

CHAPTER IV

RESULT OF RESEARCH AND DEVELOPMENT

In this chapter, it is focused, presented and explained about the presentation of data, the data analysis, and revision of the product.

A. Presentation of Data

In presentation of data, the researcher presented the result of the research that has been conducted before in TK ABA Pelangi and also from experts' validations. In presenting the data, the data of Need Analysis and Situation Analysis are presented in direct quotations or the number of the respondents' answers then followed by descriptive explanations about the data and the theories that related to the explanations. However, in presenting the experts' validations' data, they are used Sugiyono's model. The experts' validation' data are presented in the **Data Analysis**.

1. Need Analysis and Situation Analysis

Actually, the first step in Analysis of Practical Problems by Researchers and Practitioners in Reeves model is **Literature Review**. However, because the literature review is divided into two, first, in purpose of developing interview guide and questionnaire, and the second, in purpose of getting data in designing English Vocabulary Picture Cards besides the Need Analysis and Situation Analysis. The literature review in designing interview guide and questionnaire were explained in **Chapter 3**, and the literature review in designing the English Vocabulary Picture Cards are explained later, **after presenting the data of Class Observation** in this **Sub Chapter (Need Analysis and Situation Analysis)**. So that, the presenting

of the data in this chapter is initially by the data of Need Analysis and Situation Analysis, with interview, questionnaire, and class observation data are presented first.

Need analysis and situation analysis is part of the Analysis of Practical Problems by Researchers and Practitioners, which is conducted after literature review and developing interview guide and questionnaire in chapter 3. Need Analysis and Situation Analysis is the important phase in order to know some information of the pupils needs, wants, and lacks, and the teachers needs and wants as well, in creating English Vocabulary Picture Cards. In this research and development study, the researcher used **interview** with the teachers of TK B and the headmaster of ABA Pelangi Inclusive School, distributing **questionnaire** to the teachers of ABA Pelangi Inclusive School and the parents, conducted **class observation** in TK B Class, and **reviewed some literature** in designing English Vocabulary Picture Cards, since it is a project of developing a new project. The result of Need Analysis and Situation Analysis are presented below.

1.1 Interview

Interview was conducted by the researcher in order to know some information about the students needs, lacks, and wants, and also the teachers' needs and wants deeply. The interview was categorized as structured interview, and the informants were two teachers of TK B and the headmaster of ABA Pelangi Inclusive School. This interview was used an interview guide which can be seen on the **Appendix 01**.

The questions in the interview guide are in 34 numbers, which categorized into six parts, such as: 1. Tentang kurikulum, silabus, dan RPP yang digunakan untuk mengajar Bahasa Inggris pada semester ini (About the curriculum, syllabus, and lesson plans which are used in this semester, 2. Kegiatan pembelajaran atau kegiatan yang sering dilakukan dalam pengajaran Bahasa Inggris (Teaching and learning activities or activities which are usually done in teaching and acquiring English), 3. Tentang siswa dan antusiasme siswa dalam pembelajaran Bahasa Inggris (About the students and students' enthusiasm in teaching and learning English), 4. Pembelajaran kosa kata Bahasa Inggris di dalam kelas (Teaching and Learning vocabulary of English in the class), 5. Kriteria English Vocabulary Picture Cards yang menarik bagi siswa (Criteria of English Vocabulary Picture Cards which are interesting for the pupils), 6. Pendapat pribadi guru tentang kriteria English Vocabulary Picture Cards yang lain (Teachers' suggestions in Criteria of English Vocabulary Picture Cards). The participants or the informant are two teachers in TK B and the headmaster of ABA Pelangi Inclusive School.

The full data of the structured interview were in written form of **interview transcript** in **Appendix 12**, and the result of the structured interview for each part are presented, explained, and described on the next page.

1.1.1 Curriculum, Syllabus, and Lesson Plans which are Used in Teaching and Learning English in ABA Pelangi Inclusive School in This Semester

In this section, the interview was focused on the curriculum, syllabus, and lesson plans in teaching and learning English in ABA Pelangi Inclusive School in this semester. Gathering data about the curriculum, syllabus, and lesson plans were needed in order to get and know information about how are the English lessons and the other subjects in ABA Pelangi Inclusive School are implemented or taught. Besides that, to know the topic that are taught to their pupils in the class (which the data are presented in **Literature Review**).

The data, which are included the questions and the quotations' answer, were presented by the table and the descriptive explanations below.

Table 4.1 The curriculum that is used in ABA Pelangi Inclusive School

1.	Kurikulum apakah yang saat ini digunakan di TK Inklusif ABA Pelangi? <i>(What are the curriculum that are used in ABA Pelangi Inclusive School now?)</i>	
	Bu Sri <i>(Mrs. Sri)</i>	<p>“Kurikulum 13, kurikulum 2013.” <i>(“Curriculum 13, curriculum 2013.”)</i></p> <p>“Satu. Kurikulum 2013 karo kurikulum kekhasan. Dua.” <i>(“One. Curriculum 2013 with Local Curriculum. Two.”)</i></p> <p>“Kurikulum ke anu... keAisyiah.” <i>(“Curriculum, hmm... Aisyiah.”)</i></p>

	Bu Hanik (Mrs. Hanik)	“ke-Aisyiah dan ke-Muhammadiyah.” (“ <i>Aisyiah and Muhammadiyah.</i> ”)
	Bu Agustin (Mrs. Agustin)	“Kurikulumnya... satu.” (<i>The curriculum... just one.</i> ”)

From the table, it is known that the curriculum in ABA Pelangi Inclusive School is **K-13 or Curriculum 2013**. K-13 or Curriculum 2013 is the latest curriculum that is implemented in all schools in Indonesia, and this curriculum also implemented in the kindergarten level as well. Another important information that the researcher got in the interview section was the curriculum which are implemented in ABA Pelangi Inclusive School is **two curriculum**.

The two curriculum are **curriculum K-13** which included the themes which have to be taught by the teachers in the class, meanwhile the other curriculum is **Local Curriculum (Kurikulum ke-khas-an)** or can be called as **curriculum ke-Aisyahan and Ke-Muhammadiyah**. This curriculum includes about the religion matters and manners, which appropriate with Islam, especially Muhammadiyah. The implementation of this curriculum is explained more in **Class Observation and Appendix 04. Class Observation Field Note** section.

Table 4.2 Teaching and learning activity which includes English in it.

2.	Apakah terdapat kegiatan pembelajaran Bahasa Inggris di dalamnya? (<i>Is there any English teaching and learning activity in it?</i>)	
	Bu Hanik (<i>Mrs. Hanik</i>)	“Ada.” (<i>“Yes, there is.”</i>)

Based on the table above, the English teaching and learning process include in the curriculum as well. It can be concluded that **ABA Pelangi Inclusive School provides an introductory of foreign language in their teaching and learning activity, especially English.**

Table 4.3 The Syllabus is used in ABA Pelangi Inclusive School

3.	Bagaimana dengan silabus yang digunakan saat ini dalam kegiatan pembelajaran Bahasa Inggris? (<i>How about the syllabus which is used in English teaching and learning right now?</i>)	
	Bu Hanik (<i>Mrs. Hanik</i>)	“Silabus?” (<i>“Syllabus?”</i>)
	Bu Agustin (<i>Mrs. Agustin</i>)	“Silabus?” (<i>“Syllabus?”</i>) “Nggak ada.” (<i>“There isn’t.”</i>) (<i>For English Syllabus</i>)
	Bu Sri (<i>Mrs. Sri</i>)	“Silabus ki lek ndek PAUD apa ya jeneng e? Prosem?” (<i>“What is the name of syllabus in kindergarten? Prosem?”</i>) “Istilahnya yang berbeda.” (<i>“The term is different.”</i>)

		<p>“Nggak ada.” <i>(“There isn’t.”)</i> (For English Syllabus)</p> <p>“Bahasa Inggris itu masuk di muatan lokal.” <i>(“English is categorized in local subject.”)</i></p>
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From the table 4.3, it can be seen that in Kindergarten level, **there is not any syllabus**. Both in non-English lesson and English lesson. However, Mrs. Sri said that it might the term is different, and there is not any syllabus for English as well. Because, in Kindergarten level, **English is a compulsory program which includes in local subject**. So that, it is just an implicit lesson or a scaffolding in learning English, before the pupils learn English in their primary school.

Table 4.4 The lesson plans in English Teaching and Learning

4.	Apakah terdapat rencana pembelajaran yang pasti dalam kegiatan pembelajaran Bahasa Inggris di TK Inklusif ABA Pelangi? <i>(Are there any exact lesson plans in teaching and learning English in ABA Pelangi Inclusive School?)</i>	
	Bu Agustin <i>(Mrs. Agustin)</i>	<p>“RPPm, RPPh, kalau RPP khusus Bahasa Inggris tidak ada.” <i>(“Weekly Lesson Plans, Daily Lesson Plans, if Lesson plans only for English, there isn’t.”)</i></p> <p>“Ya.” <i>(“Yes.”)</i> (For the activity)</p>
	Bu Hanik <i>(Mrs. Hanik)</i>	“Kalau untuk kegiatan ada.”

		<p><i>(“If for the activity, there is English in it.”)</i></p> <p>“RPPh, RPPm,” <i>(“Daily Lesson Plans and Weekly Lesson Plans.”)</i></p>
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Based on the table 4.4, **there are two types of lesson plans that are used in ABA Pelangi Inclusive School**. They are **RPPh or can be called as Daily Lesson Plans**, which includes teaching and learning activity in the class per day. The picture of RPPh is included in the **Appendix** and the further explanations are included in **Literature Review** section.

While **RPPm or can be called as Weekly Lesson Plans** is a structural activity which has been arranged for a week. This lesson plan includes the topic or theme that will be introduced, presented, and explained in the teaching and learning activity in the class. The Copy of RPPm is included in the **Appendix** and the further explanations about it are included in **Literature Review**.

Both of lesson plans are used in the teaching and learning activity in the class, and the teaching and learning activity that are conducted in the class is the same with the lesson plan that has been arranged. However, for **English lesson plans, ABA Pelangi Inclusive School does not provide it**. Actually, there is not any lesson plans for English,

since English is just a compulsory lesson and includes in local subject.

However, **ABA Pelangi Inclusive School provides their English lesson in their activities**, especially in their opening activities in the class or gives English as implicit materials on their main activity. The further explanations about the activities in the class, can be seen on **Class Observation or Appendix 4. Class Observation Field Note** section.

1.1.2 Teaching and Learning Activities or Other Activities which are Usually Done in Teaching and Acquiring English

In this section, the researcher's questions were focused on the teaching and learning activities in the class, especially in English. This part is very important, since in designing media, the researcher had to consider how the usual activities which conclude English in the class. Besides that, the researcher also needed some information about the media that are usually used the teacher in teaching and learning activity. The questions and the teacher's direct quotations were explained below.

Table 4.5 The teachers' method in teaching English

5.	Bagaimana cara Bapak/Ibu mengajar Bahasa Inggris di dalam kelas? <i>(How are the methods that are used by you in teaching and learning English?)</i>	
	Bu Hanik <i>(Mrs. Hanik)</i>	"Kalau di kelas biasanya bentuk, terus kata-kata benda, nama-nama hari, bulan."

		<i>("If in the class, the materials are about shapes, then things or objects, days, dan months.")</i>
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Based on the table 4.5, **The materials or topic for English teaching and learning in the class are about shapes, days, and months.** As it is known that, shapes, days, and months are easy to memorize since, the pupils can used in everyday and the amount of the object that have to be memorized are in small number. So, an introduction to simple vocabulary of English towards the young learners is recommended.

Table 4.6 The activity in teaching and learning English

6.	Kegiatan apa saja yang dilakukan dalam pembelajaran Bahasa Inggris? <i>(What are the activities which are done in teaching and learning English?)</i>	
	Bu Agustin <i>(Mrs. Agustin)</i>	"Biasanya kalau di kelas itu sambil bernyanyi." <i>("It is usually conducted by using sing a song.")</i>

According to the table 4.6, **the method that is used in teaching and learning English the class is using a song.** As it is stated in chapter 2, that children are very sensitive with songs and rhythm. That is why the using of teaching and learning method by using songs for young learners are recommended (Pinter, 2006; Scott & Ytreberg, 2004).

However, it is also recommended too make another techniques or materials in teaching English (Meara, 1995; Folse, 2004), especially in vocabulary, and also consider about the level proficiency of the learners before teaching the vocabulary of English to young learners (Alqahtani, 2015).

Table 4.7 The using of media in the teaching and learning process

7.	Dalam kegiatan pembelajaran, apakah Bapak/Ibu menggunakan media atau alat pembelajaran? <i>(In teaching and learning in the class, do you use any kinds of media or learning media?)</i>	
	Bu Hanik <i>(Mrs. Hanik)</i>	“Kalau agak rumit tak bisa dipahami, biasanya pakai media.” <i>(“If it is complicated and difficult to understand, it is usually used media.”)</i>

From table 4.7, it can be seen that, **the using of media in the class are implemented if the topic is rather difficult or complicated for the teachers to explain it to the pupils.** The media, in here, are the tools or equipment that the teachers’ have at home, then they bring them to the school. For the further explanation, let’s see the next table and its explanations.

Table 4.8 The kinds of media and its used

8.	Jika menggunakan media atau alat pembelajaran, media apa sajakah itu dan digunakan dalam kegiatan apa? <i>(If it uses any media, what are kind of the media? Then, what kind of activities that are used the media?)</i>
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	Bu Hanik (Mrs. Hanik)	“Kaya pekerjaan, ya. Contohnya pekerjaan, biasanya, kan anak-anak meyebutkan alat-alat kedokteran, biasanya saya kan bawa alat kedokteran kaya tensi darah, terus thermometer, itu biasanya bawa.” <i>(“For examples are occupations. Usually, the children mention the tools that are used in health sectors, then I bring health tools like blood pressure monitor and thermometer. That are always brought.”)</i>
	Bu Agustin (Mrs. Agustin)	“Kalau mengenalkan profesi, itu pakai gambar profesi.” <i>(“If about introducing professions to them, we use profession pictures.”)</i>

From table 4.8, it can be seen that, **the kinds of media are the real things or the real equipment** that the teachers’ have at home, and then bring them to the school as the media to the pupils. However, in profession topic, **the use of pictures of professions are used.**

The activity or topic, which is mostly used the media, based on the table 4.8, is **occupations and professions**. It can be seen from Mrs. Hanik and Mrs. Agustin’s quotations, which both of them are mentioned occupations and professions.

However, the kind of media are different, depends on the explanations. If they talked about the occupations or the person, they will use some pictures. Then, when they had some problems in explaining the tools that the profession has, they

will use the real equipment that are brought from home, if they have them.

1.1.3 Students and Students' Enthusiasm in Teaching and Learning English of ABA Pelangi Inclusive School

In this interview section, the researcher dug some information about the pupils in ABA Pelangi Inclusive School, both of normal and special needs pupils. Besides that, this section is also explained about the pupils' enthusiasm in learning, especially in English.

From this section also, it can be gathered some information about the pupils needs and lacks in learning English as well. So that, the media can be used for both normal pupils and special-needs pupils in ABA Pelangi Inclusive School. The data and its explanation are presented and described below.

Table 4.9 The students in ABA Pelangi Inclusive School

9.	Bagaimana dengan siswa yang ada di TK ABA Pelangi? <i>(How are about the pupils in ABA Pelangi Inclusive School?)</i>
	<p data-bbox="644 1529 874 1615">Bu Hanik <i>(Mrs. Hanik)</i></p> <p data-bbox="874 1529 1356 1615">“Enam puluh.” <i>(“Sixty.”)</i></p> <p data-bbox="874 1615 1356 1933">“TKnya enam puluh, PAUDnya dua puluh lima, eh, tiga puluh.” <i>(“TK pupils are sixty pupils, and then PAUD pupils are twenty-five pupils, eh, thirty pupils.”)</i></p>

		<p><i>(For English teaching and learning in the class)</i></p> <p>“Semua.” <i>(“All of them.”)</i></p> <p>“Semua dibelajari Bahasa Inggris.” <i>(“All of them are taught about English.”)</i></p>
	<p>Bu Agustin <i>(Mrs. Agustin)</i></p>	<p>“Enam puluhan.” <i>(“About sixty.”)</i></p> <p><i>(For English teaching and learning in the class)</i></p> <p>“Semua.” <i>(“All of them.”)</i></p>
	<p>Bu Sri <i>(Mrs. Sri)</i></p>	<p>“Jumlah siswa sing kelompok A karo B tok enam puluh. PAUD e total bocah e ki asline tiga puluh, cuma e yang aktif itu sekitar dua puluh limanan.” <i>(“Total amount of A group and B group are sixty. The total of PAUD pupils are thirty, but the active pupils are about twenty-five pupils.”)</i></p> <p>“Tapi yang hadir hari-hari, biasane gentian, biasane cah selawe (dua puluh lima). PAUD kan kadang ngantuk.” <i>(“However, the active students who are came to the kindergarten usually come alternately. PAUD students sometimes are sleepy.”)</i></p>

According to table 4.9, **the total amount of pupils in ABA Pelangi Inclusive School are 90 pupils**, which are **60 for TK A and TK B**, and **30 for PAUD**. However, for PAUD pupils, there are about 25 pupils who are active in the school.

Because, some of them are sleepy, so that, they come to the school alternately.

Then, for English teaching and learning, **all levels in ABA Pelangi Inclusive School are taught English.** However, the portion and the difficulties are different. Both TK A and TK B have the same difficulties, but for the portion and the daily routine, TK B has more portion in teaching and learning English rather than TK A. So, that is why, the headmaster of ABA Pelangi Inclusive School gave the researcher TK B Class for the research and development.

Table 4.10 The special need students in ABA Pelangi Inclusive School

10.	Siswa dengan berkebutuhan khusus apa saja yang ada di TK ABA Pelangi? <i>(Pupils with what special needs that ABA Pelangi Inclusive School has?)</i>	
	Bu Sri <i>(Mrs. Sri)</i>	<p>“ADHD, enek hasil e ndelok a hasil.” <i>(“ADHD, there are the test results about it, check the result.”)</i></p> <p>“Neng anu ki lho, Bu, sing di foto copy. Down Syndrom ada.” <i>(“It places in, hmmm, the photo copy documents, Ma’am. There is Down Syndrome too.”)</i></p> <p>Oh, yang hasil di satune. RPBD ABK, atau JPOK ABK. Lha ki lho paling?” <i>(“Oh, the other ones. RPBD ABK, or JPOK ABK. Ah, this is it, maybe?”)</i></p>

		<p>“ADHD ada dua.” <i>(“There are two pupils with ADHD.”)</i></p> <p>“Ini, Mbak ada lambat belajar, jenis e. ADHD.” <i>(“That is, Miss. There is slow learner. ADHD.”)</i></p> <p>“Ada yang VMI. Visual Morale Disintegrasi. Keterlambatan berpikir, pendarahan otak, lambat bicara.” <i>(“There is VMI. Visual Morale Disintegration. Thinking delay, cerebral hemorrhage, and speech delay.”)</i></p> <p>Tuna Rungu. Rata-Rata VMI. Ada juga speech delay.” <i>(“Deaf. In here, the special needs pupils are VMI. There is speech delay too.”)</i></p> <p>“GDD.”</p> <p><i>(For the treatment)</i> “Awal assessment, terapi namanya. Terapi tiap Jumat, Sabtu.” <i>(“Initially by assessment, the name of therapy. The therapy is conducted on Friday and Saturday.”)</i></p>
	<p>Bu Agustin <i>(Mrs. Agustin)</i></p>	<p>“Jenisnya ADHD.” <i>(“Kinds of ADHD.”)</i></p> <p>“Hyper nggak enek.” <i>(“There isn’t.”)</i></p> <p>“Speech delay.” <i>(“Speech delay.”)</i></p> <p>Ada lagi, Mbak yang anak ABK itu GDD.” <i>(“Oh, there is more, Miss. The special needs pupil. GDD.”)</i></p>

		<p><i>(For the treatment)</i> “Ada.” <i>(“Yes, there is.”)</i></p>
	Bu Hanik <i>(Mrs. Hanik)</i>	<p>“Hasil e assessment ada, Mbak. Anu macemnya anak autisme? Atau jenis...” <i>(“There is an assessment result, Miss. Hmm, kind of autism children? Or the kind...”)</i></p> <p>“Down Syndrom.” <i>(“Down Syndrome.”)</i></p> <p><i>(For the treatment)</i> “Ada.” <i>(“Yes, there is.”)</i></p>

According to table 4.10, **the special needs students in ABA Pelangi Inclusive School are ADHD or slow learner, Down Syndrome, VMI or Visual Morale Disintegration, thinking delay, cerebral hemorrhage, speech delay, deaf, and GDD.** All of the information about the normal students and special needs students are in RPBD ABK and JPOK ABK. However, the researcher also considered about the privacy of the pupils. So, in here, the researcher just mentioned what kinds of special needs students, and not along with the number of the students and the pupils’ name, except for ADHD, because the headmaster had mentioned it.

All of the special needs students in ABA Pelangi Inclusive School have their treatment after taking an assessment. The treatment is always done every Friday and

Saturday. On that day, the special need students have their treatment with their counsellor from the therapist or psychologist.

Table 4.11 The pupils' enthusiasm in English teaching and learning

11.	Bagaimana antusiasme siswa dalam kegiatan Bahasa Inggris? <i>(How are the pupils' enthusiasm in English teaching and learning activity?)</i>	
	Bu Hanik <i>(Mrs. Hanik)</i>	“Ya, nggak terlalu sueneng ya nggak ya, biasa Mbak, setara kayaknya.” <i>(“Yeah, so so. Not really enthusiastic or too enthusiastic, Miss. Balance, I think.”)</i>

Based on table 4.11, **the pupils' enthusiasm in English teaching and learning is balance**. They are not too enthusiastic or too enthusiastic about learning English. As it is mentioned on **table 4.5** and **table 4.6**, English teaching and learning activity is just using songs in it. So, the pupils' enthusiasm is not high or balance.

Besides that, they also need some picture or the real thing that can catch their focus or eyes in it. Because, they will recognise well, if the things or the pictures catch their eyes or focus (Further explanations about it, will be talked on **Class Observation or Appendix 04. Class Observation Field Note** section). So that, they need some methods or media (Meara, 1995; Folse, 2004), that can gain their full enthusiasm and also

eye-catching in it. That is why, this research and development in creating English Vocabulary Picture Cards was decided.

Table 4.12 The activities that the pupils' loved

12.	<p>Dalam hal atau kegiatan pembelajaran Bahasa Inggris apakah yang paling disukai oleh siswa? <i>(What are the activities in English teaching and learning that are loved by the pupils?)</i></p>	
	<p>Bu Agustin <i>(Mrs. Agustin)</i></p>	<p>“Biasane kegiatan sing pas itu, Mbak. Biasanya di dalam kelas kan dapet mainan, terus permainan di luar.” <i>(“Usually, the match activity for them, Miss. Usually in the classroom, they get some toys, and do some games outside the class.”)</i></p>
	<p>Bu Hanik <i>(Mrs. Hanik)</i></p>	<p>“Biasane berkaitan dengan fisik, Mbak. Lek fisik mesthi mau. Tapi lek pas belajar biasane kadang-kadang aras-aras en.” <i>(“Usually related with physical activities, Miss. If they do some physical activities, they always want to do it. But, if it is about teaching and learning in the class, the pupils usually are lazy or sleepy.”)</i></p> <p>“Lek fisik mesthi mau.” <i>(Physical activities are always liked by the pupils.”)</i></p>

From table 4.12, it can be seen that, **the activities that are loved by the pupils are related to physical activities, games, and using some toys.** The pupils need some media that include them or can be collaborated with the activities that they love. Picture cards can be used as the easiest materials to short according to size- really big one for class work, and the smaller

ones for individual or pair work and also can be sorted by its themes or topics (Scott & Ytreberg, 2004). It can be used as games, physical activities by using TPR, and can be used as toys too. These explanations will be explained more in **Class Observation in the field testing and user judgement.**

1.1.4 Teaching and Learning Vocabulary of English in the Class

This section was focused on the vocabulary teaching and learning in the class, which includes how the teachers are conducted it, and the problems while teaching English vocabulary to their pupils.

So that, after this interview section, the researcher got the data which talked about the students' needs and also the teachers' needs and wants. The data can be considered in developing English Vocabulary Picture Cards, which the users are the pupils and the teachers. The data about teaching and learning vocabulary of English in the class are presented and explained below.

Table 4.13 Vocabulary of English in ABA Pelangi Inclusive School

13.	Bagaimana dengan pembelajaran kosa kata di TK ABA Pelangi? <i>(How is the vocabulary of English are taught in ABA Pelangi Inclusive School?)</i>	
	Bu Hanik <i>(Mrs. Hanik)</i>	“Senang. Senangnya itu kalau waktu bernyanyi, disertai nyanyi itu senang.” <i>(“Happy. They are happy when the time of sing a song. Learning with a song, they like them.”)</i>

		(For the other activity) Biasa, Mbak.” (“It is just so so, Miss.”)
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Table 4.13 showed that, **English vocabulary teaching and learning are taught by using songs. The pupils’ enthusiasm is high** while their teacher taught them vocabulary **by using song**. They are very happy, when they are taught by using songs. However, for the other activity, especially in class and using blackboard, they just normal, not too enthusiastic or too enthusiastic.

Table 4.14 The problems in teaching vocabulary to young learners

14.	Kendala apa saja yang terjadi dalam pembelajaran kosa kata Bahasa Inggris di dalam kelas? (What are the problems or difficulties that are occurred in the class while teaching vocabulary?)	
	Bu Hanik (Mrs. Hanik)	<p>“Kendalanya ya, cuma anak-anak itu kalau sudah jenuh ya ndak mau.” (“The difficulty is when pupils do not want study anymore, they do not learn.”)</p> <p>“Karepe dhewe, ho oh. Gak bisa tertib.” (“They do not want to listen and do whatever they want to do. Yeah, that’s it. They do not discipline.”)</p> <p>“Jenuh itu...” (“They do not want to study.... That’s...”)</p> <p>“Biasanya setelah istirahat.” (“Usually after break.”)</p>

	Bu Agustin (Mrs. Agustin)	<p>“Karepe dhewe.” (“They do not want to listen and do whatever they want to do.”)</p> <p>“Jenuh itu lima belas menit itu.” (“They do not want to study. The time is about fifteen minutes in learning.”)</p>
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From table 4.14, it can be seen that, **both of the teachers’ problem when teaching English vocabulary in the class are when the pupils do not want to study, then they do not discipline.** They tend to have short focus or concentration. The longest one is about 15 minutes. This habit always occurs when they have bad mood (do not want to learn or study) and after they play outside or after break time.

Table 4.15 How the teacher solves the problems

15.	Bagaimana cara Bapak/Ibu dalam mengatasi kendala tersebut? (How do you solve the problems?)	
	Bu Hanik (Mrs. Hanik)	<p>“Kalau jenuh biasanya anak-anak diajak bernyanyi.” (“If the pupils do not want to study, the pupils are invited to sing a song.”)</p>

On table 4.15, it can be seen that, **the teacher solves the problems by inviting their pupils to sing a song.** Because, the pupils love to sing a song, they invite their pupils to sing a song. It can be used as an ice breaking and also to refresh their memory. Besides that, they also ask their pupils

to clap their hands (This will be explained more in **Appendix 04. Class Observation Field Note** section).

1.1.5 Criteria of English Vocabulary Picture Cards that are interesting for the pupils in ABA Pelangi Inclusive School

In this section, the researcher dug the criteria of English Vocabulary Picture Cards which the data includes the colours that are the students loved, the topic or theme, the size of the paper, the difficulties of the vocabulary and its descriptive text, and also the colours of the text. The result in this interview sections included the students' needs and wants. Besides that, the teachers' need and wants. The data from this section are presented and described below.

Table 4.16 The pupils' favourite colours

16.	Variasi warna apa saja yang disukai siswa? <i>(What are the pupils' favourite variation colours?)</i>
	Bu Hanik <i>(Mrs. Hanik)</i> “Anak-anak suka warna...” <i>(“The children love colours...”)</i>
	Bu Agustin <i>(Mrs. Agustin)</i> “Anak-anak tu biasanya demen kabeh lho, Mbak lek warna. Oh iya, kalau pengenalan warna pakai Bahasa Inggris lewat bernyanyi.” <i>(“The pupils usually like all of the colours, Miss. Oh, by the way, in introducing about colours in English is introduced by using a song.”)</i>

From table 4.16, it can be shown that, **the pupils love all of the colours**. Because too many colours that the students love, the teachers cannot mention it one by one. In introducing

vocabulary of English, especially in colours, the teachers use a song also.

Table 4.17 The bright and dark colours

17.	Apakah siswa Bapak/Ibu menyukai warna yang terang atau gelap? <i>(Are the pupils loved bright colours or dark colours?)</i>	
	Bu Hanik <i>(Mrs. Hanik)</i>	“Warna terang-terang, Mbak senangnya. Biasanya lek gelap itu anu rata-rata anak yang autis.” <i>(“They love bright colours, Miss. The dark colours are usually loved by most of the pupils which have autism.”</i>

After the researcher got the information about the pupils’ favourite colour (on **table 4.16**), the brightness or darkness of the colour was also considered. So that, in table 4.17, it can be seen that, **the pupils love bright colours**. The dark colours are also liked as well, however **the pupils who have autism love dark colours**.

Table 4.18 The size of the pictures

18.	Apakah siswa Bapak/Ibu menyukai gambar-gambar dengan ukuran besar atau kecil? <i>(Do your pupils love big size picture or small size picture?)</i>	
	Bu Agustin <i>(Mrs. Agustin)</i>	“Kalau gambar ya,..” <i>(“If about the picture... ”)</i>
	Bu Hanik <i>(Mrs. Hanik)</i>	“Nggak besar, Mbak. Soalnya adanya nggak terlalu besar-besar, Mbak. Sedang.” <i>(“Not big enough, Miss. Because, the pictures are not available in big size, Miss. Medium size.”)</i>

From table 4.18, it can be showed that, **the pupils love pictures in any size.** However, because **the pictures that are available are in medium size, they love it as well.** For the **teacher, the picture should not be huge or too small.** When in interview, the teachers give the clues about the pictures. Their hands gave sign language that the pictures were not big enough, for about the normal paper size that are always used.

Table 4.19 The pupils' favourite topics

19.	Topik apakah yang disukai siswa dalam Bahasa Inggris? <i>(What are the topics that the students love?)</i>
Bu Agustin <i>(Mrs. Agustin)</i>	“Topik, kan kita sesuai tema. Setiap tema ya, mereka suka.” <i>(“Topics are the same with the theme. Every theme that are introduced, they like them.”)</i>
Bu Hanik <i>(Mrs. Hanik)</i>	“Iya, suka.” <i>(“Yes, they love them.”)</i>

According to table 4.19, **the pupils love all of the topics that are offered and taught by the teachers.** The topics are the same with the themes that are offered and included in the curriculum, weekly lesson plans (RPPm), and daily lesson plans (RPPh). The pupils are love them, because the topics are simple and related to something that surrounding them, besides that the topics can gained their curiosity. The more information about the curriculum, RPPm, and RPPh will be explained in **Literature Review.**

The topics that are offered and taught, are the same with the themes. The themes, in here, are implemented for one or two weeks. Then, per day, it is taught one topic. For example, in week 2 in March, the theme is occupations. One week consists of six days, so that for each day, the topic will be different. For example, Monday, the topic is doctor; Tuesday, the topic is teacher, etc. So that, each theme has many different topics, and each topic has its specifications and also its quality.

That is why, the pupils are not getting bored with the topics. However, they are more curious about the topic (These sections, about themes and topics, and pupils' enthusiasm, are explained more on **Appendix 04. Class Observation Field Note** in Appendix and **Literature Review** in this **sub chapter**).

Because, the pupils love all the topics, the researcher also did some deletions in the interview guide, especially for number 21, 23, 25, and 27. Then, the researcher asked directly to the specific one. (For further information, it can be seen on **table 4.21, 4.22, 4.23, and 4.24**).

Table 4.20 The topics that the pupils should know and acquire

20.	Topik apakah yang seharusnya diketahui atau dikuasai siswa selain angka, alfabet, atau warna dalam Bahasa Inggris?
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	<i>(What are the topics that the pupils should know or acquire besides numbers, alphabet, colours in English?)</i>	
Bu Hanik <i>(Mrs. Agustin)</i>	“Biasanya itu yang dasar itu. Berhitung, nama hewan.” <i>(“Usually the basic ones. Counting, animals.”)</i>	
Bu Agustin <i>(Mrs. Hanik)</i>	“Benda di sekolah, kursi, meja.” <i>(“Things in the classroom, like chair, table.”)</i>	

Based on table 4.20, it can be known that **the topics that the pupils should know and acquire are the basic vocabulary, like counting, animals, and things in the classroom.** Pupils should know and learn English from the basic ones. They can begin their learning by something near them, surrounding them, they loved, or catch their attention.

Table 4.21 The pupils' favourite animals

21.	Binatang apa sajakah yang disukai atau diketahui siswa? <i>(What are the pupils' favourite animals? Then, what are the animals that have known by the pupils?)</i>	
Bu Agustin <i>(Mrs. Agustin)</i>	“Binatang... ya semua suka, Mbak.” <i>(“Animals... all of animals, they love them, Miss.”)</i> “Karo nyanyi gitu, Mbak.” <i>(“With sing a song activity, Miss.”)</i>	
Bu Hanik <i>(Mrs. Hanik)</i>	“Binatang... ya semua suka, Mbak.” <i>(“Animals... all of animals, they love them, Miss.”)</i>	

Based on table 4.21, the researcher found that, **all of the pupils in ABA Pelangi Inclusive School love animals.** They love animals and know about animals. They also know how to spell its alphabet, in Indonesian, and write it down at their book (These explanations will be described more in **Class Observation**). It is also known that, based on the table, **the teachers use song to introduce the animals' name in English.**

In this interview, there is not any specific name of the animals. So that, for the specific animals are explained more in the **Questionnaire** sections.

Table 4.22 Flowers that are known by the pupils

22.	Bunga apa sajakah yang disukai atau diketahui siswa? (<i>What are the flowers that are known or loved by the pupils?</i>)	
	Bu Hanik (<i>Mrs. Hanik</i>)	“Kalau tumbuhan dan bunga, biasanya anak perempuan, Mbak.” (<i>“About plants and flowers, are usually liked by female pupils, Miss.”</i>)
	Bu Agustin (<i>Mrs. Agustin</i>)	“Anak perempuan, Mbak, yang suka, diiringi nanyi juga.” (<i>“Female pupils, Miss, who usually loved it, they learn them using sing a song to.”</i>)

From the table 4.22, it can be known that, **most of the pupils in ABA Pelangi Inclusive School love plants and flowers, however it is limited for the female pupils only** or the girls. The girls love plants and flowers, however there are

some male pupils who loves it too (For further explanations about it, can be seen in **Questionnaire** section). The female pupils love to know the flowers' name, especially when the teachers introduce them by using a song.

In this interview, there is not any specific name of the flowers or the plants. However, it will be explained further on the **Questionnaire** section.

Table 4.23 The Occupations that are known by the pupils

23.	Pekerjaan apakah yang disukai atau diketahui oleh siswa? <i>(What are the occupations that are loved or known by the pupils?)</i>	
	Bu Hanik <i>(Mrs. Hanik)</i>	"Polisi, dokter, tantara, guru." <i>("Policeman, doctor, soldier, teacher.")</i>
	Bu Agustin <i>(Mrs. Agustin)</i>	"Dokter, tantara, guru." <i>("Doctor, soldier, teacher.")</i>

From table 4.23, the researcher found that the occupations that are known by the pupils are **policeman, doctor, soldier, and teacher**. Pupils are known about the occupations that has been mentioned, because they always mention it when they talk about their ambition. Besides that, when the researcher conducted the research, TK B ABA Pelangi Inclusive School pupils were taught about professions or occupations (This sentence are explained more in **Class Observation and Appendix 04. Class Observation Field Note** and also **Questionnaire** sections).

Table 4.24 Vehicles or transportations that the pupils have known

24.	Kendaraan apa sajakah yang disukai atau diketahui siswa? (<i>What are the vehicles or transportations that have known and loved by the pupils?</i>)	
	Bu Hanik (<i>Mrs. Hanik</i>)	“Kendaraan biasanya mobil, kereta api.” (<i>“Vehicles are usually car, train.”</i>)
	Bu Agustin (<i>Mrs. Agustin</i>)	“Mobil.” (<i>“Car.”</i>)
	Siswa TK B (<i>TK B pupil</i>)	“Motor, mobil.” (<i>“Motorcycle, car.”</i>)

From table 4.24, it can be seen that **some vehicles that have known by the pupils are car and train**. Then, for **the vehicles that a pupil loves are motorcycle and car**. For this topic, it is always liked and love by boy-pupils. Like in the direct quotation above in the table, the pupil is a boy.

Table 4.25 The Paper Size

25.	Ukuran kertas apakah yang cocok bagi siswa dan juga Bapak/ Ibu ketika kegiatan belajar mengajar? A4 atau B5? (<i>What is the suitable paper size fro the pupils and also for the teachers while conducting teaching and learning in the class? A4 or B5?</i>)	
	Bu Hanik (<i>Mrs. Hanik</i>)	“Yang besar, Mbak. Anu, sebuku LKS, Mbak.” (<i>“The big ones, Miss. Hmm, as same as the size of the students’ assessment book, Miss.”</i>)
	Bu Agustin (<i>Mrs. Agustin</i>)	“Sebuku LKS, Mbak.” (<i>“As same as the size of the students’ assessment book.”</i>)

According to the table 4.25, the researcher found that **the paper size which is suitable for the teacher and also for the pupils is as same as the size of the students' assessment book (LKS) or A4.** A4 size paper is a usual paper that are always used by people in making paper, students' assessment book, or a journal. A4 paper has its thickness, starting for 60 GSM, 70 GSM, and 80 GSM. The most used A4 paper is 70 GSM.

Table 4.26 The thickness of the paper

26.	Antara kertas 70 gram dan kertas BC (sekitar 120 gram) manakah yang cocok bagi Bapak/Ibu dan juga siswa? <i>(Between 70 gram paper and BC paper (for about 120 gram), which one is the most suitable for you and the pupils?)</i>	
	Bu Hanik <i>(Mrs. Hanik)</i>	“Kertasnya, kertas biasa.” <i>(“The paper, the paper that always used in a book.”)</i>
	Bu Agustin <i>(Mrs. Agustin)</i>	“Kertas biasa itu.” <i>(“The usual ones.”)</i>

On table 4.26, the researcher found that, **the paper thickness** that should use in English Vocabulary Picture Cards is **70 GSM**. Because, the teachers said that the usual paper and the paper that are always used in a book. The usual paper and also the popular paper in use is A4 paper with the thickness is 70 GSM.

Table 4.27 The difficulties of the vocabulary for teachers and students

27.	Bagaimana dengan tingkat kesulitan kosa kata yang cocok bagi siswa dan juga Bapak/Ibu? <i>(How are the difficulties of the vocabulary that suit with the pupils and also with you?)</i>	
	Bu Hanik <i>(Mrs. Hanik)</i>	“Biasanya, kalau kesulitan, biasanya kita itu anu, Mbak buka Google. Kaya seni menggambar sesuatu apa. Kadang-kadang gambarnya seperti apa. Browsing dulu.” <i>(“If there are any difficulties, we usually, hmm, that is, Miss. Open Google. Arts in drawing or painting, etc. Sometimes what is the picture. We browse it first.”)</i>
	Bu Agustin <i>(Mrs. Agustin)</i>	“Browsing dulu.” <i>(“We browse it first.”)</i> <i>(For the pupils)</i> “Kalau Bahasa Inggris setiap hari, kan diselipkan di pembelajaran.” <i>(“For English daily activities are inserted in teaching and learning activity.”)</i>

From table 4.27, it can be showed that **the difficulties for the vocabulary for the teachers is all of the difficulties.** They are very open with any kind of vocabulary, both for the easy and the difficult ones. For the difficult ones, they will browse it before they explain the theme or topic to the pupils. This is also happened, when the researcher asked them to validate English Vocabulary Picture Cards. They learnt

English Vocabulary Picture Cards first, before gave me the score.

However, for the pupils, the difficulties of vocabulary that should be used is the simple and the easiest ones. Because, the teachers have to insert it in their teaching and learning activity.

Table 4.28 Descriptive text and its translation

28.	Apakah Bapak/Ibu membutuhkan deskripsi berbahasa Inggris sederhana dengan terjemahannya tentang gambar yang ada di picture cards? <i>(Do you need a descriptive text by using English and its translation about the picture in the picture card?)</i>	
	Bu Hanik <i>(Mrs. Hanik)</i>	“Untuk selama ini kayaknya nggak, Mbak. Mungkin untuk pengenalan lebih jauh mungkin bisa.” <i>(“For this time, we do not need any, Miss. Maybe for the advanced explanations, we might need it.”)</i>
	Bu Agustin <i>(Mrs. Agustin)</i>	“Iya, bisa.” <i>(“Yes, it can.”)</i>

From table 4.28, the researcher found that, **the teachers of TK B ABA Pelangi Inclusive School need and want the descriptive text about the picture.** They want and need it, because the want some advance explanations in acquiring English. That is why, a descriptive text is needed in English Vocabulary Picture Cards.

Table 4.29 Colours in the text

29.	Apakah Bapak/Ibu membutuhkan warna-warna khusus untuk kata-kata sulit atau asing bagi Bapak/Ibu?
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	<i>(Do you need special colours in difficult words or unknown words?)</i>	
	Bu Hanik <i>(Mrs. Hanik)</i>	<p>“Soalnya kalau anak TK itu sederhana lho, Mbak. Bahasa Inggrisnya mungkin cuma...” <i>(“Well, for kindergarten students are usually in the form of simple words, Miss. The English might be...”)</i></p> <p>“Kayaknya nggak.” <i>(“I don’t think so.”)</i></p>

According to the table 4.29, **it can be seen that the teacher does not need any special colours for the difficult or unknown words.** Because, they just want the easier and the simple words. So that, they do not need any special colours in it. However, from the Mrs. Hanik quotation, it can be seen that, she still unsure about it.

1.1.6 Teachers’ suggestions in Criteria of English Vocabulary Picture Cards

The last part of the interview is the teachers’ suggestions about English Vocabulary Picture Cards. In this part, it can be gathered an information about English Vocabulary Picture Cards that are the same with the teacher wants, but also as same as the students’ needs. The data about the teacher’s suggestion are presented and explained below.

Table 4.30 The teacher’s suggestion about English vocabulary picture cards

30.	Bagaimana pendapat pribadi Bapak/Ibu tentang kriteria English Vocabulary Picture Cards yang menarik untuk siswa TK ABA Pelangi yang lain?
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	<i>(How is your suggestion in the other criteria for English Vocabulary Picture Cards that are interesting for the pupils in ABA Pelangi Inclusive School?)</i>	
	Bu Agustin <i>(Mrs. Agustin)</i>	“Biasanya medianya itu yang warna-warni, gambarnya menarik, simple.” <i>(“The media are usually colourful, have interesting picture, and simple.”)</i>

From table 4.30, the researcher found that, the teacher wanted English Vocabulary Picture Cards are **colourful, simple, and the picture is eye-catching**. So that, it can attract the pupils and also gain their enthusiasm in learning foreign language, especially English.

So that, from the interview data result, the researcher could give some general explanations, which are divided into three types. First, about ABA Pelangi Inclusive School condition; second, the students' need, wants, and lacks; lastly, the teachers' needs and wants.

First, from the data, it can be described that ABA Pelangi Inclusive School are used two kinds of curriculum, Curriculum K-13 and local curriculum. Both of the curriculum provide English lesson, however it is just an introductory or scaffolding in learning and acquiring foreign language.

In ABA Pelangi Inclusive School, there is not any syllabus, both for the main subjects and English subject. However, there are two kinds of lesson plans. They are RPPh (Daily Lesson Plans) and RPPm (Weekly Lesson Plans). For English subject, there is not any lesson plans. Because, English is included in compulsory program which

includes in local subject, but the activity is included every day on their preliminary activity.

The total amount of ABA Pelangi Inclusive School pupils are 90 pupils, which divided into three levels. They are PAUD (kelompok bermain/ very young learners), TK A, and TK B (for 5 until 7 years old). For PAUD, there are 30 pupils in total, however the pupils who active come to school are 25 pupils in total. PAUD pupils come to school alternately, because they are sleepy sometimes. For TK A and TK B are 60 pupils in total, which each of TK has the same amount of the pupils, 30 pupils. All of the levels in ABA Pelangi Inclusive School are taught English, however the portions are different.

For special needs pupils in ABA Pelangi Inclusive School, in this year, there are ADHD or slow learner, Down Syndrome, VMI, thinking delay, cerebral haemorrhage, speech delay, deaf, and GDD. Every Friday and Saturday, the special needs pupils get some treatment from a psychologist.

For the pupils' enthusiasm in learning English, it is balance. They are not too enthusiastic or too enthusiastic. Their favourite activities are included physical ones, games, and using toys. They love the activities that using their physical.

Second, the students' needs, wants, and lacks for English Vocabulary Picture Cards. From the interview data result, the researcher drew the outlining of the students' needs, wants, and lacks. The students' needs, wants, and lacks are presented in the table 4.31.

Table 4.31 The students' needs, wants, and lacks outline from interview data

Students' Need	Students' Wants	Students' Lacks
<ul style="list-style-type: none"> • Colourful media, because they love colours. • Media with bright colours. • Big or medium size of pictures. • Media which includes all topics, because they love all the topics and themes. • The basic vocabulary of English. • English Vocabulary Picture Cards in A4 size paper. • English Vocabulary Picture Cards use 70 gram paper. • English Vocabulary Picture Cards are simple and easy to understand. 	<ul style="list-style-type: none"> • Teaching and learning using song. • For animal topic, they love all of the animals in their theme. • For plants and flowers, they love all of the plants and flowers in their theme. • For occupations, they love and want to be policeman, doctor, soldier, or teacher. • For vehicles, they love and want car, train, and motorcycle. 	<ul style="list-style-type: none"> • Their participations in teaching and learning process without song is low. • They get bored easily. • They are sometimes very moody, so that they do not want to study or learn. • They do not want to listen and do whatever they want, when they are bored.

Third, the data about teachers' needs and wants for English Vocabulary Picture Cards. From the interview result data, the researcher also drew the teachers' needs and wants outline from it. The outline of the teachers' needs and wants are drawn in the table 4.32.

Table 4.32 The teachers' needs and wants outline from interview data

Teachers' Needs	Teachers' Wants
<ul style="list-style-type: none"> • Colourful media • Media with bright colours • English Vocabulary Picture Cards have A4 size paper. • English Vocabulary Picture Cards use 70 gram paper. • Simple vocabulary for materials in the class, difficult or medium vocabulary for their English development. • Do not need any special colours for the word. • English Vocabulary Picture Cards have attractive pictures. • English Vocaulary Picture Cards have simple design. 	<ul style="list-style-type: none"> • By using the media of English Vocabulary Picture Cards, pupils will participate fully in teaching and learning activity in the class.

1.2 Questionnaire

Questionnaires were distributed in order to know the teachers needs and wants, and also the pupils' needs. Questionnaires, in this research, were done to get some information, about the teachers' needs and wants; and the pupils' needs, explicitly. In here, the questionnaires were divided into two types. First, questionnaire for the teachers and second, questionnaire for the parents.

The respondents are 19 respondent which 2 respondents for questionnaire for the teachers, and 17 respondents for questionnaire for the parents. Both of the questionnaires were distributed at the same time with the interview section. For the questionnaires data results are presented and described below.

1.2.1 Questionnaire for The Teachers

Questionnaire for the teachers of ABA Pelangi Inclusive School were distributed in order to know the teachers needs and wants, besides that in order to know the pupils needs explicitly. The respondents in this questionnaire were two, who both of them are all of the teachers in TK B ABA Pelangi Inclusive School. The data from questionnaire are showed and explained below.

Table 4.33 Teacher's competence or aptitude in English

Apakah Bapak/Ibu menguasai Bahasa Inggris dengan baik? (Do you know and acquire English well?)	Answer	
	Yes	No
	2	0

In table 4.33, in the teachers' English competence, the researcher found that all the respondents chose "Yes" as the answer. In can be concluded that, **all the teachers' in TK B ABA Pelangi Inclusive School know and acquire English well.** They have motivations in learning and acquiring English. Both for the sake of teaching and learning in the class and also for their competence.

Table 4.34 Teachers' effort in gain their English competence

Apakah Bapak/Ibu mencoba menambah wawasan maupun kosa kata Bahasa Inggris? (Do you try to gain or develop your knowledge or vocabulary of English?)	Answer	
	Yes	No
	2	0

Jika “iya”, dengan cara apakah Bapak/Ibu menambah wawasan maupun kosa kata Bahasa Inggris? <i>(If your answer is “yes”, what is your method in gaining your knowledge and vocabulary of English?)</i>
<ul style="list-style-type: none"> • Respondent 1: Membaca buku berbahasa Inggris. <i>(Reading some English books.)</i>
<ul style="list-style-type: none"> • Respondent 2: Dengan mencari informasi dari internet <i>(By looking for or browse some information from internet)</i>

From table 4.34, about the teachers’ effort in gain their English competence, the researcher found that the respondents gave “Yes” as the answer. So that, **all the teachers in TK B ABA Pelangi Inclusive School try to gain or develop their English competence.** They develop their competence through reading some English books. Besides that, they also want to browse or look for the meaning of the words that they do not understand in the internet, or browse some information about English.

Table 4.35 The using of media in the class

Apakah Bapak/Ibu memiliki atau menggunakan media untuk kegiatan pembelajaran Bahasa Inggris? <i>(Do you have or use any media for English teaching and learning activity?)</i>	Answer	
	Yes	No
	1	1
Jika “iya”, media apa saja yang dimiliki oleh Bapak/Ibu saat ini? <i>(If your answer is “yes”, what are the media that you have right now?)</i>		

<ul style="list-style-type: none"> • Respondent 2: Gambar, tulisan (kata) <i>(Pictures, written words.)</i>
<p>Jika “tidak”, bagaimana cara Bapak/Ibu mengajarkan Bahasa Inggris kepada siswa? <i>(If your answer is “no”, how do you teach English to the pupils?)</i></p>
<ul style="list-style-type: none"> • Respondent 1: Melalui bermain atau bernyanyi <i>(Trough games or singing together)</i>

From table 4.35, about the using of any media in teaching and learning in the class, the researcher found that one respondent does not use any media in English teaching and learning. However, the other respondent answered that she used media in English teaching and learning. She mentioned that she used pictures or written words as her media.

For the teacher who does not use any media, she uses teaching method by using a song and games. So that, it can be concluded that **one teacher in TK B ABA Pelangi uses media while teaching and learning English, but the other does not. The media that she always uses, are pictures and written words. The other teacher uses teaching using song method or games instead of using any media.**

Table 4.36 Necessities in other media in the class

Apakah Bapak/Ibu membutuhkan media pembelajaran yang lain? <i>(Do you need any other media in the class?)</i>	Answer	
	Yes	No
	2	0

In table 4.36 which is told about the necessities in other media in the class, the researcher found that two respondents answered “Yes” in necessities of any other media in the class. Teachers in TK B ABA Pelangi need any other media besides using teaching using song method, pictures, and written words. From that, it can be concluded that, **TK B teachers in ABA Pelangi Inclusive School need other media in teaching and learning activity.**

Table 4.37 The having and using of Picture Cards

Apakah Bapak/Ibu mempunyai picture cards atau kartu bergambar berbahasa Inggris? <i>(Do you have any picture cards that are used English?)</i>	Answer	
	Yes	No
	0	2

From table 4.37, about the media picture cards that the teachers have, the researcher found that all of the respondents were answered “No” in having and using English picture cards. So that, it can be concluded that, **teachers in TK B ABA Pelangi Inclusive School do not have any English picture cards, and they never use any English picture cards as well.**

Table 4.38 Picture’s descriptive text in English vocabulary picture cards

Apakah Bapak/Ibu memerlukan teks deskripsi sederhana berbahasa Inggris tentang gambar yang ada di kartu?	Answer		
	Yes	No	Not Answer
	1	0	1

<i>(Do you need a simple descriptive text using English about the picture in the picture cards?)</i>			
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In table 4.38 which about the necessities about simple descriptive text in the picture cards, the researcher found one respondent answered “yes”, while the other did not give any answers. From that, we know that **teachers in TK B ABA Pelangi Inclusive School need a simple descriptive text in English Vocabulary Picture Cards**, however one of the teachers still doubted about it. This explanation can be seen further on the **Interview** data.

Table 4.39 Translation text for descriptive text

Apakah Bapak/Ibu memerlukan terjemahan teks deskripsi tersebut? <i>(Do you need a translation text for the descriptive text?)</i>	Answer	
	Yes	No
	2	0

In the table 4.39, which tells about the translation text, the researcher found that 2 respondents answered “yes” for the translation version of the descriptive text in English Vocabulary Picture Cards. So that, it can be concluded that **the teachers in TK B ABA Pelangi Inclusive School need descriptive text and its translation in English Vocabulary Picture Cards**.

Table 4.40 The complexity of the descriptive text

Apakah Bapak/Ibu menginginkan teks sederhana tersebut memiliki tingkat kesulitan yang mudah? <i>(Do you want the descriptive text has easy complexity?)</i>	Answer		
	Yes	No	Not Answer
	1	0	1

Next is talked about the complexity of the descriptive text. From table 4.40, it can be seen that one respondent answered “yes” in this section. So that, she wants the complexity of the descriptive text is easy. However, the others did not answer so. She did not give the answer, because she knows that she can browse or looking for the words in the internet (For this sentence, see the explanation in **Interview data**).

So that, from the data, it can be concluded that, **the text for the descriptive text is simple and easy, however it has levels of complexity.**

Table 4.41 Colours in some words

Apakah Bapak/Ibu menginginkan teks sederhana tersebut memiliki warna yang berbeda pada kata yang asing atau sulit bagi Bapak/Ibu? <i>(Do you want some different colours on the unknown words or difficult words in the descriptive text?)</i>	Answer	
	Yes	No
	2	0

On the table 4.41, it can be seen that all of the respondents gave “yes” as their answer on the colours in some words section. The colours that they want only applied on

some difficult words. From that, the researcher found that **the teachers in TK B ABA Pelangi Inclusive School need and want some colours on the difficult or unknown words in the descriptive text.**

Table 4.42 The colours that the students loved

Apakah siswa Bapak/Ibu menyukai warna-warna cerah? (Do your pupils love bright colours?)	Answer	
	Yes	No
	2	0
Jika “iya”, warna-warna apa sajakah itu? (If your answer is “yes”, what are the colours?)		
<ul style="list-style-type: none"> • Respondent 1 Kuning, biru, hijau (Yellow, blue, green) 		
<ul style="list-style-type: none"> • Respondent 2 Merah, biru, hijau, kuning (Red, blue, green, yellow) 		
Apakah siswa Bapak/Ibu menyukai warna-warna gelap? (Do your pupils love dark colours?)	Answer	
	Yes	No
	0	2

From table 4.42 which are talked about the colours that the pupils love, the respondent found that all the respondents answered “yes” for question, “Do your pupils love bright colours?”, and they answered “no” for question, “Do your pupils love dark colours?”. The bright colours that are loved by the pupils according to first respondent are yellow, blue, and green; and for the second respondent, she mentioned red,

blue, green, and yellow as the bright colours that the pupils love.

So that, from the table 4.42 and the description, it can be concluded that **all of the pupils in TK B ABA Pelangi Inclusive School love bright colours**. The colours that they love are **yellow, blue, green, and red**.

Table 4.43 Pupils' favourite topic

Apakah siswa Bapak/Ibu memiliki topik-topik dalam Bahasa Inggris yang disukai? (Do your pupils have favourite topic in teaching and learning English?)	Answer	
	Yes	No
	2	0
Jika "iya", topik apa sajakah itu? (If your answer is "yes", what are the topics?)		
<ul style="list-style-type: none"> • Respondent 1 Binatang, warna, tanaman (Animals, colours, plants) 		
<ul style="list-style-type: none"> • Respondent 2 Warna, nama hewan, buah (colours, animals, fruits) 		

From table 4.43 which are talked about pupils' favourite topics, the respondent found that all the respondents gave answers "yes" in question of pupils' favourite topics. The topics that the pupils love, according to respondent 1 are animals, colours, and plants. However, respondent 2 mentioned colours, animals, and fruits as pupils' favourite colours. So that, it can be concluded that **pupils in TK B ABA**

Pelangi have their favourite topics, and their favourite topics are about animals, colours, plants, and fruits.

However, as the teacher said on the interview section, the pupils love all of the themes and the topics that are offered and taught by the teacher. So that, it can be concluded that, **all of the topics, that the researcher wants to pick up, does not matter.** (For further information about the pupils' favourite topics, can be seen on the **Interview** data and the **Appendix**)

Table 4.44 Animals and the pupils

Apakah siswa Bapak/Ibu menyukai topik binatang? (Do you pupils love animals topic?)	Answer	
	Yes	No
	2	0
Jika “iya”, binatang apa sajakah yang disukai dan diketahui siswa? (If your answer is “yes”, what are the animals that are loved and known by the pupils?)		
<ul style="list-style-type: none"> • Respondent 1 Kucing, kelinci, gajah, sapi. (Cat, rabbit, elephant, cow) 		
<ul style="list-style-type: none"> • Respondent 2 Kucing, burung, ikan. (Cat, bird, fish) 		

From table 4.44 that showed the data about animals topic for the pupils, the researcher found that all the respondents gave “yes” as the answer. From respondent 1, the pupils love cat, rabbit, elephant, and cow; and respondent 2 responded that cat, bird, and fish are the animals that the pupils love. So that, it can be concluded that, **all the pupils in TK**

ABA Pelangi, especially for TK B, love animals topic. The animals that they love the most are **cat, rabbit, bird, fish, elephant, and cow.**

Table 4.45 Flowers and plants and the pupils

Apakah siswa Bapak/Ibu menyukai topik bunga atau tumbuhan? (Do you pupils love flowers and plants topic?)	Answer	
	Yes	No
	2	0
Jika “iya”, bunga apa sajakah yang disukai dan diketahui siswa? (If your answer is “yes”, what are the flowers that are loved and known by the pupils?)		
<ul style="list-style-type: none"> • Respondent 1 Mawar, melati, anggrek, tulip (Rose, jasmine, orchid, tulip) 		
<ul style="list-style-type: none"> • Respondent 2 Melati, mawar (Jasmine, rose) 		

From table 4.45 which is talked about flowers and plants topic and the pupils, the researcher found that all of the respondents answered “yes” on the question about are their pupils love flowers and plants topic. For the specific flowers, respondent 1 mentioned rose, jasmine, orchid, and tulip, meanwhile the respondent 2, she mentioned jasmine and rose as pupils’ favourite flowers. So that, it can be concluded that, **all the pupils love flowers and plants topic, and their favourite flowers are rose, jasmine, orchid, and tulip.**

Table 4.46 Occupations and the pupils

Apakah siswa Bapak/Ibu menyukai topik tentang pekerjaan atau cita-cita? <i>(Do you pupils love occupations and ambitions topic?)</i>	Answer	
	Yes	No
	2	0
Jika “iya”, pekerjaan atau cita-cita apa sajakah yang disukai dan diketahui siswa? <i>(If your answer is “yes”, what are the occupations or ambitions that are loved and known by the pupils?)</i>		
<ul style="list-style-type: none"> • Respondent 1 Pilot, dokter, polisi, tantara <i>(Pilot, doctor, policeman, soldier)</i> 		
<ul style="list-style-type: none"> • Respondent 2 Dokter, guru, tantara, polisi <i>(Doctor, teacher, soldier, policeman)</i> 		

From table 4.46, that are talked about occupations and the pupils, the researcher found that all of the respondents answered “yes” on the question about occupations topic for the pupils. In order to entail the pupils’ favourite occupations, respondent 1 mentioned pilot, doctor, policeman, and soldier as their favourite occupations. Whether, respondent 2 answered that doctor, teacher, soldier, and policeman as their favourite occupations. So that, from the data, it can be concluded that **the pupils in ABA Pelangi Inclusive School love occupations topic, and their favourite occupations and ambitions are doctor, soldier, policeman, pilot, and teacher.**

Table 4.47 Vehicles and the pupils

Apakah siswa Bapak/Ibu menyukai topik tentang kendaraan?	Answer	
	Yes	No

<i>(Do you pupils love occupations and ambitions topic?)</i>	2	0
Jika “iya”, kendaraan apa sajakah yang disukai dan diketahui siswa? <i>(If your answer is “yes”, what are the transportation or vehicles that are loved and known by the pupils?)</i>		
<ul style="list-style-type: none"> • Respondent 1 Mobil, sepeda, truk, bis, kereta, api <i>(Car, bike, truck, bus, train)</i> 		
<ul style="list-style-type: none"> • Respondent 2 Montor, sepeda, mobil <i>(Motorcycle, bike, car)</i> 		

In table 4.47 which tells about vehicles and the pupils, the researcher found that all the respondents answered “yes” to the questions about “Do their pupils love transportations topic?”. In order to know the specific transportations, the respondent 1 mentioned car, bike, truck, bus, and train, whether respondent 2 mentioned motorcycle, bike, and car. So that, it can be seen that **all of the pupils in ABA Pelangi Inclusive School love transportations topic, and the kinds of transportations are car, bike, truck, bus, train, and motorcycle.**

Table 4.48 Teachers’ suggestions for English vocabulary picture cards

Selain hal-hal di atas, apakah ada hal-hal lain yang menurut Bapak/Ibu penting di dalam picture cards atau kartu bergambar berbahasa Inggris? <i>(As it has been mentioned before, is there anything else</i>	Answer		
	Yes	No	Not Answer
	1	0	1

<i>that important for you in the picture cards?)</i>			
<ul style="list-style-type: none"> • Respondent 2 <ul style="list-style-type: none"> - Nama anggota keluarga (ayah, ibu, dll.) <i>Family members (father, mother, etc.)</i> - Tempat rekreasi (pantai, taman, dll.) <i>Vacation place (beach, park, etc.)</i> - Peralatan sekolah (pensil, buku, dll.) <i>School utensils (pencil, book, etc.)</i> 			

From table 4.48, which is talked about teachers' suggestions about English Vocabulary Picture Cards, the researcher found that one respondent answered "yes" and the others not answered. However, respondent 2 gave some suggestions about the other topics, for example family, vacation place, and school utensils. So that, it can be concluded that **the teachers want more variations in the topic that are presented in English Vocabulary Picture Cards.**

So that, from the questionnaire data, it can be concluded into three conclusions or outlines: first, the teachers' conditions; second, the teachers' needs and wants, and third, the students' needs. The table and descriptions were presented briefly below.

First, the teachers' conditions in ABA Pelangi Inclusive School, especially for TK B class. From the data, it can be concluded that, all teachers in TK B ABA Pelangi

Inclusive School know and acquire English well. They also try to develop their English competence.

In teaching and learning in the class, one teacher uses media. She uses pictures and written words in her teaching and learning. While, the other does not use any media, however she uses games or sing a song method in her teaching and learning in the class. It is also known that the teachers in TK B ABA Pelangi Inclusive School need some new media for their teaching and learning in the class. In having and using picture cards, all of the teachers in TK B ABA Pelangi Inclusive School do not have any picture cards and never use any picture cards before.

Second, from the questionnaire data above, the researcher found the teachers needs and wants outline as well. The teachers' needs and wants in TK ABA Pelangi Inclusive are presented in the table below.

Table 4.49 Teachers needs and wants according to questionnaire data

Teachers' Need	Teachers' Want
<ul style="list-style-type: none"> • The teachers in ABA Pelangi Inclusive School need new media in teaching and learning English. • The teachers need a simple descriptive text behind the English vocabulary picture cards. 	<ul style="list-style-type: none"> • The teachers want the topic that are presented can be more various, which include family, vacation place, school utensils, etc.

<ul style="list-style-type: none"> • The teachers need the complexity of the descriptive text is easy. • The teachers need some different colours on some words. 	
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Third, from the questionnaire data above, the researcher also found an outline for the students needs. The students' needs also included in the questionnaire because young learners are very active and they cannot be interviewed or distributed the questionnaire. So that, the students' needs also included in the teachers' questionnaire as well. For the further outline in students' need, it can be seen on the table below.

Table 4.50 The students' needs outline from questionnaire data

The Students' Needs
<ul style="list-style-type: none"> • The pupils need English vocabulary picture cards with bright colours. • The pupils need English vocabulary picture cards with their theme and topic in the class. <ul style="list-style-type: none"> • Animals topic <ul style="list-style-type: none"> ○ Cat, rabbit, elephant, cow, bird, fish. • Flowers and plants topic <ul style="list-style-type: none"> ○ Rose, jasmine, orchid, and tulip. • Occupations topic <ul style="list-style-type: none"> ○ Pilot, doctor, policeman, and soldier. • Transportations topic <ul style="list-style-type: none"> ○ Car, bike, truck, bus, train, and motorcycle.

1.2.2 Questionnaire for The Parents

Questionnaire for the parents were made and distributed in order to know and analyse the pupils' needs in

ABA Pelangi Inclusive School. The questionnaire did not distribute to the pupils, since the pupils are young learners, who their psychological is still under the development, do not understand some complex questions. So that, instead of distributing the questionnaire to the pupils, distributing to the random parents who waited their children in the ABA Pelangi was needed in order to know the pupils needs.

The questionnaire for the parents were distributed by the teachers in ABA Pelangi Inclusive School. From 30 parents that the teachers met and gave the questionnaire, only 17 parents who collected their answers to the teachers. From the 17th parents who were collected their answers, two of them have twin children or their children are siblings. For the data of the questionnaire and its description, it is explained by the explanations below.

Table 4.51 Parents' English acquisition

Apakah Bapak/Ibu menguasai Bahasa Inggris dengan baik? (Do you acquire English well?)	Answer		
	Yes	No	Not Answer
	0	17	0

From table 4.51, it is known that all of the 17th respondents do not acquire English well. They do not know about English or they just know English just a little. So that, it can be concluded that, from the 17th respondents, **most of**

pupils' parents in ABA Pelangi Inclusive School do not acquire English well.

Table 4.52 Parents' effort in acquiring English

Apakah terkadang wawasan atau Bahasa Inggris? <i>(Do you ever develop your knowledge or vocabulary in English?)</i>	Answer		
	Yes	No	Not Answer
Bapak/Ibu menambah kata-kata Bahasa Inggris? <i>(Do you ever develop your knowledge or vocabulary in English?)</i>	7	10	0
Jika "iya", bagaimana cara Bapak/Ibu menambah wawasan atau kata-kata Bahasa Inggris? <i>(If your answer is "yes", then how do you develop your knowledge or vocabulary of English?)</i>			
<ul style="list-style-type: none"> • Three respondents just answered "yes" without explanations. • Four respondents did not answer. 			

In table 4.52, it can be shown that, 7 respondents were trying to develop their knowledge or vocabulary of English, whether 10 respondents did not develop their knowledge or vocabulary of English. From 7 respondents who answered "yes", four of them just put tick on "yes" without explanations, and the rest of them did not answer nor gave tick. So that, it can be concluded that **some of the pupils' parents in ABA Pelangi Inclusive School are trying to develop their knowledge and vocabulary of English.**

Table 4.53 Teaching English in the home

Apakah mengajarkan Bahasa Inggris kepada Bapak/Ibu ketika di rumah?	Answer		
	Yes	No	Not Answer
Bapak/Ibu putra/putri	5	11	1

<i>(Do you teach English to your children while at home?)</i>			
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In table 4.53, the researcher found that 5 respondents answered “yes”, 11 respondents answered “no”, and one respondent did not give their answer. So that, it can be concluded that, **most of the parents of ABA Pelangi Inclusive School pupils do not teach their children about English at home.**

Table 4.54 English teaching media at home

Apakah Bapak/Ibu memiliki media (seperti buku bergambar) berbahasa Inggris untuk putra/putri? <i>(Do you have any media (like illustration book) using English for your children?)</i>	Answer		
	Yes	No	Not Answer
	4	12	1
Jika “iya”, media apakah yang dimiliki Bapak/Ibu? <i>(If your answer is “yes”, what are kind of media that you have?)</i>			
<ul style="list-style-type: none"> • Posters: 2 respondents • Handphone: 1 respondent • Book: 1 respondent • English learning CD: 1 respondent 			

From table 4.54, it can be seen that, 4 respondents answered “yes”, 12 respondents answered “no”, and one respondent did not give any answer. From four respondents who answered “yes”, two respondents have posters as their media in teaching and learning for their children at home, one

respondent mention handphone as their media, 1 respondent mention book as their media, and English learning CD as their media in teaching and learning English for their children at home. So that, from the data, the researcher found that **most of the pupils' parents do not have any media in teaching and learning English at home, however some of them have some media. The media are in form of posters, handphone, book, and English learning CD.**

Table 4.55 Children' interested in English

Apakah putra/putri Bapak/Ibu menyukai Bahasa Inggris? (Do your children love English?)	Answer		
	Yes	No	Not Answer
	7	10	0

From table 4.55, the researcher found that 7 respondents answered “yes”, and 10 respondents answered “no” for the question about their children interest in English. So that, it can be concluded that **some of pupils in ABA Pelangi Inclusive School do not love English, but almost in the same number, some of pupils in ABA Pelangi Inclusive School love English as well.**

Table 4.56 Necessities in media for learning English at home

Apakah Bapak/Ibu memerlukan media untuk mengajarkan Bahasa Inggris kepada putra/putri Bapak/Ibu?	Answer		
	Yes	No	Not Answer
	12	4	1

<i>(Do you need a media in teaching English for your children?)</i>			
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In table 4.56, necessities in media for learning English at home, it can be found that 12 respondents answered “yes”, 4 respondents answered “no”, and 1 respondent not answered. From the description, it can be concluded that **most of the pupils’ parents in ABA Pelangi Inclusive School need a media to teach and learn English for their children at home.**

Table 4.57 Picture cards media for the children at home

Apakah Bapak/Ibu memiliki kartu bergambar (picture cards) berbahasa Inggris di rumah? <i>(Do you have picture cards that using English at home?)</i>	Answer		
	Yes	No	Not Answer
	5	12	0

In table 4.57, picture cards media for the children at home, there are 5 respondents who answered “yes”, and 12 respondents who answered “no”. So that, the researcher concluded that **most of the pupils’ parents in ABA Pelangi Inclusive School do not have any picture cards that using English for their children at home.**

Table 4.57 Children and colours

Apakah putra/putri Bapak/Ibu menyukai warna-warna?	Answer		
	Yes	No	Not Answer
	15	1	1

<i>(Do your children love colours?)</i>			
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From table 4.57, the researcher found that there are 15 respondents who answered “yes”, a respondent who answered “no”, and a respondent who did not give any answers in question about their children liking in colours. So that, it can be concluded that **most of the children in ABA Pelangi Inclusive School love colours.**

Table 4.58 Bright colours and the children

Apakah putra/putri Bapak/Ibu menyukai warna-warna cerah? <i>(Do your children love bright colours?)</i>	Answer		
	Yes	No	Not Answer
	16	1	0
Jika “iya”, warna apa sajakah yang disukai oleh putra/putri Bapak/Ibu? <i>(If your answer is “yes”, what are bright colours that your children liked?)</i>			
Bright Colours		Respondent	
Merah (<i>Red</i>)		10	
Merah muda (<i>Pink</i>)		6	
Biru (<i>Blue</i>)		4	
Kuning (<i>Yellow</i>)		3	
Hijau (<i>Green</i>)		2	
Putih (<i>White</i>)		1	
Semua warna (<i>All of the colours</i>)		1	

In table 4.58 which showed about the children’ interest in bright colours, it can be seen that 16 respondents answered “yes” and a respondent answered “no” in question about bright colours. From 16 respondents who answered “yes”, the

researcher found that 10 respondents mentioned red, 6 respondents mentioned pink, 4 respondents mentioned blue, 2 respondents mentioned green, a respondent mentioned white, and a respondent mentioned that his/her children love all of the colours. So that, it can be concluded that **almost of the children in ABA Pelangi Inclusive School love colours. The colours that they love are red, pink, blue, yellow, green, white, and all of the colours.**

Table 4.59 Dark colours and the children

Apakah putra/putri Bapak/Ibu menyukai warna-warna gelap? (Do your children love dark colours?)	Answer		
	Yes	No	Not Answer
	4	13	0
Jika “iya”, warna apa sajakah yang disukai oleh putra/putri Bapak/Ibu? (If your answer is “yes”, what are dark colours that your children liked?)			
Dark Colours		Respondent	
Biru (<i>Blue</i>)		2	
Hitam (<i>Black</i>)		2	
Merah (<i>Red</i>)		1	

From table 4.59, dark colours and the children, the researcher found that 4 respondents answered “yes” and 13 respondents answered “no” in the question dark colours. Then, from the 4th respondents who answered “yes”, it can be found that 2 respondents mentioned blue, 2 respondents mentioned black, and a respondent mentioned red. So that, from the table, it can be concluded that **most of the children in ABA Pelangi**

Inclusive School do not like dark colours. However, there are some children who love dark colours, and the colours that they love are blue, black, and red.

Table 4.60 The animals and the children

Apakah putra/putri Bapak/Ibu menyukai topik binatang? (Do your children love animals topic?)	Answer		
	Yes	No	Not Answer
	13	3	1
Jika “iya”, binatang apa sajakah yang disukai oleh putra/putri Bapak/Ibu? (If your answer is “yes”, what are the animals that your children liked?)			
Animals		Respondent	
Kucing (<i>Cat</i>)		4	
Gajah (<i>Elephant</i>)		4	
Kelinci (<i>Rabbit</i>)		2	
Harimau (<i>Tiger</i>)		2	
Jerapah (<i>Giraffe</i>)		1	
Sapi (<i>Cow</i>)		1	
Kambing (<i>Goat</i>)		1	
Ayam (<i>Chicken</i>)		1	
Monyet (<i>Monkey</i>)		1	
Kuda (<i>Horse</i>)		1	
Panda (<i>Panda</i>)		1	
Rusa (<i>Deer</i>)		1	
Ikan (<i>Fish</i>)		1	
Kupu-kupu (<i>Butterfly</i>)		1	
Dinosaur (<i>Dinosaur</i>)		1	

In table 4.60, the animals and the children, it can be found that 13 respondents answered “yes”, 3 respondents answered “no”, and a respondent did not give his/her answer in the question about their children interest in animals topic. From the 13th respondents who answered “yes”, they also mentioned the animals that their children love. There are 4

respondents mentioned that they children love cat, 4 respondents mentioned elephant, 2 respondents mentioned rabbit, 2 respondents mentioned tiger, and 1 respondent for animals like giraffe, cow, goat, chicken, monkey, horse, panda, deer, fish, butterfly, and dinosaur. So that, from above, it can be concluded that **most of the children love animals. The animals that they love are cat, rabbit, tiger, giraffe, cow, goat, chicken, monkey, horse, panda, deer, fish, butterfly, and dinosaur.**

Table 4.61 The plants and flowers and the children

Apakah putra/putri Bapak/Ibu menyukai topik tumbuhan atau bunga? (Do your children love plants and flowers topic?)	Answer		
	Yes	No	Not Answer
	15	1	1
Jika “iya”, bunga apa sajakah yang disukai oleh putra/putri Bapak/Ibu? (If your answer is “yes”, what are the flowers that your children liked?)			
Plants and Flowers		Respondent	
Mawar (<i>Rose</i>)		8	
Bunga Matahari (<i>Sunflower</i>)		5	
Melati (<i>Jasmine</i>)		2	
Anggrek (<i>Orchid</i>)		1	
Amarilis (<i>Lily</i>)		1	
Pacar Banyu (<i>Water hyacinth flower</i>)		1	
Jagung (<i>Corn</i>)		1	

From table 4.61, the plants and flowers and the children, the researcher found that 15 respondents answered “yes”, a respondent answered “no”, and a respondent did not give any answers in the question about their children interest

in plants and flowers. From 15th respondents who answered “yes”, they mentioned plants or flowers that their children liked as well, such as rose, sunflower, jasmine, orchid, lily, water hyacinth flower, and corn. So that, from the table above, it can be concluded that **the majority of the children in ABA Pelangi Inclusive School love plants and flowers topic. The plants and flowers that they liked are rose, sunflower, jasmine, orchid, lily, water hyacinth flower, and corn.**

Table 4.62 Occupations and the children

Apakah putra/putri Bapak/Ibu menyukai topik pekerjaan atau cita-cita? (Do your children love occupations and ambitions topic?)	Answer		
	Yes	No	Not Answer
	15	1	1
Jika “iya”, pekerjaan atau cita-cita apa sajakah yang disukai oleh putra/putri Bapak/Ibu? (If your answer is “yes”, what are the occupations and ambitions that your children liked?)			
Occupations and Ambitions		Respondent	
Dokter (<i>Doctor</i>)		7	
Polisi (<i>Policeman</i>)		6	
Guru (<i>Teacher</i>)		3	
Tentara (<i>Soldier</i>)		3	
Pilot (<i>Pilot</i>)		1	
Koki (<i>Chef</i>)		1	
Menyapu (<i>Sweeper</i>)		1	

In table 4.62, occupations and the children, the researcher found that 15 respondents answered “yes”, a respondent answered “no”, and a respondent did not give any answers in the question of their children interest in

occupations. From 15th respondents who answered “yes”, they mentioned the occupations that their children have known or liked, such as 7 respondents mentioned doctor, 6 respondents mentioned policeman, 3 respondents mentioned teacher, 3 respondents mentioned soldier, and a respondent for pilot, chef, and sweeper. So that, it can be concluded **that most of the children in ABA Pelangi Inclusive School love and know about occupations and ambitions topic. The occupations that the children have known and love are doctor, policeman, teacher, soldier, pilot, chef, and sweeper.**

Table 4.63 Transportations and the children

Apakah putra/putri Bapak/Ibu menyukai topik kendaraan? <i>(Do your children love transportations topic?)</i>	Answer		
	Yes	No	Not Answer
	16	1	0
Jika “iya”, kendaraan apa sajakah yang disukai oleh putra/putri Bapak/Ibu? <i>(If your answer is “yes”, what are the transportations that your children liked?)</i>			
Transportations	Respondent		
Mobil (Car)	8		
Kereta api (Train)	8		
Motor (Motorcycle)	7		
Bus (Bus)	5		
Sepeda (Bike)	3		
Pesawat (Plane)	3		
Truk (Truck)	3		
Perahu (Ship)	1		
Becak (Pedicab)	1		
Eskavator (The excavator)	1		

From table 4.63, transportations and the children, it can be found that 16 respondents answered “yes” and a respondent answered “no” in question about children’ interest in transportations topic. From 16th respondents who answered “yes”, they also mentioned some transportations that their children liked as well. In that table, it is shown that 8 respondents mentioned car as the transportations that their children liked; 8 respondents also mentioned train; 7 respondents mentioned motorcycle; 5 respondents mentioned bus; 3 respondents for bike, plane, and truck; and a respondent for ship, pedicab, and excavator. In the end, the researcher concluded that **most of children in ABA Pelangi Inclusive School love transportations. The transportations that they love are car, train, motorcycle, bus, bike, plane, truck, ship, pedicab, and excavator.**

Table 4.64 Parents’ suggestion topic

Apakah putra/putri Bapak/Ibu memiliki topik lain yang lebih disukai dari pada topik-topik di atas? <i>(Do your children have another topic that they love most besides the topic above?)</i>	Answer		
	Yes	No	Not Answer
	1	15	1
Jika “iya”, topik apa sajakah yang menurut putra/putri Bapak/Ibu sukai? <i>(If your answer is “yes”, what are the topics that your children liked?)</i>			
Transportations		Respondent	
Kesenian/menari <i>(Art/Dancing)</i>		1	

In table 4.64, the researcher found that a respondent answered “yes”, 15 respondents answered “no”, and a respondent did not give any answers in the questions about parents’ suggestion topic. From a respondent that answered “yes”, she/he mentioned that their children love art, especially for dancing. In the end, it can be concluded that **most of the children in ABA Pelangi Inclusive School do not have any preference topic that they love the most. However, there might some children who have some preference, especially for art topic or hobby.**

So that, from the questionnaire data, it can be derived two outlines, there are parents’ and children’ condition, and also the pupils’ need. Parents’ and children’ condition covered the parents’ acquisition in English and how they teach English to their children. Then the pupils’ needs covered all things that they students like or dislike from colours until the topics. The outlines for the two are presented and described by the outline table and the descriptions below.

First, parents’ and children’ condition, especially at home. Most of pupils’ parents in ABA Pelangi Inclusive School do not acquire English well. However, some of them are trying to develop their knowledge and vocabulary of English. Because of their lack of English, they do not teach English to their children. Besides that, most of the parents do

not have any media for English at home, but some of them have some media. The media are in the form of posters, handphone, book, and English learning CD.

From the data, the researcher also found that some of children in ABA Pelangi Inclusive School do not love English, but almost in the same number, some of the pupils in ABA Pelangi Inclusive love English as well. So, the pupils who love English and do not are balance. At home, their parents need a media to teach English for their children, especially for the picture cards, they do not have any of them.

Second, from the questionnaire for the parents' data, it is also gotten an pupils' needs outline. The list of pupils' favourite colours was ranked from the highest respondents. The pupils' needs are presented by the table below.

Table 4.65 The pupils' needs outline according to questionnaire data

The Pupils' Needs
<ul style="list-style-type: none"> • Pupils love colours. They prefer bright colours rather than dark colours. <ul style="list-style-type: none"> ○ List of bright colours: <ol style="list-style-type: none"> 1. Red 2. Pink 3. Blue 4. Yellow 5. Green 6. White 7. All colours ○ List of dark colours: <ol style="list-style-type: none"> 1. Blue 2. Black 3. Red

- Pupils love animals topic.
 - List of animals:
 1. Cat
 2. Elephant
 3. Rabbit
 4. Tiger
 5. Giraffe
 6. Cow
 7. Goat
 8. Chicken
 9. Monkey
 10. Horse
 11. Panda
 12. Deer
 13. Fish
 14. Butterfly
 15. Dinosaur
- Pupils love plants and flowers topic.
 - List of plants and flowers:
 1. Rose
 2. Sunflower
 3. Jasmine
 4. Orchid
 5. Lily
 6. Water hyacinth flower
 7. Corn
- Pupils love occupations topic.
 - List of occupations:
 1. Doctor
 2. Policeman
 3. Teacher
 4. Soldier
 5. Pilot
 6. Chef
 7. Sweeper
- Pupils love transportations topic.
 - List of transportations:
 1. Car
 2. Train
 3. Motorcycle
 4. Bus
 5. Bike
 6. Plane
 7. Truck
 8. Ship
 9. Pedicab
 10. The excavator
- Suggestion topic from the parents is about art or hobby.

1.3 Class Observation

Class observation was the next step after distributing the questionnaire to the teachers and parents in ABA Pelangi Inclusive School. Class observation was conducted in order to know the students' needs, wants, and lacks, also the teachers' needs in teaching and learning in the class. This agenda was conducted three days, started from February 10th, 2020 until February 12th, 2020 which the participants were 32 participants (if all of the participants participated), 30 pupils and 2 teachers of TK B ABA Pelangi Inclusive School. However, because this is an inclusive school, the pupils who attended to the kindergarten every day were random, the participants were about 27 participants, 25 pupils and 2 teachers of TK B ABA Pelangi Inclusive School, when the researcher conducted 3-days class observation. The full description about all of the activities that the pupils and the teachers have done were presented in **Field Notes**, which are available on the **Appendix 04**. The data of class observation are presented by the description below.

1.3.1 First Day of TK B Class Observation

The first day of class observation in ABA Pelangi Inclusive School, especially for TK B Class, conducted on Monday, February 10th, 2020. The time for observation was from 06.45 a.m. until 11.45 a.m. It is a long-time duration observation, because the researcher wanted to know the

students' habit, liking, and also the school's activity which all of them are included in need analysis and situation analysis.

According to the observation on the first day, the first activity in the morning is Morning Literacy. Morning Literacy is an activity that all of the pupils, especially for TK A and TK B class, in ABA Pelangi Inclusive School have to attend and participate in order to improve their reading ability and also reading interest. This activity is included in the curriculum. That is why all of the pupils have to participate it, and the teachers have to evaluate and assess them. The reading materials are from the pupils. They are fables, fairy tales, or beginners' book in reading (like *ini Budi*, etc.), which they have to pick one of time, and an *Iqro'*. The pupils must have both of them.

The classroom activities start at 08.00 a.m. after the pupils make a line before they enter their classroom. The first activity, when the pupils have gotten into their class is Sholat practice. In Sholat practice, the pupils have to memorize the pray and its movement, and also short surah. On the first day, Surah that was used are *An-Naas* and *Al-Ikhlās*.

After the pupils did their Sholat practice, they gathered in the mat in front of the class that were used for Sholat practice, and started the next activity. The next activity is apperception lesson. In this apperception lesson, the method

that is used is learning using songs and rhythm. The songs are *Disini Senang, Disana Senang* and *berhitung menggunakan Bahasa Jawa dari 1-10* (Counting by using Javanese from 1 until 10). Meanwhile, the rhythms are *Asmaul Husna, Hadist*, counting from 1 until 100 using Indonesian, counting using English from 1-20, and praying manners. In this activity also, English teaching and learning is included as well.

English teaching and learning, in here, are used songs, includes fruits name, days' name, and how are you today; and rhythms and memorization, includes counting using English from 1 until 20. In English teaching and learning, the researcher found that some pupils did some mispronunciations. When they sang fruits name, they did mispronunciation in "watermelon"; and when they sang how are you today, they did mispronunciation in the response of "How are you today?" question. They answered the question with "Just one." or "Just wine." As we know, the most possible answer is "Just fine." not both of them. However, they did it again and again.

From that, the researcher knew that, the pupils need right pronunciation, and the most possible for them is showed them the words while they sing. So that, they can mimic their teachers lips and also look at the words carefully. Besides that, the teachers also need phonetic alphabetic, so that they can

pronounce some words well and also improve their knowledge in English.

After apperception activity, the activity continued with the main activity. In main activity, the teachers in TK B ABA Pelangi Inclusive School taught their pupils using blackboard and assessment book, or in Indonesian called as Buku LKS. The first activity in main activity is one of the teachers teaches the pupils using blackboard and assessment book. On the first day of observation, the topic for today is about farmer and tukang ronda (night watcher). The teachers explained them about the right time for them to work. Then, when the explanations had been done, their teachers gave them an assessment. Today's assessment was colouring the appropriate time (using moon and sun as the symbols) for farmer and a night watcher work.

In the main activity, the researcher found that the pupils do not have long concentration time. After explanations for about 15 minutes, they did not pay attention on their teachers again. That is why, the teacher gave them a colouring activity after the explanations. When the explanations also, the researcher found that the teachers need another media and it should be in the big size. So that, the pupils will give their full pay attention on it. From this, the researcher also found that

picture cards, especially English Vocabulary Picture Cards, are an appropriate media for them.

In colouring activity, the researcher found that all of the pupil love colours, both dark and bright. Most of boys love dark colours, such as brown, dark purple, red, black, grey, dark green, and dark blue. Meanwhile, most of the girls love bright colours, such as yellow, lime green, pink, violet, light blue, and orange. For special need student, he loves all of the colours as well, both bright and dark.

After the main activity, the pupils took their break time, the teachers called it as outside activity. Their outside activity is for about an hour. In this hour, the pupils can do whatever they want, such as eat their lunch box, play with their friends, or play with their toys. When, the time is over, they have to come back to their class. Because, there is a supplementary lesson for TK A and TK B in ABA Pelangi Inclusive School. For TK A, the supplementary lesson starts at 10.00 a.m. and finishes at 11.00 a.m., and for TK B, the supplementary lesson starts at 10.30 a.m. and finishes at 11.30 a.m. However, for special needs students, they can go home earlier than the normal students. Because, the topics that are used in supplementary lesson is different with the usual topics, in apperception and main activity, in the class. In this lesson, the topics that are taught for the pupils, are preparation lessons for

Elementary School, such as mathematics and Indonesian language. For today, the lesson was mathematics and the sub chapter was additions.

So that, from the first day observation, the researcher found the pupils' needs and lacks, and also the teachers' needs. Their lacks and needs would be showed and summarized by the table below. For the full and further explanations, it can be seen on the **1st set of Field Note on Appendix 04**.

Table 4.66 The students' needs and lacks according to the first day observation data

Students' Needs	Students' Lacks
<ul style="list-style-type: none"> • They need words of English while teaching and learning English. So that, the possibilities of mispronunciations can be reduced. • They need an attractive media to catch their attention. • They need a media called picture cards. • They need colourful media, because they love colours. 	<ul style="list-style-type: none"> • They lack of awareness and concentration. • They do some mispronunciations. • They lack of proper media in teaching and learning English.

Table 4.67 The teachers' needs according to the first day observation data

Teachers' Needs
<ul style="list-style-type: none"> • The teachers need another media besides blackboard. • The teachers need an attractive media. • The teachers need a media that is called as picture cards. • English vocabulary picture cards for the teachers must consist of the words and its phonetic alphabetic. • English vocabulary picture cards have to be in big size, for the group use.

1.3.2 Second Day of TK B Class Observation

The second day of the observation was conducted on Tuesday, February 11th, 2020. The time is as same as the day before, as well as the duration. The first activity is Morning literacy. In this activity, there was not any special events. However, the researcher knew that most of pupils in TK B ABA Pelangi Inclusive School are very active and have high curiosity. Olin, one of the pupils in TK B ABA Pelangi was very curious, that she asked many things to me. Meanwhile, the boys were always played outside and in the playground in the morning. It seems like they love to play with their friends and their toys or the playgrounds. That is why the researcher stated that they are very active.

The next activities were Sholat practice and apperception activities. As usual, before they went into the class for Sholat practice and apperception activities, they have to make a line first. In apperception activity, the researcher found the same thing as yesterday, the pupils' mispronunciations. However, the song, that were introduced and sang by the pupils, was added by their teachers. The song tittle is Menanam Jagung.

After they had done with apperception activities, the teachers moved the activity to the main activity. Todays' topic

was still the same, it was about farmer. However, thing that were introduced, were different than yesterday. Today, the pupils learnt about the tools that are always brought by the farmer and his/her work place. The pupils were very active and gave direct responses toward it. They mentioned the tools directly. From that, the researcher found that the pupils would give their direct response if the things are surrounding them and have known by them.

Their teacher also gave them an assessment again today. The assessment for today was colouring a painter picture. In this session, the pupils show that they love all of the colour, as same as yesterday. However, today the researcher found that there was a special needs student who love dark colours only. She picked dark green, brown, dark blue, and black.

After the main activity, as usual, the pupils got their break time or outdoor activity. In their outdoor activity, the researcher found that some of the boys played and love car. One of them said a type of a car called "Lamborghini". Akbar, one of the pupils in TK B, came and showed me a shark fan, but he gave sound to his toy liked a car or bus sound. When the time almost over, some of the boys quarrel about their vacation to the zoo. They quarrelled about the group they were in, but then they discussed about the giraffes and the tigers that

they saw on that day, when the clock showed 10.30 a.m., they went into the classroom and finished their break time by praying and began their compulsory lesson. Then, for special needs students, they could go home earlier. Today's topic was Indonesian language, especially for words, spelling, and alphabets. The teacher used dictation method in teaching and learning Indonesian language to them. Then, their compulsory lesson finished at 11.30 a.m.

So that, from the second day observation, the researcher found the pupils' needs. Their needs would be showed and summarized by the table below. For the full and further explanations, it can be seen on the **2nd set of Field Note on Appendix 04. Class Observation Field Note.**

Table 4.68 The students' needs according to the second day observation data

Students' Needs
<ul style="list-style-type: none"> • Students need eye-catching English vocabulary picture cards. • Students need some pictures or things that surrounding them or around them. Something that they have known. • Students or pupils love transportations, especially for cars. • Pupils also love animals as well. They love giraffe and tiger.

1.3.3 Third Day of TK B Class Observation

The third day of TK B Class observation was conducted on Wednesday, February 12th, 2020. The time of observation was from 06.45 a.m. until 11.45 a.m. This is the

last day of TK B observation class in ABA Pelangi Inclusive School.

As usual, the initial activity for ABA Pelangi Inclusive pupils is Morning Literacy. There was nothing special in the Morning Literacy this morning. The pupils did their read and work well. So that, the teachers could ask them to make a line directly after their Morning Literacy.

After they went into the classroom, the pupils practiced Sholat, and as usual, they did their apperception activity as well after that. The song that was used in teaching and learning activity today just “*Apa kabar/Good Morning*” song. Because, the time almost over. When the pupils sang this song, the mispronunciation that were done, were still the same as yesterday. When they had done with the apperception activity, they moved to the main activity.

In this today’s main activity, the theme that was introduced by the teacher was jobs and occupations. However, the topic was different than yesterday. Today’s topic was carpenter and his tools. The teachers taught their pupils by using blackboard and assessment book. When the teachers asked them about the products that are produced by a carpenter, the pupils could answer it directly. It seemed like, they had familiar with the carpenters’ products. However, when their teachers asked them about the tools that are used by

a carpenter, they were still confused. So that, the teachers gave them some clues about them and explained them through the blackboard.

In giving the clues to the pupils, the teachers used TPR mode also. Because, the carpenters' products in the classroom are so many, such as their desks, tables, cupboard, window, etc. So that, the teacher could use TPR method so easily. After the explanations, the teachers gave them an assessment from their assessment book. Their assessment was still the same with yesterday. They had to give some colours on a picture. However, the picture was different from yesterday. Today's picture was a builder who build his wall.

In this activity, the researcher had a chance to ask a pupil about his favourite colour. He answered that he does not know about his favourite ones. However, he said that he loves the colour that he held at that time. He loves it, but he did not know what the name of the colour is. So, I told him the name of the colour is purple. When he knew the name, he was very happy and said that he loves it so much.

When the clock showed 09.30 a.m., they had to finish their works and prepared for their outdoor activity. There was no special event on their outdoor activities. Then, they went into the class, prepared for their compulsory lesson, and for special needs pupils they could go home earlier.

Today's compulsory lesson is mathematics and the topic was subtractions. They were happy and did well on their compulsory lesson, although some of them were still confused with it. The teachers were very happy that they love their new topic for today's compulsory lesson. Then, they finished their activities at 11.30 a.m.

So that, for the third day's observation result, the researchers found the students' needs. Their needs would be showed and summarized by the table below. For the full and further explanations, it can be seen on the **3rd set of Field Note on Appendix 04. Class Observation Field Note.**

Table 4.69 The students' needs according to the third day observation data

The Students' Needs
<ul style="list-style-type: none"> • Students needs some real or simple clues when they did not know something. • Students love all of the colours, although they did not know the colours' name yet. • Students' love something new, for example new topic or lesson.

So that, from all of the findings that derived from three-days class observation. It can be summarized that the implementation of two curriculums, K-13 or Curriculum 2013 and Ke-Aisyahan and Ke-Muhammadiyah (local curriculum), in ABA Pelangi Inclusive School are implemented both in indoor activity and outdoor activity. Their pupils do not only learn about themes that provided by the government, but also religion, in here, Islam. For example, when they

do their Morning Literacy, the pupils have to provide and read fable or fairy tale that they love and Iqro'. For activity in the class, besides they are introduced many themes that surrounding them, they also learn how to Sholat or pray and memorize some hadits. Because ABA Pelangi is an Inclusive School, the pupils on there also learned how to interact and treat their special needs friend as same as their normal friends.

Besides that, the researcher also found the students' needs, students' lacks, and teachers' needs in developing English Vocabulary Picture Cards for pupils in ABA Pelangi Inclusive School. For the students' needs and lacks, and teachers' needs were explained by the table below.

Table 4.70 The students' needs and lacks according to the observation data

Students' Needs	Students' Lacks
<ul style="list-style-type: none"> • They need words of English in their media. • They need an attractive and eye-catching media to catch their attention. • They need a media called picture cards. • They need colourful media, because they love colours. • Pupils need some pictures or things that surrounding them or around them. • Pupils love transportations. • Pupils love animals. They love giraffe and tiger. • Pupils needs some real or simple clues on English vocabulary picture cards. 	<ul style="list-style-type: none"> • They lack of awareness and concentration. • They do some mispronunciations when sang an English song.

<ul style="list-style-type: none"> • Pupils love or need something new. 	
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Table 4.71 The teachers' needs according to the observation data

Teachers' Needs
<ul style="list-style-type: none"> • The teachers need another media besides blackboard and assessment book (LKS). • The teachers need an attractive media that consist of real picture or an eye-catching picture. • The teachers need a media that is called as picture cards, English Vocabulary Picture Cards. • Teachers needs English vocabulary picture cards that consists of its words and its phonetic alphabetic. • English vocabulary picture cards have to be in big size, for the group use.

1.4 Literature Review

After conducting interview, distributing questionnaire, and observing TK B class in ABA Pelangi Inclusive School, the researcher gathered information about the age characteristics and what vocabulary that are suitable for them, the layout and picture cards design that are available now (as references), and the content of descriptive text. This was needed in order to match the data findings in the field and the theories. So that, in developing English Vocabulary Picture Cards, the researcher kept on the track and had actual data in paper size and also the amount of English Vocabulary Picture Cards and its characteristics. Each of the items were explained more below.

1.4.1 Pupils and The Vocabulary for Them

The pupils that had been observed in ABA Pelangi Inclusive School, were TK B Class, which they are in five to sever years old. As it is explained before in **Chapter 2, Sub-**

Chapter Young Learners, each young learners are differentiated with their age due to their different characteristics and their perceptions. In the observation data, it can be seen that the pupils in ABA Pelangi Inclusive School have interest in foreign language and their mother language, but they still do not aware with the structures. However, they can talk about what they are doing or they have done. In teaching and learning activities, they enjoy movement and songs. They are also very logical and give direct responses if the things are surrounded them or they have known them before. They also love something new, like topic or themes that are taught by their teacher. However, they have short concentration or focus spantime.

That findings are the same with the theories that have stated by Pinter (2006) and Scott and Ytreberg (2004). They stated that children at age five until seven years old are very curious about something new; they have a holistic approach to language, which means that they understand meaningful message, but cannot analyse the structures or language yet; they have low level of awareness about themselves as language learners and the process of learning itself; they enjoy movement , songs, and rhythm; they can talk about what they are doing and they have done; they are very logical; they love

to play; and they have enthusiastic in learning something, but have low concentration span.

So that, from the explanations above, it can be concluded that the picture cards, especially for English Vocabulary Picture Cards, should have some characteristics, such as:

1. English Vocabulary Picture Cards should have interesting and attractive pictures, but realistic to catch their concentration.
2. English Vocabulary Picture Cards should have pictures that they have known or surrounding them.
3. English Vocabulary Picture Cards can be used as materials in using song or rhythms, and also can be used as toys for them as well.
4. English Vocabulary Picture Cards should have simple words.
5. English Vocabulary Picture Cards should have many themes and topics.

Next, the vocabulary that are suitable for pupils in ABA Pelangi Inclusive School. The first consideration is, that TK B ABA Pelangi Inclusive School pupils are the second language acquisition learner. So that, comprehension strategy is an appropriate strategy for them. Comprehension strategy is a strategy that someone have to understand word and store

them in their memory (Carter & McCarthy, 1988). In this strategy, there are three strategies that a teacher must know, such as enhance understanding, enhance storage in memory, and perception and action. For kindergarten pupils, the strategies that are always used are enhance understanding and perception an action. The activities that can be done are context clue, total physical response (TPR), and Craight's Cognitive Depth.

From the data that have been gathered, the teachers in TK B ABA Pelangi Inclusive School, mostly use context clue, Total Physical Response (TPR), and Craight's Cognitive Depth in their activities with their pupils in the class. As it is stated before, in the **Chapter 2, sub-chapter Vocabulary and Its Practice**, context clue is guessing vocabulary from the context in order to improve students' ability in discovering the meaning through its context (Alqahtani, 2015; Carter & McCarthy, 1988). Total Physical Response or can be called as TPR is strategy in learning vocabulary through actions, meanwhile, Craight's Cognitive Depth is a technique that need pupils discussion about their personal interest to provide information when the pupils need about them.

Meanwhile in practical, the teacher would collaborate them with songs, rhythms, and movement; using objects that are available in the class; teaching in themes; create classroom

routines; and using illustrations and pictures. So that, the pupils are interested in participate and join the activity in the class.

After know the strategies for them, it is also important to know the vocabulary for young learners. Considering about pupils' age and level of education in English proficiency may affect their learning (Alqahtani, 2015). It is also suggested that young learners should master small controlled vocabulary along with the grammatical system, and the target vocabulary that should be mastered by the pupils is for about 500 words (Folse, 2004; Catalán & Gallego, 2005).

However, 500 words are a huge number for kindergarten pupils. Considerate that, kindergarten pupils have low concentration and low awareness in learning language. So, it is impossible to teach a large number of vocabulary to children due to their psychological. So that, it is recommended for them to learn some simple words in a small number that they recognize, by differentiate it with themes or topics, along with authentic text (Meara, 1995). Then, for the practices it can be contained meaningful repetition combining with iconic and symbolic modes, like using illustrations or pictures, then arranging them in units and using them in instructional read-aloud actions (Jalongo & Sobolak, 2011; Pinter, 2006; Scott &

Ytreberg, 2004; Alqahtani, 2015; Meara, 1995; Sökmen, 2006; Pikulski & Templeton, 2004).

From that, it can be concluded that English Vocabulary Picture Cards should considerate many aspects. Those aspects include the total amount of the cards, difficulties, and the strategies that might be used by the teachers. These aspects are not stood alone, but it have to collaborate with the findings in need analysis. For the summarized, it can be looked below.

1. English Vocabulary Picture Cards should consist in small number of vocabulary.
2. English Vocabulary Picture Cards should consist of simple and meaningful words that are easily recognized by the pupils.
3. English Vocabulary Picture Cards should arrange into some themes or topics.
4. English Vocabulary Picture Cards should be able to collaborate with context clue, Total Physical Response (TPR), Craight's Cognitive Depth strategies.
5. Besides that, English Vocabulary Picture Cards should be able to collaborate with rhythms and movement, classroom routines, and games in the classroom activities.

1.4.2 Picture Cards' Layout and Design

Picture cards are kinds of material that teachers and pupils can make, or material that a teacher can buy. In

Indonesia, picture cards, that are available, are in the form of Indonesian language, not in English. Meanwhile, for English picture cards, a teacher should buy them at online shop or make them by themselves. However, they have high price or much expensive for a set of one theme, usually one set consist of 1 theme or several themes with several topics which consist of 20 until 25 cards for big cards and for medium cards consist about 50 cards; and when they make it by themselves, the media might be not valid, since it is not any experts who were validated it. Picture cards have three kinds of size, they are small size, medium size, and big size. The most used picture cards in class activities are the medium and big ones. The medium size of picture cards are called as flash cards. Their designs are very cute and attractive, but it cannot be used as whole class using.

English Vocabulary Picture Cards, in here, were developed according to the needs analysis and situation analysis result that were derived from interview, questionnaires, and class observations. However, for the front design and layout of English Vocabulary Picture Cards, the researcher picked it up from the theories and picture cards that are available in the online shop, website, or instagram. For the back design and layout, the researcher picked it up from one of the Elex media encyclopedia, called as Cookie Run Series.

For the pictures, they are taken from google and they were edited by using PowerPoint Application.



As it is stated before, pupils in ABA Pelangi Inclusive School love all of the colours. They love both dark and bright colours. For the media also, it was also recommended from the teachers that they should be attractive and colourful. So that, the paper that are used for English Vocabulary Picture Cards should be colourful.

As it is stated before, using simple word and realia in the activity should be considered with colourful picture or card, in order to involve the pupils in the activity naturally (Nation, 2001). Iftanti & Madayani (2019) also stated that, materials for young learners must include pictures that are interesting and attractive; and surroundings the pupils' real life or their activities. Besides that, it must use varieties fonts and colourful papers or cards. It is also recommended that in developing materials, it should be considered the students' needs first or the students' liking, before considered the theories that are related to the development of the product (Vale & Feunteun, 1995; Iftanti and Madayani, 2019).

So, from the explanations above, the colours of English Vocabulary Picture Cards are chosen from the need analysis. It is also applied for the themes and the topics in English Vocabulary Picture Cards. The researcher decided that,

because it is recommended to consider the pupils' needs first before the theories. However, for the layout and design, the researcher used some sources from other products in the online market, or templates from some website or webpage like pinterest, weheartit, pngguru, or pixiv, etc. For the front and back layout sources, they are explained by the table below.

Table 4.72 Sources for front layout and design for English vocabulary picture cards

No.	Picture Samples	Description
1.	 <p>Source: Ebay Picture 4. 1 Picture cards sample 1</p>	<p>The design and layout for these picture cards are no border, no background pictures, and the picture bigger than its word. Then, for the background colour, they use white colour. For the colours of the pictures, they use soft and pastel colours.</p>
2.	 <p>Sources: Ebay and Amazon Picture 4. 2 Picture card sample 2</p>	<p>The design and layout for these picture cards are used borders with no background pictures. The borders are narrow and have patterns in it. Then, the background colour is pastel or bright colours, and for the picture, it uses soft and pastel colours also.</p>


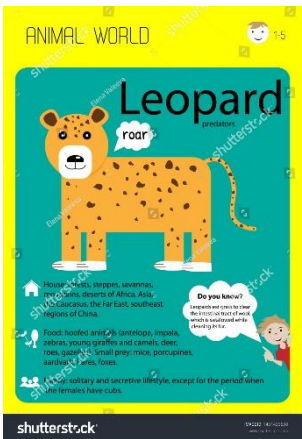

<p>3.</p>	 <p>Source: Ebay</p> <p>Picture 4. 3 Picture cards sample 3</p>	<p>The design and layout for these picture cards use a border under the picture. The border is used as the labels of the picture. The cards are used colourful background, but without patterns in it. The colours that are used for the background are bright colours not pastel colours. For the pictures colours, they have sharp colours or the actual colours.</p>
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Table 4.73 Sources for back layout and design for English vocabulary picture cards

No.	Picture Samples	Description
<p>1.</p>	 <p>Source: shutterstock</p> <p>Picture 4. 4 Picture card sample 4</p>	<p>The design and layout for this card uses border. Wide on the top; and narrow on the right, left, and bottom of the picture cards. For the descriptive text, there is no descriptive text. It is just a summarize text of the animal that contains where he lives, foods, etc. For the background colour, it uses sharp colour rather than bright colour.</p>

2.	 <p>Source: Elex Media Instagram</p> <p>Picture 4. 5 Encyclopedia sample 1</p>	<p>The design and layout for this card is without border. The explanation in this page is used descriptive text, but using Indonesian. The explanations are differed by paragraph and table. For the background colour, it uses soft colour with patterns rather than sharp colour.</p>
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So that, from the sources table that contains sample pictures of several picture cards and an encyclopedia, it can be concluded several possibilities in designing, editing, and developing English Vocabulary Picture Cards. For the front cards layout design, the possibilities that the researcher are used in designing, such as:

1. The picture cards can use borders or not, and the borders can be without patterns or contained patterns.
2. The picture cards can use white background or colourful background.
3. The picture cards with colourful background, they use bright colours or pastel colours.
4. The picture cards can use cartoon or actual pictures that are focused more than their background.
5. The picture's label is not in decorative font, but it should have varieties in it.

Then, for their back-layout design, the possibilities that the researcher are used in designing, such as:

1. The picture cards can use borders or without ones.
2. The descriptive text is using simple text or summarized of the characterization of the picture.
3. Some explanations, likes binomial nomenclature, are placed in the different places in a table.
4. The picture cards make the picture bigger than the explanations, because they want to attract children from its picture.
5. The picture cards use bright or pastel background colours, sometimes there is a pattern in it, in order to attract the pupils also.
6. Mostly, the English picture cards do not give the translation text on their descriptive text and the label as well.

1.4.3 The Content of Descriptive Text

The content of the descriptive text is a new innovation for English Vocabulary Picture Cards, since it is used in Indonesian picture cards. As it is stated before, on the sample pictures sources table for back-design and layout for English Vocabulary Picture Cards, the explanations are not in a descriptive text, but a summary. Most of English picture cards which came from native, the descriptive text is translated into

Indonesian, but the label of the picture, sometimes, they were just left it so.

So, in here, the researcher wanted to develop a picture cards set that not only consist of a picture and its label, but also a descriptive text of the picture in English and its translation in Indonesian. This descriptive text was designed in order to help the teachers in teaching English for the pupils, and also help them to develop and increase their knowledge in English. Because English Vocabulary Picture Cards were developed under the need analysis data and mostly of the data were came from the classroom activities, the use of syllabus and lesson plans are needed.

For the sources of the information or general knowledge of the object, the researcher used some sources from internet, Wikipedia, and an encyclopedia. Then, compared them and combined them with the materials that are provided in the lesson plans or curriculum. For the structures, content, and difficulties in the descriptive text, the researcher used the curriculum, RPPh (Daily Lesson Plan) along with RPPm (Weekly Lesson Plans) that are used in ABA Pelangi Inclusive School, and the teachers' recommendations and suggestions while conducting need analysis before. However, because the RPPh are so many and the content is the same with the RPPm, so that the researcher only used the RPPm only. For

the explanations about the curriculum and the RPPm can be read by **the explanations below** and **on the Appendix**, while the teachers' suggestion and recommendations can be read on **the interview** and **questionnaire data**.

As it is said before, the curriculum that are used in ABA Pelangi Inclusive School are differed into two, 2013 Curriculum, or can be called as K-13, and Local Curriculum. The curriculum contains some themes that are taught in the class, is 2013 Curriculum or K-13. This curriculum is provided by the government, and the themes that are provided, have to be taught to the pupils in the whole semester.

The themes that are provided in first semester and second semester are different. For the further information about the themes that are provided for each semester, it can be read on **the Appendix**. For the data, that were collected by the researcher through need analysis before, the pupils love animals, plants, transportations, and occupations themes. Then, when the researcher looked at the curriculum, it is found that, animals and plants themes are in the first semester, meanwhile transportations and occupations themes are in the second semester. For the sequences of the themes, it can be seen on the table below.

Table 4.74 The pupils' favourite themes sequences in the curriculum

First Semester	Second Semester
Animals	Transportations
Plants	Occupations

From the table above, the researcher could decide the design and also the difficulties in the descriptive text. For themes in **the first semester, the difficulties of the text are easy and the length of the text are short**, and for the **second semester themes, the difficulties are medium and the length of the text are much longer than animals and plants topics.**

In animals theme, the topics, that are provided, are land animals, water animals, and animals that can fly. In need analysis data, the most animals that were mentioned are land animals. The information, according to the RPPm, include their characteristics, breeding, foods, their benefits, and their dangers. Because, the descriptive text is just a simple text with simple sentences, **the information that are suitable for them, are their characteristics, foods, benefits, and some interesting information about them.** Some interesting and additional information about them are summarized in a table along with its binomial nomenclature.

In plants theme, the topics that are provided are trees, flowers, vegetables, fruits and root plants. As in the need analysis data, the pupils love flowers topics, and the

information that are mentioned in the RPPm are their characteristics, benefits, parts, and how to plant them. Because the descriptive text for the plants topic is as same as the animals topic, so that, **the information that are suitable, are their characterizations, parts, and some interesting information about them.** The interesting and additional information about them are summarized in a table along with its binomial nomenclature.

For transportations theme, the topics that are provided in RPPm, are land transportations, water transportations, and air transportations. As the need analysis data that were gathered before, it is found that the pupils love land transportations. In RPPm, **the land transportation topic includes the information about the characteristics of the land transportations, their parts, and their stops.** Because the descriptive text in transportation and occupations topics have medium difficulties and the length of the text are much longer than previous themes, **the information that are included in the text are all of them.** For the additional and interesting information are served in a table.

Lastly, for the occupations theme, the topics that are provided in the RPPm, are occupations in educational sectors, health sectors, security sectors, government sectors, and entrepreneur sectors. All of the sectors have the same

information about it. They are **the types of the occupations (profession or not), the tools or equipment that are used by them, and their work places**. Because the descriptive text in transportation and occupations topics have the same difficulties and the length of the text, **the information that are included in the text are all of them**. For occupations theme, there is not any table of additional information.

From all the data that are for the descriptive text of the picture, it can be summarized that, the information that are presented are in the form of descriptive text and a table for animals, plants, and transportations themes, meanwhile the occupations theme, it is just only the descriptive text. For the further information about their content inside, it can be seen by the table below.

Table 4.75 The summarized of the descriptive text contents for English Vocabulary Picture Cards

No.	Themes	Descriptive Text	Tables
1.	Animals	- Characterizations - Foods - Benefits - Interesting Information	- Species - Height - Weight - Lifespan
2.	Plants	- Characterizations - Plants' parts - Interesting Information	- Species - Height - Origins - Lifespan
3.	Transportations	- Characterizations - Transportations' parts - Transportations' stops	- Inventors - Fuels - Driver/ Steerer

4.	Occupations	- Types of the occupations - Their equipment - Their work places	No table

So that, from all above the need analysis data result, it can be concluded that **first**, ABA Pelangi Inclusive School use two kinds of curriculum. They are Curriculum 2013 or can be called as K-13, and Local Curriculum which consists of Curriculum Ke-Aisyahan and Ke-Muhammadiyah. Both of the curriculum provide English teaching and learning, but for the practical in the classroom, this is just an introductory or scaffolding in learning and acquiring foreign language.

The implementation of the curriculum in ABA Pelangi Inclusive, can be found in their indoor activities or classroom activities and outdoor activities. For example, the Morning Literacy that the pupils have to do it every morning, they have to bring their own reading materials, such as fable or fairy tales and Iqro'. Then, for the classroom activities, they learn about the themes and several topics; and learn how to pray and memorize some hadist. At the same time, they also learn how to interact and treat their special needs friend as same as their normal friends.

For the syllabus and the lesson plans, there is not any syllabus, but ABA Pelangi Inclusive School headmaster mentioned that the term syllabus in kindergarten might be different. Meanwhile, the lesson plans are differed into two kinds. They are RPPh (Daily Lesson Plans) and RPPm (Weekly Lesson Plans). Both of them are the same in the content, but RPPh is more

detailed in the activities that are done in the classroom. The specific English Lesson Plans are not available, but it is included in the daily routine class activities.

Second, the pupils' condition in ABA Pelangi Inclusive School. Total amount of the pupils in there are 90 pupils, and differed into three groups. They are PAUD, TK A, and TK B which each of them has the same amount of pupils. All of the levels are taught English, but the portion are different. Their interest in English are balance for both pupils who love English and do not.

There are a lot of special needs students in ABA Pelangi Inclusive School as well. The types or kinds of special needs students in there are ADHD, Down syndrome, VMI, thinking delay, cerebral haemorrhage, speech delay, deaf, and GDD. Every special needs' pupils on there have their treatment every Friday and Saturday, and except that days they can choose whether they join the normal class or not.

Third, the teachers' and parents' conditions and their acquisition. For the teachers in ABA Pelangi Inclusive School, they acquire and know English well. They also want to develop their English competence as well. However, the opposite condition happened to the parents' condition. They do not acquire English well, and only some of them said that are trying to develop their English competence. Because of that, some of them do not teach their children English at home. There is one thing that are the same between their conditions. They need a media to teach English to their pupils or children at home.

Fourth, English Vocabulary Picture Cards amount and topics or themes. As it is stated before, the amount of English Vocaulary Picture Cards should in a small number. So that the researcher decided to make 20 picture cards for them. As stated before as well, they should have variations in themes and topics, then arrange them according to their themes or topics. Considering that, the pupils lacks are also have to count. So that, all of the need analysis results in the students' lacks, needs and wants are explained by the table below.

Table 4.76 The final data result in pupils' lacks

Pupils' Lacks
1. Pupils' participation in teaching and learning without using songs is low.
2. Pupils lack of English materials or media.
3. Pupils can get bored easily.
4. Pupils are moody, they do not learn if they do not want to do so.
5. Pupils do not want to listen if they are bored.
6. Pupils lack of awareness in learning language.
7. Pupils lack of concentration timespan.
8. Pupils do some mispronunciation when sang a song.

Table 4.77 The final data result in pupils' needs and wants

Pupils' Needs	Pupils' Wants
1. Pupils need colourful English vocabulary picture cards.	1. Pupils want English vocabulary picture cards that can be used in their rhythm and song teaching and learning activity.
2. Pupils need English vocabulary picture cards with bright colours.	2. Pupils want English vocabulary picture cards with several topics.
3. Pupils need medium or big size of English vocabulary picture cards.	3. Pupils want animals, plants, transportations, and occupations are included in English Vocabulary picture cards.
4. Pupils need an attractive and eye-catching English vocabulary picture cards.	4. Pupils want the topics for each theme are the same with their
5. Pupils need several topics for English vocabulary picture cards.	
6. Pupils need the theme on English vocabulary picture	

<p>cards as same as with their themes in the class.</p> <p>7. Pupils need English vocabulary picture cards with the topics as same as their liking and materials in the class.</p> <p>8. Pupils love animals theme, the topic is land animals, such as cat, elephant, rabbit, tiger, and giraffe.</p> <p>9. Pupils love plants theme, the topic is flowers, such as rose, sunflower, jasmine, orchid, and tulips.</p> <p>10. Pupils love occupations theme, the topics are all of topics, such as doctor, policeman, teacher, soldier, and farmer.</p> <p>11. Pupils love transportations theme, the topics is land transportations, such as car, train, motorcycle, bus, and bike.</p> <p>12. Pupils need simple words or basic vocabulary of English and their phonetic alphabetic on English vocabulary picture cards' label.</p> <p>13. Pupils need the pictures in English vocabulary picture cards are thing that are surrounding them.</p> <p>14. Pupils need English vocabulary picture cards in size A4 paper with the weight 70 gram or more.</p> <p>15. Pupils need English vocabulary picture cards that are easy to understand and simple.</p>	<p>liking (as same as with the pupils needs).</p>
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Besides considering the pupils lacks, wants, and needs, the teachers' needs and wants is also needed in developing English Vocabulary Picture

Cards, especially the back-side descriptive text. The teachers' needs and wants are explained more on the table of final data result of teachers' needs and wants below.

Table 4.78 The final data result in teachers' needs and wants

Teachers' Needs	Teachers' Wants
<ol style="list-style-type: none"> 1. The teachers need another media in teaching and learning. 2. The teachers need colourful English vocabulary picture cards. 3. The teachers need bright colours in English Vocabulary picture cards. 4. The teachers need English vocabulary picture cards with a proper label which consists of the word and its phonetic alphabetic. 5. The teachers need English Vocabulary picture cards which are in the big size. 6. The teachers need English vocabulary picture cards with A4 paper with 70 gr papers. 7. The teachers need simple vocabulary for the activity in the class, but difficult or medium level of vocabulary difficulties for their English acquisitions. 8. The teachers need English vocabulary picture cards with attractive pictures. 9. The teachers need simple descriptive text in the back-side of English vocabulary picture cards. 10. The teachers need the complexity of the descriptive text is easy or medium. 11. The teachers need the translation text for the descriptive text. 	<ol style="list-style-type: none"> 1. The teachers want English vocabulary picture cards that attract their pupils in their teaching and learning activities. 2. The teachers want the topic that are presented are more various.

<p>12. The teachers need some colours in the text and its translation.</p> <p>13. The teachers need same colours in the descriptive text and its translation.</p> <p>14. The teachers need English vocabulary picture cards in simple design.</p>	
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That is all the final data result and analysis of the need analysis. For the further explanation of the design and layout, that were used in designing, editing, and developing English Vocabulary Picture Cards, **the next sub-chapter** entitled **Development and Design of The Product** were explained it from the beginning of the designing until English Vocabulary Picture Cards were gotten the expert validations. In the next chapter, the pictures of English Vocabulary Picture Cards were just shown some samples of them, both for front and back pages. However, for the content of the cards are explained briefly.

2. Development and Design of The Product

As it is stated in the previous sub-chapter, the development process in making English Vocabulary Picture Cards were explained in here. In the previous chapter as well, there are some possibilities in design and layout. So that, in this chapter, it is explained how they were designed, edited, and developed by using the theories that had been gathered before.

English Vocabulary Picture Cards is a product that the target users are the pupils and the teachers in ABA Pelangi Inclusive School. They were chosen because each of the cards has a picture that are hoped to attract the

pupils in learning English in the class, which the dominant activities in teaching and learning English is using a song. Besides that, with English Vocabulary Picture Cards, the teachers in ABA Pelangi Inclusive School are hoped to get some helps in teaching English to their pupils, also helped them to improve their English acquisition and knowledge. So that, the need analysis and situation analysis data result was needed in order to know the students' needs, lacks, and wants; and teachers' needs and wants.

As for a review, English has become the most language used in the world recently, with 53 countries users (First, 2019; Wang, 2008; Butler, 2005; Butler, 2007). Because of that, English for young learners were innovated in order to know and acquire English since young age. However, teaching young learners is different with teaching adults. They have special characteristics that a teacher must know in order to teach them English well (Pinter, 2006; Scott and Ytreberg, 2004). This statement is also applied for teaching vocabulary for young learners.

As it is known, vocabulary is very important in learning and acquiring any language. Learning vocabulary will make a person have a potential in using a language, how to use a proper language, and recognize the language itself (Richards & Renandya, 2002). In teaching vocabulary for young learners, there are some strategies or techniques that can be used in the class in order to gain sufficient results (Alqahatani, 2015). In ABA Pelangi Inclusive School, the strategies that are the teachers use in teaching and learning English in the class are using songs and using some media. However, when the researcher did class observations in TK B ABA Pelangi

Inclusive School, it was found that in their teaching using songs and TPR method, it was applied comprehension strategies and perception and action strategies as well.

However, that strategies, sometimes did not run well, since young learners are very moody and have short concentration time span. Besides that, the media that should use in the class, should have more varieties and attractive. So that, the young learners are excited to learn English more (Jalongo & Sobolak, 2011; Pinter, 2006; Scott & Ytreberg, 2004; Alqahtani, 2015; Meara, 1995; Sökmen, 2006; Pikulski & Templeton, 2004). In ABA Pelangi inclusive School, the media that are used by the teachers are just a little, such as blackboard and students' assessment book. So that, they need a media that are attractive and eye-catching.

In choosing media for young learners, there are some characteristics that have to consider before making or buying it, besides attractive and eye-catching. The specification that must be considered before buying or making media for young learners are using realia and simple words, having a lot of colours and topics, using interesting pupils' surrounding objects, using varieties fonts, and considering first the students' and teachers' lacks, needs, and wants' first (Nation, 2001; Iftanti & Madayani, 2019; Vale & Feunteun, 1995). From the consideration before, picture cards are the recommended one to be a media that can be developed using the need analysis and situation analysis.

As it is stated before, picture cards are one of the media that are recommended, since it has some pictures and simple words. So that, they

are suitable media for the young learners in learning English, especially for vocabulary matters. Besides that, picture cards can be designed according to the developers liking or based on the need analysis.

In here, English Vocabulary Picture Cards for ABA Pelangi Inclusive School were designed and developed based on the need analysis and situation analysis, which were included students' lacks, needs, and wants; teachers' needs and wants; and the condition of the kindergarten, such as the curriculum, the pupils, the teachers, their parents, the activities, and how the teachers teach their pupils.

The need analysis and situation analysis were prioritized first. Because, in developing a product, it is recommended to consider the need analysis and situation analysis first (Iftanti & Madayani, 2019). So that, before developing and design the layout, the researcher was developed the content, themes, and the topics based on the need analysis and situation analysis. In reviewing need analysis and situation analysis, the researcher considered pupils' lacks first. After that, the researcher considered the pupils needs and wants. For the teachers' needs and wants were described after the pupils' lacks, needs, and wants, because their needs and wants are needed in the back-page layout design and content of English Vocabulary Picture Cards. However, some of the teachers' needs are also supported the pupils' needs and wants, so, they are very related and would be described in the pupils' needs and wants explanations as well.

The initial step after the researcher got the need analysis and situation analysis result was considered the amount of English Vocabulary

Picture Cards. As it is stated on the **table 4.50 The students' needs outline from questionnaire data, table 4.65 The pupils' needs outline according to questionnaire data, and table 4.70 The students' needs and lacks according to the observation data**, the pupils love animals, plants, transportations, and occupations themes. Besides that, the teachers and their parents also mentioned the topics that they love, which are the kinds of animals, plants, transportations, and occupations that the pupils love, are so many. All of the topics that were mentioned, are impossible to be included in the pictures. As it is stated before, it is suggested that young learners should be learned or mastered their small controlled vocabulary along with grammatical system. Grammatical system in here is the spelling of the words. So that, the small amount of the vocabulary is recommended rather than the large amount of vocabulary for young learners. Considering the psychological of the young learners, that are not capable to memorize such a large number of vocabulary and how their awareness and time span of concentration are still low, it is impossible to teach young learners to teach a large number of vocabulary (Meara, 1995; Pinter, 2006; Scott & Ytreberg, 2004; Sue, Copland, & Burns, 2011).

So that, from the theories above, the researcher decided to make the number of English Vocabulary Picture Cards as 20 card pieces, which differed into four themes, such as animals, plants/flowers, transportations, and occupations. Each of the theme consists five cards, which the five topics were chosen from the highest value in the questionnaire data. For the further

information about the topics that were chosen for each theme, it can be seen on **table 4.77 The final data result in pupils' needs and wants**.

This differentiation is needed, because the pupils and the teachers wanted that English Vocabulary Picture Cards should be arranged into several themes and topics. So that, the pupils are not bored easily, and they can choose the cards as they want, or exchange the cards with their friends while playing with the cards. This is also stated on the theories that the picture cards should have and arranged in several themes and topics in order to make them learn vocabulary in a small number but still have variations of vocabulary. Besides that, if the themes are something that the pupils love or surrounding them, pupils' interest and participation will be raised. (Meara, 1995; Iftanti & Madayani, 2019)

Next, the content of English Vocabulary Picture Cards front page. As it is stated before, the front page is very important, because the users are the pupils in ABA Pelangi Inclusive School. So that, based on the need analysis and situation analysis, the picture and the design have to be simple, but attractive and eye-catching, and consist of a proper label (For the further information, it can be seen on **table 4.77 The final data result in pupils' needs and wants** and **table 4.78 The final data result in teachers' needs and wants**).

The label for the picture is the simple word and its phonetic alphabetic. The researcher did not put the Indonesian translation because, by using only picture and its label the pupils would gain their memorization and perception, as stated in curriculum K-13. Besides that, only using

simple design with the picture could make them focused on what they had to learn about, especially for the pattern of the word (Alqahtani, 2015; Meara, 1995). For the picture label, it is also considered from the pupils lacks. For the further about pupils lacks, it can be seen on **table 4.76 The final data result in pupils' lacks.**

Thirdly, the paper size and colours that are used in English Vocabulary Picture Cards. As it is stated on the need analysis, the recommended paper from the teachers are A4 paper with 70 gr weight, and the paper is colourful. The using of colourful paper is in order to attract their attention, because they are lacks of participation in teaching and learning without using songs and concentration timespan. Then, the use of A4 paper is used because, the teachers want a media which has big or medium size, which can be use for the group using. Because, the teachers always do group or whole class activities.

For the colours of the papers that are used, should be bright or pastel colours. This is as the recommendations from the teachers, the theories, and the pupils' needs. The colours that are used in English Vocabulary Picture Cards are **red, blue, yellow, green, and purple**. Besides that, it is also combined with other colours with the same gradations. As it is known, purple is not included in the questionnaire data result, however it was derived from the observation data result. The boy pupils love purple colour, they use it while they coloured a picture.

Fourth, the back-page content for the teachers. As it is stated before, the back-page of English Vocabulary Picture Cards is for the teachers. So

that, the content is different with the front-page. In the back-page, the contents are descriptive text, its translation, and a table for special addition information. As the need analysis and situation analysis data result, the descriptive text for the teachers have easy up to medium difficulties. They also want that English Vocabulary Picture Cards are easy and simple for their pupils, but easy until difficult level of English for their English acquisition, knowledge, and competence, if it is possible for their pupils as well. For the translation text's colours, they also want the same colours with the English descriptive text. Although, the back-page is for them, they wanted to the design and layout are colourful, attractive, and eye-catching.

For the difficulties of the descriptive text, it is differed into its themes placed in whole semester. For semester one, the themes are animals and plants, so that, the difficulties of vocabularies in the text are easy and the length of the text is short. However, for occupations and transportations, the themes are placed in the second semester, so that, the difficulties of vocabularies in the text are medium or difficult and the length of the text is much longer than animals and plants descriptive text. For the table, all of the topics for each theme have tables that consists some additional information. This additional information in the form of clues. For the contents of the table, it can be seen on **table 4.75 The summarized of the descriptive text contents for English Vocabulary Picture Cards**. The contents structures were derived from the RPPm (Weekly Lesson Plans) and RPPh (Daily Lesson Plans) that are used in ABA Pelangi Inclusive School.



Fifth, the design and layout of English Vocabulary Picture Cards. After, the researcher decided about the content, then the design and layout are explained in here. For the design and layout, the researcher used some references from internet like google, pinterest, weheartit, Instagram of official Elex media account, pngguru; and from online markets like Ebay, Shopee, Amazon, etc., in order to know what are the types of the layout that are always used in the picture cards. The researcher needed this information, since in Indonesia, picture cards rarely have by people, kindergartens, and library, especially from native. So that, the researcher needed some references from it.

From the analysis, it can be found that English picture cards have borders and no borders on their cards, and the content for the front-page are just picture and the label. The label itself are so many, but mostly they did not have any phonetic alphabetic, except the picture cards for Chinese or Malaysian. For the back-page, most of picture cards do not have any descriptive text, so that, the researcher used a reference from the encyclopedia design, which was from Elex Media official account in Instagram, that have a descriptive text in Indonesian. However, then the researcher found a source from shutterstock, but the content just a summarized of the characteristics of leopard, not a descriptive text. So that, the researcher combined the design as English Vocabulary Picture Cards back-page layout and design.

So that, it can be concluded that the blueprint layout and design for English Vocabulary Picture Cards are no borders, both the front and back

page. For the front page, the contents are picture and its labels, word and its phonetic alphabets. For the back page, the contents are picture's label, English descriptive text, its translation, a table, and an additional picture. For the initial design, it can be seen by the table 4.79.

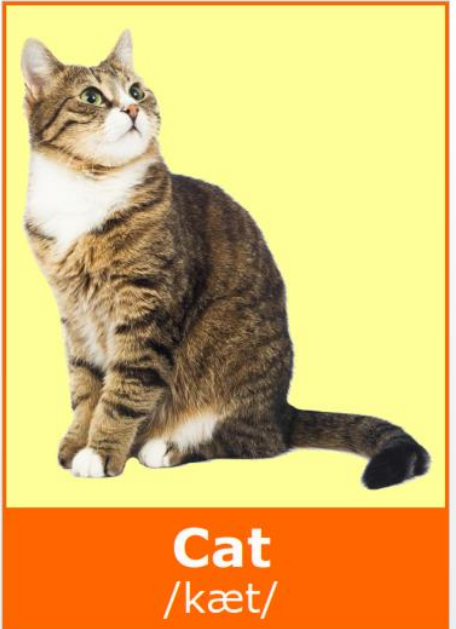

Table 4.79 The sample pictures of the initial blueprint design

Front	Back
 <p data-bbox="470 1115 810 1182">Picture 4. 6 Blueprint 1 front page sample</p>	 <p data-bbox="965 1115 1244 1182">Picture 4. 7 Blueprint 1 back page sample</p>

After stated the blueprint of English Vocabulary Picture Cards and its descriptive text along with its translation text, for the table contents, it can be seen on **table 4.75 The summarized of the descriptive text contents for English Vocabulary Picture Cards**. However, because the researcher did not satisfy with the initial design, so that, the researcher changed the design and layout of English Vocabulary Picture Cards. The researcher changed the design and layout with using borders. The border is wide in the bottom of the page for the front page; meanwhile the back page, the border is wide on the top of the page. The wide border is used as the place of word

and phonetic alphabetic, or the picture's label. For the sample of the latest design and layout for English Vocabulary Picture Cards, it can be seen by the table 4.80.

Table 4.80 The sample picture for the remake design and layout of English Vocabulary Picture Cards

Front page	Back page												
	 <p>Cat /kæt/</p> <p>This is a cat. Cat is a tame animal. It loves fish and rat. Cat has soft fur. It also has two sharp eyes. Cat is a popular animal. Because, it is a cute animal.</p> <p>Ini adalah seekor kucing. Kucing adalah <i>hewan</i> jinak. Dia menyukai ikan dan <i>tikus</i>. Kucing memiliki <i>bulu</i> yang lembut. Dia juga memiliki dua mata yang <i>tajam</i>. Kucing adalah hewan yang terkenal. Karena, dia adalah hewan yang <i>imut</i>.</p> <table border="1" data-bbox="1102 969 1321 1227"> <thead> <tr> <th>Species</th> <th><i>Felis Catus</i></th> </tr> </thead> <tbody> <tr> <td>Height</td> <td>23–25 cm in height + 30 cm long tails</td> </tr> <tr> <td>Length</td> <td>46 cm in head-to-body length + 30 cm long tails</td> </tr> <tr> <td>Weight</td> <td>Between 4 and 5 kg</td> </tr> <tr> <td>Lifespan</td> <td>7 to 15 years</td> </tr> <tr> <td>Habitat</td> <td>Forests and urban areas (perkotaan)</td> </tr> </tbody> </table>	Species	<i>Felis Catus</i>	Height	23–25 cm in height + 30 cm long tails	Length	46 cm in head-to-body length + 30 cm long tails	Weight	Between 4 and 5 kg	Lifespan	7 to 15 years	Habitat	Forests and urban areas (perkotaan)
Species	<i>Felis Catus</i>												
Height	23–25 cm in height + 30 cm long tails												
Length	46 cm in head-to-body length + 30 cm long tails												
Weight	Between 4 and 5 kg												
Lifespan	7 to 15 years												
Habitat	Forests and urban areas (perkotaan)												
<p>Picture 4. 8 Blueprint 2 front page sample</p>	<p>Picture 4. 9 Blueprint 2 back page sample</p>												

For the descriptive text and the translation text for each card are still the same. However, for the contents of the table, there are some changes on it. Some contents were added, because the researcher knew that there are a lot of some interesting information that should be known by the teachers and the pupils. The changes items in table are explained by the table below.

Table 4.81 The remake of the table contents in English Vocabulary Picture Cards

No.	Themes	Contents in the table
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1.	Animals	<ul style="list-style-type: none"> - Species - Height - Length - Weight - Lifespan - Habitat
2.	Plants/Flowers	<ul style="list-style-type: none"> - Species - Height - Use(s) - Origin(s) - Lifespan
3.	Transportations	<ul style="list-style-type: none"> - Inventors(s) - Fuels(s) - Use(s) - Steerer
4.	Occupations	<ul style="list-style-type: none"> - Work sector(s) - Belonging things - Object(s)

That is all the blueprint that were taken to the experts on the next step. For the further information about the data and its calculations and analysis, it can be seen on the **sub-chapter 2, The Data Analysis**. Then, about the revisions of English Vocabulary Picture Cards, it can be seen on the **sub-chapter 3, The Revisions of the Product**.

3. Evaluation and Trying Out the Product

After developing the blueprint design of English Vocabulary Picture Cards, the researcher took all of them to the experts who were evaluated English Vocabulary Picture Cards. Actually, the experts for this research are 4 people, 2 of them are lecturers in IAIN Tulungagung, and the others are the teachers in ABA Pelangi Inclusive School.

The experts, who are the lecturers of IAIN Tulungagung, were evaluated the different instruments. One of them evaluated the instruments for need analysis and situation analysis, and the other evaluated the product, English Vocabulary Picture Cards and the questionnaire for the validation sheets. The experts, besides put a tick on the questionnaire sheets, they have to give some comments or suggestions about the media before it was tried out to the pupils and the teachers in ABA Pelangi Inclusive School, except for the need analysis and situation analysis instrument expert.

The instrument for need analysis and situation analysis were evaluated and validated by the researcher's lecturer advisor. So that, she just gave direct feedback and evaluation when the researcher took counselling time. For the instruments, the expert gave the researcher feedbacks, for example about the proper questions in interview guide and also the alternative questions for the questionnaire. For the complete explanations about how the instruments were evaluated, it can be read by the explanations below.

3.1 Interview guide evaluations

Feedbacks from the expert to the researcher were included in reducing the questions and edited some questions, so that, the questions are easy to understand by the participants. However, after the interview checked and evaluated, there were no items that needed to be revised. So that, the interview guide was valid.

3.2 Questionnaire for the teachers in ABA Pelangi evaluations

Feedbacks from the expert were about the alternative answers and some unproper questions in the questionnaire questions items. For the alternative answers, the researchers made the alternative answers by using gradations number, however it was told that, these might be difficult for some people. So that, the alternative answers changed into yes or no answers.

For the question items in the questionnaire, the statement form changed into the questions form. So that, the researcher had to change all of the statements into questions. Then, deleted or make it detailed one or simple one, according to the question itself. For example, the statement "*Bapak/Ibu mencoba untuk menambah wawasan maupun kosa kata Bahasa Inggris dengan membeli material pembelajaran (buku, kamus, dsb) atau browsing di internet.*" changed into a question, "*Apakah Bapak/Ibu mencoba menambah wawasan maupun kosa kata Bahasa Inggris?*" then followed by the question that the respondent has to answer it with some short answers or some explanations. For example, "*Jika "iya", dengan cara apakah Bapak/Ibu menambah wawasan maupun kosa kata Bahasa Inggris?*"

So that, after the researcher did that, the instruments were taken back to the expert once again, and the instrument is stated as valid instrument, and it can be distributed. For the complete valid questionnaire items, it can be seen at **Appendix 2. Questionnaire (Kuestioner) Kebutuhan Guru dan Kebutuhan Siswa.**

3.3 Questionnaire for the parents of the pupils in ABA Pelangi evaluations

For the questionnaire for the parents, the feedbacks and evaluations were the same as the questionnaire for the teachers in ABA Pelangi Inclusive School. First, changed the alternative answers. Second, changed the statements into questions. However, in this questionnaire, the statements and the questions were changed fully and most of them deleted, because it was not proper or the question was too difficult to understand. For example, in the statement, "*Selain memiliki label yang baik pada kartu bergambar, teks bacaan sederhana berbahasa Inggris beserta terjemahannya sebaiknya tersedia di dalam sebuah kartu bergambar untuk memudahkan dalam mengenalkan Bahasa Inggris kepada anak serta menambah wawasan tentang Bahasa Inggris.*" the researcher had to delete it, because it is difficult to understand. So that, after the researcher did the same thing as the questionnaire for the teacher, and deleted some improper questions, the expert said that the instrument is valid and ready to be distributed. For the valid instrument for the parents, it can be looked at the **Appendix 03. Questionnaire (Kuestioner) untuk orang tua siswa.**

3.4 Field Note

The expert said that it is valid instrument, because for field note, the researcher can write anything that they saw, and also gave some comments about some unexpected events or findings in the field.

So that, the evaluation for the field note is valid, and for the further information about field note, it can be seen on the **Appendix 04. Class Observation Field Note.**

3.5 Questionnaire for teachers' responses evaluations

For the questionnaire for teachers' responses, the expert gave some feedback in combining and deleting some questions and changing some dictions in some questions. The deletions happened on the questions, such as, "*Apakah English Vocabulary Picture Cards memiliki warna yang sesuai dengan kebutuhan siswa?*", "*Apakah English Vocabulary Picture Cards memiliki gambar yang jelas?*", "*Apakah English Vocabulary Picture Cards memiliki gambar yang nyata/menyolok bagi siswa?*", "*Apakah kata-kata yang dirasa asing bagi Bapak/Ibu telah meliki tanda atau warna yang berbeda sesuai dengan terjemahannya?*". The combining happened between questions, "*Apakah English Vocabulary Picture Cards memiliki teks deskriptif Bahasa Inggris sederhana?*" and "*Apakah teks deskriptif pada English Vocabulary Picture Cards mudah dipahami?*"; "*Apakah teks deskriptif berbahasa Inggris pada English Vocabulary Picture Cards memiliki terjemahan dalam bentuk Bahasa Indonesia?*" and "*Apakah teks terjemahan dari teks deskriptif sederhana tersebut mudah dipahami?*". Lastly, some deletion or changed the diction happened on the words or phrase, for example the phrase, "*Menurut Bapak/Ibu.*"

After the instrument was revised, the researcher took it back to the expert. Then, the expert said that the instrument is valid and ready to be distributed. For the valid instrument for the teachers' responses towards English Vocabulary Picture Cards, it can be seen at **Appendix 10. Questionnaire (Angket) respon guru terhadap English Vocabulary Picture Cards.**

3.6 Interview guide for teachers' responses evaluations

The expert said that it is valid instrument, because there were not any revised items in the interview guide. The expert said that the questions were clear and brief. So that, the interview guide for teachers' responses evaluations is stated as valid instrument, and ready to be applied.

That is all for the instrument validations results. The questionnaire for the expert of the media and content of the media, it is explained in the sub-chapter called **the data analysis**. The result of the analysis will be explained along with some suggestions on the product.

4. Reflecting and Revise the Media

Reflecting and revise the media are explained in the sub-chapter, in this chapter, called as **revisions of the product**. Revising of the media were happened twice, since the validity of the instruments were not valid. Although, the researcher had the answers from the expert, since it is not valid, the researcher had to be revised once again. This statement also applied for the product, except if the expert said that the product or the media is valid and ready to be tried out in the field.

Revising the media are also done after the class implementation, if there is any something in the media that need to be revised or developed. For reflecting, the researcher needed the suggestions from the teachers, who were used the product in the class. This reflecting can be used as a reference in the next research and development in developing another media. Besides that, it can be used as the completion version of the product in this research and development, English Vocabulary Picture Cards.

B. The Data Analysis

1. Presentation of the data analysis

The presentation of the data analysis are included how the product, English Vocabulary Picture Cards, were validated and tried out in the field. The validation were conducted twice, which from one of lecturers in IAIN Tulungagung and two teachers in TK B ABA Pelangi Inclusive School. The data for the validation are in the form of a questionnaire and feedbacks or suggestions from the experts. Meanwhile, the trying out of the product were conducted four times, which two of them were done by the researcher and the others were done by the teachers of TK B ABA Pelangi. The participants of the trying out the product are 25 TK B pupils in ABA Pelangi Inclusive School and two teachers in TK B ABA Pelangi Inclusive School. The trying out session were in the form of class observation activity, so that the data were presented in the form of class observation field note. Then, after the teacher had done with their trying out of the product, they had to fill teachers' responses and satisfactions about English Vocabulary Picture Cards and conducted an interview about their responses and their suggestions.

As it is stated before, the validation sheets are in the form of questionnaires. The questionnaires are differed into two kinds, they are Validation sheets for media expert, which the statement items are 20 items, and Validation sheets for content worthiness/eligibility, presentation, and language expert, which consists of 22 statement items. All of them were using gradation number scoring, and each of the items are included suggestions form. Meanwhile for the teachers' responses and satisfactions about the product, the questionnaire sheet was used as well in here. The total questions items are 15 items with the last two questions are included a form for the teachers' suggestions or comments.

1.1 The data analysis for media validation results

The product in this research and development, English Vocabulary Picture Cards, were evaluated and validated by a lecturer in IAIN Tulungagung, and two teachers of TK B ABA Pelangi Inclusive School. The validation activities, initiated from lecturer validation, if the lecturer said that the product is valid, then the product are validated by the teachers.

The validation from lecturer were conducted twice, since one of the instruments are not valid. So that, the researcher must revise it, before the second validation activity. However, in the first validation activity, the researcher got some feedbacks for the product as well. So that, on the second validation activities, the product were validated again with the valid validation sheets.

For the first validation session from the lecturer about the media. The researcher could not calculation the score. Because, the questionnaire sheets for validation of the media for the expert were not valid. There were some statements that had to be revised, and the descriptions sheets had to be mentioned the sources.

The first revision in the questionnaire sheets is the translation of word “*questionnaire*”. In the sheets, the researcher wrote the translation into “*kuestioner*”. The expert suggested that, it would be better if the word changed into “*angket*”. Second, for the point six, the researcher put word “*kekontrasan*”, and this word is difficult to understand, so that, the researcher changed it into “*gambar objek dan tulisan yang lebih menonjol dari pada latar belakangnya.*” The ambiguities also happened in statements number 18 and 19. The expert said that she did not understand “*what shape*” in here. Then, the researcher changed them into “*Bentuk gambar objek yang ditampilkan.*” Lastly, for statement number 20, the words “*kreatif dan dinamis*”, they were also changed into “*nyata/mencolok*”. For the score that were gotten in the first media validation, it can be seen on the table below.

Table 4.82 The data analysis for first media validation from the lecturer

NO.	Aspects and Indicators	Skor		P	Qualification
		X	X ₁		
1.	Size conformity in English vocabulary picture cards with ISO standard.	3	4	75%	Good
2.	Size conformity in English vocabulary picture cards with materials that are presented.	3	4	75%	Good

3.	In English vocabulary picture cards, there are some icon pictures that can attract the pupils.	3	4	75%	Good
4.	English vocabulary picture cards show a good center point.	3	4	75%	Good
5.	English vocabulary picture cards show harmonious layout colours and clarify the function.	3	4	75%	Good
6.	English vocabulary picture cards have good contrast.				
7.	The layout appearance in English vocabulary picture cards are consistent.	3	4	75%	Good
8.	English vocabulary picture cards put the layout consistently in one series.	3	4	75%	Good
9.	English vocabulary picture cards do not use too much variation fonts that can confuse the pupils.	3	4	75%	Good
10.	English vocabulary picture cards do not use too much decorative fonts.	3	4	75%	Good
11.	Illustration in English vocabulary picture cards can picture out the materials.	3	4	75%	Good
12.	Illustration in English vocabulary picture cards can reveal the character of the object.	3	4	75%	Good
13.	Shape, colours, size, object proporsion in English vocabulary picture cards can clearly differ each other.	3	4	75%	Good
14.	English vocabulary picture cards have shape, colours, and layout size conformity.	3	4	75%	Good
15.	The use of font variations (bold, italic, all capital, small capital) in English vocabulary picture cards are not too much.	3	4	75%	Good
16.	Space between alphabets in English vocabulary picture cards are normal.	3	4	75%	Good

17.	Picture in English vocabulary picture cards can reveal the meaning of the object.	3	4	75%	Good
18.	The shape of English vocabulary picture cards are proportional.				
19.	The shape of English vocabulary picture cards are accurate and realistic.				
20.	Picture in English vocabulary picture cards are creative and dinamic.				
	Total				

Although the instrument was not valid, but the expert wrote some suggestions about the media and the instruments. She wrote that, in general, the instruments are good, however they still need to be revised, especially for the dictions, grammar, and spelling. Then for the layout, she said that it is good.

So that, after the revisionson the product (it can be seen on **sub-chapter revision of the product**), and the questionnaire. The researcher and the expert conducted the second validation session. In this second validation, English Vocabulary Picture Cards got on media validation. It means that English Vocabulary Picture Cards are good and valid media, and ready to be implemented or tried out in the class. Although, English Vocabulary Picture Cards are good and valid media, the expert suggested that the back-page should be revised for the layout. So that, the researcher revised them, and continued to the class implementation. For the score in the second media validation from the lecturer, it can be seen by the table 4.83.

Table 4.83 The data analysis for second media validation from the lecturer

NO.	Aspects and Indicators	Skor		P	Qualification
		X	X ₁		
1.	Size conformity in English vocabulary picture cards with ISO standard.	3	4	75%	Good
2.	Size conformity in English vocabulary picture cards with materials that are presented.	3	4	75%	Good
3.	In English vocabulary picture cards, there are some icon pictures that can attract the pupils.	3	4	75%	Good
4.	English vocabulary picture cards show a good center point.	3	4	75%	Good
5.	English vocabulary picture cards show harmonious layout colours and clarify the function.	3	4	75%	Good
6.	English vocabulary picture cards have picture object and words that are more prominent rather than the background colour.	4	4	100%	Very good
7.	The layout appearance in English vocabulary picture cards are consistent.	3	4	75%	Good
8.	English vocabulary picture cards put the layout consistently in one series.	3	4	75%	Good
9.	English vocabulary picture cards do not use too much variation fonts that can confuse the pupils.	3	4	75%	Good
10.	English vocabulary picture cards do not use too much decorative fonts.	3	4	75%	Good
11.	Illustration in English vocabulary picture cards can picture out the materials.	4	4	100%	Very good
12.	Illustration in English vocabulary picture cards	3	4	75%	Good

	can reveal the character of the object.				
13.	Shape, colours, size, object proporsion in English vocabulary picture cards can clearly differ each other.	3	4	75%	Good
14.	English vocabulary picture cards have shape, colours, and layout size conformity.	3	4	75%	Good
15.	The use of font variations (bold, italic, all capital, small capital) in English vocabulary picture cards are not too much.	3	4	75%	Good
16.	Space between alphabets in English vocabulary picture cards are normal.	3	4	75%	Good
17.	Picture in English vocabulary picture cards can reveal the meaning of the object.	3	4	75%	Good
18.	The picture's shape that is shown in English vocabulary picture cards are proportional.	3	4	75%	Good
19.	The picture's shape that is shown on English vocabulary picture cards are accurate and realistic.	3	4	75%	Good
20.	Picture that are shown in English vocabulary picture cards show a real/eye-catching illustration for the pupils.	3	4	75%	Good
	Total	62	80	77,5%	Good

After the lecturer said that English Vocabulary Picture Cards are good and valid media, then the researcher also had revised the back-page layout and design. English Vocabulary Picture Cards were brought to the teachers in ABA Pelangi Inclusive School for the validations on the media aspect.

The teachers in TK B ABA Pelangi Inclusive School gave the same score in media validation. The score for the media validation for English Vocabulary Picture Cards is 75%. It means that English Vocabulary Picture Cards are valid and good media, then for the next step is the implementation. Although the teachers said so, the revision also occurred at that time. The teachers suggested that the paper should be thicker. So that, the researcher changed the paper into BC paper, the laminated it. For the score that were from the teachers, it can be shown by the table below.

Table 4.84 The data analysis for media validation from the first teacher

NO.	Aspects and Indicators	Skor		P	Qualification
		X	X ₁		
1.	Size conformity in English vocabulary picture cards with ISO standard.	3	4	75%	Good
2.	Size conformity in English vocabulary picture cards with materials that are presented.	3	4	75%	Good
3.	In English vocabulary picture cards, there are some icon pictures that can attract the pupils.	3	4	75%	Good
4.	English vocabulary picture cards show a good center point.	3	4	75%	Good
5.	English vocabulary picture cards show harmonious layout colours and clarify the function.	3	4	75%	Good
6.	English vocabulary picture cards have picture object and words that are more prominent rather than the background colour.	3	4	75%	Good

7.	The layout appearance in English vocabulary picture cards are consistent.	3	4	75%	Good
8.	English vocabulary picture cards put the layout consistently in one series.	3	4	75%	Good
9.	English vocabulary picture cards do not use too much variation fonts that can confuse the pupils.	3	4	75%	Good
10.	English vocabulary picture cards do not use too much decorative fonts.	3	4	75%	Good
11.	Illustration in English vocabulary picture cards can picture out the materials.	3	4	75%	Good
12.	Illustration in English vocabulary picture cards can reveal the character of the object.	3	4	75%	Good
13.	Shape, colours, size, object proporsion in English vocabulary picture cards can clearly differ each other.	3	4	75%	Good
14.	English vocabulary picture cards have shape, colours, and layout size conformity.	3	4	75%	Good
15.	The use of font variations (bold, italic, all capital, small capital) in English vocabulary picture cards are not too much.	3	4	75%	Good
16.	Space between alphabets in English vocabulary picture cards are normal.	3	4	75%	Good
17.	Picture in English vocabulary picture cards can reveal the meaning of the object.	3	4	75%	Good
18.	The picture's shape that is shown in English vocabulary picture cards are proportional.	3	4	75%	Good
19.	The picture's shape that is shown on English vocabulary picture cards are accurate and realistic.	3	4	75%	Good

20.	Picture that are shown in English vocabulary picture cards show a real/eye-catching illustration for the pupils.	3	4	75%	Good
	Total	60	80	75%	Good

Table 4.85 The data analysis for media validation from the second teacher

NO.	Aspects and Indicators	Skor		P	Qualification
		X	X ₁		
1.	Size conformity in English vocabulary picture cards with ISO standard.	3	4	75%	Good
2.	Size conformity in English vocabulary picture cards with materials that are presented.	3	4	75%	Good
3.	In English vocabulary picture cards, there are some icon pictures that can attract the pupils.	3	4	75%	Good
4.	English vocabulary picture cards show a good center point.	3	4	75%	Good
5.	English vocabulary picture cards show harmonious layout colours and clarify the function.	3	4	75%	Good
6.	English vocabulary picture cards have picture object and words that are more prominent rather than the background colour.	3	4	75%	Good
7.	The layout appearance in English vocabulary picture cards are consistent.	3	4	75%	Good
8.	English vocabulary picture cards put the layout consistently in one series.	3	4	75%	Good
9.	English vocabulary picture cards do not use too much variation fonts that can confuse the pupils.	3	4	75%	Good
10.	English vocabulary picture cards do not use too much decorative fonts.	3	4	75%	Good

11.	Illustration in English vocabulary picture cards can picture out the materials.	3	4	75%	Good
12.	Illustration in English vocabulary picture cards can reveal the character of the object.	3	4	75%	Good
13.	Shape, colours, size, object proporsion in English vocabulary picture cards can clearly differ each other.	3	4	75%	Good
14.	English vocabulary picture cards have shape, colours, and layout size conformity.	3	4	75%	Good
15.	The use of font variations (bold, italic, all capital, small capital) in English vocabulary picture cards are not too much.	3	4	75%	Good
16.	Space between alphabets in English vocabulary picture cards are normal.	3	4	75%	Good
17.	Picture in English vocabulary picture cards can reveal the meaning of the object.	3	4	75%	Good
18.	The picture's shape that is shown in English vocabulary picture cards are proportional.	3	4	75%	Good
19.	The picture's shape that is shown on English vocabulary picture cards are accurate and realistic.	3	4	75%	Good
20.	Picture that are shown in English vocabulary picture cards show a real/eye-catching illustration for the pupils.	3	4	75%	Good
	Total	60	80	75%	Good

1.2 The data analysis for content worthiness/eligibility, presentation, and language validation results

As it is stated before, the validation from the lecturer conducted twice. For the first content worthiness/eligibility, presentation,

and language validation, the researcher got 75% in all of the aspects. It means that English Vocabulary Picture Cards are good media and ready to be implemented. However, for the validity, English Vocabulary Picture Cards was still not a valid product and needed some revisions. For the data analysis results are presented by the table below.

Table 4.86 The data analysis for first content worthiness/ eligibility, presentation and language validation from the lecturer

NO.	Aspects and Indicators	Skor		P	Qualification
		X	X ₁		
Content worthiness/ eligibility aspects					
1.	Materials completeness in English vocabulary picture cards.	3	4	75%	Good
2.	Materials accuracy in English vocabulary picture cards.	3	4	75%	Good
3.	Concept accuracy in English vocabulary picture cards.	3	4	75%	Good
4.	Picture accuracy in English picture cards.	3	4	75%	Good
5.	English picture cards accuracy in teaching and learning activities.	3	4	75%	Good
6.	Reasoning in English vocabulary picture cards.	3	4	75%	Good
7.	Attractiveness of the media in English vocabulary picture cards.	3	4	75%	Good
8.	Vocabulary implementation in English vocabulary picture cards.	3	4	75%	Good
9.	Actual illustration and picture using in English vocabulary picture cards.	3	4	75%	Good
10.	English vocabulary picture cards give an easy to understand example or text.	3	4	75%	Good
Presentation aspects					
11.	Sitematics materials consistency in English vocabulary picture cards.	3	4	75%	Good

12.	Presentation sequences in English vocabulary picture cards.	3	4	75%	Good
Language aspects					
13.	Words or sentences accuracy in English vocabulary picture cards.	3	4	75%	Good
14.	Language attractiveness that are used in English vocabulary picture cards.	3	4	75%	Good
15.	Language standardness that are used in English vocabulary picture cards.	3	4	75%	Good
16.	Language effectiveness that are used in English vocabulary picture cards.	3	4	75%	Good
17.	English vocabulary picture cards are easy to understand.	3	4	75%	Good
18.	Language standard accuracy in English vocabulary picture cards.	3	4	75%	Good
19.	Language complatibility in English vocabulary picture cards as same as with the pupils' psychological (front page)	3	4	75%	Good
20.	Illustration using accuracy in English vocabulary picture cards.	3	4	75%	Good
21.	Illustration using accuracy with the pupils' psychological development in English vocabulary picture cards.	3	4	75%	Good
22.	Iluustration attractiveness in English vocabulary picture cards.	3	4	75%	Good
	Total	66	88	75%	Good

The lecturer's suggestions are in the point 1, 12, 13, 14, 16, 17, and on the descriptions sheets for the content worthiness/eligibility, presentation, and language validation. For the descriptions sheets, the researcher had to change the description, "*Materi yang disajikan pada*

setiap tema harus akurat sesuai dengan kebutuhan siswa dan guru.” into “Materi yang disajikan pada setiap tema harus akurat sesuai dengan kebutuhan siswa dan silabus yang digunakan/terbaru (untuk TK menggunakan RPPm dan RPPh).” Then, on the description, “Kosa kata disajikan dan didukung dengan ilustrasi atau gambar yang sesuai sehingga memudahkan siswa untuk memahami gambar yang disajikan.” also changed into, “Kosa kata disajikan dan didukung dengan ilustrasi atau gambar yang sesuai sehingga memudahkan siswa untuk memahami gambar atau kata yang disajikan.” The expert also suggested to put the sources for the descriptions.

In materials completeness of English Vocabulary Picture Cards, the expert suggested that materials would be complete if it appropriates with the syllabus. So, for this feedback, the researcher added more materials that based on the RPPm. The expert also gave feedback on point 12, presentation sequences in English Vocabulary Picture Cards. She suggested that the sequences must be clarified, because the text difficulties are same for all of English Vocabulary Picture Cards. For point 13, 16, and 17, the expert said that English Vocabulary Picture Cards, especially for the words and grammatical, needed to be revised, and to fix them, researcher had to look at the feedbacks. Lastly, for point 14, she said that the language attractiveness are quite interesting. The solutions for points that were stated “look at the feedbacks”, are explained more on the **sub-chapter Revision of the Product**.

On the second validation session with the lecturer, English Vocabulary Picture Cards got 77.3% for the content worthiness/eligibility, presentation, and language validation. It means that, English Vocabulary English Cards are good and valid media for ABA Pelangi pupils and teachers. So that, for the next step was the trying out the product in the class. For the data analysis of the second validation, it can be seen on the table below.

Table 4.87 The data analysis for second content worthiness/eligibility, presentation and language validation from the lecturer

NO.	Aspects and Indicators	Skor		P	Qualification
		X	X ₁		
Content worthiness/ eligibility aspects					
1.	Materials completeness in English vocabulary picture cards.	3	4	75%	Good
2.	Materials accuracy in English vocabulary picture cards.	3	4	75%	Good
3.	Concept accuracy in English vocabulary picture cards.	3	4	75%	Good
4.	Picture accuracy in English picture cards.	3	4	75%	Good
5.	English picture cards accuracy in teaching and learning activities.	3	4	75%	Good
6.	Reasoning in English vocabulary picture cards.	4	4	100%	Very good
7.	Attractiveness of the media in English vocabulary picture cards.	3	4	75%	Good
8.	Vocabulary implementation in English vocabulary picture cards.	4	4	100%	Very good
9.	Actual illustration and picture using in English vocabulary picture cards.	3	4	75%	Good
10.	English vocabulary picture cards give an easy to	3	4	75%	Good

	understand example or text.				
Presentation aspects					
11.	Sitematics materials consistency in English vocabulary picture cards.	3	4	75%	Good
12.	Presentation sequences in English vocabulary picture cards.	3	4	75%	Good
Language aspects					
13.	Words or sentences accuracy in English vocabulary picture cards.	3	4	75%	Good
14.	Language attractiveness that are used in English vocabulary picture cards.	3	4	75%	Good
15.	Language standardness that are used in English vocabulary picture cards.	3	4	75%	Good
16.	Language effectiveness that are used in English vocabulary picture cards.	3	4	75%	Good
17.	English vocabulary picture cards are easy to understand.	3	4	75%	Good
18.	Language standard accuracy in English vocabulary picture cards.	3	4	75%	Good
19.	Language complatibility in English vocabulary picture cards as same as with the pupils' psychological (front page)	3	4	75%	Good
20.	Illustration using accuracy in English vocabulary picture cards.	3	4	75%	Good
21.	Illustration using accuracy with the pupils' psychological development in English vocabulary picture cards.	3	4	75%	Good
22.	Ilustration attractiveness in English vocabulary picture cards.	3	4	75%	Good
	Total	68	88	77,3%	Good

After English Vocabulary Picture Cards were stated as valid and good media in content worthiness/ eligibility, presentation and language aspects from the lecturer. So that, the researcher brought English Vocabulary Picture Cards to the teachers in ABA Pelangi Inclusive School for the validation of the product.

On the validation of the product with two teachers in ABA Pelangi Inclusive School, both of them gave the same score for the content worthiness/ eligibility, presentation and language aspects. The score that was gotten for English Vocabulary Picture Cards is 75%. It means that, English Vocabulary Picture Cards are good media. On the validation sheet, the last page of the questionnaire sheets, both of the teacher gave the conclusion that English Vocabulary Picture Cards can be implemented in the class, however they need some revisions. When, the researcher asked the revisions or suggestions, they answered that there was not any revisions in these aspects. For the data analysis of the teachers of TK B ABA Pelangi Inclusive School, it can be seen on the tables below.

Table 4.88 The data analysis for content worthiness/ eligibility, presentation and language validation from the first teacher

NO.	Aspects and Indicators	Skor		P	Qualification
		X	X ₁		
Content worthiness/ eligibility aspects					
1.	Materials completeness in English vocabulary picture cards.	3	4	75%	Good
2.	Materials accuracy in English vocabulary picture cards.	3	4	75%	Good
3.	Concept accuracy in English vocabulary picture cards.	3	4	75%	Good

4.	Picture accuracy in English picture cards.	3	4	75%	Good
5.	English picture cards accuracy in teaching and learning activities.	3	4	75%	Good
6.	Reasoning in English vocabulary picture cards.	3	4	75%	Good
7.	Attractiveness of the media in English vocabulary picture cards.	3	4	75%	Good
8.	Vocabulary implementation in English vocabulary picture cards.	3	4	75%	Good
9.	Actual illustration and picture using in English vocabulary picture cards.	3	4	75%	Good
10.	English vocabulary picture cards give an easy to understand example or text.	3	4	75%	Good
Presentation aspects					
11.	Sitematics materials consistency in English vocabulary picture cards.	3	4	75%	Good
12.	Presentation sequences in English vocabulary picture cards.	3	4	75%	Good
Language aspects					
13.	Words or sentences accuracy in English vocabulary picture cards.	3	4	75%	Good
14.	Language attractiveness that are used in English vocabulary picture cards.	3	4	75%	Good
15.	Language standardness that are used in English vocabulary picture cards.	3	4	75%	Good
16.	Language effectiveness that are used in English vocabulary picture cards.	3	4	75%	Good
17.	English vocabulary picture cards are easy to understand.	3	4	75%	Good
18.	Language standard accuracy in English vocabulary picture cards.	3	4	75%	Good
19.	Language complatibility in English vocabulary picture cards as same as with the	3	4	75%	Good

	pupils' psychological (front page)				
20.	Illustration using accuracy in English vocabulary picture cards.	3	4	75%	Good
21.	Illustration using accuracy with the pupils' psychological development in English vocabulary picture cards.	3	4	75%	Good
22.	Illustration attractiveness in English vocabulary picture cards.	3	4	75%	Good
	Total	66	88	75%	Good

Table 4.89 The data analysis for content worthiness/ eligibility, presentation and language validation from the second teacher

NO.	Aspects and Indicators	Skor		P	Qualification
		X	X ₁		
Content worthiness/ eligibility aspects					
1.	Materials completeness in English vocabulary picture cards.	3	4	75%	Good
2.	Materials accuracy in English vocabulary picture cards.	3	4	75%	Good
3.	Concept accuracy in English vocabulary picture cards.	3	4	75%	Good
4.	Picture accuracy in English picture cards.	3	4	75%	Good
5.	English picture cards accuracy in teaching and learning activities.	3	4	75%	Good
6.	Reasoning in English vocabulary picture cards.	3	4	75%	Good
7.	Attractiveness of the media in English vocabulary picture cards.	3	4	75%	Good
8.	Vocabulary implementation in English vocabulary picture cards.	3	4	75%	Good
9.	Actual illustration and picture using in English vocabulary picture cards.	3	4	75%	Good

10.	English vocabulary picture cards give an easy to understand example or text.	3	4	75%	Good
Presentation aspects					
11.	Sitematics materials consistency in English vocabulary picture cards.	3	4	75%	Good
12.	Presentation sequences in English vocabulary picture cards.	3	4	75%	Good
Language aspects					
13.	Words or sentences accuracy in English vocabulary picture cards.	3	4	75%	Good
14.	Language attractiveness that are used in English vocabulary picture cards.	3	4	75%	Good
15.	Language standardness that are used in English vocabulary picture cards.	3	4	75%	Good
16.	Language effectiveness that are used in English vocabulary picture cards.	3	4	75%	Good
17.	English vocabulary picture cards are easy to understand.	3	4	75%	Good
18.	Language standard accuracy in English vocabulary picture cards.	3	4	75%	Good
19.	Language complatibility in English vocabulary picture cards as same as with the pupils' psychological (front page)	3	4	75%	Good
20.	Illustration using accuracy in English vocabulary picture cards.	3	4	75%	Good
21.	Illustration using accuracy with the pupils' psychological development in English vocabulary picture cards.	3	4	75%	Good
22.	Ilustration attractiveness in English vocabulary picture cards.	3	4	75%	Good
Total		66	88	75%	Good

So, from the data analysis of content worthiness/ eligibility, presentation and language validation, it can be concluded that English Vocabulary Picture Cards are good and valid media. For the further information about how English Vocabulary Picture Cards were affected the pupils and the teachers, the class implementation or trying out the product is needed. So that, the trying out the product, distributing the questionnaire and conducting interview about the product's satisfactions and responses from the teacher was conducted after this.

2. Trying out the product

After conducting validation of the product to the experts and the validation scores and percentages had passed out the target score. The implementations or trying out the product had to be carried out by then. The implementation were in the form of class observations, and then followed by distributing the questionnaire to the teacher, lastly interviewing the teachers after using the product. The trying out the product in the form of class observations were carried out by the researcher and two teachers of TK B ABA Pelangi Inclusive School. Then, the participants were 25 pupils in TK ABA Pelangi Inclusive School. For distributing the questionnaire and conducting interview to the teachers about the product responses and satisfactions, the respondents were two teachers of TK B ABA Pelangi Inclusive School. For the more data analysis, it is explained by the description below.

2.1 Class observation data analysis

The class observations were conducted for four days, with the scemes, for the first and third day the researcher did the trying out of the

product in TK B class, while for the second and fourth day the trying out of the product was done by the teachers of TK B ABA Pelangi Inclusive School. The data of the class observations are in the form of field notes, which can be seen more for the complete information on **Appendix 09**. In here, the researcher just wrote and explained how the pupils' felt and responses toward English Vocabulary Picture Cards briefly.

On the first day of class observation, the researcher role was as the collaborator with the teachers in TK B ABA Pelangi Inclusive School. It means that, the teachers are looked after the pupils while the researcher did the implementation, then after that the teachers taught the pupils again as usual. Before the researcher used English Vocabulary Picture Cards, the researcher asked the pupils about the occupations, the cards' topic that were used in trying out the product was occupations or professions, about the profession that they have known. The pupils were answered it very enthusiastically about the profession that they have known before. They mentioned teacher, policeman, soldier, farmer, doctor by using Indonesian. However, when the researcher asked them about the English of those professions, they answered that they did not know them yet. So, the researcher took out English Vocabulary Picture Cards.

The pupils' reactions when they knew English Vocabulary Picture Cards, were asked about what kind of cards they are and what are the alphabetic and word under the picture. Some boys were jumped to know what kind of the cards are, while the girls were very happy when they would get some new materials. The activity that the researcher done

in the class was pronunciation practice by using English Vocabulary Picture Cards. The pupils were very happy at that time. They listened and repeated carefully.

Then, the activity changed into group activity, and the materials was still about pronunciation practice with using occupations theme cards. The girls' reactions toward the cards were asked the researcher with a lot of critical questions, for example, "Kenapa huruf dan cara membacanya berbeda?" (*"Why the alphabet and the pronunciation are different?"*). For the boys' reactions, they gave reactions like jumping enthusiastically, listening to the pronunciation then repeating and memorizing carefully, making their own way in memorizing some words, telling their teachers that they want to learn English more, and asking critical question, like the girls did. After the pronunciation practice using cards was over, they got back to their usual activities, colouring a picture. While they coloured a picture, they asked the researcher about the English and also told about their father's job to their friends in the group. When they went home, some of the boys were still memorized the words that they had learnt today.

On the second day, the trying out of the product were carried out by one of the teachers in ABA Pelangi Inclusive School. The activity that were decided by her was pronunciation practice and reading practice on some simple sentences in the descriptive text. The pupils' reactions toward this was very enthusiastic. Some of the boys were changed their cards that they love with their friends, and told their part in the text that

they had read. They picked the cards according to the profession that they love or the colours that they love.

On the third day, the implementation was done by the researcher again. Today's material was about pronunciation practice and simple conversation by using "What is this?" and "This is a..." The pupils' reactions were very enthusiastic and they listened and repeated carefully. They could pronounce them fluently and clearly. Before they went home, they had to greet the teachers, when the boys greeted me, they said, "What is this? This is a teacher." happily. They also told and asked their friends too with changed the occupations that they love.

On the last day of class observations, the trying out of the product was conducted by one of the teacher in ABA Pelangi again. For today's lesson, she did pronunciation practice by using simple question, then reading aloud practice. In the pronunciation practice, the pupils gave fast responses or answers toward the picture that were showed to them. In reading aloud activity, the pupils were not picky with the cards again. They love all of the cards.

So that, from the explanations above, it can be summarized the pupils responses, the advantages of English Vocabulary Picture Cards, and the obstacles during trying out the product. First, the pupils' responses toward English Vocabulary Picture Cards were showed by a lot of reactions or gestures, such as:

1. Jump to see the object carefully or for showing their enthusiasm.
2. Ask many things that related to English.

3. Listen, repeat, and memorize the words carefully.
4. Shared to their friends about the cards or the objects that they have learnt.
5. Showed their motivation in learning English.
6. Repeat the words or the phrase in their outdoor activity.
7. Pick English Vocabulary Picture Cards with the picture that they love, or the topics or colours that they love so much.
8. Give fast responses or answers when the teachers showed the card.

While the advantages of English Vocabulary Picture Cards based on the class observation about the pupils' responses are:

1. English Vocabulary Picture Cards are loved by the pupils, because they are colourful and have attractive and eye-catching pictures.
2. English Vocabulary Picture Cards can be used in the class activities.
3. English Vocabulary Picture Cards can be used along with the materials and activities in the class.
4. English Vocabulary Picture Cards has lots of topics that the pupils love.
5. English Vocabulary Picture Cards can be used as toy for the pupils.

Third, in trying out of the product, there were also some obstacles that happened during this session. However, the researcher, until now, do not count all of the obstacles as severe obstacles. Because,

that is their nature and we cannot deny or force it. The obstacle that was always occurred in trying out the product is some of the pupils were very active in the class. They moved from one desk to another desk, in order to look at English Vocabulary Picture Cards from time to time. It seems like the pupils' curiosity are very high. However, the teachers did not count that as an obstacle, because if they told them to just sit and pay attention all the time, then, they do not want to learn in the end. Since they have still paid attention to the materials, that event does not count as a big obstacle. Because, it is just their nature. Next, some of pupils are moody sometimes. When they were moody, the researcher and the teachers could not force them to learn. Because, if we do that, some of the pupils do not want to learn and just play with their toy. Third, the pupils cannot to be forced to obey the techniques that we applied in the class or longer their concentration spantime, because, they have their own way to learn something new. However, if they still were able to do some mimicking and memorizing well, the teachers do not give them a warning. So that, it can be concluded that, besides making a fun classroom activities by using English Vocabulary Picture Cards, giving the pupils their own space or their own way in learning English may give them a chance to learn English more if they have calmed down and in happy or good mood.

2.2 Questionnaire of teachers responses and satisfactions data analysis

The distributing questionnaire to the teachers about their responses and satisfactions towards the product was conducted after the

teachers were trying out English Vocabulary Picture Cards on the classroom activities. The questionnaire consists of 15 questions and two of them include short answers that the teachers have to fill them. For the further data analysis from the questionnaire, it can be read from the table and explanations below. For the detail information about each of teacher's answers, it also can be seen on the **Appendix 10**.

Table 4.90 The questionnaire data analysis results of teachers' responses and satisfactions towards the product of English Vocabulary Picture Cards

NO.	QUESTIONS	Answers	
		Yes	No
1.	Apakah <i>English Vocabulary Picture Cards</i> memiliki warna kartu yang beragam sehingga dapat menarik perhatian siswa? <i>(Do English Vocabulary Picture Cards have colourful cards so, they can attract the pupils' attention?)</i>	2	0
2.	Apakah <i>English Vocabulary Picture Cards</i> memiliki ukuran dan ketebalan kertas yang sesuai? <i>(Do English Vocabulary Picture Cards have the appropriate size and thickness of the paper?)</i>	2	0
3.	Apakah <i>English Vocabulary Picture Cards</i> memiliki warna yang sesuai dengan kesukaan siswa? <i>(Do English Vocabulary Picture Cards have some colours that the pupils liked?)</i>	2	0
4.	Apakah <i>English Vocabulary Picture Cards</i> memiliki topik yang menarik sehingga tidak membuat siswa bosan?	2	0

	<i>(Do English Vocabulary Picture Cards have interesting topics that do not make the pupils bored?)</i>		
5.	Apakah <i>English Vocabulary Picture Cards</i> memiliki gambar yang mudah dikenali oleh siswa? <i>(Do English Vocabulary Picture Cards have eye-catching pictures for the pupils?)</i>	2	0
6.	Apakah <i>English Vocabulary Picture Cards</i> memiliki label kata yang jelas dan sesuai? <i>(Do English Vocabulary Picture Cards have appropriate and clear picture's label?)</i>	2	0
7.	Apakah <i>English Vocabulary Picture Cards</i> memiliki huruf pengucapan Bahasa Inggris (<i>phonetic alphabetic</i>) yang jelas? <i>(Do English Vocabulary Picture Cards have clear phonetics alphabetic?)</i>	2	0
8.	Apakah <i>English Vocabulary Picture Cards</i> memiliki teks deskriptif Bahasa Inggris yang mudah dipahami? <i>(Do English Vocabulary Picture Cards have descriptive texts that are easy to understand?)</i>	2	0
9.	Apakah teks deskriptif berbahasa Inggris pada <i>English Vocabulary Picture Cards</i> memiliki terjemahan dalam bentuk Bahasa Indonesia yang mudah dipahami? <i>(Do the English descriptive text in English Vocabulary Picture Cards have their translation texts that are easy to understand?)</i>	2	0
10.	Apakah kata-kata yang berwarna pada teks deskriptif Bahasa Inggris dan teks terjemahan	2	0

	Bahasa Indonesia pada English Vocabulary Picture Cards sudah sama? <i>(Do colourful words in English descriptive text have the same colours with their translation?)</i>		
11.	Apakah kata-kata yang ada pada <i>English Vocabulary Picture Cards</i> dapat menambah wawasan Bapak/Ibu tentang Bahasa Inggris? <i>(Can the words on English Vocabulary Picture Cards develop your knowledge?)</i>	2	0
12.	Apakah informasi yang ada di dalam <i>English Vocabulary Picture Cards</i> dapat menambah wawasan Bapak/Ibu selain Bahasa Inggris? <i>(Can the information on the English Vocabulary Picture Cards develop your knowledge in English?)</i>	2	0
13.	Apakah <i>English Vocabulary Picture Cards</i> dapat digunakan sebagai media dalam pembelajaran Bahasa Inggris untuk siswa TK ABA Pelangi? <i>(Can English Vocabulary Picture Cards can be used as a media in teaching and learning English for the pupils in ABA Pelangi Inclusive Schools?)</i>	2	0
14.	Apakah <i>English Vocabulary Picture Cards</i> mudah digunakan dalam proses belajar mengajar di kelas? <i>(Are English Vocabulary Picture Cards easy to use in teaching and learning process in the class?)</i>	2	0
	Reasons: <ul style="list-style-type: none"> • Respondents 01 & 02 EVPC bisa disesuaikan dengan pembelajaran di kelas dan bisa disesuaikan tema. 		

	<i>(EVPC can be adjusted with the teaching and learning in the class and can be adjusted to the themes as well.)</i>		
15.	Apakah <i>English Vocabulary Picture Cards</i> dapat digunakan sebagai media pendamping pada kegiatan inti kegiatan belajar mengajar? <i>(Can English Vocabulary Picture Cards be used as an additional media in main activities in the class?)</i>	2	0
	Reasons: <ul style="list-style-type: none"> • Respondents 01 & 02 EVPC bisa digunakan untuk mengenalkan materi di kelas (profesi, buah, binatang, kendaraan, dll.) <i>(EVPC can be used in introducing some materials in the class (professions, fruits, animals, and transportations, etc.))</i> 		

From the data analysis above, it can be concluded that teachers in ABA Pelangi Inclusive School are giving positive responses toward the English Vocabulary Picture Cards. Besides that, they also satisfy with English Vocabulary Picture Cards, because these media appropriate with the students' lacks, needs, and wants and the teachers' needs and wants.

The using of colours variations that match with the pupils liked, attractive and eye-catching pictures, and the proper picture's label are indeed included in the pupils' needs and wants. The using of proper label, which includes the word and its phonetics alphabets, can reduce the mispronunciations of the pupils. Besides that, the pupils were not only learn how to pronounce it, but also recognize the words properly.

The using of BC paper and the laminations in English Vocabulary Picture Cards make the durability of the cards are much longer. Besides that, not only the proper label and the durability, the new innovation that adopted and adapted from Indonesian picture cards and encyclopedia, the descriptive text that are easy to understand and can be used both for the pupils and the teachers, are the positive things that the teachers also satisfied by the products. They also mentioned that English vocabulary Picture Cards can be adjusted to the teaching and learning in the class and also the themes that are introduced to the pupils. Besides that, English Vocabulary Picture Cards can be used as media in introducing their themes to the pupils also. So that, from the data analysis and the explanations, it can be included that the teachers in ABA Pelangi Inclusive School give positive responses and satisfied with the product, English Vocabulary Picture Cards.

2.3 Interview data results

After the teacher filled the questionnaire sheets that were distributed. Then, the researcher conducted an interview with the teachers of TK B ABA Pelangi Inclusive School. This interview was conducted in order to know the detail information about the teachers' responses and product satisfied. Besides that, it was also included a question about the teachers' critics and suggestions for English Vocabulary Picture Cards. So that, the information that were gathered more detailed than the questionnaire. For the data analysis of teachers' interview, it can be seen on the table below.

Table 4.91 The interview data analysis results of teachers' responses and satisfactions towards the product of English Vocabulary Picture Cards

Questions	Responds
<p>Apakah English Vocabulary Picture Cards telah memenuhi kebutuhan siswa yang ada di TK ABA Pelangi?</p> <p><i>(Have English Vocabulary Picture Cards fulfilled the students' needs in ABA Pelangi Inclusive School?)</i></p>	<ul style="list-style-type: none"> • Respondent 01 “Ya, sudah terutama dalam pelajaran Bahasa Inggris sangat membantu sekali untuk anak-anak mengenali dan memahami sesuai dengan gambar sesuai dengan kata, seperti itu.” <i>(“Yes, especially in English teaching and learning, it is very useful for pupils in recognizing and understanding according to the pictures, according to the word, like that.”)</i> • Respondent 02 “Ya, kayaknya sama-sama kayak Bu Agustin.” <i>(“Yes, I agree with Mrs. Agustin.”)</i>
<p>Apakah English Vocabulary Picture Cards telah memenuhi kebutuhan Bapak/Ibu dalam menambah wawasan dalam berbahasa Inggris?</p> <p><i>(Have English Vocabulary Picture Cards fulfilled your needs in developing your English knowledge?)</i></p>	<ul style="list-style-type: none"> • Respondent 01 “Ya, jadi guru bisa lebih paham dan lebih terbuka wawasannya untuk memberi pembelajaran Bahasa Inggris kepada anak-anak.” <i>(“Yes, so teacher can be more understand and opened wide their knowledge to give English lesson for the pupils.”)</i> • Respondent 02 “Ya, menambah wawasan dan pengetahuan sesuai dengan kompetensi guru.” <i>(“Yes, they can develop our knowledge that appropriate with our competence.”)</i>

<p>Apakah English Vocabulary Picture Cards dapat digunakan sebagai media pembelajaran yang layak untuk TK ABA Pelangi?</p> <p><i>(Can English Vocabulary Picture Cards be used as proper teaching media in ABA Pelangi Inclusive School?)</i></p>	<ul style="list-style-type: none"> • Respondent 01 “Biasanya, kan. Kalau di TK, kan kaya metodenya bermain dan belajar jadi, anak-anak senang kalau ada benda dan kita mengajarkannya dengan senang, bermain, seperti itu. Menurut saya, sudah cukup layak.” <i>(“Usually, in kindergarten, the method that always used is learning by using games (play and learn). So, pupils are happy if there is a thing and we teach it with happy feeling, like that. I think, it is good.”)</i> • Respondent 02 “Ya, kayaknya sudah layak dan bagus. Karena, sesuai dengan pembelajaran” <i>(“Yes, I think, they have become a proper and good media. Because, they appropriate with the teaching and learning.”)</i>
<p>Adakah respon atau kritik maupun saran terhadap produk English Vocabulary Picture Cards?</p> <p><i>(Are there any respons or critics or suggestions towards the product of English Vocabulary Picture Cards?)</i></p>	<ul style="list-style-type: none"> • Respondent 01 “Sudah bagus, tapi alangkah baiknya kalau picture cards itu ditempatkan di tempat tertentu. Misalnya di kotak atau dibentuk seperti buku atau bagaimana.” <i>(“It is good. However, it would be better if the picture cards are placed in a certain place. For example, in a box or booked or like that.”)</i> • Respondent 02 “Ya, sama.” <i>(“Yes, I agree with Mrs. Agustin.”)</i>

From the interview data analysis above, it can be seen that English Vocabulary Picture Cards were given positive responses from the teachers in TK B ABA Pelangi Inclusive School. First, English Vocabulary Picture Cards are designed and developed based on the students' lacks, needs, and wants, so, they are very helpful media for pupils in recognizing and understanding English according to the picture and its label. It means that English Vocabulary Picture Cards can develop the pupils' reasoning and memorizing some English words.

Second, English Vocabulary Picture Cards were designed and developed based on the teachers' needs and wants, so, they can increase their knowledge that appropriate with the teacher competences and help them in teaching and learning English to their pupils. It can be occurred because, by using the English Vocabulary Picture Cards, they felt more opened to the knowledge and understand them more, especially when they prepared and learnt the English Vocabulary Picture Cards before they teach English to their pupils.

Third, the teachers also said that English Vocabulary Picture Cards can be used as teaching media In ABA Pelangi Inclusive School, because, the materials inside the cards appropriate with the teaching and learning in the class. So that, they can adjust them with their activities in the class. As it is stated before, teaching young learners are not the same with teaching adults. The methods that are used by the teachers, are different. As the teachers said that in ABA Pelangi Inclusive School, the method that is mostly used is learning by using games or can be called as

learning while playing. The pupils love learning with a toy or new thing, so that, English Vocabulary Picture Cards are a good media for them, especially in learning English.

Lastly, although English Vocabulary Picture Cards is a good media, the teachers also gave some suggestions that English Vocabulary Picture Cards should be placed in a certain place, like a box or to be booked. So that, the cards have long durability and can be placed based on their themes or topics.

C. Revision of the Product

After conducting validatons and trying out the product of English Vocabulary Picture Cards, the revisions were needed if the media content or language were inappropriate. The revisions from the lecturer were happened twice. They were the grammatical errors and inappropriate dictions in the picture's label or in the descriptive text in English Vocabulary Picture Cards. While the revisions from the teachers of TK B ABA Pelangi Inclusive Schools were about the paper, but then the teachers also gave a suggestion about the place for the product in the interview session after the implementation or trying out the product.

1. First Revisions

As it is stated before, when the researcher did the first validation from the lecturer, the researcher got some feedbacks on the validation questionnaire sheets and the product, English Vocabulary Picture Cards. The expert said that the instrument are good enough, however they need some revisions, especially in words/ dictions, grammar and spelling. Besides that, she added that the materials in English Vocabulary Picture

Cards would be complete if they appropriate with the syllabus, and the text difficulties sequences need to be revised, because all of the English Vocabulary Picture Cards have the same text difficulties.

So that, the researcher reviewed back the curriculum and RPPm, and added more information in the descriptive text, made the text much longer than before, and revised the words/dictions, grammar, and spelling. For the detail explanations of each card, it can be read by the explanation below.

1.1 Cat card

For the front page of cat card, the expert stated that there is not any revision. The same condition, also applied for the back page layout and design; the descriptive text and its translation; and the additional information table. However, because the materials should be added some more and as same as with the syllabus (in here RPPm), the researcher added some sentences and its translation, that related to the cat characteristics. Besides that, the researcher changed some dictions of the descriptive text. So that, the researcher added the information about cat's general and unique characteristics. For the further texts, they can be seen on the final product of English Vocabulary Picture Cards in the **Appendix 20**.

1.2 Rabbit card

In rabbit card, for the front page and the table of additional information about rabbit, the expert said they did not need to be revised. However, there were some grammars and dictions in the descriptive text and its translation that needed to be revised. In the

descriptive text, sentence “*And it loves carrot so much.*”, the word “*And*” needed to be deleted, because “*And*” should not be at the first sentence. Then, after “*And*” had been deleted, the alphabet *I* in *it* had to be in capital, because it becomes the first word in a sentence. Then, on the last sentence should be added “*as well*”, as the exchange of “*also*”. Overall, the revised sentence becomes, “*It loves carrot so much as well.*”

As the result of the revisions, the initial translation for that sentence, “*Dan dia sangat menyukai wortel*” were changed into “*Dia juga sangat menyukai wortel.*” Next, because some additional information have to be added in the text, then, the researcher added some information about rabbit’s characteristics and where it lives. For the complete text, it can be seen on the final product of English Vocabulary Picture Cards that are available on the **Appendix 20**.

1.3 Giraffe card

As the expert’s suggestions, the front page of giraffe card, does not need any revisions. However, for the descriptive text, there were some grammatical errors and inappropriate words or dictions. First, in the sentence “*Giraffe is a wild animal*”, the word “*Giraffe*” should be replaced by word “*It*” because, “*Giraffe*” had already been mentioned on the first sentence, so, for the next sentences, for the beginning of a sentence, it should be put a singular pronoun if the noun before is singular. The word “*wild*” should be replaced by

“*tall*”, because the characteristic that had to be put on the first sentence should be the unique one.

Next, the word “*and*” at the beginning of sentence “*And it eats leaves.*”, should be deleted, because conjunction “*And*” should not be on at the beginning of a sentence. Lastly, sentence “*Giraffe is a tall animal*” should be replaced to the second sentence. So that, due to the revised on the descriptive text, the translation text should be changed too.

The sentence “*Dan dia makan dedaunan*”, should be replaced by “*Dia makan dedaunan.*” Then, sentence “*Jerapah adalah hewan yang tinggi.*” should be replaced on the second sentence. For the additional information table, there was not any revisions. However, because the expert suggested that the information on the descriptive text should be added more, then, the researcher added some information about giraffe’s characteristics, where it comes from, and how it lives in the wild. For the complete texts after revisions, they can be read on the final product of English Vocabulary Picture Cards which are placed in the **Appendix 20**.

1.4 Tiger card

The front page of tiger card, as the expert suggestions, there was not any revisions. Then, for the descriptive text on the back page, the revision was only to put “*a*” before the word “*jungle*” on the sentence “*It lives on jungle*”. For the additional information table, there was not any revisions. However, because

the descriptive text should be added some information about tiger, then, the researcher added its characteristics and the reason why it is called as a “Big Cat”. Due to addition and revision, the translation text also changed a little. For the complete revision texts, they can be seen on the final product of English Vocabulary Picture Cards in the **Appendix 20**.

1.5 *Elephant card*

For elephant card, there was not any revisions in the front page. However, for the descriptive text and its translation, there were some revisions needed. On sentence, “*It has two tusk*” the words “*It has*” had to be replaced by conjunction “*and*”, then combined with prior sentence, “*It has two large ears.*” So that, the sentence becomes “*It has two large ears and two tusks.*” Lastly, for sentence “*And it also has a long trunk.*” the word “*And*” on the beginning of the sentence had to be deleted, because conjunction “*and*” should not be at the beginning of the sentence.

The changes are applied for its translation, due to the revisions. Sentences “*Dia memiliki dua telinga yang lebar.*” and “*Dia memiliki dua gading.*” have to be combined as one sentence. So that, the translated sentence becomes “*Dia memiliki dua telinga yang lebar dan dua gading.*” Then, for sentence “*It has two large ears and two tusks.*”, the translation becomes “*Dia juga memiliki belalai yang panjang.*” As the expert’s suggestions, the materials should be detailed which they have to be matched with the syllabus

or RPPm or RPPh. Because of that, the researcher added some information about elephant's characteristics, where it comes from, and the function of its trunk. For the complete revised text of elephant's descriptions and its translation, they can be seen on the final product of English Vocabulary Picture Card which are placed on the **Appendix 20**.

1.6 *Rose card*

Rose card had several revisions on its descriptive text. The word "Rose" at the beginning of sentences two and five should be replaced by "it", because, the noun "rose" had been already mentioned in the first sentence, so, it must be replaced by pronoun at the beginning of afterward sentences. Adding a comma, also happened between sentences six and seven. So, the sentence becomes "*It also has sharp prickles, so, be careful!*"

These revisions was also applied on the translation text, so, the translation text becomes "*Dia juga memiliki duri-duri yang tajam. Jadi, berhati-hatilah!*" Then, as the expert's suggestions as well, the information on the text should be more detailed, so, the researcher added information about where rose can live well. For the complete texts, it can be seen on the final product of English Vocabulary Picture Cards in the **Appendix 20**.

1.7 *Sunflower card*

Sunflower card had several revisions on its descriptive and translation text. For sentence "*Sunflower is a garden plant.*",

the noun “*Sunflower*” at the beginning of the sentence should be replaced by pronoun *It*. This also applied for the sentence “*Sunflower looks like a sun.*” the word “*sunflower*” must be replaced by pronoun *It*. Then, after it had been revised, the sentence had to put on the third sentence or after sentence “*It is a garden plant*”. In sentence “*It also a big flower*” must be added *to be “is”*.

The additioning some information was also done in this card. The researcher added information about its plant type, where they can grow well, and how they can be cultivated. For the complete text and its translation, they can be seen on the final product of English Vocabulary Picture Cards in the **Appendix 20**.

1.8 *Jasmine card*

In jasmine card, the revisions happened in its descriptive and translation text. In sentences “*Jasmine is a garden plant.*” and “*Jasmine has white petals*”, the word “*Jasmine*” should be replaced by pronoun *It*. Because, the noun “*Jasmine*” had been already stated on the first sentence. Then, the word “*our*” in the sentence “*Jasmine is our national flower.*” Must be replaced by “*Indonesian*”, because, considering the readers that are not only from Indonesia. So that, the translation text for this sentence was also changed, from “*Bunga melati adalah bunga kebangsaan kita.*” becomes “*Bunga melati adalah bunga kebangsaan Indonesia.*”

Adding several detailed information about jasmine was done by the researcher as well. The researcher added what kind of

plant jasmine is, where it can grow well, and how the plantation of jasmine. For the revised complete texts, they can be seen on the final product of English Vocabulary Picture Cards in the **Appendix 20**.

1.9 *Orchid card*

In orchid card, revisions also occurred in its descriptive and translation text. On the sentence “*Orchid is an exotic flower.*”, the word “*Orchid*” should be replaced by pronoun *It*. Since, in the first sentence the noun “*orchid*” had already been mentioned. So that, on the next sentences, the use of pronouns at the beginning of the sentence is absolute. Then, in sentence “*Orchid is also our national flower.*”, the pronoun “*Our*” should be replaced by “*Indonesian*”, just like in the jasmine card revision.

For the front page and the additional information table, there is not any revisions. On its descriptive text, some additional information were added as well. The additional information are about what kind of flower orchid is, where this flower can grow well, and how to plant it. For the further descriptive text and its translation, they can be seen on the final product of English Vocabulary Picture Cards which are placed in the **Appendix 20**.

1.10 *Tulips card*

Some grammatical errors in the descriptive text, and improper dictions in the translation text were occurred in tulips card. For the front page, an error also occurred as well. The word

“tulip” should be added “s” in the end of the word “tulip”. So that, the word should be “Tulips” not “Tulip”, because the picture of tulip that showed in the card is not a single tulip, so, it should be used plural noun rules.

The grammatical error that were mentioned before, occurred on the sentence “*Tulips are garden plant.*” The word “Tulips” should be replaced by “They”. Because, on the first sentence, the word “Tulips” has already been mentioned, so, it should be replaced by plural pronoun. On the sentence, “*They has red, yellow, white, and pink tepals.*”, a “to be” that should be put after subject “they” is “have”, not “has”.

The improper diction occurred on the translation text on sentence “*Bunga-bunga tulip adalah tanaman taman.*” Due to dictions errors, the sentence should be changed into “*Bunga-bunga tulip tersebut merupakan tanaman taman.*” As it is stated on the feedbacks, the descriptive text should be added more information based on the syllabus or RPPm, so, the researcher added some information about what time they bloom and how they are cultivated. For the complete descriptive text and its translation, they can be seen on the final product of English Vocabulary Picture Cards in the **Appendix 20**.

1.11 Teacher card

In teacher card, some revisions occurred on the descriptive text, because there were some grammatical errors. In sentence

“*Teacher is a profession.*” the noun “*Teacher*” should be replaced by pronoun “*It*”. Then, on sentence “*A teacher works in a school.*”, an *adverb of time* should be put between words “*teacher*” and “*works*”. So that, the sentence becomes “*A teacher usually works in a school.*”

As it is stated before, a table for additional information also added in the occupations theme. However, the experts said that she was confused with the function of the table. So that, the contents in the table should be developed into some sentences, then, placed the sentences in the descriptive text. This rules are applied for all of the descriptive text in occupations theme cards. So that, due to some addition in the descriptive text, the information that should be put are its works sectors, its belonging things, and its interactions. For the revised descriptive text, they can be seen on the final product of English Vocabulary Picture Cards in the **Appendix 20**.

1.12 Doctor card

In doctor card, the revisions also occurred in the descriptive text. As it is stated on the teacher card, the table of additional information should be deleted, then developed into several sentences for its contents, and put the additional information from the developed table contents in the descriptive text. For the grammatical errors, it occurred in sentences “*Doctor is a profession.*”, “*A doctor works in a hospital or clinic.*”, and “*He/She helps and cares their patients.*”

In sentence “*Doctor is a profession*”, the word “*Doctor*” should be replaced by pronoun “*It*”. Because, the noun “*Doctor*” has already been mentioned on the first sentence. In sentence “*A doctor works in a hospital or clinic.*”, an article “*a*” should be put before the word “*clinic*”. Lastly, in sentence “*He/She helps and cares their patients.*”, the pronoun “*their*” should be replaced by pronoun “*his/her*”.

As the result of the table deletion and information addition in the descriptive text, the descriptive text also has some additional information about work sectors, belonging things of a doctor, and their interactions. Some changes also occurred in its translation text as well. For the complete texts, they can be seen on the final product of English Vocabulary Picture Cards in the **Appendix 20**.

1.13 *Soldier card*

For soldier card, the revisions occurred in sentence “*Soldier is a profession.*” and “*A soldier works in a battlefield, forest, or in a headquarters.*” In sentence “*Soldier is a profession.*”, the word “*Soldier*” should be replaced with pronoun “*It*”. Because, the noun “*Soldier*” has been mentioned in the first sentence. So that, for the next sentences, it should be put pronoun *it* at the beginning of the sentence. Then, for sentence “*A soldier works in a battlefield, forest, or in a headquarters.*”, the soldier’s workplace should be confirmed again, and put the right one on that. So, after the researcher read some literature, the workplace of a soldier are in

headquarter and a battlefield. So that, the revised sentence is “*He works in his headquarter and a battlefield.*”

For the additional information, the researcher added its work sectors, responsibility, and its forces. The translation text also got some changes due to the revisions. For the complete descriptive text with its translation, they can be read on the final product of English Vocabulary Picture Cards in the **Appendix 20**.

1.14 Farmer card

Farmer card have revisions in its descriptive text in sentences “*A farmer works on a field.*” and “*He always brings hat, hoe, and sickle.*” In sentence “*A farmer works on a field.*”, the article “*A*” should be replaced by article “*The*”. Because, the noun “*farmer*” in here, had been recognized or had been stated before on the previous sentence. So that, the revised sentence should be “*The farmer works on a field.*”

Then, for sentence “*He always brings hat, hoe, and sickle*”, the adverb of time “*always*” should be replaced by adverbial time “*usually*”. This change occurred because, the diction “*usually*” is more proper than “*always*”. As the result of the revision in the descriptive text, its translation was also changed into “*Dia biasanya membawa caping, cangkul, dan sabit.*”

For the table and the additional information, as the expert said, the table had to be deleted, and the content in the table should be developed as some sentences and placed them on the descriptive

text. So, the additional information for its descriptive text are its work sectors, job or responsibilities, belonging things, and how the modern farmers are. For the further information about the descriptive text and its translation, they can be read on the final product of English Vocabulary Picture Cards in the **Appendix 20**.

1.15 *Policeman card*

In policeman card, the revisions occurred on sentences “*A policeman works on a police station or on a road.*” and “*And he sometimes arrest a thief.*” On sentence “*A policeman works on a police station or on the road.*”, the article “*A*” should be replaced by article “*The*”. Because, the noun “*policeman*” had been mentioned before on the previous sentence, So that, on the next sentence, the article “*the*” should be placed before the noun.

Next, for sentence “*And he sometimes arrests a thief.*”, the word “*and*” should be removed, and subject “*he*” places at the beginning on the sentence with capitalization for the first alphabet. The additional information were based on the contents at the table that had been removed, which were developed into some sentences. The additional information are about its work sectors, belonging things, and job or responsibilities. There are also some additions on its belonging too. For its descriptive text and its translation, they can be read on the final product of English Vocabulary Picture Cards in the **Appendix 20**.

1.16 Bus card

In bus card, revisions were occurred in the descriptive text as well. The revisions occurred on sentences “*Bus is a land transportation.*” and “*But, it has large size.*” In sentence “*Bus is a land transportation.*”, the grammatical error occurred in there. The word “*Bus*” should be replaced with pronoun *It*. Because, the word “*Bus*” has been mentioned before on the prior sentence.

Meanwhile, for sentence “*But, it has large size.*”, the word “*large*” should be removed with “*big*” because of the diction. The diction “*large*” is inappropriate with the descriptive of a bus, so, the use adjective “*big*” is more proper than “*large*”. For the additional information in the descriptive text, it is also applied to the transportation cards. The deletion of additional information table was also applied on all of the transportation cards. Then, the additional information in the table should be developed into some sentences, after that it should be put on the descriptive text. For bus card, the additional information are about its fuels, uses, driver, and stops. For the complete descriptive text and its translation, they can be read on the final product of English Vocabulary Picture Cards in the **Appendix 20**.

1.17 Car card

For car card, the revision occurred just one in the descriptive text, which categorized as grammatical errors. In sentence “*Car is a land transpotation.*”, the word “*Car*” should be

replaced by pronoun “*It*”. Because, the noun “*Car*” had already mentioned on the first sentence, so that for the next sentences, it should be put pronoun “*It*” at the beginning of each sentence.

For the additional information, it picked from the contents of additional information table that had been removed. Besides that, the researcher also added some additional information about its advantages and disadvantages. So that, the additional information besides the advantages and disadvantages of a car, are its fuels, uses, driver, transportation type, and some interesting information about cars in the world. For the descriptive text and its translation, they can be seen on the final product of English Vocabulary Picture Cards in the **Appendix 20**.

1.18 Train card

In train card, revisions occurred in sentences “*Train is a land transportation.*” and “*Train has long size.*” Both of them have the same revision. The word “*Train*” on the first sentence should be replaced by pronoun “*It*”. Because, the train, in here, had been recognized before on the prior sentence, so, for the next sentences, it should be put pronoun “*It*” at the beginning of each sentence.

The additional information table deletion was occurred in this card as well. However, the contents in the table should be developed into several sentences, then, put them in the descriptive text. The additional information that were put are its fuels, uses, steerer and stops. The revised descriptive text and its translation

are available on the final product of English Vocabulary Picture Cards in the **Appendix 20**.

1.19 Bike card

The revision on the bike card only occurred on the sentence “*Bike is a land transportation.*” The word “*Bike*” should be replaced by “*It*”, because the noun “*Bike*” in here, has already mentioned in the first sentence. So that, the use of pronoun “*It*” at the beginning of a sentence is absolute.

For the additional information in the text, the content at the table were developed into sentences, then they were put into the descriptive text. The additional information for bike descriptive text are its unique, uses, rider, and how to use it. For the revised descriptive text and its translation text, they can be read on the final product of English Vocabulary Picture Cards which are available in the **Appendix 20**.

1.20 Motorcycle card

Lastly, the revisions on motorcycle card were happened on the sentences “*Motorcycle is a land transportation.*” and “*Its fuels are gasoline.*” Both of them had some mistakes which are categorized as grammatical errors. For sentence “*Motorcycle is a land transportation.*”, the word “*Motorcycle*” should be replaced by pronoun “*It*”, because the noun “*Motorcycle*” has been mentioned on the first sentence. So that, for the next sentences, it should be put pronoun “*It*” at the beginning of each sentence.

In sentence “*Its fuels are gasoline.*”, the “*to be*” after fuels should be replaced by *to be “is”*, because the noun that is mentioned afterward is singular noun. So, the use to be “*is*”, is absolute. The revisions in the additional table and additional information, were also done in this descriptive text. The additional table contents that were developed and added into the text are its fuels, uses, and rider. Then, the other information that were put into are its unique and its advantages. For the complete texts, they can be seen on the final product of English Vocabulary Picture Cards in the **Appendix 20**.

2. Second Revisions

After the questionnaire sheets for the experts’ validation and the product, English Vocabulary Picture Cards, were revised, the second expert validation from a lecturer was conducted. As it is stated before, for the second validation in content worthiness/ eligibility, presentation and language aspects, there were not any revisions for the product or media. So that, the product is valid in content worthiness/ eligibility, presentation and language aspects and ready to be implemented.

Then for the second validation in media, the expert said that the product is valid and ready to be implemented, but there were needed some revisions. The aspects that should be needed some revisions were the design and layout for the back-page of English Vocabulary Picture Cards. The expert said that they are not eye-catching enough and the fonts are too big. So that, the researcher have to revise the layout and design on the back-page and adjust the fonts with the paper size. The expert also suggested that for

the design and layout should be put some borders for each text, then for the fonts in the text are different for the descriptive text and the translation text.

As the expert said, because, it is a product of English, so, in English Vocabulary Picture Cards, the contents, especially which are designed and used English, should be highlighted, both for the picture labels and its descriptive text. Then, because the descriptive texts are in English and the picture labels are in English as well, the font size for both of them need to be bigger or highlighted that the translated text.

So, the researcher decided to keep the font, but the font size for the picture's label, its descriptive text and its translation are differed. For the font, the researcher kept using Verdana, because this font is simple and clear. Besides that, the size are big enough whether its size is in small number. For the picture's label, which is placed in the top of the card in wide coloured border, is used Verdana with the size for the font is 54 with bold effect and white colour, then, for its phonetic alphabets the font size that are used, are 40 without any effects and used white colour.

Next, for the description text, the font that are used, are Verdana with the number of its size is 23 with bold effect and used black colour. However, there are some words that are used some bright colours with italic effect. That words are some important and difficult words that might be able to develop more vocabulary, besides the picture's label, for the teachers and the pupils. Then, for the translation text, the font that are used, are Verdana as well with the number of its size is 11 without any effects and used black colour. As same as with the descriptive text, translation text also use some

colours and italic effect too, and the colours that are applied in some words in descriptive text are as same as with its translation in the translation text. This were designed by the researcher in order to make it easier to find the English word with its translation.

As it is stated before, the additional information table were not revised for animals and plants theme. So, the researcher also decided for the table size and its font. For the table size, it is adjusted with the paper size which after all of the bordered box for descriptive text and translation text were applied in the layout background. So, before that, the researcher decided the font, its size, and its effect, if it is necessary. All of the table contents are used Verdana, but the size and effects are differed.

The contents for animal theme and plants theme are different. In animal theme, the contents are included species, height, length, weight, lifespan, and habitat, wheter for plants/flower theme, the contents are included species/genus/family, height, uses, origins, and lifespan. The using of species/ genus/ family was used because some plants have a lot of species that cannot be counted, especially, for orchid and tulips. The font size for all of the contents are 11 in size. However, for the effects are differed. For species/genus/family, height, length, weight, uses, origin, lifespan, and habitat words are used bold effect only. For the summarized in height, length, weight, lifespan, uses, origins, and habitat are not used any effects.

However, for the species/genus/family, it must use binomial nomenclature writing conventions. For species name, it must use capitalized on the first alphabet, then for the genus name, then for its genus, it do not

use capitalized on the first alphabet, and for the effects that are used, are italic and bold. Then for genus and family name, it must use bold effect and must be capitalized on the first alphabet. Then, the use of some colours also appear in the additional information table as well. The colours that are used are bright colours.

After decided the font, the researcher decided to create and develop the design and layout for the back-page of English Vocabulary Picture Cards. As the expert's suggestions, every text should have its border. However, when the researcher tried to apply that, the design and the layout were still awful. So that, the researcher made original design layout that based from some references in the internet and combined it with the borders.

For the initial layout design for the background, the researcher wanted to use a note layout design, but the design were so awful because the note layout just a plain paper without lines or any icons. So that, the researcher changed the layout design for the background. The researcher used a diary layout that includes lines and the picture of wire binding. The diary layout can be edited or coloured. So that, the layout looks like a book or scrapbook.

Then, after designing layout background, the researcher designed the original bordered box for descriptive text and translation text. Because, the font for descriptive text is big, so, the bordered box is big as well. The border are used some colours that matched with the colour of product's design, and without any pattern in it. For the inside of the box, it is left only like a plain paper. So that, the texts are highlighted, clear, and easy to read.

For the placement for the bordered box are also differed. Because, the length of the descriptive text are different. In animals and plants themes, the placement of the descriptive text bordered textbox is placed under the picture's label, then followed by the translation bordered textbox. For the additional information table, for animal theme, the table is on the right side, while the plants theme is on the left side. Both of the cards are still have an empty space. So that, the researcher put a simple picture beside the table. The picture also edited a little, so that it seems like a sticker just like in a scrapbook.

For transportations and occupations themes, the placement of the bordered textbox are different with the two previous themes. Because the length of the text for descriptive text for these themes are much longer than animals and plants/flowers themes, so, the bordered textbox should be bigger than the previous themes. Next, for the transportations and occupations descriptive textbox, it is placed after the picture's label. Then for the translation textbox, the textbox are different for each theme, for transportations and occupations themes. For transportations theme, the translation textbox is placed on the right side, and for the occupations theme, is placed on the left side. Then, for an empty space, it is placed a simple picture that is edited a little, so, it seems like a sticker in a scrapbook. For the samples of each card, they can be looked at the table below. However, for all of English Vocabulary Picture Cards, they can be seen on the final product of English Vocabulary Picture Cards in the **Appendix 20**.


Table 4.92 Table of revised design and layout of English Vocabulary Picture Cards for each theme

Cat

/kæt/

This is a cat. Cat is a **tame animal**. It is a **mammal**. It has four legs. It loves fish and **rat**. Cat has **fluffy fur**. It has four soft **paws**. It also has two **sharp eyes**. Cat is a popular animal. Because, it is a **cute animal**.

Ini adalah seekor kucing. Kucing adalah hewan jinak. Dia merupakan hewan mamalia. Dia memiliki empat kaki. Dia menyukai ikan dan rat. Kucing memiliki bulu yang lembut. Dia memiliki empat kaki yang empuk. Dia juga memiliki dua mata yang tajam. Kucing adalah hewan yang populer. Karena, dia adalah hewan yang lucu.



Species	Felis Catus
Height	23-25 cm in height + 30 cm long tails
Length	45 cm in head-to-body length + 30 cm long tails
Weight	Between 4 and 5 kg
Lifespan	7 to 15 years
Habitat	Forests and urban areas (perkotaan)


Orchid

/'ɔ:rkɪd/

This is an orchid. It is an exotic flower. It can grow both in **warm place** and **cold place**. It is very beautiful flower. It has **white, red, yellow, and purple color petals**. Its **cultivation** can be done through **pollination, stem, fruits, and seeds**. Orchid is also Indonesian **national flower**.

Ini adalah setangkai bunga angrek. Bunga angrek adalah bunga eksotis. Dia dapat tumbuh di tempat yang hangat dan dingin. Ini adalah bunga yang sangat cantik. Dia memiliki bunga berwarna putih, merah, kuning, dan ungu. Budidaya angrek dapat dilakukan dengan penyerbukan, batang, buah, dan biji. Bunga angrek adalah bunga nasional Indonesia juga.

Family	Orchidaceae
Height	A foot tall (not tall enough)
Use(s)	Perfumery, ornamental (bunga) flowers, food.
Origin(s)	Asia and Australia
Lifespan	about 15 to 20 years



Picture 4. 10 Back page layout design for animals theme after second revision


Picture 4. 11 Back page layout design for plants theme after second revision

Bike

/baɪk/

This is a bike. Bike is a **land transportation**. It has two wheels. It uses as a **private vehicle**. But, sometimes people use it as an alternative transportation and **sports**. Its rider is called a **bicyclist**. Bikes do not need any **fuels**. We have to **pedal** it. They are very **eco-friendly**.

Ini adalah sepeda. Sepeda adalah sebuah transportasi darat. Dia memiliki dua roda. Dia digunakan sebagai kendaraan pribadi. Tetapi, terkadang orang menggunakannya sebagai alternatif transportasi dan olahraga. Pengendara sepeda disebut sebagai pengendara sepeda. Sepeda tidak memerlukan bahan bakar. Kita harus mengayunya. Mereka sangat ramah lingkungan.




Ini adalah seorang guru. Guru merupakan sebuah profesi. Guru mengajar di sekolah. Sebagian guru bekerja di sekolah, dan sebagian berprofesi sebagai guru di rumah-rumahan. Dia memiliki berbagai barang yang dibutuhkan dalam proses belajar mengajar seperti pensil, buku, papan tulis, dan lain-lain.

Teacher

/'ti:tʃər/

This is a teacher. It is a **profession**. A teacher **works in educational sectors**. He/She works in a school. He/She always **interacts** with his/her students and his/her **colleagues**. He/She educates and **teaches students**. His/Her belongings are **books, pens, pencils, chalks, blackboard, eraser, and sometimes a laptop**.

Ini adalah seorang guru. Guru merupakan sebuah profesi. Guru mengajar di sekolah. Sebagian guru bekerja di sekolah, dan sebagian berprofesi sebagai guru di rumah-rumahan. Dia memiliki berbagai barang yang dibutuhkan dalam proses belajar mengajar seperti pensil, buku, papan tulis, dan lain-lain.



Picture 4. 12 Back page layout design for transportations theme after second revision

Picture 4. 13 Back page layout design for occupations theme after second revision

3. Third Revisions

After, conducting expert validation from the lecturer, and she said that the English Vocabulary Picture Cards is a valid media and need to be implemented in the field. Then, the researcher went to the kindergarten to ask for validation from the teachers of TK B ABA Pelangi Inclusive School. As it is stated before, the validation session with the teacher only happened once. Because, the teachers of TK B ABA Pelangi Inclusive School said that English Vocabulary Picture Cards are good media that appropriate with teaching and learning materials in the kindergarten. So that, the product is valid in term of content worthiness/ eligibility, presentation and language aspects.

For the media validation, the teachers said that the product is a good and valid media. They also said that the layout is good. However, because of the paper that were used, was still double A4 with 70 gr weight. The teachers said that they want the paper should be changed into the thick ones. After that, before the trying out of the product, the researcher printed again the media by using BC Paper, which has about 120-200 gr. In here, the researcher uses BC Paper with the thickness is 120 gr. Then, after that the researcher, laminated them. So that, the durability of the English Vocabulary Picture Cards are much longer.

4. Final Product and The Suggestions

After the trying out of the product, the researcher conducted an interview with the teachers. The teachers said that English Vocabulary Picture Cards is a good media that appropriate with their needs and wants;

students' lacks, needs, and wants; and their materials in the class. For the revisions of the product after trying out of the product, the teachers said that the product do not need any revisions. Then, the teachers gave a suggestion to the researcher. The suggestion is about the place for saving English Vocabulary Picture Cards. They suggested that English Vocabulary Picture Cards should be placed on a box or booked/binding. After that, the researcher thinks to use snelhecter map or binder or a cardboard carton as the English Vocabulary Picture Cards' storage.

So that, after all of the research and development, English Vocabulary Picture Cards have lots of improvement and development. From the development and improvement, the final product have its own specifications. English Vocabulary Picture Cards are focused on the vocabulary for young learners, however they also have some aims, especially in helping the teacher in teaching English to young learners and improving or developing their knowledge and English acquisition. This product were developed based on the pupils' lacks, needs, and wants, and the teachers' needs and wants of ABA Pelangi Inclusive School. Because, the class activities are always done in grouping or whole class and also the teachers' recommendation, so, English Vocabulary Picture Cards are in A4 paper size. The type of the paper that are used for English Vocabulary Picture Cards is BC Paper with 120 gr in weight.

English Vocabulary Picture Cards are very colourful. They have some colours that the children love, such as red, blue, green, yellow, and purple. The pictures and layouts of English Vocabulary Picture Cards are

very attractive and eye-catching, they use some real pictures and cartoons that might attract the pupils' attention and concentration span time. English Vocabulary Picture Cards also have a lot of themes and topics that appropriate with the materials in the class. With the total amount are 20 pieces of the cards and differed into 4 themes, they can be used as a toy too. The four themes that are available are animals, plants, transportations, and occupations. Each of theme consists of five cards, which five cards are the topics that are taught in the class. The topics that are available for each theme are:

1. Animals theme: cat, rabbit, giraffe, tiger, elephant.
2. Plants theme: rose, sunflower, jasmine, orchid, tulips.
3. Transportations theme: bus, car, train, bike, motorcycle.
4. Occupations theme: teacher, doctor, soldier, farmer, policeman.

English Vocabulary Picture Cards do not just provide a picture and its label, but there is a new innovation in it. Besides a picture and its label for the pupils on the front side, English Vocabulary Picture Cards provide descriptive text and its translation text in the back side. The texts are very useful especially for the teachers in teaching English to the pupils and also develop or improve their knowledge and English acquisition. Some words are in colourful and match with its translation, so the teacher do not have to open the dictionary all the time.

English Vocabulary Picture Cards are easy to use and have long durability. The teachers do not have to worry with water exposed or streaks because the paper are laminated. English Vocabulary Picture Cards are easy

to save and arrange, it can be put on the snelhecter map or binder or a cardboard carton. Because, they have two holes that can be tied up with ribbon or snelhecter, so it can be arranged to their themes and topics in the storage.