

**DESIGNING WORKSHEETS TO DEVELOP VOCABULARY  
MASTERY AT THE KINDERGARTEN LEVEL**

**THESIS**



**By:**

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**SRN: 202101060033**

**UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
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FACULTY OF TARBIYAH AND TEACHER TRAINING  
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# **DESIGNING WORKSHEETS TO DEVELOP VOCABULARY MASTERY AT THE KINDERGARTEN LEVEL**

## **THESIS**

Submitted to State Islamic University of Kiai Haji Ahmad Siddiq Jember  
in fulfillment for requirement for the bachelor degree of education (S. Pd)

Faculty of Tarbiyah and Teacher Training  
English Education Program

By:

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# DESIGNING WORKSHEETS TO DEVELOP VOCABULARY MASTERY AT THE KINDERGARTEN LEVEL PROCESS

## THESIS

It has been examined and approved by the board of examiners  
in fulfillment of the requirements for Bachelor Degree in Education (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
English Education Department

Day: Wednesday  
Date: June 4<sup>th</sup> 2025

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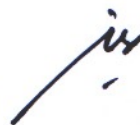
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## MOTTO

وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ

“And cooperate in righteousness and piety, but do not cooperate in sin and aggression.”(QS Al-Maidah:2) \*



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\* The Qur'an, 5:2 (Al-Ma'idah).



## DEDICATION

By giving thanks to God Allah SWT for all His grace and blessings, I dedicate this final thesis to:

1. My beloved mother, Niken Irbawati, for her unwavering strength, endless prayers, and unconditional love. Your support has been my greatest source of motivation.
2. My late father, Hary Setija Boedi, whose memory continues to inspire and guide me through every step of this journey. Though you are no longer by my side, your spirit lives on in everything I do.
3. My dear siblings, Usman Muhammad and Safira Nur Baiti, for always being there with encouragement, laughter, and love.
4. All the people around me who has faithfully accompanied me throughout my thesis journey from the very beginning until now. Thank you for your unwavering support, love, and encouragement through it all.

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I am fully aware that this thesis is not without its shortcomings. However, I hope that the worksheets developed through this study can contribute meaningfully to the field of early childhood English education and serve as a reference for future researchers, especially in designing engaging and developmentally appropriate learning materials.

Jember, 4 June 2025

Rahmawati Miftah



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## ABSTRACT

**Rahmawati Miftah, 2025:** *Designing Worksheets to Develop English Competence of Kindergarten Students*

**Key terms:** worksheet, English competence, kindergarten students

Introducing English at an early age plays an essential role in shaping children's future language skills. However, kindergarten teachers often encounter difficulties in finding educational materials that are both engaging and developmentally appropriate. This research responds to the need for effective learning resources that support vocabulary acquisition in young learners while also assisting educators by offering easy-to-use teaching tools. The English worksheets developed in this study aim to combine educational quality with designs suited for children's learning styles, ultimately easing the instructional process. The main research questions guiding this study are: (1) How is the process of developing worksheet to develop vocabulary mastery at kindergarten level? and (2) How effective are the worksheets in improving learners' vocabulary mastery?.

The main goal of this study is to design and develop English worksheets that address the learning needs of kindergarten students, with a specific emphasis on building their vocabulary, improving word association abilities, and introducing basic sentence formation. These worksheets are intended to support early language learning through age-appropriate themes and interactive activities that foster both linguistic and cognitive growth in young children.

This research employed the 4D model—Define, Design, Develop, and Disseminate—as the methodological framework. In the Define phase, learner needs were identified through classroom observations and teacher interviews. The Design phase focused on creating worksheet content based on five selected themes: People at School, Places at School, Things in My Classroom, Things in My Bag, and Things in My Pencil Case. The Develop phase involved producing the worksheets and validating them through expert reviews, conducted in two stages: preliminary input and final evaluation. A validation score of 60 was achieved, indicating that the materials were considered valid without further revisions. The Disseminate phase involved a limited trial involving 15 kindergarten students at a private English course.

To evaluate the effectiveness of the worksheets, pre-tests and post-tests were administered to assess students' vocabulary recognition, word matching accuracy, and fine motor skills. Prior to data analysis, the normality of the score differences was tested and found to be non-normal; therefore, the Wilcoxon Signed-Rank Test was used to analyze the data. The results revealed a significant improvement in students' English skills after using the worksheets. These findings suggest that the worksheets are effective in enhancing young learners' vocabulary skills and provide practical benefits for teachers by minimizing preparation time and delivering structured, engaging content. This research highlights the importance of age-appropriate, theme-based materials in fostering meaningful English learning experiences in early childhood education.

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# CHAPTER I

## INTRODUCTION

### A. Research Background

Early childhood education plays a vital role in establishing the foundational skills necessary for children's overall development.<sup>1</sup> As children engage in structured activities during these formative years, they begin to develop adaptability by encountering and responding to new situations. This growing flexibility enhances their ability to solve problems independently and builds confidence when approaching unfamiliar challenges. A supportive and stimulating learning environment further nurtures their curiosity, helping to instill a lasting interest in education. Encouraging exploration and discovery early on allows young learners to view learning as an enjoyable and rewarding process, which can foster positive attitudes toward school and lifelong learning. Exposure to multiple languages during this period can also stimulate mental agility, helping children to switch between tasks more efficiently and engage with diverse perspectives as they grow. These early cognitive advantages provide a strong foundation for language development, making this period an ideal time to introduce a second language such as English.

There is a sensitive period during early childhood when language acquisition occurs most naturally and efficiently.<sup>2</sup> During this developmental

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<sup>1</sup> James Joseph Heckman, "The Economics of Inequality: The Value of Early Childhood Education," *American Educator* 35, no. 1 (2011): 31–47. <https://doi.org/10.3386/w13016>.

<sup>2</sup> Patricia Kuhl, "Early Language Learning and Literacy: Neuroscience Implications for Education," *Mind, Brain, and Education* 5, no. 3 (2011): 128–142. <https://doi.org/10.1111/j.1751-228X.2011.01121.x>.

window, children are particularly receptive to learning new languages because their brains are more flexible and attuned to linguistic input. Introducing English at this stage allows young learners to absorb vocabulary, pronunciation, and grammar patterns with greater ease than at later ages. As a result, beginning English instruction early can lead to better long-term language proficiency and greater confidence in communication. This neurological advantage is why kindergarten students are considered the ideal age group to begin learning English, and many of them nowadays join English courses to take full advantage of this critical stage.

Recognizing the need for age-appropriate instruction, it is essential to consider how teaching strategies must adapt across different age levels. While young learners benefit most from tactile, play-based, and visually stimulating methods, older students require more structured, analytical approaches that foster critical thinking and deeper comprehension. Tailoring teaching methods according to developmental stages not only ensures that learners remain engaged but also maximizes their capacity to acquire and retain new knowledge. In the context of English language instruction, this differentiation becomes even more important, as vocabulary, syntax, and functional usage must be introduced in ways that align with students' cognitive maturity. Therefore, materials designed for kindergarten-level learners must reflect the specific learning needs, attention spans, and interests of this age group.

The inclusion of English language instruction at the kindergarten level is becoming increasingly common, creating a growing need for educational materials

that suit the developmental stages of young learners. In Indonesia, this trend reflects a broader push to enhance early language education through engaging and developmentally appropriate resources.<sup>3</sup> Such materials should not only be visually appealing and accessible but also tailored to the linguistic and cognitive capacities of young children. To support meaningful learning, teaching tools are most effective when they stimulate curiosity, encourage interaction, and promote comprehension, all while aligning with national education objectives. This alignment is especially important given the emphasis the Indonesian government places on early childhood education as a foundational stage in the broader educational system.

A key objective is articulated in the Regulation of the Minister of National Education of the Republic of Indonesia Number 20 of 2003 on the National Education System, which states that Early Childhood Education (ECE) is an integral part of the national education framework, designed to prepare children for future education.<sup>1</sup> This regulation highlights the importance of ECE in fostering foundational cognitive, emotional, and social skills essential for later academic success. By promoting early English language acquisition within this framework, Indonesia aims to nurture youth who are skilled communicators and responsible global citizens, capable of bridging cultural divides and contributing positively to international relations. As a result, there is an observable increase in kindergarten

<sup>3</sup> Chitra Dewi, "Developing English Learning Materials for Kindergarten Students in Indonesia," *Journal of Language and Literature Education* 6, no. 2 (2019): 45–56.  
<https://doi.org/10.17509/edulite.v6i2.18907>.



students enrolling in English language programs, reflecting the nation's commitment to early language development.

Studies reveal an increasing tendency of kindergarten pupils enrolling in English language programs, particularly in multicultural environments where a large number of young students are exposed to the language at an early stage of their schooling.<sup>4</sup> The varied language backgrounds seen in many classes are the driving force behind this movement, as early exposure to English promotes student integration and communication. In these situations, early learning of English becomes essential to guaranteeing pupils' academic readiness, particularly for those whose homes lack knowledge of the language. Since kindergarten is a crucial period for language acquisition, research emphasizes the value of early English instruction in reducing future academic gaps.<sup>5</sup> Furthermore, early intervention and inclusive language programs are promoted by educational policy in many places with the goal of supporting English language learners.

To ensure the effectiveness and success of the program, young pupils must be taught English in a dynamic, engaging way that takes into account their developmental stage and chosen learning style. Teachers can improve language retention and foster a positive attitude toward learning English by designing interactive, age-appropriate lessons that will help students gain confidence and proficiency in the language. Young children learn best when they are engaged in

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<sup>4</sup> Arya Ansari and Robert Crosnoe, "The Transition into Kindergarten for English Language Learners," Grantee Submission, October 18, 2018, <https://eric.ed.gov/?id=ED587214>.

<sup>5</sup> Zhuoying Wang, "A Systematic Review of Effective Instructional Interventions in Supporting Kindergarten English Learners' English Oral Language Development," *Sustainability* 13, no. 22 (2021): 12477, <https://www.mdpi.com/2071-1050/13/22/12477>.

play, movement, and hands-on activities. This is especially true for kids who are just starting school. Teachers frequently use storytelling, games, music, and images to create a dynamic and immersive environment where language learning occurs organically. Since students are so open to new sounds and rhythms at this age, it's the perfect opportunity to introduce English in a stress-free, enjoyable manner. Reinforcing vocabulary and language structures through repetition and context-based learning is crucial for young learners as it fosters confidence and eventually improves speaking, listening, and understanding abilities.

While movement-based activities are important for young learners, worksheets play a crucial role in kindergarten education by helping to develop fine motor skills, concentration, and the ability to complete tasks independently. Worksheets provide structured practice that reinforces core skills like letter formation, counting, and basic problem-solving. These activities allow students to apply what they have learned in a more focused and calm environment, building their ability to sit and concentrate on tasks, which is important for their future schooling. Moreover, worksheets offer teachers a valuable tool for assessing individual student progress, identifying areas where additional support is needed. When balanced with interactive activities, worksheets help students build both cognitive and motor skills that are essential for their overall development.

Worksheets can be an effective tool for teaching kindergarten students when they used appropriately, as they offer structured activities that help reinforce

key skills such as letter recognition, counting, and basic problem-solving.<sup>6</sup> The visual and hands-on learning methods offered by these tools are crucial for young children who are still developing their fine motor skills and require frequent repetition to grasp new ideas.<sup>7</sup> In addition to promoting freedom and letting students work at their own pace, worksheets also provide teachers with an opportunity to evaluate their students' learning and pinpoint areas that require further assistance. Worksheets should be paired with interactive, play-based learning to sustain engagement and foster a deeper knowledge of concepts in order to enhance effectiveness.<sup>8</sup>

May English Course in Jember, East Java, Indonesia, provides English lessons for children starting at age three and includes many learners at the kindergarten level. The course is structured into several levels based on age and ability, with classes specifically designed for early childhood learners, including those aged 4–6, which corresponds to the kindergarten level. The researcher chose this course as the research site after conducting classroom observations, which revealed that many students showed low interest in completing the provided worksheets.<sup>9</sup> This lack of engagement appeared to be caused by several factors:

<sup>6</sup> Timmerman, David E. Comparison of Play-Based Learning versus Worksheets in English Language Arts Growth. Master's thesis, Northwestern College, 2021. Accessed [10 October 2024]. [https://nwcommons.nwciowa.edu/education\\_masters/279/](https://nwcommons.nwciowa.edu/education_masters/279/).

<sup>7</sup> Akin, Sinan. "Fine Motor Skills, Writing Skills and Physical Education Based Assistive Intervention Program in Children at Grade 1." *Asian Journal of Education and Training* 5, no. 4 (2019): 518–525. <https://doi.org/10.20448/journal.522.2019.54.518.525>.

<sup>8</sup> Zosh, Jennifer M., Caroline Gaudreau, Roberta Michnick Golinkoff, and Kathy Hirsh-Pasek. "The Power of Playful Learning in the Early Childhood Setting." *Young Children*, Summer 2022. <https://www.naeyc.org/resources/pubs/yc/summer2022/power-playful-learning>.

<sup>9</sup> Classroom observation conducted by the researcher at May English Course, Jember, East Java, Indonesia, in January 2025.

some worksheets contained too many sentences that confused the children, while others lacked appealing elements such as vibrant colors and interactive features. These issues reduced the effectiveness of the worksheets in supporting the students' learning process.

To gain deeper insight, the researcher also conducted a needs analysis through an interview with Miss Maya, the owner and head teacher of May English Course. She stated that although the teachers are committed and consistent in using English during instruction, they often struggle to find or create effective worksheets suited to the learners' developmental level.<sup>10</sup> Miss Maya emphasized that one of the biggest challenges lies in preparing materials that are both educationally sound and visually attractive to maintain students' interest. She expressed the need for worksheets that are not only aligned with learning objectives but also engaging and easy for children to follow.

In this course, worksheets are used as one of the primary media for teaching English to young learners. However, the teachers often face challenges in designing or selecting suitable worksheets. They usually rely on materials downloaded from the internet or created manually, but these worksheets frequently do not meet the standards for quality educational tools. Common problems include unclear or blurred images, fonts that are too small, and content that is either too difficult or not age-appropriate for kindergarten learners.

These findings motivated the researcher to design a set of high-quality

<sup>10</sup> Interview with Miss Maya, owner and head teacher of May English Course, Jember, East Java, Indonesia, conducted on January 15, 2025.

English worksheets tailored to the developmental needs of kindergarten-level learners. The goal is to create engaging, effective, and age-appropriate materials that support the development of vocabulary mastery in young children. Based on this motivation, the researcher conducted a study entitled “Designing Worksheets to Develop Vocabulary Mastery at the Kindergarten Level”.

### **B. Research Questions**

Based on the research background, the researcher formulated the following research questions:

1. How is the process of developing worksheet to develop vocabulary mastery at the kindergarten level?
2. How is the effectiveness of the worksheet in developing vocabulary mastery at the kindergarten level?

### **C. Research Objective**

The research objectives outline the intended direction of the study. These objectives are derived from the previously formulated research problems. The specific objectives of this research are as follows:

1. The process of developing worksheet to develop vocabulary mastery at the kindergarten level.
2. The effectiveness of worksheet in developing vocabulary mastery at the kindergarten level.

### **D. Product Specification**

The expected products after developing this research are as follows:

1. The result is a learning media in a form of worksheets. Learning media is

formed as worksheets that contain some materials and exercises about the material; people at school, places in school, object in the classroom, things in my bag, things in my pencil case.

2. Worksheets specifically designed for kindergarten students at May English Joy Club private English course, containing a short explanation or visual introduction of each topic, followed by engaging and developmentally appropriate exercises such as coloring, matching, tracing, cutting and sticking, labeling, and simple writing activities to support vocabulary mastery.
3. Making learning media in the form of worksheets measuring 21 x 29,7 Cm with A4 type of paper for each worksheets.

#### **E. Research Significance**

This research is expected to offer valuable contributions to the field of education and benefit all relevant stakeholders. Accordingly, the benefits of this study are categorized into two main aspects, namely:

##### **1. Theoretical significance**

This study aims to contribute to the enrichment of scientific literature in the field of English language education, particularly concerning the development of English competence among young learners. This study intends to provide useful insights into efficient pedagogical strategies for fostering foundational language skills by creating worksheets that are suited to the developmental needs of kindergarten students. Theoretically, it investigates how stimulating, developmentally appropriate materials such as well-designed worksheets can support early learners' vocabulary mastery, engagement in



learning activities, and foundational language development. The results may also help educators and curriculum designers better understand how interactive learning resources and young children's language development interact, which would advance the field of early childhood education.

## **2. Practical Significance**

The benefit for the teachers at May English Course in Jember is that they can facilitate instruction more effectively without the need to create the worksheets themselves. For the students, the primary benefit lies in the provision of a simplified and interactive learning medium that is both engaging and easily comprehensible. It can foster their enthusiasm to learn English because it is simple, interactive, and easily understood. Besides, it can become a new experience for the students to learn English with worksheet learning media.

This research can serve as a form of student contribution to educational institutions by providing constructive suggestions for future foundational development. Additionally, it may support school branding efforts through the development of educational media.

## **F. Assumption and Limitation for The Research and Development**

The purpose of setting these limitations is to focus the scope of the study and ensure more effective and meaningful results. Therefore, the researchers chose to confine the study by considering several key indicators as outlined below:

1. The worksheets developed in this study are assumed to be appropriate and relevant to the needs of kindergarten students at the May English Joy Club private English course.

2. It is assumed that the content and themes selected (e.g., People at School, Places at School, Things in My Classroom, Things in My Bag, and Things in My Pencil Case) align with the language development level and interests of early learners.
3. Feedback from material experts, media experts, and small group trials is assumed to be valid and representative for evaluating the quality and effectiveness of the developed worksheets.:
4. This study is limited to the development of learning media in the form of English worksheets designed specifically for kindergarten students enrolled at the May English Joy Club private English course in Jember.
5. The product trials were conducted only within a single institution (May English Joy Club), which may limit the generalizability of the findings to other educational settings.
6. The learning materials developed only cover five specific themes and do not encompass the full range of topics that might be included in a broader kindergarten English curriculum.
7. The evaluation of the product's feasibility is based on expert judgment, while its effectiveness is assessed through small-scale trials using quantitative measurement, specifically the Wilcoxon Signed-Rank Test, rather than large-scale implementation.

#### **G. Definition of Key Term**

To prevent redundancy in the use of frequently mentioned terms, it is essential to provide clear definitions to ensure a consistent understanding.

Additionally, these definitions help establish the scope of the research by clarifying

specific terms used in the study. The key terms are defined as follows:

1. **Worksheets** : In this research, worksheets refer to printed learning materials designed for kindergarten students (ages 4–6) at May English Joy Club to support the development of foundational English vocabulary related to the theme of "Go to School." The vocabulary targeted in these worksheets consists entirely of concrete nouns, such as teacher, classroom, board, bag, and pencil. The worksheets include engaging, developmentally appropriate activities such as coloring, tracing, matching, cutting and sticking, and labeling. These tasks aim to enhance vocabulary mastery and word association in a playful yet structured manner.
2. **Vocabulary Mastery** : Vocabulary mastery in this study refers to the early English language ability of children at the kindergarten level, focusing on three core aspects: vocabulary understanding, word association, and visual recognition. These areas are evaluated through the students' performance on various worksheet-based activities.
3. **Kindergarten Level** : The kindergarten level in this study refers to children aged 4–6 years who are in the early stages of formal education. These learners are the main users of the developed worksheets and serve as the key participants in assessing the effectiveness of the materials in supporting vocabulary mastery.

## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Research

In this section the researcher managed to find several research results that have relevance in this regard. The results of studies from other researchers can help researchers to find out the differentiating elements for the originality of this work. In addition, it aims to prove that this research is important to carry out. The existence of the data will be described, as follows:

1. Risda Amini et al. (2020) conducted a study titled "The Development of Student's Worksheet Use Integrated Model With Character Load at Lower Grade Class". The objective of the research was to develop student worksheets that integrate character education for lower elementary students. The researchers applied the 4D development model, involving teachers and first-grade students in Padang as participants. The results showed that the developed worksheets were valid, practical, and effective based on expert validation, student learning outcomes, and student activity data.

2. Dewi Furwana and Andi Tenrisanna Syam (2021) in their article "Listening is Hard: ADDIE Model on the Development of English Listening Worksheets" aimed to create appropriate listening worksheets to address students' difficulties in listening comprehension. The study used the ADDIE development model and involved 18 students from the English Education Study Program at IAIN Palopo.

The result of the research was a set of listening worksheets stored in a compact disc, which were considered suitable for use based on expert evaluation and

students' learning needs..

3. Rachmawati (2023), in the study titled "Development of a Worksheet Book for 5-Year-Old Children at TK Matahari Palembang," aimed to develop a worksheet book to enhance English vocabulary knowledge among 5-year-old children at TK Matahari Palembang. The research employed the Research and Development (R&D) method, specifically using the 4D model (Define, Design, Develop, Disseminate). The study involved defining the students' needs, designing and developing the worksheets, and then testing them in the classroom. The results revealed that the developed worksheet book was highly valid and effective in supporting vocabulary acquisition. Both teachers and students responded positively to the worksheets, which were considered developmentally appropriate and engaging. The study emphasized the importance of using interactive and visually appealing materials in early childhood education to foster better learning outcomes.
4. Amalia Nurhanasah et al. (2023) in their research "Designing English Worksheet for the Students of Islamic Junior High School in Jambi" aimed to design English worksheets focused on speaking and writing skills. The researchers applied the Dick and Carey model and collected data through interviews, questionnaires, observation, and documentation. The result was a three-chapter worksheet that met students' needs for colorful, picture-based content with simple language and clear instructions.
5. Nadrah (2023) in the study "The Effectiveness of Providing Student Worksheets in an Effort to Improve Science Learning Outcomes for Class V Elementary

School Students" aimed to determine the effectiveness of worksheets in improving students' science learning outcomes. The study used a comparative method involving fifth-grade students at SD Negeri Kalukuang II Makassar. The findings showed that students who were taught using worksheets had significantly better learning outcomes compared to those who were taught without them.

**Table 2.1 Previous Study**

No	Researcher Name	Title	Similarity	Difference
1.	Risda Amini, Rusdinal, Usmeldi and Yullys Helsa (2020)	The Development of Student's Worksheet Use Integrated Model With Character Load at Lower Grade Class	Both studies focus on developing worksheets as a teaching medium.	This research targets kindergarten students, while the previous study focuses on lower grade elementary students. Additionally, the materials developed are different in content and learning objectives.
2.	Dewi Furwana and Andi Tenrisanna Syam, IAIN Palopo (2021)	'Listening is Hard': ADDIE Model on the Development of English Listening Worksheets	Both studies use the same type of research, namely research and development (R&D).	This research involves kindergarten students, while the previous study targets older learners. Additionally, the research models used are different; this study applies the 4D model, while the previous study uses the ADDIE model.



No	Researcher Name	Title	Similarity	Difference
3	Rachmawati (2023)	Development of a Worksheet Book for 5-Year-Old Children at TK Matahari Palembang.	Both studies focus on developing worksheets for young learners and use the Research and Development (R&D) method.	Rachmawati's research specifically targets 5-year-old children, while this study involves a broader age range of kindergarten students (ages 4–6).
4	Amalia Nurhanasah, Faiqah Mahmudah and Muncar Winarti (2023)	Designing English Worksheet For The Students Of Islamic Junior High School In Jambi	Both studies use the same research type, which is Research and Development (R&D).	The previous study focuses on Islamic junior high school students, while this research involves kindergarten students. The materials and teaching media developed are also different.
5.	Nadrah (2023)	The Effectiveness of Providing Student Worksheets in an Effort to Improve Science Learning Outcomes for Class V Elementary School Students	Both studies use worksheets as the main teaching media.	The previous study focuses on science subjects for fifth-grade elementary students, while this research develops English worksheets for kindergarten students. The materials and age groups are different.

This study addresses a significant gap in early childhood English education by developing thematic worksheets specifically designed for kindergarten learners. Unlike previous research that often targets older students, concentrates on single language skills, or integrates unrelated subjects, this research focuses on building foundational English abilities such as vocabulary and word association.

The worksheets are designed to be interactive and suitable for young children's

developmental stages. Utilizing the Research and Development (R&D) method, this study aims to not only support children's early language growth but also provide teachers with varied and practical materials that are currently scarce in early education contexts.

## **B. Theoretical Framework**

The researcher outlines the theory in this section, along with how it is used to create a framework, formulate research guidelines, and explain research problems.

### **1. Teaching of English**

The methodical process of assisting students in becoming proficient in English as a second or foreign language is known as teaching English.<sup>11</sup> It entails employing a variety of techniques and strategies to meet the linguistic, cognitive, and cultural needs of the learner. Those needs of the learner as follows:

#### **a. Linguistic needs**

The ability of learners to understand and communicate in the language of instruction is frequently at the center of their linguistic needs. These requirements are particularly important for learners of second languages (L2). Among the main language difficulties are:

##### **1) Language proficiency**

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<sup>11</sup> Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, 3rd ed. (Cambridge: Cambridge University Press, 2014).  
<https://doi.org/10.1017/9781009024532>.

Grammar, vocabulary, and syntax of the target language might be difficult for L2 learners.<sup>12</sup> Because academic language is frequently more complex than conversational language, learners may find it more difficult to comprehend the material.

## 2) Language transfer

Depending on how similar or distinct the two languages are, learners may transfer structures from their native language into the target language, which can either help or hinder learning.

To help students close the gap between their present language proficiency and the academic requirements they encounter in the classroom, scaffolding techniques like the use of visual aids, academic language modeling, and sentence starters are advised.

## b. Cognitive needs

The psychological processes that go into learning, such memory, problem-solving, and critical thinking, are referred to as cognitive needs.

Due to the considerable variations in cognitive development among students, education must be differentiated. Important cognitive features include of:

### 1) Cognitive load

When pushed to digest too much information at once, especially in a language that is not their first language, learners frequently suffer

<sup>12</sup> Cummins, Jim. "BICS and CALP: Clarifying the Distinction." NY State Bilingual Education Newsletter 8, no. 2 (1984): 2–4. Accessed via ERIC at <https://eric.ed.gov/?id=ED438551>

from cognitive overload. Teachers must carefully handle this by breaking up the material into smaller, easier-to-digest pieces.

## 2) Metacognitive skills

Learners benefit from developing metacognitive awareness, which refers to their understanding of their own learning processes. Students are better able to manage their cognitive resources when they journal, engage in self-reflection exercises, and receive explicit instruction in study techniques.

Cognitive theories, such as Vygotsky's "Zone of Proximal Development," emphasize the importance of providing the right balance of support and challenge to help learners progress from their current level of understanding to more complex concepts.<sup>13</sup> In addressing both linguistic and cognitive needs, effective strategies should aim to bridge gaps in language proficiency while supporting cognitive development. This involves tackling challenges such as language transfer, cognitive overload, and promoting metacognitive skills.

Scaffolding techniques, along with appropriate instructional support, are essential in fostering both language acquisition and cognitive growth.

## 2. Teaching English Across Age Level

Teaching Teaching English across different age levels requires understanding that children develop cognitively, socially, and emotionally at varying rates. This development influences how they acquire language and the most effective ways

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<sup>13</sup> Vygotsky, Lev Semyonovich. *Mind in Society: The Development of Higher Psychological Processes*. Edited by Michael Cole, Vera John-Steiner, Sylvia Scribner, and Ellen Souberman. Cambridge, MA: Harvard University Press, 1978.

<https://doi.org/10.4159/9780674576292>.

to support their learning. Therefore, teaching methods and materials should be adapted to fit the learner's age and developmental stage.<sup>14</sup>

a. Cognitive and Developmental Differences

Children in early childhood, typically ages 3 to 6 (kindergarten level), are just beginning to develop cognitive skills needed for language learning. At this stage, learning is most effective when it involves concrete experiences, such as interacting with physical objects and visual stimuli. Young learners often have shorter attention spans and respond well to repetition and simple, clear language. Teaching at this level focuses mainly on building basic vocabulary, simple phrases, and familiar sentence patterns using playful and interactive activities.<sup>15</sup>

b. Use of Play, Creativity, and Interaction

Play is an important part of language learning for younger children. Activities such as games, role-playing, singing, and drawing provide enjoyable opportunities for children to use new words and practice speaking without pressure. These creative approaches help make language learning fun and meaningful, encouraging children to participate actively.<sup>16</sup>

In summary, effective teaching of English across different age levels requires an understanding of learners' developmental stages and adapting instructional strategies accordingly. For younger learners at the kindergarten

<sup>14</sup> Patsy M. Lightbown and Nina Spada, *How Languages Are Learned*, 4th ed. (Oxford: Oxford University Press, 2013), 42.

<sup>15</sup> Diane Larsen-Freeman and Marti Anderson, *Techniques and Principles in Language Teaching*, 3rd ed. (Oxford: Oxford University Press, 2011), 32–35.

<sup>16</sup> Patsy M. Lightbown and Nina Spada, *How Languages Are Learned*, 4th ed. (Oxford: Oxford University Press, 2013), 97–98.

level, concrete, playful, and interactive methods best support language acquisition, particularly vocabulary and simple sentence structures. As learners mature, teaching can progressively include more complex and structured activities that foster deeper language comprehension and use. Recognizing and responding to these developmental differences enables educators to create meaningful and engaging language learning experiences that promote successful English acquisition.

### 3. Vocabulary Mastery

Vocabulary mastery refers to the ability to recognize, understand, and appropriately use words in both speech and writing. It is a key foundation for language learning that enables effective communication and comprehension. For young learners, particularly those at the kindergarten level, developing vocabulary is crucial as it supports the growth of other language skills such as forming sentences, reading, and writing.

Because of differences in cognitive growth and language exposure, vocabulary levels differ greatly between adults and young children. Adults tend to have a broader vocabulary due to more extensive experiences and formal learning, whereas kindergarten-aged children are just beginning to acquire basic words related to their immediate surroundings and everyday life. Thus, vocabulary teaching methods and materials must be adapted to meet the unique needs of this age group.

For In kindergarten, vocabulary learning focuses on common words that describe familiar people, objects, actions, and ideas. Young children benefit

most from learning vocabulary through playful, interactive activities that connect words to real-life contexts. This approach not only helps children remember words better but also encourages them to use language for social communication and expressing their thoughts.

Drawing on Piaget's theory of cognitive development, children aged roughly 2 to 7 are in the preoperational stage, where thinking is mostly concrete and tied to sensory experiences. This means young learners grasp new vocabulary best when it is presented through hands-on activities and visual supports, which provide clear and meaningful connections to words.<sup>17</sup>

#### a. Speaking Skills

For Having a solid vocabulary base is important for young children to develop their ability to speak. When children learn and use new words, they improve their capacity to share ideas, ask questions, and participate in simple conversations. Actively encouraging children to practice vocabulary in everyday situations helps strengthen their language use and social skills, fostering both communication and cognitive growth.<sup>18</sup>

#### b. Vocabulary Recognition and Early Literacy

For Recognizing and understanding words is also an important stepping stone toward reading readiness. Kindergarteners build essential early literacy skills like knowing letters, understanding sounds, and grasping how print works. These skills are closely tied to their vocabulary knowledge. A

<sup>17</sup> Jean Piaget, *The Origins of Intelligence in Children* (New York: International Universities Press, 1952), 45–50.

<sup>18</sup> Patsy M. Lightbown and Nina Spada, *How Languages Are Learned*, 4th ed. (Oxford: Oxford University Press, 2013), 95–97.



rich language environment with meaningful vocabulary activities helps children link words to their meanings, supporting their smooth transition to reading.<sup>19</sup>

c. Writing and Vocabulary Connection

Kindergarten Early writing exercises, such as tracing letters and copying simple words, support children in connecting spoken vocabulary to written symbols. These activities promote phonemic awareness and spelling skills while also enhancing fine motor development. Practicing writing words and short phrases helps children build a foundation for more advanced writing and language skills later on.<sup>20</sup>

#### 4. Worksheet

a. Definition of worksheet

A "worksheet" is a term frequently used in educational research to describe an organized instrument that aids in assessment and learning. It gives students exercises or activities that are meant to test their understanding, practice skills, or reinforce concepts. Worksheets, for example, can be described in a journal article on teaching tactics as essential components of instructional design that facilitate students' active engagement with the topic<sup>21</sup>.

<sup>19</sup> Christopher J. Lonigan, Timothy Shanahan, and Barbara A. Cunningham, "Impact of Early Oral Language Skills on Later Reading Development," *Reading Research Quarterly* 43, no. 4 (2008): 380–401, <https://doi.org/10.1598/RRQ.43.4.4>.

<sup>20</sup> Rebecca Treiman and Brett Kessler, "How Children Learn to Write Words," in *Handbook of Writing Research*, ed. Charles A. MacArthur, Steve Graham, and Jill Fitzgerald (New York: Guilford Press, 2006), 113–125.

<sup>21</sup> Hattie, J., & Timperley, H. "The Power of Feedback." *Review of Educational Research* 77, No. 1 (2007): 81-112.

For kindergarten students worksheet is an organized teaching resource intended to assist young children in developing the fundamental skills they will need in life. Key topics including letter and number recognition, basic math, fine motor skills, and social-emotional learning are often reinforced by the exercises in these worksheets. They are made to be interesting, age-appropriate, and compliant with the requirements of early childhood education. The objective is to offer practice opportunities through interactive and developmentally appropriate tasks that improve verbal, motor, and cognitive skills<sup>22</sup>.

Designing activities for kindergarten worksheets based on educational research entails matching learning objectives and developmental milestones. A good worksheet for kindergarten students should be designed with the following key aspects:

a) Simplicity and Clarity

Age-appropriate language and straightforward directions should be used in the worksheet. Since young readers are still honing their reading comprehension, brief sentences and terms that are instantly recognized are essential.<sup>23</sup>

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<sup>22</sup> National Association for the Education of Young Children (NAEYC), *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8* (Washington, DC: NAEYC, 2020).

<sup>23</sup> Mary Mayesky, *Creative Activities for Young Children*, 10th ed. (Boston: Cengage Learning, 2015).

b) Visual Appeal

Kindergarten young children's worksheets should be visually appealing, with vibrant colors, pictures, and illustrations to draw in readers and hold their interest.<sup>24</sup> Children learn more effectively when they can correlate concepts with visuals through visual aids like pictures, icons, or forms.

c) Interactivity

Young children's worksheets ought to foster active engagement. Activities like matching, coloring, tracing, and cutting & pasting may qualify into this category. Interactive activities support the development of cognitive abilities and fine motor capabilities.<sup>25</sup>

d) Developmentally Appropriate Content

The material has to be appropriate for the child's developmental level. This entails concentrating on fundamental abilities for kindergarteners, such as letter recognition, fundamental phonics, numbers, shapes, and easy problem-solving exercises.<sup>26</sup>

e) Balance of Fun and Learning

Worksheets for young learners should blend joy with educational material to keep them interested. Learning can be made more fun by

<sup>24</sup> Penny Tassoni, *Practical EYFS Handbook* (London: Pearson Education, 2009).

<sup>25</sup> Claire Hewson, *Developing Early Literacy 0-8: From Theory to Practice* (London: SAGE Publications, 2011).

<sup>26</sup> Sally Neaum, *Child Development for Early Years Students and Practitioners*, 4th ed. (London: Learning Matters, 2019).

including students in games, riddles, and creative activities like making drawings or finishing patterns.

f) Differentiation

Good worksheets should allow for differentiation to cater to diverse abilities within the classroom.<sup>27</sup> This can involve offering varying levels of difficulty or providing additional scaffolding for students who need more support

These worksheets, which are based on research on early childhood education, frequently highlight fundamental abilities. The following are some different kinds of worksheets for kindergarteners:

a) Letter Recognition Worksheet

An educational resource for kindergarten students is a letter recognition worksheet, which helps young children recognize, name, and practice writing the alphabet's letters. Activities like letter tracing, letter matching to images, letter recognition in words, and letter differentiation are frequently included in these worksheets. The major purpose is to help pupils learn the alphabet and improve their ability to recognize and recall letters, which is an important step in developing reading and writing skills.

b) Simple Word Matching Worksheet

An instructional resource for kindergarteners is a basic word matching worksheet, which pairs words with related pictures or other

<sup>27</sup> Sue Guber, *Differentiating Instruction in Kindergarten* (New York: Scholastic, 2002).

words. These worksheets frequently involve matching words to pictures, looking up terms in a list that match pictures, or connecting words with related meanings. Building early literacy abilities, such as word recognition and vocabulary growth, is the main objective since these are crucial for language development and reading comprehension<sup>28</sup>.

c) Fine Motor Skills Worksheet

Worksheets for fine motor skills are instructional resources created to help kids improve their coordination of the tiny muscles in their hands and fingers. These worksheets usually consist of tasks like cutting, tracing, drawing, and handling little items. The objective is to enhance dexterity, hand-eye coordination, and the capacity to carry out exact motions required for jobs like writing, buttoning shirts, and using utensils<sup>29</sup>.

d) Listening and Following Directions Worksheet

Instructional resources designed to enhance students' comprehension and response to spoken instructions include worksheets on listening and following instructions. These worksheets typically include exercises where students must read or listen to instructions, follow those directions to complete a task, and then

<sup>28</sup> National Association for the Education of Young Children, *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8*, 4th ed. (Washington, DC: NAEYC, 2021).

<sup>29</sup> Sinan Akin, "Fine Motor Skills, Writing Skills and Physical Education Based Assistive Intervention Program in Children at Grade 1," *Asian Journal of Education and Training* 5, no. 4 (2019): 518–525, <https://doi.org/10.20448/journal.522.2019.54.518.525>.

repeat the process. The major objective is to assist children in developing their listening, detail-oriented, and multi-step instruction following skills—all of which are essential for both daily life and academic success<sup>30</sup>.



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<sup>30</sup> Linda R. Miller and Robert J. Green, "The Role of Listening and Following Directions in Early Literacy Development," *Journal of Educational Psychology* 112, no. 3 (2020): 434.

## CHAPTER III

### RESEARCH METHOD

#### A. Research and Development Model

The researcher choose 4D model developed by Thiagarajan, Semmel, and Semmel (1974). It is a methodical approach that is frequently applied in research and development, especially in educational settings. The four stages of this model are Define, Design, Develop, and Disseminate. Every stage is meticulously planned to guarantee the creation of useful and efficient teaching resources or interventions.<sup>31</sup> Researchers can systematically produce resources, like worksheets, that address particular learning needs and objectives by using this model.

The first step, Define, involves identifying the issues and needs that the research aims to address. This phase includes a comprehensive evaluation of the existing curriculum, an in-depth understanding of the learners' characteristics, and a thorough analysis of the learning objectives relevant to the development of worksheets for kindergarten students. By systematically gathering and analyzing this data, researchers can establish a robust framework for designing the content and structure of the worksheets. This ensures that the materials are appropriately aligned with the developmental stages and language acquisition needs of young learners, thereby enhancing their educational effectiveness.

The worksheets' creation and improvement are the main goals of the following phases. In the Design stage, researchers create a preliminary draft,

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<sup>31</sup> Thiagarajan, Sivasailam, Dorothy S. Semmel, and Melvyn I. Semmel. *Instructional Development for Training Teachers of Exceptional Children: A Sourcebook*. Bloomington: Center for Innovation in Teaching the Handicapped, Indiana University, 1974.



selecting appropriate activities, layouts, and materials that engage and support kindergarten students in learning English. These materials are created, tested, and updated during the Develop stage in response to trial feedback and observations. Lastly, the Disseminate stage entails sending the finished worksheets and implementation guidelines to teachers and schools. This methodical procedure guarantees that the worksheets are useful and effective in promoting kindergarten students' proficiency in English in addition to being pedagogically sound.

## **B. Research and Development Procedures**

The researchers deduced that the development model is highly variable based on the exposure described above. As a result, each researcher should be able to comprehend the numerous development models before selecting one that best fits the kind of product that needs to be developed.

The design model used in this development research is adapted from the 4D model developed by S. Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel. The 4D model consists of four stages: Define, Design, Develop, and Disseminate. Each stage is explained in detail as follows:

### **1. Define**

This step focused on determining and defining the needs analysis as the foundation for developing English learning materials for kindergarten students. In this stage, observation and interviews were used as the primary techniques to collect relevant data.

- a. The observation was designed to examine the existing curriculum, the teacher's syllabus, and the types of English learning materials used in class.

It focused on identifying: (1) what English learning materials were being taught by the teacher, and (2) what materials the students had previously used in the classroom. In addition, the observation incorporated key parameters such as student engagement, reactions to the worksheet tasks, clarity of instruction, the visual quality of the materials, and teacher–student interaction. The goal was to evaluate how well the existing worksheets supported the children’s vocabulary development and whether they matched the developmental characteristics of learners at the kindergarten level. The findings revealed that the materials sometimes included excessive written instructions and lacked visual appeal, which made students appear disengaged or confused. This indicated a mismatch between the learning materials and the learners’ cognitive needs, reinforcing the necessity for redesigned, age-appropriate worksheets.

- b. The interview was conducted with Miss Maya, the owner and head teacher of May English Course, to gain insights into the needs and preferences of students in learning English, particularly regarding the development of appropriate worksheets. The interview aimed to collect qualitative data through parameters such as: (1) the types of English learning materials currently used and preferred by students; (2) the perceived strengths and weaknesses of existing worksheets; (3) the teacher’s expectations and criteria for effective worksheets; and (4) the challenges teachers face in designing or selecting suitable materials for the kindergarten level. The

interview addressed questions such as: (1) what kinds of English learning

materials are needed and wanted by the students? and (2) what are the students' and teachers' opinions about developing English learning materials suited for learners at the kindergarten level? Miss Maya highlighted that many of the current worksheets were too text-heavy, lacked engaging elements like color and interactivity, and were not always aligned with the children's developmental needs. She stressed the importance of designing worksheets that are visually appealing, simple, consistent, and tailored to support early vocabulary mastery in a playful and engaging way.

- c. The needs analysis focused on identifying both target needs and learning needs through data collected from observation and interviews. The two primary subjects of the needs analysis were kindergarten students at May English Joy Club, who were observed during class activities, and Miss Maya, the owner and head teacher of the course, who provided insights through an in-depth interview. Instead of using questionnaires, the researcher relied on direct observation of student behavior and teacher feedback to determine necessities, wants, and students' learning challenges. The analysis also considered aspects such as material design, appropriate input, and learning activities that would support the development of effective, engaging worksheets tailored to young learners' characteristics and classroom conditions.

## 2. Design

The next step after the Define stage was the Design stage. At this stage, the

researcher began developing the English learning materials by closely referring

to the findings from classroom observation, the interview with Miss Maya (the course owner and teacher), and the results of the needs analysis. These findings revealed that the students at May English Joy Club responded better to visually attractive, simple, and interactive materials. Therefore, the worksheets were carefully designed to include engaging activities such as coloring, tracing, matching, and cutting and sticking—activities that matched the students' developmental stage and learning preferences. The vocabulary selected was limited to familiar, concrete nouns related to the school environment, aligning with the theme “Go to School,” to ensure relevance and comprehension. Each worksheet featured large, clear images, minimal text, and playful layouts to maintain the children's attention and motivation. This design process produced the first draft of the worksheets, which was then submitted to expert judgment for evaluation to ensure that the content, layout, and instructional approach were appropriate and effective for kindergarten-level English learning.

### **3. Develop**

This stage produced the final product design, which had been revised and validated based on feedback from experts and practitioners. The validation focused on the content, language, presentation, and layout of the materials. All suggestions from the experts and practitioners were carefully considered and served as the foundation for revisions. As a result, the first draft of the materials was revised and refined, leading to the creation of the second draft, which incorporated all the necessary adjustments.

#### 4. Disseminate

In this step, the product that was developed and revised be socialization in school. The researcher introduced this product to the students and the English teacher at May English Joy Club Private English Course Jember.

#### C. Product Trial

The purpose of product trials in development was to gather information that helped assess the degree of efficacy and appeal of the final products. It was important to conduct the field experiments and media and material expert reviews in the order listed in this activity.

##### 1. Validator Review

Before the worksheets were introduced to the teacher and students at May English Joy Club in Jember, a Validator Review was conducted to evaluate the quality and appropriateness of the product. This validation process involved three expert validators, each assessing the worksheets based on three main categories: content feasibility, language appropriateness, and layout or design quality.

Each category was reviewed using specific indicators. For content feasibility, the validators examined the relevance of the material to the theme “Go to School,” the accuracy and suitability of vocabulary for kindergarten-level learners, and alignment with the developmental stage of early childhood education. For language appropriateness, they evaluated the clarity of instructions, simplicity of language used in the activities, and correctness of grammar and word choice. For layout and design, the validators assessed visual

attractiveness, font size readability, image clarity, and overall worksheet organization.

The product submitted for validation included both the worksheets and a Theme Guide Book that outlined the vocabulary focus and activity plan for each theme. Some revisions were made to ensure that the content aligned with the curriculum used at May English Joy Club, especially in terms of vocabulary selection and sequencing. Based on the validators' feedback, recommendations were given regarding adjustments to the worksheet layout, simplification of instructions, and enhancement of visual elements. These suggestions were then used to revise and improve the product before implementation in the classroom.

## **2. Teacher Validation**

The degree of appeal and effectiveness of the developed worksheet was further examined through a teacher validation conducted with English teachers at May English Joy Club. Following the initial validation phase and subsequent product revisions, the finalized worksheets were presented to the teachers for their review. Instead of involving students at this stage, the focus was on collecting detailed insights from the teachers through structured interviews. Each teacher was asked individually to provide feedback on the worksheets' clarity, relevance, engagement potential, and appropriateness for young learners. Their professional perspectives helped assess the practicality and instructional value of the worksheets before they were implemented more broadly in the learning program.

### 3. Field Trial

The validator review results showed that the worksheets met the established eligibility criteria. Following this, the next step was to conduct field trials, also known as target group testing, at May English Joy Club in Jember. In this phase, the worksheets were tested with 15 kindergarten students. To ensure detailed observation, the students were divided into five groups, with each group of three students assigned to one of the five worksheet themes. Each student independently read and completed the activities in their assigned worksheet. After completing the worksheets, the teacher evaluated the students' work using a prepared scoring rubric. Additionally, observation transcripts were recorded to compare students' performance before and after using the worksheets (pre-test and post-test). This comparison helped identify areas where students improved as well as areas where difficulties remained. The purpose of this field trial was to assess how effectively the worksheets supported the development of the students' English language skills.

### 4. Revision

Revision or improvement activities were carried out to address the shortcomings in the production results of developing teaching materials for kindergarten students at May English Course Jember. These materials had been tested to produce engaging teaching resources in order to further enhance student learning outcomes.



## 5. Production Result

The results of the developed product were in the form of worksheet teaching materials that used theme-based content for kindergarten students at May English Course Jember. The components included in the worksheets covered topics such as people at school, places in school, objects in the classroom, things in my bag, and things in my pencil case.

### D. Trial Design

The product development trial phase involved formative evaluation, which included reviews by media and material experts as well as field testing. The purpose of this phase was to evaluate the product's appeal and effectiveness prior to its use by the target users..

#### a. Trial Subject

The researcher selected May English Private English Course as the site for this study. The researcher considered this English course to be particularly noteworthy due to its unique teaching methodology, which involved the exclusive use of English as the medium of instruction for Indonesian students.

However, the teaching materials, specifically the worksheets, were identified as lacking in several key aspects. The researcher believed that the effectiveness of the teaching process could be significantly enhanced through the use of improved instructional materials, particularly higher-quality worksheets. Therefore, the researcher asserted that the development of enhanced teaching media was both necessary and timely.

The subjects of this study included expert validators comprising a linguist expert, a content expert, and a media expert, as well as the owner, teachers, and students of May English Joy Club Private English Course at the kindergarten level. In total, the participants consisted of 24 individuals: one owner, five teachers, 15 kindergarten students, and three expert validators who were involved in the development and evaluation process of the English worksheets used in this research.

#### **b. Data Type**

This study collected both qualitative and quantitative data during the trial stage to thoroughly evaluate the developed worksheets for kindergarten students at May English Joy Club. The qualitative data primarily focused on expert validation and practical feedback concerning the content, design, and usability of the worksheets. Three expert validators were involved: a linguist who reviewed the language accuracy, a content expert who ensured the material's relevance and appropriateness, and a media expert who assessed the visual design and engagement factors. In addition to expert input, English tutors and students at the course contributed valuable insights based on their classroom experiences and interaction with the worksheets. These qualitative inputs were gathered through structured interviews, observations, and review sessions, providing detailed feedback to improve the worksheets.

Quantitative data were collected to measure the actual learning outcomes of students using the worksheets. Fifteen kindergarten students participated in pre-tests and post-tests designed to assess their vocabulary mastery, word

association, and fine motor skill. The researcher developed a scoring rubric to evaluate the students' performance in these areas, assigning numerical scores based on accuracy and completeness. By comparing pre-test and post-test results, the study aimed to identify improvements in English language skills after using the worksheets. This quantitative data provided objective evidence to support the effectiveness of the learning materials.

Together, these qualitative and quantitative data sources offered a comprehensive evaluation of the worksheets. The expert and tutor feedback helped ensure the materials were suitable and engaging for young learners, while the student test scores demonstrated measurable progress in language acquisition. This mixed-methods approach allowed the researcher to assess both the quality of the product and its impact on learners' development. Ultimately, the data supported the refinement and validation of the worksheets as effective teaching tools for early English language education.

### **c. Data Collection Technique**

The following are the instruments or data collection tools utilized in this study:

#### **a) Interview**

To collect qualitative data, two rounds of interviews were conducted during the research process. The first interview took place on 15 October 2024 and involved three participants: Ms. Maya, the owner of May English Joy Club Private English Course, and two English teachers. This interview aimed to explore the students' characteristics, the current teaching

methods used in the institution, and the expectations for English learning materials suitable for kindergarten learners. The insights gained helped inform the early development of the worksheet design. The second interview was conducted on 20 February 2025 during the teacher validation stage. In this session, the researcher interviewed five English teachers from May English Joy Club in a group setting. The goal was to collect their feedback on the worksheet product in terms of clarity, content relevance, engagement level, and its appropriateness for young learners. Each interview lasted approximately 30–45 minutes, and the responses from both sessions played a crucial role in shaping, revising, and finalizing the worksheet product.

#### b) Observation

Observations were conducted twice to gather direct, contextual data about the classroom environment, student behaviors, and the instructional process. The first observation was conducted on 15 October 2024. This session was part of the needs analysis phase, aiming to examine the existing teaching materials, student characteristics, classroom interactions, and the learning environment at May English Joy Club. The findings from this observation provided essential insights for designing worksheet content that matched the real classroom conditions. The second observation was carried out over five days, from 21 to 25 February 2025, during the implementation of the developed worksheet. In this phase, the

researcher observed how students engaged with the new materials, how

teachers facilitated the learning process, and how the worksheets supported student learning activities such as matching, cutting, tracing, and labeling. These observations enabled the researcher to assess the practicality and effectiveness of the worksheets in supporting English language acquisition among young learners. The combined insights from both observations served to validate and refine the instructional product within an authentic learning context.

c) Document Review

In this research, document review referred specifically to the collection of student score data from previously completed worksheets, rather than analyzing the worksheet content itself. Before conducting the post-test, the researcher gathered documentation of student scores from past English learning activities, as recorded by the teachers at May English Joy Club Private English Course. These scores, which reflected student performance on earlier vocabulary-related tasks, were used as baseline data to support a comparative analysis. The objective of reviewing these score records was to identify any progress or improvement in vocabulary mastery following the use of the newly developed worksheets. By comparing students' earlier worksheet scores with their post-test results, the researcher aimed to determine the effectiveness of the new instructional materials in enhancing foundational English vocabulary for kindergarten learners.

#### d) Test

Post-tests were administered to measure students' progress in specific English language skills, particularly vocabulary mastery, word association, and fine motor skill. These tests served as a direct indicator of the worksheet's effectiveness in enhancing learning outcomes. The results were analyzed to evaluate whether the product achieved its intended educational goals.

#### e) Validator Validation Instrument

This tool, which takes the shape of a validation questionnaire about the material's viability, is meant to offer feedback on the creation of educational materials.

##### 1) Validation Instrument for Linguists

The tool employed for linguists comprises a validation questionnaire designed to assess specific criteria, including the appropriateness of the writing and the linguistic quality of the product under development. For worksheets intended for children, this involves evaluating whether the language is age-appropriate, clear, and engaging, ensuring it aligns with the reading and comprehension levels of the target audience. The language should also be free of ambiguities and culturally sensitive, avoiding overly complex structures or vocabulary that could hinder understanding.

Additionally, the text should incorporate an encouraging and inclusive tone to foster a positive learning environment. The analysis of the

collected data serves as the basis for providing constructive feedback and recommendations, ensuring that the linguistic elements of the worksheets effectively support learning and promote language development in young learners.

**Table 3.1 Indicators for Linguist Validator**

No.	Aspect	Indicator	Number of items
1.	Appropriateness	The language used is appropriate for the developmental and reading levels of kindergarten students.	1
		The vocabulary is age-appropriate and avoids overly complex words.	1
		The sentences are short, simple, and easy to understand.	1
2.	Clarity and Precision	Instructions are clear and unambiguous, guiding students effectively.	1
		The phrasing avoids redundant or overly technical terms.	1
		Activities and prompts are communicated in a straightforward manner.	1
3.	Grammar and Syntax	The text is free from grammatical errors.	1
		The sentence structures used are appropriate and enhance comprehension.	1
		The use of punctuation aids readability and understanding.	1
4.	Cultural Sensitivity and Inclusivity	The language reflects cultural diversity and inclusivity appropriately.	1
		Gender-neutral and respectful terms are used throughout.	1
		The text avoids stereotypes or culturally inappropriate expressions.	1
Total			12



The table presents a questionnaire designed for a linguist validator, which assesses the quality and appropriateness of language used in the worksheet product developed for learners at the kindergarten level. The questionnaire is divided into four main aspects: language appropriateness, clarity and precision, grammar and syntax, and cultural sensitivity and inclusivity. These aspects are evaluated using a total of 15 indicators. Each indicator was carefully developed by the researcher with reference to key principles from existing literature, national education guidelines, and early childhood language learning standards. The purpose of selecting these aspects is to ensure that the language used in the developed learning materials meets the developmental, linguistic, and social needs of young learners, while also maintaining educational quality and cultural relevance.

In developing the indicators, the researcher referred to multiple educational sources such as the Early Childhood Standards of Quality (Michigan Department of Education, 2013), the Kindergarten Entrance Inventory (Connecticut State Department of Education, 2014), and literacy development frameworks from the Massachusetts Department of Education (2021). These sources emphasize that learning materials for early childhood should use age-appropriate vocabulary, simple and grammatically accurate sentence structures, and inclusive language. Based on these principles, the first aspect,

language appropriateness, was designed to evaluate whether the language is suitable for children aged 4 to 6, with emphasis on vocabulary and sentence simplicity to match their cognitive development. The second aspect, clarity and precision, ensures that the instructions and prompts in the worksheets are clearly worded and straightforward, allowing young learners to engage with tasks without confusion or the need for complex interpretation.

The grammar and syntax aspect assesses the linguistic correctness of the worksheet content, including the proper use of punctuation, sentence structure, and grammatical rules. Correct grammar is essential not only for comprehension but also for setting a strong foundation in language learning. Meanwhile, the final aspect—cultural sensitivity and inclusivity—addresses the importance of using language that promotes respect, diversity, and equality. Indicators in this section evaluate whether the text avoids stereotypes, uses gender-neutral language, and reflects inclusive values. This is in line with recommendations from organizations like the Early Childhood Technical Assistance (ECTA) Center and the National Association of Social Workers (NASW), which advocate for inclusive educational practices in early learning settings.

Through the inclusion of these aspects and the development of relevant indicators, the researcher ensured that the evaluation process for the worksheet product is not only rooted in educational and

linguistic accuracy but also in principles of child development and social awareness. This comprehensive approach supports the overall goal of creating effective and inclusive English learning materials suitable for the kindergarten level.

## 2) Assessment Instruments for Material Experts

The instrument utilized for matter experts consists of a validation questionnaire and assessment criteria aimed at evaluating the feasibility of the content and the effectiveness of the product's presentation. For worksheets designed for children, this includes assessing whether the content is age-appropriate, aligns with educational standards, and is engaging enough to sustain their interest. The subject matter must be presented in a way that is clear, concise, and suited to the cognitive abilities of the target age group. Additionally, the content should encourage critical thinking and problem-solving while integrating activities that promote active learning. The analysis of the collected data provides essential insights for refining the worksheets, ensuring they are not only accurate and relevant but also effective in facilitating learning and fostering a positive educational experience for young learners. valuable input and serves as a critical consideration in revising and refining the product under development.

**Table 3.2 Indicators for Material Expert**

No.	Aspect	Indicator	Number of items
1.	Content	The content is accurate and factually correct.	1
	Accuracy and Relevance	The topics align with the curriculum and learning objectives for kindergarten students.	1
		The content is relevant to the developmental needs and interests of young learners.	1
2.	Developmental Appropriateness	The concepts are age-appropriate and within the cognitive abilities of kindergarten students.	1
		The tasks and activities are designed to promote foundational skills (e.g., literacy, numeracy, motor skills).	1
		The content encourages critical thinking and problem-solving appropriate for kindergarten levels.	1
3.	Engagement and Motivation	The content is engaging and designed to capture the interest of young learners.	1
		Activities are interactive and encourage active participation.	1
		The content incorporates playful or creative elements that make learning enjoyable.	1
4.	Alignment with Learning Goals	The activities support the intended learning outcomes and objectives.	1
		The worksheets effectively integrate key concepts and skills.	1
		The progression of activities is logical and supports scaffolding of knowledge.	1

No.	Aspect	Indicator	Number of items
5.	Cultural	The content reflects diversity and avoids stereotypes.	1
	Sensitivity and	The examples and scenarios are inclusive and relatable to a broad range of learners.	1
	Inclusivity	The material avoids bias and ensures fairness for all students.	1
<b>Total</b>			15

The table presents a comprehensive questionnaire designed to assess educational materials for kindergarten students, focusing on five key aspects: Content Accuracy and Relevance, Developmental Appropriateness, Engagement and Motivation, Alignment with Learning Goals, and Cultural Sensitivity and Inclusivity. Each aspect is evaluated through specific indicators, with a total of 15 items in the questionnaire. These indicators were developed by referring to established early childhood education standards and curriculum guidelines to ensure that the materials meet quality and developmental requirements. For example, the Content Accuracy and Relevance aspect ensures materials are factually correct, aligned with the curriculum, and relevant to young learners' developmental needs, based on the Michigan Department of Education's Early Childhood Standards of Quality.<sup>32</sup> The Developmental Appropriateness aspect

<sup>32</sup> Michigan Department of Education, *Early Childhood Standards of Quality for Prekindergarten* (Lansing, MI: Michigan Department of Education, 2013), [https://www.michigan.gov/mileap/-/media/Project/Websites/mileap/Documents/Early-Childhood-Education/gsrp/standards/ECSQ-B-K\\_Final.pdf](https://www.michigan.gov/mileap/-/media/Project/Websites/mileap/Documents/Early-Childhood-Education/gsrp/standards/ECSQ-B-K_Final.pdf).

evaluates whether content is age-appropriate, promotes foundational literacy, numeracy, and motor skills, and encourages critical thinking, reflecting guidelines from the Connecticut State Department of Education's Kindergarten Entrance Inventory.<sup>33</sup>

The Engagement and Motivation aspect assesses whether the materials capture young learners' interest through interactive and playful activities, supporting active participation as recommended in the Massachusetts Department of Elementary and Secondary Education's literacy frameworks.<sup>34</sup> Alignment with Learning Goals ensures activities support intended outcomes, integrate key skills, and follow a logical progression to scaffold knowledge, consistent with national curriculum frameworks.<sup>35</sup> Finally, the Cultural Sensitivity and Inclusivity aspect evaluates whether materials reflect diversity, avoid stereotypes, and use inclusive language and scenarios to ensure fairness and respect for all students, guided by the Early Childhood

Technical Assistance Center and the National Association of Social Workers' recommendations for inclusive early learning

<sup>33</sup> Connecticut State Department of Education, *Kindergarten Entrance Inventory Teacher Handbook* (Hartford, CT: Connecticut State Department of Education, 2014), <https://portal.ct.gov/-/media/SDE/Student-Assessment/K-Assessment/KEI-handbook.pdf>.

<sup>34</sup> Massachusetts Department of Elementary and Secondary Education, *Massachusetts Curriculum Frameworks* (Malden, MA: Massachusetts Department of Education, 2021), <https://www.doe.mass.edu/frameworks/>.

<sup>35</sup> National Governors Association Center for Best Practices and Council of Chief State School Officers, *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* (Washington, DC: NGA and CCSSO, 2010), [https://www.corestandards.org/wp-content/uploads/ELA\\_Standards.pdf](https://www.corestandards.org/wp-content/uploads/ELA_Standards.pdf).

environments.<sup>36</sup> Together, these 15 indicators comprehensively evaluate the worksheets' effectiveness, appropriateness, and inclusivity for kindergarten students.

### 3) Media Expert Assessment Instruments

The assessment instrument for media experts is designed as a validation questionnaire that evaluates various aspects of the graphic feasibility of learning media, particularly focusing on contextual learning-based module teaching materials. This includes criteria essential for a good worksheet for children, such as an engaging and visually appealing design, age-appropriate typography, and clear, easy-to-follow layouts. Additionally, the worksheet must incorporate colorful and interactive elements that capture children's attention while supporting their cognitive and motor skills development. The materials should also align with educational objectives, ensuring that visual elements reinforce the learning content and promote active participation. Feedback obtained through the validation process offers valuable insights for refining the worksheets, ensuring they meet the developmental needs of young learners and enhance their overall learning experience.

<sup>36</sup> Early Childhood Technical Assistance Center, "Improving Systems, Practices, and Outcomes," accessed June 7, 2025, <https://ectacenter.org/>.



**Table 3.3 Indicators for Media Expert**

No.	Aspect	Indicator	Number of items
1.	Visual Design	The layout of the worksheet is organized and easy to follow.	1
		The font type and size are appropriate for kindergarten learners.	1
		The use of colours is engaging and visually appealing.	1
		Illustrations and images are clear, attractive, and relevant to the content.	1
		The overall design enhances the learning experience and maintains the child's interest.	1
2.	Clarity and Simplicity	The instructions are presented in a clear and visually distinct format.	1
		The activities are visually simplified to avoid overwhelming the children.	1
		The spacing between elements (text, images, and activities) is adequate and uncluttered.	1
	Suitability	The design elements are safe and age-appropriate.	1
3.	for Kindergarten Learners	The visual presentation matches the developmental and cognitive abilities of kindergarten students.	1
		The worksheet encourages interaction and active participation through engaging visuals.	1
4.	Cultural and Gender Sensitivity	The illustrations and content reflect cultural diversity appropriately.	1
		The worksheet avoids gender stereotypes in its imagery and design.	1

No.	Aspect	Indicator	Number of items
5.	Practical	The worksheet is durable and practical for use in kindergarten settings (e.g., printing quality, size).	1
	Usability	The materials can be used effectively in various teaching environments (e.g., classroom, home).	1
<b>Total</b>			15

The table outlines a comprehensive evaluation framework for assessing the visual and practical design of worksheets used in kindergarten education. It includes five key aspects: Visual Design, Clarity and Simplicity, Suitability for Kindergarten Learners, Cultural and Gender Sensitivity, and Practical Usability, with a total of 15 items. The Visual Design aspect focuses on the aesthetic qualities of the worksheet, ensuring that the layout is organized and easy to follow, the font type and size are appropriate for young learners, and the use of colors is visually appealing. These criteria follow early childhood design standards which recommend clear layouts and large, readable fonts—such as 18-point type—for better accessibility and comprehension by children aged 4–6.<sup>37</sup> It also evaluates whether the illustrations and images are clear, relevant, and engaging, and whether the overall design enhances the learning experience while maintaining

<sup>37</sup> Gerbrandt, L. "Effects of Typeface and Font Size on Legibility for Children." *American Journal of Psychological Research* 9 (2000): 91. <https://www.mcneese.edu/wp-content/uploads/2020/08/ajpr9.pdf>.

the child's interest. The Clarity and Simplicity aspect assesses how clearly the instructions are presented, ensuring they are visually distinct and easy to understand. To prevent cognitive overload, worksheets must be simplified and well-spaced, based on universal design principles in instructional materials.<sup>38</sup>

The Suitability for Kindergarten Learners aspect evaluates whether the design elements are safe and developmentally appropriate. It also checks if the visual presentation matches the cognitive abilities of kindergarten students and if the worksheet encourages interaction and participation through engaging visuals. These criteria align with guidelines from early childhood learning standards that stress developmental appropriateness in both content and format.<sup>39</sup> In terms of Cultural and Gender Sensitivity, the worksheet is evaluated for its reflection of cultural diversity and its avoidance of gender stereotypes. This is based on recommendations for inclusive classroom environments that respect diversity and foster equity.<sup>40</sup> Finally, Practical Usability addresses the worksheet's durability and suitability for various teaching settings, ensuring it can

<sup>38</sup> Illinois Open Publishing Network. "Designing Instructional Materials." Accessed June 7, 2025. <https://iopn.library.illinois.edu/pressbooks/instructioninlibraries/chapter/designing-instructional-materials/>.

<sup>39</sup> Nebraska Department of Education. *Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Standards*. Lincoln, NE: Nebraska Department of Education, 2013. <https://cdn.education.ne.gov/wp-content/uploads/2018/06/ELG-PDF.pdf>.

<sup>40</sup> Edutopia. "How to Create a Culturally Responsive Early Childhood Classroom." Accessed June 7, 2025. <https://www.edutopia.org/article/creating-culturally-responsive-early-childhood-classroom/>.

be printed and used flexibly in both classroom and home contexts.<sup>41</sup>

Together, these aspects ensure that the worksheet is not only visually engaging and appropriate for young learners, but also inclusive, accessible, and practical for educational use.

#### d. Data Analysis technique

To ensure a systematic evaluation and enhancement of the product, the data analysis in this study followed the stages of the Research and Development (R&D) model. The analysis is categorized into two main approaches: qualitative and quantitative.

##### a) Qualitative

Data was collected during the needs analysis phase to identify the specific requirements of the target users and to evaluate deficiencies in existing solutions. The following methodologies were employed:

- **Needs Analysis** : During the initial phase, qualitative data were gathered through interviews with educators and classroom observations. The interview transcripts were analyzed thematically to identify challenges in current teaching practices and to explore teachers' expectations for effective English learning materials. Observational data provided insights into student engagement, existing classroom materials, and learning behaviors, allowing the researcher to evaluate the learning environment authentically.

<sup>41</sup> Arizona Department of Education, *Program Guidelines for High Quality Early Education: Birth through Kindergarten*. Phoenix, AZ: Arizona Department of Education, 2023. [https://www.azed.gov/sites/default/files/2024/06/Program%20Guidelines%20for%20High%20Quality%20Early%20Education%203rd%20Edition\\_Rebranded%202023.pdf](https://www.azed.gov/sites/default/files/2024/06/Program%20Guidelines%20for%20High%20Quality%20Early%20Education%203rd%20Edition_Rebranded%202023.pdf).

- **Design and Development :** In this phase, observations made during the prototype trials were reviewed to identify usability issues, student responses, and overall functionality of the worksheets. These findings helped inform necessary revisions and improvements before the materials were finalized.
- **Implementation and Evaluation :** Focus group discussions with educators were conducted after the implementation of the developed worksheets. The discussions were transcribed and analyzed using thematic or content analysis to understand teachers' perceptions of the materials' usability, effectiveness, and areas that could be enhanced.

b) Quantitative

Quantitative data were collected through pre-test and post-test results involving 15 kindergarten students. These tests aimed to measure students' vocabulary improvement after using the developed worksheets. The normality of the score differences was first tested. If the data were normally distributed, a paired sample t-test was applied. Otherwise, the Wilcoxon signed-rank test was used. This statistical comparison was conducted to determine whether the worksheets had a significant impact on student learning outcomes.

## CHAPTER IV

### RESEARCH RESULTS AND DEVELOPMENT

#### A. Research and Development Results

This research was conducted at May English Course. Since the course follows a home-visit system, the study was carried out at each student's residence. The research took place from February 25<sup>th</sup> to 29<sup>th</sup>, 2025, during individual learning sessions to evaluate the feasibility and attractiveness of the developed worksheet product, which had undergone validation by experts and education practitioners. This development follows Thiagarajan's 4-D model, which consists of four stages: (1) Define, (2) Design, (3) Develop, and (4) Disseminate. Each stage is explained in detail as follows:

##### 1. Define

At this stage, the researcher conducts the definition or needs analysis phase to identify the required elements, concepts, evaluation methods, and learning specifications that will be implemented in the worksheet. This process is carried out through the following steps:

##### a. Need Analysis Interview

To understand the existing conditions, instructional practices, and challenges faced by educators at May English Course, a needs analysis was conducted during the early stage of this research. This was done through an interview with Ms. Maya, the owner of the course, at her office in Jember. The purpose of the interview was to gather contextual information about how English is taught to kindergarten learners, the

materials currently in use, and the practical issues encountered in preparing suitable teaching aids, especially worksheets. The following is an excerpt from the interview.

**Researcher (R):** What challenges do educators here face in preparing teaching materials?

**Miss Maya (M):** They usually don't have enough time to make their own worksheets and aren't always confident in how to design them. So, they often just search online.

**R:** Are those online materials useful?

**M:** Not really. Many are blurry, too difficult, or don't match our themes and students' levels.

**R:** Which themes are the most difficult to find suitable worksheets for?

**M:** Themes like "Things in My Bag" or "People at School." It's hard to find worksheets that match the vocabulary and are suitable for kindergarten students.

The interview with Ms. Maya revealed important insights regarding the learning process and material needs at May English Course. The school uses a theme-based curriculum that introduces vocabulary in a structured and contextualized way, making it easier for young learners to relate to and understand the content. However, teachers face major obstacles in preparing appropriate learning materials—particularly worksheets. Many of them lack the time or design skills to create materials themselves, and often rely on worksheets found online. Unfortunately, the majority of these resources are either low in quality, not level-appropriate, or misaligned with the course's thematic structure.



consists of five subtopics: People at School, Places at School, Things in My Classroom, Things in My Bag, and Things in My Pencil Case. Ms. Maya noted that for these themes, it is especially difficult to find effective worksheets that support vocabulary mastery and match the developmental level of kindergarten students. These findings clearly support the need for the development of high-quality, thematic, and age-appropriate English worksheets that are tailored to the specific curriculum used in the course.

b. Learner Needs Assessment

During this stage, the researcher carefully observed the students' needs in their learning environment. It was evident that young learners were more engaged when presented with materials that stimulated their curiosity and interest. Through direct observation, the researcher noted that students often lost focus when working with plain or monotonous worksheets. Their enthusiasm increased when they encountered bright colors, familiar images, and interactive elements, indicating a preference for visually appealing learning materials. Additionally, some students showed difficulty in recognizing and remembering certain vocabulary words, suggesting the need for more engaging and repetitive exposure to key terms.

To gain further insight, the researcher engaged in a discussion with the teacher regarding the students' responses to the existing worksheets:

**Researcher (R):** "I've noticed that some students seem to lose interest quickly when working on these worksheets. Do you think

the design plays a role in that?"

**Miss Emma (E):** "Yes, I believe so. They tend to be more excited when the materials have colorful pictures or interactive elements. Plain worksheets don't seem to hold their attention for long."

**R:** "That makes sense. Have you observed any particular elements that the students enjoy the most?"

**E:** "They love worksheets with familiar objects, cartoon characters, and matching activities. Anything that feels like a game keeps them engaged."

**R:** "That's very helpful. I'll incorporate more of those elements into the revised worksheets to make learning more enjoyable for them."

This conversation further reinforced the need to design worksheets that cater to young learners' preferences and learning styles. By integrating these observations, the researcher aimed to develop materials that would not only support language learning but also create a more enjoyable and effective learning experience.

#### c. Development of Learning Objectives

At this stage of the Define phase, the goal was to synthesize the findings from the needs analysis to establish clear learning objectives.

These objectives serve as a foundation for the subsequent design and development of the instructional worksheets. The needs analysis, which included interviews with the course owner and observations of student learning challenges, provided critical information about what the learners require and what the course aims to achieve.

Based on the insights gathered, the learning objectives focus on helping kindergarten students develop core English competencies that are appropriate for their cognitive and developmental level.

Specifically, the skills targeted are vocabulary mastery, word

association, and fine motor skills—all essential components for early language acquisition and classroom readiness. These skills are integrated within thematic units relevant to the students' daily experiences, such as "People at School," "Places at School," "Things in My Classroom," "Things in My Bag," and "Things in My Pencil Case," which were selected because they represent familiar and meaningful contexts for young learners.

Through concept analysis of these themes and learners' needs, specific learning goals were defined to ensure that the worksheets will support language acquisition in a natural, engaging, and context-based manner. The objectives emphasize repetitive practice, the use of visual and interactive elements, and activities that foster fine motor development, such as tracing, cutting, and labeling. This approach aims to enhance vocabulary recognition, comprehension, word association skills, and the physical coordination necessary for writing and other classroom tasks.

Defining these learning objectives in this phase provides a clear framework that guides the design process. It ensures that the developed worksheets will be pedagogically sound, targeted to the learners' needs, and aligned with the course's thematic curriculum. This careful alignment is essential to produce effective learning materials that enhance early English language acquisition at May English Course.

## 2. Design

Following the definition phase in the 'Define' stage, the researcher proceeded to the 'Design' stage, with the following results:

### a. Development of the Worksheet Framework

The worksheet framework includes the design layout of the instructional materials, which are as follows:

#### 1) Introduction

The introduction section comprises the worksheet cover, table of contents, and unit covers, each serving distinct purposes. The worksheet cover introduces the material, providing an initial visual framework. The table of contents offers a structured outline of the topics included, ensuring clarity and ease of navigation. Each unit cover presents the objectives and purpose of the respective unit, helping to guide students through the content and allowing them to understand the focus and goals of each section..

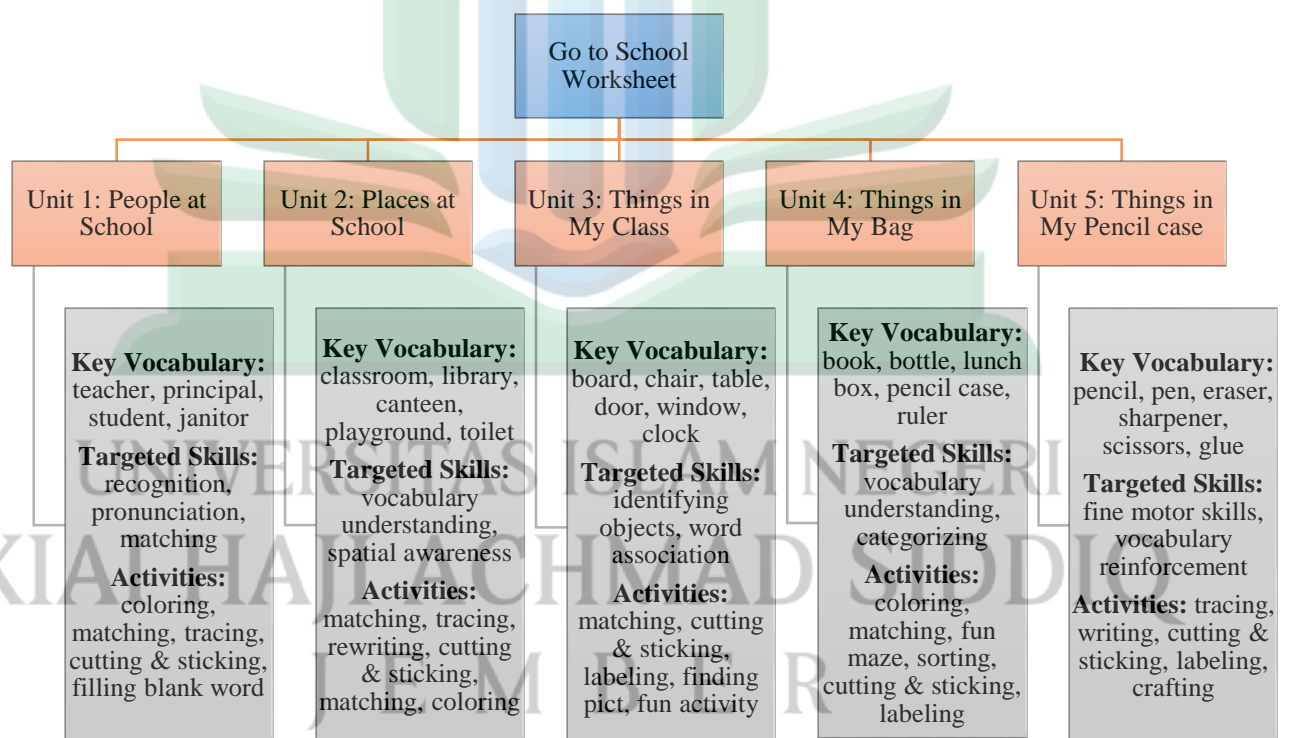
#### 2) Content of the Worksheet

The five units included in the worksheet were carefully selected based on the results of the needs analysis to ensure relevance and suitability for the learners. The content of the worksheet includes five units, which are as follows: People at School, Places at School, Things in My Classroom, Things in My Bag, and Things in My Pencil Case. Each unit is designed to engage students through a variety of activities, including coloring, matching, cutting, sticking,

tracing, writing, and other fun tasks, aimed at enhancing their learning experience.

To provide a clearer picture of how each unit was structured and developed, the following concept map illustrates the design framework for each theme. It outlines the key vocabulary, targeted skills, and types of activities included in every unit, showing how the content was systematically organized to support young learners' language development in an engaging and age-appropriate manner.

**Figure 4.1 Worksheet Design**



The framework of the "Go to School" worksheet is organized into five thematic units, carefully selected based on a thorough needs analysis of the learners' environment, interests, and developmental

stage. These units aim to enhance English vocabulary and language skills for young learners, especially kindergarten students. Each unit focuses on a familiar school-related theme: People at School, Places at School, Things in My Classroom, Things in My Bag, and Things in My Pencil Case. The key vocabulary was chosen to be relevant and meaningful to the children's daily experiences, which helps improve engagement and retention. The activities in each unit target important skills such as vocabulary recognition, pronunciation, categorization, and fine motor development. To support these goals, a variety of interactive and hands-on tasks like coloring, matching, tracing, cutting and sticking, labeling, and crafting are included. This structured, context-based approach helps children not only learn new vocabulary but also use it actively, supporting their overall cognitive and language growth.

#### **b. Design of the Systematic Structure and Content**

The design of the systematic structure and content focuses on developing a coherent and organized framework for the worksheet materials. This design process ensures alignment with clear educational objectives and logical sequencing to support student comprehension and engagement. Each unit is carefully arranged to build on prior knowledge, gradually guiding students toward achieving specific learning outcomes. These outcomes include mastery of key vocabulary, the ability to associate words meaningfully, and the development of fine

motor skills necessary for writing and other classroom activities.

Content development follows a contextual approach, making sure that the materials relate directly to the students' everyday experiences and provide meaningful opportunities for active learning. The design incorporates a variety of teaching strategies and activities tailored to the needs of young learners, such as coloring, matching, tracing, and writing exercises, which promote both engagement and skill development. This systematic approach guarantees that the worksheet content is educationally sound, accessible, and engaging, ultimately supporting the learners' language acquisition and cognitive growth in a structured and enjoyable way.

### **3. Develop**

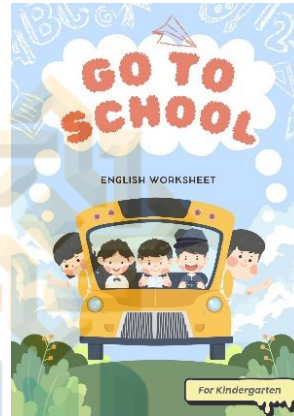
The development steps undertaken by the researcher during the Development stage are as follows:

#### **a. Worksheet Making Process**

In this stage, the researcher began developing the worksheet, starting with designing the content. The various components of the worksheet development process are explained as follows:



## 1) Introduction



**Figure 4.2 Worksheet Cover**

In the opening section, the researcher designed the front cover using the Canva application, incorporating fonts that were previously conceptualized during the planning stage.

## 2) Content of the Material Section



**Figure 4.3 Worksheet Page**

In the Materials section, the researcher designed the worksheet materials using the Canva application. The images were sourced from Canva's element feature and arranged on the pages with an appropriate and well-structured layout.

## **b. Validation Process**

The developed product undergoes a validation and revision process conducted by a material validator, media validator, and linguistic validator. The material validator evaluates various aspects, including alignment with the curriculum at May English Course, the accuracy and relevance of the content, and its effectiveness in stimulating students' curiosity. The assessment is carried out using a questionnaire with a rating scale of 1 to 5. Validators are also encouraged to provide constructive feedback to enhance the quality of the instructional material. The validation process consists of two stages: an initial assessment followed by recommendations for revisions. After the final revision is completed, the instructional material is deemed feasible and valid for use.

### **1) Material Expert**

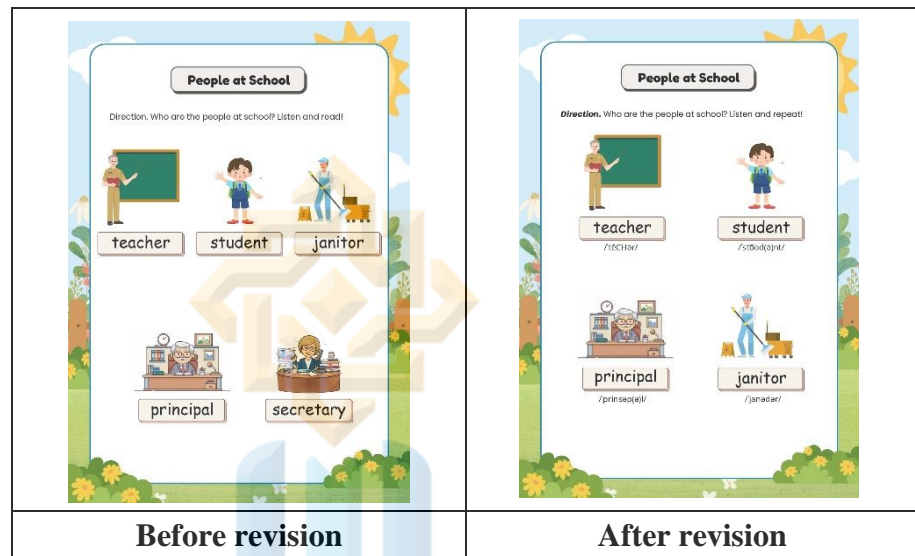
The material expert validation was conducted by Maya Wulandari, S.Si., who has 20 years of experience in teaching young children and is also the founder of May English Course. The material validation process in this study was conducted in two stages to ensure the quality and appropriateness of the developed worksheet. In the first stage, the material expert was consulted to assess the content based on its relevance, accuracy, language suitability for young learners, and alignment with early childhood English learning objectives. The expert provided detailed feedback on several

important aspects, including the need to add new vocabulary to enrich students' learning experience and remove unnecessary vocabulary to maintain clarity and appropriateness for young kindergarten students. Based on the expert's suggestions, revisions were made to refine the vocabulary selection and improve the overall quality of the material. The following are the validation assessment results provided by the material expert:

**Table 4.1 Summary of Comments and Feedback from the Material Validator on the First Draft**

No.	Section/ Page	Comment	Suggestion
1.	Page 2	Material reduction	In the 'People at School' material, the term 'secretary' is not necessary as part of the vocabulary.
2.	Page 3	Material reduction	In the worksheet, excessive tracing for each vocabulary item is unnecessary.
3.	Page 11	Material addition	Add 'library' as the part of the vocabulary.

Based on the table above, several revisions were made to the first draft of the worksheet. The word "Secretary" was removed from the People at School unit as it was deemed unnecessary, and the number of tracing activities was reduced to avoid excessive repetition. Additionally, the word "Library" was added to the Places at School unit to enrich the material. The details of these changes are as follows:

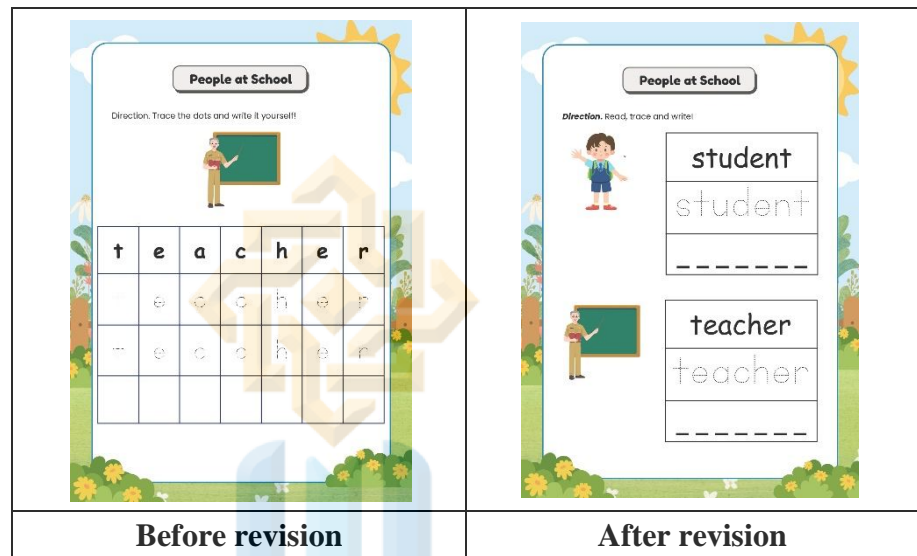


**Figure 4.4 Revision of Material Reduction**

One of the revisions made to the first draft of the worksheet was the removal of the vocabulary word "Secretary" from the People at School unit, as it was considered unnecessary. Following this change, the researcher adjusted the layout, which originally accommodated five vocabulary words, to a more structured format suitable for four vocabulary words. This adjustment ensured better

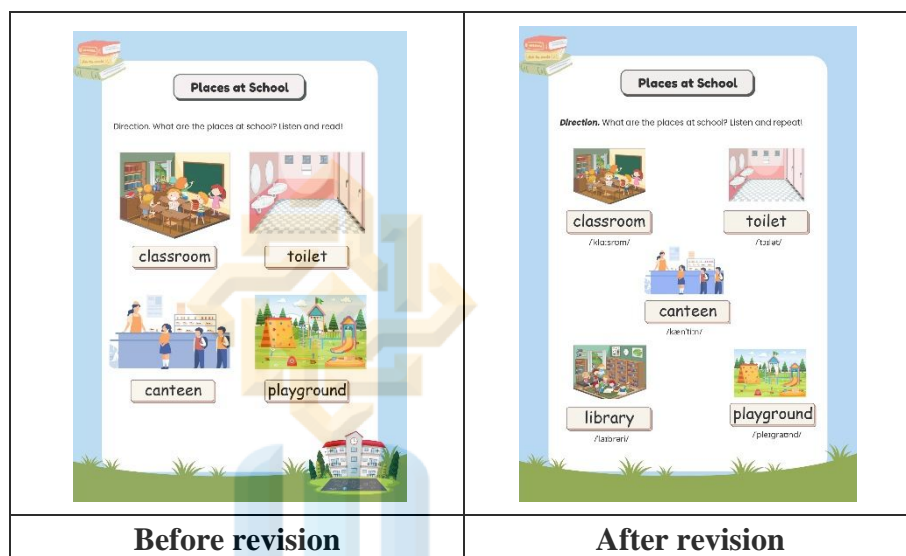
visual balance and clarity in the presentation of the material.

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**Figure 4.5 Revision of Material Reduction**

The second revision involved the reduction of tracing activities in the *People at School* unit. In the first draft, each vocabulary word included two tracing activities, which were found to be excessive and potentially overwhelming for young learners. To address this concern, the final revision reduced the tracing activities to one, combining it with a writing activity. This adjustment aimed to maintain student engagement while preventing unnecessary stress and fatigue, ensuring that the learning experience remained enjoyable and effective.



**Figure 4.6 Revision of Material Addition**

The third revision from the material expert involved the addition of new vocabulary in the Places at School unit. The expert suggested incorporating the word "Library" as part of the material, as it is an essential place that kindergarten students should recognize and learn about. Based on this recommendation, the researcher added the vocabulary word "Library" and adjusted the worksheet layout accordingly. The initial design, which accommodated four vocabulary words, was modified to fit five vocabulary words while ensuring that the layout remained clear and visually balanced. This revision aimed to enhance the comprehensiveness of the material and better support the learning needs of young learners.

In the second stage, the revised worksheet was presented again to the expert for final validation. At this stage, the expert provided a

results showed that the worksheet was considered valid, though the expert suggested minor revisions. These recommendations were addressed to further enhance the material before proceeding to the next phase of the research. This two-step validation ensured that the worksheet met the necessary standards for supporting early childhood English learning.

**Table 4.2 Table of The Results of The Material Expert Validator Trial of Worksheet Teaching Materials.**

No.	Aspect	Indicator	Score	Comments
2.	Developmental Appropriateness	The concepts are age-appropriate and within the cognitive abilities of kindergarten students.	5	
		The tasks and activities are designed to promote foundational skills (e.g., literacy, numeracy, motor skills).	5	
		The content encourages critical thinking and problem-solving appropriate for kindergarten levels.	5	
3.	Engagement and Motivation	The content is engaging and designed to capture the interest of young learners.	5	
		Activities are interactive and encourage active participation.	5	
		The content incorporates playful or creative elements that make learning enjoyable.	5	



No.	Aspect	Indicator	Score	Comments
4.	Alignment with Learning Goals	The activities support the intended learning outcomes and objectives.	5	
		The worksheets effectively integrate key concepts and skills.	5	
		The progression of activities is logical and supports scaffolding of knowledge.	5	
5.	Cultural Sensitivity and Inclusivity	The content reflects diversity and avoids stereotypes.	5	
		The examples and scenarios are inclusive and relatable to a broad range of learners.	5	
		The material avoids bias and ensures fairness for all students.	5	
Total				60

The table above presents the final validation results from the material expert, indicating agreement with the final draft of the worksheet. Based on the assessment, the expert determined that the revised worksheet met the required criteria for content accuracy, language suitability, and appropriateness for kindergarten students. As a result, the worksheet was deemed valid, receiving a final score of 60. This validation confirms that the material is suitable for use in early childhood English learning and can be implemented in the next phase of the research.

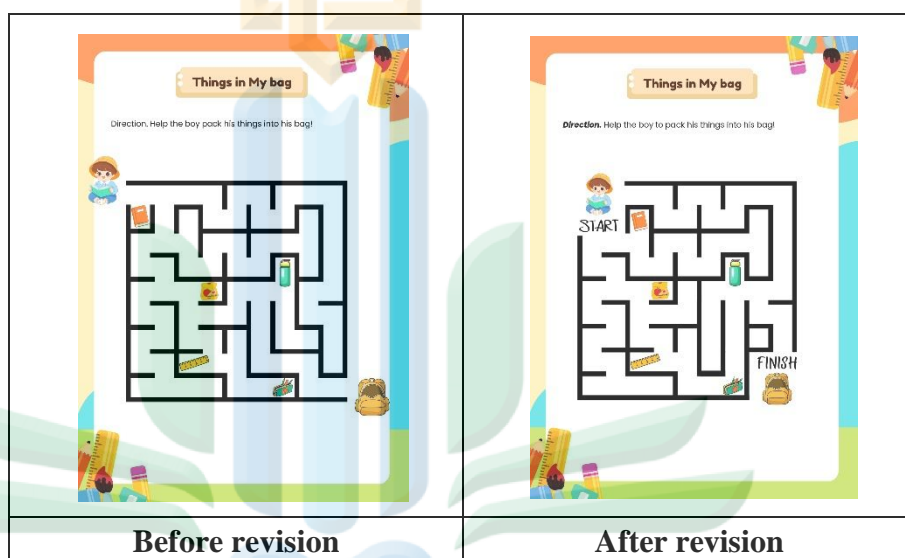
## 2) Media Expert

The media expert validation was conducted by Maulana Ij'al Syarief, S.Agr., who has four years of experience as a graphic designer and layout artist at the *Radar Jember* publishing house. The media validation process in this study was carried out in two stages to ensure the quality and suitability of the developed worksheet. In the first stage, a media expert was consulted to evaluate the content based on its relevance, accuracy, language appropriateness for young learners, and alignment with early childhood English learning objectives. The expert provided feedback on various aspects, including the addition of elements, layout enhancements, and color adjustments. Based on these suggestions, revisions were made to refine vocabulary selection and enhance the overall quality of the material. The following section presents the validation assessment results provided by the media expert:

**Table 4.3 Summary of Comments and Feedback from the Media Validator on the First Draft**

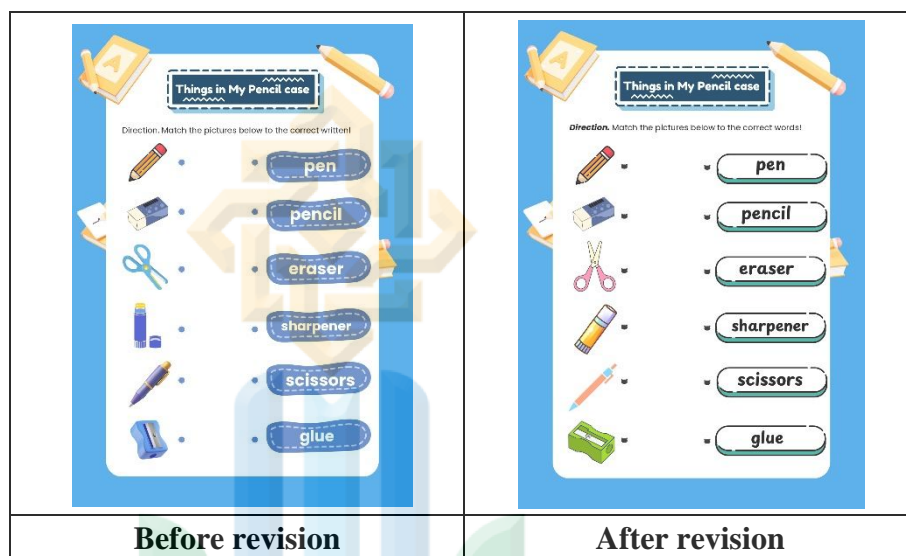
No.	Section/ Page	Comment	Suggestion
1.	Page 30	Element and layout addition	In the Maze Fun activity, incorporate "Start" and "Finish" elements while refining the maze's route to ensure clarity and coherence.
2.	Page 39	Color adjustment	Enhance the visual appeal of the elements by incorporating a more vibrant and colorful design.

Based on the table above, several revisions were made to the first draft of the worksheet. These included adding "Start" and "Finish" elements to reduce confusion and adjusting the maze route to make item collection clearer for students. The details of these changes are as follows:



**Figure 4.7 Revision of Elements and Route Enhancement**

The first revision suggested by the media expert involved adding "Start" and "Finish" elements at the beginning and end of the maze. Additionally, adjustments were made to the maze's route to ensure a more structured and straightforward path. Initially, the route required students to move back and forth to collect items, which could cause confusion. To enhance clarity and usability, the route was revised to be more linear and less complex, making it more suitable for young learners.



**Figure 4.8 Revision of Color Adjustments**

The second revision involved color adjustments for each element in the Things in My Pencil Case unit of the worksheet. Before the revision, the color scheme was monotonous, as most elements including the eraser, scissors, glue, pen, sharpener, and text box were predominantly blue. To enhance visual appeal and engagement, the researcher revised the design by assigning different colors to each element, creating a more vibrant and visually stimulating presentation.

In the second stage, the revised worksheet was presented again to the media expert validator for final validation. At this stage, the validator provided a score and assessed whether the worksheet was suitable for use. The results indicated that the worksheet was deemed

valid, though the validator suggested minor revisions. These

recommendations were implemented to further improve the worksheet before advancing to the next phase of the research. This two-step validation process ensured that the worksheet met the required standards for supporting early childhood English learning.

**Table 4.4 Table of The Results of The Media Expert Validator Trial of Worksheet Teaching Materials.**

No.	Aspect	Indicator	Score	Comments
1.	Visual Design	The layout of the worksheet is organized and easy to follow.	5	
		The font type and size are appropriate for kindergarten learners.	5	
		The use of colours is engaging and visually appealing.	5	
		Illustrations and images are clear, attractive, and relevant to the content.	5	
		The overall design enhances the learning experience and maintains the child's interest.	5	
2.	Clarity and Simplicity	The instructions are presented in a clear and visually distinct format.	5	
		The activities are visually simplified to avoid overwhelming the children.	4	
		The spacing between elements (text, images, and activities) is adequate and uncluttered.	5	

No.	Aspect	Indicator	Score	Comments
3.	Suitability for Kindergarten Learners	The design elements are safe and age-appropriate.	5	
		The visual presentation matches the developmental and cognitive abilities of kindergarten students.	5	
		The worksheet encourages interaction and active participation through engaging visuals.	4	
4.	Cultural and Gender Sensitivity	The illustrations and content reflect cultural diversity appropriately.	5	
		The worksheet avoids gender stereotypes in its imagery and design.	5	
5.	Practical Usability	The worksheet is durable and practical for use in kindergarten settings (e.g., printing quality, size).	5	
		The materials can be used effectively in various teaching environments (e.g., classroom, home).	5	
Total			73	

The table above presents the final validation results from the media expert validator, indicating agreement with the final draft of the worksheet. Based on the assessment, the validator determined that the revised worksheet met the required criteria for content accuracy, language suitability, and appropriateness for kindergarten students. The worksheet was deemed valid, receiving a final score of

73. However, minor revisions were suggested, such as adjusting font sizes to enhance readability. These recommendations were

addressed to further refine the worksheet before moving to the next phase of the R&D process.

### 3) Linguistic Expert

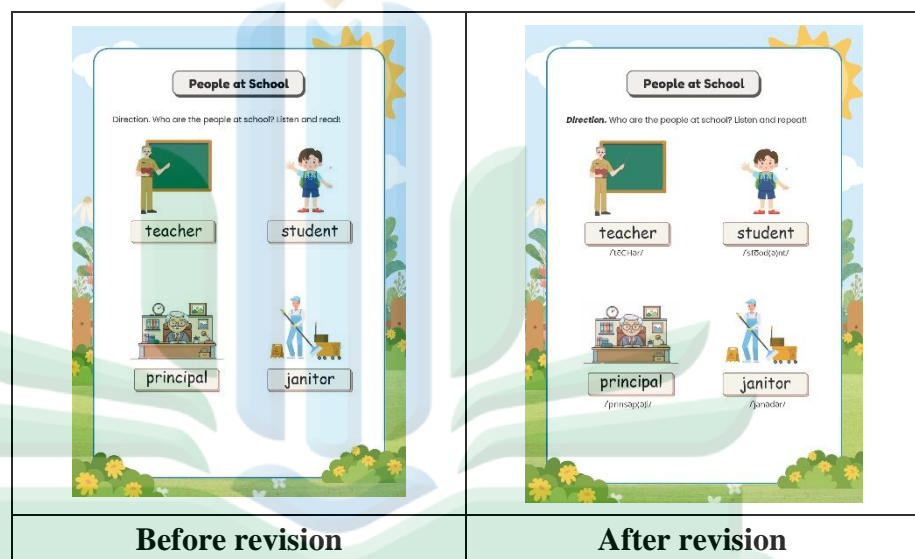
The linguistic expert validation was conducted by Praptika Septi Femilia, M.Pd., a language assessment lecturer at UIN Kiai Haji Achmad Siddiq Jember (UIN KHAS Jember). The linguistic validation process in this study was conducted in two stages to ensure the quality and suitability of the worksheet. In the first stage, a linguistic expert validator evaluated the content based on accuracy, language appropriateness for young learners, and alignment with early childhood English learning objectives. Based on the expert's feedback, revisions included adding phonetic transcriptions to vocabulary items and refining instructional directions for clarity. The following section presents the validation assessment results from the linguistic expert validator:

**Table 4.5 Summary of Comments and Feedback from the Linguistic Validator on the First Draft**

No.	Section/ Page	Comment	Suggestion
1.	Page 3	Less element	Provide the phonetic transcription beneath each newly introduced vocabulary item.result
2.	Page 20	Grammatical error	“Match the picture with the correct written!” should be “ Match the pictures below to the correct word!”
3.	Page 23	Grammatical Corrections and Activity Modifications	“Named the picture below, write it in the box!” should be “Trace the word in the box to name each picture!”

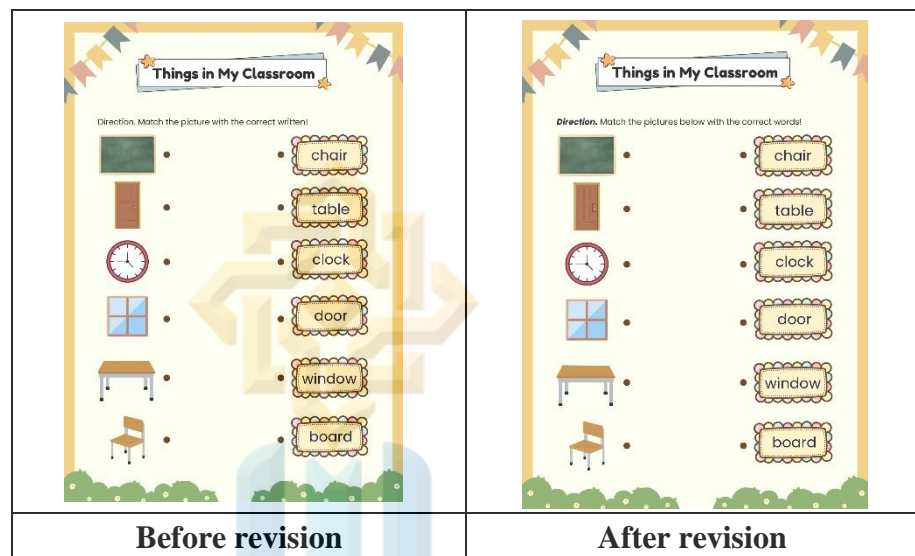


Based on the table above, several revisions were made to the first draft of the worksheet. These included adding phonetic transcriptions to vocabulary items and refining instructional directions to improve clarity and readability for young learners. The details of these changes are as follows:



**Figure 4.9 Revision for Phonetic Transcription Enhancement**

The first revision involved the addition of phonetic transcriptions for each newly introduced vocabulary word. The linguistic expert recommended placing the phonetic transcription beneath each word to help teachers pronounce them correctly and guide students in learning proper pronunciation.

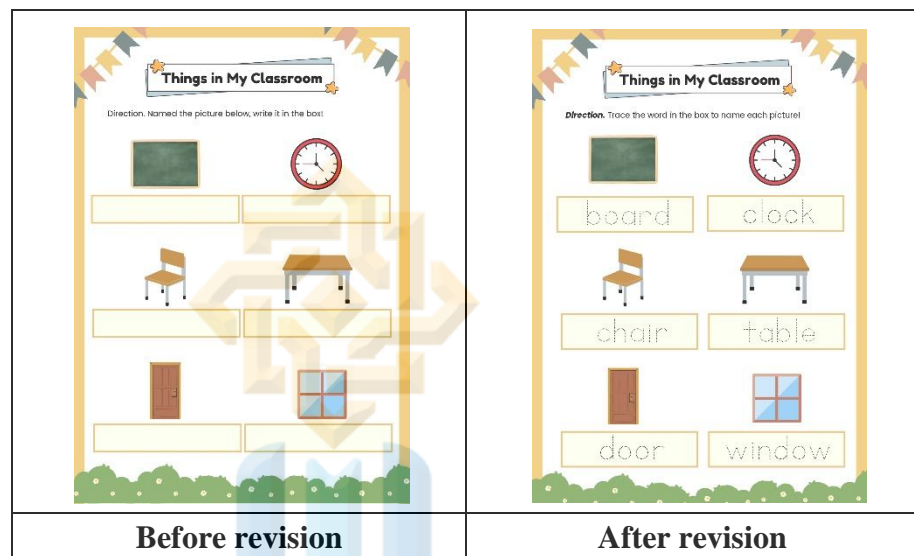


**Figure 4.1.1 Revision for Grammatical Errors**

The second revision focused on correcting a grammatical error in the instruction. The original phrase, 'Match the picture to the correct word,' contained an inconsistency between the singular noun 'picture' and the intended activity, which involved multiple images.

To improve clarity and accuracy, 'picture' was changed to its plural form, 'pictures.' Additionally, the word 'below' was added to specify

the location of the images, making the instruction clearer for students. The revised instruction now reads, 'Match the pictures below to the correct word.'



**Figure 4.1.2 Revision for Grammatical Errors**

The third revision, made in Unit 3 (Things in My Classroom), involved grammatical corrections and modifications to the activity. The original task, which required students to name the picture, was adjusted to a tracing activity based on the linguistic expert's suggestion. This change was implemented to ensure that students are not overwhelmed by tasks that may be too difficult for their learning level.

In the second stage, the revised worksheet was presented again to the linguistic expert validator for final validation. The validator assessed its linguistic appropriateness and determined that it was valid, with minor revisions suggested. This two-step validation process ensured that the worksheet met the necessary linguistic standards for supporting early childhood English learning before advancing to the next phase of the research.

**Table 4.6 Table of The Results of The Linguist Expert Validator Trial of Worksheet Teaching Materials.**

No.	Aspect	Indicator	Score	Comments
1.	Language Appropriateness	The language used is appropriate for the developmental and reading levels of kindergarten students.	3	
		The vocabulary is age-appropriate and avoids overly complex words.	4	
		The sentences are short, simple, and easy to understand.	4	
2.	Clarity and Precision	Instructions are clear and unambiguous, guiding students effectively.	3	
		The phrasing avoids redundant or overly technical terms.	4	
		Activities and prompts are communicated in a straightforward manner.	4	
3.	Grammar and Syntax	The text is free from grammatical errors.	4	
		The sentence structures used are appropriate and enhance comprehension.	3	
		The use of punctuation aids readability and understanding.	4	
4.	Cultural Sensitivity and Inclusivity	The language reflects cultural diversity and inclusivity appropriately.	4	
		Gender-neutral and respectful terms are used throughout.	4	
		The text avoids stereotypes or culturally inappropriate expressions.	4	
Total			45	

The table above presents the final validation results from the linguistic expert validator, indicating agreement with the final draft of the worksheet. Based on the assessment, the validator determined that the revised worksheet met the required criteria for linguistic accuracy, language suitability, and appropriateness for kindergarten students. The worksheet was deemed valid; however, minor revisions were suggested, such as rearranging the sequence of activities to ensure a progression from easy to difficult and adjusting font sizes to enhance readability. These recommendations were addressed to further refine the worksheet before moving to the next phase of the R&D process.

### **c. Result of Development Trials**

After the worksheet was validated and deemed suitable for implementation, development trials were conducted with students and educators at the May English Course in Jember. The trials were carried out in two phases: a small-group trial involving five teachers, followed by a large-group trial consisting of 5 teachers and 15 students. The results of these trials served as a benchmark for evaluating the worksheet's effectiveness and appeal. A detailed explanation of the findings is presented in the following section.

#### **1) Small Group Test**

The small-group trial aimed to assess the attractiveness of the worksheet, involving a sample of five educators as respondents. This

trial was conducted on Thursday, February 20, 2025. Instead of

distributing individual printed copies, the final validated worksheet product was shown and presented directly to the respondents. The goal was to gather their impressions and professional opinions regarding the design and appeal of the completed worksheet. Data collection during this trial was conducted through individual interviews rather than written questionnaires. This method allowed respondents to express their views, impressions, and suggestions more openly and descriptively.

The qualitative input obtained from the interviews revealed that the worksheet was considered visually engaging, with colorful features that could effectively attract children's attention and support their learning motivation. Respondents appreciated the thematic organization and the range of activities included, stating that they were suitable for young learners. However, several suggestions were provided to improve clarity and ease of use. Some educators noted that certain visual elements were too small or tightly packed, which could make it challenging for students to concentrate or comprehend the instructions. Based on this feedback, improvements such as enlarging specific images and adjusting the layout spacing were recommended to enhance the worksheet's readability and overall effectiveness.

## 2) Field Trial

The field trial was conducted to evaluate the effectiveness of the developed worksheet in improving students' English competence, particularly in vocabulary mastery, word association, and fine motor skill. The trial was carried out by the students' private teacher in their respective homes, ensuring a familiar learning environment that supports individual learning needs. The field trial aimed to assess students' English competence before and after using the worksheet.

### a. Pre-Test (Document Review of Past Worksheets)

The pre-test was conducted to assess students' initial English competence before the implementation of the developed worksheet. Instead of administering a separate test, the pre-test was carried out through document review, in which the private teacher analyzed students' previous worksheet results. The document review focused on three key aspects:

**1) Vocabulary mastery**, refers to students' ability to identify, understand, and correctly use words related to a specific set of themes. In this study, vocabulary recognition is measured based on students' familiarity with and ability to recall words within five thematic categories:

**2) Word association**, refers to students' ability to classify and connect words based on their meanings, relationships, and appropriate categories. This skill demonstrates students'



understanding of how words relate to one another, which is crucial for vocabulary development.

**3) Fine motor skill,** refers to students' ability to identify and match the learned vocabulary correctly with its corresponding image or meaning. It demonstrates students' capacity to recognize words and associate them accurately with their relevant contexts.

The pre-test was conducted at May English Course over a five-day period, from February 21 to 25, 2025. The purpose of this pre-test was to serve as a baseline for evaluating students' existing English competence prior to the implementation of the field trial in the research and development (R&D) process. A total of 15 students participated in this stage, each of whom had previously completed worksheets aligned with the study's themes.

To assess student performance, teachers were given a scoring rubric that outlined evaluation criteria across three key aspects: vocabulary mastery, word association, and fine motor skill. Due to differences in individual teaching schedules, each teacher independently analyzed the students' worksheets and submitted their assessments to the researcher within the specified date range.

The results from the pre-test were then compiled and reviewed systematically to evaluate the students' initial English abilities.

These findings were organized to identify patterns and inform the

next stage of the material development. To support clarity and interpretation, a visual chart is included to illustrate students' overall performance across the three assessed areas.

**Figure 4.1.3 Students Pre-Test Performance**

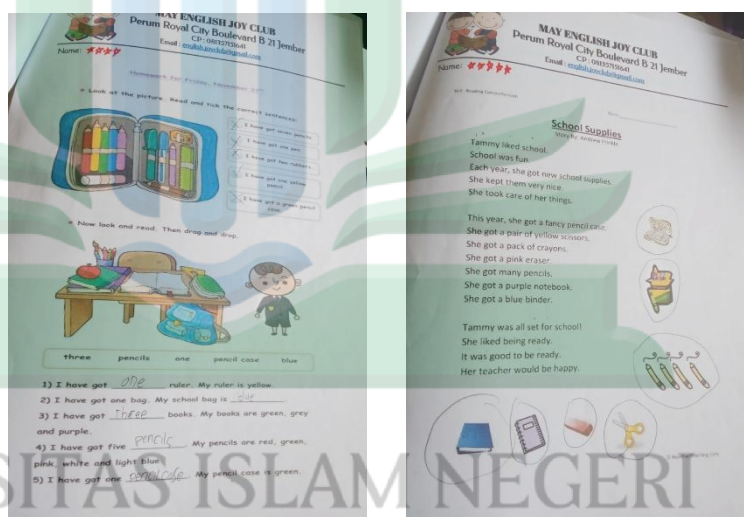


The clustered bar chart illustrates the distribution of students' pre-test performance across three skill categories: Vocabulary Mastery, Word Association, and Fine motor skill. The performance is divided into three levels: Low, Medium, and High. The chart indicates that most students fall into the Low and Medium categories across all assessed skills, demonstrating initial difficulties in Vocabulary Mastery, Word Association, and Fine motor skill. Vocabulary Mastery has the highest number of students in the Low category, suggesting that the worksheet did not effectively support word identification. Meanwhile, Word

Association and Fine motor skill show a more balanced

distribution between Low and Medium categories, indicating that students faced challenges in associating words and identifying them correctly. This data highlights the need for targeted improvements in vocabulary-focused activities to enhance learning outcomes. To further support these findings, one or two images of student pre-test worksheets are included as documentary evidence, offering a clearer depiction of their initial performance and reinforcing the validity of this study

**Figure 4.1.4 Sample of students' pre-test worksheets**



The attached images of student pre-test worksheets illustrate their initial performance, primarily in Word Association and Recognition, rather than Vocabulary Mastery. The worksheets contain too many sentences, which may distract students from focusing on identifying and understanding individual vocabulary items, instead shifting

their attention toward reading full sentences. As a result, the worksheets appear more challenging than appropriate for kindergarten students and do not fully align with the teaching objective of reinforcing vocabulary through recognition-based tasks. These examples highlight the mismatch between the worksheet design and the intended learning goals, reinforcing the need for adjustments to better support early language development.

#### b. Implementation of the Worksheet & Post-Test

Following the pre-test, the implementation of the worksheet and the post-test were conducted simultaneously. The developed worksheet was not only used as a learning material but also functioned as an assessment tool to measure students' progress.

The implementation process was conducted under the supervision of the students' private teacher at their respective homes. This approach ensured that the students could engage with the worksheet in a comfortable and familiar learning environment, reducing external distractions and anxiety that may arise from formal testing settings.

During this phase, the private teacher acted as both a facilitator and assessor, guiding the students through the worksheet activities while simultaneously evaluating their cognitive, behavioral, and affective responses. The teacher's role was not

only to monitor student progress but also to provide immediate feedback and assistance when needed.

The post-test phase was conducted simultaneously with the implementation of the worksheet. In this stage, students engaged in learning activities using the developed worksheet under the direct supervision of their private teacher. The worksheet not only served as a learning tool but also as an assessment instrument to measure students' progress in English competence. To ensure a comprehensive evaluation, the teacher systematically observed and assessed students' performance throughout the implementation process. The following are the key steps carried out during this phase:

#### 1. Teacher's Observation During Worksheet Implementation

During the worksheet activities, the teacher systematically observed students' engagement, ability to follow instructions, and challenges in vocabulary mastery, word association, and fine motor skill. These observations were essential in evaluating both the learning process and the effectiveness of the developed materials.

In terms of engagement and motivation, the teacher assessed each student's enthusiasm, willingness to participate, and ability to stay focused throughout the tasks. Any signs of reluctance, frustration, or lack of concentration were also

noted, as they could indicate difficulties in understanding the content or completing the activities.

The teacher also evaluated students' ability to follow instructions, both written and oral. This included how accurately students completed tasks, their responsiveness to teacher feedback, and whether they could work independently or required repeated assistance.

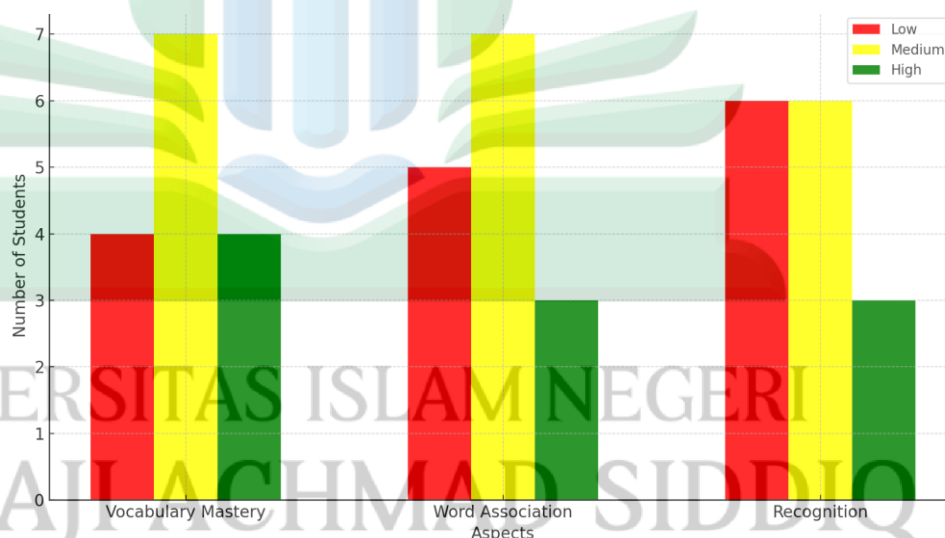
Additionally, the teacher observed specific challenges in vocabulary recognition, word association, and sentence construction. For example, some students struggled to recall or identify vocabulary words, classify them correctly, or construct simple sentences using appropriate grammar. Errors in spelling, word usage, and sentence structure were documented to identify areas for improvement.

To support this qualitative data, a scoring rubric was also used to assess student performance in the pre-test and post-test stages. The rubric focuses on three key aspects: vocabulary mastery, word association, and fine motor skill. Each item in these categories is scored from 0 to 5, where 5 indicates correct performance without assistance, 3 indicates partial correctness or performance with help, and 0 indicates an incorrect or missing response. In the fine motor skill aspect, students were assessed on their ability to perform physical tasks such as

tracing, cutting, coloring, and writing, evaluating the control and coordination shown in each activity. The total score is calculated by summing the scores from all three aspects for each student. This scoring rubric provides a structured and consistent method for measuring student progress and was applied to both pre-test and post-test assessments.

The complete version of the scoring rubric is included in Appendix 6, detailing the criteria, scoring scale, and description for each evaluated aspect.

**Figure 4.1.5 Student Post-Test Performance**

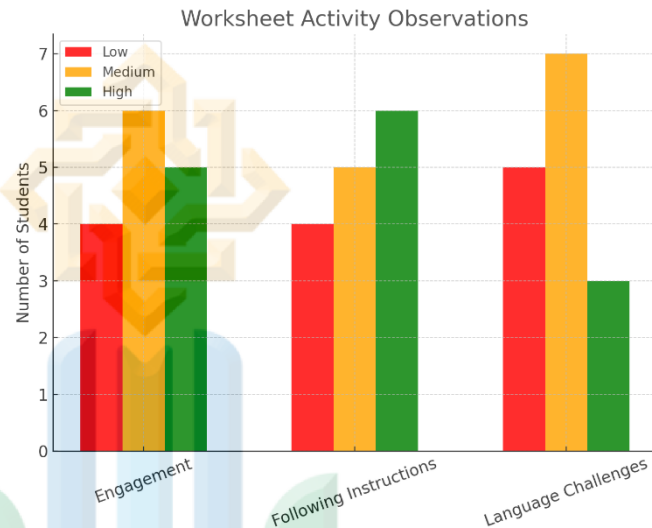


The Post-Test Performance Chart presents students' abilities in Vocabulary Mastery, Word Association, and Fine Motor Skill, categorized into Low, Medium, and High performance levels. The data shows that Vocabulary Mastery had 7 students in the Medium category, while 4 were in both



the Low and High categories, indicating that most students demonstrated moderate proficiency in identifying and understanding vocabulary, with a few still struggling or excelling. Word Association had the highest number of students in the Medium category (7 students), while 5 students remained in the Low category, suggesting that although some progress was made, difficulties in associating words based on themes or related concepts persisted. Only 3 students achieved High scores, showing that mastering word association remained a challenge for many learners. Fine motor skill followed a similar pattern, with 6 students in both the Low and Medium categories and 3 in the High category, indicating that while some students improved in identifying and matching vocabulary through visual or contextual cues, further reinforcement is still necessary. These results suggest that while progress was evident, more targeted practice is needed, particularly in word association and fine motor skills.

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**Figure 4.1.6 Student Worksheet Activity Observations**

The Worksheet Activity Observation Chart evaluates students' Engagement, Ability to Follow Instructions, and Language Challenges, categorized into Low, Medium, and High levels. The majority of students exhibited Medium engagement, meaning they participated but occasionally required guidance or encouragement. Their ability to follow instructions also showed a similar trend, with some students completing tasks independently while others needed repeated assistance. Language challenges remained a key area for improvement, as reflected in the post-test performance data, reinforcing the need for continued support in vocabulary mastery, word association, and recognition skills. These observations suggest that while students demonstrated increased engagement and participation, additional

instructional strategies are necessary to strengthen their foundational language abilities and ensure more effective learning outcomes. The detailed observation transcript and the complete Worksheet Activity Observation Chart can be found in the appendix for further reference.

## 2. Immediate Evaluation of Student Performance After Worksheet Completion

To support the assessment process, the teacher conducted direct classroom observations during both the pre-test and post-test sessions. These observations were documented in the form of detailed transcripts, which recorded students' responses, behaviors, and performance related to vocabulary mastery, word association, and recognition. The observation transcripts provided qualitative insights into how students engaged with the worksheet tasks, including their pronunciation, word recognition, and efforts in categorizing vocabulary based on given themes. For instance, students in the low category often mispronounced key vocabulary, struggled to match words with appropriate pictures, and had difficulty recognizing familiar items when presented in different contexts. Medium-level students generally recognized more vocabulary and were able to categorize words with moderate accuracy, though occasional confusion between

related items was still observed. High-performing students demonstrated clear pronunciation, confidently identified vocabulary, and accurately grouped words according to the relevant themes with minimal guidance. Selected samples of these transcripts are included in the main body of this study to illustrate performance across different proficiency levels, while the complete set of transcripts for all 15 students is provided in the appendix. This observational data served as an important complement to the test scores, allowing for a more comprehensive analysis of students' learning progress and the instructional value of the worksheet.

## **B. The Effectiveness of Worksheet**

After completing all research procedures, including pre-test analysis, worksheet revision, post-test implementation, and result evaluation, this chapter presents a comprehensive analysis of the findings. A normality test was conducted prior to the paired sample t-test to ensure the appropriateness of parametric statistical methods. The paired t-test was then used to statistically validate the effectiveness of the developed worksheet. This analysis aimed to determine whether there was a significant improvement in students' English language competence after using the worksheet.

### **a) Data Normality Test**

Before selecting the appropriate statistical test to analyze the pre-test and post-test scores, it is crucial to assess the distribution of the data.

Parametric tests such as the paired sample t-test assume that the differences between paired observations are normally distributed. Therefore, a normality test is needed to evaluate whether this assumption is met.

In this study, the normality of the difference scores (post-test minus pre-test) was tested using both the Kolmogorov–Smirnov and Shapiro–Wilk tests, which are commonly applied to small sample sizes to assess the normality of a dataset.

**Table 4.7 Shapiro-Wilk Normality Test for Score Differences**

	Tests of Normality					
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
COMPUTE Difference1=PreTest - PostTest	,260	15	,007	,774	15	,002

a. Lilliefors Significance Correction

The null hypothesis in both tests assumes that the data come from a normally distributed population. Since the p-values for both tests are below 0.05, specifically 0.007 and 0.002, we reject the null hypothesis. This means the data do not follow a normal distribution.

Due to this result, using a parametric test like the paired sample t-test would not be statistically appropriate, as it could lead to incorrect conclusions. Instead, the Wilcoxon Signed-Rank Test, a non-parametric alternative, was used. This test does not assume normality and is suitable for analyzing differences between paired samples when the

data are skewed or ordinal in nature.

b) Wilcoxon Signed-Rank Test

Because the normality test (Kolmogorov-Smirnov and Shapiro-Wilk) indicated that the data were not normally distributed ( $p < 0.05$ ), a non-parametric test was used to analyze the pre-test and post-test results. The Wilcoxon Signed-Rank Test is appropriate in this case because it does not assume normality and is designed to test for differences between paired samples.

**Table 4.1.1 Wilcoxon Signed-Rank Test Results**

**Related-Samples Wilcoxon Signed Rank Test Summary**

Total N	15
Test Statistic	120,000
Standard Error	17,331
Standardized Test Statistic	3,462
Asymptotic Sig.(2-sided test)	,001

Table 4.9 presents the results of the Wilcoxon Signed-Rank Test,

which was applied due to the non-normal distribution of the score differences. The test statistic is 120.000, representing the sum of the ranks for the positive differences between pre-test and post-test scores.

The standard error of the test is 17.331, while the standardized test statistic (Z) is 3.462. The asymptotic significance (2-tailed) value is 0.01, which is well below the 0.05 significance level. This result indicates that the increase in post-test scores is statistically significant.

In other words, there is strong evidence that the developed worksheets

contributed to the improvement of students' English abilities,

particularly in vocabulary mastery, word association, and vocabulary recognition. These findings support the effectiveness of the worksheets as practical and impactful tools in early childhood English learning.

#### 4) Disseminate

This stage of the research was conducted with limited distribution due to certain constraints. The final worksheet product, developed for *the Go to School* theme, was distributed exclusively at May English Course Jember. The Go to School theme comprises five units: *People at School*, *Places at School*, *Things in My Classroom*, *Things in My Bag*, and *Things in My Pencil Case*.



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## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Revised Product Study

This chapter discusses the relationship between the theoretical foundation presented in Chapter 2 and the development and revision of the worksheet. The purpose of this section is to explain how relevant theories guided the initial design and subsequent revisions of the worksheet based on expert validation and small group testing. By analyzing these theoretical perspectives, this study ensures that the final product aligns with best practices in early childhood English language learning. Additionally, it addresses the current challenges faced by English teachers in designing effective worksheets. Many teachers struggle to create worksheets that fulfill essential criteria such as clarity, visual appeal, interactivity, and developmentally appropriate content. This limitation affects students' engagement and learning outcomes. The worksheet developed in this study aims to bridge this gap by providing a structured, well-designed, and research-based solution.

#### 1. Application of Theoretical Foundations in the Worksheet Development

The development of English worksheets for kindergarten learners in this study was guided by a strong theoretical foundation discussed in Chapter 2. One of the main theories applied was Vygotsky's Zone of Proximal Development (ZPD). The worksheets were designed to provide

structured support through simple, guided tasks such as matching, tracing, cutting, and sticking. These activities were intentionally selected to help children move from their current level of understanding to a higher level with the help of visual prompts and interactive components, simulating the scaffolding that might be provided by a teacher or adult.

Piaget's Theory of Cognitive Development, particularly the preoperational stage, also played a significant role in shaping the worksheets. Since children at this stage are concrete thinkers, the materials avoided abstract concepts and instead emphasized visual learning and physical interaction. The use of clear pictures, colorful illustrations, and concrete objects in the worksheets helped children build vocabulary in a way that aligned with their developmental stage.

The theory that young children benefit from hands-on learning and visual aids was applied consistently throughout the design. All activities were tactile and visually engaging—students colored, traced, cut, sorted, and labeled pictures—ensuring that learning remained active and age-appropriate. These tasks not only reinforced vocabulary but also supported concept understanding through repetition and physical involvement.

Recognizing the importance of play in language learning, the worksheets included elements that mimic playful interactions, such as mazes, coloring pages, and craft-like tasks (e.g., cutting and assembling objects). These types of activities provided low-pressure opportunities

for children to interact with new vocabulary in enjoyable and meaningful ways.

From a literacy development perspective, Snow (2016) emphasized the value of helping children expand their vocabulary and ability to express themselves. While the worksheets did not include sentence construction, they supported expressive vocabulary by focusing on recognition, matching, and labeling core thematic words like “teacher,” “board,” “book,” or “pencil.” These foundational vocabulary sets were carefully selected to align with the learners' everyday school experiences.

In line with Whitehurst and Lonigan’s (1998) emphasis on early reading readiness, the worksheets targeted core pre-literacy skills such as letter recognition, phonemic awareness, and print concept familiarity. Activities like tracing letters and matching words with pictures introduced children to the structure and appearance of written language in an engaging and accessible way.

The inclusion of writing-related activities also reflected insights from Treiman and Kessler (2006), who highlight the importance of early writing experiences in connecting spoken and written language. In the worksheets, children practiced writing by tracing vocabulary words and identifying initial letters, laying a foundation for future writing development without requiring full sentence formation.

Since young learners benefit from brief, simple, and instantly recognizable vocabulary, the worksheets avoided complex language and

focused on frequently encountered school-related terms. This approach ensured that learners could connect new English vocabulary to familiar objects and settings, which is essential for effective vocabulary acquisition at an early age.

The visual presentation of the worksheets was designed in line with the theory that visually appealing materials help sustain young learners' attention. Each worksheet featured vibrant colors, child-friendly illustrations, and large, clear images that made the content attractive and easy to understand for non-readers.

Finally, recognizing the developmental importance of fine motor skill practice, many worksheet activities were designed to support physical coordination and control. Tasks such as cutting, tracing, and sticking not only helped children engage with vocabulary but also contributed to the enhancement of dexterity and hand-eye coordination—skills essential for future writing tasks.

In summary, each worksheet was carefully constructed using these theoretical insights to meet the cognitive, motor, and language development needs of kindergarten learners. By grounding the product in research-based principles, the worksheets serve as an effective tool for supporting foundational English language learning through playful, engaging, and developmentally appropriate methods.

## **2. Strengths and Weaknesses of the Worksheet**

The worksheet's effectiveness was measured using pre-test and post-

test data. The results showed significant improvement in students' English skills, particularly in vocabulary acquisition and overall language competence. The structured activities helped students develop listening, speaking, writing, and reading readiness skills. The engaging design also increased student motivation and enjoyment. Differentiation strategies allowed learners to progress at their own pace, ensuring inclusivity.

Despite these strengths, the worksheet has some limitations. Some students needed additional teacher guidance, especially for reading and writing tasks. This suggests that while the worksheet is useful, it may require additional teacher support or scaffolding for students with lower proficiency levels. Another challenge was that some activities took longer than expected to complete, which may require adjustments to fit within classroom time constraints.

### **3. Potential Challenges and Solutions in Product Usage**

While the worksheet has been effective, some challenges may arise during its implementation. One issue is that teachers may have different levels of experience in using worksheets effectively. Some may struggle to provide proper guidance or adapt activities to their classroom needs. To address this, a teacher's guide with clear implementation instructions could be included.

Another potential challenge is student motivation. Some children may find certain activities repetitive over time. To prevent this, teachers could

integrate additional classroom activities, such as group discussions or storytelling, to supplement the worksheet and maintain engagement. Since students learn at different speeds, differentiated instruction strategies, such as pairing advanced learners with struggling students, could help ensure all children benefit from the worksheet.

#### **4. The Final Product in Relation to Theory**

After implementing these revisions and considering the worksheet's strengths and challenges, the final version successfully integrates best practices in English teaching for young learners. It serves as a helpful tool for teachers who struggle to create engaging and pedagogically sound worksheets. The final product ensures clarity, interactivity, and differentiation, making it effective in supporting early language learning. By addressing common weaknesses in traditional worksheet design, this product enhances English skills in kindergarten students and provides a structured, research-based solution.

#### **B. Suggestions**

This chapter presents suggestions based on the findings of this study to improve the implementation, dissemination, and further development of the worksheet. These recommendations aim to maximize its effectiveness in supporting young learners' English language acquisition. By addressing key aspects of usage, distribution, and future improvements, this study provides guidance for educators, institutions, and researchers to enhance the worksheet's impact.

### 1. Suggestions for Product Utilization

Based on the findings of this study, teachers are encouraged to incorporate the worksheet into their English language instruction for young learners. To optimize its use, teachers should provide clear explanations before students engage with the activities to ensure they understand the instructions. Since some students may require additional assistance, particularly in reading and writing tasks, teachers should offer guidance and scaffolding where necessary. Moreover, to maintain student engagement and motivation, it is advisable to integrate supplementary interactive activities such as role-playing, storytelling, and group discussions that complement the worksheet's content. By using differentiation strategies, teachers can tailor the worksheet to various learning levels, ensuring all students benefit from its structured and interactive approach.

### 2. Product Dissemination Suggestions

To maximize the impact of the worksheet, efforts should be made to disseminate it to a broader audience beyond the initial research setting. Educational institutions, including preschools, private language courses, and early childhood learning centers, should consider adopting the worksheet as part of their curriculum. Conducting teacher training sessions and workshops on effective worksheet implementation will enhance its usability and effectiveness. Additionally, digital versions of the worksheet could be developed and shared through online educational



platforms, making it accessible to teachers and parents in various regions. Collaboration with educational stakeholders, such as school administrators and policymakers, can further support the widespread adoption of this resource, ultimately improving the quality of English language instruction for young learners.

### 3. Further Product Development Advice

While the worksheet has demonstrated effectiveness in improving young learners' English competence, further development is recommended to enhance its impact. Future improvements could include incorporating more interactive elements, such as digital or multimedia components, to further engage students. Additionally, expanding the worksheet to cover a broader range of vocabulary and language skills would provide a more comprehensive learning tool. Researchers could also explore its application in different educational contexts, including bilingual programs or schools with diverse linguistic backgrounds, to assess its adaptability and effectiveness. Continuous feedback from teachers and students should be gathered to refine the worksheet, ensuring it remains a relevant and valuable tool for early childhood English learning.

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## Appendix 1

## RESEARCH MATRIX

Name : Rahmawati Miftah

ID : 202101060033

TITLE	RESEARCH FOCUS	RESEARCH OBJECTIVE	VARIABLE	RESEARCH METHOD
Designing Worksheets to Develop English Competence of Kindergarten Students	<p>How is the process of developing worksheet to develop English competence of kindergarten students?</p> <p>How is the effectiveness of worksheet to develop English competence of kindergarten students?</p>	<p>The process of developing worksheet to develop English competence of kindergarten students.</p> <p>The effectiveness of worksheet to develop English competence of kindergarten students.</p>	<ul style="list-style-type: none"> <li>• Design a book of worksheets for kindergarten teachers</li> <li>• English Competence</li> </ul>	<p><b>Approach of research:</b> Research and Development (R&amp;D)</p> <p><b>Type of research:</b> 4D (Define, Design, Develop, Disseminate)</p> <p><b>Data Collection technique:</b> Expert validation, tests (pre-test and post-test), interviews, and document review.</p>

## Appendix 2



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## Student Theme Guide Book

Theme	Sections	Vocabulary
Go to School	People at school	Teacher, Student, Principal, Janitor, Secretary
	Places at school	Classroom, Toilet, Library, Playground, Canteen
	Things in my classroom	Door, Window, Table, Chair, Clock, Board
	Things in my bag	Book, Ruler, Pencil case, Bottle, Lunch box
	Things in my pencil case	Pencil, Eraser, Sharpener, Scissors, Glue, Pen
Me, Myself, and I	Boy	Cap, Car, Shorts
	Girl	Hat, Doll, Bangle, Earrings, Skirt



## Appendix 3

### Interview Transcript of Need Analysis

**Date:** 15 October 2024

**Location:** May English Course, Jember, East Java

**Researcher:** Rahmawati Miftah

**Interviewee:** Miss Maya (Owner of May English Course)

**Researcher:** Good morning, Miss Maya. Thank you for taking the time to meet with me today.

**Miss Maya:** Good morning! You're very welcome. I'm happy to help.

**Researcher:** To begin, can you tell me a bit about May English Course and your students?

**Miss Maya:** Sure. We've been running this course for several years, and we welcome children starting from the age of three. Right now, most of our students are in the kindergarten age group. What makes us proud is that many of them, even the very young ones, are already able to speak English confidently in class.

**Researcher:** That's impressive! What do you think contributes most to their English-speaking ability?

**Miss Maya:** Honestly, I believe it comes down to patience and consistency. We always try to expose them to English as much as possible, not just during lesson time but in our daily interactions as well. Using English regularly helps them absorb the language naturally.

**Researcher:** I see. What kind of learning materials do you usually use?

**Miss Maya:** We mainly use worksheets as the main media for our lessons. Worksheets help the children stay engaged, especially when they involve coloring, matching, or other fun activities.

**Researcher:** Are there any challenges you face when it comes to worksheets?

**Miss Maya:** Yes, quite a few. Many of our teachers rely on free worksheets from the internet or make their own. But sometimes, these worksheets aren't suitable for young children. For example, some images are unclear or too small, the font might be difficult to read, and the tasks might be too hard or too easy. Also, not all teachers know how to design worksheets that truly match the children's developmental stage.

**Researcher:** That's very insightful. Thank you for sharing. Actually, your explanation supports the background of the research I'm conducting, which focuses on designing appropriate and effective worksheets to help develop English competence in kindergarten students.

**Miss Maya:** That sounds like a wonderful idea. If your research helps teachers create better worksheets, I think many educators, including us, will benefit greatly.

**Researcher:** Thank you, Miss Maya. I hope so too. I really appreciate your time and insights today.

**Miss Maya:** You're welcome. Good luck with your research!



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## Appendix 4

### Transcript of Direct Classroom Observation

**Date:** January 10, 2025

**Location:** May English Course, Jember, East Java

**Observer:** Researcher

#### Context:

The observation was conducted during a one-on-one English lesson between a teacher and a kindergarten-level student (aged approximately 5 years). The lesson involved completing an English worksheet focusing on vocabulary related to "Things in My Bag."

#### Transcript:

- **Teacher:** "Today we will do this worksheet about things in your bag. Let's look at the pictures and say the words together."
- **Student:** (Repeats words hesitantly.)
- **Researcher's note:** The student initially shows interest but becomes visibly confused when attempting to read or understand the sentences accompanying the pictures.
- **Teacher:** "Can you point to the pencil case? What is this?"
- **Student:** (Points to the correct image but appears uncertain.)
- **Teacher:** "Now, let's try to read the sentences below the pictures."
- **Student:** (Pauses and says) "Too many words."
- **Teacher:** "Don't worry, just try a little."
- **Researcher's note:** The student appears frustrated and distracted, frequently fidgeting and avoiding direct attention to the worksheet.
- **Teacher:** "Let's color the pictures now."
- **Researcher's note:** The coloring activity briefly increases the student's engagement; however, overall focus remains lower than in previous sessions.
- **Teacher:** "Would you like to try a different worksheet next time with fewer words?"
- **Student:** (Nods.)
- **Researcher's note:** The worksheet's excessive text content appears to diminish the student's motivation and comprehension.

#### Summary:

The observation indicates that worksheets containing dense sentences may overwhelm kindergarten-level learners, causing reduced engagement and comprehension. Incorporating more visual and interactive elements could potentially improve learning outcomes and motivation in one-on-one teaching settings.

## Appendix 5

### INTERVIEW TRANSCRIPT – SMALL GROUP TEST

*Date: February 20th 2025*

*Location: Warung Ermin's*

*Participants: Miss Dinda, Miss Ayun, Miss Feby, Miss Ema, Miss Dhea*

*Researcher: Rahmawati Miftah*

**Researcher:** Good morning, everyone. Thank you for joining this session today. As you know, we're here to discuss the worksheet I developed for kindergarten students to improve their English competence. I would like to hear your thoughts and feedback. Let's start with you, Miss Dinda. How did you find the worksheet overall?

**Miss Dinda:** Overall, I think the worksheet is very colorful and engaging. The bright colors and images are appealing to young students, and I can see that it would capture their attention. However, I think some elements need to be bigger. For instance, the images for vocabulary words could be enlarged to make them more visible. The small size might make it harder for younger kids to recognize them clearly.

**Researcher:** Thank you, Miss Dinda. That's a great suggestion. Miss Ayun, what are your thoughts?

**Miss Ayun:** I agree with Miss Dinda on the colors. The vibrant design is definitely a positive feature. However, I noticed that some parts of the worksheet are a bit cluttered. It would be better if we could enlarge the text in certain sections, like the instructions. For young learners, clear and easy-to-read text is crucial. I'd suggest making the fonts larger and maybe using a bolder style.

**Researcher:** Thank you, Miss Ayun. So, clearer and larger text would make it more accessible for the children. Miss Feby, how do you feel about the worksheet?

**Miss Feby:** I think the concept is great, and I like how it combines visual elements with text, which is ideal for this age group. But I agree with both Miss Dinda and Miss Ayun about the sizing. Some components, like the pictures and text, could stand out more. The images could also be more spaced out to avoid visual overload. Maybe a bit more white space around the elements would help with focus.

**Researcher:** Excellent points, Miss Feby. I will definitely consider that. Miss Ema, what's your perspective?

**Miss Ema:** I really like the worksheet's layout, especially how it introduces vocabulary through pictures. It's engaging and interactive. However, I think the key vocabulary could be more highlighted. Some of the words blend in with the rest of

the content, so it might be helpful to use brighter colors or even frames around the vocabulary words to make them stand out more.

**Researcher:** Thank you, Miss Ema. That's a useful suggestion to help draw more attention to the key vocabulary. Last but not least, Miss Dhea, what did you think?

**Miss Dhea:** I think the worksheet is well-organized, and I agree with the others about the colors and the overall appeal. But I think the instructions might need to be clearer. The font size is okay, but for the younger kids, a more straightforward, simple sentence structure could help. You might also want to consider using bullet points for instructions, so it's easier for teachers to guide the children.

**Researcher:** Thank you, Miss Dhea. I appreciate your feedback on the instructions. It seems that clarity and visibility are the main areas to focus on.

**Researcher:** Based on all your comments, it's clear that the worksheet has great potential to engage students, especially due to its vibrant colors and visual appeal. However, several revisions were suggested, such as enlarging certain elements (images, text, and vocabulary words) to enhance clarity and make them more prominent for better student comprehension. Additionally, simplifying and clearly structuring the instructions would improve accessibility for young learners.



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## Appendix 6

### Evaluation Criteria for Pre-Test and Post-Test

Aspect	Criteria	Score Range	Description
Vocabulary mastery	Student correctly identifies and spells target vocabulary words	0-5 points per word	5 = Correct spelling and identification without help 3 = Partially correct or needs help 0 = Incorrect or no response
Word association	Student correctly matches vocabulary with appropriate pictures or meanings	0-5 points per item	5 = Correct match 3 = Partially correct 0 = Incorrect or no response
Fine motor skill	Student demonstrates control and coordination in performing tasks that involve hand movements such as tracing, cutting, coloring, and writing.	0-5 points per item	5 = Completed task neatly and independently 3 = Completed with minor errors or assistance 0 = Unable to complete task or refused to try

#### Total score calculation:

- Sum of vocabulary mastery scores + word association scores + fine motor skill scores for each student.
- Maximum possible score depends on the number of items/tasks given.

#### Notes:

- The rubric was applied to both pre-test (document review) and post-test (direct test using the worksheet).
- This rubric measures vocabulary mastery, word association accuracy, and recognition skills.

## Appendix 7

### Observation Transcript – Worksheet Implementation (Post-test)

Observers: Combined observations from five teachers

Date: 29 February 2025

Class: Kindergarten

Worksheet Theme(s): People at school, places at school, things in my classroom, things in my bag, things in my pencil case

#### Engagement

The majority of students demonstrated a medium level of engagement. Most participated actively in the worksheet activities but occasionally required encouragement or guidance to stay focused. While some students showed consistent enthusiasm, others became distracted after a period of time and needed reminders to remain on task.

#### Ability to Follow Instructions

Students' ability to follow both written and oral instructions was generally at a medium level. Several students were able to complete tasks independently after initial instructions were given. However, a number of students needed repeated assistance or clarification, especially during activities that involved multiple steps or required sentence construction.

#### Language Challenges

Language use presented consistent challenges across the observed groups. Students experienced difficulty recognizing and recalling vocabulary, as well as associating words with correct images or thematic categories. Common challenges included mispronunciation, confusion between similar vocabulary items, and errors in matching words to their visual representations. These difficulties highlight the need for continued practice in vocabulary development, word association, and recognition skills to strengthen students' overall language understanding and engagement with the learning materials.

#### Summary

Students showed moderate levels of participation and comprehension throughout the worksheet implementation. While engagement and task completion were generally positive, additional support is necessary to strengthen students' language skills, particularly in vocabulary mastery, accurate word association, and consistent recognition of key terms.



## Observation Transcript – Student 1

**Theme:** People at School

**Key Vocabulary:** teacher, principal, student, janitor

**Targeted Skills:** Recognition, Pronunciation, Matching

**Activities:** Coloring, Matching, Tracing, Cutting & Sticking, Filling Blank Word

### Pre-test Observation:

- **Vocabulary Mastery:** Struggled with recognizing the words “janitor” and “principal.” Pronounced “janitor” as “janytor” and “principal” as “principal.”
- **Word Association:** Could match “teacher” to the image of a person in front of a class but confused “principal” and “janitor” with other school staff.
- **Fine Motor Skill:** Had difficulty recognizing the vocabulary within the worksheet tasks but was able to complete basic matching activities with assistance.

### Post-test Observation:

- **Vocabulary Mastery:** Improved pronunciation of “teacher” and “janitor,” though still slightly mispronounced “principal” as “prin-cipal.”
- **Word Association:** Able to correctly match all words to their corresponding images. Showed better understanding of roles like “teacher” and “janitor.”
- **Recognition:** Completed coloring and matching activities with fewer errors and required minimal guidance.

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### Observation Transcript – Student 2

**Theme:** People at School

**Key Vocabulary:** teacher, principal, student, janitor

**Targeted Skills:** Recognition, Pronunciation, Matching

**Activities:** Coloring, Matching, Tracing, Cutting & Sticking, Filling Blank Word

#### Pre-test Observation:

- **Vocabulary Mastery:** Recognized “teacher” and “student” but had trouble with “principal” and “janitor.” Mispronounced “janitor” as “jan-itor.”
- **Word Association:** Struggled with matching “janitor” to its image but matched “teacher” and “student” correctly.
- **Fine Motor Skill:** Had difficulty recognizing words in the context of worksheet tasks.

#### Post-test Observation:

- **Vocabulary Mastery:** Improved recognition of all words, especially “janitor” and “principal.” Pronunciation was clearer for “janitor” and “principal.”
- **Word Association:** Able to match all words to images with greater confidence.
- **Fine Motor Skill:** Finished matching and coloring tasks independently with minimal errors.

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### Observation Transcript – Student 3

**Theme:** People at School

**Key Vocabulary:** teacher, principal, student, janitor

**Targeted Skills:** Recognition, Pronunciation, Matching

**Activities:** Coloring, Matching, Tracing, Cutting & Sticking, Filling Blank Word

#### Pre-test Observation:

- **Vocabulary Mastery:** Struggled with “janitor” and “principal.” Could recognize “teacher” and “student” easily but confused the other two words.
- **Word Association:** Matched “teacher” to an image of a classroom, but confused “janitor” with the image of a cleaner.
- **Fine Motor Skill:** Had challenges recognizing the vocabulary when presented in different formats (e.g., tracing).

#### Post-test Observation:

- **Vocabulary Mastery:** Showed improved vocabulary mastery, especially with “janitor” and “principal.”
- **Word Association:** Matched all vocabulary words to the correct images.
- **Fine Motor Skill:** Completed all tasks independently and with greater confidence, including matching, coloring, and cutting & sticking.

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### Observation Transcript – Student 4

**Theme:** Places at School

**Key Vocabulary:** classroom, library, canteen, playground, toilet

**Targeted Skills:** Vocabulary Understanding, Spatial Awareness

**Activities:** Matching, Tracing, Rewriting, Cutting & Sticking, Matching, Coloring

#### Pre-test Observation:

- **Vocabulary Mastery:** Recognized “classroom” and “canteen,” but had difficulty with “library” and “playground.”
- **Word Association:** Matched “canteen” to a place where food is served, but confused “playground” and “toilet.”
- **Fine Motor Skill:** Struggled with recognizing vocabulary in context during tracing and matching activities.

#### Post-test Observation:

- **Vocabulary Mastery:** Improved recognition and understanding of all vocabulary words. “Playground” and “library” were easier to identify.
- **Word Association:** Successfully matched all vocabulary words to their correct images.
- **Fine Motor Skill:** Completed coloring and matching tasks accurately with minimal help.

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### Observation Transcript – Student 5

**Theme:** Places at School

**Key Vocabulary:** classroom, library, canteen, playground, toilet

**Targeted Skills:** Vocabulary Understanding, Spatial Awareness

**Activities:** Matching, Tracing, Rewriting, Cutting & Sticking, Matching, Coloring

#### Pre-test Observation:

- **Vocabulary Mastery:** Struggled with “library” and “toilet,” but recognized “classroom” and “canteen” easily.
- **Word Association:** Had difficulty associating “library” with its corresponding image.
- **Fine Motor Skill:** Needed guidance to recognize and trace words correctly.

#### Post-test Observation:

- **Vocabulary Mastery:** Gained better recognition of all words, especially “library” and “toilet.”
- **Word Association:** Able to match all words to the correct images with fewer errors.
- **Fine Motor Skill:** Completed the matching and coloring tasks confidently.



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### Observation Transcript – Student 6

**Theme:** Places at School

**Key Vocabulary:** classroom, library, canteen, playground, toilet

**Targeted Skills:** Vocabulary Understanding, Spatial Awareness

**Activities:** Matching, Tracing, Rewriting, Cutting & Sticking, Matching, Coloring

#### Pre-test Observation:

- **Vocabulary Mastery:** Could easily recognize “classroom” and “canteen,” but confused “library” with “playground.”
- **Word Association:** Struggled with associating “toilet” and “library” to their images.
- **Fine Motor Skill:** Had challenges with tracing vocabulary words in the worksheet tasks.

#### Post-test Observation:

- **Vocabulary Mastery:** Showed improved mastery, particularly with “library” and “toilet.”
- **Word Association:** Matched words to images accurately.
- **Fine Motor Skill:** Completed tasks independently, including coloring and cutting.



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### Observation Transcript – Student 7

**Theme:** Things in My Classroom

**Key Vocabulary:** board, chair, table, door, window, clock

**Targeted Skills:** Identifying Objects, Word Association

**Activities:** Matching, Cutting & Sticking, Labeling, Finding Pictures, Fun Activity

#### Pre-test Observation:

- **Vocabulary Mastery:** Recognized “board” and “table,” but confused “clock” and “window.”
- **Word Association:** Had difficulty matching “clock” to its image.
- **Fine Motor Skill:** Struggled with labeling and finding pictures related to the vocabulary words.

#### Post-test Observation:

- **Vocabulary Mastery:** Improved recognition of all vocabulary words. “Clock” and “window” were easier to identify.
- **Word Association:** Matched all vocabulary words to images without assistance.
- **Fine Motor Skill:** Completed matching and labeling tasks successfully.



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### Observation Transcript – Student 8

**Theme:** Things in My Classroom

**Key Vocabulary:** board, chair, table, door, window, clock

**Targeted Skills:** Identifying Objects, Word Association

**Activities:** Matching, Cutting & Sticking, Labeling, Finding Pictures, Fun Activity

#### Pre-test Observation:

- **Vocabulary Mastery:** Had difficulty with “window” and “clock.” Easily recognized “table” and “door.”
- **Word Association:** Struggled with matching “clock” to its corresponding image.
- **Fine Motor Skill:** Needed some assistance with finding pictures and labeling activities.

#### Post-test Observation:

- **Vocabulary Mastery:** Showed improvement in recognizing all vocabulary words, particularly “clock” and “window.”
- **Word Association:** Matched all words correctly with the images.
- **Fine Motor Skill:** Completed the worksheet activities more independently.

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### Observation Transcript – Student 9

**Theme:** Things in My Classroom

**Key Vocabulary:** board, chair, table, door, window, clock

**Targeted Skills:** Identifying Objects, Word Association

**Activities:** Matching, Cutting & Sticking, Labeling, Finding Pictures, Fun Activity

#### Pre-test Observation:

- **Vocabulary Mastery:** Recognized “board” and “table,” but had difficulty with “window” and “clock.”
- **Word Association:** Could match “board” and “table” but had trouble with “window.”
- **Fine Motor Skill:** Needed assistance with labeling and matching activities.

#### Post-test Observation:

- **Vocabulary Mastery:** Improved vocabulary recognition, especially for “clock” and “window.”
- **Word Association:** Matched all words with their respective images.
- **Fine Motor Skill:** Completed the coloring, matching, and labeling tasks with minimal help.

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### Observation Transcript – Student 10

**Theme:** Things in My Classroom

**Key Vocabulary:** board, chair, table, door, window, clock

**Targeted Skills:** Identifying Objects, Word Association

**Activities:** Matching, Cutting & Sticking, Labeling, Finding Pictures, Fun Activity

#### Pre-test Observation:

- **Vocabulary Mastery:** Struggled with “clock” and “window,” while easily recognizing “board” and “door.”
- **Word Association:** Confused “clock” with “window,” but matched “door” and “table” correctly.
- **Fine Motor Skill:** Required help with matching and labeling words.

#### Post-test Observation:

- **Vocabulary Mastery:** Recognized and pronounced all vocabulary words correctly.
- **Word Association:** Matched words to images without help.
- **Fine Motor Skill:** Finished all tasks independently, including labeling and cutting.

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### Observation Transcript – Student 11

**Theme:** Things in My Bag

**Key Vocabulary:** book, bottle, lunch box, pencil case, ruler

**Targeted Skills:** Vocabulary Understanding, Categorizing

**Activities:** Coloring, Matching, Fun Maze, Sorting, Cutting & Sticking, Labeling

#### Pre-test Observation:

- **Vocabulary Mastery:** Recognized “book” and “ruler,” but had trouble identifying “pencil case” and “lunch box.”
- **Word Association:** Struggled with matching “pencil case” to its image.
- **Fine Motor Skill:** Needed support with coloring and sorting activities.

#### Post-test Observation:

- **Vocabulary Mastery:** Showed improved recognition, particularly for “pencil case” and “lunch box.”
- **Word Association:** Matched all vocabulary words correctly with the images.
- **Fine Motor Skill:** Completed tasks independently with few errors.

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### Observation Transcript – Student 12

**Theme:** Things in My Bag

**Key Vocabulary:** book, bottle, lunch box, pencil case, ruler

**Targeted Skills:** Vocabulary Understanding, Categorizing

**Activities:** Coloring, Matching, Fun Maze, Sorting, Cutting & Sticking, Labeling

#### Pre-test Observation:

- **Vocabulary Mastery:** Could easily recognize “book” and “ruler,” but had difficulty with “lunch box” and “pencil case.”
- **Word Association:** Matched “book” to its image, but confused “pencil case” with “bottle.”
- **Fine Motor Skill:** Needed some guidance with sorting and cutting & sticking tasks.

#### Post-test Observation:

- **Vocabulary Mastery:** Improved recognition and understanding of all vocabulary words.
- **Word Association:** Able to match all words correctly to their images.
- **Fine Motor Skill:** Completed all activities with minimal help.

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### Observation Transcript – Student 13

**Theme:** Things in My Bag

**Key Vocabulary:** book, bottle, lunch box, pencil case, ruler

**Targeted Skills:** Vocabulary Understanding, Categorizing

**Activities:** Coloring, Matching, Fun Maze, Sorting, Cutting & Sticking, Labeling

#### Pre-test Observation:

- **Vocabulary Mastery:** Recognized “bottle” and “book,” but struggled with “pencil case” and “lunch box.”
- **Word Association:** Matched “book” correctly but had difficulty with “lunch box” and “pencil case.”
- **Fine Motor Skill:** Struggled with matching images and needed support during sorting tasks.

#### Post-test Observation:

- **Vocabulary Mastery:** Gained better recognition of “pencil case” and “lunch box.”
- **Word Association:** Correctly matched all words with their corresponding images.
- **Fine Motor Skill:** Completed tasks independently with fewer errors.

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### Observation Transcript – Student 14

**Theme:** Things in My Pencil Case

**Key Vocabulary:** pencil, pen, eraser, sharpener, scissors, glue

**Targeted Skills:** Fine Motor Skills, Vocabulary Reinforcement

**Activities:** Tracing, Writing, Cutting & Sticking, Labeling, Crafting

#### Pre-test Observation:

- **Vocabulary Mastery:** Recognized “pencil” and “pen,” but had difficulty with “scissors” and “sharpener.”
- **Word Association:** Struggled to match “sharpener” and “scissors” with their corresponding images.
- **Fine Motor Skill:** Required assistance with cutting and labeling tasks.

#### Post-test Observation:

- **Vocabulary Mastery:** Improved recognition and understanding of “scissors” and “sharpener.”
- **Word Association:** Able to match all words to their corresponding images.
- **Fine Motor Skill:** Completed all tasks independently, including tracing and labeling.

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### Observation Transcript – Student 15

**Theme:** Things in My Pencil Case

**Key Vocabulary:** pencil, pen, eraser, sharpener, scissors, glue

**Targeted Skills:** Fine Motor Skills, Vocabulary Reinforcement

**Activities:** Tracing, Writing, Cutting & Sticking, Labeling, Crafting

#### Pre-test Observation:

- **Vocabulary Mastery:** Had difficulty with “scissors” and “sharpener,” but easily recognized “pencil” and “pen.”
- **Word Association:** Matched “pencil” and “pen” correctly but struggled with “scissors” and “sharpener.”
- **Fine Motor Skill:** Needed help with crafting activities and labeling tasks.

#### Post-test Observation:

- **Vocabulary Mastery:** Improved mastery of all vocabulary words, especially “scissors” and “sharpener.”
- **Word Association:** Successfully matched all vocabulary words to the images.
- **Fine Motor Skill:** Completed all activities independently and with confidence.

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## Appendix 8

**Students' Pre-Test Performance**

No.	Student Initials	Score			Total Score
		V	W	R	
1.	Aira	25	13	7	45
2.	Chaelyn	28	13	7	48
3.	Devano	27	12	8	47
4.	Elaine	29	13	8	50
5.	Gatta	26	12	8	46
6.	James	29	13	7	49
7.	Jesslyn	32	12	8	52
8.	Kylie	30	13	8	51
9.	Max	29	12	9	50
10.	Marvel	28	13	8	49
11.	Rafa	27	13	8	48
12.	Sherlyn	27	12	8	47
13.	Silmy	26	12	8	46
14.	Xander	30	12	8	50
15.	Xin xin	29	12	8	49
<b>Total</b>					<b>725</b>

Note:

**V** = Vocabulary Mastery

**W** = Word Association

**R** = Recognition

### Students' Post-Test Performance

No.	Student Initials	Score			Total Score
		V	W	R	
1.	Aira	32	14	12	58
2.	Chaelyn	33	15	13	61
3.	Devano	32	14	14	60
4.	Elaine	34	15	15	64
5.	Gatta	33	14	15	62
6.	James	33	15	15	63
7.	Jesslyn	35	15	15	65
8.	Kylie	34	15	15	64
9.	Max	33	14	16	63
10.	Marvel	35	14	16	65
11.	Rafa	33	13	16	62
12.	Sherlyn	32	14	15	61
13.	Silmy	31	14	15	60
14.	Xander	33	15	15	63
15.	Xin xin	34	14	16	64
Total					940

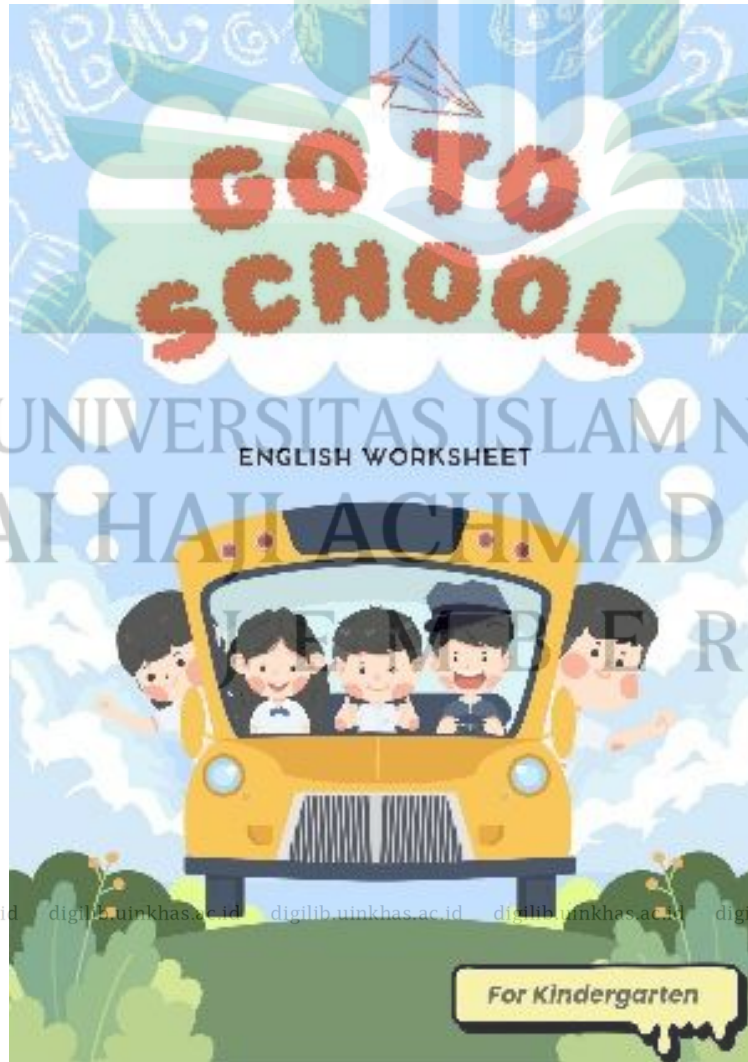
Note:

**V** = Vocabulary Mastery

**W** = Word Association

**R** = Recognition

## Appendix 9



## People at School

**Direction.** Color the picture below and trace the word!



school

## People at School

**Direction.** Who are the people at school? Listen and repeat!



teacher

/ˈtɛCHər/



student

/ˈstʊd(ə)nt/



principal

/ˈprɪnsəp(ə)l/



janitor

/ˈjanədər/



### People at School

**Direction.** Match the pictures below to the similar one!



### People at School

**Direction.** Match the pictures below to the correct words!



• teacher



• principal



• janitor



• student

## People at School

**Direction.** Cut and stick the words to the correct pictures!



principal

janitor

teacher

student

## People at School

**Direction.** Read, trace and write!



student

student

\_\_\_\_\_



teacher

teacher

\_\_\_\_\_



### People at School

**Direction.** Read, trace and write!



principal

principal

\_\_\_\_\_



janitor

janitor

\_\_\_\_\_

### People at School

**Direction.** Fill the blank with the correct letter to complete the word!



t \_ a \_ h \_ r



s \_ u \_ e \_ t



j \_ n \_ t \_ r



p \_ i \_ c \_ p \_ l

# Unit 2

## Places at School



In this unit, you will learn about places at school! You will listen, match pictures with words, cut and stick words, trace words, fill in the blanks, and do fun activities.

By the end, you will be able to recognize and write the names of places at school!

### Places at School

**Direction.** What are the places at school? Listen and repeat!



classroom

/ˈklaːsrəm/



toilet

/ˈtɔɪlət/



canteen

/kænˈtiːn/



library

/ˈlaɪbrəri/



playground

/ˈpleɪgraʊnd/

### Places at School

**Direction.** Match the pictures below to the similar one!



### Places at School

**Direction.** Match the pictures below to the correct word!



playground



classroom



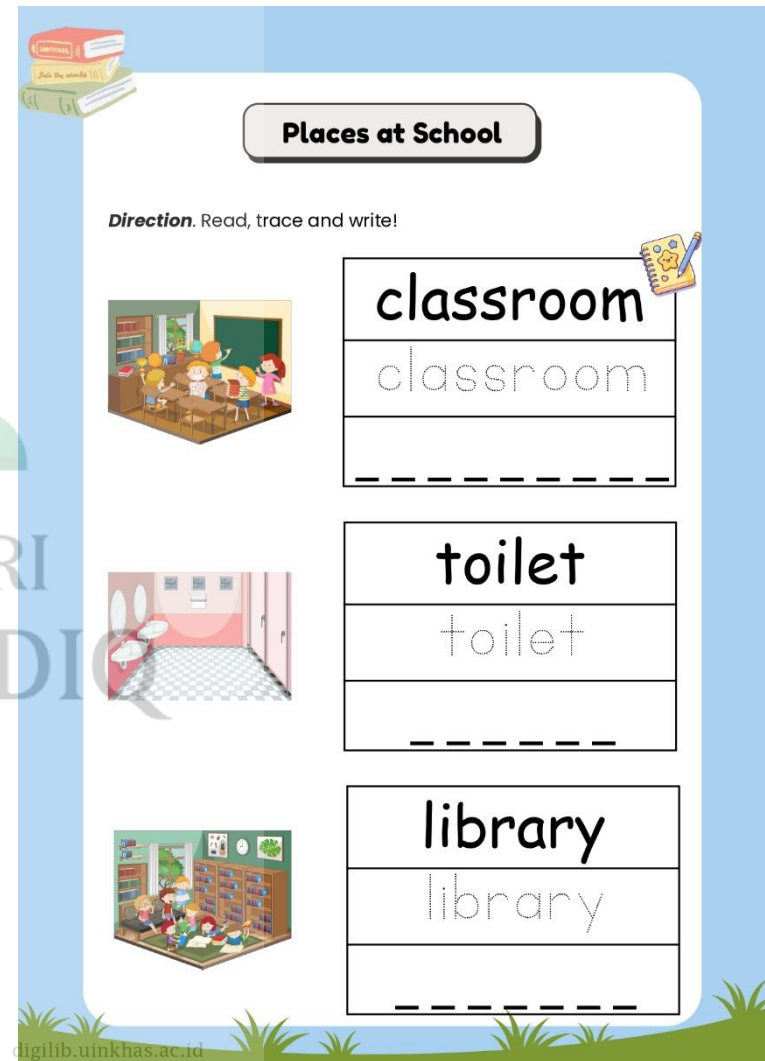
canteen



library



toilet



**Places at School**

**Direction.** Read, trace and write!



canteen

canteen

-----



playground


playground

-----




**Places at School**


**Direction.** fill the blank with the correct letter!




c \_ a \_ s \_ o o \_




t \_ i \_ e \_



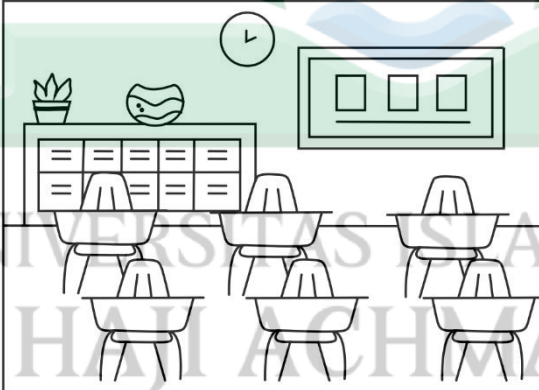
p \_ a \_ g \_ o \_ n d



c \_ n t \_ \_ n








**Places at School**

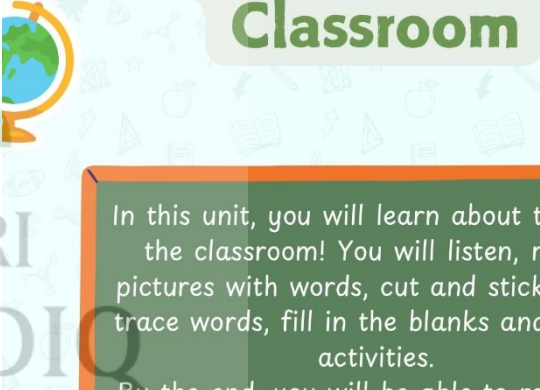
**Direction.** Color the picture below and answer the question!

What picture is that?

\_\_\_\_\_



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**Unit 3**

**Things in My Classroom**

In this unit, you will learn about things in the classroom! You will listen, match pictures with words, cut and stick words, trace words, fill in the blanks and do fun activities.

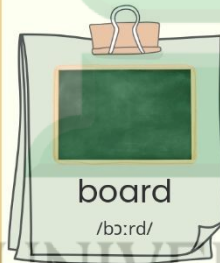
By the end, you will be able to recognize and write the names of things in the classroom!



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## Things in My Classroom

**Direction.** What are the things in the classroom? Listen and repeat!



## Things in My Classroom

**Direction.** Match the pictures below with the correct words!



•

•

chair



•

•

table



•

•

clock



•

•

door



•

•

window



•

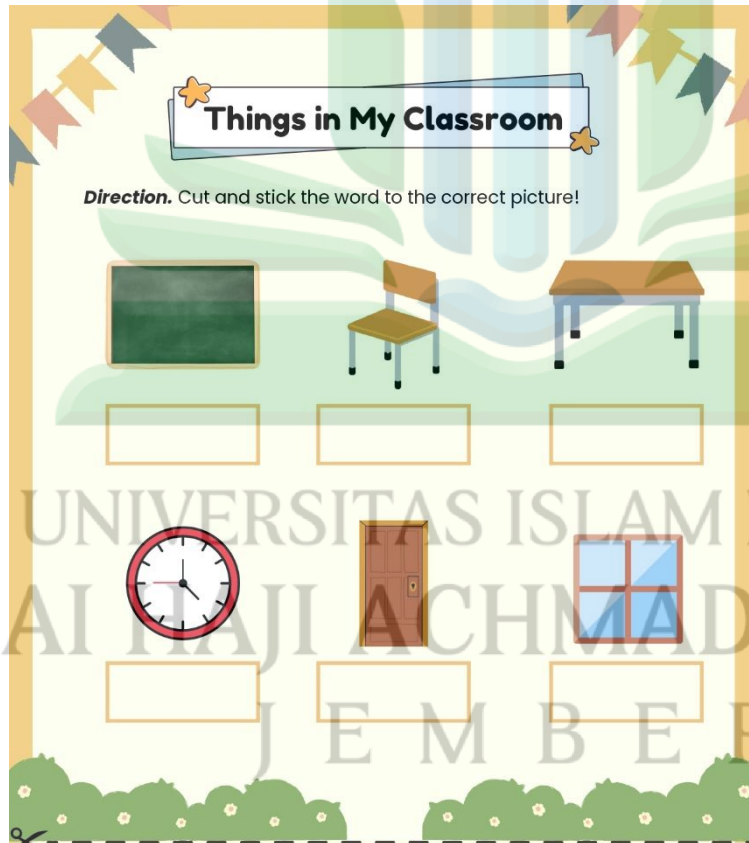
•

board



### Things in My Classroom

**Direction.** Cut and stick the word to the correct picture!

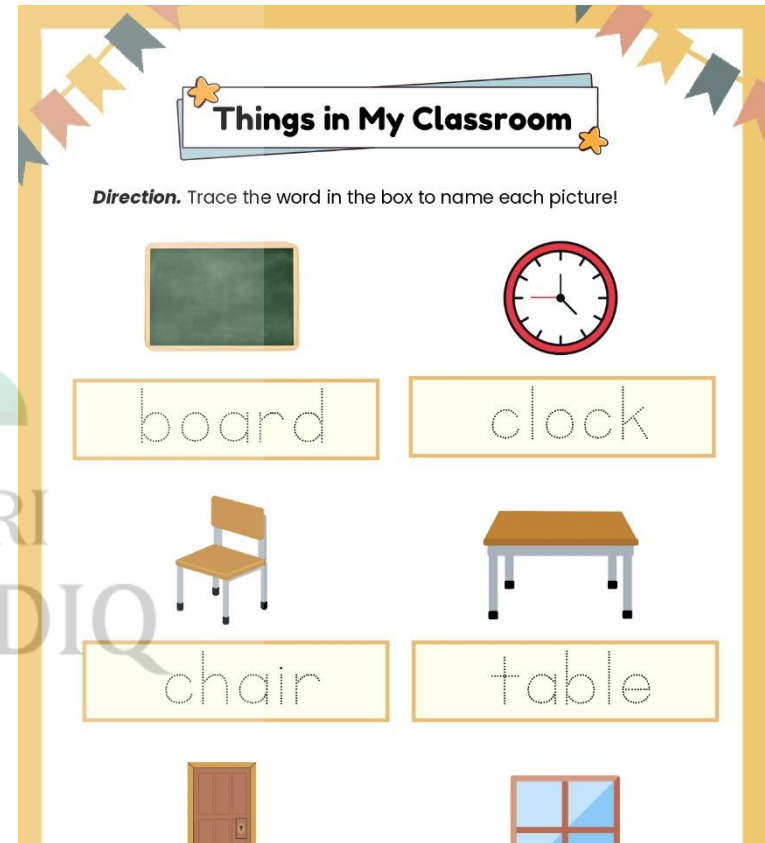


board      table      door

chair      window      clock

### Things in My Classroom

**Direction.** Trace the word in the box to name each picture!



board      clock

chair      table

door      window

## Things in My Classroom

**Direction.** Find and circle the item listed in the box!



clock	door	window
board	table	chair

## Things in My Classroom

**Direction.** Fill the blank with the correct letter!



b \_ a \_ d



d \_ \_ r



c \_ o \_ k



w \_ \_ d \_ w



t \_ b l \_

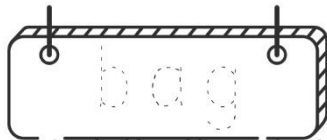
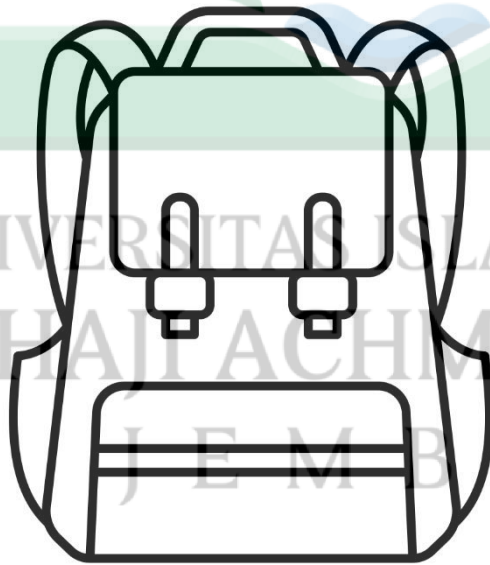


c h \_ \_ r



### Things in My bag

**Direction.** Color the picture below and trace the word!



### Things in My bag

**Direction.** What are the things in my bag? Listen and repeat!



**book**

/bʊk/



**pencil case**

/ˈpensl keɪs/



**ruler**

/ˈruːlər/



**bottle**

/ˈbɒtl/



**lunch box**

/ˈlʌntʃ bɔːks/

### Things in My bag

**Direction.** Help the boy to pack his things into his bag!



### Things in My bag

**Direction.** Match the pictures to the correct words!



pencil case



ruler



bottle



book



lunch box



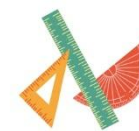
### Things in My bag

**Direction.** Say the name of each thing, cut it out, and stick it in the bag!



### Things in My bag

**Direction.** Cut and stick the word to the correct picture!



pencil case

bottle

book

ruler

lunch box

### Things in My bag

**Direction.** Trace the word in the box to name each picture!



book



ruler



pencil case



bottle



lunch box

### Things in My bag

**Direction.** Fill the blank with the correct letter!



b \_ \_ k



p \_ n \_ i \_ c \_ s \_



l \_ n \_ h b \_ x



b \_ t t \_ e



r \_ l \_ r



# Unit 5

## Things in My Pencil case

In this unit, you will learn about things in your pencil case! You will listen, match pictures with words, cut and stick words, trace words, fill in the blanks, color, and do fun activities.

By the end, you will be able to recognize and write the names of things in your pencil case!

### Things in My Pencil case

**Direction.** Color the picture and trace!









pencil case




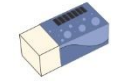




**Things in My Pencil case**

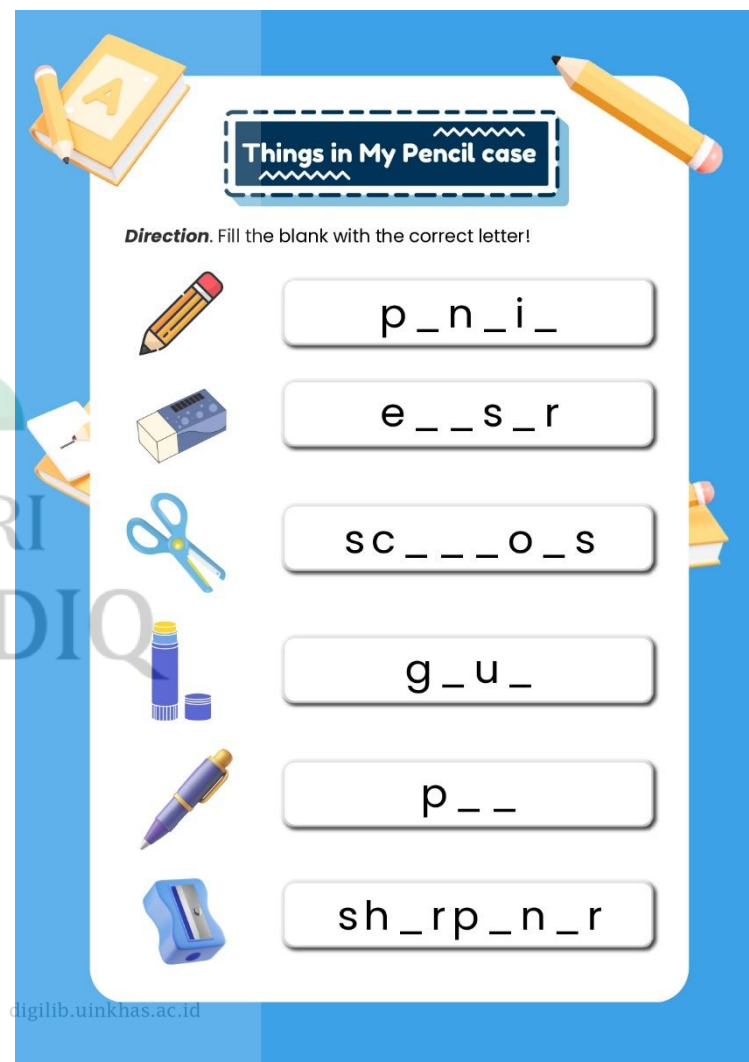
**Direction.** What are the things in my pencil case?  
Listen and repeat!

 <b>pencil</b> /ˈpensl/	 <b>pen</b> /pen/
 <b>eraser</b> /ˈreɪzə(r)/	 <b>sharpener</b> /ˈʃɑːpnə(r)/
 <b>scissors</b> /ˈsɪzəz/	 <b>glue</b> /gluː/

**Things in My Pencil case**

**Direction.** Match the pictures below to the correct words!

	<input type="checkbox"/> <b>pen</b>
	<input type="checkbox"/> <b>pencil</b>
	<input type="checkbox"/> <b>eraser</b>
	<input type="checkbox"/> <b>sharpener</b>
	<input type="checkbox"/> <b>scissors</b>
	<input type="checkbox"/> <b>glue</b>





**Things in My Pencil case**

**Direction.** Trace the word and fill the blanks!

pencil

pen

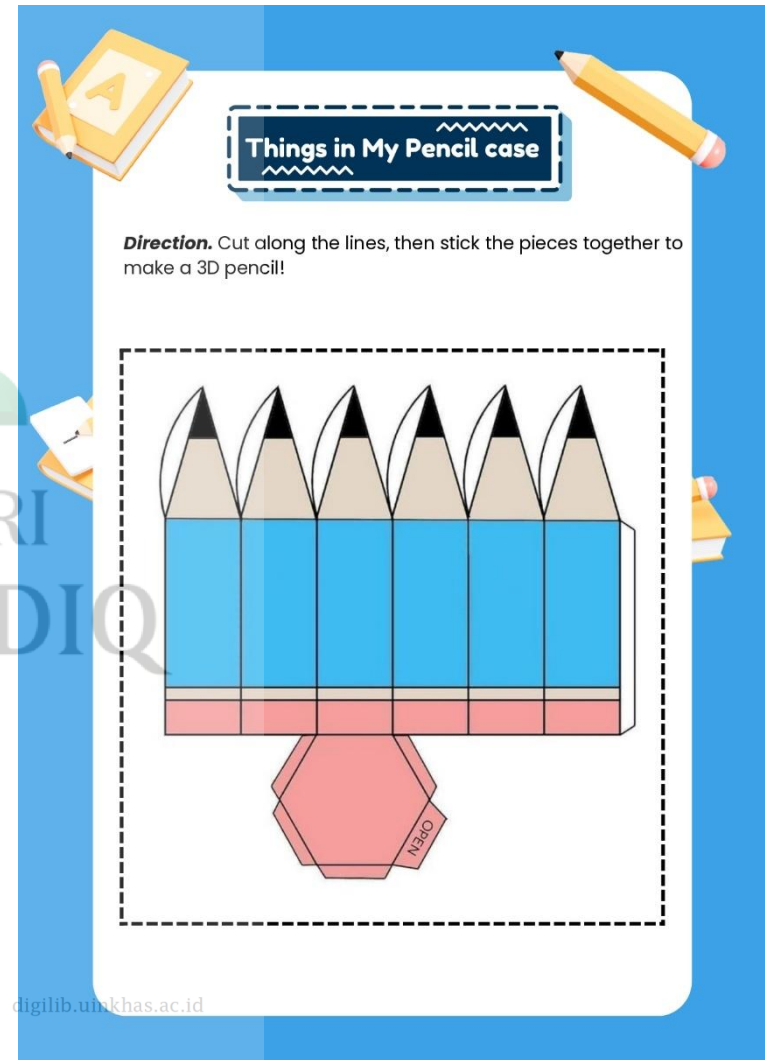
eraser

sharpener

scissors

glue

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**Things in My Pencil case**

**Direction.** Cut along the lines, then stick the pieces together to make a 3D pencil!

OPEN

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## Appendix 10

### Instrument Validation Sheets



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Fax (0331) 427005 e-mail: [febi@uinkhas.ac.id](mailto:febi@uinkhas.ac.id) Website: <https://febi.uinkhas.ac.id/>

#### Instrument Validation Sheet for Material Expert Validator

##### A. Validation Questionnaire Explanation

This questionnaire is designed as part of the validation process for a product in the form of English learning worksheets for kindergarten students. The product was developed through a research and development (R&D) process using the 4D model (Define, Design, Develop, Disseminate) and consists of five themes: People at School, Places at School, Things in My Classroom, Things in My Bag, and Things in My Pencil Case..

This questionnaire is addressed to experts, which include a subject matter expert, an instructional design expert, and a linguistics expert, in order to gather feedback and assessments regarding the content validity, linguistic aspects, and visual design of the developed worksheets. The results of this validation will be used as a basis for revising and refining the product before being tested with the target learners.

##### B. Instructions for Completing the Questionnaire

1. Please read each statement in the questionnaire carefully..
2. Provide your assessment by placing a check mark (✓) in the column that best reflects your opinion, using the following rating scale:
  - 5 = Excellent
  - 4 = Very Good
  - 3 = Good
  - 2 = Fair
  - 1 = Poor
3. If you have any suggestions or feedback, please write them in the "Notes/Suggestions" column provided.

##### C. Expert Identity

Full Name : Maya Wulandari, S. St.  
Address : -  
Occupation : Teacher  
Work Experience : 20 Years  
Institution : May English Course






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**FAKULTAS TARBIYAH ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli, Kaliwates, Jember, Jawa Timur. Kode Pos: 68136 Telp. (0331) 487550  
 Fax (0331) 427005 e-mail: [febi@uinkhas.ac.id](mailto:febi@uinkhas.ac.id) Website: <https://febi.uinkhas.ac.id/>

**D. Vallidation Instrument**

No.	Aspect	Indicator	5	4	3	2	1
1.	Content	The content is accurate and factually correct.	✓				
	Accuracy and	The topics align with the curriculum and learning objectives for kindergarten students.	✓				
	Relevance	The content is relevant to the developmental needs and interests of young learners.	✓				
2.	Developmental	The concepts are age-appropriate and within the cognitive abilities of kindergarten students.	✓				
	Appropriateness	The tasks and activities are designed to promote foundational skills (e.g., literacy, numeracy, motor skills).	✓				
		The content encourages critical thinking and problem-solving appropriate for kindergarten levels.	✓				
3.	Engagement	The content is engaging and designed to capture the interest of young learners.	✓				
	and Motivation	Activities are interactive and encourage active participation.	✓				
		The content incorporates playful or creative elements that make learning enjoyable.	✓				
4.	Alignment with	The activities support the intended learning outcomes and objectives.	✓				
	Learning Goals	The worksheets effectively integrate key concepts and skills.	✓				
		The progression of activities is logical and supports scaffolding of knowledge.	✓				
5.	Cultural	The content reflects diversity and avoids stereotypes.	✓				
	Sensitivity and	The examples and scenarios are inclusive and relatable to a broad range of learners.	✓				
	Inclusivity	The material avoids bias and ensures fairness for all students.	✓				
	Total						

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1. (✓) Valid
2. ( ) Valid with Revision
3. ( ) Not Valid



**Maya Wulandari, S.Si.**

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### Instrument Validation Sheet for Media Expert Validator

Name of Validator : Maulana Lial Syarif  
 Degree : S. Agr  
 Position : Graphic Designer & Layouter.

The following instrument is for media expert validators to assess the visual and design elements of a worksheet developed to enhance the English competence of kindergarten students. Key aspects to evaluate include visual design, clarity and simplicity, suitability for young learners, alignment with learning goals, and cultural sensitivity. Specifically, this includes assessing the organization of the layout, appropriate font size, engaging use of colors, clarity of illustrations, age-appropriate design elements, and the overall visual appeal. The goal is to ensure the worksheet is visually engaging, easy to follow, promotes active participation, and aligns with the learning objectives while being inclusive and culturally sensitive. Your expert feedback is crucial to ensuring the effectiveness of this educational tool for young learners.

Scale: 5-Excellent      4-Very good      3-Good      2-Fair      1-Poor

No.	Aspect	Indicator	Score	Recommendation
1.	Visual Design	The layout of the worksheet is organized and easy to follow.	5	
		The font type and size are appropriate for kindergarten learners.	5	
		The use of colours is engaging and visually appealing.	5	
		Illustrations and images are clear, attractive, and relevant to the content.	5	
		The overall design enhances the learning experience and maintains the child's interest.	5	
2.	Clarity and Simplicity	The instructions are presented in a clear and visually distinct format.	5	
		The activities are visually simplified to avoid overwhelming the children.	4	
		The spacing between elements (text, images, and activities) is adequate and uncluttered.	5	

No.	Aspect	Indicator	Score	Recommendation
3.	Suitability for Kindergarten Learners	The design elements are safe and age-appropriate.	5	
		The visual presentation matches the developmental and cognitive abilities of kindergarten students.	5	
		The worksheet encourages interaction and active participation through engaging visuals.	4	
4.	Alignment with Learning Goals	The activities support the intended learning outcomes and objectives.	5	
		The worksheets effectively integrate key concepts and skills.	5	
5.	Cultural Sensitivity and Inclusivity	The content reflects diversity and avoids stereotypes.	5	
		The examples and scenarios are inclusive and relatable to a broad range of learners.	5	
Total				

Please select one of the following options based on your review:

**Valid without revision ( )**

*The materials meet all the outlined criteria and are suitable for use without any changes.*

**Valid with revision (✓)**

*The materials meet most criteria but require minor revisions to enhance their quality and effectiveness.*

*Please specify revisions in the comments section.*

**Not valid ( )**

*The materials do not meet the outlined criteria and require significant modifications. Detailed feedback is provided below.*

#### Comments and Recommendations

(Please specify any changes needed, areas of improvement, or reasons for rejection, if applicable.)

1. Revisi sudah sesuai konsultasi ahli
2. Tata Letak dan Ilustrasinya sudah menarik dan cocok utk anak. Bisa ditambahkan materi yg lebih interaktif lagi.

3. Pemilihan font sudah sesuai tinggal memperbaiki beberapa ukuran saja.

4. Point terpentingnya Cover sudah bagus dan menarik utk anak.



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 Fax (0331) 427005 e-mail: [febi@uinckhas.ac.id](mailto:febi@uinckhas.ac.id) Website: <https://febi.uinckhas.ac.id/>

Comments and Suggestions :

## Reccomendation

1. ( ) Valid
2. ( ✓ ) Valid with Revision
3. ( ) Not Valid

Jember, 15 February 2025  
Media Expert,

Muhammad Ij'al Syarief, S.Agr.

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### Instrument Validation Sheet for Linguist Expert Validator

Name of Validator : Praptika Septa Femilia  
 Degree : Master of Education  
 Position : English lecturer

The following is the instrument for the validation of a product worksheet designed for kindergarten students as part of an ongoing Research and Development (R&D) study under a title "Designing Worksheet to Develop English Competence of Kindergarten Students". This worksheet aims to support early childhood learning and development. As a linguistic expert, your role is to assess the language used in the worksheet for its appropriateness, clarity, effectiveness in engaging young learners, grammar and syntax, and cultural sensitivity. To the validator, please check the appropriate box for your ratings.

Scale: 5-Excellent      4-Very good      3-Good      2-Fair      1-Poor

No.	Aspect	Indicator	Score	Recommendation
1.	Language Appropriateness	The language used is appropriate for the developmental and reading levels of kindergarten students.	3	
		The vocabulary is age-appropriate and avoids overly complex words.	4	
		The sentences are short, simple, and easy to understand.	4	
2.	Clarity and Precision	Instructions are clear and unambiguous, guiding students effectively.	3	
		The phrasing avoids redundant or overly technical terms.	4	
		Activities and prompts are communicated in a straightforward manner.	4	
4.	Grammar and Syntax	The text is free from grammatical errors.	4	
		The sentence structures used are appropriate and enhance comprehension.	3	
		The use of punctuation aids readability and understanding.	4	

No.	Aspect	Indicator	Score	Recommendation
5.	Cultural Sensitivity and Inclusivity	The language reflects cultural diversity and inclusivity appropriately.	4	
		Gender-neutral and respectful terms are used throughout.	4	
		The text avoids stereotypes or culturally inappropriate expressions.	4	
Total				

Please select one of the following options based on your review:

**Valid without revision ( )**

*The materials meet all the outlined criteria and are suitable for use without any changes.*

**Valid with revision (✓)**

*The materials meet most criteria but require minor revisions to enhance their quality and effectiveness.*

*Please specify revisions in the comments section.*

**Not valid ( )**

*The materials do not meet the outlined criteria and require significant modifications.*

*Detailed feedback is provided below.*

#### Comments and Recommendations

(Please specify any changes needed, areas of improvement, or reasons for rejection, if applicable.)

- prepare more unit

- make sure the level of difficulty starting from easy to difficult

- revised based on consultation





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Fax (0331) 427095 e-mail: [febr@uinikhas.ac.id](mailto:febr@uinikhas.ac.id) Website: <https://febr.uinikhas.ac.id/>

Comments and Suggestions :

### Reccomendation

1. ( ) Valid
2. ( ✓ ) Valid with Revision
3. ( ) Not Valid

Jember, 14 February 2025  
Linguistic Expert,

**Praptika Septi Femilia, M.Pd.**  
NIP: 198809032023212029

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## Appendix 11

### RESEARCH JOURNAL ACTIVITIES

Name : Rahmawati Miftah

NIM : 202101060033

Research Title: Designing Worksheet to Develop English Competence of Kindergarten Student

Location : May English Course Jember

No.	Day/Date	Activities	Signatures
1.	October 9 <sup>th</sup> 2024	Submit a research request	
2.	October 10 <sup>th</sup> 2024	Research permit received	
3.	October 15 <sup>th</sup> 2024	Interview with the owner of May English Course	
4.	February 3 <sup>rd</sup> 2025	Direct observation for need analysis	
5.	February 20 <sup>th</sup> 2025	Small group test interview with teachers of May English Course	
6.	February 25 <sup>th</sup> 2025	Pre-test collection data	
7.	February 29 <sup>th</sup> 2025	Field trial data gathering	
8.	March 2 <sup>nd</sup> 2025	Calculate the pre test and post test result	

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Jember,  
Head Teacher of May English Course  
J E M B E R

**Maya Wulandari, S.Si.**



## Appendix 12

### Documentations



Direct Observation for need analysis



Product Validation Process



Small Group Test Interview



Field Trial



## Appendix 13



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 Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: [tarbiyah.iainjember@gmail.com](mailto:tarbiyah.iainjember@gmail.com)

Nomor : B-11261/In.20/3.a/PP.009/04/2025

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala May English Joy Club  
 Perum Royal City Boulevard B 21 Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : 202101060033  
 Nama : RAHMAWATI MIFTAH  
 Semester : Semester sepuluh  
 Program Studi : TADRIK BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Designing Worksheet to Develop English Competence of Kindergarten Students" selama 30 ( tiga puluh ) hari di lingkungan lembaga wewenang Bapak/Ibu Maya Wulandari, S.Si.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 15 April 2025

an. Dekan,


Wakil Dekan Bidang Akademik,



KHOTIBUL UMAM

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## Appendix 14



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 Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id  
 Website: www.uinkhas.ac.id

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**SURAT KETERANGAN LULUS CEK PLAGIASI SKRIPSI**

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : RAHMAWATI MIFTAH  
 NIM : 202101060033  
 Program Studi : TADRIS BAHASA INGGRIS  
 Judul Karya Ilmiah : DESIGNING WORKSHEETS TO DEVELOP ENGLISH  
 COMPETENCE OF KINDERGARTEN STUDENTS

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor pengecekan bab 1-5 sebesar 4,4 %

1. BAB I : 6%
2. BAB II : 9 %
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4. BAB IV : 3 %
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Jember, 21 Mei 2025  
 Penanggung Jawab Cek Plagiasi

FTIK UIN KHAS Jember

(Ulfa Dina Novienda S.Sos.I, M.Pd.)  
 NIP. 198308112023212019

## Appendix 15

### DECLARATION OF AUTHORSHIP

The undersigned below:

Name : Rahmawati Miftah

SRN : 202101060033

Program : English Education

Faculty : Tarbiyah and Teacher Training

University : State Islamic University of Jember

Declare that this undergraduate thesis entitled “Designing Worksheet to Develop Vocabulary Mastery at Kindergarten Level” is my original work, gathered and utilized especially to fulfill the purpose and objectives of this study and has not been submitted to any other university for higher degree. I also declare that the publications cited in this thesis have been personally consulted.

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Jember, 4 June 2025



Rahmawati Miftah  
202101060033

## Appendix 16

### CURRICULUM VITAE



Name : Rahmawati Miftah  
 SRN : 202101060033  
 Place, date of birth : Sidoarjo, January 11<sup>th</sup> 2002  
 Gender : Female  
 Address : Jl. Semboro – Tanggul RT/RW 001/016 Desa Semboro,  
 Kec.Semboro  
 Faculty : Tarbiyah and Teacher Training Faculty  
 Major : English Education  
 Email : [Nonamiftah1101@gmail.com](mailto:Nonamiftah1101@gmail.com)

### Education Background

Kindergarten : TK ABA Tanggul  
 Elementary school : SD Muhammadiyah 01 Tanggul  
 Junior high school : KMI Al-Ishlah Bondowoso  
 Senior high school : SMA Negeri 02 Tanggul

### Organizations Experience

- The member of Remaja Masjid SMAN 2 Tanggul
- The member of ICIS (Institute of Culture and Islamic Studies)

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 tahun 2023-2024