DEVELOPING COMMUNICATIVE TASKS
FOR THE EIGHTH GRADE STUDENTS
AT SMP NEGERI 14 YOGYAKARTA

A Thesis

Presented as the Partial Fulfillment of the Requirements for the Attainment of a *Sarjana Pendidikan* Degree in English Language Education

by:

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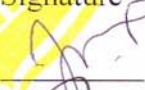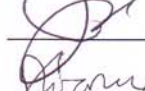Accepted by the Board of Examiners
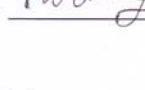
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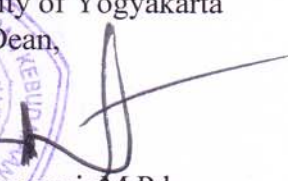
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DEDICATIONS

I lovingly dedicate this thesis to:

1. my parents to whom I express my appreciation for their prayers, financial and moral support, patience, understanding, love and attention.

2. my sister who supports and motivates me.

3. my fiance who supports and gives his prayer.

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5. lecturers who have given me a lot of knowledge and inspiration.

6. all of my friends who support and motivate me.

MOTTO

There is a rainbow at the end of even the darkest day.

(Anonymous)

Karena sesungguhnya sesudah kesulitan itu ada kemudahan.

(QS. Alam Nasyroh: 5)

Our greatest weakness lies in giving up. The most certain way to succeed is always to try just one more time.

(Thomas A. Edison)

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Yogyakarta, April 14th, 2014

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ABSTRACT

The final objective of this study was to develop communicative tasks which were suitable for the eighth grade students at Sekolah Menengah Pertama Negeri 14 Yogyakarta in semester I.

This study was a Research and Development (R & D) type that followed Borg and Gall's research design (2003) combined with Brian Tomlinson model design (1998) with several modifications. There were eight stages in this study. The first stage was conducting needs analysis in which a questionnaire and interview guideline were used in this stage to gather the learners' needs and interest. Data from the questionnaires was analyzed quantitatively while the data from interview was analyzed qualitatively. The second stage was developing the course grid that based on the data from the needs analysis. The third stage was writing the materials in which the course grid was used as guidance. Then, the designed materials became the first draft of product. The fourth stage was expert judgements. The first draft of product was evaluated by the experts at TEFL methodology. The fifth stage was conducting the first try-out that was used to get users' opinion as the basis of evaluation. Grade VIII students of SMP Negeri 14 Yogyakarta class VIIIA and VIIIC were involved in this try-out. The next stage was revising the materials based on the users' opinion in the first try-out. The seventh stage was conducting the second try-out that was also used to get users' opinion about the revised materials. Then, the last stage was writing the final product that was based on the users' opinion in the second try-out.

The final product of this study consisted of communicative tasks in three units. Each unit was arranged in 22 tasks in which the activities focused on comprehension, language, and communication. After being tried-out and evaluated, the communicative tasks were proved to fulfill the criteria of good materials. The quantitative analysis result of the evaluation questionnaire showed that the highest mean was 3.32 and the lowest one was 2.83. Based on categorization using an ideal mean (Mi) and an ideal standard deviation (SDi), 10 of 12 statements about the materials belonged to "good" category and two statements belonged to "very good" category. Thus, it could be concluded that the developed communicative tasks for the eighth grade students were already suitable and appropriate.

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CHAPTER I
INTRODUCTION

A. Background to the Problem

Language is the most important communicative tool of mankind that is used to comprehend and express information, thoughts, and feelings both in spoken and written forms. Today, English becomes an important tool for international communication. Thus, communicative competence in English is very important. In this case, communicative competence has whole understanding that is discourse competence. It is an ability to understand and/or produce spoken and/or written text that is realized in four language skills. These are listening, speaking, reading, and writing. The four language skills are used to respond to or create discourse in society. Therefore, English is aimed to create the graduate junior high school students to be able to communicate in English both in spoken and written forms.

English as compulsory subject in junior high school has some objectives. First, the junior high school students should be aware about the essence of English to increase the national effort of global society. Second, the junior high school students can develop their understanding about the relevance of language and culture. Third, the junior high school students can develop their ability to use English for academic purposes both in spoken and written forms, such as reading newspaper, reading manual, reading procedure, and so on. The last, the graduate junior high school students should have discourse competence in the level of functional literacy skill. It means that they are expected to use English in spoken

or written form to communicate with others. In order to conduct an effective communication, the students should have at least four language skills. Those four language skills can be used as basic knowledge to use English in communication as the major goal of teaching and learning English.

However, based on observation at SMP Negeri 14 Yogyakarta, the students are not able to achieve the goals of learning English. They are not able to use English well as the objective of the teaching and learning English. For example, when the students make a sentence both in written or spoken form, they make some errors in using auxiliary verb, choice of words, spelling, etc. In addition, the limited vocabulary becomes an obstacle in expressing their ideas. Those conditions make them diffident to practise their English in classroom activities. Therefore, when the teacher asks them to speak in English, they seem embarrassed and reluctant to do the teacher's command. It makes the students passive during the teaching and learning process. Realizing these facts, the teacher should maximize her role in facilitating the learning process to help the students to be able to use English.

The teacher can play her role to help the students to practise and use their English by implementing communicative language teaching in the form of communicative materials. Providing communicative materials that are appropriate to the students' needs is also suggested to be used in language teaching. The communicative materials can engage the students to be active in classroom activities. Besides that, communicative materials stimulate the students to communicate actively on topics of interest and relevance to them. In other words,

the teaching and learning process should be based on communicative principles, so that the students will get more opportunities to practise and use their English.

In this case, the communicative tasks as a form of communicative materials play important roles in teaching and learning process. For examples, the communicative materials give more opportunities to the students to practise and use English. They stimulate the students to be active in classroom activities. Therefore, the communicative tasks are needed to help the eighth grade students of SMP Negeri 14 Yogyakarta to practise and use English in classroom activities.

B. Identification of the Problems

There are some problems in the teaching and learning process at SMP Negeri 14 Yogyakarta. The problems come from some factors, such as the students, the teacher, the materials, and the tasks.

The first factor comes from the students. Based on observation and interview, the eighth grade students at SMP Negeri 14 Yogyakata have poor ability in mastering English. They are not able to use English well. When the teacher asks them to practise English, they seem to be embarrassed and reluctant. Their inability makes them diffident to practise and use English in classroom activities. Limited vocabulary also becomes an obstacle for them to speak English. Further, the students make many grammatical mistakes. For example, they are still confused when they should use verb infinitive or add –s/-es in verb form and they also make mistakes in using auxiliary verb.

The second factor comes from the teacher. Based on interview, the teacher never develops the English learning materials for the students. She finds some

difficulties in developing good English learning materials because she never gets materials development training. This condition makes her diffident enough to develop English learning materials. As a result, the teacher uses course book in the teaching process without any supplementary materials whereas the content and the language used in the course book are too difficult for the students.

The third factor comes from materials. Based on observation, the materials in the course book used are not relevant to the students' needs. The materials in the course book are designed to all of junior high school students without considering the students' difference. Therefore, for the eighth grade students at SMP Negeri 14 Yogyakarta, the materials are too difficult. It can be seen from the students' difficulties during doing the tasks. The content and the language included are too difficult to be comprehended by the students because those materials are not relevant to students' proficiency. In addition, the materials cannot encourage the students to use the language for communication. Realizing this fact, the teacher should provide materials that are appropriate for students' needs and interest.

The last factor comes from tasks. Tasks become an important element to facilitate an effective teaching and learning process. Based on observation, the tasks cannot give their contribution to help the students to practise and use English. The tasks cannot stimulate the students to learn and help them to use the language for communication. As a result, the students are passive during the teaching and learning process. Most of students will not participate in classroom

activities without teacher's request. In this case, it is important to provide communicative tasks that can help the students to use their English.

C. Limitation of the Problem

Although there are some factors that influence the teaching of materials in junior high school, in this study, the researcher focuses on one of the teaching learning aspects, namely materials, especially on developing communicative tasks. The reason is that the implementation of communicative tasks can help and facilitate the students to be able to use English effectively. Communicative tasks give more changes to students to use English. Therefore, by using communicative tasks, the students are encouraged to use and practise English in classroom activities. The implementation of communicative tasks will also influence the English teaching and learning process to be more effective. SMP Negeri 14 Yogyakarta is chosen by the researcher because this school needs improvement of communicative tasks to facilitate the students to use and practise English. The purpose is that the students are expected to be able to communicate in English after the learning process.

D. Formulation of the Problem

In accordance with the limitation of the problem above, this study presents a problem that is "How are communicative tasks developed for the eighth grade students at SMP Negeri 14 Yogyakarta?"

E. Objective of the Study

The objective of this study is to develop communicative tasks for the eighth grade students at SMP Negeri 14 Yogyakarta.

F. Significance of the Study

This study is expected to give some contributions to the English language teaching and learning process at SMP Negeri 14 Yogyakarta. The contributions are as follows:

a. To the eighth grade students at SMP Negeri 14 Yogyakarta

From the result of this study, the students are expected to be able to practise and use English in communication in the learning process, so that their English ability will be improved.

b. To English teachers at SMP Negeri 14 Yogyakarta

This study is a challenge to English teachers at SMP Negeri 14 Yogyakarta to conduct more effective teaching and learning process to facilitate the students to be able to use English with appropriate learning materials.

CHAPTER II
LITERATURE REVIEW

A. Review of Theories

1. Communicative Language Teaching

a. Views on Language

Some definitions of language are based on the idea of language for communication. There are many definitions of language by many experts. According to Berns (1990: 104, in Savignon, 1997: 6), language is seen as a social tool that speakers use to make meaning; speakers communicate about something to someone for some purpose, either orally or in writing. While Merriam-Webster's Collegiate Dictionary (2003: 699, in Brown, 2007: 6) states that language is a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meanings.

Then, Brown (2007: 6) defines a consolidation of a number of possible definitions of language yields. The following is the composite definition.

a. Language is systematic.
b. Language is a set of arbitrary symbols.
c. Those symbols are primarily vocal, but may also be visual.
d. The symbols have conventionalized meanings to which they refer.
e. Language is used for communication.
f. Language operates in a speech community or culture.
g. Language is essentially human, although possibly not limited to humans.
h. Language is acquired by all people in much the same way; language and language learning both have universal characteristics.

In conclusion, the definitions of language is based on people' uses and purposes. Each person's definition about language will reflect what language means to that person. From those definitions, it can be inferred that language is a system of communication that consists of a set of rules and used by people of certain place or community.

b. Components of Language

One obvious way of studying language is to consider what its components are, how they are combined to make larger bits, and how these bits help us to convey messages. According to (Bauer, 2007: 12), the components of language and their function are usually split up into a number of different subfields.

First is phonetics. Phonetics deal with how they are made, classified, and combined with each other. Then, they deal with how they interact with each other when they are combined. Last, they deal with how they are perceived. Second is phonology. Phonology also deals with speech sounds, but at a rather more abstract level. Phonetics deal with individual speech sounds, while phonology deals with the systems which incorporate the sounds.

Third is morphology. Morphology deals with the internal structure of words. It can be said that morphology deals with words and their meaningful parts. Fourth is syntax. Syntax is concerned with the ways in which words can be organized into sentences and the ways in sentences are understood. Fifth is semantics. Semantics deals with the meaning of language. It is divided into two parts, lexical semantics which is concerned with the relationships between

words, and sentence semantics which is concerned with the way in which the meanings of sentences can be built up from the meanings of their constituent words.

Next is pragmatics. Pragmatics concerns in the way the meaning of an utterance may be influenced by its speakers or hearers interpret it in context. Last is lexicology. Lexicology concerns about the established words of a language and the fixed expressions whose meanings cannot be derived from their components: idioms, clichés, proverbs, etc.

Language components have important roles in producing language for communication. One factor of successful communication depends on learning each language component. Therefore, the language learners should learn components of language well. If the leaners have good concept of language components, they will learn and produce language easier.

c. Views on Learning

There are some definitions of learning that are proposed by some experts. Tomlinson (1998: 4) says that learning is normally considered to be a conscious process which consists of the committing to memory of information relevant to what is being learned. In addition, Brown (2007: 7) reveals that learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. Furthermore, he breaks down the components of the definition of learning. These are:

1) Learning is acquisition or "getting."
2) Learning is retention of information or skill.

3) Retention implies storage systems, memory, cognitive organization.
4) Learning involves active, conscious focus on and acting upon events outside or inside the organism.
5) Learning is relatively permanent but subject to forgetting.
6) Learning involves some form of practise, perhaps reinforced practise.
7) Learning is a change in behavior.

The definitions of learning are based on the means of learning to those people. From those definitions, it can be inferred that learning is a concious process of involving the study of explicit rules of language and monitoring one's performance. The essensial point of learning is obtaining information or knowledge.

d. Views on Language Learning

There are three things of the language learning which the researcher considered, i.e. the meaning of learning, learning styles, and learning strategies.

1) The Meaning of Language Learning

According to Tomlinson (1998: 4), language learning can be explicit (i.e. the learners are aware of when and what they are learning) or it can be implicit (i.e. the learners are not aware of when and what they are learning). Language learning can also be of declarative knowledge (i.e. knowledge of the language system) or of procedural knowledge (i.e. knowledge of how the language is used).

Based on those definitions, there is an important distinction between language acquisition and language learning. Language acquisition refers to the learners naturally learn language through communication and usage, while language learning refers to the process undertaken when learners choose to learn a

language and proceed by memorizing and then using grammar, syntax and vocabulary. However, the essensial point of learning and acquisition are obtaining information or knowledge.

2) Learning Styles

Learning styles might be thought of as cognitive, affective, and physiological traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment (Keefe, 1979: 4, in Brown, 2007: 120). Or, more simply, Skehan (1991: 288, in Brown, 2007: 120) defines learning style as a general predisposition, voluntary or not, toward processing information in a particular way.

Based on those definitions, it can be inferred that learners learn new information in different ways. The learners habitual pattern of acquiring and processing information in learning situations are determined by the way they internalize their total environment. The internalization process is not strictly cognitive. Physical, affective, and cognitive domains merge in the learning styles.

There are some learning styles according to Ehrman and Leaver (2003 in Brown, 2007: 120-129). First is field independence style that enables students to distinguish parts from a whole, to concentrate on something (like reading a book in a noisy train station), or to analyze separate variables without the contamination of neighboring variables. Second is left-and right-brain dominance. The left hemisphere is associated with logical, analytical thought, with mathematical and linear processing of information then the right hemisphere perceives and remembers visual, tactile, and auditory images. In the second language learning

and teaching, left-brain-dominant second language learners preferred a deductive style of teaching, while right-brain-dominant learners appeared to be more successful in an inductive classroom environment. Third is ambiguity tolerance. The learners who are tolerant of ambiguity are free to entertain a number of innovative and creative possibilities and not be cognitively or affectively disturbed by ambiguity and uncertainty. They relatively open-minded in accepting ideologies and events and facts that contradict their own views.

Next is reflectivity and impulsivity. An impulsive learner implies an approach in which a learner makes a number of different gambles on the basis of "hunches," with possibly several successive gambles before a solution is achieved. Then, reflective learner tends to weigh all the considerations in a problem, work out all the loopholes, and then, after extensive reflection, venture a solution. Last is visual, auditory, and kinesthetic styles. Visual learners tend to prefer reading and studying charts, drawings, and other graphic information. Auditory learners prefer listening to lectures and audiotapes. Then, kinesthetic learners will show a preference for demonstrations and physical activity involving bodily movement.

3) Learning Strategies

To be effective learners, the learners have to take responsibility for their own learning. Learning strategies are needed to help them understanding information and solving problems. Charoot (2005: 112, in Brown, 2007: 132) defines learning strategies quite broadly as "procedures that facilitate a learning task. . . . Strategies are most often conscious and goal driven." Moreover, the field

of second language acquisition has distinguished between two types of strategy, learning strategies, and communication strategies.

a. Learning Strategies

Typically, strategies were divided into three main categories. First is metacognitive that is a term used in information-processing theory to indicate an executive function, strategies that involve planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed (Purpura, 1997, in Brown, 2007: 132). Second is cognitive strategy, that is more limited to specific learning tasks and involve more direct manipulation of the learning material itself. The last is socio-affective strategies. It has to do with social-mediating activity and interacting with others. (Brown, 2007: 132)

b. Communication Strategies

Communication strategies deal with the verbal or nonverbal mechanisms for the productive communication of information. Faerch and Kasper (1983: 36, in Brown, 2007: 137) defined communication strategies as potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal.

The learning strategies play an important role in the learning process. The maximum learning can be achieved when the learners spontaneously engage in appropriate learning strategies use. The learner should know the steps of strategy (how to use it), what the strategy is for, when to use it, and why it is important to use strategies.

e. The Definitions of CLT

According to Richards (2001: 172), communicative language teaching is best considered an approach rather than a method. It refers to a diverse set of principles that reflect a communicative view of language and language learning and that can be used to support a wide variety of calssroom procedures. Then, Larsen and Freeman (2000: 120) say that communicative language teaching is making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication.

Further, Brown (2001: 43) says the six interconnected characteristics as a description of communicative language teaching:

1) Classroom goals are focused on all of the components (grammatical, discourse, functional, sociolinguistics and strategic) of communicative competence.
2) Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus, but rather than aspects of language that enable the learner to accomplish those purposes.
3) Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take more importance than accuracy in order to keep learners meaningfully engaged in language use.
4) Students in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts outside the classroom. Classroom tasks must equip students with the skills necessary for communication for those contexts.
5) Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning.
6) The role of teacher is that of facilitator and guide, not an all-knowing bestowed of knowledge. Students are therefore encourages to construct meaning through genuine linguistics interaction with others.

Communicative language teaching makes use of real-life situations that necessitate communication. The communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics. All of them are underpinned by beliefs about nature of language and about language learning. (Wang, 2006: 15)

From those definitions, it can be inferred that there is no best definitions of communicative language teaching. The most essensial points of communicative language teaching is having real meaning of communication. When the learners are involved in real communication, their natural strategies for language acquisition will be used. Then, this will allow them to learn to use the language.

f. Principles of CLT

An approach starts from principles of language learning and uses these as a basis for proposing optimal ways of facilitating the language learning. There are some principles of communicative language teaching. Morrow in Johnson and Morrow (1981: 60) conveys five principles of CLT:

1) Know what you are doing.
   This principle means that the focus of every lesson (or part of a lesson) should be performing of some operation-learning how to do something.
2) The whole is more than the sum of the part.
   The crucial feature of a communicative method will be that it operates with stretches of language above the sentence level, and operates with real language in real situations.
3) The processes are as important as the forms.
   A method which aims to develop the ability of students to communicate in a foreign will aim to replicate as far as possible

the processes of communication, so that practise of the forms of
the target language can take place within a communicative
framework.

4) To learn it, do it.
Education must be ultimately concerned not just with teaching
but also with learning. The teacher can help, advice, and teach,
but only the learner can learn.

5) Mistakes are not always a mistake.
One of the most frequently voiced criticism of a communicative
approach to language teaching is that it encourages students to
make mistakes, particularly of grammar.

Based on those principles, it can be concluded that the principles of
communicative language teaching allow for a great deal of flexibility. The
flexibility makes the principles adaptable to the learners needs and goals.
Furthermore, those principles are only proposal and the learners just perceive
different priorities in their learning of language.

2. Communicative Competence

It has been widely accepted that integrating the four skills can develop
communicative competence because it focuses on the realistic communication,
which is the main pursuit of teaching and learning. The translation of
communicative competence in language teaching practise is to develop learners'
language skills, namely, listening, speaking, reading and writing. (Jing, 2006: 1)

The capacity to use language appropriately in communication based on the
setting, the roles of the participants, and the nature of the transaction is referred to
as communicative competence (Richards, 2001: 36). Then Littlewood (1981: 1-5)
says that communicative competence consists of linguistic competence, ability to
distinguish between forms and communicative function, skills and strategies of
using language as a means of expressing meaning and awareness of social

meaning in language forms. Further, Nunan (2004: 212) defines communicative competence as the ability to deploy linguistic, interpersonal and sociocultural knowledge effectively for communication purposes.

From those definitions, it can be inferred that communicative competence is the ability to use the language correctly and appropriately to accomplish communication goals. The most essentials point here is the ability to communicate competently, not the ability to use the language exactly as a native speaker does.

3. **Task-Based Language Teaching**

Task-Based Language Teaching is the further development of the theory of Communicative Language Teaching (CLT). According to Richards and Rodgers (2006: 223), Task-Based Language Teaching (TBLT) refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching. In this case, tasks are proposed as useful vehicles for applying the following principles that formed part of the communicative language teaching movement from the 1980s. There are three principles. First, activities that involve real communication are essential for language learning. Second, activities in which language is used for carrying out meaningful tasks promote learning. Third, language that is meaningful to the learners supports the learning process.

Furthermore, according to Richards and Rogers (2006: 226), there are several assumptions about the nature of language that underlie the current approaches of task-based language teaching. First, language is primarily a means of making meaning. Task-based language teaching emphasizes on the central role of meaning in language use. It means that the assessment of the task is primary

more focused on the meaning, rather than on the language display. Second, conversation is the central focus of language and the keystone of language acquisition. The basis of second language acquisition is speaking and trying to communicate with others through the spoken language drawing on the learner's existing linguistics and communicative resources.

In addition, Nunan (2004: 35) proposes seven principles for task-based language teaching. Here the seven principles proposed by him:

a) Principle 1: Scaffolding
   Lessons and materials should provide supporting frameworks within which the learning takes place. At the beginning of the learning process, learners should not be expected to produce language that has not been introduced either explicitly or implicitly.

b) Principle 2: Task dependency
   Within a lesson, one task should grow out of, and build upon, the ones that have gone before.

c) Principle 3: Recycling
   Recycling language maximizes opportunities for learning and activates the learning principle.

d) Principle 4: Active learning
   Learners learn best through doing - through actively constructing their own knowledge rather than having language transmitted to them by the teacher.

e) Principle 5: Integration
   Learners should be taught in ways that make clear the relationships between linguistic form, communicative function, and semantic meaning.

f) Principle 6: Reproduction to creation
   Learners should be encouraged to move from reproductive to creative language use.

g) Principle 7: Reflection
   Learners should be given opportunities to reflect on what they have learned and how well they are doing.

From those definitions, it can be summarized that the focus of task-based language teaching is on the use of authentic language through meaningful tasks. Thus, the task-based language teaching encourages meaningful communication

and is student-centered. If the use of language is meaningful and memorable, the learners can process language which is being learned more naturally.

4. Definition of Tasks

There are some definitions of task. According to Richards and Renandya (2002: 94), a task is an activity which learners carry out using their available language resources and leading to real outcome. For examples, playing a game, solving a problem, and sharing and comparing experiences. In carrying out tasks, learners are said to take part in such processes as negotiation of meaning, paraphrase, and experimentation, which are thought to lead to successful language development.

Ellis (2003: 16) also defines the term of task. He says that a task is a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms. A task is intended to result in language use that bears a resemblance, direct or indirect to the way language is used in the real world. Like other language activities, a task can engage productive or receptive, and oral or written skills and also various cognitive processes.

Finally, Nunan (2004: 4) states that task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical

knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle, and an end. He also defines that tasks are in terms of what the learners will do in class rather than in the world outside the classroom.

There has been an extensive debate on task definitions for the purposes of languages teaching and learning. Every definition will reflect the task means to that person. From those definitions, it can be summarized that task is a piece of work that has to be done by the learners to achieve certain goals in the learning process.

5. The Components of Tasks

Nunan (2004: 41) proposes a minimum specification of *task* will include goals, input and procedures, and that these will be supported by roles and settings. This simple model is represented diagrammatically below.
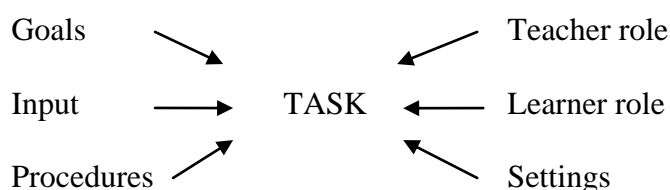
Figure 1: **The Components of Task Proposed by Nunan (2004)**

a. Goals

Goals mean the general intentions behind any given communicative tasks and learning tasks. They may be related to a range of general outcomes (communicative, effective or cognitive) or may directly describe teacher or learner

behaviour. It is very important to make the goals before communicative activities. Communicative activities with no goals cannot encourage learners' interest in verbal participation. When communication is with no goals, this activity is not a real task. Therefore, goals are the necessary elements of communicative tasks and goals play a very important role in the whole process of communicative activities. The goal's purpose is to exchange personal information. Goals provide a point of contact between the task and the broader curriculum.

b. Input

Input refers to the spoken, written and visual data that learners work with in the course of completing a task. Data can be provided by a teacher, a textbook or some other source. Alternatively, it can be generated by the learners themselves. Input can come from a wide range of sources, such as letters (formal and informal), newspaper extracts, picture stories, telecom account, driver's license, missing person's declaration form, social security form, business cards, memo note, and so on.

c. Procedures

Procedures specify what learners will actually do with the input that forms the point of departure for the learning task. In considering criteria for task selection, some issues arise similar to those as considering input. According to Richards and Rogers (2006: 238), the following format is developed for each task:

1) Pre-task activity
   Learners first take part in a preliminary activity that introduces the topic, the situation, generating vocabulary and related language, and developing expectations about the topic. Then, the learners are given a model the kind of transaction that the

learners will have to perform. They should be provided examples of kind language used.

2) Task activity

In this stage, learners perform the task, role play, for example. They work in pairs with a task and cues needed to negotiate the task.

3) Post-task activity

Learners analyze what they have done.

d. Task Types

There are as many different task types as there are people who have written on classroom activities. There are three principal task types are used: information-gap, reasoning-gap, and opinion-gap.

1) Information-gap activity, which involves a transfer of given information from one person to another – or from one form to another, or from one place to another – generally calling for the decoding or encoding of information from or into language. One example is pair work in which each member of the pair has a part of the total information (for example an incomplete picture) and attempts to convey it verbally to the other. Another example is completing a tabular representation with information available in a given piece of text. The activity often involves selection of relevant information as well, and learners may have to meet criteria of completeness and correctness in making the transfer.

2) Reasoning-gap activity, which involves deriving some new information from given information through processes of inference, deduction, practical reasoning, or a perception of relationships or patterns. One example is working out a teacher's timetable on the basis of given class timetables. Another is deciding what course of action is best (for example cheapest or quickest) for a given purpose and within given constraints. The activity necessarily involves comprehending and conveying information, as an information-gap activity, but the information to be conveyed is not identical with that initially comprehended. There is a piece of reasoning which connects the two.

3) Opinion-gap activity, which involves identifying and articulating a personal preference, feeling, or attitude in response to a given situation. One example is story completion; another is taking part in the discussion of a social issue. The activity may involve using factual information and formulating arguments to justify one's opinion, but there is no objective procedure for demonstrating

outcomes as right or wrong, and no reason to expect the same outcome from different individuals or on different occasions.

(Prabhu 1987: 46-7, in Nunan, 2004: 57)

e. Teacher and Learner Roles

Roles refer to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants. There are some learner roles according to Nunan (2004: 65):

1. The learner is a passive recipient of outside stimuli.
2. The learner is an interactor and negotiator who are capable of giving as well as taking.
3. The learner is a listener and performer who have little control over the content of learning.
4. The learner is involved in a process of personal growth.
5. The learner is involved in a social activity, and the social and interpersonal roles of the learner cannot be divorced from psychological learning processes.
6. The learner must take responsibility for his or her own learning, developing autonomy and skills in learning-how-to-learn.

Teacher roles and learner roles are two sides of a coin. Giving the learners a more active role in the classroom requires the teacher to adopt a different role. The teacher has three main roles in the communicative classroom. The first is to act as a facilitator of the communicative process, the second is to act as a participant, and the third is to act as an observer and learner. If the learners see the teacher as someone who should be providing explicit instruction and modeling of the target language, and the teacher sees him or herself as a facilitator and guide, then conflict may arise. In such a situation, the teacher may need to strike a balance between the roles that he/she feels appropriate and those demanded by the students.

f. Settings

Settings refer to the classroom arrangements specified or implied in the tasks. It also requires consideration of whether the tasks are to be carried out wholly or partly outside the classroom. In considering settings for teaching and learning process, it is useful to distinguish between 'mode' and 'environment'. Learning mode refers to whether the learner is operating on an individual or a group basis. Each of these configurations has implications for task design. Environment refers to where the learning actually takes place. It might be a conventional classroom in a school or language centre, a community class, a workplace setting, a self-access centre, or a multi-media language centre. Until comparatively recently, it was assumed that learning would take place inside a conventional classroom. (Nunan, 2004: 70)

6. Communicative Tasks

Over the last 25 years the communicative task has emerged as a significant building block in the development of language curricula and also as an element for motivating process-oriented second language acquisition research. The communicative task has evolved as an important component within curriculum planning, implementation, and evaluation. In task-based language teaching, syllabus content and instructional processes are selected with reference to the communicative tasks which learners will (either actually or potentially) need to engage in outside the classroom and also with reference to theoretical and empirical insights into those social and psycholinguistic processes which facilitate language acquisition. (Nunan, 1991: 279-295)

According to Lambert (2004: 18-27), communication tasks (he uses communication tasks instead communicative tasks) are pedagogic tasks which operate through a planned diversion in the information held by learners, and which usually approximate to some degree to a real world task which learners may have to complete outside class. The need to share information requires learners to communicate functionally in a second language, and the real-world connection allows them to acquire task-specific language and skills. When they are well planned, communicate actively on topics of interest and relevance to them.

The communicative tasks for the TBLT are selected and assessed in terms of difficulty according to Skehan's schemes (1996, in Wang, 2006: 37-38). The following phases are taken into consideration:

a. Pre-task stage

The teacher will introduce the topic and the students will do a similar task so that the task requirements are made clear. Different tasks will place different processing loads on learners, therefore careful planning will ease the burden during the task and attention may be directed to the detail of the language.

Code complexity is concerned with structuring and interlanguage development, and the use of pedagogic tasks will be introduced and draw attention to aspects of the target language code. Students will focus on language forms that will be useful in the coming tasks. The teacher has ensured that the text structure and vocabulary load are just beyond the

students' current knowledge, so that redundancy can be activated to fill in for partial comprehension of certain parts of the text. The density of information is controlled either by the choice of text or the choice of activities: for example when the text is dense, students will focus on scanning for information.

b. During-task stage

The area of communicative stress is concerned with how the task is transacted. The teacher will need to manipulate pressure: he/she carefully considers the time limits for the task (time pressure) in relation to the length of text, type of response and number of participants, so that learners use language at a comfortable speed. If a task is transacted in pressure conditions and without careful planning there is the danger that students will by-pass syntax in the attempt to process meaning and will use fossilized language (language they have rehearsed/memorized).

c. Post-task stage

This stage can be used to promote pedagogic goals. Students will engage in a similar task which will be carried out publicly (the audience will consist of the other students). Students will have the incentive to focus attention more clearly to language itself and "it may lead learners to switch attention repeatedly between accuracy and restructuring and fluency.

(Skehan, 1996: 27)

7. Materials Development

According to Tomlinson (1998: 2), materials development refers to anything which is done by writers, teachers, or learners to provide sources of language input and to exploit those sources in ways maximize the likelihood of intake. In other words the supplying of information about and/or experience of the language in ways designed to promote language learning. Materials developers might write textbooks, tell stories, bring advertisements into classroom, express an opinion, provide samples of language use or read a poem aloud. Whatever they do so in principled ways related to what they know about how languages can be effectively learned.

Therefore, to provide the language input sources in order to promote the language learning, the researcher will develop communicative tasks that can be used to help the students to practise and use English effectively. The communicative tasks are developed based on the communicative principles.

In developing materials, the material developers must define the purposes of learning. They must consider on some principles which will guide them in the actual writing of the materials as suggested by Tomlinson (1998: 7- 14):

    a. Materials should achieve impact.
       Impact is achieved when materials have a noticeable effect on learners that is when the learners' curiosity, interest, and attention are attracted.

    b. Materials should help learners to feel at ease.
       Materials can help learners to feel at ease in a number of ways. For example, he thinks that most learners feel more comfortable with materials with lots of white space than they do with materials in which lots of different activities.
    c. Materials should help learners to develop confidence.

Tomlinson (1998: 9) prefers to attempt to build confidence through activities which try to 'push' learners slightly beyond their existing proficiency by engaging them in tasks which are stimulating, which are problematic but which are achievable too. The activities that encourage learners to use and to develop their existing extra-linguistic skill can also help the learners to develop confidence.

d. What is being taught should be perceived by learners as relevant and useful.
Materials are relatively easy to convince the learners that the teaching points are relevant and useful by relating them to known learner interests and to 'real-life' tasks which they need or might need to perform in the target language.

e. Materials should require and facilitate learner self-investment.
Learning activities should require the learners to make discoveries for themselves.

f. Materials should expose the learners to language in authentic use.
Materials can provide exposure to authentic input through the advice they give, the instructions for their activities, the activities they suggest and the spoken and written texts they include.

g. Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.
Learners should be given opportunities to use language for communication rather than just to practise it in situations controlled by the teacher and the materials.

Based on those principles, it can be summarized that the development of materials in the language teaching aims to help the language learners applying the practical realities of developing and exploiting classroom materials. It is supposed that good materials will help to bring appropriate input and opportunities for communication to the language learners.

8. Teaching English to Teens

Brown (2001: 92) says that the terrible teens are an age of transition, confusion, self-consciousness, growing, and changing bodies and mind. Teens are between childhood and adulthood, therefore a very special set of

considerations applies to teaching them. Perhaps because of the enigma of teaching teenagers, little is specifically said in the language teaching field about teaching at this level. Nevertheless, some thoughts are worth verbalizing, even if in the form of simple reminders.

a. Intellectual capacity adds abstract operational thought around the age of twelve. Therefore, some sophisticated intellectual processing is increasingly possible.

b. Attention spans are lengthening as a result of intellectual maturation, but once again, with many diversions present in a teenager's life, those potential attention spans can be easily shortened.

c. Varieties of sensory input are still important, but, again, increasing capacities for abstraction lessen the essential nature of appealing to all five senses.

d. Factors surrounding ego, self-image, and self-esteem are at their pinnacle. Teens are ultrasensitive to how others perceive their changing physical and emotional selves along with their mental capabilities. One of the most important concerns of the secondary school teacher is to keep self-esteem high by:

   1) avoiding embarrassment of students at all costs,
   2) affirming each person's talent and strengths,
   3) allowing mistakes and other errors to be accepted,
   4) de-emphasizing competition between classmates, and
   5) encouraging small-group work where risks can be taken more easily by a teen.

e. Secondary school students are of course becoming increasingly adultlike in their ability to make those occasional diversions from the "here and now"

nature of immediate communicative contexts to dwell on a grammar point or vocabulary item.

(Brown, 2001: 92)

It is a fact that teaching English to teens is not easy. Moreover, there is no easiest age group to teach. Every level has its unique challenges and rewards. The biggest challenges is planning activities that engage each learner. Creating a comfortable classroom is the best thing for the teens. Finding out what gets the teens' attention and use it to help them learn is the good key of teaching them. In other words, the learners have to be convinced to learn and like English by using the right activities and topics for them.

9. **The Characteristics of the Eighth Grade Students at SMP Negeri 14 Yogyakarta**

Based on observation and interviews, there are some characteristics of the eighth grade students at SMP Negeri 14 Yogyakarta:

a. They have poor ability in English.

The students' input is low and it makes them are not able to use English well. They often make many grammatical mistakes in both written and spoken forms. Limited vocabulary also makes them find difficulties in use their English.

b. They have low motivation in learning English.

In the teaching and learning process, they do not pay attention to the teacher's explanation. When they are asked by their teacher to do the task or assignment, they seem to be shy and reluctant.

c. They are diffident enough to practise their English.

Limited vocabulary and grammatical rules make them are diffident enough to practise and use their English.

d. They are passive in classroom activities.

They are passive during the teaching learning process. They just keep silent when the teacher asked them some questions or opinions related to the topic is being learned.

B. Conceptual Framework

The school-based curriculum is an operational curriculum that has been implemented since 2006. This curriculum emphasizes on the development of curriculum by each school on its potential and characteristics, social and culture of the community and learners' characteristics. The development itself also has to follow the *Badan Standar Nasional Pendidikan* (*BSNP*).

The national education standard that covers that teaching materials is the standard of content. The standard of content covers teaching materials which are included the standar of competency and the basic competency. The teachers are determined to develop their own teaching learning materials especially task, based on the students' needs and interest. Using English learning materials which are appropriate to the students needs and interest is very important because it can determine the quality of the teaching and learning in the classroom.

According to the school-based curriculum, an English lesson for Junior High School in Indonesia is aimed at developing communicative competence both spoken and written English through the development of related skills, i.e.

lsitening, speaking, reading, and writing. In this case, the graduate Junior High School are expected to reach the information level, meaning that learners, as they can access knowledge by using their language ability, will be focused on their future in continuing in Senior High School. (BSNP, 2006: 277)

The researcher adapted the materials design by Borg and Gall's research design (2003) combined with Brian Tomlinson model design (1998) with several modifications to arrange the conceptual framework of this study as presented in the following figure.

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┌─────────────────────────────┐
│  Conducting needs analysis  │
└─────────────────────────────┘
              ↓
┌─────────────────────────────┐
│   Developing course grid    │
└─────────────────────────────┘
              ↓
┌─────────────────────────────┐
│    Writing the materials    │
└─────────────────────────────┘
              ↓
┌─────────────────────────────┐
│       Expert judgement      │
└─────────────────────────────┘
              ↓
┌─────────────────────────────┐
│  Conducting the first try-out │
└─────────────────────────────┘
              ↓
┌─────────────────────────────┐
│   Revising the second draft │
└─────────────────────────────┘
              ↓
┌─────────────────────────────┐
│  Conducting the second try-out │
└─────────────────────────────┘
              ↓
┌─────────────────────────────┐
│    Revising the third draft │
└─────────────────────────────┘
              ↓
┌─────────────────────────────┐
│   Writing the final product │
└─────────────────────────────┘
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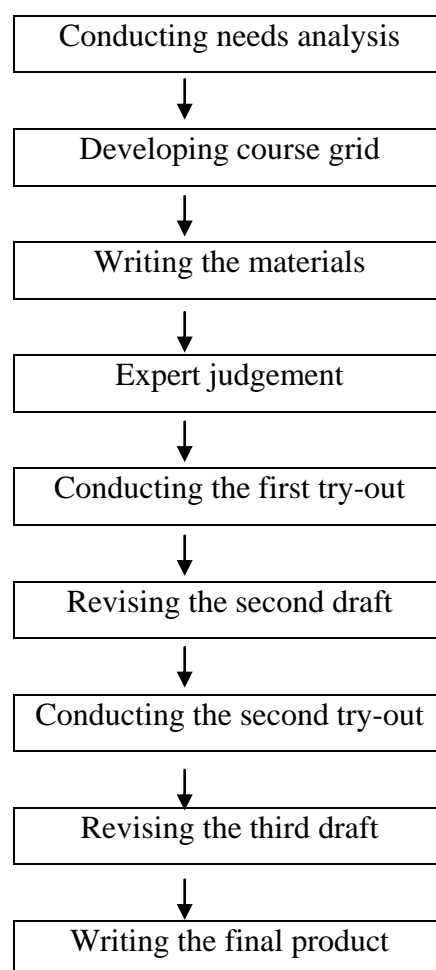
Figure 2: **The Materials Design by Borg and Gall (2003) Combined with Tomlinson (1998)**

CHAPTER III
RESEARCH METHOD

A. Type of the Study

The objective of this study is to develop a finished product that can be used effectively in educational programs and therefore, this research falls into Research and Development (R&D) category (Borg, 1981: 221). He states that educational R&D is an industry-based development model in which the findings of research are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standards. They state that most educational researches study situation which is too far removed from the typical classroom to have direct effect upon educational practise. Here, R & D plays its role. It takes the findings generated by these researches and uses them to build tested products that are ready for operational use in the school.

In this study, evaluation is play important role in educational research and development (Borg and Gall, 2003). R & D projects follow a sequence of steps which are not exactly the same for every project, but basically the sequence of the step is program development. Further, Gay (1987: 6-8) states R & D as an effort to develop effective products for use in educational programmes. Products to use include objectives, media, teaching materials, and so on.

B. Setting and Subject of the Research

This study was conducted at SMP Negeri 14 Yogyakarta. It is located at Jalan Tentara Pelajar Nomor 7 Bumijo, Jetis, Yogyakarta. This study involved the eighth grade students at SMP Negeri 14 Yogyakarta. From the total number of four classes, two classes would be selected randomly as the subject of this study. Those were class VIIIA and VIIIC. The total number of the students was sixty students.

C. Data Collection

The data of this study was collected in two separated times. Firstly, the data of percepsions and opinions of the students' needs and interest in learning English was collected in the early stage of this study through the first questionnaire. Then, the data of needs analysis was analyzed quantitatively. Differ to the questionnaire, the interview guideline was only administered in one time. The interview guideline was used to gain the information from the teacher in the needs analysis. The data was analyzed qualitatively. Secondly, opinions and suggestions from the students, the teacher and the experts to the designed materials were obtained through the second questionnaire. Then, the data was analyzed quantitatively.

A Likert Scale was used in the questionnaires because it was generally appropriate for obtaining respondents' views, judgments, or opinions about almost any aspects of language learning (Brown and Rogers, 2002: 120). Here, the respondents were asked to respond to whether they were "Strongly Agree",

"Agree", "Uncertain", "Disagree", and "Strongly Disagree" with each statement in the questionnaires.

D. Research Instruments

To design communicative tasks for the eighth students of junior high school, the analysis of students' needs and interest were very important. To do this analysis, an instrument was used namely questionnaire. Questionnaire was one of the most widely used social research techniques. The idea of formulating precise written questions, for those whose opinions or experience you were interested in seems such an obvious strategy for finding the answers to the issues that interest you. (Blaxter, Hughes, and Tight, 2006: 179)

There were two different questionnaires in this study. The first questionnaire was used to gain the students' needs and interest. The result of this questionnaire would be used in the next stage of this study. Here is the the organization of the first questionnaire (needs analysis).

Table 1: **The Organization of the First Questionnaire (Needs Analysis)**

No	Aspects	Item Number	The Purpose of the Questions	References
1.	Students' attitude	1-5 (part A)	To find the information about the students' attitude towards English	Tomlinson (1998: 240)
2.	Students' motivation	6-15 (part B)	To find the information about the students' motivation on learning English	Harmer (2002: 51-53)
3.	Students' opinion on English teaching and learning process	16-19	To find the information about the students' opinion on English teaching and learning process	Nunan (2004: 52)
4.	Students' opinion on teacher's attitude	20-27	To find the information about the students' opinion on the teacher's attitude	Nunan (2004: 64) Spratt (2005: 145)

5.	Students' opinion on learning activities	28-32	To find the information about the students' opinion on learning activities	Nunan (2004: 52)
6.	Students' opinion on learning media	33-35	To find the information about the students' opinion on learning media	Nunan (2004: 47), Graves (2000: 103), Hutchinson and Waters (2006: 63)
7.	Students' preference for learning activities	36-43 (part C)	To find the information about the students' preference for learning activities	Hutchinson and Waters (2006: 63)
8.	Materials preference by students	44-53	To find the information about the materials preference by students	Nunan (2004: 41)

While the second questionnaire was distributed to gain the opinions and suggestions from the students, the teacher, and the experts about the designed materials. Here are the the organization of the second questionnaire.

Table 2: **The Organization of the Second Questionnaire for Students**

No	Aspects	Purposes	Item Numbers	References
1	Goal	To find out some information about the relevance of the materials to the learners' needs and their background	1	Nunan (2004: 123, 174) Tomlinson (1998: 5-22)
2	Materials Impact	To find out the information about the effectiveness of the materials	2 and 3	Tomlinson (1998: 7)
3	Task	Task variability	4, 5, and 6	Nunan (2004: 56)
4	Instruction	To find out some information about the effectiveness of the instruction	7	Tomlinson (2004: 29-36)
5	Layout	To find out some information about the readability of the materials	8, 9, 10, 11, and 12	Tomlinson (2004: 25)

Table 3: **The Organization of the Second Questionnaire for English Teacher**

No	Aspects	Purpose of the Questions	Item Numbers	References
1	Goal	To find out some information about the relevance of the materials to the learners' needs and their background	1, 2, 3, 4, and 5	Nunan (2004: 123, 174) Tomlinson (1998: 5-22)
		To find out some information about the coverage of the materials toward the objectives of the curriculum	6, 7, 8, and 9	Tomlinson (2004:9)
		To find out the information about the practicality of the materials	10	Spratt (2005: 116)
2	Input	To find out some information about the tasks integration in the designed materials	11 and 12	Nunan (2004: 175)
		To find out some information about good quality of input text	13, 14, and 15	Nunan (2004: 47- 54)
		To find out the information of the trustworthy material sources	30	McDonough (2003: 8)
3	Task	To find out some information about learners' roles and setting in the designed tasks	16	Nunan (2004: 64, 70)
		To find some information on how the tasks are sequenced	17 and 18	Nunan (2004: 114, 175)
		To find some information on task variability	19 and 20	Nunan (2004: 56)
4	Instruction	To find out some information about the effectiveness of the instruction	21 and 22	Tomlinson (2004: 29-36)
5	Layout	To find out some information about the readability of the materials	23, 24, and 25	Tomlinson (2004: 25)
		To find out the effectiveness of illustrations in the materials	26, 27, 28 and 29	Tomlinson (2004: 35-36)

Table 4: **The Organization of the Second Questionnaire for Experts**

No	Components	Aspects	Item Number	References
1	Content	Completeness	1,2,3, 4	BSNP
		Depth	5	BSNP
		Retention	6	BSNP
		Accuracy	7,8,9	BSNP
		Elements and Structures of Meaning	10	BSNP
		Life Skill Development	11, 12	BSNP
2	Language	The appropriateness at Developmental Level of Students	13	BSNP
		Communicative	14, 15, 16	BSNP
		The Unity of the Ideas	17, 18	BSNP
3	Design	Systematic	19, 20, 21	BSNP
		Balance between the Units	22	BSNP
		Students' center	23	BSNP
		Autonomous	24	BSNP
		Self Evaluation	25	BSNP
4	Lay-Out	Paper Standard	26	BSNP
		Typography	27, 28, 29, 20, 31, 32, 33, 34	BSNP

E. Data Analysis

There were two different types of data analysis in this study. The data that was used to gain the perceptions about the students' needs and interest were analyzed quantitatively. Then, the result of the second questionnaire intended to discover the appropriateness of the communicative tasks was analyzed quantitatively by using descriptive statistics.

Based on Brown and Rogers (2002: 122), there are three types of descriptive statistics. They are frequency, central tendency, and dispersion. Frequency is used to count up the number of things or people in different categories. Central tendency is the propensity of a set of numbers to cluster around a certain value. Meanwhile, dispersion provides information about the way the numbers spread out around the central or typical behavior.

In this study, the researcher analyzed the data using the *Central Tendency Measures.* There were three statistics used to find the central tendency: the mean, the mode, and the median. Among those three statistics, the researcher used the mean. to know the central point in the scores distribution of the data and variability (standar deviation) to measure whether the data was homogeneous or not. Ideal mean (Mi) and ideal standard deviation (SDi) were also used to converse the data (Sudijono, 2003: 339). The computation of both ideal mean and standard deviation of this study are:

1. Mi   = ½ (maximum score + minimum score)
             = ½ (4+1)
             = 2.5
2. SDi   = 1/6 (maximum score - minimum score)
             = 1/6 (4-1)
             = 0.5

After being analyzed, the data then was catagorized into five grades. they are very poor, poor, fair, good, and very good. This categorization followed Sudijono's quantitative data conversion as shown in the following table.

Table 5: **Quantitative Data Conversion Proposed by Sudijono (2003)**

No.	Score Range	Category
1	$X > 3.25$	Very good
2	$2.75 < X \leq 3.25$	Good
3	$2.25 < X \leq 2.75$	Fair
4	$1.75 < X \leq 2.25$	Poor
5	$X \leq 1.75$	Very poor

where:

X = the average mean

F. Research Procedures

The procedures of this study, then, can be seen as follows:

1. Conducting needs analysis

   At this stage, the researcher conducted the needs analysis to gain the data which is related to the students' needs and interest in learning English.

2. Developing course grid

   The researcher developed the course grid based on the data on the needs analysis. The researcher reviewed the Competency-based curriculum of English 2006 especially in speaking skill. Next, she described the content of the curriculum which was used as the basic for developing the materials. The themes were based on the themes in which the students chose in the needs analysis. Then, those themes were matched with the basic competency of speaking skill in the curriculum.

3. Writing the materials

At this stage, the materials were arranged in a shape based on the course grid that had been developed. The product of this stage then were called as the first draft.

4. Expert judgement

The next stage after the first draft was designed was expert judgement. Expert judgement was aimed to estimate the criterion required in designing acceptable materials before trying out the materials for the students. The materials were consultated to the experts who are knowledgeable on materials development and communicative tasks theories. The designed materials that were evaluated by the experts then were called the second draft.

5. Conducting the first try-out

In this stage, the second draft materials that had been evaluated by the experts was tried-out in class VIIIA and VIIIC to get the students' opinion and feedback which would be used as guidance for revising the second draft.

6. Revising the second draft

The data from the students' opinion and feedback through the second questionnaire during the first try-out then was analyzed to identify the deficiencies of the second draft and how they were overcome.

7. Conducting the second try-out

After the second draft were revised, the researcher conducted the second try-out at class VIIIC. This try-out was also used to get the students' opinion and feedback through the second questionnaire.

8. Revising the third draft

   In this stage, the third draft of materials were evaluated an revised again based on the students' opinion and feedback during the second try-out.

9. Writing the final product

   After the second draft of materials were revised, then the researcher wrote the the final product of this study based on the final unit design.

G. Validity and Reliability

According to Bell (2005: 117), validity tells us whether an item or instrument measures or describes what it is supposed to measure or to describe. For the validity requirement, the researcher used content validity. Content validity deals with whether the assessment content and composition are appropriate, given what is being measured. In this study, expert judgement was the primary method used to determine whether a test had content validity. The contents of the first questionnaire covered the students' perceptions and opinions about their needs and interest in learning English. Then, the contents of the second questionnaire covered the students', the teacher's, and the experts' opinions toward the designed materials.

Besides being valid, the data of this study should be reliable. Cohen (2005: 117) says that the data should demonstrate that if it is to be carried out on similar group of respond to a similar context, consistent result will be found when it is used several times to the participants. Therefore, the researcher used SPSS 16 Program and the Alpha Cronbach formula to make sure that the data obtained

from the questionnaires were reliable. The computation of the reliability of each questionnaire is presented in the following table.

Table 5: **Statistical Analysis of Cronbach's Alpha of the First Questionnaire**

Questionnaire	Number of Cases	Alpha Coefficient	Internal Consistency
For students	41	.899	Good

Table 6: **Statistical Analysis of Cronbach's Alpha of the Second Questionnaire**

Questionnaire	Number of Cases	Alpha Coefficient	Internal Consistency
For students	20	.880	Good
For experts	34	.957	Excellent

Table 5 and Table 6 showed that the Alpha Coefficient of each questionnaire was good and excellent according to the value of internal consistency proposed by George (2003) as presented in Table 7 below.

Table 7: **Description of Internal Consistency of Cronbach's Alpha Value**

Cronbach Alpha Formula	Internal Consistency
$\alpha \geq .9$	Excellent
$.9 > \alpha \geq .8$	Good
$.8 > \alpha \geq .7$	Acceptable
$.7 > \alpha \geq .6$	Questionable
$.6 > \alpha \geq .5$	Poor
$.5 > \alpha$	Unacceptable

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

This chapter presents the findings of the research which was conducted on October 24th, 2012 to November 6th, 2012. Following the research procedures, the findings cover the result of the needs analysis, the writing of the course grid, the process of designing the materials, the process of writing the materials, the implementations of the designed materials, the evaluation of the designed materials, and the revision of the designed materials. Those will be described, analyzed, and discussed as follows.

1. The Result of the Needs Analysis

a. Description of the Students' Profile

There are four classes at the eighth grade of SMP Negeri 14 Yogyakarta. For practical reasons, the teacher gave only two classes for this study that was VIIIA and VIIIC. Class VIIIA had 13 males and 17 females. The ages were among 12 and 16. Class VIIIC had 11 males and 19 females. The ages were among 13 and 14.

b. Description of the Students' Needs

To determine the learners' needs and preference for materials designed, the researcher used six components of task proposed by Nunan (2004: 41) and target needs proposed by Hutchinson et al (2006: 54-55).

These components and target needs were formed into 52 questions in the first questionnaire. The following table is the result of the first questionnaire of needs analysis part A.

Table 8: **The Result of the First Questionnaire of Needs Analysis Part A.**

No	Statements	N	Mean	Median	Mode
1	I am happy to learn English.	60	3.10	3	3
2	I think that learning English is easy.	60	2.85	3	3
3	Learning English is important for me.	60	3.57	4	4
4	There are some benefits from learning English.	60	3.33	3	3
5	There are some interesting things from learning English.	60	3.12	3	3

The data obtained from the questionnaire as summarized in Table 9 are described in the following paragraph.

The five questions above are about the students' attitude towards English. The table above indicates that the mean score ranged from 2.85 to 3.57 on the four-point scale. Generally, the students' attitude toward English could be categorized as good. Moreover, there was one aspect that indicated that the students' attitude was categorized as very good. Thus, the researcher needed to design learning materials which could maintain the students' interest in learning English. In designing the materials, the researcher needed to consider using various layouts and colorful pictures. More importantly, the learning tasks that the researcher designed needed to suit and challenge the students' ability.

Next, the following table is the result of the first questionnaire of needs analysis part B.

Table 9: **The Result of the First Questionnaire of Needs Analysis Part B**

No	Statements	N	Mean	Median	Mode
6	I open a dictionary when I find a new word.	60	2.58	2	2
7	I try to add some new vocabularies.	60	2.37	2	2
8	I follow an English program from:				
	a. television	60	2.05	2	1
	b. radio	60	1.45	1	1
	c. internet	60	2.45	2	3
9	I listen to spoken English from:				
	a. song	60	2.78	3	3
	b. conversation	60	2.45	2	2
	c. monologue	60	1.75	2	2
	d. seminar	60	1.73	2	2
10	I read written English from:				
	a. book	60	2.62	3	3
	b. article	60	1.93	2	2
	c. magazine	60	2.12	2	2
	d. newspaper	60	1.78	2	2
11	I try to speak English beyond the English lesson.	60	2.18	2	2
12	I learn how to spell English letter.	60	2.50	2	2
13	I learn how to pronounce English words.	60	2.55	2	2
14	I learn English grammar.	60	2.70	3	3
15	I join to English training program.	60	1.77	1.5	1
16	I think that the English teaching and learning process is run well.	60	2.82	3	3
17	I think that the teacher uses clear language in speaking in the classroom.	60	3.30	3	4
18	I think that the learning process uses an easy way to be understood.	60	2.83	3	3
19	The teacher uses various kinds of learning activity in the classroom.	60	2.77	3	3
20	When the teaching and learning process is conducting, the teacher asks the learning difficulty.	60	3.15	3	3
21	The teacher helps me when I find difficulty in the classroom.	60	3.30	3	3
22	I think that the teacher is fair to give an opportunity to:				
	a. express my opinion	60	3	3	3
	b. ask questions	60	3.08	3	3
	c. ask questions when I find difficulty	60	3.22	3	4
	d. perform in front of the class	60	2.67	2	2
23	I think that the teacher is equitable to the male and female students.	60	3.18	3	3

24	I think that the teacher comes on time in the class.	60	2.87	3	3
25	The teacher is friendly to me.	60	3.25	3	4
26	I think that the teacher speaks politely.	60	3.55	4	4
27	I think that the teacher is well-dressed.	60	3.58	4	4
28	The teacher uses game in the teaching and learning process.	60	2.40	2	2
29	The teacher uses role play in the teaching and learning process.	60	2.03	2	2
30	The teacher uses quiz in the teaching and learning process.	60	2.07	2	2
31	The teacher gives same opportunity to choose my own group members.	60	2.08	2	2
32	The teacher involves me to choose the topic will be learnt.	60	1.92	2	2
33	The teacher uses learning media in the teaching and learning process.	60	2.25	2	2
34	The teacher uses picture as learning media in the classroom.	60	2.03	2	2
35	The teacher uses video as learning media in the classroom.	60	1.56	2	1

The data obtained from the questionnaire as summarized in Table 10 are described in the following paragraphs.

Questions number six to number fifteen are about the students' motivation in learning English. The mean score ranged from 1.45 to 2.78 on the four-point scale. It means that the students' motivation in learning English was categorized as low. Therefore, the researcher needed to design the learning materials that helped boost students' motivation in learning the subject.

Questions number sixteen to number nineteen are about the students' opinions about English teaching and learning process. The mean score ranged from 2.77 to 3.30 on the four-point scale. It indicates that the students perceived teaching and learning process in their English subject as good.

Next, questions number twenty to number twenty-seven are about the teacher's attitude. The table above shows that the mean score ranged from 2.67 to

3.58 on the four-point scale. Generally, the teacher's attitude was categorized as good. This was something that the researcher needed to continue doing.

Then, questions number twenty-eight to thirty-two are about the students' opinions about learning activities. The mean score ranged from 1.92 to 2.40 on the four-point scale. It means that the students perceived using game, role play, and quiz in their learning activities as low. Thus, the researcher needed to design the materials using game, role play, and quiz in learning activities. Learning materials needed to be designed in a way that promoted the students' interest in and liking for English subject.

Questions number thirty-three to number thirty-five are about the students' opinions about learning media. As indicated in the table above, the mean score ranged from 1.56 to 2.25 on the four-point scale. It can be said that the students perceived using learning media such as picture and video as low. Therefore, the researcher needed to design learning materials that promoted using learning media in the teaching and learning process.

The following table is the result of the first questionnaire of needs analysis part C.

Table 10: **The Result of the First Questionnaire of Needs Analysis Part C**

No	Statements	Options		Frequency	Percent
1	The objectives of the students to learn English.	a.	to get good mark.	18	30%
		b.	to pass the national examination.	13	21.7%
		c.	to be able to communicate in English.	18	30%
		d.	because it is a compulsory subject.	5	8.3%
		e.	to get job easier.	6	10%
2	There are some	a.	story telling	11	18.3%

	reading activities from the most difficult one to the easiest one.	b. reading comprehension	10	16.7%
		c. intensive reading	21	35%
		d. extensive reading	18	30%
3	There are some listening activities from the most difficult one to the easiest one.	a. monologue	11	18.3%
		b. song	14	23.3%
		c. conversation	15	25%
		d. announcement	10	16.7%
		e. advertisement	10	16.7%
4	There are some writing activities from the most difficult one to the easiest one.	a. summarizing a text	14	23.3%
		b. re-write a text	10	16.7%
		c. writing a text with certain theme	22	36.7%
		d. writing a text without theme	9	15%
		e. writing a letter, an announcement or an advertisement.	5	8.3%
5	There are some speaking activities from the most difficult one to the easiest one.	a. dialogue	11	18.3%
		b. role play	13	21.7%
		c. communication games	4	6.7%
		d. discussion	5	8.3%
		e. speech	27	45%
6	There are some English components from the easiest to be learnt to the most difficult one.	a. grammar	19	31.7%
		b. vocabulary	20	33.3%
		c. pronunciation	13	21.6%
		d. spelling	8	13.3%
7	The students' preference for learning activities.	a. game	31	51.7%
		b. question and answer	4	6.7%
		c. role play	12	20%
		d. group discussion	8	13.3%
		e. classically	5	8.3%
8	The students' preference for doing tasks.	a. individually	14	23.3%
		b. in pairs	14	23.3%
		c. in group with three members	3	5%
		d. in group with more than four members	2	3.3%
		e. classically	17	28.3%
9	The students' preference for themes will be learnt.	a. public places	9	15%
		b. transportation	5	8.3%
		c. sports	8	13.3%
		d. profession	15	25%
		e. food and drink	10	16.7%

		f.	natural view	13	21.6%
10	The students' preference for the public places will be learnt.	a.	hospital	19	31.7%
		b.	city garden	18	30%
		c.	market	3	5%
		d.	bus station	3	5%
		e.	railway station	4	6.7%
		f.	airport	13	21.6%
11	The students' preference for the transportation will be learnt.	a.	bicycle	13	21.6%
		b.	motorcycle	13	21.6%
		c.	bus	5	8.3%
		d.	train	6	10%
		e.	plane	20	33.3%
		f.	ship	3	5%
12	The students' preference for sports will be learnt.	a.	football	22	36.7%
		b.	basketball	7	11.7%
		c.	badminton	16	26.7%
		d.	table tennis	0	0%
		e.	tennis	2	3.3%
		f.	swimming	13	21.6%
13	The students' preference for profession will be learnt.	a.	teacher	13	21.6%
		b.	doctor	16	26.7%
		c.	computer expert	11	18.3%
		d.	pilot	3	5%
		e.	police	5	8.3%
		f.	chef	12	20
14	The students' preference for food will be learnt.	a.	fried rice	18	30%
		b.	fried chicken	13	21.6%
		c.	chicken noodle	8	13.3%
		d.	meatball	16	26.7%
		e.	*gado-gado*	3	5%
		f.	*sate*	2	3.3%
15	The students' preference for drink will be learnt.	a.	tea	11	18.3%
		b.	coffee	3	5%
		c.	milk	11	18.3%
		d.	juice	4	6.7%
		e.	ice cream	19	31.7%
		f.	soda	12	20%
16	The students' preference for the natural view will be learnt.	a.	beach	30	50%
		b.	undersea world	14	23.3%
		c.	mountain	10	16.7%
		d.	waterfall	4	6.7%
		e.	lake	1	1.7%
		f.	river	1	1.7%
17	The students'	a.	red	13	21.6%

preference for colors.	b.	pink	5	8.3%
	c.	yellow	2	3.3%
	d.	blue	21	35%
	e.	orange	3	5%
	f.	green	4	6.7%
	g.	purple	12	20%

The data obtained from the questionnaire as summarized in Table 11 are described in the following paragraphs.

The first question is about what the students' aim to learn English is. There were 60 students in this study. The table above shows that 36 students learned English to get good mark and to be able to communicate in English. On the other hand, only 5 students learned English because it was a compulsory subject. It means that the researcher needed to design the materials based on the students' aims in learning English. Those were to get good mark and to be able to communicate in English. Thus, in designing the materials, the researcher used communicative principle. In this case, the researcher used communicative tasks. It was expected that the materials would help the students to achieve their goals in learning English.

Questions number two to number five are about the most difficult activities to the easiest activities of four language skills. First, on reading activities, intensive reading was the most difficult one and reading comprehension was the easiest one. It means that the researcher needed to design the materials used lots of intensive reading activity. In the designed materials, the researcher gave tasks to find out the specific vocabulary based on certain theme in each unit. It was supposed that the students' intensive reading ability would improve. Second, on listening activities, conversation was the most difficult one and

announcement and advertisement were the easiest one. It means that the researcher needed to design the listening activities that used lots of conversations. In the designed materials, there were some tasks to listen to a conversation. It was expected that the students would not find great difficulty in listening to conversation. Third was on writing activities. Writing a text with certain theme was the most difficult one, while the easiest one was writing a letter, an announcement or an advertisement. It means that the researcher needed to design the materials used certain theme for writing activity. In the designed materials, there was a task to make a dialogue based on the situation given, based on certain theme. The researcher supposed that the students would not find great difficulty in writing a text with certain theme. The last is on speaking activities. Speech was the most difficult one, while communication game was the easiest one. The researcher designed the materials of speaking activities based on communication game principle that was information-gap activity. The researcher thought that if the students did an activity based on fun activity, they would do it happily and enthusiastically.

Then, question number six is about the English components from the most difficult to be learnt by students to the easiest one. As indicated in the table above, the most difficult one was learning vocabulary and it was said by 33.3% students. While learning spelling was the easiest one and it was said by 13.3% students. To improve the students' ability in vocabulary mastery, the researcher needed to design the materials which used lots of activities on vocabulary. Thus, there were some vocabulary exercises, such as word-search grid, completing chart, arranging

jumbled letters, and finding synonym and antonym. The students learned the meaning, the spelling, and the pronunciation.

Next, question number seven is about the students' preference for learning activities. The table above shows that 31 students liked games, 12 students liked roles play, 8 students liked groups discussions, 5 students liked learning classically, and 4 students liked questions and answers. Based on the students' interest, the researcher needed to design the materials by using games and roles play for learning activities. In the designed materials, the researcher used roles play and some games, such as word-search games and crossword puzzles.

Question number eight is about the students' preference for doing tasks. There was 17 students liked doing them classically, 14 students liked doing them individually and in pairs, 3 students liked doing them in group with three members, and only 2 students liked doing them in groups with more than four members. In the designed materials, the researcher needed to cover the students' preference for doing tasks. First, the tasks should be completed in pairs or in groups. Then, the tasks could be discussed classically. After the tasks were completed in pairs or classically, the students would complete the tasks individually.

Then, question number nine is about the students' preference for themes that will be learnt. The table above indicates that 15 students liked profession, 13 students liked natural views, 10 students liked foods and drinks, 9 students liked public places, 8 students liked sports, and only 5 students liked transportation. It means that the researcher needed to design the materials based on students'

preference for those themes. In this study, the researcher would develop three units. The themes that would be used were profession, natural view, and food-drink.

Questions number ten to number sixteen are about the students' preference for the topic that will be learnt. From the topic of public places, it was obtained that 19 students liked hospitals, 18 students liked city gardens, 13 students liked airports, 4 students liked stations, and only 3 students liked markets and bus stations. Then, from the topic of transportation, it was obtained that 20 students liked planes, 13 students liked bicycles and motorcycles, 6 students liked trains, 5 students liked buses, and only 3 students liked ships. Next, from the topic of sports, there were 22 students liked football, 16 students liked badminton, 13 students liked swimming, 7 students liked basketball, 2 students liked tennis, and no one liked table tennis. While from the topic of profession, 16 students liked doctors, 13 students liked teachers, 12 students liked chefs, 11 students liked computer experts, 5 students liked police, and only 3 students liked pilots. Based on the students' preference for the topic of food, 18 students liked fried rice, 16 students liked meatball, 13 students liked fried chicken, 8 students liked chicken noodle, 3 students liked *gado-gado*, and only 2 students liked *sate*. For the next topic, that was drink, it was obtained that 19 students liked ice cream, 12 students liked soda, 11 students liked tea and milk, 4 students liked juice, and only 3 students liked coffee. Then, from the topic of natural view, 30 students liked beaches, 14 students liked undersea world, 10 students liked mountains, 4 students

liked waterfalls, and only 1 student liked lakes and rivers. Thus, the researcher needed to design the materials with the topics choosen by most of the students.

The last question is about students' preference for colors. The table above shows that 21 students liked blue, 13 students liked red, 12 students liked purple, 5 students liked pink, 4 students liked green, 3 students liked orange, and only 2 students liked yellow. It means that the researcher needed to design the layout of the materials based on the students' preference for colors, those were blue, red, and purple.

However, based on the data obtained from the questionnaire of needs analysis, the researcher just focused on the majority of students' needs and interest in interpreting the needs analysis. In designing the materials, the researcher used the topic interest of the majority students without considering the topic interest of the minority students. In addition, in designing the learning activities, the researcher just used the similar activities in each unit. For example, the researcher only used one type of an information-gap activity, whereas there were lots of forms of information-gap activity.

c. **Description of Interview Result**

Four classes at the eighth grade at SMP Negeri 14 Yogyakarta were handled by one English teacher. Therefore, the researcher only interviewed one teacher. The interview session was conducted on Tuesday of February 22nd, 2011. Based on the interview result (see Appendix 3), the teacher never developed the English learning materials for the students. She found some difficulties in developing good English learning materials because she never got materials

development training. This condition made her diffident enough to develop English learning materials.

As a result, the teacher used course book in the teaching process without any supplementary materials. The teacher relied on a course book entitled *English in Focus* by Artono Wardiman, Masduki B. Jahur, and M. Sukirman Djusma because it was provided by the school's library. The content and the language included were too difficult to be comprehended by the students because those materials were not relevant to students' proficiency. In addition, the materials could not encourage the students to use the language for communication. Thus, the teacher expected that the communicative tasks designed could accommodate both learners' needs and interest.

2. Course Grid

The guideline of teaching English at SMP Negeri 14 Yogyakarta has already been in the curriculum. In a curriculum, there is a syllabus which is used by the teacher as a grid to teach English in her class. In the syllabus, there are Standard Competence and Basic Competency (*SK/KD*) which are used to implement the English teaching and learning in the classroom. In the junior high school, each grade has different standard competence. At grade VIII semester I, there is a standard competence of speaking that is used to develop the communicative tasks. It is:

"expressing meaning through short transactional and interpersonal communication to interact in the environment."

In this study, the researcher chose this standard competence because the transactional text and the interpersonal text were used more in the daily life communication. In addition, they could possibly be used to develop communicative tasks.

From the standard competence, the researcher then developed three basic competences. They are a) expressing meaning through short transactional and interpersonal communication in the form of asking for and giving information b) expressing meaning through short transactional and interpersonal communication in the form of asking for and giving opinions c) expressing meaning through short transactional and interpersonal communication in the form of asking for, giving, and denying goods. Therefore, the researcher decided to develop the materials into three units based on those basic competences.

The complete course grid of the communicative tasks for grade VIII students in semester I of SMP Negeri 14 Yogyakarta can be seen on Appendix 2.

The first basic competence is *expressing meaning through short transactional and interpersonal communication in the form of asking for and giving information.* It becomes the first unit. It is aimed to make the students able to express and respond to to the meaning of asking for and giving information in their daily life context to fulfill their needs and develop their knowledge. It consists of twenty-two tasks which are divided into three focuses. The first is comprehension focus, the second one is language focus, and the last one is communication focus.

The second basic competence is *expressing meaning through short transactional and interpersonal communication in the form of asking for and giving opinions.* It becomes the second unit. It is aimed to make the students be able to express and respond to the meaning of asking for and giving opinions in their daily life context to fulfill their needs and develop their knowledge. Similar to the first unit, it also consists of twenty-two tasks which are divided into three focuses. The first is comprehension focus, the second one is language focus, and the last one is communication focus.

The third basic competence is *expressing meaning through short transactional and interpersonal communication in the form of asking for, giving, and denying goods.* It becomes the third unit. The aim of this unit is make the students to be able to express and respond to the meaning of asking for, giving, and denying goods in their daily life context to fulfill their needs and develop their knowledge. It also consists of twenty-two tasks which are divided into three focuses. The first is comprehension focus, the second one is language focus, and the last one is communication focus. Here is the general outline of the designed units.
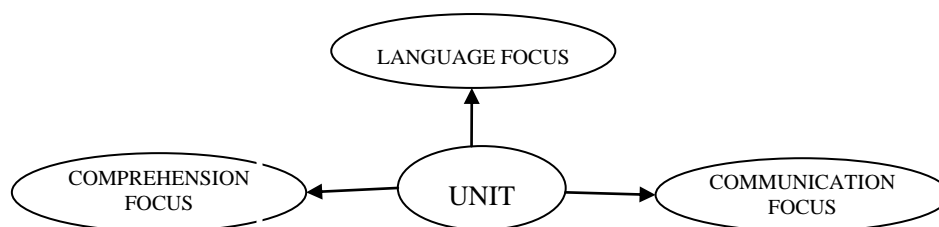
Figure III**: Focus of the Unit Design**

Based on the data obtained from the interview result of the English teacher, the teaching and learning process at SMP Negeri 14 Yogyakarta used course book without any supplementary materials. The materials were not relevant to students' needs and were designed to all of junior high school students without considering the students' difference. Moreover, the content and the language used were too difficult for the students. It could be seen from the students' difficulties during doing the tasks. From those considerations, the researcher then formulated the outline of designed materials as shown on Figure III.

3. Materials Designs

In designing the communicative tasks for the eighth grade students of junior high school, the researcher refers to task types which are proposed by Ellis (1991: 232), and Pattison (1987 in Nunan, 2004: 57-58). According to the data obtained from the questionnaire of needs analysis, the designed materials consist of three units. Each unit consists of fifteen tasks. All of them are integrated with each other by using two input texts in the form of conversation.

Generally, each unit is designed based on three focuses. It focuses on comprehension, language, and communication. First, on comprehension focus, there are three tasks. The comprehension focus consists of two listening tasks and a study task. Second, on language focus, there are seven tasks. The language focus consists of two grammar tasks, two pronunciation tasks, and three vocabulary-repetition tasks. The last is communication focus. On communication focus, it consists of three tasks; two information-gap tasks and a role-play task. At the end of this unit, there is a reflection session. It is used to encourage the students to

reflect on how well they have gone through in each unit. The description of each unit will be explained in details as follows.

a. Unit One

The theme of unit one is *"Public Places".* It represents the transactional text of asking for and giving information as the language exposures in this unit. The first conversation is about visiting a doctor in the hospital and the second one is about asking for and giving information. Both texts are related to the students' needs and interest. As mentioned before, this unit is divided into three sections. The first section focuses on comprehension, the second section focuses on language, and the last one focuses on communication. Here are the descriptions of the tasks covered in this unit.

In task one, the students are introduced with some questions related to students' experience about a doctor. Those questions stimulate the students to be aware of the next activity which will come later. It raises the students' curiosity toward the materials that will be studied in this unit.

Task two is a listening task. The students are asked to listen to a conversation and then answer the questions that follow. While listening to it, they should pay attention to the detail information that is needed to answer the questions. The aim of this task is to give an input or model to the students on how the words are pronounced.

In task three, the students are asked to listen to the conversation in task two once again and then put a tick on the statements to indicate if they are true or false based on that conversation. After that, they have to give the evidence. The

aim of this task is the same as in the previous task, which is to give an input or model to the students.

In task four, the students are asked to listen to the teacher reading a conversation and answer the questions that follow. While listening to the teacher reading, they should pay attention to the stress, the intonation, and the pronunciation. The aim of this task is to give an input or model to the students on how the sentences are pronounced.

Task five is a study task. The students are asked to study the conversation in task four once again. Then, they have to pay attention to a short explanation about expressions of asking for and giving information. The explanation covers the examples and their functions. The aim of this task is to give an input to the students with the short transactional communication in the form of asking of and giving information.

In task six, the students are given an explanation about modal verbs. The explanation includes the pattern of modal verbs, the functions of modal verbs, and the pronunciation practise. The aim of this task is to introduce the language function which is relevant to the basic competence in this unit.

The students are asked to underline the correct form of the modal verbs in task seven. Before doing this task, they are given an explanation about modal verbs. The aim of this task is to check the students' understanding about modal that had been learned in the previous task.

Task eight is a task that focuses on pronunciation. The pronunciation is on word level. The words are taken from the words used in the previous task,

especially the words that are related to the theme of this unit. The students are asked to listen to the teacher in pronouncing words and then they have to repeat after her. The aim of this task is to checking the students' pronunciation in the word level.

Task nine is a follow-up activity from task nine. The difference is the pronunciation is focused on sentence level. The sentences use some words that are learned in task nine. In this task, the students have to pay attention to the stress and the intonation. The students are asked to listen to the teacher in pronouncing sentences and then they have to repeat after her. The aim of this task is to checking the students' pronunciation in the sentence level.

Task ten until task twelve is about vocabulary repetition. Task ten is a game task. In this task, the students are asked to do the word-search game. They have to find nine hidden words in the box. They can find them vertically, horizontally, or diagonally. This task is aimed to check the students' vocabulary development.

As mentioned before, task eleven is also about vocabulary repetition. It is completing chart. The students are asked to fill in the missing letter related to the theme. The aim of this task is the same as the previous task that is to check the students' vocabulary development.

Task twelve is the last task on vocabulary repetition. It is a matching task. In this task, the students are asked to find out the opposite words or antonym from the underlined words. The aim of this task is to enrich the students' vocabulary.

Task thirteen focuses on communication. The students have to make dialogues based on the situation given. The aim of this task is to check the students' understanding on the concept of asking for and giving information that has been learned before.

Next, task fourteen is an information-gap activity. The students are asked to work in pairs. In pairs, one student plays as student A and the rest as student B. They are given different text. Their task is to exchange information. Student A has to find information from student B and vice versa. While exchanging the information, they have to speak in English. The aim of this task is to give an opportunity to the students to practise their English.

The last task is task fifteen. In this task, students are also asked to work in pairs. For student A, the information is on page fourteen, but for student B, the information is on page seventeen. This task is designed like this to make a gap. The students are asked to make some dialogues using expressions of asking for and giving information. The aim of this task is to check the students' understanding on the goal of this unit that is expressing meaning through short transactional and interpersonal communication in the form of asking for and giving information. At the end of this unit, there is a table of reflection. This table is to encourage the students to reflect on how well they have gone through in this unit.

b. Unit Two

The theme of this unit is "*Natural View*". It represents the transactional text of asking for and giving opinions that function as the language exposures in

this unit. The title of the conversation is *"Asking for and Giving Opinions"*. As mentioned before, this unit is divided into three sections. The first section focuses on comprehension, the second section focuses on language, and the last one focuses on communication. Here are the descriptions of the tasks covered in this unit.

In the first task, students are introduced with some questions related to beach according to their experiences. Those questions stimulate them to be aware of the text which will come later. It raises students' curiosity toward the material that will be studied in this unit.

Task two is a listening task. The students are asked to listen to a conversation and then answer the questions that follow. While listening to it, they should pay attention to the detail information that is needed to answer the questions. The aim of this task is to give an input or model to the students on how the words are pronounced.

Task three is a study task. The students are asked to study the expressions used in the conversation in task two. After it, they have to study a short explanation about expressions of asking for and giving opinions. The explanation covers the examples and their functions. The aim of this task is to give an input to the student with the short transactional communication in the form of asking for and giving opinions.

In task four, the students are asked to put a tick on the statements to indicate if they are true or false based on the conversation in task three. Then, they

have to give the evidence. The aim of this task is to check the students' understanding of the content of the text.

The next section is focus on language. Before doing task five, the students are asked to remind the conversation in task two. Then, they have to pay attention to a short explanation about adjective. The explanation covers the definition of adjective, the adjective order, and the examples. After that, they have to do task six. It is semi guided activity. They have to complete the sentences based on the pictures given. The aim of this task is to check the students' understanding about the use of adjective.

Task seven focuses on pronunciation. The pronunciation is on word level. The words are taken from the words used in the previous task. The students are asked to listen to the teacher in pronouncing words and then they have to repeat after her. The aim of this task is to check the students' pronunciation on the word level.

Task eight is a follow-up activity from task eight. The difference is the pronunciation is focused on sentence level. The sentences use some words that are learned in task eight. In this task, the students have to pay attention to the stress and the intonation. The students are asked to listen to the teacher in pronouncing sentences and then they have to repeat after her. The aim of this task is to check the students' pronunciation on the sentence level.

Then, task nine to task eleven is about vocabulary repetition. Task nine is a game task. In this task, the students are asked to do the word-search game. They have to find nine hidden words in the box. They can find them vertically,

horizontally, or diagonally. This task is aimed to check the students' vocabulary development.

Task ten is aimed to remind the students on the vocabulary that they have learnt. The students are asked to fill in the missing letter related to the theme. This task is also aimed to check the students' vocabulary development. Then, task eleven is the last task that focuses on vocabulary repetition. It is a matching task and it is a guided activity. In this task, the students are asked to find out the similar words of the underlined words. The aim of this task is to enrich the students' vocabulary.

Then, the next section focuses on communication. Task twelve is an information-gap task. The aim of this task is to give an opportunity to the students to practise their speaking in English. In this task, the students are asked to work in pairs. One student plays as student A and the other one plays as student B. Student A has to find out information from student B and vice versa. They are given different text. Their task is to exchange information. While exchanging the information, they have to speak in English.

Task thirteen is a role play. It is semi-guided activity. The students are asked to work in pairs as in the previous task. They have to make dialogue using expressions of asking for and giving opinions based on the situation given. Each student has different information, so that they have to exchange the information. The aim of this task is to make sure the students' understanding about the using of expression of asking for and giving opinions.

Task fourteen is describing pictures. The students are asked to describe pictures based on the clues given. This task is prepared to give guidance for doing the next task. The aim of this task is to train the students to describe them with certain clues. They have to describe them based on the certain clues because according to needs analysis they find difficulties when describing something based on certain theme.

The last task is task fifteen. It is a follow-up activity from task fourteen. It is a free guided activity. In this task, the students are asked to describe a picture orally. In this task, they have to apply their knowledge on expressing their opinions. The aim of this task is to check the students' understanding on the goal of this unit that is expressing meaning through short transactional and interpersonal communication in the form of asking for and giving opinions. At the end of this unit, there is a table of reflection. It is to encourage the students to reflect on how well they have gone through in this unit.

c. Unit Three

The theme of this unit is "*Food and Drink*". It represents the transactional text of asking for, giving, and refusing goods that function as the language exposures in this unit. As mentioned before, this unit is divided into three sections. The first section focuses on comprehension, the second section focuses on language, and the last one focuses on communication. The following are the descriptions of the tasks covered in this unit.

In the first task, the students are introduced with some questions related to theme in this unit that is fried rice and ice cream. Those questions given are based

on the students' experiences. Those questions stimulate them to be aware of the text which will come later. It raises students' curiosity toward the material that will be studied in this unit.

Task two is a listening task. The students are asked to listen to a conversation entitled *My Breakfast Menu* and then answer the questions that follow. While listening to it, they have to pay attention to the detail information that is needed to answer the questions. The aim of this task is to give an input or model to the students on how the words are pronounced.

Task three is a listening task. The students are asked to listen to a conversation and then answer the questions that follow. While listening to it, they have to pay attention to the teacher's pronunciation, stress, and intonation. The aim of this task is to give an input or model to the students on how the words are pronounced.

In task four, the students are asked to put a tick on the statements to indicate if they are true or false based on the conversation in task three and task four. Then, they have to give the evidence. The aim of this task is to check the students' understanding in the previous conversation given.

The next section focuses on language. Task five is a study task. The students are asked to study the expressions used in the conversation in task two and task three. After that, they have to study a short explanation about expressions of asking for, giving, and refusing goods. The explanation covers the examples and their functions. The aim of this task is to give an input to the student with the

short transactional communication in the form of asking for, giving, and refusing goods.

In task six, the students are asked to pay attention to a short explanation about preferences. The explanation covers the definition of preferences, the pattern of preferences, and the examples of preferences. After that, they have to do task seven. It is guided activity. In this task, the students are asked to underline the correct pattern of preferences. The aim of this task is to check students' understanding on the concept of preferences.

Task eight is focused on pronunciation. The pronunciation is on word level. The words are taken from the words used in the previous task. The students are asked to listen to the teacher in pronouncing words and then they have to repeat after her. The aim of this task is to check the students' pronunciation on the word level.

Task nine is a follow-up activity from task eight. The difference is the pronunciation is focused on sentence level. The sentences use some words that are learned in task nine. In this task, the students have to pay attention to the stress and the intonation. The students are asked to listen to the teacher in pronouncing sentences and then they have to repeat after her. The aim of this task is to check the students' pronunciation on the sentence level.

Task ten to task twelve is about vocabulary repetition. Task ten is a game task. In this task, the students are asked to do the crossword-puzzle based on the questions given. This task is aimed to check the students' vocabulary development.

The next task is task eleven. It is completing chart. The students are asked to fill-in the missing letter related to the theme. This task is also aimed to check the students' vocabulary development. Then, task twelve is the last task that focuses on vocabulary repetition. It is a game task. It is a semi guided activity. In this task, the students are asked to complete the crossword-puzzle by finding out the similar words from the underlined words. The aim of this task is to enrich the students' vocabulary.

The next section is focused on communication. For task thirteen, it is an information-gap task. The aim of this task is to give an opportunity to the students to practise speaking in English. In this task, the students are asked to work in pairs. One student plays as student A and the other one plays as student B. Student A has to find out information from student B and vice versa. They are given different text. Their task is to exchange information. While exchanging the information, they have to speak in English.

Task fourteen is a role play. It is semi-guided activity. The students are asked to work in pairs as in the previous task. They have to make dialogue using expressions of asking for, giving, and refusing goods based on the situation given. Each student has different information, so that they have to exchange information. The aim of this task is to make sure the students' understanding about the using of expression of asking for, giving, and refusing goods.

At last, task fifteen is describing pictures. The students are asked to describe the pictures based on the clues given. The aim of this task is to train the students to describe pictures with certain clues because according to needs

analysis the students find difficulties when describing something based on certain theme. In addition, it is to give an opportunity to the students for speaking English. At the end of this unit, there is a table of reflection. This table is to encourage the students to reflect on how well they have gone through in this unit.

4. Expert Judgment

After being designed, the three units then became the first draft. It can be seen on Appendix 3. Before they were tried-out to the eighth grade students of SMP Negeri 14 Yogyakarta, they had to meet the qualifications of good materials from the expert judgment. In this matter, the expert judgment was guided by the researcher's second supervisor and two experts on TEFL methodology.

The expert judgment had two consultations. In these consultations, there were several parts which still needed to be revised. The following tables present the parts of the tasks on unit one, two, and three that should be revised before the try-out was conducted.

Table 11: **The Revision of Unit I**

Parts of the Unit	Points that should be revised	Revisions
Title	The title should reflect the objective of this unit.	Changing the title "*A Doctor*" into "*Asking for and Giving Information*".
Basic competence	The basic competence could not be changed from the curriculum, just translated it.	Translating the basic competence as stated in the curriculum.
Warming-up	Warming-up should be as Task 1.	Adding "Task 1" after "Warming-up' and giving an instruction.
Task 3	a. Listening task should be added to provide the students how the language is spoken. b. Comprehension questions normally appeared after the conversation.	a. Adding listening task. b. Reconstructing the questions and the conversation.

Task 4	There was an inappropriate use of vocabulary in the instruction.	Changing the word "a check" into "a tick" in the instruction.
Task 5	a. Comprehension questions should include questions about the targeted language functions. b. Students needed an activity to practise their English. c. There was a grammatical mistake in the question number two.	a. Adding the comprehension questions about the targeted language functions. b. Asking the students to practise the conversation. c. Changing the word "offer" into "offered" in the question.
Focus on language	a. The grammar points discussed should be relevant to the language function. b. The instruction was not effective.	a. Changing the grammar items that are relevant to the language function. b. Changing the word "look" into "study" in the instruction.
Task 8	The instruction was not effective.	Paraphrasing the instruction.
Task 9	a. The instruction was not effective. b. The writing of phonetic transcription in the form of sentences was wrong.	a. Paraphrasing the instruction. b. Changing the writing of phonetic transcription into the correct form.
Task 13	There was no example how to do the task.	Adding an example how to do the task.
Focus on communication	The focus on communication should be added with semi-guided production task.	Adding the semi-guided production task.
Task 18	There was no source from where pictures were taken.	Providing the source in the pictures.
Task 20	There was an inappropriate use of vocabulary in the instruction.	Changing the phrase "act as" into "play as" in the instruction.
Task 21	There was an inappropriate use of vocabulary in the instruction and the questions.	Changing the phrase 'act as' into 'play as' in the instruction and the questions.
Reflection	There was an inappropriate idea in the last question.	Changing the word "my teacher" into "the task".
Appendix	There was an inappropriate use of vocabulary in the instruction and the questions.	Changing the phrase "act as" into "play as" in the instruction and the questions.

Table 12: **The Revision of Unit II**

Parts of the Unit	Points that should be revised	Revisions
Title	The title should reflect the objective of this unit.	Changing the title "*A Beach*" into "*Asking for and Giving Opinions*".
Basic competence	The basic competence could not be changed from the curriculum.	Translating the basic competence as stated in the curriculum.

Warming-up	Warming-up should be as Task 1.	Adding "Task 1" after "Warming-up' and giving an instruction.
Task 3	Listening task should be added to provide students how the language is spoken.	Adding listening task.
Task 5	There was an inappropriate use of vocabulary in the instruction.	Changing the word "a check" into "a tick" in the instruction.
Focus on language	The grammar points discussed should be relevant to the language function.	Changing the grammar items that are relevant to the language function.
Task 8	The instruction was not effective.	Paraphrasing the instruction.
Task 9	a. The instruction was not effective. b. The writing of phonetic transcription in the form of sentences was wrong.	a. Paraphrasing the instruction. b. Changing the writing of phonetic transcription into the correct form.
Task 13	There was no example how to do the task.	Adding an example how to do the task.
Focus on communication	The focus on communication should be added with semi guided production task.	Adding the semi guided production task.
Task 17	a. The task was not challenging. b. There was no source from where pictures were taken.	a. Changing the questions to be more challenging. b. Providing the source in the pictures.
Task 18	There was an inappropriate use of vocabulary in the instruction.	Changing the phrase "act as" into "play as" in the instruction.
Task 19	There was an inappropriate use of vocabulary in the instruction and the questions.	Changing the phrase "act as" into "play as" in the instruction and the questions.
Reflection	There was an inappropriate idea in the last question.	Changing the word "my teacher" into "the task".
Appendix	There was an inappropriate use of vocabulary in the instruction and the questions.	Changing the phrase "act as" into "play as" in the instruction and the questions.

Table 13: **The Revision of Unit III**

Parts of the Unit	**Points that should be revised**	**Revisions**
Title	The title should reflect the objective of this unit.	Changing the title "*Fried Rice and Ice Cream*" into "*Asking for, Giving, and Refusing Goods*".
Basic competence	The basic competence could not be changed from the curriculum.	Translating the basic competence as stated in the curriculum.
Warming-up	Warming-up should be as Task 1.	Adding "Task 1" after "Warming-up' and giving an instruction.
Task 3	Listening task should be added to provide students how the	Adding listening task.

	language is spoken.	
Task 4	a. Students needed an activity to practise their English. b. Comprehension questions normally appeared after the conversation.	a. Asking the students to practise the conversation. b. Reconstructing the questions and the conversation.
Task 6	There was an inappropriate use of vocabulary in the instruction.	Changing the word "a check" into "a tick" in the instruction.
Focus on language	The grammar points discussed should be relevant to the language function.	Changing the grammar items that are relevant to the language function.
Task 9	The instruction was not effective.	Paraphrasing the instruction.
Task 10	c. The instruction was not effective. d. The writing of phonetic transcription in the form of sentences was wrong.	c. Paraphrasing the instruction. d. Changing the writing of phonetic transcription into the correct form.
Task 14	There was no example how to do the task.	Adding an example how to do the task.
Focus on communication	The focus on communication should be added with semi guided production task.	Adding the semi guided production task.
Task 19	There was no source from where pictures were taken.	Providing the source in the pictures.
Task 20	There was an inappropriate use of vocabulary in the instruction.	Changing the phrase "act as" into "play as" in the instruction.
Task 21	There was an inappropriate use of vocabulary in the instruction and the questions.	Changing the phrase "act as" into "play as" in the instruction and the questions.
Reflection	There was an inappropriate idea in the last question.	Changing the word "my teacher" into "the task".
Appendix	There was an inappropriate use of vocabulary in the instruction and the questions.	Changing the phrase "act as" into "play as" in the instruction and the questions.

After following all of the suggestions from the experts, in this case, the second supervisor and two experts on TEFL methodology, then the materials were ready to be tried-out to the students. To make sure that the developed materials were ready to be tried statistically, then a questionnaire (see Appendix 4) was distributed to collect the data from the experts.

Based on the data obtained from the questionnaire, it was concluded that the developed materials were ready to be tried-out. It can be seen from the result

of the questionnaire that was administered to the experts. There were four aspects being evaluated. They were content, language, presentation, and graphic. The following table is the results of each aspect based on statistical data obtained by the expert judgment.

Table 14**: Statistical Data Analysis of Expert Judgment**

		Content	Language	Presentation	Graphic	Total
N	Valid	3	3	3	3	3
	Missing	0	0	0	0	0
Mean		3.3333	3.0000	2.9667	3.3333	3.1667
Median		3.0000	3.0000	3.0000	3.0000	3.0000
Mode		3.00	3.00	3.00	3.00	3.00
Std. Deviation		.57735	.00000	.05774	.57735	.28868
Variance		.333	.000	.003	.333	.083
Minimum		3.00	3.00	2.90	3.00	3.00
Maximum		4.00	3.00	3.00	4.00	3.50

As indicated in the table above, the mean score of the content aspect was 3.33 on the four-point scale. It means that the content aspect was categorized as very good. In terms of language aspect, the mean score was 3.00 on the four-point scale. It was categorized into good category. Then, 2.97 on the four-point scale was the mean score of presentation aspect. It was also categorized as good. Then, the last aspect was graphic. The mean score was 3.33 on the four-point scale. It was categorized into very good. The complete result of each statement being evaluated can be seen on Appendix 7.

Thus, it was obvious that the developed materials were ready to be tried-out to the students. The approval letter from the experts can be seen on Appendix 8.

5. The Try-out of the Materials

As stated on chapter three, the developed materials would be tried-out. In this section, the researcher will describe the try-out process. The process of this try-out can be seen in the following paragraphs.

The researcher was only given four meetings at grade VIIIA and three meetings at grade VIIIC, so the researcher would try-out two units of the developed materials. It was quite feasible because every unit was designed for three meetings. The researcher was not given more time by the teacher because the teacher had many materials that should be covered by the students in this semester. In addition, there were only three weeks left for the students to cope all of the English materials provided by the English teacher before the final examination. Thus, there was no more time for the researcher to try-out all of the units designed in this study.

The first try-out was held on October 24th, 2012 to November 6th, 2012. Because the teacher did not want to hold the try-out by herself, the researcher acted as the English teacher in the try-out session. To conduct the first try-out, the researcher was assisted by a partner. The units being tried-out were Unit I with theme "*Public Places"* and Unit III with theme *"Food and Drink".*

As mentioned in the previous section, there were fifteen tasks in each unit. It was supposed to try-out all tasks in these units. However, due to the several problems, there were only twenty tasks that could be tried-out effectively, and there was no time left to try-out the rest of the tasks. The process of this try-out can be seen in the following vignettes.

The first meeting of the try-out was on Wednesday, October 24rd, 2012 at class VIIIA. It was started at 11.30 and was ended at 12.30. At first, the English teacher, the researcher, and her partner came to class. Then, the English teacher explained to the students why the researcher replaced the English teacher in this meeting. Thus, in this meeting the researcher acted as the English teacher. Meanwhile the researcher replaced the English teacher, the English teacher also sometimes came to visit the classroom, and stay for a while and then came out again for a moment and then came into the class again for several times.

After explaining the reasons for her research, the researcher greeted the students and led the class to pray together. Then she addressed and welcomed them for participating in the try-out. After that, the researcher distributed the copies of Unit I to the students. Every student got one copy of the unit. Getting one copy of the unit, the researcher asked some questions to the students related to doctor as stated in task one.

Completing task one, the researcher asked the students to do task two. She read the instruction and explained what the students had to do. After explaining the instruction, the students were asked to do this task in ten minutes. While the students were doing the task, the researcher went around the class to give them a help dealing with the task. After the students completed the task, the researcher led the students to share their answer to the class. Most of the students participated in this session.

After doing task 2, the researcher asked the students to do task three. The asked the students to listen what they heard from the recorder. While the researcher was playing the recorder, the students answered the questions. After the recorder played thrice, the researcher led the students to discuss what they had heard. Most of students were not participated in this session, because they said that the voice of the recorder was not loud and not clear enough.

Finishing task 3, the researcher asked the students to do task four. First, the researcher read the instruction and then explained it. After explaining the instruction, the students were asked to do this task in ten minutes. While the students were doing the task, the researcher went around the class to give them a help dealing with the task. After the students completed the task, the researcher led the students to share their answer to the class. Most of the students participated in this session.

Completing task 4, the researcher asked her partner to practise the conversation. The students were asked to pay attention to the pronunciation, the stress, and the intonation. Then the researcher asked the students to listen and repeat after her. After that, the students were asked to practise it in front of the class. While the students practicing it with their friend, the researcher corrected the mispronunciation made by the students. After the students practised the conversation, they had to answer the questions that follow. While the students were doing the task, the researcher went around the class to give them a help dealing with the task. After the students completed the task, the researcher led the students to share their answer to the class. Most of the students participated in this activity.

When the time showed on 12.30, the bell rang. From the speaker, a teacher announced that the lesson ended because the teachers would offer their condolence. Finally the researcher ended the class by leading the class to pray together.

Figure IV: **Vignette of the First Try-out Process**

The third meeting of the try-out was on Tuesday, October 30th, 2012 at class VIIIC. It was started at 09.55 and was ended at 11.15. At first, the English teacher explained to the students why the researcher replaced the English teacher in this meeting. Thus, in this meeting the researcher acted as the English teacher. Meanwhile the researcher replaced the English teacher, the English teacher also sometimes came to visit the classroom, and stay for a while and then came out again for a moment and then came into the class again for several times.

After explaining the reasons for her research, the researcher greeted the students and led the class to pray together. Then she addressed and welcomed them for participating in the try-out. After that, the researcher distributed the copies of the unit III to the students. Every student got one copy of the unit. Getting one copy of the unit, the researcher asked some questions to the students related to fried rice and ice cream as stated in task one. The students anwered it orally. All of the students participated in this task.

After completing task 1, the researcher asked the students to do task two. She read the instruction and explained what the students had to do. After explaining the instruction, the students were asked to do this task in ten minutes. While the students were doing the task, the researcher went around the class to give them a help dealing with the task. When the researcher was sure that the students had done the task, the researcher invited the students to correct their work together. She asked eighth students in turn to read their answers. Most of the students participated in this task.

The next task was task three. It was listening task. The students were asked to listen to a conversation and then answered the questions. The researcher played the recorder thrice. After that, she pointed five students to share their answer to the class. Most of the students participated in this session alhough the voice of the recorder was not loud and not clear enough.

After finishing task 3, the students were invited to the next task, task four. The researcher and her partner practised the conversation, and the students listened to it. After that, the students were asked to answer the questions in ten minutes. When the researcher was sure that the students had done the task, the researcher invited the students to correct their work together. She pointed five students in turn to read their answers. After discussing the answer, the students were asked to work in pair. Then they had to practise the conversation in front of the class. While the students were practising the conversation, the researcher corrected the mispronunciation made by them. Most of the students participated in this task.

Moving on to the next task, task five. It was a study task. The students were asked to study the conversation in task three and task four, then they had to pay attention to the expressions used. After that, the researcher explained the expressions of asking for, giving, and refusing goods. The students also learned on how to pronounce those expressions. All of the students actively participated in this activity.

After completing task 5, the students were asked to do the next task, task six. The researcher read the instruction and explained it. The researcher gave ten minutes to do this task. When the researcher was sure that the students had done the task, the researcher invited the students to correct their work together. She pointed five students in turn to read their answers.

After doing this task, then the researcher invited the students to move on to the next task, task 7. The researcher asked one student to read the instruction and then she explained it. Before the researcher asked the students to do this task, she made a revision for option 'c' from '*spoons*' into '*flavor*'. Then the researcher gave five minutes to complete this task. After five minutes passed, the researcher led the students to correct

their work together.

When the class discussed the last number in task 7, the bell rang. The researcher asked the students to keep silent and discussed the last number. After that, the researcher ended the class by asking the leader of the class to pray together.

Figure V: **Vignette of the First Try-out Process**

There were two important comments that the researcher noted during the first try-out. They were from the English teacher and the students. According to the English teacher, overall the try-out process was good. However, she suggested the researcher to act strictly to the students who disturbed the teaching and learning process. She said that the researcher acted as the English teacher, so that she had full responsibility in the class. This suggestion then was applied by the researcher in the third meeting as the teacher's suggestion.

Then, the researcher got the second comment from the students. It was in the second meeting. Some students complained to the researcher because they wanted to do games in the learning process. Then, the researcher told them that the games would be in the next meeting. In addition, the researcher told that the focus of this study was to implement the communicative tasks in order to develop the students' communicative skill. Thus, they would not play a lot of games, just a little one.

6.   The Evaluation of the Second Draft of the Designed Materials

To evaluate the second draft of the designed materials that had been tried-out to the students, the researcher distributed the second questionnaires to the eighth grade students of SMP Negeri 14 Yogyakarta and the teacher. The questionnaires were intended to find out about their general opinions, suggestions,

and recommendations to the designed materials. The following descriptions present the data obtained from the evaluation.

a. The Description of the Respondents

The respondents are the eighth grade students of SMP Negeri 14, class VIIIA and VIIIC and the English teacher. These classes had 60 students with 29 males and 31 females. The ages were between 12 and 16. For the English teacher, she was 59 years old with more than four years teaching experience.

b. The Result of the Evaluation

Six aspects were evaluated in this study: goal, input text, material impact, task, instruction, and layout. A questionnaire was used to collect data on the quality of those aspects. It was distributed to the students and the teacher. Not all of the statements were equally distributed to them. The statements related to curriculum were deleted from the questionnaire distributed to the students because it was impossible for the students to respond to such kind of statements. While the statements related to the materials impacts to the students were deleted from the questionnaire provided for the teacher because those statements were based on empirical evaluation.

After getting the data of the respondents' responses to the questionnaires distributed, the researcher evaluated them by using SPSS 16 to find out the mean, median, and mode of the respondents' agreement toward each statement in the questionnaires. The complete results of both questionnaires can be seen in the appendixes. The result of the questionnaire distributed to the students was the

main data, while the data obtained from the questionnaire for the teacher was used

to support the data obtained from the students.

The following table is the result of the second questionnaire of students'

responses.

Table 15: **Quantitative Data of the Second Questionnaire for the Students**

No	Statements	N	Mean	SD	Description
1	The materials are suitable for my:				
	a. needs as an eighth grade student	60	3.27	.445	Very Good
	b. English level	60	3.20	.480	Good
	c. interest	60	3.05	.565	Good
2	For me, the materials are:				
	a. challenging	60	2.68	.596	Fair
	b. motivated	60	3.17	.492	Good
	c. improving creativity	60	3.13	.566	Good
	d. developing curiosity	60	3.32	.567	Very Good
3	For me, the materials can improve:				
	a. vocabulary mastery	60	3.20	.731	Good
	b. pronunciation accuracy	60	3.20	.546	Good
	c. grammatical knowledge	60	3.20	.546	Good
	d. communication skill	60	3.13	.503	Good
4	I think that the learning activities are designed from the easiest one to the most difficult one.	60	3.25	.508	Good
5	I think that the materials are designed in various activities.	60	3.10	.573	Good
6	I think that the materials used appropriate vocabularies for a particular theme.	60	3.13	.468	Good
7	I think that the materials are designed with clear and understandable instructions.	60	3.07	.482	Good
8	I think that the illustration used is suitable and relevant to the materials.	60	3.13	.430	Good
9	The uses of layout and illustration help me when I read the tasks.	60	3.20	.480	Good
10	The uses of layout and illustration help me when I do the tasks.	60	3.12	.555	Good
11	For me, there is not too much used of font size in the materials.	60	3.00	.520	Good
12	According to me, the materials are interesting.	60	3.03	.581	Good

The data obtained from the questionnaire as summarized in Table 15 are

described in the following paragraphs.

The first aspect is the goal of materials. The table above indicates that the mean score ranged from 3.05 to 3.27 on the four-point scale. Generally, the students perceived the goal of materials on the first tried-out as good. It means that the researcher needed to continue implementing the materials. In addition, the data above was supported by the empirical evaluation obtained from the students. It was in line with student's statement toward this matter as follows.
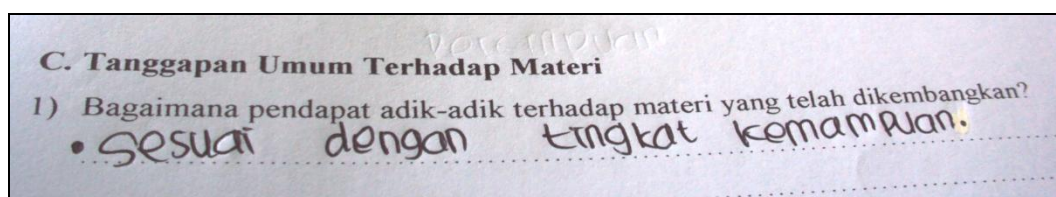
The second aspect was materials' impact. As showed in the table above, the mean score ranged from 2.68 to 3.32 on the four-point scale. It means that the tried-out materials had good impact on the students. Therefore, the researcher needed to continue implementing the materials. Furthermore, the data above was also supported by students' statement as follows.
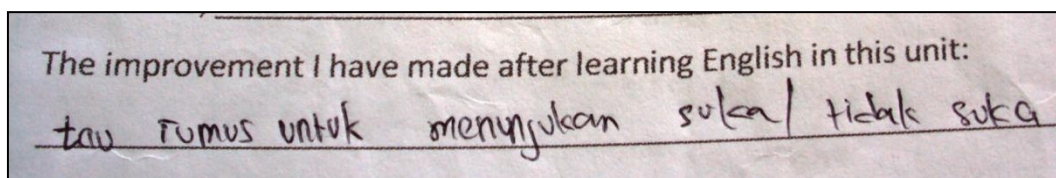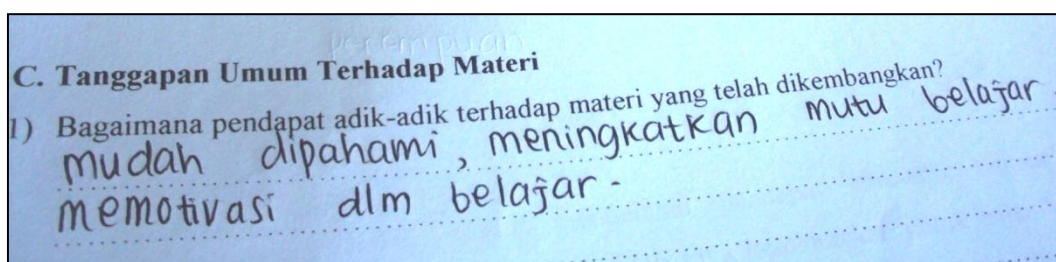
The improvement I have made after learning English in this unit:
lebih bisa memahami kosakata dlm bahasa inggris

The improvement I have made after learning English in this unit:
Saya bisa Membuat pertanyaan dengan bahasa Inggris

The third aspect was task. The table above indicates that the mean score ranged from 3.10 to 3.25 on the four-point scale. It means that the task in the tried-out materials was categorized as good. As a result, the researcher needed to continue implementing the materials.

The next aspect was instruction. The table above shows that the mean score was 3.07 on the four-point scale. It means that the instruction of the tried-out materials was categorized as good. Therefore, the researcher needed to continue implementing the materials.

Then, the last aspect being evaluated was lay-out. As indicated in the table above, the mean score ranged from 3.00 to 3.20 on the four-point scale. Generally, the lay-out of the tried-out materials was categorized as good. Thus, this was something that the researcher needed to continue implementing the materials. It was in line with the students' statement as follows.
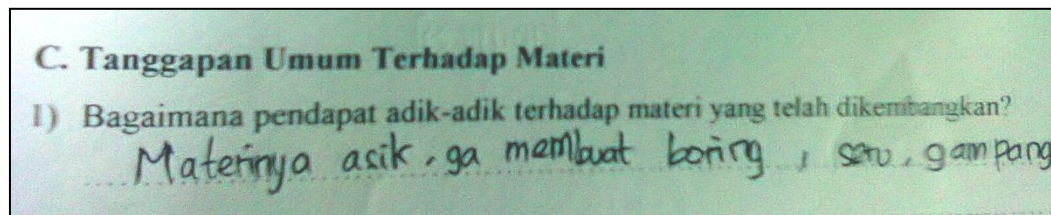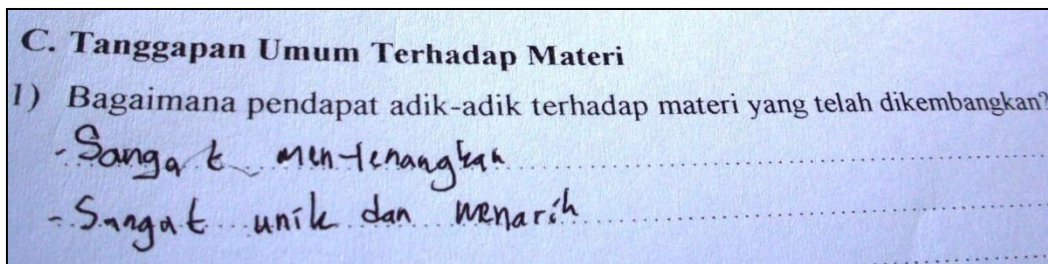
C. Tanggapan Umum Terhadap Materi

1) Bagaimana pendapat adik-adik terhadap materi yang telah dikembangkan?
- Sangat mentenangkan
- Sangat unik dan menarik

C. Tanggapan Umum Terhadap Materi

1) Bagaimana pendapat adik-adik terhadap materi yang telah dikembangkan?
Materinya asik, ga membuat boring, seru, gampang

c. Respondents' Opinion on the Designed Materials

To evaluate the designed materials, the researcher also distributed open ended questions in part C of the second questionnaire. Most of respondents agreed that the designed materials are good. It can be seen from the respondents' comments on the designed materials as follows.

1) The designed materials are interesting and good enough.

2) The level of the designed materials is suitable for the eighth grade students of SMP Negeri 14 Yogyakarta.

3) The gradation of the difficulties in each task is quite good. Overall, the materials are good enough to be given to the students.

d. Respondents' Suggestion to the Designed Materials

Although the materials are said to be suitable for and appropriate to the students, there were several suggestions from the respondents. Here are the respondents' suggestions toward the designed materials.

1) The information-gap activity should be revised to be more understandable. The instruction and the text given were confusing and not clear enough, so the students felt confused in doing this task. Many students asked the researcher on how to do this task repeatedly. The researcher assumed that the instruction may be confusing and not clear enough. Here is the information-gap activity on the second draft of materials.

Task 21

Work in pairs. You play as student A and you have to find information you need from student B. For student B, go to page 16 (Appendix). You and your friend must exchange information to complete the missing words below.

Situation:

Shinta is a new doctor at *Rapih* Hospital. She wants to be a member of Doctors Association of *Rapih* Hospital in her hospital. First of all, she must fill in the form that consists of her data. Your job is to help Shinta to fill in the form by completing the following text first.

Student A's Information:

> Hello, my name is Shinta Yulia Sari. You can call me _____. I am a doctor at *Rapih* Hospital. I was born in _____. Now, I live at *A. Yani* Street 23, Bandung. My phone number is _____. I like jogging and listening to music. My parents' names are _____. My blood type is B. You can email me at _____

Picture 3: **The Information-Gap Task that should be Revised on Unit I**

2) It is not enough to cover fifteen tasks in three meetings only. It needs more time to reach the goals of the designed materials well. Thus, it was obvious that the second draft of materials should be revised. The complete of the second draft of materials can be seen on Appendix 6.

7.   The Evaluation of the Third Draft of the Designed Materials

After revising the second draft of materials, the researcher conducted the second try-out on Tuesday, April 2nd, 2013 from 09.50 to 11.15. The process of this try-out can be seen in the following vignette.

The second try-out was on Tuesday, April 2nd, 2013 at class VIIIC. It was started at 09.50 and was ended at 11.15. At first, the English teacher, the researcher, and her partner came to class. Then, the English teacher explained to the students why the researcher came back and replaced the English teacher in this meeting. Thus, in this meeting the researcher acted as the English teacher. However, the English teacher was not able to accompany the researcher because she had a class at the nineth grade students to prepare the national examination.

After explaining the reasons for her research, the researcher greeted the students and led the class to pray together. Then, she addressed and welcomed them for participating in the second try-out. After that, the researcher asked the students to make a group of two. Then, she distributed the copies of information gap activity to the students. In each pairs, the students got different material of the information-gap activity.

After all of the students got the copy of material, the researcher asked them to pay attention and read it. The researcher asked the difficult words they found, then discussed

it together. After discussing the difficult words, the researcher asked the students to listen to and repeat after her. Then, the students were asked to practise it with their partner. While the students practicing it, the researcher and her partner corrected the mispronunciation made by the students.

Being sure that all of the students pronounced the words correctly, the researcher led the students to do the next task. Then, the researcher explained the instruction of the information-gap activity. To make sure that the students already understood the instruction, the students were asked to practise it with their partner, and then practise it in front of the class. While the students were doing the task, the researcher went around the class to give them a help dealing with the task. When the researcher was sure that the students had done the task, the researcher invited the students to practise it in front of the task. Because of time limitation, there were just five groups practised it in front of the class.

When the time showed at 11.10, the researcher distributed the second questionnaire to the students and asked them to fill-in it. When the bell rang, she asked the students to collect it to her partner. Finally, the researcher ended the class by leading them to pray together, thanked for their help, and apologized for her mistakes.

Figure VI: **Vignette of the Second Try-out Process**

To evaluate the third draft of the designed materials that had been tried-out to the students, the researcher distributed the second questionnaire to the eighth grade students of SMP Negeri 14 Yogyakarta and the teacher. The questionnaires were intended to find out about their general opinions, suggestions, and recommendations to the designed materials. The following descriptions present the data obtained from the evaluation.

a. The Description of the Respondents

The respondents are the eighth grade students of SMP Negeri 14, class VIIIA and VIIIC and the English teacher. These classes had 30 students with 14 males and 16 females. The ages were between 12 and 16. For the English teacher, she was 59 years old with more than four years teaching experience.

b. The Result of the Evaluation

Six aspects were evaluated in this study: goal, input text, material impact, task, instruction, and layout. A questionnaire was used to collect data on the quality of those aspects. It was distributed to the students and the teacher.

After getting the data of the respondents' responses to the second questionnaire distributed, the researcher evaluated them by using SPSS 16 to find out the mean, median, and mode of the respondents' agreement toward each statement in the questionnaire. The complete results of the questionnaire can be seen in the Appendix 7. The result of the questionnaire distributed to the students was the main data, while the data obtained from the questionnaire for the English teacher was used to support the data obtained from the students. Then, the following table is the result of the third questionnaire for the students.

Table 16: **Quantitative Data of the Third Questionnaire for the Students**

No	Statements	N	Mean	SD	Description
1	The materials are suitable for my:				
	a. needs as an eighth grade student	30	3.20	0.406	Good
	b. English level	30	3.13	0.434	Good
	c. interest	30	3.03	0.319	Good
2	For me, the materials are:				
	a. challenging	30	2.83	0.647	Good
	b. motivated	30	3.17	0.530	Good
	c. improving creativity	30	3.13	0.507	Good
	d. developing curiosity	30	3.10	0.480	Good
3	For me, the materials can improve:				
	a. vocabulary mastery	30	3.17	0.647	Good
	b. pronunciation accuracy	30	3.27	0.449	Very Good
	c. grammatical knowledge	30	3.13	0.434	Good
	d. communication skill	30	3.20	0.406	Good
4	I think that the learning activities are designed from the easiest one to the most difficult one.	30	3.27	0.449	Very Good
5	I think that the materials are designed in various activities.	30	3.20	0.484	Good

6	I think that the materials used appropriate vocabularies for a particular theme.	30	3.10	0.402	Good
7	I think that the materials are designed with clear and understandable instructions.	30	3.10	0.480	Good
8	I think that the illustration used is suitable and relevant to the materials.	30	3.07	0.449	Good
9	The uses of layout and illustration help me when I read the tasks.	30	3.13	0.571	Good
10	The uses of layout and illustration help me when I do the tasks.	30	3.13	0.507	Good
11	For me, there is not too much used of font size in the materials.	30	2.90	0.402	Good
12	According to me, the materials are interesting.	30	3.03	0.490	Good

The first aspect is the goal of materials. As indicated in the table above, the mean score ranged from 3.03 to 3.20 on the four-point scale. Generally, the students perceived the goal of materials on the second tried-out as good. It means that the researcher needed to continue implementing the materials.

The second aspect was materials' impact. The table above indicates that the mean score ranged from 2.83 to 3.27 on the four-point scale. It means that the tried-out materials had good impact on the students. Therefore, the researcher needed to continue implementing the materials.

The third aspect was task. As showed in the table above, the mean score ranged from 3.10 to 3.27 on the four-point scale. It means that the task in the tried-out materials was categorized as good. As a result, the researcher needed to continue implementing the materials.

The next aspect was instruction. The table above shows that the mean score was 3.10 on the four-point scale. It means that the instruction of the tried-

out materials was categorized as good. Therefore, the researcher needed to continue implementing the materials.

Then, the last aspect being evaluated was layout. As indicated in the table above, the mean score ranged from 2.90 to 3.13 on the four-point scale. Generally, the layout of the tried-out materials was categorized as good. Thus, this was something that the researcher needed to continue implementing the materials.

c. Respondents' Opinion on the Designed Materials

To evaluate the designed materials, the researcher also distributed open ended questions in part C of the second questionnaire. The respondents' opinions were quite similar in the first try-out. Most of respondents agreed that the designed materials are good. It can be seen from the respondents' comments on the designed materials as follows.

1) The designed materials are interesting and good enough.

2) The level of the designed materials is suitable for the eighth grade students of SMP Negeri 14 Yogyakarta.

B. Discussion

The research findings are presented in the previous part in this chapter. This part presents the discussion of the findings of the research.

According to the observation in the early stage of this study, it was found that the eighth grade students of SMP Negeri 14 Yogyakarta needed communicative tasks that were appropriate to their needs and interest. In addition, the communicative tasks should be based on their background study. It is caused

by the condition of the English teaching and learning process which did not have any appropriate English learning materials for students. Therefore, the design units, communicative tasks, were based on the result of the needs analysis obtained from the first questionnaire and based on the curriculum used in the junior high school.

The need analysis was conducted to gather the information from the learners and the teacher in terms of the learners' profile, goal, setting, procedure learners' lacks, learners' roles, teacher's roles, and input. The data obtained from the need analysis then was used as the basis of designing the communicative tasks for the eighth grade students of SMP Negeri 14 Yogyakarta. Due to the fact that the students needed to learn English not only based on the *SK/KD*, but also based on their needs and interest, the principles of ESP, and material development were applied to design the appropriate materials.

There are three basic competences that were further developed in three units. Every unit consists of fifteen tasks. All tasks in the every unit are the same. They are divided into three focuses: comprehension, language, and communication. The difference lies on the input texts given in the every unit.

The developed communicative tasks used five dialogues which were spread into three units; two dialogues for unit one, two dialogues for unit two, and only one dialogue for unit three. When the students deal with these dialogues, they will read and practise the dialogues. They also learn how to pronounce the words, guess the meaning of difficult words, and learn the grammar used.

The first draft of the developed communicative tasks then was consulted to the experts. To avoid the subjective judgment, then a questionnaire based on *Badan Standar Nasional Pendidikan* abbreviated into *BSNP* was used to collect the data. There were 23 statements evaluated under four aspects. It was obtained that most of the aspects were good and ready to be tried-out. This evaluation was classified as pre-use evaluation (Tomlinson and Masuhara, 2001: 3).

A pre-use evaluation was not enough. It needed a support from empirical data obtained from while-use evaluation (Tomlinson and Masuhara, 2001: 4). To hold a while-use evaluation, a try-out of developed communicative tasks to the students was conducted. During the try-out, the researcher noted eighth field notes as evidences and support data for this study.

After conducting the try-out, a form of empirical evaluation questionnaire which consisted of 23 statements was distributed to the students in order to measure the actual effect of the tried-out of communicative tasks on the students. Five components of the developed communicative tasks were evaluated by using theories proposed by Nunan (2000) and Tomlinson and Masuhara (2004).

The data obtained from such evaluations then were analyzed. Considering respondents' opinion on the developed and tried-out materials that have been mentioned in the previous section, the researcher revised the designed materials as shown below.

1) Revising the information-gap activity in each unit to be more understandable. The instruction and the text given had been revised, so the students would not feel confused in doing this task.

Task 21

Work in pairs. One student plays as Tasya and one student plays as Huda. For student Tasya, look at the following text and for Huda go to page 18.

a. Read the following text.
Situation:
Tasya is an eight grade student at SMP Negeri 2 Semarang. She is writing down an article about her uncle health clinic in her blog. Below is her article:

Smart Health Clinic

I has an uncle who has a big health clinic in my town, Semarang. It is Smart Health Clinic. It has two floors and it is clean. There is a nice garden at the front. The clinic also provides a large parking area. The clinic is very busy. People with various diseases come to the clinic to have medical services. Some people get headaches, sore eyes, backaches, fever, etc. There are some specialists working for the clinic. They are dentist, surgeons, internists, etc. Some nurses help them to look after the patients. The doctors and nurses are kind. They are helpful and friendly. The people feel satisfied because the doctors examine them carefully. Smart Health Clinic is equipped with many facilities like comfortable patient rooms, maternity wards, an emergency room, a laboratory, and an-X ray room. There is also a drugstore where we get medicines and there is a canteen, too.

Adapted from: descriptive-text.blogspot.com

2. You play as Huda and you have to give information to Tasya who needs information from you.

a. Read the following text.
Situation:
Huda is an eight grade student at SMP Negeri 1 Muntilan. Now, he is learning to be a blogger. For the first post, he writes a description about a hospital in his town. Below is the description:

RSU Tidar Magelang

RSU Tidar Magelang is the biggest hospital in Magelang town. It is located about 1 km from Magelang town square. It is built in the colonialism era by Dutch, so it is influenced by the European architecture. The building is big, strong, and luxurious. It has white painted on almost its wall. It consists of two floors. On the ground floor, it is the main entrance. There are receptionist area, waiting room, and also an office. Laundry and kitchen are also in this floor. While On the floor above, there are maternity sections for mother and their babies, rooms of patients, operating rooms, and also special rooms like laboratories, a radiography room, pharmacy, and blood bank. This hospital is also supported by some professional health workers, such as doctors, surgeons, dentists, nurses, etc. Their resposibility is to run a hospital effectively in order to achieve the success of the hospital management.

Adapted from: moeday-ku.blogspot.com

Picture 4: **The Final Draft of Information-Gap Task on Unit I**

2) Revising the time allocations by prolonging them from 6x40 minutes into 8x40 minutes for each unit.

The suggestions were followed-up by the researcher because the suggestions sounded good and were feasible to apply in this study without interfering other parts of the developed materials. Therefore, the suggestions will be used as research suggestions in the next chapter. After revising the second draft of the materials based on respondents' suggestions above, then the materials were approved to be the final draft of the developed materials in this study.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

Chapter V presents the conclusions and suggestions in this study. The conclusions are based on the research findings on this study. Then, the suggestions are proposed to the students, teachers, and material developers or other researchers.

A. Conclusions

Based on the objective of this study, this study aimed at developing communicative tasks for the eighth grade students at SMP Negeri 14 Yogyakarta. By considering the research findings of this study, the researcher made two conclusions. First, the final product of this study was communicative tasks that consisted of three units. Each unit consisted of fifteen tasks which focused on comprehension, language, and communication. In unit I, namely, "Asking for and Giving Information", the students learned the expressions of asking for and giving information about the hospital. In unit II, namely, "Asking for and Giving Opinions", the students learned the expressions of asking for and giving information related to the beach. In the last unit, namely, "Asking for, Giving, and Refusing Goods", the students studied the expressions of asking for, giving, and refusing food/drink.

Second, the communicative tasks were categorized as good. It could be inferred from the mean scores of the tasks evaluation which ranged from 2.83 to 3.32. Therefore, it can be concluded that the communicative tasks were appropriate for the eighth grade students at SMP Negeri 14 Yogyakarta. The

communicative tasks could promote interaction and communication among the students since the tasks provided activities that gave the students oppotunities to practise and use their English.

B. Suggestions

There are some suggestions proposed to the eighth grade students, English teachers, and other researchers or material developers.

1. To the eighth grade students

   The eighth grade students should actively open their dictionary during doing each task in these materials because there are many new vocabularies. In addition, they also should not be hesitated to ask guidance and help from their teacher if they find any difficulties. Moreover, they should to actively practise to communicate in English.

2. To English teachers

   To English teachers at school who wish to use these materials, they should provide their guidance and help to the learners during using these materials in the classroom. The learning goals could be achieved if the teachers maximize their roles as discussed in the previous chapters.

3. To other researchers or material developers

   Considering the respondents' suggestions and opinions toward the designed materials, the researcher suggested to other researcher or material developers who are interested in developing English materials for junior high school students to develop for other grades. In addition, the designed materials should be in more challenging tasks and using more various activities.

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APPENDICES

Nama :
Kelas / No :

Angket Analisis Kebutuhan Belajar Siswa

A. Pilihlah salah satu aternatif jawaban yang sesuai dengan pengalaman kamu dalam belajar bahasa Inggris dengan cara memberi tanda (√) pada kolom yang tersedia.

No	Pernyataan	sangat setuju (4)	setuju (3)	tidak setuju (2)	sangat tdk setuju (1)
1.	Bagi saya, pelajaran bahasa Inggris itu menyenangkan.				
2.	Bagi saya, pembelajaran bahasa Inggris itu mudah untuk dipelajari.				
3.	Menurut saya, pembelajaran bahasa Inggris itu penting.				
4.	Banyak manfaat yang dapat dipetik dari pembelajaran bahasa Inggris.				
5.	Bagi saya, banyak hal menarik yang dapat dipetik dari pembelajaran bahasa Inggris.				

B. Pilihlah salah satu aternatif jawaban yang sesuai dengan kegiatan kamu dengan guru bahasa Inggris dengan cara memberi tanda (√) pada kolom yang tersedia.

No	Pernyataan	selalu (4)	sering (3)	jarang (2)	tidak pernah (1)
6.	Saya membuka kamus bahasa Inggris saat menemukan kosakata baru.				
7.	Saya berusaha untuk menambah kosakata baru dalam bahasa Inggris.				
No	Pernyataan	selalu (4)	sering (3)	jarang (2)	tidak pernah (1)
8.	Saya mengikuti program berbahasa Inggris:				
	a. televisi				
	b. radio				
	c. internet				
9.	Saya mendengarkan bahasa Inggris lisan:				
	a. lagu				
	b. percakapan				
	c. monolog				
	d. seminar				
10.	Saya membaca bacaan berbahasa Inggris:				

No	Pernyataan	selalu (4)	sering (3)	jarang (2)	tidak pernah (1)
	a. buku				
	b. artikel				
	c. majalah				
	d. koran				
11.	Saya berlatih berbicara bahasa Inggris di luar jam pelajaran.				
12.	Saya belajar bagaimana cara mengeja kata-kata (*spelling*) dalam bahasa Inggris.				
13.	Saya belajar bagaimana cara pengucapan kata-kata (*pronounciation*) dalam bahasa Inggris.				
14.	Saya berusaha untuk memahami tata bahasa (*grammar*) dalam bahasa Inggris.				
15.	Saya mengikuti kursus bahasa Inggris.				
16.	Menurut saya, kegiatan pembelajaran bahasa Inggris di kelas berjalan dengan lancar.				
17.	Menurut saya, guru bahasa Inggris menggunakan bahasa yang jelas dalam berbicara.				
No	Pernyataan	selalu (4)	sering (3)	jarang (2)	tidak pernah (1)
18.	Menurut saya, kegiatan pembelajaran bahasa Inggris menggunakan cara belajar yang mudah dipahami.				
19.	Guru bahasa Inggris menggunakan jenis kegiatan yang bervariasi/beragam dalam proses pembelajaran di kelas.				
20.	Guru bahasa Inggris menanyakan kesulitan belajar kepada siswa saat proses pembelajaran berlangsung.				
21.	Guru bahasa Inggris membantu saya saat saya mengalami kesulitan di kelas.				
22.	Guru bahasa Inggris memeratakan kesempatan kepada siswa:				
	a. menyatakan pendapat				
	b. menjawab pertanyaan				
	c. bertanya saat ada kesulitan				
	d. tampil di depan kelas				
23.	Guru bahasa Inggris memeratakan kesempatan kepada siswa laki-laki maupun perempuan.				
24.	Guru bahasa Inggris masuk ke dalam kelas tepat waktu.				
25.	Guru bahasa Inggris ramah terhadap saya.				
26.	Guru bahasa Inggris berbicara dengan sopan.				
27.	Menurut saya, guru bahasa Inggris berpenampilan rapi.				
28.	Dalam proses pembelajaran, guru menggunakan jenis kegiatan berupa permainan berbahasa Inggris.				
No	Pernyataan	selalu (4)	sering	jarang (2)	tidak

			(3)		pernah (1)
29.	Dalam proses pembelajaran bahasa Inggris, guru menggunakan jenis kegiatan berupa bermain peran (*role play*).				
30.	Dalam proses pembelajaran bahasa Inggris, guru menggunakan jenis kegiatan berupa kuis.				
31.	Pada saat pembagian kelompok, guru bahasa Inggris memberikan kesempatan kepada siswa untuk memilih anggota kelompoknya masing-masing.				
32.	Dalam menentukan materi pembelajaran, guru bahasa Inggris melibatkan siswa untuk memilih topik yang akan dipelajari.				
32.	Guru bahasa Inggris menggunakan media pembelajaran dalam proses pembelajaran di kelas.				
34.	Guru bahasa Inggris menggunakan gambar sebagai media pembelajaran di kelas.				
35.	Guru bahasa Inggris menggunakan video sebagai media pembelajaran di kelas.				

C. Urutkan pernyataan-pernyataan yang ada sesuai dengan pertanyaan yang ada.

Contoh:

Urutkan nama-nama mata pelajaran berikut dari yang paling sulit ke yang paling mudah untuk kamu pelajari.

☐ **Matematika**

☐ **IPA**

☐ **IPS**

☐ **TIK**

☐ **Bahasa Inggris**

1. Urutkan pernyataan-pernyataan berikut sesuai dengan tujuan utama kamu dalam belajar bahasa Inggris.

☐ Saya belajar bahasa Inggris agar nilai saya bagus.

☐ Saya belajar bahasa Inggris agar lulus ujian nasional/kenaikan kelas.

☐ Saya belajar bahasa Inggris agar dapat berkomunikasi dalam bahasa Inggris.

☐ Saya belajar bahasa Inggris karena bahasa Inggris merupakan mata pelajaran wajib di sekolah.

☐ Saya belajar bahasa Inggris untuk memudahkan mencari pekerjaan nantinya.

2. Urutkan kegiatan-kegiatan berikut dari yang paling sulit ke yang paling mudah untuk kamu pelajari dalam kegiatan membaca berbahasa Inggris.

☐ menceritakan bacaan (*story telling*)

☐ pemahaman bacaan (*reading comprehension*)

☐ *intensive reading* (membaca untuk mengetahui kosakata tertentu, pola yang digunakan atau yang berfokus pada hal kebahasaan)

☐ *extensive reading* (membaca untuk mengetahui isi bacaan secara keseluruhan)

3. Urutkan kegiatan-kegiatan berikut dari yang paling sulit ke yang paling mudah untuk kamu pelajari dalam kegiatan mendengarkan berbahasa Inggris.

☐ mendengarkan monolog berbahasa Inggris

☐ mendengarkan lagu berbahasa Inggris

☐ mendengarkan percakapan berbahasa Inggris

☐ mendengarkan pengumuman berbahasa Inggris

☐ mendengarkan iklan berbahasa Inggris

4. Urutkan kegiatan-kegiatan berikut dari yang paling sulit ke yang paling mudah untuk kamu pelajari dalam kegiatan menulis berbahasa Inggris.

☐ merangkum bacaan

☐ menuliskan kembali bacaan

☐ menulis karangan dengan tema tertentu

☐ menulis karangan bebas

☐ menulis surat/pengumuman/iklan

5. Urutkan kegiatan-kegiatan berikut dari yang paling sulit ke yang paling mudah untuk kamu pelajari dalam kegiatan berbicara bahasa Inggris.

☐ dialog

☐ bermain peran

☐ permainan (*communication games*)

☐ diskusi

☐ berpidato

6. Urutkan komponen-komponen berbahasa Inggris berikut ini dari yang paling sulit ke yang paling mudah untuk kamu pelajari.

   ☐ tata bahasa (*grammar*)

   ☐ kosakata (*vocabulary*)

   ☐ cara pengucapan kata (*pronunciation*)

   ☐ cara mengeja (*spelling*)

7. Berikut ini adalah bentuk-bentuk kegiatan belajar berbahasa Inggris. Urutkan kegiatan berikut sesuai dengan minat kamu.

   ☐ pembelajaran dalam bentuk permainan

   ☐ pembelajaran dalam bentuk tanya jawab

   ☐ pembelajaran dalam bentuk bermain peran

   ☐ pembelajaran dalam bentuk diskusi kelompok

   ☐ pembelajaran secara klasikal

8. Berikut ini adalah beberapa cara yang dapat kamu lakukan saat mengerjakan latihan bahasa Inggris. Urutkan sesuai dengan yang paling kamu sukai.

   ☐ secara mandiri/individual

   ☐ secara berpasangan (2 orang)

   ☐ secara kelompok dengan 3 anggota

   ☐ secara kelompok dengan 4 anggota

   ☐ secara kelompok dengan anggotanya lebih dari 4 orang

   ☐ secara klasikal (bersama-sama)

9. Berikut ini adalah beberapa topik yang dicakup dalam pembelajaran bahasa Inggris di kelasmu. Urutkan topik-topik di bawah ini dari yang paling ingin kamu pelajari.

   ☐ tempat-tempat umum

   ☐ alat transportasi

   ☐ olahraga

   ☐ profesi

   ☐ makanan dan minuman

   ☐ keindahan alam

10. Urutkan nama tempat-tempat umum berikut dari yang paling ingin kamu pelajari.

    ☐ rumah sakit

    ☐ taman kota

    ☐ pasar

    ☐ terminal

    ☐ stasiun

    ☐ bandara

11. Urutkan nama alat-alat transportasi berikut dari yang paling ingin kamu pelajari.

☐ sepeda

☐ sepeda motor

☐ bus

☐ kereta api

☐ pesawat terbang

☐ kapal

12. Urutkan nama cabang-cabang olahraga berikut dari yang paling ingin kamu pelajari.

☐ sepak bola

☐ bola basket

☐ badminton

☐ tenis meja

☐ tenis lapangan

☐ renang

13. Urutkan nama profesi-profesi berikut dari yang paling ingin kamu pelajari.

☐ guru

☐ dokter

☐ ahli komputer

☐ pilot

☐ polisi

☐ koki

14. Urutkan nama makanan-makanan berikut dari yang paling ingin kamu pelajari.

☐ nasi goreng

☐ ayam goreng

☐ mie ayam

☐ bakso

☐ gado-gado

☐ sate

15. Urutkan nama minuman-minuman berikut dari yang paling ingin kamu pelajari.

☐ teh

☐ kopi

☐ susu

☐ jus

☐ es krim

☐ minuman bersoda

16. Urutkan keindahan alam berikut dari yang paling ingin kamu pelajari.

☐ pantai

☐ dunia bawah laut

☐ pegunungan

☐ air terjun

☐ danau

☐ sungai

17. Urutkan warna-warna berikut dari warna
yang paling kamu sukai.

☐ merah

☐ merah jambu

☐ kuning

☐ biru

☐ orange

☐ hijau

☐ ungu

COURSE GRID

DEVELOPING COMMUNICATIVE TASKS FOR THE EIGHTH GRADE STUDENTS AT SMP NEGERI 14 YOGYAKARTA

Unit/ Topic	Basic Competence	Example of the Sentences/Expressions	Key Structures	Key Vocabulary	Media	Communicative Tasks
1. Sharing information (hospital)	Merespon dan mengungkapkan makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta dan memberi informasi tentang rumah sakit.	Expression of asking for information and giving information: Situation: You are visiting a hopital for the first time. You have an appoinment with dr.Syamsul. You have just arrived at the information desk. A: "Excuse me, could you tell me where dr.Samsul room is?" B: "Yes of course. Just go straight and then turn right."	1. Clause Aux verb + S + V + conjuction + S + aux verb 2. Modal verbs: S + modal + V. inf + O	Vocabulary related to the hospital: • hospital • nurse • stethoscope • medicine • prescription • injection • examine • etc	pictures	a. Warming up Answering questions based on students' experiences. b. Comprehension focus 1) Listening to the conversation and answering the questions 2) Stating on the statements whether they are true or false 3) Listening to the teacher reading and answering the questions c. Language focus 1) Grammar analysis on clause and modal. 2) Pronunciation practice 3) Vocabulary

						repetition (word search, completing a chart, finding the antonym)
						d. Communication focus
						  1) Information-gap activity: The students work in pairs. Each student has different information that must be exchanged.
						  2) Role play: Each student has different information and the student has to make dialogue based on the situation given.
						e. Reflection
						f. Appendix

2. Express your opinion (beach)	Merespon dan mengungkapkan makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi)	Expressions of asking for and giving opinion: Situation: You are going to Krakal beach and talking to your friend. A: "What do you think of this beach?"	Adjectives: Describing something based on the adjective order: a. size b. age c. color d. material	Vocabulary related to the beach: - sand - wave - sea - shore - sunset - etc	pictures	a. Warming up Answering questions based on students' experiences. b. Comprehension focus 1) Listening to the conversation and answering the

	sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta dan memberi pendapat tentang pantai.	B: "I think that this beach has beautiful scenery."	e. thing ▪ Examples: a. It is a big old black wooden table. b. It is a small new blue plastic basket.			questions 2) Stating on the statements whether they are true or false c. Language focus 1) Grammar analysis on adjective order. 2) Grammar exercise on adjective order 3) Pronunciation practice 4) Vocabulary repetition (word search, completing a chart, finding the synonym) d. Communication focus 1) Information-gap activity: The students work in pairs. Each student has different information about the beach that must be exchanged. 2) Role play: Each student has different information and the

						student has to make dialogue based on the situation given. 3) Describing the picture of beach to the friends. e. Reflection f. Appendix
3. I want fried rice and ice cream.	Merespon dan mengungkapkan makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, dan menolak makanan/minuman.	Expressions of asking for, giving, and refusing goods. Situation: On Saturday afternoon, Vina and her mother went to a supermarket, near their house. V : "Mom, may I have this ice cream? It looks so delicious." M : "Not this time, dear. You just had a cone of strawberry ice cream." V : "Please...Mom, this is the last for this week. I promise." M : "All right. Choose the small size."	Preferences: a. S + prefer + noun/V-ing + to + noun/V-ing. Examples: ▪ Nia prefers an orange to an apple. ▪ My father prefers eating fried chicken than eating *sate*. b. S + like + noun/V-ing + better than + noun/V-ing. Examples: ▪ Nia likes an	Vocabulary related to food and drink: - fried rice ▪ rice ▪ garlic ▪ chili ▪ salt ▪ oil ▪ etc - ice cream ▪ vanilla ▪ chocola te ▪ cream ▪ flavour ▪ spoon ▪ glass ▪ etc	pictures	a. Warming up Answering questions based on students' experiences. b. Comprehension focus 1) Listening to the conversation and answering the questions 2) Listening to teacher reading conversation and then answering the questions 3) Stating on the statements whether they are true or false c. Language focus 1) Grammar analysis on preferences 2) Grammar exercise

			orange better than an apple. ■ My father likes eating fried chicken better than eating *sate*. c. S + would rather + V.inf + noun/adjective + than + V.inf + noun/V-ing. Example: ■ Nia would rather eat an orange than eat an apple.		on preferences 3) Pronunciation practice 4) Vocabulary repetition (crossword puzzle, completing a chart, finding the synonym) d. Communication focus 1) Information-gap activity: The students work in pairs. Each student has different information that must be exchanged. 2) Role play: Each student has different information and the student has to make dialogue based on the situation given. 3) Describing pictures to the friends e. Reflection f. Appendix

UNIT 1
A DOCTOR

(http://doctor-and-nurse-books.blogspot.com)

Basic Competence:

To express the meaning of short transactional and interpersonal communication in the form of asking and giving information.

Communicative Tasks for Grade VIII Students

A. Warming-up

1. Have you ever seen any doctor?

2. Where can we usually see the doctor?

3. Do you need any doctor in your life?

4. Do you always go to the doctor when you are sick?

5. What do you know about a doctor?

B. Comprehension Focus

Task 1

Complete the sentences below with the suitable words in the following list.

checkup (*n*) - *pemeriksaan*	treatment (*n*) - *perawatan*
drug (*n*) - *obat*	illness (*n*) - *penyakit*
dentist (*n*) - *dokter gigi*	examines (*v*) - *memeriksa*
surgeons (*n*) - *dokter bedah*	drugstore (*n*) - *apotek*
patients (*n*) - *pasien*	nurse (*n*) - *perawat*

1. Doni is having new _____ for his heart problem.

2. My sister goes to her doctor for regular _____

3. Take two spoonfuls of _____ after your mealtime.

4. You should go to a _____ to have your teeth checked.

5. The _____ helps the doctor to examine a new patient.

6. The doctor _____ the patient's condition.

7. Lista's father died at hospital after a long _____

8. Some _____ are conducting a major operation.

9. I buy some medicine from the _____

10. A number of _____ have been successfully treated with this drug.

Task 2

Answer the questions below based on the following dialogue.

> One day, on the 23rd of January, Rian visited Doctor Doni to know his condition. Rian did not know where the doctor's room was. Therefore, he asked the nurse.
>
> Rian   : "Good morning."
>
> Nurse : "Good morning. Can I help you?"
>
> Rian   : "I want to know Doctor Siska's room. Could you tell me?"
>
> Nurse : "Yes, sure. Just go straight to this corridor, and then turn right in the corner."
>
> Rian   : "Thanks for your kindness."
>
> Nurse : "You're welcome."

1. Why did Rian go to the doctor?
2. Did Rian know the doctor's room?
3. Who helped Rian to find the doctor's room?
4. Where was the doctor's room?
5. When did Rian visit the doctor?

Task 3

Answer the questions below based on the following dialogue.

> After Rian found the Doctor Doni's room, he knocked at the door and met with the doctor. Below is their conversation.
>
> Rian   : "Good morning, doctor."
>
> Doctor : "Good morning. What's the matter with you?"
>
> Rian   : "I have a fever."
>
> Doctor : "Let me check your body temperature…. (after checking)…. it's 102^0F or 38^0C."
>
> Rian   : "I haven't slept well for the last two days. Is it a serious problem?"
>
> Doctor : "Don't worry, it's not. I'll give you some medicine."

Rian   : "Ok, thanks."

Doctor : "Take one tablet and one capsule after your mealtime."

Rian   : "Any special diet doctor?"

Doctor : "Take much fruit and avoid drinking cold
            water. Have a complete rest."

Rian   : "Thank you, doctor."

Doctor : "My pleasure. Get better soon."
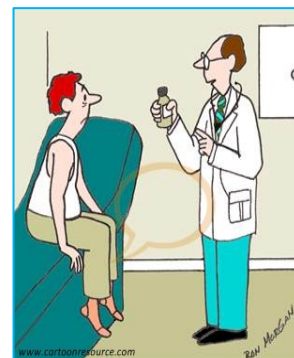
1. Did Rian have serious health problem?

2. What happened to Rian?

3. How many types of medicine were given to Rian?

4. When did Rian take his medicine?

5. How was Rian's temperature?

Task 4

A. **Study the dialogue in Task 2 once again. Find some expressions of asking for and giving information.**

Expressions	Functions
………………………………………………… ……………………………………………..	Asking for information
………………………………………………… …………………………………………………	Giving information

B.   Now, compare the following examples with the examples in part A.

Expressions	Functions
Do you know...? Can you tell me about/of….? What do you know about/of….?	Asking for information
Yes. Just go.... (telling a place) Yes, sure. Oh yes, of course I know.	Giving information

Taken from: Function in English

Task 5

Put a check (√) on the statements to indicate if they are true (T) or false (F) according to the dialogue in Task 3. Then, give the evidence.

No	Statements	T	F	Evidence
1.	Rian has a serious health problem.		√	When Rian asks "*Is it a serious problem?*", the doctor said "*Don't worry, it's not.*"
2.	The doctor and the nurse examine Rian's condition.			
3.	Rian should eat much fruits.			
4.	Rian's temperature is high.			
6.	Drinking cold water is good for Rian.			

Task 6

Complete the sentences below using the words in the box. The following pictures may

help you complete the sentences.

1. The doctor listens to your heart by using a _____

2. An _____ makes some patients scared.

3. Exercise increases your _____ rate.

a. injection
b. stethoscope
c. temperature
d. pulse
e. blood pressure monitor

4. The doctor uses a _____ to take your blood pressure.

5. Anna takes her baby's _____ by using a thermometer.

C. Focus on Language

Look at the following patterns.

Forms	Patterns	Examples
(+)	$S + V_{(-s/-es)} + O$	The doctor gives medicine.
	$S + tobe + noun/adv/adj$	Dika is a doctor.
(-)	$S + do/does + not + V_{1} + O$	The doctor does not give medicine.
	$S + tobe + not + noun/adv/adj$	Dika is not a doctor.

	Do/does + S + V$_1$ + O + ?	Does the doctor give medicine?
(?)	Tobe + S + noun/adv/adj + ?	Is Dika a doctor?

Task 7

Underline the correct form of the verbs in the brackets to complete the following sentences. Number one has been done for you.

1. **The patient (take/<u>takes</u>) the medicine regularly.**

2. My mother and I (go/goes) to hospital for regular checkup.

3. Does the nurse (help/helps) the doctor to examine the patient?

4. Dr. Tiara does not (give/gives) an injection to her patient.

5. My sister (read/reads) the instructions on the medicine bottle.

6. My father (am/is/are) not a doctor, but he is a teacher.

7. The doctor (examine/examines) the newborn baby.

8. Do you (go/goes) to this hospital for medical checkup?

Task 8

Your teacher will pronounce the following words. Pay attention to the stress. Listen and repeat after him/her.

1. *examine /ɪɡˈzæmn/*
2. *medicine /ˈmedsən/*
3. *stethoscope /ˈste əskəʊp/*
4. *checkup /ˈtʃekʌp/*
5. *equipment /ɪˈkwɪpmənt/*
6. *patient /ˈpeɪʃənt/*
7. *injection /ɪn'dʒekʃən/*
8. *temperature /ˈtemprətʃəʳ/*
9. *surgeon /ˈsɜːdʒən/*
10. *treatment /ˈtriːtmənt/*

Task 9

Your teacher will pronounce the following sentences. Pay attention to the stress and the intonation. Listen and repeat after him/her.

1. The **doctor examines** the **patient's condition**.

   /ðə ˈdɒk.tə ͬ ɪgˈzæmɪnz ðə ˈpeɪ.ʃənts kənˈdɪʃən /

2. The **nurse prepares** the **medical equipment**.

   /ðə nɜːs prɪˈpeə ͬz ðə ˈmedɪkəl ɪˈkwɪpmənt /

3. The **nurse checks** my **temperature** using a **thermometer.**

   /ðə nɜːs tʃeks maɪ ˈtem.prə.tʃə ͬ juːzɪŋ ə θəˈmɒm.ɪ.tə ͬ /

4. I **go** to the **hospital** to **have regular checkup**.

   /aɪ gəʊ tʊ ðə ˈhɒspɪtəl tʊ hæv ˈregjʊlə ͬ ˈtʃekʌp /

5. The **doctor gives** me an **injection**.
   / ðəˈdɒk.tə ͬ gɪvz miː ən ɪn ˈdʒekʃ /

Task 10

Find nine (9) words related to the doctor in the following word search. You can go vertically, horizontally, or diagonally. Look at the example.

X	I	D	__M__	__E__	__D__	__I__	__C__	__I__	__N__	__E__	I	N	V	N
C	B	N	G	S	T	E	T	H	O	S	C	O	P	E
H	X	U	J	R	A	G	R	U	T	H	Y	M	U	Y
E	J	F	O	E	S	I	J	L	M	V	E	G	L	P
C	O	E	G	I	C	B	S	Z	H	K	X	C	S	L
K	G	I	D	H	K	T	B	W	P	U	A	N	E	J
U	F	A	G	C	J	U	I	Y	I	O	M	U	O	I
P	A	T	I	E	N	T	F	O	T	K	I	E	U	L
X	E	M	S	D	L	R	V	S	N	U	N	Q	H	L
L	S	U	R	G	E	O	N	Y	H	B	E	Z	A	G
V	D	H	K	L	T	J	S	H	X	P	T	C	W	J
D	F	I	P	S	D	E	N	T	I	S	T	R	D	L

Task 11

Complete the following chart by filling in the missing letter related to the doctor.

Look at the example.

EXAMINE		TR _ _ T _ _ N _
I _ _ _ C _ _ _ N	DOCTOR	M _ _ _ C _ _ E
D _ _ G		S _ _ _ H _ _ C _ _ E
N _ _ S _		P _ T _ E _ _
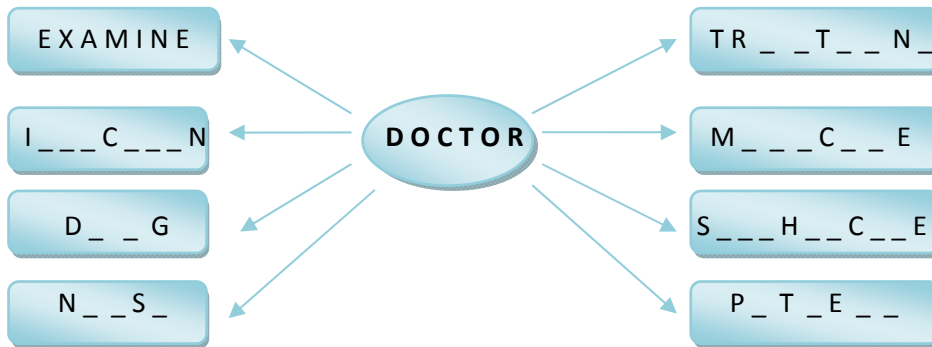
Task 12

Rearrange the following jumbled letters into correct words related to the doctor.
Example:

1. **N R E U S** = **N U R S E**
2. E D M I E C N I = ……………………………………………...…......
3. B S L U R D E P O E S R O = ………………………………………………
4. I C N E T N J I O = ………………………………………………
5. H E K C P C U = ………………………………………………

Task 13

Rearrange the following jumbled words into meaningful sentences.

Example:

1. goes - checkup - Gita - the - hospital - to - regular - for.

   Gita goes to the hospital for regular checkup.

2. girl - the - little - medicine - takes - her.

3. doctor - my father - is - not - a.

4. you - visit - do - the - want - to - doctor - ?

5. treatment - for - my grandfather - problem - gets - his - heart.

Task 14

Rearrange the jumbled sentences below into a good paragraph.

Example:

_3_ The clinic is not too big, but it is clean and comfortable.

_2_ She has her own clinic beside her parents' house.

_4_ Many people who have tooth problems come to this clinic.

_1_ Mika is a dentist.

_____ He also gives the patients medicine, treatment, and advice.

_____ My father is a doctor.

_____ He treats people when they are sick.

_____ Like other doctors, he has an effect on everyone's life.

Task 15

Find the antonyms from the underlined word in the following sentences. The list below may help you. Number one has been done for you.

a. narrow

b. sick

c. dirty

d. cheap

e. ignores

No	Sentences	Antonym
1.	The doctor <u>examines</u> the new patient.	ignores
2.	Kirana has been <u>ill</u> with fever.	
3.	Having medical checkup in the hospital is more <u>expensive</u> than in the *Puskesmas*.	
4.	Drg. Budi has a <u>large</u> dentist's.	
5.	This hospital is <u>clean</u> and comfortable.	

D. Focus on Communication

Task 16

Complete the dialogue below using suitable words in the following list.
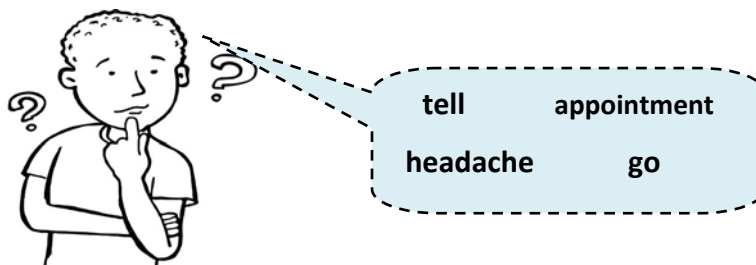
> tell   appointment
>
> headache   go

1. Rina   : "Have you made an _____with the doctor?"

   Vina   : "Yes, I have."

2. Budi   : "Can you _____me where the doctor's room is?"

   Nurse   : "Yes of course. Just go straight to this corridor, then you'll find the doctor's room at the left corner."

3. Doctor   : "What's the matter with you?"

   Gita   : "I have a terrible _____."

Complete the following dialogue using appropriate expression related to asking and giving information. Number one has been done for you.

1. Lina : _____

   Nurse : "Doctor Budi is in ICU."

   Answer : Could you tell me where Doctor Budi is?

2. Father : _____

   Doctor : "You have a typhus."

3. Ferdi : _____

   Nurse : "Your blood pressure is normal."

4. Shinta : _____

   Doctor : "Only 70.000 rupiahs."

5. Tara : _____

   Vina : "Yes, sure. The new hospital is at *Merdeka* Street."

Task 18

Complete the dialogues with suitable expressions in the box.

> a. What's the matter with my leg?
>
> b. Excuse me, do you know where the hospital is, Madam?
>
> c. Could you tell me about *Sarjito* Hospital?

1. Situation:

   Risa visits her grandmother at Yogyakarta. In the afternoon, they have a conversation. Risa wants to know about *Sarjito* Hospital.

   Yes, *Sarjito* Hospital is a big and popular hospital in Yogyakarta.

   1. _____

2. Situation:

Taufik had a car accident and he was hospitalized. After he is conscious, he asks the nurse about his leg.

Your leg is broken, but you'll be better soon. Don't worry.

2. _____

3. Situation:

Mr. Toni is in Jakarta. He wants to go to the hospital, but he does not know where the hospital is. Then, he asks a woman who walks near him.

Sure, just go straight down this road for about 100 m and the hospital is on your right, Sir.

3._____

Taken from: Picture Dictionary

Task 19

Work in pairs. You act as student A and you have to find information you need from student B. For student B, go to page 17 (Appendix). You and your friend must exchange the information to complete the missing text below.

Situation:

Shinta is a new doctor at *Rapih* Hospital. She wants to be a member of Doctors Association of *Rapih* Hospital in her hospital. First of all, she must fill in the form that consists of her data. Your job is to help Shinta to fill in the form by completing the following text first.

Student A's Information:

> Hello, my name is Shinta Yulia Sari. You can call me _____. I am a doctor at *Rapih* Hospital. I was born in _____. Now, I live at *A. Yani* Street 23, Bandung. My phone number is _____. I like jogging and listening to music. My parents' names are _____. My blood type is B. You can email me at _____

Task 20

After you completed the text above, you can help Doctor Shinta to fill in the following form.

Doctors Association of Rapih Hospital

Colombo Street 23, Bandung

1. Full Name : _____
2. Date of Birth : _____
3. Address : _____
4. Phone Number : _____
5. Interests : _____
6. Father's Name : _____
7. Mother's Name : _____
8. Blood Type : _____
9. Email Address : _____

Bandung, … / … / 2012

(   )

Task 21

In pairs, make dialogues related to asking for and giving information. You act as student A and you have to find information you need from student B. For student B, go to page 17 (Appendix).

Student A
1. You act as a patient and you are in Doctor Anita's room. She asks you to have a blood test, but you do not know where the laboratory is. You have to ask her about the location from her room.
2. You act as a patient. You want to know your temperature. You have to ask the nurse about your temperature.
3. You act as a son who accompanies your father in the hospital. You want to know your father's condition. You have to ask the doctor about your father's condition.

E. Reflection

Reflect on your learning in this unit and write down your reflection in the following space.

What I like best in this unit:

_____
_____

What I don't like in this unit:

_____
_____

The difficulties I have found in this unit:

☐ vocabulary use

☐ grammar use

☐ confusing activity

☐ unclear instruction

☐ others, _____

The improvement I have made after learning English in this unit:

_____
_____

My opinion about my teacher:

_____
_____

~ Good Luck ~

F. Appendix

1. **You act as student B and you have to give information to student A who needs the information from you.**

> Hello, my name is _____. You can call me Shinta. I am a _____ at *Rapih* Hospital. I was born in Purworejo, 9th December 1987. Now, I live at _____. My phone number is 085642755255. I like _____. My parents' names are Mr. Helmi and Mrs. Yoana. My blood type is _____. You can e-mail me at shinta.ys@yahoo.com.

2. **You act as student B and you have to give information to student A who needs the information from you.**

Student B
1. You act as a doctor. You have to describe the location of the laboratory to your patient from your room.
2. You act as a nurse. You have to tell your patient's temperature after you check her temperature.
3. You act as a doctor. You have to explain your patient's condition to his son who accompanies your patient.

UNIT 2
A BEACH

(http://www.wisatanesia.com)

Basic Competence:

To express the meaning of short transactional and interpersonal communication in the form of asking and giving opinion.

A. Warming-up

1. Have you ever been to beach?

2. When did you last visit it?

3. Do you like it?

4. What do you usually do there?

5. How many beaches have you visited?

6. Which is your favorite one?

B. Comprehension Focus

Task 1 **Complete the sentences below with the suitable words from the following list.**

scenery (*n*) - *pemandangan*

surfing (*n*) - *berselancar*

wave (*n*) - *ombak*

sunset (*n*) - *matahari tenggelam*

sand (*n*) - *pasir*

sunrise (*n*) - *matahari terbit*

wind (*n*) - *angin*

sea (*n*) - *laut*

swimming (*n*) - *berenang*

shore (*n*) - *tepi pantai*

1. The _____ is too hot to walk on.

2. A large _____ swept away some palm trees.

3. My family and I are watching beautiful _____

4. There is not enough _____ to fly a kite.

5. We plan to go _____ next week.

6. You can see a beautiful _____ every morning in this place.

7. *Bali* Island has amazing _____

8. The two girls are playing on the _____

9. I want to go _____ at *Arta* Water Park next Sunday.

10. Actually, it is dangerous to swim in the _____

Task 2 Answer the questions below based on the following dialogue.

On Friday afternoon, Tiara and Rara met in the street, near Rara's office. They were close friends. Then, they had a short conversation. Below is their conversation:

Tiara : "Hi Ra. How are you?"

Rara : "I'm fine, and you?"

Tiara : "I'm fine too. What have you been doing?"

Rara : "I've done many projects and need a break actually."

Tiara : "So do I. Well, what do you think of going to *Krakal* Beach on Sunday?"

Rara : "I think it's a good idea. Is it okay if my brother comes along?"

Tiara : "Yes, that's fine."

Rara : "Hmm…is it okay if I pick you at 5 a.m.?"

Tiara : "Sure, so we can see the wonderful sunrise. My brother and I will be ready then."

Rara : "Good. I'm excited to go to the beach this weekend."

Tiara : "So am I. I think it's a nice experience for us."

Rara : "Sorry, I have to go now. See you later."

Tiara : "Okay, see you."

Adapted from: www.eslfast.com

1. What is the conversation about?

2. Who wants to go to the beach on Sunday morning?

3. Why do Tiara and Rara need a break?

4. When will Rara pick Tiara?

5. How are Rara and Tiara feelings about their plan?

Communicative Tasks for Grade VIII Students

Task 3

A. **Study the dialogue in Task 2 once again. Find some expressions of asking for and giving opinions.**

Expressions	Functions
…………………………………………………………… ……………………………………………………………	Asking for opinion
……………………………………………………………	Giving opinion

B. **Now, compare the following examples with the examples in part A.**

Expressions	Functions
What's your opinion about…? What are your views about…? What do you feel about…? What are your feelings about…?	Asking for opinion
In my view…. I feel…. From my point of view,…	Giving opinion

Taken from: Function in English

Task 4

Put a check (v) on the statements to indicate if they are true (T) or false (F) based on the dialogue in Task 3. Then, give the evidence.

No	Statements	T	F	Evidence
1.	Tiara and Rara are happy to go to the beach.	√		Because Rara said, *"I'm excited to go to the beach this weekend!"*, then Tiara said *"I think it's a nice experience for us."*
2.	Tiara invites her brother to come along to the beach.			

3.	Rara will pick up her friend at 5 o'clock in the afternoon.			
4.	They want to watch a spectacular sunset.			
5.	*Krakal* beach has a beautiful view.			

Task 5 **Complete the sentences below. The following pictures may help you complete the sentences.**
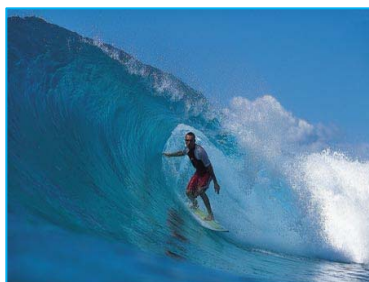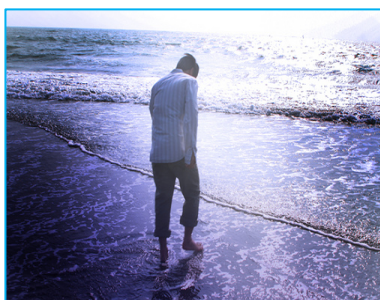
surfing
(http://www.travelwizard.com)

sunset
(http://wfarm1.static.flickr.com)

wave
(http://floatinghome.com)

shore
(http://moondustwriter.files.wordpress.com)

wind
(http://vacationsofinspiration.com)

Communicative Tasks for Grade VIII Students

1. In the afternoon, we can watch a spectacular _____

2. Aji stands on the _____ and lets the water wash over his feet.

3. Popular water sports include swimming, _____and water-skiing.

4. There is a light _____blowing.

5. *Parangtritis* Beach has large _____, so it is dangerous for swimming.

C. Focus on Language

Study the following sentences to find the uses of positive and comparative degrees of adjectives.

- We can see a wonderful sunrise.
- I'm excited to go to the beach this weekend.
- The sunset at *Kuta* Beach is as beautiful as at *Sanur* Beach.
- The sand at *Parangtritis* Beach is different from the sand at *Krakal* Beach.

We use the **positive degree of adjectives** when no comparison is involved:

e.g., *as ... as*

so ... as

the same ... as

different from

We use the **comparative degree of adjectives** when comparing two objects, persons, or ideas, for examples, bigger, taller, higher, etc.

Taken from: English in Focus

Task 6 **Now, apply the rules of positive and comparative degrees of adjectives by underlining the correct form in the brackets to complete the following sentences. Look at the example.**

1. *Parangtritis* **beach is as (<u>beautiful</u> /more beautiful) as** *Depok* **beach.**

2. *Indian* Ocean has (large/largest) waves, so we must be careful.

3. The sunrise at *Sanur* Beach is (spectacular/more spectacular) than at *Kuta* Beach.

4. Now, this beach is (cleaner/more clean) than the first I visit.

5. I can feel that the sand is (hotter/more hot).

6. Don't walk too (far/more far) from the shore.

7. The large wave is (dangerous/more dangerous) for a sailorship.

Task 7 Your teacher will pronounce the following words. Pay attention to the stress. Listen and repeat after him/her.

a.	scenery (*n*) - *pemandangan*	:	/ˈsiːnəri/
b.	surfing (*n*) - *berselancar*	:	/ˈsɜːfɪŋ/
c.	wave (*n*) - *ombak*	:	/weɪv/
d.	sunset (*n*) - *matahari tenggelam*	:	/ˈsʌnset/
e.	sand (*n*) - *pasir*	:	/sænd/
f.	sunrise (*n*) - *matahari terbit*	:	/ˈsʌnraɪz/
g.	wind (*n*) - *angin*	:	/wɪnd/
h.	sea (*n*) - *laut*	:	/siː/
i.	swimming (*n*) - *berenang*	:	/ˈswɪmɪŋ/
j.	shore (*n*) - *tepi pantai*	:	/ʃɔː ͬ/

Task 8 Your teacher will pronounce the following sentences. Pay attention to the stress and the intonation. Listen and repeat after him/her.

1. The **sunset** in this **beach** is more **beautiful** than in that **beach**.

   /ðə ˈsʌnset ɪn ðɪs biːtʃ z ˈmɔːr ˈbjuːtɪfəl ðən ɪn ðæt biːtʃ/

2. A **large wave sweeps** away the **sandcastle**.

   /ə laːˈdʒ weɪv swiːps əˈweɪ ðəˈsændˌkaːsl/

3. **We** can **enjoy** the **white sand** at **Sanur Beach**.

   /wi kən ɪnˈdʒɔɪ ðə waɪt sænd ət sanur biːt /

4. **Andi goes surfing** every **weekend.**

   /andi gəʊz ˈsɜː.fɪŋ ˈevriˌwiːkˈend/

5. **I** can **hear** the **sound** of the **wave** from this **place**.

   /aɪ kən hɪə ͬ ðə saʊnd əv ðə weɪv frəm ðɪs pleɪs/

Task 9 Find nine words related to the beach in the following box. You can go vertically, horizontally, or diagonally. Look at the example.

A	G	S	U	R	F	I	N	G	E	Y	H	D	U	K
H	W	I	N	D	T	F	Z	H	O	T	S	O	P	S
S	X	U	J	R	U	C	R	U	T	H	C	M	A	W
H	J	F	O	E	W	U	J	L	G	U	E	E	K	I
O	D	Q	G	I	A	D	S	Z	H	K	N	C	S	M
R	G	S	U	H	V	T	B	W	P	U	E	N	T	M
E	Z	T	A	R	E	T	S	Y	I	O	R	U	O	I
U	H	V	Q	N	F	Y	U	U	T	K	Y	E	U	N
X	E	M	S	D	D	R	V	S	N	U	C	Q	H	G
L	S	E	A	G	H	O	K	Y	H	R	S	Z	A	N
V	D	H	K	L	T	J	S	H	X	P	I	C	W	E
D	F	I	P	E	H	K	R	U	J	V	B	S	D	K
E	G	S	U	N	S	E	T	Y	I	S	T	D	E	S

Task 10 Complete the following chart by filling in the missing letter related to the beach.

SHORE

S _ _ R _ _ E

S _ _ F _ _ G

BEACH

S _ _ D

S _ _

W _ V _

S _ N _ _ T

W _ _ D

Task 11 Rearrange the following jumbled letters into correct words related to the beach.

Example:

1. **A E W V** = **W A V E**

2. H R S O E = ...

3. U S T N E S = ...

4. A S D N = ...

5. N W D I = ...

Task 12 Rearrange the following jumbled words into meaningful sentences.

Example:

1. **go - I - weekend - swimming - every.**

   I go swimming every weekend.

2. surfing - well - has - Vino - skill - in.

3. very - Afika - is - when - sand - happy - is - she - playing - on - the.

4. plan - to - holiday - we - go - next - beach - the - to.

5. water - this - is - the - in - beach - dirty.

Task 13 Rearrange the jumbled sentences below into a good paragraph.

Example:

_3_ It has low wave and pure water so it is safe enough for swimming.

_4_ It can be an alternative place to spend a family vacation.

_2_ It has spectacular scenery.

_1_ *Indrayanti* Beach is a beautiful beach at Yogyakarta.

_____ It is a beautiful beach at Bali.

_____ *Kuta* beach is located 9 km from Denpasar, the capital city of Bali.

_____ It is long sandy beach with coconut trees along its coastline.

_____ It is also well-known as the right place to see a wonderful sunset in the afternoon.

Task 14

Find the synonyms from the underlined words in the following text. The list below may help you. Look at the example.

a. big	d. harmful
b. comfortable	e. wary
c. famous	f. wonderful

Parangtritis Beach

Parangtritis Beach is the most **popular** beach at Yogyakarta. It has large waves, so we must be careful there. After the tsunami, it is still dangerous for visitors. It also has spectacular scenery.

E. Focus on Communication

Task 15 Complete the questions below using suitable words in the following list.

a. sunrise
b. surfing
c. swimming
d. sunset

1. Ardi   : "San, let's go _____ at *Benoa* Swimming Pool."
   Hasan   : "Sure, it's a good idea."
2. Lina   : "When will you participate in _____ tournament, Dad?"
   Father   : "On the 6th of June 2012."
3. Linda   : "Last afternoon, I enjoyed a beautiful _____ at *Sanur* Beach."
   Fika   : "Really?"

Task 16 Complete the following questions using appropriate expressions related to asking and giving opinion. Number one has been done for you.

1. Bayu   : _____
    Dilla   : "In my opinion, *Kukup* Beach is a wonderful beach."
    Answer   : "What is your opinion about *Kukup* Beach?"

2. Rita   : _____
    Father   : "I feel that the sunrise is amazing."

3. Roni   : _____
    Ifan   : "In my view, surfing is very challenging water sport."

4. Mother   : _____
    Listia   : "I think I don't want to go to the beach next holiday, Mom."

5. Uncle   : _____
    Toni   : "In my opinion, this beach is more dirty than usual."

Task 17 Complete the part of conversation below with the suitable expressions in the box.

> a. What's your opinion of our last tour?
> b. What do you think about this beach?
> c. How about going to the beach next holiday?

1. Jack and Sarah are tourists from England. They visit *Kuta* Beach. Jack asks Sarah's opinion about this beach.

    "I think it's a wonderful beach."

    _____

2. Lina and Risti have a conversation when they are having lunch. Lina wants to know Risti's opinion about their last tour to *Pangandaran* Beach**.**

"In my view, this beach has big wave, so we can't swim there."

_____

3. Miko and her mother are in the kitchen. They have a short conversation. Miko asks her mother's opinion about having picnic to the beach next holiday.

"It's a good idea, but let's ask your father first. "

_____

Taken from: Picture Dictionary

Task 18

Work in pairs. You act as student A and you have to find information you need from student B. For student B, go to page 32 (Appendix). You and your friend must exchange the information to complete the missing text below.

Situation:

Vika and Lina have a conversation when they are having lunch in the canteen. They are talking about their last tour to *Bandengan* Beach, Jepara.

Communicative Tasks for Grade VIII Students

Student A's Information:

> *Bandengan* Beach
>
> *Bandengan* Beach or *Tirta Samudra* Beach is a famous beach at Jepara. Jepara is a small town in the province of Central Java. It is located _____ north of Jepara city center. We can go there easily by *angkot*. *Bandengan* Beach is _____ beach. It has white sand and pure water. The waves are _____, so it is safe enough for swimming. In the afternoon, we can watch a spectacular sunset with our family or friends.
>
> *Source: peperonity.com*

Task 19 In pairs, make dialogues related to asking for and giving opinions. You act as student A and you have to find information you need from student B. For student B, go to page 32 (Appendix).

Student A
a. You act as Vino, a new student from Jakarta. You want to know your friend's opinion about *Parangtritis* Beach.
b. You act as Andi. You want to know your brother's opinion about go swimming at *Sanur* Beach.
c. You act as Riana who wants to go picnic in the beach next Sunday. You have to ask your father about your idea.
d. You act as Anjar who is having holiday at Yogyakarta. You want to go surfing at *Parangtritis* Beach.
e. You act as Lia. You are watching a sunset in the beach with your friend. You want to know your friend opinion about the sunset.

Task 20 Describe the following picture to your friend in front of the class.

(http://peperonity.com)

E. Reflection

Reflect on your learning in this unit and write down your reflection in the following space.

What I like best in this unit:

_____

_____

What I don't like in this unit:

_____

_____

The difficulties I have found in this unit:

☐ vocabulary use

☐ grammar use

☐ confusing activity

☐ unclear instruction

☐ others, _____

The improvement I have made after learning English in this unit:

_____

_____

My opinion about my teacher:

_____

_____

Communicative Tasks for Grade VIII Students

F. Appendix

1. **You act as student B and you have to give information to student A who needs the information from you.**

Bandengan Beach

    Bandengan Beach or _____ is a famous beach at Jepara. Jepara is a small town in the province of Central Java. It is located 7 kilometers north of Jepara city center. We can go there easily by _____. *Bandengan* Beach is very beautiful and romantic beach. It has _____ and pure water. The waves are not so high, so it is safe enough for swimming. In the afternoon, we can watch _____ with our family or friends.

Source: peperonity.com

---

2. **You act as student B and you have to give information to student A who needs the information from you.**

Student B
a. You act as a father. You have to give your opinion about go to picnic in the beach.
b. You act as Vivi. You have to give your opinion about the sunset in the beach.
c. You act as a brother. You have to give your opinion about go swimming at *Sanur* Beach.
d. You act as an uncle. You have to give your opinion about go surfing at *Parangtritis* Beach.
e. You act as Nisa. You have to give your opinion about *Parangtritis* Beach.

UNIT 3
FRIED RICE AND ICE CREAM

(http://infoekita.blogspot.com)

(http://alienindo.blogdetik.com)

Basic Competence:

To express the meaning of short transactional and interpersonal communication in the form of asking for and giving goods.

A. Warming-up

1. Do you like fried rice?
2. Can you make fried rice by yourself?
3. What are the ingredients to make fried rice?
4. Do you like ice cream?
5. Can you make ice cream by yourself?
6. Where can you buy ice cream?

B. Comprehension Focus

Task 1 Complete the sentences below with the suitable words.

ingredients
(4.bp.blogspot.com)

cone
(*popularemails.com*)

flavor
(images.pictureshunt.com)

freezer
(img.comet.co.uk)

scoop
(www.usefulthings.com)

plate
(riasahirin.files.wordpress.com)

delicious
(picture dictionary)

frying pan
(www.alibaba.com)

1. The menu of my breakfast today is a _____ of fried rice.

2. The _____ of fried rice include 250g of rice.

3. My mother takes a little oil around the _____

4. This red apple is really _____

5. Keep this ice cream in the _____

6. The children eat a _____ of vanilla ice cream.

7. Add two _____ of strawberry ice cream on the pancake.

8. This shop sells many _____ of ice cream.

Task 2   **Answer the questions below based on the dialogue that follows.**

> Every morning, Deni always has breakfast before he goes to school. On Friday morning, he asks her mother to make a plate of fried rice for his breakfast. Below is their conversation:
>
> Deni   : "Can I have a plate of fried rice for breakfast, Mom?"
>
> Mom   : "Sure, do you want it with egg or chicken?"
>
> Deni   : "Actually I like meatball-fried rice so much, but if it's not available, I prefer chicken to egg."
>
> Mom   : "Ok, wait a minute."
>
> Denyi   : "Thanks, Mom."
>
> Mom   : "With pleasure, dear."

1. Who makes fried rice for Deni?

2. Does he always have breakfast?

3. When does he want fried rice for his breakfast?

4. What is his favorite fried rice?

5. "Deni likes egg to chicken for his breakfast." Is it right? Why?

Now, answer the following questions based on your experience.

1. Do you have breakfast before you go to school?

2. Do you like fried rice for your breakfast?

3. What is your favorite menu for breakfast?

4. Have you ever made fried rice by yourself?
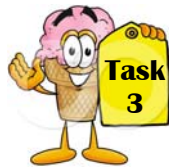
Task 3 Answer the questions below based on the dialogue that follows.

One day, on Saturday afternoon, Lina and her mother go to a supermarket, near their house. Below is their conversation:

Lina : "Mom, may I buy this ice cream? It looks so delicious."

Mother : "Not this time, dear. You just ate a cone of strawberry ice cream."

Lina : "Please….Mom, this is the last for this week. I promise."

Mother : "All right. Choose the small size. What flavor do you want?"

Lina : "You're so kind, Mom. Thanks. I want chocolate flavor."

Mother : "You're welcome."

1. What is the conversation about?

2. When do Lina and her mother go to the supermarket?

3. Why do Lina and her mother go to the supermarket?

4. What does Lina want to buy?

5. Why does mother prohibit Lina to buy ice cream?
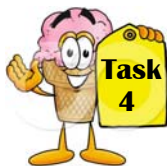
Task 4 A. **Study the dialogues in Task 2 and Task 3 once again. Find some expressions of asking for and giving goods.**

Expressions	Functions
……………………………………………………… ………………………………………………………	Asking for goods
……………………………………………………… ………………………………………………………	Giving goods

B. Now, compare the following examples with the examples in part A.

Expressions	Functions
Can you give me...? Could you give me…? Would you give me…?	Asking for goods
Okay. Here you are. This is for you.	Giving goods

Task 5 Put a check (√) on the statements to indicate if they are true (T) or false (F) based on the dialogues in Task 2 and Task 3. Then, give the evidence.

No	Statements	T	F	Evidence
1.	Meatball - fried rice is Deny's favorite menu.	√		It states on "*Actually I like meatball-fried rice so much…*"
2.	Deny wants fried rice for his lunch.			
3.	Deny often has breakfast before he goes to school.			
4.	Mother goes to a supermarket to buy some fruit.			
5.	Lina chooses an ice cream with chocolate flavor.			

Task 6 Complete the sentences below using the words in the box. The pictures may help you complete the sentences.

(http://jeroxie.com)

(http://2.bp.blogspot.com)

(http://4.bp.blogspot.com)

(http://kitchenfun.withti.com)

a)	cone
b)	tub
c)	scoops
d)	plate
e)	spoons
f)	frying pan

(http://photo-dictionary.com)

1. Can you give me two _____ of vanilla ice cream?

2. An ice cream _____ is made from very light thin biscuit.

3. My sister likes ice cream with chocolate _____ so much.

4. Sella wants a _____ of meatball-fried rice for her breakfast.

5. First, fry the chicken in a _____ with some garlic.

C. Focus on Language

Study the following sentences to find the uses of modals.

Forms	Patterns	Examples
(+)	S + modal + V_{inf} + O	▪ I can cook fried rice. ▪ I will go to buy ice cream.
(-)	S + modal + not + V_{inf} + O	▪ I cannot cook fried rice. ▪ I will not go to buy ice cream.
(?)	Modal + S + V_{inf} + O + ?	▪ Can you cook fried rice? ▪ Will you go to buy ice cream?

Communicative Tasks for Grade VIII Students

MODALS

What do they express?

1. **Ability (*can, could*)**
   - I can make this banana split.
   - I couldn't stop laughing.

2. **Permission (*may, can, could*)**
   - May I borrow your frying pan?
   - Can I turn on this stove now?
   - You may begin to mix the ingredients.

3. **Obligations (*must, should*)**
   - I must send my mother a birthday cake on her birthday.
   - You should follow the instructions to cook it.

Task 7 — **Now, apply the rules of modals by underlining the correct form in the brackets to complete the following sentences. Look at the example.**

1. **You (couldn't / <u>shouldn't</u>) eat ice cream so much. It's bad for your teeth.**
2. I know that Sita cooks Asian food well, but (can /should) she cook European?
3. (May / Can) you help me to make fried rice?
4. We (can /must) eat this ice cream before it melts.
5. Mita looks pretty well in cooking - I think she (can /should) be a master chef.
6. (May /must) I have another tube of ice cream?
7. My mother (can't /shouldn't) believe that I fail to cook rice.
8. I (couldn't/shouldn't) stop to eat this chocolate ice cream. It's so delicious.

Task 8 Your teacher will pronounce the following words. Pay attention to the stress. Listen and repeat after him/her.

Words	Pronunciation	Meaning
flavor (*n*)	/ ˈfleɪvə ˈ /	*rasa*
tub (*n*)	/ tʌb /	*kap*
taste (*n*)	/ teɪst /	*rasa*
frozen (*adj*)	/ ˈfrəʊzən /	*beku*
ingredient (*n*)	/ ɪnˈgriːdiənt /	*bahan*
frying pan (*n*)	/ ˈfraɪ ɪŋ pæn /	*penggorengan*
plate (*n*)	/ pleɪt /	*piring*
freezer (*n*)	/ ˈfriːzə ˈ /	*lemari pembeku*
scoop (*n*)	/ skuːp /	*sendok es krim*
delicious (*adj*)	/ dɪˈlɪʃəs /	*lezat*

Task 9 Your teacher will pronounce the following sentences. Pay attention to the stress and the intonation. Listen and repeat after him/her.

1. **I like ice cream** with **chocolate flavor.**

   /aɪ laɪk ˌaɪsˈkriːm wɪð ˈtʃɒklət ˈfleɪvə ˈ/

2. My **mother uses** her **new frying pan** for **cooking fried rice.**

   /maɪ ˈmʌðə ˈ ˈjuːsəz hə ˈnjuː ˈfraɪ ɪŋ pæn fər kʊkɪˈŋ fraɪd raɪs/

3. Please **keep** this **ice cream** in the **freezer.**

   /pliːz kiːp ðɪs ˌaɪsˈkriːm ɪn ðə ˈfriːzə ˈ/

4. **Sheila orders** two **scoops** of **strawberry ice cream.**

   /Sheila ˈɔːdᵊrz tuː skuːps əv ˈstrɔːbəriˌaɪsˈkriːm/

5. **I do** not **like** the **taste** of **garlic** in this **fried rice.**

   /aɪ duː nɒt laɪk ðə teɪst əv ˈgɑːlɪk ɪn ðɪs fraɪd raɪs/

Task 10 Complete the following crossword puzzle. Number one has been done for you.

		2.D				4.F		
1.F	R	E	Z	E	E	R		

5.C   6.F   8.I

3.S   7.F

Horizontal:

1. A container which preserves food at a very cold temperature.

3. A tool with a deep bowl-shaped end to dig out and move an ice cream.

5. A container made of very light thin biscuit.

7. How food or drink tastes.

Vertical:

2. Having a very pleasant taste or smell.

4. A flat metal pan with a long handle which is used for frying food.

6. Water turned into ice.

8. A food that is used with other foods in the preparation of a particular dish.

Task 11 Complete the following chart by filling in the missing letter related to the fried rice. Look at the example.

```
                                                          ┌──────────────┐
                                                      →   │    R I C E   │
                                                          └──────────────┘
                                                          ┌──────────────┐
                                                      →   │  G _ _ _ _C  │
┌──────────────┐        ┌──────────────┐                 └──────────────┘
│  FRIED RICE  │   →    │ INGREDIENTS  │                  ┌──────────────┐
└──────────────┘        └──────────────┘              →   │  O _ _ _N    │
       │                                                  └──────────────┘
       ↓                                                  ┌──────────────┐
┌──────────────┐        ┌──────────────┐              →   │  C _ _ _I    │
│    TOOLS     │   →    │  P _ _ _ E   │                  └──────────────┘
└──────────────┘        └──────────────┘                  ┌──────────────┐
       │                     │                        →   │  S _ _T      │
       ↓                     ↓         ↓                  └──────────────┘
┌──────────────┐    ┌──────────┐ ┌──────────┐
│ F _ Y _ _ _P _ _ │ │ S _ _ _N │ │ F _ _K  │
└──────────────┘    └──────────┘ └──────────┘
```

Task 12 Rearrange the following jumbled letters into correct words related to fried rice and ice cream. Number one has been done for you.

1. **R N O F Z E**   : **F R O Z E N**

2. I D G R I N N E T E   : …………………………………………………….

3. C O S P O   : …………………………………………………….

4. R F O L V A   : …………………………………………………….

5. Z E E F E R R   : …………………………………………………….

6. T L A E P   : …………………………………………………….

Task 13 Rearrange the following jumbled words into meaningful sentences. Number one has been done for you.

1. salt - a - will - taste - little - this - improve - the - fried rice - of.

   A little salt will improve the taste of this fried rice.

2. because - I - the - like - delicious - it - is - taste - very.

3. nutritious - it - low - is - also - food - and - calorie.

4. make - very - moreover - to - easy - mushroom - and - fried - rice - is - simple.

5. food - my - fried - favorite - is - mushroom - rice.

Task 14 Rearrange the following jumbled sentences into a good paragraph.

Look at the example.

_4_ The favorite flavor is chocolate ice cream with vanilla sauce.

_3_ It sells many flavor of ice cream, such as chocolate, vanilla, strawberry, etc.

_1_ I have a small ice cream counter.

_5_ In the afternoon, there are many visitors come to my ice cream counter.

_2_ It is near my uncle's house.

_____ It is also nutritious and low-calorie food.

_____ I like it because the taste is very delicious.

_____ My favorite food is mushroom-fried rice.

_____ Moreover, to make mushroom-fried rice is very easy and simple.

Task 15 Find the synonyms from the underlined words below by completing the following crossword puzzle. Number one has been done for you.

			1.L	O	V	E			
2.S						A			
		3.T				T			
	4.G					I			
5.P						C			
		6.S				E			

1. Do you <u>like</u> ice cream?
2. The <u>ingredients</u> include 150g of rice.
3. The fried rice at *Warung Kita* is so <u>delicious</u>.
4. This <u>original</u> recipe comes from my grandmother.
5. I can't <u>make</u> a plate of fried rice by myself.
6. I love the <u>aroma</u> of vanilla.

D. Focus on Communication

Task 16 Complete the questions below using the suitable words in the following list.

a. plate
b. scoops
c. tubs
d. flavor

1. Fika : "Can I take one more of ice cream with caramel _____?"
   Rudi : "Sure. Just take what you want. "

2. Riko : "Mom, could you make a _____of meat-fried rice for me?"
   Mother : "Not this time, dear. We don't have any meat actually."

3. Sherin : "Tan, can you give me two _____of vanilla ice cream in my milkshake?
   Tania : "All right. The milkshake will be more delicious."

Task 17 Complete the following questions using appropriate expression related to asking, giving, and denying goods. Look at the example.

1. Lita : _____
   Huda : "Here is vanilla ice cream for you."
   Answer : "Can you give me two scoops of vanilla ice cream?"

2. Little girl : _____
   Mother : "Not this time, the ice cream counter was closed."

3. Nisa : _____
   Felia : "Sure. This is the onion to be fried."

4. Melisa : _____
   Nia : "No, thank you. I don't like fried rice actually."

5. Mita : _____
   Tika : "Okay. I'll buy some garlic in the market."

Task 18 Complete parts of the conversation below with the suitable expressions in the box.

---

a. Can you give me a cone of vanilla chocolate ice cream?

b. Would you buy any garlic in the supermarket?

c. Could you give me ice cream with mango flavor?

---

1. Viko, a little boy, likes ice cream with mango flavor so much. When the ice cream truck comes through near his house, he asks the waitress to give his favorite ice cream.

"This is mango ice cream for you."

_____

2. Dina is preparing some ingredients for making fried rice, but there is no more garlic. In the same time, her sister, Inez, wants to go to a supermarket. Dina asks her sister to buy some garlic.

_____

"Sure, I'll buy some garlic for you."

3. Miko sees an ice cream counter when he is going to the mall with his mother. He wants to buy it. Then, he orders a cone of vanilla chocolate ice cream.

"Here you're a cone of ice cream."

_____

Work in pairs. You act as student A and you have to find information you need from student B. For student B, go to page 49 (Appendix). You and your friend must exchange the information to complete the missing text below.

Situation:

Giska is an eighth grade student of SMP Negeri 7 Jakarta. She is learning English now. The teacher asks her to tell her favorite food and drink in front of the class. Below is the description of Giska's favorite food and drink.

Student A's Information:

My favorite food is chicken-fried rice made by _____. I love it so much because it is _____. I think that my mother is pretty well in cooking, so whatever she cooks is definitely delicious. Then, my favorite drink is _____, especially ice cream with vanilla flavor. I also like ice cream that is combined with some _____, such as watermelon, strawberry, etc. Ice cream is really delicious in _____.

Task 20

In pairs, make dialogues related to asking for and giving goods. You act as student A and you have to find information you need from student B. For student B, go to page 49 (Appendix).

Student A
1. You act as Dara's sister. You want to make fried rice, but there is no more salt. You ask your sister to buy salt in the little shop near your house.
2. You act as a mother. You want to make vanilla ice cream for your daughter birthday party, but you forget to buy vanilla essence. You ask your daughter to buy it in the supermarket
3. You act as Friska. You and your friend are having lunch in the canteen. You ask your friend whether she wants to order ice cream or not.

Task 21

Suppose that the following pictures are your favorite food and drink. Then, describe them to your friend orally.

(http://alienindo.blogdetik.com)

(http://bola-salju.blogspot.com)

E. Reflection

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

_____

_____

What I don't like in this unit:

_____

_____

The difficulties I have found in this unit:

☐ vocabulary use

☐ grammar use

☐ confusing activity

☐ unclear instruction

☐ others, _____

The improvement I have made after learning English in this unit:

_____

_____

My opinion about my teacher:

_____

_____

F. Appendix

1. **You act as student B and you have to give information to student A who needs the information from you.**

    My favorite food is _____ made by my mother. I love it so much because it is very delicious. I think that my mother is _____ at cooking, so whatever she cooks is definitely delicious. Then, my favorite _____ is ice cream, especially ice cream with _____. I also like ice cream that combined with some fruit, such as _____. Ice cream is really delicious in hot weather.

2. **You act as student B and you have to give information to student A who needs the information from you.**

Student B
a. You act as Dara. You accept your sister's request to buy salt in the little shop near your house.
b. You act as Lina. You accept your mother's request to buy vanilla essence in the supermarket.
c. You act as Vina. You refuse your friend's offer to order ice cream when you are in the canteen.

ANGKET EVALUASI MATERI UNTUK SISWA

Kepada:

Siswa-Siswi Kelas VIIIA dan VIIIC

di SMP Negeri 14 Yogyakarta

Angket ini bertujuan untuk mengetahui pendapat adik-adik tentang materi pembelajaran *Communicative Tasks* yang sudah saya kembangkan untuk kelas VIII, SMP Negeri 14 Yogyakarta. Butir-butir pertanyaan yang ada di dalam angket ini berkenaan dengan 1) tanggapan adik-adik mengenai beberapa pernyataan yang berhubungan dengan materi yang telah saya kembangkan 2) pertanyaan terbuka seputar pendapat adik-adik mengenai materi yang telah saya kembangkan.

Dalam rangka penelitian tentang pengembangan *Communicative Tasks* bagi siswa-siswa kelas VIII, saya meminta kesediaan adik-adik untuk mengisi angket berikut ini. Pada halaman-halaman berikut, adik-adik dapat menjawab pertanyaan dengan cara memberi tanda centang (√) pada salah satu kolom pilihan jawaban yang terkait dengan pernyataan yang ada.

Atas bantuan dan kesediaan adik-adik untuk mengisi angket ini, saya ucapkan terima kasih.

Yogyakarta,   Agustus 2012

Peneliti,

Ratri Puspita

07202244121

ANGKET EVALUASI MATERI UNTUK SISWA

A. Data Diri Siswa

Isilah data pribadi adik-adik sebagai berikut:

Nama   :……………………………………………………..................

Umur   : ……………………………………………………................

Jenis Kelamin   : ……………………………………………………................

B. Evaluasi Materi

Petunjuk Pengisian

Berilah tanda centang (√) pada salah satu kolom pilihan jawaban yang terkait dengan pernyataan yang ada.

Keterangan: SS: Sangat Setuju ; S: Setuju; TS: Tidak Setuju; STS: Sangat Tidak Setuju.

No	Pernyataan	SS	S	TS	STS
1.	Bagi saya, materi yang dikembangkan sudah sesuai dengan:				
	a. kebutuhan belajar saya sebagai siswa SMP.				
	b. tingkat kemampuan saya.				
	c. minat saya.				
2.	Bagi saya, materi yang dikembangkan:				
	a. menantang.				
	b. memotivasi saya untuk belajar.				
	c. menumbuhkan kreativitas saya.				
	d. mendorong rasa ingin tahu saya.				
3.	Bagi saya, materi yang dikembangkan dapat meningkatkan:				
	a. perbendaharaan kosakata (*vocabulary*) bahasa Inggris saya.				
	b. keakuratan pengucapan kata (*pronunciation)* bahasa Inggris saya.				
	c. pengetahuan tata bahasa (*grammar*) saya.				
	d. kemampuan berkomunikasi saya dalam bahasa Inggris.				
4.	Kegiatan pembelajaran disusun dari yang paling mudah hingga yang paling sukar.				
5.	Aktivitas-aktivitas yang digunakan dalam materi beragam/bervariasi.				
6.	Kosakata yang digunakan dalam materi sesuai dengan tema.				
7.	Instruksi yang digunakan jelas dan mudah dipahami.				
8.	Ilustrasi yang digunakan sesuai/relevan dengan materi.				
9.	Tata letak dan ilustrasi yang digunakan membantu pemahaman				

No	Pernyataan	SS	S	TS	STS
	saya pada saat membaca.				
10.	Tata letak dan ilustrasi yang digunakan membantu saya pada saat mengerjakan tugas.				
11.	Jumlah variasi huruf yang digunakan dalam materi tidak berlebihan.				
12.	Keseluruhan materi yang disajikan menarik.				

C. Tanggapan Umum Terhadap Materi

1) Bagaimana pendapat adik-adik terhadap materi yang telah dikembangkan?

…………………………………………………………………………………....

…………………………………………………………………………………....

………………………………………………………………………………….

………………………………………………………………………………….

2) Apakah adik-adik mengalami kesulitan dalam mengikuti kegiatan pembelajaran *Communicative Tasks* dengan menggunakan materi yang telah dikembangkan? Jika iya, dimanakah letak kesulitan tersebut?

…………………………………………………………………………………....

…………………………………………………………………………………....

………………………………………………………………………………….

………………………………………………………………………………….

3) Apakah adik-adik ada saran/kritikan untuk materi yang telah dikembangkan? Jika ada, sebutkan.

…………………………………………………………………………………...

…………………………………………………………………………………..

…………………………………………………………………………………

…………………………………………………………………………………

Jurusan Pendidikan Bahasa Inggris Fakultas Bahasa dan Seni

Universitas Negeri Yogyakarta

ANGKET EVALUASI MATERI UNTUK GURU

Kepada:

Yth. Guru Bahasa Inggris

di SMP Negeri 14 Yogyakarta

Angket ini bertujuan untuk mengetahui pendapat Bapak/Ibu tentang materi pembelajaran *Communicative Tasks* yang sudah saya kembangkan untuk kelas VIII, SMP Negeri 14 Yogyakarta. Butir-butir pertanyaan yang ada di dalam angket ini berkenaan dengan 1) tanggapan Bapak/Ibu mengenai beberapa pernyataan yang berhubungan dengan materi yang telah saya kembangkan 2) pertanyaan terbuka seputar pendapat Bapak/Ibu mengenai materi yang telah saya kembangkan.

Dalam rangka penelitian tentang pengembangan *Communicative Tasks* bagi siswa-siswa kelas VIII, saya meminta kesediaan Bapak/Ibu untuk mengisi angket berikut ini. Pada halaman-halaman berikut, Bapak/Ibu dapat menjawab pertanyaan dengan cara memberi tanda centang (√) pada salah satu kolom pilihan jawaban yang terkait dengan pernyataan yang ada.

Atas bantuan dan kesediaan Bapak/Ibu untuk mengisi angket ini, saya ucapkan terima kasih.

Yogyakarta, Agustus 2012

Peneliti,

Ratri Puspita

07202244121

ANGKET EVALUASI MATERI UNTUK GURU

A. Biodata Responden

Nama   : ……………………………………………………………………………………

Umur   : ……………………………………………………………………………………

Jenis Kelamin   : Pria/Wanita

Pendidikan   : (   ) D3 (   ) Under Graduate Student (   ) S1 (   ) S2 (   ) S3

Pengalaman Mengajar :

                        (   ) < 1 tahun   (   ) 1-2 tahun

                        (   ) 3- 4 tahun   (   ) > 4 tahun

B. Evaluasi Materi Pembelajaran

Sebelum Bapak/Ibu guru memberikan tanggapan terhadap materi yang telah saya kembangkan, mohon kiranya Bapak/Ibu guru membaca dengan seksama kisi-kisi materi dan materi yang telah saya kembangkan (terlampir) berdasarkan kisi-kisi tersebut.

Petunjuk Pengisian:

Berilah tanda centang (√) pada salah satu kolom pilihan jawaban yang terkait dengan pernyataan yang ada.

Keterangan: SS: Sangat Setuju ; S: Setuju; TS: Tidak Setuju; STS: Sangat tidak setuju.

No	Pernyataan	SS	S	TS	STS
1.	Materi yang dikembangkan sudah sesuai dengan:				
	a. SK dan KD untuk siswa SMP kelas VIII semester I.				
	b. kisi-kisi materi yang disusun.				
	c. latar belakang pendidikan siswa SMP.				
2.	Materi yang dikembangkan berkaitan erat dengan kehidupan sehari-hari siswa.				
3.	Materi yang dikembangkan diarahkan pada:				
	a. pencapaian fungsi sosial yang terkait dengan kehidupan sehari-hari, seperti percakapan transaksional dan interpersonal.				
	b. pengembangan kemampuan siswa untuk berpikir sistematis.				
	c. pengembangan kemampuan berkomunikasi dengan kualitas kebahasaan yang akurat.				
4.	Materi yang dikembangkan memuat pengetahuan, kemampuan, dan				

		sikap yang mendukung kecakapan hidup (*life skills*), seperti:				
	a.	Kecakapan personal (mengenal kelebihan dan kekurangan diri sendiri dan orang lain, serta mengembangkan diri sebagai pribadi mandiri, makhluk sosial, dan makhluk ciptaan Tuhan)				
	b.	Kecakapan sosial (bekerjasama, toleran, menghargai kesetaraan jender, perdamaian, dan anti kekerasan dalam berkomunikasi dan berinteraksi dengan orang lain)				
	c.	Kecakapan akademik (menggali dan memanfaatkan informasi, menyelesaikan masalah, dan membuat keputusan dalam kerja ilmiah)				
	d.	Kecakapan vokasional (memiliki kemampuan, sikap, dan keterampilan yang diperlukan untuk melakukan pekerjaan/profesi tertentu)				
5.	Bahasa yang digunakan dalam materi:					
	a.	sesuai dengan tingkat perkembangan kognitif siswa.				
	b.	sesuai dengan tingkat perkembangan sosial-emosional remaja.				
	c.	sesuai dengan kaidah bahasa Inggris yang baik dan benar.				
	d.	jelas dan mudah dipahami.				
6.	Materi yang dikembangkan dalam setiap bagian mencerminkan keruntutan penyampaian makna.					
7.	Materi yang dikembangkan mencerminkan ketertautan makna antar bagian.					
8.	Materi yang dikembangkan menggunakan pola penyajian yang teratur sesuai dengan karakteristik materi *communicative tasks*.					
9.	Adanya keseimbangan cakupan kegiatan pembelajaran antar unit.					
10.	Materi yang dikembangkan mendorong peserta didik untuk:					
	a.	berinteraksi dengan peserta didik lain.				
	b.	berinteraksi dengan guru.				
	c.	berpikir kritis dan kreatif.				
	d.	bertanggung jawab atas proses belajarnya sendiri (kemandirian).				
	e.	evaluasi diri/refleksi dalam kegiatan belajar dan berkomunikasi.				
11.	Materi yang dikembangkan dicetak dengan menggunakan kertas standar (A4, A5, atau B5).					
12.	Jumlah variasi huruf yang digunakan dalam materi tidak berlebihan.					
13.	Materi yang dikembangkan tidak menggunakan jenis huruf hias.					
14.	Penggunaan variasi huruf (*bold, italic, capital,*) tidak berlebihan.					
15.	Ilustrasi yang digunakan dalam materi:					
	a.	sesuai/relevan dengan isi materi.				

	b. bersifat aestetik (memperindah tampilan materi).				
	c. bersifat fungsional (membantu pemahaman siswa).				
16.	Tata letak (judul, subjudul, teks, ilustrasi, keterangan gambar, dan nomor halaman) proporsional dan membantu pemahaman siswa pada saat membaca.				
17.	Tata letak (judul, subjudul, teks, ilustrasi, keterangan gambar, dan nomor halaman) proporsional dan membantu pemahaman siswa pada saat mengerjakan tugas.				
18.	Keseluruhan materi yang disajikan menarik.				
19.	Sumber bahan acuan dicantumkan.				

C. Tanggapan Umum Terhadap Materi

1. Secara umum, bagaimana pendapat Bapak/Ibu guru mengenai materi yang sudah dikembangkan?

   …………………………………………………………………………………………

   ………………………………………………………………………………….....……

   …………………………………………………………………………….………………

2. Menurut Bapak/Ibu guru, apakah ada kekurangan dari materi yang dikembangkan? Jika ada, sebutkan.

   ………………………………………………………………………….....…………

   …………………………………………………………………………….…………………

   ………...…………………………………………………………………………………

3. Apa saran Bapak/Ibu guru untuk memperbaiki kekurangan-kekurangan tersebut?

   …………………………………………………………………………...………………...

   …………………………………………………………………………………………...…

   …………………………………………………………….…………………………………

ANGKET EVALUASI MATERI PEMBELAJARAN (EXPERT JUDGEMENT)

Kepada:

Yth. Dosen Bahasa Inggris

di Fakultas Bahasa dan Seni, UNY

Angket ini bertujuan untuk mengetahui pendapat Bapak/Ibu tentang materi pembelajaran *Communicative Tasks* yang sudah saya kembangkan untuk kelas VIII, SMP Negeri 14 Yogyakarta. Butir-butir pertanyaan yang ada di dalam angket ini berkenaan dengan 1) tanggapan Bapak/Ibu mengenai beberapa pernyataan yang berhubungan dengan materi yang telah saya kembangkan 2) pertanyaan terbuka seputar pendapat Bapak/Ibu mengenai materi yang telah saya kembangkan.

Dalam rangka penelitian tentang pengembangan *Communicative Tasks* bagi siswa-siswa kelas VIII, SMP Negeri 14 Yogyakarta, saya meminta kesediaan Bapak/Ibu untuk mengisi angket berikut ini. Pada halaman-halaman berikut, Bapak/Ibu dapat menjawab pertanyaan dengan cara memberi tanda centang (√) pada salah satu kolom pilihan jawaban yang terkait dengan pernyataan yang ada.

Atas bantuan dan kesediaan Bapak/Ibu untuk mengisi angket ini, saya ucapkan terima kasih.

Yogyakarta, Agustus 2012

Peneliti,

Ratri Puspita

07202244121

EVALUASI MATERI PEMBELAJARAN (EXPERT JUDGEMENT)

A. Identitas Responden

Nama   :

Pendidikan   :

B. Evaluasi Materi Pembelajaran

Sebelum Bapak/Ibu guru memberikan tanggapan terhadap materi yang telah saya kembangkan, mohon kiranya Bapak/Ibu guru membaca dengan seksama kisi-kisi materi dan materi yang telah saya kembangkan (terlampir) berdasarkan kisi-kisi tersebut.

Petunjuk Pengisian:

Berilah tanda centang (√) pada salah satu kolom pilihan jawaban yang terkait dengan pernyataan yang ada.

Keterangan: SS: Sangat Setuju; S: Setuju; TS: Tidak Setuju; STS: Sangat tidak setuju.

No	Pernyataan	SS	S	TS	STS
	Kelayakan Isi				
1.	Materi yang dikembangkan sudah sesuai dengan:				
	a. SK dan KD untuk siswa SMP kelas VIII semester I.				
	b. dengan kisi-kisi materi yang disusun.				
	c. latar belakang pendidikan siswa SMP.				
2.	Materi yang dikembangkan berkaitan erat dengan kehidupan sehari-hari siswa.				
3.	Materi yang dikembangkan diarahkan pada:				
	a. pencapaian fungsi sosial yang terkait dengan kehidupan sehari-hari, seperti percakapan transaksional dan interpersonal.				
	b. pengembangan kemampuan siswa untuk berpikir sistematis.				
	c. pengembangan kemampuan berkomunikasi dengan kualitas kebahasaan yang akurat.				
4.	Materi yang dikembangkan memuat pengetahuan, kemampuan, dan				

	sikap yang mendukung kecakapan hidup (*life skills*), seperti:				
	a. Kecakapan personal (mengenal kelebihan dan kekurangan diri sendiri dan orang lain, serta mengembangkan diri sebagai pribadi mandiri, makhluk sosial, dan makhluk ciptaan Tuhan)				
	b. Kecakapan sosial (bekerjasama, toleran, menghargai kesetaraan jender, perdamaian, dan anti kekerasan dalam berkomunikasi dan berinteraksi dengan orang lain)				
	c. Kecakapan akademik (menggali dan memanfaatkan informasi, menyelesaikan masalah, dan membuat keputusan dalam kerja ilmiah)				
	d. kecakapan vokasional (memiliki kemampuan, sikap, dan keterampilan yang diperlukan untuk melakukan pekerjaan/profesi tertentu)				
Kelayakan Bahasa					
5.	Bahasa yang digunakan dalam materi:				
	a. sudah sesuai dengan tingkat perkembangan kognitif peserta didik.				
	b. sudah sesuai dengan tingkat perkembangan sosial-emosional remaja.				
	c. kaidah bahasa Inggris yang baik dan benar.				
	d. jelas dan mudah dipahami.				
6.	Materi yang dikembangkan dalam setiap bagian mencerminkan keruntutan penyampaian makna.				
7.	Materi yang dikembangkan mencerminkan ketertautan makna antar bagian.				
Kelayakan Penyajian					
8.	Materi yang dikembangkan menggunakan pola penyajian yang teratur sesuai dengan karakteristik materi *communicative tasks*.				
9.	Adanya keseimbangan cakupan kegiatan pembelajaran antar unit.				
10.	Materi yang dikembangkan mendorong peserta didik untuk:				
	a. berinteraksi dengan peserta didik lain.				
	b. berinteraksi dengan guru.				

	c.	berpikir kritis dan kreatif.			
	d.	bertanggung jawab atas proses belajarnya sendiri (kemandirian).			
	e.	evaluasi diri/refleksi dalam kegiatan belajar dan berkomunikasi.			
Kegrafikaan					
11.	Materi yang dikembangkan dicetak dengan menggunakan kertas standar (A4, A5, atau B5).				
12.	Jumlah variasi huruf yang digunakan dalam materi tidak berlebihan.				
13.	Materi yang dikembangkan tidak menggunakan jenis huruf hias.				
14.	Penggunaan variasi huruf (*bold, italic, capital,*) tidak berlebihan.				
15.	Ilustrasi yang digunakan dalam materi:				
	a.	sesuai/relevan dengan isi materi.			
	b.	bersifat aestetik (memperindah tampilan materi).			
	c.	bersifat fungsional (membantu pemahaman siswa).			
16.	Tata letak (judul, subjudul, teks, ilustrasi, keterangan gambar, dan nomor halaman) proporsional dan membantu pemahaman siswa pada saat membaca.				
17.	Tata letak (judul, subjudul, teks, ilustrasi, keterangan gambar, dan nomor halaman) proporsional dan membantu pemahaman siswa pada saat mengerjakan tugas.				
18.	Keseluruhan materi yang disajikan menarik.				
19.	Sumber bahan acuan dicantumkan.				

C. Tanggapan Umum Terhadap Materi

1. Secara umum, bagaimana pendapat Bapak/Ibu mengenai materi yang sudah dikembangkan?

………………………………………………………………………………………...…

………………………………………………………………………………………………

………………………………………………………………………………………...……

………………………………………………………………………….………………………

2.   Menurut Bapak/Ibu, apakah ada kekurangan dari materi yang sudah dikembangkan? Jika ada, sebutkan.

…………………………………………………………………………………...……

…………………………………………………………………………...…………

………………………………………………………………..…………………

……...………………………………………………………………………………

3. Apa saran Bapak/Ibu untuk memperbaiki kekurangan-kekurangan tersebut?

……………………………………………………………………...………………...

………………………………………………………………………………….…

…………………………………………………………..…………………………

……………...……………………………………………………………………….

Yogyakarta,   Oktober 2012

Supervisor,

Drs. Suharso, M.Pd.

NIP 19591006 198403 1 002

UNIT 1
SHARING INFORMATION

(http://doctor-and-nurse-books.blogspot.com)

Basic Competence:

To express meaning through short transactional and interpersonal communication in the form of asking for and giving information.

A. Warming-up

Task 1

Answer the following questions based on your experiences.

1. Have you ever seen a doctor?

2. Where do you usually see doctors?

3. Do you need any doctor in your life?

4. Do you always see the doctor when you are sick?

5. What do you know about a doctor?

B. Comprehension Focus

Task 2

Complete the sentences with the suitable words in the list.

checkup (*n*) - *pemeriksaan*	treatment (*n*) - *perawatan*
drug (*n*) - *obat*	illness (*n*) - *penyakit*
dentist (*n*) - *dokter gigi*	examines (*v*) - *memeriksa*
surgeons (*n*) - *dokter bedah*	drugstore (*n*) - *apotek*
patients (*n*) - *pasien*	nurse (*n*) - *perawat*

1. Doni is having new _____ for his heart problem.

2. My sister goes to her doctor for regular _____

3. Take two spoonfuls of _____ after your mealtime.

4. You should go to a _____ to have your teeth checked.

5. The _____ helps the doctor to examine a new patient.

6. The doctor _____ the patient's condition.

7. Lista's father died at hospital after a long _____

8. Some _____ are conducting a major operation.

9. I buy some medicine from the _____

10. A number of _____ have been successfully treated with this drug.

Task 3

Listen carefully to the conversation on "Visiting a Doctor" (the listening script is in the Appendix). Then, answer the following questions.

1. Did Rian have a serious health problem?
2. What happened to Rian?
3. How many types of medicine were given to Rian?
4. When did Rian take his medicine?
5. What was Rian's temperature?

Task 4

Listen to the conversation in Task 3 once again. Then, put a tick (√) on the statements to indicate if they are true (T) or false (F) and give the evidence.

No	Statements	T	F	Evidence
1.	Rian has a serious health problem.		√	When Rian asks "*Is it a serious problem?*", the doctor said "*Don't worry, it's not.*"
2.	The doctor and the nurse examine Rian's condition.			
3.	Rian should eat a lot of fruits.			
4.	Rian's temperature is high.			
5.	Drinking cold water is good for Rian.			

Task 5

Listen to your teacher reading the conversation and answer the questions. Then, practice it with your friend.

One day, on the 23rd of January, Rian visited Doctor Doni to know his condition. Rian did not know where the doctor's room was. Therefore, he asked the nurse.

Rian : "Good morning."

Nurse : "Good morning. Can I help you?"

Rian   : "I want to know Doctor Doni's room. Could you tell me where the Doctor

           Doni's room is?"

Nurse   : "Yes, sure. Just go straight to this corridor, and then turn right in the corner."

Rian   : "Thanks for your kindness."

Nurse   : "You're welcome."

Questions

1. Why did Rian go to the doctor?

2. What did the nurse say when she offered help to Rian?

3. How did Rian ask the nurse to give him information of the doctor's room?

4. What did the nurse say when she gave information to Rian?

5. Where was the doctor's room?

Task 6

A. **Study the conversation in Task 5 once again. Then, pay attention to the following explanation.**

In the dialogue in Task 5 you find expressions with different functions. Here are the expressions presented in a table.

Expressions	Functions
Could you tell me where the Doctor Doni's room is?	Asking for information
Yes, sure. Just go straight to this corridor, and then turn right in the corner.	Giving information

B. **Now, compare the following examples of asking for and giving information with the examples in part A.**

Expressions	Functions
Do you know...? Can you tell me about/of….? What do you know about/of….?	Asking for information

Expressions	Functions
Yes. Just go.... (telling a place) Yes, sure. Oh yes, of course I know.	Giving information

Task 7

Complete the sentences below using the words in the box. The pictures may help you

complete the sentences.

(http://klatenonline.com)

(http://www.mcmua.com)

(http://my.clevelandclinic.org)

(http://photo-dict.faqs.org)

(http://www.dmacdigest.com)
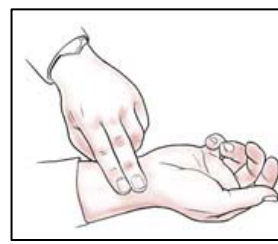
1. Some patients are scared when they are given an _____

2. Exercise increases your _____ rate.

a. injection

b. stethoscope

c. temperature

d. pulse

e. blood pressure monitor

3. The doctor uses a _____ to take your blood pressure.

4. Anna takes her baby's _____ by using a thermometer.

5. The doctor listens to your heart by using a _____

C. Focus on Language

In the dialogue in Task 4 you find the following expressions. Pay attention to the words in bold.

> **Can** I help you?
>
> **Could** you tell me where Doctor Doni's room is?
>
> **Could** you tell me how to use this stethoscope?

The words in bold in the sentences above are called **Modal Verbs**. A modal verb is a verb that is used before another verb to express meanings such as ability, permission, possibility, necessity or advice.

Study the following patterns.

Forms	Patterns	Examples
(+)	S + modal + V_{inf} + O	▪ I can cook fried rice. ▪ I will go to buy ice cream.
(-)	S + modal + not + $V_{inf\,+}$O	▪ I cannot cook fried rice. ▪ I will not go to buy ice cream.
(?)	Modal + S + V_{inf} + O + ?	▪ Can you cook fried rice? ▪ Will you go to buy ice cream?

MODAL VERBS

No	Functions	Examples
1	**Ability** a. can b. could	a. I can make this banana split. b. I couldn't stop laughing.
2	**Permission** a. may b. can c. could	a. May I borrow your frying pan? b. Can I turn on this stove now? c. You may begin to mix the ingredients.
3	**Obligations** a. must b. should	a. I must send my mother a birthday cake on her birthday.

		b. You should follow the instructions to cook it.

Task 8

Underline the correct form of the verbs in the brackets. Look at the example.

1. **The patient (may/<u>should</u>) take the medicine regularly.**

2. My mother and I (may/must) go to the hospital for regular checkup.

3. The doctor (should/must) have some tests to find out what is wrong with him.

4. You (can/should) see a doctor about your cough.

5. My sister (must/should) read the instructions on the medicine bottle.

6. A doctor (can/should) see about twenty patients a day.

7. (Must/Should) I go to this hospital for medical checkup?

Task 9

Listen to your teacher pronounce words and pay attention to the stress. Then, repeat after him/her.

1. examine /ɪɡˈzæmɪn/	6. patient /ˈpeɪʃənt/
2. medicine /ˈmedsən/	7. injection /ɪnˈdʒekʃən/
3. stethoscope /ˈsteθəskəʊp**/**	8. temperature /ˈtemprətʃəʳ/
4. checkup /ˈtʃekʌp/	9. surgeon /ˈsɜːdʒən/
5. equipment /ɪˈkwɪpmənt/	10. treatment /ˈtriːtmənt/

Task 10

Listen to your teacher pronounce sentences and pay attention to the stress and the intonation. Then, repeat after him/her.

1. The **doctor examines** the **patient's condition**.

   /ðə ˈdɒk.təʳ ɪɡˈzæmɪnz ðə ˈpeɪ.ʃənts kənˈdɪʃən /

2. The **nurse prepares** the **medical equipment**.

   /ðə nɜːs prɪˈpeəʳz ðə ˈmedɪkəl ɪˈkwɪpmənt /

3. The **nurse checks** my **temperature** using a **thermometer.**

/ðə nɜːs tʃeks maɪ ˈtem.prə.tʃəʳ juːzɪŋ ə θəˈmɒm.ɪ.təʳ /

4. I **go** to the **hospital** to **have regular checkup**.

/aɪ gəʊ tu ðə ˈhɒspɪtəl tu hæv ˈregjʊləʳ ˈtʃekʌp /

5. The **doctor gives** me an **injection**.

/ ðəˈdɒk.təʳ gɪvz miː ən ɪn ˈdʒekʃ /

Task 11

Find nine words related to the doctor in the following word search grid. You can go vertically, horizontally, or diagonally. Look at the example.

X	I	D	**M**	**E**	**D**	**I**	**C**	**I**	**N**	**E**	I	N	V	N
C	B	N	G	S	T	E	T	H	O	S	C	O	P	E
H	X	U	J	R	A	G	R	U	T	H	Y	M	U	Y
E	J	F	O	E	S	I	J	L	M	V	E	G	L	P
C	O	E	G	I	C	B	S	Z	H	K	X	C	S	L
K	G	I	D	H	K	T	B	W	P	U	A	N	E	J
U	F	A	G	C	J	U	I	Y	I	O	M	U	O	I
P	A	T	I	E	N	T	F	O	T	K	I	E	U	L
X	E	M	S	D	L	R	V	S	N	U	N	Q	H	L
L	S	U	R	G	E	O	N	Y	H	B	E	Z	A	G
V	D	H	K	L	T	J	S	H	X	P	T	C	W	J
D	F	I	P	S	D	E	N	T	I	S	T	R	D	L

Task 12

Complete the following chart by filling in the missing letter related to the doctor.

Look at the example.

EXAMINE

I _ _ _ C _ _ _ N

DOCTOR

TR _ _ T _ _ N _

M _ _ _ C _ _ E
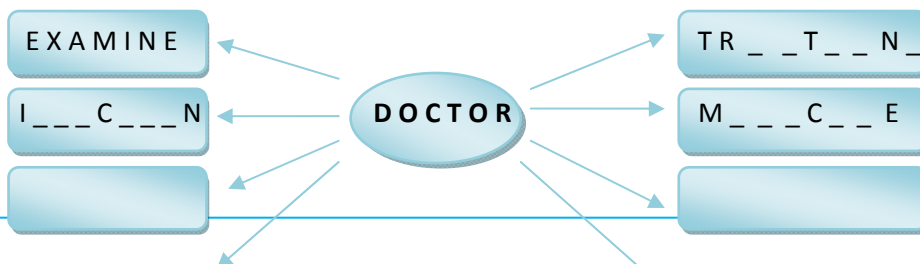
D _ _ G   S _ _ _ H _ _ C _ _ E

_ _ _ S _
Task 13   P _ T _ E _ _

Arrange the following jumbled letters into correct words related to the doctor.

Example:

1. **N R E U S**   = **N U R S E**

2. E D M I E C N I   = ...
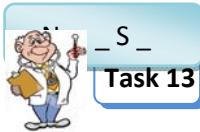
3. B S L U R D E P O E S R O   = ...

4. I C N E T N J I O   = ...

5. H E K C P C U   = ...

Task 14

Arrange the following jumbled words into meaningful sentences.

Example:

1. goes - checkup - Gita - the - hospital - to - regular - for.

   Gita goes to the hospital for regular checkups.

2. girl - the **-** little - medicine - takes - her.

3. doctor - my father - is - not - a.

4. you - visit - do - the - want - to - doctor - ?

5. treatment - for - my grandfather - problem - gets - his - heart.

Task 15

Arrange the jumbled sentences below into a good paragraph.

Example:

 _3_ The clinic is not too big, but it is clean and comfortable.

 _2_ She has her own clinic beside her parents' house.

 _4_ Many people who have tooth problems come to this clinic.

1 Mika is a dentist.

_____ He also gives the patients medicine, treatment, and advice.

_____ My father is a doctor.

_____ He treats people when they are sick.

____ There are many things that can be done by doctor to help other people.

Task 16

Find the opposite words from the underlined word in the following sentences. The list below may help you. Number one has been done for you.

a. narrow

b. healthy

c. dirty

d. cheap

e. ignores

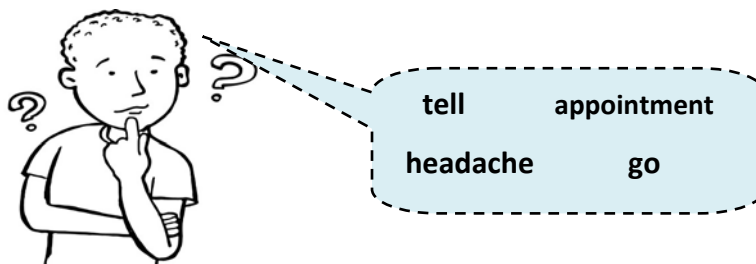| No	Sentences	Antonym
1.	The doctor <u>examines</u> the new patient.	ignores
2.	Kirana is critically <u>ill</u> in hospital.	
3.	Having medical checkup in the hospital is more <u>expensive</u> than in the *Puskesmas*.	
4.	Medika Hospital has a <u>large</u> area.	
5.	This clinic is <u>clean</u> and comfortable.	

D. Focus on Communication

Task 17

Complete the dialogue below using suitable words in the list.

tell	appointment
headache	go

1. Rina : "Have you made an _____ with the doctor?"

   Vina : "Yes, I have."

2. Budi : "Can you _____ me where the doctor's room is?"

   Nurse : "Yes of course. Just go straight to this corridor, then you'll find the doctor's room at the left corner."

3. Doctor : "What's the matter with you?"

   Gita : "I have a terrible _____."

Task 18

Complete the following dialogue using expressions of asking for and giving information. Number one has been done for you.

1. Lina : _____

   Nurse : "Doctor Budi is in the ICU."

   Answer : Could you tell me where Doctor Budi is?

2. Father : _____

   Doctor : "You have a typhus."

3. Ferdi : _____

   Nurse : "Your blood pressure is normal."

4. Shinta : _____

   Doctor : "Only Rp 70.000,00."

5. Tara : _____

   Vina : "Yes, sure. The new hospital is at *Merdeka* Street."

Task 19

Complete the dialogues with suitable expressions in the box.

> a. What's the matter with my leg?
>
> b. Excuse me, do you know where the hospital is?
>
> c. Could you tell me about *Sarjito* Hospital?

1. Situation:

   Risa visits her grandmother at Yogyakarta. In the afternoon, they have a conversation. Risa wants to know about *Sarjito* Hospital.

   Yes, *Sarjito* Hospital is a big and popular hospital in Yogyakarta.

   1. _____

2. Situation:

   Taufik had a car accident and he was hospitalized. After he is conscious, he asks the nurse about his leg.

   Your leg is injured, but you'll be better soon. Don't worry.

3. Situation:

Mr. Toni is in Jakarta. He wants to go to the hospital, but he does not know where the hospital is. Then, he asks a woman who walks near him.

2. _____

Sure, just go straight down this road for about 100 m and the hospital is on your right, Sir.

3._____

Taken from: Picture Dictionary

Task 20

In pairs, make a dialogue with your classmate based on the situation given. Number one has been done for you.

1. Ask your classmate to tell you where Pramita hospital is.

   Silvia   : "Could you tell me where is Pramita Hospital?

   Tian   : "Sure. It is on Mekar Street number 20. From here, you just go straight for about 5 kilometres, and you'll find the hospital in your right side.

2. Ask the nurse to tell you where the drugstore is.
3. Ask the doctor about your father's condition.
4. Ask the doctor when you should have a checkup.
5. Ask the doctor what kinds of food good for a diabetic.

Task 21

Work in pairs. You play as student A and you have to find information you need from student B. For student B, go to page 16 (Appendix). You and your friend must exchange information to complete the missing words below.

Situation:

Shinta is a new doctor at *Rapih* Hospital. She wants to be a member of Doctors Association of *Rapih* Hospital in her hospital. First of all, she must fill in the form that consists of her data. Your job is to help Shinta to fill in the form by completing the following text first.

Student A's Information:

> Hello, my name is Shinta Yulia Sari. You can call me _____. I am a doctor at *Rapih* Hospital. I was born in _____. Now, I live at *A. Yani* Street 23, Bandung. My phone number is _____. I like jogging and listening to music. My parents' names are _____. My blood type is B. You can email me at _____

Task 22

In pairs, make dialogues using expressions of asking for and giving information. You play as student A and you have to find information you need from student B. For student B, go to page 16 (Appendix). Then, practice it.

Student A
1. You play as a patient and you are in Doctor Anita's room. She asks you to have a blood test, but you do not know where the laboratory is. You have to ask her about the location from her room.
2. You play as a patient. You want to know your temperature. You have to ask the nurse

about your temperature.
3. You play as a son who accompanies your father in the hospital. You want to know your father's condition. You have to ask the doctor about your father's condition.

E. Reflection

Reflect on your learning in this unit and write down your reflection in the following space.

What I like best in this unit:

_____

_____

What I don't like in this unit:

_____

_____

The difficulties I have in this unit:

☐ vocabulary use

☐ grammar use

☐ confusing activity

☐ unclear instruction

☐ others, _____

The improvement I have made after learning English in this unit:

_____

_____

My opinion about the tasks:

_____

_____

F. Appendix

Listening Script for Task 3:

Visiting a Doctor

Rian knocked at the door and he met Doctor Siska. Below is their conversation.

Rian : "Good morning, doctor."

Doctor : "Good morning. What's the matter with you?"

Rian : "I have a fever."

Doctor : "Let me check your body temperature…. (after checking)…. it's 102^0F or 38^0C."

Rian : "I haven't slept well for the last two days. Is it a serious problem?"

Doctor : "Don't worry, it's not. I'll give you some medicine."

Rian : "Ok, thanks."

Doctor : "Take one tablet and one capsule after your mealtime."

Rian : "Any special diet doctor?"

Doctor : "Take a lot of fruits and avoid drinking cold water.

Have a total bed rest."

Rian : "Thank you, doctor."

Doctor : "My pleasure. Get better soon."

1. **You play as student B and you have to give information to student A who needs information from you.**

> Hello, my name is _____. You can call me Shinta. I am a _____ at *Rapih* Hospital. I was born in Purworejo, 9th December 1987. Now, I live at _____. My phone number is 085642755255. I like _____. My parents' names are Mr. Helmi and Mrs. Yoana. My blood type is _____. You can e-mail me at shinta.ys@yahoo.com.

2. **You play as student B and you have to give information to student A who needs information from you.**

Student B
1. You play as a doctor. You have to describe the location of the laboratory to your patient from your room.
2. You play as a nurse. You have to tell your patient's temperature after you check her temperature.
3. You play as a doctor. You have to explain your patient's condition to his son who accompanies your patient.

UNIT 2
EXPRESS YOUR OPIN-IONS

(http://www.wisatanesia.com)

Basic Competence:

To express meaning through short transactional and interpersonal communication in the form of asking for and giving opinions.

A. Warming-up

Task 1 Answer the following questions based on your experiences.

1. Have you ever been to beach?
2. When did you last visit it?
3. Do you like it?
4. What do you usually do there?
5. How many beaches have you visited?
6. Which is your favorite one?

B. Comprehension Focus

Task 2 Complete the sentences with the suitable words from the list.

scenery (*n*) - *pemandangan*	sunrise (*n*) - *matahari terbit*
surfing (*n*) - *berselancar*	wind (*n*) - *angin*
wave (*n*) - *ombak*	sea (*n*) - *laut*
sunset (*n*) - *matahari tenggelam*	swimming (*n*) - *berenang*
sand (*n*) - *pasir*	shore (*n*) - *tepi pantai*

1. The _____ is too hot to walk on.
2. A large _____ swept away some palm trees.
3. My family and I are watching beautiful _____
4. There is not enough _____ to fly a kite.
5. We plan to go _____ next week.
6. You can see a beautiful _____ every morning in this place.
7. *Bali* Island has amazing _____
8. The two girls are playing on the _____
9. I want to go _____ at *Arta* Water Park next Sunday.
10. Actually, it is dangerous to swim in the _____

Task 3 Listen carefully to the conversation on "Going to *Krakal* Beach" (the listening script is in the Appendix). Then, answer the following questions.

1. Who wants to go to the beach on Sunday morning?
2. Why do Tiara and Rara need a break?
3. When will Rara pick Tiara?
4. What does Tiara say when she ask Rara's opinion to go to the beach?
5. What does Rara say to give her opinion about Rara's plan to go to the beach?

Task 4 A. Study and practice the conversation in Task 3 once again. Then, pay attention to the following explanation.

In the dialogue in Task 3 you find expressions with different functions. Here are the expressions presented in a table.

Expressions	Functions
What do you think of going to *Krakal* Beach on Sunday?	Asking for opinion
I think it's a good idea.	Giving opinion

B. Now, compare the following examples of expressions of asking for and giving opinions with the examples in part A.

Expressions	Functions
What's your opinion about...? What are your views about…? What do you feel about…? What are your feelings about…?	Asking for opinion
In my view…. I feel…. From my point of view,…	Giving opinion

Taken from: Function in English

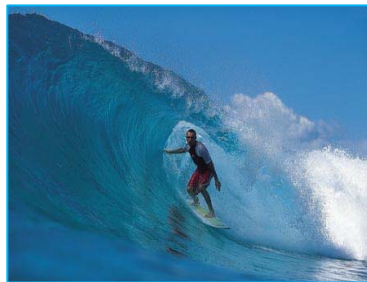*Communicative Tasks for Grade VIII Students*

Task 5 Put a tick (√) on the statements to indicate if they are true (T) or false (F) based on the conversation in Task 3. Then, give the evidence.

No	Statements	T	F	Evidence
1.	Tiara and Rara are happy to go to the beach.	√		Because Rara said, *"I'm excited to go to the beach this weekend!"*, then Tiara said *"I think it's a nice experience for us."*
2.	Tiara invites her brother to come along to the beach.			
3.	Rara will pick up her friend at 5 o'clock in the afternoon.			
4.	They want to watch a spectacular sunset.			
5.	*Krakal* beach has a beautiful view.			

Task 6 Complete the sentences below. The pictures may help you complete the sentences.

surfing
(http://www.travelwizard.com)

sunset
(http://wfarm1.static.flickr.com)

wave
(http://floatinghome.com)

shore
(http://moondustwriter.files.wordpress.com)

wind
(http://vacationsofinspiration.com)
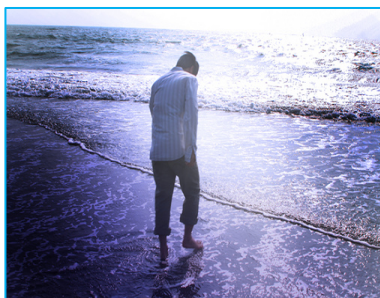
1. In the afternoon, we can watch a spectacular _____

2. Aji stands on the _____ and lets the water wash over his feet.

3. Popular water sports include swimming, _____ and water-skiing.

4. There is a light _____ blowing.

5. *Parangtritis* Beach has large _____, so it is dangerous for swimming.

C. Focus on Language

In the conversation in Task 3 you find the following sentences. Pay attention to the words in bold.

- We can see a **wonderful** sunrise.
- I think it is a **nice** experience for us.

The words in bold in the sentences above are called **Adjectives.** They are used to describe things. You can put Adjectives to describe things in the following order.

Adjectives				Thing
Size	**Age**	**Color**	**Material**	
big	old	black	wooden	table
small	new	blue	plastic	basket
large		white	aluminium	box
		green	iron	chair

Source: Scaffolding

Task 7 Describe the following objects. Look at the example.

No	Pictures	Description
1	 *(http://farm1.static.flickr.com)*	It is an amazing sunset.
2	 *(http://nees.oregonstate.edu)*	It is _____ waves.
3	 *(http://healthyspain.com)*	It is _____ sand.
4	 *(http://2.bp.blogspot.com)*	It is _____ beach.
5	 *(http://vacationsofinspiration.com)*	It is _____ wind.

Communicative Tasks for Grade VIII Students

Task 8 Listen to your teacher pronounce words and pay attention to the stress. Then, repeat after him/her.

a.	scenery (*n*) - *pemandangan*	:	/ˈsiːnəri/
b.	surfing (*n*) - *berselancar*	:	/ˈsɜːfɪŋ/
c.	wave (*n*) - *ombak*	:	/weɪv/
d.	sunset (*n*) - *matahari tenggelam*	:	/ˈsʌnset/
e.	sand (*n*) - *pasir*	:	/sænd/
f.	sunrise (*n*) - *matahari terbit*	:	/ˈsʌnraɪz/
g.	wind (*n*) - *angin*	:	/wɪnd/
h.	sea (*n*) - *laut*	:	/siː/
i.	swimming (*n*) - *berenang*	:	/ˈswɪmɪŋ/
j.	shore (*n*) - *tepi pantai*	:	/ʃɔːˈʳ/

Task 9 Listen to your teacher pronounce sentences and pay attention to the stress and the intonation. Then, repeat after him/her.

1. The **sunset** in this **beach** is more **beautiful** than in that **beach**.

   /ðə ˈsʌnset ɪn ðɪs biːtʃ z ˈmɔːr ˈbjuːtɪfəl ðən ɪn ðæt biːtʃ/

2. A **large wave sweeps** away the **sandcastle**.

   /ə lɑːˈʳdʒ weɪv swiːps əˈweɪ ðəˈsændˌkɑːsl/

3. **We** can **enjoy** the **white sand** at **Sanur Beach**.

   /wi kən ɪnˈdʒɔɪ ðə waɪt sænd ət sanur biːt /

4. **Andi goes surfing** every **weekend.**

   /andi gəʊz ˈsɜː.fɪŋ ˈevriˌwiːkˈend/

5. **I** can **hear** the **sound** of the **wave** from this **place**.

   /aɪ kən hɪəˈʳ ðə saʊnd əv ðə weɪv frəm ðɪs pleɪs/

Task 10 Find nine words related to the beach in the following box. You can go

vertically, horizontally, or diagonally. Look at the example.

A	G	S	U	R	F	I	N	G	E	Y	H	D	U	K
H	W	I	N	D	T	F	Z	H	O	T	S	O	P	S
S	X	U	J	R	U	C	R	U	T	H	C	M	A	W
H	J	F	O	E	W	U	J	L	G	U	E	E	K	I
O	D	Q	G	I	A	D	S	Z	H	K	N	C	S	M
R	G	S	U	H	V	T	B	W	P	U	E	N	T	M
E	Z	T	A	R	E	T	S	Y	I	O	R	U	O	I
U	H	V	Q	N	F	Y	U	U	T	K	Y	E	U	N
X	E	M	S	D	D	R	V	S	N	U	C	Q	H	G
L	S	E	A	G	H	O	K	Y	H	R	S	Z	A	N
V	D	H	K	L	T	J	S	H	X	P	I	C	W	E
D	F	I	P	E	H	K	R	U	J	V	B	S	D	K
E	G	S	U	N	S	E	T	Y	I	S	T	D	E	S

Task 11 Complete the following chart by filling in the missing letter related to the beach.

SHORE

S_ _R_ _E

S_ _F_ _G

BEACH

S_ _D

S_ _

W_ V _

S _ N_ _T

W _ _ D
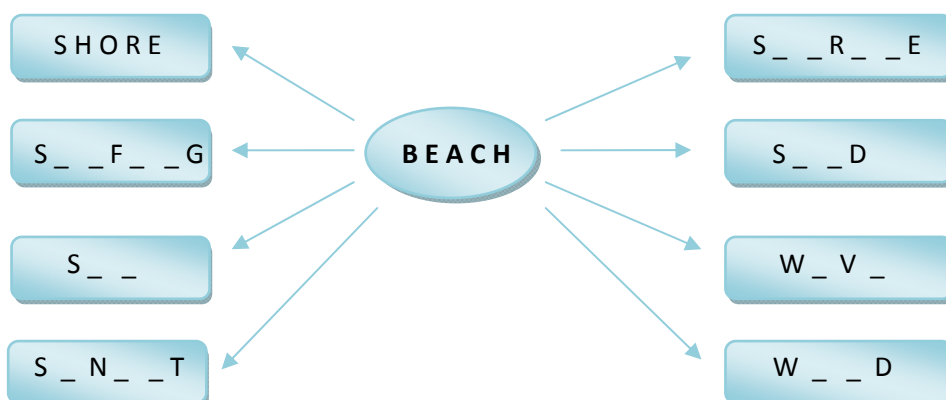
Task 12 Rearrange the following jumbled letters into correct words related to the beach. Look at the example.

1. **A E W V** = **W A V E**
2. **H R S O E** = ………………………………………......
3. **U S T N E S** = ……………………………………….
4. **A S D N** = ……………………………………….
5. **N W D I** = ……………………………………….

Task 13 Rearrange the following jumbled words into meaningful sentences.

Example:

1. **go - I - weekend - swimming - every.**

   I go swimming every weekend.

2. surfing - well - has - Vino - skill - in.
3. very - Afika - is - when - sand - happy - is - she - playing - on - the.
4. plan - to - holiday - we - go - next - beach - the - to.
5. water - this - is - the - in - beach - dirty.

Task 14 Rearrange the jumbled sentences below into a good paragraph.

Example:

  _3_ It has low wave and pure water so it is safe enough for swimming.

  _4_ It can be an alternative place to spend a family vacation.

  _2_ It has spectacular scenery.

  _1_ *Indrayanti* Beach is a beautiful beach at Yogyakarta.

_____ It is a beautiful beach at Bali.

_____ *Kuta* beach is located 9 km from Denpasar, the capital city of Bali.

_____ It is long sandy beach with coconut trees along its coastline.

_____ It is also well-known as the right place to see a wonderful sunset in the afternoon.

Task 15 Find the similar words from the underlined words in the following text. The list below may help you. Look at the example.

a. big   d. harmful

b. comfortable   e. wary

c. **famous √**   f. wonderful

Parangtritis Beach

    Parangtritis Beach is the most **popular** beach at Yogyakarta. It has large waves, so we must be careful there. After the tsunami, it is still dangerous for visitors. It also has spectacular scenery.

E. Focus on Communication

Task 16 Complete the questions below using suitable words in the list.

a. sunrise

b. surfing

c. swimming

d. sunset

1. Ardi : "San, let's go _____ at *Benoa* Swimming Pool."

    Hasan : "Sure, it's a good idea."

2. Lina : "When will you participate in _____ tournament, Dad?"

    Father : "On the 6th of June 2012."

3. Linda : "Last afternoon, I enjoyed a beautiful _____ at *Sanur* Beach."

    Fika : "Really?"

Task 17 Complete the following questions using expressions of asking for and giving opinions. Number one has been done for you.

1. Bayu : _____

   Dilla : "In my opinion, *Kukup* Beach is a wonderful beach."

   Answer : "What is your opinion about *Kukup* Beach?"

2. Rita : _____

   Father : "I feel that the sunrise is amazing."

3. Roni : _____

   Ifan : "In my view, surfing is challenging water sport."

4. Mother : _____

   Listia : "I think I don't want to go to the beach next holiday, Mom."

5. Uncle : _____

   Toni : "In my opinion, this beach is dirtier than usual.

Task 18 Complete the part of conversation below with the suitable expressions in the box.

> a. What's your opinion of our last tour?
> b. What do you think about this beach?
> c. How about going to the beach next holiday?

1. Jack and Sarah are tourists from England. They visit *Kuta* Beach. Jack asks Sarah's opinion about this beach.

   "I think it's a wonderful beach."

   _____

2. Lina and Risti have a conversation when they are having lunch. Lina wants to know Risti's opinion about their last tour to Pangandaran Beach.

"In my view, this beach has big wave, so we can't swim there."

_____

3. Miko and her mother are in the kitchen. They have a short conversation. Miko asks her mother's opinion about having picnic to the beach next holiday.

"It's a good idea, but let's ask your father first. "

_____

Taken from: Picture Dictionary

Task 19 **Work in pairs. You play as student A and you have to find information you need from student B. For student B, go to page 33 (Appendix). You and your friend must exchange information to complete the missing word.**

Situation:

Vika and Lina have a conversation when they are having lunch in the canteen. They are talking about their last tour to *Bandengan* Beach, Jepara.

Student A's Information:

> *Bandengan* Beach
>
> *Bandengan* Beach or *Tirta Samudra* Beach is a famous beach at Jepara. Jepara is a small town in the province of Central Java. It is located _____ north of Jepara city center. We can go there easily by *angkot*. *Bandengan* Beach is _____ beach. It has white sand and pure water. The waves are _____, so it is safe enough for swimming. In the afternoon, we can watch a spectacular sunset with our family or friends.
>
> *Source: peperonity.com*

Task 20 In pairs, make dialogues using expressions of asking for and giving opinions. You play as student A and you have to find information you need from student B. For student B, go to page 33 (Appendix).

Student A
a. You play as Vino, a new student from Jakarta. You want to know your friend's opinion about *Parangtritis* Beach.
b. You play as Andi. You want to know your brother's opinion about go swimming at *Sanur* Beach.
c. You play as Riana who wants to go picnic in the beach next Sunday. You have to ask your father about your idea.

Task 21 Describe the following pictures using the clues given.

No	Pictures	Description
1.	*(http://images.detik.com)*	beach/pure water/the wave is not so high

2.	 *(http://pantaicaritatouristinformation.blogspot.com)*	beach/white sand/a lot of tress

Task 22   **Describe the following picture to your friend orally.**

(http://peperonity.com)

Communicative Tasks for Grade VIII Students

E. Reflection

Reflect on your learning in this unit and write down your reflection in the following space.

What I like best in this unit:

_____

_____

What I don't like in this unit:

_____

_____

The difficulties I have in this unit:

☐ vocabulary use

☐ grammar use

☐ confusing activity

☐ unclear instruction

☐ others, _____

The improvement I have made after learning English in this unit:

_____

_____

My opinion about the tasks:

_____

_____

F. Appendix

Listening Script for Task 3:

Going to *Krakal* Beach

On Friday afternoon, Tiara and Rara met in the street, near Rara's office. They were close friends. Then, they had a short conversation. Below is their conversation:

Tiara : "Hi Ra. How are you?"

Rara : "I'm fine, and you?"

Tiara : "I'm fine too. What have you been doing?"

Rara : "I've done many projects and need a break actually."

Tiara : "So do I. Well, what do you think of going to *Krakal* Beach on Sunday?"

Rara : "I think it's a good idea.

Tiara : "Is it okay if my brother comes along?"

Rara : "Yes, that's fine. Hmm…is it okay if I pick you at 5 a.m.?"

Tiara : "Sure, so we can see a wonderful sunrise. My brother and I will be ready
      then."

Rara : "Good. I'm excited to go to the beach this weekend."

Tiara : "So am I. I think it's a nice experience for us."

Rara : "Sorry, I have to go now. See you later."

Tiara : "Okay, see you."

Adapted from: www.eslfast.com

1. **You play as student B and you have to give information to student A who needs information from you.**

> *Bandengan* Beach
>
>   *Bandengan* Beach or _____ is a famous beach at Jepara. Jepara is a small town in the province of Central Java. It is located 7 kilometers north of Jepara city center. We can go there easily by _____. *Bandengan* Beach is very beautiful and romantic beach. It has _____ and pure water. The waves are not so high, so it is safe enough for swimming. In the afternoon, we can watch _____ with our family or friends.
>
> *Source: peperonity.com*

2. **You play as student B and you have to give information to student A who needs information from you.**

Student B
a. You play as a father. You have to give your opinion about go to picnic in the beach.
b. You play as Vivi. You have to give your opinion about the sunset in the beach.
c. You play as a brother. You have to give your opinion about go swimming at *Sanur* Beach.

2. Lina and Risti have a conversation when they are having lunch. Lina wants to know Risti's opinion about their last tour to Pangandaran Beach.

"In my view, this beach has big wave, so we can't swim there."

_____

3. Miko and her mother are in the kitchen. They have a short conversation. Miko asks her mother's opinion about having picnic to the beach next holiday.

"It's a good idea, but let's ask your father first. "

_____

Taken from: Picture Dictionary

Task 19 **Work in pairs. You play as student A and you have to find information you need from student B. For student B, go to page 33 (Appendix). You and your friend must exchange information to complete the missing word.**

Situation:

Vika and Lina have a conversation when they are having lunch in the canteen. They are talking about their last tour to *Bandengan* Beach, Jepara.

Student A's Information:

> *Bandengan* Beach
>
> *Bandengan* Beach or *Tirta Samudra* Beach is a famous beach at Jepara. Jepara is a small town in the province of Central Java. It is located _____ north of Jepara city center. We can go there easily by *angkot*. *Bandengan* Beach is _____ beach. It has white sand and pure water. The waves are _____, so it is safe enough for swimming. In the afternoon, we can watch a spectacular sunset with our family or friends.
>
> *Source: peperonity.com*

Task 20 **In pairs, make dialogues using expressions of asking for and giving opinions. You play as student A and you have to find information you need from student B. For student B, go to page 33 (Appendix).**

Student A
a. You play as Vino, a new student from Jakarta. You want to know your friend's opinion about *Parangtritis* Beach.
b. You play as Andi. You want to know your brother's opinion about go swimming at *Sanur* Beach.
c. You play as Riana who wants to go picnic in the beach next Sunday. You have to ask your father about your idea.

Task 21 **Describe the following pictures using the clues given.**

No	Pictures	Description
1.	*(http://images.detik.com)*	beach/pure water/the wave is not so high

2.	 *(http://pantaicaritatouristinformation.blogspot.com)*	beach/white sand/a lot of tress

Task 22 **Describe the following picture to your friend orally.**

(http://peperonity.com)

E. Reflection

Reflect on your learning in this unit and write down your reflection in the following space.

What I like best in this unit:

_____

_____

What I don't like in this unit:

_____

_____

The difficulties I have in this unit:

☐ vocabulary use

☐ grammar use

☐ confusing activity

☐ unclear instruction

☐ others, _____

The improvement I have made after learning English in this unit:

_____

_____

My opinion about the tasks:

_____

_____

Communicative Tasks for Grade VIII Students

Listening Script for Task 3:

Going to *Krakal* Beach

On Friday afternoon, Tiara and Rara met in the street, near Rara's office. They were close friends. Then, they had a short conversation. Below is their conversation:

Tiara : "Hi Ra. How are you?"

Rara : "I'm fine, and you?"

Tiara : "I'm fine too. What have you been doing?"

Rara : "I've done many projects and need a break actually."

Tiara : "So do I. Well, what do you think of going to *Krakal* Beach on Sunday?"

Rara : "I think it's a good idea.

Tiara : "Is it okay if my brother comes along?"

Rara : "Yes, that's fine. Hmm…is it okay if I pick you at 5 a.m.?"

Tiara : "Sure, so we can see a wonderful sunrise. My brother and I will be ready
           then."

Rara : "Good. I'm excited to go to the beach this weekend."

Tiara : "So am I. I think it's a nice experience for us."

Rara : "Sorry, I have to go now. See you later."

Tiara : "Okay, see you."

Adapted from: www.eslfast.com

1. **You play as student B and you have to give information to student A who needs information from you.**

> *Bandengan* Beach
>
>   *Bandengan* Beach or _____ is a famous beach at Jepara. Jepara is a small town in the province of Central Java. It is located 7 kilometers north of Jepara city center. We can go there easily by _____. *Bandengan* Beach is very beautiful and romantic beach. It has _____ and pure water. The waves are not so high, so it is safe enough for swimming. In the afternoon, we can watch _____ with our family or friends.
>
> *Source: peperonity.com*

2. **You play as student B and you have to give information to student A who needs information from you.**

Student B
a.   You play as a father. You have to give your opinion about go to picnic in the beach.
b.   You play as Vivi. You have to give your opinion about the sunset in the beach.
c.   You play as a brother. You have to give your opinion about go swimming at *Sanur* Beach.

UNIT 3
I WANT FRIED RICE AND ICE CREAM

(http://infoekita.blogspot.com)

(http://alienindo.blogdetik.com)

Basic Competence:

To express meaning through short transactional and interpersonal communication in the form of asking for, giving, and refusing goods.

Task 1 Answer the following questions based on your experiences.

1. Do you like fried rice?

2. Can you make fried rice by yourself?

3. What are the ingredients to make fried rice?

4. Do you like ice cream?

5. Can you make ice cream by yourself?

6. Where can you buy ice cream?

B. Comprehension Focus

Task 2 Complete the sentences with the suitable words.

ingredients

(4.bp.blogspot.com)

cone

(popularemails.com)

flavor

(images.pictureshunt.com)

freezer

(img.comet.co.uk)

scoop

(www.usefulthings.com)

plate

(riasahirin.files.wordpress.com)

delicious *(picture dictionary)*	frying pan *(www.alibaba.com)*	tube *(jeroxie.com)*

1. The menu of my breakfast today is a _____ of fried rice.
2. The _____ of fried rice include 250g of rice.
3. My mother takes a little oil around the _____
4. This red apple is really _____
5. Keep this ice cream in the _____
6. The children eat a _____ of vanilla ice cream.
7. Add two _____ of strawberry ice cream on the pancake.
8. This shop sells many _____ of ice cream.

Task 3 **Listen carefully to the conversation on "My Breakfast Menu" (the listening script is in the Appendix). Then, answer the following questions.**

1. Who makes fried rice for Deni?
2. Does he always have breakfast?
3. When does he want fried rice for his breakfast?
4. What is his favorite fried rice?
5. "Deni likes egg better than chicken for his breakfast." Is it right? Why?

Task 4 **Listen to your teacher reading the dialogue and answer the questions. Then, practice it with your friend.**

One day, on Saturday afternoon, Lina and her mother go to a supermarket, near their house. Below is their conversation:

Lina : "Mom, may I buy this ice cream? It looks so delicious."

Mother : "Not this time, dear. You just ate a cone of strawberry ice cream."

Lina	: "Please….Mom, this is the last for this week. I promise."
Mother	: "All right. Choose the small size. What flavor do you want?"
Lina	: "You're so kind, Mom. Thanks. I want chocolate flavor."
Mother	: "You're welcome."

Questions

1. When do Lina and her mother go to the supermarket?
2. What does Lina want to buy?
3. What flavor of ice cream does Lina want to buy?
4. What does Lina say when she asks an ice cream to her mother?
5. How does mother answer when Lina asks for an ice cream?

Task 5 A. **Study the dialogues in Task 3 and Task 4 once again. Then, pay attention to the following explanation.**

In the dialogue in Task 3 and Task 4 you find expressions with different functions. Here are the expressions presented in a table.

Expressions	Functions
Can I have a plate of fried rice for breakfast, Mom? Mom, may I buy this ice cream?	Asking for goods
Sure, do you want it with egg or chicken?	Giving goods
Not this time, dear.	Refusing goods

B. **Now, compare the following examples of asking for, giving, and refusing goods with the examples in part A.**

Expressions	Functions
Can you give me…? Could you give me…? Would you give me…?	Asking for goods

Expressions	Functions
Okay. Here you are. This is for you.	Giving goods
No, thanks. No, I can do it myself.	Refusing goods

Taken from: Function in English

Task 6 Put a tick (√) on the statements to indicate if they are true (T) or false (F) based on the dialogues in Task 3 and Task 4. Then, give the evidence.

No	Statements	T	F	Evidence
1.	Meatball - fried rice is Deny's favorite menu.	√		It states on "*Actually I like meatball-fried rice so much…*"
2.	Deny wants fried rice for his lunch.			
3.	Deny often has breakfast before he goes to school.			
4.	Mother goes to a supermarket near her office.			
5.	Lina chooses an ice cream with chocolate flavor.			

Task 7 Complete the sentences below using the words in the box. The pictures may help you complete the sentences.

(http://jeroxie.com)   *(http://2.bp.blogspot.com)*   *(http://4.bp.blogspot.com)*

Communicative Tasks for Grade VIII Students

(http://kitchenfun.withti.com)

a) cone
b) tube
c) scoops
d) plate
e) spoons
f) frying pan

(http://photo-dictionary.com)

1. Can you give me two _____ of vanilla ice cream?

2. An ice cream _____ is made from very light thin biscuit.

3. My sister keeps a_____ of chocolate ice cream in the freezer.

4. Sella wants a _____ of meatball-fried rice for her breakfast.

5. First, fry the chicken in a _____ with some garlic.

C. Focus on Language

Pay attention to the words in bold.

- I **prefer** chicken **to** egg.
- He **prefers** eating fried rice **to** eating meatball.
- My sister **likes** ice cream **better than** orange juice.
- Silla **would rather** like chocolate ice cream **than** like vanilla ice cream.

The words in bold in the sentences above are called **Preferences**. They are used when you like something or someone more than another person or thing. You can put preferences in the following pattern.

No	Pattern	Examples
1.	S + prefer + noun/V-ing + to + noun/V-ing.	a. Nia prefers an orange to an apple. b. My father prefers eating fried chicken than eating *sate*.
2.	S + like + noun/V-ing + better than + noun/V-ing.	a. Nia likes an orange better than an apple. b. My father likes eating fried chicken better than eating *sate*.

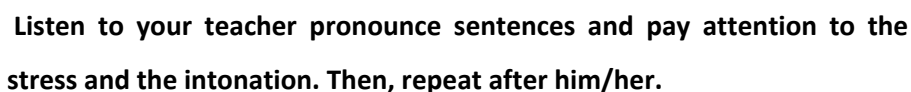| No	Pattern	Examples
3.	S + would rather + V.inf + noun/adjective + than + V.inf + noun/V-ing.	a. Nia would rather eat an orange than eat an apple.

Task 8 Now, apply the rules of preferences by underlining the correct form in the brackets. Look at the example.

1. **Mita (likes/<u>would rather</u>) eat fried chicken than meatball.**
2. I (like/would rather) fried rice better than chicken noodle.
3. We (prefer/would rather) cooking to buying some foods.
4. Fikri (prefers/likes) vanilla ice cream better than strawberry ice cream.
5. They (likes/would rather) like a glass of milk than like a cone of ice cream.
6. My mother (prefers/likes) cooking rice to making cake.
7. Sinta (prefers/likes) cooking Asian food to cooking European.
8. My brother and I (prefer/would rather) eat chocolate than eat fruit.

Task 9 Listen to your teacher pronounce words and pay attention to the stress. Then, repeat after him/her.

Words	Pronunciation	Meaning
flavor (*n*)	/ ˈfleɪvə ʳ /	*rasa*
tub (*n*)	/ tʌb /	*kap*
taste (*n*)	/ teɪst /	*rasa*
frozen (*adj*)	/ ˈfrəʊzən /	*beku*
ingredient (*n*)	/ ɪnˈgriːdiənt /	*bahan*
frying pan (*n*)	/ ˈfraɪ ɪŋ pæn /	*penggorengan*
plate (*n*)	/pleɪt /	*piring*
freezer (*n*)	/ˈfriːzə ʳ /	*lemari pembeku*
scoop (*n*)	/ skuːp /	*sendok es krim*
delicious (*adj*)	/ dɪˈlɪʃəs /	*lezat*

Task 10 Listen to your teacher pronounce sentences and pay attention to the stress and the intonation. Then, repeat after him/her.

1. **I like ice cream** with **chocolate flavor.**

   /aɪ laɪk ˌaɪsˈkriːm wɪð ˈtʃɒklət ˈfleɪvəʳ/

2. My **mother uses** her **new frying pan** for **cooking fried rice.**

   /maɪ ˈmʌðəʳ ˈjuːsəz həʳ njuː ˈfraɪ ɪŋ pæn fər kʊkɪˈŋ fraɪd raɪs/

3. Please **keep** this **ice cream** in the **freezer.**

   /pliːz kiːp ðɪs ˌaɪsˈkriːm ɪn ðə ˈfriːzəʳ/

4. **Sheila orders** two **scoops** of **strawberry ice cream.**

   /Sheila ˈɔːdᵊrz tuː skuːps əv ˈstrɔːbəriˌaɪsˈkriːm/

5. **I do** not **like** the **taste** of **garlic** in this **fried rice.**

   /aɪ du nɒt laɪk ðə teɪst əv ˈgɑːlɪk ɪn ðɪs fraɪd raɪs/

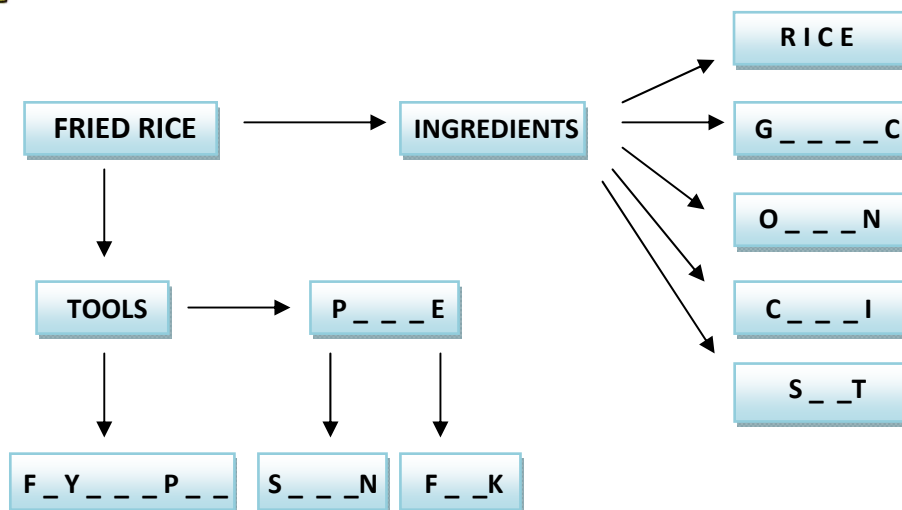**Task 11** Complete the following crossword puzzle. Look at the example.

Horizontal:

1. A container which preserves food at a very cold temperature.
3. A tool with a deep bowl-shaped end to dig out and move an ice cream.
5. A container made of very light thin biscuit.
7. How food or drink tastes.

Vertical:

2. Having a very pleasant taste or smell.
4. A flat metal pan with a long handle which is used for frying food.
6. Water turned into ice.
8. A food that is used with other foods in the preparation of a particular dish.

Task 12 Complete the following chart by filling in the missing letter related to the fried rice. Look at the example.

Task 13 Rearrange the following jumbled letters into correct words related to fried rice and ice cream. Number one has been done for you.

1. **R N O F Z E**   : **F R O Z E N**
2. I D G R I N N E T E : …………………………………………………….
3. C O S P O   : …………………………………………………….
4. R F O L V A   : …………………………………………………….
5. Z E E F E R R   : …………………………………………………….

Task 14 Rearrange the following jumbled words into meaningful sentences. Number one has been done for you.

1. salt - a - will - taste - little - this - improve - the - fried rice - of.

   A little salt will improve the taste of this fried rice.

2. because - I - the - like - delicious - it - is - taste - very.

3. nutritious - it - low - is - also - food - and - calorie.

4. make - very - moreover - to - easy - mushroom - and - fried - rice - is - simple.

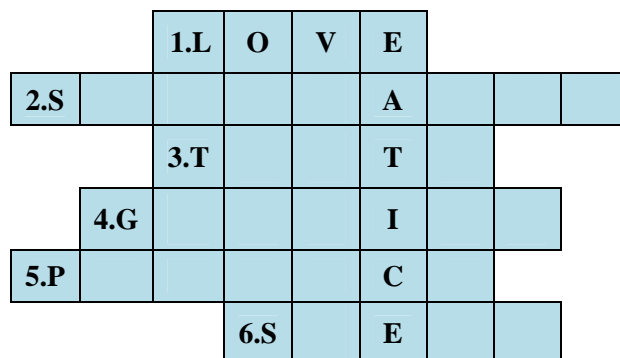5. food - my - fried - favorite - is - mushroom - rice.

Task 15 Rearrange the following jumbled sentences into a good paragraph. Look at the example.

__4__	The favorite flavor is chocolate ice cream with vanilla sauce.
__3__	It sells many flavor of ice cream, such as chocolate, vanilla, strawberry, etc.
__1__	I have a small ice cream counter.
__5__	In the afternoon, there are many visitors come to my ice cream counter.
__2__	It is near my uncle's house.

_____ It is also nutritious and low-calorie food.

_____ I like it because the taste is very delicious.

_____ My favorite food is mushroom-fried rice.

_____ Moreover, to make mushroom-fried rice is very easy and simple.

Task 16 Find the synonyms from the underlined words below by completing the following crossword puzzle. Number one has been done for you.

		1.L	O	V	E		
2.S					A		
		3.T			T		
	4.G				I		
5.P					C		
		6.S			E		

1. Do you <u>like</u> ice cream?

2. The <u>ingredients</u> include 150g of rice.

3. The fried rice at *Warung Kita* is so <u>delicious</u>.

4. This <u>original</u> recipe comes from my grandmother.

5. I can't <u>make</u> a plate of fried rice by myself.

D. Focus on Communication

Task 17 Complete the questions below using the suitable words in the list.

a. plate
b. scoops
c. tubs
d. flavor

1. Fika   : "Can I take one more of ice cream with caramel _____?"

   Rudi   : "Sure. Just take what you want. "

2. Riko   : "Mom, could you make a _____ of meat-fried rice for me?"

   Mother   : "Not this time, dear. We don't have any meat actually."

3. Sherin   : "Tan, can you give me two _____ of vanilla ice cream in my

      milkshake?

   Tania   : "All right. The milkshake will be more delicious."

Task 18 Complete the following questions using expressions of asking for, giving, and denying goods. Look at the example.

1. Lita   : _____

   Huda   : "Here is vanilla ice cream for you."

   Answer   : "Can you give me two scoops of vanilla ice cream?"

2. Little girl : _____

   Mother   : "Not this time, the ice cream counter was closed."

3. Nisa : _____

   Felia : "Sure. This is the onion to be fried."

4. Melisa : _____

   Nia : "No, thank you. I don't like fried rice actually."

5. Mita : _____

   Tika : "Okay. I'll buy some garlic in the market."

Task 19 **Complete parts of the conversation below with the suitable expressions in the box.**

---

a. Can you give me a cone of vanilla chocolate ice cream?

b. Would you buy any garlic in the supermarket?

c. Could you give me ice cream with mango flavor?

---

1. Viko, a little boy, likes ice cream with mango flavor so much. When the ice cream truck comes through near his house, he asks the waitress to give his favorite ice cream.


"This is mango ice cream for you."

_____

2. Dina is preparing some ingredients for making fried rice, but there is no more garlic. In the same time, her sister wants to go to a supermarket. Dina asks her sister to buy some garlic.

_____

"Sure, I'll buy some garlic for you."

3. Miko wants to buy an ice cream when he is going to the mall with his mother. Then, he orders a cone of vanilla chocolate ice cream.

"Here you're a cone of ice cream."

_____
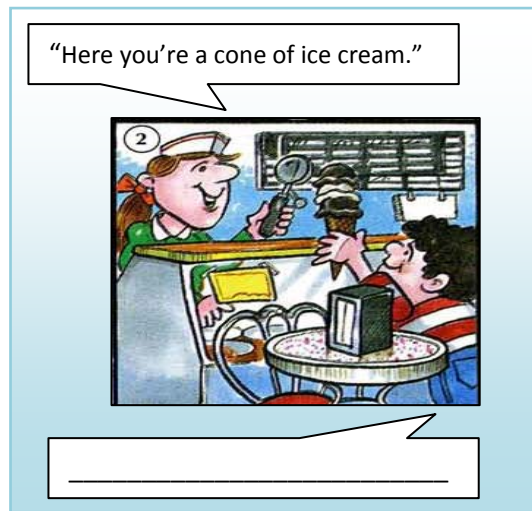
Source: Picture Dictionary

Task 20

Work in pairs. You play as student A and you have to find information you need from student B. For student B, go to page 51 (Appendix). You and your friend must exchange information to complete the missing words.

Situation:

Giska is an eighth grade student of SMP Negeri 7 Jakarta. She is learning English now. The teacher asks her to tell her favorite food and drink in front of the class. Below is the description of Giska's favorite food and drink.
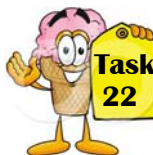
Student A's Information:

My favorite food is chicken-fried rice made by _____. I love it so much because it is _____. I think that my mother is pretty good at cooking, so whatever she cooks is definitely delicious. Then, my favorite drink is _____, especially ice cream with vanilla flavor. I also like ice cream that are combined with some _____, such as watermelon, strawberry, etc. Ice cream is really delicious in _____.

Task 21

In pairs, make dialogues related to asking for, giving, and refusing goods. You play as student A and you have to find information you need from student B. For student B, go to page 51 (Appendix).

Student A
1. You play as Dara's sister. You want to make fried rice, but there is no more salt. You ask your sister to buy salt in the little shop near your house.
2. You play as a mother. You want to make vanilla ice cream for your daughter birthday party, but you forget to buy vanilla essence. You ask your daughter to buy it in the supermarket
3. You play as Friska. You and your friend are having lunch in the canteen. You ask your friend whether she wants to order ice cream or not.

Task 22

Suppose that the following pictures are your favorite food and drink. Then, describe them to your friend orally.

(http://alienindo.blogdetik.com)

(http://bola-salju.blogspot.com)

E. Reflection

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

_____

_____

What I don't like in this unit:

_____

_____

The difficulties I have in this unit:

☐ vocabulary use

☐ grammar use

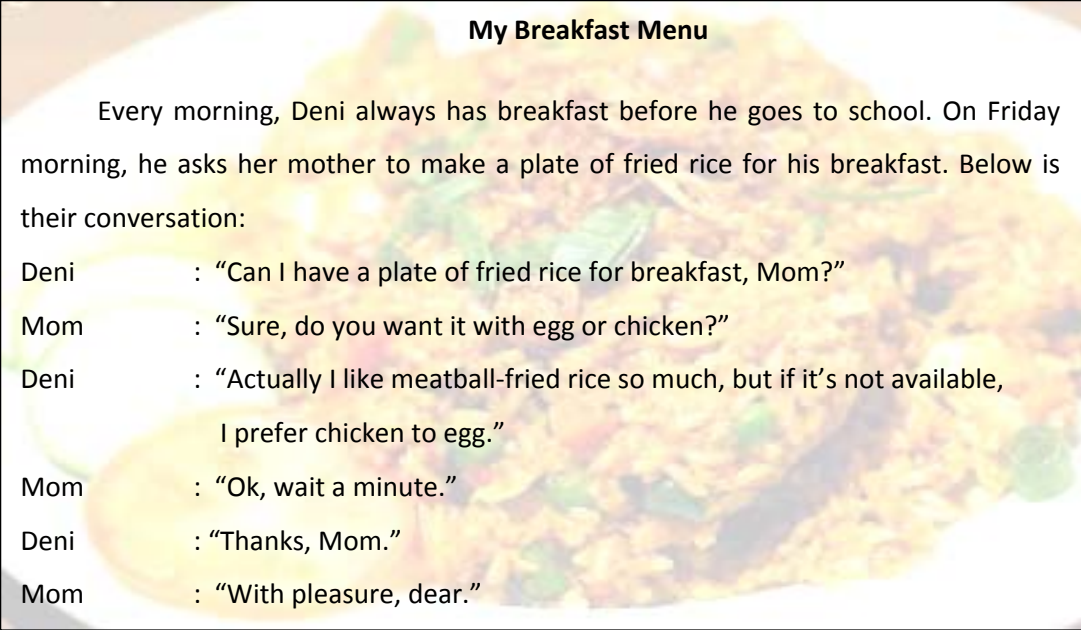☐ confusing activity

☐ unclear instruction

☐ others, _____

The improvement I have made after learning English in this unit:

_____

_____

My opinion about the tasks:

_____

_____

F. Appendix

Listening Script for Task 3:

My Breakfast Menu

Every morning, Deni always has breakfast before he goes to school. On Friday morning, he asks her mother to make a plate of fried rice for his breakfast. Below is their conversation:

Deni   : "Can I have a plate of fried rice for breakfast, Mom?"

Mom   : "Sure, do you want it with egg or chicken?"

Deni   : "Actually I like meatball-fried rice so much, but if it's not available,
               I prefer chicken to egg."

Mom   : "Ok, wait a minute."

Deni   : "Thanks, Mom."

Mom   : "With pleasure, dear."

---

1. **You play as student B and you have to give information to student A who needs information from you.**

> My favorite food is _____ made by my mother. I love it so much because it is very delicious. I think that my mother is _____ at cooking, so whatever she cooks is definitely delicious. Then, my favorite _____ is ice cream, especially ice cream with _____. I also like ice cream that combined with some fruit, such as _____. Ice cream is really delicious in hot weather.

2. **You play as student B and you have to give information to student A who needs information from you.**

Student B
a.   You play as Dara. You accept your sister's request to buy salt in the little shop near your house.
b.   You play as Lina. You accept your mother's request to buy vanilla essence in the supermarket.
c.   You play as Vina. You refuse your friend's offer to order ice cream when you are in the canteen.

UNIT 1
ASKING FOR AND GIVING INFORMATION

(http://doctor-and-nurse-books.blogspot.com)

Basic Competence:

To express meaning through short transactional and interpersonal communication in the form of asking for and giving information.

A. Warming-up

Task 1

Answer the following questions based on your experiences.

1. Have you ever seen a doctor?

2. Where do you usually see doctors?

3. Do you need any doctor in your life?

4. Do you always see the doctor when you are sick?

5. What do you know about a doctor?

B. Comprehension Focus

Task 2

Listen carefully to the conversation on "Visiting a Doctor" (the listening script is in the Appendix). Then, answer the following questions.

1. Did Rian have a serious health problem?

2. What happened to Rian?

3. How many types of medicine were given to Rian?

4. When did Rian take his medicine?

5. What was Rian's temperature?

Task 3

Listen to the conversation in Task 3 once again. Then, put a tick (√) on the statements to indicate if they are true (T) or false (F) and give the evidence.

No	Statements	T	F	Evidence
1.	Rian has a serious health problem.		√	When Rian asks "*Is it a serious problem?*", the doctor said "*Don't worry, it's not.*"
2.	The doctor and the nurse examine			

2

	Rian's condition.			
3.	Rian should eat a lot of fruits.			
4.	Rian's temperature is high.			
5.	Drinking cold water is good for Rian.			

Task 4

Listen to your teacher reading the conversation and answer the questions.

> One day, on the 23rd of January, Rian visited Doctor Doni to know his condition. Rian did not know where the doctor's room was. Therefore, he asked the nurse.
>
> Rian   : "Good morning."
>
> Nurse : "Good morning. Can I help you?"
>
> Rian   : "I want to know Doctor Doni's room. Could you tell me where it is?"
>
> Nurse : "Yes, sure. Just go straight to this corridor, and then turn right in the corner."
>
> Rian   : "Thanks for your kindness."
>
> Nurse : "You're welcome."

Questions

1. Why did Rian go to the doctor?
2. What did the nurse say when she offered help to Rian?
3. How did Rian ask the nurse to give him information of the doctor's room?
4. What did the nurse say when she gave information to Rian?
5. Where was the doctor's room?

Task 5

A. **Study the conversation in Task 4 once again. Then, pay attention to the following explanation.**

In the dialogue in Task 4 you find expressions with different functions. Here are the expressions presented in a table.

Expressions	Functions
Could you tell me where the Doctor Doni's room is?	Asking for information
Yes, sure. Just go straight to this corridor, and then turn right in the corner.	Giving information

B. **Now, compare the following examples of asking for and giving information with the examples in part A.**

Expressions	Functions
Excuse me, do you know about...? Can you tell me about/of….? What do you know about/of….?	Asking for information

Expressions	Functions
Yes, I know.... Yes, sure. Oh yes, of course I know.	Giving information

Taken from: Function in English

C. Focus on Language

Task 6

In the dialogue in Task 4 you find the following expressions. Pay attention to the words in bold.

> **Can** I help you?
>
> **Could** you tell me where Doctor Doni's room is?
>
> **Could** you tell me how to use this stethoscope?

The words in bold in the sentences above are called **Modal Verbs**. A modal verb is a verb that is used before another verb to express meanings such as ability, permission, possibility, necessity or advice.

Study the following patterns.

Forms	Patterns	Examples
(+)	S + modal + V_{inf} + O	▪ I can cook fried rice. ▪ I will go to buy ice cream.
(-)	S + modal + not + V_{inf} + O	▪ I cannot cook fried rice. ▪ I will not go to buy ice cream.
(?)	Modal + S + V_{inf} + O + ?	▪ Can you cook fried rice? ▪ Will you go to buy ice cream?

MODAL VERBS

No	Functions	Examples
1	**Ability** a. can b. could	a. I can make this banana split. b. I couldn't stop laughing.
2	**Permission** a. may b. can c. could	a. May I borrow your frying pan? b. Can I turn on this stove now? c. You may begin to mix the ingredients.

3	**Obligations** a. must b. should	a. I must send my mother a birthday cake on her birthday. b. You should follow the instructions to cook it.

Taken from: Scaffolding

Task 7

Underline the correct form of the verbs in the brackets. Look at the example.

1. **The patient (may/<u>should</u>) take the medicine regularly.**
2. My mother and I (may/must) go to the hospital for regular checkup.
3. The doctor (should/must) have some tests to find out what is wrong with him.
4. You (can/should) see a doctor about your cough.
5. My sister (must/should) read the instructions on the medicine bottle.
6. A doctor (can/should) see about twenty patients a day.
7. (Must/Should) I go to this hospital for medical checkup?

Task 8

Listen to your teacher read the words and pay attention to the stress. Then, repeat after him/her.

1. examine /ɪɡˈzæmɪn/	6. patient /ˈpeɪʃənt/
2. medicine /ˈmedsən/	7. injection /ɪnˈdʒekʃən/
3. stethoscope /ˈsteθəskəʊp/	8. temperature /ˈtemprətʃəʳ/
4. checkup /ˈtʃekʌp/	9. surgeon /ˈsɜːdʒən/
5. equipment /ɪˈkwɪpmənt/	10. treatment /ˈtriːtmənt/

Task 9

Listen to your teacher read the sentences and pay attention to the stress and the intonation. Then, repeat after him/her.

1. The **doctor examines** the **patient's condition**.

   | ðə ˈdɒk.tər ɪɡ.ˈzæ.mɪnz ðə ˈpeɪ.ʃənts kən.ˈdɪʃ.ņ |

2. The **nurse prepares** the **medical equipment**.

   | ðə nɜːs prɪ.ˈpeəz ðə ˈme.dɪk.ļ ɪ.ˈkwɪp.mənt |

3. The **nurse checks** my **temperature** using a **thermometer.**

   | ðə nɜːs tʃeks maɪ ˈtem.prə.tʃə ˈjuːz.ɪŋ ə θə.ˈmɒ.mɪ.tə |

4. I **go** to the **hospital** to **have regular checkup**.

   | ˈaɪ ɡəʊ tə ðə ˈhɒ.spɪt.ļ tə həv ˈre.gjʊ.lə ˈtʃekʌp |

5. The **doctor gives** me an **injection**.

   | ðə ˈdɒk.tə ɡɪvz miː ən ɪn.ˈdʒek.ʃņ |

Task 10

Find nine words related to the doctor in the following word search grid. You can go vertically, horizontally, or diagonally. Look at the example.

X	I	D	**M**	**E**	**D**	**I**	**C**	**I**	**N**	**E**	I	N	V	N
C	B	N	G	S	T	E	T	H	O	S	C	O	P	E
H	X	U	J	R	A	G	R	U	T	H	Y	M	U	Y
E	J	F	O	E	S	I	J	L	M	V	E	G	L	P
C	O	E	G	I	C	B	S	Z	H	K	X	C	S	L
K	G	I	D	H	K	T	B	W	P	U	A	N	E	J
U	F	A	G	C	J	U	I	Y	I	O	M	U	O	I
P	A	T	I	E	N	T	F	O	T	K	I	E	U	L
X	E	M	S	D	L	R	V	S	N	U	N	Q	H	L
L	S	U	R	G	E	O	N	Y	H	B	E	Z	A	G
V	D	H	K	L	T	J	S	H	X	P	T	C	W	J
D	F	I	P	S	D	E	N	T	I	S	T	R	D	L

Task 11

Fill-in the missing letter related to the doctor. Look at the example.

E X A M I N E	T R _ _ T _ _ N _
I _ _ _ C _ _ _ N	M _ _ _ C _ _ E
D _ _ G	S _ _ _ H _ _ C _ _ E
N _ _ S _	P _ T _ E _ _
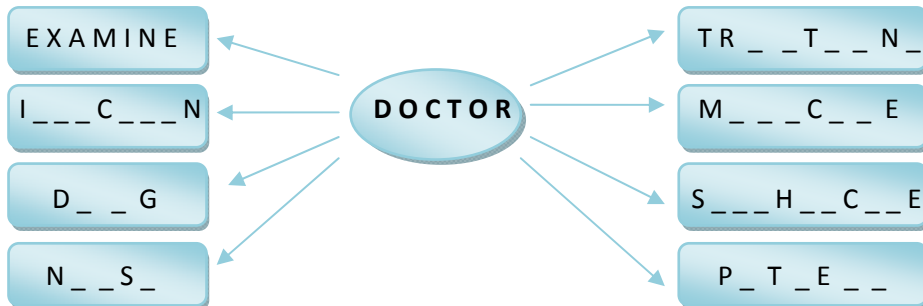
DOCTOR

Task 12

Find the opposite words from the underlined word in the following sentences. The list below may help you. Number one has been done for you.

a. narrow

b. healthy

c. dirty

d. cheap

e. ignores

No	Sentences	Antonym
1.	The doctor <u>examines</u> the new patient.	Ignores
2.	Kirana is critically <u>ill</u> in hospital.	
3.	Having medical checkup in the hospital is more <u>expensive</u> than in the *Puskesmas*.	
4.	Medika Hospital has a <u>large</u> area.	
5.	This clinic is <u>clean</u> and comfortable.	

D. Focus on Communication

Task 13

In pairs, make a dialogue with your partner based on the situation given. Number one has been done for you.

1. Silvia is in Yogyakarta and she wants to go to Pramita Hospital, but she does not know where the Pramita hospital is. She asks her cousin to tell her where the Pramita hospital is.

   Silvia : "Could you tell me where is Pramita Hospital?
   Tian : "Sure. It is on Mekar Street number 20. From here, you just go straight for about 5 kilometres, and you'll find the hospital in your right side.

2. After having a medical checkup, Fiko gets a prescription and he has to go to the drugstore. Fiko has to ask the nurse to tell him where the drugstore is.

3. Your uncle has a car accident and he is hospitalized now. You has to ask the doctor about your uncle's condition.

4. Riska was hospitalized for thypus, but she is in good condition now. The doctor allows her to go home. Riska has to ask the doctor when she should have a checkup.

5. Listia has a grandmother who is a diabetic. She invites her grandmother to have checkup. After having checkup, Listia will arrange her grandmother's menu. She has to ask the doctor what kinds of food that is good for a diabetic.

Task 14

Work in pairs. One student plays as Tasya and one student plays as Huda. For student Tasya, look at the following text and for Huda go to page 18.

a. **Read the following text.**

Situation:

Tasya is an eight grade student at SMP Negeri 2 Semarang. She is writing down an article about her uncle health clinic in her blog. Below is her article:

> Smart Health Clinic
>
> I has an uncle who has a big health clinic in my town, Semarang. It is Smart Health Clinic. It has two floors and it is clean. There is a nice garden at the front. The clinic also provides a large parking area. The clinic is very busy. People with various diseases come to the clinic to have medical services. Some people get headaches, sore eyes, backaches, fever, etc. There are some specialists working for the clinic. They are dentist, surgeons, internists, etc. Some nurses help them to look after the patients. The doctors and nurses are kind. They are helpful and friendly. The people feel satisfied because the doctors examine them carefully. Smart Health Clinic is equipped with many facilities like comfortable patient rooms, maternity wards, an emergency room, a laboratory, and an-X ray room. There is also a drugstore where we get medicines and there is a canteen, too.
>
> *Adapted from: descriptive-text.blogspot.com*

b. **Answer the following questions by exchanging information from your friend, Huda. Then, report it in front of the class.**

1. Where is *RSU Tidar Magelang* located?
2. When is the hospital built?
3. How is the hospital?
4. What kind of rooms are in the ground floor?
5. What kind of rooms are in the floor above?
6. What is a maternity room?
7. Who supports this hospital to run effectively?

Task 15

In pairs, make dialogues using expressions of asking for and giving information and then practice it. One student plays as student A and the other student plays as student B. For student A, look at the following table, and for student B, go to page 13 (Appendix).

Student A
1. Student A plays as Vira. She is a Doctor Han's patient. Doctor Han asks Vira to have a blood test, but she does not know where the laboratory is. She has to ask him about the location from his room.
2. Student A plays as Miko. He wants to know his temperature after he is examined by a doctor. He has to ask the doctor about his temperature.
3. Student A plays as a son who accompanies his father in the hospital. He wants to know his father's condition. He has to ask the doctor about his father's condition.

E. Reflection

Reflect on your learning in this unit and write down your reflection in the following space.

What I like best in this unit:

_____

_____

What I don't like in this unit:

_____

_____

The difficulties I have in this unit:

☐ vocabulary use

☐ grammar use

☐ confusing activity

☐ unclear instruction

☐ others, _____

The improvement I have made after learning English in this unit:

_____

_____

My opinion about the tasks:

_____

_____

F. Appendix

1. **Listening Script for Task 2:**

Visiting a Doctor

Rian knocked at the door and he met Doctor Siska. Below is their conversation.

Rian : "Good morning, doctor."

Doctor : "Good morning. What's the matter with you?"

Rian : "I have a fever."

Doctor : "Let me check your body temperature…. (after checking)…. it's 102^0F or 38^0C."

Rian : "I haven't slept well for the last two days. Is it a serious problem?"

Doctor : "Don't worry, it's not. I'll give you some medicine."

Rian : "Ok, thanks."

Doctor : "Take one tablet and one capsule after your mealtime."

Rian : "Any special diet doctor?"

Doctor : "Take a lot of fruits and avoid drinking cold water. Have a total bed rest."

Rian : "Thank you, doctor."

Doctor : "My pleasure. Get better soon."

---

2. **You play as Huda and you have to give information to Tasya who needs information from you.**

a. **Read the following text.**

   Situation:

   Huda is an eight grade student at SMP Negeri 1 Muntilan. Now, he is learning to be a blogger. For the first post, he writes a description about a hospital in his town. Below is the description:

RSU Tidar Magelang

RSU Tidar Magelang is the biggest hospital in Magelang town. It is located about 1 km from Magelang town square. It was built in the colonialism era by Dutch, so it is influenced by the European architecture. The building is big, strong, and luxurious. It has

---

white painted on almost its wall. It consists of two floors. On the ground floor, it is the main entrance. There are receptionist area, waiting room, and also an office. Laundry and kitchen are also on this floor. While on the floor above, there are maternity sections for mother and their babies, rooms of patients, operating rooms, and also special rooms like laboratories, a radiography room, pharmacy, and blood bank. This hospital is also supported by some professional health workers, such as doctors, surgeons, dentists, nurses, etc. Their resposibility is to run a hospital effectively in order to achieve the success of the hospital management.

Adapted from: moeday-ku.blogspot.com

b. **Answer the following questions by exchanging information from your friend, Tasya. Then, report it in front of the class.**

1. Who is the owner of Smart Health Clinic?
2. Where is the clinic?
3. What is in front of the clinic?
4. Who comes to the clinic?
5. There are some specialists working for the clinic. Who are they?
6. How are the patients feeling after the doctors examine them?
7. What are the facilities in the clinic?

3. **You play as student B and you have to give information to student A who needs information from you.**

Student B
1. Student B plays as Doctor Han. He has to describe the location of the laboratory to his patient from his room.
2. Student B plays as a doctor. He has to tell Miko's temperature after he checks his temperature.
3. Student B plays as a doctor. He has to explain hisr patient's condition to his son who accompanies his patient.

UNIT 2
ASKING FOR AND GIVING OPIN-
IONS

(http://www.wisatanesia.com)

Basic Competence:

To express meaning through short transactional and interpersonal communication in the form of asking for and giving opinions.

A. Warming-up

Task 1 Answer the following questions based on your experiences.

1. Have you ever been to beach?
2. When did you last visit it?
3. Do you like it?
4. What do you usually do there?
5. How many beaches have you visited?
6. Which is your favorite one?

B. Comprehension Focus

Task 2 Listen carefully to the conversation on "Going to *Krakal* Beach" (the listening script is in the Appendix). Then, answer the following questions.

1. Who wants to go to the beach on Sunday morning?
2. Why do Tiara and Rara need a break?
3. When will Rara pick Tiara?
4. What does Tiara say when she ask Rara's opinion to go to the beach?
5. What does Rara say to give her opinion about Rara's plan to go to the beach?

Task 3 A. Study the conversation in Task 2 once again. Then, pay attention to the following explanation.

In the dialogue in Task 2 you find expressions with different functions. Here are the expressions presented in a table.

Expressions	Functions
What do you think of going to *Krakal* Beach on Sunday?	Asking for opinion
I think it's a good idea.	Giving opinion

B. Now, compare the following examples of expressions of asking for and giving opinions with the examples in part A.

Expressions	Functions
What's your opinion about...? What are your views about...? What do you feel about...? What are your feelings about...?	Asking for opinion
In my view.... I feel.... From my point of view,...	Giving opinion

Taken from: Function in English

Task 4 Put a tick (√) on the statements to indicate if they are true (T) or false (F) based on the conversation in Task 2. Then, give the evidence.

No	Statements	T	F	Evidence
1.	Tiara and Rara are happy to go to the beach.	√		Because Rara said, *"I'm excited to go to the beach this weekend!"*, then Tiara said *"I think it's a nice experience for us."*
2.	Tiara invites her brother to come along to the beach.			
3.	Rara will pick up her friend at 5 o'clock in the afternoon.			
4.	They want to watch a spectacular sunset.			
5.	*Krakal* beach has a beautiful view.			

Communicative Tasks for Grade VIII Students

C. Focus on Language

Task 5

Pay attention and study to the words in bold.

- We can see a **wonderful** sunrise.
- I think it is a **nice** experience for us.

The words in bold in the sentences above are called **Adjectives.** They are used to describe things. You can put Adjectives to describe things in the following order.

Adjectives				Thing
Size	**Age**	**Color**	**Material**	
big	old	black	wooden	table
small	new	blue	plastic	basket
large		white	aluminium	box
		green	iron	chair

Source: Scaffolding

Task 6 **Describe the following objects. Look at the example.**

No	Pictures	Description
1	*(http://farm1.static.flickr.com)*	It is an amazing sunset.
2	*(http://nees.oregonstate.edu)*	It is _____ waves.

3	 *(http://healthyspain.com)*	It is _____ sand.
4	 *(http://2.bp.blogspot.com)*	It is _____ beach.
5	 *(http://vacationsofinspiration.com)*	It is _____ wind.

Task 7 — **Listen to your teacher read the words and pay attention to the stress. Then, repeat after him/her.**

a.	scenery (*n*) - *pemandangan*	:	/ˈsiːnəri/
b.	surfing (*n*) - *berselancar*	:	/ˈsɜːfɪŋ/
c.	wave (*n*) - *ombak*	:	/weɪv/
d.	sunset (*n*) - *matahari tenggelam*	:	/ˈsʌnset/
e.	sand (*n*) - *pasir*	:	/sænd/
f.	sunrise (*n*) - *matahari terbit*	:	/ˈsʌnraɪz/
g.	wind (*n*) - *angin*	:	/wɪnd/
h.	sea (*n*) - *laut*	:	/siː/
i.	swimming (*n*) - *berenang*	:	/ˈswɪmɪŋ/
j.	shore (*n*) - *tepi pantai*	:	/ʃɔːʳ/

Communicative Tasks for Grade VIII Students

Listen to your teacher read the sentences and pay attention to the stress and the intonation. Then, repeat after him/her.

1. The **sunset** in this **beach** is more **beautiful** than in that **beach**.

   | ðə ˈsʌn.set ɪn ðɪs biːtʃ ɪz mɔː ˈbjuː.təf.ǀ ðən ɪn ðət biːtʃ |

2. A **large wave sweeps** away the **sandcastle**.

   | ə lɑːdʒ weɪv swiːps əˈweɪ ðə ˈsændk.ɑːs.ǀ |

3. **We** can **enjoy** the **white sand** at **Sanur Beach**.

   | wi kən ɪnˈdʒɔ.ɪ ðə waɪt sænd ət <sanur> biːtʃ |

4. **Andi goes surfing** every **weekend.**

   | <andi> gəʊz ˈsɜːf.ɪŋ ˈev.ri wiːk.ˈend |

5. **I** can **hear** the **sound** of the **wave** from this **place**.

   | ˈaɪ kən hɪə ðə ˈsaʊnd əv ðə weɪv frəm ðɪs ˈpleɪs |

Find nine words related to the beach in the following box. You can go vertically, horizontally, or diagonally. Look at the example.

A	G	S	U	R	F	I	N	G	E	Y	H	D	U	K
H	W	I	N	D	T	F	Z	H	O	T	S	O	P	S
S	X	U	J	R	U	C	R	U	T	H	C	M	A	W
H	J	F	O	E	W	U	J	L	G	U	E	E	K	I
O	D	Q	G	I	A	D	S	Z	H	K	N	C	S	M
R	G	S	U	H	V	T	B	W	P	U	E	N	T	M
E	Z	T	A	R	E	T	S	Y	I	O	R	U	O	I
U	H	V	Q	N	F	Y	U	U	T	K	Y	E	U	N
X	E	M	S	D	D	R	V	S	N	U	C	Q	H	G
L	S	E	A	G	H	O	K	Y	H	R	S	Z	A	N
V	D	H	K	L	T	J	S	H	X	P	I	C	W	E
D	F	I	P	E	H	K	R	U	J	V	B	S	D	K
E	G	S	U	N	S	E	T	Y	I	S	T	D	E	S

Task 10 Fill in the missing letter related to the beach.

SHORE

S _ _ F _ _ G

S _ _

S _ N _ _ T

BEACH

S _ _ R _ _ E

S _ _ D

W _ V _

W _ _ D
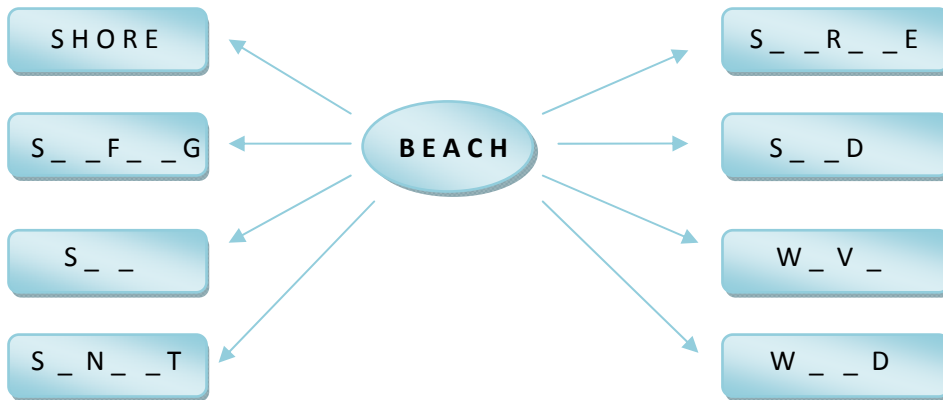
Task 11 Find the similar words from the underlined words in the following text. The list below may help you. Look at the example.

a. big
b. comfortable
c. **famous √**
d. harmful
e. wary
f. wonderful

Parangtritis Beach

Parangtritis Beach is the most **popular** beach at Yogyakarta. It has <u>large</u> waves, so we must be <u>careful</u> there. After the tsunami, it is still <u>dangerous</u> for visitors. It also has <u>spectacular</u> scenery.

E. Focus on Communication

Task 12 Work in pairs. One student plays as Vika and the other student plays as Toni. For Vika, look at the following text and for Toni goes to page 25.

a. Read the following text.

> *Bandengan* Beach
>
> *Bandengan* Beach or *Tirta Samudra* Beach is a famous beach at Jepara. Jepara is a small town in the province of Central Java. It is located 7 kilometers north of Jepara city center. We can go there easily by *angkot*. *Bandengan* Beach is very beautiful and romantic beach. It has white sand and pure water. The waves are not so high, so it is safe enough for swimming. In the afternoon, we can watch a spectacular sunset with our family or friends.
>
> *Source: peperonity.com*

b. Answer the following questions by exchanging information from your friend, Toni. Then, report it in front of the class.

1. Where is *Bandengan* Beach?
2. How do you go around there?
3. How is *Bandengan* Beach?
4. What do you can do in the afternoon at that Beach?
5. What do you can do at this beach?

Task 13 In pairs, make dialogues using expressions of asking for and giving opinions. One student plays as student A and the other student plays as student B. For student A, look at the following table. While for student B, go to page 25.

Student A
a. Student A plays as Vino, a new student from Jakarta. He wants to know his classmate's opinion about *Parangtritis* Beach.
b. Student A plays as Andi. He and his family are having holiday in Bali. He wants to

	know his brother's opinion about go swimming at *Sanur* Beach.
c.	Student A plays as Riana. She is in the diningroom with her father and having a short conversation. She wants to go picnic in the beach next Sunday, but she has to ask her father's opinion about her idea.

Task 14   Describe the following pictures using the clues given.

No	Pictures	Description
1.	(http://images.detik.com)	beach/pure water/the wave is not so high
2.	(http://pantaicaritatouristinformation.blogspot.com)	beach/white sand/a lot of tress

Task 15   Describe the following picture to your friend orally.

(http://peperonity.com)

E. Reflection

Reflect on your learning in this unit and write down your reflection in the following space.

What I like best in this unit:

_____

_____

What I don't like in this unit:

_____

_____

The difficulties I have in this unit:

☐ vocabulary use

☐ grammar use

☐ confusing activity

☐ unclear instruction

☐ others, _____

The improvement I have made after learning English in this unit:

_____

_____

My opinion about the tasks:

_____

_____

F. Appendix

1. Listening Script for Task 2:

Going to *Krakal* Beach

On the Friday afternoon, Tiara and Rara met in the street, near Rara's office. They were close friends. Then, they had a short conversation. Below is their conversation:

Tiara : "Hi Ra. How are you?"

Rara : "I'm fine, and you?"

Tiara : "I'm fine too. What have you been doing?"

Rara : "I've done many projects and need a break actually."

Tiara : "So do I. Well, what do you think of going to *Krakal* Beach on Sunday?"

Rara : "I think it's a good idea.

Tiara : "Is it okay if my brother comes along?"

Rara : "Yes, that's fine. Hmm…is it okay if I pick you at 5 a.m.?"

Tiara : "Sure, so we can see a wonderful sunrise. My brother and I will be ready then."

Rara : "Good. I'm excited to go to the beach this weekend."

Tiara : "So am I. I think it's a nice experience for us."

Rara : "Sorry, I have to go now. See you later."

Tiara : "Okay, see you."

Adapted from: www.eslfast.com

2. You play as Toni and you have to give information to Vina who needs information from you.

a. Read the following text.

> *Kuta* Beach
>
> *Kuta* Beach is a beautiful beach in a southern Bali. It is located at Badung Regency, 9 km from Denpasar, the capital city of Bali. Moving around Kuta is very fun and simple. We can go around on foot or we can rent a bike or motorcycle. Kuta Beach is long sandy beach, with varied accommodation, many restaurants and bars, many souvenir shops, and many renowned surfers. It is also well-known as the right place to see scenic sunset in the afternoon. In addition, we can do many activities in this beach. We can sunbathe, swim, surf, play soccer beach, kite flying, play volleyball or just take a walk.

b. Answer the following questions by exchanging information from your friend, Vina. Then, report it in front of the class.

1. Where is *Kuta* Beach?
2. How do you go there?
3. How is *Kuta* Beach?
4. How are the sand and the water?
5. What can you do in that beach?

3. For student B, you have to give information to student A who needs information from you.

Student B
a. Student B plays as Rendi. He has to give his opinion about *Parangtritis* Beach to his new classmate, Vino.
b. Student B plays play as Alex. When his family is having holiday in Bali, he has to give his opinion to Andi about go swimming at *Sanur* Beach.
c. You play as Riana's father. He has to give his opinion about his daughter idea to go picnic in the beach next holiday.

UNIT 3
ASKING FOR, GIVING, AND REFUSING GOODS

(http://infoekita.blogspot.com)

(http://alienindo.blogdetik.com)

Basic Competence:

To express meaning through short transactional and interpersonal communication in the form of asking for, giving, and refusing goods.

A. Warming-up

Task 1 Answer the following questions based on your experiences.

1. Do you like fried rice?
2. Can you make fried rice by yourself?
3. What are the ingredients to make fried rice?
4. Do you like ice cream?
5. Can you make ice cream by yourself?
6. Where can you buy ice cream?

B. Comprehension Focus

Task 2 Listen carefully to the conversation on "My Breakfast Menu" (the listening script is in the Appendix). Then, answer the following questions.

1. Who makes fried rice for Deni?
2. Does he always have breakfast?
3. When does he want fried rice for his breakfast?
4. What is his favorite fried rice?
5. "Deni likes egg better than chicken for his breakfast." Is it right? Why?

Task 3 Listen to your teacher reading the dialogue and answer the questions.

On Saturday afternoon, Lina and her mother went to a supermarket, near their house.

Below is their conversation:

Lina : "Mom, may I have this ice cream? It looks so delicious."

Mother : "Not this time, dear. You just had a cone of strawberry ice cream."

Lina : "Please….Mom, this is the last for this week. I promise."

Mother : "All right. Choose the small size. What flavor do you want?"

Lina   : "You're so kind, Mom. Thanks. I want chocolate flavor."

Mother   : "You're welcome."

Questions

1. When do Lina and her mother go to the supermarket?

2. What does Lina want to buy?

3. What flavor of ice cream does Lina want to buy?

4. What does Lina say when she asks an ice cream to her mother?

5. How does mother answer when Lina asks for an ice cream?

Task 4 **Put a tick (√) on the statements to indicate if they are true (T) or false (F) based on the dialogues in Task 2 and Task 3. Then, give the evidence.**

No	Statements	T	F	Evidence
1.	Meatball - fried rice is Deny's favorite menu.	√		It states on *"Actually I like meatball-fried rice so much…"*
2.	Deny wants fried rice for his lunch.			
3.	Deny often has breakfast before he goes to school.			
4.	Mother goes to a supermarket near her office.			
5.	Lina chooses an ice cream with chocolate flavor.			

C. Focus on Language

A. Study the dialogues in Task 2 and Task 3 once again. Then, pay attention to the following explanation.

In the dialogue in Task 3 and Task 4 you find expressions with different functions. Here are the expressions presented in a table.

Expressions	Functions
Can I have a plate of fried rice for breakfast, Mom? Mom, may I buy this ice cream?	Asking for goods
Sure, do you want it with egg or chicken?	Giving goods
Not this time, dear.	Refusing goods

B. Now, compare the following examples of asking for, giving, and refusing goods with the examples in part A.

Expressions	Functions
Can you give me...? Could you give me…? Would you give me…?	Asking for goods

Expressions	Functions
Okay. Here you are. This is for you.	Giving goods
No, thanks. No, I can do it myself.	Refusing goods

Taken from: Function in English

Task 6 Pay attention to the words in bold and study the explanation given.

- I **prefer** chicken **to** egg.
- He **prefers** eating fried rice **to** eating meatball.
- My sister **likes** ice cream **better than** orange juice.
- Silla **would rather** like chocolate ice cream **than** like vanilla ice cream.

The words in bold in the sentences above are called **Preferences**. They are used when you like something or someone more than another person or thing. You can put preferences in the following pattern.

No	Pattern	Examples
1.	S + prefer + noun/V-ing + to + noun/V-ing.	a. Nia prefers an orange to an apple. b. My father prefers eating fried chicken than eating *sate*.
2.	S + like + noun/V-ing + better than + noun/V-ing.	a. Nia likes an orange better than an apple. b. My father likes eating fried chicken better than eating *sate*.

No	Pattern	Examples
3.	S + would rather + V.inf + noun/adjective + than + V.inf + noun/V-ing.	a. Nia would rather eat an orange than eat an apple.

Source: Function in English

Task 7 Now, apply the rules of preferences by underlining the correct form in the brackets. Look at the example.

1. Mita (likes/<u>would rather</u>) eat fried chicken than meatball.
2. I (like/would rather) fried rice better than chicken noodle.
3. We (prefer/would rather) cooking to buying some foods.

4. Fikri (prefers/likes) vanilla ice cream better than strawberry ice cream.

5. They (likes/would rather) like a glass of milk than like a cone of ice cream.

6. My mother (prefers/likes) cooking rice to making cake.

7. Sinta (prefers/likes) cooking Asian food to cooking European.

8. My brother and I (prefer/would rather) eat chocolate than eat fruit.

Task 8 Listen to your teacher read the words and pay attention to the stress. Then, repeat after him/her.

Words	Pronunciation	Meaning
flavor (*n*)	/ ˈfleɪvə ʳ /	*rasa*
tub (*n*)	/ tʌb /	*kap*
taste (*n*)	/ teɪst /	*rasa*
frozen (*adj*)	/ ˈfrəʊzən /	*beku*
ingredient (*n*)	/ ɪnˈgri:diənt /	*bahan*
frying pan (*n*)	/ ˈfraɪ ɪŋ pæn /	*penggorengan*
plate (*n*)	/pleɪt /	*piring*
freezer (*n*)	/ˈfri:zə ʳ /	*lemari pembeku*
scoop (*n*)	/ sku:p /	*sendok es krim*
delicious (*adj*)	/ dɪˈlɪʃəs /	*lezat*

Task 9 Listen to your teacher read the sentences and pay attention to the stress and the intonation. Then, repeat after him/her.

1. **I like ice cream** with **chocolate flavor.**

   | ˈaɪ ˈlaɪk aɪs kri:m wɪð ˈtʃɒ.klət ˈfleɪ.və |

2. My **mother uses** her **new frying pan** for **cooking fried rice.**

   | maɪ ˈmʌð.ə ˈju:s.ɪz hə nju: ˈfraɪ.ɪŋ pæn fə ˈkʊkɪŋ fraɪd raɪs |

3. Please **keep** this **ice cream** in the **freezer**.

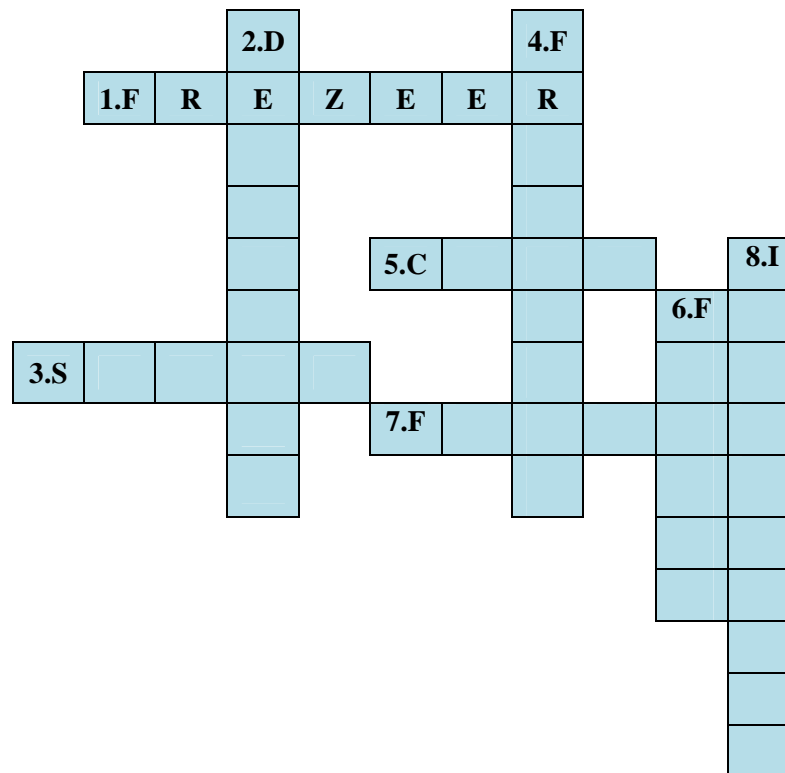 | pli:z ki:p ðɪs aɪs kri:m ɪn ðə ˈfri:.zə |

4. **Sheila orders** two **scoops** of **strawberry ice cream**.

| ˈʃiː.lə ˈɔː.dəz tuː skuːps əv ˈstrɔː.bri aıs kriːm |

5. **I do** not **like** the **taste** of **garlic** in this **fried rice**.

| ˈaı də nɒt ˈlaık ðə teıst əv ˈgɑː.lık ın ðıs fraıd raıs |

Task 10 Complete the following crossword puzzle. Look at the example.

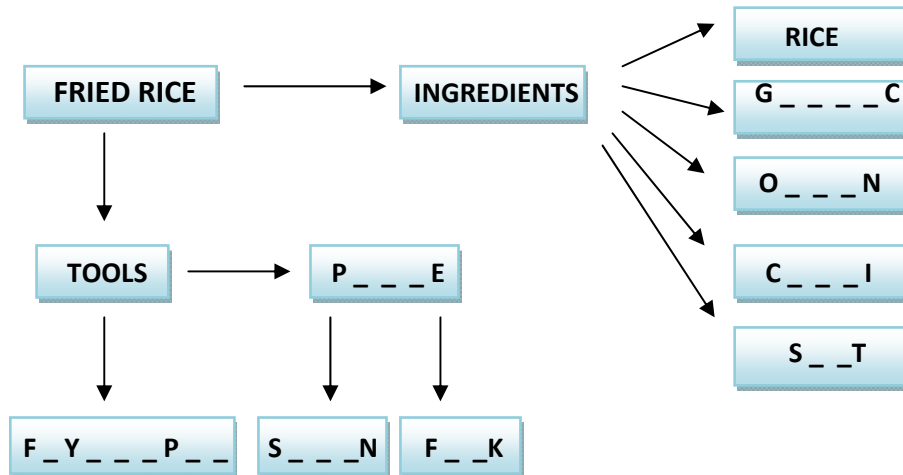|			2.D			4.F	
	1.F	R	E	Z	E	E	R

(crossword grid)

Horizontal:

1. A container which preserves food at a very cold temperature.
3. A tool with a deep bowl-shaped end to dig out and move an ice cream.
5. A container made of very light thin biscuit.
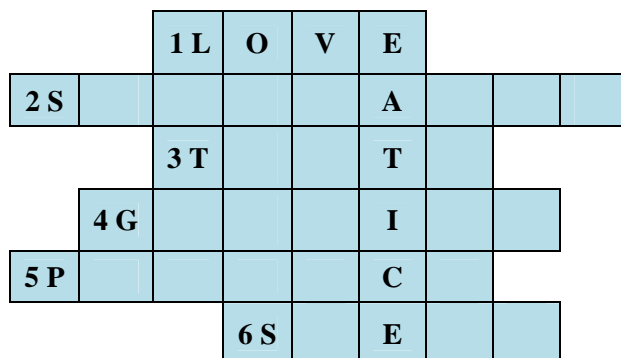7. How food or drink tastes.

Vertical:

2. Having a very pleasant taste or smell.
4. A flat metal pan with a long handle which is used for frying food.
6. Water turned into ice.
8. A food that is used with other foods in the preparation of a particular dish.

Task 11 Fill-in the missing letter related to the fried rice. Look at the example.

FRIED RICE → INGREDIENTS

INGREDIENTS →
- RICE
- G _ _ _ _ C
- O _ _ _ N
- C _ _ _ I
- S _ _ T

FRIED RICE ↓ TOOLS → P _ _ _ E

TOOLS ↓ F _ Y _ _ _ P _ _

P _ _ _ E ↓ S _ _ _ N   F _ _ K

Task 12 Find the synonyms from the underlined words below by completing the following crossword puzzle. Number one has been done for you.

			1 L	O	V	E			
2 S					A			
		3 T			T		
	4 G				I		
5 P					C	
		6 S		E		

1. Do you <u>like</u> ice cream?
2. The <u>ingredients</u> include 150g of rice.
3. The fried rice at *Warung Kita* is so <u>delicious</u>.
4. This <u>original</u> recipe comes from my grandmother.
5. I can't <u>make</u> a plate of fried rice by myself.

Task 13

Work in pairs. One student plays as Giska and the other student plays as George. For student A, look at the following table. While for student B, go to page 36 (Appendix).

Task for Giska:

a. **Study the following text.**

My Activities on Sunday Morning

On Sunday morning, Giska prepares her family breakfast menu. She wants to make chicken-fried rice and orange juice. Before she makes chicken-fried rice and orange juice, she has to buy some ingredients. Then, she goes to a traditional market near her house. First of all, she wants to buy the ingredients to make chicken-fried rice. To make chicken-fried rice, she needs rice, onion, garlic, chili, salt, soya sauce, oil, and chicken. Therefore, she goes to Huda's Shop to buy rice, garlic, and onion. Next, she buys chili, soya sauce, and oil at Nining's Shop. To buy chicken, she goes to Udin's Shop. At the last, she goes to Tini's Shop to buy some oranges and ice. After buying all of the ingredients, she goes home to make breakfast for her family.

---

b. **Find the information from your partner by asking the following questions. Then, report the result in front of the class.**

1. What does Giska do on Sunday morning?
2. What are the breakfast menu of Giska's family?
3. Where does she go to buy some ingredients?
4. What does she buy in the Nining's Shop?
5. What does she buy in the Huda's Shop?
6. Where does she buy chicken?
7. What is the last goods she bought?
8. Where does she buy some oranges?

Task 14

In pairs, make dialogues using expressions of asking for, giving, and refusing goods. One student plays as student A and the other student plays as student B. For student A, look at the following table. While for student B, go to page 37 (Appendix).

Student A
1. Dara wants to make fried rice for her breakfast, but there is no more salt. She asks her sister, Nita, to buy salt in the little shop near their house.
2. Lina's mother wants to make vanilla ice cream for her birthday party, but she forgets to buy vanilla essence. Then, she asks Lina to buy it in the supermarket.
3. Dika and his friend, Niko, are having lunch in the canteen. He asks his friend whether he wants to order ice cream or not.

Task 15

Suppose that the following pictures are your favorite food and drink. Then, describe them to your friend orally.

(http://alienindo.blogdetik.com)

(http://bola-salju.blogspot.com)

E. Reflection

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

_____

_____

What I don't like in this unit:

_____

_____

The difficulties I have in this unit:

☐ vocabulary use

☐ grammar use

☐ confusing activity

☐ unclear instruction

☐ others, _____

The improvement I have made after learning English in this unit:

_____

_____

My opinion about the tasks:

_____

_____

F. Appendix

1. Listening Script for Task 3:

My Breakfast Menu

Every morning, Deni always has breakfast before he goes to school. On Friday morning, he asks her mother to make a plate of fried rice for his breakfast. Below is their conversation:

Deni   : "Can I have a plate of fried rice for breakfast, Mom?"

Mom   : "Sure, do you want it with egg or chicken?"

Deni   : "Actually I like meatball-fried rice so much, but if it's not available,
                 I prefer chicken to egg."

Mom   : "Ok, wait a minute."

Deni   : "Thanks, Mom."

Mom   : "With pleasure, dear."

---

2. Task for George:

a. Study the following text.

My Favorite Spaghetti

On Saturday evening, George wants to make a special menu for his dinner with his mother. He wants to make her favorite recipe, that is spaghetti bolognaise. However, he does not have the ingredients to make it. So, he goes to a supermarket near his mother's office. In the supermarket, he buys spaghetti, beef, butter, onion, olive oil, tomato pasta, salt, and pepper. After leaving the supermarket, he just remembers that he does not buy carrot and celery. Then, he goes to Green Shop to buy them. Finally, he goes home to make his special dinner menu.

---

b. **Find the information from your partner by asking the following questions. Then, report the result in front of the class.**

1. What does George do on Saturday evening?
2. Who want to have dinner with him?
3. What is his favorite menu?
4. Why does he go to a supermarket?
5. Where does he buy the ingredients to make spaghetti?
6. Where is the supermarket?
7. What does he forget to buy in the supermarket?
8. Where does he buy carrot?

3. **You play as student B and you have to give information to student A.**

Student B
a. Nita is watching television now. Suddently, her sister calls her and asks her to buy salt in the little shop near her house. Nita accepts her sister's request to buy the salt.
b. Lina is reading a novel. Then, she hears that her mother calls her. She comes to her mother. She is asked by her mother to buy vanilla essence in the supermarket. Lina accepts her mother's request.
c. Niko and his friend are having lunch in the canteen. They order some food and drink. After their order are ready, his friend wants to order ice cream and he asks Niko whether he wants to order it or not. Niko refuses his friend's offer .