilities, which become part of his/her being, to extent she or he can satisfactorily perform particular cognitive, affective and psychomotoric and behaviour.

3. being loyal, honest, open minded.


5. KTSP = Kurikulum Tingkat Satuan Pendidikan, yaitu kurikulum yang dirancang oleh sekolah masing-masing sesuai dengan panduan yang diterbitkan pemerintah dan kebutuhan siswa dan sekolah masing-masing. KTSP = School Based Curriculum.

6. Life skill is individual capacity needed when living in the society for example : “critical thingking”, being responsible etc.
7. “Personal life skill”.
9. Curriculum is a set of materials and the way how to teach then.
10. No, I don’t. We teach English as a foreign language.

1.6. Tes Formatif 1.
1. To know the development of the curriculum in Indonesia and to find out the implementation of CBC in Indonesia. (Untuk mengetahui perkembangan kurikulum di Indonesia dan mencari tahu pelaksanaan CBC (KBK) di Indonesia.
2. Because CLT and CTL can be applied based on CBC both CLT and CT (are not against CBC).
3. CLT: Communicative Language Teaching.
4. Yes, teaching language English.
5. Questioning, inquiry, reflection, learning community, constructivism, modelling, authentic assessment.
6. C.C : Communicative Competence, which has five components. (see C.C in this BBM).
7. Communicative activity is the activity of students which involve them to communicative in varied use of language.
8. The role of teachers in the class: they should be initiator, motivator, the manager of class.
9. Life skill is individual capacity needed when living in society, for example capability of communicating in the international world.
10. Yes, I do the example of formal language. Would you like a cup of tea? Please, take a seat. Excuse me ……

Kegiatan belajar 2

2.3. Tes Formatif 2.
1. Teach children pictures, colour, identifying objects, counting, connecting the dots.
2. Yes. Ask children to have neighbourhood walk, ask them to visit ‘Gramedia’.

3. English and Indonesian.

4. Yes I can. Relia is the instructional media which consists of something that the students are familiar with. For example: flowers, a bottle of Aqua, plant.

5. a) colour.

Kegiatan belajar 3

3.3. Tes Formatif 3

1. I should speak English

2. Speaking skill is productive skill and it is also oral communication skill

3. The nature of oral communication. (Hamer, J, 1996)

4. I will introduce words in children’s surroundings

5. a) clothes
   
   b) Tidak disediakan jawaban. Silakan kembangkan esndiri. Lihat contoh.

Kegiatan Belajar 4
4.3. Tes Formatif 4.

I.1. Karakteristik Materi pembelajaran untuk siswa-siswi SD adalah:

- Lebih terfokus pada pengenalan huruf, kata, ungkapan.
- Kosa kata diperbanyak.
- Materi dirancang agar siswa dapat menghafal makna, menghubungkan titik-titik, mewarnai, melafalkan, menjodohkan, menulis, mengidentifikasi gambar.

2. Tidak disediakan kunci jawaban.

II.1. Yes it is.

2. To encourage them to pronounce the words, to encourage them to get involved in communicative activity.

3. Sure we can. Because listening and speaking can not be separated.

4. Yes, it is.

5. Tidak disediakan kunci jawaban.

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