

# THE USE OF NATURE-BASED MATERIALS AS LEARNING MEDIA TO TEACH ENGLISH BASIC NUMERACY SKILLS FOR ELEMENTARY SCHOOL STUDENTS DURING KAMPUS MENGAJAR PROGRAM

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## ABSTRACT

*This study describes how nature-based materials, such as red lip leaves, are used as learning media to teach English basic numeracy skills for Grade 2 elementary school students during Kampus Mengajar Program. 22 students agreed to participate in the participatory observational study supported by stimulated recall interview technique. Data was collected during the 5 hour teaching practice which aims to teach the students to be able to count one to ten in English by using leaves as learning media. By the end of the lesson, students can count correctly and count the number of leaves with appropriate English pronunciation. The leaves were proven to be a safe learning media that mediates the learning process and enhances students' engagement. The authors recommend using this nature-based learning material to facilitate students' ability to count in English from eleven to twenty and above. For future researchers, the authors suggest asking friends to help with the recording process during the learning process, so that the video can be complete from the beginning to the end of the lesson which can be used as a reference for exploring more complete data.*

**Keywords:** *nature-based learning model, nature-based materials, teaching English as a Foreign Language, primary school students, Kampus Mengajar*

## INTRODUCTION

Materials and substances in the natural environment are part of nature (Fauziah, 2013). Crismono (2017) argues that nature is the expanding reach of the surrounding environment. Stems, twigs, leaves, stones, seeds, sand, mud, and water are part of natural materials (Fauziah, 2013). Natural materials are easy to find around students. Students' attention can be achieved by using all the materials in the surrounding environment (Syukur & Fallo, 2019). Therefore, nature-based materials can be used as learning media to enhance students' engagement in the learning process. Using nature-based materials as learning media is very diverse and is expected to be appropriate to the environmental conditions around students (Fauziah, 2013). The use of appropriate environment-based media will help students in learning. Learning in a natural environment, according to Otto and Pensis (2017), allows students to gain environmental knowledge, which can lead to direct relationships or touch with the natural surroundings. Referring to Jan Lighthart who developed a theory of nature-based learning in 1859, Syukur

and Fallo (2019) point out that the pedagogical foundation employed in nature-based learning involves students in factual and authentic learning through the natural environment. The natural environment around children, according to Jan Ligthart, is the major source of learning. Nature-based learning, he argued, enables students to be more interested in watching and investigating their environment while learning.

When doing her pre-service English teacher internship, the first author used nature-based materials as learning media to teach basic English numeracy in an elementary school. Her teaching practice was also part of community service of the first author, who is an English language education senior and participant of Kampus Mengajar Batch 5, and the second author, who is the first's author supervisor during the Kampus Mengajar Batch 5 and community service program. Kampus Mengajar is one of Kampus Merdeka programs offered by Republic of Indonesia Ministry of Education Kemendikbud. The first author enrolled in Kampus Mengajar Program batch 5 under the supervision of the second author. The program was conducted February-June 2023 in an elementary school in Sleman Regency, DI Yogyakarta. The first author made two-day observations regarding the school environment, learning activities, and all the facilities available at the school. The first author also interviewed teachers, the principal, and several student representatives in each class. This elementary school already uses an independent curriculum (Kurikulum Merdeka).

The facilities are also complete, including bathrooms, prayer room, school health unit, library, canteen, parking for teachers and education personnel, teacher's office, principal's room, computer laboratory, sports warehouse, kitchen, electricity, Wi-Fi, there are computers (4) and laptops (8). Apart from that, the school is quite beautiful, as evidenced by the fact that there are lots of flowers and fruit plants in front of the classrooms. The schoolyard is quite large, and a school field is used for sports. The classroom environment is quite adequate. There are many learning support facilities, for example, projectors, speakers, class information boards, etc. The environmental conditions of this elementary school are comfortable, orderly, beautiful, and conditioned. The learning methods and strategies teachers usually use are contextual and adapt to each material. So, methods and strategies are flexible to adapt to the material. The media and learning resources used are books.

However, the English subject was still a challenge for the students due to : (1) the need for more English-subject specialist teachers; and (2) the need for updated knowledge regarding materials and learning media that can be used in learning English. The first author observed that teachers thought only books or power points could be used to learn English. The first author during her Kampus Mengajar service was assigned to teach English from grades 1 to 5. The learning she did was adjusted to the abilities of each class. She taught grades 1, 2, 3, 4, and 5 from Monday to Friday, confirmed the distribution of teaching hours with each class teacher, and collected information from each class teacher about the learning culture of students in the class when learning English. From the information collected, the first author did a need analysis. Based on the information she got from the class teacher, grade 1 is quite enthusiastic about learning English. Grades 2 and 3 need more enthusiasm for learning English. Grades 4 and 5 are manageable in learning English. This information helps me design the media and English learning activities I will do.

The teachers in the elementary school suggested the first author use nature-based learning materials which are accessible to students. Based on the elementary school teachers'

experience, using nature-based materials as learning media can enhance students' understanding of the material because students are familiar with it. According to Otto and Pensis (2017), participation in nature-based education is expected to run simultaneously, fostering positive relationships between knowledge and its relationship with the surrounding natural environment. Using nature-based media in education helps students learn about objects or materials in the natural environment, for example, bricks, plants, seeds, sand, soil and native flowers (Fauziah, 2013). Learning can utilize nature, placing students in actual conditions that are natural, concrete and essentially accountable (Syukur & Fallo, 2019). According to Syukur and Fallo (2019), there are many benefits to using the surrounding natural environment as a learning medium, including:

1. Cost-effective because it uses materials based on the natural environment
2. Easy to use and practical as a learning medium
3. The learning process is more factual and applicable because students are familiar with the natural materials around them
4. Through nature-based media, it provides students with direct experiences
5. Using nature-based media is more communicative because students will more easily digest it during learning.

In summary, nature-based learning offers a more meaningful learning process; students' personalities will be formed, and the learning process will be more exciting and increase students' active power and creativity. Therefore, using nature-based materials as learning media can be an alternative to create a more enjoyable learning basic numeracy- counting from one to ten in English, which is the students' foreign language.

The first author teaches English in grades one through five. At the first meeting, she was assigned to teach the students how to count in English. Because all students still require the ability to count in English. Before teaching, as the supervisor teacher suggested, the first author used stones as learning media to teach students how to count in English for all grades. However, when teaching Grade 2 students, some of the students misused the stones to throw at the other students. From the experience, the first author learned that she should plan a safer learning environment. Learning is threatened with being unsafe, and many students throw stones, students cry because other students' stones hit them, and they lose their enthusiasm for learning to count in English. Using stones as learning media can be practical and safe for Grade 1, 3, 4, and 5 students but not for Grade 2 students. For this reason, the author tries to use leaves as a medium for learning.

According to Palupi and Arfani (2023), in the environment, there are many choices of learning media, and the learning process may be enjoyable if you can use them. Students can use a nature-based learning model to take advantage of nature and learn together with nature (Annisa and Sutapa, 2019) and have more meaningful and factual learning while shaping the students' personalities to be familiar with the life around them (Wulandari, 2020). The first author's reason for choosing leaves as a learning media for Grade 2 students is because of safety reasons. Leaves do not have the potential to cause injuries to students and are safe for learning. According to Astriani (2018), the security of learning media is also one of the principles for selecting appropriate learning media. The choice of learning media must be safe so that undesirable things do not happen in learning (Astriani, 2018). These leaves are also easy to get

in front of the class because they are flexible. The flexibility of learning media is that it can be used in various situations (Astriani, 2018), and this leaf can be used at any time and in various situations. When she uses these leaves, students are fully engaged. Students took part in preparing red lip leaves (or *daun pucuk merah*, in Indonesian language) in front of class 2 and then collected them in the classroom. According to Puspitarini and Hanif (2019), one of the features of learning media is that it can involve all students during the learning process. Referring to the Advisory Team of the Educational Testing Management Center (BPPP), the Department of National Education (2008) states that nature-based learning needs to pay attention to the following principles, including:

1. Focusing development and optimization on students
2. Can form independent students.
3. Learning activities from the natural environment
4. Student learning activities and games from the natural environment
5. Can take advantage of easy and cheap learning resources.
6. Forming the habit of thinking scientifically in students from an early age
7. Creating engaging, creative, and innovative learning
8. Providing a more active learning space for students

## RESEARCH METHOD

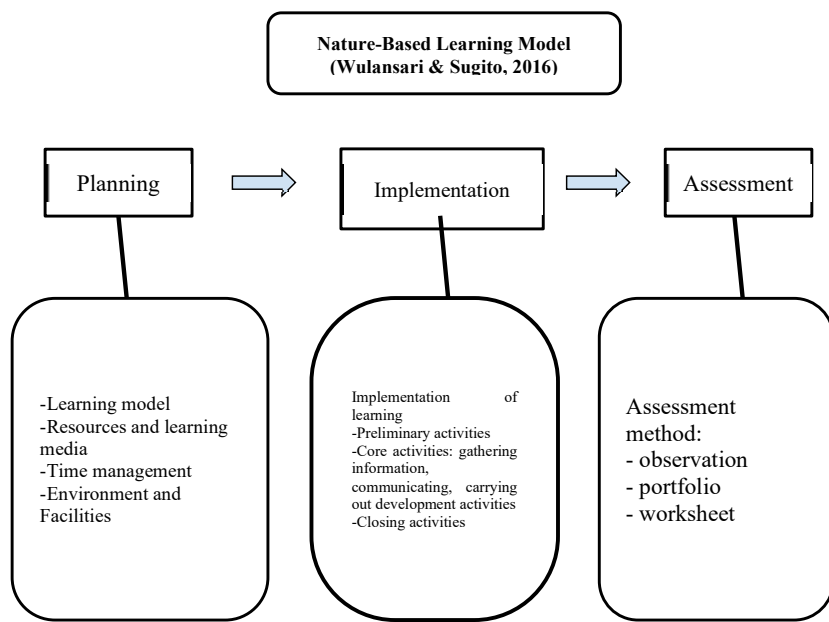
The method of this study is descriptive qualitative with two main sources of data: pictures of the first author who also acts as the teacher and participant of the study, students' portfolios, and the first author's self-observation report from two short video recordings. The content of Video 1 lasts 53 seconds. In the video, the first author teaches numbers 1-10 to class 2 students. The media used is media that comes from leaves and is glued to white HVS paper. The first author shows the media then says the number that corresponds to the number of leaves, then asks the students to imitate it.

The content of Video 2 which lasts 22 seconds. Here the first author provides feedback on the results of students' work "fill in the blank" about numbers. There were several students who answered incorrectly, then she gave the correct answer while asking the students to imitate her. According to Richards & Farrel (2005), teachers can use self-observation or self-monitoring as a moderating technique for self-appraisal to be aware of their current knowledge, skills, and attitudes. Teachers can explore their teaching through self-observation to perceive their teaching differently (Gebhard, 1999), help them understand their own teaching practices better, and learn from their recorded practice (Richards & Farrell, 2005). Self-observation is included in a participatory observation study, which means that the research participant is the researcher who observed his/her own practice and learned from it.

The first author who was also a participant of the study recorded her teaching practice, collected students' portfolio, discussed the conceptual framework for the pedagogy to the

second author who was the first author's supervisor during the teaching practice for Kampus Mengajar Batch 5 - Community Service's coursework. The first author taught English basic numeracy skills by asking the students to remember how to count from one to ten in English by using leaves as nature-based learning media. By the end of the lesson, the students were also expected to create their own nature-based artwork by using leaves to represent their ability to remember numbers and English words for numbers 1-10. Data was collected during the first author's teaching practice in one of the elementary schools in Yogyakarta. The duration of the teaching practice is about 5 hours. At the teaching practice, video recordings, students' portfolios, and worksheets were also collected as the sources for the first author-stimulated recall interview in the data analysis stage. The first author did the stimulated recall guided by the second author to rearrange the data sources and asked the first author to recall her experience, told the story, and recorded it. The second author recorded the storying session and transcribed the data to validate the teaching process Data were analyzed and presented based on the adapted Conceptual framework of Nature-Based Learning (Wulansari & Sugito, 2016), which involves planning, implementation, and assessment.

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**Figure 1. Adapted Conceptual framework of Nature Based Learning (Wulansari & Sugito, 2016)**

## FINDINGS AND DISCUSSION

### *Planning*

The first author preparation before teaching included : preparing the English material from the textbook by referring to the Merdeka Curriculum package book for class 1, on the chapter "My Number is Ten ", and preparing nature-based materials- which are various leaves around the school building to design a lesson plan for counting 1-10 in English.



**Figure 1. The textbook material and the nature-based material used**

The materials were adapted from the textbook and developed from nature-based materials 4 days before teaching, because it should be tested and disseminated to the Grade 2 teacher. For the learning media, the first author used leaves that she stuck to white HVS paper. Then the first author gave numbers according to the number of leaves she attached. The media that she needs to prepare before teaching are leaves that have been stuck to HVS paper, white HVS paper, glue, scissors and pencils. The first author prepared all this media well and she confirmed it with the class 2 teacher. After the first author made learning media using leaves, she conducted a trial with the class 2 teacher. The first author presented how to use the leaf media to count numbers 1-10 in English. In the trial, the teacher suggested involving students when preparing the leaves. Therefore, during the teaching process, the first author involved all students in looking for 3 leaves each in front of class 2. After testing the media and getting approval from the class 2 teacher, the first author re-checked the media preparations that she might need when teaching. The following is an attachment to the media that she prepared for teaching and when testing leaf media with the class teacher.



**Figure 2. After testing media with the teacher**

### **Implementation**

The first author started the lesson with greetings, and she asked one of the students to come forward to lead the prayer. After finishing the prayer, she started to take attendance and asked the students how they were doing. She always asked how their morning was at home before leaving, for example asking whether they had breakfast, what side dishes they had for breakfast, and before leaving whether they said goodbye to their respective parents. The first author to do this, so that all students started to be enthusiastic about participating in the learning that she did. By having a dialogue at the beginning before teaching like this, it is easier for the first author to attract student's attention to the lesson.



**Figure 3. The teacher carries out a dialogue with students before learning.**

After that, the first author read the classroom rules and gave advice to Grade 2 students regarding the learning rules that would be carried out. The first author explained to students that during learning they were not allowed to fight with their friends. The first author slowly gave advice to grade 2 students that fighting was not a good thing and was prohibited. When the first author gave this advice, the 2nd-grade students pointed at each other and then she intervened. After the first author read the class rules, she started the icebreaker "motor clap". Every time the first author wants to start learning, she always starts with an icebreaker first, so that the students are more enthusiastic about learning. Ice breaking is an activity to prevent student boredom and tension during the learning process, with the hope that the class will be more conducive and enjoyable (Astuti, et al., 2020). The ice-breaking that the first author did was able to make the students enthusiastic because it seemed that all the students were enthusiastic about doing the "motor clap" ice-breaking.

Tepuk Motor

prok prok prok  
ngeng ngeng  
prok prok prok  
pip pip  
prok prok prok  
ngececeeng

The bench model in class 2 was divided into 4 groups of benches, then for the first time, the first author asked all students to do the "motor clap" at the same time, then she asked them to take turns for each of the 4 groups of benches. From here, all the benches compete to have the loudest clap. After the ice breaking was finished, it was seen that all the students were very enthusiastic about learning English. After the first author saw that if all the students were ready to learn, she stopped the ice breaking. Then the first author told the students that that day there would be a counting lesson in English.



**Figure 3. The teacher does an icebreaking before learning.**

For the learning stages, the first author adopted Wulan and Sugito (2016) as follows:

**1. Preliminary activities**

At this stage, the first author made observations regarding each student's initial abilities where she also asked questions regarding the previous material. For the questions, the first author asked as follows:

| Teacher   | Student   |
|---|---|
| <p>“Can you all count 1-10 in Indonesian?”<br/>(Kalian semua sudah bisa berhitung 1-10 dalam bahasa Indonesia?)</p>       | <p>“Yes Bu”<br/>(sudah Bu)</p>  |
| <p>“Try now all counting 1-10 using Indonesian”<br/>(Coba sekarang semua berhitung 1-10 menggunakan bahasa Indonesia)</p> | <p>“Okay Bu”<br/>(Baik Bu, lalu semua berhitung 1-10 menggunakan bahasa Indonesia)</p>  |
| <p>“Can anyone count 1-10 using English?”<br/>(Kalau berhitung 1-10 menggunakan bahasa Inggris ada yang bisa?)</p>        | <p>..... (Lalu tidak ada satupun siswa yang angkat tangan, dan semua terdiam)<br/>Ada beberapa siswa menjawab,<br/>“Belum bisa Bu kalau pakai bahasa Inggris” “Belum diajarkan Bu”<br/>“Nggak bisa Bu kalau pakai bahasa Inggris”</p> |



After the first author asked about the ability of the students to count 1-10 using English, it could be concluded that all Grade 2 students could not count using English. She also asked about previous English material taught by their class teacher. Previously they learned the names of fruit. Then some students answered that they wanted to learn to count using English. Students were enthusiastic about learning English from the initial introduction from the first author.

## 2. Core activities

In this core activity there are 3 steps, namely:

### a. Dig up information in the surrounding natural environment.

The first author asked students to name the leaves in front of the class. Students mentioned mango leaves, guava leaves, star fruit leaves, and red lip leaves (in the Indonesian language: *pucuk merah*). Then she asked about the properties of the leaves that had been mentioned. The students answered, "Guava leaves are usually used as medicine for stomach aches, Bu" "I use star fruit leaves for chili sauce, Bu." "The red lip leaves are usually used as decoration in front of the house, Bu." After all the students enthusiastically mentioned the various benefits of leaves. Then the first author told all the students that their English counting lessons would use the *pucuk merah* leaves at the front of the class. All the students immediately responded, "yeyyyyy, yeyyyyy, yeyyy okay Bu" it seemed like all the students were happy to use the red lip leaves. Then, the first author also involved the students when looking for red lip leaves to use as a medium for learning counting in English. She asked the students to collect 3 red lip leaves for each student. Before the first author ordered the students to go out looking for leaves in front of the class, she advised them not to be alone, and to be orderly. The students nodded and then she invited all the students to look for leaves in front of the class. After each student received the leaves, the leaves were collected on the table in the classroom while the first author checked the number of students collected. The first author checked the red lip leaves collected by the students one by one.



Figure 4. Students look for leaves

## b. Discussion

At this stage the first author began to teach students to count using English, using previously prepared leaves. The first author has also provided numbers below the leaves which she has attached. Then the first author taught them the numbers one by one while showing them the HVS paper with the leaves on it. The first author teaches counting while she asks students to imitate the numbers that she pronounces. For example, "*One, everyone please repeat after me*" as well as numbers 2 to 10. The first author also asked each student to pronounce the numbers in turn. After that, the first author asked each bench (4 benches) to pronounce the numbers 1-10 using English aloud. During this process, students seemed enthusiastic about reciting numbers 1-10 while competing loudly with each other. Then, the first author asked the students to come forward to recite the numbers using the leaves that the students had collected previously. Students took turns according to the order of attendance. Students are enthusiastic about pronouncing numbers when they want to be in front of them. While the first author gives guessed numbers to students randomly. After all the students had come forward to pronounce the numbers, the first author asked all students to pronounce 1-10 simultaneously using English. The first author tries to pronounce the numbers using Indonesian, then the students pronounce them using English.



Figure 5. The process of learning to count using English

## c. Student Development

After that, the first author taught all students to be able to pronounce the numbers 1-10 fluently using English. The first author asked the students to write numbers 1-10 in their notebooks. The first author has written numbers 1-10 on the board. When students write the numbers, the first author walks around helping students when they have difficulty writing. Then, the first author asks students to collect their finished writing for correction. After that, the first author gave them exercises regarding numbers. The form of training that she gives is

"Fill in the blank", consisting of 10 exercises. Before doing this practice question, the first author explained to the students the order for the practice question that she gave. The first author makes sure that all students understand the question instructions that she gives. Then, all students work on practice questions individually. The first author gave this practice question to test students' ability to understand numbers 1-10 in English. After all students have finished doing the exercises, the results were collected and then the first author gives feedback. When the first author gives feedback, she called the students one by one. The first author provides feedback to all students regarding the results of the exercises they have done.



**Figure 6. Students do practice questions.**

After that, the first author also asked students to create numbers using the leaves they had collected. Students were divided into 2 large groups, male and female groups. Students learned to work in groups in harmony. Students were very enthusiastic when the first author gave this project.



**Figure 7. Students make portfolios of numbers from leaves in groups.**

### 3.3. Post Teaching

Adopting from Wulan and Sugito (2016), in this closing activity teachers and students reflect on learning. The first author asked, regarding the numbers in English that she had studied and students' difficulties during the lesson.

| Teacher  | Student   |
|--|---|
| Coba sekarang bersama-sama melafalkan numbers 1-10 | Baik Bu,<br>One<br>Two<br>Three<br>Four<br>Five<br>Six  |
| Kesulitan kalian apa selama pembelajaran tadi?     | Siswa A:<br>"Angka 3 susah dilafalkan Bu"<br>Siswa B:<br>"Angka 5 susah Bu"<br>Siswa C:<br>"Angka 10 Bu, susah" |
| Sekarang tirukan Ibu, "Three"                      | "Three"   |
| "Five"   | "Five"  |
| "Ten"  | "Ten"   |

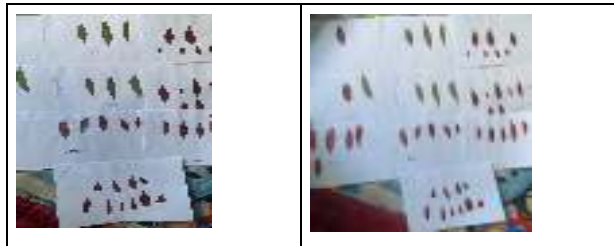
### Assessment

The first author mainly used observation as assessment framework. This observation is carried out during the learning process in the classroom. In the first assessment, the first author asked students to come forward one by one to pronounce numbers in English using the leaves that students collected at the beginning of the lesson. All students come forward to pronounce numbers in English and the teacher gives guesses using leaves, then students answer using English. At the end of the lesson, the first author asked students to recite numbers 1-10, finally all students were able to pronounce them correctly.



**Figure 8. Students one by one come forward to pronounce numbers in English.**

The second assessment used students' portfolios. Students created their portfolios in groups: the boys' group (group 1) and the girls' group (group 2). Then, group 1 gets to make a portfolio from numbers 6-10 and group 2 from numbers 1-5. In the process, they train cooperation between students in each group, practicing the appropriateness of the number of leaves and the numbers they write.

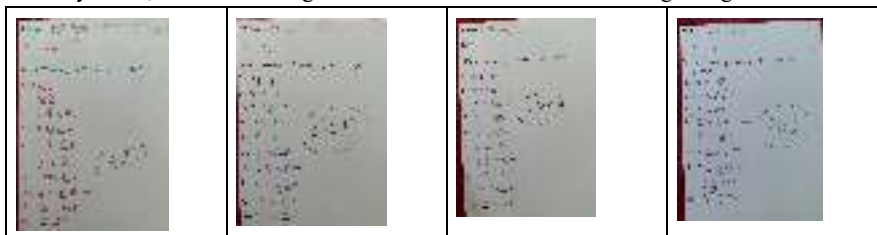


**Figure 9. Student portfolio results**

The following is an assessment of the results of student portfolios in groups:

| No | Name    | Aspects         |   |   |              |   |   |             |   |   | Amount   |
|----|---------|-----------------|---|---|--------------|---|---|-------------|---|---|----------|
|    |         | Appropriateness |   |   | Completeness |   |   | Cooperation |   |   |          |
|    |         | 1               | 2 | 3 | 1            | 2 | 3 | 1           | 2 | 3 |          |
| 1  | Group 1 |                 |   | 3 |              |   | 3 |             | 2 |   | <b>8</b> |
| 2  | Group 2 |                 |   | 3 |              |   | 3 |             |   | 3 | <b>9</b> |

The third assessment was the student worksheet. After the first author gave an explanation regarding numbers 1-10, asked students to recite them together, asked students to recite them independently (one by one coming forward), wrote the numbers in their notebooks, then gave them an exercise in the form of "fill in the blank" to students. Based on the results of this worksheet, the majority of students were able to fill in the blanks correctly according to the material provided by the first author. However, there were 2 students who had not answered correctly. Then, the first author gave feedback to these two students regarding their answers.



**Figure 10. Some students' worksheet results**

### Student's feedback

After learning numbers in English for approximately 5 hours, the first author received feedback from several students. They said that the learning carried out by the first author was fun because it used leaves.

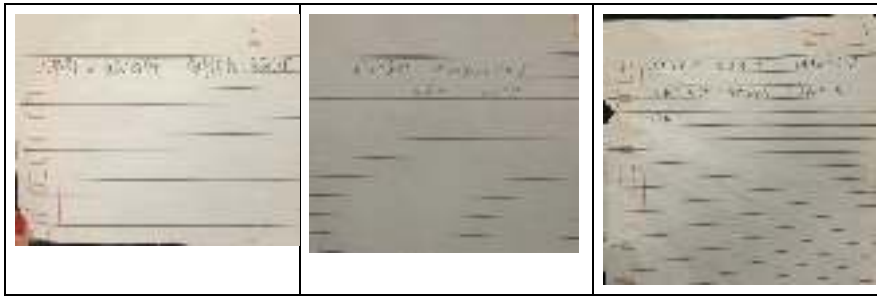


Figure 11. Student's feedback

### CONCLUSION AND RECOMMENDATION

The learning process that utilizes nature, namely leaves as a learning medium, mediates students' understanding of counting from 1 to 10 in English. By the end of the lesson, students can pronounce numbers 1-10, write them down, fill in the blanks related to numbers, and make their own portfolio of numbers 1-10 using leaves. The learning process was carried out for approximately 5 hours, students were able to gain numeracy skills and English literacy skills. This participatory observation uses a stimulated recall interview in which the first author was scaffolded by the second author remembers the learning process from start to finish, assisted by the second author. There are 2 short videos lasting 53 seconds and 22 seconds during the learning process. The video is short in duration because the first author had difficulty recording himself during the learning process because cell phones became the students' focus and were made into toys. For this reason, the first author did not continue recording the learning process because of this. For future researchers, the suggestion is to ask friends to help with the recording process during the learning process, so that the video can be complete from the beginning to the end of the lesson which can be used as a reference for exploring more complete data. Despite the limitation of the research design, this study proves that nature-based learning materials, such as leaves can be engaging learning media to teach Grade 2 English as a foreign language student in a primary school basic numeracy skill to count from one to ten in English.

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**A. The transcript of stimulated recall  
interview second author to first  
author**

First Author: “Jadi yang pertama banget Miss, saya tanya ke siswa dulu (Hayo siapa yang tahu nama-nama daun di depan kelas, sebutkan!)”

Second Author: “Oh iya”

First Author: “Jadi mereka juga udah tahu Miss, kan di sana banyak daun juga. Ada daun belimbing, daun mangga, daun pucuk merah yang bakal di pakai siswa”

Second Author: “Iya”

First Author: “Terus siswa juga menyebutkan nama-nama daunnya, daun jambu, daun belimbing, daun mangga”

First Author: “Terus setelah itu saya juga tanya khasiat dari daun-daun yang sudah disebutkan sama siswa. Pertanyaan saya seperti ini (ada yang tahu nggak khasiatnya daun-daun yang sudah disebutkan tadi?) lalu siswa menjawab (Saya bu, biasanya Ibu kalau daun jambu buat obat sakit perut Bu, kalau daun mangga buat sambal juga bisa, kalau daun pucuk merah biasanya hanya buat hiasan saja Bu). Ini juga sudah saya tulis Miss”

Second Author: “Hooh”

First Author: “Setelah selesai menyebutkan, tepuk tangan semua. Terus saya bilang, nanti kita belajar pakai daun pucuk merah gitu, nah biasanya ini lo Bu, daun pucuk merah untuk hiasan di depan rumah saya, ada yang bilang begitu”

First Author: “Nah terus kan di sana di depan kelas masing-masing terdapat daun pucuk merah Miss, banyak banget Miss. Setelah itu eee saya bilang ke anak-anak, (Nanti kita cari daun pucuk merah ya, masing-masing bawa 3)”

Second Author: “Jadi mereka dilibatkan dalam pengumpulan materi?”

First Author: “Iya Miss, saya libatkan dalam pengumpulan materi daun yang dipakai ini Miss”

Second Author: “Oh iya”

First Author: “Nah setelah itu sebelum keluar kelas, tertib ya, saya bilang gitu. Yang laki-laki kanan, dan perempuan kiri. Kan ada kanan kiri miss daunnya”

Second Author: “Oh iyaa”

First Author: “Setelah itu kan kita keluar, masing-masing siswa sudah dapat 3, dan saya mendampingi dan sudah ada fotonya juga Miss disitu, terus masuk ke dalam kelas”

Second Author: “Oh iya”

First Author: “Setelah siswa masuk kelas, lalu daun yang siswa cari tadi saya minta kumpulkan ke meja yang saya tata di depan kelas Miss. Di situ selain meja guru, ada meja khusus buat ngumpulin siswa”

Second Author: “Oh daun”

First Author: “Iya Miss”

First Author: “Pas siswa ngumpulin, saya juga sambil crosscheck, ini apakah mereka ngumpulin 3 atau kurang atau lebih gitu. Jadi saya checks satu satu, (Oh kamu udah, yaudah yang sudah duduk) jadi saya cek satu persatu Miss”

Second Author: “Oh iya satu-satu”



First Author: "Udah selesai lalu saya memakai media saya sendiri yang sudah saya siapkan sebelumnya. Terus ditirukan oleh siswa, (One, repeat after me, Two, repeat after me) begitu juga dengan angka selanjutnya miss"

First Author: "Kan di sana model bangku nya terbagi menjadi 4 ya Miss, jadi saya juga meminta masing-masing bangku secara bergantian untuk melafalkan numbers 1-10. Dan mereka terlihat sangat semangat Miss. Mereka keras-kerasan volume suara gitu Mis"

Second Author: "Oh iya semangat berarti ya"

First Author: "Iya betul Miss"

Second Author: "Jadi setelah mereka mengumpulkan daunnya, masuk ke materi numbers gitu ya?"

First Author: "Iya benar Miss"

First Author: "Setelah materi selesai saya jelaskan, lalu saya meminta siswa untuk menuliskannya di buku masing-masing Miss. Jadi saya menuliskannya terlebih dahulu di papan tulis"

Second Author: "Owalah berarti siswa menulis di buku masing-masing gitu ya?"

First Author: "Iya betul Miss"

First Author: "Lalu setelah menulis, saya juga koreksi tulisannya Miss, lalu saya meminta siswa maju ke depan satu-satu melafalkan numbers sesuai dengan jumlah daun yang ada di meja (daun yang sudah dikumpulkan oleh siswa). Saya tanya, "Ini berapa" Lalu siswa menjawab "one (sesuai jumlah daun yang ada di depan mereka). "One, two three four five, jadi siswa melafalkannya sesuai jumlah daunnya Miss pakai bahasa Inggris"

Second Author: "Jadi itu siswa sambil ngafal"

First Author: "Iya Miss, ngafal gitu. Ada 6 (one, two three, four, five, six) gitu"

Second Author: "Menebak-nebak gitu ya?"

First Author: "Iya nebak-nebak Miss, sambil ngitung sendiri"

First Author: "Nah setelah selesai Miss, saya kasih mereka latihan soal berupa "Fill in the blank" Miss. Saya menjelaskan dulu instruksi nya kepada siswa sampai benar-benar saya bisa pastikan mereka bisa paham dengan baik Miss soal yang saya berikan"

Second Author: "Oh berarti mengulang instruksi untuk memastikan siswa paham gitu ya?"

First Author: "Iya betul Miss"

Second Author: "Oh iya bagus itu. Jadi mereka juga udah latihan ya, untuk nulis ini soalnya kan kamu menyuruh siswa untuk menuliskannya di buku tulis masing-masing tadi ya"

First Author: "Iya betul Miss"

Second Author: "Jadinya mereka udah kenal nih, huruf apa yang hilang. Tujuan numeracy tercapai, english literacy juga tercapai, yaudah sekarang lebih detail ingatanmu ya"

First Author: "Iya Miss, terima kasih"

## **B. Short video recording during the learning process**

Video's link:

[https://drive.google.com/drive/folders/10AyVwRWflp725HLCK0K3N8CE-s\\_JrOJT](https://drive.google.com/drive/folders/10AyVwRWflp725HLCK0K3N8CE-s_JrOJT)

