DESIGNING ENGLISH LEARNING MATERIALS FOR ENGLISH CONVERSATION CLUB IN SMA N 1 KROYA

A Thesis

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

By:

GANDI NUR PRATIWI

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

YOGYAKARTA STATE UNIVERSITY

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APPROVAL

DESIGNING ENGLISH LEARNING MATERIALS FOR ENGLISH CONVERSATION CLUB IN SMA N 1 KROYA

A THESIS

By:

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FOR ENGLISH CONVERSATION CLUB IN SMA N 1 KROYA

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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 penulis.

Yogyakarta, Oktober 2013

Penulis

Gandi Nur Pratiwi

MOTTOS

Around here, however,

we don't look backwards for very long.

We KEEP MOVING FORWARD, opening up new doors

and doing new things because

we're curious…. And curiosity keeps

leading us down new paths- WALT DISNEY

A miracle is another name of hard work- Anonymous

DEDICATIONS

This thesis is fully dedicated to:

- *My dearest father and mother*
- *My beloved brothers and sister (Oges Riatama, Willy Midiatama and Prima Prabandari)*
- *All of my beloved friends*
- *And all who have supported me.*

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Finally, I realize that this thesis is so far from being perfect. Therefore, any criticisms, ideas, and suggestions for the improvement of this thesis are greatly appreciated. I expect that thesis will give some contribution to the improvement of the English teaching and learning.

Yogyakarta, October 2013

The writer

Gandi Nur Pratiwi

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By

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09202244006

ABSTRACT

The objectives of this study are: 1) to identify the target and learning needs of English Conversation Club students in learning English and 2) to design English learning materials for English Conversation Club in *SMA N* 1 Kroya.

This research is classified into Research and Development (R & D). This research was conducted through the following steps i.e.; (1) conducting the needs analysis, (2) writing a course grid, (3) writing the first draft, (4) getting expert judgment, and (5) writing the final draft. The subjects of this research were the ECC students of grade ten in *SMA N* 1 Kroya. The data were collected by distributing questionnaires and conducting interviews. There were two kinds of questionnaire. The questionnaires were administered to find out the needs of the ECC students in learning English and the feedback from the material experts. The data obtained were qualitative and quantitative data. The qualitative data were analyzed qualitatively, while the quantitative data were analyzed by using descriptive statistics.

In this research, the researcher designed three units of learning materials with eleven tasks in each unit. They are *'Meta, What a Nice Bag!'*, *'That's Surprising!'*, and *'Would You Like to Come?'*. Based on the expert judgment, the content of the materials was good with a mean of 3.50. Then, the presentation in each unit was good with a mean of 3.52. In terms of language used in the materials, it was good with a mean of 3.47, and in terms of design and graphic, they were very good with a mean of 3.60. The overall mean was 3.52 and categorized as good.

Key Words: Learning Materials, Speaking, ECC

CHAPTER I

INTRODUCTION

This study is mainly aimed at designing English learning materials for ECC in *SMA N* 1 Kroya. This chapter presents the introduction of the study. It includes the background, identification, limitation, formulation, objectives, and significance of the study. Those six sub-chapters are presented in the following descriptions.

A. Background of the Study

English is one of the international languages. It is understood and spoken almost everywhere in the world. English has become the key instrument of globalization. Hutchinson and Waters (1987:6) point out that the effect of technology and commerce in the world is to create a whole new mass of people wanting to learn English, not for the pleasure or prestige of knowing the language, but because English is the key to the international currencies of technology and commerce. In other words, the importance of English affects the big mass of people wanting to learn English. What is paramount today is knowing how to use the English language rather than just knowing it.

The phenomenon of massive mass of people who want to learn English, then, happens almost in all countries in the world. Likewise in Indonesia, Indonesian people have a big interest in learning English. In order to convey ideas and talk to people from different countries or the requirement of their jobs, they

must be able to speak in English. Because of the importance of English in the world, especially in the work place, the people learn English from many English learning places such as courses, schools, and others.

Then, the worldwide demand for English has created an enormous demand for quality language teaching and learning, especially in Indonesia. Teaching and learning of English in schools should be emphasized on helping students to be able to communicate in English, both in written and spoken forms. Unfortunately, it seems that the English teaching and learning in the classroom only focuses on the written form, while the spoken one is put aside. The activities in the class are centered in the written cycle only. This phenomenon leads many schools to attempt developing English language skills in order to improve the students' speaking ability, for example *SMA N* 1 Kroya. The students of senior high schools must learn English at school in order to be able to use English in a real communication. To achieve the goal, *SMA N* 1 Kroya has made some efforts to improve the students' speaking ability. One of the efforts is made through the English Conversation Club (ECC).

English Conversation Club (ECC) is designed as an extracurricular activity for the tenth grade of *SMA N* 1 Kroya. ECC is an extracurricular activity that helps students to develop their English proficiency, especially the speaking ability. The program is held on Saturday at 2 pm. The students who join the club are the tenth grade students of *SMA N* 1 Kroya. The students in the English Conversation Club are taught by the English teachers in *SMA N* 1 Kroya. The teachers, media and facilities have already been sufficient, but there is one factor

that is unavailable. It is the material used in the club. The materials are often taken from the course book used in the teaching learning process in the regular classes. There is no specific material used in the English Conversation Club that emphasizes on improving the students' speaking ability.

For the effectiveness of the program, the materials for ECC should be considered as the important factor. Without appropriate materials, the program will not run well. To get the appropriate materials, the materials should be based on the needs analysis. Based on the materials problem, the researcher intends to design English learning materials for English Conversation Club (ECC) students in *SMA N* 1 Kroya, the materials that emphasize on the students' speaking skill.

B. Identification of the Problems

As an extracurricular activity of English program, ECC is offered as a program given to develop students' English speaking proficiency, especially the speaking skill. It should enhance the students' knowledge and speaking ability. Hopefully this program helps the students to practice producing language as sometimes they have no opportunity to speak in the regular classes. However, there are some problems that arise at English Conversation Club in *SMA N* 1 Kroya.

Firstly, the students lack confidence to speak. They are unwilling to communicate in the ECC learning process. They only keep silent and do not have motivation to speak, whereas the aim of the program is focused on the students' speaking skill.

The second problem is about the material. Material is one factor that influences the effectiveness of the program. In the English Conversation Club, the materials used are often taken from the course book used to teach in the regular English classes. Moreover, the materials were not specifically emphasized on the speaking skill. It can be inferred that there is no specific materials used in the program. In other words, the learning materials for ECC are not available in the program yet.

C. Limitation of the Problems

Based on the problems found in the English teaching and learning in the English Conversation Club as have been mentioned in the identification problems above, the researcher decides to limit the problem on the materials. The researcher intends to design English learning materials for English Conversation Club in *SMA N* 1 Kroya.

D. Formulation of the Problem

By virtue of the limitation of the problems, the researcher formulates the problems as follows:

1. What are the target and learning needs of English Conversation Club students in learning English?
2. What are the appropriate learning materials for ECC students in the English Conversation Club *SMA N* 1 Kroya?

E. Objectives of the Study

Related to the formulation of the problem above, the objectives of this study are as follows:

1. To identify the target and learning needs of English Conversation Club students in learning English.
2. To design English learning materials for English Conversation Club in *SMA N* 1 Kroya.

F. Significance of the Research

This research is expected to be beneficial for the ECC students, the ECC teachers, the school and the other researchers.

1. For the ECC students

   The designed materials will help the students in learning English, especially to speak in English. The students will learn English more easily and confidently due to the designed materials based on their own needs.

2. For the ECC teachers

   The product of this study is helpful for the ECC teachers. It is expected to become one of appropriate teaching resources to develop students' speaking ability. This product gives a new reference for ECC teachers to teach speaking for their students.

3. For the school (*SMA N* 1 Kroya)

   The product is expected to become an input in improving the students' speaking ability, as the goal of the English Conversation Club in *SMA N* 1 Kroya.

4. For the other researchers

   The results of this study can be used by other researchers as one of the considerable resources of reading materials either to improve the knowledge in English or to enrich the reference in writing their thesis.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

An appropriate learning material consists of some units organized in such a way that will make an effective and enjoyable learning. Based on that reason, the theories of ECC, the English syllabus for the tenth grade students of *SMA*, a needs analysis, speaking, materials development, Communicative Language Teaching and task design should be the essential theories used in designing the materials. The researcher presents and discusses those theories in the literature review below and draws the conceptual framework of this study as the next section.

A. Literature Review

1. English Conversation Club

SMA N 1 Kroya provides an English program which emphasizes on the English speaking skill namely English Conversation Club. English Conversation Club is one of the extracurricular activities provided in *SMA N* 1 Kroya. The program is held for the tenth grade students in *SMA N* 1 Kroya. English Conversation Club in *SMA N* 1 Kroya which is conducted on Saturday at 2 p.m. is aimed at enhancing students' knowledge and speaking skill. There are 30 grade ten students of *SMA N* 1 Kroya who join the club. The students in the English Conversation Club are taught by the English teachers of *SMA N* 1 Kroya. The students are expected to have the English proficiency especially speaking.

Through this program, hopefully, the students can practice to produce the language.

2. The English Syllabus for the Tenth Grade Students of *SMA*

In designing learning materials for the English Conversation Club, the researcher developing the materials based on the English curriculum for the grade ten students in *SMA*. The syllabus of English, is then, used to determine what should be taught in the ECC learning process. Feez and Joyce (1998: 2), define a syllabus as follows:

> A syllabus is an explicit and coherent plan for a course of study. The syllabus is a guide or map for the teacher and the learners which may need to be altered once the course commences. A syllabus is constructed by selecting and sequencing content, based on explicit objectives. It is a public document, usually prepared by teachers and negotiated with learners. It specifies what is to be taught in any particular course of study.

Based on the definition about syllabus, it can be inferred that a syllabus is a description of the contents of a course of instruction and what should be taught in the learning process.

From the English syllabus, the researcher takes the standard of competence and basic competencies of speaking which are used to get one aspect of target needs. The standard of competence and some basic competencies of speaking are used to be the guideline in designing the learning materials.

The following table presents the standard of competence and basic competencies of speaking as stated in the English syllabus and Content Standard for the second semester of the tenth grade students in *SMA*.

Table 1. **Standard of Competence and Basic Competencies for the Second Semester of Tenth Grade Students of *SMA***

No	Standard of Competence	Basic Competencies
1	9. Expressing meanings of a transactional and sustained interpersonal conversations in daily contexts	9.1. Expressing the meanings within transactional (to get things done) and interpersonal (to socialize) dialogs using spoken language accurately, fluently, and appropriately in daily life contexts involving the expressions of complimenting and congratulating. 9.2. Expressing the meaning within transactional (to get things done) and interpersonal (to socialize) dialogs using spoken language accurately, fluently, and appropriately in daily life contexts involving the expressions of showing surprise, disbelief, making an invitation, accepting and refusing an invitation.

3. Needs Analysis

Porcher (1977) in Richards (2001:54) states that 'need' is not a thing that exists and might be encountered ready-made on the street. Feez and Joyce (1998: 39) propose that doing a needs analysis has an aim to collect information or data from the learners at the beginning of a course. Furthermore, Nation (2010: 24) defines the needs analysis as follows:

> Needs analysis is directed mainly at the goals and content of a course. It examines what the learners know already and what the learners need to know. Needs analysis makes sure that the course will contain relevant and useful things to learn. Good needs analysis involves asking the right questions and finding the answers in the most effective way.

According to Feez and Joyce (1998:40), the ultimate goal of all needs analysis activities is to prepare a set of course objectives which are customized to the specific needs of the particular group of learners in the class.

Hutchinson and Waters (1987: 54), then, divide needs into target needs and learning needs. The first means what the learners need to learn in the target situation. The latter means what the learners need to do in order to learn. The analysis process can be done through individual student interviews, group discussions, surveys and checklists. Then, in doing the needs analysis, the researcher analyzed the Standard of Competence and Basic Competencies of *SMA* and distributed a questionnaire includes some aspects of task components. The needs analysis process was conducted to get the target and learning needs.

4. Speaking

a. Definition of Speaking

According to Brown (2004:140), speaking is a productive skill that can be directly and empirically observed. Speaking involves two people who are engaged in talking to each other (Harmer, 2007:67). Then, Thornburry (2005:1), points out that speaking is a part of daily life and the average person produces thousands of words in a day. From those definitions, it can be inferred that speaking is one of the most important skills that people should acquire well. People speak every time they need, every time they want something, every time they want to socialize, and they assess their progress in terms of their accomplishments in spoken communication.

Then, Harmer (2007:343) points out that the speakers of English, especially where it is a second language, will have to be able to use a range of conversational and conversational repair strategies. There are two purposes for people to speak to others. Firstly, they want to convey information and facilitating of goods and services. Secondly, they want to maintain and sustain good relations between people. The former purpose is usually called a transactional function and the latter is called an interpersonal function.

b. The Micro Skills of Speaking

Speaking has some micro skills as stated by Brown (2004:142):

1. Produce differences among English phonemes and allophonic variants.
2. Produce chunks of language of different lengths.
3. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
4. Produce reduced forms of words and phrases.
5. Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
6. Produce fluent speech at different rates of delivery.
7. Monitor one's own oral production and use various strategic devices.
8. Use grammatical word classes, systems, word order, patterns, etc.
9. Produce speech in natural constituents.
10. Express particular meaning in different grammatical forms.
11. Use cohesive devices in spoken discourse.

The speaking micro skills above give us a description of what aspects of speaking skill that should be acquired in order to communicate well. There are some important micro skills that will determine the success of delivering message in the speaking, such as speaking fluently, accurately, and appropriately.

From the description above, it can be inferred that in order to communicate well, the students have to acquire the micro skills underlying their speaking proficiencies.

c. Teaching Speaking

Teaching speaking is more than teaching grammar and vocabulary. Teaching speaking involves both a command of certain skills and different types of knowledge (Thornburry, 2005:1). To teach speaking, a teacher should have some areas of knowledge. The knowledge is categorized as linguistic knowledge and extra-linguistic knowledge. The linguistic knowledge covers the genre knowledge, discourse, pragmatic, grammar, vocabulary and phonology while extra-linguistic knowledge covers the sociocultural knowledge. It is essential that a speaker should have those kinds of knowledge such as the knowledge of using the right words in the right order with the correct pronunciation, grammar, and vocabulary, the knowledge of knowing when clarity of message is essential and when precise understanding is not required and the knowledge of social and cultural rules and norms such as turn-taking, rate of speech, length of pauses between speakers, relative roles of participants i.e. understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

According to Lynch (1996: 105), in the classroom, ‘speaking’ can cover a wide range of oral activities, from genuine interaction (i.e. actually talking to someone about something) to repetition drills. In the communicative model of language teaching, a teacher should help the students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce

grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable pronunciation.

In addition to that, Nation and Newton (2009:19) propose five principles in teaching speaking. Those principles focus on meaningful and relevant content, maintain interest through a variety of activities, avoid overloading learners with too much new language, provide plenty of comprehensible input, create a friendly, safe, and cooperative classroom environment.

d. Accuracy and Fluency

Since this research is dealing with the speaking skill, the researcher should make sure that students achieve both fluency and accuracy in speaking. Richards and Schmidt (2002:204) define accuracy as the ability to produce grammatically correct sentences but may not include the ability to speak or write fluently.

Meanwhile, fluency means the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions as defined by Richards and Schmidt (2002:204). In the second and foreign language teaching, fluency describes a level of proficiency in communication, which includes some abilities such as the ability to produce written and/or spoken language with ease, the ability to speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar, the ability to communicate ideas effectively, the ability to produce continuous speech without causing comprehension, difficulties or a breakdown of communication.

In addition, Richards (2006:14) states that fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence.

Accuracy and fluency are the important points in the speaking skill. Some people define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. Thornburry (2005:8) states that fluency has some features such as there are some pauses in the speaking but the pauses may be long but not frequent, pauses are usually filled, pauses occur at meaningful transition points and there are long runs of syllables and words between pauses.

In the language teaching, accuracy and fluency must be balanced. It means that there is no aspect to ignore. Still, before students are able to speak accurately, they have to be confident to speak.

5. Materials Development

a. The Definition of Materials

Material is one of the essential factors in the learning process. As stated in Tomlinson (1998:2), material is anything which is used to help teaching language to the learners. It can be the form of a textbook, a workbook, a cassette, a video, a newspaper, etc. It means that the term of materials is much broader than just a course book. So, it is a big mistake if a teacher teaches the students based on the course book only.

b. The Definition of Materials Development

According to Tomlinson (1998:2), materials development refers to anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake: in other words the supplying of information about and/or experience of the language in ways designed to promote language learning. Then, Graves (2000: 149) defines materials development as the planning process by which a teacher creates units and lessons within those units to carry out the goals and objectives of the course.

Furthermore, Graves (2000:150) explains that for a teacher, materials development means creating, choosing or adapting, and organizing materials and activities so that students can achieve the objectives that will help them reach the goals of the course. Teachers are materials developers in that they are involved everyday in matching the materials to the needs of their learners. They add, delete, lengthen, shorten, and modify the materials.

c. Materials Evaluation

In order to make successful selecting, adapting, developing, or designing their own materials, teachers should be able to evaluate the materials. Tomlinson and Masuhara (2004:1) point out that materials evaluation involves measuring the value (or potential value) of a set of learning materials by making judgments about the effect of the materials on the people using them The materials evaluation should be based on principles. There are two aspects that should be

considered in developing the principles. They are evaluator's theory of learning and teaching and learning theory.

Then, according to them, there are three types of materials evaluation. The first is 'Pre-Use' evaluation. This type involves making predictions about the potential value of materials for their users. Often it is impressionistic, subjective and unreliable. The second type is 'Whilst-Use' evaluation. It involves measuring the value of materials whilst using them being used. It can be reliable and objective than pre-use evaluation as it makes use of measurement rather than prediction. The last type is 'Post-Use' evaluation. It is the most valuable type of evaluation as it can measure the actual effects of the materials on the users. The ways of measuring the post-use effects of materials include: tests of what has been taught, tests of what the students can do, examinations, interviews, questionnaires, criterion referenced evaluations by the users, post-course diaries, etc.

d. The Criteria of Effective Materials

Good material design has some criteria as stated in Tomlinson (1998: 7-22). The first criterion is that the materials should achieve impact. It means that the materials have a noticeable effect on the learners. Secondly, materials should help learners to feel at ease, for example make learners feel more comfortable with the materials. The third criterion is materials should help learners to develop confidence and make them feel they can do the tasks. The materials can help the learners to feel successful by asking them to use simple language to accomplish easy tasks. The fourth criterion of good materials is what is being taught should

be perceived by learners as relevant and useful. Then, the next criterion is the materials should require and facilitate learner self-investment, learners must be ready to acquire the points being taught, materials should expose the learners to language in authentic use, the learners' attention should be drawn to linguistic features of the input, materials should provide the learners with opportunities to use the target language to achieve communication purposes, materials should take into account that the positive effects of instruction are usually delayed, materials should take into account that learners differ in learning styles, materials should take into account that learners differ in affective attitudes, materials should permit a silent period at a beginning of instruction, materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities, materials should not rely too much on controlled practice, and materials should provide opportunities for outcome feedback.

Furthermore, Graves (2000: 152-155) also proposes fifteen criteria of good activities as presented below:

1) activities should draw on what students know and be relevant to them.
2) activities should focus on students' outside of class needs, if appropriate.
3) activities should build students' confidence.
4) activities should allow students to problem solve, discover, analyze.
5) activities should help students develop specific skills and strategies.
6) activities should help students develop specific language and skills they need for authentic communication.
7) activities should integrate the four skills of speaking, listening, reading, and writing. In this research, the researcher just focus on two skills, they are listening and speaking skills.
8) activities should enable students to understand how a text is constructed.
9) activities should enable students to understand cultural context and cultural differences.
10) activities should enable students to develop social awareness.
11) activities should be as authentic as possible.

12) activities should vary the roles and groupings.
13) activities should be of various types and purposes.
14) activities should authentic texts or realia when possible.
15) activities should employ a variety of materials.

In addition, Hutchinson and Waters (1987: 107) also propose that good materials will contain interesting texts, enjoyable activities which engage the learners' thinking capacities, opportunities for learners to use their existing knowledge and skills, content which both learner and teacher can cope with. They also state that good materials should provide a clear and coherent unit structure which will guide teacher and learner through various activities in such a way to maximize the chances of learning.

6. Communicative Language Teaching

Communicative Language Teaching (CLT) is best understood as an approach to a method (Richards and Rodgers: 2001 as cited in Brown, 2007: 241). According to Anthony, as cited in Richards and Rodgers (1986: 15), approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught. Approach is the level at which assumptions and beliefs about language and language learning are specified. Brown (2007:376) defines an approach as a unified but broadly based theoretical position about the nature of language and of language learning and teaching that forms the basis methodology in the language classroom. Communicative language teaching is important in teaching English. A

good communication in the teaching learning process makes the students enjoy studying English.

a. Definition of CLT

Richards (2006: 2) states that communicative language teaching (CLT) is a set of principles i.e. the principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.

b. The Goal of CLT

According to Richards (2006: 2-3), Communicative Language Teaching (CLT) has a goal, i.e. communicative competence. Communicative competence includes some aspects of language knowledge. The first aspect is knowing how to use language for a range of different purposes and functions. Then, knowing how to vary the use of language according to the setting and participants is the second aspect of the competence. The next aspect is knowing how to produce and understand different types of texts. The last is, knowing how to maintain communication despite having limitation in one's language knowledge, for example through using different kinds of communication strategies.

c. Characteristics of CLT

Littlewood (1981) as cited in Richards and Rodgers (1986: 66) states that one of the most characteristic features of communicative language teaching is that CLT pays systematic attention to functional as well as structural aspects of language.

According to Brown (2007: 241), there are four characteristics of CLT. The first characteristic is that classroom goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence. Secondly, language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. The central focus is not the organizational language forms but rather aspects of language that enable the learner to accomplish those purposes. The third characteristic is the fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use. The last characteristic is in the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts.

d. Language and Learning Theory in CLT

Nunan (2004: 182) says that the theory of language in CLT is a system for the expression of meaning; primary function-interaction and communication. The system for the expression of meaning means the purpose of learning language. The learners have a particular purpose to learn a target language. For instance, the learners wish that learning the target language can be used for a real condition which they need to use the target language. Furthermore, the system for primary function-interaction and communication means learning process involving setting of the real situation such as language functions and communicative events. The

learners learn some language functions and communicative events that are suitable for their need in learning the target language.

Nunan (2004: 182) says that the theory of learning in CLT is activities involving real communication; carrying out meaningful tasks and using language which is meaningful to the learner to promote learning. Like the theory of language in CLT, theory of learning in CLT also involves communication in the real condition. The learners focus on task that is related to their need in learning the target language.

e. Types of Activities in CLT

Littlewood (1981:20) categorizes the activities in CLT into two. They are pre-communicative activities that include structural activities and quasy-communicative activities. The second activities are communicative activities that include two types of communicative activity. The two kinds of communicative activities are functional communication activities and social interaction activities. Functional communication activities are the classroom communicative activities which emphasize the functional aspect of communication. The main purpose of this kind of activities is that learners should use the language they know in order to get meanings across as effectively as possible. Furthermore, Littlewood (1981) as cited in Richards and Rodgers (1986:76) states that functional communication activities include such tasks as learners comparing sets of pictures and noting similarities and differences; working out a likely sequence of events in a set of pictures; discovering missing features in a map or picture; one learner communicating behind a screen to

another learner and giving instructions on how to draw a picture or shape, or how to complete a map; following directions; and solving problems from shared clues. Functional communication activities require students to use their language resources to overcome an information gap or solve a problem.

Then, other types of communicative activities are social interactional activities. Social interactional activities are the communicative activities that emphasize on social meaning. As stated in Richards and Rodgers (1986:76), social interactional activities include conversation and discussion sessions, dialogues and role plays, simulations, improvisations, and debates. Social interactional activities require the learner to pay attention to the context and the roles of the people involved, and to attend to such things as formal versus informal language.

In addition, Richards (2006:19) mentions the other activity types that have been used in CLT such as task-completion activities, information-gathering activities opinion-sharing activities, information-transfer activities, reasoning-gap activities and role plays. Furthermore, Harmer (2007:69) points out that the activities in CLT typically involve students in real or realistic communication, where the successful achievement of the communicative task they are performing is at least as important as the accuracy of their language use.

f. Types of Classroom Activities

According to Richards (2006:14), there are two types of classroom activities in Communicative Language Teaching. The activities are the activities that focus on fluency and the activities that focus on accuracy. Each type has some characteristics. Firstly, the characteristics of activities focusing on fluency are reflecting the natural use of language, focusing on achieving communication, requiring meaningful use of language, requiring the use of communication strategies, producing language that may not be predictable and seeking to link language use to context.

Meanwhile, the characteristics of activities focusing on accuracy are reflecting classroom use of language, focusing on the formation of correct examples of language, practicing language out of context, practicing small samples of language, not requiring meaningful communication, and controlling choice of language.

Harmer (2007:348-352) states that in the classroom, especially speaking classroom, the students are asked to act from a script, play scripts, act out a dialogue, play a game, discuss about some topics, do a simulation and play roles.

g. The Roles of Learners and Teachers in CLT

According to Nunan (1989:79), roles refer to the parts that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships among the participants. There are two kinds of role. Those roles are the learner and teacher roles. The type of classroom activities proposed in CLT implies new roles for learners and teachers in the classroom.

Firstly, a learner has an active, negotiative role, meaning that the learner is an interactor and negotiator who is capable of giving as well as taking as stated in Nunan (1989:80). Furthermore, Larsen and Freeman (2000: 129) state that learners are communicators. Learners are actively engaged in negotiating meaning, in trying to make them understood and in understanding others. Learners are managers of their own learning. In addition, Richards (2006:5) states that learners now have to participate in classroom activities that are based on a cooperative rather than individualistic activity. They have to become cooperative with listening to their peers in group work or pair work task and they are expected to take on a greater degree of responsibility for their own learning.

Meanwhile, teachers have two main roles as stated in Richards and Rodgers (1986:77). The first role is facilitating the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is acting as independent participant within the learning-teaching group. This role is closely related to the objectives of the first role and arises from it. Besides that, Richards (2006:5) states that teachers now have to assume the role of facilitator and monitor. They have to develop a different view of learners' errors and facilitate language learning. In addition, Harmer (2007:347) points out teachers have some roles such as prompter, participant, and feedback provider. However, the crucial part of the teachers' role when organizing speaking task is to make sure that the students understand exactly what they are supposed to do. The role involves giving clear instructions

and demonstrating the activity with a student or students so that no one is in any doubt what they should be doing.

7. Tasks Design

a. The definition of Tasks

According to Graves (2000:46), tasks are interactions whose purpose is to get something done. Then, Nunan (2004: 4) defines a task as a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form.

b. The Components of Tasks

Nunan (2004) proposes some components of a task which includes goals, input, procedures, teacher role, learner role, and setting.

Figure 1. **Task Components by Nunan (2004)**

1) Goals

The first task component is goal. ‘Goals’ are the general intentions behind any learning task. The goals provide a link between the task and the broader curriculum. The reason why learners are undertaking a particular task will often take the form of a goal statement. The goal is something that is one of the purposes to get something as a result of the work or plan. For example, the learners want to gain confidence to speak in English, to enhance knowledge and to communicate well in English.

2) Input

‘Input’ refers to the spoken, written and visual data that learners work with in the course of completing a task. Input is the materials or media provided by the teacher to make easy and make the learners understand more about the materials that have been taught. Teachers can provide the data, a textbook or some other sources, such as: articles from newspapers, magazines and journals, reports to different kinds of groups, radio and television scripts and documentaries, pictures/photos and videos.

3) Procedures

‘Procedures’ specify what learners will actually do with the input that forms the point of departure for the learning task. The procedures consist of various activities that will be done by learners. In other words, procedures are what learners have to do to derive output from input.

4) Teacher and learner roles

'Role' refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants.

5) Settings

In considering settings, it is useful to distinguish between 'mode' and 'environment'. Learning 'mode' refers to whether the learner is operating on an individual or a group basis. Mode deals with how the learners would do the task, whether they did it individually, in pairs or in groups.

'Environment' refers to where the learning actually takes place. It might be a conventional classroom in a school or language centre, a community class, a workplace setting, a self-access centre, or a multi-media language centre. It deals with whether the task to be carried out wholly or partly outside the classroom.

c. The Steps in Designing Units of Tasks

Nunan (2004: 31-33) proposes that there are six steps in designing the units. The steps are described as follows:

1) Schema building

The first step in designing units of tasks is developing a number of schema-building exercises. Schema building will be served to introduce the topic, to set the context for the task, and to introduce some of the key vocabulary and expressions that the students will need in order to complete the task.

2) Controlled practice

The second step is providing students with controlled practice in using the target language vocabulary, structures and functions. This step is aimed at creating familiarity and confidence with the new language.

3) Authentic listening practice

The third step is involving the learners in authentic listening practice. The listening texts can be gained from many sources, such as internets, televisions, radios, etc.

4) Focus on linguistic elements

The fourth step is the students now get to take part in a sequence of exercises in which the focus is on one or more linguistic elements.

5) Step 5: Provide freer practice

The fifth step is the students should be involved in ‘reproductive’ language work; in other words, they should work within the constraints of language models provided by the teacher and the materials.

6) Step 6: Introduce the pedagogical task

The final step in the instruction sequence is the introduction of the pedagogical task itself. For example, in this case a small group task in which the participants have to study a set of newspaper advertisements and decide on the most suitable place to rent.

In the main activities, the researcher used PPP that stands for Presentation, Practice and Production. As stated by Harmer (2007: 64), it grew out of structural-situational teaching whose departure from Audiolingualism was to place the

language in clear situational context. PPP is a common method in CLT that works through three stages. Those three stages are presented as follows:

a) Presentation

In this stage, the teacher introduces a situation which contextualizes the language to be learnt. Usually, the contextual situations are presented through pictures or dialogues. The language is presented as well followed by some questions related to the pictures and dialogues. It is aimed at checking whether the students understand the nature of the situation or not. Furthermore, the teachers build the concept underlying the language to be learnt using the language they already use in their daily life.

b) Practice

The next stage is practice. This stage is aimed at creating familiarity and confidence with the new language. The students practice the language using accurate reproduction techniques. Furthermore, Harmer (2007:65) states that usually a teacher asks the students to work in pairs to practice the sentences a bit more before listening to a few examples in order to check whether the learning has been effective.

c) Production

The last point of PPP cycle is production, often called immediate creativity. In this stage, the students are asked to use the new language in their own sentences. The students are expected to reproduce the language spontaneously and be able to communicate using the language in the real situation.

d. Task Difficulty

According to Nunan (2004:85), difficulty is the central importance to researchers, curriculum developers, syllabus designers, materials writers and classroom teachers, and it is therefore not surprising that it has been the subject of considerable research. There are three factors involved in this matter: learner factors, task factors, and text or input factors.

e. Task Sequencing

Nunan (2004: 128) proposes some procedural sequences within a task. He divides the sequence into three phases: a pre-task phase, a task-proper phase and a follow-up phase. The pre-task phase orients the learners to the task, generates interest, and rehearses essential language that will be required to complete the task. In the task-proper phase learners complete the task. In the follow-up phase they 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. This phase may also act as a segue into the pre-task phase of the next task cycle.

f. Task Continuity

Nunan (2004:125) states that the terms ‘continuity’, ‘dependency’ and ‘chaining’ all refer to the same thing: the interdependence of tasks, task components and supporting enabling skills within an instructional sequence.

Besides Nunan’s six procedures, psycholinguistic processing approach is another alternative. This approach sequences tasks according to the cognitive and performance demands made upon the learner. The following 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 which require authentic communicative interaction.

B. Conceptual Framework

The conceptual framework of this research is based on the problem found in the ECC and the literature review section above. Because the materials given by the teacher are the materials which are used to teach English in the morning classes, so the materials not specifically emphasize on the speaking skill. It means that the students of English Conversation Club need appropriate materials to be learnt in the learning process in ECC program. The basis for conceptualizing this study is designing English learning materials for ECC students in *SMA N* 1 Kroya. Actually, this study was conducted to find out the target needs and the learning needs of the English Conversation Club students of *SMA N* 1 Kroya in learning English and to find out the appropriate learning materials for English Conversation Club students in *SMA N* 1 Kroya. However, designing English learning materials for ECC students is the main focus of this study. ECC is one of the extracurricular activities provided in *SMA N* 1 Kroya. The English Conversation Club which is conducted on Saturday at 2 p.m. and has some purposes such as to enhance students' knowledge and speaking skill. The students are expected to possess a good English speaking proficiency.

In designing the materials for ECC, firstly, the researcher should identify the target and the learning needs of ECC students. To get the needs data, the researcher analyzed *SMA* syllabus and did a needs analysis. Since ECC is an extracurricular which mainly focuses on the speaking skill, the theory of speaking, micro skills of speaking, accuracy and fluency, there, have been the next theories that should be considered in designing the ECC materials. The micro skills, accuracy and fluency of speaking are the important aspects that determine the success of speaking.

Furthermore, in designing the materials, the researcher used the theory of materials development. According to Tomlinson (1998:2), it refers to anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources in ways which maximize the likelihood of intake. For a teacher designing a course, materials development means creating, choosing or adapting, and organizing materials and activities so that students can achieve the objectives that will help them reach the goals of the course.

Then, the theory of materials evaluation and the criteria of effective materials are used. In order to make successful selections, adaptation, developing, or designing their own materials, teachers should be able to evaluate the materials. Then, the material evaluation is used to evaluate the developed materials based on the criteria of the effective materials. According to Tomlinson (1998: 7-22), then, it is believed that effective materials should meet the learners' needs, so the materials should help learners to feel at ease, help learners to develop confidence,

provide the learners with opportunities to use the target language to achieve communication purposes, etc.

Communicative Language Teaching approach, then, is involved in the process of designing the materials. There is communicative competence as the goal of the CLT, some characteristics of CLT, language and learning theory in CLT, types of activities in CLT, types of classroom activities and the teacher and learners roles as the aspects of CLT. Those aspects of CLT should be considered to design the communicative activities in the materials.

The materials consist of some units that contain some tasks. A task has some components as stated in Nunan (2004:41-73). The task components are goals, input, procedures, teacher roles, learner roles and setting. Then, the task is designed through some steps in designing the units as stated in Nunan (2004:31-34). In designing the tasks, the researcher also pay attention to the task difficulty, sequencing and continuity.

The tasks in the materials, finally, are graded and sequenced by using components of a unit which consist of opening activities, main activities, and closing activities. Besides that, in grading and sequencing the tasks, the researcher used the Nunan's model of task grading and sequencing such as six-steps of procedures that consists of schema building, giving controlled practice, giving authentic listening practice, focusing on linguistic elements, providing freer practice and introducing the pedagogical task. In the main activities, the researcher used PPP that stands for Presentation, Practice and Production. As stated in Harmer (2007: 64), PPP is a common method in CLT that works through

three stages. Those three stages are presentation that the students are introduced with a situation which contextualizes the language to be learnt. Usually, the contextual situations are presented through pictures or dialogues and followed by some questions related to the pictures and dialogues. The next stage is practice. This stage is aimed to create familiarity and confidence with new language. The students practice the language using accurate reproduction techniques. Then, the last point of PPP cycle is production, often called immediate creativity. In this stage, the students are asked to use the new language in their own sentences. The students are expected to reproduce the language spontaneously and be able to communicate using the language in the real situation.

Hopefully through the appropriate steps in designing materials and supported by the above theories, the appropriate materials for English Conversation Club in SMA N 1 Kroya can be successfully designed.

CHAPTER III

RESEARCH METHODS

It is stated clearly in the previous chapter that the main objective in this research is designing the learning materials for English Conversation Club in *SMA N* 1 Kroya. Then, in this chapter, the research methodology that is used in this research is described. This chapter includes the type of the study, research settings, research procedure, the nature of data, data collection techniques, research instruments, and data analysis technique.

A. Type of the Study

This study is classified into educational Research and Development (R&D). Borg and Gall (1983: 772) define educational Research and Development as a process used to develop and validate educational products. Furthermore, Gall, Gall and Borg (2003: 569) propose that the findings of research are used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality or similar standards. The steps of this process are usually referred to as the R and D cycle.

B. Research Settings

This study was conducted from November, 2012 in SMA N 1 Kroya, one of the senior high schools in Kroya. The school is located at Candradimuka street Kroya, Cilacap.

The subjects of this study are the students of grade ten who join the English Conversation Club. There are 30 students joining the English Conversation Club. The age of the students varies from 15 to 16 years old. The students were needed in collecting the data of learner needs and evaluating the materials by giving opinions about the designed materials. However, because this research finished at the expert judgment step and only produced the second draft, the students were involved in the needs analysis process only. There were 30 students involved in the needs analysis process.

C. Research Procedure

The research procedure in this study was modified based on the procedures proposed by some experts. Borg and Gall (1983: 775-776) propose the major steps in the R & D cycle which are used to develop mini courses consisting of research and information collecting, planning, developing preliminary form of product, preliminary field testing, main product revising, main field testing, operational product revising, operational field testing, final product revising, disseminating and implementing. Furthermore, Masuhara (in Tomlinson, 1998:247) recommends the procedure in designing courses consisting of five steps. The steps are drawn as follows:

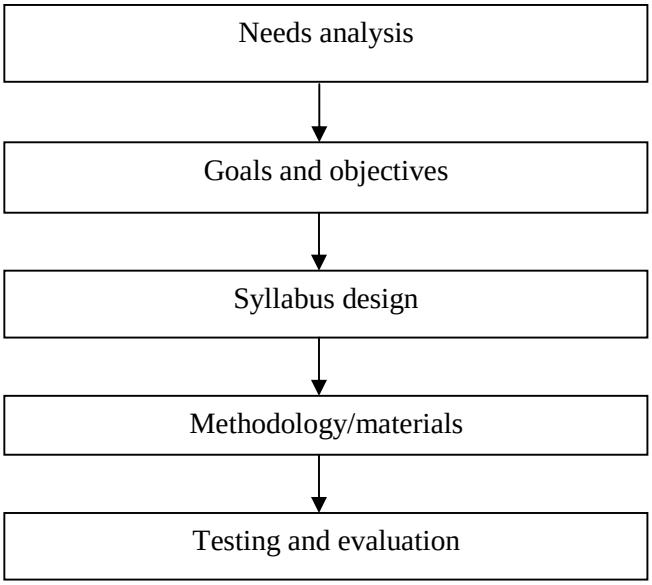

Figure 2. **Model X of A Course Design Proposed by Masuhara in Tomlinson, 1998: 247)**

In addition to that, Sugiyono (2010:408-427) also proposes some steps in doing the R & D. The process consists of finding potential and problem, collecting data, designing the product, validating the design, revising the design, implementing the revised design and revising the second design which is used to be the final product. Finally, based on the procedures proposed by some experts above, the researcher modified the models to be used in this research as follows:

1. Conducting a needs analysis

The first step in conducting this research was doing a needs analysis. This step was conducted on November 24, 2012. In this step, the researcher distributed the first questionnaire as the instrument and analyzed the syllabus of SMA as the way to analyze the target and learning needs. There were 30 students joining this needs analysis process. The questionnaire consists of 17 questions that include six

task components. The six task components are the goal, input, procedure, teacher role, learner role and setting. The results of the questionnaire were, then, analyzed by percentage. To support the data, the researcher also had some interviews with the students and the ECC teacher to get deeper information about the needs. Then, the analysis results of target and learning needs were used to design the course grid.

2. Writing the course grid

After collecting the data from the first questionnaire, interviews and analyzing the syllabus of SMA, the researcher wrote the course grid. The course grid includes the standard of competence, basic competencies, objectives, topics or unit title, language functions, learning activities, indicators, time allocation, sources and media. In the course grid, the researcher designed three units of learning materials for ECC. The course grid has a function to be the blueprint or guide of designing the learning materials.

3. Designing the first draft

After designing the course grid, the researcher started to design the first draft. The first draft consists of three units that have eleven tasks in each unit. The unit consists of some sub units namely *'Let's Get Ready'*, *'Let's Do the Actions'*, *'Let's Check Your Achievement'*, *'Let's Do the Reflection'*, *'Let's Make a Summary'*, and *'Let's Enrich Our Vocabulary'*. Since the designed materials will be used for ECC in which they focus on the speaking skill, each unit was emphasized on spoken cycle. The materials were designed by combining listening and speaking tasks. However, the materials are mainly focused on the speaking

skill. In terms of learning activities, each unit in the learning materials contains some tasks categorized into opening activities including the unit title, the goal of the unit, and the warming-up activity; main activities i.e. in the '*Let's Do the Action* and *Let's Check Your Achievement'* sub units, the researcher used the Presentation, Practice and Production method; and for closing activities, the researcher included a reflection, a summary and a vocabulary list.

4. Getting the Experts' judgment

After designing the first draft, the researcher asked five experts to evaluate the draft. The draft was evaluated based on the content, layout, language, design and graphic so the strength or the weaknesses of the draft could be found. To get the experts' judgment data, the researcher distributed a questionnaire to them. There were 31 close-ended questions in the questionnaire and three open-ended questions. The questions included some aspects of content, layout, language, design and graphic. The researcher used a Likert scale to measure the appropriateness of the materials. There were score 4 for very good or strongly agree, 3 for good or agree, 2 for poor or disagree, and 1 for very poor or strongly disagree to the designed materials. The results from the close-ended questions were analyzed by using central tendency measure. Then, the results from the open-ended questions were analyzed qualitatively. The expert judgment results were used to revise the draft.

5. Designing the second draft

As stated previously, the results of the expert judgment were used to evaluate and design the second draft. The second draft is the final draft in this research.

Actually, there are more steps in this kind of research that should be done in order to get the best materials such as implementing the second draft, evaluating the second draft and writing the final draft, but the consultants decided the steps in this research ended in the step of designing the second draft.

D. The Nature of Data

In this study, there were two kinds of data collected. The data were quantitative and qualitative data. The quantitative data were obtained from two questionnaires distributed by the researcher. The first questionnaires were aimed at getting the learners' needs or target needs. In those questionnaires, the learners were asked to answer some questions around the goal, input, procedure, setting, teacher's role and learners' role. The data from those first questionnaires were in the form of scores. The scores were the percentages of the students' choices in the first questionnaires. Then, the second questionnaires were used to get the expert judgment about the first draft of learning materials. In the second questionnaires, the experts were asked to judge the materials around the content, layout, language, design and graphic. The questionnaires included two kinds of question. They were close-ended and open-ended questions. The data from the close-ended questions were in the form of scores. The scores showed the experts' agreement to the first draft of the materials.

The qualitative data were obtained from the interviews, feedback from the experts and the open-ended questions in the second questionnaire. The first qualitative data were obtained from the interviews with the teacher and the

students during the needs analysis. In the interview process, the researcher asked the teacher to give more opinions of the target and learning needs. Then, to the students, the researcher asked some questions about their needs. The data from the interviews were in the form of interview transcripts. The researcher got qualitative data from the second questionnaires as well. Those qualitative data were in the form of experts' answers toward open-ended questions in the second questionnaires and the feedback from the experts. The data were the experts' general opinion toward the materials, the weaknesses of materials and the experts' suggestions to improve the designed learning materials.

E. Data Collection Techniques

In this research, the researcher used two kinds of research technique. They are questionnaires and interviews.

1. Questionnaires (Two questionnaires)

According to Gall, Gall and Borg (2003: 222), questionnaires are documents that ask the same questions of all individuals in the sample. There are two kinds of questionnaires used in this research. The first questionnaire was used to get the data of learner needs. The first questionnaire consists of some aspects, such as the goals, input, procedures, settings, teacher's role and learners' role. Then, the second questionnaires were aimed at getting the experts' judgment about the first draft of the learning materials. The judgment included feedback and evaluation toward the first draft of the learning materials. The researcher distributed the questionnaires to three English teachers of *SMA N* 1 Kroya who

taught in ECC and two lecturers. In the second questionnaires, the experts were asked to judge the materials around the content, presentation, language, design and graphic. The questionnaires included two kinds of questions. One part was close-ended questions and the second included open-ended questions. In the close-ended questions, the researcher used the Likert scale. According to Cohen (2000:253), a Likert scale provides a range of responses to a given situation. The scale included four levels, was used to find out the students' opinion toward the effectiveness of the task design. The four scales are described as follows:

4= strongly agree (very good)

3= agree (good)

2=disagree (poor)

1=strongly disagree (very poor)

2. Interviews

Besides questionnaires, the researcher also conducted interviews with an ECC teacher and the students in the process of the needs analysis. Interviews allow for more in-depth exploration of issues (Richards, 2001: 61). Furthermore, according to Gall, Gall and Borg (2003: 222), interviews consist of oral questions asked by the interviewer and oral responses by the research participants. The interview with the English teacher was conducted to get the data about the students' characteristics, teaching sources, teaching aids, teaching and learning activities in the ECC. Meanwhile, the interview with students was aimed at getting more information about the students' needs.

F. Research Instruments

There were two kinds of instrument used in this research. They were two questionnaires and interview transcripts. As stated before, there were two kinds of questionnaire used in this research. The organization of the first questionnaire is described as follows.

Table 2**. The Organization of the First Questionnaire**

Question Number	The Criteria of the Questions	The Purpose of the Questions	Reference
3	Topic	To find out the topic for the material that students want	Nunan (2004: 47-49)
1	Goal	To find out the goal of the students in learning English	Nunan (2004:41-42)
2, 4,6 and 17	Input	- To find out the kinds of input that students want - To find out the length of the listening input - To find out a number of tasks that students want.	Nunan (2004: 47-49)
5,7,8,9 and 10	Procedures	- To find out the listening activity that students prefer - To find out the speaking activity that students prefer - To find out the vocabulary, grammar and pronunciation activities that students prefer	Nunan (2004: 52-63)
11 and 12	Teacher role	To find out the information about the role that the teacher should play	Nunan (2004: 64)
13	Learner role	To find out the information about the learner role	Nunan (2004: 64)
14 and 15	Setting	- To find out the appropriate setting for the students in doing the tasks	Nunan (2004: 70)
16	English Learning Difficulty (Limitation)	- To find out the students' English learning difficulty/limitation.	Harmer (2001)

The following table describes the organization of the second questionnaires.

Table 3. **The Organization of the Second Questionnaires (Expert Judgment Questionnaires)**

Question Number	The Purpose of the Questions	References
1-8	- To find out whether the content of materials is appropriate or not. - To evaluate the input texts used in the materials. - To evaluate the vocabularies of the materials.	- BSNP. Instrumen Penilaian Buku Teks Pelajaran Bahasa Inggris SMA/MA - Nunan (2004: 178) - Nunan (2004: 174)
9-18	- To find out whether the presentation of the materials is appropriate or not. - To evaluate the activities in the materials. - To evaluate the task grading of the materials. - To evaluate the settings of the materials.	- BSNP. Instrumen Penilaian Buku Teks Pelajaran Bahasa Inggris SMA/MA. - Nunan (2004: 174) - Nunan (2004: 175) - Nunan (2004: 174)
19-24	To find out whether the language used in the materials is appropriate or not.	BSNP. Instrumen Penilaian Buku Teks Pelajaran Bahasa Inggris SMA/MA
25-31	- To find out whether the design and graphic are appropriate or not. - To evaluate the layout of the designed materials	Hutchinson and Waters (1987:107)
32-34	- To find out the experts' opinion about the designed materials in general - To find out the weaknesses of the designed learning materials. - To gain the experts' suggestions to improve the designed materials.	-

Another instrument was the interview guideline. There were two interview guidelines used as a basis to interview the learners. The first is the interview guideline for the students. It consists of some questions related to the students' needs, especially the design and graphic of the materials. The second is the interview guideline for the ECC teacher. It consists of some questions related to the students' characteristics, teaching sources, teaching aids, teaching and learning activities in the ECC.

G. Data Analysis Technique

As stated above, in this study the researcher used qualitative and quantitative data. The qualitative data have been obtained from interviews, suggestions from the experts and the experts' answers in the open-ended questions in the second questionnaires. Then, the quantitative data were taken from two kinds of questionnaire. The first qualitative data were interview transcripts. The transcripts were analyzed to gain more information about the target and learning needs of the ECC students in learning English. The second qualitative data were the experts' feedback and suggestions to the designed materials, the experts gave some suggestions to revise some parts in the units of the materials. Then, the last qualitative data were obtained in the form of experts' opinion toward the designed materials in the open-ended questions in the second questionnaire. In analyzing the qualitative data, the researcher used a data analysis technique proposed by Miles and Huberman as cited in Sugiyono (2010:337-345). They state that the

activities in analyzing the qualitative data include data reduction, data display and conclusion drawing.

The quantitative data were obtained from two questionnaires. The data from the first questionnaires were analyzed by using percentage. Meanwhile the quantitative data from the second questionnaire were analyzed by central tendency measure. In this study, the researcher used 'mean'. The mean was calculated by the following formula as proposed by Suharto (2006) below:

$$Mn = \frac{\sum fx}{N}$$

In order to make the quantitative data easier to read, the mean values can be put into category. Suharto (2006: 52-53) states that the range of the scores can be used to create score conversion by dividing the range with the objected categories as follows:

$$R = \frac{Xh - Xl}{4}$$

With R = Range
Xh = the highest score
Xl = the lowest score
4 = the number of scale

In this research, the highest score is 4 and the lowest is 2. The calculation is as follows:

$$R = \frac{Xh - Xl}{4} \rightarrow R = \frac{4-2}{4} = 0.5$$

Based on the calculation, then, the class interval can be presented as follows:

Table 4. **Quantitative Data Conversion**

Scale	Interval of the Mean Value	The Other Form of the Interval	Category
4	≥3.53	$\bar{X}$≤3.53	Very good
3	3.02- 3.52	3.02≤ $\bar{X}$≤3.52	Good
2	2.51- 3.01	2.51≤ $\bar{X}$≤3.01	Poor
1	2.00-2.50	2.00≤ $\bar{X}$≤2.50	Very poor

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings of the research, consisting of the description of learners, needs analysis results, the course grid, the first draft of the materials, expert judgment data, and the second draft of the materials. This research was conducted from November 2012 to June 2013. The discussion of the findings of the study is also presented in this chapter.

A. RESEARCH FINDINGS

As stated before, the findings of this research cover the description of learners, needs analysis results, the course grid, the first draft of the materials, expert judgment data and the second draft of the materials. Those data are presented and analyzed as follows.

1. Description of the Students

On an account that ECC is an extracurricular activity that is not compulsory for the tenth grade students, the subjects in this research were the students of X-1 to X-8 classes. There were 38 grade ten students joining this club. Yet, there were only 30 students joining the needs analysis process. They were 2 male and 28 female students. The age of the students varied from 15 to 16 years old.

2. The Needs Analysis Result

The needs analysis of this research was conducted on November 24, 2012. The needs analysis questionnaire was administered in order to find the target and learning needs as the consideration to design the learning materials for English Conversation Club (ECC). The needs analysis questionnaire was distributed to the ECC students. There were 17 questions in the needs analysis questionnaire and those questions were about six task components. The six task components are the goal, input, procedure, teacher role, learner role, and setting. All of them were the aspects that have been considered in designing the questionnaires. Besides that, the researcher analyzed the English syllabus of *SMA* to get the target needs as well.

a. The description of target needs

Target needs mean what the learners need to learn in the target situation. Target needs concern what to learn by the students. Target needs include the goals of learning, topics, and language functions. The target needs analysis are presented, analyzed and discussed as follows.

1) Target Needs (The Goal of Learning)

The first task component that is related to the target needs is the goal. In this research, goal means the general intention behind any learning task. The researcher presents the goal component from the needs analysis questionnaire as stated in the following table.

Table 5. **The Goal of Learning**

No	The Statements of Learners' Needs	n	%
1	You want the designed materials to help you in learning English for….		
	a. developing confidence when speaking in English	10	33.33
	b. developing knowledge, especially English functions	24	80.00
	c. having communication in English correctly	12	40.00
	d. developing English skills	14	46.67
	e. providing materials suitable for the future work place	1	03.33
	f. others….(mention)	0	00.00

From Table 5, it could be seen that 80.00 % students want the materials to develop their English knowledge, especially acquiring the language functions.

2) Target Needs (Learning Topic)

The learning topic is one of the crucial points in designing the learning materials. A topic will determine the content and contexts of the designed materials such as the activities, vocabulary, word choices, and the others.

Table 6. **Learning Topics that Students Preferred**

No	The Statements of Learners' Needs	n	%
3	What is the learning topic that you want in ECC?		
	a. The topic related to school environment	8	26.67
	b. The topic related to friendship	13	43.33
	c. The topic related to families	5	16.67
	d. The topic related to daily activities	8	26.67
	e. The topic related to nature and environment	8	26.67
	f. The topic related to technology	8	26.67
	g. The topic related to entertainment (artist, art, news, etc.)	13	43.33
	h. Others ….(mention)	1	03.33

Based on Table 6, most students (13 students or 43.33%) preferred to have the topics related to friendship and entertainment such as artists, arts, or news. Based on the reason, the topics of the developed materials were friendship and entertainment.

3) The Target Needs (Language Functions)

In getting the data about language functions, the researcher analyzed the English syllabus of the tenth grade in *SMA*, especially in the second semester. The result is presented as follows.

Table 7. **Language Functions**

Basic Competency Number	Language Functions
9.1	A. Complimenting Someone B. Responding to Compliment C. Congratulating Someone D. Responding to Congratulation
9.2	A. Expressing Surprise B. Expressing Disbelief C. Responding to Surprise and Disbelief D. Making an Invitation E. Accepting an Invitation F. Refusing an Invitation

b. The Description of Learning Needs

Learning needs mean what the learners need to do in order to learn. The learning needs can also be known as what knowledge and abilities should be required in order to achieve the target. The learning needs include the input, procedure and setting.

1) The Learning Needs (Input)

The first learning needs are the input used in the materials. Input are the spoken, written and visual data that learners work with in the course of completing a task (Nunan, 2004: 47-49). The researcher presents the input component from the needs analysis questionnaire as presented in the following table.

Table 8. **The Input that the Students Prefer**

No	The Statements of Learners' Needs	N	%
2	The materials that you need in ECC are the materials that….		
	a. provide the vocabularies based on the curriculum	5	16.67
	b. provide the way how to read the vocabularies correctly	21	70.00
	c. provide grammar based on the curriculum	2	06.67
	d. provide conversation practice	16	53.33
	e. others ….(mention)	1	03.33
4	What kind of input do you like?		
	a. Dialogues	17	56.67
	b. Articles from news, magazines, internet, ot the other resources.	5	16.67
	c. Pictures/photos	10	33.33
	d. Recording	17	56.67
	e. Videos	17	56.67
	f. English grammar	11	36.67
	g. Vocabularies	17	56.67
	h. Map	0	00.00
	i. Announcement	1	03.33
	j. Graph and chart	0	00.00
	k. Others ….(mention)	0	00.00
6.	How long is the listening input that you want?		
	a. 1 minute	13	43.33
	b. 2-3 minutes	9	30.00
	c. More than 3 minutes	8	26.67
	d. Others…. (mention)	0	00.00
17	In your opinion, how many tasks are there in one unit of ECC materials that will be ideal?		
	a. 10-12	17	56.67
	b. 13-15	8	26.67
	c. More than 15	2	06.67
	d. Others….(mention)	3	10.00

According to the results of Table 8 above, most students preferred such materials that provide the way how to read the vocabularies correctly (chosen by 21 students or 70.00%). The next alternative is such materials that provide conversation practice (chosen by 16 students or 53.33%). Then, most of students (17 students or 56.67 %) prefer dialogues, recordings, videos and vocabularies as the input in the learning English. In terms of the length of the listening input, most students (43.33%) prefer the listening input for just 1 minute. The researcher asked them why they chose 1 minute and they answered that they are bored and confused with long recording. In terms of the number of task that the students want, most students prefer 10-12 tasks in each unit (chosen by 17 students or 56.67%).

2) Learning Needs (Procedures)

The next component is procedures. Procedures are what learners have to do to derive output from input. The procedures consist of various activities that are done by learners. In this research, the researcher involved listening and speaking skill activities. Then, to accomplish those skills, the researcher provided some activities for sub skills, such as vocabulary, pronunciation and grammar activities.

Table 9. **The Procedures that Students Prefer**

5	What kind of listening activities do you want in ECC?		
	a. Listening to the dialog and completing the blank texts	7	23.33
	b. Listening to the dialog and answering the questions	14	46.67
	c. Listening to a video and finding certain expressions in the video.	13	43.33
	d. Listening to the dialog and get the contents of the dialog	3	10.00
	e. Listening to the dialog and completing information in a table	0	00.00
	f. Responding to the oral questions with the correct answers	9	30.00
	g. Others….(mention)	1	03.00
7	What kind of speaking activities do you want in ECC?		
	a. Sharing ideas and opinions with friends	8	26.67
	b. Describing a picture orally	5	16.67
	c. Discussing a certain topic	5	16.67
	d. Discussing daily activities	5	16.67
	e. Role playing	13	43.33
	f. Story telling	5	16.67
	g. Practicing dialogs/ conversations	12	40.00
	h. Playing games	8	26.67
	i. Others ….(mention)	0	00.00
8	What activities do you want to learn vocabulary?		
	a. Grouping words	5	16.67
	b. Completing a blank text with available words	11	36.67
	c. Finding the synonym/antonym of words	17	56.67
	d. Identifying the parts of speech	9	30.00
	e. Spelling the words correctly	11	36.67
	f. Others…. (mention)	0	00.00
9	What kind of activities in pronunciation do you want?		
	a. Pronouncing words/ sentences with correct intonation	15	50.00
	b. Identifying sounds of words in English correctly	11	36.67
	c. Pronouncing words, phrases, and sentences correctly	16	53.33
	d. Paying attention to the word stressing	12	40.00
	e. Others…. (mention)	0	00.00
10	What kind of activities in grammar do you want?		
	a. Memorizing the grammar patterns to compose sentences	9	30.00
	b. Identifying the incorrect part in sentences	5	16.67
	c. Completing a blank text with correct grammar	7	23.33
	d. Practicing speaking activities by paying attention to the grammar	12	40.00
	e. Playing games	10	33.33
	f. Others ….(mention)	0	00.00

Based on the table above, in terms of listening activities, most students (14 students or 46.67 %) preferred to listen to the dialog and answer the questions. The next choice is listening to a video and finding certain expressions in the video (chosen by 13 students or 43.33%). Then, for the speaking activities, the students preferred to do a role play (chosen by 13 students or 43.33%) and practice a dialogue or conversation (chosen by 12 students or 40.00%). Meanwhile for vocabulary activities, most students (17 students or 56.67%) preferred to find the synonym or antonym of the word. Then, regarding to pronunciation activities, 16 students (53.33%) preferred to pronounce words, phrases, and sentences correctly as the pronunciation activities. The next alternative is pronouncing words or sentences with correct intonation (chosen by 15 students or 50.00%). For the grammar activities, most students (12 students or 40.00%) preferred to practice speaking activities by paying attention to the grammar.

3) Learning Needs (Setting)

In terms of settings, it is useful to distinguish ‘environment’ from ‘mode’. ‘Environment’ refers to where the learning actually takes place. It might be a conventional classroom in a school or language centre, a community class, a workplace setting, a self-access centre, or a multi-media language centre. It deals with whether the task should be carried out wholly or partly outside the classroom. Meanwhile, learning ‘mode’ refers to whether the learner is operating on an individual or a group basis. Mode deals with how the learners would do the task, whether they do it individually, in pairs or in groups.

Table 10. **Setting that the Students Prefer**

14	What setting do you want in ECC?		
	a. In the same class and seating arrangement like in the morning class	0	00.00
	b. In a class with various and interesting seating arrangements	24	80.00
	c. Sometimes outside the classroom	28	93.33
	d. Others….(mention)	4	13.33
15	What setting do you want in doing the ECC tasks?		
	a. Doing the tasks individually	6	20.00
	b. Doing the tasks in pairs	28	93.33
	c. Doing the tasks in groups	24	80.00
	d. Others…. (mention)	0	00.00

In Table 10, it could be seen that the environment setting that students want is sometimes outside the classroom (chosen by 28 students or 93.33%). The next setting alternative is the learning is conducted inside the classroom but with various and interesting seating arrangements (chosen by 24 students or 80.00%). Meanwhile, regarding mode setting, most students (28 students or 93.33%) preferred to do the tasks in pairs. For the next alternative, 24 students (80.00%), preferred to do the tasks in groups.

Then, from the needs analysis results, the researcher also got the information about teacher and learner roles that the students want in the teaching and learning process in ECC in order that the teacher and learners can collaborate well in the teaching and learning activities.

1) Teacher roles

Teacher roles refer to the parts that teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships in the classroom.

Table 11. **Teachers Roles**

11	What role should an English teacher play in the ECC teaching and learning process?		
	a. As an organizer	14	46.67
	b. As a facilitator	14	46.67
	c. As a motivator	11	36.67
	d. As an observer	14	46.67
	e. As a model	8	26.67
	f. Others ….(mention)	0	00.00
12	What should an English teacher do in the ECC teaching learning process?		
	a. Give information to the students	11	36.67
	b. Teach communicatively	20	66.67
	c. Explain tasks that should be done by the students	3	10.00
	d. Monitor students' achievement in learning English	12	40.00
	e. Give students the chance to share their opinion or ask questions	8	26.67
	f. Give feedback	5	16.67
	g. Others…. (mention)	0	00.00

In Table 11 above, it could be seen that most students think that an English teacher should be an organizer, a facilitator and an observer in the ECC (chosen by 14 students or 46.67%). Then, in terms of activities that should be done by teachers, the students answered that an English teacher should teach communicatively in the ECC teaching and learning process (chosen by 20 students).

2) Learner roles

Learner roles refer to the parts that learners are expected to play in carrying out learning tasks as well as the social and interpersonal relationships in the classroom.

Table 12. **Learner Roles**

13	What role should students play in an ECC learning process?		
	a. Active students	24	80.00
	b. Listeners and performers in the classroom	4	13.33
	c. Students who listen to the teacher and do the instruction from the teacher	5	16.67
	d. Students who are creative in problem solving	15	50.00
	e. Others ….(mention)	0	00.00

Based on Table 12 above, in terms or learners' role, most students (24 students or 80.00%) preferred their role as the active students. They want to interact actively in the learning process. Besides that, from interviews, the researcher also got the information about the students' interest to the design and graphic of the designed materials. They state that they wanted the materials which consist of interesting tasks and present good design and graphic.

3. Course Grid

After analyzing the target and learning needs, the researcher made a course grid based on the results of the needs analysis. The course grid has a function to be the blueprint or guide of designing the learning materials.

Although ECC is an extracurricular program, the materials must refer to the Standard of Competence and Basic Competencies in the curriculum or syllabus. Due to this, the course grid was written based on the speaking Standard

of Competence and Basic Competencies for the second semester of grade ten. The course grid consists of some components such as the school identity, subject, class or semester, Standard of Competence and Basic Competencies, topic, the unit title, language functions, learning activities, indicators, time allocation, sources, and media. The following table is the description of the course grid.

1) Unit 1

Table 13. **Course Grid for Unit 1 (Part 1)**

Standard of Competence	Basic Competencies	Topic/Unit Title
9. Expressing meanings of transactional and interpersonal conversations in daily life contexts.	9.1. Expressing meanings within transactional (to get things done) and interpersonal (to socialize) dialogs using spoken language accurately, fluently, and appropriately in daily life contexts involving the expressions of complimenting and congratulating.	Unit 1: Friendship/ *Meta, what a nice bag!*

From the table above, it could be seen that Unit 1 was designed with topic of friendship entitled *'Meta, What a Nice Bag!'*. The researcher designed the materials based on Standard of Competence number 9, i.e. expressing meanings of transactional and interpersonal conversations in daily life contexts. Meanwhile, the Basic Competencies used are those stated in number 9.1, i.e. expressing the meaning within transactional (to get things done) and interpersonal (to socialize) dialogs using spoken language accurately, fluently, and appropriately in daily life contexts involving the expressions of complimenting and congratulating.

Table 14. **Course Grid for Unit 1 (Part 2)**

Language Functions	Learning Activities
1. Complimenting Someone 2. Responding to compliments 3. Congratulating Someone 4. Responding to congratulation	A. Opening activities 1. Unit Title 2. Goal of the Unit 3. Warming-Up B. Main Activities 1. Presentation 2. Practice 3. Production C. Closing Activities 1. Reflection 2. Summary 3. Vocabulary List
(The details of the course grid can be seen in Appendix E)	

From Table 14, it can be inferred that the materials contain some language functions such as complimenting someone, congratulating someone, and responding to the compliments and congratulation from someone. Then, in terms of learning activities, each unit in the learning materials contain some tasks categorized into opening activities including the unit title, the goal of unit, and the warming-up activity; main activities including presentation, practice and production, and closing activities in which the researcher included reflection, summary and a vocabulary list.

In the warming-up activity, the students are asked to study some pictures and dialogues. Then, they are asked to answer the questions based on the pictures that they have learnt. The warming-up activity is aimed at reminding them of the existing knowledge about some expressions used for complimenting and congratulating someone in their own way.

Then, in terms of main activities in the unit, the researcher used PPP method: presentation, practice, and production. In presentation, the students listen to the recording. Then, they should answer the questions based on the recording. After that, based on the recording, students find some expressions used for complimenting and congratulating someone in the recording. Then, they discuss the answers with their friends. The next tasks are pronouncing the words in a correct way and match the words with the synonyms in the box. Then, the students study the expressions used for complimenting, congratulating someone and responding to the complimenting and congratulating expressions. Furthermore, students are asked to listen to a recording and decide whether each expression is categorized into a complimenting or congratulating. Then, the students are asked to listen to a recording, choose the appropriate response for each expression and act it out. Then, the last activities in presentation are watching a video and find the expressions of complimenting and congratulating in the video. Then, in terms of practice, students are asked to play a game that focuses on the expressions used for complimenting and congratulating someone. After that, they are asked to work in groups of three or four and act out a dialogue based on the situations available. Then, for the production activity, the students are asked to play a role based on the situation provided in pairs.

In closing activities, the researcher included some activities such as doing a reflection, summarizing the learning tasks, and enriching students' vocabulary through studying the vocabulary list.

Table 15. **Course Grid for Unit 1 (Part 3)**

Indicators	Time allocation	Sources and Media
Students are able to: • identify the expressions of complimenting and congratulating from a dialog. • pronounce the words or sentences properly. • compliment and congratulate in appropriate situations. • respond to compliments and congratulation appropriately.	4x 45 minutes	Sources: • Blundell, John, et al. 1982. *Function in English.* Oxford: Oxford Univ. Press. • Van Ek,J.A. 1991. *Threshold 1990*.UK: Cambridge University Press. • Wall, Allie P. 1998. *Say It Naturally.* Heinle and Heinle. Media: • Situational Cards, audio, laptop, video, some number cards to the game.

Table 15 above shows the indicators of Unit 1. Indicators mean the abilities that should be achieved by the students. In Unit 1, the indicators are the students are able to identify the expressions of complimenting and congratulating from a dialog, pronounce the words or sentences properly, compliment and congratulate in appropriate situations, respond to compliment and congratulation appropriately. Then, the time allocation for the unit is 4x45 minutes. The unit was designed by referring to some sources such as '*Function in English'*, *'Threshold'*, *'Say it Naturally'*, and some sources from internet. Then, for the media, the researcher used some situational cards, audio, video, laptop, and some number cards to the game.

2) Unit 2

Table 16. **Course Grid for Unit 2 (Part 1)**

Standard of Competence	Basic Competencies	Topic/Unit Title
9. Expressing meaning of a transactional and interpersonal conversation in daily life contexts.	9.2. Expressing the meaning within transactional (to get things done) and interpersonal (to socialize) dialogs using spoken language accurately, fluently, and appropriately in daily life contexts involving the expressions of surprise and disbelief.	Unit 1: Headline News/ *That's Surprising!*

From Table 16 above, it could be seen that Unit 2 was designed with headline news topic entitled *'That's Surprising!'*. The researcher designed the materials based on Standard of Competence number 9 i.e. expressing meanings of transactional and interpersonal conversations in daily life contexts. Meanwhile, the Basic Competencies used are those stated in number 9.2. , i.e. expressing the meaning within transactional (to get things done) and interpersonal (to socialize) dialogs using spoken language accurately, fluently, and appropriately in daily life contexts involving the expressions of surprise and disbelief.

Table 17. **Course Grid for Unit 2 (Part 2)**

Language Functions	Learning Activities
• Expressing surprise • Expressing disbelief • Responding to the surprise and disbelief expressions	A. Opening activities 1. Unit Title 2. Goal of the Unit 3. Warming-Up B. Main Activities 1. Presentation 2. Practice 3. Production C. Closing Activities 1. Reflection 2. Summary 3. Vocabulary List
(The details of the course grid can be seen in Appendix E)	

In Table 17, it can be seen that the materials in Unit 2 contain some language functions such as expressing surprise, expressing disbelief, and responding to the surprise and disbelief expressions. Then, in terms of learning activities, Unit 2 contains some tasks categorized into opening activities including the unit title, the goal of the unit, and the warming-up activity; main activities including presentation, practice and production; and the closing activities in which the researcher included reflection, summary and a vocabulary list.

In the warming-up activity, the students are asked to study some pictures and dialogues. Then, they are asked to answer the questions based on the pictures that they have learnt. The warming-up activity is aimed at reminding them of their existing knowledge about some expressions used for expressing surprise and disbelief in their own way.

Then, in terms of main activities in the unit, the researcher used PPP method: presentation, practice, and production. In presentation, the students listen

to the recording. Then, they should answer the questions based on the recording. After that, based on the recording, students find some expressions used for expressing surprise and disbelief in the recording. Then, they discuss the answers with their friends. The next tasks are pronouncing the words correctly and matching the words with the synonyms in the box. Students study the expressions used for expressing surprise and disbelief as the next task. Furthermore, students are asked to listen to a recording and decide whether each expression is categorized as a surprise or disbelief expression. Then, the students are asked to listen to a recording, choose the appropriate response for each expression and act it out. Then, the last activities in the presentation are watching a video and finding the expressions of surprise and disbelief in the video. Then, in terms of practice, students are asked to play a game that focuses on the expressions used for expressing surprise and disbelief. After that, they are asked to work in groups of three or four and act out a dialogue based on these situations. Then, for the production activity, the students are asked to play a role based on the situation provided in pairs.

In closing activities in Unit 2, the researcher includes some activities such as doing a reflection, summarizing the learning tasks, and enriching students' vocabulary through studying the vocabulary list.

Table 18. **Course Grid of Unit 2 (Part 3)**

Indicators	Time allocation	Sources and Media
Students are able to: 1. identify expressions of surprise and disbelief. 2. pronounce the expressions of surprise and disbelief correctly. 3. express surprise and disbelief about something in appropriate situations 4. express surprise and disbelief about something in more creative ways.	4x 45 minutes	Sources: • Blundell, John, et al. 1982. *Function in English.* Oxford: Oxford Univ. Press. • Van Ek,J.A. 1991. *Threshold 1990*.UK: Cambridge University Press. • Wall, Allie P. 1998. *Say It Naturally*. Heinle and Heinle. Media: • Situational Cards, audio, laptop and video.

Table 18 above shows the indicators of Unit 2. In Unit 2, the indicators are: the students are able to identify expressions of surprise and disbelief, pronounce the expressions of surprise and disbelief correctly, expressing surprise and disbelief about something in appropriate situations, express surprise and disbelief about something in more creative ways. Then, the time allocation for the unit is 4x45 minutes.

3) Unit 3

Table 19. **Course Grid of Unit 3 (Part 1)**

Standard of Competence	Basic Competencies	Topic/Unit Title
9. Expressing meanings of transactional and interpersonal conversations in daily life contexts.	9.2. Expressing meanings within transactional (to get things done) and interpersonal (to socialize) dialogs using spoken language accurately, fluently, and appropriately in daily life contexts involving the expressions of making, accepting and refusing an invitation.	Friendship/ *Would you like to come?*

From Table 19 above, it could be seen that Unit 3 was designed with the topic of friendship entitled '*Would You Like to Come?*'. The researcher designed the materials based on Standard of Competence number 9 i.e. expressing meaning of a transactional and interpersonal conversation in daily life contexts. Meanwhile, the Basic Competencies used are those stated in number 9.2. , i.e. expressing the meaning within transactional (to get things done) and interpersonal (to socialize) dialogs using spoken language accurately, fluently, and appropriately in daily life contexts involving the expressions of making, accepting and refusing an invitation.

Table 20. **Course Grid of Unit 3 (Part 2)**

Language Functions	Learning Activities
1. Making an invitation 2. Accepting an invitation 3. Refusing an invitation	A. Opening activities 1. Unit Title 2. Goal of the Unit 3. Warming-Up B. Main Activities 1. Presentation 2. Practice 3. Production C. Closing Activities 1. Reflection 2. Summary 3. Vocabulary List
(The details of the course grid can be seen in Appendix E)	

From Table 20, it can be seen that the materials in Unit 3 contain some language functions such as making an invitation or inviting, accepting and refusing an invitation. Then, in terms of learning activities, Unit 3 contains some tasks categorized into opening activities including the unit title, the goal of unit, and the warming-up activity; main activities including presentation, practice and production; and closing activities, including reflection, summary and a vocabulary list.

In the warming-up activity, the students are asked to study some pictures. Then, they are asked to answer the questions based on the pictures that they have learnt. The warming-up activity in Unit 3 is aimed at reminding the students of the existing knowledge about some expressions used for making, accepting and refusing an invitation in their own way.

Then, in terms of main activities in the unit, the researcher used PPP method like in the previous units. In presentation, the students listen to the

recording. Then, they should answer the questions based on the recording. After that, based on the recording, students find some expressions used for making, accepting or refusing an invitation in the recording. Then, they discuss the answers with their friends. The next tasks are pronouncing the words correctly and matching the words with the synonyms in the box. Then, the students study the expressions used for making, accepting and refusing an invitation. Furthermore, the students are asked to listen to a recording and decide whether each expression is categorized into an expression for accepting or refusing an invitation. Then, the students are asked to listen to a recording, choose the appropriate response for each expression and act it out. Then, the last activities in the presentation are watching a video and finding the expressions of making, accepting and refusing an invitation in the video. Then, in terms of practice, students are asked to play a game that focuses on the expressions used for expressing making, accepting and refusing an invitation. After that, they are asked to work in groups of three or four and act out a dialogue based on the available situations. Then, for the production activity, the students are asked to play a role based on the situation provided in pairs.

Furthermore, in closing activities of Unit 3, the researcher includes some activities such as doing a reflection, summarizing the learning tasks, and enriching students' vocabulary through studying the vocabulary list. Those activities are the same as the activities in Unit 1 and Unit 2.

Table 21. **Course Grid of Unit 3 (part 3)**

Indicators	Time allocation	Sources and Media
Students are able to: 1. identify the expressions of making, accepting and refusing an invitation. 2. pronounce the expressions of making, accepting and refusing an invitation. 3. making, accepting and refusing an invitation with appropriate expressions. 4. making, accepting and refusing an invitation in more creative ways.	4x 45 minutes	Sources: • Blundell, John, et al. 1982. *Function in English.* Oxford: Oxford Univ. Press. • Van Ek,J.A. 1991. *Threshold 1990*.UK: Cambridge University Press. • Wall, Allie P. 1998. *Say It Naturally.* Heinle and Heinle. Media: • Situational Cards, audio, laptop and video.

Table 21 above shows the indicators of Unit 3. In Unit 3, the indicators include: the students are able to identify the expressions of making, accepting and refusing an invitation; pronounce the expressions of making, accepting and refusing an invitation; making, accepting and refusing an invitation with appropriate expressions; and making, accepting and refusing an invitation in more creative ways. The time allocation for the unit is 4x45 minutes.

4. First Draft of Materials

After writing the course grid, the researcher started to design the units of the materials. The materials were written by combining listening and speaking activities because the materials are designed for English Conversation Club in which the activities focus on the speaking skill. There are three units of materials. In each unit, there are some sub units namely *'Let's Get Ready', 'Let's Do the Actions', 'Let's Check Your Achievement', 'Let's Do a Reflection, 'Let's Make a Summary', and 'Let's Enrich Our Vocabulary'*. To start with, the outline for general design of the units is described as in the Table 14, 17 and 20.

In the unit title, the title of the unit is presented and accompanied with a picture related to the title. Then, in the goal of unit, the goal of learning in that unit is presented. After that, in the warming-up activities, the students are asked to study some dialogues with some pictures and answer some questions related to the dialogue and the pictures. Next, in the main activities the students are asked to do some tasks in the presentation, practice and production. In presentation, there are some inputs for the students such as language functions, vocabulary, and grammar. The students study the input in each unit. Furthermore, in practice, there are some tasks that students must do in order to learn more. The tasks are aimed at finding out whether the students understand with the materials or not. Then, in production, the students are asked to play a role based on the situational cards provided.

Then, for closing activities, the researcher designed some activities such as doing a reflection, summarizing the learning materials, and enriching the students' vocabulary. The following is the description of each unit in details.

a. Unit 1

Unit 1, entitled *'Meta, What a Nice Bag!'*, presents the materials that should be learnt by the students. The title itself introduces the goal of this unit. The learners are going to know what they will learn in this unit. As the researcher stated before, each unit consists of a spoken cycle which includes two skills: listening and speaking. Unit 1 provides the activities related to listening and speaking activities. Furthermore, Unit 1 provides grammar focus, pronunciation, and vocabulary as well. The complete description of Unit 1 is presented in the table below.

Table 22. **The Description of Unit 1 in the First Draft**

Name of Task	**Descriptions and Instructions**	**Functions**
Let's Get Ready		
Task 1	**Description**: The students are asked to study some pictures and dialogues. Then, they should answer the questions. **Instruction**: Study the pictures and dialogues below and answer the questions. The words in the box may help you.	Warming-Up: directing the students' attention to the topic and prepare the students' mind to deal with it.

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Let's Do the Actions		
Task 2	**Description:** There is an audio recording and the students should answer the questions based on the recording. **Instruction:** Listen to the recording. Then, answer the following questions. Do it carefully.	Presentation: directing the students to the topic and introducing them to the language function.
Task 3	**Description**: Based on the recording, the students are asked to find the language function and discuss it in pairs. **Instruction**: Could you find any expressions used for complimenting and congratulating from Task 2? In pairs, discuss the answers and share them with your friends.	Helping the learners to be able to listen to key words and get the information.
Task 4	**Description**: There are some vocabularies that students should pronounce. Then, they are asked to find the synonym through a matching activity. **Instruction**: Study the right ways to say the words below. Then find the synonyms in the right box.	Helping the students about how to pronounce the words and to improve their vocabulary.
Task 5	**Description**: The students are asked to study some expressions used for complimenting, congratulating and responding to those expressions. The students should listen to the teacher and repeat after him/her. **Instruction**: Well, it's time to study the following expressions in pairs. Then, listen to your teacher and repeat after him/her.	Presenting the language functions

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Task 6	**Description:** The students are asked to listen to a recording and choose whether the expression is a compliment or congratulation. **Instruction:** Listen to the recording and choose whether it is a compliment or congratulations by putting a tick (√) in the correct box.	Reminding the students of the expressions that have been learnt.
Task 7	**Description:** The students are asked to listen to a recording and complete some dialogues with the expressions in a box. **Instruction:** Listen and complete the dialogues with the expressions in the box. Then act it out. Do it carefully.	Helping the students to choose the appropriate responses to each expression.
Task 8	**Description**: The students are asked to watch a video and find the language function in the video. **Instruction**: Do you like watching videos? That is very interesting, right? Watch the video and find the expressions of complimenting and congratulating in it.	Helping the learners to be able to listen to the key language functions.
Task 9	**Description**: The students are asked to play a game related to the language function. **Instruction**: Do you like playing games? What kind of games do you like? Let's play a game.	Checking the students understanding of the language function through a relaxing activity.
Task 10	**Description**: In groups, the students are asked to make a conversation and act it out. **Instruction**: Work in groups of three or four. Make a conversation based on these situations below and act it out. Don't forget to use the expressions used for complimenting and congratulating someone.	Checking the students' understanding about the expressions they have learnt in groups.

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Let's Check Your Competence		
Task 11	**Description**: The students are asked to play a role based on the situation provided. **Instruction**: Let's play a role, choose one of the provided situations. Use the expressions for complimenting or congratulating someone.	Assessing the students' understanding about the whole materials.
Let's Do the Reflection		
Reflection	**Description:** The students are asked to fill in the reflection table. **Instruction:** Did you learn much from this unit? Then, how much have you learnt from this unit? Put a tick (√) on the empty column based on how much you have learnt in this unit.	To check how much the students have learnt about the materials.
Let's Make a Summary		
Summary	**Description**: The students are facilitated with the summary of the materials.	To simplify the whole materials in this unit.
Let's Enrich Our Vocabulary		
Vocabulary List	**Description**: The students are facilitated with a vocabulary list.	To enrich the students' vocabulary related to the materials in Unit 1

b. Unit 2

Unit 2, entitled *'That's Surprising!'*, presents the materials that should be learnt by the students. The title itself introduces the goal of this unit. Such in the previous unit, Unit 2 provides the activities related to listening and speaking. Furthermore, unit 2 provides grammar focus, pronunciation, and vocabulary as well. The complete description of Unit 2 is presented in the table below.

Table 23. **The Description of Unit 2 in the First Draft**

Name of Task	**Descriptions and Instructions**	**Functions**
Let's Get Ready		
Task 1	**Description**: The students are asked to study some pictures and dialogues. Then, they should answer some questions. **Instruction**: Study the pictures and dialogues below. Then answer the questions orally. The words in the box may help you.	Warming-Up: Directing the students' attention to the topic and prepare the students' mind to deal with it.
Let's Do the Actions		
Task 2	**Description:** There is an audio recording and the students should answer the questions based on the recording. **Instruction:** Listen to the recording. Then, answer the following questions. Do it carefully.	Presentation: Directing the students to the topic and introducing them to the language function.
Task 3	**Description**: Based on the recording, the students are asked to find the language function and discuss it in pairs. **Instruction**: Could you find any expressions of surprise and disbelief in Task 2? In pairs, discuss the answers and share them with your friends.	Helping the learners to be able to listen to key words and get the information.
Task 4	**Description**: There are some vocabularies that students should pronounce. Then, they are asked to find the synonym through a matching activity. **Instruction**: Study the right ways to say the words below. Then, find the synonyms in the right box.	Helping the students about how to pronounce the words and to improve their vocabulary.

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Task 5	**Description**: The students are asked to study some expressions used for expressing surprise and disbelief. The students should listen to the teacher and repeat after him/her. **Instruction**: Well, it's time to study the following expressions in pairs. Then, listen to your teacher and repeat after him/her.	Presenting the language functions
Task 6	**Description:** The students are asked to listen to a recording and choose whether the expression is a surprise or disbelief expression. Instruction: Listen to the recording and choose whether each expression is categorized into a surprise or disbelief expression by putting a tick (√) in the correct box.	Reminding the students of the expressions that have been learnt.
Task 7	**Description:** The students are asked to listen to a recording and complete some dialogues with the expressions in a box. **Instruction:** Listen and complete the dialogues with the expressions in the box. Then, act it out. Do it carefully.	Helping the students to choose the appropriate response to each expression.
Task 8	**Description**: The students are asked to watch a video and find the language function in the video. **Instruction**: Watch the video and find the expressions of surprise and disbelief in it.	Helping the learners to be able to listen to the key language functions.
Task 9	**Description**: The students are asked to play a game related to the language function. **Instruction**: Do you like a journalist world? Let's play a game in a journalist world.	Checking the students' understanding of the language function by using a relaxing activity.

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Task 10	**Description**: In groups, the students are asked to make a conversation and act it out. **Instruction**: Work in groups of three or four. Make a conversation based on these situations below and act it out. Don't forget to use the expressions of surprise and disbelief.	Checking the students' understanding about the expressions they have learnt in groups.
Let's Check Your Competence		
Task 11	**Description**: The students are asked to play a role based on the situation provided. **Instruction**: Let's play a role, choose one of the provided situations. Use the expressions of surprise or disbelief.	Assessing the students' understanding about the whole materials.
Let's Do a Reflection		
Reflection	**Description:** The students are asked to fill in the reflection table. **Instruction:** Did you learn much from this unit? Then, how much have you learnt from this unit? Put a tick (√) on the empty column based on how much you have learnt in this unit.	To check how much the students have learnt about the materials.
Let's Make a Summary		
Summary	**Description**: The students are facilitated with the summary of the materials.	To simplify the whole materials in this unit.
Let's Enrich Our Vocabulary		
Vocabulary List	**Description**: The students are facilitated with a vocabulary list.	To enrich the students with vocabulary related to the materials in Unit 2

c. Unit 3

The Unit 3, entitled '*Would You Like to Come?'*, presents the materials that should be learnt by the students. The title itself introduces the goal of unit 3. Like in the previous unit, Unit 3 provides the activities related to listening and speaking. In addition to that, Unit 3 provides grammar focus, pronunciation, and vocabulary as well. The complete description of Unit 3 is presented in the table below.

Table 24. **The Description of Unit 3 in the First Draft**

Name of Task	**Descriptions and Instructions**	**Functions**
Let's Get Ready		
Task 1	**Description**: The students are asked to study some pictures. Then, they should answer the questions. **Instruction**: Study the pictures below. Then, answer the questions orally. The words in the box may help you.	Warming-Up: Directing the students' attention to the topic and prepare the students' mind to deal with it.
Let's Do the Actions		
Task 2	**Description:** There is an audio recording and the students should answer the questions based on the recording. **Instruction:** Listen to the recording. Then, answer the questions. Do it carefully.	Presentation: Directing the students to the topic and introducing them to the language function.

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Task 3	**Description**: Based on the recording, the students are asked to find the language function and discuss it in pairs. **Instruction**: Could you find any expressions used for giving, accepting and refusing an invitation from Task 2? In pairs, discuss the answers and share them with your friends.	Helping the learners to be able to listen to key words and get the information.
Task 4	**Description**: There are some vocabularies that students should pronounce. Then, they are asked to find the synonym through a matching activity. **Instruction**: Study the right ways to say the words below. Then, pronounce the words and find the synonyms in the right box.	Helping the students to pronounce the words and to improve their vocabulary.
Task 5	**Description**: The students are asked to study some expressions used for making, accepting and refusing an invitation. The students should listen to the teacher and repeat after him/her. **Instruction**: Study the following expressions in pairs. Then, listen to your teacher and repeat after him/her.	Presenting the language functions
Task 6	**Description:** The students are asked to listen to a recording and choose whether the expression is the expression of accepting or refusing an invitation. **Instruction:** Listen to the recording and decide whether each expression is categorized into an accepting or refusing an invitation by putting a tick (√) in the correct box.	Reminding the students of the expressions that have been learnt.

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Task 7	**Description:** The students are asked to listen to a recording and complete some dialogues with the expressions in a box. **Instruction:** Listen and complete the dialogue with the expression in the box. Then, act it out. Do it carefully.	Helping the students to choose the appropriate responses to each expression.
Task 8	**Description**: The students are asked to watch a video and find the language function in the video. **Instruction**: Watch the video and find the expressions used for giving, accepting and refusing an invitation in it.	Helping the learners to be able to listen to the key language functions.
Task 9	**Description**: The students are asked to play a game related to the language function. **Instruction**: It's time to play a game. Let's play a game in groups.	Checking the students' understanding of the language function through a relaxing activity.
Task 10	**Description**: In groups, the students are asked to make a conversation and act it out. **Instruction**: Work in groups of three or four. Make a conversation based on these situations below and act it out. Don't forget to use the expressions used for making, accepting and refusing an invitation.	Checking the students' understanding about the expressions they have learnt in groups.
Let's Check Your Competence		
Task 11	**Description**: The students are asked to play a role based on the situation provided. **Instruction**: Let's play a role. Choose one of the provided situations. Use the expressions for making, accepting or refusing an invitation.	Assessing the students' understanding about the whole materials.

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Let's Do the Reflection		
Reflection	**Description:** The students are asked to fill in the reflection table. **Instruction:** Did you learn much from this unit? Then, how much have you learnt from this unit? Put a tick (√) in the empty column based on how much you have learnt in this unit.	To check how much the students have learnt about the materials.
Let's Make a Summary		
Summary	**Description**: The students are facilitated with the summary of the materials.	To simplify the whole materials in this unit.
Let's Enrich Our Vocabulary		
Vocabulary List	**Description**: The students are facilitated with a vocabulary list.	To enrich the students with the vocabulary related to the materials in Unit 3

5. Expert Judgment Results

After designing the first draft, the researcher asked some experts to evaluate the draft. The draft was evaluated based on the content, presentation, language, design and graphic so the strength or the weaknesses of the draft can be found. To get the expert judgment data, the researcher distributed a questionnaire to five experts. They were three ECC teachers and two lecturers. The questionnaire includes some aspects such as content, presentation, language, design and the graphic of the materials. There are two kinds of data resulting from the questionnaire. There are quantitative and qualitative data. The quantitative data were gained from the close-ended questions in the questionnaire. The expert judgment results in the form of quantitative data are described as follows:

a. Expert Judgment Results (Quantitative Data)

Table 25. **Expert Judgment Results (Contents)**

No.	Statements	Score				Mean	Category
		4	**3**	**2**	**1**		
A. Contents							
1	The materials are suitable with SC and BC.	4	1	0	0	3.80	Very Good
2	The materials direct Ss to explore the other relevant texts in their daily life.	2	2	1	0	3.20	Good
3	The materials involve varied inputs related to the topic in each unit.	3	1	1	0	3.40	Good
4	The materials guide Ss to produce spoken texts to achieve the relevant social functions.	3	2	0	0	3.60	Very Good
5	The texts are directed in the achievement of the social function related to the daily life.	3	1	1	0	3.40	Good
6	The texts are directed to develop students' systematic thinking ability.	2	3	0	0	3.40	Good
7	The texts are directed in developing students' communication ability in order to achieve the social functions.	3	2	0	0	3.60	Very Good
8	The vocabularies are suitable with the topic in each unit.	3	2	0	0	3.60	Very Good
The General Judgment of the Contents						3.50	Good

Based on Table 25, the contents in the learning materials are good. It could be seen from the Mean of eight questions around the contents. The table shows the Mean is 3.50. It means that the contents of the materials are good.

Table 26. **Expert Judgment Results (Presentation)**

No.	Statements	Score				Mean	Category
		4	3	2	1		
B. Presentations							
9	The materials and tasks are presented in the form of texts, communicative act, illustration and symbols using patterns and sequences appropriate with the materials characteristic, consisting of warming-up, main and closing activities.	3	2	0	0	3.60	Very Good
10	The materials and tasks are presented in the form of texts, communicative act, illustration, and symbols in balance.	3	2	0	0	3.60	Very Good
11	The materials and task presentation encourage the interaction in English between students, students and teachers, and between students and the wider environment.	2	2	1	0	3.20	Good
12	The materials and task presentation encourage students to do various communicative activities creatively and critically.	2	2	1	0	3.20	Good
13	The materials and task presentation encourage students to be responsible for their own learning.	3	2	0	0	3.60	Very Good
14	The materials and task presentation encourage students to recognize their success and inadequacy in doing their learning and communicative activities.	3	2	0	0	3.60	Very Good
15	The materials presentation is suitable with the method used, i.e., Presentation, Practice and Production.	3	2	0	0	3.60	Very Good
16	The learning activities and tasks are graded from the easy up to more difficult levels.	3	2	0	0	3.60	Very Good
17	The learning settings are varied.	3	2	0	0	3.60	Very Good
18	The learning activities are varied.	3	2	0	0	3.60	Very Good
The General Judgment of the Presentation						3.52	Good

According to the results of Table 26 above, the presentations in each unit are good. It could be seen from the mean which is gained from eighteen questions. The mean shows 3.52. It means that the presentation is categorized as good.

Table 27. **Expert Judgment Results (Language)**

No.	**Statements**	**Score**				**Mean**	**Category**
		4	**3**	**2**	**1**		
C. Language							
19	The language used in explanation is suitable with students' cognitive development level.	3	2	0	0	3.60	Very Good
20	The language used in instructions is suitable with students' cognitive development level.	3	2	0	0	3.60	Very Good
21	The language used is appropriate with students' social-emotional situation.	2	3	0	0	3.40	Good
22	The language is clear and easy to be understood by students.	2	3	0	0	3.40	Good
23	The language is based on the appropriate English grammar.	2	3	0	0	3.40	Good
24	The language difficulty level is facilitated explicitly.	2	3	0	0	3.40	Good
The General Judgment of the Language						3.47	Good

According to the expert, the language used in the learning materials is appropriate. It can be inferred from the mean resulted. The mean shows 3. 47, which means the language used in the materials is good.

Table 28. **Expert Judgment Results (Design and Graphic)**

NO.	STATEMENTS	SKOR				Mean	Category
		4	3	2	1		
D. DESIGNS AND GRAPHICS							
25	The whole layout is interesting.	2	3	0	0	3.40	Good
26	The size of characters is proportional.	4	1	0	0	3.80	Very Good
27	The use of characters is appropriate and the kinds of character used are not too many.	4	1	0	0	3.80	Very Good
28	The use of character variation (bold, italic, capital) is good.	3	2	0	0	3.60	Very Good
29	The element positions (title, sub title, text, picture information, page number), are arranged proportionally and not hinder the understanding.	3	2	0	0	3.60	Very Good
30	The illustration (pictures, table, etc.) as a whole is good and interesting.	3	2	0	0	3.60	Very Good
31	The illustration is able to make the materials presentation clearer and make them easy to understand.	2	3	0	0	3.40	Good
32	The information picture is placed close to the illustration and the size is smaller than the texts.	3	2	0	0	3.60	Very Good
The General Judgment of the Design and Graphic						3.60	Very Good

Based on Table 28 above, the design and graphic used in the learning materials for ECC students are very good. It can be seen from the mean that shows 3.60. It can be categorized that the design and graphic in the materials are very good or appropriate.

From the expert judgment results, it can be seen that the materials are categorized into good materials. It can be seen from the mean that comes from the content, presentation, language, design and graphic aspect. The general mean of the materials is 3.52 or categorized as good.

b. The Expert Judgment Results (Qualitative Data)

The qualitative data were gained from the open-ended questions in the questionnaire and the experts' feedback in each task. Not only had been asked to give their evaluation about the materials, the experts were also asked to give their comments and suggestions about the designed materials. Their comments were about the weaknesses of the materials and the suggestions to improve the learning materials.

The experts were two lecturers of the English Education Department in Yogyakarta State University and three ECC teachers. The feedbacks from the experts were used to revise the first draft to be the second draft. The following is the description of the experts' feedback.

1) Unit 1

Table 29. **The Experts' Suggestions of Unit 1**

Parts of units	Suggestion
Task 1	1. Revising the instruction 2. Changing some questions
Task 4	Revising the instruction
Task 5	Adding some dialogues and pictures
Task 6	Changing the instruction
Task 7	Changing the instruction
Task 8	Revising the instruction
Task 10	Revising the instruction
Task 11	Revising the instruction

The materials in Unit 1 are good. However, the experts suggested that the materials must be revised in some parts. They are Task 1, Task 4, Task 5, Task 6, Task 7, Task 8, Task 10 and Task 11. The revisions are as follows:

Table 30. **The Revisions of Unit 1**

Part of the Unit	**Before Revision**	**After Revision**
Task 1	Instruction: Study the pictures…. Questions: 1. …what happens between them? 2. What is Meta's intention by saying the expressions?	Instruction: Look at the pictures…. Questions: 1. …what they are doing? 2. What does Meta say?
Task 4	Study the right ways to say the words below….	Say the words correctly….
Task 5	Instruction: Well, it's time to study the following expressions in pairs. Then, listen to your teacher and repeat after him/her. Forms: No pictures and dialogues	Instruction: These expressions in the dialogues are used to compliment, congratulate someone and respond to those expressions. Now, act the dialogues in pairs. Forms:
Task 6	Listen to the recording and decide whether each expression is categorized into a compliment or congratulation….	Listen to the recording and choose whether it is a compliment or congratulations….
Task 7	Listen and complete the dialogue with the expressions in the box.	Listen to the recording and choose the appropriate response for each expression….
Task 8	... and complimenting and congratulating in it.	... and congratulating in it. Then, share them with your friends.
Task 10	... Make a conversation based on these situations below and act it out. Don't forget to use the expressions used for complimenting and congratulating someone.	… The teacher will shuffle the situational cards below and you should choose randomly. Then, you should act it out. Don't forget to use possible expressions of complimenting or congratulating.
Task 11	Let's play a role, choose one of the provided situations. Use the expressions for complimenting or congratulating someone.	Let's play a role based on one of the provided situations. The teacher will shuffle the situation cards and you should choose randomly. Use the expressions of complimenting or congratulating. Do it in pairs.

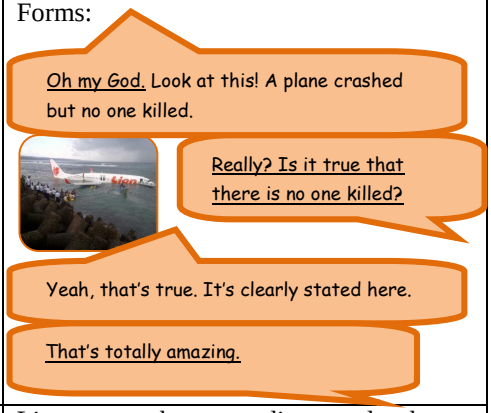
2) Unit 2

Table 31. **The Experts' Suggestions of Unit 2**

Parts of units	Suggestion
Task 1	1. Revising the instruction 2. Revising an expression 3. Changing the questions
Task 4	Revising the instruction
Task 5	Add some dialogues and pictures
Task 6	Changing the instruction.
Task 7	Changing the instruction
Task 8	Revising the instruction
Task 9	Revising the game
Task 10	Revising the instruction
Task 11	Revising the instruction

The materials in Unit 2 are appropriate. However, the experts suggested that the materials must be revised in some parts. They are Task 1, Task 4, Task 5, Task 6, Task 7, Task 8, Task 9, task 10 and Task 11. The revisions are as follows:

Table 32. **The Revisions of Unit 2**

Part of the Unit	**Before Revision**	**After Revision**
Task 1	The instruction: Study the pictures…. The expression: …look at that news…. The question: 1. What is your feeling…?	The instruction: Look at the pictures…. The expression: …watch the news… The question: 1. How do you feel…?
Task 4	Study the right ways to say the words below….	Say the words correctly….
Task 5	Instruction: Well, it's time to study the following expressions in pairs. Then, listen to your teacher and repeat after him/her. Forms: No pictures and dialogues	Instruction: Now, act the dialogues in pairs. Pay attention to the underlined expressions. Forms: 
Task 6	Listen to the recording and decide whether each expression is categorized into a surprise or disbelief expression….	Listen to the recording and choose whether it is an expression of surprise or disbelief.
Task 7	Listen and complete the dialogue with the expressions in the box.	Listen to the recording and choose the appropriate response for each expression….
Task 8	... and disbelief in it.	... and disbelief in it. Then, share them with your friends....
Task 9	…The most interesting answer should be presented….	…All students should share their interview results in front of the class….
Task 10	... Make a conversation based on these situations below and act it out. Don't forget to use the expressions of surprise or disbelief.	… The teacher will shuffle the situation cards below and you should choose randomly. Then, you should act it out. Don't forget to use possible expressions of surprise or disbelief.
Task 11	Let's play a role, choose one of the provided situations. Use the expressions for expressing surprise or disbelief.	Let's play a role based on one of the provided situations. The teacher will shuffle the situation cards and you should choose randomly. Use the expressions of surprise or disbelief. Do it in pairs.

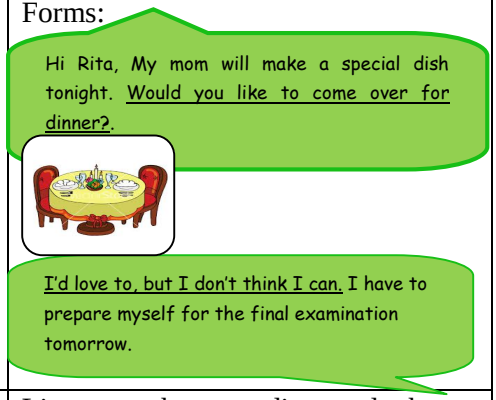
3) Unit 3

Table 33. **The Experts' Suggestions of Unit 3**

Parts of units	**Suggestions**
The Goal of Unit	Revising the sentences
Task 1	Revising the instruction
Task 4	1. Revising the instruction 2. Changing the capital letters into small letters
Task 5	Add some dialogues and pictures
Task 6	Changing the instruction.
Task 7	Changing the instruction
Task 8	Revising the instruction
Task 10	Revising the instruction
Task 11	Revising the instruction

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 4, Task 5, Task 6, Task 7, Task 8, task 10 and Task 11. The revisions are as follows:

Table 34. **The Revisions of Unit 3**

Part of the Unit	**Before Revision**	**After Revision**
Task 1	The instruction: Study the pictures….	The instruction: Look at the pictures….
Task 4	Study the right ways to say the words below….	Say the words correctly….
Task 5	Instruction: Well, it's time to study the following expressions in pairs. Then, listen to your teacher and repeat after him/her. Forms: No pictures and dialogues	Instruction: Now, act the dialogues in pairs. Pay attention to the underlined expressions. Forms: 
Task 6	Listen to the recording and decide whether each expression is categorized into an expression used for accepting or refusing an invitation….	Listen to the recording and choose whether it is the expression used for accepting or refusing an invitation….
Task 7	Listen and complete the dialogue with the expressions in the box.	Listen to the recording and choose the appropriate response for each expression….
Task8	... and complimenting and congratulating in it.	... and congratulating in it. Then, share them with your friends.
Task 10	... Make a conversation based on these situations below and act it out. Don't forget to use the expressions used for making, accepting and refusing an invitation.	… The teacher will shuffle the situation cards below and you should choose randomly. Then, you should act it out. Don't forget to use possible expressions of making, accepting and refusing an invitation.
Task 11	Let's play a role, choose one of the provided situations. Use the expressions for making, accepting or refusing an invitation.	Let's play a role based on one of the provided situations. The teacher will shuffle the situational cards and you should choose randomly. Use the expressions of making, accepting or refusing an invitation. Do it in pairs.

6. The Final Draft of Materials

After getting the expert judgment results and revising the materials, the researcher got the second draft or the final draft of the materials. The general outline of the final draft is the same as the first draft. The final draft consists of five sub units namely *Let's Get Ready', 'Let's Do the Actions', 'Let's Check Your Achievement', 'Let's Do a Reflection, 'Let's Make a Summary'*, and *'Let's Enrich Our Vocabulary'*. There are eleven tasks in each unit. The following is the description of each unit in general.

Table 35. **The General Description of the Final Draft**

Name of Task	**Descriptions**	**Functions**
Let's Get Ready		
Task 1	**Description**: The students are asked to look at some pictures and dialogues. Then, they should answer the questions.	Warming-Up: directing the students' attention to the topic and prepare the students' mind to deal with it.
Let's Do the Actions		
Task 2	**Description:** There is an audio recording and the students should answer the questions based on the recording.	Presentation: directing the students to the topic and introducing them with the language function.
Task 3	**Description**: Based on the recording, the students are asked to find some expressions and discuss them in pairs and then share them with their friends.	Helping the learners to be able to listen to key words and get the information.
Task 4	**Description**: There are some vocabularies that students should pronounce. Then, they are asked to find the synonym through a matching activity.	Helping the students about how to pronounce the words and to improve their vocabulary.

(continued)

(continued)

Task 5	**Description**: The students are asked to act out some dialogues and study some expressions.	Presenting the language functions.
Task 6	**Description:** The students are asked to listen to a recording and choose the correct language function.	Reminding the students about the expressions that have been learnt.
Task 7	**Description:** The students are asked to listen to a recording and choose the appropriate response.	Helping the students to choose the appropriate response for each expression.
Task 8	**Description**: The students are asked to watch a video and find the language function in the video. Then, they should share it with their friends.	Helping the learners to be able to listen to the key language function.
Task 9	**Description**: The students are asked to play a game focusing on the language function discussed in the unit.	Checking the students' understanding of the language function through a relaxing activity.
Task 10	**Description**: In groups, the students are asked to make a conversation and act it out based on the situational card they get.	Checking the students' understanding about the expressions they have learnt in groups.
Let's Check Your Competence		
Task 11	**Description**: The students are asked to play a role based on the situation cards they get.	Assessing the students' understanding about the whole materials.
Let's Do a Reflection		
Reflection	**Description:** The students are asked to fill in the reflection table.	To check how much the students have learnt about the materials.
Let's Make a Summary		
Summary	**Description**: The students are facilitated with the summary of the materials.	To simplify the whole materials in this unit.
Let's Enrich Our Vocabulary		
Vocabulary List	**Description**: The students are facilitated with a vocabulary list.	To enrich the students' vocabulary related to the materials in the unit.

B. DISCUSSION

The learning materials for ECC students in *SMA N* 1 Kroya were designed due to the necessity of specific materials to improve their speaking ability. In designing the materials, the researcher analyzed the target and learning needs in the early stage. The needs analysis questionnaire was administered in order to find the target and learning needs as the consideration to design the learning materials for ECC. The questions in the questionnaire were about six task components. The six task components are goal, input, procedure, teacher role, learner role and setting (Nunan: 2004). They were the aspects that have been considered in designing the questionnaires. Besides that, the researcher analyzed the syllabus of *SMA* to get the target needs as well. From the needs analysis process, the researcher got the target and learning needs of the ECC students. In terms of the target needs, the researcher got the goal, topic and language functions that the students prefer. For the learning needs, the researcher got the information about the inputs, procedures, and the setting that students prefer. Besides that, the researcher also got the information about the teacher and learner roles that students prefer. Then, the analysis results of target and learning needs were used to design the course grid.

After collecting the data from the first questionnaire, interviews and analyzing the syllabus of SMA, the researcher wrote the course grid. The course grid functions as the blueprint or guide of designing the learning materials. The course grid includes standard of competence, basic competencies, objectives, topics or unit titles, language functions, learning activities, indicators, time

allocation, sources and media. In the course grid, the researcher designed three units of learning materials for ECC.

After designing the course grid, the researcher started to design the first draft. In the process of designing materials, the theory of task design and materials development were applied. The first draft consists of three units that have twelve tasks in each unit. The unit consists of some sub units namely *'Let's Do the Warming-up', 'Let's Do the Actions', 'Let's Check Your Achievement', 'Let's Do the Reflection', 'Let's Make a Summary', and 'Let's Enrich Our Vocabulary'*. Since the designed materials are used for ECC which focus on the speaking skill, each unit emphasizes the spoken cycle. The materials were designed by combining listening and speaking tasks and followed by some sub skill tasks such as vocabulary, pronunciation and grammar tasks. The researcher used Communicative Language Teaching because CLT focuses on functional teaching. Each unit consists of opening activities, main activities, and closing activities. In the opening activity, the researcher included the unit title, the goal of the unit and warming-up activities. Then, in the main activities, the researcher included some activities that emphasized listening, speaking and some sub skill activities such as pronunciation, grammar and vocabulary tasks. Those main tasks were organized with the PPP method. Meanwhile, in the closing activities, the researcher gave a reflection, summary and vocabulary activities. Besides that, the tasks were organized using Nunan's (2004) pedagogical sequence for introducing tasks and psycholinguistic processing approach. There are six-steps of procedure to create a linked pedagogical sequence for introducing tasks. Then, the tasks were graded

and sequenced according to their complexity as determined by the input, learner, and procedural factors.

After designing the first draft, the researcher asked five experts to evaluate the draft. The draft was evaluated based on the content, presentation, language, design and graphic so that the strength or the weaknesses of the draft could be found. To get the expert judgment data, the researcher distributed a questionnaire to five experts. The researcher used a Likert scale to measure the appropriateness of the materials. Score 4 was for very good or strongly agree, 3 was for good or agree, 2 was for poor or disagree, and 1 was for very poor or strongly disagree to the designed materials. Then, the results from the questionnaire were analyzed by using central tendency measure. The expert judgment results were used to design the second draft. From the expert judgment results, it could be seen that the content, presentation, language, design and graphic used in the learning materials are appropriate or good with Mean score of 3.52. However, the experts suggested that the materials must be revised in some parts. The feedback and suggestions from the experts were used to revise the materials.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This research has two objectives: 1) to identify the target and learning needs of English Conversation Club students in learning English and 2) to design English learning materials for English Conversation Club in *SMA N* 1 Kroya. This chapter contains the conclusions and proposes some suggestions.

A. CONCLUSIONS

Based on the research findings in the previous chapter, the conclusions can be drawn as follows.

1. The Target and Learning needs of ECC Students in SMA N 1 Kroya

a. Target Needs

To find the target needs, there were three components to be fulfilled, namely the goal, topic, and language functions. These components facilitated the "what to learn" matters for the students.

The ECC students' goal in learning English in ECC is that they want the materials to develop their English knowledge, especially acquiring the language functions. In terms of the topic, the students prefer to have topics on friendship and entertainment such as artists, arts, or news. The language functions, then, had been stated in the standard of competence and basic competencies for the speaking skill as stated in the English syllabus and content standard for the second

semester of the tenth grade students in *SMA.* The language functions cover complimenting someone, responding to compliments, congratulating someone, responding to congratulation, expressing surprise, expressing disbelief, responding to surprise and disbelief, making an invitation, accepting an invitation and refusing an invitation.

b. Learning Needs

Learning needs mean what the learners need to do in order to learn. The learning needs include the input, procedures and settings.

According to the research findings, most students like the materials that provide the way how to read the vocabularies correctly and provide conversation practice. The students preferred having dialogues, recordings, videos and vocabulary as the input in learning English. For the length of the listening input, most students prefer the listening input to be just 1 minute. In terms of the number of task the students want, most students prefer 10-12 tasks in each unit.

Regarding the procedure, most students prefer listening to the dialog and answering the questions. Then, for the speaking activities, the students prefer to do a role play and practice a dialogue or conversation. For vocabulary activities, most students prefer to find the synonym or antonym of the word. Then, regarding pronunciation activities, most students prefer to pronounce words, phrases, and sentences correctly as the pronunciation activities. For the grammar activities, most students prefer to practice speaking activities by paying attention to the grammar.

Furthermore, in terms of settings, it is useful to distinguish ‘environment’ from ‘mode’. In terms of environment, the students want to have the lesson outside classroom and in classroom but with various and interesting seating arrangements. Meanwhile, regarding to mode setting, most students prefer to do the tasks in pairs and groups.

2. The Appropriate Materials for ECC Students in *SMA N* 1 Kroya

The learning materials for ECC students are good or appropriate. It could be seen from the mean score of 3.52 which is categorized into good. From the result, it can be concluded that appropriate learning materials for ECC students in *SMA N* 1 Kroya have the following characteristics:

a. Speaking tasks can make the students practice their speaking skills.
b. The content of the materials matches the standard of competence and basic competencies.
c. The content, language, presentation, design and graphic of the materials are suitable with the students’ grade and proficiency level.
d. The content, language, presentation, design and graphic of the materials are suitable with the students’ needs.
e. The learning materials have the following components.

1) Opening Activities

In the opening activities, the materials contain the title of the unit, the goal of the unit and a warming-up activity. The title of each unit introduces the goal of each unit to the learners. Then, from the goal of the unit, the learners know what

they will learn in the units. Warming-up activity, then, is aimed at reminding the students of existing knowledge through giving them the illustration about the topic that will be discussed in the unit. The activities in the warming-up are studying the pictures and dialogues and answering the questions based on the pictures and dialogues.

2) Main Activities

The main activities involve the students in listening, speaking, pronunciation, grammar, and vocabulary activities. The main activities consist of presentation, practice, and production. In presentation, the students listen to the recording. Then, they should answer the questions based on the recording. After that, based on the recording, students find some expressions. After that, they discuss the answers with their friends. The next tasks are pronouncing the words correctly and matching the words with the synonyms in the box. Students study the expressions being discussed as the next task. In that task, the students should act out some dialogues. Furthermore, the students are asked to listen to a recording and decide the correct category of the expression. After that, the students are asked to listen a recording, choose the appropriate response for each expression and act it out. Then, the last activities in presentation are watching a video and finding the discussed expressions in the video. Then, in terms of practice, students are asked to play a game that focuses on the expressions being discussed in the unit. After that, they are asked to work in groups of three or four and act out a dialogue based on the provided situation. Then, for the production

activity, the students are asked to play a role based on the situation provided in pairs.

3) Closing activities

The closing activities consist of reflection, summary, and vocabulary list. In terms of reflection, it aims at checking how much the students have learnt about the materials. In addition, the summary aims at simplifying the whole materials in the unit. Then, the vocabulary list aims at enriching the students' vocabularies related to the materials in the unit.

B. SUGGESTIONS

Related to the conclusions above, the researcher presents some suggestions as follows.

1. For the ECC Teachers

The learning materials which are based on the students' needs and interests can be developed by the ECC teachers. They are also expected to help and guide the students to deal with the tasks so the students can speak confidently.

2. For the ECC Students

The ECC students are expected to know how to learn through the materials. The students should also enrich their knowledge and improve their speaking skill not only from the designed materials but also from other sources.

3. For the Other Material Designers

The material designers should design more interesting materials because materials are very important to support the language learning. Therefore, the researcher invites the other researchers who are interested in this topic to conduct an action or experimental research on the designed materials so the effectiveness can be measured and the weaknesses of the designed materials can be identified.

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APPENDICES

Appendix A

The Needs Analysis Questionnaire

Angket analisa kebutuhan belajar Bahasa Inggris siswa kelas X yang mengikuti kegiatan ekstrakurikuler English Conversation Club (ECC) SMA N 1 Kroya

PART A
Isilah data adik- adik sebagai berikut:

Nama Lengkap : ……
Nama Panggilan : ……
No. Induk : ……
Jenis Kelamin : ……
Umur : ……
No. HP/Telepon : ……

PART B
Jawablah pertanyaan-pertanyaan di bawah ini dengan memberi tanda lingkaran, sesuai dengan pendapat adik-adik (jawaban boleh lebih dari 1)

1. Adik ingin materi yang akan didesain membantu adik dalam belajar bahasa Inggris untuk….
   a. Meningkatkan rasa percaya diri saat berbahasa Inggris
   b. Meningkatkan pengetahuan, terutama tentang penggunaan bahasa Inggris
   c. Berkomunikasi menggunakan bahasa Inggris dengan baik
   d. Meningkatkan ketrampilan berbahasa Inggris
   e. Menyediakan materi yang sesuai dengan kebutuhan di tempat bekerja yang akan datang
   f. Lainnya…. (Sebutkan)

2. Materi Bahasa Inggris yang adik butuhkan dalam ECC adalah materi yang….
   a. Menyediakan kosakata sesuai dengan kurikulum
   b. Menyediakan cara membaca kosakata yang benar
   c. Menyediakan tata bahasa sesuai dengan kurikulum
   d. Latihan percakapan mengenai kegiatan sehari-hari
   e. Lainnya ….(Sebutkan)

3. Topik pembelajaran apa yang adik inginkan dalam kegiatan ekstrakurikuler ECC?
   a. Topik yang berhubungan dengan lingkungan sekolah
   b. Topik yang berhubungan dengan persahabatan
   c. Topik yang berhubungan dengan keluarga
   d. Topik yang berhubungan dengan kehidupan sehari-hari
   e. Topik yang berhubungan dengan alam dan lingkungan
   f. Topik yang berhubungan dengan teknologi
   g. Topik yang berhubungan dengan hiburan (artis, seni, dll.)
   h. Lainnya…. (Sebutkan)

4. Bahan belajar apa yang adik suka?
   a. Dialog
   b. Artikel dari koran, majalah,internet,dll.
   c. Gambar/foto
   d. Rekaman dari *listening* (misalnya, lagu-lagu, *speech*, dll.)
   e. Video
   f. Tata bahasa (*Grammar*) bahasa Inggris
   g. Kosakata
   h. Peta
   i. Pengumuman
   j. Grafik dan tabel
   k. Lainnya…. (Sebutkan)

5. Jenis aktivitas mendengar apa yang adik inginkan dalam kegiatan ekstrakurikuler ECC?
   a. Mendengarkan dialog kemudian melengkapi teks yang rumpang
   b. Mendengarkan dialog dan menjawab pertanyaan
   c. Mendengarkan sebuah video dan mengidentifikasikan ekspresi-ekspresi dalam video tersebut.
   d. Mendengarkan dialog dan mengambil intisari dari dialog tersebut
   e. Mendengarkan teks lisan pendek dan melengkapi informasi ke dalam tabel
   f. Merespon pertanyaan lisan dengan ungkapan yang tepat
   g. Lainnya ….(Sebutkan)

6. Berapa lama durasi input materi mendengarkan bahasa Inggris yang adik inginkan?
   a. 1 menit
   b. 2-3 menit
   c. Lebih dari 3 menit
   d. Lainnya…. (Sebutkan)

7. Jenis aktivitas berbicara apa yang adik inginkan dalam kegiatan ekstrakurikuler ECC?
   a. Bertukar ide dan pendapat dengan teman
   b. Mendeskripsikan sebuah gambar secara lisan
   c. Berdiskusi tentang topik tertentu
   d. Berdiskusi mengenai kegiatan sehari-hari
   e. Bermain peran
   f. Bercerita (*Story telling)*
   g. Mempraktekkan dialog/percakapan
   h. Melakukan sebuah permainan
   i. Lainnya…. (Sebutkan)

8. Aktivitas apa yang adik inginkan agar dapat membantu adik dalam belajar kosakata?
   a. Mengkelompokkan kata yang sejenis

b. Melengkapi teks rumpang dengan kosakata yang tersedia
c. Menemukan padanan (*synonym*) dan lawan kata *(antonym*)
d. Mengidentifikasi jenis kata
e. Mengeja kata-kata dengan baik
f. Lainnya…. (Sebutkan)

9. Jenis aktivitas dalam kegiatan pengucapan *(pronunciation*) seperti apa yang adik inginkan?
   a. Mengucapkan kata/kalimat dengan intonasi yang benar
   b. Mengidentifikasi pengucapan (pronunciation) suatu kata dengan benar.
   c. Mengucapkan kata, frase, dan kalimat dengan benar.
   d. Memperhatikan penekanan (*stressing*) dalam pengucapan kata
   e. Lainnya …. (Sebutkan)

10. Dalam kegiatan ekstrakurikuler ECC, aktivitas apa yang adik inginkan agar membantu adik dalam belajar tata bahasa (*grammar*) bahasa Inggris?
    a. Menghafalkan rumus untuk menyusun kalimat
    b. Mengidentifikasi bagian yang salah dari sebuah kalimat
    c. Melengkapi teks rumpang dengan tata bahasa yang benar
    d. Mempraktekkan kegiatan berbicara dengan memperhatikan tata bahasa yang tepat
    e. Melakukan permainan
    f. Lainnya…. (Sebutkan)

11. Dalam proses pembelajaran di kegiatan ekstrakurikuler ECC, seorang guru bahasa Inggris seharusnya menjadi….

    a. *Organizer,* guru mengarahkan aktivitas yang akan dilakukan peserta didik.
    b. *Fasilitator*, menyediakan fasilitas yang memungkinkan kemudahan kegitan belajar anak didik, menciptakan lingkungan belajar yang menyenangkan.
    c. *Motivator*, guru hendaknya dapat mendorong anak didik agar bergairah dan aktif belajar.
    d. Observer, guru sebagai pengamat terhadap perkembangan peserta didiknya.
    e. *Model*, guru sebagai contoh yang baik bagi peserta didik
    f. Lainnya…. (Sebutkan)

12. Apa yang seharusnya dilakukan oleh guru bahasa Inggris dalam proses pembelajaran dalam kegiatan ekstrakurikuler ECC?
    a. Memberikan informasi pada siswa
    b. Mengajar secara komunikatif
    c. Menjelaskan tugas yang akan dikerjakkan oleh siswa
    d. Mengamati pencapaian siswa dalam pembelajaran bahasa Inggris
    e. Memberikan siswa kesempatan untuk bertanya dan menjawab pertanyaan
    f. Memberikan tanggapan (*feedback*)

g. Lainnya…. (Sebutkan)

13. Peran apa yang adik inginkan dalam proses pembelajaran dalam kegiatan ekstrakurikuler ECC?
    a. Peserta didik yang aktif (siswa berinteraksi dengan aktif dalam proses pembelajaran)
    b. Pendengar dan performer dalam kelas
    c. Pesrta didik yang mendengarkan penjelasan dan melaksanakan instruksi guru
    d. Peserta didik yang kreatif mengorganisasikan informasi untuk menyelesaikan masalah yang harus dipecahkan.
    e. Lainnya…. (Sebutkan)

14. Adik menginginkan setting kegiatan ekstrakurikuler ECC ….
    a. Di dalam kelas dengan susunan tempat duduk yang sama seperti kelas pagi
    b. Di dalam kelas dengan susunan tempat duduk yang bervariasi dan menarik
    c. Kadang di luar kelas yang masih termasuk area sekolah
    d. Lainnya…. (Sebutkan)

15. Pada saat mengerjakan tugas ECC, setting yang adik suka adalah….
    a. Mengerjakan tugas secara individu
    b. Mengerjakkan tugas secara berpasangan
    c. Mengerjakan tugas secara berkelompok
    d. Lainnya…. (Sebutkan)

16. Kesulitan apa yang sering ditemukan adik ketika belajar bahasa Inggris dalam kegiatan ekstrakurikuler ECC?
    a. Merasa tidak percaya diri saat diminta untuk berbicara menggunakan Bahasa Inggris
    b. Merasa kesulitan untuk menggunakan struktur kalimat saat berbicara dalam bahasa Inggris
    c. Merasa kesulitan saat mendengarkan seseorang berbicara dalam bahasa Inggris
    d. Merasa kesulitan saat menghafal kosakata bahasa Inggris
    e. Lainnya…. (Sebutkan)

17. Menurut adik, berapa jumlah tugas (*tasks*) yang efektif dalam 1 unit materi dalam kegiatan ECC?
    a. 10-12
    b. 13-15
    c. 15 lebih
    d. Lainnya…. (Sebutkan)

******THANK YOU******

Appendix B

The Needs Analysis Results

Needs Analysis Results

No	The Statements of Learners' Needs	n	%
1	You want the designed materials to help you in learning English for….		
	a. developing confidence when speaking in English	10	33.33
	b. developing knowledge, especially English functions	24	80.00
	c. having communication in English correctly	12	40.00
	d. developing English skills	14	46.67
	e. providing materials suitable for the future work place	1	03.33
	f. others….(mention)	0	00.00
2	The materials that you need in ECC are the materials that….		
	a. provide the vocabularies based on the curriculum	5	16.67
	b. provide the way how to read the vocabularies correctly	21	70.00
	c. provide grammar based on the curriculum	2	06.67
	d. provide conversation practice	16	53.33
	e. others ….(mention)	1	03.33
3	What is learning topic that you want in ECC?		
	a. The topic related to school environment	8	26.67
	b. The topic related to friendship	13	43.33
	c. The topic related to families	5	16.67
	d. The topic related to daily activities	8	26.67
	e. The topic related to nature and environment	8	26.67
	f. The topic related to technology	8	26.67
	g. The topic related to entertainment (artists, arts, news, etc.)	13	43.33
	h. Others ….(mention)	1	03.33
4	What kind of input do you like?		
	a. Dialogues	17	56.67
	b. Articles from news, magazines, internet, etc.	5	16.67

	c. Pictures/photos	10	33.33
	d. Recordings	17	56.67
	e. Videos	17	56.67
	f. English grammar	11	36.67
	g. Vocabularies	17	56.67
	h. Map	0	00.00
	i. Announcement	1	03.33
	j. Graph and chart	0	00.00
	k. Others ….(mention)	0	00.00
5	What kind of listening activities do you want in ECC?		
	a. Listening to the dialog and completing the blank texts	7	23.33
	b. Listening to the dialog and answering the questions	14	46.67
	c. Listening to a video and finding certain expressions in the video.	13	43.33
	d. Listening to the dialog and get the contents of the dialog	3	10.00
	e. Listening to the dialog and completing information to a table	0	00.00
	f. Responding the oral questions with correct answer	9	30.00
	g. Others….(mention)	1	03.00
6.	How long the listening input do you want?		
	a. 1 minute	13	43.33
	b. 2-3 minutes	9	30.00
	c. More than 3 minutes	8	26.67
	d. Others…. (mention)	0	00.00
7	What kind of speaking activities do you want in ECC?		
	a. Sharing ideas and opinions with friends	8	26.67
	b. Describing a picture orally	5	16.67
	c. Discussing a certain topic	5	16.67
	d. Discussing about daily activities	5	16.67

	e. Role playing	13	43.33
	f. Story telling	5	16.67
	g. Practicing dialogs/ conversations	12	40.00
	h. Playing games	8	26.67
	i. Others ….(mention)	0	00.00
8	What activities do you want to learn vocabulary?		
	a. Grouping words	5	16.67
	b. Completing a blank text with available words	11	36.67
	c. Finding the synonym/antonym of words	17	56.67
	d. Identifying the parts of speech	9	30.00
	e. Spelling the words correctly	11	36.67
	f. Others…. (mention)	0	00.00
9	What kind of activities in pronunciation do you want?		
	a. Pronouncing words/ sentences with correct intonation	15	50.00
	b. Identifying sound of words in English correctly	11	36.67
	c. Pronouncing words, phrases, and sentences correctly	16	53.33
	d. Paying attention to the word stressing	12	40.00
	e. Others…. (mention)	0	00.00
10	What kind of activities in grammar do you want?		
	a. Memorizing the grammar patterns to compose sentences	9	30.00
	b. Identifying the incorrect part from the sentences	5	16.67
	c. Completing a blank text with correct grammar	7	23.33
	d. Practicing speaking activities by paying attention to the grammar	12	40.00
	e. Playing games	10	33.33
	f. Others ….(mention)	0	00.00
11	What role should an English teacher play in the ECC teaching and learning process?		
	a. As an organizer	14	46.67

	b. As a facilitator	14	46.67
	c. As a motivator	11	36.67
	d. As an observer	14	46.67
	e. As a model	8	26.67
	f. Others ….(mention)	0	00.00
12	What should an English teacher do in the ECC teaching learning process?		
	a. Give information to the students	11	36.67
	b. Teach communicatively	20	66.67
	c. Explain tasks that should be done by the students	3	10.00
	d. Monitor students achievement in learning English	12	40.00
	e. Give students chance to share or ask questions	8	26.67
	f. Give feedback	5	16.67
	g. Others…. (mention)	0	00.00
13	What should students be in an ECC learning process?		
	a. Active students	24	80.00
	b. Listeners and performers in the classroom	4	13.33
	c. Students who listen to the teacher and do the instruction from teacher	5	16.67
	d. Students who are creative in problem solving	15	50.00
	e. Others ….(mention)	0	00.00
14	What setting place do you want in ECC?		
	a. In the same class and seating arrangements like in the morning class	0	00.00
	b. In a class with various and interesting seating arrangements	24	80.00
	c. Sometimes outside the classroom	28	93.33
	d. Others….(mention)	4	13.33
15	What setting do you want in doing the ECC tasks?		
	a. Do the tasks individually	6	20.00
	b. Do the tasks in pairs	28	93.33

	c. Do the tasks in groups	24	80.00
	d. Others…. (mention)	0	00.00
16	What is your difficulty in learning English at ECC?		
	a. It's difficult to feel confidence when speak in English	19	63.33
	b. It's difficult to use sentence pattern when speak in English	22	73.33
	c. It's difficult to listen teacher/someone speak in English	12	40.00
	d. It's difficult to memorize many English vocabularies	4	13.33
17	In your opinion, how many tasks in one unit of ECC materials that will be ideal?		
	a. 10-12	17	56.67
	b. 13-15	8	26.67
	c. More than 15	2	06.67
	d. Others….(mention)	3	10.00

Note:

n = the number of students who vote for the statements of needs analysis

%= the percentage of the number of students who vote for the statements of needs analysis

Appendix C

Interview Guideline in Needs Analysis Process

INTERVIEW GUIDELINE FOR STUDENTS

1. Adik mau tidak kakak buatkan materi untuk belajar di ECC ini? Adik belum punya bahan belajar untuk kegiatan ECC ini kan?
2. Materi seperti apa sih yang adik inginkan di kelas ECC ini?
3. Aktivitas belajar apa yang adik sukai?
4. Adik suka tidak dengan gambar-gambar?
5. Adik lebih suka materi berwarna putih saja atau berwarna-warni?

INTERVIEW GUIDELINE FOR THE ECC TEACHER

1. Ibu, bagaimana karakteristik siswa saat pembelajaran bahasa Inggris di ECC sedang berlangsung?
2. Materi apakah yang biasanya digunakan untuk mengajar siswa ECC?
3. Media pembelajaran apa sajakah yang biasa digunakan untuk membantu siswa dalam belajar?
4. Kegiatan belajar apa saja yang biasa dilakukan siswa di dalam kelas ECC?

Appendix D

Interview Transcripts

INTERVIEW TRANSCRIPTS
(THE DATA FROM INTERVIEW WITH STUDENTS)

R= *Adik kan sudah mengisi kuesioner, adik-adik beneran mau kan kakak buatkan materi untuk belajar di ECC ini?*
Ss= *Mau kak!!!!*
R=*oke kakak buatin, materi seperti apa sih yang adik inginkan di kelas ECC ini?*
Ss= *materi yang bagus kak.*
R= *iya materi yang bagus, tapi yang bagus itu seperti apa menurut kalian?coba Diah, menurut kamu materi yang bagus seperti apa?*
S= *yang menarik, yang buat kita semangat belajar ka.*
Ss= *setuju kak.*
R= *kalo begitu besok kakak buatin yang bagus dan menarik ya. Terus, ECC ini kan program untuk meningkatkan kemampuan berbicara kalian. Terus aktivitas belajar apa yang adik sukai?terutama aktivitas untuk speaking. Coba Trisia, menurut kamu bagaimana?*
S= *Bener kak. Saya lebih suka permainan ka. Sama latihan ngomong ka.*
R= *wah bagus, kalo yang lain bagaimana?*
Ss=*sama!*
R= *wah masa cuma sama, coba Laili, bagaimana menurut kamu?*
S= *kalo saya apa saja suka yang penting menarik ka. Yang ngga buat ngantuk.*
R= *oh, begitu ya, apakah yang lain setuju?*
Ss=*setuju kak.*
R= *oke kalo begitu. Terus adik suka tidak dengan materi yang banyak gambarnya? Seperti foto atau gambar animasi? Coba Hepi, bagaimana menurut kamu?*
S= *kalo saya tidak suka kak, soalnya jadi seperti anak kecil.*
R= *wah, Hepi ternyata dewasa sekali ya.bagaimana menurut yang lain?Ellisa?*
S=*kalo saya tidak apa-apa ada gambarnya kak, palah membosankan kalo tidak bergambar.*
R= *wah, ada yang suka gambar, ada juga yang tidak suka. Ya sudah, besok ada gambarnya tapi tidak terlalu banyak. Bagaimana?*
Ss= *iya kak, setuju.*
R= *okay, terus materinya mau dikasih warna atau hanya hitam dan putih saja?*
Ss= *berwarna kak. Yang bagus.*
R=*okay, terus warna apa?*
Ss=*hijau ka!biru juga!merah, pink sama jingga.*
R= *wah jadi colorful sekali kalo seperti itu ya? Kan kakak mau buat 3 unit materi. Bagaimana kalo setiap unit warnanya berbeda?*
Ss= *setuju!!!!*

INTERVIEW TRANSCRIPTS

(THE INTERVIEW RESULTS WITH THE ECC TEACHER)

R= *Ibu, bagaimana menurut anda tentang karakteristik siswa-siswi ECC dalam proses pembelajaran?*
T= *Ya bervariasi mbak, ada yang aktif dan pasif. Yang aktif ya yang mendominasi dalam kegiatan pembelajaran.*
R= *Lalu kalau yang kurang aktif (pasif), apa yang mereka lakukan di dalam kelas?*
T= *Kalau yang pasif ya hanya duduk diam, sambil mendengarkan teman atau gurunya berbicara. Seperti malu-malu dan gak pede.*
R= *Oh, begitu ya bu. Lalu selain materi dari coursebook, materi apa saja yang biasanya Ibu gunakan untuk mengajar?*
T= *Kadang saya menggunakan materi dari internet mba, kadang game, tapi seringkali hanya pake coursebook yang dipake dipagi hari mba.*
R= *Ya bu. Berarti benar-benar tidak ada materi khusus untuk ECC ya bu?*
T= *ya tidak mba, makanya saya senang Mbak katanya mau mendesain materi untuk itu.*
R=*Hehe. Iya bu, Insyaalloh akan saya desainkan. Menurut Ibu, materi seperti apa ya bu yang bagus untuk ECC?*
T= *ya yang bagus mba, yang memotivasi siswa untuk berbicara, yang menarik bagi siswa, biar ga ngantuk.*
R= *iya bu. Lalu, biasanya Ibu pakai media apa ya bu dalam mengajar?*
T= *jarang pake media mba. Kan paling mengajarnya pake coursebook, kadang ibu suruh liat film dan melakukan permainan.*
R= *Oh, begitu ya bu. Lalu kegiatan yang biasa dilakukan di dalam kelas itu apa ya bu?*
T= *Seringnya siswa bertanya materi pagi yang belum mereka pahami, kadang juga berdiskusi.*
R= *oh, bagaimana dengan bermain peran dan melakukan permainan bu?*
T= *ya kadang sih mba.*
R=*Oh, begitu ya bu. Kalau begitu saya sudahi sampai disini wawancaranya bu. Terimakasih atas informasinya bu.*
T=*Iya mbak, sama-sama. Jangan lupa buat materinya yang bagus ya mbak, tolong dikasih kegiatan-kegiatan yang menarik.*
R= *Iya bu, besok saya buatkan* Task-Task *yang mencakup kegiatan-kegiatan yang menarik dan memotivasi siswa untuk berbicara.*

Appendix E

The Course Grid

COURSE GRID

Name of the School : SMAN 1 Kroya

Subject : English for ECC

Class/ Semester : X/ 2

Competence Standard: 9.Expressing meaning of a transactional and interpersonal conversation in daily life contexts.

Basic Competence	**Topic/ Unit Title**	**Language Functions**	**Learning Activities**	**Indicators**	**Time Allocation**	**Sources and Media**
9.1. Expressing the meaning within transactional (to get things done) and interpersonal (to socialize) dialogs using spoken language accurately, fluently, and appropriately in	Unit 1: Friendship / Meta, what a nice bag.	• Complimenting someone • Responding to compliment • Congratulating someone • Responding to	A. Opening Activities 1. Unit Title 2. The Goal of Unit 3. Warming-Up Ss study some pictures. Then, they answer the questions. B. Main Activities 1. Presentation	Students are able to: • identify the expressions of complimenting	4x 45 minutes	Sources: • Blundell, John, et al. 1982. Function

daily life contexts involving the expression of compliment and congratulation.		congratulations	a. Ss listen to the recording. Then, Ss answer some questions based on the recording. b. Ss find some expressions used for complimenting and congratulating someone in the recording. Then, they discuss the answers with their friends and share them. c. Ss study how some words are pronounced and match the words with the synonyms in the box. d. Ss study the expressions used for complimenting, congratulating someone and responding the complimenting and congratulating expressions. e. Ss listen to recordings and decide whether	and congratulating from a dialog. • pronounce the words or sentences properly. • express compliment and congratulate in appropriate situations.		in English. Oxford: Oxford Univ. Press. • Van Ek,J.A. 1991. Threshold 1990.UK: Cambridge University Press.

			each expression is a compliment or congratulations. f. Ss listen to recordings and complete the dialogue with the expressions in the box. g. Ss watch a video and find the expressions of complimenting and congratulating in the video. 2. Practice a. Ss play a game that focuses on the expressions used for complimenting and congratulating someone. b. Ss work in a group of three or four and act out a dialogue based on these situations. Use the expressions of complimenting and congratulating. 3. Production a. In pairs, students play	• respond to compliment and congratulation appropriately. • express compliment and congratulation in more creative ways. • respond to compliment and		• Wall, Allie P. 1998. Say It Naturally. Heinle and Heinle. • Some sources from internet Media:

			a role based on the situation C. Closing Activities. a. Reflection b. Summary c. Vocabulary List	congratulation in more creative ways.		• Situational Cards, audio, leptop, some number cards to the game.
9.2. Expressing the meaning within transactional (to get things done) and interpersonal (to socialize) dialogs using spoken language accurately, fluently, and	Headline News/ That's surprising!	• Expressing surprise • Expressing disbelief • Responding to the surprise and disbelief	A. Warming-Up Ss study some pictures. Then, they answer the questions. B. Main Activities 1. Presentation a. Ss listen to the recording. Then, Ss answer some	Students are able to: • identify expressions of	4x45 minutes	Blundell, John, et al. 1982. Function in English.

appropriately in daily life contexts involving the expressions of surprise and disbelief.		expressions.	questions based on the recording. b. Ss find some expressions used for expressing surprise and disbelief in the recording. Then, they discuss the answers with their friends and share them. c. Ss study how some words are pronounced and match the words with the synonyms in the box. d. Ss study the expressions used for expressing surprise and disbelief. e. Ss listen to recordings and decide whether each expression is a surprise or disbelief expression. f. Ss listen to recordings and complete the dialogue with the expressions in the box. g. Ss watch a video and	surprise and disbelief. • pronounce the expressions of surprise and disbelief correctly. • express surprise and disbelief about something in appropriate situations		Oxford: Oxford Univ. Press. • Van Ek,J.A. 1991. Threshold 1990.UK: Cambridge University Press.

			find the expressions of surprise and disbelief in the video. 2. Practice a. Ss play a game that focuses on the expressions used for expressing surprise and disbelief. b. Ss work in a group of three or four and act out a dialogue based on these situations. Use the expressions of surprise or disbelief. 3. Production a. In pairs, students play a role based on the situation provided. C. Closing Activities. 1. Reflection 2. Summary 3. Vocabulary List	• express surprise and disbelief about something in more creative ways.		• Wall, Allie P. 1998. Say It Naturally. Heinle and Heinle. • Some sources from internet Media:

						-situational cards, audio, leptop
9.2. Expressing the meaning within transactional (to get things done) and interpersonal (to socialize) dialogs using spoken language accurately, fluently, and appropriately in daily life contexts involving the expressions of giving, accepting and refusing an invitation.	Friendship / Would you like to come?	• Giving an invitation • Accepting an invitation • Refusing an invitation	A. Warming-Up Ss study some pictures. Then, they answer the questions. B. Main Activities 1. Presentation a. Ss listen to the recording. Then, Ss answer some questions based on the recording. b. Ss find some expressions used for making, accepting and refusing an invitation in the recording. Then, they discuss the answers with their friends.	Students are able to: • identify the expressions of giving, accepting and refusing an invitation. • pronounce the	4x45 minutes	• Blundell, John, et al. 1982. Function in English. Oxford: Oxford Univ. Press.

			c. Ss study how some words are pronounced and match the words with the synonyms in the box. d. Ss study the expressions used for making, accepting and refusing an invitation. e. Ss listen to recordings and decide whether each expression is an expression for accepting or refusing an invitation. f. Ss listen to recordings and complete the dialogue with the expressions in the box. g. Ss watch a video and find the expressions of accepting and refusing an invitation in the video. 2. Practice a. Ss play a game that focuses on the	expressions of giving, accepting and refusing an invitation. • giving, accept and refuse an invitation with appropriate expressions. • giving, accept and refuse an invitation in more creative		• Van Ek,J.A. 1991. Threshold 1990.UK: Cambridge University Press. • Wall, Allie P. 1998. Say It Naturally.

			expressions used for making, accepting and refusing an invitation. c. Ss work in a group of three or four and act out a dialogue based on these situations. Use the expressions of making, accepting and refusing an invitation. 3. Production a. In pairs, students play a role based on the situation provided. C. Closing Activities. 1. Reflection 2. Summary 3. Vocabulary List	ways.		Heinle and Heinle. • Some sources from internet. Media: • Situational cards, audio, leptop.

Appendix F

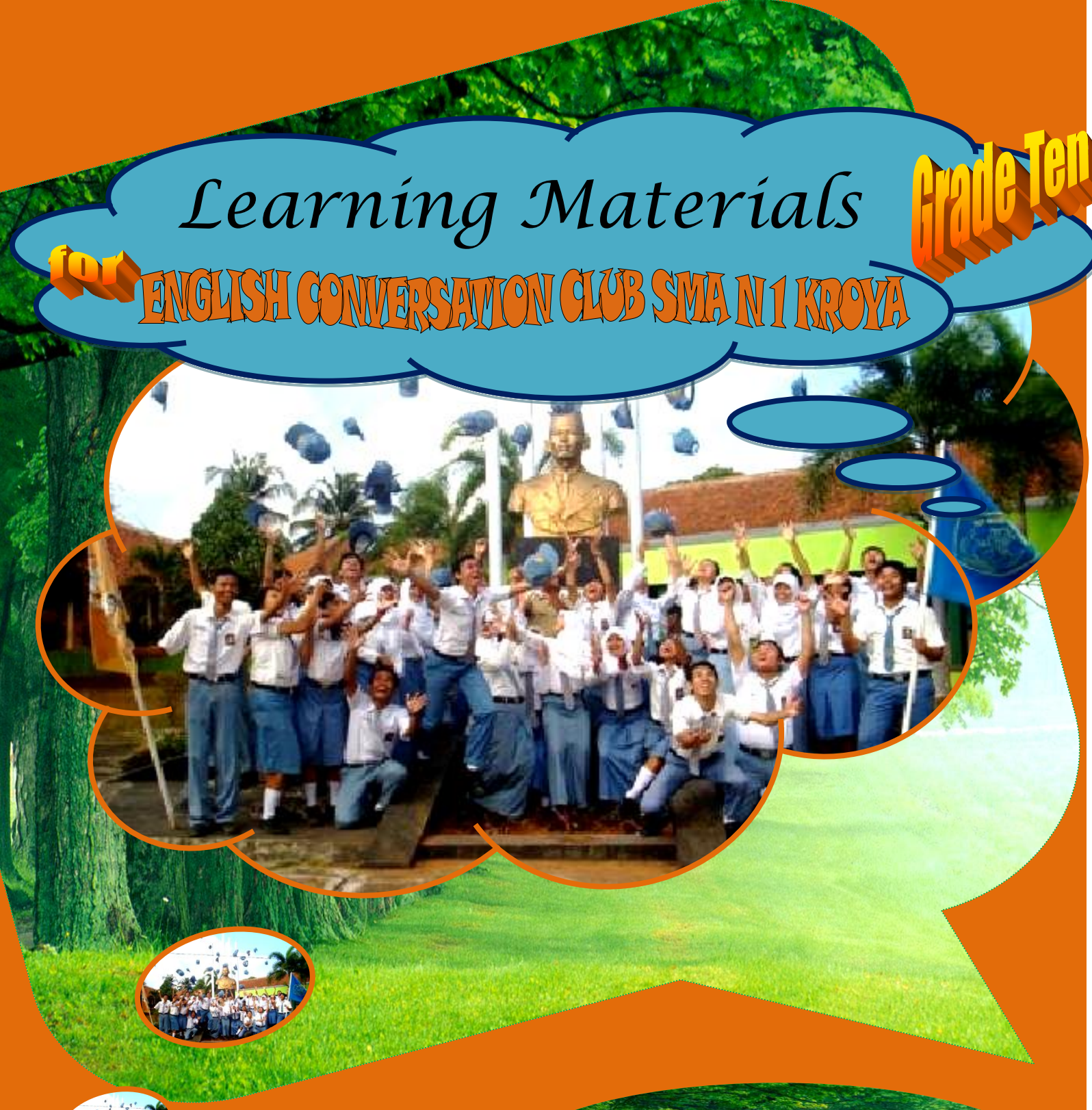
The First Draft

Learning Materials

for

ENGLISH CONVERSATION CLUB SMA N 1 KROYA

Grade Ten



By:

Gandi Nur Pratiwi

PREFACE

'Learning Materials for English Conversation Club Grade Ten' is a series of English learning materials for English Conversation Club students of grade ten in *SMA N 1* Kroya. The materials have been designed carefully to meet the students' target and learning needs in learning English, especially in ECC program.

Since the English Conversation Club in *SMA N* 1 Kroya is held to improve students speaking ability, the materials emphasize on the spoken cycle, especially speaking. The activities in the learning materials cover listening and speaking skills which are accompanied by some activities for sub skills, such as vocabulary, pronunciation and grammar activities. The materials are integrated and organized in a sequence of activities around the language function being discussed.

'Learning Materials for English Conversation Club Grade Ten' is designed based on English curriculum for *SMA* in the second semester of grade ten and the students' needs in learning English. The writer expects that the materials will give some contribution to the improvement of the English teaching and learning in English Conversation Club.

Yogyakarta, 17 May 2013

The writer

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Unit 3 Would You Like to Come? 33

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UNIT 1

META, WHAT A NICE BAG!

Picture 1.1

Complimenting and congratulating others are important in our life, right? Have you ever complimented and congratulated your friends? How do you respond when they do the same to you? Do you know how to express compliment and congratulations?

In this unit, you will learn how to compliment, congratulate and respond to the expressions. Have fun.

A. LET'S GET READY

Task 1

Study the pictures below and answer the questions. The words in the box may help you.

Hi Deshy, you have done the best today.

Do you really think so Meta?

Yeah, your voice is melodious and you sing very well.

Well, it's nice of you to say that.

Yeah, you are totally amazing! Congratulations!

Thank you, Meta.

Picture 1.2

Questions:

1. Can you guess what happens between them?
2. What is Meta's intention by saying the expressions?
3. How does Deshy respond to Meta?
4. Have you ever used such an expression to your friend? When?
5. Have your friends ever said such an expression to you? When?

Winner /ɪ / : **Pemenang**
Smart / / : **Pandai**
Congratulate / ɪ / : **Mengucapkan selamat**
Gorgeous /ɪ / : **Menawan**
Thankful /ɪ / : **Berterimakasih**

B. LET'S DO THE ACTIONS

Task 2

Listen to the recording. Then, answer the following questions. Do it carefully.

1. What are they talking about?
2. What does Fia say to Ellisa?
3. How does Ellisa respond to Fia?

Task 3

Could you find any expressions used for complimenting and congratulating in Task 2? In pairs, discuss the answers and share them with your friends.

Task 4

Study the right ways to say the words below. Then, find the synonyms in the right box.

achievement / ʧ / charming
/ʧ /

extremely / ʧ / fantastic
/ ʧ /

farewell /ɣ ʧ / friendly /ʧ /

nice / / patient /ʧ /

1. achievement	a. enduring
2. charming	b. sociable
3. extremely	c. delightful
4. fantastic	d. very
5. farewell	e. leave-taking
6. friendly	f. attainment
7. melodic	g. judicious
8. nice	h. pleasant
9. patient	i. tuneful
10. wise	j. terrific

Task 5

Well, it's time to study the following expressions in pairs. Then, listen to your teacher and repeat after him/her.

Complimenting Someone

These expressions are used to compliment someone:

- ✓ May I say how smart you look?
- ✓ My compliments on your beauty, princess. (More Formal)
- ✓ I really must express my admiration for your voice.
- ✓ You are looking very good with those shoes.
- ✓ What a charming dress!
- ✓ What a beautiful girl you are!
- ✓ What a lovely bag!
- ✓ That's a very nice coat!
- ✓ That is a fantastic voice!
- ✓ You look very nice.
- ✓ You look really smart and gorgeous.
- ✓ I like your hair style! (Less Formal)
- ✓ You're terrific/fantastic.

Congratulating Someone

These expressions are used to congratulate someone.

- Please accept my warmest congratulation. (More Formal)
- I'd like to be the first to congratulate you on your win.
- It was great to hear that you win the contest.
- Congratulations on your success.
- I must congratulate you.
- May I congratulate you on your success?
- Congratulations on your success.
- Congratulations!
- Congrats! Finally, your dream comes true!
- Well done! (Less Formal)

Responding to the Complimenting and Congratulating Expressions

- Thank you very much.
- It's very kind of you to say that.
- It's very nice of you to say so.
- Oh good, I'm glad you think so.

Task 6

Listen to the recording and decide whether each expression is categorized into a compliment or congratulations by putting a tick (√) in the correct box.

No	Compliments/Congratulations	
1	☐ Compliment	☐ Congratulations
2	☐ Compliment	☐ Congratulations
3	☐ Compliment	☐ Congratulations
4	☐ Compliment	☐ Congratulations
5	☐ Compliment	☐ Congratulations

Task 7

Listen and complete the dialogue with the expressions in the box. Then, act it out. Do it carefully

a. Do you really think so? That's unintentionally.

b. Oh, thanks Bagus, You did it well, too.

c. It's very nice of you to say so, Laili. The medal is for us.

d. Thank you very much. I like the subject so much.

e. Well, It's very kind of you to say that, Jack. I did my best in the contest.

1. A: Wow, you did the maths exam very quickly. That was very excellent!
   B: .....

2. A: Tesa, congratulations you won yesterday. You're very great.

   B: .....

3. A: I watched you on TV last night. That's very fantastic!

   B: .....

   A: Yeah, you're totally amazing.

   B: Thank you very much

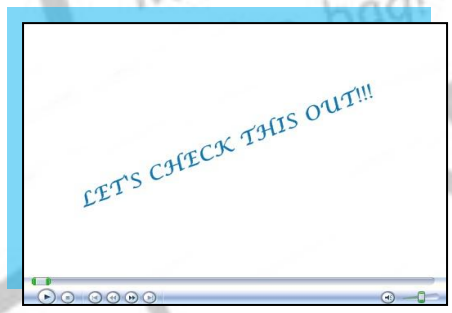
4. A: Trisia, you're totally amazing. You get a gold medal. Congratulations!

   B: .....

5. A: I congratulate you on the best score you made, Andes. You did the exam very well.
   B: .....

Task 8

Do you like watching videos? That is very interesting, right? Watch the video and find the expressions of complimenting and congratulating in it.



Source: www.britishcouncil.org

Task 9

Do you like playing games? What kind of games do you like? Let's play a game.

ZIP-ZAP Game

1. Make a big circle
2. The students do a 'stone, paper, and scissors' to get the lost one to stand in the middle of the circle.
3. Each student in the circle has one chair to sit.

4. The student in the middle points to a student and says either ZIP! Or ZAP!

5. When she/he says ZIP! The child you are pointing should express complimenting or congratulating to the student sitting on his/her left. When she/he says ZAP! The child you are pointing should express complimenting or congratulating to the student sitting on his/her right.

6. Once the student gets accustomed to the game, keep the pace fast. After a while, instead of pointing a student, call ZIP-ZAP! Now all the students stand up and run to a different chair.

7. The student who does not get the chair, stands in the middle and plays the game again.

Task 10

Work in groups of three or four. Make a conversation based on these situations below and act it out. Don't forget to use the expressions used for complimenting and congratulating someone.

1. Your friend got a gold medal on a tennis game.

2. Your classmate got the best mark in the English subject.

3. Your classmate is the winner of a fashion show. She wore the best dress.

4. Your friend got the silver medal in a traditional dance competition.

5. Your classmate is the winner of a speech contest.

6. Your classmate got the best score in the final semester test.

7. Your friend got a new motorcycle on her birthday.

C. LET'S CHECK YOUR ACHIEVEMENT

Task 11

Let's play a role, choose one of the provided situations. Use the expressions for complimenting or congratulating someone.

1. Your friend has a new bag.

2. Your friend won a singing contest.

3. Your friend won a gold medal in the Physics Olympic.

4. Your friend got a scholarship to UNY.
5. Your friend does the exam very quickly.
6. Your classmate is the runner-up of the Cilacap Tourism Ambassador.
7. Your friend can memorize everything well.

D. LET'S DO A REFLECTION

Did you learn much from this unit? Then, how much have you learnt from this unit? Put a tick (√) in the empty column based on how much you have learnt in this unit.

No	Aspect	Very Much	Much	Little
1	Using the expressions of complimenting			
2	Using the expressions of congratulating			
3	Responding to the expressions of complimenting and congratulating			
4	Identifying vocabulary			
5	Pronouncing key words			

E. LET'S MAKE A SUMMARY

1. Complimenting someone

These expressions are used to compliment someone:

- ✓ May I say how smart you look?
- ✓ My compliments on your beauty, princess. (More Formal)
- ✓ I really must express my admiration for your voice.
- ✓ You are looking very good with those shoes.
- ✓ What a charming dress!
- ✓ What a beautiful girl you are!
- ✓ What a lovely bag!
- ✓ That's a very nice coat!
- ✓ That is a fantastic voice!
- ✓ You look very nice.
- ✓ You look really smart and gorgeous.
- ✓ I like your hair style! (Less Formal)
- ✓ You're terrific/fantastic.

2. Congratulating someone

These expressions are used to congratulate someone.

- It was great to hear that you win the contest. (More Formal)
- Congratulations on your success.
- I must congratulate you.
- Congratulations on your best ranking.
- Congratulations!
- Congrats! Finally, your dream comes true!
- Well done! (Less Formal)

3. Responding to the expressions of complimenting and congratulating.

Thank you.

Thank you very much.

It's very kind of you to say that.

It's very nice of you to say so.

Oh good, I'm glad you think so.

F. LET'S ENRICH OUR VOCABULARY

VOCABULARY LIST

Buy	/ /	*verb* [T]	*: membeli*
Careful	/t /	*adjective*	*: hati- hati; teliti*
Cheerful	/t /	*adjective*	*: ceria*
Contest	/t /	*noun* [C]	*: kontes*
Diligent	/t /	*adjective*	*: rajin*
Energetic	/Y t /	*adjective*	*: enerjik*
Friendly	/t /	*adjective*	*: ramah*
Generous	/t /	*adjective*	*: dermawan*
Glad	/ /	*adjective*	*: gembira*
Humorous	/t /	*adjective*	*: humoris*
Intelligent	/ t /	*adjective*	*: pintar*
New	/ /	*adjective*	*:baru*
Nice	/ /	*adjective*	*: baik; bagus*
Wear	/ /	*verb*	*:memakai*
Win	/ /	*verb*	*:menang*

UNIT 2

THAT'S SURPRISING!

Picture 2.1

In your life, you may find things that surprise you or things you do not believe. Sometimes you may hear bad news or good news. What is your reaction? What will you say?

In this unit, we will learn how to express your surprise and disbelief in more creative ways.

A. LET'S GET READY

Task 1

Study the pictures and dialogues below. Then, answer the questions orally. The words in the box may help you.

Nency, look at that news. Raffi and Wanda are a couple.

Wow, what a surprise!

Picture 2.2

Look at the picture! Tsunami in Japan killed 1000 people.

Oh My God. I can't believe it, Dhea.

Picture 2.3

Oh, my God. Can you see the picture?

Is that true? It must be kidding, right?

Picture 2.4

Questions:

1. What is your feeling after seeing those pictures?
2. What will you say to express your feeling?
3. Have you ever seen other unusual things in the world? Where?
4. What is the most unusual thing that you've ever seen?
5. What makes you feel very surprised and disbelieve in your life?

Strange / /: Aneh

Odd / / : Ganjil

Shocked / /: Kaget

News / / : Berita

B. LET'S DO THE ACTIONS

Task 2

Listen to the recording. Then, answer the following questions. Do it carefully.

Dialogue A

1. What are they talking about?
2. What does Asha say?
3. How does Sukma respond?
4. What happened with the Earth?
5. Did something serious happen?

Dialogue B

1. What are they talking about?
2. What does Risa say?
3. How does Ellisa respond?
4. What makes Ellisa feel so surprised?
5. Why does Risa give a gift to Ellisa?

Task 3

Could you find any expressions of surprise and disbelief in Task 2?

In pairs, discuss the answers and share them with your friends.

Task 4

Study the right ways to say the words below. Then, find the synonyms in the right box.

accident /ɪ / astonishing / ɪ /

damage /ɪ / disappointed

/ɪ ɪ /

flood / / glad / /

hurricane /ɪ / present /ɪ /

1. accident	a. storm
2. astonishing	b. disaster
3. damage	c. awful
4. disappointed	d. deluge
5. flood	e. pleased
6. glad	f. surprising
7. hurricane	g. sufferer
8. present	h. gift
9. terrible	i. upset
10. victim	j. dent

Task 5

Well, it's time to study the following expressions in pairs. Then, listen to your teacher and repeat after him/her.

Expressing Surprise

- ✓ I must say it surprises me as a total surprise.(More formal)
- ✓ I find it the most special gift that I've ever had.
- ✓ I find that very surprising.
- ✓ That's very surprising!
- ✓ Wow! What a surprise!
- ✓ That's a surprise!
- ✓ Oh, that's amazing!
- ✓ Good heavens!
- ✓ My goodness!
- ✓ Oh, my God!

(Less formal)

Expressing Disbelief

Are you serious?	You must be joking.
No! I don't believe it.	You're kidding!
Oh, really?	Is that true?

Responding to the Surprise and Disbelief Expressions

Yeah!
It is
Yup!
Positively!
It's true.
I'm serious.
No, I'm not kidding.

Do you want to know some idioms????

Bolt from the blue: means that it happened totally unexpectedly and was a complete surprise.

Caught unawares: If someone is *caught unawares*, they are surprised and unprepared for what happens

Do a double take: Someone who *does a double take* looks again in surprise at something unexpected.

Drop a bombshell: If you *drop a bombshell,* you make an unexpected announcement which will greatly change a situation.

Eyes on stalks: If your *eyes are on stalks* when you look at something, they are wide open with surprise or amazement

Jaw drops: If someone's *jaw drops,* they show total amazement.

Jump out of one's skin: If you *jump out of your skin*, you are extremely surprised or shocked

Source: http://www.learn-english-today.com

Task 6

Listen to the recording and decide whether each expression is categorized into a surprise or disbelief expression by putting a tick (√) in the correct box.

No				
1	☐	surprise	☐	disbelief
2	☐	surprise	☐	disbelief
3	☐	surprise	☐	disbelief
4	☐	surprise	☐	disbelief
5	☐	surprise	☐	disbelief

Task 7

Listen and complete the dialogue with the expressions in the box. Then, act it out. Do it carefully

- Oh, really? How did it happen?
- Wow. That's a very amazing picture. Where did you get this photo?
- Wow, that's very surprising. What's the relation between them?
- You must be kidding, right?
- Oh, my God. Is that true, Dewi?

1. A: Putri, can you guess what? Wanda was arrested during a drug raid at TV presenter Raffi Ahmad's house

   B: ……

   A: Yups. I don't know exactly, Put.
2. A: Hi Sukma, have you read The Jakarta Post today? A meteor exploded over Russia's Ural Mountains with the power of an atomic bomb.

   B: ……

   A:Yup. That's true, the sonic blasts shattering countless windows and injuring nearly 1,000 people.
3. A: Risma, did you watch TV last night? A crocodile ate a human being in a river.

   B: ……

   A: Yeah, perhaps the giant crocodile was very hungry.

4. A: Tik, look at this picture. The woman is so great, right?

   B: ……

   A: I took it from a website.

5. A: Dwi, do you know that Della's father has passed away?

   B: ……

   A: No, I'm not kidding.

   B: Oh no, I can't believe that. Yesterday, I just saw him.

Task 8

Watch the video and find the expressions of surprise and disbelief in it.

www.youtube.com

Task 9

Do you like a journalist world? Let's play a game in a journalist world.

INTERVIEW GAME

Ask your friends to answer some questions. The student who interviews the most is the winner and the most interesting answer should be presented in front of the class. Besides your classmates, you may interview your friends out the classroom.

1. Do you have the best news this week? What is it about?
2. Do you have the worst news this week? What is it about?
3. What is your best news this year?
4. What is the most shocking news do you have?
5. What is your most unusual news?

Task 10

Work in groups of three or four. Make a conversation based on these situations below and act it out. Don't forget to use the expressions of surprise or disbelief.

1. You got a new motorcycle on your birthday.
2. You get the news that President will come to your village.
3. You read that your idol got an accident and is in a serious condition.

4. You get the first rank in your class this semester, whereas you got the last rank in the previous semester.
5. Your friend won a ticket dinner with Kevin Aprilio.
6. You heard that your close friend has passed away.
7. Your new teacher is very handsome and young.

C. LET'S CHECK YOUR COMPETENCE

Task 11

Let's play a role, choose one of the provided situations. Use the expressions for expressing surprise or disbelief.

1. You get the best gift on your birthday.
2. Your idol has passed away.
3. Your smartest friend did not pass the exam.
4. An artist will come to your school.

5. You hear that you get the best mark in your class.
6. You watch a video about the corpse that returns back to life.
7. You hear that a man in Europe can bear a baby.

D. LET'S DO A REFLECTION

Did you learn much from this unit? Then, how much have you learnt from this unit? Put a tick (√) in the empty column based on how much you have learnt in this unit.

Aspect	Very Much	Much	Little
Using the expressions of surprise			
Using the expressions of disbelief			
Responding to the expressions of surprise and disbelief			
Identifying vocabulary			
Pronouncing key words			

E. LET'S MAKE A SUMMARY

1. Expressing Surprise

I must say it surprises me as a total surprise. (More formal)

I find it the most special gift that I've ever had.

I find that very surprising.

That's very surprising!

Wow! What a surprise!

That's a surprise!

Oh, that's amazing!

Good heavens!

My goodness!

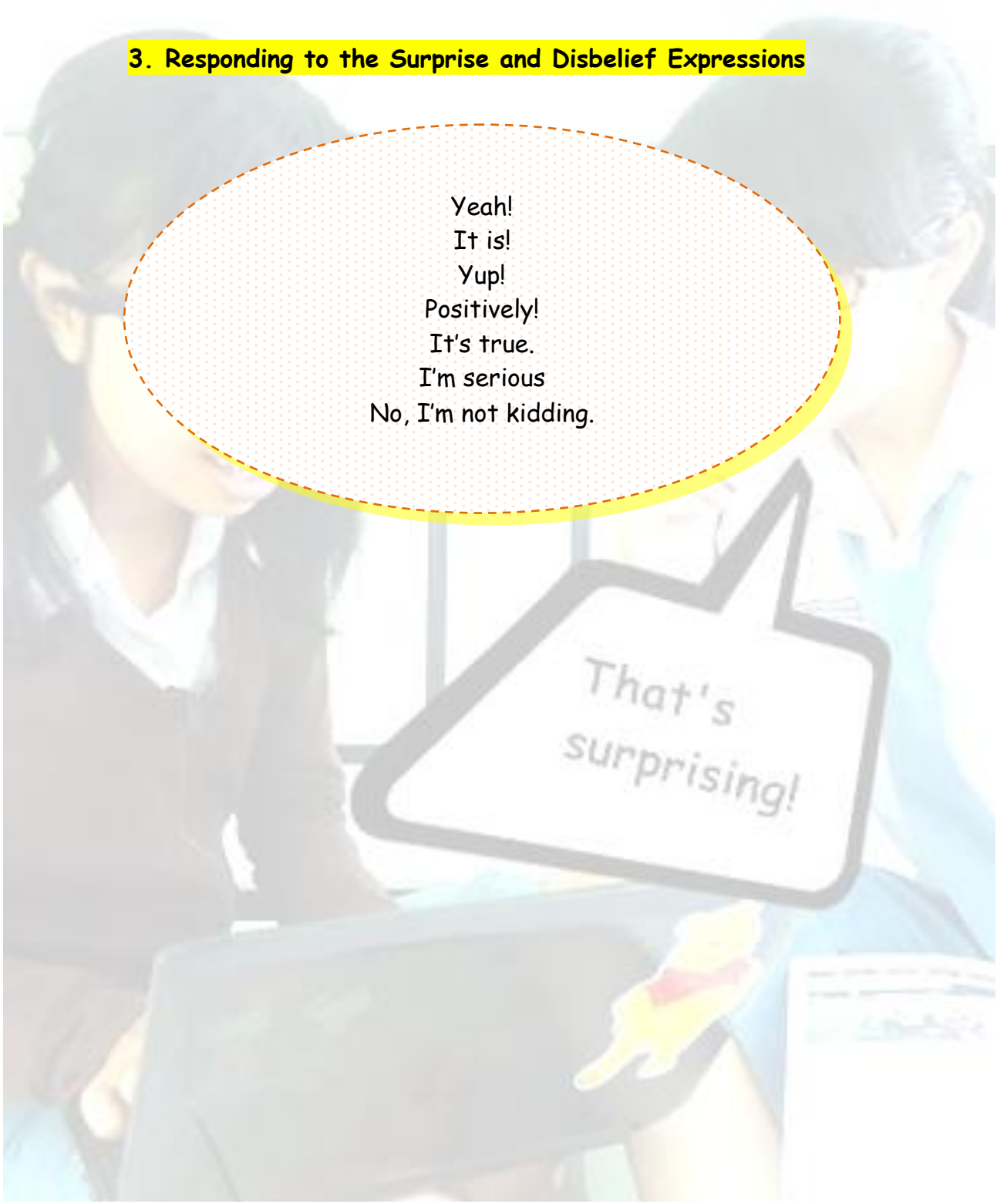
Oh, my God! (Less formal)

2. Expressing Disbelief

Are you serious?	You must be joking.
No! I don't believe it.	You're kidding!
Oh, really?	Is that true?

3. Responding to the Surprise and Disbelief Expressions

Yeah!
It is!
Yup!
Positively!
It's true.
I'm serious
No, I'm not kidding.



F. LET'S ENRICH OUR VOCABULARY

VOCABULARY LIST

Article /ɪ̄ / *noun* [C] : Artikel; karangan

Bulletin /ɪ̄ / *noun* [C] : Siaran

Daily /ɪ̄ / *adjective, adverb* : Harian

Disaster / ɪ̄ / *noun* : Bencana;musibah

Entertainment /Ỳ ɪ̄ / *noun* [C,U] : Hiburan

Headline /ɪ̄ / *noun* : Berita utama

Injured /ɪ̄ / *verb* : Terluka

Journalist /ɪ̄ Ŏ / *noun* [C] : Wartawan

Magazine /Ỳ ɪ̄ / *noun* [C] : Majalah

News / / *noun* [U] : Berita

Newspaper Ĭɪ̄ Ỳ Ĭ *noun* : Koran

Reporter / ɪ̄ / *noun* [C] : Wartawan

Sensational / ɪ̄ / *adjective* : Heboh

Source / / *noun* [C] : Sumber

Television /ɪ̄ / *noun* : Televisi

Unusual / ɪ̄ / *adjective* : Tidak biasa

Weekly /ɪ̄ / *adjective, adverb* : Mingguan

UNIT 3

WOULD YOU LIKE TO COME?

Picture 3.1

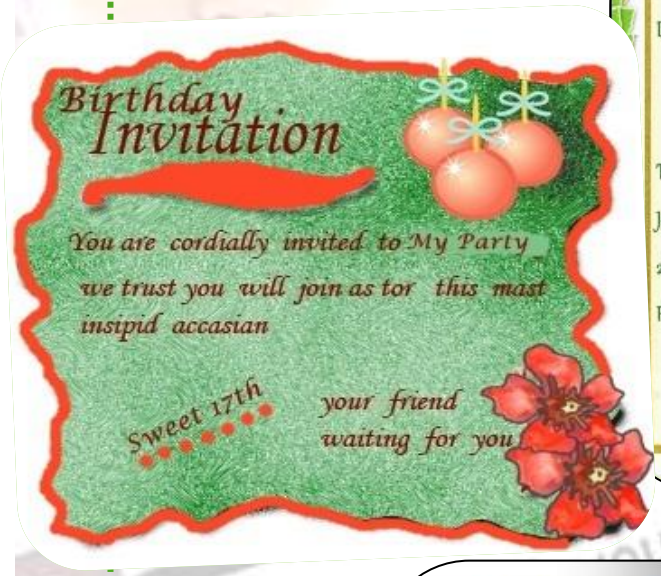
Have you ever invited someone to do something? Or have you ever been invited by someone? How do you use those expressions and how do you respond to them?

In this unit, we will learn how to make, accept and refuse an invitation in more creative ways. Have fun.

A. LET'S GET READY

Task 1

Study the pictures below. Then, answer the questions orally. The words in the box below may help you.



Picture 3.3

Picture 3.2

Picture 3.4

Questions:

1. What are those cards?
2. Have you ever got such cards?
3. Have you ever been invited by someone?
4. What do you say if you want to invite someone?
5. What do you say if you want to accept an invitation?
6. What do you say if you want to refuse an invitation?

Birthday /ˈbɜːθdeɪ/ : hari ulang tahun
Party /ˈpɑːti/ : pesta
Time /taɪm/ : waktu
Event /ɪˈvent/ : acara
Busy /ˈbɪzi/ : sibuk

B. LET'S DO THE ACTIONS

Task 2

Listen to the recording. Then, answer the following questions. Do it carefully.

Dialogue 1

1. What are they talking about?
2. What does Defi say to Widya?
3. How does Widya respond to Defi's invitation?
4. Does Widya accept the invitation?

Dialogue 2

1. What are they talking about?
2. What does Trisia say to Arina?
3. How does Arina respond to Trisia's invitation?
4. Does Arina accept the invitation?

Task 3

Could you find any expressions for giving, accepting and refusing an invitation from Task 2? In pairs, discuss the answers and share them with your friends.

Task 4

Study the right ways to say the words below. Then, find the synonyms in the right box.

accept / ɪ̄ /

agenda / ɪ̄ /

appointment / ɪ̄ /

arrive / ɪ̄ /

classmate /ɪ̄ /

decide / ɪ̄ /

decline / ɪ̄ /

delightful

/ ɪ̄ /

plan / /

pleasure /ɪ̄ /

1. accept
2. agenda
3. appointment
4. arrive
5. classmate
6. decide
7. decline
8. delightful
9. plan
10. pleasure

a. refuse
b. happiness
c. agree
d. friend
e. intend
f. engagement
g. schedule
h. settle on
i. enjoyable
j. come

Task 5

Study the following expressions in pairs. Then, listen to the teacher and repeat after him/her.

Making an invitation

These expressions are used to make an invitation:

I would like to invite you to come to my birthday party.

I am wondering if you would (like to)…. (More Formal)

We would be delighted if you join us?

We would be pleased if you could come to my house?

I would be very happy if you could come?

Would you like to come to my party?

Would you care to come to my party?

How would you like to come to my party?

How about coming to my party?

Will you come (with me)? (Less Formal)

Do you want to come?

TIPS

When inviting someone to do something with you, it is polite to "break the ice" before extending the invitation.

Accepting an Invitation

These expressions are used to accept an invitation:

- ✓ Sure, with the greatest pleasure. Thank you.
- ✓ Thank you. What a delightful idea! (More Formal)
- ✓ Thank you. I'd like very much to come.
- ✓ Thank you for inviting me. Want me to bring something?
- ✓ It's delightful to join you.
- ✓ That would be very nice. I will come.
- ✓ I'd like to come. What time?
- ✓ Sure. Why not?
- ✓ Sure. What time?
- ✓ Yes, I would. I'll bring something. (Less Formal)
- ✓ Yes, I'd like to.

Refusing an Invitation

- Thank you for asking me, but actually I'm doing something else this afternoon. (More Formal)
- I'd love to, but I'm supposed to be doing something else.
- I'd like to, but I've got something else on.
- I'm afraid I can't. I've got something else on.
- I wish I could, but I don't think I can make it.
- I'm very sorry, I can't.
- I'm busy tomorrow. Can I take a rain check* on that?
- Sounds great, but I don't think I can.
- Sounds good, but I can't. (Less Formal)

(*rain check: used to tell someone that you cannot accept invitations now, but would like to do so at a later time)

Task 6

Listen to the recording and decide whether each expression is categorized into an accepting or refusing an invitation by putting a tick (√) in the correct box.

No	Accept/ Refuse an Invitation	
1	Accept	Refuse
2	Accept	Refuse
3	Accept	Refuse
4	Accept	Refuse
5	Accept	Refuse

Task 7

Listen and complete the dialogue with the expression in the box. Then, act it out. Do it carefully.

1. Yeah, that tragedy makes me in pain. Ok, I think that is a good idea.
2. It sounds good, but I've already promised to visit my grandma in holiday.
3. Wow, is that true? Of course, you should pick me up. Don't be late. I don't want to miss the show.
4. With a great pleasure Nency. I'd like to come very much.
5. That would be very nice, Hepi. This summer is very hot.

1. A: Morning Nginda, tomorrow is my birthday. Would you like to go to my party?
   B: ……
2. A: Hi, Diah, would you like to join me for an ice cream?
   B: ……
3. A: Hi Ellisa, you know that there will be a Sheila on 7 concert right? Shall we go together then?
   B: ……
4. A: Dew, we're planning to spend our holiday in Bali. Would you like to join us?
   B: ……
5. A: Diah, don't be so sad. Shall we hang out today?
   B: ……

Task 8

Watch the video and find the expressions used for giving, accepting and refusing an invitation in it.

Source: www.youtube.com

Task 9

It's time to play a game. Let's play a game in groups.

MIME GAME

- Prepare slips of paper with various instructions. For example: Inviting your friend to have dinner with you.
- Divide the students into 4 groups.
- Give a slip of paper to one student with the instructions that she is going to mime the activity and the others must guess what she is doing. No words, in any language, can be spoken.
- The first person to guess in English what she's doing is the winner and gets the next slip of paper. (If the same students always guess, let others have a chance to mime).
- Once they get the idea of the game, get students to write similar instructions on slips of paper. This can get incredibly funny. This game can be played in or out the classroom.

Task 10

Work in groups of three or four. Make a conversation based on these situations below and act it out. Don't forget to use the expressions used for making, accepting and refusing an invitation.

1. You invite your classmate to go to the library.

2. You invite your friend to watch a concert tomorrow.

3. You invite your friend to watch a football match tonight.

4. You invite your friend to watch a film in a cinema.

5. You invite your friend to look your friend who is hospitalized.

6. You invite your friend to spend holidays in Bali.

7. You invite your friend to study together at your home.

C. LET'S CHECK YOUR ACHIEVEMENT

Task 11

Let's play a role, choose one of the provided situations. Use the expressions for making, accepting or refusing an invitation.

1. You invite your friend to go fishing this weekend. (Accept)
2. You invite your friend to see the circus. (Refuse)
3. You invite your friend to have some drink in canteen. (Accept)

4. You invite your friend for joining a dance competition. (Refuse)

5. You invite your friend for accompanying you to go to hospital. (Accept)

6. You invite your friend to visit your new house. (Refuse)

7. You invite your friend for lunch. (Accept)

D. LET'S DO A REFLECTION

Did you learn much from this unit? Then, how much have you learnt from this unit? Put a tick (√) in the empty column based on how much you have learnt in this unit.

Aspect	Very Much	Much	Little
Using the expressions used for inviting someone			
Using the expressions used for accepting an invitation			
Using the expressions used for refusing an invitation			
Identifying vocabulary			
Pronouncing key words			

E. LET'S MAKE A SUMMARY

1. Inviting Someone

These expressions are used to make an invitation:

I would like to invite you to come to my birthday party.

I am wondering if you would (like to).... (More Formal)

We would be delighted if you join us?

We would be pleased if you could come to my house?

I would be very happy if you could come?

Would you like to come to my party?

Would you care to come to my party?

How would you like to come to my party?

How about coming to my party?

Will you come (with me)? (Less Formal)

Do you want to come?

2. Accepting an invitation

These expressions are used to accept an invitation:

- ✓ Sure, with the greatest pleasure. Thank you.
- ✓ Thank you. What a delightful idea! (More Formal)
- ✓ Thank you. I'd like very much to come.
- ✓ Thank you for inviting me. Want me to bring something?
- ✓ It's delightful to join you.
- ✓ That would be very nice. I will come.
- ✓ I'd like to come. What time?
- ✓ Sure. Why not?
- ✓ Sure. What time?
- ✓ Yes, I would. I'll bring something. (Less Formal)
- ✓ Yes, I'd like to.

3. Refusing an invitation

These expressions are used to refuse an invitation:

- Thank you for asking me, but actually I'm doing something else this afternoon. (More Formal)
- I'd love to, but I'm supposed to be doing something else.
- I'd like to, but I've got something else on.
- I'm afraid I can't. I've got something else on.
- I wish I could, but I don't think I can make it.
- I'm very sorry, I can't.
- I'm busy tomorrow. Can I take a rain check* on that?
- Sounds great, but I don't think I can.
- Sounds good, but I can't.
- Unfortunately, I can't. I have an appointment.
- Sorry, I am very busy. (Less Formal)
- Sorry, maybe next time.

F. LET'S ENRICH OUR VOCABULARY

VOCABULARY LIST

Breakfast /ɛ / *noun* [C] : Makan pagi; sarapan

Busy /ɛ / *adjective* : Sibuk

Celebrate /ɛ / *verb* [I,T] : Merayakan

Cinema /ɛ / *noun* : Gedung Bioskop

Dinner /ɛ / *noun* [C,U] : Makan malam

Event / ɛ / *noun* [C] : Peristiwa

Fancy /ɛ / *verb* [T] : Membayangkan

Invite / ɛ / *verb* [T] : Mengundang

Library /ɛ / *noun* [C] : Perpustakaan

Lunch / / *noun* [C,U] : Makan siang

Match / / *noun* : Pertandingan

Party /ɛ / *noun* [C] : Pesta

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Http://www.learn-english-today.com/

Reference of Photos and Videos

Http://www.thejakartapost.com/

Http://news.viva.co.id/

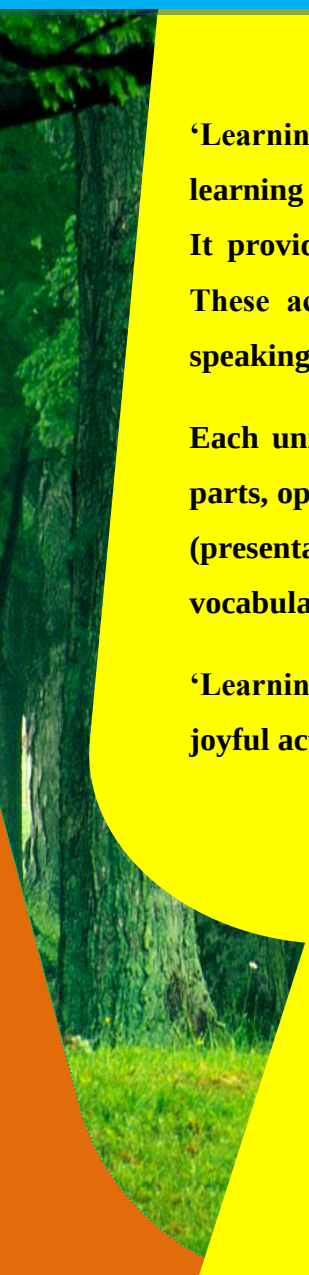
Http://www.googleimage.com/

Http://www.youtube.com/

Gandi's Documentation

Learning Materials

for ENGLISH CONVERSATION CLUB SMA N 1 KROYA Grade Ten



'Learning Materials for English Conversation Club Grade Ten' is a series of English learning materials for English Conversation Club students of grade ten in *SMA N 1* Kroya. It provides various activities which emphasize on the spoken cycle, especially speaking. These activities are designed to enhance students' creativity and to improve students' speaking ability.

Each unit discusses some language functions. The materials are organized into three big parts, opening activities (the unit title, goal of unit and warming-up activity), main activities (presentation, practice and production), closing activities (reflection, summary and vocabulary).

'Learning Materials for English Conversation Club Grade Ten' provides interesting and joyful activities that will encourage students to speak.

Appendix G

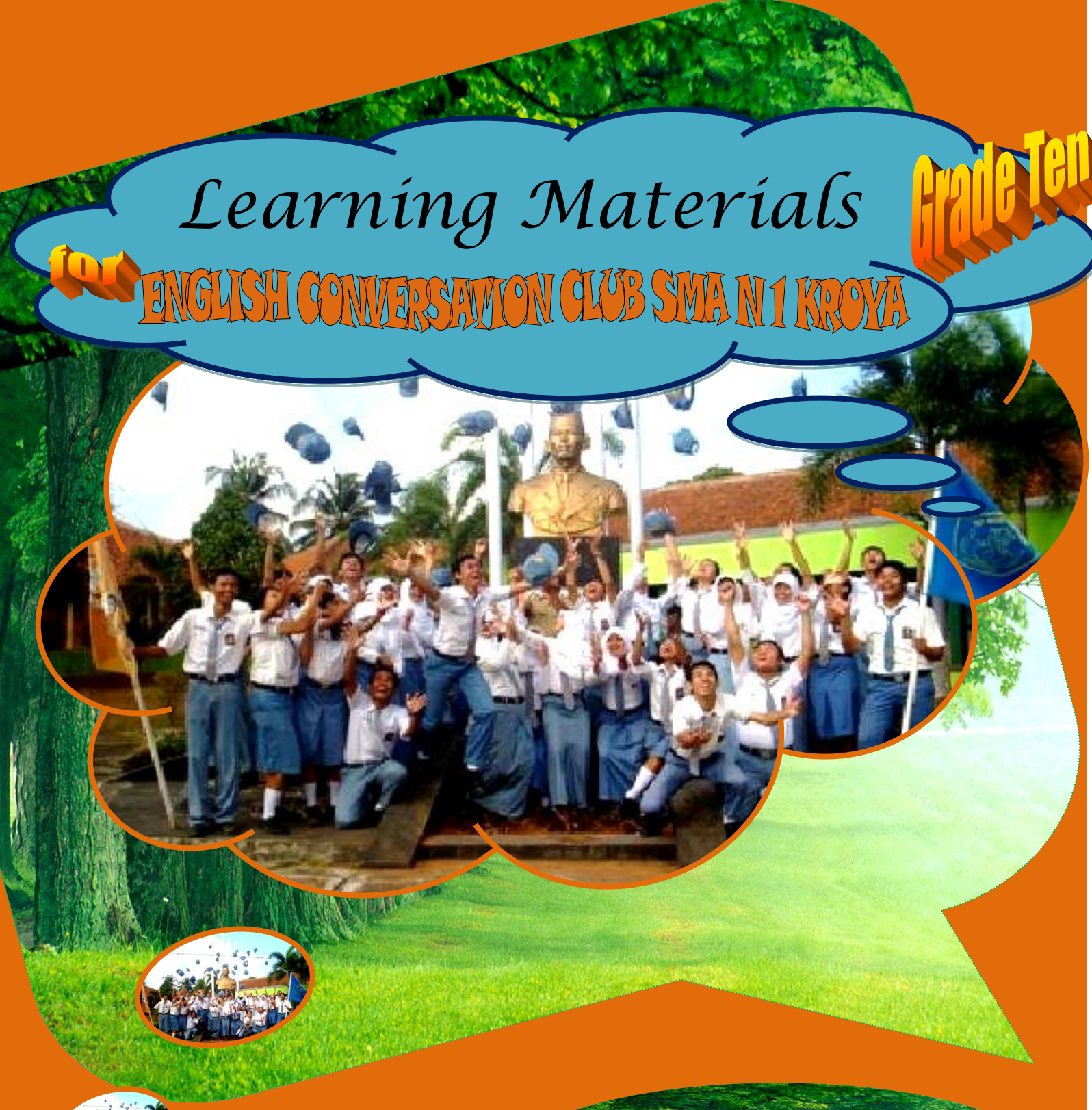
The Second Draft

Learning Materials

for

ENGLISH CONVERSATION CLUB SMA N 1 KROYA

Grade Ten



By:

Gandi Nur Pratiwi

PREFACE

'Learning Materials for English Conversation Club Grade Ten' is a series of English learning materials for English Conversation Club students of grade ten in *SMA N 1* Kroya. The materials have been designed carefully to meet the students' target and learning needs in learning English, especially in ECC program.

Since the English Conversation Club in *SMA N* 1 Kroya is held to improve students speaking ability, the materials emphasize on the spoken cycle, especially speaking. The activities in the learning materials cover listening and speaking skills which are accompanied by some activities for sub skills, such as vocabulary, pronunciation and grammar activities. The materials are integrated and organized in a sequence of activities around the language function being discussed.

'Learning Materials for English Conversation Club Grade Ten' is designed based on English syllabus for *SMA* in the second semester of grade ten and the students' needs in learning English. The writer expects that the materials will give some contributions to the improvement of the English teaching and learning in English Conversation Club.

Yogyakarta, 17 May 2013

The writer

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Unit 2 That's Surprising! 18

Unit 3 Would You Like to Come? 35

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UNIT 1

META, WHAT A NICE BAG!

Picture 1.1

Complimenting and congratulating others are important in our life, right? Have you ever complimented and congratulated your friends? How do you respond when they do the same to you? Do you know how to express compliment and congratulations?

In this unit, you will learn how to compliment, congratulate and respond to the expressions. Have fun.

A. LET'S GET READY

Task 1

Look at the pictures below and answer the questions. The words in the box may help you.

Hi Deshy, you have done the best today.

Do you really think so Meta?

Yeah, your voice is melodious and you sing very well.

Well, it's nice of you to say that.

Yeah, you are totally amazing! Congratulations!

Thank you, Meta.

Picture 1.2

Questions:

1. Can you guess what they are doing?
2. What does Meta say?
3. How does Deshy respond to Meta?
4. Have you ever used such an expression to your friend? When?
5. Have your friends ever said such an expression to you? When?

Winner /ɪ / : **Pemenang**
Smart / / : **Pandai**
Congratulate / ɪ / : **Mengucapkan selamat**
Gorgeous /ɪ / : **Menawan**
Thankful /ɪ / : **Berterimakasih**

B. LET'S DO THE ACTIONS

Task 2

Listen to the recording. Then, answer the following questions. Do it carefully.

1. What are they talking about?
2. What does Fia say to Ellisa?
3. How does Ellisa respond to Fia?

Task 3

Could you find any expressions used for complimenting and congratulating in Task 2? In pairs, discuss the answers and share them with your friends.

Task 4

Say the words correctly. Then, find the synonyms in the right box.

achievement / ē / charming
/ē /

extremely / ē / fantastic
/ ē /

farewell /Ỳ ē / friendly /ē /

nice / / patient /ē /

1. achievement	a. enduring
2. charming	b. sociable
3. extremely	c. delightful
4. fantastic	d. very
5. farewell	e. leave-taking
6. friendly	f. attainment
7. melodic	g. judicious
8. nice	h. pleasant
9. patient	i. tuneful
10. wise	j. terrific

Task 5

These expressions in the dialogues are used to compliment, congratulate someone and respond to those expressions. Now, act out the dialogues in pairs.

1.

A: Bella, you look very good with those shoes.

B: Thank you very much, Deshy.

Picture 1.3

2.

A: What a lovely bag you have, Indy.

B: Really? Thank you, Gary.

Picture 1.4

3.

A: Winda, you look very elegant with your ring.

B: It's very kind of you to say that, Jon.

Picture 1.5

4.

A: It was great to hear that you get a gold medal in the Olympiad, Ben. Congratulations!

B: Thank you very much, Fera.

Picture 1.6

5.

A: Congratulations on the highest score you've got. You're totally amazing.

B: It's very nice of you to say so, Ger.

Picture 1.7

Here are the other examples of expressions used to compliment and congratulate someone:

Complimenting Someone

- ✓ May I say how smart you look?
- ✓ My compliments on your beauty, princess. (More Formal)
- ✓ I really must express my admiration for your voice.
- ✓ What a charming dress!
- ✓ What a beautiful girl you are!
- ✓ What a lovely bag!
- ✓ That's a very nice coat!
- ✓ You look very nice.
- ✓ I like your hair style! (Less Formal)

Congratulating Someone

- It was great to hear that you win the contest. (More Formal)
- Congratulations on your success.
- I must congratulate you.
- May I congratulate you on your success?
- Congratulations!
- Congrats! Finally, your dream comes true!
- Well done! (Less Formal)

Task 6

Listen to the recording and choose whether it is a compliment or congratulations by putting a tick (√) in the correct box.

No	Compliments/Congratulations	
1	☐ Compliment	☐ Congratulations
2	☐ Compliment	☐ Congratulations
3	☐ Compliment	☐ Congratulations
4	☐ Compliment	☐ Congratulations
5	☐ Compliment	☐ Congratulations

Task 7

Listen to the recording and choose the appropriate response for each expression. The response is provided in the box. Then, act it out. Do it carefully.

a. Do you really think so? That's unintentionally.

b. Oh, thanks Bagus, You did it well, too.

c. It's very nice of you to say so, Laili. The medal is for us.

d. Thank you very much. I like the subject so much.

e. Well, It's very kind of you to say that, Jack. I did my best in the contest.

1. A: Wow, you did the maths exam very quickly. That was very excellent!
   B: .....
2. A: Tesa, congratulations you won yesterday. You're very great.
   B: .....
3. A: I watched you on TV last night. That's very fantastic!
   B: .....

A: Yeah, you're totally amazing.

B: Thank you very much

4. A: Trisia, you're totally amazing. You get a gold medal. Congratulations!

   B: ……

5. A: I congratulate you on the best score you made, Andes. You did the exam very well.
   B: ……

Task 8

Do you like watching videos? That is very interesting, right? Watch the video and find the expressions of complimenting and congratulating in it. Then, share them with your friends.

Source: www.britishcouncil.org

Task 9

Do you like playing games? What kind of games do you like? Let's play a game.

ZIP-ZAP Game

1. Make a big circle
2. The students do a 'stone, paper, and scissors' to get the lost one to stand in the middle of the circle.
3. Each student in the circle has one chair to sit.
4. The student in the middle points to a student and says either ZIP! Or ZAP!
5. When she/he says ZIP! The child you are pointing should express complimenting or congratulating to the student sitting on his/her left. When she/he says ZAP! The child you are pointing should express complimenting or congratulating to the student sitting on his/her right.

6. Once the student gets accustomed to the game, keep the pace fast. After a while, instead of pointing a student, call ZIP-ZAP! Now all the students stand up and run to a different chair.

7. The student who does not get the chair, stands in the middle and plays the game again.

Task 10

Work in groups of three or four. The teacher will shuffle the situation cards below and you should choose randomly. Then, you should act it out. Don't forget to use possible expressions of complimenting or congratulating.

1. Your friend got a gold medal on a tennis game.
2. Your classmate got the best mark in the English subject.
3. Your classmate is the winner of a fashion show. She wore the best dress.
4. Your friend got the silver medal in a traditional dance competition.

5. Your classmate is the winner of a speech contest.

6. Your classmate got the best score in the final semester test.

7. Your friend got a new motorcycle on her birthday.

C. LET'S CHECK YOUR ACHIEVEMENT

Task 11

Let's play a role based on one of the provided situations. The teacher will shuffle the situation cards and you should choose randomly. Use the expressions of complimenting or congratulating. Do it in pairs.

1. Your friend has a new bag.

2. Your friend won a singing contest.

3. Your friend won a gold medal in the Physics Olympic.

4. Your friend got a scholarship to UNY.

5. Your friend does the exam very quickly.

6. Your classmate is the runner-up of the Cilacap Tourism Ambassador.

7. Your friend can memorize everything well.

D. LET'S DO A REFLECTION

Did you learn much from this unit? Then, how much have you learnt from this unit? Put a tick (√) in the empty column based on how much you have learnt in this unit.

No	Aspect	Very Much	Much	Little
1	Using the expressions of complimenting			
2	Using the expressions of congratulating			
3	Responding to the expressions of complimenting and congratulating			
4	Identifying vocabulary			
5	Pronouncing key words			

E. LET'S MAKE A SUMMARY

1. Complimenting someone

These expressions are used to compliment someone:

- ✓ May I say how smart you look?
- ✓ My compliments on your beauty, princess. (More Formal)
- ✓ I really must express my admiration for your voice.
- ✓ You are looking very good with those shoes.
- ✓ What a charming dress!
- ✓ What a beautiful girl you are!
- ✓ What a lovely bag!
- ✓ That's a very nice coat!
- ✓ That is a fantastic voice!
- ✓ You look very nice.
- ✓ You look really smart and gorgeous.
- ✓ I like your hair style! (Less Formal)
- ✓ You're terrific/fantastic.

2. Congratulating someone

These expressions are used to congratulate someone.

- It was great to hear that you win the contest. (More Formal)
- Congratulations on your success.
- I must congratulate you.
- Congratulations on your best ranking.
- Congratulations!
- Congrats! Finally, your dream comes true!
- Well done! (Less Formal)

3. Responding to the expressions of complimenting and congratulating.

Thank you.

Thank you very much.

It's very kind of you to say that.

It's very nice of you to say so.

Oh good, I'm glad you think so.

F. LET'S ENRICH OUR VOCABULARY

VOCABULARY LIST

Buy	/ /	*verb* [T]	*: membeli*
Careful	/ɛ /	*adjective*	*: hati- hati; teliti*
Cheerful	/ɛ /	*adjective*	*: ceria*
Contest	/ɛ /	*noun* [C]	*: kontes*
Diligent	/ɛ /	*adjective*	*: rajin*
Energetic	/Ɏ ɛ /	*adjective*	*: enerjik*
Friendly	/ɛ /	*adjective*	*: ramah*
Generous	/ɛ /	*adjective*	*: dermawan*
Glad	/ /	*adjective*	*: gembira*
Humorous	/ɛ /	*adjective*	*: humoris*
Intelligent	/ ɛ /	*adjective*	*: pintar*
New	/ /	*adjective*	*:baru*
Nice	/ /	*adjective*	*: baik; bagus*
Wear	/ /	*verb*	*:memakai*
Win	/ /	*verb*	*:menang*

UNIT 2

THAT'S SURPRISING!

Picture 2.1

In your life, you may find things that surprise you or things you do not believe. Sometimes you may hear bad news or good news. What is your reaction? What will you say?

In this unit, we will learn how to express your surprise and disbelief in more creative ways.

A. LET'S GET READY

Task 1

Look at the pictures and dialogues below. Then, answer the questions orally. The words in the box may help you.

Nency, watch the news. Raffi and Wanda are a couple.

Wow, what a surprise!

Picture 2.2

Look at the picture! Tsunami in Japan killed 1000 people.

Oh My God. I can't believe it, Dhea.

Picture 2.3

Oh, my God. Can you see the picture?

Is that true? It must be kidding, right?

Picture 2.4

Questions:

1. How do you feel about those pictures?
2. What will you say to express your feeling?
3. Have you ever seen other unusual things in the world? Where?
4. What is the most unusual thing that you've ever seen?
5. What makes you feel very surprised and disbelieve in your life?

Strange / /: Aneh

Odd / / : Ganjil

Shocked / /: Kaget

News / / : Berita

B. LET'S DO THE ACTIONS

Task 2

Listen to the recording. Then, answer the following questions. Do it carefully.

Dialogue A

1. What are they talking about?
2. What does Asha say?
3. How does Sukma respond?
4. What happened with the Earth?
5. Did something serious happen?

Dialogue B

1. What are they talking about?
2. What does Risa say?
3. How does Ellisa respond?
4. What makes Ellisa feel so surprised?
5. Why does Risa give that to Ellisa?

Task 3

Could you find any expressions of surprise and disbelief in Task 2?

In pairs, discuss the answers and share them with your friends.

Task 4

Say the words correctly. Then, find the synonyms in the right box.

accident /ɪ / astonishing / ɪ /

damage /ɪ / disappointed

/ɪ ɪ /

flood / / glad / /

hurricane /ɪ / present /ɪ /

1. accident	a. storm
2. astonishing	b. disaster
3. damage	c. awful
4. disappointed	d. deluge
5. flood	e. pleased
6. glad	f. surprising
7. hurricane	g. sufferer
8. present	h. gift
9. terrible	i. upset
10. victim	j. dent

Task 5

Now, act the dialogues in pairs. Pay attention to the underlined expressions.

Dialogue 1

Oh my God. Look at this! A plane crashed but no one was killed.

Picture 2.5

Really? Is it true that there is no one killed?

Yeah, that's true. It's clearly stated here.

That's totally amazing.

Dialogue 2

Tessa, can you watch that news? A man was deported from Arab Saudi because he was too handsome.

Are you kidding me? What is the reason. Tom?

No, I'm not kidding, the country fears women would find it irresistible.

Picture 2.6

Here are the other expressions used for expressing surprise, disbelief and response for those expressions:

Expressing Surprise

- ✓ I must say it surprises me as a total surprise.(More formal)
- ✓ I find it the most special gift that I've ever had.
- ✓ I find that very surprising.
- ✓ That's very surprising!
- ✓ Wow! What a surprise!
- ✓ That's a surprise!
- ✓ Oh, that's amazing!
- ✓ Good heavens!
- ✓ My goodness!
- ✓ Oh, my God!

(Less formal)

Expressing Disbelief

Are you serious?	You must be joking.
No! I don't believe it.	You're kidding!
Oh, really?	Is that true?

Responding to the Surprise and Disbelief Expressions

Yeah!
It is
Yup!
Positively!
It's true.
I'm serious.
No, I'm not kidding.

Do you want to know some idioms????

Bolt from the blue: means that it happened totally unexpectedly and was a complete surprise.

Caught unawares: If someone is *caught unawares*, they are surprised and unprepared for what happens

Do a double take: Someone who *does a double take* looks again in surprise at something unexpected.

Drop a bombshell: If you *drop a bombshell,* you make an unexpected announcement which will greatly change a situation.

Eyes on stalks: If your *eyes are on stalks* when you look at something, they are wide open with surprise or amazement

Jaw drops: If someone's *jaw drops,* they show total amazement.

Jump out of one's skin: If you *jump out of your skin*, you are extremely surprised or shocked

Source: http://www.learn-english-today.com

Task 6

Listen to the recording and decide whether it is an expression of surprise or disbelief.

No				
1	☐	surprise	☐	disbelief
2	☐	surprise	☐	disbelief
3	☐	surprise	☐	disbelief
4	☐	surprise	☐	disbelief
5	☐	surprise	☐	disbelief

Task 7

Listen to the recording and choose the appropriate response for each expression. The response is provided in the box. Then, act it out. Do it carefully

- Oh, really? How did it happen?
- Wow. That's a very amazing picture. Where did you get this photo?
- Wow, that's very surprising. What's the relation between them?
- You must be kidding, right?
- Oh, my God. Is that true, Dewi?

1. A: Putri, can you guess what? Wanda was arrested during a drug raid at TV presenter Raffi Ahmad's house

   B: ……

   A: Yups. I don't know exactly Put.

2. A: Hi Sukma, Have you read The Jakarta Post today? A meteor exploded over Russia's Ural Mountains with the power of an atomic bomb.

   B: ……

   A:Yup. That's true, the sonic blasts shattering countless windows and injuring nearly 1,000 people.

3. A: Risma, did you watch TV last night? A crocodile ate a human being in a river.

   B: ……

   A: Yeah, perhaps the giant crocodile was very hungry.

4. A: Tik, look at this picture. The woman is so great, right?

   B: ……

   A: I took it from a website.

5. A: Dwi, do you know that Della's father has passed away?

   B: ……

   A: No, I'm not kidding.

   B: Oh no, I can't believe that. Yesterday, I just saw him.

Task 8

Watch the video and find the expressions of surprise and disbelief in the video. Then, share them with your friends in front of the class.

Source: www.youtube.com

Task 9

Do you like a journalist world? Let's play a game in a journalist world.

INTERVIEW GAME

Ask your friends to answer some questions. The student who interviews the most is the winner. Then, all students should share their interview result in front of the class. Besides your classmates, you may interview your friends out the classroom.

1. Do you have the best news this week? What is it about?
2. Do you have the worst news this week? What is it about?
3. What is your best news this year?
4. What is the most shocking news do you have?
5. What is your most unusual news?

Task 10

Work in groups of three or four. The teacher will shuffle the situational cards below and you should choose randomly. Then, you should act it out. Don't forget to use possible expressions of surprise or disbelief.

1. You got a new motorcycle on your birthday.
2. You get the news that President will come to your village.
3. You read that your idol got an accident and is in a serious condition.

4. You get the first rank in your class this semester, whereas you got the last rank in the previous semester.
5. Your friend won a ticket dinner with Kevin Aprilio.
6. You heard that your close friend has passed away.
7. Your new teacher is very handsome and young.

C. LET'S CHECK YOUR COMPETENCE

Task 11

Let's play a role based on one of the provided situations. The teacher will shuffle the situational cards and you should choose randomly. Use the expressions of surprise or disbelief. Do it in pairs.

1. You get the best gift on your birthday.
2. Your idol has passed away.
3. Your smartest friend did not pass the exam.
4. An artist will come to your school.

5. You hear that you get the best mark in your class.
6. You watch a video about the corpse that returns back to
7. You hear that a man in Europe can bear a baby.

D. LET'S DO A REFLECTION

Did you learn much from this unit? Then, how much have you learnt from this unit? Put a tick (√) in the empty column based on how much you have learnt in this unit.

Aspect	Very Much	Much	Little
Using the expressions of surprise			
Using the expressions of disbelief			
Responding to the expressions of surprise and disbelief			
Identifying vocabulary			
Pronouncing key words			

E. LET'S MAKE A SUMMARY

1. Expressing Surprise

I must say it surprises me as a total surprise. (More formal)

I find it the most special gift that I've ever had.

I find that very surprising.

That's very surprising!

Wow! What a surprise!

That's a surprise!

Oh, that's amazing!

Good heavens!

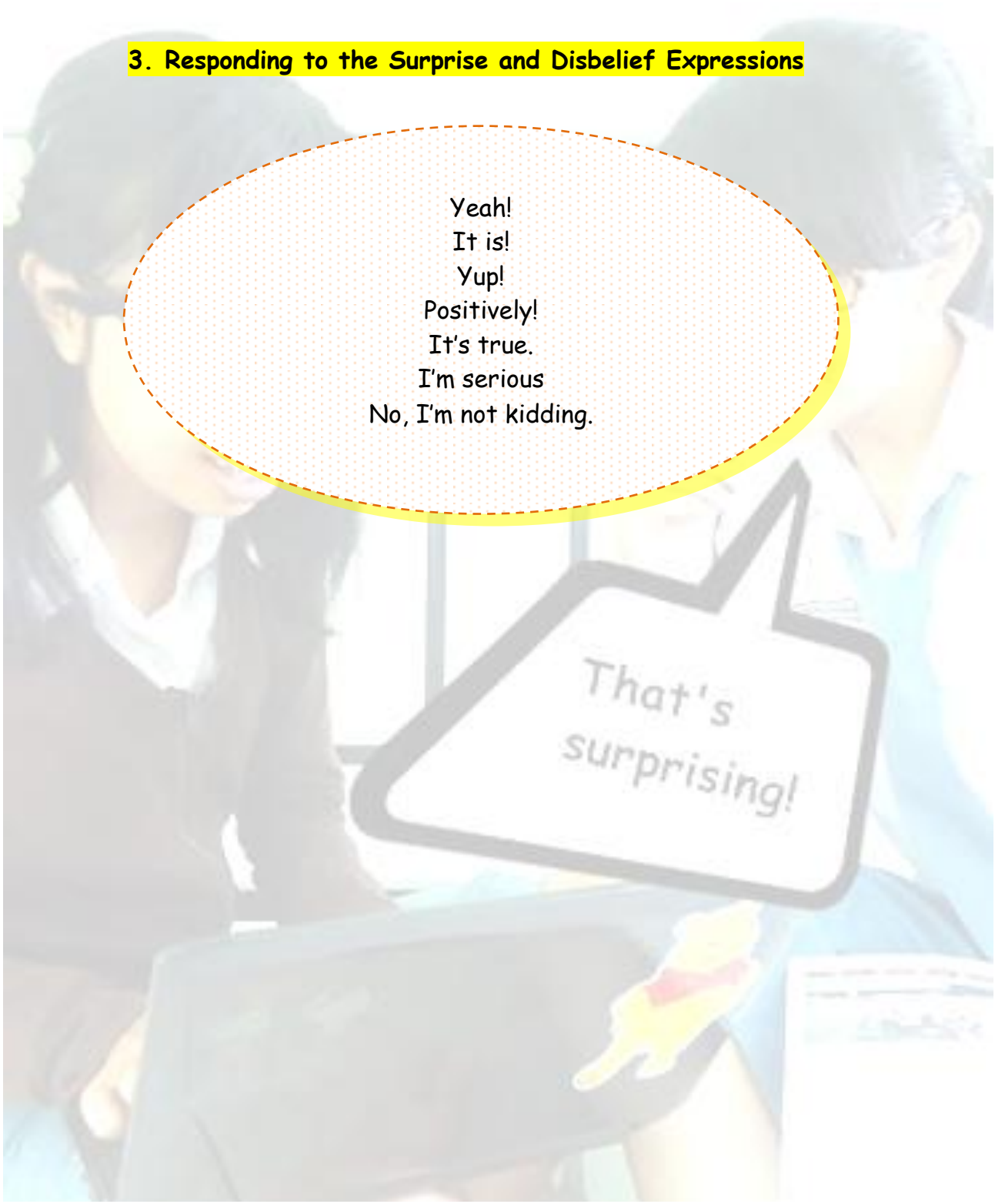
My goodness!

Oh, my God! (Less formal)

2. Expressing Disbelief

Are you serious?	You must be joking.
No! I don't believe it.	You're kidding!
Oh, really?	Is that true?

3. Responding to the Surprise and Disbelief Expressions



Yeah!
It is!
Yup!
Positively!
It's true.
I'm serious
No, I'm not kidding.

F. LET'S ENRICH OUR VOCABULARY

VOCABULARY LIST

Article	/t̄ /	*noun* [C]	: Artikel; karangan
Bulletin	/t̄ /	*noun* [C]	: Siaran
Daily	/t̄ /	*adjective, adverb*	: Harian
Disaster	/ t̄ /	*noun*	: Bencana;musibah
Entertainment	/Ỳ t̄ /	*noun* [C,U]	: Hiburan
Headline	/t̄ /	*noun*	: Berita utama
Injured	/t̄ /	*verb*	: Terluka
Journalist	/t̄ Ŏ /	*noun* [C]	: Wartawan
Magazine	/Ỳ t̄ /	*noun* [C]	: Majalah
News	/ /	*noun* [U]	: Berita
Newspaper	Ĭt̄ Ỳ Ĭ	*noun*	: Koran
Reporter	/ t̄ /	*noun* [C]	: Wartawan
Sensational	/ t̄ /	*adjective*	: Heboh
Source	/ /	*noun* [C]	: Sumber
Television	/t̄ /	*noun*	: Televisi
Unusual	/ t̄ /	*adjective*	: Tidak biasa
Weekly	/t̄ /	*adjective, adverb*	: Mingguan

UNIT 3

WOULD YOU LIKE TO COME?

Picture 3.1

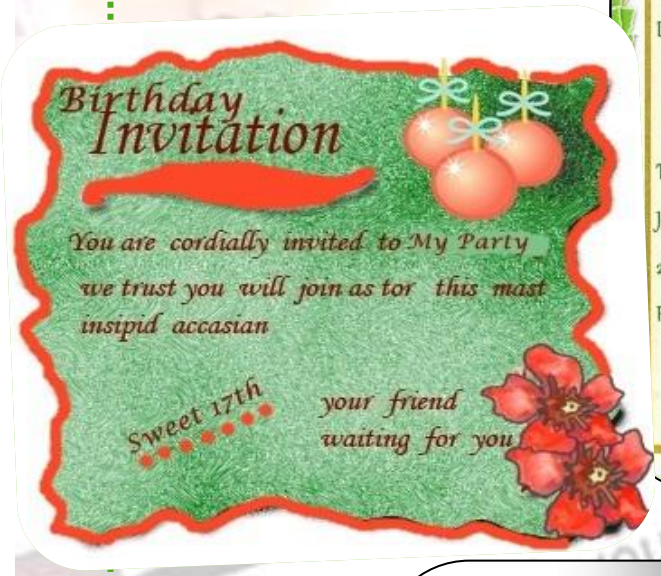
Have you ever invited someone to do something? Or have you ever been invited by someone? How do you use those expressions and how do you respond to them?

In this unit, we will learn how to make, accept and refuse an invitation in more creative ways. Have fun.

A. LET'S GET READY

Task 1

Look at the pictures below. Then, answer the questions orally. The words in the box below may help you.



Picture 3.3

Picture 3.2

Picture 3.4

Questions:

1. What are those cards?
2. Have you ever got such cards?
3. Have you ever been invited by someone?
4. What do you say if you want to invite someone?
5. What do you say if you want to accept an invitation?
6. What do you say if you want to refuse an invitation?

Birthday /ˈbɜːθdeɪ/ : hari ulang tahun
Party /ˈpɑːti/ : pesta
Time /taɪm/ : waktu
Event /ɪˈvent/ : acara
Busy /ˈbɪzi/ : sibuk

B. LET'S DO THE ACTIONS

Task 2

Listen to the recording. Then, answer the following questions. Do it carefully.

Dialogue 1

1. What are they talking about?
2. What does Defi say to Widya?
3. How does Widya respond to Defi's invitation?
4. Does Widya accept the invitation?

Dialogue 2

1. What are they talking about?
2. What does Trisia say to Arina?
3. How does Arina respond to Trisia's invitation?
4. Does Arina accept the invitation?

Task 3

Could you find any expressions for giving, accepting and refusing an invitation from Task 2? In pairs, discuss the answers and share them with your friends.

Task 4

Say the words correctly. Then, find the synonyms in the right box.

accept / ɪ̄ /

agenda / ɪ̄ /

appointment / ɪ̄ /

arrive / ɪ̄ /

classmate / ɪ̄ /

decide / ɪ̄ /

decline / ɪ̄ /

delightful / ɪ̄ /

plan / /

pleasure / ɪ̄ /

1. accept	a. refuse
2. agenda	b. happiness
3. appointment	c. agree
4. arrive	d. friend
5. classmate	e. intend
6. decide	f. engagement
7. decline	g. schedule
8. delightful	h. settle on
9. plan	i. enjoyable
10. pleasure	j. come

Task 5

Now, act the dialogues in pairs. Pay attention to the underlined expressions.

1.

Hi Rita, My mom will make a special dish tonight. Would you like to come over for dinner?.

Picture 3.5

I'd love to, but I don't think I can. I have to prepare myself for the final examination tomorrow.

2.

Hey, I am having a birthday party on Friday. Can you come?

Picture 3.6

That would be very nice. I will come.

3.

Risa, there will be a good film. Would you like to go to the cinema with me this evening?

Picture 3.7

Sounds great, but I don't think I can.
I have to do my homework.

Well, how about tomorrow? I'm sure you will love that film.

Tomorrow? Ok, then.

Here the other examples of expressions used for making, accepting and refusing an invitation.

Making an invitation

I would like to invite you to come to my birthday party.

We would be delighted if you join us? (More Formal)

We would be pleased if you could come to my house?

I would be very happy if you could come?

Would you like to come to my party?

How about coming to my party?

Will you come (with me)? (Less Formal)

Do you want to come?

TIPS

When inviting someone to do something with you, it is polite to "break the ice" before extending the invitation.

Accepting an Invitation

These expressions are used to accept an invitation:

- ✓ Sure, with the greatest pleasure. Thank you.
- ✓ Thank you. What a delightful idea! (More Formal)
- ✓ Thank you. I'd like very much to come.
- ✓ Thank you for inviting me. Want me to bring something?
- ✓ It's delightful to join you.
- ✓ That would be very nice. I will come.
- ✓ I'd like to come. What time?
- ✓ Sure. Why not?
- ✓ Sure. What time?
- ✓ Yes, I would. I'll bring something. (Less Formal)
- ✓ Yes, I'd like to.

Refusing an Invitation

- Thank you for asking me, but actually I'm doing something else this afternoon. (More Formal)
- I'd love to, but I'm supposed to be doing something else.
- I'd like to, but I've got something else on.
- I'm afraid I can't. I've got something else on.
- I wish I could, but I don't think I can make it.
- I'm very sorry, I can't.
- I'm busy tomorrow. Can I take a rain check* on that?
- Sounds great, but I don't think I can.
- Sounds good, but I can't. (Less Formal)

(*rain check: used to tell someone that you cannot accept invitations now, but would like to do so at a later time)

Task 6

Listen to the recording and choose whether it is an expression used for accepting or refusing an invitation by putting a tick (√) in the correct box.

No	Accept/ Refuse an Invitation	
1	☐ Accept	☐ Refuse
2	☐ Accept	☐ Refuse
3	☐ Accept	☐ Refuse
4	☐ Accept	☐ Refuse
5	☐ Accept	☐ Refuse

Task 7

Listen to the recording and choose the appropriate response for each expression. The response is provided in the box. Then, act it out. Do it carefully.

1. Yeah, that tragedy makes me in pain. Ok, I think that is a good idea.
2. It sounds good, but I've already promised to visit my grandma in holiday.
3. Wow, is that true? Of course, you should pick me up. Don't be late. I don't want to miss the show.
4. With a great pleasure Nency. I'd like to come very much.
5. That would be very nice, Hepi. This summer is very hot.

1. A: Morning Nginda, tomorrow is my birthday. Would you like to go to my party?
   B: ……
2. A: Hi, Diah, would you like to join me for an ice cream?
   B: ……
3. A: Hi Ellisa, you know that there will be a Sheila on 7 concert right? Shall we go together then?
   B: ……
4. A: Dew, we're planning to spend our holiday in Bali. Would you like to join us?
   B: ……
5. A: Diah, don't be so sad. Shall we hang out today?
   B: ……

Task 8

Watch the video and find the expressions used for giving, accepting and refusing an invitation in the video. Then, share them with your friends.

Source: www.youtube.com

Task 9

It's time to play a game. Let's play a game in groups.

MIME GAME

- Prepare slips of paper with various instructions. For example: Inviting your friend to have dinner with you.
- Divide the students into 4 groups.
- Give a slip of paper to one student with the instructions that she is going to mime the activity and the others must guess what she is doing. No words, in any language, can be spoken.
- The first person to guess in English what she's doing is the winner and gets the next slip of paper. (If the same students always guess, let others have a chance to mime).
- Once they get the idea of the game, get students to write similar instructions on slips of paper. This can get incredibly funny. This game can be played in or out the classroom.

Task 10

Work in groups of three or four. Your teacher will shuffle the situational cards below and you should choose randomly. Then, you should act it out. Use the possible expressions used for making, accepting or refusing an invitation.

1. You invite your classmate to go to the library.

2. You invite your friend to watch a concert tomorrow.

3. You invite your friend to watch a football match tonight.

4. You invite your friend to watch a film in a cinema.

5. You invite your friend to look your friend who is hospitalized.

6. You invite your friend to spend holidays in Bali.

7. You invite your friend to study together at your home.

C. LET'S CHECK YOUR ACHIEVEMENT

Task 11

Let's play a role based on one of the provided situations. The teacher will shuffle the situational cards and you should choose randomly. Use the expressions used for giving and accepting or refusing an invitation. Do it in pairs.

1. You invite your friend to go fishing this weekend. (Accept)
2. You invite your friend to see the circus. (Refuse)

3. You invite your friend to have some drink in canteen. (Accept)

4. You invite your friend for joining a dance competition. (Refuse)

5. You invite your friend for accompanying you to go to hospital. (Accept)

6. You invite your friend to visit your new house. (Refuse)

7. You invite your friend for lunch. (Accept)

D. LET'S DO A REFLECTION

Did you learn much from this unit? Then, how much have you learnt from this unit? Put a tick (√) in the empty column based on how much you have learnt in this unit.

Aspect	Very Much	Much	Little
Using the expressions used for inviting someone			
Using the expressions used for accepting an invitation			
Using the expressions used for refusing an invitation			
Identifying vocabulary			
Pronouncing key words			

E. LET'S MAKE A SUMMARY

1. Inviting Someone

These expressions are used to make an invitation:

I would like to invite you to come to my birthday party.

I am wondering if you would (like to).... (More Formal)

We would be delighted if you join us?

We would be pleased if you could come to my house?

I would be very happy if you could come?

Would you like to come to my party?

Would you care to come to my party?

How would you like to come to my party?

How about coming to my party?

Will you come (with me)? (Less Formal)

Do you want to come?

2. Accepting an invitation

These expressions are used to accept an invitation:

- ✓ Sure, with the greatest pleasure. Thank you.
- ✓ Thank you. What a delightful idea! (More Formal)
- ✓ Thank you. I'd like very much to come.
- ✓ Thank you for inviting me. Want me to bring something?
- ✓ It's delightful to join you.
- ✓ That would be very nice. I will come.
- ✓ I'd like to come. What time?
- ✓ Sure. Why not?
- ✓ Sure. What time?
- ✓ Yes, I would. I'll bring something. (Less Formal)
- ✓ Yes, I'd like to.

3. Refusing an invitation

These expressions are used to refuse an invitation:

- Thank you for asking me, but actually I'm doing something else this afternoon. (More Formal)
- I'd love to, but I'm supposed to be doing something else.
- I'd like to, but I've got something else on.
- I'm afraid I can't. I've got something else on.
- I wish I could, but I don't think I can make it.
- I'm very sorry, I can't.
- I'm busy tomorrow. Can I take a rain check* on that?
- Sounds great, but I don't think I can.
- Sounds good, but I can't.
- Unfortunately, I can't. I have an appointment.
- Sorry, I am very busy. (Less Formal)
- Sorry, maybe next time.

F. LET'S ENRICH OUR VOCABULARY

VOCABULARY LIST

Breakfast /ɛ / *noun* [C] : Makan pagi; sarapan

Busy /ɛ / *adjective* : Sibuk

Celebrate /ɛ / *verb* [I,T] : Merayakan

Cinema /ɛ / *noun* : Gedung Bioskop

Dinner /ɛ / *noun* [C,U] : Makan malam

Event / ɛ / *noun* [C] : Peristiwa

Fancy /ɛ / *verb* [T] : Membayangkan

Invite / ɛ / *verb* [T] : Mengundang

Library /ɛ / *noun* [C] : Perpustakaan

Lunch / / *noun* [C,U] : Makan siang

Match / / *noun* : Pertandingan

Party /ɛ / *noun* [C] : Pesta

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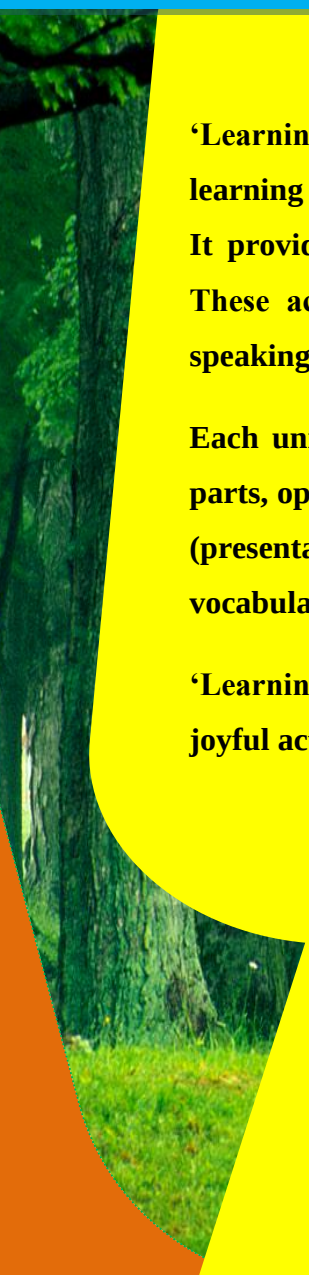
Gandi's Documentation

Learning Materials

for ENGLISH CONVERSATION CLUB SMA N 1 KROYA Grade Ten



'Learning Materials for English Conversation Club Grade Ten' is a series of English learning materials for English Conversation Club students of grade ten in *SMA N 1* Kroya. It provides various activities which emphasize on the spoken cycle, especially speaking. These activities are designed to enhance students' creativity and to improve students' speaking ability.

Each unit discusses some language functions. The materials are organized into three big parts, opening activities (the unit title, goal of unit and warming-up activity), main activities (presentation, practice and production), closing activities (reflection, summary and vocabulary).

'Learning Materials for English Conversation Club Grade Ten' provides interesting and joyful activities that will encourage students to speak.

Appendix H

Teacher's Guide

A TEACHER'S GUIDE *for*

ENGLISH CONVERSATION CLUB

Learning Materials

By:

Gandi Nur Pratiwi

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UNIT 1
META, WHAT A NICE BAG!

A. Warming-Up Activity

Task 1

PROCEDURES:

- ✓ Ask the students to look at the pictures and dialogues
- ✓ Ask them to answer the questions orally
- ✓ The provided words in the box may help students to answer the questions

Objective: direct the students' attention to the topic and prepare the students' mind to deal with it
Media: some pictures
Time: 20 minutes
The example of teacher's expressions: Well, now look at the pictures and dialogues. What do you see? Can you guess what are they doing? Oh, good. Then, What does Meta say? How does Deshy respond to Meta? Have you ever used such an expression to your friend? When? Have your friends ever said such an expression to you? When?

B. Main Activities

1. Presentations

Task 2

PROCEDURES:

- ✓ Play a recording from laptop or computer
- ✓ Ask students to listen the recording and answer the questions based on the recording

Objectives: directs the students to the topic and introduces them with the language function.

Media: a recording, a laptop and a speaker.

Time Allocation: 5 minutes

Examples of Teacher's Expressions: Well, now please listen to the recording. Then, answer the following questions. Do it carefully.

Task 3

PROCEDURES

- ✓ Ask the students to find any expressions used for complimenting and congratulating someone in Task 2.
- ✓ Ask the students to do this task in pairs.
- ✓ Ask the students to discuss the answers and share with their friends.

Objectives: helps the students to be able in finding the key words and get the information about the expressions.

Media: -

Time Allocation: 15 minutes

Examples of Teacher's Expressions: Well, you have listened to the recording and answer the questions based on it. Now, please find the expressions used for complimenting and congratulating someone in the recording. Please discuss the answers with your friends.

Task 4

PROCEDURES:

- ✓ Ask the students to say the words correctly.
- ✓ Check the correct ways to say the words in the recording provided.
- ✓ Ask the students to find the synonyms in the right table.

Objectives: helps the students to say some words in a correct way. This task will improve students' vocabulary related to the topic.

Media: a recording, a laptop and a speaker

Time Allocation: 15 minutes

Examples of Teacher's Expressions: well, here, we have some words. Please say the words correctly by repeating after me. Then, please find the synonyms in the right table.

Task 5

PROCEDURES:

- ✓ Ask the students to act the dialogues in pairs
- ✓ Ask the students to pay attention to the key expressions
- ✓ Ask the students to study the expressions used to compliment and congratulate someone

Objectives: presents the language function input.

Media: -

Time Allocation: 15 minutes

Examples of Teacher's Expressions: Well, can you see these dialogues? Please act the dialogue in pairs. Please pay attention to the expressions used to compliment and congratulate someone. Then, there are some other expressions used to express compliment and congratulate someone. You may use these expressions to express compliment and congratulate someone.

Task 6

PROCEDURES:

- ✓ Play a recording from a laptop or computer
- ✓ Ask the students to listen to a recording
- ✓ Ask the students to decide whether it's a compliment or congratulations
- ✓ Ask the students to put a tick in a correct answer

Objectives: reminding the students about the expressions that have been learnt.

Media: a recording, a laptop or computer and a speaker.

Time Allocation: 5 minutes

Examples of Teacher's Expressions: Well, now please listen to the recording. Then, decide whether it's a compliment or congratulations by putting a tick in the correct box. Do it carefully.

Task 7

PROCEDURES:

- ✓ Play a recording from a laptop or computer
- ✓ Ask the students to listen to the recording
- ✓ Ask them to choose the appropriate response for each expression. The response is provided in the box.
- ✓ Ask them to act it out.

Objectives: helping the students to choose appropriate response for each expression

Media: a recording, a laptop and a speaker

Time Allocation: 10 minutes

Examples of Teacher's Expressions: ok everyone. Let's listen again. Now, please listen to some dialogues in the recording. Then, choose the appropriate response for each expression. The response is provided in the box. Afterthat, please act it out with your partner. Do it carefully.

2. **Practices**

Task 8

PROCEDURES:

- ✓ Play a video from a laptop or computer
- ✓ Ask the students to watch a video
- ✓ Ask the students to find the expressions of complimenting and congratulating in it.
- ✓ Ask them to share the results with their friends in front of the class.

Objectives: helping the students to be able to listen to the key language function.

Media: a recording, a laptop or computer and a speaker

Time Allocation: 15 minutes

Examples of Teacher's Expressions: well, now I have a video. Do you like watch videos? Oh, good. Then, I'll play the video and you should find the expressions of complimenting and congratulating in it. After that, please share the results with your friends in front of the class.

Task 9

PROCEDURES:

- ✓ **Ask the students to play a game**
- ✓ **Explain them the rule of the game clearly**
- ✓ **Monitor the students and make sure that the activity is running well**

Objectives: Checking the students understanding of the language function through relaxing activity.

Media: chairs

Time Allocation: 20 minutes

Examples of Teacher's Expressions: ok, we're going to play a game. Do you like it? Oh, great. I'll explain the rule for you. Firstly, ….

Task 10

PROCEDURES:

- ✓ Divide the students into groups of three or four.
- ✓ Shuffle the situation cards provided
- ✓ Ask the students to choose the situational cards randomly.
- ✓ Ask the students to play a role based on their situations in the cards.
- ✓ Remind them to use possible expressions of complimenting or congratulating.

Objectives: Checking the students understanding about the expressions they have learnt in groups.
Media: printable situational cards

Time Allocation: 25 minutes

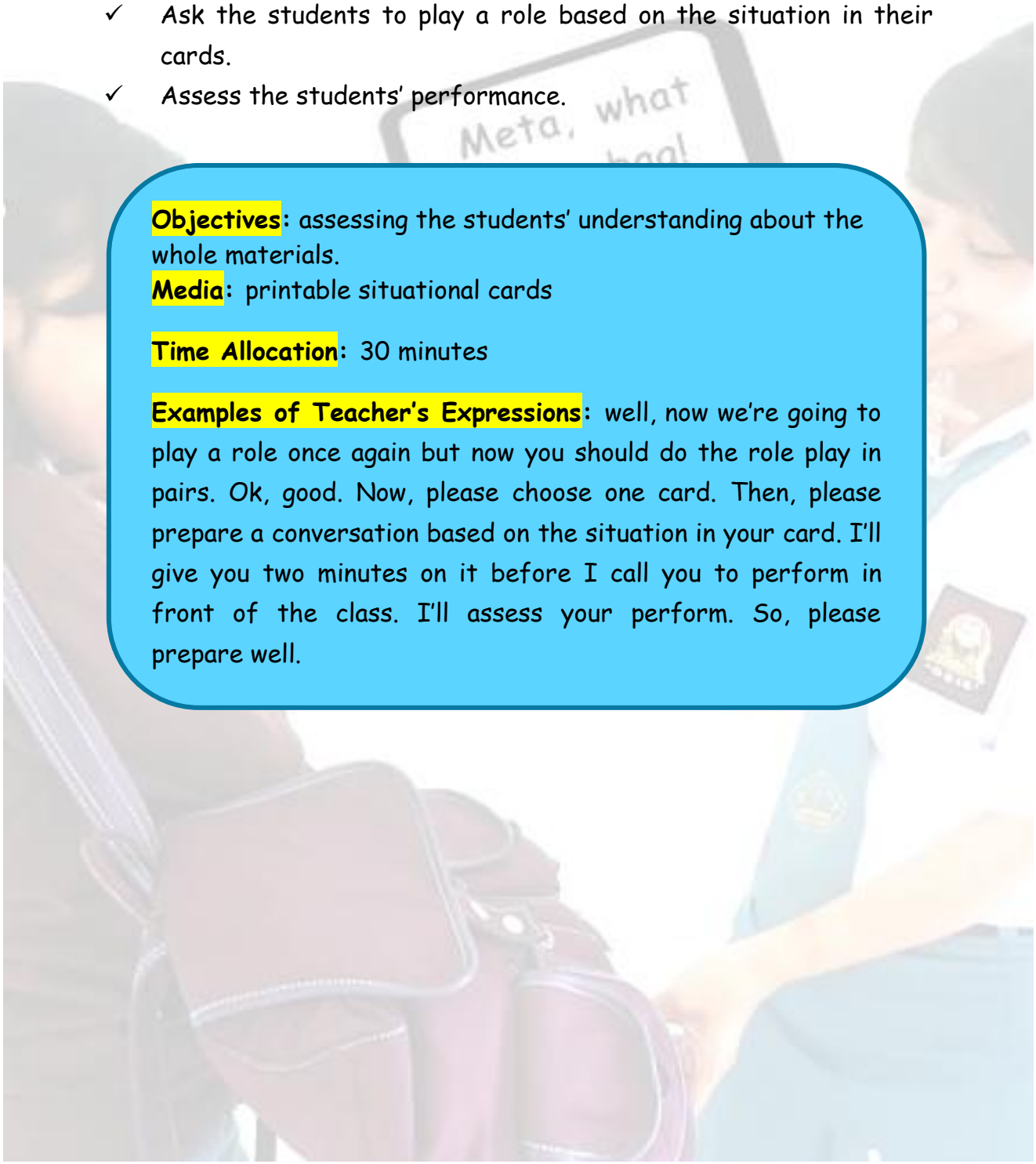
Examples of Teacher's Expressions: well, now we're going to play a role. Please make a group of three of four. Ok, good. Now, please choose one card for your group. Then, please prepare a conversation based on the situation in your card. I'll give you two minutes on it before I call your group to perform in front of the class.

3. Production

Task 11

- ✓ Ask the students to do this task in pairs
- ✓ Shuffle the situation cards provided

- ✓ Ask the students to choose the situational cards randomly.
- ✓ Ask the students to play a role based on the situation in their cards.
- ✓ Assess the students' performance.



Objectives: assessing the students' understanding about the whole materials.
Media: printable situational cards

Time Allocation: 30 minutes

Examples of Teacher's Expressions: well, now we're going to play a role once again but now you should do the role play in pairs. Ok, good. Now, please choose one card. Then, please prepare a conversation based on the situation in your card. I'll give you two minutes on it before I call you to perform in front of the class. I'll assess your perform. So, please prepare well.

UNIT 2

THAT'S SURPRISING!

A. Warming-Up Activity

Task 1

PROCEDURES:

- ✓ Ask the students to look at the pictures and dialogues
- ✓ Ask them to answer the questions orally
- ✓ The provided words in the box may help students to answer the questions

Objectives: direct the students' attention to the topic and prepare the students' mind to deal with it
Media: some pictures
Time: 20 minutes
The example of teacher's expressions: Well, please look at the pictures and dialogues. What do you see? How do you feel about those pictures? What will you say to express your feeling? Have you ever seen other unusual things in the world? Where? What is the most unusual thing that you've ever seen?

B. Main Activities

1. Presentations

Task 2

PROCEDURES:

- ✓ Play a recording from laptop or computer
- ✓ Ask students to listen the recording and answer the questions based on the recording

Objectives: directs the students to the topic and introduces them with the language function.

Media: a recording, a laptop and a speaker.

Time Allocation: 5 minutes

Examples of Teacher's Expressions: Well, now please listen to the recording. Then, answer the following questions. Do it carefully.

Task 3

PROCEDURES

- ✓ Ask the students to find any expressions used for expressing surprise and disbelief in Task 2.
- ✓ Ask the students to do this task in pairs.
- ✓ Ask the students to discuss the answers and share with their friends.

Objectives: helps the students to be able in finding the key words and get the information about the expressions.

Media: -

Time Allocation: 15 minutes

Examples of Teacher's Expressions: Well, you have listened to the recording and answer the questions based on it. Now, please find the expressions used for expressing surprise and disbelief in the recording. Please discuss the answers with your friends.

Task 4

PROCEDURES:

- ✓ Ask the students to say the words correctly.
- ✓ Check the correct ways to say the words in the recording provided.
- ✓ Ask the students to find the synonyms in the right table.

Objectives: helps the students to say some words in a correct way. This task will improve students' vocabulary related to the topic.

Media: a recording, a laptop and a speaker

Time Allocation: 15 minutes

Examples of Teacher's Expressions: well, here, we have some words. Please say the words correctly by repeating after me. Then, please find the synonyms in the right table.

Task 5

PROCEDURES:

- ✓ Ask the students to act the dialogues in pairs
- ✓ Ask the students to pay attention to the key expressions
- ✓ Ask the students to study the expressions used to express surprise and disbelief

Objectives: presents the language function input.

Media: -

Time Allocation: 15 minutes

Examples of Teacher's Expressions: Well, can you see these dialogues? Please act the dialogue in pairs. Please pay attention to the expressions used to express surprise and disbelief. Then, there are some other expressions used to express surprise and disbelief. You may use these expressions to express surprise or disbelief about something.

Task 6

PROCEDURES:

- ✓ Play a recording from a laptop or computer.
- ✓ Ask the students to listen to a recording.
- ✓ Ask the students to decide whether it's an expression of surprise or disbelief.
- ✓ Ask the students to put a tick in the correct answer.

Objective: reminding the students about the expressions that have been learnt.

Media: a recording, a laptop or computer and a speaker.

Time Allocation: 5 minutes

Examples of Teacher's Expressions: Well, now please listen to the recording. Then, decide whether it's an expression of surprise or disbelief by putting a tick in the correct box. Do it carefully.

Task 7

PROCEDURES:

- ✓ Play a recording from a laptop or computer
- ✓ Ask the students to listen to the recording
- ✓ Ask them to choose the appropriate response for each expression. The response is provided in the box.
- ✓ Ask them to act it out.

Objective: helping the students to choose appropriate response for each expression

Media: a recording, a laptop and a speaker

Time Allocation: 10 minutes

Examples of Teacher's Expressions: ok everyone. Let's listen again. Now, please listen to some dialogues in the recording. Then, choose the appropriate response for each expression. The response is provided in the box. Afterthat, please act it out with your partner. Do it carefully.

2. **Practices**

Task 8

PROCEDURES:

- ✓ Play a video from a laptop or computer
- ✓ Ask the students to watch a video
- ✓ Ask the students to find the expressions of surprise or disbelief in it.
- ✓ Ask them to share the results with their friends in front of the class.

Objective: helping the students to be able to listen to the key language function.

Media: a recording, a laptop or computer and a speaker

Time Allocation: 15 minutes

Examples of Teacher's Expressions: well, now I have a video. Do you like watching videos? Oh, good. Then, I'll play the video and you should find the expressions of surprise and disbelief in it. After that, please share the results with your friends in front of the class.

Task 9

PROCEDURES:

- ✓ **Ask the students to play a game**
- ✓ **Explain them the rule of the game clearly**
- ✓ **Monitor the students and make sure that the activity is running well**

Objective: Checking the students understanding of the language function used relaxing activity.

Media: a paper and a pen.

Time Allocation: 20 minutes

Examples of Teacher's Expressions: ok, we're going to play a game. Do you like it? Oh, great. I'll explain the rule for you. Firstly, ….

Task 10

PROCEDURES:

- ✓ Divide the students into groups of three or four
- ✓ Shuffle the situation cards provided
- ✓ Ask the students to choose the situational cards randomly
- ✓ Ask the students to play a role based on their situations in the cards
- ✓ Remind them to use possible expressions of expressing surprise and disbelief

Objective: Checking the students understanding about the expressions they have learnt in groups.
Media: printable situational cards

Time Allocation: 25 minutes

Examples of Teacher's Expressions: well, now we're going to play a role. Please make a group of three of four. Ok, good. Now, please choose one card for your group. Then, please prepare a conversation based on the situation in your card. I'll give you two minutes on it before I call your group to perform in front of the class.

3. Production

Task 11

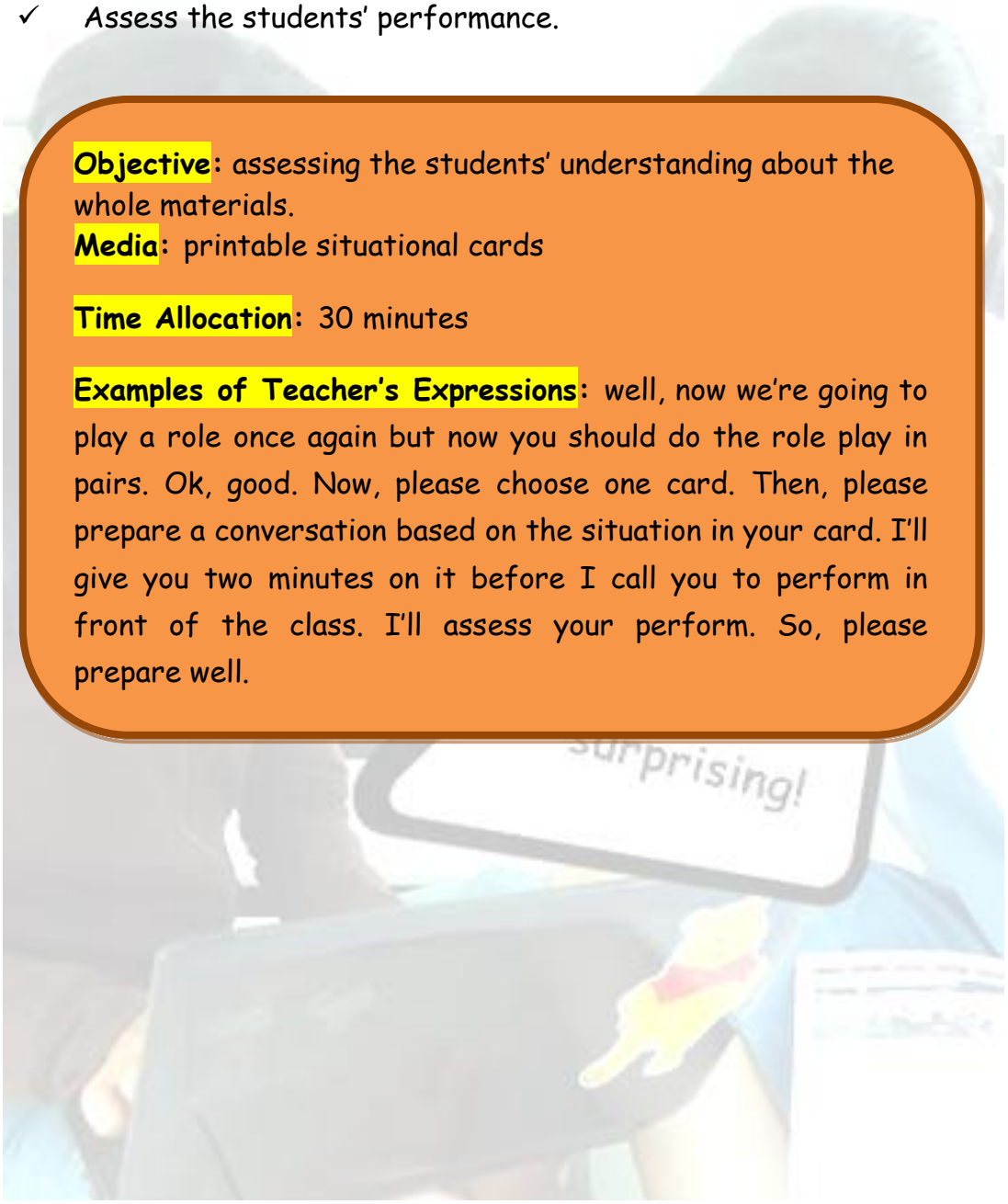
- ✓ Ask the students to do this task in pairs
- ✓ Shuffle the situation cards provided

- ✓ Ask the students to choose the situational cards randomly.
- ✓ Ask the students to play a role based on the situation in their cards.
- ✓ Assess the students' performance.

Objective: assessing the students' understanding about the whole materials.
Media: printable situational cards

Time Allocation: 30 minutes

Examples of Teacher's Expressions: well, now we're going to play a role once again but now you should do the role play in pairs. Ok, good. Now, please choose one card. Then, please prepare a conversation based on the situation in your card. I'll give you two minutes on it before I call you to perform in front of the class. I'll assess your perform. So, please prepare well.



UNIT 3

WOULD YOU LIKE TO COME?

A. Warming-Up Activity

Task 1

PROCEDURES:

- ✓ Ask the students to look at the pictures
- ✓ Ask them to answer the questions orally
- ✓ The provided words in the box may help students to answer the questions

Objective: direct the students' attention to the topic and prepare the students' mind to deal with it
Media: some pictures
Time: 20 minutes
The example of teacher's expressions: Well, now look at the pictures. What do you see? What are those cards? Ok, good. Those are invitation cards. Have you ever got such cards?....

B. Main Activities

1. Presentations

Task 2

PROCEDURES:

- ✓ Play a recording from laptop or computer
- ✓ Ask students to listen the recording and answer the questions based on the recording

Objectives: directs the students to the topic and introduces them with the language function.

Media: a recording, a laptop and a speaker.

Time Allocation: 5 minutes

Examples of Teacher's Expressions: Well, now please listen to the recording. Then, answer the following questions. Do it carefully.

Task 3

PROCEDURES

- ✓ Ask the students to find any expressions used for giving, accepting and refusing an invitation from Task 2.
- ✓ Ask the students to do this task in pairs.
- ✓ Ask the students to discuss the answers and share with their friends.

Objectives: helps the students to be able in finding the key words and get the information about the expressions.

Media: -

Time Allocation: 15 minutes

Examples of Teacher's Expressions: Well, you have listened to the recording and answer the questions based on it. Now, please find the expressions used for giving, accepting and refusing an invitation in the recording. Please discuss the answers with your friends.

Task 4

PROCEDURES:

- ✓ Ask the students to say the words correctly.
- ✓ Check the correct ways to say the words in the recording provided.
- ✓ Ask the students to find the synonyms in the right table.

Objectives: helps the students to say some words in a correct way. This task will improve students' vocabulary related to the topic.

Media: a recording, a laptop and a speaker

Time Allocation: 15 minutes

Examples of Teacher's Expressions: well, here, we have some words. Please say the words correctly by repeating after me. Then, please find the synonyms in the right table.

Task 5

PROCEDURES:

- ✓ Ask the students to act the dialogues in pairs
- ✓ Ask the students to pay attention to the key expressions
- ✓ Ask the students to study the expressions used for giving, accepting and refusing an invitation

Objective: presents the language function input.

Media: -

Time Allocation: 15 minutes

Examples of Teacher's Expressions: Well, can you see these dialogues? Please act the dialogue in pairs. Please pay attention to the expressions used used for giving, accepting and refusing an invitation. Then, there are some other expressions used for giving, accepting and refusing an invitation. You may use these expressions to express those expressions.

Task 6

PROCEDURES:

- ✓ Play a recording from a laptop or computer.
- ✓ Ask the students to listen to a recording.
- ✓ Ask the students to decide whether it's an expression for accepting or refusing an invitation.
- ✓ Ask the students to put a tick in the correct answer.

Objective: reminding the students about the expressions that have been learnt.

Media: a recording, a laptop or computer and a speaker.

Time Allocation: 5 minutes

Examples of Teacher's Expressions: Well, now please listen to the recording. Then, decide whether it's an expression for accepting or refusing an invitation by putting a tick in the correct box. Do it carefully.

Task 7

PROCEDURES:

- ✓ Play a recording from a laptop or computer.
- ✓ Ask the students to listen to the recording.
- ✓ Ask them to choose the appropriate response for each expression. The response is provided in the box.
- ✓ Ask them to act it out. Do it carefully.

Objective: helping the students to choose appropriate response for each expression

Media: a recording, a laptop and a speaker

Time Allocation: 10 minutes

Examples of Teacher's Expressions: ok everyone. Let's listen again. Now, please listen to some dialogues in the recording. Then, choose the appropriate response for each expression. The response is provided in the box. Afterthat, please act it out with your partner. Do it carefully.

2. Practices

Task 8

PROCEDURES:

- ✓ Play a video from a laptop or computer
- ✓ Ask the students to watch a video
- ✓ Ask the students to find the expressions of giving, accepting and refusing an invitation in it.
- ✓ Ask them to share the results with their friends in front of the class.

Objective: helping the students to be able to listen to the key language function.

Media: a recording, a laptop or computer and a speaker

Time Allocation: 15 minutes

Examples of Teacher's Expressions: well, now I have a video. Do you like watch videos? Oh, good. Then, I'll play the video and you should find the expressions of giving, accepting and refusing an invitation in it. After that, please share the results with your friends in front of the class.

Task 9

PROCEDURES:

- ✓ **Ask the students to play a game**
- ✓ **Explain them the rule of the game clearly**
- ✓ **Monitor the students and make sure that the activity is running well**

Objective: Checking the students understanding of the language function through a relaxing activity.

Media: some slips of paper with various instructions.

Time Allocation: 20 minutes

Examples of Teacher's Expressions: ok, we're going to play a game. Do you like it? Oh, great. I'll explain the rule for you. Firstly, ….

Task 10

PROCEDURES:

- ✓ Divide the students into groups of three or four.
- ✓ Shuffle the situation cards provided
- ✓ Ask the students to choose the situational cards randomly.
- ✓ Ask the students to play a role based on their situations in the cards.
- ✓ Remind them to use possible expressions of giving, accepting and refusing an invitation

Objective: Checking the students' understanding about the expressions they have learnt in groups.
Media: printable situational cards

Time Allocation: 25 minutes

Examples of Teacher's Expressions: well, now we're going to play a role. Please make a group of three of four. Ok, good. Now, please choose one card for your group. Then, please prepare a conversation based on the situation in your card. I'll give you two minutes on it before I call your group to perform in front of the class.

3. Production

Task 11

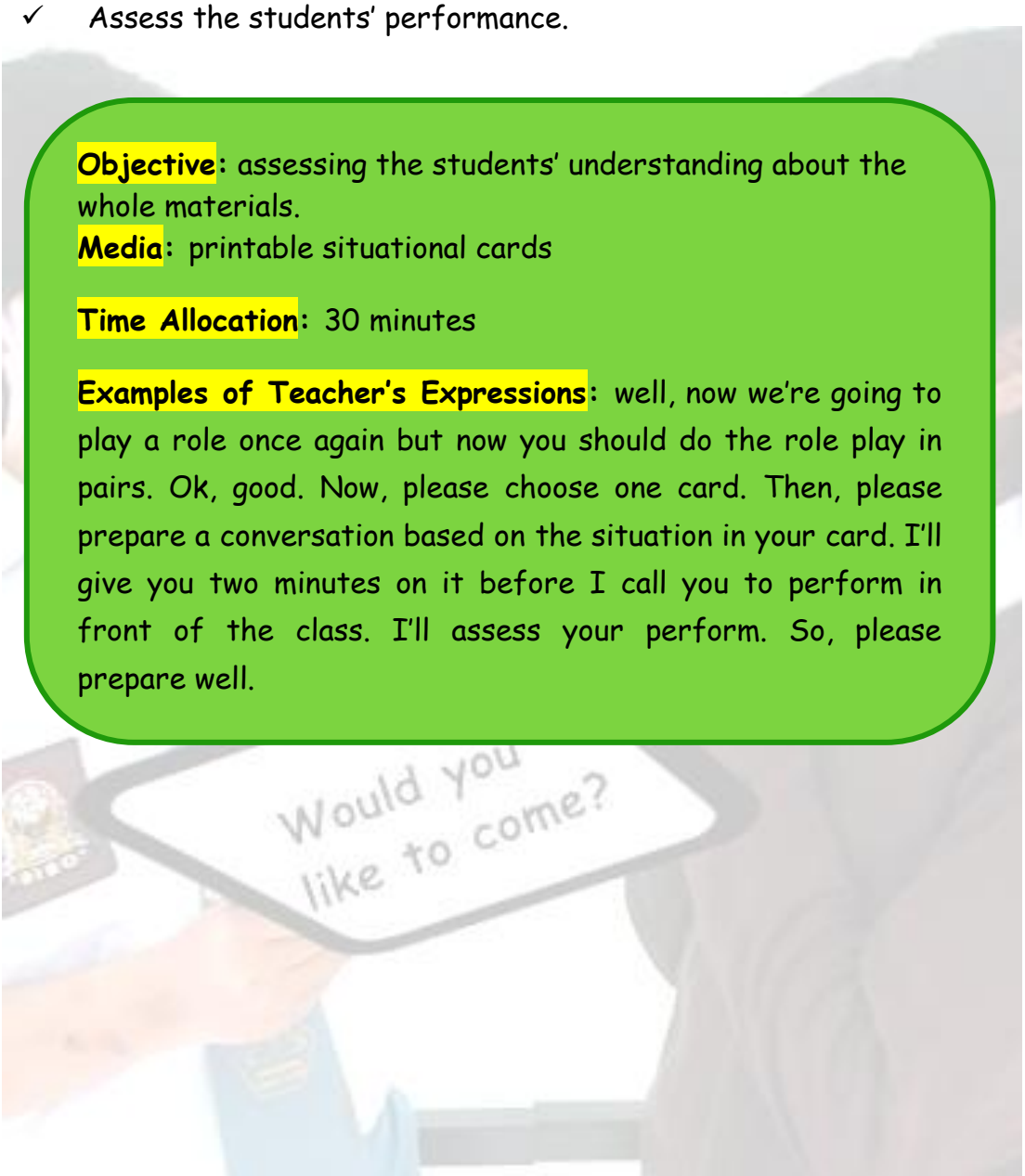
- ✓ Ask the students to do this task in pairs
- ✓ Shuffle the situation cards provided

- ✓ Ask the students to choose the situational cards randomly.
- ✓ Ask the students to play a role based on the situation in their cards.
- ✓ Assess the students' performance.

Objective: assessing the students' understanding about the whole materials.
Media: printable situational cards

Time Allocation: 30 minutes

Examples of Teacher's Expressions: well, now we're going to play a role once again but now you should do the role play in pairs. Ok, good. Now, please choose one card. Then, please prepare a conversation based on the situation in your card. I'll give you two minutes on it before I call you to perform in front of the class. I'll assess your perform. So, please prepare well.



ENGLISH LEARNING MATERIALS FOR ECC

LISTENING SCRIPTS

UNIT 1

Task 2

Listen to the recording. Then, answer the following questions. Do it carefully.

A: "Ellisa, what a nice jacket you're wearing. Is that from another country?"

B: "Really? No Fia, this is really made in Indonesia."

A: "Yeah, that is a very nice jacket"

B: "Thank you very much Fia."

Task 6

Listen to the recording and choose whether it is a compliment or congratulations by putting a tick (√) in the correct box.

1. Dera, you look very beautiful today.
2. Congratulations on your winning, Bella.
3. Dewi, I'd like to congratulate on your best performance.
4. Vatana, you look so beautiful with your new glasses.
5. Vita, congratulations on your best score.

Task 7

Listen to the recording and choose the appropriate response for each expression. The response is provided in the box. Then, act it out. Do it carefully

1. A: Wow, you did the maths exam very quickly. That was very excellent!

   B: Thank you very much. I like the subject so much.

2. A: Tesa, congratulations you won yesterday. You're very great.

   B: Well, It's very kind of you to say that, Jack. I did my best in the contest.

3. A: I watched you on TV last night. That's very fantastic!

   B: Do you really think so? That's unintentionally.

   A: Yeah, you're totally amazing.

   B: Thank you very much

4. A: Trisia, you're totally amazing. You get a gold medal. Congratulations!

   B: It's very nice of you to say so, Laili. The medal is for us.

5. A: I congratulate you on the best score you made, Andes. You did the exam very well.

   B: Oh, thanks Bagus, You did it well, too.

UNIT 2

Task 2

Listen to the recording. Then, answer the following questions. Do it carefully.

Dialogue A

A: Hi, Sukma, Did you watch TV last night?

B: Hi, Asha, no I didn't. Why?

A: Do you know that there is an asteroid coming closer to the Earth?

B: Is that serious? You must be joking right?

A: Of course not. But don't worry. It will not reach our earth.

Dialogue B

A: Ellisa, happy birthday. Wish you all the best. This is for you.

B: Yeah Risa. Thank you so much. Should I open it now?

A: Yeah please.

B: Oh My God. What a surprise. This is the best gift I've ever had. Thank you so much Risa. That's very surprising.

A: Hope you like it.

B: Of course. Thank you so much.

Task 6

Listen to the recording and decide whether it is a surprise or disbelief expression by putting a tick (√) in the correct box.

1. Wow, that's the most amazing gift I've ever had Bella.
2. Andi, you must be kidding right!
3. Are you serious about this, Diah?
4. Oh my God, I can't believe it!
5. That's a surprise.

Task 7

Listen to the recording and choose the appropriate response for each expression. The response is provided in the box. Then, act it out. Do it carefully

1. A: Putri, can you guess what? Wanda was arrested during a drug raid at TV presenter Raffi Ahmad's house

   B: Wow, that's very surprising. What's the relation between them?

   A: Yups. I don't know exactly Put.
2. A: Hi Sukma, do you read The Jakarta Post today? A meteor exploded over Russia's Ural Mountains with the power of an atomic bomb.

   B: Oh, my God. Is that true, Dewi?

A:Yup. That's true, the sonic blasts shattering countless windows and injuring nearly 1,000 people.

3. A: Risma, did you watch TV last night? A crocodile ate a human being in a river.

   B: Oh, really? How did it happen?

   A: Yeah, perhaps the giant crocodile was very hungry.

4. A: Tik, look at this picture. The woman is so great, right?

   B: Wow. That's a very amazing picture. Where did you get this photo?

   A: I took it from a website.

5. A: Dwi, do you know that Della's father has passed away?

   B: You must be kidding, right?

   A: No, I'm not kidding.

   B: Oh no, I can't believe that. Yesterday, I just saw him.

UNIT 3

Task 2

Listen to the recording and answer the following questions. Do it carefully.

Dialogue 1

Defi: Hi Widya, do you have time on Friday?

Widya: Yes, I do. Why do you ask?

Defi : There will be a great film tonight. It's about Habibie and Ainun. Would you like to go to the cinema with me?

Widya : Sounds great but I don't think I can. I should accompany my sister at home, she is alone.

Defi : It's ok. Well, how about tomorrow?

Widya: Yeah, I think I can. Can you pick me up?

Defi: Sure, Widya.

Dialogue 2

Arina: Hello?

Trisia : Hi, Arina! This is Trisia.

Arina : Oh, hi, Trisia,

Trisia : Arina, I will have a birthday party tonight. Would you like to come to my house?

Arina : With the greatest pleasure Trisia, of course I would.

Trisia : Well Arina, thank you so much.

Task 6

Listen to the recording and choose whether it is an expression used for accepting or refusing an invitation by putting a tick (√) in the correct box.

1. Thank you. I'd like very much to come
2. Sounds great, but I don't think I can.
3. I'd love to, but I'm going to do something else on.
4. I'd like to come. What time?
5. I wish I could, but I don't think I can make it.

Task 7

Listen to the recording and choose the appropriate response for each expression. The response is provided in the box. Then, act it out. Do it carefully

1. A: Morning Nginda, tomorrow is my birthday. Would you like to go to my party?

   B: With a great pleasure Nency. I'd like to come very much.
2. A: Hi, Diah, would you like to join me for an ice cream?

   B: That would be very nice, Hepi. This summer is very hot.
3. A: Hi Ellisa, you know that there will be a Sheila on 7 concert right? Shall we go together then?

B: Wow, is that true? Of course, you should pick me up. Don't be late. I don't want to miss the show.

4. A: Dewi, we're planning to spend our holiday in Bali. Would you like to join us?

   B: It sounds good, but I've already promised to visit my grandma in holiday.

5. A: Diah, don't be so sad. Shall we hang out today?

   B: Yeah, that tragedy makes me in pain. Ok, I think that is a good idea.

PRINTABLE SITUATION CARDS

FOR ENGLISH LEARNING MATERIALS FOR ECC
IN SMA N 1 KROYA

UNIT 1

TASK 10

Your friend got a gold medal on a tennis game.

Your classmate got the best mark in the English subject.

Your classmate is the winner in a fashion show. She wore the best dress.

Your friend got the silver medal in a traditional dance competition.

Your classmate is the winner in a speech contest.

Your classmate got the best score in the final semester test.

Your friend got a new motorcycle on her birthday.

TASK 11

Your friend has a new bag.
Your friend won a singing contest.
Your friend won a gold medal in the Physics Olympic.
Your friend got a scholarship to UNY.
Your friend does the exam very quickly.
Your classmate is the runner-up of the Cilacap tourism ambassador.
Your friend can memorize everything well.

UNIT 2

TASK 10

You got a new motorcycle on your birthday.

You get the news that President will come to your village.

You read that your idol got an accident and is in a serious condition.

You get the first rank in your class this semester, whereas you got the last rank in the previous semester.

Your friend won a ticket dinner with Kevin Aprilio.

You heard that your close friend has passed away.

Your new teacher is very handsome and young.

Task 11

You get the best gift on your birthday.
Your idol has passed away.
Your smartest friend did not pass the exam.
An artist will come to your school.
You hear that you get the best mark in your class.
You watch a video about the corpse that returns back to life.
You hear that a man in Europe can bear a baby.

UNIT 3

TASK 10

You invite your classmate to go to the library.

You invite your friend to watch a concert tomorrow.

You invite your friend to watch a football match tonight.

You invite your friend to watch a film in a cinema.

You invite your friend to look your friend who is hospitalized.

You invite your friend to spend holidays in Bali.

You invite your friend to study together at your home.

TASK 11

You invite your friend to go fishing this weekend. (Accept)

You invite your friend to see the circus. (Refuse)

You invite your friend to have some drink in canteen. (Accept)

You invite your friend for joining a dance competition. (Refuse)

You invite your friend for accompanying you to go to hospital. (Accept)

You invite your friend to visit your new house. (Refuse)

You invite your friend for lunch. (Accept)

Appendix I

The Experts' Judgment Questionnaire

EXPERT JUDGMENT QUESTIONNAIRE

MATERI PEMBELAJARAN ENGLISH CONVERSATION CLUB (ECC) SMA NEGERI 1 KROYA

A. Identitas Responden

Nama :

Pendidikan : ( ) Lulusan S1

( ) Lulusan S2

( ) Lulusan S3

Lama Mengajar :

B. Evaluasi Materi pembelajaran ECC

Berilah tanda centang (√) pada salah satu kolom skor untuk masing-masing pernyataan yang sesuai dengan pendapat Anda.

Keterangan :

4: Sangat Setuju 3: Setuju 2: Tidak Setuju 1: Sangat Tidak Setuju

NO.	PERNYATAAN	SKOR			
		4	3	2	1
A. KELAYAKAN ISI					
1	Materi sesuai dengan SK dan KD kelas X semester 2.				

2	Materi berisi dan menuntut peserta didik mengeksplorasi cukup banyak teks yang relevan dengan kehidupan peserta didik sehari-hari.				
3	Materi berisi input yang bervariasi dan berhubungan dengan topik.				
4	Materi berisi bimbingan agar peserta didik menghasilkan teks lisan untuk mencapai fungsi sosial yang relevan dengan jenis teks ybs.				
5	Teks-teks yang diberikan di dalam buku maupun hasil eksplorasi peserta didik diarahkan pada pencapaian fungsi sosial yang terkait dengan kehidupan sehari-hari.				
6	Teks-teks yang diberikan di dalam buku teks maupun hasil eksplorasi peserta didik diarahkan pada pengembangan kemampuan berpikir runtut dan sistematis				
7	Teks-teks yang diberikan di dalam buku teks maupun hasil eksplorasi peserta didik diarahkan pada pengembangan kemampuan berkomunikasi dengan kualitas kebahasaan yang akurat dan berterima, sesuai dengan konteks komunikatif yang sedang berlangsung serta jenis teks yang digunakan dalam rangka mencapai setiap fungsi sosial yang dimaksud.				
8	Kosakata yang terdapat dalam materi sudah sesuai dengan topik.				

Saran perbaikan:					
B. KELAYAKAN PENYAJIAN					
9	Materi disajikan dalam bentuk teks, tindak komunikatif, ilustrasi dan lambang dengan menggunakan pola dan urutan yang teratur sesuai dengan karakteristik materi, minimal terdiri atas Pendahuluan, Isi, dan Penutup.				
10	Materi dan *Tasks* disajikan dalam bentuk teks, tindak komunikatif, ilustrasi dan lambang secara seimbang				
11	Penyajian materi dan *Tasks* mendorong terjadinya interaksi dalam bahasa Inggris antar peserta didik, antara peserta didik dan guru, serta antara peserta didik dan lingkungan yang lebih luas.				
12	Penyajian materi dan *Tasks* mendorong peserta didik untuk melakukan berbagai kegiatan komunikatif lisan atas prakarsa sendiri secara kreatif dan kritis.				
13	Penyajian materi dan *Tasks* mendorong peserta didik untuk bertanggung jawab atas proses belajarnya sendiri.				

14	Penyajian materi dan *Tasks* mendorong peserta didik untuk mengenali keberhasilan dan kekurangan mereka dalam melaksanakan kegiatan belajar dan berkomunikasi.				
15	Penyajian materi sesuai dengan metode pengajaran yang digunakan yaitu *Presentation, Practice and Production.*				
16	Kegiatan pembelajaran dan *Tasks* diurutkan dari yang mudah ke tingkat yang lebih sulit.				
17	Setting pembelajaran bervariasi (kerja individu, berpasangan, dan berkelompok).				
18	Aktivitas pembelajaran bervariasi.				
Saran perbaikan:					
C. KELAYAKAN BAHASA					
19	Bahasa yang digunakan dalam penjelasan sesuai dengan tingkat perkembangan kognitif peserta didik.				
20	Bahasa yang digunakan dalam instruksi sesuai dengan tingkat perkembangan kognitif peserta didik.				

21	Bahasa yang digunakan sesuai dengan situasi sosial-emosional peserta didik.				
22	Bahasa yang disajikan jelas dan mudah dipahami oleh peserta didik.				
23	Bahasa yang disajikan sesuai dengan kaidah bahasa Inggris yang tepat.				
24	Tingkat kesulitan bahasa difasilitasi secara eksplisit.				
Saran perbaikan:					
D. KELAYAKAN DESAIN DAN GRAFIK					
25	Penampilan *layout* secara keseluruhan menarik.				
26	Ukuran huruf proporsional.				
27	Penggunaan huruf dengan tepat dan tidak terlalu menggunakan banyak jenis huruf.				
28	Penggunaan variasi huruf (bold, italic, capital) tidak berlebihan.				
29	Penempatan unsur tata letak (judul, sub judul, teks, keterangan gambar, nomor halaman) disusun secara proporsional dan tidak mengganggu pemahaman.				

30	Penyajian ilustrasi (gambar, table, dll.) secara keseluruhan serasi dan menarik.				
31	Ilustrasi mampu memperjelas penyajian materi dan mempermudah pemahaman baik dalam bentuk, ukuran yang proporsional, serta warna yang menarik sesuai objek aslinya.				
32	Keterangan gambar ditempatkan berdekatan dengan ilustrasi.				
Saran perbaikan:					

C. Tanggapan Umum Terhadap Materi

1. Secara umum, bagaimana pendapat Bapak/Ibu berkaitan dengan materi yang telah saya desain?

   ……

   ……

2. Menurut Bapak/Ibu, apakah kekurangan dari materi yang saya desain?

   ……

   ……

3. Apa saran Bapak/Ibu untuk memperbaiki kekurangan dari materi tersebut?

……

……

Kesimpulan:

Dapat disimpulkan bahwa materi yang telah didesain:

a) sudah baik dan tidak perlu direvisi.

b) sudah baik tetapi masih perlu direvisi.

c) belum baik dan masih perlu banyak revisi.

Yogyakarta, Mei 2013

Evaluator

Appendix J

The Experts' Judgment Results

Experts' Judgment Results

NO.	STATEMENTS	SKOR				Mean	Category
		4	3	2	1		
A. CONTENTS							
1	The materials are suitable with SC and BC.	4	1	0	0	3.80	Very Good
2	The materials direct Ss to explore the other relevant texts in their daily life.	2	2	1	0	3.20	Good
3	The materials involve varied inputs related to the topic in each unit.	3	1	1	0	3.40	Good
4	The materials guide Ss to produce spoken text to achieve the relevant social functions.	3	2	0	0	3.60	Very Good
5	The texts are directed in the achievement of social function related to daily life.	3	1	1	0	3.40	Good
6	The texts are directed to develop students' systematic thinking ability.	2	3	0	0	3.40	Good
7	The texts are directed in developing students' communication ability in order to achieve the social functions.	3	2	0	0	3.60	Very Good
8	The vocabularies are suitable with the topic in each unit.	3	2	0	0	3.60	Very Good
The General Judgment of the Contents						3.50	Good
B. PRESENTATIONS							
9	The materials and tasks are presented in the form of texts, communicative act, illustration and symbol using pattern and sequence appropriate with the materials characteristic, consists of warming-up, main and closing activities.	3	2	0	0	3.60	Very Good

10	The materials and tasks are presented in the form of texts, communicative act, illustration, and symbols in balance.	3	2	0	0	3.60	Very Good
11	The materials and tasks presentation encourages the interaction in English between ss, ss and teachers, and between ss and the wider environment.	2	2	1	0	3.20	Good
12	The materials and tasks presentation encourages ss to do various communicative activities creatively and critically.	2	2	1	0	3.20	Good
13	The materials and tasks presentation encourages ss to be responsible for their own learning.	3	2	0	0	3.60	Very Good
14	The materials and tasks presentation encourages ss to recognize their success and inadequacy in doing their learning and communicating activities.	3	2	0	0	3.60	Very Good
15	The materials presentation is suitable with the method used, i.e., Presentation, Practice and Production.	3	2	0	0	3.60	Very Good
16	The learning activities and tasks are graded from the easy up to more difficult level.	3	2	0	0	3.60	Very Good
17	The learning settings are varied.	3	2	0	0	3.60	Very Good
18	The learning activities are varied.	3	2	0	0	3.60	Very Good
The General Judgment of the Presentation						3.52	Good
C. LANGUAGE							
19	The language which used in explanations is suitable with students' cognitive development level.	3	2	0	0	3.60	Very Good
20	The language which used in instructions is suitable with	3	2	0	0	3.60	Very Good

	students' cognitive development level.						
21	The language which used is appropriate with students' social-emotional situation.	2	3	0	0	3.40	Good
22	The language is clear and easy to be understood by students.	2	3	0	0	3.40	Good
23	The language is based on the appropriate English grammar.	2	3	0	0	3.40	Good
24	The language difficulty level is facilitated explicitly.	2	3	0	0	3.40	Good
The General Judgment of the Language						3.47	Good
D. DESIGNS AND GRAPHICS							
25	The whole layout is interesting.	2	3	0	0	3.40	Good
26	The size of characters is proportional.	4	1	0	0	3.80	Very Good
27	The use of characters is appropriate and the kinds of character used are not too much.	4	1	0	0	3.80	Very Good
28	The use of character variation (bold, italic, capital) is good.	3	2	0	0	3.60	Very Good
29	The placement of element positions (title, sub title, text, picture information, page number), are arranged proportionally and not disturb the understanding.	3	2	0	0	3.60	Very Good
30	The illustration (pictures, table, etc.) as a whole is good and interesting.	3	2	0	0	3.60	Very Good
31	The illustrations are able to make the materials presentation clearer and make them easy to understand.	2	3	0	0	3.40	Good
32	The information picture is placed closely to the illustration with smaller than the texts.	3	2	0	0	3.60	Very Good
The General Judgment of the Design and Graphic						3.60	Very Good

Appendix K

Permit Letters

PEMERINTAH KABUPATEN CILACAP
DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA
Jalan Kalimantan Nomor 51 Telepon (0282) 542797 Faksimil (0282) 540579
Website : www.disdikpora.cilacapkab.go.id Email : disdikpora@cilacapkab.go.id
CILACAP
Kode Pos 53224

Cilacap, 29 Januari 2013

Nomor : 072 / 0094 / 01 / 14
Lamp. : -
Perihal : **IJIN PENELITIAN**

Kepada Yth. :
Kepala SMAN 1 Kroya
di -
Cilacap

DASAR : Surat Rekomendasi Penelitian/Survei dari BAPPEDA Kabupaten Cilacap Nomor : 072/0075/27.1 Tanggal 21 Januari 2013

Dengan ini memberikan ijin penelitian kepada :

Nama : GANDI NUR PRATIWI
NIM : 09202244006
Pekerjaan : Mhs Prodi S1 Pendidikan Bhs Inggris Fak Bhs & Seni UNY
Alamat : Jl. Bambu Rt.12/I Ds. Kepudang Binangun Cilacap

Dengan ketentuan sebagai berikut :

a. Pelaksanaan Penelitian / Survei tidak disalah gunakan untuk tujuan tertentu yang dapat mengganggu ketenangan dan ketertiban masyarakat / pemerintah.
b. Sebelum melaksanakan Penelitian / Survei langsung kepada responden, harus terlebih dahulu melaporkan kepada Kepala Sekolah setempat.
c. Setelah Penelitian / Survei selesai, supaya menyerahkan hasilnya kepada Disdikpora Kabupaten Cilacap.
d. Apabila dalam jangka waktu tertentu hasil Penelitian / Survei belum dikirim ke Disdikpora, maka kepada Penanggung Jawab / Pimpinan Lembaga Pendidikan yang bersangkutan berkewajiban mengirimkan hasil Penelitian / Survei tersebut diatas.

Demikian atas perhatian dan kerjasamanya kami sampaikan terima kasih.

KEPALA DINAS PENDIDIKAN,
PEMUDA DAN OLAHRAGA
KABUPATEN CILACAP

TULUS WIBOWO, SH,S.Pd, M.Si
Pembina Tingkat I
NIP. 19630418 199203 1 009

Tembusan Kepada Yth :
- Dosen Fak Bahasa & Seni UNY

PEMERINTAH KABUPATEN CILACAP
DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA
SMA NEGERI 1 KROYA
Jl. Candradimuka Kroya,No. - Telp (0282) 494224 ,Fax: (0282) 492244
CILACAP
Kode pos 53282

SURAT KETERANGAN

Nomor : 423.4 / 309 / SMA.05/ 2013

Yang bertanda tangan dibawah ini

Nama : Drs. Kunto Ariwibowo, M.M
Jabatan : Kepala SMA Negeri 1 Kroya
NIP : 19610719 198803 1 002

Menerangkan bahwa :

Nama : Gandi Nur Pratiwi
NIM : 09202244006
Program Studi : Pendidikan Bahasa Inggris Fak Bahasa dan Seni UNY

Mahasiswa tersebut diatas benar – benar telah melakukan penelitian di SMA Negeri 1 Kroya, dari tanggal 1 November 2012 sampai dengan tanggal 31 Mei 2013.

Demikian Surat Keterangan ini kami buat dengan sesungguhnya untuk menjadikan periksa dan dapat dipergunakan sebagaimana mestinya.

Kroya, 15 Juni 2013
Kepala SMA Negeri 1 Kroya

SMA N. 1 KROYA

Drs. Kunto Ariwibowo, M.M
NIP 19610719 198803 1 002