

**DEVELOPING COMMUNICATIVE SPEAKING TASKS
FOR THE ELEVENTH GRADE STUDENTS
OF SMA MA'ARIF NU 1 AJIBARANG**

A THESIS

Presented as partial fulfillment of the requirements
for the attainment of the *Sarjana Pendidikan* degree
in English Language Education



By:

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF ARTS AND LANGUAGES
YOGYAKARTA STATE UNIVERSITY**

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APPROVAL

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FOR THE ELEVENTH GRADE STUDENTS

OF SMA MA'ARIF NU 1 AJIBARANG

A THESIS

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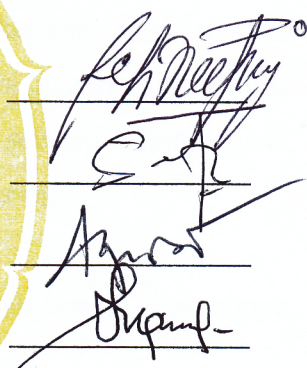
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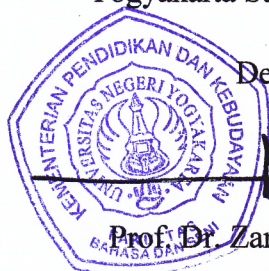


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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, Oktober 2013

Penulis,

Safienti Rizki Ahadiyah



08202244040

DEDICATION

This research is dedicated to my lovely parents,
especially to my mom for her unwavering support,
encouragement and patience.

MOTTOS

“Inna ma'al ‘usriyusro.”

(QS.Asy-syarh:6)

“Do your best and let God do the rest.”

(Ben Carson)

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Finally, the writer realizes that this thesis is far from being perfect so that she invites suggestions. However, she hopes that this thesis would give a worthwhile contribution to the improvement of the English teaching and learning process.

Yogyakarta, October 2013

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**DEVELOPING COMMUNICATIVE SPEAKING TASKS
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By: Safienti Rizki Ahadiyah
08202244040

ABSTRACT

The objective of this study is to develop communicative speaking tasks for the eleventh grade students at SMA Ma'arif NU 1 Ajibarang. This study is to overcome one of the problems related to the limitation of the speaking tasks for students.

The nature of this study is a Research and Development (R&D) study. The steps of the study were conducting needs analysis, selecting the topics and objectives of the materials, writing the course grid, designing the materials (first draft), getting expert judgment, and writing the final draft. This study involved 37 eleventh grade students and the teacher of SMA Ma'arif NU 1 Ajibarang as the research subjects. The data were obtained by administering questionnaires and observations. The results of the needs analysis questionnaires were analyzed using percentage and the expert judgment questionnaires were analyzed using descriptive statistic and frequencies. There were two experts involved to review and evaluate the materials.

There were 13 tasks in each unit that were organized into *Warming-up*, *Main activity*, *Evaluation*, *Reflection*, and *Summary*. Each unit also provided language function, grammar, and vocabulary sections. Pictures, dialogues, and questions were the preferred input texts in each unit. The activities in each unit were answering the questions based on the picture, completing the survey sheet, practicing the dialogue, making a dialogue by using provided topic, and making a dialogue using free topics. The setting for the materials was in pairs and groups. The finding of this study showed that the developed materials are appropriate based on the results of expert judgment questionnaire. It was proved by the mean value of 3 of overall items.

CHAPTER I INTRODUCTION

A. Background of the Problem

Language is a part of communication tool. The society uses language for facilitating their needs to socialize with people. Therefore, the language existences become very important in human life. English as an international language also has an important role. People use English to communicate with the others around the world. That makes the mastery of English important for everyone.

Considering the importance of mastering English, Indonesia puts it as a compulsory subject at schools. To support the learning English, English is taught from an early age. Generally, English is learned from primary schools up to university level. Moreover, many pre-schools and kindergartens have started the teaching of English. However, the students' English ability does not achieve the goal of learning the language itself that is to communicate. It also happens in SMA Ma'arif NU 1 Ajibarang. It can be seen from the result of students' speaking test, especially that of the eleventh grade students.

To achieve the goal of learning a language is to communicate. Students are expected to be able to master not only written English skills but also oral skills. Based on the characteristic of the teaching learning of English, the aim is to make students master both oral and written English. In fact, they have low competency in oral skills, especially speaking.

Students have low competency of speaking because they use tasks that are not relevant with their needs in learning speaking. Speaking tasks used in learning

speaking just develop knowledge such as learning about a lot of grammar, without giving students a chance or time to communicate with other students. Moreover, speaking tasks usually begin with the activity of completing dialogues, and then students read it in the front of class. Another speaking task is discussing a topic with limited time to speak. In addition, there is no communicative topic in the tasks used in the teaching and learning process of speaking. The students will waste time to find out an idea related to the topic.

In addition, the English teacher does not give clear explanation of the objective of the English teaching learning. In learning, students should understand the learning objectives. Therefore, they can know what and when they can use it. Moreover, the English teacher has limited tasks of speaking. He just takes the tasks from a textbook. Unfortunately, in these tasks, there is no information gap, negotiation meaning, and other activities that can make students get to interact with other students.

Based on all of the issues in the SMA Ma'arif Ajibarang NU 1 above, the students need appropriate speaking tasks that can facilitate them to communicate. Therefore, the researcher is triggered to develop the communicative speaking tasks for the eleventh grade students.

B. Identification of the Problem

There are many problems in the English teaching and learning process. The problems are related to students' needs, competencies, interest, etc. Those problems also exist in SMA Ma'arif NU 1 Ajibarang. The first problem is

inappropriate tasks with students' needs. The students who have low competency of speaking need appropriate tasks that can meet their needs. These tasks should be able to facilitate the students to interact with other students. By interacting with other students, the students will practice using the language. Learning a language is, of course, different from learning other subjects such as science, physics, biology, or history. Learning a language takes a lot of time to practice. The students who have enough time of practice will get used to using the language.

The second problem is inappropriate topics with students' interest. Tasks should contain appropriate topics according to students' interest. Students will find it easier to speak if the topics in the tasks meet their interest and is close to their daily lives. They will quickly find answers related to the topic. Moreover, tasks must contain the information gap and negotiation of meaning. In these tasks, students will exchange information with other students who have different competencies and personal experiences that will increase their competencies to speak.

C. Limitation of the Problem

Based on the identification of the problem, the tasks used in SMA Ma'arif NU 1 Ajibarang are not relevant with the student's needs in learning speaking. Therefore, the researcher focuses on the development of speaking task, in this case, communicative tasks, especially for the eleventh grade students of SMA Ma'arif NU 1 Ajibarang.

D. Formulation of the Problem

Based on the limitation of the problems, the problem of this research as follows:

“How can communicative speaking tasks be developed for the eleventh grade students’ of Ma’arif NU 1 Ajibarang?”

E. Research Objective

Based on the formulation of the problem, the objective of the research is:

“To develop communicative speaking tasks for eleventh grade students’ at SMA Ma’arif NU 1 Ajibarang.”

F. Research Significance

The result of the study is expected to give contribution both theoretically and practically as follows:

1. Theoretically

This research can enrich the literature or knowledge to other researchers on the importance of developing communicative speaking tasks.

2. Practically

a. To English Teacher

This research can help the English teacher to provide communicative speaking tasks.

b. To Students

This research can develop the students’ speaking skill through communicative tasks.

c. To Other Researchers

This research can inform others researchers about the actual practice of developing communicative speaking tasks for Senior High School students.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. Speaking

Speaking is one of the important skills in English. Students need to master it to express their ideas to others. There are many definitions of speaking. Chaney cited in Kayi (2006) states that speaking is the process of building and sharing meaning using verbal and non-verbal symbols, in a variety of contexts. Moreover, Harmer (2001: 46) states that speaking happens when two people are communicating to each other. In addition, Kayi (2006) adds that speaking is the productive skill in the oral mode. Speaking is more complicated than it seems at first and involves more than just pronouncing words.

Thornbury (2005:6) stresses the fact that speaking is like any other skills, such as driving or playing a musical instrument: the more practice you get, the more likely it is you will be able to chunk small units into larger ones. It means that students need a lot of time to improve their speaking abilities.

Luoma (2004) cites some of the following features of spoken discourse:

- a. It is composed of idea units. They are conjoined short phrases and clauses.
- b. It may be planned, for example in a lecture activity. However, it may be unplanned, for example in a conversation.
- c. It employs more vague or generic words than written language.
- d. It employs fixed phrases, fillers, and hesitation markers.
- e. It contains slips and errors reflecting online processing.

- f. It involves reciprocity. Such interactions are jointly constructed.
- g. It shows variation. The variation in this case is, for example the variation between formal and casual speeches. Spoken discourse also shows speaker roles, speaking purpose, and the context.

Thornbury (2005:2) states that one of the basic features of speaking takes place in real time. It means that students have limited planning time, speech production requires 'real-time processing' (Thornbury, 2005:2). This is one of the main reasons students tend to find the speaking difficulties.

However, according to Brown (2001:270-271), there are eight characteristics of spoken language that can make oral performance difficult:

- a. Clustering. Fluent speech is not in the form of word-by-word; however, fluent speech is in the form of phrase. Students can organize their output both cognitively and physically.
- b. Redundancy. The students have an opportunity to make meaning clearer by using redundancy of language.
- c. Reduced form. In teaching spoken language, there are some special problems such as contractions, elisions, reduced vowels, etc.
- d. Performance variables. Spoken language has many advantages. One of them is students still have a certain number of performance hesitations, pauses, backtracking, and corrections in the process of thinking. Therefore, the students can pause and hesitate when they speak.
- e. Colloquial language. Colloquial language is important to make sure those students familiar with the word, idioms, and phrases of colloquial language.

It will be easier to students to gain practice in producing the colloquial language.

- f. Rate of delivery. In this characteristic, the teachers should help their students to achieve in acceptable speed along with other attributes of fluency.
- g. Stress, rhythms, and intonation. The pattern of the stress-timed rhythms and its intonation convey important message in spoken English. They are categorized into the important characteristics to produce English pronunciation.
- h. Interaction. Through creative ways of speaking skill, the students can learn the way they do conversational negotiation.

Shumin (2002) states that learning to speak a foreign language is not only knowing its grammatical and semantic rules but also acquiring the knowledge on how native speakers use the language in the context of structured interpersonal exchange. Shumin also states effective communication is more than just knowing grammar, vocabulary and pronunciation of the target language. Students should have to achieve particular competence including grammatical, discourse, sociolinguistic and strategic competence as follows:

- a. Grammatical competence

Grammatical competence is the competence of how words are segmented into various sounds as well as how sentences are stressed in certain ways. It means students are able to understand and use the structure of English accurately.

- b. Discourse competence

Discourse competence is the competence of words and sentences comes into meaningful message, the rules on cohesion and coherence. By this

competence, the students can express their ideas, show relationships of time, and indicate cause.

c. Sociolinguistic competence

Sociolinguistic competence is the competence of how to ask questions during interaction and how to respond it. It means that the students are able to use English appropriately.

d. Strategic competence

Strategic competence is the competence to know how to keep a conversation going, how to terminate the conversation and how to clear-up communication breakdown as well as comprehensions problems.

In speaking, fluency and accuracy must be balanced. Fluency is the ability to get across communicative intent without too much hesitation and too many pauses to cause barriers in communication. While accuracy is the ability to use of correct form where utterances do not contain errors affecting the phonological, syntactic and discourse features of English.

Nation and Newton (2009) propose three ways to develop fluency.

- a. Meaning-focused activity. It means that the students demonstrate fluency when they take part in meaning-focused activity. The students also do it with speed and ease without holding up the flow of talk.
- b. The students' participation in activities where all the language items are within their previous experience.
- c. Support and encouragement for the students to perform at the high or normal level.

The theories above are about speaking skill. They are the definitions, the features, the characteristic, the competence of speaking skill and the theory to develop fluency.

2. Teaching Speaking

Speaking is still difficult skill in learning English both teachers and students. Teachers feel difficult to teach speaking because students are often afraid of speaking. Usually, they are shy to make mistakes as their friends will laugh at them. In this case, the teachers must be able to help the students to be disposed to speak. The students have to be quite confident because they will feel free in expressing their ideas without being worried about making mistakes.

Some experts have definitions about teaching speaking. Erikson (2009) states that teaching speaking as a language skill should be in the form of practice. In addition, Burkart (1998) asserts that students should be given more opportunities to converse with others in the target language. Therefore, teaching speaking takes a lot of time to practice with the others.

According Nunan (2003), teaching speaking has six purposes:

- a. To teach students to produce the English speech sounds and sound patterns.
- b. To teach students to use word and sentence stress, intonation patterns and the rhythm of the second language.
- c. To teach students to select appropriate words and sentences. It is according to the proper social setting, audience, situation, and subject matter.
- d. To teach students to organize their thoughts in a meaningful and logical sequence.

- e. To teach students to use language as a means of expressing values and judgments.
- f. To teach students to use the language quickly and confidently with few unnatural pauses, which are called as fluency.

In teaching speaking, there are some things that can be done as proposed by Nation and Newton (2009:155) and Harmer (2007:346).

a. Planning and preparation

Planning and preparation means before the teacher asks the students to perform. It is better for the teacher to give the students a chance to prepare everything. The students need time to think about what they are going to say and how to say it. The teacher should give the students enough and appropriate time. Planning and preparation can be done individually or in groups.

b. Repetition

According to Nation and Newton (2009:155) repetition is an activity that can help the students to develop their fluency. It is also important to let the students repeat the speaking tasks they have already done. It is because repetition has many advantages (Harmer, 2007:346):

- 1) The first advantage is each new encounter with a word or phrase helps to fix it in the students' memory.
- 2) The second advantage is repetition allows students to improve on what they did before.

3) The third advantage is the students can think about how to re-word things or just get a feel for how it sounds.

4) The fourth advantage is repetition will make the students feel more confidence when they try to speak in subsequent performance.

c. Big groups and small groups

Teachers should be better to allow the students to practice in small group before asking them to perform in bigger group. It is because students can feel nervous and shy to speak in a big group.

The theories above are about teaching speaking. They are the definitions, the purposes, and some things that can be done in teaching speaking.

3. Communicative Language Teaching

There are some definitions of Communicative Language Teaching (CLT). Tomlinson (2003) states that CLT is still a good method in teaching speaking. CLT is a theory of language teaching that starts from a communicative model of language and language use and that seeks to translate this into a design for instructional system, for materials of teacher and students roles and behaviors, and for classroom activities and techniques. Moreover, Savignon (2002:2) states that the essence of CLT is aimed to engage the students to be able to develop their communicative competence. In addition, Wu (2008) reports that one of the fundamental principles of CLT is that learners need to engage in meaningful communication to attain communicative fluency. Here, fluency also means accuracy. It is clear that the aim of CLT is to reach both of them.

Brown (2001:43) states the six characteristics of CLT:

- a. The focuses of classroom goals are grammatical, discourse, functional, sociolinguistic and strategic.
- b. Language techniques in CLT are designed to engage students in the pragmatic, authentic, functional use of language for meaningful purposes. The organizational language forms are not the central focus, however, aspects of language that enable the learner to accomplish those purposes.
- c. The complementary principles techniques in CLT are fluency and accuracy. Fluency and accuracy is one of the concepts that usually come to mind first when speaking of teaching speaking skills.
- d. In CLT, students have to use the language productively, receptively, and spontaneously.
- e. In CLT, students have their own styles in learning process.
- f. The teacher's role in CLT is a facilitator and a guide. CLT makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life.

Littlewood (2002:6) suggests four skills which make up a person's communicative competence, and which must be recognized in foreign language teaching.

- a. Functional skill

In this skill, the students must develop skill in manipulating the linguistic system, to the point where they can use it spontaneously and flexibly.

b. Grammatical skill

In this skill, the students must distinguish the forms they have mastered as part of their linguistic competence, from the communicative functions which they perform.

c. Strategic skill

In this skill, the students must develop skills and strategies for using language to communicate meanings as effectively as possible in concrete situations.

d. Sociolinguistic skill

In this skill, the students must become aware of the social meaning of language forms. It means that the students must have the ability to use generally acceptable forms and avoid potentially offensive ones.

Freeman (2000:131) states that the goal of this approach is students should have communicative competence. It involves being able to use the language appropriately to a given social context. To do this, students need to know of linguistics, meaning, and function. In this approach, the teacher is as a facilitator. This is also to establish situation likely to promote communication. Moreover, the students' role is a communicator. The students are actively engaged in negotiating meaning. In addition, another goal is to focus on language as a medium of communication. It uses language to get things done. Things in this case are something that the students need to find out, or something that students want to say and communicate and it takes that as the reason why learners speak language, why students want to communicate with others. For this reason CLT focuses in fulfilling specific language functions or tasks, for example such as greeting,

introducing yourself, students may want to express likes and dislikes, students might want to enquire about somebody's hobbies, interests, students might want to find directions to some places. Therefore, they are actually very concrete things that they want to do with language.

The theories above are about communicative language teaching. They are the definitions, the characteristics, and the goals.

4. Communicative Tasks

In relation to the definitions of task, Louma (2004:30) states that tasks are activities that people do. Then, Cameron (2001:29) states that tasks are adopted as a unit that would try to bring the classroom and real life closer together. Moreover, Skehan cited in Finch (2007:6) about four characteristics of a task. They are

- a. Meaning is primary.
- b. Sort of relationship to comparable real-world activities.
- c. The completion has some priority.
- d. The assessment of the task in terms of outcomes.

Willis (1996: 23) states that all tasks should have a specific objective that must be achieved and should have an outcome. It is also stated that while students are doing tasks, they are using language in a meaningful way. Although a language is a vehicle for attaining tasks goals however, the emphasis is on meaning and communication, not on producing language forms correctly. Moreover, Nunan (2004:4) says that tasks involve the students in comprehending, manipulating, producing, or interacting in the target language while their attention

principally focused on mobilizing their grammatical knowledge in order to express their meaning, and in which the intention is to convey meaning rather than to manipulate form.

In addition, Lambert (2004:18-27) states that the need to share information requires students to communicate functionally in a second language, and the real world connection allows them to acquire task specific language and skill. Those tasks are communicative tasks. It is also asserted that communication tasks are pedagogic tasks which operate through a planned diversion in the information held by students, and which usually approximate to some degree to a real world task that students may have to complete outside class. The students will get the tasks that communicate actively on topics of interest and relevance to them.

Bialystok (1983:103) cited in Edward and Willis (2006:17-18) suggests that a communication task must stimulate real communicative exchange. It must also provide incentive for the students to convey information. Moreover, it also provides control for the information items required for investigation. The last is it must fulfill the needs to be used for the goals of the experiment.

Ellis in O'Dawyer (2009:15) states that tasks function as useful devices for planning a communicative curriculum, particularly in language-learning situations where they may be few opportunities for authentic communicative experience. Based on the definitions, it can be summarized that tasks are activities that use the target language for a communicative purpose. Therefore, the students can apply the language not only in the classroom but also outside of the classroom.

The theories above are about communicative tasks. They are the definitions, the characteristics, and the goals.

5. Communicative Speaking Tasks

Some experts have definitions about communicative speaking tasks. Louma (2004:31) states that communicative speaking tasks can be seen as activities that involve students in using language for the purpose of achieving communicative goal in a particular speaking situation. Moreover, Nunan (2004:4) states that the pedagogical tasks involve communicative language use in which the students' attention is focused on meaning rather than grammatical form. It does not mean that grammar is not important. Grammatical knowledge is to express meaning. It is a fact that meaning and form are highly interrelated. Grammar also enables the language users to express different communicative meaning.

In addition, Ramirez (1995:225) states that speaking tasks can be grouped based on communicative goals and activity types. When the speaking tasks are grouped based on communicative goals, they might be in the form of exchanging information with others, expressing a personal opinion or attitude, requesting information and using social formulas for greeting, apologies, farewells and others. Meanwhile, when the speaking tasks are grouped based on activity types, they will deal with questions and answer, picture descriptions, discussion and decisions.

Communicative speaking tasks are able to develop both the communicative skills of the students and the linguistics development of the students as well in speaking. Thus, tasks are important for both fluency and

accuracy. However, the emphasis is in meaning and communication not on producing language from correctly.

According to Nunan (2004) a task has some components. They are goals, input, procedures, teacher role, learner role, and settings.



Figure 1: The Components Are Communicative Tasks

a. Goals

Goals are common purposes behind any learning task. They provide a relation between the task and the broader curriculum. A goal has relation in a range of common outcomes. They are communicative, effective, cognitive, or learner behaviour.

In addition, Nunan (2004:43) states that communicative, sociocultural, learning-how-to-learn, and language and cultural awareness are goal types. The four goal types are presented as follows:

1) Communicative

E.g. establish and maintain interpersonal relations and through this to exchange information, ideas, opinions, attitudes and feelings and to get things done.

2) Sociocultural

E.g. have some understanding of the everyday life patterns of their contemporary age group in the target language speech community; this will cover their life at home, at school and at leisure.

3) Learning-how-to-learn

E.g. to negotiate and plan their work over a certain time span, and learn how to set themselves realistic objectives and how to devise the means to attain them.

4) Language and cultural awareness

E.g. to have some understanding of the systematic nature of language and the way it works.

b. Input

Nunan (2004: 47) says that input refers to the data such as spoken, written, and visual data that students work with in the course of completing a task. Data can be provided by a teacher, a textbook, or other sources.

Nunan (2010) states that students should be given authentic materials. It is because their learning would be made difficult when they only learn speaking through dialogues and listening texts. Nunan (2010) also states that authentic materials will help students cope with real operating conditions and real language. Nunan (2010) adds that the advantage of using authentic materials is students will encounter target language in the contexts where they naturally occur not where the textbook writer uses them. In the end, this will help learners because they can experience how language is used in relation to other closely related grammatical and discourse items. In addition, Willis (1996) states that authentic materials may be in the form personal experiences. Students can share their personal experiences with others.

c. Procedures

Procedures relate to what should be done by students with the input that forms the point of departure for the learning task (Nunan: 2004:52). There are three general ways in characterizing procedures or activities:

1) Authenticity

Candlin and Edelhoff (1982) cited in Nunan (2004:53) states that authenticity is much more simply selecting from outside the arena of language teaching and learners will process the data that should be authentic.

2) Skill Gathering and Skill Using

Skill gathering is the condition when the learners are able to master phonological, lexical, and grammatical forms through memorization and manipulation. Meanwhile, skill using is the condition when the learners apply their skill in communicative interaction.

3) Accuracy and Fluency

Richards and Schimdt (2002:204) state that fluency is a level of the communication proficiency that includes the ability to produce written and spoken language easily. Moreover, the learners' ability is to speak well; however, it does not necessarily produce perfect command and intonation, vocabulary, and grammar. In addition, the learners' ability is to produce continuous speech without causing any comprehension difficulties. Meanwhile, accuracy is the ability to produce grammatically correct sentences but may not include the ability to speak or write fluently.

d. Teacher and Learner Roles

Nunan (2004:64) states that role refers to the part that students and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants. Moreover, Harmer (2001:57) explains that the teacher has some roles (e.g. a controller, an organizer,

a prompter, a participant, a resource, a tutor and an observer) that may change from one activity to another in the classroom. In addition, Richards and Rodgers (Nunan, 2004:64) state that there are some types of the students in the learning process as follows:

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

e. Setting

Nunan (2004:70-71) states that setting is the classroom arrangements specified or implied in the task. Setting also requires consideration of whether the task is to be carried out wholly or partly outside the classroom. Moreover, Harmer (2001:115-117) mentions the advantages of individual work, pair work, and group work as follow:

1) Individual work

In individual work, the teacher could respond to individual students differently based on the pace of learning, learning styles, and preferences.

Moreover, it is being less stressful for the learners than performing in a whole-class setting. In addition, it can develop the learners' autonomy. It also avoids a noisy situation.

2) Pair work

In pair work, the amount of speaking time will be increased. The learners are allowed to work and interact independently. On the other hand, the teachers are allowed to work with one or two pairs while the others keep working. Pair work promotes cooperative, more relaxed, and friendly classroom. It is also relatively quick and easy to organize.

3) Group work

In group work, the personal relationships are usually less problematic because there are more than two people in the group. Moreover, group work encourages broader skills of cooperation and negotiation than pair work, and more private than work in front of the whole-class. It also increases the amount of talking for individual learners. In addition, it can promote the learners to make their decisions, and their level of participation is more than in whole-class or pair work situations.

The theories above are about communicative speaking tasks. They are the definitions, the goals and the components of the tasks.

6. Unit Design Development

a. Task Grading and Sequence

According to Richards, Platt and Weber (1986:125) cited in Nunan (2004:113) grading is the arrangement of the content of a language course or

textbook so that it is presented in a helpful way. Gradation would affect the order in which words, word meanings, tenses, structures, topics, functions, skills, etc. are presented. Gradation may be based on the complexity of an item, its frequency in written or spoken English, or its importance for the students. In other words, grading is the content introduced in Week 1 of a course is selected either because it is considered to be easy, or because it occurs frequently, or because the students need it immediately for real-world communication.

Nunan (2004:114) states some factors that make a task less or more complex. They are input, learner factors and procedural factors. There are four important things in input. Firstly, the degree of complexity is affected by grammatical factors. It means, a text made up of simple sentences is likely to be simpler than one consisting of non-finite verb constructions and subordinations. Secondly, the length of a text, propositional density (how much information is packaged into the text and how it is distributed and recycled), the amount of low-frequency vocabulary, the speed of spoken texts and the number of speakers involved, the explicitness of the information, the discourse structure and the clarity will also affect the complexity degree of the input. Thirdly, a passage with headings and subheadings which is supported with photograph drawing, table, graphs, etc should be easier to be processed. Fourthly, the comprehensibility of modified and unmodified versions of aural and written texts is also another factor worth considering. Simplification and elaboration are things commonly done to make input more comprehensible (Nunan, 2004:114).

Related to the learner factors, Pearson and Johnson (1972) cited in Nunan (2004:118) states that distinguish between what they call ‘inside the head’ factors and ‘outside the head’ factors. ‘Inside the head’ factors mean that all those that the student brings to the task of processing and producing language such as background knowledge, interest, motivation, etc. They argue that comprehension is a process of building bridges between the known and the unknown. In other words, students bring to the comprehension process their pre-existing knowledge, and try to fit new knowledge into this pre-existing framework. It means, where the new knowledge will not fit into their pre-existing framework, they will have to either modify or adapt the framework, or develop an entirely new mental framework altogether.

Moreover, it is about background knowledge. Brindley (1987) cited in Nunan (2004:120) suggests that learner factors will include confidence, motivation, prior learning experience, learning pace, observed ability in language skills, cultural knowledge or awareness and linguistic knowledge.

Related to the procedural factors, Nunan (2004:122) states that procedure is the operations that learners are required to perform on input data. With the increasing use of authentic texts, the trend has been to control difficulty, not by simplifying the input data but by varying the difficulty level of the procedures themselves. This principle of holding the input constant, but varying the difficulty of the procedures, is illustrated with the following extract from a recently published listening series.

Brindley (1987) cited in Nunan (2004:123) states that some factors will determine the complexity of what the learners have to do. They are relevance, complexity, amount of contexts provided prior to the tasks, processability of language of the task, amount of help available to the learner, degree of grammatical complexity, time available to the learner, and follow-up.

b. Task Continuity or Dependency

Nunan (2004:125) states that ‘continuity’, ‘dependency’ and ‘chaining’ refer to the same thing: the interdependence of tasks, task components and supporting enabling skills within an instructional sequence. The steps in a possible instructional sequence require learners to undertake activities which become increasingly demanding, moving from comprehension-based procedures to controlled production activities and exercises, and finally to ones requiring authentic communicative interaction.

Nunan (2004:126) states that steps to instruct sequence, move from comprehension based procedures to controlled production activities. The table below shows the phases and step within a phase that can show the continuity of the tasks.

Table 1: Task Continuity

Phases	Steps within phase
A. Processing (comprehension)	1. Read or study a text – no other response required. 2. Read or listen to a text and give a non-verbal, physical response (i.e. learner raises hand every time keywords are heard). 3. Read or listen to a text and give a non-physical, non-verbal response (i.e. check-off a box or grid every time key words are heard). 4. Read or listen to a text and give a verbal response (i.e. write down keywords every time they are heard).
B. Productive	5. Listen to cue utterances, or dialogue fragments and repeat them, or repeat a complete version of the cue. 6. Listen to a cue and complete a substitution or transformation drill. 7. Listen to a cue or question and give a meaningful response (i.e. onethat is true for the learner).
C. Interactive	8. Role play (i.e. having listened to a conversation in which people talk about their family, then students working from role cards, circulate and find other members of their family). 9. Simulation/discussion (e.g. students in small groups share information about their own families). 10. Problem-solving / information gap (i.e. in an information gap task, students are split into three groups; each group listens to an incomplete description of a family; students recombine and have to complete a family tree, identify which picture from a number of alternatives represents the family, etc.).

Nunan (2004:31-33) also states that the six step procedure to create a linked pedagogical sequence for introducing tasks.

1) Schema-building

The first step is to develop a number of schema building exercises will be used to introduce the topic, set the context for the task, and introduce some of the key vocabulary and expressions that the students will need in order to accomplishing the task.

2) Controlled practice

The second step is to provide the students with controlled practice in using the target language vocabulary, structure and functions. In this step, the teacher will monitor the instruction. The teacher also gives the model of real-world tasks.

3) Authentic listening practice

The third step is to involve the students in intensive listening practice. This step would expose them to authentic or simulated conversation.

4) Focus on linguistic elements

The fourth step is to give a sequence of exercises in which the focus is on one or more linguistic elements. It has aims to give the students an obvious understanding that there is a relationship between communication meaning and linguistic forms in communication context.

5) Provide freer practice

The fifth step is to give more challenging task. The task can be manipulated the language used into a normal real life situations by students. They have to reproduce the language being taught with the language, the knowledge in their background and creating their own language.

6) Introduce the pedagogical task

The sixth step is to introduce the pedagogical task. Pedagogical task is an activity or action which is carried out as the result of processing or understanding language. Pedagogical task can be put into some groups to

accomplish the task given because it is the most difficult matter to the students should all do.

c. Within-Task Sequencing

According to Nunan (2004:128) the sequence is divided into three phases. They are a pre-task phase, a task-proper phase and a follow-up phase. The pre-task phase fulfils a similar function as schema-building tasks in larger instruction sequences. In the pre-task phase, it orients the students to the task, generates interest and rehearses essential language that will be required to complete the task. Related to the task-proper phase, students complete the task. And the last is the follow-up phase. The students get a debriefing from the teacher, report the results of the task back to the class as a whole, and may receive corrective feedback from the teacher. The follow-up phase may also act as a sequence into the pre-task phase of the next task cycle.

d. The Components of the Unit

The components of unit developed in this research are ordered as follows:

- 1) Warming-up
- 2) Main activity
- 3) Evaluation
- 4) Reflection
- 5) Summary

B. Relevant Research Studies

There are some previous studies that have been done related to the development of communicative tasks. Herni Setyowati (2011) conducted a

research on *Developing Communicative Spoken Cycle Tasks to Improve the Seventh Grade Students' Oral Skills at SMP Negeri 1 Berbah, Yogyakarta*. In the research, she developed communicative tasks in the spoken cycle (listening and speaking) to encourage the seventh grade students to be able to master the English oral skills in order to communicate.

In addition, Priastuti (2011) also conducted a research on *Developing Real World Speaking Tasks for Students of the Marketing Program in Grade X at SMK N 1 Yogyakarta*. She conducted this research because the tenth grade students of marketing program needed appropriate materials that enabled them to communicate in the English spoken form in the future workplace.

The previous studies give broader views on what good communicative tasks are and insights on how to develop the tasks. However, communicative speaking tasks for the eleventh grade students in senior high school are not developed yet. Therefore, the researcher conducts the research on *Developing Communicative Speaking Tasks for Eleventh Grade Students' at SMA Ma'arif NU 1 Ajibarang*. This research has the purpose of providing appropriate tasks that can fulfill the eleventh grade students' needs in speaking. In developing the tasks, the researcher considers the components of tasks.

C. Conceptual Framework

In the eleventh grade of SMA Ma'arif NU 1 Ajibarang, there are some problems related to the speaking tasks. The students use tasks that are not relevant with their needs in learning speaking. Moreover, they need communicative topics that can meet their interest and are close to their daily lives. In addition, the

English teacher does not give clear explanation of the English teaching learning and has limited tasks of speaking. Therefore, the students need tasks that can facilitate them to communicate with each other.

Based on the problems above, the researcher develops communicative speaking tasks. In developing the communicative speaking tasks, the researcher follows some steps refers to the procedure of the material development by Tomlinson (1998:247).

The first step to be conducted is a needs analysis is done by giving questionnaires to the students. Conducting needs analysis is aimed at obtaining information regarding the target needs, learner needs, and learning needs. The result can be used to determine the aims, objective, input, kind of activities, and methods of assessment in the form of a course grid. In writing the course grid, the researcher refers to the theories proposed by Nunan (2004).

There are some units of the materials are developed. The materials consist of tasks and they are organized using some components of tasks proposed by Nunan (2004:41). They are goals, input, teacher role, learner role, procedures, and settings. The topics and language skills in the materials are adjusted with the basic and standard of competencies of English subject for grade eleventh of senior high school.

CHAPTER III RESEARCH METHOD

A. Research Design

In accordance with the goal of this research is to develop communicative speaking tasks. This research is categorized as Research and Development (R & D), following the theory of Borg and Gall (1987:772) who define the term R & D as a process used to develop and validate educational product.

B. Research Setting

This research was conducted within the second semester of the academic year of 2012/2013 between April-May 2013 at SMA Ma'arif NU 1 Ajibarang.

C. The Subject of The Study

The subjects of this study were 37 eleventh grade students of SMA Ma'arif NU 1 Ajibarang, the English teacher and speaking tasks. The choice of the class was based on the researchers' observation and the result of students' speaking test in the first semester.

D. Data Collection Instruments

This researcher collected the data through observation and questionnaire. The instruments used in this research are described as follows:

1. Observation Sheet

The researcher observed the teaching learning process especially when the students did speaking tasks. This observation was aimed at getting data about the students' needs and the speaking tasks.

2. Questionnaires

The researcher used the first questionnaire to collect the data about the students' characteristics, the students' needs, and speaking tasks. The data were collected to formulate communicative speaking tasks, which were appropriate for the students' needs. The first questionnaire is presented in the following table.

Table 2: The Organization of the Needs Analysis Questionnaire

No.	The Aim of the Questions	Items	Reference
1.	To know the students' perception of learning English.	1	Ghrib (2004)
2.	To find out the students' reason of learning English.	2,3	Nunan (2004)
3.	To find out the students' existing proficiency level of English.	4	Ghrib (2004)
4.	To find out the students' problem in learning English.	5	Ghrib (2004)
5.	To know the students' perception of learning speaking.	6	Nunan (2004)
6.	To find out the students' existing proficiency level of speaking.	7	Ghrib (2004)
7.	To find out the students' problem in learning speaking.	8,9	Ghrib (2004)
8.	To find out the suitable content of materials	10, 11, 12, 13, 14, 15, 16	Nunan (2004)
9.	To find out media that the students needs.	17,18	Nunan (2004)
10.	To find out the students' perception about their speaking tasks.	19,20, 21	Ghrib (2004)
11.	To find out the students' learning style.	22	Nunan (2004)
12.	To find out the teachers' roles that students like.	23	Nunan (2004)
13.	To find out the appropriate teaching technique.	24,25	Nunan (2004)

Moreover, the second questionnaire was used to validate the materials by expert judgment. The second questionnaire is presented in the following table.

Table 3: The Organization of the Expert Judgment Questionnaire

No.	Aspects	Items	Reference
1.	To evaluate the goal of the materials.	1	Nunan (2004)
2.	To evaluate the format of the materials.	2, 3, 4	Nunan (2004)
3.	To evaluate the instruction of the materials.	5	Nunan (2004)
4.	To evaluate the content of the materials.	6, 7, 8, 9	Nunan (2004)
5.	To evaluate the sequence of the materials.	10	Nunan (2004)
6.	To evaluate the methodology of the materials.	11	Nunan (2004)
7.	To evaluate the setting of the materials.	12	Nunan (2004)

E. Data Analysis Technique

There are two types of data in this study. They are quantitative data and qualitative data. The quantitative data were the results of the needs analysis and the expert judgment questionnaire while the qualitative data were the comments or opinions from the experts related to the materials. The needs analysis questionnaire was aimed at analyzing the students' characteristics, the students' needs, and the students' speaking tasks. In addition, the expert judgment questionnaire was aimed validating the materials by the expert judgment.

The data analysis process used descriptive statistics which was a set of procedures conducted to describe different aspects of data. The questions of the expert judgment questionnaire were proposed by using four options based on *Likert-Scale* from McKay (2006). There were four points for *Strongly Agree (SA)*, three points for *Agree (A)*, two points for *Disagree (D)*, and one point for *Strongly*

Disagree (SD). The data from the experts were measured by using the mean (central tendency) and analyzed by using a formula proposed by Suharto (2006).

$$Mn = \frac{\Sigma fX}{N}$$

Mn : mean

ΣfX : number of score

N : number of case

The results were categorized as follows:

Table 4: The Result of Distribution Frequency of Expert Judgment Questionnaire

Interval of Mean			Categories
1	-	1.75	Very Bad
1.76	-	2.51	Bad
2.52	-	3.27	Good
3.28	-	4.03	Very Good

F. Research Procedure

Referring to the procedure of the material development by Tomlinson (1998:247), the researcher followed some steps to develop materials in this study as follows:

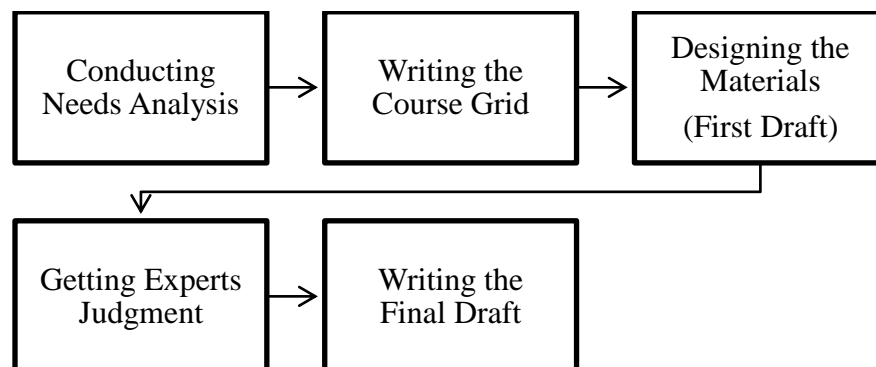


Figure 2: The Research Procedure

1. Conducting Needs Analysis

Conducting needs analysis was aimed at obtaining information regarding the target needs, learner needs, and learning needs. To get data about target needs, the researcher analyzed through an analysis on English Curriculum for the eleventh grade students. The data were used to determine what the teacher should teach the students to facilitate them to improve their speaking abilities through communicative tasks. Moreover, the data of the learners' needs and the learning needs were collected through questionnaire.

2. Writing the Course Grid

The result of the analysis about the learner needs was used to write the course grid. In writing the course grid, the researcher referred to the Standard of Competence and Basic Competences and Nunan's (2004) theories in designing syllabus.

3. Designing the Materials (First Draft)

After writing the course grid, the tasks were developed. These tasks were called as the first draft. The researcher had written each draft of the unit through several stages. Firstly, the researcher had written the materials. The researcher used some sources to write the materials. In this research, the researcher has taken five units of the material design.

4. Getting Expert Judgment

After writing the first draft, the researcher validated to the expert judgment. The first draft was called the second draft when the draft had been revised.

5. Writing the Final Draft

In this stage, the researcher revised the second draft based on the feedback from the expert judgment. The draft revised in this stage was called the final draft.

G. Research Schedule

Table 5: Research Schedule

No.	Step	Activity	Duration
1.	Analysis	<ul style="list-style-type: none"> Analyzing the students' characteristics Analyzing the students' needs Analyzing the students' tasks 	Two weeks
2.	Design	Designing the task	Two weeks
3.	Development	Making task	A month
4.	Evaluation	<ul style="list-style-type: none"> Asking for English expert's judgment of the first draft Making revisions of the first draft Finishing the second draft 	A month

P

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

1. The Description of the Students

The researcher administered the questionnaire to find out the students' needs of English on 22 April – 4 May 2013. The respondents of the questionnaire were the students of XI IPS. The total respondents were 37 students. They consisted of 16 female students and 15 male students. They were also at different ages. Their age ranged from 15 to 16 years old. They came from various backgrounds but most of them lived in the densely populated area alongside the school.

All students spoke Javanese as their mother language, Indonesian as their first language, and English as their foreign language. English is implanted as a compulsory subject in that school. Every class has two meetings in a week.

The questionnaire results related to the student needs is presented in the following table.

Table 6: Needs Analysis – Students' Description

	The Components (n)	Percentage (%)
The students' perception	English lesson is an enjoyable and interesting lesson.	54%
	Student needs speaking skill in English lesson.	76%
The students' existing proficiency level of English	Students' English skills are in base level.	57%
	Students have low participation in English lesson.	76%

(continued)

(continued)

Student's problems	Speaking is a difficult activity in the English lesson.	76%
	Students do not have sufficient vocabularies.	51%
	The difficult activity in English lesson is memorizing and presenting it in front of the class.	57%

The data show that 54% of the students' perceive of English as an enjoyable and interesting lesson. Besides that, 76% of the students' perception is that they need the speaking skill in the English lesson.

In terms of students' existing proficiency level of English, the data show that 57% of students' English skills are in the basic level. Moreover, 76% of students have low participation in the English lesson.

In relation to the students' problems, the data show that 76% of students think that speaking is a difficult activity in the English lesson. Moreover, 51% of the students do not have enough vocabularies. In addition, 57% of students think that memorizing and presenting in front of the class is a difficult activity in the English lesson.

Based on the data above, it is concluded that English is an interesting lesson. It will make the students easier to learn English because they learn it enjoyably. However, the students need to learn the speaking skill more than another skill. In terms of students' existing proficiency level of English, the students' skills of English are still in the basic level. Then, almost of students have low participation in the English lesson. Besides that, speaking is a difficult activity. One of the factors of difficulty is students do not have enough

vocabularies. The examples of difficulty activities are memorizing and presenting in front of the class.

2. The Results of the Needs Analysis

a. The Description of the Students' Needs

The questionnaire was arranged based on the six components of designing a task (Nunan, 2004) namely goals, input, procedure, setting, learner roles, and teacher roles. The components are required to determine the learner needs. The students were given the needs analysis questionnaire. The questionnaire consisted of 25 questions. The students were asked to respond to the questionnaire by choosing one of the options. The result of needs analysis in each component is described as follows:

Table 6.1: Needs Analysis – Students' Needs

	Students Needs	N	Percentage (%)
Goal	Students need to be able to communicate with English.	37	73%
	Students want to be able to communicate in spoken language using simple English in the daily life correctly.	37	70%
Learning Topic	Students want topics related to their daily life.	37	70%

The data show that 73% of the students need to be able to communicate in English. Then, 70% of the students want to be able to communicate in the spoken language by using simple English in the daily life correctly. In relation to the learning topic, 70% of the students want topics related to their daily life.

Based on the data above, it is concluded that the goals of learning English are to communicate in English and to communicate in the spoken language by

using simple English in the daily life correctly. In terms of learning topics, students need topics close to their daily life.

b. The Description of Learning Needs

Learning needs concern what the students need to do in order to learn. The learning needs include settings, input, and procedure. The following table presents the learning needs.

Table 6.2: Learning Needs

	Learning needs	N	Percentage (%)
Settings	Students need to do their tasks through discussion in pairs.	37	54%
Input	Students need to get authentic materials.	37	41%
	Students need to learn expressions in speaking activities.	37	41%
	Students need to learn speaking through pictures.	37	54%
Procedure	Students need to discuss in the speaking activities.	37	49%
Learner Roles	Students want to do their speaking tasks in pairs.	37	54%
Teacher Roles	Students want to introduce the grammar related to the input text by the teacher in the speaking activities.	37	38%

The data show that 54% of the students need to do their tasks through pair discussions. Then, 41% of the students need to get authentic materials and learning expressions in speaking activities. Moreover, 54% of the students need to learn speaking through pictures.

In terms of procedure, 49% of students need discussions in speaking activities. In relation to the learner roles, 54% of the students want to do their

speaking tasks in pairs. In addition, 38% of the students want to be introduced to the grammar related to the input text by the teacher in speaking activities.

Based on the data above, it is concluded that students need to learn some expressions and be introduced to the grammar related to the input text in speaking activities. Then, they need authentic materials. Moreover, they need pictures to learn speaking. In addition, the students want to discuss their speaking tasks in pairs.

3. Course Grid

The course grid was written based on the data from the needs analysis. The course grid was used as a guideline in developing materials. Because of the limitation of time, there were only five designed units. In writing the course grid, the researcher referred to the theory by Tomlinson (1998), Harmer (2001), and Nunan (2004).

The course grid was written based on the Standard of Competences and Basic Competences for Senior High School of Grade XI in Second Semester as follows:

Table 7: The standard of competences and basic competences of speaking

The Standard of Competences	The Basic Competences
9. Expressing the meaning of transactional, formal and sustained interpersonal dialogs in the context of daily life.	9.1 Expressing the meaning of transactional (<i>to get things done</i>), formal and sustained interpersonal (<i>doing socialization</i>) dialogs accurately, fluently and acceptably that use various spoken languages in the context of daily life and involve speech acts: <i>expressing attitudes, expressing love, and expressing sadness</i> .

(continued)

(continued)

	9.2 Responding the meaning of transactional (<i>to get things done</i>), formal and sustained interpersonal (<i>doing socialization</i>) dialogs accurately, fluently and acceptably that use various spoken languages in the context of daily life and involve speech acts: <i>embarrassment, anger and annoyance.</i>
10. Understanding the meaning of short functional text and the monolog of <i>narrative, spoof</i> and <i>hortatory exposition</i> in the context of daily life.	10.2 Expressing the meaning of monolog texts (<i>narrative, spoof, and hortatory exposition</i>) that use spoken language accurately and acceptably in the context of daily life.

In addition, the other things that have to be considered in writing the course grid are indicators, topics, language functions, key grammar, key vocabulary, input text, and activities. They were determined based on the Standard of Competences and Basic Competences for each designed unit and the result of needs analysis.

The indicator in each designed unit is aimed at getting interaction in the speaking class activity through the communicative speaking tasks. The indicators in Unit 1 until 5 are students can communicate with each other using the topic.

The language function in Unit 1 is expressing sadness in the formal situation and informal situation. Meanwhile, the language function in Unit 2 is expressing embarrassment in the formal and informal situations. Then, the language function in Unit 3 is expressing annoyance in the formal and informal situations. Moreover, the language function in Unit 4 is related to the narrative texts such as specific characters, connecting words, and setting. In addition, Unit 5

is related to the hortatory exposition text such as focusing on the writer, using action verbs, using temporal connective words, and etc.

The key grammar in Unit 1 is the Simple Present Tense. Then, the key grammar in Unit 2 is the Simple Future Tense. Moreover, the key grammar in Unit 3 is the Simple Past Tense. In these units, the students learn to communicate with each other using the expressions of sadness, embarrassment, and annoyance. Meanwhile, the key grammar in Unit 4 is the Time Connectives and Conjunctions to sequence events through time. In addition, the key grammar in Unit 5 is the Passive Voice. The key vocabulary in each unit is related to the topic.

The input texts in each unit are pictures, dialogues, and questions. Both pictures and dialogues consider the needs analysis result close to the students' daily life. The questions consist of situations in order to make clear instructions.

The activities are the students do in each unit. The student activities are answering the questions based on the picture, completing the survey sheet, practicing the dialogue, making a dialogue using provided topic, and making a dialogue using free topic.

4. Materials Design

The units were developed based on the course grid. The designed units used the principles of task grading and sequencing proposed by Nunan (2004). There were 13 tasks for each unit. The outline for the general design of the unit is presented below.

The materials design consists of unit title, warming-up (*Let's Start*), main activity (*Let's Speak Up*), evaluation (*Let's Do More and Let's Check Your*

Competence), reflection (*Let's Make Reflection*), and summary (*Let's Make Summary*). The following is the description of units in detail.

a. Unit 1

Table 8.a: Description of Unit 1

	Goals	Activities
Let's Start		
Task 1	Directing the students' attention to the topic and prepare their mind to deal with it.	Giving the students some situational pictures that are related to the topic.
Task 2		Completing the survey sheet.
Let's Speak Up		
Task 3	Introducing the expressions of sadness.	Giving a dialogue and asking the students to answer the questions based on the dialogue.
Task 4	Giving the students input materials about expressing sadness.	Giving an explanation about expressions of sadness.
Task 5	Giving the students input for doing the next tasks.	Giving a dialogue and asking the students to answer the question based on the dialogue, and then practicing it in pairs.
Task 6	Giving the students input materials about simple present tense to indicate habitual action.	Giving a dialogue and the form of simple present tense to indicate habitual action.
Task 7	Giving the students vocabularies related to the topic.	Giving some vocabularies and asking the students how to pronounce them. Finding out the meaning and part of speech in pairs.

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Task 8	Presenting the language functions and key grammar input about the expression of sadness.	Creating a dialogue by using the simple present tense to indicate habitual action in expressing sadness based on the guideline, and then practicing it in pairs.
Task 9	Assessing the students' understanding of language functions and key vocabulary.	Asking the students to create a dialogue by choosing one of the situations provided using vocabularies in Task 7, and then practicing it.
Let's Do More		
Task 10	Assessing the students' competencies related to the topic in groups.	Completing a report sheet.
Let's Check Your Competence		
Task 11	Assessing the students' understanding and competencies of the materials.	Creating a dialogue with free topics individually, and then practicing it with the classmate.
Let's Make Reflection		
Task 12	Reflecting the students' learning in this unit.	Making reflection of the students' learning in this unit.
Let's Make Summary		
	Checking what the students have learned in this unit.	Summarizing the students' learning in this unit.

b. Unit 2

Table 8.b: Description of Unit 2

	Goals	Activities
Let's Start		
Task 1	Directing the students' attention to the topic and prepare them to deal with it.	Giving the students some situational pictures that are related to the topic.
Task 2		Completing the survey sheet.

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Let's Speak Up		
Task 3	Introducing the language functions.	Giving a dialogue and asking the students to answer the questions based on the dialogue.
Task 4	Giving the students input materials about expressing of embarrassment.	Giving an explanation about expressions of embarrassment.
Task 5	Giving the students input for doing the next tasks.	Giving a dialogue and asking the students to answer the question based on the dialogue, and then practicing it in pairs.
Task 6	Giving the students input materials about exclamatory sentences.	Giving a dialogue and the form of exclamatory sentences.
Task 7	Giving the students vocabularies related to the topic.	Giving some vocabularies and asking the students how to pronounce them. Finding out the meaning and part of speech in pairs.
Task 8	Presenting the language functions and key vocabulary input about the expression of embarrassment.	Creating a dialogue about expressing embarrassment based on the guideline with some vocabularies in Task 7, and then practicing it in pairs.
Task 9	Presenting the language functions and key grammar input about the expression of embarrassment.	Creating a dialogue about the exclamatory sentences in expressing embarrassment based on the guideline, and then practicing it in pairs.
Task 10	Assessing the students' competencies about expression of embarrassment.	Asking the students to create a dialogue by choosing one of the situations provided and then practicing it.
Let's Do More		
Task 11	Assessing the students' competencies related to the topic in group.	Completing report sheet.

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Let's Check Your Competence		
Task 12	Assessing the students' understanding and competencies of the materials.	Creating a dialogue using one of the expressions that students have learned by using free topics individually, and then practicing it in pairs.
Let's Make Reflection		
Task 13	Reflecting the students' learning in this unit.	Making reflection of the students' learning in this unit.
Let's Make Summary		
	Checking what the students have learned in this unit.	Summarizing the students' learning in this unit.

c. Unit 3

Table 8.c: Description of Unit 3

	Goals	Activities
Let's Start		
Task 1	Directing the students' attention to the topic and prepare them to deal with it.	Giving the students some situational pictures that are related to the topic.
Task 2		Completing the survey sheet.
Let's Speak Up		
Task 3	Introducing the language functions.	Giving a dialogue and asking the students to answer the questions based on the dialogue.
Task 4	Giving the students input materials about expressing annoyance.	Giving an explanation about expressionsannoyance.
Task 5	Giving the students input for doing the next tasks.	Giving a dialogue and asking the students to answer the questions based on the dialogue, and then practicing it in pairs.
Task 6	Giving the students input materials about simple past tense.	Giving a dialogue and the form of simple past tense.

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Task 7	Giving the students vocabularies related to the topic.	Giving some vocabularies and asking the students how to pronounce them. Finding out the meaning and part of speech in pairs.
Task 8	Presenting the language functions and key vocabulary input about expressing annoyance.	Creating a dialogue about expressing annoyance based on the guideline with some vocabularies in Task 7, and then practicing it in pairs.
Task 9	Presenting the language functions and key grammar input about expressing annoyance.	Creating a dialogue about simple past tense in expressing annoyance based on the guideline, and then practicing it in pairs.
Task 10	Presenting the language functions about the expression of annoyance.	Creating a dialogue about expression of annoyance based on the guideline, and then practicing it in pairs.
Let's Do More		
Task 11	Assessing the students' competencies related to the topic in group.	Completing a report sheet.
Let's Check Your Competence		
Task 12	Assessing the students' understanding and competencies of the materials.	Creating a dialogue using one of the expressions that students have learned by using free topics individually, and then practicing it in pairs.
Let's Make Reflection		
Task 13	Reflecting the students' learning in this unit.	Making reflection of the students' learning in this unit
Let's Make Summary		
	Checking what the students have learned in this unit.	Summarizing the students' learning in this unit.

d. Unit 4

Table 8.d: Description of Unit 4

	Goals	Activities
Let's Start		
Task 1	Directing the students' attention to the topic and prepare their mind to deal with it.	Giving the students some situational pictures that are related to the topic and asking the students to discuss the answers with their partner.
Task 2		Completing the survey sheet.
Let's Speak Up		
Task 3	Introducing the language functions.	Giving a dialogue and asking the students to answer the questions.
Task 4	Giving the students input materials about narrative texts.	Giving an explanation about narrative text.
Task 5	Giving the students input materials about sequence events.	Giving a dialogue and the form of a sequence of events.
Task 6	Giving the students vocabularies related to the topic.	Giving some vocabularies and asking the students how to pronounce them. Then, find out the meaning and part of speech in pairs.
Task 7	Presenting the language functions of narrative text.	Creating the ending of the story, and then retelling it in pairs.
Task 8	Presenting the language functions and key grammar input about narrative text.	Creating a story about Little Red Riding Hood based on the guideline with a sequence of events and then act it out with a partner.
Task 9	Presenting the language functions and key vocabulary input about narrative text.	Asking the students to tell a story by choosing one of the titles with some vocabularies in Task 6, and then practicing it.
Let's Do More		
Task 10	Assessing the students' competencies related to the topic in groups.	Completing a report sheet.

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Let's Check Your Competence		
Task 11	Assessing the students' understanding and competencies of the materials.	Telling a story with free topics, and then practice it.
Let's Make Reflection		
Task 12	Reflecting the students' learning in this unit.	Making reflection of the students' learning in this unit.
Let's Make Summary		
	Checking what the students have learned in this unit.	Summarizing the students' learning in this unit.

e. Unit 5

Table 8.e: Description of Unit 5

	Goals	Activities
Let's Start		
Task 1	Directing the students' attention to the topic and prepare their mind to deal with it.	Giving the students some situational pictures that are related to the topic and asking the students to compare the answers with their classmates.
Task 2		Completing the survey sheet.
Let's Speak Up		
Task 3	Introducing the language functions.	Giving a situation and asking the students to compare the answer with their classmates.
Task 4	Giving the students input materials about hortatory exposition texts.	Giving an explanation about hortatory exposition text.
Task 5	Giving the students input materials about passive voice.	Giving some sentences and the form of passive voice.
Task 6	Giving the students vocabularies related to the topic.	Giving some vocabularies and asking the students how to pronounce them. Then, find out the meaning and part of speech in pairs.

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Task 7	Presenting the language functions and key vocabulary input about hortatory exposition.	Giving a situational and asking the students to create a dialogue about hortatory exposition based on guideline by using some vocabularies in Task 6, and then practicing it.
Task 8	Presenting the language functions and key grammar input about hortatory exposition.	Giving a situational and asking the students to create a dialogue about hortatory exposition based on the guideline by using passive voice, then practicing it.
Task 9	Presenting the language functions of hortatory exposition in groups.	Giving a situational and asking the students to create a dialogue about hortatory exposition based on guideline in group, and then practicing it.
Let's Do More		
Task 10	Assessing the students' competencies related to the topic in groups.	Completing a report sheet.
Let's Check Your Competence		
Task 11	Assessing the students' understanding and competencies of the materials.	Tell a hortatory exposition with free topic, and then tell it in front of the class.
Let's Make Reflection		
Task 12	Reflecting the students' learning in this unit.	Making reflection of the students' learning in this unit.
Let's Make Summary		
	Checking what the students have learned in this unit.	Summarizing the students' learning in this unit.

5. Expert Judgment

The first draft of the materials was consulted to the experts. The experts were lecturers of the English Education Department in Yogyakarta State University. The feedbacks from the experts were used to revise the first draft to be

the final draft. The following is the result of expert judgment questionnaire. The following table presents the description of each unit.

a. **Unit 1**

Table 9.a: The Descriptive Statistics of Experts' Opinion on the Appropriateness of Unit 1

No.	Items	Means	Description of Agreement
A. Goal			
1.	The developed materials will accomplish the objectives of the English teaching and learning that is to facilitate the students to communicate with each other.	3	Agree
B. Format			
2.	The general layout is interesting.	3.5	Strongly agree
3.	The font type is suitable.	3	Agree
4.	The illustration (i.e. pictures, table, etc) is attractive	3	Agree
C. Instruction			
5.	The instruction is clear and understandable for both the teacher and the students.	3	Agree
D. Content			
6.	The topic of the developed materials is suitable with the students' interest.	3	Agree
7.	The activities in the developed materials give opportunities for the students to learn the speaking skill.	3	Agree
8.	There are various input texts included in the developed materials (i.e. dialogue, text in paragraph, etc).	3	Agree
9.	The explanation of the grammar is clear and understandable.	3	Agree
E. Sequence			
10.	The tasks in each unit of the developed materials are in sequence.	3	Agree
F. Methodology			
11.	The activities in the developed materials are various (i.e. answering questions, survey, etc).	3	Agree

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G. Setting			
12.	The setting of the developed materials varies from group work, in pair, and individual work.	3.5	Strongly agree

From the table above, it can be seen the experts agreed that Unit 1 was appropriate. The result show that the mean value of each item was in the range of 3 - 3.5. The item was categorized as 'Good' when the mean value was in the range of 2.52 - 3.27 while the item was categorized as 'Very Good' if the mean value was in the range 3.28 - 4.03.

Based on the Table 4.5.a, some items were categorized as 'Good'. They are goal, instruction, content, sequence, methodology, and some parts of format (the appropriateness of font type and illustration). Moreover, setting and general layout were categorized as 'Very Good'.

b. Unit 2

Table 9.b: The Descriptive Statistics of Experts' Opinion on the Appropriate of Unit 2

No.	Items	Means	Description of Agreement
A. Goal			
1.	The developed materials will accomplish the objectives of the English teaching and learning that is to facilitate the students to communicate with each other.	3	Agree
B. Format			
2.	The general layout is interesting.	3.5	Strongly agree
3.	The font type is suitable.	3	Agree
4.	The illustration (i.e. pictures, table, etc) is attractive	3	Agree
C. Instruction			

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5.	The instruction is clear and understandable for both the teacher and the students.	3	Agree
D. Content			
6.	The topic of the developed materials is suitable with the students' interest.	3	Agree
7.	The activities in the developed materials give opportunities for the students to learn the speaking skill.	3	Agree
8.	There are various input texts included in the developed materials (i.e. dialogue, text in paragraph, etc).	3	Agree
9.	The explanation of the grammar is clear and understandable.	3	Agree
E. Sequence			
10.	The tasks in each unit of the developed materials are in sequence.	3	Agree
F. Methodology			
11.	The activities in the developed materials are various (i.e. answering questions, survey, etc).	3	Agree
G. Setting			
12.	The setting of the developed materials varies from group work, in pair, and individual work.	3	Agree

Based on the table above, it can be seen the experts agreed that Unit 2 was appropriate. The result show that the mean value of each item was in the range of 3 - 3.5. The item was categorized as 'Good' when the mean value was in the range of 2.52 - 3.27 while the item was categorized as 'Very Good' if the mean value was in the range 3.28 - 4.03.

The Table 4.5.a has result that some items were categorized as 'Good'. They are goal, some parts of format (the appropriateness of font type and illustration), instruction, content, sequence, methodology, and setting. Then, general layout was categorized as 'Very Good'.

c. Unit 3

Table 9.c: The Descriptive Statistics of Experts' Opinion on the Appropriateness of Unit 3

No.	Items	Means	Description of Agreement
A. Goal			
1.	The developed materials will accomplish the objectives of the English teaching and learning that is to facilitate the students to communicate with each other.	3	Agree
B. Format			
2.	The general layout is interesting.	3.5	Strongly agree
3.	The font type is suitable.	3	Agree
4.	The illustration (i.e. pictures, table, etc) is attractive	3	Agree
C. Instruction			
5.	The instruction is clear and understandable for both the teacher and the students.	3	Agree
D. Content			
6.	The topic of the developed materials is suitable with the students' interest.	3	Agree
7.	The activities in the developed materials give opportunities for the students to learn speaking skill.	3	Agree
8.	There are various input texts included in the developed materials (i.e. dialogue, text in paragraph, etc).	3	Agree
9.	The explanation of the grammar is clear and understandable.	3	Agree
E. Sequence			
10.	The tasks in each unit of the developed materials are in sequence.	3	Agree
F. Methodology			
11.	The activities in the developed materials are various (i.e. answering questions, survey, etc).	3	Agree
G. Setting			
12.	The setting of the developed materials varies from group work, in pair, and individual work.	3.5	Strongly agree

The Table 4.5.c has result that the experts agreed that Unit 3 was appropriate. The results show that the mean value of each item was in the range of 3 - 3.5. The item was categorized as 'Good' when the mean value was in the range of 2.52 - 3.27 while the item was categorized as 'Very Good' if the mean value was in the range of 3.28 - 4.03.

Based on the Table 4.5.c, some items were categorized as 'Good'. They are goal, some parts of format (the appropriateness of font type and illustration), instruction, content, sequence, and methodology. In addition, setting and general layout were categorized as 'Very Good'.

d. Unit 4

Table 9.d: The Descriptive Statistics of Experts' Opinion on the Appropriateness of Unit 4

No.	Items	Means	Description of Agreement
A. Goal			
1.	The developed materials will accomplish the objectives of the English teaching and learning that is to facilitate the students to communicate with each other.	3	Agree
B. Format			
2.	The general layout is interesting.	3.5	Strongly agree
3.	The font type is suitable.	3	Agree
4.	The illustration (i.e. pictures, table, etc) is attractive	3.5	Strongly agree
C. Instruction			
5.	The instruction is clear and understandable for both the teacher and the students.	3	Agree
D. Content			
6.	The topic of the developed materials is suitable with the students' interest.	3	Agree

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7.	The activities in the developed materials give opportunities for the students to learn speaking skill.	3	Agree
8.	There are various input texts included in the developed materials (i.e. dialogue, text in paragraph, etc).	3	Agree
9.	The explanation of the grammar is clear and understandable.	3	Agree
E. Sequence			
10.	The tasks in each unit of the developed materials are sequence.	3.5	Strongly agree
F. Methodology			
11.	The activities in the developed materials are various (i.e. answering questions, survey, etc).	3	Agree
G. Setting			
12.	The setting of the developed materials varies from group work, in pair, and individual work.	3.5	Agree

Based on Table 4.5.d, the experts agreed that the Unit 4 was appropriate.

The result show that the mean value of each item was in the range of 3 - 3.5. The item was categorized as 'Good' when the mean value was in the range of 2.52 - 3.27 while the item was categorized as 'Very Good' if the mean value was in the range of 3.28 - 4.03.

From the table above, some items were categorized as 'Good'. They are goal, font type instruction, content, methodology and setting. In addition, general layout, the illustration and sequence were categorized as 'Very Good'.

e. Unit 5

Table 9.e: The Descriptive Statistics of Experts' Opinion on the Appropriateness of Unit 5

No.	Items	Means	Description of Agreement
A. Goal			
1.	The developed materials will accomplish the objectives of the English teaching and learning that is to facilitate the students to communicate with each other.	3	Agree
B. Format			
2.	The general layout is interesting.	3.5	Strongly agree
3.	The font type is suitable.	3	Agree
4.	The illustration (i.e. pictures, table, etc) is attractive	3.5	Strongly agree
C. Instruction			
5.	The instruction is clear and understandable for both the teacher and the students.	3	Agree
D. Content			
6.	The topic of the developed materials is suitable with the students' interest.	3	Agree
7.	The activities in the developed materials give opportunities for the students to learn the speaking skill.	3	Agree
8.	There are various input texts included in the developed materials (i.e. dialogue, text in paragraph, etc).	3	Agree
9.	The explanation of the grammar is clear and understandable.	3	Agree
E. Sequence			
10.	The tasks in each unit of the developed materials are in sequence.	3	Agree
F. Methodology			
11.	The activities in the developed materials are various (i.e. answering questions, survey, etc).	3	Agree
G. Setting			
12.	The setting of the developed materials varies from group work, in pair, and individual work.	3.5	Strongly agree

From the table above, it can be seen the experts agreed that Unit 5 was appropriate. The result show that the mean value of each item was in the range of 3 - 3.5. The item was categorized as ‘Good’ when the mean value was in the range of 2.52 - 3.27 while the item was categorized as ‘Very Good’ if the mean value was in the range of 3.28 - 4.03.

Based on the Table 4.5.e, some items were categorized as ‘Good’. They are goal, font type, instruction, content, sequence, and methodology. Then, general layout, illustration and setting were categorized as ‘Very Good’.

Besides the result of expert judgment questionnaire above, there are the descriptions of the experts’ feedback to validate the first draft to final draft. The following table presents the description of each unit.



a. Unit 1

Table 10.a: The Experts’ Suggestions of Unit 1

Parts of units	Suggestions
Task 1	1. Changing and adding the pictures. 2. Changing the instruction.
Task 3	Adding the questions.
Task 5	Adding the questions.
Task 7	Adding the columns.
Task 8	Changing the form of the guideline.

The materials in Unit 1 are appropriate. However, the experts suggested that the materials must be revised in some parts. They are Task 1, Task 3, Task 5, Task 7 and Task 8. The revisions are as follow:

Table 10.b: Before and After Revision of Unit 1

Parts of units	Before revision	After revision
Task 1	<p>1. Pictures before revision:</p> 	<p>Pictures after revision:</p> 
	<p>2. Instruction before revision:</p> <p>In pairs, study the following pictures and then decide which pictures show expressions of sadness and which ones do not.</p>	<p>Instruction after revision:</p> <p>In pairs, study the following pictures about tsunami in Aceh and tell your friend what you feel.</p>
Task 3	<p>Questions before revision:</p> <ol style="list-style-type: none"> 1. What does Rasty tell Dera? 2. How is Dera feeling about what Rasty tells her? 3. How do they express their feelings? 	<p>Questions after revision:</p> <ol style="list-style-type: none"> 1. What does Rasty tell Dera? 2. Why does Dera move to another province? 3. Where does Dera live? 4. How is Dera feeling about what Rasty tells her? 5. How do they express their feelings?

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Task 5	Questions before revision: 1. What does Farah tell Dion? 2. What is Dion’s feeling about what Farah tells him? 3. How do they express their feelings?	Questions after revision: 1. What does Farah tell Dion? 2. Where does Farah put her favourite watch? 3. Why does Farah feel sad? 4. What is Dion’s feeling after Farah tells him about her favourite watch? 5. How do they express their feelings?																																																																																								
Task 7	Table before revision: <table><tr><th>N o.</th><th>Words</th><th>phone tic transcrip tion</th></tr><tr><td>1.</td><td>Cry</td><td>/kraɪ /</td></tr><tr><td>2.</td><td>tear</td><td>/tɪ ə^r/</td></tr><tr><td>3.</td><td>proble m</td><td>/' prɒ b.lə</td></tr><tr><td>4.</td><td>death</td><td>m/</td></tr><tr><td>5.</td><td>Illness</td><td>/deθ/</td></tr><tr><td>6.</td><td>lost</td><td>/' ɪ l. nəs/</td></tr><tr><td>7.</td><td>feeling</td><td>/lɒ st/</td></tr><tr><td>8.</td><td>friends hip</td><td>/' fi: .lɪ ŋ/</td></tr><tr><td></td><td></td><td>/' fre nd.ʃ</td></tr><tr><td></td><td></td><td>ɪ p/</td></tr></table>	N o.	Words	phone tic transcrip tion	1.	Cry	/kraɪ /	2.	tear	/tɪ ə ^r /	3.	proble m	/' prɒ b.lə	4.	death	m/	5.	Illness	/deθ/	6.	lost	/' ɪ l. nəs/	7.	feeling	/lɒ st/	8.	friends hip	/' fi: .lɪ ŋ/			/' fre nd.ʃ			ɪ p/	Table after revision: <table><tr><th>N o.</th><th>Words</th><th>phonetic transcrip tion</th><th>Par ts of spe ech</th><th>M e a n i n g</th></tr><tr><td>1.</td><td>cry</td><td>/kraɪ /</td><td></td><td></td></tr><tr><td>2.</td><td>tear</td><td>/tɪ ə^r/</td><td></td><td></td></tr><tr><td>3.</td><td>proble m</td><td>/' prɒ b.lə</td><td></td><td></td></tr><tr><td>4.</td><td>death</td><td>/deθ/</td><td></td><td></td></tr><tr><td>5.</td><td>Illness</td><td>/' ɪ l.nəs/</td><td></td><td></td></tr><tr><td>6.</td><td>lost</td><td>/lɒ st/</td><td></td><td></td></tr><tr><td>7.</td><td>feeling</td><td>/' fi: .lɪ ŋ</td><td></td><td></td></tr><tr><td>8.</td><td>friends hip</td><td>/</td><td></td><td></td></tr><tr><td></td><td></td><td>/' frend.ʃ</td><td></td><td></td></tr><tr><td></td><td></td><td>ɪ p/</td><td></td><td></td></tr></table>	N o.	Words	phonetic transcrip tion	Par ts of spe ech	M e a n i n g	1.	cry	/kraɪ /			2.	tear	/tɪ ə ^r /			3.	proble m	/' prɒ b.lə			4.	death	/deθ/			5.	Illness	/' ɪ l.nəs/			6.	lost	/lɒ st/			7.	feeling	/' fi: .lɪ ŋ			8.	friends hip	/					/' frend.ʃ					ɪ p/		
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Task 8	Form of guideline before revision:	Form of guideline after revision:
	1. Greeting 2. Saying that you miss your friend who lives in another city. 3. Expressing your sadness. 4. Telling Carol's habit. 5. Closing.	A : _____ (Greeting) B : _____ (Greeting and asking why you look sad) A : _____ (Saying that you miss your friend who lives in another city) B : _____ (Responding) A : _____ (Expressing you sadness) B : _____ (Responding) A : _____ (Telling about Carol's habit) B : _____ (Responding)

b. Unit 2

Table 11.a: The Experts' Suggestions of Unit 2

Parts of units	Suggestions
Task 3	Adding the questions.
Task 5	Adding the questions.
Task 7	Adding the columns.

The materials in Unit 2 are appropriate. However, the experts suggested that the materials must be revised in some parts. They are Task 3, Task 5, and Task 7. The revisions are as follow:

Table 11.b: Before and After Revision of Unit 2

Parts of units	Before revision	After revision
Task 3	<p>Questions before revision:</p> <ol style="list-style-type: none"> 1. Why did Sarah feel embarrassed? 2. What are the expressions used to show embarrassment in the dialogue above? 	<p>Questions after revision:</p> <ol style="list-style-type: none"> 1. Why yesterday was a bad day for Sarah? 2. Why did Sarah feel embarrassed? 3. What are the expressions used to show embarrassment in the dialogue above? 4. What is Zahra's response when Sarah felt so embarrassed? 5. The dialogue above is about expression of ...
Task 5	<p>Questions before revision:</p> <ol style="list-style-type: none"> 1. Why does Anisa feel embarrassed? 2. What are the expressions used for expressing embarrassment in the dialogue above? 	<p>Questions after revision:</p> <ol style="list-style-type: none"> 1. What are Maya doing? 2. When is Maya's math exam? 3. Why does Anisa came late? 4. Why does Anisa feel embarrassed? 5. What are the expressions used for expressing embarrassment in the dialogue above?

(continued)

(continued)

Task 7	Table before revision:	Table after revision:																																																																								
	<table><tr><th>N o.</th><th>Word s</th><th>phonetic transcription</th></tr><tr><td>1.</td><td>Shy</td><td>/ʃ aɪ /</td></tr><tr><td>2.</td><td>compliment</td><td>/' kɒ m.plɪ .mənt/</td></tr><tr><td>3.</td><td>feeling</td><td>/' fi: .lɪ ŋ/</td></tr><tr><td>4.</td><td>laugh</td><td>/lɑ : f/</td></tr><tr><td>5.</td><td>blush</td><td>/blʌ ʃ /</td></tr><tr><td>6.</td><td>shame</td><td>/ʃ eɪ m/</td></tr><tr><td>7.</td><td>smile</td><td>/smaɪ l/</td></tr><tr><td>8.</td><td>embarrass</td><td>/ɪ m' bæɪ.əs/</td></tr></table>	N o.	Word s	phonetic transcription	1.	Shy	/ʃ aɪ /	2.	compliment	/' kɒ m.plɪ .mənt/	3.	feeling	/' fi: .lɪ ŋ/	4.	laugh	/lɑ : f/	5.	blush	/blʌ ʃ /	6.	shame	/ʃ eɪ m/	7.	smile	/smaɪ l/	8.	embarrass	/ɪ m' bæɪ.əs/	<table><tr><th>N o.</th><th>Words</th><th>phonetic transcription</th><th>Part of speech</th><th>Meaning</th></tr><tr><td>1.</td><td>Shy</td><td>/ʃ aɪ /</td><td></td><td></td></tr><tr><td>2.</td><td>compliment</td><td>/' kɒ m.plɪ .mənt/</td><td></td><td></td></tr><tr><td>3.</td><td>feeling</td><td>/' fi: .lɪ ŋ/</td><td></td><td></td></tr><tr><td>4.</td><td>laugh</td><td>/lɑ : f/</td><td></td><td></td></tr><tr><td>5.</td><td>blush</td><td>/blʌ ʃ /</td><td></td><td></td></tr><tr><td>6.</td><td>shame</td><td>/ʃ eɪ m/</td><td></td><td></td></tr><tr><td>7.</td><td>smile</td><td>/smaɪ l/</td><td></td><td></td></tr><tr><td>8.</td><td>embarrass</td><td>/ɪ m' bæɪ.əs/</td><td></td><td></td></tr></table>	N o.	Words	phonetic transcription	Part of speech	Meaning	1.	Shy	/ʃ aɪ /			2.	compliment	/' kɒ m.plɪ .mənt/			3.	feeling	/' fi: .lɪ ŋ/			4.	laugh	/lɑ : f/			5.	blush	/blʌ ʃ /			6.	shame	/ʃ eɪ m/			7.	smile	/smaɪ l/			8.	embarrass	/ɪ m' bæɪ.əs/		
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c. Unit 3

Table 12.a: The Experts' Suggestions of Unit 3

Parts of units	Suggestions
Task 1	1. Changing the instruction. 2. Changing the pictures.
Task 3	Adding the questions.
Task 5	Adding the questions.
Task 7	Adding the columns.
Task 9	Changing the guideline.

The materials in Unit 3 are appropriate. However, the experts suggested that the materials must be revised in some parts. They are Task 1, Task 3, Task 5, Task 7, and Task 9. The revisions are as follow:

Table 12.b: Before and After Revision of Unit 3

Parts of units	Before revision	After revision
Task 1	<p>1. Instruction before revision:</p> <p>In pairs, study the following pictures and then decide which pictures show expressions of annoyance and which ones do not.</p>	<p>Instruction after revision:</p> <p>In pairs, study the following pictures and then discuss what the pictures are about.</p>
	<p>2. Pictures before revision:</p> 	<p>Pictures after revision:</p> 
Task 3	<p>Questions before revision:</p> <ol style="list-style-type: none"> 1. Who is better at English? Raka or Doni? 2. Why did Doni feel annoyed? 3. What are the expressions used in the dialogue above? 	<p>Questions after revision:</p> <ol style="list-style-type: none"> 1. Who is better at English? Raka or Doni? 2. Raka need Doni to ... 3. What is the homework about? 4. Why did Doni feel annoyed? 5. What are the expressions used for expressing annoyance in the dialogue above?
Task 5	<p>Questions before revision:</p> <ol style="list-style-type: none"> 1. Where did Elsa go last Sunday? 2. With whom Elsa went last Sunday? 3. Why did Viona feel annoyed? 4. When the project must be submitted? 5. What are the expressions used for expressing annoyance in the dialogue above? 	<p>Questions after revision:</p> <ol style="list-style-type: none"> 1. Where did Elsa go last Sunday? 2. Why did Viona feel annoyed?

(continued)

(continued)

Task 7	<div>Table before revision:</div> <table><tr><th>N o.</th><th>Words</th><th>phonetic transcription</th></tr><tr><td>1.</td><td>Annoy</td><td>/ə' nɔ ɪ /</td></tr><tr><td>2.</td><td>irritating</td><td>/' ɪ r.ɪ .teɪ .t ɪ ŋ/</td></tr><tr><td>3.</td><td>nuisance</td><td>/' nju: .səns/</td></tr><tr><td>4.</td><td>lie</td><td>/laɪ /</td></tr><tr><td>5.</td><td>trouble</td><td>/trʌb.l /</td></tr><tr><td>6.</td><td>unhappy</td><td>/ʌ n' hæp.i/</td></tr><tr><td>7.</td><td>displeased</td><td>/dɪ ' spli: z/</td></tr><tr><td>8.</td><td>disappointed</td><td>/, dɪ s.ə' pɔ ɪ nt/</td></tr></table>	N o.	Words	phonetic transcription	1.	Annoy	/ə' nɔ ɪ /	2.	irritating	/' ɪ r.ɪ .teɪ .t ɪ ŋ/	3.	nuisance	/' nju: .səns/	4.	lie	/laɪ /	5.	trouble	/trʌb.l /	6.	unhappy	/ʌ n' hæp.i/	7.	displeased	/dɪ ' spli: z/	8.	disappointed	/, dɪ s.ə' pɔ ɪ nt/	<div>Table after revision:</div> <table><tr><th>N o.</th><th>Words</th><th>phonetic transcription</th><th>Part of speech</th><th>Meaning</th></tr><tr><td>1</td><td>annoy</td><td>/ə' nɔ ɪ /</td><td></td><td></td></tr><tr><td>2</td><td>irritating</td><td>/' ɪ r.ɪ .teɪ .t</td><td></td><td></td></tr><tr><td>3</td><td>ng</td><td>ɪ .tɪ ŋ/</td><td></td><td></td></tr><tr><td>4</td><td>nuisance</td><td>/' nju: .sə</td><td></td><td></td></tr><tr><td>5</td><td>ce</td><td>ns/</td><td></td><td></td></tr><tr><td>6</td><td>lie</td><td>/laɪ /</td><td></td><td></td></tr><tr><td>7</td><td>trouble</td><td>/trʌb.l /</td><td></td><td></td></tr><tr><td>8</td><td>unhappy</td><td>/ʌ n' hæp. i/</td><td></td><td></td></tr><tr><td></td><td>displeased</td><td>/dɪ ' spli : z/</td><td></td><td></td></tr><tr><td></td><td>disappointed</td><td>/, dɪ s.ə' pɔ ɪ nt/</td><td></td><td></td></tr></table>	N o.	Words	phonetic transcription	Part of speech	Meaning	1	annoy	/ə' nɔ ɪ /			2	irritating	/' ɪ r.ɪ .teɪ .t			3	ng	ɪ .tɪ ŋ/			4	nuisance	/' nju: .sə			5	ce	ns/			6	lie	/laɪ /			7	trouble	/trʌb.l /			8	unhappy	/ʌ n' hæp. i/				displeased	/dɪ ' spli : z/				disappointed	/, dɪ s.ə' pɔ ɪ nt/		
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Task 9	<div>Guideline before revision:</div> <div>1. You meet your friend. 2. You ask your friend why he or she looks annoyed. 3. Your friend says that he is annoyed about his classmate. His classmate borrows his bag and forgets to return it on time. 4. You give response. 5. Your friend tells why he feels annoyed. 6. You give response.</div>	<div>Guideline after revision:</div> <div>A: _____ (greeting) B: _____ (greeting and asking your friend why he or she looks annoyed) A: _____ (saying that he is annoyed about his classmate. His classmate borrows his bag and forgets to return it on time) B: _____ (you give response) A: _____ (your friend tells why he feels annoyed) B: _____ (you give response)</div>																																																																																		

		A: _____ (thanking) B: _____ (closing)
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d. Unit 4

Table 13.a: The Experts' Suggestions of Unit 4

Parts of units	Suggestions
Task 1	Adding the questions.
Task 6	Adding the columns.

The materials in Unit 4 are appropriate. However, the experts suggested that the materials must be revised in some parts. They are Task 1 and Task 6. The revisions are as follow:

Table 13.b: Before and After Revision of Unit 4

Parts of units	Before revision	After revision																															
Task 1	Questions before revision: 1. Do you know what the stories above are? 2. If so, can you tell your group who the characters were, and what happened to the characters? 3. What do you learn from the stories?	Questions after revision: 1. What are the stories about? 2. Can you tell your group who the characters were? 3. What happened to the characters? 4. What is the ending? 5. What do you learn from the stories?																															
Task 6	Table before revision: <table><tr><th>N o.</th><th>Words</th><th>phonetic transcription</th></tr><tr><td></td><td></td><td></td></tr></table>	N o.	Words	phonetic transcription				Table after revision: <table><tr><th>N o.</th><th>Word s</th><th>phonetic transcrip ti on</th><th>Par t of spe ech</th><th>M ea ni ng</th></tr><tr><td>1</td><td>miracl e</td><td>/□m□r.□. kl □/</td><td></td><td></td></tr><tr><td>2</td><td>fairy</td><td>/' feə.ri/</td><td></td><td></td></tr><tr><td>3</td><td>ugly</td><td>/' ʌ g .li/</td><td></td><td></td></tr><tr><td>4</td><td>smart</td><td>/sma : t/</td><td></td><td></td></tr></table>	N o.	Word s	phonetic transcrip ti on	Par t of spe ech	M ea ni ng	1	miracl e	/□m□r.□. kl □/			2	fairy	/' feə.ri/			3	ugly	/' ʌ g .li/			4	smart	/sma : t/		
N o.	Words	phonetic transcription																															
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1	miracl e	/□m□r.□. kl □/																															
2	fairy	/' feə.ri/																															
3	ugly	/' ʌ g .li/																															
4	smart	/sma : t/																															

	1.	miracle	/ˈmɪr.ə.kl		5	statue	/ˈstætʃ.u		
	2.	fairy	/ˈfeəri/				ː /		
	3.	ugly	/ˈʌɡ.li/		6	palace	/ˈpæl.ɪ s/		
	4.	smart	/smɑːt/		7	tactic	/ˈtæk.tɪ k		
	5.	statue	/ˈstætʃ .uː /				/		
	6.	palace	/ˈpæl.ɪ s/		8	happily	/ˈhæp.ɪ .l		
	7.	tactic	/ˈtæk.tɪ k/				i/		
	8.	happily	/ˈhæp.ɪ .li/						

e. Unit 5

Table 14.a: The Experts' Suggestions of Unit 5

Parts of units	Suggestions
Task 1	Changing the options on the survey sheet.
Task 6	Adding the columns.
Task 7	1. Changing the situation. 2. Changing the guideline.
Task 8	1. Changing the situation. 2. Changing the guideline.
Task 9	1. Changing the situation. 2. Changing the guideline.

The materials in Unit 3 are appropriate. However, the experts suggested that the materials must be revised in some parts. They are Task 1, Task 6, Task 7, Task 8, and Task 9. The revisions are as follow:

Table 14.b: Before and After Revision of Unit 5

Parts of units	Before revision	After revision
Task 1	<p>Questions before revision:</p> <ol style="list-style-type: none"> 1. Do you know what the pictures above are? 2. If so, can you tell your friend why people want to have them? 3. What are the positive arguments of gadget? 	<p>Questions after revisions:</p> <ol style="list-style-type: none"> 1. Do you know what the pictures above are? 2. If so, can you tell your friend why people want to have them? 3. What are the positive arguments of gadget? 4. What are the negative

Task 6	Table before revision:			Table after revision:				
	N o.	Words	phonetic transcript ion	N o.	Word s	phoneti c transcri ption	Part of spee ch	M ea ni ng
	1.	Facility	/fə' sɪ l. ɪ .ti/	1.	facilit y	/fə' sɪ l.ɪ .ti/		
	2.	academic	/, æk.ə' dem.ɪ k/	2.	acade mic	/, æk.ə ' dem.		
	3.	achieve ment	/ə' tʃ i: v.mənt/	3.	achiev ement	ɪ k/ /ə' tʃ i		
	4.	location	/ləʊ ' ke ɪ .ʃ ən/	4.	locati on	: v.mə nt/		
	5.	religious	/rɪ ' lɪ d ʒ .əs/	5.	religio us	/ləʊ ' k eɪ .ʃ ən		
	6.	extracurr icular	/, ek.strə .kə' rɪ k .jʊ .lər/	6.	extrac urricu lar	/ /rɪ ' lɪ dʒ .əs/		
	7.	fee	/fi: /	7.	fee	/, ek.st		
	8.	educatio n	/, ed.jʊ ' keɪ .ʃ ən/	8.	educat ion	rə.kə' r ɪ k.jʊ .l ər/ /fi: / /, ed.j ʊ ' ke ɪ .ʃ ən/		

(continued)

(continued)

Task 7	1. Situation before revision:	Situation after revision:
	<p>Your brother was graduated from Junior High School. Now, He needs your opinion to choose senior high school that will be his school. You suggest him to study in SMA Ma'arif NU 1 Ajibarang.</p>	<p>You participate in the Scholl speech competition about my best school.</p>

	<p>2. Guideline before revision:</p> <p>Your brother : _____ (greeting)</p> <p>You : _____ (greeting and asking about your brother's examination result)</p> <p>Your brother : _____ (responding)</p> <p>You : _____ (asking about his school that he chooses to be his senior high school)</p> <p>Your brother : _____ (telling that you're still confused)</p> <p>You : _____ (suggesting him to study in SMA Ma'arif NU 1 Ajibarang)</p> <p>Your brother : _____ (asking about the advantages of studying in SMA Ma'arif NU 1 Ajibarang)</p>	<p>Guideline after revision:</p> <p>You : 1. _____ (opening)</p> <p>: 2. _____ (giving thesis)</p> <p>: 3. _____ (arguing about the achievements of SMA Ma'arif NU 1 Ajibarang)</p> <p>: 4. _____ (arguing about the facilities of SMA Ma'arif NU 1 Ajibarang)</p> <p>: 5. _____ (arguing about the advantages of studying in SMA Ma'arif NU 1 Ajibarang)</p> <p>: 6. _____ (giving recommendation)</p> <p>: 7. _____ (closing)</p>
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(continued)

(continued)

	<p>You : _____ (explaining the advantages of studying in SMA Ma'arif NU 1 Ajibarang)</p> <p>Your brother : _____ (agreeing and thinking)</p>	
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Task 8	<p>1. Situation before revision:</p> <p>You ask your friend to stop smoking. You tell him some reasons about the danger of smoking and give persuading statement in conclusion.</p>	<p>Situation after revision:</p> <p>You have a job to share about the danger of smoking.</p>
	<p>2. Guideline before revision:</p> <p>You : _____ (greeting and asking why he looks unhealthy)</p> <p>Your friend : _____ (greeting and telling about his lung)</p> <p>You : _____ (giving the first arguments about the danger of smoking)</p> <p>Your friend : _____ (responding)</p> <p>You : _____ (giving the second arguments about the danger of smoking)</p> <p>Your friend : _____ (responding)</p> <p>You : _____ (giving the third arguments about the danger of smoking)</p> <p>Your friend : _____ (responding)</p> <p>You : _____ (Persuading\ your friend to stop smoking)</p>	<p>Guideline after revision:</p> <p>You : 1. _____ (opening)</p> <p>: 2. _____ (giving thesis)</p> <p>: 3. _____ (giving the first arguments about the danger of smoking)</p> <p>: 4. _____ (giving the second arguments about the danger of smoking)</p> <p>: 5. _____ (giving the third arguments about the danger of smoking)</p> <p>: 6. _____ (persuading to stop smoking)</p> <p>: 7. _____ (closing)</p>

(continued)

(continued)

Task 9	<p>1. Situation before revision:</p> <p>Your friends and you discuss about who is the favourite teacher at school. Give some reasons and recommendation statement in conclusion.</p>	<p>Situation before revision:</p> <p>You share to your classmates about who is your favourite teacher at school.</p>
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	2. Guideline before revision:	Guideline after revision:
	<p>You : _____ (greeting and asking who their favourite teacher is)</p> <p>Friend 1 : _____ (greeting and arguing)</p> <p>Friend 2 : _____ (greeting and arguing)</p> <p>Friend 3 : _____ (greeting and arguing)</p> <p>Friend 4 : _____ (greeting and arguing)</p> <p>Friend 5 : _____ (greeting and arguing)</p> <p>You : _____ (arguing and asking their recommendation statement in conclusion)</p>	<p>You : 1. _____ (opening)</p> <p>: 2. _____ (giving thesis)</p> <p>: 3. _____ (giving the first arguments why she or he is your favourite teacher)</p> <p>: 4. _____ (giving the second arguments why she or he is your favourite teacher)</p> <p>: 5. _____ (giving the third arguments why she or he is your favourite teacher)</p> <p>: 6. _____ (giving recommendation)</p> <p>: 7. _____ (closing)</p>

B. DISCUSSION

The analysis on learner needs and learning needs were done in the needs analysis. The target needs and the learning needs were collected using the needs analysis questionnaire. The questionnaire was arranged based on the theory proposed by Nunan (2004) about the component of the task. The information which was collected from the needs analysis then was used to develop a course grid.

The course grid was developed to provide a framework for the process of materials development. In developing the course grid, the curriculum of Senior High School also was taken into account. It was necessary considering the materials would be used as the model for material development in the formal

school. Therefore, the materials would be appropriate to be used in the school. After the course grid was arranged, the next step was designing the materials.

In the process of designing materials, the researcher applied the theories by Tomlinson (1998) and Nunan (2004). According to Nunan (2004) there are six components of the tasks. They are goals, input, procedures, teacher role, learner role, and settings. The goals of this study are students need to be able to communicate with English and to communicate in spoken language using simple English in daily life correctly. This idea is proposed by the statement of Nunan (2004). He states that the goal is related to communicative affective and cognitive or directly describing teacher and learner behavior. Related to the input, students want to learn pronunciation.

In procedure, the students want to have discussions in speaking activities. Moreover, in teacher role, students want to be introduced to the grammar related to the input text from the teacher in speaking activities. Then, related to learner role, the students want to do their speaking tasks in pairs. And the last, is in settings, the students want to do their tasks by discussion in pairs

Five units were designed in this research. Each unit consists of 13 tasks. The tasks in each unit were organized using components of unit which consist of warming-up (Let's Start), main activity (Let's Speak Up), evaluation (Let's Do More and Let's Check Your Competence), reflection (Let's Make Reflection), and summary (Let's Make Summary).

The content inputs of Unit 1 until Unit 5 are pictures, dialogue, language functions, key grammar, and key vocabulary. Moreover, the suitable input is also

based on the learners' needs. In relation to the suitable materials, Tomlinson (1998) also states that the materials should help the learners to develop confidence and the materials should achieve impact. In relation to the learners' role and teacher's role, suitable learners' role was as active learners. In relation to the suitable teacher role, the teacher's roles are as a prompter, a resource, and a controller. In relation to setting, the appropriate setting is pair works and group works. The students need to have discussions with a friend or more than two friends.

The developed units were assessed by the experts. The instrument used to assess the materials was questionnaire. The researcher used the theories by McKay (2006) about *Likert-Scale* and formula of the mean central tendency proposed by Suharto (2006). There are seven items in the expert judgment questionnaire. They are goal, format, instruction, content, sequence, methodology and setting.

The results of the expert judgment questionnaire were showed by the descriptive statistic technique whose mean value ranged from 3 – 3.5. In conclusion, the materials are generally appropriate because they meet the requirements of the seven items in the expert judgment questionnaire.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusions

1. The Process in Developing the Tasks

The process in developing the tasks was arranged in some steps. The steps include conducting needs analysis, writing the course grid, designing the materials (first draft), getting expert judgment and writing the final draft.

Needs analysis was conducted through questionnaires. The results of the questionnaire were used to write the course grid. After writing the course grid, the tasks were developed. These tasks were called as the first draft. Then, the researcher validated the first draft to the expert judgment. The first draft was called the second draft when the draft has revised. And the last, the researcher revised the second draft based on the feedback from the experts by using the results of expert judgment questionnaire. The draft revised was called the final draft.

2. Students' Needs and Learning Needs

Based on the needs analysis, it was found that the students' goal of learning English is students want to be able to communicate with each other related to the topic. In term of the topic, the students preferred topics that were close to their daily life.

In the needs analysis result, the learning needs were found in the input, procedures, teacher role, learner role, and settings. Related to the input, the students

want to learn pronunciation. Related to the procedure, the students want to discuss in speaking activities. Moreover, related to the teacher role, the students want to be introduced to the grammar related to the input text by the teacher in speaking activities. Then, related to learner role, the students want to do their speaking tasks in pairs. The last is, related to the settings, the students want to do their tasks through discussions in pairs

3. The Characteristics of Communicative Speaking Tasks

The title of each unit reflected the topic and the learning objective of the learning. The title was followed by pictures and the description about what the unit is about. The topic of the materials should be related to the daily life of the students.

Five units were designed in this research. Each unit consists of 13 tasks. The tasks in each unit were organized using components of unit which consist of warming-up (*Let's Start*), main activity (*Let's Speak Up*), evaluation (*Let's Do More and Let's Check Your Competence*), reflection (*Let's Make Reflection*), and summary (*Let's Make Summary*). In each unit, there are consist of pictures, dialogue, language functions, key grammar, and key vocabulary. The activities of each unit are individual, in pairs, and in group.

B. Suggestions

1. To Other Researchers

The other researcher should design the appropriate materials related to the students needs and learning needs. Related to the communicative speaking tasks,

there are six task components used in developing tasks should be appropriate with the students' needs and learning needs.

2. To the English Teachers

The English teachers should try to develop materials which appropriate with the needs of the students and learning.

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QUESTIONNAIRE SHEET

Nama :

Kelas :

Berilah tanda silang (X) pada jawaban yang kamu anggap benar.

No.	Questions	Answers
1.	Pelajaran Bahasa Inggris menurut saya ...	a. Menyenangkan dan menarik
		b. Membosankan
		c. Mudah untuk dipelajari
		d. Susah untuk dimengerti
2.	Tujuan saya mempelajari Bahasa Inggris adalah ...	a. Lulus ujian dengan nilai bagus
		b. Sebagai penunjang untuk melanjutkan ke jenjang pendidikan selanjutnya
		c. Untuk berinteraksi menggunakan bahasa inggris
		d. Supaya mudah mencari pekerjaan
3.	Saya menginginkan pembelajaran Bahasa Inggris yang dapat membuat saya ...	a. Mampu menguasai kosakata (vocabulary) dengan baik
		b. Mampu menguasai struktur kata (grammar) dengan baik
		c. Mampu berkomunikasi secara lisan dengan menggunakan bahasa inggris sederhana dengan baik dalam kehidupan sehari-hari
		d. Mampu memahami makna dan penggunaan setiap kata, kalimat, dan ungkapan dalam bahasa inggris
4.	Menurut saya, kemampuan Bahasa Inggris saya sekarang berada ditingkat ...	a. Persiapan (tidak tahu apa-apa)
		b. Dasar (menguasai sedikit kosakata dasar)
		c. Menengah (mampu mengikuti percakapan dalam Bahasa Inggris dan meresponnya)
		d. Lanjut (Lancar dalam menggunakan Bahasa Inggris)
5.	Kesulitan yang saya temui saat pelajaran Bahasa Inggris adalah ...	a. Listening (mendengarkan)
		b. Speaking (berbicara)
		c. Reading (membaca)
		d. Writing (menulis)
6.	Menurut saya, dalam pelajaran Bahasa Inggris penting untuk ...	a. Memiliki kemampuan mendengarkan
		b. Memiliki kemampuan berbicara
		c. Memiliki kemampuan membaca
		d. Memiliki kemampuan menulis

7.	Dalam pelajaran Bahasa Inggris, saya biasanya ...	a. Sangat aktif berbicara b. Aktif berbicara c. Sesekali atau jarang berbicara d. Tidak pernah berbicara sama sekali
8.	Yang membuat saya sulit dalam belajar berbicara dengan bahasa Inggris adalah ...	a. Malu dan takut salah b. Tidak menguasai cukup kosakata c. Tidak tahu bagaimana pelafalan (pronunciation) yang benar d. Topik tidak sesuai dengan minat saya yaitu yang berhubungan dengan kehidupan remaja
9.	Menurut saya, kegiatan atau tugas yang sulit pada saat berbicara dalam Bahasa Inggris adalah ...	a. Membaca percakapan yang sudah disediakan b. Menghafalkan percakapan untuk kemudian di presentasikan didepan kelas c. Melakukan percakapan langsung dengan topik yang sudah disediakan d. Melakukan percakapan dengan topik bebas
10.	Topik yang biasanya diberikan oleh guru dalam input pembelajaran Bahasa Inggris khususnya berbicara adalah ...	a. Topik-topik yang berhubungan dengan kehidupan sehari-hari dilingkungan keluarga, sekolah, dan masyarakat b. Topik-topik yang berhubungan dengan kehidupan remaja c. Topik-topik yang berhubungan dengan kehidupan pendidikan d. Topik-topik yang berhubungan dengan IPTEK (Ilmu Pengetahuan dan Teknologi)
11.	Topik yang saya sukai dalam input pembelajaran Bahasa Inggris khususnya berbicara adalah ...	a. Topik-topik yang berhubungan dengan kehidupan sehari-hari dilingkungan keluarga, sekolah, dan masyarakat b. Topik-topik yang berhubungan dengan kehidupan remaja c. Topik-topik yang berhubungan dengan kehidupan pendidikan d. Topik-topik yang berhubungan dengan IPTEK (Ilmu Pengetahuan dan Teknologi)
12.	Input materi berbicara dalam pembelajaran	a. Diambil dari buku paket b. Diambil dari LKS

	Bahasa Inggris yang biasanya digunakan oleh guru itu?	c. Membawa contoh asli (surat, poster, dll)
		d. Mengambil dari Internet
13.	Input materi berbicara dalam pembelajaran Bahasa Inggris yang saya sukai adalah ...	a. Diambil dari buku paket
		b. Diambil dari LKS
		c. Membawa contoh asli (surat, poster, dll)
		d. Mengambil dari Internet
14.	Untuk materi berbicara, guru biasanya ...	a. Memberikan model monolog atau percakapan singkat kemudian dipraktekan didepan kelas
		b. Mengenalkan lebih dahulu kosakata yang berkaitan dengan input teks
		c. Mengenalkan lebih dahulu struktur kata yang berkaitan dengan input teks
		d. Memberikan input teks disertai gambar
15.	Untuk materi berbicara, saya lebih suka jika guru ...	a. Memberikan model monolog atau percakapan singkat kemudian dipraktekan didepan kelas
		b. Mengenalkan lebih dahulu kosakata yang berkaitan dengan input teks
		c. Mengenalkan lebih dahulu struktur kata yang berkaitan dengan input teks
		d. Memberikan input teks disertai gambar
16.	Menurut saya, dalam pembelajaran Bahasa Inggris, khususnya berbicara, penting untuk ...	a. Mengajarkan kosakata (vocabulary)
		b. Mengajarkan pelafalan (pronunciation)
		c. Mengajarkan struktur kata (grammar)
		d. Mengajarkan ungkapan (expression)
17.	Media pembelajaran berbicara yang biasanya digunakan guru adalah ...	a. Teks
		b. Gambar
		c. Video atau film pendek
		d. Alat peraga sesuai dengan topik yang dibahas
18.	Media pembelajaran berbicara yang saya sukai adalah ...	a. Teks
		b. Gambar
		c. Video atau film pendek

		d. Alat peraga sesuai dengan topik yang dibahas
19.	Aktifitas atau tugas yang biasanya diberikan guru untuk melatih kemampuan berbicara saya adalah ...	a. Membaca percakapan yang sudah disediakan
		b. Menghafalkan percakapan untuk kemudian di presentasikan didepan kelas
		c. Melakukan percakapan langsung dengan topik yang sudah disediakan
		d. Melakukan percakapan dengan topik bebas
20.	Aktifitas atau tugas yang saya sukai untuk melatih kemampuan berbicara saya adalah ...	a. Membaca percakapan yang sudah disediakan
		b. Menghafalkan percakapan untuk kemudian di presentasikan didepan kelas
		c. Melakukan percakapan langsung dengan topik yang sudah disediakan
		d. Melakukan percakapan dengan topik bebas
21.	Pada saat mengerjakan tugas berbicara, guru biasanya memberikan instruksi untuk mengerjakannya secara ...	a. Individu
		b. Berpasangan
		c. Kelompok kecil
		d. Kelompok besar
22.	Pada saat mengerjakan tugas, saya lebih suka apabila ...	a. Mengerjakan sendiri
		b. Berdiskusi dan mengerjakan dengan teman sebangku
		c. Berdiskusi dan mengerjakan dalam kelompok kecil
		d. Berdiskusi dan mengerjakan dalam kelompok besar
23.	Pada saat saya mengalami kesulitan dalam memahami materi dan mengerjakan tugas dalam berbicara Bahasa Inggris, guru biasanya ...	a. Menjelaskan kembali dengan menggunakan contoh lain yang lebih mudah untuk saya pahami
		b. Menanyakan kesulitan saya dan mengoreksi langsung
		c. Menjelaskan kembali dengan menggunakan bahasa yang lebih mudah untuk saya pahami
		d. Menanyakan apakah ada siswa lain yang bisa membantu untuk menjelaskan kepada saya dengan

		tuntunan dari guru
24.	Teknik pengajaran berbicara dalam pembelajaran Bahasa Inggris yang biasanya digunakan oleh guru adalah ...	a. Monolog (satu arah, hanya dari guru)
		b. Diskusi
		c. Role play
		d. Games
25.	Teknik pengajaran berbicara dalam pembelajaran Bahasa Inggris yang saya sukai adalah ...	a. Monolog (satu arah, hanya dari guru)
		b. Diskusi
		c. Role play
		d. Games

COURSE GRID

School : SMA Ma'arif NU 1 Ajibarang

Subject : English

Class/Semester : XI/2

Standard of Competency : Speaking - 9. Expressing the meaning of transactional, formal and sustained interpersonal dialogs in the context of daily life.

Basic Competency : 9.1 Expressing the meaning of transactional (*to get things done*), formal and sustained interpersonal (*doing socialization*) dialogs accurately, fluently and acceptably that use various spoken languages in the context of daily life and involve speech acts: *expressing attitudes*, *expressing love*, and *expressing sadness*.

Unit	Learning Objective	Language Functions	Language Focus		Teaching Method	Input	Learning Activities
			Grammar Key	Vocabulary Key			
I am very sad.	In the end of the learning, students are able to communicate with each other by using the	a. In formal situation <ul style="list-style-type: none"> ... comes as my great sadness. I must say I had hoped 	Simple Present Tense S + V es/s + O	a. Verb: Cry b. Adj: Lost c. Noun:	Communicative Language Teaching	<ul style="list-style-type: none"> Pictures Dialogue Report Sheet Table 	Let's Start <ul style="list-style-type: none"> Giving the students some situational pictures that are related to the topic Completing the survey sheet. Let's Speak Up <ul style="list-style-type: none"> Giving a dialogue and asking the students to

	expressions of sadness.	<p>....</p> <ul style="list-style-type: none"> • I'm very sad about <p>b. In informal situation</p> <ul style="list-style-type: none"> • I can't believe what's going on. • I can't hold my tears on it. • Oh, no... <p>(crying)*</p>		<ul style="list-style-type: none"> • Tear • Problem • Death • Illness • Feeling • Friendship 		<p>answer the question based on the dialogue.</p> <ul style="list-style-type: none"> • Giving an explanation about expression of sadness. • Giving a dialogue and asking the students to answer the question based on the dialogue, and then practicing it in pairs. • Giving a dialogue and the form of simple present tense to indicate habitual action. • Giving some vocabularies and asking the students how to pronounce them. Then, find out the meaning and part of speech in pairs. • Creating a dialogue about the simple present tense to indicate habitual action in expression of sadness based on the guideline, and then practicing it in pairs. • Asking the students to create a dialogue by choosing one of the situational provided using vocabularies in Task 7, and then practicing it. <p>Let's Do More Completing report sheet.</p> <p>Let's Check Your Competence Creating a dialogue with free topic individually, and then practicing it with the classmate.</p>
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							<p>Let's Make Reflection</p> <p>Reflecting the students' learning in this unit</p> <p>Let's Make Summary</p> <p>Summarizing the students' learning in this unit.</p>
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School : SMA Ma'arif NU 1 Ajibarang

Subject : English

Class/Semester : XI/2

Standard of Competency : Speaking - 9. Expressing the meaning of transactional, formal and sustained interpersonal dialogs in the context of daily life.

Basic Competency : 9.2 Responding the meaning of transactional (*to get things done*), formal and sustained interpersonal (*doing socialization*) dialogs accurately, fluently and acceptably that use various spoken languages in the context of daily life and involve speech acts: *embarrassment, anger and annoyance*.

Unit	Learning Objective	Language Functions	Language Focus		Teaching Method	Input	Learning Activities
			Grammar Key	Vocabulary Key			
That's real embarrassment for me.	In the end of the learning, students are able to communicate with each other by using the expressions of embarrassment.	a. In Formal Situations <ul style="list-style-type: none">• What an embarrassment!• I must say that it's an embarrassment.• That's a real embarrassment.	Exclamatory Sentences <ul style="list-style-type: none">a. What + Noun (Phrase)b. How + Adjective (Phrase)	a. Verb: <ul style="list-style-type: none">• Forget• Feel• Cry• Embarrass b. Noun: <ul style="list-style-type: none">shame c. Adjective:	Communicative Language Teaching	<ul style="list-style-type: none">• Pictures• Dialogue• Report Sheet• Table	Let's Start <ul style="list-style-type: none">• Giving the students some situational pictures that are related to the topic• Completing the survey sheet. Let's Speak Up <ul style="list-style-type: none">• Giving a dialogue and asking the students to answer the question based on the dialogue.• Giving an explanation about expression of

		<p>b. In informal situation</p> <ul style="list-style-type: none"> • What a shame! • I feel so embarrassed. • It's really embarrassed for me 	<p>or Adverb (Phrase)</p>	<ul style="list-style-type: none"> • Late • Wrong 		<p>embarrassment</p> <ul style="list-style-type: none"> • Giving a dialogue and asking the students to answer the question based on the dialogue, and then practicing it in pairs. • Giving a dialogue and the form of exclamatory sentences. • Giving some vocabularies and asking the students how to pronounce them. Then, find out the meaning and part of speech in pairs. • Creating a dialogue about expression of embarrassment based on the guideline with some vocabularies in Task 7, and then practicing it in pairs. • Creating a dialogue about the exclamatory sentences in expression of embarrassment based on the guideline, and then practicing it in pairs. • Asking the students to create a dialogue by choosing one of the situational provided and then practicing it. <p>Let's Do More Completing report sheet.</p>
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							<p>Let's Check Your Competence</p> <p>Creating a dialogue using one of the expressions that students have learned with free topic individually, and then practicing it in pairs.</p> <p>Let's Make Reflection</p> <p>Reflecting the students' learning in this unit</p> <p>Let's Make Summary</p> <p>Summarizing the students' learning in this unit.</p>
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School : SMA Ma'arif NU 1 Ajibarang

Subject : English

Class/Semester : XI/2

Standard of Competency : Speaking - 9. Expressing the meaning of transactional, formal and sustained interpersonal dialogs in the context of daily life.

Basic Competency : 9.2 Responding the meaning of transactional (*to get things done*), formal and sustained interpersonal (*doing socialization*) dialogs accurately, fluently and acceptably that use various spoken languages in the context of daily life and involve speech acts: *embarrassment, anger and annoyance*.

Unit	Learning Objective	Language Functions	Language Focus		Teaching Method	Input	Learning Activities
			Grammar Key	Vocabulary Key			
It's really annoying.	In the end of the learning, students are able to communicate with each other by using the expressions of annoyance.	a. In Formal Situations <ul style="list-style-type: none"> I'm extremely displeased with is very irritating. I'm extremely unhappy about 	Simple Past Tense S + V2 (O)	a. Verb: <ul style="list-style-type: none"> Annoy Lie Displease Disappoint b. Noun: <ul style="list-style-type: none"> Nuisance Trouble 	Communicative Language Teaching	<ul style="list-style-type: none"> Pictures Dialogue Report Sheet Table 	Let's Start <ul style="list-style-type: none"> Giving the students some situational pictures that are related to the topic Completing the survey sheet. Let's Speak Up <ul style="list-style-type: none"> Giving a dialogue and asking the students to answer the question based on the dialogue. Giving an explanation about expression of

		<p>this.</p> <p>b. In informal situation</p> <ul style="list-style-type: none"> You made me annoyed What a nuisance! It's really annoying. 		<p>c. Adjective:</p> <ul style="list-style-type: none"> Irritating Unhappy 		<p>annoyance.</p> <ul style="list-style-type: none"> Giving a dialogue and asking the students to answer the question based on the dialogue, and then practicing it in pairs. Giving a dialogue and the form of simple past tense. Giving some vocabularies and asking the students how to pronounce them. Then, find out the meaning and part of speech in pairs. Creating a dialogue about expression of annoyance based on the guideline with some vocabularies in Task 7, and then practicing it in pairs. Creating a dialogue about the simple past tense in expression of annoyance based on the guideline, and then practicing it in pairs. Asking the students to create a dialogue by choosing one of the situational provided and then practicing it. <p>Let's Do More</p> <p>Completing report sheet.</p> <p>Let's Check Your Competence</p> <p>Creating a dialogue using one of the expressions</p>
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							<p>that students have learned with free topic individually, and then practicing it in pairs.</p> <p>Let's Make Reflection</p> <p>Reflecting the students' learning in this unit</p> <p>Let's Make Summary</p> <ul style="list-style-type: none">• Summarizing the students' learning in this unit.
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School : SMA Ma'arif NU 1 Ajibarang

Subject : English

Class/Semester : XI/2

Standard of Competency : Speaking - 10. Understanding the meaning of short functional text and the monolog of *narrative*, *spoof* and *hortatory exposition* in the context of daily life.

Basic Competency : 10.2 Expressing the meaning of monolog texts (*narrative*, *spoof*, and *hortatory exposition*) that use spoken language accurately and acceptably in the context of daily life.

Unit	Learning Objective	Language Functions	Language Focus		Teaching Method	Input	Learning Activities
			Grammar Key	Vocabulary Key			
I have a nice story for you.	In the end of the learning, students are able to	a. The tense used in the text is Simple Past Tense. b. Use of particular nouns to refer to or	The form of sequence events: First } S+ Second } V2 Third } (O)	a. Noun: • Miracle • Fairy • Statue • Palace • Tactic • Cucumber b. Adjective: • Ugly	Communicative Language Teaching	<ul style="list-style-type: none">• Pictures• Dialogue• Report Sheet• Table	<p>Let's Start</p> <ul style="list-style-type: none">• Giving the students some situational pictures that are related to the topic and asking the students to discuss the answers with their partner.• Completing the survey sheet. <p>Let's Speak Up</p> <ul style="list-style-type: none">• Giving a dialogue and asking the students to answer the questions.• Giving an explanation about narrative text.

		<p>describe the particular people, animals and things that the story is about.</p> <p>c. Use of adjectives to build noun groups to describe the people, animals or things in the story.</p> <p>d. Use of time connectives and conjunctions to sequence</p>		<ul style="list-style-type: none"> • Smart 		<ul style="list-style-type: none"> • Giving a dialogue and the form of sequence events. • Giving some vocabularies and asking the students how to pronounce them. Then, find out the meaning and part of speech in pairs. • Creating the ending of the story, and then retelling it in pairs. • Creating a story about Little Red Riding Hood based on the guideline with sequence events then act it out with your partner. • Asking the students to tell a story by choosing one of the titles with some vocabularies in Task 6, and then practicing it. <p>Let's Do More Completing report sheet.</p> <p>Let's Check Your Competence Tell a story with free topic, and then practicing it.</p> <p>Let's Make Reflection Reflecting the students' learning in this unit</p> <p>Let's Make Summary Summarizing the students' learning in this unit</p>
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		events through time;					
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School : SMA Ma'arif NU 1 Ajibarang

Subject : English

Class/Semester : XI/2

Standard of Competency : Speaking - 10. Understanding the meaning of short functional text and the monolog of *narrative*, *spoof* and *hortatory exposition* in the context of daily life.

Basic Competency : 10.2 Expressing the meaning of monolog texts (*narrative*, *spoof*, and *hortatory exposition*) that use spoken language accurately and acceptably in the context of daily life.

Unit	Indicators	Language Functions	Language Focus		Teaching Method	Input	Learning Activities
			Grammar Key	Vocabulary Key			
What's your argument?	In the end of the learning, students are able to tell hortatory exposition text to others.	<ul style="list-style-type: none"> Using action verb. Using modal adverb. Using temporal connective. Using 	Passive voice: S + be + V3	a. Noun: <ul style="list-style-type: none"> Facility Achievement Location Fee Education b. Adjective: <ul style="list-style-type: none"> Academic Religious 	Communicative Language Teaching	<ul style="list-style-type: none"> Pictures Dialogue Report Sheet Table 	Let's Start <ul style="list-style-type: none"> Giving the students some situational pictures that are related to the topic and asking the students to compare the answers with their classmates. Completing the survey sheet. Let's Speak Up <ul style="list-style-type: none"> Giving a situation and asking the students to compare the answer with their classmates.

		<p>evaluative words.</p> <ul style="list-style-type: none"> • Using passive voice. • Using simple present tense. • The use of words that qualify statements. 		<ul style="list-style-type: none"> • Extracurricular 		<ul style="list-style-type: none"> • Giving an explanation about hortatory exposition text. • Giving some sentences and the form of passive voice. • Giving some vocabularies and asking the students how to pronounce them. Then, find out the meaning and part of speech in pairs. • Giving a situational and asking the students to create a dialogue about hortatory exposition based on guideline by using some vocabularies in Task 6, and then practicing it. • Giving a situational and asking the students to create a dialogue about hortatory exposition based on guideline by using passive voice, then practicing it. • Giving a situational and asking the students to create a dialogue about hortatory exposition based on guideline in group, and then practicing it. <p>Let's Do More Completing report sheet.</p> <p>Let's Check Your Competence Tell a hortatory exposition with free topic, and then</p>
--	--	---	--	---	--	---

							<p>tell it in front of the class.</p> <p>Let's Make Reflection</p> <p>Reflecting the students' learning in this unit</p> <p>Let's Make Summary</p> <p>Summarizing the students' learning in this unit</p>
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UNIT 1

I'm very sad.



(Source: www.kabar24.com)

Learning Objective: Students are able to communicate with each other by using the expressions of sadness.

COMMUNICATIVE SPEAKING TASKS



In your daily life, you may feel sad. You need an expression to show your sadness. Do you know how to express it very well?



www.acehclick.com



www.izaskia.files.wordpress.com

COMMUNICATIVE SPEAKING TASKS



A. LET'S START

Task 1

In pairs, study the following pictures and then decide which pictures show expressions of sadness and which ones do not.



1.

www.strezzoners.files.wordpress.com



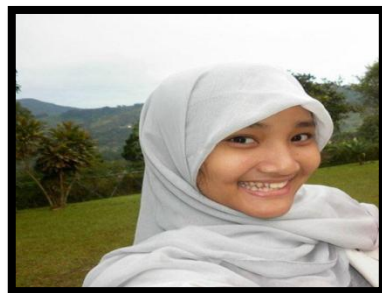
2.

www.mimbarriau.com



3.

www.banjarmasin.tribunnews.com



4.

www.kaskus.co.id

COMMUNICATIVE SPEAKING TASKS



Task 2

Have you ever felt sad in the following situations mentioned in the survey sheet below? Reflect on your experience to fill in the survey sheet. Then ask your friends about their sad experiences and write them in the survey sheet.

No.	Name	You felt sad, when you're ...			
		Watching sad movies	Reading sad stories	Listening to sad stories	Listening to sad songs

B. LET'S SPEAK UP

Task 3

How do you feel if your friend leaves you? Here is an example of that situation. Discuss the dialogue in pairs and then answer the questions.

Situation : Rasty tells Dera that her family will move to another province.

Rasty : Hi, Dera. Do you want to have lunch with me in the cafeteria?

Dera : Okay, let's go to the cafeteria.

Rasty : Hmm, my family will move to another province. We will live in my grandfather's house.
My grandfather is very old.

Dera : Oh, really. I'm very sad about that. I will lose my best friend.

Rasty : Don't be sad, Dera.

Dera : I will miss you so much, Rasty.

Rasty : I will miss you too.

COMMUNICATIVE SPEAKING TASKS



Questions

1. What does Rasty tell Dera?
2. How is Dera feeling about what Rasty tells her?
3. How do they express their feelings?

Task 4

Study the following expressions.

Expressing Sadness

In the dialogue between Rasty and Dera, you find an expression:

"I'm very sad about that."

Here are some other examples to express your sadness:

In Formal Situations	In Informal Situations
... comes as my great sadness.	I can't believe what's going on.
I must say I had hoped	I can't hold my tears on it.
I'm very sad about	Oh, no...(crying)*

Task 5

In pairs, study the following dialogue and then answer the questions. After that, act it out with your classmate.

Situation : Farah tells Dion about her sadness.

Dion : Good morning, Farah.

Farah : Good morning, Dion.

COMMUNICATIVE SPEAKING TASKS



Dion : What are you doing now?

Farah : Just try to remember something.

Dion : Okay. But, I see your sadness.

Farah : You're right, Dion. I lost my favourite watch. I can't hold my tears on it.

Dion : Farah, don't be sad. What happened with your watch?

Farah : I put it in my locker. Then, I went out from the class. When I came back, it wasn't there anymore. Oh, Dion. I also forget to lock my locker.

Dion : Poor you, Farah. I will help you.

Efah : Thanks, Dion.

Questions

1. What does Farah tell Dion?
2. What is Dion's feeling about what Farah tells him?
3. How do they express their feelings?

Task 6

Study the following dialogue and form.

Situation : Aulis tells Karin about her habits.

Aulia : Hello, Karin. Why do you look sad?

Karin : Hello. I come late again, Aul.

Aulia : You must wake up earlier. I get up at 5 a.m. every day.

Karin : Usually, I get up at 6 a.m. And I don't have time for breakfast.

Aulia : I eat fried rice every morning as my breakfast. Then, I go to school at 6.30 a.m. every day.

Karin : OK, Aul. Tomorrow, I will wake up earlier.

Aulia : Good, Karin.

COMMUNICATIVE SPEAKING TASKS



In the dialogue above, there are sentences such as

- ✚ "I get up at 5 a.m. every day".
- ✚ "Usually, I get up at 6 a.m."
- ✚ "I eat fried rice every morning as my breakfast".
- ✚ "I go to school at 6.30 a.m. every day."

Those sentences use Simple Present Tense to indicate habitual action.

Here's the pattern of Simple Present Tense to indicate habitual habit

S	V1es/s	O	every day
			every morning
Usually	S	V1es/s	O

Examples:

- ✚ My mother shops at the supermarket once a week.
- ✚ I visit Bali every two years.

Task 7

In the box below, there are some vocabularies related to the sadness expressions. Study how to pronounce them. Then, find out their meaning and part of speech by discussing them with your friends.

COMMUNICATIVE SPEAKING TASKS



No.	Words	phonetic transcription
1.	cry	/kraɪ/
2.	tear	/tɪ ɜː/
3.	problem	/'prɒb.ləm/
4.	death	/deθ/
5.	Illness	/'ɪl.nəs/
6.	lost	/lɒst/
7.	feeling	/'fiː.lɪŋ/
8.	friendship	/'frend.ʃɪp/

Task 8

In pairs, make a dialogue based on the following guideline and then act it out with your partner. Use the simple present tense to indicate habitual action.

Guideline:

1. Greeting
2. Saying that you miss your friend who lives in another city.
3. Expressing your sadness.
4. Telling Carol's habit.
5. Closing.

Task 9

Now, it is your time to express yourself. In pairs, create dialogues based on the following situations and then act them out with your classmate. You can see the guideline in Task 8 as the model. Use the vocabularies in Task 7.

1. You feel sad because your cat died. You tell your friend about your sadness.
2. Your mother is critically ill in the hospital. You feel sad. One of your classmates asks why you look so sad. You tell him about it.
3. Your friend says that she must go to Australia. She gets a scholarship. You feel sad and express it.

Task 10

Report Sheet	
Name :	
Student Number :	
Song :	
Expressing sadness	



D. Let's Check Your Competence

Individually, create a dialogue by using the expressions of sadness. You can freely choose any topic. Then, act it out with your classmate.

E. Let's Make a 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 improvement I have made after learning English in this unit:



F. Let's Make a Summary

In this unit you have learnt:

✚ How to express sadness:

In Formal Situations	In Informal Situations
<p>... comes as my great sadness.</p> <p>I must say I had hoped</p> <p>I'm very sad about</p>	<p>I can't believe what's going on.</p> <p>I can't hold my tears on it.</p> <p>Oh, no...(crying)*</p>

✚ The pattern of Simple Present Tense

<p>S + V1es/s + (O) + every day</p> <p>every morning</p> <p>Usually + S + V es/s + (O)</p>
--



UNIT 2

That's a real embarrassment for me.



(Source: www.kapanlagi.com)

Learning Objective: Students are able to communicate with each other
by using the expressions of embarrassment.

COMMUNICATIVE SPEAKING TASKS



In your daily life, you often find yourselves in embarrassing situations.
You need to express those using appropriate expressions.
Do you know how to express the expressions very well?



www.kapanlagi.com

COMMUNICATIVE SPEAKING TASKS



A. LET'S START

Task 1

In pairs, study the following pictures and then decide which pictures show expressions of embarrassment and which ones do not.



www.bima20.blogspot.com



www.unik-unik-lucu-lucu.blogspot.com



www.digitaldome.org



www.beasupermanda.blogspot.com



www.jsurga.blogspot.com

COMMUNICATIVE SPEAKING TASKS



Task 2

Have you ever had an embarrassing experience? Reflect on your experience to fill in the survey sheet below. Then ask your friends about their embarrassing experiences and write your friend's experiences in the survey sheet.

No.	Name	When did you get embarrassing experience?	Where did you get embarrassed experience?	Why did you feel embarrassed?

B. LET'S SPEAK UP

Task 3

Have you ever had an embarrassing experience? Here is an example of that situation. Discuss the dialogue in pairs and then answer the questions.

Situation: Sarah tells Zahra about her embarrassing experience.

Zahra : Morning, Sarah.

Sarah : Morning, Zahra. Do you know, Zahra? Today is my bad day.

Zahra : Why? What's wrong, Sarah?

Sarah : I fell down from motorcycle in front of the school.

Zahra : Oh, really? Are you OK, Sarah?

Sarah : I am fine, but I ***felt so embarrassed*** because my shoes were flying over me.

Zahra : It's OK, Sarah. Don't be embarrassed.

COMMUNICATIVE SPEAKING TASKS



Questions

1. Why did Sarah feel embarrassed?
2. What are the expressions used to show embarrassment in the dialogue above?

Task 4

Study the following expressions.

Expressing Embarrassment

In the dialogue between Zahra and Sarah above, you find this expression:

"I *felt so embarrassed*."

Those expressions are used to express 'embarrassment'.

Here are some other examples to express your embarrassment:

In Formal Situations	In Informal Situations
What an embarrassment!	What a shame!
I must say that it's an embarrassment.	I feel so embarrassed.
That's a real embarrassment.	It's really embarrassed for me.

Task 5

It is time for you to practice expressing embarrassment. In pairs, study the following dialogue and then answer the questions that follow. After that, act it out with your classmate.

Situation : Anisa tells to Maya about her exam.

COMMUNICATIVE SPEAKING TASKS



Anisa : Good afternoon, Maya.

Maya : Good afternoon, Sa.

Anisa : You look great today. What are you doing?

Maya : Thank you. I study logarithm rules because I have math exam tomorrow. How about your math exam yesterday?

Anisa : Hmm, I am not really sure about it, May.

Maya : What has happen, Sa?

Anisa : I came late and I only did two of the ten tasks. What a shame!

Maya : Why do you come late?

Anisa : I studied until midnight and I wake up late.

Maya : How poor you are!

Questions

1. Why does Anisa feel embarrassed?
2. What are the expressions used for expressing embarrassment in the dialogue above?

Task 6

Study the following sentence and form

In the dialogue between Anisa and Maya in Task 5, there are sentences:

"What a shame!" and "How poor you are!"

The sentences above use Exclamatory Sentences.

Here are the patterns of Exclamatory Sentences:

What	Noun (Phrase)
How	Adjective (Phrase) / Adverb (Phrase)

COMMUNICATIVE SPEAKING TASKS



Examples:

- ✚ How embarrassed!
- ✚ What an embarrassment experience!

Task 7

In the box below, there are some vocabularies related to the expressions of embarrassment. Study how to pronounce them. Then, find out the meaning and part of speech by discussing them with your friends.

No.	Words	phonetic transcription
1.	forget	/fə' g et/
2.	feel	/' fi: .l/
3.	shame	/ʃ eɪ m/
4.	cry	/kraɪ/
5.	embarrass	/ɪ m' bæɪ.əs/
6.	late	/leɪ t/
7.	wrong	/rɒ ŋ/

Task 8

In pairs, create a dialogue based on the following guideline and then act it out with your partner. Use the vocabularies in Task 7.

Guideline:

- You : _____ (greeting)
- Your classmate : _____ (greeting and asking why you look embarrassed)
- You : _____ (telling your friend that you are embarrassed)
- Your classmate : _____ (asking what makes you embarrassed)

COMMUNICATIVE SPEAKING TASKS



- You : _____ (explaining what makes you embarrassed)
Your classmate : _____ (responding)
You : _____ (agreeing and thanking)

Task 9

In pairs, create a dialogue based on the following guideline and then act it out with your partner.
Use Exclamatory Sentences.

Guideline:

1. You meet your friend.
2. You ask your friend why he or she looks nervous.
3. Your friend says that he or she worries about how to face the dancing competition tomorrow. He or she had had an embarrassing experience in the dancing competition last month.
4. Your friend tells why he or she feels embarrassed.
5. You give response.
6. Your friend then realises that what you say is true. He or she thanks you.

Task 10

Now, it is your time to express yourself. In pairs, create short dialogues based on the following situations and then act them out with your classmate. You can see the guideline in Task 6 as the model.

Situations:

1. Today is your birthday. You want to celebrate it with your friends. You give them a treat for lunch in canteen. When you will pay your bill, you cannot find your wallet. You remember that your wallet is left at home. You forget to bring your wallet. What a shame!

COMMUNICATIVE SPEAKING TASKS



2. Your hobby is photograph. Your classmates teased your photos. You feel embarrassed.
3. You oversleep and go to the school in hurry. You forget to bring your task book. Your teachers punish you. That's a real embarrassment.

C. Let's Do More

Task 11

Meet three of your classmates and ask them about things and events that make them embarrassed. Ask them the expressions they said when they experienced those things.

Report Sheet		
Your name:		Your students' number:
Your classmates' name:	Things that make him/her gets embarrassed	Expressions

D. Let's Check Your Competence

Individually, create a dialogue using the expression you have learnt. You are free to choose a topic. After that, act it out with your partner.



E. Let's Make a 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 improvement I have made after learning English in this unit:

F. Let's Make a Summary

In this unit you have learnt:

In Formal Situations	In Informal Situations
What an embarrassment!	What a shame!
I must say that it's an embarrassment.	I feel so embarrassed.
That's a real embarrassment.	It's really embarrassed for me.



✚ Here are the patterns of Exclamatory Sentences:

What + Noun (Phrase)

How + Adjective (Phrase) / Adverb (Phrase)



UNIT 3

It's really annoying



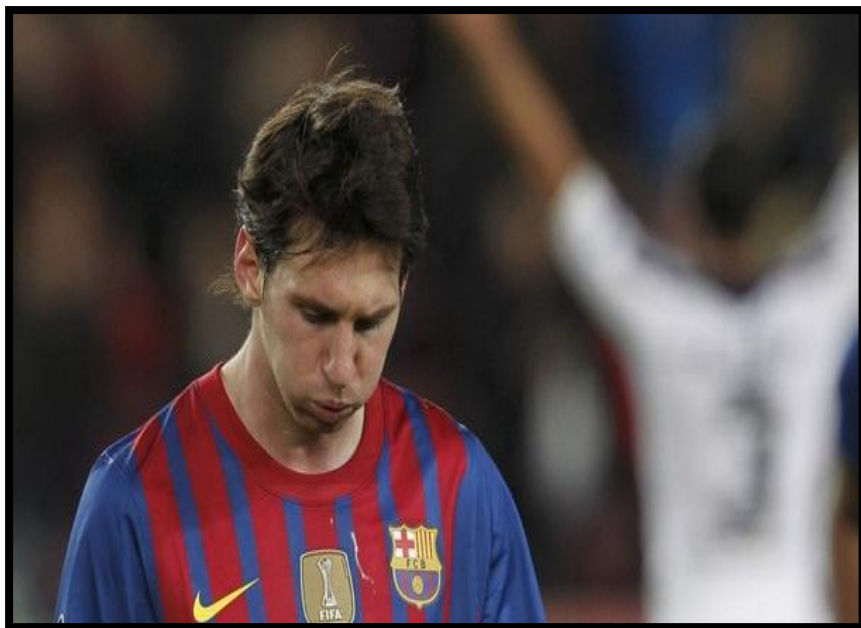
(Source: www.cerita.blogspot.com)

Learning Objective: Students can communicate with each other by using
the expression of annoyance.

COMMUNICATIVE SPEAKING TASKS



In your daily life, you often find annoying people or things. You need to express your annoyance using appropriate expression. Do you know how to express that annoyance well?



www.surabaya.okezone.com



A. LET'S START

Task 1

In pairs, study the following pictures and then decide which pictures show expressions of annoyance and which ones do not.

1.



www.sweetjuly.wordpress.com

2.



www.shebeluga.wordpress.com

COMMUNICATIVE SPEAKING TASKS



Task 2

Have you ever had an annoying experience? Reflect on your experience to fill in the survey sheet below. Then ask your friends about their annoying experiences and write your friend's experiences in the survey sheet.

No.	Name	When did you feel annoyed?	Where did you feel annoyed?	Why did you feel annoyed?

B. LET'S SPEAK UP

Task 3

Have you ever had an annoying experience? Here is an example of that situation. Discuss the dialogue in pairs and then answer the questions.

Situation: Raka and Doni study together in the library.

Raka : Doni, good to see you!

Doni : What happen, Raka?

Raka : Hmm, you are good in the English lesson. Can you help me?

Doni : Sure, I will help you. What can I do for you?

Raka : I do not understand how to do the homework. It is about past tense.

Doni : Ok, I will explain it for you.

Raka : Thanks, Doni.

Doni : The form of past tense is Subject + V2 + O. You get it, Doni?

Raka : Sorry, what do you say?

COMMUNICATIVE SPEAKING TASKS



Doni : ***It's really annoying***, Raka. Stop playing games on your mobile phone.

Raka : I'm so sorry, Raka. Can we start it again? I promise that I will be serious.

Questions

1. Who is better at English? Raka or Doni?
2. Why did Doni feel annoyed?
3. What are the expressions used for expressing annoyance in the dialogue above?

Task 4

Study the following expression.

Expressing Annoyance

In the dialogue between Raka and Doni, you find an expression:

"It's really annoying".

This expression is used to express 'annoyance'.

Here are some other examples to express your annoyance:

In Formal Situations	In Informal Situations
I'm extremely displeased with ...	You made me annoyed
... is very irritating.	What a nuisance!
I'm extremely unhappy about this.	It's really annoying.

COMMUNICATIVE SPEAKING TASKS



Task 5

It is time for you to practice expressing annoyance. In pairs, study the following dialogue and then answer the questions. After that, act it out with your classmate.

Situation : Viona asks Alfin about Elsa.

Alfin : Hi, Vio.

Viona : Hi, Al. Do you know why Elsa didn't come to my house last Sunday?

Alfin : Of course, we went to Book Store with Lisa and Audrey.

Viona : Really? But she didn't reply my blackberry messenger.

Alfin : I'm sorry, Vio. I don't know about it.

Viona : Do you know that we have a project in Biology practicum. We must submit it on Friday.
What a nuisance!

Questions

1. Where did Elsa go last Sunday?
3. What does make Viona annoyed?

Task 6

Study the following sentence and its form.

In the dialogue above between Alfin and Viona, there is a sentence:

"We **went** to Book Store with Lisa and Audrey."

The sentence above uses Simple Past Tense.

Here is the pattern of Simple Past Tense:

S + V2 + (O)

COMMUNICATIVE SPEAKING TASKS



Examples:

- ✚ I **saw** a movie yesterday.
- ✚ Last year, I **traveled** to Bali.
- ✚ He **washed** his father's car.

Task 7

In the box below, there are some vocabularies related to the expression used for expressing annoyance. Study how to pronounce them. Then, find out their meaning and part of speech by discussing them with your friends.

No.	Words	phonetic transcription
1.	annoy	/ə' nɔɪ /
2.	irritating	/' ɪ r.ɪ .teɪ .tɪ ŋ/
3.	nuisance	/' nju: .səns/
4.	lie	/laɪ /
5.	trouble	/' trʌb.l̩/
6.	unhappy	/ʌn' hæp.i/
7.	displease	/dɪ ' spli: z/
8.	disappoint	/, dɪ s.ə' pɔɪ nt/

Task 8

In pairs, create a dialogue based on the following guideline and then act it out with your partner. Use the vocabularies in the box above.

Guideline:

- Your classmate : _____ (greeting and drawing attention)
- You : _____ (greeting and asking why she looks annoyed)

COMMUNICATIVE SPEAKING TASKS



- Your classmate : _____ (telling that you are annoyed)
You : _____ (asking what makes she annoyed)
Your classmate : _____ (explaining what makes you annoyed)
You : _____ (responding)
Your classmate : _____ (agreeing and thanking)

Task 9

In pairs, create a dialogue based on the following guideline and then act it out with your partner.
Use the Simple Past Tense.

Guideline:

1. You meet your friend.
2. You ask your friend why he or she looks annoyed.
3. Your friend says that he is annoyed about his classmate. His classmate borrows his bag and forgets to return it on time.
4. You give response.
5. Your friend tells why he feels annoyed.
6. You give response.

Task 10

Now, it is your time to express yourself. In pairs, create short dialogues based on the following situations and then act them out with your classmate. You can see the guideline in Task 6 as the model.

Situations

1. One of your friends cheated in the exam. You tell your another friend that you feel annoyed about it.



2. You have studied hard to face the exam. Unfortunately, you are sick and can't take the exam. You tell your friend what an annoyance it is.
3. Your friend tells you that the basketball competition is delayed by the headmaster. You are very annoyed about it.

C. Let's Do More

Task 11

Meet three of your classmates and ask them about things and events that make them annoyed. Ask them the expressions they said when they experienced them.

Report Sheet		
Your name:		Your students' number:
Your classmates' name:	Things that make him/her got annoyed	Expressions

D. Let's Check Your Competence

Create a dialogue using the expression you have learnt. You are free to choose a topic. After that, act it out with your partner.



E. Let's Make a 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 improvement I have made after learning English in this unit:

F. Let's Make a Summary

In this unit you learn:

In Formal Situations	In Informal Situations
I'm extremely displeased with ...	You made me annoyed.
... is very irritating.	What a nuisance!
I'm extremely unhappy about this.	It's really annoying.

✚ The pattern of Simple Past Tense:

S + V2 + (O)



UNIT 4

I have a nice story for you



www.fmipa.uny.ac.id

Learning Objective: Students are able to tell narrative text to others.

COMMUNICATIVE SPEAKING TASKS



Do you like telling stories to your friend? Let's learn how to make it interesting ...



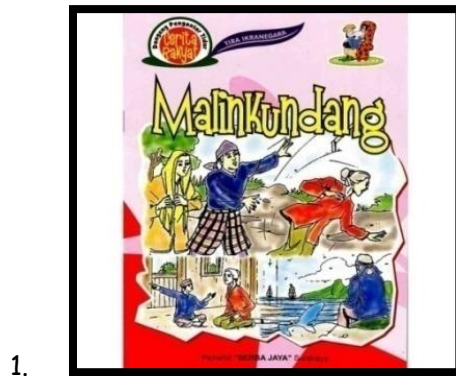
www.osissmait.blogspot.com



A. LET'S START

Task 1

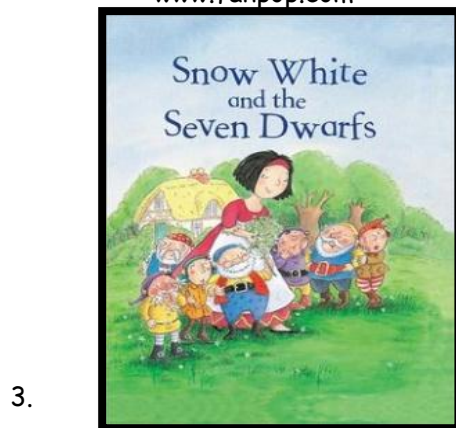
Answer the following questions based on your knowledge. Then, discuss your answers in a group of three.



www.sitif98.blogspot.com



www.fanpop.com



www.barnesandnoble.com

COMMUNICATIVE SPEAKING TASKS



Questions

1. Do you know what the stories above are?
2. If so, can you tell your group who the characters were, and what happened to the characters?
3. What do you learn from the stories?

Task 2

Have you ever read narrative text? Reflect on your experience to fill the survey sheet. Then ask your friends about their experiences and write your friend's experiences in the survey sheet.

No.	Name	The title of your story	The kind of your story	The characters of your story

B. LET'S SPEAK UP

Task 3

In pairs, study the following dialogue and answer the questions.



www.lookatmyhappyrainbow.com

www.scrapetv.com

COMMUNICATIVE SPEAKING TASKS



Situation: Mikha and Adel tell about their favourite story.

Mikha : Adel, how are you?

Adel : I'm fine. You look so great, Mikha. What are you doing?

Mikha : Thanks, I read a story about *Snow White and the Seven Dwarfs*.

Adel : Oh, nice story. What is your favourite story, Mikha?

Mikha : My favorite story is Cinderella. She got her prince through a miracle.

Adel : Do you want to tell Cinderella story for me?

Mikha : Okay, I love to tell it. Cinderella was a servant for her step mom and two step sisters.

Then, she got the help of a fairy good mother and some mice. So, she turned into a beautiful princess for one night where she went to the prince's party. Fortunately, the prince loved her. Then when the clock turned midnight, she went to her home and she lost her glass slipper. The prince searched the owner of the slipper and found her.

Finally, they lived happily ever after.

Adel : What makes the prince love her?

Mikha : Ehm, because she is very beautiful and kind.

Adel : Oh, it is very interesting story.

Questions

1. What is Mikha's favourite story?
2. Who are the characters in the Cinderella story?
3. What is your favourite scene in Cinderella story?
4. Who is your favourite character in Cinderella story?
5. Tell your friend your own summary of Cinderella story!



Task 4

Study the following text:

Narrative text

- ✚ *Narrative text is a kind of text which tells a story and entertains the reader or listener.*
- ✚ *Narrative text consists of several parts. They are the beginning of the problem that occurred, how the problem was solved, and the ending of the story.*
 - *The beginning of the story has the function of introducing the characters of the story, where and when the story occurred. This part of the story is called orientation.*
 - *How the problem starts until its crisis point (climax) of the problem, in which the character(s) have to face is called the complication.*
 - *How the problem is solved or ended is called the resolution.*
 - *The ending of the story which may consist of closing remark to the story, moral lesson, advice or teaching from the writer is called re-orientation. However, this part of the story is optional. You may or may not find it in a story.*
- ✚ *The tense used in the text is Simple Past Tense.*
- ✚ *The common grammatical features of narrative texts include:*
 - *Use of particular nouns to refer to or describe the particular people, animals and things that the story is about;*
 - *Use of adjectives to build noun groups to describe the people, animals or things in the story;*
 - *Use of time connectives and conjunctions to sequence events through time;*
- ✚ *The kinds of narrative text as follow:*
 - *Legend*
 - *Fable*
 - *Fairy tale*
 - *Science fiction*

COMMUNICATIVE SPEAKING TASKS



Task 5

Study the following dialogue.

Situation : Sarah and Nadin talk about Rapunzel story.

Sarah : Hello, Nadin.

Nadin : Hello, Sarah. It's good to see you! Can you help me?

Sarah : Of course. What can I do for you?

Nadin : I have homework to retell a Rapunzel story. But, I don't know the story.

Sarah : Okay, I will help you. Rapunzel it's my favourite story. I will divide the story into some parts.

Nadin : Really? I don't know anything except Rapunzel had a beautiful long hair.

Sarah : First, Rapunzel was a princess. When her mother was pregnant, she wanted a flower that grew up in the dark forest. But, Gothel wanted it too. She was a witch. Fortunately, Rapunzel's father got the flower. The flower made Rapunzel's hair was beautiful. Second, Rapunzel was taken away to live with Gothel. Rapunzel grew up be a beautiful girl. Third, a young prince was out hunting. He stumbled up the tower. Then, they fell in love. They made a plan to escape from the tower.

Nadia : And what's happen, Sarah?

Sarah : Finally, they went from the tower and lived happily ever after.

Nadia : It's an interesting story. Thank you, Sarah.

Sarah : You are welcome.

In the text above, there are sentences:

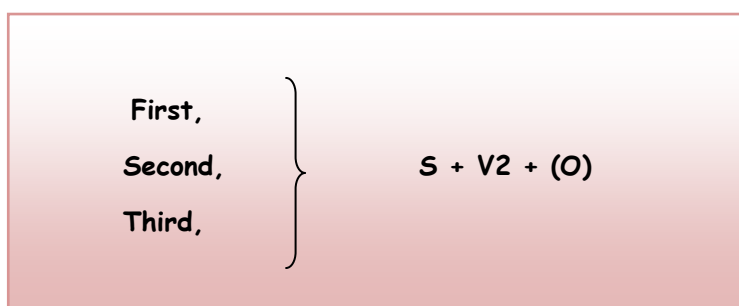
- 🌈 First, Rapunzel was a princess.
- 🌈 Second, Rapunzel was taken away to live with Gothel.
- 🌈 Third, a young prince was out hunting.

COMMUNICATIVE SPEAKING TASKS



The sentences above use sequence events
such as: first, second, third

Here the form of sequence events:



Task 6

In the box below, there are some vocabularies related to the narrative text. Study how to pronounce them. Then, find out their meaning and part of speech with discussing them by your friends.

No.	Words	phonetic transcription
1.	miracle	/'mɪ r.ɪ .kl ɔ/
2.	fairy	/'feə.ri/
3.	ugly	/'ʌg.li/
4.	smart	/sma: t/
5.	statue	/'stætʃ .u: /
6.	palace	/'pæl.ɪ s/
7.	tactic	/'tæk.tɪ k/
8.	cucumber	/'kju: .kʌ m.bər/



Task 7

In pairs, study the following situation. Then, make the ending based on your own idea. And tell your story with your partner. You can choose your partner by yourself.

Situation : Nana and Ardi tell about Aladdin and the wonderful lamp story. However, Ardi are dissatisfied with the ending of the story. They decided to make the ending based on your own idea.

Ardi : Hi, Nana. How are you?

Nana : Hi, Ardi. I'm good. By the way, do you know about Aladdin and the wonderful lamp story?

Ardi : Of course, it's an interesting story. Aladdin is a poor boy with his monkey, Abu. One day, he met a wicked magician. A wicked magician asked Aladdin to help him find out the lamp in the cave. Unfortunately, Aladdin was trapped because the wicked magician did not help him. Aladdin was so afraid. Then, he rubbed the lamp and a huge genie appeared before him. Since the day, a huge genie gave everything that Aladdin want. After that, Aladdin got a beautiful princess, Jasmine as his wife. I like Jasmine. She is very beautiful. But, the wicked magician knew about Aladdin's good fortune. He knew it was because of the magic lamp. He did everything to get the lamp. Fortunately, his entire plan failed. Aladdin, Jasmine, a huge genie and Abu lived happily ever after.

Ardi : Do you know, Nana? I have a different idea to the ending.

Nana : Oh, really? I have a different idea to the ending too. Let's make our ending.

Ardi : OK, let's share it.

COMMUNICATIVE SPEAKING TASKS



Task 8

In pairs, tell a story of Little Red Riding Hood based on the pictures guideline and then act it out with your partner. Use time connectives and conjunctions to sequence events through time.

Pictures guideline:



Task 9

In pairs, tell a story based on the following title and then act them out with your classmate. You can choose one title. Use vocabulary in the Task 5.

1. Beauty and the Beast.
2. Mouse Deer with the Farmer.
3. Pinokio.



C. Let's Do More

Task 10

Meet three of your classmates and ask them what her or his favourite story is. Present the result in the next meeting.

Report Sheet				
Your name:				
Your students' number:				
Your classmates' name:	The title of the story	Why the story is her or his favourite story?	The summary of the story	The moral value of the story

D. Let's Check Your Competence

Task 11

Tell a story to your classmates. You can choose the story by yourself.



E. Let's Make a 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 improvement I have made after learning English in this unit:

F. Let's Make a Summary

Narrative text

- ✚ *Narrative text is a kind of text which tells a story and entertains the reader or listener.*
- ✚ *Narrative text consists of several parts. They are the beginning the problem that occurred, how the problem was solved, and the ending of the story.*
- ✚ *The tense used in the text is *Simple Past Tense*.*
- ✚ *The common grammatical features of narrative texts include:*
 - Use of particular nouns.
 - Use of adjectives to build noun groups.

COMMUNICATIVE SPEAKING TASKS



- Use of sequence events through time.

First,	{	$S + V2 + (O)$
Second,		
Third,		

- ✚ The kinds of narrative text such as legend, fable, fairy tale, and science fiction.



UNIT 5

What's your argument?



www.edsafkipunsil.blogspot.com

Learning Objective: Students are able to tell hortatory exposition text
to others.

COMMUNICATIVE SPEAKING TASKS



Do you like argue about something?

Let's learn to make it interesting ...



www.semafisipoluki.wordpress.com

COMMUNICATIVE SPEAKING TASKS



A. LET'S START

Task 1

Study the following pictures. Then, answer the questions based on your knowledge.

Compare your answers with your classmates'.

1.



www.pocket-lint.com

2.



www.amaete.com

3.



www.zdnet.com

Questions

1. Do you know what the pictures above are?
2. If so, can you tell your friend why people want to have them?
3. What are the positive arguments of gadget?

COMMUNICATIVE SPEAKING TASKS



Task 2

Do you have *Facebook* or *Twitter* account? What do you think about them? Reflect on your reasons to fill the survey sheet. Then ask your friends about their experiences and write your friend's experiences in the survey sheet.

No.	Name	Pro	Contra	Reasons

B. LET'S SPEAK UP

Task 3

In pairs, share your opinion based on the following situation. And then, compare your reasons with your classmates.

Situation : Someone who shares his or her problem in social network really annoyed you.

**People shouldn't share their problems
in social network**



Task 4

Study the following text

HORTATORY EXPOSITION

+ Definition

Hortatory exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something should or should not happen or be done.

+ Social Function

To persuade the reader or listener that something should or should not be the case.

+ Language Feature of Hortatory Exposition Text

- Using action verb
- Using modal adverb e.g. certainly, surely, etc
- Using temporal connective e.g. firstly, secondly, however, therefore, etc
- Using evaluative words e.g. important, valuable, trustworthy, etc
- Using passive voice
- Using simple present tense
- The use of words that qualify statements e.g. usual, probably etc

+ Generic Structure of Hortatory Exposition Text :

- **Thesis** : Statement or announcement of issue concern
- **Arguments** : Reasons for concern that will lead to recommendation
- **Recommendation** : Statement of what should or should not happen or be done based on the given arguments



✚ Example of Hortatory Exposition Text

Situation: Layla will talk about using a mobile phone at school to her classmates.

Layla : Good evening, friends. In this occasion, I will talk about using a mobile phone at school. Do you bring your mobile phone at school? I think it's very useful to bring it. I have two reasons why mobile phones should not be banned at school **[Thesis]**. Firstly, we can call my parents for other needs, such as giving information when we go home late and we can call my parent to pick me up when we want to go home. And, we can call my parents when we need something to be brought to school. Then, my parent can call us when one of our families was hit by disasters suddenly. **[Arguments]** Second, when we try to find answer of difficult task at school, we can use mobile phone to search the answer. **[Arguments]** So, I think mobile phone should not be banned at school. However, we should use it in the right time and place so that no one is disturbed. **[Recommendation]**

Task 5

Study the following sentences and their patterns

- ✚ I have two reasons why mobile phones should not *be banned* at school.
- ✚ They need something *to be brought* to school.

The sentences above use passive voice.

Passive voice is used when the focus is on the action.

COMMUNICATIVE SPEAKING TASKS



The form of passive voice

S + be + V3

Task 6

In the box below, there are some vocabularies related the hortatory exposition. Study how to pronounce them. Then, find out the meaning and part of speech by discussing with your friends.

No.	Words	phonetic transcription
1.	facility	/fə' sɪ lɪ .ti/
2.	academic	/, æk.ə' dem.ɪ k/
3.	achievement	/ə' tʃ i: v.mənt/
4.	location	/ləʊ' keɪ .ʃ ən/
5.	religious	/rɪ ' lɪ dʒ.əs/
6.	extracurricular	/, ek.strə.kə' rɪ k.ju.lər/
7.	fee	/fi: /
8.	education	/, ed.ju' keɪ .ʃ ən/

Task 7

It is time for you to practice to tell about hortatory exposition based on the situation below. In pairs, study the following situation. After that, tell it to your classmate. Use vocabularies in Task 6.

Situation : Your brother was graduated from Junior High School. Now, he needs your opinion to choose senior high school that will be his school. You suggest him to study in SMA Ma'arif NU 1 Ajibarang.

COMMUNICATIVE SPEAKING TASKS



- Your brother : _____ (greeting)
- You : _____ (greeting and asking about your brother's examination result)
- Your brother : _____ (responding)
- You : _____ (asking about his school that he chooses to be his senior high school)
- Your brother : _____ (telling that you're still confused)
- You : _____ (suggesting him to study in SMA Ma'arif NU 1 Ajibarang)
- Your brother : _____ (asking about the advantages of studying in SMA Ma'arif NU 1 Ajibarang)
- You : _____ (explaining the advantages of studying in SMA Ma'arif NU 1 Ajibarang)
- Your brother : _____ (agreeing and thinking)

Task 8

In pairs, share about the danger of smoking based on the situation. Compare your arguments with your classmates. Use passive voice.

Situation : You ask your friend to stop smoking. You tell him some reasons about the danger of smoking and give persuading statement in conclusion.

- You : _____ (greeting and asking why he looks unhealthy)
- You friend : _____ (greeting and telling about his lung)
- You : _____ (giving the first arguments about the danger of smoking)
- You friend : _____ (responding)
- You : _____ (giving the second arguments about the danger of smoking)
- You friend : _____ (responding)
- You : _____ (giving the third arguments about the danger of smoking)
- You friend : _____ (responding)
- You : _____ (Persuading your friend to stop smoking)
- You friend : _____ (Agreeing and thanking)

COMMUNICATIVE SPEAKING TASKS



Task 9

Make a group of five and share about who is the favourite teacher in your school.

Situation : Your friends and you discuss about who is the favourite teacher at school. Give some reasons and recommendation statement in conclusion.

- You : _____ (greeting and asking who their favourite teacher is)
- Friend 1 : _____ (greeting and arguing)
- Friend 2 : _____ (greeting and arguing)
- Friend 3 : _____ (greeting and arguing)
- Friend 4 : _____ (greeting and arguing)
- Friend 5 : _____ (greeting and arguing)
- You : _____ (arguing and asking their recommendation statement in conclusion)
- Friend 1 : _____ (giving recommendation statement)
- Friend 2 : _____ (giving recommendation statement)
- Friend 3 : _____ (giving recommendation statement)
- Friend 4 : _____ (giving recommendation statement)
- Friend 5 : _____ (giving recommendation statement)
- You : _____ (giving recommendation statement and closing)



C. Let's Do More

Task 10

Meet three of your classmates and ask them about three things that should be banned to be brought at school. Reflect their answers and reasons in the report sheet below. Present the result in the next meeting.

Report Sheet		
Your name:		
Your students' number:		
Your classmates' name:	Three things that should be banned to be brought at school	Your Arguments

E. Let's Check Your Competence

Find out the topic about hortatory exposition by yourself. Then, tell your arguments to your classmates. In the end, conclude it with persuading statement.



F. Let's Make a 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 improvement I have made after learning English in this unit:

G. Let's Make a Summary

HORTATORY EXPOSITION

- ✚ Hortatory exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something should or should not happen or be done.
- ✚ Hortatory exposition has social function to persuade the reader or listener that something should or should not be the case.
- ✚ Language Feature, as follows:
 - Using action verb
 - Using modal adverb

COMMUNICATIVE SPEAKING TASKS



- Using temporal connective
- Using evaluative words
- Using passive voice
S + be + V3
- Using simple present tense
- Using of words that qualify statements

✚ Generic Structure of Hortatory Exposition Text :

- Thesis : Statement or announcement of issue concern
- Arguments : Reasons for concern that will lead to recommendation
- Recommendation : Statement of what should or should not happen or be done based on the given arguments

Questionnaire for Expert Judgment

Unit 1

a. Respondent Identity

Name :

Education : () S1 Graduated

() S2 Graduated

() S3 Graduated

b. Material Evaluation

Give checklist (√) in the following column:

(SA) : If you strongly agree with the statement.

(A) : If you agree with the statement.

(D) : If you disagree with the statement.

(SD) : If you strongly disagree with the statement.

Table : The Questionnaire for Expert Judgment

No.	Statement	SA	A	D	SD
A. Goal					
1.	The developed materials will accomplish the objectives of the English teaching and learning that is to facilitate the students to communicate with each other.				
B. Format					
2.	The general layout is interesting.				
3.	The font type is suitable.				
4.	The illustration (i.e. pictures, table, etc) is attractive				
C. Instruction					

5.	The instruction is clear and understandable for both the teacher and the students.				
D. Content					
6.	The topic of the developed materials is suitable with the students' interest.				
7.	The activities in the developed materials give opportunities for the students to learn the speaking skill.				
8.	There are various input texts included in the developed materials (i.e. dialogue, text in paragraph, etc).				
9.	The explanation of the grammar is clear and understandable.				
E. Sequence					
10.	The tasks in each unit of the developed materials are in sequence.				
F. Methodology					
11.	The activities in the developed materials are various (i.e. answering questions, survey, etc).				
G. Setting					
12.	The setting of the developed materials varies from group work, in pair, and individual work.				

c. General opinion about the material**1. In general, what is your opinion about the developed materials?**

2. What are the weaknesses of the developed materials?

3. What are your suggestions to improve the materials?

Questionnaire for Expert Judgment

Unit 2

a. Respondent Identity

Name :

Education : () S1 Graduated

() S2 Graduated

() S3 Graduated

b. Material Evaluation

Give checklist (√) in the following column:

(SA) : If you strongly agree with the statement.

(A) : If you agree with the statement.

(D) : If you disagree with the statement.

(SD) : If you strongly disagree with the statement.

Table : The Questionnaire for Expert Judgment

No.	Statement	SA	A	D	SD
A. Goal					
1.	The developed materials will accomplish the objectives of the English teaching and learning that is to facilitate the students to communicate with each other.				
B. Format					
2.	The general layout is interesting.				
3.	The font type is suitable.				
4.	The illustration (i.e. pictures, table, etc) is attractive				
C. Instruction					

5.	The instruction is clear and understandable for both the teacher and the students.				
D. Content					
6.	The topic of the developed materials is suitable with the students' interest.				
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12.	The setting of the developed materials varies from group work, in pair, and individual work.				

c. General opinion about the material

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5.	The instruction is clear and understandable for both the teacher and the students.				
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6.	The topic of the developed materials is suitable with the students' interest.				
7.	The activities in the developed materials give opportunities for the students to learn the speaking skill.				
8.	There are various input texts included in the developed materials (i.e. dialogue, text in paragraph, etc).				
9.	The explanation of the grammar is clear and understandable.				
E. Sequence					
10.	The tasks in each unit of the developed materials are in sequence.				
F. Methodology					
11.	The activities in the developed materials are various (i.e. answering questions, survey, etc).				
G. Setting					
12.	The setting of the developed materials varies from group work, in pair, and individual work.				

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3. What are your suggestions to improve the materials?

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D. Content					
6.	The topic of the developed materials is suitable with the students' interest.				
7.	The activities in the developed materials give opportunities for the students to learn the speaking skill.				
8.	There are various input texts included in the developed materials (i.e. dialogue, text in paragraph, etc).				
9.	The explanation of the grammar is clear and understandable.				
E. Sequence					
10.	The tasks in each unit of the developed materials are in sequence.				
F. Methodology					
11.	The activities in the developed materials are various (i.e. answering questions, survey, etc).				
G. Setting					
12.	The setting of the developed materials varies from group work, in pair, and individual work.				

c. General opinion about the material**1. In general, what is your opinion about the developed materials?**

2. What are the weaknesses of the developed materials?

3. What are your suggestions to improve the materials?

5.	The instruction is clear and understandable for both the teacher and the students.				
D. Content					
6.	The topic of the developed materials is suitable with the students' interest.				
7.	The activities in the developed materials give opportunities for the students to learn the speaking skill.				
8.	There are various input texts included in the developed materials (i.e. dialogue, text in paragraph, etc).				
9.	The explanation of the grammar is clear and understandable.				
E. Sequence					
10.	The tasks in each unit of the developed materials are in sequence.				
F. Methodology					
11.	The activities in the developed materials are various (i.e. answering questions, survey, etc).				
G. Setting					
12.	The setting of the developed materials varies from group work, in pair, and individual work.				

c. General opinion about the material**1. In general, what is your opinion about the developed materials?**

2. What are the weaknesses of the developed materials?

3. What are your suggestions to improve the materials?



UNIT 1

I'm very sad.



(Source: www.kabar24.com)

In your daily life, you may feel sad. You need an expression to show your sadness.
Do you know how to express it very well?

Learning Objective: In the end of the learning, students are able to
communicate with each other by using the expressions
of sadness.

COMMUNICATIVE SPEAKING TASKS



A. LET'S START

Task 1

In pairs, study the following pictures about tsunami in Aceh and tell your friend what you feel.

1.



www.hdesignideas.com

2.



www.hagemman.wordpress.com

3.



www.store.tempo.co

COMMUNICATIVE SPEAKING TASKS



Task 2

Have you ever felt sad in the following situations mentioned in the survey sheet below? Reflect on your experience to fill in the survey sheet. Then ask your friends about their sad experiences and write them in the survey sheet.

No.	Name	You felt sad, when you're ...				
		Watching sad movies	Reading sad stories	Listening sad stories	Listening sad songs	Other situations

B. LET'S SPEAK UP

Task 3

How do you feel if your friend leaves you? Here is an example of that situation. Discuss the dialogue in pairs and then answer the questions.

Situation: Rasty tells Dera that her family will move to another province.

Rasty : Hi, Dera. Do you want to have lunch with me in the cafeteria?

Dera : Okay, let's go to the cafeteria.

Rasty : Hmm, my family will move to another province. We will live in my grandfather's house.
My grandfather is very old.

COMMUNICATIVE SPEAKING TASKS



Dera : Oh, really. I'm very sad about that. I will lose my best friend.

Rasty : Don't be sad, Dera. We will keep our friendship.

Dera : I will miss you so much, Rasty.

Rasty : I will miss you too.

Questions

1. What does Rasty tell Dera?
2. Why does Dera move to another province?
3. Where does Dera live?
4. How is Dera feeling about what Rasty tells her?
5. How do they express their feelings?

Task 4

Study the following expressions.

Expressing Sadness

In the dialogue between Rasty and Dera, you ... find an expression:

"I'm very sad about that."

Here are some other examples to express your sadness:

In Formal Situations	In Informal Situations
... comes as my great sadness.	I can't believe what's going on.
I must say I had hoped	I can't hold my tears on it.
I'm very sad about	Oh, no...(crying)*

COMMUNICATIVE SPEAKING TASKS



Task 5

In pairs, study the following dialogue and then answer the questions. After that, act it out with your classmate.

Situation : Farah tells Dion about her sadness.

Dion : Good morning, Farah.

Farah : Good morning, Dion.

Dion : What are you doing now?

Farah : Just try to remember something.

Dion : Okay. But, I see your sadness.

Farah : You're right, Dion. I lost my favourite watch. I can't hold my tears on it.

Dion : Farah, don't be sad. What happened with your watch?

Farah : I put it in my locker. Then, I went out from the class. When I came back, it wasn't there anymore. Oh, Dion. I also forget to lock my locker.

Dion : Poor you, Farah. I will help you.

Efah : Thanks, Dion.

Questions

1. What does Farah tell Dion?
2. Where does Farah put her favourite watch?
3. Why does Farah feel sad?
4. What is Dion's feeling after Farah tells him about her favourite watch?
5. How do they express their feelings?

COMMUNICATIVE SPEAKING TASKS



Task 6

Study the following dialogue and pattern.

Situation : Aulis tells Karin about her habits.

- Aulia : Hello, Karin. Why do you look sad?
Karin : Hello. I come late again, Aul.
Aulia : You must wake up earlier. I get up at 5 a.m. every day.
Karin : Usually, I get up at 6 a.m. And I don't have time for breakfast.
Aulia : I eat fried rice every morning as my breakfast. Then, I go to school at 6.30 a.m. every day.
Karin : OK, Aul. Tomorrow, I will wake up earlier.
Aulia : Good, Karin.

In the dialogue above, there are sentences such as:

- + "I get up at 5 a.m. every day".
- + "Usually, I get up at 6 a.m."
- + "I eat fried rice every morning as my breakfast".
- + "I go to school at 6.30 a.m. every day."

Those sentences use Simple Present Tense to indicate habitual action.

Here are the patterns of Simple Present Tense to indicate habitual habit:

S	V1es/s	O	every day
			every morning
Usually	S	V1es/s	O

COMMUNICATIVE SPEAKING TASKS



Examples:

- + My mother shops at the supermarket once a week.
- + I visit Bali every two years.

Task 7

In the box below, there are some vocabularies related to the sadness expressions. Study how to pronounce them. Then, find out their meaning and part of speech by discussing them with your friends.

No.	Words	Phonetic transcription	Part of speech	Meaning
1.	cry	/kraɪ/		
2.	tear	/tɪ ɜː/		
3.	problem	/'prɒb.ləm/		
4.	death	/deθ/		
5.	illness	/'ɪl.nəs/		
6.	lost	/lɒst/		
7.	feeling	/'fiː.lɪŋ/		
8.	friendship	/'frend.ʃɪp/		

Task 8

In pairs, make a dialogue based on the following guideline and then act it out with your partner. Use the simple present tense to indicate habitual action.

COMMUNICATIVE SPEAKING TASKS



Guideline:

- A : _____ (Greeting)
B : _____ (Greeting and asking why you look sad)
A : _____ (Saying that you miss your friend who lives in another city)
B : _____ (Responding)
A : _____ (Expressing your sadness)
B : _____ (Responding)
A : _____ (Telling about Carol's habit)
B : _____ (Responding)

Task 9

Now, it is your time to express yourself. In pairs, create dialogues based on the following situations and then act them out with your classmate. You can see the guideline in Task 8 as the model. Use the vocabularies in Task 7.

Situations:

1. You feel sad because your cat died. You tell your friend about your sadness.
2. Your mother is critically ill in the hospital. You feel sad. One of your classmates asks why you look so sad. You tell him about it.
3. Your friend says that she must go to Australia. She gets a scholarship. You feel sad and express it.

COMMUNICATIVE SPEAKING TASKS



C. Let's Do More

Task 10

In groups of four, find out a song that expresses sadness, and then note down the expressions.
Report the expressions to the class in the next meeting.

Report Sheet
Name :
Student Number :
Song :
Expressing sadness

D. Let's Check Your Competence

Task 11

Individually, create a dialogue by using the expressions of sadness. You can freely choose any topic.
Then, act it out with your classmate.

COMMUNICATIVE SPEAKING TASKS



E. Let's Make a Reflection

Task 12

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 improvement I have made after learning English in this unit:



F. Let's Make a Summary

In this unit you have learnt:



How to express sadness:

In Formal Situations	In Informal Situations
... comes as my great sadness. I must say I had hoped I'm very sad about	I can't believe what's going on. I can't hold my tears on it. Oh, no...(crying)*



The pattern of Simple Present Tense

S + V1es/s + (O) + every day
every morning
Usually + S + V es/s + (O)



UNIT 2

That's a real embarrassment for me.



(Source: www.kapanlagi.com)

In your daily life, you often find yourselves in embarrassing situations.
You need to express those using appropriate expressions.
Do you know how to express the expressions very well?

Learning Objective: In the end of the learning, students are able to communicate with each other by using the expressions of embarrassment.

COMMUNICATIVE SPEAKING TASKS



A. LET'S START

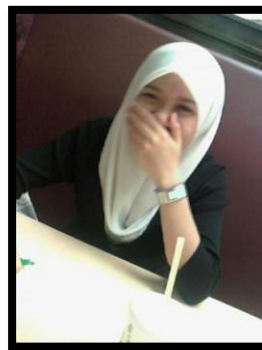
Task 1

In pairs, study the following pictures and then decide which pictures show expressions of embarrassment and which ones do not.



1.

www.bima20.blogspot.com



4.

www.unik-unik-lucu-lucu.blogspot.com



2.

www.digitaldome.org



5.

www.beasupermanda.blogspot.com



3.

www.jsurga.blogspot.com

COMMUNICATIVE SPEAKING TASKS



Task 2

Have you ever had an embarrassing experience? Reflect on your experience to fill in the survey sheet below. Then ask your friends about their embarrassing experiences and write your friend's experiences in the survey sheet.

No.	Name	When did you get embarrassed experience?	Where did you get embarrassed experience?	Why did you feel embarrassed?	Other situations

B. LET'S SPEAK UP

Task 3

Have you ever had an embarrassing experience? Here is an example of that situation. Discuss the dialogue in pairs and then answer the questions.

Situation: Sarah tells Zahra about her embarrassing experience.

Zahra : Morning, Sarah.

Sarah : Morning, Zahra. Do you know, Zahra? Yesterday was my bad day.

Zahra : Why? What's wrong, Sarah?

Sarah : I fell off motorcycle in front of the school.

COMMUNICATIVE SPEAKING TASKS



Zahra : Oh, really? Are you OK, Sarah?

Sarah : I am fine, but I ***felt so embarrassed*** because my shoes were flying over me.

Zahra : It's OK, Sarah. Don't be embarrassed.

Questions

1. Why yesterday was a bad day for Sarah?
2. Why did Sarah feel embarrassed?
3. What are the expressions used to show embarrassment in the dialogue above?
4. What is Zahra's response when Sarah felt so embarrassed?
5. The dialogue above is about expression of ...

Task 4

Study the following expressions.

Expressing Embarrassment

In the dialogue between Zahra and Sarah above, you find this expression:

"I felt so embarrassed."

Those expressions are used to express 'embarrassment'.

Here are some other examples to express your embarrassment:

In Formal Situations	In Informal Situations
What an embarrassment!	What a shame!
I must say that it's an embarrassment.	I feel so embarrassed.
That's a real embarrassment.	It's really embarrassing for me.

COMMUNICATIVE SPEAKING TASKS



Task 5

It is time for you to practice expressing embarrassment. In pairs, study the following dialogue and then answer the questions that follow. After that, act it out with your classmate.

Situation : Anisa tells to Maya about her exam.

Anisa : Good afternoon, Maya.

Maya : Good afternoon, Sa.

Anisa : You look great today. What are you doing?

Maya : Thank you. I study logarithm rules because I have math exam tomorrow. How about your math exam yesterday?

Anisa : Hmm, I am not really sure about it, May.

Maya : What happen, Sa?

Anisa : I came late and I only did two of the ten tasks. What a shame!

Maya : Why did you come late?

Anisa : I studied until midnight and I woke up late.

Maya : How poor you are!

Questions

1. What are Maya doing?
2. When is Maya's math exam?
3. Why does Anisa came late?
4. Why does Anisa feel embarrassed?
5. What are the expressions used for expressing embarrassment in the dialogue above?

COMMUNICATIVE SPEAKING TASKS



Task 6

Study the following sentence and form.

In the dialogue between Anisa and Maya in Task 5, there are sentences:

“What a shame!” and “How poor you are!”

The sentences above use Exclamatory Sentences.

Here are the patterns of Exclamatory Sentences:

What	Noun (Phrase)
How	Adjective (Phrase) / Adverb (Phrase)

Examples:

✚ How embarrassed!

✚ What an embarrassment experience!

COMMUNICATIVE SPEAKING TASKS



Task 7

In the box below, there are some vocabularies related to the expressions of embarrassment. Study how to pronounce them. Then, find out the meaning and part of speech by discussing them with your friends.

No.	Words	Phonetic transcription	Part of speech	Meaning
1.	forget	/fə' g et/		
2.	feel	/' fi: .l/		
3.	shame	/ʃ eɪ m/		
4.	cry	/krai/		
5.	embarrass	/ɪ m' bæɹ.əs/		
7.	late	/leɪ t/		
8.	wrong	/rɒ ŋ/		

Task 8

In pairs, create a dialogue based on the following guideline and then act it out with your partner. Use the vocabularies in Task 7.

Guideline:

- You : _____ (greeting)
- Your classmate : _____ (greeting and asking why you look embarrassed)
- You : _____ (telling your friend that you are embarrassed)
- Your classmate : _____ (asking what makes you embarrassed)
- You : _____ (explaining what makes you embarrassed)
- Your classmate : _____ (responding)
- You : _____ (agreeing and thanking)

COMMUNICATIVE SPEAKING TASKS



Task 9

In pairs, create a dialogue based on the following guideline and then act it out with your partner. Use Exclamatory Sentences.

Guideline:

1. You meet your friend.
2. You ask your friend why he or she looks nervous.
3. Your friend says that he or she worries about how to face the dancing competition tomorrow. He or she had had an embarrassing experience in the dancing competition last month. Your friend tells why he or she feels embarrassed.
4. You give response.
5. Your friend then realizes that what you say is true. He or she thanks you.

Task 10

Now, it is your time to express yourself. In pairs, create short dialogues based on the following situations and then act them out with your classmate. You can see the guideline in Task 6 as the model.

Situations:

1. Today is your birthday. You want to celebrate it with your friends. You give them a treat for lunch in the canteen. When you will pay your bill, you cannot find your wallet. You remember that your wallet is left at home. You forget to bring your wallet. What a shame!
2. Your hobby is photograph. Your classmates teased your photos. You feel embarrassed.

COMMUNICATIVE SPEAKING TASKS



3. You oversleep and go to school in hurry. You forget to bring your homework. Your teachers punish you. That's a real embarrassment.

C. Let's Do More

Task 11

Meet three of your classmates and ask them about things and events that make them embarrassed. Ask them the expressions they said when they experienced those things.

Report Sheet		
Your name:		Your students' number:
Your classmates' name:	Things that make him/her gets embarrassed	Expressions

D. Let's Check Your Competence

Task 11

Individually, create a dialogue by using the expressions you have learnt. You are free to choose a topic. After that, act it out with your partner.

COMMUNICATIVE SPEAKING TASKS



E. Let's Make a Reflection

Task 12

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 improvement I have made after learning English in this unit:



F. Let's Make a Summary

In this unit you have learnt:

- ✚ How to express embarrassment

In Formal Situations	In Informal Situations
What an embarrassment! I must say that it's an embarrassment. That's a real embarrassment.	What a shame! I feel so embarrassed. It's really embarrassing for me.

- ✚ Here are the patterns of Exclamatory Sentences:

What + Noun (Phrase)

How + Adjective (Phrase) / Adverb (Phrase)



UNIT 3

It's really annoying.



(Source: www.cerita.blogspot.com)

In your daily life, you often find annoying people or things. You need to express your annoyance using appropriate expression. Do you know how to express that annoyance well?

Learning Objective: In the end of the learning, students are able to communicate with each other by using the expression of annoyance.

COMMUNICATIVE SPEAKING TASKS



A. LET'S START

Task 1

In pairs, study the following pictures and then discuss what the pictures are about.

1.



www.shebeluga.wordpress.com

2.



www.jakartacity.olx.co.id

COMMUNICATIVE SPEAKING TASKS



Task 2

Have you ever had an annoying experience? Reflect on your experience to fill in the survey sheet below. Then ask your friends about their annoying experiences and write your friend's experiences in the survey sheet.

No.	Name	When did you feel annoyed?	Where did you feel annoyed?	Why did you feel annoyed?

B. LET'S SPEAK UP

Task 3

Have you ever had an annoying experience? Here is an example of that situation. Discuss the dialogue in pairs and then answer the questions.

Situation: Raka and Doni study together in the library.

Raka : Doni, good to see you!

Doni : What has happen, Raka?

Raka : Hmm, you are good in the English lesson. Can you help me?

Doni : Sure, I will help you. What can I do for you?

Raka : I do not understand how to do the homework. It is about past tense.

COMMUNICATIVE SPEAKING TASKS



- Doni : Ok, I will explain it to you.
- Raka : Thanks, Doni.
- Doni : The form of past tense is Subject + V2 + O. You get it, Doni?
- Raka : Sorry, what did you say?
- Doni : ***It's really annoying***, Raka. Stop playing games on your mobile phone.
- Raka : I'm so sorry, Raka. Can we start it again? I promise that I will be serious.

Questions

1. Who is better at English? Raka or Doni?
2. Raka need Doni to ...
3. What is the homework about?
4. Why did Doni feel annoyed?
5. What are the expressions used for expressing annoyance in the dialogue above?

Task 4

Study the following expression.

Expressing Annoyance

In the dialogue between Raka and Doni, you find an expression:

"It's really annoying".

This expression is used to express 'annoyance'.

COMMUNICATIVE SPEAKING TASKS



Here are some other examples to express your annoyance:

In Formal Situations	In Informal Situations
I'm extremely displeased with is very irritating. I'm extremely unhappy about this.	You made me annoyed What a nuisance! It's really annoying.

Task 5

It is time for you to practice expressing annoyance. In pairs, study the following dialogue and then answer the questions. After that, act it out with your classmate.

Situation : Viona asks Alfin about Elsa.

Alfin : Hi, Vio.

Viona : Hi, Al. Do you know why Elsa didn't come to my house last Sunday?

Alfin : Of course, we went to Book Store with Lisa and Audrey.

Viona : Really? But she didn't reply my blackberry messenger.

Alfin : I'm sorry, Vio. I don't know about it.

Viona : Do you know that we have a project in Biology practicum. We must submit it on Friday.

What a nuisance!

Questions

1. Where did Elsa go last Sunday?
2. With whom did Elsa go last Sunday?
3. Why did Viona feel annoyed?
4. When the project must be submitted?
5. What are the expressions used for expressing annoyance in the dialogue above?

COMMUNICATIVE SPEAKING TASKS



Task 6

Study the following sentence and its form.

In the dialogue above between Alfin and Viona, there is a sentence:

"We **went** to Book Store with Lisa and Audrey."

The sentence above uses Simple Past Tense.

Here is the pattern of Simple Past Tense:

S + V2 + (O)

Examples:

- + I **saw** a movie yesterday.
- + Last year, I **traveled** to Bali.
- + He **washed** his father's car.

COMMUNICATIVE SPEAKING TASKS



Task 7

In the box below, there are some vocabularies related to the expression used for expressing annoyance. Study how to pronounce them. Then, find out their meaning and part of speech by discussing them with your friends.

No.	Words	Phonetic transcription	Part of speech	Meaning
1.	annoy	/ə' nɔɪ /		
2.	irritating	/' ɪ r.ɪ .teɪ .tɪ ŋ/		
3.	nuisance	/' nju: .səns/		
4.	lie	/laɪ /		
5.	trouble	/' trʌb.l̩/		
6.	unhappy	/ʌn' hæp.i/		
7.	displease	/dɪ ' spli: z/		
8.	disappoint	/, dɪ s.ə' pɔɪ nt/		

Task 8

In pairs, create a dialogue based on the following guideline and then act it out with your partner. Use the vocabularies in the box above.

Guideline:

- Your classmate : _____ (greeting and drawing attention)
- You : _____ (greeting and asking why she looks annoyed)
- Your classmate : _____ (telling that you are annoyed)
- You : _____ (asking what makes she annoyed)

COMMUNICATIVE SPEAKING TASKS



Your classmate : _____ (explaining what makes you annoyed)

You : _____ (responding)

Your classmate : _____ (agreeing and thanking)

Task 9

In pairs, create a dialogue based on the following guideline and then act it out with your partner. Use the Simple Past Tense.

Guideline:

A: _____ (greeting)

B: _____ (greeting and asking your friend why he or she looks annoyed)

A: _____ (saying that he is annoyed about his classmate. His classmate borrows his bag and forgets to return it on time)

B: _____ (you give response)

A: _____ (your friend tells why he feels annoyed)

B: _____ (you give response)

A: _____ (thanking)

B: _____ (closing)

Task 10

Now, it is your time to express yourself. In pairs, create short dialogues based on the following situations and then act them out with your classmate. You can see the guideline in Task 6 as the model.

COMMUNICATIVE SPEAKING TASKS



Situations:

1. One of your friends cheated in the exam. You tell to another friend that you feel annoyed about it.
2. You have studied hard to face the exam. Unfortunately, you are sick and can't take the exam. You tell your friend what an annoyance it is.
3. Your friend tells you that the basketball competition is delayed by the headmaster. You are very annoyed about it.

C. Let's Do More

Task 11

Meet three of your classmates and ask them about things and events that make them annoyed. Ask them the expressions they said when they experienced them.

Report Sheet		
Your name:	Your students' number:	
Your classmates' name:	Things that make him/her got annoyed	Expressions

COMMUNICATIVE SPEAKING TASKS



D. Let's Check Your Competence

Task 11

Create a dialogue by using the expression you have learnt. You are free to choose a topic. After that, act it out with your partner.

E. Let's Make a 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 improvement I have made after learning English in this unit:



F. Let's Make a Summary

In this unit you learn:

- ✚ How to express annoyance

In Formal Situations	In Informal Situations
I'm extremely displeased with ...	You made me annoyed
... is very irritating.	What a nuisance!
I'm extremely unhappy about this.	It's really annoying.

- ✚ The pattern of Simple Past Tense:

S + V2 + (O)



UNIT 4

I have a nice story for you.



(Source: www.perempuan.com)

Do you like telling stories to your friend?

Let's learn how to make it interesting ...

Learning Objective: In the end of the learning, students are able to tell narrative text to others.

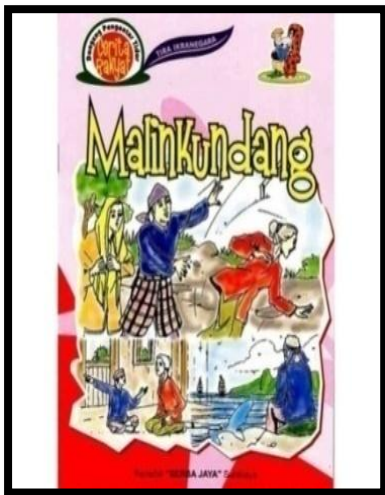
COMMUNICATIVE SPEAKING TASKS



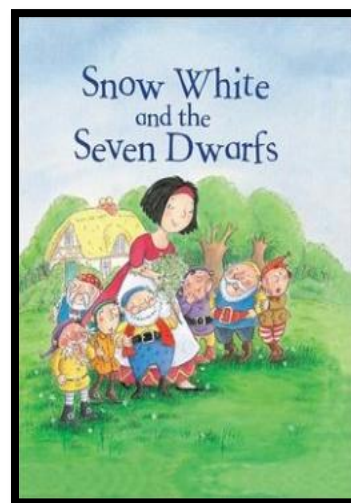
A. LET'S START

Task 1

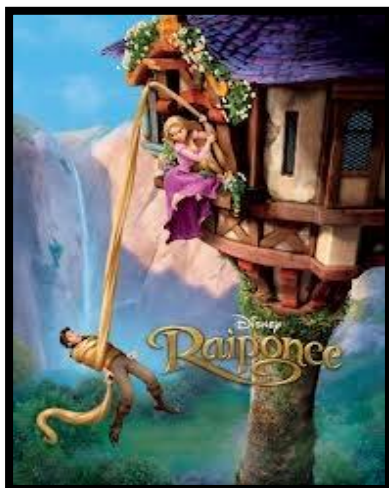
Answer the following questions based on your knowledge. Then, discuss your answers in group of three.



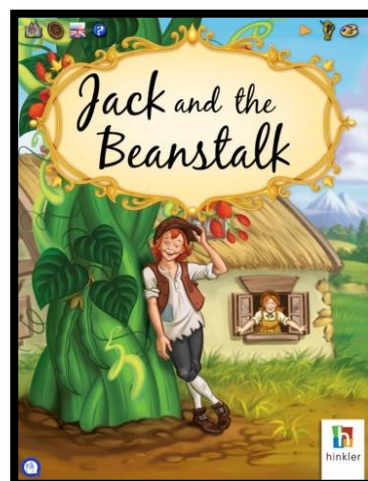
www.sitif98.blogspot.com



www.barnesandnoble.com



www.fanpop.com



www.cricketmag.com

COMMUNICATIVE SPEAKING TASKS



Questions

1. What are the stories about?
2. Can you tell your group who the characters were?
3. What happened to the characters?
4. What is the ending?
5. What do you learn from the stories?

Task 2

Have you ever read narrative texts? Reflect on your experience to fill the survey sheet. Then ask your friends about their experiences and write your friend's experiences in the survey sheet.

No.	Name	The title of your story	The kind of your story	The characters of your story

COMMUNICATIVE SPEAKING TASKS



B. LET'S SPEAK UP

Task 3

In pairs, study the following dialogue and answer the questions.



www.lookatmyhappyrainbow.com

www.scrapetv.com

Situation: Mikha and Adel tell about their favourite story.

Mikha : Adel, how are you?

Adel : I'm fine. You look so great, Mikha. What are you doing?

Mikha : Thanks, I read a story about *Snow White and the Seven Dwarfs*.

Adel : Oh, nice story. What is your favourite story, Mikha?

Mikha : My favorite story is Cinderella. She got her prince through a miracle.

Adel : Do you want to tell Cinderella story for me?

Mikha : Okay, I love to tell it. Cinderella was a servant for her step mom and two step sisters. Then, she got the help of a fairy god mother and some mice. So, she turned into a beautiful princess for one night where she went to the prince's party. Fortunately, the prince loved her. Then when the clock turned midnight, she went to her home and she lost her glass slipper. The prince searched the owner of the slipper and found her. Finally, they lived happily ever after.

COMMUNICATIVE SPEAKING TASKS



- Adel : What makes the prince love her?
Mikha : Ehm, because she is very beautiful and kind.
Adel : Oh, it is very interesting story.

Questions

1. What is Mikha's favourite story?
2. Who are the characters in the Cinderella story?
3. What is your favourite scene in Cinderella story?
4. Who is your favourite character in Cinderella story?
5. Tell your friend your own summary of Cinderella story!

Task 4

Study the following text:

Narrative text

- ✚ *Narrative text is a kind of text which tells a story and entertains the reader or listener.*
- ✚ *Narrative text consists of several parts. They are the beginning of the problem that occurred, how the problem was solved, and the ending of the story.*
 - *The beginning of the story has the function of introducing the characters of the story, where and when the story occurred. This part of the story is called orientation.*
 - *How the problem starts until its crisis point (climax) of the problem, in which the character(s) have to face is called the complication.*
 - *How the problem is solved or ended is called the resolution.*
 - *The ending of the story which may consist of closing remark to the story, moral lesson, advice or teaching from the writer is called re-orientation. However, this part of the story is optional. You may or may not find it in a story.*
- ✚ *The tense used in the text is Simple Past Tense.*
- ✚ *The common grammatical features of narrative texts include:*

COMMUNICATIVE SPEAKING TASKS



- Use of particular nouns to refer to or describe the particular people, animals and things that the story is about;
 - Use of adjectives to build noun groups to describe the people, animals or things in the story;
 - Use of time connectives and conjunctions to sequence events through time;
- ✚ The kinds of narrative text as follow:
- Legend
 - Fable
 - Fairy tale
 - Science fiction

Task 5

Study the following dialogue.

Situation : Sarah and Nadin talk about Rapunzel story.

Sarah : Hello, Nadin.

Nadin : Hello, Sarah. It's good to see you! Can you help me?

Sarah : Of course. What can I do for you?

Nadin : I have homework to retell a Rapunzel story. But, I don't know the story.

Sarah : Okay, I will help you. Rapunzel it's my favourite story. I will divide the story into some parts.

Nadin : Really? I don't know anything except Rapunzel had a beautiful long hair.

Sarah : First, Rapunzel was a princess. When her mother was pregnant, she wanted a flower that grew up in the dark forest. But, Gothel wanted it too. She was a witch. Fortunately, Rapunzel's father got the flower. The flower made Rapunzel's hair was beautiful. Second, Rapunzel was taken away to live with Gothel. Rapunzel grew up be a beautiful girl. Third, a

COMMUNICATIVE SPEAKING TASKS



young prince was out hunting. He stumbled up the tower. Then, they fell in love. They made a plan to escape from the tower.

Nadia : And what's happen, Sarah?

Sarah : Finally, they went from the tower and lived happily ever after.

Nadia : It's an interesting story. Thank you, Sarah.

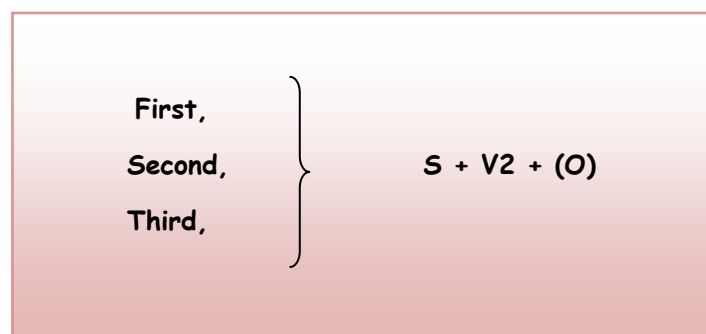
Sarah : You are welcome.

In the text above, there are sentences:

- + First, Rapunzel was a princess.
- + Second, Rapunzel was taken away to live with Gothel.
- + Third, a young prince was out hunting.

**The sentences above use sequence events
such as: first, second, third**

Here the form of sequence events:



COMMUNICATIVE SPEAKING TASKS



Task 6

In the box below, there are some vocabularies related to the narrative text. Study how to pronounce them. Then, find out their meaning and part of speech with discussing them by your friends.

No.	Words	Phonetic transcription	Part of speech	Meaning
1.	miracle	/ˈmɪ r.ɪ .kl ɔː/		
2.	fairy	/ˈfeəri/		
3.	ugly	/ˈʌg.li/		
4.	smart	/smɑː t/		
5.	statue	/ˈ stætʃ .uː /		
6.	palace	/ˈ pæl.ɪ s/		
7.	tactic	/ˈ tæk.tɪ k/		
8.	cucumber	/ˈ kjuː .kʌ m.bər/		

Task 7

In pairs, study the following situation. Then, make the ending based on your own idea. And tell your story with your partner. You can choose your partner by yourself.

Situation : Nana and Ardi tell about Aladdin and the wonderful lamp story. However, Ardi are dissatisfied with the ending of the story. They decided to make the ending based on your own idea.

COMMUNICATIVE SPEAKING TASKS



Ardi : Hi, Nana. How are you?

Nana : Hi, Ardi. I'm good. By the way, do you know about Aladdin and the wonderful lamp story?

Ardi : Of course, it's an interesting story. Aladdin is a poor boy with his monkey, Abu. One day, he met a wicked magician. A wicked magician asked Aladdin to help him find out the lamp in the cave. Unfortunately, Aladdin was trapped because the wicked magician did not help him. Aladdin was so afraid. Then, he rubbed the lamp and a huge genie appeared before him. Since the day, a huge genie gave everything that Aladdin want. After that, Aladdin got a beautiful princess, Jasmine as his wife. I like Jasmine. She is very beautiful. But, the wicked magician knew about Aladdin's good fortune. He knew it was because of the magic lamp. He did everything to get the lamp. Fortunately, his entire plan failed. Aladdin, Jasmine, a huge genie and Abu lived happily ever after.

Ardi : Do you know, Nana? I have a different idea to the ending.

Nana : Oh, really? I have a different idea to the ending too. Let's make our ending.

Ardi : OK, let's share it.

COMMUNICATIVE SPEAKING TASKS



Task 8

In pairs, tell a story of Little Red Riding Hood based on the pictures guideline and then act it out with your partner. Use time connectives and conjunctions to sequence events through time.

Pictures guideline:



Task 9

In pairs, tell a story based on the following title and then act them out with your classmate. You can choose one title. Use vocabulary in the Task 5.

1. Beauty and the Beast.
2. Mouse Deer with the Farmer.
3. Pinokio.

COMMUNICATIVE SPEAKING TASKS



C. Let's Do More

Task 10

Meet three of your classmates and ask them what her or his favourite story is. Present the result in the next meeting.

Report Sheet				
Your name :				
Your students' number :				
Your classmates' name:	The title of the story	Why the story is her or his favourite story?	The summary of the story	The moral value of the story

D. Let's Check Your Competence

Task 11

Tell a story to your classmates. You can choose the story by yourself.



E. Let's Make a Reflection

Task 12

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 improvement I have made after learning English in this unit:



F. Let's Make a Summary

Narrative text

- + *Narrative text is a kind of text which tells a story and entertains the reader or listener.*
 - + *Narrative text consists of several parts.* They are the beginning the problem that occurred, how the problem was solved, and the ending of the story.
 - + The tense used in the text is *Simple Past Tense*.
 - + *The common grammatical features of narrative texts include:*
 - Use of particular nouns.
 - Use of adjectives to build noun groups.
 - Use of sequence events through time.
- First,
Second,
Third,

}

S + V2 + (O)
- + The kinds of narrative text such as legend, fable, fairy tale, and science fiction.



UNIT 5

What's your argument?



(Source: www.edsafkipunsil.blogspot.com)

Do you like argue about something?

Let's learn to make it interesting ...

Learning Objective: In the end of the learning, students are able to tell hortatory exposition text to others.

COMMUNICATIVE SPEAKING TASKS



A. LET'S START

Task 1

Study the following pictures. Then, answer the questions based on your knowledge.
Compare your answers with your classmates'.

1.



www.pocket-lint.com

2.



www.amaete.com

3.



www.zdnet.com

COMMUNICATIVE SPEAKING TASKS



Questions

1. Do you know what the pictures above are?
2. If so, can you tell your friend why people want to have them?
3. What are the positive arguments of gadget?
4. What are the negative arguments of gadget?
5. Do you know how to use gadget properly?

Task 2

Do you have *Facebook* or *Twitter account*? What do you think about them? Reflect on your reasons to fill the survey sheet. Then ask your friends about their experiences and write your friend's experiences in the survey sheet.

No.	Name	Agree	Disagree	Reasons

B. LET'S SPEAK UP

Task 3

In pairs, share your opinion based on the following situation. And then, compare your reasons with your classmates.



Situation : Someone who shares his or her problem in social network really annoyed you.

**People shouldn't share their problems
in social network**

Task 4

Study the following text

HORTATORY EXPOSITION

✚ Definition

Hortatory exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something should or should not happen or be done.

✚ Social Function

To persuade the reader or listener that something should or should not be the case.

✚ Language Feature of Hortatory Exposition Text

- Using action verb
- Using modal adverb e.g. certainly, surely, etc
- Using temporal connective e.g. firstly, secondly, however, therefore, etc
- Using evaluative words e.g. important, valuable, trustworthy, etc
- Using passive voice
- Using simple present tense
- The use of words that qualify statements e.g. usual, probably etc

COMMUNICATIVE SPEAKING TASKS



✚ Generic Structure of Hortatory Exposition Text :

- **Thesis** : Statement or announcement of issue concern
- **Arguments** : Reasons for concern that will lead to recommendation
- **Recommendation** : Statement of what should or should not happen or be done based on the given arguments

✚ Example of Hortatory Exposition Text

Situation: Layla will talk about using a mobile phone at school to her classmates.

Layla : Good evening, friends. In this occasion, I will talk about using a mobile phone at school. Do you bring your mobile phone at school? I think it's very useful to bring it. I have two reasons why mobile phones should not be banned at school **[Thesis]**. Firstly, we can call my parents for other needs, such as giving information when we go home late and we can call our parent to pick us up when we want to go home. And, we can call my parents when we need something to be brought to school. Then, our parent can call us when one of our families was hit by disasters suddenly. **[Arguments]** Second, when we try to find answer of difficult task at school, we can use mobile phone to search the answer. **[Arguments]** So, I think mobile phone should not be banned at school. However, we should use it in the right time and place so that no one is disturbed. **[Recommendation]**

Task 5

Study the following sentences and their patterns.

- ✚ I have two reasons why mobile phones should not *be banned* at school.
- ✚ They need something *to be brought* to school.

COMMUNICATIVE SPEAKING TASKS



The sentences above use passive voice.

Passive voice is used when the focus is on the action.

The form of passive voice:

S + be + V3

Task 6

In the box below, there are some vocabularies related the hortatory exposition. Study how to pronounce them. Then, find out the meaning and part of speech by discussing with your friends.

No.	Words	Phonetic transcription	Part of speech	Meaning
1.	facility	/fə' sɪ lɪ .ti/		
2.	academic	/, æk.ə' dem.ɪ k/		
3.	achievement	/ə' tʃ i: v.mənt/		
4.	location	/ləʊ' keɪ .ʃ ən/		
5.	religious	/rɪ ' lɪ dʒ.əs/		
6.	extracurricular	/, ek.strə.kə' rɪ k.ju.lər/		
7.	fee	/fi: /		
8.	education	/, ed.ju' keɪ .ʃ ən/		

Task 7

It is time for you to practice to tell about hortatory exposition based on the situation below. In pairs, study the following situation. After that, tell it to your classmate. Use vocabularies in Task 6.

COMMUNICATIVE SPEAKING TASKS



Situation : You participate in the Scholl speech competition about my best school.

Guideline:

- You : 1. _____ (opening)
: 2. _____ (giving thesis)
: 3. _____ (arguing about the achievements of SMA Ma'arif NU 1 Ajibarang)
: 4. _____ (arguing about the facilities of SMA Ma'arif NU 1 Ajibarang)
: 5. _____ (arguing about the advantages of studying in SMA Ma'arif NU 1 Ajibarang)
: 6. _____ (giving recommendation)
: 7. _____ (closing)

Task 8

In pairs, share about the danger of smoking based on the situation. Compare your arguments with your classmates. Use passive voice.

Situation : You have a job to share about the danger of smoking.

Guideline:

- You : 1. _____ (opening)
: 2. _____ (giving thesis)
: 3. _____ (giving the first arguments about the danger of smoking)
: 4. _____ (giving the second arguments about the danger of smoking)
: 5. _____ (giving the third arguments about the danger of smoking)
: 6. _____ (persuading to stop smoking)
: 7. _____ (closing)

COMMUNICATIVE SPEAKING TASKS



Task 9

Make a group of five and share about who is the favourite teacher in your school.

Situation : You share to your classmates about who is your favourite teacher at school.

Guideline:

- You
- : 1. _____ (opening)
 - : 2. _____ (giving thesis)
 - : 3. _____ (giving the first arguments why she or he is your favourite teacher)
 - : 4. _____ (giving the second arguments why she or he is your favourite teacher)
 - : 5. _____ (giving the third arguments why she or he is your favourite teacher)
 - : 6. _____ (giving recommendation)
 - : 7. _____ (closing)

COMMUNICATIVE SPEAKING TASKS



C. Let's Do More

Task 10

Meet three of your classmates and ask them about three things that should be banned to be brought at school. Reflect their answers and reasons in the report sheet below. Present the result in the next meeting.

Report Sheet		
Your name:		
Your students' number:		
Your classmates' name:	Three things that should be banned to be brought at school	Arguments

D. Let's Check Your Competence

Task 11

Find out the topic about hortatory exposition by yourself. Then, tell your arguments to your classmates. In the end, conclude it with persuading statement.



E. Let's Make a 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 improvement I have made after learning English in this unit:

F. Let's Make a Summary

HORTATORY EXPOSITION

- ✚ Hortatory exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something should or should not happen or be done.
- ✚ Hortatory exposition has social function to persuade the reader or listener that something should or should not be the case.
- ✚ Language Feature, as follows:
 - Using action verb

COMMUNICATIVE SPEAKING TASKS



- Using modal adverb
- Using temporal connective
- Using evaluative words
- Using passive voice
S + be + V3
- Using simple present tense
- Using of words that qualify statements



Generic Structure of Hortatory Exposition Text :

- Thesis : Statement or announcement of issue concern
- Arguments : Reasons for concern that will lead to recommendation
- Recommendation : Statement of what should or should not happen or be done based on the given arguments



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FRM/FBS/33-01
10 Jan 2011

Nomor : 0163a/UN.34.12/DT/II/2013
Lampiran : -
Hal : Permohonan Izin Observasi

12 Februari 2013

Kepada Yth.
Kepala SMA Ma'arif NU 1 Ajibarang

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Observasi** untuk memperoleh data awal guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABBS), dengan judul :

Developing Communicative Speaking Tasks for the Eleventh Grade Students of SMA Ma'arif NU 1 Ajibarang

Mahasiswa dimaksud adalah :

Nama : SAFIENTI RIZKI AHADIYAH
NIM : 08202244040
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Februari 2013
Lokasi Observasi : SMA Ma'arif NU 1 Ajibarang

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,



Indun Probo Utami, S.E.
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SURAT KETERANGAN

Nomor : 1597/KS/V/2013

Yang bertanda tangan di bawah ini :

N a m a : **Busrol Khafi, S.Pt.**
NIP : -
Pangkat/Golongan : -
Jabatan : Kepala Sekolah

Dengan ini menerangkan bahwa :

N a m a : **Safienti Rizki Ahadiyah**
NIM : 08202244040
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni

Yang bersangkutan telah benar-benar telah melaksanakan penelitian dengan judul
"*Developing Communicative Speaking Tasks for the Eleventh Grade Students of SMA
Ma'arif NU 1 Ajibarang*" pada tanggal 22 April sampai dengan 4 Mei 2013.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

