

CHAPTER V

FINDINGS AND DISCUSSIONS

This study analyzed the elementary school English textbooks grade five, which are found and published in Bandung. They are “Learning by Doing (LBD) by Kasihani and English Have a Go (EHG) by Kusmana”. This study analyzed the forms, the presentations, and the language contents in the forms of learning materials. From the presentation of data in the previous chapter, several findings and discussions can be drawn.

A. The Forms of Learning Materials in the Textbook .

LBD and EHG present various types of forms of learning materials including discourse, instructions, visuals, and games. They are divided into discourse (dialogs, songs, stories, chants and reading text), instructions (TPR and short question – answer / short Q-A), visuals (e.g. picture/demonstration), and games. These various types of forms of learning materials are appropriate for the elementary school students, because they can be categorized as children and they have the characteristics to have span short attention and here and now principle. However the children can have long attention when they are watching cartoon film, it means the span short attention is a result of their interest to the object. It can be avoided by giving and presenting the object that can attract their interest.

It is in line with Kasihani (1997:168) opinions that an English program for young learners should have various kinds of materials, such as songs, stories,

games, and reading texts. In other side, Alwasilah, (2000:8) also argues that the presentation of forms of learning materials in the textbooks should be planned and contain some varied communicative activities, which can develop the students four language skills. E.g. Drawing, playing games, doing TPR, singing a song, telling stories, etc.

Besides the above explanation, the various types of forms of learning materials are appropriate for the elementary school students. These types of forms of learning materials are different from the materials that are given for the junior or secondary school. In other words, as local content subject, teaching English for the elementary school does not give opportunities for the students to have repetitive materials in the junior/secondary school. It is in line with Huda (1999:136) argument that the most difficult issue to resolve concerns the materials of teaching. Two alternatives of materials may be selected for the teaching of English in the primary school, that is the materials are either the same as or different from materials in the lower secondary school.

Based on this explanation, indirectly the various types of forms of learning materials give opportunities for the students to be interested in the object, and avoid the monotonous boring activities. They also give opportunities for the students to have various types of learning experiences.

These various types of forms of learning materials also require different types of learning styles - the main factor that helps determine how- and how well – our students learn a second or foreign language, such as auditory, visual and kinesthetic.

These learning styles can be inferred from the given instructions in the discourse's activities and tasks. For example, LBD's dialogs have the instructions, such as: Listen and repeat (dengar dan ulangi! LBD/A/P18/C2/diact); Let's study the dialog (Mari mempelajari percakapan berikut!) Listen to the teacher and repeat. Then act it out with your friend. (Dengar ulangi. Lalu, peragakan bersama temanmu!) in (LBD/A/P.49/C4/ditask). The similar instructions are also found in the other forms of discourse in LBD and EHG, such as reading texts, songs and chants. They are "Listen and sing; Let's chant, Listen and read, etc".

These previous types of instructions give opportunities for the students to have auditory learning style. For example, LBD dialog's instructions show that the teacher gives the example in doing or reading the dialogs, and then the students listen. Sometimes, there is a follow up instruction for the students to practice the dialog with their partner. The similar instructions are also found in LBD and EHG reading text, chants, and songs.

In other words, the presentation of the activities and tasks in the forms of discourse have the instructions, such as: "Listen and read; listen and say, or listen and....." provide opportunities for the students to have the auditory learning style. It is happen by imitating the given examples, which are given by their teacher. The tendencies of auditory learning styles in the forms of discourse also have opportunities to make students do a kind of reading aloud. It can offer the students do parroting activity or round robin. It means the students just imitated the sound that they can catch in listening activity in the form of student's respond to the

surface features of language and not to the message (Anderson & Pesola, 1988:139).

However, EHG dialogs tend to be visual learning style. It can be indicated from the given instructions in EHG dialog activities, such as: “Look and read (Dengar, baca, dan ucapkan!) in EHG/B/P1-4/C1); (EHG/B/P8-12/C2); (EHG/A/P30-31/C5). Read, say, and do (Baca, ucapkan, dan lakukan!) in (EHG/B/P22-25/c4), etc. Most of the dialog activities in EHG are long dialog with some simple sentences in speech bubbles and have the illustrative picture at each segment. They are also like a script of theatrical plays. These instructions offer the students comprehend the content of dialogs by following the plot of the dialog from the given illustrative pictures at each segments.

The EHG’s dialogs which offer the visual learning styles are not appropriate enough for the students in elementary school. As the graphonemic system of English as foreign language and the student’s mother tongue is different. The visual learning style in the dialog will give opportunities to read the texts in the dialog in the forms of first language graphonemic system.

In line with graphonemic system, Mustafa (2000:3) explains that the problem relates to the way English words are written as opposed the way the words are pronounced. Indonesian children who can already speak bahasa Indonesia, whose writing system is phonetic, would particularly be confused when it comes to seeing English in a written form. This is because, in English, there is no immediately obvious one to one correspondence between the pronunciation of a word and its spelling.

However, the discourse which offers the auditory learning style, is appropriate for the students in elementary school in developing other language skills. It is appropriate as the children in learning foreign language have tendencies to imitate. Sound is a kind of ways to imitate. The way to give the example to imitate should also correct. It means give the chance for the students to listen first, and then ask them to make repetition. If the students listen to dialog and then they repeat will give opportunities to make a kind of round robin activity. The instructions also give the chance for the students to have opportunity to say and pronounce the English sentences and words.

Besides the auditory, the forms of discourse also offer the visual learning style. The discourses have the illustrative pictures that reflect the content, meaning and description of the discourse. It can be found in the story. The illustrative pictures give opportunities and assists the students develop their interest and understanding to the content of the discourse. For example, the story is familiar, having close relation to children's life and they also have the illustrative colorful pictures.

The other forms of learning materials offer the kinesthetic learning style. It can be found in TPR. In this study the TPR will be more meaningful than short question-answer. The LBD's TPRs tend to be the TPR with the commands that involve the entire, large motor skills. The presentation of the TPR in the textbooks contains some simple instructions that are accompanied by the illustrative colorful pictures. Here the students asked to imitate in real action by

imitating the action as similar as the given examples in the textbooks. In other words, the students have the chance to imitate and do the TPR.

For example, in the LBD's TPR has the instruction as follow: (e.g. Follow these instructions / ikutilah petunjuk-petunjuk berikut ini!) Physical Education in English and the follow up instructions, such as "Now, you try it. Do all the movements 5x.....Go! (LBD/G/P91/C6),etc. It gives the opportunities for the students to do real action and the students' understanding of the target language are developed before speaking. Therefore, the students must show their understanding in physical real action.

TPR gives opportunities for the students to activate their memory through learners' response. Performing their actions through moving their bodies can show their understanding. In other words, these physical responses are very important for the children's learning as they do not learn in conscious intellectual way and learn by thinking. On the other hand, children learn by doing (Mustafa, 2000:12).

However, EHG's TPRs also tend to instruct the students to do drawing tasks. The students asked to draw the things that still have relationship to the previous activity. The TPR tasks tend to give the chance for the students to get comprehensible input. It means creating contexts where learners can easily understand what is being said because of careful planning concerning the language level. In line with comprehensible input, TPR has been found to provide high levels of comprehensible input for beginners and it is a key factor that is very important for the young learners in their process of learning. Otherwise, TPR is a

good way of providing highly contextualized activities where children perform physical actions in response to spoken statements, Brewster (2003:24).

In other side, the short question – answer does not show and response the physical real action but speech expression. It tends to give the chance for the students get a kind of passiveness activity and drill activity. It also gives opportunity to provide much lower level of comprehensible input for young learners than TPR.

In visuals (demonstration) and games tend to offer the visual learning style. The chance for the students to learn is obtained from visual stimulation. In this study, the demonstrations and games tend to explain and introduce the English vocabulary by using the illustrative pictures.

The demonstrations try to offer the student's knowledge of foreign language by using visual. The demonstrations use various types of ways to introduce and explain the concept of English vocabulary by using the illustrative pictures. Here introducing the English words that are accompanied by the real object, such as using illustrative pictures and followed by the given example of words in the sentence.

Therefore, the games have the illustrative pictures, which are used as clues to do the games tasks. It means the clue have function as a guidance to do the game tasks. The visual learning style by using demonstrations and games is very important to help convey meaning and assist the pupil in memorizing the new vocabulary Brewster (2006:86).

Most of the representation of LBD and EHG activities and tasks in the form of texts are short and formulated in simple sentences. The data show the discourse in the forms of dialogs, reading texts, short story, songs, and chants have the short texts. For example, LBD's dialogs have a sequence of conversation, which consists of six to seven sentences. Meanwhile, the EHG dialogs tend to be long text with some simple sentences and tend to be like a theatrical script plays.

LBD's dialogs as a form of discourse have the short texts, short utterances, and they are not also restricted by artificially imposed grammatical limitation. The dialogs feature the natural use of language and tend to be formulaic speech/chunk. So do the EHG dialogs. A little bit differences are the long texts that divided into each segments of conversation. In other words, one EHG dialog consists of two up to four sequences of conversations.

The dialogs use the conversational sentences as unit of language to be learned as formula. The formula gives the chance for learners as a response to communicate pressure and also to help the learners to force speaking before they are ready. It means that the learners can memorize a number of ready-made expressions to compensate for lack of sufficient foreign language rules to construct creative speech. In line with the formulaic speech Ellis (1986:169) suggests that it will serve as the basis for creative speech. The learners become realize that utterances initially understood and used as whole consist of discrete constituents which can be combined with other constituents in a variety of rule-bound ways.

The songs and chants tend to be presented in short text with some simple sentences too. The songs have also the vocabulary that is limited and have compatible with the language use in the classroom. They can be indicated from the words and concepts in the song. They reinforce or introduce materials that are used for many activities in the curriculum. Beside the simple sentences, the topic of the songs is also within the experiences of the students in the class.

For example, the songs have title “That is....” in LBD and EHG. These songs describe the familiar things that are found in the class, such as: window, ceiling, door, floor, ruler, bag, rubber, pen, table, desk, blackboard, and board. Therefore, it will make more meaningful learning for students.

Both of the textbooks have the songs, which consist of four lines of sentences. The songs and chants are familiar activities for the students and having close relation for their life. It similar to Ward in Mathew (1985:189) argues that we are getting the students to do something that the students would do in real life when we are using songs in the language class.

In line with songs, a short and simple English song gives opportunities for the students to have fun activities and evoke the students’ motivation to learn the foreign language. Indirectly, the short songs can give opportunity for the student to engage the materials. The students will become engage to the material when they feel that the activity is personally meaningful and purposeful. When they feel they will have some success, and when the experience they emulate is positive (Cambourne in Fisher 1991:18).

Indirectly, it will give the chance for all the students in the class to participate. They can learn together by saying, pronounce, and repeating the sentence and the words in the songs and chants together. It can foster co-operation among students and give the shy ones a chance to join in. Students who have more difficulties than others will have an opportunity to make a contribution to the corporate effort without worrying about getting it wrong, and this may increase their self confidence.

Besides the above forms of discourse, LBD and EHG have the reading texts, which consist of one up to two paragraphs and each paragraph consists of seven to eight sentences. The similar types belong to the other form of learning materials (instructions). Most of the texts in the instructions are also short texts. The TPR sentences consist of some simple instructions that give opportunities for the students to imitate and memorize the sentences. It consists of four to five command sentences.

In this study, the TPR have the short texts with some simple instructions that accompanied with the illustrative colorful pictures. In other words it will give the chance for the students to imitate and do the TPR easily. The TPR also tends to instruct the students to do drawing tasks, the students asked to draw the things that still have relationship to the previous activity. Here the TPR tasks give the chance for the students to get comprehensible input. It means creating contexts where learners can easily understand what is being said because of careful planning concerning the language level (Brewster, 2003:24). The comprehensible

input is also as key factor, which is especially important when dealing with the young learners.

In visuals, the demonstrations tend to offer the illustrative pictures with some short texts that consist of the example of words and sentences. It will give opportunity for the students to memorize the words, as there is semi real objects that presented by the illustrative pictures.

In the same way, the games also have the short texts in their instructions and they will assist and help the students in understanding the instructions in the game. It will also give the chance for the students to do the game. In other words, the difficult instruction and game can make the students felt frustrate to do the game. With the short texts and simple instructions, will provide opportunity for the students to participate and do the tasks easily.

It is in line with Brewster opinion (2003:177) that games for beginners need to have simple language and should be easy to explain, set up and play. It should be able to give the chance for everyone to participate and get fun. It is appropriate for the students in the elementary school. As it is a kind of introductions for learning the foreign language. The simple and meaningful activities will be important for them, to give the students various types of meaningful experiences. Children will be enjoy to get the meaningful simple activities, that will not make them to be frustrate. It is not difficult enough for them to imitate, memorize and practice.

In accordance to the above opinions, the short texts in the form of learning materials will give the opportunity for the students to imitate the activities and

doing practice the tasks. Short simple meaningful texts will give the opportunity for them to memorize it easily. By being able to memorize the texts, it will also give opportunities for the students to develop their motivation in learning the foreign language. This corresponds with what Freeman (1986:115) states that it is very important that students feel successful. Feelings of success and low anxiety facilitate learning.

The opportunity to develop self-confidence will also develop when the students are able to memorize the short texts, e.g. songs and chants. Their ability to memorize the texts will also give the chance for the students to develop their motivation in studying the foreign language. As songs can be used to liven up the language class and they are also able to stimulate the students' interest because they are enjoyable (Ward in Mathew, 1985:189).

LBD and EHG's formulated instructions show the activities and tasks have different group works. They can be inferred from the given instructions in the activities and tasks. Most of the activities have the instructions, such as: "look and read; listen and repeat; read and say; listen and say; listen, read, and say; listen and sing; let's sing together; let's chants; etc. They show the activities tend to be classical/large group work. It means these activities give possibility for the students and the teacher do the activities together. The teacher explains and gives the examples in doing the activities and the students imitate together.

These activities are likely the teaching centered. The teacher has a very important role in the class. He/she is like a conductor who has an important part of

language teaching. He/she has important role for introducing new language, providing whole-class or group language practice, explaining language points or modeling the language. He/she can introduce, explain, and develop the concept of the materials in the activities for the students.

In other words, the teacher controls the actions in the classroom. Doing a lot of talking, explaining, giving directions and asking lots of questions which should be answered by his/her pupils. The teaching centered in the activities will tend to make the students have little chance to do the activity meaningfully. The students tend to be passive as the students have little chance to do more. Otherwise, the students have tendencies repeated what the teacher says and few opportunities to do real interaction. The passiveness will also arise when the students do not have the opportunity to reflect on their learning since the students will feel that the teacher is 'in charge' of their learning (Brewster, 2003:41).

The instructions in the tasks show they are individual or pair-small group works. For example, the instructions are: Now let's make a dialogue. Do in pairs (Mari membuat percakapan. Lakukan secara berpasangan!) (LBD/A2/P34/C3); Let's study the dialog (Mari mempelajari percakapan berikut!) Listen to the teacher and repeat. Then act it out with your friend. (Dengar ulangi. Lalu, peragakan bersama temanmu!) pada (LBD/A/P.49/C4/ditask); Memorize the dialog. Then act it out. (Hafalkan, lalu peragakanlah!) (LBD/G/P57/C4); Make a dialog. Work in pairs. (Buatlah dialog, kerjakan secara berpasangan!. Meanwhile, in EHG always use the instruction "read, say, and do (Baca, ucapkan dan lakukan!) for its dialog's tasks.

The other instructions in tasks have also the tendencies to be individual or pair small group work. The tasks tend to offer the opportunities for the students to comprehend the concept of materials from the activities. Giving the tasks, which still have relationship to the previous activity can check the students' comprehension. It is appropriate, that the tasks tend to be individual or pair/small group works. Various types of forms of learning materials will be meaningful tasks when they done in pair/small groups work e.g. dialog.

For example, the discourse, e.g. dialog task will give opportunity for the students to do role-play. The students can act as similar as the given dialog and they will have the opportunities to practice it in meaningful and real action. In accordance to the previous statements, the use of pair-small group work in the classroom is another very powerful context for communication. The students have the possibilities work together to solve a problem or develop a response to a situation the teacher design.

The tasks tend to be learning centered or interaction where students have a chance work on task in order to engage in organized talk with each other. Using language in a less controlled and more creative way. The tasks may encourage the students to express their opinions, find out information from the texts, ask each other questions, etc. In other words, the tasks give opportunity for the students to get positive interdependence that everyone depends on one another and that no one feels exploited, unnecessary, or left out. The students also have the opportunity get face to face interaction.

In other words, Pair-small group work show that they offer the best balance of on task behavior, percentage of student time spent in communicative use of the target language and ratio of teacher talk to student talk (Nerenz and Knop (1982) in Anderson & Pesola (1988:172).

B. The Presentations of Forms of Learning Materials in the Textbooks.

The presentations of forms of learning materials are mostly in indirect ways. It means the explanation of concepts in the forms of learning materials is mostly in indirect ways. The explanation of the concepts are not directly by using certain formula, meanwhile they are given by using various ways and steps that still have close relationship to the children's characteristics in learning. In other words, in explaining the materials use some steps, which can assist the students in understanding the materials.

The indirect ways can be presented by using the illustrative pictures, thematic focus, real action, repetition, relate to student's daily life, relate to previous materials, and having examples. The illustrative pictures always accompany the presentations of the activities and tasks. Meanwhile, a little bit difference between illustrative picture in activities and tasks is the different function of the picture itself. In the tasks, the illustrative pictures will be clues that will guide and assist the students do the tasks. We usually call it as illustrative visual clues.

In the activities, the illustrative pictures reflect and describe the theme that found in the form of learning materials. The illustrative pictures are used to explaining the form of learning materials. The illustrative pictures will be bridge for the students to get semi concrete things to the objects. It will also give opportunity for the students to help their comprehension to the materials. In line with the illustrative pictures, Brewster (2003:100) gives her opinion that the illustrative pictures will help the students to predict and guess the topic, the language or some of the details.

In other words, the presentation of illustrative pictures in the form of learning material activities will also have the other function to attract the student's interest. The illustrative pictures will also give the possibility to attract the student's interest. The interest feeling is very important for the students, especially for the young learners to grow up their motivation.

The activities and tasks in one chapter still have relationship to each other. It means in the activities, they try to explain and develop the concepts, meanwhile in the tasks tend to test and give the chance for the students to do the exercises that still have relationship to the previous activities. Indirectly, they will be a kind of exposure. The exposure is very important aspect for the students as it will give them the chance to get experiences and opportunity to do learning by doing. In other words, we can say that the tasks as a kind of exposure will deepen the students' understanding to the concepts in various different ways.

The theme of activities and tasks in one chapter also often has relationship to each other. Based on the data the tasks and activities in these textbooks also

have the theme that has close relationship to the students' life, they also tend to be authentic materials. For example, the topic for chapter one is "School Activities", and all activities and tasks in chapter one still have discuss and relate to the school activities context. In other words, I can say that the activities and tasks in chapter one have the thematic focus. This thematic focus will give the chance for the students to develop their knowledge in the same topic in various ways.

Here, it will give the potential possibility for the students to get the activities and tasks that are whole, coherence and unity. It is very important, that students (children) tend to learn in whole and do not divide into parts. It will also assist the students to get their exposure and enrich their experiences. It is in line with Fisher opinion (1991:3) that children learn best when learning is kept whole, meaningful, function and interesting. Indirectly, at least it will give contribution for the students to get meaningful, function, and interesting learning of foreign language.

The data show that based on the given instructions, they will give the opportunity for the students to do real action in the activities and tasks. The activities tend to offer the real action in large-classical group work for, meanwhile, the tasks tend to be pair-small group work or even individual. The real action is very important in learning. At least it will give the chance for the students to get the experience. As children, the students need various types of experience in their study to enrich their knowledge. The real action will give more meaningful learning for the students and give them the opportunity to memorize it. In this study, the activities also have the repetition. The presentation of the

repetition is given in mechanical and transformation drill. Here the drills are more or less mechanical in which the students practice the sounds or grammar of the language without having to think much. The language becomes automatic. The drills will help the students to master some of the basic forms of the language with a reasonable degree of accuracy, before using it to communicate.

In this textbook analysis, the characteristics of activities' presentation are having potential possibility to develop the student's communicative language teaching. The activities and tasks tend to have the opportunity to develop the communicative language teaching. Based on the data, the opportunity to communicate the target language will be offered by the instructions that ask the students to do the activities and tasks in real action in large, individual, and pair-small group works.

Based on the data, the activities tend to be large-classical group work, and tasks have potential possibility to give the chance for the students to be individual or pair-small group works. Here, the students have the opportunity to communicate in the target language, meanwhile the level of effectiveness and meaningfulness will be different. Here, the tasks give opportunity for the students to have the meaningful communication better than the large-classical group-work in activities.

Therefore, the activities and tasks still give the chance for the students to get experiences of communications even the level of effectiveness is different. Indeed, the tasks and activities have the possibility to develop the student's

communicative language teaching. It relates to what Nunan (1991a:279) in Brown (1994:78) offers the characteristic of CLT, that emphasis on learning to communicate through interaction in the target language and an enhancement of the learners' own personal experiences as important contributing elements to classroom learning.

The other characteristics of communicative language teaching can be offered from the given various forms of learning materials, which are part of the students real-life and familiar for the students first language culture. They are songs, chants, stories, games, etc. In other words, various types of forms of learning materials give chance and opportunities to be authentic materials. It is also a kind of the characteristic of CLT that the introduction of authentic texts into the learning situation Nunan (1991a:279) in Brown (1994:78).

The indirect ways of presentation of forms of learning materials, which use various steps will give the chance for the students to learn the process of learning for the target language. It means, it does not explain the form directly, but it uses some steps that still close to the students' principles of learning. For example, in explaining the English vocabulary can be offered by songs, chants, TPR, demonstrations and games. The grammars are also given by using reading text, short story, and short question-answer. The activities and tasks do not offer or explain the concept of grammar directly in certain area, meanwhile it is inserted in the form of learning materials (e.g. story).

Indirectly, it will give the chance for the students to internalize the concept of grammar in unconscious ways. For example, explaining the past tense in LBD

that inserted in the story activity (LBD/C1/P.8-9/C1). There are the simple stories that happened in the past. In the story sentences, the verbs (regular and irregular) are presented with the different bright color (e.g. brown). It is still followed by the next story activities and tasks, which still discuss the past tense. The story's activity in (LBD/C2/P10/C1) consists some past verbs (regular and irregular). The next story tasks, fill in the sentence with the given past verbs. The exercise's items are similar to the texts in the previous story activity. In other words, there is repetition. The last story task is making the positive, negative and question sentence in the past tense by using the illustrative colorful past verb words.

Based on the above explanation, in explaining the concept of grammar the students are given the chance to make conclusion inductively. There are some examples of sentences relate to the concept and the given illustrative colorful words to differentiate between one concept to the others. In line with the above explanation, in this study the textbooks have the provision opportunities for learners to focus, not only on language, but also on the learning process itself (Nunan, 1991a: 279)

The data show, that most of the theme of tasks and activities in this study tend to have relationship to the students' life. The themes that found in this study relate to the daily activity/ daily life. In other words, the topic of the activities is still familiars for student's life. Therefore, the offered forms of learning materials belong to the textbooks, such as: songs, chants, story, games, also tend to be real life and familiar for the student's life in first culture. It is in line with what Nunan

(1991a:279) in Brown (1994:78) offers to the characterize CLT is an attempt to link classroom language learning with language activation outside the classroom.

C. What Language Content in the Form of Learning Materials Consist.

The language content in the textbooks seems to develop the students' vocabulary. In this study various types of forms of learning materials, e.g. part of discourse (songs, chants); instructions (TPR and short Q-A); visuals (demonstration) and games have potential possibility to teach the English vocabulary. In this study, they are familiar and part of the student's real life. The vocabularies that are introduced still have relationship to student's life, and have thematic focus.

The given topic relates to the family, house, school, and etc. In presenting the vocabulary, they use several types, such as auditory, visuals, combination between auditory-visuals, even kinesthetic. In other words, there are various forms of learning materials have sources for encountering new words for vocabulary learning.

In this study, the various forms of learning materials, which focused on vocabulary usually place in middle or last part of its chapter. The topic of the vocabulary still has relationship to the previous materials and similar to the theme of its chapter. In other words, it can be said that they will give the opportunity to make the vocabulary exposure. There is also repetition of the words in different ways. It means the new words used in the previous materials in its chapter and it recycled over in these forms of learning materials. It will give opportunity for the

students to learn the vocabulary in appropriate ways through several stages of vocabulary learning.



CHAPTER VI

CONCLUSIONS AND SUGGESTIONS

This chapter consists of two sections: First, the conclusions of the research conducted based on the research questions as raised and explained in the first chapter. Second, the suggestions addressed to the researchers who are interested in doing further research on textbooks analysis.

A. Conclusions

This study analyzed two elementary school English textbooks, which are found and published in Bandung. They are Learning by Doing (LBD) and English Have a Go (EHG). The analysis focused on the forms of learning materials, the presentations and the language content in the form of learning materials. From the results and discussions in the previous chapter, several conclusions can be drawn.

1. LBD and EHG present various types of forms of learning materials and they require different forms of learning styles. They can be inferred from the given instructions in the forms of learning materials. They are in auditory, visuals, and kinesthetic. These various types of forms of learning materials are appropriate for the elementary school students, as they can be categorized as children. Therefore, the variety of forms of learning materials is a kind of ways to avoid the monotonous and boring activities and tasks in the class. It also gives opportunities for the students to have various types of learning experiences.

2. The representation of activities and tasks in the form of texts are short and formulated in some simple sentences. The short texts with some simple sentences are appropriate for the elementary school students. It is a kind of introduction to the new materials for the students. Presenting the short texts with some simple sentences also give chance and opportunities for the students to practice, imitate, and memorize the forms of learning materials easily. By being able to imitate and memorize make potential possibility to grow up the student's motivation in learning foreign language.
3. The given instructions indicate the activities and tasks have different types of group works. The activities tend to be classical-large group works and tasks to be pair-small group works. These group works give opportunities for the students to have different language experiences and different level of effectiveness. In large group works tend to be teacher centered and give few opportunities for the students to get meaningful real action. Meanwhile the tasks tend to make individual/pair-small group works, which give possibilities to be student center. Therefore, it gives opportunities to be meaningful real-action that make the students have appropriate opportunity to practice learning foreign language.
4. Various forms of learning materials, such as: discourse (songs, chants); instructions (TPR); visuals (demonstration); and game are familiar for the students' first culture. They have also focused on the development of English vocabulary. Therefore, various forms of learning materials, which focused on vocabulary, tend to have relationship to the previous materials and have

thematic focus. Indirectly, they give opportunities for the student make a kind of exposure of English vocabulary.

B. Suggestions

1. The textbooks should provide the steps or ways for the teacher to present various forms of meaningful learning materials in appropriate ways for teaching learning process in the class. The rules consist of some steps or ways in treating the materials meaningfully and effectively.
2. Various types of forms of learning materials in the textbooks can be accompanied by the real objects, iconic, or other supplemented materials, such as cassette for songs and chants; CD for dialogs and short story; iconic for demonstrations, etc.
3. The instructions of the activities should provide the instructions that will make the opportunities for the students to make pair/small group work activity. It will give the chance for the students to get the opportunity to participate in meaningful real action.